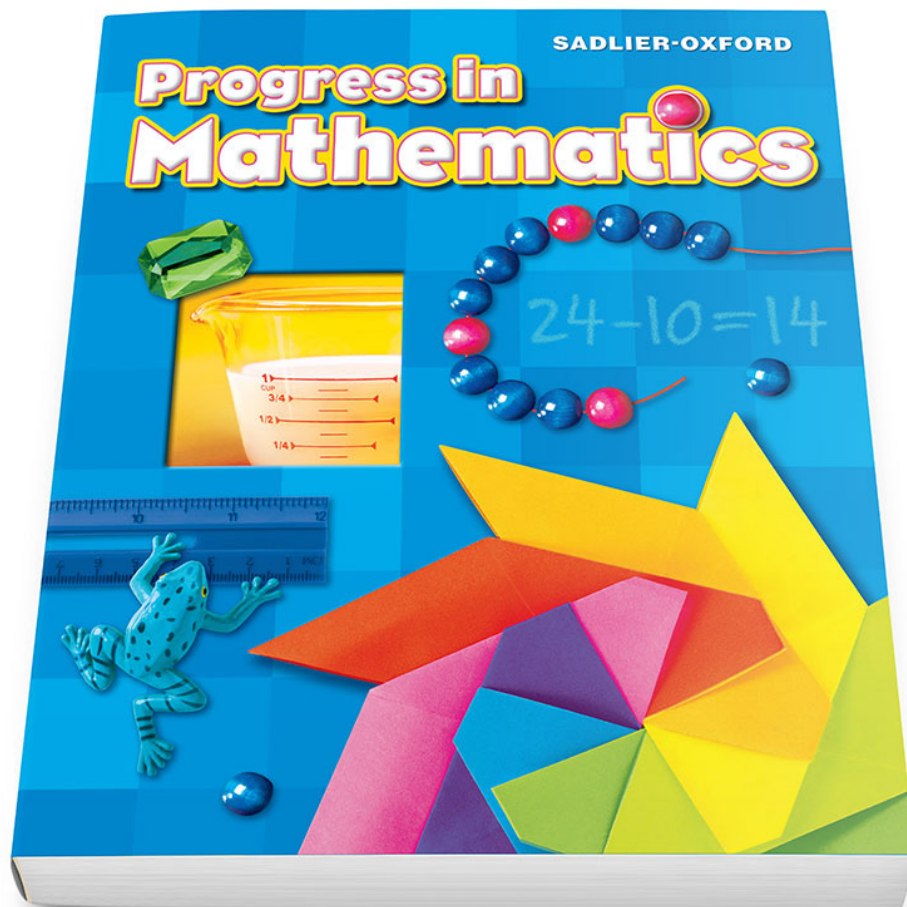# *Progress in Mathematics*

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

Grade 2

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Progress in Mathematics Grade 2 Correlation to the
Archdiocese of Cincinnati 2020 Graded Course of Study for Mathematics

Sadlier School

STANDARD 1 – OPERATIONS AND ALGEBRAIC THINKING (OA)

Grade 2 Standard & Benchmark Description	*Progress in Mathematics*, Grade 2

M.OA.2.1 Represent and solve problems involving addition and subtraction.

M.OA.2.1.1 Use addition and subtraction within 100 to solve one– and two–step word problems involving situations of adding to, taking from, putting together, taking apart and comparing, with unknowns in all positions.

M.OA.2.1.2 Use drawings and equations with a symbol for the unknown number (within 100) to represent the problem.

