

Los Angeles Unified School District
Office of Curriculum, Instruction, and School Support
2010-2011 Elementary Mathematics Instructional Guide (MIG)

Introduction to the Document:

With the newly adopted enVisionMATH program, it has been found that a revision to the Elementary Mathematics Instructional Guide (MIG) was needed. The revision of the MIG is attached. Most critically it ensures the teaching and assessment of all grade level standards by the California Standards Testing dates. Additionally, the revised MIG is intended to be a one-stop tool for teachers, administrators, parents, and other school support personal. It blends CST blueprints, California State Mathematics Standards, enVisionMATH Topics which address those standards, and Instructional Blocks into one easy-to-read resource.

The MIG is a living document—it is neither set in stone for all time nor is it perfect. Teachers and other users are encouraged to provide on-going feedback as to its accuracy, usability, and content. Please go to www.lausd.net/math to the Announcement tab. Click on the **2010-2011 MIG** link, and share your comments and suggestions. Your participation in making this instructional guide a meaningful and useful tool for all is needed and appreciated.

Organization of the Document:

This Instructional Guide for Mathematics has been organized in several ways to provide flexibility to teachers in planning instruction. Teachers and other users are encouraged to review the various versions and to choose the one that best fits their instructional planning needs.

Under the section Organized by Standards, the standards are listed as they are found in the Mathematics Framework for California Public Schools. In this section, teachers and other users will be able to see at a glance the mathematics standard number and wording for the grade level, the number of questions on the CST for each standard (applicable for 2nd through 6th grade), in which textbook topics (chapters) the standards can be found, and in which Instructional Block(s) the standard will be taught and assessed. For quick identification, the essential key standards, as determined by the Mathematics Framework, are noted by **bold type** and a key **↔** symbol.

Under the section Organized by Instructional Block, the standards are listed in a developmental sequence. A significant difference with this section versus the organization by standards is that, in some cases, portions of the standards are lined-out or modified for that particular Instructional Block (IB) as that part of the standard is not taught during that time. While the entire standard will be taught and assessed by the time the CST is given, some longer, more complex standards are parsed out over multiple IB's to allow students

time to develop their understanding of the concept and the essential skills they will need in order to be successful. Please note the following examples:

Second Grade example:

- Number Sense 1.2 asks student to: Use words, models, and expanded forms (e.g., $45 = 4 \text{ tens} + 5$) to represent numbers (to 1,000).
- How NS1.2 will look in IB#1: Use words, models, and expanded forms (e.g., $45 = 4 \text{ tens} + 5$) to represent numbers (to ~~1,000~~ 100).
- How NS1.2 will look in IB#3: Use words, models, and expanded forms (e.g., $45 = 4 \text{ tens} + 5$) to represent numbers (to 1,000).

Fourth Grade example:

- Number Sense 2.1 asks students to: Estimate and compute the sum or difference of whole numbers and positive decimals to two places.
- How NS2.1 will look in IB#1: Estimate and compute the sum or difference of whole numbers ~~and positive decimals to two places.~~
- How NS2.1 will look in IB#2: Estimate and compute the sum or difference of whole numbers and positive decimals to two places.

As in the organized by standards section, this section allows teachers and other users to be able to see at a glance the mathematics standard number and wording for the grade level, the number of questions on the CST for each standard (applicable for 2nd through 6th grade), in which textbook topics (chapters) the standards can be found, and in which Instructional Block(s) the standard will be taught and assessed. Again for quick identification, the essential key standards, as determined by the Mathematics Framework, are noted by bold type and a key symbol.

Symbols and Footnotes:

Additional key information has been embedded into this guide to assist teachers and others in instructional decision-making. Next to the numbers listed in the *enVisionMATH* topics section, occasionally there will be a symbol indicating that a topic has lessons that address standards outside of the targeted grade level. This is designed to assist in instructional decision-making when choosing lessons to prepare and present based on student needs. Please note the following examples:

First Grade example:

2† indicates that this topic contains lessons that include Kindergarten standards, whereas 18‡ indicates that this topic contains lessons that include Second grade standards.

