

AzCCRS Legend:

Major Cluster

Supporting Cluster

2nd grade

3rd Quarter

Mastery Standards

Unit 5	Unit 6
2.NBT.A.2 Count within 1000; skip-count by 5s, 10s, and 100s.	2.NBT.A.1 Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones.
	2.NBT.A.1a Understand that 100 can be thought of as a bundle of ten tens - called a "hundred".
	2.NBT.A.1b Understand that 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).
	2.NBT.A.3 Read and write numbers to 1000 using base-ten numerals, number names, and expanded form. Read and write numbers to at least 600 using base-10 numerals. Read and write numbers to 20 using number names. Read and write numbers in expanded form to 99 without manipulatives. Read and write numbers in expanded form to 999 using base-10 blocks.
	2.NBT.B.8 Mentally add 10 or 100 to a given number 100-900, and mentally subtract 10 or 100 from a given number 100-900.

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Benchmark Expectations

Location in Everyday Math

Cluster	Standard	Unit 5	Unit 6	Focus	Practice
Operations and Algebraic Thinking	2.OA.A.1	Add and subtract within 100 to solve one-step word problems involving situations of adding to, taking from, putting together, and taking apart, e.g. by using drawings or equations to represent the problem.	Add and subtract within 100 to solve one-step word problems involving situations of adding to, taking from, putting together, and taking apart, e.g. by using drawings or equations to represent the problem.	5-7, 5-8, 5-9, 5-10, 6-2, 6-3, 6-4, 6-5, 6-9	5-1, 5-6, 5-7, 5-8, 5-9, 5-10, 6-1, 6-2, 6-3, 6-4, 6-5, 6-7, 6-8, 6-9, 6-10
	2.OA.B.2	Know doubles and combinations-of-ten facts, and apply strategies to solve all addition and subtraction facts.		5-1, 5-9	5-1, 5-2, 5-3, 5-4, 5-5, 5-6, 5-7, 5-9, 6-2, 6-7, 6-8, 6-10
	2.OA.C.3				

	2.OA.C.4			5-5, 6-10	6-10
Number and Operations in Base Ten	2.NBT.A.1		Mastery	6-7, 6-8	5-1, 5-2, 5-3, 5-4, 5-5, 5-6, 5-7, 5-8, 5-9, 5-10, 5-11, 6-2, 6-4, 6-5, 6-6, 6-7, 6-8, 6-9, 6-10
	2.NBT.A.1a		Mastery		6-6, 6-9, 6-11
	2.NBT.A.1 b		Mastery		5-5, 5-7, 6-2, 6-6, 6-9
	2.NBT.A.2	Mastery		5-2, 5-3, 5-4, 5-6, 5-10, 6-1, 6-10	5-1, 5-3, 5-4, 5-9, 5-11, 6-1, 6-10
	2.NBT.A.3		Mastery	6-4, 6-8	5-1, 5-2, 5-3, 5-4, 5-6, 5-8, 5-10, 6-2, 6-4, 6-5, 6-6, 6-7, 6-8, 6-9, 6-10
	2.NBT.A.4			6-4	5-1, 5-2, 5-3, 5-4, 5-5, 5-7,

					5-10, 6-2, 6-4
	2.NBT.B.5	Add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction, with or without tools.	Add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction, with or without tools.	5-3, 5-6, 5-7, 5-8, 5-9, 5-10, 5-11, 6-2, 6-3, 6-4, 6-5, 6-6, 6-7, 6-8, 6-9	5-3, 5-6, 5-7, 5-8, 5-9, 5-10, 5-11, 6-1, 6-2, 6-3, 6-4, 6-5, 6-6, 6-7, 6-8, 6-9, 6-10
	2.NBT.B.6	Represent whole number lengths and sums within 100 on a number line diagram.			6-1, 6-7

	2.NBT.B.7		Add and subtract within 100 using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; understand that in adding or subtracting digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; understand that sometimes it is necessary to compose and decompose the hundreds.	5-3, 5-4, 5-6, 5-7, 5-8, 5-9, 5-10, 6-2, 6-3, 6-4, 6-5, 6-6, 6-7, 6-8, 6-9	5-3, 5-4, 5-6, 5-7, 5-8, 5-9 5-10, 5-11, 6-1, 6-2, 6-3, 6-4, 6-5, 6-7, 6-8, 6-9
	2.NBT.B.8		Mastery	5-6, 5-7	5-1, 5-6, 5-8, 5-9, 5-11, 6-1, 6-2, 6-3, 6-4, 6-5, 6-6, 6-8, 6-9, 6-10
	2.NBT.B.9		Explain why addition and subtraction strategies work using place value.	5-6, 5-11, 6-6, 6-7, 6-8	5-11, 6-6

Measurement and Data	2.MD.A.1		Measure the length of an object by selecting and using appropriate tools to measure inches and centimeters.	6-10	5-1, 5-2, 5-3, 5-4, 5-6, 5-8, 5-10, 6-1, 6-3
	2.MD.A.2		Measure the length of an object twice, using inches and centimeters for the two measurements and describe how the two measurements relate to the size of the unit.	6-4	5-3
	2.MD.A.3				
	2.MD.A.4		Measure to determine how much longer one object is than another by lining up both objects and measuring the part that does not overlap in inches and centimeters.	6-10	
	2.MD.B.5	Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same unit. (Not an Everyday Math Benchmark Expectation)			6-2, 6-3, 6-4

