

**BENCHMARK SEQUENCE REPORT**  
**MATHEMATICS GRADE 2 BY QUARTER**



This planning tool can be used to sequence the teaching and assessing of the OCS Benchmarks. Benchmarks should be assessed formatively in multiple ways and over multiple times to guide reteaching/relearning. Benchmarks that are assessed summatively should be sequenced throughout the school year to determine student mastery.

| Quarter 1  |          | Quarter 2 |          | Quarter 3 |          | Quarter 4 |          | OCS Benchmarks    |   |
|--|----------|-----------|----------|-----------|----------|-----------|----------|-------------------|---|
| Taught   | Assessed | Taught    | Assessed | Taught    | Assessed | Taught    | Assessed | OCS Codes         | Benchmarks  |
| <b>DOMAIN: Standards for Mathematical Content</b>  |          |           |          |           |          |           |          |                   |   |
| <i>Strand: Operations and Algebraic Thinking (OA)</i>  |          |           |          |           |          |           |          |                   |   |
| <b>2.SMC.OA.1 Represent and solve problems involving addition and subtraction.</b>                 |          |           |          |           |          |           |          |                   |   |
|  |          |           |          |           |          |           |          | 2.SMC.OA.1.1-1.b  | Add and subtract numbers up to 100 to solve one-step word problems  |
|  |          |           |          |           |          |           |          | 2.SMC.OA.1.1-2.b  | Add and subtract numbers up to 100 to solve two-step word problems  |
| <b>2.SMC.OA.2 Add and subtract within 20.</b>  |          |           |          |           |          |           |          |                   |   |
|  |          |           |          |           |          |           |          | 2.SMC.OA.2.2-1.a  | Add and subtract numbers up to 20 mentally  |
|  |          |           |          |           |          |           |          | 2.SMC.OA.2.2-2.a  | Memorize all sums of two one-digit numbers  |
| <b>2.SMC.OA.3 Work with equal groups of objects to gain foundations for multiplication.</b>        |          |           |          |           |          |           |          |                   |   |
|  |          |           |          |           |          |           |          | 2.SMC.OA.3.1-1.a  | Determine whether a group of 20 or fewer objects has an odd or even number of members                                   |
|  |          |           |          |           |          |           |          | 2.SMC.OA.3.1-2.b  | Write an equation to express an even number as a sum of two equal addends   |
|  |          |           |          |           |          |           |          | 2.SMC.OA.3.2-1.c  | Add objects arranged in a rectangular array with up to 5 rows and 5 columns   |
|  |          |           |          |           |          |           |          | 2.SMC.OA.3.2-2.c  | Write an equation to express the total of a rectangular array with up to 5 rows and 5 columns as a sum of equal addends |
| <i>Strand: Number and Operations in Base Ten (NBT)</i>   |          |           |          |           |          |           |          |                   |   |
| <b>2.SMC.NBT.1 Understand place value.</b>   |          |           |          |           |          |           |          |                   |   |
|  |          |           |          |           |          |           |          | 2.SMC.NBT.1.1.b   | Represent the three digits of a three-digit number in amounts of hundreds, tens, and ones                               |
|  |          |           |          |           |          |           |          | 2.SMC.NBT.1.2.b   | Count numbers up to 1000 by skip-counting 5s, 10s, and 100s   |
|  |          |           |          |           |          |           |          | 2.SMC.NBT.1.3-1.b | Read numbers up to 1000 using base-ten numerals, number names, and expanded form  |
|  |          |           |          |           |          |           |          | 2.SMC.NBT.1.3-2.b | Write numbers up to 1000 using base-ten numerals, number names, and expanded form                                       |
|  |          |           |          |           |          |           |          | 2.SMC.NBT.1.4-1.c | Compare two three-digit numbers based on a breakdown into hundreds, tens, and ones                                      |
|  |          |           |          |           |          |           |          | 2.SMC.NBT.1.4-2.c | Record the results of comparisons between two three-digit numbers using the symbols $>$ , $=$ , and $<$                 |
| <b>2.SMC.NBT.2 Use place value understanding and properties of operations to add and subtract.</b> |          |           |          |           |          |           |          |                   |   |
|  |          |           |          |           |          |           |          | 2.SMC.NBT.2.1.b   | Add and subtract numbers up to 100 fluently   |
|  |          |           |          |           |          |           |          | 2.SMC.NBT.2.2.b   | Add up to four two-digit numbers  |
|  |          |           |          |           |          |           |          | 2.SMC.NBT.2.3-1.b | Add and subtract numbers up to 1000   |
|  |          |           |          |           |          |           |          | 2.SMC.NBT.2.3-2.c | Explain the process of adding and subtracting numbers up to 1000  |
|  |          |           |          |           |          |           |          | 2.SMC.NBT.2.4-1.c | Add 10 or 100 to a given number between 100 and 900 mentally  |
|  |          |           |          |           |          |           |          | 2.SMC.NBT.2.4-2.c | Subtract 10 or 100 from a given number between 100 and 900 mentally   |
|  |          |           |          |           |          |           |          | 2.SMC.NBT.2.5-1.c | Explain how using place value facilitates addition and subtraction  |
|  |          |           |          |           |          |           |          | 2.SMC.NBT.2.5-2.c | Explain how using the properties of operations facilitates addition and subtraction                                     |
| <i>Strand: Measurement and Data (MD)</i>   |          |           |          |           |          |           |          |                   |   |
| <b>2.SMC.MD.1 Measure and estimate lengths in standard units.</b>                                  |          |           |          |           |          |           |          |                   |   |



