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.	**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 b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones. 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).	**NY-1.NBT.2** Understand that the two digits of a two-digit number represent amounts of tens and ones. **NY-1.NBT.2a Understand** 10 can be thought of as a bundle of ten ones, called a "ten". **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. **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).
	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.	**1.MD.1** Order three objects by length; compare the lengths of two objects indirectly by using a third object	**NY-1.MD.1** Order three objects by length; compare the lengths of two objects indirectly by using a third object.
	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	

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Geometry		
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Reason with shapes and their attributes.	**1.G.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.	**NY-1. G.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.