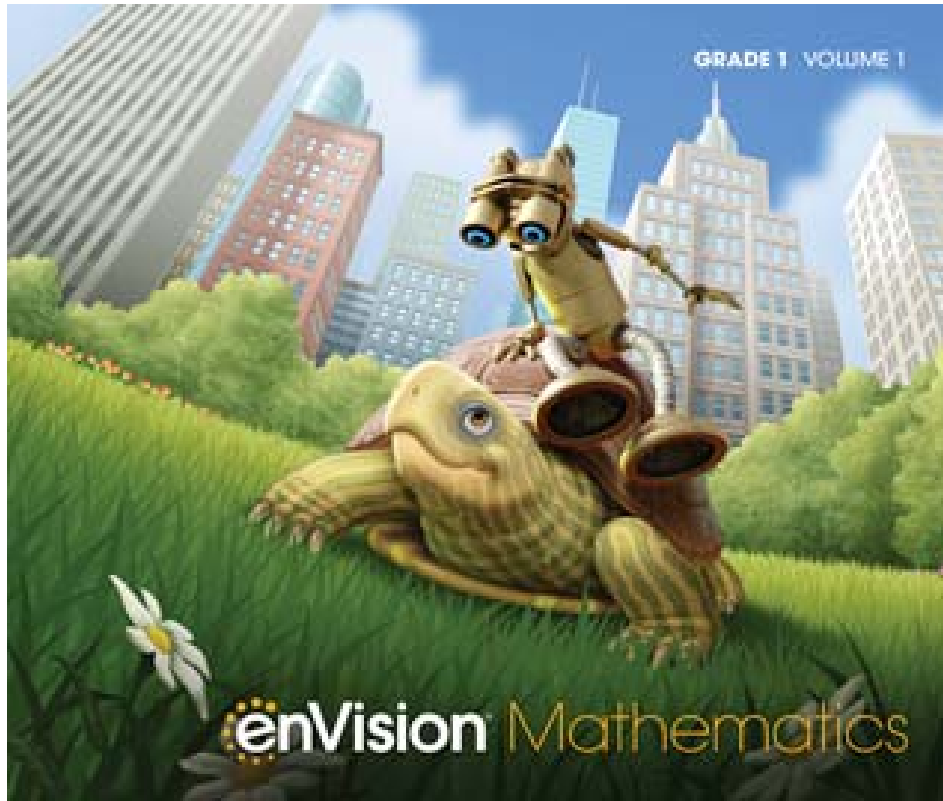


A Correlation of

enVision[®] Mathematics

©2020



to the

Utah Core Standards for Mathematics Grade 1

**A Correlation of enVision Mathematics, ©2020
to the Utah Core Standards for Mathematics**

Resource Title: enVision Mathematics ©2020, Grade 1
Publisher: Savvas K12 Learning LLC
ISBN (10 or 13 digit unique identifier is required): 2-Volume Consumable
Student's Edition 5-Year (Print) + 5-Year Digital Access: 9780134960289
Media (text, software, internet, multimedia): Multimedia
Author: Randall I. Charles, et.al.
Copyright: 2020
Review Date: August 21, 2019
Core Subject Area: Mathematics

**A Correlation of enVision Mathematics, ©2020
to the Utah Core Standards for Mathematics**

Utah Core Standards for Mathematics Grade 1	enVision Mathematics, ©2020 Grade 1
MATHEMATICAL PRACTICES (1.MP)	
<p>Standard 1.MP.1 Make sense of problems and persevere in solving them.</p>	<p>enVision Mathematics provides numerous instructional opportunities to help students develop proficiency in the math practices. To get students off to a good start on all eight practices, use the Math Practices and Problem Solving Handbook pages at SavvasRealize.com, along with the Math Practices Posters, and supporting Math Practices Animations. Each lesson begins with Problem-Based Learning, an activity in which students interact with their peers and teachers to make sense of and decide on a workable solution for a situation. Another feature of each lesson is the set of problem-solving exercises in which students persevere by applying different skills and strategies to solve problems. Each Problem-Solving Lesson provides instruction and practice focused on a specific math practice.</p> <p>Student's Edition and Teacher's Edition pages 9–12, 29–32, 33–36, 37–40, 61–64, 85–88, 117–120, 133–136, 137–140, 169–172, 185–188, 189–192, 193–196, 233–236, 253–256</p>

