A Correlation of

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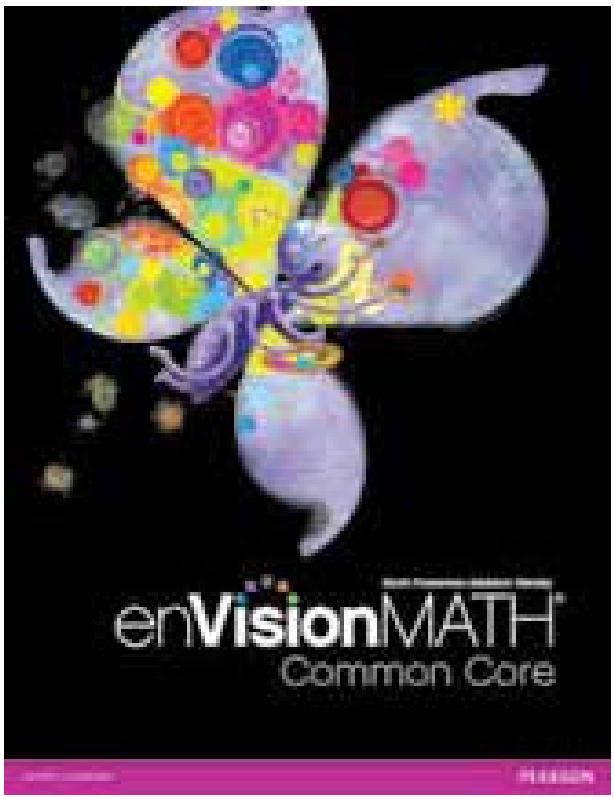
enVisionMATH™ Common Core ©2012



to the

Common Core State Standards for Mathematics

Grade 1

Introduction

This document demonstrates how ***enVisionMATH Common* Core ©2012** aligns to the Common Core State Standards for Mathematics, Grade 1. Correlation page references are to the Teacher's Edition. Lessons in the Teacher's Edition include facsimile pages of the Student Edition.

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

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

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

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

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

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

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A Correlation of *enVisionMATH* Common Core to the Common Core State Standards for Mathematics

Common Core State Standards for Mathematics Mathematical Practices	enVisionMATH Common Core Grade 1
1. Make sense of problems and persevere in solving them. Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, "Does this make sense?" They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.	***enVisionMATH Common Core*** 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. The problem-solving lessons in Grades K–2 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. **SE / TE:** Topic 1: 14, 22, 30, 31-34; Topic 2: 52, 60, 64, 72, 80, 81-84; Topic 3: 94, 98, 102, 107-110; Topic 4: 117, 137, 140, 144, 148, 152, 153-156; Topic 5: 166, 174, 175-178, 182, 186, 190, 194; Topic 6: 208, 216, 220, 229-232; Topic 7: 242, 250, 254, 258, 259-262; Topic 8: 272, 280, 284, 288, 289-292; Topic 9: 302, 306, 310, 314, 315-318; Topic 10: 340, 345-348; Topic 11: 358, 375-378; Topic 12: 388, 392, 401-404; Topic 13: 418, 422, 426, 427-430; Topic 14: 456, 460, 461-464; Topic 15: 475-478, 490, 494, 498, 507-510; Topic 16: 524, 529-532 **TE:** Topic 5: 161B; Topic 7: 258A; Topic 8: 267A; Topic 10: 344A; Topic 14: 456A; Topic 15: 478A; Topic 16: 532A

