A Correlation of

enVisionmath2.0 en español

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to the

Utah Core State Standards for Mathematics – Grade 1

Utah Course Code: 07010000002

Pearson

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UTAH CORE STATE STANDARDS For MATHEMATICS Grade 1 Utah Course Code: 07010000002	enVisionmath2.0 en español Grade 1
MATHEMATICAL PRACTICES (1.MP)	
Standard 1.MP.1 Make sense of problems and persevere in solving them. Explain the meaning of a problem, look for entry points to begin work on the problem, and plan and choose a solution pathway. When a solution pathway does not make sense, look for another pathway that does. Explain connections between various solution strategies and representations. Upon finding a solution, look back at the problem to determine whether the solution is reasonable and accurate, often checking answers to problems using a different method or approach.	**SE/TE: Topic 1:** 9-14, 51-56, 57-62; **Topic 5:** 299-304, 329-334; **Topic 9:** 509-514, 521-526, 527-532; **Topic 13:** 709-714; **Topic 14:** 765-770, 795-800 **TE: Topic 1:** 9A, 51A, 57A; **Topic 5:** 299AM 329A; **Topic 9:** 509A, 521A, 527A; **Topic 13:** 709A; **Topic 14:** 765A, 795A
Standard 1.MP.2 Reason abstractly and quantitatively. Make sense of quantities and their relationships in problem situations. Contextualize quantities and operations by using images or stories. Decontextualize a given situation and represent it symbolically. Interpret symbols as having meaning, not just as directions to carry out a procedure. Know and flexibly use different properties of operations, numbers, and geometric objects.	**SE/TE: Topic 2:** 79-84, 85-90, 103-108; **Topic 6:** 359-364, 371-376, 377-382; **Topic 10:** 543-548, 549-554, 585-590; **Topic 14:** 759-764, 771-776, 795-800 **TE: Topic 2:** 79A, 85A, 103A; **Topic 6:** 359A, 371A, 377A; **Topic 10:** 5543A, 549A, 585A; **Topic 14:** 759A, 771A, 795A
Standard 1.MP.3 Construct viable arguments and critique the reasoning of others. Use stated assumptions, definitions, and previously established results to construct arguments. Explain and justify the mathematical reasoning underlying a strategy, solution, or conjecture by using concrete referents such as objects, drawings, diagrams, and actions. Listen to or read the arguments of others, decide whether they make sense, ask useful questions to clarify or improve the arguments, and build on those arguments.	**SE/TE: Topic 3:** 161-166, 167-172, 209-214; **Topic 7:** 407-412; **Topic 8:** 455-460, 479-484; **Topic 11:** 617-622, 629-634, 641-646; **Topic 15:** 823-828, 829-834, 835-840 **TE: Topic 3:** 161A, 167A, 209A; **Topic 7:** 407A; **Topic 8:** 455A, 479A; **Topic 11:** 617A, 629A, 641A; **Topic 15:** 823A, 829A, 835A

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Standard 1.MP.4 Model with mathematics. Identify the mathematical elements of a situation and create a mathematical model that shows the relationships among them. Identify important quantities in a contextual situation, use mathematical models to show the relationships of those quantities, analyze the relationships, and draw conclusions. Models may be verbal, contextual, visual, symbolic, or physical.	**SE/TE: Topic 4:** 231-236, 237-242, 261-266; **Topic 8:** 449-454, 461-466, 467-472; **Topic 12:** 679-684, 685-690; **Topic 14:** 759-764, 765-770, 771-776 **TE: Topic 4:** 231A, 237A, 261A; **Topic 8:** 449A, 461A, 467A; **Topic 12:** 679A, 685A; **Topic 14:** 759A, 765A, 771A
Standard 1.MP.5 Use appropriate tools strategically. Consider the tools that are available when solving a mathematical problem, whether in a real-world or mathematical context. Choose tools that are relevant and useful to the problem at hand, such as physical objects, drawings, diagrams, physical tools, technologies, or mathematical tools, such as estimation or a particular strategy or algorithm.	**SE/TE: Topic 1:** 27-32, 33-38, 51-56; **Topic 5:** 299-304; **Topic 6:** 371-376; **Topic 9:** 497-502, 503-508, 521-526; **Topic 13:** 709-714; **Topic 14:** 753-758, 759-764 **TE: Topic 1:** 27A, 33A, 51A; **Topic 5:** 299A; **Topic 6:** 371A; **Topic 9:** 497A, 503A, 521A; **Topic 13:** 709A; **Topic 14:** 753A, 759A
Standard 1.MP.6 Attend to precision. Communicate precisely to others by crafting careful explanations that communicate mathematical reasoning by referring specifically to each important mathematical element, describing the relationships among them, and connecting their words clearly to representations. Calculate accurately and efficiently, and use clear and concise notation to record work.	**SE/TE: Topic 2:** 127-132; **Topic 3:** 173-178, 179-184; **Topic 6:** 353-358, 359-364, 365-370; **Topic 10:** 561-566, 573-578; **Topic 14:** 747-752, 789-794, 795-800 **TE: Topic 2:** 127A; **Topic 3:** 173A, 179A; **Topic 6:** 353A, 359A, 365A; **Topic 10:** 561A, 573A; **Topic 14:** 747A, 789A, 795A
Standard 1.MP.7 Look for and make use of structure. Recognize and apply the structures of mathematics such as patterns, place value, the properties of operations, or the flexibility of numbers. See complicated things as single objects or as being composed of several objects.	**SE/TE: Topic 3:** 191-196; **Topic 4:** 243-248, 249-254; **Topic 7:** 395-400, 401-406, 419-424; **Topic 11:** 629-634, 635-640; **Topic 15:** 817-822, 829-834 **TE: Topic 3:** 191A; **Topic 4:** 243A, 249A; **Topic 7:** 395A, 401A, 419A; **Topic 11:** 629A, 635A; **Topic 15:** 817A, 829A

