

# North Dakota Mathematics Content Standards

## Grade 1 Prioritized Standards

Northeast Education Services Cooperative (NESC) - 2017



## How to Read This Document

Example: 1.OA.1

"1.OA.1" references the grade level followed by the domain and then the standard. This coding is taken directly from the North Dakota Department of Public Instruction's standards document.

## Prioritized Standards

### Operations and Algebraic Thinking

Represent and solve problems involving addition and subtraction:

Code	Standard	Endurance	Leverage	Readiness	Assessment	Teacher Judgement	Total Score
1.OA.1	Use strategies to add and subtract within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions.	✓	✓	✓	✓	✓	5

Understand and apply properties of operations and the relationship between addition and subtraction:

Code	Standard	Endurance	Leverage	Readiness	Assessment	Teacher Judgement	Total Score
1.OA.3	Apply properties of operations as strategies to add and subtract.	✓		✓	✓	✓	4

For more information about this document or the prioritization process please contact the NESC:

[nesc@nescnd.org](mailto:nesc@nescnd.org) / 701-662-7650

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Add and subtract within 20:

Code	Standard	Endurance	Leverage	Readiness	Assessment	Teacher Judgement	Total Score
1.OA.5	Relate counting to addition and subtraction.	✓	✓	✓	✓	✓	5
1.OA.6	Use strategies to add and subtract within 20. Fluently add and subtract within 10.	✓	✓	✓	✓	✓	5

Work with addition and subtraction equations:  
No standards were prioritized within this cluster.

Number and Operations in Base Ten

Extend the counting sequence:

Code	Standard	Endurance	Leverage	Readiness	Assessment	Teacher Judgement	Total Score
1.NBT.1	Count forward and backward within 120, starting at any given number. Read and write numerals within 120. Represent a number of objects up to 120 with a written numeral.	✓	✓	✓	✓	✓	5

Understand place value:

Code	Standard	Endurance	Leverage	Readiness	Assessment	Teacher Judgement	Total Score
1.NBT.2	Demonstrate understanding that the two digits of a two-digit number represent amounts of tens and ones, including: 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 additional ones. c. Multiples of 10 up to 90 represent a number of tens and 0 ones.	✓	✓	✓	✓		4
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 $<$ .	✓		✓	✓	✓	4

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Use place value understanding and properties of operations to add and subtract:

Code	Standard	Endurance	Leverage	Readiness	Assessment	Teacher Judgement	Total Score
1.NBT.4	Demonstrate understanding of place value when adding two-digit numbers within 100. a. Add a two-digit number and a one-digit number. b. Add a two-digit number and a multiple of 10. Use concrete models or drawing strategies based on place value, properties of operations, and/or the relationship between addition and subtraction to add and subtract within 100. Relate the strategy to a written method and explain the reasoning used.	✓	✓	✓	✓	✓	5
1.NBT.5	Mentally add or subtract 10 to or from a given two-digit number. Explain the reasoning used.	✓	✓	✓		✓	4
1.NBT.6	Use concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction to subtract multiples of 10 in the range of 10-90 from multiples of 10 in the same range resulting in a positive or zero difference. Use a written method to explain the strategy.	✓	✓	✓	✓	✓	5

### Measurement and Data

Measure lengths indirectly and by iterating length units:

No standards were prioritized within this cluster.

Work with time:

Code	Standard	Endurance	Leverage	Readiness	Assessment	Teacher Judgement	Total Score
1.MD.3	Tell and write time to the hour and half-hour (including o'clock and half past) using analog and digital clocks.	✓	✓	✓	✓	✓	5

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Represent and interpret data:

Code	Standard	Endurance	Leverage	Readiness	Assessment	Teacher Judgement	Total Score
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.	✓	✓	✓	✓	✓	5

Identify and count money:

Code	Standard	Endurance	Leverage	Readiness	Assessment	Teacher Judgement	Total Score
1.MD.5	Identify and tell the value of a dollar bill, quarter, dime, nickel, and penny.	✓	✓	✓	✓	✓	5
1.MD.6	Count and tell the value of combinations of dimes and pennies up to one dollar.	✓	✓	✓	✓	✓	5

Geometry

Reason with shapes and solids and their attributes (squares, circles, triangles, rectangles, trapezoids, rhombuses, pentagons, hexagons, octagons, cubes, spheres, cylinders, cones, triangular prisms, and rectangular prisms):

Code	Standard	Endurance	Leverage	Readiness	Assessment	Teacher Judgement	Total Score
1.G.3	Partition circles and rectangles into two equal shares. Describe the shares using the word halves, and use the phrase half of. Describe the whole as two of the shares.	✓	✓	✓	✓	✓	5

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