Common Core State Standards for Mathematics Mathematical Practices	**enVisionMATH Common Core Grade 1**
2. Reason abstractly and quantitatively. Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships: the ability to decontextualize—to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to contextualize, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects.	***enVisionMATH Common Core*** 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, students gain experiences with quantitative reasoning as they consider the meaning of different parts of an expression or 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. **SE / TE:** Topic 2: 41, 45, 49, 65, 72, 76, 77, 80; Topic 3: 99, 103; Topic 4: 125, 136, 141, 145, 149; Topic 5: 167, 198; Topic 6: 205, 209, 225; Topic 8: 285; Topic 9: 299; Topic 10: 337, 341; Topic 11: 370, 378; Topic 12: 389, 393, 400, 401; Topic 13: 419, 423; Topic 14: 440, 444, 464; Topic 15: 483, 494, 503; Topic 16: 524, 532 **TE:** Topic 1: 6A, 10A, 18A; Topic 2: 44A; Topic 3: 89B, 98A; Topic 4: 115B, 120A, 140A; Topic 5: 161B, 178A; Topic 6: 203B; Topic 7: 237A, 246A; Topic 8: 272A; Topic 9: 297A, 302A, 310A, 314A; Topic 10: 323B; Topic 11: 353B, 366A; Topic 12: 383A; Topic 13: 413B; Topic 15: 486A, 490A; Topic 16: 515B

Common Core State Standards for Mathematics Mathematical Practices	**enVisionMATH Common Core Grade 1**
3. Construct viable arguments and critique the reasoning of others. Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.	Consistent with a focus on reasoning and sense-making is a focus on critical reasoning – argumentation and critique of arguments. In Pearson's ***enVisionMATH Common Core***, 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 use reasoning and to justify or explain their solutions. **SE / TE:** Topic 1: 19; Topic 3: 99; Topic 5: 163, 171, 179, 187, 191; Topic 7: 243, 247; Topic 9: 314; Topic 11: 378; Topic 12: 389, 408; Topic 14: 461; Topic 15: 471, 507; Topic 16: 517 **TE:** Topic 5: 163A, 171A, 187A; Topic 15: 469B

Common Core State Standards for Mathematics Mathematical Practices	**enVisionMATH Common Core Grade 1**
4. Model with mathematics. Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. In early grades, this might be as simple as writing an addition equation to describe a situation. In middle grades, a student might apply proportional reasoning to plan a school event or analyze a problem in the community. By high school, a student might use geometry to solve a design problem or use a function to describe how one quantity of interest depends on another. Mathematically proficient students who can apply what they know are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They can analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.	Students in Pearson's ***enVisionMATH Common Core*** are introduced to mathematical modeling in the early grades. They first use manipulatives and drawings and then equations to model addition and subtraction situations. In later grades, students expand their modeling skills to include representations such as tables and graphs, as well as equations. **SE / TE:** Topic 1: 18, 22, 23, 30; Topic 2: 53, 56, 57; Topic 3: 99, 107; Topic 4: 124, 132, 144, 155; Topic 5: 163, 167, 170, 171, 174, 191, 198; Topic 6: 208, 216, 225, 232; Topic 7: 243, 246, 247, 251, 259; Topic 8: 273, 289, 292; Topic 9: 314, 310, 315; Topic 10: 328; Topic 11: 355, 358, 359, 366, 378; Topic 12: 400; Topic 13: 427, 430; Topic 14: 449, 453, 457; Topic 15: 477; Topic 16: 525, 528 **TE:** Topic 1: 22A, 26A; Topic 2: 39B, 60A, 72A; Topic 3: 94A; Topic 4: 136A; Topic 5: 166A, 170A, 174A; Topic 7: 242A, 262A; Topic 8: 292A; Topic 9: 297B, 318A; Topic 10: 340A; Topic 13: 430A; Topic 14: 435B, 452A, 460A; Topic 16: 524A, 528A

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5. Use appropriate tools strategically. Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.	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. **SE / TE:** Topic 1: 3, 10, 14, 15, 31, 33, 34; Topic 2: 44, 48, 52, 56, 60, 64, 76; Topic 3: 91, 94, 95, 102, 106; Topic 4: 120, 121, 129, 132, 133, 136, 148, 153; Topic 5: 166, 182, 186; Topic 6: 213, 217, 220, 221, 224, 229, 231; Topic 7: 239, 242, 243, 255, 261; Topic 8: 272, 277, 280, 284, 288; Topic 9: 303; Topic 10: 325, 333, 336, 345; Topic 11: 362, 371, 374; Topic 12: 397; Topic 14: 440, 444; Topic 15: 474, 475, 482, 486, 498, 502, 506 **TE:** Topic 1: 34A; Topic 2: 52A; Topic 3: 89B, 106A; Topic 4: 115B, 132A, 156A; Topic 6: 208A, 212A, 216A; Topic 8: 276A, 284A, 288A; Topic 10: 348A; Topic 11: 362A; Topic 12: 392A, 408A; Topic 13: 413B, 418A, 422A; Topic 14: 464A

