Sadlier Math™
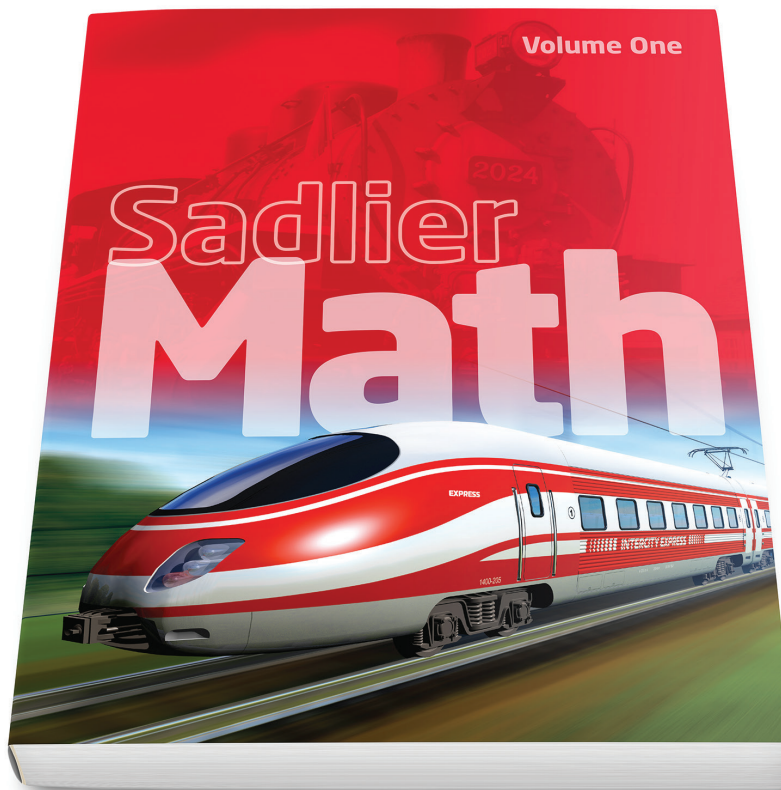
Correlation to the Texas
Essential Knowledge and Skills for Mathematics

Grade 1

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Chapter 111. Subchapter A. Elementary, §111.3, Grade 1, Adopted 2012.	
Grade 1 Content Standards	*Sadlier Math*, Grade 1

(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:

(A) recognize instantly the quantity of structured arrangements;	**Chapter 1: 1-1** • 1-1 Sums Through 5—pp. 3–6 (Use addition to solve problems with adding to; TE Develop Concepts: Counter Piles) **Chapter 3: 3-1** • 3-1 Subtract from 5 or Less—pp. 79–82 (Subtract from a number that is 5 or less; TE Develop Concepts: Draw the Difference)
(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;	**Chapter 7: 7-1 through 7-3** • 7-1 Place Value of Digits—pp. 247–250 (Make groups of tens and ones; TE Develop Concepts: Rolling Tens and Ones) • 7-2 Expanded Form—pp. 251–254 (Write a two-digit number in expanded form; TE Develop Concepts: Expand the Number) • 7-3 Decompose Two-Digit Numbers—pp. 255–258 (Decompose two-digit numbers; TE Develop Concepts: Clues for Decomposing)
(C) use objects, pictures, and expanded and standard forms to represent numbers up to 120;	**Chapter 7: 7-1 & 7-2** • 7-1 Place Value of Digits—pp. 247–250 (Make groups of tens and ones; TE Develop Concepts: Rolling Tens and Ones) • 7-2 Expanded Form—pp. 251–254 (Write a two-digit number in expanded form; TE Develop Concepts: Expand the Number)
(D) generate a number that is greater than or less than a given whole number up to 120;	**Chapter 11: 11-1** • 11-1 Mental Math: Find 10 More—pp. 407–410 (Use place value to find 10 more than a two-digit number; TE Develop Concepts: 10 More) **Chapter 12: 12-1** • 12-1 Mental Math: Find 10 Less—pp. 453–456 (Use mental math to find 10 less; TE Develop Concepts: Taking Away Tens)
(E) use place value to compare whole numbers up to 120 using comparative language;	**Chapter 7: 7-6 & 7-8** • 7-6 Compare Numbers—pp. 269–272 (Compare two-digit numbers using tens and ones; TE Develop Concepts: Comparing Numbers • 7-8 Problem Solving: Use Reasoning—pp. 277–282 (Use reasoning to solve problems; TE Develop Concepts: Use Reasoning)
(F) order whole numbers up to 120 using place value and open number lines; and	**Chapter 7: 7-6 & 7-7** • 7-6 Compare Numbers—pp. 269–272 (Compare two-digit numbers using tens and ones; TE Develop Concepts: Comparing Numbers • 7-7 Order Numbers—pp. 273–276 (Position and order numbers from least to greatest; TE Develop Concepts: Ordering Numbers)
(G) represent the comparison of two numbers to 100 using the symbols >, <, or =.	**Chapter 7: 7-6** • 7-6 Compare Numbers—pp. 269–272 (Compare two-digit numbers using tens and ones; TE Develop Concepts: Comparing Numbers