**A Correlation of enVision Mathematics, ©2020
to the Utah Core Standards for Mathematics**

Utah Core Standards for Mathematics Grade 1	enVision Mathematics, ©2020 Grade 1
<p>Standard 1.MP.2 Reason abstractly and quantitatively.</p>	<p>enVision Mathematics provides scaffolded instruction to help students develop both quantitative and abstract reasoning. In the Visual Learning Bridge, students can see how to represent a given situation numerically or algebraically. They will have opportunities later in the lesson to reason abstractly as they endeavor to represent situations symbolically. Reasonableness exercises remind students to compare their work to the original situation. Reasoning problems throughout the exercise sets focus students' attention on the structure or meaning of an operation, for example, rather than merely the solution.</p> <p>Student's Edition and Teacher's Edition pages 5–8, 9–12, 13–16, 17–20, 21–24, 25–28, 29–32, 65–68, 77–80, 89–92, 109–112, 121–124, 137–140, 141–144, 161–164</p>
<p>Standard 1.MP.3 Construct viable arguments and critique the reasoning of others.</p>	<p>Consistent with a focus on reasoning and sense-making is a focus on critical reasoning—argumentation and critique of arguments. In enVision Mathematics, the Problem-Based Learning affords students opportunities to share with classmates their thinking about problems, their solution methods, and their reasoning about the solutions. Many exercises found throughout the program specifically call for students to justify or explain their solutions. The ability to articulate a clear explanation for a process is a stepping stone to critical analysis and reasoning of both the student's own processes and those of others.</p> <p>Student's Edition and Teacher's Edition pages 13–16, 21–24, 37–40, 61–64, 65–68, 69–72, 73–76, 89–92, 113–116, 117–120, 125–128, 129–132, 133–136, 141–144, 185–188</p>

**A Correlation of enVision Mathematics, ©2020
to the Utah Core Standards for Mathematics**

Utah Core Standards for Mathematics Grade 1	enVision Mathematics, ©2020 Grade 1
<p>Standard 1.MP.4 Model with mathematics.</p>	<p>Students using enVision Mathematics are introduced to mathematical modeling in the early grades. They first use manipulatives and drawings and then equations to model addition and subtraction situations. The Visual Learning Bridge and Visual Learning Animation Plus often present real-world situations, and students are shown how these can be modeled mathematically. In later grades, students expand their modeling skills to include representations such as tables and graphs, as well as equations.</p> <p>Student’s Edition and Teacher’s Edition pages 5–8, 17–20, 21–24, 25–28, 33–36, 57–60, 69–72, 73–76, 81–84, 85–88, 89–92, 113–116, 117–120, 125–128, 137–140</p>
<p>Standard 1.MP.5 Use appropriate tools strategically.</p>	<p>Students become fluent in the use of a wide assortment of tools ranging from physical objects, including manipulatives, rulers, protractors, and even pencil and paper, to digital tools, such as Online Math Tools and computers. As students become more familiar with the tools available to them, they are able to begin making decisions about which tools are most helpful in a particular situation.</p> <p>Student’s Edition and Teacher’s Edition pages 5–8, 17–20, 29–32, 81–84, 113–116, 129–132, 161–164, 165–168, 177–180, 185–188, 213–216, 293–296, 325–328, 365–368, 369–372</p>

**A Correlation of enVision Mathematics, ©2020
to the Utah Core Standards for Mathematics**

Utah Core Standards for Mathematics Grade 1	enVision Mathematics, ©2020 Grade 1
<p>Standard 1.MP.6 Attend to precision.</p>	<p>Students are expected to use mathematical terms and symbols with precision. Key terms and concepts are highlighted in each lesson. The Problem-Based Learning activity provides repeated opportunities for students to use precise language to explain their solution paths while solving problems. In the Convince Me! feature, students revisit these key terms or concepts and provide explicit definitions or explanations.</p> <p>Student’s Edition and Teacher’s Edition pages 37–40, 85–88, 189–192, 217–220, 221–224, 237–240, 253–256, 257–260, 261–264, 269–272, 289–292, 305–308, 329–332, 373–376, 377–380</p>
<p>Standard 1.MP.7 Look for and make use of structure.</p>	<p>Students are encouraged to look for structure as they develop solution plans. As students mature in their mathematical thinking, they look for structure in numerical operations by focusing on place value and properties of operations. This focus on looking for and recognizing structure enables students to draw from patterns as they formalize their thinking about the structure of operations.</p> <p>Student’s Edition and Teacher’s Edition pages 9–12, 69–72, 73–76, 77–80, 81–84, 89–92, 129–132, 173–176, 221–224, 225–228, 265–268, 285–288, 293–296, 297–300, 301–304</p>

