**An Alignment of**

# Nebraska College and Career Ready Standards for Mathematics 2015

**To the Lessons of**

# enVisionmath2.0




## Grade 2

SAVVAS

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## Introduction

**enVision**math**2.0** is a comprehensive K-6 mathematics curriculum that provides the focus, coherence, and rigor required by the CCSSM. **enVision**math**2.0** offers a balanced instructional model with an emphasis on conceptual understanding, fluency, and application through rigorous problem solving. Savvas Realize online learning management system offers the flexibility and data teachers need to customize content and monitor student progress so that all students demonstrate proficiency in the CCSSM.

The new **enVision**math**2.0** is organized to promote **Focus**, **Coherence,** and **Rigor**.

- Focus on **Common Core Clusters**
- Develop **Coherence** across and within grades
- **Conceptual Understanding** lays the foundation for **Rigor**

Problem-based learning and visual learning personalize learning of rigorous mathematics! The new **enVision**math**2.0** program engages learners with:

- Interactive learning aids and video tutorials
- Personalized practice and immediate feedback
- Built-in RtI activities in multiple modalities

The new **enVision**math**2.0** program lets you customize content, auto-assign differentiation, and use assessment data quickly and easily to adjust instruction for your learners.

- Upload district content and other favorite resources
- Customize topics and lessons
- Assess in the format of the new high-stakes assessments

**enVision**math**2.0** is the next evolution of a proven program that supports the latest interpretation of the CCSSM and the Next Generation assessment objectives.

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| **Topic 1 Fluently Add and Subtract Within 20** | |
| 1-1 Addition Fact Strategies | **MA 2.1.2.a** Fluently (i.e. automatic recall based on understanding) add and subtract within 20. |
| 1-2 Doubles and Near Doubles | **MA 2.1.2.a** Fluently (i.e. automatic recall based on understanding) add and subtract within 20. |
| 1-3 Make a 10 to Add | **MA 2.1.2.a** Fluently (i.e. automatic recall based on understanding) add and subtract within 20. |
| 1-4 Addition Fact Patterns | **MA 2.1.2.a** Fluently (i.e. automatic recall based on understanding) add and subtract within 20. |
| 1-5 Count On and Count Back to Subtract | **MA 2.1.2.a** Fluently (i.e. automatic recall based on understanding) add and subtract within 20. |
| 1-6 Think Addition to Subtract | **MA 2.1.2.a** Fluently (i.e. automatic recall based on understanding) add and subtract within 20. |
| 1-7 Make a 10 to Subtract | **MA 2.1.2.a** Fluently (i.e. automatic recall based on understanding) add and subtract within 20. |
| 1-8 Practice Addition and Subtraction Facts | **MA 2.1.2.a** Fluently (i.e. automatic recall based on understanding) add and subtract within 20. |
| 1-9 Solve Addition and Subtraction Word Problems | **MA 2.1.2.a** Fluently (i.e. automatic recall based on understanding) add and subtract within 20. |

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| (Continued)<br>1-9 Solve Addition and Subtraction Word Problems | **MA 2.2.3.a** Solve real-world problems involving addition and subtraction within 100 in situations of addition and subtraction, including adding to, subtracting from, joining and separating, and comparing situations with unknowns in all positions using objects, models, drawings, verbal explanations, expressions and equations.<br><br>**MA 2.2.3.b** Create real-world problems to represent one- and two-step addition and subtraction within 100, with unknowns in all positions. |
| 1-10 Math Practices And Problem Solving | **MA 2.1.2.a** Fluently (i.e. automatic recall based on understanding) add and subtract within 20.<br><br>**MA 2.2.3.a** Solve real-world problems involving addition and subtraction within 100 in situations of addition and subtraction, including adding to, subtracting from, joining and separating, and comparing situations with unknowns in all positions using objects, models, drawings, verbal explanations, expressions and equations.<br><br>**MA 2.2.3.b** Create real-world problems to represent one- and two-step addition and subtraction within 100, with unknowns in all positions. |
| **Topic 2 Work with Equal Groups** | |
| 2-1 Even and Odd Numbers | **MA 2.1.2.a** Fluently (i.e. automatic recall based on understanding) add and subtract within 20.<br><br>**MA 2.2.1.a** Identify a group of objects from 0-20 as even or odd by counting by 2's or by showing even numbers as a sum of two equal parts. |

