

Curriculum Map – Second Grade

September – Mid-September

MA 2011 Code	MA 2011 Standard (with Focus Highlighted)	Resources	Key Vocabulary	Assessment	Pacing
2.NBT.1 2.NBT.1.a 2.NBT.1.b 2.NBT.2 2.NBT.3 2.NBT.4	Understand Place Value 1. Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and 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. Count within 1,000; skip-count by 5s, 10s, and 100s. 3. Read and write numbers to 1,000 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 $>$, $=$, and $<$ symbols to record the results of comparisons.		hundred hundreds thousand standard form expanded form word form greater than $>$ less than $<$ greatest least more than less than		Chapter 1 (13 days) 9/3/13 to 9/19/13
2.MD.6	Relate addition and subtraction to length. 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.				

Curriculum Map – Second Grade

Mid-September – Early October

MA 2011 Code	MA 2011 Standard (with Focus Highlighted)	Resources	Key Vocabulary	Assessment	Pacing
2.NBT.1 2.NBT.1.a 2.NBT.3	<p>Understand Place Value</p> <p>1. Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones. Understand the following as special cases: a. 100 can be thought of as a bundle of ten tens – called a “hundred.”</p> <p>3. Read and write numbers to 1,000 using base-ten numerals, number names, and expanded form.</p>		add place-value chart regroup		Chapter 2 (13 days) 9/20/13 to 10/8/13
2.NBT.5 2.NBT.6 2.NBT.7 2.NBT.9	<p>Use place value understanding and properties of operations to add and subtract.</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 properties of operations.</p> <p>7. Add and subtract within 1,000, 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> <p>9. Explain why addition and subtraction strategies work, using place value and the properties of operations.</p>				
2.NBT.8	<p>Use place value understanding and properties of operations to add and subtract.</p> <p>8. Mentally add 10 or 100 to given number 100-900, and mentally subtract 10 or 100 from a given number 100-900.</p>		sum add mentally		Chapter 10 content

Curriculum Map – Second Grade

Mid-September – Early October (cont.)

MA 2011 Code	MA 2011 Standard (with Focus Highlighted)	Resources	Key Vocabulary	Assessment	Pacing
2.OA.1	<p>Represent and solve problems involving addition and subtraction.</p> <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>				
2.OA.2	<p>Add and subtract within 20.</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> <p>MA.2.a. By the end of grade 2, know from memory related subtraction facts of sums of two one-digit numbers.</p>				
2.MD.6	<p>Relate addition and subtraction to length.</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>				

Curriculum Map – Second Grade

Early October – Late October

MA 2011 Code	MA 2011 Standard (with Focus Highlighted)	Resources	Key Vocabulary	Assessment	Pacing
2.NBT.1 2.NBT.1.a 2.NBT.3	<p>Understand Place Value</p> <p>1. Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones. Understand the following as special cases: a. 100 can be thought of as a bundle of ten tens – called a “hundred.”</p> <p>3. Read and write numbers to 1,000 using base-ten numerals, number names, and expanded form.</p>		subtract		Chapter 3 (12 days) 10/9/13 to 10/28/13
2.NBT.6 2.NBT.7 2.NBT.9	<p>Use place value understanding and properties of operations to add and subtract.</p> <p>6. Add up to four two-digit numbers using strategies based on place value properties of operations.</p> <p>7. Add and subtract within 1,000, 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> <p>9. Explain why addition and subtraction strategies work, using place value and the properties of operations.</p>				
2.NBT.8	<p>Use place value understanding and properties of operations to add and subtract.</p> <p>8. Mentally add 10 or 100 to given number 100-900, and mentally subtract 10 or 100 from a given number 100-900.</p>		sum add mentally		Chapter 10 content

Curriculum Map – Second Grade

Early October – Late October (cont.)

