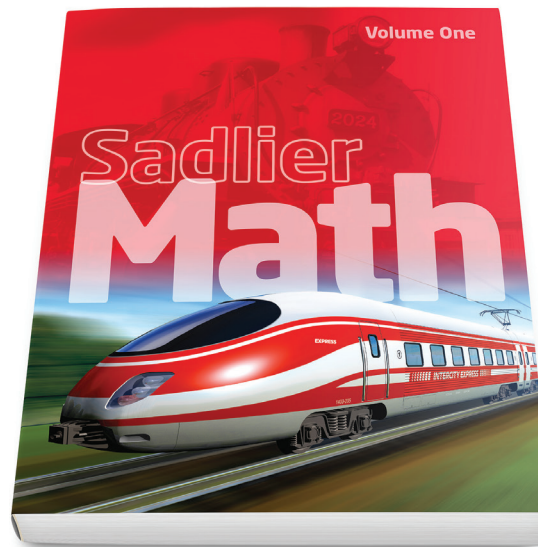


A Grade 1 Crosswalk

Progress in Mathematics

Aligned to



Sadlier Math[™]

And the

New York State Next Generation Mathematics Learning Standards (2017)

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<i>Sadlier Math, Grade 1</i>	<i>Progress in Mathematics, Grade 1</i>	Next Gen Mathematics Learning Standards
<p>Chapter 1 Addition Facts and Strategies Within 10</p> <ul style="list-style-type: none"> 1-1 Sums Through 5—pp. 3–6 (Use addition to solve problems with adding to.) 	<p>Chapter 2 Addition Strategies and Facts to 12</p> <ul style="list-style-type: none"> 2-3 Sums Through 6—pp. 55–56 	<p>NY-1.OA.1 Use addition and subtraction within 20 to solve one-step word problems involving situations of adding to, taking from, putting together, taking apart, and/or comparing, with unknowns in all positions.</p>
<ul style="list-style-type: none"> 1-2 Sums Through 6—pp. 7–10 (Use addition through sums of 6 to solve problems with putting together.) 1-3 Sums of 7 and 8—pp. 11–14 (Use addition for sums of 7 and 8 to solve problems.) 1-4 Sums of 9 and 10—pp. 15–18 (Use addition for sums of 9 and 10 to solve problems.) 	<ul style="list-style-type: none"> 2-3 Sums Through 6—pp. 55–56 2-5 Sums of 7 and 8—pp. 59–60 2-6 Sums of 9 and 10—pp. 61–62 	<p>NY-1.OA.1 Use addition and subtraction within 20 to solve one-step word problems involving situations of adding to, taking from, putting together, taking apart, and/or comparing, with unknowns in all positions.</p>
<ul style="list-style-type: none"> 1-5 Related Addition Facts—pp. 21–24 (Use the order property as a strategy to write related addition facts.) 	<ul style="list-style-type: none"> 2-4 Related Addition Facts—pp. 57–58 	<p>NY-1.OA.3 Apply properties of operations as strategies to add and subtract.</p>
<ul style="list-style-type: none"> 1-6 Count On to Add—pp. 25–28 (Use counting on to add. Using a number line.) 	<p>Chapter 1 Numbers, Number Words, and Ordinals</p> <ul style="list-style-type: none"> 1-8 Count On—pp. 19–20 	<p>NY-1.OA.5 Relate counting to addition and subtraction. NY-1.OA.6a Add and subtract within 20. Use strategies such as:</p> <ul style="list-style-type: none"> counting on
<ul style="list-style-type: none"> 1-7 Problem Solving: Use the Four-Step Process—pp. 29–34 (Solve problems using the four-step process. Use an act it out strategy.) 	<p>Introduction to Problem Solving</p> <ul style="list-style-type: none"> Problem-Solving 4-Step Model—p. xviii 	<p>MP.1 Make sense of problems and persevere in solving them. MP.2 Reason abstractly and quantitatively. MP.4 Model with mathematics. MP.6 Attend to precision.</p>
<i>Sadlier Math, Grade 1</i>	<i>Progress in Mathematics, Grade 1</i>	Next Gen Mathematics Learning Standards
<p>Chapter 2 More Addition Within 10</p> <ul style="list-style-type: none"> 2-1 Add Three Numbers—pp. 41–44 (Use addition to solve problems with three addends.) 	<p>Chapter 1 Place Value, Addition, and Subtraction</p> <ul style="list-style-type: none"> 2-15 Add Three Numbers—pp. 83–84 2-16 Addition Strategies with Three Addends—pp. 85–86 	<p>NY-1.OA.2 Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20. NY-1.OA.3 Apply properties of operations as strategies to add and subtract.</p>

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<ul style="list-style-type: none"> 2-2 Solve Addition Word Problems—pp. 45-48 (Use addition to solve word problems with three addends.) 	<ul style="list-style-type: none"> 2-16A Solve Addition Word Problems—Online 	<p>NY-1.OA.2 Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20.</p>
<ul style="list-style-type: none"> 2-3 Doubles and Doubles Plus 1—pp. 49-52 (Use doubles and doubles plus 1 facts to add.) 2-4 Equivalent Sums—pp. 53-56 (Break apart addends to find sums.) 2-5 Addition Practice—pp. 57-60 (Use addition strategies to find sums.) 	<ul style="list-style-type: none"> 2-12 Doubles—pp. 75-76 2-13 Doubles +1—pp. 77-78 2-13A Equivalent Sums—Online 2-14 Addition Practice—pp. 81-82 	<p>NY-1.OA.1 Use addition and subtraction within 20 to solve one-step word problems involving situations of adding to, taking from, putting together, taking apart, and/or comparing, with unknowns in all positions.</p> <p>NY-1.OA.3 Apply properties of operations as strategies to add and subtract.</p> <p>NY-1.OA.6a Add and subtract within 20. Use strategies such as:</p> <ul style="list-style-type: none"> making ten; decomposing a number leading to a ten; using the relationship between addition and subtraction; and creating equivalent but easier or known sums. <p>NY-1.OA.6b</p> <ul style="list-style-type: none"> Fluently add and subtract within 10.
<ul style="list-style-type: none"> 2-6 Problem Solving: Use a Number Sentence—pp. 63-68 (Read and understand addition word problems.) 	<ul style="list-style-type: none"> 2-17 Problem Solving Strategy: Write a Number Sentence—pp. 87-88 	<p>MP.1 Make sense of problems and persevere in solving them.</p> <p>MP.2 Reason abstractly and quantitatively.</p> <p>MP.4 Model with mathematics.</p> <p>MP.6 Attend to precision.</p>
<ul style="list-style-type: none"> 2-7 Solve for Unknown Addends—pp. 69-72 (Find an unknown addend in an addition equation.) 	<ul style="list-style-type: none"> 2-17A Find the Unknown Number—Online 	<p>NY-1.OA.1 Use addition and subtraction within 20 to solve one-step word problems involving situations of adding to, taking from, putting together, taking apart, and/or comparing, with unknowns in all positions.</p>

