



IXL Skill Alignment

2nd grade alignment for GO MATH! COMMON CORE EDITION

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Chapter 1

Number Concepts

| Textbook section | IXL skills |
|---|--|
| 1.1: Even and Odd Numbers | <p>A.6 Even and odd: counting objects >></p> <p>A.7 Even or odd I >></p> <p>A.8 Even or odd II >></p> <p><i>See also:</i></p> <p>A.9 Even and odd numbers on number lines >></p> |
| 1.2: Represent Even Numbers | <p>E.9 Add doubles using models >></p> <p><i>See also:</i></p> <p>E.10 Add doubles >></p> <p>E.11 Add doubles – complete the sentence >></p> |
| 1.3: Understand Place Value | <p>M.4 Value of underlined digit – tens and ones >></p> <p><i>See also:</i></p> <p>M.1 Place value models – tens and ones >></p> |
| 1.4: Expanded Form | <p>M.9 Convert to/from a number – tens and ones >></p> <p><i>See also:</i></p> <p>M.1 Place value models – tens and ones >></p> |
| 1.5: Different Ways to Write Numbers | M.9 Convert to/from a number – tens and ones >> |
| 1.6: Different Names for Numbers | M.9 Convert to/from a number – tens and ones >> |
| 1.7: Problem Solving – Tens and Ones | <p>M.7 Regrouping tens and ones I >></p> <p>M.8 Regrouping tens and ones II >></p> |

1.8: Counting Patterns Within 100

A.5 Hundreds chart >>

See also:

A.2 Skip-counting sequences >>

A.3 Counting patterns – up to 100 >>

A.11 Skip-counting stories >>

A.12 Skip-counting puzzles >>

1.9: Counting Patterns Within 1,000

A.14 Counting patterns – up to 1,000 >>

Chapter 2

Numbers to 1,000

| Textbook section | IXL skills |
|---|--|
| 2.1: Group Tens as Hundreds | |
| 2.2: Explore 3-Digit Numbers | |
| 2.3: Model 3-Digit Numbers | M.2 Place value models – up to hundreds >> M.10 Convert to/from a number – up to hundreds >> |
| 2.4: Hundreds, Tens, and Ones | M.2 Place value models – up to hundreds >> M.10 Convert to/from a number – up to hundreds >> |
| 2.5: Place Value to 1,000 | M.6 Value of underlined digit – up to thousands >> |
| 2.6: Number Names | C.3 Writing numbers up to 100 in words >> C.4 Writing numbers up to 1,000 in words >> <i>See also:</i> M.13 Convert from expanded form – up to hundreds >> |
| 2.7: Different Forms of Numbers | M.11 Convert to/from a number – up to thousands >> <i>See also:</i> M.13 Convert from expanded form – up to hundreds >> M.14 Convert from expanded form – up to thousands >> |
| 2.8: Different Ways to Show Numbers | M.3 Place value models – up to thousands >> |
| 2.9: Count On and Count Back by 10 and 100 | |
| 2.10: Number Patterns | A.2 Skip-counting sequences >> |

2.11: Problem Solving – Compare Numbers**B.1** Comparing numbers up to 100 >>**B.2** Comparing numbers up to 1,000 >>*See also:***B.5** Greatest and least – word problems – up to 100 >>**B.6** Greatest and least – word problems – up to 1,000 >>

2.12: Compare Numbers**B.2** Comparing numbers up to 1,000 >>*See also:***B.3** Put numbers up to 100 in order >>**B.4** Put numbers up to 1,000 in order >>