MA 2011 Code	MA 2011 Standard (with Focus Highlighted)	Resources	Key Vocabulary	Assessment	Pacing
2.OA.1	<p>Represent and solve problems involving addition and subtraction.</p> <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>				
2.OA.2	<p>Add and subtract within 20.</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> <p>MA.2.a. By the end of grade 2, know from memory related subtraction facts of sums of two one-digit numbers.</p>				
2.MD.6	<p>Relate addition and subtraction to length.</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>				

Curriculum Map – Second Grade

Late October – Mid-November

MA 2011 Code	MA 2011 Standard (with Focus Highlighted)	Resources	Key Vocabulary	Assessment	Pacing
2.MD.5 2.MD.6	<p>Relate addition and subtraction to length.</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 number 0, 1, 2, . . . , and represent whole-number sums and differences within 100 on a number line diagram.</p>		join set take away compare		Chapter 4 (15 days) 10/29/13 to 11/19/13
2.NBT.5 2.NBT.6 2.NBT.7 2.NBT.9	<p>Use place value understanding and properties of operations to add and subtract.</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 properties of operations.</p> <p>7. Add and subtract within 1,000, 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> <p>9. Explain why addition and subtraction strategies work, using place value and the properties of operations.</p>				

Curriculum Map – Second Grade

Late October – Mid-November (cont.)

MA 2011 Code	MA 2011 Standard (with Focus Highlighted)	Resources	Key Vocabulary	Assessment	Pacing
2.OA.1	Represent and solve problems involving addition and subtraction. 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.				

Curriculum Map – Second Grade

Late November – Early December

MA 2011 Code	MA 2011 Standard (with Focus Highlighted)	Resources	Key Vocabulary	Assessment	Pacing
2.OA.3	<p>Work with equal groups of objects to gain foundations for multiplication.</p> <p>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.</p>		times equal group multiply repeated addition multiplication sentence multiplication story share divide equal groups division sentence repeated subtraction odd number even number		Chapter 5 (10 days) 11/20/13 to 12/6/13

Curriculum Map – Second Grade

Early December – Early January

MA 2011 Code	MA 2011 Standard (with Focus Highlighted)	Resources	Key Vocabulary	Assessment	Pacing
2.NBT.2	Understand place value. 2.Count within 1,000; skip-count by 5s, 10s, and 100s.		hundred hundreds thousands		Chapter 6 (12 days)
2.OA.4	Work with equal groups of objects to gain foundations for multiplication. 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.		standard form expanded form word form		12/9/13 to 1/3/14

Curriculum Map – Second Grade

Early January – Mid-January

MA 2011 Code	MA 2011 Standard (with Focus Highlighted)	Resources	Key Vocabulary	Assessment	Pacing
2.MD.1 2.MD.3 2.MD.4	<p>Measure and estimate lengths in standard units.</p> <p>1. Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.</p> <p>3. Estimate lengths using units of inches, feet, centimeters, and meters.</p> <p>4. Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.</p>		meterstick meter (m) width length unit height taller tallest shorter shortest		Chapter 7 (9 days) 1/6/14 to 1/16/14
2.MD.5 2.MD.6	<p>Relate addition and subtraction to length.</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>		longer longest centimeter (cm)		

Curriculum Map – Second Grade

Mid-January – Late January

MA 2011 Code	MA 2011 Standard (with Focus Highlighted)	Resources	Key Vocabulary	Assessment	Pacing
2.MD.1 2.MD.2 2.MD.3 2.MD.4	<p>Measure and estimate lengths in standard units.</p> <p>1. Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.</p> <p>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.</p> <p>3. Estimate lengths using units of inches, feet, centimeters, and meters.</p> <p>4. Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.</p>		foot/feet (ft) length ruler unit width height longest shortest inch (in)		Chapter 13 (9 days) 1/16/14 to 1/30/14
2.MD.5 2.MD.6	<p>Relate addition and subtraction to length.</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>				

Curriculum Map – Second Grade

Mid-January – Late January (cont.)

