



IXL Skill Alignment

1st grade alignment for enVisionMATH 2.0 Common Core Edition



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Topic 1

Solve Addition and Subtraction Problems to 10

| Textbook section | IXL skills |
|--|---|
| 1-1: Solve Problems: Add To | <ol style="list-style-type: none"> Add with cubes - sums up to 10 E8D Addition word problems with pictures - sums up to 10 F6L <p><i>Also consider</i></p> <ul style="list-style-type: none"> Turn words into an addition sentence - sums up to 10 5YU |
| 1-2: Solve Problems: Put Together | <ol style="list-style-type: none"> Add with pictures - sums up to 10 H6S <p><i>Also consider</i></p> <ul style="list-style-type: none"> Put together cubes - sums up to 10 DF6 Addition sentences up to 10: what does the model show? F9B |
| 1-3: Solve Problems: Both Addends Unknown | <ol style="list-style-type: none"> Make a number using addition - sums up to 10 VSE Decompose a number up to 10 XD9 |
| 1-4: Solve Problems: Take From | <ol style="list-style-type: none"> Subtract with cubes - up to 10 5JT Subtract with pictures - up to 10 Y2Z Subtraction word problems with pictures - up to 10 GA9 <p><i>Also consider</i></p> <ul style="list-style-type: none"> Subtraction sentences up to 10: what does the model show? 2AY |
| 1-5: Solve Problems: Compare Situations | <ol style="list-style-type: none"> Comparing - review PRR <p><i>Also consider</i></p> <ul style="list-style-type: none"> Comparison word problems C7Q |
| 1-6: Continue to Solve Problems: Compare Situations | <ol style="list-style-type: none"> Fewer, more, and same NMX |

1-7: Practice Solving Problems: Add To

1. Complete the addition sentence - sums up to 10 N2N

1-8: Solve Problems: Put Together/Take Apart

1. Addition sentences for word problems - sums up to 10 ZE8
2. Subtraction sentences for word problems - up to 10 R2J

1-9: Math Practices & Problem Solving: Construct Arguments

1. Addition and subtraction word problems - up to 10 DWE

Also consider

- Addition sentences up to 10: which model matches? E5U
- Subtraction sentences up to 10: which model matches? MGG

Topic 2

Develop Fluency: Addition and Subtraction Facts within 10

| Textbook section | IXL skills |
|---|---|
| 2-1: Count On to Add | <ol style="list-style-type: none"> Addition sentences using number lines - sums up to 10 UWW Addition facts without zero - sums up to 10 RUF |
| 2-2: Doubles | <ol style="list-style-type: none"> Add doubles with models - sums up to 10 Z8T Add doubles - sums up to 10 ZNG |
| 2-3: Near Doubles | <ol style="list-style-type: none"> Add using doubles plus one - sums up to 10 DDC |
| 2-4: Facts with 5 on a Ten-Frame | <ol style="list-style-type: none"> Count to fill a ten frame 6CB <p><i>Also consider</i></p> <ul style="list-style-type: none"> Show numbers on ten frames - up to 10 8ET |
| 2-5: Add in Any Order | <ol style="list-style-type: none"> Related addition facts - sums up to 10 R8A Addition facts - sums up to 10 WUL |
| 2-6: Count Back to Subtract | <ol style="list-style-type: none"> Subtraction sentences using number lines - up to 10 LRN Subtraction facts - up to 10 EQK |
| 2-7: Think Addition to Subtract | <ol style="list-style-type: none"> Relate addition and subtraction sentences - up to 10 TBD <p><i>Also consider</i></p> <ul style="list-style-type: none"> Make a number using subtraction - up to 10 RSR |
| 2-8: Continue to Think Addition to Subtract | <ol style="list-style-type: none"> Addition and subtraction facts - up to 10 V7A |
| 2-9: Solve Word Problems with Facts to 10 | <ol style="list-style-type: none"> Addition word problems - sums up to 10 P6D Subtraction word problems - up to 10 7NL |
| 2-10: Math Practices & Problem Solving: Look For & Use Structure | <ol style="list-style-type: none"> Ways to make a number - addition sentences up to 10 K48 |



