Components: Digital Planning Guide (DPG) *[G1_U01_L1 (Grade 1, Unit 1, Lesson 1), G1_U01_Inv (Grade 1, Unit 1, Investigation)]*; ST Math Game (STM); Playbook (PB); Practice Book (PP)

2025 California Common Core State Standards: Mathematics Adoption[1]
Standards Map Template
Grade One

Organization Around Major Conceptual Ideas

Evaluation criterion statement 1.2 requires that programs be consistent with the content of the 2023 *Mathematics Framework for California Public Schools, Kindergarten Through Grade Twelve* (*Mathematics Framework*). In order to be considered suitable for adoption by the State Board of Education, a publisher's or developer's program must present content organized around major conceptual ideas, as demonstrated in chapters 6, 7, and 8, and as described in the Publishers and Content Developers Guide to the Mathematics Framework, found in chapter 13 of the *Mathematics Framework*.

1. Publishers/developers should use the first column of this table to list the major conceptual ideas used to organize the instructional program.

2. In the second column, publishers/developers should show how these relate to the Framework's Big Ideas.

3. In the third column, publishers/developers should show the organization of the program by showing how the content standards are mapped to each of the major conceptual ideas or Big Ideas used by the program.

[1] The California Common Core State Standards: Mathematics were adopted by the State Board of Education on August 2, 2010, (and modified pursuant to Senate Bill 1200 on January 16, 2013). This standards map is organized by Big Idea and Content Connections in alignment with the *Mathematics Framework for California Public Schools: Kindergarten Through Grade Twelve*, approved by the State Board of Education on July 12, 2023.

Major conceptual ideas in the program	How do the program's major conceptual ideas map to the framework's Big Ideas?	How are standards covered under the major conceptual ideas?	Met Yes	Met No	Reviewer Notes
Addition and subtraction are the mathematics of parts and totals.	Equal expressions	1.OA.1, 1.OA.3, 1.OA.4, 1.OA.5, 1.OA.6, 1.OA.8 The operations of addition and subtraction are connected to one another, to symbolic representation, and to problem solving to connect the OA clusters.			
Addition and subtraction can help to describe and solve word problems.	Equal expressions Reasoning about equality Make sense of data	1.OA.1, 1.OA.2, 1.OA.3, 1.OA.4, 1.OA.5, 1.OA.6, 1.OA.8, 1.MD.4 Problem solving draws on skills with the operations of addition and subtraction, literal and more abstract modeling, and symbolic representation to connect the OA clusters.			
Comparing and measuring length helps to describe and analyze objects and their relationships among other objects.	Measuring with objects Make sense of data	1.MD.1, 1.MD.2 The counting of discrete length units connects to understanding of counting and cardinality including comparing of numbers built in kindergarten.			

Major conceptual ideas in the program	How do the program's major conceptual ideas map to the framework's Big Ideas?	How are standards covered under the major conceptual ideas?	Met Yes	Met No	Reviewer Notes
The base ten place value system provides a structure to represent all numbers symbolically using the same 10 digits.	Tens and ones Reasoning about equality	1.NBT.1, 1.NBT.2, 1.NBT.2.a, 1.NBT.2.b, 1.NBT.2.c, 1.NBT.5 Extension of the count sequence is approached through examination of patterns tied to place value.			
Reasoning about equality helps to add and subtract efficiently.	Equal expressions Tens and ones Reasoning about equality	1.OA.1, 1.OA.2, 1.OA.3, 1.OA.4, 1.OA.6, 1.OA.D.7, 1.OA.8, 1.NBT.2, 1.NBT.2.a, 1.NBT.2.b Place value understanding is leveraged and reasoning about equality is developed to support addition and subtraction strategies using anchors with particular emphasis on 10. Understanding length measurement supports using length models for addition and subtraction.			

