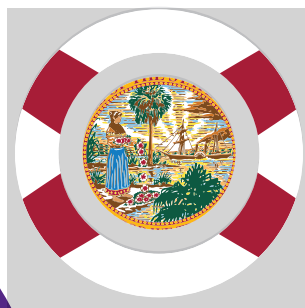


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Alignment to Mathematics Florida Standards with Access Points Grade 1

Referencing Activity Sheets in the TouchMath® Grade 1 Standards-Based Program

Mathematics Florida Standards with Access Points, Grade 1	TouchMath® Unit/Module: Page Number
MAFS.1.OA Operations and Algebraic Thinking	
Cluster1: Represent and solve problems involving addition and subtraction.	
<p>1.1. Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem. (Students are not required to independently read the word problems.)</p> <p style="padding-left: 20px;">1.OA.1.AP.1a. Use base ten blocks to model simple addition or subtraction equations within 20 based upon a word problem.</p> <p style="padding-left: 20px;">1.OA.1.AP.1b. Solve addition and subtraction word problems within 20.</p> <p style="padding-left: 20px;">1.OA.1.AP.1c. Solve one-step addition and subtraction word problems where the change or result is unknown ($4 + \square = 7$) or ($4 + 3 = \square$), within 20 using objects, drawings, or pictures.</p>	<p>Unit 1, Module 3: 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81</p> <p>Unit 1, Module 4: 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100, 101, 102, 103, 104, 105, 106</p> <p>Unit 1, Module 5: 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 118, 119, 120, 121, 122, 123, 124, 125, 126, 127, 128, 129, 130, 131, 132</p> <p>Unit 1, Module 6: 133, 134, 135, 136, 137, 138, 139, 140, 141, 142, 143, 144, 145, 146, 157, 160, 161, 164, 165</p> <p>Unit 2, Module 2: 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 43</p> <p>Unit 2, Module 3: 55, 56, 57, 58, 59, 60, 61, 67, 68, 69, 70, 71, 72, 73, 77, 78, 79, 80</p> <p>Unit 2, Module 4: 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 103</p> <p>Unit 2, Module 5: 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 118, 123, 130, 131, 132, 133, 134, 136, 137</p> <p>Unit 2, Module 6: 138, 139, 140, 141, 142, 143, 144, 146, 147, 148, 149, 150, 151, 152, 153, 154, 155, 156, 157, 158, 159, 162, 164, 165, 166, 168, 169, 170</p> <p>Unit 3, Module 2: 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55</p> <p>Unit 3, Module 3: 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73</p> <p>Unit 3, Module 4: 74, 81, 88, 89, 90, 101, 102</p> <p>Unit 3, Module 5: 103, 104, 105, 106, 107, 108, 109, 110, 113, 114, 115, 116, 118, 122, 123, 125, 127, 128</p> <p>Unit 3, Module 6: 129, 130, 131, 132, 133, 134, 135, 137, 141, 143, 144, 147, 148, 149, 150, 154, 155, 156</p> <p>Unit 3, Module 7: 157, 158, 159, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 170, 182, 183, 184, 185, 186, 187, 188, 189</p>

