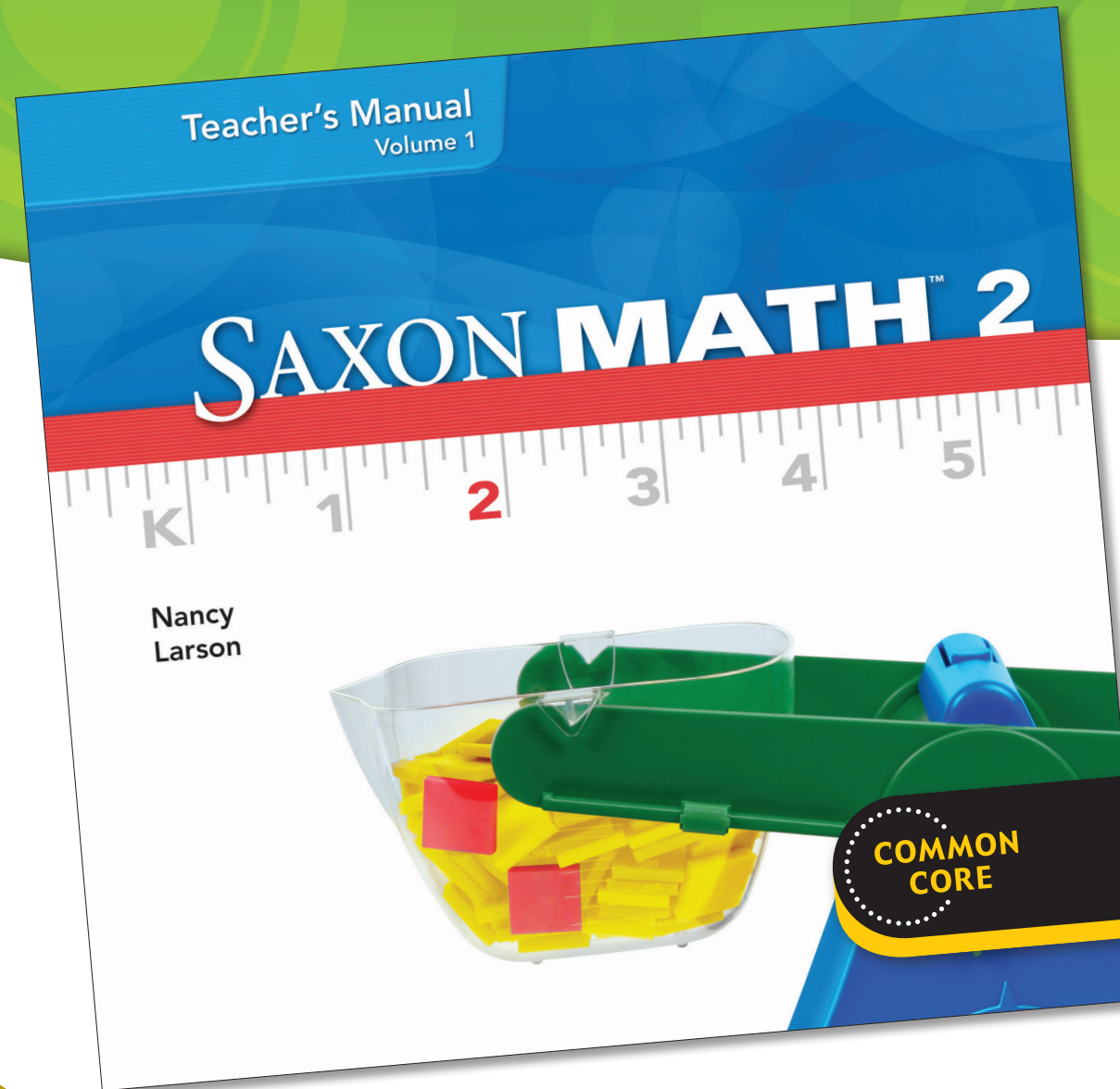


COMMON  
CORE

# Correlation to the Common Core State Standards

Saxon Math 2  
© 2012 Grade 2



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Domain	Standard	Text of Objective	<i>Saxon Math 2</i> Citations	Description
Standards for Mathematical Practice	1.	Make sense of problems and persevere in solving them.	<p>This standard is covered throughout the program; the following are examples.</p> <p><b><u>INSTRUCTION:</u></b></p> <p><b>New Concept:</b> Lessons 22, 92, 104, 110-1, 117, 122</p> <p><b>Problem-Solving Strategies:</b> Lessons 10-1, 20-1, 30-1, 40-1, 50-1, 60-1, 70-1, 80-1, 90-1, 100-1, 110-1, 120-1, 130-1</p> <p><b><u>MAINTENANCE:</u></b></p> <p><b>The Meeting (Problem of the Day):</b> Lessons 23, 24, 26, 27, 34, 36, 46, 72, 96, 108, 116, 130-1</p> <p><b>Written Practice:</b> Lessons 2, 3, 4</p>	<p>Problem solving is integrated into the <i>Saxon Math</i> program every day. Focusing on a four-step problem solving process, which guides students to understand, plan, solve and check, <i>Saxon Math</i> teaches students a consistent process for evaluating different problem solving situations and persevering in solving them. The four steps closely mirror the different aspects of this Standard for Mathematical Practice, encouraging students to understand the problem and make a plan before solving. Students also end by checking their solutions, providing opportunities to ask, “Does this make sense?” and re-direct if necessary.</p> <p>In <i>Math 2</i>, problem solving occurs in many different portions of the lessons. The daily Math Meeting offers discussion and communication on problem solving every day, with many of the problems focus on numbers, patterns, and sorting/classifying. This prepares children for solving more complex problems as they move up the grade levels. The Teacher's Manuals also support teachers as they guide students through the four-step problem solving process during the instructional portion of the lesson. For example, lesson 80-1 provides a modeled dialogue that highlights the understand, plan, solve and check process. This prepares students for a Performance Task where they apply their learning independently.</p>

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Standards for Mathematical Practice	2.	Reason abstractly and quantitatively.	<p>This standard is covered throughout the program; the following are examples.</p> <p><b><u>INSTRUCTION:</u></b></p> <p><b>New Concept:</b> Lessons 8, 11, 22, 29, 35-1, 36, 41, 42, 48, 63, 64, 71, 73, 81, 91, 92, 104, 109, 110-1, 116, 117, 119, 122, 129</p> <p><b><u>MAINTENANCE:</u></b></p> <p><b>The Meeting</b> (Problem of the Day): Lessons 5, 25-1, 40-1, 46, 65-1, 75-2, 82, 86, 91, 103, 112, 128</p> <p><b>The Meeting</b> (Today’s Pattern): Lessons 26, 27, 29, 30-1</p> <p><b>Guided Class Practice Worksheet:</b> 23 (Entire sheet), 26 (Entire sheet), 36 (Entire sheet), 43 (Entire sheet), 48 (Entire sheet), 65 (Entire sheet), 71 (Entire sheet), 81 (Entire sheet), 83 (Entire sheet), 92 (Entire sheet), 98 (Entire sheet), 104 (Entire sheet), 106 (Entire sheet), 113 (Entire sheet), 118 (Entire sheet), 122 (Entire sheet), 128 (Entire sheet), 135 (Entire sheet)</p>	<p>The goal of <i>Saxon Math</i> is to produce mathematically proficient students – including fluency with computational and conceptual understanding.</p> <p>In <i>Math 2</i>, during the daily lesson, new concepts are often introduced concretely with manipulatives or by acting out scenarios. This allows students build a solid conceptual understanding so that they are able to solve complex and multi-step problems. By introducing concepts concretely, students better understand what numbers, patterns and operations mean. This understanding allows them to think flexibly in problem solving situations and builds the foundation for the ability to contextualize and decontextualize.</p> <p>For example, the New Concept portion of lesson 81 introduces comparison symbols using concrete color tiles. Students build stacks of color tiles and compare the height of the stacks to understand greater than, less than and equal. They then connect that concrete understanding to the symbols <math>&gt;</math>, <math>&lt;</math> and <math>=</math>. This progression from concrete to symbolic helps solidify the meaning of the symbols in students minds so that they are better able contextualize and decontextualize in problem solving situations.</p>

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Standards for Mathematical Practice	3.	Construct viable arguments and critique the reasoning of others.	<p>This standard is covered throughout the program; the following are examples.</p> <p><b><u>INSTRUCTION:</u></b>  <b>New Concept:</b> Lessons 2, 13, 18, 23, 30-1, 35-1, 44, 45-1, 73, 79, 93, 95-2, 98, 99, 109</p> <p><b><u>MAINTENANCE:</u></b>  <b>The Meeting</b> (Lunch/Attendance): Lessons 2, 3, 4, 5  <b>The Meeting</b> (Clock): Lessons 6, 7, 8, 9  <b>The Meeting</b> (Number of the Day): Lessons 11, 12, 13, 14  <b>Fact Homework:</b> 70, 75, 90, 105, 110  <b>Performance Task Worksheet:</b> 10B, 20B, 30B, 40B, 50B, 60B, 70B, 80B, 90B, 100B, 110B, 120B, 130B  <b>Guided Class Practice Worksheet:</b> HW59 (5), 61 (1), 128 (2)  <b>Journal Writing:</b> Overview 11, JW104, JW108; Overview 12, JW114; Overview 13, JW127</p>	<p><i>Saxon Math</i> is based on the belief that people learn by doing. Students learn mathematics not only by watching or listening to others, but by communicating and solving the problems themselves. <i>Saxon Math's</i> incremental and distributed structure enables students to view the big picture of mathematics and therefore make viable arguments between and among all of the math strands.</p> <p>In <i>Math 2</i>, the daily Math Meeting offers a forum for students to participate at their own levels and offer viable arguments on key topics. The Teacher Materials also provide modeled dialogues to help students demonstrate their understanding verbally. During the daily lessons, the New Concept instruction allows for student interaction between peers with open ended questions after a concept is taught. Additionally, Mathematical Practices discussion questions in the Section Overviews provide additional opportunities for students to explain their reasoning, critique the reasoning of others and solidify their learning.</p> <p>One example of this standard is found in the New Concept portion of lesson 93. The teacher leads an activity with the class that involves comparing different quantities of quarters to one dollar. Students are prompted to explain whether they would rather have the dollar or the quarters and why. Questioning like this, in a whole-group environment, provides many opportunities for students to construct viable arguments and critique the reasoning of their classmates in a constructive way.</p>