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| 2-2 | Continue Even and Odd Numbers | **MA 2.1.2.a** Fluently (i.e. automatic recall based on understanding) add and subtract within 20.<br><br>**MA 2.2.1.a** Identify a group of objects from 0-20 as even or odd by counting by 2's or by showing even numbers as a sum of two equal parts. |
| 2-3 | Use Arrays to Find Totals | **MA 2.1.2.a** Fluently (i.e. automatic recall based on understanding) add and subtract within 20.<br><br>**MA 2.1.2.f** Use addition to find the total number of objects arranged in an array no larger than five rows and five columns and write an equation to express the total (e.g., 3 + 3 + 3 = 9). |
| 2-4 | Make Arrays to Find Totals | **MA 2.1.2.a** Fluently (i.e. automatic recall based on understanding) add and subtract within 20.<br><br>**MA 2.1.2.f** Use addition to find the total number of objects arranged in an array no larger than five rows and five columns and write an equation to express the total (e.g., 3 + 3 + 3 = 9). |
| 2-5 | Math Practices And Problem Solving | **MA 2.1.2.f** Use addition to find the total number of objects arranged in an array no larger than five rows and five columns and write an equation to express the total (e.g., 3 + 3 + 3 = 9).<br><br>**MA 2.2.3.a** Solve real-world problems involving addition and subtraction within 100 in situations of addition and subtraction, including adding to, subtracting from, joining and separating, and comparing situations with unknowns in all positions using objects, models, drawings, verbal explanations, expressions and equations.<br><br>**MA 2.2.3.b** Create real-world problems to represent one- and two-step addition and subtraction within 100, with unknowns in all positions. |

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| **Topic 3 Add Within 100 Using Strategies** | |
| 3-1 Add Tens and Ones on a Hundred Chart | **MA 2.1.2.b** Add and subtract within 100 using strategies based on place value, including the standard algorithm, properties of operations, and/or the relationship between addition and subtraction. |
| 3-2 Add Tens on an Open Number Line | **MA 2.1.2.b** Add and subtract within 100 using strategies based on place value, including the standard algorithm, properties of operations, and/or the relationship between addition and subtraction.<br><br>**MA 2.1.2.c** Mentally add or subtract 10 or 100 to/from a given number 100-900. |
| 3-3 Add Tens and Ones on an Open Number Line | **MA 2.1.2.b** Add and subtract within 100 using strategies based on place value, including the standard algorithm, properties of operations, and/or the relationship between addition and subtraction.<br><br>**MA 2.1.2.c** Mentally add or subtract 10 or 100 to/from a given number 100-900. |
| 3-4 Break Apart Numbers to Add | **MA 2.1.2.b** Add and subtract within 100 using strategies based on place value, including the standard algorithm, properties of operations, and/or the relationship between addition and subtraction.<br><br>**MA 2.1.2.c** Mentally add or subtract 10 or 100 to/from a given number 100-900. |
| 3-5 Continue to Break Apart Numbers to Add | **MA 2.1.2.b** Add and subtract within 100 using strategies based on place value, including the standard algorithm, properties of operations, and/or the relationship between addition and subtraction. |
| 3-6 Add Using Compensation | **MA 2.1.2.b** Add and subtract within 100 using strategies based on place value, including the standard algorithm, properties of operations, and/or the relationship between addition and subtraction. |

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| 3-7 | Practice Adding Using Strategies | **MA 2.1.2.b** Add and subtract within 100 using strategies based on place value, including the standard algorithm, properties of operations, and/or the relationship between addition and subtraction.<br><br>**MA 2.1.2.d** Add up to three two-digit numbers using strategies based on place value and understanding of properties. |
| 3-8 | Solve One-Step and Two-Step Problems | **MA 2.2.3.a** Solve real-world problems involving addition and subtraction within 100 in situations of addition and subtraction, including adding to, subtracting from, joining and separating, and comparing situations with unknowns in all positions using objects, models, drawings, verbal explanations, expressions and equations.<br><br>**MA 2.2.3.b** Create real-world problems to represent one- and two-step addition and subtraction within 100, with unknowns in all positions. |
| 3-9 | Math Practices And Problem Solving | **MA 2.1.2.b** Add and subtract within 100 using strategies based on place value, including the standard algorithm, properties of operations, and/or the relationship between addition and subtraction.<br><br>**MA 2.2.3.a** Solve real-world problems involving addition and subtraction within 100 in situations of addition and subtraction, including adding to, subtracting from, joining and separating, and comparing situations with unknowns in all positions using objects, models, drawings, verbal explanations, expressions and equations.<br><br>**MA 2.2.3.b** Create real-world problems to represent one- and two-step addition and subtraction within 100, with unknowns in all positions. |

