

# 2nd Grade – Mathematics

Kentucky Academic Standards with Targets



<b>Grade Level/ Course (HS): 2<sup>nd</sup> Grade</b>							
<b>Standard with code:</b>	<b>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.<sup>1</sup></b> <i><sup>1</sup>See glossary, Table 1 page 88 in Common Core State Standards.</i>						
<b>Domain:</b>	<b>Operations and Algebraic Thinking</b>						
<b>Cluster:</b>	<b>Represent and solve problems involving addition and subtraction.</b>						
<b>Type: _____ Knowledge    <u>  X  </u> Reasoning    _____ Performance Skill    _____ Product</b>							
<b>Knowledge Targets</b>	<b>Reasoning Targets</b>			<b>Performance Skills Targets</b>		<b>Product Targets</b>	
Identify the unknown in an addition or subtraction word problem  Write an addition and subtraction equation with a symbol for the unknown	Use drawings or equations to represent one- and two-step word problems  Add and subtract within 100 to solve one-step word problems with unknowns in all positions  Add and subtract within 100 to solve two-step word problems with unknowns in all positions  Determine operation needed to solve addition and subtraction problems in situations including add to, take from, put together, take apart, and compare						
Make sense of problems and persevere in solving them.	Reason abstractly and quantitatively.	Construct viable arguments and critique the reasoning of others.	Model with mathematics.	Use appropriate tools strategically.	Attend to precision.	Look for and make use of structure.	Look for and express regularity in repeated reasoning.

<b>Grade Level/ Course (HS): 2<sup>nd</sup> Grade</b>	
<b>Standard with code:</b>	<b>2.OA.2 Fluently add and subtract within 20 using mental strategies.<sup>2</sup> By end of Grade 2, know from memory all sums of two one-digit numbers.</b>  <sup>2</sup> See standard 1.OA.6 for list of mental strategies.
<b>Domain:</b>	<b>Operations and Algebraic Thinking</b>
<b>Cluster:</b>	<b>Add and Subtract within 20.</b>
<b>Type: _____ Knowledge    <u>  X  </u> Reasoning    _____ Performance Skill    _____ Product</b>	

<b>Knowledge Targets</b>		<b>Reasoning Targets</b>			<b>Performance Skills Targets</b>	<b>Product Targets</b>	
Know mental strategies for addition and subtraction  Know from memory all sums of two one-digit numbers		Apply mental strategies to add and subtract fluently within 20.					
Make sense of problems and persevere in solving them.	Reason abstractly and quantitatively.	Construct viable arguments and critique the reasoning of others.	Model with mathematics.	Use appropriate tools strategically.	Attend to precision.	Look for and make use of structure.	Look for and express regularity in repeated reasoning.

<b>Grade Level/ Course: 2<sup>nd</sup> Grade</b>	
<b>Standard with code:</b>	<b>2.OA.3 Determine whether a groups 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>
<b>Domain:</b>	<b>Operations and Algebraic Thinking</b>
<b>Cluster:</b>	<b>Work with equal groups of objects to gain foundations for multiplication.</b>
<b>Type: _____ Knowledge    ___X___ Reasoning    _____ Performance Skill    _____ Product</b>	

<b>Knowledge Targets</b>	<b>Reasoning Targets</b>	<b>Performance Skills Targets</b>	<b>Product Targets</b>
Count a group of objects up to 20 by 2s.  Recognize in groups that have even numbers objects will pair up evenly.  Recognize in groups of odd numbers objects will not pair up evenly.	Determine whether a group of objects is odd or even, using a variety of strategies.  Generalize the fact that all even numbers can be formed from the addition of 2 equal addends.  Write an equation to express a given even number as a sum of two equal addends.		

