Louisiana Guide to Illustrative Mathematics

Grade 2

To assist teachers with the implementation of the Illustrative Mathematics curriculum for Grade 2, this document provides multiple layers of guidance regarding how Illustrative Mathematics lessons correlate with the Louisiana Student Standards for Mathematics (LSSM). Illustrative Mathematics is a focused, coherent math curriculum that provides ample instructional guidance for teachers. This Louisiana Guide to Implementing Illustrative Mathematics goes a step further to point out places in which teachers may need to make strategic decisions considering student needs and time availability by offering a suggested pacing calendar, highlighting the prerequisite standards and grade level standards by unit, detailing standards by lesson, and showcasing the alignment to the Louisiana Student Standards for Mathematics.

The guidance document is considered a “living” document. We believe that educators will find ways to make improvements to the guidance document as they use it. Please send feedback to STEM@la.gov.

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Grade 2 Suggested Implementation Calendar

Grade 2	Unit	Approximate Number of Days	Number of Lessons
Weeks 1-4	Unit 1: Adding, Subtracting, and Working with Data	20 Days	18 Lessons
Weeks 5-8	Unit 2: Adding and Subtracting within 100	18 Days	16 Lessons
Weeks 9-12	Unit 3: Measuring Length	20 Days	18 Lessons
Weeks 13-16	Unit 4: Addition and Subtraction on the Number Line	17 Days	15 Lessons
Weeks 17-19	Unit 5: Numbers to 1,000	15 Days	14 Lessons
Weeks 20-24	Unit 6: Geometry, Time, and Money	23 Days	21 Lessons
Weeks 25-28	Unit 7: Adding and Subtracting within 1,000	20 Days	18 Lessons
Weeks 29-31	Unit 8: Equal Groups	15 Days	13 Lessons
Weeks 32-34	Unit 9: Putting It All Together	15 Days	13 Lessons

Alignment to Louisiana Student Standards for Mathematics

Focus in the Standards

Not all content at given grades is emphasized equally in the standards. Some clusters require greater emphasis than others based on the depth of ideas, the time that they take to master, and/or their importance to future mathematics or the demands of college and career readiness. More time in these areas is also necessary for students to meet the Louisiana Standards for Mathematical Practices. To say that some things have greater emphasis is not to say that anything in the standards can safely be neglected in instruction. Neglecting material will leave gaps in student skill and understanding and may leave students unprepared for the challenges of a later grade. Students should spend the large majority of their time on the major work on the grade (■). Supporting work (◘) and, where appropriate, additional work (○) can engage students in the major work of the grade.

Grade 2: Standards by Unit								
Unit 1	**Unit 2**	**Unit 3**	**Unit 4**	**Unit 5**	**Unit 6**	**Unit 7**	**Unit 8**	**Unit 9**
2.OA.A.1 2.OA.B.2 2.NBT.A.2 2.NBT.B.5 2.MD.D.10	2.MD.D.10 2.NBT.A.2 2.NBT.B.5 2.NBT.B.6 2.NBT.B.9 2.OA.A.1 2.OA.B.2	2.OA.A.1 2.OA.B.2 2.MD.A.1 2.MD.A.2 2.MD.A.3 2.MD.A.4 2.MD.B.5 2.MD.B.6 2.MD.D.9 2.NBT.A.2 2.NBT.B.5	2.OA.A.1 2.MD.B.5 2.MD.B.6 2.NBT.A.2 2.NBT.B.5	2.OA.B.2 2.MD.B.6 2.NBT.A.1.a 2.NBT.A.1.b 2.NBT.A.2 2.NBT.A.3 2.NBT.A.4 2.NBT.B.5 2.NBT.B.8	2.MD.A.1 2.MD.C.7 2.MD.C.8 2.NBT.A.1 2.NBT.A.2 2.NBT.A.3 2.NBT.B.5 2.NBT.B.6 2.NBT.B.8 2.G.A.1 2.G.A.3	2.MD.D.10 2.NBT.A.1 2.NBT.A.2 2.NBT.A.3 2.NBT.A.4 2.NBT.B.5 2.NBT.B.6 2.NBT.B.7 2.NBT.B.8 2.NBT.B.9	2.NBT.A.2 2.NBT.B.7 2.NBT.B.8 2.OA.B.2 2.OA.C.3 2.OA.C.4 2.G.A.2	2.MD.A.1 2.MD.A.3 2.MD.A.4 2.MD.B.5 2.MD.D.9 2.NBT.B.5 2.NBT.B.7 2.NBT.B.9 2.OA.A.1 2.OA.B.2
Prerequisite Standards: 1.NBT.C.4, 1.OA.A.1, 1.OA.C.6, 1.MD.C.4, 1.OA.C.5, 1.OA.C.6, 2.MD.D.10		1.MD.A.2			1.G.A.1 1.G.A.2 1.MD.B.3	2.NBT.A.2	2.OA.B.2	

