

Grade: 2nd	
Alabama Content Area: Operations and Algebraic Thinking	
Cluster: Represent and solve problems involving addition and subtraction.	
AL Standard Number: ALCOS 1	
3 ALL level 2 skills	<p>The student will:</p> <p>Use addition and subtraction within 100 to solve one- and two-step word problems by using drawings and equations with a symbol for the unknown number to represent the problem.</p>
2 (2+) = 4 skills (2) = 2-3 skills (2-) = 1 skill	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> • Sum, difference, variable, unknown, addend, solution, equations, compute <p>The student will perform processes such as:</p> <ul style="list-style-type: none"> • Determine when addition or subtraction is appropriate in a contextual situation • Use symbols to represent unknown quantities in a word problem. (the start: $___ + 25 = 72$, change: $39 - \square = 10$, and results: $45 + 15 = x$) • Solve one-step addition word problems within 100 using a strategy of choice (physical models, drawings, or equations) • Solve one-step subtraction word problems within 100 using a strategy of choice (physical models, drawings, or equations) • Solve two-step addition and subtraction word problems within 100 using a strategy of choice (physical models, drawings, or equations). <i>Provide a variety of combinations of addition and subtraction for two-step problems. Examples: add, then add; add, then subtract; subtract, then add; subtract, then subtract; keeping in mind that students may choose to solve problems in various ways.</i> <p>*Second grade problem types include adding to, taking from, putting together, taking apart, and comparing with unknowns in all positions. See table below.</p>
1	With help , partial success at score 2 content and score 3 content

Grade: 2nd	
Alabama Content Area: Operations and Algebraic Thinking	
Cluster: Add and subtract within 20.	
AL Standard Number: ALCOS 2	
<p>3</p> <p>ALL level 2 skills</p>	<p>The student will:</p> <p>Fluently add and subtract within 20 using mental strategies such as counting on, making ten, decomposing a number leading to ten, using the relationship between addition and subtraction, and creating equivalent but easier or known sums.</p> <p>a. State automatically all sums of two one-digit numbers.</p>
<p>2</p> <p>(2+) = 2 skills</p> <p>(2) = 1 skill</p> <p>(2-) = N/A</p>	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> Addition, addend, sum, difference, subtract, mental strategies, fluent, automatic <p>The student will perform processes such as:</p> <ul style="list-style-type: none"> Fluently add within 20 using mental strategies Fluently subtract within 20 using mental strategies Automatically state all sums of two one-digit numbers <p>Fluency vs. automaticity <i>Fluency involves a mixture of “just knowing” answers, knowing answers from patterns, and knowing answers from the use of strategies. The word <u>fluently</u> is used in the standards to mean accurately, efficiently, and flexibly. <u>Automaticity</u> of facts becomes evident when a student no longer uses a pattern or mental algorithm to determine the answer.</i></p> <p>Mental strategies <i>These may include counting on, making ten, decomposing a number leading to ten, using the relationship between addition and subtraction, and/or creating equivalent but easier or known sums.</i></p>
<p>1</p>	<p>With help, partial success at score 2 content and score 3 content</p>

