	4850 Park Glen Road, Minneapoli phone (800) 852-2435 fax (9	5 Press, I 5, MN 55416 52) 546-7502	nc.		
Ariz	Arizona Mathematics Standards Correlated to Moving With Math® Level A Grade 2				
		A1 <i>Number Sense</i> Student Book Skill Builders (SB)	A2 Addition & Subtraction Student Book Skill Builders (SB)	A3 <i>Fractions,</i> <i>Geometry &amp;</i> <i>Measurement</i> Student Book Skill Builders (SB)	
	STRAND 1: NUMBER AND OPERATION				
PO 1	Concept 1: Number Sense	71-74 77			
F0.1	groups of hundreds, tens and ones using and connecting multiple representations.	<b>SB:</b> 45-1			
PO.2	Count forward to 1000 and backward from 1000 by 1's, 10's and 100's using different starting points.	71, 72			
PO.3	identify numbers which are 100 more or less than a given number to 900.	76 (T.G.)			
PO.4	Compare and order whole numbers through 1000 by applying the concept of place value.	63, 64			
PO.5	Count money to \$1.00.	31 <b>SB:</b> 22-1		29, 30, 32-37 <b>SB:</b> 22-4, 23-1, 24-1	
PO.6	Sort whole numbers through 1000 into odd and even, and justify the sort.	57			
	Concept 2: Numerical Operations				
PO.1	Solve contextual problems using				
	multiple representations involving				
•	addition and subtraction with one- and/or two-digit numbers,		5, 13, 54, 56, 57 <b>SB:</b> 39-7, 40-1, 41-1		
•	multiplication for 1's, 2's, 5's, and 10's and		76		
•	adding and subtracting money to \$1.00.		64		

Number Sense Student Book Skill Builders (SB)Addition & Subtraction Student Book Skill Builders (SB)PO.2Demonstrate the ability to add and subtract whole numbers (to two digits) and decimals (in the context of money)29, 64 SB: 33-1, 33-3, 49-1•with up to three addends and29, 64 SB: 33-1, 33-3, 49-1SB: 36-5PO.3Demonstrate fluency of addition and subtraction facts.SB: 26-4, 27-4, 27-6, 28-4, 29-4, 29-10PO.4Apply and interpret the concept of addition and subtraction of two- digit on and subtraction of two- digit numbers.61 (T.G.), 67 (T.G.)PO.5Create and solve word problems based on addition and subtraction of two- digit numbers.61 (T.G.), 67 (T.G.)PO.6Demonstrate the concept of addition and subtraction of two- digit numbers.13, 31PO.6Demonstrate the concept of addition and subtraction of two- digit numbers.13, 31PO.7Describe the effect of operations (addition and subtraction) on the size of whole numbers.13, 31PO.8Apply properties to solve addition/subtraction6, 15 SB: 26-8, 28-9PO.8Apply property of addition/subtraction58: 26-1•associative property of addition, and commutative property of addition, and of two 2-digit numbers are more or less than 20, more or less than 100.6, 15 SB: 39-4			A1	A2	A3
P0.2 Demonstrate the ability to add and subtract whole numbers (to two digits) and decimals (in the context of money)       29, 64         • with up to three addends and       29, 64         SB: 33-1, 33-3, 49-1       SB: 33-1, 33-3, 49-1         • to \$1.00.       SB: 26-4, 27-4, 27-6, 28-4, 29-4, 29-10         P0.3 Demonstrate fluency of addition and subtraction facts.       SB: 26-4, 27-4, 29-10         P0.4 Apply and interpret the concept of addition and subtraction as inverse operations to solve problems.       SB: 29-1         P0.5 Create and solve word problems based on addition for 1's, 2's, 5's, and 10's.       73-76         P0.6 Demonstrate the concept of multiplication for 1's, 2's, 5's, and 10's.       73-76         P0.7 Describe the effect of operations (addition youthers.)       13, 31         P0.8 Apply properties to solve addition, and subtraction of mobelms       58: 26-8, 28-9         P0.8 Apply property of addition, and frequency of addition, and 7       78: 26-1         P0.8 associative property of addition, and 7       58: 26-1         P0.1 Use estimation to determine if sums of two 2-digit numbers are more or less than 20, more or less than 50, or more or less than 100.       59         P0.1 Use estimation to determine if sums of two 2-digit numbers are more or less than 100.       59         P0.3 Dept 2: DATA ANALYSIS,       59			<i>Number Sense</i> Student Book Skill Builders (SB)	<i>Addition &amp; Subtraction</i> Student Book Skill Builders (SB)	Fractions, Geometry & Measurement Student Book Skill Builders (SB)
with up to three addends and29, 64 SB: 33-1, 33-3, 49-1• to \$1.00.SB: 33-1, 33-3, 49-1 <b>P0.3</b> Demonstrate fluency of addition and subtraction facts.SB: 26-4, 27-4, 27-6, 28-4, 29-4, 29-10 <b>P0.4</b> Apply and interpret the concept of addition and subtraction as inverse operations to solve problems.17, 31 SB: 29-10 <b>P0.5</b> Create and solve word problems based on addition and subtraction of two- digit numbers.61 (T.G.), 67 (T.G.) <b>P0.6</b> Demonstrate the concept of multiplication for 1's, 2's, 5's, and 10's.73-76 SB: 50-1, 50-2, 50-3 <b>P0.7</b> Describe the effect of operations (addition /subtraction) on the size of whole numbers.13, 31 <b>P0.8</b> Apply properties to solve addition/subtraction6, 15 SB: 26-8, 28-9 <b>e</b> commutative property of addition, subtraction7 SB: 26-1 <b>a</b> associative property of addition, and of two 2-digit numbers are more or less than 20, more or less than 100.69 	PO.2	Demonstrate the ability to add and subtract whole numbers (to two digits) and decimals (in the context of money)			