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Standards for Mathematical Practice	4.	Model with mathematics.	<p>This standard is covered throughout the program; the following are examples.</p> <p><b><u>INSTRUCTION:</u></b></p> <p><b>New Concept:</b> Lessons 2, 10-1, 11, 17, 22, 31, 41, 42, 48, 58, 59, 62, 77, 81, 82, 83, 91, 104, 109, 112, 117, 119, 122, 129</p> <p><b><u>MAINTENANCE:</u></b></p> <p><b>The Meeting</b> (Problem of the Day): Lessons 27, 34, 46, 62, 76, 95-1, 105-1, 118, 125-2, 135</p> <p><b>Lesson Worksheet:</b> 17, 31, 41, 62, 82, 83, 104, 112, 129</p> <p><b>Guided Class Practice Worksheet:</b> 22 (1, 2, 4), 25 (1, 5), 31 (1), 36 (1), 39 (1, 2, 3), 52 (3), 54 (1, 3), 68 (4), 71 (3, 4), 82 (3, 5), 89 (3, 4), 104 (2), 106 (1), 114 (2, 3), 122 (3, 4, 5)</p> <p><b>Math Center Activities Booklet:</b> p 16 Activity 50 (Lesson 64); p 17 Activity 55 (Lesson 68); p 18 Activity 68 (Lesson 81); p 19 Activity 76 (Lesson 89)</p>	<p>Students use many different types of models throughout <i>Saxon Math</i> to analyze mathematical relationships and solve problems. Models serve as visual aids help make sense of situations so students truly understand the problem at hand, and both how and why their solutions work.</p> <p>For example, in the New Concept portion of lesson 31, students learn that using a model like a bar graph can help them organize and interpret information. The class works together to graph what time students wake up in the morning and use the graph to make observations and analyze the results.</p>

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Standards for Mathematical Practice	5.	Use appropriate tools strategically.	<p>This standard is covered throughout the program; the following are examples.</p> <p><b><u>INSTRUCTION:</u></b></p> <p><b>New Concept:</b> Lessons 27, 32, 43, 48, 50-2, 55-2, 75-2, 99, 102, 106, 125-2, 131, B</p> <p><b><u>MAINTENANCE:</u></b></p> <p><b>The Meeting (Clock):</b> Lessons 111, 112, 113, 114, 115-1</p> <p><b>Guided Class Practice Worksheet:</b> 94 (5), 107 (3, 4), 111 (3, 4), 132 (4)</p> <p><b>Math Center Activities Booklet:</b> p 13 Activity 24 (Lesson 32); p 23 Activity 109 (Lesson 127)</p>	<p><i>Saxon Math</i> provides and supports grade level appropriate tools for instruction and problem solving. This begins with concrete models at the primary levels and moves to more sophisticated tools like geometry software at the secondary levels. Saxon offers instruction and guidance for appropriate usage throughout the program.</p> <p>In <i>Math 2</i>, the daily Math Meeting models concepts with objects and manipulatives. Other tools such as a Hundreds Chart, a calendar, clock, and a thermometer are modeled visually every day during the Math Meeting. Students also use manipulatives during the New Concepts and practice when concepts are introduced and instructed. For example, in lesson 50-2 students select the appropriate tool to measure capacity in the context of following a recipe.</p>

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Standards for Mathematical Practice	6.	Attend to precision.	<p><b><u>MAINTENANCE:</u></b></p> <p><b>The Meeting</b> (Clock): Lessons 107, 108, 109, 110-1, 110-2</p> <p><b>The Meeting</b> (Temperature / Graph): Lessons 70-1, 70-2, 71, 72, 73</p> <p><b>The Meeting</b> (Money): Lessons 41, 42, 43, 44, 45-1</p> <p><b>Guided Class Practice Worksheet:</b> 27 (2), 39 (3, 4), 49 (2), 56 (2, 4), 57 (5), 66 (3), 69 (4), 71 (2), 76 (3), 81 (2), 83 (5), 91 (2), 95 (3), 105 (3), 109 (2), 115 (3), 121 (2)</p> <p><b>Math Center Activities Booklet:</b> p 13 Activity 29 (Lesson 35-2); p 14 Activity 33 (Lesson 40-2); p 16 Activity 50 (Lesson 64); p 18 Activity 62 (Lesson 75-2); p 20 Activity 82 (Lesson 95-2); p 21 Activity 94 (Lesson 110-2)</p> <p><b>Journal Writing:</b> Overview 13, JW127</p>	<p>There are many aspects of <i>Saxon Math</i> that naturally support attention to precision in mathematics. Because <i>Saxon Math</i> teaches concepts incrementally, distributed across the year, students learn to carefully consider units since concepts are integrated rather than taught in isolation. Additionally, carefully modeled dialogues in the Teacher's Manual ensure that children are exposed to consistent and accurate vocabulary and definitions, allowing them to communicate precisely. For example, lesson 99 teaches students about measuring using feet and inches. Modeled dialogues in the Teacher's Manual support attention to precision by carefully identifying correct units and emphasizing the need to evaluate the reasonableness of measurements.</p>

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Standards for Mathematical Practice	7.	Look for and make use of structure.	<p>This standard is covered throughout the program; the following are examples.</p> <p><b><u>INSTRUCTION:</u></b></p> <p><b>New Concept:</b> Lessons 10-1, 18, 21, 24, 25-2, 42, 44, 57, 58, 60-2, 61, 63, 65-2, 71, 80-2, 88, 92, 103, 115-1, 122, 129, 133</p> <p><b>Problem-Solving Strategies:</b> Lessons 50-1, 100-1, 120-1</p> <p><b><u>MAINTENANCE:</u></b></p> <p><b>Lesson Worksheet:</b> 10-1, 80-2, 133</p> <p><b>Class Fact Practice Worksheet:</b> 28, 33, 112</p> <p><b>Guided Class Practice Worksheet:</b> 16 (2, 3), 22 (2, 4), 25 (2, 3, 5), 39 (3, 4), 53 (2, 3), 54 (1, 3), 63 (3), 64 (2), 69 (4, 5), 79 (2, 6), 106 (3) , 108 (1), 122 (2, 4), 132 (3)</p> <p><b>Math Center Activities Booklet:</b> p 15 Activity 45 (Lesson 57); p 16 Activity 53 (Lesson 65-2); p 21 Activity 92 (Lesson 107)</p>	<p><i>Saxon Math</i> emphasizes structure throughout the program. A strong focus on number properties and patterns prepares students to utilize structure in problem-solving situations. Because the fundamentals of number and operations are highlighted in every lesson through mixed review, students develop a strong sense of mental math and comfort composing and decomposing numbers.</p> <p>In <i>Math 2</i>, the daily Math Meeting provides a consistent structure and routine for students to learn concepts and make connections. This helps children see patterns between numbers, operations, shapes, months, days of the week, measurement and temperature. For example, the Number of the Day and Fact Family are consistent tools built into the structure of the Math Meeting to show patterns with numbers, skip counting, operations, and beyond. Fact Practice is another integral part of the <i>Saxon Math 2</i> structure. It enables students to build off of known facts to learn new, more complex ones; and in turn seeing the connections between them. New Concepts also teach students how to look for and make use of structure. For example, lesson 122 focuses on writing number sentences for arrays. By building arrays and describing them, students see a visual representation of the structure of multiplication facts. This helps them make connections and understand what multiplication means.</p>



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Standards for Mathematical Practice	8.	Look for and express regularity in repeated reasoning.	<p>This standard is covered throughout the program; the following are examples.</p> <p><b><u>INSTRUCTION:</u></b></p> <p><b>New Concept:</b> Lessons 13, 19, 25-1, 29, 34, 38, 41, 42, 48, 83, 92, 98, 102, 103, 104, 111, 116, 130-1, 130-2</p> <p><b><u>MAINTENANCE:</u></b></p> <p><b>Lesson Worksheet:</b> 13, 25-1, 41, 56, 83, 111, 130-1, 130-2</p> <p><b>Guided Class Practice Worksheet:</b> 23 (Entire sheet), 29 (1, 4, 5), 36 (1, 3), 47 (1, 4), 59 (1, 4), 63 (2), 71 (2, 3, 4), 92 (1), 98 (4, 5), 105 (1, 2, 3), 109 (2)</p>	<p>Regularity and repeated reasoning are supported throughout the <i>Saxon Math</i> program to ensure students understand their importance and how they can be used to solve problems. Repeated reasoning scenarios allow students to make better sense of number and operations. Daily Meetings and lessons draw out and explain how and why repeated reasoning works. Subsequent practice helps to solidify that understanding.</p> <p>For example, students interact with an evolving bulletin board in the daily Meeting. Each day children build upon the bulletin board a little bit, exposing patterns and making connections. The daily Meeting is an ideal setting for students to look for and express regularity in repeated reasoning because it allows them to apply efficient methods and shortcuts particularly with number concepts, operations, and computational skills. In Grade 2, there is particular emphasis on the relationship between equal groups and multiplication. Students articulate their reasoning and understanding on a variety of concepts including problem solving, facts, number patterns, counting, geometry, temperature, and measurement; this leads them to make generalizations about topics.</p> <p>Also, during the daily lessons, students learn to express regularity in repeated reasoning when learning and practicing New Concepts. For example, in lesson 130-1, students learn about multiplying by zero. The concept is first introduced as repeated addition, ensuring students have an understanding of what multiplication means. Then, teachers guide students to express regularity in repeated reasoning by asking them to identify the pattern in their results. They learn that when any number is multiplied by zero, the product is zero.</p>

