bridges in mathematics

GRADE 2

Bridges & Number Corner Third Edition

CORRELATIONS

2021 Oregon Mathematics Standards

number corner

2 Mathematical Practice Standards

Standard	Descriptor	Citations	
This list of citations is not exhaustive. We have provided citations to demonstrate students have many opportunities throughout the curriculum to engage in the practice standards.			
1	Make sense of problems and persevere in solving them.	**Bridges in Mathematics** Unit 1: M4 S2; M4 S2 Unit 2: M3 S7 Unit 3: M1 S2; M2 S1; M3 S6 Unit 4: M1 S1; M3 S3; M4 S1 Unit 5: M1 S2; M2 S4 Unit 6: M1 S5; M3 S2; M4 S3 Unit 7: M2 S2; M3 S4; M4 S4 Unit 8: M1 S3; M2 S2; M3 S5	**Number Corner** October: Number Line February: Number Line March: Number Line
2	Reason abstractly and quantitatively.	**Bridges in Mathematics** Unit 1: M1 S4; M2 S1 Unit 2: M1 S4; M3 S5 Unit 3: M1 S3; M3 S2; M4 S3 Unit 4: M3 S1 Unit 5: M1 S4; M2 S2 Unit 6: M2 S5; M3 S4 Unit 7: M3 S1 Unit 8: M1 S4	**Number Corner** September: Calendar Grid October: Daily Rectangle November: Daily Rectangle December: Daily Rectangle January: Calendar Collector February: Computational Fluency March: Calendar Grid, Calendar Collector, Computational Fluency April: Calendar Grid, Daily Rectangle, Computational Fluency
3	Construct viable arguments and critique the reasoning of others.	**Bridges in Mathematics** Unit 1: M3 S5 Unit 2: M1 S3; M4 S2 Unit 3: M2 S2; M3 S4 Unit 4: M1 S1; M2 S2; M3 S4 Unit 5: M1 S3; M2 S2; M3 S4 Unit 6: M1 S2; M2 S1; M4 S3 Unit 7: M1 S2; M4 S2 Unit 8: M1 S5; M2 S3	**Number Corner** November: Calendar Grid, Calendar Collector December: Calendar Collector January: Calendar Collector February: Calendar Grid, Daily Rectangle March: Daily Rectangle

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4	Model with mathematics.	**Bridges in Mathematics** Unit 1: M1 S1; M4 S4 Unit 2: M1 S3; M3 S5 Unit 3: M1 S4; M4 S2 Unit 4: M3 S5; M4 S1 Unit 6: M2 S4 Unit 7: M2 S3; M3 S3 Unit 8: M2 S5; M3 S2; M3 S4	**Number Corner** September: Daily Rectangle December: Calendar Collector January: Calendar Collector April: Calendar Collector May: Calendar Collector
5	Use appropriate tools strategically.	**Bridges in Mathematics** Unit 1: M1 S1; M2 S1 Unit 2: M1 S5; M2 S2 Unit 3: M1 S2 Unit 4: M1 S4; M4 S2; M3 S3 Unit 6: M2 S4; M4 S4 Unit 7: M1 S2; M4 S1 Unit 8: M2 S5; M3 S2; M4 S2	**Number Corner** November: Calendar Collector
6	Attend to precision.	**Bridges in Mathematics** Unit 2: M1 S3; M2 S2 Unit 3: M3 S6 Unit 4: M1 S2; M2 S4 Unit 5: M1 S1; M2 S1 Unit 6: M1 S3; M3 S3 Unit 7: M1 S3 Unit 8: M1 S4; M2 S1	**Number Corner** September: Calendar Collector December: Calendar Grid

