

Publisher: Pearson Scott Foresman
 Program Title: *Scott Foresman – Addison Wesley enVisionMATH - California*
 Components: Student Edition (SE), Teacher’s Edition (TE), Teacher Resource Masters (TRM)
 Grade Level(s): One

STANDARDS MAP for a Basic Grade-Level Program

Grade 1 – Mathematics

Standard No.	Standard Language	Publisher Citations		For IMAP/CRP Use Only		
		Primary Citations	Supporting Citations	Y	N	IMAP/CRP Notes
	NUMBER SENSE					
1.0	Students understand and use numbers up to 100:	SE/TE: 3A–6B, 55A–58B, 135A–138B, 319A–322B, 331A–334B	SE/TE: 31A–34B, 63A–66B, 95A–98B, 127A–130B, 355A–358B			
1.1	Count, read, and write whole numbers to 100.	SE/TE: 3A–6B, 7A–10B, 11A–14B, 279A–282B, 291A–294B	SE/TE: 15A–18B, 55A–58B, 87A–90B, 127A–130B, 155A–158B			
1.2	Compare and order whole numbers to 100 by using the symbols for less than, equal to, or greater than (<, =, >).	SE/TE: 351A–354B, 384 Set A TRM: Topic 13, p. 38	SE/TE: 31A–34B, 35A–38B, 39A–42B, 363A–366B, 367A–370B			
1.3	Represent equivalent forms of the same number through the use of physical models, diagrams, and number expressions (to 20) (e.g., 8 may be represented as 4 + 4, 5 + 3, 2 + 2 + 2 + 2, 10 - 2, 11 - 3).	SE/TE: 19A–22B, 55A–58B, 87A–90B, 135A–138B, 331A–334B	SE/TE: 3A–6B, 7A–10B, 11A–14B, 23A–26B			
1.4	Count and group object in ones and tens (e.g., three groups of 10 and 4 equals 34, or 30 + 4).	SE/TE: 319A–322B, 323A–326B, 327A–330B, 331A–334B, 339A–342B	SE/TE: 279A–282B, 283A–286B TRM: Topic 12, p. 22			

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1.5	Identify and know the value of coins and show different combinations of coins that equal the same value.	SE/TE: 503A–506B, 507A–510B, 515A–518B, 519A–522B	SE/TE: 511A–514B, 527A–530B, 523A–526B			
2.0	Students demonstrate the meaning of addition and subtraction and use these operations to solve problems:	SE/TE: 63A–66B, 95A–98B, 423A–426B, 455A–458B	SE/TE: 427A–430B, 451A–454B TRM: Topic 3, p. 50; Topic 4, p. 48			
2.1	Know the addition facts (sums to 20) and the corresponding subtraction facts and commit them to memory.	SE/TE: 423A–426B, 427A–430B, 435A–438B, 447A–450B, 451A–454B	SE/TE: 431A–434B, 455A–458B, 459A–462B			
2.2	Use the inverse relationship between addition and subtraction to solve problems.	SE/TE: 107A–110B, 423A–426B, 431A–434B, 435A–438B, 455A–458B	SE/TE: 427A–430B, 451A–454B TRM: Topic 16, p. 34			
2.3	Identify one more than, one less than, 10 more than, and 10 less than a given number.	SE/TE: 283A–286B, 347A–350B TRM: Topic 11, p. 40; Topic 13, p. 32	SE/TE: 143A–146B, 171A–174B, 303A–306B			
2.4	Count by 2s, 5s, and 10s to 100.	SE/TE: 287A–290B, 299A–302B, 303A–306B	SE/TE: 311A–314B TRM: Topic 11, pp. 46, 64, 70, 82			

