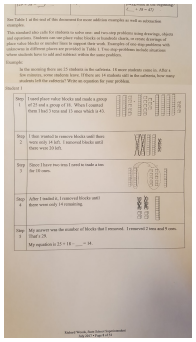
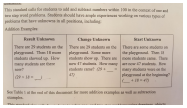
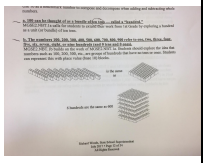
Ringgold Primary School/Catoosa County

Essential Standards Chart

What Is It We Expect Students to Learn?							
Grade: 2nd	**Subject: Math**						
Essential Standard	**Teacher's Learning Target**	**Student's Learning Target**	**Examples of Rigor**	**Prerequisite Skills**	**Eureka**	**Common Formative Assessment**	**Extension Standards**
(Number & Formal Description)	"The students will be able to…."	"I can…."	What does proficient student work look like? Provide examples or description.	What prior knowledge, skills, and/or vocabulary are needed for a student to master this standard?	What 9-week grading period will this be taught?	What assessment(s) will be used to measure student mastery?	What will we do when students have already learned the standard?
MGSE2.OA.1 Use addition and subtraction within 100 to solve one- and two-step word problems by using drawings and equations with a symbol for the unknown number to represent the problem. Problems include contexts that involve adding to, taking from, putting together/taking apart (part/part/whole) and comparing with unknowns in all positions.	add and subtract within 100 to solve one and two step problems. *drawings *equations with a symbol *putting together/taking apart (part,part, whole)	I can add and subtract using numbers 0-100 to solve one and two step word problems. I can solve problems using drawings, equations with a symbol, or putting together and taking apart.	TSW use learned strategies to set up and solve 1 and 2 step word problems.  	*add/subtract to 20 to solve word problems. *adding to/taking from -putting together/taking apart (missing addends) -comparing -unknown in all positions -use manipulatives, draw pictures, & write equations	G2 M1 Lesson 2: Practice making the next ten and adding to a multiple of ten. G2 M1 Lesson 5: Make a ten to add within 100. G2 M1 Lesson 8: Take from 10 within 100. G2 M4 Lesson 31: Solve two-step word problems within 100. G2 M6 Lesson 9: Solve word problems involving addition of equal groups in rows and columns.		

MGSE2.OA.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.	*add and subtract within 20 using mental strategies (counting on, decomposing, making ten, friendly numbers, fact families, & doubles * by memory - fluently	*I can use mental math to fluently add and subtract within twenty.	TSW correctly recall 25 facts within 1 min. with 80% accuracy.	*understand basic concept of addition / subtraction * facts with/in ten.	G2 M1: Sums and Differences to 100 G2 M4 Lesson 5: Solve one- and two-step word problems within 100 using strategies based on place value. G2 M4 Lesson 16: Solve one- and two-step word problems within 100 using strategies based on place value.		
MGSE2.NBT.1 Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; ex. 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases.	*Understand that a 3 digit # represents hundreds, tens, and ones *Bundle ten tens (as 100) *Refer to 100-900 (100 as 1 one hundred-flat)	*I can understand that a three digit number represents hundreds, tens, and ones. *I can bundle ten tens to make a hundred.	*82=8 rods and 2 units *6 rods is the same as 60 	*Count forward starting at any number, starting at 120 *Read numbers 0-120 *Write numbers 0-120 *Numbers 0-120 represent *Recognize base ten manipulatives	G2 M3: Place Value, Counting, and Comparison of Numbers to 1,000. G2 M3: Place Value, Counting, and Comparison of Numbers to 1,000		
MGSE2.NBT.2 Count within 1000; skip-count by 5s, 10s, and 100s	Count within 1,000; skip count by 5s, 10s, and 100s.	I can count to 1,000 by ones. I can count to 1,000 by fives. I can count to 1,000's by tens. I can count to 1,000 by hundreds.	Skip counting to 1,000 by ones, fives, tens, and hundreds beginning at any number.	-Counts to 120 by 1s -Skip counts by 10s to 120 .	G2 M3: Place Value, Counting, and Comparison of Numbers to 1,000		
MGSE2.NBT.3 Read and write numbers to 1000 using	Read and write numbers to 1,000 using word form,	I can read and write numbers	Given a number up to 100 students will:	-Read numbers to 120.	G2 M3 Topic C: Three-Digit Numbers in		

