Grade 2 - MATH
Skills Based Report Card

Skills and Expectations	Standards	Students will be able to…
Geometry		
Identify and Draw Shapes Having Specified Attributes	**MD.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.	Recognize and draw shapes having specified attributes (given number of angles or faces). Identify triangles, quadrilaterals, pentagons, hexagons, and cubes
Determines Area of a Rectangle	**MD.G.A.2** Partition a rectangle into rows and columns of same size squares and count to find the total number of them	Partition a rectangle into rows of columns of same-size squares. Count to find the area.
Identify Fractional Parts of a Shape	**MD.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.	Divide shapes into fractions. Describe the whole as to halves, three thirds, four fourths. Recognize that equal shares of identical wholes do not need to have the same shape.
Measurement and Data		
Measure and Estimate Lengths in Standard Units	**MD.A.1** Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes. **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. **MD.A.3** Estimate lengths using units of inches, feet, centimeters, and meters.	Select and use appropriate tools to measure; rulers, yardsticks, meter sticks, and measuring tapes. Measure the length of objects. Measure the length of an object twice using different units of measure. Estimate lengths using units of inches, feet, centimeters, and meters. Measure to determine how much longer one object is than another using standard units of measure.

	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.	
Relate Addition and Subtraction to Length	**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. **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.	Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units (using drawings and equations with a symbol or the unknown. Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0 1, 2.. Represent whole-number sums and differences within 100 on a number line diagram.
Works With Time and Money	**MD.C.7** Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m. **MD.C.8** Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ and ¢ symbols appropriately. Ex: if you have 2 dimes and 3 pennies, how many cents do you have?	Tell and write time from an analog and digital clock to the nearest five minutes. Solve word problems involving dollar bills, quarters, dimes and nickels and pennies using $ and ¢ symbols appropriately.
Represents and Interpret Data	**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. **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.	Generate measurement data by measuring lengths of several objects to the nearest whole unit or by making repeated measurement of the same object. Graph generated data. Draw a picture graph or a bar graph to represent data with up to four categories. Solve simple addition, subtraction and comparison problems using information presented in a graph.
Numbers and Operations in Base Ten		
Understands Place Value	**2.NBT.A.1**	Understand that the three digits of a three-digit number

	Understand that the three digits of a 3-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. **2.NBT.A.1.A** 100 can be thought of as a bundle of ten tens – called a "hundred" **2.NBT.A.1.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.NBT.A.2** Count within 1000; skip-count by 5s, 10s, and 100s.	represent amounts of hundreds, tens, and ones. Understand that 100 can be thought of as a bundle to 10 tens - called a "hundred". Understand that 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. Read and write numbers to 1,000 using base ten numerals, number names and expanded form. Count within 100 by skip counting by 5's, 10's and 100's.
Uses Place Value and Understanding Properties of Operations to Add and Subtract	**2.NBT.B.5** Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or relationship between addition and subtraction. **2.NBT.B.6** Add up to four two-digit numbers using strategies based on place value and properties of operations. **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; relate the strategy to a written method. Understand that in adding or subtracting 3-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. **2.NBT.B.9** Explain why addition and subtraction strategies work, using place value and the properties of operations.	Fluently add and subtract within 100 using strategies based on place value. Add up to four 2-digit numbers using strategies based on place value and properties of operations. Add and subtract within 1,000, using concrete models or drawings based on place value. Understand that in adding and subtracting three digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones. Understand that sometimes it is necessary to compose or decompose tens or hundreds. Explain why addition and subtraction strategies work, using place value and/or properties of operation.
Compares Three Digit Numbers With Symbols <, >, =	**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.	Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits using >, =, and < symbols.

Uses Mental Math to Add or Subtract 10 or 100 to a Given Number	**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. **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.	Mentally add or subtract 10 or 100 to a given number 100-900.
Operations and Algebraic Thinking		
Represents and Solves Problems Involving Addition and Subtraction	**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.	Understand the skills of: • Adding to • Taking from • Putting together • Comparing by drawing pictures and equations with a symbol for the unknown number to represent the problem
Uses Mental Math to Fluently Add and Subtract Within 20	**2.OA.B.2** Fluently add and subtract within 20 using mental strategies. By end of grade two know from memory all sums of two one-digit numbers.	Use mental strategies. Memorize sums of two 1-digit numbers.
Works With Equal Groups of Objects to Gain Foundations for Multiplication	**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 . **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.	Determine if a number is odd or even by pairing or counting by 2's. Use addition to find the total number of objects arranged in rectangular arrays - up to 5 rows and columns. Write an equation to express the total as a sum of equal addends.