Second Grade Kansas College & Career Readiness Standards for MATH

Record keeping of implementation: PINK= WEEKLY (Once or Twice/Week)   BLUE=DAILY (3 or MORE X/Week)   ALL OTHERS=Dates Listed

Operations and Algebraic Thinking: Solving addition and subtraction problems

OA1 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.)*

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Operations and Algebraic Thinking: Addition and Subtraction up to 20

OA2 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.

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Operations and Algebraic Thinking: Multiplication with Equal Groups

OA3 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.

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OA4 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.

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Geometry: Reasoning with Shapes

G1 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.

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G2 Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.

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G3 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.

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Number and Operations in Base Ten: Place Value

NBT1 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:

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NBT1a 100 can be thought of as a bundle of ten tens—called a "hundred."

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NBT1b The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds

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NBT1c 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.)*

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NBT2	Count within 1000; skip-count by 2s, 5s, 10s, and 100s; explain and generalize the patterns.
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NBT3	Read and write numbers within 1000 using base-ten **numerals**, number names, expanded form, and **unit form** unit form.
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NBT4	Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, <, =, and ≠ relational symbols to record the results of comparisons.
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Number and Operations in Base Ten: Using Place Value to Add and Subtract

NBT5	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.).
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NBT6	Add up to four two-digit numbers using strategies based on place value and properties of operations.
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NBT7	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.
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NBT8	Mentally add 10 or 100 to a given number 100 – 900, and mentally subtract 10 or 100 from a given number 100 – 900.
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NBT9	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.
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Measurement and Data: Lengths in Standard units																						
MD1	Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.																						
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MD2	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.																						
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MD3	Estimate lengths using whole units of inches, feet, centimeters, and meters.																						
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MD4	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).																						
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Measurement and Data: Adding and Subtracting Lengths																						
MD5	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.*																						
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MD6	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.																						
Measurement and Data: Time and Money																						
MD7	Tell and write time from analog and digital clocks to the nearest five minutes.																						
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MD8	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?*																						
MD9	Identify coins and bills and their values.																						
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Measurement and Data: Working with Data																						
MD10	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.																						
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MD11	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																						