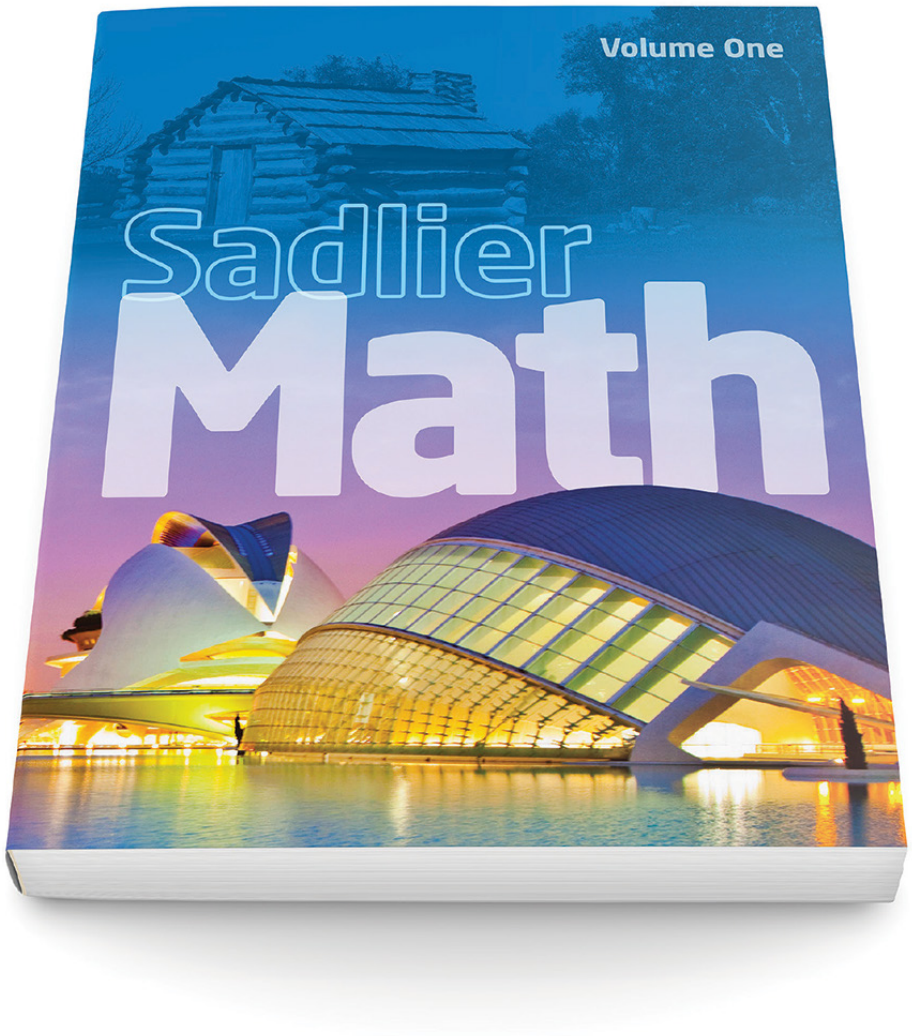
Sadlier Math™

Correlation to the South Dakota State Standards for Mathematics

Grade 2



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OPERATIONS AND ALGEBRAIC THINKING 2.OA

Grade 2 Content Standards	*Sadlier Math*, Grade 2

A. Represent and solve problems involving addition and subtraction.

2.OA.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 Within 20
- 1-1 Addition Concepts—pp. 3–6
- 1-2 Put Together—pp. 7–10
- 1-7 Three Addends—pp. 29–32
- 1-9 Solve for Unknown Addends—pp. 39–42

Chapter 2 Subtraction Within 20
- 2-1 Subtraction Concepts—pp. 53–56
- 2-2 Take Apart—pp. 57–60
- 2-3 Subtract to Compare—pp. 61–64
- 2-10 Solve for Unknowns—pp. 91–94
- 2-12 Problem Solving: Work Backward—pp. 99–104

Chapter 4 Addition: Two-Digit Numbers
- 4-8 Three Addends—pp. 175–178
- 4-9 Four Addends—pp. 179–182

B. Add and subtract within 20.

2.OA.2 Add and subtract within 20.

a. Fluently add and subtract within 20 using mental strategies. (See standard 1.OA.6 for a list of mental strategies.)

b. By end of Grade 2, know from memory all sums of two one-digit numbers.

