



Texas 2nd Grade Standards Excel Math Correlation by Lesson Number

Lesson (Activity) Number	Excel Math Lesson Objective	Texas Essential Knowledge and Skills
L1	Learning the addition and subtraction <i>facts</i> up through nine	Number, operation, and quantitative reasoning: 2.1 (A), 2.3 (A)
L2	Filling in missing numbers when counting by one (zero through nine)	Number, operation, and quantitative reasoning: 2.3 (A) Patterns, relationships, and algebraic thinking: 2.5 (A) (B)
L3	Evaluating numbers using the words <i>most, least, greatest value</i> and <i>least value</i>	Number, operation, and quantitative reasoning: 2.1(C), 2.3 (A)
L4	Adding 3 one-digit numbers	Number, operation, and quantitative reasoning: 2.3 (A) Geometry and spatial reasoning: 2.8
L5	Interpreting <i>tally charts</i>	Patterns, relationships, and algebraic thinking: 2.5 (A) (C) Probability and statistics: 2.11 (B) Underlying processes and mathematical tools: 2.12 (A) (B) (C) (D), 2.13 (A) (B)
L6	Calculating a number 1 more or less than a given number	Number, operation, and quantitative reasoning: 2.1 (A) (B) (C), 2.3 (A) (C) Geometry and spatial reasoning: 2.8
L7	Recognizing the ordinals <i>first</i> through <i>fifth</i>	Number, operation, and quantitative reasoning: 2.1(C), 2.3 (A) Geometry and spatial reasoning: 2.7 *(A)
L8	Recognizing the shapes - circles, triangles, squares and rectangles	Number, operation, and quantitative reasoning: 2.3 (A) Geometry and spatial reasoning: 2.7 (A) (B)
L9	Learning the addition facts of ten and eleven	Number, operation, and quantitative reasoning: 2.1 (A), 2.3 (A) Geometry and spatial reasoning: 2.8
L10	Reasoning using <i>overlapping figures</i>	Number, operation, and quantitative reasoning: 2.1*(C) Geometry and spatial reasoning: 2.7 (A) *(B) Probability and statistics: 2.11 (B) Underlying processes and mathematical tools: 2.12 (B) (C) (D), 2.13 (A) (B)
L11	Adding and subtracting a two-digit and a one-digit number; and calculating a number 1 more or less than a given number	Number, operation, and quantitative reasoning: 2.1 (B) (C), 2.3 (A) (B) (C)
L12	Recognizing the symbols and terms <i>< less than, > greater than, = equal</i>	Number, operation, and quantitative reasoning: 2.1(C), 2.3 (A)
L13	Learning the subtraction facts of 10 and 11	Number, operation, and quantitative reasoning: 2.1 (A), 2.3 (A) (B) Patterns, relationships, and algebraic thinking: 2.5 (C)
L14	Putting 3 two-digit numbers in order	Number, operation, and quantitative reasoning: 2.1 (A) (B) (C), 2.3 (A) Patterns, relationships, and algebraic thinking: 2.5 (A) (B)
L15	Interpreting information given in <i>picture graphs</i>	Patterns, relationships, and algebraic thinking: 2.5 (A) Probability and statistics: 2.11 (A) (B) Underlying processes and mathematical tools: 2.12 (A) (B) (C) (D), 2.13 (A) (B)
L16	Adding and subtracting 2 two-digit numbers; and adding 3 one-digit numbers with a sum less than twenty	Number, operation, and quantitative reasoning: 2.1 (A), (B), 2.3 (A) (B)
L17	Recognizing the words for numerals - <i>zero</i> through <i>ten</i>	Number, operation, and quantitative reasoning: 2.1 (B), 2.3 (A)
L18	Filling in missing numbers when counting up to and <i>crossing a ten</i>	Number, operation, and quantitative reasoning: 2.1(C), 2.3 (A) Patterns, relationships, and algebraic thinking: 2.5 (B)



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L19	Telling time by the hour on an analog clock	Number, operation, and quantitative reasoning: 2.3 (A) Measurement: 2.10 (B)
L20	Recognizing addition and subtraction fact families	Number, operation, and quantitative reasoning: 2.3 (A) Patterns, relationships, and algebraic thinking: 2.5 (C)
L21	Adding 3 one-digit numbers horizontally	Number, operation, and quantitative reasoning: 2.3 (A) Patterns, relationships, and algebraic thinking: 2.5 (C)
L22	<i>Regrouping</i> using the facts of ten when adding a two-digit and a one-digit number	Number, operation, and quantitative reasoning: 2.1 (A) (B), 2.3 (B) Geometry and spatial reasoning: 2.8
L23	Continued - Regrouping using the facts of ten when adding a two-digit and a one-digit number	Number, operation, and quantitative reasoning: 2.1 (A) (B), 2.3 (A) (B)
L24	Recognizing the words <i>twenty, thirty, forty</i> and <i>fifty</i>	Number, operation, and quantitative reasoning: 2.1 (A) (B), 2.3 (A) (B)
L25	Determining <i>probability</i> using a spinner	Number, operation, and quantitative reasoning: 2.3 (C) Probability and statistics: 2.11 (A) (B) (C) Underlying processes and mathematical tools: 2.12 (A) (B) (C) (D), 2.13 (A) (B)
L26	Filling in missing numbers when counting down and crossing a ten	Number, operation, and quantitative reasoning: 2.1 (B), 2.3 (A) Patterns, relationships, and algebraic thinking: 2.5 (B) Geometry and spatial reasoning: 2.8
L27	Solving story problems using a five-step process using addition and subtraction	Underlying processes and mathematical tools: 2.12 (A) (B) (C) (D)
L28	Recognizing the words <i>eleven, twelve, thirteen</i> and <i>fourteen</i> ; learning addition facts of 12 and 13	Number, operation, and quantitative reasoning: 2.1 (A) (B), 2.3 (A) Patterns, relationships, and algebraic thinking: 2.5 (C)
L29	Recognizing <i>half past</i> on the clock	Measurement: 2.10 (B)
L30	Evaluating information to see if it is <i>sufficient</i> to answer the question	Underlying processes and mathematical tools: 2.12 (A) (B) (C), 2.13 (A) (B)
L31	Regrouping when adding 2 two-digit numbers using the sums of ten	Number, operation, and quantitative reasoning: 2.1 (A) (B), 2.3 (A) (B)
L32	Continued - Regrouping when adding 2 two-digit numbers using the sums of ten	Number, operation, and quantitative reasoning: 2.1 (A) (B), 2.3 (A) (B)
L33	Recognizing the words <i>sixty, seventy, eighty</i> and <i>ninety</i> ; solving word problems when there are no calculations	Number, operation, and quantitative reasoning: 2.1 (B) Underlying processes and mathematical tools: 2.12 (A) (B) (C), 2.13 (A) (B)
L34	Adding 3 two-digit numbers without regrouping	Number, operation, and quantitative reasoning: 2.3 (A) (B) Patterns, relationships, and algebraic thinking: 2.5 (A) (B)
L35	Interpreting <i>pie graphs</i> ; calculating possible outcomes	Probability and statistics: 2.11 (A) (B) Underlying processes and mathematical tools: 2.12 (A) (B) (C), 2.13 (A) (B), 2.14
L36	Learning the addition facts of 14 and 15; learning a square is also a rectangle	Number, operation, and quantitative reasoning: 2.1 (A), 2.3 (A) (B) Patterns, relationships, and algebraic thinking: 2.5 (C) Underlying processes and mathematical tools: 2.12 (D), 2.14
L37	Recognizing by what number a sequence is counting	Number, operation, and quantitative reasoning: 2.1 (A) (B) Patterns, relationships, and algebraic thinking: 2.5 (A) (B) Geometry and spatial reasoning: 2.8



