

An Alignment of  
**Nebraska College and Career Ready  
Standards for Mathematics 2015**

To the Lessons of

**enVisionmath<sup>2.0</sup>**

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**Grade 1**

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**Introduction**

**enVisionmath2.0** is a comprehensive K-6 mathematics curriculum that provides the focus, coherence, and rigor required by the CCSSM. **enVisionmath2.0** offers a balanced instructional model with an emphasis on conceptual understanding, fluency, and application through rigorous problem solving. Savvas Realize online learning management system offers the flexibility and data teachers need to customize content and monitor student progress so that all students demonstrate proficiency in the CCSSM.

The new **enVisionmath2.0** is organized to promote **Focus, Coherence, and Rigor**.

- Focus on **Common Core Clusters**
- Develop **Coherence** across and within grades
- **Conceptual Understanding** lays the foundation for **Rigor**

Problem-based learning and visual learning personalize learning of rigorous mathematics! The new **enVisionmath2.0** program engages learners with:

- Interactive learning aids and video tutorials
- Personalized practice and immediate feedback
- Built-in RtI activities in multiple modalities

The new **enVisionmath2.0** program lets you customize content, auto-assign differentiation, and use assessment data quickly and easily to adjust instruction for your learners.

- Upload district content and other favorite resources
- Customize topics and lessons
- Assess in the format of the new high-stakes assessments

**enVisionmath2.0** is the next evolution of a proven program that supports the latest interpretation of the CCSSM and the Next Generation assessment objectives.

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<b>Topic 1 Solve Addition and Subtraction Problems to 10</b>	
1-1 Solve Problems: Add To	<p><b>MA 1.2.3.a</b> Solve real-world problems involving addition and subtraction within 20 in situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all parts of the addition or subtraction problem (e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem).</p> <p><b>MA 1.2.3.c</b> Create a real-world problem to represent a given equation involving addition and subtraction within 20.</p>
1-2 Solve Problems: Put Together	<p><b>MA 1.2.3.a</b> Solve real-world problems involving addition and subtraction within 20 in situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all parts of the addition or subtraction problem (e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem).</p> <p><b>MA 1.2.3.c</b> Create a real-world problem to represent a given equation involving addition and subtraction within 20.</p>
1-3 Solve Problems: Both Addends Unknown	<p><b>MA 1.2.3.a</b> Solve real-world problems involving addition and subtraction within 20 in situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all parts of the addition or subtraction problem (e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem).</p> <p><b>MA 1.2.3.c</b> Create a real-world problem to represent a given equation involving addition and subtraction within 20.</p>
1-4 Solve Problems: Take From	<p><b>MA 1.2.3.a</b> Solve real-world problems involving addition and subtraction within 20 in situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all parts of the addition or subtraction problem (e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem).</p>

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enVisionmath2.0 Lessons Grade 1	Nebraska College and Career Ready Standards for Mathematics 2015
(Continued) 1-4 Solve Problems: Take From	<b>MA 1.2.3.c</b> Create a real-world problem to represent a given equation involving addition and subtraction within 20.
1-5 Solve Problems: Compare Situations	<b>MA 1.2.3.a</b> Solve real-world problems involving addition and subtraction within 20 in situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all parts of the addition or subtraction problem (e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem).  <b>MA 1.2.3.c</b> Create a real-world problem to represent a given equation involving addition and subtraction within 20.
1-6 Continue to Solve Problems: Compare Situations	<b>MA 1.2.3.a</b> Solve real-world problems involving addition and subtraction within 20 in situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all parts of the addition or subtraction problem (e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem).  <b>MA 1.2.3.c</b> Create a real-world problem to represent a given equation involving addition and subtraction within 20.
1-7 Practice Solving Problems: Add To	<b>MA 1.2.3.a</b> Solve real-world problems involving addition and subtraction within 20 in situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all parts of the addition or subtraction problem (e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem).  <b>MA 1.2.3.c</b> Create a real-world problem to represent a given equation involving addition and subtraction within 20.

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1-8 Solve Problems: Put Together/Take Apart	<p><b>MA 1.2.1.d</b> Determine the unknown whole number in an addition or subtraction equation (e.g. <math>7 + ? = 13</math>).</p> <p><b>MA 1.2.3.a</b> Solve real-world problems involving addition and subtraction within 20 in situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all parts of the addition or subtraction problem (e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem).</p> <p><b>MA 1.2.3.c</b> Create a real-world problem to represent a given equation involving addition and subtraction within 20.</p>
1-9 Math Practices And Problem Solving	<p><b>MA 1.2.3.a</b> Solve real-world problems involving addition and subtraction within 20 in situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all parts of the addition or subtraction problem (e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem).</p> <p><b>MA 1.2.3.c</b> Create a real-world problem to represent a given equation involving addition and subtraction within 20.</p>
<b>Topic 2 Fluently Add and Subtract Within 10</b>	
2-1 Count On to Add.	<p><b>MA 1.1.2.a</b> Fluently (i.e., automatic recall based on understanding) add and subtract within 10.</p> <p><b>MA 1.1.2.b</b> Add and subtract within 20, using a variety of strategies (e.g., count on to make a ten).</p> <p><b>MA 1.2.1.c</b> Find numerical patterns to make connections between counting and addition and subtraction (e.g., adding two is the same as counting on two).</p>

