



Standards-Based Assessment + Instruction

**PROBLEM SOLVING**  
FOR THE | **21<sup>ST</sup> CENTURY**

BUILT FOR THE  
**COMMON CORE**

**Illustrative Math Alignments**  
Grade 2

1. Login to Exemplars Library: [library.exemplars.com](http://library.exemplars.com) with your school e-mail and password
2. Select the Grade 2 Unit you are working on:
  - [Unit 1: Adding, Subtracting, and Working with Data](#)
  - [Unit 2: Adding and Subtracting within 100](#)
  - [Unit 3: Measuring Length](#)
  - [Unit 4: Addition and Subtraction on the Number Line](#)
  - [Unit 5: Numbers to 1,000](#)
  - [Unit 6: Geometry, Time, and Money](#)
  - [Unit 7: Adding and Subtracting within 1,000](#)
  - [Unit 8: Equal Groups](#)
  - [Unit 9: Putting It All Together](#)
3. Once you are in the correct Unit, click on the task name, which is directly linked to the Exemplars Library where you can download a printer-friendly PDF and lesson planning sheet for the corresponding task.
4. [Looking for ideas on how to find time to integrate Exemplars tasks into your IM Curriculum? We've got you covered!](#)

**\*\* Note: You must be logged into the Exemplars Library to access the tasks in this document.**

## Illustrative Math: Grade 2

### Unit 1: Adding, Subtracting, and Working with Data

Section A: Add and Subtract Within 20 (Lessons 1-6)	Section B: Ways to Represent Data (Lessons 7-12)	Section C: Diagrams to Compare (Lessons 13-18)
<p>*The first section of lessons focus on the strategy of making ten for adding and subtracting in order to help students gain fluency with facts within 20 as well as to support work with larger numbers. This allows the teacher to gather information about students' skills and understanding before entering into more complex tasks.</p>	<p><a href="#">Painting or Drawing</a></p>	<p>Continue with tasks from Unit 1 Section B.</p>
	<p><a href="#">Painting a Room</a></p>	
	<p><a href="#">Picnic Drink</a></p>	
	<p><a href="#">Favorite Season</a></p>	
	<p>Summative Assessment Task: <a href="#">What Color?</a></p>	

## Illustrative Math: Grade 2

Unit 2: Adding and Subtracting within 100

Section A: Add and Subtract (Lessons 1-4)	Section B: Decompose to Subtract (Lessons 5-10)	Section C: Represent and Solve Story Problems (Lessons 11-16)
<a href="#">Autumn Leaves</a> (Take From, Result Unknown)	Use tasks from Unit 2 Section A.	<a href="#">Ladybugs and Spiders</a> (Put Together, Total Unknown)
<a href="#">Selling Flowers</a> (Take From, Result Unknown)		<a href="#">Mom's Purse</a> (Add to, Result Unknown; Take From, Change Unknown)
<a href="#">Longer Than a Year</a> (Put Together/Take Apart, Addends Unknown)		<a href="#">Oh, Nuts!</a> (Put Together/Take Apart, Addend Unknown)
Summative Assessment Task: <a href="#">Barnyard Buddies</a> (Put Together, Total Unknown)		<a href="#">Anthony's Pennies</a> (Add to, Start Unknown)
		<a href="#">Helping Grandmother</a> (Put Together, Total Unknown; Take From, Result Unknown)
		<a href="#">Buying Beads</a> (Put Together/Take Apart, Total Unknown)
		Summative Assessment Task: <a href="#">On the Beach</a> (Put Together, Total Unknown; Put Together, Addend Unknown)

## Illustrative Math: Grade 2

### Unit 3: Measuring Length

Section A: Metric Measurement (Lessons 1-7)	Section B: Customary Measurement (Lessons 8-13)	Section C: Line Plots (Lessons 14-18)
<a href="#">Growing Sunflowers</a>	<a href="#">Catching Fish</a>	Use tasks from Unit 1 Section B or tasks from earlier in Unit 3.
<a href="#">Pencils and Markers</a>	Summative Assessment Task: <a href="#">Paper Clip Chains</a>	
	<a href="#">Racing Snails</a>	
	<a href="#">A New Yellow Pencil</a>	
	<a href="#">Making Bookmarks With Ribbon</a>	
	<a href="#">Making Necklaces</a>	
	<a href="#">A Windy Day</a>	
	<a href="#">Fred D. Croaker</a>	
	Summative Assessment Task: <a href="#">Name Tags</a>	

## Illustrative Math: Grade 2

Unit 4: Addition and Subtraction on the Number Line

**Section A:**  
The Structure of the Number Line  
(Lessons 1-6)

See tasks from Unit 2. (Students will be able to begin to apply the number line as a representation.)

**Section B:**  
Add and Subtract on a Number Line  
(Lessons 7-15)

See tasks from Unit 2. (Students will be able to begin to apply the number line as a representation.)

