SADLIER
Progress in Mathematics

SADLIER
Common Core Progress Mathematics

Common Core State Standards for Mathematics

Grade 1 Crosswalk

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Skills Update—Review of Grade 2 Skills

Progress in Mathematics, Grade 1		Common Core Progress Mathematics, Grade 1	Common Core State Standards for Mathematics, Grade 1
SU	**Same, More, Fewer**—p. A		
SU	**Sort**—p. B		
SU	**Tally Marks**—p. C		
SU	**Inside, Outside, On**—p. D		
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SU	**Left, Between, Right**—p. F		
SU	**Color Patterns**—p. G		
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Chapter 1 Numbers, Number Words, and Ordinals

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1-1	**Numbers 1 Through 4**—pp. 3–4			
1-2	**Numbers 5 and 0**—pp. 5–6			
1-3	**Numbers 6 Through 9**—pp. 7–8			
1-4	**Numbers 10 Through 12**—pp. 9–10	**Lesson 13** **Understand Place Value: Tens and Ones**—pp. 112–119	1.NBT.2a	10 can be thought of as a bundle of ten ones — called a "ten."
			1.NBT.2b	The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.

Chapter 1 Numbers, Number Words, and Ordinals

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1-5	**Problem Solving: Read and Write in Math: Find Extra Information**—pp. 11–12				
1-6	**One Fewer, One More**—pp. 15–16	**Lesson 1**	**Problem Solving: Addition**—pp. 10–17	1.OA.1	Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.
		Lesson 2	**Problem Solving: Subtraction**—pp. 18–25		
1-7	**Order 0 Through 12**—pp. 17–18				
1-8	**Count On**—pp. 19–20	**Lesson 1**	**Problem Solving: Addition**—pp. 10–17	1.OA.1	Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.
		Lesson 7	**Addition and Subtraction Facts to 10** (fluency)—pp. 58–65	1.OA.6	Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., 8 + 6 = 8 + 2 + 4 = 10 + 4 = 14); decomposing a number leading to a ten (e.g., 13 – 4 = 13 – 3 – 1 = 10 – 1 = 9); using the relationship between addition and subtraction (e.g., knowing that 8 + 4 = 12, one knows 12 – 8 = 4); and creating equivalent but easier or known sums (e.g., adding 6 + 7 by creating the known equivalent 6 + 6 + 1 = 12 + 1 = 13).
		Lesson 8	**Addition and Subtraction Facts to 20**—pp. 66–73		
		Lesson 11	**Count to 120**—pp. 96–103	1.NBT.1	Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.
		Lesson 12	**Read and Write Numbers**—pp. 104–111		

Chapter 1 Numbers, Number Words, and Ordinals

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1-9 **Count Back**—pp. 21–22	**Lesson 2** **Problem Solving: Subtraction**—pp. 18–25	1.OA.1 Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.
1-10 **Before, Between, After**—pp. 23–24		
1-11 **Compare**—pp. 25–26		
1-12 **Ordinals 1st Through 10th**—pp. 29–30		
1-13 **Ordinals: From Top or Bottom**—pp. 31–32		
1-14 **Problem Solving Strategy: Act It Out**—pp. 33–34		
1-15 **Problem Solving Applications: Mixed Strategies**—pp. 35–36	**Lesson 1** **Problem Solving: Addition**—pp. 10–17 **Lesson 2** **Problem Solving: Subtraction**—pp. 18–25	1.OA.1 Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.

Chapter 2 Addition Strategies and Facts to 12

Progress in Mathematics, Grade 3	Common Core Progress Mathematics, Grade 3	Common Core State Standards for Mathematics, Grade 3
2-1 **Understanding Addition**—pp. 51–52	**Lesson 1** **Problem Solving: Addition**—pp. 10–17	1.OA.1 Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.
2-2 **Addition Sentences**—pp. 53–54		

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Progress in Mathematics, Grade 3	Common Core Progress Mathematics, Grade 3	Common Core State Standards for Mathematics, Grade 3
2-2 **Addition Sentences**—pp. 53–54	**Lesson 9** **Addition and Subtraction Equations**—pp. 74–81	1.OA.7 Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. *For example, which of the following equations are true and which are false? 6 = 6, 7 = 8 – 1, 5 + 2 = 2 + 5, 4 + 1 = 5 + 2.*
***2-2A** **Find Sums**—Online **2-3** **Sums Through 6**—pp. 55–56	**Lesson 1** **Problem Solving: Addition**—pp. 10–17	1.OA.1 Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.
2-4 **Related Addition Facts**—pp. 57–58	**Lesson 4** **Apply Properties of Operations**—pp. 34–41	1.OA.3 Apply properties of operations as strategies to add and subtract.[2] *Examples: If 8 + 3 = 11 is known, then 3 + 8 = 11 is also known. (Commutative property of addition.) To add 2 + 6 + 4, the second two numbers can be added to make a ten, so 2 + 6 + 4 = 2 + 10 = 12. (Associative property of addition.)* [2] Students need not use formal terms for these properties.
	Lesson 7 **Addition and Subtraction Facts to 10** (fluency)—pp. 58–65 **Lesson 8** **Addition and Subtraction Facts to 20**—pp. 66–73	1.OA.6 Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., 8 + 6 = 8 + 2 + 4 = 10 + 4 = 14); decomposing a number leading to a ten (e.g., 13 – 4 = 13 – 3 – 1 = 10 – 1 = 9); using the relationship between addition and subtraction (e.g., knowing that 8 + 4 = 12, one knows 12 – 8 = 4); and creating equivalent but easier or known sums (e.g., adding 6 + 7 by creating the known equivalent 6 + 6 + 1 = 12 + 1 = 13).
2-5 **Sums of 7 and 8**—pp. 59–60		