Common Core State Standards for Mathematics Mathematical Practices	**enVisionMATH Common Core Grade 1**
6. Attend to precision. Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.	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. Students are reminded to use appropriate units of measure in their solutions as well as in labels for diagrams, graphs, and other kinds of displays. **SE / TE:** Topic 1: 6, 7, 10, 18, 26, Topic 2: 44, 48, 55, 68, 84; Topic 3: 106; Topic 4: 120, 124, 128, 140, 152; Topic 5: 175, 177, 178, 194; Topic 6: 212; Topic 7: 246, 258; Topic 8: 269, 276; Topic 9: 302, 306, 307, 318; Topic 10: 332, 340, 344, 348; Topic 11: 363; Topic 12: 392, 396, 404, 405; Topic 13: 418, 422, 426; Topic 14: 437, 445, 456, 461; Topic 15: 482, 490, 491, 495, 506, 510; Topic 16: 520, 521, 529, 532 **TE:** Topic 1: 1B, 1D; Topic 2: 39A, 39D; Topic 3: 89D; Topic 4: 115D; Topic 5: 161D; Topic 6: 203D; Topic 7: 237D; Topic 8: 267B, 267D; Topic 9: 297D; Topic 10: 323B, 323D; Topic 11: 335D; Topic 12: 383D, 388A, 396A; Topic 13: 413D, 426A; Topic 14: 435D; Topic 15: 469A, 469D, 474A; Topic 16: 515D

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7. Look for and make use of structure. Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7 × 8 equals the well remembered 7 × 5 + 7 × 3, in preparation for learning about the distributive property. In the expression x2 + 9x + 14, older students can see the 14 as 2 × 7 and the 9 as 2 + 7. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see 5 – 3(x – y)2 as 5minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.	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. **SE / TE:** Topic 1: 27; Topic 2: 69, 73; Topic 4: 141, 142, 143, 144; Topic 5: 171, 179, 183, 187; Topic 7: 250; Topic 11: 367; Topic 14: 452; Topic 15: 474, 479, 486, 487, 499, 502; Topic 16: 520 **TE:** Topic 1: 1A, 1D, 30A; Topic 2: 39B, 39D, 48A, 76A, 80A; Topic 3: 89D, 110A; Topic 4: 115B, 115D, 144A, 148A, 152A; Topic 5: 161D, 182A, 186A, 190A, 194A, 198A; Topic 6: 203D, 220A; Topic 7: 237B, 237D, 254A; Topic 8: 267D; Topic 9: 297D, 306A; Topic 10: 332A; Topic 11: 353B, 353D, 374A, 374B; Topic 12: 383D, 400A, 404A; Topic 13: 413D; Topic 14: 435D; Topic 15: 469D, 494A, 498A, 502A, 506A, 510A; Topic 16: 515D, 520A

Common Core State Standards for Mathematics Mathematical Practices	enVisionMATH Common Core Grade 1
8. Look for and express regularity in repeated reasoning. Mathematically proficient students notice if calculations are repeated, and look both for general methods and for shortcuts. Upper elementary students might notice when dividing 25 by 11 that they are repeating the same calculations over and over again, and conclude they have a repeating decimal. By paying attention to the calculation of slope as they repeatedly check whether points are on the line through (1, 2) with slope 3, middle school students might abstract the equation $(y – 2)/(x – 1) = 3$. Noticing the regularity in the way terms cancel when expanding $(x – 1)(x + 1)$, $(x – 1)(x2 + x + 1)$, and $(x – 1)(x3 + x2 + x + 1)$ might lead them to the general formula for the sum of a geometric series. As they work to solve a problem, mathematically proficient students maintain oversight of the process, while attending to the details. They continually evaluate the reasonableness of their intermediate results.	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. **SE / TE:** Topic 1: 4-6, 11; Topic 2: 61; Topic 3: 99; Topic 4: 121, 122, 123; Topic 7: 248-249, 256-258, 262; Topic 8: 281, 292; Topic 11: 377, 422; Topic 15: 507, 508, 509, 510; Topic 16: 528A, 528B **TE:** Topic 1: 11A; Topic 3: 89B, 102A, 102B; Topic 4: 124A-124B, Topic 11: 358A, 388A; Topic 15: 507A, 510A, 510B; Topic 16: 525, 526, 527, 528

