

# MATHEMATICAL THINKING/MATHEMATICS

FLORIDA EARLY LEARNING AND DEVELOPMENTAL STANDARDS:

4 YEARS OLD TO KINDERGARTEN (2017)

CROSSWALK WITH FLORIDA B.E.S.T. K-3 STANDARDS (2020)

April 2020



OFFICE OF  
**Early Learning**  
LEARN EARLY. LEARN FOR LIFE.



FLORIDA DEPARTMENT OF  
**EDUCATION**  
fldoc.org

V. MATHEMATICAL THINKING DOMAIN	MATHEMATICS	MATHEMATICS	MATHEMATICS	MATHEMATICS
Florida Early Learning and Developmental Standards 4 Years Old - Kindergarten (2017)	Kindergarten Standards (2020)	First Grade Standards (2020)	Second Grade Standards (2020)	Third Grade Standards (2020)
A. NUMBER SENSE	NUMBER SENSE AND OPERATIONS	NUMBER SENSE AND OPERATIONS	NUMBER SENSE AND OPERATIONS	NUMBER SENSE AND OPERATIONS
Standard	MA.K.NSO.1 Develop an understanding for counting using objects in a set.	MA.1.NSO.1 Extend counting sequences and understand the place value of two-digit numbers. MA.1.NSO.2 Develop an understanding of addition and subtraction operations with one-and two-digit numbers.	MA.2.NSO.1 Understand the place value of three-digit numbers. MA.2.NSO.2 Add and subtract two-and three-digit whole numbers.	MA.3.NSO.1 Understand the place value of four-digit numbers. MA.3.FR.1 Understand fractions as numbers and represent fractions. MA.3.FR.2 Order and compare fractions and identify equivalent fractions.
1. Subitizes (immediately recognizes without counting) up to five objects	MA.K.NSO.1.1 Given a group of up to 20 objects, count the number of objects in that group and represent the number of objects with a written numeral. State the number of objects in a rearrangement of that group without recounting.	MA.1.NSO.1.1 Starting at a given number, count forward and backwards within 120 by ones. Skip count by 2's to 20 and by 5s to 100.	MA.2.NSO.1.1 Read and write numbers from 0 to 1,000 using standard form, expanded form and word form.	MA.3.NSO.1.1 Read and write numbers from 0 to 10,000 using standard form, expanded form and word form.
2. Counts and identifies the number sequence "1 to 31"	MA.K.NSO.2.1 Recite the number names to 100 by ones and by tens. Starting at a given number, count forward within 100 and backward within 20.	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.	MA.2.NSO.1.1 Read and write numbers from 0 to 1,000 using standard form, expanded form and word form. MA.2.NSO.1.4 Round whole numbers from 0 to 100 to the nearest 10.	MA.3.NSO.1.1 Read and write numbers from 0 to 10,000 using standard form, expanded form and word form.
3. Demonstrates one-to- one correspondence when counting objects placed in a row (one to 15 and beyond)	MA.K.NSO.1.1 Given a group of up to 20 objects, count the number of objects in that group and represent the number of objects with a written numeral. State the number of objects in a rearrangement of that group without recounting. MA.K.NSO.1.2 Given a number from 0 to 20, count out that many objects.	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.	MA.2.NSO.1.1 Read and write numbers from 0 to 1,000 using standard form, expanded form and word form. MA.2.NSO.1.4 Round whole numbers from 0 to 100 to the nearest 10.	MA.3.NSO.1.1 Read and write numbers from 0 to 10,000 using standard form, expanded form and word form.

