

The following are embedded throughout the year, and are present in all units applicable:

Make sense of problems and persevere in solving them.

Reason abstractly and quantitatively.

Construct viable arguments and critique the reasoning of others.

Model with mathematics.

Use appropriate tools strategically.

Attend to precision.

Look for and make use of structure.

Look for and express regularity in repeated reasoning.

ANNUAL ASSESSMENT:

Delta/Inquiz-it-- September, January, and May

Discovery Education Math Assessments-- September, January, and May

OAISD Interim Assessment—September, January, and May

Unit Quick Quizzes

Fluency Checks (weekly)

Unit/ Essential Question	CCSS	Learning Target	Resources/ Mentor Texts	Assessment
Unit 1 Addition and Subtraction Within 20	<p>CC.2.OA.1 Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.</p> <p>CC.2.OA.2 Fluently add and subtract within 20 using mental strategies.2 By end of Grade 2, know from memory all sums of two one-digit numbers.</p> <p>CC.2.OA.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.</p>	<p>I can use strategies to solve addition and subtraction word problems.</p> <p>I know my addition and subtraction facts.</p> <p>I can group objects to tell if a number is odd or even.</p>	<p>Math Expressions Common Core Volume 1</p>	

	<p>CC.2.NBT.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.</p> <p>CC.2.NBT.6 Add up to four two-digit numbers using strategies based on place value and properties of operations.</p> <p>CC.2.NBT.9 Explain why addition and subtraction strategies work, using place value and the properties of operations.</p>	<p>I can add and subtract 3 addends.</p> <p>I can use place value to add and subtract.</p> <p>I can explain why I need to use addition or subtraction to help me solve problems.</p>		<p>Unit 1 review and test.</p>

	CCSS	Learning Target	Resources/ Mentor Texts	Assessment
<p>Unit/ Essential Question</p> <p>Unit 2 Addition Within 200</p>	<p>CC.2.OA.1 Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.</p> <p>CC.2.OA.2 Fluently add and subtract within 20 using mental strategies.2 By end of Grade 2, know from memory all sums of two one-digit numbers.</p> <p>CC.2.NBT.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.</p>	<p>I can use strategies to solve addition and subtraction word problems.</p> <p>I know my addition and subtraction facts.</p> <p>I can understand and use 100s, 10s, and 1s.</p>	<p>Math Expressions Common Core Volume 1</p>	

	<p>CC.2.NBT.1a 100 can be thought of as a bundle of ten tens — called a “hundred.”</p> <p>CC.2.NBT.2 Count within 1000; skip-count by 5s, 10s, and 100s.</p> <p>CC.2.NBT.3 Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.</p> <p>CC.2.NBT.4 Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using $>$, $=$, and $<$ symbols to record the results of comparisons.</p> <p>CC.2.NBT.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.</p>	<p>I can identify a “bundle” as 100.</p> <p>I can count to 1000 using 1’s, 5s, 10s and 100s.</p> <p>I can read and write numbers to 1000 in different ways.</p> <p>I can compare 3-digit numbers using $<$, $=$, $>$.</p> <p>I can add 2-digit numbers.</p>		
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	<p>CC.2.NBT.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.</p> <p>CC.2.NBT.8 Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900.</p> <p>CC.2.NBT.9 Explain why addition and subtraction strategies work, using place value and the properties of operations.</p> <p>CC.2.NBT.6 Add up to four two-digit numbers using strategies based on place value and properties of operation.</p>	<p>I can add and subtract with regrouping.</p> <p>I can add 10s and 100s in my head.</p> <p>I can explain why I need to use addition or subtraction to help me solve problems.</p> <p>I can add more than 2 big numbers.</p>		<p>Unit 2 review and test</p>
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Unit/ Essential Question	CCSS	Learning Target	Resources/ Mentor Texts	Assessment
Unit 3 Length and Shapes	<p>CC.2.OA.2 Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.</p>	<p>I know my addition facts.</p>	<p>Math Expressions Common Core Volume 1</p>	
	<p>CC.2.NBT.6 Add up to four two-digit numbers using strategies based on place value and properties of operation.</p>	<p>I can add more than 2 big numbers.</p>		
	<p>CC.2.MD.1 Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.</p>	<p>I can use different tools to measure objects.</p>		
	<p>CC.2.MD.3 Estimate lengths using units of inches, feet, centimeters, and meters.</p>	<p>I can estimate the lengths of objects.</p>		

