

Wyoming Department of Education Required Virtual Education Course Syllabus

Niobrara County School District # 1

Program Name	Wyoming Virtual Academy	Content Area	MA
Course ID	CALMS3529	Grade Level	2
Course Name	Math+ Orange Summit	# of Credits	
SCED Code		Curriculum Type	K12 Inc

COURSE DESCRIPTION

This research-based course focuses on computational fluency, conceptual understanding, and problem-solving. The engaging course features new graphics, learning tools, and games; adaptive activities that help struggling students master concepts and skills before moving on; and more support for Learning Coaches to guide their students to success. This course for students in Grade 2 focuses primarily on number concepts, place value, and addition and subtraction of numbers through 1,000. Special emphasis is given to problem solving, inverse operations, properties of operations, decomposition of numbers, and mental math. Students study money, time, and measurement; geometric figures; analyzing and displaying data with new representations; and determining the range and mode of data. Early concepts about multiplication, division, and fractions are introduced.

WYOMING CONTENT AND PERFORMANCE STANDARDS

STANDARD#	BENCHMARK (Standard/Indicator) Use the Standards and Benchmarks as Spreadsheets
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.
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.
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.
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.
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: a. 100 can be thought of as a bundle of ten

	tens — called a “hundred.” b. 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.
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 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.
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.
2.NBT.9	Explain why addition and subtraction strategies work, using place value and the properties of operations. (Explanations may be supported by drawings or objects.)
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.
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.
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 \$ (dollars) and ¢ (cents) symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have?
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.
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. (Sizes are compared directly or visually, not compared by measuring.)
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.

UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/STUDENT CENTERED GOALS
1 Numbers Through 500 1 Count Aloud Through 500		Count aloud whole numbers through 500. Count aloud whole numbers through 100. Write numerals through 500. Use models to represent regrouping in addition or subtraction problems. Use expanded forms to represent numbers through 500, such as $345 = 3 \text{ hundreds} + 4 \text{ tens} + 5 \text{ ones} = 300 + 40 + 5$. Read whole numbers through 500. Identify the place value for each digit in whole numbers through 500. Read number words through 500. Compare whole numbers through 500 by using the symbols $<$, $=$, $>$. Order

		three or more whole numbers through 500 by using the symbols $<$, $=$, $>$.
1 Numbers Through 500 2 Read Whole Numbers Through 500		Read whole numbers through 500. Read whole numbers through 100. Demonstrate understanding of place value by grouping given numbers into sets of tens and ones, such as $64 = 6$ tens and 4 ones. Represent equivalent forms of the same number through the use of diagrams through 20.
1 Numbers Through 500 3 Write Numerals Through 500		Demonstrate automatic recall of subtraction facts with minuends through 20. Write numerals through 500. Write numerals through 100. Represent equivalent forms of the same number through the use of diagrams through 20.
1 Numbers Through 500 4 Identify Place Value		Identify the place value for each digit in whole numbers through 500. Demonstrate understanding of place value by grouping given numbers into sets of tens and ones, such as $64 = 6$ tens and 4 ones. Count and group objects in ones and tens, such as 4 groups of 10 objects with 2 more objects $= 40 + 2 = 42$. Solve subtraction problems by filling in a missing number in a given number sentence, such as $__ = 5 - 4$, or $7 - 3 = __$, or $9 - __ = 2$. Recognize and solve word problems involving sums up through 20 in which two quantities are combined. Compare objects by length (for example, note which object is shorter, longer, or taller).
1 Numbers Through 500 5 Use Expanded Form: Numbers Through 500		Use expanded forms to represent numbers through 500, such as $345 = 3$ hundreds + 4 tens + 5 ones $= 300 + 40 + 5$.
1 Numbers Through 500 6 Model Addition Problems		Use models to represent regrouping in addition or subtraction problems. Count by 5s through 50. Use direct comparison of objects to describe how the lengths of two or more objects compare (for example, the ruler is longer than the pencil). Describe objects in space by direction, such as behind, in front of, next to, left of, or right of. Use expanded forms to represent numbers through 500, such as $345 = 3$ hundreds + 4 tens + 5 ones $= 300 + 40 + 5$. Count and group objects in ones and tens, such as 4 groups of 10 objects with 2 more objects $= 40 + 2 = 42$. Demonstrate understanding of place value by grouping given numbers into sets of tens and ones, such as $64 = 6$ tens and 4 ones
1 Numbers Through 500 7 Place Value and Regrouping		Use "counting back" to solve subtraction problems. Use concrete objects or sketches to model and solve addition or subtraction computation problems involving sums and minuends up through 100. Recognize that the equals sign shows an equality between two expressions.

		<p>Use expanded forms to represent numbers through 500, such as $345 = 3 \text{ hundreds} + 4 \text{ tens} + 5 \text{ ones} = 300 + 40 + 5$. Identify the place value for each digit in whole numbers through 500.</p> <p>Use models to represent regrouping in addition or subtraction problems.</p> <p>Count and group objects in ones and tens, such as 4 groups of 10 objects with 2 more objects = $40 + 2 = 42$.</p> <p>Demonstrate understanding of place value by grouping given numbers into sets of tens and ones, such as 64 = 6 tens and 4 ones.</p>
<p>1 Numbers Through 500 9 Compare Numbers Through 500</p>	<p>Compare two 3-digit numbers using $>$, $<$, $=$ signs 2.NBT.A.4</p>	<p>Use the symbols for less than, equal to, or greater than ($<$, $=$, $>$) to compare and order whole numbers through 100.</p> <p>Compare whole numbers through 500 by using the symbols $<$, $=$, $>$.</p> <p>Order three or more whole numbers through 500 by using the symbols $<$, $=$, $>$.</p> <p>Show different combinations of coins that equal the same value.</p> <p>Demonstrate understanding of place value by grouping given numbers into sets of tens and ones, such as 64 = 6 tens and 4 ones.</p> <p>Solve subtraction problems by filling in a missing number in a given number sentence, such as $__ = 5 - 4$, or $7 - 3 = ___$, or $9 - __ = 2$.</p>
<p>1 Numbers Through 500 10 Comparing and Ordering</p>		<p>Order three or more whole numbers through 500 by using the symbols $<$, $=$, $>$.</p> <p>Use the symbols for less than, equal to, or greater than ($<$, $=$, $>$) to compare and order whole numbers through 100.</p> <p>Compare whole numbers through 500 by using the symbols $<$, $=$, $>$.</p> <p>Demonstrate automatic recall of addition facts with sums through 20</p>
<p>1 Numbers Through 500 11 Order Whole Numbers Through 500</p>		<p>Order three or more whole numbers through 500 by using the symbols $<$, $=$, $>$.</p> <p>Compare whole numbers through 500 by using the symbols $<$, $=$, $>$.</p> <p>Write and solve addition or subtraction number sentences to represent problem-solving situations with sums and minuends up through 500.</p> <p>Use the symbols for less than, equal to, or greater than ($<$, $=$, $>$) to compare and order whole numbers through 100.</p> <p>Describe the length of objects by using nonstandard units (for example, length of a page = 10 paper clips; width of a desk = 3 pencils).</p> <p>Demonstrate automatic recall of subtraction facts with minuends through 20.</p> <p>Represent equivalent forms of the same number through the use of diagrams through 20.</p>

<p>1 Numbers Through 500 12 Read Number Words Through 500</p>		<p>Read number words through 500. Write numerals through 500. Use concrete objects or sketches to model and solve addition or subtraction computation problems with sums and minuends up through 30. Recognize that the equals sign shows an equality between two expressions. Solve addition problems with a one- and a two-digit number with sums through 100 by using regrouping.</p>
<p>1 Numbers Through 500 13 Unit Review</p>		<p>Identify the place value for each digit in whole numbers through 500. Read number words through 500. Use expanded forms to represent numbers through 500, such as $345 = 3 \text{ hundreds} + 4 \text{ tens} + 5 \text{ ones} = 300 + 40 + 5$. Compare whole numbers through 500 by using the symbols $<$, $=$, $>$. Order three or more whole numbers through 500 by using the symbols $<$, $=$, $>$. Read whole numbers through 500. Write numerals through 500. Use models to represent regrouping in addition or subtraction problems. Count aloud whole numbers through 500.</p>
<p>1 Numbers Through 500 15 Unit Checkpoint</p>		<p>Use models to represent numbers through 1,000. Order three or more whole numbers through 500 by using the symbols $<$, $=$, $>$. Read whole numbers through 500. Use expanded forms to represent numbers through 500, such as $345 = 3 \text{ hundreds} + 4 \text{ tens} + 5 \text{ ones} = 300 + 40 + 5$. Compare whole numbers through 500 by using the symbols $<$, $=$, $>$. Count aloud whole numbers through 500. Write numerals through 500. Read number words through 500. Identify the place value for each digit in whole numbers through 500. Use models to represent regrouping in addition or subtraction problems.</p>
<p>2 Time and Money 1 Time to the Nearest Quarter Hour</p>	<p>2.MD.7</p>	<p>Recognize that the $+$ symbol refers to addition. Find the sum of three one-digit numbers, with sums through 20. Represent equivalent forms of the same number through 20 through the use of number expressions, such as $7 = 4 + 3$, or $5 + 2$, or $1 + 2 + 4$. Use decimal notation for money. Tell time to the nearest quarter hour. Find the fewest number of bills and coins to represent an amount of money. Identify the value of a combination of coins and bills. Use dollar and cent symbols for money.</p>

		<p>Solve problems by using combinations of coins and bills.</p> <p>Identify relationships between units of time, such as minutes in an hour, days in a month, weeks in a year.</p> <p>Determine elapsed time in hours, such as 11:00 a.m. to 4:00 p.m.</p> <p>Tell time to the nearest half hour.</p>
2 Time and Money 2 Time Relationships	2.MD.7	<p>Compare common solid figures according to attributes (e.g., position, shape, size, roundness, or number of corners).</p> <p>Tell time to the nearest hour.</p> <p>Count by 10s through 100.</p> <p>Identify relationships between units of time, such as minutes in an hour, days in a month, weeks in a year.</p> <p>Tell time to the nearest half hour.</p> <p>Tell time to the nearest quarter hour.</p>
2 Time and Money 3 Elapsed Time	2.MD.7	<p>Determine elapsed time in hours, such as 11:00 a.m. to 4:00 p.m.</p> <p>Demonstrate automatic recall of subtraction facts with minuends through 20.</p> <p>Estimate quantities and numbers of objects.</p> <p>Recognize and solve word problems involving numbers up to 100 in which two quantities are compared by the use of addition or subtraction.</p> <p>Tell time to the nearest quarter hour.</p>
2 Time and Money 5 Find the Value of Coins or Bills		<p>Identify the value of a combination of coins and bills.</p> <p>Demonstrate automatic recall of addition facts with sums through 20.</p> <p>Demonstrate automatic recall of subtraction facts with minuends through 20.</p> <p>Show different combinations of coins that equal the same value.</p>
2 Time and Money 6 Dollar and Cent Symbols for Money		<p>Use dollar and cent symbols for money.</p> <p>Identify the value of a combination of coins and bills.</p> <p>Combine memorized facts with counting strategies to solve subtraction problems.</p> <p>Count by 5s through 100.</p> <p>Recognize and solve word problems involving numbers up to 100 in which one quantity must be changed to equal another quantity.</p>
2 Time and Money 7 Decimal Notation for Money		<p>Use dollar and cent symbols for money.</p> <p>Use decimal notation for money.</p> <p>Use direct comparison of objects to describe how the lengths of two or more objects compare (for example, the ruler is longer than the pencil).</p> <p>Use concrete objects or sketches to model and solve addition or subtraction computation problems with sums and minuends up through 30.</p> <p>Given concrete objects, show how two sets can be added together,</p>

		and then reverse the operation to show how a number can be subtracted from the whole.
2 Time and Money 8 Fewest Bills and Coins		Use models to demonstrate that the order in which numbers are subtracted changes the solution. Solve subtraction problems by filling in a missing number in a given number sentence, such as $__ = 5 - 4$, or $7 - 3 = ___$, or $9 - __ = 2$. Tell time to the nearest hour. Find the fewest number of bills and coins to represent an amount of money. Identify the value of a combination of coins and bills. Show different combinations of coins that equal the same value.
2 Time and Money 9 How Much Money?	2.MD.8	Demonstrate understanding of place value by grouping given numbers into sets of tens and ones, such as $64 = 6$ tens and 4 ones. Use models and math symbols to represent subtraction. Use concrete objects or sketches to model and solve addition or subtraction computation problems involving sums and minuends up through 100. Solve problems by using combinations of coins and bills. Identify the value of a combination of coins and bills.
2 Time and Money 10 Unit Review		Determine elapsed time in hours, such as 11:00 a.m. to 4:00 p.m. Find the fewest number of bills and coins to represent an amount of money. Identify relationships between units of time, such as minutes in an hour, days in a month, weeks in a year. Solve problems by using combinations of coins and bills. Use dollar and cent symbols for money. Tell time to the nearest quarter hour. Use decimal notation for money. Identify the value of a combination of coins and bills.
2 Time and Money 11 Unit Checkpoint		Tell time to the nearest quarter hour. Use decimal notation for money. Use dollar and cent symbols for money. Solve problems by using combinations of coins and bills. Determine elapsed time in hours, such as 11:00 a.m. to 4:00 p.m. Find the fewest number of bills and coins to represent an amount of money. Identify the value of a combination of coins and bills. Identify relationships between units of time, such as minutes in an hour, days in a month, weeks in a year.
3 Add, Subtract, Number Composition 1 Addition and Subtraction	2.NBT.5, 2.NBT.7	Use concrete objects or sketches to model and solve addition or subtraction computation problems with sums or minuends up through 500 with and without regrouping. Use concrete objects or sketches to model and solve addition or

