Grade 2 Math Benchmarks - Full Standards

Each page has a report card standard with the benchmarks listed by Term.

The benchmarks determine the expecation for each term.

Each of the content standards from the MA Curriculum Frameworks are included for the report card standard that they align with.

Notice the lanuage is consistent for each standard as it moves across the Terms. The changes between expectations for each term are indicated with **BOLD** font.

Uses addition and subtraction within 100 to solve word problems 2OA1			
Standards	**Term 1 Expectation**	**Term 2 Expectation**	**Term 3 Expectation**
2OA1	Use addition and subtraction **within 50 to solve one 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	Use addition and subtraction within 100 to solve **one 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	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

Automatically recalls addition/subraction 2OA2 A rating of 4 is not available			
Standards	**Term 1 Expectation**	**Term 2 Expectation**	**Term 3 Expectation**
2OA2	Demonstrages fluency with sums of doubles and combinations of 10.	Fluently add and subtract within 20 using a **variety of strategies**. Demonstrages fluency with sums **and related differences of doubles and combinations of 10.** For example, the sum 6 + 4 = 10 has related differences of 10 – 4 = 6 and 10 – 6 = 4.	Fluently add and subtract within 20 using **mental** strategies. **By end of grade 2, know from memory all sums of two single-digit numbers and related differences.** For example, the sum 6 + 5 = 11 has related differences of 11 – 5 = 6 and 11 – 6 = 5.

Works with Equal Groups of Objects to Gain Foundations for Multiplication 2OA3, 2OA4			
Standards	**Term 1 Expectation**	**Term 2 Expectation**	**Term 3 Expectation**
2OA3	Determine whether a group of objects (up to 20) has an odd or even number of members	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;**	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.**
2OA4			Use addition to find the total number of objects arranged in rectangular arrays with up to five rows and up to five columns; write an equation to express the total as a sum of equal addends.

Identifies and understands place value to 100 2NBT1			
Standards	**Term 1 Expectation**	**Term 2 Expectation**	**Term 3 Expectation**
2NBT1	Understand that the two digits of a two-digit number represent amounts of tens, and ones;	Understand that the two digits of a two-digit number represent amounts of tens, and ones; **Understand that three non zero digits of a three-digit number represent amounts of 100s, 10s, and 1s**	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: a. 100 can be thought of as a bundle of ten tens—called a "hundred." 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).

Count with in 1000 by 1s, 5, 10s, 100s 2NBT2 A rating of 4 is not available			
Standards	**Term 1 Expectation**	**Term 2 Expectation**	**Term 3 Expectation**
2NBT2	**Within** 200, Skip-count by 5s, 10s, and 100s. **Count by 1s to at least 120.** Identify patterns in skip counting starting at any number. *Note students should also count by 2s (2OA3) to determine if a number is even/ odd	Count by 1s. Skip-count by 5s, 10s, and 100s. Identify patterns in skip counting starting at any number. *Note students should also count by 2s (2OA3) to determine if a number is even/ odd	Count **within 1,000**; skip-count by 5s, 10s, and 100s. Count by 1s. Identify patterns in skip counting starting at any number. *Note students should also count by 2s (2OA3) to determine if a number is even/ odd

Reads, Writes, and Compares numbers up to 1,000. 2NBT3, 2NBT4			
Standards	**Term 1 Expectation**	**Term 2 Expectation**	**Term 3 Expectation**
2NBT3	Read and write numbers using base-ten numerals **(to 120)** , number names **(to 20)**	Read and write numbers using base-ten numerals (to 120) , number names (to 20)	Read and write numbers to **1,000** using base-ten numerals, number names, and **expanded form.**
2NBT4	Compare **numbers to 100** based on place value, using >, =, and < symbols to record the results of comparisons	Compare two **three-digit** numbers (**With non zero digits)** 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 to record the results of comparisons.

Adds and Subtraction within 1,000. 2NBT6, 2NBT7			
Standards	**Term 1 Expectation**	**Term 2 Expectation**	**Term 3 Expectation**
2NBT6	N/A		Add up to four two-digit numbers using strategies based on place value and properties of operations.
2NBT7	N/A	Add and subtract within **100**, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; Understand that sometimes it is necesssary to compose and decompose tens.	Add and subtract within 1,000, 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 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.