**A Correlation of enVision Mathematics, ©2020
to the Utah Core Standards for Mathematics**

Utah Core Standards for Mathematics Grade 1	enVision Mathematics, ©2020 Grade 1
<p>Standard 1.MP.8 Look for and express regularity in repeated reasoning.</p>	<p>Students are prompted to look for repetition in computations to help them develop shortcuts and become more efficient problem solvers. Students are reminded to think about problems they have encountered previously that may share features or processes. They are encouraged to draw on the solution plan developed for such problems, and, as their mathematical thinking matures, to look for and apply generalizations to similar situations. The Problem-Based Learning activities offer students opportunities to look for regularity in the way operations behave.</p> <p>Student’s Edition and Teacher’s Edition pages 13–16, 25–28, 57–60, 61–64, 133–136, 165–168, 169–172, 173–176, 177–180, 181–184, 229–232, 261–264, 285–288, 297–300, 309–312</p>
<p>Operations and Algebraic Thinking 1.OA</p>	
<p>Represent and solve problems involving addition and subtraction.</p>	
<p>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.</p>	<p>SE: 3, 4, 5–8, 9–12, 13–16, 17–20, 21–24, 25–28, 29–32, 33–36, 37–40, Reteaching: 43–46 Sets A–H; 55–56, 57–60, 61–64, 81–84, 85–88, Reteaching: 98 Set H; 107, 108, 113–116, 117–120, 121–124, 137–140, 141–144, Reteaching: 149–150 Sets F, G; 161–164, 189–192, 193–196, Reteaching: 202 Sets F, G; 211, 233–236, 261–264, 265–268, 269–272</p> <p>TE: 3–3A, 4–4C, 5A–8B, 9A–12B, 13A–16B, 17A–20B, 21A–24B, 25A–28B, 29A–32B, 33A–36B, 37A–40B, Reteaching: 43–46 Sets A–H; 55–56A, 57A–60B, 61A–64B, 81A–84B, 85A–88B, Reteaching: 97–98 Set H; 107–107A, 108–108C, 113A–116B, 117A–120B, 121A–124B, 137A–140B, 141A–144B, Reteaching: 149–150 Sets F, G; 161A–164B, 189A–192B, 193A–196B, Reteaching: 201–202 Sets F, G; 211–211A, 233A–236B, 261A–264B, 265A–268B, 269A–272B</p>

**A Correlation of enVision Mathematics, ©2020
to the Utah Core Standards for Mathematics**

Utah Core Standards for Mathematics Grade 1	enVision Mathematics, ©2020 Grade 1
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: 4, 211, 212, 225–228, 229–232, 252, 261–264, 569–572 TE: 4–4C, 211–211A, 212–212C, 225A–228B, 229A–232B, 251–252A, 261A–264B, 569A–572B
Understand and apply properties of operations and the relationship between addition and subtraction.	
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: 73–76, 89–92, Reteaching: 97 Set E; 108, 109–112, 141–144, 169–172, 211, 212, 225–228, 229–232, Reteaching: 244 Set C TE: 73A–76B, 89A–92B, Reteaching: 97–98 Set E; 108–108C, 109A–112B, 141A–144B, 169A–172B, 211–211A, 212–212C, 225A–228B, 229A–232B, Reteaching: 244 Set C
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: 4, 29–32, 33–36, 81–84, Reteaching: 98 Set G; 108, 159–160, 173–176, 177–180, 181–184, 185–188, Reteaching: 200–201 Sets C–E TE: 4–4C, 29A–32B, 33A–36B, 81A–84B, Reteaching: 97–98 Set G; 108–108C, 159–160A, 173A–176B, 177A–180B, 181A–184B, 185A–188B, Reteaching: 199–202 Sets C–E
Add and subtract within 20.	
1.OA.5 Relate counting to addition and subtraction. For example, by counting on 2 to add 2.	SE: 57–60, 61–64, 65–68, 77–80, Reteaching: 95–97 Sets A, C, F; 107, 108, 109–112, 113–116, 117–120, 121–124, Reteaching: 147 Sets A, B; 159–160, 161–164, 185–188, Reteaching: 199, 201 Sets A, E; 211, 213–216, 217–220, 221–224, 251–252, 253–256, 257–260, 533–536, 537–540 TE: 57A–60B, 61A–64B, 65A–68B, 77A–80B, Reteaching: 95–98 Sets A, C, F; 107–107A, 108–108C, 109A–112B, 113A–116B, 117A–120B, 121A–124B, Reteaching: 147–148 Sets A, B; 159–160A, 161A–164B, 185A–188B, Reteaching: 199–202 Sets A, E; 211–211A, 213A–216B, 217A–220B, 221A–224B, 251–252A, 253A–256B, 257A–260B, 533A–536B, 537A–540B

