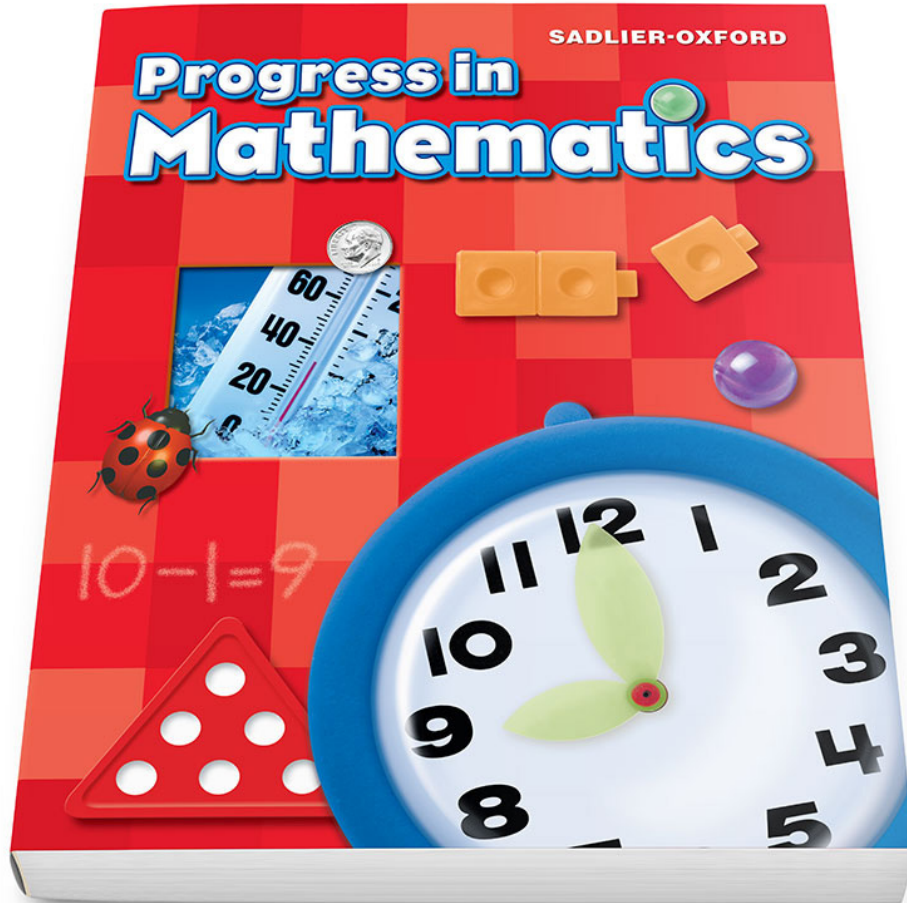# *Progress in Mathematics*

Correlation to the New York State
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Grade 1

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NY-1.OA   OPERATIONS AND ALGEBRAIC THINKING

Grade 1 Content Standards	*Progress in Mathematics*, Grade 1

Represent and solve problems involving addition and subtraction.

NY-1.OA.1 Use addition and subtraction within 20 to solve one step word problems involving situations of adding to, taking from, putting together, taking apart, and/or comparing, with unknowns in all positions.

Note: Problems should be *represented* using objects, drawings, *and* equations with a symbol for the unknown number. Problems should be *solved* using objects or drawings, and equations.

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

continued

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NY-1.OA	OPERATIONS AND ALGEBRAIC THINKING
Grade 1 Content Standards	***Progress in Mathematics*, Grade 1**
	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 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
NY-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.	**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

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NY-1.OA	OPERATIONS AND ALGEBRAIC THINKING
Grade 1 Content Standards	*Progress in Mathematics*, **Grade 1**

Understand and apply properties of operations and the relationship between addition and subtraction.

NY-1.OA.3 Apply properties of operations as strategies to add and subtract. e.g., • 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.) Note: Students need not use formal terms for these properties.	**Chapter 2 Addition Strategies and Facts to 12** 2-4 Related Addition Facts—pp. 57–58 2-15 Add Three Numbers—pp. 83–84 2-16 Addition Strategies with Three Addends—pp. 85–86 **Chapter 3 Subtraction Strategies and Facts to 12** 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 3-13 Fact Families—pp. 127–128 **Chapter 6 Extending Addition and Subtraction Facts** *6-2A Properties of Operations—Online 6-8 More Fact Families—pp. 273–274 6-9 Three Addends—pp. 277–278
NY-1.OA.4 Understand subtraction as an unknown addend problem within 20. e.g., Subtract 10 – 8 by finding the number that makes 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

Add and subtract within 20.

