Arizona Mathematics Standards Correlated to Moving With Math® Foundations Level A Grade 2

		A1 *Number Sense* Student Book Skill Builders (SB)	A2 *Addition & Subtraction* Student Book Skill Builders (SB)	A3 *Fractions, Geometry & Measurement* Student Book Skill Builders (SB)
	STRAND 1: NUMBER AND OPERATION			
	Concept 1: Number Sense			
PO.1	Express whole numbers 0 to 1000, in groups of hundreds, tens and ones using and connecting multiple representations.	71-74, 77 **SB:** 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 **SB:** 22-1		29, 30, 32-37 **SB:** 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 **SB:** 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	

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PO.2	Demonstrate the ability to add and subtract whole numbers (to two digits) and decimals (in the context of money)			
•	with up to three addends and		29, 64 **SB:** 33-1, 33-3, 49-1	
•	to $1.00.			**SB:** 36-5
PO.3	Demonstrate fluency of addition and subtraction facts.		**SB:** 26-4, 27-4, 27-6, 28-4, 29-4, 29-10	
PO.4	Apply and interpret the concept of addition and subtraction as inverse operations to solve problems.		17, 31 **SB:** 29-1	
PO.5	Create and solve word problems based on addition and subtraction of two-digit numbers.		61 (T.G.), 67 (T.G.)	
PO.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	
PO.7	Describe the effect of operations (addition and subtraction) on the size of whole numbers.		13, 31	
PO.8	Apply properties to solve addition/subtraction problems			
•	identity property of addition/subtraction		6, 15 **SB:** 26-8, 28-9	
•	commutative property of addition, and		7 **SB:** 26-1	
•	associative property of addition.			
	Concept 3: Estimation			
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, PROBABILITY, AND DISCRETE MATHEMATICS			
	Concept 1: Data Analysis (Statistics)			

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PO.1	Collect, record, organize, and display data using pictographs, frequency tables, or single bar graphs.	8, 10 SB: 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 SB: 38-2, 38-3		73-75 SB: 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 SB: 21-4
PO.2	Solve a variety of problems based on the addition principle of counting.			71, 72 SB: 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 SB: 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.			SB: 9-11

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	Concept 2: Functions and Relationships			
PO.1	Describe a rule that represents a given relationship between two quantities using words or pictures.		27 **SB:** 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 **SB:** 45-2		
PO.2	Compare expressions using spoken words and the symbols =, ≠, <, and >.		51	
PO.3	Represent a word problem requiring addition or subtraction through 100 using an equation.		39, 40 **SB:** 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 **SB:** 13-1
	Concept 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 **SB:** 18-3

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PO.2	Apply measurement skills to measure the attributes of an object (length, capacity, weight).			50, 51, 58, 60 **SB:** 19-3, 20-1, 20-2
PO.3	Read temperatures on a thermometer using Fahrenheit and Celsius.			28 **SB:** 18-8
PO.4	Demonstrate unit conversions			
•	1 foot = 12 inches,			51 **SB:** 19-6
•	1 quart = 4 cups,			58 **SB:** 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: Logic, Reasoning, Problem 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 **SB:** 39-3, 39-10	39
PO.2	Identify the given information that can be used to find a solution.		40 **SB:** 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.) **SB:** 39-5	45 (T.G.)
PO.4	Represent a problem situation using any combination of words, numbers, pictures, physical objects, or symbols.		44 **SB:** 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 **SB:** 39-4	42