

Grade 2 Reading Online

CAT4 Item #	Alignment to MB Curriculum Codes	Notes
General Outcome 1— <i>Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.</i>		
1.1 Discover and Explore		
	1.1.1 Express Ideas	Make and talk about personal observations and predictions.
	1.1.2 Consider Others' Ideas	Ask for others' ideas and observations to help discover and explore personal understanding.
	1.1.3 Experiment with Language and Form	Use a variety of forms to organize and give meaning to familiar experiences, ideas, and information.
	1.1.4 Express Preferences	Express preferences for a variety of oral, literary, and media texts.
	1.1.5 Set Goals	Develop a sense of self as reader, writer, and illustrator.
1.2 Clarify and Extend		
2 (2 <i>Birdy Bath Time!</i>) 3 (3 <i>Birdy Bath Time!</i>) 28 (3 <i>Giant Pandas Gifts from China</i>) 35 (4 <i>Chick and Dee</i>)	1.2.1 Develop Understanding	Connect new information, ideas, and experiences with prior knowledge and experiences.
	1.2.2 Explain Opinions	Explain new experiences and understanding.
	1.2.3 Combine Ideas	Arrange ideas and information to make sense.
	1.2.4 Extend Understanding	Demonstrate curiosity about and question ideas and observations to make sense of experiences.
General Outcome 2— <i>Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.</i>		
2.1 Use Strategies and Cues		
18 (2 <i>Bug</i>) 23 (7 <i>Bug</i>) 36 (5 <i>Chick and Dee</i>) 38 (7 <i>Chick and Dee</i>)	2.1.1 Prior Knowledge	Make connections between texts, prior knowledge, and personal experiences.
9 (4 <i>Lional at School</i>) 16 (4 <i>Make your own Inuksuk</i>) 17 (1 <i>Bug</i>) 21 (5 <i>Bug</i>) 25 (2 <i>Giant Pandas Gifts from China</i>) 31 (8 <i>Giant Pandas Gifts from China</i>) 36 (3 <i>Chick and Dee</i>)	2.1.2 Comprehension Strategies	Explain anticipated meaning, recognize relationships, and draw conclusions; self-correct understanding using a variety of strategies.
6 (1 <i>Lional at School</i>) 14 (2 <i>Make your own Inuksuk</i>) 22 (6 <i>Bug</i>) 24 (1 <i>Giant Pandas Gifts from China</i>) 30 (7 <i>Giant Pandas Gifts from China</i>) 32 (1 <i>Chick and Dee</i>) 37 (6 <i>Chick and Dee</i>)	2.1.3 Textual Cues	Use textual cues to construct and confirm meaning.

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1 (1 <i>Birdy Bath Time!</i>) 5 (5 <i>Birdy Bath Time!</i>) 7 (2 <i>Lional at School</i>) 8 (3 <i>Lional at School</i>) 13 (1 <i>Make your own Inuksuk</i>) 19 (3 <i>Bug</i>) 20 (4 <i>Bug</i>) 27 (4 <i>Giant Pandas Gifts from China</i>) 28 (5 <i>Giant Pandas Gifts from China</i>) 39 (8 <i>Chick and Dee</i>) 40 (9 <i>Chick and Dee</i>)	2.1.4 Cueing Systems	Use syntactic, semantic, and graphophonic cues to construct and confirm meaning in context.
2.2 Respond to Texts		
	2.2.1 Experience Various Texts	Choose to engage in a variety of shared and independent listening, reading, and viewing experiences using texts from a variety of forms and genres and cultural traditions.
	2.2.2 Connect Self, Texts, and Culture	Discuss the experiences and traditions of various communities and cultures portrayed in oral, literary, and media texts.
12 (7 <i>Lional at School</i>)	2.2.3 Appreciate the Artistry of Texts	Identify and express the feelings of people in oral, literary, and media texts.
2.3 Understand Forms, Elements and Techniques		
	2.3.1 Forms and Genre	Recognize that information and ideas can be expressed in a variety of forms and genres.
11 (6 <i>Lional at School</i>)	2.3.2 Techniques and Elements	Identify the main characters and discuss in own words the beginning, middle, and ending of oral, literary, and media texts.
	2.3.3 Vocabulary	Use knowledge of commonalities in word families to increase vocabulary in a variety of contexts.
	2.3.4 Experiment with Language	Demonstrate interest in the sounds of words and word combinations in pattern books, poems, songs, and oral and visual presentations.
	2.3.5 Create Original Texts	Create original texts to communicate and demonstrate understanding of forms and techniques.
General Outcome 3— <i>Students will listen, speak, read, write, view and represent to manage ideas and information.</i>		
3.1 Plan and Focus		
	3.1.1 Use Personal Knowledge	Record personal knowledge of a topic to identify information needs.
	3.1.2 Ask Questions	Ask questions to understand a topic and identify information needs.
	3.1.3 Contribute to Group Inquiry	Contribute relevant information and questions to assist in group understanding of a topic or task.
	3.1.4 Create and Follow a Plan	Recall and follow directions for accessing and gathering information.
3.2 Select and Process		
	3.2.1 Identify Personal and Peer Knowledge	Participate in group talk to generate information on a topic and to identify sources of additional information.
	3.2.2 Identify Sources	Access information using a variety of sources.
	3.2.3 Assess Sources	Match information to inquiry or research needs.