**A Correlation of enVision Mathematics, ©2020
to the Utah Core Standards for Mathematics**

Utah Core Standards for Mathematics Grade 1	enVision Mathematics, ©2020 Grade 1
<p>1.OA.6 Add and subtract within 20.</p>	<p>SE: 55-56, 57-60, 61-64, 65-68, 69-72, 77-80, 81-84, 85-88, 89-92, Reteaching: 95-96 Sets B, D; 107, 108, 117-120, 121-124, 125-128, 129-132, 133-136, 137-140, 141-144, Reteaching: 148-149 Sets C-E; 159-160, 165-168, 169-172, 173-176, 177-180, 181-184, 185-188, Reteaching: 200-201 Sets B, E; 211, 213-216, 251-252</p> <p>TE: 55-56A, 57A-60B, 61A-64B, 65A-68B, 69A-72B, 77A-80B, 81A-84B, 85A-88B, 89A-92B, Reteaching: 95-96 Sets B, D; 107-107A, 108-108C, 117A-120B, 121A-124B, 125A-128B, 129A-132B, 133A-136B, 137A-140B, 141A-144B, Reteaching: 147-150 Sets C-E; 159-160A, 165A-168B, 169A-172B, 173A-176B, 177A-180B, 181A-184B, 185A-188B, Reteaching: 199-202 Sets B, E; 211-211A, 213A-216B, 251-252A</p>
<p>1.OA.6.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 $6 + 6 + 1 = 12 + 1 = 13$).</p>	<p>SE: 55-56, 57-60, 61-64, 65-68, 69-72, 77-80, 81-84, 85-88, 89-92, Reteaching: 95-96 Sets B, D; 107, 108, 117-120, 121-124, 125-128, 129-132, 133-136, 137-140, 141-144, Reteaching: 148-149 Sets C-E; 159-160, 165-168, 169-172, 173-176, 177-180, 181-184, 185-188, Reteaching: 200-201 Sets B, E; 211, 213-216, 251-252</p> <p>TE: 55-56A, 57A-60B, 61A-64B, 65A-68B, 69A-72B, 77A-80B, 81A-84B, 85A-88B, 89A-92B, Reteaching: 95-96 Sets B, D; 107-107A, 108-108C, 117A-120B, 121A-124B, 125A-128B, 129A-132B, 133A-136B, 137A-140B, 141A-144B, Reteaching: 147-150 Sets C-E; 159-160A, 165A-168B, 169A-172B, 173A-176B, 177A-180B, 181A-184B, 185A-188B, Reteaching: 199-202 Sets B, E; 211-211A, 213A-216B, 251-252A</p>

**A Correlation of enVision Mathematics, ©2020
to the Utah Core Standards for Mathematics**

Utah Core Standards for Mathematics Grade 1	enVision Mathematics, ©2020 Grade 1
<p>1.OA.6.B By the end of Grade 1, demonstrate fluency for addition and subtraction within 10.</p>	<p>SE: 5-8, 9-12, 13-16, 17-20, 21-24, 25-28, 29-32, 33-36, 37-40, 41, Reteaching: 43-46 Sets A-H; 57-60, 61-64, 65-68, 69-72, 73-76, 77-80, 81-84, 85-88, 89-92, 93, Reteaching: 95-98 Sets A-H; 99-102, 145, 197, 241, 273, 313, 353, 389, 437, 481, 509, 545, 593, 625</p> <p>TE: 5A-8B, 9AB-12B, 13A-16B, 17A-20B, 21A-24B, 25A-28B, 29A-32B, 33A-36B, 37A-40B, 41, Reteaching: 43-46 Sets A-H; 52B-52C, 53K-53N, 57A-60B, 61A-64B, 65A-68B, 69A-72B, 73A-76B, 77A-80B, 81A-84B, 85A-88B, 89A-92B, 93, Reteaching: 95-98 Sets A-H; 99-102A, 145, 197, 241, 273, 313, 353, 389, 437, 481, 509, 545, 593, 625</p>
Work with addition and subtraction equations.	
<p>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? $6 = 6$, $7 = 8 - 1$, $5 + 2 = 2 + 5$, $4 + 1 = 5 + 2$.</p>	<p>SE: 4, 5-8, 9-12, 13-16, 17-20, 211, 212, 217-220, 221-224, 237-240, Reteaching: 243-244 Sets A, D</p> <p>TE: 4-4C, 5A-8B, 9A-12B, 13A-16B, 17A-20B, 211-211A, 212-212C, 217A-220B, 221A-224B, 237A-240B, Reteaching: 243-244 Sets A, D</p>
<p>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 $8 + ? = 11$, $5 = ? - 3$, $6 + 6 = ?$</p>	<p>SE: 211, 212, 213-216, 221-224, 237-240, Reteaching: 243 Set B</p> <p>TE: 211-211A, 212-212C, 213A-216B, 221A-224B, 237A-240B, Reteaching: 243 Set B</p>

