

A Correlation of

Scott Foresman • Addison Wesley

en**Vision**MATH™

to the

Kansas
Curricular Standards for Mathematics
Knowledge Base & Application Indicators
Grade One

PEARSON

G/M-258_G1

INTRODUCTION

This correlation is designed to show the close alignment between Scott Foresman-Addison Wesley enVisionMATH and the Kansas Curricular Standards for Mathematics. Correlation page references are to the Teacher’s Edition and Student Edition.

The en**Vision**MATH™ program is based around scientific research on how children learn mathematics as well as on classroom-based evidence that validates proven reliability.

Personalized Curriculum

en**Vision**MATH™ provides 20 (16 in Kindergarten) focused topics that are coherent, digestible groups of lessons focusing on one or a few related content areas. A flexible sequence of topics is small enough for a district to rearrange into a personalized curriculum that matches the sequence preferred by the district. The curriculum is designed so that all standards can be taught before the major mathematics testing.

Instructional Design

en**Vision**MATH™ teaches for deep conceptual understanding using research-based best practices. Essential understandings connected by Big Ideas are explicitly stated in the Teacher’s Edition. Daily Spiral Review and the Problem of the Day focus foundational skills and allow for ongoing practice with a variety of problem types. Daily interactive concept development encourages students to interact with teachers and other students to develop conceptual understanding.

Visual Learning allows students to benefit from seeing math ideas portrayed pictorially as well as being able to see connections between ideas. en**Vision**MATH™ created a Visual Learning Bridge which is a step-by-step bridge between the interactive learning activity and the lesson exercises to help students focus on one idea at a time and see the connections within the sequence of ideas. The strong sequential visual/verbal connections deepen conceptual understanding for students of all learning modalities and are particularly effective with English language learners and struggling readers. Guiding questions in blue type help the teacher guide students through the examples, ask probing questions to stimulate higher order thinking, and allow for checking of understanding.

Differentiated Instruction

en**Vision**MATH™ engages and interests all students with leveled activities for ongoing differentiated instruction. A Teacher-Directed Intervention activity at the end of every lesson provides immediate opportunities to get students on track. In addition, ready made leveled learning centers for each lesson allow different students to do the same activity at different levels at the same time giving the teacher uninterrupted time to focus on reteaching students who require intervention. All centers can be used repeatedly due to the inclusion of a “Try Again” at the end. They can also be used for ongoing review and they can be used year after year. Topic-specific considerations for EL, Special Education, At-Risk, and Advanced students enable the teacher to accommodate the diverse learners in the classroom.

**Scott Foresman – Addison Wesley enVisionMATH
to the
Kansas Curricular Standards for Mathematics**

Knowledge Base Indicators

Grade One

Standard 1: Number and Computation – The student uses numerical and computational concepts and procedures in a variety of situations.

Benchmark 1: Number Sense – The student demonstrates number sense for whole numbers, fractions, and money using concrete objects in a variety of situations.

Grade One Knowledge Base Indicators	Scott Foresman – Addison Wesley enVisionMATH
<p>The student...</p> <p>1. knows, explains, and represents whole numbers from 0 through 100 using concrete objects (2.4.K1a) (\$).</p>	<p>Topic 1: 3A-6B, 7A-10B, 11A-14B, 15A-18B, 19A-22B, 23A-26B Topic 10: 263A-266B, 267A-270B, 271A-274B Topic 11: 303A-306B, 307A-310B, 311A-314B, 315A-318B, 319A-322B, 323A-326B</p>
<p>2. compares and orders (\$):</p> <p>a. whole numbers from 0 through 100 using concrete objects (2.4.K1a),</p>	<p>Topic 2: 29A-29H, 31A-34B, 35A-38B, 39A-42B, 43A-46B Topic 12: 329A-329H, 329-330, 331A-334B, 335A-338B, 339A-342B, 343A-346B, 347A-350B, 351A-354B, 355A-358B, 359A-362B</p>
<p>b. fractions with like denominators (halves and fourths) using concrete objects, (2.4.K1a,c).</p>	<p>Topic 19: 583A-583H, 583-584, 585A-588B, 589A-592B, 593A-596B, 597A-600B, 601A-604B, 605-606</p>

Grade One Knowledge Base Indicators	Scott Foresman – Addison Wesley enVisionMATH
3. recognizes a whole, a half, and a fourth and represents equal parts of a whole (halves, fourths) using concrete objects, pictures, diagrams, fraction strips, or pattern blocks (2.4.K1a,c) (\$).	Topic 19: 583A-583H, 583-584, 585A-588B, 589A-592B, 593A-596B, 597A-600B, 601A-604B, 605-606
4. identifies and uses ordinal numbers first (1 st) through tenth (10 th) (2.4.K1a).	Topic 10: 287A-290B, 299, 299B
5. identifies coins (pennies, nickels, dimes, quarters) and currency (\$1, \$5, \$10) and states the value of each coin and each type of currency using money models (2.4.K1d) (\$)	Topic 13: 365A-365H, 365-366, 367A-370B, 371A-374B, 375A-378B, 379A-382B, 383A-386B, 387A-390B, 391-392
6. recognizes and counts a like group of coins (pennies, nickels, dimes) (2.4.K1d) (\$).	Topic 13: 365A-365H, 365-366, 367A-370B, 371A-374B, 375A-378B, 379A-382B, 383A-386B, 387A-390B, 391-392

Benchmark 2: Number Systems and Their Properties – The student demonstrates an understanding of whole numbers with a special emphasis on place value and recognizes, applies, and explains the concept of properties as they relate to whole numbers in a variety of situations.

Grade One Knowledge Base Indicators	Scott Foresman – Addison Wesley enVisionMATH
<p>The student...</p> <p>1. reads and writes whole numbers from 0 through 100 in numerical form (\$).</p>	<p>Topic 1: 3A-6B, 7A-10B, 11A-14B, 15A-18B, 19A-22B, 23A-26B</p> <p>Topic 10: 263A-266B, 267A-270B, 275A-278B</p> <p>Topic 11: 303A-306B, 307A-310B, 311A-314B, 315A-318B, 319A-322B, 323A-326B</p>

Grade One Knowledge Base Indicators	Scott Foresman – Addison Wesley enVisionMATH
<p>2. represents whole numbers from 0 through 100 using various groupings and place value models (place value mats, hundred charts, or base ten blocks) emphasizing ones, tens, and hundreds (2.4.K1b) (\$), e.g., how many groups of tens are there in 32 or how many groups of tens and ones in 62?</p>	<p>Topic 10: 271A-274B Topic 11: 303A-306B, 307A-310B, 311A-314B, 315A-318B, 319A-322B, 323A-326B Topic 20: 609A-612B, 613A-616B, 617A-620B, 621A-624B, 625A-628B, 629A-632B, 633A-636B, 637A-640B</p>
<p>3. counts subsets of whole numbers from 0 through 100 both forwards and backwards (2.4.K1a) (\$).</p>	<p>Topic 1: 3-6B, 7-10B, 11-14B Topic 5: 119A-122B, 123A-126B, 127A-130B, 131A-134B, 135A-138B Topic 10: 263A-266B, 267A-270B, 271A-274B, 275A-278B, 279A-282B, 283A-286B, 287A-290B, 291A-294B, 295A-298B</p>
<p>4. writes in words whole numbers from 0 through 10.</p>	<p>Topic 1: 1A, 1E-F, 1-2, 4-6, 8-10, 13-14 Topic 10: 268-270, 270B (Practice Master), 272-274, 274B, 299B, 300</p>
<p>5. identifies the place value of the digits in whole numbers from 0 through 100 (2.4.K1b) (\$).</p>	<p>Topic 5: 119A-122B, 123A-126B Topic 10: 264-266B, 267A-270B, 271A-274B Topic 11: 301A-301H, 301-302, 303A-306B, 307A-310B, 311A-314B, 315A-318B, 319A-322B, 323-326B Topic 20: 617A-620B, 629A-632B</p>
<p>6. identifies any whole number from 0 through 30 as even or odd (2.4.K1a).</p>	<p>Topic 10: 261D, 261E, 261, 283A-286B, 287A (Problem of the Day), 299, 299B, 300</p>

