

NUMBER SENSE

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY
<ul style="list-style-type: none"> • Ones • Fives • Tens • Hundreds 	<p>2.NS.1: Count by ones, fives, tens and hundreds up to at least 1,000.</p>	<ul style="list-style-type: none"> • Count by ones up to 200. • Count by fives up to 200. • Count by 10 up to 200. • Fill in missing numbers in number patterns counting by 1, 5, and 10 up to 200. 	<ul style="list-style-type: none"> • Oral assessment • Math journal • Exit slips 	<ul style="list-style-type: none"> • Ones • Fives • Tens • Hundreds • pattern
<ul style="list-style-type: none"> • Whole numbers • Models • Standard form • Expanded form • Equivalent form 	<p>2.NS.2: Read and write whole numbers up to 1000. Use words, models, standard form and expanded form to represent and show equivalent forms of whole numbers up to 1000.</p>	<ul style="list-style-type: none"> • Read numbers up to 200. • Write numbers up to 200. • Write numbers in expanded form up to 200. • Show with base ten blocks equivalent forms of numbers. • Write a visual representation of equivalent forms. 	<ul style="list-style-type: none"> • Oral assessment • Math journal • Exit slips • Quizzes (equivalent forms, writing numbers) 	<ul style="list-style-type: none"> • Whole numbers • Models • Standard form • Expanded form • Equivalent form

<ul style="list-style-type: none"> • Whole numbers • Number line 	<p>2.NS.3: Plot and compare whole numbers up to 1000 on a number line.</p>	<ul style="list-style-type: none"> • Plot numbers on a number line up to 100. • Plot two numbers on the same number line up to 100. • Discuss which number is larger and which is smaller. 	<ul style="list-style-type: none"> • Math journals • Exit slips • Classroom number lines 	<ul style="list-style-type: none"> • Whole numbers • Number line • Compare lines
<ul style="list-style-type: none"> • Ordinal numbers 	<p>2.NS.4: Match the ordinal numbers, first, second, third, up to 30 items.</p>	<ul style="list-style-type: none"> • Count objects/people using ordinal numbers. • Read word form of ordinal numbers and match with an object in that place. 	<ul style="list-style-type: none"> • Classroom discussion • Oral assessment • Exit slips 	<ul style="list-style-type: none"> • Ordinal number • First- Thirtieth
<ul style="list-style-type: none"> • Odd numbers • Even numbers 	<p>2.NS.5: Determine whether a group of objects (up to 20) has an odd or even number (by grouping or pairing objects or counting by 2).</p>	<ul style="list-style-type: none"> • Divide groups of objects to identify if the number of objects is even or odd. • Count by twos to identify if the number is even or odd. 	<ul style="list-style-type: none"> • Classroom discussion • Oral assessment • Exit slips 	<ul style="list-style-type: none"> • Odd • Even
<ul style="list-style-type: none"> • Digit • Hundreds • Tens • Ones 	<p>2.NS.6: Understand that the three digits of a three digit number represent hundreds, tens, and ones. Understand that 100 can be thought of as a group of ten tens- called a hundred.</p>	<ul style="list-style-type: none"> • Represent 3 digit numbers using base ten blocks. • Write the base ten block symbols on paper to show 2 digit and 3 digit numbers. 	<ul style="list-style-type: none"> • Oral assessment • Math journal • Exit slips • IXL 	
<ul style="list-style-type: none"> • Place value • Digit • Hundreds • Tens • Ones • Comparison symbols 	<p>2.NS.7: Use place value understanding to compare two three digit numbers based on meanings of the hundreds, tens, and ones digits using $>$, $<$, and $=$</p> <p>PS.2: Reason abstractly and quantitatively</p>	<ul style="list-style-type: none"> • Compare up 2 digit numbers. • Write comparison symbols $<=>$ to compare 2 digit numbers. • Represent a situation symbolically. • Makes sense of quantities and their relationships. 	<ul style="list-style-type: none"> • Oral assessment • Math journal • Exit slips • Quizzes (compare 2 numbers) • IXL 	<ul style="list-style-type: none"> • Comparison symbols • Greater than • Less than • Equal to

COMPUTATION AND ALGEBRAIC THINKING

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY
<ul style="list-style-type: none"> Add Subtract 	<p>2.CA.1: Add and subtract fluently within 100.</p>	<ul style="list-style-type: none"> Add whole numbers up to 50. Subtract whole numbers up to 50. Complete 25 addition facts in 5 minutes. 	<ul style="list-style-type: none"> Timed test Corporation addition and subtraction time test 	<ul style="list-style-type: none"> Add Subtract Fluency
<ul style="list-style-type: none"> Addition Subtraction Unknowns 	<p>2.CA.2: Solve real world problems involving addition and subtraction within 100 in situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all parts of the addition or subtraction problem (using a symbol for the unknown number) Use estimation to decide whether answers are reasonable.</p> <p>PS.1: Make sense of problems and persevere in solving them.</p> <p>PS.3: Construct viable arguments and critique the reasoning of others.</p>	<ul style="list-style-type: none"> Read and identify if the word problem requires addition or subtraction. Identify the steps needed to solve problems with unknown numbers. Use symbol to represent unknown number in problem. Explain to a partner the meaning of the problem. Ask “Does this make sense?” “Is my answer reasonable?” Listen to arguments of others and ask questions to make sense. 	<ul style="list-style-type: none"> Worksheets Math journals Quizzes (word problems of various types) 	<ul style="list-style-type: none"> Word problems Unknown Symbols