A. NUMBER SENSE	NUMBER SENSE AND OPERATIONS	NUMBER SENSE AND OPERATIONS	NUMBER SENSE AND OPERATIONS	NUMBER SENSE AND OPERATIONS
<b>Standard</b>	<b>MA.K.NSO.1</b> Develop an understanding for counting using objects in a set.	<b>MA.1.NSO.1</b> Extend counting sequences and understand the place value of two-digit numbers. <b>MA.1.NSO.2</b> Develop an understanding of addition and subtraction operations with one-and two-digit numbers.	<b>MA.2.NSO.1</b> Understand the place value of three-digit numbers. <b>MA.2.NSO.2</b> Add and subtract two-and three-digit whole numbers.	<b>MA.3.NSO.1</b> Understand the place value of four-digit numbers. <b>MA.3.FR.1</b> Understand fractions as numbers and represent fractions. <b>MA.3.FR.2</b> Order and compare fractions and identify equivalent fractions.
4. Identifies the last number spoken tells "how many" up to 10 (cardinality)	<b>MA.K.NSO.1.1</b> Given a group of up to 20 objects, count the number of objects in that group and represent the number of objects with a written numeral. State the number of objects in a rearrangement of that group without recounting.	<b>MA.1.NSO.1.2</b> 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.	<b>MA.2.NSO.1.1</b> Read and write numbers from 0 to 1,000 using standard form, expanded form and word form.	<b>MA.3.NSO.1.1</b> Read and write numbers from 0 to 10,000 using standard form, expanded form and word form. <b>MA.3.FR.1.1</b> Represent and interpret unit fractions in the form $\frac{1}{n}$ as the quantity formed by one part when a whole is partitioned into $n$ equal parts.
5. Constructs and counts sets of objects (one to 10 and beyond)	<b>MA.K.NSO.1.2</b> Given a number from 0 to 20, count out that many objects.	<b>MA.1.NSO.1.3</b> 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.	<b>MA.2.NSO.1.2</b> Compose and decompose three-digit numbers in multiple ways using hundreds, tens and ones. Demonstrate each composition or decomposition with objects, drawings and expressions or equations.	<b>MA.3.NSO.1.2</b> Compose and decompose four-digit numbers in multiple ways using thousands, hundreds, tens and ones. Demonstrate each composition or decomposition using objects, drawings and expressions or equations.
6. Uses counting and matching strategies to find which is more, less than or equal to 10	<b>MA.K.NSO.1.4</b> Compare the number of objects from 0 to 20 in two groups using the terms less than, equal to or greater than. <b>MA.K.NSO.2.3.</b> Locate, order and comparer numbers from 0 to 20 using the number line and terms less than, equal to or greater than.	<b>MA.1.NSO.1.4</b> Plot, order and compare whole numbers up to 100. <b>MA.1.NSO.2.3</b> Identify the number that is one more, one less, ten more and ten less than a given two-digit number.	<b>MA.2.NSO.1.3</b> Plot, order and compare whole numbers up to 1,000. <b>MA.2.NSO.2.2</b> Identify the number that is ten more, ten less, one hundred more and one hundred less than a given three-digit number.	<b>MA.3.NSO.1.3</b> Plot, order and compare whole numbers up to 10,000. <b>MA.3.NSO.1.4</b> Round whole numbers from 0 to 1,000 to the nearest 10 or 100. <b>MA.3.FR.1.2</b> Represent and interpret unit fractions in the form $\frac{1}{n}$ as the quantity formed by one part when a whole is partitioned into $n$ equal parts. <b>MA.3.FR.2.1</b> Plot, order and compare fractional numbers with the same numerator or the same denominator. <b>MA.3.FR.2.2</b> Identify equivalent fractions and explain why they are equivalent.

A. NUMBER SENSE	NUMBER SENSE AND OPERATIONS	NUMBER SENSE AND OPERATIONS	NUMBER SENSE AND OPERATIONS	NUMBER SENSE AND OPERATIONS
Standard	MA.K.NSO.1 Develop an understanding for counting using objects in a set.	MA.1.NSO.1 Extend counting sequences and understand the place value of two-digit numbers. MA.1.NSO.2 Develop an understanding of addition and subtraction operations with one-and two-digit numbers.	MA.2.NSO.1 Understand the place value of three-digit numbers. MA.2.NSO.2 Add and subtract two-and three-digit whole numbers.	MA.3.NSO.1 Understand the place value of four-digit numbers. MA.3.FR.1 Understand fractions as numbers and represent fractions. MA.3.FR.2 Order and compare fractions and identify equivalent fractions.
7. Reads and writes some numerals one to 10 using appropriate activities	MA.K.NSO.1.1 Given a group of up to 20 objects, count the number of objects in that group and represent the number of objects with a written numeral. State the number of objects in a rearrangement of that group without recounting.	<i>Students are expected to build upon and continue applying concepts learned previously.</i>	<i>Students are expected to build upon and continue applying concepts learned previously.</i>	MA.3.FR.1.3 Read and write fractions, including fractions greater than one, using standard form, numeral-word form and word form.
B. NUMBER AND OPERATIONS	NUMBER SENSE AND OPERATIONS	NUMBER SENSE AND OPERATIONS	NUMBER SENSE AND OPERATIONS	NUMBER SENSE AND OPERATIONS
Standard	MA.K.NSO.2 Recite number names sequentially within 100 and develop an understanding for place value. MA.K.NSO.3 Develop an understanding of addition and subtraction operations with one-digit whole numbers. MA.K.AR.1 Represent and solve addition problems with sums between 0 and 10 and subtraction problems using related facts. MA.K.AR.2 Develop and understanding of the equal sign.	MA.1.NSO.1 Extend counting sequences and understand the place value of two-digit numbers. MA.1.NSO.2 Develop an understanding of addition and subtraction operations with one-and two-digit numbers. MA.1.AR.1 Solve addition problems with sums between 0 and 20 and subtraction problems using related facts. MA.1.AR.2 Develop an understanding of the relationship between addition and subtraction.	MA.2.NSO.1 Understand the place value of three-digit numbers. MA.2.NSO.2 Add and subtract two-and three-digit whole numbers. MA.2.AR.1 Solve addition problems with sums between 0 and 100 and related subtraction problems. MA.2.AR.2. Demonstrate an understanding of equality and addition and subtraction.	MA.3.NSO.1 Understand the place value of four-digit numbers. MA.3.NSO.2 Add and subtract multi-digit whole numbers. Build an understanding of multiplication and division operations MA.3.AR.1 Solve multiplication and division problems. MA.3.AR.2 Develop an understanding of equality and multiplication and division.

