

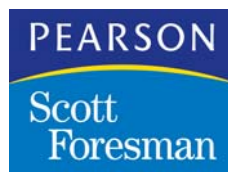
A Correlation of

SCOTT FORESMAN ■ ADDISON WESLEY

Mathematics

to the

**Louisiana
Department of Education
Mathematics—Grade Level Expectations
Grade One**



C/M-91_1

Book Title: Scott Foresman – Addison Wesley Mathematics **Grade Level:** One

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Grade 1

Number and Number Relations

In problem-solving investigations, students demonstrate an understanding of the real number system and communicate the relationships within that system using a variety of techniques and tools.

Students use estimation, mental arithmetic, number lines, graphs, appropriate models, manipulatives, calculators, and computers as they investigate problems involving whole numbers.

GRADE LEVEL EXPECTATIONS	CORRELATION NOTATIONS
1. Count to 100 by 1s, 5s, 10s, and 25s (N-1-E) (N-3-E) (N-4-E)	40, 91A–91B, 91–92, 95A–95B, 95–96, 105A–105B, 105–106, 243A–243B, 243–244, 245A–245B, 245–246, 255A–255B, 255–256, 257A–257B, 257–258, 269, 273, 274, 295A–295B, 295–296, 419A–419B, 419–420
2. Read and write numerals to 100 (N-1-E)	R1, R2, R3, R4, R5, R6, R7, R8, 40, 109–110, 239I, 241A–241B, 241–242, 245A–245B, 245–246, 247A–247B, 247–248, 253, 279I, 281A–281B, 281–282, 283A–283B, 283–284, 285A–285B, 285–286, 287A–287B, 287–288
3. Write number words for 0 to 19 (N-1-E) (N-3-E)	40, 241–242, 243–244
4. Use ordinal numbers through 31 st as they relate to the calendar (N-1-E)	<i>Related content:</i> 240, 267A–267B, 267–268
5. Model and read place value in word, standard, and expanded form for numbers through 99 (N-1-E)	R5, 241A–241B, 241–242, 281A–281B, 281–282, 283A–283B, 283–284, 285A–285B, 285–286, 293, 303A–303B, 303–304
6. Use region models and sets of objects to demonstrate understanding of the concept of halves (N-1-E)	181A–181B, 181–182, 183A–183B, 183–184, 187A–187B, 187–188
7. Identify quarters, half-dollars, and their values (N-1-E) (N-2-E) (M-1-E)	329, 347A–347B, 347–348, 343A–343B, 343–344, 345A–345B, 345–346, 347A–347B, 347–348, 355, 358, 359, 361A–361B, 361–362, 414B, 470, 484

GRADE LEVEL EXPECTATIONS	CORRELATION NOTATIONS
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) (M-5-E)	329I–329J, 331A–331B, 331–332, 333A–333B, 333–334, 335A–335B, 335–336, 337A–337B, 337–338, 339A–339B, 339–341, 343A–343B, 343–344, 345A–345B, 345–346, 347A–347B, 347–348, 353A–353B, 353, 355–360
9. Apply estimation strategies to estimate the size of groups up to 20 (N-2-E) (N-8-E)	249A–249B, 249–250
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)	239J, 263A–253B, 263–264, 297A–297B, 297–298, 299A–299B, 299–300, 301A–301B, 301–302 <i>These pages require students to compare and order numbers, using manipulatives as a reference.</i> 21A–21B, 21–22, 23A–23B, 23–24
11. From a given number between 1 and 100, count forward and backward (N-3-E)	245A–245B, 245–246, 277
12. Know the basic facts for addition and subtraction [0s, 1s, counting on and back 2s, doubles, doubles ± 1 , then 10s facts, and related turn-around (commutative) pairs] and use them to solve real-life problems (N-4-E) (N-6-E) (N-8-E)	3A–3B, 3–4, 5A–5B, 5–6, 7A–7B, 7–8, 9A–9B, 9–10, 17A–17B, 17–18, 19A–19B, 19–20, 91A–91B, 91–92, 93A–93B, 93–94, 95A–95B, 95–96, 97A–97B, 97–98, 101, 103A–103B, 103–104, 105A–105B, 105–106, 107A–107B, 107–108, 115, 125A–125B, 125–126, 127A–127B, 127–128, 129A–129B, 129–130, 135, 137A–137B, 137–138, 139A–139B, 139–140, 147, 417A–417B, 417–418, 419A–419B, 419–420, 421A–421B, 421–422, 423A–423B, 423–424, 425A–425B, 425–426, 433, 435A–435B, 435–436, 437A–437B, 437–438, 439A–439B, 439–440, 441A–441B, 441–442, 443A–443B, 443–444
13. Recognize and apply addition and subtraction as inverse operations (N-4-E)	83, 435A–435B, 435–436, 437A–437B, 437–438, 439A–439B, 439–440
14. Add and subtract 2-digit numbers using manipulatives (N-4-E) (N-7-E)	457, 461A–461B, 461–462, 463A–463B, 463–464

