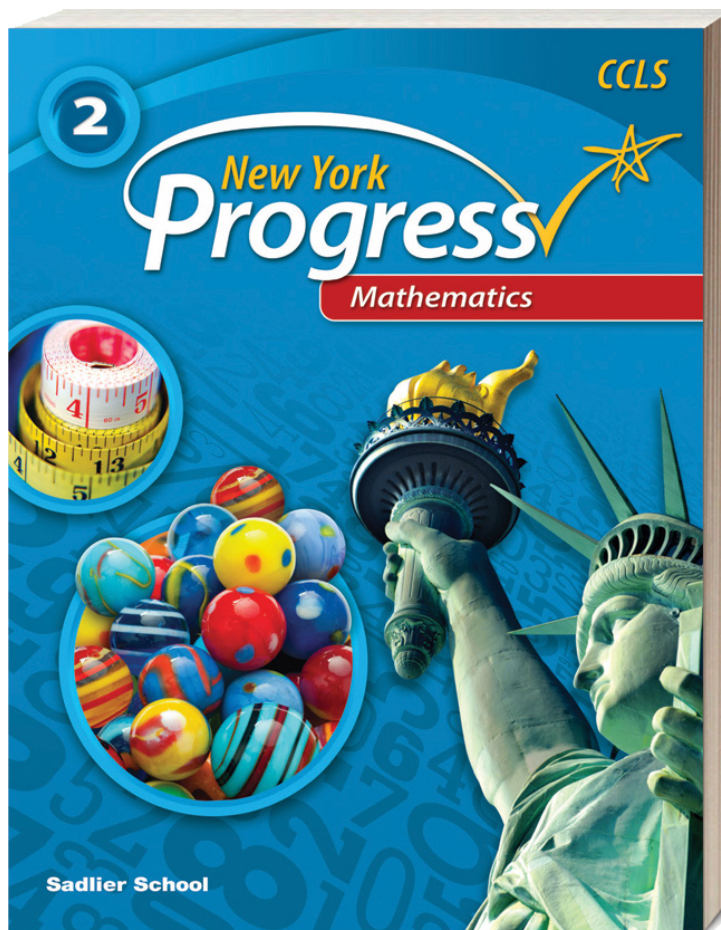


New York Progress Mathematics

Correlation to the New York State Next Generation
Mathematics Learning Standards (2017) UPDATED JUNE 2019

Grade 2



Learn more at www.sadlier.com/school/mathematics

NY-2.OA OPERATIONS AND ALGEBRAIC THINKING

Grade 2 Content Standards	<i>New York Progress Mathematics, Grade 2</i>
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Represent and solve problems involving addition and subtraction.

NY-2.OA.1

<p>NY-2.OA.1a 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>e.g., using drawings and equations with a symbol for the unknown number to represent the problem.</p>	<p>Lesson 1 Problem Solving: Addition—pp. 10-17</p> <p>Lesson 2 Problem Solving: Subtraction—pp. 18-25</p>
<p>NY-2.OA.1b Use addition and subtraction within 100 to develop an understanding of solving two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions.</p> <p>e.g., using drawings and equations with a symbol for the unknown number to represent the problem.</p>	<p>Lesson 1 Problem Solving: Addition—pp. 10-17</p> <p>Lesson 2 Problem Solving: Subtraction—pp. 18-25</p>

Add and subtract within 20.

NY-2.OA.2

<p>NY-2.OA.2a Fluently add and subtract within 20 using mental strategies. Strategies could include:</p> <ul style="list-style-type: none"> • counting on; • making ten; • decomposing a number leading to a ten; • using the relationship between addition and subtraction; and • creating equivalent but easier or known sums. <p>Note: Fluency involves a mixture of just knowing some answers, knowing some answers from patterns, and knowing some answers from the use of strategies.</p>	<p>Lesson 3 Addition and Subtraction Facts to 20 (Fluency)—pp. 26-33</p>
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NY-2.OA OPERATIONS AND ALGEBRAIC THINKING

Grade 2 Content Standards	<i>New York Progress Mathematics, Grade 2</i>
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NY-2.OA.2b Know from memory all sums within 20 of two one-digit numbers.	Lesson 3 Addition and Subtraction Facts to 20 (Fluency)—pp. 26–33
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Work with equal groups of objects to gain foundations for multiplication.

