Montezuma Elementary Second Grade Math Descriptors of Learning

Standard	***1st Quarter***	***2nd Quarter***	***3rd Quarter***	***4th Quarter***
Counting	Count by 1s to at least 120; skip count by 5s using a calculator; and skip count by 10s to at least 200. Read and write numbers to a least 120 using base-10 numerals and numbers to 10 using number names.	Count within 500; skip count by 5s and 10s past 200; count by 100 to 900. Read and write numbers to at least 600 using base-10 numerals. Read and write numbers to 20 using number names. Read and write numbers in expanded form to 99 without manipulatives. Read and write numbers in expanded form to 999 using base-10 blocks.	Count within 1000; skip count by 5s, 10s, and 100s. Read and write numbers to 1000 using base-ten numerals, number names, and expanded form	Count within 1000; skip count by 5s, 10s, and 100s. Read and write numbers to 1000 using base-ten numerals, number names, and expanded form
Place Value	Understand that the 2-digits of a 2-digit number represent amounts of tens and ones. Demonstrate an understanding of exchanging 10 and 1s using manipulatives.	Represent 3-digit numbers that are multiples of 100 using base-10 blocks.	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 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.

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Comparing numbers	No expectation for mastery this quarter.	Compare two 3-digit numbers with nonzero digits based on meanings of the hundreds, tens, and ones digits, using <, >, and = symbols.	Compare two three digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, and < symbols.	Compare two three digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, and < symbols.
Mental Math	Mentally add 10 and subtract 10 from a 2-digit number.	Mentally add 10 to and subtract 10 from a given number 100-900. Mentally add and subtract 100 to a given number that is a multiple of 100 to 900.	Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900.	Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900.
Addition/Subtraction Fact Fluency	Know doubles and combinations-of-10 facts.	Know doubles and combinations-of-10 facts; know +/- 0 and +/-1 facts.	Know doubles and combinations-of-ten facts, and apply strategies to solve all addition and subtraction facts.	Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.

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Two and Three Digit Addition/Subtraction	Add and subtract within 100 using base-10 blocks, number grids and number lines.	Add and subtract within 100 using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; understand that in adding or subtracting 2-digit numbers, one adds or subtracts tens and tens, ones and ones.; understand that sometimes it is necessary to compose and decompose tens.	Add and subtract within 100 using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; understand that in adding or subtracting 3-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones.; understand that sometimes it is necessary to compose and decompose hundreds.	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.
Problem Solving	Write an addition number story that matches a picture, write a number model to represent the story, and solve the story.	Add and subtract within 20 to solve one- step word problems involving situations of adding to, taking from, putting together, and taking apart by using drawings or equations to represent the problem.	Add and subtract within 100 to solve one-step word problems involving situations of adding to, taking from, putting together, and taking apart, e.g. by using drawings or equations to represent the problem.	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

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				equations with a symbol for the unknown number to represent the problem.
Time	No expectation for mastery this quarter.	Tell and write time using digital and analog clocks to the nearest half hour.	Draw events that typically occur in the A.M. and P.M. hours.	Tell and write time using digital and analog clocks to the nearest five minutes, using A.M. and P.M.
Money	Solve word problems using dimes and pennies.	Solve word problems involving a single type of coin (either quarters, dimes, nickels, or pennies); use cent symbol appropriately.	Solve word problems involving quarters, dimes, nickels, and pennies to show exact change, and use currency symbols appropriately.	Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies to show exact change, and use currency symbols appropriately.
Measurement	No expectation for mastery this quarter.	Select an appropriate tool and measure the length of an object twice, using inches and centimeters for the two measurements.	Describe how two measurements relate to the size of the unit. Measure to determine how much longer one object is than another by lining up both objects and measuring the part that does not overlap in inches and centimeters.	Independently measures to the nearest whole unit (in., ft., yd., cm., and m.), uses different units to compare the length of the same object, and describes how much longer one object is than the other. Describe how two measurements relate to the size of the unit.

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Line Plot	No expectation for mastery this quarter.	No expectation for mastery this quarter.	No expectation for mastery this quarter.	Generate measurements by measuring lengths of objects to the nearest whole unit, and use data to make a line plot.
Picture and Bar Graphs	No expectation for mastery this quarter.	No expectation for mastery this quarter.	Draw a picture graph to represent data from a tally chart	Draw a picture graph and a bar graph to represent data with up to four categories. Solve simple put together, take-apart, and compare problems using information presented in a bar graph.
Multiplication	No expectation for mastery this quarter.	No expectation for mastery this quarter.	No expectation for mastery this quarter.	Draw an array and write a repeated addition equation to find the sum of equal addends.
Geometry	Recognize 3- and 4-sided shapes.	Use same-size square tiles to partition a rectangle into rows and columns and count to find the total number of them.	Draw 3-, 4-, 5-, and 6-sided shapes; sort shapes and identify common attributes.	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.

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Fractions	No expectations for mastery at this point.	Partition shapes into two equal parts and describe the shares using the words halves and half of.	Partition shapes into two equal parts and describe the shares using the words halves and half of.	Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, etc. and describe the whole as two halves, etc. Recognize that equal shares of identical wholes need not have the same shape.