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7	Look for and make use of structure.	**Bridges in Mathematics** Unit 1: M1 S2; M2 S2; M4 S1 Unit 2: M1 S1; M2 S4; M3 S1 Unit 3: M1 S5; M3 S1 Unit 4: M2 S1; M4 S2 Unit 5: M2 S1; M3 S3 Unit 6: M2 S1; M3 S5 Unit 7: M2 S2; M3 S5 Unit 8: M1 S2; M4 S3	**Number Corner** September: Computational Fluency, Number Line October: Calendar Grid, Daily Rectangle, Number Line November: Computational Fluency December: Daily Rectangle, Computational Fluency, Number Line January: Daily Rectangle, Computational Fluency, Number Line February: Computational Fluency, Number Line March: Calendar Grid, Calendar Collector, Computational Fluency April: Calendar Grid, Computational Fluency, Number Line
8	Look for and express regularity in repeated reasoning.	**Bridges in Mathematics** Unit 1: M1 S2; M4 S1 Unit 2: M1 S1; M3 S3 Unit 3: M1 S4; M2 S5 Unit 4: M3 S4; M4 S4 Unit 5: M2 S5; M3 S3; M4 S2 Unit 6: M2 S3 Unit 7: M1 S1; M2 S1 Unit 8: M1 S1	**Number Corner** September: Computational Fluency October: Calendar Grid, Computational Fluency November: Computational Fluency, Number Line December: Computational Fluency, Number Line January: Computational Fluency, Number Line February: Calendar Collector, Daily Rectangle March: Number Line May: Daily Rectangle

2 OA — Algebraic Reasoning: Operations

Standard	Descriptor	Citations	
2.OA.A Represent and solve problems involving addition and subtraction.			
2.OA.A.1	Represent and solve problems involving addition and subtraction.	**Bridges in Mathematics** Unit 1: M4 S4 Unit 3: M2 S1; M2 S2; M3 S1; M3 S3; M3 S4; M3 S5; M3 S7, M4 S1 Unit 4: M3 S2; M3 S5; M3 S6; M4 S1; M4 S2 Unit 7: M4 S1	**Number Corner** September: Calendar Grid March: Number Line April: Number Line May: Calendar Grid, Calendar Collector
2.OA.B Add and subtract within 20.			
2.OA.B.2	Fluently add and subtract within 20 using accurate, efficient, and flexible strategies and algorithms based on place value and properties of operations.	**Bridges in Mathematics** Unit 1: M2 S1; M2 S2; M2 S3; M2 S4; M2 S5; M3 S1; M3 S2; M3 S3; M3 S4; M3 S5; M4 S3 Unit 2: M1 S2; M2 S1; M2 S3 Unit 4: M2 S4; M4 S2; M4 S3; M4 S4	**Number Corner** September: Computational Fluency October: Computational Fluency November: Computational Fluency December: Computational Fluency January: Computational Fluency February: Computational Fluency March: Computational Fluency April: Computational Fluency May: Computational Fluency

Standard	Descriptor	Citations	
2.OA.C Work with equal groups of objects to gain foundations for multiplication.			
2.OA.C.3	Determine whether a group up to 20 objects has an odd or even number by pairing objects or counting them by 2s; record using drawings and equations including expressing an even number as a sum of two equal addends.	**Bridges in Mathematics** Unit 1: M2 S1; M3 S2 Unit 2: M4 S3 Unit 5: M4 S1; M4 S2; M4 S3; M4 S4	**Number Corner** September: Daily Rectangle
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.	**Bridges in Mathematics** Unit 2: M4 S1; M4 S2 Unit 4: M4 S2; M4 S3; M4 S4 Unit 6: M3 S4	**Number Corner** October: Daily Rectangle November: Daily Rectangle December: Daily Rectangle January: Daily Rectangle April: Daily Rectangle May: Daily Rectangle