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2.OA Operations and Algebraic Thinking	2.OA.1	<p><b>Represent and solve problems involving addition and subtraction.</b></p>	<p><i>Saxon Math</i> provides a solid foundation for applying the operations of addition and subtraction to word problems. With incremental teaching across the year, students are given the time needed to master content before moving on to the next level of difficulty. This is first accomplished through acting out word problems using some, some more (adding to, putting together), some, some went away (taking apart, taking from) and comparisons coupled with representational drawings and written equations. Problems solving strategies are taught and built upon, increasing incrementally as children gain skill and confidence. Problems to solve may include a two-step process, extraneous information and a student-created pictorial visual. A written reasonable explanation of the solution may also be required starting early in the school year and continuing on developing in completeness and complexity. Integration of math strands occur as students are asked to solve word problems involving other math strands such as data interpretation and measurement. Using all types of problems for joining and separating promote a deep mastery for understanding and solving word problems. Assessments for skill development include oral assessments, written assessments and test taking skills practice.</p>
		<p>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.<sup>1</sup></p> <p>[<sup>1</sup> See Glossary, Table 1.]</p>	<p><b><u>INSTRUCTION:</u></b>  <b>New Concept:</b> Lessons 8, 11, 22, <i>30-1, 35-1, 40-1, 45-1, 50-1, 55-1</i>, 89, 91, 104, <i>134</i>  <b>Problem-Solving Strategies:</b> Lessons <i>50-1</i>, 90-1  <b>Standards Success Activity:</b> Activity 1, Activity 7</p> <p><b><u>MAINTENANCE:</u></b>  <b>The Meeting</b> (Problem of the Day): Lessons <i>4, 5, 10-1, 12, 13, 14, 17, 18, 19, 21, 23, 24, 25-2, 26, 27, 29, 31, 32, 34, 36, 41, 46, 49, 50-1, 62, 65-1, 66, 68, 72, 73, 75-2, 76, 82, 83, 86, 90-2, 94, 95-1, 97, 105-1, 106, 108, 110-2, 112, 116, 120-1, 122, 135</i>  <b>Lesson Worksheet:</b> <i>30-1, 35-1, 40-1, 45-1, 50-1, 55-1, 134</i></p>

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2.OA Operations and Algebraic Thinking	2.OA.1 (cont'd)	<p>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.</p>	<p><b>Guided Class Practice Worksheet:</b> <i>12 (1, 6), 14 (1, 5), 16 (1, 6), 18 (1), 21 (1), 22 (1, 5), 23 (1, 2), 24 (1), 25 (1, 4, 6), 26 (1, 3, 5), 27 (1), 28 (1, 3), 29 (1, 2, 4), 31 (1, 2, 4, 5), 32 (1, 2, 3, 5), 33 (1, 5), 36 (1, 2, 4, 5), 37 (1, 5, 6), 38 (1, 4, 5, 6), 39 (1, 3, 5), 41 (1, 4, 6), 42 (1, 3, 4, 5), 43 (1, 3, 5), 44 (1, 5), 45 (1, 4, 5), 46 (1, 2, 6), 47 (1, 4, 5, 6), 48 (1, 3, 6), 49 (1, 5), 51 (1, 4), 52 (1, 4), 53 (1, 3, 5, 6), 54 (1, 2, 3, 4, 6), 56 (1, 4, 5), 58 (1, 6), 61 (3, 4), 62 (1, 4, 6), 65 (1, 5, 6), 66 (1, 2, 5), 67 (1, 2, 5), 68 (1, 3, 4, 6), 69 (1, 2, 6), 71 (1, 4, 6), 72 (1, 4, 6), 73 (1, 5, 6), 74 (1), 75 (1, 6), 76 (1, 7), 78 (1, 7), 79 (1, 7), 81 (1, 7), 82 (1, 4, 6), 83 (1, 6), 84 (1, 7), 85 (1, 6), 87 (1, 7), 89 (1, 2, 6), 91 (1, 3, 6), 94 (1, 6), 96 (1, 6), 97 (1, 6), 98 (1, 6), 99 (1, 7), 101 (1, 6), 102 (1, 5, 6), 104 (1, 5), 109 (3, 4), 112 (1, 3, 6), 114 (1, 2, 6), 121 (1, 5), 129 (1), 135 (1, 5)</i></p> <p><b>Problem-Solving Worksheet:</b> <i>50A, 90A</i></p> <p><b>Performance Task Worksheet:</b> <i>50B, 90B</i></p> <p><b>Math Center Activities Booklet:</b> p 11 Activity 15 (Lesson 22)</p> <p><b>Test-Taking Strategies Practice Masters:</b> <i>2A/B; 3A/B; 6A/B; CRA (3); 13A/B; 19A/B; 20A/B</i></p> <p><b>Journal Writing:</b> <i>Overview 3, JW22; Overview 6, JW54; Overview 8, JW71; Overview 10, JW91; Overview 14, JW132</i></p> <p><b>Extend &amp; Challenge CD:</b> Activity 4 (Lesson 22), Activity 6 (Lesson 62)</p>

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2.OA Operations and Algebraic Thinking		<b>Add and subtract within 20.</b>	<p><i>Math 2</i> introduces and practices facts in groupings helping students see and understand number patterns and work with strategies to master the facts to 20. <i>Saxon Math's</i> incremental approach allows students time to work with and memorize one group of facts before others are introduced. Fact families are constructed daily in the Math Meeting strengthening the relationship between addition and subtraction operations. Daily fact practice incorporates a variety of multi-sensory, hands-on methods, supported by engaging games, individual sets of fact cards and partner work. Concise, focused practice and continual, immediate feedback during this time help students correct errors in a timely manner. This interactive practice promotes both speed and accuracy as student become proficient in recalling basic fact answers. Progress of mastering facts is monitored through cumulative Facts Assessments every five lessons. Because fact fluency is stressed throughout the year, students have a firm grasp of all addition and subtractions fact by the end of grade 2.</p>
	2.OA.2	<p>Fluently add and subtract within 20 using mental strategies.<sup>2</sup> By end of Grade 2, know from memory all sums of two one-digit numbers.</p> <p>[<sup>2</sup> See standard 1.OA.6 for a list of mental strategies.]</p>	<p><b><u>INSTRUCTION:</u></b>  <b>New Concept:</b> Lessons 5, 10-1, 15-1, 20-1, 25-1, 29, 30-1, 35-1, 40-1, 45-1, 50-1, 55-1, 60-1, 65-1, 70-1, 75-1, 80-1, 85-1, 90-1, 95-1, 100-1, 105-1</p> <p><b><u>MAINTENANCE:</u></b>  <b>The Meeting (Fact Family):</b> Lessons 30-1-135  <b>The Meeting (Number of the Day) :</b> Lessons 11-135  <b>Class Fact Practice Worksheet:</b> 6-9, 11-14, 16-19, 21-24, 26-29, 31-34, 36-39, 41-44, 46-49, 51-54, 56-59, 61-64, 66-69, 71-74, 76-79, 81-84, 86-89, 91-94, 96-99, 101-104, 106-109  <b>Lesson Worksheet:</b> 5, 10-1, 15-1, 20-1, 25-1, 30-1, 35-1, 40-1, 45-1, 50-1, 55-1, 70-1, 75-1, 80-1, 85-1, 90-1, 95-1, 100-1, 105-1  <b>Guided Class Practice Worksheet:</b> 7 (3, 5), 9 (6), 12 (2, 6), 14 (5), 16 (4, 6), 22 (1, 5), 25 (1, 4, 6), 26 (1, 3, 5), 29 (1, 2), 31 (1, 2, 5), 32 (1, 2, 3, 5), 34 (1, 2, 6, 7), 35 (3, 4, 5), 36 (1, 2, 4, 5), 37 (1, 5, 6), 38 (entire sheet), 42 (1, 3, 4, 5), 43 (1, 3, 5), 47 (1, 4, 5, 6), 54 (1, 2, 3, 4, 6), 86 (5), 89 (1, 4), 92 (5), 104 (3), 113 (5)</p>

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2.OA Operations and Algebraic Thinking	2.OA.2 (cont'd)	Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.	<p><b>Math Center Activities Booklet:</b> p 13 Activity 28 (Lesson 35-1); p 13 Activity 32 (Lesson 40-1); p 14 Activity 37 (Lesson 45-1); p 15 Activity 47 (Lesson 60-1); p 16 Activity 52 (Lesson 65-1); p 17 Activity 57 (Lesson 70-1); p 17 Activity 61 (Lesson 75-1); p 18 Activity 67 (Lesson 80-1); p 19 Activity 74 (Lesson 85-1); p 20 Activity 77 (Lesson 90-1); p 20 Activity 81 (Lesson 95-1); p 21 Activity 86 (Lesson 100-1); p 21 Activity 90 (Lesson 105-1)</p> <p><b>Math Center Activities Booklet (Learning Palette®):</b> p 12 Activity 21 (Lesson 29)</p> <p><b>Test-Taking Strategies Practice Master:</b> 4A/B;12A/B; 20A/B; CRB (7, 13)</p> <p><b>Extend &amp; Challenge CD:</b> Activity 4 (Lesson 22)</p> <p><b>Online Activity:</b> Doubles (Lesson 5), Basic Math Facts</p> <p><b>LP Enrichment Card (Learning Palette®):</b> E3</p>