GRADE LEVEL EXPECTATIONS	CORRELATION NOTATIONS
15. Recognize real-life situations as addition or subtraction problems (N-5-E) (N-4-E)	43I, 43J, 49A–49B, 49–50, 51A–51B, 51–52, 57A–57B, 57–58, 59, 65A–65B, 65–66, 67A–67B, 67–68, 71A–71B, 71–72, 77A–77B, 77–78, 79–80, 94, 99A–99B, 99–100, 101, 103, 105, 120, 317A–317B, 317–318, 417A–417B, 417–418, 445A–445B, 445–446, 447A–447B, 447–448, 449, 467A–467B, 467–468, 483A–483B, 483–484
16. Given a number and number line/hundreds chart, identify the nearest ten (N-7-E)	299A–299B, 299–300

Algebra

In problem-solving investigations students demonstrate an understanding of concepts and processes that allow them to analyze, represent, and describe relationships among variable quantities and to apply algebraic methods to real-world situations.

Students use manipulatives, models, graphs, tables, technology, number sense, and estimation as they investigate problems involving the concepts and application of algebra.

GRADE LEVEL EXPECTATIONS	CORRELATION NOTATIONS
17. Use the equal sign (=) to express the relationship of equality (A-1-E)	49, 118
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)	43I, 43J, 49A–49B, 49–50, 51A–51B, 51–52, 57A–57B, 57–58, 59, 65A–65B, 65–66, 67A–67B, 67–68, 71A–71B, 71–72, 77A–77B, 77–78, 79–80, 86, 94, 99A–99B, 99–100, 101, 103, 105, 111A–111B, 111–112, 113B, 113–114, 120, 145B, 145–146, 317A–317B, 317–318, 417A–417B, 417–418, 445B, 445–446, 447B, 447–448, 483B, 483–484

GRADE LEVEL EXPECTATIONS	CORRELATION NOTATIONS
19. Use objects, pictures, and verbal information to solve for missing numbers (A-2-E) (N-7-E)	49A–49B, 49–50, 51A–51B, 51–52, 53A–53B, 53–54, 57A–57B, 57–58, 65A–65B, 65–66, 67A–67B, 67–68, 69A–69B, 69–70, 77A–77B, 77–78, 79A–79B, 79–80, 95A–95B, 95–96, 125A–125B, 125–126, 127A–127B, 127–128, 129A–129B, 129–130, 139A–139B, 139–140, 141A–141B, 141–142, 417A–417B, 417–418, 419A–419B, 419–420, 421A–421B, 421–422, 423A–423B, 423–424, 425A–425B, 425–426, 427A–427B, 427–428, 459A–459B, 459–460, 461A–461B, 461–462, 463A–463B, 463–464, 465A–465B, 465–466, 471A–471B, 471–472, 473A–473B, 473–474, 475A–475B, 475–476, 477A–477B, 477–478

Measurement

In problem-solving investigations, students demonstrate an understanding of the concepts, processes, and real-life applications of measurement.

Students use number sense, estimation, appropriate manipulatives, tools, and technology as they investigate problems involving measurement.