Grade One Knowledge Base Indicators	Scott Foresman – Addison Wesley enVisionMATH
<p>7. uses the concepts of these properties with whole numbers from 0 through 100 and demonstrates their meaning using concrete objects (2.4.K1a) (\$):</p> <p>a. commutative property of addition, e.g., $3 + 2 = 2 + 3$,</p>	<p>Topic 3: 4B, 49C, 71A-74B, 79, 79B, 80 Topic 17: 515B, 515-516, 521-524B, 537, 537B, 538</p>
<p>b. zero property of addition (additive identity), e.g., $4 + 0 = 4$.</p>	<p>Topic 1: 27B-C Topic 6: 143-146, 146B (Intervention), 168</p>

Benchmark 3: Estimation – The student uses computational estimation with whole numbers in a variety of situations.

Grade One Knowledge Base Indicators	Scott Foresman – Addison Wesley enVisionMATH
<p>The student...</p> <p>1. estimates whole number quantities from 0 through 100 using various computational methods including mental math, paper and pencil, concrete objects, and appropriate technology (2.4.K1a) (\$).</p>	<p>Students estimate measurements, including length and time, and locations on a number line. Topic 12: 347A-350B, 363 Topic 14: 399-402B, 403-406B, 447-447A Topic 15: 465-468B, 477, 477B, 478 Topic 20: 636, 642B</p>
<p>2. estimates to check whether or not results of whole number quantities from 0 through 100 are reasonable (2.4.K1a) (\$).</p>	<p>Students estimate measurements, including length and time, and locations on a number line. Topic 12: 347A-350B, 363 Topic 14: 399-402B, 403-406B, 447-447A Topic 15: 465-468B, 477, 477B, 478 Topic 20: 623, 631, 636, 642B</p>

Benchmark 4: Computation – The student models, performs, and explains computation with whole numbers using concrete objects in a variety of situations.

Grade One Knowledge Base Indicators	Scott Foresman – Addison Wesley enVisionMATH
<p>The student...</p> <p>1. computes with efficiency and accuracy using various computational methods including mental math, paper and pencil, concrete objects, and appropriate technology (2.4.K1a) (\$).</p>	<p>Topic 16: 485A-488B, 489A-492B, 501A-504B, 505A-508B Topic 17: 517A-520B, 521A-524B, 525A-528B, 529A-532B Topic 20: 609A-612B, 613A-616B, 617A-620B, 621A-624B, 625A-628B, 629A-632B, 633A-636B</p>
<p>2. N states and uses with efficiency and accuracy basic addition facts with sums from 0 through 10 and corresponding subtraction facts (\$).</p>	<p>Topic 6: 141A-141H, 141-142, 143A-146B, 147A-150B, 151A-154B, 155A-158B, 159A-162B, 167-168 Topic 7: 169A-169H, 169-170, 171A-174B, 175A-178B, 179A-182B, 183A-186B, 191-192</p>
<p>3. skip counts by 2s, 5s, and 10s through 50 (2.4.K1a).</p>	<p>Topic 10: 261A-261D, 261, 271A-274B, 275A-278B, 279A-282B, 291A-294B, 295A-298B, 299, 299B, 300</p>
<p>4. uses repeated addition (multiplication) with whole numbers to find the sum when given the number of groups (ten or less) and given the same number of concrete objects in each group (ten or less) (2.4.K1a), e.g., three plates of cookies with 10 cookies on each plate means $10 + 10 + 10 = 30$ cookies.</p>	<p>Topic 3: 52, 55A (Problem of the Day), 55-58, 58B, 64-66, 66B (Reteaching), 68-70 Topic 6: 141B-141C, 141E, 147A-150B, 167, 168 Topic 16: 479B-E, 481A-484B, 513B</p>

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<p>5. uses repeated subtraction (division) with whole numbers when given the total number of concrete objects in each group to find the number of groups (2.4.K1a), e.g., there are 9 pencils. If each student gets 2 pencils, how many students get pencils? $9 - 2 - 2 - 2 - 2$ or 9 minus 2 four times means four students get 2 pencils each and there is 1 pencil left over. or There are 30 pieces of candy to put equally into five bowls, how many pieces of candy will be in each bowl? $30 - 5 - 5 - 5 - 5 - 5$ means there are six in each bowl.</p>	<p>Grade 1 students continue to practice the skills of skip counting and subtraction, including subtracting multiples of ten. Topic 4: 95A-98B, 99A-102B Topic 10: 261A-261D, 261, 271A-274B, 275A-278B, 279A-282B, 291A-294B, 295A-298B, 299, 299B, 300 Topic 20: 625A-628B, 629A-632B, 633A-636B</p>
<p>6. performs and explains these computational procedures (2.4.K1a-b):</p> <p>a. adds whole numbers with sums through 99 without regrouping using concrete objects, e.g., 42 straws (bundled in 10s) + 21 straws (bundled in 10s) = 63 straws (bundled in 10s);</p>	<p>Topic 3: 51A-54B, 55A-58B, 59A-62B, 63A-66B Topic 6: 143A-146B, 147A-150B, 151A-154B, 155A-158B Topic 16: 481A-484B, 485A-488B, 489A-492B, 493A-496B Topic 20: 609A-612B, 613A-616B, 617A-620B</p>
<p>b. subtracts two-digit whole numbers without regrouping using concrete objects, e.g., 63 cubes – 21 cubes = 42 cubes.</p>	<p>Topic 4: 83A-86B, 87A-90B, 91A-94B, 95A-98B Topic 7: 171A-174B, 175A-178B, 179A-182B, 183A-186B Topic 17: 517A-520B, 521A-524B, 525A-528B, 529A-532B Topic 20: 609A-612B, 613A-616B, 617A-620B</p>
<p>7. shows that addition and subtraction are inverse operation using concrete objects (2.4.K1a) (\$).</p>	<p>Topic 4: 81B, 107A-110B, 115 Topic 7: 169B-D, 175A-178B, 179A-182B, 183A-186B, 191, 191B, 192 Topic 17: 515A-D, 517A-520B, 521A-524B, 525A-528B, 537-538</p>

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<p>8. reads and writes horizontally and vertically the same addition expression, e.g., 5 + 4 is the same as 4 + <u>5</u></p>	<p>Topic 3: 64-66B, 67-70B, 71-74B Topic 6: 144-146, 146B, 148-150, 150B, 154B Topic 16: 482-484B, 486-488B, 490-492B, 498-500B Topic 20: 609-612B, 613-616B, 617-620B</p>

Standard 2: Algebra – The student uses algebraic concepts and procedures in a variety of situations.

