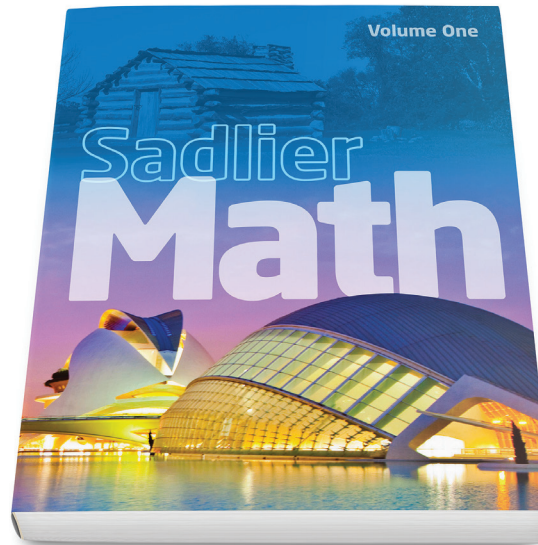


A Grade 2 Crosswalk

## *Progress in Mathematics*

Aligned to



## *Sadlier Math™*

And the

## **New York State Next Generation Mathematics Learning Standards (2017)**

Learn more at [www.SadlierSchool.com/SadlierMath](http://www.SadlierSchool.com/SadlierMath)

Sadlier Math, Grade 2	Progress in Mathematics, Grade 2	Next Gen Mathematics Learning Standards
<p><b>Chapter 1</b> <b>Addition Within 20</b></p> <ul style="list-style-type: none"> <li>1-1 Addition Concepts—pp. 3–6 (Use addition to find the unknown sum or addend in word problems.)</li> <li>1-2 Put Together—pp. 7–10 (Use addition to solve word problems about putting objects together.)</li> </ul>	<p><b>Chapter 1</b> <b>Addition and Subtraction Facts</b></p> <ul style="list-style-type: none"> <li>1-1 Addition Concepts—pp. 3–4</li> <li>1-2 Problem Solving: Read and Write in Math: Find Extra Information—pp. 5–6</li> </ul>	<p><b>NY-2.OA.1a</b></p> <p>Use addition and subtraction within 100 to solve one-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions.</p>
<ul style="list-style-type: none"> <li>1-3 Related Addition Facts—pp. 11–14 (Add two numbers in any order.)</li> <li>1-4 Count On to Add—pp. 15–18 (Count on from the greater addend to add two numbers.)</li> <li>1-5 Doubles and Near Doubles—pp. 19–22 (Use doubles facts to find the sums of near doubles.)</li> <li>1-6 Make 10 to Add—pp. 23–26 (Make 10 to find the sum of two numbers.)</li> </ul>	<p><b>Skills Update</b></p> <ul style="list-style-type: none"> <li>Addition Facts to 10—p. A</li> </ul> <p><b>Chapter 1</b> <b>Addition and Subtraction Facts</b></p> <ul style="list-style-type: none"> <li>1-3 Related Addition Facts—pp. 7–8</li> <li>1-4 Count On to Add—pp. 9–10</li> <li>1-5 Extend Facts to 20—pp. 11–12</li> <li>1-6 Make 10 to Add—pp. 15–16</li> <li>1-7 Doubles Facts—pp. 17–18</li> <li>1-8 Doubles + 1, Doubles –1—pp. 19–20</li> </ul>	<p><b>NY-2.OA.2a</b></p> <p>Fluently add and subtract within 20 using mental strategies. Strategies could include:</p> <ul style="list-style-type: none"> <li>counting on;</li> <li>making ten;</li> <li>decomposing a number leading to a ten;</li> <li>using the relationship between addition and subtraction. and</li> <li>creating equivalent but easier or known sums.</li> </ul> <p><b>NY-2.OA.2b</b></p> <p>Know from memory all sums within 20 of two one-digit numbers.</p>
<ul style="list-style-type: none"> <li>1-7 Three Addends—pp. 29–32 (Use mental strategies to add three numbers.)</li> </ul>	<ul style="list-style-type: none"> <li>1-9 Three Addends—pp. 21–22</li> </ul>	<p><b>NY-2.OA.1a</b></p> <p>Use addition and subtraction within 100 to solve one-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions.</p> <p><b>NY-2.OA.2a</b></p> <p>Fluently add and subtract within 20 using mental strategies. Strategies could include:</p> <ul style="list-style-type: none"> <li>counting on;</li> <li>making ten;</li> <li>decomposing a number leading to a ten;</li> <li>using the relationship between addition and subtraction. and</li> <li>creating equivalent but easier or known sums.</li> </ul> <p><b>NY-2.OA.2b</b></p> <p>Know from memory all sums within 20 of two one-digit numbers.</p> <p style="text-align: right;"><i>continued on next page</i></p>

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Sadlier Math, Grade 2	Progress in Mathematics, Grade 2	Next Gen Mathematics Learning Standards
		<p><i>continued from previous page</i></p> <p><b>NY-2.NBT.5</b> Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.</p>
<ul style="list-style-type: none"> <li>1-8 Problem Solving: Use a Four-Step Process—pp. 33–38 (Solve problems by using a four-step process. Use different strategies to add numbers.)</li> </ul>	<p><b>Introduction to Problem Solving</b></p> <ul style="list-style-type: none"> <li>Problem-Solving 4-Step Model—p. A</li> </ul>	<p><b>MP.1</b> Make sense of problems and persevere in solving them.  <b>MP.2</b> Reason abstractly and quantitatively.  <b>MP.3</b> Construct viable arguments and critique the reasoning of others.  <b>MP.4</b> Model with mathematics.  <b>MP.6</b> Attend to precision.</p>
<ul style="list-style-type: none"> <li>1-9 Solve for Unknown Addends—pp. 39–42 (Use drawings and equations to find an unknown addend.)</li> </ul>	<ul style="list-style-type: none"> <li>1-18 Missing Addends—pp. 43–44</li> </ul>	<p><b>NY-2.OA.1a</b> Use addition and subtraction within 100 to solve one-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions.</p> <p><b>NY-2.OA.2a</b> Fluently add and subtract within 20 using mental strategies. Strategies could include:</p> <ul style="list-style-type: none"> <li>counting on;</li> <li>making ten;</li> <li>decomposing a number leading to a ten;</li> <li>using the relationship between addition and subtraction. and</li> <li>creating equivalent but easier or known sums.</li> </ul> <p><b>NY-2.NBT.5</b> Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.</p>

