



Grade: 2			
Domain	Cluster	Standard #	Associated Goal Stem
(OA) Operations and Algebraic Thinking  Grade 2, Standard 1	Represent and solve problems involving addition and subtraction.	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.	<b><u>2.OA.1 Add Two Numbers to a Sum of 100 to Solve Word Problems</u></b>  <STUDENT> will add numbers up to a sum of 100 to solve one- and two-step word problems involving situations of adding to, putting together, and comparing, with unknowns in all positions in <#> , e.g., by using drawings and equations with a symbol for the unknown number to represent the problem <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.
			<b><u>2.OA.1 Subtract from up to 100 to Solve Word Problems</u></b>  <STUDENT> will subtract from a total number no greater than 100 to solve one- and two-step word problems involving situations taking from, 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 <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.
(OA) Operations and Algebraic Thinking  Grade 2, Standard 2	Add and subtract within 20.	Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.	<b><u>2.OA.2 Fluently Add Numbers to a Sum of 20</u></b>  <STUDENT> will fluently add numbers up to a sum of 20 using different strategies <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.
			<b><u>2.OA.2 Fluently Subtract from a Total Number No Greater Than 20</u></b>  <STUDENT> will fluently subtract from a total number no greater than 20 using different strategies <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.
(OA) Operations and Algebraic Thinking  Grade 2, Standard 3	Work with equal groups of objects to gain foundations for multiplication.	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	<b><u>2.OA.3 Determine Odd or Even Groups of Objects</u></b>  <STUDENT> will determine whether a group of objects (up to 20) has an odd or even number of members and will write an equation to express an even number as a sum of two equal addends <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.



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Domain	Cluster	Standard #	Associated Goal Stem
<b>(OA)</b> Operations and Algebraic Thinking  Grade 2, Standard 4	Work with equal groups of objects to gain foundations for multiplication.	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.	<b><u>2.OA.4 Add Objects in Rectangular Arrays</u></b>  <STUDENT> will use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.
			<b><u>2.OA.4 Write Addition Equation to Express Objects in Rectangular Arrays</u></b>  <STUDENT> will write an addition equation to express the total number of objects arranged in rectangular arrays as a sum of equal addends <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.
<b>(NBT)</b> Number and Operations in Base Ten  Grade 2, Standard 1	Understand place value.	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).	<b><u>2.NBT.1 Explain Place Value of 3-Digit Numbers</u></b>  <STUDENT> will explain that the three digits of a three-digit number represent amounts of hundreds, tens, and ones <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.
			<b><u>2.NBT.1 Explain the Place Value of 100-900</u></b>  <STUDENT> will explain that the number 100 can be thought as a bundle of ten tens-called a hundred and that numbers 100 to 900 can refer to one to nine hundreds (with 0 tens and 0 ones) <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.



Grade: 2			
Domain	Cluster	Standard #	Associated Goal Stem
(NBT) Number and Operations in Base Ten  Grade 2, Standard 2	Understand place value.	Count within 1000; skip-count by 2s, 5s, 10s, and 100s.	<b><u>2.NBT.2 Count up to 1000</u></b>  <STUDENT> will count up to 1000 <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.
			<b><u>2.NBT.2 Skip Count up to 1000 by 2's, 5's, 10's, 100's</u></b>  <STUDENT> will skip count up to 1000 by 2's, 5's, 10's, and/or 100's <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.
(NBT) Number and Operations in Base Ten  Grade 2, Standard 3	Understand place value.	Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.	<b><u>2.NBT.3 Read and Write Numbers to 1000</u></b>  <STUDENT> will read and write numbers to 1000 using base-ten numerals <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.
			<b><u>2.NBT.3 Use Base-10 Numerals, Number Names, Expanded Form to Read/Write 1-1000</u></b>  <STUDENT> will read and write numbers to 1000 using base-ten numerals, number names, and/or expanded form <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.
(NBT) Number and Operations in Base Ten  Grade 2, Standard 5	Use place value understanding and properties of operations to add and subtract.	Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.	<b><u>2.NBT.5 Add Within 100</u></b>  <STUDENT> will add numbers up to a sum of 100 using strategies based on place value and properties of operations <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.
			<b><u>2.NBT.5 Subtract Within 100</u></b>  <STUDENT> will subtract from a total number no greater than 100 using strategies based on place value and properties of operations <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.