Chapter 1 Addition and Subtraction Facts
1-1 Addition Concepts—pp. 3–4
1-2 Problem Solving: Read and Write in Math: Find Extra Information—pp. 5–6
1-7 Doubles Facts—pp. 17–18
1-8 Doubles + 1, Doubles –1—pp. 19–20
1-9 Three Addends— pp. 21–22
1-10 Four Addends— pp. 23–24
1-11A Add or Subtract to Compare—Online
1-12 Count Back to Subtract—pp. 29–30
1-14 Relate Addition and Subtraction—pp. 33–34
1-15 Use Addition to Check—pp. 35–36
1-16 Count Up to Subtract—pp. 39–40
1-16B Writing a Number Sentence—Online
1-18 Missing Addends—pp. 43–44
1-18A Use a Bar Model—Online
1-19 Fact Patterns—pp. 45–46
1-20 Problem Solving Strategy: Choose the Operation—pp. 47–48
1-20A Two-Step Problems—Online

Chapter 4 Addition: Two-Digit Numbers
4-1 Add Ones and Tens—pp. 155–156
4-2 Mental Math Addition—pp. 157–158
4-3 Regroup Ones as Tens: Use Models—pp. 159–160
4-4 Problem Solving: Read and Write in Math: Find Hidden Information—pp. 161–162
4-5 Regroup Ones as Tens: Model and Record—pp. 163–164
4-6 Regroup Ones as Tens—pp. 165–166
4-6A Mental Math: Add Two-Digit Numbers—Online
4-6B Mental Math: Use Comparisons—Online
4-9 Three Addends—pp. 173–174
4-12 Problem Solving Strategy: Use More Than One Step—pp. 181–182

Chapter 5 Subtraction: Two-Digit Numbers
5-1 Subtract Tens and Ones—p. 195
5-2 Mental Math Subtraction—pp. 197–198
5-3 Ways to Make Numbers—pp. 199–200
5-4 Regroup Tens as Ones: Use Models—pp. 201–202
5-5 Regroup Tens as Ones: Model and Record—pp. 203–204

continued

Progress in Mathematics Grade 2 Correlation to the
Archdiocese of Cincinnati 2020 Graded Course of Study for Mathematics

Sadlier School

STANDARD 1 – OPERATIONS AND ALGEBRAIC THINKING (OA)

Grade 2 Standard & Benchmark Description	*Progress in Mathematics*, Grade 2

M.OA.2.1 Represent and solve problems involving addition and subtraction.

	5-6 Regroup Tens as Ones—pp. 205–206
	5-6A Mental Math: Subtract Two-Digit Numbers—Online
	5-8 Rewrite Two–Digit Subtraction—pp. 211–212
	5-9 Add to Check—pp. 213–214
	5-10 Subtraction Practice—pp. 215–216
	5-11 Chain Operations—pp. 217–218
	5-12 Problem Solving: Read and Write in Math: Ask a Question—pp. 221–222
	5-13 Choose the Method—p. 223–224
	5-14 Mixed Practice—pp. 225–22
	Chapter 11 Measurement
	11-18A Solve Two-Step Problems—Online

M.OA.2.2 Add and subtract within 20.

M.OA.2.2.1 Fluently add and subtract within 20 using mental strategies. Know from memory all sums of two one-digit numbers by the end of Grade 2.	**Skills Update**
	Addition Facts to 10—p. A
	Subtraction Facts to 10—p. B
	Chapter 1 Addition and Subtraction Facts
	1-1 Addition Concepts—pp. 3–4
	1-3 Related Addition Facts—pp. 7–8
	1-4 Count On to Add—pp. 9–10
	1-5 Extend Facts to 20—pp. 11–12
	1-6 Make 10 to Add—pp. 15–16
	1-8 Doubles + 1, Doubles –1—pp. 19–20
	1-9 Three Addends—pp. 21–22
	1-10 Four Addends—pp. 23–24
	1-12 Count Back to Subtract—pp. 29–30
	1-13 Related Subtraction Facts—pp. 31–32
	1-14 Relate Addition and Subtraction—pp. 33–34
	1-14A Think Addition to Subtract—Online
	1-15 Use Addition to Check—pp. 35–36
	1-16 Count Up to Subtract—pp. 39–40
	1-16A Make 10 to Subtract—Online
	1-16B Writing a Number Sentence—Online
	1-17 Fact Families—pp. 41–42
	1-18 Missing Addends—pp. 43–44
	1-18A Use a Bar Model—Online
	continued

