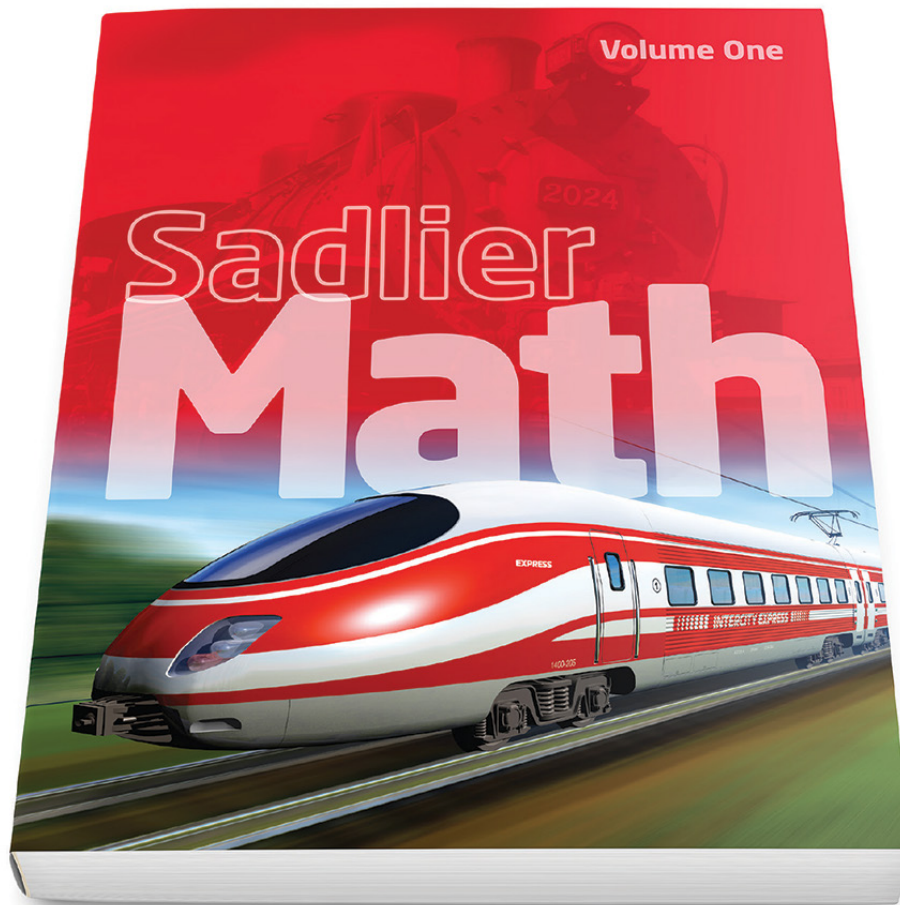


# Sadlier Math™

Correlation to the South Dakota State Standards  
for Mathematics

Grade 1



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**OPERATIONS AND ALGEBRAIC THINKING**

**1.OA**

**Grade 1 Content Standards**

**Sadlier Math, Grade 1**

**A. Represent and solve problems involving addition and subtraction.**

**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.

**Chapter 1 Addition Facts and Strategies Within 10**

- 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 More Addition Within 10**

- 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 Subtraction Facts and Strategies Within 10**

- 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 Addition and Subtraction Relationships Within 10**

- 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 Addition Facts Within 20**

- 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 Subtraction Facts Within 20**

- 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

**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 More Addition Within 10**

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

**Chapter 8 Addition Facts Within 20**

- 8-7 Three Addends—pp. 315-318

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**OPERATIONS AND ALGEBRAIC THINKING**

**1.OA**

**Grade 1 Content Standards**

**Sadlier Math, Grade 1**

**B. Understand and apply properties of operations and the relationship between additions and subtraction.**

**1.OA.3** Apply commutative, associative, and additive identity properties of operations as strategies to add. (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.)  $8 + 0 = 8$  (Additive identity property).

- Chapter 1 Addition Facts and Strategies Within 10**
  - 1-5 Related Addition Facts—pp. 21-24
- Chapter 2 More Addition Within 10**
  - 2-1 Add Three Numbers—pp. 41-44
- Chapter 3 Subtraction Facts and Strategies Within 10**
  - 3-7 All or Zero—pp. 107-110
- Chapter 4 Addition and Subtraction Relationships Within 10**
  - 4-3 Fact Families Through 10—pp. 125-128
- Chapter 8 Addition Facts Within 20**
  - 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 Subtraction Facts Within 20**
  - 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.4** Understand subtraction as an unknown-addend problem. For example, subtract  $10 - 8$  by finding the number that makes 10 when added to 8.

