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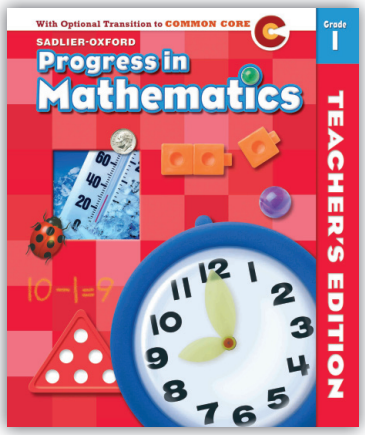
Progress in Mathematics

Correlated to the

Common Core State Standards

for Mathematics

GRADE 1



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Operations and Algebraic Thinking 1.OA

Represent and solve problems involving addition and subtraction.

Common Core State Standards for Mathematics	Sadlier Progress in Mathematics, Grade 1
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. [See below.]	
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.	**Readiness** 1-8 Count On—pp. 19–20 2-10 Number-Line Addition—pp. 71–72 2-12 Doubles—pp. 75–76 2-13 Doubles +1—pp. 77–78 **Instruction** 2-1 Understanding Addition—pp. 51–52 2-2 Addition Sentences—pp. 53–54 *2-2A Find Sums (put together)—Online 2-3 Sums Through 6—pp. 55–56 2-6 Sums of 9 and 10—pp. 61–62 2-7 Sums of 11 and 12—pp. 63–64 2-9 Problem Solving: Read and Write in Math: Find Hidden Information—pp. 69–70 *2-13A Equivalent Sums—Online 2-14 Addition Practice—pp. 81–82 2-15 Add Three Numbers—pp. 83–84 2-16 Addition Strategies with Three Addends—pp. 85–86 *2-16A Solve Addition Word Problems—Online 2-17 Problem Solving Strategy: Write a Number Sentence—pp. 87–88 *2-17A Find the Unknown Number—Online **Application** 2-18 Problem Solving Applications: Mixed Strategies—pp. 89–90 Enrichment: Missing Addends—p. 96 **Teacher's Edition** English Language Learners: Understanding Addition; Problem Solving\; Addition Stories—TE p. 49E Intervention Suggestions: 1. Understand addition as the joining of two groups; 2-3. Add 1 to numbers 0 through 8; 4. Add 2, 3, or 4 to a number to make a sum of 9 or less—TE p. 49K Differentiated Instruction: At Risk: Sums Through 16; Inclusion: Sums Through 20—TE p. 255F Intervention Suggestions: 4. Write and solve number sentences for addition and subtraction word problems—TE p. 255K

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Represent and solve problems involving addition and subtraction.

Common Core State Standards for Mathematics	Sadlier Progress in Mathematics, Grade 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.	**Readiness** 1-9 Count Back—pp. 21–22 3-8 Number-Line Subtraction—pp. 117–118 3-9 Rules and Patterns—pp. 119–120 3-11 Relate Addition and Subtraction—pp. 123–124 3-13 Fact Families—pp. 127–128 **Instruction** 3-1 Understanding Subtraction—pp. 101–102 3-2 Subtraction Sentences—pp. 103–104 3-3 Subtract from 6 or Less—pp. 105–106 3-4 All or Zero—pp. 107–108 *3-4A Find Differences—Online 3-5 Subtract from 7 and 8—pp. 109–110 3-6 Subtract from 9 and 10—pp. 111–112 3-7 Subtract from 11 and 12—pp. 113–114 3-10 Related Subtraction Facts—pp. 121–122 *3-11A Think Addition to Subtract—Online 3-12 Check by Adding—pp. 125–126 *3-12A Use a Bar Model—Online 3-14 Find Missing Addends—pp. 131–132 3-16 Problem Solving, Read and Write in Math: Use More Than One Step—pp. 135–136 3-18 Problem Solving Strategy: Choose the Operation—pp. 139–140 **Application** 3-19 Problem Solving Applications: Mixed Strategies—pp. 141–142 **Teacher's Edition** Differentiated Instruction: At Risk: Another Meaning of Subtraction; Inclusion: Understanding Subtraction, Understanding Problems; Visually Impaired: Subtract from 7 and 8—TE p. 99F Math Centers: Writing Activity: Write a Subtraction Story—TE p. 99H Intervention Suggestions: 1. Understand subtraction as a separating action; 2. Subtract 1 from numbers 1 through 9; 4. Subtract 2, 3, or 4 from numbers 9 or less—TE p. 99K Differentiated Instruction: At Risk: Subtract from 13 and 14—TE p. 255F Intervention Suggestions: 4. Write and solve number sentences for addition and subtraction word problems—TE p. 255K
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.	**Readiness** Skills Update: Same, More, Fewer—p. A 1-6 One Fewer, One More—pp. 15–16 **Instruction** 2-14 Addition Practice—pp. 81–82

