OPERATIONS & ALGEBRAIC THINKING CCSS Grade 2 Standard/Objectives	Quarter (Q1)	Quarter 2 (Q2)	Quarter 3 (Q3)	Quarter 4 (Q4)
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.	**L1-17**	**L18-35**	**L36-53**	**L54-70**
1. Solve one-step word problems involving part-whole situations with unknown in all positions.	✓	✓		✓
2. Solve one-step word problems involving change situations with unknown in all positions.		✓	✓	✓
3. Solve one-step word problems involving difference situations with unknown in all positions.			✓	✓
4. Identify word problems by type and solve (part-whole, change, or difference).			✓	✓
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.	**L1-17**	**L18-35**	**L36-53**	**L54-70**
1. Use strategies (add 1, subtract 1, combinations that equal 10, decompose teen numbers, doubles facts, add 9, make a ten addition/subtraction) to solve problems within 20.	✓	✓	✓	
2. Apply the identity, commutative, and associative properties to solve addition problems within 20.	✓			
3. Fluently add and subtract within 20 using mental strategies.	✓	✓	✓	✓
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.	**L1-17**	**L18-35**	**L36-53**	**L54-70**
1. Determine if a number is even or odd using manipulatives and knowledge of the properties of even and odd numbers.		✓	✓	
2. Use doubles facts to 20 (1 + 1 to 9 + 9) to write an equation to express an even number as a sum of two equal addends.			✓	

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.	**L1-17**	**L18-35**	**L36-53**	**L54-70**
1. Identify arrays with up to 5 rows and columns and use repeated addition of rows or columns (e.g., commutative property of multiplication) to find the total (e.g., for an array of 3 x 5, 5 + 5 + 5)			✓	✓
NUMBER & OPERATIONS IN BASE 10 CCSS Grade 2 Standard/Objectives	**Quarter 1 (Q1)**	**Quarter 2 (Q2)**	**Quarter 3 (Q3)**	**Quarter 4 (Q4)**
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).	**L1-17**	**L18-35**	**L36-53**	**L54-70**
1. Understand the hundreds numbers.	✓			
. Use base-ten blocks to model numbers 100-999.	✓	✓	✓	✓
CC.2.NBT.2 Understand place value. Count within 1000; skip-count by 5s, 10s, and 100s.	**L1-17**	**L18-35**	**L36-53**	**L54-70**
1. Count by 1s, 2s, 5s, 10s, and 100s starting with any number up to 1000.	✓	✓	✓	✓
CC.2.NBT.3 Understand place value. Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.	**L1-17**	**L18-35**	**L36-53**	**L54-70**
1. Read and write numbers up to 1000.	✓	✓	✓	✓
2. Write numbers to 1000 in expanded form.		✓	✓	✓
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.	**L1-17**	**L18-35**	**L36-53**	**L54-70**
1. Compare two-digit and three-digit numbers using >, =, and < symbols.		✓	✓	✓
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.	**L1-17**	**L18-35**	**L36-53**	**L54-70**

1. Add 3 one-digit numbers, sums to 20 (e.g., 4 + 6 + 5).	✓			
2. Add two-digit numbers within 100 with and without regrouping.	✓	✓		
3. Subtract two-digit numbers within 100 with and without regrouping.		✓	✓	
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.	**L1-17**	**L18-35**	**L36-53**	**L54-70**
1. Add three-digit numbers within 1000 with and without regrouping (e.g., 345 + 148).			✓	✓
1. Subtract three-digit numbers within 1000 with and without regrouping (e.g., 908 – 456).				✓
3. Add and subtract a three-digit number and a one-, two-, or three-digit number with regrouping.			✓	✓
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.	**L1-17**	**L18-35**	**L36-53**	**L54-70**
1. Mentally add and subtract 10 from any given number 100-900.			✓	
2. Mentally add and subtract 100 from any given number 100-900.				✓
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.)	**L1-17**	**L18-35**	**L36-53**	**L54-70**
1. Explain verbally and/or with drawings why addition and subtraction strategies work.	✓	✓	✓	✓