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LOUISIANA GRADE LEVEL EXPECTATIONS TO MOVING WITH MATH® *EXTENSIONS* GRADE 1

		Student Book	Skill Builders
	NUMBER AND NUMBER RELATIONS		
1.	Count to 100 by 1's, 5's, and 10's and 25's (**N-1-E**) (**N-3-E**) (**N-4-E**)	35, 36	30-1
2.	Read and write numerals to 100 (**N-1-E**)		1-1, 7-1, 8-1, 9-2
3.	Write number words for 0 to 19 (**N-1-E**) (**N-3-E**)	25, 30	
4.	Use ordinal numbers through 31st as they relate to the calendar (**N-1-E**)	7	13-1, 49-3
5.	Model and read place value in word, standard, and expanded form for numbers through 99 (**N-1-E**)	29, 37-39	4-1 to 4-3
6.	Use region models and sets of objects to demonstrate understanding of the concept of halves (**N-1-E**)	64	41-1, 42-1
7.	Identify quarters, half-dollars, and their values (**N-1-E**) (**N-3-E**) (**M-1-E**)	60	48-1
8.	Find the value of a set of coins up to $1.00,using one denomination of coin (**N-2-E**) (**N-6-E**) (**M-1-E**)	8, 9, 40, 41	46-1, 46-2, 47-1
9.	Apply estimation strategies to estimate the size of groups up to 20 (**N-2-E**) (**N-8-E**)	T.G. p. 29, 37	
10.	Using a number line or chart, locate, compare, and order whole numbers less than 100 and identify the numbers coming before/after a given number and between 2 given numbers (**N-3-E**) (**A-1-E**)	2-5, 31-34	2-1, 3-1, 6-1, 6-2, 9-2, 34-1, 35-1
11.	From a given number between 1 and 100, count forward and backward (**N-3-E**)	26, 28	16-2, 25-1
12.	Know the basic facts for addition and subtraction [0's, 1's, counting on and back 2's, doubles, doubles + 1, then 10's facts, and related turn-around (commutative) pairs] and use them to solve real-life problems (**N-4-E**) (**N-6-E**) (**N-8-E**)	11-14, 16, 18-24, 26-28, 51-53, 55-57	15-1, 15-2, 16-1 to 16-3, 17-1,18-1 to 18-3, 19-1 to 19-3, 27-1, 28-1
13.	Recognize and apply addition and subtraction as inverse operations (**N-4-E**)	22, T.G. p. 24	19-1, 19-2
14.	Add and subtract 2-digit numbers using manipulatives (**N-4-E**) (**N-7-E**)	42-50	20-1, 21-2, 22-1 to 22-3, 25-1 to 25-3

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15.	Recognize real-life situations as addition or subtraction problems (N-5-E) (N-4-E)	10, 17, 54, 58, 59	27-1, 28-1, 28-2, 29-1
16.	Given a number and number line/hundreds chart, identify the nearest ten (N-7-E)		
	ALGEBRA		
17.	Use the equal sign (=) to express the relationship of equality (A-1-E)	T.G. p. 11	
18.	Use objects, pictures, and numbers sentences to represent real-life problem situations involving addition and subtraction (A-1-E) (A-3-E) (N-7-E)		27-1, 28-1, 29-1
19.	Use objects, pictures, and verbal information to solve for missing numbers (A-2-E) (N-7-E)		
	MEASUREMENT		
20.	Measure length to the nearest inch and centimeter using appropriate tools (M-1-E) (M-2-E)	61	50-1
21.	Tell time to the hour and half-hour, and identify date, day, week, month, and year on a calendar (M-1-E) (M-2-E) (M-5-E)	62	49-1 to 49-3
22.	Select appropriate non-standard units for linear measurement situations (e.g., sticks, blocks, paper clips) (M-2-E)	T.G. p. 61	
23.	Compare the measure of objects to benchmarks (e.g., the width of a child's thumb is about a centimeter, the weight of a loaf of bread is about a pound, and the mass of a textbook is about a kilogram) (M-2-E)	T.G. p. 61	
24.	Measure capacity using cups (M-2-E) (M-3-e) (M-1-E)		
25.	identify the thermometer as a tool for measuring temperature (M-2-E)		49-4
	GEOMETRY		
26.	Compare, contract, name, and describe attributes (e.g., corner, side, straight, curved, number of sides) of shapes using concrete models [circle, rectangle (including square), rhombus, triangle] (G-1-E) (G-2-E) (G-4-E)		37-1, 38-1, 39-1, 40-1
27.	Connect the informal language used for 3-dimensional shapes to their proper mathematical name (e.g., a ball is a sphere, a box is a rectangular prism, a can is a cylinder) (G-2-E)		43-2
28.	Determine if a shape has a line of symmetry by folding (G-2-E)		41-2
29.	Visualize, predict, and create new shapes by cutting apart and combining existing 2- and 3-dimensional shapes (G-3-E) (G-1-E)		

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30.	Identify congruent shapes (i.e., same size and shape) in a variety of positions and orientations (**G-3-E**) (**G-2-E**)		43-1, 44-1
31.	Draw line segments (**G-5-E**)		
	DATA ANALYSIS, PROBABILITY AND DISCRETE MATH		
32.	Given a set of data, construct and read information from bar graphs and charts (**D-1-E**) (**D-2-E**)	63	50-2, 50-3
33.	Determine whether an object satisfies a simple logical classification rule (e.g., belongs and does not belong) (**D-1-E**)	T.G. p. 63	
34.	Appropriately use basic probability vocabulary (e.g., *more likely to happen/less likely to happen, always/never, same as*) (**D-5-E**)		50-4
	PATTERNS, RELATIONS, AND FUNCTIONS		
35.	Identify, describe, and explain the patterns in repeating situations (adding the same number, e.g., 2, 5, 8, 11, or skip-counting) (**P-1-E**)	15, 34	6-1, 6-2
36.	Explain patterns created with concrete objects, numbers, shapes, and colors (**P-2-E**)	6	9-1, 14-1