

STANDARDS MAP for a Basic Grade-Level Program

Grade 2 – Mathematics

Standard No.	Standard Language	Publisher Citations		For IMAP/CRP Use Only		
		Primary Citations	Supporting Citations	Meets Standard	IMAP/CRP Notes	
		Y	N			
	NUMBER SENSE					
1.0	Students understand the relationship between numbers, quantities, and place value in whole numbers up to 1,000:	SE/TE: 103A–106B, 107A–110B, 415A–418B	SE/TE: 127A–130B, 419A–422B, 423A–426B			
1.1	Count, read, and write whole numbers to 1,000 and identify the place value for each digit.	SE/TE: 103A–106B, 107A–110B, 415A–418B	SE/TE: 127A–130B, 419A–422B, 423A–426B			
1.2	Use words, models, and expanded forms (e.g., $45 = 4 \text{ tens} + 5$) to represent numbers (to 1,000).	SE/TE: 103A–106B, 107A–110B, 415A–418B	SE/TE: 111A–114B, 239A–242B, 243A–246B			
1.3	Order and compare whole numbers to 1,000 by using the symbols $<$, $=$, $>$.	SE/TE: 115A–118B, 427A–430B SE: 140, 444	SE/TE: 119A–122B, 127A–130B, 227A–230B, 431A–434B, 435A–438B			
2.0	Students estimate, calculate, and solve problems involving addition and subtraction of two- and three-digit numbers:	SE/TE: 251A–254B, 255A–258B, 279A–282B, 499A–502B, 503A–506B	SE/TE: 239A–242B, 275A–278B, 287A–290B, 491A–494B, 511A–514B			
2.1	Understand and use the inverse relationship between addition and subtraction (e.g., an opposite number sentence for $8 + 6 = 14$ is $14 - 6 = 8$) to solve problems and check solutions.	SE/TE: 23A–26B, 87A–90B, 283A–286B	SE/TE: 75A–78B, 195A–198B, 203A–206B			

Publisher: Pearson Scott Foresman
 Program Title: *Scott Foresman – Addison Wesley enVisionMATH - California*
 Components: Student Edition (SE), Teacher’s Edition (TE), Teacher Resource Masters (TRM)
 Grade Level(s): Two

Standard No.	Standard Language	Publisher Citations		Meets Standard		For IMAP/CRP Use Only
		Primary Citations	Supporting Citations	Y	N	IMAP/CRP Notes
2.2	Find the sum or difference of two whole numbers up to three digits long.	SE/TE: 247A–250B, 251A–254B, 279A–282B, 487A–490B, 503A–506B	SE/TE: 239A–242B, 275A–278B, 287A–290B, 491A–494B, 507A–510B			
2.3	Use mental arithmetic to find the sum or difference of two two-digit numbers.	SE/TE: 167A–170B, 175A–178B, 191A–194B, 199A–202B, 227A–230B	SE/TE: 179A–182B, 195A–198B, 479A–482B, 495A–498B			
3.0	Students model and solve simple problems involving multiplication and division:	SE/TE: 519A–522B, 547A–550B, 567A–570B, 575A–578B	SE/TE: 531A–534B, 579A–582B, 583A–586B			
3.1	Use repeated addition, arrays, and counting by multiples to do multiplication.	SE/TE: 519A–522B, 523A–526B, 527A–530B, 531A–534B	SE/TE: 531A–534B, 535A–538B, 539A–542B			
3.2	Use repeated subtraction, equal sharing, and forming equal groups with remainders to do division.	SE/TE: 567A–570B, 571A–574B, 575A–578B	SE/TE: 579A–582B, 583A–586B, 587A–590B			
3.3	Know the multiplication tables of 2s, 5s, and 10s (to "times 10") and commit them to memory.	SE/TE: 547A–550B, 551A–554B, 555A–558B	SE/TE: 579A–582B, 583A–586B, 587A–590B			
4.0	Students understand that fractions and decimals may refer to parts of a set and parts of a whole:	SE/TE: 323A–326B, 327A–330B, 331A–334B	SE/TE: 335A–338B, 339A–342B, 343A–346B			