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L38	Recognizing the words <i>fifteen, sixteen, seventeen, eighteen</i> and <i>nineteen</i> ; filling in a missing number in a number sentence involving addition	Number, operation, and quantitative reasoning: 2.1 (B), 2.3 (A)
L39	Regrouping using the addition facts of eleven	Number, operation, and quantitative reasoning: 2.1 (A) (B), 2.3 (B) Geometry and spatial reasoning: 2.8
L40	Putting a <i>series of events</i> in order	Number, operation, and quantitative reasoning: 2.1 (B) Measurement: 2.10 *(C) Underlying processes and mathematical tools: 2.12 (A) (B) (C) (D), 2.13 (A) (B), 2.14
L41	Recognizing any number less than 100	Number, operation, and quantitative reasoning: 2.3 (A)
L42	Learning the subtraction facts of 12 and 13	Number, operation, and quantitative reasoning: 2.1 (A), 2.3 (A) (B) Patterns, relationships, and algebraic thinking: 2.5 (C)
L43	Recognizing the coins - <i>quarter, dime, nickel</i> and <i>penny</i>	Number, operation, and quantitative reasoning: 2.3 (A) (D) *(E)
L44	Learning the days of the week	Number, operation, and quantitative reasoning: 2.3 (A)
L45	Recognizing a <i>quarter to</i> and a <i>quarter past</i> the hour	Measurement: 2.10 (B)
L46	Adding 3 two-digit numbers with regrouping	Number, operation, and quantitative reasoning: 2.1 (A) (B), 2.3 (A) (B)
L47	Filling in missing numbers when counting by 5 or 10	Number, operation, and quantitative reasoning: 2.1(C) Patterns, relationships, and algebraic thinking: 2.5 (B) (C), 2.6 (C) Geometry and spatial reasoning: 2.8
L48	Learning the addition facts of 16, 17 and 18	Number, operation, and quantitative reasoning: 2.3 (A) Patterns, relationships, and algebraic thinking: 2.5 (C) Geometry and spatial reasoning: 2.8
L49	Regrouping using the addition facts of 12	Number, operation, and quantitative reasoning: 2.1 (A) (B), 2.3 (A), (B)
L50	Interpreting information from <i>bar graphs</i>	Probability and statistics: 2.11 (A) (B) Underlying processes and mathematical tools: 2.12 (A) (B) (C) (D), 2.13 (A) (B), 2.14
L51	Continued - Regrouping using the addition facts of 12; adding 4 one-digit numbers	Number, operation, and quantitative reasoning: 2.1 (A) (B), 2.3 (A) (B)
L52	Filling in a missing number in a number sentence involving addition	Number, operation, and quantitative reasoning: 2.3 (A)
L53	Reading scales and other measuring devices	Number, operation, and quantitative reasoning: 2.3 (A) Measurement: 2.9 (A) *(C) *(D), 2.10 (A) Underlying processes and mathematical tools: 2.12 (A)
L54	Grouping items by tens	Number, operation, and quantitative reasoning: 2.1 (A) (B), 2.3 (A) Patterns, relationships, and algebraic thinking: 2.5 (A) (B)
L55	Learning the names for units of <i>length (inch, foot, yard, centimeter, meter, kilometer)</i>	Measurement: 2.9 *(A)
L56	Learning the subtraction facts of 14 and 15	Number, operation, and quantitative reasoning: 2.1 (A), 2.3 (A) (B) Patterns, relationships, and algebraic thinking: 2.5 (C) Geometry and spatial reasoning: 2.8