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<p>Chapter 3 Subtraction Facts and Strategies Within 10</p> <ul style="list-style-type: none"> 3-1 Subtract from 5 or Less—pp. 79–82 (Subtract from a number that is 5 or less.) 	<p>Chapter 3 Subtraction Strategies and Facts to 12</p> <ul style="list-style-type: none"> 3-3 Subtract from 6 or Less—pp. 105–106 	<p>NY-1.OA.1 Use addition and subtraction within 20 to solve one-step word problems involving situations of adding to, taking from, putting together, taking apart, and/or comparing, with unknowns in all positions.</p>
<ul style="list-style-type: none"> 3-2 Subtract from 6 or Less—pp. 83–86 (Subtract from a number that is 6 or less.) 3-3 Subtract from 7 and 8—pp. 87–90 (Subtract from 7 and 8.) 3-4 Subtract from 9 and 10—pp. 91–94 (Subtract from 9 and 10.) 	<ul style="list-style-type: none"> 3-3 Subtract from 6 or Less—pp. 105–106 3-5 Subtract from 7 and 8—pp. 109–110 3-6 Subtract from 9 and 10—pp. 111–112 	<p>NY-1.OA.4 Understand subtraction as an unknown-addend problem within 20.</p> <p>NY-1.OA.5 Relate counting to addition and subtraction.</p> <p>NY-1.OA.6a Add and subtract within 20. Use strategies such as:</p> <ul style="list-style-type: none"> making ten; decomposing a number leading to a ten; using the relationship between addition and subtraction; and creating equivalent but easier or known sums. <p>NY-1.OA.6b</p> <ul style="list-style-type: none"> Fluently add and subtract within 10.
<ul style="list-style-type: none"> 3-5 Problem Solving: Use a Model—pp. 97–102 (Use a model to subtract.) 	<p>Chapter 9 Measurement</p> <ul style="list-style-type: none"> 9-19 Problem Solving Strategy: Make a Model—pp. 447–448 	<p>MP.1 Make sense of problems and persevere in solving them.</p> <p>MP.4 Model with mathematics.</p> <p>MP.6 Attend to precision.</p>
<ul style="list-style-type: none"> 3-6 Count On to Subtract—pp. 103–106 (Count on to solve subtraction problems.) 	<p>Chapter 3 Subtraction Strategies and Facts to 12</p> <ul style="list-style-type: none"> 3-8 Number-Line Subtraction—pp. 117–118 	<p>NY-1.OA.3 Apply properties of operations as strategies to add and subtract.</p>
<ul style="list-style-type: none"> 3-7 All or Zero—pp. 107–110 (Use 0 in addition and subtraction.) 	<ul style="list-style-type: none"> 3-4 All or Zero—pp. 107–108 	<p>NY-5.NBT.5 Fluently multiply multi-digit whole numbers using a standard algorithm.</p>

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Sadlier Math, Grade 1	Progress in Mathematics, Grade 1	Next Gen Mathematics Learning Standards
<p>Chapter 4 Addition and Subtraction Relationships Within 10</p> <ul style="list-style-type: none"> 4-1 Related Subtraction Facts—pp. 117-120 (Use the same whole and parts to write related subtraction facts.) 	<p>Chapter 3 Subtraction Strategies and Facts to 12</p> <ul style="list-style-type: none"> 3-10 Related Subtraction Facts—pp. 121-122 	<p>NY-1.OA.6a Add and subtract within 20. Use strategies such as:</p> <ul style="list-style-type: none"> using the relationship between addition and subtraction
<ul style="list-style-type: none"> 4-2 Relate Addition and Subtraction—pp. 121-124 (Write a related subtraction fact for an addition fact.) 	<ul style="list-style-type: none"> 3-11 Relate Addition and Subtraction—pp. 123-124 	<p>NY-1.OA.4 Understand subtraction as an unknown-addend problem within 20.</p> <p>NY-1.OA.6a Add and subtract within 20. Use strategies such as:</p> <ul style="list-style-type: none"> using the relationship between addition and subtraction
<ul style="list-style-type: none"> 4-3 Fact Families Through 10—pp. 125-128 (Write fact families using addition and subtraction.) 	<ul style="list-style-type: none"> 3-13 Fact Families—pp. 127-128 	<p>NY-1.OA.3 Apply properties of operations as strategies to add and subtract.</p> <p>NY-1.OA.6a Add and subtract within 20. Use strategies such as:</p> <ul style="list-style-type: none"> using the relationship between addition and subtraction
<ul style="list-style-type: none"> 4-4 Think Addition to Subtract—pp. 129-132 (Use related addition and subtraction facts to subtract.) 	<ul style="list-style-type: none"> 3-11A Think Addition to Subtract—Online 	<p>NY-1.OA.4 Understand subtraction as an unknown-addend problem within 20.</p> <p>NY-1.OA.6a Add and subtract within 20. Use strategies such as:</p> <ul style="list-style-type: none"> using the relationship between addition and subtraction
<ul style="list-style-type: none"> 4-5 Check by Adding—pp. 133-136 (Use a related addition fact to check the difference in a subtraction fact.) 	<ul style="list-style-type: none"> 3-12 Check by Adding—pp. 125-126 	<p>NY-1.OA.6a Add and subtract within 20. Use strategies such as:</p> <ul style="list-style-type: none"> using the relationship between addition and subtraction

