

21-22 2nd Grade Parent Friendly Standards by Quarter

Quarter	SC College and Career Ready Standard	Parent/Student Friendly Reading of the SCCR Standard
Quarter 1	2.NSBT.1	<ul style="list-style-type: none"> a. I understand that 100 can be thought of as a bundle of ten tens - called a “hundred.” b. I understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones. c. I understand that three-digit numbers can be decomposed in multiple ways.
	2.NSBT.3	I can read and write numbers to 999 using concrete models, standard form, and equations in expanded form.
	2.NSBT.4	I can compare two numbers with up to three digits using words and symbols (>, <, =) (greater than, less than, equal to).
	2.ATO.3	I can create pairs of objects, count by twos, or use a doubles strategy to decide if a number through 20 is odd or even.
	2.NSBT.2	I can count by tens and hundreds to 1,000 starting with any number.
	2.MDA.9	I can collect, organize, and represent data with up to four categories using picture graphs and bar graphs with a single-unit scale.
	2.MDA.10	I can draw conclusions from t-charts, object graphs, picture graphs, and bar graphs.
	2.ATO.2	I can use a strategy to add and subtract within 20 with ease.
Quarter 2	2.MDA.6	I can use analog and digital clocks to tell and record time to the nearest five-minutes using a.m. and p.m.
	2.MDA.7	I can solve real-world/story problems involving dollar bills using the \$ symbol or involving quarters, dimes, nickels, and pennies using the ¢ symbol.
	2.ATO.1	I can solve one- and two-step real-world/story problems using addition and subtraction through 99 with unknowns in all positions. (Quarter 2 = one step addition and subtraction, Quarter 3 and Quarter 4 = one- and two-step addition and subtraction).
	2.ATO.2	I can use a strategy to add and subtract within 20 with ease.

	2.NSBT.5	I can use a strategy based on place value, making friendly numbers, and/or fact families to solve addition and subtraction facts within 99 with ease.
	2.NSBT.8	Determine the number that is 10 or 100 more or less than a given number through 1,000 and explain the reasoning verbally and in writing.
	2.MDA.5	I can represent whole numbers on a number line by equally spacing the points/digits. I can use the digits and spaces to help find sums and differences.
Quarter 3	2.NSBT.5	I can use a strategy based on place value, making friendly numbers, and/or fact families to solve addition and subtraction facts within 99 with ease.
	2.NSBT.7	I can use place value strategies related to models, drawings, and symbols to add and subtract through 999.
	2.MDA.1	I can select and use appropriate tools (rulers, yardsticks, meter sticks, measuring tapes) to measure the length of an object.
	2.ATO.1	I can solve one- and two-step real-world/story problems using addition and subtraction through 99 with unknowns in all positions. (Quarter 2 = one step addition and subtraction, Quarter 3 and Quarter 4 = one- and two-step addition and subtraction).
	2.NSBT.6	I can add up to four, two-digit numbers using strategies based on place value, making friendly numbers, and/or fact families.
	2.MDA.2	I can measure the same object or distance using two different units of length and explain verbally how and why the measurements differ.
	2.MDA.3	I can estimate and measure length/distance in customary units (inch, foot, yard) and metric units (centimeter, meter).
	2.MDA.4	I can measure to determine how much longer one object is than another, using standard length units.
	2.MDA.8	Generate data by measuring objects in whole unit lengths and organize the data in a line plot using a horizontal scale marked in whole number units.
Quarter 4	2.NSBT.5	I can use a strategy based on place value, making friendly numbers, and/or fact families to solve addition and subtraction facts within 99 with ease.

	2.NSBT.7	I can use place value strategies related to models, drawings, and symbols to add and subtract through 999.
	2.ATO.1	I can solve one- and two-step real-world/story problems using addition and subtraction through 99 with unknowns in all positions. (Quarter 2 = one step addition and subtraction, Quarter 3 and Quarter 4 = one- and two-step addition and subtraction).
	2.G.3	I can divide squares, rectangles, and circles into two or four equal parts, and describe the parts using the words halves, fourths, a half of, and a fourth of.
	2.ATO.4	I can use repeated addition to find the total number of objects in a rectangular array. I can write an equation to show my thinking.
	2.G.1	I can identify triangles, quadrilaterals, hexagons, and cubes. I can recognize and draw shapes based on a given number of angles or number of equal faces.
	2.G.2	I can divide a rectangle into rows and columns of same-size squares to form an array and count to find the total number of parts.