B. NUMBER AND OPERATIONS	NUMBER SENSE AND OPERATIONS	NUMBER SENSE AND OPERATIONS	NUMBER SENSE AND OPERATIONS	NUMBER SENSE AND OPERATIONS
<p><b>1.</b> Explores quantities up to eight using objects, fingers and dramatic play to solve real-world joining and separating problems</p>	<p><b>MA.K.NSO.2.2.</b> Represent whole numbers from 10 to 20, using a unit of ten and a group of ones, with objects, drawings and expressions or equations.  <b>MA.K.AR.2.1.</b> Explain why addition or subtraction equations are true using objects or drawings.  <b>MA.K.AR.1.3</b> Solve addition and subtraction real-world problems using objects, drawings or equations to represent the problem.</p>	<p><b>MA.1.NSO.2.1</b> Recall addition facts with sums to 10 and related subtraction facts with automaticity.  <b>MA.1.NSO.2.2</b> Add two whole numbers with sums from 0 to 20, and subtract using related facts with procedural reliability.  <b>MA.1.NSO.2.4</b> Explore the addition of a two-digit number and a one-digit number with sums to 100.  <b>MA.1.NSO.2.5</b> Explore subtraction of a one-digit number from a two-digit number.</p>	<p><b>MA.2.NSO.2.1</b> Recall addition facts with sums to 20 and related subtraction facts with automaticity.  <b>MA.2.NSO.2.3</b> Add two whole numbers with sums up to 100 with procedural reliability. Subtract a whole number from a whole number, each no larger than 100, with procedural reliability.  <b>MA.2.NSO.2.4</b> Explore the addition of the two whole numbers with sums up to 1,000. Explore the subtraction of a whole number from a whole number, each no larger than 1,000.</p>	<p><b>MA.3.NSO.2.1</b> Add and subtract multi-digit whole numbers including using a standard algorithm with procedural fluency.  <b>MA.3.NSO.2.2</b> Explore multiplication of two whole numbers with products from 0 to 144, and related division facts.</p>
<p><b>2.</b> Begins to demonstrate how to compose and decompose (build and take apart) sets up to eight using objects, fingers and acting out</p>	<p><b>MA.K.NSO.2.2.</b> Represent whole numbers from 10 to 20, using a unit of ten and a group of ones, with objects, drawings and expressions or equations.  <b>MA.K.NSO.3.1</b> Explore addition of two whole numbers from 0 to 10, and related subtraction facts.  <b>MA.K.NSO.3.2</b> Add two one-digit whole numbers with sums from 0 to 10 and subtract using related facts with procedural reliability.  <b>MA.K.AR.1.1.</b> For any number from 1 to 9, find the number that makes 10 when added to the given number.  <b>MA.K.AR.1.2.</b> Given a number from 0 to 10, find the different ways it can be represented as the sum of two numbers.</p>	<p><b>MA.1.NSO.1.3</b> 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.  <b>MA.1.NSO.2.2</b> Add two whole numbers with sums from 0 to 20, and subtract using related facts with procedural reliability.  <b>MA.1.AR.1.1</b> Apply properties of addition to find a sum of three or more whole numbers.  <b>MA.1.AR.1.2</b> Solve addition and subtraction real-world problems using objects, drawings or equations to represent the problem.  <b>MA.1.AR.2.1.</b> Restate a subtraction problem as a missing addend problem using the relationship between addition and subtraction.</p>	<p><b>MA.2.NSO.1.2</b> Compose and decompose three-digit numbers in multiple ways using hundreds, tens and ones. Demonstrate each composition or decomposition with objects, drawings and expressions or equations.  <b>MA.2.AR.1.1</b> Solve one- and two-step addition and subtraction real-world problems.  <b>MA.2.AR.2.1</b> Determine and explain whether equations involving addition and subtraction are true or false.  <b>MA.2.AR.2.2</b> Determine the unknown whole number in an addition or subtraction equation, relating three or four whole numbers, with the unknown in any position.</p>	<p><b>MA.3.NSO.1.2</b> Compose and decompose four-digit numbers in multiple ways using thousands, hundreds, tens and ones. Demonstrate each composition or decomposition using objects, drawings and expressions or equations.  <b>MA.3.NSO.2.3</b> Multiply a one-digit whole number by a multiple of 10, up to 90, or a multiple of 100, up to 900, with procedural reliability.  <b>MA.3.NSO.2.4</b> Multiply two whole numbers from 0 to 12 and divide using related facts with procedural reliability.  <b>MA.3.AR.1.1</b> Apply the distributive property to multiply a one-digit number and two-digit number. Apply properties of multiplication to find a product of one-digit whole numbers.  <b>MA.3.AR.1.2</b> Solve one- and two-step real-world problems involving any of four operations with whole numbers.</p>