<ul style="list-style-type: none"> • Sum • Commutative property • Associative property 	<p>2.CA.6: Show how the order in which two numbers are added and how the numbers are grouped in addition will not change the sum (commutative and associative property.)</p>	<ul style="list-style-type: none"> • Use manipulatives to show that adding 2 1-digit numbers in any order will not change the sum. • Use terms sum, commutative property, and associative property. 	<ul style="list-style-type: none"> • Math journals • Worksheets 	<ul style="list-style-type: none"> • Sum • Commutative property • Associative property
<ul style="list-style-type: none"> • Patterns 	<p>2.CA.7: Create, extend, and give an appropriate rule for number patterns using addition and subtraction within 1000.</p>	<ul style="list-style-type: none"> • Extend number patterns using addition and subtraction up to 500. • Create number patterns using addition and subtraction up to 500. 	<ul style="list-style-type: none"> • Oral assessment • Math journal • Exit slips • Quizzes (patterns) • IXL • 	<ul style="list-style-type: none"> • Patterns

MEASUREMENT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY
Time	2.M.5: Tell and write time to the nearest five minutes from analog clocks. Solve real world problems involving addition and subtraction of time intervals on the hour or half hour.	<ul style="list-style-type: none"> • Tell time to the nearest 5 minutes. 	<ul style="list-style-type: none"> • Math journal • Worksheets Classroom discussion 	<ul style="list-style-type: none"> • Analog clock
<ul style="list-style-type: none"> • Time • Seconds • Minutes • Hours • Days • Weeks • Months • Year 	2.M.6: Describe relationships of time including, seconds in a minute; minutes in an hour; hours in a day; days in a week; and days, weeks, months in a year.	<ul style="list-style-type: none"> • Tell how many seconds are in a minute. • Tell how many minutes are in an hour. • Tell how many hours are in a day. • Tell how many days in a week. • Tell how many days in a year. • Tell how many weeks in a year. • Tell how many months in a year. 	<ul style="list-style-type: none"> • Classroom discussion (calendar time) 	<ul style="list-style-type: none"> • Calendar • Time • Seconds • Minutes • Hours • Days • Weeks • Months • Year

POWER STANDARDS

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ILEARN
<ul style="list-style-type: none"> • Word problems • Addition • Subtraction • Multiplication • Division • Equations • Symbol 	<p>PS.1: Make sense of problems and persevere in solving them.</p>	<ul style="list-style-type: none"> • Explain to themselves the meaning of a problem. • Ask “Does this make sense?” “Is my answer reasonable?” • Solve problems using representations. • Write equations to describe a situation. 	<ul style="list-style-type: none"> • Math journal • Exit slips • Classroom observation • Dry erase boards • Quick check 	<ul style="list-style-type: none"> • Symbol • Equation • Evaluate 	<p>Important</p>
<ul style="list-style-type: none"> • Word problems • Addition • Subtraction • Multiplication • Division • Equations • Symbol 	<p>PS.2: Reason abstractly and quantitatively.</p>	<ul style="list-style-type: none"> • Use properties of operation and equality. 	<ul style="list-style-type: none"> • Math journal • Exit slips • Classroom observation • Dry erase boards • Quick check 	<ul style="list-style-type: none"> • Reasoning 	<p>Important</p>
<ul style="list-style-type: none"> • Word problems • Addition • Subtraction • Multiplication • Division • Equations • Symbol 	<p>PS.3: Construct viable arguments and critique the reasoning of others.</p>		<ul style="list-style-type: none"> • Math journal • Exit slips • Classroom observation • Dry erase boards • Quick check 	<ul style="list-style-type: none"> • Define • Results • Organize • Argument • Justify • Clarify 	<p>Important</p>
<ul style="list-style-type: none"> • Word problems • Addition • Subtraction • Multiplication • Division • Equations • Symbol 	<p>PS.4: Model with mathematics.</p>	<ul style="list-style-type: none"> • Solve problems using representations. • Write equations to describe a situation. 	<ul style="list-style-type: none"> • Math journal • Exit slips • Classroom observation • Dry erase boards • Quick check 	<ul style="list-style-type: none"> • Apply • Revise • Interpret • Reflect • Improve 	<p>Important</p>

<ul style="list-style-type: none"> • Word problems • Addition • Subtraction • Multiplication • Division • Equations • Symbol 	PS.5: Use appropriate tools strategically.		<ul style="list-style-type: none"> • Math journal • Exit slips • Classroom observation • Dry erase boards • Quick check 	<ul style="list-style-type: none"> • Protractor • Spreadsheet • Develop • Represent • 	Important
<ul style="list-style-type: none"> • Word problems • Addition • Subtraction • Multiplication • Division • Equations • Symbol 	PS.6: Attend to precision	<ul style="list-style-type: none"> • Calculate accurately 	<ul style="list-style-type: none"> • Math journal • Exit slips • Classroom observation • Dry erase boards • Quick check 	<ul style="list-style-type: none"> • Define • Symbols • Calculate • Results 	Important
<ul style="list-style-type: none"> • Word problems • Addition • Subtraction • Multiplication • Division • Equations • Symbol 	PS.7: Look for and make use of structure.	<ul style="list-style-type: none"> • Discern a pattern or structure. • Look for general methods and short cuts. 	<ul style="list-style-type: none"> • Math journal • Exit slips • Classroom observation • Dry erase boards • Quick check 	<ul style="list-style-type: none"> • Pattern • Structure 	Important
<ul style="list-style-type: none"> • Word problems • Addition • Subtraction • Multiplication • Division • Equations • Symbol 	PS.8: Look for and express regularity in repeated reasoning.	<ul style="list-style-type: none"> • Extend a pattern using the rule. 	<ul style="list-style-type: none"> • Math journal • Exit slips • Classroom observation • Dry erase boards • Quick check 	<ul style="list-style-type: none"> • Regularity • Formula • Evaluate • Reasonable 	Important

