

**A Correlation of**

**SCOTT FORESMAN ■ ADDISON WESLEY**

**Mathematics**

**to the**

**Louisiana  
Department of Education  
Mathematics—Grade Level Expectations  
Grade Two**



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## Grade 2

### Number and Number Relations

In problem-solving investigations, students demonstrate an understanding of the real number system and communicate the relationships within that system using a variety of techniques and tools.

Students use estimation, mental arithmetic, number lines, graphs, appropriate models, manipulatives, calculators, and computers as they investigate problems involving whole numbers.

GRADE LEVEL EXPECTATIONS	CORRELATION NOTATIONS
1. Model, read, and write place values for numbers through 999 in word, standard, and expanded form (N-1-E)	83A–83B, 83–84, 85A–85B, 85–86, 91, 96, 389I, 391A–391B, 391–392, 393A–393B, 393–394, 395A–395B, 395–396, 397A–397B, 397–398
2. Model the concepts of thirds, fourths, fifths and sixths using regions, sets, and fraction words (e.g., one-third, three-fourths, five-sixths) (N-1-E)	245J, 269A–269B, 269–270, 271A–271B, 273A–273B, 273–274, 276, 277A–277B, 277–278
3. Make reasonable estimates of the number of objects in a collection with fewer than 100 objects (N-2-E)	This expectation is addressed in Grade 1.
4. Count and write the value of amounts of money up to \$1.00 using ¢ and \$ (N-2-E) (N-6-E) (M-1-E) (M-5-E)	109A–109B, 109–110, 111A–111B, 111–112, 113A–113B, 113–114, 115A–115B, 115–116, 117A–117B, 117–118, 119A–119B, 119–120, 121A–121B, 121–122
5. Read, write, compare, and order whole numbers through 999 using words, number lines, and models (N-3-E) (N-1-E)	15A–15B, 15–16, 91A–91B, –92, 115A–115B, 115–116, 399A–399B, 399–400, 407A–407B, 407–408, 409A–409B, 409–410, 419
6. From a given number, count forward and backward and count to 100 by 2s (N-3-E) (N-1-E) (N-4-E)	97A–97B, 97–98, 407A, 407–408, 467A–467B, 467–468
7. Know all basic facts for addition and subtraction and use them to solve real-life problems (N-5-E) (N-6-E) (N-7-E) (N-8-E) (N-9-E)	1I, 23A–23B, 23–24, 25A–25B, 25–26, 27A–27B, 27–28, 29A–29B, 29–30, 35, 36, 41I, 43A–43B, 43–44, 45A–45B, 45–46, 47A–47B, 47–48, 51A–51B, 51–52, 53A–53B, 53–54, 61A–61B, 61–62, 63A–63B, 63–64, 65A–65B, 65–66, 73, 74

GRADE LEVEL EXPECTATIONS	CORRELATION NOTATIONS
<p>8. Recognize, select, connect, and use operations, operational words and symbols (+, -) for addition (join, part/part/whole) or subtraction (take away, comparison, missing addend, and set/subset) situations (N-6-E) (N-5-E)</p>	<p>3A–3B, 3–4, 5A–5B, 5–6, 13A–13B, 13–14, 29A–29B, 29–30, 49A–49B, 49–50, 51A–51B, 51–52, 53A–53B, 53–54, 59, 65A–65B, 65–66, 67A–67B, 67–68, 69A–69B, 69–70, 73, 83, 91A–91B, 91–92, 93A–93B, 93–94, 95A–95B, 95–96, 97A–97B, 97–98, 99A–99B, 99–100, 101, 103A–103B, 103–104, 105A–105B, 105–106, 107A–107B, 107–108, 115, 125A–125B, 125–126, 127A–127B, 127–128, 129A–129B, 129–130, 133A–133B, 133–134, 135, 137A–137B, 137–138, 139A–139B, 139–140, 141A–141B, 141–142, 143A–143B, 143–144, 145A–145B, 145–146, 147, 221A–221B, 221–222, 227A–227B, 227–228, 417A–417B, 417–418, 419A–419B, 419–420, 421A–421B, 421–422, 423A–423B, 423–424, 425A–425B, 425–426, 433, 435A–435B, 435–436, 437A–437B, 437–438, 439A–439B, 439–440, 441A–441B, 441–442, 443A–443B, 443–444, 445A–445B, 445–446, 447A–447B, 447–448, 459A–459B, 459–460, 461A–461B, 461–462, 463A–463B, 463–464, 465A–465B, 465–466, 469, 471A–471B, 471–472, 473A–473B, 473–474, 475A–475B, 475–476, 477A–477B, 477–478, 483A–483B, 483–484, 487</p>
<p>9. Add and subtract 1- and 2-digit numbers (N-6-E) (N-7-E)</p>	<p>49A–49B, 49–50, 51A–51B, 51–52, 53A–53B, 53–54, 59, 65A–65B, 65–66, 67A–67B, 67–68, 69A–69B, 69–70, 73, 83, 91A–91B, 91–92, 93A–93B, 93–94, 95A–95B, 95–96, 97A–97B, 97–98, 99A–99B, 99–100, 101, 103A–103B, 103–104, 105A–105B, 105–106, 107A–107B, 107–108, 115, 125A–125B, 125–126, 127A–127B, 127–128, 129A–129B, 129–130, 133A–133B, 133–134, 135, 137A–137B, 137–138, 139A–139B, 139–140, 141A–141B, 141–142, 143A–143B, 143–144, 145A–145B, 145–146, 147</p>

