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STATE OF NEW JERSEY
DEPARTMENT OF EDUCATION

Grade 2: New Jersey Student Learning Standards for Mathematics - Prerequisite Standards and Learning Objectives by Domain

Description

Included here are the prerequisite concepts and skills necessary for students to learn grade level content based on the New Jersey Student Learning Standards in mathematics. This tool is intended to support educators in the identification of any gaps in conceptual understanding or skill that might exist in a student's understanding of mathematics standards. The organization of this document mirrors that of the New Jersey Student Learning Standards for mathematics, includes all grade- or course-level standards and the associated student learning objectives, and reflects a grouping of the standards by domain.

The tables are divided into three columns. The first column contains the grade level standard and student learning objectives, which reflect the corresponding concepts and skills in that standard. The second column contains standards from prior grades and the corresponding learning objectives, which reflect prerequisite concepts and skills essential for student attainment of the grade level standard as listed on the left. Given that a single standard may reflect multiple concepts and skills, all learning objectives for a prior grade standard may not be listed. Only those prior grade learning objectives that reflect prerequisite concepts and skills important for attainment of the associated grade level standard is listed. The third column contains the recommendations from Student Achievement Partners' recommendations (SAP) for the 2020-21 school year regarding preserving or reducing time as compared to a typical academic year.

Content Emphases Key: ■: Major Cluster ▢: Supporting Cluster ◎: Additional Cluster

Note: Double asterisks (**) indicate that the example(s) included within the New Jersey Student Learning Standard may be especially informative when considering the Student Learning Objective.

Grade 2: New Jersey Student Learning Standards for Mathematics - Prerequisite Standards and Learning Objectives

Domain: Operations and Algebraic Thinking

Standard and Student Learning Objectives	Previous Grade(s) Standards and Student Learning Objectives	Instructional Considerations *SAP* recommendation to preserve or reduce time in 20-21 as compared to a typical year
2.OA.A.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. We are learning to/that… ▪ represent a word problem with drawings and equations using a symbol for the unknown ▪ solve one and two-step addition and subtraction word problems within 100 involving situations of adding to, taking from, putting together, taking apart, and comparing	**1.OA.A.1** Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem. We have learned to/that… ▪ represent a word problem using objects, drawings, or equations using a symbol for the unknown ▪ solve addition and subtraction word problems within 20 involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions **1.NBT.C.4** Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models (e.g., base ten blocks) 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 and explain the	*Emphasize* problems that involve sums less than or equal to 20 and/or the related differences in order to keep the focus on making sense of different problem types. *Assign fewer* problems with sums greater than 20 or related differences.

Standard and Student Learning Objectives	Previous Grade(s) Standards and Student Learning Objectives	Instructional Considerations *SAP* recommendation to preserve or reduce time in 20-21 as compared to a typical year
	reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten. We have learned to/that… ▪ compose tens when adding two-digit numbers, if necessary ▪ when adding two-digit numbers, one adds tens and tens, ones and ones ▪ add a two-digit number and a one-digit number within 100 using concrete models (e.g., base ten blocks) or drawings ▪ add a two-digit number and a one-digit number within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction ▪ add a two-digit number and a multiple of 10, within 100, using concrete models (e.g., base ten blocks) or drawings ▪ add a two-digit number and a multiple of 10, within 100, using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction	

Standard and Student Learning Objectives	Previous Grade(s) Standards and Student Learning Objectives	Instructional Considerations *SAP* recommendation to preserve or reduce time in 20-21 as compared to a typical year
	1.NBT.C.6 Subtract multiples of 10 in the range 10–90 from multiples of 10 in the range 10–90 (positive or zero differences), 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 and explain the reasoning used. We have learned to/that… ▪ subtract multiples of 10 from multiples of 10 using concrete models or drawings (multiples of 10 less than or equal to 90) ▪ subtract multiples of 10 from multiples of 10 using strategies based on place value or properties of operations (multiples of 10 less than or equal to 90) ▪ explain the reasoning used when subtracting multiples of 10 from multiples of 10 (multiples of 10 less than or equal to 90)	