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| **Topic 4 Fluently Add Within 100** | |
| 4-1 Add with Partial Sums | **MA 2.1.2.b** Add and subtract within 100 using strategies based on place value, including the standard algorithm, properties of operations, and/or the relationship between addition and subtraction. |
| 4-2 Continue to Add with Partial Sums | **MA 2.1.2.b** Add and subtract within 100 using strategies based on place value, including the standard algorithm, properties of operations, and/or the relationship between addition and subtraction. |
| 4-3 Models to Add 2-Digit Numbers | **MA 2.1.2.b** Add and subtract within 100 using strategies based on place value, including the standard algorithm, properties of operations, and/or the relationship between addition and subtraction. |
| 4-4 Add 2-Digit Numbers | **MA 2.1.2.b** Add and subtract within 100 using strategies based on place value, including the standard algorithm, properties of operations, and/or the relationship between addition and subtraction. |
| 4-5 Add More than Two 2-Digit Numbers | **MA 2.1.2.d** Add up to three two-digit numbers using strategies based on place value and understanding of properties. |
| 4-6 Practice Adding | **MA 2.1.2.b** Add and subtract within 100 using strategies based on place value, including the standard algorithm, properties of operations, and/or the relationship between addition and subtraction.<br><br>**MA 2.1.2.d** Add up to three two-digit numbers using strategies based on place value and understanding of properties. |
| 4-7 Solve One-Step and Two-Step Problems | **MA 2.2.3.a** Solve real-world problems involving addition and subtraction within 100 in situations of addition and subtraction, including adding to, subtracting from, joining and separating, and comparing situations with unknowns in all positions using objects, models, drawings, verbal explanations, expressions and equations. |

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| (Continued)<br>4-7 Solve One-Step and Two-Step Problems | **MA 2.2.3.b** Create real-world problems to represent one- and two-step addition and subtraction within 100, with unknowns in all positions. |
| 4-8 Math Practices And Problem Solving | **MA 2.1.2.b** Add and subtract within 100 using strategies based on place value, including the standard algorithm, properties of operations, and/or the relationship between addition and subtraction.<br><br>**MA 2.2.3.a** Solve real-world problems involving addition and subtraction within 100 in situations of addition and subtraction, including adding to, subtracting from, joining and separating, and comparing situations with unknowns in all positions using objects, models, drawings, verbal explanations, expressions and equations.<br><br>**MA 2.2.3.b** Create real-world problems to represent one- and two-step addition and subtraction within 100, with unknowns in all positions. |
| **Topic 5 Subtract Within 100 Using Strategies** | |
| 5-1 Subtract Tens and Ones on a Hundred Chart | **MA 2.1.2.b** Add and subtract within 100 using strategies based on place value, including the standard algorithm, properties of operations, and/or the relationship between addition and subtraction. |
| 5-2 Count Back to Subtract on an Open Number Line | **MA 2.1.2.b** Add and subtract within 100 using strategies based on place value, including the standard algorithm, properties of operations, and/or the relationship between addition and subtraction.<br><br>**MA 2.1.2.c** Mentally add or subtract 10 or 100 to/from a given number 100-900. |
| 5-3 Continue to Count Back to Subtract on an Open Number Line | **MA 2.1.2.b** Add and subtract within 100 using strategies based on place value, including the standard algorithm, properties of operations, and/or the relationship between addition and subtraction. |

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| (Continued)<br>5-3 Continue to Count Back to Subtract on an Open Number Line | **MA 2.1.2.c** Mentally add or subtract 10 or 100 to/from a given number 100-900. |
| 5-4 Add Up to Subtract Using an Open Number Line | **MA 2.1.2.b** Add and subtract within 100 using strategies based on place value, including the standard algorithm, properties of operations, and/or the relationship between addition and subtraction.<br><br>**MA 2.1.2.c** Mentally add or subtract 10 or 100 to/from a given number 100-900. |
| 5-5 Break Apart Numbers to Subtract | **MA 2.1.2.b** Add and subtract within 100 using strategies based on place value, including the standard algorithm, properties of operations, and/or the relationship between addition and subtraction. |
| 5-6 Continue to Break Apart Numbers to Subtract | **MA 2.1.2.b** Add and subtract within 100 using strategies based on place value, including the standard algorithm, properties of operations, and/or the relationship between addition and subtraction.<br><br>**MA 2.1.2.e** Add and subtract within 1000, using concrete models, drawings, and strategies, which reflect understanding of place value and properties of operations. |
| 5-7 Subtract Using Compensation | **MA 2.1.2.b** Add and subtract within 100 using strategies based on place value, including the standard algorithm, properties of operations, and/or the relationship between addition and subtraction.<br><br>**MA 2.1.2.e** Add and subtract within 1000, using concrete models, drawings, and strategies, which reflect understanding of place value and properties of operations. |