Standards by Lesson

Grade 2: Standards by Lesson	
Unit 1 Lessons	**Standards**
1	2.OA.B.2
2	2.OA.B.2
3	2.OA.B.2
4	2.OA.B.2
5	2.NBT.B.5
6	2.NBT.B.5, 2.OA.B.2
7	2.MD.D.10
8	2.MD.D.10
9	2.MD.D.10
10	2.MD.D.10

11	2.MD.D.10, 2.OA.B.2
12	2.MD.D.10, 2.NBT.B.5, 2.OA.B.2
13	2.MD.D.10, 2.OA.B.2
14	2.MD.D.10, 2.OA.A.1
15	2.OA.A.1, 2.OA.B.2
16	2.OA.A.1, 2.OA.B.2
17	2.MD.D.10, 2.NBT.A.2, 2.NBT.B.5
18	2.MD.D.10, 2.OA.A.1, 2.OA.B.2
Unit 2 Lessons	**Standards**
1	2.MD.D.10, 2.NBT.B.5, 2.OA.A.1
2	2.NBT.A.2, 2.NBT.B.5, 2.NBT.B.9
3	2.NBT.B.5, 2.OA.A.1
4	2.NBT.B.5, 2.OA.B.2
5	2.NBT.B.5, 2.OA.B.2

6	2.NBT.B.5
7	2.NBT.B.5, 2.NBT.B.6, 2.NBT.B.9
8	2.NBT.B.5, 2.NBT.B.9
9	2.NBT.B.5
10	2.NBT.B.5, 2.NBT.B.9, 2.OA.B.2
11	2.NBT.B.5, 2.OA.A.1
12	2.NBT.B.5, 2.OA.A.1
13	2.NBT.B.5, 2.OA.A.1
14	2.NBT.B.5, 2.OA.A.1
15	2.NBT.B.5, 2.OA.A.1, 2.OA.B.2
16	2.NBT.B.5, 2.NBT.B.6, 2.OA.A.1
Unit 3 Lessons	**Standards**
1	2.MD.A.1, 2.MD.A.2
2	2.MD.A.1, 2.MD.A.4

3	2.MD.A.1, 2.MD.A.4, 2.MD.B.6, 2.NBT.B.5
4	2.MD.A.1, 2.MD.A.3
5	2.MD.A.1, 2.MD.A.2, 2.MD.A.3, 2.NBT.A.2
6	2.MD.B.5, 2.NBT.B.5, 2.OA.A.1, 2.OA.B.2
7	2.MD.A.1, 2.MD.A.3, 2.NBT.B.5, 2.OA.A.1
8	2.MD.A.1, 2.MD.A.3
9	2.M, D.A.1, 2.MD.A.2, 2.MD.A.3
10	2.MD.B.5, 2.MD.B.6, 2.OA.B.2
11	2.MD.B.5, 2.NBT.B.5, 2.OA.A
12	2.MD.B.5, 2.NBT.B.5
13	2.MD.A.1, 2.MD.A.3, 2.MD.A.4, 2.NBT.B.5, 2.OA.B.2
14	2.MD.A.1, 2.MD.D.9
15	2.MD.A.1, 2.MD.D.9, 2.NBT.B.5
16	2.MD.D.9, 2.NBT.B.5

17	2.MD.A.1, 2.MD.A.3, 2.MD.A.4, 2.MD.D.9, 2.NBT.B.5, 2.OA.B.2
18	2.MD.A.1, 2.MD.A.4, 2.MD.B.5, 2.MD.B.6, 2.MD.D.9, 2.OA.B.2
Unit 4 Lessons	**Standards**
1	2.MD.B.6
2	2.MD.B.6, 2.NBT.A.2
3	2.MD.B.6, 2.NBT.A.2
4	2.MD.B.6, 2.NBT.B.5
5	2.MD.B.6
6	2.MD.B.6, 2.NBT.A.2, 2.NBT.B.5
7	2.MD.B.6
8	2.MD.B.6, 2.NBT.A.2
9	2.MD.B.5, 2.MD.B.6, 2.NBT.B.5
10	2.MD.B.6, 2.NBT.B.5

