A Correlation of

enVisionmath®2.0

SCOTT FORESMAN • ADDISON WESLEY

Grade 1

To the

MAISA CCSS Mathematics Curriculum

Grade 1

Pearson

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To the MAISA CCSS Mathematics Curriculum

Introduction

It's on! New enVisionmath2.0 is a math program that empowers every teacher and learner. Prioritize learning, emphasize content connections, and invite in-depth student exploration on major topics, with the innovative new content organization focused on clusters of Common Core standards within each grade. Get to know the new enVisionmath2.0 program. Fully powered to support print, blended, and 1:1 digital learning experiences.

Effective

Accomplish more, worry less.

The organization promotes focus and coherence every day! The major work at every grade is the priority for earlier in the year, enabling extensive exposure prior to assessments.

- Focuses on Common Core Clusters
- Develops in-depth understanding
- Connects mathematical content and processes

Engaging

Everything right for every learner.

Problem-based learning and visual learning paired with personalized learning! The new enVisionmath2.0 program engages every learner in every way.

- Interactive learning aids and video tutorials
- Personalized practice and immediate feedback
- Built-in RTI activities and supports

Efficient

Comprehensive not complicated.

Everyone craves simplicity. The new enVisionmath2.0 program lets you customize content, auto-assign differentiation, and use assessment data quickly and easily.

- Upload district content or your own content
- Edit lessons, assessments, and resources
- Assess in the format of high-stakes tests

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MAISA CCSS Mathematics Curriculum Grade 1	**enVision**math**2.0 Grade 1**
Unit 1 - Building Number Patterns and Meaning	
Content Expectations	
Operations & Algebraic Thinking	
1.OA.B. Understand and apply properties of operations and the relationship between addition and subtraction.	
1.OA.B.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.)	**SE: Topic 2:** 103–108, 133–138, 143–144; **Topic 3:** 209–214, 220; **Topic 5:** 317–322, 323–328, 344 **TE: Topic 2:** 103A–108, 133A–138, 143–144; **Topic 3:** 209A–214, 220; **Topic 5:** 317A–322, 323A–328, 344
1.OA.B.4. Understand subtraction as an unknown-addend problem. For example, subtract 10 – 8 by finding the number that makes 10 when added to 8. Add and subtract within 20.	**SE: Topic 2:** 115–120, 121–126, 144; **Topic 4:** 237–242, 249–254, 255–260, 261–266, 267–272, 288–289 **TE: Topic 2:** 115A–120, 121A–126, 144; **Topic 4:** 237A–242, 249A–254, 255A–260, 261A–266, 267A–272, 288–289
1.OA.D. Work with addition and subtraction equations.	
1.OA.D.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.	**SE: Topic 5:** 305–310, 311–316, 335–340, 343–344 **TE: Topic 5:** 305A–310, 311A–316, 335A–340, 343–344
Number & Operations in Base Ten	
1.NBT.A. Extend the counting sequence.	
1.NBT.A.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.	**SE: Topic 7:** 395–400, 401–406, 407–412, 413–418, 419–424, 425–430, 431–436, 439–440 **TE: Topic 7:** 395A–400, 401A–406, 407A–412, 413A–418, 419A–424, 425A–430, 431A–436, 439–440

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MAISA CCSS Mathematics Curriculum Grade 1	**enVision**math**2.0 Grade 1**
Unit Level Standards	
1.OA.A. Represent and solve problems involving addition and subtraction.	
1.OA.A.1. Use addition and subtraction within 20 [10] 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.	**SE: Topic 1:** 9–14, 15–20, 21–26, 27–32, 33–38, 39–44, 45–50, 51–56, 57–62, 65–68 **TE: Topic 1:** 9A–14, 15A–20, 21A–26, 27A–32, 33A–38, 39A–44, 45A–50, 51A–56, 57A–62, 65–68
1.OA.C. Add and subtract within 20 [10].	
1.OA.C.5. Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).	**SE: Topic 2:** 79-84, 85-90, 91-96, 109-114, 141-143 **TE: Topic 2:** 79A–84, 85A–90, 91A–96, 109A–114, 141–143
1.OA.C.6. Add and subtract within 20 [10], 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).	**SE: Topic 2:** 79–84, 85–90, 91–96, 97–102, 109–114, 115–120, 121–126, 133–138, 141–144 **TE: Topic 2:** 79A–84, 85A–90, 91A–96, 97A–102, 109A–114, 115A–120, 121A–126, 133A–138, 141–144
1.OA.D. Work with addition and subtraction equations.	
1.OA.D.8. Determine the unknown whole number in an addition or subtraction equation relating to three whole numbers [within a sum of 10]. For example, determine the unknown number that makes the equation true in each of the equations 8 + ? = 11, 5 = _ – 3, 6 + 6 = _.	**SE: Topic 1:** 51–56, 68; **Topic 2:** 115–120, 121–126, 144 **TE: Topic 1:** 51A–56, 68; **Topic 2:** 115A–120, 121A–126, 144