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2.OA Operations and Algebraic Thinking		<p><b>Work with equal groups of objects to gain foundations for multiplication.</b></p>	<p>Vertical alignment is very evident throughout the <i>Saxon Math</i> program in the elementary grades. This provides for the rich and deep understanding of mathematical concepts developed over time. The concept of odd and even numbers starts in Kindergarten and is continually developed throughout the Grade 1 program. The doubles facts are learned and expressed in first grade as equal groups resulting in an even number. Over the course of the Grade 2 curriculum, this concept is further deepened by first identify pairs and then by dividing even sets of objects into equal groups of two, solidifying the foundation for multiplication on a very basic level. Real objects, pictorial representations and equations are all used to aid in the understanding. Using manipulatives, students practice making equal groupings of 10, an easy and familiar counting pattern for Grade 2, and skip count the groups to find an answer. Students draw pictures of this using the terminology “groups of” as they discuss their findings and explain the process with the addition of the groups. In the next increment, groups of 5 are used in the same manner, with manipulatives, pictorial representations and the connection of addition to multiplication is further explored. The vocabulary of “factor” and “product” is introduced as children explore equal groups of 2. Acting out equal groups stories and drawing pictures of these help deepen the understanding of multiplication, as students work with groupings of three and four. Arrays are first constructed with real-world applications, such as three cars with four wheels on each one, which are objects students can easily understand. This develops on with other objects, including color tiles. Representational drawings take this concept from the concrete to the representational. Oral and written assessments monitor student learning. However, informal assessment is continual through the interactive work, journal writing, and test taking skills practice. With the incremental development, hands-on activities and the variety of visual representations, a deep understanding of the concept of multiplication is well developed.</p>

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2.OA Operations and Algebraic Thinking	2.OA.3	<p>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.</p>	<p><b><u>INSTRUCTION:</u></b>  <b>New Concept:</b> Lessons 13, 15-1, 37, 96, 97, 128</p> <p><b><u>MAINTENANCE:</u></b>  <b>The Meeting</b> (Problem of the Day) : Lessons 20-1, 20-2, 38, 64, 98  <b>The Meeting</b> (Counting): Lessons 14–40-2, 42–44  <b>Lesson Worksheet:</b> 13, 96  <b>Guided Class Practice Worksheet :</b> 13 (5), 16 (6), 18 (5), 19 (4), 24 (2), 25 (2), 28 (5), 36 (4), 37 (2), 38 (2), 41 (2), 45 (3), 46 (4, 5), 59 (4), 62 (4, 6), 64 (3), 75 (6), 85 (6), 97 (3), 98 (1, 2, 4), 101 (3), 104 (2), 105 (2), 109 (2, 6)  <b>Math Center Activities Booklet:</b> p 20 Activity 83 (Lesson 96); p 20 Activity 84 (Lesson 97)  <b>Math Center Activities Booklet (Learning Palette®):</b> p 10 Activity 8 (Lesson 13)  <b>Test-Taking Strategies Practice Masters:</b> 1A/B  <b>Journal Writing:</b> <i>Overview 2, JW13</i>  <b>LP Enrichment Card (Learning Palette®):</b> E2</p>

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2.OA Operations and Algebraic Thinking	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.	<p><b><u>INSTRUCTION:</u></b>  <b>New Concept:</b> Lessons <i>92, 110-1, 115-2, 116, 117, 121, 122</i>  <b>Standards Success Activity:</b> Activity 9</p> <p><b><u>MAINTENANCE:</u></b>  <b>The Meeting</b> (Problem of the Day): Lesson 125-2  <b>Lesson Worksheet:</b> <i>110-1, 115-2, 116, 121</i>  <b>Guided Class Practice Worksheet :</b> 121 (3), 122 (2), 123 (5), 124 (4), 125 (2), 128 (3)  <b>Math Center Activities Booklet:</b> p 23 Activity 104 (Lesson 122)  <b>Journal Writing:</b> <i>Overview 13, JW122</i></p>



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Domain	Standard	Text of Objective	<i>Saxon Math 2 Citations/Examples</i> <i>References in italics indicate foundational.</i>
2.NBT Number and Operations in Base Ten		<b>Understand place value.</b>	<p>The conceptual understanding of place value is developed incrementally throughout the year building on solid foundations of number sense from previous grade levels. Using manipulatives, students discover ways to group tens to make hundreds and to show place value using combinations of hundreds, tens and ones. Groupings are a concrete visual for naming, comparing and ordering amounts and for recording amounts using the appropriate comparative symbol. Activities of “one more”, “one less,” “ten more,” “ten less” provide practice understanding the place value units, including numbers greater than 100. This is accomplished with dimes and pennies, object groupings, centers, patterning, secret number clues, rounding and hundreds boards. Where appropriate, comparisons are made during these exercises. The next increment in this development is building and naming numbers in tens and ones, and in hundreds, tens and ones. Students build amounts using base ten blocks and record the correct numbers to show the relationship. They are then guided to make the pictorial representation of the number, providing the support for constructing numbers with drawings given the number. From this, students can show expanded form for numbers up to 999. This layering of the concept and the incremental teaching over the year give students a clear understanding of the number system and place value. Assessment opportunities include frequent written and oral assessments, math centers and journal writing. This conceptual understanding of place value at this level is vital as students move to much larger numbers in the next grade level.</p>
	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:	

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2.NBT Number and Operations in Base Ten	2.NBT.1a	100 can be thought of as a bundle of ten tens — called a “hundred.”	<p><b><u>INSTRUCTION:</u></b>  <b>New Concept:</b> Lessons 28, 74, 76, 77, 84, 92, 95-2</p> <p><b><u>MAINTENANCE:</u></b>  <b>The Meeting</b> (Secret Number): Lessons 77–135  <b>The Meeting</b> (Counting) : <i>Lessons 4–35-2, 41</i>  <b>Lesson Worksheet:</b> 77  <b>Guided Class Practice Worksheet:</b> 76 (4), 77 (2), 78 (3), 79 (6), 81 (4), 82 (5), 86 (2), 88 (2), 89 (4)  <b>Math Center Activities Booklet:</b> p 18 Activity 64 (Lesson 77); p 20 Activity 82 (Lesson 95-2)  <b>Math Center Activities Booklet (Learning Palette®):</b> p 18 Activity 63 (Lesson 76); p 18 Activity 65 (Lesson 77)  <b>Test-Taking Strategies Practice Masters:</b> 13A/B; 14A/B; CRB (3)  <b>Extend &amp; Challenge CD:</b> Activity 7 (Lesson 77)</p>
	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).	<p><b><u>INSTRUCTION:</u></b>  <b>New Concept:</b> Lessons 74, 84, 103</p> <p><b><u>MAINTENANCE:</u></b>  <b>The Meeting</b> (Counting): <i>Lessons 81–109, 110-2</i>  <b>Guided Class Practice Worksheet:</b> 103 (2), 104 (5), 106 (5), 109 (6), 118 (6)</p>

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Domain	Standard	Text of Objective	Saxon Math 2 Citations/Examples <i>References in italics indicate foundational.</i>
2.NBT Number and Operations in Base Ten	2.NBT.2	Count within 1000; skip-count by 5s, 10s, and 100s.	<p><b><u>INSTRUCTION:</u></b>  <b>New Concept:</b> Lessons 2, 28, 32, 36, 46, 51, 69, 74, 78, 82, 93, 95-2, 107, 130-1, Lesson A</p> <p><b><u>MAINTENANCE:</u></b>  <b>The Meeting</b> (Secret Number): Lessons 33–76, 77–135</p> <p><b>The Meeting</b> (Today’s Pattern): Lessons 29, 30-1, 33, 34, 39, 42, 45-1, 47, 49, 50-1, 50-2, 53, 55-2, 58, 60-2, 61, 62, 63, 65-1, 66, 74, 75-2, 78, 79, 80-1, 80-2, 83, 84, 86, 87, 93, 95-1, 95-2, 102, 103, 106, 109, 110-1, 113, 115-1, 122, 123, 124, 125-1, 125-2, 126, 127, 129, 131, 132, 135</p> <p><b>The Meeting</b> (Counting): Lessons 1–135</p> <p><b>Lesson Worksheet:</b> 51, 82, 130-1</p> <p><b>Guided Class Practice Worksheet:</b> 3 (3), 4 (4, 5), 5 (3), 6 (4), 8 (6), 9 (2), 11 (5), 24 (2), 28 (5), 29 (3), 31 (4), 32 (2), 33 (4, 5), 35 (3), 36 (2, 3), 37 (3), 38 (5), 39 (3, 4), 41 (5), 43 (6), 44 (6), 45 (3, 5), 46 (5), 47 (2), 51 (4), 52 (4), 53 (3), 54 (3), 55 (2), 56 (4), 61 (3), 62 (2), 69 (2), 74 (6), 75 (2), 78 (4), 85 (2), 87 (3), 88 (2), 93 (4), 98 (2), 99 (2), 102 (4), 104 (2, 6), 106 (4), 107 (5), 112 (3), 114 (2), 115 (5), 116 (1), 119 (1), 123 (3), 132 (2), 134 (5)</p> <p><b>Math Center Activities Booklet:</b> p 12 Activities 23 and 24 (Lesson 32); p 14 Activity 38 (Lesson 46); p 20 Activity 82 (Lesson 95-2); p 21 Activity 92 (Lesson 107)</p> <p><b>Math Center Activities Booklet (Learning Palette®):</b> p 10 Activity 1 (Lesson 1); p 10 Activity 3 (Lesson 4); p 10 Activity 8 (Lesson 13); p 13 Activities 25 and 26 (Lesson 32); p 15 Activity 42 (Lesson 51); p 19 Activity 70 (Lesson 82); p 21 Activity 93 (Lesson 107); p 23 Activity 107 (Lesson 125-2)</p> <p><b>Test-Taking Strategies Practice Masters:</b> 5A/B; 7A/B; 9A/B; CRA (2, 6, 9); 12A/B; 19A/B; CRB (11)</p>

