### SCUCISD Second 2018-2019

<table>
<thead>
<tr>
<th>Grade 2</th>
<th>Assessment Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit 0</strong></td>
<td>Routines and Procedures</td>
</tr>
<tr>
<td><strong>Unit 1</strong></td>
<td>Foundations of Number (14)</td>
</tr>
<tr>
<td><strong>Unit 2</strong></td>
<td>Number Relationships (15)</td>
</tr>
<tr>
<td><strong>Unit 3</strong></td>
<td>Add &amp; Subtract without Algorithms (21)</td>
</tr>
<tr>
<td><strong>Unit 4</strong></td>
<td>Two- and Three-Dimensional Figures (10)</td>
</tr>
<tr>
<td><strong>Unit 5</strong></td>
<td>Fractions (15)</td>
</tr>
<tr>
<td><strong>Unit 6</strong></td>
<td>Add &amp; Subtract with Algorithms (20)</td>
</tr>
<tr>
<td><strong>Unit 7</strong></td>
<td>Data Analysis (10 days)</td>
</tr>
<tr>
<td><strong>Unit 8</strong></td>
<td>Time (7)</td>
</tr>
<tr>
<td><strong>Unit 9</strong></td>
<td>Linear Measurement (11)</td>
</tr>
<tr>
<td><strong>Unit 10</strong></td>
<td>Contextual Multiplication and Division (15)</td>
</tr>
</tbody>
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### Scientific Learning Commonsちら

#### Routines and Procedures
- 2.1ABCDEFG

#### Foundations of Number (14)
- 2.2A, B, C, D, E, F

#### Number Relationships (15)
- 2.4A, 2.5A, B, 2.7A, B, C

#### Add & Subtract without Algorithms (21)
- 2.4A, B, C, D, E, F

#### Two- and Three-Dimensional Figures (10)
- 2.6A, B

#### Fractions (15)
- 2.3A, B, C, D, 2.8E

#### Add & Subtract with Algorithms (20)
- 2.4A, B, C, D

#### Data Analysis (10 days)
- 2.10A, B, C, D

#### Time (7)
- 2.9G

#### Linear Measurement (11)
- 2.9A, B, C, D, E, 2.9E

#### Contextual Multiplication and Division (15)
- 2.6A, B, 2.9F

#### Essential Fractional Understandings (5)
- 2.3A, B, C

#### Personal Financial Literacy (5)
- 2.11A, B, C, D, E, F

### Staff Development

#### New Instructional Approaches
- PLC/Early Release

#### Data Analysis
- October 2018: 12-22
- November 2018: 23-30
- December 2018: 1-10
- January 2019: 11-21
- February 2019: 22-31

### Essential Fractional Understandings (5)

#### Routines and Procedures
- 2.1ABCDEFG

#### Foundations of Number (14)
- 2.2A, B, C, D, E, F

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- 2.4A, 2.5A, B, 2.7A, B, C

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- 2.6A, B, 2.9F

#### Essential Fractional Understandings (5)
- 2.3A, B, C

#### Personal Financial Literacy (5)
- 2.11A, B, C, D, E, F

### Assessment Schedule

#### Sept 4-Sept 21
- BOY Universal Screener

#### Oct 11-12
- CUA#1 - Units 1-2

#### Dec 10-11
- CUA#2 Unit 3-4

#### Dec 10-Jan 11
- MOY Universal Screener

#### Mar 4-6
- CUA#3 Unit 5-7

#### Apr 15-May 26
- EYO Universal Screener

#### May 15-17
- CUA#4 Units 8-11

Data will be pulled 2 days after the testing window

Updated: 10/19/2018
<table>
<thead>
<tr>
<th>Unit 1: Foundation of Place Value</th>
<th>2.2D Use place value to compare and order whole numbers up to 1,200 using comparative language, numbers, and symbols (&gt;, &lt;, or =). Readiness</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 2: Number Relationships</td>
<td>2.4A Recall basic facts to add and subtract within 20 with automaticity. Supporting</td>
</tr>
<tr>
<td></td>
<td>2.4B Classify and sort three-dimensional solids, including spheres, cones, cylinders, rectangular prisms (including cubes as special rectangular prisms), and triangular prisms, based on attributes using formal geometric language. Readiness</td>
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<td></td>
<td>2.4C Solve one-step and multi-step word problems involving addition and subtraction within 1,000 using a variety of strategies based on place value, including algorithms. Readiness</td>
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<td>2.4D Generate and solve problem situations for a given mathematical number sentence involving addition and subtraction of whole numbers within 1,000. Readiness</td>
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<tr>
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<td>2.5A Determine the value of a collection of coins up to one dollar. Readiness</td>
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<td>2.7C Represent and solve addition and subtraction word problems where unknowns may be any one of the terms in the problem. Supporting</td>
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<tr>
<td></td>
<td>2.10C Write and solve one-step word problems involving addition or subtraction using data represented within pictographs and bar graphs with intervals of one or more. Readiness</td>
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<tr>
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<td>2.11A Calculate how money saved can accumulate into a larger amount over time. Supporting</td>
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<td>2.11G Read and write time to the nearest one-minute increment using analog and digital clocks and distinguish between a.m. and p.m. Readiness</td>
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<td>2.1E Create and use representations to organize, record, and communicate mathematical ideas.</td>
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<td>2.1F Analyze mathematical relationships to connect and communicate mathematical ideas.</td>
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<td>2.1G Display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication</td>
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<td>2.1C Select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems.</td>
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<td>2.1D Communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate.</td>
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<td>2.1A Apply mathematics to problems arising in everyday life, society, and the workplace.</td>
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<td>2.1B Use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution.</td>
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