Make sense of problems and persevere in solving them.	Reason abstractly and quantitatively.	Construct viable arguments and critique the reasoning of others.	Model with mathematics.	Use appropriate tools strategically.	Attend to precision.	Look for and make use of structure.	Look for and express regularity in repeated reasoning.
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<b>Grade Level/ Course: 2<sup>nd</sup> Grade</b>	
<b>Standard with code:</b>	<b>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.</b>
<b>Domain:</b>	<b>Operations and Algebraic Thinking</b>
<b>Cluster:</b>	<b>Work with equal groups of objects to gain foundations for multiplication.</b>
<b>Type: _____ Knowledge    <u>  X  </u> Reasoning    _____ Performance Skill    _____ Product</b>	

<b>Knowledge Targets</b>	<b>Reasoning Targets</b>	<b>Performance Skills Targets</b>	<b>Product Targets</b>
Write an equation with repeated equal addends from an array.	<p>Generalize the fact that arrays can be written as repeated addition problems.</p> <p>Solve repeated addition problems to find the number of objects using rectangular arrays.</p>		

Make sense of problems and persevere in solving them.	Reason abstractly and quantitatively.	Construct viable arguments and critique the reasoning of others.	Model with mathematics.	Use appropriate tools strategically.	Attend to precision.	Look for and make use of structure.	Look for and express regularity in repeated reasoning.
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<b>Grade Level/ Course (HS): 2<sup>nd</sup> Grade</b>	
<b>Standard with code:</b>	<b>2.NBT.1ab 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>
<b>Domain:</b>	<b>Number and Operations in Base Ten</b>
<b>Cluster:</b>	<b>Understand place value.</b>
<b>Type: _____ Knowledge    <u>  X  </u> Reasoning    _____ Performance Skill    _____ Product</b>	

<b>Knowledge Targets</b>		<b>Reasoning Targets</b>			<b>Performance Skills Targets</b>		<b>Product Targets</b>
Explain the value of each digit in a 3-digit number.  Identify a bundle of 10 tens as a “hundred.”		Represents a three digit number with hundreds, tens, and ones.  Represent 200, 300, 400, 500, 600, 700, 800, 900 with one, two, three, four, five, six, seven, eight, or nine hundreds and 0 tens and 0 ones.					
Make sense of problems and persevere in solving them.	Reason abstractly and quantitatively.	Construct viable arguments and critique the reasoning of others.	Model with mathematics.	Use appropriate tools strategically.	Attend to precision.	Look for and make use of structure.	Look for and express regularity in repeated reasoning.

<b>Grade Level/ Course (HS): 2<sup>nd</sup> Grade</b>	
<b>Standard with code:</b>	<b>2.NBT.2 Count within 1000; skip-count by 5s, 10s, and 100s.</b>
<b>Domain:</b>	<b>Number and Operations in Base Ten</b>
<b>Cluster:</b>	<b>Understand place value.</b>
<b>Type: ___X___ Knowledge    ___ Reasoning    ___ Performance Skill    ___ Product</b>	

<b>Knowledge Targets</b>		<b>Reasoning Targets</b>			<b>Performance Skills Targets</b>		<b>Product Targets</b>
Count within 1000.  Skip-count by 5s.  Skip-count by 10s.  Skip-count by 100s.							
Make sense of problems and persevere in solving them.	Reason abstractly and quantitatively.	Construct viable arguments and critique the reasoning of others.	Model with mathematics.	Use appropriate tools strategically.	Attend to precision.	Look for and make use of structure.	Look for and express regularity in repeated reasoning.

<b>Grade Level/ Course (HS): 2<sup>nd</sup> Grade</b>	
<b>Standard with code:</b>	<b>2.NBT.3 Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.</b>
<b>Domain:</b>	<b>Number and Operations in Base Ten</b>
<b>Cluster:</b>	<b>Understand place value.</b>
<b>Type: ___X___ Knowledge    ___ Reasoning    ___ Performance Skill    ___ Product</b>	

<b>Knowledge Targets</b>	<b>Reasoning Targets</b>		<b>Performance Skills Targets</b>		<b>Product Targets</b>		
Know what expanded form means.  Recognize that the digits in each place represent amounts of thousands, hundreds, tens, or ones.  Read numbers to 1000 using base ten numerals.  Read numbers to 1000 using number names.  Read numbers to 1000 using expanded form.  Write numbers to 1000 using base ten numerals.  Write numbers to 1000 using number names.  Write numbers to 1000 using expanded form.							
Make sense of problems and persevere in solving them.	Reason abstractly and quantitatively.	Construct viable arguments and critique the reasoning of others.	Model with mathematics.	Use appropriate tools strategically.	Attend to precision.	Look for and make use of structure.	Look for and express regularity in repeated reasoning.