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Standard 1.MP.8 Look for and express regularity in repeated reasoning. Notice repetitions in mathematics when solving multiple related problems. Use observations and reasoning to find shortcuts or generalizations. Evaluate the reasonableness of intermediate results.	**SE/TE: Topic 4:** 237-242, 249-254, 267-272; **Topic 8:** 449-454, 467-472, 473-478; **Topic 12:** 667-672, 691-696; **Topic 13:** 727-732; **Topic 15:** 823-828 **TE: Topic 4:** 237A, 249A, 267A; **Topic 8:** 449A, 467A, 473A; **Topic 12:** 667A, 691A; **Topic 13:** 727A; **Topic 15:** 823A
OPERATIONS AND ALGEBRAIC THINKING (1.OA) Represent and solve problems involving addition and subtraction within 20 (Standards 1.OA. 1–2, 1.OA.5–6). Understand and apply properties of operations and the relationship between addition and subtraction (Standards 1.OA.3–4). Work with addition and subtraction equations (Standards 1.OA.7–8).	
Standard 1.OA.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. *For example, use objects, drawings, and equations with a symbol for the unknown number to represent the problem.*	**SE/TE: Topic 1:** 9-14, 15-20, 21-26, 27-32, 33-38, 39-44, 45-50, 51-56, 57-62; **Topic 2:** 127-132; **Topic 3:** 203-208, 209-214; **Topic 4:** 273-278, 279-284; **Topic 5:** 329-334; **Topic 6:** 353-358, 359-364, 365-370, 371-376, 377-382 **TE: Topic 1:** 9A, 15A, 21A, 27A, 33A, 39A, 45A, 51A, 57A; **Topic 2:** 127A; **Topic 3:** 203A, 209A; **Topic 4:** 273A, 279A; **Topic 5: Topic 6:** 353A, 359A, 365A, 371A, 377A
Standard 1.OA.2 Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20. *For example, use objects, drawings, and equations with a symbol for the unknown number to represent the problem.*	**SE/TE: Topic 5:** 317-322, 323-328; **Topic 6:** 353-358, 359-364, 365-370, 371-376, 377-382 **TE: Topic 5:** 317A, 323A; **Topic 6:** 353A, 359A, 365A, 371A, 377A
Standard 1.OA.3 Apply properties of operations as strategies to add and subtract. *For example: 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.)* First grade students need not use formal terms for these properties.	**SE/TE: Topic 2:** 103-108, 133-138; **Topic 3:** 209-214; **Topic 5:** 317-322, 323-328 **TE: Topic 2:** 103A, 133A; **Topic 3:** 209A; **Topic 5:** 317A, 323A

