

## Nebraska State Assessment - Grade 1 Math Crosswalk

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| <b>MA 1.1</b>     | <b>NUMBER: Students will communicate number sense concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.</b>   |                                    |
| <b>MA 1.1.1</b>   | <b>Numeric Relationships: Students will demonstrate, represent, and show relationships among whole numbers within the base-ten number system.</b>  | <b>Legacy Standard</b>             |
| <b>MA 1.1.1.a</b> | Count to 120 by ones and tens, starting at any given number.   | MA 1.1.1.a<br>MA 1.1.1.d<br>TO 120 |
| <b>MA 1.1.1.b</b> | Read and write numerals within the range of 0 – 120.   | MA 1.1.1.a<br>TO 120               |
| <b>MA 1.1.1.c</b> | Write numerals to match a representation of a given set of objects for numbers up to 120.  | MA 1.1.1.g<br>TO 120               |
| <b>MA 1.1.1.d</b> | Demonstrate that each digit of a two-digit number represents amounts of tens and ones, knowing 10 can be considered as one unit made of ten ones which is called a “ten” and any two-digit number can be composed of some tens and some ones (e.g., 19 is one ten and nine ones, 83 is eight tens and three ones) and can be recorded as an equation (e.g., $19 = 10 + 9$ ). | MA 1.1.1.h                         |
| <b>MA 1.1.1.e</b> | Demonstrate that decade numbers represent a number of tens and 0 ones (e.g., $50 = 5$ tens and 0 ones).  | NONE                               |
| <b>MA 1.1.1.f</b> | Compare two two-digit numbers by using symbols $<$ , $=$ , and $>$ and justify the comparison based on the number of tens and ones.  | MA 1.1.1.f<br>MA 1.3.1.d           |
| <b>MA 1.1.2</b>   | <b>Operations: Students will demonstrate the meaning of addition and subtraction with whole numbers and compute accurately.</b>  |                                    |
| <b>MA 1.1.2.a</b> | Fluently (i.e., automatic recall based on understanding) add and subtract within 10. MA 1.1.2.b Add and subtract within 20, using a variety of strategies (e.g., count on to make a ten).  | MA 1.1.3.a<br>MA 1.1.3.b           |
| <b>MA 1.1.2.b</b> | Add and subtract within 20, using a variety of strategies (e.g., count on to make a ten).  | MA 1.1.3.d                         |
| <b>MA 1.1.2.c</b> | Find the difference between two numbers that are multiples of 10, ranging from 10 – 90 using concrete models, drawings or strategies, and write the corresponding equation (e.g., $90 - 70 = 20$ ).  | NONE                               |
| <b>MA 1.1.2.d</b> | Mentally find 10 more or 10 less than a two-digit number without having to count and explain the reasoning used (e.g., 33 is 10 less than 43).   | NONE                               |

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| <b>MA 1.1.2.e</b> | Add within 100, which may include adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of ten using concrete models, drawings, and strategies which reflect understanding of place value.   | MA 1.1.3.c<br>ONLY ADD                               |
| <b>MA 1.2</b>     | <b>ALGEBRA: Students will communicate algebraic concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.</b>  |  |
| <b>MA 1.2.1</b>   | <b>Algebraic Relationships: Students will demonstrate, represent, and show relationships with expressions and equations.</b>  |  |
| <b>MA 1.2.1.a</b> | Use the meaning of the equal sign to determine if equations are true and give examples of equations that are true (e.g., $4 = 4$ , $6 = 7 - 1$ , $6 + 3 = 3 + 6$ , and $7 + 2 = 5 + 4$ ).   | NONE   |
| <b>MA 1.2.1.b</b> | Use the relationship of addition and subtraction to solve subtraction problems (e.g., find $12 - 9 = \underline{\quad}$ , using the addition fact $9 + 3 = 12$ ).   | MA 1.3.3.a   |
| <b>MA 1.2.1.c</b> | Find numerical patterns to make connections between counting and addition and subtraction (e.g., adding two is the same as counting on two).  | NONE   |
| <b>MA 1.2.1.d</b> | Determine the unknown whole number in an addition or subtraction equation (e.g. $7 + ? = 13$ ).   | MA 3.3.3.b   |
| <b>MA 1.2.2</b>   | <b>Algebraic Processes: Students will apply the operational properties when adding and subtracting.</b>   |  |
| <b>MA 1.2.2.a</b> | Decompose numbers and use the commutative and associative properties of addition to develop addition and subtraction strategies including (making 10's and counting on from the larger number) to add and subtract basic facts within 20 (e.g., decomposing to make 10, $7 + 5 = 7 + 3 + 2 = 10 + 2 = 12$ ; using the commutative property to count on $2 + 6 = 6 + 2$ ; and using the associative property to make 10, $5 + 3 + 7 = 5 + (3 + 7) = 5 + 10$ ). | MA 1.3.3.b<br>ALSO<br>ASSOCIATIVE<br>PROPERTY        |
| <b>MA 1.2.3</b>   | <b>Applications: Students will solve real-world problems involving addition and subtraction.</b>  |  |
| <b>MA 1.2.3.a</b> | Solve real-world problems involving addition and subtraction within 20 in situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all parts of the addition or subtraction problem (e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem).   | MA 1.1.2.a<br>MA 1.1.2.b<br>MA 1.1.2.c<br>MA 1.1.2.d |
| <b>MA 1.2.3.b</b> | Solve real-world problems that include addition of three whole numbers whose sum is less than or equal to 20 by using objects, drawings, and equations with a symbol to represent the unknown number in the problem.  | NONE   |