<p>1.2. Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.</p> <p>1.OA.1.AP.2a. Solve word problems that include combining three quantities whose sum is less than 10 using objects or drawings.</p>	<p>Unit 2, Module 2: 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49 Unit 3, Module 3: 56, 57, 58, 59, 60, 61, 62, 63, 64, 73 Unit 3, Module 7: 162, 163, 164, 182, 186</p>
<p>Cluster 2: Understand and apply properties of operations and the relationship between addition and subtraction.</p>	
<p>2.3. Apply properties of operations as strategies to add and subtract. <i>Examples: 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.)</i></p> <p>1.OA.2.AP.3a. Recognize addition as commutative.</p>	<p>Unit 2, Module 2: 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54 Unit 2, Module 3: 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80 Unit 2, Module 4: 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100, 101, 102, 103 Unit 2, Module 5: 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 118, 119, 120, 121, 122, 123, 124, 125, 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 136, 137 Unit 2, Module 6: 138, 139, 140, 141, 142, 143, 144, 145, 146, 147, 148, 149, 150, 151, 152, 153, 154, 155, 156, 157, 158, 159, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 170 Unit 3, Module 1: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30 Unit 3, Module 2: 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55 Unit 3, Module 3: 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73 Unit 3, Module 4: 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100, 101, 102 Unit 3, Module 5: 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 118, 119, 120, 121, 122, 123, 124, 125, 126, 127, 128 Unit 3, Module 6: 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 142, 143, 144, 145, 146, 147, 148, 149, 150, 151, 152, 153, 154, 155, 156 Unit 3, Module 7: 157, 158, 159, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 170, 171, 172, 173, 174, 175, 176, 177, 178, 179, 180, 181, 182, 183, 184, 185, 186, 187, 188, 189</p>
<p>2.4. Understand subtraction as an unknown-addend problem. <i>For example, subtract $10 - 8$ by finding the number that makes 10 when added to 8.</i></p> <p>1.OA.2.AP.4a. Recognize subtraction as the inverse of addition.</p>	<p>Unit 1, Module 6: 133, 134, 135, 136, 137, 138, 139, 140, 141, 142, 143, 144, 145, 146, 147, 148, 149, 150, 151, 152, 153, 154, 155, 156, 157, 160, 161, 164, 165 Unit 2, Module 2: 28 Unit 2, Module 5: 105, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 118, 121, 122, 123, 124, 125, 126, 130, 131, 132, 133, 134, 136, 137 Unit 2, Module 6: 138, 139, 140, 141, 142, 143, 144, 146, 147, 148, 149, 150, 151, 153, 154, 155, 156, 157, 158, 159, 162, 165, 166, 169, 170 Unit 3, Module 5: 115, 116, 117, 118, 120</p>

	<p>Unit 3, Module 6: 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 142, 143, 144, 145, 146, 147, 148, 149, 150, 151, 152, 153, 154, 155, 156</p> <p>Unit 3, Module 7: 166, 167, 168, 169, 170, 174, 175, 176, 181, 184, 185, 188, 189</p>
Cluster 3: Add and subtract within 20.	
<p>3.5. Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).</p> <p>1.OA.3.AP.5a. Use counting on to find the sum of two addends.</p> <p>1.OA.3.AP.5b. Count backwards to subtract to a specified number family less than 20.</p>	<p>Unit 1, Module 3: 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81</p> <p>Unit 1, Module 4: 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100, 101, 102, 103, 104, 105, 106</p> <p>Unit 1, Module 5: 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 118, 119, 120, 121, 122, 123, 124, 125, 126, 127, 128, 129, 130, 131, 132</p> <p>Unit 1, Module 6: 133, 134, 135, 136, 137, 138, 139, 140, 141, 142, 143, 144, 145, 146, 147, 148, 149, 150, 151, 152, 153, 154, 155, 156, 157, 159, 160, 161, 163, 164, 165</p> <p>Unit 2, Module 2: 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54</p> <p>Unit 2, Module 3: 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80</p> <p>Unit 2, Module 4: 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100, 101, 102, 103</p> <p>Unit 2, Module 5: 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 118, 119, 120, 121, 122, 123, 124, 125, 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 136, 137</p> <p>Unit 2, Module 6: 138, 139, 140, 141, 142, 143, 144, 145, 146, 147, 148, 149, 150, 151, 152, 153, 154, 155, 156, 157, 158, 159. 160, 161, 162, 163, 164, 165, 166, 167, 168, 169. 170</p> <p>Unit 3, Module 2: 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55</p> <p>Unit 3, Module 3: 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73</p> <p>Unit 3, Module 4: 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100, 101, 102</p> <p>Unit 3, Module 5: 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 118, 119, 120, 121, 122, 123, 124, 125, 126, 127, 128</p> <p>Unit 3, Module 6: 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 142, 143, 144, 145, 146, 147, 148, 149, 150, 151, 152, 153, 154, 155, 156</p> <p>Unit 3, Module 7: 157, 158, 159, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 170, 171, 172, 173, 174, 175, 176, 177, 178, 179, 180, 181, 182, 183, 184, 185, 186, 187, 188, 189</p>
<p>3.6. Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g.,</p>	<p>Unit 1, Module 3: 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81</p> <p>Unit 1, Module 4: 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100, 101, 102, 103, 104, 105, 106</p> <p>Unit 1, Module 5: 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 118, 119, 120, 121, 122, 123, 124, 125, 126, 127, 128, 129, 130, 131, 132</p> <p>Unit 1, Module 6: 133, 134, 135, 136, 137, 138, 139, 140, 141, 142, 143, 144, 145, 146, 147, 148,</p>