<i>Sadlier Math, Grade 1</i>	<i>Progress in Mathematics, Grade 1</i>	Next Gen Mathematics Learning Standards
<ul style="list-style-type: none"> 4-6 Problem Solving: Use a Model—pp. 139-144 (Use bar models to solve addition and subtraction word problems.) 	<ul style="list-style-type: none"> 3-12A Use a Bar Model—Online 	<p>MP.1 Make sense of problems and persevere in solving them.</p> <p>MP.4 Model with mathematics.</p> <p>MP.6 Attend to precision.</p>
<ul style="list-style-type: none"> 4-7 Find Missing Addends—pp. 145-148 (Use a related subtraction fact to find a missing addend.) 	<ul style="list-style-type: none"> 3-14 Find Missing Addends—pp. 131-132 	<p>NY-1.OA.1 Use addition and subtraction within 20 to solve one-step word problems involving situations of adding to, taking from, putting together, taking apart, and/or comparing, with unknowns in all positions.</p> <p>NY-1.OA.3 Apply properties of operations as strategies to add and subtract.</p> <p>NY-1.OA.4 Understand subtraction as an unknown-addend problem within 20.</p> <p>NY-1.OA.8 Determine the unknown whole number in an addition or subtraction equation with the unknown in all positions.</p>
<ul style="list-style-type: none"> 4-8 Subtract to Compare—pp. 149-152 (Use a model to solve comparison subtraction word problems.) 4-9 Solve Comparison Word Problems—pp. 153-156 (Use an addition or subtraction strategy to solve comparison word problems.) 	<ul style="list-style-type: none"> 3-15 Subtract to Compare—pp. 133-134 <p>Chapter 6 Extending Addition and Subtraction Facts</p> <ul style="list-style-type: none"> 6-11A Add and Subtract to Compare—Online 	<p>NY-1.OA.1 Use addition and subtraction within 20 to solve one-step word problems involving situations of adding to, taking from, putting together, taking apart, and/or comparing, with unknowns in all positions.</p>
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<p>Chapter 5 Measurement: Length</p> <ul style="list-style-type: none"> 5-1 Order by Length—pp. 163-166 (Order three objects by length.) 5-2 Use Indirect Comparison—pp. 167-170 (Compare the lengths of two objects using a third object.) 	<p>Chapter 9 Measurement</p> <ul style="list-style-type: none"> 9-4 Compare Lengths (order three objects by length)—pp. 413-414 9-4A Use Indirect Comparison—Online 	<p>NY-1.MD.1 Order three objects by length; compare the lengths of two objects indirectly by using a third object.</p>

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<ul style="list-style-type: none"> 5-3 Same-Size Length Units—pp. 171-174 (Measure length using same-size length units.) 5-4 Measure Length—pp. 175-178 (Measure length using nonstandard units of measurement.) 	<ul style="list-style-type: none"> 9-1 Length and Height: Nonstandard Units—pp. 407-408 9-1A Length of a Path—Online 	<p>NY-1.MD.2 Measure the length of an object using same-size “length units” placed end to end with no gaps or overlaps. Express the length of an object as a whole number of “length units.”</p>
<ul style="list-style-type: none"> 5-5 Problem Solving: Use Logical Reasoning—pp. 181-186 (Use logical reasoning to estimate and measure length using nonstandard units of measurement.) 	<p>Chapter 8 Money and Time</p> <ul style="list-style-type: none"> 8-18 Problem Solving Strategy: Logical Reasoning—pp. 393-394 	<p>MP.1 Make sense of problems and persevere in solving them. MP.2 Reason abstractly and quantitatively. MP.3 Construct viable arguments and critique the reasoning of others. MP.6 Attend to precision.</p>
<ul style="list-style-type: none"> 5-6 Make and Use a Ruler—pp. 187-190 (Use a ruler to measure length in units.) 5-7 Inches—pp. 191-194 (Use a ruler to measure length to the nearest inch.) 	<ul style="list-style-type: none"> 9-4B Use a Ruler—Online 9-5 Inches—pp. 415-416 9-6 Feet—pp. 417-418 	<p>NY-1.MD.2 Measure the length of an object using same-size “length units” placed end to end with no gaps or overlaps. Express the length of an object as a whole number of “length units.”</p>

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<p>Chapter 6 Place Value to 100</p> <ul style="list-style-type: none"> 6-1 Tens and Ones—pp. 201-204 (Make groups of tens and ones.) 	<p>Chapter 5 Place Value to 100</p> <ul style="list-style-type: none"> 5-1 Tens and Ones—pp. 195-196 	<p>NY-1.NBT.2a Understand 10 can be thought of as a bundle of ten ones, called a “ten”.</p>
<ul style="list-style-type: none"> 6-2 Tens Through One Hundred—pp. 205-208 (Write values of ten.) 	<ul style="list-style-type: none"> 5-2 Tens Through One Hundred—pp. 197-198 	<p>NY-1.NBT.2c Understand 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 (and 0 ones).</p>
<ul style="list-style-type: none"> 6-3 Numbers 11 Through 19—pp. 209-212 (Find the tens and ones in numbers 11 through 19.) 	<ul style="list-style-type: none"> 5-3 Numbers 11 Through 19—pp. 199-200 	<p>NY-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. NY-1.NBT.2a Understand 10 can be thought of as a bundle of ten ones, called a “ten”.</p> <p style="text-align: right;"><i>continued on next page</i></p>

