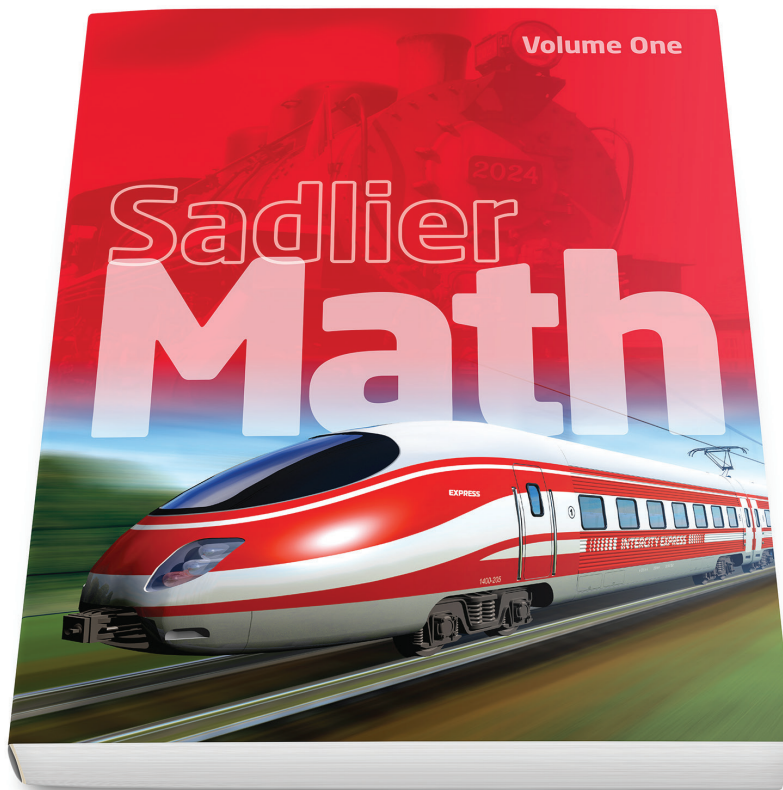


# Sadlier Math™

Correlation to the Diocese of Raleigh Math Standards

Grade 1



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**OPERATIONS AND ALGEBRAIC THINKING**

**1<sup>st</sup> 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

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**OPERATIONS AND ALGEBRAIC THINKING**

**1<sup>st</sup> 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

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**OPERATIONS AND ALGEBRAIC THINKING**

1 <sup>st</sup> Grade Content Standards	Sadlier Math, Grade 1
<p><b>1.OA.3.2</b> Add and subtract, within 20, using strategies such as:</p> <ul style="list-style-type: none"> <li>• Counting on</li> <li>• Making ten</li> <li>• Decomposing a number leading to a ten</li> <li>• Using the relationship between addition and subtraction</li> <li>• Using a number line</li> <li>• Creating equivalent but simpler or known sums</li> </ul>	<p><b>Chapter 3: 3-1 through 3-7</b></p> <ul style="list-style-type: none"> <li>• 3-1 Subtract from 5 or Less—pp. 79-82</li> <li>• 3-2 Subtract from 6 or Less—pp. 83-86</li> <li>• 3-3 Subtract from 7 and 8—pp. 87-90</li> <li>• 3-4 Subtract from 9 and 10—pp. 91-94</li> <li>• 3-5 Problem Solving: Use a Model—pp. 97-102</li> <li>• 3-6 Count On to Subtract—pp. 103-106</li> <li>• 3-7 All or Zero—pp. 107-110</li> </ul> <p><b>Chapter 1: 1-6</b></p> <ul style="list-style-type: none"> <li>• 1-6 Count On to Add—pp. 25-28</li> </ul> <p><b>Chapter 2: 2-3 &amp; 2-4</b></p> <ul style="list-style-type: none"> <li>• 2-3 Doubles and Doubles Plus 1—pp. 49-52</li> <li>• 2-4 Equivalent Sums—pp. 53-56</li> </ul> <p><b>Chapter 3: 3-6</b></p> <ul style="list-style-type: none"> <li>• 3-6 Count On to Subtract—pp. 103-106</li> </ul> <p><b>Chapter 8: 8-1 through 8-6</b></p> <ul style="list-style-type: none"> <li>• 8-1 Make 10 to Add—pp. 289-292</li> <li>• 8-2 Addition: Sums of 11 and 12—pp. 293-296</li> <li>• 8-3 Addition: Sums Through 14—pp. 297-300</li> <li>• 8-4 Addition: Sums Through 16—pp. 303-306</li> <li>• 8-5 Addition: Sums Through 18—pp. 307-310</li> <li>• 8-6 Addition: Sums Through 20—pp. 311-314</li> </ul> <p><b>Chapter 9: 9-1 through 9-6</b></p> <ul style="list-style-type: none"> <li>• 9-1 Make 10 to Subtract—pp. 331-334</li> <li>• 9-2 Subtract from 11 and 12—pp. 335-338</li> <li>• 9-3 Subtract from 13 and 14—pp. 339-342</li> <li>• 9-4 Subtract from 16 or Less—pp. 345-348</li> <li>• 9-5 Subtract from 20 or Less—pp. 349-352</li> <li>• 9-6 Fact Families Through 20—pp. 353-356</li> </ul>
<p><b>Achievement Standard: 1.OA.4 Analyze addition and subtraction equations within 20.</b></p>	
<p><b>1.OA.4.1</b> Apply understanding of the equal sign to determine if equations involving addition and subtraction are true.</p>	<p><b>Chapter 1: 1-1</b></p> <ul style="list-style-type: none"> <li>• 1-1 Sums Through 5—pp. 3-6</li> </ul> <p><b>Chapter 3: 3-1</b></p> <ul style="list-style-type: none"> <li>• 3-1 Subtract from 5 or Less—pp. 79-82</li> </ul> <p><b>Chapter 8: 8-8</b></p> <ul style="list-style-type: none"> <li>• 8-8 Problem Solving: Write and Solve an Equation—pp. 319-324</li> </ul> <p><b>Chapter 9: 9-8</b></p> <ul style="list-style-type: none"> <li>• 9-8 True and False Equations—pp. 363-366</li> </ul>
<p><b>1.OA.4.2</b> Determine the unknown whole number in an addition or subtraction equation involving three whole numbers.</p>	<p><b>Chapter 2: 2-7</b></p> <ul style="list-style-type: none"> <li>• 2-7 Solve for Unknown Addends—pp. 69-72</li> </ul> <p><b>Chapter 3: 3-1</b></p> <ul style="list-style-type: none"> <li>• 3-1 Subtract from 5 or Less—pp. 79-82</li> </ul> <p><b>Chapter 4: 4-7</b></p> <ul style="list-style-type: none"> <li>• 4-7 Find Missing Addends—pp. 145-148</li> </ul> <p><b>Chapter 9: 9-9</b></p> <ul style="list-style-type: none"> <li>• 9-9 Missing Part of an Equation—pp. 367-370</li> </ul>