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L57	Solving story problems with <i>extraneous information</i> and the phrase <i>more than</i>	Number, operation, and quantitative reasoning: 2.3 (C) Underlying processes and mathematical tools: 2.12 (A) (B) (C)
L58	Filling in a missing number in a number sentence involving subtraction	Number, operation, and quantitative reasoning: 2.3 (A)
L59	Regrouping using the addition facts of 13	Number, operation, and quantitative reasoning: 2.1 (A) (B), 2.3 (A) (B)
L60	Learning the names for units of <i>weight</i> (<i>ounce, pound, ton, gram, kilogram</i>)	Measurement: 2.9 (D)
L61	Putting four numbers in order from <i>least to greatest</i>	Number, operation, and quantitative reasoning: 2.1(C), 2.3 (A) Patterns, relationships, and algebraic thinking: 2.5 (B)
L62	Telling time by 5 minutes	Number, operation, and quantitative reasoning: 2.3 (A) Measurement: 2.10 (B)
L63	Solving <i>fractional part</i> problems modeled with shading and figures	Number, operation, and quantitative reasoning: 2.2 (A) (B) *(C)
L64	Writing numbers that are represented in units of tens and ones	Number, operation, and quantitative reasoning: 2.1 (A) (B), 2.3 (A)
L65	Learning the names for units of <i>volume</i> (<i>cup, pint, quart, gallon, liter</i>)	Measurement: 2.9 *(C)
L66	Solving story problems involving money	Number, operation, and quantitative reasoning: 2.3 (A) (B) (C) (D) (E) Underlying processes and mathematical tools: 2.12 (A) (B) (C) (D), 2.14
L67	Learning the subtraction facts of 16, 17, and 18	Number, operation, and quantitative reasoning: 2.1 (A), 2.3 (A) (B) Patterns, relationships, and algebraic thinking: 2.5 (C)
L68	Regrouping using the addition facts of 14	Number, operation, and quantitative reasoning: 2.1 (A), 2.3 (A) (B)
L69	Telling time to the minute	Number, operation, and quantitative reasoning: 2.3 (A) Measurement: 2.10 (B)
L70	Filling in a missing number when counting by two	Number, operation, and quantitative reasoning: 2.3 (A) Patterns, relationships, and algebraic thinking: 2.5 (A) (B), 2.6 (C) Geometry and spatial reasoning: 2.8
L71	Regrouping using subtraction facts of 10 when subtracting a one-digit from a two-digit number	Number, operation, and quantitative reasoning: 2.1 (A), (B), 2.3 (B)
L72	Continued - Regrouping using subtraction facts of 10 when subtracting a one-digit from a two-digit number	Number, operation, and quantitative reasoning: 2.1 (A) (B), 2.3 (B)
L73	Putting 4 two-digit numbers in order from greatest to least	Number, operation, and quantitative reasoning: 2.1 (A) (B), 2.3 (B) Patterns, relationships, and algebraic thinking: 2.5 (B)
L74	Learning about ones and tens pieces	Number, operation, and quantitative reasoning: 2.1 (A) (B)
L75	Recognizing <i>lines of symmetry</i>	Geometry and spatial reasoning: 2.7 *(C)
L76	Regrouping using the addition facts of 15, 16, 17, and 18; recognizing ordinals <i>sixth</i> through <i>tenth</i>	Number, operation, and quantitative reasoning: 2.1 (B), 2.3 (A) (B)



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L77	Calculating one-half of a group of up to 10 things; even and odd numbers	Number, operation, and quantitative reasoning: 2.2 *(A) *(B), 2.3 (A), 2.4 (B) Underlying processes and mathematical tools: 2.12 (A) (B) (C) (D), 2.14
L78	Recognizing shapes with common characteristics	Geometry and spatial reasoning: 2.7 (A) (B)
L79	Recognizing the <i>dollar symbol</i> and <i>decimal</i> ; adding and subtracting money amounts	Number, operation, and quantitative reasoning: 2.3 (A) (D) (E)
L80	Selecting the correct fraction; defining <i>numerator</i> and <i>denominator</i>	Number, operation, and quantitative reasoning: 2.2 (A) (B) *(C)
L81	Solving story problems involving the <i>comparative</i> words “less than” and “greater than”	Number, operation, and quantitative reasoning: 2.3 (A) (C) Underlying processes and mathematical tools: 2.12 (A) (B) (C) (D), 2.13 (A) (B), 2.14
L82	Regrouping when subtracting a two-digit number from a two-digit number using subtraction facts of 10	Number, operation, and quantitative reasoning: 2.1 (A) (B), 2.3 (A) (B) Patterns, relationships, and algebraic thinking: 2.5 (A)
L83	Learning <i>change equivalents</i> for a quarter, dime and nickel.	Number, operation, and quantitative reasoning: 2.3 (A) (D)
L84	Measuring a <i>line segment</i> to the nearest inch	Number, operation, and quantitative reasoning: 2.3 (A) Measurement: 2.9 (A)
L85	Measuring a <i>line segment</i> to the nearest centimeter	Measurement: 2.9 (A)
L86	Adding and subtracting money amounts horizontally	Number, operation, and quantitative reasoning: 2.3 (E)
L87	Filling in missing numbers when counting by two and <i>crossing a ten</i>	Number, operation, and quantitative reasoning: 2.3 (A) Patterns, relationships, and algebraic thinking: 2.5 (B), 2.6 (C)
L88	Regrouping using the subtraction facts of 11	Number, operation, and quantitative reasoning: 2.1 (A) (B), 2.3 (B)
L89	Calculating the minutes before an hour	Measurement: 2.10 (B)
L90	Computing the <i>area</i> of a <i>plane figure</i> given in <i>square units</i>	Number, operation, and quantitative reasoning: 2.3 (A) Measurement: 2.9 (B)
L91	Recognizing the hundreds place	Number, operation, and quantitative reasoning: 2.1 (A) (B)
L92	Recognizing any number to 999; not having zeros; adding and subtracting two three-digit numbers	Number, operation, and quantitative reasoning: 2.1 (B), 2.3 (A)
L93	Recognizing a sequence counting by ten (23, 33, 43, 53)	Patterns, relationships, and algebraic thinking: 2.5 (B), 2.6 (C)
L94	Regrouping using the subtraction facts of 12 and 13	Number, operation, and quantitative reasoning: 2.1 (A) (B), 2.3 (B)
L95	Solving multiplication word problems using models and pictures	Number, operation, and quantitative reasoning: 2.4 (A) Patterns, relationships, and algebraic thinking: 2.6 *(B), 2.6 (C) Underlying processes and mathematical tools: 2.12 (A) (B) (C)
L96	Recognizing patterns of shading	Patterns, relationships, and algebraic thinking: 2.6 (C)
L97	Calculating a number more or less than a given number; solving addition and subtraction problems given in words	Number, operation, and quantitative reasoning: 2.3 (A)
L98	Telling time within so many hours, on the hour	Number, operation, and quantitative reasoning: 2.3 (A) Measurement: 2.10 (B)
L99	Recognizing <i>odd</i> and <i>even</i> numbers, up to 10	Number, operation, and quantitative reasoning: 2.1 (A) (B) (C), 2.3 (A)



