Indiana Department of Education

Indiana Academic Standards for Mathematics – Second Grade
Adopted April 2014 – Standards Correlation Guide Document 5-28-2014

	Indiana Academic Standard for Second Grade Mathematics – Adopted April 2014	Indiana Academic Mathematics Standard Adopted 2000	Common Core State Standard for Mathematics	Differences From Previous Standards
Process Standards				
MA.PS.1: Make sense of problems and persevere in solving them.	Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway, rather than simply jumping into a solution attempt. They consider analogous problems and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, “Does this make sense?” and "Is my answer reasonable?" They understand the approaches of others to solving complex problems and identify correspondences between different approaches. Mathematically proficient students understand how mathematical ideas interconnect and build on one another to produce a coherent whole.	K.6.1: Choose the approach, materials, and strategies to use in solving problems. 1.6.1: Choose the approach, materials, and strategies to use in solving problems. 2.6.1: Choose the approach, materials, and strategies to use in solving problems.	1. Make sense of problems and persevere in solving them. Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, “Does this make sense?” They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.	IAS 2014 removes criteria involving a graphing calculator and does not distinguish between younger and older students.
MA.PS.2: Reason abstractly and quantitatively.	Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships: the ability to decontextualize—to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to contextualize, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects.	1.6.5: Understand and use connections between two problems. 2.6.5: Understand and use connections between two problems.	2. Reason abstractly and quantitatively. Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships: the ability to decontextualize—to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to contextualize, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects.	IAS 2014 is similar to common core, both expand upon IAS 2000 by having the student decontextualize problems and develop quantitative reasoning.

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MA.PS.3: Construct viable arguments and critique the reasoning of others.	Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They analyze situations by breaking them into cases and recognize and use counterexamples. They organize their mathematical thinking, justify their conclusions and communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. They justify whether a given statement is true always, sometimes, or never. Mathematically proficient students participate and collaborate in a mathematics community. They listen to or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.	K.6.3: Explain the reasoning used with concrete objects and pictures. 1.6.3: Explain the reasoning used and justify the procedures selected in solving a problem.	3. Construct viable arguments and critique the reasoning of others. Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.	IAS 2014 is similar to common core, both expand upon IAS 2000 by having students construct arguments , use counterexamples, and critique others arguments. IAS 2014 does not distinguish between younger and older students. IAS 2014 requires students to understand the meaning of quantities instead of merely knowing how to compute quantities.
MA.PS.4: Model with mathematics.	Mathematically proficient students apply the mathematics they know to solve problems arising in everyday life, society, and the workplace using a variety of appropriate strategies. They create and use a variety of representations to solve problems and to organize and communicate mathematical ideas. Mathematically proficient students apply what they know and are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.	K.6.2: Use tools such as objects or drawings to model problems. 1.6.2: Use tools such as objects or drawings to model problems. 2.6.2: Use tools such as objects or drawings to model problems.	4. Model with mathematics. Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. In early grades, this might be as simple as writing an addition equation to describe a situation. In middle grades, a student might apply proportional reasoning to plan a school event or analyze a problem in the community. By high school, a student might use geometry to solve a design problem or use a function to describe how one quantity of interest depends on another. Mathematically proficient students who can apply what they know are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They can analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has	IAS 2014 has removed examples and does not distinguish between younger and older students.

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MA.PS.5: Use appropriate tools strategically.	Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Mathematically proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. Mathematically proficient students identify relevant external mathematical resources, such as digital content, and use them to pose or solve problems. They use technological tools to explore and deepen their understanding of concepts and to support the development of learning mathematics. They use technology to contribute to concept development, simulation, representation, reasoning, communication and problem solving.	K.6.2: Use tools such as objects or drawings to model problems. 1.6.2: Use tools such as objects or drawings to model problems. 2.6.2: Use tools such as objects or drawings to model problems.	5. Use appropriate tools strategically. Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.	IAS 2014 does not distinguish between younger and older students. Both IAS 2014 and CCSS expand upon IAS 2000 by having students consider more than just graphing. IAS 2014 requires students to apply their problem solving strategies to everyday life situations, and students are required to draw conclusions and interpret results based on data found from models.
MA.PS.6: Attend to precision.	Mathematically proficient students communicate precisely to others. They use clear definitions, including correct mathematical language, in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They express solutions clearly and logically by using the appropriate mathematical terms and notation. They specify units of measure and label axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently and check the validity of their results in the context of the problem. They express numerical answers with a degree of precision appropriate for the problem context.	K.6.4: Make precise calculations and check the validity of the results in the context of the problem. 1.6.4: Make precise calculations and check the validity of the results in the context of the problem. 2.6.4: Make precise calculations and check the validity of the results in the context of the problem.	6. Attend to precision. Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.	IAS 2014 does not distinguish between younger and older students.

