Indiana Content Standards & Essential Skills Math Software

This document outlines the correlations between the Grade 2 Indiana Content Standards and the Essential Skills math programs. The specific curriculum outcomes are noted on the left and are matched with the relevant Essential Skills program on the right. Where correlations are not exact, the difference is noted in brackets. **Essential Skills programs correlate with 95% of the Grade 2 Indiana Content Standards.**

Indiana Content Standards	Essential Skills Software CORRELATING PROGRAMS
Standard 1 - Number Sense *Students understand the relationships among numbers, quantities, and place value in whole numbers* up to 100. They understand that fractions may refer to parts of a set* and parts of a whole.*	
2.1.1 Count by ones, twos, fives, and tens to 100.	**Mastering Numeration 2**
2.1.2 Identify the pattern of numbers in each group of ten, from tens through nineties.	**Mastering Numeration 2**
2.1.3 Identify numbers up to 100 in various combinations of tens and ones.	**Mastering Numeration 2**
2.1.4 Name the number that is ten more or ten less than any number 10 through 90.	**Mastering Numeration 2**
2.1.5 Compare whole numbers up to 100 and arrange them in numerical order.	**Mastering Numeration 2**
2.1.6 Match the number names(first, second, third, etc.) with an ordered set of up to 100 items.	**Mastering Numeration 2** (to 30th)
2.1.7 Identify odd and even numbers up to 100.	**Mastering Numeration 2**
2.1.8 Recognize fractions as parts of a whole or parts of a group (up to 12 parts).	**Mastering Numeration 2**
2.1.9 Recognize, name, and compare the unit fractions: 1⁄2, 1⁄3, 1⁄4, 1⁄5, 1⁄6, 1⁄8, 1⁄10, and 1⁄12.	**Mastering Numeration 2**
2.1.10 Know that, when all fractional parts are included, the result is equal to the whole and to one.	**Mastering Numeration 2**
2.1.11 Collect and record numerical data in systematic ways.	**Patterning, Geometry & Data Management 2**

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2.1.12 Represent, compare, and interpret data using tables, tally charts, and bar graphs.	**Patterning, Geometry & Data Management 2** **Problem Solving 2-3**
Standard 2 - Computation *Students solve simple problems involving addition and subtraction of numbers up to 100.*	
2.2.1 Model addition of numbers less than 100 with objects and pictures.	**Mastering Numeration 2**
2.2.2 Add two whole numbers less than 100 with and without regrouping.	**Mastering Numeration 2** **Problem Solving 2-3**
2.2.3 Subtract two whole numbers less than 100 without regrouping.	**Mastering Numeration 2** **Problem Solving 2-3**
2.2.4 Understand and use the inverse relationship between addition and subtraction.	**Mastering Numeration 1**
2.2.5 Use estimation to decide whether answers are reasonable in addition problems.	
2.2.6 Use mental arithmetic to add or subtract 0, 1, 2, 3, 4, 5, or 10 with numbers less than 100.	**Mastering Numeration 2**
Standard 3 - Algebra and Functions *Students model, represent, and interpret number relationships to create and solve problems involving addition and subtraction.*	
2.3.1 Relate problem situations to number sentences involving addition and subtraction.	**Problem Solving 2-3**
2.3.2 Use the commutative* and associative* properties for addition to simplify mental calculations and to check results.	**Mastering Numeration 1**
2.3.3 Recognize and extend a linear pattern by its rules.	**Patterning, Geometry & Data Management 2** **Problem Solving 2-3**
2.3.4 Create, describe, and extend number patterns using addition and subtraction.	**Patterning, Geometry & Data Management 2** **Problem Solving 2-3**
Standard 4 - Geometry *Students identify and describe the attributes of common shapes in the plane and of common objects in space.*	
2.4.1 Construct squares, rectangles, triangles, cubes, and rectangular prisms* with appropriate materials.	**Patterning, Geometry & Data Management 2** **Problem Solving 2-3**

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2.4.2 Describe, classify, and sort plane and solid geometric shapes (triangle, square, rectangle, cube, rectangular prism) according to the number and shape of faces* and the number of sides, edges, and/or vertices*.	**Patterning, Geometry & Data Management 2** **Problem Solving 2-3**
2.4.3 Investigate and predict the result of putting together and taking apart two-dimensional and three-dimensional shapes.	**Patterning, Geometry & Data Management 2** **Problem Solving 2-3**
2.4.4 Identify congruent* two-dimensional shapes in any position.	**Patterning, Geometry & Data Management 3**
2.4.5 Recognize geometric shapes and structures in the environment and specify their locations.	
Standard 5 - Measurement *Students understand how to measure length, temperature, capacity, weight, and time in standard units.*	
2.5.1 Measure and estimate length to the nearest inch, foot, yard, centimeter, and meter.	**Measurement 2** **Problem Solving 2-3**
2.5.2 Describe the relationships among inch, foot, and yard. Describe the relationship between centimeter and meter.	**Measurement 2** **Problem Solving 2-3**
2.5.3 Decide which unit of length is most appropriate in a given situation.	**Measurement 2** **Problem Solving 2-3**
2.5.4 Estimate area and use a given object to measure the area of other objects.	**Measurement 2** **Problem Solving 2-3**
2.5.5 Estimate and measure capacity using cups and pints.	**Measurement 2**
2.5.6 Estimate weight and use a given object to measure the weight of other objects.	**Measurement 2**
2.5.7 Recognize the need for a fixed unit of weight.	**Measurement 2**
2.5.8 Estimate temperature. Read a thermometer in Celsius and Fahrenheit.	**Measurement 2** **Problem Solving 2-3**
2.5.9 Tell time to the nearest quarter hour, be able to tell five-minute intervals, and know the difference between a.m. and p.m.	**Measurement 2** **Problem Solving 2-3**

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2.5.10 Know relationships of time: seconds in a minute; minutes in an hour; hours in a day; days in a week; and days, weeks, and months in a year.	**Measurement 2**
2.5.11 Find the duration of intervals of time in hours.	**Measurement 2** **Problem Solving 2-3**
2.5.12 Find the value of a collection of pennies, nickels, dimes, quarters, half-dollars, and dollars.	**Mastering Numeration 2** **Measurement 2** **Problem Solving 2-3**