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L100	Calculating probability from <i>possible outcomes</i>	Probability and statistics: 2.11 (A) (B) (C) Underlying processes and mathematical tools: 2.12 (A) (B) (C) (D), 2.13 (A) (B), 2.14
L101	Completing a <i>pattern of shapes</i>	Number, operation, and quantitative reasoning: 2.3 (A) Patterns, relationships, and algebraic thinking: 2.6 (C) Geometry and spatial reasoning: 2.7 (A)
L102	Learning the <i>order of operations</i> when <i>parentheses</i> are involved	Number, operation, and quantitative reasoning: 2.3 (A)
L103	Performing a calculation and then filling in a missing number in a number sentence	Number, operation, and quantitative reasoning: 2.3 (A)
L104	Solving <i>two-step word problems</i>	Number, operation, and quantitative reasoning: 2.3 (C) Underlying processes and mathematical tools: 2.12 (A) (B) (C) (D), 2.13 (A) (B), 2.14
L105	Counting by two when interpreting information in picture graphs	Patterns, relationships, and algebraic thinking: 2.6 *(B) Probability and statistics: 2.11 (B) Underlying processes and mathematical tools: 2.12 (A) (B) (C) (D), 2.13 (A) (B), 2.14
L106	Regrouping to the tens place when adding 2 three-digit numbers	Number, operation, and quantitative reasoning: 2.1 (A) (B), 2.3 (A)
L107	Regrouping with subtraction facts of 14 and 15.	Number, operation, and quantitative reasoning: 2.1 (A) (B), 2.3 (A) (B)
L108	Learning the <i>multiplication facts</i> with products up to 10 and products with two as a factor	Number, operation, and quantitative reasoning: 2.3 (A), 2.4 (A) Patterns, relationships, and algebraic thinking: 2.5 (A) (C)
L109	Recognizing money number words (<i>cents</i> and <i>dollar</i>); writing change with a \$ and a decimal	Number, operation, and quantitative reasoning: 2.3 (A) (C) (D) (E) Underlying processes and mathematical tools: 2.12 (A) (B) (C) (D), 2.13 (A) (B), 2.14
L110	Recognizing <i>three-dimensional figures</i>	Geometry and spatial reasoning: 2.7 (A) (B)
L111	Recognizing odd and even numbers up to 20; calculating one-half of a group up to 20	Number, operation, and quantitative reasoning: 2.1(C), 2.3 (A), 2.4 (B) Underlying processes and mathematical tools: 2.12 (A) (B) (C) (D), 2.13 (A) (B), 2.14
L112	Discerning true number sentences using < less than , > greater than , = equal and L not equal ; defining the term <i>equation</i>	Number, operation, and quantitative reasoning: 2.1(C), 2.3 (A)
L113	Solving division story problems by selecting the correct model	Number, operation, and quantitative reasoning: 2.2 *(A), 2.4 (B) Underlying processes and mathematical tools: 2.12 (A) (B) (C) (D), 2.13 (A) (B), 2.14
L114	Continued - Solving division story problems by selecting the correct model	Number, operation, and quantitative reasoning: 2.2 *(A), 2.4 (B) Underlying processes and mathematical tools: 2.12 (A) (B) (C) (D), 2.13 (A) (B), 2.14
L115	Learning division facts with dividends up to 14 by dividing into equal parts	Number, operation, and quantitative reasoning: 2.2 *(A), 2.4 (B)
L116	Regrouping with the tens place when subtracting 2 three-digit numbers	Number, operation, and quantitative reasoning: 2.1 (A) (B), 2.3 (A) (B)
L117	Selecting the correct equation when given a story problem	Number, operation, and quantitative reasoning: 2.3 (C) Underlying processes and mathematical tools: 2.12 (A) (B) (C)



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L118	Regrouping with subtraction using subtraction facts of 16, 17 and 18; adding 4 two-digit numbers	Number, operation, and quantitative reasoning: 2.1 (A) (B), 2.3 (B)
L119	Recognizing a <i>half dollar</i> ; learning which coins to use to buy something	Number, operation, and quantitative reasoning: 2.3 (A) (D) (E)
L120	Learning that the <i>whole</i> is the <i>sum of its parts</i>	Number, operation, and quantitative reasoning: 2.2 (A) *(C)
L121	Learning the multiplication facts with products using 5 as a factor	Number, operation, and quantitative reasoning: 2.4 (A) Patterns, relationships, and algebraic thinking: 2.5 (A) (B) (C)
L122	Regrouping with the hundreds place when adding	Number, operation, and quantitative reasoning: 2.1 (A) (B), 2.3 (B)
L123	Solving <i>place value</i> problems with a zero in the tens or ones place	Number, operation, and quantitative reasoning: 2.1 (A) (B)
L124	Using pairs of numbers in < less than, > greater than, and = equal to problems	Number, operation, and quantitative reasoning: 2.1(C) Patterns, relationships, and algebraic thinking: 2.6 *(B)
L125	Learning to solve word problems using multiplication	Number, operation, and quantitative reasoning: 2.4 (A) Underlying processes and mathematical tools: 2.12 (A) (B) (C) (D), 2.13 (A) (B), 2.14
L126	Learning to match numbers with fractional parts of a circle	Number, operation, and quantitative reasoning: 2.2 (A), 2.3 (A)
L127	Learning to solve word problems involving division when given pictures	Number, operation, and quantitative reasoning: 2.4 (B) Underlying processes and mathematical tools: 2.12 (A) (B) (C) (D), 2.13 (A) (B), 2.14
L128	Continued - Learning to solve word problems involving division when given pictures	Number, operation, and quantitative reasoning: 2.4 (B) Underlying processes and mathematical tools: 2.12 (A) (B) (C) (D), 2.13 (A) (B), 2.14
L129	Regrouping only with the hundreds place when subtracting	Number, operation, and quantitative reasoning: 2.1 (A) (B)
L130	Using <i>deductive reasoning</i> to solve a story problem	Underlying processes and mathematical tools: 2.12 (A) (B) (C) (D), 2.13 (A) (B), 2.14
L131	Learning the multiplication facts with products up to 20	Number, operation, and quantitative reasoning: 2.3 (A), 2.4 *(A) Patterns, relationships, and algebraic thinking: 2.5 (C)
L132	Calculating <i>perimeters</i> to the nearest inch or centimeter	Geometry and spatial reasoning: 2.7 (A) (B)
L133	Regrouping twice when adding 2 three-digit numbers; adding 3 three-digit numbers, regrouping once	Number, operation, and quantitative reasoning: 2.1 (B), 2.3 (A)
L134	Calculating the date within one week going forward	Underlying processes and mathematical tools: 2.12 (A) (B) (C) (D), 2.13 (A) (B), 2.14
L135	Learning to recognize flips, turns and slides	Geometry and spatial reasoning: 2.7 *(C)
L136	Learning division facts with dividends up to 20	Number, operation, and quantitative reasoning: 2.4 (B) Patterns, relationships, and algebraic thinking: 2.5 (A)
L137	Recognizing <i>multiplication</i> and <i>division families</i>	Number, operation, and quantitative reasoning: 2.3 (A)
L138	Regrouping when adding or subtracting money amounts	Number, operation, and quantitative reasoning: 2.3 (A) (D) (E)
L139	Regrouping twice when subtracting 2 three-digit numbers	Number, operation, and quantitative reasoning: 2.1 (A) (B)