Chapter 3

Basic Facts and Relationships

| Textbook section | IXL skills |
|---|---|
| 3.1: Use Doubles Facts | <p>E.9 Add doubles using models >></p> <p>E.10 Add doubles >></p> <p>E.11 Add doubles – complete the sentence >></p> |
| 3.2: Practice Addition Facts | <p>E.1 Review – add one-digit numbers – sums to 10 >></p> <p>E.4 Add one-digit numbers >></p> <p>E.5 Addition with pictures – sums to 20 >></p> <p>E.8 Add zero >></p> <p>E.10 Add doubles >></p> <p>E.12 Addition word problems – one digit >></p> <p><i>See also:</i></p> <p>E.2 Review – ways to make a number – sums to 10 >></p> <p>E.13 Complete the addition sentence – one digit >></p> |
| 3.3: Make a Ten to Add | <p>E.13 Complete the addition sentence – one digit >></p> <p>E.15 Balance addition equations – one digit >></p> |
| 3.4: Add 3 Addends | <p>E.17 Add three one-digit numbers >></p> <p>E.18 Add three one-digit numbers: word problems >></p> |
| 3.5: Relate Addition and Subtraction | <p>K.3 Fact families >></p> <p><i>See also:</i></p> <p>K.1 Related addition facts >></p> <p>K.2 Related subtraction facts >></p> |

3.6: Practice Subtraction Facts

- F.1** Review – subtract one-digit numbers – up to 10 >>
- F.4** Subtract a one-digit number from a two-digit number up to 18 >>
- F.5** Subtraction with pictures >>
- F.7** Subtraction input/output tables – up to 18 >>
- F.8** Subtract zero/all >>

See also:

- F.2** Review – ways to subtract – up to 10 >>
- F.10** Complete the subtraction sentence – up to 18 >>
- F.13** Subtraction equations: true or false? >>

3.7: Use Ten to Subtract**3.8: Use Drawings to Represent Problems****3.9: Use Equations to Represent Problems**

- E.12** Addition word problems – one digit >>
- E.14** Write the addition sentence – one digit >>
- F.9** Subtraction word problems – up to 18 >>
- F.11** Write the subtraction sentence – up to 18 >>

3.10: Problem Solving – Equal Groups

- E.12** Addition word problems – one digit >>

3.11: Repeated Addition

- E.21** Identify repeated addition in arrays: sums to 10 >>
- E.22** Write addition sentences for arrays: sums to 10 >>
- E.23** Identify repeated addition in arrays: sums to 25 >>
- E.24** Write addition sentences for arrays: sums to 25 >>

Chapter 4

2-Digit Addition

| Textbook section | IXL skills |
|--|--|
| 4.1: Break Apart Ones to Add | G.3 Add a two-digit number and a one-digit number – with regrouping >> |
| 4.2: Use Compensation | M.1 Place value models – tens and ones >> |
| 4.3: Break Apart Addends as Tens and Ones | M.2 Place value models – up to hundreds >> M.10 Convert to/from a number – up to hundreds >> |
| 4.4: Model Regrouping for Addition | |
| 4.5: Model and Record 2-Digit Addition | |
| 4.6: 2-Digit Addition | G.3 Add a two-digit number and a one-digit number – with regrouping >> G.4 Add two two-digit numbers – without regrouping >> G.5 Add two two-digit numbers – with regrouping >> G.10 Complete the addition sentence – up to two digits >> |
| 4.7: Practice 2-Digit Addition | G.4 Add two two-digit numbers – without regrouping >> G.5 Add two two-digit numbers – with regrouping >> |
| 4.8: Rewrite 2-Digit Addition | G.4 Add two two-digit numbers – without regrouping >> G.5 Add two two-digit numbers – with regrouping >> |
| 4.9: Problem Solving – Addition | G.9 Addition word problems – up to two digits >> G.11 Write the addition sentence – up to two digits >> |

