

SADLIER

# Standards-Based Progress Mathematics

Aligned to the Chapter 111.

## Texas Essential Knowledge and Skills (TEKS) for Mathematics

Subchapter A. Elementary, §111.3, Grade 1,  
Adopted 2012.

### Grade 1

#### Contents

##### (b) Knowledge and skills

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## (b) Knowledge and skills

GRADE 1 TEXAS ESSENTIAL KNOWLEDGE AND SKILLS FOR MATHEMATICS	SADLIER STANDARDS-BASED PROGRESS MATHEMATICS GRADE 1
<p>(2) Number and operations. The student applies mathematical process standards to represent and compare whole numbers, the relative position and magnitude of whole numbers, and relationships within the numeration system related to place value. The student is expected to:</p>	
<p>(A) recognize instantly the quantity of structured arrangements;</p>	n/a
<p>(B) use concrete and pictorial models to compose and decompose numbers up to 120 in more than one way as so many hundreds, so many tens, and so many ones;</p>	<p><b>Lesson 7 Addition and Subtraction Facts to 10</b> (fluency)—pp. 58–65</p> <ul style="list-style-type: none"> <li>• Understand: You can use doubles and doubles plus 1 to add</li> <li>• Understand: You can use a related addition fact to subtract</li> </ul> <hr/> <p><b>Lesson 8 Addition and Subtraction Facts to 20</b>—pp. 66–73</p> <ul style="list-style-type: none"> <li>• Understand: Making 10 to add</li> <li>• Understand: Making 10 to subtract</li> </ul> <hr/> <p><b>Lesson 11 Count to 120</b>—pp. 96–103</p> <ul style="list-style-type: none"> <li>• Understand: You can count all the objects in a group</li> <li>• Understand: You can count on from any number</li> <li>• Understand: Patterns in a number chart can help you count</li> </ul> <hr/> <p><b>Lesson 12 Read and Write Numbers</b>—pp. 104–111</p> <ul style="list-style-type: none"> <li>• Understand: There are different ways to show numbers</li> </ul> <hr/> <p><b>Lesson 13 Understand Place Value: Tens and Ones</b>—pp. 112–119</p> <ul style="list-style-type: none"> <li>• Understand: You look at the place of a digit in a number to find its value</li> </ul>
<p>(C) use objects, pictures, and expanded and standard forms to represent numbers up to 120;</p>	<p><b>Lesson 7 Addition and Subtraction Facts to 10</b> (fluency)—pp. 58–65</p> <ul style="list-style-type: none"> <li>• Understand: You can use doubles and doubles plus 1 to add</li> <li>• Understand: You can use a related addition fact to subtract</li> </ul> <hr/> <p><b>Lesson 8 Addition and Subtraction Facts to 20</b>—pp. 66–73</p> <ul style="list-style-type: none"> <li>• Understand: Making 10 to add</li> <li>• Understand: Making 10 to subtract</li> </ul>

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(D) generate a number that is greater than or less than a given whole number up to 120;

(E) use place value to compare whole numbers up to 120 using comparative language;

(F) order whole numbers up to 120 using place value and open number lines; and

(G) represent the comparison of two numbers to 100 using the symbols  $>$ ,  $<$ , or  $=$ .

**Lesson 11 Count to 120**—pp. 96–103

- Understand: You can count all the objects in a group
- Understand: You can count on from any number
- Understand: Patterns in a number chart can help you count

**Lesson 12 Read and Write Numbers**—pp. 104–111

- Understand: There are different ways to show numbers

**Lesson 13 Understand Place Value: Tens and Ones**—pp. 112–119

- Understand: You look at the place of a digit in a number to find its value

**Lesson 1 Problem Solving: Addition**—pp. 10–17

- Understand: Add to find how many in all
- Understand: Sometimes you need to find how many in one of the groups

**Lesson 2 Problem Solving: Subtraction**—pp. 18–25

- Understand: Sometimes you need to find how many are left
- Understand: Sometimes you need to find how many things have been taken away

**Lesson 11 Count to 120**—pp. 96–103

- Understand: You can count all the objects in a group
- Understand: You can count on from any number
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**Lesson 12 Read and Write Numbers**—pp. 104–111

