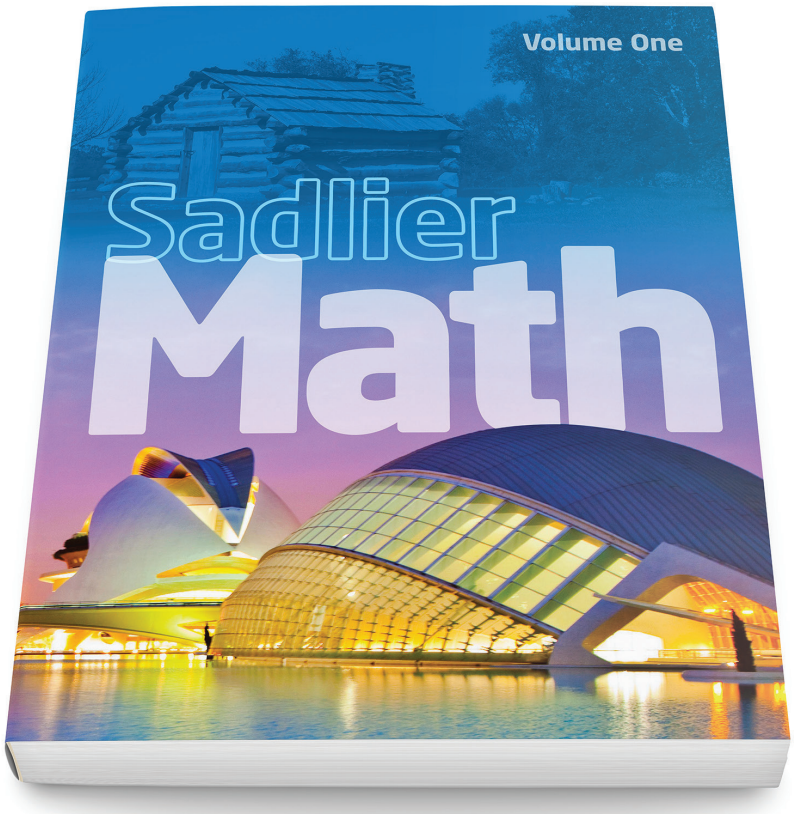
Sadlier Math™

Correlation to the Texas Essential Knowledge and Skills for Mathematics

Grade 2



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Chapter 111. Subchapter A. Elementary, §111.4, Grade 2, Adopted 2012.

Grade 2 Content Standards	*Sadlier Math*, Grade 2
(2) Number and operations. The student applies mathematical process standards to understand how to represent and compare whole numbers, the relative position and magnitude of whole numbers, and relationships within the numeration system related to place value. The student is expected to:	
(A) use concrete and pictorial models to compose and decompose numbers up to 1,200 in more than one way as a sum of so many thousands, hundreds, tens, and ones;;	**Chapter 7: 7-1 through 7-3** • 7-1 Hundreds—pp. 299–302 (Recognize 10 tens as 1 hundred; Recognize place value of numbers to 900; TE Develop Concepts: Ones, Tens, and Hundreds) • 7-2 Hundreds, Tens, and Ones—pp. 303–306 (Use numerals and number names to read and write numbers to 1000; TE Develop Concepts: Hundreds, Tens, and Ones) • 7-3 Place Value in Three-Digit Numbers—pp. 307–310 (Identify the place value of digits in numbers to 999; TE Develop Concepts: Place Value)
(B) use standard, word, and expanded forms to represent numbers up to 1,200;	**Chapter 7: 7-3 & 7-4** • 7-3 Place Value in Three-Digit Numbers—pp. 307–310 (Identify the place value of digits in numbers to 999; TE Develop Concepts: Place Value) • 7-4 Expanded Form with Hundreds, Tens, and Ones—pp. 311–314 (Write three-digit numbers in expanded form; TE Develop Concepts: Reviewing Expanded Form)
(C) generate a number that is greater than or less than a given whole number up to 1,200;	**Chapter 7: 7-7** • 7-7 Order Numbers Within 1000—pp. 325–328 (Order numbers within 1000; write number greater than; TE Develop Concepts: Ordering Numbers)
(D) use place value to compare and order whole numbers up to 1,200 using comparative language, numbers, and symbols (>, <, or =);	**Chapter 7: 7-6 & 7-7** • 7-6 Compare Numbers Within 1000—pp. 321–324 (Compare numbers within 1000; TE Develop Concepts: Comparing Numbers) • 7-7 Order Numbers Within 1000—pp. 325–328 (Order numbers within 1000; TE Develop Concepts: Ordering Numbers)
(E) locate the position of a given whole number on an open number line; and	**Chapter 6: 6-11** • 6-11 Represent Whole Numbers on a Number Line Diagram—pp. 285–288 (Find and represent whole numbers on a number line; TE Develop Concepts: Exploring a Number Line Diagram)
(F) name the whole number that corresponds to a specific point on a number line.	

