

A Correlation of

Scott Foresman • Addison Wesley

en**Vision**MATH™

to the

**Kansas**

**Curricular Standards for Mathematics  
Knowledge Base & Application Indicators**

Grade Two

PEARSON

G/M-258\_G2

## INTRODUCTION

This correlation is designed to show the close alignment between Scott Foresman-Addison Wesley enVisionMATH and the Kansas Curricular Standards for Mathematics. Correlation page references are to the Teacher's Edition and Student Edition.

The en**Vision**MATH™ program is based around scientific research on how children learn mathematics as well as on classroom-based evidence that validates proven reliability.

### **Personalized Curriculum**

en**Vision**MATH™ provides 20 (16 in Kindergarten) focused topics that are coherent, digestible groups of lessons focusing on one or a few related content areas. A flexible sequence of topics is small enough for a district to rearrange into a personalized curriculum that matches the sequence preferred by the district. The curriculum is designed so that all standards can be taught before the major mathematics testing.

### **Instructional Design**

en**Vision**MATH™ teaches for deep conceptual understanding using research-based best practices. Essential understandings connected by Big Ideas are explicitly stated in the Teacher's Edition. Daily Spiral Review and the Problem of the Day focus foundational skills and allow for ongoing practice with a variety of problem types. Daily interactive concept development encourages students to interact with teachers and other students to develop conceptual understanding.

Visual Learning allows students to benefit from seeing math ideas portrayed pictorially as well as being able to see connections between ideas. en**Vision**MATH™ created a Visual Learning Bridge which is a step-by-step bridge between the interactive learning activity and the lesson exercises to help students focus on one idea at a time and see the connections within the sequence of ideas. The strong sequential visual/verbal connections deepen conceptual understanding for students of all learning modalities and are particularly effective with English language learners and struggling readers. Guiding questions in blue type help the teacher guide students through the examples, ask probing questions to stimulate higher order thinking, and allow for checking of understanding.

### **Differentiated Instruction**

en**Vision**MATH™ engages and interests all students with leveled activities for ongoing differentiated instruction. A Teacher-Directed Intervention activity at the end of every lesson provides immediate opportunities to get students on track. In addition, ready made leveled learning centers for each lesson allow different students to do the same activity at different levels at the same time giving the teacher uninterrupted time to focus on reteaching students who require intervention. All centers can be used repeatedly due to the inclusion of a "Try Again" at the end. They can also be used for ongoing review and they can be used year after year. Topic-specific considerations for EL, Special Education, At-Risk, and Advanced students enable the teacher to accommodate the diverse learners in the classroom.

**Scott Foresman – Addison Wesley enVisionMATH  
to the  
Kansas Curricular Standards for Mathematics**

**Knowledge Base Indicators**

**Grade Two**

**Standard 1: Number and Computation** – The student uses numerical and computational concepts and procedures in a variety of situations.

**Benchmark 1: Number Sense** – The student demonstrates number sense for whole numbers, fractions, and money using concrete objects in a variety of situations.

Grade Two Knowledge Base Indicators	Scott Foresman – Addison Wesley enVisionMATH
<p><b>The student...</b></p> <p><b>1. ■ knows, explains, and represents whole numbers from 0 through 1,000 using concrete objects (2.4.K1a) (\$).</b></p>	<p><b>Topic 1:</b> 27A-30B  <b>Topic 4:</b> 97A-97D, 99A-102B, 103A-106B, 111A-114B, 132-133, 138, 139A  <b>Topic 8:</b> 223-226, 231-234  <b>Topic 9:</b> 255-258, 263-266  <b>Topic 18:</b> 549C, 559-562, 575-578</p>
<p><b>2. compares and orders:</b></p> <p><b>a. whole numbers from 0 through 1,000 using concrete objects (2.4.K1a) (\$);</b></p>	<p><b>Topic 4:</b> 97B, 97, 111A-114B, 115A-118B, 119A-122B, 123A-126B, 139-140D  <b>Topic 17:</b> 509B-509E, 531A-534B, 535A-538B, 539A-542B, 547-548A</p>

Grade Two Knowledge Base Indicators	Scott Foresman – Addison Wesley enVisionMATH
b. fractions greater than or equal to zero with like denominators (halves, fourths, thirds, eighths) using concrete objects (2.4.K1a,c).	<b>Topic 12:</b> 349A-349H, 349-350, 351A-354B, 355A-358B, 359A-362B, 363A-366B, 367A-370B, 371A-374B, 375-376B
3. uses addition and subtraction to show equivalent representations for whole numbers from 0 through 100 (2.4.K1a-b), e.g., $8 - 5 = 2 + 1$ or $20 + 40 = 70 - 10$ .	<b>Topic 1:</b> 3A-6B, 7A-10B, 11A-14B, 15A-18B, 19A-22B, 23A-26B, 27A-30B <b>Topic 2:</b> 61, 63A-66B <b>Topic 3:</b> 71A-74B, 75A-78B, 91A-94B <b>Topic 6:</b> 183A-186B <b>Topic 7:</b> 203A-206B, 207A-210B
4. identifies and uses ordinal positions from first (1 <sup>st</sup> ) through twentieth (20 <sup>th</sup> ) (2.4.K1a).	<b>Topic 17:</b> 548B
5. ▲ identifies coins, states their values, and determines the total value to \$1.00 of a mixed group of coins using pennies, nickels, dimes, quarters, and half-dollars (2.4.K1d) (\$).	<b>Topic 5:</b> 141A-141H, 141-142, 143A-146B, 147A-150B, 151A-154B, 155A-158B, 159A-162B, 163A-166B, 167-168B
6. counts a like combination of currency (\$1, \$5, \$10, \$20) to \$100 (2.4.K1d) (\$).	<b>Topic 5:</b> 141A-141H, 141-142, 143A-146B, 147A-150B, 151A-154B, 155A-158B, 159A-162B, 163A-166B, 167-168B

**Benchmark 2: Number Systems and Their Properties** – The student demonstrates an understanding of whole numbers with a special emphasis on place value and recognizes, uses, and explains the concepts of properties as they relate to whole numbers in a variety of situations.

Grade Two Knowledge Base Indicators	Scott Foresman – Addison Wesley enVisionMATH
<p><b>The student...</b></p> <p><b>1. reads and writes (\$):</b></p> <p><b>a. whole numbers from 0 through 1,000 in numerical form, e.g., 942 is read as nine hundred forty-two and is written in numerical form as 942;</b></p>	<p><b>Topic 4:</b> 97A-97H, 99A-102B, 103A-106B, 107A-110B, 111A-114B, 115A-118B, 119A-122B, 123A-126B, 127A-130B, 131A-134B, 135A-138B, 139-140D  <b>Topic 17:</b> 509</p>
<p><b>b. whole numbers from 0 through 100 in words, e.g., 76 is read as seventy-six and is written in words as seventy-six.</b></p>	<p><b>Topic 4:</b> 97A-97H, 99A-102B, 103A-106B, 107A-110B, 111A-114B, 115A-118B, 119A-122B, 123A-126B, 127A-130B, 131A-134B, 135A-138B, 139-140D  <b>Topic 17:</b> 509</p>
<p><b>c. whole numbers from 0 through 1,000 in numerical form when presented in word form, e.g., nine hundred forty-six is read as nine hundred forty-six and is written as 946.</b></p>	<p><b>Topic 4:</b> 97A-97H, 99A-102B, 103A-106B, 107A-110B, 111A-114B, 115A-118B, 119A-122B, 123A-126B, 127A-130B, 131A-134B, 135A-138B, 139-140D  <b>Topic 17:</b> 509</p>
<p><b>2. ▲ represents whole numbers from 0 through 1,000 using various groupings and place value models emphasizing 1s, 10s, and 100s; explains the groups; and states the value of the digit in ones place, tens place, and hundreds place (2.4.K1b) (\$), e.g., in 385, the 3 represents 3 hundreds, 30 tens, or 300 ones; the 8 represents 8 tens or 80 ones; and the 5 represents 5 ones.</b></p>	<p><b>Topic 4:</b> 97A-97H, 99A-102B, 103A-106B, 107A-110B, 111A-114B, 127A-130B, 135A-138B, 139-140C  <b>Topic 6:</b> 171A-174B, 179A-182B  <b>Topic 7:</b> 195A-198B  <b>Topic 8:</b> 219A-222B  <b>Topic 9:</b> 251A-254B  <b>Topic 17:</b> 510</p>