Also consider

- Ways to make a number - subtraction sentences up to 10 BTD
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Topic 3

Addition Facts to 20: Use Strategies

| Textbook section | IXL skills |
|---|--|
| 3-1: Count On to Add | <ol style="list-style-type: none"> Addition sentences using number lines - sums up to 20 LXW Addition facts - sums up to 18 YXB |
| 3-2: Count On to Add Using an Open Number Line | <ol style="list-style-type: none"> Addition sentences for word problems - sums up to 20 N5N |
| 3-3: Doubles | <ol style="list-style-type: none"> Add doubles - with models HRW Add doubles DFT <p><i>Also consider</i></p> <ul style="list-style-type: none"> Add doubles - complete the sentence TAZ |
| 3-4: Doubles Plus 1 | <ol style="list-style-type: none"> Add using doubles plus one XAY |
| 3-5: Doubles Plus 2 | |
| 3-6: Make 10 to Add | <ol style="list-style-type: none"> Complete the addition sentence - make ten 5MN |
| 3-7: Continue to Make 10 to Add | <ol style="list-style-type: none"> Make ten to add RNZ |
| 3-8: Explain Addition Strategies | <ol style="list-style-type: none"> Addition facts - sums up to 20 6TM <p><i>Also consider</i></p> <ul style="list-style-type: none"> Make a number using addition - sums up to 20 UMX |
| 3-9: Solve Addition Word Problems with Facts to 20 | <ol style="list-style-type: none"> Addition word problems - sums up to 20 KY5 |
| 3-10: Math Practices & Problem Solving: Critique Reasoning | <ol style="list-style-type: none"> Addition and subtraction sentences: which is true? QVL |

Topic 4

Subtraction Facts to 20: Use Strategies

| Textbook section | IXL skills |
|---|--|
| 4-1: Count to Subtract | 1. Subtraction sentences using number lines - up to 20 <small>MMS</small> |
| 4-2: Make 10 to Subtract | 1. Subtract from 13 and 14 <small>Q2Q</small> |
| 4-3: Continue to Make 10 to Subtract | 1. Subtract from 15 and 16 <small>X7D</small> |
| 4-4: Fact Families | 1. Fact families - up to 20 <small>Q7Y</small> <i>Also consider</i> <ul style="list-style-type: none"> • Related addition facts <small>Y8Y</small> • Related subtraction facts <small>XZB</small> |
| 4-5: Use Addition to Subtract | 1. Subtract using a related addition fact <small>YWW</small> |
| 4-6: Continue to Use Addition to Subtract | 1. Relate addition and subtraction sentences <small>DM2</small> |
| 4-7: Explain Subtraction Strategies | 1. Subtraction facts - up to 20 <small>PV5</small> <i>Also consider</i> <ul style="list-style-type: none"> • Make a number using subtraction - up to 20 <small>JJS</small> • Subtract doubles <small>LHZ</small> |
| 4-8: Solve Word Problems with Facts to 20 | 1. Addition and subtraction word problems - up to 20 <small>VJR</small> |
| 4-9: Math Practices & Problem Solving: Reasoning | 1. Subtraction sentences for word problems - up to 20 <small>LJA</small> <i>Also consider</i> <ul style="list-style-type: none"> • Subtraction word problems - up to 20 <small>9Q9</small> |

Topic 5

Work with Addition and Subtraction Equations

| Textbook section | IXL skills |
|--|--|
| 5-1: Find the Unknown Numbers | 1. Complete the addition or subtraction sentence - up to 20 YKL <i>Also consider</i> <ul style="list-style-type: none"> Complete the addition sentence - sums up to 20 5BP Complete the subtraction sentence - up to 20 ZSR |
| 5-2: True or False Equations | 1. Addition and subtraction sentences: true or false? DCV <i>Also consider</i> <ul style="list-style-type: none"> Addition sentences: which is true? XWH Subtraction sentences: which is true? A2N |
| 5-3: Make True Equations | 1. Balance addition and subtraction equations - up to 20 VKU |
| 5-4: Word Problems with Three Addends | 1. Add three numbers - word problems Z7S |
| 5-5: Add Three Numbers | 1. Add three numbers - use doubles 2K8 2. Add three numbers - make ten 8B2 3. Add three numbers RL2 |
| 5-6: Solve Addition and Subtraction Word Problems | 1. Addition and subtraction sentences for word problems - up to 20 VJ2 |
| 5-7: Math Practices & Problem Solving: Precision | 1. Which sign makes the number sentence true? 7JY |

