

Scott Foresman-Addison Wesley enVisionMATH, Grade 2 © 2009

Correlated to:

Washington Mathematics Standards for Grade 2

WASHINGTON MATHEMATICS STANDARDS FOR GRADE 2	PAGE(S) WHERE TAUGHT (If submission is not a text, cite appropriate resource(s))
Grade 2	
<i>2.1. Core Content: Place value and the base ten system (Numbers)</i>	
Performance Expectations	
<i>Students are expected to:</i>	
2.1.A Count by tens or hundreds forward and backward from 1 to 1,000, starting at any number.	SE: 515-517
2.1.B Connect place value models with their numerical equivalents to 1,000.	SE: 223-234
2.1.C Identify the ones, tens, and hundreds place in a number and the digits occupying them.	SE: 99-110, 511-522, 527-530
2.1.D Write three-digit numbers in expanded form.	SE: 519-522
2.1.E Group three-digit numbers into hundreds, tens, and ones in more than one way.	SE: 519-522
2.1.F Compare and order numbers from 0 to 1,000.	SE: 111-126, 531-542
<i>2.2. Core Content: Addition and subtraction (Operations, Geometry/Measurement, Algebra)</i>	
Performance Expectations	
<i>Students are expected to:</i>	
2.2.A Quickly recall basic addition facts and related subtraction facts for sums through 20.	SE: 81-91 Teacher Resource Master Topic 1
2.2.B Solve addition and subtraction word problems that involve joining, separating, and comparing and verify the solution.	SE: 38, 42, 230, 242, 302, Additional citations: 306, 570, 582
2.2.C Add and subtract two-digit numbers efficiently and accurately using a procedure that works with all two-digit numbers and explain why the procedure works.	SE: 219-242, 251-270
2.2.D Add and subtract two-digit numbers mentally and explain the strategies used.	SE: 35-62, 207-210, 255-258, 263-266
2.2.E Estimate sums and differences.	SE: 287-290, 299-302, 555-558, 571-574
2.2.F Create and state a rule for patterns that can be generated by addition and extend the pattern.	SE: 187-190, 635-638
2.2.G Solve equations in which the unknown number appears in a variety of positions.	SE: 72-74, 76-78, 80-82, 84-90
2.2.H Name each standard U.S. coin, write its value using the \$ sign and the ¢ sign, and name combinations of other coins with the same total value.	SE: 143-162
2.2.I Determine the value of a collection of coins totaling less than \$1.00.	SE: 143-146, 151-154

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<i>2.3. Core Content: Measurement (Geometry/Measurement)</i>	
Performance Expectations	
<i>Students are expected to:</i>	
2.3.A Identify objects that represent or approximate standard units and use them to measure length.	SE: 379-386, 391-394
2.3.B Estimate length using metric and U.S. customary units.	SE: 391-394, 395-398
	TE: 391-398
2.3.C Measure length to the nearest whole unit in both metric and U.S. customary units.	enVision 3rd Grade: SE: 328-331, 350-351 , 345 #8, 362 #6, 369 #14 Additional citation: 370 #5-6
2.3.D Describe the relative size among minutes, hours, days, weeks, months, and years.	SE: 451-458, 463-466
2.3.E Use both analog and digital clocks to tell time to the minute.	SE: 455-458
<i>2.4. Additional Key Content (Numbers, Operations, Geometry/Measurement, Data/Statistics/Probability)</i>	
Performance Expectations	
<i>Students are expected to:</i>	
2.4.A Solve problems involving properties of two- and three-dimensional figures.	SE: 315-342
2.4.B Collect, organize, represent, and interpret data in bar graphs and picture graphs.	SE: 479-490
2.4.C Model and describe multiplication situations in which sets of equal size are joined.	SE: 591-602
2.4.D Model and describe division situations in which sets are separated into equal parts.	SE: 619-626
2.4.E Interpret a fraction as a number of equal parts of a whole or a set.	SE: 351-354
<i>2.5. Core Processes: Reasoning, problem solving, and communication</i>	
Performance Expectations	
<i>Students are expected to:</i>	
2.5.A Identify the question(s) asked in a problem and any other questions that need to be answered in order to solve the problem.	SE: 308-309, 344-346, 472-473
2.5.B Identify the given information that can be used to solve a problem.	SE: 212-214, 504-505 , 130 #6
2.5.C Recognize when additional information is required to solve a problem.	SE: 212-214
2.5.D Select from a variety of problem-solving strategies and use one or more strategies to solve a problem.	SE: 65-66, 164-165 , 106 #9, 582, #8
2.5.E Identify the answer(s) to the question(s) in a problem.	SE: 28-29, 136-137, 188-189, 612-613

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2.5.F Describe how a problem was solved.	SE: 66 #7, 178 #14, 638 #10
2.5.G Determine whether a solution to a problem is reasonable.	SE: 300-302, 365-366