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2.NBT Number and Operations in Base Ten	2.NBT.2 (cont'd)	Count within 1000; skip-count by 5s, 10s, and 100s.	<b>Extend &amp; Challenge CD:</b> Activity 1 (Lesson 4); Activity 10 (Lesson 120-1); Activity 11 (Lesson 125-1) <b>Online Activity:</b> Tally Marks (Lesson 32), Multiples of 2, 3, 4, and 5 (Lesson 130-2) <b>LP Enrichment Card (Learning Palette®):</b> E2, E13, E15, E24

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2.NBT Number and Operations in Base Ten	2.NBT.3	Read and write numbers to 1000 using base-ten numerals, number names, and expanded form	<p><b><u>INSTRUCTION:</u></b>  <b>New Concept:</b> Lessons 1, 4, 33, 38, 74, 76, 77, 84  <b>Problem-Solving Strategies:</b> Lesson 50-1</p> <p><b><u>MAINTENANCE:</u></b>  <b>The Meeting (Secret Number):</b> Lessons 77–135  <b>Lesson Worksheet:</b> 77  <b>Problem-Solving Worksheet:</b> 50A  <b>Performance Task Worksheet:</b> 50B</p> <p><b>Guided Class Practice Worksheet:</b> 12 (5), 16 (5), 18 (5), 22 (3), 26 (4), 38 (3, 4), 39 (4), 41 (1, 2), 42 (1, 4), 43 (1, 3), 44 (1), 45 (1, 4), 47 (1, 2), 53 (1), 76 (2), 77 (2), 78 (3), 79 (6), 81 (4), 82 (5), 84 (2), 85 (5), 86 (1), 88 (2), 89 (1, 2), 91 (5), 93 (4), 95 (4), 97 (4), 103 (2), 119 (5)</p> <p><b>Math Center Activities Booklet:</b> p 17 Activity 60 (Lesson 74)  <b>Math Center Activities Booklet (Learning Palette®):</b> p 13 Activity 30 (Lesson 36); p 18 Activity 63 (Lesson 76); p 18 Activity 65 (Lesson 77); p 19 Activity 72 (Lesson 84); p 19 Activity 73 (Lesson 84)  <b>Test-Taking Strategies Practice Masters:</b> 7A/B (1); CRA (13); 13A/B (2); 14A/B (3); 15A/B (1); 16A/B (2); 17A/B (1,3); 18A/B (1); CRB (1, 3)  <b>Journal Writing:</b> Overview 9, JW84  <b>Extend &amp; Challenge CD:</b> Activity 7 (Lesson 77)  <b>Online Activity:</b> Numbers in Expanded Form (Lesson 84)  <b>LP Enrichment Card (Learning Palette®):</b> E4, E11</p>

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2.NBT Number and Operations in Base Ten	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.	<p><b><u>INSTRUCTION:</u></b>  <b>New Concept:</b> Lessons 8, 49, 74, 77, 81, 94</p> <p><b><u>MAINTENANCE:</u></b>  <b>The Meeting</b> (Problem of the Day): Lessons 70-1, 81  <b>Lesson Worksheet:</b> 77  <b>Guided Class Practice Worksheet:</b> 76 (2), 79 (3), 81 (3, 5), 83 (3), 85 (4), 86 (5), 88 (2), 92 (2, 5), 94 (2, 4), 96 (2), 104 (3), 113 (5), 129 (6), 131 (5), 133 (6)  <b>Math Center Activities Booklet:</b> p 14 Activity 39 (Lesson 49); p 17 Activity 60 (Lesson 74); p 18 Activity 64 (Lesson 77); p 18 Activity 68 (Lesson 81)  <b>Math Center Activities Booklet (Learning Palette®):</b> p 15 Activity 40 (Lesson 49); p 19 Activity 69 (Lesson 81)  <b>Test-Taking Strategies Practice Masters:</b> 13A/B; 16A/B; CRB (5, 9)  <b>Online Activity:</b> <i>Ordering Three-Digit Numbers</i> (Lesson 77)  <b>LP Enrichment Card (Learning Palette®):</b> E6, E10, E12</p>

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2.NBT Number and Operations in Base Ten		<p><b>Use place value understanding and properties of operations to add and subtract.</b></p>	<p>Through the strong developing of fact fluency, the understanding of place value and the foundational number sense developed through the vertical alignment in <i>Saxon Math</i> from prior grade levels, students have the basis for understanding and learning more complex algorithms. This is developed incrementally throughout the year, and assessed frequently to insure complete understanding at each level of complexity. Students learn to mentally add and subtract 10 to any given number, starting with the multiples of 10. This is expanded to include numbers through 1000. Composing and decomposing facts, solving and explaining simple addition and subtraction word problems, creating number families beyond the basic facts, understanding the use of the associative and commutative properties of addition on a less complex level are all well developed. Student can then apply this learning to increasingly difficult problems involving two- and three- digit problems. The concept of regrouping is practiced with concrete and visual tools to show the renaming of the value (as in 4 tens 13 ones is the same as 5 tens 3 ones or 2 tens 7 ones is the same value as 1 tens 17 ones) prior to regrouping in 2 digit problems. Student use pictures, models and objects to show strategies and understanding of place value as addition and subtraction problems are being solved. Both verbal reasoning and the construction of acceptable written explanations is modeled and consistently practiced. This concept is assessed frequently using math centers, test taking skills practice, journal writing and both oral and written assessments.</p>
	2.NBT.5	<p>Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.</p>	<p><b><u>INSTRUCTION:</u></b>  <b>New Concept:</b> Lessons 10-1, 29, 36, 44, 53, 54, 58, 61, 62, 63, 64, 68, 71, 87, 88, 89, 91, 98  <b>Problem-Solving Strategies:</b> Lesson 90-1</p> <p><b><u>MAINTENANCE:</u></b>  <b>The Meeting (Fact Family):</b> Lessons 30-1–135  <b>The Meeting (Problem of the Day):</b> Lessons 46, 62, 65-1, 66, 72, 73, 76, 82, 83, 86, 90-2, 95-1, 99, 108, 110-2, 112, 116, 119, 129  <b>Lesson Worksheet:</b> 53, 62, 64, 68  <b>Problem-Solving Worksheet:</b> 90A</p>

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2.NBT Number and Operations in Base Ten	2.NBT.5 (cont'd)	<p>Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.</p>	<p><b>Performance Task Worksheet:</b> 90B</p> <p><b>Guided Class Practice Worksheet:</b> 36 (4, 5), 37 (5, 6), 41 (1, 2, 6), 43 (5), 44 (5), 45 (1, 4, 5), 46 (1, 2, 6), 48 (1, 6), 49 (1, 5), 53 (1, 5, 6), 54 (1, 2, 4, 6), 55 (1, 5), 56 (1, 5), 59 (1, 6), 61 (3, 4), 62 (1, 4, 6), 64 (1, 3, 6), 65 (1, 2, 5, 6), 66 (1, 2, 3, 5), 67 (1, 2, 5), 68 (1, 3, 6), 69 (1), 71 (1, 4, 6), 72 (1, 4, 6), 73 (1, 5, 6), 74 (1), 75 (1, 6), 76 (1, 7), 77 (1, 3, 5), 78 (1, 7), 79 (1, 7), 81 (1, 7), 82 (1, 4, 6), 83 (1, 6), 84 (1, 7), 85 (1, 6), 86 (6), 87 (1, 7), 88 (5), 89 (1, 2, 6), 91 (1, 3), 92 (4, 6), 93 (6), 94 (1, 6), 95 (1, 7), 96 (1, 6), 97 (1, 6), 98 (1, 6), 99 (1, 7), 101 (1, 6), 102 (1, 6), 103 (1, 6), 104 (1, 5), 105 (6), 106 (5), 107 (1, 6), 108 (6), 109 (1, 4, 6), 111 (1, 6), 112 (1, 6), 113 (6), 114 (1, 6), 115 (6), 116 (1, 7), 118 (6), 122 (1, 7), 123 (6), 125 (6), 126 (1, 6), 129 (1), 131 (1, 6), 133 (5, 6), 135 (1, 5)</p> <p><b>Math Center Activities Booklet:</b> p 16 Activity 50 (Lesson 64); p 17 Activity 55 (Lesson 68); p 19 Activity 76 (Lesson 89)</p> <p><b>Math Center Activities Booklet (Learning Palette®):</b> p 14 Activity 36 (Lesson 44); p 16 Activity 51 (Lesson 64); p 17 Activity 58 (Lesson 71); p 17 Activity 59 (Lesson 73); p 20 Activity 78 (Lesson 91)</p> <p><b>Test-Taking Strategies Practice Masters:</b> 15A/B</p> <p><b>Extend &amp; Challenge CD:</b> Activity 6 (Lesson 62)</p>