Benchmark 1: Patterns – The student recognizes, describes, extends, develops, and explains relationships in patterns using concrete objects in a variety of situations.

Grade One Knowledge Base Indicators	Scott Foresman – Addison Wesley enVisionMATH
<p>The student...</p> <p>1. uses concrete objects, drawings, and other representations to work with types of patterns (2.4.K1a):</p> <p>a. repeating patterns, e.g., an AB pattern is like 1-2, 1-2, ...; an ABC pattern is like dog-horse-pig, dog-horse-pig, ...; an AAB pattern is like Δ- Δ-O, Δ-Δ-O, ...;</p>	<p>Topic 9: 241A-241H, 241-242, 243A-246B, 247A-250B, 251A-254B, 255A-258B, 259-260</p>
<p>b. growing (extending) patterns, e.g., 1, 2, 3, ...</p>	<p>Topic 9: 257, 259 Topic 10: 271A-274B, 275A-278B, 279A-282B, 283A (Problem of the Day), 291A-294B, 295A-298B, 299-300</p>

Grade One Knowledge Base Indicators	Scott Foresman – Addison Wesley enVisionMATH
<p>2. uses the following attributes to generate patterns:</p> <p>a. counting numbers related to number theory (2.4.K1.a), e.g., evens, odds, or skip counting by 2s, 5s, or 10s;</p>	<p>Topic 10: 261A-261H, 261-262, 263A-266B, 267A-270B, 271A-274B, 275A-278B, 279A-282B, 283A-286B, 287A-290B, 291A-294B, 295A-298B, 299-300</p>
<p>b. whole numbers that increase (2.4.K1a) (\$), e.g., 11, 21, 31, ... or like 2, 4, 6, ...;</p>	<p>Topic 10: 261A-261H, 261-262, 263A-266B, 267A-270B, 271A-274B, 275A-278B, 279A-282B, 283A-286B, 287A-290B, 291A-294B, 295A-298B, 299-300</p>
<p>c. geometric shapes (2.4.K1f), e.g., ▲, ■, ◇, ▲, ■, ◇, ...;</p>	<p>Topic 9: 241A-241H, 241-242, 243A-246B, 247A-250B, 251A-254B, 255A-258B, 259-260</p>
<p>d. measurements (2.4.K1a), e.g., counting by inches or feet;</p>	<p>Topic 14: 416-418, 418B</p>
<p>e. the calendar (2.4.K1a), e.g., January, February, March, ...;</p>	<p>Topic 15: 470-472B, 477-478</p>
<p>f. money and time (2.4.K1d) (\$), e.g., 10¢, 20¢, 30¢, ... or 1:00, 1:30, 2:00, ...;</p>	<p>Topic 13: 365B, 365, 367A-370B, 372-374, 374B, 383A-386B, 391B Topic 15: 463, 470-472B, 477-478</p>
<p>g. things related to daily life (2.4.K1a), e.g., seasons, temperature, or weather;</p>	<p>Topic 14: 443-446B Topic 15: 451, 473A-476B, 477-478 Topic 18: 570</p>
<p>h. things related to size, shape, color, texture, or movement (2.4.K1a); e.g., tall-short, tall-short, tall-short, ...; or snapping fingers, clapping hands, or stomping feet (kinesthetic patterns).</p>	<p>Topic 9: 241A-241H, 241-242, 243A-246B, 247A-250B, 251A-254B, 255A-258B, 259-260</p>

Grade One Knowledge Base Indicators	Scott Foresman – Addison Wesley enVisionMATH
3. identifies and continues a pattern presented in various formats including numeric (list or table), visual (picture, table, or graph), verbal (oral description), kinesthetic (action), and written (2.4.K1a) (\$).	Topic 9: 241A-241H, 241-242, 243A-246B, 247A-250B, 251A-254B, 255A-258B, 259-260 Topic 10: 271A-274B, 275A-278B, 279A-282B, 283A (Problem of the Day), 291A-294B, 295A-298B, 299-300
4. generates (2.4.K1a): a. repeating patterns for the AB pattern, the ABC pattern, and the AAB pattern;	Topic 9: 241A-241H, 241-242, 243A-246B, 247A-250B, 251A-254B, 255A-258B, 259-260
b. growing patterns that add 1, 2, 5, or 10.	Topic 10: 261A-261D, 261, 271A-274B, 275A-278B, 279A-282B, 291A-294B, 295A-298B, 299, 299B, 300

Benchmark 2: Variable, Equations, and Inequalities – The student solves addition and subtraction equations using concrete objects in a variety of situations.

Grade One Knowledge Base Indicators	Scott Foresman – Addison Wesley enVisionMATH
The student... 1. explains and uses symbols to represent unknown whole number quantities from 0 through 20 (2.4.K1a).	Topic 4: 85, 93, 101-102 Topic 6: 149, 157, 161 Topic 7: 172, 176-177, 184-185 Topic 10: 269 Topic 11: 321 Topic 16: 491 Topic 17: 523 Topic 20: 614-615, 626-627

Grade One Knowledge Base Indicators	Scott Foresman – Addison Wesley enVisionMATH
<p>2. finds the unknown sum or difference of the basic facts using concrete objects (2.4.K1a) (\$), e.g., 12 dominoes – 5 dominoes = Δ dominoes or Δ cubes = 2 cubes + 4 cubes.</p>	<p>Topic 4: 85, 93, 101-102 Topic 6: 149, 157, 161 Topic 7: 172, 176-177, 184-185 Topic 10: 269 Topic 11: 321 Topic 16: 491 Topic 17: 523 Topic 20: 614-615, 626-627</p>
<p>3. describes and compares two whole numbers from 0 through 100 using the terms: is equal to, is less than, is greater than (2.4.K1a-b) (\$).</p>	<p>Topic 2: 29A-29H, 31A-34B, 35A-38B, 39A-42B, 43A-46B Topic 12: 329A-329H, 329-330, 331A-334B, 335A-338B, 339A-342B, 343A-346B, 347A-350B, 351A-354B, 355A-358B, 359A-362B</p>

Benchmark 3: Functions – The student recognizes and describes whole number relationships using concrete objects in a variety of situations.

