

Strand	Standards Reference	Grade 2: MATH Grade Level Expectations
Numeration M 1.1	<b>Understanding Numbers</b>	<b>The student understands WHOLE NUMBERS and SIMPLE FRACTIONS. Student can:</b>
	<a href="#">[2] N-1</a>	Read, write, order/count and model correspondence of whole numbers to one thousand.
	<a href="#">[2] N-2</a>	Model and identify place value positions: ones, tens, and hundreds.
	<a href="#">[2] N-3</a>	Identify fractions as equal parts of a whole, a region, or a set.
	<a href="#">[2] N-4</a>	Read and write numerals for simple fractions.
	<b>Understanding Operations</b>	<b>The student understands MATHEMATICAL OPERATIONS. Student can:</b>
	<a href="#">[2] N-5</a>	Describe or illustrate the processes of addition and subtraction of whole numbers and their relationships.
	<b>Number Theory</b>	<b>The student understands NUMBER THEORY. Using manipulatives or models, student can:</b>
	<a href="#">[2] N-6</a>	Model or explain the commutative and identity properties of addition.
	<a href="#">[2] N-7</a>	Identify or use patterns in the number system (skip count by 2's, 5's, or 10's; add or subtract by 10; identify even or odd numbers).
<a href="#">[2] N-8</a>	Model fact families.	
Measurement M 2.1	<b>Measurable Attributes</b>	<b>The student understands MEASURABLE ATTRIBUTES. Student can:</b>
	<a href="#">[2] MEA-1</a>	Measure to the nearest inch or foot.
	<a href="#">[2] MEA-2</a>	Compare and order objects by length, weight, area, time, temperature.
	<a href="#">[2] MEA-3</a>	Compare objects to standard and nonstandard units to identify objects that are greater than, less than, and equal to a given unit.
	<a href="#">[2] MEA-4</a>	Identify coins, their value, or the value of a set of coins up to one dollar.
	<b>Measurement Techniques</b>	<b>The student understands MEASUREMENT TECHNIQUES. Student can:</b>
	<a href="#">[2] MEA-5</a>	Select and use appropriate tools of measurement.
	<a href="#">[2] MEA-6</a>	Draw a line segment to the nearest half inch.
	<a href="#">[2] MEA-7</a>	Tell time to the nearest ¼ hour using analog and digital clocks.
	<a href="#">[2] MEA-8</a>	Order the months of the year.
	<a href="#">[2] MEA-9</a>	Write the date using words and numbers (day, month, year).
	<a href="#">[2] MEA-10</a>	Count change (coins) up to a dollar.
	<a href="#">[2] MEA-11</a>	Recognize money symbols including a decimal point (\$, ¢, .).
<a href="#">[2] MEA-12</a>	Identify equal values of coins up to a dollar.	
Estimation & Computation M 3.1	<b>Estimation</b>	<b>The student understands ESTIMATION. Student can:</b>
	<a href="#">[2] E&amp;C-1</a>	Estimate "how many" or "how much" in a given set up to 30.
	<a href="#">[2] E&amp;C-2</a>	Estimate the results of simple addition and subtraction problems up to 100.
	<a href="#">[2] E&amp;C-3</a>	Identify whether estimation or counting is appropriate.
	<b>Computation</b>	<b>The student understands COMPUTATION. Student can:</b>
	<a href="#">[2] E&amp;C-4</a>	Recall addition and subtraction facts to 20.
	<a href="#">[2] E&amp;C-5</a>	Solve 2-digit addition and subtraction problems using a variety of models and algorithms.
	<a href="#">[2] E&amp;C-6</a>	Use repeated addition with objects to model multiplication.
<a href="#">[2] E&amp;C-7</a>	Use equal shares with objects to model division.	
Functions & Relationships M 4.1	<b>Patterns &amp; Functions</b>	<b>The student understands PATTERNS &amp; FUNCTIONS. Student can:</b>
	<a href="#">[2] F&amp;R-1</a>	Identify and continue patterns, including numbers.
	<a href="#">[2] F&amp;R-2</a>	Describe a rule or relation that determines and continues the sequence or pattern.