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2-6 **Sums of 9 and 10**—pp. 61–62 **2-7** **Sums of 11 and 12**—pp. 63–64	**Lesson 1** **Problem Solving: Addition**—pp. 10–17	1.OA.1 Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.
2-8 **Other Names for Numbers**—pp. 67–68	**Lesson 10** **Find Missing Numbers in Equations**—pp. 82–95	1.OA.8 Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. *For example, determine the unknown number that makes the equation true in each of the equations 8 + ? = 11, 5 = ☐ – 3, 6 + 6 =☐.*
2-9 **Problem Solving: Read and Write in Math: Find Hidden Information**—pp. 69–70	**Lesson 1** **Problem Solving: Addition**—pp. 10–17	1.OA.1 Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.
2-10 **Number-Line Addition**—pp. 71–72	**Lesson 1** **Problem Solving: Addition**—pp. 10–17	1.OA.1 Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.
	Lesson 6 **Relate Counting to Addition and Subtraction**—pp. 50–57	1.OA.5 Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).
	Lesson 7 **Addition and Subtraction Facts to 10** (fluency)—pp. 58–65	1.OA.6 Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., 8 + 6 = 8 + 2 + 4 = 10 + 4 = 14); decomposing a number leading to a ten (e.g., 13 – 4 = 13 – 3 – 1 = 10 – 1 = 9); using the
	Lesson 8 **Addition and Subtraction Facts to 20**—pp. 66–73	

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		– continued from previous page – relationship between addition and subtraction (e.g., knowing that 8 + 4 = 12, one knows 12 – 8 = 4); and creating equivalent but easier or known sums (e.g., adding 6 + 7 by creating the known equivalent 6 + 6 + 1 = 12 + 1 = 13).
	Lesson 9 **Addition and Subtraction Equations**—pp. 74–81	1.OA.7 Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. *For example, which of the following equations are true and which are false? 6 = 6, 7 = 8 – 1, 5 + 2 = 2 + 5, 4 + 1 = 5 + 2.*
2-11 **Add: Use Patterns**—pp. 73–74		
2-12 **Doubles**—pp. 75–76 **2-13** **Doubles +1**—pp. 77–78	**Lesson 1** **Problem Solving: Addition**—pp. 10–17	1.OA.1 Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.
***2-13A** **Equivalent Sums**—Online	**Lesson 1** **Problem Solving: Addition**—pp. 10–17	1.OA.1 Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.
	Lesson 7 **Addition and Subtraction Facts to 10** (fluency)—pp. 58–65 **Lesson 8** **Addition and Subtraction Facts to 20**—pp. 66–73	1.OA.6 Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., 8 + 6 = 8 + 2 + 4 = 10 + 4 = 14); decomposing a number leading to a ten (e.g., 13 – 4 = 13 – 3 – 1 = 10 – 1 = 9); using the relationship between addition and subtraction (e.g., knowing that 8 + 4 = 12, one knows 12 –
		– continued on next page –

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		– continued from previous page – 8 = 4); and creating equivalent but easier or known sums (e.g., adding 6 + 7 by creating the known equivalent 6 + 6 + 1 = 12 + 1 = 13).
2-14 **Addition Practice**—pp. 81–82	**Lesson 1** **Problem Solving: Addition**—pp. 10–17	1.OA.1 Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.
	Lesson 6 **Relate Counting to Addition and Subtraction**—pp. 50–57	1.OA.5 Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).
2-16 **Addition Strategies with Three Addends**—pp. 85–86	**Lesson 1** **Problem Solving: Addition**—pp. 10–17	1.OA.1 Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.
	Lesson 3 **Problem Solving: Addition of Three Numbers**—pp. 26–33	1.OA.2 Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.
	Lesson 4 **Apply Properties of Operations**—pp. 34–41	1.OA.3 Apply properties of operations as strategies to add and subtract.[2] *Examples: If 8 + 3 = 11 is known, then 3 + 8 = 11 is also known. (Commutative property of addition.) To add 2 + 6 + 4, the second two numbers can be added to make a ten, so 2 + 6 + 4 = 2 + 10 = 12. (Associative property of addition.)* [2] Students need not use formal terms for these properties.

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***2-16A Solve Addition Word Problems**—Online	**Lesson 1 Problem Solving: Addition**—pp. 10–17	1.OA.1 Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.
	Lesson 3 Problem Solving: Addition of Three Numbers—pp. 26–33	1.OA.2 Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.
2-17 Problem Solving Strategy: Write a Number Sentence—pp. 87–88	**Lesson 1 Problem Solving: Addition**—pp. 10–17	1.OA.1 Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.
***2-17A Find the Unknown Number**—Online	**Lesson 1 Problem Solving: Addition**—pp. 10–17	1.OA.1 Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.
	Lesson 10 Find Missing Numbers in Equations—pp. 82–95	1.OA.8 Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. *For example, determine the unknown number that makes the equation true in each of the equations 8 + ? = 11, 5 = ☐ – 3, 6 + 6 =☐.*
2-18 Problem Solving Applications: Mixed Strategies—pp. 89–90	**Lesson 1 Problem Solving: Addition**—pp. 10–17	1.OA.1 Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart,

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		– continued from previous page – and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.

Chapter 3 Subtraction Strategies and Facts to 12

Progress in Mathematics, Grade 1	Common Core Progress Mathematics, Grade 1	Common Core State Standards for Mathematics, Grade 1
3-1 **Understanding Subtraction**—pp. 101–102	**Lesson 2** **Problem Solving: Subtraction**—pp. 18–25	1.OA.1 Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.
3-2 **Subtraction Sentences**—pp. 103–104	**Lesson 2** **Problem Solving: Subtraction**—pp. 18–25	1.OA.1 Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.
	Lesson 9 **Addition and Subtraction Equations**—pp. 74–81	1.OA.7 Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. *For example, which of the following equations are true and which are false? 6 = 6, 7 = 8 – 1, 5 + 2 = 2 + 5, 4 + 1 = 5 + 2.*
3-3 **Subtract from 6 or Less**—pp. 105–106	**Lesson 2** **Problem Solving: Subtraction**—pp. 18–25	1.OA.1 Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions,
3-4 **All or Zero**—pp. 107–108		
***3-4A** **Find Differences**—Online		
3-5 **Subtract from 7 and 8**—pp. 109–110		