CAT4 Item #	Alignment to MB Curriculum Codes	Notes
4 (<i>4 Birdy Bath Time!</i>) 10 (<i>5 Lionel at School</i>) 15 (<i>3 Make your own Inuksuk</i>) 29 (<i>6 Giant Pandas Gifts from China</i>) 33 (<i>2 Chick and Dee</i>)	3.2.4 Access Information	Use the specific library organizational system to locate information and ideas; use visual and auditory cues to make meaning.
	3.2.5 Make Sense of Information	Make connections between prior knowledge, ideas, information, and oral, visual, and written text features.
3.3 Organize, Record, and Assess		
	3.3.1 Organize Information	Categorize related information and ideas using a variety of strategies.
	3.3.2 Record Information	Record key facts and ideas in own words; identify titles and authors of sources.
	3.3.3 Evaluate Information	Examine gathered information to decide what information to share or omit.
	3.3.4 Develop New Understanding	Ask questions to reflect on inquiry or research experiences.

Grade 2 Vocabulary Online

CAT4 Item #	Alignment to MB Curriculum Codes	Notes
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General Outcome 1—Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.

1.1 Discover and Explore

	1.1.1 Express Ideas	Make and talk about personal observations and predictions.
	1.1.2 Consider Others' Ideas	Ask for others' ideas and observations to help discover and explore personal understanding.
	1.1.3 Experiment with Language and Form	Use a variety of forms to organize and give meaning to familiar experiences, ideas, and information.
	1.1.4 Express Preferences	Express preferences for a variety of oral, literary, and media texts.
	1.1.5 Set Goals	Develop a sense of self as reader, writer, and illustrator.

1.2 Clarify and Extend

	1.2.1 Develop Understanding	Connect new information, ideas, and experiences with prior knowledge and experiences.
	1.2.2 Explain Opinions	Explain new experiences and understanding.
	1.2.3 Combine Ideas	Arrange ideas and information to make sense.
	1.2.4 Extend Understanding	Demonstrate curiosity about and question ideas and observations to make sense of experiences.

General Outcome 2— Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.

2.1 Use Strategies and Cues

	2.1.1 Prior Knowledge	Make connections between texts, prior knowledge, and personal experiences.
	2.1.2 Comprehension Strategies	Explain anticipated meaning, recognize relationships, and draw conclusions; self-correct understanding using a variety of strategies.
	2.1.3 Textual Cues	Use textual cues to construct and confirm meaning.
	2.1.4 Cueing Systems	Use syntactic, semantic, and graphophonic cues to construct and confirm meaning in context.

2.2 Respond to Texts

	2.2.1 Experience Various Texts	Choose to engage in a variety of shared and independent listening, reading, and viewing experiences using texts from a variety of forms and genres and cultural traditions.
	2.2.2 Connect Self, Texts, and Culture	Discuss the experiences and traditions of various communities and cultures portrayed in oral, literary, and media texts.
	2.2.3 Appreciate the Artistry of Texts	Identify and express the feelings of people in oral, literary, and media texts.

2.3 Understand Forms, Elements and Techniques

	2.3.1 Forms and Genre	Recognize that information and ideas can be expressed in a variety of forms and genres.
	2.3.2 Techniques and Elements	Identify the main characters and discuss in own words the beginning, middle, and ending of oral, literary, and media texts.
	2.3.3 Vocabulary	Use knowledge of commonalities in word families to increase vocabulary in a variety of contexts.

