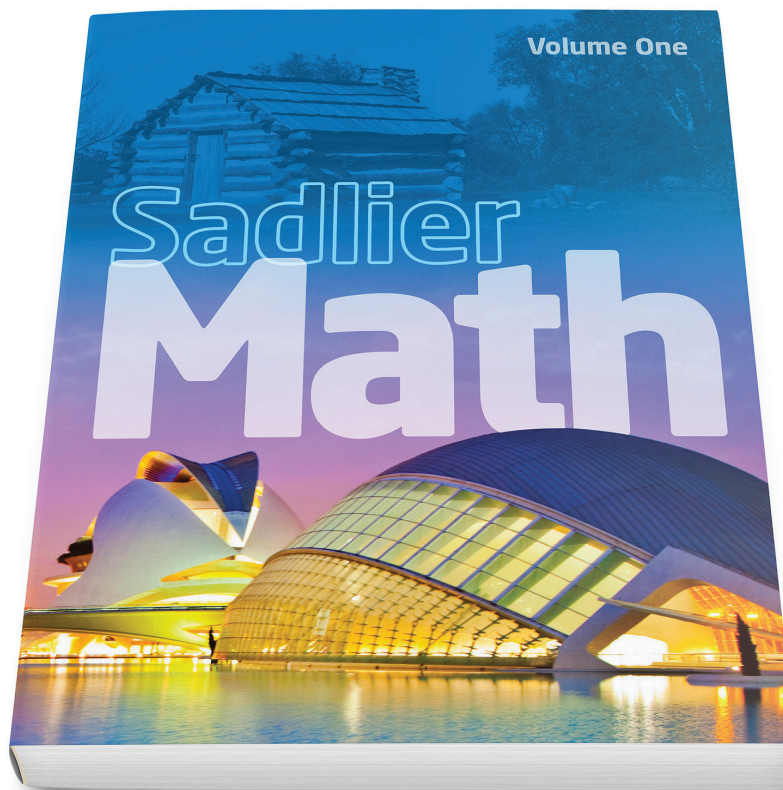


Sadlier Math™

Correlation to the Diocese of Raleigh Math Standards

Grade 2



Learn more at www.SadlierSchool.com/SadlierMath

OPERATIONS AND ALGEBRAIC THINKING

2nd Grade Content Standards

Sadlier Math, Grade 2

Achievement Standard: 2.OA.1 Represent and solve problems involving addition and subtraction.

2.OA.1.1 Represent and solve addition and subtraction word problems, within 20, with unknowns, by using objects, illustrations, and equations with a symbol for the unknown number to represent the problem, when solving:

- Add to/Take from-Change Unknown
- Put together/Take Apart-Addend Unknown
- Compare-Difference Unknown

Chapter 1: 1-1 through 1-6, 1-8 through 1-10

- 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: 2-1 through 2-12

- 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

2.OA.1.2 Represent and solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, by using objects, illustrations, and equations with a symbol for the unknown number.

Chapter 1: 1-7

- 1-7 Three Addends—pp. 29-32

Achievement Standard: 2.OA.2 Understand the relationship between addition and subtraction and apply the properties of operations.

2.OA.2.1 Apply the commutative and associative properties as strategies for solving addition problems.

Chapter 1: 1-8

- 1-8 Problem Solving: Make and Use a Plan—pp. 33-38 (associative property)

Chapter 4: 4-7

- 4-7 Break Apart to Add—pp. 171-174

Chapter 8: 8-8

- 8-8 Use Properties to Add—pp. 373-376

2.OA.2.2 Solve an unknown-addend problem, within 20, by using addition strategies and/or changing it to a subtraction problem.

Chapter 1: 1-9

- 1-9 Solve for Unknown Addends—pp. 39-42

Chapter 2: 2-10

- 2-10 Solve for Unknowns—pp. 91-94

Chapter 5: 5-9

- 5-9 Problem Solving: Write and Solve an Equation—pp. 229-234

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OPERATIONS AND ALGEBRAIC THINKING

2nd Grade Content Standards

Sadlier Math, Grade 2

Achievement Standard: 2.OA.3 Add and subtract within 20.