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2.5	Show the meaning of addition (putting together, increasing) and subtraction (taking away, comparing, finding the difference).	SE/TE: 63A–66B, 67A–70B, 95A–98B, 99A–102B, 103A–106B	TRM: Topic 3, pp. 50, 56; Topic 4, pp. 48, 54, 60			
2.6	Solve addition and subtraction problems with one-and two-digit numbers (e.g., $5 + 58 = \underline{\quad}$).	SE/TE: 579A–582B, 591A–594B SE: 600 Set C and Set D	SE: 568, 572 TRM: Topic 20, p. 54, 72			
2.7	Find the sum of three one-digit numbers.	SE: 411–414, 420 Set D TE: 411A–414	TE: 414B TRM: Topic 14, pp. 64, 65, 66			
3.0	Students use estimation strategies in computation and problem solving that involve numbers that use the ones, tens, and hundreds places:	SE/TE: 359A–362B, 527A–530B TRM: Topic 18, p. 64	SE/TE: 375A–378B SE: 593 Exercise 9 TRM: Topic 13, pp. 50, 74			
3.1	Make reasonable estimates when comparing larger or smaller numbers.	SE/TE: 375, 376–378 TRM: Topic 13, pp. 74, 75	SE/TE: 359A–362B TE: 378B TRM: Topic 13, p. 50			
ALGEBRA AND FUNCTIONS						
1.0	Students use number sentences with operational symbols and expressions to solve problems:	SE/TE: 107A–110B, 163A–166B, 187A–190B, 439A–442B	SE/TE: 67A–70B, 95A–98B, 107A–110B, 423A–426B			
1.1	Write and solve number sentences from problem situations that express relationships involving addition and subtraction.	SE/TE: 163A–166B, 187A–190B, 439A–442B, 595A–598B	SE/TE: 67A–70B, 95A–98B, 107A–110B, 423A–426B			

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1.2	Understand the meaning of the symbols +, -, =.	SE/TE: 63A–66B, 95A–98B TRM: Topic 3, p. 50; Topic 4, p. 48	SE/TE: 67A–70B, 71A–74B, 99A–102B			
1.3	Create problem situations that might lead to given number sentences involving addition and subtraction.	SE/TE: 459A–462B, 464 Set D TRM: Topic 16, p. 34	SE/TE: 51A–54B, 71A–74B, 75A–78B, 91A–94B			
MEASUREMENT AND GEOMETRY						
1.0	Students use direct comparison and nonstandard units to describe the measurements of objects:	SE/TE: 535A–538B, 539A–542B, 543A–546B	SE/TE: 547A–550B, 551A–554B, 555A–558B			
1.1	Compare the length, weight, and volume of two or more objects by using direct comparison or a nonstandard unit.	SE/TE: 535A–538B, 543A–546B, 547A–550B, 551A–554B	SE/TE: 539A–542B, 555A–558B TRM: Topic 19, p. 24			
1.2	Tell time to the nearest half hour and relate time to events (e.g., before/after, shorter/longer).	SE/TE: 263A–266B, 267A–270B, 271A–274B	SE/TE: 255A–258B, 259A–262B TRM: Topic 10, p. 34			
2.0	Students identify common geometric figures, classify them by common attributes, and describe their relative position or their location in space:	SE/TE: 199A–202B, 207A–210B, 215A–218B, 223A–226B, 227A–230B	SE/TE: 211A–214B TRM: Topic 8, pp. 44, 50			
2.1	Identify, describe, and compare triangles, rectangles, squares, and circles, including the faces of three-dimensional objects.	SE/TE: 195A–198B, 199A–202B TRM: Topic 8, p. 44	TRM: Topic 8, p. 50 SE: 232 Sets A–C			

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2.2	Classify familiar plane and solid objects by common attributes, such as color, position, shape, size, roundness, or number of corners, and explain which attributes are being used for classification.	SE/TE: 195A–198B, 199A–202B, 207A–210B, 215A–218B	SE/TE: 211A–214B TRM: Topic 8, pp. 44, 50			
2.3	Give and follow directions about location.	SE/TE: 227, 228–230, 232 Set D TRM: Topic 8, p. 92	SE/TE: 223A–226B TE: 230B TRM: Topic 8, pp. 86, 93, 94			
2.4	Arrange and describe objects in space by proximity, position, and direction (e.g., near, far, below, above, up, down, behind, in front of, next to, left or right of).	SE/TE: 223, 224–226 TRM: Topic 8, p. 86, 87, 88	SE/TE: 227A–230B TE: 226B TRM: Topic 8, pp. 92			
	STATISTICS, DATA ANALYSIS, AND PROBABILITY					
1.0	Students organize, represent, and compare data by category on simple graphs and charts:	SE/TE: 467A–470B, 471A–474B, 475A–478B, 483A–486B, 491A–494B	SE/TE: 135A–138B, 203A–206B, 339A–342B			
1.1	Sort objects and data by common attributes and describe the categories.	SE/TE: 199A–202B, 215A–218B, 479A–482B	SE/TE: 195A–198B, 207A–210B, 467A–470B, 487A–490B, 491A–494B, 495A–498B			
1.2	Represent and compare data (e.g., largest, smallest, most often, least often) by using pictures, bar graphs, tally charts, and picture graphs.	SE/TE: 467A–470B, 471A–474B, 475A–478B, 483A–486B, 491A–491B	TRM: Topic 17, pp. 30, 36, 42			

