

Texas
TAKS and TEKS Student Expectations
Mathematics - Grade 2
Correlations with Gourmet Curriculum Press, Inc.®
1.800.900.2290

Benchmark Number	Benchmark • Instructional Target	Gourmet Resource	Taught	Tested
Domain: Number, Operation, and Quantitative Reasoning				
2.1	• <i>use concrete models to represent, compare, and order whole numbers (through 999), read the numbers, and record the comparisons using numbers and symbols (>, <, =).</i>	Appetizers 2.1; Main Dish Objective 1 (Number Concepts) Lessons 1, 2, 3, & 4		
2.2 A	• <i>name fractional parts of a whole object (not to exceed twelfths) when given a concrete representation; and</i>	Appetizers 2.2 A; Main Dish Objective 1 (Number Concepts) Lesson 7		
2.2 B	• <i>name fractional parts of a set of objects (not to exceed twelfths) when given a concrete representation.</i>	Appetizers 2.2 B; Main Dish Objective 1 (Number Concepts) Lesson 8		
2.3 A	• <i>recall and apply basic addition facts (sums to 18);</i>	Appetizers 2.3 A; Main Dish Objectives 2 (Mathematical Relations) Lessons 1 & 2; 6 (Addition) Lesson 1		
2.3 B	• <i>select addition or subtraction and solve problems using two-digit numbers, whether or not regrouping is necessary; and</i>	Appetizers 2.3 B; Main Dish Objectives 6 (Addition) Lesson 2; 7 (Subtraction) Lessons 1, 2, & 3; 11 (Problem Solving) Lesson 1		
2.3 C	• <i>determine the value of a collection of coins less than one dollar.</i>	Appetizers 2.3 C; Main Dish Objectives 6 (Addition) Lesson 3; 7 (Subtraction) Lesson 4		
2.4 A	• <i>model, create, and describe multiplication situations in which equivalent sets of concrete objects are joined; and</i>	Appetizers 2.4 A; Main Dish Objectives 8 (Multiplication) Lesson 1; 11 (Problem Solving) Lesson 3		

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2.4 B	<ul style="list-style-type: none"> model, create, and describe division situations in which a set of concrete objects is separated into equivalent sets. 	Appetizers 2.4 B; Main Dish Objectives 9 (Division) Lesson 1; 11 (Problem Solving) Lesson 3		
Domain: Patterns, Relationships, and Algebraic Thinking				
2.5 A	<ul style="list-style-type: none"> find patterns in numbers such as in a 100s chart; 	Appetizers 2.5 A; Main Dish Objectives 1 (Number Concepts) Lesson 6; 2 (Mathematical Relations) Lesson 5		
2.5 B	<ul style="list-style-type: none"> use patterns in place value to compare and order whole numbers through 999; 	Appetizers 2.5 B; Main Dish Objectives 1 (Number Concepts) Lessons 1, 2, 3, 4, & 5; 2 (Mathematical Relations) Lesson 5; 3 (Geometry) Lesson 3		
2.5 C	<ul style="list-style-type: none"> use patterns to develop strategies to remember basic addition facts; and 	Appetizers 2.5 C; Main Dish Objective 2 (Mathematical Relations) Lesson 1		
2.5 D	<ul style="list-style-type: none"> solve subtraction problems related to addition facts (fact families) such as $8 + 9 = 17$, $9 + 8 = 17$, $17 - 8 = 9$, and $17 - 9 = 8$. 	Appetizers 2.5 D; Main Dish Objective 2 (Mathematical Relations) Lessons 1, 2, 3, & 4		
2.6 A	<ul style="list-style-type: none"> generate a list of paired numbers based on a real-life situation such as number of tricycles related to number of wheels; 	Appetizers 2.6 A; Main Dish Objective 2 (Mathematical Relations) Lesson 6		
2.6 B	<ul style="list-style-type: none"> identify patterns in a list of related number pairs based on a real-life situation and extend the list; and 	Appetizers 2.6 B; Main Dish Objective 2 (Mathematical Relations) Lesson 7		
2.6 C	<ul style="list-style-type: none"> identify, describe, and extend patterns to make predictions and solve problems. 	Appetizers 2.6 C; Main Dish Objective 2 (Mathematical Relations) Lesson 5		