•to \$1.00.SB: 36-5PO.3Demonstrate fluency of addition and subtraction facts.SB: 26-4, 27-4, 27-6, 28-4, 29-4, 29-10PO.4Apply and interpret the concept of addition and subtraction as inverse operations to solve problems.17, 31 SB: 29-1PO.5Create and solve word problems based on addition and subtraction of two- digit numbers.61 (T.G.), 67 (T.G.)PO.6Demonstrate the concept of 	•	with up to three addends and		29, 64 <b>SB:</b> 33-1, 33-3, 49-1	
P0.3       Demonstrate fluency of addition and subtraction facts.       SB: 26-4, 27-4, 27-6, 28-4, 29-4, 29-10         P0.4       Apply and interpret the concept of addition and subtraction as inverse operations to solve problems.       17, 31         P0.5       Create and solve word problems based on addition and subtraction of two-digit numbers.       61 (T.G.), 67 (T.G.)         P0.6       Demonstrate the concept of multiplication for 1's, 2's, 5's, and 10's.       73-76         P0.7       Describe the effect of operations (addition and subtraction) on the size of whole numbers.       13, 31         P0.8       Apply properties to solve addition, and subtraction of sB: 26-8, 28-9       26-1         •       identity property of addition, and 77       SB: 26-1         •       associative property of addition.       69         P0.1       Use estimation to determine if sums of two 2-digit numbers are more or less than 100.       69         P0.1       StrAND 2: DATA ANALYSIS,       60	•	to \$1.00.			<b>SB:</b> 36-5
P0.4       Apply and interpret the concept of addition and subtraction as inverse operations to solve problems.       17, 31         P0.5       Create and solve word problems based on addition and subtraction of two-digit numbers.       61 (T.G.), 67 (T.G.)         P0.6       Demonstrate the concept of multiplication for 1's, 2's, 5's, and 10's.       73-76         P0.7       Describe the effect of operations (addition and subtraction) on the size of whole numbers.       13, 31         P0.8       Apply properties to solve addition/subtraction problems       13, 31         •       identity property of addition, and subtraction       58: 26-8, 28-9         •       commutative property of addition, and 57       58: 26-1         •       associative property of addition.       7         •       Concept 3: Estimation       69         P0.1       Use estimation to determine if sums of two 2-digit numbers are more or less than 20, more or less than 50, or more or less than 100.       58: 39-4	PO.3	Demonstrate fluency of addition and subtraction facts.		<b>SB:</b> 26-4, 27-4, 27-6, 28-4, 29-4, 29-10	
P0.5       Create and solve word problems based on addition and subtraction of two- digit numbers.       61 (T.G.), 67 (T.G.)         P0.6       Demonstrate the concept of multiplication for 1's, 2's, 5's, and 10's.       73-76 SB: 50-1, 50-2, 50-3         P0.7       Describe the effect of operations (addition and subtraction) on the size of whole numbers.       13, 31         P0.8       Apply properties to solve addition/subtraction problems       6, 15 SB: 26-8, 28-9         •       identity property of addition/subtraction       58: 26-8, 28-9         •       commutative property of addition, and SB: 26-1       7         •       associative property of addition.       69 SB: 39-4         •       Issee than 100.       69 SB: 39-4	PO.4	Apply and interpret the concept of addition and subtraction as inverse operations to solve problems.		17,31 <b>SB:</b> 29-1	
P0.6       Demonstrate the concept of multiplication for 1's, 2's, 5's, and 10's.       73-76         P0.7       Describe the effect of operations (addition and subtraction) on the size of whole numbers.       13, 31         P0.8       Apply properties to solve addition/subtraction problems       6, 15         •       identity property of addition, and       7         •       commutative property of addition, and       7         •       commutative property of addition.       7         •       concept 3: Estimation       69         P0.1       Use estimation to determine if sums of two 2-digit numbers are more or less than 20, more or less than 50, or more or less than 100.       69         STRAND 2: DATA ANALYSIS,       50       50-1	PO.5	Create and solve word problems based on addition and subtraction of two- digit numbers.		61 (T.G.), 67 (T.G.)	
