**Number Sense, Properties, and Operations**

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|  |  | **Qrt 1** | **Qrt 2** | **Qrt 3** | **Qrt 4** |
| CCSS: 2.NBT.1 | Represent the digits of a three-digit number as hundreds, tens, and ones. |  |  |  |  |
| CCSS: 2.NBT.2 | Count within 1000 |  |  |  |  |
| CCSS: 2.NBT.2 | Skip-count by 5s, 10s, and 100s |  |  |  |  |
| CCSS: 2.NBT.3 | Read and write numbers to 1000 using base-ten numerals, number names, and expanded form. |  |  |  |  |
| CCSS: 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 |  |  |  |  |
| CCSS: 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 |  |  |  |  |
| CCSS: 2.NBT.6 | Add up to four two-digit numbers using strategies based on place value and properties of operations. |  |  |  |  |
| CCSS: 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. |  |  |  |  |
| CCSS: 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. |  |  |  |  |
| CCSS: 2.NBT.9 | Explain why addition and subtraction strategies work, using place value and the properties of operations. |  |  |  |  |
| CCSS: 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 |  |  |  |  |
| CCSS: 2.OA.2) | Fluently add and subtract within 20 using mental strategies. |  |  |  |  |
| CCSS: 2.OA.2 | Know from memory all sums of two one-digit numbers |  |  |  |  |
| CCSS: 2.OA.3 | Determine whether a group of objects (up to 20) has an odd or even number of members |  |  |  |  |
| CCSS: 2.OA.3 | Write an equation to express an even number as a sum of two equal addends |  |  |  |  |
| CCSS: 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 and write an equation to express the total as a sum of equal addends. |  |  |  |  |

**Data Analysis, Statistics, and Probability**

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|  |  | **Qrt 1** | **Qrt 2** | **Qrt 3** | **Qrt 4** |
| CCSS: 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. |  |  |  |  |
| CCSS: 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. |  |  |  |  |
| CCSS: 2.MD.10 | Solve simple put together, take-apart, and compare problems using information presented in picture and bar graphs. |  |  |  |  |

**Shape, Dimension, and Geometric Relationships**

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|  |  | **Qrt 1** | **Qrt 2** | **Qrt 3** | **Qrt 4** |
| CCSS: 2.G.1 | Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. |  |  |  |  |
| CCSS: 2.G.1 | Identify triangles, quadrilaterals, pentagons, hexagons, and cubes. |  |  |  |  |
| CCSS: 2.G.2 | Partition a rectangle into rows and columns of same-size squares and count to find the total number of them. |  |  |  |  |
| CCSS: 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. |  |  |  |  |
| CCSS: 2.G.3 | Recognize that equal shares of identical wholes need not have the same shape |  |  |  |  |
| CCSS: 2.MD.1 | Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes. |  |  |  |  |
| CCSS: 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. |  |  |  |  |
| CCSS: 2.MD.3 | Estimate lengths using units of inches, feet, centimeters, and meters. |  |  |  |  |
| CCSS: 3.MD.8 | Finds rectangles with the same perimeter and different areas or with the same area and different perimeters. |  |  |  |  |
| CCSS: 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. |  |  |  |  |
| CCSS: 2.MD.5 | Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units[[1]](#endnote-1) and equations with a symbol for the unknown number to represent the problem. |  |  |  |  |
| CCSS: 2.MD.6 | Represent whole numbers as lengths from 0 on a number line[[2]](#endnote-2) diagram and represent whole-number sums and differences within 100 on a number line diagram. |  |  |  |  |
| CCSS: 2.MD.7 | Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m. |  |  |  |  |
| CCSS: 2.MD.8 | Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ and ￠ symbols appropriately |  |  |  |  |

1. [↑](#endnote-ref-1)
2. [↑](#endnote-ref-2)