Fifth Grade example:

5‡ indicates that this topic contains lessons that include Fourth grade standards, whereas 14⊕ indicates that this topic contains lessons that include Sixth grade standards.

All symbols used in the guide are defined in the footnote section of the document on every page.

General Calendar for Instruction and Assessment:

It is imperative to have this information in the hands of our teachers, administrators, and instructional support staff, especially those working at multi-track schools, prior to the beginning of the 2010-2011 school year. However, as of the publication of this document, all assessment dates listed are currently TENTATIVE pending the new Periodic Assessment contract. At this time, *the schedule included in this guide is meant for initial planning purposes only*. As contracts are finalized and dates are officially set, updates to the MIG will be forthcoming. As updates occur, they will be sent electronically to all Local District mathematics contacts for distribution to all schools. Updates will also be posted on the LAUSD PreK-12 Mathematics website: www.lausd.net/math. Please check this site regularly for updates. The instructional calendar includes the furlough days for 2010-2011.

The first three Instructional Blocks (IB) and their periodic assessments will reflect the standards or portions of the standards as indicated in the *Organized by Instructional Block* portion of the guide. The guide is designed to ensure full instruction and assessment of the grade level standards by the CST window.

The fourth IB is scheduled for after the CST window. This block of time is intended for teachers to use, based on student data, to strengthen areas of weakness the students may still have (intervention) or to “step up” to the next grade level. This is where out-of-grade-level lessons which may have been skipped could be taught or other mathematical concepts could be deepened to support the students’ success in the next grade level.

Grade Level Expectations:

Included on the first page of each grade level guide is a boxed statement of grade level expectations. This is taken directly from the Mathematics Framework for California Public Schools. This provides teachers, parents, students, administrators, and other instructional support staff an overview of what students should accomplish by the end of the targeted grade level.

Using the Mathematics Instructional Guide:

The guide can be thought of as a menu. It cannot be expected that one would do every lesson and activity from the instructional resources provided. To try to teach every lesson or use every activity would be like ordering everything on a menu for a single meal. It is not a logical option. Nor is it possible given the number of instructional days and the quantity of resources. That is why the document is called a "Mathematics Instructional Guide" and not a "Mathematics Pacing Plan." And, like a menu, teachers select, based on instructional data, which lessons best fit the needs of their students – sometimes students need more time with a concept and at other times, less.

An effective way to use this guide is to review the mathematical concepts to be taught in each Instructional Block. From there, teachers would map out how much time they feel is needed to teach the concepts within the block based on the data of their students' needs. For example, some classes may need more time devoted to developing division concepts, while another class at the same grade level may need more focused time on understanding the functions of fractions within an Instructional Block.

The starting point for instructional planning is the standards. The textbook resources are just the first tools for teachers in helping to build mathematical understanding. Like going to a restaurant specializing in customer service, there may be times one wishes to order "off-the-menu". There are hundreds of resources available, both publisher- and teacher-created, that may be used to best teach a concept or skill. Collaborative planning, both within and among grade levels, is strongly encouraged in order to design effective instructional programs for students.

Input and Feedback

This is a living document. We strongly encourage teachers and other users of this document to provide on-going feedback as to its accuracy, usability, and content. Please go to www.lausd.net/math, on the Announcement tab click on the **2010-2011 MIG** link, and share your comments and suggestions. Your participation in making this instructional guide a meaningful and useful tool for all is needed and appreciated.

