

## A Correlation of



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to the  
**Nampa School District**  
**Essential Standards - Mathematics**  
**Grade 2**

## **Grade 2 Units**

**Unit 1 - Coins, Number Strings, and Story Problems**

**Unit 2 - Attributes of Shapes and Parts of a Whole**

**Unit 3 - How Many Stickers? How Many Cents?**

**Unit 4 - Pockets, Teeth and Guess My Rule**

**Unit 5 - How Many Tens? How Many Hundreds?**

**Unit 6 - How Far Can You Jump?**

**Unit 7 - Partners, Teams, and Other Groups**

**Unit 8 - Enough for the Class? Enough for the Grade?**

**A Correlation of Investigations 3 in Number, Data, and Space ©2017  
to the Nampa School District Essential Standards - Mathematics**

Nampa School District Mathematical Essential Standards Grade 2	Investigations 3 in Number, Data, and Space ©2017 Grade 2
<b>Operations and Algebraic Thinking:</b>	
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.	Unit 1 Sessions 3.1, 3.3, 3.4, 3.6, 3.7, 4.1, 4.2, 4.3, 4.4, 4.5 Unit 3 Sessions 1.2, 1.3, 1.5, 1.6, 1.7, 1.8, 2.3, 2.4, 2.6, 2.7, 2.8, 2.9, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7 Unit 4 Sessions 1.4, 1.5, 1.6, 2.2 Unit 5 Sessions 1.3, 1.5, 1.6, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8 Unit 6 Sessions 1.2, 1.3, 1.5, 1.6, 2.1, 2.2, 2.4, 2.5, 2.6 Unit 8 Sessions 1.1, 1.2, 1.3, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11
2.OA.2 Fluently add and subtract within 20 using mental strategies. By the end of Grade 2, know from memory all sums of two-one digit numbers.	Unit 1 Sessions 1.1, 1.3, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.2, 3.3, 3.4, 3.6, 3.7 Unit 2 Sessions 2.3, 2.4 Unit 3 Sessions 1.4, 1.6, 1.7, 1.8, 2.1, 2.2, 2.6, 2.7, 2.8, 3.3, 3.5, 3.6 Unit 4 Sessions 1.4, 1.5, 1.6, 2.2 Unit 5 Sessions 1.1, 1.3, 1.5, 1.6, 2.1, 3.3 Unit 7 Sessions 2.1, 2.5, 2.6 Unit 8 Sessions 1.2, 1.3, 1.9, 1.11, 2.5, 2.8
<b>Numbers and Operations in Base 10:</b>	
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.	Unit 1 Session 1.4 Unit 3 Sessions 1.4, 1.5, 1.6, 1.7, 1.8, 3.2, 3.3, 3.5, 3.6 Unit 5 Sessions 2.3, 2.4, 2.5, 2.6, 3.6, 3.7 Unit 8 Sessions 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8
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.	Unit 1 Session 3.6 Unit 3 Sessions 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7 Unit 5 Sessions 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8 Unit 6 Sessions 1.2, 1.3, 1.5, 1.6, 2.1, 2.2, 2.4, 2.5, 2.6 Unit 7 Sessions 2.1, 2.2, 2.3, 2.4, 2.5, 2.6 Unit 8 Sessions 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11

**A Correlation of Investigations 3 in Number, Data, and Space ©2017  
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<p align="center"><b>Nampa School District Mathematical Essential Standards Grade 2</b></p>	<p align="center"><b>Investigations 3 in Number, Data, and Space ©2017 Grade 2</b></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>	<p>Unit 8 Sessions 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9</p>
<p><b>Measurement and Data:</b></p>	
<p>2.MD.1 Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.</p>	<p>Unit 6 Sessions 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6</p>
<p>2.MD.10 Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph.</p>	<p>Unit 4 Sessions 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 2.1, 2.2, 2.3, 2.4</p>
<p><b>Geometry:</b></p>	
<p>2.G.2 Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.</p>	<p>Unit 2 Sessions 2.3, 2.4, 2.5, 2.6</p>