<b>Grade Level/ Course (HS): 2<sup>nd</sup> Grade</b>	
<b>Standard with code:</b>	<b>2.NBT.4 Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using <math>&gt;</math>, <math>=</math>, and <math>&lt;</math> symbols to record the results of comparisons.</b>
<b>Domain:</b>	<b>Number and Operations in Base Ten</b>
<b>Cluster:</b>	<b>Understand place value.</b>
<b>Type: _____ Knowledge    <u>  X  </u> Reasoning    _____ Performance Skill    _____ Product</b>	

<b>Knowledge Targets</b>		<b>Reasoning Targets</b>			<b>Performance Skills Targets</b>		<b>Product Targets</b>
Know the value of each digit represented in the three-digit number.  Know what each symbol represents $>$ , $<$ , and $=$ .		Compare two three-digit numbers based on place value of each digit.  Use $>$ , $=$ , and $<$ symbols to record the results of comparisons.					
Make sense of problems and persevere in solving them.	Reason abstractly and quantitatively.	Construct viable arguments and critique the reasoning of others.	Model with mathematics.	Use appropriate tools strategically.	Attend to precision.	Look for and make use of structure.	Look for and express regularity in repeated reasoning.

<b>Grade Level/ Course: 2<sup>nd</sup> Grade</b>	
<b>Standard with code:</b>	<b>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.</b>
<b>Domain:</b>	<b>Number and Operations in Base Ten</b>
<b>Cluster:</b>	<b>Use place value understanding and properties of addition to add and subtract.</b>
<b>Type: _____ Knowledge    <u>  X  </u> Reasoning    _____ Performance Skill    _____ Product</b>	

<b>Knowledge Targets</b>		<b>Reasoning Targets</b>			<b>Performance Skills Targets</b>	<b>Product Targets</b>	
Know strategies for adding and subtracting based on place value.  Know strategies for adding and subtracting based on properties of operations.  Know strategies for adding and subtracting based on the relationship between addition and subtraction.		Chose a strategy (place value, properties of operations, and /or the relationship between addition and subtraction) to fluently add and subtract within 100.					
Make sense of problems and persevere in solving them.	Reason abstractly and quantitatively.	Construct viable arguments and critique the reasoning of others.	Model with mathematics.	Use appropriate tools strategically.	Attend to precision.	Look for and make use of structure.	Look for and express regularity in repeated reasoning.

<b>Grade Level/ Course: 2<sup>nd</sup> Grade</b>	
<b>Standard with code:</b>	<b>2.NBT.6 Add up to four two-digit numbers using strategies based on place value and properties of operations.</b>
<b>Domain:</b>	<b>Number and Operations in Base Ten</b>
<b>Cluster:</b>	<b>Use place value understanding and properties of addition to add and subtract.</b>
<b>Type: _____ Knowledge    <u>  X  </u> Reasoning    _____ Performance Skill    _____ Product</b>	

<b>Knowledge Targets</b>	<b>Reasoning Targets</b>	<b>Performance Skills Targets</b>	<b>Product Targets</b>				
Know strategies for adding two digit numbers based on place value and properties of operations.	Use strategies to add up to four two-digit numbers.						
Make sense of problems and persevere in solving them.	Reason abstractly and quantitatively.	Construct viable arguments and critique the reasoning of others.	Model with mathematics.	Use appropriate tools strategically.	Attend to precision.	Look for and make use of structure.	Look for and express regularity in repeated reasoning.

<b>Grade Level/ Course: 2<sup>nd</sup> Grade</b>	
<b>Standard with code:</b>	<b>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.</b>
<b>Domain:</b>	<b>Number and Operations in Base Ten</b>
<b>Cluster:</b>	<b>Use place value understanding and properties of operations to add and subtract.</b>
<b>Type: _____ Knowledge    ___X___ Reasoning    _____ Performance Skill    _____ Product</b>	

<b>Knowledge Targets</b>		<b>Reasoning Targets</b>			<b>Performance Skills Targets</b>		<b>Product Targets</b>
Understand place value within 1000.  Decompose any number within 1000 into hundred(s), ten(s), and one(s).		Choose an appropriate strategy for solving an addition or subtraction problem within 1000.  Relate the chosen strategy (using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction) to a written method (equation) and explain the reasoning used.  Use composition and decomposition of hundreds and tens when necessary to add and subtract within 1000.					
Make sense of problems and persevere in solving them.	Reason abstractly and quantitatively.	Construct viable arguments and critique the reasoning of others.	Model with mathematics.	Use appropriate tools strategically.	Attend to precision.	Look for and make use of structure.	Look for and express regularity in repeated reasoning.