Instructional Components for PreK-12 Mathematics Program 2010-11

Kindergarten – 5th Grade General Calendar*

Calendar	Activity	Track	Instructional Block 1	Instructional Block 2	Instructional Block 3	Instructional Block 4
Single Track	Instruction	---	Sept. 13-Nov. 18	Nov. 19; Nov. 29-Dec. 17; Jan 10-Feb. 17	Feb. 18-Apr. 15	Apr. 25-June 24
	Assessment		Nov. 16-18*	Feb. 15-17*	Apr. 13-15*	N/A
Three Track	Instruction	A	Aug. 30-Oct. 21	Oct. 22-Nov. 19; Nov. 29-Dec. 16	Dec. 17-22; Mar. 7-Apr. 28	Apr. 29-June 30
	Assessment		Oct. 19-21*	Dec. 14-16*	Apr. 26-28*	N/A
	Instruction	B	July 6-Aug. 26	Aug. 27; Oct. 25-Nov. 19; Nov. 29-Dec. 16	Dec. 17-22; Jan. 3-Feb. 25	Feb. 28-Mar. 4; May 5-June 30
	Assessment		Aug. 24-26*	Dec. 14-16*	Feb. 23-25*	N/A
	Instruction	C	July 6-Aug. 26	Aug. 27-Oct. 20	Oct. 21-22; Jan. 3-Feb. 18	Feb. 28-May 3
	Assessment		Aug. 24-26*	Oct. 18-20*	Feb. 16-18*	N/A
Four track	Instruction	A	Aug. 17-Oct. 21	Oct. 22-Nov. 19; Nov. 29-Dec. 17; Feb. 16-Mar. 3	Mar. 4-Apr. 28	Apr. 29-June 28
	Assessment		Oct. 19-21*	Mar. 1-3*	Apr. 26-28*	N/A
	Instruction	B	July 6-Sept. 10	Sept. 13-29; Nov. 15-19; Nov. 29-Dec. 17; Jan 3-20	Jan. 21-Mar. 17	Mar. 18-25; May 9-June 28
	Assessment		Sept. 8-10*	Jan. 18-20*	Mar. 15-17*	N/A
	Instruction	C	July 6-Aug. 13; Sept. 30-Oct. 28	Oct. 29-Nov. 19; Nov. 29-Dec. 17; Jan. 3-20	Jan. 21-Feb. 11; Mar. 28-Apr. 28	Apr. 29-June 28
	Assessment		Oct. 26-28*	Jan. 18-20*	Apr. 26-28*	N/A
	Instruction	D	July 6-Sept. 10	Sept. 13-Nov. 8	Nov. 9-10; Jan. 3-Feb. 17	Feb. 18: Feb. 28-May 6
	Assessment		Sept. 8-10*	Nov. 4-5, 8*	Feb. 15-17*	N/A

*All dates listed are currently TENTATIVE pending new Periodic Assessment contract. This schedule is meant for initial planning purposes only. Updates will be forthcoming. For updates, please check the LAUSD PreK-12 Mathematics website: www.lausd.net/math. The calendar reflects the furlough days for 2010-2011.

First Grade

Revision for 2010-11 MIG Topics and Instructional Components*

First Grade	Instructional Block 1			Instructional Block 2				Instructional Block 3				Instructional Block 4				
Topics addressing Standards	1-7			8-14				15-20				Step up to 2 nd grade				
Assessment windows: Single Track*	November 16, 17, 18			February 15, 16, 17				April 13, 14, 15				N/A				
Assessment windows: 3 Track*	A	B	C	A	B	C	A	B	C	A	B	C	A	B	C	
	Oct. 19-21	Aug. 24-26	Aug. 24-26	Dec. 14-16	Dec. 14-16	Oct. 18-20	Apr. 26-28	Feb. 23-25	Feb. 16-18	N/A	N/A	N/A	N/A	N/A	N/A	
Assessment windows: 4 Track*	A	B	C	D	A	B	C	D	A	B	C	D	A	B	C	D
	Oct. 19-21	Sept. 8-10	Oct. 26-28	Sept. 8-10	March 1-3	Jan. 18-20	Jan. 18-20	Nov. 4-8	Apr. 26-28	March 15-17	Apr. 26-28	Feb. 15-17	N/A	N/A	N/A	N/A

NOTES: Topic 2 & 10 include lessons covering Kindergarten standards
 Topic 3, 8, 18, & 20 include lessons covering Second grade standards

By the end of grade one, students understand and use the concept of ones and tens in the place value number system. Students add and subtract small numbers with ease. They measure with simple units and locate objects in space. They describe data and analyze and solve simple problems.