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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;	**Chapter 8: 8-6** • 8-6 Addition: Sums Through 20—pp. 311–314 (Use multiple strategies to find sums through 20; TE Develop Concepts: Using Multiple Strategies (make a 10, use doubles, ten-frame model)
(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;	**Chapter 1: 1-1 through 1-7** • 1-1 Sums Through 5—pp. 3–6 (Use addition to solve problems with adding to; TE Develop Concepts: Counter Piles) • 1-2 Sums Through 6—pp. 7–10 (Use addition through sums of 6 to solve problems with putting together; TE Develop Concepts: Egg Crate Addition) • 1-3 Sums of 7 and 8—pp. 11–14 (Use addition for sums of 7 and 8 to solve problems; TE Develop Concepts: Domino Addition) • 1-4 Sums of 9 and 10—pp. 15–18 (Use addition for sums of 9 and 10 to solve problems; TE Develop Concepts: Ten-Frame Time!) • 1-5 Related Addition Facts—pp. 21–24 (Use the order property as a strategy to write related addition facts; TE Develop Concepts: Order Up) • 1-6 Count On to Add—pp. 25–28 (Use counting on to add; TE Develop Concepts: Counting On) • 1-7 Problem Solving: Act It Out—pp. 29–34 (Act it out to solve problems; TE Develop Concepts: Counting On)
(C) compose 10 with two or more addends with and without concrete objects;	**Chapter 8: 8-1 through 8-5** • 8-1 Make 10 to Add—pp. 289–292 (Use the "make a 10" strategy to add; TE Develop Concepts: Ten Counters Counting) • 8-2 Addition: Sums of 11 and 12—pp. 293–296 (Use the "make a 10" strategy to find sums to 11 and 12; TE Develop Concepts: Making Ten) • 8-3 Addition: Sums Through 14—pp. 297–300 (Use the "make a 10" strategy to find sums through 14; TE Develop Concepts: Counting Counters) • 8-4 Addition: Sums Through 16—pp. 303–306 (Use the "make a 10" strategy to find sums through 16; Use doubles and doubles plus 1 as strategies to add; TE Develop Concepts: Doubles or Doubles Plus 1?) • 8-5 Addition: Sums Through 18—pp. 307–310 (Use the "make a 10" strategy to find sums through 18; Use doubles and doubles plus 1 as strategies to add; TE Develop Concepts: Strategies for Adding)
(D) apply basic fact strategies to add and subtract within 20, including making 10 and decomposing a number leading to a 10;	**Chapter 11: 11-7** • 11-7 Make a 10 to Add Two-Digit Numbers—pp. 433–436 (Use place value when adding 2 two-digit numbers; Add 2 two-digit numbers with regrouping; TE Develop Concepts: Making Tens)