Major conceptual ideas in the program	How do the program's major conceptual ideas map to the framework's Big Ideas?	How are standards covered under the major conceptual ideas?	Met Yes	Met No	Reviewer Notes
Asking questions, and using data to critically answer those questions, help to make sense of the world.	Make sense of data Equal expressions Reasoning about equality	1.MD.4, 1.OA.1 Problem solving is approached through the context of data. Comparing the length of bars on bar graphs allows students to find differences and begin solving "how many more" and "how many fewer" questions while interpreting meaning in context.			
Understanding the value of a two-digit number relies on understanding the value of each digit.	Tens and ones Reasoning about equality	1.OA.3, 1.OA.5, 1.OA.7, 1.OA.8, 1.NBT.1, 1.NBT.B.2, 1.NBT.3, 1.NBT.4, 1.NBT.5 Place value understanding is leveraged to compare numbers based on meanings of the tens and ones digit and to reason about equality.			

Major conceptual ideas in the program	How do the program's major conceptual ideas map to the framework's Big Ideas?	How are standards covered under the major conceptual ideas?	Met Yes	Met No	Reviewer Notes
Applying place-value understanding helps to add and subtract efficiently and use estimation to determine reasonableness.	Tens and ones Equal expressions Reasoning about equality	1.OA.3, 1.OA.5, 1.OA.7, 1.OA.8, 1.NBT.1, 1.NBT.2, 1.NBT.2c, 1.NBT.3, 1.NBT.4, 1.NBT.5, 1.NBT.6 Place value understanding is leveraged to develop strategies to add and subtract beyond 20 and to reason about equality in situations where ones are used to make a new ten.			
Names and defining attributes of shapes are determined by how their component parts are put together.	Equal parts inside shapes	1.G.1, 1.G.2 Describing the parts and the whole and notions of equality are extended to geometric shapes.			
Wholes and parts of wholes can be named by the number of equal-size parts which compose them.	Equal parts inside shapes Clocks and time Make sense of data	1.MD.3, 1.MD.4, 1.G.2, 1.G.3, Concepts of composing and decomposing and equal groups are extended to shapes. Partitioning of shapes, and circles in particular, supports interpreting time on a clock.			

Publishers/developers should be aware of how major conceptual ideas develop from one grade to the next. For charts detailing the progression of the *Mathematics Framework*'s Big Ideas throughout the grade levels, see chapter 6 (TK–grade 2 and grades 3–5) and chapter 7 (grades 6–8).

State-adopted instructional materials help teachers to present and students to learn the content set forth in the *California Common Core State Standards for Mathematics with California Additions,* which include both the content standards and the standards for mathematical practice (SMPs). Publishers/developers should use the following tables to provide page number citations or other references that demonstrate alignment with the SMPs and content standards.

Standards for Mathematical Practice

Standard	Standard Language	Publisher/Developer Citations	Met Yes	Met No	Reviewer Notes
MP.1	Make sense of problems and persevere in solving them.	DPG G1_U02_L06 (E1) DPG G1_U04_L05 (E1→E7) DPG G1_U06_L09 (E3→RC1) DPG G1_U08_L05 (E1→E2) DPG G1_U09_L11 (E4→E6)			
MP.2	Reason abstractly and quantitatively.	DPG G1_U01_L11 (E1→E6) DPG G1_U06_L12 (E1→E3, RC1) DPG G1_U07_L01 (E3→E6) DPG G1_U07_L12 (E3→E8) DPG G1_U09_L05 (E2→RC1)			
MP.3	Construct viable arguments and critique the reasoning of others.	DPG G1_U01_L10 (E2→RC1) DPG G1_U03_L04 (E7→E9) DPG G1_U06_L05 (E4, E7→E9) DPG G1_U07_L06 (E2→E4, E6→E8) DPG G1_U09_L10 (E2→RC1)			
MP.4	Model with mathematics.	DPG G1_U02_L02 (E1→E3) DPG G1_U02_L08 (E1→E4) DPG G1_U05_L13 (E1→E2) DPG G1_U06_L13 (E3→E4) DPG G1_U07_L13 (E2→RC1)			