Chapter 1 Addition Within 20
- 1-1 Addition Concepts—pp. 3–6
- 1-2 Put Together—pp. 7–10
- 1-3 Related Addition Facts—pp. 11–14
- 1-4 Count On to Add—pp. 15–18
- 1-5 Doubles and Near Doubles—pp. 19–22
- 1-6 Make 10 to Add—pp. 23–26
- 1-8 Problem Solving: Make and Use a Plan—pp. 33–38
- 1-9 Solve for Unknown Addends—pp. 39–42
- 1-10 Patterns in Addition—pp. 43–46

Chapter 2 Subtraction Within 20
- 2-1 Subtraction Concepts—pp. 53–56
- 2-2 Take Apart—pp. 57–60
- 2-3 Subtract to Compare—pp. 61–64
- 2-4 Count On to Subtract—pp. 65–68
- 2-5 Related Subtraction Facts—pp. 69–72
- 2-6 Relate Addition and Subtraction—pp. 73–76
- 2-7 Fact Families—pp. 77–80
- 2-8 Think Addition to Subtract—pp. 83–86
- 2-9 Use Addition to Check—pp. 87–90
- 2-10 Solve for Unknowns—pp. 91–94
- 2-11 Make 10 to Subtract—pp. 95–98

See also Grade 1 (sums of two one-digit numbers)

Chapter 1 Addition Facts and Strategies Within 10
- 1-1 Sums Through 5—pp. 3–6
- 1-2 Sums Through 6—pp. 7–10
- 1-3 Sums of 7 and 8—pp. 11–14

OPERATIONS AND ALGEBRAIC THINKING 2.OA

Grade 2 Content Standards	*Sadlier Math*, Grade 2
	• 1-4 Sums of 9 and 10—pp. 15–18 • 1-7 Problem Solving: The Four-Step Process—pp. 29–34 **Chapter 3 Subtraction Facts and Strategies Within 10** • 3-1 Subtract from 5 or Less—pp. 79–82 • 3-2 Subtract from 6 or Less—pp. 83–86 • 3-3 Subtract from 7 and 8—pp. 87–90 • 3-4 Subtract from 9 and 10—pp. 91–94 • 3-5 Problem Solving: Use a Model—pp. 97–102 **Chapter 8 Addition Facts Within 20** • 8-1 Make 10 to Add—pp. 289–292 • 8-2 Addition: Sums of 11 and 12—pp. 293–296 • 8-3 Addition: Sums Through 14—pp. 297–300 • 8-4 Addition: Sums Through 16—pp. 303–306 • 8-5 Addition: Sums Through 18—pp. 307–310 • 8-6 Addition: Sums Through 20—pp. 311–314 **Chapter 9 Subtraction Facts Within 20** • 9-1 Make 10 to Subtract—pp. 331–334 • 9-2 Subtract from 11 and 12—pp. 335–338 • 9-3 Subtract from 13 and 14—pp. 339–342 • 9-4 Subtract from 16 or Less—pp. 345–348 • 9-5 Subtract from 20 or Less—pp. 349–352 • 9-6 Fact Families Through 20—pp. 353–356
C. Work with equal groups of objects to gain foundations for multiplication.	
2.OA.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.	**Chapter 10 Foundations for Multiplication** • 10-1 Odd and Even Numbers—pp. 429–432 • 10-2 Represent Even Numbers—pp. 433–436
2.OA.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.	**Chapter 10 Foundations for Multiplication** • 10-3 Arrays: Repeated Addition—pp. 439–442 • 10-4 Arrays: Show the Same Number—pp. 443–446 • 10-5 Problem Solving: Draw a Picture—pp. 447–452

