

A Correlation of

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To the

**North Carolina**

**Standard Course of Study - Mathematics**

**Grade 1**

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North Carolina Standard Course of Study Mathematics – Grade 1	enVisionmath2.0, ©2017 Grade 1
<b>Standards for Mathematical Practice</b>	
1. Make sense of problems and persevere in solving them.	<p>This standard is met throughout <b>enVisionmath2.0 Grade 1</b>, for examples please see:  <b>SE:</b> F21; <b>Topic 1:</b> 11, 15; <b>Topic 2:</b> 128; <b>Topic 3:</b> 173;  <b>Topic 4:</b> 246; <b>Topic 5:</b> 330; <b>Topic 6:</b> 365, 378-380;  <b>Topic 7:</b> 425; <b>Topic 8:</b> 462; <b>Topic 9:</b> 522; <b>Topic 10:</b> 546, 579; <b>Topic 11:</b> 635; <b>Topic 12:</b> 676; <b>Topic 13:</b> 709;  <b>Topic 14:</b> 766, 768; <b>Topic 15:</b> 819</p> <p><b>TE:</b> F21-F21A; <b>Topic 1:</b> 11, 15; <b>Topic 2:</b> 128; <b>Topic 3:</b> 173A-173; <b>Topic 4:</b> 246; <b>Topic 5:</b> 330; <b>Topic 6:</b> 365, 378-380; <b>Topic 7:</b> 425A-425; <b>Topic 8:</b> 462; <b>Topic 9:</b> 522; <b>Topic 10:</b> 546, 579A-579; <b>Topic 11:</b> 635A-635; <b>Topic 12:</b> 676; <b>Topic 13:</b> 709A-709; <b>Topic 14:</b> 766, 768; <b>Topic 15:</b> 819</p>
2. Reason abstractly and quantitatively.	<p>This standard is met throughout <b>enVisionmath2.0 Grade 1</b>, for examples please see:  <b>SE:</b> F22; <b>Topic 1:</b> 16; <b>Topic 2:</b> 79; <b>Topic 3:</b> 156; <b>Topic 4:</b> 232, 244; <b>Topic 5:</b> 302, 311; <b>Topic 6:</b> 359; <b>Topic 7:</b> 428; <b>Topic 8:</b> 470; <b>Topic 9:</b> 509; <b>Topic 10:</b> 561; <b>Topic 11:</b> 611-613, 632; <b>Topic 12:</b> 674-675; <b>Topic 13:</b> 715; <b>Topic 14:</b> 762; <b>Topic 15:</b> 824, 829</p> <p><b>TE:</b> F22-F22A; <b>Topic 1:</b> 16; <b>Topic 2:</b> 79A-79; <b>Topic 3:</b> 156; <b>Topic 4:</b> 232, 244; <b>Topic 5:</b> 302, 311A-311; <b>Topic 6:</b> 359A-459; <b>Topic 7:</b> 428; <b>Topic 8:</b> 470; <b>Topic 9:</b> 509A-509; <b>Topic 10:</b> 561A-561; <b>Topic 11:</b> 611A-611, 632; <b>Topic 12:</b> 674-675; <b>Topic 13:</b> 715A-715; <b>Topic 14:</b> 762; <b>Topic 15:</b> 824, 829A-829</p>

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<p>3. Construct viable arguments and critique the reasoning of others.</p>	<p>This standard is met throughout <b>enVisionmath2.0 Grade 1</b>, for examples please see:  <b>SE:</b> F23; <b>Topic 1:</b> 21, 52; <b>Topic 2:</b> 98; <b>Topic 3:</b> 161, 163; <b>Topic 4:</b> 267; <b>Topic 5:</b> 299; <b>Topic 6:</b> 380; <b>Topic 7:</b> 408; <b>Topic 8:</b> 455, 481; <b>Topic 9:</b> 504; <b>Topic 10:</b> 550; <b>Topic 11:</b> 629; <b>Topic 12:</b> 691-692; <b>Topic 13:</b> 728; <b>Topic 14:</b> 753-754, 772; <b>Topic 15:</b> 838</p> <p><b>TE:</b> F23-F23A; <b>Topic 1:</b> 21A-21, 52; <b>Topic 2:</b> 898; <b>Topic 3:</b> 161A-161, 163; <b>Topic 4:</b> 267; <b>Topic 5:</b> 299A-299; <b>Topic 6:</b> 380; <b>Topic 7:</b> 408 437; <b>Topic 8:</b> 455A-455, 481; <b>Topic 9:</b> 504; <b>Topic 10:</b> 550; <b>Topic 11:</b> 629A-629; <b>Topic 12:</b> 691A-692; <b>Topic 13:</b> 728; <b>Topic 14:</b> 753A-754, 772; <b>Topic 15:</b> 838</p>
<p>4. Model with mathematics.</p>	<p>This standard is met throughout <b>enVisionmath2.0 Grade 1</b>, for examples please see:  <b>SE:</b> F24; <b>Topic 1:</b> 9; <b>Topic 2:</b> 80, 82; <b>Topic 3:</b> 155; <b>Topic 4:</b> 262; <b>Topic 5:</b> 306, 317; <b>Topic 6:</b> 362; <b>Topic 7:</b> 398; <b>Topic 8:</b> 464; <b>Topic 9:</b> 511, 521; <b>Topic 10:</b> 545; <b>Topic 11:</b> 623; <b>Topic 12:</b> 685; <b>Topic 13:</b> 730; <b>Topic 14:</b> 765-766; <b>Topic 15:</b> 817-818, 830</p> <p><b>TE:</b> F24-F24A; <b>Topic 1:</b> 9A-9; <b>Topic 2:</b> 80, 82; <b>Topic 3:</b> 155A-155; <b>Topic 4:</b> 262; <b>Topic 5:</b> 306 317A-317; <b>Topic 6:</b> 362; <b>Topic 7:</b> 398; <b>Topic 8:</b> 464; <b>Topic 9:</b> 511, 521A-521; <b>Topic 10:</b> 545; <b>Topic 11:</b> 623A-623; <b>Topic 12:</b> 685A-685; <b>Topic 13:</b> 730; <b>Topic 14:</b> 765A-766; <b>Topic 15:</b> 817A-818, 830</p>

