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Florida's B.E.S.T. Standards Mathematics correlated to *Moving with Math-by-Topic 2nd Edition* Level A Grade 1

		A1 Numeration Teacher Guide Page (and Student Book Page) and Skill Builders (SB)	A2 Addition & Subtraction Teacher Guide Page (and Student Book Page) and Skill Builders (SB)	A3 Fractions, Geometry, & Measurement Teacher Guide Page (and Student Book Page) and Skill Builders (SB)
	NUMBER SENSE AND OPERATIONS			
MA.1.NSO.1	**Extend counting sequences and understand the place value of two-digit numbers.**			
MA.1.NSO.1.1	Starting at a given number, count forward and backwards within 120 by ones. Skip count by 2s to 20 and by 5s to 100.	9, 20, 25, 27, 32, 33, 51 **SB:** 2-1, 9-2	72	
MA.1.NSO.1.2	Read numbers from 0 to 100 written in standard form, expanded form and word form. Write numbers from 0 to 100 using standard form and expanded form. *Example: The number seventy-five written in standard form is 75 and expanded form is 70 + 5.*	4, 5, 7, 8, 28, 29, 32, 33, 45, 46 **SB:** 1-2, 7-2, 8-1, 9-2		
MA.1.NSO.1.3	Compose and decompose two-digit numbers in multiple ways using tens and ones. Demonstrate each composition or decomposition with objects, drawings and expressions or equations. *Example: The number 37 can be expressed as 3 tens plus 7 ones, 2 tens + 17 ones or as 37 ones.*	19-23, 30, 31, 44 **SB:** 4-1 to 4-5		
MA.1.NSO.1.4	Plot, order and compare whole numbers up to 100. *Example: The numbers 72, 35 and 58 can be arranged in ascending order as 35, 58 and 72.*	9-18, 24, 26, 34, 35, 37 **SB:** 2-1 to 2-3, 3-1, 3-2, 6-1 to 6-3, 9-3, 9-6		
MA.1.NSO.2	**Develop an understanding of addition and subtraction operations with one- and two-digit numbers.**			
MA.1.NSO.2.1	Recall addition facts with sums to 10 and related subtraction facts with automaticity.		11, 19 **SB:** 15-3, 16-4, 18-2, 18-3, 19-2	
MA.1.NSO.2.2	Add two whole numbers with sums from 0 to 20, and subtract using related facts with procedural reliability		5-10, 13-18, 21-24, 28-36 **SB:** 15-1, 15-2, 15-4, 15-5, 16-1 to 16-3, 16-5 to 16-9, 18-1, 18-4 to 18-719-1, 19-3 to 19-7	68, 69

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MA.1.NSO.2.3	Identify the number that is one more, one less, ten more and ten less than a given two-digit number. *Example: One less than 40 is 39.* *Example: Ten more than 23 is 33.*		10, 36		
MA.1.NSO.2.4	Explore the addition of a two-digit number and a one-digit number with sums to 100.			41-44 **SB:** 20-1	
MA.1.NSO.2.5	Explore subtraction of a one-digit number from a two-digit number. *Example: Finding 37 – 6 is the same as asking "What number added to 6 makes 37?"*			53 **SB:** 25-1	
	FRACTIONS				
MA.1.FR.1	**Develop an understanding of fractions by partitioning shapes into halves and fourths.**				
MA.1.FR.1.1	Partition circles and rectangles into two and four equal-sized parts. Name the parts of the whole using appropriate language including halves or fourths.				28-31 **SB:** 41-1, 42-1
	ALGEBRAIC REASONING				
MA.1.AR.1	**Solve addition problems with sums between 0 and 20 and subtraction problems using related facts.**				
MA.1.AR.1.1	Apply properties of addition to find a sum of three or more whole numbers. *Example: 8 + 7 + 2 is equivalent to 7 + 8 + 2 which is equivalent to 7 + 10 which equals 17.*			20, 25 **SB:** 17-1	
MA.1.AR.1.2	Solve addition and subtraction real-world problems using objects, drawings or equations to represent the problem.			37-40, 66 **SB:** 27-1 to 27-3, 28-1, 29-1, 29-2	
MA.1.AR.2	**Develop an understanding of the relationship between addition and subtraction.**				
MA.1.AR.2.1	Restate a subtraction problem as a missing addend problem using the relationship between addition and subtraction. *Example: The equation 12 – 7 =? can be restated as 7+? = 12 to determine the difference is 5.*				
MA.1.AR.2.2	Determine and explain if equations involving addition or subtraction are true or false. *Example: Given the following equations, 8 = 8, 9 – 1 = 7, 5 + 2 = 2 + 5 and 1 = 9 – 8, 9 – 1 = 7 can be determined to be false.*				
MA.1.AR.2.3	Determine the unknown whole number in an addition or subtraction equation, relating three whole numbers, with the unknown in any position. *Example: 9+ ? = 12* *Example: 17 = □ + 5* *Example: ? – 4 = 8*				
	MEASUREMENT				
MA.1.M.1	**Compare and measure the length of objects.**				