Grade Two Knowledge Base Indicators	Scott Foresman – Addison Wesley enVisionMATH
<p>3. counts subsets of whole numbers from 0 through 1,000 forwards and backwards (2.4.K1a) (\$), e.g., 311, 312, ..., 320; or 210, 209, ..., 204.</p>	<p><b>Topic 4:</b> 97A-97H, 99A-102B, 103A-106B, 107A-110B, 127A-130B, 131A-134B, 135A-138B, 139-140D  <b>Topic 5:</b> 143A-146B, 151A-154B  <b>Topic 18:</b> 568-569</p>
<p>4. ▲ identifies the place value of the digits in whole numbers from 0 through 1,000 (2.4.K1b) (\$).</p>	<p><b>Topic 4:</b> 97A-97H, 99A-102B, 103A-106B, 107A-110B, 111A-114B, 127A-130B, 135A-138B, 139-140C  <b>Topic 6:</b> 171A-174B, 179A-182B  <b>Topic 7:</b> 195A-198B  <b>Topic 8:</b> 219A-222B  <b>Topic 9:</b> 251A-254B  <b>Topic 17:</b> 510</p>
<p>5. identifies any whole number from 0 through 100 as even or odd (2.4.K1a).</p>	<p><b>Topic 4:</b> 97D, 131A-134B, 139-140C</p>
<p>6. uses the concepts of these properties with whole numbers from 0 through 100 and demonstrates their meaning including the use of concrete objects (2.4.K1a) (\$):</p> <p>a. commutative property of addition, e.g., <math>5 + 6 = 6 + 5</math>;</p>	<p><b>Topic 1:</b> 23A-26, 31F  <b>Topic 2:</b> 33B, 33E-33H, 33, 47A-50B, 51A (Spiral Review), 67-68A  <b>Topic 3:</b> 69B</p>
<p>b. zero property of addition (additive identity), e.g., <math>4 + 0 = 4</math>;</p>	<p><b>Topic 2:</b> 33B, 33F, 35A-38B, 39A, 67-68A</p>
<p>c. associative property of addition, e.g., <math>(3 + 2) + 4 = 3 + (2 + 4)</math>;</p>	<p><b>Topic 2:</b> 51A-54B, 55A, 63A (Spiral Review), 63A-66B, 67-68A  <b>Topic 8:</b> 239A-242B, 247B-247C, 248B-248C</p>

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<p><b>d. symmetric property of equality applied to basic addition and subtraction facts, e.g., <math>10 = 2 + 8</math> is the same as <math>2 + 8 = 10</math> or <math>7 = 10 - 3</math> is the same as <math>10 - 3 = 7</math>.</b></p>	<p>Grade 2 students rearrange addends and terms in a subtraction sentence as they write families of facts.  <b>Topic 1:</b> 23A-26B, 27A (Spiral Review), 31F-32A  <b>Topic 3:</b> 69B-69C, 69G-69H, 69, 75A-78B, 79A-82B, 83A-86B, 87A-90B, 96-96A  <b>Topic 7:</b> 207-210B, 215-215B</p>

**Benchmark 3: Estimation** – The student uses computational estimation with whole numbers and money in a variety of situations.

Grade Two Knowledge Base Indicators	Scott Foresman – Addison Wesley enVisionMATH
<p><b>The student...</b></p> <p><b>1. estimates whole number quantities from 0 through 1,000 and monetary amounts through \$50 using various computational methods including mental math, paper and pencil, concrete objects, and appropriate technology (2.4.Ka-b,d) (\$).</b></p>	<p><b>Topic 4:</b> 140D (Extension for Lesson 4-2)  <b>Topic 10:</b> 287A-290B, 291A, 299A-302B, 303A (Spiral Review), 307A (Spiral Review), 311-312A  <b>Topic 18:</b> 555A-558B, 559A, 571A-574B, 575A, 579A, 587-587C</p>
<p><b>2. uses various estimation strategies to estimate whole number quantities from 0 through 1,000 (2.4.K1a) (\$).</b></p>	<p><b>Topic 10:</b> 287A-290B, 291A, 299A-302B, 303A (Spiral Review), 307A (Spiral Review), 311-312A  <b>Topic 18:</b> 555A-558B, 559A, 571A-574B, 575A, 579A, 587-587C</p>

**Benchmark 4: Computation** – The student models, performs, and explains computation with whole numbers and money using concrete objects in a variety of situations.

Grade Two Knowledge Base Indicators	Scott Foresman – Addison Wesley enVisionMATH
<p>The student...</p> <p>1. <b>computes with efficiency and accuracy using various computational methods including mental math, paper and pencil, concrete objects, and appropriate technology (2.4.K1a) (\$).</b></p>	<p><b>Topic 2:</b> 35A-38B, 39A-42B  <b>Topic 3:</b> 71A-74B, 75A-78B  <b>Topic 6:</b> 171A-174B, 175A-178B  <b>Topic 7:</b> 195A-198B, 199A-202B  <b>Topic 8:</b> 219A-222, 223A-226B  <b>Topic 9:</b> 251A-254B, 255A-258B  <b>Topic 18:</b> 555A-558B  <b>Topic 19:</b> 595A-598B  <b>Topic 20:</b> 623A-626B</p>
<p>2. <b>N states and uses with efficiency and accuracy basic addition facts with sums from 0 through 20 and corresponding subtraction facts (2.4.K1a) (\$).</b></p>	<p><b>Topic 2:</b> 35A-38B, 39A-42B, 43A-46B, 47A-50B, 51A-54B, 55A-58B, 59A-62B, 63A-66B  <b>Topic 3:</b> 71A-74B, 75A-78B, 79A-82B, 83A-86B, 87A-90B, 91A-94B, 95-96</p>
<p>3. <b>skip counts by 2s, 5s, and 10s through 100 and skip counts by 3s through 36 (2.4.K1a).</b></p>	<p><b>Topic 4:</b> 127A-130B, 131A, 139B  <b>Topic 17:</b> 543-546B, 547-547C  <b>Topic 19:</b> 589-590</p>
<p>4. <b>uses repeated addition (multiplication) with whole numbers to find the sum when given the number of groups (ten or less) and given the same number of concrete objects in each group (twenty or less) (2.4.K1a) (\$), e.g., five classes of 15 students visit the zoo; <math>15 + 15 + 15 + 15 + 15 = 75</math>.</b></p>	<p><b>Topic 19:</b> 589A, 589D, 589G-589H, 591A-594B, 595A (Spiral Review), 615-616A  <b>Topic 20:</b> 627A (Spiral Review)</p>



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<p>5. uses repeated subtraction (division) with whole numbers when given the total number of concrete objects in each group to find the number of groups (2.4.K1a) (\$), e.g., there are 25 cookies. If each student gets 3 cookies, how many students get cookies? <math>25 - 3 - 3 - 3 - 3 - 3 - 3 - 3 - 3</math> or 25 minus 3 eight times means eight students get 3 cookies each and there is 1 cookie left over.</p>	<p><b>Topic 20:</b> 623A-626B, 627A (Problem of the Day), 639B, 640-640A</p>
<p>6. fair shares/measures out (divides) a total amount through 100 concrete objects into equal groups (2.4.K1a-b), e.g., fair sharing 48 eggs into four groups resulting in four groups of 12 eggs or measuring out 48 eggs with 12 eggs in each group resulting in four groups of 12 eggs.</p>	<p><b>Topic 20:</b> 617A-617H, 617-618, 619A-622B, 623A-626B, 627A-630B, 631A-634B, 635A-638B, 639-640B</p>
<p>7. ▲ N performs and explains these computational procedures:</p> <p>a. ■ adds and subtracts three-digit whole numbers with and without regrouping including the use of concrete objects (2.4.K1a-b),</p>	<p><b>Topic 18:</b> 549A-549H, 549-550, 551A-554B, 555A-558B, 559A-562B, 563A-566B, 567A-570B, 571A-574B, 575A-578B, 579A-582B, 583A-586B, 587-588</p>
<p>b. adds and subtracts monetary amounts through 99¢ using cent notation (<math>25¢ + 52¢</math>) and money models (2.4.K1a-b,d) (\$).</p>	<p><b>Topic 10:</b> 281B-281C, 283A-286B, 291A (Spiral Review), 295A-298B, 303A, 307A-310B, 311-311B, 312-312B  <b>Topic 15:</b> 467A (Spiral Review)</p>
<p>8. ▲ N identifies basic addition and subtraction fact families (facts with sums from 0 through 20 and corresponding subtraction facts) (2.4.K1a).</p>	<p><b>Topic 1:</b> 23A-26B, 27A (Spiral Review), 31F-32A  <b>Topic 3:</b> 69B-69C, 69G-69H, 69, 75A-78B, 79A-82B, 83A-86B, 87A-90B, 96-96A  <b>Topic 7:</b> 207-210B, 215-215B</p>

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<p><b>9. reads and writes horizontally and vertically the same addition or subtraction expression e.g., <math>6 - 3</math> is the same as <math>6 - \underline{3}</math>.</b></p>	<p><b>Topic 2:</b> 36-37, 40-41, 44-45, 46B, 48-49, 50B, 52-53, 54B, 57, 61, 62B  <b>Topic 3:</b> 71, 73, 75-77, 80-81</p>

**Standard 2: Algebra** – The student uses algebraic concepts and procedures in a variety of situations.

**Benchmark 1: Patterns** – The student recognizes, describes, extends, develops, and explains relationships in patterns using concrete objects in a variety of situations.