<i>Sadlier Math, Grade 2</i>	<i>Progress in Mathematics, Grade 2</i>	Next Gen Mathematics Learning Standards
<ul style="list-style-type: none"> <li>• 1-10 Patterns in Addition—pp. 43-46 (Complete and explain patterns found in addition sentences.)</li> </ul>	<ul style="list-style-type: none"> <li>• 1-19 Fact Patterns—pp. 45-46</li> </ul>	<p><b>NY-2.OA.2a</b> Fluently add and subtract within 20 using mental strategies. Strategies could include:</p> <ul style="list-style-type: none"> <li>• counting on;</li> <li>• making ten;</li> <li>• decomposing a number leading to a ten;</li> <li>• using the relationship between addition and subtraction. and</li> <li>• creating equivalent but easier or known sums.</li> </ul> <p><b>NY-2.OA.2b</b> Know from memory all sums within 20 of two one-digit numbers.</p> <p><b>NY-2.NBT.5</b> Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.</p>
<i>Sadlier Math, Grade 2</i>	<i>Progress in Mathematics, Grade 2</i>	Next Gen Mathematics Learning Standards
<p><b>Chapter 2</b> <b>Subtraction Within 20</b></p> <ul style="list-style-type: none"> <li>• 2-1 Subtraction Concepts—pp. 53-56 (Use subtraction to take away or to find the missing part.)</li> <li>• 2-2 Take Apart—pp. 57-60 (Take groups apart to subtract.)</li> </ul>	<p><b>Chapter 1</b> <b>Addition and Subtraction Facts</b></p> <ul style="list-style-type: none"> <li>• 1-11 Subtraction Concepts—pp. 27-28</li> </ul>	<p><b>NY-2.OA.1a</b> Use addition and subtraction within 100 to solve one-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions.</p>
<ul style="list-style-type: none"> <li>• 2-3 Subtract to Compare—pp. 61-64 (Use subtraction to compare.)</li> </ul>	<ul style="list-style-type: none"> <li>• 1-11A Add or Subtract to Compare—Online</li> </ul>	<p><b>NY-2.OA.1a</b> Use addition and subtraction within 100 to solve one-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions.</p> <p><b>NY-2.NBT.5</b> Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.</p>

Sadlier Math, Grade 2	Progress in Mathematics, Grade 2	Next Gen Mathematics Learning Standards
<ul style="list-style-type: none"> <li>• 2-4 Count On to Subtract—pp. 65-68 (Count on to find the difference.)</li> <li>• 2-5 Related Subtraction Facts—pp. 69-72 (Write two related subtraction facts.)</li> <li>• 2-6 Relate Addition and Subtraction—pp. 73-76 (Write related addition and subtraction facts.)</li> <li>• 2-7 Fact Families—pp. 77-80 (Use mental strategies to add and subtract. Find fact families.)</li> <li>• 2-8 Think Addition to Subtract—pp. 83-86 (Use addition facts to subtract.)</li> <li>• 2-9 Use Addition to Check—pp. 87-90 (Use mental strategies to add and subtract. Use addition to check subtraction.)</li> </ul>	<p><b>Skills Update</b></p> <ul style="list-style-type: none"> <li>• Subtraction Facts to 10—p. B</li> </ul> <p><b>Chapter 1</b></p> <p><b>Addition and Subtraction Facts</b></p> <ul style="list-style-type: none"> <li>• 1-3 Related Addition Facts—pp. 7-8</li> <li>• 1-4 Count On to Add—pp. 9</li> <li>• 1-12 Count Back to Subtract—pp. 29-30</li> <li>• 1-13 Related Subtraction Facts—pp. 31-32</li> <li>• 1-14 Relate Addition and Subtraction—pp. 33-34</li> <li>• 1-14A Think Addition to Subtract—Online</li> <li>• 1-15 Use Addition to Check—pp. 35-36</li> <li>• 1-16 Count Up to Subtract—pp. 39-40</li> </ul>	<p><b>NY-2.OA.2a</b></p> <p>Fluently add and subtract within 20 using mental strategies. Strategies could include:</p> <ul style="list-style-type: none"> <li>• counting on;</li> <li>• making ten;</li> <li>• decomposing a number leading to a ten;</li> <li>• using the relationship between addition and subtraction. and</li> <li>• creating equivalent but easier or known sums.</li> </ul> <p><b>NY-2.OA.2b</b></p> <p>Know from memory all sums within 20 of two one-digit numbers.</p>
<ul style="list-style-type: none"> <li>• 2-10 Solve for Unknowns—pp. 91-94 (Use drawings and equations to find the unknown.)</li> </ul>	<ul style="list-style-type: none"> <li>• 1-16B Writing a Number Sentence—Online</li> <li>• 1-18 Missing Addends—pp. 43-44</li> </ul>	<p><b>NY-2.OA.1a</b></p> <p>Use addition and subtraction within 100 to solve one-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions.</p> <p><b>NY-2.OA.2a</b></p> <p>Fluently add and subtract within 20 using mental strategies. Strategies could include:</p> <ul style="list-style-type: none"> <li>• counting on;</li> <li>• making ten;</li> <li>• decomposing a number leading to a ten;</li> <li>• using the relationship between addition and subtraction. and</li> <li>• creating equivalent but easier or known sums.</li> </ul> <p><b>NY-2.OA.2b</b></p> <p>Know from memory all sums within 20 of two one-digit numbers.</p>
<ul style="list-style-type: none"> <li>• 2-11 Make 10 to Subtract—pp. 95-98 (Use the Make 10 strategy to subtract.)</li> </ul>	<ul style="list-style-type: none"> <li>• 1-16A Make 10 to Subtract—Online</li> </ul>	<p><b>NY-2.OA.2a</b></p> <p>Fluently add and subtract within 20 using mental strategies. Strategies could include:</p> <ul style="list-style-type: none"> <li>• counting on;</li> </ul> <p><i>continued on next page</i></p>

Sadlier Math, Grade 2	Progress in Mathematics, Grade 2	Next Gen Mathematics Learning Standards
		<p><i>continued from previous page</i></p> <ul style="list-style-type: none"> <li>making ten;</li> <li>decomposing a number leading to a ten;</li> <li>using the relationship between addition and subtraction. and</li> <li>creating equivalent but easier or known sums.</li> </ul> <p><b>NY-2.OA.2b</b> Know from memory all sums within 20 of two one-digit numbers.</p>
<ul style="list-style-type: none"> <li>2-12 Problem Solving: Work Backward—pp. 99-104 (Solve problems working backward. Use a variety of strategies to solve problems.)</li> </ul>		<p><b>MP.1</b> Make sense of problems and persevere in solving them.  <b>MP.2</b> Reason abstractly and quantitatively.  <b>MP.3</b> Construct viable arguments and critique the reasoning of others.  <b>MP.6</b> Attend to precision.</p>