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MAISA CCSS Mathematics Curriculum Grade 1	**enVision**math**2.0 Grade 1**
Unit 2 - Building Number Sense	
Content Expectations	
Operations & Algebraic Thinking	
1.OA.A. Represent and solve problems involving addition and subtraction.	
1.OA.A.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.	**SE: Topic 1:** 9–14, 15–20, 21–26, 27–32, 33–38, 39–44, 45–50, 51–56, 57–62, 65–68; **Topic 3:** 203–208, 209–214, 219–220; **Topic 4:** 273–278, 279–284, 290; **Topic 5:** 329–334; **Topic 6:** 353–358, 359–364, 365–370, 371–376, 377–382, 385–386 **TE: Topic 1:** 9A–14, 15A–20, 21A–26, 27A–32, 33A–38, 39A–44, 45A–50, 51A–56, 57A–62, 65–68; **Topic 3:** 203A–208, 209A–214, 219–220; **Topic 4:** 273A–278, 279A–284, 290; **Topic 5:** 329A–334; **Topic 6:** 353A–358, 359A–364, 365A–370, 371A–376, 377A–382, 385–386
1.OA.A.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.	**SE: Topic 5:** 317–322, 323–328, 344 **TE: Topic 5:** 317A–322, 323A–328, 344
1.OA.B. Understand and apply properties of operations and the relationship between addition and subtraction.	
1.OA.B.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.)	**SE: Topic 2:** 103–108, 133–138, 143–144; **Topic 3:** 209–214, 220; **Topic 5:** 317–322, 323–328, 344 **TE: Topic 2:** 103A–108, 133A–138, 143–144; **Topic 3:** 209A–214, 220; **Topic 5:** 317A–322, 323A–328, 344
1.OA.B.4. Understand subtraction as an unknown-addend problem. For example, subtract 10 – 8 by finding the number that makes 10 when added to 8.	**SE: Topic 2:** 115–120, 121–126, 144; **Topic 4:** 237–242, 249–254, 255–260, 261–266, 267–272, 288–289 **TE: Topic 2:** 115A–120, 121A–126, 144; **Topic 4:** 237A–242, 249A–254, 255A–260, 261A–266, 267A–272, 288–289

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1.OA.C. Add and subtract within 20.	
1.OA.C.5. Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).	**SE: Topic 2:** 79-84, 85-90, 91-96, 109-114, 141-143; **Topic 3:** 155–160, 161–166, 167–172, 173–178, 179–184, 217–218; **Topic 4:** 231–236, 237–242, 267–272, 287–289 **TE: Topic 2:** 79A–84, 85A–90, 91A–96, 109A–114, 141–143; **Topic 3:** 155A–160, 161A–166, 167A–172, 173A–178, 179A–184, 217–218; **Topic 4:** 231A–236, 237A–242, 267A–272, 287–289
1.OA.D. Work with addition and subtraction equations.	
1.OA.D.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.	**SE: Topic 5:** 305–310, 311–316, 335–340, 343–344 **TE: Topic 5:** 305A–310, 311A–316, 335A–340, 343–344
1.OA.D.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 = _.	**SE: Topic 1:** 51–56, 68; **Topic 2:** 115–120, 121–126, 144; **Topic 5:** 299–304, 311–316, 335–340, 343–344 **TE: Topic 1:** 51A–56, 68; **Topic 2:** 115A–120, 121A–126, 144; **Topic 5:** 299A–304, 311A–316, 335A–340, 343–344
Number & Operations in Base Ten	
1.NBT.A. Extend the counting sequence.	
1.NBT.A.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.	**SE: Topic 7:** 395–400, 401–406, 407–412, 413–418, 419–424, 425–430, 431–436, 439–440 **TE: Topic 7:** 395A–400, 401A–406, 407A–412, 413A–418, 419A–424, 425A–430, 431A–436, 439–440
1.NBT.B. Understand place value.	
1.NBT.B.2. Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:	**SE: Topic 8:** 461–466, 467–472, 473–478, 479–484, 487–488 **TE: Topic 8:** 461A–466, 467A–472, 473A–478, 479A–484, 487–488