Grade 2: New Jersey Student Learning Standards for Mathematics - Prerequisite Standards and Learning Objectives

Standard and Student Learning Objectives	Previous Grade(s) Standards and Student Learning Objectives	Instructional Considerations *SAP* recommendation to preserve or reduce time in 20-21 as compared to a typical year
2.OA.B.2 Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers. We are learning to/that… ▪ add and subtract within 20 with accuracy and efficiency ▪ know from memory all sums of two one-digit numbers	**1.OA.C.6** Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., 8 + 6 = 8 + 2 + 4 = 10 + 4 = 14); decomposing a number leading to a ten (e.g., 13 − 4 = 13 − 3 − 1 = 10 − 1 = 9); using the relationship between addition and subtraction (e.g., knowing that 8 + 4 = 12, one knows 12 − 8 = 4); and creating equivalent but easier or known sums (e.g., adding 6 + 7 by creating the known equivalent 6 + 6 + 1 = 12 + 1 = 13). We have learned to/that… ▪ add and subtract within 20 using strategies such as counting on, making ten, and decomposing a number leading to a ten ▪ add and subtract within 20 using strategies such as relationship between addition and subtraction, and using easier or known sums within 10 ▪ add and subtract within 10 with accuracy and efficiency	*Incorporate* additional practice on the grade 1 fluency of adding and subtracting within 10 (1.OA.C.6) early in the school year to support the addition and subtraction work of grade 2 (2.OA).

Standard and Student Learning Objectives	Previous Grade(s) Standards and Student Learning Objectives	Instructional Considerations *SAP* recommendation to preserve or reduce time in 20-21 as compared to a typical year
2.OA.C.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. We are learning to/that… ▪ determine whether a group of objects up to 20 is odd or even (e.g., by pairing objects, counting them by 2s) ▪ write an equation to express an even number as a sum of two equal addends	**1.OA.D.7** Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. *For example,* which of the following equations are true and which are false? 6 = 6, 7 = 8 − 1, 5 + 2 = 2 + 5, 4 + 1 = 5 + 2 We have learned to/that… ▪ determine if equations involving addition and subtraction within 20 are true or false using the meaning of the equal sign	*Limit* lessons on foundations for multiplication.
2.OA.C.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. We are learning to/that… ▪ use repeated 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 number of objects arranged in a rectangular array as a sum of equal addends	**1.OA.D.7** Understand the meaning of the equal sign and determine if equations involving addition and subtraction are true or false. *For example,* which of the following equations are true and which are false? 6 = 6, 7 = 8 − 1, 5 + 2 = 2 + 5, 4 + 1 = 5 + 2 We have learned to/that… ▪ determine if equations involving addition and subtraction within 20 are true or false using the meaning of the equal sign	*Limit* lessons on foundations for multiplication.

Grade 2: New Jersey Student Learning Standards for Mathematics - Prerequisite Standards and Learning Objectives

Domain: Number and Operations in Base Ten

Standard and Student Learning Objectives	Previous Grade(s) Standards and Student Learning Objectives	Instructional Considerations SAP recommendation to preserve or reduce time in 20-21 as compared to a typical year
2.NBT.A.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. a. 100 can be thought of as a bundle of ten tens—called a "hundred." 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). We are learning to/that… ▪ use multiplication and division within 100 to solve word problems in situations involving: equal groups, arrays and measurement quantities ▪ use drawings and equations with a symbol for the unknown number to represent multiplication and division word problems within 100	**1.NBT.B.2** Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases: a. 10 can be thought of as a bundle of ten ones—called a "ten." b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones. c. The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones). We have learned to/that… ▪ 10 can be thought of as a bundle of ten ones called a "ten" ▪ the numbers 11 to 19 are made up of one ten and one, two, three, four, five, six, seven, eight, or nine ones ▪ in a two-digit number, one digit represents the amount of tens and the other digit represents the amount of ones ▪ the numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 are made up of some tens and 0 ones	*Emphasize* the conceptual understanding of three-digit numbers (as detailed in 1.NBT.A.1). *Integrate* lessons and practice on counting, reading/writing, and comparing numbers (2.NBT.A.2, 2.NBT.A.3, 2.NBT.A.4) into the work of place value. *Limit* the amount of required student practice on counting by ones, reading/writing and comparing numbers. **Note*:*** While the standards in cluster 2.NBT.A are Major Work of the Grade, during the 2020-21 school year, it is recommended that they receive lighter treatment

