

**Grade:** Second

**Subject:** Reading

**Phonics and Word Recognition: recognizes and decodes printed words**

| 1: Little to no progress toward meeting end of year grade level standards with extensive support                               | 2: Less than expected progress toward meeting end of year grade level standards with increased support                                                   | 3: Expected progress toward meeting end of year grade level standards                                                                                           | 4: Met end of year grade level standards and may be ready to work at greater depth                                                                                                                                                                                                                                         |
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| A second grade student at this level requires extensive support to decode two syllable words and read grade appropriate words. | A second grade student at this level can: <ul style="list-style-type: none"><li>• distinguish long from short vowel sounds when reading words.</li></ul> | A second grade student at this level can: <ul style="list-style-type: none"><li>• know common vowel team patterns and read words with those patterns.</li></ul> | A second grade student at this level can: <ul style="list-style-type: none"><li>• apply letter sound correspondence when reading regularly spelled two-syllable words with long vowels;</li><li>• identify words that do not follow spelling patterns;</li><li>• decode words with common prefixes and suffixes.</li></ul> |

**Grade:** Second      **Subject:** Reading

**Fluency: reads orally with accuracy, appropriate rate, and expression**

| 1: Little to no progress toward meeting end of year grade level standards with extensive support           | 2: Less than expected progress toward meeting end of year grade level standards with increased support          | 3: Expected progress toward meeting end of year grade level standards                                                                         | 4: Met end of year grade level standards and may be ready to work at greater depth                                                                                                                                                                                                                                                                      |
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| A second grade students at this level demonstrates little to no progress towards reading grade level text. | A second grade student at this level demonstrates less than expected progress towards reading grade level text. | A second grade student at this level can demonstrate expected progress towards reading grade level text with sufficient accuracy and fluency. | A second grade student at this level demonstrates fluency by reading grade level text with purpose and understanding, including: <ul style="list-style-type: none"><li>• reading with accuracy;</li><li>• reading with expression;</li><li>• reading with appropriate timing and rate;</li><li>• reading to self-correct using context clues.</li></ul> |

**Grade:** Second      **Subject:** Reading

**Key Ideas and Details: comprehends fiction**

| 1: Little to no progress toward meeting end of year grade level standards with extensive support                                    | 2: Less than expected progress toward meeting end of year grade level standards with increased support                                                                                                                                               | 3: Expected progress toward meeting end of year grade level standards                                                                                                                                                                                                                                                                                                     | 4: Met end of year grade level standards and may be ready to work at greater depth                                                                                                                                                                                                                                                                                                                                  |
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| A second grade student at this level requires extensive support to ask and answer questions to demonstrate understanding of a text. | With increased support, a second grade student at this level can: <ul style="list-style-type: none"><li>● ask and answer questions about a text;</li><li>● retell a story using details that include characters, setting and major events.</li></ul> | A second grade student at this level can: <ul style="list-style-type: none"><li>● ask and answer who, what, where, and when questions to demonstrate understanding of key details in a text;</li><li>● identify key ideas and events including just the important information and not every single detail;</li><li>● identify how characters change in a story.</li></ul> | A second grade student at this level can: <ul style="list-style-type: none"><li>● ask and answer why and how questions to demonstrate inferential thinking about a text;</li><li>● recount key ideas and events to demonstrate understanding of the text, including the lesson, moral or central message;</li><li>● describe how characters change in response to major events and challenges in a story.</li></ul> |

**Grade:** Second

**Subject:** Reading

**Craft and Structure: describes how language and point of view give meaning to a story**

| 1: Little to no progress toward meeting end of year grade level standards with extensive support                  | 2: Less than expected progress toward meeting end of year grade level standards with increased support                                                                                                                                                                                                                                 | 3: Expected progress toward meeting end of year grade level standards                                                                                                                                                                                                                                                                          | 4: Met end of year grade level standards and may be ready to work at greater depth                                                                                                                                                                                                                                                                                                                                             |
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| A second grade student at this level requires extensive support to identify and explain literary text structures. | A second grade student at this level can: <ul style="list-style-type: none"><li>• identify words and phrases in stories and poems that appeal to the senses;</li><li>• explain the differences between books that tell stories and books that inform;</li><li>• identify who is telling a story at various points in a text.</li></ul> | A second grade student at this level can: <ul style="list-style-type: none"><li>• identify literary language in a story, poem, or song;</li><li>• describe the purpose of a beginning, middle, and ending in a story and identify each when reading;</li><li>• identify the feelings, thoughts and actions of characters in a story.</li></ul> | A second grade student at this level can: <ul style="list-style-type: none"><li>• describe how literary language supplies rhythm and/or meaning in a story, poem, or song;</li><li>• explain the role of the beginning, the middle and the ending when reading and how they impact story development;</li><li>• acknowledge and describe differences between characters' feelings, thoughts, and actions in a story.</li></ul> |