Progress in Mathematics Grade 2 Correlation to the
Archdiocese of Cincinnati 2020 Graded Course of Study for Mathematics

Sadlier School

STANDARD 1 – OPERATIONS AND ALGEBRAIC THINKING (OA)

Grade 2 Standard & Benchmark Description	*Progress in Mathematics*, Grade 2
M.OA.2.2 Add and subtract within 20.	
	1-19 Fact Patterns—pp. 45–46 1-21 Problem Solving Applications: Mixed Strategies—pp. 49–50 Read Aloud: "The Watering Hole"—pp. 57-60
M.OA.2.3 Work with equal groups of objects to gain foundations from multiplication.	
M.OA.2.2.1 Determine whether a group of objects (up to 20) has an odd or even number of numbers. For examples, by pairing objects or counting them by 2's.	**Chapter 2 Place Value to 100** 2-12A Model Even and Odd—Online 2-13 Even and Odd Numbers—pp. 93–94
M.OA.2.2.2 Write an equation to express an even number as a sum of two equal parts.	**Chapter 1 Addition and Subtraction Facts** 1-16B Writing a Number Sentence—Online **Chapter 2 Place Value to 100** 2-12A Model Even and Odd—Online 2-13 Even and Odd Numbers—pp. 93–94
M.OA.2.2.3 Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns.	**Chapter 12 Multiplication and Division** 12-1A Use an Array Model—Online 12-6 Multiply Groups of 5 (arrays)—pp. 559–560 12-7 Related Multiplication Facts (arrays)—pp. 561–562
M.OA.2.2.4 Write an equation to express the total as a sum of equal addends.	**Introduction to Problem Solving** Problem-Solving Strategy: Write a Number Sentence—p. D **Chapter 12 Multiplication and Division** 12-17 Solve Number Sentences—pp. 585–586

Progress in Mathematics Grade 2 Correlation to the
Archdiocese of Cincinnati 2020 Graded Course of Study for Mathematics

Sadlier School

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

Grade 2 Standard & Benchmark Description	*Progress in Mathematics*, Grade 2

M.NBT.2.1 Understand place value.

M.NBT.2.1.2 Understand that the three digits of a three digit number represent amounts of hundreds, tens, and ones. For example, 706 equals 7 hundreds, 0 tens and 6 ones.	**Chapter 2 Place Value to 100**
	  2-1 Tens and Ones—pp. 65–66
	  2-2 Place Value—pp. 67–68
	Chapter 8 Place Value to 1000
	  8-1 Hundreds—pp. 349–350
	  8-1A Make Hundreds—Online
	  8-2 Hundreds, Tens, and Ones—pp. 351–352
	  8-3 Place Value of Three-Digit Numbers—pp. 353–354
	  8-4 Expanded Form with Hundreds, Tens, and Ones—pp. 355–356

M.NBT.2.1.3 100 can be thought of as a bundle of tens – called a "hundred"	**Chapter 2 Place Value to 100**
	  2-1 Tens and Ones—pp. 65–66
	  2-2 Place Value—pp. 67–68
	Chapter 8 Place Value to 1000
	  8-1 Hundreds—pp. 349–350
	  8-1A Make Hundreds—Online
	  8-2 Hundreds, Tens, and Ones—pp. 351–352
	  8-3 Place Value of Three-Digit Numbers—pp. 353–354
	  8-4 Expanded Form with Hundreds, Tens, and Ones—pp. 355–356

