

SECOND GRADE MATHEMATICS

Priority Standard #1 Represent and Solve Problems Involving Addition and Subtraction <i>Represent and solve word problems within 20 (2.OA.1)</i> <i>Fluently add and subtract within 20 (2.OA.2)</i>	
0	Not Covered
1	<ul style="list-style-type: none"> Add and subtract within 20 using concrete models with support. Solve for sums of two one-digit numbers. Use addition and subtraction strategies with support. Little or no differentiation between one- and two-step word problems. Solve word problems when given the operation and or situation in the form of an equation.
2	<ul style="list-style-type: none"> Fluently add and subtract within 20 using concrete models. Know from memory a few sums of two one-digit numbers. Use addition and subtraction strategies. Differentiate between one- and two-step word problems with support. Identify operation based on the context of a word problem with support. Solve word problems with any given problem type with support. Represent addition and subtraction problems, using models, words, or equations.
3	<ul style="list-style-type: none"> Flexibly, accurately, and efficiently use strategies to mentally add and subtract within 20. Know from memory sums of two one-digit numbers. Explain and justify the difference between one-step and two-step word problems within 20. Reason and justify the use of an operation based on the context of word problems within 20. Accurately, efficiently, and flexibly solve word problems with all problem types. Appropriately represent and justify addition and subtraction problems, using models, words, or equations and defend the solution pathway.



Priority Standard #2 Understand and Use Place Value

Fluently add and subtract within 100 (2.NBT.5)

Extend understanding of base-ten notation to the thousands place (2. NBT. 1-4)

Add within 1,000 and understand that when adding three-digit numbers, students add or subtract hundreds and hundreds, tens and tens, and ones and ones, and that it is sometime necessary to compose or decompose tens or hundreds (2. NBT. 5-6)

0 Not Covered

1	<ul style="list-style-type: none"> Identifies the hundreds and tens place. Minimal understanding of addition and subtraction strategies within 100. Relates the value of a place inaccurately to the place value. (ex. 152: 1 equals 1, 5 equals 5, 2 equals 2.) Solves the sum of two two-digit numbers, using models, drawings, words, or equations with support. Use concrete representations when adding and subtracting within 1,000 including composing or decomposing, when necessary, with support. Creates physical or visual representations with support. Compute sums and differences with support.
2	<ul style="list-style-type: none"> Relate the hundreds place to the value of 100 and the tens place to the value of 10. Apply addition and subtraction strategies within 100 with support. Uses place value language inaccurately to describe amounts. (ex. 100 equals 100 hundreds.) Find the sum of four two-digit numbers, using models, drawings, words, or equations with errors or with support. Use concrete representations when adding and subtracting within 1,000 including composing or decomposing when necessary. Minimal understanding of why addition and subtraction strategies work and when to compose and decompose numbers. Creates physical or visual representations with no relation to written expressions or equations. Compute sums and differences in a variety of situations including zeros in various places using strategies.
3	<ul style="list-style-type: none"> Reason about and justify why the value of 100 can be represented as 1 hundred, 10 tens, or 100 units and the value of 10 can be represented as 1 ten or 10 units. Apply addition and subtraction strategies flexibly, accurately, and efficiently within 100. Use place value language to describe amounts of hundreds, tens, and ones. (ex. 642 is 6 hundreds, 4 tens, and 2 ones.) Use place value understanding to solve and explain the sum of four two-digit numbers, using models, drawings, words, or equations. Use and explain concrete representations when adding and subtracting within 1,000 including composing or decomposing when necessary. Justify why addition and subtraction strategies work and when to compose and decompose numbers. Connect and explain physical or visual representations to written expressions or equations. Reason and explain how to compute sums and differences in a variety of situations including zeros in various places using strategies.



Priority Standard #3 Develop Concepts of Measurement

Recognize the need for standard units of measure. Estimate lengths and use appropriate tools to measure the length of objects using standard units. (2.MD. 1-4)

Relate addition and subtraction to length (2.MD.5-6)

0	Not Covered
1	<ul style="list-style-type: none"> Minimal understanding the difference between standard and non-standard measurements. Measure objects using appropriate tool with support. (ex. Yardstick for a classroom/ ruler for a piece of paper.) Does not identify or record appropriate length in units. (ex. 5in, 2 yards, or 9 cm) Has minimal understanding that when measuring, longer units (feet/meters) take fewer repetitions and shorter units (inches/cm) take more repetitions to measure the same object. Uses a given point of reference to estimate using standard units with support. Identifies the longer or shorter object of 2 compared objects with the same unit. Solve word problems involving length with support. (ex. When given the equation) Answer (solution) statement does not include appropriate measurement unit. Solve and/or represent word problems involving length, using models, words, or equations with support.
2	<ul style="list-style-type: none"> Recognizes there is a difference between standard and non-standard measurements. Measure objects using inappropriate tool or inaccurately measures. (ex. Yardstick for a classroom/ ruler for a piece of paper.) Rarely identifies or records appropriate length in units. (ex. 5in, 2 yards, or 9 cm) Understands why longer units (feet/meters) take fewer repetitions and shorter units (inches/cm) take more repetitions to measure the same object. Uses a given point of reference in order to estimate using standard units. Compares the length of 2 objects or visual representation and/or inaccurately states which is longer or shorter in the same units they were measured. (ex. The red pencil is 2cm shorter than the blue pencil.) Identify the operation based on the context and solve word problems involving length. Rarely records answer (solution) statement with attached appropriate measurement unit. Solve and/or represent word problems involving length, using models, words, or equations.
3	<ul style="list-style-type: none"> Reason about and explain the difference between standard and non-standard measurements and expresses the importance of standard units. Accurately measure objects using the appropriate tool and record appropriate length in units. (ex. Yardstick for a classroom/ ruler for a piece of paper.) Explain why longer units (feet/meters) take fewer repetitions and shorter units (inches/cm) take more repetitions to measure the same object. Develop a point of reference to estimate using standard units and explain why the chosen unit is a reasonable point of reference. Compare and reason about the length of 2 objects or visual representation and accurately state which is longer or shorter in the same units they were measured. (ex. The red pencil is 2cm shorter than the blue pencil.) Reason and justify the operation based on the context of word problems involving length. Record answer (solution) statement with attached appropriate measurement unit. Accurately, efficiently, and flexibly solve and represent word problems involving length, using models, words, or equations to defend the solution pathway.