<p>adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$).</p> <p>1.OA.3.AP.6a. Add and subtract within 10, demonstrating fluency for addition and subtraction within 5.</p>	<p>149, 150, 151, 152, 153, 154, 155, 156, 157, 159, 160, 161, 163, 164, 165</p> <p>Unit 2, Module 2: 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54</p> <p>Unit 2, Module 3: 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80</p> <p>Unit 2, Module 5: 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 118, 119, 120, 121, 122, 123, 124, 125, 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 136, 137</p> <p>Unit 2, Module 6: 138, 139, 140, 141, 142, 143, 144, 145, 146, 147, 148, 149, 150, 151, 152, 153, 154, 155, 156, 157, 158, 159. 160, 161, 162, 163, 164, 165, 166, 167, 168, 169. 170</p> <p>Unit 3, Module 2: 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55</p> <p>Unit 3, Module 3: 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73</p> <p>Unit 3, Module 4: 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93 94, 95, 96, 97, 98, 99, 100, 101, 102</p> <p>Unit 3, Module 5: 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 118, 119, 120, 121, 122, 123, 124, 125, 126, 127, 128</p> <p>Unit 3, Module 6: 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 142, 143, 144, 145, 146, 147, 148, 149, 150, 151, 152, 153, 154, 155, 156</p> <p>Unit 3, Module 7: 157, 158, 159, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 170, 171, 172, 173, 174, 175, 176, 177, 178, 179, 180, 181, 182, 183, 184, 185, 186, 187, 188, 189</p>
Cluster 4: Work with addition and subtraction equations.	
<p>4.7. Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. <i>For example, which of the following equations are true and which are false? $6 = 6$, $7 = 8 - 1$, $5 + 2 = 2 + 5$, $4 + 1 = 5 + 2$.</i></p> <p>1.OA.4.AP.7a. Determine if equations are true or false, using whole number totals within 10.</p>	<p>Unit 1, Module 2: 33, 34, 35, 36, 37, 38, 43, 47</p> <p>Unit 1, Module 3: 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81</p> <p>Unit 1, Module 4: 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100, 101, 102, 103, 104, 105, 106</p> <p>Unit 1, Module 5: 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 118, 119, 120, 121, 122, 123, 124, 125, 126, 127, 128, 129, 130, 131, 132</p> <p>Unit 1, Module 6: 133, 134, 135, 136, 137, 138, 139, 140, 141, 142, 143, 144, 145, 146, 147, 148, 149, 150, 151, 152, 153, 154, 155, 156, 157, 159, 160, 161, 163, 164, 165</p> <p>Unit 2, Module 2: 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54</p> <p>Unit 2, Module 3: 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80</p> <p>Unit 2, Module 5: 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 118, 119, 120, 121, 122, 123, 124, 125, 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 136, 137</p> <p>Unit 2, Module 6: 138, 139, 140, 141, 142, 143, 144, 145, 146, 147, 148, 149, 150, 151, 152, 153, 154, 155, 156, 157, 158, 159. 160, 161, 162, 163, 164, 165, 166, 167, 168, 169. 170</p> <p>Unit 3, Module 1: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30</p>