Publisher: Pearson Scott Foresman
 Program Title: *Scott Foresman – Addison Wesley enVisionMATH - California*
 Components: Student Edition (SE), Teacher’s Edition (TE), Teacher Resource Masters (TRM)
 Grade Level(s): Two

Standard No.	Standard Language	Publisher Citations		Meets Standard		For IMAP/CRP Use Only
		Primary Citations	Supporting Citations	Y	N	IMAP/CRP Notes
4.1	Recognize, name, and compare unit fractions from $\frac{1}{12}$ to $\frac{1}{2}$.	SE/TE: 327, 328–330 TRM: Topic 12 pp. 36–37	SE/TE: 323A–326B, 335A–338B, 347A–350B TE: 330B			
4.2	Recognize fractions of a whole and parts of a group (e.g., one-fourth of a pie, two-thirds of 15 balls).	SE/TE: 327A–330B, 331A–334B, 335A–338B	SE/TE: 323A–326B, 339A–342B, 343A–346B			
4.3	Know that when all fractional parts are included, such as four-fourths, the result is equal to the whole and to one.	SE/TE: 339, 340–342 SE: 352	TE: 342B TRM: Topic 12, p. 54–55			
5.0	Students model and solve problems by representing, adding, and subtracting amounts of money:	SE/TE: 455A–458B, 459A–462B, 463A–466B	SE/TE: 219A–222B, 223A–226B, 447A–450B, 451A–454B			
5.1	Solve problems using combinations of coins and bills.	SE/TE: 455A–458B, 459A–462B, 463A–466B, 467A–570B	SE/TE: 447A–450B, 451A–454B, 471A–474B			
5.2	Know and use the decimal notation and the dollar and cent symbols for money.	SE/TE: 455A–458B, 459A–462B, 463A–466B, 467A–470B	SE/TE: 219A–222B, 223A–226B, 447A–450B, 451A–454B			
6.0	Students use estimation strategies in computation and problem solving that involve numbers that use the ones, tens, hundreds, and thousands places:	SE/TE: 215A–218B, 219A–222B, 223A–226B, 483A–486B, 499A–502B	SE: 232, 516 TRM: Topic 8, pp. 18, 24, 30			

Publisher: Pearson Scott Foresman

Program Title: *Scott Foresman – Addison Wesley enVisionMATH - California*

Components: Student Edition (SE), Teacher’s Edition (TE), Teacher Resource Masters (TRM)

Grade Level(s): Two

Standard No.	Standard Language	Publisher Citations		Meets Standard		For IMAP/CRP Use Only
		Primary Citations	Supporting Citations	Y	N	IMAP/CRP Notes
6.1	Recognize when an estimate is reasonable in measurements (e.g., closest inch).	SE/TE: 311A–314B SE: 320 TRM: Topic 11, p. 48	SE/TE: 295A–298B, 303A–306B, 307A–310B, 315A–318B			
ALGEBRA AND FUNCTIONS						
1.0	Students model, represent, and interpret number relationships to create and solve problems involving addition and subtraction:	SE/TE: 7A–10B, 47A–50B, 87A–90B	SE/TE: 15A–18B, 243A–246B, 495A–498B			
1.1	Use the commutative and associative rules to simplify mental calculations and to check results.	SE/TE: 47A–50B, 51A–54B, 535A–538B	SE: 68 TRM: Topic 2, pp. 48, 54 TRM: Topic 18, p. 50			
1.2	Relate problem situations to number sentences involving addition and subtraction.	SE/TE: 7A–10B, 19A–22B, 39A–42B	SE/TE: 15A–18B, 47A–50B, 207A–210B			
1.3	Solve addition and subtraction problems by using data from simple charts, picture graphs, and number sentences.	SE/TE: 63A–66B, 255A–258B, 407A–410B, 511A–514B	SE/TE: 499 SE: 260, 412 TRM: Topic 2, p. 72			
MEASUREMENT AND GEOMETRY						
1.0	Students understand that measurement is accomplished by identifying a unit of measure, iterating (repeating) that unit, and comparing it to the item to be measured:	SE/TE: 303A–306B, 355A–358B, 359A–362B	SE/TE: 295A–298B, 311A–314B, 315A–318B			
1.1	Measure the length of objects by iterating (repeating) a nonstandard or standard unit.	SE/TE: 299A–302B, 303A–306B, 307A–310B	SE/TE: 295A–298B, 311A–314B, 315A–318B			
1.2	Use different units to measure the same object and predict whether the measure will be greater or smaller when a different unit is used.	SE/TE: 299, 300–302 SE: 320	TE: 302B TRM: Topic 11, pp. 30–31			

