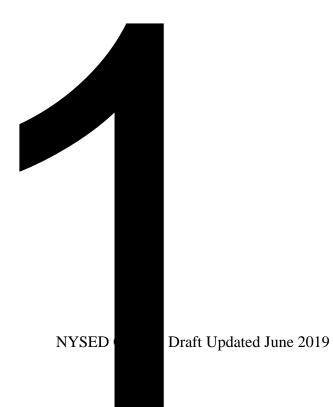
| New York State Next Generation Mathematics Learning Standards | | | |
|---|---------------|---------------------------------------|--|
| Grade 1 Crosswalk | | | |
| Operations and Algebraic Thinking | | | |
| Cluster | NYS P-12 CCLS | NYS Next Generation Learning Standard | |

| 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 | |
| Add and subtract | 1.OA.5 Relate counting to addition and subtraction (e.g., by | NY- | | |
| within 20. | counting on 2 to add 2). | | | |

| New York State Next Generation Mathematics Learning Standards | | | | |
|---|--|--|--|--|
| Grade 1 Crosswalk | | | | |
| Number and Operations in Base Ten | | | | |
| Cluster | NYS P-12 CCLS | NYS Next Generation Learning Standard | | |
| Extend the counting | 1.NBT.1 Count to 120, starting at any number less than 120. In this | NY-1.NBT.1 Count to 120, starting at any number less than | | |
| sequence. | range, read and write numerals and represent a number of objects | 120. In this range, read and write numerals and represent a | | |
| | with a written numeral. | number of objects with a written numeral. | | |
| Understand place value. | 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: | | | |

a. 10 can be thought of as a bundle of ten ones

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New York State Next Generation Mathematics Learning Standards

Grade 1 Crosswalk

Number and Operations in Base Ten

| New York State Next Generation Mathematics Learning Standards | | |
|---|--|---|
| Grade 1 Crosswalk Geometry | | |
| Cluster NYS P-12 CCLS NYS Next Generation Learning Standard | | |
| Reason with shapes and | 1.G.3 Partition circles and rectangles into two and four | NY-1. G.3 Partition circles and rectangles into two and four equal |
| their attributes. | 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, 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. | 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. |