		<p>subtraction computation problems involving sums and minuends up through 100.</p> <p>Solve subtraction problems by filling in a missing number in a given number sentence, such as $__ = 5 - 4$, or $7 - 3 = ___$, or $9 - __ = 2$.</p> <p>Identify coins by name, given a picture of the coin (quarter, dime, nickel, and penny).</p> <p>Use a nonstandard unit to describe how the lengths of two or more objects compare.</p>
3 Add, Subtract, Number Composition 2 Addition Computation Through 500	2.NBT.5, 2.NBT.7, 2.NBT.9	<p>Use concrete objects or sketches to model and solve addition or subtraction computation problems with sums or minuends up through 500 with and without regrouping.</p> <p>Find the sum of two whole numbers with sums up through 500.</p> <p>Explain why addition strategies work, using place value.</p> <p>Compare objects by weight (heavier and lighter).</p> <p>Correctly use the + symbol.</p> <p>Demonstrate understanding of place value by recording the number represented by groupings of tens and ones (for example, given 5 tens rods and 2 ones cubes or hearing "5 tens and 2 ones," record 52).</p>
3 Add, Subtract, Number Composition 3 Finding the Difference	2.NBT.5, 2.NBT.9	<p>Explain why subtraction strategies work, using place value.</p> <p>Use regrouping to find the difference of two whole numbers with the minuend up through 500.</p> <p>Use concrete objects or sketches to model and solve addition or subtraction computation problems with sums or minuends up through 500 with and without regrouping.</p> <p>Demonstrate automatic recall of addition facts with sums through 20.</p> <p>Write and solve addition or subtraction number sentences for problem-solving situations with sums and minuends up through 100.</p> <p>Compare the capacities of objects (for example, the pail holds more water than the cup).</p>
3 Add, Subtract, Number Composition 4 Subtraction and the Equals Symbol	2.NBT.5, 2.NBT.7	<p>Explain the meaning of the equals sign.</p> <p>Use regrouping to find the difference of two whole numbers with the minuend up through 500.</p> <p>Demonstrate automatic recall of addition facts with sums through 20.</p> <p>Use the equals sign in number sentences to express equality.</p> <p>Use concrete objects or sketches to model and solve addition or subtraction computation problems with sums or minuends up through 500 with and without regrouping.</p>
3 Add, Subtract, Number Composition 6 Decompose Numbers	2.NBT.5, 2.NBT.7, 2.NBT.8	<p>Decompose numbers to solve subtraction problems, such as $213 - 12 = 200 + 13 - 12$.</p> <p>Demonstrate that a number can be composed of other numbers in various ways.</p> <p>Identify and explain the approach for addition or subtraction</p>

		<p>computation problems with sums or minuends up through 100. Use concrete objects or sketches to model and solve addition or subtraction computation problems involving sums and minuends up through 100. Correctly use the + symbol.</p>
3 Add, Subtract, Number Composition 7 Make and Break Numbers	2.NBT.5	<p>Use expanded forms to represent numbers through 500, such as $345 = 3 \text{ hundreds} + 4 \text{ tens} + 5 \text{ ones} = 300 + 40 + 5$. Demonstrate that a number can be composed of other numbers in various ways.</p> <p>Use expanded forms to represent numbers up to 500, such as $345 = 3 \text{ hundreds} + 4 \text{ tens} + 5 \text{ ones} = 300 + 40 + 5$. Demonstrate automatic recall of addition facts with sums through 20.</p> <p>Represent equivalent forms of the same number through the use of physical models such as tens rods and ones cubes through 20. Recognize and solve word problems involving numbers up to 100 in which two quantities are compared by the use of addition or subtraction.</p>
3 Add, Subtract, Number Composition 8 Break Up Numbers	2.NBT.5	<p>Use models and math symbols to represent subtraction. Recognize and solve word problems involving sums up through 100 in which two quantities are combined.</p> <p>Represent equivalent forms of the same number through 20 through the use of number expressions, such as $7 = 4 + 3$, or $5 + 2$, or $1 + 2 + 4$.</p> <p>Demonstrate that a number can be composed of other numbers in various ways.</p>
3 Add, Subtract, Number Composition 10 Breaking Numbers to Subtract	2.NBT.5, 2.NBT.8	<p>Demonstrate that a number can be composed of other numbers in various ways.</p> <p>Decompose numbers to solve subtraction problems, such as $213 - 12 = 200 + 13 - 12$.</p> <p>Solve addition problems with a one- and a two-digit number with sums through 100 by using regrouping.</p> <p>Demonstrate understanding of place value by grouping given numbers into sets of tens and ones, such as $64 = 6 \text{ tens and } 4 \text{ ones}$.</p> <p>Count and group objects in ones and tens, such as 4 groups of 10 objects with 2 more objects = $40 + 2 = 42$.</p>
3 Add, Subtract, Number Composition 11 Decompose to Subtract	2.NBT.9	<p>Decompose numbers to solve subtraction problems, such as $213 - 12 = 200 + 13 - 12$.</p> <p>Explain why subtraction strategies work, using place value.</p> <p>Demonstrate that a number can be composed of other numbers in various ways.</p> <p>Identify coins by name, given a picture of the coin (quarter, dime, nickel, and penny).</p> <p>Solve subtraction problems with a two-digit minuend and a one-digit subtrahend by using regrouping.</p>

		Use concrete objects or sketches to model and solve addition or subtraction computation problems involving sums and minuends up through 100.
3 Add, Subtract, Number Composition 12 Choose Friendly Numbers		Decompose numbers to solve subtraction problems, such as $213 - 12 = 200 + 13 - 12$. Represent equivalent forms of the same number through 20 through the use of number expressions, such as $7 = 4 + 3$, or $5 + 2$, or $1 + 2 + 4$. Use concrete objects to model two-digit numbers in multiple ways (for example, $27 = 27$ ones, or 1 ten and 17 ones, or 2 tens and 7 ones). Show different combinations of coins that equal the same value.
3 Add, Subtract, Number Composition 13 Unit Review		Explain the meaning of the equals sign. Find the sum of two whole numbers with sums up through 500. Use regrouping to find the difference of two whole numbers with the minuend up through 500. Demonstrate that a number can be composed of other numbers in various ways. Decompose numbers to solve subtraction problems, such as $213 - 12 = 200 + 13 - 12$. Use concrete objects or sketches to model and solve addition or subtraction computation problems with sums or minuends up through 500 with and without regrouping.
3 Add, Subtract, Number Composition 15 Unit Checkpoint		Find the sum of two whole numbers with sums up through 500. Use regrouping to find the difference of two whole numbers with the minuend up through 500. Use concrete objects or sketches to model and solve addition or subtraction computation problems with sums or minuends up through 500 with and without regrouping. Explain the meaning of the equals sign. Decompose numbers to solve subtraction problems, such as $213 - 12 = 200 + 13 - 12$. Demonstrate that a number can be composed of other numbers in various ways.
4 Inverse Operations: Add and Subtract 1 Opposite Operations: + and -	2.OA.1, 2.NBT.6	Use the inverse relationship between addition and subtraction to solve problems. Use mental math to find the sum or difference of two 2-digit numbers. Use models or drawings to show how addition and subtraction are inversely related. Identify and explain the approach and strategies for solving addition or subtraction computation problems with sums or minuends up through 500. Demonstrate an understanding of connections between similar addition or subtraction computation problems, involving sums and

		<p>minuends up through 500.</p> <p>Demonstrate automatic recall of subtraction facts with minuends through 20.</p> <p>Given concrete objects, show how two sets can be added together, and then reverse the operation to show how a number can be subtracted from the whole.</p>
4 Inverse Operations: Add and Subtract 2 Mental Math: Addition and Subtraction	2.OA.2, 2.NBT.6	<p>Use mental math to find the sum or difference of two 2-digit numbers.</p> <p>Recognize and solve word problems involving sums up through 100 in which two quantities are combined.</p> <p>Explain which attributes, such as color, position, shape, size, roundness, or number of corners, are being used for classification of familiar plane and solid figures.</p> <p>Identify and explain the approach for addition or subtraction computation problems with sums or minuends up through 100.</p>
4 Inverse Operations: Add and Subtract 3 Strategies to Add & Subtract Through 500	2.NBT.6, 2.NBT.7, 2.NBT.8, 2.NBT.9	<p>Justify the procedures selected for addition or subtraction problem-solving situations with sums or minuends up through 100.</p> <p>Demonstrate understanding of place value by grouping given numbers into sets of tens and ones, such as $64 = 6 \text{ tens and } 4 \text{ ones}$.</p> <p>Count and group objects in ones and tens, such as $4 \text{ groups of } 10 \text{ objects with } 2 \text{ more objects} = 40 + 2 = 42$.</p> <p>Identify and explain the approach and strategies for solving addition or subtraction computation problems with sums or minuends up through 500.</p> <p>Explain why addition strategies work, using place value.</p> <p>Identify and explain the approach for addition or subtraction computation problems with sums or minuends up through 100</p>
4 Inverse Operations: Add and Subtract 4 Subtraction Strategies Up Through 500	2.NBT.7, 2.NBT.9	<p>Identify and explain the approach and strategies for solving addition or subtraction computation problems with sums or minuends up through 500.</p> <p>Explain why subtraction strategies work, using place value.</p> <p>Identify and explain the approach for addition or subtraction computation problems with sums or minuends up through 100.</p> <p>Describe the categories that were used to sort objects and data by common attributes.</p> <p>Use concrete objects or sketches to model and solve addition or subtraction computation problems involving sums and minuends up through 100.</p> <p>Recognize and solve word problems involving numbers up to 100 in which two quantities are compared by the use of addition or subtraction.</p>
4 Inverse Operations: Add and Subtract 5 Addition		<p>Demonstrate an understanding of connections between similar addition or subtraction computation problems, involving sums and minuends up through 500.</p> <p>Recognize and solve word problems involving numbers up to 100</p>

<p>and Subtraction Are Related</p>		<p>in which one quantity must be changed to equal another quantity. Use tally charts to represent data. Write and solve addition or subtraction number sentences for problem-solving situations with sums and minuends up through 100.</p>
<p>4 Inverse Operations: Add and Subtract 6 Unit Review</p>		<p>Use mental math to find the sum or difference of two 2-digit numbers. Use models or drawings to show how addition and subtraction are inversely related. Use the inverse relationship between addition and subtraction to solve problems. Demonstrate an understanding of connections between similar addition or subtraction computation problems, involving sums and minuends up through 500. Identify and explain the approach and strategies for solving addition or subtraction computation problems with sums or minuends up through 500.</p>
<p>4 Inverse Operations: Add and Subtract 8 Unit Checkpoint</p>		<p>Use models or drawings to show how addition and subtraction are inversely related. Use mental math to find the sum or difference of two 2-digit numbers. Use the inverse relationship between addition and subtraction to solve problems. Identify and explain the approach and strategies for solving addition or subtraction computation problems with sums or minuends up through 500. Demonstrate an understanding of connections between similar addition or subtraction computation problems, involving sums and minuends up through 500.</p>
<p>5 Measurement 1 Inches</p>	<p>2.MD.1</p>	<p>Identify inches on a ruler and measure the length of an object to the nearest inch. Measure the length of objects by repeating a standard unit. Determine the appropriate scale and then measure the length of an object, learning how to use a variety of tools. Describe the length of objects by using nonstandard units (for example, length of a page = 10 paper clips; width of a desk = 3 pencils). Identify centimeters on a ruler and measure the length of an object to the nearest centimeter. Measure the same object with different units, and predict whether the number of units will be greater or less when a larger or smaller unit is used. Compare, add, or subtract quantities that have been measured by the same unit. Understand that quantities can be compared, added, or subtracted if they have been measured by the same unit.</p>

		<p>Recognize when a measurement estimate is reasonable.</p> <p>Estimate the length of an object to the nearest inch or centimeter.</p> <p>Measure and compare capacities by using a standard unit (for example, use a measuring cup to measure contents of a water bottle).</p> <p>Identify coins by name, given a picture of the coin (quarter, dime, nickel, and penny).</p> <p>Recognize and solve word problems involving numbers up to 100 in which one quantity must be changed to equal another quantity.</p> <p>Use tally charts and bar graphs to compare data (for example, find largest, smallest, most often, least often).</p>
5 Measurement 2 Centimeters	2.MD.1	<p>Recognize and solve word problems involving numbers up to 100 in which two quantities are compared by the use of addition or subtraction.</p> <p>Identify the next element in simple repeating patterns and explain how the element was found (for example, rhythmic, numeric, color, and shape patterns).</p> <p>State the value of coins (quarter, dime, nickel, and penny).</p> <p>Describe the length of objects by using nonstandard units (for example, length of a page = 10 paper clips; width of a desk = 3 pencils).</p> <p>Identify centimeters on a ruler and measure the length of an object to the nearest centimeter.</p> <p>Determine the appropriate scale and then measure the length of an object, learning how to use a variety of tools.</p> <p>Measure the length of objects by repeating a standard unit.</p>
5 Measurement 4 Estimate Length	2.MD.3	<p>Estimate the length of an object to the nearest inch or centimeter.</p> <p>Recognize when a measurement estimate is reasonable.</p> <p>Demonstrate automatic recall of addition facts with sums through 20.</p> <p>Demonstrate automatic recall of subtraction facts with minuends through 20.</p> <p>Identify inches on a ruler and measure the length of an object to the nearest inch.</p>
5 Measurement 5 Compare Measurements	2.OA.1, 2.MD.3, 2.MD.4, 2.MD.5	<p>Measure the same object with different units, and predict whether the number of units will be greater or less when a larger or smaller unit is used.</p> <p>Use drawings (such as drawings of rulers) and equations with unknown numbers to represent word problems involving addition and subtraction of lengths.</p> <p>Understand that quantities can be compared, added, or subtracted if they have been measured by the same unit.</p> <p>Compare, add, or subtract quantities that have been measured by the same unit.</p> <p>Measure the length of objects by repeating a standard unit.</p> <p>Identify and explain the approach for addition or subtraction computation problems with sums or minuends up through 100.</p>