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Represent and solve problems involving addition and subtraction.

Common Core State Standards for Mathematics	Sadlier Progress in Mathematics, Grade 1
	3-10 Related Subtraction Facts—pp. 121–122 3-15 Subtract to Compare—pp. 133–134 *6-11A Add and Subtract to Compare—Online **Application** 2-18 Problem Solving Applications: Mixed Strategies—pp. 89–90 3-10 Related Subtraction Facts—pp. 121–122 Connection: Math and Health (subtracting to compare)—p. 144 **Teacher's Edition** English Language Learners: Subtract to Compare—TE p. 99E
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.	**Readiness** Introduction to Problem Solving: Problem-Solving Strategy: Draw a Picture—p. xxi 2-1 Understanding Addition—pp. 51–52 3-1 Understanding Subtraction—pp. 101–102 **Instruction** 2-2 Addition Sentences—pp. 53–54 2-9 Problem Solving: Read and Write in Math: Find Hidden Information (write an addition sentence to solve the problem)—pp. 69–70 2-17 Problem Solving Strategy: Write a Number Sentence—pp. 87–88 *2-17A Find the Unknown Number—Online 3-2 Subtraction Sentences—pp. 103–104 3-14 Find Missing Addends (unknowns in all places)—pp. 131–132 **Application** 1-15 Problem Solving Applications: Mixed Strategies (Act It Out, Draw a Picture)—pp. 35–36 2-18 Problem Solving Applications: Mixed Strategies (Write a Number Sentence)—pp. 89–90 **Teacher's Edition** Differentiated Instruction: Inclusion: Addition Sentences (manipulatives, number sentences), Problem Solving (use simple diagrams, pictures, or concrete manipulatives)—TE p. 49F Math Centers: Manipulative Activity: Cube Train (match cubes to number sentences)—TE p. 49H

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Represent and solve problems involving addition and subtraction.

Common Core State Standards for Mathematics	Sadlier Progress in Mathematics, Grade 1
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.	**Instruction** 2-15 Add Three Numbers—pp. 83–84 2-16 Addition Strategies with Three Addends—pp. 85–86 *2-16A Solve Addition Word Problems—Online **Teacher's Edition** Differentiated Instruction: Inclusion: Three Addends—TE **p**. 255F