NUMBER AND OPERATION IN BASE TEN 2.NBT

Grade 2 Content Standards	*Sadlier Math*, Grade 2
A. Understand place value.	
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: a. 100 can be thought of as a bundle of ten tens — called a "hundred." b. The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).	**Chapter 7 Place Value to 1000** • 7-1 Hundreds—pp. 299-302 • 7-2 Hundreds, Tens and Ones—pp. 307-310 • 7-3 Place Value in Three-Digit Numbers—pp. 307-310
2.NBT.2 Count within 1000; skip-count by 5s, 10s, and 100s, starting from any number in its skip counting sequence.	**Chapter 3 Place Value to 100** • 3-5 Counting Patterns by 2s, 5s, and 10s—pp. 129-132 **Chapter 7 Place Value to 1000** • 7-5 Skip Count Within 1000—pp. 317-320
2.NBT.3 Read and write numbers to 1000 using base-ten numerals (standard form), number names (word form), and expanded form.	**Chapter 3 Place Value to 100** • 3-1 Tens and Ones—pp. 111-114 • 3-2 Expanded Form—pp. 115-118 **Chapter 7 Place Value to 1000** • 7-2 Hundreds, Tens and Ones—pp. 307-310 • 7-3 Place Value in Three-Digit Numbers—pp. 307-310 • 7-4 Expanded Form with Hundreds, Tens, and Ones—pp. 311-314
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.	**Chapter 7 Place Value to 1000** • 7-6 Compare Numbers Within 1000—pp. 321-324 • 7-7 Order Numbers within 1000—pp. 325-328
B. Use place value understanding and properties of operations to add and subtract.	
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 1 Addition Within 20** • 1-1 Addition Concepts—pp. 3-6 • 1-2 Put Together—pp. 7-10 • 1-3 Related Addition Facts—pp. 11-14 • 1-4 Count On to Add—pp. 15-18 • 1-5 Doubles and Near Doubles—pp. 19-22 *continued*

NUMBER AND OPERATION IN BASE TEN 2.NBT

Grade 2 Content Standards	*Sadlier Math*, Grade 2
	• 1-6 Make 10 to Add—pp. 23-26 • 1-7 Three Addends—pp. 29-32 • 1-8 Problems Solving: The Four-Step Process—pp. 33-38 • 1-9 Solve for Unknown Addends—pp. 39-42 • 1-10 Patterns in Addition—pp. 43-46 **Chapter 2 Subtraction Within 20** • 2-1 Subtraction Concepts—pp. 53–56 • 2-2 Take Apart—pp. 57–60 • 2-3 Subtract to Compare—pp. 61–64 • 2-4 Count On to Subtract—pp. 65–68 • 2-5 Related Subtraction Facts—pp. 69–72 • 2-6 Relate Addition and Subtraction—pp. 73–76 • 2-7 Fact Families—pp. 77–80 • 2-8 Think Addition to Subtract—pp. 83–86 • 2-9 Use Addition to Check—pp. 87–90 • 2-10 Solve for Unknowns—pp. 91–94 • 2-11 Make 10 to Subtract—pp. 95–98 • 2-12 Problem Solving: Work Backward—pp. 99–104 **Chapter 4 Addition: Two-Digit Numbers** • 4-1 Use Models: Add Tens and Ones—pp. 145–148 • 4-2 Add Tens and Ones—pp. 149–152 • 4-3 Regroup Ones as Tens—pp. 155–158 • 4-4 Use Models: Two-Digit Addition with Regrouping—pp. 159–162 • 4-5 Two-Digit Addition with Regrouping—pp. 163–166 • 4-6 Rewrite Two-Digit Addition—pp. 167–170 • 4-7 Break Apart to Add—pp. 171–174 • 4-8 Three Addends—pp. 175–178 • 4-9 Four Addends—pp. 179–182 • 4-10 Problem Solving: Find Needed Information—pp. 183–188 **Chapter 5 Subtractions: Two-Digit Numbers** • 5-1 Use Models: Subtract Tens and Ones—pp. 195–198 • 5-2 Subtract Tens and Ones—pp. 199–202 • 5-3 Regroup Tens as Ones—pp. 205–208 • 5-4 Use Models: Two-Digit Subtraction with Regrouping—pp. 209–212 • 5-5 Two-Digit Subtraction with Regrouping—pp. 213–216 • 5-6 Rewrite Two-Digit Subtraction—pp. 217–220 • 5-7 Break Apart to Subtract—pp. 221–224 • 5-8 Add to Check—pp. 225–228 • 5-9 Problem Solving: Write and Solve an Equation—pp. 229–234

