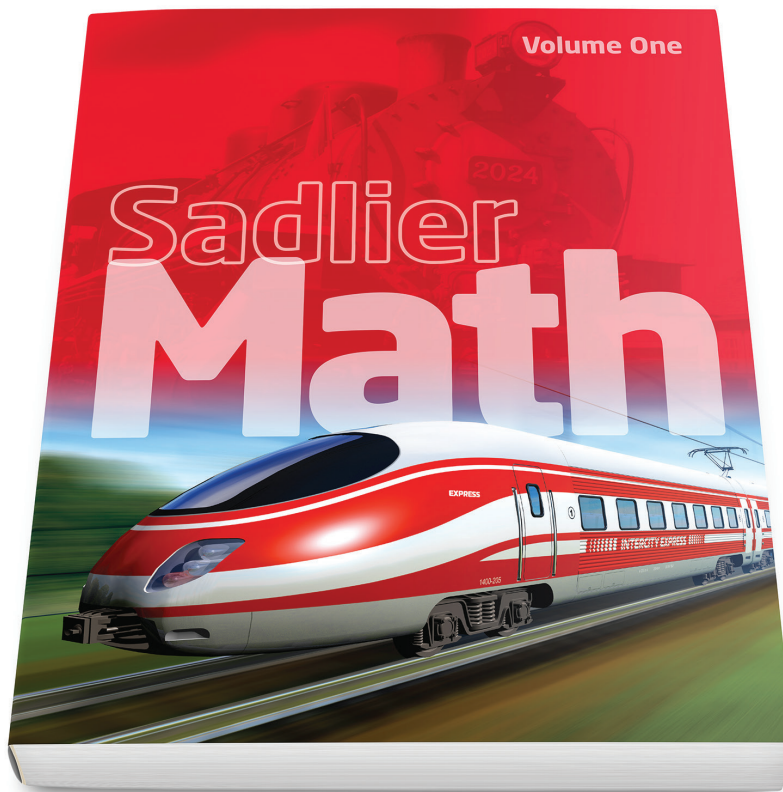


Sadlier Math™

Correlation to the Mathematics Standards
for the Archdiocese of Detroit

Grade 1



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OPERATIONS AND ALGEBRAIC THINKING

Grade 1 Content Standards

Sadlier Math, Grade 1

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 unknown in all positions.

Chapter 1: 1-1 through 1-4, 1-7
Chapter 2: 2-5 through 2-7
Chapter 3: 3-1 through 3-5
Chapter 4: 4-6 through 4-9
Chapter 8: 8-2 through 8-6, 8-8
Chapter 9: 9-2 through 9-5, 9-7 & 9-9

1.OA.A.2 Solve word problems that call for addition of three numbers whose sum is less than or equal to 20.

Chapter 2: 2-1 & 2-2
Chapter 8: 8-7

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.

Chapter 1: 1-5
Chapter 2: 2-1
Chapter 3: 3-7
Chapter 4: 4-3
Chapter 8: 8-2 through 8-7
Chapter 9: 9-2 through 9-6

1.OA.B.4 Understand subtraction as an unknown-addend problem.

Chapter 3: 3-6
Chapter 4: 4-2, 4-4 & 4-7

Add and subtract within 20.

1.OA.C.5 Relate counting to addition and subtraction.

Chapter 1: 1-6
Chapter 3: 3-6

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, decomposing a number leading to 10, using the relationship between addition and subtraction, and creating equivalent but easier or known sums.

Chapter 3: 3-6
Chapter 4: 4-1 through 4-5
Chapter 8: 8-1 through 8-6
Chapter 9: 9-1 through 9-6

OPERATIONS AND ALGEBRAIC THINKING

Grade 1 Content Standards	Sadlier Math, Grade 1
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.	Chapter 1: 1-1 Chapter 3: 3-1 Chapter 9: 9-8
1.OA.D.8 Determine the unknown whole number in an addition or subtraction equation relating three whole numbers.	Chapter 2: 2-7 Chapter 3: 3-1 Chapter 4: 4-7 Chapter 9: 9-9

