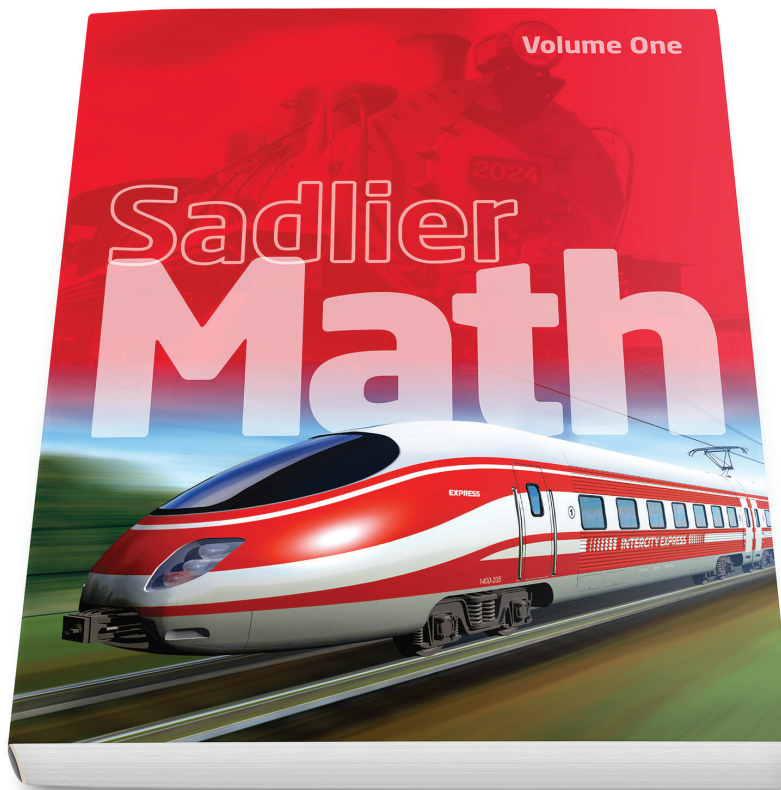


Sadlier Math[™]

Correlation to the Diocese of Raleigh Math Standards

Grade 1



Learn more at www.SadlierSchool.com/SadlierMath

OPERATIONS AND ALGEBRAIC THINKING

1st Grade Content Standards

Sadlier Math, Grade 1

Achievement Standard: 1.OA.1 Represent and solve problems involving addition and subtraction.

1.OA.1.1 Represent and solve addition and subtraction word problems, within 20, with unknowns, by using objects, illustrations, and equations with a symbol for the unknown number to represent the problem, when solving:

- Add to/Take from-Change Unknown
- Put together/Take Apart-Addend Unknown
- Compare-Difference Unknown

Chapter 1: 1-1 through 1-4, 1-7

- 1-1 Sums Through 5—pp. 3-6
- 1-2 Sums Through 6—pp. 7-10
- 1-3 Sums of 7 and 8—pp. 11-14
- 1-4 Sums of 9 and 10—pp. 15-18
- 1-7 Problem Solving: Act It Out—pp. 29-34

Chapter 2: 2-5 through 2-7

- 2-5 Addition Practice—pp. 57-60
- 2-6 Problem Solving: Read and Understand—pp. 63-68
- 2-7 Solve for Unknown Addends—pp. 69-72

Chapter 3: 3-1 through 3-5

- 3-1 Subtract from 5 or Less—pp. 79-82
- 3-2 Subtract from 6 or Less—pp. 83-86
- 3-3 Subtract from 7 and 8—pp. 87-90
- 3-4 Subtract from 9 and 10—pp. 91-94
- 3-5 Problem Solving: Use a Model—pp. 97-102

Chapter 4: 4-6 through 4-9

- 4-6 Problem Solving: Use a Model—pp. 139-144
- 4-7 Find Missing Addends—pp. 145-148
- 4-8 Subtract to Compare—pp. 149-152
- 4-9 Solve Comparison Word Problems—pp. 153-156

Chapter 8: 8-2 through 8-6, 8-8

- 8-2 Add Hundreds, Tens, and Ones—pp. 345-348
- 8-3 Add: Regroup Ones as Tens—pp. 349-352
- 8-4 Regroup Tens as Hundreds Using Models—pp. 353-356
- 8-5 Add: Regroup Tens as Hundreds—pp. 357-360
- 8-6 Add: Regroup Twice—pp. 363-366
- 8-8 Use Properties to Add—pp. 373-376

