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| **Louisiana Student Mathematics “I Can” Standards****Operations and Algebraic Thinking** **Second Grade** |
| **Standard** | **Date****Taught** | **Date****Reviewed** | **Date** **Assessed** | **Date** **Retaught** | **Date** **Re-Assessed** |
| **A. Represent and solve problems involving addition and subtraction.** |
| **2.OA.A.1** I can 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 unknown in all positions. |  |  |  |  |  |
| **B. Add and subtract within 20.** |
| **2.OA.B.2** I can fluently add within 20 using mental strategies. By the end of Grade 2, know from memory all sums of two one-digit numbers. |  |  |  |  |  |
| **2.OA.B.2** I can fluently subtract within 20 using mental strategies. |  |  |  |  |  |
| **C. Work with equal groups of objects to gain foundations for multiplication.** |
| **2.OA.C.3** I can group objects to identify if a number is odd or even.. |  |  |  |  |  |
| **2.OA.C.4** I can use addition to help me figure out how many objects are in an array with up to 5 rows and up to 5 columns. |  |  |  |  |  |
| **2.OA.C.4** I can write a number sentence to show the total number of objects are in an array with up to 5 rows and up to 5 columns. |  |  |  |  |  |

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| **Louisiana Student Mathematics “I Can” Standards****Operations and Algebraic Thinking** **Third Grade** |
| **Standard** | **Date****Taught** | **Date****Reviewed** | **Date** **Assessed** | **Date** **Retaught** | **Date** **Re-Assessed** |
| **B. Understand properties of multiplication and the relationship between multiplication and division.** |
| **3.OA.B.5**  I can use the Commutative property of multiplication. (I know that if 6 x 4 = 24, then4 x 6=24.) |  |  |  |  |  |
| **3.OA.B.5**  I use the Associative property of multiplication. (3 x 5 x 2 can be found by 3 x 5 = 15, then 15 x 2 = 30.) |  |  |  |  |  |
| **3.OA.B.5** I can use the Distributive property of multiplication. (Knowing that 8 x 5 = 40 and 8 x 2 = 16, I can find 8 x 7 as 8 x(5 + 2) = (8 x 5) + (8 x 2) = 40 + 16 =56. |  |  |  |  |  |
| **3.OA.B.6**  I can find the quotient to a division problem by thinking of the missing factor in a multiplication problem. (I can figure 32 ÷ 8 because I know that 8 x 4 = 32. |  |  |  |  |  |
| **C. Multiply and divide within 100.** |
| **3.OA.C.7**  I can fluently multiply and divide within 100 because I know how multiplication and division are related using the properties of operations. |  |  |  |  |  |

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| **Louisiana Student Mathematics “I Can” Standards****Number and Operations in Base Ten****Second Grade** |
|  | **Date****Taught** | **Date****Reviewed** | **Date** **Assessed** | **Date** **Retaught** | **Date** **Re-Assessed** |
| **A. Understand place value.** |
| **2.NBT.A.1**  I can understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones. |  |  |  |  |  |
| **2.NBT.A.1A**  I can understand that 100 can be thought of as a bundle of ten tens called a “hundred”. |  |  |  |  |  |
| **2.NBT.A.1B** I can show that I understand the numbers I use when I count by hundreds, have a certain number of hundreds, 0 tens and 0 ones. |  |  |  |  |  |
| **2.NBT.A.3**  I can read and write to 1000 using base-ten numerals, number names, and expanded form. |  |  |  |  |  |
| **2.NBT.A.4**  I can compare two three-digit numbers based on meanings of the hundreds, tens, and ones digit by using <, =, and >. |  |  |  |  |  |

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| **Louisiana Student Mathematics “I Can” Standards****Number and Operations in Base Ten****Second Grade** |
| **Standard** | **Date****Taught** | **Date****Reviewed** | **Date** **Assessed** | **Date** **Retaught** | **Date** **Re-Assessed** |
| **B. Use place value understanding and properties of operations to add and subtract.** |
| **2.NBT.B.5**  I can fluently add and subtract within 100 using strategies based on place values, properties of operations, and/or the relationship between addition and subtraction. |  |  |  |  |  |
| **2.NBT.B.6**  I can add up to four two-digit numbers using strategies based on place value and properties of operations. |  |  |  |  |  |
| **2.NBT.B.7**  I can 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. |  |  |  |  |  |
| **2.NBT.B.7**  I can add and subtract within 1000 and justify the reasoning used with a written explanation. |  |  |  |  |  |
| **2.NBT.B.7**  I can understand that in adding and 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. |  |  |  |  |  |
| **2.NBT.B.8**  I can mentally add and subtract10 or 100 to a given number 100-900. |  |  |  |  |  |
| **2.NBT.B.9**  I can explain why addition and subtraction strategies work, using place value and the properties of operations. |  |  |  |  |  |

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| **Louisiana Student Mathematics “I Can” Standards****Number and Operations -Fractions****Third Grade** |
| **Standard** | **Date****Taught** | **Date****Reviewed** | **Date** **Assessed** | **Date** **Retaught** | **Date** **Re-Assessed** |
| **A. Develop understanding of fractions as numbers.** |
| **3.NF.A.1** I can show and understand that fractions represent equal parts of a whole, where the top number (numerator) is the part and the bottom number (denominator) is the total number of parts in the whole. (Denominators of 2, 3, 4, 6, and 8) |  |  |  |  |  |
| **3.NF.A.2**  I can understand a fraction with denominators 2, 3, 4, 6, and 8 as a number on a number line diagram. |  |  |  |  |  |
| **3.NF.A.2.A**  I can label fractions on a number line because I know the space between any two numbers on the number line can be thought of as a whole. |  |  |  |  |  |
| **3.NF.A.2.B**  I can show a fraction on a number line by marking off equal parts between two whole numbers. |  |  |  |  |  |
| **3.NF.A.3** I can explain equivalence of fractions with denominators 2, 3, 4, 6, and 8 in special cases and compare fractions by reasoning about their sizes. |  |  |  |  |  |
| **3.NF.B.3.A** I can understand two fractions as equivalent if they are the same size, or the same point on a number line. |  |  |  |  |  |

