

Main Criteria: Common Core State Standards
Secondary Criteria: California Content Standards, Pennsylvania Core and Academic Standards
Subject: Mathematics
Grade: 2

Correlation Options: Show Correlated

Main Criteria Standards	California Content Standards	Pennsylvania Core and Academic Standards
Mathematics		
Grade 2		
CATEGORY / CLUSTER: CCSS.Math.Practice.MP1 - Make sense of problems and persevere in solving them.	MP.1. - Make sense of problems and persevere in solving them.	CC.MP.1. - Make sense of problems and persevere in solving them. CC.MP.2. - Construct viable arguments and critique the reasoning of others. CC.MP.3. - Use appropriate tools strategically. CC.MP.4. - Look for and make use of structure. CC.MP.5. - Reason abstractly and quantitatively. CC.MP.6. - Model with mathematics. CC.MP.7. - Attend to precision. CC.MP.8. - Look for and express regularity in repeated reasoning.
CATEGORY / CLUSTER: CCSS.Math.Practice.MP2 - Reason abstractly and quantitatively.	MP.2. - Reason abstractly and quantitatively.	CC.MP.1. - Make sense of problems and persevere in solving them. CC.MP.2. - Construct viable arguments and critique the reasoning of others. CC.MP.3. - Use appropriate tools strategically. CC.MP.4. - Look for and make use of structure. CC.MP.5. - Reason abstractly and quantitatively. CC.MP.6. - Model with mathematics. CC.MP.7. - Attend to precision. CC.MP.8. - Look for and express regularity in repeated reasoning.

<p>CATEGORY / CLUSTER: CCSS.Math.Practice.MP3 - Construct viable arguments and critique the reasoning of others.</p>	<p>MP.3. - Construct viable arguments and critique the reasoning of others.</p>	<p>CC.MP.1. - Make sense of problems and persevere in solving them. CC.MP.2. - Construct viable arguments and critique the reasoning of others. CC.MP.3. - Use appropriate tools strategically. CC.MP.4. - Look for and make use of structure. CC.MP.5. - Reason abstractly and quantitatively. CC.MP.6. - Model with mathematics. CC.MP.7. - Attend to precision. CC.MP.8. - Look for and express regularity in repeated reasoning.</p>
<p>CATEGORY / CLUSTER: CCSS.Math.Practice.MP4 - Model with mathematics.</p>	<p>MP.4. - Model with mathematics.</p>	<p>CC.MP.1. - Make sense of problems and persevere in solving them. CC.MP.2. - Construct viable arguments and critique the reasoning of others. CC.MP.3. - Use appropriate tools strategically. CC.MP.4. - Look for and make use of structure. CC.MP.5. - Reason abstractly and quantitatively. CC.MP.6. - Model with mathematics. CC.MP.7. - Attend to precision. CC.MP.8. - Look for and express regularity in repeated reasoning.</p>
<p>CATEGORY / CLUSTER: CCSS.Math.Practice.MP5 - Use appropriate tools strategically.</p>	<p>2.MD.1. - Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.</p>	<p>CC.MP.1. - Make sense of problems and persevere in solving them.</p>

	<p>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.</p> <p>MP.5. - Use appropriate tools strategically.</p>	<p>CC.MP.2. - Construct viable arguments and critique the reasoning of others.</p> <p>CC.MP.3. - Use appropriate tools strategically.</p> <p>CC.MP.4. - Look for and make use of structure.</p> <p>CC.MP.5. - Reason abstractly and quantitatively.</p> <p>CC.MP.6. - Model with mathematics.</p> <p>CC.MP.7. - Attend to precision.</p> <p>CC.MP.8. - Look for and express regularity in repeated reasoning.</p>
<p>CATEGORY / CLUSTER: CCSS.Math.Practice.MP6 - Attend to precision.</p>	<p>2.MD.1. - Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.</p> <p>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.</p> <p>MP.6. - Attend to precision.</p>	<p>CC.MP.1. - Make sense of problems and persevere in solving them.</p> <p>CC.MP.2. - Construct viable arguments and critique the reasoning of others.</p> <p>CC.MP.3. - Use appropriate tools strategically.</p> <p>CC.MP.4. - Look for and make use of structure.</p> <p>CC.MP.5. - Reason abstractly and quantitatively.</p> <p>CC.MP.6. - Model with mathematics.</p> <p>CC.MP.7. - Attend to precision.</p>

