Standards Correlated to **Mathematics Readers: Level 1 10815**

New York State P-12 Common Core Learning Standards
Grade 1
 Mathematics

STRAND / DOMAIN	NY.CC.1.MP.	Mathematical Practices
CATEGORY / CLUSTER	1.MP.1.	Make sense of problems and persevere in solving them.
		Correlated Lessons: **A Mountain of Trash, Smile! A Trip to the Dentist Page Reader Objective 28 Students solve real-world problems involving addition whole numbers**
		A Year in Our Lives, A Day in Our Lives Page Reader Objective 39 Students draw pictures to represent problems
		Shopping in the City, Let's Play Page Reader Objective 29 Students solve real-world problems involving subtraction whole numbers
CATEGORY / CLUSTER	1.MP.4.	Model with mathematics.
		Correlated Lessons: **A Year in Our Lives, A Day in Our Lives Page Reader Objective 39 Students draw pictures to represent problems**
STRAND / DOMAIN	NY.CC.1.OA.	Operations and Algebraic Thinking
CATEGORY / CLUSTER		Represent and solve problems involving addition and subtraction.
STANDARD	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.

Correlated Lessons:

A Mountain of Trash, Smile! A Trip to the Dentist Page Reader Objective 28 Students solve real-world problems involving addition whole numbers

A Year in Our Lives, A Day in Our Lives Page Reader Objective 39 Students draw pictures to represent problems

Day at the Zoo, Night at the Community Center Page Reader Objective 41 Students explain to others how she or he went about solving a numerical problem

Shopping in the City, Let's Play Page Reader Objective 29 Students solve real-world problems involving subtraction whole numbers

CATEGORY / CLUSTER		Understand and apply properties of operations and the relationship between addition and subtraction.
STANDARD	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.

Correlated Lessons:
Shopping in the City, Let's Play Page 84,89 Objective 7 Students subtract whole numbers

CATEGORY / CLUSTER		Add and subtract within 20.
STANDARD	1.OA.6.	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 $6 + 6 + 1 = 12 + 1 = 13$).

Correlated Lessons:
Shopping in the City, Let's Play Page 84,89 Objective 7 Students subtract whole numbers

STRAND / DOMAIN	NY.CC.1.NBT.	Number and Operations in Base Ten
CATEGORY / CLUSTER		Extend the counting sequence.
STANDARD	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.

Correlated Lessons:
Celebrate 100 Days, Party Time, A Year in Our Lives, A Day in Our Lives Page 36,41 Objective 1 Students count whole numbers (i.e., both cardinal and ordinal numbers)

CATEGORY / CLUSTER		Use place value understanding and properties of operations to add and subtract.
STANDARD	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 in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.

Correlated Lessons:
A Mountain of Trash, Smile! A Trip to the Dentist Page 60,65 Objective 4 Students add whole numbers

Music Around the World, Crafty Kids, Day at the Zoo, Night at the Community Center Page Reader Objective 31 Students use whole number models (e.g., pattern blocks, tiles, or other manipulative materials) to represent problems

STRAND /	NY.CC.1.MD.	Measurement and Data

DOMAIN

CATEGORY /
CLUSTER   Measure lengths indirectly and by iterating length units.

STANDARD   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.

                                Correlated Lessons:
                                **Day at the Zoo, Night at the Community Center Page
                                180,185 Objective 18 Students knows processes for
                                measuring length, weight, and temperature using non-
                                standard units**

                                **Day at the Zoo, Night at the Community Center Page
                                Reader Objective 40 Students know processes for
                                measuring length and weight using basic, non-standard
                                units**

CATEGORY /
CLUSTER   Tell and write time and money.

STANDARD   1.MD.3.   Tell and write time in hours and half-hours using analog and
                                digital clocks.

                                Correlated Lessons:
                                **A Year in Our Lives, A Day in Our Lives Page 156,161
                                Objective 15 Students understand the concept of time
                                and how it is measured**

                                **A Year in Our Lives, A Day in Our Lives Page Reader
                                Objective 37 Students know processes for telling time
                                using basic standard and non-standard units**

                                **A Year in Our Lives, A Day in Our Lives Page Reader
                                Objective 38 Students make quantitative estimates of
                                familiar time intervals and checks them against**

measurements

CATEGORY / CLUSTER		Represent and interpret data.
STANDARD	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.

Correlated Lessons:
Main Street Animal Shelter, Our Favorites Page 204,209 Objective 21 Students will understand how to read and write the various types of graphs, as well as determine which types of graphs are appropriate to use for different situations.

Music Around the World, Crafty Kids, Main Street Animal Shelter, Our Favorites Page Reader Objective 33 Students collect and represent information about objects or events in simple graphs

STRAND / DOMAIN	NY.CC.1.G.	Geometry
CATEGORY / CLUSTER		Reason with shapes and their attributes.
STANDARD	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.

Correlated Lessons:
Music Around the World, Crafty Kids, Looking for Shapes, Shaping Up Page Reader Objective 32 Students understand that patterns can be made by putting different shapes together or taking them apart