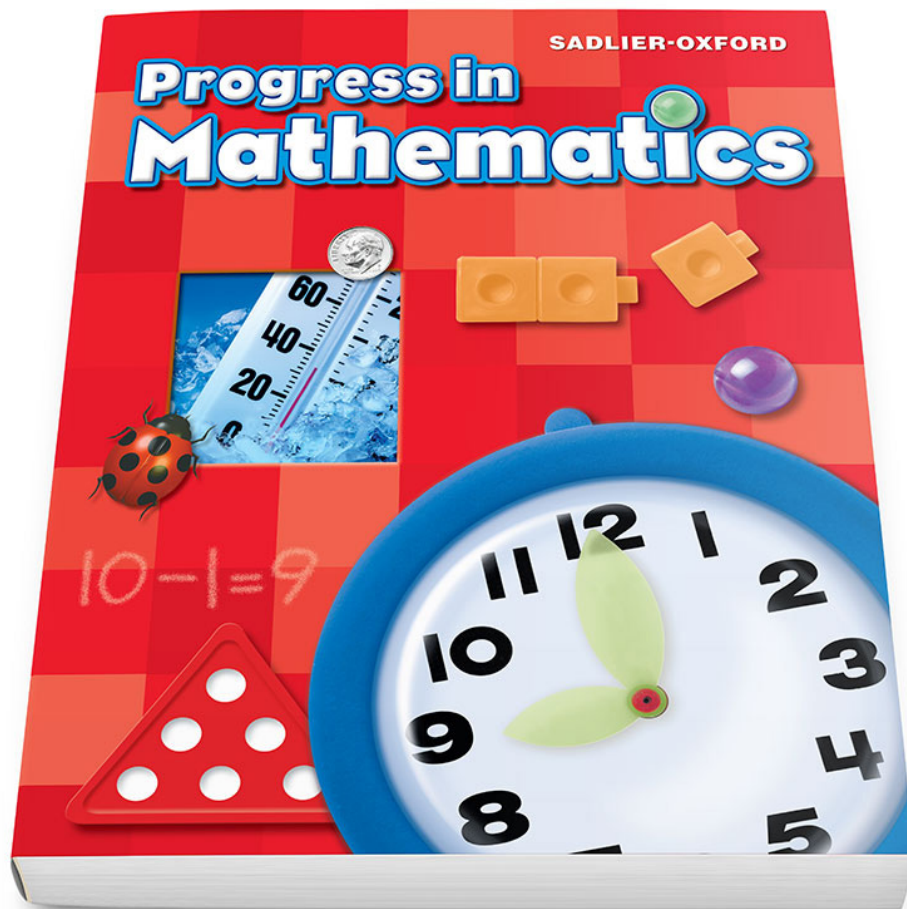# *Progress in Mathematics*

Correlation to the Archdiocese of Cincinnati
2020 Graded Course of Study for Mathematics

Grade 1

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Progress in Mathematics Grade 1 Correlation to the
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STANDARD 1 – OPERATIONS AND ALGEBRAIC THINKING (OA)

Grade 1 Standard & Benchmark Description	*Progress in Mathematics*, Grade 1

M.OA.1.1 Represent and solve problems involving addition and subtraction.

M.OA.1.1.1 Use addition and subtraction within 20 to solve work problems involving situations of adding to, taking from, putting together, taking apart and comparing with unknowns in all positions.

M.OA.1.1.2 Use objects, drawings, and equations with a symbol for the unknown number to represent the problem of adding and subtracting within 20 to solve word problems.

Chapter 2 Addition Strategies and Facts to 12
- 2-1 Understanding Addition—pp. 51–52
- 2-2 Addition Sentences—pp. 53–54
- 2-2A Find Sums—Online
- 2-3 Sums Through 6—pp. 55–56
- 2-6 Sums of 9 and 10—pp. 61–62
- 2-7 Sums of 11 and 12—pp. 63–64
- 2-9 Problem Solving: Read and Write in Math: Find Hidden Information—pp. 69–70
- 2-13A Equivalent Sums—Online
- 2-14 Addition Practice—pp. 81–82
- 2-17 Problem Solving Strategy: Write a Number Sentence—pp. 87–88
- 2-17A Find the Unknown Number—Online
- 2-18 Problem Solving Applications: Mixed Strategies—pp. 89–90

