

Language

Common Core Standard

Dates Taught

Mastery

Conventions of Standard English

L.2.1 – Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.							
L.2.1a – Use collective nouns.							
L.2.1b – Form and use frequently occurring irregular plural nouns.							
L.2.1c – Use reflexive pronouns.							
L.2.1d – Form and use the past tense of frequently occurring irregular verbs.							
L.2.1e – Use adjectives and adverbs and choose between them depending on what is to be modified.							
L.2.1f – Produce, expand, and rearrange complete simple and compound sentences.							
L.2.2 – Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.							
L.2.2a – Capitalize holidays, product names, and geographic names.							
L.2.2b – Use commas in greetings and closings of letters.							
L.2.2c – Use an apostrophe to form contractions and frequently occurring possessives.							
L.2.2d – Generalize learned spelling patterns when writing words (boy -> boil).							

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L.2.2e – Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

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Knowledge of Language

L.2.3 – Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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L.2.3a – Compare formal and informal uses of English.

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Vocabulary Acquisition and Use

L.2.4 – Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.

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L.2.4a – Use sentence-level context as a clue to the meaning of a word or phrase.

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L.2.4b – Determine the meaning of the new word formed when a known prefix is added to a known word (happy/unhappy).

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L.2.4c – Use a known root word as a clue to the meaning of an unknown word with the same root word (addition, additional).

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L.2.4d – Use knowledge of the meaning of individual words to predict the meaning of compound words.

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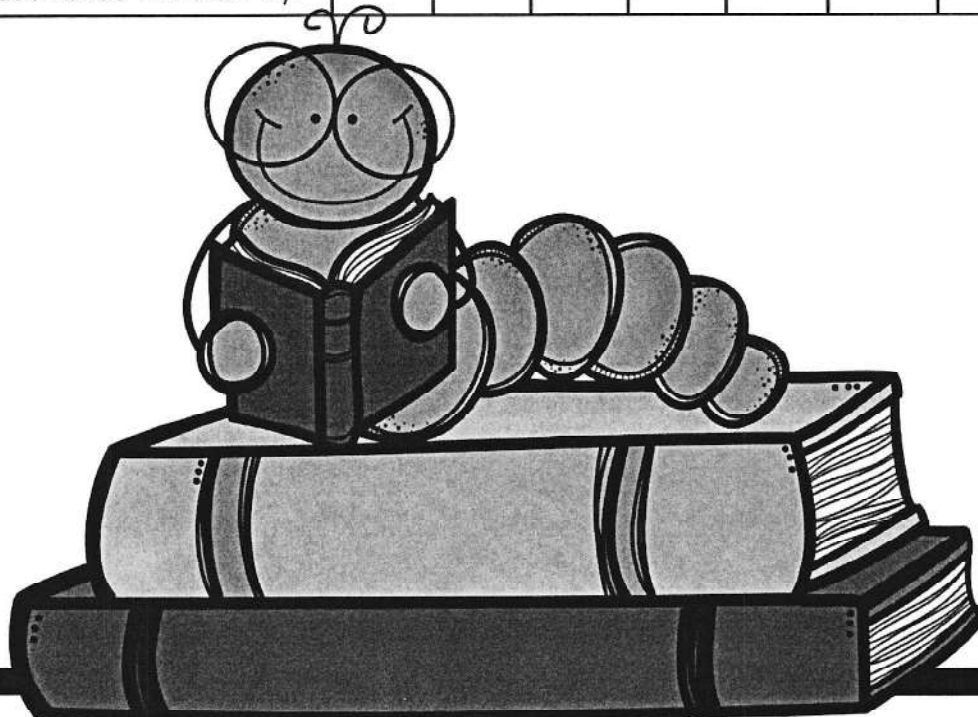
L.2.4e – Use glossaries and beginning dictionaries, both Print and digital, to determine or clarify the meaning of words and phrases.