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FIRST GRADE

ORGANIZED BY STANDARDS

Revision for 2010-11 MIG Topics and Instructional Components

By the end of grade one, students understand and use the concept of ones and tens in the place value number system. Students add and subtract small numbers with ease. They measure with simple units and locate objects in space. They describe data and analyze and solve simple problems.

NOTES: Topic 2 & 10 include lessons covering Kindergarten standards
 Topic 3, 8, 18, & 20 include lessons covering Second grade standards

Grade 1 Standard Number	Grade 1 Standard Wording	<u>enVisionMATH</u> TOPIC*	IB 1	IB 2	IB 3	IB 4
NS 1.0	Students understand and use numbers up to 100:	11, 13		✓		
↔NS 1.1	Count, read, and write whole numbers to 100.	1, 11	✓	✓		
↔NS 1.2	Compare and order whole numbers to 100 by using the symbols for less than, equal to, or greater than (<, =, >).	2†, 13	✓	✓		
NS 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).	1, 3‡, 4, 5, 6	✓			
NS 1.4	Count and group object in ones and tens (e.g., three groups of 10 and 4 equals 34, or 30 + 4).	11, 12		✓		
NS 1.5	Identify and know the value of coins and show different combinations of coins that equal the same value.	18‡			✓	
NS 2.0	Students demonstrate the meaning of addition and subtraction and use these operations to solve problems:	7	✓			

* based on enVisionMATH Overview and Implementation Guide.

↔ **Bold** standards are essential Key Standards for the grade level.

~~Double lined through~~ are portions of the standard not taught in that topic. Full coverage of the standard will occur in later topics.

Italics indicate partial coverage of a longer standard. Full coverage of the standard will occur in later topics.

✓ = Instructional Block in which the standard is taught according to LAUSD Mathematics Instructional Guide.

† Topics 2 and 10, with the exception of lesson 2-4, 10-3, 10-4, and 10-5, cover Kindergarten standards.

‡ Topics 3, 8, 18, and 20 include lessons with Second grade standards.

FIRST GRADE

Grade 1 Standard Number	Grade 1 Standard Wording	<i>enVision</i> MATH TOPIC*	IB 1	IB 2	IB 3	IB 4
↔NS 2.1	Know the addition facts (sums to 20) and the corresponding subtraction facts and commit them to memory.	4, 6, 7, 14, 15, 16	✓	✓	✓	
↔NS 2.2	Use the inverse relationship between addition and subtraction to solve problems.	7, 15, 16	✓		✓	
↔NS 2.3	Identify one more than, one less than, 10 more than, and 10 less than a given number.	6, 7, 13	✓	✓		
↔NS 2.4	Count by 2s, 5s, and 10s to 100.	11		✓		
↔NS 2.5	Show the meaning of addition (putting together, increasing) and subtraction (taking away, comparing, finding the difference).	3‡, 4	✓			
NS 2.6	Solve addition and subtraction problems with one- and two-digit numbers (e.g., $5 + 58 = \underline{\quad}$).	14, 20‡		✓	✓	
NS 2.7	Find the sum of three one-digit numbers.	14		✓		
NS 3.0	Students use estimation strategies in computation and problem solving that involve numbers that use the ones, tens, and hundreds places:	13, 18‡		✓	✓	
NS 3.1	Make reasonable estimates when comparing larger or smaller numbers.	13		✓		
AF 1.0	Students use number sentences with operational symbols and expressions to solve problems:	---				
AF 1.1	Write and solve number sentences from problem situations that express relationships involving addition and subtraction.	3‡, 4, 6, 7	✓			
AF 1.2	Understand the meaning of the symbols +, -, =.	3‡, 4	✓			
AF 1.3	Create problem situations that might lead to given number sentences involving addition and subtraction.	16			✓	
MG 1.0	Students use direct comparison and nonstandard units to describe the measurements of objects:	19			✓	

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‡Topics 3, 8, 18, and 20 include lessons with Second grade standards.

