



Grade 2

Mathematical Practices
 Students will be able to demonstrate the following practices at the cognitive level of this grade:

- Make sense of problems and persevere in solving them.
- Reason abstractly and quantitatively.
- Construct viable arguments and critique the reasoning of others.
- Model with mathematics.
- Use appropriate tools strategically.
- Attend to precision.
- Look for and make use of structure.
- Look for and express regularity in repeated reasoning.

Operations and Algebraic Thinking

Content	District Code	Essential Skill	Instructional Mastery			
			1	2	3	4
Problem Solving Addition and Subtraction <i>ILS10 2.OA.1</i>	2.OA.1	Identify the unknown in addition and subtraction word problems.	M			
	2.OA.2	Write addition and subtraction equations with a symbol for the unknown.	M			
	2.OA.3	Use drawings or equations to represent one-step and two-step word problems.	I			M
	2.OA.4	Determine the operation needed to solve addition and subtraction problems in situations including add to, take from, put together, take apart, and compare.	M			
	2.OA.5	Add and subtract within 100 to solve one-step word problems with unknowns in all positions.	I			M
	2.OA.6	Add and subtract within 100 to solve two-step word problems with unknowns in all positions.	I			M
Addition and Subtraction within Twenty <i>ILS10 2.OA.2</i>	2.OA.7	Utilize mental strategies for addition and subtraction.	I	M		
	2.OA.8	Apply mental strategies to add and subtract fluently within twenty.	I		M	
	2.OA.9	Know from memory all sums of two one-digit numbers.	I		M	
Foundations for Multiplication – Evens, Odds, and Grouping <i>ILS10 2.OA.3</i>	2.OA.10	Count a group of objects up to twenty by 2s.	M			
	2.OA.11	Recognize groups that have even numbered objects will pair up evenly.	M			
	2.OA.12	Recognize groups that have odd numbered objects will not pair up evenly.	M			
	2.OA.13	Determine whether a group of objects is odd or even using a variety of strategies.	M			
	2.OA.14	Generalize the fact that all even numbers can be formed from the addition of two equal addends.	M			
Foundations for Multiplication – Repeated Addition and Arrays <i>ILS10 2.OA.4</i>	2.OA.15	Write an equation to express a given even number as a sum of two equal addends.	M			
	2.OA.16	Generalize the fact that arrays can be written as repeated addition problems.				M
	2.OA.17	Write an equation with repeated equal addends from an array.				M
Place Value – the Value of Digits <i>ILS10 2.NBT.1</i>	2.OA.18	Solve repeated addition problems to find the number of objects using rectangular arrays.				M
	2.NBT.1	Identify a bundle of ten tens as a hundred.	I	M		
	2.NBT.2	Represent a three-digit number with hundreds, tens, and ones.	I	M		
	2.NBT.3	Represent 200, 300, 400, 500, 600, 700, 800, and 900 with one, two, three, four, five, six, seven, eight, or nine hundreds and zero tens and zero ones.	I	M		
Place Value – Counting. <i>ILS10 2.NBT.</i>	2.NBT.4	Explain the value of each digit in a three-digit number.	I	M		
	2.NBT.5	Count within 1000.	I	M		
	2.NBT.6	Skip-count by 5s within 1000.	I	M		
	2.NBT.7	Skip-count by 10s within 1000.	I	M		
Place Value – Read and Write <i>ILS10 2.NBT.3</i>	2.NBT.8	Skip-count by 100s within 1000.	I	M		
	2.NBT.9	Explain what expanded form means.	I	M		
	2.NBT.10	Recognize that the digits in each place represent amounts of thousands, hundreds, tens, or ones.	I	M		
	2.NBT.11	Read numbers to 1000 using base ten numerals.	I	M		