NUMBER SENSE				
CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY
<ul style="list-style-type: none"> Ones Fives Tens Hundreds 	<p>2.NS.1: Count by ones, fives, tens and hundreds up to at least 1,000</p>	<ul style="list-style-type: none"> Count by ones up to 500. Count by fives up to 500. Count by 10 up to 500. Count by 100s up to 1,000. Fill in missing numbers in number patterns counting by 1, 5, 10 up to 500. 	<ul style="list-style-type: none"> Oral assessment Math journal Exit slips 	
<ul style="list-style-type: none"> Whole numbers Models Standard form Expanded form Equivalent form 	<p>2.NS.2: Read and write whole numbers up to 1000. Use words, models, standard form and expanded form to represent and show equivalent forms of whole numbers up to 1000.</p>	<ul style="list-style-type: none"> Read numbers up to 500. Write numbers up to 500. Write numbers in expanded form up to 500. Show with base ten blocks equivalent forms of numbers. Write a visual representation of equivalent forms. 	<ul style="list-style-type: none"> Oral assessment Math journal Exit slips Quizzes (equivalent forms, writing numbers) IXL 	
<ul style="list-style-type: none"> Whole numbers Number line 	<p>2.NS.3: Plot and compare whole numbers up to 1000 on a number line</p>	<ul style="list-style-type: none"> Plot numbers on a number line up to 500. Plot two numbers on the same number line up to 500. Discuss which number is larger and which is smaller. 	<ul style="list-style-type: none"> Math journals Exit slips Classroom number lines IXL 	

COMPUTATION AND ALGEBRAIC THINKING

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY
<ul style="list-style-type: none"> • Add • Subtract 	<p>2.CA.1: Add and subtract fluently within 100</p>	<ul style="list-style-type: none"> • Add whole numbers up to 100. • Subtract whole numbers up to 100. • Complete 50 addition facts in 5 minutes. 	<ul style="list-style-type: none"> • Oral assessment • Math journal • Exit slips • Quizzes (facts quizzes) • IXL 	
<ul style="list-style-type: none"> • Addition • Subtraction • Unknowns 	<p>2.CA.2: Solve real world problems involving addition and subtraction within 100 in situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all parts of the addition or subtraction problem (using a symbol for the unknown number) Use estimation to decide whether answers are reasonable.</p>	<ul style="list-style-type: none"> • Read and identify if the word problem requires addition or subtraction using 2 digit numbers. • Identify the steps needed to solve problems with unknown numbers. • Use symbol to represent unknown number in problem. • Calculate accurately. • Use correct mathematical terms and language. 	<ul style="list-style-type: none"> • Oral assessment • Math journal • Exit slips • Quizzes (word problems) • IXL 	
<ul style="list-style-type: none"> • Lengths • Addition • Subtraction 	<p>2.CA.3: Solve real world problems involving addition and subtraction within 100 in situations involving lengths that are given in the same units.</p>	<ul style="list-style-type: none"> • Identify the lengths in word problems. • Use 2 digit numbers for lengths up to 50. • Determine if addition or subtraction is needed to solve the problem. • Add 2 given lengths. • Subtract 2 given lengths. • Use correct unit in label. • Specify units of measure. 		

<ul style="list-style-type: none"> • Addition • Arrays • Rows • Columns • Sum 	<p>2.CA.5: 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 groups</p>	<ul style="list-style-type: none"> • Arrange objects in an array up to 5X5. • Add repeatedly to find total number. 	<ul style="list-style-type: none"> • Oral assessment • Math journal • Exit slips • Quizzes (word problems) • IXL E21-E24 	<ul style="list-style-type: none"> • Array • Row • Column
<ul style="list-style-type: none"> • Sum • Commutative property • Associative property 	<p>2.CA.6: Show how the order in which two numbers are added and how the numbers are grouped in addition will not change the sum (commutative and associative property).</p>	<ul style="list-style-type: none"> • Use manipulatives to show that adding 2 2-digit numbers in any order will not change the sum. • Use terms sum, commutative property, and associative property. 	<ul style="list-style-type: none"> • Oral assessment • Math journal • Exit slips • Quizzes (commutative property/associate property) • IXL 	
<ul style="list-style-type: none"> • Patterns 	<p>2.CA.7: Create, extend, and give an appropriate rule for number patterns using addition and subtraction within 1000.</p>	<ul style="list-style-type: none"> • Extend number patterns using addition and subtraction up to 500. • Create number patterns using addition and subtraction up to 500. 	<ul style="list-style-type: none"> • Oral assessment • Math journal • Exit slips • Quizzes (patterns) • IXL 	<ul style="list-style-type: none"> • Patterns

MEASUREMENT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY
<ul style="list-style-type: none"> • Inch • Foot • Yard • Centimeter • Meter 	<p>2.M.1: Describe the relationship amount inch, foot and yard, centimeter and meter</p>	<ul style="list-style-type: none"> • State how many inches in a foot. • State how many feet in a yard. • State how many inches in a yard. • State how many centimeters in a meter. • Use correct mathematical terms and language. 	<ul style="list-style-type: none"> • Math journals • Worksheets • Quiz • IXL R5, R11 	<ul style="list-style-type: none"> • Inch • Foot • Yard • Centimeter • Meter
<ul style="list-style-type: none"> • Ruler • Yard stick • Measuring tape • Inch • Foot • Yard • Centimeter • Meter 	<p>2.M.2: Estimate and measure the length of an object by selecting and using appropriate tools (ruler, yard stick, meter stick, measuring tape) to nearest inch, foot, yard, centimeter, and meter.</p>	<ul style="list-style-type: none"> • Choose correct tool, ruler or meter tape, to measure an object. • Measure the length of objects to nearest in, ft, yd, cm, m. • Estimate length of objects and check with ruler. • Make decisions to choose appropriate tools to solve the problem. 	<ul style="list-style-type: none"> • Math journals • Worksheets • Quiz (measuring) • IXL 	
<ul style="list-style-type: none"> • Length • Tools • Ruler • Measuring tape • Inch • Foot • Yard • Centimeter 	<p>2.M.3: Understand that the length of an object does not change regardless of the units used. 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>	<ul style="list-style-type: none"> • Select appropriate tools to measure. • Measure the length of objects to nearest inch, foot, and centimeter. • Compare the two measurements. 	<ul style="list-style-type: none"> • Math journals • Worksheets • Quiz (measuring) • IXL 	