base-ten numerals, number names, and expanded form	expanded form, and standard form. (EX: base ten)	to 1,000 in standard form. I can read and write numbers to 1,000 in word form. I can read and write numbers to 1,000 in expanded form.	Read and write numbers: Standard Form-643 Word Form: six hundred and forty-three. Expanded Form: 600+40+3	- Write numbers to 120 -Represent numbers using base ten blocks to 120.	Unit, Standard, Expanded, and Word Forms G2 M3 Topic E: Modeling Numbers Within 1,000 with Place Value Disks G2 M3 Topic F: Comparing Two Three-Digit Numbers		
MGSE2.NBT.4 Compare two- three digit numbers based on meanings of the hundreds, tens, and ones digits using the symbol <, > =.	Compare two-three digit numbers using symbols.	I can use <, >, and = to compare two-three digit numbers.	Given two three digit number cards students can: 213 < 400 400 > 213 213 = 213	-Understands the vocabulary for greater than and less than. -Can compare numbers verbally.	G2 M3 Topic F: Comparing Two Three-Digit Numbers		
MGSE2.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.	Fluently add and subtract within 100 using multiple strategies.	I can understand the relationship between addition and subtraction. I can add within 100 using different strategies. I can subtract within 100 using different strategies.	-Making 10 -Place value strategy (adding 10's and one's) -Expanded form -Inverse operation	-Understands place value of ones and tens. - Can add two digit numbers	G2 M1: Sums and Differences to 100 G2 M4 Topic A: Sum and Differences Within 100 G2 M7 Topic B: Problem Solving with Coins and Bills		
MGSE2.NBT.8 Mentally add 10 or 100 to a given number 100-900, and mentally subtract 10 or 100 from a given number 100-900.	Mentally ● Add 10 to a number 100-900 ● Add 100 to a number 100-900 ● Subtract 10 from a	I can add or subtract 10 or 100 to any number from 100-900 in my head.	273+60 Work with numbers across hundreds	Identify ones, tens, and hundreds place value; multiples	G2 M3 Topic G: Finding 1, 10, and 100 More or Less Than a Number G2 M4 Topic A: Sum and Differences Within 100 G2 M4 Lesson 17: Use mental		NBT 6, 7

	number 100-900 • Subtract 100 from a number 100-900				strategies to relate compositions of 10 tens as 1 hundred to 10 ones as 1 ten. G2 M5 Topic A: Strategies for Adding and Subtracting Within 1,000		
MGSE2. NBT.9 Explain why addition and subtraction strategies work, using place value and the properties of operations.	Explain why addition strategies work using place value and properties of operations (pictures, words, numbers) Commutative, inverse, associative, property of zero/identity property Explain why subtraction strategies work using place value, pictures, words, numbers	I can explain using numbers, pictures, words why adding and subtracting strategies work using what I know about *place value *commutative property *associative property *identity property *inverse operations	Identify the properties of addition, place value using pictures, words, and numbers "My equation is 23-14= ___. I drew a number line. I started at 23. I moved back to 14 and counted how far I moved. I moved back 9 spots. Mary jumped 9 more inches than Kate."	Properties of addition; place value	G2 Module 4: Addition and Subtraction Within 200 with Word Problems to 100 G2 Module 5: Addition and Subtraction Within 1,000 with Word Problems to 100		NBT 6, 7
MGSE2.MD1 Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.	Measure length using yardstick, ruler, meter stick, or measuring tape	I can select the correct tool to measure. *ruler *yardstick *meter stick *measuring tape	Measure objects using rulers, yardsticks, meter sticks, and measuring tapes.	Measuring using nonstandard units	G2 M2: Addition and Subtraction of Length Units G2 M7 Topic C: Creating an Inch Ruler G2 M7 Topic D: Measuring and Estimating Length Using Customary and Metric Units		MD 2, 4
MGSE2.MD3 Estimate lengths using inches, feet, centimeters and meters.	Estimate lengths using inches, feet, centimeters, meters	I can use two different tools to measure the same object and tell how the measurements compare	Students should make estimates after seeing a benchmark unit, such as the length of this paper in inches.	Benchmark units (width of pinkie is 1cm)	G2 M2 Topic C: Measure and Compare Lengths Using Different Length Units		MD 2, 4

