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Grade 2 Reveal Math
Curriculum Map 2023-2024

Standards for Mathematical Practice:	Literacy Skills for Mathematical Proficiency
• MP1: Make sense of problems and persevere in solving them. • MP2: Reason abstractly and quantitatively. • MP3: Construct viable arguments and critique the reasoning of others. • MP4: Model with mathematics. • MP5: Use appropriate tools strategically. • MP6: Attend to precision. • MP7: Look for and make use of structure. • MP8: Look for and express regularity in repeated reasoning.	• MLS1: Use multiple reading strategies. • MLS2: Understand and use correct mathematical vocabulary. • MLS3: Discuss and articulate mathematical ideas. • MLS4: Write mathematical arguments.

ACT Standards Alignment

ACT connections are included to reinforce awareness that ACT standards are encompassed within the Tennessee Academic Standards, ensuring that students who show strong growth and achievement on TCAP will also be well prepared to meet the college-and-career-readiness benchmarks on the ACT.

AF 302. Solve some routine two-step arithmetic problems.	N 302. Identify a digit's place value.	N 201 Perform one-operation computation with whole numbers and decimals.	N 403. Comprehend the concept of length on the number line, and find the distance between two points.

WIDA Standards Alignment

The WIDA English Language Development (ELD) Standards Framework provides a foundation for curriculum, instruction and assessment for multilingual learners in kindergarten through grade 12. The ELD Standards Framework is centered on equity and fosters the assets, contributions and potential of multilingual learners.

ELD: MA.2-3 Explain: Interpretive: Language Expectations: Multilingual learners will explain and interpret mathematics by identifying concepts or entities, analyzing plans for problem-solving steps, and evaluating simple patterns or structures.	**ELD: MA.2-3** Explain-Expressive: Language Expectations: Multilingual learners will construct mathematical explanations that introduce concepts or entities, describe solution and steps used to solve problem with others, and state reasoning used to generate solution.

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Bristol Tennessee City Schools adopted *Reveal Math* from McGraw Hill for Kindergarten through 5th grade and will continue implementation in the 2023-24 school year.

Quarter 1

August 8 - October 6

Unit 1 Standards

1.NBT.B.4 Compare two two-digit numbers based on the meanings of the digits in each place and use the symbols >, =, and < to show the relationship. (Review Standard)
2.OA.A.1 Add and subtract within 100 to solve one- and two-step contextual problems, with unknowns in all positions, involving situations of add to, take from, put together/take apart, and compare. Use objects, drawings, and equations with a symbol for the unknown number to represent the problem.
2.OA.B.2 Fluently add and subtract within 30 using mental strategies. By the end of 2nd grade, know all sums of two one-digit numbers and related subtraction facts.
2.NBT.B.7 Add and subtract within 1000 using concrete models, drawings, strategies based on place value, properties of operations, and/or the relationship between addition and subtraction to explain the reasoning used. (Explanations may include words, drawing, or objects.)
2.OA.D.5 Identify arithmetic patterns in an addition or hundreds chart and explain them using properties of operations. For example, analyze patterns in the addition chart and observe an alternating pattern of even and odd numbers (because each time we move to the right one box or down one box, we are adding one more to our sum: (2 + 3) + 1 = 2 + (3 + 1) = 2 + 4 which uses the associative property of addition). (See Table 3 - Properties of Operations)
2.NBT.A.1 Know that the three digits of a three-digit number represent amounts of hundreds, tens, and ones (e.g., 706 can be represented in multiple ways as 7 hundreds, 0 tens, and 6 ones; 706 ones; or 70 tens and 6 ones).

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Unit 2 Standards

2.NBT.A.1 Know that the three digits of a three-digit number represent amounts of hundreds, tens, and ones (e.g., 706 can be represented in multiple ways as 7 hundreds, 0 tens, and 6 ones; 706 ones; or 70 tens and 6 ones)**.**
2.NBT.A.3 Read and write numbers to 1000 using standard form, word form, and expanded form. For example, write 234 as 200 + 30 + 4.
2.NBT.A.4 Compare two three-digit numbers based on the meanings of the digits in each place and use the symbols >, =, and < to show the relationship.

Unit 3 Standards

2.NBT.A.2 Recognize, describe, extend, and create patterns when counting by ones, twos, fives, tens, and hundreds and use those patterns to predict the next number in the counting sequence up to 1000 through counting. For example: 111, 113, 115, ...; 82, 84, 86, ...; 370, 380, 390....; 100, 200, 300,…; etc.
2.OA.C.3 Determine whether a group of objects (up to 20) has an odd or even number of members by pairing objects or counting them by 2s. Write an equation to express an even number as a sum of two equal addends.
2.OA.B.2 Fluently add and subtract within 30 using mental strategies. By the end of 2nd grade, know all sums of two one-digit numbers and related subtraction facts.
2.OA.C.4 Use repeated 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. For example, a 3 by 4 array can be expressed as 3 + 3 + 3 + 3 = 12 or 4 + 4 + 4 = 12.

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Quarter 2

October 17 - December 20

Unit 4 Standards

2.OA.A.1 Add and subtract within 100 to solve one- and two-step contextual problems, with unknowns in all positions, involving situations of add to, take from, put together/take apart, and compare. Use objects, drawings, and equations with a symbol for the unknown number to represent the problem. (See Table 1 - Addition and Subtraction Situations)
2.OA.B.2 Fluently add and subtract within 30 using mental strategies. By the end of 2nd grade, know all sums of two one-digit numbers and related subtraction facts.