Standard and Student Learning Objectives	Previous Grade(s) Standards and Student Learning Objectives	Instructional Considerations *SAP* recommendation to preserve or reduce time in 20-21 as compared to a typical year
2.NBT.A.2 Count within 1000; skip-count by 5s, 10s, and 100s. We are learning to/that… ▪ count within 1000 ▪ skip count by fives ▪ skip count by tens ▪ skip count by hundreds	**1.NBT.A.1** Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral. We have learned to/that… ▪ count to 120 ▪ represent objects with a written number in sets within 120 objects	*Emphasize* the conceptual understanding of three-digit numbers (as detailed in 1.NBT.A.1). *Integrate* lessons and practice on counting, reading/writing, and comparing numbers (2.NBT.A.2, 2.NBT.A.3, 2.NBT.A.4) into the work of place value. *Limit* the amount of required student practice on counting by ones. **Note:** While the standards in cluster 2.NBT.A are Major Work of the Grade, during the 2020-21 school year, it is recommended that they receive lighter treatment.
2.NBT.A.3 Read and write numbers to 1000 using base-ten numerals, number names, and expanded form. We are learning to/that… ▪ read numbers to 1000 using base-ten numerals ▪ write numbers to 1000 using base-ten numerals ▪ read numbers to 1000 using expanded form and number names ▪ write numbers to 1000 using expanded form and number names	**1.NBT.A.1** Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral. We have learned to/that… ▪ read numbers up to 120 ▪ write numbers up to 120 **1.NBT.B.2** Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:	*Emphasize* the conceptual understanding of three-digit numbers (as detailed in 1.NBT.A.1). *Integrate* lessons and practice on counting, reading/writing, and comparing numbers (2.NBT.A.2, 2.NBT.A.3, 2.NBT.A.4) into the work of place value. *Limit* the amount of required student practice on counting by ones, reading/writing and comparing numbers. **Note*:*** While the standards in cluster 2.NBT.A are Major Work of the Grade, during the 2020-21 school year, it is

Standard and Student Learning Objectives	Previous Grade(s) Standards and Student Learning Objectives	Instructional Considerations *SAP* recommendation to preserve or reduce time in 20-21 as compared to a typical year
	a. 10 can be thought of as a bundle of ten ones—called a "ten." b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones. c. The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones). We have learned to/that… ▪ 10 can be thought of as a bundle of ten ones called a "ten" ▪ the numbers 11 to 19 are made up of one ten and one, two, three, four, five, six, seven, eight, or nine ones ▪ in a two-digit number, one digit represents the amount of tens and the other digit represents the amount of ones ▪ the numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 are made up of some tens and 0 ones	recommended that they receive lighter treatment.
2.NBT.A.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. We are learning to/that… ▪ compare two three-digit numbers using place value understanding and record the results using the symbols >, =, <	**1.NBT.B.3** Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <. We have learned to/that… ▪ compare two two-digit numbers using the meanings of the tens and ones digits	*Emphasize* the conceptual understanding of three-digit numbers (as detailed in 1.NBT.A.1). *Integrate* lessons and practice on counting, reading/writing, and comparing numbers (2.NBT.A.2, 2.NBT.A.3, 2.NBT.A.4) into the work of place value.