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MA.PS.7: Look for and make use of structure.	Mathematically proficient students look closely to discern a pattern or structure. They step back for an overview and shift perspective. They recognize and use properties of operations and equality. They organize and classify geometric shapes based on their attributes. They see expressions, equations, and geometric figures as single objects or as being composed of several objects.		7. Look for and make use of structure. Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7 × 8 equals the well remembered 7 × 5 + 7 × 3, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2 × 7 and the 9 as 2 + 7. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 – 3(x – y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.	IAS 2014 has removed examples and does not distinguish between younger and older students. Both IAS 2014 and CCSS expand upon IAS 2000 by having students discern patterns, structure, geometric figures, and composition of objects.
MA.PS.8: Look for and express regularity in repeated reasoning.	Mathematically proficient students notice if calculations are repeated and look for general methods and shortcuts. They notice regularity in mathematical problems and their work to create a rule or formula. Mathematically proficient students maintain oversight of the process, while attending to the details as they solve a problem. They continually evaluate the reasonableness of their intermediate results.		8. Look for and express regularity in repeated reasoning. Mathematically proficient students notice if calculations are repeated, and look both for general methods and for shortcuts. Upper elementary students might notice when dividing 25 by 11 that they are repeating the same calculations over and over again, and conclude they have a repeating decimal. By paying attention to the calculation of slope as they repeatedly check whether points are on the line through (1, 2) with slope 3, middle school students might abstract the equation $(y – 2)/(x – 1) = 3$. Noticing the regularity in the way terms cancel when expanding $(x – 1)(x + 1)$, $(x – 1)(x^2 + x + 1)$, and $(x – 1)(x^3 + x^2 + x + 1)$ might lead them to the general formula for the sum of a geometric series. As they work to solve a problem, mathematically proficient students maintain oversight of the process, while attending to the details. They continually evaluate the reasonableness of their intermediate results.	IAS 2014 has removed examples and does not distinguish between younger and older students.
Number Sense				
MA.2.NS.1:	Count by ones, twos, fives, tens, and hundreds up to at least 1,000 from any given number.	2.1.1: Count by ones, twos, fives, and tens to 100.	2.NBT.2: Count within 1000; skip-count by 5s, 10s, and 100s.	IAS 2014 requires students to count by ones and twos and is not capped at 1,000.
MA.2.NS.2:	Read and write whole numbers up to 1,000. Use words, models, standard form and expanded form to represent and show equivalent forms of whole numbers up to 1,000.	2.1.3: Identify numbers up to 100 in various combinations of tens and ones.	2.NBT.3: Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.	IAS 2014 requires students to use models.
MA.2.NS.3:	Plot and compare whole numbers up to 1,000 on a number line.	3.3.7: Plot and label whole numbers on a number line up to 10. 4.3.8: Plot and label whole numbers on a number line up to 100. Estimate positions on the number line.	2.MD.6: Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2,..., and represent whole-number sums and differences within 100 on a number line diagram.	IAS 2014 requires students to plot and compare numbers on a number line up to 1,000.
MA.2.NS.4:	Match the ordinal numbers first, second, third, etc., with an ordered set up to 30 items.	2.1.6: Match the number names (first, second, third, etc.) with an ordered set of up to 100 items.		IAS 2014 reduces the number of items in an ordered set from up to 100 items in IAS 2000 to up to 30 items in IAS 2014.