Chapter 9: 9-2 through 9-5, 9-7 & 9-9

- 9-2 Subtract Hundreds, Tens, and Ones—pp. 387-390
- 9-3 Subtract: Regroup Tens as Ones—pp. 391-394
- 9-4 Regroup Hundreds as Tens Using Models—pp. 395-398
- 9-5 Subtract: Regroup Hundreds as Tens—pp. 399-402
- 9-7 Subtract: Regroup with Zeros—pp. 409-412
- 9-9 Use Addition to Check Subtraction: Three-Digit Numbers—pp. 419-422

1.OA.1.2 Represent and solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, by using objects, illustrations, and equations with a symbol for the unknown number.

Chapter 2: 2-1 & 2-2

- 2-1 Add Three Numbers—pp. 41-44
- 2-2 Solve Addition Word Problems—pp. 45-48

Chapter 8: 8-7

- 8-7 Three Addends—pp. 315-318

OPERATIONS AND ALGEBRAIC THINKING

1st Grade Content Standards

Sadlier Math, Grade 1

Achievement Standard: 1.OA.2 Understand the relationship between addition and subtraction and apply the properties of operations.

1.OA.2.1 Apply the commutative and associative properties as strategies for solving addition problems.

Chapter 1: 1-5

- 1-5 Related Addition Facts—pp. 21-24

Chapter 2: 2-1

- 2-1 Add Three Numbers—pp. 41-44

Chapter 3: 3-7

- 3-7 All or Zero—pp. 107-110

Chapter 4: 4-3

- 4-3 Fact Families Through 10—pp. 125-128

Chapter 8: 8-2 through 8-7

- 8-2 Addition: Sums of 11 and 12—pp. 293-296
- 8-3 Addition: Sums Through 14—pp. 297-300
- 8-4 Addition: Sums Through 16—pp. 303-306
- 8-5 Addition: Sums Through 18—pp. 307-310
- 8-6 Addition: Sums Through 20—pp. 311-314
- 8-7 Three Addends—pp. 315-318

Chapter 9: 9-2 through 9-6

- 9-2 Subtract from 11 and 12—pp. 335-338
- 9-3 Subtract from 13 and 14—pp. 339-342
- 9-4 Subtract from 16 or Less—pp. 345-348
- 9-5 Subtract from 20 or Less—pp. 349-352
- 9-6 Fact Families Through 20—pp. 353-356

1.OA.2.2 Solve an unknown-addend problem, within 20, by using addition strategies and/or changing it to a subtraction problem.

Chapter 3: 3-6

- 3-6 Count On to Subtract—pp. 103-106

Chapter 4: 4-2, 4-4 & 4-7

- 4-2 Relate Addition and Subtraction—pp. 121-124
- 4-4 Think Addition to Subtract—pp. 129-132
- 4-7 Find Missing Addends—pp. 145-148

Chapter 8: 8-8

- 8-8 Problem Solving: Write and Solve an Equation—pp. 319-324 (missing addend, missing sum)

Chapter 9: 9-9

- 9-9 Missing Part of an Equation—pp. 367-370

Achievement Standard: 1.OA.3 Add and subtract within 20.

1.OA.3.1 Demonstrate fluency with addition and subtraction within 10.

Chapter 1: 1-1 through 1-6

- 1-1 Sums Through 5—pp. 3-6
- 1-2 Sums Through 6—pp. 7-10
- 1-3 Sums of 7 and 8—pp. 11-14
- 1-4 Sums of 9 and 10—pp. 15-18
- 1-5 Related Addition Facts—pp. 21-24
- 1-6 Count On to Add—pp. 25-28
- 1-7 Problem Solving: Act It Out—pp. 29-34

