A Correlation of

enVisionMATH
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with Common Core Transition Kit

to the

Common Core State Standards for Mathematics Oregon

Grade 1

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Common Core State Standards for Mathematics Oregon Grade 1	enVisionMATH ©2009 with Common Core Transition Kit Grade 1 Topics - Lessons
Mathematical Practices	**1.MP**
The Standards for Mathematical Practice describe varieties of expertise that mathematics educators at all levels should seek to develop in their students.	
1.MP.1 Make sense of problems and persevere in solving them.	enVisionMATH is built on a foundation of problem-based instruction that has sense-making at its heart. Each topic includes at least one problem-solving lesson in which students focus on honing their sense-making and problem-solving skills. Problem-solving lessons present to students a process that begins with making sense of the problem. Read and Understand, the first phase of the process, has students ask themselves, What am I trying to find? and What do I know?, questions that will help identify the givens and constraints of the problem. In the second phase, Plan and Solve, students decide on a solution plan. In the final phase, Look Back and Check, students verify that their work is reasonable and reflects the information given. Each lesson begins with Problem-Based Interactive Learning, an activity in which students interact with their peers and teachers to make sense of and decide on a workable solution for a real-world situation. Another feature of each lesson is the set of problem-solving exercises in which students persevere by applying different skills and strategies to solve problems.

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1.MP.2 Reason abstractly and quantitatively.	enVisionMATH provides scaffolded instruction to help students develop both quantitative and abstract reasoning. In the Visual Learning Bridge, students can see how to represent a given situation numerically or algebraically. They will have opportunities later in the lesson to reason abstractly as they endeavor to represent situations symbolically. Reasonableness exercises remind students to compare their work to the original situation. In the Do You Understand? part of the Guided Practice (found in the Topic Teacher's Guide), students gain experiences with quantitative reasoning as they consider concepts or the meaning of different parts of an equation. Reasoning problems throughout the exercise sets focus students' attention on the structure or meaning of an operation, for example, rather than merely the solution.
1.MP.3 Construct viable arguments and critique the reasoning of others.	Consistent with a focus on reasoning and sense-making is a focus on critical reasoning — argumentation and critique of arguments. In Pearson's enVisionMATH, the Problem-Based Interactive Learning affords students opportunities to share with classmates their thinking about problems, their solution methods, and their reasoning about the solutions. Many exercises found throughout the program specifically call for students to justify or explain their solutions. Journal activities help students develop foundational critical reasoning skills by having them construct explanations for processes. The ability to articulate a clear explanation for a process is a stepping stone to critical analysis and reasoning of both the student's own processes and those of others.

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1.MP.4 Model with mathematics.	Students in Pearson's enVisionMATH are introduced to mathematical modeling in the early grades. They first use manipulatives and drawings and then equations to model addition and subtraction situations. The Visual Learning Bridge and Visual Learning Animation often present real-world situations, and students are shown how these can be modeled mathematically. In later grades, students expand their modeling skills to include representations such as tables and graphs, as well as equations.
1.MP.5 Use appropriate tools strategically.	Students become fluent in the use of a wide assortment of tools ranging from physical objects, including manipulatives, rulers, protractors, and even pencil and paper, to digital tools, such as eTools, calculators, and computers. As students become more familiar with the tools available to them, they are able to begin making decisions about which tools are most helpful in a particular situation.
1.MP.6 Attend to precision.	Students are expected to use mathematical terms and symbols with precision. Key terms and concepts are highlighted in each lesson. The Problem-Based Interactive Learning activity provides repeated opportunities for children to use precise language to explain their solution paths while solving problems. In the Do You Understand? feature, students revisit these key terms or concepts and provide explicit definitions or explanations.

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1.MP.7 Look for and make use of structure.	Students are encouraged to look for structure as they develop solution plans. In the Look for a Pattern problem-solving lessons, children in the early years develop a sense of patterning with visual and physical objects. As students mature in their mathematical thinking, they look for structure in numerical operations by focusing on place value and properties of operations. This focus on looking for and recognizing structure enables students to draw from patterns as they formalize their thinking about the structure of operations.
1.MP.8 Look for and express regularity in repeated reasoning.	Students are prompted to look for repetition in computations to help them develop shortcuts and become more efficient problem-solvers. Students are reminded to think about problems they have encountered previously that may share features or processes. They are encouraged to draw on the solution plan developed for such problems, and as their mathematical thinking matures, to look for and apply generalizations to similar situations. The Problem-Based Interactive Learning activities offer students opportunities to look for regularity in the way operations behave.

