A Correlation of

SCOTT FORESMAN ▪ ADDISON WESLEY

Mathematics

to the

Florida
Sunshine State Standards
& Grade Level Expectations
Grade One

PEARSON

Scott
Foresman

T/M-132

Scott Foresman – Addison Wesley Mathematics— Introduction

This document demonstrates the high degree of success students will achieve when using **Scott Foresman – Addison Wesley Mathematics** in meeting the objectives of the Florida Sunshine State Standards and Grade Level Expectations. Correlation page references are to the Teacher Edition, which contains facsimile Pupil Edition pages.

Scott Foresman – Addison Wesley Mathematics was carefully developed to reflect the specific needs of students and teachers at every grade level, while maintaining an overall primary goal: to have math make sense from every perspective. This program is based on scientific research that describes how children learn mathematics well and on classroom-based evidence that validates proven reliability.

● **Reaching All Learners**
Scott Foresman – Addison Wesley Mathematics addresses the needs of every student through structured instruction that makes concepts easier for students to grasp. Lessons provide step-by-step examples that show students how to think about and solve the problem. Built-in leveled practice in every lesson allows the teacher to customize instruction to match students' abilities. Reaching All Learners, featured in the Teacher Edition, helps teachers meet the diverse needs of the classroom with fun and stimulating activities that are easy to incorporate directly into the lesson plan.

● **Test Prep**
Scott Foresman - Addison Wesley Mathematics builds understanding through connections to prior knowledge, math strands, other subjects and the real world. It provides practice for maximum results and offers assessment in a variety of ways. Besides carefully placed reviews at the end of each Section, an important Test Prep strand runs throughout the program. Writing exercises prepare students for open-ended and short-or extended-response questions on state and national tests. Spiral review in a test format help students keep their test-taking skills sharp.

● **Priority on problem solving:**
Problem-solving instruction is systematic and explicit. Reading connections help children with problem-solving skills and strategies for math. Reading for Math Success encourages students to use the reading skills and strategies they already know to solve math problems.

● **Instructional Support**
In the Teacher Edition, the Lesson Planner provides an easy, at-a-glance planning tool. It identifies objectives, math understandings, focus questions, vocabulary, and resources for each lesson in the chapter. Professional Development at the beginning of each chapter in the Teacher Edition includes a Skills Trace as well as Math Background and Teaching Tips for each section in the chapter.

Ancillaries help to reach all learners with practice, problem solving, hands-on math, language support, assessment and teacher support. Technology resources for both the student and the teacher provide a whole new dimension to math instruction by helping to create motivating and engaging lessons.

CORRELATION
SUNSHINE STATE STANDARDS
& GRADE LEVEL EXPECTATIONS

SUBJECT: **MATHEMATICS**

SUBMISSION TITLE: **SCOTT FORESMAN – ADDISON WESLEY MATHEMATICS**

PUBLISHER: **SCOTT FORESMAN**

GRADE: **ONE**

STRAND A: **NUMBER SENSE, CONCEPTS, AND OPERATIONS**

STANDARD 1:   **THE STUDENT UNDERSTANDS THE DIFFERENT WAYS NUMBERS ARE REPRESENTED AND USED INTHE REAL WORLD.**

BENCHMARK	GRADE LEVEL EXPECTATIONS	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT	I/M*
Benchmark MA.A.1.1.1: The student associates verbal names, written word names, and standard numerals with the whole numbers less than 1000.	1. uses one-to one correspondence to count objects to 100 or more.	11-12, 13-14, 15-16, 17-18, 21-22, 25A, 25-26, 27A, 27-28, 29-30, 31A, 31-32, 43I, 43J, 45A, 45-46, 47A, 47-48, 49-50, 51-52, 53A, 53-54, 57-58, 63A, 63-64, 67-68, 69A, 69-70, 75A, 75-76, 77-78, 86, 91-92, 93, 95, 101, 103-104, 105, 107-108, 111-112, 127-128, 129-130, 131-132, 137-138, 139-140, 141, 265A, 265-266, 283-284, 285-286, 291-292	I
	2. reads and writes numerals to 100 or more.	283A, 283-284, 285A, 285-286, 287A, 287-288, 289-290	I
	3. uses ordinal numbers 1st – 10th or higher.	267A, 267-268	I