Grade One Knowledge Base Indicators	Scott Foresman – Addison Wesley enVisionMATH
<p>The student...</p> <p>1. plots whole numbers from 0 through 100 on segments of a number line (2.4.K1a).</p>	<p>Topic 2: 29F, 30, 39-42B, 43A (Daily Spiral Review), 47-48A Topic 3: 75A (Daily Spiral Review) Topic 5: 135A (Daily Spiral Review) Topic 9: 251A (Daily Spiral Review) Topic 10: 270A (Quick Check Master)</p>

Grade One Knowledge Base Indicators	Scott Foresman – Addison Wesley enVisionMATH														
<p>2. states mathematical relationships between whole numbers from 0 through 50 using various methods including mental math, paper and pencil, and concrete objects (2.4.K1a) (\$), e.g., every time a hand is added to the set, five more fingers are added to the total.</p>	<p>Topic 3: 55A (Problem of the Day), 59A (Problem of the Day) Topic 5: 119A-122B, 123A-126B, 127A-130B, 131A-134B, 135A-138B, 139-139B Topic 10: 263A (Problem of the Day), 278, 291-294B, 295-298B, 299-300A Topic 16: 509-512B, 513-514</p>														
<p>3. states numerical relationships for whole numbers from 0 through 50 in a horizontal or vertical function table (input/output machine, T- table) (2.4.K1e) (\$), e.g.,</p> <table border="1" data-bbox="268 735 1031 816"> <tr> <td>Number of bicycles</td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> <td>...</td> </tr> <tr> <td>Total number of wheels</td> <td>2</td> <td>4</td> <td>6</td> <td>8</td> <td>10</td> <td>...</td> </tr> </table> <p>The student states: For every bicycle added, you add two more wheels.</p>	Number of bicycles	1	2	3	4	5	...	Total number of wheels	2	4	6	8	10	...	<p>Topic 3: 55A (Problem of the Day), 59A (Problem of the Day) Topic 5: 135-138B, 139-139B Topic 10: 263A (Problem of the Day), 278, 291-294B, 295-298B, 299-300A Topic 16: 509-512B, 513-514</p>
Number of bicycles	1	2	3	4	5	...									
Total number of wheels	2	4	6	8	10	...									

Benchmark 4: Models – The student uses mathematical models including concrete objects to represent, show, and communicate mathematical relationships in a variety of situations.

Grade One Knowledge Base Indicators	Scott Foresman – Addison Wesley enVisionMATH
<p>The student...</p> <p>1. knows, explains, and uses mathematical models to represent mathematical concepts, procedures, and relationships. Mathematical models include:</p> <p>a. process models (concrete objects, pictures, diagrams, number lines, unifix cubes, hundred charts, measurement tools, or calendars) to model computational procedures and mathematical relationships, to compare and order numerical quantities, and to represent fractional parts (1.1.K1-4, 1.2.K3, 1.2.K6-7, 1.3.K1-2, 1.4.K1, 1.4.K2-7, 2.1.K1, 2.1.K1d-h, 2.1.K2a-b, 2.2.K3-4, 2.3.K1-2, 3.2.K1-6, 3.3.K1-3, 3.4.K1-3 4.2.K3-4) (\$);</p>	<p>Topic 1: 11-14B Topic 2: 39-42B Topic 3: 59-62B Topic 4: 91-94B Topic 5: 123-126B Topic 6: 163-166B Topic 7: 179-182B Topic 10: 275-278B Topic 11: 311-314B Topic 12: 339-342B Topic 14: 399-402B Topic 15: 469-472B Topic 16: 489-492B Topic 17: 533-536B Topic 18: 561-564B Topic 19: 601-604B Topic 20: 613-616B</p>
<p>b. place value models (place value mats, hundred charts, or base ten blocks) to compare, order, and represent numerical quantities and to model computational procedures (1.2.K2, 1.2.K5, 1.4.K6, 2.2.K3) (\$);</p>	<p>Topic 5: 119A-122B, 123A-126B Topic 10: 264-266B, 267A-270B, 271A-274B Topic 11: 301A-301H, 301-302, 303A-306B, 307A-310B, 311A-314B, 315A-318B, 319A-322B, 323-326B Topic 20: 617A-620B, 629A-632B</p>

Grade One Knowledge Base Indicators	Scott Foresman – Addison Wesley enVisionMATH
c. fraction models (fraction strips or pattern blocks) to compare, order, and represent numerical quantities (1.1.K2-3) (\$);	Topic 19: 583A-583H, 583-584, 585A-588B, 589A-592B, 593A-596B, 597A-600B, 601A-604B, 605-606
d. money models (base ten blocks or coins) to compare, order, and represent numerical quantities (1.1.K5-6, 2.1.K2f) (\$);	Topic 13: 365A-365H, 365-366, 367A-370B, 371A-374B, 375A-378B, 379A-382B, 383A-386B, 387A-390B, 391-392
e. function tables (input/output machines, T-tables) to model numerical relationships (2.3.K3) (\$);	Topic 3: 55A (Problem of the Day), 59A (Problem of the Day) Topic 5: 135-138B, 139-139B Topic 10: 263A (Problem of the Day), 278, 291-294B, 295-298B, 299-300A Topic 16: 509-512B, 513-514
f. two-dimensional geometric models (geoboards, dot paper, pattern blocks, tangrams, or attribute blocks), three-dimensional geometric models (solids), and real world objects to compare size and to model attributes of geometric shapes (2.1.K1c, 3.1.K1-3);	Topic 8: 193A-H, 193-194, 195A-198B, 199A-202B, 203A-206B, 207A-210B, 211A-214B, 215A-218B, 219A-222B, 223A-226B, 227A-230B, 231A-234B, 235A-238B, 239-240B
g. two-dimensional geometric models (spinners), three-dimensional geometric models (number cubes), and concrete objects to model probability (4.1.K1-2) (\$);	Topic 18: 539B-539F, 577A-580B, 581, 581B

Grade One Knowledge Base Indicators	Scott Foresman – Addison Wesley enVisionMATH
<p>h. graphs using concrete objects, pictographs, frequency tables, horizontal and vertical bar graphs, and Venn diagrams or other pictorial displays to organize, display, and explain data (4.1.A1, 4.2.A1-2) (\$);</p>	<p>Topic 18: 539A-539H, 539-540, 541A-544B, 545A-548B, 549A-552B, 553A-556B, 557A, 561A-564B, 565A-568B, 569A-572B, 573A, 577A, 581-582B</p>
<p>i. Venn diagrams to sort data (4.2.K4).</p>	<p>Grade 1 students sort plane shapes and solid objects. They use tally charts to sort and record data. Topic 8: 199A-202B, 235A-238B Topic 18: 557A-560B, 561A-564B, 565A-568B</p>
<p>2. uses concrete objects, pictures, diagrams, drawings, or dramatizations to show the relationship between two or more things (\$).</p>	<p>Topic 3: 55A (Problem of the Day), 59A (Problem of the Day) Topic 5: 119A-122B, 123A-126B, 127A-130B, 131A-134B, 135A-138B, 139-139B Topic 10: 263A (Problem of the Day), 278, 291-294B, 295-298B, 299-300A Topic 16: 509-512B, 513-514</p>

Standard 3: Geometry – The student uses geometric concepts and procedures in a variety of situations.

Benchmark 1: Geometric Figures and Their Properties – The student recognizes geometric shapes and describes their attributes using concrete objects in a variety of situations.

Grade One Knowledge Base Indicators	Scott Foresman – Addison Wesley enVisionMATH
<p>The student...</p> <p>1. recognizes and draws circles, squares, rectangles, triangles, and ellipses (ovals) (plane figures/two-dimensional figures) (2.4.K1f).</p>	<p>Topic 8: 193A-H, 193-194, 195A-198B, 199A-202B, 203A-206B, 207A-210B, 211A-214B, 215A-218B, 219A-222B, 223A-226B, 239-240B</p>

Grade One Knowledge Base Indicators	Scott Foresman – Addison Wesley enVisionMATH
2. recognizes and investigates attributes of circles, squares, rectangles, triangles, and ellipses (plane figures) using concrete objects, drawings, and appropriate technology (2.4.K1f).	Topic 8: 193A-H, 193-194, 195A-198B, 199A-202B, 203A-206B, 207A-210B, 211A-214B, 215A-218B, 219A-222B, 223A-226B, 239-240B
3. recognizes cubes, rectangular prisms, cylinders, cones, and spheres (solids/three-dimensional figures) (2.4.K1f).	Topic 8: 193A-F, 227A-230B, 231A-234B, 235A-238B, 239-240B

Benchmark 2: Measurement and Estimation – The student estimates and measures using standard and nonstandard units of measure with concrete objects in a variety of situations.

