



Illinois Learning Standards
Incorporating the Common Core / *Excel* Math Correlation
1st Grade

Standards / Objectives	<i>Excel</i> Math Lesson Numbers	Activity Numbers Exercise Numbers
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<h2 style="margin: 0;">Operations and Algebraic Thinking</h2>

Represent and solve problems involving addition and subtraction.

CC.1.OA.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.	14, 15, 18, 22, 29, 30, 31, 37, 45, 66, 67, 77, 85, 100, 101, 103, 111, 117, 129, 137	18, 27, 31, 69, 92 Exercise 3, 8
CC.1.OA.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.	32, 64, 99, 114, 139, 142, 149	69, 92 Exercise 3, *8

Understand and apply properties of operations and the relationship between addition and subtraction.

CC.1.OA.3 Apply properties of operations as 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.)	71, 72, 88, 89, 93, 106, 116	73, 123
CC.1.OA.4 Understand subtraction as an unknown-addend problem. For example, subtract $10 - 8$ by finding the number that makes 10 when added to 8.	38, 39, 44, 57, 58, 67, 71, 74, 79, 88, 89, 93, 100, 101, 106, *111, 117, *137	127

Add and subtract within 20.

CC.1.OA.5 Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).	14, 28, 29, 31, 34, 42, 43, 69, 72, 78, 79, 82, 86, 90, 112, 124, 126, 129, 133, 144, 147 Odd / Even: 131	131 Exercise 1
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CC.1.OA.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 $6 + 6 + 1 = 12 + 1 = 13$).	14, 15, 18, 22, 29, 30, 31, 33, 35, 36, 37, 38, 39, 41, 42, 43, 44, 45, 46, 47, 51, 53, 54, 56, 57, 58, 61, 63, 66, 67, 68, 70, 71, 72, 74, 78, 79, 81, 83, 84, 86, 88, 89, 91, 92, 93, 96, 97, 103, 106, 109, 110, 113, 116, 118, 126, 127, 128, 133, 141, 143, 146, 149	18, 26, 31, 58, 73, 117, 118, 123, 127 Exercise 3
Work with addition and subtraction equations.		
CC.1.OA.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? $6 = 6$, $7 = 8 - 1$, $5 + 2 = 2 + 5$, $4 + 1 = 5 + 2$.	7, 38, 45, 57, 60, 66, 67, 72, 78, 79, 85, 89, 92, 101, 103, 104, 122, 123, 127, 141, 147	37, 73, 117, 123 Exercise 3, 10 (math symbols)
CC.1.OA.8 Determine the unknown whole number in an addition or subtraction equation relating to three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations $8 + ? = 11$, $5 = \square - 3$, $6 + 6 = \square$.	38, 39, 45, 57, 60, 66, 67, 72, 78, 79, 89, 92, 101, 103 , 104, 127, 141	73, 117, 123, 127 Exercise 3
Number and Operations in Base Ten		
Extend the counting sequence.		
CC.1.NBT.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.	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 21, 22, 23, 24, 25, 27, 28, 29, 32, 33, 34, 35, 36, 37, 38, 39, 40, 42, 44, 46, 47, 59, 61, 69, 72, 74, 82, 86, 89, 93, 94, 98, 109, 112, 113, 114, 118, 130, 131, 132, 133, 144, 147 Ordinals 59, 132	2, 3, 4, 11, 12, 26, 46, 47, 82, 131, 132 Exercise 1, 2, 6
Understand place value.		
CC.1.NBT.2 Understand that the two digits of a two-digit number represent 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.”	6, 13, 16, 21, 24, 29, 33, 42, 61, 63 , 69 , 72 , 74 , 82 , 86 , 94, 98, 102, 109, 111, 113, 130, 137, 147	33, 111, 114