BENCHMARK	GRADE LEVEL EXPECTATIONS	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT	I/M*
Benchmark MA.A.1.1.2: The student understands the relative size of whole numbers between 0 and 1000.	1. compares and orders whole numbers to 100 or more using concrete materials, drawings, number lines, and symbols (<, =, >).	297A, 297-298, 299A, 299-300, 301A, 301-302, 326	I
	2. compares two or more sets (up to 100 objects in each set) and identifies which set is equal to, more than, or less than the other.	29A, 29-30, 297A, 297-298	I
Benchmark MA.A.1.1.3:The student uses objects to represent whole numbers or commonly used fractions and relates these numbers to real-world situations.	1. represents real-world applications of whole numbers, to 100 or more, using concrete materials, drawings, and symbols.	20, 40, 326, 460, 465B	I
	2. represents and explains fractions (one half, one fourth, three fourths) as part of a whole and part of a set using concrete materials and drawings.	155J, 181A, 181-182, 183A, 183-184, 185A, 185-186, 187A, 187-188, 189A, 189B, 189-190, 200	I

BENCHMARK	GRADE LEVEL EXPECTATIONS	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT	I/M*
	3. uses concrete materials to compare fractions in real-life situations (for example, pizzas, cookies).	183B, 184, 186	I
	4. knows that the total of equivalent fractional parts makes a whole (for example, two halves equal one whole).	185A, 185	I
Benchmark MA.A.1.1.4: The student understands that whole numbers can be represented in a variety of equivalent forms.	1. represents equivalent forms of the same number, up to 20 or more, through the use of concrete materials (including coins), diagrams, and number expressions (for example, 16 can be represented as 8+8, 10+6, 4+4+4+4, 20-4, 17-1).	1J, 11A, 11-12, 13A, 13-14, 15A, 15-16, 17A, 17-18, 21A, 21-22, 149, 287-288, 298, 380	I

SUBJECT: **MATHEMATICS**

SUBMISSION TITLE: **SCOTT FORESMAN – ADDISON WESLEY MATHEMATICS**

PUBLISHER: **SCOTT FORESMAN**

GRADE: **ONE**

STRAND A: **NUMBER SENSE, CONCEPTS, AND OPERATIONS**

STANDARD 2:   **THE STUDENT UNDERSTANDS NUMBER SYSTEMS.**

BENCHMARK	GRADE LEVEL EXPECTATIONS	PAGES (S) OR LOCATIONS(S) WHERE TAUGHT	I/M*
Benchmark MA.A.2.1.1: The student understands and applies the concepts of counting (by 2s, 3s, 5s, 10s, 25s, 50s), grouping, and place value with whole numbers between 0 and 100.	**1. counts orally to 100 or more by 2s, 5s, and 10s with or without a hundred chart.**	243A-243B, 243-244, 255A, 255B, 255-256, 257-258, 273	I
	2. uses concrete materials, pictures, and symbols to show the grouping and place value of numbers to 100 or more.	15-16, 17-18, 241A, 241-242, 243A, 243-244, 247A, 247-248, 279I, 279J, 281-282, 283A, 283-284, 285A, 285-286, 287-288, 291-292, 303A, 303-304	I

BENCHMARK	GRADE LEVEL EXPECTATIONS	PAGES (S) OR LOCATIONS(S) WHERE TAUGHT	I/M*
	3. counts forward and backward by one beginning with any number less than 100.	239I, 239J, 245A, 245-246	I
	4. counts forward by tens from any number less than 10 using a hundred chart.	255A, 255, 273	I
Benchmark MA.A.2.1.2: The student uses number patterns and the relationships among counting, grouping, and place value strategies to demonstrate an understanding of the whole number system.	1. counts and groups 11 or more objects into tens and ones (for example, 3 groups of ten and 4 more is 34 or 30+4).	241A, 241-242, 247A, 247-248, 276, 279I, 281A, 281-282, 283A, 283-284, 285-286, 287-290, 291A, 291-292, 303A, 303-304, 326	I
	2. knows place value patterns and uses zero as a place holder (for example, trading 10 ones for 1 ten).	281A, 281-282, 283-284, 285, 287A, 287-288, 303-304	I
	3. knows the place value of a designated digit in whole numbers to 100.	281-282, 283-284, 285-286, 303-304	I

