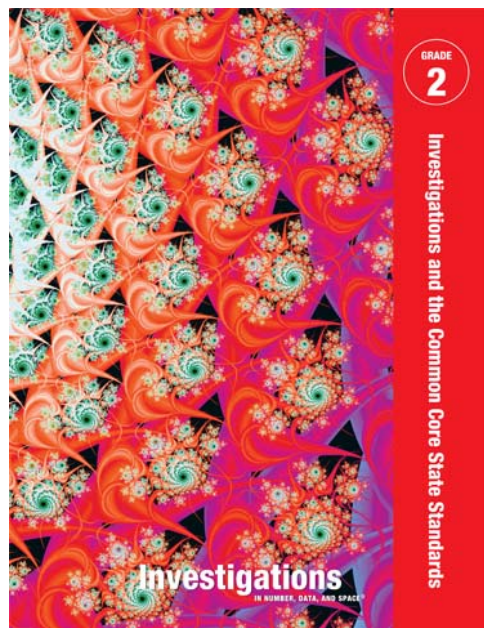


**ARKANSAS DEPARTMENT OF EDUCATION
MATHEMATICS ADOPTION**

SCOTT FORESMAN
Investigations
IN NUMBER, DATA, AND SPACE®

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Common Core State Standards Correlation

and

**Common Core State Standards Comparison with
Arkansas Student Learning Expectations for Mathematics
Correlation**

Grade 2

**ARKANSAS DEPARTMENT OF EDUCATION
MATHEMATICS ADOPTION**

Two *Investigations in Number, Data and Space* Grade 2 correlations have been provided within this document.

- **Part 1** A Correlation of *Investigations in Number, Data and Space* Grade 2 to the Common Core State Standards for Mathematics (CCSS) **Part 1** pages 1-7
- **Part 2** A Correlation of *Investigations in Number, Data and Space* Grade 2 to the Common Core State Standards Comparison with Arkansas Student Learning Expectations for Mathematics. **Part 2** pages 8-43

The correlation in Part 2 is included at the request of the Arkansas Department of Education and shows how both sets of criteria intersect and align to common content. Please note the CCSS introduces some content at different grade levels, as a result, several grade levels of the Arkansas Curriculum Framework were aligned to and were included at a single grade level. Consequently, the correlation reflects this shift to other levels.

Thank you in advance for your time and consideration of *Investigations* for Arkansas elementary students.

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Part 1

A Correlation of *Investigations In Number, Data, and Space* © 2012
to the Common Core State Standards for Mathematics

Common Core State Standards for Mathematics Grade 2	Investigations in Number, Data, and Space ©2012 Grade 2
Operations and Algebraic Thinking 2.OA	
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. [2.OA.1.]</p>	<p>U1 Sessions: 1.1, 2.1, 2.2, 2.3, 2.4, 2.6, 2.7, 2.8, 4.1, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9 U2 Sessions: 1.1, 1.2, 2.1, 2.4, 2.7 U3 Sessions: 1.1, 1.3, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 4.4 U3 ICCG: 2.5A U5 Session: 1.5 U8 Sessions: 1.1, 1.2, 3.1, 3.2, 3.3, 3.4, 3.5, 4.1, 4.2, 4.3, 4.4</p>
Add and subtract within 20.	
<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. (See standard 1.OA.6 for a list of mental strategies.) [2.OA.2.]</p>	<p>U1 Sessions: 1.1, 1.4, 1.5, 2.2, 2.4, 2.6, 2.7, 2.8, 3.1, 3.2, 3.3, 3.4, 3.5, 4.1, 4.2, 4.3, 4.4, 4.6, 4.7 U2 Sessions: 1.1A, 1.1, 1.2, 1.4, 2.1, 2.4, 2.5, 2.6, 2.7 U2 ICCG: 2.10A U3 Sessions: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 2.1, 2.2, 2.4, 4.3, 4.4 U3 ICCG: 2.5A U4 Sessions: 1.1, 2.1, 2.2 U3 ICCG: 1.4A U5 Sessions: 1.1 U6 Sessions: 1.1, 1.2, 1.3, 1.4, 2.2, 2.4, 2.5 U8 Sessions: 1.4, 2.1, 2.2 U9 Session: 1.1A U9 ICCG: 2.5A</p>
Work with equal groups of objects to gain foundations for multiplication.	
<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. [2.OA.3.]</p>	<p>U3 Sessions: 3.1, 3.2, 3.3 U5 Sessions: 2.2 U6 Session: 3.1 U8 Sessions: 1.1, 1.2, 1.3, 1.4</p>

Grade 2 Curriculum Units

- U1** Counting, Coins, and Combinations
- U2** Shapes, Blocks, and Symmetry
- U3** Stickers, Number Strings, and Story Problems
- U4** Pockets, Teeth, and Favorite Things
- U5** How Many Floors? How Many Rooms?
- U6** How Many Tens? How Many Ones?
- U7** Parts of a Whole, Parts of a Group
- U8** Partners, Teams and Paper Clips
- U9** Measuring Length and Time

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Common Core State Standards for Mathematics Grade 2	Investigations in Number, Data, and Space ©2012 Grade 2
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.OA.4.]	U1 Sessions: 3.2, 3.3, 3.4, 4.5, 4.7, 4.8, 4.9 U2 Sessions: 1.2, 1.3, 2.4, 2.5, 2.6 U3 ICCG: 2.10A U3 Sessions: 1.2, 1.6, 2.2, 2.4, 3.3, 4.1 U5 Sessions: 1.1, 1.2, 1.3, 1.4
NBT Number and Operations in Base Ten 2.NBT	
Understand place value.	
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: [2.NBT.1.]	U6 Session: 5A.3
a. 100 can be thought of as a bundle of ten tens — called a “hundred.” [2.NBT.1.a.]	U6 Session: 2.4 U8 ICCG: 5A.3, 5A.4
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.1.b.]	U6 ICCG: 5A.2, 5A.3, 5A.4, 5A.5
2. Count within 1000; skip-count by 5s, 10s, and 100s. [2.NBT.2.]	U1 Sessions: 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 2.3, 2.5, 2.6, 2.7, 2.8 U2 Sessions: 1.3, 2.8 U3 Sessions: 1.4, 3.1, 3.3, 3.4, 3.5, 3.6, 3.7, 4.1, 4.2, 4.3, 4.5 U4 Sessions: 1.2, 2.1, 2.4 U5 Sessions: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 2.1, 2.2, 2.3, 2.4, 2.5 U6 Sessions: 1.3, 3.5, 4.1, 4.2, 4.3 U6 ICCG: 5A.1, 5A.4 U7 Sessions: 1.1, 2.1 U8 Session: 5A.1 U8 ICCG: 5A.1
3. Read and write numbers to 1000 using base-ten numerals, number names, and expanded form. [2.NBT.3.]	U1 Session: 2.3 U5 Sessions: 1.2, 1.5 U6 Sessions: U6 ICCG: 5A.2, 5A.3, 5A.4, 5A.5

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Common Core State Standards for Mathematics Grade 2	Investigations in Number, Data, and Space ©2012 Grade 2
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.4.]	U6 ICCG: 5A.2, 5A.3, 5A.4, 5A.5
Use place value understanding and properties of operations to add and subtract.	
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.5.]	U1 Sessions: 3.5, 4.3, 4.4, 4.5 U3 Sessions: 1.1, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 4.3, 4.4, 4.5, 4.6 U3 ICCG: 2.5A U4 Sessions: 1.1, 1.2, 1.7, 2.3, 2.6, 2.7 U5 Sessions: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 2.2, 2.3 U6 Sessions: 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1, 4.4 U7 Sessions: 1.2, 1.4, 2.2, 2.4, 2.5 U8 Sessions: 1.1, 1.2, 1.3, 1.4, 2.1, 3.1, 3.2, 3.3, 3.4, 3.5, 4.1, 4.2, 4.3, 4.4 U9 Sessions: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 2.1, 2.2, 3.1, 3.2, 3.3, 3.5
6. Add up to four two-digit numbers using strategies based on place value and properties of operations. [2.NBT.6.]	U3 Session: 2.1 U5 Session: 1.4 U6 Sessions: 3.1, 3.2, 3.3, 3.4, 3.5, 3.6 U6 ICCG: 5A.3 U8 Sessions: 4.1, 4.2, 4.3, 4.4
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.7.]	U1 Sessions: 4.1, 4.3, 4.4, 4.5 U8 Sessions: U8 ICCG: 5A.1, 5A.2, 5A.3, 5A.4, 5A.5
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.8.]	U6 ICCG: 5A.1, 5A.2, 5A.3, 5A.4, 5A.5