		CC.MP.8. - Look for and express regularity in repeated reasoning.
CATEGORY / CLUSTER: CCSS.Math.Practice.MP7 - Look for and make use of structure.	MP.7. - Look for and make use of structure.	CC.MP.1. - Make sense of problems and persevere in solving them. CC.MP.2. - Construct viable arguments and critique the reasoning of others. CC.MP.3. - Use appropriate tools strategically. CC.MP.4. - Look for and make use of structure. CC.MP.5. - Reason abstractly and quantitatively. CC.MP.6. - Model with mathematics. CC.MP.7. - Attend to precision. CC.MP.8. - Look for and express regularity in repeated reasoning.
CATEGORY / CLUSTER: CCSS.Math.Practice.MP8 - Look for and express regularity in repeated reasoning.	MP.8. - Look for and express regularity in repeated reasoning.	CC.MP.1. - Make sense of problems and persevere in solving them. CC.MP.2. - Construct viable arguments and critique the reasoning of others. CC.MP.3. - Use appropriate tools strategically. CC.MP.4. - Look for and make use of structure. CC.MP.5. - Reason abstractly and quantitatively. CC.MP.6. - Model with mathematics. CC.MP.7. - Attend to precision. CC.MP.8. - Look for and express regularity in repeated reasoning.
STANDARD: CCSS.Math.Content.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	2.MD.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.	CC.MP.1. - Make sense of problems and persevere in solving them.

drawings and equations with a symbol for the unknown number to represent the problem.

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.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.

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

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.

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.9. - Explain why addition and subtraction strategies work, using place value and the properties of operations.

CC.MP.2. - Construct viable arguments and critique the reasoning of others.

CC.MP.3. - Use appropriate tools strategically.

CC.MP.4. - Look for and make use of structure.

CC.MP.5. - Reason abstractly and quantitatively.

CC.MP.6. - Model with mathematics.

CC.MP.7. - Attend to precision.

	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>	<p>CC.MP.8. - Look for and express regularity in repeated reasoning.</p>
<p>STANDARD: CCSS.Math.Content.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.</p>	<p>2.MD.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.</p> <p>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.</p>	<p>CC.2.2.2.A.2. - Use mental strategies to add and subtract within 20.</p> <p>CC.MP.1. - Make sense of problems and persevere in solving them.</p>

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.

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

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.

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.9. - Explain why addition and subtraction strategies work, using place value and the properties of operations.

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.

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.

CC.MP.2. - Construct viable arguments and critique the reasoning of others.

CC.MP.3. - Use appropriate tools strategically.

CC.MP.4. - Look for and make use of structure.

CC.MP.5. - Reason abstractly and quantitatively.

CC.MP.6. - Model with mathematics.

CC.MP.7. - Attend to precision.

CC.MP.8. - Look for and express regularity in repeated reasoning.

	<p>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.</p> <p>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.</p>	
<p>STANDARD: CCSS.Math.Content.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.</p>	<p>2.MD.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.</p> <p>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.</p> <p>2.NBT.2. - Count within 1000; skip-count by 2s, 5s, 10s, and 100s. CA</p> <p>2.NBT.3. - Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.</p> <p>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.</p> <p>2.NBT.6. - Add up to four two-digit numbers using strategies based on place value and properties of operations.</p>	<p>CC.MP.1. - Make sense of problems and persevere in solving them.</p> <p>CC.MP.2. - Construct viable arguments and critique the reasoning of others.</p> <p>CC.MP.3. - Use appropriate tools strategically.</p> <p>CC.MP.4. - Look for and make use of structure.</p> <p>CC.MP.5. - Reason abstractly and quantitatively.</p> <p>CC.MP.6. - Model with mathematics.</p>

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.

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.9. - Explain why addition and subtraction strategies work, using place value and the properties of operations.

