

**WAUSAU SCHOOL DISTRICT  
COMMON CORE STATE STANDARDS IN MATHEMATICS**

**GRADE 2**

**Operations & Algebraic Thinking - Domain**

**Represent and solve problems involving addition and subtraction.  
Standard**

**I Can...**

**CLUSTERS:**

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.<sup>1</sup>

- ...write or show one-step addition problems
  - using words
  - using pictures
  - using numbers
  - using equations
- ...write or show two-step addition problems
  - using words
  - using pictures
  - using numbers
  - using equations
- ...write or show one-step subtraction problems
  - using words
  - using pictures
  - using numbers
  - using equations
- ...write or show two-step subtraction problems
  - using words
  - using pictures
  - using numbers
  - using equations

Add and subtract within 20. Standard	I Can...
<p>2. Fluently add and subtract within 20 using mental strategies.<sup>2</sup> By end of Grade 2, know from memory all sums of two one-digit numbers.</p>	<p>...add my facts to 20</p> <ul style="list-style-type: none"> <li>• plus one more</li> <li>• double facts</li> <li>• doubles plus one</li> <li>• make 10</li> <li>• add 10</li> </ul> <p>...subtract my facts from 20</p> <ul style="list-style-type: none"> <li>• take one away</li> <li>• use add to subtract</li> <li>• double facts</li> <li>• subtract 10</li> </ul> <p>...know my addition facts to 20</p>
Work with equal groups of objects to gain foundations for multiplication. Standard	I Can...
<p>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.</p>	<p>...tell if a number is even</p> <ul style="list-style-type: none"> <li>• match objects</li> <li>• count by 2's</li> </ul> <p>...tell if a number is odd</p> <ul style="list-style-type: none"> <li>• match objects</li> <li>• county by 2's</li> </ul> <p>...write an equation for even numbers</p> <p>...add groups with up to 5 rows and 5 columns</p> <p>...write an equation for my groups</p>
<p>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.</p>	<p>...draw a rectangular array</p> <ul style="list-style-type: none"> <li>• 1x1</li> <li>• 2x2</li> <li>• 3x3</li> <li>• 4x4</li> <li>• 5x5</li> </ul> <p>...write a number sentence to tell about my picture</p>

<sup>2</sup>See standard 1.OA.6 for a list of mental strategies.

## Number & Operations in Base Ten - Domain

Understand place value. Standard	I Can...
<p>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:</p> <ol style="list-style-type: none"> <li>a. 100 can be thought of as a bundle of ten tens — called a “hundred.”</li> <li>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).</li> </ol>	<p>...draw a 3-digit number showing hundreds, tens, ones</p> <p>...identify the places of a 3-digit number</p> <ul style="list-style-type: none"> <li>• hundreds</li> <li>• tens</li> <li>• ones</li> </ul> <p>...identify a bundle of ten tens as 100</p> <ul style="list-style-type: none"> <li>• example; 2 bundles as 200 or 2 hundreds</li> </ul>
<p>2. Count within 1000; skip-count by 5s, 10s, and 100s.</p>	<p>...count up to 1000</p> <p>...do patterns or skip count</p> <ul style="list-style-type: none"> <li>• By 5’s</li> <li>• By 10’s</li> <li>• By 100’s</li> </ul>
<p>3. Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.</p>	<p>...read numbers to 1000</p> <p>...write numbers to 1000</p> <ul style="list-style-type: none"> <li>• using base ten blocks</li> <li>• using number names</li> <li>• using expanded form</li> </ul>
<p>4. Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using <math>&gt;</math>, <math>=</math>, and <math>&lt;</math> symbols to record the results of comparisons.</p>	<p>...use <math>&lt;</math>, <math>&gt;</math>, <math>=</math></p>
Use place value understanding and properties of operations to add and subtract. Standard	I Can...

<p>5. Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.</p>	<p>...add numbers to 100</p> <ul style="list-style-type: none"> <li>• using base ten blocks</li> <li>• using properties of operations</li> <li>• using subtraction</li> </ul>
<p>6. Add up to four two-digit numbers using strategies based on place value and properties of operations.</p>	<p>...add up to 4 two-digit numbers</p> <ul style="list-style-type: none"> <li>• using base ten blocks</li> <li>• using properties of operations</li> </ul>
<p>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.</p>	<p>...add up to 1000</p> <ul style="list-style-type: none"> <li>• using base ten blocks</li> <li>• using drawings</li> <li>• using properties of operations</li> <li>• using subtraction</li> <li>• using regrouping</li> </ul> <p>...subtract up to 1000</p> <ul style="list-style-type: none"> <li>• using base ten blocks</li> <li>• using drawings</li> <li>• using properties of operations</li> <li>• using addition</li> <li>• using regrouping</li> </ul>
<p>8. Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900.</p>	<p>...add in my head</p> <ul style="list-style-type: none"> <li>• 10 to any number</li> <li>• 100 to any number</li> </ul> <p>...subtract in my head</p> <ul style="list-style-type: none"> <li>• 10 from any number</li> <li>• 100 from any number</li> </ul>
<p>9. Explain why addition and subtraction strategies work, using place value and the properties of operations.<sup>1</sup></p>	<p>...explain why addition strategies work</p> <ul style="list-style-type: none"> <li>• using patterns</li> <li>• using pictures</li> <li>• using words</li> <li>• using properties of addition</li> </ul> <p>...explain why subtraction strategies work</p> <ul style="list-style-type: none"> <li>• using patterns</li> <li>• using pictures</li> <li>• using words</li> <li>• using properties of subtraction</li> </ul>

<sup>1</sup> Explanations may be supported by drawings or objects.

