SADLIER
Progress in Mathematics

SADLIER
Common Core Progress Mathematics

Common Core State Standards
for Mathematics

Grade 2 Crosswalk

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Skills Update—Review of Grade 1 Skills

Progress in Mathematics, Grade 2		Common Core Progress Mathematics, Grade 2		Common Core State Standards for Mathematics, Grade 2	
SU	**Addition Facts to 10**—pp. A	**Lesson 3**	**Addition and Subtraction Facts to 20** (fluency)—pp. 26–33	2.0A.2	Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.
		Lesson 10	**Add Two-Digit Numbers**—pp. 88–95	2.NBT.5	Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.
SU	**Subtraction Facts to 10**—pp. B	**Lesson 3**	**Addition and Subtraction Facts to 20** (fluency)—pp. 26–33	2.0A.2	Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.
		Lesson 11	**Subtract Two-Digit Numbers**—pp. 96–103	2.NBT.5	Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.
SU	**Number Words to Twenty**—pp. C	**Lesson 8**	**Read and Write Numbers to 1,000**—pp. 72–79	2.NBT.3	Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.
SU	**Greater or Less**—pp. D	**Lesson 9**	**Compare Numbers**—pp. 80–87	2.NBT.4	Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, and < symbols to record the results of comparisons.
SU	**Tallying**—pp. E	**Lesson 26**	**Picture Graphs**—pp. 226–233	2.MD.10	Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph.
		Lesson 27	**Bar Graphs**—pp. 234–247		
SU	**Add Tens**—pp. F	**Lesson 10**	**Add Two-Digit Numbers**—pp. 88–95	2.NBT.5	Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.
SU	**Subtract Tens**—pp. G	**Lesson 11**	**Subtract Two-Digit Numbers**—pp. 96–103		
SU	**Plane Figures**—pp. H				

Skills Update—Review of Grade 1 Skills

Progress in Mathematics, Grade 2	Common Core Progress Mathematics, Grade 2	Common Core State Standards for Mathematics, Grade 2
SU **Penny, Nickel, Dime**—pp. I	**Lesson 24** **Money**—pp. 210–217	2.MD.8 Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ and ¢ symbols appropriately. *Example: If you have 2 dimes and 3 pennies, how many cents do you have?*
SU **Clock Sense: Hours**—pp. J	**Lesson 23** **Tell and Write Time**—pp. 202–209	2.MD.7 Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.
SU **Equal Parts**—pp. K	**Lesson 30** **Equal Shares**—pp. 264–271	2.G.3 Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words *halves, thirds, half of, a third of,* etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.
SU **Nonstandard Units of Length**—pp. L		
SU **Equal Groups**—pp. M		

Chapter 1 Addition and Subtraction Facts

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1-1 **Addition Concepts**—pp. 3–4	**Lesson 1** **Problem Solving: Addition**—pp. 10–17	2.0A.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, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.
	Lesson 3 **Addition and Subtraction Facts to 20** (fluency)—pp. 26–33	2.0A.2 Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.

Chapter 1 Addition and Subtraction Facts

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	Lesson 10 **Add Two-Digit Numbers**—pp. 88–95	2.NBT.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.
1-2 **Problem Solving: Read and Write in Math: Find Extra Information**—pp. 5–6	**Lesson 3** **Addition and Subtraction Facts to 20** (fluency)—pp. 26–33	2.0A.2 Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.
	Lesson 10 **Add Two-Digit Numbers**—pp. 88–95	2.NBT.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.
1-3 **Related Addition Facts**—pp. 7–8	**Lesson 1** **Problem Solving: Addition**—pp. 10–17	2.0A.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, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.
1-4 **Count On to Add**—pp. 9–10	**Lesson 3** **Addition and Subtraction Facts to 20** (fluency)—pp. 26–33	2.0A.2 Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.
	Lesson 10 **Add Two-Digit Numbers**—pp. 88–95	2.NBT.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.
	Lesson 12 **Add More than Two Numbers**—pp. 104–111	2.NBT.6 Add up to four two-digit numbers using strategies based on place value and properties of operations.
1-5 **Extend Facts to 20**—pp. 11–12	**Lesson 1** **Problem Solving: Addition**—pp. 10–17	2.0A.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,
1-6 **Make 10 to Add**—pp. 15–16		

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					with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.
		Lesson 3	**Addition and Subtraction Facts to 20** (fluency)—pp. 26–33	2.0A.2	Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.
		Lesson 10	**Add Two-Digit Numbers**—pp. 88–95	2.NBT.5	Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.
1-7	**Doubles Facts**—pp. 17–18	**Lesson 1**	**Problem Solving: Addition**—pp. 10–17	2.0A.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, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.
		Lesson 10	**Add Two-Digit Numbers**—pp. 88–95	2.NBT.5	Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.
1-8	**Doubles + 1, Doubles –1**—pp. 19–20	**Lesson 1**	**Problem Solving: Addition**—pp. 10–17	2.0A.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, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.
1-9	**Three Addends**—pp. 21–22				
1-10	**Four Addends**—pp. 23–24				
		Lesson 3	**Addition and Subtraction Facts to 20** (fluency)—pp. 26–33	2.0A.2	Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.

Chapter 1 Addition and Subtraction Facts

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	Lesson 10 **Add Two-Digit Numbers**—pp. 88–95	2.NBT.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.
1-11 **Subtraction Concepts**—pp. 27–28	**Lesson 11** **Subtract Two-Digit Numbers**—pp. 96–103	2.NBT.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.
***1-11A** **Add or Subtract to Compare**—Online	**Lesson 1** **Problem Solving: Addition**—pp. 10–17	2.0A.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, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.
	Lesson 2 **Problem Solving: Subtraction**—pp. 18–25	
	Lesson 3 **Addition and Subtraction Facts to 20** (fluency)—pp. 26–33	2.0A.2 Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.
	Lesson 11 **Subtract Two-Digit Numbers**—pp. 96–103	2.NBT.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.
1-12 **Count Back to Subtract**—pp. 29–30	**Lesson 2** **Problem Solving: Subtraction**—pp. 18–25	2.0A.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, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.
	Lesson 3 **Addition and Subtraction Facts to 20** (fluency)—pp. 26–33	2.0A.2 Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.