<ul style="list-style-type: none"> • Time • Minute • Clock 	<p>2.M.5: Tell and write time to the nearest five minutes from analog clocks. Solve real world problems involving addition and subtraction of time intervals on the hour or half hour</p>	<ul style="list-style-type: none"> • Tell and write time to the nearest 5 minutes. • Read word problems and determine steps to take. • Add and subtract times to find elapsed time on the hour and half hour. 	<ul style="list-style-type: none"> • Math journals • Worksheets • Quiz (time, elapsed time) • IXL 	<ul style="list-style-type: none"> • Elapsed time
<ul style="list-style-type: none"> • Penny • Nickel • Dime • Quarter • Dollar 	<p>2.M.7: Find the value of a collection of pennies, nickels, dimes, quarters and dollars</p>	<ul style="list-style-type: none"> • Find the value of a collection of pennies, nickels, dimes, quarters and dollars. 	<ul style="list-style-type: none"> • Math journals • Worksheets • Quiz (measuring) • IXL • Classroom observation 	

POWER STANDARDS

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ILEARN
<ul style="list-style-type: none"> • Word problems • Addition • Subtraction • Multiplication • Division • Equations • Symbol 	<p>PS.1: Make sense of problems and persevere in solving them.</p>	<ul style="list-style-type: none"> • Explain to themselves the meaning of a problem. • Ask “Does this make sense?” “Is my answer reasonable?” • Solve problems using representations. • Write equations to describe a situation. 	<ul style="list-style-type: none"> • Math journal • Exit slips • Classroom observation • Dry erase boards • Quick check 	<ul style="list-style-type: none"> • Symbol • Equation • Evaluate 	<p>Important</p>
<ul style="list-style-type: none"> • Word problems • Addition • Subtraction • Multiplication • Division • Equations • Symbol 	<p>PS.2: Reason abstractly and quantitatively.</p>	<ul style="list-style-type: none"> • Use properties of operation and equality. 	<ul style="list-style-type: none"> • Math journal • Exit slips • Classroom observation • Dry erase boards • Quick check 	<ul style="list-style-type: none"> • Reasoning 	<p>Important</p>
<ul style="list-style-type: none"> • Word problems • Addition • Subtraction • Multiplication • Division • Equations • Symbol 	<p>PS.3: Construct viable arguments and critique the reasoning of others.</p>		<ul style="list-style-type: none"> • Math journal • Exit slips • Classroom observation • Dry erase boards • Quick check 	<ul style="list-style-type: none"> • Define • Results • Organize • Argument • Justify • Clarify 	<p>Important</p>
<ul style="list-style-type: none"> • Word problems • Addition • Subtraction • Multiplication • Division • Equations • Symbol 	<p>PS.4: Model with mathematics.</p>	<ul style="list-style-type: none"> • Solve problems using representations. • Write equations to describe a situation. 	<ul style="list-style-type: none"> • Math journal • Exit slips • Classroom observation • Dry erase boards • Quick check 	<ul style="list-style-type: none"> • Apply • Revise • Interpret • Reflect • Improve 	<p>Important</p>

<ul style="list-style-type: none"> • Word problems • Addition • Subtraction • Multiplication • Division • Equations • Symbol 	PS.5: Use appropriate tools strategically.		<ul style="list-style-type: none"> • Math journal • Exit slips • Classroom observation • Dry erase boards • Quick check 	<ul style="list-style-type: none"> • Protractor • Spreadsheet • Develop • Represent • 	Important
<ul style="list-style-type: none"> • Word problems • Addition • Subtraction • Multiplication • Division • Equations • Symbol 	PS.6: Attend to precision	<ul style="list-style-type: none"> • Calculate accurately 	<ul style="list-style-type: none"> • Math journal • Exit slips • Classroom observation • Dry erase boards • Quick check 	<ul style="list-style-type: none"> • Define • Symbols • Calculate • Results 	Important
<ul style="list-style-type: none"> • Word problems • Addition • Subtraction • Multiplication • Division • Equations • Symbol 	PS.7: Look for and make use of structure.	<ul style="list-style-type: none"> • Discern a pattern or structure. • Look for general methods and short cuts. 	<ul style="list-style-type: none"> • Math journal • Exit slips • Classroom observation • Dry erase boards • Quick check 	<ul style="list-style-type: none"> • Pattern • Structure 	Important
<ul style="list-style-type: none"> • Word problems • Addition • Subtraction • Multiplication • Division • Equations • Symbol 	PS.8: Look for and express regularity in repeated reasoning.	<ul style="list-style-type: none"> • Extend a pattern using the rule. 	<ul style="list-style-type: none"> • Math journal • Exit slips • Classroom observation • Dry erase boards • Quick check 	<ul style="list-style-type: none"> • Regularity • Formula • Evaluate • Reasonable 	Important