Standard and Student Learning Objectives	Previous Grade(s) Standards and Student Learning Objectives	Instructional Considerations *SAP* recommendation to preserve or reduce time in 20-21 as compared to a typical year
	▪ compare two numbers using the symbols <, >, and =	*Limit* the amount of required student practice on counting by ones, reading/writing and comparing numbers. **Note*:*** While the standards in cluster 2.NBT.A are Major Work of the Grade, during the 2020-21 school year, it is recommended that they receive lighter treatment
2.NBT.B.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. We are learning to/that… ▪ add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction, with accuracy and efficiency	**1.NBT.C.4** Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models (e.g., base ten blocks) 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 and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten. We have learned to/that… ▪ compose tens when adding two-digit numbers, if necessary ▪ when adding two-digit numbers, one adds tens and tens, ones and ones ▪ add a two-digit number and a one-digit number within 100 using strategies based on place value, properties of operations,	*Prioritize* strategies based on place value in written work to strengthen the progression toward fluency with multi-digit addition and subtraction. *Incorporate* foundational work on addition and subtraction within 100 from grade 1 (1.NBT.C) to support the addition and subtraction work of grade 2. Note that grade 2 students are not expected to be fluent with three-digit sums and differences; repetitive fluency exercises are not required.

Standard and Student Learning Objectives	Previous Grade(s) Standards and Student Learning Objectives	Instructional Considerations *SAP* recommendation to preserve or reduce time in 20-21 as compared to a typical year
	and/or the relationship between addition and subtraction ▪ add a two-digit number and a multiple of 10, within 100, using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction **1.NBT.C.6** Subtract multiples of 10 in the range 10–90 from multiples of 10 in the range 10–90 (positive or zero differences), 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 and explain the reasoning used. We have learned to/that… ▪ subtract multiples of 10 from multiples of 10 using strategies based on place value or properties of operations (multiples of 10 less than or equal to 90) ▪ explain the reasoning used when subtracting multiples of 10 from multiples of 10 (multiples of 10 less than or equal to 90)	

Grade 2: New Jersey Student Learning Standards for Mathematics - Prerequisite Standards and Learning Objectives

Standard and Student Learning Objectives	Previous Grade(s) Standards and Student Learning Objectives	Instructional Considerations *SAP* recommendation to preserve or reduce time in 20-21 as compared to a typical year
2.NBT.B.6 Add up to four two-digit numbers using strategies based on place value and properties of operations. We are learning to/that… ▪ add up to four two-digit numbers using place value strategies and properties of operations	**1.NBT.C.4** Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models (e.g., base ten blocks) 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 and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten. We have learned to/that… ▪ when adding two-digit numbers, one adds tens and tens, ones and ones ▪ add a two-digit number and a one-digit number within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction ▪ add a two-digit number and a multiple of 10, within 100, using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction	*Prioritize* strategies based on place value in written work to strengthen the progression toward fluency with multi-digit addition and subtraction. *Incorporate* foundational work on addition and subtraction within 100 from grade 1 (1.NBT.C) to support the addition and subtraction work of grade 2. Note that grade 2 students are not expected to be fluent with three-digit sums and differences; repetitive fluency exercises are not required.

Standard and Student Learning Objectives	Previous Grade(s) Standards and Student Learning Objectives	Instructional Considerations *SAP* recommendation to preserve or reduce time in 20-21 as compared to a typical year
2.NBT.B.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. We are learning to/that… ▪ use concrete models and a place value strategy to add and subtract within 1000, and relate the written strategy to the model ▪ use drawings and a place value strategy to add and subtract within 1000, and relate the written strategy to the drawing ▪ use concrete models and a strategy based on properties of operations and/or the relationship between addition and subtraction to add and subtract within 1000, and relate the written strategy to the model ▪ use drawings and a strategy based on properties of operations and/or the relationship between addition and subtraction to add and subtract within	**1.NBT.C.4** Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models (e.g., base ten blocks) 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 and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten. We have learned to/that… ▪ add a two-digit number and a one-digit number within 100 using concrete models (e.g., base ten blocks) or drawings ▪ add a two-digit number and a one-digit number within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction ▪ add a two-digit number and a multiple of 10, within 100, using concrete models (e.g., base ten blocks) or drawings ▪ add a two-digit number and a multiple of 10, within 100, using strategies based on place value, properties of operations,	*Prioritize* strategies based on place value in written work to strengthen the progression toward fluency with multi-digit addition and subtraction. *Incorporate* foundational work on addition and subtraction within 100 from grade 1 (1.NBT.C) to support the addition and subtraction work of grade 2. Note that grade 2 students are not expected to be fluent with three-digit sums and differences; repetitive fluency exercises are not required.

