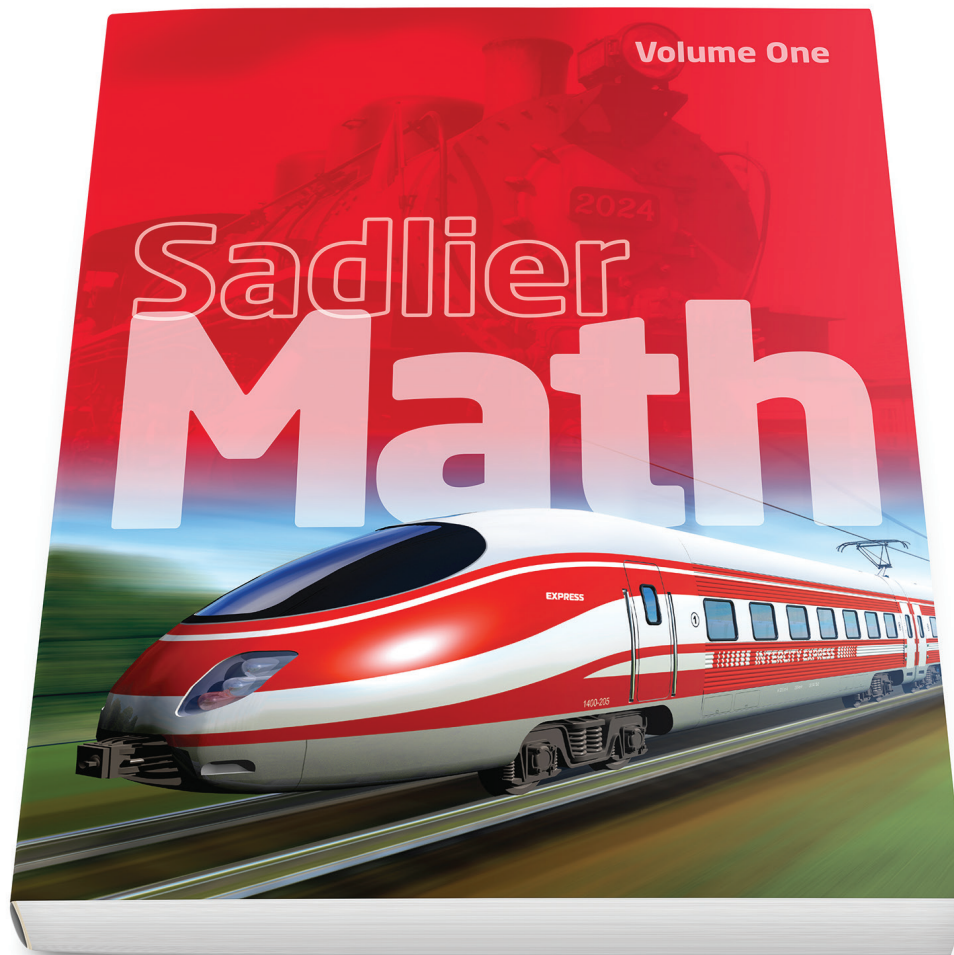


Sadlier Math™

Correlation to the Alabama 2019 Course of Study
Mathematics

Grade 1



Learn more at www.SadlierSchool.com/SadlierMath

OPERATIONS AND ALGEBRAIC THINKING

Grade 1 Content Standards

Sadlier Math, Grade 1

Represent and solve problems involving addition and subtraction.

1. [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/or 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.

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: The Four-Step Process—pp. 29–34

Chapter 2: 2-5 through 2-7

- 2-5 Addition Practice—pp. 57–60
- 2-6 Problem Solving: Use a Number Sentence—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 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
- 8-8 Problem Solving: Write and Solve an Equation—pp. 319–324

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

- 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
- 9-7 Problem Solving: Use a Number Sentence—pp. 357–362
- 9-9 Missing Part of an Equation—pp. 367–370

2. [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.

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

Grade 1 Content Standards

Sadlier Math, Grade 1

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

- 3. [1.OA.3]** Apply properties of operations as strategies to add and subtract. (Students need not use formal terms for these properties.)
- Examples: If $8 + 3 = 11$ is known, then $3 + 8 = 11$ is also known (Commutative property of addition). To add $2 + 6 + 4$, the second two numbers can be added to make a ten, so $2 + 6 + 4 = 2 + 10 = 12$ (Associative property of addition).

- 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

- 4. [1.OA.4]** Understand subtraction as an unknown-addend problem.
- Example: Subtract $10 - 8$ by finding the number that makes 10 when added to 8.

- Chapter 3: 3-6**
- 3-6 Count On to Subtract (find the difference)—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 (find the difference)—pp. 129–132
 - 4-7 Find Missing Addends—pp. 145–148

Add and subtract within 20.

- 5. [1.OA.5]** Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).