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<p>5. Use appropriate tools strategically.</p>	<p>This standard is met throughout <b>enVisionmath2.0 Grade 1</b>, for examples please see:  <b>SE:</b> F25; <b>Topic 1:</b> 30, 35-36; <b>Topic 2:</b> 81, 118; <b>Topic 3:</b> 192-193; <b>Topic 4:</b> 238; <b>Topic 5:</b> 300; <b>Topic 6:</b> 373; <b>Topic 7:</b> 409-410; <b>Topic 8:</b> 452; <b>Topic 9:</b> 503, 522; <b>Topic 10:</b> 556-558, 576; <b>Topic 11:</b> 617, 650; <b>Topic 12:</b> 679-682; <b>Topic 13:</b> 710, <b>Topic 14:</b> 756; <b>Topic 15:</b> 821-822</p> <p><b>TE:</b> F25-F25A; <b>Topic 1:</b> 13-14, 35-36; <b>Topic 2:</b> 83-84, 118; <b>Topic 3:</b> 192-193; <b>Topic 4:</b> 238; <b>Topic 5:</b> 300; <b>Topic 6:</b> 373; <b>Topic 7:</b> 409-410; <b>Topic 8:</b> 452; <b>Topic 9:</b> 501-502, 522; <b>Topic 10:</b> 556-558, 576; <b>Topic 11:</b> 617, 650; <b>Topic 12:</b> 679-682; <b>Topic 13:</b> 710, <b>Topic 14:</b> 756; <b>Topic 15:</b> 821-822</p>
<p>6. Attend to precision.</p>	<p>This standard is met throughout <b>enVisionmath2.0 Grade 1</b>, for examples please see:  <b>SE:</b> F26; <b>Topic 1:</b> 16; <b>Topic 2:</b> 128; <b>Topic 3:</b> 175, 180; <b>Topic 4:</b> 274; <b>Topic 5:</b> 308, 312; <b>Topic 6:</b> 368; <b>Topic 7:</b> 402; <b>Topic 8:</b> 456; <b>Topic 9:</b> 517-518; <b>Topic 10:</b> 564; <b>Topic 11:</b> 612; <b>Topic 12:</b> 667-668, 670; <b>Topic 13:</b> 711, 724; <b>Topic 14:</b> 791; <b>Topic 15:</b> 820, 823-824</p> <p><b>TE:</b> F26-F26A; <b>Topic 1:</b> 16; <b>Topic 2:</b> 128; <b>Topic 3:</b> 175, 180; <b>Topic 4:</b> 274; <b>Topic 5:</b> 308, 312; <b>Topic 6:</b> 353A, 359A, 365A, 377A, 383; <b>Topic 7:</b> 402; <b>Topic 8:</b> 456; <b>Topic 9:</b> 517-518; <b>Topic 10:</b> 564; <b>Topic 11:</b> 612; <b>Topic 12:</b> 667-668; <b>Topic 13:</b> 711, 724; <b>Topic 14:</b> 791; <b>Topic 15:</b> 821-822</p>