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Grade 2 Content Standards	*Sadlier Math*, Grade 2
(3) Number and operations. The student applies mathematical process standards to recognize and represent fractional units and communicates how they are used to name parts of a whole. The student is expected to:	
(A) partition objects into equal parts and name the parts, including halves, fourths, and eighths, using words;	**Chapter 14: 14-1 through 14-4** • 14-1 Partition Rectangles into Rows and Columns—pp. 585–588 (Partition a rectangle into rows and columns of same-size squares Count to find the total number of squares; TE Develop Concepts: Dividing Rectangles into Arrays of Squares) • 14-2 Halves—pp. 589–592 (Partition rectangles and circles into two equal shares; TE Develop Concepts: Partitioning Figures into Parts) • 14-3 Thirds—pp. 595–598 (Partition rectangles and circles into three equal shares; TE Develop Concepts: Equal Shares) • 14-4 Fourths—pp. 599–602 (Partition rectangles and circles into four equal shares; TE Develop Concepts: Thirds and Fourths) See also Grade 3 (eighths) **Chapter 9: 9-2** • 9-2 Name Unit Fractions of a Whole—pp. 190–191 (Understand a unit fraction as the quantity formed by 1 part when a whole is partitioned into equal parts; eighths; TE Develop Concepts: How Many Equal Parts?)
(B) explain that the more fractional parts used to make a whole, the smaller the part; and the fewer the fractional parts, the larger the part;	**Chapter 14: 14-1 & 14-5** • 14-1 Partition Rectangles into Rows and Columns—pp. 585–588 (Partition a rectangle into rows and columns of same-size squares Count to find the total number of squares; TE Develop Concepts: Dividing Rectangles into Arrays of Squares) • 14-5 Problem Solving: Compare Models—pp. 603–608 (Solve problems by comparing models Use a variety of strategies to solve problems; TE Develop Concepts: Using a Model)
(C) use concrete models to count fractional parts beyond one whole using words and recognize how many parts it takes to equal one whole; and	**Chapter 14: 14-1** • 14-1 Partition Rectangles into Rows and Columns—pp. 585–588 (Partition a rectangle into rows and columns of same-size squares Count to find the total number of squares; TE Develop Concepts: Dividing Rectangles into Arrays of Squares)
(D) identify examples and non-examples of halves, fourths, and eighths.	**Chapter 14: 14-2 & 14-4** • 14-2 Halves—pp. 589–592 (Partition rectangles and circles into two equal shares; TE Develop Concepts: Partitioning Figures into Parts) • 14-4 Fourths—pp. 599–602 (Partition rectangles and circles into four equal shares; TE Develop Concepts: Thirds and Fourths) See also Grade 3 (eighths) **Chapter 9: 9-2** • 9-2 Name Unit Fractions of a Whole—pp. 190–191 (Understand a unit fraction as the quantity formed by 1 part when a whole is partitioned into equal parts; eighths; TE Develop Concepts: How Many Equal Parts?)

