

## Grade 2

### As PA transitions to the PA Common Core Standards, the focus of GRADE 2 instruction needs to shift:

Less emphasis on:	More emphasis on:
	<p><b>Standards for Mathematical Practice</b></p> <ul style="list-style-type: none"> <li>Describe mathematical “habits of mind”</li> <li>Standards for mathematical proficiency: reasoning, problem solving, modeling, decision making, and engagement</li> <li>Connect with content standards in each grade</li> </ul>
<p><b>Numbers and Operations</b></p> <ul style="list-style-type: none"> <li>Developing understanding of fractions</li> <li>Representing equivalent forms of the same number in various ways</li> <li>Developing an understanding of mathematical properties</li> <li>Ordering whole numbers</li> <li>Estimation of values, sums, and differences</li> </ul>	<p><b>Numbers and Operations</b></p> <ul style="list-style-type: none"> <li>Developing thorough understanding of base ten numbers through thousands place (CC.2.1.2.B.2)</li> <li>Comparing base ten numbers (up to 3-digit) using symbols <math>&gt;</math>, <math>&lt;</math>, <math>=</math> (CC.2.1.2.B.1)</li> <li>Using concrete models or drawings, and strategies based on place value understanding and properties of operations to add and subtract within 1000 (CC.2.1.2.B.2)</li> <li>Developing a thorough understanding of and ability to explain why addition and subtraction work (CC.2.1.2.B.3)</li> <li>Developing the foundations for multiplication using addition modeled in rectangular arrays and work with equal groups of objects (CC.2.2.2.A.3)</li> <li>Mentally add or subtract 10 or 100 to given numbers 100 – 900 (CC.2.2.2.A.2)</li> </ul>
<p><b>Measurement</b></p> <ul style="list-style-type: none"> <li>Demonstrating different measurement attributes</li> </ul>	<p><b>Measurement</b></p> <ul style="list-style-type: none"> <li>Relating addition and subtraction within 100 to solving word problems involving measurement of lengths (CC.2.4.2.A.6)</li> <li>Relating whole numbers as lengths from 0 on a number line diagram (CC.2.4.2.A.6)</li> <li>Solving word problems involving money (dollar bills, quarters, dimes, nickels, pennies) (CC.2.4.2.A.3)</li> </ul>

The purpose of this document is to provide a summary of changes in emphasis as Pennsylvania transitions from the PA Academic Standards to the Pennsylvania Common Core Standards. This is not intended to be a curriculum guide or is it inclusive of all grade level standards – only to identify shifts in emphasis of instruction.

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Less emphasis on:	More emphasis on:
<p><b>Geometry</b></p> <ul style="list-style-type: none"> <li>Finding lines of symmetry</li> </ul>	<p><b>Geometry</b></p> <ul style="list-style-type: none"> <li>Reasoning with shapes through the partitioning of rectangles and circles into equal shares (CC.2.3.2.A.1)</li> </ul>
<p><b>Algebraic Concepts</b></p> <ul style="list-style-type: none"> <li>Using rules, patterns, or concrete objects to find missing elements in an addition or subtraction number sentence</li> </ul>	<p><b>Algebraic Concepts</b></p>
<p><b>Data Analysis and Probability</b></p> <ul style="list-style-type: none"> <li>Working with probability of events and predicting outcomes</li> <li>Graphing and analyzing data and results of an experiment</li> </ul>	<p><b>Data Analysis and Probability</b></p> <ul style="list-style-type: none"> <li>Representing and interpreting data gathered from measuring lengths of several objects (CC.2.4.2.A.1)</li> </ul>

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