NUMBER AND OPERATION IN BASE TEN 2.NBT

Grade 2 Content Standards	*Sadlier Math*, Grade 2
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** • 4-1 Use Models: Add Tens and Ones—pp. 145–148 • 4-2 Add Tens and Ones—pp. 149–152 • 4-3 Regroup Ones as Tens—pp. 155–158 • 4-4 Use Models: Two-Digit Addition with Regrouping—pp. 159–162 • 4-5 Two-Digit Addition with Regrouping—pp. 163–166 • 4-6 Rewrite Two-Digit Addition—pp. 167–170 • 4-7 Break Apart to Add—pp. 171–174 • 4-8 Three Addends—pp. 175–178 • 4-9 Four Addends—pp. 179–182 • 4-10 Problem Solving: Find Needed Information—pp. 183–188
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 1 Addition Within 20** • 1-1 Addition Concepts—pp. 3-6 • 1-2 Put Together—pp. 7-10 • 1-3 Related Addition Facts—pp. 11-14 • 1-4 Count On to Add—pp. 15-18 • 1-5 Doubles and Near Doubles—pp. 19-22 • 1-6 Make 10 to Add—pp. 23-26 • 1-7 Three Addends—pp. 29-32 • 1-8 Problems Solving: The Four-Step Process—pp. 33-38 • 1-9 Solve for Unknown Addends—pp. 39-42 • 1-10 Patterns in Addition—pp. 43-46 **Chapter 2 Subtraction Within 20** • 2-1 Subtraction Concepts—pp. 53–56 • 2-2 Take Apart—pp. 57–60 • 2-3 Subtract to Compare—pp. 61–64 • 2-4 Count On to Subtract—pp. 65–68 • 2-5 Related Subtraction Facts—pp. 69–72 • 2-6 Relate Addition and Subtraction—pp. 73–76 • 2-7 Fact Families—pp. 77–80 • 2-8 Think Addition to Subtract—pp. 83–86 • 2-9 Use Addition to Check—pp. 87–90 • 2-10 Solve for Unknowns—pp. 91–94 • 2-11 Make 10 to Subtract—pp. 95–98 **Chapter 4 Addition: Two-Digit Numbers** • 4-1 Use Models: Add Tens and Ones—pp. 145–148 • 4-2 Add Tens and Ones—pp. 149–152 • 4-3 Regroup Ones as Tens—pp. 155–158 • 4-4 Use Models: Two-Digit Addition with Regrouping—pp. 159–162 • 4-5 Two-Digit Addition with Regrouping—pp. 163–166 • 4-6 Rewrite Two-Digit Addition—pp. 167–170 • 4-7 Break Apart to Add—pp. 171–174 *continued*