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2.NBT Number and Operations in Base Ten	2.NBT.6	Add up to four two-digit numbers using strategies based on place value and properties of operations.	<p><b><u>INSTRUCTION:</u></b>  <b>New Concept:</b> Lessons 36, 44, 53, 54, 61, 62, 63, 64, 68, 73, 79, 98  <b>Problem-Solving Strategies:</b> Lesson 90-1</p> <p><b><u>MAINTENANCE:</u></b>  <b>The Meeting</b> (Problem of the Day): Lessons 46, 62, 65-1, 66, 73, 83, 86, 90-2, 99, 108, 112, 116, 119, 129  <b>Lesson Worksheet:</b> 53, 62, 64, 68, 79  <b>Problem-Solving Worksheet:</b> 90A  <b>Performance Task Worksheet:</b> 90B</p> <p><b>Guided Class Practice Worksheet:</b> 36 (5), 37 (1, 5), 41 (6), 43 (1, 5), 44 (1, 5), 45 (4), 46 (1, 2), 48 (1, 6), 49 (5), 53 (1, 5, 6), 54 (1, 2, 4, 6), 55 (5), 56 (5), 59 (6), 61 (3), 62 (1, 4, 6), 64 (6), 65 (1, 5), 66 (5), 67 (5), 68 (6), 69 (1), 71 (1, 6), 72 (1, 4, 6), 73 (1, 6), 74 (1), 75 (1, 6), 76 (1, 7), 77 (1, 5), 78 (1, 7), 79 (7), 81 (1, 7), 82 (1, 4, 6), 83 (1, 6), 84 (1, 7), 85 (1, 6), 86 (6), 87 (1, 7), 88 (5), 89 (1, 2, 6), 92 (4, 6), 93 (6), 94 (1, 6), 96 (1, 6), 99 (1, 7), 102 (1, 6), 103 (6), 104 (1, 5), 106 (5), 108 (6), 113 (6), 114 (1, 6), 118 (6), 123 (6), 125 (6), 126 (1, 6), 129 (1, 6), 132 (6)</p> <p><b>Math Center Activities Booklet:</b> p 16 Activity 50 (Lesson 64); p 17 Activity 55 (Lesson 68)  <b>Math Center Activities Booklet (Learning Palette®):</b> p 14 Activity 36 (Lesson 44); p 16 Activity 51 (Lesson 64); p 17 Activity 59 (Lesson 73)  <b>Test-Taking Strategies Practice Masters:</b> 15A/B  <b>Extend &amp; Challenge CD:</b> Activity 6 (Lesson 62)</p>

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<b>2.NBT</b> Number and Operations in Base Ten	<b>2.NBT.7</b>	<p>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.</p>	<p><b><u>INSTRUCTION:</u></b></p> <p><b>New Concept:</b> Lessons 10-1, 22, 29, 36, 42, 44, 53, 54, 58, 61, 62, 63, 64, 68, 71, 79, 87, 88, 89, 91, 98, 109, 119</p> <p><b>Problem-Solving Strategies:</b> Lesson 90-1</p> <p><b><u>MAINTENANCE:</u></b></p> <p><b>The Meeting (Fact Family):</b> Lessons 30-1–135</p> <p><b>The Meeting (Problem of the Day):</b> Lessons 46, 62, 65-1, 66, 72, 73, 76, 80-1, 82, 83, 86, 90-2, 95-1, 99, 108, 110-2, 112, 116, 119, 129</p> <p><b>Lesson Worksheet:</b> 10-1, 53, 62, 64, 68, 79</p> <p><b>Problem-Solving Worksheet:</b> 90A</p> <p><b>Performance Task Worksheet:</b> 90B</p> <p><b>Guided Class Practice Worksheet:</b> 22 (1), 23 (2), 24 (1), 25 (1, 4), 26 (1, 3), 27 (1, 2), 28 (1, 2), 29 (1, 3, 4), 31 (1, 2), 32 (1, 4, 5), 33 (1), 36 (1), 37 (1, 2), 38 (1, 2, 4), 39 (1), 41 (1, 2), 42 (1), 44 (4), 45 (1, 2, 3, 5), 46 (4, 6), 47 (1, 4), 48 (4, 5), 49 (4), 51 (1, 4), 53 (3, 4), 54 (3), 55 (1, 3, 4), 56 (2, 4), 59 (2, 4), 61 (1, 3), 62 (1, 6), 64 (6), 65 (1, 5), 66 (1, 5), 67 (1, 5), 68 (1, 6), 69 (1), 71 (1, 6), 72 (1, 6), 73 (1, 6), 74 (1), 75 (1, 6), 76 (1, 7), 77 (1, 5), 78 (7), 79 (1, 7), 81 (1, 7), 82 (1, 4, 6), 83 (1, 6), 84 (1, 7), 85 (1, 6), 86 (6), 87 (1, 7), 88 (5), 89 (1, 2, 6), 91 (1, 3), 92 (4, 6), 93 (6), 94 (1, 6), 95 (7), 96 (1, 6), 97 (1, 6), 98 (6), 99 (1, 7), 101 (1, 6), 102 (1, 6), 103 (6), 104 (1, 5), 105 (6), 106 (5), 107 (1, 6), 108 (6), 109 (4, 6), 111 (1, 6), 112 (1, 6), 113 (6), 114 (1, 6), 115 (6), 116 (7), 118 (6), 119 (6), 121 (1, 5), 122 (1, 7), 123 (6), 124 (1, 6), 125 (6), 126 (1, 6), 127 (7), 128 (1, 7), 129 (1, 6), 131 (1, 6), 132 (6), 133 (5, 6), 135 (1, 5)</p> <p><b>Math Center Activities Booklet:</b> p 16 Activity 50 (Lesson 64); p 17 Activity 55 (Lesson 68); p 19 Activity 76 (Lesson 89)</p>

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Domain	Standard	Text of Objective	<p align="center"><b>Saxon Math 2 Citations/Examples</b> <i>References in italics indicate foundational.</i></p>
2.NBT Number and Operations in Base Ten	2.NBT.7 (cont'd)	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.	<p><b>Math Center Activities Booklet (Learning Palette®):</b> p 14 Activity 36 (Lesson 44); p 16 Activity 51 (Lesson 64); p 17 Activity 58 (Lesson 71); p 17 Activity 59 (Lesson 73); p 20 Activity 78 (Lesson 91)</p> <p><b>Test-Taking Strategies Practice Masters:</b> 15A/B</p> <p><b>Journal Writing:</b> Overview 10, JW91</p> <p><b>Extend &amp; Challenge CD:</b> Activity 6 (Lesson 62)</p> <p><b>LP Enrichment Card (Learning Palette®):</b> E18, E21, E25</p>
	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.	<p><b><u>INSTRUCTION:</u></b></p> <p><b>New Concept:</b> Lessons <i>36, 44, 71</i></p> <p><b>Standards Success Activity:</b> Activity 6</p> <p><b><u>MAINTENANCE:</u></b></p> <p><b>The Meeting</b> (Today’s Pattern): Lessons 65-1, 78, 93, 110-1, 123, 125-1, 135</p> <p><b>The Meeting</b> (Problem of the Day): Lessons <i>40-2, 45-1, 72, 73, 82, 83, 94</i></p> <p><b>The Meeting</b> (Counting [<i>Start at...</i>]): Lessons 51, 52, 53, 54, 55-1, 55-2, 63, 64, 67, 71, 75-1, 80-1, 84, 87, 91, 95-2, 100-1, 104, 107, 110-2, 114, 117, 120-2, 124, 127, 130-2, 133</p> <p><b>Guided Class Practice Worksheet:</b> <i>36 (5), 37 (5), 41 (6), 44 (1, 5), 45 (4), 46 (1, 2), 48 (6), 49 (5), 53 (1, 5), 54 (1, 4), 61 (4), 62 (1, 4), 71 (6), 72 (4), 73 (6), 77 (5), 79 (7), 82 (4), 84 (7), 85 (6), 88 (5), 89 (1, 6), 102 (4), 115 (5), 123 (3)</i></p> <p><b>Math Center Activities Booklet (Learning Palette®):</b> <i>p 14 Activity 36 (Lesson 44); p 17 Activity 58 (Lesson 71)</i></p>

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Domain	Standard	Text of Objective	<p align="center"><i>Saxon Math 2 Citations/Examples</i></p> <p align="center"><i>References in italics indicate foundational.</i></p>
2.NBT Number and Operations in Base Ten	2.NBT.9	<p>Explain why addition and subtraction strategies work, using place value and the properties of operations.<sup>3</sup></p> <p>[<sup>3</sup> Explanations may be supported by drawings or objects.]</p>	<p><b><u>INSTRUCTION:</u></b></p> <p><b>New Concept:</b> Lessons 10-1, 15-1, 20-1, 22, 25-1, 29, 36, 42, 44, 53, 54, 58, 61, 62, 63, 64, 65-1, 71, 79, 87, 88, 89, 91, 98, 109, 119</p> <p><b><u>MAINTENANCE:</u></b></p> <p><b>Lesson Worksheet:</b> 10-1, 15-1, 20-1, 25-1, 30-1, 53, 62, 64, 68, 79</p> <p><b>Guided Class Practice Worksheet:</b> 22 (<i>1</i>), 23 (<i>1, 2</i>), 24 (<i>1, 2</i>), 25 (<i>1, 5</i>), 26 (<i>1</i>), 27 (<i>1, 4</i>), 28 (<i>1</i>), 29 (<i>1, 5</i>), 53 (<i>3</i>), 55 (<i>1, 3</i>), 56 (<i>4</i>), 58 (<i>5</i>), 59 (<i>2</i>), 61 (<i>4</i>), 62 (<i>6</i>), 65 (<i>1</i>)</p> <p><b>Math Center Activities Booklet:</b> p 11 Activity 15 (Lesson 22); p 16 Activity 50 (Lesson 64); p 19 Activity 76 (Lesson 89)</p> <p><b>Journal Writing:</b> Overview 2, JW20-1</p>

