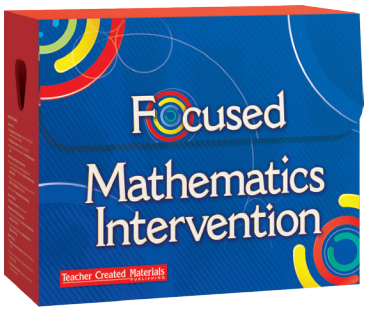

Level 2:
Focused Mathematics Intervention
Lesson Correlations

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Lesson	Domain	Cluster	Standard	Math Practice
Lesson 1: Ones, Tens, and Hundreds	Number & Operations in Base Ten	Understand place value.	**2.NBT.A.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.	• Attend to precision. • Look for and make use of structure. • Look for and express regularity in repeated reasoning.
Lesson 2: Tens and Hundreds	Number & Operations in Base Ten	Understand place value.	**2.NBT.A.1.a**—100 can be thought of as a bundle of ten tens, called a "hundred." **2.NBT.A.1.b**—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).	• Reason abstractly and quantitatively. • Construct viable arguments and critique the reasoning of others. • Model with mathematics. • Look for and make use of structure. • Look for and express regularity in repeated reasoning.
Lesson 3: Skip-Counting	Number & Operations in Base Ten	Understand place value.	**2.NBT.A.2**—Count within 1,000; skip-count by 5s, 10s, and 100s.	• Use appropriate tools strategically. • Model with mathematics. • Look for and make use of structure.
Lesson 4: Numbers to 1,000	Number & Operations in Base Ten	Understand place value.	**2.NBT.A.3**—Read and write numbers to 1,000 using base ten numerals, number names, and expanded form.	• Model with mathematics. • Attend to precision. • Look for and make use of structure.
Lesson 5: Expanded Form	Number & Operations in Base Ten	Understand place value.	**2.NBT.A.3**—Read and write numbers to 1,000 using base-ten numerals, number names, and expanded form.	• Model with mathematics. • Look for and make use of structure. • Look for and express regularity in repeated reasoning.
Lesson 6: Comparing Numbers	Number & Operations in Base Ten	Understand place value.	**2.NBT.A.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.	• Reason abstractly and quantitatively. • Attend to precision. • Look for and make use of structure.
Lesson 7: Adding Within 100	Number & Operations in Base Ten	Use place value understanding and properties of operations to add and subtract.	**2.NBT.B.5**—Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.	• Use appropriate tools strategically. • Look for and make use of structure. • Look for and express regularity in repeated reasoning.
Lesson 8: Subtracting Within 100	Number & Operations in Base Ten	Use place value understanding and properties of operations to add and subtract.	**2.NBT.B.5**—Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.	• Make sense of problems and persevere in solving them. • Reason abstractly and quantitatively. • Model with mathematics. • Attend to precision.

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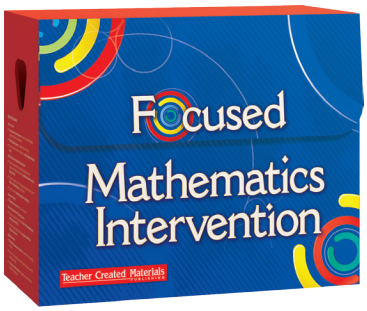

Level 2:
Focused Mathematics Intervention
Lesson Correlations *(cont.)*

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Lesson	Domain	Cluster	Standard	Math Practice
Lesson 9: Adding Multiple Two-Digit Numbers	Number & Operations in Base Ten	Use place value understanding and properties of operations to add and subtract.	**2.NBT.B.6**—Add up to four two-digit numbers using strategies based on place value and properties of operations.	• Make sense of problems and persevere in solving them. • Construct viable arguments and critique the reasoning of others. • Look for and make use of structure. • Look for and express regularity in repeated reasoning.
Lesson 10: Adding and Subtracting 10 and 100	Number & Operations in Base Ten	Use place value understanding and properties of operations to add and subtract.	**2.NBT.B.8**—Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900.	• Reason abstractly and quantitatively. • Model with mathematics. • Look for and make use of structure. • Look for and express regularity in repeated reasoning.
Lesson 11: Adding Within 1,000	Number & Operations in Base Ten	Use place value understanding and properties of operations to add and subtract.	**2.NBT.B.7**—Add and subtract within 1,000, 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.	• Make sense of problems and persevere in solving them. • Look for and make use of structure. • Look for and express regularity in repeated reasoning.
Lesson 12: Subtracting Within 1,000	Number & Operations in Base Ten	Use place value understanding and properties of operations to add and subtract.	**2.NBT.B.7**—Add and subtract within 1,000, 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.	• Use appropriate tools strategically. • Look for and make use of structure. • Look for and express regularity in repeated reasoning.
Lesson 13: Solving Addition Word Problems	Operations & Algebraic Thinking	Represent and solve problems involving addition and subtraction.	**2.OA.A.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.	• Make sense of problems and persevere in solving them. • Construct viable arguments and critique the reasoning of others. • Model with mathematics. • Attend to precision. • Look for and make use of structure.