NY-2.OA.3	
NY-2.OA.3a 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 2's.	Lesson 4 Odd and Even Numbers—pp. 34–41
NY-2.OA.3b Write an equation to express an even number as a sum of two equal addends.	Lesson 4 Odd and Even Numbers—pp. 34–41
NY-2.OA.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.	Lesson 5 Arrays—pp. 42–55

NY-2.NBT NUMBER AND OPERATIONS IN BASE TEN

Grade 2 Content Standards	<i>New York Progress Mathematics, Grade 2</i>
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Understand place value.

NY-2.NBT.1 Understand that the digits of a three-digit number represent amounts of hundreds, tens, and ones. e.g., 706 equals 7 hundreds, 0 tens, and 6 ones.	
NY-2.NBT.1a Understand 100 can be thought of as a bundle of ten tens, called a “hundred.”	Lesson 6 Place Value: Hundreds, Tens, and Ones—pp. 56–63
NY-2.NBT.1b 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).	Lesson 6 Place Value: Hundreds, Tens, and Ones—pp. 56–63

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NY-2.NBT NUMBER AND OPERATIONS IN BASE TEN	
Grade 2 Content Standards	New York Progress Mathematics, Grade 2
<p>NY-2.NBT.2 Count within 1000; skip-count by 5's, 10's, and 100's.</p>	<p>Lesson 7 Skip Count by 5s, 10s, and 100s—pp. 64–71</p>
<p>NY-2.NBT.3 Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.</p> <p>e.g., expanded form: $237 = 200 + 30 + 7$</p>	<p>Lesson 8 Read and Write Numbers to 1,000—pp. 72–79</p>
<p>NY-2.NBT.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.</p>	<p>Lesson 9 Compare Numbers—pp. 80–87</p>
<p>Use place value understanding and properties of operations to add and subtract.</p>	
<p>NY-2.NBT.5 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>Notes: Students should be taught to use strategies based on place value, properties of operations, and the relationship between addition and subtraction; however, when solving any problem, students can choose any strategy.</p> <p>Fluency involves a mixture of just knowing some answers, knowing some answers from patterns, and knowing some answers from the use of strategies.</p>	<p>Lesson 10 Add Two-Digit Numbers—pp. 88–95</p> <p>Lesson 11 Subtract Two-Digit Numbers—pp. 96–103</p>
<p>NY-2.NBT.6 Add up to four two-digit numbers using strategies based on place value and properties of operations.</p>	<p>Lesson 12 Add More than Two Numbers—pp. 104–111</p>

NY-2.NBT NUMBER AND OPERATIONS IN BASE TEN	
Grade 2 Content Standards	New York Progress Mathematics, Grade 2
NY-2.NBT.7	
<p>NY-2.NBT.7a Add and subtract within 1000, using</p> <ul style="list-style-type: none"> concrete models or drawings, and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. <p>Relate the strategy to a written representation.</p> <p>Notes: Students should be taught to use concrete models and drawings; as well as strategies based on place value, properties of operations, and the relationship between addition and subtraction. When solving any problem, students can choose to use a concrete model or a drawing. Their strategy must be based on place value, properties of operations, and/or the relationship between addition and subtraction.</p> <p>A <i>written representation</i> is any way of representing a strategy using words, pictures, or numbers.</p>	<p>Lesson 13 Add Three-Digit Numbers within 1,000—pp. 112-119</p> <p>Lesson 14 Subtract Three- Digit Numbers within 1,000—pp. 120-127</p>
<p>NY-2.NBT.7b 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>Lesson 13 Add Three-Digit Numbers within 1,000—pp. 112-119</p> <p>Lesson 14 Subtract Three- Digit Numbers within 1,000—pp. 120-127</p>
<p>Use place value understanding and properties of operations to add and subtract.</p>	
<p>NY-2.NBT.8 Mentally add 10 or 100 to a given number 100-900, and mentally subtract 10 or 100 from a given number 100-900.</p>	<p>Lesson 15 Mentally Add and Subtract 10 or 100—pp. 128-145</p>