Grade One Knowledge Base Indicators	Scott Foresman – Addison Wesley enVisionMATH
<p>The student...</p> <p>1. uses whole number approximations (estimations) for length and weight using nonstandard units of measure (2.4.K1a) (\$), e.g., the width of the chalkboard is about 10 erasers long or the weight of one encyclopedia is about five picture books.</p>	Topic 14: 393B, 399A-402B, 403-406B, 407A-410B, 411A-414B, 415A, 431A (Daily Spiral Review), 443A (Daily Spiral Review), 448A, 450
2. compares two measurements using these attributes (2.4.K1a) (\$):	Topic 14: 393B-393F, 393-394, 395A-398B, 399A-402B, 403A-406B, 407A-410B, 411A-414B, 415A-418B, 447-450A
a. longer, shorter (length);	Topic 14: 409-410, 414, 414B (Reteaching), 415A-418B, 447-450A
b. taller, shorter (height);	Topic 14: 393B, 431A-434B, 435A-438B, 439A-442B, 447-450A
c. heavier, lighter (weight);	

Grade One Knowledge Base Indicators	Scott Foresman – Addison Wesley enVisionMATH
d. hotter, colder (temperature).	Topic 14: 443A-446B, 447A, 448A-448B, 450
3. reads and tells time at the hour and half-hour using analog and digital clocks (2.4.K1a).	Topic 15: 451A-451H, 451-452, 453A-456B, 457A-460B, 461A-464B, 465A, 468A-468B, 473A, 474, 477-478
4. selects appropriate measuring tools for length, weight, volume, and temperature for a given situation (2.4.K1a) (\$).	Topic 14: 393A-393H, 393-394, 395A-398B, 399A-402B, 403A-406B, 407A-410B, 411A-414B, 415A-418B, 419A-422B, 423A-426B, 427A-430B, 431A-434B, 435A-438B, 439A-442B, 443A-446B, 447-450A
5. measures length and weight to the nearest whole unit using nonstandard units (2.4.K1a) (\$).	Topic 14: 393A-393H, 393-394, 395A-398B, 399A-402B, 403A-406B, 407A-410B, 411A-414B, 415A-418B, 439A-442B, 447-450A
6. states the number of days in a week and months in a year (2.4.K1a).	Topic 15: 469A-472B, 477-477B

Benchmark 3: Transformational Geometry – The student develops the foundation for spatial sense using concrete objects in a variety of situations.

Grade One Knowledge Base Indicators	Scott Foresman – Addison Wesley enVisionMATH
<p>The student...</p> <p>1. describes the spatial relationship between two concrete objects using appropriate vocabulary (2.4.K1a), e.g., behind, above, below, on, under, beside, or in front of.</p>	Topic 8: 211A-214B, 215A, 219A (Spiral Review), 239

Grade One Knowledge Base Indicators	Scott Foresman – Addison Wesley enVisionMATH
2. recognizes that changing an object's position or orientation does not change the name, size, or shape of the object (2.4.K1a).	Topic 8: 211A-214B, 215A-218B, 219A, 239
3. describes movement of concrete objects using appropriate vocabulary (2.4.K1a), e.g., right, left, up, or down.	Topic 8: 211A-214B, 215A, 219A (Spiral Review), 239 Topic 18: 553A-556B, 581

Benchmark 4: Geometry From An Algebraic Perspective – The student identifies one or more points on a number line in a variety of situations.

Grade One Knowledge Base Indicators	Scott Foresman – Addison Wesley enVisionMATH
<p>The student...</p> <p>1. locates and plots whole numbers from 0 through 100 on a segment of a number line (horizontal/vertical) (2.4.K1a), e.g., using a segment of a number line from 45 to 60 to locate the whole number 50.</p>	<p>Topic 2: 29F, 30, 39-42B, 43A (Daily Spiral Review), 47-48A Topic 3: 75A (Daily Spiral Review) Topic 5: 135A (Daily Spiral Review) Topic 9: 251A (Daily Spiral Review) Topic 10: 270A (Quick Check Master)</p>
2. describes a given whole number from 0 to 100 as coming before or after another number on a number line (2.4.K1a).	<p>Topic 2: 29F, 30, 39-42B, 43A (Daily Spiral Review), 47-48A Topic 3: 75A (Daily Spiral Review) Topic 5: 135A (Daily Spiral Review) Topic 9: 251A (Daily Spiral Review) Topic 10: 270A (Quick Check Master)</p>

Grade One Knowledge Base Indicators	Scott Foresman – Addison Wesley enVisionMATH
3. uses a number line to model addition and counting using whole numbers from 0 to 100 (2.4.K1a).	Grade 1 students use a number line to order whole numbers. Topic 2: 29F, 30, 39-42B, 43A (Daily Spiral Review), 47-48A Topic 3: 75A (Daily Spiral Review) Topic 5: 135A (Daily Spiral Review) Topic 9: 251A (Daily Spiral Review) Topic 10: 270A (Quick Check Master)

Standard 4: Data – The student uses concepts and procedures of data analysis in a variety of situations.

Benchmark 1: Probability – The student applies the concepts of probability using concrete objects in a variety of situations.

Grade One Knowledge Base Indicators	Scott Foresman – Addison Wesley enVisionMATH
The student... 1. recognizes whether an outcome of a simple event in an experiment or simulation is impossible, possible, or certain (2.4.K1g) (\$).	Topic 18: 539B-539F, 577A-580B, 581, 581B
2. recognizes and states whether a simple event in an experiment or simulation including the use of concrete objects can have more than one outcome (2.4.K1g).	Topic 18: 539B-539F, 577A-580B, 581, 581B

Benchmark 2: Statistics – The student collects, displays, and explains numerical (whole numbers) and non-numerical data sets including the use of concrete objects in a variety of situations.