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MAISA CCSS Mathematics Curriculum Grade 1	**enVision**math**2.0 Grade 1**
1.NBT.B.2a. 10 can be thought of as a bundle of ten ones — called a "ten."	**SE: Topic 8:** 449–454, 455–460 **TE: Topic 8:** 449A–454, 455A–460
1.NBT.B.2b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.	**SE: Topic 8:** 449–454 **TE: Topic 8:** 449A–454
1.NBT.C. Use place value understanding and properties of operations to add and subtract.	
1.NBT.C.5. Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.	**SE: Topic 9:** 497–502, 503–508, 535; **Topic 10:** 549–554, 585–590, 599; **Topic 11:** 611–616, 617–622, 623–628, 635–640, 641–646, 647–652, 655–656 **TE: Topic 9:** 497A–502, 503A–508, 535; **Topic 10:** 549A–554, 585A–590, 599; **Topic 11:** 611A–616, 617A–622, 623A–628, 635A–640, 641A–646, 647A–652, 655–656
Unit Level Standards	
Not Applicable	
Unit 3 - Measurement (Length and Time)	
Content Expectations	
Measurement & Data	
1.MD.A. Measure lengths indirectly and by iterating length units.	
1.MD.A.1. Order three objects by length; compare the lengths of two objects indirectly by using a third object.	**SE: Topic 12:** 667–672, 673–678, 685–690, 699 **TE: Topic 12:** 667A–672, 673A–678, 685A–690, 699
1.MD.A.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.	**SE: Topic 12:** 679–684, 685–690, 691–696, 700 **TE: Topic 12:** 679A–684, 685A–690, 691A–696, 700

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MAISA CCSS Mathematics Curriculum Grade 1	**enVision**math**2.0 Grade 1**
1.MD.B. Tell and write time.	
1.MD.B.3. Tell and write time in hours and half-hours using analog and digital clocks.	**SE: Topic 13:** 709–714, 715–720, 721–726, 727–732, 735–736 **TE: Topic 13:** 709A–714, 715A–720, 721A–726, 727A–732, 735–736
Unit Level Standards	
Not Applicable	
Unit 4 - Organizing and Representing Data	
Content Expectations	
Operations & Algebraic Thinking	
1.OA.A. Represent and solve problems involving addition and subtraction.	
1.OA.A.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.	**SE: Topic 1:** 9–14, 15–20, 21–26, 27–32, 33–38, 39–44, 45–50, 51–56, 57–62, 65–68; **Topic 3:** 203–208, 209–214, 219–220; **Topic 4:** 273–278, 279–284, 290; **Topic 5:** 329–334; **Topic 6:** 353–358, 359–364, 365–370, 371–376, 377–382, 385–386 **TE: Topic 1:** 9A–14, 15A–20, 21A–26, 27A–32, 33A–38, 39A–44, 45A–50, 51A–56, 57A–62, 65–68; **Topic 3:** 203A–208, 209A–214, 219–220; **Topic 4:** 273A–278, 279A–284, 290; **Topic 5:** 329A–334; **Topic 6:** 353A–358, 359A–364, 365A–370, 371A–376, 377A–382, 385–386
1.OA.C. Add and subtract within 20.	
1.OA.C.5. Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).	**SE: Topic 2:** 79-84, 85-90, 91-96, 109-114, 141-143; **Topic 3:** 155–160, 161–166, 167–172, 173–178, 179–184, 217–218; **Topic 4:** 231–236, 237–242, 267–272, 287–289 **TE: Topic 2:** 79A–84, 85A–90, 91A–96, 109A–114, 141–143; **Topic 3:** 155A–160, 161A–166, 167A–172, 173A–178, 179A–184, 217–218; **Topic 4:** 231A–236, 237A–242, 267A–272, 287–289