11	2.MD.B.6, 2.NBT.B.5
12	2.MD.B.6, 2.NBT.B.5, 2.OA.A.1
13	2.MD.B.5, 2.MD.B.6, 2.NBT.B.5, 2.OA.A.1
14	2.MD.B.6, 2.NBT.B.5
15	2.MD.B.6, 2.NBT.B.5, 2.OA.A.1
Unit 5 Lessons	**Standards**
1	2.NBT.A.1, 2.NBT.A.1.a, 2.NBT.A.2
2	2.NBT.A..1, 2.NBT.A.1.b, 2.NBT.A.2
3	2.NBT.A.1, 2.NBT.A.1.a, 2.NBT.A.1.b, 2.NBT.A.2, 2.NBT.B.5
4	2.NBT.A.1, 2.NBT.A.3
5	2.NBT.A.1, 2.NBT.A.3, 2.NBT.A.4
6	2.NBT.A.3
7	2.MD.B.6, 2.NBT.A, 2.NBT.A.1.a, 2.NBT.A.4, 2.NBT.B.5, 2.OA.B.2
8	2.MD.B.6, 2.NBT.A.1, 2.NBT.A.2

9	2.MD.B.6, 2.NBT.A.1, 2.NBT.A.4
10	2.NBT.A.4, 2.NBT.B.8
11	2.NBT.A.1, 2.NBT.A.3, 2.NBT.A.4
12	2.NBT.A.1, 2.NBT.A.4, 2.NBT.B.8
13	2.NBT.A, 2.NBT.A.1, 2.NBT.A.4
14	2.NBT.A.1, 2.NBT.A.2
Unit 6 Lessons	**Standards**
1	2.G.A.1
2	2.G.A.1
3	2.G.A.1, 2.MD.A.1
4	2.G.A.1
5	2.G.A.1, 2.NBT.A.3, 2.NBT.B.5
6	2.G.A.1, 2.G.A.3

7	2.G.A.3
8	2.G.A.3, 2.NBT.A.2
9	2.G.A.3, 2.MD.C.7, 2.NBT.A.2
10	2.G.A.1, 2.NBT.A.1
11	2.MD.C.7
12	2.MD.C.7, 2.NBT.A.2
13	2.MD.C.7
14	2.G.A, 2.G.A.1, 2.NBT.B.5, 2.NBT.B.6
15	2.MD.C.8, 2.NBT.A.2, 2.NBT.B.5, 2.NBT.B.6, 2.NBT.B.8
16	2.MD.C.8, 2.NBT.A.2, 2.NBT.B.5
17	2.MD.C.8, 2.NBT.B.5, 2.NBT.B.6
18	2.MD.C.8, 2.NBT.B.5, 2.OA.A.1
19	2.MD.C.8, 2.NBT.B.5, 2.OA.A.1
20	2.G.A, 2.G.A.1, 2.MD.C.8, 2.NBT.B.5, 2.NBT.B.6

21	2.G.A.1, 2.MD.C.8, 2.NBT.B.5, 2.OA.A.1
Unit 7 Lessons	**Standards**
1	2.NBT.A.2, 2.NBT.B.7, 2.NBT.B.8
2	2.NBT.A.2, 2.NBT.B.7
3	2.NBT.B.7
4	2.NBT.B.7, 2.NBT.B.8, 2.NBT.B.9
5	2.NBT.A, 2.NBT.A.4, 2.NBT.B.7
6	2.NBT.B.5, 2.NBT.B.7
7	2.NBT.B.5, 2.NBT.B.7, 2.NBT.B.8
8	2.NBT.B.7, 2.NBT.B.9
9	2.NBT.B.7, 2.NBT.B.9
10	2.NBT.B.7, 2.NBT.B.9
11	2.NBT.B.6, 2.NBT.B.7
12	2.NBT.A.1, 2.NBT.A.3, 2.NBT.B.7

13	2.NBT.B.7, 2.NBT.B.9
14	2.NBT.A.1, 2.NBT.B.7, 2.NBT.B.9
15	2.NBT.A.2, 2.NBT.B.7, 2.NBT.B.9
16	2.NBT.A.1, 2.NBT.B.7, 2.NBT.B.9
17	2.NBT.B.7, 2.NBT.B.8
18	2.MD.D.10, 2.NBT.B.7, 2.NBT.B.8, 2.NBT.B.9
Unit 8 Lessons	**Standards**
1	2.OA.C, 2.OA.C.3
2	2.OA.C, 2.OA.C.3
3	2.OA.C.3
4	2.OA.B.2, 2.OA.C.3
5	2.OA.B.2, 2.OA.C.3
6	2.NBT.A.2, 2.NBT.B.7, 2.NBT.B.8, 2.OA.B.2, 2.OA.C.4
7	2.OA.B.2, 2.OA.C.3, 2.OA.C.4

