Jackson County Core Curriculum Collaborative (JC4)	
2nd Grade Math	
Standard	**Learning Targets in Student Friendly Language**
2.OA.1	I can solve addition and subtraction word problems within 100, using a variety of strategies.
	I can choose when to use addition and/or subtraction in a word problem.
	I can use objects, drawings and equations with unknowns in all positions to represent addition and subtraction word problems.
	I can solve word problems with unknown numbers in different positions.
	I can solve addition and subtraction word problems that involve two steps.
2.OA.2	I can mentally add and subtract within 20 with fluency.
	I can use mental strategies to fluently add or subtract numbers within 20.
2.OA.2	I can say from memory every sum of two single-digit numbers.
	I can recall all sums of two one-digit numbers.
2.OA.3	I can determine whether a group of objects has an odd or even number of items.
	I can identify a group of objects as being even or odd using different strategies.
	I can write an equation to show an even sum has the same addends.
2.OA.4	I can write an addition equation to show the total number of objects arranged in rectangular arrays (up to 5 X 5).
	I can use addition to find the total number of objects in an array.
	I can write an equation with equal addends to show the sum of objects in an array.
	I can represent the total number of objects arranged in a rectangular array as an expression with repeated addition.
2.NBT.1	I can explain what the three digits of a three-digit number represent.
2.NBT.1.a	I can represent a hundred as ten groups of ten.
	I can represent each digit in a three-digit number using hundreds, tens, and ones.
	I can explain the place value of each digit in a three-digit number.
2.NBT.1.b	I can name 100, 200, 300, 400, 500, 600, 700, 800, 900 as one, two, three, four, five, six, seven, eight, or nine hundreds and 0 tens and 0 ones.
2.NBT.2	I can count within 1,000.
2.NBT.2	I can skip count by 5's, 10's, and 100's.
	I can count within 1,000 using skip counting by 5's, 10's and 100's.
2.NBT.3	I can read and write numbers to 1,000 using numerals, number names, and expanded form.
	I can read and write numbers up to 1,000 using base-ten numerals (e.g., 234).
	I can read and write numbers up to 1,000 using expanded form (e.g., 200+30+4).
	I can read and write numbers up to 1,000 using number names (e.g., two hundred thirty four).
2.NBT.4	I can compare three-digit numbers using the symbols >, =, and <.
	I can explain how I determined if a three-digit number is greater than, less than, or equal to another three-digit number.
	I can compare two, three-digit numbers using symbols (>, <, or =) to show comparison.
2.NBT.5	I can add and subtract within 100 with fluency.
	I can use place value strategies to fluently add or subtract within 100.
	I can fluently add and subtract within 100 by decomposing numbers into tens and ones.
	I can use the commutative and associative properties to fluently add and subtract within 100.
2.NBT.5	I can explain the relationship between addition and subtraction.
	I can use the relationship between addition and subtraction to fluently add and subtract within 100.
2.NBT.6	I can add up to four two-digit numbers up to 100.

	I can add up to four two-digit numbers by applying strategies (e.g., decomposing numbers, rearranging the order of the numbers, making tens or multiples of tens) based on the numbers being added.
2.NBT.7	I can add and subtract within 1,000 using a variety of strategies.
	I can use concrete models or drawings to show how to add or subtract within 1,000 using a strategy based on place value.
	I can write down and explain the steps I followed with the concrete models or drawings to show how I added or subtracted.
2.NBT.8	I can mentally add and subtract 10 or 100 to any number between 100 and 900.
	I can mentally add 10 to a given number from 100-990.
	I can mentally subtract 10 to a given number from 100-900.
	I can mentally add 100 to a given number from 100-900.
	I can mentally subtract 100 to a given number from 100-900.
2.NBT.9	I can explain why an addition or subtraction strategy works.
	I can explain why addition or subtraction strategies work using; place value, properties of operations, drawings, or objects to support my explanation.
2.MD.1	I can measure the length of a variety of objects, using the most appropriate tool.
	I can select an appropriate tool to measure objects (e.g., yardstick, ruler, or tape measure).
	I can measure the length of a variety of objects, using the most appropriate tool.
2.MD.2	I can measure an object using two different units of length, and explain how the two measurements relate to each other.