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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	Students discuss and explain strategies for solving problems throughout the chapters on addition and subtraction. Consider the following representative activities: **Chapter 1: 1-4, 1-5 & 1-7** • 1-4 Sums of 9 and 10—pp. 15–18 (Write About It: How does a ten-frame help you see sums of 9 and 10?) • 1-5 Related Addition Facts—pp. 21–24 (Write About It: How would you explain what related addition facts are to a friend?) • 1-7 Problem Solving: Act It Out—pp. 29–34 (Write About It: Explain how to act it out to show 5 + 3 = 8) **Chapter 3: 3-1, 3-5 & 3-6** • 3-1 Subtract from 5 or Less—pp. 79–82 (Write About It: Draw a picture for the subtraction equation 3 – 1 = 2; TE Develop Concepts: Draw the Difference) • 3-5 Problem Solving: Use a Model—pp. 97–102 (Use a bar model to subtract; Write About It: A bar model shows counters for both parts in a problem. What is missing? Explain what you can do; TE Develop Concepts: How Can You Solve the Problem?) • 3-6 Count On to Subtract—pp. 103–106 (Count on to solve subtraction problems; Write About It: If you counted on 3 numbers to subtract, and stopped at 9, where did you start counting on? Explain how you know; TE Develop Concepts: Counting on with a Number Line) **Chapter 8: 8-5** • 8-5 Addition: Sums Through 18—pp. 307–310 (Write About It: Tell what strategy you would use. Why would you use this strategy?; Use doubles and doubles plus 1 as strategies to add; TE Develop Concepts: Strategies for Adding) **Chapter 9: 9-2 & 9-5** • 9-2 Subtract from 11 and 12—pp. 335–338 (Write About It: explain how using a 10 strategy can help you subtract from 11 and 12.) • 9-5 Subtract from 20 or Less—pp. 349–352 (Write About It: how can you use a doubles fact to help you subtract 18 s 9?)
(F) generate and solve problem situations when given a number sentence involving addition or subtraction of numbers within 20.	Students have the opportunity to generate and solve problem situations that match given numbers or equations in several addition and subtraction lessons. Consider the following representative activities: **Chapter 2: 2-1, 2-6 & 2-7** • 2-2 Solve Addition Word Problems—pp. 45–48 (Write About It: tell an addition story to match the addition equation 3 + 2 + 5 = 10; TE Develop Concepts: tell an addition story that matches the given addition equation; TE Summarize: tell a number story with 3 numbers) • 2-6 Problem Solving: Read and Understand—pp. 63–68 (TE Early Finishers: write a math story with a doubles plus 1 fact with sums through 10) • 2-7 Solve for Unknown Addends—pp. 69–72 (Write About It: tell an addition story to match the addition equation 3 + ? = 7) *continued*