Publisher: Pearson Scott Foresman
 Program Title: *Scott Foresman – Addison Wesley enVisionMATH - California*
 Components: Student Edition (SE), Teacher’s Edition (TE), Teacher Resource Masters (TRM)
 Grade Level(s): Two

Standard No.	Standard Language	Publisher Citations		Meets Standard		For IMAP/CRP Use Only
		Primary Citations	Supporting Citations	Y	N	IMAP/CRP Notes
1.3	Measure the length of an object to the nearest inch and/ or centimeter.	SE/TE: 303A–306B, 307A–310B SE: 320	SE/TE: 311A–314B, 315A–318B TRM: Topic 11, pp. 48, 54			
1.4	Tell time to the nearest quarter hour and know relationships of time (e.g., minutes in an hour, days in a month, weeks in a year).	SE/TE: 359A–362B, 367A–370B, 375A–378B	SE/TE: 363A–366B, 379A–382B, 383A–386B			
1.5	Determine the duration of intervals of time in hours (e.g., 11:00 a.m. to 4:00 p.m.).	SE/TE: 371, 372–374 SE: 388 TRM: Topic 13, p. 58	TE: 374B SE: 381, Exercise 7 TRM: Topic 13, p. 59			
2.0	Students identify and describe the attributes of common figures in the plane and of common objects in space:	SE: 159–162 SE/TE: 143A–146B, 147A–150B	SE/TE: 151A–154B, 155A–158B TE: 162B TRM: Topic 5, p. 54			
2.1	Describe and classify plane and solid geometric shapes (e.g., circle, triangle, square, rectangle, sphere, pyramid, cube, rectangular prism) according to the number and shape of faces, edges, and vertices.	SE/TE: 143A–146B, 147A–150B SE: 164	SE: 159–162 TE: 162B TRM: Topic 5, p. 54			
2.2	Put shapes together and take them apart to form other shapes (e.g., two congruent right triangles can be arranged to form a rectangle).	SE/TE: 151A–154B, 155A–158B SE: 164	SE/TE: TRM: Topic 5, pp. 42, 43, 48, 49			
	STATISTICS, DATA ANALYSIS, AND PROBABILITY					
1.0	Students collect numerical data and record, organize, display, and interpret the data on bar graphs and other representations:	SE/TE: 391A–394B, 399A–402B, 403A–406B, 407A–410B	SE/TE: 511A–514B TRM: Topic 14, pp. 22, 28, 34, 40			

Publisher: Pearson Scott Foresman

Program Title: *Scott Foresman – Addison Wesley enVisionMATH - California*

Components: Student Edition (SE), Teacher’s Edition (TE), Teacher Resource Masters (TRM)

