2nd Grade Math Essential Standards and Learning Targets

Essential Standards				
2_M_1 Students will demonstrate an understanding of the base-ten number system.	2_M_2 Students will understand and apply the properties of addition and subtraction.	2_M_3 Students will represent and interpret data.	2_M_4 Students will measure using standard units and solve problems involving length, time, and money.	2_M_5 Students will reason with shapes and their attributes.
Learning Targets				
• 2_M_1_A: Understand three-digit numbers are composed of hundreds, tens, and ones. (MLS-2.NBT.A.1) (CCSS-2.NBT.1) • 2_M_1_B: Understand that 100 can be thought of as 10 tens - called a "hundred". (MLS- 2.NBT.A.2) (CCSS-2.NBT.1) • 2_M_1_C: Count within 1,000 by 1s, 10s, and 100s starting with any number. (MLS-2.NBT.A.3) (CCSS-2.NBT.2) • 2_M_1_D: Read and write numbers to 1,000 using number names, base ten numerals, and expanded form. (MLS-2.NBT.A.4) (CCSS-2.NBT.3) • 2_M_1_E: Compare two three-digit number using the symbols >, =, or <. (MLS-2.NBT.A.5) (CCSS-2.NBT.4) • 2_M_1_F: Mentally add or subtract 10 or 100 to or from a given number within 1,000. (MLS-2.NBT.B.10) (CCSS-2.NBT.8) • 2_M_1_G: Determine if a set of objects has an odd or even number of members. (MLS-2.RA.B.2) (CCSS-2.OA.3) a. Count by 2's to 100 starting at any even number. b. Express even numbers as pairings/groups of 2, and write an expression to represent the number using addends of 2. c. Express even numbers as being composed of equal groups and write an expression to represent the number with 2 equal addends.	• 2_M_2_A: Demonstrate fluency with addition within 20. (MLS-2.RA.A.1) (CCSS-2.OA.2) • 2_M_2_B: Write and solve problems involving addition and subtraction within 100. (MLS-2.NBT.C.11) (CCSS-2.OA.1) • 2_M_2_C: Demonstrate fluency of addition within 100. (MLS-2.NBT.B.6) (CCSS-2.NBT.5) • 2_M_2_D: Demonstrate fluency of subtraction within 100. (MLS-2.NBT.B.6) (CCSS-2.NBT.5) • 2_M_2_E: Use addition and subtraction within 100 to solve problems involving lengths that are given in the same units. (MLS-2.GM.C.8) (CCSS-2.MD.5) • 2_M_2_F: Represent whole numbers as lengths on a number line, and represent whole-number sums and differences within 100 on a number line. (MLS-2.GM.C.9) (CCSS-2.MD.6) • 2_M_2_G: Add within 200 and justify the solution. (MLS-2.NBT.B.8) (CCSS-2.NBT.7) • 2_M_2_H: Subtract within 200 and justify the solution. (MLS-2.NBT.B.8) (CCSS-2.NBT.7) • 2_M_2_I: Add up to four two-digit numbers. (MLS-2.NBT.B.7) (CCSS-2.NBT.6) • 2_M_2_J: Use the relationship between addition and subtraction to solve problems. (MLS-2.NBT.B.9) (CCSS-2.NBT.7) • 2_M_2_K: Add within 1,000 and justify the solution. (MLS-2.NBT.B.8) (CCSS-2.NBT.7) • 2_M_2_L: Subtract within 1,000 and justify the solution. (MLS-2.NBT.B.8) (CCSS-2.NBT.7) • 2_M_2_M: Find the total number of objects arranged in a rectangular array with up to 5 rows and 5 columns, and write an equation to represent the total as a sum of equal addends. (MLS-2.RA.B.3) (CCSS-2.OA.4) • 2_M_2_N: Partition a rectangle into rows and columns of same-size squares and count to find the total number of squares. (MLS-2.GM.A.2) (CCSS-2.G.2) • 2_M_2_O: Use addition and subtraction within 100 to solve problems involving lengths that are given in the same units (two-digit). (MLS-2.GM.C.8) (CCSS-2.MD.5) • 2_M_2_P: Represent whole numbers as lengths on a number line, and represent whole-number sums and differences within 100 on a number line (two-digit). (MLS-2.GM.C.9) (CCSS-2.MD.6) • 2_M_2_Q: Demonstrate fluency with subtraction within 20. (MLS-2.RA.A.1) (CCSS-2.OA.2)	• 2_M_3_A: Draw a picture graph or a bar graph to represent data with up to four categories. (MLS-2.DS.A.3) (CCSS-2.MD.10) • 2_M_3_B: Solve problems and draw conclusions using information presented in picture graphs and bar graphs. (MLS-2.DS.A.4) (MLS-2.DS.A 5)(CCSS-2.MD.10) • 2_M_3_C: Generate measurement data to the nearest whole unit, and display the data in a line plot. (MLS-2.DS.A.1) (CCSS-2.MD.6) (CCSS-2.MD.9) • 2_M_3_D: Create a line plot to represent a set of numeric data, given a horizontal scale marked in whole numbers. (MLS-2.DS.A.2) (CCSS-2.MD.6)(CCSS-2.MD.9) • 2_M_3_E: Solve problems and draw conclusions using information presented in line plots. (MLS-2.DS.A.4) (MLS-2.DS.A 5)(CCSS-2.MD.10)	• 2_M_4_A: Measure the length of an object (metric system). (MLS-2.GM.B.4) (CCSS-2.MD.1) • 2_M_4_B: Estimate lengths using units of centimeters and meters. (MLS-2.GM.B.6) (CCSS-2.MD.3) • 2_M_4_C: Analyze the results of measuring the same object with different units (metric system). (MLS-2.GM.B.5) (CCSS-2.MD.2) • 2_M_4_D: Measure to determine how much longer one object is than another (metric system). (MLS-2.GM.B.7) (CCSS-2.MD.4) • 2_M_4_E: Find the value of combinations of dollar bills, quarters, dimes, nickels and pennies, using $ and ¢ appropriately. (MLS-2.GM.D.12) (CCSS-2.MD.8) • 2_M_4_F: Find combinations of coins that equal a given amount. (MLS-2.GM.D.13) (CCSS-2.MD.8) • 2_M_4_G: Measure the length of an object (customary system). (MLS-2.GM.B.4) (CCSS-2.MD.1) • 2_M_4_H: Estimate lengths using units of inches, feet, yards, centimeters and meters. (MLS-2.GM.B.6) (CCSS-2.MD.3) • 2_M_4_I: Analyze the results of measuring the same object with different units. (MLS-2.GM.B.5) (CCSS-2.MD.2) • 2_M_4_J: Measure to determine how much longer one object is than another. (MLS-2.GM.B.7) (CCSS-2.MD.4) • 2_M_4_K: Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m. (MLS-2.GM.D.10) (CCSS-2.MD.7) • 2_M_4_L: Describe a time shown on a digital clock as representing hours and minutes, and relate a time shown on a digital clock to the same time on an analog clock. (MLS-2.GM.D.11) (CCSS-2.MD.7)	• 2_M_5_A: Recognize and draw shapes having specified attributes, such as a given number of angles or sides. (MLS-2.GM.A.1) (CCSS-2.G.1) a. Identify triangles, quadrilaterals, pentagons, hexagons, circles and cubes. b. Identify the faces of three-dimensional objects. • 2_M_5_B: Partition circles and rectangles into two, three or four equal shares, and describe the shares and the whole. (MLS-2.GM.A.3) (CCSS-2.G.3) a. Demonstrate that equal shares of identical wholes need not have the same shape.