

Standard	Learning Goals/Concepts	Student Performance Objectives	Resources/Activities	Assessments	Terminology	
2.1.2.B.1	Use place-value concepts to represent amounts of tens and ones to compare three digit numbers.	Students will be able to classify numbers up to 20 as even or odd.	GoMath! 2015		ones	
2.1.2.B.2	Use place-value concepts to read, write, and skip count to 1,000.	Students will be able to understand place value.				tens
2.1.2.B.3	Use place-value understanding and properties of operations to add and subtract within 1,000.	<p>Students will be able to use different ways to write numbers.</p> <p>Students will be able to solve problems by finding different combinations of tens and ones to represent 2 digit numbers.</p> <p>Students will be able to use counting patterns within 100 and 1,000.</p>				<p>count on</p> <p>count back</p> <p>digits</p> <p>even numbers</p> <p>odd numbers</p>

Standard	Learning Goals/Concepts	Student Performance Objectives	Resources/Activities	Assessments	Terminology	
2.1.2.B.1	Use place-value concepts to represent amounts of tens and ones and to compare three digit numbers.	Students will be able to group tens as hundreds.	GoMath! 2015		more	
2.1.2.B.2	Use place-value understanding and properties of operations to add and subtract within 1,000.	Students will be able to identify 3-digit numbers using concrete and pictorial models.				fewer
2.1.2.B.2	Use place-value concepts to read, write, and skip count to 1,000.	Students will be able to identify place value of digits in numbers to 1,000.				digits
2.2.2.A.3	Work with equal groups of objects to gain foundations for multiplication.	<p>Students will be able to identify place value of digits in numbers to 1,000.</p> <p>Students will be able to write 3-digit numbers in standard and expanded form.</p> <p>Students will be able to count on and count back by 100.</p> <p>Students will be able to compare 3-digit numbers using symbols.</p>				<p>tens</p> <p>ones</p> <p>hundred</p> <p>thousand</p> <p>compare</p> <p>is equal to</p> <p>is greater than</p> <p>is less than</p>

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2.2.2.A.1	Represent and solve problems involving addition and subtraction within 100.	Students will be able to recognize and use number names.	GoMath! 2015		addition subtraction plus minus equals sums addends differences count on count back
2.2.2.A.2	Use mental strategies to add and subtract within 20.	Students will be able to add whole numbers and decimals.			
2.2.2.A.3	Work with equal groups of objects to gain foundations for multiplication.	Students will be able to add and subtract fluently with basic math facts.			
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Standard	Learning Goals/Concepts	Student Performance Objectives	Resources/Activities	Assessments	Terminology
2.4.2.A.4	Represent and interpret data using line plots, picture graphs, line plots, and bar graphs.	<p>Students will be able to collect and record data in a survey.</p> <p>Students will be able to read picture and bar graphs to interpret data and solve problems.</p> <p>Students will be able to create bar graphs to represent data to solve problems.</p> <p>Students will be able to add and subtract fluently with basic math facts.</p>	GoMath! 2015		<p>survey</p> <p>data</p> <p>picture graph</p> <p>bar graph</p> <p>tally marks</p> <p>more than</p> <p>fewer than</p>

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2.3.2.A.1	Analyze and draw two-dimensional and three-dimensional shapes having specified attributes.	Students will be able to identify three dimensional shapes according to faces, edges, and vertices.	GoMath! 2015		shape
2.3.2.A.2	Use understanding of fractions to partition shapes into halves, quarters, and thirds.	Students will be able to identify 3, 4, 5, 6 sided shapes according to the number of sides and vertices.			cube sphere cylinder
		Students will be able to identify angles in 2-dimensional shapes.			rectangular prism side quadrilateral
		Students will be able to partition rectangles and identify the number of rows and columns.			angle face edge vertex
		Students will be able to identify equal parts as halves, thirds, and fourths.			vertices pentagon hexagon fourths halves
		Students will be able to partition shapes to show halves, thirds, and fourths.			triangle rectangle square

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		<p>Students will be able to solve problems using equal shares.</p> <p>Students will be able to add and subtract fluently with basic math facts.</p>	<p>GoMath! 2015</p>		

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2.2.2.A.1 2.2.2.A.2	Represent and solve problems involving addition and subtraction within 100. Use mental strategies to add and subtract within 20.	<p>Students will be able to break apart addends as 10's and 1's.</p> <p>Students will be able to apply 2-digit addition with and without regrouping.</p> <p>Students will be able to rewrite horizontal addition problems vertically in the standard algorithm format.</p> <p>Students will be able to write equations to represent addition.</p> <p>Students will be able to find sums for 3 and 4 addends.</p> <p>Students will be able to add and subtract fluently with basic math facts.</p>	GoMath! 2015		regroup sum addends digit tens ones

