

BENCHMARK REPORT

MATHEMATICS GRADE 2



DOMAIN: Standards for Mathematical Content		
Status:	OCS Code:	Strand: <i>Operations and Algebraic Thinking (OA)</i>
	2.SMC.OA.1	Represent and solve problems involving addition and subtraction.
Focus	2.SMC.OA.1.1-1.b	Add and subtract numbers up to 100 to solve one-step word problems
Focus	2.SMC.OA.1.1-2.b	Add and subtract numbers up to 100 to solve two-step word problems
	2.SMC.OA.2	Add and subtract within 20.
Focus	2.SMC.OA.2.2-1.a	Add and subtract numbers up to 20 mentally
Focus	2.SMC.OA.2.2-2.a	Memorize all sums of two one-digit numbers
	2.SMC.OA.3	Work with equal groups of objects to gain foundations for multiplication.
Supporting	2.SMC.OA.3.1-1.a	Determine whether a group of 20 or fewer objects has an odd or even number of members
Supporting	2.SMC.OA.3.1-2.b	Write an equation to express an even number as a sum of two equal addends
Focus	2.SMC.OA.3.2-1.c	Add objects arranged in a rectangular array with up to 5 rows and 5 columns
Focus	2.SMC.OA.3.2-2.c	Write an equation to express the total of a rectangular array with up to 5 rows and 5 columns as a sum of equal addends
Status:	OCS Code:	Strand: <i>Number and Operations in Base Ten (NBT)</i>
	2.SMC.NBT.1	Understand place value.
Supporting	2.SMC.NBT.1.1.b	Represent the three digits of a three-digit number in amounts of hundreds, tens, and ones
Focus	2.SMC.NBT.1.2.b	Count numbers up to 1000 by skip-counting 5s, 10s, and 100s
Focus	2.SMC.NBT.1.3-1.b	Read numbers up to 1000 using base-ten numerals, number names, and expanded form
Supporting	2.SMC.NBT.1.3-2.b	Write numbers up to 1000 using base-ten numerals, number names, and expanded form
Focus	2.SMC.NBT.1.4-1.c	Compare two three-digit numbers based on a breakdown into hundreds, tens, and ones
Supporting	2.SMC.NBT.1.4-2.c	Record the results of comparisons between two three-digit numbers using the symbols $>$, $=$, and $<$
	2.SMC.NBT.2	Use place value understanding and properties of operations to add and subtract.
Focus	2.SMC.NBT.2.1.b	Add and subtract numbers up to 100 fluently
Focus	2.SMC.NBT.2.2.b	Add up to four two-digit numbers
Focus	2.SMC.NBT.2.3-1.b	Add and subtract numbers up to 1000
Supporting	2.SMC.NBT.2.3-2.c	Explain the process of adding and subtracting numbers up to 1000
Supporting	2.SMC.NBT.2.4-1.c	Add 10 or 100 to a given number between 100 and 900 mentally
Supporting	2.SMC.NBT.2.4-2.c	Subtract 10 or 100 from a given number between 100 and 900 mentally
Supporting	2.SMC.NBT.2.5-1.c	Explain how using place value facilitates addition and subtraction
Supporting	2.SMC.NBT.2.5-2.c	Explain how using the properties of operations facilitates addition and subtraction
Status:	OCS Code:	Strand: <i>Measurement and Data (MD)</i>
	2.SMC.MD.1	Measure and estimate lengths in standard units.
Focus	2.SMC.MD.1.1.a	Measure the length of an object by selecting and using appropriate tools
Supporting	2.SMC.MD.1.2.b	Describe how an object measured twice using different measurement units relates to the size of the unit
Supporting	2.SMC.MD.1.3.b	Estimate lengths using units of inches, feet, centimeters, and meters
Supporting	2.SMC.MD.1.4.c	Determine the difference in length of two objects measured by a standard length unit
	2.SMC.MD.2	Relate addition and subtraction to length.
Supporting	2.SMC.MD.2.1.c	Add and subtract up to 100 to solve word problems involving lengths measured using a standard length unit
Focus	2.SMC.MD.2.2-1.b	Represent whole numbers up to 100 as lengths from 0 on a number line diagram with equally spaced points
Supporting	2.SMC.MD.2.2-2.b	Represent whole-number sums and differences of two lengths on a number line diagram with equally spaced points beginning at 0 and up to 100
	2.SMC.MD.3	Work with time and money.
Focus	2.SMC.MD.3.1-1.a	Tell the time to the nearest five minutes including A.M. and P.M., using analog and digital clocks
Focus	2.SMC.MD.3.1-2.a	Write the time to the nearest five minutes, including A.M. and P.M., using analog and digital clocks
Supporting	2.SMC.MD.3.2.b	Solve word problems using different denominations of cash
	2.SMC.MD.4	Represent and interpret data.