2 NBT — Numeric Reasoning: Base Ten Arithmetic

Standard	Descriptor	Citations	
2.NBT.A Understand place value.			
2.NBT.A.1	Understand 100 as a bundle of ten tens and that the three digits of a three-digit number represent amounts of hundreds, tens, and ones.	**Bridges in Mathematics** Unit 2: M1 S1; M1 S5; M1 S6; M2 S2 Unit 3: M3 S2 Unit 5: M1 S1; M1 S2; M1 S3; M1 S4; M3 S1; M3 S2 Unit 7: M3 S1 Unit 8: M1 S2	**Number Corner** November: Number Line December: Number Line
2.NBT.A.2	Count within 1000; skip-count by 5s, 10s, and 100s.	**Bridges in Mathematics** Unit 1: M2 S3; M4 S3 Unit 2: M1 S4; M2 S1; M3 S2; M3 S4 Unit 5: M1 S2; M1 S3; M1 S5; M2 S1; M2 S4; M3 S3; M3 S5	**Number Corner** September: Calendar Collector October: Calendar Collector September: Number Line October: Number Line November: Number Line December: Number Line January: Number Line February: Number Line
2.NBT.A.3	Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.	**Bridges in Mathematics** Unit 2: M1 S1; M1 S4; M1 S5 Unit 3: M3 S2 Unit 5: M1 S4; M1 S5; M3 S1; M3 S2 Unit 8: M1 S1; M1 S2	**Number Corner** December: Number Line
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.	**Bridges in Mathematics** Unit 2: M1 S1; M1 S5 Unit 3: M3 S2 Unit 5: M1 S1; M1 S4; M1 S5; M2 S6; M3 S2 Unit 8: M1 S1; M1 S4	**Number Corner** October: Number Line

Standard	Descriptor	Citations	
2.NBT.B Use place value understanding and properties of operations to add and subtract.			
2.NBT.B.5	Fluently add & subtract within 100 using accurate, efficient, & flexible strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.	**Bridges in Mathematics** Unit 2: M1 S3; M1 S4; M2 S3; M2 S4 Unit 3: M1 S1; M1 S2; M1 S3; M1 S4; M1 S5; M3 S1; M3 S2; M3 S3; M3 S5; M3 S6 Unit 4: M1 S6; M3 S5 Unit 7: M2 S1	**Number Corner** March: Number Line April: Number Line
2.NBT.B.6	Add up to four two-digit numbers using strategies based on place value and properties of operations and describe how two different strategies result in the same sum.	**Bridges in Mathematics** Unit 3: M3 S4; M4 S1 Unit 4: M2 S3; M3 S2; M3 S3; M3 S4 Unit 7: M1 S5; M3 S4	**Number Corner** December: Daily Rectangle January: Daily Rectangle March: Number Line
2.NBT.B.7	Add and subtract within 1000 using concrete or visual representations and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. Relate the strategy to a written method and explain why sometimes it is necessary to compose or decompose tens or hundreds.	**Bridges in Mathematics** Unit 4: M3 S4 Unit 5: M1 S3 Unit 7: M1 S1; M1 S4; M1 S5; M2 S2; M3 S2; M3 S3; M3 S4; M3 S5 Unit 8: M1 S3; M1 S4; M1 S5; M1 S6	**Number Corner** January: Number Line February: Daily Rectangle March: Daily Rectangle, Number Line May: Number Line

Standard	Descriptor	Citations	
2.NBT.B Use place value understanding and properties of operations to add and subtract.			
2.NBT.B.8	Without having to count, mentally find 10 more or 10 less and 100 more or 100 less than a given three-digit number.	**Bridges in Mathematics** Unit 5: M3 S2; M3 S3; M3 S5	**Number Corner** November: Number Line January: Number Line May: Calendar Grid, Number Line
2.NBT.B.9	Explain why strategies to add and subtract work using properties of operations and the relationship between addition and subtraction.	**Bridges in Mathematics** Unit 3: M1 S4; M1 S5; M2 S5; M3 S1; M3 S2; M3 S6 Unit 4: M3 S5 Unit 7: M1 S1; M2 S2; M2 S4; M2 S5; M3 S2; M3 S4; M4 S5 Unit 8: M1 S3	**Number Corner** February: Daily Rectangle March: Number Line, Daily Rectangle