Sadlier Math, Grade 2	Progress in Mathematics, Grade 2	Next Gen Mathematics Learning Standards
<p><b>Chapter 3</b> <b>Place Value to 100</b></p> <ul style="list-style-type: none"> <li>3-1 Tens and Ones—pp. 111-114 (Use tens and ones to show numbers to 100.)</li> <li>3-2 Expanded Form—pp. 115-118 (Write numbers to 100 using expanded form.)</li> </ul>	<p><b>Chapter 2</b> <b>Place Value to 100</b></p> <ul style="list-style-type: none"> <li>2-1 Tens and Ones—pp. 65-66</li> <li>2-2 Place Value—pp. 67-68</li> <li>2-6 Place Value of Two-Digit Numbers—pp. 75-76</li> <li>2-7 Expanded Form—pp. 77-78</li> </ul>	<p><b>NY-2.NBT.3</b> Read and write numbers to 1000 using base- ten numerals, number names, and expanded form.</p>
<ul style="list-style-type: none"> <li>3-3 Compare Numbers—pp. 119-122 (Compare two numbers that are less than 100.)</li> <li>3-4 Order Numbers Within 100—pp. 125-128 (Order numbers within 100.)</li> </ul>	<ul style="list-style-type: none"> <li>2-8 Compare Numbers—pp. 81-82</li> <li>2-9 Order Using a Number Line—pp. 83-84</li> <li>2-10 Order Using Models—pp. 85-86</li> </ul>	<p><b>NY-2.NBT.4</b> Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using <math>&gt;</math>, <math>=</math>, and <math>&lt;</math> symbols to record the results of comparisons.</p>
<ul style="list-style-type: none"> <li>3-5 Counting Patterns by 2s, 5s, and 10s—pp. 129-132 (Count by 2s, 5s, and 10s.)</li> </ul>	<ul style="list-style-type: none"> <li>2-15 Counting Patterns—pp. 97-98</li> </ul>	<p><b>NY-2.NBT.2</b> Count within 1000; skip-count by 5's, 10's, and 100's.</p>

Sadlier Math, Grade 2	Progress in Mathematics, Grade 2	Next Gen Mathematics Learning Standards
<ul style="list-style-type: none"> <li>3-6 Problem Solving: Use Logical Reasoning—pp. 133-138 (Solve problems using logical reasoning.)</li> </ul>	<p><b>Chapter 9</b>  <b>Addition and Subtraction: Three-Digit Numbers</b></p> <ul style="list-style-type: none"> <li>9-20 Problem Solving Strategy: Use Logical Reasoning—pp. 427-428</li> </ul>	<p><b>MP.1</b> Make sense of problems and persevere in solving them.  <b>MP.2</b> Reason abstractly and quantitatively.  <b>MP.3</b> Construct viable arguments and critique the reasoning of others.  <b>MP.6</b> Attend to precision.</p>
Sadlier Math, Grade 2	Progress in Mathematics, Grade 2	Next Gen Mathematics Learning Standards
<p><b>Chapter 4</b>  <b>Addition: Two-Digit Numbers</b></p> <ul style="list-style-type: none"> <li>4-1 Use Models: Add Tens and Ones—pp. 145-148 (Use models of tens and ones to add without regrouping.)</li> <li>4-2 Add Tens and Ones—pp. 149-152 (Use place-value charts to add without regrouping.)</li> <li>4-3 Regroup Ones as Tens—pp. 155-158 (Regroup ones to make a new ten.)</li> <li>4-4 Use Models: Two-Digit Addition with Regrouping—pp. 159-162 (Use models of tens and ones to add with regrouping.)</li> <li>4-5 Two-Digit Addition with Regrouping—pp. 163-166 (Add two-digit numbers with regrouping.)</li> <li>4-6 Rewrite Two-Digit Addition—pp. 167-170 (Rewrite two-digit addition problems. Add two-digit numbers with re-grouping.)</li> <li>4-7 Break Apart to Add—pp. 171-174 (Break apart numbers to add.)</li> </ul>	<p><b>Chapter 4</b>  <b>Addition: Two-Digit Numbers</b></p> <ul style="list-style-type: none"> <li>4-1 Add Ones and Tens—pp. 155-156</li> <li>4-3 Regroup Ones as Tens: Use Models—pp. 159-160</li> <li>4-5 Regroup Ones as Tens: Model and Record—pp. 163-164</li> <li>4-6 Regroup Ones as Tens—pp. 165-166</li> <li>4-6A Mental Math: Add Two-Digit Numbers—Online</li> <li>4-6B Mental Math: Use Compensation—Online</li> <li>4-7 Estimate Sums—pp. 169-170</li> <li>4-8 Rewrite Two-Digit Addition—pp. 171-172</li> </ul>	<p><b>NY-2.NBT.5</b>          Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.</p> <p><b>NY-2.NBT.6</b>          Add up to four two-digit numbers using strategies based on place value and properties of operations.</p> <p><b>NY-2.NBT.7a</b>          Add and subtract within 1000, using</p> <ul style="list-style-type: none"> <li>concrete models or drawings, and</li> <li>strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.</li> </ul> <p><b>NY-2.NBT.7b</b>          Understand that in adding or subtracting up to 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.</p>
<ul style="list-style-type: none"> <li>4-8 Three Addends—pp. 175-178 (Add three addends.)</li> <li>4-9 Four Addends—pp. 179-182 (Add four addends.)</li> </ul>	<ul style="list-style-type: none"> <li>4-9 Three Addends—pp. 173-174</li> <li>4-9A Four Addends—Online</li> </ul>	<p><b>NY-2.OA.1a</b>          Use addition and subtraction within 100 to solve one-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions.</p> <p style="text-align: right;"><i>continued on next page</i></p>



Sadlier Math, Grade 2	Progress in Mathematics, Grade 2	Next Gen Mathematics Learning Standards
		<p><i>continued from previous page</i></p> <p><b>NY-2.NBT.5</b> Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.</p> <p><b>NY-2.NBT.6</b> Add up to four two-digit numbers using strategies based on place value and properties of operations.</p>
<ul style="list-style-type: none"> <li>4-10 Problem Solving: Find Needed Information—pp. 183–188 (Find needed information to answer the question. Decide if information is helpful or not.)</li> </ul>	<p><b>Chapter 2</b> <b>Place Value to 100</b></p> <ul style="list-style-type: none"> <li>2-5 Problem Solving: Read and Write in Math: Find Needed Information—pp. 73–74</li> </ul>	<p><b>MP.1</b> Make sense of problems and persevere in solving them.</p> <p><b>MP.6</b> Attend to precision.</p>

Sadlier Math, Grade 2	Progress in Mathematics, Grade 2	Next Gen Mathematics Learning Standards
<p><b>Chapter 5</b> <b>Subtraction: Two-Digit Numbers</b></p> <ul style="list-style-type: none"> <li>5-1 Use Models: Subtract Tens and Ones—pp. 195–198 (Use models to subtract two-digit numbers.)</li> <li>5-2 Subtract Tens and Ones—pp. 199–202 (Subtract two-digit numbers.)</li> <li>5-3 Regroup Tens as Ones—pp. 205–208 (Use models to regroup 1 ten as 10 ones.)</li> <li>5-4 Use Models: Two-Digit Subtraction with Regrouping—pp. 209–212 (Use models to subtract two-digit numbers with regrouping.)</li> <li>5-5 Two-Digit Subtraction with Regrouping—pp. 213–216 (Subtract two-digit numbers with regrouping. Subtract one-digit numbers from two-digit numbers with regrouping.)</li> <li>5-6 Rewrite Two-Digit Subtraction—pp. 217–220 (Rewrite two-digit subtraction problems from horizontal to vertical form and subtract.)</li> </ul>	<p><b>Chapter 5</b> <b>Subtraction: Two-Digit Numbers</b></p> <ul style="list-style-type: none"> <li>5-1 Subtract Tens and Ones—p. 195</li> <li>5-2 Mental Math Subtraction—pp. 197–198</li> <li>5-3 Ways to Make Numbers—pp. 199–200</li> <li>5-4 Regroup Tens as Ones: Use Models—pp. 201–202</li> <li>5-5 Regroup Tens as Ones: Model and Record—pp. 203–204</li> <li>5-6 Regroup Tens as Ones—pp. 205–206</li> <li>5-8 Rewrite Two-Digit Subtraction—pp. 211–212</li> </ul>	<p><b>NY-2.NBT.5</b> Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.</p> <p><b>NY-2.NBT.7a</b> Add and subtract within 1000, using</p> <ul style="list-style-type: none"> <li>concrete models or drawings, and</li> <li>strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.</li> </ul> <p><b>NY-2.NBT.7b</b> Understand that in adding or subtracting up to 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.</p>