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Common Core State Standards for Mathematics Grade 2	Investigations in Number, Data, and Space ©2012 Grade 2
9. Explain why addition and subtraction strategies work, using place value and the properties of operations. (<i>Explanations may be supported by drawings or objects.</i>) [2.NBT.9.]	U1 Session: 2.6 U3 Session: 2.6 U6 Sessions: 1.1, 1.2, 1.3, 1.4, 2.5, 2.6 U8 Sessions: 3.1, 3.2, 3.3, 3.4, 4.1, 4.2, 4.3, 4.4
Measurement and Data 2.MD	
Measure and estimate lengths in standard units.	
1. Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes. [2.MD.1]	U9 Sessions: 1.1, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5
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.2.]	U9 Sessions: 1.2, 1.4, 1.5, 1.6, 3.1, 3.3, 3.5 U9 ICCG: 3.6A
3. Estimate lengths using units of inches, feet, centimeters, and meters. [2.MD.3.]	U9 Sessions: 3.2, 3.3, 3.4
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.4.]	U9 Sessions: 1.4, 1.5, 1.6, 2.2, 3.2, 3.4
Relate addition and subtraction to length.	
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.5.]	U9 Sessions: 1.5, 1.6, 2.2, 2.3, 3.2, 3.5
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.6.]	U1 Sessions: 1.3, 1.4, 1.5, 2.1, 2.4, 3.2, 3.3 U3 Sessions: 1.4, 2.4, 4.3 U6 Sessions: 1.3, 1.4, 2.4, 2.6, 3.2, 4.3 U8 Sessions: 2.1, 3.1, 3.2, 3.3, 3.4, 4.1, 4.2, 4.4

Grade 2 Curriculum Units

U1 Counting, Coins, and Combinations

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Common Core State Standards for Mathematics Grade 2	Investigations in Number, Data, and Space ©2012 Grade 2
Work with time and money.	
7. Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m. [2.MD.7.]	U1 Sessions: 1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.3, 2.4, 2.5, 2.7, 3.1, 3.5, 4.2, 4.3 U2 Sessions: 1.4, 2.2, 2.5, 2.9 U3 Sessions: 1.5, 2.3, 2.5, 2.7, 3.2, 3.6, 4.2 U4 Sessions: 1.3A, 2.2, 2.5, 2.8 U5 Sessions: 1.3, 2.1, 2.4 U6 Sessions: 2.2, 2.5, 3.2, 3.6, 4.3 U6 ICCG: 5A.5 U7 Sessions: 1.3, 2.3, 2.6 U8 Sessions: 1.3, 3.2, 3.4, 4.4 U9 Sessions: 1.6, 2.3, 3.4 U9 ICCG: 3.6A
8. Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. [2.MD.8.]	U1 Sessions: 1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.3, 2.4, 2.5, 2.7, 3.1, 3.5, 4.2, 4.3 U2 Sessions: 1.4, 2.2, 2.5, 2.9 U3 Sessions: 1.5, 2.3, 2.5, 2.7, 3.2, 3.6, 4.2 U4 Sessions: 1.3A, 2.2, 2.5, 2.8 U5 Sessions: 1.3, 2.1, 2.4 U6 Sessions: 2.2, 2.5, 3.2, 3.6, 4.3, 5A.5 U7 Sessions: 1.3, 2.3, 2.6 U8 Sessions: 1.3, 3.2, 3.4, 4.4 U9 Sessions: 1.6, 2.3, 3.4 U9 ICCG: 3.6A
Represent and interpret data.	
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.9]	U9 Session: 1.5
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.MD.10.]	U4 Sessions: 1.7, 2.3, 2.5, 2.6 U4 ICCG: 1.4A U5 Session: 2.3

Grade 2 Curriculum Units

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| <ul style="list-style-type: none"> U1 Counting, Coins, and Combinations U2 Shapes, Blocks, and Symmetry U3 Stickers, Number Strings, and Story Problems U4 Pockets, Teeth, and Favorite Things U5 How Many Floors? How Many Rooms? | <ul style="list-style-type: none"> U6 How Many Tens? How Many Ones? U7 Parts of a Whole, Parts of a Group U8 Partners, Teams and Paper Clips U9 Measuring Length and Time |
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Part 1
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Common Core State Standards for Mathematics Grade 2	Investigations in Number, Data, and Space ©2012 Grade 2
Geometry 2.G	
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. <i>(Sizes are compared directly or visually, not compared by measuring.)</i> [2.G.1.]	U1 Session: 1.2 U2 Sessions: 1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 2.3, 2.5, 2.7, 2.8, 2.9 U4 Sessions: 1.2 U4 ICCG: 1.3A U5 Sessions: 1.5, 1.6 U6 Sessions: 1.4, 2.6
2. Partition a rectangle into rows and columns of same-size squares and count to find the total number of them. [2.G.2.]	U2 Sessions: 2.3, 2.4, 2.6, 2.8 U2 ICCG: 2.10A
3. Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words <i>halves, thirds, half of, a third of, 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. [2.G.3.]	U7 Sessions: 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6 U7 ICCG: 2.3A

Grade 2 Curriculum Units

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|--|---|
| <ul style="list-style-type: none"> U1 Counting, Coins, and Combinations U2 Shapes, Blocks, and Symmetry U3 Stickers, Number Strings, and Story Problems U4 Pockets, Teeth, and Favorite Things U5 How Many Floors? How Many Rooms? | <ul style="list-style-type: none"> U6 How Many Tens? How Many Ones? U7 Parts of a Whole, Parts of a Group U8 Partners, Teams and Paper Clips U9 Measuring Length and Time |
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Common Core State Standard for Mathematics Grade 2	Arkansas Student Learning Expectations for Mathematics Grade 2	Investigations in Number, Data, and Space Grade 2
Operations and Algebraic Thinking		
<p>CC.2.OA.1 Represent and solve problems involving addition and subtraction. 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>AR.2.NO.2.5 (NO.2.2.5) Whole Number Operations: Demonstrate various meaning of addition and subtraction</p>	<p>U1 Sessions 2.6, 3.1, 3.2, 3.3, 3.4, 3.5, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9 U2 ICCG 1.1A U3 Sessions 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 4.3, 4.4, 4.5, 4.6 U4 Sessions 1.1, 1.2, 1.7, 2.3, 2.6, 2.7 U5 Sessions 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 2.2, 2.3 U6 Sessions 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1, 4.4 U8 Sessions 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 3.1, 3.2, 3.3, 3.4, 3.5, 4.1, 4.2, 4.3, 4.4, 4.5 U9 Classroom Routines: Sessions 1.1, 1.2, 1.4, 1.5, 2.1, 2.2, 3.2, 3.3, 3.5</p>

Curriculum Units Grade 2

- U1** Counting, Coins, and Combinations
- U2** Shapes, Blocks, and Symmetry
- U3** Stickers, Number Strings, and Story Problems
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Common Core State Standard for Mathematics Grade 2	Arkansas Student Learning Expectations for Mathematics Grade 2	Investigations in Number, Data, and Space Grade 2
<p>(Continued) CC.2.OA.1 Represent and solve problems involving addition and subtraction. 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>AR.2.NO.3.1 (NO.3.2.1) Computational Fluency- Addition and Subtraction: Develop strategies for basic addition facts: -- counting all -- counting on, -- one more, two more, -- doubles, -- doubles plus one or minus one, -- make ten, -- using ten frames, -- Identity Property (add zero)</p>	<p>U1 Sessions 2.6, 3.1, 3.2, 3.3, 3.4, 4.1, 4.2, 4.3, 4.4, 4.6, 4.7, 4.8, 4.9 U2 ICCG 1.1A U3 Sessions 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 4.3, 4.4, 4.5, 4.6 U5 Sessions 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 2.2, 2.3 U6 Sessions 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1, 4.4 U6 ICCG 5A.1, 5A.2, 5A.3, 5A.4 U8 Sessions 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 3.1, 3.2, 3.3, 3.4, 3.5, 4.1, 4.2, 4.3, 4.4, 4.5</p>
	<p>AR.2.NO.2.7 (NO.2.2.7) Whole Number Operations: Model, represent and explain division as sharing equally and repeated subtraction in contextual situations</p>	<p>Grade 3: U5 Sessions 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7</p>

