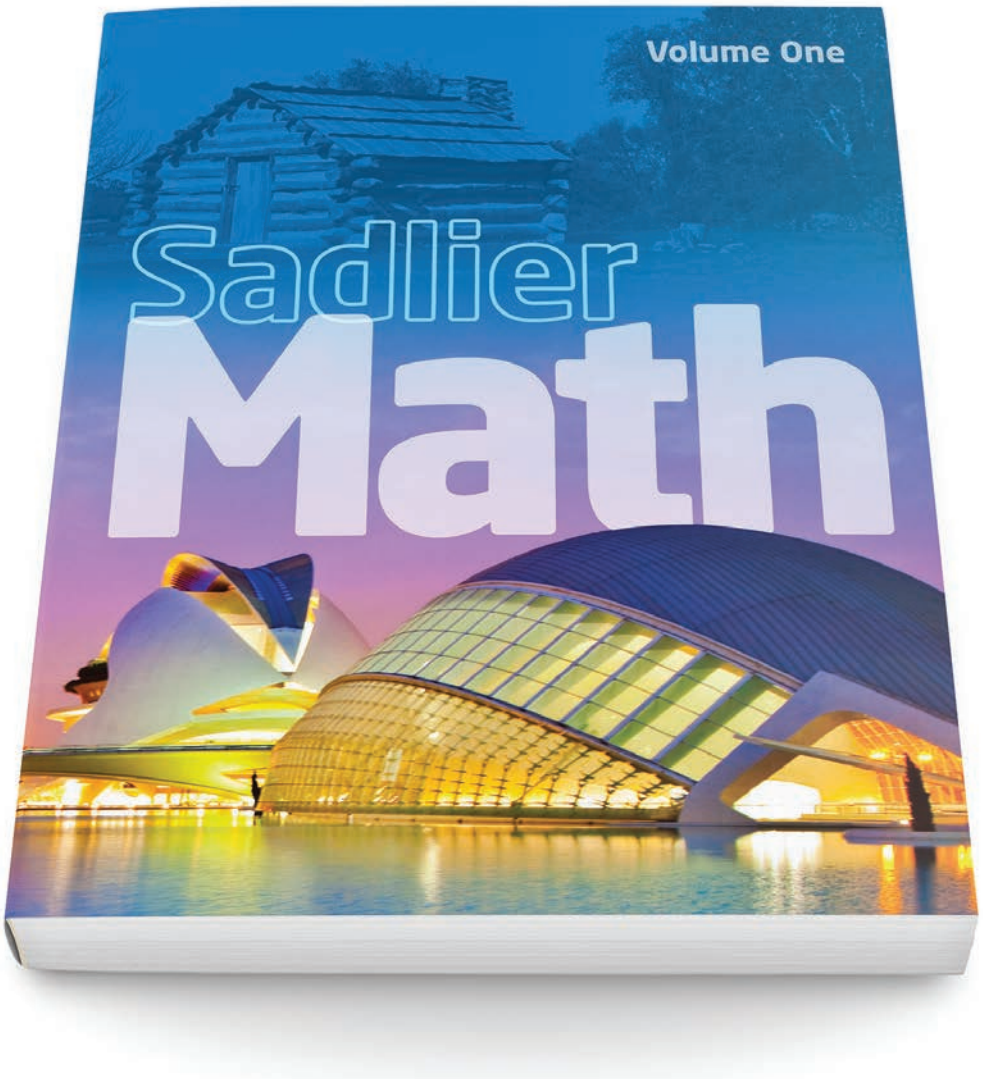
Sadlier Math™

Correlation to the South Carolina College- and Career-Ready Standards for Mathematics

Grade 2



Learn more at www.SadlierSchool.com/SadlierMath

NUMBER SENSE AND BASE TEN

Grade 2 Content Standards	*Sadlier Math*, Grade 2
The student will:	
2.NSBT.1 Understand place value through 999 by demonstrating that:	
a. 100 can be thought of as a bundle (group) of 10 tens called a "hundred";	**Chapter 7 Place Value to 1000** • 7-1 Hundreds—pp. 299-302
b. the hundreds digit in a three-digit number represents the number of hundreds, the tens digit represents the number of tens, and the ones digit represents the number of ones;	**Chapter 7 Place Value to 1000** • 7-1 Hundreds—pp. 299-302
c. three-digit numbers can be decomposed in multiple ways (e.g., 524 can be decomposed as 5 hundreds, 2 tens and 4 ones or 4 hundreds, 12 tens, and 4 ones, etc.).	**Chapter 7 Place Value to 1000** • 7-3 Place Value in Three-Digit Numbers—pp. 307-310
2.NSBT.2 Count by tens and hundreds to 1,000 starting with any number.	**Chapter 3 Place Value to 100** • 3-3 Compare Numbers —pp. 119-122 • 3-4 Order Numbers Within 100 —pp. 125-128 • 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.NSBT.3 Read, write and represent numbers through 999 using concrete models, standard form, and equations in 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.NSBT.4 Compare two numbers with up to three digits using words and symbols (i.e., >, =, or <).	**Chapter 7 Place Value to 1000** • 7-6 Compare Numbers Within 1000—pp. 321-324 • 7-7 Order Numbers within 1000—pp. 325-328