Grade: 2nd	
Alabama Content Area: Operations with Numbers: Base Ten	
Cluster: Understand place value	
AL Standard Number: ALCOS 6	
<p>3</p> <p>ALL level 2 skills</p>	<p>The student will:</p> <p>Explain that the three digits of a three-digit number represent amounts of hundreds, tens, and ones.</p> <p>a. Explain the following three-digit numbers as special cases: 100 can be thought of as a bundle of ten tens, called a “hundred,” and 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).</p>
<p>2</p> <p>(2+) = 5-6 skills</p> <p>(2) = 3-4 skills</p> <p>(2-) = 1-2 skills</p>	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> Place value, hundreds, tens, ones, standard form, expanded form, value, digit <p>The student will perform processes such as:</p> <ul style="list-style-type: none"> Explain that the three digits of a three-digit number represent amounts of hundreds, tens, and ones Represent a quantity composed of up to 3 digits using a variety of names (e.g., 706 as 706 ones, as 70 tens and 6 ones, as 7 hundreds and 6 ones) Identify a digit’s place (270: the 7 is in the tens place) Explain a digit’s value. (270: the value of the 7 is 70) Represent a quantity physically (base ten blocks), visually (base ten drawings- lines and dots) and symbolically (expanded notation) Demonstrate understanding that 100 is equivalent to ten tens Explain the relationship between the numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 and one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones)
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Grade: 2nd	
Alabama Content Area: Operations with Numbers: Base Ten	
Cluster: Understand place value.	
AL Standard Number: ALCOS 8	
<p style="text-align: center;">3</p> <p>ALL level 2 skills</p>	<p>The student will:</p> <p>Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.</p>
<p style="text-align: center;">2</p> <p>(2+) = 5-6 skills</p> <p>(2) = 3-4 skills</p> <p>(2-) = 1-2 skills</p>	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> • Base-ten, expanded form, standard form, word form, digit, place value <p>The student will perform processes such as:</p> <ul style="list-style-type: none"> • Identify the place value of each digit in numbers to 1000 • Read numbers to 1000 in standard form (using base ten numerals) • Write numbers to 1000 in standard form (using base ten numerals) • Read numbers to 1000 in expanded form • Write numbers to 1000 in expanded form (<i>Example: 765= 700 + 60 + 5</i>) • Read number names to 1000 (<i>Example: a student can correctly read "five hundred sixty five"</i>) • Write number names that correspond to an equivalent representation. (<i>Example: Given 215, a student can write "two hundred fifteen" or given 300 + 20 + 7, a student can write "three hundred twenty seven"</i>)
<p style="text-align: center;">1</p>	<p>With help, partial success at score 2 content and score 3 content</p>

Grade: 2nd	
Alabama Content Area: Operations with Numbers: Base Ten	
Cluster: Use place value understanding and properties of operations to add and subtract.	
AL Standard Number: ALCOS 10	
3 ALL level 2 skills	<p>The student will:</p> <p>Fluently add and subtract within 100, using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.</p>
2 (2+) = 5 skills (2) = 2-4 skills (2-) = 1 skill	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> ● Place value, Associative property, Commutative property, partial sums, partial differences <p>The student will perform processes such as:</p> <ul style="list-style-type: none"> ● Use strategies based on place value to add within 100 (base ten drawings, number lines, hundreds chart, partial sums, etc) ● Use strategies based on place value to subtract within 100 (base ten drawings, number lines, hundreds chart, partial differences, etc) ● Use properties of operations to add within 100 (partial sums, breaking apart, etc) ● Use properties of operations to subtract within 100 (partial differences, breaking apart, etc) ● Fluently add within 100 ● Fluently subtract within 100
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Grade: 2nd	
Alabama Content Area: Operations with Numbers: Base 10	
Cluster: Use place value understanding and properties of operations to add and subtract.	
AL Standard Number: ALCOS 12	
3 ALL level 2 skills	<p>The student will:</p> <p>Add and subtract within 1000 using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method.</p> <p>a. Explain that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.</p>
<p style="text-align: center;">2</p> <p>2+ = 6 - 7 skills</p> <p>2 = 3 - 5 skills</p> <p>2- = 1 - 2 skills</p>	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> ● Compose, decompose, Associative property, Commutative property <p>The student will perform processes such as:</p> <ul style="list-style-type: none"> ● Add within 1000 using concrete models or drawings (base ten models, place value chips) ● Subtract within 1000 using concrete models or drawings (base ten models, place value chips) ● Add within 1000 using strategies based on place value (number lines, partial sums, etc) ● Subtract within 1000 using strategies based on place value (number lines, partial differences) ● Add within 1000 using strategies based on properties of operations (break apart, partial sums, etc) ● Subtract within 1000 using strategies based on properties of operations (partial differences, breaking apart, etc) ● Explain that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones ● Explain that in adding or subtracting three-digit numbers sometimes it is necessary to compose or decompose tens or hundreds
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Grade: 2nd	
Alabama Content Area: Operations with Numbers: Base Ten	
Cluster: Use place value understanding and properties of operations to add and subtract.	
AL Standard Number: ALCOS 13	
3 ALL level 2 skills	<p>The student will:</p> <p>Mentally add and subtract 10 or 100 to a given number between 100 and 900.</p>
2 (2+) = 4 skills (2) = 2 - 3 skills (2-) = 1 skill	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> • Add, subtract, sum, difference <p>The student will perform processes such as:</p> <ul style="list-style-type: none"> • Add 10 to a given number 100-900 • Add 100 to a given number 100-900 • Subtract 10 from a given number 100-900 • Subtract 100 from a given number 100-900 • Communicate reasoning and solution strategies
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Grade: 2nd	
Alabama Content Area: Measurement	
Cluster: Measure and estimate lengths in standard units.	
AL Standard Number: ALCOS 17	
<p style="text-align: center;">3</p> <p>ALL level 2 skills</p>	<p>The student will:</p> <p>Measure the length of an object by selecting and using standard units of measurement shown on rulers, yardsticks, meter sticks, or measuring tapes.</p>
<p style="text-align: center;">2</p> <p>(2+) = 2 skills (2) = 1 skill (2-) = N/A</p>	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> • measure, unit, standard, meter, yard, ruler, inches, centimeter <p>The student will perform processes such as:</p> <ul style="list-style-type: none"> • Select an appropriate tool for measurement • Select an appropriate unit of measurement • Accurately measure the length of an object to the nearest whole unit
<p style="text-align: center;">1</p>	<p>With help, partial success at score 2 content and score 3 content</p>