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Domain	Standard	Text of Objective	<p align="center"><i>Saxon Math 2 Citations/Examples</i></p> <p align="center"><i>References in italics indicate foundational.</i></p>
2.MD Measurement and Data		<b>Measure and estimate lengths in standard units.</b>	<p>Students have wide and varied opportunities to develop a secure knowledge of linear measurement using standard units of measurement. The mastery for this concept is achieved through the incremental lessons taught with time provided for practice. Frequent written assessments monitor student progress. Linear measurement is initially introduced at this level with students working with one-inch color tiles to establish a firm understanding of the relative size of an inch. Skills continue to build through the year with students using both standard and metric length units. Not only do they measure, record and compare lengths of objects, they also use tools to draw given length amounts. Children practice this in many ways including finding perimeter and constructing two dimensional shapes. Estimation is practiced and then proven with measurements. Students explore using both types of linear measurement using the same lengths while selecting and naming the correct tool with which to measure. Starting mid-year, children are asked each day to practice applying this learning in meaningful ways by measuring or constructing name or date lines on lesson practice work. Math centers, oral and written assessments and lesson extensions provide checks for student understanding.</p>
	2.MD.1	Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes	<p><b><u>INSTRUCTION:</u></b></p> <p><b>New Concept:</b> Lessons 40-2, 43, 55-2, 72, 99, 102, 104</p> <p><b><u>MAINTENANCE:</u></b></p> <p><b>Lesson Worksheet:</b> 40-2, 43, 55-2, 72, 104</p> <p><b>Guided Class Practice Worksheet:</b> 43 (4), 44 (2), 46 (3), 49 (2), 51 (2), 52 (2), 54 (5), 56 (3), 57 (5), 66 (3), 72 (5), 74 (2), 76 (5), 104 (4), 105 (5), 106 (3), 107 (3), 111 (3), 112 (3), 113 (3), 119 (2), 128 (4), 132 (5); (Name and Date lines 76–131)</p> <p><b>Math Center Activities Booklet:</b> p 14 Activity 33 (Lesson 40-2)</p> <p><b>Test-Taking Strategies Practice Masters:</b> 9A/B; 10A/B; CRA (10, 12); 12A/B; 17A/B; 19A/B; CRB (4, 14)</p> <p><b>Journal Writing:</b> Overview 5, JW43; Overview 11, JW104</p>

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2.MD Measurement and Data	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.	<p><b><u>INSTRUCTION:</u></b>  <b>New Concept:</b> Lessons 55-2, 102</p> <p><b><u>MAINTENANCE:</u></b>  <b>Lesson Worksheet:</b> 55-2  <b>Guided Class Practice Worksheet:</b> HW59 (5)</p>
	2.MD.3	Estimate lengths using units of inches, feet, centimeters, and meters.	<p><b><u>INSTRUCTION:</u></b>  <b>New Concept:</b> Lessons 55-2, 99, 102, 104  <b>Standards Success Activity:</b> Activity 8</p> <p><b><u>MAINTENANCE:</u></b>  <b>The Meeting</b> (Problem of the Day): Lesson 100-2  <b>Guided Class Practice Worksheet:</b> 99 (3), HW99 (3)  <b>Test-Taking Strategies Practice Masters:</b> 9A/B; 10A/B; CRA (10, 12); 12A/B; CRB (14)  <b>Journal Writing:</b> Overview 5, JW43</p>
	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.	<p><b><u>INSTRUCTION:</u></b>  <b>New Concept:</b> Lessons 40-2, 99  <b>Standards Success Activity:</b> Activity 8</p> <p><b><u>MAINTENANCE:</u></b>  <b>Lesson Worksheet:</b> 40-2  <b>Math Center Activities Booklet:</b> p 14 Activity 33 (<i>Lesson 40-2</i>)</p>

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2.MD Measurement and Data		<b>Relate addition and subtraction to length.</b>	<p>The integration of concepts and the building of foundational skills is evident throughout the <i>Saxon Math</i> program. As student become familiar with the tools of linear measurement, they also construct a number line using the one-inch color tiles. This is used in measurement, comparisons and to show combined amounts as well as the differences in lengths. This is given a real-world application as, each day, students learn to accurately relate the temperature, noting daily differences. This constant use of the skill provides strong informal assessment opportunities for the teacher. The understanding of whole numbers on a number line is extended by asking for the number identification of given points when numbers are missing, replaced by a letter. Lesson extensions, oral assessments and test taking skills practice give ample opportunities for student evaluation. Through the strong vertical alignment of <i>Saxon Math</i>, this foundational understanding is further developed in the Grade 3 program.</p>
	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.	<p><b><u>INSTRUCTION:</u></b>  <b>New Concept:</b> Lesson 104  <b>Standards Success Activity:</b> Activity 3</p> <p><b><u>MAINTENANCE:</u></b>  <b>The Meeting (Problem of the Day):</b> Lessons 75-1, 105-1, 112  <b>Lesson Worksheet:</b> 104  <b>Guided Class Practice Worksheet:</b> 104 (4), 105 (5), 108 (3), 113 (3), 119 (2); (<i>Name and Date lines: 93, 94, 98, 99, 101</i>)  <b>Test-Taking Strategies Practice Masters:</b> 12A/B; 17A/B; 19A/B; CRB (14)  <b>Journal Writing:</b> Overview 11, JW104</p>

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2.MD Measurement and Data	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.	<p><b><u>INSTRUCTION:</u></b></p> <p><b>New Concept:</b> Lessons 56, 94</p> <p><b>Standards Success Activity:</b> Activity 4, Activity 5</p> <p><b><u>MAINTENANCE:</u></b></p> <p><b>The Meeting (Temperature):</b> <i>Lessons 28–135</i></p> <p><b>Lesson Worksheet:</b> 56</p> <p><b>Guided Class Practice Worksheet:</b> 56 (2), 57 (4)</p> <p><b>Math Center Activities Booklet (Learning Palette®):</b> p 20 Activity 80 (<i>Lesson 94</i>)</p> <p><b>Test-Taking Strategies Practice Masters:</b> 3A/B; 9A/B; CRA (6); 12A/B 17A/B; CRB (4)</p>



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2.MD Measurement and Data		<b>Work with time and money.</b>	<p>Time and money are integral parts of everyday life, but often very difficult for children to grasp when presented in a limited amount of time during the school year. <i>Saxon Math</i> addresses the need for incremental learning and daily use of both time and money by spacing the grasp of these concepts throughout the year. Students have a strong understanding of time through the use of the clock in the daily Math Meeting as well as through problem solving. Telling time in five minute intervals in both a.m. and p.m. is introduced when a sturdy foundation is formed with telling time in larger intervals. This incorporates telling time shown on a clock, and showing a given time, understanding time through daily schedules and working with elapsed time. Both analog and digit clocks are used interchangeably. Evolving the skill in this comfortable way, students feel confident and secure with telling time and using time in meaningful ways. The understanding and use of money is a concept well established in earlier grades through the complete and careful vertical alignment of <i>Saxon Math</i>. Money is used daily with the correct notations for both coins and dollars. As students gain confidence with all coin denominations and dollar bills, they apply this understanding to increasingly complex word problems involving finding money amounts and addition and subtraction. Understanding of both time and money are continually evaluated through math centers, written assessments, oral explanations and journal writing.</p>
	2.MD.7	Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.	<p><b><u>INSTRUCTION:</u></b>  <b>New Concept:</b> Lesson 78</p> <p><b><u>MAINTENANCE:</u></b>  <b>The Meeting (Time):</b> Lessons 79–106  <b>Lesson Worksheet:</b> 78  <b>Guided Class Practice Worksheet:</b> 78 (5), 79 (2), 83 (5), 84 (4), 87 (4), 95 (5), 97 (5), 105 (3)  <b>Math Center Activities Booklet (Learning Palette®):</b> p 18 Activity 66 (Lesson 78)  <b>Test-Taking Strategies Practice Masters:</b> 4A/B</p>

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Domain	Standard	Text of Objective	<i>Saxon Math 2 Citations/Examples</i> <i>References in italics indicate foundational.</i>
2.MD Measurement and Data	2.MD.7 (cont'd)	Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.	<b>Journal Writing:</b> Overview 8, JW78 <b>LP Enrichment Card (Learning Palette®):</b> E17
	2.MD.8	Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately.	<b><u>INSTRUCTION:</u></b> <b>New Concept:</b> Lessons 87, 88, 127 <b>Problem-Solving Strategies:</b> Lessons 50-1, 70-1, 90-1, 120-1  <b><u>MAINTENANCE:</u></b> <b>The Meeting (Problem of the Day):</b> Lessons 31, 43, 46, 47, 49, 54, 57, 62, 65-1, 65-2, 70-1, 72, 73, 74, 76, 85-2, 88, 90-2, 91, 95-1, 97, 109, 111, 120-2, 121, 122, 134 <b>Problem-Solving Worksheet:</b> 50A, 70A, 90A, 120A <b>Performance Task Worksheet:</b> 50B, 70B, 90B, 120B <b>Guided Class Practice Worksheet:</b> 31 (1, 2), 32 (1, 5), 42 (1), 49 (1), 54 (1, 2, 3), 57 (1), 59 (1), 72 (1), 75 (3), 77 (5), 81 (1), 86 (3), 93 (1), 94 (1), 96 (1), 98 (1, 5), 104 (1), 108 (2), 109 (1), 111 (2), 116 (5), 122 (5), 124 (1), 127 (3), 129 (1), 131 (1), 134 (4, 5), 135 (1) <b>Math Center Activities Booklet:</b> p 23 Activity 109 (Lesson 127) <b>Test-Taking Strategies Practice Masters:</b> 19A/B; CRB (11) <b>Journal Writing:</b> Overview 3, JW28; Overview 6, JW54; Overview 9, JW86; Overview 10, JW91; Overview 13, JW127 <b>Extend &amp; Challenge CD:</b> Activity 6 (Lesson 62); Activity 8 (Lesson 107) <b>LP Enrichment Card (Learning Palette®):</b> E15