M.NBT.2.1.4 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).	**Chapter 8 Place Value to 1000**
	  8-1 Hundreds—pp. 349–350
	  8-1A Make Hundreds—Online
	  8-2 Hundreds, Tens, and Ones—pp. 351–352
	  8-3 Place Value of Three-Digit Numbers—pp. 353–354
	  8-4 Expanded Form with Hundreds, Tens, and Ones—pp. 355–356

M.NBT.2.1.5 Count forwards and backwards within 1000; skip count by 5s, 10s and 100s.	**Chapter 2 Place Value to 100**
	  2-15 Counting Patterns (hundred chart)—pp. 97–98
	Chapter 8 Place Value to 1000
	  8-1 Hundreds—pp. 349–350
	  8-4A Skip Count to 1000 (5s, 10s, 100s)—Online
	  8-5 Counting Patterns with 3-Digit Numbers—pp. 357–358
	continued

Progress in Mathematics Grade 2 Correlation to the
Archdiocese of Cincinnati 2020 Graded Course of Study for Mathematics

Sadlier School

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

Grade 2 Standard & Benchmark Description	*Progress in Mathematics*, Grade 2

M.NBT.2.1 Understand place value.

	Chapter 9 Addition and Subtraction: Three-Digit Numbers 9-2 Count On 1, 10, and 100—pp. 385–386
M.NBT.2.1.6 Read and write numbers to 1000 using base-ten numerals, number names, and expanded forms.	**Skills Update** Number Words to Twenty—p. C **Chapter 2 Place Value to 100** 2-3 Number Words Twenty to Forty–Nine—pp. 69–70 2-4 Number Words Fifty to Ninety–Nine—pp. 71–72 2-7 Expanded Form—pp. 77–78 Enrichment: Ways to Make Larger Numbers (expanded form)—p. 110 **Chapter 8 Place Value to 1000** 8-1 Hundreds—pp. 349–350 8-1A Make Hundreds—Online 8-2 Hundreds, Tens, and Ones—pp. 351–352 8-3 Place Value of Three–Digit Numbers—pp. 353–354 8-4 Expanded Form with Hundreds, Tens, and Ones—pp. 355–356
M.NBT.2.1.7 Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using ≥, =, and ≤ symbols, to record the results of comparison.	**Skills Update** Greater or Less—p. D **Chapter 2 Place Value to 100** 2-8 Compare Numbers—pp. 81–82 **Chapter 8 Place Value to 1000** 8-5A Use Benchmark Numbers to Compare—Online 8-6 Compare Numbers to 1000—pp. 361–362 8-7 Order to 1000—pp. 363–364

M.NBT.2.2 Use place value understanding and properties of operations to add and subtract.

M.NBT.2.2.1 Fluently add and subtract within 100 using strategies based on place value, "properties of operations" and/or the relationship between addition and subtraction.	**Chapter 4 Addition: Two-Digit Numbers** 4-1 Add Ones and Tens—pp. 155–156 4-2 Mental Math Addition—pp. 157–158 4-3 Regroup Ones as Tens: Use Models—pp. 159–160 4-4 Problem Solving: Read and Write in Math: Find Hidden Information—pp. 161–162

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Progress in Mathematics Grade 2 Correlation to the
Archdiocese of Cincinnati 2020 Graded Course of Study for Mathematics