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<p>7. Look for and make use of structure.</p>	<p>This standard is met throughout <b>enVisionmath2.0 Grade 1</b>, for examples please see:  <b>SE:</b> F27; <b>Topic 1:</b> 22; <b>Topic 2:</b> 98-99; <b>Topic 3:</b> 194;  <b>Topic 4:</b> 245, 252; <b>Topic 5:</b> 312, 326; <b>Topic 6:</b> 372;  <b>Topic 7:</b> 396-397; <b>Topic 8:</b> 450, 469; <b>Topic 9:</b> 505-506;  <b>Topic 10:</b> 549; <b>Topic 11:</b> 630, 653; <b>Topic 12:</b> 697;  <b>Topic 13:</b> 710; <b>Topic 14:</b> 747-749; <b>Topic 15:</b> 841</p> <p><b>TE:</b> F27-F27A; <b>Topic 1:</b> 22; <b>Topic 2:</b> 98-99; <b>Topic 3:</b> 194; <b>Topic 4:</b> 245, 252; <b>Topic 5:</b> 312, 326; <b>Topic 6:</b> 372; <b>Topic 7:</b> 396-397; <b>Topic 8:</b> 450, 469; <b>Topic 9:</b> 505-506; <b>Topic 10:</b> 549A-549; <b>Topic 11:</b> 630, 653; <b>Topic 12:</b> 697; <b>Topic 13:</b> 710A-710; <b>Topic 14:</b> 747A-749; <b>Topic 15:</b> 841</p>
<p>8. Look for and express regularity in repeated reasoning.</p>	<p>This standard is met throughout <b>enVisionmath2.0 Grade 1</b>, for examples please see:  <b>SE:</b> F28; <b>Topic 1:</b> 22; <b>Topic 2:</b> 80, 86; <b>Topic 3:</b> 169, 187; <b>Topic 4:</b> 250; <b>Topic 5:</b> 313; <b>Topic 6:</b> 367; <b>Topic 7:</b> 396, 414; <b>Topic 8:</b> 456; <b>Topic 9:</b> 500; <b>Topic 10:</b> 543-544; <b>Topic 11:</b> 619; <b>Topic 12:</b> 669, 693; <b>Topic 13:</b> 716; <b>Topic 14:</b> 755; <b>Topic 15:</b> 825</p> <p><b>TE:</b> F28-F28A; <b>Topic 1:</b> 22; <b>Topic 2:</b> 80, 86; <b>Topic 3:</b> 169, 187; <b>Topic 4:</b> 238, 250; <b>Topic 5:</b> 313; <b>Topic 6:</b> 365A, 383; <b>Topic 7:</b> 396, 414; <b>Topic 8:</b> 456; <b>Topic 9:</b> 500; <b>Topic 10:</b> 543A-543; <b>Topic 11:</b> 619; <b>Topic 12:</b> 669; <b>Topic 13:</b> 716; <b>Topic 14:</b> 785; <b>Topic 15:</b> 825</p>

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<b>Operations and Algebraic Thinking</b>	
<b>Represent and solve problems.</b>	
NC.1.OA.1 Represent and solve addition and subtraction word problems, within 20, with unknowns, by using objects, drawings, and equations with a symbol for the unknown number to represent the problem, when solving:	<p><b>SE: Topic 1:</b> 9-14, 15-20, 21-26, 27-32, 33-38, 39-44, 45-50, 51-56, 57-62; <b>Reteaching:</b> 65-68, Sets A-H; <b>Topic 2:</b> 127-132; <b>Topic 3:</b> 203-208, 209-214; <b>Reteaching:</b> 219-220, Sets F-G; <b>Topic 4:</b> 273-278, 279-284; <b>Reteaching:</b> 290, Sets F-G; <b>Topic 5:</b> 329-334</p> <p><b>TE: Topic 1:</b> 9A-14, 15A-20, 21A-26, 27A-32, 33A-38, 39A-44, 45A-50, 51A-56, 57A-62; <b>Reteaching:</b> 65-68, Sets A-H; <b>Topic 2:</b> 127A-132; <b>Topic 3:</b> 203A-208, 209A-214; <b>Reteaching:</b> 219-220, Sets F-G; <b>Topic 4:</b> 273A-278, 279A-284; <b>Reteaching:</b> 290, Sets F-G; <b>Topic 5:</b> 329A-334</p>
• Add to/Take from-Change Unknown	<p><b>SE: Topic 1:</b> 45-50, 51-56; <b>Reteaching:</b> 67, Set F; <b>Topic 2:</b> 127-132; <b>Topic 3:</b> 209-214; <b>Reteaching:</b> 219-220, Sets F-G; <b>Topic 4:</b> 279-284; <b>Reteaching:</b> 290, Sets F-G; <b>Topic 5:</b> 329-334</p> <p><b>TE: Topic 1:</b> 45A-50, 51A-56; <b>Reteaching:</b> 67, Set F; <b>Topic 2:</b> 127A-132; <b>Topic 3:</b> 209A-214; <b>Reteaching:</b> 219-220, Sets F-G; <b>Topic 4:</b> 279A-284; <b>Reteaching:</b> 290, Sets F-G; <b>Topic 5:</b> 329A-334</p>
• Put together/Take Apart-Addend Unknown	<p><b>SE: Topic 1:</b> 15–20, 51-56, <b>Reteaching:</b> 68, Set G; <b>Reteaching:</b> 220, Set G</p> <p><b>TE: Topic 1:</b> 15A–20, 51A-56, <b>Reteaching:</b> 68, Set G; <b>Reteaching:</b> 220, Set G</p>
• Compare-Difference Unknown	<p><b>SE: Topic 1:</b> 33-38, 39-44; <b>Reteaching:</b> 67, Set E; <b>Topic 3:</b> 203-208, <b>Reteaching:</b> 219, Set F; <b>Topic 5:</b> 329-334</p> <p><b>TE: Topic 1:</b> 33A-38, 39A-44; <b>Reteaching:</b> 67, Set E; <b>Topic 3:</b> 203A-208, <b>Reteaching:</b> 219, Set F; <b>Topic 5:</b> 329A-334</p>
NC.1.OA.2 Represent and solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, by using objects, drawings, and equations with a symbol for the unknown number.	<p><b>SE: Topic 5:</b> 317-322, 323-328; <b>Reteaching:</b> 344, Set C</p> <p><b>TE: Topic 5:</b> 317A-322, 323A-328; <b>Reteaching:</b> 344, Set C</p>

