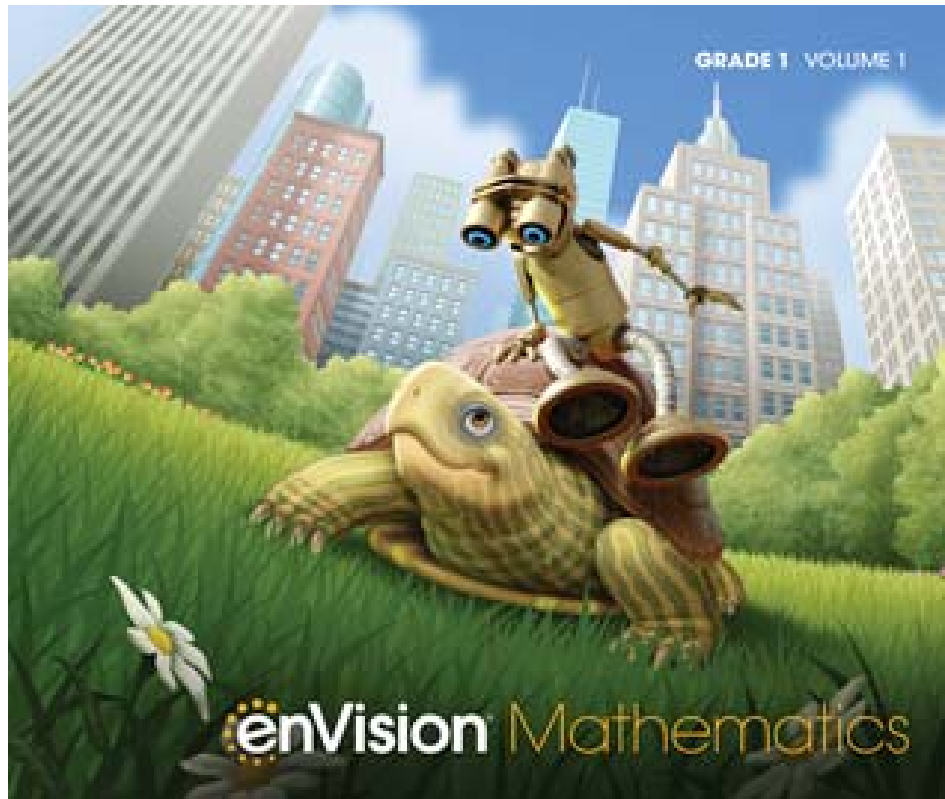


A Correlation of

# enVision<sup>®</sup> Mathematics

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To the  
**New York State Next Generation  
Mathematics Learning Standards  
Grade 1**

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**Introduction**

The new enVision® Mathematics ©2020 is the latest offering of the nationally recognized Grades K-12 series, created for print, digital, and blended instruction. Problem-Based Learning connects with Visual Learning to deep conceptual understanding. Interactive multimedia experiences engage learners in student choice and solving rich problems. Extensive customization and differentiation options empower every teacher and student.

**UNDERSTANDING**

A simple lesson design provides a clear, intentional pathway. Starting on a firm foundation of conceptual understanding, students can connect and apply math ideas in amazing ways. High-interest math projects invite all students to be active participants.

A simple lesson design provides a clear, intentional pathway.

- STEP 1 Problem-Based Learning
- STEP 2 Visual Learning
- STEP 3 Assess and Differentiate

**ASSESSMENT**

The enVision Assessment Suite offers options to move students toward mastery of state standards while driving instructional differentiation.

**DIAGNOSTIC Assessment**

Reading Test, Diagnostic Test (Math Diagnosis and Intervention System), Review What You Know

**FORMATIVE Assessment**

SCOUT Observational Assessment used during Solve & Share, Do You Understand? And Convince Me! Guide Practice, Quick Check

**SUMMATIVE Assessment**

Topic Assessments, Topic Performance Assessments, Examview Test Generator, Fluency Assessments, Cumulative/Benchmarks Assessments, Progress Monitoring Assessments

**INSTRUCTIONAL SUPPORT**

Gain a new perspective on your teaching with embedded strategies, methods, and a wide range of Professional Development opportunities in print and digital formats.

Ideas, Inspiration, and Teaching Methods

Math background for every Topic and Lesson serves as an easy-to-access math methods course.

Make every lesson perfect for you. Access all digital content, assessments, and management tools at [SavvasRealize.com](http://SavvasRealize.com).

Kids See the Math. Teachers See Results.