GRADE LEVEL EXPECTATIONS	CORRELATION NOTATIONS
20. Measure length to the nearest inch and centimeter using appropriate tools (M-1-E) (M-2-E)	371A–371B, 371–372, 375A–375B, 375–376
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)	207A–207B, 207–208, 209A–209B, 209–210, 211A–211B, 211–212, 215A–215B, 215–216, 225A–225B, 225–226, 227A–227B, 227–228
22. Select appropriate non-standard units for linear measurement situations (e.g., sticks, blocks, paper clips) (M-2-E)	365A–365B, 365–366, 367–368, 369A–369B, 369–370

GRADE LEVEL EXPECTATIONS	CORRELATION NOTATIONS
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)	371A, 371, 373A, 373, 375A, 375, 384, 385, 387, 388, 391, 393
24. Measure capacity using cups (M-2-E) (M-3-E) (M-1-E)	383B, 383–384, 385A–385B, 385–386
25. Identify the thermometer as a tool for measuring temperature (M-2-E)	395A–395B, 395–396

Geometry

In problem-solving investigations, students demonstrate an understanding of geometric concepts and applications involving one-, two-, and three-dimensional geometry, and justify their findings.

Students use number sense, estimation, models, drawings, manipulatives, and technology as they investigate problems involving geometric concepts.

GRADE LEVEL EXPECTATIONS	CORRELATION NOTATIONS
26. Compare, contrast, 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)	R9, 155I, 165A–165B, 165–166, 167A–167B, 167–168
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)	157A–157B, 157–158, 159A–159B, 159–160, 161A–161B, 161–162
28. Determine if a shape has a line of symmetry by folding (G-2-E)	171A–171B, 171–172
29. Visualize, predict, and create new shapes by cutting apart and combining existing 2- and 3-dimensional shapes (G-3-E) (G-1-E)	Related content: 177A–177B, 177–178

GRADE LEVEL EXPECTATIONS	CORRELATION NOTATIONS
30. Identify congruent shapes (i.e., same size and shape) in a variety of positions and orientations (G-3-E) (G-2-E)	169A–169B, 169–170
31. Draw line segments (G-5-E)	Related content: 158, 169A–169B, 169–170

Data Analysis, Probability, and Discrete Math

In problem-solving investigations, students discover trends, formulate conjectures regarding cause-and-effect relationships, and demonstrate critical thinking skills in order to make informed decisions.

Students use collection and organizational techniques, number sense, estimation, manipulatives, and technology as they investigate problems involving data.

GRADE LEVEL EXPECTATIONS	CORRELATION NOTATIONS
32. Given a set of data, construct and read information from bar graphs and charts (D-1-E) (D-2-E)	R16, 311A–311B, 311–312, 320, 321, 324, 328, 431A–431B, 431–432, 456
33. Determine whether an object satisfies a simple logical classification rule (e.g., belongs and does not belong) (D-1-E)	167A–167B, 167–168, 307A–307B, 307–308
34. Appropriately use basic probability vocabulary (e.g., <i>more likely to happen/less likely to happen, always/never, same as</i>) (D-5-E)	364, 401A–401B, 401–402, 403A–403B, 403–404

Patterns, Relations, and Functions

In problem-solving investigations, students demonstrate an understanding of patterns, relations, and functions that represent and explain real-world situations.

Students use number sense, estimation, manipulatives, drawings, tables, graphs, formulas, and technology as they investigate problems involving patterns, relations, and functions.

GRADE LEVEL EXPECTATIONS	CORRELATION NOTATIONS
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)	R12, 239F, 255A–255B, 255–256, 257A–257B, 257–260, 261A–261B, 261–262, 271, 273–275
36. Explain patterns created with concrete objects, numbers, shapes, and colors (P-2-E)	R11, R13, R14, 1I, 3A–3B, 3–4, 5A–5B, 5–6, 7A–7B, 7–9, 27A–27B, 27–28, 29A–29B, 29–30, 30–31, 31–32, 33A–33B, 33–34, 35, 36, 37, 166, 239F, 255A–255B, 255–256, 257A–257B, 257–260, 261A–261B, 261–262, 271, 273–275