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.

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.

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.

CC.MP.7. - Attend to precision.

CC.MP.8. - Look for and express regularity in repeated reasoning.

	<p>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.</p>	
<p>STANDARD: CCSS.Math.Content.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.</p>	<p>2.G.2. - Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.</p> <p>2.MD.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.</p> <p>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.</p> <p>2.NBT.2. - Count within 1000; skip-count by 2s, 5s, 10s, and 100s. CA</p> <p>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.</p> <p>2.NBT.6. - Add up to four two-digit numbers using strategies based on place value and properties of operations.</p>	<p>CC.MP.1. - Make sense of problems and persevere in solving them.</p> <p>CC.MP.2. - Construct viable arguments and critique the reasoning of others.</p> <p>CC.MP.3. - Use appropriate tools strategically.</p> <p>CC.MP.4. - Look for and make use of structure.</p> <p>CC.MP.5. - Reason abstractly and quantitatively.</p> <p>CC.MP.6. - Model with mathematics.</p>

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.

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.9. - Explain why addition and subtraction strategies work, using place value and the properties of operations.

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.

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.

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.

CC.MP.7. - Attend to precision.

CC.MP.8. - Look for and express regularity in repeated reasoning.

	<p>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.</p>	
<p>EXPECTATION: CCSS.Math.Content.2.NBT.A.1a - 100 can be thought of as a bundle of ten tens -- called a "hundred."</p>	<p>2.NBT.1.a. - 100 can be thought of as a bundle of ten tens — called a “hundred.”</p> <p>2.NBT.1.b. - 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).</p> <p>2.NBT.3. - Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.</p> <p>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.</p> <p>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.</p> <p>2.NBT.6. - Add up to four two-digit numbers using strategies based on place value and properties of operations.</p>	<p>CC.2.1.2.B.1. - Use place-value concepts to represent amounts of tens and ones and to compare three digit numbers.</p> <p>CC.MP.1. - Make sense of problems and persevere in solving them.</p> <p>CC.MP.2. - Construct viable arguments and critique the reasoning of others.</p> <p>CC.MP.3. - Use appropriate tools strategically.</p> <p>CC.MP.4. - Look for and make use of structure.</p> <p>CC.MP.5. - Reason abstractly and quantitatively.</p>

	<p>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.</p> <p>2.NBT.9. - Explain why addition and subtraction strategies work, using place value and the properties of operations.</p>	<p>CC.MP.6. - Model with mathematics.</p> <p>CC.MP.7. - Attend to precision.</p> <p>CC.MP.8. - Look for and express regularity in repeated reasoning.</p>
<p>EXPECTATION: CCSS.Math.Content.2.NBT.A.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 (and 0 tens and 0 ones).</p>	<p>2.NBT.1.a. - 100 can be thought of as a bundle of ten tens — called a “hundred.”</p> <p>2.NBT.1.b. - 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).</p> <p>2.NBT.3. - Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.</p> <p>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.</p> <p>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.</p>	<p>CC.2.1.2.B.1. - Use place-value concepts to represent amounts of tens and ones and to compare three digit numbers.</p> <p>CC.MP.1. - Make sense of problems and persevere in solving them.</p> <p>CC.MP.2. - Construct viable arguments and critique the reasoning of others.</p> <p>CC.MP.3. - Use appropriate tools strategically.</p> <p>CC.MP.4. - Look for and make use of structure.</p>

	<p>2.NBT.6. - Add up to four two-digit numbers using strategies based on place value and properties of operations.</p> <p>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.</p> <p>2.NBT.9. - Explain why addition and subtraction strategies work, using place value and the properties of operations.</p>	<p>CC.MP.5. - Reason abstractly and quantitatively.</p> <p>CC.MP.6. - Model with mathematics.</p> <p>CC.MP.7. - Attend to precision.</p> <p>CC.MP.8. - Look for and express regularity in repeated reasoning.</p>
<p>STANDARD: CCSS.Math.Content.2.NBT.A.2 - Count within 1000; skip-count by 5s, 10s, and 100s.</p>	<p>2.NBT.2. - Count within 1000; skip-count by 2s, 5s, 10s, and 100s. CA</p> <p>2.NBT.3. - Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.</p> <p>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.</p> <p>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.</p>	<p>CC.2.1.2.B.2. - Use place-value concepts to read, write, and skip count to 1000.</p> <p>CC.MP.1. - Make sense of problems and persevere in solving them.</p> <p>CC.MP.2. - Construct viable arguments and critique the reasoning of others.</p> <p>CC.MP.3. - Use appropriate tools strategically.</p> <p>CC.MP.4. - Look for and make use of structure.</p>