CAT4 Item #	Alignment to MB Curriculum Codes	Notes
	2.3.4 Experiment with Language	Demonstrate interest in the sounds of words and word combinations in pattern books, poems, songs, and oral and visual presentations.

2.3.5 Create Original Texts

Create original texts to communicate and demonstrate understanding of forms and techniques.

General Outcome 3—*Students will listen, speak, read, write, view and represent to manage ideas and information.*

3.1 Plan and Focus

	3.1.1 Use Personal Knowledge	Record personal knowledge of a topic to identify information needs.
	3.1.2 Ask Questions	Ask questions to understand a topic and identify information needs.
	3.1.3 Contribute to Group Inquiry	Contribute relevant information and questions to assist in group understanding of a topic or task.
	3.1.4 Create and Follow a Plan	Recall and follow directions for accessing and gathering information.

3.2 Select and Process

	3.2.1 Identify Personal and Peer Knowledge	Participate in group talk to generate information on a topic and to identify sources of additional information.
	3.2.2 Identify Sources	Access information using a variety of sources.
	3.2.3 Assess Sources	Match information to inquiry or research needs.
	3.2.4 Access Information	Use the specific library organizational system to locate information and ideas; use visual and auditory cues to make meaning.
	3.2.5 Make Sense of Information	Make connections between prior knowledge, ideas, information, and oral, visual, and written text features.

3.3 Organize, Record, and Assess

	3.3.1 Organize Information	Categorize related information and ideas using a variety of strategies.
	3.3.2 Record Information	Record key facts and ideas in own words; identify titles and authors of sources.
	3.3.3 Evaluate Information	Examine gathered information to decide what information to share or omit.
	3.3.4 Develop New Understanding	Ask questions to reflect on inquiry or research experiences.

Grade 2 Writing Conventions Online

CAT4 Item #	Alignment to MB Curriculum Codes	Notes
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General Outcome 3—Students will listen, speak, read, write, view and represent to manage ideas and information.

3.1 Plan and Focus

	3.1.1 Use Personal Knowledge	Record personal knowledge of a topic to identify information needs.
	3.1.2 Ask Questions	Ask questions to understand a topic and identify information needs.
	3.1.3 Contribute to Group Inquiry	Contribute relevant information and questions to assist in group understanding of a topic or task.
	3.1.4 Create and Follow a Plan	Recall and follow directions for accessing and gathering information.

3.2 Select and Process

	3.2.1 Identify Personal and Peer Knowledge	Participate in group talk to generate information on a topic and to identify sources of additional information.
	3.2.2 Identify Sources	Access information using a variety of sources [such as elders, simple chapter books, concept books, multimedia, computers...].
	3.2.3 Assess Sources	Match information to inquiry or research needs.
	3.2.4 Access Information	Use the specific library organizational system to locate information and ideas; use visual and auditory cues to make meaning.
	3.2.5 Make Sense of Information	Make connections between prior knowledge, ideas, information, and oral, visual, and written text features.

3.3 Organize, Record, and Assess

	3.3.1 Organize Information	Categorize related information and ideas using a variety of strategies.
	3.3.2 Record Information	Record key facts and ideas in own words; identify titles and authors of sources.
	3.3.3 Evaluate Information	Examine gathered information to decide what information to share or omit.
	3.3.4 Develop New Understanding	Ask questions to reflect on inquiry or research experiences.

General Outcome 4—Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.

4.1 Generate and Focus

	4.1.1 Generate Ideas	Generate and contribute ideas on particular topics for oral, written, and visual texts.
	4.1.2 Choose Forms	Use a variety of forms for particular audiences and purposes.
	4.1.3 Organize Ideas	Order ideas to create a beginning, middle, and end in own oral, written, and visual texts.