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Grade 2 Content Standards	*Sadlier Math*, Grade 2
(4) Number and operations. The student applies mathematical process standards to develop and use strategies and methods for whole number computations in order to solve addition and subtraction problems with efficiency and accuracy. The student is expected to:	
(A) recall basic facts to add and subtract within 20 with automaticity;	**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
(B) add up to four two-digit numbers and subtract two-digit numbers using mental strategies and algorithms based on knowledge of place value and properties of operations;	**Chapter 4: 4-1 through 4-9** • 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 (Add three addends; TE Develop Concepts: Add Three Numbers) • 4-9 Four Addends—pp. 179–182 (Add four addends; TE Develop Concepts: Adding Four Numbers) **Chapter 5: 5-1 through 5-7** • 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

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Grade 2 Content Standards	*Sadlier Math*, Grade 2
(C) solve one-step and multi-step word problems involving addition and subtraction within 1,000 using a variety of strategies based on place value, including algorithms; and	**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 **Chapter 4: 4-1 through 4-10** • 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: Read and Understand—pp. 183–188 **Chapter 5: 5-1 through 5-9** • 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 **Chapter 8: 8-1 through 8-8** • 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 *continued*

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Grade 2 Content Standards	*Sadlier Math*, Grade 2
	• 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: 9-1 through 9-9** • 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: Represent the Situation—pp. 413–418 • 9-9 Use Addition to Check Subtraction: Three-Digit Numbers—pp. 419–422
(D) generate and solve problem situations for a given mathematical number sentence involving addition and subtraction of whole numbers within 1,000.	**Chapter 1: 1** • 1-1 Addition Concepts—pp. 3–6 (Use addition to find the unknown sum or addend in word problems; TE Develop Concepts: Joining Groups: create a story to match the cubes) **Chapter 2: 2-2, 2-4, 2-6 & 2-8** • 2-2 Take Apart—pp. 57–60 (Write About It: write a story to match the picture: TE Early Finishers: write a story problem that matches the expression, 10 – 1 –2) • 2-4 Count On to Subtract—pp. 65–68 (Count on to find the difference; TE English Language Learners: think of a story to describe the number line) • 2-6 Relate Addition and Subtraction—pp. 73–76 (Write related addition and subtraction facts; TE English Language Learners: create story problems that match addition and subtraction equations) • 2-8 Think Addition to Subtract—pp. 83–86 (Use addition facts to subtract; TE Develop Concepts: Using Related Addition Facts to Help Subtract; complete the story that describes the related addition fact) **Chapter 12: 12-12** • 12-12 Problem Solving: Work Backward—pp. 543–548 (Work backward for a given problem-solving situation; TE English Language Learners: compose story problems)
(5) Number and operations. The student applies mathematical process standards to determine the value of coins in order to solve monetary transactions. The student is expected to:	
(A) determine the value of a collection of coins up to one dollar; and	**Chapter 12: 12-1 through 12-7** • 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
(B) use the cent symbol, dollar sign, and the decimal point to name the value of a collection of coins.	

