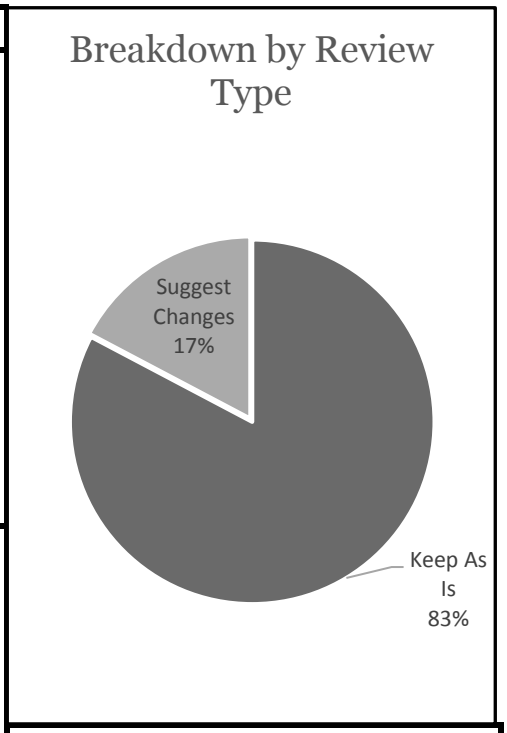
Grade 2 Math Standards Summary

Total Reviews	793		
Keep As Is	656	Educator	364
		Elected Official	0
		Institution or Higher Education Faculty	0
		K-12 Administrator	113
		Member of Organization	1
		Other	104
		Parent/Guardian	58
		Student	16
Suggest Changes	137	Educator	90
		Elected Official	0
		Institution or Higher Education Faculty	1
		K-12 Administrator	4
		Member of Organization	0
		Other	0
		Parent/Guardian	39
		Student	1



Change Suggestions	
Removed	15
Rewritten	74
Broken Up	16
Moved to a Different Level	32

Number	Count of Keep	% of Keep	Count of Suggest Changes	% of Suggest Changes	Count of New Level	Count of New Description	Count of Broken	Count of Removed
Math.Content.2.G.A.1	25	93%	2	7%	1	1	0	0
Math.Content.2.G.A.2	21	81%	5	19%	1	1	1	2
Math.Content.2.G.A.3	22	79%	6	21%	1	3	1	1
Math.Content.2.MD.A.1	25	89%	3	11%	0	3	0	0
Math.Content.2.MD.A.2	24	83%	5	17%	2	2	0	1
Math.Content.2.MD.A.3	22	79%	6	21%	2	3	1	0
Math.Content.2.MD.A.4	25	100%	0	0%	0	0	0	0
Math.Content.2.MD.B.5	23	85%	4	15%	2	1	0	1
Math.Content.2.MD.B.6	21	91%	2	9%	0	2	0	0
Math.Content.2.MD.C.7	22	76%	7	24%	2	4	1	0
Math.Content.2.MD.C.8	19	54%	16	46%	5	8	3	0
Math.Content.2.MD.D.10	22	79%	6	21%	0	4	1	1
Math.Content.2.MD.D.9	20	74%	7	26%	4	1	0	2
Math.Content.2.NBT.A.1a	23	92%	2	8%	0	2	0	0
Math.Content.2.NBT.A.1b	23	92%	2	8%	1	1	0	0
Math.Content.2.NBT.A.2	26	79%	7	21%	0	6	1	0
Math.Content.2.NBT.A.3	29	97%	1	3%	0	1	0	0
Math.Content.2.NBT.A.4	27	90%	3	10%	0	3	0	0
Math.Content.2.NBT.B.5	29	94%	2	6%	0	2	0	0
Math.Content.2.NBT.B.6	25	78%	7	22%	2	4	1	0
Math.Content.2.NBT.B.7	23	64%	13	36%	2	6	3	2
Math.Content.2.NBT.B.8	28	90%	3	10%	1	0	0	2

Math.Content.2.NBT.B.9	26	87%	4	13%	2	1	0	1
Math.Content.2.OA.A.1	29	78%	8	22%	1	4	1	2
Math.Content.2.OA.B.2	27	84%	5	16%	2	3	0	0
Math.Content.2.OA.C.3	27	87%	4	13%	0	3	1	0
Math.Content.2.OA.C.4	23	77%	7	23%	1	5	1	0