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MA.1.M.1.1	Estimate the length of an object to the nearest inch. Measure the length of an object to the nearest inch or centimeter.				55-57 **SB:** 50-1, 50-2
MA.1.M.1.2	Compare and order the length of up to three objects using direct and indirect comparison.		52, 53, 56-59 **SB:** 10-1, 12-1		
MA.1.M.2	**Tell time and identify the value of coins and combinations of coins and dollar bills.**				
MA.1.M.2.1	Using analog and digital clocks, tell and write time in hours and half-hours.				46, 47, 49, 50 **SB:** 49-1, 49-2
MA.1.M.2.2	Identify pennies, nickels, dimes and quarters, and express their values using the ¢ symbol. State how many of each coin equal a dollar.				37-39 **SB:** 46-1, 46-2, 47-1, 48-1
MA.1.M.2.3	Find the value of combinations of pennies, nickels and dimes up to one dollar, and the value of combinations of one, five and ten dollar bills up to $100. Use the ¢ and $ symbols appropriately.				38, 39 **SB:** 46-1, 46-2, 47-1, 47-2
	GEOMETRIC REASONING				
MA.1.GR.1	**Identify and analyze two- and three-dimensional figures based on their defining attributes.**				
MA.1.GR.1.1	Identify, compare and sort two- and three-dimensional figures based on their defining attributes. Figures are limited to circles, semi-circles, triangles, rectangles, squares, trapezoids, hexagons, spheres, cubes, rectangular prisms,cones and cylinders.				11, 12, 14-18, 24 **SB:** 37-1, 38-1, 40-1
MA.1.GR.1.2	Sketch two-dimensional figures when given defining attributes. Figures are limited to triangles, rectangles, squares and hexagons.				13
MA.1.GR.1.3	Compose and decompose two- and three-dimensional figures. Figures are limited to semi-circles, triangles, rectangles, squares, trapezoids, hexagons, cubes, rectangular prisms, cones and cylinders. *Example: A hexagon can be decomposed into 6 triangles.* *Example: A semi-circle and a triangle can be composed to create a two-dimensional representation of an ice cream cone.*				
MA.1.GR.1.4	Given a real-world object, identify parts that are modeled by two- and three-dimensional figures. Figures are limited to semi-circles, triangles, rectangles, squares and hexagons, spheres, cubes, rectangular prisms, cones and cylinders.				11, 12, 14, 15, 16 (Follow-Up Activities), 65
	DATA ANALYSIS AND PROBABILITY				
MA.1.DP.1	**Collect, represent and interpret data using pictographs and tally marks.**				

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MA.1.DP.1.1	Collect data into categories and represent the results using tally marks or pictographs. *Example: A class collects data on the number of students whose birthday is in each month of the year and represents it using tally marks.*		68, 78		75, 76 **SB:** 50-4
MA.1.DP.1.2	Interpret data represented with tally marks or pictographs by calculating the total number of data points and comparing the totals of different categories.		78		76 **SB:** 50-4, 50-7