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PUBLISHER:	**SCOTT FORESMAN**
GRADE:	**ONE**
STRAND A:	**NUMBER SENSE, CONCEPTS, AND OPERATIONS**
STANDARD 3:	**THE STUDENT UNDERSTANDS THE EFFECTS OF OPERATIONS ON NUMBERS AND THE RELATIONSHIPS AMONG THESE OPERATIONS, SELECTS APPROPRIATE OPERATIONS, AND COMPUTES FOR PROBLEM SOLVING.**

BENCHMARK	GRADE LEVEL EXPECTATIONS	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT	I/M*
Benchmark MA.A.3.1.1: The student understands and explains the effects of addition and subtraction on whole numbers, including the inverse (opposite) relationship of the two operations.	**1. demonstrates knowledge of the meaning of addition (putting together, increasing) and subtraction (taking away, comparing, finding the difference) using manipulatives, drawings, symbols, and story problems.**	1J, 11A, 11-12, 13A, 13-14, 15A, 15-16, 17A, 17-18, 21A, 21-22, 25A, 25-26, 27A, 27-28, 40, 43I, 43J, 45A, 45-46, 47A, 47-48, 49A, 49-50, 51A, 51-52, 53A, 53-54, 55, 57A, 57-58, 61A, 61-62, 63A, 63-64, 65A, 65-66, 67A, 67-68, 69A, 69-70, 71-72, 75A, 75-76, 77A, 77-78, 79-80, 91-92, 93A, 93-94, 95-96, 97A, 97-98, 99-100, 103-104, 105A, 105-106, 107-108, 109-110, 111-112, 113-114, 123I, 125A, 125-126, 127A, 127-128, 129A, 129-130, 131-132, 133-134, 137-138, 139-140, 141A, 141-142, 143-144, 145-146, 152, 317-318, 417-418, 419A, 419-420, 421-422, 423-424, 425A, 425-426, 435-436, 437-438, 439A, 439-440, 441A, 441-442, 443A, 443-444, 451	I

BENCHMARK	GRADE LEVEL EXPECTATIONS	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT	I/M*
	2. solves basic addition facts using concrete objects and thinking strategies, such as count on, count back, doubles, doubles plus one, and make ten.	89I, 89J, 91A, 91-92, 93-94, 95A, 95-96, 97A, 97-98, 103A, 103-104, 105A, 105-106, 107A, 107-108, 123I, 125A, 125-126, 127A, 127-128, 129A, 129-130, 137-138, 139-140, 141-142, 417A, 417-418, 419A, 419-420, 421A, 421-422, 423A, 423-424, 425A, 425-426, 435-436, 439-440, 441-442, 443-444	I
	3. describes the related facts that represent a given fact family up to 18 (for example, 9+3=12, 12-9=3, 12-3=9).	123J, 137A, 137-138, 139A, 139-140, 141A, 141-142, 437A, 435-436, 437-438, 439-440	I
	4. knows how to use the commutative and associative properties of addition in solving problems and basic facts.	93A, 93-94, 427A, 427-428	I

BENCHMARK	GRADE LEVEL EXPECTATIONS	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT	I/M*
	5. adds and subtracts two-digit numbers without regrouping (sums to 100) using models, concrete materials, or algorithms.	291A, 291-292, 326, 459A, 459-460, 461A, 461-462, 463A, 463-464, 471A, 471-472, 473A, 473-474, 475A, 475-476	I
Benchmark MA.A.3.1.2: The student selects the appropriate operation to solve specific problems involving addition and subtraction of whole numbers.	1. poses and solves simple number problems by selecting the proper operation (for example, finding how many students are sitting at tables one and two).	71A, 71-72, 143A, 143-144, 445A, 445-446	I
	2. uses concrete objects to solve number problems with one operation.	77-78, 89I, 89J, 91A, 91-92, 105-106, 107A, 107-108, 127-128, 139-140, 423-424, 441-442	I
	3. describes thinking when solving number problems.	11, 13, 18, 29, 31, 45, 47, 49, 55, 57, 71, 91, 93, 99, 103, 105, 107, 111, 129, 133, 139, 141, 143, 191, 241, 243, 245, 249, 251, 287, 326	I