Chapter 3 Subtraction Strategies and Facts to 12
- 3-1 Understanding Subtraction—pp. 101–102
- 3-2 Subtraction Sentences—pp. 103–104
- 3-3 Subtract from 6 or Less—pp. 105–106
- 3-4 All or Zero—pp. 107–108
- 3-4A Find Differences—Online
- 3-5 Subtract from 7 and 8—pp. 109–110
- 3-6 Subtract from 9 and 10—pp. 111–112
- 3-7 Subtract from 11 and 12—pp. 113–114
- 3-10 Related Subtraction Facts—pp. 121–122
- 3-11A Think Addition to Subtract—Online
- 3-12 Check by Adding—pp. 125–126
- 3-12A Use a Bar Model—Online
- 3-14 Find Missing Addends—pp. 131–132
- 3-15 Subtract to Compare—pp. 133–134
- 3-18 Problem Solving Strategy: Choose the Operation (write the number sentence)—pp. 139–14
- 3-19 Problem Solving Applications: Mixed Strategies—pp. 141–142

Chapter 6 Extending Addition and Subtraction Facts
- 6-1 Sums Through 14—pp. 257–258
- 6-2 Sums Through 16—pp. 259–260
- 6-2A Properties of Operations—Online

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STANDARD 1 – OPERATIONS AND ALGEBRAIC THINKING (OA)

Grade 1 Standard & Benchmark Description	*Progress in Mathematics*, Grade 1

M.OA.1.1 Represent and solve problems involving addition and subtraction.

	6-3 Sums Through 18—pp. 261–262 6-3A Make 10 to Add—Online 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 6-7A Make 10 to Subtract—Online 6-10 Extending Facts to 20—pp. 279–280 6-11 Missing Part of a Number Sentence—pp. 281–282 6-11A Add and Subtract to Compare—Online 6-13 Problem Solving Applications: Mixed Strategies—pp. 285–286
M.OA.1.1.3 Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, use objects drawings or equations with a symbol for unknown number to represent the problem.	**Chapter 2 Addition Strategies and Facts to 12** 2-15 Add Three Numbers—pp. 83–84 2-16 Addition Strategies with Three Addends—pp. 85–86 2-16A Solve Addition Word Problems—Online **Chapter 6 Extending Addition and Subtraction Facts** 6-9 Three Addends—pp. 277–278

M.OA.1.2 Understand and apply "properties of operations" and the relationship between addition and subtraction.

M.OA.1.2.2 Understand subtraction as an unknown addend problem. For example, subtract 10 – 8 by finding the number that make 10 when added to 8.	**Chapter 3 Subtraction Strategies and Facts to 12** 3-4A Find Differences (unknown addend)—Online **Chapter 6 Extending Addition and Subtraction Facts** 6-7A Make 10 to Subtract—Online 6-11 Missing Part of a Number Sentence—pp. 281–282 6-11A Add and Subtract to Compare—Online

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STANDARD 1 – OPERATIONS AND ALGEBRAIC THINKING (OA)

Grade 1 Standard & Benchmark Description	*Progress in Mathematics*, Grade 1

M.OA.1.3 Add and subtract within 20.

M.OA.1.3.1 Add and subtract within 20, demonstrating fluency with various strategies for addition and subtraction within 10. For example, $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$.

Chapter 2 Addition Strategies and Facts to 12
    2-2 Addition Sentences—pp. 53–54
    2-2A Find Sums—Online
    2-3 Sums Through 6—pp. 55–56
    2-4 Related Addition Facts—pp. 57–58
    2-5 Sums of 7 and 8—pp. 59–60
    2-6 Sums of 9 and 10—pp. 61–62
    2-7 Sums of 11 and 12 (make 10)—pp. 63–64
    2-8 Other Names for Numbers—pp. 67–68
    2-10 Number-Line Addition (count on)—pp. 71–72
    2-11 Add: Use Patterns—pp. 73–74
    2-12 Doubles—pp. 75–76
    2-13 Doubles +1—pp. 77–78
    2-13A Equivalent Sums (break apart addends)—Online
    2-14 Addition Practice (make 10, count on, doubles, doubles +1)—pp. 81–82
    2-16 Addition Strategies with Three Addends (group doubles)—pp. 85–86
    2-17A Find the Unknown Number—Online