- Chapter 1: 1-6**
- 1-6 Count On to Add (count on)—pp. 25–28
- Chapter 3: 3-6**
- 3-6 Count On to Subtract (find the difference)—pp. 103–106

- 6. [1.OA.6]** Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Using strategies such as:

- a. Counting on

- Chapter 1: 1-6**
- 1-6 Count On to Add—pp. 25–28
- Chapter 2: 2-5**
- 2-5 Addition Practice (count on)—pp. 57–60

continued

OPERATIONS AND ALGEBRAIC THINKING

Grade 1 Content Standards	Sadlier Math, Grade 1
	Chapter 3: 3-6 3-6 Count On to Subtract—pp. 103-106 Chapter 4: 4-4 4-4 Think Addition to Subtract (count on)—pp. 129-132 Chapter 9: 9-8 9-8 True and False Equations (count on)—pp. 363-366
b. Making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$)	Chapter 8: 8-1 through 8-8 8-1 Make 10 to Add—pp. 289-292 8-2 Addition: Sums of 11 and 12 (make 10)—pp. 293-296 8-3 Addition: Sums Through 14 (make 10)—pp. 297-300 8-4 Addition: Sums Through 16 (make 10)—pp. 303-306 8-5 Addition: Sums Through 18 (make 10)—pp. 307-310 8-6 Addition: Sums Through 20 (make 10)—pp. 311-314 8-7 Three Addends (make 10)—pp. 315-318 8-8 Problem Solving: Write and Solve an Equation (make 10)—pp. 319-324
c. Decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$)	Chapter 9: 9-1 through 9-5, 9-8 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 9-8 True and False Equations (use a ten-frame)—pp. 363-366
d. Using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$)	Chapter 4: 4-1 through 4-7 4-1 Related Subtraction Facts—pp. 117-120 4-2 Relate Addition and Subtraction—pp. 121-124 4-3 Fact Families Through 10—pp. 125-128 4-4 Think Addition to Subtract—pp. 129-132 4-5 Check by Adding—pp. 133-136 4-6 Problem Solving: Use a Model—pp. 139-144 4-7 Find Missing Addends—pp. 145-148 Chapter 9: 9-6 & 9-8 9-6 Fact Families Through 20—pp. 353-356 9-8 True and False Equations (count on)—pp. 363-366
e. Creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$).	Chapter 2: 2-3 through 2-5 2-3 Doubles and Doubles Plus 1—pp. 49-52 2-4 Equivalent Sums—pp. 53-54 2-5 Addition Practice (doubles)—pp. 57-60 Chapter 8: 8-4 through 8-8 8-4 Addition: Sums Through 16 (double plus 1)—pp. 303-306 8-5 Addition: Sums Through 18 (double plus 1)—pp. 307-310 8-6 Addition: Sums Through 20 (double plus 1)—pp. 311-314 8-7 Three Addends (doubles)—pp. 315-318 8-8 Problem Solving: Write and Solve an Equation (double plus 1)—pp. 319-324

OPERATIONS AND ALGEBRAIC THINKING

Grade 1 Content Standards	Sadlier Math, Grade 1
Work with addition and subtraction equations.	
7. [1.OA.7] Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. Example: Which of the following equations are true and which are false? $6 = 6$, $7 = 8 - 1$, $5 + 2 = 2 + 5$, $4 + 1 = 5 + 2$.	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 (make 10)—pp. 319–324 Chapter 9: 9-8 9-8 True and False Equations—pp. 363–366
8. [1.OA.8] Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. Example: Determine the unknown number that makes the equation true in each of the equations, $8 + ? = 11$, $5 = ? - 3$, and $6 + 6 = ?$.	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
Understand simple patterns.	
9. [1.OA.9] Reproduce, extend, and create patterns and sequences of numbers using a variety of materials.	Chapter 6: 6-9 6-9 Count and Order Using Hundred Chart Patterns—pp. 237–240 Chapter 7: 7-5 7-5 Number Patterns to 120—pp. 265–268 Chapter 15: 15-3 15-3 Time Patterns—pp. 573–576

NUMBER AND OPERATIONS IN BASE TEN

Grade 1 Content Standards	Sadlier Math, Grade 1
Extend the counting sequence.	
10. [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.	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 <i>continued</i>

NUMBER AND OPERATIONS IN BASE TEN

Grade 1 Content Standards	Sadlier Math, Grade 1
	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
Understand place value.	
11. [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 10 pennies, also called a dime, and a bundle of ten ones, called a “ten.”	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 Chapter 7: 7-1 through 7-3 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
b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones	Chapter 6: 6-3 6-3 Numbers 11 Through 19—pp. 209-212
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).	Chapter 6: 6-2 6-2 Tens Through One Hundred—pp. 205-208 Chapter 7: 7-2 & 7-3 7-2 Expanded Form—pp. 251-254 7-3 Decompose Two-Digit Numbers—pp. 255-258 Chapter 11: 11-2 11-2 Add Tens—pp. 411-414 Chapter 12: 12-2 12-2 Subtract Tens—pp. 457-460
12. [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 $<$.	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

NUMBER AND OPERATIONS IN BASE TEN

Grade 1 Content Standards	Sadlier Math, Grade 1
Use place value understanding and properties of operations to add and subtract.	
13. [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.	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 Chapter 16: 16-6 16-6 Problem Solving: Work Backward (add using bar models)—pp. 615–620
14. [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.	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
15. [1.NBT.6] Subtract multiples of 10 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.	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

Grade 1 Content Standards	Sadlier Math, Grade 1
Measure lengths indirectly and by iterating length units.	
16. [1.MD.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

MEASUREMENT AND DATA

Grade 1 Content Standards

Sadlier Math, Grade 1

17. [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.*

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

Work with time and money.

18. [1.MD.3] Tell and write time and money.

- a. Tell and write time to the hours and half hours using analog and digital clocks. Develop an understanding of common terms such as, but not limited to, *o'clock* and *half past*.

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

- b. Identify pennies and dimes by name and value and use the ¢ symbol appropriately.

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

- c. Count a mixed collection of dimes and pennies and determine the cent value (total not to exceed 100 cents).

Represent and interpret data.

19. [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.

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

Grade 1 Content Standards

Sadlier Math, Grade 1

Reason with shapes and their attributes.

20. [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.

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

21. [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. (Students do not need to learn formal names such as “right rectangular prism.”)

Chapter 13: 13-3 & 13-9

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

22. [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.

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