Main Criteria: Texas Essential Knowledge and Skills (TEKS)

Secondary Criteria: Alpha, Beta

Subject: Mathematics

Grade: 2

Correlation Options: Show Correlated

Texas Essential Knowledge and Skills (TEKS)

Mathematics

Grade: 2 - Adopted: 2012

TEKS	111.4.	Grade 2, Adopted 2012.
STUDENT EXPECTATION	111.4.b.1.	Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:
GRADE LEVEL EXPECTATION	111.4.b.1.A.	Apply mathematics to problems arising in everyday life, society, and the workplace. **Alpha** Alpha Level **Beta** Beta Level
GRADE LEVEL EXPECTATION	111.4.b.1.B.	Use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution. **Alpha** Alpha Level **Beta** Beta Level
GRADE LEVEL EXPECTATION	111.4.b.1.C.	Select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems. **Alpha** Alpha Level **Beta** Beta Level
GRADE LEVEL EXPECTATION	111.4.b.1.D.	Communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate. **Alpha** Alpha Level **Beta** Beta Level
GRADE LEVEL EXPECTATION	111.4.b.1.E.	Create and use representations to organize, record, and communicate mathematical ideas. **Alpha** Alpha Level **Beta** Beta Level

GRADE LEVEL EXPECTATION	111.4.b.1. F.	Analyze mathematical relationships to connect and communicate mathematical ideas. **Alpha** Alpha Level **Beta** Beta Level
GRADE LEVEL EXPECTATION	111.4.b.1. G.	Display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication. **Alpha** Alpha Level **Beta** Beta Level
TEKS	**111.4.**	**Grade 2, Adopted 2012.**
STUDENT EXPECTATION	**111.4.b.2.**	**Number and operations. The student applies mathematical process standards to understand how to represent and compare whole numbers, the relative position and magnitude of whole numbers, and relationships within the numeration system related to place value. The student is expected to:**
GRADE LEVEL EXPECTATION	111.4.b.2. A.	Use concrete and pictorial models to compose and decompose numbers up to 1,200 in more than one way as a sum of so many thousands, hundreds, tens, and ones. **Alpha** Lesson 01: Place Value and the Manipulatives **Beta** Lesson 01: Place Value and the Manipulatives
GRADE LEVEL EXPECTATION	111.4.b.2. B.	Use standard, word, and expanded forms to represent numbers up to 1,200. **Alpha** Lesson 01: Place Value and the Manipulatives **Beta** Lesson 05: Multiple-Digit Addition and Place Value Notation Lesson 16: Thousands and Place-Value Notation Lesson 17: Rounding to Thousands; Estimation Lesson 18: Multiple-Digit Column Addition; Mental Math Lesson 19: More Multiple-Digit Column Addition Lesson 20: Multiple-Digit Subtraction Lesson 22: Subtraction with Regrouping (Borrowing) Lesson 24: Subtraction: Three-Digit Numbers; Mental Math Lesson 26: Subtraction: Four-Digit Numbers Lesson 28: Subtraction: Multiple-Digit Numbers
GRADE LEVEL EXPECTATION	111.4.b.2. D.	Use place value to compare and order whole numbers up to 1,200 using comparative language, numbers, and symbols (>, <, or =). **Beta** Lesson 02: Sequencing; Word Problem Tips Lesson 03: Inequalities
GRADE LEVEL EXPECTATION	111.4.b.2. E.	Locate the position of a given whole number on an open number line. **Beta** Appendix B: Number Line