Topic 6

Represent and Interpret Data

| Textbook section | IXL skills |
|---|--|
| 6-1: Organize Data into Three Categories | <ol style="list-style-type: none">1. Which tally chart is correct? XRL2. Interpret tally charts LBV |
| 6-2: Collect and Represent Data | <ol style="list-style-type: none">1. Create picture graphs 8F5 |
| 6-3: Interpret Data | <ol style="list-style-type: none">1. Which picture graph is correct? WZF2. Interpret picture graphs GFA |
| 6-4: Continue to Interpret Data | <ol style="list-style-type: none">1. Interpret picture graphs II 7LT |
| 6-5: Math Practices & Problem Solving: Persevere | |

Topic 7

Extend the Counting Sequence

| Textbook section | IXL skills |
|--|---|
| 7-1: Count by 10s to 120 | 1. Skip-counting by tens N89 <i>Also consider</i> <ul style="list-style-type: none"> Skip-counting by fives KWU |
| 7-2: Count by 1s to 120 | 1. Counting forward - up to 120 VZR <i>Also consider</i> <ul style="list-style-type: none"> Place value models up to 120 YDR One or ten more CRB |
| 7-3: Count on a Number Chart to 120 | 1. Counting on the hundred chart XUD |
| 7-4: Count by 1s or 10s to 120 | 1. Hundred chart 64Q 2. Sequences - count up by 1 and 10 ZB6 |
| 7-5: Count on an Open Number Line | 1. Sequences - count up by 1 and 10 II EUB <i>Also consider</i> <ul style="list-style-type: none"> Number lines - up to 100 MVE |
| 7-6: Count and Write Numerals | 1. Counting - up to 100 SUW |
| 7-7: Math Practices & Problem Solving: Repeated Reasoning | 1. Skip-counting by twos, fives, and tens W8G |

Topic 8

Understand Place Value

| Textbook section | IXL skills |
|--|--|
| 8-1: Make Numbers 11 to 19 | <ol style="list-style-type: none">Counting tens and ones - up to 20 GU6Writing numbers with digits and words - up to 20 LWV <p><i>Also consider</i></p> <ul style="list-style-type: none">Write numbers as tens and ones up to 20 5HLPlace value models up to 20 YPB |
| 8-2: Numbers Made with Tens | <ol style="list-style-type: none">Convert between tens and ones - multiples of 10 VH7 |
| 8-3: Count with Groups of Tens and Leftovers | <ol style="list-style-type: none">Counting tens and ones - up to 99 EAN |
| 8-4: Tens and Ones | <ol style="list-style-type: none">Place value models up to 100 5CG <p><i>Also consider</i></p> <ul style="list-style-type: none">Estimate to the nearest ten 9G2 |
| 8-5: Continue with Tens and Leftovers | <ol style="list-style-type: none">Write numbers as tens and ones 7WF <p><i>Also consider</i></p> <ul style="list-style-type: none">Place value - tens and ones 2DP |
| 8-6: Math Practices & Problem Solving: Look For & Use Structure | <ol style="list-style-type: none">Regroup tens and ones EWNRegroup tens and ones - ways to make a number FCJ |

Topic 9

Compare Two-Digit Numbers

| Textbook section | IXL skills |
|---|---|
| 9-1: 1 More, 1 Less; 10 More, 10 Less | 1. One or ten more/less KRV |
| 9-2: Make Numbers on a Hundred Chart | 1. Hundred chart II A8L |
| 9-3: Compare Numbers | 1. Compare numbers up to 100 using words BWC |
| 9-4: Compare Numbers with Symbols (>, <, =) | 1. Compare numbers up to 100 using symbols FU5 |
| 9-5: Compare Numbers on a Number Line | 1. Comparison word problems - up to 100 VEY <i>Also consider</i> • Put numbers in order PB7 |
| 9-6: Math Practices & Problems Solving: Make Sense & Persevere | 1. Guess the number KFY |

