

**Grade 2**  
**Operations and Algebraic Reasoning**

<b>Term</b>	<b>Uses addition/subtraction w/in 100 to solve word problems 2.OA.1</b>
1	Write an addition number story that matches a picture, write a number model to represent the story and solve the story.
2	Uses addition/subtraction w/in 100 to solve 1-step word problems.
3	Uses addition/subtraction w/in 100 to solve 1 and 2-step word problems by using drawing and equations with a symbol for the unknown number to represent the problem.
<b>Term</b>	<b>Automatically recalls addition/subtraction 2.OA.2 A rating of a 4 is not available</b>
1	Know doubles and combinations of 10 addition facts.
2	Know doubles and combinations of 10 and applies strategies to solve all addition and subtraction facts.
3	Know doubles and combinations of 10 and applies strategies to solve all addition and subtraction facts through $10 + 10$ .

<b>Term</b>	<b>Works with equal groups of objects to gain foundations for multiplication 2.OA.3, 2.OA.4</b>
1	Determine whether a group of objects, up to 20, has an even or odd number of members with the aid of manipulatives.
2	Determine whether a group of objects, up to 20, has an even or odd number of members with the aid of manipulatives.
3	Determine whether a group of objects, up to 20, has an even or odd number of members.  Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and 5 columns. Write an equation to express the total as a sum of equal addends.

## Number and Operations in Base Ten

Term	<b>Identifies and understands place value to 1000 2.NBT.1</b>
1	Understand that the two digits of a 2-digit number represent amounts of tens and ones.
2	Understand that three nonzero digits of a 3-digit number represent amounts of hundreds, tens and ones.
3	Understand that three digits of a 3-digit number represent amounts of hundreds, tens and ones.
Term	<b>Count within 1000 by 1s, 5s, 10s, 100s 2.NBT.2</b>  <i>A rating of a 4 is not available.</i>
1	Count by 1s to at least 120.  Skip count by 5s and 10s to, at least, 200.
2	Count by 1s within 1000.  Skip count by 5s, 10s, and 100s.
3	Count by 1s within 1000.  Skip count by 5s, 10s, and 100s within 1,000.

Term	<p align="center"><b>Reads, writes, and compares numbers up to 1000</b> <b>2.NBT.3, NBT.4</b></p>
1	<p>Compare numbers to 100 and record comparisons using <math>&lt;</math>, <math>&gt;</math> and <math>=</math>.</p> <p>Read and write numbers to 120 using base-10 numerals and numbers to 20 using number names.</p>
2	<p>Compare two 3-digit numbers with nonzero digits based on meaning of hundreds, tens, and ones digits, using <math>&lt;</math>, <math>&gt;</math>, and <math>=</math> symbols to record the results of comparisons.</p> <p>Read and write numbers to 120 using base-10 numerals and numbers to 20 using number names.</p>
3	<p>Compare two 3-digit numbers based on meaning of hundreds, tens, and ones digits, using <math>&lt;</math>, <math>&gt;</math>, and <math>=</math> symbols to record the results of comparisons.</p> <p>Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.</p>
Term	<p align="center"><b>Adds/subtracts w/in 1000</b> <b>2.NBT.6, NBT.7</b></p>
1	N/A
2	<p>Add and subtract within 100 using concrete models, drawings, and place value strategies, properties of operations and/or relationship between addition and subtraction.</p> <p>Understand that in adding or subtracting 2-digit numbers one adds or subtracts tens and tens, ones and ones.</p> <p>Understand that sometimes it is necessary to compose or decompose tens.</p>
3	<p>Add and subtract within 1000 using concrete models, drawings, and place value strategies, properties of operations and/or relationship between addition and subtraction.</p> <p>Understand that in adding or subtracting 3-digit numbers one adds or subtracts hundreds and hundreds, tens and tens, ones and ones.</p> <p>Understand that sometimes it is necessary to compose or decompose numbers to add or subtract.</p> <p>Add up to four 2-digit numbers.</p>

Term	<p style="text-align: center;"><b>Demonstrates fluency with place value strategies within 100. Explains strategies used.</b>  <b>2.NBT.5, 2.NBT.9</b></p> <p style="color: red;">A rating of a 4 is not available</p>
1	Add within 100 using a number grid, a number line, or counters.
2	<p>Add and subtract within 100 using strategies based on place value and properties of operations with or without tools.</p> <p>Explain why addition and subtraction strategies work, using place value and the properties of operations.</p>
3	<p>Fluently add and subtract within 100 using strategies based on place value and properties of operations and/or the relationship between addition and subtraction.</p> <p>Explain why addition and subtraction strategies work, using place value and the properties of operations.</p>
Term	<p style="text-align: center;"><b>Mentally adds/subtracts 10 or 100 to a given number</b>  <b>2.NBT.8</b></p>
1	Mentally add or subtract 10 to a 2-digit number.
2	Mentally add or subtract 10 to a 2 or 3-digit number.
3	Mentally add or subtract 10 or 100 to a given number within 1000.