Benchmark Number	Benchmark • Instructional Target	Gourmet Resource	Taught	Tested
Domain: Geometry and Spatial Reasoning				
2.7 A	• identify attributes of any shape or solid;	Appetizers 2.7 A; Main Dish Objective 3 (Geometry) Lesson 1		
2.7 B	• use attributes to describe how two shapes or two solids are alike or different; and	Appetizers 2.7 B; Main Dish Objective 3 (Geometry) Lessons 1 & 2		
2.7 C	• cut geometric shapes apart and identify the new shapes made.	Appetizers 2.7 C; Main Dish Objective 3 (Geometry) Lessons 1 & 2		
2.8	• recognize whole numbers to locate and name points on a line.	Appetizers 2.8; Main Dish Objective 3 (Geometry) Lesson 3		
Domain: Measurement				
2.9 A	• identify concrete models that approximate standard units of length, capacity, and weight;	Appetizers 2.9 A; Main Dish Objective 4 (Measurement) Lessons 1, 2, & 3		
2.9 B	• measure length, capacity, and weight using concrete models that approximate standard units; and	Appetizers 2.9 B; Main Dish Objective 4 (Measurement) Lessons 1, 2, & 3		
2.9 C	• describe activities that take approximately one second, one minute, and one hour.	Appetizers 2.9 C; Main Dish Objective 4 (Measurement) Lesson 4		
2.10 A	• read a thermometer to gather data; and	Appetizers 2.10 A; Main Dish Objective 4 (Measurement) Lesson 5		
2.10 B	• describe time on a clock using hours and minutes.	Appetizers 2.10 B; Main Dish Objective 4 (Measurement) Lesson 4		

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Domain: Probability and Statistics				
2.11 A	• <i>construct picture graphs and bar-type graphs;</i>	Appetizers 2.11 A; Main Dish Objective 5 (Probability/Statistics) Lessons 1 & 2		
2.11 B	• <i>draw conclusions and answer questions based on picture graphs and bar-type graphs; and</i>	Appetizers 2.11 B; Main Dish Objective 5 (Probability/Statistics) Lessons 1 & 2		
2.11 C	• <i>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.</i>	Appetizers 2.11 C; Main Dish Objective 5 (Probability/Statistics) Lesson 3		
Domain: Underlying Process and Mathematical Tools				
2.12 A	• <i>identify the mathematics in everyday situations;</i>	Appetizers 2.12 A; Main Dish Objectives 10 (Estimation) Lessons 1 & 3; 13 (Reasonableness) Lesson 1		
2.12 B	• <i>use a problem-solving model that incorporates understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness;</i>	Appetizers 2.12 B; Main Dish Objectives 11 (Problem Solving) Lesson 2; 12 (Mathematical Representation) Lessons 1 & 2; 13 (Reasonableness) Lessons 1 & 2		
2.12 C	• <i>select or develop an appropriate problem-solving strategy including drawing a picture, looking for a pattern, systematic guessing and checking, or acting it out in order to solve a problem; and</i>	Appetizers 2.12 C; Main Dish Objectives 11 (Problem Solving) Lesson 1; 12 (Mathematical Representation) Lessons 2 & 3		

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	Domain: Underlying Process and Mathematical Tools			
2.12 D	<ul style="list-style-type: none"> • <i>use tools such as real objects, manipulatives, and technology to solve problems.</i> 	Appetizers 2.12 D; Main Dish Objectives 8 (Multiplication) Lesson 1; 9 (Division) Lesson 1		
2.13 A	<ul style="list-style-type: none"> • <i>explain and record observations using objects, words, pictures, numbers, and technology; and</i> 	Appetizers 2.13 A; Main Dish Objectives 3 (Geometry) Lessons 2 & 3; 10 (Estimation) Lesson 1; 12 (Mathematical Representation) Lesson 3; Journal Topics		
2.13 B	<ul style="list-style-type: none"> • <i>relate informal language to mathematical language and symbols.</i> 	Appetizers 2.13 B; Main Dish Objective 1 (Number Concepts) Lessons 2 & 3; Journal Topics		
2.14	<ul style="list-style-type: none"> • <i>use logical reasoning to make sense of his/her world using objects, words, pictures, numbers, and technology.</i> 	Appetizers 2.14; Main Dish Objective 13 (Reasonableness) Lessons 1 & 2		