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| MA 1.2.3.c | Create a real-world problem to represent a given equation involving addition and subtraction within 20.  | MA 1.3.2.a                             |
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| MA 1.3     | <b>GEOMETRY: Students will communicate geometric concepts and measurement concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.</b>   |  |
| MA 1.3.1   | <b>Characteristics: Students will identify and describe geometric characteristics and create two- and three-dimensional shapes.</b>  |  |
| MA 1.3.1.a | MA 1.3.1.a Determine defining and non-defining attributes of two-dimensional shapes; build and draw shapes that match the given definition.  | MA 1.2.1.a<br>MA 1.2.1.b<br>MA 1.2.4.b |
| MA 1.3.1.b | MA 1.3.1.b Decompose circles and rectangles into two and four equal parts, using the terms “halves”, “fourths” and “quarters”, and use the phrases “half of”, “fourths of”, and “quarter of”.  | NONE                                   |
| MA 1.3.1.c | MA 1.3.1.c Use two-dimensional shapes (e.g., rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) and three-dimensional shapes (e.g., cubes, rectangular prisms, cones, and cylinders) to compose and describe new shapes.   | NONE                                   |
| MA 1.3.2   | <b>Coordinate Geometry: Students will determine location, orientation, and relationships on the coordinate plane.</b>  |  |
|            | No additional indicator(s) at this level. Mastery is expected at previous grade levels.  |  |
| MA 1.3.3   | <b>Measurement: Students will perform and compare measurements and apply formulas.</b>   |  |
| MA 1.3.3.a | Identify, name, and understand the value of dimes and pennies (e.g., a dime is equal to ten pennies) relating to tens and ones, and solve real-world problems involving dimes and pennies, using ¢ symbol appropriately (e.g., If you have four dimes and two pennies, how many cents do you have?). | MA 1.2.5.a<br>ONLY DIMES &<br>PENNIES  |
| MA 1.3.3.b | Tell and write time to the half hour and hour using analog and digital clocks.   | MA 0.2.5.b<br>MA 1.2.5.a               |
| MA 1.3.3.c | Measure objects by using a shorter object end-to-end and know that the length of the object is the amount of same-size objects that span it lined up end-to-end.   | MA 0.2.5.c                             |
| MA 1.3.3.d | Order three objects by directly comparing their lengths, or indirectly by using a third object.  | MA 1.2.5.f                             |
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| MA 1.4     | <b>DATA: Students will communicate data analysis/probability concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.</b>  |  |

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| <b>MA 1.4.1</b>   | <b>Representations: Students will create displays that represent data.</b>   |            |
| <b>MA 1.4.1.a</b> | Organize and represent a data set with up to three categories using a picture graph.   | MA 2.4.1.a |
| <b>MA 1.4.2</b>   | <b>Analysis &amp; Applications: Students will analyze data to address the situation.</b>   |            |
| <b>MA 1.4.2.a</b> | Ask and answer questions about the total number of data points, how many in each category, and compare categories by identifying how many more or less are in a particular category using a picture graph. | MA 2.4.1.b |
| <b>MA 1.4.3</b>   | <b>Probability: Students will interpret and apply concepts of probability.</b>   |            |
|                   | No additional indicator(s) at this level.  |            |