4.2 Enhance and Improve

CAT4 Item #	Alignment to MB Curriculum Codes	Notes
	4.2.1 Appraise Own and Others' Work	Share own stories and creations with peers and respond to questions or comments; respond to own and others' work and presentations using pre-established criteria.
19 (1 Sentences (complete)) 20 (2 Sentences (complete)) 21 (3 Sentences (complete)) 22 (1 Sentences (fill-in-the-blank)) 23 (2 Sentences (fill-in-the-blank)) 24 (3 Sentences (fill-in-the-blank)) 25 (4 Sentences (fill-in-the-blank)) 26 (5 Sentences (fill-in-the-blank)) 27 (6 Sentences (fill-in-the-blank)) 28 (7 Sentences (fill-in-the-blank)) 29 (8 Sentences (fill-in-the-blank)) 30 (9 Sentences (fill-in-the-blank))	4.2.2 Revise Content	Revise illustrations and representations by adding or deleting words and details to make sense.
	4.2.3 Enhance Legibility	Form letters and words of consistent size and shape; print legibly using correct letter formation and spacing; explore and use the keyboard to compose and revise text.
	4.2.4 Enhance Artistry	Experiment with words and simple sentence patterns to enhance communication forms.
	4.2.5 Enhance Presentation	Combine illustrations and written texts to express ideas, feelings, and information.
4.3 Attend to Conventions		
16 (1 Sentences (NOUN)) 17 (2 Sentences (NOUN)) 18 (3 Sentences (NOUN))	4.3.1 Grammar and Usage	Check for word for beginning, middle, and end.
	4.3.2 Spelling (see Strategies)	Spell familiar words using a variety of strategies [including phonics, structural analysis, and visual memory] and resources.
1 (1 Capitalization and Punctuation 1) 2 (2 Capitalization and Punctuation 1) 3 (3 Capitalization and Punctuation 1) 4 (4 Capitalization and Punctuation 1) 5 (5 Capitalization and Punctuation 1) 6 (6 Capitalization and Punctuation 1) 7 (7 Capitalization and Punctuation 1) 8 (8 Capitalization and Punctuation 1) 9 (9 Capitalization and Punctuation 1) 10 (10 Capitalization and Punctuation 1) 11 (11 Capitalization and Punctuation 1) 12 (12 Capitalization and Punctuation 2) 13 (13 Capitalization and Punctuation 2) 14 (14 Capitalization and Punctuation 2) 15 (15 Capitalization and Punctuation 2)	4.3.3 Punctuation and Capitalization	Use periods and question marks as end punctuation.
4.4 Present and Share		
	4.4.1 Share Ideas and Information	Share information and ideas on a topic with a familiar audience; clarify information by responding to questions.
	4.4.2 Effective Oral Communication	Report briefly to the class using a clear voice and appropriate phrasing and intonation.
	4.4.3 Attentive Listening and Viewing	Demonstrate attentive audience behaviours.

CAT4 Item #	Alignment to MB Curriculum Codes	Notes
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General Outcome 5—*Students will listen, speak, read, write, view, and represent to celebrate and to build community.*

5.1 Develop and Celebrate Community

	5.1.1 Compare Responses	Tell, draw, and write about self, family, and community.
	5.1.2 Relate Texts to Culture	Talk about similarities among stories from oral, literary, and media texts from various communities.
	5.1.3 Appreciate Diversity	Connect situations portrayed in oral, literary, and media texts to personal experiences.
	5.1.4 Celebrate Special Occasions	Participate in shared language experiences to celebrate individual and class achievements.

5.2 Encourage, Support, and Work with Others

	5.2.1 Cooperate with Others	Work in a variety of cooperative and collaborative partnership and group structures.
	5.2.2 Work in Groups	Contribute related ideas and information in whole-class and small-group activities.
	5.2.3 Use Language to Show Respect	Adjust own language use for different situations.
	5.2.4 Evaluate Group Process	Acknowledge achievements of others; rehearse roles and responsibilities in group process by helping others and asking others for help.

Grade 2 Spelling Online

CAT4 Item #	Alignment to MB Curriculum Codes	Notes
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General Outcome 3—Students will listen, speak, read, write, view and represent to manage ideas and information.

3.1 Plan and Focus

	3.1.1 Use Personal Knowledge	Record personal knowledge of a topic to identify information needs.
	3.1.2 Ask Questions	Ask questions to understand a topic and identify information needs.
	3.1.3 Contribute to Group Inquiry	Contribute relevant information and questions to assist in group understanding of a topic or task.
	3.1.4 Create and Follow a Plan	Recall and follow directions for accessing and gathering information.

3.2 Select and Process

	3.2.1 Identify Personal and Peer Knowledge	Participate in group talk to generate information on a topic and to identify sources of additional information.
	3.2.2 Identify Sources	Access information using a variety of sources [such as elders, simple chapter books, concept books, multimedia, computers...].
	3.2.3 Assess Sources	Match information to inquiry or research needs.
	3.2.4 Access Information	Use the specific library organizational system to locate information and ideas; use visual and auditory cues to make meaning.
	3.2.5 Make Sense of Information	Make connections between prior knowledge, ideas, information, and oral, visual, and written text features.