BENCHMARK	GRADE LEVEL EXPECTATIONS	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT	I/M*
	4. writes number sentences associated with addition and subtraction situations.	49A, 49-50, 51A, 51-52, 57A, 57-58, 65A, 65-66, 67A, 67-68, 77A, 77-78, 93-94, 99A, 99-100, 103A, 103-104, 105, 107, 109-110, 111A, 111-112, 120, 130, 133A, 133-134, 137A, 137-138, 139A, 139-140, 143A, 143-144, 145-146, 152, 317-318, 349-350, 351-352, 417-418, 422, 435A, 435-436, 437A, 437-438, 445A, 445-446, 454, 461-462, 471-472, 473-474	I
Benchmark MA.A.3.1.3:The student adds and subtracts whole numbers to solve real-world problems, using appropriate methods of computing, such as objects, mental mathematics, paper and pencil, calculator.	1. knows appropriate methods (for example, concrete materials, mental mathematics, paper and pencil) to solve real-world problems involving addition and subtraction.	22, 76, 86, 113-114, 118, 120, 133, 143-144, 145-146, 150, 152, 291-292, 317A, 317-318, 326, 349-350, 351A, 420, 436, 445-446	I
	2. uses a calculator to explore addition, subtraction, and skip counting.	84, 150, 274	I

CORRELATION
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PUBLISHER: **SCOTT FORESMAN**

GRADE: **ONE**

STRAND A: **NUMBER SENSE, CONCEPTS, AND OPERATIONS**

STANDARD 4:   **THE STUDENT USES ESTIMATION IN PROBLEM SOLVING AND COMPUTATION.**

BENCHMARK	GRADE LEVEL EXPECTATIONS	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT	I/M*
Benchmark MA.A.4.1.1: The student provides and justifies estimates for real-world quantities.	**1. uses the language of estimation and approximation to identify and describe numbers in real-world situations (for example, about, near, closer to, between).**	249A, 249-250, 323, 442, 467A, 467-468	I
	2. estimates the number of objects, explains the reasoning for the estimate, and checks the reasonableness of the estimate by counting.	249A, 249-250, 379A, 379-380, 467A, 467-468	I

BENCHMARK	GRADE LEVEL EXPECTATIONS	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT	I/M*
	3. makes reasonable estimates when comparing larger or smaller quantities.	78, 249A, 249-250	I
	4. estimates reasonable answers to basic facts (e.g., Will 7+8 be more than 10?).	48, 107	I

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STRAND A: **NUMBER SENSE, CONCEPTS, AND OPERATIONS**

STANDARD 5: **THE STUDENT UNDERSTANDS AND APPLIES THEORIES RELATED TO NUMBERS.**

BENCHMARK	GRADE LEVEL EXPECTATIONS	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT	I/M*
Benchmark MA.A.5.1.1: The student classifies and models numbers as even or odd.	**1. demonstrates and builds models to show the difference between odd and even numbers using concrete objects or drawings.**	265A, 265-266	I

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GRADE:	**ONE**
STRAND B:	**MEASUREMENT**
STANDARD 1:	**THE STUDENT MEASURES QUANTITIES IN THE REAL WORLD AND USES THE MEASURES TO SOLVE PROBLEMS.**

BENCHMARK	GRADE LEVEL EXPECTATIONS	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT	I/M*
Benchmark MA.B.1.1.1: The student uses and describes basic measurement concepts including length, weight, digital and analog time, temperature, and capacity.	**1. knows how to communicate measurement concepts.**	203I, 205A, 205-206, 207A, 207-208, 209A, 209, 211A, 211-212, 223A, 223-224, 365-366, 369-370, 371-372, 373-374, 375-376, 383-384, 385-386, 389-390, 391-392, 395-396, 409	I

