

Math Teachers Press, Inc.

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Utah Core State Standards Correlated to Moving with Math Foundations Grade 1

A1 Number Sense Student Book/Skill Builders (SB) 1.0.A OPERATIONS AND ALGEBRAIC THINKING Represent and solve problems involving addition and subtraction within 20. 1.0.A.1 Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and companing, with unknowns in all positions. For example, use objects, drawings, and equations with a symbol for the unknown number to represent the problem. 1.0.A.2 Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20. For example, use objects, drawings, and equations with a symbol for the unknown number to represent the problem. 1.0.A.3 Apply properties of operations as strategies to add and subtract. For example: If 8 + 3 = 11 is known, then 3 + 8 = 11 is also known. (Commutative property of addition.) To add 2 + 6 + 4, the second two numbers can be added to make a ten, so 2 + 6 + 4 = 2 + 10 = 12. (Associative property of addition.) First grade students need not use formal terms for these properties. 1.0.A.4 Understand subtraction as an unknown-addend problem. For example, use buffact 10 - 8 by finding the number that makes 10 when added to 8. Represent and solve problems involving addition and subtraction within 20. 1.0.A.5 Retactions and subtraction. For example, by counting on 2 to add 2. 1.0.A.6 Add and subtract within 20.					
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1.0A.6 Add and subtract within 20.	1.OA.5	S .		SB: 26-7, 27-2,	
	1.OA.6	Add and subtract within 20.			