Chapter 3 Subtraction Strategies and Facts to 12
    3-3 Subtract from 6 or Less—pp. 105–106
    3-4 All or Zero—pp. 107–108
    3-4A Find Differences—Online
    3-5 Subtract from 7 and 8—pp. 109–110
    3-6 Subtract from 9 and 10—pp. 111–112
    3-8 Number-Line Subtraction—pp. 117–118
    3-9 Rules and Patterns—pp. 119–120
    3-10 Related Subtraction Facts—pp. 121–122
    3-11 Relate Addition and Subtraction—pp. 123–124
    3-11A Think Addition to Subtract—Online
    3-12 Check by Adding—pp. 125–126
    3-12A Use a Bar Model—Online
    3-13 Fact Families—pp. 127–128
    3-14 Find Missing Addends—pp. 131–132
    3-15 Subtract to Compare—pp. 133–134
    3-17 Mixed Practice—pp. 137–138

Chapter 6 Extending Addition and Subtraction Facts
    6-5 Subtract from 13 and 14—pp. 267–268

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STANDARD 1 – OPERATIONS AND ALGEBRAIC THINKING (OA)

Grade 1 Standard & Benchmark Description	*Progress in Mathematics*, Grade 1
M.OA.1.3 Add and subtract within 20.	
	6-6 Subtract from 16 or Less—pp. 269–270 6-7 Subtract from 18 or Less—pp. 271–272 6-7A Make 10 to Subtract—Online 6-8 More Fact Families—pp. 273–274 6-9 Three Addends (make 10, use doubles)—pp. 277–278 6-10 Extending Facts to 20—pp. 279–280 6-11 Missing Part of a Number Sentence—pp. 281–282 6-11A Add and Subtract to Compare—Online **Chapter 10 Addition: Two-Digit Numbers** 10-4A Count On by Tens or Ones to Add—Online **Chapter 11 Subtraction: Two-Digit Numbers** 11-4A Count Back by Tens or Ones to Subtract—Online
M.OA.1.3.2 Decompose a number leading to a 10. For example, 13 – 4 = 13 – 3 – 1 + 10 – 1 = 9	**Chapter 2 Addition Strategies and Facts to 12** 2-7 Sums of 11 and 12 (make 10)—pp. 63–64 2-12 Doubles—pp. 75–76 2-13 Doubles +1—pp. 77–78 2-13A Equivalent Sums (break apart addends)—Online 2-14 Addition Practice (make 10, count on, doubles, doubles +1)—pp. 81–82 **Chapter 6 Extending Addition and Subtraction Facts** 6-1 Sums Through 14 (making 10)—pp. 257–258 6-2 Sums Through 16 (making 10)—pp. 259–260 6-3 Sums Through 18 (making 10)—pp. 261–262 6-3A Make 10 to Add (break apart addends)—Online 6-7A Make 10 to Subtract—Online
M.OA.1.3.3 Using the relationship between addition and subtraction. For example, 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.	**Chapter 3 Subtraction Strategies and Facts to 12** 3-11 Relate Addition and Subtraction—pp. 123–124 3-11A Think Addition to Subtract—Online 3-12 Check by Adding—pp. 125–126 **Chapter 6 Extending Addition and Subtraction Facts** 6-11A Add and Subtract to Compare—Online
M.OA.1.4.1 Understand the meaning of the equal sign (=).	**Chapter 2 Addition Strategies and Facts to 12** 2-2 Addition Sentences—pp. 53–54 *continued*

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STANDARD 1 – OPERATIONS AND ALGEBRAIC THINKING (OA)

Grade 1 Standard & Benchmark Description	*Progress in Mathematics*, Grade 1
M.OA.1.4 Work with addition and subtraction equations.	