Grade One Knowledge Base Indicators	Scott Foresman – Addison Wesley enVisionMATH
<p>The student...</p> <p>1. displays and reads numerical (quantitative) and non-numerical (qualitative) data in a clear, organized, and accurate manner including a title, labels, and whole number intervals using these data displays (2.4.K1h) (\$):</p> <p>a. graphs using concrete objects,</p>	<p>Topic 18: 539B-539C, 541A-544B, 561A-564B, 571, 581-582</p>
<p>b. pictographs with a whole symbol or picture representing one (no partial symbols or pictures),</p>	<p>Topic 18: 539B, 539D, 539G-539H, 545A-548B, 549A, 565A-568B, 572, 573A, 577A (Problem of the Day), 581-582</p>
<p>c. frequency tables (tally marks),</p>	<p>Topic 18: 539D, 539, 557A-560B, 561A-564B, 565A-568B, 569A-569, 579-580, 580A-580B, 581-582</p>
<p>d. horizontal and vertical bar graphs,</p>	<p>Topic 18: 539B, 539D, 539, 549A-552B, 557A, 561A (Spiral Review), 569A-572B, 581-582</p>
<p>e. Venn diagrams or other pictorial displays, e.g., glyphs.</p>	<p>Grade 1 students use read, draw, and analyze pictographs. Topic 18: 539B, 539D, 539G-539H, 545A-548B, 549A, 565A-568B, 572, 573A, 577A (Problem of the Day), 581-582</p>
<p>2. collects data using different techniques (observations or interviews) and explains the results (2.4.K1h) (\$).</p>	<p>Topic 18: 557A-560B, 561A-564B, 565, 568B (Intervention), 572</p>
<p>3. identifies the minimum (lowest) and maximum (highest) values in a data set (2.4.K1a) (\$).</p>	<p>Topic 18: 539G-539H, 542-544, 545-548B, 549-552B, 558-560, 566-568</p>

Grade One Knowledge Base Indicators	Scott Foresman – Addison Wesley enVisionMATH
4. determines the mode (most) after sorting by one attribute (2.4.K1a,i) (\$).	Topic 18: 539, 542-544, 545-548B, 549-552B, 558-560, 566-568
5. sorts and records qualitative (non-numerical, categorical) data sets using one attribute (2.4.K1a) (\$), e.g., color, shape, or size.	Topic 18: 539, 557A-560B, 561A-564B, 565A-568B, 573A (Problem of the Day), 578-580

**Scott Foresman – Addison Wesley enVisionMATH
to the
Kansas Curricular Standards for Mathematics**

Application Indicators

Grade One

Standard 1: Number and Computation – The student uses numerical and computational concepts and procedures in a variety of situations.

Benchmark 1: Number Sense – The student demonstrates number sense for whole numbers, fractions, and money using concrete objects in a variety of situations.

Grade One Application Indicators	Scott Foresman – Addison Wesley enVisionMATH
<p>The student...</p> <p>1. solves real-world problems using equivalent representations and concrete objects to compare and order whole numbers from 0 through 50 (2.4.A1a) (\$).</p>	<p>Topic 2: 29A-29H, 31A-34B, 35A-38B, 39A-42B, 43A-46B Topic 12: 329A-329H, 329-330, 331A-334B, 335A-338B, 339A-342B, 343A-346B, 347A-350B, 351A-354B, 355A-358B, 359A-362B</p>
<p>2. determines whether or not numerical values using whole numbers from 0 through 50 are reasonable (2.4.A1a) (\$), e.g., when asked if 40 dictionaries will fit inside the student’s desk, the student answers no and explains why.</p>	<p>Students estimate measurements, including length and time, and locations on a number line. Topic 12: 347A-350B, 363 Topic 14: 399-402B, 403-406B, 447-447A Topic 15: 465-468B, 477, 477B, 478 Topic 20: 631, 636, 642B</p>

Grade One Application Indicators	Scott Foresman – Addison Wesley enVisionMATH
<p>3. demonstrates that smaller whole numbers are within larger whole numbers using whole numbers from 0 to 30 (2.4.A1a) (\$), e.g., if there are five pigs in a pen, there are also three pigs in the pen.</p>	<p>Grade 1 students compare and order whole numbers. Topic 2: 29A-29H, 31A-34B, 35A-38B, 39A-42B, 43A-46B Topic 12: 329A-329H, 329-330, 331A-334B, 335A-338B, 339A-342B, 343A-346B, 347A-350B, 351A-354B, 355A-358B, 359A-362B</p>

Benchmark 2: Number Systems and Their Properties – The student demonstrates an understanding of whole numbers with a special emphasis on place value and recognizes, applies, and explains the concept of properties as they relate to whole numbers in a variety of situations.

Grade One Application Indicators	Scott Foresman – Addison Wesley enVisionMATH
<p>The student...</p> <p>1. solves real-world problems with whole numbers from 0 through 50 using place value models (place value mats, hundred charts, or base ten blocks) and the concepts of these properties to explain reasoning (2.4.A1a-b) (\$):</p> <p>a. commutative property of addition, e.g., group 5 students into a group of 3 and a group of 2, add to find the total; then reverse the order of the students to show that 2 + 3 still equals 5;</p>	<p>Topic 10: 271A-274B Topic 11: 303A-306B, 307A-310B, 311A-314B, 315A-318B, 319A-322B, 323A-326B Topic 20: 609A-612B, 613A-616B, 617A-620B, 621A-624B, 625A-628B, 629A-632B, 633A-636B, 637A-640B</p> <p>Topic 3: 4B, 49C, 71A-74B, 79, 79B, 80 Topic 17: 515B, 515-516, 521-524B, 537, 537B, 538</p>
<p>b. zero property of addition, e.g., have students lay out 11 crayons, tell them to add zero (crayons). Then ask: How many crayons are there?</p>	<p>Topic 1: 27B-C Topic 6: 143-146, 146B (Intervention), 168</p>

Benchmark 3: Estimation – The student uses computational estimation with whole numbers in a variety of situations.

Grade One Application Indicators	Scott Foresman – Addison Wesley enVisionMATH
<p>The student...</p> <p>1. adjusts original whole number estimate of a real-world problem using whole numbers from 0 through 50 based on additional information (a frame of reference) (2.4.A1a) (\$), e.g., an estimate is made about the number of tennis balls in a shoebox; about half of the tennis balls are removed from the box and counted. With this additional information, an adjustment of the original estimate is made.</p>	<p>Students estimate measurements, including length and time, and locations on a number line.</p> <p>Topic 12: 347A-350B, 363 Topic 14: 399-402B, 403-406B, 447-447A Topic 15: 465-468B, 477, 477B, 478 Topic 20: 631, 636, 642B</p>

Benchmark 4: Computation – The student models, performs, and explains computation with whole numbers using concrete objects in a variety of situations.

Grade One Application Indicators	Scott Foresman – Addison Wesley enVisionMATH
<p>The student...</p> <p>1. solves one-step real-world addition or subtraction problems with various groupings of two-digit whole numbers without regrouping (2.4.A1a-b) (\$), e.g., Jo has 48 crayons and 16 markers in her desk. How many more crayons does she have than markers? This problem could be solved using base 10 models or a number line or by saying $48 - 10 = 38$ and $38 - 6 = 32$.</p>	<p>Topic 3: 51A-54B, 55A-58B Topic 4: 83A-86B, 87A-90B Topic 6: 143A-146B, 147A-150B Topic 7: 171A-174B, 175A-178B Topic 16: 481A-484B, 485A-488B Topic 17: 517A-520B, 521A-524B Topic 20: 609A-612B, 613A-616B, 617A-620B</p>

Standard 2: Algebra – The student uses algebraic concepts and procedures in a variety of situations.

Benchmark 1: Patterns – The student recognizes, describes, extends, develops, and explains relationships in patterns using concrete objects in a variety of situations.

