

**Green Township School District**  
**Grade 2 Marking Period Mathematics Benchmarks**

Report Card Indicators			
	MP #1	MP #2	MP #3
<b>Domain: Operations &amp; Algebraic Thinking</b>			
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.			
Addition	Add within 100 to solve 1-step word problems with unknowns in any position using drawings and mental math strategies. (M1 L5)	Add within 100 to solve 1- and 2-step word problems with unknowns in any position. (M4 L31)	
Subtraction	Subtract within 100 to solve 1-step word problems with unknowns in any position using drawings and mental math strategies. (M1 L8)	Subtract within 100 to solve 1- and 2-step word problems with unknowns in any position. (M4 L31)	
2.OA.B Fluently Add and subtract within 20 using mental strategies*. By end of grade 2, know from memory all sums of two one-digit numbers. *Strategies noted: From grade 1- counting on; making ten; use relationships between addition & subtraction; create equivalent but easier or known sums.			
1a. Fluently add within 20 using mental strategies.	Fluently add within 20 using mental strategies.	Fluently add within 20 using mental strategies.	Fluently add within 20 using mental strategies.
1b. Fluently subtract within 20 using mental strategies.	Fluently subtract within 20 using mental strategies.	Fluently subtract within 20 using mental strategies.	Fluently subtract within 20 using mental strategies.
2 By end of Grade 2, know from memory all sums of two one-digit numbers.	Know from memory all sums of two one-digit numbers.	Know from memory all sums of two one-digit numbers.	Know from memory all sums of two one-digit numbers.
2.OA.C. Work with equal groups of objects to gain foundations for multiplication.			

3a. 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.		3a. 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. (M6 L20)	
3b. Write an equation to express an even number as a sum of two equal addends.		3b. Write an equation to express an even number as a sum of two equal addends. (M6 L20)	
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.			
4a. Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns.		4a. Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns.(M6 L9)	Reinforced
4b. Write an equation to express the total as a sum of equal addends.		4b. Write an equation to express the total as a sum of equal addends. (M6 L15)	Reinforced
<b>Domain: Numbers and Operations in Base Ten</b>			
<b>2.NBT.A Understand place value.</b>			
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.	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. (M3 L7)		
1a. Understand the following as special cases: a. 100 can be thought of as a bundle of 10 tens — called a “hundred.”	1a. Understand the following as special cases: a. 100 can be thought of as a bundle of 10 tens — called a “hundred.” (M3 L3)		
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 0 tens and 0 ones).	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 0 tens and 0 ones). (M3 L3)		

2. Count within 1000; skip-count by 5s, 10s, and 100s.	2. Count within 1000; skip-count by 5s, 10s, and 100s. (M3 L21)		
3a. Read numbers to 1000 using base-ten numerals, number names, and expanded form.	3a. Read numbers to 1000 using base-ten numerals, number (unit) names, and expanded form. (M3 L7)		
3b. Write numbers to 1000 using base-ten numerals, number names, and expanded form.	3b. Write numbers to 1000 using base-ten numerals, number (unit) names, and expanded form. (M3 L7)		
4a. Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using $>$ , $=$ , and $<$ symbols.	4a. Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using $>$ , $=$ , and $<$ symbols. (M3 L18)		
4b. Record the results of comparisons using the symbols $>$ , $<$ , and $=$ .	4b. Record the results of comparisons using the symbols $>$ , $<$ , and $=$ . (M3 L18)		
2.NBT.B. Use place value understanding and properties of operations to add and subtract.			
5a. Fluently add within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.	Add within 100 by manipulating tens and using like units (place value) involving situations of adding to and putting together. (M1 L5)	5a. Fluently add within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. (M4 L16)	5a. Fluently add within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. (M7 L13)
5a. Fluently subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.	Subtract within 100 by manipulating tens and using like units (place value) involving situations of adding to and putting together. (M1 L5)	5a. Fluently subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. (M4 L16)	5a. Fluently subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. (M7 L13)
6a. Add up to four two-digit numbers using strategies based on place value.		6a. Add up to four two-digit numbers using strategies based on place value. (M4 L22)	Reinforced
6b. Add up to four two-digit numbers using strategies based on properties of operations.		6b. Add up to four two-digit numbers using strategies based on properties of operations. (M4 L22)	Reinforced
7a. Add within 1000, using concrete models or drawings and strategies		7a. Add within 200, using concrete models or drawings and strategies	

based on place value, properties of operations, and/or the relationship between addition and subtraction.		based on place value, properties of operations, and/or the relationship between addition and subtraction. (M4 L22)	
		7a. Add within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. (M5 L7)	Reinforced
7b. 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.		7b. Subtract within 200, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. (M4 L28)	
		7b. 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. (M5 L7)	Reinforced
7c. Relate strategies for addition and subtraction to a written method.		7c. Relate strategies for addition and subtraction to a written method. (M5 L12)	Reinforced
7d. Understand that in adding 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.		7d. Understand that in adding 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. (M4 L10)	Reinforced
7d. Understand that in 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.		7d. Understand that in 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.	Reinforced

