

Grade 2 Math TEKS and Related Prior Learning TEKS

	Grade 2 Math TEKS/SE	Prior Learning TEKS/SE
2.2	Number and operations. The student applies mathematical process standards to understand how to represent and compare whole numbers, the relative position and magnitude of whole numbers, and relationships within the numeration system related to place value. The student is expected to:	
2.2A	use concrete and pictorial models to compose and decompose numbers up to 1,200 in more than one way as a sum of so many thousands, hundreds, tens, and ones.	1.2B use concrete and pictorial models to compose and decompose numbers up to 120 in more than one way as so many hundreds, so many tens, and so many ones.
2.2B	use standard, word, and expanded forms to represent numbers up to 1,200.	1.2C use objects, pictures, and expanded and standard forms to represent numbers up to 120.
2.2C	generate a number that is greater than or less than a given whole number up to 1,200.	1.2D generate a number that is greater than or less than a given whole number up to 120.
2.2D	use place value to compare and order whole numbers up to 1,200 using comparative language, numbers, and symbols (>, <, or =).	1.2E use place value to compare whole numbers up to 120 using comparative language. 1.2F order whole numbers up to 120 using place value and open number lines. 1.2G represent the comparison of two numbers to 100 using the symbols >, <, or =.
2.2E	locate the position of a given whole number on an open number line.	1.2F order whole numbers up to 120 using place value and open number lines.
2.2F	name the whole number that corresponds to a specific point on a number line.	
2.3	Number and operations. The student applies mathematical process standards to recognize and represent fractional units and communicates how they are used to name parts of a whole. The student is expected to:	
2.3A	partition objects into equal parts and name the parts, including halves, fourths, and eighths, using words.	
2.3B	explain that the more fractional parts used to make a whole, the smaller the part; and the fewer the fractional parts, the larger the part.	
2.3C	use concrete models to count fractional parts beyond one whole using words and recognize how many parts it takes to equal one whole.	
2.3D	identify examples and non-examples of halves, fourths, and eighths.	

Grade 2 Math TEKS and Related Prior Learning TEKS

2.4	Number and operations. The student applies mathematical process standards to develop and use strategies and methods for whole number computations in order to solve addition and subtraction problems with efficiency and accuracy. The student is expected to:	
2.4A	recall basic facts to add and subtract within 20 with automaticity.	1.3D apply basic fact strategies to add and subtract within 20, including making 10 and decomposing a number leading to a 10.
2.4B	add up to four two-digit numbers and subtract two-digit numbers using mental strategies and algorithms based on knowledge of place value and properties of operations.	1.3E explain strategies used to solve addition and subtraction problems up to 20 using spoken words, objects, pictorial models, and number sentences.
2.4C	solve one-step and multi-step word problems involving addition and subtraction within 1,000 using a variety of strategies based on place value, including algorithms.	1.3A use concrete and pictorial models to determine the sum of a multiple of 10 and a one-digit number in problems up to 99.
2.4D	generate and solve problem situations for a given mathematical number sentence involving addition and subtraction of whole numbers within 1,000.	1.3F generate and solve problem situations when given a number sentence involving addition or subtraction of numbers within 20.
2.5	Number and operations. The student applies mathematical process standards to determine the value of coins in order to solve monetary transactions. The student is expected to:	
2.5A	determine the value of a collection of coins up to one dollar.	1.4C use relationships to count by twos, fives, and tens to determine the value of a collection of pennies, nickels, and/or dimes.
2.5B	use the cent symbol, dollar sign, and the decimal point to name the value of a collection of coins.	1.4B write a number with the cent symbol to describe the value of a coin.
2.6	Number and operations. The student applies mathematical process standards to connect repeated addition and subtraction to multiplication and division situations that involve equal groupings and shares. The student is expected to:	
2.6A	model, create, and describe contextual multiplication situations in which equivalent sets of concrete objects are joined.	
2.6B	model, create, and describe contextual division situations in which a set of concrete objects is separated into equivalent sets.	
2.7	Algebraic reasoning. The student applies mathematical process standards to identify and apply number patterns within properties of numbers and operations in order to describe relationships. The student is expected to:	
2.7A	determine whether a number up to 40 is even or odd using pairings of objects to represent the number.	1.5B skip count by twos, fives, and tens to determine the total number of objects up to 120 in a set.