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enVisionmath2.0 Lessons Grade 1	Nebraska College and Career Ready Standards for Mathematics 2015
2-2 Doubles	<p><b>MA 1.1.2.a</b> Fluently (i.e., automatic recall based on understanding) add and subtract within 10.</p> <p><b>MA 1.1.2.b</b> Add and subtract within 20, using a variety of strategies (e.g., count on to make a ten).</p> <p><b>MA 1.2.1.c</b> Find numerical patterns to make connections between counting and addition and subtraction (e.g., adding two is the same as counting on two).</p>
2-3 Near Doubles	<p><b>MA 1.1.2.a</b> Fluently (i.e., automatic recall based on understanding) add and subtract within 10.</p> <p><b>MA 1.1.2.b</b> Add and subtract within 20, using a variety of strategies (e.g., count on to make a ten).</p> <p><b>MA 1.2.1.c</b> Find numerical patterns to make connections between counting and addition and subtraction (e.g., adding two is the same as counting on two).</p>
2-4 Facts with 5 on a Ten-Frame	<p><b>MA 1.1.2.a</b> Fluently (i.e., automatic recall based on understanding) add and subtract within 10.</p> <p><b>MA 1.1.2.b</b> Add and subtract within 20, using a variety of strategies (e.g., count on to make a ten).</p>
2-5 Add in Any Order	<p><b>MA 1.2.2.a</b> Decompose numbers and use the commutative and associative properties of addition to develop addition and subtraction strategies including (making 10's and counting on from the larger number) to add and subtract basic facts within 20 (e.g., decomposing to make 10, <math>7 + 5 = 7 + 3 + 2 = 10 + 2 = 12</math>; using the commutative property to count on <math>2 + 6 = 6 + 2</math>; and using the associative property to make 10, <math>5 + 3 + 7 = 5 + (3 + 7) = 5 + 10</math>).</p>

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<b>enVisionmath2.0 Lessons Grade 1</b>	<b>Nebraska College and Career Ready Standards for Mathematics 2015</b>
2-6 Count Back to Subtract	<p><b>MA 1.1.2.a</b> Fluently (i.e., automatic recall based on understanding) add and subtract within 10.</p> <p><b>MA 1.1.2.b</b> Add and subtract within 20, using a variety of strategies (e.g., count on to make a ten).</p> <p><b>MA 1.2.1.c</b> Find numerical patterns to make connections between counting and addition and subtraction (e.g., adding two is the same as counting on two).</p>
2-7 Think Addition to Subtract	<p><b>MA 1.1.2.a</b> Fluently (i.e., automatic recall based on understanding) add and subtract within 10.</p> <p><b>MA 1.1.2.b</b> Add and subtract within 20, using a variety of strategies (e.g., count on to make a ten).</p> <p><b>MA 1.2.1.b</b> Use the relationship of addition and subtraction to solve subtraction problems (e.g., find <math>12 - 9 = \underline{\quad}</math>, using the addition fact <math>9 + 3 = 12</math>).</p> <p><b>MA 1.2.1.d</b> Determine the unknown whole number in an addition or subtraction equation (e.g. <math>7 + ? = 13</math>).</p>
2-8 Continue to Think Addition to Subtract	<p><b>MA 1.1.2.a</b> Fluently (i.e., automatic recall based on understanding) add and subtract within 10.</p> <p><b>MA 1.1.2.b</b> Add and subtract within 20, using a variety of strategies (e.g., count on to make a ten).</p> <p><b>MA 1.2.1.b</b> Use the relationship of addition and subtraction to solve subtraction problems (e.g., find <math>12 - 9 = \underline{\quad}</math>, using the addition fact <math>9 + 3 = 12</math>).</p> <p><b>MA 1.2.1.d</b> Determine the unknown whole number in an addition or subtraction equation (e.g. <math>7 + ? = 13</math>).</p>



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<b>enVisionmath2.0 Lessons Grade 1</b>	<b>Nebraska College and Career Ready Standards for Mathematics 2015</b>
2-9 Solve Word Problems with Facts to 10	<p><b>MA 1.2.3.a</b> Solve real-world problems involving addition and subtraction within 20 in situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all parts of the addition or subtraction problem (e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem).</p> <p><b>MA 1.2.3.c</b> Create a real-world problem to represent a given equation involving addition and subtraction within 20.</p>
2-10 Math Practices And Problem Solving	<p><b>MA 1.1.2.a</b> Fluently (i.e., automatic recall based on understanding) add and subtract within 10.</p> <p><b>MA 1.1.2.b</b> Add and subtract within 20, using a variety of strategies (e.g., count on to make a ten).</p> <p><b>MA 1.2.2.a</b> Decompose numbers and use the commutative and associative properties of addition to develop addition and subtraction strategies including (making 10's and counting on from the larger number) to add and subtract basic facts within 20 (e.g., decomposing to make 10, <math>7 + 5 = 7 + 3 + 2 = 10 + 2 = 12</math>; using the commutative property to count on <math>2 + 6 = 6 + 2</math>; and using the associative property to make 10, <math>5 + 3 + 7 = 5 + (3 + 7) = 5 + 10</math>).</p>
<b>Topic 3 Addition Facts to 20: Use Strategies</b>	
3-1 Count On to Add	<b>MA 1.2.1.c</b> Find numerical patterns to make connections between counting and addition and subtraction (e.g., adding two is the same as counting on two).
3-2 Count On to Add Using an Open Number Line	<b>MA 1.2.1.c</b> Find numerical patterns to make connections between counting and addition and subtraction (e.g., adding two is the same as counting on two).