NUMBER AND OPERATION IN BASE TEN 2.NBT

Grade 2 Content Standards	*Sadlier Math*, Grade 2
	• 4-8 Three Addends—pp. 175–178 • 4-9 Four Addends—pp. 179–182 **Chapter 5 Subtractions: Two-Digit Numbers** • 5-1 Use Models: Subtract Tens and Ones—pp. 195–198 • 5-2 Subtract Tens and Ones—pp. 199–202 • 5-3 Regroup Tens as Ones—pp. 205–208 • 5-4 Use Models: Two-Digit Subtraction with Regrouping—pp. 209–212 • 5-5 Two-Digit Subtraction with Regrouping—pp. 213–216 • 5-6 Rewrite Two-Digit Subtraction—pp. 217–220 • 5-7 Break Apart to Subtract—pp. 221–224 • 5-8 Add to Check—pp. 225–228 **Chapter 7 Place Value to 1000** • 7-8 Problem Solving: Use a Table—pp. 329-334 **Chapter 8 Addition: Three-Digit Numbers** • 8-1 Mental Math: Add 1, 10, or 100—pp. 341–344 • 8-2 Add Hundreds, Tens and Ones—pp. 345–348 • 8-3 Add: Regroup Ones as Tens—pp. 349–352 • 8-4 Regroup Tens as Hundreds Using Models—pp. 353–356 • 8-5 Add: Regroup Tens as Hundreds—pp. 357–360 • 8-6 Add: Regroup Twice—pp. 363–366 • 8-7 Problem Solving: Make an Organized List—pp. 367–372 • 8-8 Use Properties to Add—pp. 373–376 **Chapter 9 Subtraction: Three-Digit Numbers** • 9-1 Mental Math: Subtract 1, 10, or 100—pp. 383–386 • 9-2 Subtract Hundreds, Tens and Ones—pp. 387–390 • 9-3 Subtract: Regroup Tens as Ones—pp. 391–394 • 9-4 Regroup Hundreds as Tens Using Models—pp. 395–398 • 9-5 Subtract: Regroup Hundreds as Tens—pp. 399–402 • 9-6 Subtract: Regroup Twice—pp. 405–408 • 9-7 Subtract: Regroup with Zeros—pp. 409–412 • 9-8 Problem Solving: More Than One Way—pp. 413–418 • 9-9 Use Addition to Check Subtraction: Three-Digit Numbers—pp. 419–422
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 8 Addition: Three-Digit Numbers** • 8-1 Mental Math: Add 1, 10, or 100—pp. 341–344 **Chapter 9 Subtraction: Three-Digit Numbers** • 9-1 Mental Math: Subtract 1, 10, or 100—pp. 383–386

NUMBER AND OPERATION IN BASE TEN 2.NBT

Grade 2 Content Standards	*Sadlier Math*, Grade 2
2.NBT.9 Explain why addition and subtraction strategies work, using place value and the properties of operations. (Explanations may be supported by words, drawings or objects.)	**Chapter 5 Subtractions: Two-Digit Numbers** • 5-7 Break Apart to Subtract—pp. 221–224 **Chapter 8 Addition: Three-Digit Numbers** • 8-2 Add Hundreds, Tens and Ones—pp. 345–348 • 8-3 Add: Regroup Ones as Tens—pp. 349–352 • 8-4 Regroup Tens as Hundreds Using Models—pp. 353–356 • 8-5 Add: Regroup Tens as Hundreds—pp. 357–360 • 8-6 Add: Regroup Twice—pp. 363–366 • 8-7 Problem Solving: Make an Organized List—pp. 367–372 • 8-8 Use Properties to Add—pp. 373–376 **Chapter 9 Subtraction: Three-Digit Numbers** • 9-2 Subtract Hundreds, Tens and Ones—pp. 387–390 • 9-3 Subtract: Regroup Tens as Ones—pp. 391–394 • 9-4 Regroup Hundreds as Tens Using Models—pp. 395–398 • 9-5 Subtract: Regroup Hundreds as Tens—pp. 399–402 • 9-6 Subtract: Regroup Twice—pp. 405–408 • 9-7 Subtract: Regroup with Zeros—pp. 409–412 • 9-8 Problem Solving: More Than One Way—pp. 413–418 • 9-9 Use Addition to Check Subtraction: Three-Digit Numbers—pp. 419–422

MEASUREMENT AND DATA 2.MD

Grade 2 Content Standards	*Sadlier Math*, Grade 2
A. Measure and estimate lengths in standard units.	
2.MD.1 Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.	**Chapter 6 Measurement** • 6-1 Inches—pp. 241–244 • 6-2 Feet and Yards—pp. 245–248 • 6-3 Customary: Choose Tools and Units of Measure—pp. 249–252 • 6-4 Centimeters—pp. 253–256 • 6-5 Meters—pp. 257–260 • 6-6 Metric: Choose Tools and Units of Measure—pp. 261–264
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.	**Chapter 6 Measurement** • 6-7 Measure Using Different Units—pp. 267–270