Grade Two Knowledge Base Indicators	Scott Foresman – Addison Wesley enVisionMATH
<p><b>The student...</b></p> <p><b>1. uses concrete objects, drawings, and other representations to work with types of patterns (2.4.K1a):</b></p> <p><b>a. repeating patterns, e.g., an AB pattern is like left-right, left-right, ...; an ABC pattern is like dog-horse-pig, dog-horse-pig, ...; an AAB pattern is like <math>\uparrow\uparrow\rightarrow, \uparrow\uparrow\rightarrow, \dots</math>;</b></p>	<p><b>Topic 11:</b> 322, 335, 338, 338B  <b>Topic 13:</b> 377C</p>
<p><b>1. growing (extending) patterns, e.g., 7, 9, 11, where the rule could be add 2 or the odd numbers beginning with 7.</b></p>	<p><b>Topic 4:</b> 127A-130B, 131A, 139B  <b>Topic 6:</b> 187A-190B  <b>Topic 17:</b> 543-546B, 547-547C  <b>Topic 18:</b> 568-569  <b>Topic 19:</b> 589-590  <b>Topic 20:</b> 635A-638</p>

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<p><b>2. uses the following attributes to generate patterns:</b></p> <p><b>a. counting numbers related to number theory (2.4.K1a), e.g., evens, odds, or skip counting by 3s, or 4s;</b></p>	<p><b>Topic 4:</b> 97D, 127A-130B, 131A-134B, 139-140C  <b>Topic 6:</b> 187A-190B  <b>Topic 17:</b> 543-546B, 547-547C  <b>Topic 18:</b> 568-569  <b>Topic 19:</b> 589-590  <b>Topic 20:</b> 635A-638</p>
<p><b>b. whole numbers that increase or decrease (2.4.K1a) (\$), e.g., 11, 22, 33, ... or 98, 88, 78, ...;</b></p>	<p><b>Topic 4:</b> 127A-130B, 131A, 139B  <b>Topic 6:</b> 187A-190B  <b>Topic 17:</b> 543-546B, 547-547C  <b>Topic 18:</b> 568-569  <b>Topic 19:</b> 589-590  <b>Topic 20:</b> 635A-638</p>
<p><b>c. geometric shapes (2.4.K1f), e.g., <math>\Delta</math>-O-O, <math>\Delta</math>-O-O,</b></p>	<p><b>Topic 11:</b> 322, 335, 338, 338B</p>
<p><b>d. measurements (2.4.K1a), e.g., 1", 3", 5", ... or 5 lbs, 10 lbs, 15 lbs, ...;</b></p>	<p><b>Topic 13:</b> 377C  <b>Topic 14:</b> 415A (Problem of the Day)</p>
<p><b>e. the calendar (2.4.K1a), e.g., Sunday, Monday, Tuesday, ...;</b></p>	<p><b>Topic 15:</b> 463A-466B, 475-475B</p>
<p><b>f. money and time (2.4.K1a,d) (\$), e.g., \$5, \$10, \$15, or 1:15, 1:30, 1:45, ...;</b></p>	<p><b>Topic 5:</b> 141A-141H, 141-142, 143A-146B, 147A-150B, 151A-154B, 155A-158B, 159A-162B, 163A-166B, 167-168B  <b>Topic 15:</b> 449D, 463-466B, 467A (Problem of the Day), 474, 475-476</p>
<p><b>g. things related to daily life (2.4.K1a), e.g., seasons, temperature, or weather;</b></p>	<p><b>Topic 15:</b> 463-466B, 467A-470B, 471A, 475-476, 476B</p>

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<p><b>h. things related to size, shape, color, texture, or movement (2.4.K1a), e.g., <math>\diamond\diamond, \diamond\diamond, \diamond\diamond, \dots</math> ; or snapping fingers, clapping hands, or stomping feet or over, under, or behind using a bean bag toss (kinesthetic patterns).</b></p>	<p><b>Topic 11:</b> 322, 335, 338, 338B</p>
<p><b>3. <math>\blacktriangle</math> identifies and continues a pattern presented in various formats including numeric (list or table), visual (picture, table, or graph), verbal (oral description), kinesthetic (action), and written (2.4.K1a) (\$).</b></p>	<p><b>Topic 4:</b> 127A-130B, 131A, 139B  <b>Topic 6:</b> 187A-190B  <b>Topic 11:</b> 322, 335, 338, 338B  <b>Topic 17:</b> 543-546B, 547-547C  <b>Topic 19:</b> 589-590  <b>Topic 20:</b> 635A-638</p>
<p><b>4. generates (2.4.K1a): repeating patterns, e.g., 1-2, 1-2, 1-2, ... where the elements repeat; growing (extending) patterns, e.g., 1, 4, 7, ...where the rule is add 3.</b></p>	<p><b>Topic 11:</b> 322, 335, 338, 338B</p>

**Benchmark 2: Variables, Equations, and Inequalities** – The student uses symbols and whole numbers to solve addition and subtraction equations using concrete objects in a variety of situations.

Grade Two Knowledge Base Indicators	Scott Foresman – Addison Wesley enVisionMATH
<p><b>The student...</b></p> <p><b>1. explains and uses symbols to represent unknown whole number quantities from 0 through 100 (2.4.K1a).</b></p>	<p><b>Topic 1:</b> 5, 13  <b>Topic 2:</b> 37, 45  <b>Topic 3:</b> 87-90B, 93  <b>Topic 6:</b> 177, 181  <b>Topic 7:</b> 197, 201  <b>Topic 8:</b> 221, 229  <b>Topic 9:</b> 257, 261  <b>Topic 18:</b> 553</p>
<p><b>2. finds the sum or difference in one-step equations with : (\$)</b></p> <p><b>a. whole numbers from 0 through 99 (2.4.K1a-b), e.g., <math>32 + 19 = \Delta</math> or <math>\Delta = 79 - 46</math>;</b></p>	<p><b>Topic 2:</b> 45, 49, 53  <b>Topic 3:</b> 87-90B, 93  <b>Topic 6:</b> 177, 181  <b>Topic 7:</b> 197, 201  <b>Topic 8:</b> 221, 229, 237, 241  <b>Topic 9:</b> 257, 261</p>
<p><b>b. up to two different coins (2.4.K1d), e.g., nickel + penny = <math>\Delta\text{¢}</math>.</b></p>	<p><b>Topic 5:</b> 161  <b>Topic 10:</b> 281B-281C, 283A-286B, 291A (Spiral Review), 295A-298B, 303A, 307A-310B, 311-311B, 312-312B  <b>Topic 15:</b> 467A (Spiral Review)</p>

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<p><b>3. finds unknown addend or subtrahend using basic addition and subtraction facts (fact family) (2.4.K1a) (\$), e.g., <math>12 = \Delta + 7</math> or <math>12 - \Delta = 7</math>.</b></p>	<p><b>Topic 1:</b> 5, 13, 21  <b>Topic 2:</b> 37, 45, 49, 53  <b>Topic 3:</b> 87-90B, 93  <b>Topic 6:</b> 177, 181  <b>Topic 7:</b> 197, 201  <b>Topic 8:</b> 221, 229</p>
<p><b>4. describes and compares two whole numbers from 0 through 1,000 using the terms: is equal to, is less than, is greater than (2.4.K1a-b) (\$).</b></p>	<p><b>Topic 4:</b> 97B, 97, 111A-114B, 115A-118B, 119A-122B, 123A-126B, 139-140D  <b>Topic 17:</b> 509B-509E, 531A-534B, 535A-538B, 539A-542B, 547-548A</p>

**Benchmark 3: Functions** – The student recognizes and describes whole number relationships using concrete objects in a variety of situations.

Grade Two Knowledge Base Indicators	Scott Foresman – Addison Wesley enVisionMATH
<p><b>The student...</b></p> <p><b>1. states mathematical relationships between whole numbers from 0 through 100 using various methods including mental math, paper and pencil, and concrete objects (2.4.K1a) (\$), e.g., every time a dog is added to the pack, 2 more ears are added to the total.</b></p>	<p><b>Topic 6:</b> 188-190B, 191-192A  <b>Topic 12:</b> 527-530B, 543-546B  <b>Topic 20:</b> 617B, 634B (Enrichment), 635A-638B, 639-639B</p>

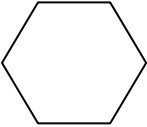
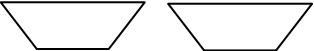
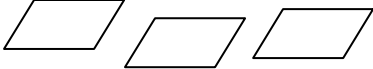

Grade Two Knowledge Base Indicators	Scott Foresman – Addison Wesley enVisionMATH																		
<p>2. finds the values and determines the rule that involve addition or subtraction of whole numbers from 0 through 100 using a horizontal or vertical function table (input/output machine, T-table) (2.4.K1e), e.g., after looking at the function table, different students might respond that the rule is <math>In + 2</math> equals <math>Out</math>, the rule is <math>N + 2</math>, or the rule is plus 2.</p> <table border="1" data-bbox="766 462 1029 727"> <thead> <tr> <th>In</th> <th>Out</th> </tr> </thead> <tbody> <tr> <td>9</td> <td>11</td> </tr> <tr> <td>2</td> <td>4</td> </tr> <tr> <td>13</td> <td>15</td> </tr> <tr> <td>42</td> <td>44</td> </tr> <tr> <td>57</td> <td>59</td> </tr> <tr> <td>6</td> <td>?</td> </tr> <tr> <td>72</td> <td>?</td> </tr> <tr> <td>N</td> <td>?</td> </tr> </tbody> </table>	In	Out	9	11	2	4	13	15	42	44	57	59	6	?	72	?	N	?	<p>Topic 6: 188-190B, 191-192A  Topic 20: 617B, 634B (Enrichment), 635A-638B, 639-639B</p>
In	Out																		
9	11																		
2	4																		
13	15																		
42	44																		
57	59																		
6	?																		
72	?																		
N	?																		
<p>3. generalizes numerical patterns using whole numbers from 0 through 100 with one operation (addition, subtraction) by stating the rule using words, e.g., if a set of numbers is 2, 4, 6, 8,10, ...; the rule is add two.</p>	<p>Topic 4: 127A-130B, 131A, 139B  Topic 6: 187A-190B  Topic 17: 543-546B, 547-547C  Topic 18: 568-569  Topic 19: 589-590  Topic 20: 635A-638</p>																		

**Benchmark 4: Models** – The student uses mathematical models including concrete objects to represent, show, and communicate mathematical relationships in a variety of situations.