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	Lesson 11 **Subtract Two-Digit Numbers**—pp. 96–103	2.NBT.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.
	Lesson 22 **Number Line Diagrams**—pp. 194–201	2.MD.6 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.
1-13 **Related Subtraction Facts**—pp. 31–32	**Lesson 11** **Subtract Two-Digit Numbers**—pp. 96–103	2.NBT.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.
1-14 **Relate Addition and Subtraction**—pp. 33–34	**Lesson 1** **Problem Solving: Addition**—pp. 10–17 **Lesson 2** **Problem Solving: Subtraction**—pp. 18–25	2.0A.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, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.
	Lesson 3 **Addition and Subtraction Facts to 20** (fluency)—pp. 26–33	2.0A.2 Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.
	Lesson 10 **Add Two-Digit Numbers**—pp. 88–95 **Lesson 11** **Subtract Two-Digit Numbers**—pp. 96–103	2.NBT.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.
	Lesson 10 **Add Two-Digit Numbers**—pp. 88–95 **Lesson 11** **Subtract Two-Digit Numbers**—pp. 96–103	2.NBT.9 Explain why addition and subtraction strategies work, using place value and the properties of operations.[1] [1] Explanations may be supported by drawings or objects.

Chapter 1 Addition and Subtraction Facts

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***1-14A Think Addition to Subtract**—Online	**Lesson 3 Addition and Subtraction Facts to 20** (fluency)—pp. 26–33	2.0A.2 Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.
	Lesson 10 Add Two-Digit Numbers—pp. 88–95 **Lesson 11 Subtract Two-Digit Numbers**—pp. 96–103	2.NBT.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.
1-15 Use Addition to Check—pp. 35–36	**Lesson 3 Addition and Subtraction Facts to 20** (fluency)—pp. 26–33	2.0A.2 Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.
	Lesson 10 Add Two-Digit Numbers—pp. 88–95	2.NBT.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.
1-16 Count Up to Subtract—pp. 39–40	**Lesson 2 Problem Solving: Subtraction**—pp. 18–25	2.0A.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, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.
	Lesson 3 Addition and Subtraction Facts to 20 (fluency)—pp. 26–33	2.0A.2 Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.
	Lesson 11 Subtract Two-Digit Numbers—pp. 96–103	2.NBT.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.
	Lesson 22 Number Line Diagrams—pp. 194–201	2.MD.6 Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ...,

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Chapter 1 Addition and Subtraction Facts

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		and represent whole-number sums and differences within 100 on a number line diagram.
***1-16A Make 10 to Subtract**—Online	**Lesson 3 Addition and Subtraction Facts to 20** (fluency)—pp. 26–33	2.0A.2 Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.
	Lesson 11 Subtract Two-Digit Numbers—pp. 96–103	2.NBT.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.
***1-16B Writing a Number Sentence**—Online	**Lesson 3 Addition and Subtraction Facts to 20** (fluency)—pp. 26–33	2.0A.2 Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.
	Lesson 4 Odd and Even Numbers—pp. 34–41	2.0A.3 Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.
	Lesson 5 Arrays—pp. 42–55	2.0A.4 Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.
	Lesson 10 Add Two-Digit Numbers—pp. 88–95	2.NBT.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.
	Lesson 11 Subtract Two-Digit Numbers—pp. 96–103	
1-17 Fact Families—pp. 41–42	**Lesson 3 Addition and Subtraction Facts to 20** (fluency)—pp. 26–33	2.0A.2 Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.

Chapter 1 Addition and Subtraction Facts

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	Lesson 10 **Add Two-Digit Numbers**—pp. 88–95 **Lesson 11** **Subtract Two-Digit Numbers**—pp. 96–103	2.NBT.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.
1-18 **Missing Addends**—pp. 43–44	**Lesson 1** **Problem Solving: Addition**—pp. 10–17 **Lesson 2** **Problem Solving: Subtraction**—pp. 18–25	2.0A.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, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.
	Lesson 3 **Addition and Subtraction Facts to 20** (fluency)—pp. 26–33	2.0A.2 Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.
	Lesson 10 **Add Two-Digit Numbers**—pp. 88–95 **Lesson 11** **Subtract Two-Digit Numbers**—pp. 96–103	2.NBT.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.
***1-18A** **Use a Bar Model**—Online	**Lesson 1** **Problem Solving: Addition**—pp. 10–17 **Lesson 2** **Problem Solving: Subtraction**—pp. 18–25	2.0A.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, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.
	Lesson 10 **Add Two-Digit Numbers**—pp. 88–95 **Lesson 11** **Subtract Two-Digit Numbers**—pp. 96–103	2.NBT.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.
1-19 **Fact Patterns**—pp. 45–46	**Lesson 1** **Problem Solving: Addition**—pp. 10–17 **Lesson 2** **Problem Solving: Subtraction**—pp. 18–25	2.0A.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, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.

Chapter 1 Addition and Subtraction Facts

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	Lesson 3 **Addition and Subtraction Facts to 20** (fluency)—pp. 26–33	2.0A.2 Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.
	Lesson 10 **Add Two-Digit Numbers**—pp. 88–95 **Lesson 11** **Subtract Two-Digit Numbers**—pp. 96–103	2.NBT.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.
1-20 **Problem Solving Strategy: Choose the Operation**—pp. 47–48	**Lesson 1** **Problem Solving: Addition**—pp. 10–17 **Lesson 2** **Problem Solving: Subtraction**—pp. 18–25	2.0A.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, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.
	Lesson 3 **Addition and Subtraction Facts to 20** (fluency)—pp. 26–33	2.0A.2 Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.
***1-20A** **Two-Step Problems**—Online	**Lesson 1** **Problem Solving: Addition**—pp. 10–17 **Lesson 2** **Problem Solving: Subtraction**—pp. 18–25	2.0A.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, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.
1-21 **Problem Solving Applications: Mixed Strategies**—pp. 49–50	**Lesson 1** **Problem Solving: Addition**—pp. 10–17 **Lesson 2** **Problem Solving: Subtraction**—pp. 18–25	2.0A.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, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.
	Lesson 3 **Addition and Subtraction Facts to 20** (fluency)—pp. 26–33	2.0A.2 Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.