**Grade:** Second      **Subject:** Reading

**Integration of Knowledge and Ideas: uses information to compare and contrast stories**

| <b>1:</b> Little to no progress toward meeting end of year grade level standards with extensive support | <b>2:</b> Less than expected progress toward meeting end of year grade level standards with increased support          | <b>3:</b> Expected progress toward meeting end of year grade level standards                                                                                  | <b>4:</b> Met end of year grade level standards and may be ready to work at greater depth                                                                                                                             |
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| A second grade student at this level requires extensive support to compare and contrast stories.        | A second grade student at this level can compare and contrast the adventures and experiences of characters in stories. | A second grade student at this level can integrate information from illustrations and words in a text to draw conclusions about characters, setting, or plot. | A second grade student at this level can integrate information from illustrations and words in a text to compare and contrast two or more versions of the same story by different authors or from different cultures. |

**Grade:** Second      **Subject:** Reading

**Key Ideas and Details: comprehends nonfiction**

| 1: Little to no progress toward meeting end of year grade level standards with extensive support            | 2: Less than expected progress toward meeting end of year grade level standards with increased support                                                                                                                                                                             | 3: Expected progress toward meeting end of year grade level standards                                                                                                                                                                                                                                                                                                     | 4: Met end of year grade level standards and may be ready to work at greater depth                                                                                                                                                                                                                                                                                                                              |
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| A second grade student at this level requires extensive support to ask and answer questions about the text. | A second grade student at this level can: <ul style="list-style-type: none"><li>• answer questions about the text with increased support;</li><li>• retell using the main topic and important supporting details;</li><li>• describe meaningful connections to the text.</li></ul> | A second grade student at this level can: <ul style="list-style-type: none"><li>• ask and answer who, what, where, and when questions to demonstrate understanding of key details in a text;</li><li>• identify most important details and events about the main topic;</li><li>• identify connections between people, events, and/or concepts within the text.</li></ul> | A second grade student at this level can: <ul style="list-style-type: none"><li>• ask and answer why and how questions to understand the purpose of the text;</li><li>• identify the main topic of a multi paragraph text while recounting key ideas, details, and events;</li><li>• describe the connections between people, events, and/or concepts within the text to gain a deeper understanding.</li></ul> |

**Grade:** Second      **Subject:** Reading

**Craft and Structure: uses nonfiction text features to determine meaning**

| 1: Little to no progress toward meeting end of year grade level standards with extensive support                       | 2: Less than expected progress toward meeting end of year grade level standards with increased support                                                          | 3: Expected progress toward meeting end of year grade level standards                                                                                                                               | 4: Met end of year grade level standards and may be ready to work at greater depth                                                                                                                                                                        |
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| A second grade student at this level requires extensive support to identify and explain informational text structures. | A second grade student at this level can: <ul style="list-style-type: none"><li>• use text features to identify meaning of words and phrases in text.</li></ul> | A second grade student at this level can: <ul style="list-style-type: none"><li>• use text features to identify meaning of words and phrases and locate key facts or information in text.</li></ul> | A second grade student at this level can: <ul style="list-style-type: none"><li>• use text features to efficiently locate information and identify meaning of words and phrases;</li><li>• determine the author's purpose for writing the text.</li></ul> |