		<p>Use concrete objects or sketches to model and solve addition or subtraction computation problems involving sums and minuends up through 100.</p> <p>Demonstrate understanding of place value by recording the number represented by groupings of tens and ones (for example, given 5 tens rods and 2 ones cubes or hearing "5 tens and 2 ones," record 52).</p>
5 Measurement 6 Capacity	2.MD.4	<p>Measure and compare capacities by using a standard unit (for example, use a measuring cup to measure contents of a water bottle).</p> <p>Compare the capacities of objects (for example, the pail holds more water than the cup).</p> <p>Write and solve addition or subtraction number sentences for problem-solving situations with sums and minuends up through 100.</p> <p>Use concrete objects to model two-digit numbers in multiple ways (for example, $27 = 27$ ones, or 1 ten and 17 ones, or 2 tens and 7 ones).</p> <p>Count and group objects in ones and tens, such as 4 groups of 10 objects with 2 more objects = $40 + 2 = 42$.</p>
5 Measurement 7 Unit Review		<p>Identify inches on a ruler and measure the length of an object to the nearest inch.</p> <p>Measure and compare capacities by using a standard unit (for example, use a measuring cup to measure contents of a water bottle).</p> <p>Estimate the length of an object to the nearest inch or centimeter. Compare, add, or subtract quantities that have been measured by the same unit.</p> <p>Measure the length of objects by repeating a standard unit. Measure the same object with different units, and predict whether the number of units will be greater or less when a larger or smaller unit is used.</p> <p>Recognize when a measurement estimate is reasonable. Identify centimeters on a ruler and measure the length of an object to the nearest centimeter.</p> <p>Understand that quantities can be compared, added, or subtracted if they have been measured by the same unit.</p> <p>Describe the length of objects by using nonstandard units (for example, length of a page = 10 paper clips; width of a desk = 3 pencils).</p>
5 Measurement 9 Unit Checkpoint		<p>Identify inches on a ruler and measure the length of an object to the nearest inch.</p> <p>Identify centimeters on a ruler and measure the length of an object to the nearest centimeter.</p> <p>Measure and compare capacities by using a standard unit (for example, use a measuring cup to measure contents of a water bottle).</p>

		<p>Measure the length of objects by repeating a standard unit. Estimate the length of an object to the nearest inch or centimeter. Recognize when a measurement estimate is reasonable. Measure the same object with different units, and predict whether the number of units will be greater or less when a larger or smaller unit is used. Understand that quantities can be compared, added, or subtracted if they have been measured by the same unit. Compare, add, or subtract quantities that have been measured by the same unit.</p>
6 Add or Subtract: Problem Solving 1 Addition Problem-Solving Strategies	2.NBT.7	<p>Order three or more whole numbers through 500 by using the symbols $<$, $=$, $>$. Identify and explain the approach for addition or subtraction computation problems with sums or minuends up through 100. Identify the value of a combination of coins and bills. Use concrete objects or sketches to model and solve addition or subtraction problem-solving situations with sums or minuends up through 500. Use concrete objects or sketches to model and solve addition or subtraction computation problems with sums or minuends up through 500 with and without regrouping.</p>
6 Add or Subtract: Problem Solving 2 Subtraction Problem Solving	2.NBT.7	<p>Use concrete objects or sketches to model and solve addition or subtraction problem-solving situations with sums or minuends up through 500. Use concrete objects or sketches to model and solve addition or subtraction computation problems with sums or minuends up through 500 with and without regrouping. Compare whole numbers through 500 by using the symbols $<$, $=$, $>$. Solve problems by using combinations of coins and bills.</p>
6 Add or Subtract: Problem Solving 3 Modeling Story Problems		<p>Use concrete objects or sketches to model and solve addition or subtraction problem-solving situations with sums or minuends up through 500. Use concrete objects or sketches to model and solve addition or subtraction computation problems with sums or minuends up through 500 with and without regrouping. Recognize and solve word problems involving sums up through 100 in which two quantities are combined. Use expanded forms to represent numbers through 500, such as $345 = 3 \text{ hundreds} + 4 \text{ tens} + 5 \text{ ones} = 300 + 40 + 5$. Determine elapsed time in hours, such as 11:00 a.m. to 4:00 p.m.</p>
6 Add or Subtract: Problem Solving 5 Problem Solving	2.OA.1	<p>Recognize and solve word problems involving sums up through 500 in which two quantities are combined. Use concrete objects or sketches to model and solve addition or subtraction problem-solving situations with sums or minuends up through 500.</p>

		Demonstrate automatic recall of addition facts with sums through 20.
6 Add or Subtract: Problem Solving 6 Problem Solving with Combining	2.OA.1	<p>Recognize and solve word problems involving sums up through 500 in which two quantities are combined.</p> <p>Find the fewest number of bills and coins to represent an amount of money.</p> <p>Write and solve addition or subtraction number sentences for problem-solving situations with sums and minuends up through 100.</p> <p>Solve subtraction problems with a two-digit minuend and a one-digit subtrahend by using regrouping.</p> <p>Use concrete objects or sketches to model and solve addition or subtraction problem-solving situations with sums or minuends up through 500.</p>
6 Add or Subtract: Problem Solving 7 Problem Solving with Change	2.OA.1	<p>Demonstrate that a number can be composed of other numbers in various ways.</p> <p>Recognize and solve word problems involving sums or minuends up through 500 in which one quantity changes by addition or subtraction.</p> <p>Use concrete objects or sketches to model and solve addition or subtraction problem-solving situations with sums or minuends up through 500.</p> <p>Recognize and solve word problems involving sums or minuends up through 100 in which one quantity changes by addition or subtraction.</p> <p>Recognize and solve word problems involving numbers up to 100 in which two quantities are compared by the use of addition or subtraction.</p> <p>Use dollar and cent symbols for money.</p>
6 Add or Subtract: Problem Solving 8 Solve Change Story Problems	2.OA.1	<p>Demonstrate that a number can be composed of other numbers in various ways.</p> <p>Recognize and solve word problems involving sums or minuends up through 500 in which one quantity changes by addition or subtraction.</p> <p>Recognize and solve word problems involving sums up through 100 in which two quantities are combined.</p> <p>Use decimal notation for money.</p>
6 Add or Subtract: Problem Solving 10 Compare to Solve Story Problems	2.OA.1	<p>Recognize and solve word problems involving numbers up to 500 in which two quantities are compared by the use of addition or subtraction.</p> <p>Use pictures and picture graphs to compare data (for example, find largest, smallest, most often, least often).</p> <p>Use concrete objects or sketches to model and solve addition or subtraction computation problems involving sums and minuends up through 100.</p> <p>Identify the place value for each digit in whole numbers through</p>

		<p>500.</p> <p>Recognize and solve word problems involving numbers up to 500 in which one quantity must be changed to equal another quantity.</p> <p>Use concrete objects or sketches to model and solve addition or subtraction problem-solving situations with sums or minuends up through 500.</p> <p>Recognize and solve word problems involving numbers up to 100 in which two quantities are compared by the use of addition or subtraction.</p> <p>Recognize and solve word problems involving sums or minuends up through 500 in which one quantity changes by addition or subtraction.</p>
6 Add or Subtract: Problem Solving 11 Compare Amounts to Solve Problems	2.OA.1	<p>Recognize and solve word problems involving numbers up to 500 in which two quantities are compared by the use of addition or subtraction.</p> <p>Use expanded forms to represent numbers through 500, such as $345 = 3 \text{ hundreds} + 4 \text{ tens} + 5 \text{ ones} = 300 + 40 + 5$.</p> <p>Use tally charts and bar graphs to compare data (for example, find largest, smallest, most often, least often).</p> <p>Recognize and solve word problems involving numbers up to 100 in which two quantities are compared by the use of addition or subtraction.</p> <p>Use concrete objects or sketches to model and solve addition or subtraction problem-solving situations with sums or minuends up through 500.</p>
6 Add or Subtract: Problem Solving 12 Make Equal Amounts to Solve Problems	2.OA.1	<p>Use tally charts to represent data.</p> <p>Compare whole numbers through 500 by using the symbols $<$, $=$, $>$.</p> <p>Recognize and solve word problems involving numbers up to 100 in which one quantity must be changed to equal another quantity.</p> <p>Recognize and solve word problems involving numbers up to 500 in which one quantity must be changed to equal another quantity.</p> <p>Recognize and solve word problems involving sums or minuends up through 500 in which one quantity changes by addition or subtraction.</p> <p>Recognize and solve word problems involving numbers up to 500 in which two quantities are compared by the use of addition or subtraction.</p>
6 Add or Subtract: Problem Solving 13 Equalize Story Problems	2.OA.1	<p>Recognize and solve word problems involving numbers up to 500 in which one quantity must be changed to equal another quantity.</p> <p>Order three or more whole numbers through 500 by using the symbols $<$, $=$, $>$.</p> <p>Identify, describe, and compare plane figures, such as rectangle, square, triangle, circle, oval, including those on the faces of solid figures.</p> <p>Solve subtraction problems with a two-digit minuend and a one-digit subtrahend by using regrouping.</p> <p>Recognize and solve word problems involving sums or minuends</p>

		<p>up through 500 in which one quantity changes by addition or subtraction.</p> <p>Recognize and solve word problems involving numbers up to 100 in which one quantity must be changed to equal another quantity.</p>
6 Add or Subtract: Problem Solving 14 Unit Review		<p>Recognize and solve word problems involving numbers up to 500 in which two quantities are compared by the use of addition or subtraction.</p> <p>Recognize and solve word problems involving numbers up to 500 in which one quantity must be changed to equal another quantity.</p> <p>Recognize and solve word problems involving sums or minuends up through 500 in which one quantity changes by addition or subtraction.</p> <p>Recognize and solve word problems involving sums up through 500 in which two quantities are combined.</p> <p>Use concrete objects or sketches to model and solve addition or subtraction problem-solving situations with sums or minuends up through 500.</p>
6 Add or Subtract: Problem Solving 16 Unit Checkpoint		<p>Use concrete objects or sketches to model and solve addition or subtraction problem-solving situations with sums or minuends up through 500.</p> <p>Recognize and solve word problems involving sums or minuends up through 500 in which one quantity changes by addition or subtraction.</p> <p>Recognize and solve word problems involving numbers up to 500 in which one quantity must be changed to equal another quantity.</p> <p>Recognize and solve word problems involving sums up through 500 in which two quantities are combined.</p> <p>Recognize and solve word problems involving numbers up to 500 in which two quantities are compared by the use of addition or subtraction.</p>
7 Problem Solving: Reason and Connect 1 Story Problems	2.OA.1	<p>Write and solve addition or subtraction number sentences to represent problem-solving situations with sums and minuends up through 500.</p> <p>Recognize and solve word problems involving sums or minuends up through 500 in which one quantity changes by addition or subtraction.</p> <p>Demonstrate automatic recall of addition facts with sums through 20.</p> <p>Demonstrate automatic recall of subtraction facts with minuends through 20.</p>
7 Problem Solving: Reason and Connect 2 More Story Problems		<p>Give examples of problem situations that can be described by addition or subtraction number sentences, and write the sentences.</p> <p>Recognize and solve word problems involving sums or minuends up through 500 in which one quantity changes by addition or subtraction.</p>

		<p>Write and solve addition or subtraction number sentences to represent problem-solving situations with sums and minuends up through 500.</p> <p>Use concrete objects or sketches to model and solve addition or subtraction computation problems involving sums and minuends up through 100.</p> <p>Solve problems by using combinations of coins and bills.</p> <p>Compare whole numbers through 500 by using the symbols $<$, $=$, $>$.</p>
<p>7 Problem Solving: Reason and Connect 3 Problem Solving: Answer Check</p>		<p>Check the accuracy of calculations from the context of addition or subtraction problem-solving situations with sums and minuends up through 500 with regrouping.</p> <p>Write and solve addition or subtraction number sentences to represent problem-solving situations with sums and minuends up through 500.</p> <p>Determine elapsed time in hours, such as 11:00 a.m. to 4:00 p.m.</p> <p>Identify and explain the approach for addition or subtraction computation problems with sums or minuends up through 100.</p> <p>Use expanded forms to represent numbers through 500, such as $345 = 3 \text{ hundreds} + 4 \text{ tens} + 5 \text{ ones} = 300 + 40 + 5$.</p>
<p>7 Problem Solving: Reason and Connect 5 Explain Problem Solutions</p>		<p>Recognize and solve word problems involving sums or minuends up through 100 in which one quantity changes by addition or subtraction.</p> <p>Identify the place value for each digit in whole numbers through 500.</p> <p>Identify relationships between units of time, such as minutes in an hour, days in a month, weeks in a year.</p> <p>Justify the procedures selected for addition or subtraction problem-solving situations with sums or minuends up through 500.</p> <p>Check the accuracy of calculations from the context of addition or subtraction problem-solving situations with sums and minuends up through 500 with regrouping.</p>
<p>7 Problem Solving: Reason and Connect 6 Justify Procedures Selected</p>		<p>Justify the procedures selected for addition or subtraction problem-solving situations with sums or minuends up through 500.</p> <p>Write and solve addition or subtraction number sentences to represent problem-solving situations with sums and minuends up through 500.</p> <p>Demonstrate that a number can be composed of other numbers in various ways.</p> <p>Find the fewest number of bills and coins to represent an amount of money.</p> <p>Recognize and solve word problems involving numbers up to 100 in which two quantities are compared by the use of addition or subtraction.</p> <p>Check the accuracy of calculations from the context of addition or subtraction problem-solving situations with sums and minuends up through 500 with regrouping.</p>