Sadlier Math, Grade 2	Progress in Mathematics, Grade 2	Next Gen Mathematics Learning Standards
<ul style="list-style-type: none"> <li>5-7 Break Apart to Subtract—pp. 221–224 (Break apart numbers to subtract.)</li> </ul>	<ul style="list-style-type: none"> <li>5-6A Mental Math: Subtract Two-Digit Numbers (break apart)—Online</li> </ul>	<p><b>NY-2.NBT.5</b> Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.</p> <p><b>NY-2.NBT.9</b> Explain why addition and subtraction strategies work, using place value and the properties of operations.</p>
<ul style="list-style-type: none"> <li>5-8 Add to Check—pp. 225–228 (Use addition to check subtraction.)</li> </ul>	<ul style="list-style-type: none"> <li>5-9 Add to Check—pp. 213–214</li> </ul>	<p><b>NY-2.NBT.5</b> Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.</p> <p><b>NY-2.NBT.7a</b> Add and subtract within 1000, using</p> <ul style="list-style-type: none"> <li>concrete models or drawings, and</li> <li>strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.</li> </ul> <p><b>NY-2.NBT.7b</b> Understand that in adding or subtracting up to 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.</p>
<ul style="list-style-type: none"> <li>5-9 Problem Solving: Write and Solve an Equation—pp. 229–234 (Write and solve an equation for a given problem-solving situation.)</li> </ul>		<p><b>MP.1</b> Make sense of problems and persevere in solving them.</p> <p><b>MP.2</b> Reason abstractly and quantitatively.</p> <p><b>MP.4</b> Model with mathematics.</p> <p><b>MP.6</b> Attend to precision.</p>

Sadlier Math, Grade 2	Progress in Mathematics, Grade 2	Next Gen Mathematics Learning Standards
<p><b>Chapter 6</b> <b>Measurement</b></p> <ul style="list-style-type: none"> <li>• 6-1 Inches—pp. 241-244 (Estimate and measure length to the nearest inch.)</li> <li>• 6-2 Feet and Yards—pp. 245-248 (Estimate length using feet and yards. Measure length to the nearest foot or yard.)</li> <li>• 6-3 Customary: Choose Tools and Units of Measure—pp. 249-252 (Choose the best tool to measure length. Choose the best customary unit to measure length.)</li> <li>• 6-4 Centimeters—pp. 253-256 (Estimate and measure length to the nearest centimeter.)</li> <li>• 6-5 Meters—pp. 257-260 (Estimate and measure length to the nearest meter.)</li> </ul>	<p><b>Chapter 11</b> <b>Measurement</b></p> <ul style="list-style-type: none"> <li>• 11-2 Inches—pp. 493-494</li> <li>• 11-3 Half Inch—pp. 495-496</li> <li>• 11-4 Feet and Yards—pp. 497-498</li> <li>• 11-9 Centimeters—pp. 511-512</li> <li>• 11-10 Meters—pp. 513-514</li> </ul>	<p><b>NY-2.MD.1</b> Measure the length of an object to the nearest whole by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.</p> <p><b>NY-2.MD.3</b> Estimate lengths using units of inches, feet, centimeters, and meters.</p>
<ul style="list-style-type: none"> <li>• 6-6 Metric: Choose Tools and Units of Measure—pp. 261-264 (Choose the best tool to measure length. Choose the best metric unit to measure length.)</li> </ul>	<ul style="list-style-type: none"> <li>• 11-17 Choose Tools and Units of Measure—pp. 529-530</li> </ul>	<p><b>NY-2.MD.1</b> Measure the length of an object to the nearest whole by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.</p>
<ul style="list-style-type: none"> <li>• 6-7 Measure Using Different Units—pp. 267-270 (Measure length using different units.)</li> </ul>	<ul style="list-style-type: none"> <li>• 11-4A Measure Length—Online</li> </ul>	<p><b>NY-2.MD.2</b> Measure the length of an object twice, using different “length units” for the two measurements. describe how the two measurements relate to the size of the unit chosen.</p>
<ul style="list-style-type: none"> <li>• 6-8 Compare Lengths—pp. 271-274 (Measure to find how much longer one object is than another.)</li> </ul>	<ul style="list-style-type: none"> <li>• 11-4A Measure Length—Online</li> </ul>	<p><b>NY-2.MD.4</b> Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard “length unit.”</p>
<ul style="list-style-type: none"> <li>• 6-9 Add and Subtract Lengths—pp. 275-278 (Use addition and subtraction to solve word problems involving lengths.)</li> </ul>	<ul style="list-style-type: none"> <li>• 11-4B Relate Addition and Subtraction to Length—Online</li> </ul>	<p><b>NY-2.MD.4</b> Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard “length unit.”</p> <p><i>continued on next page</i></p>

Sadlier Math, Grade 2	Progress in Mathematics, Grade 2	Next Gen Mathematics Learning Standards
<ul style="list-style-type: none"> <li>6-9 Add and Subtract Lengths—pp. 275–278 (Use addition and subtraction to solve word problems involving lengths.)</li> </ul>	<ul style="list-style-type: none"> <li>11-4B Relate Addition and Subtraction to Length—Online</li> </ul>	<p><i>continued from previous page</i></p> <p><b>NY-2.MD.4</b> Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard “length unit.”</p> <p><b>NY-2.MD.5</b> Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units.</p> <p><b>NY-2.MD.6</b> Represent whole numbers as lengths from 0 on a number line with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line.</p>
<ul style="list-style-type: none"> <li>6-10 Problem Solving: More Than One Way—pp. 279–284 (Use more than one strategy to solve problems. Solve problems by writing and solving equations.)</li> </ul>	<p><b>Introduction to Problem Solving</b></p> <ul style="list-style-type: none"> <li>Problem-Solving Strategy: Strategies—p. B</li> <li>Problem-Solving Strategy: Write a Number Sentence—p. D</li> </ul> <p><b>Chapter 2</b> <b>Addition and Subtraction Facts</b></p> <ul style="list-style-type: none"> <li>1-16B Writing a Number Sentence—Online</li> </ul> <p><b>Chapter 12</b> <b>Multiplication and Division</b></p> <ul style="list-style-type: none"> <li>12-17 Solve Number Sentences—pp. 585–586</li> </ul>	<p><b>MP.1</b> Make sense of problems and persevere in solving them.</p> <p><b>MP.2</b> Reason abstractly and quantitatively.</p> <p><b>MP.3</b> Construct viable arguments and critique the reasoning of others.</p> <p><b>MP.4</b> Model with mathematics.</p> <p><b>MP.6</b> Attend to precision.</p>
<ul style="list-style-type: none"> <li>6-11 Represent Whole Numbers on a Number Line Diagram—pp. 285–288 (Find and represent whole numbers on a number line.)</li> </ul>	<p><b>Chapter 2</b> <b>Place Value to 100</b></p> <ul style="list-style-type: none"> <li>2-9 Order Using a Number Line—pp. 83–84</li> </ul> <p><b>Chapter 10</b> <b>Fractions and Probability</b></p> <ul style="list-style-type: none"> <li>10-2A Whole Numbers and the Number Line—Online</li> </ul>	<p><b>NY-2.MD.6</b> Represent whole numbers as lengths from 0 on a number line with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line.</p>