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MA.2.NS.5:	Determine whether a group of objects (up to 20) has an odd or even number of members (e.g., by placing that number of objects in two groups of the same size and recognizing that for even numbers no object will be left over and for odd numbers one object will be left over, or by pairing objects or counting them by 2s).	2.1.7: Identify odd and even numbers up to 100.	2.OA.3: Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.	IAS 2014 reduces the number of groups of objects from up to 100 in IAS 2000 to up to 20 in IAS 2014.
MA.2.NS.6:	Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones (e.g., 706 equals 7 hundreds, 0 tens, and 6 ones). Understand that 100 can be thought of as a group of ten tens — called a “hundred." Understand that the numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).		2.NBT.1a: Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. 100 can be thought of as a bundle of ten tens - called a "hundred." 2.NBT.1b: Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).	
MA.2.NS.7:	Use place value understanding to compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, and < symbols to record the results of comparisons.	4.1.4: Order and compare whole numbers using symbols for “less than” (<), “equal to” (=), and “greater than” (>).	2.NBT.4: Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, and < symbols to record the results of comparisons.	
Computation and Algebraic Thinking				
MA.2.CA.1:	Add and subtract fluently within 100.	2.2.2: Add two whole numbers less than 100 with and without regrouping. 2.2.3: Subtract two whole numbers less than 100 without regrouping. 2.2.6: Use mental arithmetic to add or subtract 0, 1, 2, 3, 4, 5, or 10 with numbers less than 100. 3.2.8: Use mental arithmetic to add or subtract with numbers less than 100.	2.OA.2: Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory sums all of two one-digit numbers. 2.NBT.5: Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.	IAS 2014 does not require students to specifically use strategies based on place value, properties of operations, and/or the relationship between addition and subtraction as is found in CCSS to add and subtract fluently within 100.
MA.2.CA.2:	Solve real-world problems involving addition and subtraction within 100 in situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all parts of the addition or subtraction problem (e.g., by using drawings and equations with a symbol for the unknown number to represent the problem). Use estimation to decide whether answers are reasonable in addition problems.	2.2.5: Use estimation to decide whether answers are reasonable in addition problems. 2.3.1: Relate problem situations to number sentences involving addition and subtraction. 3.2.7: Use estimation to decide whether answers are reasonable in addition and subtraction problems.	2.OA.1: Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.	
MA.2.CA.3:	Solve real-world problems involving addition and subtraction within 100 in situations involving lengths that are given in the same units (e.g., by using drawings, such as drawings of rulers, and equations with a symbol for the unknown number to represent the problem).	3.5.2: Add units of length that may require regrouping of inches to feet or centimeters to meters.	2.MD.5: Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.	

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MA.2.CA.4:	Add and subtract within 1000, using models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; describe the strategy and explain the reasoning used. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones, and that sometimes it is necessary to compose or decompose tens or hundreds.	1.2.7: Understand and use the inverse relationship between addition and subtraction facts (such as 4 + 2 = 6, 6 - 2 = 4, etc.) to solve simple problems. 2.2.1: Model addition of numbers less than 100 with objects and pictures. 2.2.4: Understand and use the inverse relationship between addition and subtraction.	2.NBT.6: Add up to four two-digit numbers using strategies based on place value and properties of operations. 2.NBT.7: Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds. 2.NBT.8: Mentally add 10 or 100 to a given number 100-900, and mentally subtract 10 or 100 from a given number 100-900.	
MA.2.CA.5:	Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal groups.		2.OA.4: Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.	
MA.2.CA.6:	Show that the order in which two numbers are added (commutative property) and how the numbers are grouped in addition (associative property) will not change the sum. These properties can be used to show that numbers can be added in any order.	2.3.2: Use the commutative and associative properties for addition to simplify mental calculations and to check results.	1.OA.3: Apply properties of operations as strategies to add and subtract. 2.NBT.9: Explain why addition and subtraction strategies work, using place value and the properties of operations.	
MA.2.CA.7:	Create, extend, and give an appropriate rule for number patterns using addition and subtraction within 1000.	2.1.2: Identify the pattern of numbers in each group of ten, from tens through nineties. 2.3.3: Recognize and extend a linear pattern by its rules. 2.3.4: Create, describe, and extend number patterns using addition and subtraction.		IAS 2014 places a cap on number patterns to be within 1000.
		Geometry		
MA.2.G.1:	Identify, describe, and classify two- and three-dimensional shapes (triangle, square, rectangle, cube, right rectangular prism) according to the number and shape of faces and the number of sides and/or vertices. Draw two-dimensional shapes.	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.	2.G.1: Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.	
MA.2.G.2:	Create squares, rectangles, triangles, cubes, and right rectangular prisms using appropriate materials.	2.4.1: Construct squares, rectangles, triangles, cubes, and rectangular prisms with appropriate materials. 4.4.6: Construct cubes and prisms and describe their attributes. 5.4.8: Construct prisms and pyramids using appropriate materials. 5.4.9: Given a picture of a three-dimensional object, build the object with blocks.		IAS 2014 removes the requirement for students to create pyramids.
MA.2.G.3:	Investigate and predict the result of composing and decomposing two- and three-dimensional shapes.	2.4.3: Investigate and predict the result of putting together and taking apart two-dimensional and three-dimensional shapes. 3.4.4: Identify common solid objects that are the parts needed to make a more complex solid object.		