Chapter 2 Place Value to 100

Progress in Mathematics, Grade 2	Common Core Progress Mathematics, Grade 2	Common Core State Standards for Mathematics, Grade 2
2-1 **Tens and Ones**—pp. 65–66	**Lesson 6** **Place Value: Hundreds, Tens, and Ones**—pp. 56–63	2.NBT.1 Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases:
2-2 **Place Value**—pp. 67–68		2.NBT.1a 100 can be thought of as a bundle of ten tens — called a "hundred."
		2.NBT.1b 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).
2-3 **Number Words Twenty to Forty–Nine**—pp. 69–70	**Lesson 8** **Read and Write Numbers to 1,000**—pp. 72–79	2.NBT.3 Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.
2-4 **Number Words Fifty to Ninety–Nine**—pp. 71–72		
2-5 **Problem Solving: Read and Write in Math: Find Needed Information**—pp. 73–74		
2-6 **Place Value of Two–Digit Numbers**—pp. 75–76		
2-7 **Expanded Form**—pp. 77–78	**Lesson 8** **Read and Write Numbers to 1,000**—pp. 72–79	2.NBT.3 Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.
2-8 **Compare Numbers**—pp. 81–82	**Lesson 9** **Compare Numbers**—pp. 80–87	2.NBT.4 Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, and < symbols to record the results of comparisons.
2-9 **Order Using a Number Line**—pp. 83–84	**Lesson 22** **Number Line Diagrams**—pp. 194–201	2.MD.6 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.
2-10 **Order Using Models**—pp. 85–86		
2-11 **Estimate**—pp. 87–88		

Chapter 2 Place Value to 100

Progress in Mathematics, Grade 2		Common Core Progress Mathematics, Grade 2		Common Core State Standards for Mathematics, Grade 2	
2-12	**Round to the Nearest Ten**—pp. 89–90				
***2-12A**	**Model Even and Odd**—Online	**Lesson 4**	**Odd and Even Numbers**—pp. 34–41	2.0A.3	Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.
2-13	**Even and Odd Numbers**—pp. 93–94				
2-14	**Count by 3s and 4s**—pp. 95–96				
2-15	**Counting Patterns**—pp. 97–98	**Lesson 7**	**Skip Count by 5s, 10s, and 100s**—pp. 64–71	2.NBT.2	Count within 1000; skip-count by 5s, 10s, and 100s.
2-16	**Ordinals to 31st**—pp. 99–100				
2-17	**Problem Solving Strategy: Use Logical Reasoning**—pp. 101–102	**Lesson 4**	**Odd and Even Numbers**—pp. 34–41	2.0A.3	Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.
2-18	**Problem Solving Applications: Mixed Strategies**—pp. 103–104				

Chapter 3 Data and Graphs: Using Operations

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3-1	**Problem Solving: Read and Write in Math: Read a Table**—pp. 115–116				
3-2	**Pictographs**—pp. 117–118	**Lesson 26**	**Picture Graphs**—pp. 226–233	2.MD.10	Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph.
3-3	**Bar Graphs**—pp. 119–120	**Lesson 27**	**Bar Graphs**—pp. 234–247		
3-4	**Surveys**—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				
3-8	**Circle Graphs**—pp. 131–132				

Chapter 3 Data and Graphs: Using Operations

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3-9 **Line Plots**—pp. 133–134	**Lesson 25** **Line Plots**—pp. 218–225	2.MD.9	Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.
3-10 **Venn Diagrams**—pp. 135–136	**Lesson 4** **Odd and Even Numbers**—pp. 34–41	2.0A.3	Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.
3-11 **Problem Solving Strategy: Use a Graph**—pp. 137–138	**Lesson 26** **Picture Graphs**—pp. 226–233 **Lesson 27** **Bar Graphs**—pp. 234–247	2.MD.10	Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph.
3-12 **Problem Solving Applications: Mixed Strategies**—pp. 139–140	**Lesson 7** **Skip Count by 5s, 10s, and 100s**—pp. 64–71	2.NBT.2	Count within 1000; skip-count by 5s, 10s, and 100s.

Chapter 4 Addition: Two-Digit Numbers

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4-1 **Add Ones and Tens**—pp. 155–156	**Lesson 1** **Problem Solving: Addition**—pp. 10–17	2.0A.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, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.
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	**Lesson 10** **Add Two-Digit Numbers**—pp. 88–95	2.NBT.5	Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.
4-6 **Regroup Ones as Tens**—pp. 165–166			
***4-6A** **Mental Math: Add Two-Digit Numbers**—Online			

Chapter 4 Addition: Two-Digit Numbers

Progress in Mathematics, Grade 2	Common Core Progress Mathematics, Grade 2	Common Core State Standards for Mathematics, Grade 2
***4-6B** **Mental Math: Use Compensation**—Online		
4-7 **Estimate Sums**—pp. 169–170	**Lesson 10** **Add Two-Digit Numbers**—pp. 88–95	2.NBT.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.
4-8 **Rewrite Two–Digit Addition**—pp. 171–172	**Lesson 1** **Problem Solving: Addition**—pp. 10–17	2.0A.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, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.
	Lesson 10 **Add Two-Digit Numbers**—pp. 88–95	2.NBT.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.
4-9 **Three Addends**—pp. 173–174	**Lesson 1** **Problem Solving: Addition**—pp. 10–17	2.0A.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, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.
	Lesson 10 **Add Two-Digit Numbers**—pp. 88–95	2.NBT.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.
	Lesson 12 **Add More than Two Numbers**—pp. 104–111	2.NBT.6 Add up to four two-digit numbers using strategies based on place value and properties of operations.
4-9 **Three Addends**—pp. 173–174	**Lesson 12** **Add More than Two Numbers**—pp. 104–111	2.NBT.6 Add up to four two-digit numbers using strategies based on place value and properties of operations.