<i>Sadlier Math, Grade 2</i>	<i>Progress in Mathematics, Grade 2</i>	Next Gen Mathematics Learning Standards
<ul style="list-style-type: none"> <li>6-12 Add and Subtract on a Number Line Diagram—pp. 289–292 (Use a number line to add and subtract)</li> </ul>	<p><b>Chapter 1</b> <b>Addition and Subtraction Facts</b></p> <ul style="list-style-type: none"> <li>1-4 Count On to Add—pp. 9–10</li> <li>1-12 Count Back to Subtract—pp. 29–30</li> <li>1-16 Count Up to Subtract—pp. 39–40</li> </ul>	<p><b>NY-2.MD.6</b></p> <p>Represent whole numbers as lengths from 0 on a number line with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line.</p>
<i>Sadlier Math, Grade 2</i>	<i>Progress in Mathematics, Grade 2</i>	Next Gen Mathematics Learning Standards
<p><b>Chapter 7</b> <b>Place Value to 1000</b></p> <ul style="list-style-type: none"> <li>7-1 Hundreds—pp. 299–302 (Recognize 10 tens as 1 hundred. Recognize place value of numbers to 900.)</li> </ul>	<p><b>Chapter 8</b> <b>Place Value to 1000</b></p> <ul style="list-style-type: none"> <li>8-1 Hundreds—pp. 349–350</li> </ul>	<p><b>NY-2.NBT.1a</b></p> <p>Understand 100 can be thought of as a bundle of ten tens, called a “hundred.”</p> <p><b>NY-2.NBT.1b</b></p> <p>Understand 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).</p>
<ul style="list-style-type: none"> <li>7-2 Hundreds, Tens, and Ones—pp. 303–306 (Use numerals and number names to read and write numbers to 1000.)</li> <li>7-3 Place Value in Three-Digit Numbers—pp. 307–310 (Identify the place value of digits in numbers to 999.)</li> <li>7-4 Expanded Form with Hundreds, Tens, and Ones—pp. 311–314 (Write three-digit numbers in expanded form.)</li> </ul>	<ul style="list-style-type: none"> <li>8-1A Make Hundreds (recognize place value of hundreds to 900)—Online</li> <li>8-2 Hundreds, Tens, and Ones—pp. 351–352</li> <li>8-3 Place Value of Three-Digit Numbers—pp. 353–354</li> <li>8-4 Expanded Form with Hundreds, Tens, and Ones—pp. 355–356</li> </ul>	<p><b>NY-2.NBT.3</b></p> <p>Read and write numbers to 1000 using base- ten numerals, number names, and expanded form.</p>
<ul style="list-style-type: none"> <li>7-5 Skip Count Within 1000—pp. 317–320 (Skip count by 5s, 10s, and 100s within 1000.)</li> </ul>	<ul style="list-style-type: none"> <li>8-4A Skip Count to 1000 (skip count by 5s, 10s, and 100s to 1000)—Online</li> </ul>	<p><b>NY-2.NBT.2</b></p> <p>Count within 1000. skip-count by 5’s, 10’s, and 100’s.</p>
<ul style="list-style-type: none"> <li>7-6 Compare Numbers Within 1000—pp. 321–324 (Compare numbers within 1000.)</li> <li>7-7 Order Numbers Within 1000—pp. 325–328 (Order numbers within 1000.)</li> </ul>	<ul style="list-style-type: none"> <li>8-5A Use Benchmark Numbers to Compare (use place-value strategies and benchmark numbers to compare three-digit numbers)—Online</li> <li>8-6 Compare Numbers to 1000—pp. 361–362</li> <li>8-7 Order to 1000—pp. 363–364</li> </ul>	<p><b>NY-2.NBT.4</b></p> <p>Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using <math>&gt;</math>, <math>=</math>, and <math>&lt;</math> symbols to record the results of comparisons.</p>

<i>Sadlier Math, Grade 2</i>	<i>Progress in Mathematics, Grade 2</i>	Next Gen Mathematics Learning Standards
<ul style="list-style-type: none"> <li>7-8 Problem Solving: Use a Table—pp. 329–334 (Solve problems by using a table.)</li> </ul>	<ul style="list-style-type: none"> <li>8-8 Problem Solving: Read and Write in Math: Use a Table—pp. 365–366</li> </ul>	<p><b>MP.1</b> Make sense of problems and persevere in solving them.</p> <p><b>MP.4</b> Model with mathematics.</p> <p><b>MP.6</b> Attend to precision.</p>
<i>Sadlier Math, Grade 2</i>	<i>Progress in Mathematics, Grade 2</i>	Next Gen Mathematics Learning Standards
<p><b>Chapter 8</b> <b>Addition: Three-Digit Numbers</b></p> <ul style="list-style-type: none"> <li>8-1 Mental Math: Add 1, 10, or 100—pp. 341–344 (Use mental math to add 1, 10, or 100.)</li> </ul>	<p><b>Chapter 4</b> <b>Addition: Two-Digit Numbers</b></p> <ul style="list-style-type: none"> <li>4-2 Mental Math Addition—pp. 157–158</li> <li>4-6A Mental Math: Add Two-Digit Numbers—Online</li> <li>4-6B Mental Math: Use Compensation—Online</li> </ul> <p><b>Chapter 9</b> <b>Addition and Subtraction: Three-Digit Numbers</b></p> <ul style="list-style-type: none"> <li>9-2 Count On 1, 10, and 100—pp. 385–386</li> </ul>	<p><b>NY-2.NBT.7a</b> Add and subtract within 1000, using</p> <ul style="list-style-type: none"> <li>concrete models or drawings, and</li> <li>strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.</li> </ul> <p><b>NY-2.NBT.7b</b> Understand that in adding or subtracting up to 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.</p> <p><b>NY-2.NBT.8</b> Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900.</p>
<ul style="list-style-type: none"> <li>8-2 Add Hundreds, Tens, and Ones—pp. 345–348 (Add three-digit numbers without regrouping. Use mental math strategies to add three-digit numbers.)</li> </ul>	<p><b>Chapter 4</b> <b>Addition: Two-Digit Numbers</b></p> <ul style="list-style-type: none"> <li>4-2 Mental Math Addition—pp. 157–158</li> </ul> <p><b>Chapter 9</b> <b>Addition and Subtraction: Three-Digit Numbers</b></p> <ul style="list-style-type: none"> <li>9-1 Add Hundreds, Tens, and Ones—pp. 383–384</li> </ul>	<p><b>NY-2.NBT.7a</b> Add and subtract within 1000, using</p> <ul style="list-style-type: none"> <li>concrete models or drawings, and</li> <li>strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.</li> </ul> <p><b>NY-2.NBT.7b</b> Understand that in adding or subtracting up to 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.</p>