continued

OPERATIONS AND ALGEBRAIC THINKING

1 st Grade Content Standards	Sadlier Math, Grade 1
	Chapter 3: 3-1 through 3-7 3-1 Subtract from 5 or Less—pp. 79–82 3-2 Subtract from 6 or Less—pp. 83–86 3-3 Subtract from 7 and 8—pp. 87–90 3-4 Subtract from 9 and 10—pp. 91–94 3-5 Problem Solving: Use a Model—pp. 97–102 3-6 Count On to Subtract—pp. 103–106 3-7 All or Zero—pp. 107–110
1.OA.3.2 Add and subtract, within 20, using strategies such as: - Counting on - Making ten - Decomposing a number leading to a ten - Using the relationship between addition and subtraction - Using a number line - Creating equivalent but simpler or known sums	Chapter 1: 1-6 1-6 Count On to Add—pp. 25–28 Chapter 2: 2-3 & 2-4 2-3 Doubles and Doubles Plus 1—pp. 49–52 2-4 Equivalent Sums—pp. 53–56 Chapter 3: 3-6 3-6 Count On to Subtract—pp. 103–106 Chapter 8: 8-1 through 8-6 8-1 Make 10 to Add—pp. 289–292 8-2 Addition: Sums of 11 and 12—pp. 293–296 8-3 Addition: Sums Through 14—pp. 297–300 8-4 Addition: Sums Through 16—pp. 303–306 8-5 Addition: Sums Through 18—pp. 307–310 8-6 Addition: Sums Through 20—pp. 311–314 Chapter 9: 9-1 through 9-6 9-1 Make 10 to Subtract—pp. 331–334 9-2 Subtract from 11 and 12—pp. 335–338 9-3 Subtract from 13 and 14—pp. 339–342 9-4 Subtract from 16 or Less—pp. 345–348 9-5 Subtract from 20 or Less—pp. 349–352 9-6 Fact Families Through 20—pp. 353–356
Achievement Standard: 1.OA.4 Analyze addition and subtraction equations within 20.	
1.OA.4.1 Apply understanding of the equal sign to determine if equations involving addition and subtraction are true.	Chapter 1: 1-1 1-1 Sums Through 5—pp. 3–6 Chapter 3: 3-1 3-1 Subtract from 5 or Less—pp. 79–82 Chapter 8: 8-8 8-8 Problem Solving: Write and Solve an Equation—pp. 319–324 Chapter 9: 9-8 9-8 True and False Equations—pp. 363–366
1.OA.4.2 Determine the unknown whole number in an addition or subtraction equation involving three whole numbers.	Chapter 2: 2-7 2-7 Solve for Unknown Addends—pp. 69–72 Chapter 3: 3-1 3-1 Subtract from 5 or Less—pp. 79–82 Chapter 4: 4-7 4-7 Find Missing Addends—pp. 145–148 Chapter 9: 9-9 9-9 Missing Part of an Equation—pp. 367–370

NUMBER AND OPERATIONS IN BASE TEN

1st Grade Content Standards

Sadlier Math, Grade 1

Achievement Standard: 1.NBT.1 Extend and recognize patterns in the counting sequence.

1.NBT.1.1 Count to 150, starting at any number less than 150.

Chapter 6: 6-3 through 6-9

- 6-3 Numbers 11 Through 19—pp. 209-212
- 6-4 Numbers 20 Through 39—pp. 213-216
- 6-5 Numbers 40 Through 59—pp. 219-222
- 6-6 Numbers 60 Through 89—pp. 223-226
- 6-7 Numbers 90 Through 100—pp. 227-230
- 6-8 Problem Solving: Use a Model—pp. 231-236
- 6-9 Count and Order Using Hundred Chart Patterns—pp. 237-240

Chapter 7: 7-4 through 7-7

- 7-4 Numbers to 120—pp. 261-264
- 7-5 Number Patterns to 120—pp. 265-268
- 7-6 Compare Numbers—pp. 269-272
- 7-7 Order Numbers—pp. 273-276

See also Grade 2

Chapter 7: 7-5

- 7-5 Skip Count Within 1000—pp. 317-320

1.NBT.1.2 Read and write numerals, and represent a number of objects with a written numeral, to 100 by:

- Reading and writing number names zero-ten.
- Reading number names to twenty.

Chapter 6: 6-1 through 6-9

- 6-1 Tens and Ones—pp. 201-204
- 6-2 Tens Through One Hundred—pp. 205-208
- 6-3 Numbers 11 Through 19—pp. 209-212
- 6-4 Numbers 20 Through 39—pp. 213-216
- 6-5 Numbers 40 Through 59—pp. 219-222
- 6-6 Numbers 60 Through 89—pp. 223-226
- 6-7 Numbers 90 Through 100—pp. 227-230
- 6-8 Problem Solving: Use a Model—pp. 231-236
- 6-9 Count and Order Using Hundred Chart Patterns—pp. 237-2

1.NBT.1.3 Count within 100; skip-count by 2s, 5s, 10s.

- Identify and create number patterns within 100.