4.10: Write Equations to Represent Addition

G.9 Addition word problems – up to two digits >>

G.10 Complete the addition sentence – up to two digits >>

G.11 Write the addition sentence – up to two digits >>

4.11: Find Sums for 3 Addends

G.13 Add three numbers up to two digits each >>

G.14 Add three numbers up to two digits each: word problems >>

4.12: Find Sums for 4 Addends

G.15 Add four or more numbers up to two digits each >>

G.16 Add four or more numbers up to two digits each: word problems >>

Chapter 5

2-Digit Subtraction

| Textbook section | IXL skills |
|--|---|
| 5.1: Break Apart Ones to Subtract | H.3 Subtract a one-digit number from a two-digit number – with regrouping >> |
| 5.2: Break Apart Numbers to Subtract | H.4 Subtract two two-digit numbers – without regrouping >> |
| | H.5 Subtract two two-digit numbers – with regrouping >> |
| 5.3: Model Regrouping for Subtraction | |
| 5.4: Model and Record 2-Digit Subtraction | H.2 Subtract a one-digit number from a two-digit number – without regrouping >> |
| | H.3 Subtract a one-digit number from a two-digit number – with regrouping >> |
| | H.4 Subtract two two-digit numbers – without regrouping >> |
| | H.5 Subtract two two-digit numbers – with regrouping >> |
| 5.5: 2-Digit Subtraction | H.4 Subtract two two-digit numbers – without regrouping >> |
| | H.5 Subtract two two-digit numbers – with regrouping >> |
| | <i>See also:</i> H.10 Complete the subtraction sentence – up to two digits >> |
| 5.6: Practice 2-Digit Subtraction | H.4 Subtract two two-digit numbers – without regrouping >> |
| | H.5 Subtract two two-digit numbers – with regrouping >> |
| 5.7: Rewrite 2-Digit Subtraction | H.4 Subtract two two-digit numbers – without regrouping >> |
| | H.5 Subtract two two-digit numbers – with regrouping >> |

5.8: Add to Find Differences

5.9: Problem Solving – Subtraction**H.9** Subtraction word problems – up to two digits >>**H.11** Write the subtraction sentence – up to two digits >>

5.10: Write Equations to Represent Subtraction**H.9** Subtraction word problems – up to two digits >>**H.10** Complete the subtraction sentence – up to two digits >>**H.11** Write the subtraction sentence – up to two digits >>

5.11: Solve Multistep Problems

Chapter 6

3-Digit Addition and Subtraction

| Textbook section | IXL skills |
|--|---|
| 6.1: Draw to Represent 3-Digit Addition | M.2 Place value models – up to hundreds >> |
| 6.2: Break Apart 3-Digit Addends | M.10 Convert to/from a number – up to hundreds >> M.13 Convert from expanded form – up to hundreds >> |
| 6.3: 3-Digit Addition: Regroup Ones | |
| 6.4: 3-Digit Addition: Regroup Tens | |
| 6.5: Addition: Regroup Ones and Tens | I.2 Add two three-digit numbers >> I.4 Addition word problems – up to three digits >> <i>See also:</i> I.5 Complete the addition sentence – up to three digits >> |
| 6.6: Problem Solving – 3-Digit Subtraction | J.6 Write the subtraction sentence – up to three digits >> |
| 6.7: 3-Digit Subtraction: Regroup Tens | |
| 6.8: 3-Digit Subtraction: Regroup Hundreds | |
| 6.9: Subtraction: Regroup Hundreds and Tens | J.4 Subtraction word problems – up to three digits >> <i>See also:</i> J.5 Complete the subtraction sentence – up to three digits >> J.6 Write the subtraction sentence – up to three digits >> |
| 6.10: Regrouping with Zeros | J.2 Subtract three-digit numbers >> J.4 Subtraction word problems – up to three digits >> |