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L140	Regrouping twice when subtracting money amounts	Number, operation, and quantitative reasoning: 2.3 (A) (D) (E)
L141	Learning the multiplication facts with products less than 100 and with 10 or 11 as a factor	Number, operation, and quantitative reasoning: 2.4 (A) Patterns, relationships, and algebraic thinking: 2.5 (A) (C)
L142	Evaluating three-digit numbers in < and > problems and <i>put-in-order problems</i>	Number, operation, and quantitative reasoning: 2.1(C), 2.3 (A)
L143	Telling time within so many hours, off the hour	Measurement: 2.10 (B)
L144	Learning to recognize when figures are <i>similar</i> or <i>congruent</i>	Geometry and spatial reasoning: 2.7 (A) (B)
L145	Subtracting three-digit numbers, regrouping twice, when there is a 1 or 0 in the tens place	Number, operation, and quantitative reasoning: 2.1 (A) (B)
L146	Regrouping twice when adding 3 three-digit numbers	Number, operation, and quantitative reasoning: 2.3 (A)
L147	Adding 3 or 4 one-digit numbers where the sum is greater than 19 and less than 30	Number, operation, and quantitative reasoning: 2.3 (A)
L148	Recognizing any number up to 999	Number, operation, and quantitative reasoning: 2.1 (B), 2.3 (A)
L149	Learning the <i>dollar equivalents</i> for half dollars, quarters and dimes	Number, operation, and quantitative reasoning: 2.3 (D) (E)
L150	Adding and subtracting fractions	Number, operation, and quantitative reasoning: 2.2 (A) *(C)
L151	Recognizing the names of the months of the year	Number, operation, and quantitative reasoning: 2.3 (A)
L152	Learning <i>division facts</i> when the dividend is a multiple of 5	Number, operation, and quantitative reasoning: 2.3 (A), 2.4 *(A) *(B)
L153	Learning to solve word problems involving division	Number, operation, and quantitative reasoning: 2.2 *(B), 2.4 (B) Underlying processes and mathematical tools: 2.12 (A) (B) (C) (D), 2.13 (A) (B), 2.14
L154	Continued - Learning to solve word problems involving division	Number, operation, and quantitative reasoning: 2.4 (B) Underlying processes and mathematical tools: 2.12 (A) (B) (C) (D), 2.14
L155	Recognizing <i>equivalent fractions</i> in pictures	Number, operation, and quantitative reasoning: 2.2 (A) *(C)
Measurement Activity-Volume	1 - Volume – Non-standard units 2 - Volume – Non-standard units	Measurement: 2.9 (C)
Measurement Activity-Volume	3 – Volume – Cups & pints 4 – Volume – Cups & quarts 5 – Volume – Cups & pints 6 – Volume – Pints & quarts 7– Volume – Pints & gallons 8– Volume – Cups & liters	Measurement: 2.9 (C)
Measurement Activity-Weight	1 – Weight – Non-standard units 2 – Weight – Non-standard units	Measurement: 2.9 (D)
Measurement Activity-Weight	3 – Weight – Ounces 4 – Weight – Pounds 5 – Weight – Pounds 6 – Weight – Kilograms 7– Weight – Pounds & kilograms	Measurement: 2.9 (A) (C) (D)