B. NUMBER AND OPERATIONS	NUMBER SENSE AND OPERATIONS	NUMBER SENSE AND OPERATIONS	NUMBER SENSE AND OPERATIONS	NUMBER SENSE AND OPERATIONS
<p>2. Begins to demonstrate how to compose and decompose (build and take apart) sets up to eight using objects, fingers and acting out (Continued from page 5)</p>	<p><b>MA.K.AR.2.1</b> Explain why addition or subtraction equations are true using objects or drawings.</p>	<p><b>MA.1.AR.2.2</b> Determine and explain if equations involving addition or subtraction are true or false. <b>MA.1.AR.2.3</b> Determine the unknown whole number in an addition or subtraction equation, relating three whole numbers, with the unknown in any position.</p>	<p>(Continued from page 5)</p>	<p><b>MA.3.AR.2.1</b> Restate a division problem as a missing factor problem using the relationship between multiplication and division. <b>MA.3.AR.2.2</b> Determine and explain whether an equation involving multiplication or division is true or false. <b>MA.3.AR.2.3</b> Determine the unknown whole number in a multiplication or division equation, relating three whole numbers, with the unknown in any position.</p>
C. PATTERNS	ALGEBRAIC REASONING	ALGEBRAIC REASONING	ALGEBRAIC REASONING	ALGEBRAIC REASONING
Standard			<b>MA.2.AR.3</b> Develop an understanding of multiplication.	<b>MA.3.AR.3</b> Identify numerical patterns, including multiplicative patterns.
<p>1. Identifies and extends a simple AB repeating pattern 2. Duplicates a simple AB pattern using different objects 3. Recognizes the unit of repeat of a more complex pattern and extends the pattern (e.g., ABB or ABC)</p>	<p><i>Students are expected to build upon and continue applying concepts learned previously.</i></p>	<p><i>Students are expected to build upon and continue applying concepts learned previously.</i></p>	<p><b>MA.2.AR.3.1</b> Represent an even number using two equal groups or two equal addends. Represent an odd number using two equal groups with one left over or two equal addends plus 1. <b>MA.2.AR.3.2</b> Use repeated addition to find the total number of objects in a collection of equal groups. Represent the total number of objects using rectangular arrays and equations.</p>	<p><b>MA.3.AR.3.1</b> Determine and explain whether a whole number from 1 to 1,000 is even or odd. <b>MA.3.AR.3.2</b> Determine whether a whole number from 1 to 144 is a multiple of a given one- digit number. <b>MA.3.AR.3.3</b> Identify, create and extend numerical patterns.</p>

