



**ADW Academic Standards
Report Card Guide Sheets**

Grade: Second Subject: Mathematics

Report Card Standard	<u>Number Sense</u> Compares whole numbers up to 100 and arranges them in numerical order.		
Learning Targets by Quarter			
1	2	3	4
I can: Read, write, and identify whole numbers up to 100. Look two numbers and identify the larger number.	I can: Read, write, and order three whole numbers up to 100.	I can: Read, write, and order five whole numbers up to 100.	I can: Use greater than, less than, and equal to symbols to compare whole numbers up to 100.
Work Sample for Meets the Grade Level Expectations at this Time by Quarter			
1	2	3	4
Student can: Identify the larger number. 72 and seventy-two Student can identify that 48 is larger than 26.	Student can: Order three numbers from least to greatest. 42 13 84 13 42 84	Student can: Put five numbers in order from least to greatest or greatest to least. 42 13 84 28 16 84 42 28 16 13	Student can: Compare numbers: 37 < 98 100 = 100 17 > 11



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Grade: Second Subject: Mathematics

Report Card Standard	<u>Number Sense</u> Identifies and writes numbers to 999 in various combinations of hundreds, tens, and ones.		
Learning Targets by Quarter			
1	2	3	4
	I can: Read and write numbers to 100 in combinations of tens and ones. Identify place value up to the hundreds.	I can: Identify the place value of each digit in numbers up to 999.	I can: Write numbers in word form and expanded form.
Work Sample for Meets the Grade Level Expectations at this Time by Quarter			
1	2	3	4
	Student can: Example Work $87 = 8 \text{ tens } 11111111$ $7 \text{ ones } \dots\dots\dots$ 276 2 hundreds 7 tens 6 ones	Student can: Example Work $51\underline{6} = 6 \text{ ones}$ $7\underline{8}2 = 8 \text{ tens}$ $\underline{9}43 - 9 \text{ hundreds}$	Student can: Example Work Standard Form 276 Expanded Form $200 + 70 + 6$ Word Form Two hundred seventy-six



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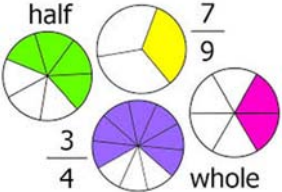




Grade: Second Subject: Mathematics

Report Card Standard	<u>Number Sense</u> Identifies odd and even numbers up to a 100		
Learning Targets by Quarter			
1	2	3	4
I can: Determine if a number is odd or even.	I can:	I can:	I can:
Work Sample for Meets the Grade Level Expectations at this Time by Quarter			
1	2	3	4
Student can: Sort numbers into the category of odd or even. Tell what makes a number odd or even. (the digit in the ones place)	Student can:	Student can:	Student can:



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Report Card Standard	<u>Number Sense</u> Interprets and models fractions as part of a whole or parts of a group.		
Learning Targets by Quarter			
1	2	3	4
	I can: Recognize fractions as parts of a whole. 	I can: Model fractions and recognize and write fractions equal to one whole. Recognize fractions as parts of a set.	I can: Compare fractions.
Work Sample for Meets the Grade Level Expectations at this Time by Quarter			
1	2	3	4
	Student can: Example Work $\frac{1}{4}$ = one of four equal parts 	Student can: Example Work  $\frac{4}{4}$ = fourth-fourths = 1 $\frac{4}{4}$  Two-thirds means two parts of the group of three are shaded.	Student can: Example Work Circle the largest fraction.  $\frac{1}{2}$ or $\frac{3}{4}$



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Grade: Second Subject: Mathematics

Report Card Standard	<u>Number Sense</u> Reads, writes, and represents whole numbers using models, symbols, and words to 999.		
Learning Targets by Quarter			
1	2	3	4
<p>I can:</p> <p>Read and write numbers in number (digit) form to 99.</p> <p>Read and write numbers in word form 0 to 20.</p> <p>Model numbers 0 to 20 with pictures and/or items.</p>	<p>I can:</p> <p>Read and write numbers in number (digit) form to 999.</p> <p>Read and write numbers in word form 21 to 99.</p> <p>Model numbers 0 to 99 with pictures and/or items.</p>	<p>I can:</p> <p>Read and write numbers in word form 100 to 999.</p> <p>Model numbers 100 to 999 with pictures and/or items.</p>	<p>I can:</p>
Work Sample for Meets the Grade Level Expectations at this Time by Quarter			
1	2	3	4
<p>Student can:</p> <p>Read and write numbers with one and two digits: 12, 78, 9, 53, 61, 30, etc.</p> <p>Read and write numbers in word form: twelve, nine, seventeen, zero, three, twenty</p> <p>Draw and/or count items 0 to 20.</p>	<p>Student can:</p> <p>Read and write numbers with one, two, and three digits: 784, 45, 2, 498, 753, 25, etc.</p> <p>Read and write numbers in word form: eighty-four, nineteen, forty-three, etc.</p> <p>Draw and/or count items 0 to 99.</p>	<p>Student can:</p> <p>Read and write numbers in word form: one hundred twenty-three, nine hundred, five hundred sixty-two, etc.</p> <p>Draw and/or count items 100 to 999.</p> <p align="center"> 100 100 100 100 100 = 500 </p>	<p>Student can:</p>