					G2 M7 Lesson 18: Measure an object twice using different length units and compare; relate measurement to unit size.		
MGSE2.MD6 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.	identify the purpose of a number line (right to add, left to subtract) represent whole numbers on a number line show sums and differences within 100 on a number line	I can identify the purpose of a number line. I can draw a number line with evenly spaced whole numbers to show length. I can show sums within 100 on a number line. I can show differences within 100 on a number line.	Given a number line TSW use a number line to solve equations. Ex. 21-9=	vocabulary: sum, difference, add, subtract, how many more, how many less add & subtract within 100	G2 M2 Lesson 8: Solve addition and subtraction word problems using the ruler as a number line. G2 M7 Topic E: Problem Solving with Customary and Metric Units G2 M7 Lesson 24: Draw a line plot to represent the measurement data; relate the measurement scale to the number line.		MD5 When measuring length... I can add within 100. I can subtract within 100. I can solve for the unknown to represent the problem.
MGSE2.MD7 Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.	tell and write time on a digital clock tell and write time on an analog clock determine the difference between a.m. and p.m. identify how many seconds in a minute, minutes in an	I can tell and write time on a digital clock to the nearest five minutes. I can tell and write time on an analog clock to the nearest five minutes. I can identify the difference between a.m. and p.m.	TSW draw hands on an analog clock and write numbers on a digital clock to show the given time to the nearest 5 minutes. Given scenarios, the students will identify if the time given is in the am or pm.	count by five's identify the hour hand and minute hand tell time to the hour and half hour	G2 M8 Topic D: Application of Fractions to Tell Time		tell time to the minute identify elapsed time

	hour, and hours in a day identify quarter past and quarter till	I can tell how many seconds in a minute, minutes in an hour, and hours in a day. I can identify quarter past and quarter till.					
MGSE2.MD8 Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ and symbols appropriately.	skip count by 5's, 10's, and 25's compare amounts of different coins with the same totals identify and write money value in $ and ¢ form solve word problems with money	I can skip count by 5's, 10's and 25's. I can show a given amount of money in multiple ways using a variety of coins. I can correctly write money amounts using $ and ¢.	Given a word problem, students will draw a picture or make a model to show the appropriate amount using the dollar and cent sign appropriately. Ex. If you have 2 dimes and 3 pennies, how many cents do you have? $0.23 or 23 c	identify all coins and their values identify the $ and ¢	G2 M7 Topic B: Problem Solving with Coins and Bills		lining up decimals to add and subtract money amounts
MGSE2.MD10 Draw a picture and a bar graph 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.					G2 M7 Topic A: Problem Solving with Categorical Data		
MGSE2.G.1 Recognize and draw shapes having specified attributes, such as a given number of angels or a given number of					G2 M8 Topic A: Attributes of Geometric Shapes G2 M8 Lesson 6: Combine shapes to		

equal faces. Identify triangle, quadrilaterals, pentagons, hexagons, and cubes.					**create a composite shape; create a new shape from composite shapes.**		
MGSE2.G.2 Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.					**G2 M6 Topic C: Rectangular Arrays as a Foundation for Multiplication and Division**		
MGSE2.G.3 Partition circles and rectangles into two three, of 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.					**G2 M8: Times, Shapes, and Fractions as Equal Parts of Shapes**		