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		e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.
3-6 **Subtract from 9 and 10**—pp. 111–112		
3-7 **Subtract from 11 and 12**—pp. 113–114	**Lesson 2** **Problem Solving: Subtraction**—pp. 18–25	1.OA.1 Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.
	Lesson 7 **Addition and Subtraction Facts to 10** (fluency)—pp. 58–65	1.OA.6 Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., 8 + 6 = 8 + 2 + 4 = 10 + 4 = 14); decomposing a number leading to a ten (e.g., 13 – 4 = 13 – 3 – 1 = 10 – 1 = 9); using the relationship between addition and subtraction (e.g., knowing that 8 + 4 = 12, one knows 12 – 8 = 4); and creating equivalent but easier or known sums (e.g., adding 6 + 7 by creating the known equivalent 6 + 6 + 1 = 12 + 1 = 13).
	Lesson 8 **Addition and Subtraction Facts to 20**—pp. 66–73	
3-8 **Number-Line Subtraction**—pp. 117–118	**Lesson 2** **Problem Solving: Subtraction**—pp. 18–25	1.OA.1 Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.
	Lesson 6 **Relate Counting to Addition and Subtraction**—pp. 50–57	1.OA.5 Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).
	Lesson 9 **Addition and Subtraction Equations**—pp. 74–81	1.OA.7 Understand the meaning of the equal sign, and determine if equations involving addition and
		– continued on next page –

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		– continued from previous page – subtraction are true or false. *For example, which of the following equations are true and which are false? 6 = 6, 7 = 8 – 1, 5 + 2 = 2 + 5, 4 + 1 = 5 + 2.*
3-9 **Rules and Patterns**—pp. 119–120	**Lesson 2** **Problem Solving: Subtraction**—pp. 18–25	1.OA.1 Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.
3-10 **Related Subtraction Facts**—pp. 121–122 **3-11** **Relate Addition and Subtraction**—pp. 123–124	**Lesson 2** **Problem Solving: Subtraction**—pp. 18–25	1.OA.1 Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.
	Lesson 7 **Addition and Subtraction Facts to 10** (fluency)—pp. 58–65 **Lesson 8** **Addition and Subtraction Facts to 20**—pp. 66–73	1.OA.6 Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., 8 + 6 = 8 + 2 + 4 = 10 + 4 = 14); decomposing a number leading to a ten (e.g., 13 – 4 = 13 – 3 – 1 = 10 – 1 = 9); using the relationship between addition and subtraction (e.g., knowing that 8 + 4 = 12, one knows 12 – 8 = 4); and creating equivalent but easier or known sums (e.g., adding 6 + 7 by creating the known equivalent 6 + 6 + 1 = 12 + 1 = 13).
***3-11A** **Think Addition to Subtract**—Online	**Lesson 2** **Problem Solving: Subtraction**—pp. 18–25	1.OA.1 Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, – continued on next page –

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		– continued from previous page – e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.
	Lesson 5 **Relate Addition and Subtraction Facts**—pp. 42–49	1.OA.4 Understand subtraction as an unknown-addend problem. *For example, subtract 10 – 8 by finding the number that makes 10 when added to 8.*
	Lesson 7 **Addition and Subtraction Facts to 10** (fluency)—pp. 58–65 **Lesson 8** **Addition and Subtraction Facts to 20**—pp. 66–73	1.OA.6 Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., 8 + 6 = 8 + 2 + 4 = 10 + 4 = 14); decomposing a number leading to a ten (e.g., 13 – 4 = 13 – 3 – 1 = 10 – 1 = 9); using the relationship between addition and subtraction (e.g., knowing that 8 + 4 = 12, one knows 12 – 8 = 4); and creating equivalent but easier or known sums (e.g., adding 6 + 7 by creating the known equivalent 6 + 6 + 1 = 12 + 1 = 13).
3-12 **Check by Adding**—pp. 125–126	**Lesson 1** **Problem Solving: Addition**—pp. 10–17 **Lesson 2** **Problem Solving: Subtraction**—pp. 18–25	1.OA.1 Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.
	Lesson 3 **Problem Solving: Addition of Three Numbers**—pp. 26–33	1.OA.2 Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.
***3-12A** **Use a Bar Model**—Online	**Lesson 2** **Problem Solving: Subtraction**—pp. 18–25	1.OA.1 Use addition and subtraction within 20 to solve word problems involving situations of adding – continued on next page –

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		– continued from previous page – to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.
3-13 **Fact Families**—pp. 127–128	**Lesson 1** **Problem Solving: Addition**—pp. 10–17 **Lesson 2** **Problem Solving: Subtraction**—pp. 18–25	1.OA.1 Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.
	Lesson 7 **Addition and Subtraction Facts to 10** (fluency)—pp. 58–65 **Lesson 8** **Addition and Subtraction Facts to 20**—pp. 66–73	1.OA.6 Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., 8 + 6 = 8 + 2 + 4 = 10 + 4 = 14); decomposing a number leading to a ten (e.g., 13 – 4 = 13 – 3 – 1 = 10 – 1 = 9); using the relationship between addition and subtraction (e.g., knowing that 8 + 4 = 12, one knows 12 – 8 = 4); and creating equivalent but easier or known sums (e.g., adding 6 + 7 by creating the known equivalent 6 + 6 + 1 = 12 + 1 = 13).
3-14 **Find Missing Addends**—pp. 131–132	**Lesson 1** **Problem Solving: Addition**—pp. 10–17 **Lesson 2** **Problem Solving: Subtraction**—pp. 18–25	1.OA.1 Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.
	Lesson 5 **Relate Addition and Subtraction Facts**—pp. 42–49	1.OA.4 Understand subtraction as an unknown-addend problem. *For example, subtract 10 – 8 by finding the number that makes 10 when added to 8.*

Chapter 3 Subtraction Strategies and Facts to 12

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	Lesson 10 **Find Missing Numbers in Equations**—pp. 82–95	1.OA.8 Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. *For example, determine the unknown number that makes the equation true in each of the equations 8 + ? = 11, 5 = ☐ – 3, 6 + 6 =☐.*
3-15 **Subtract to Compare**—pp. 133–134	**Lesson 1** **Problem Solving: Addition**—pp. 10–17	1.OA.1 Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.
3-16 **Problem Solving: Read and Write in Math: Use More Than One Step**—pp. 135–136	**Lesson 2** **Problem Solving: Subtraction**—pp. 18–25	
3-17 **Mixed Practice**—pp. 137–138		
3-18 **Problem Solving Strategy: Choose the Operation**—pp. 139–140	**Lesson 1** **Problem Solving: Addition**—pp. 10–17	1.OA.1 Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.
3-19 **Problem Solving Applications: Mixed Strategies**—pp. 141–142	**Lesson 2** **Problem Solving: Subtraction**—pp. 18–25	