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 <p>There are 8 bees flying.</p>	 <p>4 sets of 5 flowers = 20 flowers</p>		
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Report Card Standard		<u>Computation</u> Adds two whole numbers less than 100 without regrouping.	
Learning Targets by Quarter			
1	2	3	4
I can: Add two-digit numbers without regrouping.	I can: Add two-digit numbers in word problems without regrouping.		
Work Sample for Meets the Grade Level Expectations at this Time by Quarter			
1	2	3	4
Student can: Example Work Add $\begin{array}{r} 32 \\ + 46 \\ \hline 58 \end{array}$	Student can: Example Work Add Jon had 48 balls. He gave Kevin 31 balls. How many balls do the boys have in all? Answer: They have 79 balls in all.		



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Report Card Standard	<u>Computation</u> Adds two whole numbers less than 100 with regrouping.		
Learning Targets by Quarter			
1	2	3	4
		I can: Add two-digit numbers, when the answer less than 100 by regrouping.	I can: Add two-digit numbers when the answer is less than 100 and recognize when regrouping is necessary.
Work Sample for Meets the Grade Level Expectations at this Time by Quarter			
1	2	3	4
		Student can: Example Work Add $\begin{array}{r} 45 \\ + 26 \\ \hline 71 \end{array}$ $\begin{array}{r} 58 \\ + 33 \\ \hline 91 \end{array}$	Student can: Example Work Add $\begin{array}{r} 76 \\ + 44 \\ \hline 120 \end{array}$ $\begin{array}{r} 36 \\ + 42 \\ \hline 78 \end{array}$



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Report Card Standard	<u>Computation</u> Subtracts two whole numbers less than 100 without regrouping.		
Learning Targets by Quarter			
1	2	3	4
	I can: Subtract two-digit numbers without regrouping.	I can: Subtract two-digit numbers without regrouping in word problems.	
Work Sample for Meets the Grade Level Expectations at this Time by Quarter			
1	2	3	4
	Student can: Example Work Subtract $\begin{array}{r} 56 \\ - 32 \\ \hline 24 \end{array}$	Students can: Example Work Bill had 56 marbles. He gave 32 marbles. How many marbles do Bill have left?	



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Report Card Standard	<u>Computation</u> Subtracts two whole numbers less than 100 with regrouping.		
Learning Targets by Quarter			
1	2	3	4
		I can: Subtract two-digit numbers with an answer less than 100 by regrouping.	I can: Subtract two-digit numbers with regrouping in a word problem. Recognize when regrouping is necessary.
Work Sample for Meets the Grade Level Expectations at this Time by Quarter			
1	2	3	4
		Student can: Example Work Subtract $\begin{array}{r} 91 \\ - 47 \\ \hline 44 \end{array}$	Student can: Example Work Subtract $\begin{array}{r} 48 \qquad 26 \\ - 26 \qquad -17 \\ \hline 22 \qquad 9 \end{array}$ Bill has 48 marbles. He gave 26 marbles to Sue. How many marbles does Bill have left?



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Report Card Standard	<u>Computation</u> Understands and uses the inverse relationship between addition and subtraction.		
Learning Targets by Quarter			
1	2	3	4
	I can: Understand that if $6 + 8 = 14$ then $8 + 6 = 14$.	I can: Understand that if $14 - 6 = 8$, then $14 - 8 = 6$.	I can: Solve and identify fact families for sums to 99.
Work Sample for Meets the Grade Level Expectations at this Time by Quarter			
1	2	3	4
	Student can: Complete the turn- around fact. Example Work $6 + 8 = 14$ $8 + 6 = 14$	Student can: Complete the turn-around fact. Example Work $14 - 6 = 8$ $14 - 8 = 6$	Student can: Create a fact family. Example Work $6, 8, 14$ $6 + 8 = 14$ $14 - 6 = 8$ $8 + 6 = 14$ $14 - 8 = 6$