NUMBER SENSE				
CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY
<ul style="list-style-type: none"> Ones Fives Tens Hundreds 	<p>2.NS.1: Count by ones, fives, tens and hundreds up to at least 1,000</p>	<ul style="list-style-type: none"> Count by ones up to 750. Count by fives up to 750. Count by 10 up to 750. Count by 100s up to 750. Fill in missing numbers in number patterns counting by 1, 5, 10 up to 750. 	<ul style="list-style-type: none"> Oral assessment Math journal Exit slips 	
<ul style="list-style-type: none"> Whole numbers Models Standard form Expanded form Equivalent form 	<p>2.NS.2: Read and write whole numbers up to 1000. Use words, models, standard form and expanded form to represent and show equivalent forms of whole numbers up to 1000.</p>	<ul style="list-style-type: none"> Read numbers up to 750. Write numbers up to 750. Write numbers in expanded form up to 750. Show with base ten blocks equivalent forms of numbers. Write a visual representation of equivalent forms. Analyze relationships of numbers. 	<ul style="list-style-type: none"> Oral assessment Math journal Exit slips Quizzes (equivalent forms, writing numbers) IXL C3, C4, M1-M13 	
<ul style="list-style-type: none"> Whole numbers Number line 	<p>2.NS.3: Plot and compare whole numbers up to 1000 on a number line</p>	<ul style="list-style-type: none"> Plot numbers on a number line up to 1,000. Plot two numbers on the same number line up to 1,000. Discuss which number is larger and which is smaller. 	<ul style="list-style-type: none"> Math journals Exit slips Classroom number lines IXL A4, A15 	

<ul style="list-style-type: none">• Digit• Hundreds• Tens• Ones	<p>2.NS.6: Understand that the three digits of a three digit number represent hundreds, tens, and ones. Understand that 100 can be thought of as a group of ten tens- called a hundred.</p>	<ul style="list-style-type: none">• Represent 3 digit numbers using base ten blocks up to 999.• Write the base ten block symbols on paper to show 2 digit and 3 digit numbers.	<ul style="list-style-type: none">• Oral assessment• Math journal• Exit slips• <i>IXL A5, M1-M10, M13-M15</i>	
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COMPUTATION AND ALGEBRAIC THINKING

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY
<ul style="list-style-type: none"> • Add • Subtract 	<p>2.CA.1: Add and subtract fluently within 100.</p>	<ul style="list-style-type: none"> • Add whole numbers up to 75. • Subtract whole numbers up to 75. • Complete 75 addition facts in 5 minutes. 	<ul style="list-style-type: none"> • Oral assessment • Math journal • Exit slips • Quizzes (facts quizzes) • IXL E1-E24;G1,G2,G6-G16 	<ul style="list-style-type: none"> • Add • Subtract
<ul style="list-style-type: none"> • Addition • Subtraction • Unknowns 	<p>2.CA.2: Solve real world problems involving addition and subtraction within 100 in situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all parts of the addition or subtraction problem (using a symbol for the unknown number) Use estimation to decide whether answers are reasonable.</p>	<ul style="list-style-type: none"> • Read and identify if the word problem requires addition or subtraction using 2 digit numbers. • Identify the steps needed to solve problems with unknown numbers. • Use symbol to represent unknown number in problem. • Listen to arguments of others and ask questions to make sense. 	<ul style="list-style-type: none"> • Oral assessment • Math journal • Exit slips • Quizzes (word problems) • IXL L8, L10 	

<ul style="list-style-type: none"> • Addition • Subtraction • Models • Strategies • Digit • Hundreds • Tens • Ones 	<p>2.CA.4: Add and subtract within 1000 using models or drawings and strategies based on place value, properties of operations and or the relationship between addition and subtraction; describe the strategy and explain the reasoning used. Understand that in adding or subtracting three digit numbers one adds or subtracts hundreds and hundreds, tens and tens, ones and ones etc.</p>	<ul style="list-style-type: none"> • Choose a strategy to solve the problem. • Draw and use models to show known elements of the problem. • Draw and use models to solve addition and subtraction within 1,000. 	<ul style="list-style-type: none"> • Oral assessment • Math journal • Exit slips • Quizzes (word problems) • <i>IXL I1-I7, J1-J7</i> 	<ul style="list-style-type: none"> • Strategy • Model
<ul style="list-style-type: none"> • Patterns 	<p>2.CA.7: Create, extend, and give an appropriate rule for number patterns using addition and subtraction within 1000.</p>	<ul style="list-style-type: none"> • Extend number patterns using addition and subtraction up to 1,000 • Create number patterns using addition and subtraction up to 1,000. 	<ul style="list-style-type: none"> • Oral assessment • Math journal • Exit slips • Quizzes (patterns) • <i>IXL A 2, A3, A14, L6, L11</i> 	<ul style="list-style-type: none"> • Patterns

MEASUREMENT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY
<ul style="list-style-type: none"> • Time • Minute • Clock 	<p>2.M.5: Tell and write time to the nearest five minutes from analog clocks. Solve real world problems involving addition and subtraction of time intervals on the hour or half hour.</p>	<ul style="list-style-type: none"> • Tell and write time to the nearest 5 minutes. • Read word problems and determine steps to take. • Add and subtract times to find elapsed time on the hour and half hour. 	<ul style="list-style-type: none"> • Math journals • Worksheets • Quiz (time, elapsed time) • <i>IXL Q3, Q5, Q6, Q8-Q11, Q17</i> 	<ul style="list-style-type: none"> • Elapsed time
<ul style="list-style-type: none"> • Penny • Nickel • Dime • Quarter • Dollar 	<p>2.M.7: Find the value of a collection of pennies, nickels, dimes, quarters and dollars</p>	<ul style="list-style-type: none"> • Find the value of a collection of pennies, nickels, dimes, quarters and dollars. 	<ul style="list-style-type: none"> • Math journals • Worksheets • Quiz (measuring) • <i>IXL P1, P4-P6, P8, P15, P17, P18</i> • Classroom observation 	