Common Core State Standards for Mathematics Grade 1	enVisionMATH Common Core Grade 1
Operations and Algebraic Thinking	
Represent and solve problems involving addition and subtraction.	
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. [1.OA.1]	**SE / TE:** Topic 1: 3-6, 7-10, 11-14, 15-18, 19-22, 23-26, 31-34; Topic 2: 53-56, 57-60, 61-64, 65-68, 69-72, 81-84; Topic 4: 137-140, 153-156; Topic 5: 163-166, 167-170, 171-174, 175-178; Topic 6: 205-208, 209-212, 229-232 **TE:** Topic 1: 3A, 6A-6B, 7A, 10A-10B, 11A, 14A-14B, 15A, 18A-18B, 19A, 22A-22B, 23A, 26A-26B, 31A, 34A-34B; Topic 2: 53A, 56A-56B, 57A, 60A-60B, 61A, 64A-64B, 65A, 68A-68B, 69A, 72A-72B, 81A, 84A-84B; Topic 4: 137A, 140A-140B, 153A, 156A-156B; Topic 5: 163A, 166A-166B, 167A, 170A-170B, 171A, 174A-174B, 175A, 178A-178B; Topic 6: 205A, 208A-208C, 209A, 212A-212B, 229A, 232A-232B
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. [1.OA.2]	**SE / TE:** Topic 5: 191-194, 195-198, 199-200 **TE:** Topic 5: 191A, 194A-194B, 195A, 198A-198B
Understand and apply properties of operations and the relationship between addition and subtraction.	
3. Apply properties of operations as strategies to add and subtract. 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.) (Students need not use formal terms for these properties.) [1.OA.3]	**SE / TE:** Topic 1: 27-30; Topic 4: 117-120; Topic 5: 179-182, 183-186, 187-190, 191-194, 195-198 **TE:** Topic 1: 27A, 30A-30B; Topic 4: 117A, 120A-120B; Topic 5: 179A, 182A-182B, 183A, 186A-186B, 187A, 190A-190B, 191A, 194A-194B, 195A, 198A-198B

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4. Understand subtraction as an unknown-addend problem. [1.OA.4]	**SE / TE:** Topic 2: 41-44, 45-48, 49-52, 53-56, 57-60, 65-68, 69-72; Topic 3: 103-106; Topic 4: 141-144, 145-148, 149-152; Topic 6: 213-216, 217-220, 221-224, 225-228 **TE:** Topic 2: 41A, 44A-44B, 45A, 48A-48B, 49A, 52A-52B, 53A, 56A-56B, 57A, 60A-60B, 65A, 68A-68B, 69A, 72A-72B; Topic 3: 103A, 106A-106B; Topic 4: 141A, 144A-144B, 145A, 148A-148B, 149A, 152A-152B; Topic 6: 213A, 216A-216B, 217A, 220A-220B, 221A, 224A-224B, 225A, 228A-228B
Add and subtract within 20.	
5. Relate counting to addition and subtraction (e.g., by counting on 2 to add 2). [1.OA.5]	**SE / TE:** Topic 3: 91-94, 95-98, 111-112; Topic 4: 117-120, 137-140, 157-158 **TE:** Topic 3: 91A, 94A-94B, 95A, 98A-98B; Topic 4: 117A, 120A-120B, 137A, 140A-140B
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). [1.OA.6]	**SE / TE:** Topic 2: 41-44, 45-48, 49-52, 53-56, 61-64, 65-68, 69-72, 73-76; Topic 3: 99-102, 103-106, 107-110; Topic 4: 117-120, 121-124, 125-128, 129-132, 133-136, 137-140, 145-148, 149-152, 153-156; Topic 5: 163-166, 167-170, 171-174, 179-182, 183-186, 187-190; Topic 6: 205-208, 209-212, 213-216, 217-220, 221-224, 225-228 **TE:** Topic 2: 41A, 44A-44B, 45A, 48A-48B, 49A, 52A-52B, 53A, 56A-56B, 61A, 64A-64B, 65A, 68A-68B, 69A, 72A-72B, 73A, 76A-76B; Topic 3: 99A, 102A-102B, 103A, 106A-106B, 107A, 110A-110B; Topic 4: 117A, 120A-120B, 121A, 124A-124B, 125A, 128A-128B, 129A, 132A-132B, 133A, 136A-136B, 137A, 142A-140B, 145A, 148A-148B, 149A, 152A-152B, 153A, 156A-156B; Topic 5: 163A, 166A-166B, 167A, 170A-170B, 171A, 174A-174B, 179A, 182A-182B, 183A, 186A-186B, 187A, 190A-190B; Topic 6: 205A, 208A-208B, 209A, 212A-212B, 213A, 216A-216B, 217A, 220A-220B, 221A, 224A-224B, 225A, 228A-228B Topic 4?

