

Common Core Standards Pacing Guide
Second Grade Math 2nd Nine Weeks

Common Core State Standards for ELA (Outcome Based)	"I Can" Statements (Knowledge & Skills)	Curriculum Materials & Resources/Comments	Vocabulary, Signs, & Symbols	Assessments/Dates
<p>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.</p>	<ul style="list-style-type: none"> I can solve addition and subtraction word problems within 100. 	<p>www.k-5mathteachingresources.com/2nd-gradenumber-activities.html</p> <p>Blooms: Application</p>	<p>Addition, subtraction</p>	
<p>2.OA.3 Fluently add and subtract within 20 using mental strategies. By end of Second Grade, know from memory all sums of two one-digit numbers.</p>	<ul style="list-style-type: none"> I can fluently add and subtract within 20. 	<p>www.k-5mathteachingresources.com/2nd-gradenumber-activities.html</p> <p>Blooms: Application</p>	<p>Digit, number</p>	
<p>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).</p>	<ul style="list-style-type: none"> I can identify the place value of one, tens, hundreds. I can identify the how many ones are in ten. I can identify how many tens are in a hundred. 	<p>Blooms: Application</p>	<p>Digit, number representation, place value.</p>	
<p>2.NBT.2. Count within 1000; skip-count by 5s, 10s, and 100s.</p>	<ul style="list-style-type: none"> I can count to 1,000. I can count by 5's, 10's, and 100's. I can skip count starting with various numbers within 100. 	<p>www.k-5mathteachingresources.com/2nd-gradenumber-activities.html</p> <p>Blooms: Comprehension/ Synthesis</p>	<p>Numerial order, skip counting.</p>	

<p>2.NBT.3. Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.</p>	<ul style="list-style-type: none"> • I can identify numbers within 1,000 and write numbers within 1,000. • I can create number names within 1,000. • I can read and write numbers within 1,000 using base-ten numerals. • I can select a number name within 1,000. 	<p>www.k-5mathteachingresources.com/2ndgradenumber-activities.html</p> <p>Blooms: Evaluate</p>	<p>Expanded form, base-ten, place value.</p>	
<p>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.</p>	<ul style="list-style-type: none"> • I can recognize the symbols $<$, $>$, and $=$. • I can define greater than, less than, or equal to. • I can identify place value of ones, tens, and hundreds. • I can choose the correct symbol. 	<p>Blooms: Application</p>	<p>Comparison, place value, digits, symbols $<$$>$$=$.</p>	
<p>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.</p>	<ul style="list-style-type: none"> • I can fluently add and subtract within 100. 	<p>Blooms: Application</p>		
<p>2.NBT.6. Add up to four two-digit numbers using strategies based on place value and properties of operations.</p>	<ul style="list-style-type: none"> • I can add up to four two digit numbers. 	<p>Blooms: Application</p>		

<p>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.</p>	<ul style="list-style-type: none"> • I can identify properties of operations and place value. • I can understand inverse operation. • I can lineup numbers correctly based on place value. • I can add numbers within 1,000 using concrete models, drawings, and strategies with and without regrouping. • I can use a written method to support the method applied. 	<p>Blooms: Knowledge/Synthesis</p>	<p>Add, subtract, strategies, properties of operation, relationship, compose, decompose, digit.</p>	
<p>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.</p>	<ul style="list-style-type: none"> • I can mentally add and subtract 10 or 100 to a number 100-900. 	<p>Blooms: Comprehension</p>	<p>Mental math, numerical order.</p>	
<p>2.NBT.9. Explain why addition and subtraction strategies work, using place value and the properties of operations.³</p>	<ul style="list-style-type: none"> • I can explain or model with drawings and/ or objects why addition strategies work. • I can explain a model with drawings and/or objects why subtraction strategies work. 	<p>Blooms: Comprehension</p>	<p>Addition, subtraction, strategies, place value, operations.</p>	
<p>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.</p>	<ul style="list-style-type: none"> • I can represent whole numbers as lengths on a number line. 	<p>Blooms: Application</p>	<p>Number line, points, diagram</p>	