Sadlier School

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

Grade 2 Standard & Benchmark Description	*Progress in Mathematics*, Grade 2
M.NBT.2.2 Use place value understanding and properties of operations to add and subtract.	
	4-5 Regroup Ones as Tens: Model and Record—pp. 163–164
	4-6 Regroup Ones as Tens—pp. 165–166
	4-6A Mental Math: Add Two-Digit Numbers—Online
	4-6B Mental Math: Use Comparisons—Online
	4-7 Estimate Sums—pp. 169–170
	4-8 Rewrite Two-Digit Addition—pp. 171–172
	4-9 Three Addends—pp. 173–174
	4-10 Add: Choose the Method—pp. 177–178
	Chapter 5 Subtraction: Two-Digit Numbers
	5-1 Subtract Tens and Ones—p. 195
	5-2 Mental Math Subtraction—pp. 197–198
	5-3 Ways to Make Numbers—pp. 199–200
	5-4 Regroup Tens as Ones: Use Models—pp. 201–202
	5-5 Regroup Tens as Ones: Model and Record—pp. 203–204
	5-6 Regroup Tens as Ones—pp. 205–206
	5-6A Mental Math: Subtract Two-Digit Numbers—Online
	5-7 Estimate Differences—pp. 209–210
	5-8 Rewrite Two-Digit Subtraction—pp. 211–212
	5-9 Add to Check—pp. 213–214
	5-10 Subtraction Practice—pp. 215–216
M.NBT.2.2.2 Add up to four two-digit numbers using strategies based on place value and "properties of operations".	**Chapter 4 Addition: Two-Digit Numbers** 4-9 Three Addends—pp. 173–174 4-9A Four Addends—Online

Progress in Mathematics Grade 2 Correlation to the
Archdiocese of Cincinnati 2020 Graded Course of Study for Mathematics

Sadlier School

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

Grade 2 Standard & Benchmark Description	*Progress in Mathematics*, Grade 2

M.NBT.2.2 Use place value understanding and properties of operations to add and subtract.

M.NBT.2.2.3 Add and subtract within 1000 using concrete models or drawings and strategies based on place value, "properties of operations, and/or the relationship between addition and subtraction. **M.NBT.2.2.4** Record the prior benchmark strategy with a written numerical method (drawings and, when appropriate, equations) and explain the reasoning used. **M.NBT.2.2.5** Understand that in adding or subtraction three-digit numbers, hundreds are added or subtracted from hundreds, tens are added or subtracted from tens, ones are added or subtracted from ones and sometimes it is necessary to compose or decompose tens or hundreds.	**Chapter 1 Addition and Subtraction Facts** 1-6 Make 10 to Add—pp. 15–16 1-16A Make 10 to Subtract—Online **Chapter 4 Addition: Two-Digit Numbers** 4-6A Mental Math: Add Two-Digit Numbers (break apart addends)—Online 4-6B Mental Math: Use Comparisons—Online 4-9 Three Addends—pp. 173–174 4-9A Four Addends—Online **Chapter 5 Subtraction: Two-Digit Numbers** 5-6A Mental Math: Subtract Two-Digit Numbers—Online **Chapter 9 Addition and Subtraction: Three-Digit Numbers** 9-1 Add Hundreds, Tens, and Ones—pp. 383–384 9-3 Add: Regroup Ones as Tens—pp. 387–388 9-4 Regroup Tens as Hundreds Using Models—pp. 389–390 9-5 Add: Regroup Tens as Hundreds—pp. 391–392 9-5A Draw Pictures to Add—Online 9-6 Add: Regroup Twice—pp. 393–394 9-6A Using Properties to Add—Online 9-11 Subtract Hundreds, Tens, and Ones—pp. 407–408 9-13 Subtract: Regroup Tens as Ones—pp. 411–412 9-13 Subtract: Regroup Tens as Ones—pp. 411–412 9-14 Regroup Hundreds as Tens Using Models—pp. 413–414 9-14A Draw Pictures to Subtract—Online 9-15 Subtract: Regroup Hundreds as Tens—pp. 415–416 9-16 Subtract: Regroup Twice—pp. 417–418
M.NBT.2.2.6 Mentally add 10 or 100 to a given number 100 – 900, and mentally subtract 10 or 100 from a given number 100 – 900.	**Chapter 9 Addition and Subtraction: Three-Digit Numbers** 9-2 Count On 1, 10, and 100—pp. 385–386 9-5A Draw Pictures to Add—Online 9-12 Count Back 1, 10, and 100—pp. 409–410 9-14A Draw Pictures to Subtract—Online

Progress in Mathematics Grade 2 Correlation to the
Archdiocese of Cincinnati 2020 Graded Course of Study for Mathematics

Sadlier School

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

Grade 2 Standard & Benchmark Description	*Progress in Mathematics*, Grade 2

M.NBT.2.2 Use place value understanding and properties of operations to add and subtract.