DATA ANALYSIS

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY
<ul style="list-style-type: none"> • Picture graph • Bar graph • Unit • Data • Data Set 	<p>2.DA.1: Draw a picture graph with single unit scale and a bar graph with single unit square to represent a data set with up to four choices. Solve simple put together, take apart, and compare problems using information presented in the graphs.</p>	<ul style="list-style-type: none"> • Create a picture graph with given data. • Create a key for the picture graph. • Create a bar graph with given data. • Answer questions (adding, subtracting, comparing) about the data on the graph. 	<ul style="list-style-type: none"> • Worksheets • Quiz (bar graph, picture graph) • <i>IXL R3, R4, R5, R8, R9</i> 	<ul style="list-style-type: none"> • Picture graph • Bar graph • Unit • Data • Data Set

POWER STANDARDS

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ILEARN
<ul style="list-style-type: none"> • Word problems • Addition • Subtraction • Multiplication • Division • Equations • Symbol 	<p>PS.1: Make sense of problems and persevere in solving them.</p>	<ul style="list-style-type: none"> • Explain to themselves the meaning of a problem. • Ask “Does this make sense?” “Is my answer reasonable?” • Solve problems using representations. • Write equations to describe a situation. 	<ul style="list-style-type: none"> • Math journal • Exit slips • Classroom observation • Dry erase boards • Quick check 	<ul style="list-style-type: none"> • Symbol • Equation • Evaluate 	Important
<ul style="list-style-type: none"> • Word problems • Addition • Subtraction • Multiplication • Division • Equations • Symbol 	<p>PS.2: Reason abstractly and quantitatively.</p>	<ul style="list-style-type: none"> • Use properties of operation and equality. 	<ul style="list-style-type: none"> • Math journal • Exit slips • Classroom observation • Dry erase boards • Quick check 	<ul style="list-style-type: none"> • Reasoning 	Important
<ul style="list-style-type: none"> • Word problems • Addition • Subtraction • Multiplication • Division • Equations • Symbol 	<p>PS.3: Construct viable arguments and critique the reasoning of others.</p>		<ul style="list-style-type: none"> • Math journal • Exit slips • Classroom observation • Dry erase boards • Quick check 	<ul style="list-style-type: none"> • Define • Results • Organize • Argument • Justify • Clarify 	Important
<ul style="list-style-type: none"> • Word problems • Addition • Subtraction • Multiplication • Division • Equations • Symbol 	<p>PS.4: Model with mathematics.</p>	<ul style="list-style-type: none"> • Solve problems using representations. • Write equations to describe a situation. 	<ul style="list-style-type: none"> • Math journal • Exit slips • Classroom observation • Dry erase boards • Quick check 	<ul style="list-style-type: none"> • Apply • Revise • Interpret • Reflect • Improve 	Important

<ul style="list-style-type: none"> • Word problems • Addition • Subtraction • Multiplication • Division • Equations • Symbol 	PS.5: Use appropriate tools strategically.		<ul style="list-style-type: none"> • Math journal • Exit slips • Classroom observation • Dry erase boards • Quick check 	<ul style="list-style-type: none"> • Protractor • Spreadsheet • Develop • Represent • 	Important
<ul style="list-style-type: none"> • Word problems • Addition • Subtraction • Multiplication • Division • Equations • Symbol 	PS.6: Attend to precision	<ul style="list-style-type: none"> • Calculate accurately 	<ul style="list-style-type: none"> • Math journal • Exit slips • Classroom observation • Dry erase boards • Quick check 	<ul style="list-style-type: none"> • Define • Symbols • Calculate • Results 	Important
<ul style="list-style-type: none"> • Word problems • Addition • Subtraction • Multiplication • Division • Equations • Symbol 	PS.7: Look for and make use of structure.	<ul style="list-style-type: none"> • Discern a pattern or structure. • Look for general methods and short cuts. 	<ul style="list-style-type: none"> • Math journal • Exit slips • Classroom observation • Dry erase boards • Quick check 	<ul style="list-style-type: none"> • Pattern • Structure 	Important
<ul style="list-style-type: none"> • Word problems • Addition • Subtraction • Multiplication • Division • Equations • Symbol 	PS.8: Look for and express regularity in repeated reasoning.	<ul style="list-style-type: none"> • Extend a pattern using the rule. 	<ul style="list-style-type: none"> • Math journal • Exit slips • Classroom observation • Dry erase boards • Quick check 	<ul style="list-style-type: none"> • Regularity • Formula • Evaluate • Reasonable 	Important

NUMBER SENSE

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY
<ul style="list-style-type: none"> • Ones • Fives • Tens • Hundreds 	<p>2.NS.1: Count by ones, fives, tens and hundreds up to at least 1,000</p>	<ul style="list-style-type: none"> • Count by ones up to 1,000. • Count by fives up to 1,000. • Count by 10 up to 1,000. • Count by 100s up to 1,000. • Fill in missing numbers in number patterns counting by 1, 5, 10 up to 1,000. 	<ul style="list-style-type: none"> • Oral assessment • Math journal • Exit slips • <i>IXL A1-A3, A5, A11, A12, A14</i> 	
<ul style="list-style-type: none"> • Whole numbers • Models • Standard form • Expanded form • Equivalent form 	<p>2.NS.2: Read and write whole numbers up to 1000. Use words, models, standard form and expanded form to represent and show equivalent forms of whole numbers up to 1000.</p>	<ul style="list-style-type: none"> • Read numbers up to 1,000. • Write numbers up to 1,000. • Write numbers in expanded form up to 1,000. • Show with base ten blocks equivalent forms of numbers. • Write a visual representation of equivalent forms. • Analyze relationships of numbers. 	<ul style="list-style-type: none"> • Oral assessment • Math journal • Exit slips • Quizzes (equivalent forms, writing numbers) • <i>IXL C3, C4, M1-M13</i> 	