Math.Content.2.G.A.1
Badly written standard. Unclear if it refers to 2D or 3D shapes. “Faces” implies 3D, yet identification is limited to 2D shapes. Inappropriate if 3D shapes are beyond squares and rectangles
Developmentally appropriate.
The standard is written clearly and grade level appropriate.
Math.Content.2.G.A.2
Please explain how you would break up the standard: Find the area of a rectangle by counting the total number of same size squares. Partition a rectangle into rows and columns of same-size squares and count to find the total number of them to find the area of the square.
Developmentally appropriate.
I do not understand the purpose of this standard.
The standard is written clearly and grade level appropriate.
They should only have to recognize how many rows, columns, and equal parts are in a partitioned rectangle.
Math.Content.2.G.A.3
Describe the shares of shapes 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. They also need to know actual fractions. Ex. 2/3, 4/5, etc.
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. Use pertinent vocabulary such as: numerator, denominator, whole, and equal parts.
Please explain how you would break up the standard: Identify equal shares. Describe the parts of partitioned circles and rectangles as the number of parts shaded out of the total number of parts. Identify that two halves, three thirds, four fourths, etc. equal one whole. 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., Recognize that equal shares of identical wholes need not have the same shape.
Developmentally appropriate.
Essentially repeats the premature and inappropriate grade 1 standard. It is fine here.

Just delet it can back to standard way of teaching, sometimes I feel that the teachers are more confused when teaching it,so with that being said I feel I have to teach what my child didn't get at school which is all of it. Also some(most)of his in class work is incomplete or wrong!!!!
Math.Content.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 to the nearest inch/centimeter.
Measure the length of an object by using non-standard and standard units of measure; being able to select and use appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes for accurate measurements.
Missing “to the nearest inch/centimeter” at the end of the standard.
Developmentally appropriate.
Math.Content.2.MD.A.2
Measure the length of an object twice, using length units of different lengths for the two measurements;
Measure the length of an object using two different standard units of measurements; describe how the two measurements relate to the size of the unit chosen.
Age inappropriate.
Developmentally appropriate.
Math.Content.2.MD.A.3
A stronger emphasis should be placed on actually measuring things before asking children to estimate measurements.
Estimate lengths using units of inches and feet.
Please explain how you would break up the standard: Estimate lengths using units of inches, feet, centimeters, and meters. A large gap of skills between 2nd and 3rd grade. Students are expected to make large leaps from 2nd to 3rd grades as it relates to measurement. 2nd grade students are asked to measure using appropriate tool, using unit lengths for 2 measurements to mastering the 3rd grade standard of measuring and estimating liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem. The leap is too great for students to make successfully.
Developmentally appropriate.
The standard is written clearly and grade level appropriate.
Math.Content.2.MD.A.4
Developmentally appropriate.
The standard is written clearly and grade level appropriate.
Math.Content.2.MD.B.5
Measure and compare common objects using metric and English units of length measurement, e.g., centimeter, inch.
Age inappropriate.

The standard is written clearly and grade level appropriate.
Math.Content.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. Students should only have to recognize numbers on a number line. Adding and subtracting lengths on a number line should be optional.
Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2,..., and use a number line to find whole-number sums and differences within 100.
The standard is written clearly and grade level appropriate.
Math.Content.2.MD.C.7
CCSS2MD.7Tell and write time from analog and digital clocks to the nearest 5 minutes, using AM and PM Tell and write time from digital to analog clocks.Categorize common a.m. and p.m. activities."• Circle • ½ and ¼• Counting by 5sMost clocks students have in their environment do not delineate between a.m. and p.m. However, beginning to categorize data is a crucial skill across all subjects."
Fluently tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m. Tell time using vocabulary such as: quarter-after, quarter-to, half-past, etc. Calculate the time an event takes place from elapsed time using a number line.
In 2nd grade students should be able to tell time at quarter-hour intervals on analog and digital clocks using a.m. and p.m.
Please explain how you would break up the standard: Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m. Build a better bridge in time between 2nd and 3rd grade. It goes from very, very general to very, very specific in 3rd grade.
Developmentally appropriate.
Students need to focus more on analog clocks and not rely on digital clocks so that telling time comes as second-nature.
Math.Content.2.MD.C.8
[Money is not "measured", it is counted. This is a very significant distinction! The altered standard should be in NBT instead of MD.] Know the comparative values of pennies, nickels, dimes, and quarters. Count out sums to fifty cents and represent amounts using the cents symbol.
Grade 2 is too late to start with money. It is a grade 1 standard in Singapore. In this grade 2 standard it should include “combinations of dollar bills, quarters, dimes, nickels, and pennies” like Singapore grade 2 does.
Identify and count money using mixed coins and dollar bills. Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ and ¢ symbols appropriately.
Please explain how you would break up the standard: Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ and ¢ symbols appropriately. Students need to learn to identify and count money as well.