NY-1.OA.5 Relate counting to addition and subtraction. e.g., by counting on 2 to add 2	**Chapter 1 Numbers, Number Words, and Ordinals** 1-8 Count On—pp. 19–20 1-9 Count Back—pp. 21–22 *continued*

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NY-1.OA   OPERATIONS AND ALGEBRAIC THINKING

Grade 1 Content Standards	*Progress in Mathematics*, Grade 1
	Chapter 2 Addition Strategies and Facts to 12 2-10 Number-Line Addition—pp. 71–72 **Chapter 3 Subtraction Strategies and Facts to 12** 3-8 Number-Line Subtraction—pp. 117–118 **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

NY-1.OA.6

NY-1.OA.6a Add and subtract within 20. Use strategies such as: • counting on; • making ten; • decomposing a number leading to a ten; • using the relationship between addition and subtraction; and • creating equivalent but easier or known sums.	**Chapter 2 Addition Strategies and Facts to 12** 2-4 Related Addition Facts—pp. 57–58 2-6 Sums of 9 and 10 (make 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 2-14 Addition Practice (make 10, count on, doubles, doubles +1)—pp. 81–82 *2-13A Equivalent Sums (break apart addends)—Online 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** 3-8 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 3-12 Check by Adding—pp. 125–126 *continued*

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NY-1.OA   OPERATIONS AND ALGEBRAIC THINKING

Grade 1 Content Standards	*Progress in Mathematics*, Grade 1
	*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** 6-1 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—Online 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 6-8 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*
NY-1.OA.6b Fluently add and subtract within 10. Note: Fluency involves a mixture of just knowing some answers, knowing some answers from patterns, and knowing some answers from the use of strategies.	**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 2-8 Other Names for Numbers—pp. 67–68 2-11 Add: Use Patterns—pp. 73–74 2-12 Doubles—pp. 75–76 *continued*

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NY-1.OA	OPERATIONS AND ALGEBRAIC THINKING
Grade 1 Content Standards	***Progress in Mathematics*, Grade 1**

	2-13 Doubles +1—pp. 77–78
	*2-13A Equivalent Sums—Online
	2-14 Addition Practice—pp. 81–82
	*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
	3-9 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
	*3-12A Use a Bar Model—Online
	3-13 Fact Families—pp. 127–128
	3-17 Mixed Practice—pp. 137–138

Work with addition and subtraction equations.

NY-1.OA.7 Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false.	**Chapter 2 Addition Strategies and Facts to 12**
e.g., Which of the following equations are true and which are false?	2-1 Understanding Addition—pp. 51–52
$6 = 6$ $7 = 8 – 1$ $5 + 2 = 2 + 5$ $4 + 1 = 5 + 2$	2-2 Addition Sentences—pp. 53–54
	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
	Chapter 6 Extending Addition and Subtraction Facts
	*6-10A True and False Sentences—Online

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NY-1.OA OPERATIONS AND ALGEBRAIC THINKING

Grade 1 Content Standards	*Progress in Mathematics*, Grade 1
NY-1.OA.8 Determine the unknown whole number in an addition or subtraction equation with the unknown in all positions. e.g., Determine the unknown number that makes the equation true in each of the equations: $8 + ? = 11$ $5 = \underline{} - 3$ $6 + 6 = \square$	**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

NY-1.NBT NUMBER AND OPERATIONS IN BASE TEN

Grade 1 Content Standards	*Progress in Mathematics*, Grade 1

Extend the counting sequence.

Grade 1 Content Standards	*Progress in Mathematics*, Grade 1
NY-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.	**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

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NY-1.NBT   NUMBER AND OPERATIONS IN BASE TEN

Grade 1 Content Standards	*Progress in Mathematics*, Grade 1
Understand place value.	
NY-1.NBT.2 Understand that the two digits of a two-digit number represent amounts of tens and ones.	
NY-1.NBT.2a Understand 10 can be thought of as a bundle of ten 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
NY-1.NBT.2b Understand 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** 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
NY-1.NBT.2c Understand 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
NY-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 <.	**Chapter 5 Place Value to 100** 5-13 Compare Numbers—pp. 221–222 5-14 Order Numbers—pp. 223–224

