Mathematics			
Essential Skill Component	*Standard*	*Mathematical Practice*	*Quarter 4 Focus*
Mathematical Reasoning			
Makes sense of word problems by identifying a starting strategy	2.OA.1	MP.1, MP.8	**Continue Quarter 1, 2, and 3 Mathematical Reasoning Focuses but add the following: Independently use various problem solving strategies, such as tape diagrams, pictures, and models.
Clearly communicates mathematical thinking	2.NBT.9	MP.2, MP.3, MP.6	Students will independently work through the process of solving one and two step problems. Students need to understand the problem, make a plan, carry out the plan, and evaluate the solution without assistance. Explain in detail using precise language, why addition and subtraction strategies work in problems using various strategies.
Looks for and expresses patterns in math situations and operations			**Students should be proficient in all Mathematical Reasoning Essential Skills in Quarter 4. Please use your professional judegement to determine what skills/standards need to be reinforced or retaught.
Operations and Algebraic Thinking			
Adds within 1,000	2.OA.1, 2.OA.2, 2.OA.4, 2.NBT.5, 2.NBT.6, 2.NBT.7, 2.NBT.8, 2.NBT.9	MP.1, MP.2, MP.7, MP.8	**Continue Quarter 1, 2, and 3 Operations and Algebraic Thinking Focuses but add the following: Students will fluently add and subtract within 20 using mental strategies. By the end of 2nd grade, students need to know all sums of two one-digit numbers from memory.
Subtracts within 1,000	2.OA.1, 2.OA.2, 2.NBT.5, 2.NBT.7, 2.NBT.8, 2.NBT.9	MP.1, MP.2, MP.7, MP.8	Students will fluently add and subtract within 100 using various strategies including composing and decomposing numbers. Students will add and subtract within 1,000 using strategies based on place value, manipulatives, and models.
Solves word problems	2.OA.1	MP.1, MP.4, MP.8	Students will mentally add and subtract 10 and 100 from a given number between 100 and 900. Independently, students will add up to four two-digit numbers using various strategies. Using addition, students will find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns. An equation will be written to express the total as a sum of equal addends.
Demonstrates foundations of multiplication	2.OA.4	MP.1, MP.2, MP.3, MP.4, MP5, MP.7, MP.8	**Students should be proficient in all Operations and Algebraic Thinking Essential Skills in Quarter 4. Please use your professional judgement to determine what skills/standards need to be reinforced or retaught.
Number Sense and Operations in Base Ten			
Understands place value	2.NBT.3, 2.NBT.5, 2.NBT.6, 2.NBT.7, 2.NBT.8, 2.NBT.9	MP.1, MP.2, MP.5	**Continue Quarter 1, 2, and 3 Number Sense and Operations in Base Ten Focuses but add the following: Independently, students will read and write numbers to 1,000 using base-ten numerals, number names, and expanded forms.
Uses place value understanding to add and subtract	2.NBT.5, 2.NBT.6, 2.NBT.7, 2.NBT.8, 2.NBT.9	MP.1, MP.2, MP.5, MP.7	**Students should be proficient in all Number Sense and Operations in Base Ten Essential Skills in Quarter 4. Please use your professional judegement to determine what skills/standards need to be reinforced or retaught.
Measurement and Data			
Measures and estimates lengths in standard and metric units			Although you are not formally reporting out on the report card in Measurement and Data in Quarter 4, please be sure students are proficient in all Essential Skills in this area from quarters 1, 2, and 3.
Tells and writes time on a clock, to 5 minutes			
Collects, represents, and interprets data			
Solves problems using money			

Geometry			
Identify 2D and 3D shapes visually and by attributes	2.G.1	MP.4, MP.5	Students will learn to recognize and draw 2D and 3D shapes based on their attributes (angles, faces, vertices, etc.) Specifically, the students need to identify triangles, quadrilaterals, pentagons, hexagons, and cubes.
Draws and partitions	2.G.1, 2.G.2, 2.G.3	MP.4, MP.5	Students will partition a rectangle into rows and columns that are the same size and count to find the total number of them (basic area using square units). Students will use knowledge of fractions to partition circles and rectangles into two, three, or four equal parts and use the words halves, thirds, half of, a third of, etc. to describe the parts. Whole parts will be describes as two halves, three thirds, four fourths, etc.