

1 st Nine Weeks				
Time	Cluster	Standards	Learning Targets	Lesson Topics/Resources
First Nine Weeks	Numeration and Place Value	2.NBT.A.1 Know that the three digits of a three-digit number represent amounts of hundreds, tens, and ones (e.g., 706 can be represented in multiple ways as 7 hundreds, 0 tens, and 6 ones; 706 ones; or 70 tens and 6 ones).	I can identify how many ones, tens, and hundreds are in a number.	My Math: Lesson 5.1, 5.2, 5.4
		2.NBT.A.2 Count within 1,000. Skip-count within 1,000 by 5s, 10s, and 100s starting from any number in its skip counting sequence.	I can skip count by 5's, 10's, and 100's to 1,000.	My Math: Lesson 2.1, 2.2, 2.3, 5.6
		2.NBT.A.3 Read and write numbers to 1,000 using standard form, word form, and expanded form.	I can read and write numbers up to 1,000.	My Math: Lesson 5.2, 5.3, 5.4, 5.5
		2.NBT.A.4 Compare two three-digit numbers based on meanings of the digits in each place and use the symbols $>$, $=$, and $<$ to show the relationship.	I can compare three digit numbers by looking at the hundreds, tens, and ones digits.	My Math: Lesson 5.7
First Nine Weeks	Addition and Subtraction (smaller numbers)	2.OA.A.1 Add and subtract within 100 to solve one- and two-step contextual problems, with unknowns in all positions, involving situations of add to, take from, put together/take apart, and compare. Use objects, drawings, and equations with a symbol for the unknown number to represent the problem.	I can add and subtract to solve one and two-step word problems by using equations and drawings.	My Math: Lesson 1.6, 1.13
		2.OA.B.2 Fluently add and subtract within 30 using mental strategies. By end of 2nd grade, know from memory all sums of two one-digit numbers and related subtraction facts.	I can fluently add and subtract two one digit numbers using mental math strategies.	My Math: Lesson 1.1, 1.2, 1.3, 1.4, 1.5, 1.7, 1.8, 1.9, 1.10, 1.11, 1.12

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		2.NBT.B.9 Explain why addition and subtraction strategies work using properties of operations and place value. (Explanations may include words, drawing, or objects.)	I can explain what strategy I used to solve my problem.	My Math: Lesson 3.3, 3.4
First Nine Weeks	Addition and Subtraction (larger numbers)	2.NBT.B.5 Fluently add and subtract within 100 using properties of operations, strategies based on place value, and/or the relationship between addition and subtraction.	I can fluently add and subtract two digit numbers without regrouping using strategies.	My Math: Lesson 3.2, 3.5, 3.6, 4.1, 4.3, 4.4, 4.5, 4.6, 4.7
		2.NBT.B.9 Explain why addition and subtraction strategies work using properties of operations and place value. (Explanations may include words, drawing, or objects.)	I can explain what strategy I used to solve my problem.	My Math: Lesson 3.3, 3.4
		2.OA.A.1 Add and subtract within 100 to solve one- and two-step contextual problems, with unknowns in all positions, involving situations of add to, take from, put together/take apart, and compare. Use objects, drawings, and equations with a symbol for the unknown number to represent the problem.	I can add and subtract to solve one and two-step word problems by using equations and drawings.	My Math: Lesson 3.1, 3.3, 3.4, 3.7, 4.2, 4.8, 4.9
		2.OA.C.3 Determine whether a group of objects (up to 20) has an odd or even number of members by pairing objects or counting them by 2s. Write an equation to express an even number as a sum of two equal addends.	I can determine if a number is odd or even.	My Math: Lesson 2.6, 2.7
Second Nine Weeks				
Second Nine Weeks	Time and Money	2.MD.C.7 Tell and write time in quarter hours and to the nearest five minutes (in a.m. and p.m.) using analog and digital clocks.	I can tell and write time using a digital and analog clock to the nearest five minutes.	My Math: Lesson 10.1, 10.2, 10.3, 10.4, 10.5, 10.6

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		2.MD.C.8 Solve contextual problems involving dollar bills, quarters, dimes, nickels, and pennies using ¢ and \$ symbols appropriately.	I can count and write money combinations using the money symbols correctly including dollars, quarters, nickels, dimes, and pennies.	My Math: Lesson 8.1, 8.2, 8.3, 8.4, 8.5
Second Nine Weeks	Geometry	2.G.A.1 Identify triangles, quadrilaterals, pentagons, hexagons, and cubes. Draw two-dimensional shapes having specified attributes (as determined directly or visually, not by measuring), such as a given number of angles or a given number of sides of equal length.	I can identify and draw a 2-D and 3-D shape when given a set of attributes (edges, faces, vertices, bases, sides, angles).	My Math: Lesson 12.1, 12.2, 12.3, 12.4, 12.5, 12.6
Second Nine Weeks	Advanced Addition and Subtraction Concepts	2.OA.C.4 Use repeated 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.	I can write an addition equation to show the sum of the objects in an array.	My Math: Lesson 2.4, 2.5
		2.NBT.B.6 Add up to four two-digit numbers using properties of operations and strategies based on place value.	I can add up to four 2-digit numbers using strategies.	My Math: Lesson 3.5, 3.6
		2.NBT.B.7 Add and subtract within 1,000 using concrete models, drawings, strategies based on place value, properties of operations, and/or the relationship between addition and subtraction to explain the reasoning used.	I can add and subtract 2-digit and 3-digit numbers with and without regrouping.	My Math: Lesson 6.1, 6.2, 6.4, 6.5, 6.7, 6.8, 7.1, 7.2, 7.4, 7.5, 7.6, 7.7, 7.8, 7.9
		2.NBT.B.8 Mentally add 10 or 100 to a given number 100-900, and mentally subtract 10 or 100 from a given number 100-900.	I can mentally add and subtract 10 and 100 to and from a 3-digit number.	My Math: Lesson 6.3, 7.3
		2.NBT.B.9 Explain why addition and subtraction strategies work using properties of operations and place value. (Explanations may include words, drawing, or objects.	I can explain what strategy I used to solve my problem.	My Math: Lesson 3.3, 3.4