Demonstrates fluency with place value strategies within 100. Explains strategies used. 2NBT5, 2NBT9 A rating of 4 is not available			
Standards	**Term 1 Expectation**	**Term 2 Expectation**	**Term 3 Expectation**
2NBT5	Add within 100 **using tool**s (number grid, number line, or counters)	Add and subtraction within 100 using s**trategies based on place value, and the properiteis of operations with and without tools**	**Fluently** add and subtract within 100 using strategies based on place value, properties of operations, and/or the **relationship between addition and subtraction.**
2NBT9		Explain why addition and subtraction strategies work, using place value and the properties of operations.	Explain why addition and subtraction strategies work, using place value and the properties of operations.

Mentally adds/subtracts 10 or 100 to a given number 2NBT8			
Standards	**Term 1 Expectation**	**Term 2 Expectation**	**Term 3 Expectation**
2NBT8	Mentally **add 10** to any **2 digit number**, and mentally **subtract 10 from any 2 digit number**.	Mentally add or subtract10 to any **2-digit or 3 digit** number.	Mentally **add 10 or 100** to a given number **100–900**, and mentally **subtract 10 or 100** from a given number **100–900**.

Measures, Estimates, and Compares Lengths in standard units 2MD1, 2MD2, 2MD3, 2MD4, 2MD5, 2MD6 A rating of 4 is not available			
Standards	**Term 1 Expectation**	**Term 2 Expectation**	**Term 3 Expectation**
2MD1		Select an appropriate tool to measure inches and cenitmeters	Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.
2MD2		Measure the length of an object twice, using length units of different lengths **(ex: centimeters and inches)** for the two measurements	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. ex: centimeters are a smaller sized unit so the amount of cm will be larger (if you are measuring the same object with cm and inches)**
2MD3		Estimate lengths of units **(using feet)**	Estimate lengths using units of **inches, feet, centimeters, and meters.**
2MD4			Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.
2MD5		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.	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.
2MD6	Represent whole numbers **(to 10)** as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, …,	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.**	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.

Tells and writes time to the nearest 5 minutes 2MD7			
Standards	**Term 1 Expectation**	**Term 2 Expectation**	**Term 3 Expectation**
2MD7		Tell and write time from analog and digital clocks to the nearest **half hour**,	Tell and write time from analog and digital clocks to the nearest **five 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; days in a month and a year and approximate number of weeks in a month and weeks in a year.**

Solve word problems involving money and use appropriate notation 2MD8			
Standards	**Term 1 Expectation**	**Term 2 Expectation**	**Term 3 Expectation**
2MD8	Solve problems with pennies and dimes	Solve word problems involving quarters, nickles, dimes, and pennies to show the exact change up to $1	Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies (up to $10), using $ and ¢ symbols appropriately and whole dollar amounts. For example, if you have 2 dimes and 3 pennies, how many cents do you have? If you have $3 and 4 quarters, how many dollars or cents do you have? (Students are not expected to use decimal notation.)

Collect, represent, and interpret data 2MD9, 2MD10			
Standards	**Term 1 Expectation**	**Term 2 Expectation**	**Term 3 Expectation**
2MD9	N/A	Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object.	Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. **Organize and record the data on a line plot (dot plot) where the horizontal scale is marked off in whole-number units.**
2MD10	N/A		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.

Reason with shapes and their attributes 2G1, 2G3			
Standards	**Term 1 Expectation**	**Term 2 Expectation**	**Term 3 Expectation**
2G1	N/A	N/A	Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces.12 Identify triangles, squares, rectangles, rhombuses, trapezoids, pentagons, hexagons, and cubes
2G2	N/A	N/A	Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.
2G3	N/A	N/A	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.

Makes Sense of Problems and Peserveres in Solving **SMP1, SMP2, SMP7, SMP8**
- Continues to try when a problem is hard - Creates mathematical representations using numbers, words, pictures, symbols, gestures, tables, graphs, and objects - Solves problems in more than one way - Makes comparsions between strategies - Looks for mathematical structure (categories, patterns, properties) - Uses structure to solve problems and answer quesitons - Checks solution (answer) for reasonableness - Reflects on the process while solving
Models and Explains Using Tools **SMP 3, SMP4, SMP5, SMP6**
- Models real world situations using graphs, drawings, symbols, numbers, diagrams - Uses math tools -Explains math thinking -Uses precision in language and labels