2nd Grade Priority Standards
Math 2020-21

Strand	Priority Standards	Q1	Q2	Q3	Q4
Operations and Algebraic Thinking	**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, by using drawings and equations with a symbol for the unknown number to represent the problem. **MP.1, MP.2, MP.4**	x	x		
Operations and Algebraic Thinking	**2.OA.2**-Fluently add and subtract within 20 using mental strategies. **MP.2, MP.7, MP.8**	x	x	x	
Operations and Algebraic Thinking	**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**. MP.2, MP.4**				x
Strand	Priority Standards	Q1	Q2	Q3	Q4
Number and Operations in Base Ten	**2.NBT.1**-Understand that the three digits of a three-digit number represents amounts of hundreds, tens and 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). **MP.2, MP.7**	x			
Number and Operations in Base Ten	**2.NBT.2**-Count forwards and backwards within 1000; skip-count by 5s, 10s and 100s.	x			x

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Number and Operations in Base Ten	**2.NBT.3**-Read and write numbers to 1000 using base-ten numerals, number names and expanded form. **MP.7**	x			
Number and Operations in Base Ten	**2.NBT.4**-Compare two three-digit numbers based on meanings of the hundreds, tens and ones digits, using >, =, and < symbols to record the results of the comparisons.	x			
Number and Operations in Base Ten	**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. **MP.2, MP.8**		x	x	
Number and Operations in Base Ten	**2.NBT.7-**Add and subtract within 1000. **a.**Represent and solve addition and subtraction problems using: ● concrete models or drawings; ● strategies based on place value; ● properties of operations; ● the relationship between addition and subtraction and; ● relate drawings and strategies to expressions or equations. b. 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. **MP.1, MP.5**		x		
Number and Operations in Base	**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. **MP.7, MP.8**		x		

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Ten					
Number and Operations in Base Ten	**2.NBT.9**-Explain why addition and subtraction strategies work, using place value and the properties of operations. **MP.3, MP.7**		x		
Strand	**Priority Standards**	**Q1**	**Q2**	**Q3**	**Q4**
Measurement and Data	**2.MD.1-**Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks and measuring tapes. **MP.5, MP.6**			x	
Measurement and Data	**2.MD.4**-Measure to determine how much longer one object is than another, expressing the length difference in terms of either a customary or metric standard length unit. **MP.5, MP.6**			x	
Measurement and Data	**2.MD.6**-Represent whole numbers as lengths from 0 on a number line with equally spaced points corresponding to the numbers 0, 1, 2, ... and represent whole-number sums and differences within 100 on a number line. **MP.3, MP.4**	x		x	
Measurement and Data	**2.MD.7**-Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m. **MP.5, MP.6**			x	
Measurement and Data	**2.MD.8**-Solve word problems with adding and subtracting within 100, (not using dollars and cents simultaneously) using the $ and ¢ symbols appropriately (not including decimal notation). **MP.1, MP.5**			x	

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Measurement and Data	2.MD.10 Create a pictograph 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. **MP.2, MP.6**			x	
Strand	**Priority Standards**	**Q1**	**Q2**	**Q3**	**Q4**
Geometry	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. **MP.2, MP.3**				x

Quarter 1: 8-10-20 thru 10-14-20
Quarter 2: 10-15-20 thru 12-18-20
Quarter 3: 1-4-21 thru 3-9-21
Quarter 4: 3-10-21 thru 5-20-21