D. GEOMETRY	GEOMETRIC REASONING	GEOMETRIC REASONING	GEOMETRIC REASONING	GEOMETRIC REASONING
<b>Standard</b>	<b>MA.K.GR.1</b> Identify, compare and compose two- and three-dimensional figures.	<b>MA.1.GR.1</b> Identify and analyze two- and three-dimensional figures based on their defining attributes. <b>MA.1.FR.1</b> Develop an understanding of fractions by partitioning shapes into halves and fourths.	<b>MA.2.GR.1</b> Identify and analyze two-dimensional figures and identify lines of symmetry. <b>MA.2.FR.1</b> Develop an understanding of fractions.	<b>MA.3.GR.1</b> Describe and identify relationships between lines and classify quadrilaterals. <b>MA.3.GR.2</b> Solve problems involving the perimeter and area of rectangles.
1. Recognizes and names two-dimensional shapes (circle, square, triangle and rectangle) of different size and orientation	<b>MA.K.GR.1.1</b> Identify two- and three-dimensional figures regardless of their size or orientation. Figures are limited to circles, triangles, rectangles, squares, spheres, cubes, cones and cylinders.	<b>MA.1.GR.1.1</b> Identify, compare and sort 2- and 3-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.	<b>MA.2.GR.1.1</b> Identify and draw two-dimensional figures based on their defining attributes. Figures are limited to triangles, rectangles, squares, pentagons, hexagons and octagons.	<b>MA.3.GR.1.1</b> Describe and draw points, lines, line segments, rays, intersecting lines, perpendicular lines and parallel lines. Identify these in two-dimensional figures
2. Describes, sorts and classifies two- and three- dimensional shapes using some attributes such as size, sides and other properties (e.g., vertices)	<b>MA.K.GR.1.2</b> Compare two-dimensional figures based on their similarities, differences and positions. Sort two-dimensional figures based on their similarities and differences. Figures are limited to circles, triangles, rectangles and squares. <b>MA.K.GR.1.3</b> Compare three-dimensional figures based on their similarities, differences and positions. Sort three-dimensional figures based on their similarities and differences. Figures are limited to spheres, cubes, cones and cylinders.	<b>MA.1.GR.1.2</b> Sketch two-dimensional figures when given defining attributes. Figures are limited to triangles, rectangles, squares and hexagons.	<b>MA.2.GR.1.2</b> Categorize two-dimensional figures based on the number and length of sides, number of vertices, whether they are closed or not and whether the edges are curved or straight. <b>MA.2.GR.1.3</b> Identify line(s) of symmetry for a two-dimensional figure.	<b>MA.3.GR.1.2</b> Identify and draw quadrilaterals based on their defining attributes. Quadrilaterals include parallelograms, rhombi, rectangles, squares and trapezoids. <b>MA.3.GR.1.3</b> Draw line(s) of symmetry in a two-dimensional figure and identify line-symmetric two-dimensional figures.

D. GEOMETRY	GEOMETRIC REASONING	GEOMETRIC REASONING	GEOMETRIC REASONING	GEOMETRIC REASONING
Standard	<b>MA.K.GR.1</b> Identify, compare and compose two- and three-dimensional figures.	<b>MA.1.GR.1</b> Identify and analyze two- and three-dimensional figures based on their defining attributes. <b>MA.1.FR.1</b> Develop an understanding of fractions by partitioning shapes into halves and fourths.	<b>MA.2.GR.1</b> Identify and analyze two-dimensional figures and identify lines of symmetry. <b>MA.2.FR.1</b> Develop an understanding of fractions.	<b>MA.3.GR.1</b> Describe and identify relationships between lines and classify quadrilaterals. <b>MA.3.GR.2</b> Solve problems involving the perimeter and area of rectangles.
3. Creates two- dimensional shapes using other shapes (e.g., putting two squares together to make a rectangle)	<b>MA.K.GR.1.5</b> Combine two-dimensional figures to form a given composite figure. Figures used to form a composite shape are limited to triangles, rectangles and squares.	<b>MA.1.FR.1.1</b> Partition circles and rectangles into two and four equal-sized parts. Name the parts of the whole using appropriate language including halves or fourths.	<b>MA.2.FR.1.1</b> Partition circles and rectangles in two, three or four equal-sized parts. Name the parts using appropriate language, and describe the whole as two halves, three thirds or four fourths. <b>MA.2.FR.1.2</b> Partition rectangles into two, three or four equal-sized parts in two different ways showing that equal- sized parts of the same whole may have different shapes. <b>MA.2.GR.1.1</b> Identify and draw two-dimensional figures based on their defining attributes. Figures are limited to triangles, rectangles, squares, pentagons, hexagons and octagons.	<b>MA.3.GR.1.1</b> Describe and draw points, lines, line segments, rays, intersecting lines, perpendicular lines and parallel lines. Identify these in two-dimensional figures. <b>MA.3.GR.2.1</b> Explore area as an attribute of a two-dimensional figure by covering the figure with unit squares without gaps or overlaps. Find areas of rectangles by counting unit squares.
4. Constructs with three-dimensional shapes in the environment through play (e.g., building castles in the construction area)	<b>MA.K.GR.1.4</b> Find real-world objects that can be modeled by a given two- or three- dimensional figure. Figures are limited to circles, triangles, rectangles, squares, spheres, cubes, cones and cylinders.	<b>MA.1.GR.1.3</b> 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. <b>MA.1.GR.1.4</b> 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.	<i>Students are expected to build upon and continue applying concepts learned previously.</i>	<b>MA.3.GR.2.3</b> Solve mathematical and real-world problems involving the perimeter and area of rectangles with whole-number side lengths using a visual model and a formula. <b>MA.3.GR.2.4</b> Solve mathematical and real-world problems involving the perimeter and area of composite figures composed of non-overlapping rectangles with whole-number side lengths.