BENCHMARK	GRADE LEVEL EXPECTATIONS	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT	I/M*
	2. demonstrates an understanding of measurement of lengths by selecting appropriate units of measurement (for example, inches or feet).	373A, 373	I
	3. demonstrates an understanding of weight by selecting appropriate units of measurement (for example, grams or kilograms).	393A, 393-394	I
	4. demonstrates an understanding of time using digital and analog clocks (for example, hour and half-hour intervals).	207A, 207-208, 209A, 209-210, 211A, 211-212, 215A, 215-216, 223A, 223, 236	I
	5. demonstrates an understanding of temperature by using thermometers.	395A, 395-396	I
	6. demonstrates an understanding of capacity by selecting appropriate units of measurement (for example, cups, pints, quarts, liters).	385A, 385	I

BENCHMARK	GRADE LEVEL EXPECTATIONS	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT	I/M*
Benchmark MA.B.1.1.2:The student uses standard customary and metric (centimeter, inch) and nonstandard units, such as links or blocks, in measuring real quantities.	1. measures length, weight, or capacity of an object using standard and nonstandard units (for example, pounds, grams, or wooden blocks).	365A, 365-366, 369A, 369-370, 371-372, 373A, 373-374, 375A, 375-376, 383A, 383-384, 389-390, 409, 412	I

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STRAND B: **MEASUREMENT**

STANDARD 2:   **THE STUDENT COMPARES, CONTRASTS, AND CONVERTS WITHIN SYSTEMS OF MEASUREMENT (BOTH STANDARD/NONSTANDARD AND METRIC/CUSTOMARY).**

BENCHMARK	GRADE LEVEL EXPECTATIONS	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT	I/M*
Benchmark MA.B.2.1.1: The student uses direct (measured) and indirect (not measured) comparisons to order objects according to some measurable characteristics (length, weight).	**1. uses nonstandard methods to compare and order objects according to their lengths or weights.**	366, 389A, 389-390	I

BENCHMARK	GRADE LEVEL EXPECTATIONS	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT	I/M*
	2. uses nonstandard, indirect methods to compare and order objects according to their lengths.	366	M
	3. uses customary and metric units to measure, compare, and order objects according to their lengths or weights.	369-370, 371-372, 373-374, 375-376, 389-390, 391A	I
Benchmark MA.B.2.1.2: The student understands the need for a uniform unit of measure to communicate in real-world situations.	1. knows that a uniform unit is needed to measure in real-world situations (for example, length, weight, time, capacity).	205-206, 207-208, 209-210, 211-212, 215-216, 365-366, 367-368, 369-370, 371A, 371-372, 373-374, 375-376, 383-384, 385-386, 387-388, 389-390, 391-392, 393-394	I

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STRAND B: **MEASUREMENT**

STANDARD 3:   **THE STUDENT ESTIMATES MEASUREMENTS IN REAL-WORLD PROBLEM SITUATIONS.**

BENCHMARK	GRADE LEVEL EXPECTATIONS	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT	I/M*
Benchmark MA.B.3.1.1: The student using a variety of strategies, estimates length, widths, time intervals, and money and compares them to actual measurements.	**1. estimates, measures, and compares dimensions of an object.**	365A, 365-366, 369A, 369-370, 371A, 371-372, 373A, 373-374, 375A, 375-376, 409	I
	2. estimates and measures the passage of time using before or after; yesterday, today, or tomorrow; day or night; morning, afternoon, or evening; hour or half-hour.	203J, 205A, 205-206, 207-208, 212, 215A, 215-216, 219A, 219-220, 221A, 221-222, 224, 225A, 225, 233, 236	I

BENCHMARK	GRADE LEVEL EXPECTATIONS	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT	I/M*
	3. knows and compares money values, including the quarter (25 cents), half-dollar (50 cents), and dollar (100 cents).	343A, 343-344, 345A, 345-346, 347A, 347-348, 357, 358, 360	I

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STRAND B: **MEASUREMENT**

STANDARD 4: **THE STUDENT SELECTS AND USES APPROPRIATE UNITS AND INSTRUMENTS FOR MEASUREMENT TO ACHIEVE THE DEGREE OF PRECISION AND ACCURACY REQUIRED IN REAL-WORLD SITUATIONS.**