Chapter 4 Addition: Two-Digit Numbers

Progress in Mathematics, Grade 2	Common Core Progress Mathematics, Grade 2	Common Core State Standards for Mathematics, Grade 2
4-9 **Three Addends**—pp. 173–174	**Lesson 12** **Add More than Two Numbers**—pp. 104–111	2.NBT.6 Add up to four two-digit numbers using strategies based on place value and properties of operations.
	Lesson 10 **Add Two-Digit Numbers**—pp. 88–95	2.NBT.9 Explain why addition and subtraction strategies work, using place value and the properties of operations.[1] [1] Explanations may be supported by drawings or objects.
4-10 **Add: Choose the Method**—pp. 177–178 **4-11** **Addition Practice**—pp. 179–180	**Lesson 1** **Problem Solving: Addition**—pp. 10–17	2.0A.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, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.
	Lesson 10 **Add Two-Digit Numbers**—pp. 88–95	2.NBT.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.
	Lesson 12 **Add More than Two Numbers**—pp. 104–111	2.NBT.6 Add up to four two-digit numbers using strategies based on place value and properties of operations.
4-12 **Problem Solving Strategy: Use More Than One Step**—pp. 181–182	**Lesson 1** **Problem Solving: Addition**—pp. 10–17	2.0A.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, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.
4-13 **Problem Solving Applications: Mixed Strategies**—pp. 183–184	**Lesson 1** **Problem Solving: Addition**—pp. 10–17	2.0A.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, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.

Chapter 4 Addition: Two-Digit Numbers

Progress in Mathematics, Grade 2	Common Core Progress Mathematics, Grade 2	Common Core State Standards for Mathematics, Grade 2
	Lesson 10 **Add Two-Digit Numbers**—pp. 88–95	2.NBT.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.

Chapter 5 Subtraction: Two-Digit Numbers

Progress in Mathematics, Grade 2	Common Core Progress Mathematics, Grade 2	Common Core State Standards for Mathematics, Grade 2
5-1 **Subtract Tens and Ones**—pp. 195	**Lesson 2** **Problem Solving: Subtraction**—pp. 18–25	2.0A.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, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.
	Lesson 11 **Subtract Two-Digit Numbers**—pp. 96–103	2.NBT.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.
5-2 **Mental Math Subtraction**—pp. 197–198	**Lesson 2** **Problem Solving: Subtraction**—pp. 18–25	2.0A.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, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.
	Lesson 9 **Compare Numbers**—pp. 80–87	2.NBT.4 Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, and < symbols to record the results of comparisons.
	Lesson 11 **Subtract Two-Digit Numbers**—pp. 96–103	2.NBT.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.

Chapter 5 Subtraction: Two-Digit Numbers

Progress in Mathematics, Grade 2		Common Core Progress Mathematics, Grade 2		Common Core State Standards for Mathematics, Grade 2	
5-3	**Ways to Make Numbers**—pp. 199–200	**Lesson 2**	**Problem Solving: Subtraction**—pp. 18–25	2.0A.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, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.
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	**Lesson 9**	**Compare Numbers**—pp. 80–87	2.NBT.4	Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, and < symbols to record the results of comparisons.
***5-6A**	**Mental Math: Subtract Two-Digit Numbers**—Online				
5-7	**Estimate Differences**—pp. 209–210	**Lesson 11**	**Subtract Two-Digit Numbers**—pp. 96–103	2.NBT.5	Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.
		Lesson 22	**Number Line Diagrams**—pp. 194–201	2.MD.6	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.
5-8	**Rewrite Two–Digit Subtraction**—pp. 211–212	**Lesson 2**	**Problem Solving: Subtraction**—pp. 18–25	2.0A.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, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.
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	**Lesson 11**	**Subtract Two-Digit Numbers**—pp. 96–103	2.NBT.5	Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.
5-13	**Choose the Method**—pp. 223–224				
5-14	**Mixed Practice**—pp. 225–226				
5-15	**Estimate or Exact Answer**—pp. 227–228				
5-16	**Problem Solving Strategy: Make a Table**—pp. 229–230				

Chapter 5 Subtraction: Two-Digit Numbers

Progress in Mathematics, Grade 2	Common Core Progress Mathematics, Grade 2	Common Core State Standards for Mathematics, Grade 2
5-17 **Problem Solving Applications: Mixed Strategies**—pp. 231–232	**Lesson 2** **Problem Solving: Subtraction**—pp. 18–25	2.0A.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, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.
	Lesson 11 **Subtract Two-Digit Numbers**—pp. 96–103	2.NBT.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.

Chapter 6 Geometry

Progress in Mathematics, Grade 2	Common Core Progress Mathematics, Grade 2	Common Core State Standards for Mathematics, Grade 2
6-1 **Solid Figures**—pp. 247–248	**Lesson 28** **Identify and Draw Shapes**—pp. 248–255	2.G.1 Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces.[5] Identify triangles, quadrilaterals, pentagons, hexagons, and cubes. [5] Sizes are compared directly or visually, not compared by measuring.
6-2 **Faces, Edges, Vertices**—pp. 249–250		
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		
6-5 **Sort Figures**—pp. 255–256		
6-6 **Congruent Figures**—pp. 259–260		
6-7 **Lines of Symmetry**—pp. 261–262		
6-8 **Slides and Flips**—pp. 263–264		
6-9 **Turns**—pp. 265–266		
6-10 **Find a Pattern**—pp. 269–270		

Chapter 6 Geometry

Progress in Mathematics, Grade 2	Common Core Progress Mathematics, Grade 2	Common Core State Standards for Mathematics, Grade 2
6-11 **Ways to Make Figures**—pp. 271–272	**Lesson 28** **Identify and Draw Shapes**—pp. 248–255	2.G.1 Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces.[5] Identify triangles, quadrilaterals, pentagons, hexagons, and cubes. [5] Sizes are compared directly or visually, not compared by measuring.
6-12 **Problem Solving: Read and Write in Math: Understand Math Words**—pp. 273–274		
6-13 **Ordered Pairs**—pp. 275–276		
6-14 **Problem Solving Strategy: Use a Pattern**—pp. 277–278		
5-17 **Problem Solving Applications: Mixed Strategies**—pp. 231–232	**Lesson 28** **Identify and Draw Shapes**—pp. 248–255	2.G.1 Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces.[5] Identify triangles, quadrilaterals, pentagons, hexagons, and cubes. [5] Sizes are compared directly or visually, not compared by measuring.

