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2016-2017

Domain	Cluster	Topic 9 Content Standards Estimated ____ Days First Nine Weeks: August 5, 2016 – October 7, 2016	Vocabulary	Focus
2.NBT Numbers and Operations in Base Ten	2.NBT A Understand Place Value 2.NBT B Use place value understandings and properties of operations to add and subtract	<ol style="list-style-type: none"> 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. <ol style="list-style-type: none"> 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. Count within 1000; skip count by 5s, 10s, and 100s. 3. Read and write numbers to 1000 using base-ten numerals, number names, and expanded form. 4. Compare two three- digit numbers based on meanings of the hundreds, tens, and ones digits, using $>$, $=$, $<$ symbols to record the results of the comparisons. 8. Mentally add 10 or 100 to a given number 100-900, and mentally subtract 10 or 100 from a given number 100-900. 	Hundred Thousand Digit Place-value chart Standard form Expanded form Word form Compare Greater than $>$ Less than $<$ Equals = Decrease Increase	<ul style="list-style-type: none"> • Understand place value and count by hundreds to 1000 • Use place value blocks and drawings to model and write 3-digit numbers • Name place values • Read and write three-digit numbers • Use different ways to name the same number • Skip count by 5s, 10s, 100s • Compare numbers using place value and a number line
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2016-2017

Domain	Cluster	Topic 8 Content Standards Estimated ____ Days	Vocabulary	Focus
2.OA Operations and Algebraic Thinking 2.NBT Numbers and Operations in Base Ten 2. MD Measurement and Data	2. OA.A Represent and solve problems involving addition and subtraction 2. NBT A Understand Place Value 2. MD. C Work with time and money	<p>OA.A 1. Use addition and subtraction within 100 to solve one- and two- step word problems involving situations of adding to, taking from, putting together, taking apart and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.</p> <p>NBT.A. 2. Count within 1000; skip count by 5s, 10s, and 100s.</p> <p>MD.C 7. Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.</p> <p>8. Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. <i>Example: If you have 2 dimes and 3 pennies, how many cents do you have?</i></p>	Dime Nickel Quarter Half-dollar Cents Greatest value Least value Dollar Dollar sign Dollar bill Tally marks Quarter past Half past Quarter to a.m. p.m.	<ul style="list-style-type: none"> • Solve problems with coins • Solve problems with dollar bills • Reason about values of coins and dollar bills • Tell time to the nearest 5 minutes • Tell time before and after the hour • Use reasoning to tell if an event is happening in the a.m. or p.m.
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2016-2017

Domain	Cluster	Topic 1 Content Standards Estimated ____ Days	Vocabulary	Focus
2.OA Operations and Algebraic Thinking	2. OA.A Represent and solve problems involving addition and subtraction 2. OA. B Add and subtract within 20	<p>1. Use addition and subtraction within 100 to solve one- and two- step word problems involving situations of adding to, taking from, putting together, taking apart and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.</p> <p>2. Fluently add and subtract within 20 using mental strategies. By end of grade 2, know from memory all sums of two one-digit numbers.</p>	Equations Addends Sum Doubles Near doubles Difference	<ul style="list-style-type: none"> • Addition fact strategies • Use doubles and near doubles to add • Make a 10 to add or subtract • Addition fact patterns • Use a number line to subtract • Think addition to subtract • Use mental math strategies to add and subtract • Solve addition and subtraction word problems
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2016-2017

Domain	Cluster	Topic 2 Content Standards Estimated ____ Days	Vocabulary	Focus
2.OA Operations and Algebraic Thinking	2. OA.A Represent and solve problems involving addition and subtraction 2. OA. B Add and subtract within 20 2. OA C Work with equal groups of objects to gain foundations for multiplication	<ol style="list-style-type: none"> 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. Fluently add and subtract within 20 using mental strategies. By end of grade 2, know from memory all sums of two one-digit numbers. 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 2's; write an equation to express an even number as a sum of two equal addends. 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. 	Even Odd Array Rows Columns Bar diagram	<ul style="list-style-type: none"> • Identify a group of objects as even or odd • Use arrays to find total number of objects • Make arrays to solve addition problems • Model problems using equations, drawings, arrays, and bar diagrams

Notes:

Benchmark Testing First Nine Weeks

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2016-2017

Domain	Cluster	Topic 3 Content Standards Estimated ____ Days Second Nine Weeks October 8, 2016 – December 16, 2016	Vocabulary	Focus
2.OA Operations and Algebraic Thinking 2.NBT Numbers and Operations in Base Ten	2.OA.A Represent and solve problems involving addition and subtraction 2.NBT.B Use place value understandings and properties of operations to add and subtract	<p>OA.A. 1. Use addition and subtraction within 100 to solve one- and two- step word problems involving situations of adding to, taking from, putting together, taking apart and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.</p> <p>NBT.B.</p> <p>5. Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.</p> <p>6. Add up to four two- digit numbers using strategies based on place value and properties of operations.</p> <p>9. Explain why addition and subtraction strategies work, using place value and the properties of operations. (Explanations may be supported by drawings or objects).</p>	Tens Ones Open number line Break apart Mental math Compensation	<ul style="list-style-type: none"> • Add tens and ones on a hundred chart • Add tens and ones on an open number line • Break apart numbers to add • Add using compensation • Choose and use any strategy to add two-digit numbers • Use drawings and equations to solve one-step and two-step problems • Choose and use an appropriate tool to solve a problem
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2016-2017

Domain	Cluster	Topic 4 Content Standards Estimated ____ Days	Vocabulary	Focus
2.OA Operations and Algebraic Thinking 2.NBT Numbers and Operations in Base Ten	2.OA.A Represent and solve problems involving addition and subtraction 2.NBT.B Use place value understandings and properties of operations to add and subtract	<p>OA.A. 1. Use addition and subtraction within 100 to solve one- and two- step word problems involving situations of adding to, taking from, putting together, taking apart and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.</p> <p>NBT.B.</p> <p>5. Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.</p> <p>6. Add up to four two- digit numbers using strategies based on place value and properties of operations.</p> <p>9. Explain why addition and subtraction strategies work, using place value and the properties of operations. (Explanations may be supported by drawings or objects).</p>	Partial sum Regroup Compatible numbers	<ul style="list-style-type: none"> • Add with partial sums • Use models to add two-digit numbers • Add three or four two-digit numbers • Use mental math strategies to add more than two numbers • Use drawings, models, and equations to solve one- and two- step problems
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2016-2017

Domain	Cluster	Topic 5 Content Standards Estimated ____ Days	Vocabulary	Focus
2.OA Operations and Algebraic Thinking 2.NBT Numbers and Operations in Base Ten	2.OA.A Represent and solve problems involving addition and subtraction 2.NBT.B Use place value understandings and properties of operations to add and subtract	<p>OA.A. 1. Use addition and subtraction within 100 to solve one- and two- step word problems involving situations of adding to, taking from, putting together, taking apart and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.</p> <p>NBT.B.</p> <p>5. Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.</p> <p>9. Explain why addition and subtraction strategies work, using place value and the properties of operations. (Explanations may be supported by drawings or objects).</p>	None	<ul style="list-style-type: none"> • Subtract tens and ones on a hundred chart • Subtract tens and ones on an open number line • Break apart numbers to subtract • Subtract using compensation • Solve one- and two- step problems using addition and subtraction • Critique the thinking of others about addition and subtraction
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2016-2017

Domain	Cluster	Topic 6 Content Standards Estimated ____ Days	Vocabulary	Focus
2.OA Operations and Algebraic Thinking 2.NBT Numbers and Operations in Base Ten	2.OA.A Represent and solve problems involving addition and subtraction 2.NBT.B Use place value understandings and properties of operations to add and subtract	<p>OA.A. 1. Use addition and subtraction within 100 to solve one- and two- step word problems involving situations of adding to, taking from, putting together, taking apart and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.</p> <p>NBT.B.</p> <p>5. Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.</p> <p>9. Explain why addition and subtraction strategies work, using place value and the properties of operations. (Explanations may be supported by drawings or objects).</p>	None	<ul style="list-style-type: none"> • Exchange 1 ten for 10 ones • Subtract 2-digit and 1-digit numbers using place value and models • Use place value and regrouping to subtract • Add to check subtraction • Use models and equations to solve word problems •

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Benchmark Testing Second Nine Weeks

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Domain	Cluster	Topic 7 Content Standards Estimated ____ Days Third Nine Weeks January 5, 2017 – March 15, 2017	Vocabulary	Focus
2.OA Operations and Algebraic Thinking	2. OA.A Represent and solve problems involving addition and subtraction	<p>1. Use addition and subtraction within 100 to solve one- and two- step word problems involving situations of adding to, taking from, putting together, taking apart and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.</p>	None	<ul style="list-style-type: none"> • Model problems using equations with unknowns in any position • Use drawings and equations to make sense of the words in problems • Model and solve two- step equations using equations • Use reasoning to write and solve number stories
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2016-2017