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b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.	13, 16, 21, 24, 35, 42, 61, 63, 69, 82 , 94, 98, 109, 113, 147	33
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).	42, 69, 72, 74, 82, 86, 94, 113, 130, 147	33
CC.1.NBT.3 Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$.	Two-digit 52, 80, 91, 111, 121, 126 Single-digit 11, 12, 53, 81	Two-digit 106 Single-digit 11, 12, 36 Objects 17, 37
Use place value understanding and properties of operations to add and subtract.		
CC.1.NBT.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 tens and tens, ones and ones; and sometimes it is necessary to compose a ten.	48, 49, 51, 58, 74, 88, 90, 96, 97, 106, 122, 129, 136, 139, 146, 147 Subtraction 110, 111, 116, 123, 137	37, 38, 144
CC.1.NBT.5 Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.	*90, 102, 129 , *130	111, 131
CC.1.NBT.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.	*90, 129	131

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Measurement and Data

Measure lengths indirectly and by iterating length units.
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CC.1.MD.1 Order three objects by length; compare the lengths of two objects indirectly by using a third object.	50, *56, 83	13, 24, 32, 91 Exercise 5 Weight 14, 39, 43, 53, 63, 136
CC.1.MD.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 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.	50, 56, 83 Various units 87	91 Exercise 5 Temperature 42 Capacity 48 Volume 52, 71

Tell and write time.

CC.1.MD.3 Tell and write time in hours and half-hours using analog and digital clocks.	26, 27, 62, 138, 143, 152 Months / weeks / days 76, 95	138, 143 Months / weeks / days - Exercise 9
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Represent and interpret data.

CC.1.MD.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.	73, 115, 120	13, 14, 32, 38, 39, 66, 72, 141, 142 Exercise 5, 12 Capacity 21 Line Graphs 36 Venn Diagrams 99, 102
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Geometry		
Reason with shapes and their attributes.		
CC.1.G.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.	8, 9, 65, 75, 125, 135 Solid shapes 150, 151 Objects 17, 37	7, 26, 28, 49, 57, 61, 86, 88, 97, 101, 109, 119, 126, 137, 148, 153 Exercise 3
CC.1.G.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.	8, 9, 65, 125, 135	7, 49, 57, 61, 64, 86, 88, 97, 101, 103, 107, 109, 112, 119, 121, 124, 126, 129, 133, 148, 152, 153 Exercise 4, 7
CC.1.G.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.	107, 108, 119, 128, 148 Add / Subtract Fractions 155	134
Mathematical Practices		
CC.K-12.MP.1 Make sense of problems and persevere in solving them.	45, 55, 57, 60, 66, 67, 73, 77, 85, 89, 100, 101, 103, 104, 105, 108, 115, 117, 119, 120, 134, 141, 143	2, 4, 13, 14, 16, 24, 29, 32, 41, 43, 44, 48, 52, 53, 54, 62, 66, 67, 69, 72, 76, 89, 91, 92, 93, 94, 96, 99, 102, 105, 108, 113, 123, 134, 136, 138, 139, 141, 142, 144, 146, 149, 151 Exercise 5, 8, 11, 12
CC.K-12.MP.2 Reason abstractly and quantitatively.	45, 55, 57, 60, 66, 67, 73, 77, 85, 89, 100, 101, 103, 104, 105, 108, 115, 117, 119, 120, 134, 141, 143	2, 4, 13, 14, 16, 24, 29, 32, 41, 43, 44, 48, 52, 53, 54, 62, 66, 67, 69, 72, 76, 89, 91, 92, 93, 94, 96, 99, 102, 105, 108, 113, 123, 134, 136, 138, 139, 141, 142, 144, 146, 149, 151 Exercise 5, 8, 11, 12