SE = Student Edition TE = Teacher Edition

Common Core State Standards for Mathematics Grade 1	enVisionMATH Common Core Grade 1
Work with addition and subtraction equations.	
7. Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. [1.OA.7]	**SE/TE:** Topic 1: 19-22, 31-34, 35-36; Topic 2: 77-80, 86; Topic 4: 117-120, 157-158 **TE:** Topic 1: 19A, 22A-22B, 31A, 34A-34B; Topic 2: 77A, 80A-80B; Topic 4: 117A, 120A-120B
8. Determine the unknown whole number in an addition or subtraction equation relating to three whole numbers. [1.OA.8]	**SE/TE:** Topic 1: 19-22; Topic 2: 61-64, 77-80; Topic 3: 103-106; Topic 4: 121-124, 125-128, 129-132, 133-136, 141-144, 145-148, 149-152; Topic 5: 163-166, 167-170, 171-174, 179-182, 183-186, 187-190; Topic 6: 205-208, 209-212, 217-220, 221-224, 225-228 **TE:** Topic 1: 19A, 22A-22B; Topic 2: 61A, 64A-64B, 77A, 80A-80B; Topic 3: 103A, 106A-106B; Topic 4: 121A, 124A-124B, 125A, 128A-128B, 129A, 132A-132B, 133A, 136A-136B, 141A, 144A-144B, 145A, 148A-148B, 149A, 152A-152B; Topic 5: 163A, 166A-166B, 167A, 170A-170B, 171A, 174A-174B, 179A, 182A-182B, 183A, 186A-186B, 187A, 190A-190B; Topic 6: 205A, 208A-208B, 209A, 212A-212B, 217A, 220A-220B, 221A, 224A-224B, 225A, 228A-228B
Number and Operations in Base Ten	
Extend the counting sequence.	
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.NBT.1]	**SE/TE:** Topic 7: 243-246, 251-254, 255-258, 259-262, 263-264; Topic 9: 315-318 **TE:** Topic 7: 243A, 246A-246B, 251A, 254A-254B, 255A, 258A-258B, 259A, 262A-262B; Topic 9: 315A, 318A-318B
Understand place value.	
2. Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases: [1.NBT.2]	**SE/TE:** Topic 7: 243-246, 269-272, 273-276, 277-280, 281-284, 285-288, 289-292, 303-306 **TE:** Topic 7: 243A, 246A-246B, 269A, 272A-272B, 273A, 276A-276B, 277A, 280A-280B, 281A, 284A-284B, 285A, 288A-288B, 289A, 292A-292B, 303A, 306A-306B