Topic 10

Use Models and Strategies to Add with Tens and Ones

| Textbook section | IXL skills |
|--|---|
| 10-1: Add Tens Using Models | 1. Add two multiples of ten EMK |
| 10-2: Mental Math: Ten More Than a Number | 1. Ten more VH2 |
| 10-3: Add Tens and Ones Using a Hundred Chart | 1. Add a one-digit number to a two-digit number - without regrouping 5VX 2. Add a multiple of ten and a two-digit number LNL |
| 10-4: Add Tens and Ones Using an Open Number Line | 1. Addition sentences using number lines - sums up to 20 A56 |
| 10-5: Add Tens and Ones Using Models | 1. Use models to add a two-digit and a one-digit number - without regrouping MUX 2. Use models to add a multiple of ten and a two-digit number CSV |
| 10-6: Make a Ten to Add | 1. Use models to add a two-digit and a one-digit number - with regrouping 8RL 2. Add a one-digit number to a two-digit number - with regrouping BF6 <i>Also consider</i> <ul style="list-style-type: none"> Addition word problems - one-digit plus two-digit numbers 88Q Addition sentences for word problems - one-digit plus two-digit numbers 5LZ |
| 10-7: Add Using Place Value | 1. Use models to add two-digit numbers - without regrouping GJJ 2. Use models to add two-digit numbers - with regrouping CDU 3. Add two-digit numbers without regrouping - sums to 40 L7X 4. Add two-digit numbers with regrouping - sums to 40 Y8V |



10-8: Practice Adding Using Strategies

1. Add two-digit numbers without regrouping - sums to 100 VZW
2. Add two-digit numbers with regrouping - sums to 100 QHX

10-9: Math Practices & Problem Solving: Model with Math

1. Addition word problems - up to two digits T9S
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Topic 11

Use Models and Strategies to Subtract Tens

| Textbook section | IXL skills |
|--|--|
| 11-1: Subtract Tens Using Models | 1. Subtract tens 2VY |
| 11-2: Subtract Tens Using a Hundred Chart | 1. Sequences - subtract 10 7YU |
| 11-3: Subtract Tens Using an Open Number Line | |
| 11-4: Use Addition to Subtract Tens | 1. Add and subtract two multiples of ten EA6 |
| 11-5: Mental Math: Ten Less Than a Number | 1. Ten less JDS |
| 11-6: Use Strategies to Practice Subtraction | 1. Subtract multiples of 10 9DD |
| 11-7: Math Practices & Problem Solving: Model with Math | |

Topic 12

Measure Lengths

| Textbook section | IXL skills |
|--|--|
| 12-1: Compare and Order by Length | 1. Compare objects: length and height D7U |
| 12-2: Indirect Measurement | |
| 12-3: Use Units to Measure Length | 1. Measure length with cubes FBV |
| 12-4: Continue to Measure Length | 1. Measure length with objects GWG 2. Measure height with cubes BLM |
| 12-5: Math Practices & Problem Solving: Use Appropriate Tools | 1. Map distances 2TP |

Topic 13

Time

| Textbook section | IXL skills |
|--|--|
| 13-1: Understand the Hour and Minute Hands | <ol style="list-style-type: none">1. Read clocks and write times: to the hour 63H2. Match analog clocks and times: to the hour S75 <p><i>Also consider</i></p> <ul style="list-style-type: none">• Times of everyday events BXM |
| 13-2: Tell and Write Time to the Hour | <ol style="list-style-type: none">1. Match analog and digital clocks: to the hour 7B8 |
| 13-3: Tell and Write Time to the Half Hour | <ol style="list-style-type: none">1. Read clocks and write times UJM2. Match analog and digital clocks 7N33. Time and clocks: word problems NPR <p><i>Also consider</i></p> <ul style="list-style-type: none">• Match digital clocks and times KKM• Match analog clocks and times 5FJ |
| 13-4: Math Practices & Problem Solving: Reasoning | <ol style="list-style-type: none">1. Compare clocks VRW <p><i>Also consider</i></p> <ul style="list-style-type: none">• Time patterns KG9 |