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2.0	Students sort objects and create and describe patterns by numbers, shapes, sizes, rhythms, or colors:	SE/TE: 235A–238B, 239A–242B, 243A–246B, 247A–250B, 299A–302B	SE/TE: 239A–242B, 287A–290B, 339A–342B			
2.1	Describe, extend, and explain ways to get to a next element in simple repeating patterns (e.g., rhythmic, numeric, color, and shape).	SE/TE: 235A–238B, 239A–242B, 243A–246B, 247A–250B, 299A–302B	SE: 221 Exercise 5 SE/TE: 303A–306B TRM: Topic 9, p. 20			
MATHEMATICAL REASONING						
1.0	Students make decisions about how to set up a problem:	(Grade 1, NS 1.3) SE/TE 23A–26B, (Grade 1, AF 1.1) SE/TE 163A–166B, (Grade 2, MG 2.2) SE/TE 203A–206B, (Grade 1, SDAP 2.1) SE/TE 311A–314B	(Grade 1, NS 1.2) TRM Topic 2, p. 40, (Grade 1, AF 1.1) TRM Topic 7, p. 44, (Grade 1, SDAP 2.1) TRM Topic 9, p. 38, (Grade 1, MG 1.1) TRM Topic 19, p. 54			

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				Y	N	
1.1	Determine the approach, materials, and strategies to be used.	(Grade 1, NS 1.3) SE/TE 23A–26B, (Grade 1, AF 1.1) SE/TE 163A–166B, (Grade 1, MG 2.0) SE/TE 203A–206B, (Grade 1, SDAP 2.1) SE/TE 311A–314B	(Grade 1, NS 1.2) TRM Topic 2, p. 40, (Grade 1, AF 1.1) TRM Topic 7, p. 44, (Grade 1, SDAP 2.1) TRM Topic 9, p. 38, (Grade 1, MG 1.1) TRM Topic 19, p. 54			
1.2	Use tools, such as manipulatives or sketches, to model problems.	(Grade 1, NS 1.0) SE/TE 23A–26B, (Grade 1, NS 1.3) SE/TE 75A–78B, (Grade 1, AF 1.1) SE/TE 163A–166B, (Grade 1, MG 2.0) SE/TE 203A–206B, (Grade 1, SDAP 1.0) SE/TE 379A–382B	(Grade 1, MG 1.2) SE/TE 271A–274B, (Grade 1, SDAP 1.2) SE/TE 487A–490B, (Grade 1, NS 2.6) SE/TE 579A–582B			

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2.0	Students solve problems and justify their reasoning:	(Grade 1, SDAP 1.0) SE/TE 135A–138B, (Grade 1, NS 3.0) SE/TE 375A–378B, (Grade 1, NS 1.0) 379A–382B	(Grade 1, SDAP 2.1) SE/TE 247A–250B, (Grade 1, SDAP 2.1) SE/TE 311A–314B, (Grade 1, NS 1.4) SE/TE 339A–342B			
2.1	Explain the reasoning used and justify the procedures selected.	(Grade 1, SDAP 1.0) SE/TE 135A–138B, (Grade 1, NS 3.0) SE/TE 375A–378B, (Grade 1, NS 2.2) SE/TE 447A–450B, (Grade 2, NS 2.2) SE/TE 571A–574B	(Grade 1, AF 1.2) 95A–98B, (Grade 1, SDAP 2.1) SE/TE 247A–250B, (Grade 1, MG 1.0) SE/TE 543A–546B, (Grade 2, NS 2.2) 587A–590B			
2.2	Make precise calculations and check the validity of the results from the context of the problem.	SE/TE (Grade 1, NS 1.4) 339A–342B, (Grade 1, NS 1.5) 527A–530B, (Grade 1, NS 2.6) 595A–598B, (Grade 1, NS 1.5) TRM Topic 18, p. 64	(Grade 1, NS 1.3) SE/TE 75A–78B, (Grade 1 NS 1.3) SE/TE 111A–114B, (Grade 1, NS 2.1) SE/TE 415A–418B (Grade 1, NS 2.1) TRM Topic 14, p. 70			

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3.0	Students note connections between one problem and another.	(Grade 1, NS 2.1) SE/TE 415A–418B, (Grade 1, NS 2.1) SE/TE 427A–430B, (Grade 1, NS 2.1) SE/TE 431A–424B, (Grade 1, NS 2.1) SE/TE 455A–458B	(Grade 1, NS 2.1) TRM Topic 14, p. 70; (Grade 1, NS 2.1) TRM Topic 15, pp. 20, 26, 32, 38; (Grade 1, NS 2.1) TRM Topic 16, pp. 22, 28			
Appendix						