3.3 Organize, Record, and Assess

	3.3.1 Organize Information	Categorize related information and ideas using a variety of strategies.
	3.3.2 Record Information	Record key facts and ideas in own words; identify titles and authors of sources.
	3.3.3 Evaluate Information	Examine gathered information to decide what information to share or omit.
	3.3.4 Develop New Understanding	Ask questions to reflect on inquiry or research experiences.

General Outcome 4—Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.

4.1 Generate and Focus

	4.1.1 Generate Ideas	Generate and contribute ideas on particular topics for oral, written, and visual texts.
	4.1.2 Choose Forms	Use a variety of forms for particular audiences and purposes.
	4.1.3 Organize Ideas	Order ideas to create a beginning, middle, and end in own oral, written, and visual texts.

4.2 Enhance and Improve

	4.2.1 Appraise Own and Others' Work	Share own stories and creations with peers and respond to questions or comments; respond to own and others' work and presentations using pre-established criteria.
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CAT4 Item #	Alignment to MB Curriculum Codes	Notes
	4.2.2 Revise Content	Revise illustrations and representations by adding or deleting words and details to make sense.
	4.2.3 Enhance Legibility	Form letters and words of consistent size and shape; print legibly using correct letter formation and spacing; explore and use the keyboard to compose and revise text.
	4.2.4 Enhance Artistry	Experiment with words and simple sentence patterns to enhance communication forms.
	4.2.5 Enhance Presentation	Combine illustrations and written texts to express ideas, feelings, and information.
4.3 Attend to Conventions		
	4.3.1 Grammar and Usage	Check for word for beginning, middle, and end.
1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20	4.3.2 Spelling (see Strategies)	Spell familiar words using a variety of strategies [including phonics, structural analysis, and visual memory] and resources.
	4.3.3 Punctuation and Capitalization	Use periods and question marks as end punctuation.
4.4 Present and Share		
	4.4.1 Share Ideas and Information	Share information and ideas on a topic with a familiar audience; clarify information by responding to questions.
	4.4.2 Effective Oral Communication	Report briefly to the class using a clear voice and appropriate phrasing and intonation.
	4.4.3 Attentive Listening and Viewing	Demonstrate attentive audience behaviours.
<i>General Outcome 5—Students will listen, speak, read, write, view, and represent to celebrate and to build community.</i>		
5.1 Develop and Celebrate Community		
	5.1.1 Compare Responses	Tell, draw, and write about self, family, and community.
	5.1.2 Relate Texts to Culture	Talk about similarities among stories from oral, literary, and media texts from various communities.
	5.1.3 Appreciate Diversity	Connect situations portrayed in oral, literary, and media texts to personal experiences.
	5.1.4 Celebrate Special Occasions	Participate in shared language experiences to celebrate individual and class achievements.
5.2 Encourage, Support, and Work with Others		
	5.2.1 Cooperate with Others	Work in a variety of cooperative and collaborative partnership and group structures.
	5.2.2 Work in Groups	Contribute related ideas and information in whole-class and small-group activities.
	5.2.3 Use Language to Show Respect	Adjust own language use for different situations.
	5.2.4 Evaluate Group Process	Acknowledge achievements of others; rehearse roles and responsibilities in group process by helping others and asking others for help.