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<p align="center"><b>enVisionmath2.0 Lessons Grade 1</b></p>	<p align="center"><b>Nebraska College and Career Ready Standards for Mathematics 2015</b></p>
<p>3-3    Doubles</p>	<p><b>MA 1.1.2.a</b> Fluently (i.e., automatic recall based on understanding) add and subtract within 10.</p> <p><b>MA 1.1.2.b</b> Add and subtract within 20, using a variety of strategies (e.g., count on to make a ten).</p> <p><b>MA 1.2.1.c</b> Find numerical patterns to make connections between counting and addition and subtraction (e.g., adding two is the same as counting on two).</p>
<p>3-4    Doubles Plus 1.</p>	<p><b>MA 1.1.2.a</b> Fluently (i.e., automatic recall based on understanding) add and subtract within 10.</p> <p><b>MA 1.1.2.b</b> Add and subtract within 20, using a variety of strategies (e.g., count on to make a ten).</p> <p><b>MA 1.2.1.c</b> Find numerical patterns to make connections between counting and addition and subtraction (e.g., adding two is the same as counting on two).</p>
<p>3-5    Doubles Plus 2</p>	<p><b>MA 1.1.2.a</b> Fluently (i.e., automatic recall based on understanding) add and subtract within 10.</p> <p><b>MA 1.1.2.b</b> Add and subtract within 20, using a variety of strategies (e.g., count on to make a ten).</p> <p><b>MA 1.2.1.c</b> Find numerical patterns to make connections between counting and addition and subtraction (e.g., adding two is the same as counting on two).</p>
<p>3-6    Make 10 to Add.</p>	<p><b>MA 1.1.2.a</b> Fluently (i.e., automatic recall based on understanding) add and subtract within 10.</p> <p><b>MA 1.1.2.b</b> Add and subtract within 20, using a variety of strategies (e.g., count on to make a ten).</p>

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3-7 Continue to Make 10 to Add.	<p><b>MA 1.1.2.a</b> Fluently (i.e., automatic recall based on understanding) add and subtract within 10.</p> <p><b>MA 1.1.2.b</b> Add and subtract within 20, using a variety of strategies (e.g., count on to make a ten).</p>
3-8 Explain Addition Strategies	<p><b>MA 1.1.2.a</b> Fluently (i.e., automatic recall based on understanding) add and subtract within 10.</p> <p><b>MA 1.1.2.b</b> Add and subtract within 20, using a variety of strategies (e.g., count on to make a ten).</p>
3-9 Solve Addition Word Problems with Facts to 20	<p><b>MA 1.2.3.a</b> Solve real-world problems involving addition and subtraction within 20 in situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all parts of the addition or subtraction problem (e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem).</p> <p><b>MA 1.2.3.c</b> Create a real-world problem to represent a given equation involving addition and subtraction within 20.</p>
3-10 Math Practices And Problem Solving	<p><b>MA 1.1.2.a</b> Fluently (i.e., automatic recall based on understanding) add and subtract within 10.</p> <p><b>MA 1.1.2.b</b> Add and subtract within 20, using a variety of strategies (e.g., count on to make a ten).</p> <p><b>MA 1.2.2.a</b> Decompose numbers and use the commutative and associative properties of addition to develop addition and subtraction strategies including (making 10's and counting on from the larger number) to add and subtract basic facts within 20 (e.g., decomposing to make 10, <math>7 + 5 = 7 + 3 + 2 = 10 + 2 = 12</math>; using the commutative property to count on <math>2 + 6 = 6 + 2</math>; and using the associative property to make 10, <math>5 + 3 + 7 = 5 + (3 + 7) = 5 + 10</math>).</p>

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(Continued) 3-10 Math Practices And Problem Solving	<p><b>MA 1.2.3.a</b> Solve real-world problems involving addition and subtraction within 20 in situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all parts of the addition or subtraction problem (e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem).</p> <p><b>MA 1.2.3.c</b> Create a real-world problem to represent a given equation involving addition and subtraction within 20.</p>
<b>Topic 4 Subtraction Facts to 20: Use Strategies</b>	
4-1 Count to Subtract	<b>MA 1.2.1.c</b> Find numerical patterns to make connections between counting and addition and subtraction (e.g., adding two is the same as counting on two).
4-2 Make 10 to Subtract	<p><b>MA 1.1.2.a</b> Fluently (i.e., automatic recall based on understanding) add and subtract within 10.</p> <p><b>MA 1.1.2.b</b> Add and subtract within 20, using a variety of strategies (e.g., count on to make a ten).</p>
4-3 Continue to Make 10 to Subtract	<p><b>MA 1.1.2.a</b> Fluently (i.e., automatic recall based on understanding) add and subtract within 10.</p> <p><b>MA 1.1.2.b</b> Add and subtract within 20, using a variety of strategies (e.g., count on to make a ten).</p>
4-4 Fact Families.	<p><b>MA 1.1.2.a</b> Fluently (i.e., automatic recall based on understanding) add and subtract within 10.</p> <p><b>MA 1.1.2.b</b> Add and subtract within 20, using a variety of strategies (e.g., count on to make a ten).</p> <p><b>MA 1.2.1.b</b> Use the relationship of addition and subtraction to solve subtraction problems (e.g., find <math>12 - 9 = \underline{\quad}</math>, using the addition fact <math>9 + 3 = 12</math>).</p>

