SADLIER

New York Progress Mathematics

SADLIER

Progress in Mathematics

Common Core State Standards for Mathematics

Crosswalk

Grade 2

Contents

2 **Unit 1:** Focus on Operations and Algebraic Thinking

6 **Unit 2:** Focus on Number and Operations in Base Ten

12 **Unit 3:** Focus on Measurement and Data

17 **Unit 4:** Focus on Geometry

Sadlier

William H. Sadlier, Inc.

www.sadlierschool.com

800-221-5175

New York Progress Mathematics, Grade 2	Progress in Mathematics, Grade 2	Common Core State Standards for Mathematics, Grade 2

Unit 1: Focus on Operations and Algebraic Thinking

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

Readiness
Introduction to Problem Solving: Problem-Solving Strategy: Write a Number Sentence—SE p. D; TE p. T37

1-3 Related Addition Facts—pp. 7–8
1-4 Count On to Add— pp. 9–10
1-5 Extend Facts to 20 (addition sentences)—pp. 11–12
1-6 Make 10 to Add— pp. 15–16
1-8 Doubles + 1, Doubles –1—pp. 19–20
1-9 Three Addends— pp. 21–22
1-10 Four Addends— pp. 23–24

4-2 Mental Math Addition—pp. 157–158
4-3 Regroup Ones as Tens: Use Models—pp. 159–160
4-5 Regroup Ones as Tens: Model and Record—pp. 163–164
4-8 Rewrite Two–Digit Addition— pp. 171–172
4-10 Add: Choose the Method—pp. 177–178
4-11 Addition Practice—pp. 179–180

Instruction
1-1 Addition Concepts—pp. 3–4
1-2 Problem Solving: Read and Write in Math: Find Extra Information—pp. 5–6
1-7 Doubles Facts—pp. 17–18
*1-11A Add or Subtract to Compare—Online
*1-16B Writing a Number Sentence—Online
*1-18A Use a Bar Model—Online
*1-20A Two-Step Problems—Online

4-1 Add Ones and Tens—pp. 155–156
4-2 Mental Math Addition—pp. 157–158
4-4 Problem Solving: Read and Write in Math: Find Hidden Information—pp. 161–162
4-6 Regroup Ones as Tens—pp. 165–166
*4-6A Mental Math: Add Two-Digit Numbers—Online

2.OA.1
2.OA.A.1
Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.

New York Progress Mathematics, Grade 2		Progress in Mathematics, Grade 2	Common Core State Standards for Mathematics, Grade 2	
		*4-6B Mental Math: Use Comparisons—Online 4-9 Three Addends—pp. 173–174 4-12 Problem Solving Strategy: Use More Than One Step—pp. 181–182 *11-18A Solve Two-Step Problems—Online **Application** 1-21 Problem Solving Applications: Mixed Strategies—pp. 49–50 Read Aloud: "The Watering Hole"—pp. 57-60 4-13 Problem Solving Applications: Mixed Strategies—pp. 183–184 Connection: Math and Social Studies—p. 186		
Lesson 2	**Problem Solving: Addition**—pp. 18–25	**Readiness** Introduction to Problem Solving: Problem-Solving Strategy: Write a Number Sentence—SE p. D; TE p. T37 1-19 Fact Patterns—pp. 45–46 5-2 Mental Math Subtraction—pp. 197–198 5-3 Ways to Make Numbers—pp. 199–200 5-4 Regroup Tens as Ones: Use Models—pp. 201–202 5-5 Regroup Tens as Ones: Model and Record—pp. 203–204 5-10 Subtraction Practice—pp. 215–216 5-11 Chain Operations—pp. 217–218 5-13 Choose the Method—p. 223–224 5-14 Mixed Practice—pp. 225–226 **Instruction** *1-11A Add or Subtract to Compare—Online 1-12 Count Back to Subtract—pp. 29–30 1-14 Relate Addition and Subtraction—pp. 33–34 1-15 Use Addition to Check—pp. 35–36 1-16 Count Up to Subtract—pp. 39–40 *1-16B Writing a Number Sentence—Online 1-18 Missing Addends—pp. 43–44 *1-18A Use a Bar Model—Online	**2.OA.2** **2.OA.A.2**	Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.