Domain	Cluster	Topic 10 Content Standards Estimated ____ Days	Vocabulary	Focus
2.NBT Numbers and Operations in Base Ten	2.NBT B Use place value understandings and properties of operations to add and subtract	<p>7. Add and subtract within a 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 and subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.</p> <p>8. Mentally add 10 or 100 to a given number 100-900, and mentally subtract 10 or 100 from a given number 100-900.</p> <p>9. Explain why addition and subtraction strategies work, using place value and the property of operations. (Explanations may be supported by drawings or objects.</p>	None	<ul style="list-style-type: none"> • Add 10 or 100 mentally • Add three-digit numbers using an open number line, mental math, partial sums, and models • Explain why addition strategies work • Think about and check my work as I solve a problem

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2016-2017

Domain	Cluster	Topic 11 Content Standards Estimated ____ Days	Vocabulary	Focus
2.NBT Numbers and Operations in Base Ten	2.NBT B Use place value understandings and properties of operations to add and subtract	<p>7. Add and subtract within a 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 and subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.</p> <p>8. Mentally add 10 or 100 to a given number 100-900, and mentally subtract 10 or 100 from a given number 100-900.</p> <p>9. Explain why addition and subtraction strategies work, using place value and the property of operations. (Explanations may be supported by drawings or objects.)</p>	None	<ul style="list-style-type: none"> • Subtract 10 or 100 mentally • Use an open number line to subtract by counting back and adding up • Use mental math and models to subtract three-digit numbers • Explain why subtraction strategies work • Solve multi-step problems

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2016-2017

Domain	Cluster	Topic 14 Content Standards Estimated ____ Days	Vocabulary	Focus
2.OA Operations and Algebraic Thinking 2.MD Measurement and Data	2.OA.A Represent and solve problems involving addition and subtraction 2.MD.A Measure and estimate lengths in standard units 2.MD.D Represent and interpret data	<p>OA.A 1. Use addition and subtraction within 100 to solve one- and two- step word problems involving situations of adding to, taking from, putting together, taking apart and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.</p> <p>MD.A 1. Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks and measuring tapes.</p> <p>MD.D 9. Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked-off in whole number units.</p> <p>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.</p>	Data Line plot Bar graph Symbol Picture graph	<ul style="list-style-type: none"> • Measure the lengths of objects, then make a line plot to organize the data • Draw bar graphs • Draw picture graphs • Draw conclusions from graphs • Reason about data in bar graphs and picture graphs

Notes: **Benchmark Testing Third Nine Weeks**

Domain	Cluster	Topic 12 Content Standards Estimated ____ Days Fourth Nine Weeks March 16, 2017 – May 25, 2017	Vocabulary	Focus
2. MD Measurement and Data	2. MD.A Measure and estimate lengths in standard units	<ol style="list-style-type: none"> 1. Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks and measuring tapes. 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. 3. Estimate lengths using units of inches, feet, centimeters and meters. 4. Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit. 	Estimate Inch Foot Yard Height Nearest inch Centimeter Nearest centimeter Meter	<ul style="list-style-type: none"> • Estimate length of an object • Estimate and measure the length and height of objects in inches, feet, yards, centimeters, and meter • Tell how much longer one object is than another • Choose tools, units, and methods that help me to be precise
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2016-2017

Domain	Cluster	Topic 13 Content Standards Estimated ____ Days	Vocabulary	Focus
2.OA Operations and Algebraic Thinking 2.MD Measurement and Data	2.OA.A Represent and solve problems involving addition and subtraction 2.MD.B Relate addition and subtraction to length	<p>OA.A 1. Use addition and subtraction within 100 to solve one- and two- step word problems involving situations of adding to, taking from, putting together, taking apart and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.</p> <p>MD.B</p> <p>5. Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.</p> <p>6. Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, . . . , and represent whole number sums and differences within 100 on a number line diagram.</p>	None	<ul style="list-style-type: none"> • Add and subtract with measurements • Add and subtract measurement problems by using drawings, equations and number lines • Choose the best tool to solve problems

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2016-2017

Domain	Cluster	Topic 15 Content Standards Estimated ____ Days	Vocabulary	Focus
2.G Geometry	2.G.A Reason with shapes	<p>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).</p> <p>2. Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.</p> <p>3. Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words <i>halves</i>, <i>thirds</i>, <i>half of</i>, <i>a third of</i>, <i>etc.</i>, and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.</p>	<p>Vertices Quadrilaterals Pentagons Hexagons Polygon Angle Right angle Cube Face Edge Equal shares Halves Thirds Fourths</p>	<ul style="list-style-type: none"> Recognize and describe shapes by how they look Draw polygon shapes Draw cubes and describe them Divide rectangles and circles into halves, thirds, and fourths Make equal shares that do not have the same shape Divide rectangles into rows and columns Create designs with equal shares
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