Chapter 4 Data and Graphs: Using Operations

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4-1 **Venn Diagrams**—pp. 157–158		
4-2 **Tally Charts**—pp. 159–160	**Lesson 22** **Use Tables**—pp. 194–207	1.MD.4 Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.
4-3 **Real Graphs**—pp. 161–162		
4-4 **Picture Graphs**—pp. 163–164		
4-5 **Pictographs**—pp. 165–166		
4-6 **Bar Graphs**—pp. 167–168		

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4-7	**Surveys**—pp. 171–172				
***4-7A**	**Data and Questions**—Online				
4-8	**Range**—pp. 173–174				
4-9	**Mode**—pp. 175–176				
4-10	**Median**—pp. 177–178				
4-11	**Problem Solving: Read and Write in Math: Understand Math Words**—pp. 179–180				
4-12	**Problem Solving Strategy: Use a Graph**—pp. 181–182	**Lesson 22**	**Use Tables**—pp. 194–207	1.MD.4	Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.
4-13	**Problem Solving Applications: Mixed Strategies**—pp. 183–184				

Chapter 5 Place Value to 100

Progress in Mathematics, Grade 1		Common Core Progress Mathematics, Grade 1		Common Core State Standards for Mathematics, Grade 1	
5-1	**Tens and Ones**—pp. 195–196	**Lesson 13**	**Understand Place Value: Tens and Ones**—pp. 112–119	1.NBT.2	Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:
				1.NBT.2a	10 can be thought of as a bundle of ten ones — called a "ten."
				1.NBT.2b	The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.
				1.NBT.2c	The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).
5-2	**Tens Through One Hundred**—pp. 197–198	**Lesson 11**	**Count to 120**—pp. 96–103	1.NBT.1	Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.
		Lesson 12	**Read and Write Numbers**—pp. 104–111		

Chapter 5 Place Value to 100

Progress in Mathematics, Grade 1	Common Core Progress Mathematics, Grade 1	Common Core State Standards for Mathematics, Grade 1
	Lesson 13 **Understand Place Value: Tens and Ones**—pp. 112–119	1.NBT.2c The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).
5-3 **Numbers 11 Through 19**—pp. 199–200	**Lesson 11** **Count to 120**—pp. 96–103	1.NBT.1 Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.
	Lesson 12 **Read and Write Numbers**—pp. 104–111	
	Lesson 13 **Understand Place Value: Tens and Ones**—pp. 112–119	1.NBT.2b The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.
5-4 **Numbers 20 Through 39**—pp. 201–202	**Lesson 11** **Count to 120**—pp. 96–103	1.NBT.1 Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.
5-5 **Numbers 40 Through 59**—pp. 203–204	**Lesson 12** **Read and Write Numbers**—pp. 104–111	
5-6 **Numbers 60 Through 89**—pp. 205–206		
5-7 **Numbers 90 Through 100**—pp. 207–208		
***5-7A** **Numbers to 120**—Online		
5-8 **Estimate Quantities**—pp. 211–212		
5-9 **Place Value of Digits**—pp. 213–214	**Lesson 13** **Understand Place Value: Tens and Ones**—pp. 112–119	1.NBT.2a 10 can be thought of as a bundle of ten ones — called a “ten.”
5-10 **Expanded Form**—pp. 215–216	**Lesson 13** **Understand Place Value: Tens and Ones**—pp. 112–119	1.NBT.2 Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:
		1.NBT.2a 10 can be thought of as a bundle of ten ones — called a “ten.”
		1.NBT.2b The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.
		1.NBT.2c The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).

Chapter 5 Place Value to 100

Progress in Mathematics, Grade 1	Common Core Progress Mathematics, Grade 1	Common Core State Standards for Mathematics, Grade 1
5-11 **One Less, One More**—pp. 217–218	**Lesson 11** **Count to 120**—pp. 96–103	1.NBT.1 Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.
5-12 **Identify Before, Between, After**—pp. 219–220	**Lesson 12** **Read and Write Numbers**—pp. 104–111	
5-13 **Compare Numbers**—pp. 221–222	**Lesson 11** **Count to 120**—pp. 96–103	1.NBT.1 Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.
5-14 **Order Numbers**—pp. 223–224	**Lesson 12** **Read and Write Numbers**—pp. 104–111	
	Lesson 14 **Compare Numbers**—pp. 120–127	1.NBT.3 Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <.
5-15 **Hundred-Chart Patterns**—pp. 225–226	**Lesson 11** **Count to 120**—pp. 96–103	1.NBT.1 Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.
	Lesson 12 **Read and Write Numbers**—pp. 104–111	
5-16 **10 Less, 10 More**—pp. 227–228	**Lesson 16** **Find 10 More and 10 Less**—pp. 136–143	1.NBT.5 Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.
5-17 **Problem Solving: Read and Write in Math: Read a Table**—pp. 229–230	**Lesson 22** **Use Tables**—pp. 194–207	1.MD.4 Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.
5-18 **Even and Odd**—pp. 233–234		
5-19 **Count by 5s**—pp. 235–236		
5-20 **Count by 2s**—pp. 237–238		
5-21 **Problem Solving Strategy: Logical Reasoning**—pp. 239–240		
5-22 **Problem Solving Applications: Mixed Strategies**—pp. 241–242		

