A Correlation of

enVisionmath®2.0

©2016

To the

New Jersey Curricular Framework Mathematics

Grade 1

SAVVAS

A Correlation of enVisionmath**2.0 ©2016**
To the New Jersey Curricular Framework Mathematics-Grade 1

Table of Contents

A Correlation of enVisionmath2.0 ©2016
To the New Jersey Curricular Framework Mathematics-Grade 1

New Jersey Curricular Framework Mathematics-Grade 1	**enVisionmath2.0 ©2016 Grade 1 Lessons**
Unit 1 Grade 1 Add and Subtract within 10	
Unit Focus: • Represent and solve problems involving addition and subtraction • Understand and apply properties of operations and the relationship between addition and subtraction • Add and subtract within 10 • Work with addition and subtraction equations • Extend the counting sequence	
■ 1.OA.A.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*. *(benchmarked)	Lesson 1-1, Lesson 1-2, Lesson 1-3, Lesson 1-4, Lesson 1-5, Lesson 1-6, Lesson 1-7, Lesson 1-8, Lesson 1-9, Lesson 2-9, Lesson 3-9, Lesson 3-10, Lesson 4-8, Lesson 4-9, Lesson 5-6, Lesson 6-1, Lesson 6-2, Lesson 6-3, Lesson 6-4, Lesson 6-5
■ 1.OA.B.3. Apply properties of operations as strategies to add and subtract. *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.)* *(Students need not use formal terms for these properties)* *(benchmarked)	Lesson 2-5, Lesson 2-10, Lesson 3-10, Lesson 5-4, Lesson 5-5
■ 1.OA.B.4. Understand subtraction as an unknown-addend problem. *For example, subtract 10 - 8 by finding the number that makes 10 when added to 8*	Lesson 2-7, Lesson 2-8, Lesson 4-4, Lesson 4-5, Lesson 4-6, Lesson 4-7

■ Major Clusters
▭ Supporting Clusters
○ Additional Clusters
* Benchmarked Standards

A Correlation of enVisionmath2.0 ©2016
To the New Jersey Curricular Framework Mathematics-Grade 1

New Jersey Curricular Framework Mathematics-Grade 1	enVisionmath2.0 ©2016 Grade 1 Lessons
Unit 1 Grade 1 Add and Subtract within 10	
■ 1.OA.C.5. Relate counting to addition and subtraction (e.g., by counting 2 to add 2).	Lesson 2-1, Lesson 2-2, Lesson 2-3, Lesson 2-6, Lesson 3-1, Lesson 3-2, Lesson 3-3, Lesson 3-4, Lesson 3-5, Lesson 4-1, Lesson 4-7
■ 1.OA.D.7. Understand the meaning of the equal sign, and determine if 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.*	Lesson 5-2, Lesson 5-3, Lesson 5-7
■ 1.OA.D.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 = _.* *(benchmarked)	Lesson 1-8, Lesson 2-7, Lesson 2-8, Lesson 5-1, Lesson 5-3, Lesson 5-7

■ Major Clusters
□ Supporting Clusters
○ Additional Clusters
* Benchmarked Standards

New Jersey Curricular Framework Mathematics-Grade 1	**enVision**math**2.0 ©2016 Grade 1 Lessons**
Unit 2 Grade 1 Add and Subtract within 20	
Unit Focus: • Represent and solve problems involving addition and subtraction • Work with addition and subtraction equations • Understand and apply properties of operations and the relationship between addition and subtraction • Add and subtract within 20 • Represent and interpret data • Understand place value • Extend the counting sequence	
■ 1.OA.A.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*. *(benchmarked)	Lesson 1-1, Lesson 1-2, Lesson 1-3, Lesson 1-4, Lesson 1-5, Lesson 1-6, Lesson 1-7, Lesson 1-8, Lesson 1-9, Lesson 2-9, Lesson 3-9, Lesson 3-10, Lesson 4-8, Lesson 4-9, Lesson 5-6, Lesson 6-1, Lesson 6-2, Lesson 6-3, Lesson 6-4, Lesson 6-5
■ 1.OA.D.7. Understand the meaning of the equal sign, and determine if 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.* *(benchmarked)	Lesson 5-2, Lesson 5-3, Lesson 5-7
■ 1.OA.D.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 = _.* *(benchmarked)	Lesson 1-8, Lesson 2-7, Lesson 2-8, Lesson 5-1, Lesson 5-3, Lesson 5-7

■ Major Clusters
▭ Supporting Clusters
○ Additional Clusters
* Benchmarked Standards