Standard and Student Learning Objectives	Previous Grade(s) Standards and Student Learning Objectives	Instructional Considerations *SAP* recommendation to preserve or reduce time in 20-21 as compared to a typical year
1000, and relate the written strategy to the drawing	and/or the relationship between addition and subtraction **1.NBT.C.6** Subtract multiples of 10 in the range 10–90 from multiples of 10 in the range 10–90 (positive or zero differences), 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 and explain the reasoning used. We have learned to/that… ▪ subtract multiples of 10 from multiples of 10 using concrete models or drawings ▪ subtract multiples of 10 from multiples of 10 using strategies based on place value or properties of operations (multiples of 10 less than or equal to 90) ▪ explain the reasoning used when subtracting multiples of 10 from multiples of 10 (multiples of 10 less than or equal to 90)	

Grade 2: New Jersey Student Learning Standards for Mathematics - Prerequisite Standards and Learning Objectives

Domain: Measurement and Data

Standard and Student Learning Objectives	Previous Grade(s) Standards and Student Learning Objectives	Instructional Considerations SAP recommendation to preserve or reduce time in 20-21 as compared to a typical year
2.MD.A.1 Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes. We are learning to/that… ▪ measure lengths of objects after selecting appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes	**1.MD.A.2** Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps. We have learned to/that… ▪ the length of an object is the number of same-size length units that span it with no gaps or overlaps ▪ express the length of an object as a whole number of length units, by laying multiple copies of a shorter object end to end	*Integrate* lessons and practice on comparing and estimating lengths (2.MD.A.2, 2.MD.A.3, 2.MD.A.4) into the work of measuring length with tools (2.MD.A.1) in order to *reduce* the amount of time spent on this cluster. *Limit* the amount of required student practice. **Note*:*** While the standards in cluster 2.MD.A are Major Work of the Grade, during the 2020-21 school year, it is recommended that they receive lighter treatment.
2.MD.A.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. We are learning to/that… ▪ measure the length of an object twice using different units of measure	n/a	*Integrate* lessons and practice on comparing and estimating lengths (2.MD.A.2, 2.MD.A.3, 2.MD.A.4) into the work of measuring length with tools (2.MD.A.1) in order to *reduce* the amount of time spent on this cluster. *Limit* the amount of required student practice. **Note*:*** While the standards in cluster 2.MD.A are Major Work of the Grade, during the

Standard and Student Learning Objectives	Previous Grade(s) Standards and Student Learning Objectives	Instructional Considerations *SAP* recommendation to preserve or reduce time in 20-21 as compared to a typical year
describe how two different measurements of an object relate to the size of the measurement unit chosen		2020-21 school year, it is recommended that they receive lighter treatment.
2.MD.A.3 Estimate lengths using units of inches, feet, centimeters, and meters. We are learning to/that… ▪ estimate lengths of objects using the units of inches, feet, centimeters, or meters	n/a	*Integrate* lessons and practice on comparing and estimating lengths (2.MD.A.2, 2.MD.A.3, 2.MD.A.4) into the work of measuring length with tools (2.MD.A.1) in order to *reduce* the amount of time spent on this cluster. *Limit* the amount of required student practice. **Note*:*** While the standards in cluster 2.MD.A are Major Work of the Grade, during the 2020-21 school year, it is recommended that they receive lighter treatment.
2.MD.A.4 Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit We are learning to/that… ▪ measure to determine how much longer one object is than the other and express the difference in length using a standard unit of length	n/a	*Integrate* lessons and practice on comparing and estimating lengths (2.MD.A.2, 2.MD.A.3, 2.MD.A.4) into the work of measuring length with tools (2.MD.A.1) in order to *reduce* the amount of time spent on this cluster. *Limit* the amount of required student practice. **Note*:*** While the standards in cluster 2.MD.A are Major Work of the Grade, during the 2020-21 school year, it is recommended that they receive lighter treatment.