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4-5 Use Addition to Subtract	<p><b>MA 1.1.2.a</b> Fluently (i.e., automatic recall based on understanding) add and subtract within 10.</p> <p><b>MA 1.1.2.b</b> Add and subtract within 20, using a variety of strategies (e.g., count on to make a ten).</p> <p><b>MA 1.2.1.b</b> Use the relationship of addition and subtraction to solve subtraction problems (e.g., find <math>12 - 9 = \underline{\quad}</math>, using the addition fact <math>9 + 3 = 12</math>).</p>
4-6 Continue to Use Addition to Subtract	<p><b>MA 1.1.2.a</b> Fluently (i.e., automatic recall based on understanding) add and subtract within 10.</p> <p><b>MA 1.1.2.b</b> Add and subtract within 20, using a variety of strategies (e.g., count on to make a ten).</p> <p><b>MA 1.2.1.b</b> Use the relationship of addition and subtraction to solve subtraction problems (e.g., find <math>12 - 9 = \underline{\quad}</math>, using the addition fact <math>9 + 3 = 12</math>).</p>
4-7 Explain Subtraction Strategies	<p><b>MA 1.1.2.a</b> Fluently (i.e., automatic recall based on understanding) add and subtract within 10.</p> <p><b>MA 1.1.2.b</b> Add and subtract within 20, using a variety of strategies (e.g., count on to make a ten).</p> <p><b>MA 1.2.1.b</b> Use the relationship of addition and subtraction to solve subtraction problems (e.g., find <math>12 - 9 = \underline{\quad}</math>, using the addition fact <math>9 + 3 = 12</math>).</p> <p><b>MA 1.2.1.c</b> Find numerical patterns to make connections between counting and addition and subtraction (e.g., adding two is the same as counting on two).</p>

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<b>enVisionmath2.0 Lessons Grade 1</b>	<b>Nebraska College and Career Ready Standards for Mathematics 2015</b>
4-8 Solve Word Problems with Facts to 20	<p><b>MA 1.2.3.a</b> Solve real-world problems involving addition and subtraction within 20 in situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all parts of the addition or subtraction problem (e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem).</p> <p><b>MA 1.2.3.c</b> Create a real-world problem to represent a given equation involving addition and subtraction within 20.</p>
4-9 Math Practices And Problem Solving	<p><b>MA 1.2.3.a</b> Solve real-world problems involving addition and subtraction within 20 in situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all parts of the addition or subtraction problem (e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem).</p> <p><b>MA 1.2.3.c</b> Create a real-world problem to represent a given equation involving addition and subtraction within 20.</p>
<b>Topic 5 Work with Addition and Subtraction Equations</b>	
5-1 Find the Unknown Numbers	<b>MA 1.2.1.d</b> Determine the unknown whole number in an addition or subtraction equation (e.g. $7 + ? = 13$ ).
5-2 True or False Equations	<b>MA 1.2.1.a</b> Use the meaning of the equal sign to determine if equations are true and give examples of equations that are true (e.g., $4 = 4$ , $6 = 7 - 1$ , $6 + 3 = 3 + 6$ , and $7 + 2 = 5 + 4$ ).
5-3 Make True Equations	<p><b>MA 1.2.1.a</b> Use the meaning of the equal sign to determine if equations are true and give examples of equations that are true (e.g., <math>4 = 4</math>, <math>6 = 7 - 1</math>, <math>6 + 3 = 3 + 6</math>, and <math>7 + 2 = 5 + 4</math>).</p> <p><b>MA 1.2.1.d</b> Determine the unknown whole number in an addition or subtraction equation (e.g. <math>7 + ? = 13</math>).</p>

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<b>enVisionmath2.0 Lessons Grade 1</b>	<b>Nebraska College and Career Ready Standards for Mathematics 2015</b>
5-4 Word Problems with Three Addends	<p><b>MA 1.2.2.a</b> Decompose numbers and use the commutative and associative properties of addition to develop addition and subtraction strategies including (making 10's and counting on from the larger number) to add and subtract basic facts within 20 (e.g., decomposing to make 10, <math>7 + 5 = 7 + 3 + 2 = 10 + 2 = 12</math>; using the commutative property to count on <math>2 + 6 = 6 + 2</math>; and using the associative property to make 10, <math>5 + 3 + 7 = 5 + (3 + 7) = 5 + 10</math>).</p> <p><b>MA 1.2.3.b</b> Solve real-world problems that include addition of three whole numbers whose sum is less than or equal to 20 by using objects, drawings, and equations with a symbol to represent the unknown number in the problem.</p>
5-5 Add Three Numbers	<p><b>MA 1.2.2.a</b> Decompose numbers and use the commutative and associative properties of addition to develop addition and subtraction strategies including (making 10's and counting on from the larger number) to add and subtract basic facts within 20 (e.g., decomposing to make 10, <math>7 + 5 = 7 + 3 + 2 = 10 + 2 = 12</math>; using the commutative property to count on <math>2 + 6 = 6 + 2</math>; and using the associative property to make 10, <math>5 + 3 + 7 = 5 + (3 + 7) = 5 + 10</math>).</p> <p><b>MA 1.2.3.b</b> Solve real-world problems that include addition of three whole numbers whose sum is less than or equal to 20 by using objects, drawings, and equations with a symbol to represent the unknown number in the problem.</p>
5-6 Solve Addition and Subtraction Word Problems	<p><b>MA 1.2.3.a</b> Solve real-world problems involving addition and subtraction within 20 in situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all parts of the addition or subtraction problem (e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem).</p> <p><b>MA 1.2.3.c</b> Create a real-world problem to represent a given equation involving addition and subtraction within 20.</p>