Chapter 6 Extending Addition and Subtraction Facts

Progress in Mathematics, Grade 1		Common Core Progress Mathematics, Grade 1		Common Core State Standards for Mathematics, Grade 1	
6-1	**Sums Through 14**—pp. 257–258				
6-2	**Sums Through 16**—pp. 259–260				
***6-2A**	**Properties of Operations**—Online	**Lesson 4**	**Apply Properties of Operations**—pp. 34–41	1.OA.3	Apply properties of operations as strategies to add and subtract.[2] *Examples: If 8 + 3 = 11 is known, then 3 + 8 = 11 is also known. (Commutative property of addition.) To add 2 + 6 + 4, the second two numbers can be added to make a ten, so 2 + 6 + 4 = 2 + 10 = 12. (Associative property of addition.)* [2] Students need not use formal terms for these properties.
6-3	**Sums Through 18**—pp. 261–262				
***6-3A**	**Make 10 to Add**—Online	**Lesson 7**	**Addition and Subtraction Facts to 10** (fluency)—pp. 58–65	1.OA.6	Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., 8 + 6 = 8 + 2 + 4 = 10 + 4 = 14); decomposing a number leading to a ten (e.g., 13 – 4 = 13 – 3 – 1 = 10 – 1 = 9); using the relationship between addition and subtraction (e.g., knowing that 8 + 4 = 12, one knows 12 – 8 = 4); and creating equivalent but easier or known sums (e.g., adding 6 + 7 by creating the known equivalent 6 + 6 + 1 = 12 + 1 = 13).
		Lesson 8	**Addition and Subtraction Facts to 20**—pp. 66–73		
6-4	**Problem Solving: Read and Write in Math: Read a Map**—pp. 263–264				
6-5	**Subtract from 13 and 14**—pp. 267–268				
6-6	**Subtract from 16 or Less**—pp. 269–270				
6-7	**Subtract from 18 or Less**—pp. 271–272				

Chapter 6 Extending Addition and Subtraction Facts

Progress in Mathematics, Grade 1	Common Core Progress Mathematics, Grade 1	Common Core State Standards for Mathematics, Grade 1
***6-7A** **Make 10 to Subtract**—Online	**Lesson 7** **Addition and Subtraction Facts to 10** (fluency)—pp. 58–65 **Lesson 8** **Addition and Subtraction Facts to 20**—pp. 66–73	1.OA.6 Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., 8 + 6 = 8 + 2 + 4 = 10 + 4 = 14); decomposing a number leading to a ten (e.g., 13 – 4 = 13 – 3 – 1 = 10 – 1 = 9); using the relationship between addition and subtraction (e.g., knowing that 8 + 4 = 12, one knows 12 – 8 = 4); and creating equivalent but easier or known sums (e.g., adding 6 + 7 by creating the known equivalent 6 + 6 + 1 = 12 + 1 = 13).
6-8 **More Fact Families**—pp. 273–274	**Lesson 4** **Apply Properties of Operations**—pp. 34–41	1.OA.3 Apply properties of operations as strategies to add and subtract.[2] *Examples: If 8 + 3 = 11 is known, then 3 + 8 = 11 is also known. (Commutative property of addition.) To add 2 + 6 + 4, the second two numbers can be added to make a ten, so 2 + 6 + 4 = 2 + 10 = 12. (Associative property of addition.)* [2] Students need not use formal terms for these properties.
	Lesson 7 **Addition and Subtraction Facts to 10** (fluency)—pp. 58–65 **Lesson 8** **Addition and Subtraction Facts to 20**—pp. 66–73	1.OA.6 Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., 8 + 6 = 8 + 2 + 4 = 10 + 4 = 14); decomposing a number leading to a ten (e.g., 13 – 4 = 13 – 3 – 1 = 10 – 1 = 9); using the relationship between addition and subtraction (e.g., knowing that 8 + 4 = 12, one knows 12 – 8 = 4); and creating equivalent but easier or known sums (e.g., adding 6 + 7 by creating the known equivalent 6 + 6 + 1 = 12 + 1 = 13).
6-9 **Three Addends**—pp. 277–278	**Lesson 4** **Apply Properties of Operations**—pp. 34–41	1.OA.3 Apply properties of operations as strategies to add and subtract.[2] *Examples: If 8 + 3 = 11 is known, then 3 + 8 = 11 is*

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Chapter 6 Extending Addition and Subtraction Facts

Progress in Mathematics, Grade 1		Common Core Progress Mathematics, Grade 1		Common Core State Standards for Mathematics, Grade 1	
					– continued from previous page – *also known. (Commutative property of addition.) To add 2 + 6 + 4, the second two numbers can be added to make a ten, so 2 + 6 + 4 = 2 + 10 = 12. (Associative property of addition.)* [2] Students need not use formal terms for these properties.
6-10	**Extending Facts to 20**—pp. 279–280				
***6-10A**	**True and False Sentences**—Online	**Lesson 9**	**Addition and Subtraction Equations**—pp. 74–81	1.OA.7	Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. *For example, which of the following equations are true and which are false? 6 = 6, 7 = 8 – 1, 5 + 2 = 2 + 5, 4 + 1 = 5 + 2.*
6-11	**Missing Part of a Number Sentence**—pp. 281–282	**Lesson 5**	**Relate Addition and Subtraction Facts**—pp. 42–49	1.OA.4	Understand subtraction as an unknown-addend problem. *For example, subtract 10 – 8 by finding the number that makes 10 when added to 8.*
		Lesson 10	**Find Missing Numbers in Equations**—pp. 82–95	1.OA.8	Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. *For example, determine the unknown number that makes the equation true in each of the equations 8 + ? = 11, 5 = ☐ – 3, 6 + 6 =☐.*
***6-11A**	**Add and Subtract to Compare**—Online	**Lesson 1**	**Problem Solving: Addition**—pp. 10–17	1.OA.1	Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.
		Lesson 2	**Problem Solving: Subtraction**—pp. 18–25		

Chapter 6 Extending Addition and Subtraction Facts

Progress in Mathematics, Grade 1		Common Core Progress Mathematics, Grade 1		Common Core State Standards for Mathematics, Grade 1	
6-12	**Problem Solving Strategy: Make a Table**—pp. 283–284	**Lesson 22**	**Use Tables**—pp. 194–207	1.MD.4	Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.
6-13	**Problem Solving Applications: Mixed Strategies**—pp. 285–286				

Chapter 7 Geometry

Progress in Mathematics, Grade 1		Common Core Progress Mathematics, Grade 1		Common Core State Standards for Mathematics, Grade 1	
7-1	**Open and Closed Figures**—pp. 297–298				
7-2	**Sides and Corners**—pp. 299–300	**Lesson 23**	**Identify Shapes**—pp. 208–215	1.G.1	Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.
***7-2A**	**Reason with Shapes**—Online				
7-3	**Sorting Plane Figures**—pp. 301–302				
***7-3A**	**Ways to Make Plane Figures**—Online	**Lesson 24**	**Two-Dimensional Shapes**—pp. 216–223	1.G.2	Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.[1] [1] Students do not need to learn formal names such as "right rectangular prism."
7-4	**Ways to Make Figures**—pp. 303–304				
7-5	**Solid Figures**—pp. 307–308	**Lesson 23**	**Identify Shapes**—pp. 208–215	1.G.1	Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.