<b>Grade Level/ Course: 2<sup>nd</sup> Grade</b>	
<b>Standard with code:</b>	<b>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.</b>
<b>Domain:</b>	<b>Number and Operations in Base Ten</b>
<b>Cluster:</b>	<b>Use place value understanding and properties of operations to add and subtract.</b>
<b>Type: _____ Knowledge    <u>  X  </u> Reasoning    _____ Performance Skill    _____ Product</b>	

<b>Knowledge Targets</b>	<b>Reasoning Targets</b>	<b>Performance Skills Targets</b>	<b>Product Targets</b>
Know place value within 1000.	Apply knowledge of place value to mentally add or subtract 10 or 100 to/from a given number 100-900.		

Make sense of problems and persevere in solving them.	Reason abstractly and quantitatively.	Construct viable arguments and critique the reasoning of others.	Model with mathematics.	Use appropriate tools strategically.	Attend to precision.	Look for and make use of structure.	Look for and express regularity in repeated reasoning.
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<b>Grade Level/ Course: 2<sup>nd</sup> Grade</b>	
<b>Standard with code:</b>	<b>2.NBT.9 Explain why addition and subtraction strategies work, using place value and the properties of operations.<sup>3</sup></b>  <sup>3</sup> Explanations may be supported by drawings or objects.
<b>Domain:</b>	<b>Number and Operations in Base Ten</b>
<b>Cluster:</b>	<b>Use place value understanding and properties of operations to add and subtract.</b>
<b>Type: _____ Knowledge    ___X___ Reasoning    _____ Performance Skill    _____ Product</b>	

<b>Knowledge Targets</b>		<b>Reasoning Targets</b>			<b>Performance Skills Targets</b>		<b>Product Targets</b>
Know addition and subtraction strategies using place value and properties of operations related to addition and subtraction.		Explain why addition and subtraction strategies based on place value and properties of operations work.					
Make sense of problems and persevere in solving them.	Reason abstractly and quantitatively.	Construct viable arguments and critique the reasoning of others.	Model with mathematics.	Use appropriate tools strategically.	Attend to precision.	Look for and make use of structure.	Look for and express regularity in repeated reasoning.

<b>Grade Level/Course : 2<sup>nd</sup> Grade</b>							
<b>Standard with Code:</b>		<b>2.MD.1 Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.</b>					
<b>Domain:</b>		<b>Measurement and Data</b>					
<b>Cluster:</b>		<b>Measure and estimate lengths in standard units.</b>					
<b>Type: ___ Knowledge ___ Reasoning <u>X</u> Performance Skill ___ Product</b>							
<b>Knowledge Targets</b>		<b>Reasoning Targets</b>		<b>Performance Skill Targets</b>		<b>Product Targets</b>	
Identify tools that can be used to measure length.  Identify the unit of length for the tool used (inches, centimeters, feet, meters).		Determine which tool to use to measure the length of an object.		Measure the length of objects by using appropriate tools.			
Make sense of problems and persevere in solving them.	Reason abstractly and quantitatively.	Construct viable arguments and critique the reasoning of others.	Model with mathematics.	Use appropriate tools strategically.	Attend to precision.	Look for and make use of structure.	Look for and express regularity in repeated reasoning.

<b>Grade Level/Course (high School): 2<sup>nd</sup> Grade</b>							
<b>Standard with Code:</b>	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.						
<b>Domain:</b>	Measurement and Data						
<b>Cluster:</b>	Measure and estimate lengths in standard units.						
<b>Type:</b> ___ Knowledge <u> X </u> Reasoning    ___ Performance Skill    ___ Product							
<b>Knowledge Targets</b>		<b>Reasoning Targets</b>		<b>Performance Skill Targets</b>		<b>Product Targets</b>	
Know how to measure the length of objects with different units.		<p>Compare measurements of an object taken with two different units.</p> <p>Describe why the measurements of an object taken with two different units are different.</p> <p>Explain the length of an object in relation to the size of the units used to measure it.</p>					
Make sense of problems and persevere in solving them.	Reason abstractly and quantitatively.	Construct viable arguments and critique the reasoning of others.	Model with Mathematics	Use appropriate tools strategically.	Attend to precision.	Look for and make use of structure.	Look for and express regularity in repeated reasoning.



