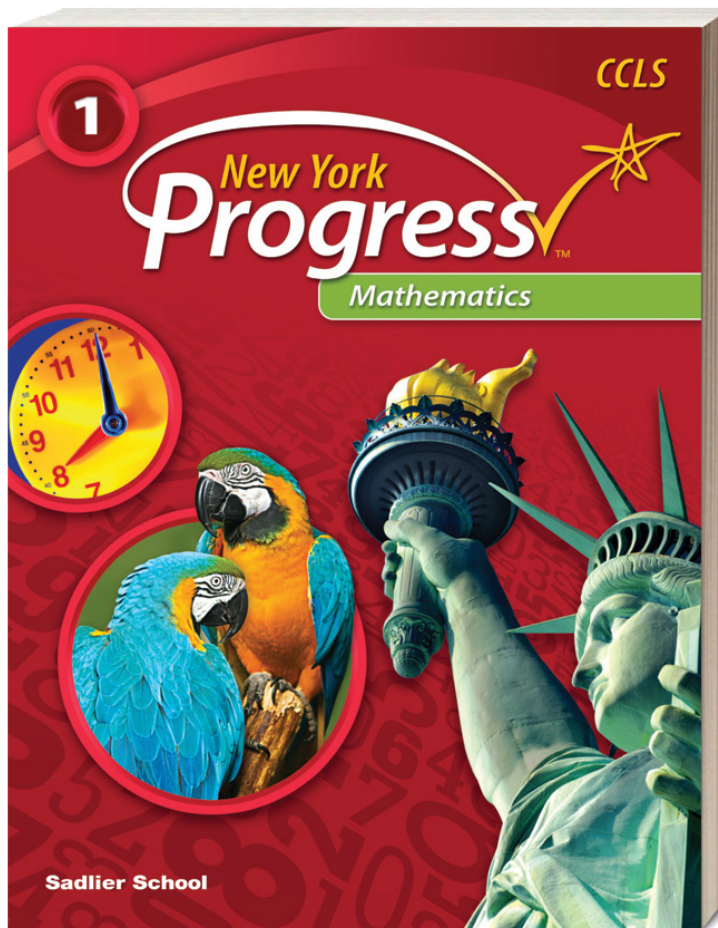


New York Progress Mathematics

Correlation to the New York State Next Generation
Mathematics Learning Standards (2017) UPDATED JUNE 2019

Grade 1



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NY-1.OA OPERATIONS AND ALGEBRAIC THINKING

Grade 1 Content Standards	<i>New York Progress Mathematics, Grade 1</i>
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Represent and solve problems involving addition and subtraction.

<p>NY-1.OA.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.</p> <p>Note: Problems should be <i>represented</i> using objects, drawings, and equations with a symbol for the unknown number. Problems should be <i>solved</i> using objects or drawings, and equations.</p>	<p>Lesson 1 Problem Solving: Addition—pp. 10-17</p> <p>Lesson 2 Problem Solving: Subtraction—pp. 18-25</p>
<p>NY-1.OA.2 Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20.</p> <p>e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.</p>	<p>Lesson 3 Problem Solving: Addition of Three Numbers—pp. 26-33</p>

Understand and apply properties of operations and the relationship between addition and subtraction.

<p>NY-1.OA.3 Apply properties of operations as strategies to add and subtract.</p> <p>e.g.,</p> <ul style="list-style-type: none"> • If $8 + 3 = 11$ is known, then $3 + 8 = 11$ is also known. (Commutative property of addition.) • To add $2 + 6 + 4$, the second two numbers can be added to make a ten, so $2 + 6 + 4 = 2 + 10 = 12$. (Associative property of addition.) <p>Note: Students need not use formal terms for these properties.</p>	<p>Lesson 4 Apply Properties of Operations—pp. 34-41</p>
<p>NY-1.OA.4 Understand subtraction as an unknown addend problem within 20.</p> <p>e.g., Subtract $10 - 8$ by finding the number that makes 10 when added to 8.</p>	<p>Lesson 5 Relate Addition and Subtraction Facts—pp. 42-49</p>

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NY-1.OA OPERATIONS AND ALGEBRAIC THINKING

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Add and subtract within 20.

<p>NY-1.OA.5 Relate counting to addition and subtraction. e.g., by counting on 2 to add 2</p>	<p>Lesson 6 Relate Counting to Addition and Subtraction—pp. 50–57</p>
<p>NY-1.OA.6</p>	
<p>NY-1.OA.6a Add and subtract within 20. Use strategies such as:</p> <ul style="list-style-type: none"> • 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. 	<p>Lesson 8 Addition and Subtraction Facts to 20—pp. 66–73</p>
<p>NY-1.OA.6b Fluently add and subtract within 10.</p>	<p>Lesson 7 Addition and Subtraction Facts to 10 (Fluency)—pp. 58–65</p>

Work with addition and subtraction equations.