2.OA.3.1 Demonstrate fluency with addition and subtraction within 10.

Chapter 1: 1-1 through 1-6

- 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

Chapter 2: 2-1 through 2-9

- 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.OA.3.2 Add and subtract, within 20, using strategies such as:

- Counting on
- Making ten
- Decomposing a number leading to a ten
- Using the relationship between addition and subtraction
- Using a number line
- Creating equivalent but simpler or known sums

Chapter 1: 1-1 through 1-10

- 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 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: 2-1 through 2-12

- 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 (number line)

Achievement Standard: 2.OA.4 Analyze addition and subtraction equations within 20.

2.OA.4.1 Apply understanding of the equal sign to determine if equations involving addition and subtraction are true.

Chapter 1: 1-1 & 1-3

- 1-1 Addition Concepts—pp. 3–6
- 1-3 Related Addition Facts—pp. 11–14 (true equations)
- 1-9 Solve for Unknown Addends—pp. 39–42

Chapter 2: 2-10

- 2-10 Solve for Unknowns—pp. 91–94

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OPERATIONS AND ALGEBRAIC THINKING

2nd Grade Content Standards

Sadlier Math, Grade 2

2.OA.4.2 Determine the unknown whole number in an addition or subtraction equation involving three whole numbers.

Chapter 1: 1-7

- 1-7 Three Addends—pp. 29–32 (unknown whole numbers)

Chapter 2: 2-10

- 2-10 Solve for Unknowns—pp. 91–94

NUMBER AND OPERATIONS IN BASE TEN

2nd Grade Content Standards

Sadlier Math, Grade 2

Achievement Standard: 2.NBT.1 Extend and recognize patterns in the counting sequence.

2.NBT.1.1 Count to 150, starting at any number less than 150.

Chapter 3: 3-5

- 3-5 Counting Patterns by 2s, 5s, and 10s—pp. 129–133

2.NBT.1.2 Read and write numerals, and represent a number of objects with a written numeral, to 100 by:

- Reading and writing number names zero-ten.
- Reading number names to twenty.

See Grade 1

Chapter 6: 6-1 through 6-9

- 6-1 Tens and Ones—pp. 201–204
- 6-2 Tens Through One Hundred—pp. 205–208
- 6-3 Numbers 11 Through 19—pp. 209–212
- 6-4 Numbers 20 Through 39—pp. 213–216
- 6-5 Numbers 40 Through 59—pp. 219–222
- 6-6 Numbers 60 Through 89—pp. 223–226
- 6-7 Numbers 90 Through 100—pp. 227–230
- 6-8 Problem Solving: Use a Model—pp. 231–236
- 6-9 Count and Order Using Hundred Chart Patterns—pp. 237–240

Chapter 7: 7-1 through 7-8

- 7-1 Place Value of Digits—pp. 247–250
- 7-2 Expanded Form—pp. 251–254
- 7-3 Decompose Two-Digit Numbers—pp. 255–258
- 7-4 Numbers to 120—pp. 261–264
- 7-5 Number Patterns to 120—pp. 265–268
- 7-6 Compare Numbers—pp. 269–272
- 7-7 Order Numbers—pp. 273–276
- 7-8 Problem Solving: Use Reasoning—pp. 277–282

See also Kindergarten

Chapter 2: 2-4 through 2-6

- 2-4 Count and Write 1 and 2—pp. 51–54
- 2-5 Count and Write 3 and 4—pp. 55–58
- 2-6 Count and Write 0 and 5—pp. 59–62

Chapter 4: 4-1 through 4-3

- 4-1 Count and Write 6 and 7—pp. 117–120
- 4-2 Count and Write 8 and 9—pp. 121–124
- 4-3 Count and Write 10—pp. 127–130

