

Standard	2nd Grade Math Learning Expectations	1st	2nd	3rd	4th
Operations and Algebraic Thinking					
2.OA.1*	Use addition and subtraction within 100 to solve one- and two-step word problems.				
	a. Add to: Result Unknown				
	d. Take from: Result Unknown				
	g. Put Together/ Take Apart: Total Unknown				
	b. Add to: Change Unknown	NA			
	e. Take from: Change Unknown	NA			
	h. Put Together/ Take Apart: Addend Unknown	NA			
	i. Put Together/ Take Apart: Both Addends Unknown	NA			
	c. Add to: Change Unknown	NA	NA		
	f. Take from: Change Unknown	NA	NA		
	j. Compare: Difference Unknown	NA			
	k. Compare: Bigger Unknown	NA			
	l. Compare: Smaller Unknown	NA			
	m. Two-Step problems	NA			
2.OA.2	Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.				
2.OA.3	Determine whether a group of objects (up to 20) has an odd or even number of members. Write an equation to express an even number as a sum of two equal addends.				
2.OA.4*	Use addition to find the total number of objects arranged in rectangular arrays. Write an equation to express the total as a sum of equal addends.	NA	NA	NA	
Numbers and Operations in Base Ten					
2.NBT.1	Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones.				
2.NBT.2	Count within 1000; skip-count by 5s, 10s, and 100s.				
2.NBT.3*	Read and write numerals from 0 to 100, and explain the meaning of the digits in each numeral.				
2.NBT.4*	Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using $>$, $=$, and $<$ symbols.				
2.NBT.5*	Fluently add and subtract within 100 using strategies based on place value and properties of operations, and/or the relationship between addition and subtraction.				
2.NBT.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.	NA	NA	NA	
2.NBT.8	Mentally add 10 or 100 to a number 100-900, and mentally subtract 10 or 100 from a number 100-900.				
2.NBT.9	Explain why addition and subtraction strategies work, using place value and the relationship between addition and subtraction.	NA	NA	NA	
Measurement and Data					
2.MD.1	Measure the length of an object by selecting and using appropriate tools.	NA	NA		
2.MD.4	Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.	NA	NA		
2.MD.7*	Tell time and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.	NA	NA		
2.MD.8	Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and cent symbols appropriately.	NA	NA	NA	
2.MD.9*	Generate measurement data by measuring lengths of objects indirectly using other objects as measurement units. Show the measurements by making a dot plot.	NA	NA	NA	
2.MD.10*	Draw a picture graph and a bar graph (with single-unit squares) to represent a data set with up to four categories. Solve simple problems using the graphs.	NA			
Geometry					
2.G.1*	Recognize and draw shapes having specified attributes, such as a given number of sides or vertices, and recognize rectangles, squares, trapezoids, quadrilaterals, pentagons, hexagons, and cubes.	NA	NA	NA	
2.G.2	Partition a square, rectangle, or circle into rows and columns of the same size squares and count the number of them.	NA	NA	NA	
2.G.3	Partition circles and squares into two, three, and four equal shares, describe using fraction words. Recognize that equal shares of identical wholes need not have the same shape.	NA	NA	NA	

Grade Level

OA - Operations and Algebraic Thinking

MD - Measurement and Data

NA means that this Standard is NOT assessed during this marking period.

Unshaded boxes indicate that a mark is required during that nine weeks.

A shaded box indicates that a mark is required ONLY if that skill has NOT been mastered.

Standard	2nd Grade Literacy Learning Expectations		1st	2nd	3rd	4th
Reading						
RL.2.1*	Ask and	RL - Reading Literature 2 - 2nd Grade 1 - Standard				
RI.2.1*	Ask and		NA	NA		
RL.2.2	Retell st determine		NA			
RI.2.2*	Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.		NA	NA		
RL.2.3	Describe how characters in a story respond to major events and challenges.					
RI.2.3	Describe or conce		NA	NA		
RI.2.4	Know and glossari in a text	RL stands for Reading Literature	NA	NA	NA	
RL.2.5	Acknowledge differences in different points of views of characters.		NA			
RI.2.6	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.		NA	NA	NA	
RI.2.7	Explain how specific images (e.g., a diagram showing how a machine works) contribute		NA	NA	NA	
RI.2.8	Describe	RI stands for Reading Informational Text	NA	NA	NA	
RL.2.9	Compare stories)		NA			
RI.2.9	Compare same topic.		NA	NA		
RL/RI.2.10*	Read and comprehend literature at the second grade level independently and proficiently					
RF.2.1	Read with	RF stands for Reading Foundational Skills				
Writing						
W.2.1*	Write opi		NA	NA		
W.2.2*	Write info		NA	NA	NA	
W.2.3*	Write narratives in which they recount a well-elaborated event.					
Speaking & Listening						
SL.2.1	Engage effectively in a range of collaborative discussions.		NA			
Language						
L.2.1:d	Form and hid, told		NA	NA		
L.2.1:e	Use adje to be m	An * indicates that an E is possible for this standard	NA	NA	NA	
L.2.1:f	Produce					
L.2.1:f	Produce, c		NA			
L.2.2:a	Capitalize holidays, product names, and geographic names.					
L.2.2:b	Use commas in greetings and closings of letters.		NA			
L.2.2:c	Use an apostrophe to form contractions and frequently occurring possessives.		NA			
L.2.2:d	Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).					
L.2.4	Determine or clarify the meaning of an unknown and multiple meaning words and phrases based on 2nd grade reading and content, choosing flexibly from an array of strategies.					
Scale	E- Exceeding grade level expectations *Only possible for these standards 3- Demonstrating the standard independently (meeting grade level expectations) 2- Demonstrating grade level expectations with support (progressing toward grade level expectations) 1- Not progressing toward grade level expectations (concern)					
Key	NA=Not assessed at this time Blank box = Every student assessed on this skill Shaded box = Only assessed if a student did not master the skill in the previous nine weeks					