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	Chapter 3: 3-1, 3-4 & 3-7 • 3-1 Subtract from 5 or Less—pp. 79–82 (Practice: Write About It: write a subtraction story to match the given picture; Homework: Write About It: draw a picture to match the equation then tell a subtraction story for the picture) • 3-4 Subtract from 9 and 10—pp. 91–94 (TE Struggling Learners: tell a subtraction story with 5 as the whole) • 3-7 All or Zero—pp. 107–110 (Write About It: write a math story with a question) **Chapter 8: 8-6** • 8-6 Addition: Sums Through 20—pp. 311–314 (Write About It: write an addition story that can be solved by adding 10 + 9. Show how to solve it.) **Chapter 9: 9-3 & 9-4** • 9-3 Subtract from 13 and 14—pp. 339–342 (Write About It: write a math story about subtracting from 13 or 14.) • 9-4 Subtract from 16 or Less—pp. 345–348 (Write a subtraction story for 16 – 8 = 8.)
(4) 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) identify U.S. coins, including pennies, nickels, dimes, and quarters, by value and describe the relationships among them;	**Chapter 16: 16-1 through 16-6** • 16-1 Pennies and Nickels—pp. 593–596 (Identify the value of pennies and nickels, and know their comparative value; TE Develop Concepts: Same Value?) • 16-2 Dimes and Quarters—pp. 597–600 (Identify the value of dimes and quarters, and know their comparative value; TE Develop Concepts: Identifying Coin Values)
(B) write a number with the cent symbol to describe the value of a coin; and	• 16-3 Count On by Dimes and Pennies—pp. 601–604 (Find the value of combinations of dimes and pennies by counting on; TE Develop Concepts: Place Value (pennies, dimes/tens, ones)) • 16-4 Count On by Dimes and Nickels—pp. 605–608 (Find the value of combinations of dimes and nickels by counting on; TE Develop Concepts: Finding Tens) • 16-5 One Dollar—pp. 611–614 (Identify and combine coins with total values up to one dollar; TE Develop Concepts: Making 25 Cents) • 16-6 Problem Solving: Work Backward—pp. 615–620 (Solve problems involving money by working backward; TE Develop Concepts: Use What You Know (combinations of coins))
(C) use relationships to count by twos, fives, and tens to determine the value of a collection of pennies, nickels, and/or dimes.	**Chapter 16: 16-6** • 16-6 Problem Solving: Work Backward—pp. 615–620 (Solve problems involving money by working backward; TE Mental Math: count by 5s; TE Develop Concepts: Use What You Know (combinations of coins))

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(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;	**Chapter 6: 6-9** • 6-9 Count and Order Using Hundred Chart Patterns—pp. 237–240 (Use patterns to count and order numbers; skip count; TE Develop Concepts: Number Pattern Games) **Chapter 7: 7-4 & 7-5** • 7-4 Numbers to 120—pp. 261–264 (Count, read, and write numbers to 120; TE Develop Concepts: Counting to 100) • 7-5 Number Patterns to 120—pp. 265–268 (Use patterns to count and order numbers to 120; TE Use the Student Pages: count back from 30; TE Develop Concepts: Color Patterns) Related content **Chapter 11: 11-1** • 11-1 Mental Math: Find 10 More—pp. 407–410 (Use place value to find 10 more than a two-digit number; TE Develop Concepts: 10 More) • 11-2 Add Tens—pp. 411–414 (Use models to add multiples of ten; TE Develop Concepts: More Tens) **Chapter 12: 12-2** • 12-1 Mental Math: Find 10 Less—pp. 453–456 (Use mental math to find 10 less; TE Develop Concepts: Taking Away Tens) • 12-2 Subtract Tens—pp. 457–460 (Subtract tens from tens; TE Develop Concepts: Take Away Tens) • 12-3 Think Addition to Subtract Tens—pp. 461–464 (Relate addition and subtraction to subtract multiples of ten; TE Develop Concepts: Add or Subtract?) • 12-4 Subtract Multiples of Ten from Two-Digit Numbers—pp. 467–470 (Subtract tens from two-digit numbers; TE Develop Concepts: Count Back to Subtract)
(B) skip count by twos, fives, and tens to determine the total number of objects up to 120 in a set;	**Chapter 6: 6-9** • 6-9 Count and Order Using Hundred Chart Patterns—pp. 237–240 (Skip count by twos, fives, and tens) **Chapter 15: 15-5** • 15-5 Problem Solving: Use Logical Reasoning—pp. 581–586 (Use logical reasoning to solve problems; skip count by 5s; TE Develop Concepts: Before and After Times) **Chapter 16: 16-5 & 16-6** • 16-5 One Dollar—pp. 611–614 (TE Develop Concepts: Making 25 Cents:, skip count to check answer) • 16-6 Problem Solving: Work Backward—pp. 615–620 (TE Mental Math: skip count by 5s and 10s) See also Grade 2 **Chapter 7: 7-5** • 7-5 Skip Count Within 1000—pp. 317–320 (Skip count by 5s, 10s, and 100s within 1000; TE Develop Concepts: Patterns in Skip Counting)