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		<p><i>continued from previous page</i></p> <p>NY-1.NBT.2b Understand that the numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.</p>
<ul style="list-style-type: none"> • 6-4 Numbers 20 Through 39—pp. 213–216 (Find the tens and ones in numbers 20 through 39.) • 6-5 Numbers 40 Through 59—pp. 219–222 (Find the tens and ones in numbers 40 through 59.) • 6-6 Numbers 60 Through 89—pp. 223–226 (Find the tens and ones in numbers 60 through 89.) • 6-7 Numbers 90 Through 100—pp. 227–230 (Find the tens and ones in numbers 90 through 100.) 	<ul style="list-style-type: none"> • 5-4 Numbers 20 Through 39—pp. 201–202 • 5-5 Numbers 40 Through 59—pp. 203–204 • 5-6 Numbers 60 Through 89—pp. 205–206 • 5-7 Numbers 90 Through 100—pp. 207–208 	<p>NY-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.</p> <p>NY-1.NBT.2a Understand 10 can be thought of as a bundle of ten ones, called a “ten”.</p>
<ul style="list-style-type: none"> • 6-8 Problem Solving: Use a Model—pp. 231–236 (Use a model to count tens and ones.) 	<p>Chapter 9 Measurement</p> <ul style="list-style-type: none"> • 9-19 Problem Solving Strategy: Make a Model—pp. 447–448 	<p>MP.1 Make sense of problems and persevere in solving them. MP.4 Model with mathematics. MP.6 Attend to precision.</p>
<ul style="list-style-type: none"> • 6-9 Count and Order Using Hundred Chart Patterns—pp. 237–240 (Use patterns to count and order numbers.) 	<p>Chapter 5 Place Value to 100</p> <ul style="list-style-type: none"> • 5-15 Hundred-Chart Patterns—pp. 225–226 	<p>NY-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.</p>
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<p>Chapter 7 Place Value to 120</p> <ul style="list-style-type: none"> • 7-1 Place Value of Digits—pp. 247–250 (Make groups of tens and ones.) 	<p>Chapter 5 Place Value to 100</p> <ul style="list-style-type: none"> • 5-9 Place Value of Digits—pp. 213–214 	<p>NY-1.NBT.2a Understand 10 can be thought of as a bundle of ten ones, called a “ten”.</p>
<ul style="list-style-type: none"> • 7-2 Expanded Form—pp. 251–254 (Write a two-digit number in expanded form.) • 7-3 Decompose Two-Digit Numbers—pp. 255–258 (Decompose two-digit numbers.) 	<ul style="list-style-type: none"> • 5-10 Expanded Form—pp. 215–216 	<p>NY-1.NBT.2a Understand 10 can be thought of as a bundle of ten ones, called a “ten”.</p> <p><i>continued on next page</i></p>

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		<p><i>continued from previous page</i></p> <p>NY-1.NBT.2c Understand 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 (and 0 ones).</p>
<ul style="list-style-type: none"> • 7-4 Numbers to 120—pp. 261-264 (Count, read, and write numbers to 120.) • 7-5 Number Patterns to 120—pp. 265-268 (Use patterns to count and order numbers to 120.) 	<ul style="list-style-type: none"> • 5-7A Numbers to 120—Online 	<p>NY-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.</p>
<ul style="list-style-type: none"> • 7-6 Compare Numbers—pp. 269-272 (Compare two-digit numbers using tens and ones.) • 7-7 Order Numbers—pp. 273-276 (Position and order numbers from least to greatest.) 	<ul style="list-style-type: none"> • 5-13 Compare Numbers—pp. 221-222 • 5-14 Order Numbers—pp. 223-224 	<p>NY-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.</p> <p>NY-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 $<$.</p>
<ul style="list-style-type: none"> • 7-8 Problem Solving: Use Reasoning—pp. 277-282 (Use reasoning to solve problems.) 	<p>Chapter 8 Money and Time</p> <ul style="list-style-type: none"> • 8-18 Problem Solving Strategy: Logical Reasoning—pp. 393-394 	<p>MP.1 Make sense of problems and persevere in solving them. MP.2 Reason abstractly and quantitatively. MP.3 Construct viable arguments and critique the reasoning of others. MP.6 Attend to precision.</p>
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<p>Chapter 8 Addition Facts Within 20</p> <ul style="list-style-type: none"> • 8-1 Make 10 to Add—pp. 289-292 (Use the “make a 10” strategy to add.) 	<p>Chapter 6 Extending Addition and Subtraction Facts</p> <ul style="list-style-type: none"> • 6-3A Make 10 to Add—Online 	<p>NY-1.OA.6a Add and subtract within 20. Use strategies such as:</p> <ul style="list-style-type: none"> • making ten • decomposing a number leading to a ten <p>NY-1.OA.6b Fluently add and subtract within 10.</p>