M.NBT.2.2.7 Explain why addition and subtraction strategies work, using place value and the properties of operations.	**Chapter 1 Addition and Subtraction Facts** 1-6 Make 10 to Add—pp. 15–16 1-14 Relate Addition and Subtraction—pp. 33–34 1-14A Think Addition to Subtract—Online 1-15 Use Addition to Check—pp. 35–36 1-16A Make 10 to Subtract—Online 1-19 Fact Patterns—pp. 45–46 **Chapter 4 Addition: Two-Digit Numbers** 4-1 Add Ones and Tens—pp. 155–156 4-9A Four Addends—Online 4-3 Regroup Ones as Tens: Use Models—pp. 159–160 4-5 Regroup Ones as Tens: Model and Record—pp. 163–164 4-6 Regroup Ones as Tens—pp. 165–166 4-9 Three Addends—pp. 173–174 4-9A Four Addends—Online **Chapter 5 Subtraction: Two-Digit Numbers** 5-1 Subtract Tens and Ones—p. 195 5-3 Ways to Make Numbers—pp. 199–200 5-4 Regroup Tens as Ones: Use Models—pp. 201–202 5-5 Regroup Tens as Ones: Model and Record—pp. 203–204 5-6 Regroup Tens as Ones—pp. 205–206 5-9 Add to Check—pp. 213–214 **Chapter 9 Addition and Subtraction: Three-Digit Numbers** 9-1 Add Hundreds, Tens, and Ones—pp. 383–384 9-2 Count On 1, 10, and 100—pp. 385–386 9-3 Add: Regroup Ones as Tens—pp. 387–388 9-4 Regroup Tens as Hundreds Using Models—pp. 389–390 9-5 Add: Regroup Tens as Hundreds—pp. 391–392 9-5A Draw Pictures to Add—Online 9-12 Count Back 1, 10, and 100—pp. 409–410 9-13 Subtract: Regroup Tens as Ones—pp. 411–412 9-14 Regroup Hundreds as Tens Using Models—pp. 413–414 9-14A Draw Pictures to Subtract—Online 9-15 Subtract: Regroup Hundreds as Tens—pp. 415–416 9-16 Subtract: Regroup Twice—pp. 417–418 9-16A Add to Check Subtraction—Online

Progress in Mathematics Grade 2 Correlation to the
Archdiocese of Cincinnati 2020 Graded Course of Study for Mathematics

Sadlier School

STANDARD 3 – MEASUREMENT AND DATA (MD)

Grade 2 Standard & Benchmark Description	*Progress in Mathematics*, Grade 2

M.MD.2.1 Measure and estimate lengths in standard units.

M.MD.2.1.1 Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.	**Chapter 11 Measurement** 11-2 Inches—pp. 493–494 11-3 Half Inch—pp. 495–496 11-4 Feet and Yards—pp. 497–498 11-9 Centimeters—pp. 511–512 11-10 Meters—pp. 513–514 11-17 Choose Tools and Units of Measure—pp. 529–530
M.MD.2.1.2 Measure the length of an object twice, using length units of different lengths, for the two measurements; describe how the two measurements relate to the size of the unit chosen.	**Chapter 11 Measurement** 11-4A Measure Length—Online
M.MD.2.1.3 Estimate lengths using units of inches, feet, centimeters and meters.	**Chapter 11 Measurement** 11-2 Inches—pp. 493–494 11-3 Half Inch—pp. 495–496 11-4 Feet and Yards—pp. 497–498 11-9 Centimeters—pp. 511–512 11-10 Meters—pp. 513–514
M.MD.2.1.4 Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.	**Chapter 11 Measurement** 11-4A Measure Length—Online

M.MD.2.2 Relate addition and subtraction to length.

