






**KENOSHA UNIFIED SCHOOL DISTRICT NO. 1
INSTRUCTIONAL SERVICES**

**STANDARDS AND BENCHMARKS
MATHEMATICS**

GRADE 2
STANDARD A: MATHEMATICAL PROCESSES
Representation, Reasoning, Problem Solving
Communication, Connections
<i>I can create and solve addition and subtraction number stories.</i>
<i>A-1.2</i>
<i>I can record and explain math ideas using math vocabulary (e.g., words, numbers, symbols, pictures, charts, tables, and graphs).</i>
<i>A-2.2</i>
<i>I can check that the answer makes sense.</i>
<i>A-3.2</i>
<i>I can find examples of math in the real world.</i>
<i>A-4.2</i>
STANDARD B: NUMBER OPERATIONS AND RELATIONSHIPS
Number Concepts
Number Computation
<i>I can represent numbers (e.g., using words, num-beers, pictures, base-ten blocks, equivalent names for numbers, and name-collection routines).</i>
<i>B-1.2</i>
<i>I can read three- and four-digit numbers.</i>
<i>B-2.2</i>
<i>I can count by fives, tens, and hundreds to 1,000 (e.g., using a variety of starting and ending points).</i>
<i>B-3.2</i>
<i>I can count by twos to 1,000 (e.g., using a variety of starting and ending points).</i>
<i>B-4.2</i>
<i>I can count by twenty-fives to 200.</i>
<i>B-5.2</i>
<i>I can write three- and four-digit whole numbers.</i>
<i>B-6.2</i>
<i>I can rename numbers (e.g., in terms of hundreds, tens, and ones [124=100+20+4] and 24=30-6).</i>
<i>B-7.2</i>
<i>I can identify place values in three- and four-digit whole numbers.</i>
<i>B-8.2</i>

Most essential benchmarks appear in bold, italicized print.

GRADE 2
<i>I can identify numbers as odd or even.</i>
B-9.2
<i>I can compare and order whole numbers less than 1,000 (using >, <, and =).</i>
B-10.2
<i>I can understand that fractions are equal parts of a whole.</i>
B-11.2
<i>I can shade a specified fractional part of a region.</i>
B-12.2
<i>I can write the fraction name for the shaded part of a region (e.g., one-fourth of the circle is shaded: ).</i>
B-13.2
<i>I can estimate sums and differences (e.g., $23+58 \rightarrow 20+60=80$ and $47-21 \rightarrow 50-20=30$).</i>
B-14.2
<i>I can memorize addition facts to $10+10$.</i>
B-15.2
<i>I can memorize subtraction facts to $20-10$.</i>
B-16.2
<i>I can solve extended addition facts (e.g., $5+7$, $50+70$, and $500+700$).</i>
B-17.2
<i>I can count coins and dollar bills.</i>
B-18.2
<i>I can make change with coins and \$1 bills.</i>
B-19.2
<i>I can add whole numbers with/without regrouping (e.g., two digit+one digit and two digit+two digit) in horizontal and vertical format.</i>
B-20.2
<i>I can use mental math to subtract (e.g., $83-22 \rightarrow 83-20-2=61$ with and without using the number grid).</i>
B-21.2
STANDARD C: GEOMETRY AND SPATIAL SENSE
Two- and Three-Dimensional Figures
Spatial Relationships and Transformations
Coordinate Systems
<i>I can identify and describe a rectangular prism, cylinder, pyramid, cone, and sphere (e.g., a cylinder has two faces/bases that are circles and one curved face).</i>
C-1.2
<i>I can compare three-dimensional figures (e.g., faces, corners/vertices, and edges).</i>
C-2.2

GRADE 2
<i>I can use pattern block shapes to create different shapes (e.g., six triangles make a hexagon).</i>
<i>C-3.2</i>
STANDARD D: MEASUREMENT
Measurable Attributes/Units
Direct Measurement
Indirect Measurement
<i>I can describe money exchanges (e.g., 1 quarter=5 nickels).</i>
<i>D-1.2</i>
<i>I can demonstrate calendar concepts/skills (i.e., relationships among hours, days, months, and years).</i>
<i>D-2.2</i>
<i>I can tell time to five-minute intervals on analog and digital clocks. I can translate time from analog to digital clocks and vice versa.</i>
<i>D-3.2</i>
<i>I can identify when to use an appropriate unit of length (i.e., inches, feet, yards, and centimeters).</i>
<i>D-4.2</i>
<i>I can identify when to use an appropriate unit of time (i.e., seconds, minutes, hours, days, months, and years).</i>
<i>D-5.2</i>
<i>I can read thermometers according to a variety of scales (e.g., one-, two-, or five-degree intervals).</i>
<i>D-6.2</i>
<i>I can measure with nonstandard tools (e.g., erasers and paper clips).</i>
<i>D-7.2</i>
<i>I can measure with and read a ruler to the nearest centimeter, 1/2 inch, and inch.</i>
<i>D-8.2</i>
STANDARD E: STATISTICS AND PROBABILITY
Data Analysis and Statistics
Probability
<i>I can create a bar graph to display data.</i>
<i>E-1.2</i>
<i>I can interpret bar graphs, tables, charts, and tally charts (e.g., translate in-formation from tally chart to bar graph).</i>
<i>E-2.2</i>
<i>I can determine if a spinner is fair or unfair.</i>
<i>Fair:</i> 
<i>Unfair:</i> 
<i>E-3.2</i>

GRADE 2
<i>I can predict the outcome of an event (e.g., given a spinner, a set of numbered cards, and a collection of colored crayons).</i>
<i>E-4.2</i>
STANDARD F: ALGEBRAIC RELATIONSHIPS
Patterns, Relations, and Functions
Expressions, Equations, Inequalities
Properties
<i>I can describe patterns orally or in writing (i.e., geometric shape and number, including What's My Rule?).</i>
<i>F-1.2</i>
<i>I can continue patterns (e.g., geometric shape and number, including What's My Rule?).</i>
<i>F-2.2</i>
<i>I can create patterns (e.g., attribute; geometric shape; and number, including What's My Rule?).</i>
<i>F-3.2</i>
<i>I can count forward and back by twos and tens from any two- and three-digit number using a variety of starting and ending points up to/back from 1,000.</i>
<i>F-4.2</i>
<i>I can use the = sign to mean "is the same as" (e.g., 4 D = _____ N means 4 dimes "is the same as" <u>how many</u> nickels; _____ = 2+7 means <u>what</u> "is the same as" 2+7; 3+1 "is the same as" 6-2).</i>
<i>F-5.2</i>
<i>I can complete a number sentence to make it true (e.g., 20+5=□+10+5; 75+□=76; 17+□= 27; 10+2=□+6).</i>
<i>F-6.2</i>
<i>I can demonstrate or explain the commutative property (turn-around rule) of addition (e.g., 3+4=7 and 4+3=7).</i>
<i>F-7.2</i>