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| **Louisiana Student Mathematics “I Can” Standards****Number and Operations –Fractions (Continued)****Third Grade** |
| **Standard** | **Date****Taught** | **Date****Reviewed** | **Date** **Assessed** | **Date** **Retaught** | **Date** **Re-Assessed** |
| **3.NF.A.3.B**  I can recognize and generate simple equivalent fractions, e.g., 1/2 = 2/4, 4/6 = 2/3. |  |  |  |  |  |
| **3.NF.A.3.B**  I can explain why fractions are equivalent by using models and in words. |  |  |  |  |  |
| **3.NF.A.3.C**  I can express whole numbers as fractions and recognize fractions that are equivalent to whole numbers. |  |  |  |  |  |
| **3.NF.A.3.D**  I can compare two fractions with the same numerator or the same denominator by reasoning about their size.  |  |  |  |  |  |
| **3.NF.A.3.D**  I can recognize that comparisons are valid only when the two fractions refer to the same whole. |  |  |  |  |  |
| **3.NF.A.3.D**  I can record the results of comparisons with the symbols >, =, and < and justify the conclusions by using a visual model or in words. |  |  |  |  |  |

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| **Louisiana Student Mathematics “I Can” Standards****Measurement and Data****Second Grade** |
| **Standard** | **Date****Taught** | **Date****Reviewed** | **Date** **Assessed** | **Date** **Retaught** | **Date** **Re-Assessed** |
| 1. **Measure and estimate lengths in standard units.**
 |
| **2.MD.A.1**  I can measure the length of an object. By selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes. |  |  |  |  |  |
| **2.MD.A.2** I can measure the length of an object twice, using length units of different lengths for the two measurements. |  |  |  |  |  |
| **2.MD.A.2** I can describe how the two measurements relate to the size of the unit chosen. |  |  |  |  |  |
| **2.MD.A.3**  I can estimate lengths using units of inches, feet, centimeters, and meters.  |  |  |  |  |  |
| **2.MD.A.4** I can measure to determine how much longer one object is than another. |  |  |  |  |  |
| **2.MD.A.4**  I can express the length difference in terms of a standard length unit. |  |  |  |  |  |

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| **Louisiana Student Mathematics “I Can” Standards****Measurement and Data (Continued)****Second Grade** |
| **Standard** | **Date****Taught** | **Date****Reviewed** | **Date** **Assessed** | **Date** **Retaught** | **Date** **Re-Assessed** |
| 1. **Relate addition and subtraction to length.**
 |
| **2.MD.B.5**  I can 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. |  |  |  |  |  |
| **2.MD.B.6** I 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** I can represent whole-number sums and differences within 100 on a number line diagram. |  |  |  |  |  |
| 1. **Work with time and money.**
 |
| **2.MD.C.7** I can tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m. |  |  |  |  |  |
| **2.MD.C.8**  I can solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ and cents symbols appropriately. |  |  |  |  |  |

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| **Louisiana Student Mathematics “I Can” Standards****Measurement and Data (Continued)****Second Grade** |
| **Standard** | **Date****Taught** | **Date****Reviewed** | **Date** **Assessed** | **Date** **Retaught** | **Date** **Re-Assessed** |
| 1. **Represent and interpret data.**
 |
| **2.MD.D.9**  I can make a line plot by generating measurement data by measuring lengths of several objects to the nearest whole unit or by making repeated measurements of the same object. |  |  |  |  |  |
| **2.MD.D.10** I can draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. |  |  |  |  |  |
| **2.MD.D.10**  I can solve simple put-together, take-apart, and compare problems using information presented in a bar graph. |  |  |  |  |  |

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| **Louisiana Student Mathematics “I Can” Standards****Geometry****Second Grade** |
| **Standard** | **Date****Taught** | **Date****Reviewed** | **Date** **Assessed** | **Date** **Retaught** | **Date** **Re-Assessed** |
| **A.** **Reason with shapes and their attributes.** |
| **2.G.A.1**  I can recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. |  |  |  |  |  |
| **2.G.A.1** I can identify triangles, quadrilaterals, pentagons, hexagons, and cubes. |  |  |  |  |   |
| **2.G.A.2** I can partition (divide) a rectangle into rows and columns of same-size squares and count to find the total number of them. |  |  |  |  |  |
| **2.G.A.3** I can partition rectangles into two, three, or four equal shares using the words halves, thirds, half of, a third of, etc. |  |  |  |  |  |
| **2.G.A.3** I can describe the whole as two halves, three thirds, four fourths. |  |  |  |  |  |
| **2.G.A.3** I can recognize that equal shares of identical wholes need not have the same shape. |  |  |  |  |  |

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| **Louisiana Student Mathematics “I Can” Standards****Measurement and Data (Continued)****Second Grade** |
| **Standard** | **Date****Taught** | **Date****Reviewed** | **Date** **Assessed** | **Date** **Retaught** | **Date** **Re-Assessed** |
| 1. **Represent and Interpret Data.**
 |
| **2.MD.D.9** I can make a line plot by generating measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. |  |  |  |  |  |
| **2.MD.D.10** I can draw a picture graph and a bar graph to represent a data set with up to four categories. |  |  |  |  |  |
| **2.MD.D.10**  I can solve simple put-together, take-apart, and compare numbers using information presented in a bar graph. |  |  |  |  |  |