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| 5-8 Solve One-Step and Two-Step Problems | **MA 2.2.3.a** Solve real-world problems involving addition and subtraction within 100 in situations of addition and subtraction, including adding to, subtracting from, joining and separating, and comparing situations with unknowns in all positions using objects, models, drawings, verbal explanations, expressions and equations.<br><br>**MA 2.2.3.b** Create real-world problems to represent one- and two-step addition and subtraction within 100, with unknowns in all positions. |
| 5-9 Math Practices And Problem Solving | **MA 2.1.2.b** Add and subtract within 100 using strategies based on place value, including the standard algorithm, properties of operations, and/or the relationship between addition and subtraction.<br><br>**MA 2.2.3.a** Solve real-world problems involving addition and subtraction within 100 in situations of addition and subtraction, including adding to, subtracting from, joining and separating, and comparing situations with unknowns in all positions using objects, models, drawings, verbal explanations, expressions and equations.<br><br>**MA 2.2.3.b** Create real-world problems to represent one- and two-step addition and subtraction within 100, with unknowns in all positions. |
| **Topic 6 Fluently Subtract Within 100** | |
| 6-1 Regroup 1 Ten to 10 Ones | **MA 2.1.2.b** Add and subtract within 100 using strategies based on place value, including the standard algorithm, properties of operations, and/or the relationship between addition and subtraction. |
| 6-2 Models to Subtract 2-Digit and 1-Digit Numbers | **MA 2.1.2.b** Add and subtract within 100 using strategies based on place value, including the standard algorithm, properties of operations, and/or the relationship between addition and subtraction. |

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| 6-3 | Subtract 2-Digit and 1-Digit Numbers | **MA 2.1.2.b** Add and subtract within 100 using strategies based on place value, including the standard algorithm, properties of operations, and/or the relationship between addition and subtraction. |
| 6-4 | Models to Subtract 2-Digit Numbers | **MA 2.1.2.b** Add and subtract within 100 using strategies based on place value, including the standard algorithm, properties of operations, and/or the relationship between addition and subtraction. |
| 6-5 | Subtract 2-Digit Numbers | **MA 2.1.2.b** Add and subtract within 100 using strategies based on place value, including the standard algorithm, properties of operations, and/or the relationship between addition and subtraction. |
| 6-6 | Use Addition to Check Subtraction | **MA 2.1.2.b** Add and subtract within 100 using strategies based on place value, including the standard algorithm, properties of operations, and/or the relationship between addition and subtraction. |
| 6-7 | Practice Subtracting | **MA 2.1.2.b** Add and subtract within 100 using strategies based on place value, including the standard algorithm, properties of operations, and/or the relationship between addition and subtraction. |
| 6-8 | Solve One-Step and Two-Step Problems | **MA 2.2.3.a** Solve real-world problems involving addition and subtraction within 100 in situations of addition and subtraction, including adding to, subtracting from, joining and separating, and comparing situations with unknowns in all positions using objects, models, drawings, verbal explanations, expressions and equations.<br><br>**MA 2.2.3.b** Create real-world problems to represent one- and two-step addition and subtraction within 100, with unknowns in all positions. |

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| 6-9 Math Practices And Problem Solving | **MA 2.2.3.a** Solve real-world problems involving addition and subtraction within 100 in situations of addition and subtraction, including adding to, subtracting from, joining and separating, and comparing situations with unknowns in all positions using objects, models, drawings, verbal explanations, expressions and equations.<br><br>**MA 2.2.3.b** Create real-world problems to represent one- and two-step addition and subtraction within 100, with unknowns in all positions. |
| **Topic 7 More Solving Problems Involving Addition and Subtraction** | |
| 7-1 Represent Addition and Subtraction Problems | **MA 2.2.3.a** Solve real-world problems involving addition and subtraction within 100 in situations of addition and subtraction, including adding to, subtracting from, joining and separating, and comparing situations with unknowns in all positions using objects, models, drawings, verbal explanations, expressions and equations.<br><br>**MA 2.2.3.b** Create real-world problems to represent one- and two-step addition and subtraction within 100, with unknowns in all positions. |
| 7-2 Mixed Practice: Solve Addition and Subtraction Problems | **MA 2.2.3.a** Solve real-world problems involving addition and subtraction within 100 in situations of addition and subtraction, including adding to, subtracting from, joining and separating, and comparing situations with unknowns in all positions using objects, models, drawings, verbal explanations, expressions and equations.<br><br>**MA 2.2.3.b** Create real-world problems to represent one- and two-step addition and subtraction within 100, with unknowns in all positions. |

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| 7-3 Continue Practice with Addition and Subtraction Problems | **MA 2.2.3.a** Solve real-world problems involving addition and subtraction within 100 in situations of addition and subtraction, including adding to, subtracting from, joining and separating, and comparing situations with unknowns in all positions using objects, models, drawings, verbal explanations, expressions and equations.<br><br>**MA 2.2.3.b** Create real-world problems to represent one- and two-step addition and subtraction within 100, with unknowns in all positions. |
| 7-4 Solve Two-Step Problems | **MA 2.2.3.a** Solve real-world problems involving addition and subtraction within 100 in situations of addition and subtraction, including adding to, subtracting from, joining and separating, and comparing situations with unknowns in all positions using objects, models, drawings, verbal explanations, expressions and equations.<br><br>**MA 2.2.3.b** Create real-world problems to represent one- and two-step addition and subtraction within 100, with unknowns in all positions. |
| 7-5 Continue to Solve Two-Step Problems | **MA 2.2.3.a** Solve real-world problems involving addition and subtraction within 100 in situations of addition and subtraction, including adding to, subtracting from, joining and separating, and comparing situations with unknowns in all positions using objects, models, drawings, verbal explanations, expressions and equations.<br><br>**MA 2.2.3.b** Create real-world problems to represent one- and two-step addition and subtraction within 100, with unknowns in all positions. |