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**NUMBER AND OPERATIONS IN BASE TEN**

**1<sup>st</sup> 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. 237-240

**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.

**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

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**NUMBER AND OPERATIONS IN BASE TEN**

1 <sup>st</sup> Grade Content Standards	Sadlier Math, Grade 1
<ul style="list-style-type: none"> <li>• Model the numbers from 11 to 19 as composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.</li> <li>• 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.</li> </ul>	<p><b>Chapter 7: 7-1 through 7-3, 7-6 through 7-8</b></p> <ul style="list-style-type: none"> <li>• 7-1 Place Value of Digits—pp. 247-250</li> <li>• 7-2 Expanded Form—pp. 251-254</li> <li>• 7-3 Decompose Two-Digit Numbers—pp. 255-258</li> <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> <p><b>Chapter 11: 11-2</b></p> <ul style="list-style-type: none"> <li>• 11-2 Add Tens—pp. 411-414</li> </ul> <p><b>Chapter 12: 12-2</b></p> <ul style="list-style-type: none"> <li>• 12-2 Subtract Tens—pp. 457-460</li> </ul>
<p><b>1.NBT.2.2</b> Compare two two-digit numbers based on the value 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: 7-6 through 7-8</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>
<p><b>Achievement Standard: 1.NBT.3 Use place value and properties of operations to add and subtract.</b></p>	
<p><b>1.NBT.3.1</b> 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:</p> <ul style="list-style-type: none"> <li>• A two-digit number and a one-digit number</li> <li>• A two-digit number and a multiple of 10</li> </ul>	<p><b>Chapter 11: 11-2 through 11-9</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>1.OA.3.2</b> 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.</p>	<p><b>Chapter 11: 11-1</b></p> <ul style="list-style-type: none"> <li>• 11-1 Mental Math: Find 10 More—pp. 407-410</li> </ul> <p><b>Chapter 12: 12-1</b></p> <ul style="list-style-type: none"> <li>• 12-1 Mental Math: Find 10 Less—pp. 453-456</li> </ul>
<p><b>1.NBT.3.3</b> Subtract multiples of 10 in the range 10-100 from multiples of 10 in the range 10-100, explaining the reasoning, using:</p> <ul style="list-style-type: none"> <li>• Concrete models and illustrations</li> <li>• Number lines</li> <li>• Strategies based on place value</li> <li>• Properties of operations</li> <li>• The relationship between addition and subtraction</li> </ul>	<p><b>Chapter 12: 12-2 through 12-5</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>

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**MEASUREMENT AND DATA**

**1<sup>st</sup> 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

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**GEOMETRY**

**1<sup>st</sup> 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

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