

READINESS STANDARDS - Grade 2 Math

(2.3) **Number, operation, and quantitative reasoning.** The student adds and subtracts whole numbers to solve problems. The student is expected to

(D) determine the value of a collection of coins up to one dollar Value, Penny, Nickel, Dime, Quarter, Dollar

(2.1) **Number, operation, and quantitative reasoning.** The student understands how place value is used to represent whole numbers. The student is expected to

(B) use place value to read, write, and describe the value of whole numbers to 999 Place value, One, Ten, Hundred

(2.3) **Number, operation, and quantitative reasoning.** The student adds and subtracts whole numbers to solve problems. The student is expected to

(A) Recall and apply basic addition and subtraction facts (to 18) Addition, Subtraction, Fact families

(2.1) **Number, operation, and quantitative reasoning.** The student understands how place value is used to represent whole numbers. The student is expected to

(C) Use place value to compare and order whole numbers to 999 and record the comparisons using numbers and symbols (<, =, >) Place value, One, Ten, Hundred, Greater than, Less than, Equal to, Greatest to Least, Least to greatest

(2.3) **Number, operation, and quantitative reasoning.** The student adds and subtracts whole numbers to solve problems. The student is expected to

(C) Select addition or subtraction to solve problems using two-digit numbers, whether or not regrouping is necessary Addition, Subtraction, Regroup

(2.5) **Patterns, relationships, and algebraic thinking.** The student uses patterns in numbers and operations. The student is expected to

(A) Use patterns and relationships to develop strategies to remember basic addition and subtraction facts. Determine patterns in related addition and subtraction number sentences (including fact families) such as $8 + 9 = 17$, $9 + 8 = 17$, $17 - 8 = 9$, and $17 - 9 = 8$ Addition, Subtraction, Fact families

(2.6) **Patterns, relationships, and algebraic thinking.** The student uses patterns to describe relationships and make predictions. The student is expected to

(C) Identify, describe, and extend repeating and additive patterns to make predictions and solve problems Repeating pattern, Additive pattern, Core

READINESS STANDARDS - Grade 2 Math

(2.7) **Geometry.** The student uses attributes to identify two- and three-dimensional geometric figures. The student compares and contrasts two- and three-dimensional geometric figures or both. The student is expected to

(A) Describe attributes (the number of vertices, faces, edges, sides) of two- and three-dimensional geometric figures such as circles, polygons, spheres, cones, cylinders, prisms, and pyramids, etc.

Attributes, Vertices, Faces, Edges, Sides, Two-dimensional, Three-dimensional, Circles, Polygons, Spheres, Cones, Cylinders, Prisms, Pyramids, Additional geometric figures determined by local curriculum

(B) Use attributes to describe how 2 two-dimensional or 2 three-dimensional figures are alike or different

Attributes, Vertices, Faces, Edges, Sides, Two-dimensional, Three-dimensional, Circles, Polygons, Spheres, Cones, Cylinders, Prisms, Pyramids, Additional geometric figures determined by local curriculum

(2.9) **Measurement.** The student directly compares the attributes of length, area, weight/mass, and capacity, and uses comparative language to solve problems and answer questions. The student selects and uses non-standard units to describe length, area, capacity, and weight/mass. The student recognizes and uses models that approximate standard units (from both SI, also known as metric, and customary systems) of length, weight/mass, capacity, and time. The student is expected to

(A) Identify concrete models that approximate standard units of length and use them to measure length

Measure, Length, Non-standard units of measurement, Standard units of measurement, Inch, Foot, Centimeter, Decimeter, Meter

(2.10) **Measurement.** The student directly compares the attributes of length, area, weight/mass, and capacity, and uses comparative language to solve problems and answer questions. The student selects and uses non-standard units to describe length, area, capacity, and weight/mass. The student recognizes and uses models that approximate standard units (from both SI, also known as metric, and customary systems) of length, weight/mass, capacity, and time. The student is expected to

(B) Read and write times shown on analog and digital clocks using five-minute increments

Time, Hour, Minute, Colon

(2.11) **Probability and statistics.** The student organizes data to make it useful for interpreting information. The student is expected to

(B) Draw conclusions and answer questions based on picture graphs and bar-type graphs

Picture graph, Bar-type graph, Data

SUPPORTING STANDARDS - Grade 2 Math

(2.2) **Number, operation, and quantitative reasoning.** The student describes how fractions are used to name parts of whole objects or sets of objects. The student is expected to