	I can select several appropriate units of length (e.g., inches, feet, centimeter, meter) to measure an object.
	I can accurately measure an object with two different unit lengths.
	I can compare a measurement using shorter unit length to the same measurement using a longer unit length.
	I can explain how the size of the unit length affects the measurements.
2.MD.3	I can estimate length using inches, feet, centimeters, and meters.
	I can make a reasonable estimate of the length of an object using inches and feet.
	I can make a reasonable estimate of the length of an object using centimeters and meters.
2.MD.4	I can find out how much longer one object is than another and express the difference using standard terms others will understand.
	I can determine the difference in length between two objects by using the same unit to measure both objects.
2.MD.5	I can solve word problems (within 100) using lengths that are given in the same units.
	I can add and subtract lengths of the same unit within 100.
	I can represent addition or subtraction word problems involving lengths of the same unit by using drawings and equations with a symbol (e.g., blank or empty box) for the unknown length.
	I can solve for the unknown number in a word problem that uses lengths measured in the same units.
2.MD.6	I can represent whole numbers as lengths from 0 on a number line diagram.
	I can create number lines with evenly spaced points corresponding to the numbers.
2.MD.6	I can represent whole number sums and differences within 100 on a number line diagram.
	I can solve addition problems to 100 using a number line.
	I can solve subtraction problems to 100 using a number line.
2.MD.7	I can tell time to the nearest 5 minutes when looking at a variety of clocks (analog and digital).
	I can look at an analog clock, say what time it is and write the digital clock representation of time.

	I can look at a digital clock, say what time it is and write the analog clock representation of time.
2.MD.7	I can write time to the nearest 5 minutes using a.m. and p.m.
	I can explain the difference between a.m. and p.m.
	I can write the time and draw in the clock hands when someone tells me what time it is to the nearest 5 minutes.
2.MD.8	I can solve word problems with dollars, quarters, dimes, and pennies using the $ and ¢ symbols appropriately.
	I can identify and give the values of dollar bills, quarters, dimes, nickels, and pennies.
	I can use $ and ¢ symbols appropriately.
	I can solve a word problem involving money.
2.MD.9	I can make a line plot that shows the length of several objects (or repeated measurements of the same object) using whole numbers.
	I can measure and record the lengths of several objects to the nearest whole-number.
	I can create a line plot marked off in whole-numbers.
	I can record length measurements on a line plot.
2.MD.10	I can use a picture graph and a bar graph to represent the same data set with up to 4 categories.
	I can make a picture or bar graph with up to four categories to represent data.
2.MD.10	I can use information from picture and bar graphs to solve addition, subtraction and comparison problems.
	I can compare data on a bar graph.
	I can solve addition and subtraction problems using data from a picture or bar graph.
2.G.1	I can identify shapes given the number of angles or number of sides.
	I can identify (recognize and name) shapes including triangles, quadrilaterals (squares, rectangles, rhombuses, and trapezoids), pentagons, hexagons and cubes.
2.G.1	I can draw triangles, quadrilaterals, pentagons, hexagons, and cubes.
	I can draw shapes based on a given set of attributes including triangles, quadrilaterals (squares, rectangles, rhombuses, and trapezoids), pentagons, hexagons and cubes.
2.G.2	I can divide a rectangle into rows and columns of squares and count to find out the total number of them.
	I can draw rows and columns of equal size in a rectangle.
	I can count the equal size squares in a rectangle.
2.G.3	I can divide parts of a whole using the words halves, thirds, half of, or a third of.
	I can partition a circle and rectangle into two, three, or four equal parts.
	I can describe equal shares using vocabulary: halves, thirds, fourths, half of, third of, fourth of.
2.G.3	I can explain how a whole is the same as two halves, three thirds, or four fourths.
	I can describe the whole by the number of equal parts such as two halves, three thirds, or four fourths.
2.G.3	I can demonstrate that equal parts of the same whole don't have to have the same shape.
	I can explain and demonstrate that halves, thirds, and fourths of an identical whole need not be the same shape.
Key:	
Yellow Highlight = Critical Area	
Blue Font Color = Long Term Learning Goal	
Black Font Color = Short Term (possibly daily) learning target WITHOUT condition and criteria.	