M.MD.2.2.1 Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same whole number units. For example, by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.	**Chapter 11 Measurement** 11-3 Half Inch—pp. 495–496 11-4B Relate Addition and Subtraction to Length—Online 11-9 Centimeters—pp. 511–512 11-10 Meters—pp. 513–514 11-19 Problem Solving Applications: Mixed Strategies—pp. 533–534

Progress in Mathematics Grade 2 Correlation to the
Archdiocese of Cincinnati 2020 Graded Course of Study for Mathematics

Sadlier School

STANDARD 3 – MEASUREMENT AND DATA (MD)

Grade 2 Standard & Benchmark Description	*Progress in Mathematics*, Grade 2

M.MD.2.2 Relate addition and subtraction to length.

M.MD.2.2.2 Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2,…., and represent whole – number sums and differences within 100 on a number line diagram.	**Chapter 1 Addition and Subtraction Facts**
	    1-4 Count On to Add—pp. 9–10
	    1-12 Count Back to Subtract—pp. 29–30
	    1-16 Count Up to Subtract—pp. 39–40
	
	Chapter 2 Place Value to 100
	    2-9 Order Using a Number Line—pp. 83–84
	
	Chapter 8 Place Value to 1000
	    8-2 Hundreds, Tens, and Ones—pp. 351–352
	    8-9 Round to the Nearest Hundred—pp. 367–36
	
	Chapter 10 Fractions and Probability
	    10-2A Whole Numbers and the Number Line—Online

M.MD.2.3 Work with Time and Money

M.MD.2.3.1 Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.	**Skills Update**
	    Clock Sense: Hours—p. J
	
	Chapter 7 Money and Time
	    7-10 Hour and Half Hour—pp. 313–314
	    7-11 Five Minutes—pp. 315–316
	    7-13A A.M. and P.M.—Online

M.MD.2.3.2 Identify nickels and quarters by name and value.	**Skills Update**
	    Penny, Nickel, Dime—p. I
	
	Chapter 7 Money and Time
	    7-1 Pennies, Nickels, and Dimes—pp. 291–292
	    7-2 Quarters—p. 293

M.MD.2.3.3 Find the value of a collection of quarters, dimes, nickels and pennies.	**Skills Update**
	    Penny, Nickel, Dime—p. I
	
	Chapter 7 Money and Time
	    7-1 Pennies, Nickels, and Dimes—pp. 291–292
	    7-2 Quarters—p. 293

Progress in Mathematics Grade 2 Correlation to the
Archdiocese of Cincinnati 2020 Graded Course of Study for Mathematics

Sadlier School

STANDARD 3 – MEASUREMENT AND DATA (MD)

Grade 2 Standard & Benchmark Description	*Progress in Mathematics*, Grade 2

M.MD.2.3 Work with Time and Money

M.MD.2.3.4 Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ and ¢ symbols appropriately.	**Skills Update**
	  Penny, Nickel, Dime—p. I
	Chapter 7 Money and Time
	  7-1 Pennies, Nickels, and Dimes—pp. 291–292
	  7-2 Quarters—p. 293
	  7-5 Compare Money—pp. 301–302
	  7-6 Make Change—pp. 303–304
	  7-8 One Dollar—p. 307
	  7-9 Dollars and Cents—pp. 309–310
	  Read Aloud: "The Time Machine" (value of groups of coins)—pp. 341-344

M.MD.2.4 Represent and interpret data.