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<p><b>Mathematical Practices</b></p>	
<p>1. Make sense of problems and persevere in solving them.</p>	<p><b>enVision Mathematics</b> 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 <a href="http://SavvasRealize.com">SavvasRealize.com</a>, 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><b>Student’s Edition and Teacher’s Edition pages</b> 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>
<p>2. Reason abstractly and quantitatively.</p>	<p><b>enVision Mathematics</b> 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><b>Student’s Edition and Teacher’s Edition pages</b> 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>

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<p>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 <b>enVision Mathematics</b>, 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><b>Student’s Edition and Teacher’s Edition pages</b> 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>
<p>4. Model with Mathematics.</p>	<p>Students using <b>enVision Mathematics</b> 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><b>Student’s Edition and Teacher’s Edition pages</b> 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>

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<p>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><b>Student’s Edition and Teacher’s Edition pages</b> 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>
<p>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><b>Student’s Edition and Teacher’s Edition pages</b> 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>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><b>Student’s Edition and Teacher’s Edition pages</b> 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>

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8. Look for and express regularity in repeated reasoning.	<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><b>Student’s Edition and Teacher’s Edition pages</b> 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>
<b>NY-1.OA Operations and Algebraic Thinking</b>	
<b>Represent and solve problems involving addition and subtraction.</b>	
<p>1. Use addition and subtraction within 20 to solve one step word problems involving situations of adding to, taking from putting together, taking apart, and/or comparing, with unknowns in all positions. <i>Note: Problems should be represented using objects, drawings, and equations with a symbol for the unknown number. Problems should be solved using objects or drawings, and equations.</i></p>	<p><b>SE:</b> 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><b>TE:</b> 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>
2. Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20.	<p><b>SE:</b> 4, 211, 212, 225–228, 229–232, 252, 261–264, 569–572</p> <p><b>TE:</b> 4–4C, 211–211A, 212–212C, 225A–228B, 229A–232B, 251–252A, 261A–264B, 569A–572B</p>

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<b>Understand and apply properties of operations and the relationship between addition and subtraction.</b>	
<p>3. Apply properties of operations as strategies to add and subtract. <i>Note: Students need not use formal terms for these properties.</i></p>	<p><b>SE:</b> 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</p> <p><b>TE:</b> 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</p>
<p>4. Understand subtraction as an unknown-addend problem within 20.</p>	<p><b>SE:</b> 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</p> <p><b>TE:</b> 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</p>
<b>Add and subtract within 20.</b>	
<p>5. Relate counting to addition and subtraction.</p>	<p><b>SE:</b> 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</p> <p><b>TE:</b> 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, 201 Sets A, E; 211–211A, 213A–216B, 217A–220B, 221A–224B, 251–252A, 253A–256B, 257A–260B, 533A–536B, 537A–540B</p>

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<p>6a. Add and subtract within 20. Use strategies such as:</p> <ul style="list-style-type: none"> <li>• counting on;</li> <li>• making ten;</li> <li>• decomposing a number leading to a ten;</li> <li>• using the relationship between addition and subtraction; and</li> <li>• creating equivalent but easier or known sums.</li> </ul>	<p><b>SE:</b> 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</p> <p><b>TE:</b> 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 Set A, E; 211–211A, 213A–216B, 217A–220B, 221A–224B, 251–252A, 253A–256B, 257A–260B, 533A–536B, 537A–540B</p>
<p>6b. Fluently add and subtract within 10.</p>	<p><b>SE:</b> 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><b>TE:</b> 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><b>Work with addition and subtraction equations.</b></p>	
<p>7. Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false.</p>	<p><b>SE:</b> 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><b>TE:</b> 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>



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8. Determine the unknown whole number in an addition or subtraction equation with the unknown in all positions.	<b>SE:</b> 211, 212, 213–216, 221–224, 237–240, Reteaching: 243 Set B  <b>TE:</b> 211–211A, 212–212C, 213A–216B, 221A–224B, 237A–240B, Reteaching: 243 Set B
<b>NY-1.NBT Number and Operations in Base Ten</b>	
<b>Extend the Counting sequence.</b>	
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.	<b>SE:</b> 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  <b>TE:</b> 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
<b>Understand place value</b>	
2. Understand that the two digits of a two-digit number represent amounts of tens and ones.	<b>SE:</b> 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  <b>TE:</b> 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
a. Understand 10 can be thought of as a bundle of ten ones, called a “ten”.	<b>SE:</b> 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, 573A–576  <b>TE:</b> 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

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b. Understand the numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.	<b>SE:</b> 325–328, Reteaching: 355 Set A  <b>TE:</b> 325A–328B, Reteaching: 355 Set A
c. Understand 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).	<b>SE:</b> 283, 284, 285–288, 297–300, 305–308, Reteaching: 315 Set A; 329–332, 401–404, 451, 453–456, 461–464, 573–576  <b>TE:</b> 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
3. Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$ , $=$ , and $<$ .	<b>SE:</b> 363, 364, 365–368, 369–372, 373–376, 377–380, 381–384, 385–388, Reteaching: 392 Sets C, D  <b>TE:</b> 363–363A, 364–364C, 365A–368B, 369A–372B, 373A–376B, 377A–380B, 381A–384B, 385A–388B, Reteaching: 392 Sets C, D
<b>Use place value understanding and properties of operations to add and subtract.</b>	
4. Add within 100, including <ul style="list-style-type: none"> <li>• a two-digit number and a one-digit number,</li> <li>• a two-digit number and a multiple of 10</li> </ul> <i>Use concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.</i> <i>Understand that in adding two-digit numbers, one adds tens and tens, ones and ones, and sometimes it is necessary to compose a ten.</i> <i>Relate the strategy to a written representation and explain the reasoning used.</i>	<b>SE:</b> 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  <b>TE:</b> 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
5. Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.	<b>SE:</b> 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  <b>TE:</b> 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