Standard	Standard Language	Publisher/Developer Citations	Met Yes	Met No	Reviewer Notes
MP.5	Use appropriate tools strategically.	DPG G1_U01_L16 (E2, E6) DPG G1_U04_L14 (E1) DPG G1_U05_L14 (E1→E4) DPG G1_U08_L09 (E1→E3) DPG G1_U11_L05 (E1→E2)			
MP.6	Attend to precision.	DPG G1_U03_L02 (E3→RC1) DPG G1_U03_L07 (E2→RC1) DPG G1_U07_L09 (E2→E4) DPG G1_U10_L02 (E2→RC1) DPG G1_U11_L01 (E1→E2, E5→E6, E9→E10)			
MP.7	Look for and make use of structure.	DPG G1_U01_L09 (E1→E5) DPG G1_U04_L08 (E1→E2) DPG G1_U05_L01 (E1→RC2) DPG G1_U08_L10 (E1→E3) DPG G1_U11_L09 (E1→E5, E10)			
MP.8	Look for and express regularity in repeated reasoning.	DPG G1_U01_L10 (E2→RC1) DPG G1_U02_L01 (E1→E6) DPG G1_U05_L04 (E1→RC1) DPG G1_U08_L02 (E2→RC2) DPG G1_U09_L07 (E1→E4)			

Grade-level Content Standards

Domain: Operations and Algebraic Thinking

Cluster: Represent and solve problems involving addition and subtraction.

How does the program address this aspect of the domain?

Standard	Standard Language	Publisher/Developer Citations	Met Yes	Met No	Reviewer Notes
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.	Add to, result unknown: DPG G1_U01_L03 DPG G1_U02_L02 DPG G1_U02_L08 (E1) Add to, change unknown: DPG G1_U02_L10 DPG G1_U02_L11 (E3) Add to, start unknown (mastery not expected until G2): DPG G1_U07_L08 Take from, result unknown: DPG G1_U01_L07 DPG G1_U02_L07 (E3, E5) DPG G1_U07_L12 Take from, change unknown: DPG G1_U02_L09 DPG G1_U05_L13(E2) Take from, start unknown (mastery not expected until G2): DPG G1_U07_L09			

Standard	Standard Language	Publisher/Developer Citations	Met Yes	Met No	Reviewer Notes
		Put together/take apart, total unknown: DPG G1_U01_L11 DPG G1_U02_L06 Put together/take apart, both addends unknown: DPG G1_U01_L12 DPG G1_U02_L03 DPG G1_U07_L13 Put together/take apart, addend unknown: DPG G1_U02_L04 DPG G1_U02_L06 DPG G1_U05_L15 (E3) Compare, difference unknown: DPG G1_U06_L04 DPG G1_U06_L07 DPG G1_U07_L01 Compare, bigger unknown: DPG G1_U07_L04 DPG G1_U07_L06 DPG G1_U07_L11 Compare, smaller unknown: DPG G1_U07_L05 DPG G1_U07_L07 DPG G1_U07_L11			
1.OA.2	Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20.	DPG G1_U02_L02 PP G1_U02_L02 DPG G1_U05_L01 DPG G1_U05_L09 PP G1_U05_L09 PP G1_U09_L03			

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

How does the program address this aspect of the domain?

Standard	Standard Language	Publisher/Developer Citations	Met Yes	Met No	Reviewer Notes
1.OA.3	Apply properties of operations as strategies to add and subtract.[2]	Inverse concept: DPG G1_U01_L10 Commutative property: DPG G1_U01_L13 DPG G1_U02_L07 (E2 Argumenteer) DPG G1_U09_L06 Associative property: DPG G1_U05_L3 DPG G1_U05_L07 DPG G1_U05_L08 Identity property: DPG G1_U01_L03 (E4→E5) DPG G1_U01_L10 DPG G1_U08_L05 (E2)			
1.OA.4	Understand subtraction as an unknown-addend problem.	DPG G1_U01_L16 DPG G1_U01_L17 DPG G1_U05_L12 DPG G1_U07_L03			

[2] Students need not use formal terms for these properties.

Cluster: Add and subtract within 20.

How does the program address this aspect of the domain?