	<p>Unit 3, Module 2: 38, 39, 48, 54</p> <p>Unit 3, Module 3: 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73</p> <p>Unit 3, Module 4: 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100, 101, 102</p> <p>Unit 3, Module 5: 119, 121, 124, 126</p> <p>Unit 3, Module 6: 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 142, 143, 144, 145, 146, 147, 148, 149, 150, 151, 152, 153, 154, 155, 156</p> <p>Unit 3, Module 7: 157, 158, 159, 160, 161, 162, 164, 165, 166, 167, 168, 169, 170, 174, 175, 176, 177, 178, 179, 180, 181, 182, 183, 184, 185, 186, 187, 188, 189</p>
<p>4.8. Determine the unknown whole number in an addition or subtraction equation relating to three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations $8 + \square = 11$, $5 = \square - 3$, $6 + 6 = \square$.</p> <p>1.OA.4.AP.8a. Find the unknown number in an addition or subtraction equation using whole number totals within 10.</p>	<p>Unit 1, Module 4: 83, 84, 85, 86, 87, 88, 90, 93, 99, 102</p> <p>Unit 1, Module 5: 107, 108, 110, 132</p> <p>Unit 1, Module 6: 133, 134, 135, 136, 137, 138, 139, 140, 141, 142, 143, 144, 145, 146, 157, 160, 161, 164, 165</p> <p>Unit 2, Module 2: 28, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 54</p> <p>Unit 2, Module 3: 55, 61, 62, 63, 64, 65, 66, 68, 71, 72, 73, 74, 80</p> <p>Unit 2, Module 5: 106, 107, 109, 110, 111, 112, 113, 114, 115, 116, 117, 118, 122, 123, 124, 125, 126, 130, 131, 136, 137</p> <p>Unit 2, Module 6: 138, 139, 140, 141, 142, 143, 144, 146, 147, 148, 149, 150, 151, 153, 154, 155, 156, 157, 158, 159, 162, 164, 165, 168, 169</p> <p>Unit 3, Module 2: 31, 40, 41, 43, 44, 45, 46, 47</p> <p>Unit 3, Module 3: 57, 58, 59, 60, 61, 62, 63, 64</p> <p>Unit 3, Module 4: 74, 75, 78, 79, 80, 81, 82, 83, 84, 85, 86, 93, 102</p> <p>Unit 3, Module 5: 115, 116, 117, 118, 120</p> <p>Unit 3, Module 6: 129, 130, 131, 132, 133, 134, 135, 136, 137, 149, 150, 155, 156</p> <p>Unit 3, Module 7: 166, 167, 168, 169, 170, 174, 175, 176, 181, 183, 184, 185, 187, 188, 189</p>
MAFS.1.NBT Number and Operations in Base Ten	
Cluster 1: Extend the counting sequence.	
<p>1.1. 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.</p> <p>1.NBT.1.AP.1a. Rote count up to 100.</p>	<p>Unit 1, Module 1: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25</p> <p>Unit 1, Module 2: 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53</p> <p>Unit 1, Module 5: 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 118, 119, 120, 121, 122, 123, 124, 125, 126, 127, 128, 129, 130, 131, 132</p> <p>Unit 1, Module 6: 158, 160, 162, 164</p> <p>Unit 2, Module 4: 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100, 101, 102, 103</p> <p>Unit 3, Module 1: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30</p>

