

A Correlation of

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to the

Nampa School District Mathematical Essential Standards Grade 1

**A Correlation of enVisionmath2.0 ©2016
to the Nampa School District Essential Standards - Mathematics**

Nampa School District Mathematical Essential Standards Grade 1	enVisionmath2.0 ©2016 Grade 1 Lessons
Operations and Algebraic Thinking:	
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.	1-1 Solve Problems: Add To, 1-2 Solve Problems: Put Together, 1-3 Solve Problems: Both Addends Unknown, 1-4 Solve Problems: Take From, 1-5 Solve Problems: Compare Situations, 1-6 Continue to Solve Problems: Compare Situations, 1-7 Practice Solving Problems: Add To, 1-8 Solve Problems: Put Together/Take Apart
Numbers and Operations in Base 10:	
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.	7-1 Count by 10s to 120, 7-2 Count by 1s to 120, 7-3 Count on a Number Chart to 120, 7-4 Count by 1s or 10s to 120, 7-5 Count on an Open Number Line, 7-6 Count and Write Numerals
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: a. 10 can be thought of as a bundle of ten ones — called a “ten.” b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones. 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).	7-1 Count by 10s to 120 8-1 Make Numbers 11 to 19, 8-2 Numbers Made with Tens, 8-3 Count with Groups of Tens and Leftovers, 8-4 Tens and Ones, 8-5 Continue with Tens and Ones

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<p>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.</p>	<p>10-1 Adding Tens Using Models, 10-3 Add Tens and Ones Using a Hundred Chart, 10-4 Add Tens and Ones Using an Open Number Line, 10-5 Add Tens and Ones Using Models, 10-6 Make a Ten to Add, 10-7 Add Using Place Value, 10-8 Practice Adding Using Strategies</p>
<p>Measurement and Data:</p>	
<p>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-sized 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.</p>	<p>12-3 Use Units to Measure Length, 12-4 Continue to Measure Length, 12-5 Math Practices and Problem Solving: Use Appropriate Tools</p>
<p>Geometry:</p>	
<p>1.G.2 Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes to create a composite shape, and compose new shapes from the composite shape.</p>	<p>14-4 Compose 2-D Shapes, 14-5 Compose New 2-D Shapes from 2-D Shapes, 1 4-8 Compose with 3-D Shapes</p>