Texas 2nd Grade Standards
Excel Math Correlation by Lesson Number

Lesson (Activity) Number	Excel Math Lesson Objective	Texas Essential Knowledge and Skills
Measurement Activity- Distance	1 – Distance – Non-standard 2 – Distance – Non-standard	Measurement: 2.9 (A) (C) (D)
Measurement Activity- Distance	3 – Distance – Length - Inches 4 – Distance – Length - Centimeters 5 – Distance – Length – Inches and centimeters 6 – Distance – Length – Feet, yards, meters	Measurement: 2.9 (A) (C) (D)
Activity 1	Probability Grid	Probability and statistics: 2.11(A) (B) *(C)
Activity 2	Fractional Parts	Number, operation, and quantitative reasoning: 2.2 (A) (C) Measurement: 2.9 *(B)
Activity 3	Deductive Reasoning	Underlying processes and mathematical tools: 2.12 (A) (B) (C) (D), 2.13(A) (B), 2.14
Activity 4	Asking Questions	Underlying processes and mathematical tools: 2.12 (A) (B) (C) (D), 2.13(A) (B), 2.14
Activity 5	Deductive Reasoning	Underlying processes and mathematical tools: 2.12 (A) (B) (C) (D), 2.13(A) (B), 2.14
Activity 6	Scheduling Teams	Underlying processes and mathematical tools: 2.12 (A) (B) (C) (D)
Activity 7	Strength of Figures	Geometry and spatial reasoning: 2.7 (A) (B) (C)
Activity 8	Facts and Opinions	Underlying processes and mathematical tools: 2.12 (A), 2.13(A) (B), 2.14
Activity 9	Balancing Scales	Measurement: 2.9 (D)
Activity 10	Advertising Information	Underlying processes and mathematical tools: 2.12 (A) (D), 2.13(A) (B), 2.14
Activity 11	Lines of Symmetry	Geometry and spatial reasoning: 2.7 (C) Measurement: 2.9 *(B)
Activity 12	Strength of Figures	Geometry and spatial reasoning: 2.7 (A) (B)
Activity 13	Pieces on a Grid	Geometry and spatial reasoning: 2.7 (A) (B) (C)
Activity 14	Frogs on a Pad	Probability and statistics: 2.11*(A) *(B) *(C) Underlying processes and mathematical tools: 2.12 (A) (B) (C) (D), 2.13(A) (B), 2.14

Standards / Objectives	Excel Math Lesson Numbers	Stretch Lesson Numbers Activity Numbers
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NUMBER, OPERATION, QUANTITATIVE REASONING		
(2.1) Number, operation, and quantitative reasoning. The student understands how place value is used to represent whole numbers.		
(A) Use concrete models of hundreds, tens, and ones to represent a given whole number (up to 999) in various ways;	1, 6, 9, 13, 14, 16, 22, 23, 24, 28, 31, 32, 36, 37, 39, 42, 46, 49, 51, 54, 56, 59, 64, 67, 68, 71, 72, 73, 74, 82, 88, 91, 94, 99, 106, 107, 116, 118, 122, 123, 129, 139, 145	
(B) Use place value to read, write, and describe the value of whole numbers to 999; and	6, 11, 14, 16, 17, 22, 23, 24, 26, 28, 31, 32, 33, 37, 38, 39, 41, 46, 49, 51, 54, 59, 64, 71, 72, 73, 74, 76, 82, 88, 91, 92, 94, 99, 106, 107, 116, 118, 122, 123, 129, 133, 139, 145, 148	
(C) Use place value to compare and order whole numbers to 999 and record the comparisons using numbers and symbols (<, =, >).	3, 6, 7, *10, 11, 12, 14, 18, 47, 61, 99, 111, 112, 124, 142	25, 32, 39, 90, 91, 113, 115, 128, 136, 149, 150, 153
(2.2) Number, operation, and quantitative reasoning. The student describes how fractions are used to name parts of whole objects or sets of objects.		
(A) Use concrete models to represent and name fractional parts of a whole object (with denominators of 12 or less);	63, *77, 80, *113, *114, *115, 120, 126, 150, 155	Activity 2
(B) Use concrete models to represent and name fractional parts of a set of objects (with denominators of 12 or less); and	63, *77, 80, *153	
(C) Use concrete models to determine if a fractional part of a whole is closer to 0, $\frac{1}{2}$, or 1.	*63, *80, *120, *150, *155 Add / Subtract: 150	Activity *2

Standards / Objectives	Excel Math Lesson Numbers	Stretch Lesson Numbers Activity Numbers
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(2.3) Number, operation, and quantitative reasoning. The student adds and subtracts whole numbers to solve problems.		
(A) Recall and apply basic addition and subtraction facts (to 18);	1, 2, 3, 4, 6, 7, 8, 9, 11, 12, 13, 14, 16, 17, 18, 19, 20, 21, 23, 24, 26, 28, 31, 32, 34, 36, 38, 41, 42, 43, 44, 46, 48, 49, 51, 52, 53, 54, 56, 58, 59, 61, 62, 64, 66, 67, 68, 69, 70, 76, 77, 79, 81, 82, 83, 84, 87, 90, 92, 97, 98, 99, 101, 102, 103, 106, 107, 108, 109, 111, 112, 116, 119, 126, 131, 133, 137, 138, 140, 142, 146, 147, 148, 151, 152 Basic Multiplication Facts: 124, 131, 132, 134, 137, 138, 139, 140, 142, 144, 146, 147, 148, 149, 151, 152, 154	21, 22, 26, 31, 38, 42, 46, 47, 51, 52, 56, 57, 60, 61, 65, 68, 70, 75, 80, 82, 87, 95, 96, 101, 117, 118, 121, 124, 125, 126, 130, 132, 134, 140, 142
(B) Model addition and subtraction of two-digit numbers with objects, pictures, words, and numbers;	11, 13, 16, 22, 23, 24, 31, 32, 34, 36, 39, 42, 46, 49, 51, 56, 59, 66, 67, 68, 71, 72, 73, 76, 82, 88, 94, 107, 116, 118, 122 One-digit: 4, 6, 9, 38, 48, 52, 58, 97, 147 Three-digit: 92, 106, 122, 129, 133, 139, 145 Decimals: 79, 86, 138, 140	40, 49, 90, 95, 97, 101, 104, 109, 114, 123, 125, 128, 130, 134, 136, 137, 143, 147 One-digit: 21, 22, 26, 30, 31, 33, 35, 37, 38, 41, 45, 46, 51, 56, 60, 61, 65, 68, 70, 75, 80, 82, 87, 96, 117, 121, 124
(C) Select addition or subtraction to solve problems using two-digit numbers, whether or not regrouping is necessary;	6, 11, 25, 57, 66, 81, 104, 109, 117	43, 49, 63, 67, 76, 79, 83, 93, 108, 115, 131, 133, 146, 150, 153, 155
(D) Determine the value of a collection of coins up to one dollar; and	43, 66, 79, 83, 109, 119, 138, 140, 149	72, 117, 123, 126, 132, 140, 146
(E) Describe how the cent symbol, dollar symbol, and the decimal point are used to name the value of a collection of coins.	*43, 66, 79, 86, 109, 119, 138, 140, 149	108, 117, 123, 126, 132, 140, 146
(2.4) Number, operation, and quantitative reasoning. The student models multiplication and division.		
(A) Model, create, and describe multiplication situations in which equivalent sets of concrete objects are joined; and	95, 108, 121, 125, *131, 141, *152	58, 72, 95, 101, 109, 114, 119, 125, 130, 134, 137, 143, 147, 151, 155