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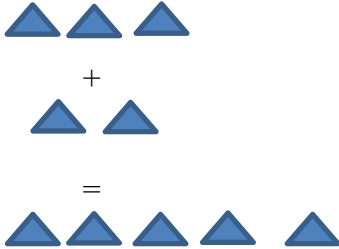
Grade: Second Subject: Mathematics

Report Card Standard	<u>Computation</u> Uses estimation to decide whether answers are reasonable in addition problems.		
Learning Targets by Quarter			
1	2	3	4
		I can: Estimate that 17 is closer to 20 than 10. Then I know that 17 + 10 is close to 30.	I can: Estimate to determine if my answer is reasonable.
Work Sample for Meets the Grade Level Expectations at this Time by Quarter			
1	2	3	4
		Student can: Estimate the sum. $\begin{array}{r} 17 \\ + 10 \\ \hline 27 \end{array}$ $\begin{array}{r} 20 \\ + 10 \\ \hline 30 \end{array}$	Student can: Estimate the sum. Your friend says that $20 + 42 = 90$. Use estimation to show that is not correct. $\begin{array}{r} 20 \\ + 42 \\ \hline 62 \end{array}$ $\begin{array}{r} 20 \\ + 40 \\ \hline 60 \end{array}$



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Report Card Standard	<u>Algebra</u> Creates and solves addition word problems using number sentences.		
Learning Targets by Quarter			
1	2	3	4
I can:	I can: Interpret and use models to represent an addition word problem.	I can: Create addition number sentences using key vocabulary.	I can: Write and solve two-digit addition number sentences using problem situations.
Work Sample for Meets the Grade Level Expectations at this Time by Quarter			
1	2	3	4
Student can:	Student can: Example Work 	Student can: Example Work $5 + 2 =$ <ul style="list-style-type: none"> ▪ Plus ▪ How many in all ▪ All together ▪ Total ▪ How many more are left 	Student can: Example Work I have 13 pencils. I buy 12 more. How many pencils do I have in all? $\begin{array}{r} 13 \\ + 12 \\ \hline 25 \end{array}$



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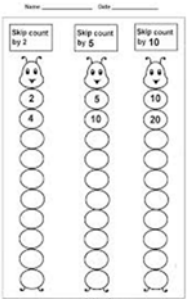
Grade: Second Subject: Mathematics

Report Card Standard	<u>Algebra</u> Creates and solves subtraction word problems using number sentences		
Learning Targets by Quarter			
1	2	3	4
I can:	I can: Interpret and use models to represent a subtraction word problem.	I can: Create subtraction number sentences using key vocabulary.	I can: Write and solve two-digit subtraction number sentences using problem situations.
Work Sample for Meets the Grade Level Expectations at this Time by Quarter			
1	2	3	4
Student can:	Student can: Example Work $\begin{array}{c} \triangle \triangle \triangle \triangle \triangle \\ - \quad \triangle \triangle \\ \hline \triangle \triangle \triangle \end{array}$	Student can: Example Work $9 - 4 =$ <ul style="list-style-type: none">▪ How many are left▪ Difference▪ Minus	Student can: There are 18 soccer balls on the field. 4 soccer balls go over the fence and into the woods. How many soccer balls are left? $\begin{array}{r} 18 \\ - 4 \\ \hline 14 \end{array}$



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Report Card Standard	<u>Algebra</u> Creates, describes, and extends number patterns using addition/subtraction.		
Learning Targets by Quarter			
1	2	3	4
	I can: Identify odd and even numbers. Skip count by 2, 5, and 10	I can: Extend a number pattern by stating and writing the three numbers that come next. Determine and verbally explain the number pattern.	I can: Identify a number pattern, extend the pattern by determining the missing numbers, and create my own number pattern.
Work Sample for Meets the Grade Level Expectations at this Time by Quarter			
1	2	3	4
	Student can: Verbally skip count and display number patterns in writing. 	Student can: What are the next three numbers? 1,3,5,__, __, __ “I added 2 to each number, so I skip counted by 2.”	Student can: Find the missing numbers in this pattern: 23, __, 17, 14, __. Explain how you solved the missing numbers: “I subtracted 14 from 17 to find out the skip counting pattern.” Create their own number pattern and have partner solve.