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

Common Core State Standards for Mathematics	Sadlier Progress in Mathematics, Grade 1
3. Apply properties of operations as strategies to add and subtract.[3] *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.)* [3] Students need not use formal terms for these properties.	**Instruction** 2-4 Related Addition Facts (commutative)—pp. 57–58 2-15 Add Three Numbers (associative)—pp. 83–84 2-16 Addition Strategies with Three Addends (associative)—pp. 85–86 3-13 Fact Families (commutative)—pp. 127–128 *6-2A Properties of Operations (commutative)—Online 6-8 More Fact Families (commutative)—pp. 273–274 6-9 Three Addends (associative)—pp. 277–278
4. Understand subtraction as an unknown-addend problem. *For example, subtract 10 – 8 by finding the number that makes 10 when added to 8. Add and subtract within 20.*	**Instruction** *3-11A Think Addition to Subtract—Online 3-14 Find Missing Addends—pp. 131–132 6-11 Missing Part of a Number Sentence—pp. 281–282 **Teacher's Edition** English Language Learners: Missing Part of a Number Sentence—TE p. 255E Differentiated Instruction: Gifted and Talented: Missing Part of a Number Sentence—TE p. 255F
5. Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).	**Instruction** 2-10 Number-Line Addition—pp. 71–72 2-14 Addition Practice (count on to add)—pp. 81–82 3-8 Number-Line Subtraction (count back to subtract)—pp. 117–118 **Teacher's Edition** Differentiated Instruction: Inclusion: Number-Line Addition—TE p. 49F Differentiated Instruction: At Risk: Number-Line Subtraction—TE p. 99F Math Centers: Calendar Project: Hopscotch (hop from date to

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

Common Core State Standards for Mathematics	Sadlier Progress in Mathematics, Grade 1
	date to add or subtract)—TE p. 255H
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); and creating equivalent but easier or known sums (e.g., adding 6 + 7 by creating the known equivalent 6 + 6 + 1 = 12 + 1 = 13). [See below.]	
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); and creating equivalent but easier or known sums (e.g., adding 6 + 7 by creating the known equivalent 6 + 6 + 1 = 12 + 1 = 13).	**Instruction** 1-8 Count On—pp. 19–20 2-10 Number-Line Addition—pp. 71–72 **Teacher's Edition** Intervention Suggestions: 2-3. Add 1 to numbers 0 through 8—TE p. 49Kc
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); and creating equivalent but easier or known sums (e.g., adding 6 + 7 by creating the known equivalent 6 + 6 + 1 = 12 + 1 = 13).	**Instruction** 3-7 Subtract from 11 and 12—pp. 113–114 *6-3A Make 10 to Add—Online
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); and creating equivalent but easier or known sums (e.g., adding 6 + 7 by creating the known equivalent 6 + 6 + 1 = 12 + 1 = 13).	**Instruction** 3-7 Subtract from 11 and 12—pp. 113–114 *6-7A Make 10 to Subtract—Online
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);** and creating equivalent but easier or known sums (e.g., adding 6 + 7 by creating the known	**Instruction** 2-4 Related Addition Facts—pp. 57–58 3-11 Relate Addition and Subtraction—pp. 123–124 *3-11A Think Addition to Subtract—Online 3-12 Check by Adding—pp. 125–126 3-13 Fact Families—pp. 127–128

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

Common Core State Standards for Mathematics	Sadlier Progress in Mathematics, Grade 1
equivalent 6 + 6 + 1 = 12 + 1 = 13).	6-8 More Fact Families—pp. 273–274 **Teacher's Edition** English Language Learners: Fact Families—TE p. 99E Differentiated Instruction: Gifted and Talented: Fact Families—TE p. 99F English Language Learners: More Fact Families—TE p. 255E Differentiated Instruction: At Risk: Fact Families—TE p. 255F
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); and creating equivalent but easier or known sums (e.g., adding 6 + 7 by creating the known equivalent 6 + 6 + 1 = 12 + 1 = 13).	**Instruction** *2-13A Equivalent Sums—Online

Work with addition and subtraction equations.

Common Core State Standards for Mathematics	Sadlier Progress in Mathematics, Grade 1
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.*	**Instruction** 2-2 Addition Sentences (equal sign)—pp. 53–54 2-10 Number-Line Addition—pp. 71–72 2-14 Addition Practice—pp. 81–82 3-2 Subtraction Sentences (equal sign)—pp. 103–104 3-8 Number-Line Subtraction—pp. 117–118 *6-10A True and False Sentences—Online 10-5 Add Ones or Tens—pp. 473–474
8. Determine the unknown whole number in an addition or subtraction equation relating 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 = ??.	**Instruction** 2-8 Other Names for Numbers—pp. 67–68 *2-17A Find the Unknown Number—Online 3-14 Find Missing Addends—pp. 131–132 6-11 Missing Part of a Number Sentence—pp. 281–282 10-5 Add Ones or Tens (missing addends)—pp. 473–474 11-12 Balance Number Sentences—pp. 529–530 **Application** Enrichment: Missing Addends—p. 96

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Work with addition and subtraction equations.

