

# Reviewer's Guide

## What is the Goal of the Standards?

The Standards seek to develop both students' mathematical understanding and their procedural skills so that they may be fully prepared for the future in a global economy.

A screenshot of a student page from McGraw-Hill My Math. At the top left, it says "Number and Operations – Fractions" and "5.NF.2". Below that is a section titled "ESSENTIAL QUESTION" with a question mark icon, asking "How can equivalent fractions help me add and subtract fractions?".

## How do I decode the Standards?

This diagram provides clarity for decoding the standard identifiers placed on the student pages.



Domain	Abbreviation
Number and Operations in Base Ten	NBT
Operations and Algebraic Thinking	OA
Number and Operations—Fractions	NF
Measurement and Data	MD
Geometry	G

## How do I meet the Standards by using *McGraw-Hill My Math*?

The chapters are organized by domain, where the majority of the lessons focusing on the major clusters are taught during the first part of each year. The domains listed for each chapter are located on the Contents in Brief page vi.

- On-Page Correlations** Every lesson supports one or more standards. The first page of the lesson tells you which standards are being addressed.
- Mathematical Practices** The Mathematical Practices are embedded throughout *McGraw-Hill My Math*, especially present in the hands-on modeling approach, strong problem-solving emphasis in all lessons, and Brain Builders exercises.
- Focus • Coherence • Rigor** The Teacher Edition begins each lesson by outlining the three key emphasis points prescribed by the Publishers' Criteria.

A screenshot of a student page from McGraw-Hill My Math. It shows a math problem: "18. Mathematical PRACTICE 3 Justify Conclusions Select two fractions whose sum is  $\frac{3}{4}$  and whose denominators are both the same, but not equal to 4. Justify your selection." Below the problem is a "FOCUS" section with "Domain: Number and Operations–Fractions" and "Major Cluster: Use equivalent fractions as a strategy to add and subtract fractions." At the bottom left is a "Mathematical Practices" icon with the number 1 and the text "Make sense of problems and persevere in solving them."

## Correlations

The following pages include correlations to both the Content Standards for Mathematics and the Mathematical Practices.

# Content Standards

## Correlated to *My Math*, Grade 2

Content Standards	Lesson(s)	Page(s)
<b>Domain 2.OA Operations and Algebraic Thinking</b>		
Represent and solve problems involving addition and subtraction.		
2.OA.1 Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.	1-1, 1-2, 1-3, 1-4, 1-5, 1-6, 1-7, 1-8, 1-9, 1-10, 1-11, 1-12, 1-13, 2-1, 2-2, 2-3, 3-1, 3-2, 3-3, 3-4, 3-5, 3-6, 3-7, 4-1, 4-2, 4-3, 4-4, 4-5, 4-6, 4-7, 4-8, 4-9	11–16, 17–22, 23–28, 29–34, 35–40, 41–46, 49–54, 55–60, 61–66, 69–74, 76–80, 81–86, 87–92, 107–112, 113–118, 119–124, 165–170, 171–176, 177–182, 185–190, 191–196, 197–202, 203–208, 223–228, 229–234, 235–240, 241–246, 249–254, 255–260, 261–266, 267–272, 277–278
Add and subtract within 20.		
2.OA.2 Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.	1-1, 1-2, 1-3, 1-4, 1-5, 1-6, 1-7, 1-8, 1-9, 1-10, 1-11, 1-12, 2-1	11–16, 17–22, 23–28, 29–34, 35–40, 41–46, 49–54, 55–60, 61–66, 69–74, 76–80, 81–86, 107–112
Work with equal groups of objects to gain foundations for multiplication.		
2.OA.3 Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.	2-6, 2-7	139–144, 145–150
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.	2-4, 2-5	127–132, 133–138