New York Progress Mathematics, Grade 2		Progress in Mathematics, Grade 2	Common Core State Standards for Mathematics, Grade 2	
		1-20 Problem Solving Strategy: Choose the Operation—pp. 47–48 *1-20A Two-Step Problems—Online 5-1 Subtract Tens and Ones—p. 195 5-6 Regroup Tens as Ones—pp. 205–206 *5-6A Mental Math: Subtract Two-Digit Numbers—Online 5-8 Rewrite Two–Digit Subtraction—pp. 211–212 5-9 Add to Check—pp. 213–214 5-12 Problem Solving: Read and Write in Math: Ask a Question—pp. 221–222 *11-18A Solve Two-Step Problems—Online **Application** 1-21 Problem Solving Applications: Mixed Strategies—pp. 49–50 Read Aloud: "The Watering Hole"—pp. 57-60 5-17 Problem Solving Applications: Mixed Strategies—pp. 231–232 Connection: Math and Social Studies—p. 234 Read Aloud: "The Surprise"—pp. 239-242		
Lesson 3	**Addition and Subtraction Facts to 20** (fluency)—pp. 26–33	**Readiness** Skills Update: Addition Facts to 10—p. A **Instruction** 1-1 Addition Concepts—pp. 3–4 1-2 Problem Solving: Read and Write in Math: Find Extra Information—pp. 5–6 1-3 Related Addition Facts—pp. 7–8 1-4 Count On to Add—pp. 9–10 1-5 Extend Facts to 20—pp. 11–12 1-6 Make 10 to Add—pp. 15–16 1-8 Doubles + 1, Doubles –1—pp. 19–20 1-9 Three Addends—pp. 21–22 1-10 Four Addends—pp. 23–24 1-17 Fact Families—pp. 41–42 1-18 Missing Addends—pp. 43–44 1-19 Fact Patterns—pp. 45–46	**2.OA.2** **2.OA.B.2**	Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.

New York Progress Mathematics, Grade 2	Progress in Mathematics, Grade 2	Common Core State Standards for Mathematics, Grade 2
	Application 1-21 Problem Solving Applications: Mixed Strategies—pp. 49–50 Read Aloud: "The Watering Hole"—pp. 57-60	
	Readiness Skills Update: Subtraction Facts to 10—p. B **Instruction** 1-12 Count Back to Subtract—pp. 29–30 1-14 Relate Addition and Subtraction—pp. 33–34 *1-14A Think Addition to Subtract—Online 1-15 Use Addition to Check—pp. 35–36 1-16 Count Up to Subtract—pp. 39–40 *1-16A Make 10 to Subtract—Online 1-17 Fact Families—pp. 41–42 1-18 Missing Addends—pp. 43–44 1-19 Fact Patterns—pp. 45–46 **Application** 1-21 Problem Solving Applications: Mixed Strategies—pp. 49–50 Read Aloud: "The Watering Hole"—pp. 57-60	**2.OA.2** **2.OA.B.2** Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.
Lesson 4 **Odd and Even Numbers**—pp. 34–41	**Readiness** Introduction to Problem Solving: Problem-Solving Strategy: Write a Number Sentence—SE p. D; TE p. T37 *1-16B Writing a Number Sentence—Online Math Alive at Home (odd/even)—p. 64 **Instruction** *2-12A Model Even and Odd—Online 2-13 Even and Odd Numbers—pp. 93–94 **Application** 2-17 Problem Solving Strategy: Use Logical Reasoning—p. 102 2-18 Problem Solving Applications: Mixed Strategies—p. 104 Connection: Math and Science—p. 106	**2.OA.3** **2.OA.C.3** Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.