## Illustrative Math: Grade 2

### Unit 5: Numbers to 1,000

Section A: The Value of Three Digits (Lessons 1-7)	Section B: Compare and Order Numbers within 1,000 (Lessons 8-14)
See tasks from previous units.	<a href="#">A Big Backyard Bird Count</a>
	<a href="#">How Much Is a Name Worth?</a>
	<a href="#">Jonah's Pages</a>
	<a href="#">Same or Different?</a>
	Summative Assessment Task: <a href="#">Routes to the City</a>
	<a href="#">Reading About Motorcycles</a>
	<a href="#">A Lot of Pages</a>
	<a href="#">Earning a Box of Markers</a>
	<a href="#">Reading Aloud</a>
	Summative Assessment Task: <a href="#">Singing Songs</a>
	<a href="#">Reading a Dinosaur Book</a>

## Illustrative Math: Grade 2

### Unit 6: Geometry, Time, and Money

Section A: Attributes of Shapes (Lessons 1-5)	Section B: Halves, Thirds, and Fourths (Lessons 6-10)	Section C: Time on the Clock (Lessons 11-14)	Section D: The Value of Money (Lessons 15-21)
<a href="#">Paper Clips and Cubes</a>	<a href="#">Building a Bird House</a>	See tasks from previous units.	<a href="#">Buying Gumballs</a>
<a href="#">Craft Stick Shapes</a>	<a href="#">Pan of Cornbread</a>		<a href="#">What's in Their Hands?</a>
<a href="#">Pasta and Gumdrops</a>	<a href="#">A Messy Painting Table</a>		<a href="#">A Pocketful of Coins</a>
<a href="#">A Design of 29</a>	<a href="#">Buying a Blueberry Pie</a>		<a href="#">Pom-Pom Animals</a>
Summative Assessment Task: <a href="#">Sticks and Pebbles</a>	Summative Assessment Task: <a href="#">Two Fruit Bars</a>		Summative Assessment Task: <a href="#">How Much Money?</a>
			<a href="#">Matching Money</a>

## Illustrative Math: Grade 2

### Unit 7: Adding and Subtracting within 1,000

<b>Section A:</b> Add and Subtract within 1,000 without Composition or Decomposition (Lessons 1-5)	<b>Section B:</b> Add within 1,000 using Place Value Strategies (Lessons 6-11)	<b>Section C:</b> Subtract within 1,000 using Place Value Strategies (Lessons 12-18)
<a href="#">A New Video Game</a> (Put Together, Total Unknown; Put Together/Take Apart, Addend Unknown)	Use tasks from Unit 7 Section A.	<a href="#">Apples for Students</a> (Put Together, Total Unknown; Put Together/Take Apart, Addend Unknown)
<a href="#">Collecting Postage Stamps</a> (Put Together, Total Unknown; Put Together/Take Apart, Addend Unknown)		<a href="#">Stuffed Animal Collection</a> (Put Together, Total Unknown; Put Together/Take Apart, Addend Unknown)
<a href="#">Packets of Daisy Seeds</a> (Put Together, Total Unknown; Put Together/Take Apart, Addend Unknown)		<a href="#">Car Trip</a> (Put Together/Take Apart, Addend Unknown)
<a href="#">Summative Assessment Task: One Thousand Seashells</a> (Put Together, Total Unknown; Put Together/Take Apart, Addend Unknown)		<a href="#">Beanbag Toss</a> (Put Together, Both Addends Unknown)
		<a href="#">Feather Collection</a> (Add to, Start with Unknown)

## Illustrative Math: Grade 2

Unit 7: Adding and Subtracting within 1,000 (continued)

Section A: Add and Subtract within 1,000 without Composition or Decomposition (Lessons 1-5)	Section B: Add within 1,000 using Place Value Strategies (Lessons 6-11)	Section C: Subtract within 1,000 using Place Value Strategies (Lessons 12-18)
		<a href="#">How Many Students?</a> (Put Together, Total Unknown; Put Together/Take Apart, Addend Unknown)
		<a href="#">Marbles for Lucas</a> (Put Together, Total Unknown)
		<a href="#">Sharing Stickers</a> (Put Together/Take Apart, Addend Unknown)
		Summative Assessment Task: <a href="#">Puzzle Pieces</a> (Put Together, Total Unknown; Put Together/Take Apart, Addend Unknown)
		Summative Assessment Task: <a href="#">A Food Drive</a> (Put Together/Take Apart, Addend Unknown)
		Summative Assessment Task: <a href="#">Snack Bars for School</a> (Put Together, Total Unknown; Put Together/Take Apart, Addend Unknown)

## Illustrative Math: Grade 2

### Unit 8: Equal Groups

Section A: Odd and Even (Lessons 1-6)	Section B: Rectangular Arrays (Lessons 7-13)
<a href="#">Go Fish</a>	<a href="#">Nickels for a Treat</a>
<a href="#">Oops!</a>	<a href="#">Sarah's Garden</a>
<a href="#">Helping a Friend</a>	<a href="#">Beads for Pins</a>
<a href="#">Correcting the Teacher!</a>	<a href="#">Books About Dinosaurs</a>
<a href="#">Summative Assessment Task: Cars and Trucks</a>	<a href="#">Cars in a Case</a>
	<a href="#">Summative Assessment Task: Dimes for a Basketball</a>
	<a href="#">Cages for Sick Dogs</a>
	<a href="#">Square Earring Boxes</a>
	<a href="#">Sixteen Paper Squares</a>
	<a href="#">A Case for Arrowheads</a>
	<a href="#">Summative Assessment Task: Tiles on a Box Top</a>