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NY-1.NBT — NUMBER AND OPERATIONS IN BASE TEN

Grade 1 Content Standards	*Progress in Mathematics*, Grade 1

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

NY-1.NBT.4 Add within 100, including • a two-digit number and a one-digit number, • a two-digit number and a multiple of 10. Use concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones, and sometimes it is necessary to compose a ten. Relate the strategy to a written representation and explain the reasoning used. Note: Students should be taught to use strategies based on place value, properties of operations, *and* the relationship between addition and subtraction; however, when solving any problem, students can choose any strategy. Note: A *written representation* is any way of showing a strategy using words, pictures, or numbers.	**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
NY-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.	**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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NY-1.NBT · NUMBER AND OPERATIONS IN BASE TEN

Grade 1 Content Standards	*Progress in Mathematics*, Grade 1
NY-1.NBT.6 Subtract multiples of 10 from multiples of 10 in the range 10-90 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 used to a written representation and explain the reasoning. Note: Students should be taught to use concrete models and drawings; as well as strategies based on place value, properties of operations, *and* the relationship between addition and subtraction. When solving any problem, students can choose to use a concrete model or a drawing. Their strategy must be based on place value, properties of operations, or the relationship between addition and subtraction. Note: A *written representation* is any way of showing a strategy using words, pictures, or numbers.	**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

NY-1.MD · MEASUREMENT AND DATA

Grade 1 Content Standards	*Progress in Mathematics*, Grade 1
Measure lengths indirectly and by iterating length units.	
NY-1.MD.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
NY-1.MD.2 Measure the length of an object using same-size "length units" placed end to end with no gaps or overlaps. Express the length of an object as a whole number of "length units." Note: "Length units" could include cubes, paper clips, etc.	**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

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NY-1.MD	MEASUREMENT AND DATA
Grade 1 Content Standards	*Progress in Mathematics*, **Grade 1**

Tell time and money.

NY-1.MD.3

NY-1.MD.3a Tell and write time in hours and half-hours using analog and digital clocks. Develop an understanding of common terms, such as, but not limited to, *o'clock* and *half past*.	**Chapter 8 Money and Time** 8-9 Hour—pp. 373–374 8-10 Half Hour—pp. 375–376
NY-1.MD.3b Recognize and identify coins (penny, nickel, dime, and quarter) and their value and use the cent symbol (¢) appropriately.	**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
NY-1.MD.3c Count a mixed collection of dimes and pennies and determine the cent value (total not to exceed 100 cents). e.g., 3 dimes and 4 pennies is the same as 3 tens and 4 ones, which is 34¢.	**Skills Update** Skills Update: Pennies—p. L **Chapter 8 Money and Time** 8-1 Nickels and Pennies—pp. 353–354 8-2 Dimes and Pennies—pp. 355–356 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 8-7 Spending Money—pp. 367–368

Represent and interpret data.

NY-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.	**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 *continued*

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NY-1.MD	MEASUREMENT AND DATA
Grade 1 Content Standards	***Progress in Mathematics*, Grade 1**
	Chapter 7 Geometry 7-8 Graphing Attributes—pp. 313–314

NY-1.G	GEOMETRY
Grade 1 Content Standards	***Progress in Mathematics*, Grade 1**

Reason with shapes and their attributes.

NY-1.G.1 Distinguish between defining attributes versus non-defining attributes for a wide variety of shapes. Build and/or draw shapes to possess defining attributes. e.g., • A defining attribute may include, but is not limited to: triangles are closed and three-sided. • Non-defining attributes include, but are not limited to: color, orientation, and overall size. Note on and/or: Students should be taught to build and draw shapes to possess defining attributes; however, when answering questions, students can choose to build or draw the shape.	**Chapter 7 Geometry** 7-1 Open and Closed Figures—pp. 297–298 7-2 Sides and Corners—pp. 299–300 *7-2A Reason with Shapes—Online 7-3 Sorting Plane Figures—pp. 301–302 7-5 Solid Figures—pp. 307–308 7-6 Attributes of Solid Figures—pp. 309–310 7-7 Plane Figures on Solid Figures—pp. 311–312
NY-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. Note: Students do not need to learn formal names such as "right rectangular prism."	**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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NY-1.G	GEOMETRY
Grade 1 Content Standards	***Progress in Mathematics*, Grade 1**
NY-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** 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