NUMBER SENSE AND BASE TEN

Grade 2 Content Standards	*Sadlier Math*, Grade 2
2.NSBT.5 Add and subtract fluently through 99 using knowledge of place value and properties of operations.	**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 • 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-Digist 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 *continued*

NUMBER SENSE AND BASE TEN

Grade 2 Content Standards	*Sadlier Math*, Grade 2
	• 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
2.NSBT.6 Add up to four two-digit numbers using strategies based on knowledge of 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.NSBT.7 Add and subtract through 999 using concrete models, drawings, and symbols which convey strategies connected to place value understanding.	**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

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NUMBER SENSE AND BASE TEN

Grade 2 Content Standards	*Sadlier Math*, Grade 2
	• 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 • 4-8 Three Addends—pp. 175–178 • 4-9 Four Addends—pp. 179–182 **Chapter 5 Subtractions: Two-Digist 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 *continued*

NUMBER SENSE AND BASE TEN

Grade 2 Content Standards	*Sadlier Math*, Grade 2
	• 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.NSBT.8 Determine the number that is 10 or 100 more or less than a given number through 1,000 and explain the reasoning verbally and in writing.	**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

ALGEBRAIC THINKING AND OPERATIONS

Grade 2 Content Standards	*Sadlier Math*, Grade 2
The student will:	
2.ATO.1 Solve one- and two-step real-world/story problems using addition (as a joining action and as a part-part-whole action) and subtraction (as a separation action, finding parts of the whole, and as a comparison) through 99 with unknowns in all positions.	**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
2.ATO.2 Demonstrate fluency with addition and related subtraction facts through 20.	**Chapter 1 Addition Within 20** • 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

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ALGEBRAIC THINKING AND OPERATIONS

Grade 2 Content Standards	*Sadlier Math*, Grade 2
	• 1-7 Three Addends—pp. 29–32 • 1-8 Problem 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** • 2-2 Take Apart—pp. 57–60 • 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.ATO.3 Determine whether a number through 20 is odd or even using pairings of objects, counting by twos, or finding two equal addends to represent the number (e.g., 3 + 3 = 6).	**Chapter 10 Foundations for Multiplication** • 10-1 Odd and Even Numbers—pp. 429–432 • 10-2 Represent Even Numbers—pp. 433–436
2.ATO.4 Use repeated addition to find the total number of objects arranged in a rectangular array 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

GEOMETRY

Grade 2 Content Standards	*Sadlier Math*, Grade 2
The student will:	
2.G.1 Identify triangles, quadrilaterals, hexagons, and cubes. Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces.	**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

Grade 2 Content Standards	*Sadlier Math*, Grade 2
2.G.2 Partition a rectangle into rows and columns of same-size squares to form an array and count to find the total number of parts.	**Chapter 14 Equal Shares** • 14-1 Partition Rectangles into Rows and Columns—pp. 585–588
2.G.3 Partition squares, rectangles and circles into two or four equal parts, and describe the parts using the words *halves, fourths, a half of,* and *a fourth of.* Understand that when partitioning a square, rectangle or circle into two or four equal parts, the parts become smaller as the number of parts increases.	**Chapter 14 Equal Shares** • 4-2 Halves—pp. 589–592 • 14-3 Thirds—pp. 595–598 • 14-4 Fourths—pp. 599–602

MEASUREMENT AND DATA ANALYSIS

Grade 2 Content Standards	*Sadlier Math*, Grade 2
The student will:	
2.MDA.1 Select and use appropriate tools (e.g., rulers, yardsticks, meter sticks, measuring tapes) to measure the length of an object.	**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.MDA.2 Measure the same object or distance using a standard unit of one length and then a standard unit of a different length and explain verbally and in writing how and why the measurements differ.	**Chapter 6 Measurement** • 6-7 Measure Using Different Units—pp. 267–270
2.MDA.3 Estimate and measure length/distance in customary units (i.e., inch, foot, yard) and metric units (i.e., centimeter, meter).	**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

MEASUREMENT AND DATA ANALYSIS

Grade 2 Content Standards	*Sadlier Math*, Grade 2
2.MDA.4 Measure to determine how much longer one object is than another, using standard length units.	**Chapter 6 Measurement** • 6-8 Compare Lengths—pp. 271–274 • 6-9 Add and Subtract Lengths—pp. 275–278
2.MDA.5 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 through 99 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
2.MDA.6 Use analog and digital clocks to tell and record time to the nearest five-minute interval 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
2.MDA.7 Solve real-world/story problems involving dollar bills using the $ symbol or involving quarters, dimes, nickels, and pennies using the ¢ symbol.	**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
2.MDA.8 Generate data by measuring objects in whole unit lengths and organize the data in a line plot using a horizontal scale marked 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.MDA.9 Collect, organize, and represent data with up to four categories using picture graphs and bar graphs with a single-unit scale.	**Chapter 11 Data and Graphical Displays** • 11-4 Make Picture Graphs—pp. 471–474 • 11-6 Make Bar Graphs—pp. 481–484 • 11-7 Problem Solving: Choose a Model—pp. 485–490
2.MDA.10 Draw conclusions from t-charts, object graphs, picture graphs, and bar graphs.	**Chapter 11 Data and Graphical Displays** • 11-3 Read Picture Graphs—pp. 467–470 • 11-5 Read Bar Graphs—pp. 477–480