

Grade One Power Standards for Mathematics

Power Standards are based on the Nevada State Standards, norm referenced assessments, and the Nevada Criterion Referenced Examination “backward mapped” to grade kindergarten. For pacing and instruction of the CCSD Power Standards, please refer to the Guide for Benchmarks and the Curriculum Essentials Framework. At a minimum, students will maintain previously learned skills and attain the following:

Strand	NV	CCSD Power Standards
Numbers, Number Sense, and Computation	1.1.1	Identify, model, read, and write place value positions of 1's and 10's. [1.1] Identify the value of a given digit in the 1's and 10's place. [1.2]
	1.1.2	Identify and model a whole. [1.3] Identify and model $\frac{1}{2}$ as two equal parts of a whole or a set of objects. [1.4]
	1.1.3	Read, write, compare and order numbers from 0 - 100. [1.5] Identify ordinal positions first to tenth. [1.6] Read and write number words to 10. [1.7] Create, compare, and describe sets of objects and numbers from 0 – 100 as greater than, less than, or equal to (>, <, =). [1.8]
	1.1.4	Use number patterns and models to count by 2's, 5's, and 10's to 100. [1.11]
	1.1.5	Identify and model basic addition facts (sums to 10) and the corresponding subtraction facts. [1.12]
	1.1.6	Estimate the number of objects in a set to 10 and verify by counting. [1.14]
	1.1.8	Demonstrate the joining and separating of sets with 20 or fewer objects. [1.16] Model the meaning of addition and subtraction in a variety of ways including the comparison of sets using objects, pictorial representations, and symbols. [1.17] Use mathematical vocabulary and symbols to describe addition, subtraction, and equality. [1.18]
	Patterns, Functions, and Algebra	2.1.1
2.1.2		Recognize that unknowns in an addition or subtraction equation represent a missing value that will make the statement true. [2.4]
2.1.3		Create, compare, and describe sets of objects as greater than, less than, or equal to. [2.5]
Measurement	3.1.1	Compare, order, describe, and represent objects by length and weight. [3.1]
	3.1.2	Compare and measure length and weight using non-standard measurement. [3.2]
	3.1.4	Determine the value of any set of pennies, nickels, and dimes. [3.4]
	3.1.6	Recite in order the months of the year. [3.6] Use a calendar to identify days, weeks, months, and a year. [3.7] Read time to the nearest hour. [3.8]
Spatial Relationships, Geometry, and Logic	4.1.1	Name, sort, and sketch two-dimensional shapes (circles, triangles, rectangles including squares) regardless of orientation. [4.1]
	4.1.2	Demonstrate an understanding of position words, including down/up, left/right, top/bottom, and between/middle, by describing the relative location of objects. [4.2]
	4.1.3	Identify and copy two-dimensional designs that contain a line of symmetry. [4.3]
	4.1.4	Identify and name three-dimensional figures in the environment. [4.4]
Data Analysis	5.1.1	Collect, organize, and record data in response to questions posed by teacher and/or students. [5.1] Use tally marks to represent data. [5.2]
Problem Solving	A	Students will develop their ability to solve problems by engaging in developmentally appropriate opportunities where there is a need to use various approaches to investigate and understand mathematical concepts. Students will do this in order to formulate their own problems, apply previous experiences and knowledge to new problems, explain and verify results, try more than one strategy in problem solving, and use technology, including calculators to develop mathematical concepts.
Mathematical Communication	B	Students will develop their ability to communicate mathematically by solving problems where there is a need to obtain information from the real world through reading, listening, and observing. Students will do this in order to use inquiry techniques, physical materials, models, pictures, or writing to represent mathematical ideas. Students will identify and translate key words that imply mathematical operations, and use everyday language, both orally and in writing, to communicate strategies and solutions to mathematical problems.
Mathematical Reasoning	C	Students will develop their ability to reason mathematically by solving problems where there is a need to investigate mathematical ideas and construct their own learning in all content areas. Students will do this in order to draw logical conclusions, discuss the steps used to solve a mathematical problem, and justify and explain the solutions to problems using physical models.
Mathematical Connections	D	Students will develop their ability to make mathematical connections by solving problems where there is a need to view mathematics as an integrated whole. Students will do this in order to apply mathematical thinking and modeling to solve problems that arise in other disciplines and view mathematics as an integrated whole in order to identify mathematics used in everyday life.