Grade 2: New Jersey Student Learning Standards for Mathematics - Prerequisite Standards and Learning Objectives

Standard and Student Learning Objectives	Previous Grade(s) Standards and Student Learning Objectives	Instructional Considerations *SAP* recommendation to preserve or reduce time in 20-21 as compared to a typical year
2.MD.B.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. We are learning to/that… ▪ add and subtract within 100 to solve word problems that involve lengths of the same units ▪ use equations with a symbol for the unknown and drawings, such as drawings of rulers, to represent the problem	**1.NBT.C.4** Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models (e.g., base ten blocks) 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 and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten. We have learned to/that… ▪ compose tens when adding two-digit numbers, if necessary ▪ when adding two-digit numbers, one adds tens and tens, ones and ones ▪ add a two-digit number and a one-digit number within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction ▪ add a two-digit number and a multiple of 10, within 100, using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction	*Ensure* word problems represent all grade 2 problem types and refer to guidance for 2.OA.A.

Standard and Student Learning Objectives	Previous Grade(s) Standards and Student Learning Objectives	Instructional Considerations *SAP* recommendation to preserve or reduce time in 20-21 as compared to a typical year
	1.NBT.C.6 Subtract multiples of 10 in the range 10–90 from multiples of 10 in the range 10–90 (positive or zero differences), 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 and explain the reasoning used. We have learned to/that… ▪ subtract multiples of 10 from multiples of 10 using strategies based on place value or properties of operations (multiples of 10 less than or equal to 90) ▪ explain the reasoning used when subtracting multiples of 10 from multiples of 10 (multiples of 10 less than or equal to 90)	
2.MD.B.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 We are learning to/that… ▪ use equally spaced points of a number line to represent whole numbers as lengths from 0	n/a	For curricula and lessons that are well aligned to representing lengths on number line diagrams as detailed in this standard, *no special considerations* for shifting how time is dedicated are recommended. Time spent on instruction and practice should **not** be reduced.

Standard and Student Learning Objectives	Previous Grade(s) Standards and Student Learning Objectives	Instructional Considerations SAP recommendation to preserve or reduce time in 20-21 as compared to a typical year
▪ represent whole number sums within 100 on a number line diagram ▪ represent whole number differences within 100 on a number line diagram		
2.MD.C.7 Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m. We are learning to/that… ▪ use analog and digital clocks to tell time to the nearest five minutes using a.m. and p.m.	**1.MD.B.3** Tell and write time in hours and half-hours using analog and digital clocks. We have learned to/that… ▪ tell and write time to the hour using analog and digital clocks ▪ tell and write time to the half-hour using analog and digital clocks	*Combine* lessons in order to reduce the amount of time spent on time and money. *Emphasize* denominations that support place value understanding such as penny-dime-dollar. *Limit* the amount of required student practice.
2.MD.C.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? We are learning to/that… ▪ determine the total amount of money by counting combinations of dollar bills, quarters, dimes, nickels, and pennies using the $ and ¢ symbols appropriately ▪ solve word problems involving dollar bills, quarters, dimes, nickels, and pennies using the $ and ¢ symbols appropriately	**1.NBT.C.4** Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models (e.g., base ten blocks) 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 and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten. We have learned to/that…	*Combine* lessons in order to reduce the amount of time spent on time and money. *Emphasize* denominations that support place value understanding such as penny-dime-dollar. *Limit* the amount of required student practice.

Standard and Student Learning Objectives	Previous Grade(s) Standards and Student Learning Objectives	Instructional Considerations *SAP* recommendation to preserve or reduce time in 20-21 as compared to a typical year
	▪ add a two-digit number and a one-digit number within 100 using concrete models (e.g., base ten) or drawings ▪ add a two-digit number and a one-digit number within 100 using strategies based on place value or properties of operations ▪ add a two-digit number and a multiple of 10, within 100, using concrete models (e.g., base ten blocks) or drawings ▪ add a two-digit number and a multiple of 10, within 100, using strategies based on place value or properties of operations	
2.MD.D.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. We are learning to/that… ▪ generate measurement data by measuring lengths, to the nearest whole unit, of several objects ▪ generate measurement data by measuring the same object multiple times ▪ record measurements in a line plot whose horizontal scale is in whole number units	**1.MD.A.1** Order three objects by length; compare the lengths of two objects indirectly by using a third object. We have learned to/that… ▪ length is measured from one endpoint to another	*Eliminate* lessons on generating measurement data (2.MD.D.9) and creating picture/bar graphs (2.MD.D.10). *Integrate* data displays only as settings for addition/subtraction word problems.

