Month(s)	Highlighted Mathematical Processes	Domains	Essential Questions	Grade 2 Goals	Performance Based Assessments
September October November	**MP.6** Attend to precision. **MP.7** Look for and make use of structure. **MP.8** Look for and express regularity in repeated reasoning.	Critical Area 1: Number Sense and Place Value Chapters 1–2	**Chapter 1:** How do you use place value to find the values of numbers and describe numbers in different ways? **Chapter 2:** How can you use place value to model, write, and compare 3-digit numbers?	**Work with equal groups of objects to gain foundations for multiplication.** 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. **Understand place value.** 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: 2.NBT.1a 100 can be thought of as a bundle of ten tens — called a "hundred." 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). 2.NBT.2 Count within 1000; skip-count by 5s, 10s, and 100s. 2.NBT.3 Read and write numbers to 1000 using base-ten numerals, number names, and expanded form. 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. **Use place value understanding and properties of operations to add and subtract.** 2.NBT.8 Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, and < symbols to record the results of comparisons.	*Beginning of the Year Baseline Assessment *Show What You Know *Mid-Chapter Checkpoint *Chapter Review *Chapter Test * Performance Task *Problem of the Month **Chapter 1:** Children determine whether 2-digit numbers are odd or even. They read, write, and model numbers using concepts of place value. They represent equivalent forms of tens and ones by using words and numbers. They complete patterns by skip-counting by 10s and 100s. **Chapter 2:** Children derive 3-digit numbers based on place-value clues. They count on and count back by 10s and 100s to derive new numbers. They use place value to compare 3-digit numbers. They model and write 3-digit numbers in different ways.

Month(s)	Highlighted Mathematical Processes	Domains	Essential Questions	Grade 2 Goals	Performance Based Assessments
November December January February	**MP.1** Make sense of problems and persevere in solving them. **MP.2** Reason abstractly and quantitatively. **MP.4** Model with mathematics.	Critical Area 2: Addition and Subtraction Chapters 3–6	**Chapter 3:** How can you use patterns and strategies to find sums and differences for basic facts? **Chapter 4:** How do you use place value to add 2-digit numbers, and what are some different ways to add 2-digit numbers? **Chapter 5:** How do you use place value to subtract 2-digit numbers with and without regrouping? **Chapter 6:** What are some strategies for adding and subtracting 3-digit numbers?	**Represent and solve problems involving addition and subtraction.** 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. **Add and subtract within 20.** 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. Work with equal groups of objects to gain foundations for multiplication. 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 the sum of equal addends. **Use place value understanding and properties of operations to add and subtract.** 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. 2.NBT.6 Add up to four two-digit numbers using strategies based on place value and properties of operations. 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 subtractions; 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. 2.NBT.9 Explain why addition and subtraction strategies work, using place value and the properties of operations.	*Middle of Year Baseline Assessment *Show What You Know *Mid-Chapter Checkpoint *Chapter Review/Test *Chapter Test * Performance Task *Problem of the Mont **Chapter 3:** Children solve 1-step and 2-step addition and subtraction problems involving 1-digit and 2-digit numbers to 20. **Chapter 4:** Children solve addition problems involving 2-digit numbers by applying various strategies. **Chapter 5:** Children solve subtraction problems involving 2-digit numbers. They solve multistep problems involving subtraction. **Chapter 6:** Children solve word problems in 3-digit addition and subtraction with and without regrouping. They use both the comparison and the take-away model to carry out subtraction. They determine which pairs of numbers can be added without regrouping and which pairs require regrouping to be added. They compare sums and differences to determine which of two numbers is greater.

Month(s)	Highlighted Mathematical Processes	Domains	Essential Questions	Grade 2 Goals	Performance Based Assessments
March April May	**MP.3** Construct viable arguments and critique the reasoning of others. **MP.6** Attend to precision. **MP.8** Look for and express regularity in repeated reasoning.	**Measurement and Data** Critical Area 3: Measurement and Data Chapters 7-9	**Chapter 7:** How do you use the values of coins and bills to find the total value of a group of money, and how do you read times shown on analog and digital clocks? **Chapter 8:** What are some of the methods and tools that can be used to estimate and measure length? **Chapter 9:** What are some of the methods and tools that can be used to estimate and measure length in metric units?	**Measure and estimate lengths in standard units.** 2.MD.1 Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes. 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. 2.MD.3 Estimate lengths using units of inches, feet, centimeters, and meters. 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. **Relate addition and subtractions to length.** 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 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. **Work with time and money.** 2.MD.7 Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m. 2.MD.8 Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ and ¢ symbols appropriately. **Represent and interpret data.** 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.	*Show What You Know *Mid-Chapter Checkpoint *Chapter Review/Test *Chapter Test *Performance Task *Problem of the Month **Chapter 7:** Children count collections of coins, sometimes including a dollar bill, and write the total amount using dollars and cents symbols as appropriate. Students represent money amounts using different collections of coins. They read times on analog clocks and write them in proper format. They draw hands on analog clocks to show various times and determine whether times are more likely to be A.M. or P.M. **Chapter 8:** Children use measurement data to complete a line plot. They use a tool to take a measurement and explain which tool should be used to take a specific measurement. They estimate length based on a known measurement. They add lengths in inches. They solve problems based on the relationship between inches and feet and then explain their answers. **Chapter 9:** Children complete picture and bar graphs based on data from surveys. They read tally charts, bar graphs, and picture graphs and answer questions about them. They add and subtract to answer questions about graphs. They relate information on tally charts to bar graphs.

Month(s)	Highlighted Mathematical Processes	Domains	Essential Questions	Grade 2 Goals	Performance Based Assessments
May June	**MP.1** Make sense of problems and persevere in solving them. **MP.3** Construct viable arguments and critique the reasoning of others. **MP.6** Attend to precision. **MP.8** Look for and express regularity in repeated reasoning.	**Critical Area 4: Geometry and Fractions** **Critical Area 3: Measurement and Data Chapter 10**	**Chapter 11:** What are some two-dimensional shapes and three-dimensional shapes, and how can you show equal parts of shapes? **Chapter 10:** How do tally charts, picture graphs and bar graphs help you to solve problems?	**Reason with shapes and their attributes.** 2.G.1 Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes. 2.G.2 Partition a rectangle into rows and columns of same-size squares and count to find the total number of them. 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. **Represent and interpret data.** 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. 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 problems using information presented in a bar graph.	*End of Year Baseline Assessment *Show What You Know *Mid-Chapter Checkpoint *Chapter Review/Test *Chapter Test *Performance Task *Problem of the Month **Chapter 11:** Children identify and draw two- and three-dimensional shapes based on their attributes. They count the number of square tiles needed to cover a rectangle. They divide a shape into equal shares in more than one way. **Chapter 10:** Children complete picture and bar graphs based on data from surveys. They read tally charts, bar graphs, and picture graphs and answer questions about them. They add and subtract to answer questions about graphs. They relate information on tally charts to bar graphs.