Chapter 7 Geometry

Progress in Mathematics, Grade 1	Common Core Progress Mathematics, Grade 1	Common Core State Standards for Mathematics, Grade 1
***7-5A** **Ways to Make Solid Figures**—Online	**Lesson 25** **Three-Dimensional Shapes**—pp. 224–231	1.G.2 Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.[1] [1] Students do not need to learn formal names such as "right rectangular prism."
7-6 **Attributes of Solid Figures**—pp. 309–310	**Lesson 23** **Identify Shapes**—pp. 208–215	1.G.1 Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.
7-7 **Plane Figures on Solid Figures**—pp. 311–312		
7-8 **Graphing Attributes**—pp. 313–314	**Lesson 22** **Use Tables**—pp. 194–207	1.MD.4 Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.
7-9 **Roll, Slide, and Stack**—pp. 315–316		
7-10 **Slides and Flips**—pp. 319–320		
7-11 **Slides and Turns**—pp. 321–322		
7-12 **Pattern Rules**—pp. 323–324		
7-13 **Problem Solving: Read and Write in Math: Understand Directions**—pp. 327–328		
7-14 **Give and Follow Directions**—pp. 329–330		
7-15 **Same Shape and Size**—pp. 331–332		
7-16 **Symmetry**—pp. 333–334	**Lesson 26** **Equal Shares**—pp. 232–239	1.G.3 Partition circles and rectangles into two and four equal shares, describe the shares using the words *halves*, *fourths*, and *quarters*, and use

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Chapter 7 Geometry

Progress in Mathematics, Grade 1	Common Core Progress Mathematics, Grade 1	Common Core State Standards for Mathematics, Grade 1
		– continued from previous page – the phrases *half of*, *fourth of*, and *quarter of*. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.
7-17 **Problem Solving Strategy: Find/Use a Pattern**—pp. 335–336		
7-18 **Problem Solving Applications: Mixed Strategies**—pp. 337–338	**Lesson 13** **Understand Place Value: Tens and Ones**—pp. 112–119	1.NBT.2a 10 can be thought of as a bundle of ten ones — called a "ten."

Chapter 8 Money and Time

Progress in Mathematics, Grade 1	Common Core Progress Mathematics, Grade 1	Common Core State Standards for Mathematics, Grade 1
8-1 **Nickels and Pennies**—pp. 353–354	**Lesson 11** **Count to 120**—pp. 96–103	1.NBT.1 Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.
	Lesson 12 **Read and Write Numbers**—pp. 104–111	
	Lesson 21 **Money**—pp. 186–193	
8-2 **Dimes and Pennies**—pp. 355–356	**Lesson 11** **Count to 120**—pp. 96–103	1.NBT.1 Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.
	Lesson 12 **Read and Write Numbers**—pp. 104–111	
	Lesson 13 **Understand Place Value: Tens and Ones**—pp. 112–119	1.NBT.2a 10 can be thought of as a bundle of ten ones — called a "ten."
	Lesson 21 **Money**—pp. 186–193	
8-3 **Quarters and Pennies**—pp. 357–358	**Lesson 11** **Count to 120**—pp. 96–103	1.NBT.1 Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.
	Lesson 12 **Read and Write Numbers**—pp. 104–111	
	Lesson 21 **Money**—pp. 186–193	

Chapter 8 Money and Time

Progress in Mathematics, Grade 1		Common Core Progress Mathematics, Grade 1		Common Core State Standards for Mathematics, Grade 1	
8-4	**Count On by Dimes and Nickels**—pp. 359–360	**Lesson 21**	**Money**—pp. 186–193		
8-5	**Count Mixed Coins**—pp. 361–362	**Lesson 13**	**Understand Place Value: Tens and Ones**—pp. 112–119	1.NBT.2a	10 can be thought of as a bundle of ten ones — called a "ten."
		Lesson 21	**Money**—pp. 186–193		
8-6	**Equal Amounts**—pp. 365–366	**Lesson 21**	**Money**—pp. 186–193		
8-7	**Spending Money**—pp. 367–368				
8-8	**One Dollar**—pp. 369–370	**Lesson 13**	**Understand Place Value: Tens and Ones**—pp. 112–119	1.NBT.2a	10 can be thought of as a bundle of ten ones — called a "ten."
8-9	**Hour**—pp. 373–374	**Lesson 20**	**Tell Time**—pp. 178–185	1.MD.3	Tell and write time in hours and half-hours using analog and digital clocks.
8-10	**Half Hour**—pp. 375–376				
8-11	**Time Patterns**—pp. 377–378				
8-12	**Elapsed Time**—pp. 379–380				
8-13	**Estimate Time**—pp. 381–382				
8-14	**Order Events**—pp. 383–384				
8-15	**Ordinals to 31st**—pp. 387–388				
8-16	**Calendar**—pp. 389–390				
8-17	**Problem Solving: Read and Write in Math: Read a Schedule**—pp. 391–392				
8-18	**Problem Solving Strategy: Logical Reasoning**—pp. 393–394				
8-19	**Problem Solving Applications: Mixed Strategies**—pp. 395–396	**Lesson 20**	**Tell Time**—pp. 178–185	1.MD.3	Tell and write time in hours and half-hours using analog and digital clocks.