<b>GRADE LEVEL EXPECTATIONS</b>	<b>CORRELATION NOTATIONS</b>
10. Round numbers to the nearest 10 or 100 and identify situations in which rounding is appropriate (N-7-E) (N-9-E)	95A–95B, 95–96, 191, 429A–429B, 429–430, 445A–445B, 445–446, 453A–453B, 453–454
11. Use the concept of one-to-several correspondence to trade single items for a greater quantity of items with unequal value (1 nickel for 5 pennies, 1 dime for 2 nickels) (N-9-E)	109A–109B, 109–110, 117A–117B, 117–118, 121A–121B, 121–122

## Algebra

In problem-solving investigations students demonstrate an understanding of concepts and processes that allow them to analyze, represent, and describe relationships among variable quantities and to apply algebraic methods to real-world situations.

Students use manipulatives, models, graphs, tables, technology, number sense, and estimation as they investigate problems involving the concepts and application of algebra.

<b>GRADE LEVEL EXPECTATIONS</b>	<b>CORRELATION NOTATIONS</b>
12. Use number sentences to represent real-life problems involving addition and subtraction (A-1-E) (A-2-E)	5A–5B, 5–6, 7, 8, 9A–9B, 9–10, 17A–17B, 17–18, 19A–19B, 19–20, 25A–25B, 25–26, 31–32, 57A–57B, 57–58, 199–200, 221A–221B, 221–222, 320, 330, 489, 490
13. Find the missing number in an equation involving addition or subtraction (e.g., $\# + 4 = 7$ , $8 - \# = 3$ ) (A-2-E) (N-4-E)	4, 5A–5B, 5–6, 19A–19B, 19–20, 26, 29A–29B, 29–30, 35, 401B, 401, 443A–443B, 443–444

## Measurement

In problem-solving investigations, students demonstrate an understanding of the concepts, processes, and real-life applications of measurement.

Students use number sense, estimation, appropriate manipulatives, tools, and technology as they investigate problems involving measurement.

GRADE LEVEL EXPECTATIONS	CORRELATION NOTATIONS
14. Measure and appropriately label measures of length and perimeter (i.e., inch, centimeter, foot), capacity (i.e., cup, quart, liter), and weight/mass (i.e., pound, kilogram) (M-1-E)	343A–343B, 343–344, 345A–345B, 345–346, 347A–347B, 347–348, 351A–351B, 351–352, 355A–355B, 355–356, 357A–357B, 357–358, 361, 367A, 384
15. Read a thermometer in degrees Fahrenheit and Celsius and interpret the temperature (M-1-E)	336, 369A–369B, 369–370
16. Tell time to the nearest 5 minutes, and identify the time one hour before or after a given time (M-1-E) (M-3-E)	291A–291B, 291–292, 293A–293B, 293–294, 295A–295B, 295–296
17. Select and use appropriate tools and units to measure length, time, capacity, and weight (e.g., scales for pounds and kilograms; rulers for inches and centimeters; measuring containers for cup, quarts, and liters) (M-2-E)	383 <i>These additional pages provide opportunities for students to apply this expectation.</i> 343A–343B, 343–344, 345A–345B, 345–346, 347A–347B, 347–348, 351A–351B, 351–352, 355A–355B, 355–356, 357A–357B, 357–358, 361, 367A, 384
18. Use non-standard units to cover a given region (M-2-E)	Tiling area is introduced in Grade 3.
19. Estimate length in standard units (inch, foot, and centimeter) (M-3-E)	343A–343B, 343–344
20. Compare units within the <b>same</b> system (inch is shorter than a foot, minute is shorter than an hour, day is shorter than a month, cup holds less than a quart) (M-3-E)	117A–117B, 117–118, 305, 355A–355B, 355–356