Chapter 7 Money and Time

Progress in Mathematics, Grade 2	Common Core Progress Mathematics, Grade 2	Common Core State Standards for Mathematics, Grade 2
7-1 **Pennies, Nickels, and Dimes**—pp. 291–292	**Lesson 24** **Money**—pp. 210–217	2.MD.8 Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ and ¢ symbols appropriately. *Example: If you have 2 dimes and 3 pennies, how many cents do you have?*
7-2 **Quarters**—pp. 293–294		
7-3 **Half Dollar**—pp. 295–296		
7-4 **Equal Amounts**—pp. 299–300		
7-5 **Compare Money**—pp. 301–302	**Lesson 24** **Money**—pp. 210–217	2.MD.8 Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ and ¢ symbols appropriately. *Example: If you have 2 dimes and 3 pennies, how many cents do you have?*
7-6 **Make Change**—pp. 303–304		
7-7 **Add and Subtract Money**—pp. 305–306		
7-8 **One Dollar**—pp. 307–308		

Chapter 7 Money and Time

Progress in Mathematics, Grade 2		Common Core Progress Mathematics, Grade 2		Common Core State Standards for Mathematics, Grade 2	
7-9	**Dollars and Cents**—pp. 309–310				
***7-9A**	**Money Problems**—Online				
7-10	**Hour and Half Hour**—pp. 313–314	**Lesson 23**	**Tell and Write Time**—pp. 202–209	2.MD.7	Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.
7-11	**Five Minutes**—pp. 315–316	**Lesson 7**	**Skip Count by 5s, 10s, and 100s**—pp. 64–71	2.NBT.2	Count within 1000; skip-count by 5s, 10s, and 100s.
		Lesson 23	**Tell and Write Time**—pp. 202–209	2.MD.7	Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.
7-12	**Quarter Hour**—pp. 317–318	**Lesson 23**	**Tell and Write Time**—pp. 202–209	2.MD.7	Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.
7-13	**Before the Hour**—pp. 319–320	**Lesson 7**	**Skip Count by 5s, 10s, and 100s**—pp. 64–71	2.NBT.2	Count within 1000; skip-count by 5s, 10s, and 100s.
		Lesson 23	**Tell and Write Time**—pp. 202–209	2.MD.7	Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.
***7-13A**	**A.M. and P.M.**—Online	**Lesson 23**	**Tell and Write Time**—pp. 202–209	2.MD.7	Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.
7-14	**Elapsed Time**—pp. 323–324				
7-15	**Problem Solving: Read and Write in Math: Read a Schedule**—pp. 325–326				
7-16	**Estimate Time**—pp. 327–328				
7-17	**Calendar**—pp. 329–330				
7-18	**Problem Solving Strategy: Guess and Test**—pp. 331–332	**Lesson 24**	**Money**—pp. 210–217	2.MD.8	Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ and ¢ symbols appropriately. *Example: If you have 2 dimes and 3 pennies, how many cents do you have?*
7-19	**Problem Solving Applications: Mixed Strategies**—pp. 333–334				

Chapter 8 Place Value to 1000

Progress in Mathematics, Grade 2	Common Core Progress Mathematics, Grade 2	Common Core State Standards for Mathematics, Grade 2
8-1 **Hundreds**—pp. 349–350	**Lesson 12** **Read and Write Numbers**—pp. 104–111	2.NBT.1 Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases:
		2.NBT.1a 100 can be thought of as a bundle of ten tens — called a "hundred."
		2.NBT.1b The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).
	Lesson 7 **Skip Count by 5s, 10s, and 100s**—pp. 64–71	2.NBT.2 Count within 1000; skip-count by 5s, 10s, and 100s.
	Lesson 8 **Read and Write Numbers to 1,000**—pp. 72–79	2.NBT.3 Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.
	Lesson 9 **Compare Numbers**—pp. 80–87	2.NBT.4 Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, and < symbols to record the results of comparisons.
***8-1A** **Make Hundreds**—Online	**Lesson 12** **Read and Write Numbers**—pp. 104–111	2.NBT.1 Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases:
		2.NBT.1a 100 can be thought of as a bundle of ten tens — called a "hundred."
		2.NBT.1b The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).
	Lesson 8 **Read and Write Numbers to 1,000**—pp. 72–79	2.NBT.3 Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.

Chapter 8 Place Value to 1000

Progress in Mathematics, Grade 2	Common Core Progress Mathematics, Grade 2	Common Core State Standards for Mathematics, Grade 2
8-2 **Hundreds, Tens, and Ones**—pp. 351–352	**Lesson 12** **Read and Write Numbers**—pp. 104–111	2.NBT.1 Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases:
		2.NBT.1a 100 can be thought of as a bundle of ten tens — called a "hundred."
		2.NBT.1b The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).
	Lesson 7 **Skip Count by 5s, 10s, and 100s**—pp. 64–71	2.NBT.2 Count within 1000; skip-count by 5s, 10s, and 100s.
	Lesson 22 **Number Line Diagrams**—pp. 194–201	2.MD.6 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.
8-3 **Place Value of Three–Digit Numbers**—pp. 353–354	**Lesson 12** **Read and Write Numbers**—pp. 104–111	2.NBT.1 Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases:
8-4 **Expanded Form with Hundreds, Tens, and Ones**—pp. 355–356		2.NBT.1a 100 can be thought of as a bundle of ten tens — called a "hundred."
		2.NBT.1b The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).
	Lesson 8 **Read and Write Numbers to 1,000**—pp. 72–79	2.NBT.3 Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.