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<b>Understand and apply the properties of operations.</b>	
NC.1.OA.3 Apply the commutative and associative properties as strategies for solving addition problems.	<p><b>SE: Topic 2:</b> 103-108, 133-138; <b>Reteaching:</b> 143-144, Sets E, H; <b>Topic 3:</b> 209-214; <b>Reteaching:</b> 220, Set G; <b>Topic 5:</b> 317-322, 323-328; <b>Reteaching:</b> 344, Set C</p> <p><b>TE: Topic 2:</b> 103A-108, 133A-138; <b>Reteaching:</b> 143-144, Sets E, H; <b>Topic 3:</b> 209A-214; <b>Reteaching:</b> 220, Set G; <b>Topic 5:</b> 317A-322, 323A-328; <b>Reteaching:</b> 344, Set C</p>
NC.1.OA.4 Solve an unknown-addend problem, within 20, by using addition strategies and/or changing it to a subtraction problem.	<p><b>SE: Topic 2:</b> 115-120, 121-126; <b>Reteaching:</b> 144, Set G; <b>Topic 4:</b> 249-254, 255-260, 261-266, 267-272; <b>Reteaching:</b> 288-289, Sets C-E</p> <p><b>TE: Topic 2:</b> 115A-120, 121A-126; <b>Reteaching:</b> 144, Set G; <b>Topic 4:</b> 249A-254, 255A-260, 261A-266, 267A-272; <b>Reteaching:</b> 288-289, Sets C-E</p>
<b>Add and subtract within 20.</b>	
NC.1.OA.9 Demonstrate fluency with addition and subtraction within 10.	<p><b>SE: Topic 2:</b> 79-84, 85-90, 91-96, 97-102, 109-114, 115-120, 121-126, 133-138, 139; <b>Reteaching:</b> 141-144, Sets A-D, F-H; <b>Topic 3:</b> 167-172, 173-178, 179-184, 185-190, 191-196, 197-202, 209-214; <b>Reteaching:</b> 217-220, Sets B-E, G; <b>Topic 4:</b> 237-242, 243-248, 249-254, 255-260, 261-266, 267-272; <b>Reteaching:</b> 288-289, Sets B-E</p> <p><b>TE: Topic 2:</b> 75P, 79A-84, 85A-90, 91A-96, 97A-102, 109A-114, 115A-120, 121A-126, 133A-138, 139; <b>Reteaching:</b> 141-144, Sets A-D, F-H; <b>Topic 3:</b> 167A-172, 173A-178, 179A-184, 185A-190, 191A-196, 197A-202, 209A-214; <b>Reteaching:</b> 217-220, Sets B-E, G; <b>Topic 4:</b> 237A-242, 243A-248, 249A-254, 255A-260, 261A-266, 267A-272; <b>Reteaching:</b> 288-289, Sets B-E</p>