		<p>CC.MP.5. - Reason abstractly and quantitatively.</p> <p>CC.MP.6. - Model with mathematics.</p> <p>CC.MP.7. - Attend to precision.</p> <p>CC.MP.8. - Look for and express regularity in repeated reasoning.</p>
<p>STANDARD: CCSS.Math.Content.2.NBT.A.3 - Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.</p>	<p>2.NBT.1.a. - 100 can be thought of as a bundle of ten tens — called a “hundred.”</p> <p>2.NBT.1.b. - 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).</p> <p>2.NBT.2. - Count within 1000; skip-count by 2s, 5s, 10s, and 100s. CA</p> <p>2.NBT.3. - Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.</p> <p>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.</p> <p>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.</p> <p>2.NBT.6. - Add up to four two-digit numbers using strategies based on place value and properties of operations.</p>	<p>CC.2.1.2.B.2. - Use place-value concepts to read, write, and skip count to 1000.</p> <p>CC.MP.1. - Make sense of problems and persevere in solving them.</p> <p>CC.MP.2. - Construct viable arguments and critique the reasoning of others.</p> <p>CC.MP.3. - Use appropriate tools strategically.</p> <p>CC.MP.4. - Look for and make use of structure.</p> <p>CC.MP.5. - Reason abstractly and quantitatively.</p> <p>CC.MP.6. - Model with mathematics.</p>

	<p>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.</p> <p>2.NBT.9. - Explain why addition and subtraction strategies work, using place value and the properties of operations.</p> <p>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.</p>	<p>CC.MP.7. - Attend to precision.</p> <p>CC.MP.8. - Look for and express regularity in repeated reasoning.</p>
<p>STANDARD: CCSS.Math.Content.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.</p>	<p>2.NBT.1.a. - 100 can be thought of as a bundle of ten tens — called a “hundred.”</p> <p>2.NBT.1.b. - 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).</p> <p>2.NBT.3. - Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.</p> <p>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.</p>	<p>CC.2.1.2.B.1. - Use place-value concepts to represent amounts of tens and ones and to compare three digit numbers.</p> <p>CC.MP.1. - Make sense of problems and persevere in solving them.</p> <p>CC.MP.2. - Construct viable arguments and critique the reasoning of others.</p> <p>CC.MP.3. - Use appropriate tools strategically.</p>

	<p>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.</p> <p>2.NBT.6. - Add up to four two-digit numbers using strategies based on place value and properties of operations.</p> <p>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.</p> <p>2.NBT.9. - Explain why addition and subtraction strategies work, using place value and the properties of operations.</p>	<p>CC.MP.4. - Look for and make use of structure.</p> <p>CC.MP.5. - Reason abstractly and quantitatively.</p> <p>CC.MP.6. - Model with mathematics.</p> <p>CC.MP.7. - Attend to precision.</p> <p>CC.MP.8. - Look for and express regularity in repeated reasoning.</p>
<p>STANDARD: CCSS.Math.Content.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.</p>	<p>2.MD.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.</p> <p>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.</p>	<p>CC.2.1.2.B.3. - Use place-value understanding and properties of operations to add and subtract within 1000.</p> <p>CC.2.2.2.A.1. - Represent and solve problems involving addition and subtraction within 100.</p>

2.NBT.1.a. - 100 can be thought of as a bundle of ten tens — called a “hundred.”

2.NBT.1.b. - 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.3. - Read and write numbers to 1000 using base-ten 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.

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.

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

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.

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.

CC.MP.1. - Make sense of problems and persevere in solving them.