Grade Two Knowledge Base Indicators	Scott Foresman – Addison Wesley enVisionMATH
The student...	
<p><b>1. knows, explains, and uses mathematical models to represent mathematical concepts, procedures, and relationships. Mathematical models include:</b></p> <p><b>a. process models (concrete objects, pictures, diagrams, number lines, unifix cubes, hundred charts, or measurement tools) to model computational procedures and mathematical relationships, to compare and order numerical quantities, and to represent fractional parts (1.1.K1-4, 1.2.K3, 1.2.K5-6, 1.3.K1-2, 1.4.K1-8, 2.1.K1, 2.2K1, 2.1K1a-b, 2.1K1d-h, 2.1.K3-4, 2.2.K2a, 2.2.K3-4, 2.3.K1, 3.2.K1-5, 3.3.K1, 3.4.K1-3, 4.2.K3-5) (\$);</b></p>	<p><b>Topic 1:</b> 27A-30B  <b>Topic 2:</b> 63A-66B  <b>Topic 3:</b> 76-77  <b>Topic 4:</b> 111A-114B  <b>Topic 5:</b> 155A-158B  <b>Topic 6:</b> 183A-186B  <b>Topic 7:</b> 203A-206B  <b>Topic 8:</b> 231A-234B  <b>Topic 9:</b> 263A-266B  <b>Topic 12:</b> 355A-358B  <b>Topic 13:</b> 407A-410B  <b>Topic 17:</b> 515A-518B  <b>Topic 18:</b> 559A-562B  <b>Topic 19:</b> 595A-598B  <b>Topic 20:</b> 619A-622B</p>
<p><b>b. place value models (place value mats, hundred charts, or base ten blocks) to compare, order, and represent numerical quantities and to model computational procedures (1.1.K3, 1.2.K2, 1.2.K4, 1.3.K1, 1.4.K6-7, 1.4.K7a, 2.2.K2a, 2.2.K4) (\$);</b></p>	<p><b>Topic 4:</b> 97A-97H, 99A-102B, 103A-106B, 107A-110B, 111A-114B, 127A-130B, 135A-138B, 139-140C  <b>Topic 6:</b> 171A-174B, 179A-182B  <b>Topic 7:</b> 195A-198B  <b>Topic 8:</b> 219A-222B  <b>Topic 9:</b> 251A-254B  <b>Topic 17:</b> 510</p>



Grade Two Knowledge Base Indicators	Scott Foresman – Addison Wesley enVisionMATH
c. fraction models (fraction strips or pattern blocks) to compare, order, and represent numerical quantities (1.1.K2b) (\$);	<b>Topic 12:</b> 349A-349H, 349-350, 351A-354B, 355A-358B, 359A-362B, 363A-366B, 367A-370B, 371A-374B, 375-376B
d. money models (base ten blocks or coins) to compare, order, and represent numerical quantities (1.1.K5-6, 1.3.K1, 1.4.K7b, 2.1.K1f, 2.2.K2b) (\$);	<b>Topic 5:</b> 141A-141H, 141-142, 143A-146B, 147A-150B, 151A-154B, 155A-158B, 159A-162B, 163A-166B, 167-168B
e. function tables (input/output machines, T-tables) to model numerical relationships (2.3.K2) (\$);	<b>Topic 6:</b> 188-190B, 191-192A <b>Topic 20:</b> 617B, 634B (Enrichment), 635A-638B, 639-639B
f. two-dimensional geometric models (geoboards, dot paper, g. pattern blocks, tangrams, or attribute blocks) to model perimeter and properties of geometric shapes and three-dimensional geometric models (solids) and real-world objects to compare size and to model attributes of geometric shapes (2.1.K2c, 3.1.K1-6, 3.3.K2-3);	<b>Topic 11:</b> 313A-313H, 313-314, 315A-318B, 319A-322B, 323A-326B, 327A-330B, 331A-334B, 335A-338B, 339A-342B, 343A-346B, 347-348B
g. two-dimensional geometric models (spinners), three-dimensional geometric models (number cubes), and process models (concrete objects) to model probability (4.1.K1-2) (\$);	<b>Topic 16:</b> 477B, 477E, 477-478, 495A-498B, 499A-502B, 507-508B
h. graphs using concrete objects, representational objects, or abstract representations, pictographs, frequency tables, horizontal and vertical bar graphs, Venn diagrams or other pictorial displays, and line plots to organize and display data (4.1.K2, 4.2.K1, 4.2.K2) (\$);	<b>Topic 16:</b> 477A-477H, 477-478, 479A-482B, 483A-486B, 487A-490B, 491A-494B, 500-501, 503A-506B, 507-508B

Grade Two Knowledge Base Indicators	Scott Foresman – Addison Wesley enVisionMATH
<p><b>i. Venn diagrams to sort data.</b></p>	<p>Grade 2 students use tally charts to sort data.  <b>Topic 5:</b> 163-165B  <b>Topic 16:</b> 483A-486B, 487A-490B, 491A (Spiral Review), 499A (Spiral Review), 501-502, 507-507C, 508B-508C</p>
<p><b>2. creates a mathematical model to show the relationship between two or more things, e.g., using pattern blocks, a whole (1) can be represented using</b></p> <p><b>a</b></p> <p> <b>(1/1) or</b></p> <p><b>two</b>  <b>(2/2) or</b></p> <p><b>three</b>  <b>(3/3) or</b></p> <p><b>six</b>  <b>(6/6).</b></p>	<p><b>Topic 11:</b> 313B, 313D, 315A (Problem of the Day), 323A-326B, 327A-330B, 346, 347-348B  <b>Topic 12:</b> 349A-349H, 349-350, 351A-354B, 355A-358B, 359A-362B, 363A-366B, 367A-370B, 371A-374B, 375-376B</p>

**Standard 3: Geometry** – The student uses geometric concepts and procedures in a variety of situations.

**Benchmark 1: Geometric Figures and Their Properties** – The student recognizes geometric shapes and describes their properties using concrete objects in a variety of situations.

Grade Two Knowledge Base Indicators	Scott Foresman – Addison Wesley enVisionMATH
<p>The student...</p> <p>1. recognizes and investigates properties of circles, squares, rectangles, triangles, and ellipses (ovals) (plane figures/two-dimensional shapes) using concrete objects, drawings, and appropriate technology (2.4.K1f).</p>	<p><b>Topic 11:</b> 313A-313H, 313-314, 315A-318B, 319A-322B, 323A-326B, 327A-330B, 331A-334B, 335A-338B, 339A-342B, 343A-346B, 347-348B</p>
<p>2. ■ recognizes, draws, and describes circles, squares, rectangles, triangles, ellipses (ovals) (plane figures) (2.4.K1f).</p>	<p><b>Topic 11:</b> 313A-313H, 313-314, 315A-318B, 319A-322B, 323A-326B, 327A-330B, 331A-334B, 335A-338B, 339A-342B, 343A-346B, 347-348B</p>
<p>3. recognizes cubes, rectangular prisms, cylinders, cones, and spheres (solids/three-dimensional figures) (2.4.K1f).</p>	<p><b>Topic 11:</b> 313F, 313G-313H, 313-314, 319A-322B, 343A-346B, 347-348B</p>
<p>4. recognizes the square, triangle, rhombus, hexagon, parallelogram, and trapezoid from a pattern block set (2.4.K1f).</p>	<p><b>Topic 11:</b> 313A-313H, 313-314, 315A-318B, 319A-322B, 323A-326B, 327A-330B, 331A-334B, 335A-338B, 339A-342B, 343A-346B, 347-348B</p>
<p>5. compares geometric shapes (circles, squares, rectangles, triangles, ellipses) to one another (2.4.K1f).</p>	<p><b>Topic 11:</b> 313A-313H, 313-314, 315A-318B, 319A-322B, 323A-326B, 327A-330B, 331A-334B, 335A-338B, 339A-342B, 343A-346B, 347-348B</p>
<p>6. recognizes whether a shape has a line of symmetry (2.4.K1f).</p>	<p><b>Topic 11:</b> 313B, 339A-342B, 343A, 347-348A</p>

**Benchmark 2: Measurement and Estimation** – The student estimates and measures using standard and nonstandard units of measure with concrete objects in a variety of situations.

Grade Two Knowledge Base Indicators	Scott Foresman – Addison Wesley enVisionMATH
<p>The student...</p> <p>1. uses whole number approximations (estimations) for length, weight, and volume using standard and nonstandard units of measure (2.4.K1a) (\$), e.g., the height of the classroom door is 14 chalkboard erasers laid end to end or 7 feet high or an apple weighs about 42 unifix cubes.</p>	<p><b>Topic 13:</b> 383-386B, 387A-390B, 391A-394B, 395A-398B  <b>Topic 14:</b> 416, 419-421, 422B, 425, 429, 430B, 437, 438B, 441, 442B, 445</p>
<p>2. ▲ reads and tells time by five-minute intervals using analog and digital clocks (2.4.K1a).</p>	<p><b>Topic 15:</b> 449A-449H, 449-450, 451A-454B, 455A-458B, 459A-462B, 463A, 471A (Spiral Review), 474, 475-476B</p>
<p>3. selects and uses appropriate measurement tools and units of measure for length, weight, volume, and temperature for a given situation (2.4.K1a) (\$).</p>	<p><b>Topic 13:</b> 383A-386B, 387A-390B, 391A-394B, 395A-398B, 399A-402B  <b>Topic 14:</b> 415A-418B, 419A-422B, 423A-426B, 427A-430B, 431A-434B, 435A-438B, 439A-442B  <b>Topic 15:</b> 449B, 467A-470B, 475-476B</p>
<p>4. measures (2.4.K1a) (\$):</p> <p>a. ▲ length to the nearest inch or foot and to the nearest whole unit of a nonstandard unit;</p>	<p><b>Topic 13:</b> 377A-377H, 377-378, 379A-382B, 383A-386B, 387A-390B, 391A-394B, 395A-398B, 399A-402B, 403A, 407A, 411-412B</p>

Grade Two Knowledge Base Indicators	Scott Foresman – Addison Wesley enVisionMATH
b. weight to the nearest nonstandard unit;	<b>Topic 14:</b> 413A-413F, 413-414, 431A-434B, 435A-438B, 439A-442B, 443A-446B, 447-448
c. volume to the nearest cup, pint, quart, or gallon;	<b>Topic 14:</b> 413B-413C, 413E-413H, 413, 415A-418B, 419A-422B, 423A-426B, 427A-430B, 431A (Spiral Review), 446, 446B
d. temperature to the nearest degree.	<b>Topic 15:</b> 449B, 467A-470B, 475-476B
5. states (2.4.K1a):  a. the number of minutes in an hour,	<b>Topic 15:</b> 449A-449H, 449-450, 451A-454B, 455A-458B, 459A-462B, 463A, 471A (Spiral Review), 474, 475-476B
b. the number of days in each month.	<b>Topic 15:</b> 463A-466B, 475-475C

**Benchmark 3: Transformational Geometry** – The student recognizes and shows one transformation on simple shapes and concrete objects in a variety of situations.