Chapter 12: 12-1, 12-4 through 12-8

- 12-1 Count and Write 11 and 12—pp. 429–432
- 12-4 Count and Write 13 and 14—pp. 441–444

continued

NUMBER AND OPERATIONS IN BASE TEN

2 nd Grade Content Standards	Sadlier Math, Grade 2
	<ul style="list-style-type: none"> • 12-5 Count and Write 15—pp. 447-450 • 12-6 Count and Write 16 and 17—pp. 451-454 • 12-7 Count and Write 18 and 19—pp. 455-458 • 12-8 Count and Write 20—pp. 459-462
<p>2.NBT.1.3 Count within 100; skip-count by 2s, 5s, 10s.</p> <ul style="list-style-type: none"> • Identify and create number patterns within 100. 	<p>Chapter 3: 3-5</p> <ul style="list-style-type: none"> • 3-5 Counting Patterns by 2s, 5s, and 10s—pp. 129-132 <p>Chapter 7: 7-5</p> <ul style="list-style-type: none"> • 7-5 Skip Count Within 1000—pp. 317-320
<p>Achievement Standard: 2.NBT.2 Understand place value.</p>	
<p>2.NBT.2.1 Understand that the two digits of a two-digit number represent amounts of tens and ones.</p> <ul style="list-style-type: none"> • Unitize by making a ‘ten’ from a collection of ten ones. • Model the numbers from 11 to 19 as composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones. • Demonstrate that the numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens, with 0 ones. 	<p>Chapter 7: 7-1</p> <ul style="list-style-type: none"> • 7-1 Place Value of Digits—pp. 247-250
<p>2.NBT.2.2 Compare two two-digit numbers based on the value of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$.</p>	<p>Chapter 7: 7-6 & 7-7</p> <ul style="list-style-type: none"> • 7-6 Compare Numbers Within 1000—pp. 321-324 • 7-7 Order Numbers Within 1000—pp. 325-328
<p>Achievement Standard: 2.NBT.3 Use place value and properties of operations to add and subtract.</p>	
<p>2.NBT.3.1 Using concrete models or illustrations, strategies based on place value, properties of operations, and explaining the reasoning used, add, within 100, in the following situations:</p> <ul style="list-style-type: none"> • A two-digit number and a one-digit number • A two-digit number and a multiple of 10 	<p>Chapter 4: 4-1 through 4-10</p> <ul style="list-style-type: none"> • 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 <p style="text-align: right;"><i>continued</i></p>

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NUMBER AND OPERATIONS IN BASE TEN

2 nd Grade Content Standards	Sadlier Math, Grade 2
	<ul style="list-style-type: none"> • 4-9 Four Addends—pp. 179-182 • 4-10 Problem Solving: Read and Understand—pp. 183-188 <p>Chapter 8: 8-2, 8-3, 8-7 & 8-8</p> <ul style="list-style-type: none"> • 8-2 Add Hundreds, Tens, and Ones—pp. 345-348 • 8-3 Add: Regroup Ones as Tens—pp. 349-352 • 8-7 Problem Solving: Make an Organized List—pp. 367-372 • 8-8 Use Properties to Add—pp. 373-376
<p>2.OA.3.2 Within 100: given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.</p>	<p>Chapter 8: 8-1</p> <ul style="list-style-type: none"> • 8-1 Mental Math: Add 1, 10, or 100—pp. 341-344 <p>Chapter 9: 9-1</p> <ul style="list-style-type: none"> • 9-1 Mental Math: Subtract 1, 10, or 100—pp. 383-386
<p>2.NBT.3.3 Subtract multiples of 10 in the range 10-100 from multiples of 10 in the range 10-100, explaining the reasoning, using:</p> <ul style="list-style-type: none"> • Concrete models and illustrations • Number lines • Strategies based on place value • Properties of operations • The relationship between addition and subtraction 	<p>Chapter 5: 5-1 through 5-8</p> <ul style="list-style-type: none"> • 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 <p>Chapter 9: 9-1 through 9-3</p> <ul style="list-style-type: none"> • 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

MEASUREMENT AND DATA

2 nd Grade Content Standards	Sadlier Math, Grade 2
<p>Achievement Standard: 2.MD.1 Measure lengths.</p>	
<p>2.MD.1.1 Order three objects by length; compare the lengths of two objects indirectly by using a third object.</p>	<p>Chapter 6: 6-8</p> <ul style="list-style-type: none"> • 6-8 Compare Lengths—pp. 271-274 <p>See also Grade 1</p> <p>Chapter 5: 5-1& 5-2</p> <ul style="list-style-type: none"> • 5-1 Order by Length—pp. 163-166 • 5-2 Use Indirect Comparison—pp. 167-170

MEASUREMENT AND DATA

2nd Grade Content Standards

Sadlier Math, Grade 2

2.MD.1.2 Measure lengths with non-standard and customary units.

