# Bridging the [NYS Mathematics Common Core Learning Standards](https://www.engageny.org/resource/new-york-state-p-12-common-core-learning-standards-for-mathematics) ~ Transition from Grade 2 into Grade 3 The intention of this tool is to provide a template for discussion and planning as students transition from the 2019-2020 school year to the 2020-2021 school year. In this instance, the 2nd grade teacher will comment on the 2019-2020 mathematics common core curriculum relating to that year’s instruction; the 3rd grade teacher will use this information to plan/teach all standards within the mathematics course to meet the needs of all learners for the 2020-2021 school year.

**Key:** Each standard includes an image of an instructor () and an image of a laptop () to indicate whether the standard was taught in the classroom or remotely. Circling or deleting the appropriate image will best indicate the method of instruction for that standard during the 2019-2020 school year. Deleting both images would mean the standard was not addressed during the 2019-2020 school year.

The major content emphases.

The supporting content emphases.

The additional content emphases.

## Domain: Operations and Algebraic Thinking

### Cluster: Represent and solve problems involving addition and subtraction.

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|  | Grade 2 Learning Standard | Instruction Provided | Grade 2  Comments & Considerations | Connects with Standards in Grade 3 | Grade 3  Reflection & Planning  2020 – 2021 |
| **2.OA.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. | Classroom Internet |  | 3.OA.8 |  |

## Domain: Operations and Algebraic Thinking

### Cluster: Add and subtract within 20.

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|  | Grade 2 Learning Standard | Instruction Provided | Grade 2  Comments & Considerations | Connects with Standards in Grade 3 | Grade 3  Reflection & Planning  2020 – 2021 |
| **2.OA.2**  **Fluency** | Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.  Note: See standard 1.OA.6 for a list of mental strategies. | Classroom Internet |  |  |  |

## Domain: Operations and Algebraic Thinking

### Cluster: Work with equal groups of objects to gain foundations for multiplication.

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|  | Grade 2 Learning Standard | Instruction Provided | Grade 2  Comments & Considerations | Connects with Standards in Grade 3 | Grade 3  Reflection & Planning  2020 – 2021 |
| **2.OA.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 2’s; write an equation to express an even number as a sum of two equal addends. | Classroom Internet |  | 3.OA.1  3.OA.9 |  |
| **2.OA.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. | Classroom Internet |  | 3.OA.1 |  |

# Domain: Number and Operations in Base Ten

# Cluster: Understand place value

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|  | Grade 2 Learning Standard | Instruction Provided | Grade 2  Comments & Considerations | Connects with Standards in Grade 3 | Grade 3  Reflection & Planning  2020 – 2021 |
| **2.NBT.1** | 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:   1. 100 can be thought of as a bundle of ten tens — called a “hundred.” 2. 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). | Classroom Internet |  | 3.NBT.1  3.NBT.3 |  |
| **2.NBT.2** | Count within 1000; skip-count by 5’s, 10’s, and 100’s. | Classroom Internet |  |  |  |
| **2.NBT.3** | Read and write numbers to 1000 using base-ten numerals, number names, and expanded form. | Classroom Internet |  |  |  |
| **2.NBT.4** | Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, and < symbols to record the results of comparisons. | Classroom Internet |  |  |  |

# Domain: Number and Operations in Base Ten

# Cluster: Use place value understanding and properties of operations to add and subtract.

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|  | Grade 2 Learning Standard | Instruction Provided | Grade 2  Comments & Considerations | Connects with Standards in Grade 3 | Grade 3  Reflection & Planning  2020 – 2021 |
| **2.NBT.5**  **Fluency** | Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. | Classroom Internet |  | 3.NBT.2 |  |
| **2.NBT.6** | Add up to four two-digit numbers using strategies based on place value and properties of operations. | Classroom Internet |  |  |  |
| **2.NBT.7** | 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. | Classroom Internet |  | 3.NBT.2 |  |
| **2.NBT.8** | Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900. | Classroom Internet |  | 3.NBT.2 |  |
| **2.NBT.9** | Explain why addition and subtraction strategies work, using place value and the properties of operations.  **Note: Explanations may be supported by drawings or objects.** | Classroom Internet |  |  |  |

# Domain: Measurement and Data

# Cluster: Measure and estimate lengths in standard units.

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|  | Grade 2 Learning Standard | Instruction Provided | Grade 2  Comments & Considerations | Connects with Standards in Grade 3 | Grade 3  Reflection & Planning  2020 – 2021 |
| **2.MD.1** | Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes. | Classroom Internet |  | 3.MD.4  3.MD.5 |  |
| **2.MD.2** | 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. | Classroom Internet |  | 3.NF.1 |  |
| **2.MD.3** | Estimate lengths using units of inches, feet, centimeters, and meters. | Classroom Internet |  |  |  |
| **2.MD.4** | Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard-length unit. | Classroom Internet |  |  |  |

# Domain: Measurement and Data

# Cluster: Relate addition and subtraction to length.

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|  | Grade 2 Learning Standard | Instruction Provided | Grade 2  Comments & Considerations | Connects with Standards in Grade 3 | Grade 3  Reflection & Planning  2020 – 2021 |
| **2.MD.5** | 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. | Classroom Internet |  | 3.MD.2 |  |
| **2.MD.6** | 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. | Classroom Internet |  | 3.NF.2 |  |

# Domain: Measurement and Data

# Cluster: Work with time and money.

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|  | Grade 2 Learning Standard | Instruction Provided | Grade 2  Comments & Considerations | Connects with Standards in Grade 3 | Grade 3  Reflection & Planning  2020 – 2021 |
| **2.MD.7** | Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m. | Classroom Internet |  | 3.MD.1 |  |
| **2.MD.8** | Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ and ¢ symbols appropriately. *Example: If you have 2 dimes and 3 pennies, how many cents do you have?* | Classroom Internet |  |  |  |

# Domain: Measurement and Data

# Cluster: Represent and interpret data.

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|  | Grade 2 Learning Standard | Instruction Provided | Grade 2  Comments & Considerations | Connects with Standards in Grade 3 | Grade 3  Reflection & Planning  2020 – 2021 |
| **2.MD.9** | 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. | Classroom Internet |  | 3.MD.4 |  |
| **2.MD.10** | 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. | Classroom Internet |  | 3.MD.3 |  |

# Domain: Geometry

# Cluster: Reason with shapes and their attributes.

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|  | Grade 2 Learning Standard | Instruction Provided | Grade 2  Comments & Considerations | Connects with Standards in Grade 3 | Grade 3  Reflection & Planning  2020 – 2021 |
| **2.G.1** | Recognize and draw shapes having specified attributes, such as a given number of angles or a given  number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.  **Note: Sizes are compared directly or visually, not compared by measuring.** | Classroom Internet |  | 3.G.1 |  |
| **2.G.2** | Partition a rectangle into rows and columns of same-size squares and count to find the total number of  them. | Classroom Internet |  | 3.MD.6 |  |
| **2.G.3** | 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., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape. | Classroom Internet |  | 3.G.2  3.NF.1 |  |