Grade Two Knowledge Base Indicators	Scott Foresman – Addison Wesley enVisionMATH
The student... 1. knows and uses the cardinal points (north, south, east, west) (2.4.K1a).	Grade 2 students locate points and objects on a coordinate grid, noting coordinates and relative location. <b>Topic 16:</b> 491A-494B, 495A, 507-507B

Grade Two Knowledge Base Indicators	Scott Foresman – Addison Wesley enVisionMATH
2. recognizes that changing an object's position or orientation including whether the object is nearer or farther away does not change the name, size, or shape of the object (2.4.K1f).	<b>Topic 11:</b> 335A-338B, 339A (Problem of the Day), 347-347C
3. recognizes when a shape has undergone one transformation (flip/reflection, turn/rotation, slide/translation) (2.4.K1f).	<b>Topic 11:</b> 335A-338B, 339A (Problem of the Day), 347-347C

**Benchmark 4: Geometry From An Algebraic Perspective** – The student identifies one or more points on a number line in a variety of situations.

Grade Two Knowledge Base Indicators	Scott Foresman – Addison Wesley enVisionMATH
<p>The student...</p> <p>1. locates and plots whole numbers from 0 through 1,000 on a segment of a number line (horizontal/vertical) (2.4.K1a), e.g., using a segment of a number line from 800 to 820 to locate the whole number 805.</p>	<p><b>Topic 3:</b> 74B (Reteaching), 130B (Enrichment), 131A (Spiral Review) 491-494  <b>Topic 4:</b> 131A (Spiral Review)  <b>Topic 9:</b> 280B  <b>Topic 10:</b> 299A (Problem of the Day)</p>
2. represents the distance between two whole numbers from 0 through 1,000 on a segment of a number line (2.4.K1a).	<p><b>Topic 3:</b> 74B (Reteaching), 130B (Enrichment), 131A (Spiral Review) 491-494  <b>Topic 4:</b> 131A (Spiral Review)  <b>Topic 9:</b> 280B  <b>Topic 10:</b> 299A (Problem of the Day)</p>

Grade Two Knowledge Base Indicators	Scott Foresman – Addison Wesley enVisionMATH
<p><b>3. uses a segment of number line to model addition and subtraction using whole numbers from 0 through 1,000 (2.4.K1a), e.g., <math>333 + n = 349</math> or <math>333 + 16 = n</math> or <math>400 - n = 352</math> or <math>400 - 48 = n</math>.</b></p>	<p><b>Topic 3:</b> 74B (Reteaching) <b>Topic 9:</b> 280B</p>

**Standard 4: Data** – The student uses concepts and procedures of data analysis in a variety of situations.

**Benchmark 1: Probability** – The student applies the concepts of probability using concrete objects in a variety of situations.

Grade Two Knowledge Base Indicators	Scott Foresman – Addison Wesley enVisionMATH
<p><b>The student...</b></p> <p><b>1. recognizes any outcome of a simple event in an experiment or simulation as impossible, possible, certain, likely, or unlikely (2.4.K1g) (\$).</b></p>	<p><b>Topic 16:</b> 477B, 477E, 478, 495A-498B, 499A-502B, 503A, 507-508C</p>
<p><b>2. lists some of the possible outcomes of a simple event in an experiment or simulation including the use of concrete objects (2.4.K1g-h).</b></p>	<p><b>Topic 16:</b> 477B, 477E, 478, 495A-498B, 499A-502B, 503A, 507-508C</p>

**Benchmark 2: Statistics** – The student collects, organizes, displays, and explains numerical (whole numbers) and non-numerical data sets including the use of concrete objects in a variety of situations.

Grade Two Knowledge Base Indicators	Scott Foresman – Addison Wesley enVisionMATH
<p>The student...</p> <p>1. organizes, displays, and reads numerical (quantitative) and non-numerical (qualitative) data in a clear, organized, and accurate manner including a title, labels, categories, and whole number intervals using these data displays (2.4.K1h) (\$):</p> <p>a. ▲ graphs using concrete objects;</p>	<p>Topic 16: 477C, 477</p>
<p>b. ▲ pictographs with a whole symbol or picture representing one, two, or ten (no partial symbols or pictures);</p>	<p>Topic 16: 477A, 477G-477H, 477, 483A-486B, 503A, 504, 506, 506B, 507-508B</p>
<p>c. ▲■ frequency tables (tally marks);</p>	<p>Topic 5: 163-165, 166A-166B Topic 16: 483A-486B, 487A-490B, 507-507B</p>
<p>d. ▲ horizontal and vertical bar graphs;</p>	<p>Topic 16: 477B, 477D-477F, 477-478, 479-482B, 487A-490B, 501-502B, 503-505, 506A-506B, 507-508B</p>
<p>e. Venn diagrams or other pictorial displays, e.g., glyphs;</p>	<p>Grade 2 students use pictographs as pictorial displays of data. Topic 16: 477A, 477G-477H, 477, 483A-486B, 503A, 504, 506, 506B, 507-508B</p>
<p>f. line plots.</p>	<p>Grade 2 students graph data on bar graphs and locations on coordinate grids. Topic 16: 477B, 477D-477F, 477-478, 479-482B, 487A-490B, 491A-494B, 495A, 501-502B, 503-505, 506A-506B, 507-508B</p>



Grade Two Knowledge Base Indicators	Scott Foresman – Addison Wesley enVisionMATH
2. collects data using different techniques (observations, interviews, or surveys) and explains the results (2.4.K1h) (\$).	Topic 16: 477F, 477-478, 483A-486B, 487A-490B
3. identifies the minimum (lowest) and maximum (highest) values in a whole number data set (2.4.K1a) (\$).	Topic 16: 477G-477H, 479-482B, 487A-490B, 503A-506B, 507-508B
4. finds the range for a data set using two-digit whole numbers (2.4.K1a) (\$).	Topic 16: 482B (Enrichment)
5. finds the mode (most) for a data set using concrete objects that include (2.4.K1a) (\$): a. quantitative/numerical data (whole numbers through 100);	Topic 16: 482B (Enrichment), 487A
b. qualitative/non-numerical data (category that occurs most often).	Topic 16: 477G-477H, 479-482B, 487A-490B, 503A-506B, 507-508B

**Scott Foresman – Addison Wesley enVisionMATH  
to the  
Kansas Curricular Standards for Mathematics**

**Application Indicators**

**Grade Two**

**Standard 1: Number and Computation** – The student uses numerical and computational concepts and procedures in a variety of situations.

**Benchmark 1: Number Sense** – The student demonstrates number sense for whole numbers, fractions, and money using concrete objects in a variety of situations.

Grade Two Application Indicators	Scott Foresman – Addison Wesley enVisionMATH
<p><b>The student...</b></p> <p><b>1. solves real-world problems using equivalent representations and concrete objects to (\$):</b></p> <p><b>a. compare and order whole numbers from 0 through 1,000 (2.4.A1b), e.g., using base ten blocks, represent the students in each class in the school; represent the numbers using digits (24) and compare and order in different ways;</b></p>	<p><b>Topic 4:</b> 97B, 97, 111A-114B, 115A-118B, 119A-122B, 123A-126B, 139-140D</p> <p><b>Topic 17:</b> 509B-509E, 531A-534B, 535A-538B, 539A-542B, 547-548A</p>