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<ul style="list-style-type: none"> 8-2 Addition: Sums of 11 and 12—pp. 293–296 (Use the “make a 10” strategy to find sums to 11 and 12.) 	<p>Chapter 2 Addition Strategies and Facts to 12</p> <ul style="list-style-type: none"> 2-7 Sums of 11 and 12—pp. 63–64 	<p>NY-1.OA.1 Use addition and subtraction within 20 to solve one-step word problems involving situations of adding to, taking from, putting together, taking apart, and/or comparing, with unknowns in all positions.</p> <p>NY-1.OA.3 Apply properties of operations as strategies to add and subtract.</p> <p>NY-1.OA.6a Add and subtract within 20. Use strategies such as:</p> <ul style="list-style-type: none"> making ten decomposing a number leading to a ten <p>NY-1.OA.6b Fluently add and subtract within 10.</p>
<ul style="list-style-type: none"> 8-3 Addition: Sums Through 14—pp. 297–300 (Use the “make a 10” strategy to find sums through 14.) 8-4 Addition: Sums Through 16—pp. 303–306 (Use the “make a 10” strategy to find sums through 16. Use doubles and doubles plus 1 as strategies to add.) 8-5 Addition: Sums Through 18—pp. 307–310 (Use the “make a 10” strategy to find sums through 18. Use doubles and doubles plus 1 as strategies to add.) 8-6 Addition: Sums Through 20—pp. 311–314 (Use multiple strategies to find sums through 20.) 	<p>Chapter 6 Extending Addition and Subtraction Facts</p> <ul style="list-style-type: none"> 6-5 Subtract from 13 and 14—pp. 267–268 6-6 Subtract from 16 or Less—pp. 269–270 6-7 Subtract from 18 or Less—pp. 271–272 6-8 More Fact Families—pp. 273–274 6-10 Extending Facts to 20—pp. 279–280 	<p>NY-1.OA.1 Use addition and subtraction within 20 to solve one-step word problems involving situations of adding to, taking from, putting together, taking apart, and/or comparing, with unknowns in all positions.</p> <p>NY-1.OA.3 Apply properties of operations as strategies to add and subtract.</p> <p>NY-1.OA.6a Add and subtract within 20. Use strategies such as:</p> <ul style="list-style-type: none"> making ten decomposing a number leading to a ten <p>NY-1.OA.6b Fluently add and subtract within 10.</p>
<ul style="list-style-type: none"> 8-7 Three Addends—pp. 315–318 (Use different strategies to add three addends.) 	<ul style="list-style-type: none"> 6-9 Three Addends—pp. 277–278 	<p>NY-1.OA.2 Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20.</p> <p>NY-1.OA.3 Apply properties of operations as strategies to add and subtract.</p>

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<ul style="list-style-type: none"> 8-8 Problem Solving: Write and Solve an Equation—pp. 319–324 (Write and use equations to solve addition word problems.) 	<p>Chapter 2 Addition Strategies and Facts to 12</p> <ul style="list-style-type: none"> 2-17 Problem Solving Strategy: Write a Number Sentence—pp. 87–88 	<p>MP.1 Make sense of problems and persevere in solving them. MP.2 Reason abstractly and quantitatively. MP.4 Model with mathematics. MP.6 Attend to precision.</p>
Sadlier Math, Grade 1	Progress in Mathematics, Grade 1	Next Gen Mathematics Learning Standards
<p>Chapter 9 Subtraction Facts Within 20</p> <ul style="list-style-type: none"> 9-1 Make 10 to Subtract—pp. 331–334 (Make 10 to subtract from numbers greater than 10.) 	<p>Chapter 6 Extending Addition and Subtraction Facts</p> <ul style="list-style-type: none"> 6-7A Make 10 to Subtract—Online 	<p>NY-1.OA.6a Add and subtract within 20. Use strategies such as:</p> <ul style="list-style-type: none"> making ten decomposing a number leading to a ten <p>NY-1.OA.6b Fluently add and subtract within 10.</p>
<ul style="list-style-type: none"> 9-2 Subtract from 11 and 12—pp. 335–338 (Use subtraction facts to subtract from 11 and 12.) 	<p>Chapter 3 Subtraction Strategies and Facts to 12</p> <ul style="list-style-type: none"> 3-7 Subtract from 11 and 12—pp. 113–114 	<p>NY-1.OA.1 Use addition and subtraction within 20 to solve one-step word problems involving situations of adding to, taking from, putting together, taking apart, and/or comparing, with unknowns in all positions.</p>
<ul style="list-style-type: none"> 9-3 Subtract from 13 and 14—pp. 339–342 (Subtract from 13 and 14.) 9-4 Subtract from 16 or Less—pp. 345–348 (Subtract from 16 or less.) 9-5 Subtract from 20 or Less—pp. 349–352 (Subtract from 20 or less.) 	<p>Chapter 6 Extending Addition and Subtraction Facts</p> <ul style="list-style-type: none"> 6-5 Subtract from 13 and 14—pp. 267–268 6-6 Subtract from 16 or Less—pp. 269–270 6-7 Subtract from 18 or Less—pp. 271–272 6-10 Extending Facts to 20—pp. 279–280 	<p>NY-1.OA.3 Apply properties of operations as strategies to add and subtract.</p> <p>NY-1.OA.6a Add and subtract within 20. Use strategies such as:</p> <ul style="list-style-type: none"> making ten decomposing a number leading to a ten using the relationship between addition and subtraction creating equivalent but easier or known sums <p>NY-1.OA.6b Fluently add and subtract within 10.</p>

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<ul style="list-style-type: none"> 9-6 Fact Families Through 20—pp. 353–356 (Write a fact family for a given set of numbers.) 	<p>Chapter 3 Subtraction Strategies and Facts to 12</p> <ul style="list-style-type: none"> 3-13 Fact Families—pp. 127–128 <p>Chapter 6 Extending Addition and Subtraction Facts</p> <ul style="list-style-type: none"> 6-8 More Fact Families—pp. 273–274 	<p>NY-1.OA.6a Add and subtract within 20. Use strategies such as:</p> <ul style="list-style-type: none"> using the relationship between addition and subtraction <p>NY-1.OA.6b Fluently add and subtract within 10.</p>
<ul style="list-style-type: none"> 9-7 Problem Solving: Use a Number Sentence—pp. 357–362 (Use a number sentence to solve subtraction word problems.) 	<p>Chapter 2 Addition Strategies and Facts to 12</p> <ul style="list-style-type: none"> 2-17 Problem Solving Strategy: Write a Number Sentence—pp. 87–88 	<p>MP.1 Make sense of problems and persevere in solving them. MP.4 Model with mathematics. MP.6 Attend to precision.</p>
<ul style="list-style-type: none"> 9-8 True and False Equations—pp. 363–366 (Understand the meaning of the equal sign and determine if an equation is true or false.) 	<p>Chapter 6 Extending Addition and Subtraction Facts</p> <ul style="list-style-type: none"> 6-10A True and False Sentences—Online 	<p>NY-1.OA.7 Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false.</p>
<ul style="list-style-type: none"> 9-9 Missing Part of an Equation—pp. 367–370 (Use addition or subtraction to find a missing part of an equation.) 	<ul style="list-style-type: none"> 6-11 Missing Part of a Number Sentence—pp. 281–282 	<p>NY-1.OA.1 Use addition and subtraction within 20 to solve one-step word problems involving situations of adding to, taking from, putting together, taking apart, and/or comparing, with unknowns in all positions.</p> <p>NY-1.OA.8 Determine the unknown whole number in an addition or subtraction equation with the unknown in all positions.</p>