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Report Card Standard	<u>Algebra</u> Uses equations with symbols for unknowns to solve addition and subtraction word problems.		
Learning Targets by Quarter			
1	2	3	4
I can: Write an equation to solve a basic addition or subtraction problem.	I can: Write an equation to solve an addition or subtraction problem.	I can: Write an equation to solve a multi-step addition or subtraction problem.	I can: Write an equation to solve a multi-step word problem that has addition and subtraction.
Work Sample for Meets the Grade Level Expectations at this Time by Quarter			
1	2	3	4
Student can: Solve the following: There were 5 birds in a tree. 7 more birds land in the tree. How many birds are in the tree now? <i>Solution: $5 + 7 = 12$ birds</i> Sally had 16 balloons at her party. As her friends left, she gave each one a balloon. If she had 9 friends at the party, how many balloons does she have left? <i>Solution: $16 - 9 = 7$ balloons</i>	Student can: Solve the following: Sara makes 15 cupcakes to take to school. She makes 20 more so that she has enough for her classmates. How many classmates does she have? <i>Solution: $15 + 20 = 35$ classmates</i> The kennel has 33 poodles and 18 terriers. How many more poodles than terriers does the kennel have? <i>Solution: $33 - 18 = 15$ poodles</i>	Student can: Solve the following: If there are 3 triangle shaped tables and side can fit one person, how many people can sit at the 3 tables? <i>Solution: $3 + 3 + 3 = 9$ at each table, so $9 + 9 + 9 = 27$ people total at the 3 tables</i> Joey is raking leaves into piles and putting them into bags. He starts with 27 piles and puts 10 piles into bags. He takes a break and then puts 6 more	Student can: Solve the following: Mrs. Smith starts the school year with 150 pencils. She gives 2 pencils to each of her 26 students. 13 students lose their pencils and need a replacement. At Christmas, Mrs. Smith is given a pack of 50 pencils for the class. How many pencils does she have now? <i>Solution: 26 students get 2 pencils each = 52 pencils $150 - 52 = 98$ pencils and</i>



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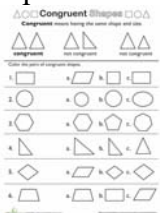
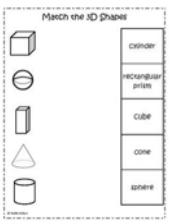

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		<p>piles into bags. How many piles does he have left? <i>Solution: $27 - 10 = 17$ piles, then $17 - 6 = 11$ piles left to put into bags</i></p>	<p><i>$98 - 13 = 85$ pencils; add on the pencils she received for Christmas by showing $85 + 50 = 135$ pencils</i></p>
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Report Card Standard	Geometry Describes, classifies, sorts and constructs plane and solid geometric shapes.		
Learning Targets by Quarter			
1	2	3	4
	<p>I can:</p> <p>Identify and name plane shapes and their attributes.</p> <p>Identify congruent shapes.</p> <p>Identify and create a line of symmetry.</p>	<p>I can:</p> <p>Identify and name solid shapes.</p>	<p>I can:</p> <p>Identify the attributes of solid shapes and sort by the number of faces, vertices, and edges.</p>
Work Sample for Meets the Grade Level Expectations at this Time by Quarter			
1	2	3	4
	<p>Student can:</p> <p>Name each shape.</p> <p>Circle the congruent shape.</p> <p>Draw a line of symmetry inside each shape.</p> 	<p>Student can:</p> <p>Match the solid shape to its name.</p> 	<p>Student can:</p> <p>Identify how many faces, edges, and vertices there are for each solid shape. Sort by solid shapes.</p> 



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Report Card Standard	<u>Measurement</u> Identifies and uses appropriate units for estimating and measuring length, temperature, capacity, weight, and time.		
Learning Targets by Quarter			
1	2	3	4
<p>I can:</p> <p>Explain the relationship between centimeters, inches, feet, and yards.</p> <p>Determine the appropriate unit of measurement when measuring for length.</p> <p>Estimate length to the nearest inch, foot, and yard.</p>	<p>I can:</p> <p>Estimate capacity of one gallon using cups and pints.</p> <p>Identify how many cups, pints, quarts are in one gallon.</p>	<p>I can:</p> <p>Identify when AM hours and PM hours take place.</p> <p>Understand the relationship between time and events of the day.</p> <p>Tell time intervals.</p> <p>Use objects to balance a scale.</p>	<p>I can:</p> <p>Explain why we use a unit to measure for weight.</p> <p>Estimate outdoor temperatures.</p> <p>Read a thermometer using ° F and °C.</p> <p>Estimate the area of a space using various objects.</p>
Work Sample for Meets the Grade Level Expectations at this Time by Quarter			
1	2	3	4
<p>Student can:</p> <p>Choose a unit of measurement to find the length of a car.</p> <p>Determine how many inches are in a foot.</p> <p>Measure your desk to the nearest whole inch.</p>	<p>Student can:</p> <p>Estimate the number of pints/cups/ quarts in a gallon pitcher of lemonade.</p> <p>Measure how many cups/pints/quarts in a gallon of lemonade.</p>	<p>Student can:</p> <p>Identify differences in time. When do we eat breakfast? Is it AM or PM in the morning?</p> <p>How many minutes are in an hour? Hour in a day? School begins at nine AM and ends at 2 PM. How many hours are</p>	<p>Student can:</p> <p>Estimate and explore how many paperclips weigh the same as a box of chalk. Will 25 jelly beans weigh the same as the chalk? Explain.</p> <p>Predict or estimate the outdoor temperature.</p>