**Grade:** Second

**Subject:** Reading

**Integration of Knowledge and Ideas: uses key facts to compare and contrast nonfiction text**

| 1: Little to no progress toward meeting end of year grade level standards with extensive support          | 2: Less than expected progress toward meeting end of year grade level standards with increased support                                                                                                                                                                               | 3: Expected progress toward meeting end of year grade level standards                                                                                                                                                                                                                                       | 4: Met end of year grade level standards and may be ready to work at greater depth                                                                                                                                                                                           |
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| A second grade student at this level requires extensive support to compare and contrast nonfiction texts. | A second grade student at this level can: <ul style="list-style-type: none"><li>• identify and describe images in a text;</li><li>• identify points the author makes in a text;</li><li>• identify basic similarities and differences between two texts on the same topic.</li></ul> | A second grade student at this level can: <ul style="list-style-type: none"><li>• use specific images to add meaning to a text;</li><li>• describe the reasons an author gives to support specific points in a text;</li><li>• identify the most important points of two texts on the same topic.</li></ul> | A second grade student at this level can: <ul style="list-style-type: none"><li>• explain how images add meaning and clarify a text;</li><li>• use reasons an author gives to compare and contrast the most important points found in two texts on the same topic.</li></ul> |

**Grade:** Second

**Subject:** Reading

**Determines the meanings of words and figurative language**

| <b>1:</b> Little to no progress toward meeting end of year grade level standards with extensive support | <b>2:</b> Less than expected progress toward meeting end of year grade level standards with increased support                                      | <b>3:</b> Expected progress toward meeting end of year grade level standards                                                            | <b>4:</b> Met end of year grade level standards and may be ready to work at greater depth                                                                      |
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| A second grade student at this level is unable to determine and clarify meanings of words and phrases.  | With teacher guidance, A second grade student at this level can determine and clarify meanings of words and phrases using strategies in isolation. | A second grade student at this level can determine and clarify meanings of words and phrases using at least one strategy within a text. | A second grade student at this level can independently determine and clarify meanings of words and phrases flexibly from an array of strategies within a text. |

**Grade:** Second

**Subject:** Writing

**Structures Opinion Writing: states an opinion and supplies support for an opinion.**

| 1: Little to no progress toward meeting end of year grade level standards with extensive support                         | 2: Less than expected progress toward meeting end of year grade level standards with increased support                                                                                                                                     | 3: Expected progress toward meeting end of year grade level standards                                                                                                                                                                                                                                              | 4: Met end of year grade level standards and may be ready to work at greater depth                                                                                                                                                                                                                                                                                                                                                                |
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| A second grade student at this level requires extensive support to state an opinion or support an opinion with a reason. | A second grade student at this level can write an opinion piece that includes: <ul style="list-style-type: none"><li>• a beginning that states an opinion;</li><li>• at least one reason with examples that support the opinion.</li></ul> | A second grade student at this level can write an opinion piece that includes: <ul style="list-style-type: none"><li>• a beginning that states an opinion;</li><li>• at least two reasons with examples that support the opinion;</li><li>• a concluding statement or section that restates the opinion.</li></ul> | A second grade student at this level can write an opinion piece that includes: <ul style="list-style-type: none"><li>• a beginning that states an opinion;</li><li>• at least two reasons with examples that support the opinion;</li><li>• linking words that connect the opinion and reasons;</li><li>• strong words that make readers agree with the opinion;</li><li>• a concluding statement or section that restates the opinion.</li></ul> |

**Grade:** Second      **Subject:** Writing

**Structures Informative Writing: introduces a topic and uses facts and definitions**

| <b>1:</b> Little to no progress toward meeting end of year grade level standards with extensive support                             | <b>2:</b> Less than expected progress toward meeting end of year grade level standards with increased support                                                                            | <b>3:</b> Expected progress toward meeting end of year grade level standards                                                                                                                                                  | <b>4:</b> Met end of year grade level standards and may be ready to work at greater depth                                                                                                                                                               |
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| A second grade student at this level requires extensive support to write an informative text that teaches the reader about a topic. | A second grade student at this level can write informative texts that: <ul style="list-style-type: none"><li>● introduce a topic;</li><li>● Use a few facts to develop points.</li></ul> | A second grade student at this level can write informative texts that: <ul style="list-style-type: none"><li>● introduces a topic;</li><li>● use facts and to develop points</li><li>● provides a sense of closure.</li></ul> | A second grade student at this level can write informative texts that: <ul style="list-style-type: none"><li>● introduce a topic;</li><li>● use facts and definitions to develop points;</li><li>● provide a concluding statement or section;</li></ul> |

