CORRELATIONS
COMMON CORE STATE STANDARDS (CCSS) FOR MATHEMATICS
SERIES YABISÍ (SANTILLANA) – FIRST GRADE

CCSS	Teacher's Guide	Student Edition	Student Workbook	Supplementary Material
Operations and Algebraic Thinking 1.OA				
Represent and solve problems involving addition and subtraction.				
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.	29, 42-43, 48-49, 50-53, 56-5, 61-62, 65, 69-71, 74, 79-81, 87, 99, 102, 07, 111-112, 122, 176-177	13, 26-27, 33-37, 40-41, 45-46, 53-55, 58, 63-65, 67, 83, 96, 91, 96, 106, 160-161	20-21, 41	*Juego y repaso:* 14
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.	63, 116-118, 125, 126	47, 100-103, 109-110	40-41	*Juego y repaso:* 9
Understand and apply properties of operations and the relationship between addition and subtraction.				
3. Apply properties of operations as	52, 55, 58, 62, 65, 88, 118-119, 123,	42, 46, 48, 72, 102-103, 107, 109	14, 24, 39	

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strategies to add and subtract.3 *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.)*	125			
4. Understand subtraction as an unknown-addend problem. *For example, subtract 10 – 8 by finding the number that makes 10 when added to 8.*	72-73, 75, 112-113	96-96	36	
Add and subtract within 20.				
5. Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).	28-30, 45, 50-51, 53-54, 58, 68, 70, 85, 88, 90-91, 101, 108-110, 112, 119, 127, 129, 190-191	13, 29, 34-35, 37-38, 42, 52, 54, 67, 72, 74-75, 85, 92-94, 96, 103, 111, 113, 174-175	12-13, 16-17, 21-23, 28, 40, 67	
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	51, 53-55, 60, 65, 70, 76, 89, 98-99, 101, 110, 114-117, 119, 124-125	35, 37-39, 44, 49, 54, 60, 82-83, 85, 98-101, 103, 108-109	14-18, 20-23, 25, 33, 37-40	*Juego y repaso:* 2-3, 5

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+ 1 = 12 + 1 = 13).				
Work with addition and subtraction equations.				
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.*	50-51, 72-73, 82, 124	34-35, 56-57, 66, 108		
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 = □.*	53, 55, 58-59, 64, 73, 84, 110-111, 177	37, 39, 42-43, 48, 57, 68, 94-95, 161	14-15, 17, 19, 36	*Juego y repaso:* 6-7
Number and Operations in Base Ten 1.NBT				
Extend the counting sequence.				
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.	24-35, 46, 48-49, 86-88, 92-94, 186-187 (Note: Count to 100)	8-19, 30, 32-33, 70-72, 76-78, 160-161, 170-171	6-11, 30-31, 64	*Juego y repaso:* 11
Understand place value.				
2. Understand that the two digits of a two-digit number represent	90, 124, 178-179-183, 185, 188-189, 198	108, 162-167, 169, 172-173, 182	60-63, 65-66, 69	*Juego y repaso:* 7-8, 10

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amounts of tens and ones. Understand the following as special cases: a. 10 can be thought of as a bundle of ten ones — called a "ten." b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones. 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).				
3. Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <.	36 (one digit) 37 (one- and two-digit) 96-97, 194-195	20 (one digit) 21 (one- and two-digit) 80-81, 178-179	32, 69	
Use place value understanding and properties of operations to add and subtract.				
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 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	180-185, 192-193	164-169, 176-177	62, 68, 70	*Juego y repaso:* 8, 11

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tens and tens, ones and ones; and sometimes it is necessary to compose a ten.				
5. Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.	183			*Juego y repaso:* 10
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.	N/A			
Measurement and Data 1.MD				
Measure lengths indirectly and by iterating length units.				
1. Order three objects by length; compare the lengths of two objects indirectly by using a third object.	134-135, 141, 151	118-119, 25, 135	45, 52-53	
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	128-129, 132-133, 135-141, 152, 155	112-113, 116-117, 119-123, 136, 139	43-44, 46-48, 53	

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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.*				
Tell and write time.				
3. Tell and write time in hours and half-hours using analog and digital clocks.	205, 210-213, 224, 226	189, 194-197, 208, 210	74-75, 76, 80	
Represent and interpret data.				
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.	139-140, 152-153, 173, 227, 273, 275-283, 290	136-137, 123-124, 157, 211, 257, 260-267, 274	98-100, 102-103	*Juego y repaso:* 15
Geometry 1.G				
Reason with shapes and their attributes.				
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.	158, 165-166, 172-173, 175, 251, 268	142, 150, 156-157, 159, 235, 252	96	

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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.	165, 225, 252-255, 266, 272-273	209, 236-239, 250, 256-257	90-91	*Juego y repaso:* 16-23
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.	156-168, 172	140-152, 156	54-59	
Grade 1 Deleted Content				
Use estimation to determine the approximate number of objects in a set of 20 to 100 objects.	36			
Represent quantities in word form through ten.	44	13, 28, 87		
Recognize whole-number words that correspond to numerals through twenty.	31	49		
Analyze the magnitude of digits through 999 on the basis of their				

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place values.				
Analyze numeric relationship to complete and extend simple patterns.	187, 191	171, 175	64, 67	
Classify numbers as odd or even.				
Classify change over time as quantitative or qualitative.	206-207	190-191		
Identify the three-dimensional geometric shapes prism, pyramid, and cone.	251-255	235-239	90-91	
Analyze two-dimensional shapes circle, square, triangle, and rectangle.	256-257	240-241	91	*Juego y repaso:* 12
Identify a line of symmetry.	262-263	246-247	94	
Use the positional and directional terms north, south, east, and west to describe location and movement.				
Use a counting procedure to determine the value of a collection of pennies, nickels, dimes and quarters totaling less than a dollar.	235	219	82, 84-85	
Represent a nickel, a dime, a quarter, a half-dollar, and a dollar in combinations of coins.	230-232, 235-237	214-217, 220-221	82-83, 85	
Represent money by using the cent and dollar notations.	228	212		

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Generate common referents for whole inches.	136-138, 140-141, 149	120-122	46-47	
Use common referents to make estimates in whole inches.	136-138	124-25, 133	48	
Use nonstandard units to measure the weight of objects.	142-143	126-127	49	
Illustrate past and future dates on a calendar.	218-219	203	79	
Represent dates in standard form (June 1, 2007, for example) and numeric form (6-1-2007, for example).	204-205	188-189		
Use Celsius and Fahrenheit thermometers to measure temperature.	N/A			
Use survey questions to collect data.				
Predict on the basis of data whether events are likely or unlikely to occur.	284-285	268-269	101	