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Standard 1.OA.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/TE: Topic 2:** 115-120, 121-126; **Topic 4:** 249-254, 255-260, 261-266, 267-272 **TE: Topic 2:** 115A, 121A; **Topic 4:** 249A, 255A, 261A, 267A
Standard 1.OA.5 Relate counting to addition and subtraction. *For example, by counting on 2 to add 2.*	**SE/TE: Topic 2:** 79-84, 85-90, 91-96, 109-114; **Topic 3:** 155-160, 161-166, 167-172, 173-178, 179-184; **Topic 4:** 231-236, 267-272 **TE: Topic 2:** 79A, 85A, 91A, 109A; **Topic 3:** 155A, 161A, 167A, 173A, 179A; **Topic 4:** 231A, 267A
Standard 1.OA.6 Add and subtract within 20.	**SE/TE: Topic 2:** 79-84, 85-90, 91-96, 97-102, 109-114, 115-120, 121-126, 133-138; **Topic 3:** 167-172, 173-178, 179-184, 185-190, 191-196, 197-202, 209-214; **Topic 4:** 237-242, 243-248, 249-254, 255-260, 261-266, 267-272 **TE: Topic 2:** 79A, 85A, 91A, 97A, 109A, 115A, 121A, 133A; **Topic 3:** 167A, 173A, 179A, 185A, 191A, 197A, 209A; **Topic 4:** 237A, 243A, 249A, 255A, 261A, 267A
a. Use strategies such as counting on; making ten *(for example, 8 + 6 = 8 + 2 + 4 = 10 + 4 = 14)*; decomposing a number leading to a ten *(for example, 13 - 4 = 13 – 3 – 1 = 10 – 1 = 9)*; using the relationship between addition and subtraction *(for example, knowing that 8 + 4 = 12, one knows 12 – 8 = 4)*; and creating equivalent but easier or known sums (*for example, adding 6 + 7 by creating the known equivalent 6 + 6 + 1 = 12 + 1 = 13)*.	**SE/TE: Topic 2:** 79-84, 85-90, 91-96, 97-102, 109-114, 115-120, 121-126, 133-138; **Topic 3:** 167-172, 173-178, 179-184, 185-190, 191-196, 197-202, 209-214; **Topic 4:** 237-242, 243-248, 249-254, 255-260, 261-266, 267-272 **TE: Topic 2:** 79A, 85A, 91A, 97A, 109A, 115A, 121A, 133A; **Topic 3:** 167A, 173A, 179A, 185A, 191A, 197A, 209A; **Topic 4:** 237A, 243A, 249A, 255A, 261A, 267A
b. By the end of Grade 1, demonstrate fluency for addition and subtraction within 10.	**SE/TE: Topic 2:** 79-84, 85-90, 91-96, 97-102, 109-114, 115-120, 121-126, 133-138; **Topic 3:** 167-172, 173-178, 179-184, 185-190, 191-196, 197-202, 209-214; **Topic 4:** 237-242, 243-248, 249-254, 255-260, 261-266, 267-272

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(Continued) **b.** By the end of Grade 1, demonstrate fluency for addition and subtraction within 10.	**TE: Topic 2:** 79A, 85A, 91A, 97A, 109A, 115A, 121A, 133A; **Topic 3:** 167A, 173A, 179A, 185A, 191A, 197A, 209A; **Topic 4:** 237A, 243A, 249A, 255A, 261A, 267A
Standard 1.OA.7 Understand the meaning of the equal sign, and determine whether 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/TE: Topic 5:** 305-310, 311-316, 335-340 **TE: Topic 5:** 305A, 311A, 335A
Standard 1.OA.8 Determine the unknown whole number in an addition or subtraction equation relating 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/TE: Topic 1:** 51-56; **Topic 2:** 115-120, 121-126; **Topic 5:** 299-304, 311-316, 335-340 **TE: Topic 1:** 51A; **Topic 2:** 115A, 121A; **Topic 5:** 299A, 311A, 335A
NUMBER AND OPERATIONS IN BASE TEN (1.NBT) Extend the counting sequence (Standard 1.NBT.1). Understand place value (Standards 1.NBT.2–3). Use place value understanding and properties of operations to add and subtract (Standards 1.NBT.4–6).	
Standard 1.NBT.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/TE: Topic 7:** 395-400, 401-406, 407-412, 413-418, 419-424, 425-430, 431-436 **TE:** 395A, 401A, 407A, 413A, 419A, 425A, 431A
Standard 1.NBT.2 Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:	**SE/TE: Topic 8:** 461-466, 467-472, 473-478, 479-482 **TE: Topic 8:** 461A, 467A, 473A, 479A
a. 10 can be thought of as a bundle of ten ones, called a "ten."	**SE/TE: Topic 8:** 449-454, 455-460 **TE: Topic 8:** 449A, 455A
b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.	**SE/TE: Topic 8:** 449-454 **TE: Topic 8:** 449A