## Measurement & Data - Domain

Measure and estimate lengths in standard units. Standard	I Can...
1. Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.	...measure the length of an object <ul style="list-style-type: none"> <li>• using a ruler</li> <li>• using a yardstick</li> <li>• using a meter stick</li> <li>• using a tape measure</li> </ul>
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.	...measure objects <ul style="list-style-type: none"> <li>• using inches</li> <li>• using feet</li> <li>• using yards</li> <li>• using centimeters</li> <li>• using meters</li> </ul>
3. Estimate lengths using units of inches, feet, centimeters, and meters.	...estimate lengths <ul style="list-style-type: none"> <li>• using inches</li> <li>• using feet</li> <li>• using yards</li> <li>• using centimeters</li> <li>• using meters</li> </ul>
4. Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.	...measure two objects and decide how much longer one is than the other
Relate addition and subtraction to length. Standard	I Can...
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.	...solve addition word problems about lengths of the same unit <ul style="list-style-type: none"> <li>• using words</li> <li>• using pictures</li> <li>• using numbers</li> <li>• using equations</li> </ul> ...solve subtraction word problems about lengths of the same unit <ul style="list-style-type: none"> <li>• using words</li> <li>• using pictures</li> <li>• using numbers</li> <li>• using equations</li> </ul>

<p>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.</p>	<p>...create a number line</p> <ul style="list-style-type: none"> <li>• with equal spaced points</li> <li>• labeled with numbers</li> </ul> <p>...use my number line</p> <ul style="list-style-type: none"> <li>• to find sums</li> <li>• to find differences</li> </ul>
<p><b>Work with time and money.</b> <b>Standard</b></p>	<p style="text-align: center;"><b>I Can...</b></p>
<p>7. Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.</p>	<p>...tell time to the nearest 5 minutes</p> <ul style="list-style-type: none"> <li>• on an analog clock</li> <li>• on a digital clock</li> </ul> <p>...write time to the nearest 5 minutes</p> <ul style="list-style-type: none"> <li>• on an analog clock</li> <li>• on a digital clock</li> </ul> <p>...use a.m. and p.m. labels</p>
<p>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?</p>	<p>...identify money</p> <ul style="list-style-type: none"> <li>• using pennies</li> <li>• using nickels</li> <li>• using dimes</li> <li>• using quarters</li> <li>• using dollar bills</li> </ul> <p>...write the value of money</p> <ul style="list-style-type: none"> <li>• using pennies</li> <li>• using nickels</li> <li>• using dimes</li> <li>• using quarters</li> <li>• using dollar bills</li> </ul> <p>...use the dollar sign (\$)</p> <p>...use the cent symbol (¢)</p> <p>...solve word problems</p> <ul style="list-style-type: none"> <li>• using pennies</li> <li>• using nickels</li> <li>• using dimes</li> <li>• using quarters</li> <li>• using dollar bills</li> </ul>
<p><b>Represent and interpret data.</b></p>	<p style="text-align: center;"><b>I Can...</b></p>

Standard	
<p>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>...measure objects to then nearest</p> <ul style="list-style-type: none"> <li>• inch</li> <li>• foot</li> <li>• yard</li> <li>• centimeter</li> <li>• meter</li> </ul> <p>...show the measurements by making a line plot</p>
<p>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>...draw a bar graph with</p> <ul style="list-style-type: none"> <li>• labels</li> <li>• title</li> <li>• number scale</li> <li>• up to four categories</li> </ul> <p>...draw a pictograph with</p> <ul style="list-style-type: none"> <li>• labels</li> <li>• title</li> <li>• number scale</li> <li>• up to four categories</li> </ul> <p>...use a bar graph to answer</p> <ul style="list-style-type: none"> <li>• putting together problems</li> <li>• taking apart problems</li> <li>• comparing problems</li> </ul>

<b>Geometry - Domain</b>	
Reason with shapes and their attributes. Standard	I Can...
<p>1. Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces.<sup>1</sup> Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.</p>	<p>...describe flat shapes</p> <ul style="list-style-type: none"> <li>• triangles</li> <li>• quadrilaterals</li> <li>• pentagons</li> <li>• hexagons</li> </ul> <p>...draw flat shapes</p> <ul style="list-style-type: none"> <li>• triangles</li> <li>• quadrilaterals</li> </ul>

	<ul style="list-style-type: none"> <li>• pentagons</li> <li>• hexagons</li> </ul> <p>...describe cubes as three dimensional shapes</p> <p>...show corners, edges and faces of 3-dimensional shapes</p>
<p>2. Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.</p>	<p>...draw a rectangle</p> <ul style="list-style-type: none"> <li>• divided into rows and columns</li> <li>• count the squares inside</li> </ul>
<p>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.</p>	<p>...divide circles and rectangles into</p> <ul style="list-style-type: none"> <li>• wholes</li> <li>• halves</li> <li>• thirds</li> <li>• fourths</li> </ul> <p>...use words to tell the equal parts of circles and rectangles</p> <ul style="list-style-type: none"> <li>• wholes</li> <li>• halves</li> <li>• thirds</li> <li>• fourths</li> <li>• a half of</li> <li>• a third of</li> <li>• a fourth of</li> </ul> <p>...use fractions to tell how many parts make a whole</p> <ul style="list-style-type: none"> <li>• in a circle</li> <li>• in a rectangle</li> </ul> <p>...match equal pieces of</p> <ul style="list-style-type: none"> <li>• identical wholes</li> <li>• different shaped wholes</li> </ul>

<sup>1</sup> Sizes are compared directly or visually, not compared by measuring.