**A Correlation of enVision Mathematics, ©2020
to the Utah Core Standards for Mathematics**

Utah Core Standards for Mathematics Grade 1	enVision Mathematics, ©2020 Grade 1
Number and Operations in Base Ten 1.NBT	
Extend the counting sequence.	
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.	<p>SE: 283, 284, 289–292, 293–296, 297–300, 301–304, 305–308, 309–312, Reteaching: 315–316 Sets B–D; 329–332, 333–336, 337–340, 373–376, 521–524, 525–528, 537–540, 565–568, 577–580, 585–588</p> <p>TE: 283–283A, 284–284C, 289A–292B, 293A–296B, 297A–300B, 301A–304B, 305A–308B, 309A–312B, Reteaching: 315–316 Sets B–D; 329A–332B, 333A–336B, 337A–340B, 373A–376B, 521A–524B, 525A–528B, 537A–540B, 565A–568B, 577A–580B, 585A–588B</p>
Understand place value.	
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:	<p>SE: 323–324, 333–336, 337–340, 341–344, 345–348, 349–352, Reteaching: 355–356 Sets A–C; 364, 409–412, 413–416, 417–420, 457–460, 465–468, 469–472, 521–524, 525–528, 529–532, 533–536, 537–540</p> <p>TE: 323–324A, 333A–336B, 337A–340B, 341A–344B, 345A–348B, 349A–352B, Reteaching: 355–356 Sets A–C; 364–364C, 409A–412B, 413A–416B, 417A–420B, 457A–460B, 465A–468B, 469A–472B, 521A–524B, 525A–528B, 529A–532B, 533A–536B, 537A–540B</p>
1.NBT.2A 10 can be thought of as a bundle of ten ones — called a “ten.”	<p>SE: 284, 285–288, 305–308, 309–312, 323–324, 325–328, 329–332, Reteaching: 355 Set A; 405–408, 421–424, 425–428, 433–436, 573–576</p> <p>TE: 284–284C, 285A–288B, 305A–308B, 309A–312B, 323–324A, 325A–328B, 329A–332B, Reteaching: 355 Set A; 405A–408B, 421A–424B, 425A–428B, 433A–436B, 573A–576B</p>

**A Correlation of enVision Mathematics, ©2020
to the Utah Core Standards for Mathematics**

Utah Core Standards for Mathematics Grade 1	enVision Mathematics, ©2020 Grade 1
1.NBT.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: 325–328, Reteaching: 355 Set A TE: 325A–328B, Reteaching: 355 Set A
1.NBT.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: 283, 284, 285–288, 297–300, 305–308, Reteaching: 315 Set A; 329–332, 401–404, 451, 453–456, 461–464, 573–576 TE: 283–283A, 284–284C, 285A–288B, 297A–300B, 305A–308B, Reteaching: 315 Set A; 329A–332B, 401A–404B, 451–451A, 453A–456B, 461A–464B, 573A–576B
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: 363, 364, 365–368, 369–372, 373–376, 377–380, 381–384, 385–388, Reteaching: 392 Sets C, D TE: 363–363A, 364–364C, 365A–368B, 369A–372B, 373A–376B, 377A–380B, 381A–384B, 385A–388B, Reteaching: 392 Sets C, D
Use place value understanding and properties of operations to add and subtract.	
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 and tens, ones and ones; and sometimes it is necessary to compose a ten.	SE: 399–400, 401–404, 409–412, 413–416, 417–420, 421–424, 425–428, 429–432, 433–436, Reteaching: 439–442 Sets A, C–H; 452 TE: 399–400A, 401A–404B, 409A–412B, 413A–416B, 417A–420B, 421A–424B, 425A–428B, 429A–432B, 433A–436B, Reteaching: 439–442 Sets A, C–H; 452–452C