**Grade:** Second

**Subject:** Writing

**Structures Narrative Writing: recounts a well elaborated or short event sequence.**

| 1: Little to no progress toward meeting end of year grade level standards with extensive support | 2: Less than expected progress toward meeting end of year grade level standards with increased support                                                                                                                                                                          | 3: Expected progress toward meeting end of year grade level standards                                                                                                                                                                                                                                                               | 4: Met end of year grade level standards and may be ready to work at greater depth                                                                                                                                                                                                                                                                  |
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| A second grade student at this level requires extensive support to recount events.               | A second grade student at this level can begin to identify and recount events that includes: <ul style="list-style-type: none"><li>• a beginning that identifies the character, setting, and event;</li><li>• few details to describe actions, thought, and feelings.</li></ul> | A second grade student at this level can demonstrate expected progress towards recounting an event that includes: <ul style="list-style-type: none"><li>• a beginning that identifies the character, setting, and event;</li><li>• some details to describe actions, thought, and feelings;</li><li>• A sense of closure.</li></ul> | A second grade student at this level can clearly recount a well elaborated sequence of events which include: <ul style="list-style-type: none"><li>• a beginning that identifies the character, setting, and event;</li><li>• details to describe actions, thought, and feelings;</li><li>• temporal words;</li><li>• A sense of closure.</li></ul> |

**Grade:** Second

**Subject:** Writing

**Demonstrate Command of Language Through Writing**

| 1: Little to no progress toward meeting end of year grade level standards with extensive support                                     | 2: Less than expected progress toward meeting end of year grade level standards with increased support                                           | 3: Expected progress toward meeting end of year grade level standards                                                                                                                                                                                                                                                                                                                         | 4: Met end of year grade level standards and may be ready to work at greater depth                                                                                                                                                                                                                                                                                                                                                                   |
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| A second grade student at this level requires extensive support to use grade appropriate capitalization, punctuation, and spelling.. | A second grade student at this level can use capitalization, punctuation, and spelling but does not transfer appropriate conventions to writing. | <p>A second grade student at this level can communicate effectively using appropriate capitalization, punctuation, and spelling when writing, using <b>some</b> of the following:</p> <ul style="list-style-type: none"><li>● capitalizing proper nouns;</li><li>● commas in a letter;</li><li>● apostrophes for contractions and possessives;</li><li>● learned spelling patterns.</li></ul> | <p>A second grade student at this level can communicate effectively using appropriate capitalization, punctuation, and spelling when writing, including:</p> <ul style="list-style-type: none"><li>● capitalizing proper nouns;</li><li>● commas in a letter;</li><li>● apostrophes for contractions and possessives;</li><li>● learned spelling patterns.</li></ul> <p>The student consults reference materials to check and correct spellings.</p> |

**Grade:** Second      **Subject:** Writing

**Revises and edits to improve writing by responding to guidance and using digital tools**

| <b>1:</b> Little to no progress toward meeting end of year grade level standards with extensive support | <b>2:</b> Less than expected progress toward meeting end of year grade level standards with increased support | <b>3:</b> Expected progress toward meeting end of year grade level standards                               | <b>4:</b> Met end of year grade level standards and may be ready to work at greater depth                                                        |
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| A second grade student at this level does not edit or revise writing.                                   | A second grade student at this level begins to edit or revise writing with teacher support.                   | A second grade student at this level can edit or revise writing with peers in addition to teacher support. | A second grade student at this level can focus on a topic and strengthen writing by revising and editing using feedback from teachers and peers. |

**Grade:** Second      **Subject:** Speaking and Listening

**Clearly communicates by listening and responding appropriately.**

| 1: Little to no progress toward meeting end of year grade level standards with extensive support                                          | 2: Less than expected progress toward meeting end of year grade level standards with increased support                                                                                                                                                                                                                                                                                                                                                     | 3: Expected progress toward meeting end of year grade level standards                                                                                                                                                                                                                                                                                                                                                                                                                                          | 4: Met end of year grade level standards and may be ready to work at greater depth                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
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| <p>A second grade student at this level is unable to apply grade-level speaking and listening skills in order to communicate clearly.</p> | <p>A second grade student at this level can:</p> <ul style="list-style-type: none"> <li>• Participates in small and larger group collaborative conversations with diverse partners;</li> <li>• Recount or describe key ideas or details from information presented orally or through other media;</li> <li>• Answers questions about information from a speaker;</li> <li>• Produces sentence fragments when appropriate to task and situation.</li> </ul> | <p>A second grade student at this level can:</p> <ul style="list-style-type: none"> <li>• Engage in small and larger group collaborative conversations with diverse partners;</li> <li>• Follow agreed upon rules for discussions;</li> <li>• Recount or describe key ideas or details from information presented orally or through other media;</li> <li>• Ask or answer questions about information from a speaker;</li> <li>• Produce complete sentences when appropriate to task and situation.</li> </ul> | <p>A second grade student at this level can:</p> <ul style="list-style-type: none"> <li>• Engage in small and larger group collaborative conversations with diverse partners;</li> <li>• Follow agreed upon rules for discussions;</li> <li>• Recount or describe key ideas or details from information presented orally or through other media;</li> <li>• Ask or answer questions about information from a speaker;</li> <li>• Produce complete sentences when appropriate to task and situation;</li> <li>• Tell story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences;</li> <li>• Create engaging audio recordings of stories or poems; add drawings or other visual experiences</li> </ul> |

