Writing	Assessment
Text Types and Purposes	
2.W.1: Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words to connect opinion and reasons, and provide a concluding statement or section.	Balloon Farm
2.W.2: Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.	Research Report
2.W.3: 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.	Journals Assessment in January Cool Crazy Crickets
Production and Distribution of Writing	
2.W.4: Begins in grade 3	
2.W.5: With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	Journals All See writers workshop months
2.W.6; With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	Research Report
Research to Build and Present Knowledge	
2.W.7: Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).	Research Reports
2.W.8: Recall information from experiences or gather information from provided sources to answer a question.	Science Observations Journals
2.W.9: Begins in grade 4	
Range of Writing	
2.W.10 Begins in grade 3	

Speaking and Listening	Assessment
Comprehension and Collaboration	
2.SL.1: Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.	Informal Think,Pair,Share Small Group
2.SL.2: Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	Informal Think,Pair,Share Small Group DRA (comp. retell)
2.SL.3: Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.	Research (ask questions after speeches)
Presentation of Knowledge and Ideas	
2.SL.4: Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	DRA (comp. retell) Animal Speeches
2.SL.5: Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.	
2.SL.6: Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	Informal Think,Pair, Share Small Group Animal Speeches
Language	
Conventions of Standard English	
2.L.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Journals Sentence Fluency Animal Speeches
2.L.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Journals Conventions
Knowledge of Language	
2.L.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.	Journal Conventions Animal Speeches

Vocabulary Acquisition and Use	
2.L.4: 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.	Vocabulary
2.L.5: Demonstrate understanding of word relationships and nuances in word meanings.	Skills Test
2.L.6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).	Use of Academic Vocabulary Informal Assessment

Operations and Algebraic Thinking	**Assessment**
Represent and solve problems involving addition and subtraction	
2.OA.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.	September October November January February June
Add and subtract within 20	
2.OA.2: Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.	September October January April
Work with equal groups of objects to gain foundations for multiplication	
2.OA.3: 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.	November
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.	November
Numbers and Operations in Base Ten	
Understand place value	
2.NBT.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.	November
2.NBT.2: Count within 1000; skip-count by 5s, 10s, and 100s.	October

2.NBT.3: Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.	October November
2.NBT.4: Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, and < symbols to record the results of comparisons.	November
Use place value understanding and properties of operations to add and subtract	
2.NBT.5: Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.	January February
2.NBT.6: Add up to four two-digit numbers using strategies based on place value and properties of operations.	January February
2.NBT.7: 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.	January February
2.NBT.8: Mentally add 10 or 100 to a given number 100-900, and mentally subtract 10 or 100 from a given number 100-900.	January
2.NBT.9: Explain why addition and subtraction strategies work, using place value and the properties of operations.	September November January June
Measurement and Data	
Measure and estimate lengths in standard units	
2.MD.1: Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.	April
2.MD.2: Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.	April
2.MD.3: Estimate lengths using units of inches, feet, centimeters, and meters.	April
2.MD.4: Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.	April
Relate addition and subtraction to length	
2.MD.5: Use addition and 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.	April
2.MD.6: Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2..., and represent whole-number sums and differences within 100 on a number line diagram.	April
Work with time and money	
2.MD.7: Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.	May

2.MD.8: Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ and ó symbols appropriately.	May
Represent and interpret data	
2.MD.9: Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, marking the horizontal scale in whole-number units.	March
2.MD.10: Draw a picture graph and a bar graph to represent a data set with up to four categories.	March
Geometry	
Reason with shapes and their attributes.	
2.G.1: Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces.5 Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.	December
2.G.2: Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.	December
2.G.3: Partition circles and rectangles into two, three, or four equal shares; use the words halves, thirds, half of, a third of, etc. Recognize that equal shares of identical wholes need not have the same shape.	May