**2015-2016 Standard Pacing Guide – Second Grade**

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| **Standards** | | **Struggling** | **Progressing** | **Meets** | **Advanced** |
| 2.OA.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. |  |  | Adds and subtracts within 100 to solve one- and two-step world problems |  |
| 2.OA.2 | Fluently add and subtract within 20 using mental strategies. (See standard 1.OA.6 for a list of mental strategies.) By end of Grade 2, know from memory all sums of two one-digit numbers. |  |  | Adds and subtracts within 20 using mental strategies |  |
| 2.OA.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. |  |  | Identifies whether a number is odd or even (up to 20) |  |
| 2.OA.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. |  |  | Uses addition to find the total number of objects and writes an equation to express the total |  |
| 2.NBT.1 | 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: |  |  | Understands place value up to hundreds place |  |
| 2.NBT.1a | 100 can be thought of as a bundle of ten tens — called a “hundred.” |  |  |  |  |
| 2.NBT.1b | 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.2 | Count within 1000; skip-count by 5s, 10s, and 100s. |  |  | Counts and skip-counts by 5s, 10s, and 100s to 1000 |  |
| 2.NBT.3 | Read and write numbers to 1000 using base-ten numerals, number names, and expanded form. |  |  | Reads and writes numbers to 1000 using multiple forms |  |
| 2.NBT.4 | Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using , =, and |  |  | Compares two three-digit numbers based on place value using <, > and = |  |
| 2.NBT.5 | Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. |  |  | Adds and subtracts within 100 using multiple strategies |  |
| 2.NBT.6 | Add up to four two-digit numbers using strategies based on place value and properties of operations. |  |  | Adds up to four two-digit numbers using multiple strategies |  |
| 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; 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. |  |  | Adds and subtracts within 1000 using multiple strategies and understands the need for decomposing as necessary |  |
| 2.NBT.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 adds and subtracts 10 or 100 to a given number |  |
| 2.NBT.9 | Explain why addition and subtraction strategies work, using place value and the properties of operations. (Explanations may be supported by drawings or objects.) |  |  | Explains why addition and subtraction strategies work using multiple strategies |  |
| 2.MD.1 | Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes. |  |  | Measures length of object with the appropriate tool |  |
| 2.MD.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. |  |  | Measures length twice in different units and compares how the measurements relate to the size of unit chosen |  |
| 2.MD.3 | Estimate lengths using units of inches, feet, centimeters, and meters. |  |  | Estimates lengths with multiple units |  |
| 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. |  |  | Measures and compares the length of two objects expressing the length difference in a standard length unit |  |
| 2.MD.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. |  |  | Adds and subtracts within 100 to solve word problems with a symbol for the unknown by using drawings |  |
| 2.MD.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. |  |  | Represents whole numbers as lengths from 0 on a number line with equally spaced points and whole number sums within 100 |  |
| 2.MD.7 | Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m. |  |  | Tells and writes time from analog and digital clocks to the nearest 5 minutes |  |
| 2.MD.8 | Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ and ¢ symbols appropriately. |  |  | Solves word problems involving money and using correct symbols |  |
| 2.MD.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. |  |  | Measures items and generates data using rulers and creating a line plot with whole numbers |  |
| 2.MD.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. |  |  | Draws a picture and bar graph to represent data and solves simple problems based on information in the graph |  |
| 2.G.1 | Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. (Sizes are compared directly or visually, not compared by measuring.) Identify triangles, quadrilaterals, pentagons, hexagons, and cubes. |  |  | Recognizes and draws shapes based on specific attributes |  |
| 2.G.2 | Partition a rectangle into rows and columns of same-size squares and count to find the total number of them. |  |  | Partitions a rectangle into rows and columns of same-size squares and counts to find the total number of them. |  |
| 2.G.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. |  |  | Partitions circles and rectangles into equal sizes using correct terminology to name them and recognize that equal shares of wholes don’t always have the same shape |  |