|  |  |  |                                                              |
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|  |  |  | when appropriate to clarify<br>ideas, thoughts, or feelings. |
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**Grade:** Second      **Subject:** Mathematics

**Represent and solve problems involving addition and subtraction.**

| <b>1:</b> Little to no progress toward meeting end of year grade level standards with extensive support | <b>2:</b> Less than expected progress toward meeting end of year grade level standards with increased support                                                                                       | <b>3:</b> Expected progress toward meeting end of year grade level standards                                                                                                          | <b>4:</b> Met end of year grade level standards and may be ready to work at greater depth                                                                                                                                       |
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| A second grade student at this level is unable to solve word problems.                                  | A second grade student at this level can: <ul style="list-style-type: none"><li>• solve one step word problems within 20;</li><li>• choose inefficient strategies to solve word problems.</li></ul> | A second grade student at this level can: <ul style="list-style-type: none"><li>• solve one step word problems and/or solve only the first part of a two step word problem.</li></ul> | A second grade student at this level can: <ul style="list-style-type: none"><li>• represent and solve one and two step word problems;</li><li>• choose an efficient strategy to solve one and two step word problems.</li></ul> |

**Grade:** Second      **Subject:** Mathematics

**Fluently add and subtract within 20.**

| <b>1:</b> Little to no progress toward meeting end of year grade level standards with extensive support | <b>2:</b> Less than expected progress toward meeting end of year grade level standards with increased support | <b>3:</b> Expected progress toward meeting end of year grade level standards     | <b>4:</b> Met end of year grade level standards and may be ready to work at greater depth                                                                                                                                                        |
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| A second grade student at this level requires extensive support to add and subtract within 20.          | A second grade student at this level uses strategies to add and subtract sums and differences within 20.      | A second grade student at this level can efficiently add and subtract within 20. | A second grade student at this level: <ul style="list-style-type: none"><li>• knows from memory all sums within 20;</li><li>• uses strategies for differences within 20;</li><li>• demonstrates accuracy and efficiency multiple ways.</li></ul> |

**Grade:** Second      **Subject:** Mathematics

**Work with equal groups of objects to gain foundations for multiplication.**

| <b>1:</b> Little to no progress toward meeting end of year grade level standards with extensive support                         | <b>2:</b> Less than expected progress toward meeting end of year grade level standards with increased support   | <b>3:</b> Expected progress toward meeting end of year grade level standards                                                                                                                                                                                | <b>4:</b> Met end of year grade level standards and may be ready to work at greater depth                                                                                                                                                                                                                                                                            |
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| A second grade student at this level cannot determine whether a group of objects up to 20 has an even or odd number of members. | A second grade student at this level can use objects to create two equal groups with increased teacher support. | A second grade student at this level can: <ul style="list-style-type: none"><li>• determine whether a group of objects up to 20 has an even or odd number of members;</li><li>• find the total number of objects arranged in a rectangular array.</li></ul> | A second grade student at this level can: <ul style="list-style-type: none"><li>• determine whether a group of objects up to 20 has an even or odd number of members;</li><li>• write an equation to express an even number as a sum of two equal addends;</li><li>• use repeated addition to the total number of objects arranged in a rectangular array.</li></ul> |