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	2.NBT.12	Read numbers to 1000 using number names.	I	M		
	2.NBT.13	Read numbers to 1000 using expanded form.	I	M		
	2.NBT.14	Write numbers to 1000 using base ten numerals.	I	M		
	2.NBT.15	Write numbers to 1000 using number names.	I	M		
	2.NBT.16	Write numbers to 1000 using expanded form.	I	M		
Place Value – Comparing <i>ILS10 2.NBT.4</i>	2.NBT.17	Compare two three-digit numbers based on the place value of each digit.	I	M		
	2.NBT.18	Explain what each symbol represents: <, >, and =.	I	M		
	2.NBT.19	Use >, <, and = symbols to record the results of comparisons.	I	M		
Place Value and Properties – Addition and Subtraction <i>ILS10 2.NBT.5</i> <i>ILS10 2.NBT.6</i>	2.NBT.20	Explain strategies for adding and subtracting based on place value.		I		M
	2.NBT.21	Explain strategies for adding and subtracting based on properties of operations.		I		M
	2.NBT.22	Explain strategies for adding and subtracting based on the relationship between addition and subtraction.		I		M
	2.NBT.23	Choose a strategy (place value, properties of operations, and/or the relationship between addition and subtraction) to fluently add and subtract within 100.		I		M
	2.NBT.24	Use strategies to add up to four two-digit numbers.				M
Place Value and Properties – Using Models and Drawings <i>ILS10 2.NBT.7</i> <i>ILS10 2.NBT.9</i>	2.NBT.25	Explain place value within 1000.	I			M
	2.NBT.26	Decompose any number within 1000 into hundreds, tens, and ones.	I			M
	2.NBT.27	Choose an appropriate strategy for solving an addition or subtraction problem within 1000.		I		M
	2.NBT.28	Relate the chosen strategy (using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction) to a written method (equation) and explain the reasoning used.		I		M
	2.NBT.29	Use composition and decomposition of hundreds and tens when necessary to add and subtract within 1000.		I		M
	2.NBT.30	Explain why addition and subtraction strategies based on place value and properties of operations work.		I		M
Place Value and Properties – Mental Math <i>ILS10 2.NBT.8</i>	2.NBT.31	Apply knowledge of place value to mentally add or subtract ten or 100 to or from a given number 100-900.	I			M
Measurement and Estimation – Measuring with Standard Units <i>ILS10 2.MD.1</i>	2.MD.1	Identify tools that can be used to measure length.				M
	2.MD.2	Identify the unit of length for the tool used (inches, centimeters, feet, meters).				M
	2.MD.3	Determine which tool to use to measure the length of an object.				M
	2.MD.4	Measure the length of objects by using appropriate tools.				M
	2.MD.5	Explain how to measure the length of objects with different units.				M
Measurement and Estimation – Comparing Units <i>ILS10 2.MD.2</i>	2.MD.6	Compare measurements of an object taken with two different units.				M
	2.MD.7	Describe why the measurements of an object taken with two different units are different.				M
	2.MD.8	Explain the length of an object in relation to the size of units used to measure it.				M
Measurement and Estimation – Estimating <i>ILS10 2.MD.3</i>	2.MD.9	Recognize the size of inches, feet, centimeters, and meters.				M
	2.MD.10	Explain strategies for estimating length.				M
	2.MD.11	Estimate lengths in units of inches, feet, centimeters, and meters.				M
	2.MD.12	Determine if an estimate is reasonable.				M
Measurement and Estimation – Comparing Measurements <i>ILS10 2.MD.4</i>	2.MD.13	Name standard lengths.				M
	2.MD.14	Compare lengths of two objects.				M
	2.MD.15	Determine how much longer one object is than another in standard length units.				M
Measurement and Estimation – Addition and Subtraction <i>ILS10 2.MD.5</i>	2.MD.16	Add and subtract lengths within 100.				M
	2.MD.17	Solve word problems involving lengths that are given in the same units.				M
	2.MD.18	Solve word problems involving length that have equations with a symbol for the unknown number.				M

