Indiana Department of Education

Indiana Academic Standards for Mathematics – First Grade
Adopted April 2014 – Standards Correlation Guide Document 7-28-2014

	Indiana Academic Standard for First Grade Mathematics – Adopted April 2014	Indiana Academic Mathematics Standard Adopted 2000	Common Core State Standard for Mathematics	Differences From Previous Standards
Process Standards				
MA.PS.1: Make sense of problems and persevere in solving them.	Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway, rather than simply jumping into a solution attempt. They consider analogous problems and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, “Does this make sense?” and "Is my answer reasonable?" They understand the approaches of others to solving complex problems and identify correspondences between different approaches. Mathematically proficient students understand how mathematical ideas interconnect and build on one another to produce a coherent whole.	K.6.1: Choose the approach, materials, and strategies to use in solving problems. 1.6.1: Choose the approach, materials, and strategies to use in solving problems. 2.6.1: Choose the approach, materials, and strategies to use in solving problems.	1. Make sense of problems and persevere in solving them. Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, “Does this make sense?” They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.	IAS 2014 removes criteria involving a graphing calculator and does not distinguish between younger and older students.
MA.PS.2: Reason abstractly and quantitatively.	Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships: the ability to decontextualize—to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to contextualize, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects.	1.6.5: Understand and use connections between two problems. 2.6.5: Understand and use connections between two problems.	2. Reason abstractly and quantitatively. Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships: the ability to decontextualize—to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to contextualize, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects.	IAS 2014 is similar to common core, both expand upon IAS 2000 by having the student decontextualize problems and develop quantitative reasoning.

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MA.PS.3: Construct viable arguments and critique the reasoning of others.	Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They analyze situations by breaking them into cases and recognize and use counterexamples. They organize their mathematical thinking, justify their conclusions and communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. They justify whether a given statement is true always, sometimes, or never. Mathematically proficient students participate and collaborate in a mathematics community. They listen to or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.	K.6.3: Explain the reasoning used with concrete objects and pictures. 1.6.3: Explain the reasoning used and justify the procedures selected in solving a problem.	3. Construct viable arguments and critique the reasoning of others. Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful	IAS 2014 is similar to common core, both expand upon IAS 2000 by having students construct arguments , use counterexamples, and critique others arguments. IAS 2014 does not distinguish between younger and older students. IAS 2014 requires students to understand the meaning of quantities instead of merely knowing how to compute quantities.
MA.PS.4: Model with mathematics.	Mathematically proficient students apply the mathematics they know to solve problems arising in everyday life, society, and the workplace using a variety of appropriate strategies. They create and use a variety of representations to solve problems and to organize and communicate mathematical ideas. Mathematically proficient students apply what they know and are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.	K.6.2: Use tools such as objects or drawings to model problems. 1.6.2: Use tools such as objects or drawings to model problems. 2.6.2: Use tools such as objects or drawings to model problems.	4. Model with mathematics. Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. In early grades, this might be as simple as writing an addition equation to describe a situation. In middle grades, a student might apply proportional reasoning to plan a school event or analyze a problem in the community. By high school, a student might use geometry to solve a design problem or use a function to describe how one quantity of interest depends on another. Mathematically proficient students who can apply what they know are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They can analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not	IAS 2014 has removed examples and does not distinguish between younger and older students.

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MA.PS.5: Use appropriate tools strategically.	Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Mathematically proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. Mathematically proficient students identify relevant external mathematical resources, such as digital content, and use them to pose or solve problems. They use technological tools to explore and deepen their understanding of concepts and to support the development of learning mathematics. They use technology to contribute to concept development, simulation, representation, reasoning, communication and problem solving.	K.6.2: Use tools such as objects or drawings to model problems. 1.6.2: Use tools such as objects or drawings to model problems. 2.6.2: Use tools such as objects or drawings to model problems.	5. Use appropriate tools strategically. Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.	IAS 2014 does not distinguish between younger and older students. Both IAS 2014 and CCSS expand upon IAS 2000 by having students consider more than just graphing. IAS 2014 requires students to apply their problem solving strategies to everyday life situations, and students are required to draw conclusions and interpret results based on data found from models.
MA.PS.6: Attend to precision.	Mathematically proficient students communicate precisely to others. They use clear definitions, including correct mathematical language, in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They express solutions clearly and logically by using the appropriate mathematical terms and notation. They specify units of measure and label axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently and check the validity of their results in the context of the problem. They express numerical answers with a degree of precision appropriate for the problem context.	K.6.4: Make precise calculations and check the validity of the results in the context of the problem. 1.6.4: Make precise calculations and check the validity of the results in the context of the problem. 2.6.4: Make precise calculations and check the validity of the results in the context of the problem.	6. Attend to precision. Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.	IAS 2014 does not distinguish between younger and older students.