Grade Two Application Indicators	Scott Foresman – Addison Wesley enVisionMATH
<p><b>b. add and subtract whole numbers from 0 through 100 (2.4.A1b), e.g., using base ten blocks, represent the number of students in each class in the school; find the total of all students in grades K, 1, and 2 and the total of all of the students in grades 3, 4, and 5 and then subtract to find the difference between the primary and intermediate grades;</b></p>	<p><b>Topic 1:</b> 3A-6B, 7A-10B, 11A-14B, 15A-18B, 19A-22B, 23A-26B, 27A-30B  <b>Topic 2:</b> 61, 63A-66B  <b>Topic 3:</b> 71A-74B, 75A-78B, 91A-94B  <b>Topic 6:</b> 183A-186B  <b>Topic 7:</b> 203A-206B, 207A-210B</p>
<p><b>c. compare and order a mixed group of coins to \$1.00 (2.4.A1c), e.g., use actual coins to show 2 different amounts; students write: 47¢ is more than 31¢;</b></p>	<p><b>Topic 5:</b> 141A-141H, 141-142, 143A-146B, 147A-150B, 151A-154B, 155A-158B, 159A-162B, 163A-166B, 167-168B</p>
<p><b>d. find equivalent values of coins to \$1.00 without mixing coins (2.4.A1c), e.g., 50 pennies = 2 quarters, 5 dimes = 2 quarters, or 10 nickels = 2 quarters.</b></p>	<p><b>Topic 5:</b> 141A-141H, 141-142, 143A-146B, 147A-150B, 151A-154B, 155A-158B, 159A-162B, 163A-166B, 167-168B</p>
<p><b>2. determines whether or not numerical values that involve whole numbers from 0 through 1,000 are reasonable (2.4.A1a-b) (\$), e.g., if there are 26 children, plus 10 more children, is it reasonable to say there are 50 children?</b></p>	<p><b>Topic 4:</b> 140D (Extension for Lesson 4-2)  <b>Topic 10:</b> 287A-290B, 291A, 299A-302B, 303A (Spiral Review), 307A (Spiral Review), 311-312A  <b>Topic 18:</b> 555A-558B, 559A, 571A-574B, 575A, 579A, 587-587C</p>

**Benchmark 2: Number Systems and Their Properties** – The student demonstrates an understanding of whole numbers with a special emphasis on place value and recognizes, uses, and explains the concepts of properties as they relate to whole numbers in a variety of situations.

Grade Two Application Indicators	Scott Foresman – Addison Wesley enVisionMATH
<p><b>The student...</b></p> <p><b>1. solves real-world problems with whole numbers from 0 through 100 using place value models and the concepts of these properties to explain reasoning (2.4.A1a-b) (\$):</b></p>	<p><b>Topic 4:</b> 97A-97H, 99A-102B, 103A-106B, 107A-110B, 111A-114B, 127A-130B, 135A-138B, 139-140C  <b>Topic 6:</b> 171A-174B, 179A-182B  <b>Topic 7:</b> 195A-198B  <b>Topic 8:</b> 219A-222B  <b>Topic 9:</b> 251A-254B  <b>Topic 17:</b> 510</p>
<p><b>a. commutative property of addition, e.g., group 17 students into a 9 and an 8, add to find the total, then reverse the students to show <math>8 + 9</math> still equals 17;</b></p>	<p><b>Topic 1:</b> 23A-26, 31F  <b>Topic 2:</b> 33B, 33E-33H, 33, 47A-50B, 51A (Spiral Review), 67-68A  <b>Topic 3:</b> 69B</p>
<p><b>b. zero property of addition, e.g., have students lay out 22 crayons, tell them to add zero (crayons). How many crayons? <math>22 + 0 = 22</math>.</b></p>	<p><b>Topic 2:</b> 33B, 33F, 35A-38B, 39A, 67-68A</p>
<p><b>2. performs various computational procedures with whole numbers from 0 through 100 using these properties and explains how they were used (2.4.A1b):</b></p> <p><b>a. commutative property of addition (<math>5 + 6 = 6 + 5</math>), e.g., given <math>6 + 5</math>, the student says: I know that the answer is 11 because <math>5 + 6</math> is 11 and the order you add them in does not matter;</b></p>	<p><b>Topic 1:</b> 23A-26, 31F  <b>Topic 2:</b> 33B, 33E-33H, 33, 47A-50B, 51A (Spiral Review), 67-68A  <b>Topic 3:</b> 69B</p>

Grade Two Application Indicators	Scott Foresman – Addison Wesley enVisionMATH
<p><b>b. zero property of addition (<math>17 + 0 = 0 + 17</math>), e.g., given <math>17 + 0</math>, the student says: I know that the answer is 17 because adding 0 does not change the answer (sum).</b></p>	<p><b>Topic 2:</b> 33B, 33F, 35A-38B, 39A, 67-68A</p>

**Benchmark 3: Estimation** – The student uses computational estimation with whole numbers and money in a variety of situations.

Grade Two Application Indicators	Scott Foresman – Addison Wesley enVisionMATH
<p><b>The student...</b></p> <p><b>1. adjusts original whole number estimate of a real-world problem using numbers from 0 through 1,000 based on additional information (a frame of reference) (2.4.A1a) (\$), e.g., given a pint container and told the number of marbles it has in it, the student would estimate the number of marbles in a quart container.</b></p>	<p><b>Topic 4:</b> 140D (Extension for Lesson 4-2)  <b>Topic 10:</b> 287A-290B, 291A, 299A-302B, 303A (Spiral Review), 307A (Spiral Review), 311-312A  <b>Topic 18:</b> 555A-558B, 559A, 571A-574B, 575A, 579A, 587-587C</p>
<p><b>2. estimates to check whether or not the result of a real-world problem using whole numbers from 0 through 1,000 and monetary amounts through \$50 is reasonable and makes predictions based on the information (2.4.A1a-c) (\$), e.g., in the lunchroom, good behavior that day can earn the class an extra 5 minutes of recess. Is it reasonable to think you can earn an hour of extra recess in one week? After answering the first question, then ask: About how many days would it take?</b></p>	<p><b>Topic 4:</b> 140D (Extension for Lesson 4-2)  <b>Topic 10:</b> 287A-290B, 291A, 299A-302B, 303A (Spiral Review), 307A (Spiral Review), 311-312A  <b>Topic 18:</b> 555A-558B, 559A, 571A-574B, 575A, 579A, 587-587C</p>

Grade Two Application Indicators	Scott Foresman – Addison Wesley enVisionMATH
<p><b>3. selects a reasonable magnitude from three given quantities, a one-digit numeral, a two-digit numeral, and a three-digit numeral (5, 50, 500) based on a familiar problem situation and explains the reasonableness of the selection (2.4.A1a), e.g., could the basket of fruit on the kitchen table hold 7 apples, 70 apples, or 700 apples? The student chooses 7 apples because apples are about the size of baseballs and 7 will fit in a basket on the kitchen table.</b></p>	<p>Grade 2 students estimate sums and differences of 3-digit numbers.  <b>Topic 18:</b> 555A-558B, 559A, 571A-574B, 575A, 579A, 587-587C</p>

**Benchmark 4: Computation** – The student models, performs, and explains computation with whole numbers and money using concrete objects in a variety of situations.


Grade Two Application Indicators	Scott Foresman – Addison Wesley enVisionMATH
<p><b>The student...</b></p> <p><b>1. solves one-step real-world addition or subtraction problems with various groupings of (\$):</b></p> <p><b>a. two-digit whole numbers with regrouping (24A1a-b), e.g., for the food drive, the class collected 64 cans (cylinders) and 28 boxes (rectangular prisms). How many did they collect in all? This problem could be solved with base 10 models, or by saying <math>64 + 20 = 84</math> and <math>84 + 8 = 92</math> or <math>60 + 20 = 80</math> and <math>4 + 8 = 12</math> and <math>80 + 12 = 92</math> or with the traditional algorithm;</b></p>	<p><b>Topic 8:</b> 219A-222, 223A-226B, 227A-230B, 231A-234B, 235A-238B, 239A-242B, 243A-246B  <b>Topic 9:</b> 251A-254B, 255A-258B, 259A-262B, 263A-266B, 267A-270B, 271A-274B, 275A-278B, 279-280A</p>

Grade Two Application Indicators	Scott Foresman – Addison Wesley enVisionMATH
<p><b>b. monetary amounts to 99¢ with regrouping (2.4.A1a-c), e.g., an extra carton of milk costs 25¢. If three students want an extra carton, how much money should the teacher collect? The student could solve by using coins (<math>q + q + q</math> or <math>d + d + n + d + d + n + d + d + n</math>) or by counting by 25s or by drawing or using base 10 models or with the traditional algorithm.</b></p>	<p><b>Topic 10:</b> 281B-281C, 283A-286B, 291A (Spiral Review), 295A-298B, 303A, 307A-310B, 311-311B, 312-312B  <b>Topic 15:</b> 467A (Spiral Review)</p>
<p><b>2. generates a family of basic addition and subtraction facts given one fact/equation (2.4.A1a), e.g., given <math>9 + 8 = 17</math>; the other facts are <math>8 + 9 = 17</math>, <math>17 - 8 = 9</math>, and <math>17 - 9 = 8</math>.</b></p>	<p><b>Topic 1:</b> 23A-26B, 27A (Spiral Review), 31F-32A  <b>Topic 3:</b> 69B-69C, 69G-69H, 69, 75A-78B, 79A-82B, 83A-86B, 87A-90B, 96-96A  <b>Topic 7:</b> 207-210B, 215-215B</p>


**Standard 2: Algebra** – The student uses algebraic concepts and procedures in a variety of situations.

**Benchmark 1: Patterns** – The student recognizes, describes, extends, develops, and explains relationships in patterns using concrete objects in a variety of situations.