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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;	**Chapter 11: 11-1 & 11-2** • 11-1 Mental Math: Find 10 More—pp. 407–410 (Use place value to find 10 more than a two-digit number; TE Develop Concepts: 10 More) • 11-2 Add Tens—pp. 411–414 (Use models to add multiples of ten; TE Develop Concepts: More Tens) **Chapter 12: 12-1 & 12-2** • 12-1 Mental Math: Find 10 Less—pp. 453–456 (Use mental math to find 10 less; TE Develop Concepts: Taking Away Tens) • 12-2 Subtract Tens—pp. 457–460 (Subtract tens from tens; TE Develop Concepts: Take Away Tens)
(D) represent word problems involving addition and subtraction of whole numbers up to 20 using concrete and pictorial models and number sentences;	**Chapter 1: 1-1 through 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 • 1-5 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 **Chapter 2: 2-1 through 2-7** • 2-1 Add Three Numbers—pp. 41–44 • 2-2 Solve Addition Word Problems—pp. 45–48 • 2-3 Doubles and Doubles Plus 1—pp. 49–52 • 2-4 Equivalent Sums—pp. 53–56 • 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 3-7** • 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 • 3-6 Count On to Subtract—pp. 103–106 • 3-7 All or Zero—pp. 107–110 **Chapter 4: 4-1 through 4-9** • 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 • 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

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(E) understand that the equal sign represents a relationship where expressions on each side of the equal sign represent the same value(s);	**Chapter 1: 1-1** • 1-1 Sums Through 5—pp. 3–6 (Use addition to solve problems with adding to; equal sign, plus sign; TE Develop Concepts: Counter Piles) **Chapter 3: 3-1** • 3-1 Subtract from 5 or Less—pp. 79–82 (Subtract from a number that is 5 or less; minus sign, equal sign; TE Develop Concepts: Draw the Difference)Chapter 7: 7-6 **Chapter 7: 7-6** • 7-6 Compare Numbers—pp. 269–272 (Compare two-digit numbers using tens and ones; equal sign; TE Develop Concepts: Comparing Numbers)
(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	**Chapter 2: 2-7** • 2-7 Solve for Unknown Addends—pp. 69–72 (Find an unknown addend in an addition equation; TE Develop Concepts: Pick a Strategy) **Chapter 3: 3-5** • 3-5 Problem Solving: Use a Model—pp. 97–102 (Use a model to subtract; TE Develop Concepts: How Can You Solve the Problem?) • 3-6 Count On to Subtract—pp. 103–106 (Count on to solve subtraction problems; TE Develop Concepts: Counting on with a Number Line) **Chapter 4: 4-4** • 4-4 Think Addition to Subtract—pp. 129–132 (Use related addition and subtraction facts to subtract; TE Develop Concepts: A Penny for Your Thoughts (relate addition and subtraction)) **Chapter 8: 8-8** • 8-7 Three Addends—pp. 315–318 (Use different strategies to add three addends; TE Develop Concepts: Strategies for Adding) • 8-8 Problem Solving: Write and Solve an Equation—pp. 319–324 (Write and use equations to solve addition word problems; TE Develop Concepts: Missing Addend and Missing Sum)
(G) apply properties of operations to add and subtract two or three numbers.	**Chapter 2: 2-1 & 2-2** • 2-1 Add Three Numbers—pp. 41–44 (Use addition to solve problems with three addends; TE Develop Concepts: Different Groups, Same Sums) • 2-2 Solve Addition Word Problems—pp. 45–48 (Use addition to solve word problems with three addends; TE Develop Concepts: Add It Up) **Chapter 3: 3-7** • 3-7 All or Zero—pp. 107–110 (Use 0 in addition and subtraction; TE Develop Concepts: It's All or Nothing!) **Chapter 4: 4-1** • 4-1 Related Subtraction Facts—pp. 117–120 (Use the same whole and parts to write related subtraction facts; TE Develop Concepts: How Many Left Over?) **Chapter 8: 8-7** • 8-7 Three Addends—pp. 315–318 (Use different strategies to add three addends; TE Develop Concepts: Strategies for Adding)