Cluster 2: Understand place value.	
<p>2.2. Understand that the two digits of a two-digit number represent amounts of tens and ones.</p> <p>a. 10 can be thought of as a bundle of ten ones — called a “ten.”</p> <p>b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.</p> <p>c. 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).</p> <p>d. Decompose two-digit numbers in multiple ways (e.g., 64 can be decomposed into 6 tens and 4 ones or into 5 tens and 14 ones).</p> <p>1.NBT.2.AP.2a. Build representations of numbers up to 31 by creating a group of 10 and some ones (e.g., 13 = one ten and three ones).</p> <p>1.NBT.2.AP.2b. Identify the value of the numbers in the tens and one place within a given number up to 31.</p>	<p>Unit 2, Module 1: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27</p> <p>Unit 2, Module 2: 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54</p> <p>Unit 2, Module 3: 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 77, 78, 79, 80</p> <p>Unit 2, Module 5: 104, 114, 115, 116, 117, 118, 119, 121, 122, 123, 124, 125, 126, 130, 131, 132, 133, 134, 135, 136, 137</p> <p>Unit 2, Module 6: 138, 139, 140, 141, 142, 143, 144, 145, 146, 147, 148, 149, 150, 151, 152, 153, 154, 155, 156, 157, 158, 159, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 170</p> <p>Unit 3, Module 1: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30</p> <p>Unit 3, Module 4: 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 101, 102</p> <p>Unit 3, Module 5: 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 118, 119, 120, 121, 122, 123, 124, 125, 126, 127, 128</p> <p>Unit 3, Module 6: 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 142, 143, 144, 145, 146, 147, 148, 149, 150, 151, 152, 153, 154, 155, 156</p> <p>Unit 3, Module 7: 157, 158, 159, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 170, 171, 172, 173, 174, 175, 176, 177, 178, 179, 180, 181, 182, 183, 184, 185, 186, 187, 188, 189</p>
<p>2.3. Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$.</p> <p>1.NBT.2.AP.3a. Compare two-digit numbers up to 31 using representations and numbers (e.g., identify more tens, fewer tens, more ones, fewer ones, larger number, smaller number).</p>	<p>Unit 1, Module 2: 40, 44, 45, 48, 49, 50, 51, 52, 53</p> <p>Unit 1, Module 4: 82, 88, 89, 91, 92, 94, 95, 97, 98, 100, 101, 103, 104, 105, 106</p> <p>Unit 1, Module 5: 107, 123, 128, 131, 132</p> <p>Unit 1, Module 6: 133, 134, 136, 138, 140, 142, 143, 144, 146, 147, 148, 149, 150, 151, 152, 153, 154, 155, 156, 161, 165</p> <p>Unit 2, Module 1: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27</p> <p>Unit 2, Module 2: 28, 29, 30, 31, 32, 33, 35, 36, 41, 43, 47, 48, 49, 50, 51, 53, 54</p> <p>Unit 2, Module 3: 55, 61, 62, 63, 64, 65, 69, 70, 71, 74, 77, 80</p> <p>Unit 2, Module 5: 104, 108, 119, 121, 124, 125, 126, 128, 130, 135, 136, 137</p> <p>Unit 2, Module 6: 138, 139, 140, 141, 142, 143, 144, 145, 146, 147, 148, 149, 150, 151, 152, 153, 154, 155, 156, 157, 158, 159, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 170</p> <p>Unit 3, Module 1: 22, 23, 24, 25, 26, 29, 30</p> <p>Unit 3, Module 2: 33, 39, 42, 44, 47, 50, 52</p> <p>Unit 3, Module 4: 98, 99, 100, 101, 102</p> <p>Unit 3, Module 5: 112, 115, 117, 119, 121, 124</p> <p>Unit 3, Module 6: 129, 130, 131, 132, 133, 134, 135, 136, 140, 142, 145, 156</p> <p>Unit 3, Module 7: 158, 159, 160, 161, 162, 163, 164, 172, 173, 174, 175, 176, 177, 178, 179, 180, 181, 183, 184, 185, 187, 188, 189</p>

Cluster 3: Use place value understanding and properties of operations to add and subtract.	
<p>3.4. Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models (e.g., base ten blocks) 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. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.</p> <p style="margin-left: 40px;">1.NBT.3.AP.4a. Use base ten blocks to add single digit numbers that result in two-digit sums.</p> <p style="margin-left: 40px;">1.NBT.3.AP.4b. Add a two-digit number and a multiple of 10 (e.g., $28 + 30 =$).</p>	<p>Unit 2, Module 2: 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54</p> <p>Unit 2, Module 3: 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 77, 78, 80</p> <p>Unit 2, Module 5: 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 118, 119, 120, 121, 122, 123, 124, 125, 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 136, 137</p> <p>Unit 2, Module 6: 138, 139, 140, 141, 142, 143, 144, 145, 146, 147, 148, 149, 150, 151, 152, 153, 154, 155, 156, 157, 158, 159, 160, 161, 162, 164, 165, 166, 168, 169, 170</p> <p>Unit 3, Module 2: 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55</p> <p>Unit 3, Module 3: 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73</p> <p>Unit 3, Module 4: 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100, 101, 102</p> <p>Unit 3, Module 5: 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 118, 119, 120, 121, 122, 123, 124, 125, 126, 127, 128</p> <p>Unit 3, Module 6: 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 142, 143, 144, 145, 146, 147, 148, 149, 150, 151, 152, 153, 154, 155, 156</p> <p>Unit 3, Module 7: 157, 158, 159, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 170, 171, 172, 173, 174, 175, 176, 177, 178, 179, 180, 181, 182, 183, 185, 186, 187, 189</p>
<p>3.5. Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.</p> <p style="margin-left: 40px;">1.NBT.3.AP.5a. Using base ten blocks, find 10 more or 10 less of a given two-digit number (e.g., what is 10 more than 20? What is 10 less than 30?).</p>	<p>Unit 3, Module 6: 137, 138, 139, 140, 142, 143, 144, 145, 146, 150, 152, 155</p>
<p>3.6. Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero 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.</p> <p style="margin-left: 40px;">1.NBT.3.AP.6a. Using base ten blocks, subtract multiples of 10 (e.g., $30 - 10 =$).</p>	<p>Unit 3, Module 6: 137, 138, 139, 140, 142, 144, 146, 150, 155, 156</p> <p>Unit 3, Module 7: 182, 185, 186, 189</p>

MAFS.1.MD Measurement and Data

Cluster 1: Measure lengths indirectly and by iterating length units.