E. SPATIAL RELATIONS	NUMBER SENSE AND OPERATIONS	NUMBER SENSE AND OPERATIONS	NUMBER SENSE AND OPERATIONS	NUMBER SENSE AND OPERATIONS
<b>Standard</b>	<b>MA.K.NSO.1 Develop an understanding for counting using objects in a set.</b>	<b>MA.1.NSO.1</b> Extend counting sequences and understand the place value of two-digit numbers.	<b>MA.2.NSO.1</b> Understand the place value of three-digit numbers.	<b>MA.3.NSO.1</b> Understand the place value of four-digit numbers.
<p>1. Describes relationships between objects and locations with words and gestures by constructing models to demonstrate an understanding of proximity (beside, next to, between, below, over and under)</p> <p>2. Uses directions to move through space and find places in space</p>	<b>MA.K.NSO.1.3</b> Identify positions of objects within a sequence using the words “first,” “second,” “third,” “fourth” or “fifth.”	<b>MA.1.NSO.1.3</b> 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.	<b>MA.2.NSO.1.3</b> Plot, order and compare whole numbers up to 1,000.	<b>MA.3.NSO.1.3</b> Plot, order and compare whole numbers up to 10,000.
F. MEASUREMENT AND DATA	MEASUREMENT	MEASUREMENT	MEASUREMENT	MEASUREMENT
<b>Standard</b>	<b>MA.K.M.1 Identify and compare measurable attributes of objects.</b>	<b>MA.1.M.1 Compare and measure the length of objects.</b> <b>MA.1.M.2. Tell time and identify the value of coins and combinations of coins and dollar bills.</b>	<b>MA.2.GR.2 Describe perimeter and find the perimeter of polygons.</b> <b>MA.2.M.1 Measure the length of objects and solve problems involving length.</b> <b>MA.2.M.2 Tell time and solve problems involving money.</b>	<b>MA.3.M.1 Measure attributes of objects and solve problems involving measurement.</b> <b>MA.3.M.2 Tell and write time and solve problems involving time</b> <b>MA.3.GR.2 Solve problems involving the perimeter and area of rectangles.</b>
1. Measures object attributes using a variety of standard and nonstandard tools	<b>MA.K.M.1.1</b> Identify the attributes of a single object that can be measured such as length, volume or weight. <b>MA.K.M.1.3</b> Express the length of an object, up to 20 units long, as a whole number of lengths by laying non-standard objects end to end with no gaps or overlaps.	<b>MA.1.M.1.1</b> Estimate the length of an object to the nearest inch. Measure the length of an object to the nearest inch or centimeter.	<b>MA.2.GR.2.1</b> Explore perimeter as an attribute of a figure by placing unit segments along the boundary without gaps or overlaps. Find perimeters of rectangles by counting unit segments. <b>MA.2.GR.2.2</b> Find the perimeter of a polygon with whole-number side lengths. Polygons are limited to triangles, rectangles, squares and pentagons. <b>MA.2.M.1.1</b> Estimate and measure the length of an object to the nearest inch, foot, yard, centimeter or meter by selecting and using an appropriate tool.	<b>MA.3.M.1.1</b> Select and use appropriate tools to measure the length of an object, the volume of liquid within a beaker and temperature. <b>MA.3.GR.2.2</b> Find the area of a rectangle with whole-number side lengths using a visual model and a multiplication formula.