**Grade:** Second

**Subject:** Mathematics

**Understand Place Value**

| <b>1:</b> Little to no progress toward meeting end of year grade level standards with extensive support      | <b>2:</b> Less than expected progress toward meeting end of year grade level standards with increased support                                                                                                                            | <b>3:</b> Expected progress toward meeting end of year grade level standards                                                                                                                                                                                                                                                                                                   | <b>4:</b> Met end of year grade level standards and may be ready to work at greater depth                                                                                                                                                                                                                                                 |
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| A second grade student at this level requires extensive support to demonstrate understanding of place value. | A second grade student at this level: <ul style="list-style-type: none"><li>• demonstrates understanding that numbers have value based on their place (i.e. ones, tens);</li><li>• compares two-digit numbers based on values.</li></ul> | A second grade student at this level: <ul style="list-style-type: none"><li>• demonstrates understanding that numbers have value based on their place (i.e. ones, tens, hundreds);</li><li>• reads and writes numbers using base-ten numerals and number names;</li><li>• begins to read and write numerals using expanded form but may have some misinterpretation.</li></ul> | A second grade student at this level: <ul style="list-style-type: none"><li>• demonstrates understanding that numbers have value based on their place (i.e. ones, tens, hundreds) and compare three-digit numbers based on values;</li><li>• reads and writes numbers using base-ten numerals, number names, and expanded form.</li></ul> |

**Grade:** Second

**Subject:** Mathematics

**Use place value understanding and properties of operations to add and subtract.**

| <b>1:</b> Little to no progress toward meeting end of year grade level standards with extensive support                                 | <b>2:</b> Less than expected progress toward meeting end of year grade level standards with increased support                                                          | <b>3:</b> Expected progress toward meeting end of year grade level standards                                                                                                                                     | <b>4:</b> Met end of year grade level standards and may be ready to work at greater depth                                                                                                                                                                                                                                                                                           |
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| A second grade student at this level does not demonstrate fluency and requires extensive support to use strategies to add and subtract. | A second grade student at this level: <ul style="list-style-type: none"><li>• adds a one-digit number or a multiple of ten to a two-digit number within 100.</li></ul> | A second grade student at this level: <ul style="list-style-type: none"><li>• uses strategies to add and subtract numbers within 100;</li><li>• explains why addition and subtraction strategies work.</li></ul> | A second grade student at this level: <ul style="list-style-type: none"><li>• within 100, uses strategies to add up to four two-digit numbers;</li><li>• within 100, fluently adds and subtracts two numbers;</li><li>• within 1000, adds and subtracts using concrete models, drawings, and strategies;</li><li>• explains why addition and subtraction strategies work.</li></ul> |

**Grade:** Second

**Subject:** Mathematics

**Measure and estimate lengths in standard units**

| <b>1: Little to no progress toward meeting end of year grade level standards with extensive support</b>               | <b>2: Less than expected progress toward meeting end of year grade level standards with increased support</b>                                                                                                                              | <b>3: Expected progress toward meeting end of year grade level standards</b>                                                                                                                                                                                                                                                                                                                                                                                                | <b>4: Met end of year grade level standards and may be ready to work at greater depth</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
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| <p>A second grade student at this level requires extensive support to measure and compare the lengths of objects.</p> | <p>A second grade student at this level can:</p> <ul style="list-style-type: none"><li>● measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.</li></ul> | <p>A second grade student at this level can:</p> <ul style="list-style-type: none"><li>● measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes;</li><li>● estimate lengths using units of inches, feet, centimeters, and meters;</li><li>● measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.</li></ul> | <p>A second grade student at this level can:</p> <ul style="list-style-type: none"><li>● measure the length of an object twice using different length units by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes;</li><li>● describe how the two measurements relate to the size of the unit chosen;</li><li>● estimate lengths using units of inches, feet, centimeters, and meters;</li><li>● measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.</li></ul> |

**Grade:** Second      **Subject:** Mathematics

**Relate addition and subtraction to length**

| <b>1:</b> Little to no progress toward meeting end of year grade level standards with extensive support                                | <b>2:</b> Less than expected progress toward meeting end of year grade level standards with increased support                                                                                                                                                                                                          | <b>3:</b> Expected progress toward meeting end of year grade level standards                                                                                                                                                                                                                                            | <b>4:</b> Met end of year grade level standards and may be ready to work at greater depth                                                                                                                                                                                                                                                                                                                                                                                                       |
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| <p>A second grade student at this level requires extensive support to solve word problems and show whole numbers on a number line.</p> | <p>A second grade student at this level can:</p> <ul style="list-style-type: none"><li>• solve addition and subtraction word problems within 20 involving lengths that are given in the same units;</li><li>• represent whole numbers as lengths from 0 on a number line diagram with equally spaced points.</li></ul> | <p>A second grade student at this level can:</p> <ul style="list-style-type: none"><li>• solve addition and subtraction word problems within 100 involving lengths that are given in the same units;</li><li>• represent whole numbers as lengths from 0 on a number line diagram with equally spaced points.</li></ul> | <p>A second grade student at this level can:</p> <ul style="list-style-type: none"><li>• solve addition and subtraction word problems within 100 involving lengths that are given in the same units, including equations with a symbol for the unknown number the represent the program;</li><li>• represent whole numbers as lengths from 0 on a number line diagram with equally spaced points and represent whole-number sums and differences within 100 on a number line diagram.</li></ul> |