M.MD.2.3.1 Generate measurement data by measuring lengths of several objects to the nearest whole unit or by making repeated measurements of the same object.	**Chapter 11 Measurement**
	  11-4A Measure Length—Online
	  11-17A Measurement and Data—Online

M.MD.2.3.2 Show the measurements by creating a line plot, where the horizontal scale is marked off in whole number units.	**Chapter 3 Data and Graphs: Using Operations**
	  3-9 Line Plots—pp. 133–134
	Chapter 11 Measurement
	  11-17A Measurement and Data (line plot)—Online

M.MD.2.3.3 Draw a picture graph and a bar graph (with single–unit scale) to represent a data set with up to four categories.	**Skills Update**
	  Tallying—p. E
	Chapter 3 Data and Graphs: Using Operations
	  3-2 Pictographs—pp. 117–118
	  3-3 Bar Graphs—pp. 119–120
	  3-4 Surveys (make a bar graph)—pp. 121–122
	  3-5 Range, Mode, and Median—pp. 123–124
	  3-6 Understand Data—pp. 125–126
	  3-7 Compare Data—pp. 129–130
	  3-11 Problem Solving Strategy: Use a Graph—pp. 137–138

Progress in Mathematics Grade 2 Correlation to the
Archdiocese of Cincinnati 2020 Graded Course of Study for Mathematics

Sadlier School

STANDARD 3 – MEASUREMENT AND DATA (MD)

Grade 2 Standard & Benchmark Description	*Progress in Mathematics*, Grade 2
M.MD.2.4 Represent and interpret data.	
M.MD.2.3.4 Solve simple put-together, take-apart, and compare problems using information presented in a bar graph.	**Chapter 3 Data and Graphs: Using Operations** 3-3 Bar Graphs—pp. 119–120 3-4 Surveys (make a bar graph)—pp. 121–122 3-5 Range, Mode, and Median—pp. 123–124 3-11 Problem Solving Strategy: Use a Graph—pp. 137–138

STANDARD 4 – GEOMETRY (G)

Grade 2 Standard & Benchmark Description	*Progress in Mathematics*, Grade 2
M.G.3.1 Reason with shapes and their attributes.	
M.G.2.1.1 Recognize and draw shapes having specified attributes such as; identifying triangles, quadrilaterals, pentagons, and hexagons and cubes based on the number of sides or vertices. Also, recognize rectangles, prisms, cones and cylinders.	**Chapter 6 Geometry** 6-3 Explore Plane Figures—pp. 251–252 6-4 Plane Figures—pp. 253–254 6-4A Identify and Draw Plane Figures—Online 6-4B Attributes of Plane Figures—Online
M.G.2.1.2 Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.	**Chapter 11 Measurement** 11-12 Area—pp. 517–518 11-12A Rectangles and Area—Online
M.G.2.1.3 Partition circles and rectangles into two, three, or four equal shares, describing the shares using the words halves, thirds, half of, a third of etc.	**Skills Update** Equal Parts—p. K **Chapter 10 Fractions and Probability** 10-1 Fractions: 1/2, 1/4, 1/8—pp. 445–446 10-1A Fractions: 1/2, 1/3, 1/4—Online 10-2 More Fractions—pp. 447–448 10-3 Compare Fractions—pp. 449–450 10-4 Order Fractions—pp. 451–452 10-5 Other Fractions—pp. 453–454 10-6 Fractions Equal to 1—pp. 457–458 10-8 Equal Fractions of a Whole—pp. 461–462
M.G.2.1.4 Describe the whole as two halves, three thirds, four fourths.	**Chapter 10 Fractions and Probability** 10-6 Fractions Equal to 1—pp. 457–458

Progress in Mathematics Grade 2 Correlation to the
Archdiocese of Cincinnati 2020 Graded Course of Study for Mathematics

Sadlier School

STANDARD 4 – GEOMETRY (G)

Grade 2 Standard & Benchmark Description	*Progress in Mathematics*, Grade 2
M.G.3.1 Reason with shapes and their attributes.	
M.G.2.1.5 Recognize that equal shares of identical wholes need not have the same shape.	**Chapter 10 Fractions and Probability** 10-8 Equal Fractions of a Whole—pp. 461–462