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<p>Chapter 10 Data and Graphical Displays</p> <ul style="list-style-type: none"> 10-1 Read Tally Charts—pp. 377–380 (Read tally charts.) 10-2 Make Tally Charts—pp. 381–384 (Make and use tally charts.) <p><i>continued on next page</i></p>	<p>Chapter 4 Data and Graphs: Using Operations</p> <ul style="list-style-type: none"> 4-2 Tally Charts—pp. 159–160 4-4 Picture Graphs—pp. 163–164 4-7A Data and Questions (ask and answer questions about data in graphs and tally charts)—Online 	<p>NY-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.</p>

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<p><i>continued from previous page</i></p> <ul style="list-style-type: none"> 10-3 Read Picture Graphs—pp. 387–390 (Use picture graphs to show data.) 10-4 Make Picture Graphs—pp. 391–394 (Make and use picture graphs.) 		
<ul style="list-style-type: none"> 10-5 Problem Solving: Use a Model—pp. 395–400 (Use a model to solve word problems.) 	<p>Chapter 9 Measurement</p> <ul style="list-style-type: none"> 9-19 Problem Solving Strategy: Make a Model—pp. 447–448 	<p>MP.1 Make sense of problems and persevere in solving them. MP.4 Model with mathematics MP.6 Attend to precision.</p>
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<p>Chapter 11 Addition: Two-Digit Numbers</p> <ul style="list-style-type: none"> 11-1 Mental Math: Find 10 More—pp. 407–410 (Use place value to find 10 more than a two-digit number.) 	<p>Chapter 5 Place Value to 100</p> <ul style="list-style-type: none"> 5-16 10 Less, 10 More (patterns)—pp. 227–228 <p>Chapter 11 Subtraction: Two-Digit Numbers</p> <ul style="list-style-type: none"> 11-1A Mental Math: Ten More or Ten Less—Online 	<p>NY-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.</p>
<ul style="list-style-type: none"> 11-2 Add Tens—pp. 411–414 (Use models to add multiples of ten.) 	<p>Chapter 10 Addition: Two-Digit Numbers</p> <ul style="list-style-type: none"> 10-1 Add Tens and Dimes—pp. 465–466 10-2 Add Ones and Tens Using Models—pp. 467–468 10-2A Add Using Drawings—Online 	<p>NY-1.NBT.2c Understand 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 (and 0 ones). NY-1.NBT.4 Add within 100, including:</p> <ul style="list-style-type: none"> a two-digit number and a one-digit number; a two-digit number and a multiple of 10. <p>Use concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones, and sometimes it is necessary to compose a ten. Relate the strategy to a written representation and explain the reasoning used.</p>

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<ul style="list-style-type: none"> • 11-3 Add Two-Digit Numbers and Multiples of Ten—pp. 415–418 (Count on to add tens to a two-digit number.) • 11-4 Add Two-Digit and One-Digit Numbers—pp. 419–422 (Add a two-digit number and a one-digit number without regrouping.) • 11-5 Make a 10 to Add Two-Digit and One-Digit Numbers—pp. 423–426 (Add a two-digit number and a one-digit number with regrouping.) • 11-6 Add Two-Digit Numbers—pp. 429–432 (Add 2 two-digit numbers without regrouping.) • 11-7 Make a 10 to Add Two-Digit Numbers—pp. 433–436 (Use place value when adding 2 two-digit numbers. Add 2 two-digit numbers with regrouping.) • 11-8 Break Apart to Add—pp. 437–440 (Break apart addends to add two-digit numbers.) 	<ul style="list-style-type: none"> • 10-2 Add Ones and Tens Using Models—pp. 467–468 • 10-2A Add Using Drawings—Online • 10-3 Add Ones and Tens Without Models—pp. 469–470 • 10-4A Count On by Tens or Ones to Add—Online • 10-5 Add Ones or Tens—pp. 473–474 • 10-5A Use Strategies to Add (count on to add/break apart to add)—Online • 10-5B Add 2-digit Numbers (break apart one addend/break apart both addends to add)—Online • 10-9 Regroup Ones as Tens Using Models—pp. 483–484 • 10-10 Regroup Ones as Tens Using a Chart—pp. 485–486 • 10-10A Bar Models and Addition Problems—Online 	<p>NY-1.NBT.4 Add within 100, including:</p> <ul style="list-style-type: none"> • a two-digit number and a one-digit number; • a two-digit number and a multiple of 10. <p>Use concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones, and sometimes it is necessary to compose a ten. Relate the strategy to a written representation and explain the reasoning used.</p>
<ul style="list-style-type: none"> • 11-9 Problem Solving: Use a Model—pp. 441–446 (Use bar models to solve two-digit addition problems.) 	<ul style="list-style-type: none"> • 10-2A Add Using Drawings—Online • 10-10A Bar Models and Addition Problems—Online 	<p>MP.1 Make sense of problems and persevere in solving them. MP.4 Model with mathematics MP.6 Attend to precision.</p>
Sadlier Math, Grade 1	Progress in Mathematics, Grade 1	Next Gen Mathematics Learning Standards
<p>Chapter 12 Subtraction: Two-Digit Numbers</p> <ul style="list-style-type: none"> • 12-1 Mental Math: Find 10 Less—pp. 453–456 (Use mental math to find 10 less.) 	<p>Chapter 11 Subtraction: Two-Digit Numbers</p> <ul style="list-style-type: none"> • 11-1A Mental Math: Ten More or Ten Less—Online 	<p>NY-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.</p>
<ul style="list-style-type: none"> • 12-2 Subtract Tens—pp. 457–460 (Subtract tens from tens.) 	<ul style="list-style-type: none"> • 11-1B Subtract Multiples of 10—Online 	<p>NY-1.NBT.2c Understand 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 (and 0 ones).</p> <p><i>continued on next page</i></p>

