

[Submit comments on the draft NYS Grade 2 Mathematics Learning Standards](#)

<p>A. Represent and solve problems involving addition and subtraction.</p>	<p>2.OA.A.1</p>	<p>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. Explanations may be supported by drawings or objects.</p>	<p>1. 1a. Use addition and subtraction within 100 to solve one-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). Explanations may be supported by drawings or objects. (See Table 2 Addition and Subtraction Situations, pg. 9 of https://commoncoretools.files.wordpress.com/2011/05/ccss_progression_cc_oa_k5_2011_05_302.pdf)</p> <p>1b. Use addition and subtraction within 100 to develop an understanding of solving two-step 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</p>	

A. Understand place value.	2.NBT.A.1	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.		

B. Use place value understanding and properties of operations to add and subtract.	2.NBT.B.5	5. Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.	5a. Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; illustrate or explain the strategy and reasoning used. Note: Fluency involves a mixture of just knowing some answers, knowing some answers from patterns, and knowing some answers from the use of strategies.	

A. Measure and estimate lengths in standard units.	2.MD.A.1	1. Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.	1. Measure the length of an object to the nearest whole by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.	
	2.MD.A.2	2. Measure the length of an object twice, using length units of different lengths for the two measurements of different lengths.		

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B. Relate addition and subtraction to length.	2.MD.B.5	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.	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 and equations with a symbol for the unknown number to represent the problem).	
	2.MD.B.6	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.	6. No Change	
C. Work with time and money.	2.MD.C.7	7. Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.	7. Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m. Develop an understanding of common terms, such as, but not limited to, quarter past, and quarter to.	
	2.MD.C.8	8.		