Sadlier Math, Grade 2	Progress in Mathematics, Grade 2	Next Gen Mathematics Learning Standards
<ul style="list-style-type: none"> <li>8-3 Add: Regroup Ones as Tens—pp. 349–352 (Add three-digit numbers, regrouping ones as tens.)</li> <li>8-4 Regroup Tens as Hundreds Using Models—pp. 353–356 (Regroup tens to make a new hundred.)</li> <li>8-5 Add: Regroup Tens as Hundreds—pp. 357–360 (Add three-digit numbers, regrouping tens as hundreds.)</li> <li>8-6 Add: Regroup Twice—pp. 363–366 (Add three-digit numbers, regrouping twice.)</li> </ul>	<p><b>Chapter 9</b> <b>Addition and Subtraction: Three-Digit Numbers</b></p> <ul style="list-style-type: none"> <li>9-3 Add: Regroup Ones as Tens—pp. 387–388</li> <li>9-4 Regroup Tens as Hundreds Using Models—pp. 389–390</li> <li>9-5 Add: Regroup Tens as Hundreds—pp. 391–392</li> <li>9-5A Draw Pictures to Add—Online</li> <li>9-6 Add: Regroup Twice—pp. 393–394</li> </ul>	<p><b>NY-2.NBT.7a</b> Add and subtract within 1000, using</p> <ul style="list-style-type: none"> <li>concrete models or drawings, and</li> <li>strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.</li> </ul> <p><b>NY-2.NBT.7b</b> Understand that in adding or subtracting up to 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.</p> <p><b>NY-2.NBT.9</b> Explain why addition and subtraction strategies work, using place value and the properties of operations.</p>
<ul style="list-style-type: none"> <li>8-7 Problem Solving: Make an Organized List—pp. 367–372 (Make and use an organized list for a given problem-solving situation.)</li> </ul>	<p><b>Chapter 8</b> <b>Place Value to 1000</b></p> <ul style="list-style-type: none"> <li>8-10 Problem Solving Strategy: Make an Organized List—pp. 369–370</li> </ul>	<p><b>MP.1</b> Make sense of problems and persevere in solving them. <b>MP.6</b> Attend to precision. <b>MP.7</b> Look for and make use of structure.</p>
<ul style="list-style-type: none"> <li>8-8 Use Properties to Add—pp. 373–376 (Use strategies based on properties of operations to add three-digit numbers.)</li> </ul>	<p><b>Chapter 9</b> <b>Addition and Subtraction: Three-Digit Numbers</b></p> <ul style="list-style-type: none"> <li>9-6A Using Properties to Add—Online</li> </ul>	<p><b>NY-2.NBT.7a</b> Add and subtract within 1000, using</p> <ul style="list-style-type: none"> <li>concrete models or drawings, and</li> <li>strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.</li> </ul> <p><b>NY-2.NBT.7b</b> Understand that in adding or subtracting up to 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.</p>

Sadlier Math, Grade 2	Progress in Mathematics, Grade 2	Next Gen Mathematics Learning Standards
<p><b>Chapter 9</b> <b>Subtraction: Three-Digit Numbers</b></p> <ul style="list-style-type: none"> <li>9-1 Mental Math: Subtract 1, 10, or 100—pp. 383–386 (Use mental math to subtract 1, 10, or 100.)</li> </ul>	<p><b>Chapter 5</b> <b>Subtraction: Two-Digit Numbers</b></p> <ul style="list-style-type: none"> <li>5-2 Mental Math Subtraction—pp. 197–198</li> <li>5-6A Mental Math: Subtract Two-Digit Numbers—Online</li> </ul> <p><b>Chapter 9</b> <b>Addition and Subtraction: Three-Digit Numbers</b></p> <ul style="list-style-type: none"> <li>9-12 Count Back 1, 10, and 100—pp. 409–410</li> </ul>	<p><b>NY-2.NBT.7a</b> Add and subtract within 1000, using</p> <ul style="list-style-type: none"> <li>concrete models or drawings, and</li> <li>strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.</li> </ul> <p><b>NY-2.NBT.7b</b> Understand that in adding or subtracting up to 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.</p> <p><b>NY-2.NBT.8</b> Add and subtract within 1000, using concrete Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900.</p>
<ul style="list-style-type: none"> <li>9-2 Subtract Hundreds, Tens, and Ones—pp. 387–390 (Subtract three-digit numbers without regrouping.)</li> <li>9-3 Subtract: Regroup Tens as Ones—pp. 391–394 (Subtract three-digit numbers, regrouping tens as ones.)</li> <li>9-4 Regroup Hundreds as Tens Using Models—pp. 395–398 (Use models to regroup hundreds as tens.)</li> <li>9-5 Subtract: Regroup Hundreds as Tens—pp. 399–402 (Subtract three-digit numbers.)</li> <li>9-6 Subtract: Regroup Twice—pp. 405–408 (Subtract three-digit numbers, regrouping twice.)</li> <li>9-7 Subtract: Regroup with Zeros—pp. 409–412 (Subtract three-digit numbers with zeros.)</li> </ul>	<ul style="list-style-type: none"> <li>9-11 Subtract Hundreds, Tens, and Ones—pp. 407–408</li> <li>9-12 Count Back 1, 10, and 100—pp. 409–410</li> <li>9-13 Subtract: Regroup Tens as Ones—pp. 411–412</li> <li>9-14 Regroup Hundreds as Tens Using Models—pp. 413–414</li> <li>9-14A Draw Pictures to Subtract—Online</li> <li>9-15 Subtract: Regroup Hundreds as Tens—pp. 415–416</li> <li>9-16 Subtract: Regroup Twice—pp. 417–418</li> </ul>	<p><b>NY-2.NBT.7a</b> Add and subtract within 1000, using</p> <ul style="list-style-type: none"> <li>concrete models or drawings, and</li> <li>strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.</li> </ul> <p><b>NY-2.NBT.7b</b> Understand that in adding or subtracting up to 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.</p> <p><b>NY-2.NBT.9</b> Explain why addition and subtraction strategies work, using place value and the properties of operations.</p>



