Common Core State Standards & Long-Term Learning Targets
Math, Grade 2

Grade level	2
Discipline(s)	CCSS - Math
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Operations and Algebraic Thinking	**Long-Term Target(s)**
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 equations with a symbol for the unknown number to represent the problem.	I can solve addition and subtraction word problems within 100, using a variety of strategies.
2.OA.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. (See standard 1.OA.6 for a list of mental strategies.)	I can mentally add and subtract within 20 with fluency. I can say from memory every sum of two single-digit numbers.
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.	I can determine whether a group of objects has an odd or even number of items.
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.	I can write an addition equation to show the total number of objects arranged in rectangular arrays (up to 5 X 5).
Number & Operations in Base Ten	**Long-Term Target(s)**
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: - 100 can be thought of as a bundle of ten tens — called a "hundred." - 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).	I can explain what the three digits of a three-digit number represent.
2.NBT.2. Count within 1000; skip-count by 5s, 10s, and 100s.	I can count within 1000. I can skip count by 5s, 10s and 100s.
2.NBT.3. Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.	I can read and write numbers to 1000 using numerals, number names, and expanded form.
2.NBT.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.	I can compare three-digit numbers using the symbols >, =, and <.

2.NBT.5. Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.	I can add and subtract within 100 with fluency. I can explain the relationship between addition and subtraction.
2.NBT.6. Add up to four two-digit numbers using strategies based on place value and properties of operations.	I can add up to four two-digit numbers up to 100.
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, 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.	I can add and subtract within 1000 using a variety of strategies. I can explain the relationship between addition and subtraction.
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.	I can mentally add and subtract 10 or 100 to any number between 100 and 900.
2.NBT.9. Explain why addition and subtraction strategies work, using place value and the properties of operations. (Explanations may be supported by drawings or objects.)	I can explain why an addition or subtraction strategy works.
Measurement & Data	**Long-Term Target(s)**
2.MD.1. Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.	I can measure the length of a variety of objects, using the most appropriate tool.
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.	I can measure an object using two different units of length. I can explain how the two measurement relate to each another.
2.MD.3. Estimate lengths using units of inches, feet, centimeters, and meters.	I can estimate length using inches, feet, centimeters, and meters.
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.	I can find out how much longer one object is than another and express the difference using standard terms others will understand.
2.MD.5. Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units	I can solve word problems (within 100) using lengths that are given in the same units.
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.	I can represent whole numbers as lengths from 0 on a number line diagram. I can represent whole number sums and differences within 100 on a number line diagram.
2.MD.7. Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.	I can tell time to the nearest 5 minutes when looking at a variety of clocks (analog and digital). I can write time to the nearest 5 minutes using a.m. and p.m.

2.MD.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?	I can solve word problems with dollars, quarters, dimes, and pennies using the $ and ¢ symbols appropriately.
2.MD.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.	I can make a line plot that shows the length of several objects (or repeated measurements of the same object) using whole numbers.
2.MD.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.	I can use a picture graph and a bar graph to represent the same data set with up to 4 categories. I can use information from picture and bar graphs to solve addition, subtraction and comparison problems.
Geometry	**Long-Term Target(s)**
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. (Sizes are compared directly or visually, not compared by measuring.)	I can identify shapes given the number of angles or number of sides. I can draw triangles, quadrilaterals, pentagons, hexagons, and cubes.
2.G.2. Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.	I can divide a rectangle into rows and columns of squares and count to find out the total number of them.
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. Recognize that equal shares of identical wholes need not have the same shape.	I can divide parts of a whole using the words *halves, thirds, half of,* or *a third of.* I can explain how a whole is the same as two halves, three thirds, or four fourths. I can demonstrate that equal parts of the same whole don't have to have the same shape.