8	2.OA.B.2, 2.OA.C.3, 2.OA.C.4
9	2.OA.B.2, 2.OA.C.3, 2.OA.C.4
10	2.NBT.A.2, 2.OA.B.2, 2.OA.C.3, 2.OA.C.4
11	2.G.A.2, 2.OA.C.3, 2.OA.C.4
12	2.G.A.2, 2.OA.C.4
13	2.NBT.A.2, 2.NBT.B.7
Unit 9 Lessons	**Standards**
1	2.OA.B.2
2	2.OA.B.2
3	2.MD.A.1, 2.MD.A.4, 2.MD.B.5, 2.OA.B.2
4	2.MD.A.1, 2.MD.D.9, 2.NBT.B.5, 2.OA.B.2
5	2.NBT.A.1
6	2.NBT.A.1, 2.NBT.A.3
7	2.NBT.B.5, 2.NBT.B.7

8	2.NBT.B.5, 2.NBT.B.7
9	2.NBT.B.5, 2.NBT.B.9, 2.OA.A.1
10	2.NBT.B.5, 2.OA.A.1
11	2.NBT.B.5, 2.OA.A.1
12	2.NBT.B.5, 2.OA.A.1
13	2.NBT.A, 2.NBT.B.5, 2.OA.A.1

Louisiana Alignment		
Standard Code	Standard Language	Aligned Lessons
2.OA.A.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.	Unit 1 Lessons 15, 16, 18 Unit 2 Lessons 1, 3, 11, 12, 13, 14, 15, 16 Unit 3 Lessons 6, 7 Unit 4 Lessons 12, 13, 15 Unit 6 Lessons 18, 19, 21 Unit 9 Lessons 9, 10, 11, 12, 13
2.OA.B.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.	Unit 1 Lessons 1, 2, 3, 4, 6, 11, 12, 13, 15, 16, 18 Unit 2 Lessons 4, 5, 10, 15 Unit 3 Lessons 6, 10, 13, 17, 18 Unit 5 Lesson 7 Unit 8 Lessons 4, 5, 6, 7, 8, 9, 10, Unit 9 Lessons 1, 2, 3, 4
2.OA.C.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.	Unit 8 Lessons 2, 3, 4, 5, 7, 8, 9, 10, 11
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.	Unit 8 Lessons 7, 8, 9, 10, 11, 12

2.NBT.A.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:	Unit 5 Lessons 1,3, 4, 5, 8, 9, 11, 12, 13, 14 Unit 6 Lesson 10 Unit 7 Lessons 12, 14, 16 Unit 9 Lessons 5, 6
2.NBT.A.1a	100 can be thought of as a bundle of ten tens — called a “hundred.”	Unit 5 Lessons 1, 2, 3, 7
2.NBT.A.1b	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).	Unit 5 Lessons 2, 3
2.NBT.A.2	Count within 1000; skip-count by 5s, 10s, and 100s.	Unit 1 Lesson 17 Unit 2 Lesson 2 Unit 3 Lesson 5 Unit 4 Lessons 2, 3, 6, 8 Unit 5 Lessons 1, 2, 3, 8, 14 Unit 6 Lessons 8, 9, 12, 15, 16 Unit 7 Lessons 1, 15 Unit 8 Lessons 6, 10, 13
2.NBT.A.3	Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.	Unit 5 Lessons 4, 5, 6, 11 Unit 6 Lesson 5 Unit 7 Lesson 12 Unit 9 Lesson 6

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.	Unit 5 Lessons 9, 10, 11, 12, 13 Unit 7 Lesson 5
2.NBT.B.5	Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.	Unit 1 Lessons 5, 6, 12, 17 Unit 2 Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16 Unit 3 Lessons 3, 6, 7, 11, 12, 13, 15, 16, 17 Unit 4 Lessons 4, 6, 9, 10, 11, 12, 13, 14, 15, Unit 5 Lesson 3, 7 Unit 6 Lessons 5, 14, 15, 16, 17, 18, 19, 20, 21 Unit 7 Lessons 2, 6, 7 Unit 9 Lessons 4, 7, 8, 9, 10, 11, 12, 13
2.NBT.B.6	Add up to four two-digit numbers using strategies based on place value and properties of operations.	Unit 2 Lessons 7, 16 Unit 6 Lessons 14, 15, 17, 20 Unit 7 Lesson 11
2.NBT.B.7	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; justify the reasoning used with a written explanation. 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.	Unit 7 Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18 Unit 8 Lessons 6, 13 Unit 9 Lessons 7, 8