<ul style="list-style-type: none"> • Digit • Hundreds • Tens • Ones 	<p>2.NS.6: Understand that the three digits of a three digit number represent hundreds, tens, and ones. Understand that 100 can be thought of as a group of ten tens- called a hundred.</p>	<ul style="list-style-type: none"> • Represent 3 digit numbers using base ten blocks up to 999. • Write the base ten block symbols on paper to show 2 digit and 3 digit numbers. • Rename 2 digit numbers using base ten blocks to show that 26 can be shown using 2 longs and 6 units; 1 long and 16 units AND 26 units. 	<ul style="list-style-type: none"> • Oral assessment • Math journal • Exit slips • <i>IXL A5, M1-M15</i> 	
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COMPUTATION AND ALGEBRAIC THINKING

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY
<ul style="list-style-type: none"> • Add • Subtract 	<p>2.CA.1: Add and subtract fluently within 100</p>	<ul style="list-style-type: none"> • Add whole numbers up to 100. • Subtract whole numbers up to 100. • Complete 100 addition facts in 5 minutes. 	<ul style="list-style-type: none"> • Oral assessment • Math journal • Exit slips • Quizzes (facts quizzes) • IXL E1-E24;G1,G2,G6-G16 	<ul style="list-style-type: none"> • Add • Subtract
<ul style="list-style-type: none"> • Addition • Subtraction • Unknowns 	<p>2.CA.2: Solve real world problems involving addition and subtraction within 100 in situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all parts of the addition or subtraction problem (using a symbol for the unknown number) Use estimation to decide whether answers are reasonable.</p>	<ul style="list-style-type: none"> • Read and identify if the word problem requires addition or subtraction using 2 digit numbers. • Identify the steps needed to solve problems with unknown numbers. • Use symbol to represent unknown number in problem. • Solve the word problem using the needed steps identified. 	<ul style="list-style-type: none"> • Oral assessment • Math journal • Exit slips • Quizzes (word problems) • IXL E12, E14, E16, F5, F9, G9, H9, L3, 	

<ul style="list-style-type: none"> • Lengths • Addition • Subtraction 	<p>2.CA.3: Solve real world problems involving addition and subtraction within 100 in situations involving lengths that are given in the same units.</p>	<ul style="list-style-type: none"> • Identify the lengths in word problems. • Use 2 digit numbers for lengths up to 100. • Determine if addition or subtraction is needed to solve the problem. • Add 2 given lengths. • Subtract 2 given lengths. • Use correct unit in label. • Specify units of measure. • Explain the meaning of the problem to a partner. • Solve problems arising in everyday life. • Write equations to describe a situation. • Calculate accurately. 	<ul style="list-style-type: none"> • Oral assessment • Math journal • Exit slips • Quizzes (word problems) • <i>IXL S4, S10, T12</i> 	
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GEOMETRY

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY
<ul style="list-style-type: none"> • 2D shapes 	<p>2.G.1: Identify, describe, and classify two and three dimensional shapes according to the number and shape of faces and vertices. Draw two dimensional shapes.</p>	<ul style="list-style-type: none"> • Name 2D shapes. • 	<ul style="list-style-type: none"> • Math journals • Worksheets 	<ul style="list-style-type: none"> • 2 Dimensional shapes
<ul style="list-style-type: none"> • Squares • Rectangles • Triangles 	<p>2.G.2: Create squares, rectangles, triangles, cubes, and right rectangular prisms using appropriate materials</p>	<ul style="list-style-type: none"> • Create cubes, right rectangular prisms, and pyramids using straws and ties. • State the attributes of the 3D geometric shapes. 	<ul style="list-style-type: none"> • Oral assessment • Math journal • Exit slips • Quizzes (3D shapes) 	<ul style="list-style-type: none"> • Squares • Rectangles • Triangles
<ul style="list-style-type: none"> • 2D shapes • 3D shapes 	<p>2.G.3: Investigate and predict the results of composing and decomposing two and three dimensional shapes.</p>	<ul style="list-style-type: none"> • Create 2D shapes using straws. • Pull apart 2D shapes. • Discuss the result (lines, angles) • Create 3D shapes using straws or paper. • Pull apart 3D shapes. • Discuss the results (different shapes of faces, number of those shapes) • Make predictions about what will result when they take 3D shapes apart. 	<ul style="list-style-type: none"> • Classroom observation 	<ul style="list-style-type: none"> • 2D shape • 3D shape • Cone • Prism • Pyramid • Face

<ul style="list-style-type: none"> • Rectangles • Unit • Total 	<p>2.G.4: Partition a rectangle into rows and columns of same size unit squares and count them to find the total number of same size squares.</p>	<ul style="list-style-type: none"> • Partition a rectangle into rows and columns to form unit squares. • Count squares to determine area. • Specify units of measure. • Calculate accurately. 	<ul style="list-style-type: none"> • Oral assessment • Math journal • Exit slips • Quizzes (area) • IXL T13, T14 	<ul style="list-style-type: none"> • Square units • Area
<ul style="list-style-type: none"> • Fractions • Equal parts • Half • Thirds • Fourths 	<p>2.G.5: Partition circles and rectangles into two, three, or four equal parts; 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 parts of identical wholes need not have the same shape.</p>	<ul style="list-style-type: none"> • Partition circles and rectangles into 2, 3, and 4 equal parts. • Describe each part as correct fraction. • Explain that a whole is $\frac{2}{2}$, $\frac{3}{3}$, $\frac{4}{4}$. • Show that equal parts of identical wholes may not have the same shape (rectangles). 	<ul style="list-style-type: none"> • Oral assessment • Math journal • Exit slips • Quizzes (fractions) • IXL U1-U3, U9 	<ul style="list-style-type: none"> • Fractions • Equal parts • Half • Thirds • Fourths

