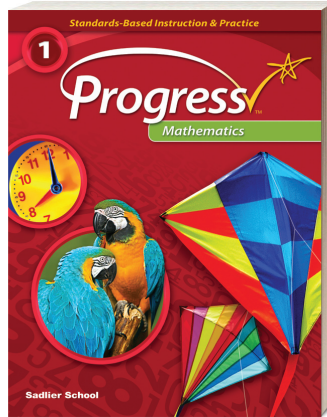SADLIER

Progress
Mathematics
Standards-Based Instruction & Practice

Aligned to the

New Jersey Student Learning Standards for Mathematics (7/28/16)

Grade 1

Contents

Sadlier *Progress Mathematics*, Grade 1, Aligned to the
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Operations and Algebraic Thinking   1.OA

GRADE 1 STANDARDS FOR MATHEMATICAL CONTENT	SADLIER *PROGRESS MATHEMATICS*, GRADE 1

A. Represent and solve problems involving addition and subtraction.

1.OA.A.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.[2] [2]See Glossary, Table 1.	**Lesson 1** **Problem Solving: Addition**—pp. 10–17 **Lesson 2** **Problem Solving: Subtraction**—pp. 18–25
1.OA.A.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.	**Lesson 3** **Problem Solving: Addition of Three Numbers**—pp. 26–33

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

1.OA.B.3 Apply properties of operations as strategies to add and subtract. *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.)* (Students need not use formal terms for these properties)	**Lesson 4** **Apply Properties of Operations**—pp. 34–41
1.OA.B.4 Understand subtraction as an unknown-addend problem. *For example, subtract 10 – 8 by finding the number that makes 10 when added to 8.*	**Lesson 5** **Relate Addition and Subtraction Facts**—pp. 42–49

C. Add and subtract within 20.

1.OA.C.5 Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).	**Lesson 6** **Relate Counting to Addition and Subtraction**—pp. 50–57
1.OA.C.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; — *continued* —	**Lesson 7** **Addition and Subtraction Facts to 10** (fluency)—pp. 58–65 **Lesson 8** **Addition and Subtraction Facts to 20**—pp. 66–73

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Operations and Algebraic Thinking 1.OA

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and creating equivalent but easier or known sums (e.g., adding 6 + 7 by creating the known equivalent 6 + 6 + 1 = 12 + 1 = 13).	

D. Work with addition and subtraction equations.

1.OA.D.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.*	**Lesson 9** **Addition and Subtraction Equations**—pp. 74–81
1.OA.D.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 = □.*	**Lesson 10** **Find Missing Numbers in Equations**—pp. 82–95

Number and Operations in Base Ten 1.NBT

GRADE 1 STANDARDS FOR MATHEMATICAL CONTENT	SADLIER *PROGRESS MATHEMATICS*, GRADE 1

A. Extend the counting sequence.

1.NBT.A.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.	**Lesson 11** **Count to 120**—pp. 96–103
		Lesson 12 **Read and Write Numbers**—pp. 104–111

B. Understand place value.

1.NBT.B.2	Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:	
1.NBT.B.2a	a. 10 can be thought of as a bundle of ten ones — called a "ten."	**Lesson 13** **Understand Place Value: Tens and Ones**—pp. 112–119
1.NBT.B.2b	b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.	**Lesson 13** **Understand Place Value: Tens and Ones**—pp. 112–119
1.NBT.B.2c	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).	**Lesson 13** **Understand Place Value: Tens and Ones**—pp. 112–119

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Number and Operations in Base Ten 1.NBT

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1.NBT.B.3 Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <.	**Lesson 14** **Compare Numbers**—pp. 120–127

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

1.NBT.C.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 (e.g., base ten blocks) 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.	**Lesson 15** **Add Two-Digit Numbers**—pp. 128–135
1.NBT.C.5 Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.	**Lesson 16** **Find 10 More and 10 Less**—pp. 136–143
1.NBT.C.6 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.	**Lesson 17** **Subtract Multiples of 10**—pp. 144–161

Measurement and Data 1.MD

GRADE 1 STANDARDS FOR MATHEMATICAL CONTENT	SADLIER *PROGRESS MATHEMATICS*, GRADE 1

A. Measure lengths indirectly and by iterating length units.

1.MD.A.1 Order three objects by length; compare the lengths of two objects indirectly by using a third object.	**Lesson 18** **Compare and Order Lengths**—pp. 162–169
1.MD.A.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	**Lesson 19** **Measure Length in Length Units**—pp. 170–177

— continued —

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Measurement and Data 1.MD

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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.*	

B. Tell and write time.

GRADE 1 STANDARDS FOR MATHEMATICAL CONTENT	SADLIER *PROGRESS MATHEMATICS*, GRADE 1
1.MD.B.3 Tell and write time in hours and half-hours using analog and digital clocks.	**Lesson 20** **Tell Time**—pp. 178–185

C. Represent and interpret data.

GRADE 1 STANDARDS FOR MATHEMATICAL CONTENT	SADLIER *PROGRESS MATHEMATICS*, GRADE 1
1.MD.C.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.	**Lesson 22** **Use Tables**—pp. 194–207

Geometry 1.G

GRADE 1 STANDARDS FOR MATHEMATICAL CONTENT	SADLIER *PROGRESS MATHEMATICS*, GRADE 1

A. Reason with shapes and their attributes.

GRADE 1 STANDARDS FOR MATHEMATICAL CONTENT	SADLIER *PROGRESS MATHEMATICS*, GRADE 1
1.G.A.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.	**Lesson 23** **Identify Shapes**—pp. 208–215
1.G.A.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.[4] [4]Students do not need to learn formal names such as "right rectangular prism."	**Lesson 24** **Two-Dimensional Shapes**—pp. 216–223 **Lesson 25** **Three-Dimensional Shapes**—pp. 224–231
1.G.A.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.	**Lesson 26** **Equal Shares**—pp. 232–239