New York Progress Mathematics, Grade 2	Progress in Mathematics, Grade 2	Common Core State Standards for Mathematics, Grade 2
	3-10 Venn Diagrams—p. 136 10-16 Problem Solving Applications: Mixed Strategies—p. 480 12-19 Problem Solving Applications: Mixed Strategies—p. 589 **Teacher's Edition** Intervention Suggestions: 6. Identify even and odd numbers—TE p. 547K	
Lesson 5 **Arrays**—pp. 42–55	**Readiness** Introduction to Problem Solving: Problem-Solving Strategy: Write a Number Sentence—SE p. D; TE p. T37 *1-16B Writing a Number Sentence—Online **Instruction** 12-1 Multiplication as Repeated Addition—pp. 549–550 *12-1A Use an Array Model—Online	**2.OA.4** **2.OA.C.4** Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.
Unit 2: Focus on Number and Operations in Base Ten		
Lesson 6 **Place Value: Hundreds, Tens, and Ones**—pp. 56–63	**Readiness** 2-1 Tens and Ones—pp. 65–66 2-2 Place Value—pp. 67–68 **Instruction** 8-1 Hundreds—pp. 349–350 *8-1A Make Hundreds—Online 8-2 Hundreds, Tens, and Ones—pp. 351–352 8-3 Place Value of Three–Digit Numbers—pp. 353–354 8-4 Expanded Form with Hundreds, Tens, and Ones—pp. 355–356	**2.NBT.1a** **2.NBT.A.1a** 100 can be thought of as a bundle of ten tens — called a "hundred." **2.NBT.1b** **2.NBT.A.1b** The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).

New York Progress Mathematics, Grade 2		Progress in Mathematics, Grade 2	Common Core State Standards for Mathematics, Grade 2	
Lesson 7	**Skip Count by 5s, 10s, and 100s**—pp. 64–71	**Instruction** 2-15 Counting Patterns (hundred chart)—pp. 97–98 8-1 Hundreds—pp. 349–350 *8-4A Skip Count to 1000 (5s, 10s, 100s)—Online 8-5 Counting Patterns with 3–Digit Numbers—pp. 357–358 9-2 Count On 1, 10, and 100—pp. 385–386 **Application** 3-12 Problem Solving Applications: Mixed Strategies—pp. 139–140 Enrichment: Line Graphs—p. 146 7-11 Five Minutes—pp. 315–316 7-13 Before the Hour (count by 5s)—pp. 319–320 8-1 Hundreds—pp. 349–350 8-2 Hundreds, Tens, and Ones—p. 352 8-7 Order to 1000—p. 364 9-10 Add Money: Regroup Twice—p. 404 12-6 Multiply Groups of 5—pp. 559–560	**2.NBT.2** **2.NBT.A.2**	Count within 1000; skip-count by 5s, 10s, and 100s.
Lesson 8	**Read and Write Numbers to 1,000**—pp. 72–79	**Readiness** Skills Update: Number Words to Twenty—p. C **Instruction** 2-3 Number Words Twenty to Forty–Nine—pp. 69–70 2-4 Number Words Fifty to Ninety–Nine—pp. 71–72 2-7 Expanded Form—pp. 77–78 8-1 Hundreds—pp. 349–350 *8-1A Make Hundreds—Online 8-2 Hundreds, Tens, and Ones—pp. 351–352 8-3 Place Value of Three–Digit Numbers—pp. 353–354 8-4 Expanded Form with Hundreds, Tens, and Ones—pp. 355–356	**2.NBT.3** **2.NBT.A.3**	Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.