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(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;	**Chapter 13: 13-1 & 13-8** • 13-1 Two-Dimensional Shapes—pp. 483–486 (Understand the defining and non-defining attributes of two-dimensional shapes; TE Develop Concepts: Open and Closed) • 13-8 Sort Two-Dimensional and Three-Dimensional Shapes—pp. 513–516 (Identify and sort two-dimensional and three-dimensional shapes; TE Develop Concepts: Matching Game)
(B) distinguish between attributes that define a two-dimensional or three-dimensional figure and attributes that do not define the shape;	**Chapter 13: 13-2, 13-5 through 13-8** • 13-2 Attributes of Two-Dimensional Shapes—pp. 487–490 (Understand the defining and non-defining attributes of two-dimensional shapes; TE Develop Concepts: Sorting Shapes) • 13-5 Three-Dimensional Shapes—pp. 501–504 (Understand the defining and non-defining attributes of three-dimensional shapes; TE Develop Concepts: Building with Solid Shapes) • 13-6 Attributes of Three-Dimensional Shapes—pp. 505–508 (Understand the defining and non-defining attributes of three-dimensional shapes; TE Develop Concepts: Solid Shapes) • 13-7 Compare Two-Dimensional and Three-Dimensional Shapes—pp. 509–512 (Identify two-dimensional shapes as flat surfaces of three-dimensional shapes; TE Develop Concepts: Solids and Plane Shapes) • 13-8 Sort Two-Dimensional and Three-Dimensional Shapes—pp. 513–516 (Identify and sort two-dimensional and three-dimensional shapes; TE Develop Concepts: Matching Game)
(C) create two-dimensional figures, including circles, triangles, rectangles, and squares, as special rectangles, rhombuses, and hexagons;	**Chapter 13: 13-3** • 13-3 Compose Two-Dimensional Shapes—pp. 491–494 (Compose two-dimensional shapes using triangles, trapezoids, rhombuses, and hexagons; TE Develop Concepts: Composing Shapes)
(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;	**Chapter 13: 13-1 & 13-2** • 13-1 Two-Dimensional Shapes—pp. 483–486 (Understand the defining and non-defining attributes of two-dimensional shapes; TE Develop Concepts: Open and Closed) • 13-2 Attributes of Two-Dimensional Shapes—pp. 487–490 (Understand the defining and non-defining attributes of two-dimensional shapes; TE Develop Concepts: Sorting Shapes)
(E) identify three-dimensional solids, including spheres, cones, cylinders, rectangular prisms (including cubes), and triangular prisms, and describe their attributes using formal geometric language;	**Chapter 13: 13-5 & 13-6** • 13-5 Three-Dimensional Shapes—pp. 501–504 (Understand the defining and non-defining attributes of three-dimensional shapes; TE Develop Concepts: Building with Solid Shapes) • 13-6 Attributes of Three-Dimensional Shapes—pp. 505–508 (Understand the defining and non-defining attributes of three-dimensional shapes; TE Develop Concepts: Solid Shapes)

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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;	**Chapter 13: 13-4** • 13-4 Compose More Two-Dimensional Shapes—pp. 495–498 (Compose two-dimensional shapes using rectangles, squares, circles, and parts of circles; TE Develop Concepts: Rectangles, Squares, and Circles)
(G) partition two-dimensional figures into two and four fair shares or equal parts and describe the parts using words; and (H) identify examples and non-examples of halves and fourths.	**Chapter 14: 14-1 through 14-5** • 14-1 Equal Shares—pp. 533–536 (Identify and show equal shares; TE Develop Concepts: Compose Shapes) • 14-2 Make Halves—pp. 537–540 (Partition shapes into halves; TE Develop Concepts: Folding Fun!) • 14-3 Make Fourths—pp. 541–544 (Partition shapes into fourths; TE Develop Concepts: Folding Fun) • 14-4 Halves and Fourths—pp. 547–550 (Understand that more equal shares means smaller shares; TE Develop Concepts: A Half or a Fourth?) • 14-5 Problem Solving: Draw a Picture—pp. 551–556 (Draw a picture to solve problems; TE Develop Concepts: Comparing Shares)