Chapter 7

Money and Time

| Textbook section | IXL skills |
|--|---|
| 7.1: Dimes, Nickels, and Pennies | P.3 Count money - pennies, nickels, and dimes only >> |
| 7.2: Quarters | P.1 Names and values of common coins >> P.4 Count money – up to \$1 >> <i>See also:</i> P.6 Equivalent amounts of money – up to \$1 >> |
| 7.3: Count Collections | P.4 Count money – up to \$1 >> |
| 7.4: Show Amounts in Two Ways | P.6 Equivalent amounts of money – up to \$1 >> <i>See also:</i> P.7 Equivalent coins I >> P.8 Equivalent coins II >> |
| 7.5: One Dollar | P.19 How much more to make a dollar? >> |
| 7.6: Amounts Greater Than \$1 | P.5 Count money – up to \$5 >> P.6 Equivalent amounts of money – up to \$1 >> |
| 7.7: Problem Solving – Money | P.9 Add money - up to \$1 >> P.10 Add money - up to \$1: word problems >> |
| 7.8: Time to the Hour and Half Hour | Q.2 Reading clocks - hour and half hour >> |
| 7.9: Time to 5 Minutes | Q.3 Reading clocks >> Q.6 Match analog and digital clocks >> |
| 7.10: Practice Telling Time | Q.3 Reading clocks >> Q.4 Time words: o'clock, half, quarter >> Q.5 Match clocks and times >> Q.6 Match analog and digital clocks >> <i>See also:</i> Q.9 Compare clocks >> |
| 7.11: A.M. and P.M. | Q.8 A.M and P.M. >> |

Chapter 8

Length in Customary Units

| Textbook section | IXL skills |
|--|---|
| 8.1: Measure with Inch Models | |
| 8.2: Make and Use a Ruler | |
| 8.3: Estimate Lengths in Inches | |
| 8.4: Measure with an Inch Ruler | S.2 Measure using an inch ruler >> |
| 8.5: Problem Solving – Add and Subtract in Inches | S.4 Customary units of length: word problems >> |
| 8.6: Measure in Inches and Feet | |
| 8.7: Estimate Lengths in Feet | |
| 8.8: Choose a Tool | |
| 8.9: Display Measurement Data | R.6 Interpret line plots >> R.7 Create line plots >> |

Chapter 9

Length in Metric Units

| Textbook section | IXL skills |
|---|--|
| 9.1: Measure with a Centimeter Model | |
| 9.2: Estimate Lengths in Centimeters | |
| 9.3: Measure with a Centimeter Ruler | S.8 Measure using a centimeter ruler >> |
| 9.4: Problem Solving – Add and Subtract Lengths | S.10 Metric units of length: word problems >> |
| 9.5: Centimeters and Meters | |
| 9.6: Estimate Lengths in Meters | |
| 9.7: Measure and Compare Lengths | |

Chapter 10

Data

| Textbook section | IXL skills |
|---|--|
| 10.1: Collect Data | R.2 Interpret tally charts and tables >> |
| 10.2: Read Picture Graphs | R.8 Interpret pictographs >> |
| 10.3: Make Picture Graphs | R.9 Create pictographs >> |
| 10.4: Read Bar Graphs | R.3 Interpret bar graphs >> |
| 10.5: Make Bar Graphs | R.4 Which bar graph is correct? >> R.5 Create bar graphs >> |
| 10.6: Problem Solving – Display Data | R.3 Interpret bar graphs >> R.8 Interpret pictographs >> |

Chapter 11

Geometry and Fraction Concepts

| Textbook section | IXL skills |
|---|--|
| 11.1: Three-Dimensional Shapes | T.2 Identify 3-dimensional shapes >> |
| 11.2: Attributes of Three-Dimensional Shapes | T.5 Count edges, vertices, and faces >> T.7 Compare edges, vertices, and faces >> |
| 11.3: Two-Dimensional Shapes | T.1 Identify 2-dimensional shapes >> |
| 11.4: Angles in Two-Dimensional Shapes | T.4 Count sides and angles >> <i>See also:</i> T.6 Compare sides and angles >> |
| 11.5: Sort Two-Dimensional Shapes | |
| 11.6: Partition Rectangles | T.13 Area >> |
| 11.7: Equal Parts | U.2 Halves, thirds, and fourths >> |
| 11.8: Show Equal Parts of a Whole | U.1 Equal parts >> U.2 Halves, thirds, and fourths >> |
| 11.9: Describe Equal Parts | |
| 11.10: Problem Solving – Equal Shares | |