

Please note: This is NOT an official IL state document but rather a backwards mapping from the official 3rd Grade IAF

Second Grade Illinois Assessment Framework
Standard 6A – Representations and Ordering

	Related Textbook pages	Related Additional Resources and Activities	Assessment Items
Calculators Not Allowed			
6.2.01 Read, write, recognize, and model equivalent representations of whole numbers and their place values up to 10,000.			
6.2.02 Identify and write (in words and standard form) whole numbers up to 10,000.			
6.2.03 Recognize and compare common fractions represented with a pictorial model..			
6.2.04 Represent multiplication as repeated addition.			

6.2.05 Order and compare whole numbers up to 1,000 using symbols ($>$, $<$, or $=$) and words (e.g., greater (more) than, less than, equal to, between).			
6.2.06 Identify and express values to a dollar.			
6.2.07 Identify and locate whole numbers on a number line.			
6.2.08 Solve problems involving descriptions of numbers, including characteristics and relationships (e.g., odd/even, factors/multiples, greater than, less than).			

<p>6.2.09 Solve problems and number sentences involving addition and subtraction with two-digit numbers and regrouping.</p>			
<p>6.2.10 Solve problems involving the value of a collection of bills and coins whose total value is \$1.00 or less, and make change.</p>			
<p>6.2.11 Model and apply basic multiplication facts (up to 10×10).</p>			

<p>6.2.12 Use the inverse relationships between addition and subtraction to complete basic fact sentences and solve problems (e.g., $5 + 3 = 8$ and $8 - 3 = \underline{\quad}$).</p>			
<p>6.2.13 Solve problems involving the additive identity of zero (e.g., $3+0=3$).</p>			
<p>6.2.14 Make estimates appropriate to a given situation with whole numbers.</p>			

Standard 6D – Ratios, Proportions, and Percents –NA for 2nd grade

Standards 7A, 7B, 7C – Units, Tools, Estimation, and Applications

<p>7.2.01 Solve problems involving simple elapsed time.</p>			
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<p>7.2.02 Select and use appropriate standard units and tools to measure length (to the nearest inch or cm), time (to the nearest 5 minute), and temperature (to the nearest degree).</p>			
<p>7.2.03 Solve problems involving the perimeter of a polygon with given side lengths or a given non-standard unit (e.g., paperclip).</p>			
<p>7.2.04 Solve problems involving the area of a figure when whole and half square units are shown within the figure.</p>			
<p>7.2.05 Compare and estimate length (including perimeter), area, and weight/mass using referents.</p>			
<p>7.2.06 Determine the volume of a solid figure that shows cubic units.</p>			

<p>7.2.07 Solve problems involving simple unit conversions within the same measurement system for time and length.</p>			
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Standard 8A – Representations, Patterns, and Expressions

<p>8.2.01 Determine a missing term in a pattern (sequence), describe a pattern (sequence), and extend a pattern (sequence) when given a description or pattern (sequence).</p>			
<p>8.2.02 Write an expression to represent a given situation.</p>			

Standard 8B – Connections Using Tables, Graphs, and Symbols – NA for 2nd grade

Standards 8C, 8D – Writing, Interpreting, and Solving Equations

8.2.03 Represent simple mathematical relationships with number sentences (equations and inequalities).			
8.2.04 Solve one-step addition and subtraction equations that have a missing number or missing operation sign (e.g., $3 + \square = 5$, $6 \square 1 = 7$).			
8.2.05 Solve word problems involving unknown quantities.			

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Standard 9A – Properties of Single Figures and Coordinate Geometry

<p>9.2.01 Identify and describe two–dimensional shapes (triangles, squares, rectangles, pentagons, hexagons, and octagons) according to the number of sides, length of sides, and number of vertices. (Introduce: sketch shapes)</p>			
<p>9.2.02 Identify and describe three–dimensional shapes (cubes, spheres, cones, cylinders, prisms, and pyramids) according to their characteristics (faces, edges, vertices).</p>			
<p>9.2.03 Locate and identify points using numbers and symbols on a grid, and describe how points relate to each other on a grid (e.g., ♥ is 2 units below ☼, point A is 3 units to the right of point B).</p>			

9.2.04 Identify whether or not a figure has a line of symmetry, and identify the line of symmetry.			
9.2.05 <u>Introduce</u> : Identify images resulting from flips (reflections), slides (translations), or turns (rotations).			
9.2.06 <u>Introduce</u> parallel lines.			

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Standard 9B – Relationships Between and Among Multiple Figures

<p>9.2.07 <u>Introduce</u>: Identify the two-dimensional components of a three-dimensional object (e.g., a cube has square faces).</p>			
<p>9.2.08 <u>Introduce</u>: Identify a three-dimensional object from its net.</p>			
<p>9.2.09 Predict the result of putting shapes together (composing) and taking them apart (decomposing).</p>			
<p>9.2.10 Identify congruent figures by visual inspection.</p>			
<p>9.2.11 Determine the distance between two points on the number line in whole numbers.</p>			

Standard 9 C This standard is not assessed in isolation. Rather, its essence is assessed indirectly through problems that require this type of thinking.

Standard 9D – Trigonometry

This standard is not assessed on the state assessment until grade 11.

Standards 10A, 10B – Data Analysis and Statistics

10.2.01 Read and interpret data represented in a pictograph, bar graph, Venn diagram (with two circles), tally chart, or table.			
10.2.02 Complete missing parts of a pictograph, bar graph, tally chart, or table for a given set of data.			

Standard 10C – Probability

10.2.04 Classify events using words such as certain, possible, and impossible.			
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