GRADE LEVEL EXPECTATION	111.4.b.2.F.	Name the whole number that corresponds to a specific point on a number line. **Beta** Appendix B: Number Line
TEKS	**111.4.**	**Grade 2, Adopted 2012.**
STUDENT EXPECTATION	**111.4.b.4.**	**Number and operations. The student applies mathematical process standards to develop and use strategies and methods for whole number computations in order to solve addition and subtraction problems with efficiency and accuracy. The student is expected to:**
GRADE LEVEL EXPECTATION	111.4.b.4.A.	Recall basic facts to add and subtract within 20 with automaticity. **Alpha** Lesson 05: Addition: +1, Commutative Property Lesson 07: Addition: +2 Lesson 15: Addition: Making 10 Lesson 16: Addition: Making 9 Lesson 18: Introduction to Subtraction Lesson 19: Subtraction: –1 and –0 Lesson 20: Subtraction: –2 Lesson 21: Subtraction: –9 Lesson 22: Subtraction: –8 Lesson 23: Subtraction: Doubles Lesson 24: Subtraction: Making 10 Lesson 25: Subtraction: Making 9 Lesson 26: Subtraction: Extras Lesson 27: Subtraction by 7, or Adding Up by 3 Lesson 28: Subtraction by 6, or Adding Up by 4 Lesson 29: Subtraction by 5, or Adding Up by 5 Lesson 30: Subtraction by 3 and 4 **Beta** Lesson 13: Column Addition
GRADE LEVEL EXPECTATION	111.4.b.4.B.	Add up to four two-digit numbers and subtract two-digit numbers using mental strategies and algorithms based on knowledge of place value and properties of operations. **Beta** Lesson 05: Multiple-Digit Addition and Place Value Notation Lesson 18: Multiple-Digit Column Addition; Mental Math Lesson 19: More Multiple-Digit Column Addition Lesson 20: Multiple-Digit Subtraction Lesson 24: Subtraction: Three-Digit Numbers; Mental Math Lesson 26: Subtraction: Four-Digit Numbers Lesson 28: Subtraction: Multiple-Digit Numbers
TEKS	**111.4.**	**Grade 2, Adopted 2012.**
STUDENT EXPECTATION	**111.4.b.5.**	**Number and operations. The student applies mathematical process standards to determine the value of coins in order to solve monetary transactions. The student is expected to:**
GRADE LEVEL EXPECTATION	111.4.b.5.A.	Determine the value of a collection of coins up to one dollar. **Beta** Lesson 08: Skip Count by 10; 1 Penny = 1¢, 1 Dime = 10¢ Lesson 09: Skip Count by 5; 5¢ = 1 Nickel Lesson 10: Money: Decimal Point and Dollars Lesson 12: Adding Money; Mental Math

GRADE LEVEL EXPECTATION	111.4.b.5 .B.	Use the cent symbol, dollar sign, and the decimal point to name the value of a collection of coins. **Beta** Lesson 08: Skip Count by 10; 1 Penny = 1¢, 1 Dime = 10¢ Lesson 09: Skip Count by 5; 5¢ = 1 Nickel Lesson 10: Money: Decimal Point and Dollars Lesson 12: Adding Money; Mental Math
TEKS	**111.4.**	**Grade 2, Adopted 2012.**
STUDENT EXPECTATION	**111.4.b.7 .**	**Algebraic reasoning. The student applies mathematical process standards to identify and apply number patterns within properties of numbers and operations in order to describe relationships. The student is expected to:**
GRADE LEVEL EXPECTATION	111.4.b.7. B.	Use an understanding of place value to determine the number that is 10 or 100 more or less than a given number up to 1,200. **Alpha** Lesson 06: Counting to 100, Skip Counting by 10 **Beta** Lesson 08: Skip Count by 10; 1 Penny = 1¢, 1 Dime = 10¢
TEKS	**111.4.**	**Grade 2, Adopted 2012.**
STUDENT EXPECTATION	**111.4.b.8 .**	**Geometry and measurement. The student applies mathematical process standards to analyze attributes of two-dimensional shapes and three-dimensional solids to develop generalizations about their properties. The student is expected to:**
GRADE LEVEL EXPECTATION	111.4.b.8 .D.	Compose two-dimensional shapes and three-dimensional solids with given properties or attributes. **Alpha** Lesson 11: Shapes: Circles and Triangles; Skip Counting by 2 Lesson 13: Rectangles, Squares; Skip Counting by 5 **Beta** Appendix A: Identify Shapes; Fractional Parts
TEKS	**111.4.**	**Grade 2, Adopted 2012.**
STUDENT EXPECTATION	**111.4.b.9 .**	**Geometry and measurement. The student applies mathematical process standards to select and use units to describe length, area, and time. The student is expected to:**
GRADE LEVEL EXPECTATION	111.4.b.9 .A.	Find the length of objects using concrete models for standard units of length. **Beta** Lesson 14: Measurement: 12 Inches = 1 Foot
GRADE LEVEL EXPECTATION	111.4.b.9 .C.	Represent whole numbers as distances from any given location on a number line. **Beta** Appendix B: Number Line
GRADE LEVEL EXPECTATION	111.4.b.9 .D.	Determine the length of an object to the nearest marked unit using rulers, yardsticks, meter sticks, or measuring tapes. **Beta** Lesson 14: Measurement: 12 Inches = 1 Foot

GRADE LEVEL EXPECTATION	111.4.b.9.G.	Read and write time to the nearest one-minute increment using analog and digital clocks and distinguish between a.m. and p.m. **Alpha** Appendix A: Telling Time: Minutes Appendix B: Telling Time: Hours
TEKS	**111.4.**	**Grade 2, Adopted 2012.**
STUDENT EXPECTATION	**111.4.b.10.**	**Data analysis. The student applies mathematical process standards to organize data to make it useful for interpreting information and solving problems. The student is expected to:**
GRADE LEVEL EXPECTATION	111.4.b.10.B.	Organize a collection of data with up to four categories using pictographs and bar graphs with intervals of one or more. **Beta** Lesson 30: Bar Graphs and Line Graphs