	2-17 Problem Solving Strategy: Write a Number Sentence—pp. 87–88
	Chapter 3 Subtraction Strategies and Facts to 12 3-2 Subtraction Sentences—pp. 103–104
	Chapter 6 Extending Addition and Subtraction Facts 6-10A True and False Sentences—Online
M.OA.1.4.2 Determine if equations involving addition and subtraction are true or false. For example, which are true and which are false? 6 = 6, 7 = 8 – 1, 5 + 2 = 2 + 5, 4 + 1 = 5 + 2.	**Chapter 6 Extending Addition and Subtraction Facts** 6-10A True and False Sentences—Online
M.OA.1.4.3 Determine the unknown whole number in addition or subtraction equation relating three whole numbers. For example, determine the unknown number that makes the equations true in each of the equations $8 + \square = 11$, $5 = \square - 3$, $6 + 6 = \square$.	**Chapter 2 Addition Strategies and Facts to 12** 2-2 Addition Sentences—pp. 53–54 2-8 Other Names for Numbers—pp. 67–68 2-17 Problem Solving Strategy: Write a Number Sentence—pp. 87–88 **Chapter 3 Subtraction Strategies and Facts to 12** 3-1 Understanding Subtraction—pp. 101–102 3-2 Subtraction Sentences—pp. 103–104 3-8 Number-Line Subtraction—pp. 117–118 **Chapter 6 Extending Addition and Subtraction Facts** 6-11 Missing Part of a Number Sentence—pp. 281–282 **Chapter 11 Subtraction: Two-Digit Numbers** 11-12 Balance Number Sentences—pp. 529–530

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STANDARD 2 – NUMBERS AND OPERATION IN BASE TEN (NBT)

Grade 1 Standard & Benchmark Description	*Progress in Mathematics*, Grade 1

M.NBT.1.1 Extend the counting sequence.

Grade 1 Standard & Benchmark Description	*Progress in Mathematics*, Grade 1
M.NBT.1.1.1 Count to 120, starting at any number less than 120.	**Chapter 1 Numbers, Number Words, and Ordinals** 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 **Chapter 5 Place Value to 100** 5-3 Numbers 11 Through 19—pp. 199–200 5-4 Numbers 20 Through 39—pp. 201–202 5-5 Numbers 40 Through 59—pp. 203–204 5-6 Numbers 60 Through 89—pp. 205–206 5-7 Numbers 90 Through 100—pp. 207–208 5-7A Numbers to 120—Online 5-15 Hundred-Chart Patterns—pp. 225–226 5-19 Count by 5s—pp. 235–236 5-20 Count by 2s—pp. 237–238
M.NBT.1.1.2 Read and write numerals and represent a number of objects with a written numeral.	**Chapter 1 Numbers, Number Words, and Ordinals** 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 **Chapter 5 Place Value to 100** 5-3 Numbers 11 Through 19—pp. 199–200 5-4 Numbers 20 Through 39—pp. 201–202 5-5 Numbers 40 Through 59—pp. 203–204 5-6 Numbers 60 Through 89—pp. 205–206 5-7 Numbers 90 Through 100—pp. 207–208 5-7A Numbers to 120—Online
M.NBT.1.1.3 Read, write, count and compare whole numbers up to 120.	**Chapter 1 Numbers, Number Words, and Ordinals** 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 1-8 Count On—pp. 19–20 1-9 Count Back—pp. 21–22 1-10 Before, Between, After—pp. 23–24 1-11 Compare—pp. 25–26 *continued*

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STANDARD 2 – NUMBERS AND OPERATION IN BASE TEN (NBT)

Grade 1 Standard & Benchmark Description	*Progress in Mathematics*, Grade 1

M.NBT.1.1 Extend the counting sequence.

Grade 1 Standard & Benchmark Description	*Progress in Mathematics*, Grade 1
	Chapter 5 Place Value to 100 5-3 Numbers 11 Through 19—pp. 199–200 5-4 Numbers 20 Through 39—pp. 201–202
M.NBT.1.1.4 Separate, group, and count objects in ones and tens.	**Chapter 1 Numbers, Number Words, and Ordinals** 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 **Chapter 5 Place Value to 100** 5-3 Numbers 11 Through 19—pp. 199–200 5-4 Numbers 20 Through 39—pp. 201–202 5-5 Numbers 40 Through 59—pp. 203–204 5-6 Numbers 60 Through 89—pp. 205–206 5-7 Numbers 90 Through 100—pp. 207–208 5-7A Numbers to 120—Online
M.NBT.1.1.5 Identify, name, and write the number that is one more than or one less than any number up to 120.	**Chapter 1 Numbers, Number Words, and Ordinals** 1-6 One Fewer, One More—pp. 15–16 1-10 Before, Between, After—pp. 23–24 **Chapter 5 Place Value to 100** 5-7A Numbers to 120—Online 5-11 One Less, One More—pp. 217–218 5-15 Hundred-Chart Patterns—pp. 225–226 5-16 10 Less, 10 More—pp. 227–228
M.NBT.1.1.6 Solve routines of matching the number names (first, second, third, etc.) with an ordered set of at least ten numbers.	**Chapter 1 Numbers, Number Words, and Ordinals** 1-12 Ordinals 1st Through 10th—pp. 29–30 1-13 Ordinals: From Top or Bottom—pp. 31–32

M.NBT.1.2 Understand place value.