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<b>enVisionmath2.0 Lessons Grade 1</b>	<b>Nebraska College and Career Ready Standards for Mathematics 2015</b>
5-7 Math Practices And Problem Solving	<p><b>MA 1.2.1.a</b> Use the meaning of the equal sign to determine if equations are true and give examples of equations that are true (e.g., <math>4 = 4</math>, <math>6 = 7 - 1</math>, <math>6 + 3 = 3 + 6</math>, and <math>7 + 2 = 5 + 4</math>).</p> <p><b>MA 1.2.1.d</b> Determine the unknown whole number in an addition or subtraction equation (e.g. <math>7 + ? = 13</math>).</p>
<b>Topic 6 Represent and Interpret Data</b>	
6-1 Organize Data into Three Categories	<p><b>MA 1.2.3.a</b> Solve real-world problems involving addition and subtraction within 20 in situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all parts of the addition or subtraction problem (e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem).</p> <p><b>MA 1.2.3.b</b> Solve real-world problems that include addition of three whole numbers whose sum is less than or equal to 20 by using objects, drawings, and equations with a symbol to represent the unknown number in the problem.</p> <p><b>MA 1.2.3.c</b> Create a real-world problem to represent a given equation involving addition and subtraction within 20.</p> <p><b>MA 1.4.1.a</b> Organize and represent a data set with up to three categories using a picture graph.</p> <p><b>MA 1.4.2.a</b> Ask and answer questions about the total number of data points, how many in each category, and compare categories by identifying how many more or less are in a particular category using a picture graph.</p>



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<p>6-2 Collect and Represent Data</p>	<p><b>MA 1.2.3.a</b> Solve real-world problems involving addition and subtraction within 20 in situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all parts of the addition or subtraction problem (e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem).</p> <p><b>MA 1.2.3.b</b> Solve real-world problems that include addition of three whole numbers whose sum is less than or equal to 20 by using objects, drawings, and equations with a symbol to represent the unknown number in the problem.</p> <p><b>MA 1.2.3.c</b> Create a real-world problem to represent a given equation involving addition and subtraction within 20.</p> <p><b>MA 1.4.1.a</b> Organize and represent a data set with up to three categories using a picture graph.</p> <p><b>MA 1.4.2.a</b> Ask and answer questions about the total number of data points, how many in each category, and compare categories by identifying how many more or less are in a particular category using a picture graph.</p>
<p>6-3 Interpret Data</p>	<p><b>MA 1.2.3.a</b> Solve real-world problems involving addition and subtraction within 20 in situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all parts of the addition or subtraction problem (e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem).</p> <p><b>MA 1.2.3.b</b> Solve real-world problems that include addition of three whole numbers whose sum is less than or equal to 20 by using objects, drawings, and equations with a symbol to represent the unknown number in the problem.</p>

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<p>(Continued) 6-3 Interpret Data</p>	<p><b>MA 1.2.3.c</b> Create a real-world problem to represent a given equation involving addition and subtraction within 20.</p> <p><b>MA 1.4.1.a</b> Organize and represent a data set with up to three categories using a picture graph.</p> <p><b>MA 1.4.2.a</b> Ask and answer questions about the total number of data points, how many in each category, and compare categories by identifying how many more or less are in a particular category using a picture graph.</p>
<p>6-4 Continue to Interpret Data</p>	<p><b>MA 1.2.3.a</b> Solve real-world problems involving addition and subtraction within 20 in situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all parts of the addition or subtraction problem (e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem).</p> <p><b>MA 1.2.3.b</b> Solve real-world problems that include addition of three whole numbers whose sum is less than or equal to 20 by using objects, drawings, and equations with a symbol to represent the unknown number in the problem.</p> <p><b>MA 1.2.3.c</b> Create a real-world problem to represent a given equation involving addition and subtraction within 20.</p> <p><b>MA 1.4.1.a</b> Organize and represent a data set with up to three categories using a picture graph.</p> <p><b>MA 1.4.2.a</b> Ask and answer questions about the total number of data points, how many in each category, and compare categories by identifying how many more or less are in a particular category using a picture graph.</p>

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<p>6-5 Math Practices And Problem Solving</p>	<p><b>MA 1.2.3.a</b> Solve real-world problems involving addition and subtraction within 20 in situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all parts of the addition or subtraction problem (e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem).</p> <p><b>MA 1.2.3.b</b> Solve real-world problems that include addition of three whole numbers whose sum is less than or equal to 20 by using objects, drawings, and equations with a symbol to represent the unknown number in the problem.</p> <p><b>MA 1.2.3.c</b> Create a real-world problem to represent a given equation involving addition and subtraction within 20.</p> <p><b>MA 1.4.1.a</b> Organize and represent a data set with up to three categories using a picture graph.</p> <p><b>MA 1.4.2.a</b> Ask and answer questions about the total number of data points, how many in each category, and compare categories by identifying how many more or less are in a particular category using a picture graph.</p>
<p><b>Topic 7 Extend the Counting Sequence</b></p>	
<p>7-1 Count by 10s to 120</p>	<p><b>MA 1.1.1.a</b> Count to 120 by ones and tens, starting at any given number.</p> <p><b>MA 1.1.1.b</b> Read and write numerals within the range of 0 – 120.</p> <p><b>MA 1.1.1.c</b> Write numerals to match a representation of a given set of objects for numbers up to 120.</p> <p><b>MA 1.1.1.e</b> Demonstrate that decade numbers represent a number of tens and 0 ones (e.g., 50 = 5 tens and 0 ones).</p>