CC.MP.2. - Construct viable arguments and critique the reasoning of others.

CC.MP.3. - Use appropriate tools strategically.

CC.MP.4. - Look for and make use of structure.

CC.MP.5. - Reason abstractly and quantitatively.

CC.MP.6. - Model with mathematics.

CC.MP.7. - Attend to precision.

CC.MP.8. - Look for and express regularity in repeated reasoning.

	<p>2.NBT.9. - Explain why addition and subtraction strategies work, using place value and the properties of operations.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>	
<p>STANDARD: CCSS.Math.Content.2.NBT.B.6 - Add up to four two-digit numbers using strategies based on place value and properties of operations.</p>	<p>2.MD.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.</p>	<p>CC.2.1.2.B.3. - Use place-value understanding and properties of operations to add and subtract within 1000.</p>

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.NBT.1.a. - 100 can be thought of as a bundle of ten tens — called a “hundred.”

2.NBT.1.b. - 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.3. - Read and write numbers to 1000 using base-ten 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.

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.

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

CC.2.2.A.1. - Represent and solve problems involving addition and subtraction within 100.

CC.MP.1. - Make sense of problems and persevere in solving them.

CC.MP.2. - Construct viable arguments and critique the reasoning of others.

CC.MP.3. - Use appropriate tools strategically.

CC.MP.4. - Look for and make use of structure.

CC.MP.5. - Reason abstractly and quantitatively.

CC.MP.6. - Model with mathematics.

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.

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.9. - Explain why addition and subtraction strategies work, using place value and the properties of operations.

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.

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.

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.

CC.MP.7. - Attend to precision.

CC.MP.8. - Look for and express regularity in repeated reasoning.

	<p>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.</p>	
<p>STANDARD: CCSS.Math.Content.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.</p>	<p>2.MD.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.</p> <p>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.</p> <p>2.NBT.1.a. - 100 can be thought of as a bundle of ten tens — called a “hundred.”</p> <p>2.NBT.1.b. - 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).</p> <p>2.NBT.3. - Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.</p> <p>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.</p> <p>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.</p>	<p>CC.2.1.2.B.3. - Use place-value understanding and properties of operations to add and subtract within 1000.</p> <p>CC.2.2.2.A.1. - Represent and solve problems involving addition and subtraction within 100.</p> <p>CC.MP.1. - Make sense of problems and persevere in solving them.</p> <p>CC.MP.2. - Construct viable arguments and critique the reasoning of others.</p> <p>CC.MP.3. - Use appropriate tools strategically.</p> <p>CC.MP.4. - Look for and make use of structure.</p> <p>CC.MP.5. - Reason abstractly and quantitatively.</p>

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

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.

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.9. - Explain why addition and subtraction strategies work, using place value and the properties of operations.

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.

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.

CC.MP.6. - Model with mathematics.

CC.MP.7. - Attend to precision.

CC.MP.8. - Look for and express regularity in repeated reasoning.

	<p>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.</p> <p>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.</p>	
<p>STANDARD: CCSS.Math.Content.2.NBT.B.8 - Mentally add 10 or 100 to a given number 100-900, and mentally subtract 10 or 100 from a given number 100-900.</p>	<p>2.MD.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.</p> <p>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.</p> <p>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.</p> <p>2.NBT.6. - Add up to four two-digit numbers using strategies based on place value and properties of operations.</p>	<p>CC.MP.1. - Make sense of problems and persevere in solving them.</p> <p>CC.MP.2. - Construct viable arguments and critique the reasoning of others.</p> <p>CC.MP.3. - Use appropriate tools strategically.</p> <p>CC.MP.4. - Look for and make use of structure.</p>

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.

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.9. - Explain why addition and subtraction strategies work, using place value and the properties of operations.

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.

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.

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.

CC.MP.5. - Reason abstractly and quantitatively.

CC.MP.6. - Model with mathematics.

CC.MP.7. - Attend to precision.

CC.MP.8. - Look for and express regularity in repeated reasoning.