F. MEASUREMENT AND DATA	MEASUREMENT	MEASUREMENT	MEASUREMENT	MEASUREMENT
<p style="text-align: center;"><b>Standard</b></p>	<p><b>MA.K.M.1</b> Identify and compare measurable attributes of objects.</p>	<p><b>MA.1.M.1</b> Compare and measure the length of objects.</p>	<p><b>MA.2.GR.2</b> Describe perimeter and find the perimeter of polygons.  <b>MA.2.M.1</b> Measure the length of objects and solve problems involving length.</p>	<p><b>MA.3.GR.2</b> Solve problems involving the perimeter and area of rectangles.  <b>MA.3.M.1</b> Measure attributes of objects and solve problems involving measurement.</p>
<p><b>1.</b> Measures object attributes using a variety of standard and nonstandard tools</p>	<p><b>MA.K.M.1.1</b> Identify the attributes of a single object that can be measured such as length, volume or weight.  <b>MA.K.M.1.3</b> Express the length of an object, up to 20 units long, as a whole number of lengths by laying non-standard objects end to end with no gaps or overlaps.</p>	<p><b>MA.1.M.1.1</b> Estimate the length of an object to the nearest inch. Measure the length of an object to the nearest inch or centimeter.</p>	<p><b>MA.2.GR.2.1</b> Explore perimeter as an attribute of a figure by placing unit segments along the boundary without gaps or overlaps. Find perimeters of rectangles by counting unit segments.  <b>MA.2.GR.2.2</b> Find the perimeter of a polygon with whole-number side lengths. Polygons are limited to triangles, rectangles, squares and pentagons.  <b>MA.2.M.1.1</b> Estimate and measure the length of an object to the nearest inch, foot, yard, centimeter or meter by selecting and using an appropriate tool.</p>	<p><b>MA.3.GR.2.1</b> Explore area as an attribute of a two-dimensional figure by covering the figure with unit squares without gaps or overlaps. Find areas of rectangles by counting unit squares.  <b>MA.3.GR.2.2</b> Find the area of a rectangle with whole-number side lengths using a visual model and a multiplication formula.  <b>MA.3.M.1.1</b> Select and use appropriate tools to measure the length of an object, the volume of liquid within a beaker and temperature.</p>
<p><b>2.</b> Identifies measurable attributes such as length and weight and solves problems by making direct comparisons of objects</p>	<p><b>MA.K.M.1.2</b> Directly compare two objects that have an attribute which can be measured in common. Express the comparison using language to describe the difference.</p>	<p><b>MA.1.M.1.2</b> Compare and order the length of up to three objects using direct and indirect comparison.</p>	<p><b>MA.2.M.1.2</b> Measure the lengths of two objects using the same unit and determine the difference between their measurements.</p>	<p><b>MA.3.M.1.2</b> Solve real-world problems involving any of the four operations with whole- number lengths, masses, weights, temperatures or liquid volumes.</p>