**A Correlation of enVision Mathematics, ©2020
to the Utah Core Standards for Mathematics**

Utah Core Standards for Mathematics Grade 1	enVision Mathematics, ©2020 Grade 1
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: 363, 365–368, 369–372, Reteaching: 391 Sets A, B; 399–400, 405–408, 429–432, Reteaching: 439 Set B; 452, 453–456, 457–460, 461–464, 469–472, 473–476, 477–480, Reteaching: 484 Set C TE: 363–363A, 365A–368B, 369A–372B, Reteaching: 391 Sets A, B; 399–400A, 405A–408B, 429A–432B, Reteaching: 439–440 Set B; 452–452C, 453A–456B, 457A–460B, 461A–464B, 469A–472B, 473A–476B, 477A–480B, Reteaching: 484 Set C
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: 451, 452, 453–456, 457–460, 461–464, 465–468, 473–476, 477–480, Reteaching: 483–484 Sets A, B, D TE: 451–451A, 452–452C, 453A–456B, 457A–460B, 461A–464B, 465A–468B, 473A–476B, 477A–480B, Reteaching: 483–484 Sets A, B, D
Measurement and Data 1.MD	
Measure lengths indirectly and by iterating length units.	
1.MD.1 Order three objects by length; compare the lengths of two objects indirectly by using a third object.	SE: 491–492, 493–496, 497–500, 505–508, Reteaching: 511 Sets A, B TE: 491–492A, 493A–496B, 497A–500B, 505A–508B, Reteaching: 511 Sets A, B
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: 491–492, 501–504, 505–508, Reteaching: 512 Sets C, D; 557–560, 561–564, 581–584 TE: 491–492A, 501A–504B, 505A–508B, Reteaching: 512 Sets C, D; 557A–560B, 561A–564B, 581A–584B

**A Correlation of enVision Mathematics, ©2020
to the Utah Core Standards for Mathematics**

Utah Core Standards for Mathematics Grade 1	enVision Mathematics, ©2020 Grade 1
Tell and write time.	
1.MD.3 Tell and write time in hours and half-hours using analog and digital clocks.	SE: 520, 529–532, 533–536, 537–540, 541–544, Reteaching: 547–548 Sets B–D TE: 520–520C, 529A–532B, 533A–536B, 537A–540B, 541A–544B, Reteaching: 547–548 Sets B–D
Represent and interpret data.	
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: 251–252, 253–256, 257–260, 261–264, 265–268, 269–272, Reteaching: 275–276 Sets A, B; 364, 520 TE: 251–252A, 253A–256B, 257A–260B, 261A–264B, 265A–268B, 269A–272B, Reteaching: 275–276 Sets A, B; 364–364C, 520–520C
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¢.)	MDIS: A61, A62, A63, A64, A65, A66, A67, A68
Geometry 1.G	
Reason with shapes and their attributes.	
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: 555–556, 557–560, 561–564, 565–568, 577–580, 581–584, 589–592, Reteaching: 595–598 Sets A, B, E, G, H; 608 TE: 555–556A, 557A–560B, 561A–564B, 565A–568B, 577A–580B, 581A–584B, 589A–592B, Reteaching: 595–598 Sets A, B, E, G, H; 608–608C
1.G.2 Compose shapes.	SE: 569–572, 573–576, Reteaching: 595–598 Sets C, D TE: 569A–572B, 573A–576B, Reteaching: 595–598 Sets C, D

**A Correlation of enVision Mathematics, ©2020
to the Utah Core Standards for Mathematics**

Utah Core Standards for Mathematics Grade 1	enVision Mathematics, ©2020 Grade 1
1.G.2.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: 569-572, 573-576, Reteaching: 595-598 Sets C, D TE: 569A-572B, 573A-576B, Reteaching: 595-598 Sets C, D
1.G.2.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: 585-588, Reteaching: 595-598 Set F TE: 585A-588B, Reteaching: 595-598 Set F
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: 607, 608, 609–612, 613–616, 617–620, 621–624, Reteaching: 627–628 Sets A–D TE: 607–607A, 608–608C, 609A–612B, 613A–616B, 617A–620B, 621A–624B, Reteaching: 627–628 Sets A–D