- Understand: There are different ways to show numbers

**Lesson 14 Compare Numbers**—pp. 120–127

- Understand: A number can be greater than, less than, or equal to another number

*Related content—*

**Lesson 11 Count to 120** (open number lines)—pp. 96–103

- Understand: You can count all the objects in a group
- Understand: You can count on from any number
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**Lesson 14 Compare Numbers**—pp. 120–127

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(3) Number and operations. The student applies mathematical process standards to develop and use strategies for whole number addition and subtraction computations in order to solve problems. The student is expected to:

(A) use concrete and pictorial models to determine the sum of a multiple of 10 and a one-digit number in problems up to 99;

(B) use objects and pictorial models to solve word problems involving joining, separating, and comparing sets within 20 and unknowns as any one of the terms in the problem such as  $2 + 4 = []$ ;  $3 + [] = 7$ ; and  $5 = [] - 3$ ;

(C) compose 10 with two or more addends with and without concrete objects;

(D) apply basic fact strategies to add and subtract within 20, including making 10 and decomposing a number leading to a 10;

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**Lesson 13 Understand Place Value: Tens and Ones**—pp. 112–119

- Understand: You look at the place of a digit in a number to find its value

**Lesson 15 Add Two-Digit Numbers**—pp. 128–135

- Understand: You can use models to help you add
- Understand: You can make a ten when you add

**Lesson 1 Problem Solving: Addition**—pp. 10–17

- Understand: Add to find how many in all
- Understand: Sometimes you need to find how many in one of the groups

**Lesson 2 Problem Solving: Subtraction**—pp. 18–25

- Understand: Sometimes you need to find how many are left
- Understand: Sometimes you need to find how many things have been taken away

**Lesson 3 Problem Solving: Addition of Three Numbers**—pp. 26–33

- Understand: What numbers and operation help you find how many in all
- Understand: Solve word problems by adding three numbers

**Lesson 7 Addition and Subtraction Facts to 10** (fluency)—pp. 58–65

- Understand: You can use doubles and doubles plus 1 to add
- Understand: You can use a related addition fact to subtract

**Lesson 8 Addition and Subtraction Facts to 20**—pp. 66–73

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- Understand: Making 10 to subtract

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**Lesson 2 Problem Solving: Subtraction**—pp. 18–25

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(E) explain strategies used to solve addition and subtraction problems up to 20 using spoken words, objects, pictorial models, and number sentences; and

**Lesson 6** **Relate Counting to Addition and Subtraction**—pp. 50–57

- Understand: You can count on to add
- Understand: You can count on to subtract

**Lesson 7** **Addition and Subtraction Facts to 10** (fluency)—pp. 58–65

- Understand: You can use doubles and doubles plus 1 to add
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**Lesson 8** **Addition and Subtraction Facts to 20**—pp. 66–73

- Understand: Making 10 to add
- Understand: Making 10 to subtract

**Lesson 9** **Addition and Subtraction Equations**—pp. 74–81

- Understand: Meaning of the equal sign in an addition equation
- Understand: Meaning of the equal sign in a subtraction equation

**Lesson 10** **Find Missing Numbers in Equations**—pp. 82–95

- Understand: You can count on to find a missing addend or sum
- Understand: Use a related fact to find a missing addend or sum
- Understand: You can find the missing number in a subtraction equation by counting on
- Understand: Use a related fact to find the missing number in a subtraction equation

**Lesson 1** **Problem Solving: Addition**—pp. 10–17

- Understand: Add to find how many in all
- Understand: Sometimes you need to find how many in one of the groups

**Lesson 2** **Problem Solving: Subtraction**—pp. 18–25

- Understand: Sometimes you need to find how many are left
- Understand: Sometimes you need to find how many things have been taken away

**Lesson 4** **Apply Properties of Operations**—pp. 34–41

- Understand: You can add numbers in any order
- Understand: You can add three numbers in any order

**Lesson 6** **Relate Counting to Addition and Subtraction**—pp. 50–57

- Understand: You can count on to add
- Understand: You can count on to subtract

(F) generate and solve problem situations when given a number sentence involving addition or subtraction of numbers within 20.