## Geometry

In problem-solving investigations, students demonstrate an understanding of geometric concepts and applications involving one-, two-, and three-dimensional geometry, and justify their findings.

Students use number sense, estimation, models, drawings, manipulatives, and technology as they investigate problems involving geometric concepts.

GRADE LEVEL EXPECTATIONS	CORRELATION NOTATIONS
21. Compare and contrast 3-dimensional shapes (i.e., sphere, cube, cylinder, cone, prism, pyramid) according to their attributes (e.g., number of faces, shape of faces) (G-2-E)	247A–247B, 247–248, 251A–251B, 251–252
22. Identify a reduction or enlargement of a given shape (G-2-E)	<i>This expectation can be introduced on these pages.</i> 257A–257B, 257–258
23. Identify congruent 3-dimensional solids in a variety of positions and orientations (G-3-E) (G-4-E) (G-2-E)	247A–247B, 247–248, 249A–249B, 249–250, 251A–251B, 251–252
24. Identify and draw horizontal and vertical line segments (G-5-E)	<i>This expectation can be introduced on the following page. See also, Grade 3.</i> 258

## Data Analysis, Probability, and Discrete Math

In problem-solving investigations, students discover trends, formulate conjectures regarding cause-and-effect relationships, and demonstrate critical thinking skills in order to make informed decisions.

Students use collection and organizational techniques, number sense, estimation, manipulatives, and technology as they investigate problems involving data.

GRADE LEVEL EXPECTATIONS	CORRELATION NOTATIONS
25. Collect and organize data using observations, surveys, and experiments (D-1-E)	310, 313A–313B, 313–314, 315A–315B, 316, 319A, 319, 321A, 322, 323A–323B, 336

<b>GRADE LEVEL EXPECTATIONS</b>	<b>CORRELATION NOTATIONS</b>
26. Construct and read line plots and tables (D-2-E)	<i>There are many examples of tables embedded in the content of the lessons. These are few of the many examples.</i> 117A–117B, 117–118, 309–310, 311A–311B, 311–312, 319A–319B, 319–320, 321, 323A–323B, 323–324, 334
27. Interpret pictographs in which each picture represents more than one object (D-2-E)	319B, 320
28. Generate questions that can be answered by collecting and analyzing data (D-3-E)	313A–313B, 313–314, 315A–315B, 315–316
29. Solve logic problems involving two sets by using elementary set logic (i.e., <i>and</i> , <i>or</i> , and <i>is/is not</i> statements) (D-3-E)	315A–315B, 315–316, 319B

### **Patterns, Relations, and Functions**

**In problem-solving investigations, students demonstrate an understanding of patterns, relations, and functions that represent and explain real-world situations.**

**Students use number sense, estimation, manipulatives, drawings, tables, graphs, formulas, and technology as they investigate problems involving patterns, relations, and functions.**

<b>GRADE LEVEL EXPECTATIONS</b>	<b>CORRELATION NOTATIONS</b>
30. Recognize, extend, create, and explain patterns of addition and subtraction as represented in charts and tables and in varied forms of skip-counting (P-1-E) (P-2-E)	99–100, 102, 157A–157B, 157–158, 402, 407A–407B, 407–408, 413A–413B, 413–414, 420
31. Recognize, extend, create, and explain patterns that involve simple rotations or size changes with geometric objects (P-1-E) (P-2-E)	260, 412
32. Recognize and apply patterns in problem-solving in other content areas and real-life situations (P-3-E) (N-9-E)	157B, 306, 413B