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Operations and Algebraic Thinking	**1.OA**
A. Represent and solve problems involving addition and subtraction.	
1.OA.1 Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.	3-1, 3-2, 3-3, 3-5, 3-7, 4-1, 4-2, 4-3, 4-5, 4-6, 4-7, 4-8, 6-6, 7-1, 7-2, 7-3, 7-4, 7-5, 16-1, 16-2, 16-3, 16-4, 16-5, 16-6, 17-5 **CC:** 3-5A, 4-5A
1.OA.2 Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.	16-7 **CC:** 16-8A
B. Understand and apply properties of operations and the relationship between addition and subtraction.	
1.OA.3 Apply properties of operations as strategies to add and subtract. (Students need not use formal terms for these properties.) *Examples: If 8 + 3 = 11 is known, then 3 + 8 = 11 is also known. (Commutative property of addition.) To add 2 + 6 + 4, the second two numbers can be added to make a ten, so 2 + 6 + 4 = 2 + 10 = 12. (Associative property of addition.)*	3-6, 6-1, 16-7, **CC:** 16-8A
1.OA.4 Understand subtraction as an unknown-addend problem. *For example, subtract 10 – 8 by finding the number that makes 10 when added to 8.*	4-1, 4-2, 4-3, 4-5, 4-6, 4-7, 5-4, 7-2, 7-3, 7-4, 17-2, 17-3, 17-4 **CC:** 4-5A
C. Add and subtract within 20.	
1.OA.5 Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).	6-1, 7-1

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1.OA.6 Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., 8 + 6 = 8 + 2 + 4 = 10 + 4 = 14); decomposing a number leading to a ten (e.g., 13 – 4 = 13 – 3 – 1 = 10 – 1 = 9); using the relationship between addition and subtraction (e.g., knowing that 8 + 4 = 12, one knows 12 – 8 = 4); and creating equivalent but easier or known sums (e.g., adding 6 + 7 by creating the known equivalent 6 + 6 + 1 = 12 + 1 = 13).	4-1, 4-2, 4-3, 4-5, 4-6, 4-7, 6-1, 6-2, 6-3, 6-4, 6-5, 7-1, 7-2, 7-3, 7-4, 16-1, 16-2, 16-3, 16-5, 16-6, 17-1, 17-2, 17-3, 17-4
D. Work with addition and subtraction equations.	
1.OA.7 Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. *For example, which of the following equations are true and which are false? 6 = 6, 7 = 8 – 1, 5 + 2 = 2 + 5, 4 + 1 = 5 + 2.*	6-1, 11-4 **CC:** 3-5A, 4-8A
1.OA.8 Determine the unknown whole number in an addition or subtraction equation relating to three whole numbers. *For example, determine the unknown number that makes the equation true in each of the equations 8 + ? = 11, 5 = __ – 3, 6 + 6 = __.*	4-1, 4-2, 4-3, 4-5, 4-6, 4-7, 5-4, 6-2, 6-3, 6-4, 6-5, 7-2, 7-3, 7-4, 16-3, 16-5, 16-6, 17-2, 17-3, 17-4 **CC:** 4-8A
Number and Operations in Base Ten	**1.NBT**
E. Extend the counting sequence.	
1.NBT.1 Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.	1-1, 1-2, 1-3, 1-4, 1-5, 1-6, 10-2, 10-3, 10-4, 10-5, 10-9, 11-1, 11-2, 11-3, 11-4
F. Understand place value.	
1.NBT.2 Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:	1-3, 10-1, 10-2, 11-1, 11-2, 11-3, 11-4, 11-5, 11-6, 12-2

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a. 10 can be thought of as a bundle of ten ones — called a "ten."	10-1, 11-1, 11-2, 11-3, 11-5, 11-6
b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.	1-3, 10-1, 11-3
c. The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).	10-3, 11-2, 11-3
1.NBT.3 Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <.	2-1, 12-3, 12-4, 12-5, 12-6, 12-7, 12-8
G. Use place value understanding and properties of operations to add and subtract.	
1.NBT.4 Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.	12-1, 12-2, 20-1, 20-2, 20-3, 20-4 **CC:** 20-4A
1.NBT.5 Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.	12-1, 20-5, 20-6
1.NBT.6 Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.	12-1, 20-1, 20-2, 20-3, 20-4, 20-5, 20-6, 20-7 **CC:** 20-5A, 20-7A

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Measurement and Data	**1.MD**
H. Measure lengths indirectly and by iterating length units.	
1.MD.1 Order three objects by length; compare the lengths of two objects indirectly by using a third object.	14-1 **CC:** 14-2A
1.MD.2 Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. *Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.*	14-2, 14-3, 14-4, 14-5 **CC:** 14-3A
I. Tell and write time.	
1.MD.3 Tell and write time in hours and half-hours using analog and digital clocks.	15-1, 15-2, 15-3, 15-6
J. Represent and interpret data.	
1.MD.4 Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.	18-1, 18-2, 18-3, 18-5, 18-6, 18-7, 18-8
Geometry	**1.G**
K. Reason with shapes and their attributes.	
1.G.1 Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.	8-1, 8-2, 8-9, 8-10, 8-11

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1.G.2 Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape. (Students do not need to learn formal names such as "right rectangular prism.")	8-3, 8-4 **CC:** 8-3A, 8-11A
1.G.3 Partition circles and rectangles into two and four equal shares, describe the shares using the words *halves*, *fourths*, and *quarters*, and use the phrases *half of*, *fourth of*, and *quarter of*. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.	19-1, 19-2, 19-5 **CC:** 19-3A