	<p>CC.2.MD.4 Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.</p> <p>CC.2.G.1 Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces.1 Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.</p> <p>CC.2.NBT.4 Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using $>$, $=$, and $<$ symbols to record the results of comparisons.</p> <p>CC.2.NBT.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.</p>	<p>I can compare the length of 2 different objects.</p> <p>I can name and draw shapes.</p> <p>I can compare 3-digit numbers using $<$, $=$, and $>$.</p> <p>I can add and subtract 3-digit numbers.</p>		
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	<p>CC.2.MD.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 chosen.</p> <p>CC.2.MD.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.</p>	<p>I can compare the length of an object using two different units of measurement.</p> <p>I can make a table to organize data and use a table to make a line plot.</p>		<p>Unit 3 review and test</p>
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Unit/ Essential Question Unit 4 Subtract 2- Digit Numbers	CCSS CC.2.NBT.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.	Learning Target I can add and subtract with regrouping.	Resources/ Mentor Texts Math Expressions Common Core Volume 2	Assessment

	<p>CC.2.MD.8 Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have?</p> <p>CC.2.OA.1 Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.</p> <p>CC.2.NBT.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.</p>	<p>I can money to help me solve words problems.</p> <p>I can use strategies to solve addition word problems.</p> <p>I can understand and use 100s, 10s, and 1s.</p>		
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	<p>CC.2.NBT.1a 100 can be thought of as a bundle of ten tens — called a “hundred.”</p> <p>CC.2.NBT.1b The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).</p> <p>CC.2.NBT.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.</p>	<p>I can identify a “bundle” as 100.</p> <p>I know the hundreds numbers are the same as short word form.</p> <p>I can add and subtract 3-digit numbers.</p>		
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	<p>CC.2.NBT.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.</p> <p>CC.2.NBT.9 Explain why addition and subtraction strategies work, using place value and the properties of operations.</p> <p>CC.2.MD.8 Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have?</p>	<p>I can add and subtract with regrouping.</p> <p>I can explain why I need to use addition or subtraction to help me solve problems.</p> <p>I can count money to help me solve word problems.</p>		
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	<p>CC.2.OA.2 Fluently add and subtract within 20 using mental strategies.2 By end of Grade 2, know from memory all sums of two one-digit numbers.</p> <p>CC.2.NBT.2 Count within 1000; skip-count by 5s, 10s, and 100s.</p> <p>CC.2.NBT.6 Add up to four two-digit numbers using strategies based on place value and properties of operation.</p> <p>CC.2.MD.1 Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.</p> <p>CC.2.MD.3 Estimate lengths using units of inches, feet, centimeters, and meters.</p>	<p>know my addition and subtraction facts.</p> <p>I can count to 1000 using 1s, 5s, 10s, and 100s.</p> <p>I can add more than 2 big numbers.</p> <p>I can use different tools to measure objects.</p> <p>I can estimate the lengths of objects.</p>		
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	<p>CC.2.MD.4 Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.</p> <p>CC.2.MD.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.</p>	<p>I can compare the length of 2 different objects.</p> <p>I can use addition and subtraction to solve measurement problems.</p>		<p>Unit 4 Review and Test</p>
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<p>Unit/ Essential Question</p> <p>Unit 5</p> <p>Time, Graphs and Word Problems</p>	<p>CCSS</p> <p>CC.2.NBT.2 Count within 1000; skip-count by 5s, 10s, and 100s.</p> <p>CC.2.MD.7 Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.</p> <p>CC.2.G.3 Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.</p>	<p>Learning Target</p> <p>I can count to 1000 using 1s, 5s, 10s and 100s.</p> <p>I can tell time to 5 minutes and can understand a.m. and p.m.</p> <p>I can divide shapes into equal parts.</p>	<p>Resources/ Mentor Texts</p> <p>Math Expressions Common Core Volume 2</p>	<p>Assessment</p>

