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Acknowledgments

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Answer Key

Unit 1 Number Sense

Lesson 1 *Place Value* pp. 8–11

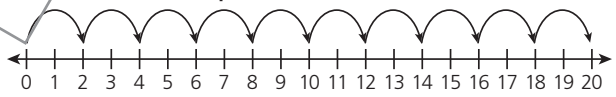
1. B [2.NBT.1.a]
2. D [2.NBT.1.b]
3. C [2.NBT.1]
4. B [2.NBT.1]
5. C [2.NBT.1.a]
6. D [2.NBT.1.b]
7. B [2.NBT.1]
8. Constructed response [2.NBT.1]
   5
9. Constructed response [2.NBT.1.a]
   100
10. Constructed response [2.NBT.1.b]
    6 hundreds, 0 tens, and 0 ones
11. Extended response [2.NBT.1]
    Part A: 983
    Part B: *Explanations may vary but should say something like the following:* A three-digit number has ones, tens, and hundreds. The ones are on the right. The tens are next on the left. And the hundreds are on the left. This number has 3 ones, so 3 is on the right. It has 8 tens, so 8 is the middle digit. It has 9 hundreds, so 9 is the digit on the left. The number is 983.
12. Extended response [2.NBT.1.b]
    Part A: Hundreds: 5
    Tens: 0
    Ones: 0
    Part B: *Explanations may vary but should say something like the following:* The 0's are placeholders. The 0 in the tens place shows there are 0 tens. The 0 in the ones place shows there are 0 ones.

Lesson 2 *Reading and Writing Numbers* pp. 12–15

1. A [2.NBT.3]
2. C [2.NBT.3]
3. C [2.NBT.3]
4. A [2.NBT.3]
5. B [2.NBT.3]
6. Constructed response [2.NBT.3]
   Aaron is not correct. *Explanations may vary but should say something like the following:* Aaron wrote the number as the sum of the digits. Expanded form shows the sum of the values of the places. He should have written 100 + 70 + 8.
7. Constructed response [2.NBT.3]
   Ninety-four
8. Constructed response [2.NBT.3]
   700 + 30 + 8
9. Extended response [2.NBT.3]
   Part A: 100 + 2
   Part B: *Explanations may vary but should say something like the following:* There is a 1 in the hundreds place. This shows 100. There is a 0 in the tens place. So there are no tens. There is a 2 in the ones place. This shows 2. I wrote the number as the sum of the values of the places: 100 + 2.
10. Extended response [2.NBT.3]
    Part A: 628
    Part B: Six hundred twenty-eight

Lesson 3 *Counting* pp. 16–19

1. B [2.NBT.2]
2. D [2.NBT.2]
3. D [2.NBT.2]
4. A [2.NBT.2]
5. B [2.NBT.2]
6. Constructed response [2.NBT.2]
   40, 45, 50, 55, 60, 65, 70, 75, 80
7. Constructed response [2.NBT.2]
   0, 10, 20, 30, 40, 50
8. Constructed response [2.NBT.2]



9. Extended response [2.NBT.2]
   Part A: By 10's
   Part B: 4, 14, 24, 34, 44. *Explanations may vary but should say something like the following:* Katy is skip counting by 10's. To skip count by 10's, add 10 to each number to get the next one. Bill starts at 4: 4 + 10 = 14; 14 + 10 = 24; 24 + 10 = 34; 34 + 10 = 44.

Lesson 4 *Comparing Numbers* pp. 20–23

1. C [2.NBT.4]
2. B [2.NBT.4]
3. D [2.NBT.4]
4. A [2.NBT.4]
5. B [2.NBT.4]
6. Constructed response [2.NBT.4]
   Pack A
7. Constructed response [2.NBT.4]
   753 > 729, 729 < 753

Common Core State Standards for Mathematics, Grade 2

Operations and Algebraic Thinking 2.OA

Represent and solve problems involving addition and subtraction.

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.

Add and subtract within 20.

2. Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.

Work with equal groups of objects to gain foundations for multiplication.

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.
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.

Number and Operations in Base Ten 2.NBT

Understand place value.

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. Understand the following as special cases:
   a. 100 can be thought of as a bundle of ten tens—called a "hundred."
   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).
2. Count within 1000; skip-count by 5s, 10s, and 100s.
3. Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.
4. Compare two three-digit numbers based on meaning of the hundreds, tens, and ones digits, using $>$, $=$, and $<$ symbols to record the results of comparisons.

Use place value understanding and properties of operations to add and subtract.

5. Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.
6. Add up to four two-digit numbers using strategies based on place value and properties of operations.

Skills Analysis for Practice Test

MC = Multiple Choice = 1 pt
CR = Constructed Response = up to 2 pt
ER = Extended Response = up to 3 pt

Student Name		Operations and Algebraic Thinking MC: #1, 7, 12, 25 CR: #36, 37, 45 *10 points possible*	Number and Operations in Base Ten MC: #2, 3, 4, 5, 6, 8, 10, 13, 17, 19, 26, 28 CR: #31, 34, 38, 42, 43, 47, 49 ER: #51 *29 points possible*	Measurement and Data MC: #9, 14, 15, 20, 21, 22, 23, 24, 27, 30 CR: #32, 33, 35, 40, 41, 46, 48 ER: #52 *27 points possible*	Geometry MC: #11, 16, 18, 29 CR: #39, 44, 50 ER: #53 *13 points possible*	TOTAL SCORE *79 points possible*