<p>7 Problem Solving: Reason and Connect 7 Justify Solutions</p>		<p>Justify the procedures selected for addition or subtraction problem-solving situations with sums or minuends up through 500.</p> <p>Write and solve addition or subtraction number sentences for problem-solving situations with sums and minuends up through 100.</p> <p>Use dollar and cent symbols for money.</p> <p>Decompose numbers to solve subtraction problems, such as $213 - 12 = 200 + 13 - 12$.</p> <p>Check the accuracy of calculations from the context of addition or subtraction problem-solving situations with sums and minuends up through 500 with regrouping.</p>
<p>7 Problem Solving: Reason and Connect 9 Create Story Problems</p>		<p>Give examples of problem situations that can be described by addition or subtraction number sentences, and write the sentences.</p> <p>Demonstrate an understanding of connections between similar addition or subtraction computation problems, involving sums and minuends up through 500.</p> <p>Recognize and solve word problems involving numbers up to 100 in which one quantity must be changed to equal another quantity.</p> <p>Use decimal notation for money.</p> <p>Find the sum of two whole numbers with sums up through 500.</p>
<p>7 Problem Solving: Reason and Connect 10 Make Your Own Story Problems</p>		<p>Give examples of problem situations that can be described by addition or subtraction number sentences, and write the sentences.</p> <p>Write and solve addition or subtraction number sentences to represent problem-solving situations with sums and minuends up through 500.</p> <p>Use pictures and picture graphs to compare data (for example, find largest, smallest, most often, least often).</p> <p>Identify the place value for each digit in whole numbers through 500.</p> <p>Use regrouping to find the difference of two whole numbers with the minuend up through 500.</p>
<p>7 Problem Solving: Reason and Connect 11 Similar Story Problems</p>		<p>Demonstrate an understanding of connections between similar addition or subtraction problems from problem-solving situations, involving sums and minuends up through 500.</p> <p>Give examples of problem situations that can be described by addition or subtraction number sentences, and write the sentences.</p> <p>Demonstrate automatic recall of subtraction facts with minuends through 20.</p>
<p>7 Problem Solving: Reason and Connect 12 Classify Story Problems</p>		<p>Demonstrate an understanding of connections between similar addition or subtraction problems from problem-solving situations, involving sums and minuends up through 500.</p> <p>Demonstrate an understanding of connections between similar addition or subtraction computation problems, involving sums and</p>

		<p>minuends up through 500.</p> <p>Use tally charts to represent data.</p> <p>Compare whole numbers through 500 by using the symbols $<$, $=$, $>$.</p> <p>Recognize and solve word problems involving numbers up to 100 in which one quantity must be changed to equal another quantity.</p>
7 Problem Solving: Reason and Connect 13 Different Kinds of Problems		<p>Demonstrate an understanding of connections between similar addition or subtraction problems from problem-solving situations, involving sums and minuends up through 500.</p> <p>Demonstrate an understanding of connections between similar addition or subtraction computation problems, involving sums and minuends up through 500.</p> <p>Order three or more whole numbers through 500 by using the symbols $<$, $=$, $>$.</p> <p>Sort objects and data by common attributes, such as geometric figures, tall or short, numbers less than 50 or numbers 50 and above, striped or solid or polka-dotted.</p>
7 Problem Solving: Reason and Connect 14 Unit Review		<p>Justify the procedures selected for addition or subtraction problem-solving situations with sums or minuends up through 500.</p> <p>Give examples of problem situations that can be described by addition or subtraction number sentences, and write the sentences.</p> <p>Write and solve addition or subtraction number sentences to represent problem-solving situations with sums and minuends up through 500.</p> <p>Check the accuracy of calculations from the context of addition or subtraction problem-solving situations with sums and minuends up through 500 with regrouping.</p> <p>Demonstrate an understanding of connections between similar addition or subtraction problems from problem-solving situations, involving sums and minuends up through 500.</p>
7 Problem Solving: Reason and Connect 16 Unit Checkpoint		<p>Check the accuracy of calculations from the context of addition or subtraction problem-solving situations with sums and minuends up through 500 with regrouping.</p> <p>Justify the procedures selected for addition or subtraction problem-solving situations with sums or minuends up through 500.</p> <p>Give examples of problem situations that can be described by addition or subtraction number sentences, and write the sentences.</p> <p>Write and solve addition or subtraction number sentences to represent problem-solving situations with sums and minuends up through 500.</p> <p>Demonstrate an understanding of connections between similar addition or subtraction problems from problem-solving situations, involving sums and minuends up through 500.</p>

<p>8 Semester Review and Checkpoint 1 Semester Review</p>		<p>Justify the procedures selected for addition or subtraction problem-solving situations with sums or minuends up through 500.</p> <p>Use mental math to find the sum or difference of two 2-digit numbers.</p> <p>Write and solve addition or subtraction number sentences to represent problem-solving situations with sums and minuends up through 500.</p> <p>Recognize and solve word problems involving numbers up to 500 in which one quantity must be changed to equal another quantity. Compare whole numbers through 500 by using the symbols $<$, $=$, $>$. Decompose numbers to solve subtraction problems, such as $213 - 12 = 200 + 13 - 12$.</p> <p>Recognize and solve word problems involving numbers up to 500 in which two quantities are compared by the use of addition or subtraction.</p> <p>Use concrete objects or sketches to model and solve addition or subtraction problem-solving situations with sums or minuends up through 500.</p> <p>Identify the place value for each digit in whole numbers through 500.</p> <p>Identify relationships between units of time, such as minutes in an hour, days in a month, weeks in a year.</p> <p>Demonstrate that a number can be composed of other numbers in various ways.</p> <p>Recognize and solve word problems involving sums or minuends up through 500 in which one quantity changes by addition or subtraction.</p> <p>Use dollar and cent symbols for money.</p> <p>Identify centimeters on a ruler and measure the length of an object to the nearest centimeter.</p> <p>Order three or more whole numbers through 500 by using the symbols $<$, $=$, $>$.</p> <p>Give examples of problem situations that can be described by addition or subtraction number sentences, and write the sentences.</p> <p>Recognize and solve word problems involving sums up through 500 in which two quantities are combined.</p> <p>Find the sum of two whole numbers with sums up through 500.</p> <p>Identify inches on a ruler and measure the length of an object to the nearest inch.</p> <p>Use the inverse relationship between addition and subtraction to solve problems.</p> <p>Use regrouping to find the difference of two whole numbers with the minuend up through 500.</p> <p>Use models to represent regrouping in addition or subtraction problems.</p> <p>Determine elapsed time in hours, such as 11:00 a.m. to 4:00 p.m.</p>
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<p>8 Semester Review and Checkpoint 3 Semester 1 Checkpoint</p>		<p>Use regrouping to find the difference of two whole numbers with the minuend up through 500.</p> <p>Give examples of problem situations that can be described by addition or subtraction number sentences, and write the sentences.</p> <p>Decompose numbers to solve subtraction problems, such as $213 - 12 = 200 + 13 - 12$.</p> <p>Use models to represent regrouping in addition or subtraction problems.</p> <p>Use concrete objects or sketches to model and solve addition or subtraction computation problems with sums or minuends up through 500 with and without regrouping.</p> <p>Write and solve addition or subtraction number sentences to represent problem-solving situations with sums and minuends up through 500.</p> <p>Order three or more whole numbers through 500 by using the symbols $<$, $=$, $>$.</p> <p>Demonstrate that a number can be composed of other numbers in various ways.</p> <p>Identify the place value for each digit in whole numbers through 500.</p> <p>Compare whole numbers through 500 by using the symbols $<$, $=$, $>$.</p> <p>Find the sum of two whole numbers with sums up through 500.</p> <p>Recognize and solve word problems involving sums up through 500 in which two quantities are combined.</p> <p>Justify the procedures selected for addition or subtraction problem-solving situations with sums or minuends up through 500.</p> <p>Recognize and solve word problems involving numbers up to 500 in which one quantity must be changed to equal another quantity.</p> <p>Recognize and solve word problems involving sums or minuends up through 500 in which one quantity changes by addition or subtraction.</p> <p>Use concrete objects or sketches to model and solve addition or subtraction problem-solving situations with sums or minuends up through 500.</p> <p>Recognize and solve word problems involving numbers up to 500 in which two quantities are compared by the use of addition or subtraction.</p>
<p>9 Numbers Through 1,000 1 Count Aloud Through 1,000</p>		<p>Count aloud whole numbers through 1,000.</p> <p>Count aloud whole numbers through 500.</p> <p>Write and solve addition or subtraction number sentences for problem-solving situations with sums and minuends up through 100.</p> <p>Explain the meaning of the equals sign.</p> <p>Use tally charts and bar graphs to compare data (for example, find largest, smallest, most often, least often).</p>

<p>9 Numbers Through 1,000 2 Read Numbers Through 1,000</p>	<p>2.NBT.1, 2.NBT.3</p>	<p>Read whole numbers through 500. Read whole numbers through 1,000. Demonstrate automatic recall of addition facts with sums through 20. Demonstrate automatic recall of subtraction facts with minuends through 20.</p>
<p>9 Numbers Through 1,000 3 Write Number Words Through 1,000</p>	<p>2.NBT.3</p>	<p>Write number words through 1,000. Read number words through 500. Use regrouping to find the difference of two whole numbers with the minuend up through 500. Recognize and solve word problems involving numbers up to 100 in which one quantity must be changed to equal another quantity. Use decimal notation for money.</p>
<p>9 Numbers Through 1,000 4 Represent Numbers Through 1,000</p>	<p>2.NBT.3</p>	<p>Use models to represent numbers through 1,000. Represent equivalent forms of the same number through the use of physical models such as tens rods and ones cubes through 20. Use mental math to find the sum or difference of two 2-digit numbers. Identify the place value for each digit in whole numbers through 500. Use dollar and cent symbols for money.</p>
<p>9 Numbers Through 1,000 5 Work with Numbers Through 1,000</p>	<p>2.NBT.3</p>	<p>Demonstrate that multidigit numbers represent groups of 100s, 10s, and ones. Demonstrate understanding of place value by recording the number represented by groupings of tens and ones (for example, given 5 tens rods and 2 ones cubes or hearing "5 tens and 2 ones," record 52). Recognize when a measurement estimate is reasonable. Use models to represent regrouping in addition or subtraction problems. Find the fewest number of bills and coins to represent an amount of money.</p>
<p>9 Numbers Through 1,000 6 Model Numbers Through 1,000</p>	<p>2.NBT.3</p>	<p>Demonstrate that multidigit numbers represent groups of 100s, 10s, and ones. Use models to represent numbers through 1,000. Tell time to the nearest quarter hour. Understand that quantities can be compared, added, or subtracted if they have been measured by the same unit. Use expanded forms to represent numbers through 500, such as $345 = 3 \text{ hundreds} + 4 \text{ tens} + 5 \text{ ones} = 300 + 40 + 5$. Use expanded forms to represent numbers through 1,000, such as $754 = 7 \text{ hundreds} + 5 \text{ tens} + 4 \text{ ones}$.</p>

<p>9 Numbers Through 1,000 8 Place Value Through 1,000</p>	<p>2.NBT.3</p>	<p>Compare whole numbers through 500 by using the symbols $<$, $=$, $>$. Recognize and solve word problems involving numbers up to 500 in which two quantities are compared by the use of addition or subtraction. Identify relationships between units of time, such as minutes in an hour, days in a month, weeks in a year. Identify the place value for each digit in whole numbers through 1,000. Identify the place value for each digit in whole numbers through 500.</p>
<p>9 Numbers Through 1,000 9 Standard to Expanded Form</p>	<p>2.NBT.3</p>	<p>Recognize and solve word problems involving numbers up to 500 in which one quantity must be changed to equal another quantity. Determine elapsed time in hours, such as 11:00 a.m. to 4:00 p.m. Order three or more whole numbers through 500 by using the symbols $<$, $=$, $>$. Use expanded forms to represent numbers through 1,000, such as $754 = 7 \text{ hundreds} + 5 \text{ tens} + 4 \text{ ones}$. Use expanded forms to represent numbers through 500, such as $345 = 3 \text{ hundreds} + 4 \text{ tens} + 5 \text{ ones} = 300 + 40 + 5$.</p>
<p>9 Numbers Through 1,000 10 Expanded to Standard Form</p>	<p>2.NBT.3</p>	<p>Use expanded forms to represent numbers through 1,000, such as $754 = 7 \text{ hundreds} + 5 \text{ tens} + 4 \text{ ones}$. Recognize and solve word problems involving sums or minuends up through 500 in which one quantity changes by addition or subtraction. Compare, add, or subtract quantities that have been measured by the same unit. Identify the value of a combination of coins and bills. Use expanded forms to represent numbers through 500, such as $345 = 3 \text{ hundreds} + 4 \text{ tens} + 5 \text{ ones} = 300 + 40 + 5$.</p>
<p>9 Numbers Through 1,000 11 Compare and Order Numbers</p>	<p>2.NBT.4</p>	<p>Compare whole numbers up through 1,000 by using the symbols $<$, $=$, $>$. Order three or more whole numbers through 1,000 by using the symbols $<$, $=$, $>$. Demonstrate automatic recall of addition facts with sums through 20. Order three or more whole numbers through 500 by using the symbols $<$, $=$, $>$. Compare whole numbers through 500 by using the symbols $<$, $=$, $>$.</p>
<p>9 Numbers Through 1,000 12 Unit Review</p>		<p>Use models to represent numbers through 1,000. Write number words through 1,000. Use expanded forms to represent numbers through 1,000, such as $754 = 7 \text{ hundreds} + 5 \text{ tens} + 4 \text{ ones}$. Identify the place value for each digit in whole numbers through 1,000. Demonstrate that multidigit numbers represent groups of 100s, 10s, and ones.</p>