New Jersey Curricular Framework Mathematics-Grade 1	**enVisionmath2.0 ©2016 Grade 1 Lessons**
Unit 2 Grade 1 Add and Subtract within 20	
■ 1.OA.B.3. Apply properties of operations as strategies to add and subtract. *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.)* *(Students need not use formal terms for these properties)* *(benchmarked)	Lesson 2-5, Lesson 2-10, Lesson 3-10, Lesson 5-4, Lesson 5-5
■ 1.OA.C.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). *(benchmarked)	Lesson 2-1, Lesson 2-2, Lesson 2-3, Lesson 2-4 ,Lesson 2-6 , Lesson 2-7, Lesson 2-8, Lesson 2-10, Lesson 3-3, Lesson 3-4, Lesson 3-5, Lesson 3-6, Lesson 3-7, Lesson 3-8, Lesson 3-10, Lesson 4-2, Lesson 4-3, Lesson 4-4, Lesson 4-5, Lesson 4-6, Lesson 4-7
■ 1.OA.A.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*	Lesson 5-4, Lesson 5-5, Lesson 6-1, Lesson 6-2, Lesson 6-3, Lesson 6-4, Lesson 6-5
□ 1.MD.C.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.	Lesson 6-1, Lesson 6-2, Lesson 6-3, Lesson 6-4, Lesson 6-5

■ Major Clusters
□ Supporting Clusters
○ Additional Clusters
* Benchmarked Standards

New Jersey Curricular Framework Mathematics-Grade 1	**enVision**math**2.0 ©2016 Grade 1 Lessons**
Unit 2 Grade 1 Add and Subtract within 20	
■ 1.NBT.B.2. Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:	Lesson 7-1, Lesson 8-2
■ 1.NBT.B.2. a. 10 can be thought of as a bundle of ten ones — called a "ten."	Lesson 8-1, Lesson 8-2
■ 1.NBT.B.2. b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.	Lesson 8-1
■ 1.NBT.B.3. Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <.	Lesson 9-1, Lesson 9-3, Lesson 9-4, Lesson 9-5, Lesson 9-6
■ 1.NBT.A.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 *(benchmarked)	Lesson 7-1, Lesson 7-2, Lesson 7-3, Lesson 7-4, Lesson 7-5, Lesson 7-6, Lesson 7-7

■ Major Clusters
□ Supporting Clusters
○ Additional Clusters
* Benchmarked Standards

New Jersey Curricular Framework Mathematics-Grade 1	**enVisionmath2.0 ©2016 Grade 1 Lessons**
Unit 3 Grade 1 Place Value, Measurement & Shapes	
Unit Focus: • Understand place value • Use place value understanding and properties of operations to add and subtract • Measure lengths indirectly by iterating length units • Tell and write time • Add and subtract within 20	
■ 1.NBT.B.2. Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:	Lesson 7-1, Lesson 8-2
■ 1.NBT.B.2.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). *(benchmarked)	Lesson 7-1, Lesson 8-2
■ 1.NBT.C.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 (e.g. base ten blocks) 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. *(benchmarked)	Lesson 10-1, Lesson 10-3, Lesson 10-4, Lesson 10-5, Lesson 10-6, Lesson 10-7, Lesson 10-8, Lesson 10-9
■ 1.NBT.C.5. Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.	Lesson 9-1, Lesson 9-2, Lesson 10-2, Lesson 10-8, Lesson 11-1, Lesson 11-2, Lesson 11-3, Lesson 11-5, Lesson 11-6, Lesson 11-7

■ Major Clusters
□ Supporting Clusters
○ Additional Clusters
* Benchmarked Standards

New Jersey Curricular Framework Mathematics-Grade 1	**enVision**math**2.0 ©2016 Grade 1 Lessons**
Unit 3 Grade 1 Place Value, Measurement & Shapes	
■ 1.NBT.C.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.	Lesson 11-1, Lesson 11-2, Lesson 11-3, Lesson 11-4, Lesson 11-7
■ 1.MD.A.1. Order three objects by length; compare the lengths of two objects indirectly by using a third object	Lesson 12-1, Lesson 12-2, Lesson 12-4
■ 1.MD.A.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.*	Lesson 12-3, Lesson 12-4, Lesson 12-5
◎ 1.MD.B.3. Tell and write time in hours and half-hours using analog and digital clocks	Lesson 13-1, Lesson 13-2, Lesson 13-3, Lesson 13-4

■ Major Clusters
□ Supporting Clusters
◎ Additional Clusters
* Benchmarked Standards

