

OPERATIONS AND ALGEBRAIC THINKING

Common Core Standard

I Can Statement

Represent and solve problems involving addition and subtraction.

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.

I can use addition and subtraction within 100 to solve one- and two-step word problems by using drawings and equations with a symbol for the unknown number to represent the problem.

Add and subtract within 20.

2.OA.2. Fluently add and subtract within 20 using mental strategies.² By end of Grade 2, know from memory all sums of two one-digit numbers.

I can quickly add and subtract up to 20 in my head. By the end of second grade I can add one digit numbers from memory.

Work with equal groups of objects to gain foundations for multiplication

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.

I can figure out if a number up to 20 is even or odd using several different strategies.

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.

I can use addition to find the total number of objects in a rectangular array up to 5 rows and five columns. I can also write an addition equation to match the array.

NUMBERS AND OPERATIONS in BASE TEN

Common Core Standard	I Can Statement
Understand place value.	
2.NBT.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.	I can understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones.
100 can be thought of as a bundle of ten tens — called a “hundred.”	I can understand 100 can be thought of as a bundle of ten tens that is called a “hundred.”
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).	I can understand the numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds with 0 tens and 0 ones.
2.NBT.2. Count within 1000; skip-count by 5s, 10s, and 100s.	I can count within 1000. I can skip-count by 5s, 10s, and 100s.
2.NBT.3. Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.	I can 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.	I can compare two three-digit numbers using $>$, $=$, and $<$ symbols to write the comparisons.

NUMBERS AND OPERATIONS in BASE TEN

Common Core Standard	I Can Statement
Use place value understanding and properties of operations to add and subtract.	
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.	I can 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.	I can 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.	I can 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. I can relate the strategy to a written method.
	I 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.

NUMBERS AND OPERATIONS in BASE TEN

Common Core Standard	I Can Statement
Use place value understanding and properties of operations to add and subtract.	
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.	I can 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. ¹	I can explain why addition and subtraction strategies work, using place value and the properties of operations.

Measurement and Data

Common Core Standard	I Can Statement
Measure and estimate lengths 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.	I can measure the length of an object by choosing 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.	I can measure the length of an object twice, using length units of different lengths for the two measurements. Then I can describe how the two measurements relate to the size of the unit chosen.
2.MD.3. Estimate lengths using units of inches, feet, centimeters, and meters.	I can estimate lengths using units of inches, feet, centimeters, and meters.
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.	I can measure to determine how much longer one object is than another. I can explain the difference using standard length units.

Measurement and Data

Common Core Standard	I Can Statement
Relate addition and subtraction to length.	
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.	I can use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units 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.	I can show whole numbers as lengths starting from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, and so on. I can represent whole-number sums and differences within 100 on a number line diagram.
Work with time and money.	
2.MD.7. Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.	I can tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.
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?	I can solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols when needed.

Measurement and Data

Common Core Standard	I Can Statement
Represent and interpret data.	
<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>I can come up with data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. I can show the measurements by making a line plot.</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>I can draw a picture graph and a bar graph to show a data set with up to four categories. I can solve simple put-together, take-apart, and compare problems using information in a bar graph.</p>

GEOMETRY

Common Core Standard	I Can Statement
Reason with shapes and their 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.	I can recognize and draw shapes having specified attributes. I can identify triangles, quadrilaterals, pentagons, hexagons, and cubes.
2.G.2. Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.	I can separate a rectangle into rows and columns of same-size squares and count to find the total number of them.
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.	I can separate circles and rectangles into equal shares, describe the shares using the words and describe the whole as two halves, three thirds, four fourths. I can recognize that equal shares of identical wholes do not need to have the same shape.