Grade 2 Mathematics Online

CAT4 Item #	Alignment to MB Curriculum Codes	Notes
Number Sense		
	2.N.1. Say the number sequence from 0 to 100 by:	<ul style="list-style-type: none"> • 2s, 5s and 10s, forward and backward, using starting points that are multiples of 2, 5 and 10 respectively • 10s using starting points from 1 to 9 • 2s starting from 1 [C, CN, ME, R]
7 (7)	2.N.2. Demonstrate if a number (up to 100) is even or odd.	[C, CN, PS, R]
	2.N.3. Describe order or relative position using ordinal numbers.	[C, CN, R]
8 (8) 12 (12) 13 (13) 37 (13)	2.N.4. Represent and describe numbers to 100, concretely, pictorially and symbolically.	[C, CN, V]
3 (3) 4 (4) 11 (11)	2.N.5. Compare and order numbers up to 100.	[C, CN, R, V]
33 (9)	2.N.6. Estimate quantities to 100 by using referents.	[C, ME, PS, R]
	2.N.7. Illustrate, concretely and pictorially, the meaning of place value for numbers to 100.	[C, CN, R, V]
	2.N.8. Demonstrate and explain the effect of adding zero to or subtracting zero from any number.	[C, R]
	2.N.9. Demonstrate an understanding of addition (limited to 1- and 2-digit numerals) with answers to 100 and the corresponding subtraction by	<ul style="list-style-type: none"> • using personal strategies for adding and subtracting with and without the support of manipulatives • creating and solving problems that involve addition and subtraction • explaining that the order in which numbers are added does not affect the sum • explaining that the order in which numbers are subtracted may affect the difference. [C, CN, ME, PS, R, V]
	2.N.10. Apply mental mathematics strategies, including	<ul style="list-style-type: none"> • using doubles • making 10 • using one more, one less • using two more, two less • building on a known double • using addition for subtraction to develop recall basic addition facts to 18 and related subtraction facts. [C, CN, ME, R, V]
Strand: <i>Patterns and Relations</i>		
2 (2) 14 (14) 27 (3) 40 (6)	2.PR.1. Predict an element in a repeating pattern using a variety of strategies.	[C, CN, PS, R, V]

CAT4 Item #	Alignment to MB Curriculum Codes	Notes
5 (5) 17 (17) 22 (22) 26 (2) 34 (10) 35 (11) 44 (20) 45 (21) 47 (23) 48 (24)	2.PR.2. Demonstrate an understanding of increasing patterns by	<ul style="list-style-type: none"> • describing • reproducing • extending • creating patterns using manipulatives, diagrams, sounds, and actions (numbers to 100). [C, CN, PS, R, V]
	2.PR.3. Demonstrate and explain the meaning of equality and inequality by using manipulatives and diagrams (0 to100).	[C, CN, R, V]
	2.PR.4. Record equalities and inequalities symbolically using the equal symbol or the not-equal symbol.	[C, CN, R, V]
<i>Strand: Shape and Space</i>		
21 (21) 24 (24)	2.SS.1. Relate the number of days to a week and the number of months to a year in a problem-solving context.	[C, CN, PS, R]
16 (16)	2.SS.2. Relate the size of a unit of measure to the number of units (limited to non-standard units) used to measure length and mass (weight).	[C, CN, ME, R, V]
38 (14)	2.SS.3. Compare and order objects by length, height, distance around and mass (weight) using non-standard units, and make statements of comparison.	[C, CN, ME, R, V]
23 (23) 39 (15)	2.SS.4. Measure length to the nearest non-standard unit by	<ul style="list-style-type: none"> • using multiple copies of a unit • using a single copy of a unit (iteration process) [C, ME, R, V]
46 (22)	2.SS.5. Demonstrate that changing the orientation of an object does not alter the measurements of its attributes.	[C, R, V]
	2.SS.6. Sort 2-D shapes and 3-D objects using two attributes, and explain the sorting rule.	[C, CN, R, V]
6 (6)	2.SS.7. Describe, compare and construct 3-D objects, including	<ul style="list-style-type: none"> • cubes • spheres • cones • cylinders • prisms • pyramids [C, CN, R, V]
15 (15) 30 (6)	2.SS.8. Describe, compare and construct 2-D shapes including	<ul style="list-style-type: none"> • triangles • squares • rectangles • circles [C, CN, R, V]

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2.SS.9. Identify 2-D shapes as parts of 3-D objects in the environment.

Strand: *Statistics and Probability*

1 (1) 20 (20) 42 (18)	2.SP.1. Gather and record data about self and others to answer questions.	[C, CN, PS, V]
7 (7) 9 (9) 10 (10) 18 (18) 32 (8) 41 (17)	2.SP.2. Construct and interpret concrete graphs and pictographs to solve problems.	[C, CN, PS, R, V]

