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| **Operations and Algebraic Thinking** | **NC Mathematics Standards** | **Mid-Year 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, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem | Solve one-step problem-situations to 25.   * *Take From-Start Unknown* * *Add To-Start Unknown*   Solve one-step problem-situations to 100.   * *Add To-Result Unknown* * *Take From-Change Unknown* * *Compare-Difference Unknown; Fewer* * *Compare-Bigger Unknown: More* * *Compare-Smaller Unknown: Fewer* |
| **Number 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. Understand the following as special cases:   1. 100 can be thought of as a bundle of ten tens – called a “hundred.” 2. The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).   **2.NBT.2** Count within 1000; skip-count by 5s, 10s, and 100s  **2.NBT.3** Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.  **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. | Count a collection of objects using 100, 10s and 1s.  Write 3-digit numbers in number form and expanded form.  Make and compare true equations from numbers written in number form and expanded form.  Skip count by 5s and 10s to 300. |
| **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.  **2.NBT.9** Explain why addition and subtraction strategies work, using place value and the properties of operations. | Solve one-step problem-situations to 100.   * *Add To-Result Unknown* * *Take From-Change Unknown* * *Compare-Bigger Unknown: More* |
| **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.  **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. | Use inch ruler to measure length.  Determine difference between 2 objects (within 10). |
| **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. | Solve one-step problem-situations to 100.   * *Compare- Smaller Unknown: Fewer* * *Compare- Bigger Unknown: More* |
| **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.1 Identify triangles, quadrilaterals, pentagons, hexagons, and cubes. | Draw shape with given attributes.  Use attribute clues to determine shape.  Identify quadrilaterals and attributes of quadrilaterals. |