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(4) Number and operations. The student applies mathematical process standards to identify coins, their values, and the relationships among them in order to recognize the need for monetary transactions. The student is expected to:

(A) identify U.S. coins, including pennies, nickels, dimes, and quarters, by value and describe the relationships among them;

(B) write a number with the cent symbol to describe the value of a coin; and

(C) use relationships to count by twos, fives, and tens to determine the value of a collection of pennies, nickels, and/or dimes.

(D) determine the total number of objects when equally-sized groups of objects are combined or arranged in arrays up to 10 by 10;

5) Algebraic reasoning. The student applies mathematical process standards to identify and apply number patterns within properties of numbers and operations in order to describe relationships. The student is expected to:

(A) recite numbers forward and backward from any given number between 1 and 120;

(B) skip count by twos, fives, and tens to determine the total number of objects up to 120 in a set;

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**Lesson 21 Money**—pp. 186–193

- Understand: Identify coins and compare their values
- Understand: Count on and add to find the value of a group of coins

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- Understand: Count on and add to find the value of a group of coins

**Lesson 13 Understand Place Value: Tens and Ones** (count by 10s)—pp. 112–119

- Understand: You look at the place of a digit in a number to find its value

**Lesson 21 Money**—pp. 186–193

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(C) use relationships to determine the number that is 10 more and 10 less than a given number up to 120;

(D) represent word problems involving addition and subtraction of whole numbers up to 20 using concrete and pictorial models and number sentences;

(E) understand that the equal sign represents a relationship where expressions on each side of the equal sign represent the same value(s);

(F) determine the unknown whole number in an addition or subtraction equation when the unknown may be any one of the three or four terms in the equation; and

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**Lesson 16 Find 10 More and 10 Less**—pp. 136–143

- Understand: Find 10 more than a number
- Understand: Find 10 less than a number

**Lesson 1 Problem Solving: Addition**—pp. 10–17

- Understand: Add to find how many in all
- Understand: Sometimes you need to find how many in one of the groups

**Lesson 2 Problem Solving: Subtraction**—pp. 18–25

- Understand: Sometimes you need to find how many are left
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**Lesson 14 Compare Numbers**—pp. 120–127

- Understand: A number can be greater than, less than, or equal to another number

**Lesson 1 Problem Solving: Addition**—pp. 10–17

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- (G) apply properties of operations to add and subtract two or three numbers.

(6) Geometry and measurement. The student applies mathematical process standards to analyze attributes of two-dimensional shapes and three-dimensional solids to develop generalizations about their properties. The student is expected to:

- (A) classify and sort regular and irregular two-dimensional shapes based on attributes using informal geometric language;
- (B) distinguish between attributes that define a two-dimensional or three-dimensional figure and attributes that do not define the shape;
- (C) create two-dimensional figures, including circles, triangles, rectangles, and squares, as special rectangles, rhombuses, and hexagons;

- Lesson 2 Problem Solving: Subtraction**—pp. 18–25
- Understand: Sometimes you need to find how many are left
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- Lesson 9 Addition and Subtraction Equations**—pp. 74–81
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- Lesson 3 Problem Solving: Addition of Three Numbers**—pp. 26–33
- Understand: What numbers and operation help you find how many in all
  - Understand: Solve word problems by adding three numbers

- Lesson 4 Apply Properties of Operations**—pp. 34–41
- Understand: You can add numbers in any order
  - Understand: You can add three numbers in any order

- Lesson 23 Identify Shapes**—pp. 208–215
- Understand: Use sides and corners to identify a triangle
  - Understand: Use sides and corners to identify a rectangle and a square

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- Understand: Use sides and corners to identify a triangle
  - Understand: Use sides and corners to identify a rectangle and a square

- Lesson 24 Compose Flat Shapes**—pp. 216–223
- Understand: Use two squares of the same size to make a rectangle
  - Understand: Use two triangles of the same size to make new shapes

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- (D) identify two-dimensional shapes, including circles, triangles, rectangles, and squares, as special rectangles, rhombuses, and hexagons and describe their attributes using formal geometric language;

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- (E) identify three-dimensional solids, including spheres, cones, cylinders, rectangular prisms (including cubes), and triangular prisms, and describe their attributes using formal geometric language;

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- (F) compose two-dimensional shapes by joining two, three, or four figures to produce a target shape in more than one way if possible;

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- (G) partition two-dimensional figures into two and four fair shares or equal parts and describe the parts using words; and

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- (H) identify examples and non-examples of halves and fourths.