P0.7       Describe the effect of operations (addition and subtraction) on the size of whole numbers.       13, 31         P0.8       Apply properties to solve addition/subtraction problems       6, 15         •       identity property of addition, subtraction       6, 15         •       identity property of addition, and       7         •       commutative property of addition, and       7         •       associative property of addition.       8         •       associative property of addition.       69         P0.1       Use estimation to determine if sums of two 2-digit numbers are more or less than 20, more or less than 50, or more or less than 100.       69         STRAND 2: DATA ANALYSIS,       59       58: 39-4	PO.6	Demonstrate the concept of multiplication for 1's, 2's, 5's, and 10's.		73-76 <b>SB:</b> 50-1, 50-2, 50-3	
PO.8 addition/subtraction problemsApply properties to solve addition/subtraction problems6•identity property of addition/subtraction6, 15 SB: 26-8, 28-9•commutative property of addition, and7 SB: 26-1•associative property of addition.7 SB: 26-1•associative property of addition.69 SB: 39-4PO.1Use estimation to determine if sums of two 2-digit numbers are more or less than 20, more or less than 50, or more or less than 100.69 SB: 39-4STRAND 2: DATA ANALYSIS,5050	PO.7	Describe the effect of operations (addition and subtraction) on the size of whole numbers.		13, 31	
<ul> <li>identity property of addition/subtraction</li> <li>commutative property of addition, and</li> <li>commutative property of addition, and</li> <li>associative property of addition.</li> <li>associative property of addition.</li> <li>Concept 3: Estimation</li> <li>PO.1 Use estimation to determine if sums of two 2-digit numbers are more or less than 20, more or less than 50, or more or less than 100.</li> <li>STRAND 2: DATA ANALYSIS,</li> </ul>	PO.8	Apply properties to solve addition/subtraction problems			
<ul> <li>commutative property of addition, and SB: 26-1</li> <li>associative property of addition.</li> <li>associative property of addition.</li> <li>Concept 3: Estimation</li> <li>Concept 3: Estimation</li> <li>Use estimation to determine if sums of two 2-digit numbers are more or less than 20, more or less than 50, or more or less than 100.</li> <li>STRAND 2: DATA ANALYSIS,</li> </ul>	•	identity property of addition/subtraction		6, 15 <b>SB:</b> 26-8, 28-9	
<ul> <li>associative property of addition.</li> <li>Concept 3: Estimation</li> <li>PO.1 Use estimation to determine if sums of two 2-digit numbers are more or less than 20, more or less than 50, or more or less than 100.</li> <li>STRAND 2: DATA ANALYSIS,</li> </ul>	•	commutative property of addition, and		7 <b>SB:</b> 26-1	
Concept 3: Estimation       69         PO.1       Use estimation to determine if sums of two 2-digit numbers are more or less than 20, more or less than 50, or more or less than 100.       69         STRAND 2: DATA ANALYSIS,       50       69	•	associative property of addition.			
PO.1       Use estimation to determine if sums of two 2-digit numbers are more or less than 20, more or less than 50, or more or less than 100.       69       SB: 39-4         STRAND 2: DATA ANALYSIS,       50       50       50		Concept 3: Estimation			
STRAND 2: DATA ANALYSIS,	PO.1	Use estimation to determine if sums of two 2-digit numbers are more or less than 20, more or less than 50, or more or less than 100.		69 <b>SB:</b> 39-4	
PROBABILITY, AND DISCRETE MATHEMATICS		STRAND 2: DATA ANALYSIS, PROBABILITY, AND DISCRETE MATHEMATICS			
Concept 1: Data Analysis (Statistics)		Concept 1: Data Analysis (Statistics)			

		A1 Number Sense	A2 Addition &	A3 <i>Fractions</i> ,
		Student Book Skill Builders (SB)	<i>Subtraction</i> Student Book Skill Builders (SB)	<i>Geometry &amp; Measurement</i> Student Book Skill Builders (SB)
PO.1	Collect, record, organize, and display data using pictographs, frequency tables, or single bar graphs.	8, 10 <b>SB:</b> 4-7		8, 73 (T.G.)
PO.2	Formulate and answer questions by interpreting displays of data, including pictographs, frequency tables, or single bar graphs.	8, 10, 33, 34 <b>SB:</b> 38-2, 38-3		73-75 <b>SB:</b> 38-8
	Concept 2: Probability			
	No performance objectives at this grade level.			