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c. The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).	**SE/TE: Topic 7:** 395-400; **Topic 8:** 455-460 **TE: Topic 7:** 395A; **Topic 8:** 455A
Standard 1.NBT.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/TE: Topic 9:** 497-502, 509-514, 515-520, 521-526, 527-532 **TE: Topic 9:** 497A, 509A, 515A, 521A, 527A
Standard 1.NBT.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 to tens and ones to ones, and that it is sometimes necessary to compose a ten.	**SE/TE: Topic 10:** 543-548, 555-560, 561-566, 567-572, 573-578, 579-584, 585-590, 591-596 **TE: Topic 10:** 543A, 555A, 561A, 567A, 573A, 579A, 585A, 591A
Standard 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.	**SE/TE: Topic 9:** 497-502, 503-508; **Topic 10:** 549-564, 585-590; **Topic 11:** 611-616, 617-622, 623-628, 635-640, 641-646, 647-652 **TE: Topic 9:** 491A, 503A; **Topic 10:** 549A, 585A; **Topic 11:** 611A, 617A, 623A, 635A, 641A, 647A
.**Standard 1.NBT.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/TE: Topic 11:** 611-616, 617-622, 623-628, 629-634, 647-652 **TE: Topic 11:** 611A, 617A, 623A, 629A, 647A

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MEASUREMENT AND DATA (1.MD) Measure lengths indirectly and by iterating length units (Standards 1.MD.1–2). Tell and write time (Standard 1.MD.3). Represent and interpret data (Standard 1.MD.4). Identify the value of coins (Standard 1.MD.5).	
Standard 1.MD.1 Order three objects by length; compare the lengths of two objects indirectly by using a third object.	**SE/TE: Topic 12:** 667-672, 673-678, 685-690 **TE: Topic 12:** 667A, 673A, 685A
Standard 1.MD.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/TE: Topic 12:** 679-684, 685-690, 691-696 **TE: Topic 12:** 679A, 685A, 691A
Standard 1.MD.3 Tell and write time in hours and half-hours using analog and digital clocks.	**SE/TE: Topic 13:** 709-714, 715-720, 721-726, 727-732 **TE: Topic 13:** 709A, 715A, 721A, 727A
Standard 1.MD.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/TE: Topic 6:** 353-358, 359-364, 365-370, 371-376, 377-382 **TE: Topic 6:** 353A, 359A, 365A, 371A, 377A
Standard 1.MD.5 Identify the values of pennies, nickels, dimes and quarters, and know their comparative values. *(For example, a dime is of greater value than a nickel.)* Use appropriate notation to designate a coin's value. *(For example, 5¢.)*	**SE/TE:** Money is covered in **Grade 2, Topic 8:** 443-448, 449-454, 455-460, 461-466, 467-472 **TE:** Money is covered in **Grade 2, Topic 8:** 443A, 449A, 455A, 461A, 467A

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GEOMETRY (1.G) Reason with shapes and their attributes (Standards 1.G.1–3).	
Standard 1.G.1 Distinguish between defining attributes *(for example, triangles are closed and three-sided)* versus non-defining attributes *(for example, color, orientation, overall size)*; build and draw shapes that possess defining attributes.	**SE/TE: Topic 14:** 747-752, 753-758, 759-764, 777-782, 783-788, 795-800 **TE: Topic 14:** 747A, 753A, 759A, 777A, 783A, 795A
Standard 1.G.2 Compose shapes.	**SE/TE: Topic 14:** 765-770, 771-776, 789-794, 795-800 **TE: Topic 14:** 765A, 771A, 789A, 795A
a. Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half circles, and quarter-circles) to create a composite shape, and compose new shapes from the composite shape.	**SE/TE: Topic 14:** 765-770, 771-776, 795-800 **TE: Topic 14:** 765A, 771A, 795A
b. Compose 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. First grade students do not need to learn formal names such as "right rectangular prism."	**SE/TE: Topic 14:** 789-794, 795-800 **TE: Topic 14:** 789A, 795A
Standard 1.G.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 or four of the shares. Understand that, for these examples, decomposing into more equal shares creates smaller shares.	**SE/TE: Topic 15:** 817-822, 823-828, 829-834, 835-840 **TE: Topic 15:** 817A, 823A, 829A, 835A