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NC.1.OA.6 Add and subtract, within 20, using strategies such as: Break out into bullets below.	<p><b>SE: Topic 2:</b> 79-84, 85-90, 91-96, 97-102, 109-114, 115-120, 121-126, 133-138; <b>Reteaching:</b> 141-144, Sets A-D, F-H; <b>Topic 3:</b> 167-172, 173-178, 179-184, 185-190, 191-196, 197-202, 209-214; <b>Reteaching:</b> 217-220, Sets B-E, G; <b>Topic 4:</b> 237-242, 243-248, 249-254, 255-260, 261-266, 267-272; <b>Reteaching:</b> 288-289, Sets B-E</p> <p><b>TE: Topic 2:</b> 79A-84, 85A-90, 91A-96, 97A-102, 109A-114, 115A-120, 121A-126, 133A-138; <b>Reteaching:</b> 141-144, Sets A-D, F-H; <b>Topic 3:</b> 167A-172, 173A-178, 179A-184, 185A-190, 191A-196, 197A-202, 209A-214; <b>Reteaching:</b> 217-220, Sets B-E, G; <b>Topic 4:</b> 231-236, 237A-242, 243A-248, 249A-254, 255A-260, 261A-266, 267A-272; <b>Reteaching:</b> 288-289, Sets B-E</p>
• Counting on	<p><b>SE: Topic 2:</b> 79-84, <b>Reteaching:</b> 141, Set A; <b>Topic 3:</b> 155-160, 161-166; <b>Topic 4:</b> 231-236, 267-272; <b>Reteaching:</b> 287, Set A</p> <p><b>TE: Topic 2:</b> 79A-84, <b>Reteaching:</b> 141, Set A; <b>Topic 3:</b> 155A-160, 161A-166; <b>Topic 4:</b> 231A-236, 267A-272; <b>Reteaching:</b> 287, Set A</p>
• Making ten	<p><b>Topic 3:</b> 185-190, 191-196, 197-202; <b>Reteaching:</b> 218-219, Sets D-E</p> <p><b>Topic 3:</b> 185A-190, 191A-196, 197A-202; <b>Reteaching:</b> 218-219, Sets D-E</p>
• Decomposing a number leading to a ten	<p><b>SE: Topic 4:</b> 237-242, 243-248, 267-272; <b>Reteaching:</b> 288-289, Sets B, E</p> <p><b>TE: Topic 4:</b> 237A-242, 243A-248, 267A-272; <b>Reteaching:</b> 288-289, Sets B,</p>
• Using the relationship between addition and subtraction	<p><b>SE: Topic 2:</b> 115-120, 121-126; <b>Reteaching:</b> 144, Set G; <b>Topic 4:</b> 255-260, 261-266, 267-272; <b>Reteaching:</b> 289, Sets D-E</p> <p><b>TE: Topic 2:</b> 115A-120, 121A-126; <b>Reteaching:</b> 144, Set G; <b>Topic 4:</b> 255A-260, 261A-266, 267A-272; <b>Reteaching:</b> 289, Sets D-E</p>



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<ul style="list-style-type: none"> <li>• Using a number line</li> </ul>	<p><b>SE: Topic 2:</b> 109-114; <b>Topic 3:</b> 161-166; <b>Reteaching:</b> 217, Set A</p> <p><b>TE: Topic 2:</b> 109A-114; <b>Topic 3:</b> 161A-166; <b>Reteaching:</b> 217, Set A</p>
<ul style="list-style-type: none"> <li>• Creating equivalent but simpler or known sums</li> </ul>	<p><b>SE: Topic 2:</b> 85-90, 91-96, 103-108; <b>Reteaching:</b> 141-142, Sets B-C, E; <b>Topic 3:</b> 167-172, 173-178, 179-184, 197-202, <b>Reteaching:</b> 217-218, Sets B-C; <b>Topic 4:</b> 249-254; <b>Reteaching:</b> 288, Set C</p> <p><b>TE: Topic 2:</b> 85A-90, 91A-96, 103A-108; <b>Reteaching:</b> 141-142, Sets B-C, E; <b>Topic 3:</b> 167A-172, 173A-178, 179A-184, 197A-202, <b>Reteaching:</b> 217-218, Sets B-C; <b>Topic 4:</b> 249A-254; <b>Reteaching:</b> 288, Set C</p>
<b>Analyze addition and subtraction equations within 20.</b>	
NC.1.OA.7 Apply understanding of the equal sign to determine if equations involving addition and subtraction are true.	<p><b>SE: Topic 5:</b> 305-310, 311-316, 335-340; <b>Reteaching:</b> 343-344, Sets A-B, D</p> <p><b>TE: Topic 5:</b> 305A-310, 311A-316, 335A-340; <b>Reteaching:</b> 343-344, Sets A-B, D</p>
NC.1.OA.8 Determine the unknown whole number in an addition or subtraction equation involving three whole numbers.	<p><b>SE: Topic 1:</b> 51-56; <b>Reteaching:</b> 68, Set G; <b>Topic 2:</b> 115-120, 121-126; <b>Reteaching:</b> 144, Set G; <b>Topic 5:</b> 299-304, 311-316, 335-340; <b>Reteaching:</b> 343-344, Sets B, D</p> <p><b>TE: Topic 1:</b> 51A-56; <b>Reteaching:</b> 68, Set G; <b>Topic 2:</b> 115A-120, 121A-126; <b>Reteaching:</b> 144, Set G; <b>Topic 5:</b> 299A-304, 311A-316, 335A-340; <b>Reteaching:</b> 343-344, Sets B, D</p>
<b>Number and Operations in Base Ten</b>	
<b>Extend and recognize patterns in the counting sequence.</b>	
NC.1.NBT.1 Count to 150, starting at any number less than 150.	<p>For related content, please see</p> <p><b>SE: Topic 7:</b> 395-400, 401-406, 407-412, 413-418, 419-424, 425-430, 431-436; <b>Reteaching:</b> 439-440, Sets A-D</p> <p><b>TE: Topic 7:</b> 395A-400, 401A-406, 407A-412, 413A-418, 419A-424, 425A-430, 431A-436; <b>Reteaching:</b> 439-440, Sets A-D</p>