Standards / Objectives	Excel Math Lesson Numbers	Stretch Lesson Numbers Activity Numbers
(B) Model, create, and describe division situations in which a set of concrete objects is separated into equivalent sets.	77, 111, 113, 114, 115, 127, 128, 136, *152, 153, 154	
PATTERNS, RELATIONSHIPS, ALGEBRAIC THINKING		
(2.5) Patterns, relationships, and algebraic thinking. The student uses patterns in numbers and operations.		
(A) Find patterns in numbers such as in a 100s chart;	2, 5, 14, 15, 34, 37, 54, 70, 82, 108, 121, 136, 141	42, 47, 97, 124, 151
(B) Use patterns in place value to compare and order whole numbers through 999; and	2, 14, 18, 26, 34, 37, 47, 54, 61, 70, 73, 87, 93, 121	
(C) Use patterns and relationships to develop strategies to remember basic addition and subtraction facts. Determine patterns in related addition and subtraction number sentences (including fact families) such as $8 + 9 = 17$, $9 + 8 = 17$, $17 - 8 = 9$, and $17 - 9 = 8$.	5, 13, 20, 21, 28, 36, 42, 47, 48, 56, 67, 108, 121, 131, 141 Multiply / Divide: 137, 152	42, 47, 97, 124, 151
(2.6) Patterns, relationships, and algebraic thinking. The student uses patterns to describe relationships and make predictions.		
(A) Generate a list of paired numbers based on a real-life situation such as number of tricycles related to number of wheels;		49, 99, 110, 121, 154
(B) Identify patterns in a list of related number pairs based on a real-life situation and extend the list; and	*95, *105, *124	49, *71, 86, 121
(C) Identify, describe, and extend repeating and additive patterns to make predictions and solve problems.	47, 70, 87, 93, 95, 96, 101 Equations: 102, 103, 115, 117	*42, *47, 71, 86, *124, *151, 152 Equations w/ unknowns: 21, 41, 45, 52, 57, 61, 65, 70, 75, 80, 87, 95, 96, 101, 109, 114, 119, 125, 130, 134, 137, 143, 147, 155

Standards / Objectives	Excel Math Lesson Numbers	Stretch Lesson Numbers Activity Numbers
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GEOMETRY AND SPATIAL REASONING		
(2.7) Geometry and spatial reasoning. The student uses attributes to identify two- and three-dimensional geometric figures. The student compares and contrasts two- and three-dimensional geometric figures or both.		
(A) Describe attributes (the number of vertices, faces, edges, sides) of two- and three-dimensional geometric figures such as circles, polygons, spheres, cones, cylinders, prisms, and pyramids, etc.;	*7, 8, 10, 78, 101, 110, 132, 144	21, 23, 24, 27, 34, 36, 62, 66, 74, 77, 85, 92, 94, 96, 103, 105, 112, 127, 129, 138, 139, 144 Activity 7, 12, 13
(B) Use attributes to describe how 2 two-dimensional figures or 2 three-dimensional geometric figures are alike or different; and	8, *10, 78, 110, 132, 144	23, 24, 34, 36, 62, 66, 112, 129 Activity 7, 12, 13
(C) Cut two-dimensional geometric figures apart and identify the new geometric figures formed.	Symmetry: 75 Flips, Slides, Turns: 135	66, 77, 112, 127, 139 Activity 7, 11, 13
(2.8) Geometry and spatial reasoning. The student recognizes that a line can be used to represent a set of numbers and its properties.		
The student is expected to use whole numbers to locate and name points on a number line.	4, 6, 9, 22, 26, 37, 39, 47, 48, 56, 70	
MEASUREMENT		
(2.9) Measurement. The student directly compares the attributes of length, area, weight/mass, and capacity, and uses comparative language to solve problems and answer questions. The student selects and uses nonstandard units to describe length, area, capacity, and weight/mass. The student recognizes and uses models that approximate standard units (from both SI, also known as metric, and customary systems) of length, weight/mass, capacity, and time.		
(A) Identify concrete models that approximate standard units of length and use them to measure length;	53, 84, 85	*148 Measurement Activity: 1, 2, 3, 4, 5, 6
(B) Select a non-standard unit of measure such as square tiles to determine the area of a two-dimensional surface;	90 Perimeter: 132	Activity *2, *11, *13

Standards / Objectives	Excel Math Lesson Numbers	Stretch Lesson Numbers Activity Numbers
(C) Select a non-standard unit of measure such as a bathroom cup or a jar to determine the capacity of a given container; and	*53 Volume: 65	53 Measurement Activity: 1, 2, 3, 4, 5, 6, 7, 8 (Volume)
(D) Select a non-standard unit of measure such as beans or marbles to determine the weight/mass of a given object.	*53, 60	100, 118, 131 Measurement Activity: 1, 2, 3, 4, 5, 6, 7, 8 (Volume) Measurement Activity 1, 2, 3, 4, 5, 6, 7 (Weight) Activity 9
(2.10) Measurement. The student uses standard tools to estimate and measure time and temperature (in degrees Fahrenheit).		
(A) Read a thermometer to gather data;	53	
(B) Read and write times shown on analog and digital clocks using five-minute increments; and	19, 29, 45, 62, 69, 89, 98, 143	
(C) Describe activities that take approximately one second, one minute, and one hour.	*40 Days / Months: 44, 134, 151	28, *78, *89 Calendar: 40, 49, 104, 133
PROBABILITY AND STATISTICS		
(2.11) Probability and statistics. The student organizes data to make it useful for interpreting information.		
(A) Construct picture graphs and bar-type graphs;	15, 25, 35, 50, 100 Tally: 5 Venn Diagrams: 10	Activity 1, *14
(B) Draw conclusions and answer questions based on picture graphs and bar-type graphs; and	5, 10, 15, 25, 35, 50, 100, 105	Activity 1, *14
(C) Use data to describe events as more likely or less likely such as drawing a certain color crayon from a bag of seven red crayons and three green crayons.	25, 100 Possibilities: 35	Possibilities: 50, 81 Activity *1, *14

