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

<table>
<thead>
<tr>
<th>Less emphasis on:</th>
<th>More emphasis on:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Standards for Mathematical Practice</strong></td>
<td><strong>Numbers and Operations</strong></td>
</tr>
<tr>
<td>• Describe mathematical “habits of mind”</td>
<td>• Developing thorough understanding of base ten numbers through thousands place (CC.2.1.2.B.2)</td>
</tr>
<tr>
<td>• Standards for mathematical proficiency: reasoning, problem solving, modeling, decision making, and engagement</td>
<td>• Comparing base ten numbers (up to 3-digit) using symbols &gt;, &lt;, = (CC.2.1.2.B.1)</td>
</tr>
<tr>
<td>• Connect with content standards in each grade</td>
<td>• 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)</td>
</tr>
<tr>
<td><strong>Numbers and Operations</strong></td>
<td><strong>Measurement</strong></td>
</tr>
<tr>
<td>• Developing understanding of fractions</td>
<td>• Relating addition and subtraction within 100 to solving word problems involving measurement of lengths (CC.2.4.2.A.6)</td>
</tr>
<tr>
<td>• Representing equivalent forms of the same number in various ways</td>
<td>• Relating whole numbers as lengths from 0 on a number line diagram (CC.2.4.2.A.6)</td>
</tr>
<tr>
<td>• Developing an understanding of mathematical properties</td>
<td>• Solving word problems involving money (dollar bills, quarters, dimes, nickels, pennies (CC.2.4.2.A.3)</td>
</tr>
<tr>
<td>• Ordering whole numbers</td>
<td>• Estimating values, sums, and differences</td>
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<td>• Finding lines of symmetry</td>
<td>• Reasoning with shapes through the partitioning of rectangles and circles into equal shares (CC.2.3.2.A.1)</td>
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<td><strong>Algebraic Concepts</strong></td>
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<td>• Using rules, patterns, or concrete objects to find missing elements in an addition or subtraction number sentence</td>
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<tr>
<td><strong>Data Analysis and Probability</strong></td>
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<td>• Working with probability of events and predicting outcomes</td>
<td>• Representing and interpreting data gathered from measuring lengths of several objects (CC.2.4.2.A.1)</td>
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<td>• Graphing and analyzing data and results of an experiment</td>
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