BENCHMARK	GRADE LEVEL EXPECTATIONS	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT	I/M*
Benchmark MA.B.4.1.1: The student selects and uses an object to serve as a unit of measure, such as a paper clip, eraser, or marble.	**1. selects and uses an appropriate nonstandard unit to measure length, weight, time, and capacity.**	205-206, 221-222, 367-368, 369A, 369-370, 383-384, 389A, 389-390, 393-394	I

BENCHMARK	GRADE LEVEL EXPECTATIONS	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT	I/M*
Benchmark MA.B.4.1.2: The student selects and uses appropriate instruments, such as scales, rulers, clocks, and technology to measure within customary or metric systems.	**1. knows appropriate standard tools for measuring linear dimensions, weight, capacity, and temperature.**	371-372, 373-374, 375-376, 395A, 395-396, 397A, 397-398	I
	2. knows appropriate tools (clocks and calendar) for measuring time (including days, weeks, months).	207A, 207-208, 209A, 209-210, 215A, 215-216, 225A, 225-226, 227A, 227-228	I

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GRADE: **ONE**

STRAND C: **GEOMETRY AND SPATIAL SENSE**

STANDARD 1:   **THE STUDENT DESCRIBES, DRAWS, IDENTIFIES, AND ANALYZES TWO- AND THREE- DIMENSIONAL SHAPES.**

BENCHMARK	GRADE LEVEL EXPECTATIONS	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT	I/M*
Benchmark MA.C.1.1.1: The student understands and describes the characteristics of basic two- and three-dimensional shapes.	**1. knows attributes of two-dimensional shapes (for example, vertices, edges).**	155I, 167A, 167-168	I
	2. knows attributes of three-dimensional figures (for example, vertices, curves, faces).	159A, 159-160, 161-162	I

BENCHMARK	GRADE LEVEL EXPECTATIONS	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT	I/M*
	3. sorts two- and three-dimensional figures according to their attributes.	155I, 157A, 157B, 157-158, 160, 165A, 165, 167A, 167-168, 170, 307A, 307-308	I

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STRAND C: **GEOMETRY AND SPATIAL SENSE**

STANDARD 2:   **THE STUDENT VISUALIZES AND ILLUSTRATES WAYS IN WHICH SHAPES CAN BE COMBINED, SUBDIVIDED, AND CHANGED.**

BENCHMARK	GRADE LEVEL EXPECTATIONS	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT	I/M*
Benchmark MA.C.2.1.1: The student understands basic concepts of spatial relationships, symmetry, and reflections.	**1. understands lines of symmetry in two-dimensional shapes (for example, paper folding, ink blot pictures, mirrors).**	171A, 171-172	I
	2. knows shapes that can be combined to form other shapes (for example, using pattern blocks, six triangles make a hexagon).	177A, 177-178	I

BENCHMARK	GRADE LEVEL EXPECTATIONS	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT	I/M*
	3. uses concrete materials to construct the reflection of a given shape.	173A, 173-174, 198	I
	4. follows directions to move or place an object and describes the relationship of objects using positional language (for example, over, to the left of).	315A, 315-316	I
Benchmark MA.C.2.1.2: The student uses objects to perform geometric transformations, including flips, slides, and turns.	1. demonstrates slides and turns using concrete materials.	173A, 173-174, 198	I

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STRAND C: **GEOMETRY AND SPATIAL SENSE**

STANDARD 3: **THE STUDENT USES COORDINATE GEOMETRY TO LOCATE OBJECTS IN BOTH TWO- AND THREE- DIMENSIONS AND TO DESCRIBE OBJECTS ALGEBRAICALLY.**

BENCHMARK	GRADE LEVEL EXPECTATIONS	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT	I/M*
MA.C.3.1.1: The student uses real-life experiences and physical materials to describe, classify, compare, and sort geometric figures, including squares, rectangles, triangles, circles, cubes, rectangular solids, spheres, pyramids,	**1. compares and sorts two-dimensional and three-dimensional real-life objects.**	157A, 157-158, 165B, 307A, 307-308	I