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		<p><i>continued from previous page</i></p> <p>NY-1.NBT.6 Subtract multiples of 10 from multiples of 10 in the range 10-90 using</p> <ul style="list-style-type: none"> concrete models or drawings, and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. <p>Relate the strategy used to a written representation and explain the reasoning.</p>
<ul style="list-style-type: none"> 12-3 Think Addition to Subtract Tens—pp. 461-464 (Relate addition and subtraction to subtract multiples of ten.) 12-4 Subtract Multiples of Ten from Two-Digit Numbers—pp. 467-470 (Subtract tens from two-digit numbers.) 	<ul style="list-style-type: none"> 11-2 Subtract Ones and Tens Using Models—pp. 505-506 11-3 Subtract Ones and Tens Without Models—pp. 507-508 11-4A Count Back by Tens or Ones to Subtract—Online 11-5 Subtract Ones or Tens—pp. 511-512 11-11 Add and Subtract Mentally—pp. 525-526 	<p>NY-1.NBT.6 Subtract multiples of 10 from multiples of 10 in the range 10-90 using</p> <ul style="list-style-type: none"> concrete models or drawings, and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. <p>Relate the strategy used to a written representation and explain the reasoning.</p>
<ul style="list-style-type: none"> 12-5 Problem Solving: Guess and Test—pp. 471-476 (Use the guess and test method to solve problems.) 	<p>Chapter 10 Addition: Two-Digit Numbers</p> <ul style="list-style-type: none"> 10-12 Problem Solving Strategy: Guess and Test—pp. 489-490 	<p>MP.1 Make sense of problems and persevere in solving them. MP.3 Construct viable arguments and critique the reasoning of others. MP.6 Attend to precision.</p>

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<p>Chapter 13 Geometry</p> <ul style="list-style-type: none"> 13-1 Two-Dimensional Shapes—pp. 483-486 (Understand the defining and non-defining attributes of two-dimensional shapes.) 13-2 Attributes of Two-Dimensional Shapes—pp. 487-490 (Understand the defining and non-defining attributes of two-dimensional shapes.) 	<p>Chapter 7 Geometry</p> <ul style="list-style-type: none"> 7-1 Open and Closed Figures—pp. 297-298 7-2 Sides and Corners—pp. 299-300 7-2A Reason with Shapes (distinguish between attributes of plane figures and draw them based on defining attributes)—Online 	<p>NY-1.G.1 Distinguish between defining attributes versus non-defining attributes for a wide variety of shapes. Build and/or draw shapes to possess defining attributes.</p>

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<ul style="list-style-type: none"> • 13-3 Compose Two-Dimensional Shapes—pp. 491–494 (Compose two-dimensional shapes using triangles, trapezoids, rhombuses, and hexagons.) • 13-4 Compose More Two-Dimensional Shapes—pp. 495–498 (Compose two-dimensional shapes using rectangles, squares, circles, and parts of circles.) 	<ul style="list-style-type: none"> • 7-3A Ways to Make Plane Figures (ose two-dimensional shapes using triangles, rectangles, squares, and parts of circles)—Online • 7-4 Ways to Make Figures—pp. 303–304 	<p>NY-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.</p>
<ul style="list-style-type: none"> • 13-5 Three-Dimensional Shapes—pp. 501–504 (Understand the defining and non-defining attributes of three-dimensional shapes.) 	<ul style="list-style-type: none"> • 7-5 Solid Figures—pp. 307–308 	<p>NY-1.G.1 Distinguish between defining attributes versus non-defining attributes for a wide variety of shapes. Build and/or draw shapes to possess defining attributes.</p>
<ul style="list-style-type: none"> • 13-6 Attributes of Three-Dimensional Shapes—pp. 505–508 (Understand the defining and non-defining attributes of three-dimensional shapes.) 	<ul style="list-style-type: none"> • 7-6 Attributes of Solid Figures—pp. 309–310 	<p>NY-1.G.1 Distinguish between defining attributes versus non-defining attributes for a wide variety of shapes. Build and/or draw shapes to possess defining attributes.</p>
<ul style="list-style-type: none"> • 13-7 Compare Two-Dimensional and Three-Dimensional Shapes—pp. 509–512 (Identify two-dimensional shapes as flat surfaces of three-dimensional shapes.) 	<ul style="list-style-type: none"> • 7-7 Plane Figures on Solid Figures—pp. 311–312 	<p>NY-1.G.1 Distinguish between defining attributes versus non-defining attributes for a wide variety of shapes. Build and/or draw shapes to possess defining attributes.</p>
<ul style="list-style-type: none"> • 13-8 Sort Two-Dimensional and Three-Dimensional Shapes—pp. 513–516 (Identify and sort two-dimensional and three-dimensional shapes.) 	<ul style="list-style-type: none"> • 7-3 Sorting Plane Figures—pp. 301–302 	<p>NY-1.G.1 Distinguish between defining attributes versus non-defining attributes for a wide variety of shapes. Build and/or draw shapes to possess defining attributes.</p>
<ul style="list-style-type: none"> • 13-9 Compose Three-Dimensional Shapes—pp. 517–520 (Compose three-dimensional shapes using cubes, cones, cylinders, and rectangular prisms.) 	<ul style="list-style-type: none"> • 7-5A Ways to Make Solid Figures (compose three-dimensional figures using cubes, rectangular prisms, cones, and cylinders)—Online • 7-8 Graphing Attributes—pp. 313–314 	<p>NY-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.</p>