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Measurement and Estimation – Representations <i>ILS10 2.MD.6</i>	2.MD.19	Represent whole numbers from 0 on a number line with equally spaced points.				M
	2.MD.20	Explain length as the distance between zero and another mark on the number line diagram.				M
	2.MD.21	Use a number line to represent the solution of whole-number sums and differences related to length within 100.				M
Time and Money – Time <i>ILS10 2.MD.7</i>	2.MD.22	Identify when a.m. and p.m. label occur.			I	M
	2.MD.23	Identify the hour and minute hand on an analog clock.			I	M
	2.MD.24	Tell time using analog clocks to the nearest five minutes.			I	M
	2.MD.25	Tell time using digital clocks to the nearest five minutes.			I	M
	2.MD.26	Write time using analog and digital clocks.			I	M
	2.MD.27	Determine what time is represented by the combination of the number on the clock face and the position of the hands.			I	M
Time and Money – Money <i>ILS10 2.MD.8</i>	2.MD.28	Identify and recognize the value of dollar bills, quarters, dimes, nickels, and pennies.		M		
	2.MD.29	Identify the \$ and ¢ symbols.		M		
	2.MD.30	Solve word problems involving dollar bills, quarters, dimes, nickels and pennies using \$ and ¢ symbols appropriately.				M
Represent and Interpret Data <i>ILS10 2.MD.9</i> <i>ILS10 2.MD.10</i>	2.MD.31	Read measurement tools to the nearest unit.				M
	2.MD.32	Represent measurement data on a line plot.				M
	2.MD.33	Measure lengths of several objects to the nearest whole unit.				M
	2.MD.34	Measure lengths of objects by making repeated measurements of the same objects.				M
	2.MD.35	Create a line plot with a horizontal scale marked in whole numbers using measurements.				M
	2.MD.36	Recognize and identify picture graphs and bar graphs that represent a data set with up to four categories.		I	M	
	2.MD.37	Identify and label the components of a picture graph and a bar graph that represent a data set with up to four categories.		I	M	
	2.MD.38	Solve problems relating to data in graphs by using addition and subtraction.		I	M	
	2.MD.39	Make comparisons between categories in the graph using more than, less than, etc.		I	M	
	2.MD.40	Draw a single-unit scale picture graph to represent a given set of data with up to four categories.		I	M	
	2.MD.41	Draw a single-unit scale bar graph to represent a given set of data with up to four categories.		I	M	
Shapes and their Attributes – Identification <i>ILS10 2.G.1</i>	2.G.1	Identify the attributes of triangles, quadrilaterals, pentagons, hexagons, and cubes. (e.g. faces, angles, sides, vertices, etc.).				M
	2.G.2	Identify triangles, quadrilaterals, pentagons, hexagons, and cubes based on the given attributes.				M
	2.G.3	Describe and analyze shapes by examining their sides and angles not by measuring.				M
	2.G.4	Compare shapes by their attributes (e.g. faces, angles).				M
	2.G.5	Draw shapes with specified attributes.				M
Shapes and their Attributes – Partitions of Rows and Columns <i>ILS10 2.G.2</i>	2.G.6	Define a partition.				M
	2.G.7	Identify a row.				M
	2.G.8	Identify a column.				M
	2.G.9	Determine how to partition a rectangle into same-size squares.				M
	2.G.10	Count to find the total number of same-size squares.				M
Shapes and their Attributes – Equal Partitions <i>ILS10 2.G.3</i>	2.G.11	Identify two, three and four equal shares of a whole.				M
	2.G.12	Describe equal shares using vocabulary: halves, thirds, fourths, half of, third of, etc.				M
	2.G.13	Describe the whole as two halves, three thirds, or four fourths.				M
	2.G.14	Recognize that equal shares of identical wholes need not have the same shape. Ex: A square can be divided into 2 equal rectangles or 2 equal triangles.				M

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