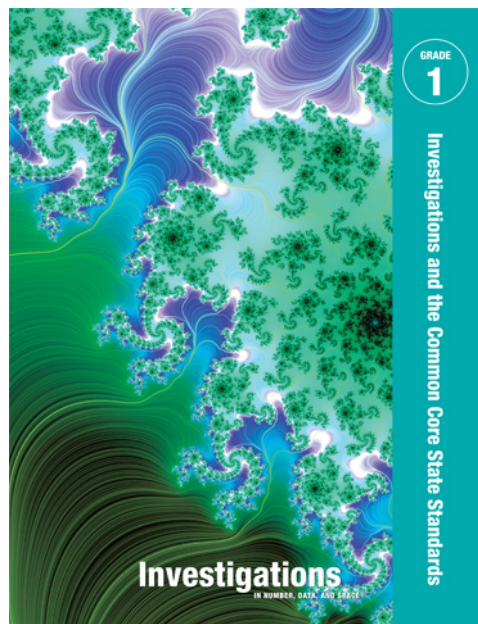


A Correlation of

Investigations in Number, Data, and Space for the Common Core

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to the

Common Core State Standards with California Additions Standards Map Grade 1 – Mathematics

Publisher: Pearson

Program Title: Investigations in Number, Data, and Space for the Common Core

Components: Grade 1 Curriculum Units

U1 How Many of Each?

U2 Making Shapes and Designing Quilts

U3 Solving Story Problems

U4 What Would You Rather Be?

U5 Fish Lengths and Animal Jumps

U6 Number Games and Crayon Puzzles

U7 Color, Shape, and Number Puzzles

U8 Twos, Fives, and Tens

U9 Blocks and Boxes

**Common Core State Standards with California Additions¹
Standards Map for a Basic Grade-Level Program
Grade One – Mathematics**

Standard No.	Standard Language	Publisher Citations		Meets Standard		For Reviewer Use Only
		Primary Citations	Supporting Citations	Y	N	Reviewer Notes
	OPERATIONS AND ALGEBRAIC THINKING					
	Represent and solve problems involving addition and subtraction.					
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, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.	U1 Sessions 3.3, 3.5 U3 Sessions 1.6, 1.7, 1.8, 2.1, 2.2, 2.3, 3.1, 3.3, 3.4, 3.5 U6 Sessions 3.4, 3.5, 3.6	U1 Session 3.7 U3 Sessions 1.1, 1.2, 1.3, 1.4, 1.5 U5 Sessions 1.4, 1.5 U6 Sessions 1.4, 3.3			
1.OA 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.	U1 Sessions 4.2, 4.3	U1 Dialogue Box (pages 236-237)			

¹ These standards were originally produced by the Common Core State Standards Initiative, a state-led effort coordinated by the National Governors Association Center for Best Practices and the Council of Chief State School Officers. California additions were made by the State Board of Education when it adopted the Common Core on August 2, 2010 and modified pursuant to Senate Bill 1200 located at <http://tinyurl.com/CASB1200> on January 16, 2013. Additions are marked in bold and underlined.

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	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. ² <i>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.)</i>	U3 Sessions 2.1, 2.2, 2.3 U6 Sessions 1.3, 1.4, 3.5, 3.7 U8 Sessions 3.1, 3.3, 3.5	U3 Teacher Note (page 198) U6 Sessions 1.1, 1.2, 1.5, 1.6, 1.7			
1.OA 4.	Understand subtraction as an unknown-addend problem. <i>For example, subtract $10 - 8$ by finding the number that makes 10 when added to 8.</i>	U3 Sessions 2.1, 2.2, 2.3 U6 Sessions 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 3.5, 3.7 U8 Sessions 3.1, 3.2	U3 Teacher Note (page 198)			

² Students need not use formal terms for these properties.

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	Add and subtract within 20.					
1.OA 5.	Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).	U1 Sessions 2.5A, 3.3, 3.5, 3.6 U3 Sessions 1.6, 1.7, 1.8 U6 Sessions 1.5, 1.6, 3.3, 3.6 U8 Sessions 1.1, 1.2, 1.3, 1.4, 2.3	U3 Teacher Notes (pages 184, 187- 189); Dialogue Boxes (pages 218-219, 222- 223) U6 Sessions 1.1, 1.2, 1.3, 1.4, 1.7 U8 Sessions 2.1, 2.2, 2.6, 3.1, 3.2			
1.OA 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 $6 + 6 + 1 = 12 + 1 = 13$).	U1 Sessions 2.5A, 4.1, 4.4, 4.5, 4.6 U3 Sessions 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 2.1, 2.3, 3.2, 3.4	U1 Sessions 3.3, 3.5, 3.7 U3 Sessions 1.7, 2.2, 3.1, 3.3 U6 Sessions 1.3, 1.5, 1.7, 2.1, 2.3, 3.2, 3.6, 3.7			