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<p>2.2.2.A.1</p> <p>2.2.2.A.2</p>	<p>Represent and solve problems involving addition and subtraction within 100.</p> <p>Use mental strategies to add and subtract within 20.</p>	<p>Students will be able to break apart ones to subtract.</p> <p>Students will be able to draw pictures to record 2-digit subtraction.</p> <p>Students will be able to apply 2-digit subtraction with and without regrouping.</p> <p>Students will be able to write equations to represent subtraction.</p> <p>Students will be able to solve multi-step problems.</p> <p>Students will be able to add and subtract fluently with basic math facts.</p>	<p>GoMath! 2015</p>		<p>difference</p> <p>regroup</p> <p>tens</p> <p>ones</p> <p>digits</p>
Common District Assessment #2					

Standard	Learning Goals/Concepts	Student Performance Objectives	Resources/Activities	Assessments	Terminology
<p>2.2.2.A.1</p> <p>2.2.2.A.2</p>	<p>Represent and solve problems involving addition and subtraction within 100.</p> <p>Use mental strategies to add and subtract within 20.</p>	<p>Students will be able to use place value concepts for 3-digit addition and subtraction.</p> <p>Students will be able to record 3-digit addition and subtraction with and without regrouping.</p> <p>Students will be able to solve word problems using 3-digit addition and subtraction.</p> <p>Students will be able to use 3-digit subtraction to regroup ones, tens, and hundreds.</p> <p>Students will be able to subtract 3-digit numbers regrouping with zeros.</p> <p>Students will be able to add and subtract fluently with basic math facts.</p>	<p>GoMath! 2015</p>		<p>regroup</p> <p>addends</p> <p>difference</p> <p>hundreds</p> <p>sums</p>

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<p>2.4.2.A.2</p> <p>2.4.2.A.3</p>	<p>Tell and write time to the nearest 5 minutes using both analog and digital clocks.</p> <p>Solve problems and make change using coins and paper currency with appropriate symbols.</p>	<p>Students will be able to identify the value of pennies, nickels, dimes, and quarters.</p> <p>Students will be able to count collections of coins.</p> <p>Students will be able to show one dollar in various ways.</p> <p>Students will be able to identify and record money and amounts greater than one dollar.</p> <p>Students will be able to recognize and write time to the hour and half hour.</p> <p>Students will be able to record time to the nearest 5 minutes.</p> <p>Students will be able to recognize and write time using A.M. and P.M.</p>	<p>GoMath! 2015</p>		<p>count</p> <p>pattern</p> <p>count on</p> <p>penny</p> <p>nickel</p> <p>dime</p> <p>quarter</p> <p>dollar</p> <p>cent sign</p> <p>dollar sign</p> <p>decimal point</p> <p>minutes</p> <p>quarter past</p> <p>noon</p> <p>midnight</p> <p>A.M.</p> <p>P.M.</p>

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<p>2.4.2.A.1</p> <p>2.4.2.A.6</p>	<p>Measure and estimate lengths in standard units using appropriate tools.</p> <p>Extend the concepts of addition and subtraction to problems involving length.</p>	<p>Students will be able to measure objects in inches.</p> <p>Students will be able to make and use a ruler.</p> <p>Students will be able to estimate length in inches.</p> <p>Students will be able to add and subtract in inches.</p> <p>Students will be able to measure objects in feet.</p> <p>Students will be able to identify appropriate tools for measuring lengths.</p> <p>Students will be able to display measurement data.</p>	<p>GoMath! 2015</p>		<p>length</p> <p>longer</p> <p>shorter</p> <p>longest</p> <p>shortest</p> <p>inch</p> <p>foot</p> <p>measuring tape</p> <p>yard stick</p> <p>line plot</p>

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<p>2.4.2.A.1</p> <p>2.4.2.A.6</p>	<p>Measure and estimate lengths in standard units using appropriate tools.</p> <p>Extend the concepts of addition and subtraction to problems involving length.</p>	<p>Students will be able to measure lengths in centimeters.</p> <p>Students will be able to solve problems by adding and subtracting lengths.</p> <p>Students will be able to measure objects in meters.</p> <p>Students will be able to measure and compare lengths of objects.</p> <p>Students will be able to estimate lengths in meters.</p> <p>Students will be able to add and subtract lengths.</p>	<p>GoMath! 2015</p> <p>Getting Ready for Grade 3 Materials and Concepts in Teacher Planning Guide and back of Student Practice Book (2012 edition)</p>	<p></p>	<p>measure</p> <p>length</p> <p>estimate</p> <p>centimeter</p> <p>meter</p>
Common District Assessment #3					