Grade 1 Standard & Benchmark Description	*Progress in Mathematics*, Grade 1
M.NBT.1.2.1 Understand that the two digits of a two-digit number represent amounts of tens and ones.	**Chapter 5 Place Value to 100** 5-1 Tens and Ones—pp. 195–196 5-9 Place Value of Digits—pp. 213–214

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STANDARD 2 – NUMBERS AND OPERATION IN BASE TEN (NBT)

Grade 1 Standard & Benchmark Description	*Progress in Mathematics*, Grade 1

M.NBT.1.2 Understand place value.

M.NBT.1.2.2 Understand the following special cases: - 10 can be thought of as a bundle of tens ones called a "ten".	**Chapter 1 Numbers, Number Words, and Ordinals**
	  1-4 Numbers 10 Through 12 (10 counters fill the ten-frame)—pp. 9–10
	Chapter 5 Place Value to 100
	  5-1 Tens and Ones—pp. 195–196
	  5-9 Place Value of Digits—pp. 213–214
	  5-10 Expanded Form—pp. 215–216

M.NBT.1.2.3 The numbers from 11 - 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**
	  1-4 Numbers 10 Through 12—pp. 9–10
	Chapter 5 Place Value to 100
	  5-1 Tens and Ones—pp. 195–196
	  5-3 Numbers 11 Through 19—pp. 199–200
	  5-10 Expanded Form—pp. 215–216

M.NBT.1.2.4 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**
	  5-1 Tens and Ones—pp. 195–196
	  5-10 Expanded Form—pp. 215–216

M.NBT.1.2.5 Compare two-digit numbers based on meanings of the tens and ones digits recording the results of comparisons.	**Chapter 5 Place Value to 100**
	  5-11 One Less, One More—pp. 217–218
	  5-12 Identify Before, Between, After—pp. 219–220
	  5-13 Compare Numbers—pp. 221–222
	  5-14 Order Numbers—pp. 223–224
	  5-15 Hundred-Chart Patterns—pp. 225–226
	  5-16 10 Less, 10 More—pp. 227–228

M.NBT.1.2.6 Create and use counting strategies and number patterns to compare whole numbers up to 120 recording the results of comparisons with symbols ≤, =, and ≥ and arrange them in numerical order.	**Chapter 5 Place Value to 100**
	  5-13 Compare Numbers—pp. 221–222
	  5-14 Order Numbers—pp. 223–224

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STANDARD 2 – NUMBERS AND OPERATION IN BASE TEN (NBT)

Grade 1 Standard & Benchmark Description	*Progress in Mathematics*, Grade 1

M.NBT.1.3 Use place value understanding and properties of operations to add and subtract.

Grade 1 Standard & Benchmark Description	*Progress in Mathematics*, Grade 1
M.NBT.1.3.1 Add within 100, including adding a two-digit number and a one-digit number.	**Chapter 10 Addition: Two-Digit Numbers** 10-1 Add Tens and Dimes—pp. 465–466 10-2 Add Ones and Tens Using Models—pp. 467–468 10-2A Add Using Drawings—Online 10-3 Add Ones and Tens Without Models—pp. 469–470 10-4A Count On by Tens or Ones to Add—Online 10-5 Add Ones or Tens—pp. 473–474 10-5A Use Strategies to Add—Online 10-5B Add 2-Digit Numbers—Online 10-10A Bar Models and Addition Problems—Online 10-12 Problem Solving Strategy: Guess and Test—pp. 489–490
M.NBT.1.3.2 Add a two-digit and a multiple of ten using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.	**Chapter 10 Addition: Two-Digit Numbers** 10-1 Add Tens and Dimes—pp. 465–466 10-2 Add Ones and Tens Using Models—pp. 467–468 10-2A Add Using Drawings—Online 10-3 Add Ones and Tens Without Models—pp. 469–470
M.NBT.1.3.3 Relate the strategy to a written method and explain the reasoning used.	**Chapter 10 Addition: Two-Digit Numbers** 10-5A Use Strategies to Add—Online
M.NBT.1.3.4 Understand that in adding two-digit numbers, tens are added to tens, ones are added to ones, and sometimes a ten needs to be composed.	**Chapter 10 Addition: Two-Digit Numbers** 10-1 Add Tens and Dimes—pp. 465–466 10-2 Add Ones and Tens Using Models—pp. 467–468 10-2A Add Using Drawings—Online 10-3 Add Ones and Tens Without Models—pp. 469–470 10-4A Count On by Tens or Ones to Add—Online 10-5 Add Ones or Tens—pp. 473–474
M.NBT.1.3.5 Given a two-digit number mentally find 10 more or 10 less than the number, without having to count and be able to explain the reasoning used.	**Chapter 5 Place Value to 100** 5-16 10 Less, 10 More—pp. 227–228 **Chapter 11 Subtraction: Two-Digit Numbers** 11-1A Mental Math: Ten More or Ten Less—Online 11-1B Subtract Multiples of 10—Online