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7-2 Count by 1s to 120.	<p><b>MA 1.1.1.a</b> Count to 120 by ones and tens, starting at any given number.</p> <p><b>MA 1.1.1.b</b> Read and write numerals within the range of 0 – 120.</p> <p><b>MA 1.1.1.c</b> Write numerals to match a representation of a given set of objects for numbers up to 120.</p>
7-3 Count on a Number Chart to 120	<p><b>MA 1.1.1.a</b> Count to 120 by ones and tens, starting at any given number.</p> <p><b>MA 1.1.1.b</b> Read and write numerals within the range of 0 – 120.</p> <p><b>MA 1.1.1.c</b> Write numerals to match a representation of a given set of objects for numbers up to 120.</p>
7-4 Count by 1s or 10s to 120	<p><b>MA 1.1.1.a</b> Count to 120 by ones and tens, starting at any given number.</p> <p><b>MA 1.1.1.b</b> Read and write numerals within the range of 0 – 120.</p> <p><b>MA 1.1.1.c</b> Write numerals to match a representation of a given set of objects for numbers up to 120.</p>
7-5 Count on an Open Number Line	<p><b>MA 1.1.1.a</b> Count to 120 by ones and tens, starting at any given number.</p> <p><b>MA 1.1.1.b</b> Read and write numerals within the range of 0 – 120.</p> <p><b>MA 1.1.1.c</b> Write numerals to match a representation of a given set of objects for numbers up to 120.</p>
7-6 Count and Write Numerals	<p><b>MA 1.1.1.a</b> Count to 120 by ones and tens, starting at any given number.</p> <p><b>MA 1.1.1.b</b> Read and write numerals within the range of 0 – 120.</p>

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(Continued) 7-6 Count and Write Numerals	<b>MA 1.1.1.c</b> Write numerals to match a representation of a given set of objects for numbers up to 120.
7-7 Math Practices And Problem Solving	<p><b>MA 1.1.1.a</b> Count to 120 by ones and tens, starting at any given number.</p> <p><b>MA 1.1.1.b</b> Read and write numerals within the range of 0 – 120.</p> <p><b>MA 1.1.1.c</b> Write numerals to match a representation of a given set of objects for numbers up to 120.</p>
<b>Topic 8 Understand Place Value</b>	
8-1 Make Numbers 11 to 19	<b>MA 1.1.1.d</b> Demonstrate that each digit of a two-digit number represents amounts of tens and ones, knowing 10 can be considered as one unit made of ten ones which is called a “ten” and any two-digit number can be composed of some tens and some ones (e.g., 19 is one ten and nine ones, 83 is eight tens and three ones) and can be recorded as an equation (e.g., $19 = 10 + 9$ ).
8-2 Numbers Made with Tens	<p><b>MA 1.1.1.d</b> Demonstrate that each digit of a two-digit number represents amounts of tens and ones, knowing 10 can be considered as one unit made of ten ones which is called a “ten” and any two-digit number can be composed of some tens and some ones (e.g., 19 is one ten and nine ones, 83 is eight tens and three ones) and can be recorded as an equation (e.g., <math>19 = 10 + 9</math>).</p> <p><b>MA 1.1.1.e</b> Demonstrate that decade numbers represent a number of tens and 0 ones (e.g., <math>50 = 5</math> tens and 0 ones).</p>
8-3 Count with Groups of Tens and Leftovers	<b>MA 1.1.1.d</b> Demonstrate that each digit of a two-digit number represents amounts of tens and ones, knowing 10 can be considered as one unit made of ten ones which is called a “ten” and any two-digit number can be composed of some tens and some ones (e.g., 19 is one ten and nine ones, 83 is eight tens and three ones) and can be recorded as an equation (e.g., $19 = 10 + 9$ ).

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8-4 Tens and Ones .	<b>MA 1.1.1.d</b> Demonstrate that each digit of a two-digit number represents amounts of tens and ones, knowing 10 can be considered as one unit made of ten ones which is called a “ten” and any two-digit number can be composed of some tens and some ones (e.g., 19 is one ten and nine ones, 83 is eight tens and three ones) and can be recorded as an equation (e.g., $19 = 10 + 9$ ).
8-5 Continue with Tens and Ones	<b>MA 1.1.1.d</b> Demonstrate that each digit of a two-digit number represents amounts of tens and ones, knowing 10 can be considered as one unit made of ten ones which is called a “ten” and any two-digit number can be composed of some tens and some ones (e.g., 19 is one ten and nine ones, 83 is eight tens and three ones) and can be recorded as an equation (e.g., $19 = 10 + 9$ ).
8-6 Math Practices And Problem Solving	<b>MA 1.1.1.d</b> Demonstrate that each digit of a two-digit number represents amounts of tens and ones, knowing 10 can be considered as one unit made of ten ones which is called a “ten” and any two-digit number can be composed of some tens and some ones (e.g., 19 is one ten and nine ones, 83 is eight tens and three ones) and can be recorded as an equation (e.g., $19 = 10 + 9$ ).
<b>Topic 9 Compare Two-Digit Numbers</b>	
9-1 1 More, 1 Less; 10 More, 10 Less .	<b>MA 1.1.1.f</b> Compare two two-digit numbers by using symbols $<$ , $=$ , and $>$ and justify the comparison based on the number of tens and ones.  <b>MA 1.1.2.d</b> Mentally find 10 more or 10 less than a two-digit number without having to count and explain the reasoning used (e.g., 33 is 10 less than 43).
9-2 Make Numbers on a Hundred Chart	<b>MA 1.1.2.d</b> Mentally find 10 more or 10 less than a two-digit number without having to count and explain the reasoning used (e.g., 33 is 10 less than 43).

