

## GRADE 2 MARYLAND COLLEGE AND CAREER READY-STANDARDS

### DOMAIN-OPERATIONS AND ALGEBRAIC THINKING

#### 2.OA.A-Represent and solve problems involving addition and subtraction

**2.OA.A.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 equations with a symbol for the unknown number to represent the problem.

#### 2.OA.B.-Add and subtract within 20.

**2.OA.B.2- Fluently** add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.

#### 2.OA.C-Work with equal groups of objects to gain foundations for multiplication.

**2.OA.C.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.C.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.

## **DOMAIN-NUMBER AND OPERATIONS IN BASE TEN**

### **2.NBT.A- Understand place value.**

**2.NBT.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.

**2.NBT.A.1a**-Understand the following as a special case: 100 can be thought of as a bundle of ten tens -- called a "hundred."

**2.NBT.A.1b**- Understand the following as a special case: 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).

**2.NBT.A.2**-Count within 1000; skip-count by 5s, 10s, and 100s.

**2.NBT.A.3**-Read and write numbers to 1000 using base-ten numerals, number names, and expanded form

**2.NBT.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.

### **2.NBT.B.-Use place value understanding and properties of operations to add and subtract.**

**2.NBT.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.

**2.NBT.B.6**-Add up to four two-digit numbers using strategies based on place value, properties of operations.

**2.NBT.B.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, 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.

**2.NBT.C.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.B.9**-Explain why addition and subtraction strategies work, using place value and the properties of operations.

## DOMAIN- MEASUREMENT AND DATA

### 2.MD.A- Measure and estimate lengths in standard units.

**2.MD.A.1-**Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes

**2.MD.A.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.A.3-** **Estimate** lengths using units of inches, feet, centimeters, and meters

**2.MD.A.4-** Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit

### 2.MD.B-Relate addition and subtraction to length.

**2.MD.B.5-**Use addition and subtraction within 100 to solve 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.B.6-**Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the number 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line diagram.

### 2.MD.C-Work with time and money.

**2.MD.C.7-**Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.

**2.MD.C.8-**Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. *Example: If you have 2 dimes and 3 pennies, how many cents do you have?*

### 2.MD.D.-Represent and interpret data

**2.MD.D.9-**Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a **line plot**, where the horizontal scale is marked off in whole-number units

**2.MD.D.10-**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.

## DOMAIN-GEOMETRY

### 2..G.A.-Reason with shapes and their attributes.

**2.G.A.1**-Recognize and draw shapes having specific attributes, such as a given number of **angles** or a given number of equal **faces**. Identify **triangles**, **quadrilaterals**, **pentagons**, **hexagons**, and **cubes**.

**2.G.A.2**-Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.

**2.G.A.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**. Recognize that equal shares of identical wholes need not have the same shape.