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Grade 2 Content Standards	*Sadlier Math*, Grade 2
(6) Number and operations. The student applies mathematical process standards to connect repeated addition and subtraction to multiplication and division situations that involve equal groupings and shares. The student is expected to:	
(A) model, create, and describe contextual multiplication situations in which equivalent sets of concrete objects are joined; and	**Chapter 10: 10-1 through 10-5** • 10-1 Odd and Even Numbers—pp. 429–432 (Count objects by 2s, or pair objects, to decide if a number is odd or even; counters; TE Develop Concepts: Making Pairs (count by twos)) • 10-2 Represent Even Numbers—pp. 433–436 (Write an even number as the sum of two equal addends; counters; TE Develop Concepts: Even Numbers) • 10-3 Arrays: Repeated Addition—pp. 439–442 (Use addition with equal addends to find the number of objects in an array; counters; TE Develop Concepts: Exploring Repeated Addition) • 10-4 Arrays: Show the Same Number—pp. 443–446 (Represent a number using two different arrays; counters; TE Develop Concepts: Representing Numbers with Arrays) • 10-5 Problem Solving: Draw a Picture—pp. 447–452 (Solve problems by drawing a picture; counters; use a variety of strategies to solve problems; TE Develop Concepts: Using Different Strategies)
(B) model, create, and describe contextual division situations in which a set of concrete objects is separated into equivalent sets.	See Grade 3 **Chapter 4: 4-5** • 4-5 Represent Division by Sharing—pp. 76–77 (Explore the concept of division as sharing; TE Develop Concepts: Make Equal Groups)
(7) Algebraic reasoning. The student applies mathematical process standards to identify and apply number patterns within properties of numbers and operations in order to describe relationships. The student is expected to:	
(A) determine whether a number up to 40 is even or odd using pairings of objects to represent the number;	**Chapter 10: 10-1 & 10-2** • 10-1 Odd and Even Numbers—pp. 429–432 (Count objects by 2s, or pair objects, to decide if a number is odd or even; TE Develop Concepts: Making Pairs (count by twos)) • 10-2 Represent Even Numbers—pp. 433–436 (Write an even number as the sum of two equal addends; TE Develop Concepts: Even Numbers)
(B) use an understanding of place value to determine the number that is 10 or 100 more or less than a given number up to 1,200; and	**Chapter 8: 3-5** • 3-5 Counting Patterns by 2s, 5s, and 10s—pp. 129–132 (Count by 2s, 5s, and 10s; TE Develop Concepts: Using Patterns to Count) **Chapter 8: 8-1** • 8-1 Mental Math: Add 1, 10, or 100—pp. 341–344 (Use mental math to add 1, 10, or 100; TE Develop Concepts: Skip Counting by 10s and 100s) **Chapter 9: 9-1** • 9-1 Mental Math: Subtract 1, 10, or 100—pp. 383–386 (Use mental math to subtract 1, 10, or 100; TE Develop Concepts: Modeling 1, 10, and 100 Less)

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Grade 2 Content Standards	*Sadlier Math*, Grade 2
(C) represent and solve addition and subtraction word problems where unknowns may be any one of the terms in the problem.	**Chapter 1: 1-9** • 1-9 Solve for Unknown Addends—pp. 39–42 (Use drawings and equations to find an unknown addend; TE Develop Concepts: Explore Using a Bar Model) **Chapter 2: 2-10** • 2-10 Solve for Unknowns—pp. 91–94 (Use drawings and equations to find the unknown; TE Develop Concepts: Bar Models) **Chapter 5: 5-9** • 5-9 Problem Solving: Write and Solve an Equation—pp. 229–234 (Write and solve an equation for a given problem-solving situation; TE Develop Concepts: Writing Equations to Represent Unknowns)
(8) Geometry and measurement. The student applies mathematical process standards to analyze attributes of two-dimensional shapes and three-dimensional solids to develop generalizations about their properties. The student is expected to:	
(A) create two-dimensional shapes based on given attributes, including number of sides and vertices;	**Chapter 13: 13-2 & 13-4** • 13-2 Draw Two-Dimensional Shapes—pp. 559–562 (Draw triangles, quadrilaterals, pentagons, and hexagons; TE Develop Concepts: Creating Polygons) • 13-4 Faces, Edges, Vertices—pp. 569–572 (Identify the faces, edges, and vertices of three-dimensional figures; Draw a cube; TE Develop Concepts: Faces, Edges, and Vertices)
(B) classify and sort three-dimensional solids, including spheres, cones, cylinders, rectangular prisms (including cubes as special rectangular prisms), and triangular prisms, based on attributes using formal geometric language;	**Chapter 13: 13-3 & 13-4** • 13-3 Identify Three-Dimensional Shapes—pp. 565–568 (Identify cones, cubes, cylinders, pyramids, rectangular prisms, and spheres; TE Develop Concepts: Three-Dimensional Figures) • 13-4 Faces, Edges, Vertices—pp. 569–572 (Identify the faces, edges, and vertices of three-dimensional figures; Draw a cube; TE Develop Concepts: Faces, Edges, and Vertices)
(C) classify and sort polygons with 12 or fewer sides according to attributes, including identifying the number of sides and number of vertices;	**Chapter 13: 13-1 & 13-4** • 13-1 Identify Two-Dimensional Shapes—pp. 555–558 (Identify triangles, quadrilaterals, pentagons, and hexagons; TE Develop Concepts: Exploring Polygons) • 13-4 Faces, Edges, Vertices—pp. 569–572 (Identify the faces, edges, and vertices of three-dimensional figures; Draw a cube; TE Develop Concepts: Faces, Edges, and Vertices)
(D) compose two-dimensional shapes and three-dimensional solids with given properties or attributes; and	**Chapter 13: 13-5** • 13-5 Problem Solving: Use Logical Reasoning—pp. 573–578 (Solve problems by using logical reasoning; Use a variety of strategies to solve problems; TE Develop Concepts: Use Logical Reasoning)