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MA.PS.7: Look for and make use of structure.	Mathematically proficient students look closely to discern a pattern or structure. They step back for an overview and shift perspective. They recognize and use properties of operations and equality. They organize and classify geometric shapes based on their attributes. They see expressions, equations, and geometric figures as single objects or as being composed of several objects.		7. Look for and make use of structure. Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 – 3(x – y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real	IAS 2014 has removed examples and does not distinguish between younger and older students. Both IAS 2014 and CCSS expand upon IAS 2000 by having students discern patterns, structure, geometric figures, and composition of objects.
MA.PS.8: Look for and express regularity in repeated reasoning.	Mathematically proficient students notice if calculations are repeated and look for general methods and shortcuts. They notice regularity in mathematical problems and their work to create a rule or formula. Mathematically proficient students maintain oversight of the process, while attending to the details as they solve a problem. They continually evaluate the reasonableness of their intermediate results.		8. Look for and express regularity in repeated reasoning. Mathematically proficient students notice if calculations are repeated, and look both for general methods and for shortcuts. Upper elementary students might notice when dividing 25 by 11 that they are repeating the same calculations over and over again, and conclude they have a repeating decimal. By paying attention to the calculation of slope as they repeatedly check whether points are on the line through (1, 2) with slope 3, middle school students might abstract the equation $(y – 2)/(x – 1) = 3$. Noticing the regularity in the way terms cancel when expanding $(x – 1)(x + 1)$, $(x – 1)(x^2 + x + 1)$, and $(x – 1)(x^3 + x^2 + x + 1)$ might lead them to the general formula for the sum of a geometric series. As they work to solve a problem, mathematically proficient students maintain oversight of the process, while attending to the details. They continually evaluate the reasonableness of their intermediate results.	IAS 2014 has removed examples and does not distinguish between younger and older students.
			Number Sense	
MA.1.NS.1:	Count to at least 120 by ones, fives, and tens from any given number. In this range, read and write numerals and represent a number of objects with a written numeral.	1.1.1: Count, read, and write whole numbers up to 100. 1.1.4: Name the number that is one more than or one less than any number up to 100.	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.	IAS 2014 requires students to count by ones, fives, and tens and is not capped at 120.
MA.1.NS.2:	Understand that 10 can be thought of as a group of ten ones — called a "ten." 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. 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).	1.1.2: Count and group objects in ones and tens. 1.1.3: Identify the number of tens and ones in numbers less than 100.	1.NBT.2.a: 10 can be thought of as a bundle of ten ones - called a "ten." 1.NBT.2.b: The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones. 1.NBT.2.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).	
MA.1.NS.3:	Match the ordinal numbers first, second, third, etc., with an ordered set up to 10 items.	1.1.6: Match the number names (first, second, third, etc.) with an ordered set of up to 10 items.		

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MA.1.NS.4:	Use place value understanding to compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <.	2.1.5: Compare whole numbers up to 100 and arrange them in numerical order 4.1.4: Order and compare whole numbers using symbols for "less than" (<), "equal to" (=), and "greater than" (>).	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 <.	
MA.1.NS.5:	Find mentally 10 more or 10 less than a given two-digit number without having to count, and explain the thinking process used to get the answer.	2.1.4: Name the number that is ten more or ten less than any number 10 through 90.	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.	
MA.1.NS.6:	Show equivalent forms of whole numbers as groups of tens and ones, and understand that the individual digits of a two-digit number represent amounts of tens and ones.		1.NBT.2: Understand that the two digits of a two-digit number represent amounts of tens and ones.	
Computation and Algebraic Thinking				
MA.1.CA.1:	Demonstrate fluency with addition facts and the corresponding subtraction facts within 20. 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). Understand the role of 0 in addition and subtraction.	1.2.4: Demonstrate mastery of the addition facts (for totals up to 20) and the corresponding subtraction facts. 1.3.3: Recognize and use the relationship between addition and subtraction.	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). 1.OA.4: Understand subtraction as an unknown-addend problem.	
MA.1.CA.2:	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).	1.3.1: Write and solve number sentences from problem situations 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. 1.OA.5: Relate counting to addition and subtraction.	
MA.1.CA.3:	Create a real-world problem to represent a given equation involving addition and subtraction within 20.	1.3.2: Create word problems that match given number sentences involving addition and subtraction.		IAS 2014 places a cap on addition and subtraction problems to be within 20.
MA.1.CA.4:	Solve real-world problems that call for addition of three whole numbers whose sum is within 20 (e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem).		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. 1.OA.8: Determine the unknown whole number in an addition or subtraction equation relating to three whole numbers.	