Common Core State Standards for Mathematics	Sadlier Progress in Mathematics, Grade 1
	Teacher's Edition English Language Learners: Missing Part of a Number Sentence—TE p. 255E Differentiated Instruction: Gifted and Talented: Missing Part of a Number Sentence—TE p. 255F

Number and Operations in Base Ten 1.NBT

Extend the counting sequence.

Common Core State Standards for Mathematics	Sadlier Progress in Mathematics, Grade 1
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.	**Instruction** 1-7 Order 0 Through 12—pp. 17–18 1-8 Count On—pp. 19–20 5-2 Tens Through One Hundred—pp. 197–198 5-3 Numbers 11 Through 19—pp. 199–200 5-4 Numbers 20 Through 39—pp. 201–202 5-5 Numbers 40 Through 59—pp. 203–204 5-6 Numbers 60 Through 89—pp. 205–206 5-7 Numbers 90 Through 100—pp. 207–208 *5-7A Numbers to 120—Online 5-11 One Less, One More—pp. 217–218 5-12 Identify Before, Between, After—pp. 219–220 5-13 Compare Numbers—pp. 221–222 5-14 Order Numbers—pp. 223–224 5-15 Hundred-Chart Patterns—pp. 225–226 8-1 Nickels and Pennies—pp. 353–354 8-2 Dimes and Pennies—pp. 355–356 8-3 Quarters and Pennies—pp. 357–358 **Application** Enrichment: Counting Beyond 100—p. 248 **Teacher's Edition** English Language Learners: Numbers Through 100—TE p. 193E Differentiated Instruction: Inclusion: Numbers Through 100—TE p. 193F

Understand place value.

Common Core State Standards for Mathematics	Sadlier Progress in Mathematics, Grade 1
2. Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:	**Instruction** 5-9 Place Value of Digits—pp. 213–214 5-10 Expanded Form—pp. 215–216

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Understand place value.

Common Core State Standards for Mathematics	Sadlier Progress in Mathematics, Grade 1
a. 10 can be thought of as a bundle of ten ones — called a "ten."	**Readiness** 1-4 Numbers 10 Through 12—pp. 9–10 **Instruction** 5-1 Tens and Ones—pp. 195–196 5-9 Place Value of Digits—pp. 213–214 **Application** 7-18 Problem Solving Applications: Mixed Strategies—pp. 337–338 8-2 Dimes and Pennies—pp. 355–356 8-5 Count Mixed Coins—pp. 361–362 8-8 One Dollar—pp. 369–370 10-1 Add Tens and Dimes—pp. 465–466 10-2 Add Ones and Tens Using Models—pp. 467–468 10-4 Add Money—pp. 471–472 10-6 Nearest Ten—pp. 475–476 11-4 Subtract Money—pp. 509–510 11-8 Regroup Tens as Ones Using Models—pp. 519–520 11-9 Regroup Tens as Ones Using a Chart—pp. 521–522 11-10 Regroup Dimes as Pennies—pp. 523–524
b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.	**Instruction** 1-4 Numbers 10 Through 12—pp. 9–10 5-1 Tens and Ones—pp. 195–196 5-3 Numbers 11 Through 19—pp. 199–200
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).	**Instruction** 5-1 Tens and Ones—pp. 195–196 5-2 Tens Through One Hundred—pp. 197–198 10-1 Add Tens and Dimes—pp. 465–466 11-1 Subtract Tens and Dimes—pp. 503–504 **Teacher's Edition** Differentiated Instruction: Visually Impaired: Tens Through One Hundred—TE p. 193F English Language Learners: Tens Through One Hundred—TE p. 193E
3. Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <. Use place value understanding and properties of operations to add and subtract.	**Instruction** 5-13 Compare Numbers—pp. 221–222 5-14 Order Numbers—pp. 223–224 **Teacher's Edition** English Language Learners: Compare Numbers; Order Numbers—TE p. 193E Differentiated Instruction: At Risk: Compare Numbers—TE p. 193F

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Understand place value.