Chapter 6: 6-9

- 6-9 Count and Order Using Hundred Chart Patterns—pp. 237-240 (count by 2s, 5s, 10s)

See also Grade 2

Chapter 7: 7-5

- 7-5 Skip Count Within 1000—pp. 317-320

Achievement Standard: 1.NBT.2 Understand place value.

1.NBT.2.1 Understand that the two digits of a two-digit number represent amounts of tens and ones.

- Unitize by making a 'ten' from a collection of ten ones.

continued

Chapter 6: 6-1 through 6-8

- 6-1 Tens and Ones—pp. 201-204
- 6-2 Tens Through One Hundred—pp. 205-208
- 6-3 Numbers 11 Through 19—pp. 209-212
- 6-4 Numbers 20 Through 39—pp. 213-216
- 6-5 Numbers 40 Through 59—pp. 219-222
- 6-6 Numbers 60 Through 89—pp. 223-226
- 6-7 Numbers 90 Through 100—pp. 227-230
- 6-8 Problem Solving: Use a Model—pp. 231-236

continued

NUMBER AND OPERATIONS IN BASE TEN

1 st Grade Content Standards	<i>Sadlier Math, Grade 1</i>
- Model the numbers from 11 to 19 as composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones. - Demonstrate 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, with 0 ones.	Chapter 7: 7-1 through 7-3, 7-6 through 7-8 7-1 Place Value of Digits—pp. 247–250 7-2 Expanded Form—pp. 251–254 7-3 Decompose Two-Digit Numbers—pp. 255–258 7-6 Compare Numbers—pp. 269–272 7-7 Order Numbers—pp. 273–276 7-8 Problem Solving: Use Reasoning—pp. 277–282 Chapter 11: 11-2 11-2 Add Tens—pp. 411–414 Chapter 12: 12-2 12-2 Subtract Tens—pp. 457–460
1.NBT.2.2 Compare two two-digit numbers based on the value of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$.	Chapter 7: 7-6 through 7-8 7-6 Compare Numbers—pp. 269–272 7-7 Order Numbers—pp. 273–276 7-8 Problem Solving: Use Reasoning—pp. 277–282
Achievement Standard: 1.NBT.3 Use place value and properties of operations to add and subtract.	
1.NBT.3.1 Using concrete models or illustrations, strategies based on place value, properties of operations, and explaining the reasoning used, add, within 100, in the following situations: - A two-digit number and a one-digit number - A two-digit number and a multiple of 10	Chapter 11: 11-2 through 11-9 11-2 Add Tens—pp. 411–414 11-3 Add Two-Digit Numbers and Multiples of Ten—pp. 415–418 11-4 Add Two-Digit and One-Digit Numbers—pp. 419–422 11-5 Make a 10 to Add Two-Digit and One-Digit Numbers—pp. 423–426 11-6 Add Two-Digit Numbers—pp. 429–432 11-7 Make a 10 to Add Two-Digit Numbers—pp. 433–436 11-8 Break Apart to Add—pp. 437–440 11-9 Problem Solving: Use a Model—pp. 441–446
1.OA.3.2 Within 100: given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.	Chapter 11: 11-1 11-1 Mental Math: Find 10 More—pp. 407–410 Chapter 12: 12-1 12-1 Mental Math: Find 10 Less—pp. 453–456
1.NBT.3.3 Subtract multiples of 10 in the range 10–100 from multiples of 10 in the range 10–100, explaining the reasoning, using: - Concrete models and illustrations - Number lines - Strategies based on place value - Properties of operations - The relationship between addition and subtraction	Chapter 12: 12-2 through 12-5 12-2 Subtract Tens—pp. 457–460 12-3 Think Addition to Subtract Tens—pp. 461–464 12-4 Subtract Multiples of Ten from Two-Digit Numbers—pp. 467–470 12-5 Problem Solving: Guess and Test—pp. 471–476

MEASUREMENT AND DATA

1st Grade Content Standards

Sadlier Math, Grade 1

Achievement Standard: 1.MD.1 Measure lengths.

1.MD.1.1 Order three objects by length; compare the lengths of two objects indirectly by using a third object.

Chapter 5: 5-1& 5-2

- 5-1 Order by Length—pp. 163-166
- 5-2 Use Indirect Comparison—pp. 167-170

1.MD.1.2 Measure lengths with non-standard and customary units.

- Express the length of an object as a whole number of non-standard length units.
- Measure by laying multiple copies of a shorter object (the length unit) end to end (iterating) with no gaps or overlaps.
- Measure the length of an object as a whole number in inches.