2 GM — Geometric Reasoning and Measurement

Standard	Descriptor	Citations	
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 a given number of equal faces.	**Bridges in Mathematics** Unit 1: M1 S2; M1 S3 Unit 6: M1 S1; M1 S2; M1 S3; M1 S4; M1 S5; M2 S2; M3 S1; M3 S1	**Number Corner** December: Calendar Grid March: Calendar Grid
2.GM.A.2	Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.	**Bridges in Mathematics** Unit 6: M2 S5; M3 S2; M3 S3; M3 S4	**Number Corner** April: Daily Rectangle May: Daily Rectangle
2.GM.A.3	Partition circles and rectangles into two, three, or four equal parts. Recognize that equal parts of identical wholes need not have the same shape.	**Bridges in Mathematics** Unit 6: M4 S1; M4 S2; M4 S3; M4 S4; M4 S5 Unit 7: M4 S2; M4 S3; M4 S4	**Number Corner** December: Calendar Grid January: Calendar Grid February: Calendar Grid March: Calendar Grid April: Calendar Grid
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 measurement tools.	**Bridges in Mathematics** Unit 2: M3 S2 Unit 4: M1 S1; M1 S2; M1 S4; M1 S5; M2 S1; M2 S2; M3 S3 Unit 7: M1 S3; M1 S4 Unit 8: M2 S1; M2 S2; M3 S3; M3 S6	
2.GM.B.5	Measure the length of an object using two different length units and describe how the measurements relate to the size of the unit chosen.	**Bridges in Mathematics** Unit 4: M1 S2; M2 S1; M3 S1; M3 S2	**Number Corner** November: Calendar Collector

Standard	Descriptor	Citations	
2.GM.B Measure and estimate lengths in standard units.			
2.GM.B.6	Estimate lengths using units of inches, feet, yards, centimeters, and meters.	**Bridges in Mathematics** Unit 4: M1 S1; M1 S2; M1 S3; M1 S5; M2 S2; M3 S3 Unit 7: M1 S2; M1 S3; M1 S4 Unit 8: M3 S5	
2.GM.B.7	Measure two objects and determine the difference in their lengths in terms of a standard-length unit.	**Bridges in Mathematics** Unit 4: M2 S3 Unit 7: M1 S5 Unit 8: M2 S4; M2 S5; M3 S1; M3 M2; M3 S4; M4 S1	**Number Corner** April: Calendar Collector
2.GM.C Relate addition and subtraction to length.			
2.GM.C.8	Use addition and subtraction within 100 to solve problems in authentic contexts involving lengths that are given in the same units.	**Bridges in Mathematics** Unit 3: M2 S3 Unit 4: M1 S6; M3 S4; M3 S5 Unit 7: M1 S5	
2.GM.C.9	Represent whole number lengths on a number line diagram; use number lines to find sums and differences within 100.	**Bridges in Mathematics** Unit 2: M3 S1; M3 S3; M3 S4; M3 S5; M3 S6 Unit 3: M1 S2; M2 S1; M2 S2; M2 S4 Unit 5: M3 S4	**Number Corner** September: Computational Fluency October: Number Line January: Number Line April: Number Line

Standard	Descriptor	Citations	
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.	**Number Corner** September: Calendar Collector October: Calendar Collector November: Calendar Grid February: Calendar Collector	
2.GM.D.11	Solve problems in authentic contexts involving dollar bills, quarters, dimes, nickels, and pennies, using $ (dollars) and c (cents) symbols appropriately.	**Bridges in Mathematics** Unit 5: M2 S1; M2 S2; M2 S3; M2 S4; M2 S5; M2 S6 Unit 7: M2 S3	**Number Corner** March: Calendar Collector, Number Line

2 DR — Data Reasoning

Standard	Descriptor	Citations	
2.DR.A Pose investigative questions and collect/consider data.			
2.DR.A.1	Generate questions to investigate situations within the classroom. Collect or consider data that can naturally answer questions by using measurements with whole-number units.	**Bridges in Mathematics** Unit 3: M2 S1 Unit 8: M2 S4; M3 S1; M3 S3; M4 S2	**Number Corner** April: Calendar Collector
2.DR.B Analyze, represent, and interpret data.			
2.DR.B.2	Analyze data with a single-unit scale and interpret information presented to answer investigative questions.	**Bridges in Mathematics** Unit 1: M1 S4 Unit 3: M4 S2; M4 S3 Unit 5: M4 S2; M4 S3; M4 S3 Unit 8: M2 S5; M3 S2; M3 S4; M4 S3	**Number Corner** December: Calendar Collector January: Calendar Grid, Calendar Collector April: Calendar Collector