

Grade 2 Key Concepts by LearnZillion Unit

Key Concepts for each unit can provide instructional guidance around the main focus for student learning and the depth of exploration and mastery toward a standard. The final focus for each standard is indicated with **black outline**. A **+** indicates the focus of this standard is isolated to a single unit.

Standards for Math Practice(MP.#) have been listed for each Key Concept. While the curriculum highlights opportunities to elevate these in learning, it is essential that these standards be embedded into student learning when they occur regardless of the few called out in this document. For more information on the Standards for Math Practice, please visit: [Illustrative Math](#)

A few questions teams have asked while using this document:

- Where does the standard occur before it is **finalized?**
- To what depth is the current unit calling for? (range of numbers, strategies, use of abstraction like equations, concept awareness and flexibility, etc.)
- What “I can” or “I know” statements would make the Key Concepts clear to my learning community?
- How does the standard progress over the year?

Key Concepts (Term 1)	Content Standards	Practice Standards
Unit 1 - Adding and subtracting within 100		
1. We can compare known quantities by finding the unknown value.	2.OA.A.1, 2.OA.B.2	MP.1, MP.7
2. We can add numbers within 100 using our knowledge of place value.	2.NBT.B.5	MP.1, MP.7
3. We can subtract numbers within 100 using our knowledge of place value.	2.NBT.B.5	MP.1, MP.7
4. We can find unknown values in addition and subtraction situations using the relationship between addition and subtraction.	2.NBT.B.5	MP.1, MP.7
Unit 2 - Exploring standard units of length		
1. There are different systems of measurement for measuring length, and each system includes different units.	2.MD.A.1+, 2.MD.A.2+	MP.5, MP.6
2. For a given measurement task, certain measurement tools will be more appropriate than others.	2.MD.A.1+, 2.MD.A.2+	MP.5
3. There is an inverse relationship between the size of a unit of measurement and the number of those units it takes to equal a given length.	2.MD.A.1+, 2.MD.A.2+	MP.2, MP.5, MP.6
Unit 3 - Relating addition and subtraction strategies to length		
1. We can represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ...	2.MD.B.6+	MP.5, MP.6, MP.7
2. We can use a number line to solve many types of addition and subtraction related to length.	2.MD.B.5	MP.5, MP.6, MP.7
3. We can use a number line to solve many types of addition and subtraction problems.	2.OA.A.1	MP.5, MP.6, MP.7

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Unit 4 - Relating skip counting to time		
1. We can use skip counting by fives and tens to tell and write time on both analog and digital clocks.	2.MD.C.7+ 2.NBT.A.2	MP.6, MP.7
Unit 5 - Solving problems involving money		
1. Different denominations of currency represent different amounts of money: dollar bills, quarters, dimes, nickels, and pennies.	2.MD.C.8+	MP.2, MP.4
2. We can make the same amounts of money using different combinations of bills and coins.	2.MD.C.8+	MP.2, MP.4
3. We can use addition and subtraction to put together and take apart amounts of money.	2.MD.C.8+	MP.2, MP.4
Unit 6 - Understanding three-digit numbers		
1. A bundle of ten tens can be thought of as a hundred.	2.NBT.A.1.a+ 2.NBT.A.1.b+	MP.3, MP.4, MP.7
2. The digits in a three-digit number represent hundreds, tens, and ones, from left to right.	2.NBT.A.1+ 2.NBT.A.1.a+ 2.NBT.A.1.b+	MP.3, MP.4, MP.7
3. We can represent three digit numbers in different but equivalent ways.	2.NBT.A.1+ 2.NBT.A.1.a+ 2.NBT.A.1.b+	MP.3, MP.7
Unit 7 - Expressing and comparing three-digit numbers		
1. Representing a whole number in different ways (including base-ten numerals, number names, and expanded form) does not change its value.	2.NBT.A.3+	MP.3, MP.4, MP.6, MP.7
2. Understanding the structure of the place value system allows us to determine whether one number (within 1000) is greater than, less than, or equal to another number.	2.NBT.A.4+	MP.3, MP.6, MP.7
3. Because 100 is greater than any quantity that can be represented by a 2-digit number, we compare three-digit numbers by looking at the hundreds place first.	2.NBT.A.4+	MP.2, MP.3, MP.6, MP.7
Standards in Progress...	Standards Finalized (in Maintenance)	Standards Not Yet Taught
2.OA.A.1 - Students should be able to solve one-step word problems with unknowns in all positions and continue to explore one- and two-step word problems leveraging place value and using a symbol for the unknown in term 2. 2.OA.B.2 - Students should begin to know and leverage mental strategies for fluency (efficient, flexible, accurate) within 20 such as make tens, double, near doubles, etc. 2.NBT.A.2 - Students should be able to skip count by 5s and 10s. 2.NBT.B.5 - Students begin to leverage place value and the relationship of addition and subtraction when solving within 100. 2.MD.B.5 - Begin to leverage place value to add and subtract lengths that are given within 100. This is a contextual understanding foundation to build drawings and equations with unknowns.	2.NBT.A.1 2.NBT.A.1.a 2.NBT.A.1.b 2.NBT.A.3 2.NBT.A.4 2.MD.A.1 2.MD.A.2 2.MD.B.6 2.MD.C.7 2.MD.C.8	2.OA.C.3 2.OA.C.4 2.NBT.A.2 2.NBT.B.6 2.NBT.B.7 2.NBT.B.8 2.NBT.B.9 2.MD.A.3 2.MD.A.4 2.MD.D.9 2.MD.D.10 2.G.A.1 2.G.A.2 2.G.A.3