|   |  |  |  |  |  |  |  |                  |   |
|---|--|--|--|--|--|--|--|------------------|---|
|   |  |  |  |  |  |  |  | 2.SMC.MD.1.1.a   | Measure the length of an object by selecting and using appropriate tools  |
|   |  |  |  |  |  |  |  | 2.SMC.MD.1.2.b   | Describe how an object measured twice using different measurement units relates to the size of the unit                                     |
|   |  |  |  |  |  |  |  | 2.SMC.MD.1.3.b   | Estimate lengths using units of inches, feet, centimeters, and meters   |
|   |  |  |  |  |  |  |  | 2.SMC.MD.1.4.c   | Determine the difference in length of two objects measured by a standard length unit  |
| <b>2.SMC.MD.2 Relate addition and subtraction to length.</b>            |  |  |  |  |  |  |  |                  |   |
|   |  |  |  |  |  |  |  | 2.SMC.MD.2.1.c   | Add and subtract up to 100 to solve word problems involving lengths measured using a standard length unit                                   |
|   |  |  |  |  |  |  |  | 2.SMC.MD.2.2-1.b | Represent whole numbers up to 100 as lengths from 0 on a number line diagram with equally spaced points                                     |
|   |  |  |  |  |  |  |  | 2.SMC.MD.2.2-2.b | Represent whole-number sums and differences of two lengths on a number line diagram with equally spaced points beginning at 0 and up to 100 |
| <b>2.SMC.MD.3 Work with time and money.</b>                             |  |  |  |  |  |  |  |                  |   |
|   |  |  |  |  |  |  |  | 2.SMC.MD.3.1-1.a | Tell the time to the nearest five minutes including A.M. and P.M., using analog and digital clocks  |
|   |  |  |  |  |  |  |  | 2.SMC.MD.3.1-2.a | Write the time to the nearest five minutes, including A.M. and P.M., using analog and digital clocks  |
|   |  |  |  |  |  |  |  | 2.SMC.MD.3.2.b   | Solve word problems using different denominations of cash   |
| <b>2.SMC.MD.4 Represent and interpret data.</b>                         |  |  |  |  |  |  |  |                  |   |
|   |  |  |  |  |  |  |  | 2.SMC.MD.4.1-1.c | Create a line plot from repeated measures of the length of an object to the nearest whole unit  |
|   |  |  |  |  |  |  |  | 2.SMC.MD.4.1-2.c | Create a line plot from measures of the lengths of several objects to the nearest whole unit  |
|   |  |  |  |  |  |  |  | 2.SMC.MD.4.2-1.c | Represent data from up to four categories on a picture graph and bar chart  |
|   |  |  |  |  |  |  |  | 2.SMC.MD.4.2-2.c | Solve problems using information presented in a bar graph   |
| <b>Strand: Geometry (G)</b>   |  |  |  |  |  |  |  |                  |   |
| <b>2.SMC.G.1 Reason with shapes and their attributes.</b>               |  |  |  |  |  |  |  |                  |   |
|   |  |  |  |  |  |  |  | 2.SMC.G.1.1-1.a  | Recognize triangles, quadrilaterals, pentagons, hexagons, and cubes   |
|   |  |  |  |  |  |  |  | 2.SMC.G.1.1-2.b  | Draw shapes having a given number of angles, faces, or lengths  |
|   |  |  |  |  |  |  |  | 2.SMC.G.1.2-1.b  | Partition a rectangle into rows and columns of same-size squares  |
|   |  |  |  |  |  |  |  | 2.SMC.G.1.2-2.b  | Count the number of same-size squares in a rectangle partitioned into rows and columns  |
|   |  |  |  |  |  |  |  | 2.SMC.G.1.3-1.c  | Partition circles and rectangles into two, three, or four equal shares  |
|   |  |  |  |  |  |  |  | 2.SMC.G.1.3-2.c  | Describe two, three and four equal shares of circles and rectangles using words and phrases   |
|   |  |  |  |  |  |  |  | 2.SMC.G.1.3-3.c  | Recognize the shapes of equal shares of identical wholes  |
| <b>DOMAIN: Standards for Mathematical Practices</b>                     |  |  |  |  |  |  |  |                  |   |
| <b>Strand: Solve Problems (MP1)</b>                                     |  |  |  |  |  |  |  |                  |   |
| <b>2.SMP.1 1. Make sense of problems and persevere in solving them.</b> |  |  |  |  |  |  |  |                  |   |
|   |  |  |  |  |  |  |  | 2.SMP.1.1-1.c    | Make sense of your problem  |
|   |  |  |  |  |  |  |  | 2.SMP.1.1-2.c    | Reflect on your thinking as you solve your problem  |
|   |  |  |  |  |  |  |  | 2.SMP.1.1-3.c    | Keep trying when your problem is hard   |
|   |  |  |  |  |  |  |  | 2.SMP.1.1-4.c    | Check whether your answer makes sense   |
|   |  |  |  |  |  |  |  | 2.SMP.1.1-5.c    | Solve problems in more than one way   |
|   |  |  |  |  |  |  |  | 2.SMP.1.1-6.c    | Compare the strategies you and others use   |
| <b>Strand: Reason (MP2)</b>   |  |  |  |  |  |  |  |                  |   |
| <b>2.SMP.2 2. Reason abstractly and quantitatively.</b>                 |  |  |  |  |  |  |  |                  |   |
|   |  |  |  |  |  |  |  | 2.SMP.2.1-1.c    | Create mathematical representations using numbers, words, pictures, symbols, gestures, tables, graphs, and concrete objects                 |
|   |  |  |  |  |  |  |  | 2.SMP.2.1-2.c    | Make sense of the representations you and others use  |