- Chapter 3 Subtraction Facts and Strategies Within 10**
  - 3-5 Problem Solving: Use a Model—pp. 97-102
  - 3-6 Count On to Subtract—pp. 103-106
- Chapter 4 Addition and Subtraction Relationships Within 10**
  - 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

**C. Add and Subtract within 20.**

**1.OA.5** Understand counting on as addition and counting back as subtraction e.g. 5, (6,7,8) means  $5 + 3$  and 5, (4,3,2) means  $5 - 3$ .

- Chapter 1 Addition Facts and Strategies Within 10**
  - 1-6 Count On to Add—pp. 25-28
- Chapter 3 Subtraction Facts and Strategies Within 10**
  - 3-6 Count On to Subtract—pp. 103-106

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**OPERATIONS AND ALGEBRAIC THINKING**

**1.OA**

**Grade 1 Content Standards**

**Sadlier Math, Grade 1**

**1.OA.6** Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g.,  $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$ ); decomposing a number leading to a ten (e.g.,  $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$ ); using the relationship between addition and subtraction (e.g., knowing that  $8 + 4 = 12$ , one knows  $12 - 8 = 4$ ); and creating equivalent but easier or known sums (e.g., adding  $6 + 7$  by creating the known equivalent  $6 + 6 + 1 = 12 + 1 = 13$ ).

**Chapter 1 Addition Facts and Strategies Within 10**

- 1-6 Count On to Add—pp. 25–28

**Chapter 3 Subtraction Facts and Strategies Within 10**

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

**Chapter 4 Addition and Subtraction Relationships Within 10**

- 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

**Chapter 8 Addition Facts Within 20**

- 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 Subtraction Facts Within 20**

- 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

**D. Work with addition and subtraction equations.**

**1.OA.7** Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. For 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 Addition Facts and Strategies Within 10**

- 1-1 Sums Through 5—pp. 3–6

**Chapter 3 Subtraction Facts and Strategies Within 10**

- 3-1 Subtract from 5 or Less—pp. 79–82

**Chapter 9 Subtraction Facts Within 20**

- 9-8 True and False Equations—pp. 363–366

**1.OA.8** Determine the unknown whole number in an addition or subtraction equation relating to three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations  $8 + ? = 11$ ,  $5 = ? - 3$ ,  $6 + 6 = ?$ .

**Chapter 2 More Addition Within 10**

- 2-7 Solve for Unknown Addends—pp. 69–72

**Chapter 3 Subtraction Facts and Strategies Within 10**

- 3-1 Subtract from 5 or Less—pp. 79–82

**Chapter 4 Addition and Subtraction Relationships Within 10**

- 4-7 Find Missing Addends—pp. 145–148

**Chapter 9 Subtraction Facts Within 20**

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

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**NUMBER AND OPERATION IN BASE TEN**

**1.NBT**

**Grade 1 Content Standards**

**Sadlier Math, Grade 1**

**A. Extend the counting sequence.**

- 1.NBT.1** In the range of 0 - 120
- Count on from any given number.
  - Read and write numerals.
  - Represent a number of objects with a written numeral.

- Chapter 6 Place Value to 100**
- 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 Place Value to 120**
- 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

**B. Understand place value.**

**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:

- 10 can be thought of as a bundle of ten ones — called a “ten.”
- 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 Place Value to 100**
- 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 Place Value to 120**
- 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
- Chapter 6 Place Value to 100**
- 6-3 Numbers 11 Through 19—pp. 209-212

**NUMBER AND OPERATION IN BASE TEN**

**1.NBT**

Grade 1 Content Standards	Sadlier Math, Grade 1
<p>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).</p>	<p><b>Chapter 6 Place Value to 100</b></p> <ul style="list-style-type: none"> <li>6-2 Tens Through One Hundred—pp. 205-208</li> </ul> <p><b>Chapter 7 Place Value to 120</b></p> <ul style="list-style-type: none"> <li>7-2 Expanded Form—pp. 251-254</li> <li>7-3 Decompose Two-Digit Numbers—pp. 255-258</li> </ul> <p><b>Chapter 11 Addition: Two-Digit Numbers</b></p> <ul style="list-style-type: none"> <li>11-2 Add Tens—pp. 411-414</li> </ul> <p><b>Chapter 12 Subtraction: Two-Digit Numbers</b></p> <ul style="list-style-type: none"> <li>12-2 Subtract Tens—pp. 457-460</li> </ul>
<p><b>1.NBT.3</b> Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols <math>&gt;</math>, <math>=</math>, and <math>&lt;</math>.</p>	<p><b>Chapter 7 Place Value to 120</b></p> <ul style="list-style-type: none"> <li>7-6 Compare Numbers—pp. 269-272</li> <li>7-7 Order Numbers—pp. 273-276</li> <li>7-8 Problem Solving: Use Reasoning—pp. 277-282</li> </ul>