<b>Grade Level/Course (high School): 2<sup>nd</sup> Grade</b>							
<b>Standard with Code:</b>		2.MD.3 Estimate lengths using units of inches, feet, centimeters, and meters.					
<b>Domain:</b>		Measurement and Data					
<b>Cluster:</b>		Measure and estimate lengths in standard units.					
Type: ___ Knowledge <input checked="" type="checkbox"/> Reasoning    ___ Performance Skill    ___ Product							
<b>Knowledge Targets</b>		<b>Reasoning Targets</b>		<b>Performance Skill Targets</b>		<b>Product Targets</b>	
Know strategies for estimating length.  Recognize the size of inches, feet, centimeters, and meters.		Estimate lengths in units of inches, feet, centimeters, and meters.  Determine if estimate is reasonable.					
Make sense of problems and persevere in solving them.	Reason abstractly and quantitatively.	Construct viable arguments and critique the reasoning of others.	Model with Mathematics	Use appropriate tools strategically.	Attend to precision.	Look for and make use of structure.	Look for and express regularity in repeated reasoning.

<b>Grade Level/Course (high School): 2<sup>nd</sup> Grade</b>							
<b>Standard with Code:</b>	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.						
<b>Domain:</b>	Measurement and Data						
<b>Cluster:</b>	Measure and estimate lengths in standard units.						
<b>Type:</b> ___ Knowledge <u> X </u> Reasoning    ___ Performance Skill    ___ Product							
<b>Knowledge Targets</b>		<b>Reasoning Targets</b>		<b>Performance Skill Targets</b>		<b>Product Targets</b>	
Name standard length units.		Compare lengths of two objects.  Determine how much longer one object is than another in standard length units.					
Make sense of problems and persevere in solving them.	Reason abstractly and quantitatively.	Construct viable arguments and critique the reasoning of others.	Model with Mathematics	Use appropriate tools strategically.	Attend to precision.	Look for and make use of structure.	Look for and express regularity in repeated reasoning.

<b>Grade Level/ Course (HS): 2<sup>nd</sup> Grade</b>	
<b>Standard with code:</b>	<b>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.</b>
<b>Domain:</b>	<b>Measurement and Data</b>
<b>Cluster:</b>	<b>Relate addition and subtraction to length.</b>
<b>Type:    ___ Knowledge    ___ X Reasoning    ___ Performance Skill    ___ Product</b>	

Knowledge Targets		Reasoning Targets			Performance Skills Targets	Product Targets	
Add and subtract lengths within 100.		Solve word problems involving lengths that are given in the same units.  Solve word problems involving length that have equations with a symbol for the unknown number.					
Make sense of problems and persevere in solving them.	Reason abstractly and quantitatively.	Construct viable arguments and critique the reasoning of others.	Model with mathematics.	Use appropriate tools strategically.	Attend to precision.	Look for and make use of structure.	Look for and express regularity in repeated reasoning.

<b>Grade Level/ Course (HS): 2<sup>nd</sup> Grade</b>	
<b>Standard with code:</b>	<b>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.</b>
<b>Domain:</b>	<b>Measurement and Data</b>
<b>Cluster:</b>	<b>Relate addition and subtraction to length.</b>
<b>Type:   ___ Knowledge    ___X Reasoning    ___ Performance Skill    ___ Product</b>	

Knowledge Targets		Reasoning Targets		Performance Skills Targets		Product Targets	
Represent whole numbers from 0 on a number line with equally spaced points.		<p>Explain length as the distance between zero and another mark on the number line diagram.</p> <p>Use a number line to represent the solution of whole-number sums and differences related to length within 100.</p>					
Make sense of problems and persevere in solving them.	Reason abstractly and quantitatively.	Construct viable arguments and critique the reasoning of others.	Model with mathematics.	Use appropriate tools strategically.	Attend to precision.	Look for and make use of structure.	Look for and express regularity in repeated reasoning.