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| (A) Use concrete models to represent and name fractional parts of a whole object (with denominators of 12 or less) | Fraction; Part; Whole; Halves, thirds, fourths, fifths, sixths, sevenths, eighths, ninths, tenths, elevenths, twelfths; Appropriate fractional names (i.e., one-twelfth, two-twelfths, threetwelfths, four-twelfths, etc.) |
| (B) Use concrete models to represent and name fractional parts of a set of objects (with denominators of 12 or less) | Fraction; Part; Whole; Halves, thirds, fourths, fifths, sixths, sevenths, eighths, ninths, tenths, elevenths, twelfths; Appropriate fractional names (i.e., one-twelfth, two-twelfths, threetwelfths, four-twelfths, etc.) |
| (C) Use concrete models to determine if a fractional part of a whole is closer to 0, $\frac{1}{2}$, 1 | Fractional parts, Whole, Half, Zero, Less than, Greater than |

(2.3) **Number, operation, and quantitative reasoning.** The student adds and subtracts whole numbers to solve problems. The student is expected to

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| (B) Model addition and subtraction of two digit numbers with objects, pictures, words, and numbers | Add, Subtract, Number sentence |
| (E) Describe how the cent symbol, dollar symbol, and the decimal point are used to name the value of a collection of coins | Cent symbol (¢), Dollar symbol ($\text{\$}$), Decimal point (.), Fractional Part of a Whole Dollar |

(2.4) **Number, operation, and quantitative reasoning.** The student models multiplication and division. The student is expected to

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| (A) Model, create, and describe multiplication situations in which equivalent sets of concrete objects are joined | Equal groupings, Repeated addition |
| (B) Model, create, and describe division situations in which equivalent sets of concrete objects are separated into equivalent sets | Equal groupings, Repeated subtraction |

(2.5) **Patterns, relationships, and algebraic thinking.** The student uses patterns in numbers and operations. The student is expected to

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| (A) Find patterns in numbers such as in a 100s chart | 100s chart, Rows, Columns, Patterns, Even, Odd |
| (B) Use patterns in place value to compare and order whole numbers through 999 | Place value, Pattern, Ones, Tens, Hundreds, Greater Than, Less Than, Greatest to Least, Least to Greatest |

(2.6) **Patterns, relationships, and algebraic thinking.** The student uses patterns to describe relationships and make predictions. The student is expected to:

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| (A) Generate a list of paired numbers based on a real-life situation such as number of tricycles related to number of wheels | Paired numbers, List, Table, Additive pattern |
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SUPPORTING STANDARDS - Grade 2 Math

(2.6) **Patterns, relationships, and algebraic thinking.** The student uses patterns to describe relationships and make predictions. The student is expected to:

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| (B) Identify patterns in a list of related number pairs based on a real-life situation and extend the list | Paired numbers, Patterns, List, Table |
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(2.7) **Geometry and spatial reasoning.** The student uses attributes to identify two and three-dimensional geometric figures. The student compares and contrasts two and three-dimensional geometric figures or both. The student is expected to

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| (C) Cut two-dimensional geometric figures apart and identify the new geometric figures formed | Attributes, Vertices, Sides, Two-dimensional, Circles, Polygons, Rectangle, Square, Triangle, Additional geometric figures determined by local curriculum |
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(2.8) **Geometry and spatial reasoning.** The student uses attributes to identify two and three-dimensional geometric figures. The student compares and contrasts two and three-dimensional geometric figures or both. The student is expected to

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| (C) Use whole numbers to locate and name points on a number line | Number line, Points |
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(2.9) **Measurement.** The student directly compares the attributes of length, area, weight/mass, and capacity, and uses comparative language to solve problems and answer questions. The student selects and uses nonstandard units describe length, area, capacity, and weight/mass. The student recognizes and uses models that approximate standard units (from both SI, also known as metric, and customary systems) of length, weight/mass, capacity, and time. The student is expected to

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| (B) Select a non-standard unit of measure such as square tiles to determine the area of a two-dimensional surface | Area, Non-Standard, Unit of Measure |
| (C) Select a non-standard unit of measure such as a bathroom cup or a jar to determine the capacity of a given container | Capacity, Non-Standard, Unit of Measure |
| (D) Select a non-standard unit of measure such as beans or marbles to determine the weight/mass of a given object | Weight/Mass, Non-Standard, Unit of Measure |

(2.10) **Measurement.** The student uses standard tools to estimate and measure time and temperature (in degrees Fahrenheit). The student is expected to

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| (A) Read a thermometer to gather data | Thermometer, Temperature, Degrees Fahrenheit, Data |
| (C) Describe activities that take approximately one second, one minute, and one hour | Time, Second, Minute, Hour |

(2.11) **Probability and statistics.** The student organizes data to make it useful for interpreting information. The student is expected to

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| (A) Construct picture graphs and bar-type graphs. | Picture graph, Bar-type graph, Title, Labels, Key, Data |
| (C) Use data to describe events as more likely or less likely such as drawing a certain color crayon from a bag of seven red crayons and three green crayons | Data, Probability, More likely, Less likely |