Prioritizing Standards

2nd Grade

Date: August 24, 2020

Standard:	**Unit:**	**Essential Skills:** What do students absolutely need for the next grade level?	**Assessment:**
● 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. .	Mod 1	Sums and differences to 100	L.8 Add and subtract numbers up to 100
NY-2.MD.4 ● *I can compare the length of two objects measured to determine which object has the longer or shorter length.* ● *I can measure one object in centimeters or meters.* ● *I can find the difference of two objects to determine how much*	Mod 2	Add and subtract length within 100	B.1 Comparing numbers up to 100 L.8 Add/Sub up to 100

longer or shorter one object is in comparison			

to another. **NY-2.MD.5** ● *I can add & subtract measurements within 100* ● *I can draw pictures to represent a word problem involving measurement* ● *I can solve addition & subtraction word problems involving measurements (with regrouping)* ● *I can write an equation to match a given word problem, with a symbol written for the unknown number*			
● Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, and < symbols to record the results of comparisons.	Mod 3	Compare numbers up to 1,000 using place value	B.2 Comparing numbers up to 1,000

• Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the	Mod 4	Add and subtract up to 200 using real world situations	G.11 Add 2-digit numbers sums to 200

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.			H.9 Subtraction word problems up to 2 digits

• 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.	Mod 5	Add and subtract up to 1,000 using real world situations	L.5 Addition with 3 digit numbers J.3 Subtract 3 digit numbers G.14 Addition word problems up to 2 digits L.10 Add/sub word problems up to 100
• Determine whether a group of objects (up to	Mod 6	Composing and decomposing numbers into equal groups using repeated addition	Y.1 Count equal groups

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. • 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. • Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.			Z.1 Divide by counting equal groups Y.5 Write multiplication sentences for arrays
• Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ and ¢ symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have? • Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown	Mod 7 Move to end of year if time	Add/sub within 100 involving problems of money and length	TBD if time

number to represent the problem.			
• Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m. • Partition circles and rectangles into two, three, or 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.	Mod 8	Tell time to nearest 5 minutes on analog and digital clock Identify fractions as equal parts of shapes	W.12 Which shape illustrates the fraction W.1 Equal parts Q.2 Match analog clocks and times Q.3 Match analog and digital clocks Q.5 Read clocks and write times