Pomeroy

Essential Standards for Second Grade

2019-2020		
Boulder (Need to Know)	**Rock (Nice to Know)**	**Butterfly (Land & Leave)**
2.4A Recall basic facts to add and subtract within 20 with automaticity. 2.2A Use concrete and pictorial models to compose and decompose numbers up to 1,200 in more than one way as a sum of so many thousands, hundreds, tens, and ones. 2.2B Use standard, word, and expanded forms to represent numbers up to 1,200. 2.2D Use place value to compare and order whole numbers up to 1,200 using comparative language, numbers, and symbols (<,>, or =). 2.4C Solve one-step word problems involving addition and subtraction within 1,000 using a variety of strategies based on place value, including algorithms. 2.4D Generate and solve situations for a given mathematical number sentences involving addition and subtraction of whole numbers within 1,000. 2.8B Classify and sort three-dimensional solids, including spheres, cones, cylinders, rectangular prisms (including cubes as special rectangular prisms), and triangular prisms, based on attributes using formal geometric language. 2.8C Classify and sort polygons with 12 or fewer sides according to attributes, including identifying the number of sides and number of vertices	2.2E Locate the position of a given whole number on an open number line. 2.2F Name the whole number that corresponds to a specific point on a number line. 2.2C Generate a number that is greater than or less than a given whole number up to 1,200. 2.7B Use an understanding of place value to determine the number that is 10 or 100 more or less than a given number up to 1,200. 2.2E Locate the position of a given whole number on an open number line. 2.2F Name the whole number that corresponds to a specific point on a number line. 2.7B Use an understanding of place value to determine the number that is 10 or 100 more or less than a given number up to 1,200. 2.8D Compose two-dimensional shapes and three-dimensional solids with given properties or attributes. 2.10A Explain that the length of a bar in a bar graph or the number of pictures in a pictograph represents the number of data points for a given category. 2.10B Organize a collection of data with up to four categories using pictographs and bar graphs with interval of one more.	2.7A Determine whether a number up to 40 is even or odd using pairings of objects to represent the number. 2.8A Create two-dimensional shapes based on given attributes, including number of sides and vertices. 2.8E Decompose two-dimensional shapes suchs as cutting out a square from a rectangle, dividing a shape in hald, or partitioning a rectangle into identical triangles and identify the resulting geometric parts. 2.9B Describe the inverse relationship between the size of the unit and the number of units needed to equal the length of an object. 2.9D Determine the length of an object to the nearest marked unit using rulers, yardsticks, meter stickers, or measuring tapes. 2.11A Calculate how money saved can accumulate into a larger amount over time. 2.11B explain that saving is an alternative to spending. 2.11C Distinguish between a deposit and a withdrawal. 2.11D Identify examples of borrowing and distinguish between responsible and irresponsible borrowing. 2.11E Identify examples of lending and use concepts of benefits and costs to evaluate lending decisions. 2.11F Differentiate between producer and consumers and calculate the cost to produce a simple item.

2.9G Read and write time to the nearest one-minute increment using analog and digital clocks and distinguish between a.m. and p.m. 2.10C Write and solve one-step word problems involving addition or subtraction using data represented within pictographs and bar graphs with intervals of one. 2.4B Add up to four 2-digit numbers and subtract two-digit numbers using mental strategies and algorithms based on knowledge of place value and properties of operations. 2.7C Represent and solve addition and subtraction word problems where unknowns may be any one of the terms in the problem. 2.3A Partition objects into equal parts and name the parts, including halves, fourths, and eighths using words. 2.3B Explain that the more fractional parts used to make a whole, the smaller the part; and the fewer the fractional parts the larger the part. 2.6A Model, create, and describe contextual multiplication situation in which equivalent sets of concrete objects are joined. 2.6B Model, create, and describe contextual division situations in which a set of concrete objects I separated into equivalent sets.	2.10D Write conclusions and make predictions from information in a graph. 2.9A Find the length of objects using concrete models for standard units of length. 2.9C Represent whole numbers as distances from any given location on a number line. 2.9E Determine a solution to a problem involving length, including estimating lengths. 2.5A Determine the value of a collection of coins up to one dollar. 2.5B Use the cent symbol, dollar sign, and the decimal point to name the value of a collection of coins. 2.3D Identify examples and non-examples of halves, fourths, and eighths. 2.3C Use concrete models to count fractional parts beyond one whole using words and recognize how many parts it takes to equal one whole. 2.9F Use concrete models of square units to find the area of a rectangle by covering it with no gaps or overlaps, counting to find the total number of square units, and describing the measurement using a number and the unit.	