Standards / Objectives	Excel Math Lesson Numbers	Stretch Lesson Numbers Activity Numbers
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UNDERLYING PROCESSES MATHEMATICAL TOOLS		
(2.12) Underlying processes and mathematical tools. The student applies Grade 2 mathematics to solve problems connected to everyday experiences and activities in and outside of school.		
(A) Identify the mathematics in everyday situations;	5, 15, 25, 27, 30, 33, 35, 40, 50, 53, 57, 66, 77, 81, 95, 100, 104, 105, 109, 111, 113, 114, 117, 125, 127, 128, 130, 134, 153, 154	29, 30, 35, 37, 40, 43, 44, 48, 49, 50, 53, 54, 55, 58, 59, 63, 64, 67, 69, 71, 72, 73, 76, 78, 79, 81, 83, 84, 86, 88, 89, 93, 98, 99, 100, 102, 104, 106, 107, 108, 111, 116, 117, 120, 121, 122, 123, 126, 132, 133, 135, 140, 141, 145, 146, 148 Activity 3, 4, 5, 6, 8, 10, 14
(B) Solve problems with guidance that incorporates the processes of understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness;	5, 10, 15, 25, 27, 30, 33, 35, 40, 50, 57, 66, 77, 81, 95, 100, 104, 105, 109, 111, 113, 114, 117, 125, 127, 128, 130, 134, 153, 154	27, 29, 30, 35, 37, 40, 43, 44, 48, 49, 50, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 63, 64, 65, 67, 68, 69, 70, 71, 72, 73, 75, 76, 78, 79, 80, 81, 82, 83, 84, 86, 87, 88, 89, 93, 95, 98, 99, 100, 101, 102, 104, 106, 107, 108, 109, 111, 114, 115, 116, 117, 118, 119, 120, 121, 122, 123, 125, 126, 128, 130, 131, 132, 133, 134, 135, 136, 137, 140, 141, 142, 143, 145, 146, 147, 148, 150, 153, 155 Activity 3, 4, 5, 6, 14
(C) Select or develop an appropriate problem-solving plan or strategy including drawing a picture, looking for a pattern, systematic guessing and checking, or acting it out in order to solve a problem; and	5, 10, 15, 25, 27, 30, 33, 35, 40, 50, 57, 66, 77, 81, 95, 100, 104, 105, 109, 111, 113, 114, 117, 125, 127, 128, 130, 134, 153, 154	27, 29, 30, 35, 37, 40, 43, 44, 48, 49, 50, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 63, 64, 65, 67, 68, 69, 70, 71, 72, 73, 75, 76, 78, 79, 80, 81, 82, 83, 84, 86, 87, 88, 89, 93, 95, 98, 99, 100, 101, 102, 104, 106, 107, 108, 109, 111, 114, 115, 116, 117, 118, 119, 120, 121, 122, 123, 125, 126, 128, 130, 131, 132, 133, 134, 135, 136, 137, 140, 141, 142, 143, 145, 146, 147, 148, 150, 153, 155 Activity 3, 4, 5, 6, 14
(D) Use tools such as real objects, manipulatives, and technology to solve problems.	5, 10, 15, 25, 27, 36, 40, 50, 66, 77, 81, 100, 104, 105, 109, 111, 113, 114, 125, 127, 128, 130, 134, 153, 154	27, 29, 30, 35, 37, 40, 48, 49, 50, 53, 55, 56, 59, 60, 68, 71, 73, 76, 100, 104, 117, 118, 121, 123, 126, 131, 133, 140, 142, 146, 148 Activity: 3, 4, 5, 6, 10, 14

Standards / Objectives	Excel Math Lesson Numbers	Stretch Lesson Numbers Activity Numbers
(2.13) Underlying processes and mathematical tools. The student communicates about Grade 2 mathematics using informal language.		
(A) Explain and record observations using objects, words, pictures, numbers, and technology; and	5, 10, 15, 25, 30, 33, 35, 40, 50, 81, 100, 104, 105, 109, 111, 113, 114, 125, 127, 128, 130, 134, 153	27, 29, 30, 37, 40, 42, 44, 47, 48, 49, 50, 53, 54, 55, 59, 64, 69, 73, 81, 84, 97, 100, 104, 106, 107, 111, 116, 118, 122, 124, 131, 135, 141, 151 Activity 3, 4, 5, 8, 10, 14
(B) Relate informal language to mathematical language and symbols.	5, 10, 15, 25, 30, 33, 35, 40, 50, 81, 100, 104, 105, 109, 111, 113, 114, 125, 127, 128, 130, 134, 153	27, 29, 30, 37, 40, 42, 44, 47, 48, 49, 50, 53, 54, 55, 59, 64, 69, 73, 81, 84, 97, 100, 104, 106, 107, 111, 116, 118, 122, 124, 131, 135, 141, 151 Activity 3, 4, 5, 8, 10, 14
(2.14) Underlying processes and mathematical tools. The student uses logical reasoning.		
The student is expected to justify his or her thinking using objects, words, pictures, numbers, and technology.	5, 10, 15, 25, 27, 30, 33, 35, 36, 40, 50, 66, 77, 81, 100, 104, 105, 109, 111, 113, 114, 125, 127, 128, 130, 134, 153, 154	27, 29, 30, 37, 40, 42, 44, 47, 48, 49, 50, 53, 54, 55, 59, 64, 69, 73, 81, 84, 97, 100, 104, 106, 107, 111, 116, 118, 122, 124, 131, 135, 141, 151 Activity 3, 4, 5, 8, 10, 14