



A Beginning-of-Year Success Plan for Educators

Go Math! Grade 2

As schools enter the 2020-2021 academic year, educators will be challenged with meeting students' needs for the current calendar year while addressing learning gaps produced as a result of COVID-19 related school closures.

Working with the International Center for Leadership in Education (ICLE), HMH has identified the highest priority standards for you to focus on. These priority standards are built from hundreds of projects with thousands of educators around the country, which consistently show that prioritizing standards results in learning gains for ALL students, particularly students who are behind, and regardless of whether they have experienced disrupted learning.

Using these priority standards, HMH has developed this HMH Essential Content Framework as a guidance document as educators use the *Go Math!* planning resources and tools to guide their instruction beginning in Fall 2020.

The enclosed HMH Essential Content Framework allows educators to focus on those standards most critical to a student's success in achieving grade level proficiency and above, as well as providing specific content from the prior grade that can be used for scaffolding and reteaching.

Use this Essential Content Framework in conjunction with your school or district's scope and sequence documentation to identify critical skills, on-grade lessons, and expected prior-year learning that supports these standards.

Determining Student Needs

Understand the Options

Get to know what skill strengths and challenges your students are bringing to the classroom at the beginning of the year.

- Consult data or feedback from the last academic year. Reach out to the previous grade's teachers to find out whether there are any tips that you should consider as you start the year.
- As you begin each *Go Math!* chapter, use the **Show What You Know, Lesson Quick Check**, and related formative and summative assessments to diagnose your student's intervention levels.

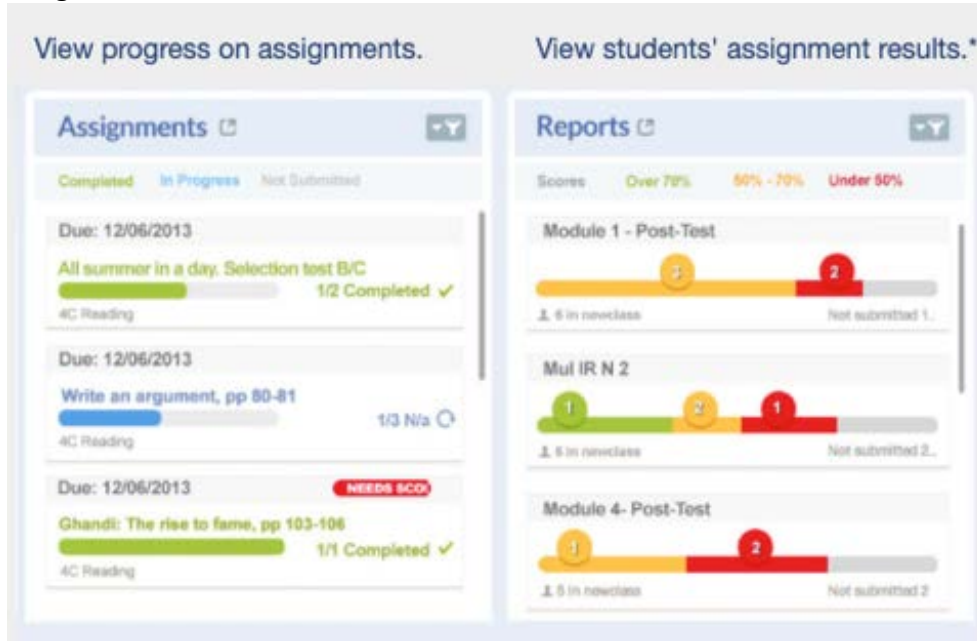
- Then use the *Go Math!* RtI resources or refer to this Essential Content Framework for prior year lessons and resources you might assign to your students for remediation.



- As assignments are completed, use the Quick Reports to view progress toward standards by clicking the “Class Program” tab.



- Explore other Assignment and Assessment Reports in Go Math for insight into students' progress on assignments and their results.



- Learn to look for patterns. After students have completed an assessment, review the reports available for the class and individual students.

Review Priority Skills and Standards

Organized in a way to supplement the *Go Math!* Planning Guide, this Essential Content Framework is intended to provide instructional plans and access to lessons and interventions that will allow for students' learning gaps to be addressed throughout the school year.

- Identify the on grade-level lessons aligned with the HMH Priority Standards and, based on what you know about your class assessment reports, choose those prior-year lessons most appropriate for the majority of students in your class.
- Prior to beginning a chapter, use the on-grade chapter's **Show What You Know, Lesson Quick Check exercises**, and assessments to identify any learning gaps among the students. You can then use the prior-year lessons online to address these learning gaps.
- Based on your findings, you can also use the differentiated instruction resources in the Chapter Resources, Prerequisite Skills activities in the Teacher Edition, and RtI Intervention Options for each chapter to meet additional students' needs.
- During a lesson, use the Formative Assessment options from each lesson to determine the student's current success with the lesson's learning objective.

**Using this Essential Content Framework**

The Essential Content Framework that follows is for grade 2 *Go Math!* and covers those HMH Priority Standards identified for grade 2. Each HMH Priority Standard is followed by the lessons within the *Go Math!* Chapters that address that priority standard.

For each on-grade HMH Priority Standard, the prior learning lessons are also listed, allowing you to identify *Go Math!* resources you can use to prepare students for the on-grade level lessons.

Chapters 1, 7, and 10 of grade 2 *Go Math!* do not cover an HMH Priority Standard. You should consider your own school's or district's scope and sequence for grade 2 to decide when to teach these chapters.

Grade 2 Priority Standards and Prerequisite Learning Lessons

Grade-Level Priority Standard	Current Grade 2 Lessons	Prior Learning Lessons
Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.	Lessons 3.1–3.7	Lessons 1.8, 2.9, 3.9, 3.12, 4.6, 5.1, 8.7
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.	Lessons 3.10, 3.11	Lesson 3.12
Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using $>$, $=$, and $<$ symbols to record the results of comparisons.	Lessons 2.11, 2.12	Lesson 7.4
Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.	Lessons 4.1–4.8, 5.1–5.8	Lessons 8.2, 8.3, 8.7, 8.9



Grade-Level Priority Standard	Current Grade 2 Lessons	Prior Learning Lessons
Add and subtract within 1000, 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.	Lessons 6.1– 6.10	Lessons 8.2, 8.3, 8.7, 8.9
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.	Lessons 3.8, 3.9, 4.9, 4.10, 5.9–5.11	Lessons 5.1, 8.8
Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.	Lesson 8.9	Lessons 10.1-10.7
Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.	Lesson 9.7	Lessons 9.3, 9.5
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.	Lessons 8.5, 9.4	Lesson 9.5



Grade-Level Priority Standard	Current Grade 2 Lessons	Prior Learning Lessons
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.	Lessons 11.1–11.6	Lessons 12.1, 12.2
Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.	Lesson 11.7	Lessons 12.8–12.10
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.	Lessons 11.8–11.11	Lessons 12.8–12.10

Use the following links to access prior learning lessons:

[Grade 1 Student Edition](#)

[Grade 1 Teacher Edition](#)

If you are unable to access content from other grade levels on ThinkCentral, click My Account. If additional grade levels do not appear as a clickable option, contact your district's ThinkCentral Administrator. Rostering help is available on the [HMH Back to School Support](#) site.

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