Chapter 9 Measurement

Progress in Mathematics, Grade 1		Common Core Progress Mathematics, Grade 1		Common Core State Standards for Mathematics, Grade 1	
9-1	**Length and Height: Nonstandard Units**—pp. 407–408	**Lesson 18**	**Compare and Order Lengths**—pp. 162–169	1.MD.2	Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.
***9-1A**	**Length of a Path**—Online				
9-2	**Estimate with Nonstandard Units**—pp. 409–410				
9-3	**Perimeter**—pp. 411–412				
9-4	**Compare Lengths**—pp. 413–414	**Lesson 18**	**Compare and Order Lengths**—pp. 162–169	1.MD.1	Order three objects by length; compare the lengths of two objects indirectly by using a third object.
***9-4A**	**Use Indirect Comparison**—Online				
***9-4B**	**Use a Ruler**—Online	**Lesson 18**	**Compare and Order Lengths**—pp. 162–169	1.MD.2	Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.
9-5	**Inches**—pp. 415–416				
9-6	**Feet**—pp. 417–418				
9-7	**Problem Solving: Read and Write in Math: Find Hidden Information**—pp. 419–420				
9-8	**Capacity: Nonstandard Units**—pp. 423–424				
9-9	**Cups and Pints**—pp. 425–426				
9-10	**Cups, Pints, and Quarts**—pp. 427–428				
9-11	**Weight: Nonstandard Units**—pp. 429–430				
9-12	**Pounds**—pp. 431–432				

Chapter 9 Measurement

Progress in Mathematics, Grade 1	Common Core Progress Mathematics, Grade 1	Common Core State Standards for Mathematics, Grade 1
9-13 **Centimeters**—pp. 435–436		
9-14 **Liters**—pp. 437–438		
9-15 **Kilograms**—pp. 439–440		
9-16 **Temperature**—pp. 441–442		
9-17 **Seasons**—pp. 443–444		
9-18 **Choose a Measuring Tool**—pp. 445–446		
9-19 **Problem Solving Strategy: Make a Model**—pp. 447–448	**Lesson 24** **Two-Dimensional Shapes**—pp. 216–223 **Lesson 25** **Three-Dimensional Shapes**—pp. 224–231	1.G.2 Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.[1] [1] Students do not need to learn formal names such as "right rectangular prism."
9-20 **Problem Solving Applications: Mixed Strategies**—pp. 449–450		

Chapter 10 Addition: Two-Digit Numbers

Progress in Mathematics, Grade 1	Common Core Progress Mathematics, Grade 1	Common Core State Standards for Mathematics, Grade 1
10-1 **Add Tens and Dimes**—pp. 465–466	**Lesson 13** **Understand Place Value: Tens and Ones**—pp. 112–119	1.NBT.2 Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases: 1.NBT.2a 10 can be thought of as a bundle of ten ones — called a "ten." 1.NBT.2c The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).

Chapter 10 Addition: Two-Digit Numbers

Progress in Mathematics, Grade 1	Common Core Progress Mathematics, Grade 1	Common Core State Standards for Mathematics, Grade 1
	Lesson 15 **Add Two-Digit Numbers**—pp. 128–135	1.NBT.4 Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.
10-2 **Add Ones and Tens Using Models**—pp. 467–468	**Lesson 13** **Understand Place Value: Tens and Ones**—pp. 112–119	1.NBT.2 Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:
		1.NBT.2a 10 can be thought of as a bundle of ten ones — called a "ten."
	Lesson 15 **Add Two-Digit Numbers**—pp. 128–135	1.NBT.4 Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.
***10-2A** **Add Using Drawings**—Online	**Lesson 15** **Add Two-Digit Numbers**—pp. 128–135	1.NBT.4 Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.
10-3 **Add Ones and Tens Without Models**—pp. 469–470		

Chapter 10 Addition: Two-Digit Numbers

Progress in Mathematics, Grade 1	Common Core Progress Mathematics, Grade 1	Common Core State Standards for Mathematics, Grade 1
10-4 **Add Money**—pp. 471–472	**Lesson 13** **Understand Place Value: Tens and Ones**—pp. 112–119	1.NBT.2 Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:
		1.NBT.2a 10 can be thought of as a bundle of ten ones — called a "ten."
	Lesson 15 **Add Two-Digit Numbers**—pp. 128–135	1.NBT.4 Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.
***10-4A** **Count On by Tens or Ones to Add**—Online	**Lesson 15** **Add Two-Digit Numbers**—pp. 128–135	1.NBT.4 Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.
10-5 **Add Ones or Tens**—pp. 473–474	**Lesson 9** **Addition and Subtraction Equations**—pp. 74–81	1.OA.7 Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. *For example, which of the following equations are true and which are false? 6 = 6, 7 = 8 – 1, 5 + 2 = 2 + 5, 4 + 1 = 5 + 2.*

Chapter 10 Addition: Two-Digit Numbers

Progress in Mathematics, Grade 1	Common Core Progress Mathematics, Grade 1	Common Core State Standards for Mathematics, Grade 1
	Lesson 10 **Find Missing Numbers in Equations**—pp. 82–95	1.OA.8 Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. *For example, determine the unknown number that makes the equation true in each of the equations 8 + ? = 11, 5 = ☐ – 3, 6 + 6 =☐.*
	Lesson 15 **Add Two-Digit Numbers**—pp. 128–135	1.NBT.4 Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.
	Lesson 16 **Find 10 More and 10 Less**—pp. 136–143	1.NBT.5 Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.
***10-5A** **Use Strategies to Add**—Online ***10-5B** **Add 2-digit Numbers**—Online	**Lesson 15** **Add Two-Digit Numbers**—pp. 128–135	1.NBT.4 Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.
10-6 **Nearest Ten**—pp. 475–476	**Lesson 13** **Understand Place Value: Tens and Ones**—pp. 112–119	1.NBT.2 Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases: 1.NBT.2a 10 can be thought of as a bundle of ten ones — called a “ten.”

Chapter 10 Addition: Two-Digit Numbers

Progress in Mathematics, Grade 1		Common Core Progress Mathematics, Grade 1	Common Core State Standards for Mathematics, Grade 1	
10-7	**Estimate Sums**—pp. 477–478			
10-8	**Problem Solving: Read and Write in Math: Use More Than One Step**—pp. 479–480	**Lesson 15** **Add Two-Digit Numbers**—pp. 128–135	1.NBT.4	Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.
10-9	**Regroup Ones as Tens Using Models**—pp. 483–484			
10-10	**Regroup Ones as Tens Using a Chart**—pp. 485–486			
***10-10A**	**Bar Models and Addition Problems**—Online			
10-11	**Regroup Money**—pp. 487–488			
10-12	**Problem Solving Strategy: Guess and Test**—pp. 489–490			
10-13	**Problem Solving Applications: Mixed Strategies**—pp. 491–492	**Lesson 15** **Add Two-Digit Numbers**—pp. 128–135	1.NBT.4	Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.

