

**CORRELATIONS
COMMON CORE STATE STANDARDS (CCSS) FOR MATHEMATICS
SERIES YABISÍ (SANTILLANA) – SECOND GRADE**

CCSS	Teacher's Guide	Student Edition	Student Workbook	Supplementary Material
Operations and Algebraic Thinking 2.OA				
Represent and solve problems involving addition and subtraction.				
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.	27, 29, 41, 45-47, 62, 69, 71, 75, 82-83, 86, 114-115, 229	11, 113, 25, 29, 31, 46, 53, 55, 59, 66-67, 70, 98-99, 213	17-18, 21, 23-24, 40	<i>Juego y repaso: 3, 10</i>
Add and subtract within 20.				
2. Fluently add and subtract within 20 using mental strategies. By the end of Grade 2, know from memory all sums of two one-digit numbers.	44, 60-68-69, 229	28, 44		<i>Juego y repaso: 4, 9</i>
Work with equal groups of objects to gain foundations for multiplication.				

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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.	32-33, 230, 235-235	16-17, 214, 218-219	9, 13, 86-87	
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.	230-233, 236-237, 243, 247	214-217, 220-221, 227, 231	84-85, 90-91	<i>Juego y repaso: 12</i>
Number and Operations in Base Ten 2.NBT				
Understand place value.				
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: a. 100 can be thought of as a bundle of ten tens—called a “hundred.” 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).	154-157, 165, 171, 184-158	138-141, 149, 155, 168-169	54, 58-59	
2. Count within 1000’ skip-count by 5s, 10s, and 100s.	25, 30	9, 14	8	

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3. Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.	25, 27, 36-37, 150-153	9, 11, 134-137	6-7, 11, 54-55, 56, 71	
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.	34-35 (two-digit) 158-159, 164	142-143, 148	57	
Use place value understanding and properties of operations to add and subtract.				
5. Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.	26-27, 46-48, 50-53, 58-59, 67, 70-73, 76-77, 80	10-11, 30-32, 34-37, 42-43, 51, 54-57, 60-61, 64	6, 14-17, 19, 22-25, 62	<i>Juego y repaso: 4, 9</i>
6. Add up to four two-digit numbers using strategies based on place value and properties of operations.	56-57, 65	40-41, 49	18-19	<i>Juego y repaso: 6</i>
7. 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	51, 168-173, 176-177, 180-181, 187-195	35, 152-157, 160-161, 165-165, 171-179	60-61, 63-70	

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sometimes it is necessary to compose or decompose tens or hundreds.				
8. Mentally add 10 or 100 to a given number 100-900, and mentally subtract 10 or 100 from a given number 100-900.	169, 182	153, 166		
9. Explain why addition and subtraction strategies work, using place value and the properties of operations.	26, 56, 63, 180	47, 164		
Measurement and Data 2.MD				
Measure and estimate lengths in standard units.				
1. Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.	206-207, 210, 227, 260	190-191, 194, 211, 244	77, 82	
2. Measure the length of an object twice, using length units of different lengths for the measurements; describe how the two measurements relate to the size of the unit chosen.	210-213	194-197		
3. Estimate lengths using units of inches, feet, centimeters, and meters.	210-213	194-197	75-76	

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4. Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.	207-209, 227	191, 193, 211	74-75	
Relate addition and subtraction to length.				
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.	261-263	245-247	96-97	
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.	234-235	218-219	86	
Work with time and money.				
7. Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.	108-113, 126, 129 (Note: a.m. & p.m. was not used.)	92-97, 110, 113	38-39, 44-45	
8. Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriate. <i>Example: If you have 2 dimes and 3 pennies, how many cents do you have?</i>	131-141, 144-145, 147	115-125, 128-129, 131	46-51, 53	

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Represent and interpret data.				
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.	N/A			
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.	87, 149, 205, 273-279, 282-283	71, 133, 189, 257-263, 266-267	100-104, 106-107	
Geometry 2.G				
Reason with shapes and their attributes.				
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.	66, 97-98, 101, 106, 248-257, 267-268, 271	50, 81-82, 85, 90, 232-241, 251, 252, 255	30-32, 92-94, 99	<i>Juego y repaso: 13, 17, 19-22</i>
2. Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.	94-95, 97-100, 105-106, 262, 263, 271	78-79, 81, 84, 89, 90, 246-247, 255	32, 97	
3. Partition circles and rectangles	92-102, 106	76-86, 90	30-37	

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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 share of identical wholes need to have the same shape.				
Deleted Content Grade 2				
Generate estimation strategies to determine the approximate number of objects in a set of no more than 1,000 objects.	54-55, 78-79, 17-175, 183, 196, 197 (Note: Estimation strategies in addition and subtraction.)	39, 62-63, 158-159, 167, 180-181	17, 26-27, 64, 70	
Interpret models of sharing equally (division) as repeated subtraction and arrays.	236-239	220-223	88-90	
Generate strategies to round numbers through 90 to the nearest 10.	54	38		
Identify quantitative and qualitative change over time.	N/A			
Analyze quantitative and qualitative change over time.	N/A			
Analyze the three dimensional shapes spheres, cubes, cylinders, prisms, pyramids, and cones according to the number and shape of the faces, edges, corners, and bases of each.	248-253, 271	232-237, 255	92	

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Identify multiple lines of symmetry.	258-259, 269	242-243, 253	94-95, 98	<i>Juego y repaso: 14</i>
Use coins to make change up to a dollar.	131-135	115-119	46-51, 53	
Measuring volume, weight, and temperature.	214-221	198-205	78-81, 83	
Measuring length in yards.	N/A			
Create survey questions to collect data.	147	131	103	
Infer trends in a data set as increasing, decreasing, or random.	N/A			
Predict on the basis of data whether events are more likely or less likely to occur.	280-281	264-265	105, 107	