Unit 5 Standards

2.OA.B.2 Fluently add and subtract within 30 using mental strategies. By the end of 2nd grade, know all sums of two one-digit numbers and related subtraction facts.
2.NBT.B.5 Fluently add and subtract within 100 using properties of operations, strategies based on place value, and/or the relationship between addition and subtraction.
2.NBT.B.7 Add and subtract within 1000 using concrete models, drawings, strategies based on place value, properties of operations, and/or the relationship between addition and subtraction to explain the reasoning used. (Explanations may include words, drawing, or objects.)
2.MD.B.6 Represent whole numbers as lengths from 0 on a number line and know that the points corresponding to the numbers on the number line are equally spaced. Use a number line to represent whole number sums and differences of lengths within 100.

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Unit 6 Standards

2.OA.B.2 Fluently add and subtract within 30 using mental strategies. By the end of 2nd grade, know all sums of two one-digit numbers and related subtraction facts.
2.NBT.B.5 Fluently add and subtract within 100 using properties of operations, strategies based on place value, and/or the relationship between addition and subtraction.
2.NBT.B.7 Add and subtract within 1000 using concrete models, drawings, strategies based on place value, properties of operations, and/or the relationship between addition and subtraction to explain the reasoning used. (Explanations may include words, drawing, or objects.)
2.MD.B.6 Represent whole numbers as lengths from 0 on a number line and know that the points corresponding to the numbers on the number line are equally spaced. Use a number line to represent whole number sums and differences of lengths within 100.

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Quarter 3
January 8 - March 15

Unit 7 Standards

2.MD.A.1 Measure the length of an object in whole number units by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.
2.MD.A.4 Measure, using whole number lengths, to determine how much longer one object is than another and express the difference in terms of a standard unit of length.
2.MD.A.2 Measure the length of an object using two different whole number units of measure and describe how the two measurements relate to the size of the unit chosen.
2.MD.A.3 Estimate lengths using whole number units of inches, feet, yards, centimeters, and meters.
2.MD.B.5 Add and subtract within 100 to solve contextual problems, with the unknown in any position, involving lengths that are given in the same units by using drawings and equations with a symbol for the unknown to represent the problem.

Unit 8 Standards

2.MD.C.8 Solve contextual problems involving amounts less than one dollar including quarters, dimes, nickels, and pennies using the ¢ symbol appropriately. Solve contextual problems involving whole number dollar amounts up to $100 using the $ symbol appropriately.
2.MD.C.7 Tell and write time in quarter hours and to the nearest five minutes (in a.m. and p.m.) using analog and digital clocks.

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Unit 9 Standards

2.NBT.B.8 Mentally add or subtract 10 or 100 to/from any given number within 1000.
2.NBT.B.7 Add and subtract within 1000 using concrete models, drawings, strategies based on place value, properties of operations, and/or the relationship between addition and subtraction to explain the reasoning used. (Explanations may include words, drawing, or objects.)
2.NBT.A.1 Know that the three digits of a three-digit number represent amounts of hundreds, tens, and ones (e.g., 706 can be represented in multiple ways as 7 hundreds, 0 tens, and 6 ones; 706 ones; or 70 tens and 6 ones).

Unit 10 Standards

2.NBT.B.8 Mentally add or subtract 10 or 100 to/from any given number within 1000.
2.NBT.B.7 Add and subtract within 1000 using concrete models, drawings, strategies based on place value, properties of operations, and/or the relationship between addition and subtraction to explain the reasoning used. (Explanations may include words, drawing, or objects.)
2.NBT.A.1 Know that the three digits of a three-digit number represent amounts of hundreds, tens, and ones (e.g., 706 can be represented in multiple ways as 7 hundreds, 0 tens, and 6 ones; 706 ones; or 70 tens and 6 ones).

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Quarter 4
March 25 - May 21

Unit 11 Standards

2.MD.D.10 Draw a pictograph (with a key of values of 1, 2, 5, or 10) and a bar graph (with intervals of one) to represent a data set with up to four categories. Solve addition and subtraction problems related to the data in a graph.
2.MD.D.9 Given a set of data, create a line plot, where the horizontal scale is marked off in whole-number units.

Unit 12 Standards

2.G.A.1 Identify triangles, quadrilaterals, pentagons, and hexagons. Draw two dimensional shapes having specified attributes (as determined directly or visually, not by measuring), such as a given number of angles/vertices or a given number of sides of equal length.
2.G.A.3 Partition circles and rectangles into two, three, and four equal shares. Describe the shares using the words halves, thirds, fourths, half of, a third of, and a fourth of, and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.
2.G.A.2 Partition a rectangle into rows and columns of same-sized squares and find the total number of squares.

TCAP Assessment Blueprint

Math – Grade 2

This blueprint describes the content and structure of an assessment and defines the ideal percentage and number of operational test items by reporting category for the Tennessee Comprehensive Assessment Program (TCAP). For more information on this assessment, please see the Assessment Overviews here.

Computation with Whole Numbers 28 – 34% of Items
Standard
2.OA.A
2.OA.B
2.NBT.B

Number Relationships and Patterns 24 – 28% of Items
Standard
2.OA.C
2.OA.D
2.NBT.A

Measurement Concepts 22 – 28% of Items
Standard
2.MD.A
2.MD.B
2.MD.C

Data and Geometric Concepts 14 – 22% of Items
Standard
2.MD.D
2.G.A

Summary

Total Operational Items
37-42*

*Please note that these numbers reflect operational items only. All Math TCAP assessments also include embedded field test items.