<p>1.1. Order three objects by length; compare the lengths of two objects indirectly by using a third object.</p> <p>1.MD.1.AP.1a. Order up to three objects based on a measurable attribute (height, weight, length).</p> <p>1.MD.1.AP.1b. Order three objects by length; compare the lengths of two objects indirectly by using a third object.</p>	<p>Unit 4, Module 1: 33 Unit 4, Module 2: 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60</p>
<p>1.a. Understand how to use a ruler to measure length to the nearest inch.</p> <p>a. Recognize that the ruler is a tool that can be used to measure the attribute of length.</p> <p>b. Understand the importance of the zero point and end point and that the length measure is the span between two points.</p> <p>c. Recognize that the units marked on a ruler have equal length intervals and fit together with no gaps or overlaps. These equal interval distances can be counted to determine the overall length of an object.</p> <p>1.MD.1.AP.aa. Use a ruler to measure the length of an object with exact whole units.</p>	<p>Unit 4, Module 1: 33 Unit 4, Module 2: 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60</p>

Cluster 2: Tell and write time.

<p>2.3. Tell and write time in hours and half-hours using analog and digital clocks.</p> <p>1.MD.2.AP.3a. Tell time in whole and half hours using a digital clock.</p>	<p>Unit 4, Module 1: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21 Unit 4, Module 6: 165, 169</p>
<p>2.a. Identify and combine values of money in cents up to one dollar working with a single unit of currency.</p> <ul style="list-style-type: none">Identify the value of coins (pennies, nickels, dimes, quarters)Compute the value of combinations of coins (pennies and/or dimes).	<p>Unit 4, Module 1: 1, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32 Unit 4, Module 6: 165, 169</p>

<ul style="list-style-type: none"> • Relate the value of pennies, dimes and quarters to the dollar (e.g., There are 100 pennies or ten dimes or four quarters in one dollar.) (Students are not expected to understand the decimal notation for combinations of dollars and cents.) <p>1.MD.2.AP.aa. Identify the value of pennies, nickels, dimes and quarters.</p>	
Cluster 3: Represent and interpret data.	
<p>3.4. Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.</p> <p>1.MD.3.AP.4a. Analyze data by sorting into two categories; answer questions about the total number of data points and how many in each category.</p> <p>1.MD.3.AP.4b. Using a picture graph, represent each object/person counted on the graph (1:1 correspondence) for two or more categories.</p> <p>1.MD.3.AP.4c. Compare the values of the two categories of data in terms of more or less.</p>	<p>Unit 4, Module 3: 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85</p> <p>Unit 4, Module 6: 166, 170</p>
MAFS.1.G Geometry	
Cluster 1: Reason with shapes and their attributes.	
<p>1.1. Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.</p> <p>1.G.1.AP.1a. Distinguish two-dimensional shapes based upon their defining attributes (i.e., edges, vertices, and points).</p>	<p>Unit 4, Module 4: 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 110</p> <p>Unit 4, Module 5: 111, 112, 113, 114, 115, 116, 117, 118, 119, 120, 121, 122, 123, 124, 125, 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, 139</p> <p>Unit 4, Module 6: 167, 171</p>

<p>1.2. Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or 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.</p> <p>1.G.1.AP.2a. Draw or build two- and three-dimensional shapes.</p>	<p>Unit 4, Module 4: 100, 101, 102, 103, 104, 105, 106, 107, 108, 109 Unit 4, Module 5: 111, 112, 113, 114, 115, 116, 117, 118, 119, 120, 121, 122, 123, 124, 125, 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, 139 Unit 4, Module 6: 167, 171</p>
<p>1.3. 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 of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.</p> <p>1.G.1.AP.3a. Partition circles and rectangles into two and four equal parts.</p>	<p>Unit 4, Module 6: 140, 141, 142, 143, 144, 145, 146, 147, 148, 149, 150, 151, 152, 153, 154, 155, 156, 157, 158, 159, 160, 161, 162, 163, 164, 168, 172</p>