Curriculum Units Grade 2

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Common Core State Standard for Mathematics Grade 2	Arkansas Student Learning Expectations for Mathematics Grade 2	Investigations in Number, Data, and Space Grade 2
<p>(Continued) CC.2.OA.1 Represent and solve problems involving addition and subtraction. 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>AR.2.NO.3.4 (NO.3.2.4) Application of Computation: Solve problems using a variety of methods and tools (e.g., objects, mental computation, paper and pencil, and with and without appropriate technology)</p>	<p>U1 Sessions 2.6, 3.1, 3.2, 3.3, 3.4, 3.5, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9 U3 Sessions 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 4.3, 4.4, 4.5, 4.6 U4 Sessions 1.1, 1.2, 1.7, 2.3, 2.6, 2.7 U5 Sessions 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 2.2, 2.3 U6 Sessions 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1, 4.4 U6 ICCG 5A.1, 5A.2, 5A.3, 5A.4 U8 Sessions 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 3.1, 3.2, 3.3, 3.4, 3.5, 4.1, 4.2, 4.3, 4.4, 4.5 U9 Classroom Routines: Sessions 1.1, 1.2, 1.4, 1.5, 2.1, 2.2, 3.2, 3.3, 3.5</p>

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<p>(Continued) CC.2.OA.1 Represent and solve problems involving addition and subtraction. 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>AR.2.A.5.3 (A.5.2.3) Expressions, Equations and Inequalities: Recognize that symbols such as \sim, Δ and \diamond in an addition or subtraction equation, represent a missing value that will make the statement true</p>	<p>U1 Session 3.1 U2 Sessions 2.2, 2.4, 2.7 U3 ICCG 2.5A U6 Sessions 2.3, 2.4, 2.6 U8 Sessions 3.2, 3.3</p>
	<p>AR.2.A.5.1 (A.5.2.1) Expressions, Equations and Inequalities: Select and/or write number sentences to find the unknown in problem-solving contexts involving two-digit addition and subtraction using appropriate labels</p>	<p>U3 ICCG 2.5A U6 Sessions 2.5, 2.6, 2.7, 4.3 U8 Sessions 1.2, 1.3, 1.4, 3.1, 3.2, 3.3, 3.4, 3.5, 4.1, 4.2, 4.4</p>

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CC.2.OA.2 Add and subtract within 20. Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.	AR.2.NO.3.1 (NO.3.2.1) Computational Fluency- Addition and Subtraction: Develop strategies for basic addition facts: -- counting all -- counting on, -- one more, two more, -- doubles, -- doubles plus one or minus one, -- make ten, -- using ten frames, -- Identity Property (add zero)	U1 Sessions 2.6, 3.1, 3.2, 3.3, 3.4, 4.1, 4.2, 4.3, 4.4, 4.6, 4.7, 4.8, 4.9 U3 Sessions 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 4.3, 4.4, 4.5, 4.6 U5 Sessions 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 2.2, 2.3 U6 Sessions 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1, 4.4 U6 ICCG 5A.1, 5A.2, 5A.3, 5A.4 U8 Sessions 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 3.1, 3.2, 3.3, 3.4, 3.5, 4.1, 4.2, 4.3, 4.4, 4.5
	AR.2.NO.3.3 (NO.3.2.3) Computational Fluency- Addition and Subtraction: Demonstrate computational fluency (accuracy, efficiency and flexibility) in addition facts with addends through 9 and corresponding subtractions	U1 Sessions 2.6, 3.1, 3.2, 3.3, 3.4, 3.5, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9 U3 Sessions 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 4.3, 4.4, 4.5, 4.6 U4 Sessions 1.1, 1.2, 1.7, 2.3, 2.6, 2.7 U5 Sessions 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 2.2, 2.3 U6 Sessions 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1, 4.4 U6 ICCG 5A.1, 5A.2, 5A.3, 5A.4 U8 Sessions 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 3.1, 3.2, 3.3,

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<p>(Continued) CC.2.OA.2 Add and subtract within 20. 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>(Continued) AR.2.NO.3.3 (NO.3.2.3) Computational Fluency- Addition and Subtraction: Demonstrate computational fluency (accuracy, efficiency and flexibility) in addition facts with addends through 9 and corresponding subtractions</p>	<p>3.4, 3.5, 4.1, 4.2, 4.3, 4.4, 4.5 U9 Classroom Routines: Sessions 1.1, 1.2, 1.4, 1.5, 2.1, 2.2, 3.2, 3.3, 3.5 U9 ICCG 1.1A</p>
<p>CC.2.OA.3 Work with equal groups of objects to gain foundations for multiplication. 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>	<p>AR.2.NO.2.4 (NO.2.2.4) Number Theory: Apply number theory: -- determine if a two-digit number is odd or even, -- use the terms sum, addends, and difference in an appropriate context (2 + 3 = 5, 2 and 3 are addends; 5 is a sum).</p>	<p>U1 Session 3.4, U3 Sessions 1.4, 3.1, 3.2, 3.3 U5 Session 2.2 U6 Session 3.1 U8 Sessions 1.1, 1.2, 1.3, 1.4, 2.1 U9 Session 1.6 U9 ICCG 1.1A</p>

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<p>(Continued) CC.2.OA.3 Work with equal groups of objects to gain foundations for multiplication. 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>	<p>AR.2.NO.3.1 (NO.3.2.1) Computational Fluency- Addition and Subtraction: Develop strategies for basic addition facts: -- counting all -- counting on, -- one more, two more, -- doubles, -- doubles plus one or minus one, -- make ten, -- using ten frames, -- Identity Property (add zero)</p>	<p>U1 Sessions 2.6, 3.1, 3.2, 3.3, 3.4, 4.1, 4.2, 4.3, 4.4, 4.6, 4.7, 4.8, 4.9 U3 Sessions 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 4.3, 4.4, 4.5, 4.6 U5 Sessions 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 2.2, 2.3 U6 Sessions 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1, 4.4 U6 ICCG 5A.1, 5A.2, 5A.3, 5A.4 U8 Sessions 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 3.1, 3.2, 3.3, 3.4, 3.5, 4.1, 4.2, 4.3, 4.4, 4.5 U9 ICCG 1.1A</p>
	<p>AR.2.NO.3.3 (NO.3.2.3) Computational Fluency- Addition and Subtraction: Demonstrate computational fluency (accuracy, efficiency and flexibility) in addition facts with addends through 9 and corresponding subtractions</p>	<p>U1 Sessions 2.6, 3.1, 3.2, 3.3, 3.4, 3.5, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9 U3 Sessions 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 4.3, 4.4, 4.5, 4.6 U4 Sessions 1.1, 1.2, 1.7, 2.3, 2.6, 2.7 U5 Sessions 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 2.2, 2.3 U8 Sessions 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 3.1, 3.2, 3.3, 3.4, 3.5, 4.1, 4.2, 4.3, 4.4, 4.5 U9 Classroom Routines: Sessions 1.1, 1.2, 1.4, 1.5, 2.1, 2.2, 3.2, 3.3, 3.5 U9 ICCG 1.1A</p>

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<p>(Continued) CC.2.OA.3 Work with equal groups of objects to gain foundations for multiplication. 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>	<p>AR.2.NO.3.2 (NO.3.2.2) Computational Fluency- Addition and Subtraction: Demonstrate multiple strategies for adding or subtracting two-digit whole numbers: -- Compatible Numbers, -- compensatory numbers, -- informal use of commutative and associative properties of addition</p>	<p>U6 Sessions 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1, 4.4 U6 ICCG 5A.1, 5A.2, 5A.3, 5A.4 U8 Sessions 1.2, 1.3, 2.1, 3.1, 3.2, 3.3, 3.4, 3.5, 4.1, 4.2, 4.3, 4.4, 4.5</p>
<p>CC.2.OA.3 Work with equal groups of objects to gain foundations for multiplication. 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>	<p>AR.3.NO.2.2 (NO.2.3.2) Number Theory: Apply number theory: -- determine if a three-digit number is even or odd, -- use the terms multiple, factor, product and quotient in an appropriate context</p>	<p>Multiple: U3 Sessions 3.1, 3.2, 3.3 U5 Session 2.2 U6 Sessions 3.1, 4.2 U8 Sessions 1.1, 1.2, 1.3, 1.4, 2.1 U8 ICCG A.4, 4A.5 U9 Session 1.6 Product and factor Grade 3: U5 Sessions 1.2, 1.3, 3.3, 4.4</p>

