**First Quarter Standards: Bolded are targeted (anchored) /graded standards**

**Math Standards**

* **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. a. 100 can be thought of as a bundle of ten tens - called a "hundred." b. The numbers 100, 200, 300, etc.refer to 1,2,3, etc. hundreds (and 0 tens, 0 ones)**
* **Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.**
* **Compare two three-digit numbers based on meaning of the hundreds, tens, and ones digits using <, >, or = symbols to record the results.**
* **Explain why addition and subtraction strategies work, using place value and the properties of operations.1 Explanations may be supported by drawings or objects.**
* **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.**
* **Count within 1000; skip count by 5's, 10's and 100's**
* **Fluently add and subtract within 20 using mental strategies.2 By end of Grade 2, know from memory all sums of two one-digit numbers.**
* **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; write an equation to express an even number as a sum of two equal addends.**

**Reading Standards**

* **Ask and answer, such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text- fiction & non-fiction.**
* **Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.**
* **Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.**
* **Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text**
* **Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and large groups. Follow agree-upon rules for discussion (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).**
* Read with sufficient accuracy and fluency to support comprehension. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
* Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. Use sentence-level context as a clue to the meaning of a word or phrase. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, housefly, bookshelf, etc….).
* Know and apply grade-level phonics and word analysis in decoding words. Distinguish long and short vowels when reading regularly spelled one-syllable words.
* Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem or song.
* Know and apply grade-level phonics and word analysis in decoding words. Know spelling-sound correspondences for additional common vowel teams.
* Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.

**Writing Standards**

* **Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.**
* **With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.**
* **Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).**
* Use knowledge of language and its conventions when writing, speaking, reading, or listening. Compare formal and informal uses of English.
* Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. Use sentence-level context as a clue to the meaning of a word or phrase.
* Demonstrate the understanding of word relationships and nuances in word meanings. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy). Distinguish shades of meaning among closely related verbs (e.g., toss throw, hurl) and closely related adjectives 9e.g., thin, slender, skinny).
* Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
* Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use collective nouns (e.g., group).
* Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use commas in greetings and closing of letters.