Grade 2 - Report Card Standards

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
I can compare data on a bar graph, picture graph and line plot.	I can mentally add and subtract a three-digit number using a multiple of 10 and/or 100	I can estimate and measure, by using a metric and standard ruler, the length of an object	I can use **multiple strategies** including regrouping to both add and subtract numbers from 0-1000.	I can count within 1000; skip-count by 5s, 10s, and 100s	I can recognize and draw shapes.	I can mentally add and subtract a three-digit number using a multiple of 10 and/or 100	CCSS.MATH.CONTENT.2.OA.C.3 I can determine whether a group of objects (up to 20) has an odd or even number of members
I can represent data in table on a bar or picture graph.	I can fluently add and subtract within 100.	I can create and compare data on a bar graph, picture graph and line plot	I can add and subtract real world one- and two-step problems within 100.	I can represent and write a three-digit number multiple ways (standard, expanded and using models) using hundreds, tens and ones	I can divide shapes into equal parts (halves, thirds, quarters) and recognize that equal shares of identical wholes, need not have the same shape.	I can use multiple strategies including regrouping to both add and subtract numbers from 0-1000	CCSS.MATH.CONTENT.2.OA.C.4 I can 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.
		I can use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units					

I can fluently add and subtract facts within 20.	I can add and subtract real world one- and two-step problems within 100	I can add and subtract real world one and two-step problems within 100.	I can fluently add and subtract within 100.	I can understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones;	I can tell and write time to the nearest five minutes on an analog and digital clock using AM and PM	Explain why addition and subtraction strategies work, using place value and the properties of operations	CCSS.MATH.CONTENT.2.G.A.2 Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.
I can solve real word comparison problems within 100			I can use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units	I can compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, and < symbols to record the results of comparisons.	I can find and write (using $ and ¢) the value of a group of quarters, dimes, nickels, and pennies		
I can add and subtract real world one- and two-step problems within 100					I can solve problems using dollar bills, quarters, dimes, nickels, and pennies		

Achieve the Core Major/Supporting	Wisconsin Standards for Mathematics
2.OA.A ■ Represent and solve problems involving addition and subtraction. 2.OA.B ■ Add and subtract within 20. 2.OA.C □ Work with equal groups of objects to gain foundations for multiplication. 2.NBT.A ■ Understand place value. 2.NBT.B ■ Use place value understanding and properties of operations to add and subtract. 2.MD.A ■ Measure and estimate lengths in standard units. 2.MD.B ■ Relate addition and subtraction to length. 2.MD.C □ Work with time and money. 2.MD.D □ Represent and interpret data. 2.G.A ○ Reason with shapes and their attributes.	**Grade 2 Overview** **Operations and Algebraic Thinking** • Represent and solve problems involving addition and subtraction. • Add and subtract within 20. • Work with equal groups of objects to gain foundations for multiplication. **Number and Operations in Base Ten** • Understand place value. • Use place value understanding and properties of operations to add and subtract. **Measurement and Data** • Measure and estimate lengths in standard units. • Relate addition and subtraction to length. • Work with time and money. • Represent and interpret data. **Geometry** • Reason with shapes and their attributes.

Operations and Algebraic Thinking

- **I can represent and solve addition and subtraction problems within 100.**
  - I can add and subtract real world one- and two-step problems within 100.
  - I can solve real word comparison problems within 100
- **I can work with equal groups of objects to gain a foundation in multiplication**
  - I can determine whether a group of objects (up to 20) has an odd or even number of members
  - I can 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
- **I can fluently add and subtract facts within 20.**

Number and Operations in Base Ten

- **I can understand place value.** NBT A
  - I can count within 1000; skip-count by 5s, 10s, and 100s
  - I can compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, and < symbols to record the results of comparisons.
  - I can understand place Value: that the three digits of a three-digit number represent amounts of hundreds, tens, and ones;
- **Explain why addition and subtraction strategies work using place value understandings** NBT.B
  - I can mentally add and subtract a three-digit number using a multiple of 10 and/or 100
  - I can fluently add and subtract within 100.
  - I can use multiple strategies including regrouping to both add and subtract numbers from 0-1000.