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CC.K-12.MP.3 Construct viable arguments and critique the reasoning of others.	45, 55, 57, 60, 66, 67, 73, 77, 85, 89, 100, 101, 103, 104, 105, 108, 115, 117, 119, 120, 134, 141, 143	2, 4, 13, 14, 16, 24, 29, 32, 41, 43, 44, 48, 52, 53, 54, 62, 66, 67, 69, 72, 76, 89, 91, 92, 93, 94, 96, 99, 102, 105, 108, 113, 123, 134, 136, 138, 139, 141, 142, 144, 146, 149, 151 Exercise 5, 8, 11, 12
CC.K-12.MP.4 Model with mathematics.	45, 55, 57, 60, 66, 67, 73, 77, 85, 89, 100, 101, 103, 104, 108, 115, 117, 119, 120, 141, 143	13, 14, 24, 29, 39, 32, 41, 43, 48, 52, 53, 54, 62, 66, 67, 69, 91, 92, 94, 96, 102, 123, 134, 136, 138, 144, 151 Exercise 8, 11, 12
CC.K-12.MP.5 Use appropriate tools strategically.	45, 55, 57, 60, 66, 67, 73, 77, 85, 89, 100, 101, 103, 104, 105, 108, 115, 117, 119, 120, 134, 141, 143	2, 4, 13, 14, 16, 24, 29, 32, 41, 43, 44, 48, 52, 53, 54, 62, 66, 67, 69, 72, 76, 89, 91, 92, 93, 94, 96, 99, 102, 105, 108, 113, 123, 134, 136, 138, 139, 141, 142, 144, 146, 149, 151 Exercise 5, 8, 11, 12
CC.K-12.MP.6 Attend to precision.	45, 55, 57, 60, 66, 67, 73, 77, 85, 89, 100, 101, 103, 104, 105, 108, 115, 117, 119, 120, 134, 141, 143	2, 4, 13, 14, 16, 24, 29, 32, 41, 43, 44, 48, 52, 53, 54, 62, 66, 67, 69, 72, 76, 89, 91, 92, 93, 94, 96, 99, 102, 105, 108, 113, 123, 134, 136, 138, 139, 141, 142, 144, 146, 149, 151 Exercise 5, 8, 11, 12
CC.K-12.MP.7 Look for and make use of structure.	45, 55, 57, 60, 66, 67, 73, 77, 85, 89, 100, 101, 103, 104, 105, 108, 115, 117, 119, 120, 134, 141, 143	2, 4, 13, 14, 16, 24, 29, 32, 41, 43, 44, 48, 52, 53, 54, 62, 66, 67, 69, 72, 76, 89, 91, 92, 93, 94, 96, 99, 102, 105, 108, 113, 123, 134, 136, 138, 139, 141, 142, 144, 146, 149, 151 Exercise 5, 8, 11, 12
CC.K-12.MP.8 Look for and express regularity in repeated reasoning.	45, 55, 57, 60, 66, 67, 73, 77, 85, 89, 100, 101, 103, 104, 105, 108, 115, 117, 119, 120, 134, 141, 143	2, 4, 13, 14, 16, 24, 29, 32, 41, 43, 44, 48, 52, 53, 54, 62, 66, 67, 69, 72, 76, 89, 91, 92, 93, 94, 96, 99, 102, 105, 108, 113, 123, 134, 136, 138, 139, 141, 142, 144, 146, 149, 151 Exercise 5, 8, 11, 12

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The following are concepts not required by the CCS but are lessons in Excel Math:

Patterns	25, 42	6, 8, 9, 19, 22, 23, 51, 56, 59, 78, 87, 98, 154
Deduction / Comparison / Combinations	20	16, 34, 54, 62, 89, 93, 96, 104, 113, 125, 146, 147, 149, 151 Venn Diagrams 99, 102
Money	23, 29, 51, 68, 139, 154	68, 81, 83, 84, 128, 144
Estimation	134	29, 41
Order	105	44, 76, 108, 139
Probability	55	67, 94, 102
Symmetry / Transformations	140, 153	122
Odd / Even Numbers	131	
Ordinals	59, 132	
Measurement	Months / weeks / days 76, 95	Weight 14, 39, 43, 53, 63, 136 Temperature 42 Capacity 21, 48 Volume 52, 71 Months / weeks / days - Exercise 9
Add / Subtract Fractions	155	

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