BRIDGES® IN MATHEMATICS

Missouri Alignment Guide

MO Domains	Clusters & Standards	Bridges Units	Number Corner	CCSS Correlations
Number Sense & Operations in Base Ten	**2.NBT.A Understand place value of three digit numbers**			
	2.NBT.A.1 Understand three-digit numbers are composed of hundreds, tens and ones.	2, 3, 5, 8	Dec, May	2.NBT.1
	2.NBT.A.2 Understand that 100 can be thought of as 10 tens called a hundred.	2, 3, 5	Nov, Dec, May	2.NBT.1
	2.NBT.A.3 Count within 1000 by 1s, 10s and 100s starting with any number.	1, 2, 3, 5, 7, 8	Sep-Feb, Apr, May	2.NBT.2
	2.NBT.A.4 Read and write numbers to 1000 using number names, base-ten numerals and expanded form.	2, 3, 4, 7, 8	Sep-May	2.NBT.3
	2.NBT.A.5 Compare two three-digit numbers using the symbols >, = or <.	2, 3, 4, 5, 7, 8	Oct, Dec	2.NBT.4
	2.NBT.B Use place value understanding and properties of operations to add and subtract.			
	2.NBT.B.6 Demonstrate fluency with addition and subtraction within 100.	2, 3, 4, 7, 8	Jan-Apr	2.NBT.5, 2.NBT.9
	2.NBT.B.7 Add up to four two-digit numbers.	2, 3, 4, 7	Dec, Jan, Mar	2.NBT.6
	2.NBT.B.8 Add or subtract within 1000, and justify the solution.	2, 5, 7, 8	Sep-May	2.NBT.7
	2.NBT.B.9 Use the relationship between addition and subtraction to solve problems.	2, 5, 7, 8	Sep-May	2.NBT.7
	2.NBT.B.10 Add or subtract mentally 10 or 100 to or from a given number within 1000.	2, 5, 7, 8	Sep-Feb, Apr-May	2.NBT.8
	2.NBT.C Represent and solve problems involving addition and subtraction.			
	2.NBT.C.11 Write and solve problems involving addition and subtraction within 100.	1, 2, 3, 4, 7, 8	Sep, Jan, Feb, Mar	2.OA.1

GRADE 2

MO Domains	Clusters & Standards	Bridges Units	Number Corner	CCSS Correlations
Relationship & Algebraic Thinking	**2.RA.A Add and subtract within 20.**			
	2.RA.A.1 Demonstrate fluency with addition and subtraction within 20.	1, 2, 3, 4	Sep-May	2.OA.2
	2.RA.A Add and subtract within 20.			
	2.RA.B.2 Determine if a set of objects has an odd or even number of members. Count by 2s to 100 starting with any even number. Express even numbers as pairings/groups of 2, and write an expression to represent the number using addends of 2. Express even numbers as being composed of equal groups and write an expression to represent the number with 2 equal addends.	1, 2, 3, 4, 5	Sep-Nov, Jan	2.OA.3 See note below
	2.RA.B.3 Find the total number of objects arranged in a rectangular array with up to 5 rows and 5 columns, and write an equation to represent the total as a sum of equal addends.	1, 2, 4, 6	Sep-Jan, Apr-May	2.OA.4

MO Domains	Clusters & Standards	Bridges Units	Number Corner	CCSS Correlations
Geometry & Measurement	**2.GM.A Reason with shapes and their attributes.**			
	2.GM.A.1 Recognize and draw shapes having specified attributes, such as a given number of angles or sides. Identify triangles, quadrilaterals, pentagons, hexagons, circles and cubes. Identify the faces of three-dimensional objects.	1, 6	Dec, Mar	2.G.1
	2.GM.A.2 Partition a rectangle into rows and columns of same-size squares and count to find the total number of squares.	1, 6	Apr, May	2.G.2
	2.GM.A.3 Partition circles and rectangles into two, three or four equal shares, and describe the shares and the whole. Demonstrate that equal shares of identical wholes need not have the same shape.	1, 6, 7	Nov-Apr	2.G.3
	2.GM.B Measure and estimate lengths in standard units.			
	2.GM.B.4 Measure the length of an object by selecting and using appropriate tools.	1, 3, 4, 7, 8	Apr, May	2.MD.1
	2.GM.B.5 Analyze the results of measuring the same object with different units.	4, 8	Nov	2.MD.2
	2.GM.B.6 Estimate lengths using units of inches, feet, yards, centimeters and meters.	3, 4, 7, 8	Nov	2.MD.3
	2.GM.B.7 Measure to determine how much longer one object is than another.	2, 3, 4, 5, 7, 8	Apr, May	2.MD.4
	2.GM.C Relate addition and subtraction to length.			
	2.GM.C.8 Use addition and subtraction within 100 to solve problems involving lengths that are given in the same units.	2, 3, 4, 5, 8	Apr	2.MD.5
	2.GM.C.9 Represent whole numbers as lengths on a number line, and represent whole-number sums and differences within 100 on a number line.	1, 2, 3, 4, 5, 7, 8	Sep-May	2.MD.6
	2.GM.D Work with time and money			
	2.GM.D.10 Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.		Sep-Nov, Feb	2.MD.7
	2.GM.D.11 Describe a time shown on a digital clock as representing hours and minutes, and relate a time shown on a digital clock to the same time on an analog clock.		Sep-Nov, Feb	2.MD.7
	2.GM.D.12 Find the value of combinations of dollar bills, quarters, dimes, nickels and pennies, using $ and ¢ appropriately.	1, 5, 6, 7	Mar	2.MD.8
	2.GM.D.13 Find combinations of coins that equal a given amount.	1, 5, 6, 7	Mar	2.MD.8

MO Domains	Clusters & Standards	Bridges Units	Number Corner	CCSS Correlations
Data & Statistics	**2.DS.A Represent and interpret data.**			
	2.DS.A.1 Create a line plot to represent a set of numeric data, given a horizontal scale marked in whole numbers.	8	Apr, May	2.MD.9
	2.DS.A.2 Generate measurement data to the nearest whole unit, and display the data in a line plot.	8	Apr, May	2.MD.9
	2.DS.A.3 Draw a picture graph or a bar graph to represent a data set with up to four categories.	1, 3, 5, 6, 7, 8	Dec, Jan	2.MD.10
	2.DS.A.4 Solve problems using information presented in line plots, picture graphs and bar graphs.	1, 3, 5, 6, 7, 8	Dec, Jan	2.MD.10
	2.DS.A.5 Draw conclusions from line plots, picture graphs and bar graphs.	1, 3, 5, 6, 7, 8	Dec, Jan, Apr, May	2.MD.10

Notes:

2.RA.B.2 Determine if a set of objects has an odd or even number of members. Count by 2s to 100 starting with any even number. Express even numbers as pairings/groups of 2, and write an expression to represent the number using addends of 2. Express even numbers as being composed of equal groups and write an expression to represent the number with 2 equal addends. Writing expressions is specified in this new Missouri standard. Previous standards called for equations. Both are introduced and developed in Units 1-5 and September, November & January Number Corner, including repeated addition and multiplication experiences.