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9-3 Compare Numbers	<b>MA 1.1.1.f</b> Compare two two-digit numbers by using symbols $<$ , $=$ , and $>$ and justify the comparison based on the number of tens and ones.
9-4 Compare Numbers with Symbols ( $>$ , $<$ , $=$ ) .	<b>MA 1.1.1.f</b> Compare two two-digit numbers by using symbols $<$ , $=$ , and $>$ and justify the comparison based on the number of tens and ones.
9-5 Compare Numbers on a Number Line	<b>MA 1.1.1.f</b> Compare two two-digit numbers by using symbols $<$ , $=$ , and $>$ and justify the comparison based on the number of tens and ones.
9-6 Math Practices And Problem Solving	<b>MA 1.1.1.f</b> Compare two two-digit numbers by using symbols $<$ , $=$ , and $>$ and justify the comparison based on the number of tens and ones.
<b>Topic 10 Use Models and Strategies to Add Tens and Ones</b>	
10-1 Add Tens Using Models	<b>MA 1.1.2.e</b> Add within 100, which may include adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of ten using concrete models, drawings, and strategies which reflect understanding of place value.
10-2 Mental Math: Ten More Than a Number	<b>MA 1.1.2.d</b> Mentally find 10 more or 10 less than a two-digit number without having to count and explain the reasoning used (e.g., 33 is 10 less than 43).
10-3 Add Tens and Ones Using a Hundred Chart	<b>MA 1.1.2.e</b> Add within 100, which may include adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of ten using concrete models, drawings, and strategies which reflect understanding of place value.
10-4 Add Tens and Ones Using an Open Number Line	<b>MA 1.1.2.e</b> Add within 100, which may include adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of ten using concrete models, drawings, and strategies which reflect understanding of place value.

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10-5 Add Tens and Ones Using Models	<b>MA 1.1.2.e</b> Add within 100, which may include adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of ten using concrete models, drawings, and strategies which reflect understanding of place value.
10-6 Make a Ten to Add .	<b>MA 1.1.2.e</b> Add within 100, which may include adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of ten using concrete models, drawings, and strategies which reflect understanding of place value.
10-7 Add Using Place Value	<b>MA 1.1.2.e</b> Add within 100, which may include adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of ten using concrete models, drawings, and strategies which reflect understanding of place value.
10-8 Practice Adding Using Strategies	<b>MA 1.1.2.d</b> Mentally find 10 more or 10 less than a two-digit number without having to count and explain the reasoning used (e.g., 33 is 10 less than 43).  <b>MA 1.1.2.e</b> Add within 100, which may include adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of ten using concrete models, drawings, and strategies which reflect understanding of place value.
10-9 Math Practices And Problem Solving	<b>MA 1.1.2.e</b> Add within 100, which may include adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of ten using concrete models, drawings, and strategies which reflect understanding of place value.
<b>Topic 11 Use Models and Strategies to Subtract Tens</b>	
11-1 Subtract Tens Using Models	<b>MA 1.1.2.c</b> Find the difference between two numbers that are multiples of 10, ranging from 10 – 90 using concrete models, drawings or strategies, and write the corresponding equation (e.g., $90 - 70 = 20$ ).



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(Continued) 11-1 Subtract Tens Using Models	<b>MA 1.1.2.d</b> Mentally find 10 more or 10 less than a two-digit number without having to count and explain the reasoning used (e.g., 33 is 10 less than 43).
11-2 Subtract Tens Using a Hundred Chart	<b>MA 1.1.2.c</b> Find the difference between two numbers that are multiples of 10, ranging from 10 – 90 using concrete models, drawings or strategies, and write the corresponding equation (e.g., $90 - 70 = 20$ ).  <b>MA 1.1.2.d</b> Mentally find 10 more or 10 less than a two-digit number without having to count and explain the reasoning used (e.g., 33 is 10 less than 43).
11-3 Subtract Tens Using an Open Number Line	<b>MA 1.1.2.c</b> Find the difference between two numbers that are multiples of 10, ranging from 10 – 90 using concrete models, drawings or strategies, and write the corresponding equation (e.g., $90 - 70 = 20$ ).  <b>MA 1.1.2.d</b> Mentally find 10 more or 10 less than a two-digit number without having to count and explain the reasoning used (e.g., 33 is 10 less than 43).
11-4 Use Addition to Subtract Tens	<b>MA 1.1.2.c</b> Find the difference between two numbers that are multiples of 10, ranging from 10 – 90 using concrete models, drawings or strategies, and write the corresponding equation (e.g., $90 - 70 = 20$ ).
11-5 Mental Math: Ten Less Than a Number	<b>MA 1.1.2.d</b> Mentally find 10 more or 10 less than a two-digit number without having to count and explain the reasoning used (e.g., 33 is 10 less than 43).
11-6 Use Strategies to Practice Subtraction	<b>MA 1.1.2.c</b> Find the difference between two numbers that are multiples of 10, ranging from 10 – 90 using concrete models, drawings or strategies, and write the corresponding equation (e.g., $90 - 70 = 20$ ).  <b>MA 1.1.2.d</b> Mentally find 10 more or 10 less than a two-digit number without having to count and explain the reasoning used (e.g., 33 is 10 less than 43).