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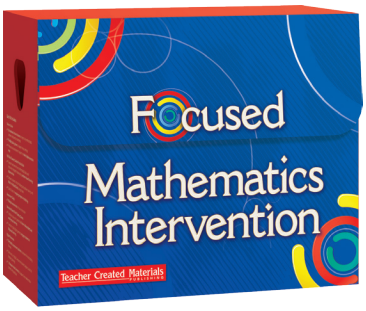

Level 2:
Focused Mathematics Intervention
Lesson Correlations *(cont.)*

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Lesson	Domain	Cluster	Standard	Math Practice
Lesson 14: Solving Subtraction Word Problems	Operations & Algebraic Thinking	Represent and solve problems involving addition and subtraction.	**2.OA.A.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.	• Make sense of problems and persevere in solving them. • Construct viable arguments and critique the reasoning of others. • Model with mathematics. • Attend to precision. • Look for and make use of structure.
Lesson 15: Solving Two-Step Word Problems: Same Operation	Operations & Algebraic Thinking	Represent and solve problems involving addition and subtraction.	**2.OA.A.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.	• Make sense of problems and persevere in solving them. • Construct viable arguments and critique the reasoning of others. • Model with mathematics. • Attend to precision. • Look for and make use of structure.
Lesson 16: Solving Two-Step Word Problems: Different Operations	Operations & Algebraic Thinking	Represent and solve problems involving addition and subtraction.	**2.OA.A.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.	• Make sense of problems and persevere in solving them. • Model with mathematics. • Attend to precision. • Look for and make use of structure.
Lesson 17: Odd and Even Numbers	Operations & Algebraic Thinking	Work with equal groups of objects to gain foundations for multiplication.	**2.OA.C.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 2s; write an equation to express an even number as a sum of two equal addends.	• Make sense of problems and persevere in solving them. • Model with mathematics. • Attend to precision. • Look for and make use of structure.
Lesson 18: Repeated Addition Using Arrays	Operations & Algebraic Thinking	Work with equal groups of objects to gain foundations for multiplication.	**2.OA.C.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.	• Make sense of problems and persevere in solving them. • Model with mathematics. • Look for and make use of structure.
Lesson 19: Bar Graphs	Measurement & Data	Represent and interpret data.	**2.MD.D.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.	• Reason abstractly and quantitatively. • Model with mathematics. • Attend to precision.
Lesson 20: Measuring Length	Measurement & Data	Measure and estimate lengths in standard units.	**2.MD.A.1**—Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.	• Make sense of problems and persevere in solving them. • Use appropriate tools strategically. • Attend to precision.
Lesson 21: Measuring with Two Units	Measurement & Data	Measure and estimate lengths in standard units.	**2.MD.A.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.	• Make sense of problems and persevere in solving them. • Use appropriate tools strategically. • Attend to precision.

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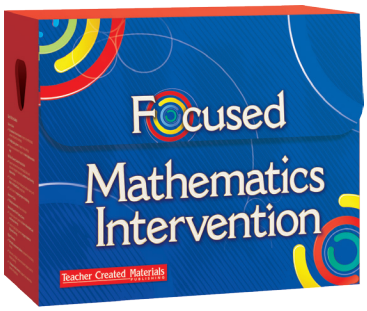

Level 2:
Focused Mathematics Intervention
Lesson Correlations *(cont.)*

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Lesson	Domain	Cluster	Standard	Math Practice
Lesson 22: Estimating Length	Measurement & Data	Measure and estimate lengths in standard units.	**2.MD.A.3**—Estimate lengths using units of inches, feet, centimeters, and meters.	• Make sense of problems and persevere in solving them. • Attend to precision. • Look for and make use of structure. • Look for and express regularity in repeated reasoning.
Lesson 23: Finding Differences in Length	Measurement & Data	Measure and estimate lengths in standard units.	**2.MD.A.4**—Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.	• Make sense of problems and persevere in solving them. • Model with mathematics. • Use appropriate tools strategically. • Attend to precision.
Lesson 24: Adding in Measurement Word Problems	Measurement & Data	Relate addition and subtraction to length.	**2.MD.B.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.	• Make sense of problems and persevere in solving them. • Reason abstractly and quantitatively. • Model with mathematics. • Attend to precision.
Lesson 25: Subtracting in Measurement Word Problems	Measurement & Data	Relate addition and subtraction to length.	**2.MD.B.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.	• Make sense of problems and persevere in solving them. • Reason abstractly and quantitatively. • Model with mathematics. • Attend to precision.
Lesson 26 Number Lines	Measurement & Data	Relate addition and subtraction to length.	**2.MD.B.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.	• Make sense of problems and persevere in solving them. • Construct viable arguments and critique the reasoning of others. • Model with mathematics. • Use appropriate tools strategically. • Look for and make use of structure.
Lesson 27: Telling Time	Measurement & Data	Work with time and money.	**2.MD.C.7**—Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.	• Reason abstractly and quantitatively. • Use appropriate tools strategically. • Attend to precision. • Look for and make use of structure.
Lesson 28: Solving Money Problems	Measurement & Data	Work with time and money.	**2.MD.C.8**—Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ and ¢ symbols appropriately.	• Make sense of problems and persevere in solving them. • Attend to precision. • Look for and express regularity in repeated reasoning. • Look for and make use of structure.

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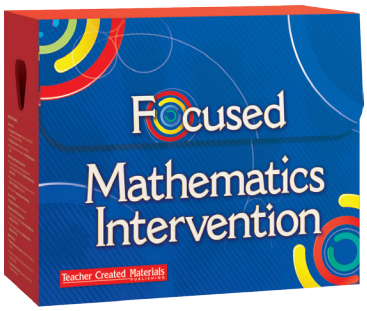

Level 2:
Focused Mathematics Intervention
Lesson Correlations *(cont.)*

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Lesson	Domain	Cluster	Standard	Math Practice
Lesson 29: Shapes and Their Attributes	Geometry	Reason with shapes and their attributes.	**2.G.A.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.	• Reason abstractly and quantitatively. • Attend to precision. • Look for and make use of structure.
Lesson 30: Partitioning Shapes	Geometry	Reason with shapes and their attributes.	**2.G.A.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.	• Make sense of problems and persevere in solving them. • Attend to precision. • Construct viable arguments and critique the reasoning of others.

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