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a. 10 can be thought of as a bundle of ten ones — called a "ten." [1.NBT.2.a]	**SE / TE:** Topic 7: 239-242, 255-258; Topic 8: 269-272, 277-280, 281-284, 285-288, 289-292 **TE:** Topic 7: 239A, 242A-242B, 255A, 258A-258B; Topic 8: 269A, 272A-272B, 277A, 280A-280B, 281A, 284A-284B, 285A, 288A-288B, 289A, 292A-292B
b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones. [1.NBT.2.b]	**SE / TE:** Topic 7: 239-242, 263 **TE:** Topic 7: 237D, 239A, 242A-242B, 243A
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). [1.NBT.2.c]	**SE / TE:** Topic 7: 247-250; Topic 8: 273-276, 277-280, 285-288, 289-292 **TE:** Topic 7: 247A, 250A-250B; Topic 8: 273A, 276A-276B, 277A, 280A-280B, 285A, 288A-288B, 289A, 292A-292B
3. Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <. [1.NBT.3]	**SE / TE:** Topic 9: 307-310, 311-314, 319-320 **TE:** Topic 9: 307A, 310A-310B, 311A, 314A-314B
Use place value understanding and properties of operations to add and subtract.	
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. [1.NBT.4]	**SE / TE:** Topic 9: 299-302, 303-306; Topic 10: 325-328, 329-332, 333-336, 337-340, 341-344, 345-348 **TE:** Topic 9: 299A, 302A-302B, 303A, 306A-306B; Topic 10: 325A, 328A-328B, 329A, 332A-332B, 333A, 336A-336B, 337A, 340A-340B, 341A, 344A-344B, 345A, 348A-348B
5. Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used. [1.NBT.5]	**SE / TE:** Topic 9: 299-302; Topic 10: 329-332, 333-336, 337-340; Topic 11: 359-362, 367-370 **TE:** Topic 9: 299A, 302A-302B; Topic 10: 329A, 332A-332B, 333A, 336A-336B, 337A, 340A-340B; Topic 11: 359A, 362A-362B, 367A, 370A-370B

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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. [1.NBT.6]	**SE/TE:** Topic 11: 355-358, 359-362, 363-366, 367-370, 371-374, 375-378 **TE:** Topic 11: 355A, 358A-358B, 359A, 362A-362B, 363A, 366A-366B, 367A, 370A-370B, 371A, 374A-374B, 375A, 378A-378B
Measurement and Data	
Measure lengths indirectly and by iterating length units.	
1. Order three objects by length; compare the lengths of two objects indirectly by using a third object. [1.MD.1]	**SE/TE:** Topic 12: 385-388, 389-392, 409-410 **TE:** Topic 12: 385A, 388A-388B, 389A, 392A-392B
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. [1.MD.2]	**SE/TE:** Topic 12: 393-396, 397-400, 401-404, 405-408 **TE:** Topic 12: 393A, 396A-396B, 397A, 400A-400B, 401A. 404A-404B, 405A, 408A-408B
Tell and write time.	
3. Tell and write time in hours and half-hours using analog and digital clocks. [1.MD.3]	**SE/TE:** Topic 13: 415-418, 419-422, 423-426, 427-430 **TE:** Topic 13: 415A, 418A-418B, 419A, 422A-422B, 423A, 426A-426B, 427A, 430A-430B
Represent and interpret data.	
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. [1.MD.4]	**SE/TE:** Topic 14: 437-440, 441-444, 445-448, 449-452, 453-456, 457-460, 461-464 **TE:** Topic 14: 437A, 440A-440B, 441A, 444A-444B, 445A, 448A-448B, 449A, 452A-452B, 453A, 456A-456B, 457A, 460A-460B, 461A, 464A-464B

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Geometry	
Reason with shapes and their attributes.	
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. [1.G.1]	**SE / TE:** Topic 15: 471-474, 479-482, 491-494, 495-498, 499-502, 507-510 **TE:** Topic 15: 471A, 474A-474B, 479A, 482A-482B, 491A, 494A-494B, 495A, 498A-498B, 499A, 502A-502B, 507A, 510A-510B
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.”) [1.G.2]	**SE / TE:** Topic 15: 475-478, 483-486, 487-490, 503-506 **TE:** Topic 15: 475A, 478A-478B, 483A, 486A-486B, 487A, 490A-490B, 503A, 506A-506B
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. [1.G.3]	**SE / TE:** Topic 16: 517-520, 521-524, 525-528, 529-532 **TE:** Topic 16: 517A, 520A-520B, 521A, 524A-524B, 525A, 528A-528B, 529A, 532A-532B