

New York State Next Generation Mathematics Learning Standards

This document is intended to help educators identify the key changes that have occurred to the content standards for this grade level/course and to assist with designing curriculum and lessons aligned to the NYS Next Generation Mathematics Learning Standards. This document does not contain the comprehensive list of learning standards for the grade level/course. The complete list of standards for the grade level/course can be found at [NYS Next Generation Mathematics Learning Standards](#).

Grade 1 Snapshot



Standards New to Grade 1

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, o'clock and half past.**

NY-1.MD.3b Recognize and identify coins (penny, nickel, dime and quarter) and their value and **use the cent symbol (¢) appropriately.**

NY-1.MD.3c Count a mixed collection of coins of dimes and pennies and determine the cent value (not to exceed 100 cents). Students should relate the value of coins (pennies and dimes) to place value concepts seen in the grade one standards from the Number and Operations in Base Ten domain.

Standards Moved from Grade 1

No standards moved.

Highlights/Instructional Considerations

NY-1.OA.1 Students are using addition and subtraction within 20 to solve *one-step* word problems. Problems should be represented using objects, drawings, and equations with a symbol for the unknown number. When solving any problem, students can use objects or drawings, and equations.

NY-1.OA.6b Fluently add and subtract within 10. Fluency involves a mixture of just knowing some answers, knowing some answers from patterns, and knowing some answers from the use of strategies.

NY-1.OA.8 Students are still determining the unknown (in all positions) in an addition/subtraction equation that relates three whole numbers. See examples in the standard.

NY-1.NBT.4 When adding within 100 (two-digit and one-digit, two-digit and multiple of ten) students should be taught/exposed to a variety of strategies based on place value, properties of operations, and the relationship that exists between addition; however, when solving a problem, students can choose any strategy.

NY-1.NBT.6 When subtracting multiples of 10 from multiples of 10 (range of 10-90), students should be taught/exposed to a variety of strategies based on place value, properties of operations, and the relationship between addition and subtraction. When solving any problem, students can choose a concrete model or a drawing that is based on the previous mentioned strategies that demonstrates their understanding.

NY-1.G.1 When working with two and three-dimensional shapes, students should be taught to build *and* draw shapes to possess defining attributes; however, when answering questions, student can choose to build *or* draw the shape.