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|--|--|--|--|--|--|--|--|---------------|---|
|  |  |  |  |  |  |  |  | 2.SMP.2.1-3.c | Make connections between representations  |
| <b>Strand: Construct Arguments (MP3)</b>   |  |  |  |  |  |  |  |               |   |
| <b>2.SMP.3 3. Construct viable arguments and critique the reasoning of others.</b> |  |  |  |  |  |  |  |               |   |
|  |  |  |  |  |  |  |  | 2.SMP.3.1-1.c | Make mathematical conjectures and arguments   |
|  |  |  |  |  |  |  |  | 2.SMP.3.1-2.c | Make sense of others' mathematical thinking   |
| <b>Strand: Model (MP4)</b>   |  |  |  |  |  |  |  |               |   |
| <b>2.SMP.4 4. Model with mathematics.</b>  |  |  |  |  |  |  |  |               |   |
|  |  |  |  |  |  |  |  | 2.SMP.4.1-1.c | Model real-world situations using graphs, drawings, tables, symbols, numbers, diagrams, and other representations |
|  |  |  |  |  |  |  |  | 2.SMP.4.1-2.c | Use mathematical models to solve problems and answer questions  |
| <b>Strand: Use Tools (MP5)</b>   |  |  |  |  |  |  |  |               |   |
| <b>2.SMP.5 5. Use appropriate tools strategically.</b>                             |  |  |  |  |  |  |  |               |   |
|  |  |  |  |  |  |  |  | 2.SMP.5.1-1.c | Choose appropriate tools  |
|  |  |  |  |  |  |  |  | 2.SMP.5.1-2.c | Use tools effectively and make sense of your results  |
| <b>Strand: Attend to Precision (MP6)</b>   |  |  |  |  |  |  |  |               |   |
| <b>2.SMP.6 6. Attend to precision.</b>   |  |  |  |  |  |  |  |               |   |
|  |  |  |  |  |  |  |  | 2.SMP.6.1-1.c | Explain your mathematical thinking clearly and precisely  |
|  |  |  |  |  |  |  |  | 2.SMP.6.1-2.c | Use an appropriate level of precision for your problem  |
|  |  |  |  |  |  |  |  | 2.SMP.6.1-3.c | Use clear labels, units, and mathematical language  |
|  |  |  |  |  |  |  |  | 2.SMP.6.1-4.c | Think about accuracy and efficiency when you count, measure, and calculate  |
| <b>Strand: Use Structure (MP7)</b>   |  |  |  |  |  |  |  |               |   |
| <b>2.SMP.7 7. Look for and make use of structure.</b>                              |  |  |  |  |  |  |  |               |   |
|  |  |  |  |  |  |  |  | 2.SMP.7.1-1.c | Look for mathematical structures such as categories, patterns, and properties                                     |
|  |  |  |  |  |  |  |  | 2.SMP.7.1-2.c | Use structures to solve problems and answer questions   |
| <b>Strand: Express Regularity (MP8)</b>  |  |  |  |  |  |  |  |               |   |
| <b>2.SMP.8 8. Look for and express regularity in repeated reasoning.</b>           |  |  |  |  |  |  |  |               |   |
|  |  |  |  |  |  |  |  | 2.SMP.8.1.c   | Create and justify rules, shortcuts, and generalizations  |