Standard	Standard Language	Publisher/Developer Citations	Met Yes	Met No	Reviewer Notes
1.OA.5	Relate counting to addition and subtraction.	To addition: DPG G1_U01_L06 DPG G1_U02_L07 (E2) DPG G1_U08_L02 To subtraction: DPG G1_U01_L09 DPG G1_U02_L07 (E4, E6) DPG G1_U08_L02			

1.OA.6	Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten; decomposing a number leading to a ten; using the relationship between addition and subtraction; and creating equivalent but easier or known sums.	Counting on: DPG G1_U01_L05 DPG G1_U01_L06 DPG G1_U07_L02 Counting back/counting remaining: DPG G1_U01_L08 DPG G1_U01_L09 DPG G1_U07_L05 (E4 Argumenteer) Near doubles: DPG G1_U05_L04 DPG G1_U07_L02 (E4 Argumenteer 3) DPG G1_U07_L03 (L1→L4) DPG G1_U07_L04 (E5 Argumenteer 2, RC1) Making ten: DPG G1_U01_L14 DPG G1_U5_L07 DPG G1_U07_L02 (E4 Argumenteer 2) Decomposing a number leading to a ten (addition): DPG G1_U05_L06 (E3→E4) DPG G1_U05_L08 Decomposing a number leading to a ten (subtraction): DPG G1_U05_L06 (E5→E6, E9→E10) DPG G1_U05_L10			

Standard	Standard Language	Publisher/Developer Citations	Met Yes	Met No	Reviewer Notes
		Relationship between add/sub: DPG G1_U01_L16 DPG G1_U02_L07 (E6 Argumenteer 2) Creating equivalent but easier or known sums: DPG G1_U07_L04 (E5 Argumenteer 2) General: DPG G1_U05_L15 DPG G1_U07_L13			

Cluster: Work with addition and subtraction equations.

How does the program address this aspect of the domain?

Standard	Standard Language	Publisher/Developer Citations	Met Yes	Met No	Reviewer Notes
1.OA.7	Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false.	DPG G1_U05_L03 DPG G1_U05_L04 DPG G1_U08_L10			

Standard	Standard Language	Publisher/Developer Citations	Met Yes	Met No	Reviewer Notes
1.OA.8	Determine the unknown whole number in an addition or subtraction equation relating three whole numbers.	a + b = __: DPG G1_U05_L04 DPG G1_U05_L14 (E1) DPG G1_U07_L04 (RC1) __ + b = c: DPG G1_U01_L17 DPG G1_U07_L08 (RC1) DPG G1_U08_L05 a + ___ = c: DPG G1_U07_L02 DPG G1_U08_L04 DPG G1_U09_L07 __ + ___ = c: DPG G1_U02_L01 DPG G1_U02_L03 a - b = ___: DPG G1_U01_L17 DPG G1_U05_L14 (E2) DPG G1_U07_L02 __ - b = c: DPG_G1_U07_L09 (RC1) DPG_G1_U08_L05 a - __ = c: DPG G1_U01_L17 DPG G1_U08_L04 DPG G1_U08_L05			

Domain: Number and Operations in Base Ten

Cluster: Extend the counting sequence.

How does the program address this aspect of the domain?

Standard	Standard Language	Publisher/Developer Citations	Met Yes	Met No	Reviewer Notes
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.	DPG G1_U04_L12 DPG G1_U08_L06 (L1→L2) DPG G1_U09_L05			

Cluster: Understand place value.

How does the program address this aspect of the domain?

Standard	Standard Language	Publisher/Developer Citations	Met Yes	Met No	Reviewer Notes
1.NBT.2a	Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases: 10 can be thought of as a bundle of ten ones—called a “ten.”	DPG G1_U04_L04 DPG G1_U04_L06 (L1) DPG G1_U05_L05			
1.NBT.2b	Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases: The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.	DPG G1_U04_L01 DPG G1_U04_L02 DPG G1_U05_L10			

Standard	Standard Language	Publisher/Developer Citations	Met Yes	Met No	Reviewer Notes
1.NBT.2c	Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases: 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).	DPG G1_U04_L04 DPG_G1_U04_L07 (E5) DPG G1_U09_L04			
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 <.	DPG G1_U08_L08 DPG G1_U08_L09 DPG G1_U08_L10			

Cluster: Use place value understanding and properties of operations to add and subtract.

How does the program address this aspect of the domain?