BENCHMARK	GRADE LEVEL EXPECTATIONS	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT	I/M*
(continued) **cylinders, and prisms, according to the number of faces, edges, bases, and corners.**			
	2. knows geometric shapes in real-life situations.	157A, 157-158, 229	I
	3. compares, describes, and sorts objects according to attributes (for example, corners, curves, faces).	159A, 159-160, 161A, 161-162, 167-168	I
Benchmark MA.C.3.1.2: The student plots and identifies positive whole numbers on a number line.	**1. locates and explains known and unknown numbers on a number line from 0 to 100 or more.**	97A, 97-98, 124, 125A, 125-126, 299A, 299-300	I

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GRADE: **ONE**

STRAND D: **ALGEBRAIC THINKING**

STANDARD 1:   **THE STUDENT DESCRIBES, ANALYZES, AND GENERALIZES A WIDE VARIETY OF PATTERNS, RELATIONS, AND FUNCTIONS.**

BENCHMARK	GRADE LEVEL EXPECTATIONS	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT	I/M*
Benchmark MA.D.1.1.1: The student describes a wide variety of classification schemes and patterns related to physical characteristics and sensory attributes, such as rhythm, sound, shapes, colors, numbers, similar objects, similar events.	**1. identifies, describes, and compares patterns using a wide variety of materials and attributes (for example, size, shape, color).**	1I, 3A, 3-4, 5-6, 37, 210, 302	I

BENCHMARK	GRADE LEVEL EXPECTATIONS	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT	I/M*
	2. describes a pattern rule.	266, 274	I
	3. explores number patterns on a hundred chart.	239I, 239J, 245A, 245-246, 255A, 255-256, 273	I
	4. predicts and extends existing patterns that are concrete or pictorial.	1I, 3A, 3-4, 6, 7A, 7-8, 37	I
Benchmark MA.D.1.1.2: The student recognizes, extends, generalizes, and creates a wide variety of patterns and relationships using symbols and objects.	1. uses one attribute to create a pattern (for example, thick or thin, open or closed).	5-6	I
	2. transfers patterns from one medium to another (for example, concrete objects to actions or symbols).	5A, 5-6	I
	3. predicts, extends, and creates patterns.	3-4, 5A, 5-6, 7A, 7-8, 37, 166, 210, 256, 302, 422, 462, 476	I
	4. uses a calculator to explore number patterns.	274	I

BENCHMARK	GRADE LEVEL EXPECTATIONS		PAGES(S) OR LOCATIONS(S) WHERE TAUGHT	I/M*
	5. identifies and generates patterns in a list of related number pairs based on real-life situations (for example, T-chart with number of children to number of eyes).		259-260, 261A, 261-262	I
	Number of Children	**Number of Eyes**		
	1	2		
	2	4		

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STRAND D:	**ALGEBRAIC THINKING**

STANDARD 2:	**THE STUDENT USES EXPRESSIONS, EQUATIONS, INEQUALITIES, GRAPHS, AND FORMULAS TO REPRESENT AND INTERPRET SITUATIONS.**

BENCHMARK	GRADE LEVEL EXPECTATIONS	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT	I/M*
Benchmark MA.D.2.1.1: The student understands that geometric symbols (O,□) can be used to represent unknown quantities in expressions, equations, and inequalities.	**1. solves addition and subtraction sentences where an unknown number is represented by a geometric shape (for example, 2 +□=9).**	70, 83, 108, 394, 422, 424	I
	2. uses concrete objects to solve number sentences with equalities and inequalities (using the symbols >, =, <).	297A, 297B, 297-298	I

BENCHMARK	GRADE LEVEL EXPECTATIONS	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT	I/M*
Benchmark MA.D.2.1.2: The student uses informal methods to solve real-world problems requiring simple equations that contain one variable.	1. uses concrete objects to solve real-world addition and subtraction problems using one unknown (for example, There are 28 children in this class, and 25 are here today. How many are absent?).	133A, 133-134, 291-292, 378	I

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STRAND E: **DATA ANALYSIS AND PROBABILITY**

STANDARD 1:   **THE STUDENT UNDERSTANDS AND USES THE TOOLS OF DATA ANALYSIS**
                                      FOR MANAGING INFORMATION.