New York Progress Mathematics, Grade 2	Progress in Mathematics, Grade 2	Common Core State Standards for Mathematics, Grade 2
	Application Enrichment: Ways to Make Larger Numbers (expanded form)—p. 110	
Lesson 9 **Compare Numbers**—pp. 80–87	**Readiness** Skills Update: Greater or Less—p. D 2-8 Compare Numbers—pp. 81–82 **Instruction** *8-5A Use Benchmark Numbers to Compare—Online 8-6 Compare Numbers to 1000—pp. 361–362 8-7 Order to 1000—pp. 363–364 **Application** Connection: Math and Science (compare)—p. 106 5-2 Mental Math Subtraction (compare)—p. 198	**2.NBT.4** **2.NBT.A.4** Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, and < symbols to record the results of comparisons.
Lesson 10 **Add Two-Digit Numbers**—pp. 88–95	**Readiness** Skills Update: Addition Facts to 10—p. A Skills Update: Add Tens—p. F 1-1 Addition Concepts—pp. 3–4 1-2 Problem Solving: Read and Write in Math: Find Extra Information—pp. 5–6 1-3 Related Addition Facts—pp. 7–8 1-4 Count On to Add—pp. 9–10 1-5 Extend Facts to 20—pp. 11–12 1-6 Make 10 to Add—pp. 15–16 1-7 Doubles Facts—pp. 17–18 1-8 Doubles + 1, Doubles –1—pp. 19–20 1-9 Three Addends—pp. 21–22 1-10 Four Addends—pp. 23–24 **Instruction** 4-1 Add Ones and Tens—pp. 155–156 4-2 Mental Math Addition—pp. 157–158 4-3 Regroup Ones as Tens: Use Models—pp. 159–160 4-4 Problem Solving: Read and Write in Math: Find Hidden Information—pp. 161–162	**2.NBT.5** **2.NBT.B.5** Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.

New York Progress Mathematics, Grade 2	Progress in Mathematics, Grade 2	Common Core State Standards for Mathematics, Grade 2
	4-5 Regroup Ones as Tens: Model and Record—pp. 163–164 4-6 Regroup Ones as Tens—pp. 165–166 *4-6A Mental Math: Add Two-Digit Numbers—Online *4-6B Mental Math: Use Comparisons—Online 4-7 Estimate Sums—pp. 169–170 4-8 Rewrite Two–Digit Addition—pp. 171–172 4-9 Three Addends—pp. 173–174 4-10 Add: Choose the Method—pp. 177–178 **Application** 4-11 Addition Practice—pp. 179–180 4-13 Problem Solving Applications: Mixed Strategies—pp. 183–184	
	Readiness 1-14 Relate Addition and Subtraction—pp. 33–34 **Instruction** *4-9A Four Addends—Online 9-1 Add Hundreds, Tens, and Ones—pp. 383–384 9-2 Count On 1, 10, and 100—pp. 385–386 9-3 Add: Regroup Ones as Tens—pp. 387–388 9-4 Regroup Tens as Hundreds Using Models—pp. 389–390 9-5 Add: Regroup Tens as Hundreds—pp. 391–392 9-6 Add: Regroup Twice—pp. 393–394 *9-6A Using Properties to Add—Online **Application** See *Talk It Over* or *Write About It* in the above lessons for opportunities for students to discuss and explain why addition strategies work.	**2.NBT.9** **2.NBT.B.9** Explain why addition and subtraction strategies work, using place value and the properties of operations.
Lesson 11 **Subtract Two-Digit Numbers**—pp. 96–103	**Readiness** Skills Update: Subtraction Facts to 10—p. B Skills Update: Subtract Tens—p. G 1-11 Subtraction Concepts—pp. 27–28 *1-11A Add or Subtract to Compare—Online 1-12 Count Back to Subtract—pp. 29–30	**2.NBT.5** **2.NBT.B.5** Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.

