**RCS 2nd Grade Curriculum Map for 2021-2022 School Year**



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| **Timeline** | **Standard** | **Resources** | **Prerequisite Standard** |
| **August/October** | **M.2.1** 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). | Page 5, 6, 8, 11 & 16 Educator’s GuideGoMath lessons 3.8, 3.9, 4.9, 4.10, 5.9, 5.10, 5.11i-Ready Unit 1 L2 & L6 | GoMath Gd. 1 5.1, 8.8 |
| **August/October** | **M.2.2** Fluently add and subtract within 20 using mental strategies and by end of Grade 2, know from memory all sums of two one-digit numbers. | Page 13, 14 & 16 Educator’s GuideGoMath lessons 3.1-3.7i-Ready Unit 1 L1 & L3 | GoMath Gd. 1 1.8, 2.9, 3.12, 4.6, 5.1, 8.7 |
| **August/October** | **M.2.3** 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. | Page 14, 15 & 16 Educator’s GuideGoMath lessons 13A–13B, 13–16, 19A–19B, 19–22i-Ready Unit 1 L4 |  |
| **August/October25,**  | **M.2.4** 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. | Page 15 Educator’s GuideGoMath lessons 3.10, 3.11i-Ready Unit 1 L5 | Gomath Gd. 1 3.12 |
| **October/January** | **M.2.14** Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes. | Page 25, 32 & 36 Educator’s GuideGoMath lessons 541A–541B, 541–544, 547A–547B, 547–550, 559A–559B, 559–562, 583A–583B, 583–586, 603A–603B, 603–606, 615A–615B, 615–618i-Ready Unit 3 L16-L17 |  |
| **October/January** | **M.2.15** Measure the length of an object twice, using length units of different lengths for the two measurements, describe how the two measurements relate to the size of the unit chosen. | Page 25, 26 & 27 Educator’s GuideGoMath lessons 571A–571B, 571–574, 627A–627B, 627–630i-Ready Unit 3 L18 |  |
| **October/January** | **M.2.16** Estimate lengths using units of inches, feet, centimeters, and meters. | Page 26 & 27 Educator’s GuideGoMath lessons 553A–553B, 553–556, 577A–577B, 577–580, 609A–609B, 609–612, 633A–633B, 633–636i-Ready Unit 3 L19 |  |
| **October/January** | **M.2.17** Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit. | Page 26 & 27 Educator’s GuideGoMath lesson 9.7i-Ready Unit 3 L20 | GoMath Gd. 1 9.3, 9.5 |
| **October/January** | **M.2.18** 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 number to represent the problem. | Page 28, 29, 30, 3628, & 37 Educator’s GuideGoMath lesson 8.5, 9.4i-Ready Unit 3 L21 | GoMath Gd. 1 9.5 |
| **October/January** | **M.2.19** 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. | Page 28 & 30 Educator’s GuideGoMath lessons 565A–565B, 565–567, 621A–621B, 621–623 See Also: 199A–199B, 199–202i-Ready Unit 3 L21-L22 |  |
| **October/January** | **M.2.20** Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m. | Page 30 &31 Educator’s GuideGoMath lessons 509A–509B, 509–512, 515A–515B, 515–518, 521A–521B, 521–524, 527A–527B, 527–530i-Ready Unit 3 L24 |  |
| **October/January** | **M.2.21** Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ and ¢ symbols appropriately (e.g., If you have 2 dimes and 3 pennies, how many cents do you have?). | Page 30 & 31 Educator’s GuideGoMath lessons 467A–467B, 467–470, 473A–473B, 473–476, 479A–479B, 479–482, 485A–485B, 485–488, 491A–491B, 491–493, 497A–497B, 497–500, 503A–503B, 503–506i-Ready Unit 3 L25 |  |
| **October/January** | **M.2.22** Generate measurement data by measuring lengths of several objects to the nearest whole unit or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units. | Page 32 Educator’s GuideGoMath lessons 8.9i-Ready Unit 3 L22 | GoMath Gd. 1 10.1-10.7 |
| **October/January** | **M.2.23** Draw a picture graph and a bar graph (with single-unit scale) 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. | Page 32 & 33 Educator’s GuideGoMath lessons 653A–653B, 653–656, 659A–659B, 659–662, 665A–665B, 665–667, 671A–671B, 671–674, 677A–677B, 677–680, 683A–683B, 683–686i-Ready Unit 3 L23 |  |