## Illustrative Math: Grade 2

### Unit 9: Putting It All Together

Section A: Fluency Within 20 and Measurement (Lessons 1-4)	Section B: Numbers to 1,000 (Lessons 5-8)	Section C: Create and Solve Story Problems (Lessons 9-13)
See tasks from Unit 3.	Use tasks from Unit 7 Section C or below.	Use tasks from Unit 7 Section C.
	<a href="#">SUMthing Fun!</a>	
	<a href="#">Addition Puzzle</a>	
	<a href="#">Tricky Math</a>	
	<a href="#">A Homework Problem</a>	
	<a href="#">Solve It!</a>	

## Integrating Exemplars Tasks into Illustrative Mathematics

When using a high-quality instructional resource like *Illustrative Mathematics*, it can initially feel overwhelming to determine how and when to incorporate opportunities for students to extend their learning—especially through performance tasks from *Exemplars*. There is no single “right” way to integrate *Exemplars* tasks into the *Illustrative Mathematics* resource.

Many factors will influence your approach, including:

- The amount of time available for math instruction and assessment
- The goals of the unit, section, or lesson, and
- Your students’ backgrounds, knowledge, and prior experiences.

### General Considerations

If your math instructional block exceeds 60 minutes, you may have more flexibility to incorporate an Exemplars task that aligns with the current lesson, section, or unit goals—or that reinforces a previously taught concept.

If your instructional time is 60 minutes or less, consider the following strategies:

- **Build in additional lesson days** that focus solely on an Exemplars task. Since the IM pacing guide for Grade 2, for instance, recommends 136–167 instructional days (out of a typical 180-day school year), the remaining days can be distributed throughout units to make space for performance tasks.
- **Omit optional lessons** within IM to create room for deeper exploration using Exemplars tasks.
- **Substitute the final unit, “Putting It All Together,”** with Exemplars tasks. In Grade 2, this could provide up to 15 additional days that can be redistributed across the school year.

### Embedding Exemplars Tasks into Daily Instruction

You might also choose to substitute one or more activities within a lesson with an Exemplars problem-solving task—especially if it aligns closely with the lesson’s learning goal. *(Follow below for suggestions for a Grade 2 unit)*

Other flexible options for using Exemplars tasks include:

- Alongside Center Activities and Practice Problems
- As a homework opportunity
- In place of a Section Checkpoint for formative assessment
- Alongside or in place of a Unit Assessment for summative purposes

### Grade 2 Lesson Specific Ideas

The following are possible opportunities to substitute one or more Illustrative Mathematics activities with an Exemplars Task. It is important to consider the lesson goals and what experiences your students will most benefit from.

#### Unit 2: Adding and Subtracting within 100

Lesson	Considerations for Activities to be Substituted	Exemplars Task Options
1	Activity 1-Fun at the Zoo Activity 2-More Fun at the Zoo	<a href="#">Autumn Leaves</a>
4	Activity 2-Revisit Five in a Row—Add within 100 with Composing	<a href="#">Autumn Leaves</a> <a href="#">Selling Flowers</a> <a href="#">Longer Than a Year</a> <a href="#">Summative Assessment Task: Barnyard Buddies</a>

Lesson	Considerations for Activities to be Substituted	Exemplars Task Options
10	Activity 2-Centers: Choice Time	<a href="#">Autumn Leaves</a> <a href="#">Selling Flowers</a> <a href="#">Longer Than a Year</a> <a href="#">Summative Assessment Task: Barnyard Buddies</a>
11	Activity 2-The Seeds of Greatness	<a href="#">Anthony's Pennies</a>
14	Activity 1-Put It All Together Activity 2-Make Sense of 2 Steps	<a href="#">Ladybugs and Spiders</a> <a href="#">Mom's Purse</a> <a href="#">Oh, Nuts!</a> <a href="#">Helping Grandmother</a> <a href="#">Buying Beads</a> <a href="#">Summative Assessment Task: On the Beach</a>
16	Activity 2-Centers: Choice Time	<a href="#">Ladybugs and Spiders</a> <a href="#">Mom's Purse</a> <a href="#">Oh, Nuts!</a> <a href="#">Helping Grandmother</a> <a href="#">Buying Beads</a>

Exemplars performance tasks can extend students' learning seamlessly within the *Illustrative Mathematics* resource because in addition to their alignment to the Common Core standards, they share a focus for developing deep conceptual understanding along with a balance of procedural concepts and application to real-world problems. To learn more about how these resources work together, check out our Case Study [here](#).