	<p>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.</p>	
<p>STANDARD: CCSS.Math.Content.2.NBT.B.9 - Explain why addition and subtraction strategies work, using place value and the properties of operations.</p>	<p>2.MD.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.</p> <p>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.</p> <p>2.NBT.1.a. - 100 can be thought of as a bundle of ten tens — called a “hundred.”</p> <p>2.NBT.1.b. - 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).</p> <p>2.NBT.3. - Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.</p> <p>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.</p> <p>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.</p>	<p>CC.MP.1. - Make sense of problems and persevere in solving them.</p> <p>CC.MP.2. - Construct viable arguments and critique the reasoning of others.</p> <p>CC.MP.3. - Use appropriate tools strategically.</p> <p>CC.MP.4. - Look for and make use of structure.</p> <p>CC.MP.5. - Reason abstractly and quantitatively.</p> <p>CC.MP.6. - Model with mathematics.</p> <p>CC.MP.7. - Attend to precision.</p>

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

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.

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.9. - Explain why addition and subtraction strategies work, using place value and the properties of operations.

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.

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.

CC.MP.8. - Look for and express regularity in repeated reasoning.

	<p>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.</p> <p>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.</p>	
<p>STANDARD: CCSS.Math.Content.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.</p>	<p>2.MD.1. - Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.</p> <p>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.</p>	<p>CC.2.4.2.A.1. - Measure and estimate lengths in standard units using appropriate tools.</p> <p>CC.MP.1. - Make sense of problems and persevere in solving them.</p> <p>CC.MP.2. - Construct viable arguments and critique the reasoning of others.</p> <p>CC.MP.3. - Use appropriate tools strategically.</p> <p>CC.MP.4. - Look for and make use of structure.</p> <p>CC.MP.5. - Reason abstractly and quantitatively.</p> <p>CC.MP.6. - Model with mathematics.</p> <p>CC.MP.7. - Attend to precision.</p> <p>CC.MP.8. - Look for and express regularity in repeated reasoning.</p>

<p>STANDARD: CCSS.Math.Content.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.</p>	<p>2.MD.1. - Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.</p> <p>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.</p> <p>2.MD.3. - Estimate lengths using units of inches, feet, centimeters, and meters.</p> <p>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.</p> <p>2.MD.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.</p> <p>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.</p>	<p>CC.MP.1. - Make sense of problems and persevere in solving them.</p> <p>CC.MP.2. - Construct viable arguments and critique the reasoning of others.</p> <p>CC.MP.3. - Use appropriate tools strategically.</p> <p>CC.MP.4. - Look for and make use of structure.</p> <p>CC.MP.5. - Reason abstractly and quantitatively.</p> <p>CC.MP.6. - Model with mathematics.</p> <p>CC.MP.7. - Attend to precision.</p> <p>CC.MP.8. - Look for and express regularity in repeated reasoning.</p>
<p>STANDARD: CCSS.Math.Content.2.MD.A.3 - Estimate lengths using units of inches, feet, centimeters, and meters.</p>	<p>2.MD.1. - Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.</p>	<p>CC.2.4.2.A.1. - Measure and estimate lengths in standard units using appropriate tools.</p>

	<p>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.</p> <p>2.MD.3. - Estimate lengths using units of inches, feet, centimeters, and meters.</p> <p>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.</p> <p>2.MD.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.</p> <p>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.</p>	<p>CC.MP.1. - Make sense of problems and persevere in solving them.</p> <p>CC.MP.2. - Construct viable arguments and critique the reasoning of others.</p> <p>CC.MP.3. - Use appropriate tools strategically.</p> <p>CC.MP.4. - Look for and make use of structure.</p> <p>CC.MP.5. - Reason abstractly and quantitatively.</p> <p>CC.MP.6. - Model with mathematics.</p> <p>CC.MP.7. - Attend to precision.</p> <p>CC.MP.8. - Look for and express regularity in repeated reasoning.</p>
<p>STANDARD: CCSS.Math.Content.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.</p>	<p>2.MD.1. - Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.</p> <p>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.</p>	<p>CC.MP.1. - Make sense of problems and persevere in solving them.</p> <p>CC.MP.2. - Construct viable arguments and critique the reasoning of others.</p>