New Jersey Curricular Framework Mathematics-Grade 1	**enVision**math**2.0 ©2016 Grade 1 Lessons**
Unit 3 Grade 1 Place Value, Measurement & Shapes	
■ 1.OA.C.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). *(benchmarked)	Lesson 2-1, Lesson 2-2, Lesson 2-3, Lesson 2-4 ,Lesson 2-6 , Lesson 2-7, Lesson 2-8, Lesson 2-10, Lesson 3-3, Lesson 3-4, Lesson 3-5, Lesson 3-6, Lesson 3-7, Lesson 3-8, Lesson 3-10, Lesson 4-2, Lesson 4-3, Lesson 4-4, Lesson 4-5, Lesson 4-6, Lesson 4-7

New Jersey Curricular Framework Mathematics-Grade 1	**enVision**math**2.0 ©2016 Grade 1 Lessons**
Unit 4 Grade 1 Reason with Shapes and their Attributes	
Unit Focus: • Reason with shapes and their attributes • Represent and solve problems involving addition and subtraction. • Add and subtract within 20 • Extend the counting sequence • Use place value understanding and properties of operations to add and subtract	
◎ 1.G.A.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.	Lesson 14-1, Lesson 14-2, Lesson 14-3, Lesson 14-6, Lesson 14-7, Lesson 14-9
◎ 1.G.A.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.	Lesson 14-4, Lesson 14-5, Lesson 14-8, Lesson 14-9
◎ 1.G.A.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 of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares	Lesson 15-1, Lesson 15-2, Lesson 15-3, Lesson 15-4

New Jersey Curricular Framework Mathematics-Grade 1	**enVision**math**2.0 ©2016 Grade 1 Lessons**
Unit 4 Grade 1 Reason with Shapes and their Attributes	
■ 1.OA.A.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*. *(benchmarked)	Lesson 1-1, Lesson 1-2, Lesson 1-3, Lesson 1-4, Lesson 1-5, Lesson 1-6, Lesson 1-7, Lesson 1-8, Lesson 1-9, Lesson 2-9, Lesson 3-9, Lesson 3-10, Lesson 4-8, Lesson 4-9, Lesson 5-6, Lesson 6-1, Lesson 6-2, Lesson 6-3, Lesson 6-4, Lesson 6-5
■ 1.OA.C.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) *(benchmarked)	Lesson 2-1, Lesson 2-2, Lesson 2-3, Lesson 2-4 ,Lesson 2-6 , Lesson 2-7, Lesson 2-8, Lesson 2-10, Lesson 3-3, Lesson 3-4, Lesson 3-5, Lesson 3-6, Lesson 3-7, Lesson 3-8, Lesson 3-10, Lesson 4-2, Lesson 4-3, Lesson 4-4, Lesson 4-5, Lesson 4-6, Lesson 4-7
■ 1.NBT.A.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. *(benchmarked)	Lesson 7-1, Lesson 7-2, Lesson 7-3, Lesson 7-4, Lesson 7-5, Lesson 7-6, Lesson 7-7

■ Major Clusters
□ Supporting Clusters
○ Additional Clusters
* Benchmarked Standards

New Jersey Curricular Framework Mathematics-Grade 1	**enVision**math**2.0 ©2016 Grade 1 Lessons**
Unit 4 Grade 1 Reason with Shapes and their Attributes	
■ 1.NBT.C.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 (e.g. base ten blocks) 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. *(benchmarked)	Lesson 10-1, Lesson 10-3, Lesson 10-4, Lesson 10-5, Lesson 10-6, Lesson 10-7, Lesson 10-8, Lesson 1 0-9