		<p>Count aloud whole numbers through 1,000.</p> <p>Order three or more whole numbers through 1,000 by using the symbols $<$, $=$, $>$.</p> <p>Read whole numbers through 1,000.</p> <p>Compare whole numbers up through 1,000 by using the symbols $<$, $=$, $>$.</p>
<p>9 Numbers Through 1,000</p> <p>14 Unit Checkpoint</p>		<p>Write number words through 1,000.</p> <p>Identify the place value for each digit in whole numbers through 1,000.</p> <p>Read whole numbers through 1,000.</p> <p>Demonstrate that multidigit numbers represent groups of 100s, 10s, and ones.</p> <p>Use expanded forms to represent numbers through 1,000, such as $754 = 7 \text{ hundreds} + 5 \text{ tens} + 4 \text{ ones}$.</p> <p>Compare whole numbers up through 1,000 by using the symbols $<$, $=$, $>$.</p> <p>Count aloud whole numbers through 1,000.</p> <p>Order three or more whole numbers through 1,000 by using the symbols $<$, $=$, $>$.</p> <p>Use models to represent numbers through 1,000.</p>
<p>10 Plane and Solid Figures</p> <p>1 Plane Figures</p>	2.G.1	<p>Write number words through 1,000.</p> <p>Identify the place value for each digit in whole numbers through 1,000.</p> <p>Read whole numbers through 1,000.</p> <p>Demonstrate that multidigit numbers represent groups of 100s, 10s, and ones.</p> <p>Use expanded forms to represent numbers through 1,000, such as $754 = 7 \text{ hundreds} + 5 \text{ tens} + 4 \text{ ones}$.</p> <p>Compare whole numbers up through 1,000 by using the symbols $<$, $=$, $>$.</p> <p>Count aloud whole numbers through 1,000.</p> <p>Order three or more whole numbers through 1,000 by using the symbols $<$, $=$, $>$.</p> <p>Use models to represent numbers through 1,000.</p>
<p>10 Plane and Solid Figures</p> <p>2 Solid Figures</p>	2.G.1	<p>Recognize and solve word problems involving sums up through 500 in which two quantities are combined.</p> <p>Identify the place value for each digit in whole numbers through 500.</p> <p>Use decimal notation for money.</p> <p>Describe solid figures according to the number and shape of faces, such as sphere, pyramid, cube, rectangular prism.</p> <p>Classify solid figures according to the number and shape of faces and the number of edges, such as sphere, pyramid, cube, rectangular prism.</p> <p>Identify, describe, and compare plane figures, such as rectangle,</p>

		square, triangle, circle, oval, including those on the faces of solid figures.
10 Plane and Solid Figures 3 Build and Take Apart Shapes	2.G.1, 2.G.2	Put geometric figures together to form other geometric figures. Take geometric figures apart to form other geometric figures. Use concrete objects to show how two or more shapes can be put together or taken apart to create a different shape. Tell time to the nearest quarter hour. Use dollar and cent symbols for money. Recognize and solve word problems involving sums up through 500 in which two quantities are combined.
10 Plane and Solid Figures 4 Unit Review		Put geometric figures together to form other geometric figures. Classify plane figures according to similarities and differences, such as triangle, square, rectangle, circle, oval. Take geometric figures apart to form other geometric figures. Identify and describe plane figures according to the number of sides and vertices, such as triangle, square, rectangle, circle, oval. Classify solid figures according to the number and shape of faces and the number of edges, such as sphere, pyramid, cube, rectangular prism. Describe solid figures according to the number and shape of faces, such as sphere, pyramid, cube, rectangular prism.
10 Plane and Solid Figures 6 Plane and Solid Figures		Describe solid figures according to the number and shape of faces, such as sphere, pyramid, cube, rectangular prism. Identify and describe plane figures according to the number of sides and vertices, such as triangle, square, rectangle, circle, oval. Classify plane figures according to similarities and differences, such as triangle, square, rectangle, circle, oval. Classify solid figures according to the number and shape of faces and the number of edges, such as sphere, pyramid, cube, rectangular prism. Put geometric figures together to form other geometric figures. Take geometric figures apart to form other geometric figures.
11 Add or Subtract Numbers Through 1,000 1 Sums and Differences	2.NBT.7	Find the sum or difference of two whole numbers with sums and minuends up through 1,000. Demonstrate automatic recall of addition facts with sums through 20. Demonstrate automatic recall of subtraction facts with minuends through 20. Find the sum of two whole numbers with sums up through 500. Use regrouping to find the difference of two whole numbers with the minuend up through 500.
11 Add or Subtract Numbers Through 1,000 2	2.NBT.7	Recognize and solve word problems involving sums up through 1,000 in which two quantities are combined. Recognize and solve word problems involving sums or minuends up through 1,000 in which one quantity changes by addition or

<p>Story Problems Through 1,000</p>		<p>subtraction.</p> <p>Recognize and solve word problems involving sums or minuends up through 500 in which one quantity changes by addition or subtraction.</p> <p>Recognize and solve word problems involving sums up through 500 in which two quantities are combined.</p> <p>Recognize and solve word problems involving numbers up to 1,000 in which one quantity must be changed to equal another quantity.</p> <p>Recognize and solve word problems involving numbers up to 1,000 in which two quantities are compared by the use of addition or subtraction.</p> <p>Recognize and solve word problems involving numbers up to 500 in which one quantity must be changed to equal another quantity.</p> <p>Order three or more whole numbers through 500 by using the symbols $<$, $=$, $>$.</p> <p>Use dollar and cent symbols for money.</p>
<p>11 Add or Subtract Numbers Through 1,000 3 Compare and Equalize Problems</p>		<p>Recognize and solve word problems involving numbers up to 1,000 in which two quantities are compared by the use of addition or subtraction.</p> <p>Recognize and solve word problems involving numbers up to 1,000 in which one quantity must be changed to equal another quantity.</p> <p>Recognize and solve word problems involving numbers up to 500 in which two quantities are compared by the use of addition or subtraction.</p> <p>Recognize and solve word problems involving numbers up to 500 in which one quantity must be changed to equal another quantity.</p> <p>Write and solve addition or subtraction number sentences to represent problem-solving situations with sums and minuends up through 1,000.</p> <p>Identify the place value for each digit in whole numbers through 500.</p> <p>Determine elapsed time in hours, such as 11:00 a.m. to 4:00 p.m.</p> <p>Use expanded forms to represent numbers through 500, such as $345 = 3 \text{ hundreds} + 4 \text{ tens} + 5 \text{ ones} = 300 + 40 + 5$.</p>
<p>11 Add or Subtract Numbers Through 1,000 5 Write Sentences for Story Problems</p>	<p>2.NBT.7</p>	<p>Write and solve addition or subtraction number sentences to represent problem-solving situations with sums and minuends up through 1,000.</p> <p>Write and solve addition or subtraction number sentences to represent problem-solving situations with sums and minuends up through 500.</p> <p>Compare whole numbers through 500 by using the symbols $<$, $=$, $>$.</p> <p>Identify the value of a combination of coins and bills.</p> <p>Demonstrate an understanding of connections between similar addition or subtraction computation problems, involving sums and minuends up through 500</p>

<p>11 Add or Subtract Numbers Through 1,000 6 Find Similarities and Differences</p>		<p>Find the sum of two whole numbers with sums up through 500. Order three or more whole numbers through 500 by using the symbols $<$, $=$, $>$. Recognize when a measurement estimate is reasonable. Write and solve addition or subtraction number sentences to represent problem-solving situations with sums and minuends up through 1,000. Demonstrate an understanding of connections between similar addition or subtraction problem-solving situations, involving sums and minuends up through 1,000. Demonstrate an understanding of connections between similar addition or subtraction problems from problem-solving situations, involving sums and minuends up through 500.</p>
<p>11 Add or Subtract Numbers Through 1,000 7 Check Story Problem Solutions</p>		<p>Check the accuracy of calculations from the context of addition or subtraction problem-solving situations with sums and minuends up through 1,000 with regrouping. Check the accuracy of calculations from the context of addition or subtraction problem-solving situations with sums and minuends up through 500 with regrouping. Demonstrate that a number can be composed of other numbers in various ways. Use regrouping to find the difference of two whole numbers with the minuend up through 500.</p>
<p>11 Add or Subtract Numbers Through 1,000 8 Explain Operations to Solve</p>		<p>Justify the procedures selected for addition or subtraction problem-solving situations with sums or minuends up through 500. Justify the procedures selected for addition or subtraction problem-solving situations with sums or minuends up through 1,000. Measure the same object with different units, and predict whether the number of units will be greater or less when a larger or smaller unit is used. Compare, add, or subtract quantities that have been measured by the same unit. Recognize and solve word problems involving sums or minuends up through 500 in which one quantity changes by addition or subtraction.</p>
<p>11 Add or Subtract Numbers Through 1,000 9 Choose the Problem</p>		<p>Recognize examples of problems that could be solved by addition or subtraction with regrouping. Write and solve addition or subtraction number sentences to represent problem-solving situations with sums and minuends up through 1,000. Write and solve addition or subtraction number sentences to represent problem-solving situations with sums and minuends up through 500. Recognize and solve word problems involving sums up through 500 in which two quantities are combined.</p>

		<p>Use mental math to find the sum or difference of two 2-digit numbers.</p>
<p>11 Add or Subtract Numbers Through 1,000 10 Unit Review</p>		<p>Recognize and solve word problems involving numbers up to 1,000 in which one quantity must be changed to equal another quantity.</p> <p>Recognize and solve word problems involving sums or minuends up through 1,000 in which one quantity changes by addition or subtraction.</p> <p>Demonstrate an understanding of connections between similar addition or subtraction problem-solving situations, involving sums and minuends up through 1,000.</p> <p>Recognize and solve word problems involving sums up through 1,000 in which two quantities are combined.</p> <p>Find the sum or difference of two whole numbers with sums and minuends up through 1,000.</p> <p>Justify the procedures selected for addition or subtraction problem-solving situations with sums or minuends up through 1,000.</p> <p>Recognize and solve word problems involving numbers up to 1,000 in which two quantities are compared by the use of addition or subtraction.</p> <p>Write and solve addition or subtraction number sentences to represent problem-solving situations with sums and minuends up through 1,000.</p> <p>Recognize examples of problems that could be solved by addition or subtraction with regrouping.</p>
<p>11 Add or Subtract Numbers Through 1,000 12 Unit Checkpoint</p>		<p>Find the sum or difference of two whole numbers with sums and minuends up through 1,000.</p> <p>Recognize and solve word problems involving numbers up to 1,000 in which two quantities are compared by the use of addition or subtraction.</p> <p>Recognize and solve word problems involving numbers up to 1,000 in which one quantity must be changed to equal another quantity.</p> <p>Write and solve addition or subtraction number sentences to represent problem-solving situations with sums and minuends up through 1,000.</p> <p>Recognize examples of problems that could be solved by addition or subtraction with regrouping.</p> <p>Check the accuracy of calculations from the context of addition or subtraction problem-solving situations with sums and minuends up through 1,000 with regrouping.</p> <p>Justify the procedures selected for addition or subtraction problem-solving situations with sums or minuends up through 1,000.</p> <p>Recognize and solve word problems involving sums up through 1,000 in which two quantities are combined.</p> <p>Recognize and solve word problems involving sums or minuends up through 1,000 in which one quantity changes by addition or</p>