<i>Sadlier Math, Grade 2</i>	<i>Progress in Mathematics, Grade 2</i>	Next Gen Mathematics Learning Standards
<ul style="list-style-type: none"> <li>9-8 Problem Solving: More Than One Way—pp. 413–418 (Solve problems by representing the situation in more than one way.)</li> </ul>		<p><b>MP.1</b> Make sense of problems and persevere in solving them.</p> <p><b>MP.3</b> Construct viable arguments and critique the reasoning of others.</p> <p><b>MP.4</b> Model with mathematics.</p> <p><b>MP.6</b> Attend to precision.</p>
<ul style="list-style-type: none"> <li>9-9 Use Addition to Check Subtraction: Three-Digit Numbers—pp. 419–422 (Use addition to check three-digit subtraction.)</li> </ul>	<ul style="list-style-type: none"> <li>9-16A Add to Check Subtraction—Online</li> </ul>	<p><b>NY-2.NBT.7a</b> Add and subtract within 1000, using</p> <ul style="list-style-type: none"> <li>concrete models or drawings, and</li> <li>strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.</li> </ul> <p><b>NY-2.NBT.7b</b> Understand that in adding or subtracting up to 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.</p> <p><b>NY-2.NBT.9</b> Explain why addition and subtraction strategies work, using place value and the properties of operations.</p>
<i>Sadlier Math, Grade 2</i>	<i>Progress in Mathematics, Grade 2</i>	Next Gen Mathematics Learning Standards
<p><b>Chapter 10</b> <b>Foundations for Multiplication</b></p> <ul style="list-style-type: none"> <li>10-1 Odd and Even Numbers—pp. 429–432 (Count objects by 2s, or pair objects, to decide if a number is odd or even.)</li> <li>10-2 Represent Even Numbers—pp. 433–436 (Write an even number as the sum of two equal addends.)</li> </ul>	<p><b>Chapter 2</b> <b>Place Value to 100</b></p> <ul style="list-style-type: none"> <li>2-12A Model Even and Odd—Online</li> <li>2-13 Even and Odd Numbers—pp. 93–94</li> </ul>	<p><b>NY-2.OA.3a</b> Determine whether a group of objects (up to 20) has an odd or even number of members</p> <p><b>NY-2.OA.3b</b> Write an equation to express an even number as a sum of two equal addends.</p>

<i>Sadlier Math, Grade 2</i>	<i>Progress in Mathematics, Grade 2</i>	Next Gen Mathematics Learning Standards
<ul style="list-style-type: none"> <li>10-3 Arrays: Repeated Addition—pp. 439–442 (Use addition with equal addends to find the number of objects in an array.)</li> <li>10-4 Arrays: Show the Same Number—pp. 443–446 (Represent a number using two different arrays.)</li> </ul>	<p><b>Chapter 12</b> <b>Multiplication and Division</b></p> <ul style="list-style-type: none"> <li>12-1 Multiplication as Repeated Addition—pp. 549–550</li> <li>12-1A Use an Array Model—Online</li> </ul>	<p><b>NY-2.OA.4</b></p> <p>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.</p>
<ul style="list-style-type: none"> <li>10-5 Problem Solving: Draw a Picture—pp. 447–452 (Solve problems by drawing a picture. Use a variety of strategies to solve problems.)</li> </ul>	<p><b>Chapter 10</b> <b>Fractions and Probability</b></p> <ul style="list-style-type: none"> <li>10-15 Problem Solving Strategy: Draw a Picture—pp. 477–478</li> </ul>	<p><b>MP.1</b> Make sense of problems and persevere in solving them.</p> <p><b>MP.4</b> Model with mathematics</p> <p><b>MP.6</b> Attend to precision.</p>

<i>Sadlier Math, Grade 2</i>	<i>Progress in Mathematics, Grade 2</i>	Next Gen Mathematics Learning Standards
<p><b>Chapter 11</b> <b>Data and Graphical Displays</b></p> <ul style="list-style-type: none"> <li>11-1 Read Line Plots—pp. 459–462 (Read and interpret line plots.)</li> <li>11-2 Make Line Plots—pp. 463–466 (Make, read, and interpret line plots.)</li> </ul>	<p><b>Chapter 3</b> <b>Data and Graphs: Using Operations</b></p> <ul style="list-style-type: none"> <li>3-9 Line Plots—pp. 133–134</li> </ul>	<p><b>NY-2.MD.9</b></p> <p>Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Present the measurement data in a line plot, where the horizontal scale is marked off in whole-number units.</p>
<ul style="list-style-type: none"> <li>11-3 Read Picture Graphs—pp. 467–470 (Read and interpret picture graphs.)</li> <li>11-4 Make Picture Graphs—pp. 471–474 (Make, read, and interpret picture graphs.)</li> </ul>	<ul style="list-style-type: none"> <li>3-2 Pictographs—pp. 117–118</li> </ul>	<p><b>NY-2.MD.10</b></p> <p>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 picture graph or a bar graph.</p>
<ul style="list-style-type: none"> <li>11-5 Read Bar Graphs—pp. 477–480 (Read and interpret bar graphs.)</li> <li>11-6 Make Bar Graphs—pp. 481–484 (Make, read, and interpret bar graphs.)</li> </ul>	<ul style="list-style-type: none"> <li>3-3 Bar Graphs—pp. 119–120</li> </ul>	<p><b>NY-2.MD.10</b></p> <p>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 picture graph or a bar graph.</p>

Sadlier Math, Grade 2	Progress in Mathematics, Grade 2	Next Gen Mathematics Learning Standards
<ul style="list-style-type: none"> <li>11-7 Problem Solving: Choose a Model—pp. 485–490 (Choose a model to organize data for a given problem-solving situation. Choose a picture graph or bar graph model.)</li> </ul>	<ul style="list-style-type: none"> <li>3-11 Problem Solving Strategy: Use a Graph (bar graph)—pp. 137–138</li> </ul>	<p><b>MP.1</b> Make sense of problems and persevere in solving them.  <b>MP.4</b> Model with mathematics.  <b>MP.6</b> Attend to precision.  <b>MP.7</b> Look for and make use of structure.</p>

Sadlier Math, Grade 2	Progress in Mathematics, Grade 2	Next Gen Mathematics Learning Standards
<p><b>Chapter 12</b>  <b>Money and Time</b></p> <ul style="list-style-type: none"> <li>12-1 Pennies, Nickels, and Dimes—pp. 497–500 (Find the value of a group of coins consisting of pennies, nickels, and dimes.)</li> <li>12-2 Quarters—pp. 501–504 (Find the value of a group of coins consisting of pennies, nickels, dimes, and quarters.)</li> <li>12-3 Equal Amounts—pp. 505–508 (Show amounts of money in more than one way using pennies, nickels, dimes, and quarters.)</li> <li>12-4 Compare Money—pp. 509–512 (Compare an amount of money to the cost of an item.)</li> <li>12-5 Make Change—pp. 513–516 (Find the amount of change needed, given the price and amount paid.)</li> <li>12-6 Add and Subtract Money—pp. 517–520 (Add and subtract amounts of money.)</li> <li>12-7 One Dollar—pp. 521–524 (Count and find amounts of coins equal to a dollar.)</li> <li>12-8 Paper Money—pp. 525–528 (Find the value of a group of bills.)</li> </ul>	<p><b>Chapter 7</b>  <b>Money and Time</b></p> <ul style="list-style-type: none"> <li>7-1 Pennies, Nickels, and Dimes—pp. 291–292</li> <li>7-2 Quarters—pp. 293–294</li> <li>7-3 Half Dollar—pp. 295–296</li> <li>7-4 Equal Amounts—pp. 299–300</li> <li>7-5 Compare Money—pp. 301–302</li> <li>7-6 Make Change—pp. 303–304</li> <li>7-7 Add and Subtract Money—pp. 305–306</li> <li>7-8 One Dollar—pp. 307–308</li> <li>7-9 Dollars and Cents—pp. 309–310</li> <li>7-9A Money Problems—Online</li> </ul>	<p><b>NY-2.MD.8a</b>            Count a mixed collection of coins whose sum is less than or equal to one dollar.</p> <p><b>NY-2.MD.8b</b>            Solve real world and mathematical problems within one dollar involving quarters, dimes, nickels, and pennies, using the ¢ (cent) symbol appropriately.</p>