BENCHMARK	GRADE LEVEL EXPECTATIONS	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT	I/M*
Benchmark MA.E.1.1.1: The student displays solutions to problems by generating, collecting, organizing, and analyzing data using simple graphs and charts.	**1. surveys a small group to answer a simple question involving two categories or choices (for example, students who bring lunches or students who buy lunches).**	309A, 309-310, 311A, 311-312, 324	I
	2. records data using concrete materials or pictures.	177-178, 309A, 309-310, 311A, 311-312	I

BENCHMARK	GRADE LEVEL EXPECTATIONS	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT	I/M*
	3. organizes information into a simple pictograph or concrete graph.	309-310, 311-312, 481A, 481-482	I
	4. uses mathematical language to read and interpret data on a simple concrete graph, pictorial graph, or chart.	177-178, 191A, 191-192, 223-224, 251A, 251-252, 339A, 339-340, 431A, 431-432, 481A, 481-482	I
Benchmark MA.E.1.1.2: The student displays data in a simple model to use the concepts of range, median, and mode.	1. uses concrete materials, pictures, or graphs to display data and identify range and mode.	309B, 309-310, 311-312, 313-314, 324	I
Benchmark MA.E.1.1.3: The student analyzes real-world data by surveying a sample space and predicting the generalization onto a larger population through the use of appropriate technology, including calculators and computers.	1. discusses a reasonable prediction for a large group using data from a small group.	313A, 313-314, 410	I

BENCHMARK	GRADE LEVEL EXPECTATIONS	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT	I/M*
	2. uses a calculator to compare data.	53B, 69B, 425B	I
	3. explores computer-graphing software.	324	I

CORRELATION
SUNSHINE STATE STANDARDS
& GRADE LEVEL EXPECTATIONS

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STRAND E: **DATA ANALYSIS AND PROBABILITY**

STANDARD 2:   **THE STUDENT IDENTIFIES PATTERNS AND MAKES PREDICTIONS FROM AN ORDERLY DISPLAY OF DATA USING CONCEPTS OF PROBABILITY AND STATISTICS.**

BENCHMARK	GRADE LEVEL EXPECTATIONS	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT	I/M*
Benchmark: MA.E.2.1.1: The student understands basic concepts of chance and probability.	1. knows the likelihood of a given situation (for example, snowing in South Florida).	401A, 401-402, 403B	I
	2. explains if an event is certain, probable, or impossible.	401A, 401-402	I
	3. discusses results of games and activities dependent upon chance.	403A, 403-404, 410	I

BENCHMARK	GRADE LEVEL EXPECTATIONS	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT	I/M*
Benchmark MA.E.2.1.2: The student predicts which simple event is more likely, equally likely, or less likely to occur.	1. knows if a given event is more likely, equally likely, or less likely to occur (for example, six blue marbles and two green marbles in a bag).	313, 403A, 403-404, 410	I

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STRAND E: **DATA ANALYSIS AND PROBABILITY**

STANDARD 3:   **THE STUDENT USES STATISTICAL METHODS TO MAKE INFERENCES AND VALID ARGUMENTS ABOUT REAL-WORLD SITUATIONS.**

BENCHMARK	GRADE LEVEL EXPECTATIONS	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT	I/M*
Benchmark MA.E.3.1.1: The student designs a simple experiment to answer a class question, collects appropriate information, and interprets the results using graphical displays of information, such as line graphs, pictographs, and charts.	**1. constructs appropriate questions for a class survey, in a whole group setting.**	309B, 309-310	I

BENCHMARK	GRADE LEVEL EXPECTATIONS	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT	I/M*
	2. collects data for a survey with two or more categories or choices and creates a class chart or pictograph.	309-310, 311-312	I
	3. analyzes results of a survey as part of a class discussion.	309A, 310, 311A, 311-312, 324	I
Benchmark MA.E.3.1.2: The student decides what information is appropriate and how data can be collected, displayed, and interpreted to answer relevant questions.	1. determines questions for a two-category survey so that the collected information will answer the question.	309A, 309-310	I
	2. knows appropriate methods to display and interpret information.	309-310, 311-312, 313A, 313-314, 339A, 339-340	I