

Scott Foresman-Addison Wesley enVisionMATH, Grade 1 © 2009

Correlated to:

Washington Mathematics Standards for Grade 1

WASHINGTON MATHEMATICS STANDARDS FOR GRADE 1	PAGE(S) WHERE TAUGHT (If submission is not a text, cite appropriate resource(s))
Grade 1	
<i>1.1. Core Content: Whole number relationships (Numbers, Operations)</i>	
Performance Expectations	
<i>Students are expected to:</i>	
1.1.A Count by ones forward and backward from 1 to 120, starting at any number, and count by twos, fives, and tens to 100.	SE: 263-294 [to 100 not 120]
1.1.B Name the number that is one less or one more than any number given verbally up to 120.	SE: 331-334, 343-346
1.1.C Read aloud numerals from 0 to 1,000.	SE: 331-346
1.1.D Order objects or events using ordinal numbers.	SE: 287-290
1.1.E Write, compare, and order numbers to 120.	SE: 39-42, 339-346
1.1.F Fluently compose and decompose numbers to 10.	SE: 51-62, 83-94
1.1.G Group numbers into tens and ones in more than one way.	SE: 303-314, 319-322
1.1.H Group and count objects by tens, fives, and twos.	SE: 275-282, 481-492
1.1.I Classify a number as odd or even and demonstrate that it is odd or even.	SE: 283-286
<i>1.2. Core Content: Addition and subtraction (Operations, Algebra)</i>	
Performance Expectations	
<i>Students are expected to:</i>	
1.2.A Connect physical and pictorial representations to addition and subtraction equations.	SE: 64-66, 95-98
1.2.B Use the equal sign (=) and the word <i>equals</i> to indicate that two expressions are equivalent.	SE: 63-66, 164-166, 187-190
1.2.C Represent addition and subtraction on the number line.	SE: 347-350 , 143A Daily Spiral Review*
1.2.D Demonstrate the inverse relationship between addition and subtraction by undoing an addition problem with subtraction and vice versa.	SE: 175-186
1.2.E Add three or more one-digit numbers using the commutative and associative properties of addition.	SE: 505-508
1.2.F Apply and explain strategies to compute addition facts and related subtraction facts for sums to 18.	SE: 481-504
1.2.G Quickly recall addition facts and related subtraction facts for sums equal to 10.	SE: 27B-27C

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1.2.H Solve and create word problems that match addition or subtraction equations.	SE: 66 #12, 174 #13, 504 #9, 508, 616 #15
1.2.I Recognize, extend, and create number patterns.	SE: 243-258, 295-299
<i>1.3. Core Content: Geometric attributes (Geometry/Measurement)</i>	
Performance Expectations	
<i>Students are expected to:</i>	
1.3.A Compare and sort a variety of two- and three-dimensional figures according to their geometric attributes.	SE: 195-198, 226-239
1.3.B Identify and name two-dimensional figures, including those in real-world contexts, regardless of size or orientation.	SE: 195-202
1.3.C Combine known shapes to create shapes and divide known shapes into other shapes.	SE: 203-210
<i>1.4. Core Content: Concepts of measurement (Geometry/Measurement)</i>	
Performance Expectations	
<i>Students are expected to:</i>	
1.4.A Recognize that objects used to measure an attribute (length, weight, capacity) must be consistent in size.	SE: 399-402, 423-430, 435-442
1.4.B Use a variety of non-standard units to measure length.	SE: 395-398
1.4.C Compare lengths using the transitive property.	SE: 398 , 448A Test Item 1 , 449 Set A
1.4.D Use non-standard units to compare objects according to their capacities or weights.	TE: 419-422, 431-434
1.4.E Describe the connection between the size of the measurement unit and the number of units needed to measure something.	TE: 404-406
1.4.F Name the days of the week and the months of the year, and use a calendar to determine a day or month.	TE: 469-472
<i>1.5. Additional Key Content (Data/Statistics/Probability)</i>	
Performance Expectations	
<i>Students are expected to:</i>	
1.5.A Represent data using tallies, tables, picture graphs, and bar-type graphs.	SE: 541-552, 557-560, 565-568
1.5.B Ask and answer comparison questions about data.	SE: 542-543, 550-551, 566-567 , 558

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<i>1.6. Core Processes: Reasoning, problem solving, and communication</i>	
Performance Expectations	
<i>Students are expected to:</i>	
1.6.A Identify the question(s) asked in a problem.	SE: 24-25, 188-189 Sample citations; addressed throughout the program.
1.6.B Identify the given information that can be used to solve a problem.	SE: 184 Do You Understand, 216-217, 378 #12, 475-476, 596 #12 Sample citations; addressed throughout the program.
1.6.C Recognize when additional information is required to solve a problem.	SE: 493-396, 494 Do You Understand Sample citations; addressed throughout the program.
1.6.D Select from a variety of problem-solving strategies and use one or more strategies to solve a problem.	SE: 44-45, 76-77, 296-298, 324-325, 570-571 Additional citations: 638-639 , 88 Do You Understand Sample citations; addressed throughout the program.
1.6.E Answer the question(s) asked in a problem.	SE: 42 #11, 250 #8, 312 Do You Understand, 370 #8 Sample citations; addressed throughout the program.
1.6.F Identify the answer(s) to the question(s) in a problem.	SE: 110 #8, 470 Do You Understand, 630 Do You Understand, 632 #15 Sample citations; addressed throughout the program.
1.6.G Describe how a problem was solved.	SE: 204 Do You Understand, 416 Do You Understand, 594 Do You Understand Sample citations; addressed throughout the program.
1.6.H Determine whether a solution to a problem is reasonable.	SE: 280 Do You Understand, 346 Do You Understand, 372 Do You Understand Sample citations; addressed throughout the program.