**C. Use place value understanding and properties of operation to add and subtract**

<p><b>1.NBT.4</b> Add and subtract within 100.</p>	<p><b>Chapter 11 Addition: Two-Digit Numbers</b></p> <ul style="list-style-type: none"> <li>11-2 Add Tens—pp. 411-414</li> <li>11-3 Add Two-Digit Numbers and Multiples of Ten—pp. 415-418</li> <li>11-4 Add Two-Digit and One-Digit Numbers—pp. 419-422</li> <li>11-5 Make a 10 to Add Two-Digit and One-Digit Numbers—pp. 423-426</li> <li>11-6 Add Two-Digit Numbers—pp. 429-432</li> <li>11-7 Make a 10 to Add Two-Digit Numbers—pp. 433-436</li> <li>11-8 Break Apart to Add—pp. 437-440</li> <li>11-9 Problem Solving: Use a Model—pp. 441-446</li> </ul> <p><b>Chapter 12 Subtraction: Two-Digit Numbers</b></p> <ul style="list-style-type: none"> <li>12-2 Subtract Tens—pp. 457-460</li> <li>12-3 Think Addition to Subtract Tens—pp. 461-464</li> <li>12-4 Subtract Multiples of Ten from Two-Digit Numbers—pp. 467-470</li> <li>12-5 Problem Solving: Guess and Test—pp. 471-476</li> </ul>
<p>a. 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.</p>	<p><b>Chapter 11 Addition: Two-Digit Numbers</b></p> <ul style="list-style-type: none"> <li>11-2 Add Tens—pp. 411-414</li> <li>11-3 Add Two-Digit Numbers and Multiples of Ten—pp. 415-418</li> <li>11-4 Add Two-Digit and One-Digit Numbers—pp. 419-422</li> <li>11-5 Make a 10 to Add Two-Digit and One-Digit Numbers—pp. 423-426</li> <li>11-6 Add Two-Digit Numbers—pp. 429-432</li> <li>11-7 Make a 10 to Add Two-Digit Numbers—pp. 433-436</li> <li>11-8 Break Apart to Add—pp. 437-440</li> <li>11-9 Problem Solving: Use a Model—pp. 441-446</li> </ul>

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NUMBER AND OPERATION IN BASE TEN		1.NBT
Grade 1 Content Standards	Sadlier Math, Grade 1	
b. Understand that in adding two-digit numbers (sums within 100) add tens and tens, ones and ones; and sometimes it is necessary to compose a ten.	<b>Chapter 11 Addition: Two-Digit Numbers</b> <ul style="list-style-type: none"> <li>11-5 Make a 10 to Add Two-Digit and One-Digit Numbers—pp. 423-426</li> <li>11-7 Make a 10 to Add Two-Digit Numbers—pp. 433-436</li> </ul>	
<b>1.NBT.5</b> Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.	<b>Chapter 11 Addition: Two-Digit Numbers</b> <ul style="list-style-type: none"> <li>11-1 Mental Math: Find 10 More—pp. 407-410</li> </ul> <b>Chapter 12 Subtraction: Two-Digit Numbers</b> <ul style="list-style-type: none"> <li>12-1 Mental Math: Find 10 Less—pp. 453-456</li> </ul>	
<b>1.NBT.6</b> Subtract multiples of 10 in the range 10-90 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.	<b>Chapter 12 Subtraction: Two-Digit Numbers</b> <ul style="list-style-type: none"> <li>12-2 Subtract Tens—pp. 457-460</li> <li>12-3 Think Addition to Subtract Tens—pp. 461-464</li> <li>12-4 Subtract Multiples of Ten from Two-Digit Numbers—pp. 467-470</li> <li>12-5 Problem Solving: Guess and Test—pp. 471-476</li> </ul>	

MEASUREMENT AND DATA		1.MD
Grade 1 Content Standards	Sadlier Math, Grade 1	
<b>A. Measure lengths indirectly and by iterating length units.</b>		
<b>1.MD.1</b> Order three objects by length; compare the lengths of two objects indirectly by using a third object.	<b>Chapter 5 Measurement: Length</b> <ul style="list-style-type: none"> <li>5-1 Order by Length—pp. 163-166</li> <li>5-2 Use Indirect Comparison—pp. 167-170</li> </ul>	
<b>1.MD.2</b> 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.	<b>Chapter 5 Measurement: Length</b> <ul style="list-style-type: none"> <li>5-3 Same-Size Length Units—pp. 171-174</li> <li>5-4 Measure Length—pp. 175-178</li> <li>5-5 Problem Solving: Use Logical Reasoning—pp. 181-186</li> <li>5-6 Make and Use a Ruler—pp. 187-190</li> <li>5-7 Inches—pp. 191-194</li> </ul>	