Chapter 11 Subtraction: Two-Digit Numbers

Progress in Mathematics, Grade 3		Common Core Progress Mathematics, Grade 3	Common Core State Standards for Mathematics, Grade 3	
11-1	**Subtract Tens and Dimes**—pp. 503–504	**Lesson 13** **Understand Place Value: Tens and Ones**—pp. 112–119	1.NBT.2	Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:
			1.NBT.2c	The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).

Chapter 11 Subtraction: Two-Digit Numbers

Progress in Mathematics, Grade 3	Common Core Progress Mathematics, Grade 3	Common Core State Standards for Mathematics, Grade 3
***11-1A** **Mental Math: Ten More or Ten Less**—Online	**Lesson 16** **Find 10 More and 10 Less**—pp. 136–143	1.NBT.5 Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.
***11-1B** **Subtract Multiples of 10**—Online	**Lesson 17** **Subtract Multiples of 10**—pp. 144–161	1.NBT.6 Subtract multiples of 10 in the range 10–90 from multiples of 10 in the range 10–90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.
11-2 **Subtract Ones and Tens Using Models**—pp. 505–506		
11-3 **Subtract Ones and Tens Without Models**—pp. 507–508		
11-4 **Subtract Money**—pp. 509–510	**Lesson 13** **Understand Place Value: Tens and Ones**—pp. 112–119	1.NBT.2 Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:
		1.NBT.2a 10 can be thought of as a bundle of ten ones — called a "ten."
***11-4A** **Count Back by Tens or Ones to Subtract**—Online	**Lesson 17** **Subtract Multiples of 10**—pp. 144–161	1.NBT.6 Subtract multiples of 10 in the range 10–90 from multiples of 10 in the range 10–90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.
11-5 **Subtract Ones or Tens**—pp. 511–512	**Lesson 16** **Find 10 More and 10 Less**—pp. 136–143	1.NBT.5 Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.
	Lesson 17 **Subtract Multiples of 10**—pp. 144–161	1.NBT.6 Subtract multiples of 10 in the range 10–90 from multiples of 10 in the range 10–90

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Chapter 11 Subtraction: Two-Digit Numbers

Progress in Mathematics, Grade 3		Common Core Progress Mathematics, Grade 3		Common Core State Standards for Mathematics, Grade 3	
					– continued from previous page –
					(positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.
11-6	**Problem Solving: Read and Write in Math: Ask a Question**—pp. 513–514				
11-7	**Estimate Differences**—pp. 517–518				
11-8	**Regroup Tens as Ones Using Models**—pp. 519–520	**Lesson 13**	**Understand Place Value: Tens and Ones**—pp. 112–119	1.NBT.2	Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:
11-9	**Regroup Tens as Ones Using a Chart**—pp. 521–522			1.NBT.2a	10 can be thought of as a bundle of ten ones — called a "ten."
***11-9A**	**Bar Diagrams and Subtraction Problems**—Online	**Lesson 17**	**Subtract Multiples of 10**—pp. 144–161	1.NBT.6	Subtract multiples of 10 in the range 10–90 from multiples of 10 in the range 10–90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.
11-10	**Regroup Dimes as Pennies**—pp. 523–524	**Lesson 13**	**Understand Place Value: Tens and Ones**—pp. 112–119	1.NBT.2	Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:
				1.NBT.2a	10 can be thought of as a bundle of ten ones — called a "ten."
11-11	**Add and Subtract Mentally**—pp. 525–526				

Chapter 11 Subtraction: Two-Digit Numbers

Progress in Mathematics, Grade 3	Common Core Progress Mathematics, Grade 3	Common Core State Standards for Mathematics, Grade 3
11-12 **Balance Number Sentences**—pp. 529–530	**Lesson 10** **Find Missing Numbers in Equations**—pp. 82–95	1.OA.8 Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. *For example, determine the unknown number that makes the equation true in each of the equations 8 + ? = 11, 5 = ☐ – 3, 6 + 6 =☐.*
11-13 **Missing Operations**—pp. 531–532		
11-14 **Problem Solving Strategy: Use More Than One Step**—pp. 533–534		
11-15 **Problem Solving Applications: Mixed Strategies**—pp. 535–536		

Chapter 12 Fractions and Probability

Progress in Mathematics, Grade 1	Common Core Progress Mathematics, Grade 1	Common Core State Standards for Mathematics, Grade 1
12-1 **Equal Parts**—pp. 551–552	**Lesson 26** **Equal Shares**—pp. 232–239	1.G.3 Partition circles and rectangles into two and four equal shares, describe the shares using the words *halves*, *fourths*, and *quarters*, and use the phrases *half of*, *fourth of*, and *quarter of*. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.
12-2 **One Half, 1/2**—pp. 553–554		
12-3 **One Third, 1/3**—pp. 555–556		
12-4 **One Fourth, 1/4**—pp. 557–558	**Lesson 26** **Equal Shares**—pp. 232–239	1.G.3 Partition circles and rectangles into two and four equal shares, describe the shares using the words *halves*, *fourths*, and *quarters*, and use the phrases *half of*, *fourth of*, and *quarter of*. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.

Chapter 12 Fractions and Probability

Progress in Mathematics, Grade 1		Common Core Progress Mathematics, Grade 1	Common Core State Standards for Mathematics, Grade 1	
*12-4A	**Compare Fractions**—Online			
12-5	**Part of a Set**—pp. 559–560			
12-6	**Problem Solving: Read and Write in Math: Understand Math Words**—pp. 563–564			
12-7	**Certain, Possible, Impossible**—pp. 565–566			
12-8	**More, Less, or Equally Likely**—pp. 567–568			
12-9	**Arrangements**—pp. 569–570			
12-10	**Problem Solving Strategy: Make a Model/Draw a Picture**—pp. 571–572	**Lesson 26** **Equal Shares**—pp. 232–239	1.G.3	Partition circles and rectangles into two and four equal shares, describe the shares using the words *halves*, *fourths*, and *quarters*, and use the phrases *half of*, *fourth of*, and *quarter of*. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.
12-11	**Problem Solving Applications: Mixed Strategies**—pp. 573–574			