**Measurement and Data**

Term	<b>Measures, estimates, and compares lengths in standard units</b> <b>2.MD.1, MD.2, MD.3, MD.4, MD.5, MD.6</b>  <b>A rating of a 4 is not available</b>
1	Represent numbers from 1 through 10 as lengths from 0 on a number line.
2	Represent whole numbers as lengths on a number line and represent whole-number sums and differences within 100 on a number line diagram.  Select an appropriate tool to measure inches and centimeters.  Measure the length of an object twice, using inches and centimeters for the two measurements.  Estimate lengths using units of feet.  Use addition and subtraction within 100 to solve word problems involving lengths in the same units.
3	Represent whole numbers as lengths on a number line and represent whole-number sums and differences within 100 on a number line diagram.  Measure the length of an object twice, using measurement units of different lengths and explain why the results are different. Ex: 7 in. = 18 cm. Cm are smaller units so the measurement result is a larger number.  Use addition and subtraction within 100 to solve word problems involving lengths in the same units.  Measure the length of an object by selecting and using the appropriate tools.  Estimate lengths using units of inches, feet, centimeters, and meters.

<b>Term</b>	<b>Tells and writes time to the nearest 5 minutes. 2.MD.7</b>
1	NA
2	Tell and write time from analog and digital clocks to the nearest half hour.
3	Tell and write time from analog and digital clocks to the nearest 5 minutes, using a.m. and p.m. Know the relationships of time, including seconds in a minute, minutes in an hour, hours in a day, days in a week, a month, and a year; and weeks in a month and a year.
<b>Term</b>	<b>Solve word problems involving money and use appropriate notation. 2.MD.8</b>
1	Solve problems involving pennies and dimes.
2	Solve word problems involving quarters, dimes, nickels, and pennies to show exact change up to \$1.
3	Solve word problems involving dollars, quarters, dimes, nickels, and pennies using \$ and ¢ symbols appropriately.

<b>Term</b>	<b>Collect, represent, and interpret data 2.MD.9, 2.MD10</b>
1	NA
2	Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object using different tools.
3	Draw a picture graph and a bar graph. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph.  Generate measurement data by measuring objects. Show the measurements by making a line plot.

**GEOMETRY**

Term	Reason with shapes and their attributes 2.G.1, 2, 3  A rating of a 4 is not available
1	NA
2	NA
3	<p>Recognize and draw shapes having specified attributes, such as a given number of angles or equal faces. Identify triangles, quadrilaterals, pentagons, hexagons and cubes</p> <p>Use same size square tiles to partition a rectangle into rows and columns and count to find the total number of them.</p> <p>Partition circles and rectangles into 2, 3, or 4 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.</p>

## MATHEMATICAL PRACTICE

Listed below are examples of the use of mathematical practice. Practice and evidence are embedded in the lessons. Like the content standards, Mathematical Practices are scored by term. If a student is meeting the expectations of each lesson's mathematical practice, he/she is meeting the term expectations or benchmarks.

Term	<b>MAKES SENSE OF PROBLEMS AND PERSEVERES IN SOLVING THEM</b> <b>MPS.1, MPS.2, MPS.7, MPS.8</b>
1	Keep trying when your problem is hard. Create mathematical representations using numbers, words, pictures, symbols, gestures, tables, graphs, and concrete objects. Make sense of the representations you and others use.
2	Keep trying when your problem is hard. Create mathematical representations using numbers, words, pictures, symbols, gestures, tables, graphs, and concrete objects. Make sense of the representations you and others use. Solve problems in more than one way. Compare strategies you and others use. Look for mathematical structure such as categories, patterns, and properties. Use structure to solve problems and answer questions.
3	Keep trying when your problem is hard. Create mathematical representations using numbers, words, pictures, symbols, gestures, tables, graphs, and concrete objects. Make sense of the representations you and others use. Solve problems in more than one way. Compare strategies you and others use. Look for mathematical structure such as categories, patterns, and properties. Use structure to solve problems and answer questions. Check whether your answer makes sense. Reflect on your thinking as you solve your problem.
Term	<b>Models AND Explains Using TOOLS</b> <b>MPS.3, MPS.4, MPS.5, MPS.6</b>
1	Model real-world situations using graphs, drawings, tables, symbols, numbers, diagrams, and other representations. Use tools effectively and make sense of your results. Explain your mathematical thinking clearly and precisely. Use clear labels, units, and mathematical language.



	Think about accuracy and efficiency when you count, measure, and calculate.
2	Model real-world situations using graphs, drawings, tables, symbols, numbers, diagrams, and other representations. Use tools effectively and make sense of your results. Explain your mathematical thinking clearly and precisely. Use clear labels, units, and mathematical language. Think about accuracy and efficiency when you count, measure, and calculate.
3	Model real-world situations using graphs, drawings, tables, symbols, numbers, diagrams, and other representations. Use mathematical models to solve problems and answer questions. Choose appropriate tools and use tools effectively and make sense of your results. Explain your mathematical thinking clearly and precisely. Use clear labels, units, and mathematical language. Think about accuracy and efficiency when you count, measure, and calculate. Create and justify rules, shortcuts, and generalizations.