	<p>2.MD.3. - Estimate lengths using units of inches, feet, centimeters, and meters.</p> <p>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.</p> <p>2.MD.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.</p> <p>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.</p>	<p>CC.MP.3. - Use appropriate tools strategically.</p> <p>CC.MP.4. - Look for and make use of structure.</p> <p>CC.MP.5. - Reason abstractly and quantitatively.</p> <p>CC.MP.6. - Model with mathematics.</p> <p>CC.MP.7. - Attend to precision.</p> <p>CC.MP.8. - Look for and express regularity in repeated reasoning.</p>
<p>STANDARD: CCSS.Math.Content.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.</p>	<p>2.MD.1. - Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.</p> <p>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.</p> <p>2.MD.3. - Estimate lengths using units of inches, feet, centimeters, and meters.</p> <p>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.</p>	<p>CC.MP.1. - Make sense of problems and persevere in solving them.</p> <p>CC.MP.2. - Construct viable arguments and critique the reasoning of others.</p> <p>CC.MP.3. - Use appropriate tools strategically.</p> <p>CC.MP.4. - Look for and make use of structure.</p>

2.MD.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.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.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.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.

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

CC.MP.5. - Reason abstractly and quantitatively.

CC.MP.6. - Model with mathematics.

CC.MP.7. - Attend to precision.

CC.MP.8. - Look for and express regularity in repeated reasoning.

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.

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.9. - Explain why addition and subtraction strategies work, using place value and the properties of operations.

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.

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.

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.

	<p>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.</p>	
<p>STANDARD: CCSS.Math.Content.2.MD.B.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.</p>	<p>2.MD.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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>2.NBT.6. - Add up to four two-digit numbers using strategies based on place value and properties of operations.</p>	<p>CC.MP.1. - Make sense of problems and persevere in solving them.</p> <p>CC.MP.2. - Construct viable arguments and critique the reasoning of others.</p> <p>CC.MP.3. - Use appropriate tools strategically.</p> <p>CC.MP.4. - Look for and make use of structure.</p> <p>CC.MP.5. - Reason abstractly and quantitatively.</p>

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.

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.9. - Explain why addition and subtraction strategies work, using place value and the properties of operations.

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.

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.

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.

CC.MP.6. - Model with mathematics.

CC.MP.7. - Attend to precision.

CC.MP.8. - Look for and express regularity in repeated reasoning.

	<p>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.</p>	
<p>STANDARD: CCSS.Math.Content.2.MD.C.7 - Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.</p>	<p>2.MD.7. - Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m. Know relationships of time (e.g., minutes in an hour, days in a month, weeks in a year). CA</p>	<p>CC.2.4.2.A.2. - Tell and write time to the nearest five minutes using both analog and digital clocks.</p> <p>CC.MP.1. - Make sense of problems and persevere in solving them.</p> <p>CC.MP.2. - Construct viable arguments and critique the reasoning of others.</p> <p>CC.MP.3. - Use appropriate tools strategically.</p> <p>CC.MP.4. - Look for and make use of structure.</p> <p>CC.MP.5. - Reason abstractly and quantitatively.</p> <p>CC.MP.6. - Model with mathematics.</p> <p>CC.MP.7. - Attend to precision.</p> <p>CC.MP.8. - Look for and express regularity in repeated reasoning.</p>
<p>STANDARD: CCSS.Math.Content.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?</p>	<p>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?</p>	<p>CC.2.4.2.A.3. - Solve problems and make change using coins and paper currency with appropriate symbols.</p> <p>CC.MP.1. - Make sense of problems and persevere in solving them.</p> <p>CC.MP.2. - Construct viable arguments and critique the reasoning of others.</p> <p>CC.MP.3. - Use appropriate tools strategically.</p> <p>CC.MP.4. - Look for and make use of structure.</p> <p>CC.MP.5. - Reason abstractly and quantitatively.</p> <p>CC.MP.6. - Model with mathematics.</p> <p>CC.MP.7. - Attend to precision.</p>