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MAISA CCSS Mathematics Curriculum **Grade 1**	**enVision**math**2.0** **Grade 1**
Measurement & Data	
1.MD.C. Represent and interpret data.	
1.MD.C.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.	**SE: Topic 6:** 353–358, 359–364, 365–370, 371–376, 377–382, 385–386 **TE: Topic 6:** 353A–358, 359A–364, 365A–370, 371A–376, 377A–382, 385–386
Unit Level Standards	
Not Applicable	
Unit 5 - Basic Facts and Place Value	
Content Expectations	
Operations & Algebraic Thinking	
1.OA.A. Represent and solve problems involving addition and subtraction.	
1.OA.A.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.	**SE: Topic 1:** 9–14, 15–20, 21–26, 27–32, 33–38, 39–44, 45–50, 51–56, 57–62, 65–68; **Topic 3:** 203–208, 209–214, 219–220; **Topic 4:** 273–278, 279–284, 290; **Topic 5:** 329–334; **Topic 6:** 353–358, 359–364, 365–370, 371–376, 377–382, 385–386 **TE: Topic 1:** 9A–14, 15A–20, 21A–26, 27A–32, 33A–38, 39A–44, 45A–50, 51A–56, 57A–62, 65–68; **Topic 3:** 203A–208, 209A–214, 219–220; **Topic 4:** 273A–278, 279A–284, 290; **Topic 5:** 329A–334; **Topic 6:** 353A–358, 359A–364, 365A–370, 371A–376, 377A–382, 385–386
1.OA.A.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.	**SE: Topic 5:** 317–322, 323–328, 344 **TE: Topic 5:** 317A–322, 323A–328, 344

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MAISA CCSS Mathematics Curriculum Grade 1	**enVision**math**2.0 Grade 1**
1.OA.B. Understand and apply properties of operations and the relationship between addition and subtraction.	
1.OA.B.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.)	**SE: Topic 2:** 103–108, 133–138, 143–144; **Topic 3:** 209–214, 220; **Topic 5:** 317–322, 323–328, 344 **TE: Topic 2:** 103A–108, 133A–138, 143–144; **Topic 3:** 209A–214, 220; **Topic 5:** 317A–322, 323A–328, 344
1.OA.B.4. Understand subtraction as an unknown-addend problem. For example, subtract 10 – 8 by finding the number that makes 10 when added to 8.	**SE: Topic 2:** 115–120, 121–126, 144; **Topic 4:** 237–242, 249–254, 255–260, 261–266, 267–272, 288–289 **TE: Topic 2:** 115A–120, 121A–126, 144; **Topic 4:** 237A–242, 249A–254, 255A–260, 261A–266, 267A–272, 288–289
1.OA.C. Add and subtract within 20.	
1.OA.C.5. Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).	**SE: Topic 2:** 79-84, 85-90, 91-96, 109-114, 141-143; **Topic 3:** 155–160, 161–166, 167–172, 173–178, 179–184, 217–218; **Topic 4:** 231–236, 237–242, 267–272, 287–289 **TE: Topic 2:** 79A–84, 85A–90, 91A–96, 109A–114, 141–143; **Topic 3:** 155A–160, 161A–166, 167A–172, 173A–178, 179A–184, 217–218; **Topic 4:** 231A–236, 237A–242, 267A–272, 287–289
1.OA.C.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).	**SE: Topic 2:** 79–84, 85–90, 91–96, 97–102, 109–114, 115–120, 121–126, 133–138, 141–144; **Topic 3:** 167–172, 173–178, 179–184, 185–190, 191–196, 197–202, 209–214, 217–220; **Topic 4:** 237–242, 243–248, 249–254, 255–260, 261–266, 267–272, 288–289 **TE: Topic 2:** 79A–84, 85A–90, 91A–96, 97A–102, 109A–114, 115A–120, 121A–126, 133A–138, 141–144; **Topic 3:** 167A–172, 173A–178, 179A–184, 185A–190, 191A–196, 197A–202, 209A–214, 217–220; **Topic 4:** 237A–242, 243A–248, 249A–254, 255A–260, 261A–266, 267A–272, 288–289