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	Work with addition and subtraction equations.					
1.OA 7.	Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. <i>For example, which of the following equations are true and which are false? $6 = 6$, $7 = 8 - 1$, $5 + 2 = 2 + 5$, $4 + 1 = 5 + 2$.</i>	U1 Sessions 3.3, 3.7, 4.2, 4.5 U3 Sessions 1.1, 1.5, 1.8, 1.10A, 2.1, 2.2, 2.3 U6 Sessions 1.1, 1.3, 1.6, 2.6A	U1 Sessions 4.1, 4.6 U3 Sessions 1.2, 1.3, 1.4, 3.1, 3.2, 3.3 U6 Sessions 1.4, 2.1, 2.3, 2.4, 3.5 U8 Sessions 3.1, 3.3			
1.OA 8.	Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. <i>For example, determine the unknown number that makes the equation true in each of the equations $8 + ? = 11$, $5 = \square - 3$, $6 + 6 = \square$.</i>	U1 Session 4.4 U3 Sessions 1.1, 1.2, 2.2 U6 Sessions 1.3, 1.5, 1.6, 3.5, 3.7	U3 Teacher Note (page 198) U6 Sessions 1.1, 1.2, 1.4, 1.7 (See Common Core Adaptation for U6 Session 1.7.) U8 Session 3.1, 3.2			

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	NUMBER AND OPERATIONS IN BASE TEN					
	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.	U8 Session 1.3A	U8 Sessions 3.2, 3.3, 3.4, 4A.1			
	Understand place value.					
1.NBT 2a.	Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases: 10 can be thought of as a bundle of ten ones — called a “ten.”	U8 Sessions 3.3, 3.4, 3.5	U8 Session 3.2			
1.NBT 2b.	Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases: The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.	U8 Sessions 3.3, 3.4, 3.5	U8 Session 3.2			
1.NBT 2c.	Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases: 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).	U8 Sessions 3.3, 3.4, 3.5	U8 Session 3.2			

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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 $<$.	U8 Session 4A.1	U1 Sessions 2.2, 2.4, 2.5, 3.1			
	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.	U8 Sessions 3.2, 3.3, 3.4, 4A.2, 4A.3, 4A.5	U3 Sessions 1.5, 1.6, 1.7, 3.4, 4.3, 4.4, 4.5 U6 Sessions 2.3, 3.4, 3.6 U8 Sessions 1.2, 1.3			
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.	U8 Sessions 3.2, 3.3, 3.4, 4A.2, 4A.3, 4A.5	U1 Sessions 3.3, 3.5, 3.6 U3 Sessions 1.2, 1.6, 1.7, 1.8 U6 Sessions 1.5, 1.6, 3.3, 3.6 U8 Sessions 1.1, 1.2, 1.3, 1.4			

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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.	U8 Sessions 4A.2, 4A.3, 4A.5	U3 Sessions 2.1, 2.2, 2.3, 3.3, 4.3, 4.4, 4.5 U6 Sessions 3.2, 3.4, 3.7 U8 Sessions 1.2, 1.3			
	MEASUREMENT AND DATA					
	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.	U5 Session 2.4	U5 Sessions 1.3, 1.4, 1.5, 1.5A			
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. <i>Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.</i>	U5 Sessions 1.1, 1.2, 1.3, 1.4, 1.5, 1.5A, 2.1, 2.2, 2.3, 2.4	U5 Sessions 1.6, 2.5			

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	Tell and write time.					
1.MD 3.	Tell and write time in hours and half-hours using analog and digital clocks.	U5 Sessions 1.5A, 3A.1	See Common Core Adaptations for U5 Sessions 1.1, 1.6.			
	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.	U4 Sessions 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3	U4 Sessions 2.5, 3.4			
	GEOMETRY					
	Reason with shapes and their attributes.					
1.G 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.	U2 Sessions 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3 U4 Session 1.1	U2 Session 2.5 U4 Sessions 1.2, 1.3 U9 Sessions 1.1, 1.2, 1.3			

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1.G 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. ³	U2 Sessions 1.4, 1.5, 1.6, 1.7, 3.1, 3.2, 3.3 U9 Sessions 2.1, 2.2, 2.3, 2.4, 2.5	U2 Sessions 1.1, 1.2, 1.3 U9 Sessions 1.6, 1.7, 1.8			
1.G 3.	Partition circles and rectangles into two and four equal shares, describe the shares using the words <i>halves</i> , <i>fourths</i> , and <i>quarters</i> , and use the phrases <i>half of</i> , <i>fourth of</i> , and <i>quarter of</i> . Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.	U5 Sessions 3A.1, 3A.2, 3A.3	U5 Session 3A.4			

³ Students do not need to learn formal names such as “right rectangular prism.”