a.	Use strategies such as counting on; making ten (for		4-10, 12-17, 21-	
	example, $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$);		26, 30-32, 34-	
	decomposing a number leading to a ten (for example,		36 SB :	
	13 - 4 = 13 - 3 - 1 = 10 - 1 = 9); using the		26-2 to 26-5,	
	relationship between addition and subtraction (for		26-7, 26-9, 26-	
	example, knowing that $8 + 4 = 12$, one knows $12 - 8$		12, 27-1, 27-2,	
	= 4); and creating equivalent but easier or known sums		27-5, 27-7, 27-	
	(for example, adding 6 + 7 by creating the known		10, 28-1 to 28-	
	equivalent $6 + 6 + 1 = 12 + 1 = 13$).		3, 28-5, 28-8 to	
	equivalent 6 + 6 + 7 = 72 + 7 = 76).		28-13, 28-15,	
			29-1 to 29-3,	
			29-5, 29-6	
			29-3, 29-0	
b.	By the end of Grade 1, demonstrate fluency for addition		SB: 26-4, 26-5,	
5.	and subtraction within 10.		26-9, 27-4, 28-	
	and Subtraction within 10.		4, 29-10	
	Work with addition and subtraction equations.		4, 29-10	
1.OA.7	Understand the meaning of the equal sign, and		SB: 28-16	
	determine whether equations involving addition and		55. 20 10	
	subtraction are true or false. For example, which of the			
	following equations are true and which are false? 6 = 6,			
	7 = 8 - 1, $5 + 2 = 2 + 5$, $4 + 1 = 5 + 2$.			
1.OA.8	Determine the unknown whole number in an addition		33	
1.04.0	or subtraction equation relating three whole numbers.		SB: 28-13	
	For example, determine the unknown number that		35. 20-13	
	makes the equation true in each of the equations 8 +?			
	= 11, 5 = ? - 3, 6 + 6 = ?			
	- 11, 5 - ! - 5, 6 + 6 - !			A3
		A1	A2	Fractions,
		1	Addition &	
		Number Sense	Addition & Subtraction	Geometry &
		Number Sense Student		Geometry & Measurement
		Number Sense Student Book/Skill	Subtraction	Geometry & Measurement Student
		Number Sense Student	Subtraction Student	Geometry & Measurement Student Book/Skill
1.NBT	NUMBER AND OPERATIONS IN BASE TEN	Number Sense Student Book/Skill	Subtraction Student Book/Skill	Geometry & Measurement Student
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	Extend the counting sequence. Count to 120, starting at any number less than 120. In	Number Sense Student Book/Skill Builders (SB)	Subtraction Student Book/Skill	Geometry & Measurement Student Book/Skill
	Extend the counting sequence. Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a	Number Sense Student Book/Skill Builders (SB)	Subtraction Student Book/Skill Builders (SB)	Geometry & Measurement Student Book/Skill
	Extend the counting sequence. 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.	Number Sense Student Book/Skill Builders (SB) 49-51 SB: 8-4, 8-9, 9-	Subtraction Student Book/Skill Builders (SB)	Geometry & Measurement Student Book/Skill
1.NBT.1	Extend the counting sequence. 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. Understand place value.	Number Sense Student Book/Skill Builders (SB) 49-51 SB: 8-4, 8-9, 9-	Subtraction Student Book/Skill Builders (SB)	Geometry & Measurement Student Book/Skill
1.NBT.1	Extend the counting sequence. 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. Understand place value. Understand that the two digits of a two-digit number	Number Sense Student Book/Skill Builders (SB) 49-51 SB: 8-4, 8-9, 9-	Subtraction Student Book/Skill Builders (SB)	Geometry & Measurement Student Book/Skill
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1.NBT.1 1.NBT.2	Extend the counting sequence. 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. Understand place value. Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the	Number Sense Student Book/Skill Builders (SB) 49-51 SB: 8-4, 8-9, 9-1	Subtraction Student Book/Skill Builders (SB)	Geometry & Measurement Student Book/Skill
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1.NBT.1 1.NBT.2 a. b.	Extend the counting sequence. 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. Understand place value. 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." The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones. 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). Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of	Number Sense Student Book/Skill Builders (SB) 49-51 SB: 8-4, 8-9, 9-1 1 42 41-45 53, 54 48, 63, 64 SB: 6-2, 8-1, 8-	Subtraction Student Book/Skill Builders (SB)	Geometry & Measurement Student Book/Skill
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1.NBT.4	Add within 100, including adding a two-digit number		49-54, 59-62	
	and a one-digit number, and adding a two-digit		SB: 30-1, 30-3,	
	number and a multiple of 10, using concrete models or		31-1, 32-1 to	
	drawings and strategies based on place value,		32-4, 32-6, 47-	
	properties of operations, and/or the relationship		1 to 47-4, 47-6,	
	between addition and subtraction; relate the strategy to		47-7	
	a written method and explain the reasoning used.			
	Understand that in adding two-digit numbers, one adds			
	tens to tens and ones to ones, and that it is sometimes			
	necessary to compose a ten.			
1.NBT.5			52	
	less than the number, without having to count; explain			
	the reasoning used.			
1.NBT.6	-		56	
	multiples of 10 in the range 10–90 (positive or zero		SB: 35-1	
	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.			
	aria oxplain are reasoning accu.			A3
		A1	A2	Fractions,
		Number Sense	Addition &	Geometry &
		Student	Subtraction	Measurement
		Book/Skill	Student	Student
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1 MD	MEASI IDEMENT AND DATA			
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1.MD	MEASUREMENT AND DATA Measure lengths indirectly and by iterating length units.			
1.MD	Measure lengths indirectly and by iterating length units.	14	SB: 16-2	
	Measure lengths indirectly and by iterating length units. Order three objects by length; compare the lengths of		SB: 16-2	
	Measure lengths indirectly and by iterating length units. Order three objects by length; compare the lengths of two objects indirectly by using a third object.	14 SB: 16-1	SB: 16-2	48. 49
1.MD.1	Measure lengths indirectly and by iterating length units. Order three objects by length; compare the lengths of two objects indirectly by using a third object. Express the length of an object as a whole number of		SB : 16-2	48, 49 SB: 19-1, 19-2, 19-
1.MD.1	Measure lengths indirectly and by iterating length units. Order three objects by length; compare the lengths of two objects indirectly by using a third object. Express the length of an object as a whole number of length units, by laying multiple copies of a shorter		SB: 16-2	SB: 19-1, 19-2, 19-
1.MD.1	Measure lengths indirectly and by iterating length units. Order three objects by length; compare the lengths of two objects indirectly by using a third object. 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; understand that the		SB: 16-2	
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		A1 Number Sense Student Book/Skill Builders (SB)	A2 Addition & Subtraction Student Book/Skill Builders (SB)	A3 Fractions, Geometry & Measurement Student Book/Skill Builders (SB)
1.G	GEOMETRY			
	Reason with shapes and their attributes.			
1.G.1	Distinguish between defining attributes (for example, triangles are closed and three-sided) versus non-defining attributes (for example, color, orientation, overall size); build and draw shapes that possess defining attributes.			2-6 SB: 13-1
1.G.2	Compose shapes.			
a.	Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, halfcircles, and quarter-circles) to create a composite shape, and compose new shapes from the composite shape.			12-14 SB: 44-2, 44-3
b.	Compose 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. First grade students do not need to learn formal names such as "right rectangular prism.			
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 or four of the shares. Understand that, for these examples, decomposing into more equal shares creates smaller shares.			62, 63