Standard	Standard Language	Publisher/Developer Citations	Met Yes	Met No	Reviewer Notes
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.	Two-digit + one-digit: DPG G1_U09_L04 DPG G1_U09_L07 DPG G1_U09_L08 Two-digit + multiple of 10: DPG G1_U09_L02 DPG G1_U09_L10 DPG G1_U09_L11 Relate strategy to written method: DPG G1_U09_L09 (E3, E6) Understand that one adds tens and tens, ones and ones: DPG G1_U08_L01 DPG G1_U08_L03 DPG G1_U09_L02 Understand that sometimes it is necessary to compose a ten: DPG G1_U09_L08 DPG G1_U09_L09			
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.	DPG G1_U04_L14 DPG G1_U08_L03 DPG G1_U08_L10			

Standard	Standard Language	Publisher/Developer Citations	Met Yes	Met No	Reviewer Notes
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.	DPG G1_U09_L02 DPG G1_U09_L11 PP G1_U10_L05 PP G1_U11_L07			

Domain: Measurement and Data

Cluster: Measure lengths indirectly and by iterating length units.

How does the program address this aspect of the domain?

Standard	Standard Language	Publisher/Developer Citations	Met Yes	Met No	Reviewer Notes
1.MD.1	Order three objects by length; compare the lengths of two objects indirectly by using a third object.	Direct comparison: DPG G1_U03_L01 DPG G1_U03_L02 Indirect comparison: DPG G1_U03_L03 DPG G1_U03_L04 DPG G1_U03_L10			
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;	DPG G1_U03_L05 DPG G1_U03_L07 DPG G1_U03_L08 DPG G1_U03_L09			

Standard	Standard Language	Publisher/Developer Citations	Met Yes	Met No	Reviewer Notes
	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.*				

Cluster: Tell and write time.

How does the program address this aspect of the domain?

Standard	Standard Language	Publisher/Developer Citations	Met Yes	Met No	Reviewer Notes
1.MD.3	Tell and write time in hours and half-hours using analog and digital clocks.	DPG G1_U11_L08 DPG G1_U11_L09 DPG G1_U11_L10			

Cluster: Represent and interpret data.

How does the program address this aspect of the domain?

Standard	Standard Language	Publisher/Developer Citations	Met Yes	Met No	Reviewer Notes
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.	Organize: DPG G1_U06_L01 DPG G1_U06_L02 DPG G1_U06_L03 Represent: DPG G1_U06_L05 (E7) DPG G1_U06_L06 (E4) DPG G1_U06_L08 (E3, E7) Interpret: DPG G1_U06_L11 DPG G1_U06_L13 (E4) DPG G1_U11_L10 Total number of data points: DPG G1_U06_L02 (E1, RC1) DPG G1_U06_L3 (E8) DPG G1_U06_L12 (E2) How many in each category: DPG G1_U06_L3 (E5) DPG G1_U06_L09 (E2) DPG G1_U06_L12 (E1) How many more or less: DPG G1_U06_L07 DPG G1_U06_L09 (E2) DPG G1_U06_L11 DPG G1_U07_L10			

Domain: Geometry

Cluster: Reason with shapes and their attributes.

How does the program address this aspect of the domain?

Standard	Standard Language	Publisher/Developer Citations	Met Yes	Met No	Reviewer Notes
1.G.1	Distinguish between defining attributes versus non-defining attributes; build and draw shapes to possess defining attributes.	Distinguish between defining and non-defining attributes: DPG G1_U10_L01 DPG G1_U10_L03 DPG G1_U10_L05 Build and draw shapes: DPG G1_U10_L03 DPG G1_U10_L04 DPG G1_U10_L05			
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.[3]	2D: DPG G1_U10_L07 DPG G1_U10_L08 DPG G1_U10_L09 3D: DPG G1_U10_L11			
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,	Partition and describe the shares: DPG G1_U11_L01 DPG G1_U11_L02 DPG G1_U11_L05 Describe the whole as two/four of the shares:			

[3] Students do not need to learn formal names such as “right rectangular prism.”

Standard	Standard Language	Publisher/Developer Citations	Met Yes	Met No	Reviewer Notes
	or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.	DPG G1_U11_L03 DPG G1_U11_L05 Understanding relationship between size and number of shares: DPG G1_U11_L03			

Appendix: (Publisher/Developer, please enter any additional notes regarding the standards below.)

California Department of Education, October 2024