

## A Correlation of

INVESTIGATIONS   
IN NUMBER, DATA, AND SPACE®

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To the  
**Nampa School District**  
**Mathematical Essential Standards**  
**Grade 1**

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to the Nampa School District Essential Standards - Mathematics**

**Grade 1 Units**

**Unit 1 - Building Numbers and Solving Story Problems**

**Unit 2 - Comparing and Combining Shapes**

**Unit 3 - How Many of Each? How Many in All**

**Unit 4 - Fish Lengths and Fraction Rugs**

**Unit 5 - Number Games and Crayon Problems**

**Unit 6 - Would You Rather Be an Eagle or a Whale?**

**Unit 7 - How Many Tens? How Many Ones?**

**Unit 8 - Blocks and Buildings**

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Nampa School District Mathematical Essential Standards Grade 1	Investigations 3 in Number, Data, and Space ©2017 Grade 1
<b>Operations and Algebraic Thinking:</b>	
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.	Unit 1 Sessions 2.3, 2.4, 2.6, 2.7, 2.8, 3.1, 3.2, 3.4, 3.5, 3.6, 3.7 Unit 3 Sessions 2.1, 2.4, 2.6, 2.7, 2.8, 3.1, 3.2, 3.6 Unit 4 Sessions 1.5, 1.6, 1.7, 1.8, 2.6 Unit 5 Sessions 1.1, 1.5, 1.6, 1.7, 1.8, 2.3, 2.4, 2.6, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7 Unit 6 Sessions 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 2.3
<b>Numbers and Operations in Base 10:</b>	
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.	Unit 1 Sessions 1.1, 1.2, 1.3, 1.4, 1.5 Unit 3 Sessions 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8 Unit 7 Sessions 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8
1.NBT.2 Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases: 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 one, two, three, four, five, six, seven, eight, or nine ones. 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).	Unit 1 Sessions 1.3, 1.4, 1.5 Unit 3 Sessions 1.2, 1.4, 2.4, 4.1, 4.4 Unit 5 Sessions 2.1, 2.3 Unit 6 Session 1.1 Unit 7 Sessions 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8
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.	Unit 7 Sessions 1.2, 1.3, 1.4, 1.5, 1.7, 1.8, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8

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<b>Measurement and Data:</b>	
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-sized 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 of objects in each category and sort the categories by count.	Unit 4 Sessions 1.3, 1.4, 1.5, 1.6, 1.7
<b>Geometry:</b>	
1.G.2 Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes to create a composite shape, and compose new shapes from the composite shape.	Unit 1 Sessions 1.1, 1.2, 1.3, 1.4, 1.5 Unit 2 Sessions 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7 Unit 4 Sessions 2.2, 2.3, 2.4, 2.5 Unit 8 Session 1.3, 1.5, 1.6, 1.7, 1.8, 1.9