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<p>(Continued) CC.2.OA.3 Work with equal groups of objects to gain foundations for multiplication. 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>	<p>AR.1.NO.2.3 (NO.2.1.3) Number Theory: Apply number theory: -- determine if a one-digit number is odd or even, -- use the terms sum and difference in appropriate context, -- use conventional symbols (+, -, =) to represent the operations of addition and subtraction.</p>	<p>U1 Sessions 4.1, 4.3 U3 Sessions 3.1, 3.2, 3.3 U5 Session 2.2 U6 Session 3.1 U8 Sessions 1.1, 1.2, 1.3, 1.4, 2.1 U9 Session 1.6</p>
<p>CC.2.OA.4 Work with equal groups of objects to gain foundations for multiplication. 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.</p>	<p>AR.3.NO.2.4 (NO.2.3.4) Whole Number Operations: Model, represent and explain division as measurement and partitive division including equal groups, related rates, price, rectangular arrays (area model), combinations and multiplicative comparison</p>	<p>Grade 3: U5 Sessions 4.1, 4.2, 4.3, 4.4, 4.5</p>
	<p>AR.2.G.10.1 (G.10.2.1) Coordinate Geometry: Extend the use of directional words to include rows and columns</p>	<p>U1 Session 4.7 U2 Sessions 2.3, 2.4, 2.7</p>

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NBT Number and Operations in Base Ten		
CC.2.NBT.1 Understand place value. 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)	AR.2.NO.1.4 (NO.1.2.4) Whole Numbers: Represent numbers to 100 in various forms	U1 Sessions 1.5, 2.3 U3 Sessions 3.4, 4.5 U5 Sessions 1.2, 1.5 U6 Sessions 2.2, 2.4, 2.5, 2.6, 4.2, 4.3
	AR.4.NO.1.2 (NO.1.4.2) Whole Numbers: Use the place value structure of the base ten number system and be able to represent and compare whole numbers to millions (using models, illustrations, symbols, expanded notation and problem solving)	U1 Sessions 1.3, 1.4, 2.7 U3 Sessions 4.2, 4.3, 4.4, 4.5 U6 Sessions 2.1, 2.3 U6 ICCG 5A.1, 5A.5 U8 ICCG 5A.1, 5A.2, 5A.3
	AR.3.NO.1.2 (NO.1.3.2) Whole Numbers: Use the place value structure of the base ten number system and be able to represent and compare whole numbers including thousands (using models, illustrations, symbols, expanded notation and problem solving)	U1 Sessions 1.3, 1.4 U3 Sessions 4.2, 4.3, 4.4, 4.5 U6 Sessions 2.1, 2.3 U6 ICCG 5A.1, 5A.5 U8 ICCG 5A.1, 5A.2, 5A.3
	AR.1.NO.1.4 (NO.1.1.4) Whole Numbers: Represent numbers to 20 in various forms	U1 Sessions 1.5, 2.3 U3 Sessions 3.4, 4.5 U5 Sessions 1.2, 1.5 U6 Sessions 2.2, 2.4, 2.5, 2.6, 4.2, 4.3

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<p>(Continued) CC.2.NBT.1 Understand place value. 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>	<p>AR.1.NO.1.5 (NO.1.1.5) Whole Numbers: Use multiple models to develop understandings of place value including tens and ones</p>	<p>U1 Session 1.4 U3 Sessions 3.4, 4.4, 4.5 U5 Sessions 1.2, 1.5 U6 Sessions 1.1, 1.2, 1.3, 1.4, 2.2, 2.4, 2.5, 2.6, 4.2, 4.3 U6 ICCG 5A.2, 5A.5 U8 Session 3.2 U8 ICCG 5A.1</p>
	<p>AR.2.NO.1.5 (NO.1.2.5) Whole Numbers: Use multiple models to represent understanding of place value including hundreds</p>	<p>U1 Session 1.4 U3 Sessions 3.4, 4.4, 4.5 U5 Sessions 1.2, 1.5 U6 Sessions 1.1, 1.2, 1.3, 1.4, 2.2, 2.4, 2.5, 2.6, 4.2, 4.3 U6 ICCG 5A.2, 5A.5 U8 Session 3.2 U8 ICCG 5A.1</p>
<p>CC.2.NBT.2 Understand place value. Count within 1000; skip-count by 5s, 10s, and 100s.</p>	<p>AR.2.A.4.4 (A.4.2.4) Recognize, describe and develop patterns: Identify, describe and extend skip counting patterns from any given number</p>	<p>U1 Sessions 2.4, 2.5 U3 Sessions 3.3, 3.4, 3.7, 4.1 U5 Sessions 1.2, 1.5, 2.2, 2.3, 2.4 U6 Sessions 1.1, 1.2, 3.1, 4.1, 4.2, 4.3, 4.4 U6 ICCG 5A.1</p>
	<p>AR.3.A.4.1 (A.4.3.1) Recognize, describe and develop patterns: Count forward and backward when given a number less than or equal to 1000 _____, 399, _____, _____</p>	<p>U1 Sessions 2.4, 2.5, 3.2, 3.3, 4.1, 4.3, 4.4, 4.5 U3 Sessions 3.3, 3.4, 3.7, 4.1 U5 Sessions 1.2, 1.5, 2.2, 2.3, 2.4 U6 Sessions 1.1, 1.2, 3.1, 4.1, 4.2, 4.3, 4.4 U8 Sessions 3.1, 3.2, 3.3</p>

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<p>(Continued) CC.2.NBT.2 Understand place value. Count within 1000; skip-count by 5s, 10s, and 100s.</p>	<p>AR.3.A.4.2 (A.4.3.2) Recognize, describe and develop patterns: Relate skip-counting patterns to multiplication</p>	<p>U5 Sessions 1.1, 1.2, 1.5, 1.6, 2.2, 2.3</p>
	<p>AR.K.A.4.5 (A.4.K.5) Recognize, describe and develop patterns: Identify, describe and extend skip-counting patterns by 5s and 10s</p>	<p>U1 Sessions 2.4, 2.5, 3.2, 3.3, 4.1, 4.3, 4.4, 4.5 U3 Sessions 3.3, 3.4, 3.7, 4.1 U5 Sessions 1.2, 1.5, 2.2, 2.3, 2.4 U6 Sessions 1.1, 1.2, 3.1, 4.1, 4.2, 4.3, 4.4</p>
	<p>AR.2.A.4.3 (A.4.2.3) Recognize, describe and develop patterns: Use patterns to count forward and backward when given a number less than or equal to 100 ____, 69, ____, ____</p>	<p>U1 Sessions 2.4, 2.5, 3.2, 3.3, 4.1, 4.3, 4.4, 4.5 U3 Sessions 3.3, 3.4, 3.7, 4.1 U5 Sessions 1.2, 1.5, 2.2, 2.3, 2.4 U6 Sessions 1.1, 1.2, 3.1, 4.1, 4.2, 4.3, 4.4 U6 ICCG 5A.1 U8 Sessions 3.1, 3.2, 3.3</p>

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CC.2.NBT.3 Understand place value. Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.	AR.2.NO.1.4 (NO.1.2.4) Whole Numbers: Represent numbers to 100 in various forms	U1 Sessions 1.4, 1.5, 2.3 U3 Sessions 3.4, 4.4, 4.5 U5 Sessions 1.2, 1.5 U6 Sessions 1.1, 1.2, 1.3, 1.4, 2.2, 2.4, 2.5, 2.6, 4.2, 4.3 U6 ICCG 5A.1, 5A.5 U8 Session 3.2
	AR.2.NO.2.1 (NO.2.2.1) Number Theory: Count on (forward) and back (backward) on a number line and a 100's chart starting at any whole number up to 100	U1 Sessions 1.3, 1.4, 3.2, 3.3 U2 Session 1.1A U3 Sessions 1.4, 2.4 U6 Sessions 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 4.1, 4.3 U8 Sessions 2.1, 2.2, 3.1, 3.2, 3.3, 3.4, 3.5, 4.1, 4.2, 4.3, 4.4
	AR.3.NO.1.1 (NO.1.3.1) Whole Numbers: Recognize equivalent representations for the same whole number and generate them by composing and decomposing numbers	U1 Sessions 1.4, 1.5, 2.3 U3 Sessions 3.4, 4.4, 4.5 U5 Sessions 1.2, 1.5 U6 Sessions 1.1, 1.2, 1.3, 1.4, 2.2, 2.4, 2.5, 2.6, 4.2, 4.3 U6 ICCG 5A.1 U8 Session 3.2