FIRST GRADE

Grade 1 Standard Number	Grade 1 Standard Wording	<i>enVision</i> MATH TOPIC*	IB 1	IB 2	IB 3	IB 4
MG 1.1	Compare the length, weight, and volume of two or more objects by using direct comparison or a nonstandard unit.	19			✓	
MG 1.2	Tell time to the nearest half hour and relate time to events (e.g., before/after, shorter/longer).	10†		✓		
MG 2.0	Students identify common geometric figures, classify them by common attributes, and describe their relative position or their location in space:	8‡		✓		
MG 2.1	Identify, describe, and compare triangles, rectangles, squares, and circles, including the faces of three-dimensional objects.	8‡		✓		
MG 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.	8‡		✓		
MG 2.3	Give and follow directions about location.	8‡		✓		
MG 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).	8‡, 13		✓		
SDAP 1.0	Students organize, represent, and compare data by category on simple graphs and charts:	5, 17	✓		✓	
SDAP 1.1	Sort objects and data by common attributes and describe the categories.	17			✓	
SDAP 1.2	Represent and compare data (e.g., largest, smallest, most often, least often) by using pictures, bar graphs, tally charts, and picture graphs.	17			✓	
SDAP 2.0	Students sort objects and create and describe patterns by numbers, shapes, sizes, rhythms, or colors:	11		✓		
↔SDAP 2.1	Describe, extend, and explain ways to get to a next element in simple repeating patterns (e.g., rhythmic, numeric, color, and shape).	9, 11, 20‡		✓	✓	

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FIRST GRADE

ORGANIZED BY INSTRUCTIONAL BLOCK

Revision for 2010-11 MIG Topics and Instructional Components

By the end of grade one, students understand and use the concept of ones and tens in the place value number system. Students add and subtract small numbers with ease. They measure with simple units and locate objects in space. They describe data and analyze and solve simple problems.

NOTES: Topic 2 & 10 include lessons covering Kindergarten standards
Topic 3, 8, 18, & 20 include lessons covering Second grade standards

Grade 1 Standard Number	Grade 1 Standard Wording	<u>enVisionMATH</u> TOPIC*	IB 1	IB 2	IB 3	IB 4
↔NS 1.1	Count, read, and write whole numbers to 100 12.	1	✓			
NS 1.3	Represent equivalent forms of the same number through the use of physical models, diagrams, and number expressions (to 20 10) (e.g., 8 may be represented as 4 + 4, 5 + 3, 2 + 2 + 2 + 2, 10 - 2, 11 - 3).	1	✓			
↔NS 1.2	Compare and order whole numbers to 100 12 by using the symbols for less than, equal to, or greater than (<, =, >).	2†	✓			
NS 1.3	Represent equivalent forms of the same number through the use of physical models, diagrams, and number expressions (to 20 10) (e.g., 8 may be represented as 4 + 4, 5 + 3, 2 + 2 + 2 + 2, 10 - 2, 11 - 3).	3‡	✓			
↔NS 2.5	Show the meaning of addition (putting together, increasing) and subtraction (taking away, comparing, finding the difference).	3‡	✓			
AF 1.1	Write and solve number sentences from problem situations that express relationships involving addition and subtraction.	3‡	✓			