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STANDARD 2 – NUMBERS AND OPERATION IN BASE TEN (NBT)

Grade 1 Standard & Benchmark Description	*Progress in Mathematics*, Grade 1

M.NBT.1.3 Use place value understanding and properties of operations to add and subtract.

M.NBT.1.3.6 Subtract multiples of 10 in the range 10 – 90 from multiples of 10 in the range 10 – 90 (positive or zero differences).	**Chapter 11 Subtraction: Two-Digit Numbers** 11-1 Subtract Tens and Dimes—pp. 503–504 11-1A Mental Math: Ten More or Ten Less—Online 11-1B Subtract Multiples of 10—Online 11-4A Count Back by Tens or Ones to Subtract—Online 11-6 Problem Solving: Read and Write in Math: 11-7 Estimate Differences—pp. 517–518
M.NBT.1.3.7 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.	**Chapter 3 Subtraction Strategies and Facts to 12** 3-11 Relate Addition and Subtraction—pp. 123–124 **Chapter 6 Extending Addition and Subtraction Facts** 6-2A Properties of Operations—Online **Chapter 11 Subtraction: Two-Digit Numbers** 11-1 Subtract Tens and Dimes—pp. 503–504 11-1A Mental Math: Ten More or Ten Less—Online 11-1B Subtract Multiples of 10—Online 11-4A Count Back by Tens or Ones to Subtract—Online 11-6 Problem Solving: Read and Write in Math: 11-7 Estimate Differences—pp. 517–518

STANDARD 3 – MEASUREMENT AND DATA (MD)

Grade 1 Standard & Benchmark Description	*Progress in Mathematics*, Grade 1

M.MD.1.1 Measure lengths indirectly and by iterating length units.

M.MD.1.1.1 Order three objects by length; compare the lengths of two objects indirectly by using a third object.	**Chapter 9 Measurement** 9-4 Compare Lengths—pp. 413–414 9-4A Use Indirect Comparison—Online

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STANDARD 3 – MEASUREMENT AND DATA (MD)

Grade 1 Standard & Benchmark Description	*Progress in Mathematics*, Grade 1

M.MD.1.1 Measure lengths indirectly and by iterating length units.

M.MD.1.1.2 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.	**Chapter 9 Measurement**
	    9-1 Length and Height: Nonstandard Units—pp. 407–408
	    9-1A Length of a Path—Online
	    9-4A Use Indirect Comparison—Online
	    9-4B Use a Ruler—Online
	    9-5 Inches—pp. 415–416
	    9-6 Feet—pp. 417–418

M.MD.1.1.3 Understand that the length measurement of an object is the number of same-size length units that span it with not gaps or overlaps.	**Chapter 9 Measurement**
	    9-1 Length and Height: Nonstandard Units—pp. 407–408
	    9-1A Length of a Path—Online
	    9-4A Use Indirect Comparison—Online
	    9-4B Use a Ruler—Online
	    9-5 Inches—pp. 415–416
	    9-6 Feet—pp. 417–418

M.MD.1.2 Tell and write time and distinguish money.