	Concept 3: Systematic Listing and Counting			
PO.1	List all possibilities in counting situations.			71, 72 <b>SB:</b> 21-4
PO.2	Solve a variety of problems based on the addition principle of counting.			71, 72 <b>SB:</b> 21-3, 21-4
	Concept 4: Vertex-Edge Graphs			
PO.1	Color simple pictures or maps using the least number of colors and justify the coloring.			
PO.2	Build vertex-edge graphs using concrete materials and explore properties of vertex-edge graphs			
•	number of vertices and edges			
•	neighboring vertices, and			
•	paths in a graph.			
PO.3	Construct simple vertex-edge graphs from simple pictures or maps.			
	STRAND 3: PATTERNS, ALGEBRA, AND FUNCTIONS			
	Concept 1: Patterns			
PO.1	Recognize, describe, extend, create, and find missing terms in a numerical or symbolic pattern.	17, 47, 52 <b>SB:</b> 2-1, 9-1, 9-2, 9-3		
PO.2	Explain the rule for a given numerical or symbolic pattern and verify that the rule works.			<b>SB:</b> 9-11

		A1	A2	A3
		<i>Number Sense</i> Student Book Skill Builders (SB)	Addition & Subtraction Student Book Skill Builders (SB)	Fractions, Geometry & Measurement Student Book Skill Builders (SB)
	Concept 2: Functions and Relationships			
PO.1	Describe a rule that represents a given relationship between two quantities using words or pictures.		27 <b>SB:</b> 27-3	
	Concept 3: Algebraic Representations			
PO.1	Record equivalent forms of whole numbers to 1000 by constructing models and using numbers.	44, 61, 77 <b>SB:</b> 45-2		
PO.2	Compare expressions using spoken words and the symbols =, $\neq$ , <, and >.		51	
PO.3	Represent a word problem requiring addition or subtraction through 100 using an equation.		39, 40 <b>SB:</b> 39-8, 39-10, 42-3	
PO.4	Identify the value of an unknown number in an equation involving an addition or subtraction fact.		33	
	Concept 4: Analysis of Change			
	No performance objectives at this grade level.			
	STRAND 4: GEOMETRY AND MEASUREMENT			
	Concept 1: Geometric Properties			
PO.1	Describe and compare the attributes of polygons up to six sides using the terms side, vertex, point, and length.			3-5 <b>SB:</b> 13-1
	Concent 2: Transformation of Shapes			
PO.1	Identify, with justification, whether a 2- dimensional figure has lines of symmetry.			9
	Concept 3: Coordinate Geometry			
	No performance objective at this			
	grade level.			
	Concept 4: Measurement			
PO.1	Tell time to the nearest minute using analog and digital clocks.			26 <b>SB:</b> 18-3

		A1 <i>Number Sense</i> Student Book Skill Builders (SB)	A2 <i>Addition &amp;</i> <i>Subtraction</i> Student Book Skill Builders (SB)	A3 <i>Fractions,</i> <i>Geometry &amp;</i> <i>Measurement</i> Student Book Skill Builders (SB)
PO.2	Apply measurement skills to measure the attributes of an object (length, capacity, weight).			50, 51, 58, 60 <b>SB:</b> 19-3, 20-1, 20-2
PO.3	Read temperatures on a thermometer using Fahrenheit and Celsius.			28 <b>SB:</b> 18-8
PO.4	Demonstrate unit conversions			
•	1 foot = 12 inches,			51 <b>SB:</b> 19-6
•	1 quart = 4 cups,			58 <b>SB:</b> 20-1
•	1 pound = 16 ounces,			
•	1 hour = 60 minutes			23 (T.G.)
•	1 day = 24 hours			
•	1 week = 7 days	6 (T.G.)		
•	1 year = 12 months.	7		
	STRAND 5' STRUCTURE AND LOGIC			
	Concept 1: Algorithms and Algorithmic Thinking			
	No performance objectives at this grade level			
	Concept 2: Logia Decembra Ducklass			
	Solving, and Proof			
PO.1	Identify the question(s) asked and any other questions that need to be answered in order to find a solution.		40 <b>SB:</b> 39-3, 39-10	39
PO.2	Identify the given information that can be used to find a solution.		40 <b>SB:</b> 39-6, 39-10	39
PO.3	Select from a variety of problem- solving strategies and use one or more strategies to arrive at a solution.		41 (T.G.) <b>SB:</b> 39-5	45 (T.G.)
PO.4	Represent a problem situation using any combination of words, numbers, pictures, physical objects, or symbols.		44 <b>SB:</b> 39-7	44
PO.5	Explain and clarify mathematical thinking.	Journal Prompts and Sum-It-Up throughout	Journal Prompts and Sum-It-Up throughout	Journal Prompts and Sum-It-Up throughout
PO.6	Determine whether a solution is reasonable.		42 <b>SB:</b> 39-4	42