	2.MD.B.6	Represent whole numbers as lengths from 0 on a number line. Represent sums within 100 on a number line.	Represent whole number lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2,... and sums within 100 on a number line diagram.	5-7, 6-1	5-2, 5-7, 6-1, 6-3, 6-4, 6-5, 6-8, 6-10
	2.MD.C.7		Draw events that typically occur in the A.M. and P.M. hours.	5-5	5-2, 5-4, 5-5, 5-6, 5-10, 6-1, 6-3
	2.MD.C.8	Solve word problems involving quarters, dimes, nickels, and pennies to show exact change up to \$; use "cent" symbol appropriately.		5-2, 5-3, 5-4, 5-11	5-2, 5-3, 5-4, 5-5, 5-6, 5-7, 5-9, 5-10, 5-11, 6-1, 6-3, 6-8
	2.MD.D.9		Generate measurements by measuring lengths of objects to the nearest inch, centimeter, or foot.		
	2.MD.D.10		Draw a picture graph to represent data from a tally chart.	6-1	5-8, 6-1, 6-4, 6-5, 6-7, 6-8, 6-10
Geometry	2.G.A.1		Draw 3-, 4-, 5-, and 6-sided shapes; sort shapes and identify common attributes.	5-5, 6-10	6-6, 6-9

	2.G.A.2		Use the same sized square tiles to partition a rectangle into rows and columns and count to find the total number of them.		
	2.G.A.3		Partition shapes into two equal parts and describe the shapes using the words halves, and half of.		

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Spiraling Focus Standards

Unit 5	Unit 6
By the end of the unit, expect students to...	By the end of the unit, expect students to...
2.OA.A.1 ...add and subtract within 100 to solve one-step word problems involving situations of adding to, taking from, putting together, and taking apart: by using drawings to represent the problem.	2.OA.A.1 ...add and subtract within 100 to solve one-step word problems involving situations of adding to, taking from, putting together, and taking apart: by using drawings to represent the problem.
2.OA.B.2 ...know doubles and combinations of 10 and apply strategies to solve all addition and subtraction facts.	2.NBT.B.5 ...add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction, with or without tools.
2.NBT.A.2 ...count by 1s within 1000 and skip count by 5s, 10s, and 100s.	2.NBT.B.7 ...add and subtract numbers at least within 100 using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. Expect children to understand that in adding 3-digit numbers, one adds hundreds and hundreds, tens and tens and ones and ones.; and sometimes it is necessary to compose or decompose tens or hundreds.
2.NBT.B.5 ...add and subtract within 100 using strategies based on place value and properties of operations with or without tools.	2.MD.B.5 ...use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units by using drawings.
2.NBT.B.8 ...mentally add or subtract 10 from any 2- or 3-digit number.	2.MD.B.6 ...represent whole number lengths from 0 on a number line diagram with equally spaced points corresponding to the number 0, 1, 2, ... and sums within 100 on a number line diagram.
2.MD.B.6 ...represent whole number lengths and sums within 100 on a number line diagram.	2.MD.D.10 ...draw a picture graph using a tally chart.
2.MD.C.8 ...solve problems involving quarters, dimes, nickels, and pennies to show exact change up to \$1.00.	

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Ongoing Assessment (Assessment Check-In)

Unit 5		Unit 6	
Lesson	Standard(s)	Lesson	Standard(s)
1	2.OA.B.2	1	2.NBT.A.2, 2.MD.D.10 (supporting cluster)
2	2.NBT.A.2, 2.MD.C.8 (supporting cluster)	2	2.OA.A.1, 2.NBT.B.5, 2.NBT.B.7, 2.MD.B.5
3	2.NBT.A.2, 2.NBT.B.7, 2.MD.C.8 (supporting cluster)	3	2.OA.A.1, 2.NBT.B.5, 2.NBT.B.7
4	2.MD.C.8	4	2.OA.A.1, 2.NBT.B.5, 2.NBT.B.7, 2.MD.B.5
5	Exploration (no Assessment Check-In)	5	2.OA.A.1, 2.NBT.B.5, 2.NBT.B.7
6	2.NBT.B.5, 2.NBT.B.8	6	2.NBT.B.5
7	2.NBT.B.5, 2.NBT.B.7, 2.NBT.B.8	7	2.NBT.A.1, 2.NBT.B.5, 2.NBT.B.7
8	2.OA.A.1, 2.NBT.B.5, 2.NBT.B.7	8	2.NBT.B.5, 2.NBT.B.7
9	2.OA.A.1, 2.NBT.B.5, 2.NBT.B.7	9	2.NBT.B.7 (Open Response and Re-Engagement)
10	2.OA.A.1, 2.NBT.B.5, 2.NBT.B.7	10	Exploration (no Assessment Check-In)
11	2.NBT.B.5 (Open Response and Re-Engagement)	11	Progress Check
12	Progress Check		