<i>Sadlier Math, Grade 2</i>	<i>Progress in Mathematics, Grade 2</i>	Next Gen Mathematics Learning Standards
<ul style="list-style-type: none"> <li>12-9 Hour and Half Hour—pp. 531-534 (Tell and write time to the hour and half hour.)</li> <li>12-10 Five Minutes—pp. 535-538 (Tell and write time to the nearest five minutes.)</li> <li>12-11 a.m. and p.m.—pp. 539-542 (Tell and write time to the nearest five minutes using a.m. and p.m.)</li> </ul>	<ul style="list-style-type: none"> <li>7-10 Hour and Half Hour—pp. 313-314</li> <li>7-11 Five Minutes—pp. 315-316</li> <li>7-12 Quarter Hour—pp. 317-318</li> <li>7-13 Before the Hour—pp. 319-320</li> <li>7-13A A.M. and P.M.—Online</li> <li>7-14 Elapsed Time—pp. 323-324</li> </ul>	<p><b>NY-2.MD.7</b> Tell and write time from analog and digital clocks in five-minute increments, using a.m. and p.m. Develop an understanding of common terms, such as, but not limited to, quarter past, half past, and quarter to.</p>
<ul style="list-style-type: none"> <li>12-12 Problem Solving: Work Backward—pp. 543-548 (Work backward for a given problem-solving situation.)</li> </ul>		<p><b>MP.1</b> Make sense of problems and persevere in solving them. <b>MP.3</b> Construct viable arguments and critique the reasoning of others. <b>MP.6</b> Attend to precision.</p>

<i>Sadlier Math, Grade 2</i>	<i>Progress in Mathematics, Grade 2</i>	Next Gen Mathematics Learning Standards
<p><b>Chapter 13</b> <b>Geometry</b></p> <ul style="list-style-type: none"> <li>13-1 Identify Two-Dimensional Shapes—pp. 555-558 (Identify triangles, quadrilaterals, pentagons, and hexagons.)</li> <li>13-2 Draw Two-Dimensional Shapes—pp. 559-562 (Draw triangles, quadrilaterals, pentagons, and hexagons.)</li> </ul>	<p><b>Chapter 6</b> <b>Geometry</b></p> <ul style="list-style-type: none"> <li>6-3 Explore Plane Figures—pp. 251-252</li> <li>6-4 Plane Figures—pp. 253-254</li> <li>6-4A Identify and Draw Plane Figures—Online</li> <li>6-4B Attributes of Plane Figures (angles, vertices)—Online</li> </ul>	<p><b>NY-2.G.1</b> Classify two-dimensional figures as polygons or non-polygons.</p>
<ul style="list-style-type: none"> <li>13-3 Identify Three-Dimensional Shapes—pp. 565-568 (Identify cones, cubes, cylinders, pyramids, rectangular prisms, and spheres.)</li> <li>13-4 Faces, Edges, Vertices—pp. 569-572 (Identify the faces, edges, and vertices of three-dimensional figures. Draw a cube.)</li> </ul>	<ul style="list-style-type: none"> <li>6-1 Solid Figures—pp. 247-248</li> <li>6-2 Faces, Edges, Vertices—pp. 249-250</li> </ul>	<p>Kindergarten Review <b>NY-K.G.4</b> Analyze, compare, and sort two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts, and other attributes.</p>

Sadlier Math, Grade 2	Progress in Mathematics, Grade 2	Next Gen Mathematics Learning Standards
<ul style="list-style-type: none"> <li>13-5 Problem Solving: Use Logical Reasoning—pp. 573–578 (Solve problems by using logical reasoning. Use a variety of strategies to solve problems.)</li> </ul>	<p><b>Chapter 6</b> <b>Geometry</b></p> <ul style="list-style-type: none"> <li>9-20 Problem Solving Strategy: Use Logical Reasoning—pp. 427–428</li> </ul>	<p><b>MP.1</b> Make sense of problems and persevere in solving them.  <b>MP.2</b> Reason abstractly and quantitatively.  <b>MP.3</b> Construct viable arguments and critique the reasoning of others.  <b>MP.6</b> Attend to precision.</p>
Sadlier Math, Grade 2	Progress in Mathematics, Grade 2	Next Gen Mathematics Learning Standards
<p><b>Chapter 14</b> <b>Equal Shares</b></p> <ul style="list-style-type: none"> <li>14-1 Partition Rectangles into Rows and Columns—pp. 585–588 (Partition a rectangle into rows and columns of same-size squares. Count to find the total number of squares.)</li> </ul>	<p><b>Chapter 11</b> <b>Measurement</b></p> <ul style="list-style-type: none"> <li>11-12 Area—pp. 517–518</li> <li>11-12A Rectangles and Area (divide a rectangle into square units and count the total units to find the area)—Online</li> </ul>	<p><b>NY-2.G.2</b></p> <p>Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.</p>
<ul style="list-style-type: none"> <li>14-2 Halves—pp. 589–592 (Partition rectangles and circles into two equal shares.)</li> <li>14-3 Thirds—pp. 595–598 (Partition rectangles and circles into three equal shares.)</li> <li>14-4 Fourths—pp. 599–602 (Partition rectangles and circles into four equal shares.)</li> </ul>	<p><b>Chapter 10</b> <b>Fractions and Probability</b></p> <ul style="list-style-type: none"> <li>10-1 Fractions: <math>\frac{1}{2}</math>, <math>\frac{1}{4}</math>, <math>\frac{1}{8}</math>—pp. 445–446</li> <li>10-1A Fractions: <math>\frac{1}{2}</math>, <math>\frac{1}{3}</math>, <math>\frac{1}{4}</math>—Online</li> <li>10-2 More Fractions—pp. 447–448</li> </ul>	<p><b>NY-2.G.3</b></p> <p>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. Describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.</p>
<ul style="list-style-type: none"> <li>14-5 Problem Solving: Use a Model—pp. 603–608 (Solve problems by using and comparing models. Use a variety of strategies to solve problems.)</li> </ul>		<p><b>MP.1</b> Make sense of problems and persevere in solving them.  <b>MP.4</b> Model with mathematics  <b>MP.6</b> Attend to precision.</p>