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FIRST GRADE

Grade 1 Standard Number	Grade 1 Standard Wording	<i>enVision</i> MATH TOPIC*	IB 1	IB 2	IB 3	IB 4
AF 1.2	Understand the meaning of the symbols +, -, =. (+ = <i>only</i>)	3‡	✓			
NS 1.3	Represent equivalent forms of the same number through the use of physical models, diagrams, and number expressions (to 20 10) (e.g., 8 may be represented as 4 + 4, 5 + 3, 2 + 2 + 2 + 2, 10 - 2, 11 - 3).	4	✓			
↔NS 2.1	Know the addition facts (sums to 20) and the corresponding subtraction facts and commit them to memory.	4	✓			
↔NS 2.5	Show the meaning of addition (putting together, increasing) and subtraction (taking away, comparing, finding the difference).	4	✓			
AF 1.1	Write and solve number sentences from problem situations that express relationships involving addition and subtraction.	4	✓			
AF 1.2	Understand the meaning of the symbols +, -, =.	4	✓			
NS 1.3	Represent equivalent forms of the same number through the use of physical models, diagrams, and number expressions (to 20 10) (e.g., 8 may be represented as 4 + 4, 5 + 3, 2 + 2 + 2 + 2, 10 - 2, 11 - 3).	5	✓			
SDAP 1.0	Students organize, represent, and compare data by category on simple graphs and charts:	5	✓			
NS 1.3	Represent equivalent forms of the same number through the use of physical models, diagrams, and number expressions (to 20 12) (e.g., 8 may be represented as 4 + 4, 5 + 3, 2 + 2 + 2 + 2, 10 - 2, 11 - 3).	6	✓			
↔NS 2.1	Know the addition facts (sums to 20 12) and the corresponding subtraction facts and commit them to memory.	6	✓			
↔NS 2.3	Identify one more than, one less than, 10 more than, and 10 less than a given number.	6	✓			
AF 1.1	Write and solve number sentences from problem situations that express	6	✓			

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FIRST GRADE

Grade 1 Standard Number	Grade 1 Standard Wording	<i>enVision</i> MATH TOPIC*	IB 1	IB 2	IB 3	IB 4
	relationships involving addition and subtraction .					
NS 2.0	Students demonstrate the meaning of addition and subtraction and use these operations to solve problems:	7	✓			
↔ NS 2.1	Know the addition facts (sums to 20 12) and the corresponding subtraction facts and commit them to memory.	7	✓			
↔ NS 2.2	Use the inverse relationship between addition and subtraction to solve problems.	7	✓			
↔ NS 2.3	Identify one more than, one less than, 10 more than, and 10 less than a given number.	7	✓			
AF 1.1	Write and solve number sentences from problem situations that express relationships involving addition and subtraction.	7	✓			
MG 2.0	Students identify common geometric figures, classify them by common attributes, and describe their relative position or their location in space:	8‡		✓		
MG 2.1	Identify, describe, and compare triangles, rectangles, squares, and circles, including the faces of three-dimensional objects.	8‡		✓		
MG 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.	8‡		✓		
MG 2.3	Give and follow directions about location.	8‡		✓		
MG 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).	8‡		✓		
↔ SDAP 2.1	Describe, extend, and explain ways to get to a next element in simple	9		✓		

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FIRST GRADE

Grade 1 Standard Number	Grade 1 Standard Wording	<i>enVision</i> MATH TOPIC*	IB 1	IB 2	IB 3	IB 4
	repeating patterns (e.g., rhythmic, numeric, color, and shape).					
MG 1.2	Tell time to the nearest half hour and relate time to events (e.g., before/after, shorter/longer).	10†		✓		
NS 1.0	Students understand and use numbers up to 100:	11		✓		
↔NS 1.1	Count, read, and write whole numbers to 100.	11		✓		
NS 1.4	Count and group object in ones and tens (e.g., three groups of 10 and 4 equals 34, or 30 + 4).	11		✓		
↔NS 2.4	Count by 2s, 5s, and 10s to 100.	11		✓		
SDAP 2.0	Students sort objects and create and describe patterns by numbers, shapes, sizes, rhythms, or colors:	11		✓		
↔SDAP 2.1	Describe, extend, and explain ways to get to a next element in simple repeating patterns (e.g., rhythmic, numeric, color, and shape).	11		✓		
NS 1.4	Count and group object in ones and tens (e.g., three groups of 10 and 4 equals 34, or 30 + 4).	12		✓		
NS 1.0	Students understand and use numbers up to 100:	13		✓		
↔NS 1.2	Compare and order whole numbers to 100 by using the symbols for less than, equal to, or greater than (<, =, >).	13		✓		
↔NS 2.3	Identify one more than, one less than, 10 more than, and 10 less than a given number.	13		✓		
NS 3.0	Students use estimation strategies in computation and problem solving that involve numbers that use the ones, tens, and hundreds places:	13		✓		
NS 3.1	Make reasonable estimates when comparing larger or smaller numbers.	13		✓		
MG 2.4	Arrange and describe objects in space by proximity, position, and direction	13		✓		

