2nd Grade Mathematics Teaching & Learning Framework

Semester 1				Semester 2				
Unit 1 3 weeks	**Unit 2** 6 weeks	**Unit 3** 3 weeks	**Unit 4** 6 weeks	**Unit 5** 5 weeks	**Unit 6** 4 weeks	**Unit 7** 4 weeks	**Unit 8** 3 weeks	**Unit 9** 2 weeks
Using Tables, Graphs and Charts **2.MDR.5** **2.NR.2**	**Building Fluency with Addition and Subtraction** **2.NR.1,2** **2.PAR.4**	**Measuring Lengths and Distances** **2.MDR.5** **2.NR.2**	**Extending Place Value Understanding to 1,000** **2.NR.1,2** **2.PAR.4**	**Representing Sums and Differences within 1,000** **2.NR.1,2** **2.PAR.4** **2.MDR.5**	**Exploring Geometry and Patterns** **2.GSR.7** **2.PAR.4**	**Measuring Time and Money** **2.MDR.6** **2.PAR.4** **2.NR.2** **2.MDR.5**	**Reasoning with Equal Groups** **2.NR.2,3** **2.PAR.4**	**Culminating Capstone Unit**
2.MDR.5.4 (Data questions) **2.NR.2.1** (Fluently +/- within 10)	**2.NR.2.1** (Fluently +/- within 20) **2.NR.1.1** (Place value to 100) **2.NR.1.2** (Count forward & backward from a given number by ones within 100) **2.NR.1.3** (Represent, compare, and order to 100) **2.PAR.4.1** (Simple numerical patterns within 100) **2.NR.2.2** (Find 10 and multiples of 10 more or less within 100) **2.NR.2.3** (Solve +/- 2-digit) **2.NR.2.4** (Fluently +/- within 100)	**2.MDR.5.1** (Unit models) **2.MDR.5.2** (Measure whole units) **2.MDR.5.3** (Compare length) **2.MDR.5.5** (Represent +/- on a number line) **2.NR.2.3** (Solve +/- 2-digit within 100) ***2.NR.2.1*** *(Fluently +/- within 20)* ***2.NR.2.4*** *(Fluently +/- within 100)*	**2.NR.1.1** (3-digit place value) **2.NR.1.3** (Represent, compare, order to 1,000) **2.NR.1.2** (Count forward/backward and skip count within 1,000) **2.NR.2.2** (Find 10/100 more or less) **2.PAR.4.1** (Numerical patterns to 1,000)	**2.NR.1.2** (Count forward/backward 1,000) **2.NR.2.2** (Find 10/100 more or less and multiples of 10/100 within 1,000) **2.NR.2.3** (Solve +/- 2-digit) **2.NR.2.4** (Fluently +/- within 100) **2.MDR.5.5** (Represent +/- on a number line) **2.PAR.4.1** (Numerical patterns) **2.MDR.5.4** (Data questions) ***2.NR.1*** ***(****Compare numbers to 1,000)* ***2.NR.2.1*** *(Fluently +/- within 20)*	**2.GSR.7.1** (2D/3D shapes) **2.GSR.7.2** (Symmetry) **2.GSR.7.3** (Partition shapes) **2.GSR.7.4** (Equal shares) **2.PAR.4.2** (Growing patterns) ***2.NR.1*** *(Counting and skip counting)*	**2.MDR.6.1** (Time and elapsed time) **2.MDR.6.2** (Money) **2.MDR.5.5** (Represent measurement problems on a number line) **2.PAR.4.1** (Numerical patterns) **2.NR.2.1** (Fluently +/- within 20) **2.NR.2.4** (Fluently +/- within 100) ***2.NR.2*** *(Solve problems within 1,000)* ***2.MDR.5.4*** *(Solve problems with data)*	**2.NR.3.1** (Even/Odd) **2.NR.3.2** (Arrays) **2.PAR.4.1** (Numerical patterns) **2.PAR.4.2** (Growing patterns) **2.NR.2.1** (Fluently +/- within 20) ***2.NR.1*** *(Read, write, compare within 1,000)* ***2.GSR.7*** *(Draw and partition equal-sized parts)*	**All standards.**

Units contain tasks that depend upon the concepts addressed in earlier units. Mathematical standards are interwoven and should be addressed throughout the year in as many different units and tasks as possible in order to stress the natural connections that exist among mathematical topics.

The Framework for Statistical Reasoning, Mathematical Modeling Framework, and the K-12 Mathematical Practices should be taught throughout the units.

Key for Course Standards: NR: Numerical Reasoning, PAR: Patterning & Algebraic Reasoning, GSR: Geometric & Spatial Reasoning, MP: Mathematical Practices, MDR: Measurement and Data Reasoning