New York Progress Mathematics, Grade 2	Progress in Mathematics, Grade 2	Common Core State Standards for Mathematics, Grade 2
	1-13 Related Subtraction Facts—pp. 31–32 1-14 Relate Addition and Subtraction—pp. 33–34 *1-14A Think Addition to Subtract—Online 1-15 Use Addition to Check—pp. 35–36 1-16 Count Up to Subtract—pp. 39–40 *1-16A Make 10 to Subtract—Online *1-16B Writing a Number Sentence—Online 1-17 Fact Families—pp. 41–42 1-18 Missing Addends—pp. 43–44 *1-18A Use a Bar Model—Online 1-19 Fact Patterns—pp. 45–46 **Instruction** 5-1 Subtract Tens and Ones—p. 195 5-2 Mental Math Subtraction—pp. 197–198 5-3 Ways to Make Numbers—pp. 199–200 5-4 Regroup Tens as Ones: Use Models—pp. 201–202 5-5 Regroup Tens as Ones: Model and Record—pp. 203–204 5-6 Regroup Tens as Ones—pp. 205–206 *5-6A Mental Math: Subtract Two-Digit Numbers—Online 5-7 Estimate Differences—pp. 209–210 5-8 Rewrite Two–Digit Subtraction—pp. 211–212 5-9 Add to Check—pp. 213–214 5-10 Subtraction Practice—pp. 215–216 5-11 Chain Operations—pp. 217–218 5-13 Choose the Method—pp. 223–224 **Application** 5-14 Mixed Practice—pp. 225–226 5-17 Problem Solving Applications: Mixed Strategies—pp. 231–232	
	Instruction 9-11 Subtract Hundreds, Tens, and Ones—pp. 407–408 9-12 Count Back 1, 10, and 100—pp. 409–410 9-13 Subtract: Regroup Tens as Ones—pp. 411–412 9-14 Regroup Hundreds as Tens Using Models—pp. 413–414 9-15 Subtract: Regroup Hundreds as Tens—pp. 415–416	**2.NBT.9** **2.NBT.B.9** Explain why addition and subtraction strategies work, using place value and the properties of operations.

New York Progress Mathematics, Grade 2	Progress in Mathematics, Grade 2	Common Core State Standards for Mathematics, Grade 2
	9-16 Subtract: Regroup Twice—pp. 417–418 *9-16A Add to Check Subtraction—Online **Application** See *Talk It Over* or *Write About It* in the above lessons for opportunities for students to discuss and explain why subtraction strategies work.	
Lesson 12 **Add More than Two Numbers**—pp. 104–111	**Instruction** 4-9 Three Addends—pp. 173–174 *4-9A Four Addends—Online **Application** 4-10 Add: Choose the Method—pp. 177–178 4-11 Addition Practice—pp. 179–180	**2.NBT.6** **2.NBT.B.6** Add up to four two-digit numbers using strategies based on place value and properties of operations.
Lesson 13 **Add Three-Digit Numbers within 1,000**—pp. 112–119	**Instruction** 9-1 Add Hundreds, Tens, and Ones—pp. 383–384 9-2 Count On 1, 10, and 100—pp. 385–386 9-3 Add: Regroup Ones as Tens—pp. 387–388 9-4 Regroup Tens as Hundreds Using Models—pp. 389–390 9-5 Add: Regroup Tens as Hundreds—pp. 391–392 9-6 Add: Regroup Twice—pp. 393–394 *9-6A Using Properties to Add—Online **Application** 9-21 Problem Solving Applications: Mixed Strategies—pp. 429–430 Enrichment: Add Three 3-Digit Addends—p. 436 Read Aloud: "The Great Race"—pp. 437-440	**2.NBT.7** **2.NBT.B.7** Add and subtract within 1000, 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. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.
Lesson 14 **Subtract Three- Digit Numbers within 1,000**—pp. 120–127	**Instruction** 9-11 Subtract Hundreds, Tens, and Ones—pp. 407–408 9-12 Count Back 1, 10, and 100—pp. 409–410 9-13 Subtract: Regroup Tens as Ones—pp. 411–412 9-14 Regroup Hundreds as Tens Using Models—pp. 413–414 9-15 Subtract: Regroup Hundreds as Tens—pp. 415–416	**2.NBT.7** **2.NBT.B.7** Add and subtract within 1000, 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. Understand that in adding or subtracting three-digit numbers, *– continued on next page –*