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Grade 1 Standard Number	Grade 1 Standard Wording	<i>enVision</i> MATH TOPIC*	IB 1	IB 2	IB 3	IB 4
	(e.g., near, far, below, above, up, down, behind, in front of, next to, left or right of).					
↔NS 2.1	Know the addition facts (sums to 20) and the corresponding subtraction facts and commit them to memory.	14		✓		
NS 2.6	Solve addition and subtraction problems with one- and two-digit numbers (e.g., $5 + 58 = \underline{\quad}$).	14		✓		
NS 2.7	Find the sum of three one-digit numbers.	14		✓		
↔NS 2.1	Know the addition facts (sums to 20) and the corresponding subtraction facts and commit them to memory.	15			✓	
↔NS 2.2	Use the inverse relationship between addition and subtraction to solve problems.	15			✓	
↔NS 2.1	Know the addition facts (sums to 20) and the corresponding subtraction facts and commit them to memory.	16			✓	
↔NS 2.2	Use the inverse relationship between addition and subtraction to solve problems.	16			✓	
AF 1.3	Create problem situations that might lead to given number sentences involving addition and subtraction.	16			✓	
SDAP 1.0	Students organize, represent, and compare data by category on simple graphs and charts:	17			✓	
SDAP 1.1	Sort objects and data by common attributes and describe the categories.	17			✓	
SDAP 1.2	Represent and compare data (e.g., largest, smallest, most often, least often) by using pictures, bar graphs, tally charts, and picture graphs.	17			✓	
NS 1.5	Identify and know the value of coins and show different combinations of coins	18‡			✓	

* based on *enVision*MATH Overview and Implementation Guide.

↔Bold standards are essential Key Standards for the grade level.

~~Double lined through~~ are portions of the standard not taught in that topic. Full coverage of the standard will occur in later topics.

Italics indicate partial coverage of a longer standard. Full coverage of the standard will occur in later topics.

✓ = Instructional Block in which the standard is taught according to LAUSD Mathematics Instructional Guide.

†Topics 2 and 10, with the exception of lesson 2-4, 10-3, 10-4, and 10-5, cover Kindergarten standards.

‡Topics 3, 8, 18, and 20 include lessons with Second grade standards.

FIRST GRADE

Grade 1 Standard Number	Grade 1 Standard Wording	<i>enVision</i> MATH TOPIC*	IB 1	IB 2	IB 3	IB 4
	that equal the same value.					
NS 3.0	Students use estimation strategies in computation and problem solving that involve numbers that use the ones, tens, and hundreds places:	18‡			✓	
MG 1.0	Students use direct comparison and nonstandard units to describe the measurements of objects:	19			✓	
MG 1.1	Compare the length, weight, and volume of two or more objects by using direct comparison or a nonstandard unit.	19			✓	
NS 2.6	Solve addition and subtraction problems with one-and two-digit numbers (e.g., $5 + 58 = \underline{\quad}$).	20‡			✓	
↔SDAP 2.1	Describe, extend, and explain ways to get to a next element in simple repeating patterns (e.g., rhythmic, numeric, color, and shape).	20‡			✓	

* based on *enVision*MATH Overview and Implementation Guide.

↔Bold standards are essential Key Standards for the grade level.

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