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<p>6. Subtract multiples of 10 from multiples of 10 in the range 10-90 using</p> <ul style="list-style-type: none"> <li>• Concrete models or drawings, and</li> <li>• Strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.</li> </ul> <p><i>Relate the strategy used to a written representation and explain the reasoning.</i></p>	<p><b>SE:</b> 451, 452, 453–456, 457–460, 461–464, 465–468, 473–476, 477–480, Reteaching: 483–484 Sets A, B, D</p> <p><b>TE:</b> 451–451A, 452–452C, 453A–456B, 457A–460B, 461A–464B, 465A–468B, 473A–476B, 477A–480B, Reteaching: 483–484 Sets A, B, D</p>
<b>NY-1.MD Measurement and Data</b>	
<b>Measure lengths indirectly and by iterating length units.</b>	
<p>1. Order three objects by length; compare the lengths of two objects indirectly by using a third object.</p>	<p><b>SE:</b> 491–492, 493–496, 497–500, 505–508, Reteaching: 511 Sets A, B</p> <p><b>TE:</b> 491–492A, 493A–496B, 497A–500B, 505A–508B, Reteaching: 511 Sets A, B</p>
<p>2. Measure the length of an object using the same-size “length units” placed end to end with no gaps or overlaps. Express the length of an object as a whole number of “length units.”</p>	<p><b>SE:</b> 491–492, 501–504, 505–508, Reteaching: 512 Sets C, D; 557–560, 561–564, 581–584</p> <p><b>TE:</b> 491–492A, 501A–504B, 505A–508B, Reteaching: 512 Sets C, D; 557A–560B, 561A–564B, 581A–584B</p>
<b>Tell and write time and money.</b>	
<p>3a. Tell and write time in hours and half hours using analog and digital clocks. Develop an understanding of common terms, such as, but not limited to, <i>o’clock</i> and <i>half past</i>.</p>	<p><b>SE:</b> 520, 529–532, 533–536, 537–540, 541–544, Reteaching: 547–548 Sets B–D</p> <p><b>TE:</b> 520–520C, 529A–532B, 533A–536B, 537A–540B, 541A–544B, Reteaching: 547–548 Sets B–D</p>
<p>3b. Recognize and identify coins (penny, nickel, dime, and quarter) and their value and use the cent symbol (¢) appropriately.</p>	<p><b>SE:</b> 519, 521–524, 525–528, Reteaching: 547 Set A</p> <p><b>TE:</b> 519–519A, 521A–524B, 525A–528B, Reteaching: 547 Set A</p>
<p>3c. Count a mixed collection of dimes and pennies and determine the cent value (total not to exceed 100 cents).</p>	<p><b>MDIS</b> A62, A63, A64, A65, A67</p>

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<b>Represent and interpret data.</b>	
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.	<p><b>SE:</b> 251–252, 253–256, 257–260, 261–264, 265–268, 269–272, Reteaching: 275–276 Sets A, B; 364, 520</p> <p><b>TE:</b> 251–252A, 253A–256B, 257A–260B, 261A–264B, 265A–268B, 269A–272B, Reteaching: 275–276 Sets A, B; 364–364C, 520–520C</p>
<b>NY-1.G Geometry</b>	
<b>Reason with shapes and their attributes.</b>	
1. Distinguish between defining attributes versus non-defining attributes for a wide variety of shapes. Build and/or draw shapes to possess defining attributes.	<p><b>SE:</b> 555–556, 557–560, 561–564, 565–568, 577–580, 581–584, 589–592, Reteaching: 595–598 Sets A, B, E, G, H; 608</p> <p><b>TE:</b> 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</p>
2. Compose two-dimensional shapes (rectangles, 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 composite shape. <i>Note: Students do not need to learn format names such as “right rectangular prism.”</i>	<p><b>SE:</b> 555–556, 569–572, 573–576, 585–588, 589–592, Reteaching: 596–597 Sets C, D, F, H; 608</p> <p><b>TE:</b> 555–556A, 569–572B, 573–576B, 585A–588B, 589A–592B, Reteaching: 595–598 Sets C, D, F, H; 608–608C</p>
3. Partition circles and rectangles into two and four equal shares, describe the shares using the words <i>halves, fourths, and quarters</i> , and use the phrases <i>half of, fourth of, and quarter of</i> . Understand for these examples that decomposing into more equal shares creates similar shares.	<p><b>SE:</b> 607, 608, 609–612, 613–616, 617–620, 621–624, Reteaching: 627–628 Sets A–D</p> <p><b>TE:</b> 607–607A, 608–608C, 609A–612B, 613A–616B, 617A–620B, 621A–624B, Reteaching: 627–628 Sets A–D</p>