



# Math Teachers Press, Inc.

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## Arizona Mathematics Standards Correlated to Moving With Math® Foundations Level A Grade 1

		A1 <i>Number Sense</i> Student Book Skill Builders (SB)	A2 <i>Addition &amp; Subtraction</i> Student Book Skill Builders (SB)	A3 <i>Fractions, Geometry &amp; Measurement</i> Student Book Skill Builders (SB)
<b>STRAND 1: NUMBER AND OPERATIONS</b>				
<b>Concept 1: Number Sense</b>				
<b>PO.1</b>	Express whole numbers 0 to 100, in groups of tens and ones using and connecting multiple representations.	43-45, 59-62 <b>SB:</b> 11-1, 11-2		
<b>PO.2</b>	Count forward to 100 and backward from 100 by 1's and 10's using different starting points, and count forward to 100 by 2's and 5's.	49, 50, 53-55 <b>SB:</b> 8-9, 9-3, 10-1, 10-2, 10-7		
<b>PO.3</b>	Identify numbers which are 10 more or less than a given number to 90.	67 <b>SB:</b> 8-3		
<b>PO.4</b>	Compare and order whole numbers though 100 by applying the concept of place value.	62-64 <b>SB:</b> 8-2		
<b>PO.5</b>	Recognize and compare ordinal numbers, first through tenth.	39, 40 <b>SB:</b> 7-1		
<b>Concept 2: Numerical Operations</b>				
<b>PO.1</b>	Solve contextual problems using multiple representations for addition and subtraction facts.		3, 12, 13 <b>SB:</b> 26-9, 26-12, 28-10, 28-13	
<b>PO.2</b>	Demonstrate addition and subtraction of numbers that total less than 100 by using various representations that connect to place value concepts.		52-54, 57-62 <b>SB:</b> 30-3, 32-4, 34-1, 36-1	
<b>PO.3</b>	Develop and use multiple strategies for addition facts to 10 + 10 and their related subtraction facts.		5, 8, 9, 16 <b>SB:</b> 26-2, 26-3, 26-7, 28-2, 28-8	

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<b>PO.4</b>	Create word problems based on addition and subtraction facts.		40 (T.G.), 43 <b>SB:</b> 26-6, 28-7	
<b>PO.5</b>	Apply properties to solve addition/subtraction problems		6, 7, 15 <b>SB:</b> 26-1, 26-8	
	<ul style="list-style-type: none"> <li>identity property of addition/subtraction and</li> </ul>		6, 15 <b>SB:</b> 26-8, 28-9	
	<ul style="list-style-type: none"> <li>commutative property of addition.</li> </ul>		7 <b>SB:</b> 26-1	
	<b>Concept 3: Estimation</b>			
<b>PO.1</b>	Use estimation to determine if sums are more or less than 5, more or less than 10, or more or less than 20.		42, 69	
	<b>STRAND 2: DATA ANALYSIS, PROBABILITY, AND DISCRETE MATHEMATICS</b>			
	<b>Concept 1: Data Analysis (Statistics)</b>			
<b>PO.1</b>	Collect, record, organize, and display data using tally charts or pictographs.	8, 10 <b>SB:</b> 4-7		8, 73 (T.G.)
<b>PO.2</b>	Ask and answer questions by interpreting simple displays of data, including tally charts or pictographs.	8, 10, 33, 34 <b>SB:</b> 38-2, 38-3		73-75 <b>SB:</b> 38-8
	<b>Concept 2: Probability</b>			
	No performance objectives at this grade level.			
	<b>Concept 3: Systematic Listing and Counting</b>			
<b>PO.1</b>	Use Venn diagrams to sort, classify, and count objects and justify the sorting rule.			7 (T.G.)
	<b>Concept 4: Vertex-Edge Graphs</b>			
	No performance objectives at this grade level.			
	<b>STAND 3: PATTERNS, ALGEBRA, AND FUNCTIONS</b>			

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	<b>Concept 1: Patterns</b>			
<b>PO.1</b>	Recognize, describe, extend, create, and record repeating patterns.	17, 52 <b>SB:</b> 2-1, 9-2		13 <b>SB:</b> 2-3, 2-4, 9-8
<b>PO.2</b>	Recognize, describe, extend, create, and record growing patterns.	47, 52 <b>SB:</b> 9-1, 9-2		15 <b>SB:</b> 9-11
	<b>Concept 2: Function and Relationships</b>			
	No performance objectives in this grade level.			
	<b>Concept 3: Algebraic Representation</b>			
<b>PO.1</b>	Record equivalent forms of whole numbers to 100 by constructing models and using numbers.	44, 61, 77		
<b>PO.2</b>	Compare expressions using spoken words and the symbols = and $\neq$ .		51	
<b>PO.3</b>	Represent a word problem requiring addition or subtraction facts using an equation.		39-41 <b>SB:</b> 42-1, 42-3	
	<b>Concept 4: Analysis of Change</b>			
	No performance objectives in this grade level			
	<b>STRAND 4: GEOMETRY AND MEASUREMENT</b>			
	<b>Concept 1 Geometric Properties</b>			
<b>PO.1</b>	Identify and draw 2-dimensional geometric figures based on given attributes regardless of size or orientation.			6
<b>PO.2</b>	Compare and sort basic 2-dimensional figures (including irregular figures) using attributes and explain the reasoning for the sorting.			4-7 <b>SB:</b> 13-1
<b>PO.3</b>	Describe the results of composing and decomposing 2-dimensional figures.			12, 14 <b>SB:</b> 44-3

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	<b>Concept 2: Transformation of Shapes</b>			
	No performance objectives at this grade level			
	<b>Concept 3: Coordinate Geometry</b>			
	No performance objectives at this grade level			
	<b>Concept 4: Measurement</b>			
<b>PO.1</b>	Compare and order objects according to length, capacity, and weight.	14		58, 60 <b>SB:</b> 16-3
<b>PO.2</b>	Measure and compare the length of objects using the benchmark of one inch.			49, 50 <b>SB:</b> 19-3
<b>PO.3</b>	Sequence the days of the week and the months of the year.	7 <b>SB:</b> 17-1		
	<b>STRAND 5: STRUCTURE AND LOGIC</b>			
	<b>Concept 1: Algorithms and Algorithmic Thinking</b>			
	No performance objectives at this grade level.			
	<b>Concept 2: Logic, Reasoning, Problem Solving and Proof</b>			
<b>PO.1</b>	Identify the question(s) asked and any other questions that need to be answered in order to find a solution.		40 <b>SB:</b> 39-3, 39-10	39
<b>PO.2</b>	Identify the given information that can be used to find a solution.		40 <b>SB:</b> 39-6, 39-10	39
<b>PO.3</b>	Select from a variety of problem-solving strategies and use one or more strategies to arrive at a solution.		41 (T.G.) <b>SB:</b> 39-5	45 (T.G.)
<b>PO.4</b>	Represent a problem situation using any combinations of words, numbers, pictures, physical objects, or symbols.		44 <b>SB:</b> 39-7	44

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<b>PO.5</b>	Explain and clarify mathematical thinking.	Journal prompts and Sum-It-Up throughout	Journal prompts and Sum-It-Up throughout	Journal prompts and Sum-It-Up throughout
<b>PO.6</b>	Determine whether a solution is reasonable.		42 <b>SB:</b> 39-4	42