Grade 2 Computation Online

CAT4 Item #	Alignment to MB Curriculum Codes	Notes
Number Sense		
	2.N.1. Say the number sequence from 0 to 100 by:	<ul style="list-style-type: none"> • 2s, 5s and 10s, forward and backward, using starting points that are multiples of 2, 5 and 10 respectively • 10s using starting points from 1 to 9 • 2s starting from 1 [C, CN, ME, R]
	2.N.2. Demonstrate if a number (up to 100) is even or odd.	[C, CN, PS, R]
	2.N.3. Describe order or relative position using ordinal numbers.	[C, CN, R]
	2.N.4. Represent and describe numbers to 100, concretely, pictorially and symbolically.	[C, CN, V]
	2.N.5. Compare and order numbers up to 100.	[C, CN, R, V]
6 (6) 7 (7) 8 (8)	2.N.6. Estimate quantities to 100 by using referents.	[C, ME, PS, R]
	2.N.7. Illustrate, concretely and pictorially, the meaning of place value for numbers to 100.	[C, CN, R, V]
	2.N.8. Demonstrate and explain the effect of adding zero to or subtracting zero from any number.	[C, R]

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1 (1) 2 (2) 3 (3) 4 (4) 5 (5) 6 (6) 7 (7) 8 (8) 9 (9) 10 (10) 11 (11) 12 (12) 13 (1) 14 (2) 15 (3) 16(4) 17 (5) 18 (6) 19 (7) 20 (8) 21 (9) 22 (10) 23 (11) 24 (12) 25 (1) 26 (2) 27 (3) 28 (4) 29 (5) 33 (9) 35 (11) 36 (12)	2.N.9. Demonstrate an understanding of addition (limited to 1- and 2-digit numerals) with answers to 100 and the corresponding subtraction by	<ul style="list-style-type: none"> • using personal strategies for adding and subtracting with and without the support of manipulatives • creating and solving problems that involve addition and subtraction • explaining that the order in which numbers are added does not affect the sum • explaining that the order in which numbers are subtracted may affect the difference. [C, CN, ME, PS, R, V]
22 (10)	2.N.10. Apply mental mathematics strategies, including	<ul style="list-style-type: none"> • using doubles • making 10 • using one more, one less • using two more, two less • building on a known double • using addition for subtraction to develop recall basic addition facts to 18 and related subtraction facts. [C, CN, ME, R, V]
Strand: <i>Patterns and Relations</i>		
	2.PR.1. Predict an element in a repeating pattern using a variety of strategies.	[C, CN, PS, R, V]
	2.PR.2. Demonstrate an understanding of increasing patterns by	<ul style="list-style-type: none"> • describing • reproducing • extending • creating patterns using manipulatives, diagrams, sounds, and actions (numbers to 100). [C, CN, PS, R, V]
	2.PR.3. Demonstrate and explain the meaning of equality and inequality by using manipulatives and diagrams (0 to100).	[C, CN, R, V]

CAT4 Item #	Alignment to MB Curriculum Codes	Notes
	2.PR.4. Record equalities and inequalities symbolically using the equal symbol or the not-equal symbol.	[C, CN, R, V]
Strand: <i>Shape and Space</i>		
	2.SS.1. Relate the number of days to a week and the number of months to a year in a problem-solving context.	[C, CN, PS, R]
	2.SS.2. Relate the size of a unit of measure to the number of units (limited to non-standard units) used to measure length and mass (weight).	[C, CN, ME, R, V]
	2.SS.3. Compare and order objects by length, height, distance around and mass (weight) using non-standard units, and make statements of comparison.	[C, CN, ME, R, V]
	2.SS.4. Measure length to the nearest non-standard unit by	<ul style="list-style-type: none"> • using multiple copies of a unit • using a single copy of a unit (iteration process) [C, ME, R, V]
	2.SS.5. Demonstrate that changing the orientation of an object does not alter the measurements of its attributes.	[C, R, V]
	2.SS.6. Sort 2-D shapes and 3-D objects using two attributes, and explain the sorting rule.	[C, CN, R, V]
	2.SS.7. Describe, compare and construct 3-D objects, including	<ul style="list-style-type: none"> • cubes • spheres • cones • cylinders • prisms • pyramids [C, CN, R, V]
	2.SS.8. Describe, compare and construct 2-D shapes including	<ul style="list-style-type: none"> • triangles • squares • rectangles • circles [C, CN, R, V]
	2.SS.9. Identify 2-D shapes as parts of 3-D objects in the environment.	
Strand: <i>Statistics and Probability</i>		
	2.SP1. Gather and record data about self and others to answer questions.	[C, CN, PS, V]
	2.SP2. Construct and interpret concrete graphs and pictographs to solve problems.	[C, CN, PS, R, V]