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		<p>you in school?</p> <p>Estimate how many paper clips weigh the same as 25 jelly beans.</p>	<p>Observe a thermometer placed outside.</p> <p>Read and write the exact temperature using ° F and °C.</p> <p>Estimate the number of sheets of paper it will take to cover the classroom floor.</p>
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Grade: Second Subject: Mathematics

Report Card Standard	<u>Measurement</u> Tells time in varying intervals: ½ hour, ¼ hour, 5 minutes		
Learning Targets by Quarter			
1	2	3	4
I can:	I can:	<p>I can:</p> <p>Identify the hour and minute hands on an analog clock.</p> <p>Distinguish hours and minutes on a digital clock.</p> <p>Tell and write time on the hour. Tell and write time on the half-hour.</p>	<p>I can:</p> <p>Tell and write time in quarter intervals.</p> <p>Tell and write time in five minute intervals.</p>
Work Sample for Meets the Grade Level Expectations at this Time by Quarter			
1	2	3	4
Student can:	Student can:	<p>Student can:</p> <p>Identify the blue hand as the minute hand and the red hand as the hour hand.</p> <p>Identify the time on the hour and half-hour by matching the analog time to its digital time.</p> <p>Example Work The blue hand is the minute</p>	<p>Student can:</p> <p>Identify time on an analog clock in quarter hour and five minute intervals by circling the matching digital time.</p> <p>Identify analog time in five minute intervals and write each in digital format.</p>



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		hand and the red hand is the hour hand.	
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Grade: Second Subject: Mathematics

Report Card Standard	<u>Measurement</u> Solves problems using all denominations of coins.																											
Learning Targets by Quarter																												
1	2	3	4																									
	I can: Identify half-dollars, quarters, dimes, nickels, and pennies. Identify the value of the coin.	I can: Count more than one of the same coins and state the value.	I can: Count a mixed collection of coins using and state the value.																									
Work Sample for Meets the Grade Level Expectations at this Time by Quarter																												
1	2	3	4																									
	Student can: Example Work <table border="1" style="width: 100%; text-align: center;"> <tr> <td>penny</td> <td>\$0.01</td> <td></td> <td>1c</td> <td></td> </tr> <tr> <td>nickel</td> <td>\$0.05</td> <td></td> <td>5c</td> <td></td> </tr> <tr> <td>dime</td> <td>\$0.10</td> <td></td> <td>10c</td> <td></td> </tr> <tr> <td>quarter</td> <td>\$0.25</td> <td></td> <td>25c</td> <td></td> </tr> <tr> <td>half dollar</td> <td>\$0.50</td> <td></td> <td>50c</td> <td></td> </tr> </table> Cut out each box. Sort the coins. Identify each coin and its value by matching each coin to its name and its value.	penny	\$0.01		1c		nickel	\$0.05		5c		dime	\$0.10		10c		quarter	\$0.25		25c		half dollar	\$0.50		50c		Student can: Example Work 2 quarters = 50 cents 5 dimes = 50 cents 10 nickels = 50 cents	Student can: Example Work Name: _____ Score: _____ Teacher: _____ Date: _____ Count on beginning with the half-dollar. Write the value of each mixed collection of coins. Use a <i>different</i> collection of coins to show the same value from your worksheet.
penny	\$0.01		1c																									
nickel	\$0.05		5c																									
dime	\$0.10		10c																									
quarter	\$0.25		25c																									
half dollar	\$0.50		50c																									



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Report Card Standard	<u>Data and Probability</u> Represents, compares, and interprets data using tables, tally charts, and graphs.		
Learning Targets by Quarter			
1	2	3	4
		I can: Collect and record data. Create a table and a tally chart with my recorded data.	I can: Create a bar graph with information from a table or tally chart. Interpret data from a bar graph as well as other graphs.
Work Sample for Meets the Grade Level Expectations at this Time by Quarter			
1	2	3	4
		Student can: Survey and record information on a variety of charts. Create a table and a tally chart.	Student can: Create a bar graph. Use the data from a bar graph to answer questions.