

# MY ACHIEVEMENT

SOL	PAGE	DESCRIPTION	SCORE
2.1	1	a) read, write, and identify the place value of each digit in a three-digit numeral, using numeration models; and b) round two-digit numbers to the nearest ten.	23
2.2	6	Compare two whole numbers between 0 and 999, using symbols (>, <, or =) and words ( <i>greater than, less than, or equal to</i> ).	9
2.3	8	Identify the ordinal positions first through twentieth, using an ordered set of objects.	11
2.4	11	Identify the part of a set and/or region that represents fractions for one-half, one-third, one-fourth, one-eighth, and one-tenth and write the corresponding fraction.	12
2.5	14	a) count forward by twos, fives, and tens to 100, starting at various multiples of 2, 5, or 10, using mental mathematics, paper and pencil, hundred chart, calculators, and/or concrete objects, as appropriate; b) count backward by tens from 100; c) group objects by threes and fours; and d) recognize even and odd numbers, using objects.	15
2.6	19	Recall basic addition facts - i.e., sums to 18 or less - and the corresponding subtraction facts.	120
2.7	21	Given two whole numbers whose sum is 99 or less: a) estimate the sum; and b) find the sum, using various methods of calculation (mental computation, concrete materials, and paper and pencil).	10
2.8	23	Given two whole numbers, each of which is 99 or less: a) estimate the difference; and b) find the difference, using various methods of calculation (mental computation, concrete materials, and paper and pencil).	10
2.9	25	Create and solve one-step addition and subtraction problems using data from simple tables, picture graphs, bar graphs, and practical situations.	14
2.10	30	Given a simple addition or subtraction fact, will recognize and describe the related facts which represent and describe the inverse relationship between addition and subtraction.	11
2.11	33	a) count and compare a collection of pennies, nickels, dimes, and quarters whose total value is \$2.00 or less; and b) identify the correct usage of the cent symbol (¢), dollar symbol (\$), and decimal point (.).	8
2.12	36	Estimate and then use a ruler to make linear measurements to the nearest centimeter and inch, including measuring the distance around a polygon in order to determine perimeter.	10
2.13	40	Given grid paper, estimate and then count the number of square units needed to cover a given surface in order to determine area.	10
2.14	43	Estimate and then count the number of cubes in a rectangular box in order to determine volume.	7
2.15	45	Estimate and then determine weight/mass of familiar objects in pounds and/or kilograms, using a scale.	8
2.16	47	Tell and write time to the quarter hour, using analog and digital clocks.	11
2.17	51	Use actual measuring devices to compare metric and U.S. Customary units (cups, pints, quarts, gallons, and liters) for measuring liquid volume, using the concepts of <i>more, less, and equivalent</i> .	8

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2.18	53	a) use calendar language appropriately (e.g., <i>months, today, yesterday, next week, last week</i> ); b) determine past and future days of the week; and c) identify specific dates on a given calendar.		11
2.19	56	Read the temperature on a Celsius and/or Fahrenheit thermometer to the nearest 10 degrees		8
2.20	58	Identify, describe, and sort three-dimensional (solid) concrete figures, including a cube, rectangular solid (prism), square pyramid, sphere, cylinder, and cone, according to the number and shape of the solid's faces, edges, and corners.		19
2.21	64	Identify and create figures, symmetric along a line, using various concrete materials.		8
2.22	67	Compare and contrast plane and solid geometric shapes (circle/sphere, square/cube, and rectangle/rectangular solid).		8
2.23	70	Read, construct, and interpret a simple picture and bar graph.		13
2.24	76	Record data from experiments, using spinners and colored tiles/cubes, and use the data to predict which of two events is more likely to occur if the experiment is repeated.		10
2.25	81	Identify, create, and extend a wide variety of patterns, using numbers, concrete objects, and pictures.		8
2.26	84	Solve problems by completing a numerical sentence involving the basic facts for addition and subtraction. Examples include: $3 + \underline{\quad} = 7$ , or $9 - \underline{\quad} = 2$ . Students will create story problems, using the numerical sentences.		10