



# Math Teachers Press, Inc.

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## LOUISIANA GRADE LEVEL EXPECTATIONS TO MOVING WITH MATH® MATH-BY-TOPIC LEVEL A GRADE 1

	Student Book	Skill Builders
<b>NUMBER AND NUMBER RELATIONS</b>		
1. Count to 100 by 1's, 5's, and 10's and 25's (N-1-E) (N-3-E) (N-4-E)	AI: 30	30-1
2. Read and write numerals to 100 (N-1-E)	AI: 5, 6, 11, 12, 20, 23, 24, 29, 34, 45	1-1, 5-1, 5-3, 7-1
3. Write number words for 0 to 19 (N-1-E) (N-3-E)	AI: 7, 8	1-3 to 1-11, 8-2
4. Use ordinal numbers through 31st as they relate to the calendar (N-1-E)	AIII: 52	
5. Model and read place value in word, standard, and expanded form for numbers through 99 (N-1-E)	AI: 22-24, 31	4-2 to 4-5, 5-1
6. Use region models and sets of objects to demonstrate understanding of the concept of halves (N-1-E)	AIII: 28-30	41-1
7. Identify quarters, half-dollars, and their values (N-1-E) (N-3-E) (M-1-E)	AIII: 41	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)	AIII: 38-45	46-1, 46-2, 47-1, 47-2, 48-1
9. Apply estimation strategies to estimate the size of groups up to 20 (N-2-E) (N-8-E)		
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)	AI: 13-17, 19, 25, 27, 35-37 AIII: 4, 9	2-3, 3-2, 6-1 to 6-3, 9-2
11. From a given number between 1 and 100, count forward and backward (N-3-E)	AI: 51	
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)	All: 4-40	15-1 to 15-5, 16-1 to 16-7, 18-6, 19-6
13. Recognize and apply addition and subtraction as inverse operations (N-4-E)	All: 17, 18	16-2, 16-6

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14.	Add and subtract 2-digit numbers using manipulatives (N-4-E) (N-7-E)	All: 41-43, 46, 50-53, 57-58	20-1, 21-1, 22-1, 22-2, 24-1, 25-2, 26-2
15.	Recognize real-life situations as addition or subtraction problems (N-5-E) (N-4-E)	All: 4, 12, 62-69	27-1 to 27-3, 28-1 to 28-3, 29-1 to 29-5
16.	Given a number and number line/hundreds chart, identify the nearest ten (N-7-E)		
<b>ALGEBRA</b>			
17.	Use the equal sign (=) to express the relationship of equality (A-1-E)	All: 67	3-1
18.	Use objects, pictures, and number sentences to represent real-life problem situations involving addition and subtraction (A-1-E) (A-3-E) (N-7-E)	All: 62-67	27-1 to 27-3, 28-1 to 28-3, 29-1 to 29-5
19.	Use objects, pictures, and verbal information to solve for missing numbers (A-2-E) (N-7-E)	All: 18	9-1, 16-8
<b>MEASUREMENT</b>			
20.	Measure length to the nearest inch and centimeter using appropriate tools (M-1-E) (M-2-E)	All: 56, 57	50-1, 50-2
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)	Al: 77 All: 46-52	49-1, 49-2, 49-3
22.	Select appropriate non-standard units for linear measurement situations (e.g., sticks, blocks, paper clips) (M-2-E)	All: 53, 54	
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)	All: 53	
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)		
<b>GEOMETRY</b>			
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)	All: 12-17	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)	All: 65, 66	

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28.	Determine if a shape has a line of symmetry by folding (G-2-E)		
29.	Visualize, predict, and create new shapes by cutting apart and combining existing 2- and 3-dimensional shapes (G-3-E) (G-1-E)	AI: 69	
30.	Identify congruent shapes (i.e., same size and shape) in a variety of positions and orientations (G-3-E) (G-2-E)	AI: 64	44-1, 45-1, 45-2
31.	Draw line segments (G-5-E)		
<b>DATA ANALYSIS, PROBABILITY AND DISCRETE MATH</b>			
32.	Given a set of data, construct and read information from bar graphs and charts (D-1-E) (D-2-E)	AI: 78 All: 70 Alll: 75-78	50-4, 50-6
33.	Determine whether an object satisfies a simple logical classification rule (e.g., belongs and does not belong) (D-1-E)	AI: 63	43-1
34.	<b>appropriately use basic probability vocabulary</b> (e.g., <i>more likely to happen/less likely to happen, always/never, same as</i> ) (D-5-E)	Alll: 59-61	51-2
<b>PATTERNS, RELATIONS, AND FUNCTIONS</b>			
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)	AI: 50, 51 All: 26, 27	4-1, 6-4
36.	Explain patterns created with concrete objects, numbers, shapes, and colors (P-2-E)	AI: 63-65, 67	9-1, 14-1, 14-2
	<i>AI: Numeration</i>		
	<i>All: Addition and Subtraction</i>		
	<i>Alll: Fractions, Geometry and Measurement</i>		