**Grade:** Second      **Subject:** Mathematics

**Work with time and money**

| <b>1:</b> Little to no progress toward meeting end of year grade level standards with extensive support | <b>2:</b> Less than expected progress toward meeting end of year grade level standards with increased support                                                                                                                                 | <b>3:</b> Expected progress toward meeting end of year grade level standards                                                                                                                                                                                    | <b>4:</b> Met end of year grade level standards and may be ready to work at greater depth                                                                                                                                                                                                                                           |
|---------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| A second grade student at this level requires extensive support to work with time and money.            | A second grade student at this level can: <ul style="list-style-type: none"><li>• tell and write time from analog and digital clocks to the nearest half hour.;</li><li>• identify currency and use \$ and ¢ symbols appropriately.</li></ul> | A second grade student at this level can: <ul style="list-style-type: none"><li>• tell and write time from analog and digital clocks to the nearest five minutes;</li><li>• identify currency and write amounts using \$ and ¢ symbols appropriately.</li></ul> | A second grade student at this level can: <ul style="list-style-type: none"><li>• tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.;</li><li>• solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately.</li></ul> |

**Grade:** Second

**Subject:** Mathematics

**Represent and interpret data**

| 1: Little to no progress toward meeting end of year grade level standards with extensive support | 2: Less than expected progress toward meeting end of year grade level standards with increased support                                                                                                                                                                                                                                                              | 3: Expected progress toward meeting end of year grade level standards                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 4: Met end of year grade level standards and may be ready to work at greater depth                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|--------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| A second grade student at this level requires extensive support to represent and interpret data. | A second grade student at this level can: <ul style="list-style-type: none"><li>• generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object;</li><li>• show the measurements by making a line plot, picture graph, <b>or</b> bar graph with a single unit scale.</li></ul> | A second grade student at this level can: <ul style="list-style-type: none"><li>• generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object;</li><li>• show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units;</li><li>• draw a picture graph and a bar graph (with single-unit scale) to represent a data set with more than one category;</li><li>• answer “how many?” questions about data.</li></ul> | A second grade student at this level can: <ul style="list-style-type: none"><li>• generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object;</li><li>• show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units;</li><li>• draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories;</li><li>• solve simple put- together, take-apart, and compare problems using information presented in a bar graph.</li></ul> |

**Grade:** Second      **Subject:** Mathematics

**Reason with shapes and their attributes**

| 1: Little to no progress toward meeting end of year grade level standards with extensive support            | 2: Less than expected progress toward meeting end of year grade level standards with increased support                                                                                                                                                                                              | 3: Expected progress toward meeting end of year grade level standards                                                                                                                                                                                                                                                                                                                                                                                                                                        | 4: Met end of year grade level standards and may be ready to work at greater depth                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|-------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| A second grade student at this level requires extensive support to reason with shapes and their attributes. | A second grade student at this level can: <ul style="list-style-type: none"><li>• identify triangles, quadrilaterals, pentagons, hexagons, and cubes;</li><li>• recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces.</li></ul> | A second grade student at this level can: <ul style="list-style-type: none"><li>• identify triangles, quadrilaterals, pentagons, hexagons, and cubes;</li><li>• recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces;</li><li>• partition a rectangle into rows and columns of same-size squares and count to find the total number of them;</li><li>• partition circles and rectangles into two, three, or four equal shares.</li></ul> | A second grade student at this level can: <ul style="list-style-type: none"><li>• identify triangles, quadrilaterals, pentagons, hexagons, and cubes;</li><li>• recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces;</li><li>• partition a rectangle into rows and columns of same-size squares and count to find the total number of them;</li><li>• 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;</li><li>• recognize that equal shares of identical wholes need not have the same shape.</li></ul> |