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MA.2.G.4:	Partition a rectangle into rows and columns of same-size (unit) squares and count to find the total number of same-size squares.		2.G.2: Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.	
MA.2.G.5:	Partition circles and rectangles into two, three, or four equal parts; describe the shares using the words halves, thirds, half of, a third of, etc.; and describe the whole as two halves, three thirds, four fourths. Recognize that equal parts of identical wholes need not have the same shape.		2.G.3: Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.	
		Measurement		
MA.2.M.1:	Describe the relationships among inch, foot, and yard. Describe the relationship between centimeter and meter.	2.5.2: Describe the relationships among inch, foot, and yard. Describe the relationship between centimeter and meter.		
MA.2.M.2:	Estimate and measure the length of an object by selecting and using appropriate tools, such as rulers, yardsticks, meter sticks, and measuring tapes to the nearest inch, foot, yard, centimeter and meter.	2.5.1: Measure and estimate length to the nearest inch, foot, yard, centimeter, and meter.	2.MD.1: Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes. 2.MD.3: Estimate lengths using units of inches, feet, centimeters, and meters. 2.MD.9: Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units. 2.MD.4: Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.	IAS 2014 does not require students to measure to determine how much longer one object is than another as is found in CCSS.
MA.2.M.3:	Understand that the length of an object does not change regardless of the units used. Measure the length of an object twice using length units of different lengths for the two measurements. Describe how the two measurements relate to the size of the unit chosen.		2.MD.2: Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.	IAS 2014 requires students to understand that the length of object does not change regardless of the units used.
MA.2.M.4:	Estimate and measure volume (capacity) using cups and pints.	2.5.5: Estimate and measure capacity using cups and pints.		
MA.2.M.5:	Tell and write time to the nearest five minutes from analog clocks, using a.m. and p.m. Solve real-world problems involving addition and subtraction of time intervals on the hour or half hour.	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. 2.5.11: Find the duration of intervals of time in hours.	2.MD.7: Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.	IAS 2014 requires students to tell and write time to the nearest 5 minutes and to solve real-world problems involving addition and subtraction of time to the hour or half hour. IAS 2014 removes the requirement of students to tell or write time from digital clocks as is found in CCSS.
MA.2.M.6:	Describe relationships of time, including: seconds in a minute; minutes in an hour; hours in a day; days in a week; and days, weeks, and months in a year.	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.		
MA.2.M.7:	Find the value of a collection of pennies, nickels, dimes, quarters and dollars.	2.5.12: Find the value of a collection of pennies, nickels, dimes, quarters, half-dollars, and dollars.	2.MD.8: Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ and ¢ symbols appropriately.	IAS 2014 removes the requirement for student to use the $ and ¢ symbols appropriately.
		Data Analysis		
MA.2.DA.1:	Draw a picture graph (with single-unit scale) and a bar graph (with single-unit scale) to represent a data set with up to four choices (What is your favorite color? red, blue, yellow, green). Solve simple put-together, take-apart, and compare problems using information presented in the graphs.	2.1.12: Represent, compare, and interpret data using tables, tally charts, and bar graphs.	2.MD.10: Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph.	

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		2.1.10: Know that, when all fractional parts are included, the result is equal to the whole and to one.		
		2.4.5: Recognize geometric shapes and structures in the environment and specify their locations.		
		2.5.4: Estimate area and use a given object to measure the area of other objects.		
		2.5.6: Estimate weight and use a given object to measure the weight of other objects.		
		2.5.7: Recognize the need for a fixed unit of weight.		