Grade 2 Math TEKS and Related Prior Learning TEKS

2.7B	use an understanding of place value to determine the number that is 10 or 100 more or less than a given number up to 1,200.	1.5C use relationships to determine the number that is 10 more and 10 less than a given number up to 120.
2.7C	represent and solve addition and subtraction word problems where unknowns may be any one of the terms in the problem.	1.5D represent word problems involving addition and subtraction of whole numbers up to 20 using concrete and pictorial models and number sentences. 1.5E understand that the equal sign represents a relationship where expressions on each side of the equal sign represent the same value(s). 1.5F determine the unknown whole number in an addition or subtraction equation when the unknown may be any one of the three or four terms in the equation.
2.8	Geometry and measurement. The student applies mathematical process standards to analyze attributes of two-dimensional shapes and three-dimensional solids to develop generalizations about their properties. The student is expected to:	
2.8A	create two-dimensional shapes based on given attributes, including number of sides and vertices.	1.6C create two-dimensional figures, including circles, triangles, rectangles, and squares, as special rectangles, rhombuses, and hexagons. 1.6D identify two-dimensional shapes, including circles, triangles, rectangles, and squares, as special rectangles, rhombuses, and hexagons and describe their attributes using formal geometric language.
2.8B	classify and sort three-dimensional solids, including spheres, cones, cylinders, rectangular prisms (including cubes as special rectangular prisms), and triangular prisms, based on attributes using formal geometric language.	
2.8C	classify and sort polygons with 12 or fewer sides according to attributes, including identifying the number of sides and number of vertices.	1.6A classify and sort regular and irregular two-dimensional shapes based on attributes using informal geometric language.

Grade 2 Math TEKS and Related Prior Learning TEKS

2.8D	compose two-dimensional shapes and three-dimensional solids with given properties or attributes	1.6F compose two- dimensional shapes by joining two, three, or four figures to produce a target shape in more than one way if possible.
2.8E	decompose two-dimensional shapes such as cutting out a square from a rectangle, dividing a shape in half, or partitioning a rectangle into identical triangles and identify the resulting geometric parts.	
2.9	Geometry and measurement. The student applies mathematical process standards to select and use units to describe length, area, and time. The student is expected to:	
2.9A	find the length of objects using concrete models for standard units of length.	1.7B illustrate that the length of an object is the number of same-size units of length that, when laid end-to-end with no gaps or overlaps, reach from one end of the object to the other. 1.7D describe a length to the nearest whole unit using a number and a unit.
2.9B	describe the inverse relationship between the size of the unit and the number of units needed to equal the length of an object.	1.7C measure the same object/distance with units of two different lengths and describe how and why the measurements differ.
2.9C	represent whole numbers as distances from any given location on a number line.	
2.9D	determine the length of an object to the nearest marked unit using rulers, yardsticks, meter sticks, or measuring tapes.	1.7A use measuring tools to measure the length of objects to reinforce the continuous nature of linear measurement.
2.9E	determine a solution to a problem involving length, including estimating lengths.	
2.9F	use concrete models of square units to find the area of a rectangle by covering it with no gaps or overlaps, counting to find the total number of square units, and describing the measurement using a number and the unit.	
2.9G	read and write time to the nearest one-minute increment using analog and digital clocks and distinguish between a.m. and p.m..	1.7E tell time to the hour and half hour using analog and digital clocks.
2.10	Data analysis. The student applies mathematical process standards to organize data to make it useful for interpreting information and solving problems. The student is expected to:	
2.10A	explain that the length of a bar in a bar graph or the number of pictures in a pictograph represents the number of data points for a given category.	

Grade 2 Math TEKS and Related Prior Learning TEKS

2.10B	organize a collection of data with up to four categories using pictographs and bar graphs with intervals of one or more.	1.8B use data to create picture and bar-type graphs.
2.10C	write and solve one-step word problems involving addition or subtraction using data represented within pictographs and bar graphs with intervals of one.	
2.10D	draw conclusions and make predictions from information in a graph.	1.8C draw conclusions and generate and answer questions using information from picture and bar-type graphs.
2.11	Personal financial literacy. The student applies mathematical process standards to manage one's financial resources effectively for lifetime financial security. The student is expected to:	
2.11A	calculate how money saved can accumulate into a larger amount over time.	1.9C distinguish between spending and saving.
2.11B	explain that saving is an alternative to spending.	
2.11C	distinguish between a deposit and a withdrawal.	
2.11D	identify examples of borrowing and distinguish between responsible and irresponsible borrowing.	
2.11E	identify examples of lending and use concepts of benefits and costs to evaluate lending decisions.	
2.11F	differentiate between producers and consumers and calculate the cost to produce a simple item.	