Measurement and Data

- **I can represent and interpret data.**
  - I can create and compare data on a bar graph, picture graph and line plot
  - I can represent data in table on a bar or picture graph.
- **I can estimate and measure, by using a metric and standard ruler, the length of an object**
- **I can relate addition and subtraction to length. MD.B**
- **I can work with time and money.**
  - I can tell and write time to the nearest five minutes on an analog and digital clock using AM and PM
  - I can find and write (using $ and ¢) the value of a group of quarters, dimes, nickels, and pennies

Geometry

- **I can reason with shapes and their attributes**
  - I can recognize and draw shapes.
  - I can divide shapes into equal parts (halves, thirds, quarters) and recognize that equal shares of identical wholes, need not have the same shape.

Draft Report Card Grade 2

Operations and Algebraic Thinking Students solve increasingly complex mathematical problems, making productive use of algebra and functions.	S1	S2
I can fluently add and subtract facts within 20. OA.B		
I can represent and solve addition and subtraction problems within 100. OA.A I can add and subtract real world one- and two-step problems within 100. I can solve real word comparison problems within 100.		
I can work with equal groups of objects to gain a foundation in multiplication OA.C I can determine whether a group of objects (up to 20) has an odd or even number of members. I can 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.		
Number and Operations in Base Ten Students work to fluently add and subtract beyond 100.	S1	S2
I can understand place value. NBT A I can count within 1000; skip-count by 5s, 10s, and 100s. I can compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, and < symbols to record the results of comparisons. I can understand place value: that the three digits of a three-digit number represent amounts of hundreds, tens, and ones.		
Explain why addition and subtraction strategies work using place value understandings NBT.B I can mentally add and subtract a three-digit number using a multiple of 10 and/or 100. I can fluently add and subtract within 100. I can use multiple strategies including regrouping to both add and subtract numbers from 0-1000.		
Geometry Students demonstrate increasingly complex spatial reasoning and understanding of geometric principles.	S1	S2
Reason with shapes and their attributes. 2.G.A I can recognize and draw shapes. I can divide shapes into equal parts (halves, thirds, quarters) and recognize that equal shares of identical wholes need not have the same shape.		
Measurement and Data Students demonstrate increasingly complex understanding of measurement, data, and analytic procedures.	S1	S2
I can create and compare data on a bar graph, picture graph and line plot MD.D I can create and compare data on a bar graph, picture graph, and line plot I can represent data in a table, on a bar graph, or a picture graph.		
I can relate addition and subtraction to length. MD.B		

I can estimate and measure, by using a metric and standard ruler, the length of an object MD.A		
I can work with time and money. MD.C I can tell and write time to the nearest five minutes on an analog and digital clock using AM and PM. I can find and write (using $ and ¢) the value of a group of quarters, dimes, nickels, and pennies.		
In mathematics class, the student demonstrates the behaviors below: F = Frequently O = Occasionally N = Not at this time.	S1	S2
The student engages in classroom discussions where students share, explain, and justify a variety of problem solving strategies and/or solutions.		
The student independently uses appropriate math tools and representations to demonstrate understanding of concepts and solve problems.		
The student considers if answers make sense and adjusts as needed.		
The student applies prior knowledge to new problems.		

Rigor in Mathematics

Aspect of Rigor	Main Goals	Student Behaviors
Procedural Skill and Fluency	• Learn or develop algorithms	Student connects procedures to conceptual understanding:

	● Execute procedures accurately and efficiently ● Learn how to use models or tools	Student links algorithms to concepts, Student understands the "why" behind the procedure
Conceptual Understanding	● Introduce concepts ● Emphasize sensemaking instead of answer-getting ● Uncover and unscramble common misconceptions	Student is able to build their own understanding through experience, discussion, explaining, justifying, and/or reflection Student independently uses manipulatives and visual models to deepen their knowledge of concepts before moving to abstract representations Student creates multiple representations as they experience and work between different representations of the same content Student uses error analysis and can determine if a mistake exists and is able to explain the mistake
Application	● Apply skills and understandings to: new situations, other subject areas, real-world and problem solving situations	Student works on tasks independently and communicates with a partner, or in small groups Student reflects on/responds to teacher feedback Student shares multiple solutions and methods: engages in classroom discussions where students share, explains, and justifies a variety of problem solving strategies and/or solutions
Math Practices	● 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	The 8 mathematical practices describe the thinking processes, habits of mind, and dispositions that students need, to develop a deep, flexible, and enduring understanding of mathematics.