2.NBT.B.8	Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900.	Unit 5 Lessons 10, 12 Unit 6 Lesson 15 Unit 7 Lessons 1, 4, 7, 17, 18 Unit 8 Lesson 6
2.NBT.B.9	Explain why addition and subtraction strategies work, using place value and the properties of operations.	Unit 2 Lessons 2,7, 8, 10, Unit 7 Lessons 4, 8, 9, 10, 13, 14, 15, 16, 18 Unit 9 Lesson 9
2.MD.A.1	Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.	Unit 3 Lessons 2, 3, 4, 5, 7, 8, 9, 13, 14, 15, 17, 18 Unit 6 Lesson 3 Unit 9 Lessons 3, 4
2.MD.A.2	Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.	Unit 3 Lesson 9
2.MD.A.3	Estimate lengths using units of inches, feet, centimeters, and meters.	Unit 3 Lessons 4, 5, 7, 8, 9, 13, 17
2.MD.A.4	Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.	Unit 3 Lessons 2, 3, 13, 17, 18 Unit 9 Lesson 3
2.MD.B.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.	Unit 3 Lessons 6, 10, 11, 12, 18 Unit 4 Lessons 9, 13 Unit 9 Lesson 3

2.MD.B.6	Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line diagram.	Unit 3 Lessons 3, 18 Unit 4 Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15 Unit 5 Lessons 7, 8, 9
2.MD.C.7	Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.	Unit 6 Lessons 11, 12, 13
2.MD.C.8	Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ and ¢ symbols appropriately. *Example: If you have 2 dimes and 3 pennies, how many cents do you have?*	Unit 6 Lessons 15, 16, 17, 18, 19, 20, 21
2.MD.D.9	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.	Unit 3 Lessons 14, 15, 16, 17, 18 Unit 9 Lesson 4
2.MD.D.10	Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put- together, take-apart, and compare problems using information presented in a bar graph.	Unit 1 Lessons 8, 9, 10, 11, 12, 13, 14, 17, 18 Unit 2 Lesson 1 Unit 7 Lesson 18
2.G.A.1	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.	Unit 6 Lessons 1, 2, 3, 4, 5, 6, 10, 14, 20, 21
2.G.A.2	Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.	Unit 8 Lessons 11, 12

2.G.A.3	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.	Unit 6 Lessons 7, 8, 9

Acceleration in Mathematics within the context of Illustrative Mathematics

Diagnose	**Check Your Readiness Assessments and Teacher Guides** • assess prerequisite standards; • provide guidance to support planning for learning acceleration; • offer varied problem types; and • are available in two versions of each pre-unit assessment.
Plan	**Check Your Readiness** gives cues as to when the prerequisite knowledge will be needed. **Adaptation Packs** provide guidance on whole-group acceleration supports **Accelerate Math Materials** are designed for small groups and address prerequisite knowledge standards.
Deliver	During the **Deliver** phase, follow through on the plan. Remember that the plan is not a commitment in the strictest sense. Teachers should feel empowered to adjust as you move through the plan and engage in the acceleration cycle at the lesson level and implement just-in-time supports designed for alignment to your high-quality resource.
Monitor	**To Monitor,** use daily student work from tasks embedded in the curriculum and student work from the support session. Use information gained about student understanding to plan next instructional steps. IM provides suggestions in the form of Cool down guidance to assist teachers in interpreting the urgency of students daily unfinished learning. Each Cool-down is classified in one of three ways: ● **More Chances** suggests to the teacher that there is no need to stop and reteach at this point. There are additional lessons and examples *coming next to support the skill* and the standard should not yet be secure in student knowledge. ● **Points to Emphasize** is the label for cool downs that have key details, definitions, or steps that should be noted. If students struggle with these items, the teacher is guided on where in the next couple lessons to *emphasize* the details and support the unfinished learning. ● A **Press Pause** cool down is a stopping point within the unit where the skill should be retaught and supported with additional examples. *Future lessons are dependent* on students being confident in these items.