

NeSA Math Indicator Labels
First Grade
Maco ML-3000

	MA 1.1.1.j Demonstrate relative position of whole numbers 0 – 100 (e.g., 52 is between 50 and 60; 83 is greater than 77)	MA 1.2.1.b Describe attributes of two dimensional shapes (e.g. square, circle, rectangles, triangle)
MA 1.1.1.a Count, read, and write numbers 0 – 100	MA 1.1.2.a Use objects, drawings, words, and symbols to explain addition as a joining action	MA 1.2.1.a Compare two-dimensional shapes (e.g., square, circle, rectangle, triangle)
MA 1.1.1.b Count by multiples of 2 up to 50	MA 1.1.2.b Use objects, drawings, words, and symbols to explain addition as parts of a whole	MA 1.2.2.a Identify the position of a whole number on a horizontal number line
MA 1.1.1.c Count by multiples of 5 up to 100	MA 1.1.2.c Use objects, drawings, words, and symbols to explain subtraction as a separation action	MA 1.2.3.a Identify one line of symmetry in two-dimensional shapes (e.g., circle, square, rectangle, triangle)
MA 1.1.1.d Count by multiples of 10 up to 100	MA 1.1.2.d Use drawings, words, and symbols to explain subtraction as finding part of a whole	MA 1.2.4.a Demonstrate positional words (e.g., left/right)
MA 1.1.1.e Sequence objects using ordinal numbers (first through tenth)	MA 1.1.2.e Use objects, drawings, words, and symbols to explain subtraction as a comparison (e.g., Nancy has 8 hair ribbons. Jane has 5 hair ribbons. How many more hair ribbons does Nancy have than Jane?)	MA 1.2.4.b Sketch two-dimensional shapes (e.g., square, circle, rectangle, triangle)
MA 1.1.1.f Count backwards from 10 – 0	MA 1.1.3.a Fluently add whole number sums up to 10	MA 1.2.5.a Count like coins to \$1.00
MA 1.1.1.g Connect number words to the quantities they represent 0 – 20	MA 1.1.3.b Fluently subtract whole number differences from 10	MA 1.2.5.b Identify time to the half hour
MA 1.1.1.h Demonstrate and identify multiple equivalent representations for numbers 1 – 100 (e.g., 23 is 2 tens and 3 ones; 23 is 1 ten and 13 ones; 23 is 23 ones)	MA 1.1.3.c Add and subtract two-digit numbers without regrouping	MA 1.2.5.c Identify past, present, and future as orientation in time
MA 1.1.1.i Compare and order whole numbers 0 – 100	MA 1.1.3.d Use a variety of methods and tools to compute sums and differences (e.g., models, mental computation, paper-pencil)	MA 1.2.5.d Select an appropriate tool for the attribute being measured (e.g., clock, calendar, thermometer, scale, ruler)

MA 1.2.5.f Compare and order objects according to length

MA 1.4.1.a Sort and classify objects by more than one attribute

MA 1.2.5.e Measure length using inches

MA 1.3.1.a Sort or order objects by their attributes (e.g., color, shape, size, number) then identify the classifying attribute

MA 1.4.1.b Organize data by using concrete objects

MA 1.2.1.a Compare two-dimensional shapes (e.g., square, circle, rectangle, triangle)

MA 1.3.1.b Create multiple rules for sorting beyond color, shape, and size

MA 1.4.1.c Represent data by using tally marks

MA 1.3.1.c Identify, describe, and extend patterns (e.g., patterns with a repeating core)

MA 1.4.1.a Sort and classify objects by more than one attribute

MA 1.3.1.d Use $<$, $=$, $>$ to compare quantities

MA 1.4.1.d Compare and interpret information from displayed data (e.g., more, less, fewer)

MA 1.3.2.a Model situations that involve the addition and subtraction of whole numbers 0 – 20, using objects and pictures

MA 1.3.2.b Describe and model qualitative change (e.g., a student growing taller)

MA 1.3.3.a Write number sentences to represent fact families

MA 1.3.3.b Use concrete, pictorial, and verbal representations of the commutative property of addition

MA 3.4.1.b Use comparative language to describe the data