MA 2011 Code	MA 2011 Standard (with Focus Highlighted)	Resources	Key Vocabulary	Assessment	Pacing
2.NBT.5 2.NBT.6 2.NBT.7 2.NBT.9	<p>Use place value understanding and properties of operations to add and subtract.</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 properties of operations.</p> <p>7. Add and subtract within 1,000, 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> <p>9. Explain why addition and subtraction strategies work, using place value and the properties of operations.</p>				
2.OA.1	<p>Represent and solve problems involving addition and subtraction.</p> <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>				

Curriculum Map – Second Grade

Late January – Mid-February

MA 2011 Code	MA 2011 Standard (with Focus Highlighted)	Resources	Key Vocabulary	Assessment	Pacing
2.MD.8	Work with money. 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>		\$1 bill \$5 bill \$10 bill \$20 bill cent sign (¢) dollar sign (\$)		Chapter 11 (9 days) 1/31/14 to 2/12/14

Curriculum Map – Second Grade

Mid-February – Late February

MA 2011 Code	MA 2011 Standard (with Focus Highlighted)	Resources	Key Vocabulary	Assessment	Pacing
2.G.2 2.G.3	<p>Reason with shapes and their attributes.</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>, 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.</p>		equal unequal whole fraction one-half one-third one-fourth unit fraction same greater than less than like fractions		Chapter 12 (7 days) 2/13/14 to 2/28/14

Curriculum Map – Second Grade

Early March – Mid-March

MA 2011 Code	MA 2011 Standard (with Focus Highlighted)	Resources	Key Vocabulary	Assessment	Pacing
2.MD.7	<p>Work with time and money.</p> <p>7. Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.</p> <p>MA.7.a. Know the relationships of time, including seconds in a minutes, minutes in an hour, hours in a day, days in a week, a month, and a year; and weeks in a month and a year.</p>		hour hand minute hand minute hour o'clock after clock face A.M. P.M.		Chapter 14 (8 days) 3/3/14 to 3/12/14

Curriculum Map – Second Grade

Mid-to-Late March

MA 2011 Code	MA 2011 Standard (with Focus Highlighted)	Resources	Key Vocabulary	Assessment	Pacing
2.OA.4	Work with equal groups of objects to gain foundations for multiplication. 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.		skip count dot paper related multiplication facts		Chapter 15 (12 days) 3/13/14 to 3/28/14

Curriculum Map – Second Grade

Early April

MA 2011 Code	MA 2011 Standard (with Focus Highlighted)	Resources	Key Vocabulary	Assessment	Pacing
2.MD.5 2.MD.6	<p>Relate addition and subtraction to length.</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>				Chapter 16 (7 days) 3/31/14 to 4/8/14

Curriculum Map – Second Grade

Mid April – Early May

MA 2011 Code	MA 2011 Standard (with Focus Highlighted)	Resources	Key Vocabulary	Assessment	Pacing
2.MD.9 2.MD.10	<p>Represent and interpret data.</p> <p>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>		picture graph key symbol record tally chart line plot		Chapter 17 (12 days) 4/9/14 to 5/2/14

Curriculum Map – Second Grade

Early May – Late-May

MA 2011 Code	MA 2011 Standard (with Focus Highlighted)	Resources	Key Vocabulary	Assessment	Pacing
2.G.1	Reason with shapes and their attributes. 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.		plane shape hexagon trapezoid figure quadrilateral pentagon angle		Chapter 19 (15 days) 5/5/14 to 5/23/14

Curriculum Map – Second Grade

Late-May – Early June

MA 2011 Code	MA 2011 Standard (with Focus Highlighted)	Resources	Key Vocabulary	Assessment	Pacing
2.MD.5 2.MD.6	<p>Relate addition and subtraction to length.</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>		<p>volume</p> <p>more than</p> <p>less than</p> <p>as much as</p> <p>most</p> <p>least</p> <p>liter (L)</p> <p>measuring cup</p>		<p>Chapter 9 (8 days)</p> <p>5/27/14 to 6/6/14</p>
2.NBT.5 2.NBT.6 2.NBT.7	<p>Use place value understanding and properties of operations to add and subtract.</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 properties of operations.</p> <p>7. Add and subtract within 1,000, 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>				