MEASUREMENT AND DATA		1.MD
Grade 1 Content Standards	Sadlier Math, Grade 1	
<b>B. Work with time and money</b>		
<b>1.MD.3</b> Tell and write about time in hours and half-hours using analog and digital clocks.	<b>Chapter 15 Time</b> <ul style="list-style-type: none"> <li>15-1 Hour—pp. 563–566</li> <li>15-2 Half Hour—pp. 567–570</li> </ul>	
<b>1.MD.4</b> Identify nickels and understand that five pennies can be thought of as a nickel. Identify dimes and understand ten pennies can be thought of as a dime. Count the value of a set of coins comprised of pennies, nickels, and dimes.	<b>Chapter 16 Money</b> <ul style="list-style-type: none"> <li>16-1 Pennies and Nickels—pp. 593–596</li> <li>16-2 Dimes and Quarters—pp. 597–600</li> <li>16-3 Count On by Dimes and Pennies—pp. 601–604</li> <li>16-4 Count On by Dimes and Nickels—pp. 605–608</li> </ul> <i>See also Kindergarten</i> <b>Chapter 2 Place Value and Decimals</b> <ul style="list-style-type: none"> <li>18-1 Pennies and Nickels—pp. 649–652</li> <li>18-2 Count On from Pennies and Nickels—pp. 653–656</li> <li>18-3 Dimes and Quarters—pp. 659–662</li> <li>18-4 Count On from Dimes and Quarters—pp. 663–666</li> </ul>	
<b>C. Represent and interpret data.</b>		
<b>1.MD.5</b> 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.	<b>Chapter 10 Data and Graphical Displays</b> <ul style="list-style-type: none"> <li>10-1 Read Tally Charts—pp. 377–380</li> <li>10-2 Make Tally Charts—pp. 381–384</li> <li>10-3 Read Picture Graphs—pp. 387–390</li> <li>10-4 Make Picture Graphs—pp. 391–394</li> <li>10-5 Problem Solving: Use a Model—pp. 395–400</li> </ul>	
GEOMETRY		1.G
Grade 1 Content Standards	Sadlier Math, Grade 1	
<b>A. Reason with shapes and their attributes.</b>		
<b>1.G.1</b> 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.	<b>Chapter 13 Geometry</b> <ul style="list-style-type: none"> <li>13-1 Two-Dimensional Shapes—pp. 483–486</li> <li>13-2 Attributes of Two-Dimensional Shapes—pp. 487–490</li> <li>13-3 Compose Two-Dimensional Shapes—pp. 491–494</li> <li>13-4 Compose More Two-Dimensional Shapes—pp. 495–498</li> <li>13-5 Three-Dimensional Shapes—pp. 501–504C124</li> <li>13-6 Attributes of Three-Dimensional Shapes—pp. 505–508</li> </ul> <p style="text-align: right;"><i>continued</i></p>	



<b>GEOMETRY</b>		<b>1.G</b>
<b>Grade 1 Content Standards</b>	<b>Sadlier Math, Grade 1</b>	
	<ul style="list-style-type: none"> <li>• 13-7 Compare Two-Dimensional and Three-Dimensional Shapes—pp. 509–512</li> <li>• 13-8 Sort Two-Dimensional and Three-Dimensional Shapes—pp. 513–516</li> <li>• 13-10 Problem Solving: Use Logical Reasoning—pp. 521–526</li> </ul>	
<p><b>1.G.2</b> Compose and Identify regular and irregular two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) and compose three-dimensional shapes (cubes, spheres, 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 master formal names such as “right rectangular prism.”)</p>	<p><b>Chapter 13 Geometry</b></p> <ul style="list-style-type: none"> <li>• 13-3 Compose Two-Dimensional Shapes—pp. 491–494</li> <li>• 13-9 Compose Three-Dimensional Shapes—pp. 517–520</li> </ul>	
<p><b>1.G.3</b> 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>	<p><b>Chapter 14 Equal Shares</b></p> <ul style="list-style-type: none"> <li>• 14-1 Equal Shares—pp. 533–536</li> <li>• 14-2 Make Halves—pp. 537–540</li> <li>• 14-3 Make Fourths—pp. 541–544</li> <li>• 14-4 Halves and Fourths—pp. 547–550</li> <li>• 14-5 Problem Solving: Draw a Picture—pp. 551–556</li> </ul>	

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