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NC.1.NBT.7 Read and write numerals, and represent a number of objects with a written numeral, to 100.	<b>SE: Topic 7:</b> 395-400, 407-412, 413-418, 419-424, 425-430, 431-436; <b>Reteaching:</b> 439-440, Sets A, C-D  <b>TE: Topic 7:</b> 395A-400, 407A-412, 413A-418, 419A-424, 425A-430, 431A-436; <b>Reteaching:</b> 439-440, Sets A, C-D
<b>Understand place value.</b>	
NC.1.NBT.2 Understand that the two digits of a two-digit number represent amounts of tens and ones.	<b>SE: Topic 8:</b> 461-466, 467-472, 473-478, 479-484; <b>Reteaching:</b> 487-488, Sets A-D  <b>TE: Topic 8:</b> 461A-466, 467A-472, 473A-478, 479A-484; <b>Reteaching:</b> 487-488, Sets A-D
• Unitize by making a ten from a collection of ten ones.	<b>SE: Topic 8:</b> 449-454, 455-460  <b>TE: Topic 8:</b> 449A-454, 455A-460
• Model the numbers from 11 to 19 as composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.	<b>SE: Topic 8:</b> 449-454  <b>TE: Topic 8:</b> 449A-454
• Demonstrate that the numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens, with 0 ones.	<b>SE: Topic 7:</b> 395-400; <b>Reteaching:</b> 439, Set A; <b>Topic 8:</b> 455-460  <b>TE: Topic 7:</b> 395A-400; <b>Reteaching:</b> 439, Set A; <b>Topic 8:</b> 455A-460
NC.1.NBT.3 Compare two two-digit numbers based on the value of the tens and ones digits, recording the results of comparisons with the symbols $>$ , $=$ , and $<$ .	<b>SE: Topic 9:</b> 497-502, 509-514, 515-520, 521-526, 527-532; <b>Reteaching:</b> 535-536, Sets, A, C-D  <b>TE: Topic 9:</b> 497A-502, 509A-514, 515A-520, 521A-526, 527A-532; <b>Reteaching:</b> 535-536, Sets, A, C-D
<b>Use place value understanding and properties of operations.</b>	
NC.1.NBT.4 Using concrete models or drawings, strategies based on place value, properties of operations, and explaining the reasoning used, add, within 100, in the following situations:	<b>SE: Topic 10:</b> 543-548, 555-560, 561-566, 567-572, 573-578, 579-584, 585-590, 591-596; <b>Reteaching:</b> 599-602, Sets A, C-H  <b>TE: Topic 10:</b> 543A-548, 555A-560, 561A-566, 567A-572, 573A-578, 579A-584, 585A-590, 591A-596; <b>Reteaching:</b> 599-602, Sets A, C-H

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<ul style="list-style-type: none"> <li>• A two-digit number and a one-digit number</li> </ul>	<p><b>SE: Topic 10:</b> 555-560, 567-572, 573-578; <b>Reteaching:</b> 600-601, Sets C,F</p> <p><b>TE: Topic 10:</b> 555A-560, 567A-572, 573A-578; <b>Reteaching:</b> 600-601, Sets C, F</p>
<ul style="list-style-type: none"> <li>• A two-digit number and a multiple of 10</li> </ul>	<p><b>SE: Topic 10:</b> 543-548, 549-554, 561-566; <b>Reteaching:</b> 599-600, <b>Sets</b> A-B, D</p> <p><b>TE: Topic 10:</b> 543A-548, 549A-554, 561A-566; <b>Reteaching:</b> 599-600, <b>Sets</b> A-B, D</p>
<p>NC.1.NBT.5 Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.</p>	<p><b>SE: Topic 9:</b> 497-502, 503-508; <b>Reteaching:</b> 535, Sets A-B; <b>Topic 10:</b> 549-554, 585-590; <b>Reteaching:</b> 599, Set B; <b>Topic 11:</b> 611-616, 617-622, 623-628, 635-640, 641-646, 647-652; <b>Reteaching:</b> 655-656, Sets A-D</p> <p><b>TE: Topic 9:</b> 4A97-502, 503A-508; <b>Reteaching:</b> 535, Sets A-B; <b>Topic 10:</b> 549A-554, 585A-590; <b>Reteaching:</b> 599, Set B; <b>Topic 11:</b> 611A-616, 617A-622, 623A-628, 635A-640, 641A-646, 647A-652; <b>Reteaching:</b> 655-656, Sets A-D</p>
<p>NC.1.NBT.6 Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90, explaining the reasoning, using:</p>	<p><b>SE: Topic 11:</b> 611-616, 617-622, 623-628, 629-634, 641-646, 647-652; <b>Reteaching:</b> 655-656, Sets A-D</p> <p><b>TE: Topic 11:</b> 611A-616, 617A-622, 623A-628, 629A-634, 641A-646, 647A-652; <b>Reteaching:</b> 655-656, Sets A-D</p>
<ul style="list-style-type: none"> <li>• Concrete models and drawings</li> </ul>	<p><b>SE: Topic 11:</b> 611-616, 617-622, 641-646, 647-652; <b>Reteaching:</b> 655-656, Sets A, D</p> <p><b>TE: Topic 11:</b> 611A-616, 617A-622, 641A-646, 647A-652; <b>Reteaching:</b> 655-656, Sets A, D</p>
<ul style="list-style-type: none"> <li>• Number lines</li> </ul>	<p><b>SE: Topic 11:</b> 623-628, 629-634, 641-646</p> <p><b>TE: Topic 11:</b> 623A-628, 629A-634, 641A-646</p>

