# Bridging the [NYS Mathematics Common Core Learning Standards](https://www.engageny.org/resource/new-york-state-p-12-common-core-learning-standards-for-mathematics) ~ Transition from Grade 1 into Grade 2 The intention of this tool is to provide a template for discussion and planning as students transition from the 2019-2020 school year to the 2020-2021 school year. In this instance, the 1st grade teacher will comment on the 2019-2020 mathematics common core curriculum relating to that year’s instruction; the 2nd grade teacher will use this information to plan/teach all standards within the mathematics course to meet the needs of all learners for the 2020-2021 school year.

**Key:** Each standard includes an image of an instructor () and an image of a laptop () to indicate whether the standard was taught in the classroom or remotely. Circling or deleting the appropriate image will best indicate the method of instruction for that standard during the 2019-2020 school year. Deleting both images would mean the standard was not addressed during the 2019-2020 school year.

 The major content emphases.

 The supporting content emphases.

 The additional content emphases.

## Domain: Operations and Algebraic Thinking

### Cluster: Represent and solve problems involving addition and subtraction.

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|  | Grade 1 Learning Standard | Instruction Provided | Grade 1Comments & Considerations | Connects with Standards in Grade 2 | Grade 2Reflection & Planning 2020 – 2021 |
| **1.OA.1** | Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem*.* | ClassroomInternet |  | 2.OA.1 |  |
| **1.OA.2** | Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem. | ClassroomInternet |  | 2.NBT.6 |  |

## Domain: Operations and Algebraic Thinking

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

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|  |  Grade 1 Learning Standard | Instruction Provided | Grade 1Comments & Considerations | Connects with Standards in Grade 2 | Grade 2Reflection & Planning 2020 – 2021 |
| **1.OA.3** | Apply properties of operations as strategies to add and subtract. *Examples: 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.)***Note: Students need not use formal terms for these properties.** | Classroom Internet |  | 2.NBT.9 |  |
| **1.OA.4** | Understand subtraction as an unknown-addend problem. *For example, subtract 10 – 8 by finding the number that makes 10* *when added to 8.* Add and subtract within 20. | Classroom Internet |  | 2.NBT.9 |  |

## Domain: Operations and Algebraic Thinking

### Cluster: Add and subtract within 20

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|  | Grade 1 Learning Standard | Instruction Provided | Grade 1Comments & Considerations | Connects with Standards in Grade 2 | Grade 2Reflection & Planning 2020 – 2021 |
| **1.OA.5** | Relate counting to addition and subtraction (e.g., by counting on 2 to add 2). | Classroom Internet |  | 2.OA.12.OA.42.NBT.2 |  |
| **1.OA.6****Fluency** | Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten *(*e.g., 8 + 6 = 8 + 2 + 4 = 10 + 4 =14); decomposing a number leading to a ten (e.g., 13 – 4 = 13 – 3 – 1 = 10 – 1 = 9); using the relationship between addition and subtraction (e.g., knowing that 8 + 4 = 12, one knows 12 – 8 = 4); and creating equivalent but easier or known sums *(*e.g., adding 6 + 7 by creating the known equivalent 6 + 6 + 1 = 12 + 1 = 13). | Classroom Internet |  | 2.OA.2 |  |

## Domain: Operations and Algebraic Thinking

### Cluster: Work with addition and subtraction equations.

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|  | Grade 1 Learning Standard | Instruction Provided | Grade 1Comments & Considerations | Connects with Standards in Grade 2 | Grade 2Reflection & Planning 2020 – 2021 |
| **1.OA.7** | Understand the meaning of the equal sign and determine if equations involving addition and subtraction are true or false. *For example, which of the following equations are true and which are false? 6 = 6, 7 = 8 – 1, 5 + 2 = 2 + 5,* *4 + 1 = 5 + 2.* | Classroom Internet |  | 2.OA.32.OA.4 |  |
| **1.OA.8** | Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. *For example, determine the unknown number that makes the equation true in each of the equations 8 + ? = 11, 5 = \_ – 3, 6 + 6 = \_.* | Classroom Internet |  | 2.OA.1 |  |

## Domain: Number and Operations in Base Ten

### Cluster: Extend the counting sequence.

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|  | Grade 1 Learning Standard | Instruction Provided | Grade 1Comments & Considerations | Connects with Standards in Grade 2 | Grade 2Reflection & Planning 2020 – 2021 |
| **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. | Classroom Internet |  | 2.NBT.12.NBT.22.NBT.3 |  |

## Domain: Number and Operations in Base Ten

### Cluster: Understand place value.

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|  | Grade 1 Learning Standard | Instruction Provided | Grade 1Comments & Considerations | Connects with Standards in Grade 2 | Grade 2Reflection & Planning 2020 – 2021 |
| **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:1. 10 can be thought of as a bundle of ten ones — called a “ten.”
2. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.
3. 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).
 | Classroom Internet |  | 2.NBT.1 |  |
| **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 <. | Classroom Internet |  | 2.NBT.4 |  |

## Domain: Number and Operations in Base Ten

### Cluster: Use place value understanding and properties of operations to add and subtract.

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|  | Grade 1 Learning Standard | Instruction Provided | Grade 1Comments & Considerations | Connects with Standards in Grade 2 | Grade 2Reflection & Planning 2020 – 2021 |
| **1.NBT.4** | Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, 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 to a written method and explain the reasoning used. Understand that inadding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten. | Classroom Internet |  | 2.NBT.52.NBT.72.OA.1 |  |
| **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. | Classroom Internet |  | 2.NBT.52.NBT.82.OA.1 |  |
| **1.NBT.6** | Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), 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 to a written method and explain the reasoning used. | Classroom Internet |  | 2.NBT.52.NBT.82.OA.1 |  |

## Domain: Measurement and Data

### Cluster: Measure lengths indirectly and by iterating length units.

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|  | Grade 1 Learning Standard | Instruction Provided | Grade 1Comments & Considerations | Connects with Standards in Grade 2 | Grade 2Reflection & Planning 2020 – 2021 |
| **1.MD.1** | Order three objects by length; compare the lengths of twoobjects indirectly by using a third object. | Classroom Internet |  | 2.MD.12.MD.4 |  |
| **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 that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps. | Classroom Internet |  | 2.MD.12.MD.7 |  |

## Domain: Measurement and Data

### Cluster: Tell and write time and money.

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|  | Grade 1 Learning Standard | Instruction Provided | Grade 1Comments & Considerations | Connects with Standards in Grade 2 | Grade 2Reflection & Planning 2020 – 2021 |
| **1.MD.3** | Tell and write time in hours and half-hours using analog and digital clocks. Recognize and identify coins, their names, and their value. | Classroom Internet |  | 2.MD.72.MD.8 |  |

## Domain: Measurement and Data

### Cluster: Represent and interpret data.

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|  | Grade 1 Learning Standard | Instruction Provided | Grade 1Comments & Considerations | Connects with Standards in Grade 2 | Grade 2Reflection & Planning 2020 – 2021 |
| **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. | Classroom Internet |  | 2.MD.10 |  |

## Domain: Geometry

### Cluster: Reason with shapes and their attributes.

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|  | Grade 1 Learning Standard | Instruction Provided | Grade 1Comments & Considerations | Connects with Standards in Grade 2 | Grade 2Reflection & Planning 2020 – 2021 |
| **1.G.1** | Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes. | Classroom Internet |  | 2.G.1 |  |
| **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.**Note: Students do not need to learn formal names such as “right****rectangular prism.”** | Classroom Internet |  |  |  |
| **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. | Classroom Internet |  | 2.G.3 |  |