Grade: 2nd	
Alabama Content Area: Measurement	
Cluster: Relate addition and subtraction to length.	
AL Standard Number: ALCOS 22	
3 ALL level 2 skills	<p>The student will:</p> <p>Create a number line diagram using whole numbers and use it to represent whole-number sums and differences within 100.</p>
2 (2+) = 4 skills (2) = 2- 3 skills (2-) = 1 skill	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> • Sums, difference, number line, interval, scale <p>The student will perform processes such as:</p> <ul style="list-style-type: none"> • Create number lines to represent whole numbers • Use number lines to represent whole number sums within 100 • Use number lines to represent whole number differences within 100 • Explain the solutions to addition problems within 100 using representations on a number line • Explain the solutions to subtraction problems within 100 using representations on a number line
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Grade: 2nd	
Alabama Content Area: Geometry	
Cluster: Reason with shapes and their attributes.	
AL Standard Number: ALCOS 27	
3 ALL level 2 skills	<p>The student will:</p> <p>Partition circles and rectangles into two, three, or four equal shares. Describe the shares using such terms as halves, thirds, half of, or a third of, and describe the whole as two halves, three thirds, or four fourths.</p> <p>a. Explain that equal shares of identical wholes need not have the same shape.</p>
2 (2+) = 5 - 6 skills (2) = 3 -4 skills (2-) = 1 -2 skills	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> ● Partition, half, third, fourth, equal shares <p>The student will perform processes such as:</p> <ul style="list-style-type: none"> ● Cut or draw lines to divide circles and rectangles into two equal shares ● Cut or draw lines to divide circles and rectangles into three or equal shares ● Cut or draw lines to divide circles or rectangles into four equal shares ● Describe shares as halves, thirds, or fourths ● Describe a single share as a half of, a third of, or a fourth of ● Describe the whole as two halves, three thirds, or four fourths ● Explain that equal shares of identical wholes need not have the same shape
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