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	Intervention Suggestions: 2. Order numbers to 12; 5. Compare numbers to 12 using the symbols <, =, >—TE p. 193K
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 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.	**Instruction** 10-1 Add Tens and Dimes—pp. 465–466 10-2 Add Ones and Tens Using Models—pp. 467–468 *10-2A Add Using Drawings—Online 10-3 Add Ones and Tens Without Models—pp. 469–470 10-4 Add Money—pp. 471–472 *10-4A Count On by Tens or Ones to Add—Online 10-5 Add Ones or Tens—pp. 473–474 *10-5A Use Strategies to Add—Online *10-5B Use Add 2-digit Numbers—Online 10-9 Regroup Ones as Tens Using Models—pp. 483–484 10-10 Regroup Ones as Tens Using a Chart—pp. 485–486 *10-10A Bar Models and Addition Problems—Online 10-11 Regroup Money—pp. 487–488 **Application** 10-8 Problem Solving: Read and Write in Math: Use More Than One Step—pp. 479–480 10-13 Problem Solving Applications: Mixed Strategies—pp. 491–492
5. Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.	**Instruction** 10-5 Add Ones or Tens—pp. 473–474 *11-1A Mental Math Ten More or Ten Less—Online 11-5 Subtract Ones or Tens—pp. 511–512
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.	**Instruction** 11-1 Subtract Tens and Dimes—pp. 503–504 *11-B Subtract Multiples of 10— Online *11-4A Count Back by Tens or Ones to Subtract— Online 11- 5 Subtract Ones or Tens—pp. 511–512 *11-9A Bar Diagrams and Subtraction Problems—Online **Teacher's Edition** Differentiated Instruction: Inclusion: Visually Impaired: Subtract Using Models—TE p. 501F

Measurement and Data 1.MD

Measure lengths indirectly and by iterating length units.

Common Core State Standards for Mathematics	Sadlier Progress in Mathematics, Grade 1
1. Order three objects by length; compare the lengths of two objects indirectly by using a third object.	**Instruction** 9-4 Compare Lengths—pp. 413–414 *9-4A Use Indirect Comparison—Online

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Measure lengths indirectly and by iterating length units.

Common Core State Standards for Mathematics	Sadlier Progress in Mathematics, Grade 1
	Teacher's Edition English Language Learners: Compare Lengths and Heights—TE p. 405E Differentiated Instruction: At Risk: Length and Height, Compare Lengths; Inclusion: Measuring Length (compare and measure)—TE p. 405F Math Centers: Manipulative Activity: Shadows (order measurements from shortest to longest)—TE p. 405H Intervention Suggestions: 1-3. Order objects according to length, weight, or capacity—TE p. 405K
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. Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.	**Instruction** 9-1 Length and Height Nonstandard Units—pp. 407–408 *9-1A Length of a Path—Online 9-2 Estimate with Nonstandard Units—pp. 409–410 *9-4B Use a Ruler—Online **Teacher's Edition** Differentiated Instruction: Inclusion: Measuring Length—TE p. 405F Intervention Suggestions: 4. Use nonstandard units to estimate length—TE p. 405K

Tell and write time.

Common Core State Standards for Mathematics	Sadlier Progress in Mathematics, Grade 1
3. Tell and write time in hours and half-hours using analog and digital clocks.	**Instruction** 8-9 Hour—pp. 373–374 8-10 Half Hour—pp. 375–376 8-11 Time Patterns—pp. 377–378 **Application** 8-19 Problem Solving Applications: Mixed Strategies—p. 395 **Teacher's Edition** English Language Learners: Hour and Half Hour—TE p. 351E Differentiated Instruction: At Risk: Half Hour—TE p. 351F Intervention Suggestions: 6. Tell the time to the hour on an analog clock face—TE p. 351K

Represent and interpret data.