Grade Level(s): Two

Standard No.	Standard Language	Publisher Citations		Meets Standard		For IMAP/CRP Use Only
		Primary Citations	Supporting Citations	Y	N	IMAP/CRP Notes
1.1	Record numerical data in systematic ways, keeping track of what has been counted.	SE/TE: 195A–198B, 399A–402B, 403A–406B	SE/TE: 127A–130B, 179A–182B, 423A–426B			
1.2	Represent the same data set in more than one way (e.g., bar graphs and charts with tallies).	SE/TE: 395A–398B, 399A–402B, 403A–406B	SE/TE: 391A–394B, 407A–410B, 511A–514B			
1.3	Identify features of data sets (range and mode).	SE/TE: 395, 396–398 SE: 412	TE: 398B TRM: Topic 14, pp. 28, 29			
1.4	Ask and answer simple questions related to data representations.	SE/TE: 135A–138B, 183A–186B, 391A–394B, 407A–410B	SE/TE: 511A–514B, 527A–530B, 567A–570B			
2.0	Students demonstrate an understanding of patterns and how patterns grow and describe them in general ways:	SE/TE: 127A–130B, 183A–186B 595A–598B	SE/TE: 423A–426B, 559A–562B, 556–557			
2.1	Recognize, describe, and extend patterns and determine a next term in linear patterns (e.g., 4, 8, 12 ...; the number of ears on one horse, two horses, three horses, four horses).	SE/TE: 183A–186B, 439A–442B, 595A–598B	SE/TE: 127A–130B, 423A–426B SE: 188 Set D			
2.2	Solve problems involving simple number patterns.	SE/TE: 127A–130B, 183A–186B, 595A–598B	SE/TE: 167A–170B, 423A–426B, 439A–442B			

Publisher: Pearson Scott Foresman
 Program Title: *Scott Foresman – Addison Wesley enVisionMATH - California*
 Components: Student Edition (SE), Teacher’s Edition (TE), Teacher Resource Masters (TRM)
 Grade Level(s): Two

Standard No.	Standard Language	Publisher Citations		Meets Standard		For IMAP/CRP Use Only
		Primary Citations	Supporting Citations	Y	N	IMAP/CRP Notes
	MATHEMATICAL REASONING					
1.0	Students make decisions about how to set up a problem:	(Grade 2, AF 1.2) SE/TE 27A–30B, (Grade 2, AF 1.1) SE/TE 51A–54B, (Grade 2, AF 1.2), SE/TE 91A–94B, (Grade 2, NS 2.3) SE/TE 167A–170B, (Grade 2, NS 3.1), SE/TE 539A–542B	(Grade 2, MG 2.0, MG 2.2) SE/TE 155A–158B, (Grade 2, NS 2.3) SE/TE 175A–178B, (Grade 2 NS 2.3) SE/TE 191A–194B, (Grade 2, AF 1.0) SE/TE 207A–210B, (Grade 2, AF 1.2, AF 1.3), SE/TE 267A–270B			
1.1	Determine the approach, materials, and strategies to be used.	(Grade 2, AF 1.1) SE/TE 51A–54B (Grade 2, AF 1.2), SE/TE 91A–94B, (Grade 2, NS 2.3) SE/TE 175A–178B, (Grade 2, AF 1.0) SE/TE 207A–210B, (Grade 2, NS 2.2) SE/TE 287A–292B	(Grade 2, AF 1.2) SE/TE 27A–30B, (Grade 2, MG 2.0, MG 2.2) SE/TE 155A–158B, (Grade 2, NS 2.3) SE/TE 167A–170B, (Grade 2 NS 2.3) SE/TE 191A–194B, (Grade 2, MG 1.4) SE/TE 383A–386B			

Publisher: Pearson Scott Foresman
 Program Title: *Scott Foresman – Addison Wesley enVisionMATH - California*
 Components: Student Edition (SE), Teacher’s Edition (TE), Teacher Resource Masters (TRM)
 Grade Level(s): Two