Chapter 8 Place Value to 1000

Progress in Mathematics, Grade 2		Common Core Progress Mathematics, Grade 2		Common Core State Standards for Mathematics, Grade 2	
***8-4A**	**Skip Count to 1000**—Online	**Lesson 7**	**Skip Count by 5s, 10s, and 100s**—pp. 64–71	2.NBT.2	Count within 1000; skip-count by 5s, 10s, and 100s.
8-5	**Counting Patterns with 3–Digit Numbers**—pp. 357–358	**Lesson 7**	**Skip Count by 5s, 10s, and 100s**—pp. 64–71	2.NBT.2	Count within 1000; skip-count by 5s, 10s, and 100s.
		Lesson 9	**Compare Numbers**—pp. 80–87	2.NBT.4	Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, and < symbols to record the results of comparisons.
***8-5A**	**Use Benchmark Numbers to Compare**—Online	**Lesson 9**	**Compare Numbers**—pp. 80–87	2.NBT.4	Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, and < symbols to record the results of comparisons.
8-6	**Compare Numbers to 1000**—pp. 361–362				
8-7	**Order to 1000**—pp. 363–364	**Lesson 7**	**Skip Count by 5s, 10s, and 100s**—pp. 64–71	2.NBT.2	Count within 1000; skip-count by 5s, 10s, and 100s.
		Lesson 9	**Compare Numbers**—pp. 80–87	2.NBT.4	Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, and < symbols to record the results of comparisons.
8-8	**Problem Solving: Read and Write in Math: Use a Table**—pp. 365–366				
8-9	**Round to the Nearest Hundred**—pp. 367–368	**Lesson 22**	**Number Line Diagrams**—pp. 194–201	2.MD.6	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.
8-10	**Problem Solving Strategy: Make an Organized List**—pp. 369–370				
8-11	**Problem Solving Applications: Mixed Strategies**—pp. 371–372				

Chapter 9 Addition and Subtraction: Three-Digit Numbers

Progress in Mathematics, Grade 2	Common Core Progress Mathematics, Grade 2	Common Core State Standards for Mathematics, Grade 2
9-1 Add Hundreds, Tens, and Ones—pp. 383–384	**Lesson 13 Add Three-Digit Numbers within 1,000**—pp. 112–119	2.NBT.7 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; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds
	Lesson 10 Add Two-Digit Numbers—pp. 88–95	2.NBT.9 Explain why addition and subtraction strategies work, using place value and the properties of operations.[1] [1] Explanations may be supported by drawings or objects.
9-2 Count On 1, 10, and 100—pp. 385–386	**Lesson 7 Skip Count by 5s, 10s, and 100s**—pp. 64–71	2.NBT.2 Count within 1000; skip-count by 5s, 10s, and 100s.
	Lesson 13 Add Three-Digit Numbers within 1,000—pp. 112–119	2.NBT.7 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; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds
	Lesson 15 Mentally Add and Subtract 10 or 100—pp. 128–145	2.NBT.8 Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900.

Chapter 9 Addition and Subtraction: Three-Digit Numbers

Progress in Mathematics, Grade 2	Common Core Progress Mathematics, Grade 2	Common Core State Standards for Mathematics, Grade 2
	Lesson 10 **Add Two-Digit Numbers**—pp. 88–95	2.NBT.9 Explain why addition and subtraction strategies work, using place value and the properties of operations.[1] [1] Explanations may be supported by drawings or objects.
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	**Lesson 13** **Add Three-Digit Numbers within 1,000**—pp. 112–119	2.NBT.7 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; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds
	Lesson 10 **Add Two-Digit Numbers**—pp. 88–95	2.NBT.9 Explain why addition and subtraction strategies work, using place value and the properties of operations.[1] [1] Explanations may be supported by drawings or objects.
***9-5A** **Draw Pictures to Add**—Online	**Lesson 15** **Mentally Add and Subtract 10 or 100**—pp. 128–145	2.NBT.8 Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900.
9-6 **Add: Regroup Twice**—pp. 393–394 ***9-6A** **Using Properties to Add**—Online	**Lesson 13** **Add Three-Digit Numbers within 1,000**—pp. 112–119	2.NBT.7 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; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds

Chapter 9 Addition and Subtraction: Three-Digit Numbers

Progress in Mathematics, Grade 2		Common Core Progress Mathematics, Grade 2		Common Core State Standards for Mathematics, Grade 2	
		Lesson 10	**Add Two-Digit Numbers**—pp. 88–95	2.NBT.9	Explain why addition and subtraction strategies work, using place value and the properties of operations.[1] [1] Explanations may be supported by drawings or objects.
9-7	**Add Money: No Regrouping**—pp. 397–398	**Lesson 15**	**Mentally Add and Subtract 10 or 100**—pp. 128–145	2.NBT.8	Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900.
9-8	**Problem Solving: Read and Write in Math: Find Needed Information**—pp. 399–400				
9-9	**Add Money: Regroup Dimes or Pennies**—pp. 401–402				
9-10	**Add Money: Regroup Twice**—pp. 403–404	**Lesson 7**	**Skip Count by 5s, 10s, and 100s**—pp. 64–71	2.NBT.2	Count within 1000; skip-count by 5s, 10s, and 100s.
		Lesson 15	**Mentally Add and Subtract 10 or 100**—pp. 128–145	2.NBT.8	Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900.
9-11	**Subtract Hundreds, Tens, and Ones**—pp. 407–408	**Lesson 14**	**Subtract Three-Digit Numbers within 1,000**—pp. 120–127	2.NBT.7	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; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds
		Lesson 11	**Subtract Two-Digit Numbers**—pp. 96–103	2.NBT.9	Explain why addition and subtraction strategies work, using place value and the properties of operations.[1] [1] Explanations may be supported by drawings or objects.