NY-2.NBT NUMBER AND OPERATIONS IN BASE TEN

Grade 2 Content Standards	<i>New York Progress Mathematics, Grade 2</i>
<p>NY-2.NBT.9 Explain why addition and subtraction strategies work, using place value and the properties of operations.</p> <p>Note: Explanations may be supported by drawings or objects.</p>	<p>Lesson 10 Add Two-Digit Numbers—pp. 88–95</p> <p>Lesson 11 Subtract Two-Digit Numbers—pp. 96–103</p>

NY-2.MD MEASUREMENT AND DATA

Grade 2 Content Standards	<i>New York Progress Mathematics, Grade 2</i>
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Measure and estimate lengths in standard units.	
<p>NY-2.MD.1 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>Lesson 16 Measure Length: Inches and Feet—pp. 146–153</p> <p>Lesson 17 Measure Length: Centimeters and Meters—pp. 154–161</p>
<p>NY-2.MD.2 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>	<p>Lesson 18 Use Different Units to Measure Length—pp. 162–169</p>
<p>NY-2.MD.3 Estimate lengths using units of inches, feet, centimeters, and meters.</p>	<p>Lesson 19 Use Different Units to Measure Length—pp. 162–169</p>
<p>NY-2.MD.4 Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard “length unit.”</p>	<p>Lesson 20 Compare Lengths—pp. 178–185</p>

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NY-2.MD MEASUREMENT AND DATA

Grade 2 Content Standards	<i>New York Progress Mathematics, Grade 2</i>
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Relate addition and subtraction to length.

<p>NY-2.MD.5 Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units.</p> <p>e.g., using drawings and equations with a symbol for the unknown number to represent the problem.</p>	<p>Lesson 21 Add and Subtract Lengths—pp. 186-193</p>
<p>NY-2.MD.6 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>	<p>Lesson 22 Number Line Diagrams—pp. 194-201</p>

Work with time and money.

<p>NY-2.MD.7 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>	<p>Lesson 23 Tell and Write Time—pp. 202-209</p>
<p>NY-2.MD.8</p>	
<p>NY-2.MD.8a Count a mixed collection of coins whose sum is less than or equal to one dollar.</p> <p>e.g., If you have 2 quarters, 2 dimes and 3 pennies, how many cents do you have?</p>	<p>Lesson 24 Money—pp. 210-217</p>
<p>NY-2.MD.8b Solve real world and mathematical problems within one dollar involving quarters, dimes, nickels, and pennies, using the ¢ (cent) symbol appropriately.</p> <p>Note: Students are not introduced to decimals, and therefore the dollar symbol, until Grade 4.</p>	<p>Lesson 24 Money—pp. 210-217</p>

NY-2.MD MEASUREMENT AND DATA

Grade 2 Content Standards	New York Progress Mathematics, Grade 2
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Represent and interpret data.

<p>NY-2.MD.9 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>	<p>Lesson 25 Line Plots—pp. 218–225</p>
<p>NY-2.MD.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 picture graph or a bar graph.</p>	<p>Lesson 26 Picture Graphs—pp. 226–233</p> <p>Lesson 27 Bar Graphs—pp. 234–247</p>

NY-2.G GEOMETRY

Grade 2 Content Standards	New York Progress Mathematics, Grade 2
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Reason with shapes and their attributes.

<p>NY-2.G.1 Classify two-dimensional figures as polygons or non-polygons.</p>	<p>Lesson 28 Identify and Draw Shapes—pp. 248–255</p>
<p>NY-2.G.2 Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.</p>	<p>Lesson 29 Partition Rectangles into Same-Size—pp. 256–263</p>
<p>NY-2.G.3 Partition circles and rectangles into two, three, or four equal shares. Describe the shares using the words <i>halves</i>, <i>thirds</i>, <i>half of</i>, <i>a third of</i>, etc. Describe the whole as <i>two halves</i>, <i>three thirds</i>, <i>four fourths</i>. Recognize that equal shares of identical wholes need not have the same shape.</p>	<p>Lesson 30 Equal Shares—pp. 264–271</p>

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