## Content Standards

## Lesson(s)

## Page(s)

### Domain 2.NBT Number and Operations in Base Ten

#### Understand place value.

<b>2.NBT.1</b> 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:	5-1, 5-2, 5-3, 5-4	295–300, 301–306, 307–312, 315–320
<b>2.NBT.1a</b> 100 can be thought of as a bundle of ten tens—called a “hundred.”	5-1, 5-2, 5-3, 5-4	295–300, 301–306, 307–312, 315–320
<b>2.NBT.1b</b> The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).	5-1, 5-2, 5-3, 5-4	295–300, 301–306, 307–312, 315–320
<b>2.NBT.2</b> Count within 1000; skip-count by 5s, 10s, and 100s.	2-1, 2-2, 2-3, 2-4, 5-6	107–112, 113–118, 119–124, 127–132, 327–332
<b>2.NBT.3</b> Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.	5-2, 5-3, 5-4, 5-5	301–306, 307–312, 315–320, 321–326
<b>2.NBT.4</b> Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using $>$ , $=$ , and $<$ symbols to record the results of comparisons.	5-7	333–338

#### Use place value understanding and properties of operations to add and subtract.

<b>2.NBT.5</b> Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.	1-1, 3-2, 3-3, 3-4, 3-5, 4-1, 4-3, 4-4, 4-5, 4-6, 4-7	11–16, 171–176, 177–182, 185–190, 191–196, 223–228, 235–240, 241–246, 249–254, 255–260, 261–266
<b>2.NBT.6</b> Add up to four two-digit numbers using strategies based on place value and properties of operations.	3-5, 3-6	191–196, 197–202
<b>2.NBT.7</b> 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.	6-1, 6-2, 6-4, 6-5, 6-6, 6-7, 6-8, 7-1, 7-2, 7-4, 7-5, 7-6, 7-7, 7-8, 7-9	351–356, 357–362, 371–376, 377–382, 383–388, 389–394, 395–400, 413–418, 419–424, 433–438, 439–444, 445–450, 451–456, 457–462, 463–468
<b>2.NBT.8</b> Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900.	5-6, 6-3, 7-3	327–332, 363–368, 425–430
<b>2.NBT.9</b> Explain why addition and subtraction strategies work, using place value and the properties of operations.	1-1, 1-5, 1-8, 1-12, 3-2, 3-3, 3-4, 3-6, 4-3, 4-4, 4-5, 6-2, 6-4, 6-5, 6-6, 7-2, 7-4, 7-5, 7-6, 7-9	11–16, 35–40, 55–60, 81–86, 171–176, 177–182, 185–190, 197–202, 235–240, 241–246, 249–254, 357–362, 371–376, 377–382, 383–388, 419–424, 433–438, 439–444, 445–450, 463–468

## Content Standards

## Lesson(s)

## Page(s)

### Domain 2.MD Measurement and Data

#### Measure and estimate lengths in standard units.

2.MD.1	Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.	11-1, 11-2, 11-3, 11-7, 11-8	645–650, 651–656, 657–662, 685–690, 691–696
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.	11-5, 11-10	671–676, 703–708
2.MD.3	Estimate lengths using units of inches, feet, centimeters, and meters.	11-1, 11-2, 11-3, 11-7, 11-8	645–650, 651–656, 657–662, 685–690, 691–696
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.	11-4, 11-9	665–670, 697–702

#### Relate addition and subtraction to length.

2.MD.5	Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.	11-1, 11-2, 11-6, 11-7	645–650, 651–656, 677–682, 685–690
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.	11-11	709–714

#### Work with time and money.

2.MD.7	Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.	10-1, 10-2, 10-3, 10-4, 10-5, 10-6	593–598, 599–604, 605–610, 613–618, 619–624, 625–630
2.MD.8	Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. Example: <i>If you have 2 dimes and 3 pennies, how many cents do you have?</i>	8-1, 8-2, 8-3, 8-4, 8-5	483–488, 489–494, 495–500, 503–508, 509–514

#### Represent and interpret data.

2.MD.9	Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.	9-7, 9-8, 11-12	567–572, 573–578, 715–720
2.MD.10	Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph.	9-1, 9-2, 9-3, 9-4, 9-5, 9-6	529–534, 535–540, 541–546, 549–550, 555–560, 561–566

## Content Standards

### Lesson(s)

### Page(s)

#### Domain 2.G Geometry

##### Reason with shapes and their attributes.

2.G.1	Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.	12-1, 12-2, 12-3, 12-4, 12-5, 12-6	739–744, 745–750, 751–756, 759–764, 765–770, 771–776
2.G.2	Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.	12-8	783–788
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.	12-7	778–782