M.MD.1.2.1 Tell and write time hours and half-hours using analog and digital clocks.	**Chapter 8 Money and Time**
	    8-9 Hour—pp. 373–374
	    8-10 Half Hour—pp. 375–376

M.MD.1.2.2 Identify pennies and dimes by name and value.	**Chapter 8 Money and Time**
	    8-1 Nickels and Pennies—pp. 353–354
	    8-2 Dimes and Pennies—pp. 355–356
	    8-3 Quarters and Pennies—pp. 357–358
	    8-4 Count On by Dimes and Nickels—pp. 359–360
	    8-5 Count Mixed Coins—pp. 361–362
	    8-6 Equal Amounts—pp. 365–366

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STANDARD 3 – MEASUREMENT AND DATA (MD)

Grade 1 Standard & Benchmark Description	*Progress in Mathematics*, Grade 1

M.MD.1.3 Represent and Interpret Data

M.MD.1.3.1 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 is in one category than in another.	**Chapter 4 Data and Graphs: Using Operations** 　4-1 Venn Diagrams—pp. 157–158 　4-2 Tally Charts—pp. 159–160 　4-3 Real Graphs—pp. 161–162 　4-4 Picture Graphs—pp. 163–164 　4-5 Pictographs—pp. 165–166 　4-6 Bar Graphs—pp. 167–168 　4-7 Surveys—pp. 171–172 　4-7A Data and Questions—Online 　4-12 Problem Solving Strategy: Use a Graph—pp. 181–182 **Chapter 7 Geometry** 　7-8 Graphing Attributes—pp. 313–314

STANDARD 4 – GEOMETRY (G)

Grade 1 Standard & Benchmark Description	*Progress in Mathematics*, Grade 1

M.G.1.1 Reason with the shapes and their attributes.

M.G.1.1.1 Distinguish between defining attributes, e.g., triangles are closed and three-sided, versus non-defining attributes, e.g., color orientation, overall size.	**Chapter 7 Geometry** 　7-1 Open and Closed Figures—pp. 297–298 　7-3 Sorting Plane Figures—pp. 301–302 　7-5 Solid Figures—pp. 307–308 　7-8 Graphing Attributes—pp. 313–314
M.G.1.1.2 Build and draw shapes to possess defining attributes.	**Chapter 7 Geometry** 　7-1 Open and Closed Figures—pp. 297–298 　7-3A Ways to Make Plane Figures—Online 　7-4 Ways to Make Figures—pp. 303–304 　7-5 Solid Figures—pp. 307–308 　7-5A Ways to Make Solid Figures—Online
M.G.1.1.3 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.	**Chapter 7 Geometry** 　7-3A Ways to Make Plane Figures—Online 　7-4 Ways to Make Figures—pp. 303–304 　7-5A Ways to Make Solid Figures—Online

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STANDARD 4 – GEOMETRY (G)

Grade 1 Standard & Benchmark Description	*Progress in Mathematics*, Grade 1
M.G.1.1 Reason with the shapes and their attributes.	
M.G.1.1.4 Compose new shapes from the previous composite shape.	**Chapter 7 Geometry** 7-4 Ways to Make Figures—pp. 303–304
M.G.1.1.5 Partition circles and rectangles into two and four equal squares.	**Chapter 12 Fractions and Probability** 12-1 Equal Parts—pp. 551–552 12-2 One Half, 1/2—pp. 553–554 12-4 One Fourth, 1/4—pp. 557–558 12-4A Compare Fractions—Online 12-5 Part of a Set—pp. 559–560
M.G.1.1.6 Describe and label the shapes using the words, halves, fourths, and quarters.	**Chapter 12 Fractions and Probability** 12-2 One Half, 1/2—pp. 553–554 12-4 One Fourth, 1/4—pp. 557–558
M.G.1.1.7 Use the phrases and demonstrate: half of, fourths, and quarter of.	**Chapter 12 Fractions and Probability** 12-2 One Half, 1/2—pp. 553–554 12-4 One Fourth, 1/4—pp. 557–558
M.G.1.1.8 Describe the whole as two of, or four of the shares.	**Chapter 12 Fractions and Probability** 12-2 One Half, 1/2—pp. 553–554 12-4 One Fourth, 1/4—pp. 557–558
M.G.1.1.9 Understand for these examples that decomposing into more equal shares creates smaller shares.	**Chapter 12 Fractions and Probability** 12-1 Equal Parts—pp. 551–552 12-2 One Half, 1/2—pp. 553–554 12-4 One Fourth, 1/4—pp. 557–558