New York Progress Mathematics, Grade 2	Progress in Mathematics, Grade 2	Common Core State Standards for Mathematics, Grade 2
	9-16 Subtract: Regroup Twice—pp. 417–418 *9-16A Add to Check Subtraction—Online **Application** 9-21 Problem Solving Applications: Mixed Strategies—pp. 429–430	*– continued from previous page –* one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.
Lesson 15 **Mentally Add and Subtract 10 or 100**—pp. 128–145	**Instruction** 9-2 Count On 1, 10, and 100—pp. 385–386 *9-5A Draw Pictures to Add—Online 9-12 Count Back 1, 10, and 100—pp. 409–410 *9-14A Draw Pictures to Subtract—Online	**2.NBT.8** **2.NBT.B.8** Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900.
Unit 3: Focus on Measurement and Data		
Lesson 16 **Measure Length: Inches and Feet**—pp. 146–153	**Instruction** 11-2 Inches—pp. 493–494 11-3 Half Inch—pp. 495–496 11-4 Feet and Yards—pp. 497–498 11-17 Choose Tools and Units of Measure—pp. 529–530 **Teacher's Edition** Differentiated Instruction: Gifted and Talented: Measuring Length; Inclusion: Using a Ruler—TE p. 489F Math Centers: Manipulative Activity: Build a Bookcase (measure)—TE p. 489H Intervention Suggestions: 2. Measure the length of an object—TE p. 489K	**2.MD.1** **2.MD.A.1** Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.
Lesson 17 **Measure Length: Centimeters and Meters**—pp. 154–161	**Instruction** 11-9 Centimeters—pp. 511–512 11-10 Meters—pp. 513–514 11-17 Choose Tools and Units of Measure—pp. 529–530	

New York Progress Mathematics, Grade 2	Progress in Mathematics, Grade 2	Common Core State Standards for Mathematics, Grade 2	
	Teacher's Edition Differentiated Instruction: Gifted and Talented: Measuring Length; Inclusion: Using a Ruler—TE p. 489F Math Centers: Manipulative Activity: Build a Bookcase (measure)—TE p. 489H Intervention Suggestions: 2. Measure the length of an object—TE p. 489K		
Lesson 18 **Use Different Units to Measure Length**—pp. 162–169	**Instruction** *11-4A Measure Length—Online	**2.MD.2** **2.MD.A.2**	Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.
Lesson 19 **Estimate Length**—pp. 170–177	**Instruction** 11-2 Inches—pp. 493–494 11-3 Half Inch—pp. 495–496 11-4 Feet and Yards—pp. 497–498 11-9 Centimeters—pp. 511–512 11-10 Meters—pp. 513–514 **Application** Enrichment: Perimeter of Curved Objects—p. 540	**2.MD.3** **2.MD.A.3**	Estimate lengths using units of inches, feet, centimeters, and meters.
Lesson 20 **Compare Lengths**—pp. 178–185	**Instruction** *11-4A Measure Length—Online	**2.MD.4** **2.MD.A.4**	Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.
Lesson 21 **Add and Subtract Lengths**—pp. 186–193	**Instruction** 11-3 Half Inch—pp. 495–496 *11-4B Relate Addition and Subtraction to Length—Online 11-9 Centimeters—pp. 511–512 11-10 Meters—pp. 513–514 **Application** 11-19 Problem Solving Applications: Mixed Strategies—pp. 533–534	**2.MD.5** **2.MD.B.5**	Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.

