



CCSS Math Content Priority Standards: 2nd Grade

2020 Colorado Academic Standards for Mathematics are now more closely aligned to Common Core State Standards (CCSS). Please click this link for information regarding new features and adjustments to the 2020 Colorado Academic Standards for Mathematics.

<https://www.cde.state.co.us/comath/2020cas-ma-lookfor>

The language in some 2020 Colorado Academic Standards for Mathematics is slightly different from CCSS. For this document, the language from CCSS is used.

Operations and Algebraic Thinking (OA):

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.

Numbers and Operations in Base Ten (NBT):

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. Understand the following as special cases:
2.NBT.A.1.A: 100 can be thought of as a bundle of ten tens — called a “hundred.”
2.NBT.A.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.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.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.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.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.
- 2.NBT.B.9: Explain why addition and subtraction strategies work, using place value and the properties of operations. (Explanations may be supported by drawings or objects.)

Measurement and Data (MD):

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 numbers 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 two dimes and three pennies, how many cents do you have?

2.MD.D: Represent and interpret data.

- 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.