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<ul style="list-style-type: none"> <li>Strategies based on place value</li> </ul>	<p><b>SE: Topic 11:</b> 611-616, 617-622, 635-640, 641-646; <b>Reteaching:</b> 655-656, Sets A-C</p> <p><b>TE: Topic 11:</b> 611A-616, 617A-622, 635A-640, 641A-646; <b>Reteaching:</b> 655-656, Sets A-C</p>
<ul style="list-style-type: none"> <li>Properties of operations</li> </ul>	<p><b>SE: Topic 11:</b> 623-628, 641-646</p> <p><b>TE: Topic 11:</b> 623A-628, 641-646</p>
<ul style="list-style-type: none"> <li>The relationship between addition and subtraction</li> </ul>	<p><b>SE: Topic 11:</b> 629-634, 641-646</p> <p><b>TE: Topic 11:</b> 629A-634, 641A-646</p>
<b>Measurement and Data</b>	
<b>Measure lengths.</b>	
NC.1.MD.1 Order three objects by length; compare the lengths of two objects indirectly by using a third object.	<p><b>SE: Topic 12:</b> 667-672, 673-678, 685-690; <b>Reteaching:</b> 699, Sets A-B</p> <p><b>TE: Topic 12:</b> 667A-672, 673A-678, 685A-690; <b>Reteaching:</b> 699, Sets A-B</p>
NC.1.MD.2 Measure lengths with non-standard units.	<p><b>SE: Topic 12:</b> 679-684, 685-690, 691-696; <b>Reteaching:</b> 700, Sets C-D</p> <p><b>TE: Topic 12:</b> 679A-684, 685A-690, 691A-696; <b>Reteaching:</b> 700, Sets C-D</p>
<ul style="list-style-type: none"> <li>Express the length of an object as a whole number of non-standard length units.</li> </ul>	<p><b>SE: Topic 12:</b> 679-684, 685-690, 691-696; <b>Reteaching:</b> 700, Sets C-D</p> <p><b>TE: Topic 12:</b> 679A-684, 685A-690, 691A-696; <b>Reteaching:</b> 700, Sets C-D</p>
<ul style="list-style-type: none"> <li>Measure by laying multiple copies of a shorter object (the length unit) end to end (iterating) with no gaps or overlaps.</li> </ul>	<p><b>SE: Topic 12:</b> 679-684, 685-690, 691-696; <b>Reteaching:</b> 700, Sets C-D</p> <p><b>TE: Topic 12:</b> 679A-684, 685A-690, 691A-696; <b>Reteaching:</b> 700, Sets C-D</p>