		(M4 L15)	
8a. Mentally add 10 or 100 to a given number 100–900.		8a. Mentally add 10 or 100 to a given number 100–900. (M5 L7)	Reinforced
8b. Mentally subtract 10 or 100 from a given number 100–900.		8b. Mentally subtract 10 or 100 from a given number 100–900. (M5 L7)	Reinforced
9. Explain why addition and subtraction strategies work, using place value and the properties of operations. ( <i>Explanations may be supported by drawings or objects.</i> )		9. Explain why addition and subtraction strategies work, using place value and the properties of operations. ( <i>Explanations may be supported by drawings or objects.</i> ) (M5 L20)	Reinforced
<b>Domain: Measurement and Data</b>			
<b>2.MD.A Measure and estimate lengths in standard units.</b>			
1. Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.	Measure the length of an object by selecting and using centimeter rulers, meter sticks, and measuring tape. (M2 L6; MP6)		Measure the length of an object by selecting and using inch rulers, yardsticks, and measuring tape. (M7 L16)
2a. Measure the length of an object twice, using length units of different lengths for the two measurements.	Measure the length of an object twice, using length units of different lengths, e.g. measure with paper clips and cm. (M2 L7; MP6)		2a. Measure the length of an object twice, using length units of different lengths for the two measurements. (M7 L18)
2b. Describe how the two measurements relate to the size of the unit chosen.	Describe how the two measurements relate to the size of the unit chosen. (M2 L7)		2b. Describe how the two measurements relate to the size of the unit chosen. (M7 L18)
3. Estimate lengths using units of inches, feet, centimeters, and meters.	Estimate lengths using units of centimeters and meters. (M2 L5)		Estimate lengths using units of inches and feet. (M7 L17)
4. Measure to determine how much longer one object is than another, expressing the length difference in terms of a <b>standard</b> length unit.	Measure to determine how much longer one object is than another, expressing the length difference in terms of a <b>standard</b> length unit. (M2 L7; MP6)		4. Measure to determine how much longer one object is than another, expressing the length difference in terms of a <b>standard</b> length unit. (M7 L19)
<b>2.MD.B Measure and estimate lengths in standard units.</b>			

5a. Use addition 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.	Use addition within 100 to solve word problems involving lengths that are given in the same units. (M2 L10)		5a. Use addition 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. (M7 L20)
5b. Use 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.	Use subtraction within 100 to solve word problems involving lengths that are given in the same units.(M2 L10)		5b. Use 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. (M7 L20)
6a. Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ...			6a. Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ... (M7 L22;29; MP6)
6b. Represent whole-number sums and differences within 100 on a number line diagram.			Represent whole-number sums and differences within 100 on a number line diagram. (M7 L22;29; MP6)
<b>2.MD.C Work with Time and Money</b>			
7a. Tell time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.			7a. Tell time from analog and digital clocks to the nearest five minutes, using a.m. and p.m. (M8 L15)
7b. Write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.			7b. Write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m. (M8 L15)
8. Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. <i>Example: If you have 2 dimes and 3 pennies, how many cents do you have?</i>			8. Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. <i>Example: If you have 2 dimes and 3 pennies, how many cents do you have?</i> (M7 L13)

<b>2.MD.D Represent and interpret data.</b>			
9a. Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object.			9a. Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. (M7 L26)
9b. Show measurements by making a line plot, where the horizontal scale is marked off in whole-number units.			9b. Show measurements by making a line plot, where the horizontal scale is marked off in whole-number units. (M7 L26)
10a. Draw a picture graph to represent a data set with up to four categories.			10a. Draw a picture graph to represent a data set with up to four categories. (M7 L2)
10a. Draw a bar graph (with single-unit scale) to represent a data set with up to four categories.			10a. Draw a bar graph (with single-unit scale) to represent a data set with up to four categories. (M7 L5)
10b. Solve simple put together, take-apart, and compare problems using information presented in a bar graph.			10b. Solve simple put together, take-apart, and compare problems using information presented in a bar graph. (M7 L5)
<b>Domain: Geometry</b>			
<b>2.G.A Reason with Shapes and Their Attributes</b>			
1. Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. <i>Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.</i>			1. Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. <i>Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.</i> (M8 L5)
2. Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.		2. Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.	

		(M6 L16)	
3a. Partition circles and rectangles into two, three, or four equal shares.			3a. Partition circles and rectangles into two, three, or four equal shares. (M8 L10)
3b. Describe the shares using the words halves, thirds, half of, a third of, etc.			3b. Describe the shares using the words halves, thirds, half of, a third of, etc. (M8 L10)
3c. Describe the whole as two halves, three thirds, four fourths.			3c. Describe the whole as two halves, three thirds, four fourths. (M8 L11)
3d. Recognize that equal shares of identical wholes need not have the same shape.			3d. Recognize that equal shares of identical wholes need not have the same shape. (M8 L12)