F. MEASUREMENT AND DATA	MEASUREMENT	MEASUREMENT	MEASUREMENT	MEASUREMENT
Standard	<b>MA.K.M.1</b> Identify and compare measurable attributes of objects.	<b>MA.1.M.1</b> Compare and measure the length of objects. <b>MA.1.M.2.</b> Tell time and identify the value of coins and combinations of coins and dollar bills.	<b>MA.2.M.1</b> Measure the length of objects and solve problems involving length. <b>MA.2.M.2</b> Tell time and solve problems involving money.	<b>MA.3.M.2</b> Tell and write time and solve problems involving time <b>MA.3.GR.2</b> Solve problems involving the perimeter and area of rectangles.
<b>3.</b> Seriates (places objects in sequence) up to six objects in order by height or length (e.g., cube towers or unit blocks)	<b>MA.K.M.1.2</b> Directly compare two objects that have an attribute which can be measured in common. Express the comparison using language to describe the difference.	<b>MA.1.M.1.2</b> Compare and order the length of up to three objects using direct and indirect comparison.	<b>MA.2.M.1.3</b> Solve one- and two-step real-world measurement problems involving addition and subtraction of lengths given in the same units.	<i>Students are expected to build upon and continue applying concepts learned previously.</i>
<b>VII. SOCIAL STUDIES DOMAIN</b> <b>F. TIME, CONTINUITY AND CHANGE</b> <b>1.</b> Identifies changes within a sequence of events to establish a sense of order and time	<i>Students are expected to build upon and continue applying concepts learned previously.</i>	<b>MA.1.M.2.1</b> Using analog and digital clocks, tell and write time in hours and half-hours.	<b>MA.2.M.2.1</b> Using analog and digital clocks, tell and write time to the nearest five minutes using a.m. and p.m. approximately. Express portions of an hour using the fractional terms half an hour, half past, quarter of an hour, quarter after and quarter till.	<b>MA.3.M.2.1</b> Using analog and digital clocks tell and write time to the nearest minute using a.m. and p.m. appropriately.
<b>VII. SOCIAL STUDIES DOMAIN</b> <b>G. ECONOMICS AND RESOURCES</b> <b>2.</b> Begins to recognize that people work to earn money to buy things they need or want.	<i>Students are expected to build upon and continue applying concepts learned previously.</i>	<b>MA.1.M.2.2</b> Identify pennies, nickels, dimes and quarters, and express their values using the ¢ symbol. State how many of each coin equal a dollar.	<b>MA.2.M.2.2</b> Solve one- and two step addition and subtraction real-world problems involving either dollar bills within \$100 or coins within 100¢ and using \$ and ¢ symbols appropriately.	<b>MA.3.M.2.2</b> Solve one- and two-step real-world problems involving elapsed time.
<b>VII. SOCIAL STUDIES DOMAIN</b> <b>G. ECONOMICS AND RESOURCES</b> <b>2.</b> Begins to recognize that people work to earn money to buy things they need or want.	Students are expected to build upon and continue applying concepts learned previously.	<b>MA.1.M.2.3</b> 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.	<i>Students are expected to build upon and continue applying concepts learned previously.</i>	<i>Students are expected to build upon and continue applying concepts learned previously.</i>

F. MEASUREMENT AND DATA	MEASUREMENT	MEASUREMENT	MEASUREMENT	MEASUREMENT
<b>Standard</b>	<b>MA.K.DP.1</b> Develop an understanding for collecting, representing and comparing data.	<b>MA.1.DP.1</b> Collect, represent and interpret data using pictographs and tally marks.	<b>MA.2.DP.1</b> Collect, categorize, represent and interpret data using appropriate titles, labels and units.	<b>MA.3.DP.1</b> Collect, represent and interpret numerical and categorical data.
<b>4.</b> Represents, analyzes and discusses data (e.g. charts, graphs and tallies)	<b>MA.K.DP.1.1</b> Collect and sort objects into categories and compare the categories by counting the objects in each category. Report the results verbally, with a written numeral or with drawings.	<b>MA.1.DP.1.1</b> Collect data into categories and represent the results using tally marks or pictographs	<b>MA.2.DP.1.1</b> Collect, categorize and represent data using tally marks, tables, pictographs or bar graphs. Use appropriate titles, labels and units.	<b>MA.3.DP.1.1</b> Collect and represent numerical and categorical data with whole-number values using tables, scaled pictographs, scaled bar graphs or line plots. Use appropriate titles, labels and units.
<b>5.</b> Begins to predict the results of data collection	<b>MA.K.DP.1.1</b> Collect and sort objects into categories and compare the categories by counting the objects in each category. Report the results verbally, with a written numeral or with drawings.	<b>MA.1.DP.1.2</b> Interpret data represented with tally marks or pictographs by calculating the total number of data points and comparing the totals of different categories.	<b>MA.2.DP.1.2</b> Interpret data represented with tally marks, tables, pictographs or bar graphs including solving addition and subtraction problems.	<b>MA.3.DP.1.2</b> Interpret data with whole-number values represented with tables, scaled pictographs, circle graphs, scaled bar graphs or line plots by solving one- and two-step problems.

SHAN GOFF

EXECUTIVE DIRECTOR, OFFICE OF EARLY LEARNING

250 MARRIOTT DRIVE • TALLAHASSEE, FL 32399 • 850-717-8550 • Toll Free 866-357-3239 • [www.FloridaEarlyLearning.com](http://www.FloridaEarlyLearning.com)