Common Core State Standards for Mathematics	Sadlier Progress in Mathematics, Grade 1
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.	**Instruction** 4-2 Tally Charts—pp. 159–160 4-3 Real Graphs—pp. 161–162 4-4 Picture Graphs—pp. 163–164 4-5 Pictographs—pp. 165–166 4-6 Bar Graphs—pp. 167–168

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Represent and interpret data.

Common Core State Standards for Mathematics	Sadlier Progress in Mathematics, Grade 1
	4-7 Surveys—pp. 171–172 *4-7A Data and Questions—Online 4-12 Problem Solving Strategy: Use a Graph—pp. 181–182 7-8 Graphing Attributes—pp. 313–314 **Application** 4-13 Problem Solving Applications: Mixed Strategies—pp. 183–184 **Teacher's Edition** English Language Learners: Tally Charts, Mode and Median; Graphs; Picture Graphs and Pictographs; Real Graphs—TE p. 155E Differentiated Instruction: At Risk: Tally Charts, Range and Median; Inclusion: Venn Diagrams; Gifted and Talented: Graphing; Visually Impaired: Tally Charts—TE p. 155F Math Centers: Manipulative Activity: Venn Diagram Stories; Game (create graph)—TE p. 155H Intervention Suggestions: 1. Write tally marks that show 6; 2. Write tally marks to match the number of objects in a group; 3. Use tally marks to display data on a picture graph, bar graph, or pictograph; 4-5. Interpret and record information from a picture graph, bar graph, or pictograph—TE p. 155K

Geometry 1.G

Reason with shapes and their attributes.

Common Core State Standards for Mathematics	Sadlier Progress in Mathematics, Grade 1
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.	**Instruction** 7-1 Open and Closed Figures—pp. 297–298 7-2 Sides and Corners—pp. 299–300 *7-2A Reason with Shapes—Online 7-3 Sorting Plane Figures—pp. 301–302 7-5 Solid Figures—pp. 307–308 7-6 Attributes of Solid Figures—pp. 309–310 **Teacher's Edition** English Language Learners: Open and Closed Figures, Solid Figures; Open and Closed Figures; Solid Figures—TE p. 295E Differentiated Instruction: At Risk: Plane Figures, Graphing Attributes;—TE p. 295F Intervention Suggestions: 1. Identify the solid figures: cube, sphere, cone, and cylinder; 2. Identify the plane figures: square, circle, triangle—TE p. 295K
2. Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms,	**Instruction** *7-3A Ways to Make Plane Figures—Online 7-4 Ways to Make Figures—pp. 303–304

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Reason with shapes and their attributes.

Common Core State Standards for Mathematics	Sadlier Progress in Mathematics, Grade 1
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."	*7-5A Ways to Make Solid Figures—Online 9-19 Problem Solving Strategy: Make a Model—pp. 447–448 **Teacher's Edition** Differentiated Instruction: Inclusion: Ways to Make Figures—TE p. 295F
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.	**Instruction** 7-16 Symmetry (rectangle in two equal shares, circle in four equal shares)—pp. 333–334 12-1 Equal Parts—pp. 551-552 12-2 One Half, 1/2—pp. 553-554 12-4 One Fourth, 1/4—pp. 557-558 12-10 Problem Solving Strategy: Make a Model/Draw a Picture—pp. 571-572 **Application** 12-11 Problem Solving Applications: Mixed Strategies—p. 574 Connection: Math and Real World (pie in fourths)—p. 576 **Teacher's Edition** English Language Learners: Equal Parts—TE p. 549E Differentiated Instruction: At Risk: One Half, ½; Physically Impaired: Equal Parts—TE p. 549F Intervention Suggestions: 1. Identify equal parts of a whole; 2-3. Identify halves and fourths—TE p. 549K

*Online at progressinmathematics.com.