<b>Grade Level/ Course (HS): 2<sup>nd</sup> Grade</b>	
<b>Standard with code:</b>	<b>2.MD.7 Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.</b>
<b>Domain:</b>	<b>Measurement and Data</b>
<b>Cluster:</b>	<b>Work with time and money.</b>
<b>Type:    ___ Knowledge    ___X___ Reasoning    ___ Performance Skill    ___ Product</b>	

<b>Knowledge Targets</b>	<b>Reasoning Targets</b>	<b>Performance Skills Targets</b>	<b>Product Targets</b>
Tell time using analog clocks to the nearest 5 minutes  Tell time using digital clocks to the nearest 5 minutes  Write time using analog clocks and digital clocks  Identify the hour and minute hand on an analog clock  Identify and label when a.m. and p.m. occur	Determine what time is represented by the combination of the number on the clock face and the position of the hands.		

Make sense of problems and persevere in solving them.	Reason abstractly and quantitatively.	Construct viable arguments and critique the reasoning of others.	Model with mathematics.	Use appropriate tools strategically.	Attend to precision.	Look for and make use of structure.	Look for and express regularity in repeated reasoning.
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<b>Grade Level/ Course (HS): 2<sup>nd</sup> Grade</b>	
<b>Standard with code:</b>	<b>2.MD.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?</b>
<b>Domain:</b>	<b>Measurement and Data</b>
<b>Cluster:</b>	<b>Work with time and money.</b>
<b>Type: _____ Knowledge    <u>  X  </u> Reasoning    _____ Performance Skill    _____ Product</b>	

<b>Knowledge Targets</b>		<b>Reasoning Targets</b>			<b>Performance Skills Targets</b>		<b>Product Targets</b>
Identify and recognize the value of dollar bills, quarters, dimes, nickels, and pennies.  Identify the \$ and ¢ symbol.		Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies using \$ and ¢ symbols appropriately.					
Make sense of problems and persevere in solving them.	Reason abstractly and quantitatively.	Construct viable arguments and critique the reasoning of others.	Model with mathematics.	Use appropriate tools strategically.	Attend to precision.	Look for and make use of structure.	Look for and express regularity in repeated reasoning.

<b>Grade Level/ Course (HS): 2<sup>nd</sup> Grade</b>	
<b>Standard with code:</b>	<b>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.</b>
<b>Domain:</b>	<b>Measurement and Data</b>
<b>Cluster:</b>	<b>Represent and interpret data.</b>
<b>Type: _____ Knowledge    _____ Reasoning    <u>  X  </u> Performance Skill    _____ Product</b>	

<b>Knowledge Targets</b>		<b>Reasoning Targets</b>			<b>Performance Skills Targets</b>		<b>Product Targets</b>
Read tools of measurement to the nearest unit.		Represent measurement data on a line plot.			Measure lengths of several objects to the nearest whole unit.  Measure lengths of objects by making repeated measurements of the same object.		Create a line plot with a horizontal scale marked in whole numbers using measurements.
Make sense of problems and persevere in solving them.	Reason abstractly and quantitatively.	Construct viable arguments and critique the reasoning of others.	Model with mathematics.	Use appropriate tools strategically.	Attend to precision.	Look for and make use of structure.	Look for and express regularity in repeated reasoning.

<b>Grade Level/ Course (HS): 2<sup>nd</sup> Grade</b>	
<b>Standard with code:</b>	<b>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<sup>4</sup> using information presented in a bar graph.</b>  <sup>4</sup> See Table 1 in the Common Core State Standards glossary
<b>Domain:</b>	<b>Measurement and Data</b>
<b>Cluster:</b>	<b>Represent and interpret data.</b>
<b>Type: _____ Knowledge    _____ Reasoning    <u>  X  </u> Performance Skill    _____ Product</b>	

Knowledge Targets		Reasoning Targets			Performance Skills Targets	Product Targets	
Recognize and Identify picture graphs and bar graphs.  Identify and label the components of a picture graph and bar graph.		Solve problems relating to data in graphs by using addition and subtraction  Make comparisons between categories in the graph using more than, less than, etc.				Draw a single-unit scale picture graph to represent a given set of data with up to four categories  Draw a single-unit scale bar graph to represent a given set of data with up to four categories	
Make sense of problems and persevere in solving them.	Reason abstractly and quantitatively.	Construct viable arguments and critique the reasoning of others.	Model with mathematics.	Use appropriate tools strategically.	Attend to precision.	Look for and make use of structure.	Look for and express regularity in repeated reasoning.



