Finish Line New York Math, Third Edition
Grade 1 Crosswalk

Unit/ Lesson	Title	CCLS	Next Generation Standard
UNIT 1	**BIG IDEAS FROM KINDERGARTEN**		
Lesson 1	Comparing Numbers from 1 to 10	K.CC.7	NY-K.CC.7
Lesson 2	Understanding Addition	K.OA.1, 2	NY-K.OA.1, 2
Lesson 3	Understanding Subtraction	K.OA.1, 2	NY-K.OA.1, 2
Lesson 4	Identifying Plane and Solid Shapes	K.G.2, 3	NY-K.G.2, 3
UNIT 2	**NUMBER AND OPERATIONS IN BASE TEN, PART 1**		
Lesson 5	Numbers and Counting	1.NBT.1	NY-1.NBT.1
Lesson 6	Place Value	1.NBT.2.a–c	NY-1.NBT.2.a–c
Lesson 7	Comparing Numbers	1.NBT.3	NY-1.NBT.3
UNIT 3	**OPERATIONS AND ALGEBRAIC THINKING**		
Lesson 8	Counting to Add and Subtract	1.OA.5	NY-1.OA.5
Lesson 9	Strategies for Adding and Subtracting	1.OA.6	NY-1.OA.6
Lesson 10	Properties of Operations	1.OA.3	NY-1.OA.3
Lesson 11	The Relationship Between Addition and Subtraction	1.OA.4	NY-1.OA.4
Lesson 12	Word Problems with Addition and Subtraction	1.OA.1	NY-1.OA.1
Lesson 13	Word Problems with Three Addends	1.OA.2	NY-1.OA.2
Lesson 14	Understanding Number Sentences	1.OA.7	NY-1.OA.7
Lesson 15	Solving Number Sentences	1.OA.8	NY-1.OA.8
UNIT 4	**NUMBER AND OPERATIONS IN BASE TEN, PART 2**		
Lesson 16	Adding and Subtracting 10	1.NBT.5	NY-1.NBT.5
Lesson 17	Adding Numbers	1.NBT.4	NY-1.NBT.4
Lesson 18	Subtracting Tens	1.NBT.6	NY-1.NBT.6

UNIT 5	MEASUREMENT AND DATA		
Lesson 19	Comparing and Ordering by Length	1.MD.1	NY-1.MD.1
Lesson 20	Finding Length	1.MD.2	NY-1.MD.2
Lesson 21	Telling Time	1.MD.3	NY-1.MD.3
Lesson 22	Money	1.MD.3	NY-1.MD.3
Lesson 23	Making Data Displays	1.MD.4	NY-1.MD.4
Lesson 24	Using Data Displays	1.MD.4	NY-1.MD.4
UNIT 6	**GEOMETRY**		
Lesson 25	Understanding Flat Shapes	1.G.1	NY-1.G.1
Lesson 26	Understanding Solid Shapes	1.G.1	NY-1.G.1
Lesson 27	Putting Shapes Together	1.G.2	NY-1.G.2
Lesson 28	Making Equal Parts	1.G.3	NY-1.G.3

OPERATIONS AND ALGEBRAIC THINKING		
Cluster	Common Core Learning Standard	Next Generation Learning Standard
Represent and solve problems involving addition and subtraction.	**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.	**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. 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.
	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.	**NY-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.
Understand and apply properties of operations and the relationship between addition and subtraction.	**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.	**NY-1.OA.3** Apply properties of operations as strategies to add and subtract. e.g., • 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.
	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.	**NY-1.OA.4** Understand subtraction as an unknown-addend problem **within 20.** e.g., subtract 10 − 8 by finding the number that makes 10 when added to 8.

OPERATIONS AND ALGEBRAIC THINKING		
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Add and subtract within 20.	**1.OA.5** Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).	**NY-1.OA.5** Relate counting to addition and subtraction. e.g., by counting on 2 to add 2
	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).	**NY-1.OA.6.a** 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. **NY-1.OA.6.b** Fluently add and subtract within 10. **Note: Fluency involves a mixture of just knowing some answers, knowing some answers from patterns, and knowing some answers from the use of strategies.**
Work with addition and subtraction equations.	**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.	**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
	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 = _.*	**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 _ − 3 = 5 6 + 6 = □.

NUMBER AND OPERATIONS IN BASE TEN		
Cluster	Common Core Learning Standard	Next Generation Learning Standard
Extend the counting sequence.	**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.	**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.
Understand place value.	**1.NBT.2** Understand that two digits of a two-digit number represent amounts of tens and ones. ~~Understand the following as special cases~~: a. 10 can be thought of as a bundle of ten ones—called a "ten." b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones. c. 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).	**NY-1.NBT.2** Understand that two digits of a two-digit number represent amounts of tens and ones. **NY-1.NBT.2.a** **Understand** 10 can be thought of as a bundle of ten ones, called a "ten." **NY-1.NBT.2.b** **Understand** that the numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones. **NY-1.NBT.2.c** **Understand** that 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).
	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 <.	**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 <.
Use place value understanding and properties of operations to add and subtract.	**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.	**NY-1.NBT.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. **Notes:** **Students should be taught to use strategies based on place value, properties of operations, *and* the relationship between addition and subtraction; however, when solving any problem, students can choose any strategy.** **A *written representation* is any way of representing a strategy using words, pictures, or numbers.**

NUMBER AND OPERATIONS IN BASE TEN		
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Use place value understanding and properties of operations to add and subtract.	**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.	**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.
	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.	**NY-1.NBT.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. **Notes:** **Students should be taught to use concrete models and drawings; as well as strategies based on place value, properties of operations, *and* 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.** **A *written representation* is any way of representing a strategy using words, pictures, or numbers.**

MEASUREMENT AND DATA		
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Measure lengths indirectly and by iterating length units.	1.MD.1 Order three objects by length; compare the lengths of two objects indirectly by using a third object.	NY-1.MD.1 Order three objects by length; compare the lengths of two objects indirectly by using a third object.
	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.*~~	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.**
Tell time and money.	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.	NY-1.MD.3.a 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.3.b Recognize and identify coins (penny, nickel, dime, and quarter) and their value and **use the cent symbol (¢) appropriately.** **NY-1.MD.3.c 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 cents (34¢).**
Represent and interpret data.	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.	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.

GEOMETRY		
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Reason with shapes and their attributes.	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.	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. e.g., • 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. **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.**
	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."	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. Note: Students do not need to learn formal names such as "right rectangular prism."
	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.	NY-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.