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New York State Next Generation Mathematics Learning Standards Correlated to Moving with Math Extensions Grade 1

		Student Book	Skill Builders
	Operations and Algebraic Thinking		
1.OA	**Represent and solve problems involving addition and subtraction.**		
1	Use addition and subtraction within 20 to solve one step word problems involving situations of adding to, taking from, putting together, taking apart, and/or comparing, with unknowns in all positions. Note: Problems should be *represented* using objects, drawings, and equations with a symbol for the unknown number. Problems should be solved using objects or drawings, and equations.	8-10, 15, 16, 20, 22, 23, 30, 31	26-2, 26-3, 26-8, 28-1, 28-8, 28-13, 39-3, 40-1, 41-1, 42-1 to 42-3
2	Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20.	32	27-9, 33-3, 33-4
3	Apply properties of operations as strategies to add and subtract. Note: Students need not use formal terms for these properties.	11	26-4, 26-7, 26-8
4	Understand subtraction as an unknown-addend problem within 20		28-10, 28-13, 29-6
	Operations and Algebraic Thinking		
1.OA	**Add and subtract within 20.**		
5	Relate counting to addition and subtraction.	10, 17, 19, 25, 31	26-3, 27-1, 28-2, 28-3, 28-4
6a	Add and subtract within 20. Use strategies such as: ・counting on; ・making ten; ・decomposing a number leading to a ten; ・using the relationship between addition and subtraction; and ・creating equivalent but easier or known sums.	9-12, 16-21, 25, 30, 31	26-1 to 26-3, 26-5, 26-8, 26-9, 27-1, 27-2, 27-8, 28-1 to 28-6, 28-11, 29-1 to 29-6
b)	Fluently add and subtract within 10.	21	26-6, 26-9, 27-3, 27-4, 28-6, 28-10, 29-3, 29-5

		Student Book	Skill Builders
1.OA	**Work with addition and subtraction equations.**		
7	Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false.		26-6, 27-7, 28-9, 29-7
8	Determine the unknown whole number in an addition or subtraction equation with the unknown in all positions.	19-20	26-3, 26-8, 26-9, 27-2, 27-8, 28-1, 28-5, 28-6, 28-10, 28-12, 28-13, 29-1, 29-4, 29-8, 29-9
	Number and Operations in Base Ten		
1.NBT	**Extend the counting sequence.**		
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.	23, 24, 26-28, 33-35, 41, 42	4-1 to 4-3, 8-1, 8-3, 8-5, 11-1 to 11-3, 46-1
1.NBT	**Understand place value.**		
2	Understand that the two digits of a two-digit number represent amounts of tens and ones.		
a)	Understand 10 can be thought of as a bundle of ten ones, called a "ten".	2, 24, 26, 27	11-1 to 11-6
b)	Understand the numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.	24, 26, 29	4-3, 11-1, 11-3
c)	Understand 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).	34	8-5
3	Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <.	29	6-1 to 6-3
	Number and Operations in Base Ten		
1.NBT	**Use place value understanding and properties of operations to add and subtract.**		

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4	Add within 100, including • a two-digit number and a one-digit number, • a two-digit number and a multiple of 10. Use concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones, and sometimes it is necessary to compose a ten. Relate the strategy to a written representation and explain the reasoning used.	44-48	30-1, 30-2, 31-1, 32-1 to 32-4
5	Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.	44, 46, 50	8-4
6	Subtract multiples of 10 from multiples of 10 in the range 10-90 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 used to a written representation and explain the reasoning	50	35-1, 35-2
	Measurement and Data		
1.MD	**Measure lengths indirectly and by iterating length units.**		
1	Order three objects by length; compare the lengths of two objects indirectly by using a third object.		16-1 to 16-4
2	Measure the length of an object using same-size “length units” placed end to end with no gaps or overlaps. Express the length of an object as a whole number of “length units.”	53, 54	19-1 to 19-5
1.MD	**Tell and write time and money.**		
3a	Tell and write time in hours and half-hours using analog and digital clocks. Develop an understanding of common terms, such as, but not limited to, o’clock and half past.	57-59	18-1, 18-2, 18-4, 18-5
3b	Recognize and identify coins (penny, nickel, dime, and quarter) and their value and use the cent symbol (¢) appropriately.	7, 36	22-1, 22-2
3c	Count a mixed collection of dimes and pennies and determine the cent value (total not to exceed 100 cents).	36	22-3
1.MD	**Represent and interpret data.**		

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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.	13, 14	38-1, 38-2
	Geometry		
1.G	**Reason with shapes and their attributes.**		
1	Distinguish between defining attributes versus non-defining attributes for a wide variety of shapes. Build and/or draw shapes to possess defining attributes.	61-63	1-2, 13-1 to 13-8, 14-1, 14-3, 15-1, 44-1
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. Note: Students do not need to learn formal names such as “right rectangular prism.”	63	14-2
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.	66, 67	25-1, 25-2, 43-1