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MA.1.CA.5:	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 models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; describe the strategy and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones, and that sometimes it is necessary to compose a ten.		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.	
MA.1.CA.6:	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).	1.2.5: Understand the meaning of the symbols +, -, and =.	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.	
MA.1.CA.7:	Create, extend, and give an appropriate rule for number patterns using addition within 100.	1.3.4: Create and extend number patterns using addition.		IAS 2014 places a cap on the number patterns to be within 100.
		Geometry		
MA.1.G.1:	Identify objects as two-dimensional or three-dimensional. Classify and sort two-dimensional and three-dimensional objects by shape, size, roundness and other attributes. Describe how two-dimensional shapes make up the faces of three-dimensional objects.	1.4.1: Identify, describe, compare, sort, and draw triangles, rectangles, squares, and circles. 1.4.2: Identify triangles, rectangles, squares, and circles as the faces of three-dimensional objects. 1.4.4: Identify objects as two-dimensional or three-dimensional.		IAS 2014 is less specific as to which shapes but is more specific as to which attributes in which students need to focus on.
MA.1.G.2:	Distinguish between defining attributes of two- and three-dimensional shapes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size). Create and draw two-dimensional shapes with defining attributes.	1.4.3: Classify and sort familiar plane and solid objects by position, shape, size, roundness, and other attributes. Explain the rule used.	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.	
MA.1.G.3:	Use 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. [In grade 1, students do not need to learn formal names such as "right		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.	
MA.1.G.4:	Partition circles and rectangles into two and four equal parts; describe the parts 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 parts. Understand for partitioning circles and rectangles into two and four equal parts that decomposing into equal parts creates smaller parts.	K.1.5: Divide shapes into equal parts. 1.1.7: Recognize when a shape is divided into congruent (matching) parts. 1.1.8: For a shape divided into 8 or fewer congruent (matching)	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.	
		Measurement		

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MA.1.M.1:	Use direct comparison or a nonstandard unit to compare and order objects according to length, area, capacity, weight, and temperature.	1.5.1: Measure the length of objects by repeating a nonstandard unit or a standard unit. 1.5.5: Compare and order objects according to area, capacity, weight, and temperature, using direct comparison or a nonstandard unit.	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.	
MA.1.M.2:	Tell and write time to the nearest half-hour and relate time to events (before/after, shorter/longer) using analog clocks. Understand how to read hours and minutes using digital clocks.	1.5.6: Tell time to the nearest half-hour and relate time to events (before/after, shorter/longer).	1.MD.3: Tell and write time in hours and half-hours using analog and digital clocks.	IAS 2014 requires students to read digital clocks to any hour and minute.
MA.1.M.3:	Find the value of a collection of pennies, nickels, and dimes.	1.5.7: Identify and give the values of collections of pennies, nickels, and dimes.		
		Data Analysis		
MA.1.DA.1:	Organize and interpret data with up to three choices (What is your favorite fruit? apples, bananas, oranges); ask and answer questions about the total number of data points, how many in each choice, and how many more or less in one choice	1.1.10: Represent, compare, and interpret data using pictures and picture graphs.	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.	
		Unaligned Indiana Academic Mathematics Standard Adopted 2000	**Unaligned Common Core State Standard for Mathematics**	
		1.1.9: For a set of 8 or fewer objects, describe a subset as "__ out of __ parts" and write the fraction.		
		1.2.6: Understand the role of zero in addition and subtraction.		
		1.4.5: Give and follow directions for finding a place or object.		
		1.4.6: Arrange and describe objects in space by position and direction: near, far, under, over, up, down, behind, in front of, next to, to the left or right of.		
		1.4.7: Identify geometric shapes and structures in the environment and specify their location.		
		1.5.2: Use different units to measure the length of the same object and predict whether the measure will be greater or smaller when a different unit is used.		
		1.5.3: Recognize the need for a fixed unit of length.		
		1.5.4: Measure and estimate the length of an object to the nearest inch and centimeter.		

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