(7) Geometry and measurement. The student applies mathematical process standards to select and use units to describe length and time. The student is expected to:

- (A) use measuring tools to measure the length of objects to reinforce the continuous nature of linear measurement;

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- (B) illustrate that the length of an object is the number of same-size units of length that, when laid end-to-end with no gaps or overlaps, reach from one end of the object to the other;

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- (C) measure the same object/distance with units of two different lengths and describe how and why the measurements differ;

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- (D) describe a length to the nearest whole unit using a number and a unit; and

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- (E) tell time to the hour and half hour using analog and digital clocks.

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- Lesson 23 Identify Shapes**—pp. 208–215
- Understand: Use sides and corners to identify a triangle
  - Understand: Use sides and corners to identify a rectangle and a square
- 
- Lesson 25 Compose Solid Shapes**—pp. 224–231
- Understand: Use two cubes to make a new solid shape
  - Understand: Use a cube and a rectangular prism to make a new solid shape
  - Understand: Use curved solid shapes to make a new solid shape
- 
- Lesson 24 Compose Flat Shapes**—pp. 216–223
- Understand: Use two squares of the same size to make a rectangle
  - Understand: Use two triangles of the same size to make new shapes
- 
- Lesson 26 Partition Shapes into Equal Shares**—pp. 232–239
- Understand: Make equal shares of a circle
  - Understand: Make equal shares of a square
- 
- Lesson 26 Partition Shapes into Equal Shares**—pp. 232–239
- Understand: Make equal shares of a circle
  - Understand: Make equal shares of a square
- 
- Lesson 18 Compare and Order Lengths**—pp. 162–169
- Understand: Comparing the lengths of objects
  - Understand: Ordering objects by length
- 
- Lesson 19 Measure with Same-Size Length Units**—pp. 170–177
- Understand: Measure objects using other objects
  - Understand: Use different units to measure
- 
- Lesson 18 Compare and Order Lengths**—pp. 162–169
- Understand: Comparing the lengths of objects
  - Understand: Ordering objects by length
- 
- Lesson 18 Compare and Order Lengths**—pp. 162–169
- Understand: Comparing the lengths of objects
  - Understand: Ordering objects by length
- 
- Lesson 20 Tell Time**—pp. 178–185
- Understand: Tell time to the hour
  - Understand: Tell time to the half hour

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<p>(8) Data analysis. The student applies mathematical process standards to organize data to make it useful for interpreting information and solving problems. The student is expected to:</p> <p>(A) collect, sort, and organize data in up to three categories using models/representations such as tally marks or T-charts;</p> <hr/> <p>(B) use data to create picture and bar-type graphs; and</p> <hr/> <p>(C) draw conclusions and generate and answer questions using information from picture and bar-type graphs.</p>	<p><b>Lesson 22 Use Tables</b>—pp. 194–207</p> <ul style="list-style-type: none"> <li>• Understand: Use tally marks to show data in a table</li> <li>• Understand: Use a table to find how many in all</li> <li>• Understand: Use a table to compare</li> </ul> <hr/> <p>n/a</p> <hr/> <p><b>Lesson 22 Use Tables</b>—pp. 194–207</p> <ul style="list-style-type: none"> <li>• Understand: Use tally marks to show data in a table</li> <li>• Understand: Use a table to find how many in all</li> <li>• Understand: Use a table to compare</li> </ul>
<p>(9) Personal financial literacy. The student applies mathematical process standards to manage one's financial resources effectively for lifetime financial security. The student is expected to:</p> <p>(A) define money earned as income;</p> <hr/> <p>(B) identify income as a means of obtaining goods and services, oftentimes making choices between wants and needs;</p> <hr/> <p>(C) distinguish between spending and saving; and</p> <hr/> <p>(D) consider charitable giving.</p>	<p>n/a</p> <hr/> <p>n/a</p> <hr/> <p>n/a</p> <hr/> <p>n/a</p>