	<p>CC.2.OA.1 Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.</p> <p>CC.2.OA.2 Fluently add and subtract within 20 using mental strategies.2 By end of Grade 2, know from memory all sums of two one-digit numbers.</p> <p>CC.2.MD.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 problems1 using information presented in a bar graph.</p>	<p>I can use strategies to solves addition and subtraction word problems.</p> <p>I know my addition and subtraction facts.</p> <p>I can make a graph.</p>		
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	<p>CC.2.NBT.4 Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using $>$, $=$, and $<$ symbols to record the results of comparisons.</p> <p>CC.2.NBT.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.</p> <p>CC.NBT.6 Add up to four two-digit numbers using strategies based on place value and properties of operations.</p>	<p>I can compare 3-digit numbers using $<$, $=$, and $>$.</p> <p>I can add and subtract 3-digit numbers.</p> <p>I can add more than 2 big numbers.</p>		<p>Unit 5 Review and Test</p>
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Unit/ Essential Question	CCSS	Learning Target	Resources/ Mentor Texts	Assessment
<p>Unit 6</p> <p>3-Digit Addition and Subtraction</p>	<p>CC.2.NBT.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 as special cases:</p> <p>CC.2.NBT.1a 100 can be thought of as a bundle of ten tens — called a “hundred.”</p> <p>CC.2.NBT.1b The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).</p> <p>CC.2.NBT.2 Count within 1000; skip-count by 5s, 10s, and 100s.</p>	<p>I can understand and use 100s, 10s, and 1s.</p> <p>I can identify a “bundle” as 100.</p> <p>I know the hundreds numbers are the same as short word form.</p> <p>I can count to 1000 using 1s, 5s, 10s and 100s.</p>	<p>Math Expressions Common Core Volume 2</p>	

	<p>CC.2.NBT.3 Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.</p> <p>CC.2.NBT.4 Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using $>$, $=$, and $<$ symbols to record the results of comparisons.</p> <p>CC.2.NBT.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.</p>	<p>I can read and write numbers to 1000 in different ways.</p> <p>I can compare 3-digit numbers using $<$, $=$, and $>$.</p> <p>I can add and subtract with regrouping.</p>		
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	<p>CC.2.NBT.8 Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900.</p> <p>CC.2.NBT.9 Explain why addition and subtraction strategies work, using place value and the properties of operations.</p> <p>CC.2.MD.8 Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have?</p> <p>CC.2.OA.1 Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.</p>	<p>I can add and subtract tens and hundreds in my head.</p> <p>I can explain why I need to use addition or subtraction to help me solve problems.</p> <p>I can count money to help me solve word problems.</p> <p>I can use strategies to solve addition and subtraction word problems.</p>		
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	<p>CC.2.NBT.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.</p>	<p>I can add and subtract 3-digit numbers.</p>		<p>Unit 6 Review and Test</p>
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Unit/ Essential Question	CCSS	Learning Target	Resources/ Mentor Texts	Assessment
<p>Unit 7 Arrays, Equal Shares, and Adding or Subtracting Lengths</p>	<p>CC.2.OA.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.</p> <p>CC.2.OA.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.</p>	<p>I can group objects to tell if a number is odd or even.</p> <p>I can use repeated addition to help me understand multiplication.</p>	<p>Math Expressions Common Core Volume 2</p>	

	<p>CC.2.MD.1 Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.</p> <p>CC.2.G.1 Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces.1 Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.</p> <p>CC.2.G.2 Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.</p> <p>CC.2.G.3 Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.</p>	<p>I can use different tools to measure objects.</p> <p>I can name and draw shapes.</p> <p>I can find the area of a rectangle.</p> <p>I can divide shapes into equal parts.</p>		
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	<p>CC.2.OA.1 Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.</p> <p>CC.2.NBT.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.</p> <p>CC.2.NBT.6 Add up to four two-digit numbers using strategies based on place value and properties of operations.</p>	<p>I can use strategies to solve addition and subtraction word problems.</p> <p>I can add and subtract 3-digit numbers.</p> <p>I can add more than 2 big numbers.</p>		
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	<p>CC.2.MD.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.</p> <p>CC.2.MD.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 whole-number sums and differences within 100 on a number line diagram.</p>	<p>I can use addition and subtraction to solve measurement problems.</p> <p>I can make and use a number line.</p>		<p>Unit 7 Review and Test</p>
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Unit 1 review and test.