Grade One Application Indicators	Scott Foresman – Addison Wesley enVisionMATH
<p>The student...</p> <p>1. generalizes the following patterns using pictorial, oral, and/or written descriptions including the use of concrete objects:</p> <p>a. whole number patterns (2.4.A1a) (\$);</p>	<p>Topic 10: 261A-261H, 261-262, 263A-266B, 267A-270B, 271A-274B, 275A-278B, 279A-282B, 283A-286B, 287A-290B, 291A-294B, 295A-298B, 299-300</p>
<p>b. patterns using geometric shapes (2.4.A1c);</p>	<p>Topic 9: 241A-241H, 241-242, 243A-246B, 247A-250B, 251A-254B, 255A-258B, 259-260</p>
<p>c. calendar patterns (2.4.A1a);</p>	<p>Topic 15: 470-472B, 477-478</p>
<p>d. patterns using size, shape, color, texture, or movement (2.4.A1a).</p>	<p>Topic 9: 241A-241H, 241-242, 243A-246B, 247A-250B, 251A-254B, 255A-258B, 259-260</p>
<p>2. recognizes multiple representations of the same pattern (2.4.A1a), e.g., the AB pattern could be represented by clap, snap, clap, snap, ... or red, green, red, green, ... or square, circle, square, circle,</p>	<p>Topic 9: 241A-241H, 241-242, 243A-246B, 247A-250B, 251A-254B, 255A-258B, 259-260</p> <p>Topic 10: 271A-274B, 275A-278B, 279A-282B, 283A (Problem of the Day), 291A-294B, 295A-298B, 299-300</p>
<p>3. uses concrete objects to model a whole number pattern (2.4.A1a):</p>	<p>Topic 10: 261A-261D, 261, 271A-274B, 275A-278B, 279A-282B, 291A-294B, 295A-298B, 299, 299B, 300</p> <p>Topic 9: 257, 259</p> <p>Topic 10: 271A-274B, 275A-278B, 279A-282B, 283A (Problem of the Day), 291A-294B, 295A-298B, 299-300</p>

Grade One Application Indicators	Scott Foresman – Addison Wesley enVisionMATH
<p>a. counting by ones: ☆, ☆☆☆, ☆☆☆☆, ...</p>	<p>Topic 1: 3-6B, 7-10B, 11-14B Topic 5: 119A-122B, 123A-126B, 127A-130B, 131A-134B, 135A-138B Topic 10: 261, 263A-266B, 267A-270B</p>
<p>b. counting by twos: ●●, ●● ●● ●●, ●● ●●, ...</p>	<p>Topic 10: 261B, 275A-278B, 279A-282B, 291A-294B, 295A-298B, 299, 299B, 300</p>
<p>c. counting by fives: xxxxx, xxxxx xxxxx xxxxx, xxxxx xxxxx, ...</p>	<p>Topic 10: 261B-261C, 261, 275A-278B, 279A-282B, 291A-294B, 295A-298B, 299, 299B, 300</p>
<p>d. counting by tens: ■■■■■■■■■■, ■■■■■■■■■■ ■■■■■■■■■■, ■■■■■■■■■■, ■■■■■■■■■■ ■■■■■■■■■■</p>	<p>Topic 10: 261B, 271A-274B, 275A-278B, 279A-282B, 291A-294B, 295A-298B, 299, 299B, 300</p>

Benchmark 2: Variable, Equations, and Inequalities – The student solves addition and subtraction equations using concrete objects in a variety of situations.

Grade One Application Indicators	Scott Foresman – Addison Wesley enVisionMATH
<p>The student...</p> <p>1. represents real-world problems using concrete objects, pictures, oral descriptions, and symbols and the basic addition and subtraction facts with one operation and one unknown (2.4. A1a) (\$), e.g., given some marbles, Sue says: 3 red marbles and 3 blue marbles equal 6 marbles. Sue also shows and writes the problem and solution: $3 + 3 = \square$ or $RRR + BBB = \square$, $3 + 3 = 6$.</p>	<p>Topic 4: 85, 93, 101-102 Topic 6: 149, 157, 161 Topic 7: 172, 176-177, 184-185 Topic 10: 269 Topic 11: 321 Topic 16: 491 Topic 17: 523 Topic 20: 614-615, 626-627</p>
<p>2. generates and solves problem situations using the basic facts to find the unknown sum or difference with concrete objects (2.4.A1a), e.g., a student generates this problem: I have 6 marbles. My sister has 4. How many do we have altogether? The student shows $6 + 4 = \square$, and $6 + 4 = 10$.</p>	<p>Topic 4: 85, 93, 101-102 Topic 6: 149, 157, 161 Topic 7: 172, 176-177, 184-185 Topic 10: 269 Topic 11: 321 Topic 16: 491 Topic 17: 523 Topic 20: 614-615, 626-627</p>

Benchmark 3: Functions – The student recognizes and describes whole number relationships using concrete objects in a variety of situations.

Grade One Application Indicators	Scott Foresman – Addison Wesley enVisionMATH
<p>The student...</p> <p>1. represents and describes mathematical relationships for whole numbers from 0 through 50 using concrete objects, pictures, oral descriptions, and symbols (2.4.A1a) (\$).</p>	<p>Topic 3: 55A (Problem of the Day), 59A (Problem of the Day)</p> <p>Topic 5: 135-138B, 139-139B</p> <p>Topic 10: 263A (Problem of the Day), 278, 291-294B, 295-298B, 299-300A</p> <p>Topic 16: 509-512B, 513-514</p>
<p>2. recognizes numerical patterns (counting by 2s, 5s, and 10s) through 50 using a hundred chart (2.4.A1a).</p>	<p>Topic 10: 275A-278B, 279A (Problem of the Day), 299-299A</p> <p>Topic 12: 335A-338B, 343A-346B, 347A (Spiral Review), 363-363C</p> <p>Topic 20: 613A-616B, 617A, 625A-628B, 629A, 641-642C</p>

Benchmark 4: Models – The student uses mathematical models including concrete objects to represent, show, and communicate mathematical relationships in a variety of situations.

Grade One Application Indicators	Scott Foresman – Addison Wesley enVisionMATH
<p>The student...</p> <p>1. recognizes that various mathematical models can be used to represent the same problem situation. Mathematical models include:</p> <p>a. process models (concrete objects, pictures, diagrams, number lines, unifix cubes, measurement tools, or calendars) to model computational procedures and mathematical relationships, to compare and order numerical quantities, and to model problem situations (1.1.A1-3, 1.2.A1, 1.3.A1, 1.4.A1, 2.1.A1a, 2.1.A1c-d, 2.1.A2-3, 2.2.A1-2, 2.3.A1-2, 3.2.A1-3, 3.3.A1-2, 3.4.A1, 4.2.A2) (\$);</p>	<p>Topic 1: 11-14B Topic 2: 39-42B Topic 3: 59-62B Topic 4: 91-94B Topic 5: 123-126B Topic 6: 163-166B Topic 7: 179-182B Topic 10: 275-278B Topic 11: 311-314B Topic 12: 339-342B Topic 14: 399-402B Topic 15: 469-472B Topic 16: 489-492B Topic 17: 533-536B Topic 18: 561-564B Topic 19: 601-604B Topic 20: 613-616B</p>