Topic 14

Reason with Shapes and Their Attributes

| Textbook section | IXL skills |
|---|--|
| 14-1: Use Attributes to Define Two-Dimensional (2-D) Shapes | <ol style="list-style-type: none"> Count sides and vertices 53E Open and closed shapes DBN |
| 14-2: Defining and Non-Defining Attributes of 2-D Shapes | <ol style="list-style-type: none"> Square corners YSG Equal sides QT9 Select two-dimensional shapes HV6 <p><i>Also consider</i></p> <ul style="list-style-type: none"> Identify squares and other rectangles R8E |
| 14-3: Build and Draw 2-D Shapes by Attributes | <ol style="list-style-type: none"> Name the two-dimensional shape MRF |
| 14-4: Compose 2-D Shapes | <ol style="list-style-type: none"> Compose two-dimensional shapes using up to 4 smaller shapes DCS |
| 14-5: Compose New 2-D Shapes from 2-D Shapes | <ol style="list-style-type: none"> Compose two-dimensional shapes YEU |
| 14-6: Use Attributes to Define Three-Dimensional (3-D) Shapes | <ol style="list-style-type: none"> Count vertices, edges, and faces Z42 <p><i>Also consider</i></p> <ul style="list-style-type: none"> Compare vertices, edges, and faces 6W3 |
| 14-7: Defining and Non-Defining Attributes of 3-D Shapes | <ol style="list-style-type: none"> Name the three-dimensional shape 26D Select three-dimensional shapes J8A Identify faces of three-dimensional shapes RPX <p><i>Also consider</i></p> <ul style="list-style-type: none"> Shapes of everyday objects I ZCN |
| 14-8: Compose with 3-D Shapes | |
| 14-9: Math Practices & Problem Solving: Make Sense & Persevere | <ol style="list-style-type: none"> Count shapes in a Venn diagram PNU Shapes of everyday objects II LFC |

Topic 15

Equal Shares of Circles and Rectangles

| Textbook section | IXL skills |
|--|--|
| 15-1: Make Equal Parts | 1. Equal parts - halves and fourths HVX |
| 15-2: Make Halves and Fourths of Rectangles and Circles | 1. Identify halves and fourths WVL <i>Also consider</i> <ul style="list-style-type: none">• Identify halves UFC• Identify fourths TP9• Make halves GF9• Make fourths ALQ |
| 15-3: Understand Halves and Fourths | 1. Make halves and fourths X5A 2. Make halves and fourths in different ways YJR |
| 15-4: Math Practices & Problem Solving: Model with Math | 1. Unit fractions: modeling word problems G7V |

Topic 16

Step Up to Grade 2

| Textbook section | IXL skills |
|--|--|
| 16-1: Even and Odd Numbers | 1. Even or odd 5K2 <i>Also consider</i> <ul style="list-style-type: none"> Identify numbers as even or odd JZQ Even or odd numbers on number lines XNB Which even or odd number comes before or after? BBV |
| 16-2: Use Arrays to Find Totals | 1. Write addition sentences for arrays: sums to 25 YHG |
| 16-3: Add on a Hundred Chart | 1. Add two-digit numbers C2B |
| 16-4: Models to Add 2-Digit Numbers | 1. Use models to add two-digit numbers - without regrouping GJJ 2. Use models to add two-digit numbers - with regrouping CDU |
| 16-5: Subtract on a Hundred Chart | 1. Subtract two two-digit numbers - without regrouping CXJ |
| 16-6: Models to Subtract 2- and 1-Digit Numbers | 1. Subtract a one-digit number from a two-digit number - with regrouping XJS <i>Also consider</i> <ul style="list-style-type: none"> Complete the subtraction sentence - two digits minus one digit CJT |
| 16-7: Tell Time to Five Minutes | 1. Match analog and digital clocks: to five minutes UXR |
| 16-8: Understand Hundreds | 1. Count by hundreds QT5 |
| 16-9: Counting Hundreds, Tens, and Ones | 1. Place value models - up to hundreds DVP |
| 16-10: Skip Count by 5, 10, and 100, to 1,000 | 1. Count by hundreds QT5 |