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11-7 Math Practices And Problem Solving	<p><b>MA 1.1.2.c</b> Find the difference between two numbers that are multiples of 10, ranging from 10 – 90 using concrete models, drawings or strategies, and write the corresponding equation (e.g., <math>90 - 70 = 20</math>).</p> <p><b>MA 1.1.2.d</b> Mentally find 10 more or 10 less than a two-digit number without having to count and explain the reasoning used (e.g., 33 is 10 less than 43).</p>
<b>Topic 12 Measure Lengths</b>	
12-1 Compare and Order by Length	<b>MA 1.3.3.d</b> Order three objects by directly comparing their lengths, or indirectly by using a third object.
12-2 Indirect Measurement	<b>MA 1.3.3.d</b> Order three objects by directly comparing their lengths, or indirectly by using a third object.
12-3 Use Units to Measure Length	<b>MA 1.3.3.c</b> Measure objects by using a shorter object end-to-end and know that the length of the object is the amount of same-size objects that span it lined up end-to-end.
12-4 Continue to Measure Length	<p><b>MA 1.3.3.c</b> Measure objects by using a shorter object end-to-end and know that the length of the object is the amount of same-size objects that span it lined up end-to-end.</p> <p><b>MA 1.3.3.d</b> Order three objects by directly comparing their lengths, or indirectly by using a third object.</p>
12-5 Math Practices And Problem Solving	<b>MA 1.3.3.c</b> Measure objects by using a shorter object end-to-end and know that the length of the object is the amount of same-size objects that span it lined up end-to-end.
<b>Topic 13 Time</b>	
13-1 Understand the Hour and Minute Hands	<b>MA 1.3.3.b</b> Tell and write time to the half hour and hour using analog and digital clocks.
13-2 Tell and Write Time to the Hour	<b>MA 1.3.3.b</b> Tell and write time to the half hour and hour using analog and digital clocks.
13-3 Tell and Write Time to the Half Hour	<b>MA 1.3.3.b</b> Tell and write time to the half hour and hour using analog and digital clocks.

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13-4 Math Practices And Problem Solving	<b>MA 1.3.3.b</b> Tell and write time to the half hour and hour using analog and digital clocks.
<b>Topic 14 Reason with Shapes and Their Attributes</b>	
14-1 Use Attributes to Define Two-Dimensional (2-D) Shapes	<b>MA 1.3.1.a</b> Determine defining and non-defining attributes of two-dimensional shapes; build and draw shapes that match the given definition.
14-2 Defining and Non-Defining Attributes of 2-D Shapes	<b>MA 1.3.1.a</b> Determine defining and non-defining attributes of two-dimensional shapes; build and draw shapes that match the given definition.
14-3 Build and Draw 2-D Shapes by Attributes	<b>MA 1.3.1.a</b> Determine defining and non-defining attributes of two-dimensional shapes; build and draw shapes that match the given definition.
14-4 Compose 2-D Shapes	<b>MA 1.3.1.c</b> Use two-dimensional shapes (e.g., rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) and three-dimensional shapes (e.g., cubes, rectangular prisms, cones, and cylinders) to compose and describe new shapes.
14-5 Compose New 2-D Shapes from 2-D Shapes	<b>MA 1.3.1.c</b> Use two-dimensional shapes (e.g., rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) and three-dimensional shapes (e.g., cubes, rectangular prisms, cones, and cylinders) to compose and describe new shapes.
14-6 Use Attributes to Define Three-Dimensional (3-D) Shapes	<b>MA 1.3.1.a</b> Determine defining and non-defining attributes of two-dimensional shapes; build and draw shapes that match the given definition.
14-7 Defining and Non-Defining Attributes of 3-D Shapes	<b>MA 1.3.1.a</b> Determine defining and non-defining attributes of two-dimensional shapes; build and draw shapes that match the given definition.

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14-8 Compose with 3-D Shapes	<b>MA 1.3.1.c</b> Use two-dimensional shapes (e.g., rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) and three-dimensional shapes (e.g., cubes, rectangular prisms, cones, and cylinders) to compose and describe new shapes.
14-9 Math Practices And Problem Solving	<b>MA 1.3.1.a</b> Determine defining and non-defining attributes of two-dimensional shapes; build and draw shapes that match the given definition.  <b>MA 1.3.1.c</b> Use two-dimensional shapes (e.g., rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) and three-dimensional shapes (e.g., cubes, rectangular prisms, cones, and cylinders) to compose and describe new shapes.
<b>Topic 15 Equal Shares of Circles and Rectangles</b>	
15-1 Make Equal Shares	<b>MA 1.3.1.b</b> Decompose circles and rectangles into two and four equal parts, using the terms "halves", "fourths" and "quarters", and use the phrases "half of", "fourths of", and "quarter of".
15-2 Make Halves and Fourths of Rectangles and Circles	<b>MA 1.3.1.b</b> Decompose circles and rectangles into two and four equal parts, using the terms "halves", "fourths" and "quarters", and use the phrases "half of", "fourths of", and "quarter of".
15-3 Understand Halves and Fourths	<b>MA 1.3.1.b</b> Decompose circles and rectangles into two and four equal parts, using the terms "halves", "fourths" and "quarters", and use the phrases "half of", "fourths of", and "quarter of".
15-4 Math Practices And Problem Solving	<b>MA 1.3.1.b</b> Decompose circles and rectangles into two and four equal parts, using the terms "halves", "fourths" and "quarters", and use the phrases "half of", "fourths of", and "quarter of".