PPS 2nd Grade Math Report Card – Common Core State Standards Correlation

(The Common Core State Standards represented by report card language)

Report Card Language	Common Core State Standard
Represents and solves word problems involving addition within 100	**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 problems.
	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.
Represents and solves word problems involving subtraction within 100	**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 problems.
	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.
Is fluent with addition facts to 20	**2.OA.2** Fluently add and subtract within 20 using mental strategies. By the end of Grade 2, know from memory all sums of two one-digit numbers.
	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.)
Is fluent with subtraction facts to 20	**2.OA.2** Fluently add and subtract within 20 using mental strategies. By the end of Grade 2, know from memory all sums of two one-digit numbers.
	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.)
Works with equal groups of objects to gain foundations for multiplication (e.g., arrays, repeated addition, etc…)	**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.
	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.
	2.NBT.2 Count within 1000; skip-count by 5s, 10s, and 100s.

Understands place value (ones, tens, hundreds, thousands)	**2.NBT.1** Understands 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
	    a. 100 can be thought of as a bundle of ten tens – called a "hundred.'
	    b. The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refers to one, two three, four, fine, 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 tree-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, and < symbols to record the results of comparisons.
Is fluent with strategies to add and subtract double digit numbers within 100	**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.9 Explain why addition and subtraction strategies work, using place value and the properties of operations. (Explanations may be supported by drawings or objects.)
Adds and subtracts within 1000 using models, strategies, and drawings	**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. Understands 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.
Measure and estimates the length of an object in standard units	**2.MD.1** Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.
	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.
	2.MD.3 Estimate lengths using units of inches
	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.
Represents addition and subtraction on a number line	**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.
Tells and writes time from analog and digital clocks to the nearest 5 minutes using a.m. and p.m.	**2.MD.7** Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.
Solves word problems involving dollar bills, quarters, dimes, nickels, and pennies using $ and ¢ correctly	**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?
Represents and interprets data on line plots, picture graphs and bar graphs	**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.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.
Recognizes and draws shapes according to given attributes	**2.G.1** Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. (Sizes are compared directly or visually, not compared by measuring.) Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.
Identifies triangles, quadrilaterals, pentagons, hexagons, and cubes	**2.G.1** Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. (Sizes are compared directly or visually, not compared by measuring.) Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.
Divides a rectangle into equal squares and finds the total number	**2.G.2** Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.
Divides circles and rectangles into equal pieces (2, 3, or 4), and describes the whole (e.g. two halves, three thirds, four fourths)	**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.