Standard No.	Standard Language	Publisher Citations		Meets Standard		For IMAP/CRP Use Only
		Primary Citations	Supporting Citations	Y	N	IMAP/CRP Notes
1.2	Use tools, such as manipulatives or sketches, to model problems.	(Grade 2, AF 1.2) SE/TE 27A–30B, (Grade 2, AF 1.2, AF 1.3) SE/TE 63A–66B, (Grade 2, MG 1.0, MG 1.1, MG 1.3) SE/TE 315A–318B, (Grade 2, NS 4.0, NS 4.1, NS 4.2) SE/TE 347A–350B, (Grade 2, NS 3.0, NS 3.1) 539A–542B	SE/TE (Grade 2, NS 2.2, AF 1.2) SE/TE 55A–58B, (Grade 2, NS 1.1, NS 1.2) SE/TE 103A–106B (Grade 2, MG 2.0, MG 2.2) SE/TE 151A–154B, (Grade 2, NS 2.2) SE/TE 267A–270B, (Grade 2, MG NS 1.2) SE/TE 415A–418B			
2.0	Students solve problems and justify their reasoning:	(Grade 2, AF 1.1) SE/TE 51A–54B, (Grade 2, AF 1.3) SE/TE 63A–66B, (Grade 2, AF 1.2) SE/TE 91A–94B, (Grade 2, SDAP 1.4) SE/TE 135A–138B, (Grade 2, AF 1.0) SE/TE 207A–210B	(Grade 2, MG 2.0, MG 2.1) SE/TE 159A–163B, (Grade 2, NS 6.0) SE/TE 227A–230B, (Grade 2, NS 2.2) SE/TE 263A–266B, (Grade 2, MG 1.1) SE 308, (Grade 2, NS 4.0) SE 344			

Publisher: Pearson Scott Foresman
 Program Title: *Scott Foresman – Addison Wesley enVisionMATH - California*
 Components: Student Edition (SE), Teacher’s Edition (TE), Teacher Resource Masters (TRM)
 Grade Level(s): Two

Standard No.	Standard Language	Publisher Citations		Meets Standard		For IMAP/CRP Use Only
		Primary Citations	Supporting Citations	Y	N	IMAP/CRP Notes
2.1	Defend the reasoning used and justify the procedures selected.	(Grade 2, AF 1.3) SE/TE 63A–66B, (Grade 2, AF 1.2) SE/TE 91A–94B, (Grade 2, SDAP 1.4) SE/TE 135A–138B, (Grade 2, MG 2.0, MG 2.1) SE/TE 159A–163B, (Grade 2, NS 6.0) SE/TE 227A–230B	(Grade 2, NS 2.3) SE/TE 167A–170B, (Grade 2, NS 2.2) SE/TE 235A–238B, (Grade 2, NS 2.2) SE/TE 275A–278B, (Grade 2, SDAP 1.4) SE/TE 407A–410B, (Grade 2, NS 2.2) SE/TE 507A–510B			
2.2	Make precise calculations and check the validity of the results in the context of the problem.	(Grade 2, AF 1.2) SE/TE 27A–30B, (Grade 2, MG 2.0, MG 2.1) SE/TE 159A–163B, (Grade 2, NS 4.0, NS 4.1, NS 4.2) SE/TE 347A–350B, (Grade 2, SDAP 1.4) SE/TE 407A–410B, (Grade 2, NS 3.3) SE/TE 559A–563B	(Grade 2, AF 1.0) SE/TE 207A–210B, (Grade 2, NS 2.1) SE/TE 283A–286B, (Grade 2, SDAP 1.0) SE/TE 471A–474B			

Publisher: Pearson Scott Foresman
 Program Title: *Scott Foresman – Addison Wesley enVisionMATH - California*
 Components: Student Edition (SE), Teacher’s Edition (TE), Teacher Resource Masters (TRM)
 Grade Level(s): Two

Standard No.	Standard Language	Publisher Citations		For IMAP/CRP Use Only		
		Primary Citations	Supporting Citations	Meets Standard		IMAP/CRP Notes
				Y	N	
3.0	Students note connections between one problem and another.	(Grade 2, NS 2.1, AF 1.2) SE/TE 79A–82B, (Grade 2, AF 1.2, AF 1.3) SE/TE 91A–94B, (Grade 2, NS 2.0, NS 2.1, NS 2.2) SE/TE 283A–286B, (Grade 2, AF 1.0, AF 1.2) SE/TE 287A–290B, (Grade 2, MG 1.4) SE/TE 383A–386B	(Grade 2, NS 2.1) SE/TE 87A–90B, (Grade 2, NS 2.0), SE/TE 203A–206B, (Grade 2, NS 3.1) SE/TE 519A–522B, (Grade 2, NS 3.1, NS 3.2, NS 3.0) SE/TE 579A–582B			
Appendix						