Grade One Application Indicators	Scott Foresman – Addison Wesley enVisionMATH
<p>b. place value models (place value mats, hundred charts, or base ten blocks) to compare, order, and represent numerical quantities and to model computational procedures (1.2.A1, 1.4.A1) (\$);</p>	<p>Topic 5: 119A-122B, 123A-126B Topic 10: 264-266B, 267A-270B, 271A-274B Topic 11: 301A-301H, 301-302, 303A-306B, 307A-310B, 311A-314B, 315A-318B, 319A-322B, 323-326B Topic 20: 617A-620B, 629A-632B</p>
<p>c. two-dimensional geometric models (geoboards, dot paper, pattern blocks, tangrams, or attribute blocks), three-dimensional geometric models (solids), and real-world objects to compare size and to model attributes of geometric shapes (2.1.A1b, 3.1.A1-2);</p>	<p>Topic 8: 193A-H, 193-194, 195A-198B, 199A-202B, 203A-206B, 207A-210B, 211A-214B, 215A-218B, 219A-222B, 223A-226B, 227A-230B, 231A-234B, 235A-238B, 239-240B</p>
<p>d. two-dimensional geometric models (spinners), three-dimensional geometric models (number cubes), and concrete objects to model probability (4.1.A1) (\$);</p>	<p>Topic 18: 539B-539F, 577A-580B, 581, 581B</p>
<p>e. graphs using concrete objects, pictographs, frequency tables, and horizontal and vertical bar graphs to organize, display, and explain data (4.1.A1, 4.2.A1) (\$).</p>	<p>Topic 18: 539A-539H, 539-540, 541A-544B, 545A-548B, 549A-552B, 553A-556B, 557A, 561A-564B, 565A-568B, 569A-572B, 573A, 577A, 581-582B</p>

Standard 3: Geometry – The student uses geometric concepts and procedures in a variety of situations.

Benchmark 1: Geometric Figures and Their Properties – The student recognizes geometric shapes and describes their attributes using concrete objects in a variety of situations.

Grade One Application Indicators	Scott Foresman – Addison Wesley enVisionMATH
<p>The student...</p> <p>1. demonstrates how (2.4.A1c):</p> <p>a. a geometric shape made of several plane figures (circles, squares, rectangles, triangles, ellipses) can be separated to make two or more different plane figures;</p>	<p>Topic 8: 193, 199A (Problem of the Day), 202B (Enrichment), 203-206B, 207A-210B, 211A (Spiral Review), 215A (Problem of the Day), 223-226B, 239-239A</p>
<p>b. several plane figures (circles, squares, rectangles, triangles, ellipses) can be combined to make a new geometric shape;</p>	<p>Topic 8: 193, 199A (Problem of the Day), 202B (Enrichment), 203-206B, 207A-210B, 211A (Spiral Review), 215A (Problem of the Day), 223-226B, 239-239A</p>
<p>c. several solids (cubes, rectangular prisms, cylinders, cones, spheres) can be combined to make a new geometric shape.</p>	<p>Topic 8: 230, 230B (Enrichment), 234B (Enrichment)</p>
<p>2. sorts plane figures and solids (circles, squares, rectangles, triangles, ellipses, cubes, rectangular prisms, cylinders, cones, spheres) by a given attribute (2.4.A1c).</p>	<p>Topic 8: 193B, 199A-202B, 207A (Problem of the Day), 228-229, 230B, 235A-238B</p>

Benchmark 2: Measurement and Estimation – The student estimates and measures using standard and nonstandard units of measure with concrete objects in a variety of situations.

Grade One Application Indicators	Scott Foresman – Addison Wesley enVisionMATH
<p>The student...</p> <p>1. compares and orders concrete objects by length or weight (2.4.A1a) (\$).</p>	<p>Topic 14: 393B-393F, 393-394, 395A-398B, 399A-402B, 403A-406B, 407A-410B, 411A-414B, 415A-418B, 431A-434B, 435A-438B, 439A-442B, 447-450A</p>
<p>2. compares the weight of two concrete objects using a balance (2.4.A1a).</p>	<p>Topic 14: 393B, 431A-434B, 435A-438B, 439A-442B, 447-450A</p>
<p>3. locates and names concrete objects that are about the same length, weight, or volume as a given concrete object (2.4.A1a) (\$).</p>	<p>Topic 14: 411, 412, 423-426, 426B (Reteaching), 427, 429-430, 430B (Intervention), 436-437, 438B (Intervention), 439, 450</p>

Benchmark 3: Transformational Geometry – The student develops the foundation for spatial sense using concrete objects in a variety of situations.

Grade One Application Indicators	Scott Foresman – Addison Wesley enVisionMATH
<p>The student...</p> <p>1. shows two concrete objects or shapes are congruent by physically fitting one object or shape on top of the other (2.4.A1a).</p>	<p>Topic 8: 193B, 215A-218B, 219A, 239B</p>
<p>2. gives and follows directions to move concrete objects from one location to another using appropriate vocabulary (2.4.A1a), e.g., right, left, up, down, behind, or above.</p>	<p>Topic 8: 193B, 211A-214B, 215A, 219A (Spiral Review), 239</p>

Benchmark 4: Geometry From An Algebraic Perspective – The student identifies one or more points on a number line in a variety of situations.

Grade One Application Indicators	Scott Foresman – Addison Wesley enVisionMATH
<p>The student...</p> <p>1. solves real-world problems involving counting and adding whole numbers from 0 to 50 using a number line (2.4.A1a) (\$), e.g., Nancy has 23¢. She finds 18¢ more in her pocket. How much money does she now have?</p>	<p>Grade 1 students use a number line to order whole numbers. Topic 2: 29F, 30, 39-42B, 43A (Daily Spiral Review), 47-48A Topic 3: 75A (Daily Spiral Review) Topic 5: 135A (Daily Spiral Review) Topic 9: 251A (Daily Spiral Review) Topic 10: 270A (Quick Check Master)</p>

Standard 4: Data – The student uses concepts and procedures of data analysis in a variety of situations.

Benchmark 1: Probability – The student applies the concepts of probability using concrete objects in a variety of situations.

Grade One Application Indicators	Scott Foresman – Addison Wesley enVisionMATH
<p>The student...</p> <p>1. makes a prediction about a simple event in an experiment or simulation, conducts the experiment or simulation, and records the results in a graph using concrete objects, a pictograph with a symbol or picture representing only one, or a bar graph (2.4.A1d-e).</p>	<p>Topic 18: 539B-539F, 577A-580B, 581, 581B</p>

Benchmark 2: Statistics – The student collects, displays, and explains numerical (whole numbers) and non-numerical data sets including the use of concrete objects in a variety of situations.

Grade One Application Indicators	Scott Foresman – Addison Wesley enVisionMATH
<p>The student...</p> <p>1. communicates the results of data collection and answers questions (identifying more, less, fewer, greater than, or less than) based on information from (2.4.A1e) (\$):</p> <p>a. graphs using concrete objects,</p>	<p>Topic 18: 539B-539C, 541A-544B, 561A-564B, 571, 581-582</p>
<p>b. a pictograph with a whole symbol or picture representing only one (no partial symbols or pictures),</p>	<p>Topic 18: 539B, 539D, 539G-539H, 545A-548B, 549A, 565A-568B, 572, 573A, 577A (Problem of the Day), 581-582</p>
<p>c. a horizontal or vertical bar graph.</p>	<p>Topic 18: 539B, 539D, 539, 549A-552B, 557A, 561A (Spiral Review), 569A-572B, 581-582</p>
<p>2. determines categories from which data could be gathered (2.4.A1a) (\$), e.g., categories could include shoe size, height, favorite candy bar, or number of pockets in clothing.</p>	<p>Topic 18: 557A-560B, 561A-564B, 565, 568B (Intervention), 572</p>