Third Nine Weeks				
Third Nine Weeks	Measurement and Data	2.MD.A.1 Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.	I can identify and select the appropriate tool to measure the length of an object.	My Math: Lesson 11.3, 11.8
		2.MD.A.2 Measure the length of an object using two different units of measure and describe how the two measurements relate to the size of the unit chosen.	I can measure and compare two different units of measurement.	My Math: Lesson 11.5, 11.10
		2.MD.A.3 Estimate lengths using units of inches, feet, yards, centimeters, and meters.	I can measure and estimate in inches, feet, centimeters, and meters.	My Math: Lesson 11.1, 11.2, 11.7
		2.MD.A.4 Measure to determine how much longer one object is than another and express the difference in terms of a standard unit of length.	I can compare the lengths of two objects.	My Math: Lesson 11.4, 11.9
		2.MD.B.5 Add and subtract within 100 to solve contextual problems involving lengths that are given in the same units by using drawings and equations with a symbol for the unknown number to represent the problem.	I can use addition and subtraction to solve measurement word problems using drawings and equations.	My Math: Lesson 11.6
		2.MD.B.6 Represent whole numbers as lengths from 0 on a number line and know that the points corresponding to the numbers on the number line are equally spaced. Use a number line to represent whole-number sums and differences of lengths within 100.	I can use a number line to find the sums and differences of two lengths.	My Math: Lesson 11.11
		2.MD.D.9 Generate measurement data by measuring lengths of several objects to the nearest whole unit. Show the measurements by making a	I can measure objects to the nearest unit and record my data on a number line.	My Math: Lesson 11.12

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		<p>line plot, where the horizontal scale is marked off in whole-number units.</p> <p>2.MD.D.10 Draw a pictograph and a bar graph (with intervals of one) to represent a data set with up to four categories. Solve addition and subtraction problems related to the data in a graph.</p>	<p>I can draw a picture graph and bar graph to represent the data with up to four categories.</p>	<p>My Math: Lesson 9.1, 9.2, 9.3, 9.4, 9.5, 9.6</p>
Third Nine Weeks	Fractions	<p>2.G.A.2 Partition a rectangle into rows and columns of same-sized squares and find the total number of squares.</p> <p>2.G.A.3 Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, fourths, half of, a third of, and a fourth of, 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>I can divide a rectangle in to rows and columns of the same size square and count the number of squares.</p> <p>I can write a fraction to represent parts of a whole. I can divide a circle and a rectangle in to halves, thirds, and fourths using the words halves and half of, thirds and third of, and fourths and fourth of.</p> <p>I can recognize that equal shares of the same whole have different sizes and shapes.</p>	<p>My Math: Lesson 12.8</p> <p>My Math: Lesson 12.7</p>
Fourth Nine Weeks				
Fourth Nine Weeks		<p>2.OA.A.1 Add and subtract within 100 to solve one- and two-step contextual problems, with unknowns in all positions, involving situations of add to, take from, put together/take apart, and compare. Use objects, drawings, and equations with a symbol for the unknown number to represent the problem.</p>	<p>I can add and subtract to solve one and two-step word problems by using equations and drawings.</p>	<p>*** Ongoing (Previously introduced topics)</p>

		<p>2.NBT.A.3 Read and write numbers to 1,000 using standard form, word form, and expanded form.</p> <p>2.OA.B.2 Fluently add and subtract within 30 using mental strategies. By end of 2nd grade, know from memory all sums of two one-digit numbers and related subtraction facts.</p> <p>2.NBT.B.9 Explain why addition and subtraction strategies work using properties of operations and place value. (Explanations may include words, drawing, or objects.)</p> <p>2.NBT.B.7 Add and subtract within 1,000 using concrete models, drawings, strategies based on place value, properties of operations, and/or the relationship between addition and subtraction to explain the reasoning used.</p> <p>2.NBT.A.1 Know that the three digits of a three-digit number represent amounts of hundreds, tens, and ones (e.g., 706 can be represented in multiple ways as 7 hundreds, 0 tens, and 6 ones; 706 ones; or 70 tens and 6 ones).</p> <p>***Review previously taught standards/learning targets.</p>	<p>I can read and write numbers up to 1,000.</p> <p>I can fluently add and subtract two one digit numbers using mental math strategies.</p> <p>I can explain what strategy I used to solve my problem.</p> <p>I can add and subtract 2-digit and 3-digit numbers with and without regrouping.</p> <p>I can identify how many ones, tens, and hundreds are in a number.</p>	
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