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<b>Build understanding of time and money.</b>	
NC.1.MD.3 Tell and write time in hours and half-hours using analog and digital clocks.	<b>SE: Topic 13:</b> 709-714, 715-720, 721-726, 727-732; <b>Reteaching:</b> 735-736, Sets A-D  <b>TE: Topic 13:</b> 709A-714, 715A-720, 721A-726, 727A-732; <b>Reteaching:</b> 735-736, Sets A-D
NC.1.MD.5 Identify quarters, dimes, and nickels and relate their values to pennies.	This standard is addressed in <b>enVisionmath2.0</b> Grade 2. Please see: <b>SE: Topic 6:</b> 443-448, 449-454, 455-460, 461-466, 467-472; <b>Reteaching:</b> 493-495, Sets A-C  <b>TE: Topic 8:</b> 437-438, 443A-448, 449A-454, 455A-460, 461A-466, 467A-472; <b>Reteaching:</b> 493-495, Sets A-C
<b>Represent and interpret data.</b>	
NC.1.MD.4 Organize, represent, and interpret data with up to three categories.	<b>SE: Topic 6:</b> 353-358, 359-364, 365-370, 371-376, 377-382; <b>Reteaching:</b> 385-386, Sets A-B  <b>TE: Topic 6:</b> 353A-358, 359A-364, 365A-370, 371A-376, 377A-382; <b>Reteaching:</b> 385-386, Sets A-B
• Ask and answer questions about the total number of data points.	<b>SE: Topic 6:</b> 353-358, 359-364  <b>TE: Topic 6:</b> 353A-358, 359A-364
• Ask and answer questions about how many in each category.	<b>SE: Topic 6:</b> 353-358, 359-364, 365-370, 371-376, 377-382; <b>Reteaching:</b> 385-386, Sets A-B  <b>TE: Topic 6:</b> 353A-358, 359A-364, 365A-370, 371A-376, 377A-382; <b>Reteaching:</b> 385-386, Sets A-B
• Ask and answer questions about how many more or less are in one category than in another.	<b>SE: Topic 6:</b> 359-364, 365-370, 377-382 <b>Reteaching:</b> 385-386, Sets A-B  <b>TE: Topic 6:</b> 359A-364, 365A-370, 377A-382 <b>Reteaching:</b> 385-386, Sets A-B

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<b>Geometry</b>	
<b>Reason with shapes and their attributes.</b>	
NC.1.G.1 Distinguish between defining and non-defining attributes and create shapes with defining attributes by:	<b>SE: Topic 14:</b> 747-752, 753-758, 759-764, 777-782, 783-788, 795-800; <b>Reteaching:</b> 803-806, Sets A-C, G-H  <b>TE: Topic 14:</b> 747A-752, 753A-758, 759A-764, 777A-782, 783A-788, 795A-800; <b>Reteaching:</b> 803-806, Sets A-C, G-H
• Building and drawing triangles, rectangles, squares, trapezoids, hexagons, circles.	<b>SE: Topic 14:</b> 759-764; <b>Reteaching:</b> 803, Set B  <b>TE: Topic 14:</b> 759A-764; <b>Reteaching:</b> 803, Set B
• Building cubes, rectangular prisms, cones, spheres, and cylinders.	<b>SE: Topic 14:</b> 789-794; <b>Reteaching:</b> 805, Set F  <b>TE: Topic 14:</b> 789A-794; <b>Reteaching:</b> 805, Set F
NC.1.G.2 Create composite shapes by:	<b>SE: Topic 14:</b> 765-770, 771-776, 789-794, 795-800; <b>Reteaching:</b> 805-806, Sets D-F, H  <b>TE: Topic 14:</b> 765A-770, 771A-776, 789A-794, 795A-800; <b>Reteaching:</b> 805-806, Sets D-F, H
• Making a two-dimensional composite shape using rectangles, squares, trapezoids, triangles, and half-circles naming the components of the new shape.	<b>SE: Topic 14:</b> 765-770, 771-776; <b>Reteaching:</b> 804, Sets C-D  <b>TE: Topic 14:</b> 765A-770, 771A-776; <b>Reteaching:</b> 804, Sets C-D
• Making a three-dimensional composite shape using cubes, rectangular prisms, cones, and cylinders, naming the components of the new shape.	<b>SE: Topic 14:</b> 789-794; <b>Reteaching:</b> 805, Set F  <b>TE: Topic 14:</b> 789A-794; <b>Reteaching:</b> 805, Set F
NC.1.G.3 Partition circles and rectangles into two and four equal shares.	<b>SE: Topic 15:</b> 817-822, 823-828, 829-834, 835-840; <b>Reteaching:</b> 843-844, Sets A-D  <b>TE: Topic 15:</b> 817A-822, 823A-828, 829A-834, 835A-840; <b>Reteaching:</b> 843-844, Sets A-D

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<ul style="list-style-type: none"> <li>• Describe the shares as halves and fourths, as half of and fourth of.</li> </ul>	<p><b>SE: Topic 15:</b> 823-828, 829-834, 835-840; <b>Reteaching:</b> 843-844, Sets B-D</p> <p><b>TE: Topic 15:</b> 823A-828, 829A-834, 835A-840; <b>Reteaching:</b> 843-844, Sets B-D</p>
<ul style="list-style-type: none"> <li>• Describe the whole as two of, or four of the shares.</li> </ul>	<p><b>SE: Topic 15:</b> 829-834; <b>Reteaching:</b> 844, Set C</p> <p><b>TE: Topic 15:</b> 829A-834; <b>Reteaching:</b> 844, Set C</p>
<ul style="list-style-type: none"> <li>• Explain that decomposing into more equal shares creates smaller shares.</li> </ul>	<p><b>SE: Topic 15:</b> 829-834; <b>Reteaching:</b> 844, Set C</p> <p><b>TE: Topic 15:</b> 829A-834; <b>Reteaching:</b> 844, Set C</p>

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