Chapter 5: 5-3 through 5-7

- 5-3 Same-Size Length Units—pp. 171-174
- 5-4 Measure Length—pp. 175-178
- 5-5 Problem Solving: Use Logical Reasoning—pp. 181-186
- 5-6 Make and Use a Ruler—pp. 187-190
- 5-7 Inches—pp. 191-194

Achievement Standard: 1.MD.2 Build understanding of time and money.

1.MD.2.1 Tell and write time in hours and half-hours using analog and digital clocks.

Chapter 15: 15-1 through 15-5

- 15-1 Hour—pp. 563-566
- 15-2 Half Hour—pp. 567-570
- 15-3 Time Patterns—pp. 573-576
- 15-4 Day and Night—pp. 577-580
- 15-5 Problem Solving: Use Logical Reasoning—pp. 581-586

1.MD.2.2 Identify and state the value of quarters, dimes, nickels, and pennies and relate each coin to pennies.

Chapter 16: 16-1 through 16-6

- 16-1 Pennies and Nickels—pp. 593-596
- 16-2 Dimes and Quarters—pp. 597-600
- 16-3 Count On by Dimes and Pennies—pp. 601-604
- 16-4 Count On by Dimes and Nickels—pp. 605-608
- 16-5 One Dollar—pp. 611-614
- 16-6 Problem Solving: Work Backward—pp. 615-620

Achievement Standard: 1.MD.3 Represent and interpret data.

1.MD.3.1 Organize, represent, and interpret data with up to three categories.

- Ask and answer questions about the total number of data points.
- Ask and answer questions about how many in each category.
- Ask and answer questions about greater than and less than in one category than in another.

Chapter 10: 10-1 through 10-5

- 10-1 Read Tally Charts—pp. 377-380
- 10-2 Make Tally Charts—pp. 381-384
- 10-3 Read Picture Graphs—pp. 387-390
- 10-4 Make Picture Graphs—pp. 391-394
- 10-5 Problem Solving: Use a Model—pp. 395-400

GEOMETRY

1st Grade Content Standards

Sadlier Math, Grade 1

Achievement Standard: 1.G.1 Reason with shapes and their attributes.

1.G.1.1 Distinguish between defining and non-defining attributes and create shapes with defining attributes by:

- Building and illustrating triangles, rectangles, squares, trapezoids, hexagons, circles, and pentagons.
- Building cubes, rectangular prisms, cones, spheres, cylinders, and pyramids.
- Identifying and creating ‘abb’ and ‘abc’ patterns using objects or illustrations.

Chapter 13: 13-1 through 13-8, 13-10

- 13-1 Two-Dimensional Shapes—pp. 483–486
- 13-2 Attributes of Two-Dimensional Shapes—pp. 487–490
- 13-3 Compose Two-Dimensional Shapes—pp. 491–494
- 13-4 Compose More Two-Dimensional Shapes—pp. 495–498
- 13-5 Three-Dimensional Shapes—pp. 501–504
- 13-6 Attributes of Three-Dimensional Shapes—pp. 505–508
- 13-7 Compare Two-Dimensional and Three-Dimensional Shapes—pp. 509–512
- 13-8 Sort Two-Dimensional and Three-Dimensional Shapes—pp. 513–516
- 13-10 Problem Solving: Use Logical Reasoning—pp. 521–526

1.G.1.2 Create composite shapes by:

- Making a two-dimensional composite shape using rectangles, squares, trapezoids, triangles, and half-circles naming the components of the new shape.
- Making a three-dimensional composite shape using cubes, rectangular prisms, cones, and cylinders, naming the components of the new shape.

Chapter 13: 13-3 & 13-9

- 13-3 Compose Two-Dimensional Shapes—pp. 491–494
- 13-9 Compose Three-Dimensional Shapes—pp. 517–520

1.G.1.3 Partition circles and rectangles into two and four equal parts.

- Describe the parts as halves and fourths, as half of and fourth of.
- Describe the whole as two parts of, or four parts of the whole.
- Explain that decomposing into more equal parts creates smaller parts.

Chapter 14: 14-1 through 14-5

- 14-1 Equal Shares—pp. 533–536
- 14-2 Make Halves—pp. 537–540
- 14-3 Make Fourths—pp. 541–544
- 14-4 Halves and Fourths—pp. 547–550
- 14-5 Problem Solving: Draw a Picture—pp. 551–556