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MAISA CCSS Mathematics Curriculum Grade 1	**enVision**math**2.0 Grade 1**
1.OA.D. Work with addition and subtraction equations.	
1.OA.D.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.	**SE: Topic 5:** 305–310, 311–316, 335–340, 343–344 **TE: Topic 5:** 305A–310, 311A–316, 335A–340, 343–344
1.OA.D.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 = _.	**SE: Topic 1:** 51–56, 68; **Topic 2:** 115–120, 121–126, 144; **Topic 5:** 299–304, 311–316, 335–340, 343–344 **TE: Topic 1:** 51A–56, 68; **Topic 2:** 115A–120, 121A–126, 144; **Topic 5:** 299A–304, 311A–316, 335A–340, 343–344
Number & Operations in Base Ten	
1.NBT.B. Understand place value.	
1.NBT.B.2. Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:	**SE: Topic 8:** 461–466, 467–472, 473–478, 479–484, 487–488 **TE: Topic 8:** 461A–466, 467A–472, 473A–478, 479A–484, 487–488
1.NBT.B.2a. 10 can be thought of as a bundle of ten ones — called a “ten.”	**SE: Topic 8:** 449–454, 455–460 **TE: Topic 8:** 449A–454, 455A–460
1.NBT.B.2b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.	**SE: Topic 8:** 449–454 **TE: Topic 8:** 449A–454
1.NBT.B.2c. 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).	**SE: Topic 7:** 395–400, 439; **Topic 8:** 455–460 **TE: Topic 7:** 395A–400, 439; **Topic 8:** 455A–460
1.NBT.B.3. Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <.	**SE: Topic 9:** 497–502, 509–514, 515–520, 521–526, 527–532, 535–536 **TE: Topic 9:** 497A–502, 509A–514, 515A–520, 521A–526, 527A–532, 535–536

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MAISA CCSS Mathematics Curriculum **Grade 1**	**enVision**math**2.0** **Grade 1**
1.NBT.C. Use place value understanding and properties of operations to add and subtract.	
1.NBT.C.5. Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.	**SE: Topic 9:** 497–502, 503–508, 535; **Topic 10:** 549–554, 585–590, 599; **Topic 11:** 611–616, 617–622, 623–628, 635–640, 641–646, 647–652, 655–656 **TE: Topic 9:** 497A–502, 503A–508, 535; **Topic 10:** 549A–554, 585A–590, 599; **Topic 11:** 611A–616, 617A–622, 623A–628, 635A–640, 641A–646, 647A–652, 655–656
Unit Level Standards	
Not Applicable	
Unit 6 - Geometric Shapes, Patterns & Attributes	
Content Expectations	
Geometry	
1.G.A. Reason with shapes and their attributes.	
1.G.A.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.	**SE: Topic 14:** 747–752, 753–758, 759–764, 777–782, 783–788, 795–800, 803–806 **TE: Topic 14:** 747A–752, 753A–758, 759A–764, 777A–782, 783A–788, 795A–800, 803–806
1.G.A.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.”	**SE: Topic 14:** 765–770, 771–776, 789–794, 795–800, 805–806 **TE: Topic 14:** 765A–770, 771A–776, 789A–794, 795A–800, 805–806
1.G.A.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.	**SE: Topic 15:** 817–822, 823–828, 829–834, 835–840, 843–844 **TE: Topic 15:** 817A–822, 823A–828, 829A–834, 835A–840, 843–844

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MAISA CCSS Mathematics Curriculum **Grade 1**	**enVision**math**2.0** **Grade 1**
Unit Level Standards	
Not Applicable	
Unit 7 - Using Equivalence and Place Value	
Content Expectations	
Operations & Algebraic Thinking	
1.OA.B. Understand and apply properties of operations and the relationship between addition and subtraction.	
1.OA.B.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.)	**SE: Topic 2:** 103–108, 133–138, 143–144; **Topic 3:** 209–214, 220; **Topic 5:** 317–322, 323–328, 344 **TE: Topic 2:** 103A–108, 133A–138, 143–144; **Topic 3:** 209A–214, 220; **Topic 5:** 317A–322, 323A–328, 344
1.OA.B.4. Understand subtraction as an unknown-addend problem. For example, subtract 10 – 8 by finding the number that makes 10 when added to 8.	**SE: Topic 2:** 115–120, 121–126, 144; **Topic 4:** 237–242, 249–254, 255–260, 261–266, 267–272, 288–289 **TE: Topic 2:** 115A–120, 121A–126, 144; **Topic 4:** 237A–242, 249A–254, 255A–260, 261A–266, 267A–272, 288–289
1.OA.C. Add and subtract within 20.	
1.OA.C.5. Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).	**SE: Topic 2:** 79-84, 85-90, 91-96, 109-114, 141-143; **Topic 3:** 155–160, 161–166, 167–172, 173–178, 179–184, 217–218; **Topic 4:** 231–236, 237–242, 267–272, 287–289 **TE: Topic 2:** 79A–84, 85A–90, 91A–96, 109A–114, 141–143; **Topic 3:** 155A–160, 161A–166, 167A–172, 173A–178, 179A–184, 217–218; **Topic 4:** 231A–236, 237A–242, 267A–272, 287–289