Grade Two Application Indicators	Scott Foresman – Addison Wesley enVisionMATH
<p><b>The student...</b></p> <p><b>1. generalizes these patterns using a written description:</b></p>	

Grade Two Application Indicators	Scott Foresman – Addison Wesley enVisionMATH
a. whole number patterns (2.4.A1a) (\$);	<b>Topic 4:</b> 97D, 127A-130B, 131A-134B, 139-140C <b>Topic 6:</b> 187A-190B <b>Topic 17:</b> 543-546B, 547-547C <b>Topic 18:</b> 568-569 <b>Topic 19:</b> 589-590 <b>Topic 20:</b> 635A-638
b. patterns using geometric shapes (2.4.A1d);	<b>Topic 11:</b> 322, 335, 338, 338B
c. calendar patterns (2.4.A1a);	<b>Topic 15:</b> 463A-466B, 475-475B
d. money and time patterns (2.4.A1a,c) (\$);	<b>Topic 5:</b> 141A-141H, 141-142, 143A-146B, 147A-150B, 151A-154B, 155A-158B, 159A-162B, 163A-166B, 167-168B <b>Topic 15:</b> 449D, 463-466B, 467A (Problem of the Day), 474, 475-476
e. patterns using size, shape, color, texture, or movement (2.4.A1a);	<b>Topic 11:</b> 322, 335, 338, 338B
2. recognizes multiple representations of the same pattern (2.4.A1a), e.g., the ABB pattern could be represented by clap, snap, snap, ... or red, blue, blue, ... or square, circle, circle, ....	<b>Topic 4:</b> 127A-130B, 131A, 139B <b>Topic 6:</b> 187A-190B <b>Topic 11:</b> 322, 335, 338, 338B <b>Topic 17:</b> 543-546B, 547-547C <b>Topic 19:</b> 589-590 <b>Topic 20:</b> 635A-638
3. uses concrete objects to model a whole number patterns (2.4.A1a), e.g., counting by twos:  ;	<b>Topic 4:</b> 127A-130B, 131A-134B, <b>Topic 6:</b> 187A-190B <b>Topic 19:</b> 590 <b>Topic 20:</b> 635, 639A



Grade Two Application Indicators	Scott Foresman – Addison Wesley enVisionMATH
<p>counting by fives: xxxxx, xxxxx xxxxx xxxxx, xxxxx, xxxxx, ...;</p>	<p>Topic 4: 127A-130B, Topic 6: 187A-190B Topic 17: 546B (Reteaching) Topic 19: 590 Topic 20: 637, 638B</p>
<p>counting by tens: ■■■■■■■■■■, ■■■■■■■■■■ ■■■■■■■■■■, ■■■■■■■■■■, ■■■■■■■■■■, ■■■■■■■■■■,...</p>	<p>Topic 4: 127A-130B Topic 6: 187A-190B Topic 17: 544, 546B (Enrichment) Topic 18: 568-569 Topic 19: 590 Topic 20: 635A</p>
<p>counting by twenty-fives:</p> 	<p>Topic 5: 149, 150B, 151, 153-154, 154B</p>

**Benchmark 2: Variables, Equations, and Inequalities** – The student uses symbols and whole numbers to solve addition and subtraction equations using concrete objects in a variety of situations.

Grade Two Application Indicators	Scott Foresman – Addison Wesley enVisionMATH
<p>The student...</p> <p>1. <b>represents real-world problems using symbols and whole numbers from 0 through 30 with one operation (addition, subtraction) and one unknown (2.4.A1a) (\$), e.g., when asked to give the total number of students in class today, the students write: 14 boys and 9 girls = □ students.</b></p>	<p>Grade 2 students gain experience with symbols used to represent missing parts in addition and subtraction problems.</p> <p><b>Topic 1:</b> 5, 13  <b>Topic 2:</b> 37, 45  <b>Topic 3:</b> 87-90B, 93  <b>Topic 6:</b> 177, 181  <b>Topic 7:</b> 197, 201  <b>Topic 8:</b> 221, 229  <b>Topic 9:</b> 257, 261  <b>Topic 18:</b> 553</p>
<p>2. <b>generates (2.4.A1a) (\$):</b></p> <p>a. <b>addition or subtraction equations to match a given real-world problem with one operation and one unknown using whole numbers from 0 through 99, e.g., a boy has 45 stickers. How many more stickers does he need to have 80 stickers? This is represented by <math>45 + n = 80</math> or <math>80 - 45 = n</math>.</b></p>	<p>Grade 2 students gain experience with symbols used to represent missing parts in addition and subtraction problems.</p> <p><b>Topic 1:</b> 5, 13  <b>Topic 2:</b> 37, 45  <b>Topic 3:</b> 87-90B, 93  <b>Topic 6:</b> 177, 181  <b>Topic 7:</b> 197, 201  <b>Topic 8:</b> 221, 229  <b>Topic 9:</b> 257, 261  <b>Topic 18:</b> 553</p>

Grade Two Application Indicators	Scott Foresman – Addison Wesley enVisionMATH
<p><b>b. a real-world problem to match a given addition or subtraction equation with one operation using the basic facts, e.g., the student is given the addition equation, <math>9 + v = 17</math> and writes this problem situation: You have 9¢ and a piece of candy costs 17¢. How much more money do you need to buy the candy?</b></p>	<p>Grade 2 students gain experience with symbols used to represent missing parts in addition and subtraction problems.  <b>Topic 1:</b> 5, 13  <b>Topic 2:</b> 37, 45  <b>Topic 3:</b> 87-90B, 93  <b>Topic 6:</b> 177, 181  <b>Topic 7:</b> 197, 201  <b>Topic 8:</b> 221, 229  <b>Topic 9:</b> 257, 261  <b>Topic 18:</b> 553</p>

**Benchmark 3: Functions** – The student recognizes and describes whole number relationships using concrete objects in a variety of situations.

Grade Two Application Indicators	Scott Foresman – Addison Wesley enVisionMATH
<p><b>The student...</b></p> <p><b>1. represents and describes mathematical relationships between whole numbers from 0 through 100 using concrete objects, pictures, oral descriptions, and symbols (2.4.A1a) (\$).</b></p>	<p><b>Topic 6:</b> 188-190B, 191-192A  <b>Topic 20:</b> 617B, 634B (Enrichment), 635A-638B, 639-639B</p>
<p><b>2. finds the rule, states the rule, and extends numerical patterns with whole numbers from 0 through 100 (2.4.A1a), e.g., given 1, 3, 5, 7, 9 and continues with 11, 13, 15, 17, ... recognizing that the pattern could be the odd numbers.</b></p>	<p><b>Topic 4:</b> 127A-130B, 131A, 139B  <b>Topic 6:</b> 187A-190B  <b>Topic 17:</b> 543-546B, 547-547C  <b>Topic 18:</b> 568-569  <b>Topic 19:</b> 589-590  <b>Topic 20:</b> 635A-638</p>

**Benchmark 4: Models** – The student uses mathematical models including concrete objects to represent, show, and communicate mathematical relationships in a variety of situations.

Grade Two Application Indicators	Scott Foresman – Addison Wesley enVisionMATH
<p>The student...</p> <p>1. recognizes that various mathematical models can be used to represent the same problem situation. Mathematical models include:</p> <p>a. process models (concrete objects, pictures, diagrams, number lines, unifix cubes, hundred charts, or measurement tools) to model computational procedures and mathematical relationships, to compare and order numerical quantities, and to model problem situations (1.1.A1a-b, 1.1.A2, 1.2.A1-2, 1.3.A1, 1.4.A1-2, 2.1.A1a, 2.1.A1c-e, 2.2.A1-2, 2.3.A1-2, , 3.2.A1-4, 3.3.A1-2, 3.4.A1, 4.2.A2) (\$);</p>	<p>Topic 1: 27A-30B            Topic 2: 63A-66B            Topic 3: 76-77            Topic 4: 111A-114B            Topic 5: 155A-158B            Topic 6: 183A-186B            Topic 7: 203A-206B            Topic 8: 231A-234B            Topic 9: 263A-266B            Topic 12: 355A-358B            Topic 13: 407A-410B            Topic 17: 515A-518B            Topic 18: 559A-562B            Topic 19: 595A-598B            Topic 20: 619A-622B</p>
<p>b. place value models (place value mats, hundred charts, or base ten blocks) to compare, order, and represent numerical quantities and to model computational procedures (1.1.A1a-b, 1.1.A2, 1.2.A1-2, 1.3.A2, 1.4.A1a) (\$);</p>	<p>Topic 4: 97A-97H, 99A-102B, 103A-106B, 107A-110B, 111A-114B, 127A-130B, 135A-138B, 139-140C            Topic 6: 171A-174B, 179A-182B            Topic 7: 195A-198B            Topic 8: 219A-222B            Topic 9: 251A-254B            Topic 17: 510</p>

Grade Two Application Indicators	Scott Foresman – Addison Wesley enVisionMATH
c. money models (base ten blocks or coins) to compare, order, and represent numerical quantities (1.1.A1c-d, 1.3.A2, 1.4.A1b, 2.1.A1d) (\$);	<b>Topic 5:</b> 141A-141H, 141-142, 143A-146B, 147A-150B, 151A-154B, 155A-158B, 159A-162B, 163A-166B, 167-168B
d. two-dimensional geometric models (geoboards, dot paper, pattern blocks, tangrams, or attribute blocks) to model perimeter and properties of geometric shapes and three-dimensional geometric models (solids) and real-world objects to compare size and to model attributes of geometric shapes (2.1.A1b, 3.1.A1-3);	<b>Topic 11:</b> 313A-313H, 313-314, 315A-318B, 319A-322B, 323A-326B, 327A-330B, 331A-334B, 335A-338B, 339A-342B, 343A-346B, 347-348B
e. two-dimensional geometric models (spinners), three-dimensional geometric models (number cubes), and process models (concrete objects) to model probability (4.1.A1) (\$);	<b>Topic 16:</b> 477B, 477E, 477-478, 495A-498B, 499A-502B, 507-508B
f. graphs using concrete objects, representational objects, or abstract representations, pictographs, horizontal and vertical bar graphs (4.1.A1, 4.2.A1-4) (\$).	<b>Topic 16:</b> 477A-477H, 477-478, 479A-482B, 483A-486B, 487A-490B, 491A-494B, 500-501, 503A-506B, 507-508B

Grade Two Application Indicators	Scott Foresman – Addison Wesley enVisionMATH
<p><b>2. selects a mathematical model that is more useful than other mathematical models in a given situation.</b></p>	<p><b>Topic 1:</b> 27A-30B  <b>Topic 2:</b> 63A-66B  <b>Topic 3:</b> 76-77  <b>Topic 4:</b> 111A-114B  <b>Topic 5:</b> 155A-158B  <b>Topic 6:</b> 183A-186B  <b>Topic 7:</b> 203A-206B  <b>Topic 8:</b> 231A-234B  <b>Topic 9:</b> 263A-266B  <b>Topic 12:</b> 355A-358B  <b>Topic 13:</b> 407A-410B  <b>Topic 17:</b> 515A-518B  <b>Topic 18:</b> 559A-562B  <b>Topic 19:</b> 595A-598B  <b>Topic 20:</b> 619A-622B</p>

**Standard 3: Geometry** – The student uses geometric concepts and procedures in a variety of situations.

**Benchmark 1: Geometric Figures and Their Properties** – The student recognizes geometric shapes and describes their properties using concrete objects in a variety of situations.