| **February/April** | **M.2.5** 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. 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. | Page 16, 17, 18 & 36 Educator’s GuideGoMath lessons 81A–81B, 81–84, 87A–87B, 87–90, 93A–93B, 93–96, 99A–99B, 99–102 75A–75B, 75–78 75A–75B, 75–78i-Ready Unit 1 L10 |  |
| **February/April** | **M.2.6** Count within 1000 and skip-count by 5s, 10s and 100s. | Page 16, 17 & 31 Educator’s GuideGoMath lessons 55A–55B, 55–58, 61A–61B, 61–64i-Ready Unit 1 L5 |  |
| **February/April** | **M.2.7** Read and write numbers to 1000 using base-ten numerals, number names and expanded form. | Page 16 & 18 Educator’s GuideGoMath lessons 25A–25B, 25–28, 31A–31B, 31–34, 37A–37B, 37–39, 43A–43B, 43–46, 49A–49B, 49–52, 93A–93B, 93–96, 105A–105B, 105–108, 111A–111B, 111–113, 117A–117B, 117–120i-Ready Unit 2 L11 |  |
| **February/April** | **M.2.8** Compare two three-digit numbers based on meanings of the hundreds, tens and ones digits, using >, = and < symbols to record the results of comparisons. | Page 16 & 18 Educator’s GuideGoMath 2.11, 2.12i-Ready Unit 2 L12 | GoMath Gd. 1 7.4 |
| **February/April** | **M.2.9** Fluently add and subtract within 100 using strategies based on place value, properties of operations and/or the relationship between addition and subtraction. | Page 11, 19, 22, 24, 36, & 37 Educator’s GuideGoMath lessons 237A–237B, 237–240, 243A–243B, 243–246, 249A–249B, 249–252, 255A–255B, 255–258, 261A–261B, 261–264, 267A–267B, 267–270, 273A–273B, 273–275, 279A–279B, 279–282, 317A–317B, 317–320, 323A–323B, 323–326, 329A–329B, 329–332, 335A–335B, 335–338, 341A–341B, 341–344, 347A–347B, 347–349, 353A–353B, 353–356, 359A–359B, 359–362i-Ready Unit 2 L9 |  |
| **February/April** | **M.2.10** Add up to four two-digit numbers using strategies based on place value and properties of operations. | Page 19 & 23 Educator’s GuideGoMath lessons 297A–297B, 297–300, 303A–303B, 303–306i-Ready Unit 2 L15 |  |
| **February/April** | **M.2.11** 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. | Page 18, 20, 22, 24, 30 & 37 Educator’s GuideGoMath lessons 6.1-6.10i-Ready Unit 2 L14 | GoMath Gd. 1 8.2, 8.3, 8.7, 8.9 |
| **February/April** | **M.2.12** Mentally add 10 or 100 to a given number 100-900 and mentally subtract 10 or 100 from a given number 100-900. | Page 19, 25 & 37 Educator’s GuideGoMath lessons 123A–123B, 123–126, 129A–129B, 129–132i-Ready Unit 2 L8 |  |
| **February/April** | **M.2.13** Explain why addition and subtraction strategies work, using place value and the properties of operations. Instructional Note: Explanations may be supported by drawing or objects. | Page 19, 23 & 24 Educator’s GuideGoMath lessons 267A–267B, 267–270, 433A–433B, 433–436i-Ready Unit 2 L13 |  |
| **May/June** | **M.2.24** Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces (sizes are compared directly or visually, not compared by measuring). Identify triangles, quadrilaterals, pentagons, hexagons, and cubes. | Page 34 Educator’s GuideGoMath lessons 11.1-11.6i-Ready Unit 4 L26 | GoMath Gd. 1 12.1-12.2 |
| **May/June** | **M.2.25** Partition a rectangle into rows and columns of same-size squares and count to find the total number of them. | Page 34 & 35 Educator’s GuideGoMath lesson 11.7i-Ready Unit 4 L27 | GoMath Gd. 1 12.8-12.10 |
| **May/June** | **M.2.26** 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., describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape | Page 34 & 35 Educator’s GuideGoMath lessons 741A–741B, 741–743i-Ready Unit 4 L28 |  |

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