	<b>Equations/ Inequalities</b>	<b>The student understands EQUATIONS &amp; INEQUALITIES. Student can:</b>
	<a href="#">[2] F&amp;R-3</a>	Solve a problem with an unknown (e.g., $7+?=10$ ).
	<a href="#">[2] F&amp;R-4</a>	Use the terms equal to, greater than, and less than for numbers up to 100.

Geometry M 5.1	<b>Geometric Relationships</b>	<b>The student understands GEOMETRIC RELATIONSHIPS. Student can:</b>
	[2] G-1	Describe attributes of a triangle, circle, square, and rectangle.
	[2] G-2	Identify and classify 3-dimensional shapes (e.g., cone, sphere, cylinder).
	[2] G-3	Relate real-world examples to the ideas and concepts of geometry.
	[2] G-4	Construct, compare, classify, and describe the relationship among geometric figures.
	<b>Shapes</b>	<b>The student understands SIMILARITY, CONGRUENCE, SYMMETRY, &amp; TRANSFORMATION OF SHAPES. Student can:</b>
	[2] G-5	Create simple shapes using concrete materials/manipulatives.
	[2] G-6	Identify or draw lines of symmetry for simple shapes.
	<b>Perimeter &amp; Area</b>	<b>The student understands PERIMETER, AREA, VOLUME, &amp; SURFACE AREA. Student can:</b>
	[2] G-7	Explain the difference between perimeter and area.
	[2] G-8	Determine perimeter and area of rectangular shapes using grid paper and/or manipulatives.
	<b>Position &amp; Direction</b>	<b>The student understands POSITION &amp; DIRECTION. Using manipulatives or models, student can:</b>
	[2] G-9	Describe relative locations of objects using directional terms (inside, outside, right, left).
	[2] G-10	Create a simple map to show location of objects.
<b>Construction</b>	<b>The student understands GEOMETRIC DRAWINGS OR CONSTRUCTIONS. Student can:</b>	
[2] G-11	Draw, copy, or describe a variety of shapes.	
Statistics/ Probability M 6.1	<b>Data Display</b>	<b>The student understands ORGANIZATION &amp; CLASSIFICATION OF DATA. Student can:</b>
	[2] S&P-1	Construct a variety of graphs from realistic situations.
	[2] S&P-2	Collect, record, interpret, and represent data in a variety of ways.
	<b>Analysis &amp; Central Tend.</b>	<b>The student understands ANALYSIS &amp; CENTRAL TENDANCY. Student can:</b>
	[2] S&P-3	Describe data from a variety of graphs (e.g., newspapers, magazines, texts, computers, and other sources).
	<b>Probability</b>	<b>The student understands PROBABILITY. Student can:</b>
	[2] S&P-4	Predict, interpret, and compare data using events or repeated observations.
[2] S&P-5	Recognize the difference between chance and certainty.	
Problem Solving M 7.1	<b>Problems Solving</b>	<b>The student understands PROBLEM SOLVING STRATEGIES. Student can:</b>
	[2] PS-1	Create and solve a variety of problems using appropriate strategies.
	[2] PS-2	Choose appropriate operations to solve a given problem.
Communication M 8.1	<b>Communication</b>	<b>The student COMMUNICATES MATHEMATICAL THINKING. Student can:</b>
	[2] PS-3	Translate problems from everyday language into math language and symbols (+, -, =, <, >).
	[2] PS-4	Use everyday language to explain thinking about problem solving strategies and solutions to problems.
	[2] PS-5	Use manipulatives, models, pictures, and language to represent and communicate mathematical ideas.
Reasoning M 9.1	<b>Reasoning</b>	<b>The student uses LOGIC &amp; REASONING to solve mathematical problems. Student can:</b>
	[2] PS-6	Explain why a prediction, estimation, or solution is reasonable.
	[2] PS-7	Draw pictures that support or refute mathematical statements.
Connections M 10.1	<b>Connections</b>	<b>The student CONNECTS &amp; APPLIES MATHEMATICAL CONCEPTS. Student can:</b>
	[2] PS-5	Understand & apply math skills & processes in real-world contexts (i.e., self, friends, family).