MEASUREMENT AND DATA 2.MD

Grade 2 Content Standards	*Sadlier Math*, Grade 2
2.MD.3 Estimate lengths using units of inches, feet, centimeters, and meters.	**Chapter 6 Measurement** • 6-1 Inches—pp. 241–244 • 6-2 Feet and Yards—pp. 245–248 • 6-4 Centimeters—pp. 253–256 • 6-5 Meters—pp. 257–260
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.	**Chapter 6 Measurement** • 6-8 Compare Lengths—pp. 271–274 • 6-9 Add and Subtract Lengths—pp. 275–278
B. Relate addition and subtraction to length.	
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 6 Measurement** • 6-9 Add and Subtract Lengths—pp. 275–278 • 6-10 Problem Solving: More Than One Way—pp. 279–284
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.	**Chapter 6 Measurement** • 6-11 Represent Whole Numbers on a Line Diagram—pp. 285–288 • 6-12 Add and Subtract on a Number Line Diagram—pp. 289–292
C. Work with time and money.	
2.MD.7 Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.	**Chapter 12 Money and Time** • 12-9 Hour and Half Hour—pp. 531–534 • 12-10 Five Minutes—pp. 535–538 • 12-11 A.M. and P.M.—pp. 539–542 • 12-12 Problem Solving: Work Backward—pp. 543–548

MEASUREMENT AND DATA 2.MD

Grade 2 Content Standards	*Sadlier Math*, Grade 2
2.MD.8 Identify and count coins and bills and apply that understanding to solve word problems. a. Recognize and know the value of coins up to one dollar. b. Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ and ¢ symbols appropriately.	**Chapter 12 Money and Time** • 12-1 Pennies, Nickels, and Dimes—pp. 497–500 • 12-2 Quarters—pp. 501–504 • 12-3 Equal Amounts—pp. 505–508 • 12-4 Compare Money—pp. 509–512 • 12-5 Make Change—pp. 513–516 • 12-6 Add and Subtract Money—pp. 517–520 • 12-7 One Dollar—pp. 521–524 • 12-8 Paper Money—pp. 525–528
D. Represent and interpret data.	
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.	**Chapter 11 Data and Graphical Displays** • 11-1 Read Line Plots—pp. 459–462 • 11-2 Make Line Plots—pp. 463–466
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.	**Chapter 11 Data and Graphical Displays** • 11-3 Read Picture Graphs—pp. 467–470 • 11-4 Make Picture Graphs—pp. 471–474 • 11-5 Read Bar Graphs—pp. 477–480 • 11-6 Make Bar Graphs—pp. 481–484 • 11-7 Problem Solving: Choose a Model—pp. 485–490

GEOMETRY 2.G

Grade 2 Content Standards	*Sadlier Math*, Grade 2
A. Reason with shapes and their attributes.	
2.G.1 Recognize, identify, and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces; to include triangles, quadrilaterals, pentagons, hexagons, and cubes. (Sizes are compared directly or visually, not compared by measuring.))	**Chapter 13 Geometry** • 13-1 Identify Two-Dimensional Shapes—pp. 555–558 • 13-2 Draw Two-Dimensional Shapes—pp. 559–562 • 13-3 Identify Three-Dimensional Shapes—pp. 565–568 • 13-4 Faces, Edges and Vertices—pp. 569–572

GEOMETRY 2.G

Grade 2 Content Standards	*Sadlier Math*, Grade 2
2.G.2 Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.	**Chapter 14 Equal Shares** • 14-1 Partition Rectangles into Rows and Columns—pp. 585–588
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 14 Equal Shares** • 14-2 Halves—pp. 589–592 • 14-3 Thirds—pp. 595–598 • 14-4 Fourths—pp. 599–602