<p>NY-1.OA.7 Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. e.g., Which of the following equations are true and which are false? $6 = 6$ $7 = 8 - 1$ $5 + 2 = 2 + 5$ $4 + 1 = 5 + 2$</p>	<p>Lesson 9 Addition and Subtraction Equations—pp. 74–81</p>
<p>NY-1.OA.8 Determine the unknown whole number in an addition or subtraction equation with the unknown in all positions. e.g., Determine the unknown number that makes the equation true in each of the equations: $8 + ? = 11$ $5 = _ - 3$ $6 + 6 = \square$</p>	<p>Lesson 10 Find Missing Numbers in Equations—pp. 82–95</p>

NY-1.NBT NUMBER AND OPERATIONS IN BASE TEN	
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Extend the counting sequence.	
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.	Lesson 11 Count to 120—pp. 96-103 Lesson 12 Read and Write Numbers—pp. 104-1113
Understand place value.	
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”.	Lesson 13 Understand Place Value: Tens and Ones—pp. 112-119
NY-1.NBT.2b Understand the numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.	Lesson 13 Understand Place Value: Tens and Ones—pp. 112-119
NY-1.NBT.2c 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).	Lesson 13 Understand Place Value: Tens and Ones—pp. 112-119
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 $<$.	Lesson 14 Compare Numbers—pp. 120-127
Use place value understanding and properties of operations to add and subtract.	
NY-1.NBT.4 Add within 100, including <ul style="list-style-type: none"> 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, <p style="text-align: center;"><i>continued</i></p>	Lesson 15 Add Two-Digit Numbers—pp. 128-135

NY-1.NBT NUMBER AND OPERATIONS IN BASE TEN	
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<p>and/or the relationship between addition and subtraction.</p> <p>Understand that in adding two-digit numbers, one adds tens and tens, ones and ones, and sometimes it is necessary to compose a ten.</p> <p>Relate the strategy to a written representation and explain the reasoning used.</p> <p>Note: Students should be taught to use strategies based on place value, properties of operations, <i>and</i> the relationship between addition and subtraction; however, when solving any problem, students can choose any strategy.</p> <p>Note: A <i>written representation</i> is any way of showing a strategy using words, pictures, or numbers.</p>	
<p>NY-1.NBT.5 Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.</p>	<p>Lesson 16 Find 10 More and 10 Less—pp. 136-143</p>
<p>NY-1.NBT.6 Subtract multiples of 10 from multiples of 10 in the range 10-90 using</p> <ul style="list-style-type: none"> • concrete models or drawings, and • strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. <p>Relate the strategy used to a written representation and explain the reasoning.</p> <p>Note: Students should be taught to use concrete models and drawings; as well as strategies based on place value, properties of operations, <i>and</i> the relationship between addition and subtraction. When solving any problem, students can choose to use a concrete model or a drawing. Their strategy must be based on place value, properties of operations, or the relationship between addition and subtraction.</p> <p>Note: A <i>written representation</i> is any way of showing a strategy using words, pictures, or numbers.</p>	<p>Lesson 17 Subtract Multiples of 10—pp. 144-161</p>

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NY-1.MD MEASUREMENT AND DATA	
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Measure lengths indirectly and by iterating length units.	
NY-1.MD.1 Order three objects by length; compare the lengths of two objects indirectly by using a third object.	Lesson 18 Compare and Order Lengths—pp. 162-169
NY-1.MD.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.” Note: “Length units” could include cubes, paper clips, etc.	Lesson 19 Measure Length in Length Units—pp. 170-177
Tell time and money.	
NY-1.MD.3	
NY-1.MD.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, <i>o'clock</i> and <i>half past</i> .	Lesson 20 Tell Time—pp. 178-185
NY-1.MD.3b Recognize and identify coins (penny, nickel, dime, and quarter) and their value and use the cent symbol (¢) appropriately.	Lesson 21 Money—pp. 186-193
NY-1.MD.3c Count a mixed collection of dimes and pennies and determine the cent value (total not to exceed 100 cents). e.g., 3 dimes and 4 pennies is the same as 3 tens and 4 ones, which is 34¢.	Lesson 21 Money—pp. 186-193

NY-1.MD MEASUREMENT AND DATA

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<p>NY-1.MD.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.</p>	<p>Lesson 22 Use Tables—pp. 194–207</p>
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NY-1.G GEOMETRY

Grade 1 Content Standards	<i>New York Progress Mathematics, Grade 1</i>
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Reason with shapes and their attributes.	
<p>NY-1.G.1 Distinguish between defining attributes versus non-defining attributes for a wide variety of shapes. Build and/or draw shapes to possess defining attributes.</p> <p>e.g.,</p> <ul style="list-style-type: none"> • A defining attribute may include, but is not limited to: triangles are closed and three-sided. • Non-defining attributes include, but are not limited to: color, orientation, and overall size. <p>Note on and/or: Students should be taught to build and draw shapes to possess defining attributes; however, when answering questions, students can choose to build or draw the shape.</p>	<p>Lesson 23 Identify Shapes—pp. 208–215</p>
<p>NY-1.G.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.</p> <p>Note: Students do not need to learn formal names such as “right rectangular prism.”</p>	<p>Lesson 24 Two-Dimensional Shapes—pp. 216–223</p> <p>Lesson 25 Three-Dimensional Shapes—pp. 224–231</p>

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NY-1.G GEOMETRY	
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<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>	<p>Lesson 26 Equal Shares—pp. 232–239</p>