

New York State Next Generation Mathematics Learning Standards

Grade 1 Crosswalk

Operations and Algebraic Thinking

Cluster	NYS P-12 CCLS	NYS Next Generation Learning Standard
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Add and subtract within 20.	1.OA.5 Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).	NY-

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Number and Operations in Base Ten

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Extend the counting sequence.	1.NBT.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.	NY-1.NBT.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.
Understand place value.	<p>1.NBT.2 Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:</p> <p>a. 10 can be thought of as a bundle of ten ones</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>NY-1.NBT.2 Understand that the two digits of a two-digit number represent amounts of tens and ones.</p> <p>NY-1.NBT.2a Understand 10 can be thought of as a bundle of ten ones, called a "ten".</p> <p>NY-1.NBT.2b Understand that 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>NY-1.NBT.2c Understand that 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>
	1.NBT.3 Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$.	NY-1.NBT.3 Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$.

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Measurement and Data

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Measure lengths indirectly and by iterating length units.	<p>1.MD.1 Order three objects by length; compare the lengths of two objects indirectly by using a third object</p> <p>1.MD.2 Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand</p>	NY-1.MD.1 Order three objects by length; compare the lengths of two objects indirectly by using a third object.

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Geometry

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<p>Reason with shapes and their attributes.</p>	<p>1.G.3 Partition circles and rectangles into two and four equal shares, describe the shares using the words <i>halves</i>, <i>fourths</i>, and <i>quarters</i>, and use the phrases <i>half of</i>, <i>fourth of</i>, and <i>quarter of</i>. Describe the whole as <i>two of</i>, or <i>four of</i> the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.</p>	<p>NY-1. G.3 Partition circles and rectangles into two and four equal shares, describe the shares using the words <i>halves</i>, <i>fourths</i>, and <i>quarters</i>, and use the phrases <i>half of</i>, <i>fourth of</i>, and <i>quarter of</i>. Describe the whole as <i>two of</i>, or <i>four of</i> the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.</p>