<b>Grade Level/ Course (HS): 2<sup>nd</sup> Grade</b>	
<b>Standard with code:</b>	<b>2.G.1 Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces.<sup>5</sup> Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.</b>  <sup>5</sup> Sizes are compared directly or visually, not compared by measuring.
<b>Domain:</b>	<b>Geometry</b>
<b>Cluster:</b>	<b>Reason with shapes and their attributes.</b>
<b>Type:</b>	<input type="checkbox"/> Knowledge <input type="checkbox"/> Reasoning <input type="checkbox"/> Performance Skill <input checked="" type="checkbox"/> Product

<b>Knowledge Targets</b>		<b>Reasoning Targets</b>		<b>Performance Skills Targets</b>		<b>Product Targets</b>	
Identify the attributes of triangles, quadrilaterals, pentagons, hexagons, and cubes (e.g. faces, angles, sides, vertices, etc).  Identify triangles, quadrilaterals, pentagons, hexagons, and cubes based on the given attributes.		Describe and analyze shapes by examining their sides and angles, not by measuring.  Compare shapes by their attributes (e.g. faces, angles).				Draw shapes with specified attributes.	
Make sense of problems and persevere in solving them.	Reason abstractly and quantitatively.	Construct viable arguments and critique the reasoning of others.	Model with mathematics.	Use appropriate tools strategically.	Attend to precision.	Look for and make use of structure.	Look for and express regularity in repeated reasoning.

<b>Grade Level/ Course (HS): 2<sup>nd</sup> Grade</b>	
<b>Standard with code:</b>	<b>2.G.2 Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.</b>
<b>Domain:</b>	<b>Geometry</b>
<b>Cluster:</b>	<b>Reason with shapes and their attributes.</b>
<b>Type: _____ Knowledge    <input checked="" type="checkbox"/> Reasoning    _____ Performance Skill    _____ Product</b>	

<b>Knowledge Targets</b>	<b>Reasoning Targets</b>	<b>Performance Skills Targets</b>	<b>Product Targets</b>				
Counts to find the total number of same-size squares.  Defines partition.  Identify a row.  Identify a column.	Determines how to partition a rectangle into same-size squares.						
Make sense of problems and persevere in solving them.	Reason abstractly and quantitatively.	Construct viable arguments and critique the reasoning of others.	Model with mathematics.	Use appropriate tools strategically.	Attend to precision.	Look for and make use of structure.	Look for and express regularity in repeated reasoning.

<b>Grade Level/ Course (HS): 2<sup>nd</sup> Grade</b>	
<b>Standard with code:</b>	<b>2.G.3 Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words <i>halves, thirds, half of, a third of, etc.</i>, 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>
<b>Domain:</b>	<b>Geometry</b>
<b>Cluster:</b>	<b>Reason with shapes and their attributes.</b>
<b>Type: _____ Knowledge    <u>  X  </u> Reasoning    _____ Performance Skill    _____ Product</b>	

<b>Knowledge Targets</b>	<b>Reasoning Targets</b>	<b>Performance Skills Targets</b>	<b>Product Targets</b>				
<p>Identify two , three and four equal shares of a whole</p> <p>Describe equal shares using vocabulary: halves, thirds, fourths half of, third of etc.</p> <p>Describe the whole as two halves , three thirds, or four fourths</p>	<p>Justify why equal shares of identical wholes need not have the same shape.</p>						
<p>Make sense of problems and persevere in solving them.</p>	<p>Reason abstractly and quantitatively.</p>	<p>Construct viable arguments and critique the reasoning of others.</p>	<p>Model with mathematics.</p>	<p>Use appropriate tools strategically.</p>	<p>Attend to precision.</p>	<p>Look for and make use of structure.</p>	<p>Look for and express regularity in repeated reasoning.</p>