New York Progress Mathematics, Grade 2	Progress in Mathematics, Grade 2	Common Core State Standards for Mathematics, Grade 2
Lesson 22 **Number Line Diagrams**—pp. 194–201	**Instruction** 1-4 Count On to Add—pp. 9–10 1-12 Count Back to Subtract—pp. 29–30 1-16 Count Up to Subtract—pp. 39–40 2-9 Order Using a Number Line—pp. 83–84 *10-2A Whole Numbers and the Number Line—Online **Application** 1-3 Related Addition Facts—p. 8 5-7 Estimate Differences (on a number line)—p. 209 8-2 Hundreds, Tens, and Ones—p. 350 8-9 Round to the Nearest Hundred (whole numbers on a number line)—pp. 367–368 12-2 Multiply Groups of 2—p. 552	**2.MD.6** **2.MD.B.6** Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line diagram.
Lesson 23 **Tell and Write Time**—pp. 202–209	**Readiness** Skills Update: Clock Sense: Hours—p. J 7-10 Hour and Half Hour—pp. 313–314 **Instruction** 7-11 Five Minutes—pp. 315–316 *7-13A A.M. and P.M.—Online **Application** 7-12 Quarter Hour—pp. 317–318 7-13 Before the Hour—pp. 319–320 7-14 Elapsed Time—pp. 323–324 **Teacher's Edition** English Language Learners: Hour and Half Hour—TE p. 289E Differentiated Instruction: Visually Impaired: Hour and Half Hour—TE p. 289F Intervention Suggestions: 4-5. Write the time to the hour as shown on an analog clock—TE p. 289K	**2.MD.7** **2.MD.C.7** Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.

New York Progress Mathematics, Grade 2	Progress in Mathematics, Grade 2	Common Core State Standards for Mathematics, Grade 2
Lesson 24 **Money**—pp. 210–217	**Readiness** Skills Update: Penny, Nickel, Dime—p. I 7-1 Pennies, Nickels, and Dimes—pp. 291–292 9-9 Add Money: Regroup Dimes or Pennies—pp. 401–402 9-10 Add Money: Regroup Twice—pp. 403–404 9-11 Subtract Hundreds, Tens, and Ones—pp. 407–408 9-17 Subtract Money: Regroup Dollars or Dimes—pp. 421–422 9-18 Subtract Money: Regroup Twice—pp. 423–424 **Instruction** 7-2 Quarters—p. 293 7-3 Half Dollar—p. 295 7-5 Compare Money—pp. 301–302 7-6 Make Change—pp. 303–304 7-7 Add and Subtract Money—pp. 305–306 7-8 One Dollar—p. 307 7-9 Dollars and Cents—pp. 309–310 *7-9A Money Problems—Online 7-18 Problem Solving Strategy: Guess and Test—pp. 331–332 9-7 Add Money: No Regrouping—pp. 397–398 9-8 Problem Solving: Read and Write in Math: Find Needed Information—pp. 399–400 **Application** 7-19 Problem Solving Applications: Mixed Strategies—pp. 333–334 Read Aloud: "The Time Machine" (value of groups of coins)—pp. 341-344 9-21 Problem Solving Applications: Mixed Strategies—pp. 429–430 **Teacher's Edition** English Language Learners: Coins; Dollars and Cents; Add and Subtract Money—TE p. 289E Differentiated Instruction: At Risk: Counting Money;	**2.MD.8** **2.MD.C.8** Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ and ¢ symbols appropriately. *Example: If you have 2 dimes and 3 pennies, how many cents do you have?*