BENCHMARK REPORT

MATHEMATICS GRADE 2



Supporting	2.SMC.MD.4.1-1.c	Create a line plot from repeated measures of the length of an object to the nearest whole unit
Supporting	2.SMC.MD.4.1-2.c	Create a line plot from measures of the lengths of several objects to the nearest whole unit
Focus	2.SMC.MD.4.2-1.c	Represent data from up to four categories on a picture graph and bar chart
Focus	2.SMC.MD.4.2-2.c	Solve problems using information presented in a bar graph
Status:	OCS Code:	Strand: <i>Geometry (G)</i>
	2.SMC.G.1	Reason with shapes and their attributes.
Focus	2.SMC.G.1.1-1.a	Recognize triangles, quadrilaterals, pentagons, hexagons, and cubes
Focus	2.SMC.G.1.1-2.b	Draw shapes having a given number of angles, faces, or lengths
Supporting	2.SMC.G.1.2-1.b	Partition a rectangle into rows and columns of same-size squares
Supporting	2.SMC.G.1.2-2.b	Count the number of same-size squares in a rectangle partitioned into rows and columns
Supporting	2.SMC.G.1.3-1.c	Partition circles and rectangles into two, three, or four equal shares
Supporting	2.SMC.G.1.3-2.c	Describe two, three and four equal shares of circles and rectangles using words and phrases
Focus	2.SMC.G.1.3-3.c	Recognize the shapes of equal shares of identical wholes
DOMAIN: Standards for Mathematical Practices		
Status:	OCS Code:	Strand: <i>Solve Problems (MP1)</i>
	2.SMP.1	1. Make sense of problems and persevere in solving them.
Supporting	2.SMP.1.1-1.c	Make sense of your problem
Supporting	2.SMP.1.1-2.c	Reflect on your thinking as you solve your problem
Supporting	2.SMP.1.1-3.c	Keep trying when your problem is hard
Supporting	2.SMP.1.1-4.c	Check whether your answer makes sense
Supporting	2.SMP.1.1-5.c	Solve problems in more than one way
Supporting	2.SMP.1.1-6.c	Compare the strategies you and others use
Status:	OCS Code:	Strand: <i>Reason (MP2)</i>
	2.SMP.2	2. Reason abstractly and quantitatively.
Supporting	2.SMP.2.1-1.c	Create mathematical representations using numbers, words, pictures, symbols, gestures, tables, graphs, and concrete objects
Supporting	2.SMP.2.1-2.c	Make sense of the representations you and others use
Supporting	2.SMP.2.1-3.c	Make connections between representations
Status:	OCS Code:	Strand: <i>Construct Arguments (MP3)</i>
	2.SMP.3	3. Construct viable arguments and critique the reasoning of others.
Supporting	2.SMP.3.1-1.c	Make mathematical conjectures and arguments
Supporting	2.SMP.3.1-2.c	Make sense of others' mathematical thinking
Status:	OCS Code:	Strand: <i>Model (MP4)</i>
	2.SMP.4	4. Model with mathematics.
Supporting	2.SMP.4.1-1.c	Model real-world situations using graphs, drawings, tables, symbols, numbers, diagrams, and other representations
Supporting	2.SMP.4.1-2.c	Use mathematical models to solve problems and answer questions
Status:	OCS Code:	Strand: <i>Use Tools (MP5)</i>
	2.SMP.5	5. Use appropriate tools strategically.
Supporting	2.SMP.5.1-1.c	Choose appropriate tools
Focus	2.SMP.5.1-2.c	Use tools effectively and make sense of your results
Status:	OCS Code:	Strand: <i>Attend to Precision (MP6)</i>
	2.SMP.6	6. Attend to precision.
Supporting	2.SMP.6.1-1.c	Explain your mathematical thinking clearly and precisely
Supporting	2.SMP.6.1-2.c	Use an appropriate level of precision for your problem
Supporting	2.SMP.6.1-3.c	Use clear labels, units, and mathematical language
Supporting	2.SMP.6.1-4.c	Think about accuracy and efficiency when you count, measure, and calculate
Status:	OCS Code:	Strand: <i>Use Structure (MP7)</i>
	2.SMP.7	7. Look for and make use of structure.
Focus	2.SMP.7.1-1.c	Look for mathematical structures such as categories, patterns, and properties

BENCHMARK REPORT

MATHEMATICS GRADE 2



Supporting	2.SMP.7.1-2.c	Use structures to solve problems and answer questions
Status:	OCS Code:	Strand: <i>Express Regularity (MP8)</i>
	2.SMP.8	8. Look for and express regularity in repeated reasoning.
Supporting	2.SMP.8.1.c	Create and justify rules, shortcuts, and generalizations