		<p>subtraction.</p> <p>Demonstrate an understanding of connections between similar addition or subtraction problem-solving situations, involving sums and minuends up through 1,000.</p>
12 Multiplication and Number Patterns 1 Model Multiplication with Arrays		<p>Use models and math symbols to represent addition.</p> <p>Use models and math symbols to represent subtraction.</p> <p>Use concrete objects or sketches of arrays to model multiplication problems.</p> <p>Demonstrate automatic recall of subtraction facts with minuends through 20.</p>
12 Multiplication and Number Patterns 2 Repeated Addition and Grouping	2.OA.3, 2.OA.4	<p>Use decimal notation for money.</p> <p>Demonstrate an understanding of connections between similar addition or subtraction computation problems, involving sums and minuends up through 500.</p> <p>Identify the place value for each digit in whole numbers through 500.</p> <p>Use grouping to solve simple multiplication problems.</p> <p>Use concrete objects or sketches to model and explain multiplication as repeated addition.</p> <p>Use concrete objects or sketches of arrays to model multiplication problems.</p>
12 Multiplication and Number Patterns 3 Model and Solve Multiplication	2.OA.4	<p>Use concrete objects or sketches to model and explain multiplication as repeated addition.</p> <p>Use grouping to solve simple multiplication problems.</p> <p>Use concrete objects or sketches of arrays to model multiplication problems.</p> <p>Demonstrate an understanding of connections between similar addition or subtraction computation problems, involving sums and minuends up through 500.</p> <p>Use decimal notation for money.</p> <p>Identify the place value for each digit in whole numbers through 500.</p>
12 Multiplication and Number Patterns 4 Linear Patterns	2.OA.3, 2.NBT.2	<p>Describe linear patterns, such as 3, 6, 9, using the wheels on 1 tricycle, 2 tricycles, 3 tricycles as an example.</p> <p>Determine a next term and extend a linear pattern, such as 3, 6, 9, ... as the wheels on 1 tricycle, 2 tricycles, 3 tricycles, and extending it to 12 wheels on 4 tricycles as an example.</p> <p>Use concrete objects or sketches to model and solve addition or subtraction problem-solving situations with sums or minuends up through 500.</p> <p>Use expanded forms to represent numbers through 500, such as $345 = 3 \text{ hundreds} + 4 \text{ tens} + 5 \text{ ones} = 300 + 40 + 5$.</p> <p>Count by 5s through 100.</p> <p>Count by 2s through 100.</p> <p>Count by 10s through 100.</p>

<p>12 Multiplication and Number Patterns 5 Number Patterns</p>		<p>Solve problems involving simple number patterns. Determine a next term and extend a linear pattern, such as 3, 6, 9, ... as the wheels on 1 tricycle, 2 tricycles, 3 tricycles, and extending it to 12 wheels on 4 tricycles as an example. Compare whole numbers through 500 by using the symbols $<$, $=$, $>$. Tell time to the nearest quarter hour. Determine elapsed time in hours, such as 11:00 a.m. to 4:00 p.m.</p>
<p>12 Multiplication and Number Patterns 7 Represent Multiplication</p>		<p>Recognize that the \times sign refers to multiplication. Correctly use the symbol \times for multiplication. Use models and math symbols to represent multiplication. Order three or more whole numbers through 500 by using the symbols $<$, $=$, $>$. Recognize and solve word problems involving numbers up to 500 in which two quantities are compared by the use of addition or subtraction. Read whole numbers through 500. Use concrete objects or sketches to model and explain multiplication as repeated addition. Use concrete objects or sketches of arrays to model multiplication problems. Recognize that the $+$ symbol refers to addition. Recognize that the $-$ sign refers to subtraction.</p>
<p>12 Multiplication and Number Patterns 8 Multiply by 2</p>		<p>Use counting by multiples of 2 to understand multiplication facts for 2. Demonstrate automatic recall of multiplication facts for 2 through 10×2. Use models and math symbols to represent multiplication. Use concrete objects or sketches to model and explain multiplication as repeated addition. Find the sum of two whole numbers with sums up through 500. Recognize and solve word problems involving sums up through 500 in which two quantities are combined. Decompose numbers to solve subtraction problems, such as $213 - 12 = 200 + 13 - 12$.</p>
<p>12 Multiplication and Number Patterns 10 Multiplication: 2s Facts</p>	<p>2.NBT.2</p>	<p>Demonstrate automatic recall of multiplication facts for 2 through 10×2. Use counting by multiples of 2 to understand multiplication facts for 2. Recognize and solve word problems involving sums or minuends up through 500 in which one quantity changes by addition or subtraction. Measure and compare capacities by using a standard unit (for example, use a measuring cup to measure contents of a water bottle). Order three or more whole numbers through 500 by using the</p>

		<p>symbols $<$, $=$, $>$.</p> <p>Use models and math symbols to represent multiplication.</p>
<p>12 Multiplication and Number Patterns 11 Multiply by 10</p>	2.NBT.2	<p>Give examples of problem situations that can be described by addition or subtraction number sentences, and write the sentences.</p> <p>Recognize and solve word problems involving sums or minuends up through 500 in which one quantity changes by addition or subtraction.</p> <p>Use counting by multiples of 10 to understand multiplication facts for 10.</p> <p>Demonstrate automatic recall of multiplication facts for 10 through 10×10.</p> <p>Demonstrate automatic recall of multiplication facts for 2 through 10×2.</p> <p>Use counting by multiples of 2 to understand multiplication facts for 2.</p>
<p>12 Multiplication and Number Patterns 12 Multiplication: 10s Facts</p>	2.NBT.2	<p>Understand that quantities can be compared, added, or subtracted if they have been measured by the same unit.</p> <p>Use expanded forms to represent numbers through 500, such as $345 = 3 \text{ hundreds} + 4 \text{ tens} + 5 \text{ ones} = 300 + 40 + 5$.</p> <p>Recognize and solve word problems involving numbers up to 500 in which two quantities are compared by the use of addition or subtraction.</p> <p>Demonstrate automatic recall of multiplication facts for 10 through 10×10.</p> <p>Demonstrate automatic recall of multiplication facts for 2 through 10×2.</p> <p>Use models and math symbols to represent multiplication.</p>
<p>12 Multiplication and Number Patterns 13 Multiply by 5</p>	2.NBT.2	<p>Use decimal notation for money.</p> <p>Use models to represent regrouping in addition or subtraction problems.</p> <p>Recognize and solve word problems involving numbers up to 500 in which one quantity must be changed to equal another quantity.</p> <p>Use counting by multiples of 10 to understand multiplication facts for 10.</p> <p>Demonstrate automatic recall of multiplication facts for 10 through 10×10.</p> <p>Demonstrate automatic recall of multiplication facts for 5 through 10×5.</p> <p>Use counting by multiples of 5 to understand multiplication facts for 5.</p>
<p>12 Multiplication and Number Patterns 14 Multiplication: 5s Facts</p>		<p>Demonstrate automatic recall of multiplication facts for 5 through 10×5.</p> <p>Demonstrate automatic recall of multiplication facts for 10 through 10×10.</p> <p>Identify the place value for each digit in whole numbers through</p>

		<p>500.</p> <p>Demonstrate that a number can be composed of other numbers in various ways.</p> <p>Determine elapsed time in hours, such as 11:00 a.m. to 4:00 p.m.</p> <p>Use concrete objects or sketches to model and solve addition or subtraction problem-solving situations with sums or minuends up through 500.</p> <p>Use counting by multiples of 5 to understand multiplication facts for 5.</p>
<p>12 Multiplication and Number Patterns 15 Unit Review</p>		<p>Demonstrate an understanding of connections between similar addition or subtraction problem-solving situations, involving sums and minuends up through 1,000.</p> <p>Recognize and solve word problems involving sums or minuends up through 1,000 in which one quantity changes by addition or subtraction.</p> <p>Recognize and solve word problems involving sums up through 1,000 in which two quantities are combined.</p> <p>Recognize and solve word problems involving numbers up to 1,000 in which two quantities are compared by the use of addition or subtraction.</p> <p>Recognize examples of problems that could be solved by addition or subtraction with regrouping.</p> <p>Recognize and solve word problems involving numbers up to 1,000 in which one quantity must be changed to equal another quantity.</p> <p>Find the sum or difference of two whole numbers with sums and minuends up through 1,000.</p> <p>Write and solve addition or subtraction number sentences to represent problem-solving situations with sums and minuends up through 1,000.</p> <p>Justify the procedures selected for addition or subtraction problem-solving situations with sums or minuends up through 1,000.</p> <p>Demonstrate automatic recall of multiplication facts for 10 through 10×10.</p> <p>Determine a next term and extend a linear pattern, such as 3, 6, 9, ... as the wheels on 1 tricycle, 2 tricycles, 3 tricycles, and extending it to 12 wheels on 4 tricycles as an example.</p> <p>Use counting by multiples of 10 to understand multiplication facts for 10.</p> <p>Demonstrate automatic recall of multiplication facts for 2 through 10×2.</p> <p>Use models and math symbols to represent multiplication.</p> <p>Use grouping to solve simple multiplication problems.</p> <p>Use counting by multiples of 2 to understand multiplication facts for 2.</p> <p>Use concrete objects or sketches to model and explain multiplication as repeated addition.</p> <p>Solve problems involving simple number patterns.</p>

		<p>Recognize that the \times sign refers to multiplication.</p> <p>Describe linear patterns, such as 3, 6, 9, using the wheels on 1 tricycle, 2 tricycles, 3 tricycles as an example.</p> <p>Use concrete objects or sketches of arrays to model multiplication problems.</p> <p>Use counting by multiples of 5 to understand multiplication facts for 5.</p> <p>Demonstrate automatic recall of multiplication facts for 5 through 10×5.</p> <p>Correctly use the symbol \times for multiplication.</p>
<p>12 Multiplication and Number Patterns 17 Unit Checkpoint</p>		<p>Use concrete objects or sketches to model and explain multiplication as repeated addition.</p> <p>Use counting by multiples of 10 to understand multiplication facts for 10.</p> <p>Describe linear patterns, such as 3, 6, 9, using the wheels on 1 tricycle, 2 tricycles, 3 tricycles as an example.</p> <p>Use grouping to solve simple multiplication problems.</p> <p>Recognize that the \times sign refers to multiplication.</p> <p>Correctly use the symbol \times for multiplication.</p> <p>Determine a next term and extend a linear pattern, such as 3, 6, 9, ... as the wheels on 1 tricycle, 2 tricycles, 3 tricycles, and extending it to 12 wheels on 4 tricycles as an example.</p> <p>Demonstrate automatic recall of multiplication facts for 2 through 10×2.</p> <p>Use counting by multiples of 2 to understand multiplication facts for 2.</p> <p>Use models and math symbols to represent multiplication.</p> <p>Demonstrate automatic recall of multiplication facts for 10 through 10×10.</p> <p>Solve problems involving simple number patterns.</p> <p>Use concrete objects or sketches of arrays to model multiplication problems.</p> <p>Demonstrate automatic recall of multiplication facts for 5 through 10×5.</p> <p>Use counting by multiples of 5 to understand multiplication facts for 5.</p>
<p>13 Multiplication and Addition Properties 1 Multiplication Order and Rules</p>		<p>Demonstrate understanding that the order in which numbers are multiplied does not affect the product.</p> <p>Use models and math symbols to represent multiplication.</p> <p>Demonstrate understanding that any number multiplied by 1 results in the same number ($n \times 1 = n$).</p> <p>Demonstrate understanding of the rule for multiplying by zero.</p> <p>Demonstrate automatic recall of addition facts with sums through 20.</p> <p>Demonstrate automatic recall of multiplication facts.</p> <p>Demonstrate automatic recall of subtraction facts with minuends through 20.</p>

<p>13 Multiplication and Addition Properties 2 The Commutative Property</p>		<p>Demonstrate understanding of the commutative properties of addition and multiplication.</p> <p>Use the commutative property to check results.</p> <p>Use the commutative property in mental calculations.</p> <p>Demonstrate understanding that the order in which numbers are multiplied does not affect the product.</p> <p>Recognize and solve word problems involving sums up through 500 in which two quantities are combined.</p> <p>Identify the place value for each digit in whole numbers through 500.</p> <p>Find the sum of two whole numbers with sums up through 500.</p>
<p>13 Multiplication and Addition Properties 3 The Associative Property</p>		<p>Demonstrate understanding of the associative properties of addition and multiplication.</p> <p>Use the associative property in mental calculations.</p> <p>Use the associative property to check results.</p> <p>Demonstrate automatic recall of addition facts with sums through 20.</p> <p>Demonstrate automatic recall of subtraction facts with minuends through 20.</p> <p>Demonstrate automatic recall of multiplication facts.</p> <p>Given a number of objects up through 20, show how those objects can be grouped and regrouped to illustrate the associative property.</p>
<p>13 Multiplication and Addition Properties 4 Use Properties</p>		<p>Tell time to the nearest quarter hour.</p> <p>Understand that quantities can be compared, added, or subtracted if they have been measured by the same unit.</p> <p>Use mental math to find the sum or difference of two 2-digit numbers.</p> <p>Use the commutative property in mental calculations.</p> <p>Use the commutative and associative properties to simplify expressions.</p> <p>Use the associative property in mental calculations.</p> <p>Demonstrate automatic recall of addition facts with sums through 20.</p>
<p>13 Multiplication and Addition Properties 5 Unit Review</p>		<p>Demonstrate understanding that any number multiplied by 1 results in the same number ($n \times 1 = n$).</p> <p>Demonstrate understanding that the order in which numbers are multiplied does not affect the product.</p> <p>Use the commutative and associative properties to simplify expressions.</p> <p>Use the associative property in mental calculations.</p> <p>Demonstrate understanding of the commutative properties of addition and multiplication.</p> <p>Use the commutative property in mental calculations.</p> <p>Demonstrate understanding of the rule for multiplying by zero.</p> <p>Given a number of objects up through 20, show how those objects can be grouped and regrouped to illustrate the associative</p>

