2nd Grade Math Standards – Learning Targets

Standards	Learning Target(s)	Social Studies Skills	Vocabulary
MGSE2.NBT.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: 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).	● I can understand that the three digits of a three-digit number represent amounts of hundreds. ● I can understand that three digits of a three-digit number represent amounts of tens. ● I can understand that three digits of a three-digit number represent amounts of ones.	Understand	
MGSE2.NBT.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.	● I can Fluently add within 100 using strategies based on place value. ● I can Fluently add within 100 using strategies based on properties of operations. ● I can Fluently add within 100 using strategies based on and/or the relationship between addition. ● I can Fluently subtract within 100 using strategies based on place value. ● I can Fluently subtract within 100 using strategies based properties of operations. ● I can Fluently subtract within 100 using strategies based and/or the relationship between addition and subtraction.	fluently add fluently subtract	

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MGSE2.NBT.6 Add up to four two-digit numbers using strategies based on place value and properties of operations.	• I can Add up to four two-digit numbers using strategies based on place value. • I can Add up to four two-digit numbers using strategies based on properties of operations.	Add	
MGSE2.NBT.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.	• I can Add within 1000, using concrete models. • I can Add within 1000, using drawings . • I can Add within 1000, using strategies based on place value. • I can Add within 1000, using properties of operations. • I can Add within 1000, using the relationship between addition relate the strategy to a written method. • I can Subtract within 1000, using concrete models. • I can Subtract within 1000, using drawings . • I can Subtract within 1000, using strategies based on place value. • I can Subtract within 1000, using properties of operations. • I can Subtract within 1000, using the relationship between addition relate the strategy to a written method.	Add Subtract	
MGSE2.NBT.8 Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a	• I can mentally add 10 to a given number 100–900. • I can mentally add 100 to a given number 100–900. • I can mentally subtract 10 to a given number 100–900. • I can mentally subtract 100 to a given number 100–900.	Mentally Add Mentally Subtract	

given number 100–900	• I can explain why addition strategies work using place value. • I can explain why addition strategies work using the properties of operations. • I can explain why subtraction strategies work using place value. • I can explain why subtraction strategies work using the properties of operations.	Explain	
MGSE2.MD.1 Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.	• I can measure the length of an object by selecting appropriate tools such as rulers. • I can measure the length of an object by selecting appropriate tools such as yardsticks. • I can measure the length of an object by selecting appropriate tools such as meter sticks. • I can measure the length of an object by selecting appropriate tools such as measuring tapes. • I can measure the length of an object by using appropriate tools such as rulers. • I can measure the length of an object by using appropriate tools such as yardsticks. • I can measure the length of an object by using appropriate tools such as meter sticks. • I can measure the length of an object by using appropriate tools such as measuring tapes.	Measure	
MGSE2.MD.2 Measure the length of an object twice, using length units of different measurements; describe how the two measurements relate to the size of the unit chosen. Understand the relative size of units in different systems of measurement.	• I can Measure the length of an object twice using length units of different measurements. • I can describe how the two measurements relate to the size of the unit chosen. • I can understand the relative size of units in different systems of measurements.	Measure	

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MGSE2.MD.3 Estimate lengths using units of inches, feet, centimeters, and meters.	• I can estimate lengths using units of inches. • I can estimate lengths using units of feet. • I can estimate lengths using units of centimeters. • I can estimate lengths using units of meters.	Estimtate	
MGSE2.MD.4 Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.	• I can Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.		
MGSE2.MD.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.	• I can Use addition within 100 to solve word problems involving lengths that are given in the same units. • I can Use addition within 100 to solve word problems involving lengths that are given in the same units equations with a symbol for the unknown number to represent the problem. • I can Use subtraction within 100 to solve word problems involving lengths that are given in the same units. • I can Use subtraction within 100 to solve word problems involving lengths that are given in the same units and equations with a symbol for the unknown number to represent the problem.	Use	

MGSE2.MD.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.	● I can represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0,1,2,..., ● I can 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. ● I can represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0,1,2,...differences within 100 on a number line diagram.	Represent	

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Standards	Learning Target(s)	Reading Skills	Vocabulary
MGSE2.MD.7 Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.	● I can tell time from analog clocks to the nearest five minutes using a.m. ● I can tell time from analog clocks to the nearest five minutes using p.m. ● I can write time from digital clocks to the nearest five minutes using a.m. ● I can write time from digital clocks to the nearest five minutes using p.m.	Tell	
MGSE2.MD.8 Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ and ¢ symbols appropriately.	● I can solve word problems involving dollar bills. ● I can solve word problems involving quarters. ● I can solve word problems involving dimes. ● I can solve word problems involving nickels. ● I can solve word problems involving pennies. ● I can solve word problems using $ symbols appropriately. ● I can solve word problems using ¢ symbols appropriately.	Solve	
MGSE2.MD.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.	● I can generate measurement data by measuring lengths of several objects to the nearest whole unit. ● I can generate measurement data by measuring lengths of several objects to the nearest whole unit by making repeated measurements of the same object. ● I can show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.	Generate	

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MGSE2.MD.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 10 using information presented in a bar graph.	● I can draw a picture graph (with single-unit scale) to represent a data set with up to four categories. ● I can draw a bar graph(with single-unit scale) to represent a data set with up to four categories. ● I can solve simple put-together problems 10 using information presented in a bar graph. ● I can solve simple take-apart problems 10 using information presented in a bar graph. ● I can compare simple problems 10 using information presented in a bar graph.	Draw Solve Compare	
MGSE2.G.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.	● I can recognize shapes having specified attributes. ● I can recognize shapes having such as a given number of angles. ● I can recognize shapes having or a given number of equal faces. ● I can draw shapes having specified attributes. ● I can draw shapes having specified attributes such as a given number of angles. ● I can draw shapes having specified attributes or a given number of equal faces. ● I can identify triangles. ● I can identify quadrilaterals. ● I can identify hexagons. ● I can identify cubes.	Recognize	
MGSE2.G.2 Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.	● I can partition a rectangle into rows same-size squares. ● I can partition a rectangle into columns same-size squares. ● I can partition a rectangle into rows same-size and count to find the total number of them. ● I can partition a rectangle into columns same size and count to find the total number of them.	Partition	

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MGSE2.G.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.	● I can partition circles into two equal shares. ● I can partition circles into three equal shares. ● I can partition circles into four equal shares. ● I can partition circles into two equal shares and describe the shares using the words halves. ● I can partition circles into two equal shares and describe the shares using the words thirds. ● I can partition circles into two equal shares and describe the shares using the words half of. ● I can partition circles into two equal shares and describe the shares using the words a third of, etc… ● I can partition rectangles into two equal shares. ● I can partition rectangles into three equal shares. ● I can partition rectangles into four equal shares. ● I can partition rectangles into two equal shares and describe the shares using the words halves. ● I can partition rectangles into two equal shares and describe the shares using the words thirds. ● I can partition rectangles into two equal shares and describe the shares using the words half of. ● I can partition rectangles into two equal shares and describe the shares using the words a third of, etc… ● I can describe the whole as two halves. ● I can describe the whole as three thirds. ● I can describe the whole as four fourths. ● I can recognize that equal shares of identical wholes need not have the same shape.	Partition	

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