(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;	**Chapter 5: 5-6 & 5-7** • 5-6 Make and Use a Ruler—pp. 187–190 (Use a ruler to measure length in units; TE Develop Concepts: Measure with Graph Paper) • 5-7 Inches—pp. 191–194 (Use a ruler to measure length to the nearest inch; TE Develop Concepts: 1 Inch, 2 Inch, and More)
(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;	**Chapter 5: 5-3** • 5-3 Same-Size Length Units—pp. 171–174 (Measure length using same-size length units; TE Develop Concepts: Foot Length)
(C) measure the same object/distance with units of two different lengths and describe how and why the measurements differ;	**Chapter 5: 5-4** • 5-4 Measure Length—pp. 175–178 (Measure length using nonstandard units of measurement; TE Develop Concepts: Measure with Cubes and Clips)
(D) describe a length to the nearest whole unit using a number and a unit; and	**Chapter 5: 5-4 through 5-7** • 5-4 Measure Length—pp. 175–178 (Measure length using nonstandard units of measurement; TE Develop Concepts: Measure with Cubes and Clips) • 5-5 Problem Solving: Use Logical Reasoning—pp. 181–186 (Estimate and measure length using nonstandard units of measurement; TE Develop Concepts: Estimating Length) *continued*

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	• 5-6 Make and Use a Ruler—pp. 187–190 (Use a ruler to measure length in units; TE Develop Concepts: Measure with Graph Paper) • 5-7 Inches—pp. 191–194 (Use a ruler to measure length to the nearest inch; TE Develop Concepts: 1 Inch, 2 Inch, and More)
(E) tell time to the hour and half hour using analog and digital clocks	**Chapter 15: 15-1, 15-2 & 15-5** • 15-1 Hour—pp. 563–566 (Tell and write time to the hour; TE Develop Concepts: Name the Hour) • 15-2 Half Hour—pp. 567–570 (Tell and write time to the half hour; TE Develop Concepts: Matching Time) • 15-5 Problem Solving: Use Logical Reasoning—pp. 581–586 (Use logical reasoning to solve problems; TE Develop Concepts: Before and After Times)

(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:	
(A) collect, sort, and organize data in up to three categories using models/ representations such as tally marks or T-charts;	**Chapter 10: 10-1 & 10-2** • 10-1 Read Tally Charts—pp. 377–380 (Read tally charts; TE Develop Concepts: How many counters?) • 10-2 Make Tally Charts—pp. 381–384 (Make and use tally charts; TE Develop Concepts: How Do You Sort?)
(B) use data to create picture and bar-type graphs; and	**Chapter 10: 10-4 through 10-5** • 10-4 Make Picture Graphs—pp. 391–394 (Make and use picture graphs; TE Develop Concepts: What's Missing from the Picture Graph?) • 10-5 Problem Solving: Use a Model—pp. 395–400 (Use a model to solve word problems; TE Develop Concepts: Using Models)
(C) draw conclusions and generate and answer questions using information from picture and bar-type graphs.	**Chapter 10: 10-3 through 10-5** • 10-3 Read Picture Graphs—pp. 387–390 (Use picture graphs to show data; TE Develop Concepts: Show It with Pictures) • 10-4 Make Picture Graphs—pp. 391–394 (Make and use picture graphs; TE Develop Concepts: What's Missing from the Picture Graph?) • 10-5 Problem Solving: Use a Model—pp. 395–400 (Use a model to solve word problems; TE Develop Concepts: Using Models)

(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:	
	N/A