Essential Standards Chart: What is it we expect students to learn?

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Standard Description	Example Rigor	Prerequisite Skills	Common Assessment	When Taught?	Extension Standards
What is the essential standard to be learned? Describe in student-friendly vocabulary.	What does proficient student work look like? Provide an example and/or description.	What prior knowledge, skills, and/or vocabulary is/are needed for a student to master this standard?	What assessment(s) will be used to measure student mastery?	When will this standard be taught?	What will we do when students have learned the essential standard(s)?
NY-2.OA.1b Use addition and subtraction within 100 to develop an understanding of solving two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions. e.g., using drawings and equations with a symbol for the unknown number to represent the problem.					
NY-2.OA.2a Fluently add and subtract within 20 using mental strategies. Strategies could include: • counting on; • making ten; • decomposing a number leading to a ten; • using the relationship between addition and subtraction;					

and • creating equivalent but easier or known sums.				
NY-2.NBT.7a 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 representation.				
NY-2.NBT.7b Understand that in adding or subtracting up to 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.				
NY-2.NBT.8 Mentally add 10 or 100 to a given number 100-900, and mentally subtract 10 or 100 from a given number 100-900.				
NY-2.NBT.1 Understand that the digits of a three-digit number represent amounts of hundreds, tens, and ones. e.g., 706 equals 7				

hundreds, 0 tens, and 6 ones.					
NY-2.NBT.1a Understand 100 can be thought of as a bundle of ten tens, called a "hundred."					
NY-2.OA.4 Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns. Write an equation to express the total as a sum of equal addends.					
NY-2.MD.7 Tell and write time from analog and digital clocks in five minute increments, using a.m. and p.m. Develop an understanding of common terms, such as, but not limited to, quarter past, half past, and quarter to.					
NY-2.G.3 Partition circles and rectangles into two, three, or four equal shares. Describe the shares using the words halves, thirds, half of, a third of, etc. Describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical	proficiency- all students identify and name up to fourths	first grade- partition and identify equal parts (halves and fourths)	end of mission assessment	mission 8	

wholes need not have the same shape. I can partition a shape into equal parts and name the pieces					
NY-2.MD.8a Count a mixed collection of coins whose sum is less than or equal to one dollar. e.g., If you have 2 quarters, 2 dimes and 3 pennies, how many cents do you have?					