Grade Two Application Indicators	Scott Foresman – Addison Wesley enVisionMATH
<p><b>The student...</b></p> <p><b>1. solves real-world problems by applying the properties of plane figures (circles, squares, rectangles, triangles, ellipses) (2.4.A1d), e.g., which shape could be used to completely cover the lid of a pencil box with no overlapping?</b></p>	<p><b>Topic 11:</b> 313A-313H, 313-314, 315A-318B, 319A-322B, 323A-326B, 327A-330B, 331A-334B, 335A-338B, 339A-342B, 343A-346B, 347-348B</p>

Grade Two Application Indicators	Scott Foresman – Addison Wesley enVisionMATH
<p><b>2. demonstrates how (2.4.A1d):</b></p> <p><b>a. ▲ plane figures (circles, squares, rectangles, triangles, ellipses) can be combined or separated to make a new shape;</b></p>	<p><b>Topic 11:</b> 313B, 313D, 315A (Problem of the Day), 323A-326B, 327A-330B, 346, 347-348B  <b>Topic 12:</b> 349A-349H, 349-350, 351A-354B, 355A-358B, 359A-362B, 363A-366B, 367A-370B, 371A-374B, 375-376B</p>
<p><b>b. solids (cubes, rectangular solids, cylinders, cones, spheres) can be combined or separated to make a new shape.</b></p>	<p>Grade 2 students study how the surfaces of 3-dimensional solids are made up of 2-dimensional shapes.  <b>Topic 11:</b> 319A-322B, 323A</p>
<p><b>3. identifies the plane figures (circles, squares, rectangles, triangles, ellipses) used to form a composite figure (2.4.A1d).</b></p>	<p><b>Topic 11:</b> 313B, 313D, 315A (Problem of the Day), 323A-326B, 327A-330B, 346, 347-348B  <b>Topic 12:</b> 349A-349H, 349-350, 351A-354B, 355A-358B, 359A-362B, 363A-366B, 367A-370B, 371A-374B, 375-376B</p>

**Benchmark 2: Measurement and Estimation** – The student estimates and measures using standard and nonstandard units of measure with concrete objects in a variety of situations.

Grade Two Application Indicators	Scott Foresman – Addison Wesley enVisionMATH
<p><b>The student...</b></p> <p><b>1. compares the weights of more than two concrete objects using a balance (2.4.A1a) (\$).</b></p>	<p><b>Topic 14:</b> 413A-413F, 413-414, 431A-434B, 435A-438B, 439A-442B, 443A-446B, 447-448</p>
<p><b>2. solves real-world problems by applying appropriate measurements (2.4.A1a):</b></p>	<p><b>Topic 13:</b> 383A-386B, 387A-390B, 391A-394B, 395A-398B, 399A-402B  <b>Topic 14:</b> 415A-418B, 419A-422B, 423A-426B, 427A-430B, 431A-434B, 435A-438B, 439A-442B  <b>Topic 15:</b> 449B, 467A-470B, 475-476B</p>

Grade Two Application Indicators	Scott Foresman – Addison Wesley enVisionMATH
a. length to the nearest inch or foot, e.g., a cookie is almost how many inches wide?	<b>Topic 13:</b> 377A-377H, 377-378, 391A-394B, 395A-398B, 411-412B
b. length to the nearest whole unit of a nonstandard unit, e.g., how many paper clips long is a candy bar?	<b>Topic 13:</b> 377A-377H, 377-378, 379A-382B, 383A-386B, 387A-390B, 411-412B
3. estimates to check whether or not measurements or calculations for length in real-world problems are reasonable (2.4.A1a) (\$), e.g., is it reasonable to say that you measured your thumb and it is 2 feet long?	<b>Topic 13:</b> 383-386B, 387A-390B, 391A-394B, 395A-398B <b>Topic 14:</b> 416, 419-421, 422B, 425, 429, 430B, 437, 438B, 441, 442B, 445
4. adjusts original measurement or estimation for length and weight in real-world problems based on additional information (a frame of reference) (2.4.A1a), e.g., I estimated that the stapler is 20 paperclips long. Then I lay out 4 paper clips next to the stapler. I realize that since I am half done, my estimate is too high; so I adjust my estimate to 8 paper clips.	<b>Topic 13:</b> 383-386B, 387A-390B, 391A-394B, 395A-398B <b>Topic 14:</b> 416, 419-421, 422B, 425, 429, 430B, 437, 438B, 441, 442B, 445



**Benchmark 3: Transformational Geometry** – The student recognizes and shows one transformation on simple shapes and concrete objects in a variety of situations.

Grade Two Application Indicators	Scott Foresman – Addison Wesley enVisionMATH
<p>The student...</p> <p>1. shows two concrete objects or shapes are congruent by physically fitting one shape or object on top of the other (2.4.A1a).</p>	<p><b>Topic 11:</b> 313B, 331A-334B, 335A</p>
<p>2. follows directions to move objects from one location to another using appropriate vocabulary and the cardinal points (north, south, east, west) (2.4.A1a).</p>	<p>Grade 2 students locate points and objects on a coordinate grid, noting coordinates and relative location.  <b>Topic 16:</b> 491A-494B, 495A, 507-507B</p>

**Benchmark 4: Geometry From An Algebraic Perspective** – The student identifies one or more points on a number line in a variety of situations.

Grade Two Application Indicators	Scott Foresman – Addison Wesley enVisionMATH
<p>The student...</p> <p>1. solves real-world problems involving counting, adding, and subtracting whole numbers from 0 through 1,000 using a segment of a number line (2.4.A1a) (\$), e.g., Adam had collected 894 marbles. He lost nine marbles. How many does he have now? Using the number line, Adam shows how he solved the problem.</p>	<p><b>Topic 3:</b> 74B (Reteaching), 130B (Enrichment), 131A (Spiral Review)            491-494  <b>Topic 10:</b> 299A (Problem of the Day)</p>

**Standard 4: Data** – The student uses concepts and procedures of data analysis in a variety of situations.

**Benchmark 1: Probability** – The student applies the concepts of probability using concrete objects in a variety of situations.

Grade Two Application Indicators	Scott Foresman – Addison Wesley enVisionMATH
<p>The student...</p> <p>1. makes a prediction about a simple event in an experiment or simulation; conducts the experiment or simulation including the use of concrete objects; records the results in a chart, table, or graph; and makes an accurate statement about the results (2.4.A1e-f).</p>	<p><b>Topic 16:</b> 477B, 477E, 478, 495A-498B, 499A-502B, 503A, 507-508C</p>

**Benchmark 2: Statistics** – The student collects, organizes, displays, and explains numerical (whole numbers) and non-numerical data sets including the use of concrete objects in a variety of situations.

Grade Two Application Indicators	Scott Foresman – Addison Wesley enVisionMATH
<p>The student...</p> <p>1. communicates the results of data collection and answers questions based on information from (2.4.A1f) (\$):</p> <p>a. graphs using concrete objects,</p>	<p><b>Topic 16:</b> 477C, 477</p>
<p>b. pictographs with a whole symbol or picture representing one (no partial symbols or pictures),</p>	<p><b>Topic 16:</b> 477A, 477G-477H, 477, 483A-486B, 503A, 504, 506, 506B, 507-508B</p>
<p>c. horizontal and vertical bar graphs.</p>	<p><b>Topic 16:</b> 477B, 477D-477F, 477-478, 479-482B, 487A-490B, 501-502B, 503-505, 506A-506B, 507-508B</p>

Grade Two Application Indicators	Scott Foresman – Addison Wesley enVisionMATH
<p><b>2. determines categories from which data could be gathered (2.4.A1f) (\$), e.g., categories could include shoe size, height, favorite candy bar, or number of pockets in clothing.</b></p>	<p><b>Topic 16:</b> 477F, 478, 483A-486B, 487A-490B</p>
<p><b>3. recognizes that the same data set can be displayed in various formats including the use of concrete objects (2.4.A1f) (\$)</b></p>	<p><b>Topic 16:</b> 477F, 478, 483A-486B, 487A-490B</p>
<p><b>4. recognizes appropriate conclusions from data collected (2.4.A1f) (\$)</b></p>	<p><b>Topic 16:</b> 477F, 478, 483A-486B, 487A-490B</p>