		<p>property.</p> <p>Use the associative property to check results.</p> <p>Use the commutative property to check results.</p> <p>Demonstrate understanding of the associative properties of addition and multiplication.</p> <p>Use models and math symbols to represent multiplication.</p>
13 Multiplication and Addition Properties 7 Unit Checkpoint		<p>Use the commutative and associative properties to simplify expressions.</p> <p>Use the associative property in mental calculations.</p> <p>Demonstrate understanding of the associative properties of addition and multiplication.</p> <p>Use the associative property to check results.</p> <p>Demonstrate understanding that the order in which numbers are multiplied does not affect the product.</p> <p>Demonstrate understanding of the commutative properties of addition and multiplication.</p> <p>Use the commutative property to check results.</p> <p>Demonstrate understanding of the rule for multiplying by zero.</p> <p>Use the commutative property in mental calculations.</p> <p>Demonstrate understanding that any number multiplied by 1 results in the same number ($n \times 1 = n$).</p> <p>Use models and math symbols to represent multiplication.</p> <p>Given a number of objects up through 20, show how those objects can be grouped and regrouped to illustrate the associative property.</p>
14 Introduction to Division 1 Division as Repeated Subtraction		<p>Use concrete objects or sketches to model and solve addition or subtraction computation problems with sums and minuends up through 30.</p> <p>Use repeated subtraction to do division problems.</p> <p>Use expanded forms to represent numbers through 1,000, such as $754 = 7 \text{ hundreds} + 5 \text{ tens} + 4 \text{ ones}$.</p> <p>Use concrete objects or sketches to model and explain multiplication as repeated addition.</p> <p>Give examples of problem situations that can be described by addition or subtraction number sentences, and write the sentences.</p> <p>Demonstrate that a number can be composed of other numbers in various ways.</p>
14 Introduction to Division 2 Division with Repeated Subtraction		<p>Use concrete objects or sketches to model and explain multiplication as repeated addition.</p> <p>Use repeated subtraction to do division problems.</p> <p>Demonstrate automatic recall of subtraction facts with minuends through 20.</p> <p>Demonstrate that multidigit numbers represent groups of 100s, 10s, and ones.</p> <p>Find the sum of two whole numbers with sums up through 500.</p>

		Decompose numbers to solve subtraction problems, such as $213 - 12 = 200 + 13 - 12$.
14 Introduction to Division 3 Division with Equal Sharing		Use regrouping to find the difference of two whole numbers with the minuend up through 500. Demonstrate an understanding of connections between similar addition or subtraction problems from problem-solving situations, involving sums and minuends up through 500. Recognize and solve word problems involving numbers up to 500 in which two quantities are compared by the use of addition or subtraction. Use equal sharing to do division problems. Use repeated subtraction to do division problems.
14 Introduction to Division 4 Equal Share Division		Justify the procedures selected for addition or subtraction problem-solving situations with sums or minuends up through 500. Understand that quantities can be compared, added, or subtracted if they have been measured by the same unit. Use equal sharing to do division problems. Use repeated subtraction to do division problems.
14 Introduction to Division 5 Represent Division		Identify and explain the approach and strategies for solving addition or subtraction computation problems with sums or minuends up through 500. Understand that quantities can be compared, added, or subtracted if they have been measured by the same unit. Recognize and solve word problems involving sums or minuends up through 500 in which one quantity changes by addition or subtraction. Recognize that the \div sign refers to division. Correctly use the \div symbol. Use models and math symbols to represent division. Use equal sharing to do division problems. Use repeated subtraction to do division problems. Recognize that the \times sign refers to multiplication.
14 Introduction to Division 6 Remainders in Division		Use forming equal groups with remainders to solve simple division problems. Demonstrate automatic recall of addition facts with sums through 20. Demonstrate automatic recall of multiplication facts. Demonstrate automatic recall of subtraction facts with minuends through 20. Use equal sharing to do division problems. Use models and math symbols to represent division.
14 Introduction to Division 7 Unit Review		Use models and math symbols to represent division. Use equal sharing to do division problems. Use forming equal groups with remainders to solve simple division problems.

		<p>Correctly use the \div symbol.</p> <p>Use repeated subtraction to do division problems.</p> <p>Recognize that the \div sign refers to division.</p>
14 Introduction to Division 9 Unit Checkpoint		<p>Use forming equal groups with remainders to solve simple division problems.</p> <p>Use models and math symbols to represent division.</p> <p>Recognize that the \div sign refers to division.</p> <p>Use repeated subtraction to do division problems.</p> <p>Correctly use the \div symbol.</p> <p>Use equal sharing to do division problems.</p>
15 Data Representations and Analysis 1 Display Data	2.MD.10	<p>Systematically record numerical data.</p> <p>Represent the same data set with more than one representation, such as a tally, picture graph, or bar graph.</p> <p>Understand that quantities can be compared, added, or subtracted if they have been measured by the same unit.</p> <p>Demonstrate that a number can be composed of other numbers in various ways.</p> <p>Recognize and solve word problems involving sums or minuends up through 500 in which one quantity changes by addition or subtraction.</p> <p>Write numerals through 500.</p> <p>Use pictures and picture graphs to represent data.</p> <p>Use tally charts to represent data.</p>
15 Data Representations and Analysis 2 Data Questions		<p>Ask and answer simple questions related to data representations.</p> <p>Represent the same data set with more than one representation, such as a tally, picture graph, or bar graph.</p> <p>Demonstrate that multidigit numbers represent groups of 100s, 10s, and ones.</p> <p>Find the sum of two whole numbers with sums up through 500.</p> <p>Recognize and solve word problems involving sums up through 500 in which two quantities are combined.</p>
15 Data Representations and Analysis 3 Use Data to Solve Problems		<p>Solve addition or subtraction problems by using data from charts, picture graphs, and number sentences.</p> <p>Ask and answer simple questions related to data representations.</p> <p>Decompose numbers to solve subtraction problems, such as $213 - 12 = 200 + 13 - 12$.</p> <p>Recognize and solve word problems involving numbers up to 500 in which two quantities are compared by the use of addition or subtraction.</p> <p>Use regrouping to find the difference of two whole numbers with the minuend up through 500.</p>

<p>15 Data Representations and Analysis 4 Range and Mode of Data Sets</p>		<p>Determine the range for a set of data. Identify the mode in a data set. Systematically record numerical data. Demonstrate that multidigit numbers represent groups of 100s, 10s, and ones. Compare whole numbers up through 1,000 by using the symbols $<$, $=$, $>$. Use mental math to find the sum or difference of two 2-digit numbers.</p>
<p>15 Data Representations and Analysis 5 Unit Review</p>		<p>Ask and answer simple questions related to data representations. Represent the same data set with more than one representation, such as a tally, picture graph, or bar graph. Solve addition or subtraction problems by using data from charts, picture graphs, and number sentences. Write numerals through 500. Systematically record numerical data. Use pictures and picture graphs to represent data. Use tally charts to represent data. Identify the mode in a data set. Determine the range for a set of data.</p>
<p>15 Data Representations and Analysis 7 Unit Checkpoint</p>		<p>Determine the range for a set of data. Represent the same data set with more than one representation, such as a tally, picture graph, or bar graph. Solve addition or subtraction problems by using data from charts, picture graphs, and number sentences. Ask and answer simple questions related to data representations. Identify the mode in a data set. Systematically record numerical data. Use tally charts to represent data. Use pictures and picture graphs to represent data. Write numerals through 500.</p>
<p>16 Introduction to Fractions 1 Fractional Parts of a Whole</p>	<p>2.G.3</p>	<p>Demonstrate that a fraction can represent the relationship of equal parts to a whole or parts of a set. Explain that when all fractional parts of a whole are included, such as $\frac{4}{4}$, the result is equal to one whole. Demonstrate automatic recall of subtraction facts with minuends through 20.</p>
<p>16 Introduction to Fractions 2 Fractional Parts of a Group</p>	<p>2.G.3</p>	<p>Order three or more whole numbers through 1,000 by using the symbols $<$, $=$, $>$. Recognize and solve word problems involving sums or minuends up through 500 in which one quantity changes by addition or subtraction. Use regrouping to find the difference of two whole numbers with the minuend up through 500. Recognize and name unit fractions from $\frac{1}{12}$ to $\frac{1}{2}$.</p>

		<p>Demonstrate that a fraction can represent the relationship of equal parts to a whole or parts of a set.</p> <p>Demonstrate that a number can be composed of other numbers in various ways.</p>
16 Introduction to Fractions 4 Fractional Relationships	2.G.3	<p>Demonstrate that a fraction can represent the relationship of equal parts to a whole or parts of a set.</p> <p>Recognize and name unit fractions from $\frac{1}{12}$ to $\frac{1}{2}$.</p> <p>Recognize and solve word problems involving sums up through 500 in which two quantities are combined.</p> <p>Compare whole numbers up through 1,000 by using the symbols $<$, $=$, $>$.</p> <p>Use mental math to find the sum or difference of two 2-digit numbers.</p>
16 Introduction to Fractions 5 Fractional Parts and 1 Whole		<p>Classify plane figures according to similarities and differences, such as triangle, square, rectangle, circle, oval.</p> <p>Identify and describe plane figures according to the number of sides and vertices, such as triangle, square, rectangle, circle, oval.</p> <p>Represent the same data set with more than one representation, such as a tally, picture graph, or bar graph.</p> <p>Explain that when all fractional parts of a whole are included, such as $\frac{4}{4}$, the result is equal to one whole.</p> <p>Recognize and name unit fractions from $\frac{1}{12}$ to $\frac{1}{2}$.</p> <p>Demonstrate that a fraction can represent the relationship of equal parts to a whole or parts of a set.</p>
16 Introduction to Fractions 6 Fractions and Whole Numbers		<p>Demonstrate how fractions and whole numbers can be plotted on a number line.</p> <p>Demonstrate that a fraction can represent the relationship of equal parts to a whole or parts of a set.</p> <p>Use regrouping to find the difference of two whole numbers with the minuend up through 500.</p> <p>Identify and describe plane figures according to the number of sides and vertices, such as triangle, square, rectangle, circle, oval.</p>
16 Introduction to Fractions 7 Fractions and Mixed Numbers		<p>Demonstrate how fractions and whole numbers can be plotted on a number line.</p> <p>Demonstrate that a fraction can represent the relationship of equal parts to a whole or parts of a set.</p> <p>Describe solid figures according to the number and shape of faces, such as sphere, pyramid, cube, rectangular prism.</p> <p>Use expanded forms to represent numbers through 1,000, such as $754 = 7 \text{ hundreds} + 5 \text{ tens} + 4 \text{ ones}$.</p> <p>Write and solve addition or subtraction number sentences to represent problem-solving situations with sums and minuends up through 500.</p>

<p>16 Introduction to Fractions 9 Model and Compare Fractions</p>	<p>2.G.3</p>	<p>Use concrete objects or given drawings to compare unit fractions from $1/12$ to $1/2$.</p> <p>Generate fraction representations (for example, show $2/3$ of a shape or $2/3$ of a set of objects or $2/3$ of an interval on a number line).</p> <p>Demonstrate that multidigit numbers represent groups of 100s, 10s, and ones.</p> <p>Find the sum or difference of two whole numbers with sums and minuends up through 1,000.</p> <p>Recognize and solve word problems involving sums or minuends up through 1,000 in which one quantity changes by addition or subtraction.</p> <p>Identify a few simple equivalent fractions, such as $1/2 = 2/4$.</p> <p>Explain that when all fractional parts of a whole are included, such as $4/4$, the result is equal to one whole.</p>
<p>16 Introduction to Fractions 10 Equivalent Fractions</p>	<p>2.G.3</p>	<p>Demonstrate automatic recall of addition facts with sums through 20.</p> <p>Demonstrate automatic recall of multiplication facts.</p> <p>Demonstrate automatic recall of subtraction facts with minuends through 20.</p> <p>Use concrete objects or given drawings to compare unit fractions from $1/12$ to $1/2$.</p> <p>Identify a few simple equivalent fractions, such as $1/2 = 2/4$.</p>
<p>16 Introduction to Fractions 11 Unit Review</p>		<p>Use concrete objects or given drawings to compare unit fractions from $1/12$ to $1/2$.</p> <p>Demonstrate how fractions and whole numbers can be plotted on a number line.</p> <p>Generate fraction representations (for example, show $2/3$ of a shape or $2/3$ of a set of objects or $2/3$ of an interval on a number line).</p> <p>Demonstrate that a number can be composed of other numbers in various ways.</p> <p>Demonstrate that a fraction can represent the relationship of equal parts to a whole or parts of a set.</p> <p>Recognize and name unit fractions from $1/12$ to $1/2$.</p> <p>Explain that when all fractional parts of a whole are included, such as $4/4$, the result is equal to one whole.</p> <p>Identify a few simple equivalent fractions, such as $1/2 = 2/4$.</p>
<p>16 Introduction to Fractions 12 Unit Checkpoint</p>		<p>Demonstrate how fractions and whole numbers can be plotted on a number line.</p> <p>Identify a few simple equivalent fractions, such as $1/2 = 2/4$.</p> <p>Use concrete objects or given drawings to compare unit fractions from $1/12$ to $1/2$.</p> <p>Generate fraction representations (for example, show $2/3$ of a shape or $2/3$ of a set of objects or $2/3$ of an interval on a number line).</p> <p>Demonstrate that a number can be composed of other numbers in</p>