Chapter 9 Addition and Subtraction: Three-Digit Numbers

Progress in Mathematics, Grade 2	Common Core Progress Mathematics, Grade 2	Common Core State Standards for Mathematics, Grade 2
	Lesson 24 **Money**—pp. 210–217	2.MD.8 Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ and ¢ symbols appropriately. *Example: If you have 2 dimes and 3 pennies, how many cents do you have?*
9-12 **Count Back 1, 10, and 100**—pp. 409–410 **9-13** **Subtract: Regroup Tens as Ones**—pp. 411–412	**Lesson 14** **Subtract Three-Digit Numbers within 1,000**—pp. 120–127	2.NBT.7 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; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds
	Lesson 15 **Mentally Add and Subtract 10 or 100**—pp. 128–145	2.NBT.8 Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900.
	Lesson 11 **Subtract Two-Digit Numbers**—pp. 96–103	2.NBT.9 Explain why addition and subtraction strategies work, using place value and the properties of operations.[1] [1] Explanations may be supported by drawings or objects.
9-14 **Regroup Hundreds as Tens Using Models**—pp. 413–414	**Lesson 14** **Subtract Three-Digit Numbers within 1,000**—pp. 120–127	2.NBT.7 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; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds

Chapter 9 Addition and Subtraction: Three-Digit Numbers

Progress in Mathematics, Grade 2	Common Core Progress Mathematics, Grade 2	Common Core State Standards for Mathematics, Grade 2
	Lesson 11 **Subtract Two-Digit Numbers**—pp. 96–103	2.NBT.9 Explain why addition and subtraction strategies work, using place value and the properties of operations.[1] [1] Explanations may be supported by drawings or objects.
***9-14A** **Draw Pictures to Subtract**—Online	**Lesson 14** **Subtract Three-Digit Numbers within 1,000**—pp. 120–127	2.NBT.7 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; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds
	Lesson 15 **Mentally Add and Subtract 10 or 100**—pp. 128–145	2.NBT.8 Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900.
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	**Lesson 14** **Subtract Three-Digit Numbers within 1,000**—pp. 120–127	2.NBT.7 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; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds
	Lesson 11 **Subtract Two-Digit Numbers**—pp. 96–103	2.NBT.9 Explain why addition and subtraction strategies work, using place value and the properties of operations.[1] [1] Explanations may be supported by drawings or objects.

Chapter 9 Addition and Subtraction: Three-Digit Numbers

Progress in Mathematics, Grade 2	Common Core Progress Mathematics, Grade 2	Common Core State Standards for Mathematics, Grade 2
9-17 **Subtract Money: Regroup Dollars or Dimes**—pp. 421–422 **9-18** **Subtract Money: Regroup Twice**—pp. 423–424	**Lesson 24** **Money**—pp. 210–217	2.MD.8 Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ and ¢ symbols appropriately. *Example: If you have 2 dimes and 3 pennies, how many cents do you have?*
9-19 **Estimate to Add or Subtract**—pp. 425–426 **9-20** **Problem Solving Strategy: Use Logical Reasoning**—pp. 427–428		
9-21 **Problem Solving Applications: Mixed Strategies**—pp. 429–430	**Lesson 14** **Subtract Three-Digit Numbers within 1,000**—pp. 120–127	2.NBT.7 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; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds
	Lesson 24 **Money**—pp. 210–217	2.MD.8 Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ and ¢ symbols appropriately. *Example: If you have 2 dimes and 3 pennies, how many cents do you have?*

Chapter 10 Fractions and Probability

Progress in Mathematics, Grade 2	Common Core Progress Mathematics, Grade 2	Common Core State Standards for Mathematics, Grade 2
10-1 **Fractions: 1/2, 1/4, 1/8**—pp. 445	**Lesson 30** **Equal Shares**—pp. 264–271	2.G.3 Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words *halves, thirds, half of, a third of,* etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.
***10-1A** **Fractions: 1/2, 1/3, 1/4**—Online		
10-2 **More Fractions**—pp. 447–448		
***10-2A** **Whole Numbers and the Number Line**—Online	**Lesson 22** **Number Line Diagrams**—pp. 194–201	2.MD.6 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.
10-3 **Compare Fractions**—pp. 449–450	**Lesson 30** **Equal Shares**—pp. 264–271	2.G.3 Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words *halves, thirds, half of, a third of,* etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.
10-4 **Order Fractions**—pp. 451–452		
10-5 **Other Fractions**—pp. 453–454		
10-6 **Fractions Equal to 1**—pp. 457–458		
10-7 **Estimate Fractions**—pp. 459–460		
10-8 **Equal Fractions of a Whole**—pp. 461–462	**Lesson 30** **Equal Shares**—pp. 264–271	2.G.3 Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words *halves, thirds, half of, a third of,* etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.
10-9 **Part of a Set**—pp. 463–464		
10-10 **Equal Fractions of a Set**—pp. 465–466		
10-11 **Predict Outcomes**—pp. 469–470		
10-12 **How Likely?**—pp. 471–472		
10-13 **Certain, Possible, Impossible**—pp. 473–474		

Chapter 10 Fractions and Probability

Progress in Mathematics, Grade 2	Common Core Progress Mathematics, Grade 2	Common Core State Standards for Mathematics, Grade 2
10-14 **Problem Solving: Read and Write in Math: Understand Math Words** (certain, possible, impossible; always, sometimes, never; more likely, equally likely, less likely)—pp. 475–476		
10-15 **Problem Solving Strategy: Draw a Picture**—pp. 477–478		
10-16 **Problem Solving Applications: Mixed Strategies**—pp. 479–480	**Lesson 4** **Odd and Even Numbers**—pp. 34–41	2.0A.3 Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.
	Lesson 30 **Equal Shares**—pp. 264–271	2.G.3 Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words *halves, thirds, half of, a third of,* etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.

Chapter 11 Measurement

Progress in Mathematics, Grade 2	Common Core Progress Mathematics, Grade 2	Common Core State Standards for Mathematics, Grade 2
11-1 **Nonstandard Units**—pp. 491–492	**Lesson 25** **Line Plots**—pp. 218–225	2.MD.9 Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.
11-2 **Inches**—pp. 493–494	**Lesson 16** **Measure Length: Inches and Feet**—pp. 146–153	2.MD.1 Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.
11-3 **Half Inch**—pp. 495–496		
11-4 **Feet and Yards**—pp. 497–498	**Lesson 18** **Use Different Units to Measure Length**—pp. 162–169	2.MD.3 Estimate lengths using units of inches, feet, centimeters, and meters.