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Grade 2 Content Standards	*Sadlier Math*, Grade 2
(E) decompose two-dimensional shapes such as cutting out a square from a rectangle, dividing a shape in half, or partitioning a rectangle into identical triangles and identify the resulting geometric parts.	**Chapter 14: 14-1 through 14-5** • 14-1 Partition Rectangles into Rows and Columns—pp. 585–588 (Partition a rectangle into rows and columns of same-size squares Count to find the total number of squares; TE Develop Concepts: Dividing Rectangles into Arrays of Squares) • 14-2 Halves—pp. 589–592 (Partition rectangles and circles into two equal shares; TE Develop Concepts: Partitioning Figures into Parts) • 14-3 Thirds—pp. 595–598 (Partition rectangles and circles into three equal shares; TE Develop Concepts: Equal Shares) • 14-4 Fourths—pp. 599–602 (Partition rectangles and circles into four equal shares; TE Develop Concepts: Thirds and Fourths) • 14-5 Problem Solving: Compare Models—pp. 603–608 (Solve problems by comparing models Use a variety of strategies to solve problems; TE Develop Concepts: Using a Model)
(9) Geometry and measurement. The student applies mathematical process standards to select and use units to describe length, area, and time. The student is expected to:	
(A) find the length of objects using concrete models for standard units of length;	**Chapter 6: 6-1** • 6-1 Inches—pp. 241–244 (Estimate and measure length to the nearest inch; TE Develop Concepts: Estimate and Measure Objects)
(B) describe the inverse relationship between the size of the unit and the number of units needed to equal the length of an object;	**Chapter 6: 6-7** • 6-7 Measure Using Different Units—pp. 267–270 (Measure length using different units; TE Develop Concepts: Using Different Units)
(C) represent whole numbers as distances from any given location on a number line;	**Chapter 6: 6-1 through 6-12** • 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 • 6-9 Add and Subtract Lengths—pp. 275–278 • 6-10 Problem Solving: Choose a Strategy—pp. 279–284 • 6-11 Represent Whole Numbers on a Number Line Diagram—pp. 285–288 • 6-12 Add and Subtract on a Number Line Diagram—pp. 289–292
(D) determine the length of an object to the nearest marked unit using rulers, yardsticks, meter sticks, or measuring tapes;	**Chapter 6: 6-1 through 6-7** • 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