		CC.MP.8. - Look for and express regularity in repeated reasoning.
<p>STANDARD: CCSS.Math.Content.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.</p>	<p>2.MD.1. - Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.</p> <p>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.</p> <p>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.</p> <p>2.MD.3. - Estimate lengths using units of inches, feet, centimeters, and meters.</p> <p>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.</p> <p>2.MD.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.</p> <p>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.</p>	<p>CC.MP.1. - Make sense of problems and persevere in solving them.</p> <p>CC.MP.2. - Construct viable arguments and critique the reasoning of others.</p> <p>CC.MP.3. - Use appropriate tools strategically.</p> <p>CC.MP.4. - Look for and make use of structure.</p> <p>CC.MP.5. - Reason abstractly and quantitatively.</p> <p>CC.MP.6. - Model with mathematics.</p> <p>CC.MP.7. - Attend to precision.</p>

	<p>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.</p>	<p>CC.MP.8. - Look for and express regularity in repeated reasoning.</p>
<p>STANDARD: CCSS.Math.Content.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.</p>	<p>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.</p> <p>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.</p>	<p>CC.2.4.2.A.4. - Represent and interpret data using line plots, picture graphs, and bar graphs.</p> <p>CC.MP.1. - Make sense of problems and persevere in solving them.</p> <p>CC.MP.2. - Construct viable arguments and critique the reasoning of others.</p> <p>CC.MP.3. - Use appropriate tools strategically.</p> <p>CC.MP.4. - Look for and make use of structure.</p> <p>CC.MP.5. - Reason abstractly and quantitatively.</p> <p>CC.MP.6. - Model with mathematics.</p> <p>CC.MP.7. - Attend to precision.</p> <p>CC.MP.8. - Look for and express regularity in repeated reasoning.</p>
<p>STANDARD: CCSS.Math.Content.2.G.A.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.</p>	<p>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.</p>	<p>CC.2.3.2.A.1. - Analyze and draw two- and three-dimensional shapes having specified attributes.</p>

	<p>2.G.2. - Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.</p> <p>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.</p>	<p>CC.MP.1. - Make sense of problems and persevere in solving them.</p> <p>CC.MP.2. - Construct viable arguments and critique the reasoning of others.</p> <p>CC.MP.3. - Use appropriate tools strategically.</p> <p>CC.MP.4. - Look for and make use of structure.</p> <p>CC.MP.5. - Reason abstractly and quantitatively.</p> <p>CC.MP.6. - Model with mathematics.</p> <p>CC.MP.7. - Attend to precision.</p> <p>CC.MP.8. - Look for and express regularity in repeated reasoning.</p>
<p>STANDARD: CCSS.Math.Content.2.G.A.2 - Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.</p>	<p>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.</p> <p>2.G.2. - Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.</p> <p>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.</p>	<p>CC.MP.1. - Make sense of problems and persevere in solving them.</p> <p>CC.MP.2. - Construct viable arguments and critique the reasoning of others.</p> <p>CC.MP.3. - Use appropriate tools strategically.</p>

	<p>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.</p>	<p>CC.MP.4. - Look for and make use of structure.</p> <p>CC.MP.5. - Reason abstractly and quantitatively.</p> <p>CC.MP.6. - Model with mathematics.</p> <p>CC.MP.7. - Attend to precision.</p> <p>CC.MP.8. - Look for and express regularity in repeated reasoning.</p>
<p>STANDARD: CCSS.Math.Content.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.</p>	<p>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.</p> <p>2.G.2. - Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.</p> <p>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.</p>	<p>CC.2.3.2.A.2. - Use the understanding of fractions to partition shapes into halves, quarters, and thirds.</p> <p>CC.MP.1. - Make sense of problems and persevere in solving them.</p> <p>CC.MP.2. - Construct viable arguments and critique the reasoning of others.</p> <p>CC.MP.3. - Use appropriate tools strategically.</p> <p>CC.MP.4. - Look for and make use of structure.</p> <p>CC.MP.5. - Reason abstractly and quantitatively.</p> <p>CC.MP.6. - Model with mathematics.</p> <p>CC.MP.7. - Attend to precision.</p> <p>CC.MP.8. - Look for and express regularity in repeated reasoning.</p>