Chapter 11 Measurement

Progress in Mathematics, Grade 2	Common Core Progress Mathematics, Grade 2	Common Core State Standards for Mathematics, Grade 2
	Lesson 25 **Line Plots**—pp. 218–225	2.MD.9 Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.
***11-4A** **Measure Length**—Online	**Lesson 18** **Use Different Units to Measure Length**—pp. 162–169	2.MD.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.
	Lesson 20 **Compare Lengths**—pp. 178–185	2.MD.4 Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.
	Lesson 25 **Line Plots**—pp. 218–225	2.MD.9 Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.
***11-4B** **Relate Addition and Subtraction to Length**—Online	**Lesson 21** **Add and Subtract Lengths**—pp. 186–193	2.MD.5 Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.
11-5 **Cups, Pints, and Quarts**—pp. 501–502		
11-6 **Problem Solving: Read and Write in Math: Find Hidden Information**—pp. 503–504		
11-7 **Gallons**—pp. 505–506		
11-8 **Ounces and Pounds**—pp. 507–508		
11-9 **Centimeters**—pp. 511–512	**Lesson 17** **Measure Length: Centimeters and Meters**—pp. 154–161	2.MD.1 Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.
11-10 **Meters**—pp. 513–514		

Chapter 11 Measurement

Progress in Mathematics, Grade 2	Common Core Progress Mathematics, Grade 2	Common Core State Standards for Mathematics, Grade 2
	Lesson 18 **Use Different Units to Measure Length**—pp. 162–169	2.MD.3 Estimate lengths using units of inches, feet, centimeters, and meters.
	Lesson 21 **Add and Subtract Lengths**—pp. 186–193	2.MD.5 Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.
	Lesson 25 **Line Plots**—pp. 218–225	2.MD.9 Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.
11-11 **Perimeter**—pp. 515–516		
11-12 **Area**—pp. 517–518	**Lesson 29** **Partition Rectangles into Same-Size**—pp. 256–263	2.G.2 Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.
***11-12A** **Rectangles and Area**—Online		
11-13 **Grams and Kilograms**—pp. 519–520		
11-14 **Liters**—pp. 521–522		
11-15 **Volume**—pp. 525–526		
11-16 **Temperature**—pp. 527–528		
11-17 **Choose Tools and Units of Measure**—pp. 529–530	**Lesson 16** **Measure Length: Inches and Feet**—pp. 146–153	2.MD.1 Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.
	Lesson 17 **Measure Length: Centimeters and Meters**—pp. 154–161	
***11-17A** **Measurement and Data**—Online	**Lesson 25** **Line Plots**—pp. 218–225	2.MD.9 Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of

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Chapter 11 Measurement

Progress in Mathematics, Grade 2		Common Core Progress Mathematics, Grade 2		Common Core State Standards for Mathematics, Grade 2	
					– continued from previous page –
					the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.
11-18	**Problem Solving Strategy: Use a Map**—pp. 531–532				
***11-18A**	**Solve Two-Step Problems**—Online	**Lesson 1**	**Problem Solving: Addition**—pp. 10–17	2.0A.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, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.
		Lesson 2	**Problem Solving: Subtraction**—pp. 18–25		
11-19	**Problem Solving Applications: Mixed Strategies**—pp. 533–534	**Lesson 21**	**Add and Subtract Lengths**—pp. 186–193	2.MD.5	Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.

Chapter 12 Multiplication and Division

Progress in Mathematics, Grade 2		Common Core Progress Mathematics, Grade 2		Common Core State Standards for Mathematics, Grade 2	
12-1	**Multiplication as Repeated Addition**—pp. 549–550	**Lesson 5**	**Arrays**—pp. 42–55	2.0A.4	Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.
		Lesson 12	**Add More than Two Numbers**—pp. 104–111	2.NBT.6	Add up to four two-digit numbers using strategies based on place value and properties of operations.
***12-1A**	**Use an Array Model**—Online	**Lesson 5**	**Arrays**—pp. 42–55	2.0A.4	Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an
					– continued on next page –

Chapter 12 Multiplication and Division

Progress in Mathematics, Grade 2		Common Core Progress Mathematics, Grade 2		Common Core State Standards for Mathematics, Grade 2	
					– continued from previous page – equation to express the total as a sum of equal addends.
12-2	**Multiply Groups of 2**—pp. 551–552				
12-3	**Multiply Groups of 3**—pp. 553–554				
12-4	**Problem Solving: Read and Write in Math: Visualize**—pp. 555–556				
12-5	**Multiply Groups of 4**—pp. 557–558				
12-6	**Multiply Groups of 5**—pp. 559–560	**Lesson 7**	**Skip Count by 5s, 10s, and 100s**—pp. 64–71	2.NBT.2	Count within 1000; skip-count by 5s, 10s, and 100s.
12-7	**Related Multiplication Facts**—pp. 561–562				
12-8	**Division as Repeated Subtraction**—pp. 565–566				
12-9	**Separate Groups of 2**—pp. 567–568				
12-10	**Separate Groups of 3**—pp. 569–570				
12-11	**Separate Groups of 4**—pp. 571–572				
12-12	**Separate Groups of 5**—pp. 573–574				
12-13	**Separate with Leftovers**—pp. 575–576				
12-14	**Share with Leftovers**—pp. 577–578				
12-15	**Relate Multiplication and Division**—pp. 579–580				
12-16	**Symbols for Numbers**—pp. 583–584				
12-17	**Solve Number Sentences**—pp. 585–586				
12-18	**Problem Solving Strategy: Choose the Operation**—pp. 587–588				

Chapter 12 Multiplication and Division

Progress in Mathematics, Grade 2	Common Core Progress Mathematics, Grade 2	Common Core State Standards for Mathematics, Grade 2
12-19 **Problem Solving Applications: Mixed Strategies**—pp. 589–590	**Lesson 4** **Odd and Even Numbers**—pp. 34–41	2.0A.3 Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.