

Grade Two Content Standards Overview

Critical Areas for COHERENCE in Grade Two

Operations and Algebraic Thinking (2.OA)

- A. Represents and solves problems involving addition and subtraction
[OA.1](#)
- B. Add and subtract within 20
[OA.2](#)
- C. Work with equal groups of objects to gain foundations for multiplication
[OA.3](#) [OA.4](#)

Number and Operations in Base Ten (2.NBT)

- A. Understand place value.
[NBT.1](#) [NBT.2](#) [NBT.3](#) [NBT.4](#)
- B. Use place value understanding and properties of operations to add and subtract.
[NBT.5](#) [NBT.6](#) [NBT.7](#) [NBT.8](#)
[NBT.9](#)

Measurement and Data (2.MD)

- A. Measure and estimate lengths in standard units
[MD.1](#) [MD.2](#) [MD.3](#) [MD.4](#)
- B. Relate addition and subtraction to length
[MD.5](#) [MD.6](#)
- C. Work with time and money
[MD.7](#) [MD.8](#) [MD.9](#)
- D. Represent and interpret data
[MD.10](#) [MD.11](#)

Geometry (2.G)

- A. Reason with shapes and their attributes
[G.1](#) [G.2](#) [G.3](#)

Standards for Mathematical Practices

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

Click on the box to open specific details related to Grade Two!

Operations and Algebraic Thinking 2.OA

(Counting and Cardinality and Operations and Algebraic Thinking Progression K-5 Pg. 18)

Represent and solve problems involving addition and subtraction.

- 2.OA.1. Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, *with unknowns in all positions*, (e.g. by using drawings and situation equations and/or solution equations with a symbol for the unknown number to represent the problem.) Refer to shaded section of [Table 1](#) for specific situation types. **(2.OA.1)**

For Example:

A clown had 20 balloons. He sold 8. Another clown came by and gave him more. He now has 24 balloons. How many did the clown give him?

Situation Equation: $20 - 8 = ?$

$$? + \square = 24$$

Solution Equation: $20 - 8 = ?$

$$24 - ? = \square$$

Add and subtract within 20.

- 2.OA.2. Fluently ([efficiently, accurately, and flexibly](#)) add and subtract within 20 using mental strategies (counting on, making a ten, decomposing a number, creating an equivalent but easier and known sum, and using the relationship between addition and subtraction) Work with equal groups of objects to gain foundations for multiplication. **(2.OA.2)**

Work with equal groups of objects to gain foundations for multiplication.

- 2.OA.3. Determine whether a group of objects (up to 20) has an odd or even number of members, (e.g. by *pairing objects or counting them by 2s*); write an equation to express an even number as a sum of two equal addends. **(2.OA.3)**
- 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. **(2.OA.4)**

Number and Operations in Base Ten 2.NBT

(Numbers & Operations Base 10 Progression K-5 Pg. 8)

Understand place value.

- 2.NBT.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:
- 2.NBT.1a. 100 can be thought of as a bundle of ten tens—called a “hundred.” **(2.NBT.1a)**
- 2.NBT.1b. The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds **(2.NBT.1b)**
- 2.NBT.1c. Show flexibility in composing and decomposing hundreds, tens and ones (e.g. 207 can be composed from 2 hundreds 7 ones OR 20 tens 7 ones OR 207 ones OR 1 hundred 10 tens 7 ones OR 1 hundred 9 tens 17 ones, etc.) **(2017)**
- 2.NBT.2. Count within 1000; skip-count by 2s, 5s, 10s, and 100s; explain and generalize the patterns. **(2.NBT.2)**

[K](#)

[1](#)

[2](#)

[3](#)

[4](#)

[5](#)

[6](#)

[7](#)

[8](#)

[HS](#)

- 2.NBT.3. Read and write numbers within 1000 using base-ten **numerals**, number names, expanded form, and **unit form** unit form. **(2.NBT.3)**
- 2.NBT.4. Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using $>$, $<$, $=$, and \neq relational symbols to record the results of comparisons. **(2.NBT.4)**

Use place value understanding and properties of operations to add and subtract.

[\(Numbers & Operations Base 10 Progression K-5 Pg. 8\)](#)

- 2.NBT.5. Fluently (**efficiently, accurately, and flexibly**) add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction (*e.g. composing/decomposing by like base-10 units, using friendly or benchmark numbers, using related equations, compensation, number line, etc.*). **(2.NBT.5)**
- 2.NBT.6. Add up to four two-digit numbers using strategies based on place value and properties of operations. **(2.NBT.6)**
- 2.NBT.7. 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. Understand that in adding or subtracting three-digit numbers, like base-ten units such as hundreds and hundreds, tens and tens, ones and ones are used; and sometimes it is necessary to compose or **decompose** tens or hundreds. **(2.NBT.7)**
- 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. **(2.NBT.8)**
- 2.NBT.9. Explain why addition and subtraction strategies work using place value and the properties of operations. The explanations given may be supported by drawings or objects. **(2.NBT.9)**

Measurement and Data 2.MD

Measure and estimate lengths in standard units.

- 2.MD.1. Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes. **(2.MD.1)**
- 2.MD.2. Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen. **(2.MD.2)**
[\(Measurement and Data \(measurement part\) Progression K–5 Pg. 12.\)](#)
- 2.MD.3. Estimate lengths using whole units of inches, feet, centimeters, and meters. **(2.MD.3)**
[\(Measurement and Data \(measurement part\) Progression K–5 Pg. 14-15.\)](#)
- 2.MD.4. Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit (inches, feet, centimeters, and meters). **(2.MD.4)**

Relate addition and subtraction to length.

- 2.MD.5. Use addition and subtraction within 100 to solve one- and two-step word problems involving lengths that are given in the same units, *e.g. by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.* **(2.MD.5)**
- 2.MD.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 100 on a number line diagram. **(2.MD.6)**

Work with time and money.

- 2.MD.7. Tell and write time from analog and digital clocks to the nearest five minutes. **(2.MD.7)**
- 2.MD.8. Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately (Do not use decimal point, if showing 25 cents, use the word cents or ¢). *For example: If you have 2 dimes and 3 pennies, how many cents do you have?* **(2.MD.8)**
- 2.MD.9. Identify coins and bills and their values. **(2017)**

Represent and interpret data.

- 2.MD.10. Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object using different units. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units. **(2.MD.9)**
- 2.MD.11. Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph ([See Table 1](#)). **(2.MD.10)**

Geometry 2.G

Reason with shapes and their attributes

([Geometry Progression K-6 Pg. 10](#)).

- 2.G.1. Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes. **(2.G.1)**
- 2.G.2. Partition a rectangle into rows and columns of same-size squares and count to find the total number of them. **(2.G.2)**
- 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., and describe the whole as two halves, three thirds, four fourths. *Note: fraction notation $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$ is not expected at this grade level.* Recognize that equal shares of identical wholes need not have the same shape. **(2.G.3)**