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- U8** Partners, Teams and Paper Clips
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CC.2.NBT.4 Understand place value. Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using $>$, $=$, and $<$ symbols to record the results of comparisons.	AR.2.NO.1.7 (NO.1.2.7) Whole Numbers: Compare 2 numbers, less than 100 using numerals and $=$, $<$, $>$ with and without appropriate technology	U1 Sessions 1.3, 1.4, 2.7 U3 Sessions 1.4, 1.5, 1.6, 4.2, 4.3, 4.4, 4.5 U6 Sessions 2.1, 2.3 U6 ICCG 5A.1
	AR.3.NO.1.3 (NO.1.3.3) Whole Numbers: Use mathematical language and symbols to compare and order four-digit numbers with and without appropriate technology	An opportunity to address this topic may be found on the following pages: U1 Sessions 1.3, 1.4, 2.7 U3 Sessions 1.4, 1.5, 1.6, 4.2, 4.3, 4.4, 4.5 U6 Sessions 2.1, 2.3 U6 ICCG 5A.1, 5A.2
	AR.3.NO.1.2 (NO.1.3.2) Whole Numbers: Use the place value structure of the base ten number system and be able to represent and compare whole numbers including thousands (using models, illustrations, symbols, expanded notation and problem solving)	U1 Sessions 1.3, 1.4, 2.7 U3 Sessions 1.4, 1.5, 1.6, 4.2, 4.3, 4.4, 4.5 U6 Sessions 2.1, 2.3 U6 ICCG 5A.1, 5A.2

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CC.2.NBT.5 Use place value understanding and properties of operations to add and subtract. Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.	AR.2.NO.2.6 (NO.2.2.6) Whole Number Operations: Demonstrate various addition and subtraction relationships (property) to solve problems in contextual situations involving whole numbers	U3 Sessions 2.2, 2.3, 2.6 U3 ICCG 2.5A U6 Sessions 1.4, 2.4, 2.6 U8 Sessions 3.3, 3.3
	AR.2.NO.2.5 (NO.2.2.5) Whole Number Operations: Demonstrate various meaning of addition and subtraction	U1 Sessions 2.6, 3.1, 3.2, 3.3, 3.4, 3.5, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9 U3 Sessions 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 4.3, 4.4, 4.5, 4.6 U4 Sessions 1.1, 1.2, 1.7, 2.3, 2.6, 2.7 U5 Sessions 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 2.2, 2.3 U6 Sessions 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1, 4.4 U8 Sessions 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 3.1, 3.2, 3.3, 3.4, 3.5, 4.1, 4.2, 4.3, 4.4, 4.5 U9 Classroom Routines: Sessions 1.1, 1.2, 1.4, 1.5, 2.1, 2.2, 3.2, 3.3, 3.5

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<p>(Continued) CC.2.NBT.5 Use place value understanding and properties of operations to add and subtract. 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>AR.2.NO.3.2 (NO.3.2.2) Computational Fluency-Addition and Subtraction: Demonstrate multiple strategies for adding or subtracting two-digit whole numbers: -- Compatible Numbers, -- compensatory numbers, -- informal use of commutative and associative properties of addition</p>	<p>U6 Sessions 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1, 4.4 U8 Sessions 1.2, 1.3, 2.1, 3.1, 3.2, 3.3, 3.4, 3.5, 4.1, 4.2, 4.3, 4.4, 4.5</p>
<p>CC.2.NBT.6 Use place value understanding and properties of operations to add and subtract. Add up to four two-digit numbers using strategies based on place value and properties of operations.</p>	<p>AR.3.NO.3.1 (NO.3.3.1) Computational Fluency-Addition and Subtraction: Develop, with and without appropriate technology, computational fluency, in multi-digit addition and subtraction through 999 using contextual problems: - - strategies for adding and subtracting numbers, -- estimation of sums and differences in appropriate situations, -- relationships between operations</p>	<p>U6 Sessions 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1, 4.4 U6 ICCG 5A.1, 5A.2, 5A.3, 5A.4, 5A.5 U8 Sessions 1.2, 1.3, 2.1, 3.1, 3.2, 3.3, 3.4, 3.5, 4.1, 4.2, 4.3, 4.4, 4.5 U8 ICCG 5A.1, 5A.2, 5A.3, 5A.4, 5A.5</p>

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<p>(Continued) CC.2.NBT.6 Use place value understanding and properties of operations to add and subtract. Add up to four two-digit numbers using strategies based on place value and properties of operations.</p>	<p>AR.3.NO.3.4 (NO.3.3.4) Application of Computation: Solve simple problems using one operation involving addition and subtraction using a variety of methods and tools (e.g., objects, mental computation, paper and pencil and with and without appropriate technology)</p>	<p>U1 Sessions 2.6, 3.1, 3.2, 3.3, 3.4, 3.5, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9 U3 Sessions 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 4.3, 4.4, 4.5, 4.6 U4 Sessions 1.1, 1.2, 1.7, 2.3, 2.6, 2.7 U5 Sessions 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 2.2, 2.3 U6 Sessions 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1, 4.4 U6 ICCG 5A.1, 5A.2, 5A.3, 5A.4, 5A.5 U8 Sessions 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 3.1, 3.2, 3.3, 3.4, 3.5, 4.1, 4.2, 4.3, 4.4, 4.5 U8 ICCG 5A.1, 5A.2, 5A.3, 5A.4, 5A.5 U9 Classroom Routines: Sessions 1.1, 1.2, 1.4, 1.5, 2.1, 2.2, 3.2, 3.3, 3.5</p>

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<p>CC.2.NBT.7 Use place value understanding and properties of operations to add and subtract. 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>	<p>AR.2.NO.2.5 (NO.2.2.5) Whole Number Operations: Demonstrate various meaning of addition and subtraction</p>	<p>U1 Sessions 2.6, 3.1, 3.2, 3.3, 3.4, 3.5, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9 U3 Sessions 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 4.3, 4.4, 4.5, 4.6 U4 Sessions 1.1, 1.2, 1.7, 2.3, 2.6, 2.7 U5 Sessions 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 2.2, 2.3 U6 Sessions 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1, 4.4 U6 ICCG 5A.1, 5A.2, 5A.3, 5A.4, 5A.5 U8 Sessions 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 3.1, 3.2, 3.3, 3.4, 3.5, 4.1, 4.2, 4.3, 4.4, 4.5 U8 ICCG 5A.1, 5A.2, 5A.3, 5A.4, 5A.5 U9 Classroom Routines: Sessions 1.1, 1.2, 1.4, 1.5, 2.1, 2.2, 3.2, 3.3, 3.5</p>
	<p>AR.2.NO.2.6 (NO.2.2.6) Whole Number Operations: Demonstrate various addition and subtraction relationships (property) to solve problems in contextual situations involving whole numbers</p>	<p>U3 Sessions 2.2, 2.3, 2.6 U6 Sessions 1.4, 2.4, 2.6 U8 Sessions 3.3, 3.3</p>

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<p>CC.2.NBT.7 Use place value understanding and properties of operations to add and subtract. 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>	<p>AR.2.NO.3.2 (NO.3.2.2) Computational Fluency-Addition and Subtraction: Demonstrate multiple strategies for adding or subtracting two-digit whole numbers: -- Compatible Numbers, -- compensatory numbers, -- informal use of commutative and associative properties of addition</p>	<p>U6 Sessions 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1, 4.4 U8 Sessions 1.2, 1.3, 2.1, 3.1, 3.2, 3.3, 3.4, 3.5, 4.1, 4.2, 4.3, 4.4, 4.5</p>
	<p>AR.2.NO.1.2 (NO.1.2.2) Whole Numbers: Represent a whole number in multiple ways using composition and decomposition</p>	<p>U1 Sessions 1.5, 2.3 U3 Sessions 3.4, 4.5 U5 Sessions 1.2, 1.5 U6 Sessions 2.2, 2.4, 2.5, 2.6, 4.2, 4.3</p>
	<p>AR.4.NO.1.1 (NO.1.4.1) Whole Numbers: Recognize equivalent representations for the same whole number and generate them by composing and decomposing numbers</p>	<p>U1 Sessions 1.5, 2.3 U3 Sessions 3.4, 4.5 U5 Sessions 1.2, 1.5 U6 Sessions 2.2, 2.4, 2.5, 2.6, 4.2, 4.3</p>