- Express the length of an object as a whole number of non-standard length units.
- Measure by laying multiple copies of a shorter object (the length unit) end to end (iterating) with no gaps or overlaps.
- Measure the length of an object as a whole number in inches.

Chapter 6: 6-1 through 6-9

- 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
- 6-7 Measure Using Different Units—pp. 267-270
- 6-8 Compare Lengths—pp. 271-274

See also Grade 1

Chapter 5: 5-3 & 5-4

- 5-3 Same-Size Length Units—pp. 171-174
- 5-4 Measure Length—pp. 175-178

Achievement Standard: 2.MD.2 Build understanding of time and money.

2.MD.2.1 Tell and write time in hours and half-hours using analog and digital clocks.

Chapter 12: 12-9 through 12-11

- 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

2.MD.2.2 Identify and state the value of quarters, dimes, nickels, and pennies and relate each coin to pennies.

Chapter 16: 16-1 through 16-6

- 16-1 Pennies and Nickels—pp. 593-596
- 16-2 Dimes and Quarters—pp. 597-600
- 16-3 Count On by Dimes and Pennies—pp. 601-604
- 16-4 Count On by Dimes and Nickels—pp. 605-608
- 16-5 One Dollar—pp. 611-614
- 16-6 Problem Solving: Work Backward—pp. 615-620

Achievement Standard: 2.MD.3 Represent and interpret data.

2.MD.3.1 Organize, represent, and interpret data with up to three categories.

- Ask and answer questions about the total number of data points.
- Ask and answer questions about how many in each category.
- Ask and answer questions about greater than and less than in one category than in another.

Chapter 11: 11-1 through 11-7

- 11-1 Read Line Plots—pp. 459-462
- 11-2 Make Line Plots—pp. 463-466
- 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

2nd Grade Content Standards

Sadlier Math, Grade 2

Achievement Standard: 2.G.1 Reason with shapes and their attributes.

2.G.1.1 Distinguish between defining and non-defining attributes and create shapes with defining attributes by:

- Building and illustrating triangles, rectangles, squares, trapezoids, hexagons, circles, and pentagons.
- Building cubes, rectangular prisms, cones, spheres, cylinders, and pyramids.
- Identifying and creating ‘abb’ and ‘abc’ patterns using objects or illustrations.

Chapter 13: 13-1 through 13-5

- 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, Vertices—pp. 569-572
- 13-5 Problem Solving: Use Logical Reasoning—pp. 573-578

2.G.1.2 Create composite shapes by:

- Making a two-dimensional composite shape using rectangles, squares, trapezoids, triangles, and half-circles naming the components of the new shape.
- Making a three-dimensional composite shape using cubes, rectangular prisms, cones, and cylinders, naming the components of the new shape.

See Grade 1

Chapter 13: 13-3 & 13-9

- 13-3 Compose Two-Dimensional Shapes—pp. 491-494
- 13-9 Compose Three-Dimensional Shapes—pp. 517-520

2.G.1.3 Partition circles and rectangles into two and four equal parts.

- Describe the parts as halves and fourths, as half of and fourth of.
- Describe the whole as two parts of, or four parts of the whole.
- Explain that decomposing into more equal parts creates smaller parts.

Chapter 14: 14-1 through 14-5

- 14-1 Partition Rectangles into Rows and Columns—pp. 585-588
- 14-2 Halves—pp. 589-592
- 14-3 Thirds—pp. 595-598
- 14-4 Fourths—pp. 599-602
- 14-5 Problem Solving: Compare Models—pp. 603-608