2nd Grade Level Expectation Topic	Benchmark What the report card says	Focus Area within Benchmark Common Core State Standards
Operations and Algebraic Thinking	Quickly and accurately adds numbers to 20 using mental strategies.	Fluently adds and subtracts within 20 using mental strategies. By end of Grade 2, knows from memory all sums of two one-digit numbers.
	Quickly and accurately subtracts numbers to 20 using mental strategies.	Fluently adds and subtracts within 20 using mental strategies.
	Solves addition and subtraction word problems within 100 using drawings, numbers and words.	Uses 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.
	Uses repeated addition to find the total number of objects arranged in a rectangular array.	Uses addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; writes an equation to express the total as a sum of equal addends.
Numbers and Operations in Base Ten	Adds within 1000 with and without regrouping *(two-digit without regrouping by December, three-digit without regrouping by March, three-digit with regrouping by June).*	Fluently adds and subtracts within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.
		Adds up to four two-digit numbers using strategies based on place value and properties of operations.
		Adds and subtracts within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relates the strategy to a written method. Understands 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.

	Subtracts within 1000 with and without regrouping *(two-digit without regrouping by December, three-digit without regrouping by March, three-digit with regrouping by June).*	Fluently adds and subtracts within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. Adds up to four two-digit numbers using strategies based on place value and properties of operations.
		Adds and subtracts within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relates the strategy to a written method. Understands 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.
	Skip-counts up to 1000 by 2s, 5s, 10s, and 100s starting from any number.	Counts within 1000; skip-counts by 5s, 10s, and 100s.
		Determines 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; writes an equation to express an even number as a sum of two equal addends.
	Understands the value of each digit in a 3-digit number.	Understands 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.
	Reads and writes numbers to 1000 using drawings, numbers and words.	Reads and writes numbers to 1000 using base-ten numerals, number names, and expanded form.
	Compares two three-digit numbers using <, > and =.	Compares two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, and < symbols to record the results of comparisons.

Measurement and Data	Estimates and measures the length of an object using an appropriate tool and unit.	Estimates lengths using units of inches, feet, centimeters, and meters.
		Measures the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.
		Measures the length of an object twice, using length units of different lengths for the two measurements; describes how the two measurements relate to the size of the unit chosen.
		Measures to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.
	Tells and writes time to the nearest five-minute interval using A.M. and P.M.	Tells and writes time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.
	Solves money word problems involving dollars, quarters, dimes, nickels and pennies using $ and ¢.	Solves 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?
	Accurately reads, interprets picture, bar and line graphs. *(reads/interprets graphs by March; accurately creates graphs by June)*	Solves simple put-together, take-apart, and compare problems using information presented in a bar graph.
		Generates measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Shows the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.

		Draws a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories.	
Geometry	Recognizes and draws shapes having specified attributes.	Recognizes and draws shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identifies triangles, quadrilaterals, pentagons, hexagons, and cubes.	
	Partitions shapes into equal parts.	Partitions a rectangle into rows and columns of same-size squares and count to find the total number of them.	
	Describes equal parts using fractional terms such as *halves*, *thirds and fourths.*	Partitions 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 describes the whole as two halves, three thirds, four fourths. Recognizes that equal shares of identical wholes need not have the same shape.	