

Mathematics – Grade 2

Skills	Dates	Pacing (which weeks)	CCSS #	CCSS Code	Standard
*Counting On *Making a ten *Decomposing a # leading to 10 *Relationships between +&- *Numbers equal to 10 *Equivalent Sums *Developing math fact fluency within 20	1 st 6 weeks	1-2 3-4	2	2.OA.B.2	2. Fluently add and subtract within 20 using mental strategies. By the end of Grade 2, know from memory all sums of two one-digit numbers. (See 1.OA.C.6 for a list of mental strategies.)
*Doubles & Doubles Plus 1 *Even and Odd *Use concrete objects to explore Addition & Sub. *Solving basic addition word problems *Equal Addends	1 st 6 weeks	5-6	3	2.OA.C.3	3. Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.
*Counting by 1's, 10's, 100's to 1,000 *Counting	2 nd 6 weeks	1-2	5	2.NTB.A.1	1. Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following special cases: a. 100 can be thought of as a bundle of ten tens – called a “hundred.”
	2 nd 6 weeks	1-2	5	2.NTB.A.1	1. Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following special cases: b. The numbers 100, 200, 300, 400 500, 600, 700, 80\0, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).
*Counting/Skip *Counting *Add 10 or 100 (Counting)	2 nd 6 weeks	1-2	6	2.NTB.A.2	2. Count within 1000; skip-count by 5s, 10s, and 100s.
*Place Value	2 nd 6 weeks	1-2	7	2.NTB.A.3	3. Read and write numbers to 1000 using base-ten numerals number names, and expanded form.
*Comparing Numbers	2 nd 6 weeks	1-2	8	2.NTB.A.4	4. Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, add < symbols to record the results of comparisons.
*Add within 100	2 nd 6 weeks	3-4	9	2.NTB.B.5	5. Fluently add and subtract within 100 using strategies based on place value and properties of operations.

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*Add up to four 2-digit numbers	2 nd 6 weeks	3-4 5-6	10	2.NBT.B.6	6. Add up to four two-digit numbers using strategies based on place value and properties of operations.
*Add to 1,000 with Concrete Models	2 nd 6 weeks	5-6	11	2.NBT.B.7	7. Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.
*Place Value & Addition Properties	2 nd 6 weeks	5-6	13	2.NBT.B.9	9. Explain why addition and subtraction strategies work, using place value and the properties of operations. (Explanations may be supported by drawings or objects.)
*Use number lines to add	2 nd 6 weeks	5-6	19	2.MD.B.6	6. Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0,1,2,..., and represent the whole-number sums and differences within 100 on a number line diagram.
*Subtraction without Regrouping *Subtraction with Regrouping in 10's and 1's	3 rd 6 weeks	1-2	5	2.NTB.A.1	1. Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following special cases: a. 100 can be thought of as a bundle of ten tens – called a “hundred.”
	3 rd 6 weeks	1-2	7	2.NTB.A.3	3. Read and write numbers to 1000 using base-ten numerals number names, and expanded form.
	3 rd 6 weeks	1-2 3-4	9	2.NTB.B.5	5. Fluently add and subtract within 100 using strategies based on place value and properties of operations.
	3 rd 6 weeks	1-2 3-4	10	2.NBT.B.6	6. Add up to four two-digit numbers using strategies based on place value and properties of operations.
*Subtraction with Regrouping in 100's, 10's and 1's	3 rd 6 weeks	1-2 3-4	11	2.NBT.B.7	7. Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.
	3 rd 6 weeks	1-2 3-4	13	2.NBT.B.9	9. Explain why addition and subtraction strategies work, using place value and the properties of operations. (Explanations may be supported by drawings or objects.)
*Real World Problems	3 rd 6 weeks	3-4	1	2.OA.A.1	1. Use addition and subtraction within 100 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.
*Two Step Problems	3 rd 6 weeks	3-4 5-6	19	2.MD.B.6	6. Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0,1,2,..., and represent the whole-number sums and differences within 100 on a number line diagram.

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*Real World Problems	3 rd 6 weeks	5-6	18	2.MD.B.5	5. Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.
*Multiplying 5: Using Dot Paper *Multiplying 10: Skip Counting and Using Dot Paper	4 th 6 weeks	1-2 3-4	6	2.NTB.A.2	2. Count within 1000; skip-count by 5s, 10s, and 100s.
*Multiplying 5: Skip Counting	4 th 6 weeks	1-2 3-4	4	2.OA.C.4	4. Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.
*Coins and Bills *Comparing Amounts of Money *Real World Problems *Money	4 th 6 weeks	3-4 5-6	21	2.MD.C.8	8. Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. <i>Example: If you have 2 dimes and 3 pennies, how many cents do you have?</i>
*Understanding Fractions	4 th 6 weeks	5-6	25	2.G.A.2	2. Partition a rectangle into rows and columns of the same-size squares and count to find the total number of them.
*Comparing Fractions *Adding and Subtracting Like Fractions	4 th 6 weeks	5-6	26	2.G.A.3	3 Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words <i>halves, thirds, half of, fourth of, a third of, etc.</i> , and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.
*The Minute Hand *Reading and Writing Time *Using am and pm *Elapsed Time	5 th 6 weeks	1-2	20	2.MD.C.7	7. Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.
*Reading Picture Graphs with Scales *Making Picture Graphs *Using Picture Graphs with Real World Problems *Plane Shapes (Recognize, identify, combine and draw *Solid Shapes (recognize, identify, build models, and combine)	5 th 6 weeks	3-4	23	2.MD.D.10	10. Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph.
*Measuring length using appropriate tools	5 th 6 weeks	5-6	14	2.MD.A.1	1. Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.
*Measuring length-	5 th 6 weeks	5-6	15	2.MD.A.2	2. Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit

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Combine 2 units of length					chosen.
*Estimate length using units of inches, feet, centimeters, and meters	5 th 6 weeks	5-6	16	2.MD.A.3	3. Estimate lengths using units of inches, feet, centimeters, and meters.
*Measure to decide how much longer one object is than another	5 th 6 weeks	5-6	17	2.MD.A.4	4. Measure to determine how much longer one object is than another, expressing the length difference in terms of the standard length unit.
*Length Measurements Plotted on a line graph	6 th 6 weeks	1-2	22	2.MD.D.9	9. Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.
*Multiplication and Division	6 th 6 weeks	3-4 5-6	4	2.OA.C.4	4. Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.

*Identify shapes, Recognize and Draw Shapes, Define Faces and Angles	24	2.G.A.1	Reason with shapes and their attributes.	1. Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces (compared directly or visually, not compared by measuring). Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.
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KEY

Achieve the Core Major Work and TN Focus Clusters/Standards of Grade 2
Achieve the Core Major Work of Grade 2
Required Fluencies of Grade 2
PARCC Supporting Clusters of Grade 2
PARCC Additional Clusters for Grade 2