Grade 2: New Jersey Student Learning Standards for Mathematics - Prerequisite Standards and Learning Objectives

Standard and Student Learning Objectives	Previous Grade(s) Standards and Student Learning Objectives	Instructional Considerations SAP recommendation to preserve or reduce time in 20-21 as compared to a typical year
2.MD.D.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. We are learning to/that… ▪ draw a picture graph to represent a data set with up to four categories ▪ draw a bar graph to represent a data set with up to four categories ▪ use information from a bar graph to solve simple put together, take-apart, and compare problems	**1.MD.C.4** Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another. We have learned to/that… ▪ organize and represent data with up to three categories ▪ interpret data with up to three categories by stating observations about the data ▪ ask and answer questions about the total number of data points, the number in each category, and how many more or less are in one category than in another	*Eliminate* lessons on generating measurement data (2.MD.D.9) and creating picture/bar graphs (2.MD.D.10). *Integrate* data displays only as settings for addition/subtraction word problems.

Grade 2: New Jersey Student Learning Standards for Mathematics - Prerequisite Standards and Learning Objectives

Domain: Geometry

Standard and Student Learning Objectives	Previous Grade(s) Standards and Student Learning Objectives	Instructional Considerations SAP recommendation to preserve or reduce time in 20-21 as compared to a typical year
2.G.A.1 Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes. We are learning to/that… ▪ recognize and draw shapes based on their attributes, such as a given number of angles or a given number of equal faces ▪ identify cubes, triangles, quadrilaterals, pentagons, and hexagons	**1.G.A.1** Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes. We have learned to/that… ▪ distinguish between defining and non-defining attributes ▪ build and draw shapes that have particular defining attributes	*Combine* lessons to address key concepts on reasoning with shapes and their attributes to reduce the amount of time spent on this cluster. *Limit* the amount of required student practice.
2.G.A.2 Partition a rectangle into rows and columns of same-size squares and count to find the total number of them. We are learning to/that… ▪ partition a rectangle into rows and columns of same-size squares and count to find the total number of same size squares	**1.G.A.3** Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares We have learned to/that… ▪ partition means to split a shape into smaller parts, also called shares ▪ decomposing shapes into more equal shares creates smaller shares	*Combine* lessons to address key concepts on reasoning with shapes and their attributes in order to reduce the amount of time spent on this cluster. *Limit* the amount of required student practice.

Standard and Student Learning Objectives	Previous Grade(s) Standards and Student Learning Objectives	Instructional Considerations *SAP* recommendation to preserve or reduce time in 20-21 as compared to a typical year
	▪ partition circles and rectangles into two equal shares and describe each share using the word "halves" or the phrase "half of" ▪ partition circles and rectangles into four equal shares and describe each share using the word "fourths" or the phrase "fourth of"	
2.G.A.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. We are learning to/that… ▪ partition circles and rectangles into two, three, or four equal shares ▪ describe the shares using the words halves, thirds, fourths, half of, a third of, or fourth of ▪ describe the whole as two halves, three thirds, four fourths ▪ recognize that equal shares of identical wholes need not have the same shape	**1.G.A.3** Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares We have learned to/that… ▪ partition means to split a shape into smaller parts, also called shares ▪ partition circles and rectangles into two equal shares and describe each share using the word "halves" or the phrase "half of" ▪ partition circles and rectangles into four equal shares and describe each share using the word "fourths" or the phrase "fourth of" ▪ decomposing shapes into more equal shares creates smaller shares	*Combine* lessons to address key concepts on reasoning with shapes and their attributes in order to reduce the amount of time spent on this cluster. *Limit* the amount of required student practice.