

Major content of the grade is indicated by the green highlighting of the cluster heading and standard's coding.

Major Content	Supporting Content
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## Operations and Algebraic Thinking (OA)

Cluster Headings	Content Standards
	(See Table 1 – Addition & Subtraction Situations)
<b>A. Represent and solve problems involving addition and subtraction.</b>	<b>2.OA.A.1</b> Add and subtract within 100 to solve one- and two-step contextual problems with unknowns in all positions, involving situations of <i>add to</i> , <i>take from</i> , <i>put together/take apart</i> , and <i>compare</i> . Use objects, drawings, and equations with a symbol for the unknown number to represent the problem.
<b>B. Add and subtract within 30.</b>	<b>2.OA.B.2</b> Fluently add and subtract within 30 using mental strategies. By the end of 2 <sup>nd</sup> grade, know from memory all sums of two one-digit numbers and related subtraction facts.
<b>C. Work with equal groups of objects to gain foundations for multiplication.</b>	<b>2.OA.C.3</b> Determine whether a group of objects (up to 20) has an odd or even number of members by pairing objects or counting them by 2s. Write an equation to express an even number as a sum of two equal addends.  <b>2.OA.C.4</b> Use repeated 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.

## Number and Operations in Base Ten (NBT)

Cluster Headings	Content Standards
<b>A. Understand place value.</b>	<b>2.NBT.A.1</b> Know that the three digits of a three-digit number represent amounts of hundreds, tens, and ones (e.g., 706 can be represented in multiple ways as 7 hundreds, 0 tens, and 6 ones; 706 ones; or 70 tens and 6 ones.)  <b>2.NBT.A.2</b> Count within 1000. Skip-count within 1000 by 5s, 10s, and 100s, starting from any number in its skip counting sequence.  <b>2.NBT.A.3</b> Read and write numbers to 1000 using standard form, word form, and expanded form.  <b>2.NBT.A.4</b> Compare two three-digit numbers based on the meanings of the digits in each place and use the symbols $>$ , $=$ , and $<$ to show the relationship.
	(See Table 3 – Properties of Operations)
<b>B. Use place value understanding and properties of operations to add and subtract.</b>	<b>2.NBT.B.5</b> Fluently add and subtract within 100 using properties of operations, strategies based on place value, and/or the relationship between addition and subtraction.  <b>2.NBT.B.6</b> Add up to four two-digit numbers using properties of operations and strategies based on place value.  <b>2.NBT.B.7</b> Add and subtract within 1000 using concrete models, drawings, strategies based on place value, properties of operations, and/or the relationship between addition and subtraction to explain the reasoning used.  <b>2.NBT.B.8</b> Mentally add 10 or 100 to a given number 100-900, and mentally subtract 10 or 100 from a given number 100-900.  <b>2.NBT.B.9</b> Explain why addition and subtraction strategies work using properties of operations and place value. (Explanations may include words, drawing, or objects.)

## Fluency Expectations for K-2

**Kindergarten** – Fluently add and subtract within **10** using mental strategies.

**First Grade** – Fluently add and subtract within **20** using mental strategies. By the end of 1<sup>st</sup> grade, know from memory all sums up to **10**.

**Second Grade** – Fluently add and subtract within **30** using mental strategies. By the end of 2<sup>nd</sup> grade, know from memory **all sums** of two one-digit numbers and **related subtraction facts**.

## Measurement and Data (MD)

Cluster Headings	Content Standards
<b>A. Measure and estimate lengths in standard units.</b>	<b>2.MD.A.1</b> Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.  <b>2.MD.A.2</b> Measure the length of an object using two different units of measure and describe how the two measurements relate to the size of the unit chosen.  <b>2.MD.A.3</b> Estimate lengths using units of inches, feet, yards, centimeters, and meters.  <b>2.MD.A.4</b> Measure to determine how much longer one object is than another and express the difference in terms of a standard unit of length.
<b>B. Relate addition and subtraction to length.</b>	<b>2.MD.B.5</b> Add and subtract within 100 to solve contextual problems involving lengths that are given in the same units by using drawings and equations with a symbol for the unknown to represent the problem.  <b>2.MD.B.6</b> Represent whole numbers as lengths from 0 on a number line and know that the points corresponding to the numbers on the number line are equally spaced. Use a number line to represent whole number sums and differences of lengths within 100.
<b>C. Work with time and money.</b>	<b>2.MD.C.7</b> Tell and write time in quarter hours and to the nearest five minutes (in a.m. and p.m.) using analog and digital clocks.  <b>2.MD.C.8</b> Solve contextual problems involving dollar bills, quarters, dimes, nickels, and pennies using $\$$ and $\¢$ symbols appropriately.
<b>D. Represent and interpret data.</b>	<b>2.MD.D.9</b> Generate measurement data by measuring lengths of several objects to the nearest whole unit. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.  <b>2.MD.D.10</b> Draw a pictograph and a bar graph (with intervals of one) to represent a data set with up to four categories. Solve addition and subtraction problems related to the data in a graph.

## Geometry (G)

Cluster Headings	Content Standards
<b>A. Reason about shapes and their attributes.</b>	<b>2.G.A.1</b> Identify triangles, quadrilaterals, pentagons, hexagons, and cubes. Draw two-dimensional shapes having specified attributes (as determined directly or visually, not by measuring), such as a given number of angles or a given number of sides of equal length.  <b>2.G.A.2</b> Partition a rectangle into rows and columns of same-sized squares and find the total number of squares.  <b>2.G.A.3</b> Partition circles and rectangles into two, three, and four equal shares, describe the shares using the words <i>halves</i> , <i>thirds</i> , <i>fourths</i> , <i>half of</i> , <i>a third of</i> , and <i>a fourth of</i> , and describe the whole as <i>two halves</i> , <i>three thirds</i> , <i>four fourths</i> . Recognize that equal shares of identical wholes need not have the same shape.