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| 7-6 | Math Practices And Problem Solving | **MA 2.2.3.a** Solve real-world problems involving addition and subtraction within 100 in situations of addition and subtraction, including adding to, subtracting from, joining and separating, and comparing situations with unknowns in all positions using objects, models, drawings, verbal explanations, expressions and equations.<br><br>**MA 2.2.3.b** Create real-world problems to represent one- and two-step addition and subtraction within 100, with unknowns in all positions. |
| **Topic 8 Work with Time and Money** | | |
| 8-1 | Solve Problems with Coins | **MA 2.1.1.a** Count within 1000, including skip-counting by 5s, 10s, and 100s starting at a variety of multiples of 5, 10 or 100.<br><br>**MA 2.3.3.a** Solve real-world problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ and ¢ symbols appropriately. |
| 8-2 | Continue to Solve Problems with Coins | **MA 2.1.1.a** Count within 1000, including skip-counting by 5s, 10s, and 100s starting at a variety of multiples of 5, 10 or 100.<br><br>**MA 2.3.3.a** Solve real-world problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ and ¢ symbols appropriately. |
| 8-3 | Solve Problems with Dollar Bills | **MA 2.1.1.a** Count within 1000, including skip-counting by 5s, 10s, and 100s starting at a variety of multiples of 5, 10 or 100.<br><br>**MA 2.3.3.a** Solve real-world problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ and ¢ symbols appropriately. |

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| 8-4 | Continue to Solve Problems with Dollar Bills | **MA 2.2.3.a** Solve real-world problems involving addition and subtraction within 100 in situations of addition and subtraction, including adding to, subtracting from, joining and separating, and comparing situations with unknowns in all positions using objects, models, drawings, verbal explanations, expressions and equations.<br><br>**MA 2.2.3.b** Create real-world problems to represent one- and two-step addition and subtraction within 100, with unknowns in all positions.<br><br>**MA 2.3.3.a** Solve real-world problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ and ¢ symbols appropriately. |
| 8-5 | Math Practices And Problem Solving | **MA 2.2.3.a** Solve real-world problems involving addition and subtraction within 100 in situations of addition and subtraction, including adding to, subtracting from, joining and separating, and comparing situations with unknowns in all positions using objects, models, drawings, verbal explanations, expressions and equations.<br><br>**MA 2.2.3.b** Create real-world problems to represent one- and two-step addition and subtraction within 100, with unknowns in all positions.<br><br>**MA 2.3.3.a** Solve real-world problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ and ¢ symbols appropriately. |
| 8-6 | Tell Time to Five Minutes | **MA 2.1.1.a** Count within 1000, including skip-counting by 5s, 10s, and 100s starting at a variety of multiples of 5, 10 or 100.<br><br>**MA 2.3.3.b** Identify and write time to five-minute intervals using analog and digital clocks and both a.m. and p.m. |

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| 8-7 | Tell Time Before and After the Hour | **MA 2.1.1.a** Count within 1000, including skip-counting by 5s, 10s, and 100s starting at a variety of multiples of 5, 10 or 100.<br><br>**MA 2.3.3.b** Identify and write time to five-minute intervals using analog and digital clocks and both a.m. and p.m. |
| 8-8 | A.M. and P.M. | **MA 2.3.3.b** Identify and write time to five-minute intervals using analog and digital clocks and both a.m. and p.m. |
| **Topic 9 Numbers to 1,000** | | |
| 9-1 | Understand Hundreds | **MA 2.1.1.c** Demonstrate that each digit of a three-digit number represents amounts of hundreds, tens and ones (e.g., 387 is 3 hundreds, 8 tens, 7 ones).<br><br>**MA 2.1.1.d** Demonstrate that 100 represents a group of ten tens. |
| 9-2 | Models and 3-Digit Numbers | **MA 2.1.1.b** Read and write numbers within the range of 0 – 1,000 using standard, word, and expanded forms.<br><br>**MA 2.1.1.c** Demonstrate that each digit of a three-digit number represents amounts of hundreds, tens and ones (e.g., 387 is 3 hundreds, 8 tens, 7 ones). |
| 9-3 | Name Place Values | **MA 2.1.1.b** Read and write numbers within the range of 0 – 1,000 using standard, word, and expanded forms.<br><br>**MA 2.1.1.c** Demonstrate that each digit of a three-digit number represents amounts of hundreds, tens and ones (e.g., 387 is 3 hundreds, 8 tens, 7 ones). |
| 9-4 | Read and Write 3-Digit Numbers | **MA 2.1.1.b** Read and write numbers within the range of 0 – 1,000 using standard, word, and expanded forms.<br><br>**MA 2.1.1.c** Demonstrate that each digit of a three-digit number represents amounts of hundreds, tens and ones (e.g., 387 is 3 hundreds, 8 tens, 7 ones). |