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<ul style="list-style-type: none"> 13-10 Problem Solving: Use Logical Reasoning—pp. 521–526 (Use logical reasoning to solve problems.) 	<p>Chapter 8 Money and Time</p> <ul style="list-style-type: none"> 8-18 Problem Solving Strategy: Logical Reasoning—pp. 393–394 	<p>MP.1 Make sense of problems and persevere in solving them. MP.2 Reason abstractly and quantitatively. MP.3 Construct viable arguments and critique the reasoning of others. MP.6 Attend to precision.</p>
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<p>Chapter 14 Equal Shares</p> <ul style="list-style-type: none"> 14-1 Equal Shares—pp. 533–536 (Identify and show equal shares.) 14-2 Make Halves—pp. 537–540 (Partition shapes into halves.) 14-3 Make Fourths—pp. 541–544 (Partition shapes into fourths.) 14-4 Halves and Fourths—pp. 547–550 (Understand that more equal shares means smaller shares.) 	<p>Chapter 12 Fractions and Probability</p> <ul style="list-style-type: none"> 12-1 Equal Parts—pp. 551–552 12-2 One Half, $\frac{1}{2}$—pp. 553–554 12-3 One Third, $\frac{1}{3}$—pp. 555–556 12-4 One Fourth, $\frac{1}{4}$—pp. 557–558 12-4A Compare Fractions (compare one half, one third, and one fourth of the same whole)—Online 	<p>NY-1.G.3</p> <p>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.</p>
<ul style="list-style-type: none"> 14-5 Problem Solving: Draw a Picture—pp. 551–556 (Draw a picture to solve problems.) 	<ul style="list-style-type: none"> 12-10 Problem Solving Strategy: Make a Model/ Draw a Picture—pp. 571–572 	<p>MP.1 Make sense of problems and persevere in solving them. MP.4 Model with mathematics MP.6 Attend to precision.</p>
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<p>Chapter 15 Time</p> <ul style="list-style-type: none"> 15-1 Hour—pp. 563–566 (Tell and write time to the hour.) 15-2 Half Hour—pp. 567–570 (Tell and write time to the half hour.) 15-3 Time Patterns—pp. 573–576 (Describe time patterns.) 	<p>Chapter 8 Money and Time</p> <ul style="list-style-type: none"> 8-9 Hour—pp. 373–374 8-10 Half Hour—pp. 375–376 8-11 Time Patterns—pp. 377–378 	<p>NY-1.MD.3a</p> <p>Tell and write time in 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.</p>

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<ul style="list-style-type: none"> 15-4 Day and Night—pp. 577-580 (Understand day and night.) 		
<ul style="list-style-type: none"> 15-5 Problem Solving: Use Logical Reasoning—pp. 581-586 (Use logical reasoning to solve problems.) 	<p>Chapter 5 Place Value to 100</p> <ul style="list-style-type: none"> 5-21 Problem Solving Strategy: Logical Reasoning—pp. 239-240 	<p>MP.1 Make sense of problems and persevere in solving them. MP.2 Reason abstractly and quantitatively. MP.3 Construct viable arguments and critique the reasoning of others. MP.6 Attend to precision.</p>

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<p>Chapter 16 Money</p> <ul style="list-style-type: none"> 16-1 Pennies and Nickels—pp. 593-596 (Identify the value of pennies and nickels, and know their comparative value.) 16-2 Dimes and Quarters—pp. 597-600 (Identify the value of dimes and quarters, and know their comparative value.) 	<p>Chapter 8 Money and Time</p> <ul style="list-style-type: none"> 8-1 Nickels and Pennies—pp. 353-354 8-2 Dimes and Pennies—pp. 355-356 8-3 Quarters and Pennies—pp. 357-358 	<p>NY-1.MD.3b Recognize and identify coins (penny, nickel, dime, and quarter) and their value and use the cent symbol (¢) appropriately.</p>
<ul style="list-style-type: none"> 16-3 Count On by Dimes and Pennies—pp. 601-604 (Find the value of combinations of dimes and pennies by counting on.) 16-4 Count On by Dimes and Nickels—pp. 605-608 (Find the value of combinations of dimes and nickels by counting on.) 	<ul style="list-style-type: none"> 8-4 Count On by Dimes and Nickels—pp. 359-360 8-5 Count Mixed Coins—pp. 361-362 8-6 Equal Amounts—pp. 365-366 8-7 Spending Money—pp. 367-368 	<p>NY-1.MD.3c Count a mixed collection of dimes and pennies and determine the cent value (total not to exceed 100 cents).</p>
<ul style="list-style-type: none"> 16-5 One Dollar—pp. 611-614 (Identify and combine coins with total values up to one dollar.) 	<ul style="list-style-type: none"> 8-8 One Dollar—pp. 369-370 	<p>NY-1.MD.3c Count a mixed collection of dimes and pennies and determine the cent value (total not to exceed 100 cents).</p> <p><i>continued on next page</i></p>

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		<p><i>continued from previous page</i></p> <p>See also Grade 2</p> <p>NY-2.MD.8a Count a mixed collection of coins whose sum is less than or equal to one dollar.</p> <p>NY-2.MD.8b Solve real world and mathematical problems within one dollar involving quarters, dimes, nickels, and pennies, using the ¢ (cent) symbol appropriately.</p>
<ul style="list-style-type: none"> 16-6 Problem Solving: Work Backward—pp. 615–620 (Solve problems involving money by working backward.) 		<p>MP.1 Make sense of problems and persevere in solving them.</p> <p>MP.2 Reason abstractly and quantitatively.</p> <p>MP.3 Construct viable arguments and critique the reasoning of others.</p> <p>MP.6 Attend to precision.</p>