New York Progress Mathematics, Grade 2	Progress in Mathematics, Grade 2	Common Core State Standards for Mathematics, Grade 2
	Gifted and Talented: Dollars and Cents; Inclusion: Make Change, Count Mixed Coins; Visually Impaired: Coins—TE p. 289F Math Centers: Manipulative Activity: Time for a Change (money)—TE p. 289H Intervention Suggestions: 1-3. Count on with pennies from nickels, dimes, and a quarter—TE p. 289K	
Lesson 25 **Line Plots**—pp. 218–225	**Readiness** 11-1 Nonstandard Units—pp. 491–492 11-2 Inches—pp. 493–494 11-3 Half Inch—pp. 495–496 11-4 Feet and Yards—pp. 497–498 *11-4A Measure Length—Online 11-9 Centimeters—pp. 511–512 11-10 Meters—pp. 513–514 **Instruction** 3-9 Line Plots—pp. 133–134 *11-17A Measurement and Data—Online	**2.MD.9** **2.MD.D.9** Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.
Lesson 26 **Picture Graphs**—pp. 226–233	**Readiness** Skills Update: Tallying—p. E 3-1 Problem Solving: Read and Write in Math: Read a Table—pp. 115–116 **Instruction** 3-2 Pictographs—pp. 117–118 3-7 Compare Data—pp. 129–130 **Application** 3-12 Problem Solving Applications: Mixed Strategies—pp. 139–140	**2.MD.10** **2.MD.D.10** Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph.
Lesson 27 **Bar Graphs**—pp. 234–247	**Readiness** Skills Update: Tallying—p. E 3-1 Problem Solving: Read and Write in Math: Read a Table—pp. 115–116	**2.MD.10** **2.MD.D.10** Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph.

New York Progress Mathematics, Grade 2	Progress in Mathematics, Grade 2	Common Core State Standards for Mathematics, Grade 2
	Instruction 3-3 Bar Graphs—pp. 119–120 3-4 Surveys (make a bar graph)—pp. 121–122 3-5 Range, Mode, and Median—pp. 123–124 3-6 Understand Data—pp. 125–126 3-7 Compare Data—pp. 129–130 3-11 Problem Solving Strategy: Use a Graph—pp. 137–138 **Application** 3-12 Problem Solving Applications: Mixed Strategies—pp. 139–140	
Unit 4: Focus on Geometry		
Lesson 28 **Identify and Draw Shapes**—pp. 248–255	**Instruction** 6-1 Solid Figures (cube)—pp. 247–248 6-2 Faces, Edges, Vertices—pp. 249–250 6-3 Explore Plane Figures—pp. 251–252 6-4 Plane Figures—pp. 253–254 *6-4A Identify and Draw Plane Figures—Online *6-4B Attributes of Plane Figures—Online 6-5 Sort Figures—pp. 255–256 6-11 Ways to Make Figures—pp. 271–272 **Application** 6-12 Problem Solving: Read and Write in Math: Understand Math Words—pp. 273–274 6-15 Problem Solving Applications: Mixed Strategies—pp. 279–280	**2.G.1** **2.G.A.1** Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces.[1] Identify triangles, quadrilaterals, pentagons, hexagons, and cubes. [1]Sizes are compared directly or visually, not compared by measuring.
Lesson 29 **Partition Rectangles into Same-Size**—pp. 256–263	**Instruction** 11-12 Area—pp. 517–518 *11-12A Rectangles and Area—Online	**2.G.2** **2.G.A.2** Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.
Lesson 30 **Equal Shares**—pp. 264–271	**Readiness** Skills Update: Equal Parts—p. K **Instruction** 10-1 Fractions: 1/2, 1/4, 1/8—p. 445	**2.G.3** **2.G.A.3** Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths.

– continued on next page –

New York Progress Mathematics, Grade 2	Progress in Mathematics, Grade 2	Common Core State Standards for Mathematics, Grade 2
	*10-1A Fractions: 1/2, 1/3, 1/4—Online 10-2 More Fractions—pp. 447–448 10-3 Compare Fractions—pp. 449–450 10-4 Order Fractions—pp. 451–452 10-5 Other Fractions—pp. 453–454 10-6 Fractions Equal to 1—pp. 457–458 10-8 Equal Fractions of a Whole—pp. 461–462 **Application** 10-16 Problem Solving Applications: Mixed Strategies—p. 480 Connection: Math and Social Studies (hopscotch boards/equal parts)—p. 482	*– continued from previous page –* Recognize that equal shares of identical wholes need not have the same shape.