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CC.2.NBT.8 Use place value understanding and properties of operations to add and subtract. Mentally add 10 or 100 to a given number 100-900, and mentally subtract 10 or 100 from a given number 100-900.	AR.2.A.4.5 (A.4.2.5) Recognize, describe and develop patterns: Identify a number that is more or less than any whole number less than 100 using multiples of ten	U1 Session 2.5 U3 Sessions 3.4, 3.6, 3.7, 4.1, 4.2, 4.3, 4.4 U6 Sessions 1.1, 1.2, 4.2, 4.3 U6 ICCG 5A.1, 5A.2, 5A.3, 5A.4
	AR.3.A.4.3 (A.4.3.3) Recognize, describe and develop patterns: Identify a number that is more or less than any whole number up to 1000 using multiples of ten and/or 100	U1 Session 2.5 U3 Sessions 3.4, 3.6, 3.7, 4.1, 4.2, 4.3, 4.4 U6 Sessions 1.1, 1.2, 4.2, 4.3 U6 ICCG 5A.1, 5A.2, 5A.3, 5A.4
	AR.4.A.4.1 (A.4.4.1) Recognize, describe and develop patterns: Identify a number that is more or less than any whole number using multiples of 10, 100 and/or 1000	U1 Session 2.5 U3 Sessions 3.4, 3.6, 3.7, 4.1, 4.2, 4.3, 4.4 U6 Sessions 1.1, 1.2, 4.2, 4.3 U6 ICCG 5A.1, 5A.2, 5A.3, 5A.4

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<p>CC.2.NBT.9 Use place value understanding and properties of operations to add and subtract. Explain why addition and subtraction strategies work, using place value and the properties of operations. (Explanations may be supported by drawings or objects.)</p>	<p>AR.2.NO.2.5 (NO.2.2.5) Whole Number Operations: Demonstrate various meaning of addition and subtraction</p>	<p>U1 Sessions 2.6, 3.1, 3.2, 3.3, 3.4, 3.5, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9 U3 Sessions 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 4.3, 4.4, 4.5, 4.6 U4 Sessions 1.1, 1.2, 1.7, 2.3, 2.6, 2.7 U5 Sessions 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 2.2, 2.3 U6 Sessions 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1, 4.4 U6 ICCG 5A.1, 5A.2, 5A.3, 5A.4, 5A.5 U8 Sessions 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 3.1, 3.2, 3.3, 3.4, 3.5, 4.1, 4.2, 4.3, 4.4, 4.5 U8 ICCG 5A.1, 5A.2, 5A.3, 5A.4, 5A.5 U9 Classroom Routines: Sessions 1.1, 1.2, 1.4, 1.5, 2.1, 2.2, 3.2, 3.3, 3.5</p>
	<p>AR.2.NO.2.6 (NO.2.2.6) Whole Number Operations: Demonstrate various addition and subtraction relationships (property) to solve problems in contextual situations involving whole numbers</p>	<p>U3 Sessions 2.2, 2.3, 2.6 U6 Sessions 1.4, 2.4, 2.6 U8 Sessions 3.3, 3.3</p>

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Measurement and Data		
CC.2.MD.1 Measure and estimate lengths in standard units. Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.	AR.2.M.13.10 (M.13.2.10) Applications: Select appropriate customary measurement tools (rulers, balance scale, cup and thermometer) for situations involving length, capacity, and mass	U9 Sessions 2.1, 2.2, 3.3, 3.4, 3.5
	AR.3.M.13.9 (M.13.3.9) Applications: Estimate and measure length, capacity/volume and mass using appropriate customary units: -- Length: 1 inch; -- Perimeter: inches, feet, etc; -- Area: square inches (use models); -- Weight: pounds/ounces; -- Capacity: cups, pints, quarts, gallons.	U2 Session 2.3 U9 Sessions 2.1, 2.2, 3.3 Perimeter Grade 3: U4Sessions 1.1, 1.2, 1.3, 1.4, 1.5 Weight Grade 3 U9 ICCG 4A.1, 4A.2, 4A.3
	AR.3.M.13.8 (M.13.3.8) Applications: Use appropriate customary measurement tools for length, capacity and mass	U9 Sessions 2.1, 2.2, 3.3
	AR.K.M.13.4 (M.13.K.4) Applications: Name common tools for measurement (balance scale, ruler and thermometer)	U9 Sessions 2.1, 2.2, 3.3, 3.4, 3.5
	AR.8.M.13.1 (M.13.8.1) Attributes and Tools: Draw and apply measurement skills with fluency to appropriate levels of precision	U9 Sessions 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5

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(Continued) CC.2.MD.1 Measure and estimate lengths in standard units. Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.	AR.5.M.12.1 (M.12.5.1) Attributes and Tools: Identify and select appropriate units and tools to measure	U9 Sessions 1.3, 2.1, 2.2, 3.2, 3.3, 3.4, 3.5
CC.2.MD.1 Measure and estimate lengths in standard units. Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.	AR.5.M.13.2 (M.13.5.2) Attributes and Tools: Determine which unit of measure or measurement tool matches the context for a problem situation	U9 Sessions 1.3, 2.1, 2.2, 3.2, 3.3, 3.4, 3.5
	AR.6.M.13.2 (M.13.6.2) Attributes and Tools: Determine which unit of measure or measurement tool matches the context for a problem situation	U9 Sessions 1.3, 2.1, 2.2, 3.2, 3.3, 3.4, 3.5
	AR.6.M.13.3 (M.13.6.3) Attributes and Tools: Draw and measure distance to the nearest mm and 1/8 inch accurately	Accuracy is presented to the nearest inch and nearest centimeter: U9 Sessions 1.3, 2.1, 2.2, 3.2, 3.3, 3.4, 3.5

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CC.2.MD.2 Measure and estimate lengths in standard units. 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.	AR.2.M.12.6 (M.12.2.6) Tools and Attributes: Make simple comparisons within units of like dimension (units of length, mass/weight and capacity)	U9 Sessions 1.3, 1.4, 1.5, 1.6, 2.1, 3.1 Weight Grade 3 U9 ICCG 4A.1, 4A.2, 4A.3
	AR.3.M.12.4 (M.12.3.4) Tools and Attributes: Demonstrate the relationship among different standard units: -- Length: 12 in = 1 ft, 3 ft = 1 yd, 36 in = 1 yd, -- Capacity: 2 cups = 1 pint, 2 pints = 1 quart, 4 quarts = 1 gallon, -- Weight: 16 ounces = 1 lb.	U9 Session 3.2 Weight Grade 3 U9 ICCG 4A.1, 4A.2, 4A.3
	AR.4.M.12.3 (M.12.4.3) Tools and Attributes: Use the relationship among units of measurement: --Length: 12 in = 1 ft, 3 ft = 1 yd, 36 in = 1 yd, 100 cm = 1 m; --Capacity: 2 cups = 1 pint, 2 pints = 1 quart, 4 quarts = 1 gallon; --Weight: 16 ounces = 1 lb	U9 Session 3.2 Weight Grade 3 U9 ICCG 4A.1, 4A.2, 4A.3