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| 9-5 Different Ways to Name the Same Number | **MA 2.1.1.b** Read and write numbers within the range of 0 – 1,000 using standard, word, and expanded forms.<br><br>**MA 2.1.1.d** Demonstrate that 100 represents a group of ten tens. |
| 9-6 Place-Value Patterns with Numbers | **MA 2.1.1.a** Count within 1000, including skip-counting by 5s, 10s, and 100s starting at a variety of multiples of 5, 10 or 100.<br><br>**MA 2.1.2.c** Mentally add or subtract 10 or 100 to/from a given number 100-900. |
| 9-7 Skip Count by 5s, 10s, and 100s to 1,000 | **MA 2.1.1.a** Count within 1000, including skip-counting by 5s, 10s, and 100s starting at a variety of multiples of 5, 10 or 100. |
| 9-8 Compare Numbers Using Place Value | **MA 2.1.1.e** Compare two three-digit numbers by using symbols <, =, and > and justify the comparison based on the meanings of the hundreds, tens, and ones. |
| 9-9 Compare Numbers on the Number Line | **MA 2.1.1.e** Compare two three-digit numbers by using symbols <, =, and > and justify the comparison based on the meanings of the hundreds, tens, and ones. |
| 9-10 Math Practices And Problem Solving | **MA 2.1.1.a** Count within 1000, including skip-counting by 5s, 10s, and 100s starting at a variety of multiples of 5, 10 or 100.<br><br>**MA 2.1.1.e** Compare two three-digit numbers by using symbols <, =, and > and justify the comparison based on the meanings of the hundreds, tens, and ones.<br><br>**MA 2.1.2.c** Mentally add or subtract 10 or 100 to/from a given number 100-900. |
| **Topic 10 Add Within 1,000 Using Models and Strategies** | |
| 10-1 Add 10 and 100 | **MA 2.1.2.c** Mentally add or subtract 10 or 100 to/from a given number 100-900. |
| 10-2 Add on an Open Number Line | **MA 2.1.2.e** Add and subtract within 1000, using concrete models, drawings, and strategies, which reflect understanding of place value and properties of operations. |

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| 10-3 Add Using Mental Math | **MA 2.1.2.e** Add and subtract within 1000, using concrete models, drawings, and strategies, which reflect understanding of place value and properties of operations. |
| 10-4 Add Using Partial Sums | **MA 2.1.2.e** Add and subtract within 1000, using concrete models, drawings, and strategies, which reflect understanding of place value and properties of operations. |
| 10-5 Use Models to Add. | **MA 2.1.2.e** Add and subtract within 1000, using concrete models, drawings, and strategies, which reflect understanding of place value and properties of operations. |
| 10-6 Explain Addition Strategies | **MA 2.1.2.e** Add and subtract within 1000, using concrete models, drawings, and strategies, which reflect understanding of place value and properties of operations. |
| 10-7 Math Practices And Problem Solving | **MA 2.1.2.e** Add and subtract within 1000, using concrete models, drawings, and strategies, which reflect understanding of place value and properties of operations. |
| **Topic 11 Subtract Within 1,000 Using Models and Strategies** | |
| 11-1 Subtract 10 and 100 | **MA 2.1.2.c** Mentally add or subtract 10 or 100 to/from a given number 100-900. |
| 11-2 Count Back to Subtract on an Open Number Line | **MA 2.1.2.e** Add and subtract within 1000, using concrete models, drawings, and strategies, which reflect understanding of place value and properties of operations. |
| 11-3 Add Up to Subtract on an Open Number Line | **MA 2.1.2.e** Add and subtract within 1000, using concrete models, drawings, and strategies, which reflect understanding of place value and properties of operations. |
| 11-4 Subtract Using Mental Math | **MA 2.1.2.e** Add and subtract within 1000, using concrete models, drawings, and strategies, which reflect understanding of place value and properties of operations. |
| 11-5 Use Models to Subtract | **MA 2.1.2.e** Add and subtract within 1000, using concrete models, drawings, and strategies, which reflect understanding of place value and properties of operations. |