L.2.5 – Demonstrate understanding of word relationships and nuances in word meanings.

L.2.5a – Identify real-life connections between words and their uses.

L.2.5b – Distinguish shades of meaning among closely related verbs and closely related adjectives.

L.2.6 – Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).



Operations and Algebraic Thinking

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Represent and solve problems involving addition and subtraction.

2.OA.A.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.

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Add and subtract within 20.

2.OA.B.2 – Fluently add and subtract within 20 using mental strategies. By end of grade 2, know from memory all sums or two one-digit numbers.

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Work with equal groups of objects to gain foundations for multiplication.

2.OA.C.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).

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2.OA.C.4 – Use addition to find the total number of objects arranged in rectangular arrays with up to five rows and up to five columns; write an equation to express the total as a sum of equal addends.

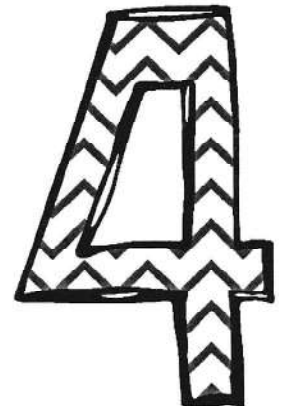
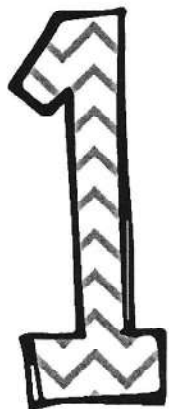
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Numbers and Operations in Base Ten

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Understand Place Value.

2.NBT.A.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).							
2.NBT.A.1a – One hundred can be thought of as a bundle of ten tens – called a “hundred.”							
2.NBT.A.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 zero tens and zero ones).							
2.NBT.A.2 – Count within 1000; skip-count by 5s, 10s, and 100s.							
2.NBT.A.3 – Read and write to 1000 using base-ten numerals, number names, and expanded form.							
2.NBT.A.4 – Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using $>$, $=$, and $<$ symbols to record the results of comparisons.							



Numbers and Operations in Base Ten

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Use Place Value Understanding and Properties of Operations to Add and Subtract.

2.NBT.B.5 – Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.							
2.NBT.B.6 – Add up to four two-digit numbers using strategies based on place value and properties of operations.							
2.NBT.B.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.							
2.NBT.B.8 – Mentally add 10 or 100 to a given number 100-900 and mentally subtract 10 or 100 from a given number 100-900.							
2.NBT.B.9 – Explain why addition and subtraction strategies work, using place value and the properties of operations.							

Measurement and Data

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Measure and estimate lengths in standard units.

2.MD.A.1 – Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.

2.MD.A.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.

2.MD.A.3 – Estimate lengths using units of inches, feet, centimeters, and meters.

2.MD.A.4 – Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.

Relate addition and subtraction to length.

2.MD.B.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.

2.MD.B.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.

Measurement and Data

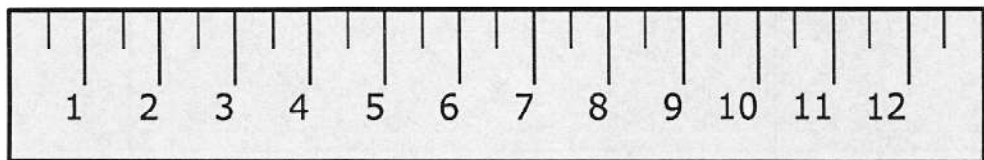
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Work With time and money.

2.MD.C.7 – Tell and write time from analog and digital clocks to the nearest five minutes using a.m. and P.m.							
2.MD.C.8 – 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?							

Represent and interpret data.

2.MD.D.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.							
2.MD.D.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.							



Geometry

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Reason With Shapes and their attributes.

<p>2.G.A.1 - 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.</p>							
<p>2.G.A.2 - Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.</p>							
<p>2.G.A.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.</p>							