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Grade 2 Content Standards	*Sadlier Math*, Grade 2
(E) determine a solution to a problem involving length, including estimating lengths;	**Chapter 6: 6-1 through 6-12** • 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 • 6-9 Add and Subtract Lengths—pp. 275–278 • 6-10 Problem Solving: Choose a Strategy—pp. 279–284 • 6-11 Represent Whole Numbers on a Number Line Diagram—pp. 285–288 • 6-12 Add and Subtract on a Number Line Diagram—pp. 289–292
(F) use concrete models of square units to find the area of a rectangle by covering it with no gaps or overlaps, counting to find the total number of square units, and describing the measurement using a number and the unit; and	See Grade 3 **Chapter 15: 15-2** • 15-2 Find Area Using Standard Units—pp. 314–315 (Measure area by counting unit squares; TE Develop Concepts: Names for Unit Squares)
(G) read and write time to the nearest one-minute increment using analog and digital clocks and distinguish between a.m. and p.m.	**Chapter 12: 12-9 through 12-11** • 12-9 Hour and Half Hour—pp. 531–534 (Tell and write time to the hour and half hour; TE Develop Concepts: Exploring Hours and Half Hours) • 12-10 Five Minutes—pp. 535–538 (Tell and write time to the nearest five minutes; TE Develop Concepts: Explore Telling Time) • 12-11 a.m. and p.m.—pp. 539–542 (Tell and write time to the nearest five minutes using am and pm; TE Develop Concepts: Exploring Different Times of Day)
(10) Data analysis. The student applies mathematical process standards to organize data to make it useful for interpreting information and solving problems. The student is expected to:	
(A) explain that the length of a bar in a bar graph or the number of pictures in a pictograph represents the number of data points for a given category;	**Chapter 11: 11-1 through 11-7** • 11-1 Read Line Plots—pp. 459–462 (Read and interpret line plots; TE Develop Concepts: Collecting and Displaying Data) • 11-2 Make Line Plots—pp. 463–466 (Make, read, and interpret line plots; TE Develop Concepts: Exploring Line Plots) • 11-3 Read Picture Graphs—pp. 467–470 (Read and interpret picture graphs; TE Develop Concepts: Displaying Data) • 11-4 Make Picture Graphs—pp. 471–474 (Make, read, and interpret picture graphs; TE Develop Concepts: Collecting and Displaying Data) • 11-5 Read Bar Graphs—pp. 477–480 (Read and interpret bar graphs; TE Develop Concepts: Exploring Bar Graphs) *continued*

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Grade 2 Content Standards	*Sadlier Math*, Grade 2
	• 11-6 Make Bar Graphs—pp. 481–484 (Make, read, and interpret bar graphs; TE Develop Concepts: Explore Creating Bar Graphs) • 11-7 Problem Solving: Choose a Model—pp. 485–490 (Choose a model to organize data for a given problem-solving situation; TE Develop Concepts: Comparing Models)
(B) organize a collection of data with up to four categories using pictographs and bar graphs with intervals of one or more;	**Chapter 11: 11-4, 11-6 & 11-7** • 11-4 Make Picture Graphs—pp. 471–474 (Make, read, and interpret picture graphs; TE Develop Concepts: Collecting and Displaying Data) • 11-6 Make Bar Graphs—pp. 481–484 (Make, read, and interpret bar graphs; TE Develop Concepts: Explore Creating Bar Graphs) • 11-7 Problem Solving: Choose a Model—pp. 485–490 (Choose a model to organize data for a given problem-solving situation; TE Develop Concepts: Comparing Models)
(C) write and solve one-step word problems involving addition or subtraction using data represented within pictographs and bar graphs with intervals of one; and	**Chapter 11: 11-3, 11-5 & 11-7** • 11-3 Read Picture Graphs—pp. 467–470 (Read and interpret picture graphs; TE Develop Concepts: Displaying Data) • 11-5 Read Bar Graphs—pp. 477–480 (Read and interpret bar graphs; TE Develop Concepts: Exploring Bar Graphs) • 11-7 Problem Solving: Choose a Model—pp. 485–490 (Choose a model to organize data for a given problem-solving situation; TE Develop Concepts: Comparing Models)
(D) draw conclusions and make predictions from information in a graph.	

(11) Personal financial literacy. The student applies mathematical process standards to manage one's financial resources effectively for lifetime financial security. The student is expected to:	
	N/A