MEASUREMENT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY
<ul style="list-style-type: none"> • Inch • Foot • Yard • Centimeter • Meter 	<p>2.M.1: Describe the relationship amount inch, foot and yard, centimeter and meter</p>	<ul style="list-style-type: none"> • State how many inches in a foot. • State how many feet in a yard. • State how many inches in a yard. • State how many centimeters in a meter. • Use correct mathematical terms and language. 	<ul style="list-style-type: none"> • Math journals • Worksheets • Quiz • <i>IXL R5, R11</i> 	<ul style="list-style-type: none"> • Inch • Foot • Yard • Centimeter • Meter
<ul style="list-style-type: none"> • Ruler • Yard stick • Measuring tape • Inch • Foot • Yard • Centimeter • Meter 	<p>2.M.2: Estimate and measure the length of an object by selecting and using appropriate tools (ruler, yard stick, meter stick, measuring tape) to nearest inch, foot, yard, centimeter, and meter.</p>	<ul style="list-style-type: none"> • Choose correct tool, ruler or meter tape, to measure an object. • Measure the length of objects to nearest in, ft., yd., cm, m. • Estimate length of objects and check with ruler. 	<ul style="list-style-type: none"> • Math journals • Worksheets • Quiz (measuring) 	<ul style="list-style-type: none"> • Ruler • Yard stick • Measuring tape • Inch • Foot • Yard • Centimeter • Meter
<ul style="list-style-type: none"> • Length • Tools • Ruler • Measuring tape • Meter • Yard 	<p>2.M.3: Understand that the length of an object does not change regardless of the units used. 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>	<ul style="list-style-type: none"> • Select appropriate tools to measure. • Measure the length of objects to nearest yard and meter. • Compare the two measurements. 	<ul style="list-style-type: none"> • Math journals • Worksheets • Quiz (measuring) 	

<ul style="list-style-type: none"> • Volume • Cups • Pints 	<p>2.M.4: Estimate and measure volume using cups and pints.</p>	<ul style="list-style-type: none"> • Estimate volume using cups. • Estimate volume using pints. • State the relationship between cups and pints. 	<ul style="list-style-type: none"> • Math journals • Worksheets • Quiz (measuring) • IXL S6 	
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POWER STANDARDS					
CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ILEARN
<ul style="list-style-type: none"> • Word problems • Addition • Subtraction • Multiplication • Division • Equations • Symbol 	<p>PS.1: Make sense of problems and persevere in solving them.</p>	<ul style="list-style-type: none"> • Explain to themselves the meaning of a problem. • Ask “Does this make sense?” “Is my answer reasonable?” • Solve problems using representations. • Write equations to describe a situation. 	<ul style="list-style-type: none"> • Math journal • Exit slips • Classroom observation • Dry erase boards • Quick check 	<ul style="list-style-type: none"> • Symbol • Equation • Evaluate 	Important
<ul style="list-style-type: none"> • Word problems • Addition • Subtraction • Multiplication • Division • Equations • Symbol 	<p>PS.2: Reason abstractly and quantitatively.</p>	<ul style="list-style-type: none"> • Use properties of operation and equality. 	<ul style="list-style-type: none"> • Math journal • Exit slips • Classroom observation • Dry erase boards • Quick check 	<ul style="list-style-type: none"> • Reasoning 	Important
<ul style="list-style-type: none"> • Word problems • Addition • Subtraction • Multiplication 	<p>PS.3: Construct viable arguments and critique the reasoning of others.</p>		<ul style="list-style-type: none"> • Math journal • Exit slips • Classroom observation 	<ul style="list-style-type: none"> • Define • Results • Organize • Argument 	Important

<ul style="list-style-type: none"> • Division • Equations • Symbol 			<ul style="list-style-type: none"> • Dry erase boards • Quick check 	<ul style="list-style-type: none"> • Justify • Clarify 	
<ul style="list-style-type: none"> • Word problems • Addition • Subtraction • Multiplication • Division • Equations • Symbol 	PS.4: Model with mathematics.	<ul style="list-style-type: none"> • Solve problems using representations. • Write equations to describe a situation. 	<ul style="list-style-type: none"> • Math journal • Exit slips • Classroom observation • Dry erase boards • Quick check 	<ul style="list-style-type: none"> • Apply • Revise • Interpret • Reflect • Improve 	Important
<ul style="list-style-type: none"> • Word problems • Addition • Subtraction • Multiplication • Division • Equations • Symbol 	PS.5: Use appropriate tools strategically.		<ul style="list-style-type: none"> • Math journal • Exit slips • Classroom observation • Dry erase boards • Quick check 	<ul style="list-style-type: none"> • Protractor • Spreadsheet • Develop • Represent • 	Important
<ul style="list-style-type: none"> • Word problems • Addition • Subtraction • Multiplication • Division • Equations • Symbol 	PS.6: Attend to precision	<ul style="list-style-type: none"> • Calculate accurately 	<ul style="list-style-type: none"> • Math journal • Exit slips • Classroom observation • Dry erase boards • Quick check 	<ul style="list-style-type: none"> • Define • Symbols • Calculate • Results 	Important
<ul style="list-style-type: none"> • Word problems • Addition • Subtraction • Multiplication • Division • Equations • Symbol 	PS.7: Look for and make use of structure.	<ul style="list-style-type: none"> • Discern a pattern or structure. • Look for general methods and short cuts. 	<ul style="list-style-type: none"> • Math journal • Exit slips • Classroom observation • Dry erase boards • Quick check 	<ul style="list-style-type: none"> • Pattern • Structure 	Important
<ul style="list-style-type: none"> • Word problems • Addition 	PS.8: Look for and express regularity in repeated reasoning.	<ul style="list-style-type: none"> • Extend a pattern using the rule. 	<ul style="list-style-type: none"> • Math journal • Exit slips 	<ul style="list-style-type: none"> • Regularity • Formula 	Important

<ul style="list-style-type: none">• Subtraction• Multiplication• Division• Equations• Symbol			<ul style="list-style-type: none">• Classroom observation• Dry erase boards• Quick check	<ul style="list-style-type: none">• Evaluate• Reasonable	
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