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CC.2.MD.3 Measure and estimate lengths in standard units. Estimate lengths using units of inches, feet, centimeters, and meters.	AR.2.M.13.11 (M.13.2.11) Applications: Estimate and measure length, capacity/volume and mass with non-standard units to recognize the need for standard units	U9 Sessions 1.1, 1.2, 1.3, 1.4, 1.5, 1.6 Volume addressed In Grade 3: U9 Sessions 3.1, 3.2, 3.3, 3.4, 3.5
	AR.4.M.13.8 (M.13.4.8) Applications: Estimate and measure length, capacity/volume and mass using appropriate customary and metric units: -- Length: 1/2 inch, 1 cm; -- Perimeter: inches, feet, centimeters, meters; -- Area: square inches, square feet, square centimeters, square meters; -- Weight: pounds/ounces; -- Mass: kilograms/grams; -- Capacity: cups, pints, quarts, gallons; -- Volume: liters.	U2 Session 2.3 U9 Sessions 2.1, 2.2, 3.3 Perimeter Grade 3: U4Sessions 1.1, 1.2, 1.3, 1.4, 1.5 Weight Grade K U4 ICCG 1.6A, 1.6B, 1.6C
	AR.3.M.13.9 (M.13.3.9) Applications: Estimate and measure length, capacity/volume and mass using appropriate customary units: -- Length: 1 inch; -- Perimeter: inches, feet, etc; -- Area: square inches (use models); -- Weight: pounds/ounces; -- Capacity: cups, pints, quarts, gallons.	U2 Sessions 2.3 U9 Sessions 2.1, 2.2, 3.3 Perimeter Grade 3: U4Sessions 1.1, 1.2, 1.3, 1.4, 1.5 Weight Grade 3 U9 ICCG 4A.1, 4A.2, 4A.3

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CC.2.MD.4 Measure and estimate lengths in standard units. Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.	AR.2.M.13.11 (M.13.2.11) Applications: Estimate and measure length, capacity/volume and mass with non-standard units to recognize the need for standard units	U9 Sessions 1.1, 1.2, 1.3, 1.4, 1.5, 1.6
	AR.5.M.13.5 (M.13.5.5) Applications: Count the distance between two points on a horizontal or vertical line and compare the lengths of the paths on a grid	U1 Sessions 3.2, 3.3 U3 Session 2.4 U6 Sessions 2.2, 2.4, 2.6, 3.1, 4.3 U8 Sessions 2.1, 2.2, 3.1, 3.2, 3.3, 3.4, 3.5, 4.1, 4.2
CC.2.MD.5 Relate addition and subtraction to length. 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.	AR.2.M.13.11 (M.13.2.11) Applications: Estimate and measure length, capacity/volume and mass with non-standard units to recognize the need for standard units	U9 Sessions 1.1, 1.2, 1.3, 1.4, 1.5, 1.6 Volume Grade 3: U9 Sessions 3.1, 3.2
	AR.2.NO.3.4 (NO.3.2.4) Application of Computation: Solve problems using a variety of methods and tools (e.g., objects, mental computation, paper and pencil, and with and without appropriate technology)	U1 Sessions 2.6, 3.1, 3.2, 3.3, 3.4, 3.5, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9 U3 Sessions 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 4.3, 4.4, 4.5, 4.6 U4 Sessions 1.1, 1.2, 1.7, 2.3, 2.6, 2.7 U5 Sessions 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 2.2, 2.3 U6 Sessions 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1, 4.4

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<p>(Continued) CC.2.MD.5 Relate addition and subtraction to length. 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>(Continued) AR.2.NO.3.4 (NO.3.2.4) Application of Computation: Solve problems using a variety of methods and tools (e.g., objects, mental computation, paper and pencil, and with and without appropriate technology)</p>	<p>U8 Sessions 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 3.1, 3.2, 3.3, 3.4, 3.5, 4.1, 4.2, 4.3, 4.4, 4.5 U9 Classroom Routines: Sessions 1.1, 1.2, 1.4, 1.5, 2.1, 2.2, 3.2, 3.3, 3.5</p>
	<p>AR.2.NO.2.6 (NO.2.2.6) Whole Number Operations: Demonstrate various addition and subtraction relationships (property) to solve problems in contextual situations involving whole numbers</p>	<p>U3 Sessions 2.2, 2.3, 2.6 U6 Sessions 1.4, 2.4, 2.6 U8 Sessions 3.3, 3.3</p>
<p>CC.2.MD.6 Relate addition and subtraction to length. 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>No Matches in Arkansas Frameworks</p>	<p>U1 Sessions 1.3, 1.4, 1.5, 2.1, 2.4, 3.2, 3.3 U3 Sessions 1.4, 2.4, 4.3 U6 Sessions 1.3, 1.4, 2.4, 2.6, 3.2, 4.3 U8 Sessions 2.1, 3.1, 3.2, 3.3, 3.4, 4.1, 4.2, 4.4</p>
<p>CC.2.MD.7 Work with time and money. Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.</p>	<p>AR.2.M.13.2 (M.13.2.2) Clock: Tell time to the nearest five-minute interval</p>	<p>U9 Sessions 4.2, 4.4, 4.5</p>
	<p>AR.3.M.12.2 (M.12.3.2) Time: Clock: Recognize that 60 minutes equals 1 hour and that a day is divided into A.M. and P.M.</p>	<p>U9 Sessions 4.1, 4.2, 4.3, 4.4, 4.5</p>
	<p>AR.2.M.12.2 (M.12.2.2) Time: Clock: Recognize that there are 24 hours in a day</p>	<p>U9 Session 4.4</p>

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(Continued) CC.2.MD.7 Work with time and money. Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.	AR.1.M.12.3 (M.12.1.3) Time: Clock: Recognize that an hour is longer than a minute and a minute is longer than a second	U9 Sessions 4.1, 4.4
	AR.4.M.13.5 (M.13.4.5) Money: Apply money concepts in contextual situations	U1 Sessions 2.2, 2.3, 2.4 U3 Sessions 3.5, 3.6, 3.7 U6 Sessions 3.2, 3.5, 3.6
CC.2.MD.8 Work with time and money. 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?	AR.2.M.13.4 (M.13.2.4) Money: Determine the value of a combination of coins up to the dollar	U1 Sessions 2.3, 2.4 U3 Sessions 3.5, 3.6, 3.7
	AR.2.M.13.5 (M.13.2.5) Money: Demonstrate a given value of money up to \$1.00 using a variety of coin combinations	U1 Sessions 2.2, 2.3, 2.4 U3 Sessions 3.5, 3.6, 3.7
	AR.2.M.13.6 (M.13.2.6) Money: Demonstrate a given value of money up to \$1.00 using the fewest coins possible	U1 Sessions 2.2, 2.3, 2.4 U3 Sessions 3.5, 3.6, 3.7
	AR.2.M.13.7 (M.13.2.7) Money: Represent and write the value of money using the cent sign and in decimal form when using the dollar sign	U1 Sessions 2.2, 2.3, 2.4 U3 Sessions 3.5, 3.6, 3.7 U6 Sessions 3.2, 3.5, 3.6
	AR.3.M.13.6 (M.13.3.6) Money: Apply money concepts in contextual situations up to \$10.00	U1 Sessions 2.2, 2.3, 2.4 U3 Sessions 3.5, 3.6, 3.7 U6 Sessions 3.2, 3.5, 3.6
	AR.3.M.13.5 (M.13.3.5) Money: Determine the value of money up to \$10	U3 Sessions 3.5, 3.6, 3.7 U6 Session 3.2
	AR.K.M.12.5 (M.12.K.5) Money: State the values of coins (penny, nickel, dime)	U1 Sessions 2.2, 2.3

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<p>(Continued) CC.2.MD.8 Work with time and money. 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?</p>	<p>AR.1.M.12.4 (M.12.1.4) Money: Recognize and identify attributes of penny, nickel, dime, quarter and dollar bill</p>	<p>U1 Sessions 2.2, 2.3 U6 Session 3.2</p>
	<p>AR.1.M.12.6 (M.12.1.6) Money: Compare the value of coins (pennies, nickels, dimes and quarters)</p>	<p>U1 Sessions 2.2, 2.3</p>
	<p>AR.1.M.13.4 (M.13.1.4) Money: Determine the value of a small collection of coins (with a total value up to one dollar) using one or two different types of coins, including pennies, nickels, dimes and quarters</p>	<p>U1 Session 2.4 U3 Sessions 3.5, 3.6, 3.7 U6 Session 3.2</p>
	<p>AR.1.M.13.5 (M.13.1.5) Money: Represent and write the value of money using the cent sign</p>	<p>U6 Sessions 3.2, 3.5, 3.6</p>
	<p>AR.1.M.13.8 (M.13.1.8) Applications: Estimate and measure length, capacity/volume and mass with non-standard units</p>	<p>U9 Sessions 1.1, 1.2, 1.3, 1.4, 1.5, 1.6 Volume Grade 3: U9 Sessions 3.1, 3.2</p>
	<p>AR.2.M.12.4 (M.12.2.4) Money: Compare the value of all coins</p>	<p>U1 Sessions 2.2, 2.3</p>
	<p>AR.2.M.12.3 (M.12.2.3) Money: State the value of all coins and a dollar</p>	<p>U1 Sessions 2.2, 2.3 U6 Session 3.2 See also: U1 Sessions 2.2, 2.3 U6 Session 3.2</p>