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Key Concepts (Term 2)	Content Standards	Practices Standards
Unit 8 - Relating skip counting to mental addition and subtraction		
1. We can use skip counting to add or subtract because, when we count, we move along the number line.	2.NBT.A.2, 2.NBT.B.8+	MP.8
Unit 9 - Generating and representing measurement data to solve problems		
1. We can generate measurement data by measuring several objects.	2.MD.D.9+	MP.1, MP.3, MP.4, MP.6
2. We can generate measurement data by measuring a single object more than once.	2.MD.D.9+	MP.1, MP.3, MP.4, MP.6
3. We can display measurement data by making a line plot.	2.MD.D.9+	MP.1, MP.3, MP.4, MP.6
4. We can display data by making a picture graph and bar graph.	2.OA.A.1, 2.MD.D.10+	MP.1, MP.2, MP.3, MP.4
Unit 10 - Reasoning with shapes and their attributes		
1. Certain shapes (triangles, quadrilaterals, pentagons, hexagons, and cubes) are defined by their sides and angles.	2.G.A.1+	MP.2, MP.3
2. Shapes can be partitioned into equal parts; a whole can be divided into two halves, three thirds, or four quarters/fourths.	2.G.A.3+	MP.2, MP.3
3. Equal shares of identical wholes do not need to have the same shape.	2.G.A.3+	MP.2, MP.3
Unit 11 - Applying strategies to add and subtract within 1,000		
1. We use place value to add three-digit numbers.	2.NBT.B.7+, 2.NBT.B.9+	MP.1, MP.8
2. Sometimes, we compose or decompose tens or hundreds when adding or subtracting three-digit numbers.	2.NBT.B.7+, 2.NBT.B.9+	MP.1, MP.8
3. The sum of two numbers is invariant, regardless of the strategy we use to add them.	2.NBT.B.7+, 2.NBT.B.9+	MP.1, MP.8
4. A group of addends always has the same sum no matter what strategy we use to add them.	2.NBT.B.6+	MP.1, MP.8
Unit 12 - Developing foundations of multiplication through exploring even and odd numbers		
1. Whole numbers are either even or odd. Even numbers are the sum of 2 equal whole addends, and odd numbers are not.	2.OA.C.3+	MP.4, MP.7

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2. We can use skip-counting or pairing objects to determine whether there is an odd or even number in a group.	2.OA.C.3+	MP.4, MP.7
3. We can write an equation to show that a whole number is the sum of two equal addends.	2.OA.C.3+	MP.4, MP.7
Unit 13 - Using arrays for foundations of multiplication		
1. A group of objects can be organized in an array and thought of as a number of equal groups.	2.OA.C.4+	MP.6, MP.7
2. Skip-counting or repeated addition can be used to find the total number of objects in an array because there is the same number of objects in every row or column.	2.OA.C.4+	MP.6, MP.7
3. A rectangle can be partitioned into rows and columns of same-sized squares.	2.OA.C.4+, 2.G.A.2+	MP.2, MP.6, MP.7
Unit 14 - Estimating and comparing lengths		
1. We can use our knowledge of units to estimate lengths.	2.MD.A.3+	MP.2, MP.3, MP.5
2. Measurement can be used to determine how much longer one object is than another.	2.MD.A.4+	MP.1, MP.2, MP.3, MP.5, MP.6
3. Addition and subtraction can be used to compare measured or estimated lengths of objects.	2.MD.A.4+, 2.MD.B.5	MP.1, MP.2, MP.3, MP.5
(optional) Unit 15 - Demonstrating fluency in addition and subtraction		
1. Understanding the place value system allows us to fluently add and subtract numbers within 100.	2.NBT.B.5	MP.1, MP.6, MP.8
2. We can use addition and subtraction in many different ways.	2.OA.A.1, 2.NBT.B.5	MP.1, MP.6, MP.8
3. The strategy we use to add or subtract does not change the total or difference.	2.OA.A.1	MP.1, MP.6, MP.8
4. Knowing some addition and subtraction facts from memory helps us solve new addition and subtraction problems.	2.OA.B.2	MP.1, MP.6, MP.8

* 2.OA.B.2 - Single-digit sums and differences (sums from memory by end of Grade 2): Fluency is built all year within lessons, during Number Talks and through game play. Since mental math (or memory) is the goal, students should be encouraged to use strategies like make ten, doubles, doubles +/-1, doubles +/-2, bridge to a ten, etc.

** 2.NBT.B.5 - Add/subtract within 100: Focus on leveraging place value and strategy for efficiency and flexibility is key for this standard. Please note that the standard algorithm is one strategy to understand by the end of Grade 4 and is not the focus of Grade 2 work.

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Color by Domain	NF	OA	CC	GEO	NBT	MD
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