Standards for Mathematical Practice	**enVision**math**2.0 ©2016** **Grade 1 Lessons**
MP.1 Make sense of problems and persevere in solving them.	**SE/TE:** Lesson 1-1, Lesson 1-2, Lesson 1-6, Lesson 1-7, Lesson 1-8, Lesson 1-9, Lesson 2-2, Lesson 2-9, Lesson 3-3, Lesson 3-4, Lesson 3-8, Lesson 3-9, Lesson 4-1, Lesson 4-3, Lesson 4-5, Lesson 4-7, Lesson 4-8, Lesson 4-9, Lesson 5-1, Lesson 5-6, Lesson 6-1, Lesson 6-3, Lesson 6-5, Lesson 7-6, Lesson 7-7, Lesson 8-3, Lesson 9-3, Lesson 9-5, Lesson 9-6, Lesson 10-1, Lesson 10-7, Lesson 11-1, Lesson 11-5, Lesson 11-7, Lesson 13-1, Lesson 14-4, Lesson 14-5, Lesson 14-8, Lesson 14-9, Lesson 15-1
MP.2 Reason abstractly and quantitatively.	**SE/TE:** Lesson 1-1, Lesson 1-2, Lesson 1-3, Lesson 1-4, Lesson 1-5, Lesson 1-6, Lesson 1-9, Lesson 2-1, Lesson 2-2, Lesson 2-3, Lesson 2-5, Lesson 2-6, Lesson 2-7, Lesson 2-8, Lesson 2-9, Lesson 2-10, Lesson 3-1, Lesson 3-3, Lesson 3-4, Lesson 3-5, Lesson 3-9, Lesson 3-10, Lesson 4-1, Lesson 4-3, Lesson 4-5, Lesson, 4-6, Lesson 4-8, Lesson 4-9, Lesson 5-1, Lesson 5-2, Lesson 5-3, Lesson 5-4, Lesson 5-5, Lesson 6-2, Lesson 6-3, Lesson 6-4, Lesson 6-5, Lesson 7-2, Lesson 7-6, Lesson 7-7, Lesson 8-2, Lesson 8-4, Lesson 8-5, Lesson 8-6, Lesson 9-1, Lesson 9-3, Lesson 9-4, Lesson 9-5, Lesson 9-6, Lesson 10-1, Lesson 10-2, Lesson 10-4, Lesson 10-6, Lesson 10-7, Lesson 10-8, Lesson 10-9, Lesson 11-3, Lesson 11-4, Lesson 11-5, Lesson 12-1, Lesson 12-2, Lesson 13-2, Lesson 13-3, Lesson 13-4, Lesson 14-3, Lesson 14-5, Lesson 14-6, Lesson 14-8

■ Major Clusters
□ Supporting Clusters
○ Additional Clusters
* Benchmarked Standards

Standards for Mathematical Practice	**enVision**math**2.0 ©2016** **Grade 1 Lessons**
MP.3 Construct viable arguments and critique the reasoning of others.	**SE/TE:** Lesson 1-3, Lesson 1-8, Lesson 1-9, Lesson 2-2, , Lesson 2-3, Lesson 2-4, Lesson 2-5, Lesson 2-8, Lesson 3-2, Lesson 3-3, Lesson 3-5, Lesson 3-9, Lesson 3-10, Lesson 4-2, Lesson 4-3, Lesson 4-7, Lesson 4-9, Lesson 5-1, Lesson 5-4, Lesson 5-5, Lesson 5-7, Lesson 6-2, Lesson 6-2, Lesson 6-5, Lesson 7-3, Lesson 8-2, Lesson 8-6, Lesson 9-2, Lesson 9-4, Lesson 9-6, Lesson 10-2, Lesson 10-5, Lesson 10-7, Lesson 10-8, Lesson 10-9, Lesson 11-2, Lesson 11-4, Lesson 11-6, Lesson 12-4, Lesson 12-5, Lesson 13-3, Lesson 13-4, Lesson 14-2, Lesson 14-5, Lesson 14-6, Lesson 14-7, Lesson 15-2, Lesson 15-4
MP.4 Model with mathematics.	**SE/TE:** Lesson 1-1, Lesson 1-2, Lesson 1-3, Lesson 1-4, Lesson 1-5, Lesson 1-6, Lesson 1-7, Lesson 1-8, Lesson 2-1, Lesson 2-2, Lesson 2-3, Lesson 2-4, Lesson 2-5, Lesson 2-6, Lesson 2-7, Lesson 2-9, Lesson 2-10, Lesson 3-1, Lesson 3-2, Lesson 3-3, Lesson 3-5, Lesson 3-6, Lesson 3-9, Lesson 3-10, Lesson 4-1, Lesson 4-2, Lesson 4-4, Lesson 4-5, Lesson, 4-6, Lesson 4-9, Lesson 5-2, Lesson 5-4, Lesson 5-5, Lesson 5-6, Lesson 6-1, Lesson 6-2, Lesson 6-3, Lesson 6-5, Lesson 7-1, Lesson 7-5, Lesson 8-1, Lesson 8-3, Lesson 8-4, Lesson 8-5, Lesson 9-3, Lesson 9-5, Lesson 10-1, Lesson 10-2, Lesson 10-3, Lesson 10-4, Lesson 10-5, Lesson 10-6, Lesson 10-7, Lesson 10-8, Lesson 10-9, Lesson 11-3, Lesson 11-4, Lesson 11-6, Lesson 11-7, Lesson 12-3, Lesson 12-4, Lesson 13-4, Lesson 14-3, Lesson 14-4, Lesson 14-5, Lesson 15-1, Lesson 15-2, Lesson 15-3, Lesson 15-4