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(Continued) CC.2.MD.8 Work with time and money. 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?	AR.1.M.12.5 (M.12.1.5) Money: State the values of a penny, nickel, dime, and quarter and dollar bill	U1 Sessions 2.2, 2.3 U6 Session 3.2 See also: U1 Sessions 2.2, 2.3 U6 Session 3.2
	AR.1.M.13.6 (M.13.1.6) Money: Show different combination of coins that have the same value	U1 Session 2.4 U3 Sessions 3.5, 3.6, 3.7 U6 Session 3.2
	AR.K.M.12.4 (M.12.K.4) Money: Recognize and identify attributes of penny, nickel, dime, and quarter	U1 Sessions 2.2, 2.3
	AR.4.M.13.5 (M.13.4.5) Money: Apply money concepts in contextual situations	U1 Sessions 2.2, 2.3, 2.4 U3 Sessions 3.5, 3.6, 3.7 U6 Sessions 3.2, 3.5, 3.6

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CC.2.MD.9 Represent and interpret data. 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.	No Matches in Arkansas Frameworks	U9 Session 1.5
CC.2.MD.10 Represent and interpret data. 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.	AR.K.DAP.14.1 (DAP.14.K.1) Collect, Organize and display data: Explore and discuss data collection by collecting, organizing and displaying physical objects	U1 Sessions 2.5, 4.2 U4 Sessions 1.1, 1.3, 1.4, 1.5, 1.6, 1.7, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8 U4 ICCG 1.3A, 1.4A
	AR.1.DAP.14.1 (DAP.14.1.1) Collect, Organize and display data: Identify the purpose for data collection and collect, organize and display physical objects for describing the results	U1 Sessions 2.5, 4.2 U4 Sessions 1.1, 1.3, 1.4, 1.5, 1.6, 1.7, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8 U4 ICCG 1.3A, 1.4A
	AR.2.DAP.14.1 (DAP.14.2.1) Collect, Organize and display data: Identify the purpose for data collection and collect, organize, record and display the data using physical materials (pictographs, Venn diagrams and vertical and horizontal bar graphs)	U1 Sessions 2.5, 4.2 U4 Sessions 1.1, 1.3, 1.4, 1.5, 1.6, 1.7, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8 U4 ICCG 1.3A, 1.4A

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<p>(Continued) CC.2.MD.10 Represent and interpret data. 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>	AR.3.DAP.14.1 (DAP.14.3.1) Collect, Organize and display data: Design a survey question after being given a topic and collect, organize, display and describe simple data using frequency tables or line plots, pictographs, and bar graphs	U4 Session 1.3 U4 ICCG 1.4A
	AR.3.DAP.15.1 (DAP.15.3.1) Data Analysis: Read and interpret pictographs and bar graphs in which symbols or intervals are greater than one	U1 Sessions 2.5, 4.2 U4 Sessions 1.1, 1.3, 1.4, 1.5, 1.6, 1.7, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8 U4 ICCG 1.4A
	AR.2.DAP.16.1 (DAP.16.2.1) Inferences and Predictions: Make simple predictions for a given set of data	U4 Session 2.4
	AR.2.DAP.15.2 (DAP.15.2.2) Data Analysis: Make true statements comparing data displayed on a graph or chart	U1 Sessions 2.5, 4.2 U4 Sessions 1.1, 1.3, 1.4, 1.5, 1.6, 1.7, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8 U4 ICCG 1.3A, 1.4A
	AR.4.DAP.14.1 (DAP.14.4.1) Collect, Organize and display data: Create a data collection plan after being given a topic and collect, organize, display, describe and interpret simple data using frequency tables or line plots, pictographs and bar graphs	U1 Session 2.5 U4 Sessions 1.1, 1.4, 1.5, 1.6, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7 U4 ICCG 1.4A
	AR.5.DAP.15.1 (DAP.15.5.1) Data Analysis: Interpret graphs such as line graphs, double bar graphs, and circle graphs	U4 Sessions 1.4, 2.1, 2.2 U4 ICCG 1.4A

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Geometry		
CC.2.G.1 Reason with shapes and their attributes. 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.)	AR.3.G.8.1 (G.8.3.1) Characteristics and Properties-Three Dimensional: Compare, contrast and build three-dimensional solids by investigating the number of faces, edges, and vertices on models	U2 Sessions 1.1, 1.2, 1.5, 2.8, 2.9
	AR.3.G.8.2 (G.8.3.2) Characteristics and Properties-Two Dimensional: Identify regular polygons with at least 4 sides (square, pentagon, hexagon and octagon)	U2 Sessions 1.1, 1.2, 2.1
	AR.2.G.8.1 (G.8.2.1) Characteristics and Properties-Three Dimensional: Identify, name, sort and describe three-dimensional solids (cube, sphere, rectangular prism, cone, and cylinder) according to the shapes of faces	U2 Sessions 1.1, 1.2, 1.3, 1.5, 2.8, 2.9

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(Continued) CC.2.G.1 Reason with shapes and their attributes. 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.)	AR.2.G.8.2 (G.8.2.2) Characteristics and Properties-Three Dimensional :Match three-dimensional objects to their two-dimensional faces	U2 Sessions 1.1, 1.2, 1.3, 1.5, 2.8, 2.9
	AR.2.A.4.1 (A.4.2.1) Sort and Classify: Sort, classify, and label objects by three or more attributes in more than one way	U2 Sessions 1.3, 2.1, 2.2
CC.2.G.2 Reason with shapes and their attributes. Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.	AR.2.M.13.13 (M.13.2.13) Area: Find the area of a region by counting squares on a grid	U2 Session 2.3
	AR.3.M.13.11 (M.13.3.11) Area: Find the area of any region counting squares and half-squares	U2 Session 12.3 Half Squares addressed in Grade 3: U4 Sessions 2.4, 2.5
	AR.4.M.13.10 (M.13.4.10) Area: Use strategies for finding the area of a rectangle	U2 Session 2.3
	AR.K.M.13.7 (M.13.K.7) Area: Cover a figure with one type of shape and tell how many it takes to cover	U2 Sessions 1.4, 1.5, 2.3
	AR.1.M.13.10 (M.13.1.10) Area: Cover a figure with squares and tell how many it takes	U2 Session 2.3

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with Arkansas Student Learning Expectations for Mathematics

Common Core State Standard for Mathematics Grade 2	Arkansas Student Learning Expectations for Mathematics Grade 2	Investigations in Number, Data, and Space Grade 2
<p>(Continued) CC.2.G.2 Reason with shapes and their attributes. Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.</p>	<p>AR.2.NO.1.9 (NO.1.2.9) Rational Numbers: Represent fractions (halves, thirds, fourths, sixths and eighths) using words, numerals, and physical models</p>	<p>U7 Sessions 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6</p>
	<p>AR.1.M.13.10 (M.13.1.10) Area: Cover a figure with squares and tell how many it takes</p>	<p>U2 Session 2.3</p>
<p>CC.2.G.3 Reason with shapes and their attributes. 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.</p>	<p>AR.2.NO.1.9 (NO.1.2.9) Rational Numbers: Represent fractions (halves, thirds, fourths, sixths and eighths) using words, numerals, and physical models</p>	<p>U7 Sessions 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6</p>

Curriculum Units Grade 2

- U1** Counting, Coins, and Combinations
- U2** Shapes, Blocks, and Symmetry
- U3** Stickers, Number Strings, and Story Problems
- U4** Pockets, Teeth, and Favorite Things
- U5** How Many Floors? How Many Rooms?

- U6** How Many Tens? How Many Ones?
- U7** Parts of a Whole, Parts of a Group
- U8** Partners, Teams and Paper Clips
- U9** Measuring Length and Time
- ICCG** Investigations and the Common Core State Standards Guide