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2.MD Measurement and Data		<b>Represent and interpret data.</b>	<p>The skills of learning to collect data, constructing bar graphs and pictographs, and analyzing the information are developed throughout the year. Working from the firm skill base established in prior grades, students collect relevant information and construct a variety of graphs that differ in format and appearance. Through open-ended questions and teacher-lead conversations, children analyze, discuss, compare and contrast the information they have displayed in the graph. For example, students collect temperature data on a daily basis during the Math Meeting. They create a graph that changes daily, creating information that is different each day. Children then have opportunities to interpret, make comparisons and discuss changes over time. This collection of information is constructed through several different formats increasing in complexity as skill levels develop. This type of approach addresses all the learning modalities: the physical construct of the graph, the strong visual of the work, and the questioning and discussions of findings. Through the interactive nature of the learning, the educator can informally monitor learning on a daily basis. Graphing is integrated into not only the skill of the thermometer, but includes months of the year, days of the week, time, money, and tallying during survey taking. Children also have practice interpreting data from pre-constructed graphs throughout the year during the Written Practice time. Centers, journal writing, oral and written assessment are used throughout the year to check for understanding.</p>
	2.MD.9	<p>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.</p>	<p><b><u>INSTRUCTION:</u></b>  <b>New Concept:</b> Lessons 40-2, 43, 55-2, 99, 102, 104  <b>Standards Success Activity:</b> Activity 2</p> <p><b><u>MAINTENANCE:</u></b>  <b>Lesson Worksheet:</b> 40-2, 43, 55-2, 104  <b>Guided Class Practice Worksheet:</b> 43 (4), 44 (2), 46 (3), 49 (2), 51 (2), 52 (2), 54 (5), 57 (5), 61 (2), 66 (3); (Name and Date lines: 103–109, 111–119, 121, 122, 124, 126, 128)  <b>Math Center Activities Booklet:</b> p 14 Activity 33 (Lesson 40-2)  <b>Test-Taking Strategies Practice Masters:</b> 19A/B</p>

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<b>2.MD Measurement and Data</b>	<b>2.MD.10</b>	<p>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<sup>4</sup> using information presented in a bar graph.</p> <p>[<sup>4</sup> See Glossary, Table 1.]</p>	<p><b><u>INSTRUCTION:</u></b></p> <p><b>New Concept:</b> Lessons 2, 17, 31, 39, 48, 82, 105-2, 113, 125-2, 134, 135</p> <p><b><u>MAINTENANCE:</u></b></p> <p><b>The Meeting</b> (Problem of the Day): Lessons 3, 4, 5, 6, 7, 8, 10-1, 11, 12, 18, 19, 21, 25-2, 32, 33, 41, 50-1, 106</p> <p><b>Lesson Worksheet:</b> 17, 31, 82, 105-2, 113, 125-2, 134, 135</p> <p><b>Guided Class Practice Worksheet:</b> 3 (1), 4 (3), 6 (3), 8 (1), 9 (1), 13 (1), 17 (1), 18 (2), 19 (1, 2), 21 (2), 25 (4), 26 (3), 31 (4), 36 (2), 38 (5), 39 (2), 42 (3), 82 (3), 83 (4), 91 (2), 94 (3), 95 (3), 101 (5), 113 (1), 114 (2), 115 (2), 117 (2), 121 (2), 124 (5), 135 (2)</p> <p><b>Math Center Activities Booklet (Learning Palette®):</b> p 13 Activity 31 (Lesson 39); p 19 Activity 70 (Lesson 82); p 23 Activity 107 (Lesson 125-2)</p> <p><b>Test-Taking Strategies Practice Masters:</b> 2A/B; 4A/B; 5A/B; CRA (15); 14A/B; 20A/B; CRB (12)</p> <p><b>Journal Writing:</b> Overview 4, JW31 and JW39; Overview 7, JW66; Overview 12, JW113</p> <p><b>Online Activity:</b> Reading Bar Graphs (Lesson 17)</p> <p><b>LP Enrichment Card (Learning Palette®):</b> E13</p>

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2.G Geometry		<b>Reason with shapes and their attributes.</b>	<p>Building on the prior learning from previous grade levels, the awareness of geometric shapes and their characteristics is further developed throughout the course of the year. The deep understand that geometry is much more than just naming of shapes is enhanced by hands-on activities that stimulate discussions involving comparisons, drawings and descriptions of attributes including numbers of angles and faces for both two-dimensional and three-dimensional shapes. Through questioning and problem solving, students have the opportunity to explain their findings verbally and then in writing. Spatial sense is developed and improved throughout the year through incrementally developed skill levels. New Skills are introduced as mastery is acquired at a less complex level. Through this, children are able to see and segment larger shapes into smaller same sized shapes (one-inch color tiles) to determine the area of a shape with understanding. Additionally, through the integration of concepts, the dividing of shapes into equal shares is introduced early in the year with the terminology of “equal parts.” Students fold, cut and manipulate shapes to discover the understanding of both equal parts and the fractional names that correspond to the number of parts of the whole. A set of student made circles is used to determine that one shape can be equally divided to several different equal parts, each a different size. This also leads to the comparison of different sizes of fractional parts of an identical shape, such as one half is larger than one third of this circle.</p>
	2.G.1	<p>Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces.<sup>5</sup> Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.</p> <p>[<sup>5</sup> Sizes are compared directly or visually, not compared by measuring.]</p>	<p><b><u>INSTRUCTION:</u></b></p> <p><b>New Concept:</b> Lessons 6, 7, 9, <i>10-1</i>, 15-2, 18, 19, 21, 25-2, 30-2, 57, 60-2, 65-2, 70-2, 80-2, 85-2, 101, 104, 108, 114, C</p> <p><b><u>MAINTENANCE:</u></b></p> <p><b>The Meeting</b> (Problem of the Day): Lessons 102, 103</p> <p><b>The Meeting</b> (Today’s Pattern): Lessons 8–19, 20-2, 22–25-1, 26, 27, 29, 30-1</p> <p><b>Lesson Worksheet:</b> <i>10-2</i>, 18, 57, 60-2, 65-2, 70-2, 80-2, 85-2, 101, 104, 114</p>

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Domain	Standard	Text of Objective	<p align="center"><i>Saxon Math 2 Citations/Examples</i> <i>References in italics indicate foundational.</i></p>
2.G Geometry	2.G.1 (cont'd)	<p>Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces.<sup>5</sup> Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.</p> <p>[<sup>5</sup> Sizes are compared directly or visually, not compared by measuring.]</p>	<p><b>Guided Class Practice Worksheet:</b> 6 (2), 8 (3, 5), 11 (2, 3), 14 (2, 3, 4), 17 (3), 18 (3), 19 (5), 22 (6), 29 (5, 6), 57 (3), 62 (5), 63 (3), 64 (2, 4), 65 (3), 69 (3), 75 (4), HW103 (3), HW108 (3, 5)</p> <p><b>Math Center Activities Booklet:</b> p 11 Activity 14 (Lesson 21); <i>p 12 Activity 17 (Lesson 25-2)</i>; <i>p 12 Activity 22 (Lesson 30-2)</i>; p 15 Activity 45 (Lesson 57); p 16 Activity 48 (Lesson 60-2)</p> <p><b>Math Center Activities Booklet (Learning Palette®):</b> p 16 Activity 49 (Lesson 60-2); p 21 Activity 88 (Lesson 101); p 22 Activity 101 (Lesson 118)</p> <p><b>Test-Taking Strategies Practice Masters:</b> 1A/B; 2A/B; 3A/B; 5A/B; 9A/B; 10A/B; CRA (1, 8); 16A/B</p> <p><b>Journal Writing:</b> Overview 7, JW65-2</p> <p><b>Online Activity:</b> Polygons and Non-polygons (Lesson 18)</p> <p><b>LP Enrichment Card (Learning Palette®):</b> E1, E20</p>
	2.G.2	<p>Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.</p>	<p><b><u>INSTRUCTION:</u></b></p> <p><b>New Concept:</b> Lessons <i>100-2</i>, 115-2, 121, 129</p> <p><b><u>MAINTENANCE:</u></b></p> <p><b>Lesson Worksheet:</b> <i>100-2</i>, 115-2, 121, 129</p> <p><b>Guided Class Practice Worksheet:</b> 118 (3), 121 (3), 129 (2), 132 (5)</p> <p><b>Math Center Activities Booklet:</b> p 22 Activity 97 (Lesson 115-2)</p> <p><b>Math Center Activities Booklet (Learning Palette®):</b> p 22 Activity 98 (Lesson 115-2)</p> <p><b>Test-Taking Strategies Practice Masters:</b> 20A/B; 21A/B; CRB (15)</p>

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2.G Geometry	2.G.3	Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words <i>halves</i> , <i>thirds</i> , <i>half of</i> , <i>a third of</i> , 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.	<p><b><u>INSTRUCTION:</u></b>  <b>New Concept:</b> Lessons 19, 23, 24, 34, 39, 41, 80-2, 111, 112</p> <p><b><u>MAINTENANCE:</u></b>  <b>Lesson Worksheet:</b> 18, 23, 34, 41, 80-2, 83, 111, 112</p> <p><b>Guided Class Practice Worksheet:</b> 9 (5), 12 (4), 16 (3), 19 (3), 21 (3), 22 (2), 23 (4), 24 (4), 25 (5), 27 (4), 29 (5), 33 (3), 34 (3), 37 (4), 41 (3), 42 (2), 43 (2), 44 (4), 48 (2), 52 (3, 5), 55 (1, 3), 58 (3, 5), 59 (2), 61 (4), 62 (3), 65 (4), 73 (4), 74 (3), 78 (6), 88 (4), 99 (4), 106 (3), 112 (4), 117 (4), 122 (3), 124 (2), 125 (4), 128 (5), 129 (5)</p> <p><b>Math Center Activities Booklet (Learning Palette®):</b> p 11 Activity 16 (Lesson 23); p 15 Activity 46 (Lesson 59); p 22 Activity 95 (Lesson 111)</p> <p><b>Test-Taking Strategies Practice Masters:</b> 6A/B; 10A/B; 11A/B; CRA (4); CRB (10)</p> <p><b>Journal Writing:</b> Overview 2, JW19</p> <p><b>LP Enrichment Card (Learning Palette®):</b> E8</p>