Standards for Mathematical Practice	**enVision**math**2.0 ©2016** **Grade 1 Lessons**
MP.5 Use appropriate tools strategically.	**SE/TE:** Lesson 1-4, Lesson 1-5, Lesson 1-8, Lesson 2-1, Lesson 2-4, Lesson 2-6, Lesson 2-7, Lesson 3-1, Lesson 3-2, Lesson 3-7, Lesson 4-1, Lesson 4-2, Lesson 4-5, Lesson 4-7, Lesson 5-1, Lesson 6-4, Lesson 7-3, Lesson 7-4, Lesson 7-5, Lesson 8-1, Lesson 8-2, Lesson 8-3, Lesson 8-5, Lesson 9-1, Lesson 9-2, Lesson 9-3, Lesson 9-5, Lesson 10-1, Lesson 10-3, Lesson 10-4, Lesson 10-5, Lesson 10-6, Lesson 10-8, Lesson 10-9, Lesson 11-1, Lesson 11-2, Lesson 11-3, Lesson 11-6, Lesson 11-7, Lesson 12-2, Lesson 12-3, Lesson 12-4, Lesson 12-5, Lesson 13-1, Lesson 13-2, Lesson 13-3, Lesson 14-2, Lesson 14-3, Lesson 14-4, Lesson 14-5, Lesson 14-8, Lesson 15-3
MP.6 Attend to precision.	**SE/TE:** Lesson 1-1, Lesson 1-2, Lesson 2-9, Lesson 3-4, Lesson 3-5, Lesson 4-8, Lesson 4-9, Lesson 5-2, Lesson 5-3, Lesson 5-6, Lesson 5-7, Lesson 6-1, Lesson 6-2, Lesson 6-3, Lesson 6-5, Lesson 7-2, Lesson 7-6, Lesson 8-2, Lesson 9-1, Lesson 9-3, Lesson 9-4, Lesson 10-4, Lesson 10-6, Lesson 11-1, Lesson 11-2, Lesson 12-1, Lesson 12-4, Lesson 13-1, Lesson 13-2, Lesson 13-3, Lesson 14-1, Lesson 14-2, Lesson 14-6, Lesson 14-7, Lesson 14-8, Lesson 14-9, Lesson 15-1, Lesson 15-2
MP.7 Look for and make use of structure.	**SE/TE:** Lesson 1-3, Lesson 2-4, Lesson 2-5, Lesson 2-6, Lesson 2-7, Lesson 2-8, Lesson 2-10, Lesson 3-6, Lesson 3-7, Lesson 4-3, Lesson 4-4, Lesson 5-3, Lesson 5-5, Lesson 5-7, Lesson 6-4, Lesson 7-1, Lesson 7-2, Lesson 7-3, Lesson 7-4, Lesson 7-5, Lesson 7-7, Lesson 8-1, Lesson 8-2, Lesson 8-3, Lesson 8-4, Lesson 8-5, Lesson 8-6, Lesson 9-1, Lesson 9-2, Lesson 10-2, Lesson 10-3, Lesson 10-5, Lesson 10-6, Lesson 10-7, Lesson 11-4, Lesson 11-5, Lesson 12-2, Lesson 13-1, Lesson 13-2, Lesson 13-3, Lesson 14-1, Lesson 14-4, Lesson 14-7, Lesson 15-1

Standards for Mathematical Practice	**enVision**math**2.0 ©2016** **Grade 1 Lessons**
MP.8 Look for and express regularity in repeated reasoning.	**SE/TE:** Lesson 1-3, Lesson 2-1, Lesson 2-2, Lesson 2-3, Lesson 2-8, Lesson 2-10, Lesson 3-3, Lesson 3-6, Lesson 3-8, Lesson 4-2, Lesson 4-4, Lesson 4-5, Lesson, 4-6, Lesson 4-7, Lesson 5-2, Lesson 5-3, Lesson 5-4, Lesson 5-5, Lesson 6-3, Lesson 7-1, Lesson 7-4, Lesson 7-5, Lesson 7-6, Lesson 7-7, Lesson 8-1, Lesson 8-2, Lesson 8-3, Lesson 8-4, Lesson 8-5, Lesson 9-1, Lesson 10-1, Lesson 11-2, Lesson 11-3, Lesson 12-1, Lesson 12-5, Lesson 13-2, Lesson 13-4, Lesson 14-1, Lesson 14-2, Lesson 14-3, Lesson 14-6, Lesson 14-7, Lesson 14-8, Lesson 14-9, Lesson 15-2