NUMBER AND OPERATIONS IN BASE TEN

Grade 1 Content Standards	Sadlier Math, Grade 1
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.	Chapter 6: 6-3 through 6-9 Chapter 7: 7-4 through 7-7
1.NBT.A.2 Count backwards by 1's starting at any number between 0 and 120.	Chapter 3: 3-1 Chapter 7: 7-5 & 7-7 Chapter 16: 16-6
1.NBT.A.3 Count to 120 by 2's, 5's and 10's fluently.	Chapter 6: 6-2, 6-3 & 6-9 Chapter 7: 7-5 Chapter 11: 11-2 Chapter 15: 15-2 Chapter 16: 16-3, 16-4 & 16-6
Understand place value.	
1.NBT.B.4 Understand that the two digits of a two-digit number represent amounts of tens and ones.	Chapter 6: 6-1 & 6-3 Chapter 7: 7-1
1.NBT.B.5a 10 can be thought of as a bundle of ten ones — called a “ten.”	Chapter 6: 6-1 through 6-8 Chapter 7: 7-1 through 7-3

NUMBER AND OPERATIONS IN BASE TEN

Grade 1 Content Standards	Sadlier Math, Grade 1
<p>1.NBT.B.5b The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.</p>	<p>Chapter 6: 6-3</p>
<p>1.NBT.B.5c 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>Chapter 6: 6-2 Chapter 7: 7-2 & 7-3 Chapter 11: 11-2 Chapter 12: 12-2</p>
<p>1.NBT.B.6 Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$.</p>	<p>Chapter 7: 7-6 through 7-8</p>

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

<p>1.NBT.C.7 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. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.</p>	<p>Chapter 11: 11-2 through 11-9</p>
<p>1.NBT.C.8 Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count.</p>	<p>Chapter 11: 11-1 Chapter 12: 12-1</p>
<p>1.NBT.C.9 Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90.</p>	<p>Chapter 12: 12-2 through 12-5</p>
<p>1.NBT.C.10 Understand that a number to the right of another number on the number line is bigger and that the number to the left is smaller.</p>	<p>Chapter 7: 7-6 & 7-7</p>

MEASUREMENT AND DATA	
Grade 1 Content Standards	Sadlier Math, Grade 1
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.	Chapter 5: 5-1 & 5-2
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 same-size length units that span it with no gaps or overlaps.	Chapter 5: 5-3 through 5-7
Tell and write time.	
1.MD.B.3 Tell and write time in hours and half-hours using analog and digital clocks.	Chapter 15: 15-1 through 15-5
1.MD.B.4 Tell and write time of day using a.m. and p.m.	See Grade 2 Chapter 12: 12-11
1.MD.B.5 Explore elapsed time in hours.	See Grade 3 Chapter 13: 13-3
Represent and interpret data.	
1.MD.C.6 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.	Chapter 10: 10-1 through 10-5
1.MD.C.7 Collect and organize data to create and use a graph.	See Grade 2 Chapter 11: 11-2, 11-4 & 11-6

MEASUREMENT AND DATA

Grade 1 Content Standards	Sadlier Math, Grade 1
Work with money.	
1.MD.D.8 Tell the cent equivalent to the penny, nickel, dime, quarter, and dollar.	Chapter 16: 16-1, 16-2 & 16-5
1.MD.D.9 Match one coin of one denomination to an equivalent set of coin of another denomination.	Chapter 16: 16-1 & 16-5
1.MD.D.10 Understand that some money that we receive should be saved, and some should be given to those in need.	n/a

GEOMETRY

Grade 1 Content Standards	Sadlier Math, Grade 1
Reason with shapes and their attributes.	
1.G.A.1 Distinguish between defining attributes versus non-defining attributes; build and draw shapes to possess defining attributes.	Chapter 13: 13-1 through 13-8, 13-10
1.G.A.2 Compose two-dimensional shapes or three-dimensional shapes to create a composite shape, and compose new shapes from the composite shape.	Chapter 13: 13-3, 13-4 & 13-9
1.G.A.3 Partition circles and rectangles into two and four equal shares, describe the shares using the words <i>halves</i> , <i>fourths</i> , and <i>quarters</i> , and use the phrases <i>half of</i> , <i>fourth of</i> , and <i>quarter of</i> . Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.	Chapter 14: 14-1 through 14-5
1.G.A.4 Describe relative positions of objects on a plane and in space, using words such as above, below, behind, in front of.	See Grade K Chapter 8: 8-1 through 8-7

GEOMETRY	
Grade 1 Content Standards	Sadlier Math, Grade 1
1.G.A.5 Recognize symmetry as equal halves of the same object.	Chapter 14: 14-1, 14-2 & 14-4

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