

Grade 2

Number & Operations in Base Ten: Understand place value. [2.NBT.A](#)

- 1 Understand that the two digits of a two-digit number represent amounts of tens and ones; e.g., 37 equals 3 tens and 7 ones.** [2.NBT.A.1](#)
 - a Understand the following as special cases: 10 can be thought of as a bundle or ten ones, called a ten, and the numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, and nine tens. [2.NBT.A.1.A](#)
 - b Decompose numbers less than 20 in more than one way. [2.NBT.A.1.B](#)

- 2 Count within 50.** [2.NBT.A.2](#)
 - a Skip count by fives and tens. [2.NBT.A.2.A](#)

- 3 Understand and represent numbers to 50 with objects, written representations, and/or numerals.** [2.NBT.A.3](#)

- 4 Compare two two-digit numbers less than or equal to 50 based on the meanings of the tens and ones digits.** [2.NBT.A.4](#)

Number & Operations in Base Ten: Use place value understanding and properties of operations to add and subtract. [2.NBT.B](#)

- 5 Add and subtract within 20 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.** [2.NBT.B.5](#)

- 6 Add up to three two-digit numbers using strategies based on place value and properties of operations.** [2.NBT.B.6](#)
 - a Limit sums to 50 or less. [2.NBT.B.6.A](#)

- 7 Add and subtract within 50, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.** [2.NBT.B.7](#)
 - a Relate the strategy to a written method. [2.NBT.B.7.A](#)
 - b Understand that in adding or subtracting two-digit numbers, one adds or subtracts tens and tens, ones and ones, and sometimes it is necessary to compose or decompose tens. [2.NBT.B.7.B](#)

- 8 Mentally add 1 or 10 to a given number 1-50, and mentally subtract 1 or 10 from a given number 1-50.** [2.NBT.B.8](#)

- 9 Demonstrate an understanding of the meanings of symbols in addition and subtraction situations, including the “+” sign (i.e., combine, plus, add), “-” sign (i.e., separate, subtract, take away), and “=” sign (equal).** [2.NBT.B.9](#)

Operations & Algebraic Thinking: Represent and solve problems involving addition and subtraction. 2.OA.A

1 Use addition and subtraction within 20 to solve one-and two-step word problems involving situations or adding to, taking from, putting together, taking apart, and comparing by using objects, drawings, or other written methods. 2.OA.A.1

Operations & Algebraic Thinking: Add and subtract within 20. 2.OA.B

2 Add and subtract within 10 using mental strategies. 2.OA.B.2

Operations & Algebraic Thinking: Work with equal groups of objects to gain foundations for multiplication. 2.OA.C

3 Determine whether a group of objects (up to 10) has an odd or even number of members, e.g., by pairing objects or counting them by 2s. 2.OA.C.3

4 Use addition to find the total number of objects arranged within equal groups up to a total of 10. 2.OA.C.4

Measurement & Data: Measure and estimate lengths in standard units. 2.MD.A

1 Identify appropriate tools for measuring length, such as rules, yardsticks, meter sticks, and measuring tapes. 2.MD.A.1

2 Measure the length of an object using a tool marked with whole-number standard units, such as a ruler marked only for whole inches. 2.MD.A.2

3 Estimate lengths using non-standard units. Examples: “I think the student is about 5 books tall.” “I’m guessing the desk is 3 pieces of paper wide.” 2.MD.A.3

4 Compare the lengths of two objects indirectly by using a third object. 2.MD.A.4

Measurement & Data: Relate addition and subtraction to length. 2.MD.B

5 Use addition and subtraction within 20 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers). 2.MD.B.5

6 Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2..., and represent whole-number sums and differences within 20 on a number line diagram. 2.MD.B.6

Measurement & Data: Work with time and money. 2.MD.C

7 Tell time on analog and digital clocks to the nearest hour. 2.MD.C.7

8 Identify and sort coins (quarters, dimes, nickels, and pennies) and understand that money has value. 2.MD.C.8

Measurement & Data: Represent and interpret data. 2.MD.D

9 Generate measurement data by measuring lengths of several objects to the nearest whole unit. 2.MD.D.9

a Match the measurement data to a given line plot, where the horizontal scale is marked off in whole-number units. 2.MD.D.9.A

10 Create a picture graph to represent a data set with two categories. 2.MD.D.10

Geometry: Reason with shapes and their attributes. 2.G.A

- 1 Recognize and create circles, squares, rectangles, and triangles having specified attributes, such as a given number of angles or a given number of faces. Example: draw and name a shape that has three angles and three sides.** 2.G.A.1
- 2 Partition a rectangle into up to 5 rows and up to 5 columns of same-size squares and count to find the total number of them.** 2.G.A.2
- 3 Partition circles and rectangles into two or four equal shares, describe the shares using the words halves and quarters, and describe the whole as two halves.** 2.G.A.3