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(NBT) Number and Operations in Base Ten  Grade 2, Standard 6	Use place value understanding and properties of operations to add and subtract.	Add up to four two-digit numbers using strategies based on place value and properties of operations.	<b><u>2.NBT.6 Add up to Four 2-Digit Numbers</u></b>  <STUDENT> will add up to four two-digit numbers using strategies based on place value and properties of operations <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.
(NBT) Number and Operations in Base Ten  Grade 2, Standard 7	Use place value understanding and properties of operations to add and subtract.	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.	<b><u>2.NBT.7 Add Numbers Within 1000</u></b>  <STUDENT> will add numbers up to a sum of 1000, using concrete models or drawings and strategies based on place value, and properties of operations, composing tens and hundreds if necessary, and will relate the strategy to a written method <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.
			<b><u>2.NBT.7 Subtract Within 1000</u></b>  <STUDENT> will subtract from a total number no greater than 1000, using concrete models or drawings and strategies based on place value, and properties of decomposing tens and hundreds if necessary, and will relate the strategy to a written method <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.
(MD) Measurement and Data  Grade 2, Standard 1	Measure and estimate lengths in standard units.	Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.	<b><u>2.MD.1 Measure Length of Object Using Appropriate Tools</u></b>  <STUDENT> will measure the length of an object by selecting and using appropriate tools such as rulers, yardstick, meter sticks, and measuring tapes <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.



Grade: 2			
Domain	Cluster	Standard #	Associated Goal Stem
(MD) Measurement and Data  Grade 2, Standard 5	Relate addition and subtraction to length.	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.	<b><u>2.MD.5 Add Within 100 to Solve Word Problems About Lengths</u></b>  <STUDENT> will add up to a sum of 100 to solve word problems involving lengths that are given in the same units <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.
			<b><u>2.MD.5 Subtract Within 100 to Solve Word Problems About Lengths</u></b>  <STUDENT> will subtract from a total number no greater than 100 to solve word problems involving lengths that are given in the same units <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.
(MD) Measurement and Data  Grade 2, Standard 6	Relate addition and subtraction to length.	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.	<b><u>2.MD.6 Represent 0-100 on a Number Line Diagram</u></b>  <STUDENT> will show whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0 up to 100 <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.
			<b><u>2.MD.6 Represent Sums and Differences 1-100 on a Number Line Diagram</u></b>  <STUDENT> will represent whole-number sums and differences up to 100 on a number line diagram <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.
(MD) Measurement and Data  Grade 2, Standard 8	Work with time and money.	Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have?	<b><u>2.MD.8 Solve Word Problems about Money</u></b>  <STUDENT> will solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using currency symbols appropriately <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.



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Domain	Cluster	Standard #	Associated Goal Stem
(MD) Measurement and Data  Grade 2, Standard 10	Represent and interpret data.	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.	<b><u>2.MD.10 Draw Picture Graph and Bar Graph</u></b>  <STUDENT> will draw a picture graph and/or a bar graph (with single unit scale) to represent a data set with up to four categories <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.
			<b><u>2.MD.10 Use Bar Graph to Solve Word Problems</u></b>  <STUDENT> will solve simple put-together, take-apart, and compare problems using information presented in a bar graph <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.
(G) Geometry  Grade 2, Standard 1	Reason with shapes and their attributes.	Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.	<b><u>2.G.1 Recognize and Draw Shapes with Specified Attributes</u></b>  <STUDENT> will recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.
			<b><u>2.G.1 Identify Triangles, Quadrilaterals, Pentagons, Hexagons, Cubes</u></b>  <STUDENT> will identify triangles, quadrilaterals, pentagons, hexagons, and cubes <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.
(G) Geometry  Grade 2, Standard 2	Reason with shapes and their attributes.	Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.	<b><u>2.G.2 Partition Rectangles into Rows and Columns</u></b>  <STUDENT> will partition a rectangle into rows and columns of same-size squares and count to find the total number of them <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.
(G) Geometry  Grade 2, Standard 3	Reason with shapes and their attributes.	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.	<b><u>2.G.3 Partition Circles and Rectangles into Equal Shares</u></b>  <STUDENT> will 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 <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.