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| 11-6 Explain Subtraction Strategies | **MA 2.1.2.e** Add and subtract within 1000, using concrete models, drawings, and strategies, which reflect understanding of place value and properties of operations. |
| 11-7 Math Practices And Problem Solving | **MA 2.1.2.e** Add and subtract within 1000, using concrete models, drawings, and strategies, which reflect understanding of place value and properties of operations. |
| **Topic 12 Measuring Length** | |
| 12-1 Estimating Length | **MA 2.3.3.e** Measure and estimate lengths using inches, feet, centimeters, and meters. |
| 12-2 Measure with Inches | **MA 2.3.3.c** Identify and use appropriate tools for measuring length (e.g., ruler, yardstick, meter stick, and measuring tape).<br><br>**MA 2.3.3.e** Measure and estimate lengths using inches, feet, centimeters, and meters. |
| 12-3 Inches, Feet, and Yards | **MA 2.3.3.c** Identify and use appropriate tools for measuring length (e.g., ruler, yardstick, meter stick, and measuring tape).<br><br>**MA 2.3.3.e** Measure and estimate lengths using inches, feet, centimeters, and meters. |
| 12-4 Measure Length Using Different Customary Units | **MA 2.3.3.c** Identify and use appropriate tools for measuring length (e.g., ruler, yardstick, meter stick, and measuring tape).<br><br>**MA 2.3.3.d** Measure the length of an object using two different length units and describe how the measurements relate to the size of the specific unit. |
| 12-5 Measure with Centimeters | **MA 2.3.3.c** Identify and use appropriate tools for measuring length (e.g., ruler, yardstick, meter stick, and measuring tape).<br><br>**MA 2.3.3.e** Measure and estimate lengths using inches, feet, centimeters, and meters. |
| 12-6 Centimeters and Meters | **MA 2.3.3.c** Identify and use appropriate tools for measuring length (e.g., ruler, yardstick, meter stick, and measuring tape). |

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| (Continued)<br>12-6 Centimeters and Meters | **MA 2.3.3.e** Measure and estimate lengths using inches, feet, centimeters, and meters. |
| 12-7 Measure Length Using Different Metric Units | **MA 2.3.3.c** Identify and use appropriate tools for measuring length (e.g., ruler, yardstick, meter stick, and measuring tape).<br><br>**MA 2.3.3.d** Measure the length of an object using two different length units and describe how the measurements relate to the size of the specific unit. |
| 12-8 Compare Lengths | **MA 2.3.3.f** Compare the difference in length of objects using inches and feet or centimeters and meters.<br><br>**MA 2.3.3.h** Use measurement lengths and addition and subtraction within 100 to solve real-world problems. |
| 12-9 Math Practices And Problem Solving | **MA 2.3.3.c** Identify and use appropriate tools for measuring length (e.g., ruler, yardstick, meter stick, and measuring tape).<br><br>**MA 2.3.3.e** Measure and estimate lengths using inches, feet, centimeters, and meters. |
| **Topic 13 More Addition, Subtraction, and Length** | |
| 13-1 Add and Subtract with Measurements | **MA 2.3.3.h** Use measurement lengths and addition and subtraction within 100 to solve real-world problems. |
| 13-2 Find Unknown Measurements | **MA 2.2.3.a** Solve real-world problems involving addition and subtraction within 100 in situations of addition and subtraction, including adding to, subtracting from, joining and separating, and comparing situations with unknowns in all positions using objects, models, drawings, verbal explanations, expressions and equations. |

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| (Continued)<br>13-2 Find Unknown Measurements | **MA 2.2.3.b** Create real-world problems to represent one- and two-step addition and subtraction within 100, with unknowns in all positions.<br><br>**MA 2.3.3.h** Use measurement lengths and addition and subtraction within 100 to solve real-world problems. |
| 13-3 Continue to Find Unknown Measurements | **MA 2.2.3.a** Solve real-world problems involving addition and subtraction within 100 in situations of addition and subtraction, including adding to, subtracting from, joining and separating, and comparing situations with unknowns in all positions using objects, models, drawings, verbal explanations, expressions and equations.<br><br>**MA 2.2.3.b** Create real-world problems to represent one- and two-step addition and subtraction within 100, with unknowns in all positions.<br><br>**MA 2.3.3.h** Use measurement lengths and addition and subtraction within 100 to solve real-world problems. |
| 13-4 Add and Subtract on a Number Line | **MA 2.3.3.g** Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, etc., and represent whole number sums and differences within 100 on a number line. |
| 13-5 Math Practices And Problem Solving | **MA 2.3.3.g** Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, etc., and represent whole number sums and differences within 100 on a number line.<br><br>**MA 2.3.3.h** Use measurement lengths and addition and subtraction within 100 to solve real-world problems. |