		<p style="text-align: right;">various ways.</p> <p>Demonstrate that a fraction can represent the relationship of equal parts to a whole or parts of a set.</p> <p>Explain that when all fractional parts of a whole are included, such as $\frac{4}{4}$, the result is equal to one whole.</p> <p>Recognize and name unit fractions from $\frac{1}{12}$ to $\frac{1}{2}$.</p>
<p>17 Semester Review and Checkpoint 1 Semester Review</p>		<p>Use the associative property to check results.</p> <p>Classify plane figures according to similarities and differences, such as triangle, square, rectangle, circle, oval.</p> <p>Describe solid figures according to the number and shape of faces, such as sphere, pyramid, cube, rectangular prism.</p> <p>Put geometric figures together to form other geometric figures.</p> <p>Identify the mode in a data set.</p> <p>Ask and answer simple questions related to data representations.</p> <p>Solve problems involving simple number patterns.</p> <p>Justify the procedures selected for addition or subtraction problem-solving situations with sums or minuends up through 1,000.</p> <p>Use concrete objects or sketches of arrays to model multiplication problems.</p> <p>Demonstrate that multidigit numbers represent groups of 100s, 10s, and ones.</p> <p>Demonstrate understanding that any number multiplied by 1 results in the same number ($n \times 1 = n$).</p> <p>Recognize and solve word problems involving sums or minuends up through 1,000 in which one quantity changes by addition or subtraction.</p> <p>Recognize and solve word problems involving numbers up to 1,000 in which two quantities are compared by the use of addition or subtraction.</p> <p>Demonstrate automatic recall of multiplication facts for 2 through 10×2.</p> <p>Demonstrate that a fraction can represent the relationship of equal parts to a whole or parts of a set.</p> <p>Recognize and name unit fractions from $\frac{1}{12}$ to $\frac{1}{2}$.</p> <p>Generate fraction representations (for example, show $\frac{2}{3}$ of a shape or $\frac{2}{3}$ of a set of objects or $\frac{2}{3}$ of an interval on a number line).</p> <p>Take geometric figures apart to form other geometric figures.</p> <p>Use equal sharing to do division problems.</p> <p>Use concrete objects or sketches to model and explain multiplication as repeated addition.</p> <p>Use models and math symbols to represent multiplication.</p> <p>Use grouping to solve simple multiplication problems.</p> <p>Write number words through 1,000.</p> <p>Demonstrate an understanding of connections between similar addition or subtraction problem-solving situations, involving sums and minuends up through 1,000.</p>

		<p>Recognize that the \times sign refers to multiplication.</p> <p>Correctly use the \div symbol.</p> <p>Demonstrate understanding of the commutative properties of addition and multiplication.</p> <p>Use the commutative property in mental calculations.</p> <p>Classify solid figures according to the number and shape of faces and the number of edges, such as sphere, pyramid, cube, rectangular prism.</p> <p>Systematically record numerical data.</p> <p>Recognize and solve word problems involving numbers up to 1,000 in which one quantity must be changed to equal another quantity.</p> <p>Find the sum or difference of two whole numbers with sums and minuends up through 1,000.</p> <p>Use counting by multiples of 5 to understand multiplication facts for 5.</p> <p>Use the commutative and associative properties to simplify expressions.</p> <p>Use counting by multiples of 2 to understand multiplication facts for 2.</p> <p>Use repeated subtraction to do division problems.</p> <p>Count aloud whole numbers through 1,000.</p> <p>Explain that when all fractional parts of a whole are included, such as $\frac{4}{4}$, the result is equal to one whole.</p> <p>Determine the range for a set of data.</p> <p>Determine a next term and extend a linear pattern, such as 3, 6, 9, ... as the wheels on 1 tricycle, 2 tricycles, 3 tricycles, and extending it to 12 wheels on 4 tricycles as an example.</p> <p>Demonstrate automatic recall of multiplication facts for 5 through 10×5.</p> <p>Read whole numbers through 1,000.</p> <p>Write and solve addition or subtraction number sentences to represent problem-solving situations with sums and minuends up through 1,000.</p> <p>Recognize that the \div sign refers to division.</p> <p>Identify a few simple equivalent fractions, such as $\frac{1}{2} = \frac{2}{4}$.</p> <p>Demonstrate understanding of the associative properties of addition and multiplication.</p> <p>Use models to represent numbers through 1,000.</p> <p>Correctly use the symbol \times for multiplication.</p> <p>Compare whole numbers up through 1,000 by using the symbols $<$, $=$, $>$.</p> <p>Use concrete objects or given drawings to compare unit fractions from $\frac{1}{12}$ to $\frac{1}{2}$.</p> <p>Use the associative property in mental calculations.</p> <p>Identify and describe plane figures according to the number of sides and vertices, such as triangle, square, rectangle, circle, oval.</p> <p>Represent the same data set with more than one representation, such as a tally, picture graph, or bar graph.</p> <p>Describe linear patterns, such as 3, 6, 9, using the wheels on 1</p>
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		<p>tricycle, 2 tricycles, 3 tricycles as an example.</p> <p>Use forming equal groups with remainders to solve simple division problems.</p> <p>Identify the place value for each digit in whole numbers through 1,000.</p> <p>Demonstrate how fractions and whole numbers can be plotted on a number line.</p> <p>Use the commutative property to check results.</p> <p>Solve addition or subtraction problems by using data from charts, picture graphs, and number sentences.</p> <p>Use expanded forms to represent numbers through 1,000, such as $754 = 7 \text{ hundreds} + 5 \text{ tens} + 4 \text{ ones}$.</p> <p>Demonstrate understanding that the order in which numbers are multiplied does not affect the product.</p> <p>Demonstrate understanding of the rule for multiplying by zero.</p> <p>Recognize and solve word problems involving sums up through 1,000 in which two quantities are combined.</p> <p>Recognize examples of problems that could be solved by addition or subtraction with regrouping.</p> <p>Use counting by multiples of 10 to understand multiplication facts for 10.</p> <p>Demonstrate automatic recall of multiplication facts for 10 through 10×10.</p> <p>Order three or more whole numbers through 1,000 by using the symbols $<$, $=$, $>$.</p>
<p>17 Semester Review and Checkpoint 3 Semester Checkpoint</p>		<p>Use forming equal groups with remainders to solve simple division problems.</p> <p>Use models and math symbols to represent multiplication.</p> <p>Find the sum or difference of two whole numbers with sums and minuends up through 1,000.</p> <p>Order three or more whole numbers through 1,000 by using the symbols $<$, $=$, $>$.</p> <p>Justify the procedures selected for addition or subtraction problem-solving situations with sums or minuends up through 1,000.</p> <p>Demonstrate that a fraction can represent the relationship of equal parts to a whole or parts of a set.</p> <p>Identify the place value for each digit in whole numbers through 500.</p> <p>Write and solve addition or subtraction number sentences to represent problem-solving situations with sums and minuends up through 1,000.</p> <p>Classify plane figures according to similarities and differences, such as triangle, square, rectangle, circle, oval.</p> <p>Demonstrate understanding of the commutative properties of addition and multiplication.</p> <p>Recognize and solve word problems involving sums or minuends up through 1,000 in which one quantity changes by addition or</p>

		<p>subtraction.</p> <p>Use grouping to solve simple multiplication problems.</p> <p>Identify and describe plane figures according to the number of sides and vertices, such as triangle, square, rectangle, circle, oval.</p> <p>Take geometric figures apart to form other geometric figures.</p> <p>Read whole numbers through 1,000.</p> <p>Describe solid figures according to the number and shape of faces, such as sphere, pyramid, cube, rectangular prism.</p> <p>Put geometric figures together to form other geometric figures.</p> <p>Demonstrate an understanding of connections between similar addition or subtraction problem-solving situations, involving sums and minuends up through 1,000.</p> <p>Count aloud whole numbers through 1,000.</p> <p>Recognize and solve word problems involving numbers up to 1,000 in which two quantities are compared by the use of addition or subtraction.</p> <p>Use concrete objects or sketches to model and explain multiplication as repeated addition.</p> <p>Recognize and solve word problems involving numbers up to 1,000 in which one quantity must be changed to equal another quantity.</p> <p>Identify the place value for each digit in whole numbers through 1,000.</p> <p>Write number words through 1,000.</p> <p>Use models to represent numbers through 1,000.</p> <p>Use concrete objects or sketches of arrays to model multiplication problems.</p> <p>Recognize and solve word problems involving sums up through 1,000 in which two quantities are combined.</p> <p>Classify solid figures according to the number and shape of faces and the number of edges, such as sphere, pyramid, cube, rectangular prism.</p> <p>Use expanded forms to represent numbers through 1,000, such as $754 = 7 \text{ hundreds} + 5 \text{ tens} + 4 \text{ ones}$.</p> <p>Demonstrate that multidigit numbers represent groups of 100s, 10s, and ones.</p> <p>Recognize examples of problems that could be solved by addition or subtraction with regrouping.</p> <p>Compare whole numbers up through 1,000 by using the symbols $<$, $=$, $>$.</p>
Appendix 1 Appendix 1 Addition Facts	2.OA.2	Demonstrate automatic recall of addition facts with sums through 20.
Appendix 1 Appendix 2 Odd and Even Numbers	2.OA.3	<p>Identify odd and even numbers and describe their characteristics. Count by 2s through 100. Arrange objects in space by proximity, such as near, far, up, down, below, or above. Recognize that the equals sign shows an equality between two expressions. Read whole numbers through 500. Count aloud whole numbers through 500.</p>

Appendix 1 Appendix 3 Time to the Nearest 5 minutes	2.MD.7	Tell time to the nearest 5 minutes.
Appendix 1 Appendix 4 Add Three Numbers	2.NBT.6	Add up to three two-digit numbers using strategies based on place value and properties of operations.
Appendix 1 Appendix 5 Add Four Numbers	2.NBT.6	Add up to four two-digit numbers using strategies based on place value and properties of operations.
Appendix 1 Appendix 6 Subtraction Facts	2.OA.2	Demonstrate automatic recall of subtraction facts with minuends through 20.
Appendix 1 Appendix 7 Feet and Meters	2.MD.2, 2.MD.3	Recognize when a measurement estimate is reasonable. Estimate the length of an object to the nearest foot or meter. Measure the length of an object in feet or meters.
Appendix 1 Appendix 8 Measure Lengths in Different Units		Measure the length of an object twice, using different units for the two measures.
Appendix 1 Appendix 9 Lengths on a Number Line	2.MD.6	Represent whole-number sums and differences of lengths within 100 on a number line.
Appendix 1 Appendix 10 Count by 5s, 10s, and 100s Through 1,000	2.NBT.2	Recognize and solve word problems involving sums or minuends up through 20 in which one quantity changes through addition or subtraction. Identify tools that measure time of at least a day, such as a calendar, and describe what those tools measure (for example, a calendar measures days and weeks). Compare objects by length (for example, note which object is shorter, longer, or taller). Count by 5s through 100. Count by 10s through 100. Count by 5s through 50. Count by 10s through 50. Count by 5s, 10s, and 100s through 1,000.
Appendix 1 Appendix 11 Count the Squares	2.G.2	Partition rectangles into same-size squares and count the total number.
Appendix 1 Appendix 12 Measurements on a Line Plot (A)		Interpret and display data on a line plot.
Appendix 1 Appendix 13 Measurements on a Line Plot (B)	2.NBT.1, 2.MD.9	Generate length measurement data and display the measurements on a line plot.
Appendix 1 Appendix 14 Read and Write Numerals Through 10,000	2.NBT.1, 2.NBT.3	Find the sum of three one-digit numbers, with sums through 20. Tell time to the nearest hour. Demonstrate automatic recall of addition facts with sums through 20. Use "counting on" to solve addition problems. Read whole numbers through 1,000. Read whole numbers through 10,000. Write numerals through 10,000.

<p>Appendix 1 Appendix 15 Write Number Words Through 10,000</p>	<p>2.NBT.1, 2.NBT.3</p>	<p>Write number words through 10,000. Read whole numbers through 10,000. Write numerals through 10,000. Write number words through 1,000.</p>
<p>Appendix 1 Appendix 16 Numbers in Expanded Form</p>	<p>2.NBT.1, 2.NBT.3</p>	<p>Identify 10 more than or 10 less than a given number. Represent equivalent forms of the same number through 20 through the use of number expressions, such as $7 = 4 + 3$, or $5 + 2$, or $1 + 2 + 4$. Solve subtraction problems by filling in a missing number in a given number sentence, such as $__ = 5 - 4$, or $7 - 3 = __$, or $9 - __ = 2$. Solve addition problems by filling in a missing number or numbers in a given number sentence. Demonstrate and explain the meaning of subtraction as taking away. Use expanded form to represent numbers through 10,000. Use expanded forms to represent numbers through 1,000, such as $754 = 7 \text{ hundreds} + 5 \text{ tens} + 4 \text{ ones}$.</p>
<p>Appendix 1 Appendix 17 Construct Numbers to 10,000 (A)</p>	<p>2.NBT.1, 2.NBT.3</p>	<p>Solve subtraction problems with a two-digit minuend and a one-digit subtrahend by using regrouping. Identify the place value for each digit in whole numbers through 500. Demonstrate understanding of the result of subtracting zero from a given quantity. Represent equivalent forms of the same number through 20 through the use of number expressions, such as $7 = 4 + 3$, or $5 + 2$, or $1 + 2 + 4$. Demonstrate that multidigit numbers represent groups of 100s, 10s, and ones. Demonstrate understanding of place values as cumulative multiples of 10.</p>
<p>Appendix 1 Appendix 18 Construct Numbers to 10,000 (B)</p>	<p>2.NBT.3</p>	<p>Demonstrate understanding of place value by recording the number represented by groupings of tens and ones (for example, given 5 tens rods and 2 ones cubes or hearing "5 tens and 2 ones," record 52). Solve addition problems with a one- and a two-digit number with sums through 100 by using regrouping. Correctly use the $-$ symbol. Solve subtraction problems with a two-digit minuend and a one-digit subtrahend by using regrouping. Demonstrate understanding of place values as cumulative multiples of 10.</p>