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MAISA CCSS Mathematics Curriculum Grade 1	**enVision**math**2.0 Grade 1**
1.OA.C.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).	**SE: Topic 2:** 79–84, 85–90, 91–96, 97–102, 109–114, 115–120, 121–126, 133–138, 141–144; **Topic 3:** 167–172, 173–178, 179–184, 185–190, 191–196, 197–202, 209–214, 217–220; **Topic 4:** 237–242, 243–248, 249–254, 255–260, 261–266, 267–272, 288–289 **TE: Topic 2:** 79A–84, 85A–90, 91A–96, 97A–102, 109A–114, 115A–120, 121A–126, 133A–138, 141–144; **Topic 3:** 167A–172, 173A–178, 179A–184, 185A–190, 191A–196, 197A–202, 209A–214, 217–220; **Topic 4:** 237A–242, 243A–248, 249A–254, 255A–260, 261A–266, 267A–272, 288–289
1.OA.D. Work with addition and subtraction equations.	
1.OA.D.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.	**SE: Topic 5:** 305–310, 311–316, 335–340, 343–344 **TE: Topic 5:** 305A–310, 311A–316, 335A–340, 343–344
Number & Operations in Base Ten	
1.NBT.B. Understand place value.	
1.NBT.B.2. Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:	**SE: Topic 8:** 461–466, 467–472, 473–478, 479–484, 487–488 **TE: Topic 8:** 461A–466, 467A–472, 473A–478, 479A–484, 487–488
1.NBT.B.2a. 10 can be thought of as a bundle of ten ones — called a “ten.”	**SE: Topic 8:** 449–454, 455–460 **TE: Topic 8:** 449A–454, 455A–460
1.NBT.B.2b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.	**SE: Topic 8:** 449–454 **TE: Topic 8:** 449A–454
1.NBT.B.2c. 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).	**SE: Topic 7:** 395–400, 439; **Topic 8:** 455–460 **TE: Topic 7:** 395A–400, 439; **Topic 8:** 455A–460

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MAISA CCSS Mathematics Curriculum **Grade 1**	**enVision**math**2.0** **Grade 1**
1.NBT.B.3. Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <.	**SE: Topic 9:** 497–502, 509–514, 515–520, 521–526, 527–532, 535–536 **TE: Topic 9:** 497A–502, 509A–514, 515A–520, 521A–526, 527A–532, 535–536
1.NBT.C. Use place value understanding and properties of operations to add and subtract.	
1.NBT.C.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.	**SE: Topic 10:** 543–548, 555–560, 561–566, 567–572, 573–578, 579–584, 585–590, 591–596, 599–602 **TE: Topic 10:** 543A–548, 555A–560, 561A–566, 567A–572, 573A–578, 579A–584, 585A–590, 591A–596, 599–602
1.NBT.C.5. Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.	**SE: Topic 9:** 497–502, 503–508, 535; **Topic 10:** 549–554, 585–590, 599; **Topic 11:** 611–616, 617–622, 623–628, 635–640, 641–646, 647–652, 655–656 **TE: Topic 9:** 497A–502, 503A–508, 535; **Topic 10:** 549A–554, 585A–590, 599; **Topic 11:** 611A–616, 617A–622, 623A–628, 635A–640, 641A–646, 647A–652, 655–656
1.NBT.C.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.	**SE: Topic 11:** 611–616, 617–622, 623–628, 629–634, 641–646, 647–652, 655–656 **TE: Topic 11:** 611A–616, 617A–622, 623A–628, 629A–634, 641A–646, 647A–652, 655–656
Unit Level Standards	
Not Applicable	

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