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| **Topic 14 Graphs and Data** | |
| 14-1 Line Plots | **MA 2.3.3.c** Identify and use appropriate tools for measuring length (e.g., ruler, yardstick, meter stick, and measuring tape).<br><br>**MA 2.4.1.b** Create and represent a data set by making a line plot. |
| 14-2 More Line Plots . | **MA 2.3.3.c** Identify and use appropriate tools for measuring length (e.g., ruler, yardstick, meter stick, and measuring tape).<br><br>**MA 2.4.1.b** Create and represent a data set by making a line plot. |
| 14-3 Bar Graphs | **MA 2.4.1.a** Create and represent a data set using pictographs and bar graphs to represent a data set with up to four categories.<br><br>**MA 2.4.2.a** Interpret data using bar graphs with up to four categories. Solve simple comparison problems using information from the graphs. |
| 14-4 Picture Graphs | **MA 2.4.1.a** Create and represent a data set using pictographs and bar graphs to represent a data set with up to four categories.<br><br>**MA 2.4.2.a** Interpret data using bar graphs with up to four categories. Solve simple comparison problems using information from the graphs. |
| 14-5 Draw Conclusions from Graphs | **MA 2.2.3.a** Solve real-world problems involving addition and subtraction within 100 in situations of addition and subtraction, including adding to, subtracting from, joining and separating, and comparing situations with unknowns in all positions using objects, models, drawings, verbal explanations, expressions and equations.<br><br>**MA 2.2.3.b** Create real-world problems to represent one- and two-step addition and subtraction within 100, with unknowns in all positions. |

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| (Continued)<br>14-5 Draw Conclusions from Graphs | **MA 2.4.1.a** Create and represent a data set using pictographs and bar graphs to represent a data set with up to four categories.<br><br>**MA 2.4.2.a** Interpret data using bar graphs with up to four categories. Solve simple comparison problems using information from the graphs. |
| 14-6 Math Practices And Problem Solving | **MA 2.2.3.a** Solve real-world problems involving addition and subtraction within 100 in situations of addition and subtraction, including adding to, subtracting from, joining and separating, and comparing situations with unknowns in all positions using objects, models, drawings, verbal explanations, expressions and equations.<br><br>**MA 2.2.3.b** Create real-world problems to represent one- and two-step addition and subtraction within 100, with unknowns in all positions.<br><br>**MA 2.4.1.a** Create and represent a data set using pictographs and bar graphs to represent a data set with up to four categories.<br><br>**MA 2.4.2.a** Interpret data using bar graphs with up to four categories. Solve simple comparison problems using information from the graphs. |
| **Topic 15 Shapes and Their Attributes** | |
| 15-1 2-Dimensional Shapes | **MA 2.3.1.a** Recognize and draw shapes having a specific number of angles, faces, or other attributes, including triangles, quadrilaterals, pentagons, and hexagons. |
| 15-2 Polygons and Angles | **MA 2.3.1.a** Recognize and draw shapes having a specific number of angles, faces, or other attributes, including triangles, quadrilaterals, pentagons, and hexagons. |

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| 15-3 Draw 2-Dimensional Shapes | **MA 2.3.1.a** Recognize and draw shapes having a specific number of angles, faces, or other attributes, including triangles, quadrilaterals, pentagons, and hexagons. |
| 15-4 Cubes | **MA 2.3.1.a** Recognize and draw shapes having a specific number of angles, faces, or other attributes, including triangles, quadrilaterals, pentagons, and hexagons. |
| 15-5 Divide Rectangles into Equal Squares | **MA 2.1.2.f** Use addition to find the total number of objects arranged in an array no larger than five rows and five columns and write an equation to express the total (e.g., 3 + 3 + 3 = 9).<br><br>**MA 2.3.1.b** Partition a rectangle into rows and columns of equal sized squares. Count to find the total. |
| 15-6 Partition Shapes | **MA 2.3.1.c** Divide circles and rectangles into two, three, or four equal parts. Describe the parts using the language of halves, thirds, fourths, half of, a third of, a fourth of.<br><br>**MA 2.3.1.d** Recognize that equal shares of identical wholes need not have the same shape. |
| 15-7 Equal Shares, Different Shapes | **MA 2.3.1.c** Divide circles and rectangles into two, three, or four equal parts. Describe the parts using the language of halves, thirds, fourths, half of, a third of, a fourth of.<br><br>**MA 2.3.1.d** Recognize that equal shares of identical wholes need not have the same shape. |

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| 15-8 **Math Practices And Problem Solving** | **MA 2.1.2.f** Use addition to find the total number of objects arranged in an array no larger than five rows and five columns and write an equation to express the total (e.g., 3 + 3 + 3 = 9).<br><br>**MA 2.3.1.b** Partition a rectangle into rows and columns of equal sized squares. Count to find the total.<br><br>**MA 2.3.1.c** Divide circles and rectangles into two, three, or four equal parts. Describe the parts using the language of halves, thirds, fourths, half of, a third of, a fourth of.<br><br>**MA 2.3.1.d** Recognize that equal shares of identical wholes need not have the same shape. |