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	MATHEMATICAL PRACTICES					
MP 1.	Make sense of problems and persevere in solving them.	U1 Sessions 3.1, 3.2, 3.3, 3.5, 4.1, 4.5 U3 Sessions 1.1, 1.2, 1.3, 1.4, 3.1 U6 Sessions 3.4, 3.5 U8 Sessions 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7	U1 Sessions 2.3, 2.5, 3.4 U2 Sessions 2.1, 2.4 U3 Sessions 1.5, 1.6, 1.8 U4 Sessions 1.3, 1.4 U6 Sessions 2.1, 3.4, 3.5, 3.6 U9 Session 2.8			
MP 2.	Reason abstractly and quantitatively.	U1 Sessions 2.4, 2.5, 2.6, 2.7 U2 Sessions 1.2, 1.4 U3 Sessions 3.2, 4.6 U6 Sessions 3.1, 3.2, 3.3 U7 Sessions 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7	U1 Sessions 2.3, 2.5A, 3.2, 4.1, 4.2, 4.3, 4.6 U2 Sessions 1.6, 2.1, 2.4 U3 Sessions 1.10A, 2.3, 3.3, 3.4, 4.1			

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MP 3.	Construct viable arguments and critique the reasoning of others.	U1 Sessions 3.1, 3.5, 3.6, 3.7, 4.4 U2 Session 1.1 U3 Session 4.6 U4 Session 2.5 U5 Sessions 1.5A, 1.6, 2.1	U4 Sessions 1.1, 1.2, 1.3, 1.4, 2.1 U5 Sessions 2.2, 2.3, 3A.1, 3A.2, 3A.3 U6 Sessions 1.5, 1.6, 1.7, 2.1			
MP 4.	Model with mathematics.	U1 Sessions 3.3, 3.4, 3.5 U3 Sessions 2.1, 2.2, 2.3 U6 Sessions 1.2, 1.3, 1.4, 2.1 U7 Session 2.6 U8 Sessions 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7	U7 Sessions 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 2.1, 2.2, 2.3, 2.4, 2.5 U8 Sessions 1.1, 3.1, 3.2			

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MP 5.	Use appropriate tools strategically.	U1 Sessions 2.1, 2.2 U2 Sessions 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7 U3 Sessions 4.3, 4.4, 4.5 U5 Sessions 2.1, 2.2, 2.3, 2.4, 2.5 U6 Session 1.4	U2 Sessions 2.2, 2.3 U3 Sessions 1.1, 1.4, 2.1, 2.2, 4.6 U4 Sessions 2.1, 2.2 U5 Session 1.1 U9 Sessions 1.3, 1.4, 1.5, 2.1, 2.2			
MP 6.	Attend to precision.	U1 Sessions 2.7, 3.3, 3.5, 3.7, 4.2, 4.4, 4.5 U3 Sessions 1.2, 1.5, 1.6, 1.7, 3.3 U5 Sessions 2.2, 2.3, 2.4, 2.5 U6 Sessions 1.1, 1.2, 1.3, 1.4	U1 Sessions 2.1, 4.3, 4.6 U4 Session 2.3 U5 Sessions 1.1, 1.2, 1.3, 1.4, 1.5A, 2.1 U9 Sessions 1.1, 1.2, 1.3, 2.1, 2.2			

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MP 7.	Look for and make use of structure.	U2 Sessions 2.1, 2.2, 2.3, 2.4, 2.5 U4 Sessions 1.1, 1.2, 1.3, 1.4 U7 Sessions 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8 U8 Sessions 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8	U6 Sessions 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 2.1, 2.2, 2.4, 2.5, 3.1, 3.2, 3.3, 3.4			
MP 8.	Look for and express regularity in repeated reasoning.	U1 Sessions 2.4, 3.6, 3.7 U3 Sessions 1.7, 1.8 U6 Sessions 2.3, 2.4, 2.5, 3.7 U8 Sessions 3.3, 3.4, 3.5	U3 Sessions 1.3, 3.1, 3.4 U6 Sessions 1.8A, 1.8B, 2.6A, 3.1 U7 Sessions 2.1, 2.2, 2.3, 2.4 U8 Sessions 3.1, 3.2			
Appendix						