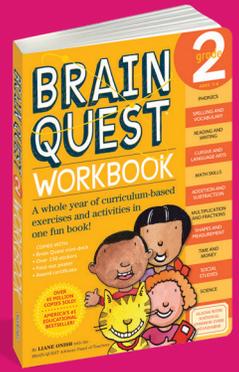


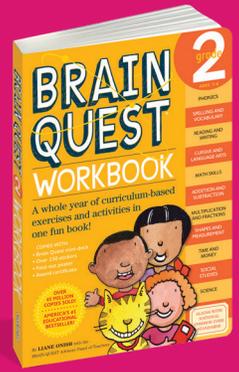
# BRAIN QUEST®



## Brain Quest Workbook: Second Grade

GRADE	2	<b>READING FOUNDATIONAL SKILLS</b>	CCSS.ELA-LITERACY.RF.2.3
	2.3	Know and apply grade-level phonics and word analysis skills in decoding words.	
GRADE	2	<b>WRITING</b>	CCSS.ELA-LITERACY.W.2.1, 3
	1	Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.	
	3	Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.	
GRADE	2	<b>READING LITERATURE</b>	CCSS.ELA-LITERACY.RL.2.1, 2, 3, 5
	1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	
	2	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	
	3	Describe how characters in a story respond to major events and challenges.	
	5	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	
GRADE	2	<b>LANGUAGE</b>	CCSS.ELA-LITERACY.L.2.1.B, 1.D, 2
	1.B	Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).	
	1.D	Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).	
	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	

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GRADE	2	<b>NUMBER &amp; OPERATIONS IN BASE 10</b>	CCSS.MATH.CONTENT.2.NBT. A.1, A.1.A, A.1.B, A.2, A.4, B.5, B.6, B.7
A.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:	
A.1.A		100 can be thought of as a bundle of ten tens—called a “hundred.”	
A.1.B		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).	
A.2		Count within 1,000; skip-count by 5s, 10s, and 100s.	
A.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.	
B.5		Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.	
B.6		Add up to four two-digit numbers using strategies based on place value and properties of operations.	
B.7		Add and subtract within 1,000, 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. Understand 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.	