Please explain how you would break up the standard: Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ and ¢ symbols appropriately. This standard can be included with other math contents such as 2.OA.A.1 & 2.OA.B.2.
Please explain how you would break up the standard: The standard is great as written, if the students had a background with money. I think that the foundation skills of money (i.e. identification, value, counting same and mixed groups of coins) should be taught in 1st grade. This will would give the students a background that is greatly needed when teaching this standard. Having this background would then allow the teachers to focus on strategies of solving the world problem, and not having to focus first on the foundations of money. This background would also be beneficial to the students so they feel more confident in solving a word problem related to money. If this foundation could not be moved to 1st grade, then I feel that this standard should have an introductory standard. Introductory Standard: Identify and count groups of dollar bills, quarters, dimes, nickels, and pennies, using $ and ¢ symbols appropriately. Then keep this standard: Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ and ¢ symbols appropriately.
Solve basic arithimitic problems using dollars and cents (students understand how to add and subtract using decimals). Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ and ¢ symbols appropriately.
Solve word problems involving quarters, dimes, nickels, and pennies, up to $1.00 using ¢ symbol appropriately. Above $1.00 should be 3rd grade. Students also need to learn about coins and adding coins in 1st grade.
Developmentally appropriate.
Money should be introduced in Kindergarten in order for students to build on it in first grade. Then they proceed to word problems in 2nd.
Math.Content.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.
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. It's ok to have students draw a graph, but I think it is also important to have them learn to use all types of graphs correctly.
Organize, classify, represent, and interpret data using tallies, charts, tables, bar graphs, pictographs, and Venn diagrams; interpret the representations. Use interviews, surveys, and observations to gather data about themselves and their surroundings.

Please explain how you would break up the standard: Solve simple put-together, take-apart, and compare problems using information presented in a bar graph or pictograph. Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories.
Age inappropriate.
Developmentally appropriate.
The standard is written clearly and grade level appropriate.
Math.Content.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 or use any type of graph as you see fit.
Age inappropriate.
Developmentally appropriate.
The standard is written clearly and grade level appropriate.
This standard needs to be rewritten.
Math.Content.2.NBT.A.1a
10 units can be thought of as ten ones - called a “ten.” 100 can be thought of as a bundle of ten tens - called a “hundred.” 1000 can be thought of as a bundle of ten hundreds - called a “thousand.”
Name and write (in numerals) whole numbers to 1000, identify the place values of the digits, and order the numbers.
Attainable
Developmentally appropriate.
Math.Content.2.NBT.A.1b
Name and write (in numerals) whole numbers to 1000, identify the place values of the digits, and order the numbers.
Developmentally appropriate
This standard is worded clearly and is grade appropriate.
Math.Content.2.NBT.A.2
Count within 1000; skip count by 100s.
Count within 1000; skip-count by 5s, 10s, and 100s beginning and ending with any number within 1000.
Count within 1000; skip-count by 5s, 10s, and 100s. *Count within 1000; skip-count by 2s, 10s, and 100s.
Count within 1000; skip-count by 5s, 10s, and 100s. Count within 1000; skip-count by 2s, 5s, 10s, and 100s.

Please explain how you would break up the standard: Count within 1000. Skip-count by 5s, 10s, and 100s.
Skip count by twos, fives, and tens up to at least 50, starting at any number. Name and write (in numerals) whole numbers to 1000, identify the place values of the digits, and order the numbers.
Developmentally appropriate.
Math.Content.2.NBT.A.3
Name and write (in numerals) whole numbers to 1000, identify the place values of the digits, and order the numbers.
Developmentally appropriate.
This standard is written clearly and is grade appropriate.
Math.Content.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. Create 3 new numbers from 3 digits. and compare the three numbers. Ex. You have the digits 7, 1, and 4. The smallest number I can make is 147; and the largest number I can make is 741. Another number I can make is 471; so, 147 < 471 < 741 (or) 741 > 471 > 147.
Compare two two-digit numbers based on meanings of the tens, and ones digits, using >, =, and < symbols to record the results of comparisons.
Compare whole numbers using terms and symbols, e.g., less than, equal to, greater than (<, =, >). Write number sentences using +, –, <, = , and/or > to represent mathematical relationships in everyday situations.
Math.Content.2.NBT.B.5
Fluently add and subtract 2 digit numbers using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.
Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. Strategies should be individual to the students at the teachers discretion.
Developmentally appropriate.
The standard is written clearly and grade level appropriate.
Math.Content.2.NBT.B.6
Add up to four two-digit numbers using strategies based on properties of operations.
Add up to three two-digit numbers using strategies based on place value and properties of operations.
Demonstrate in the classroom an understanding of and the ability to use the conventional algorithms for addition (two 3-digit numbers and three 2-digit numbers) and subtraction (two 3-digit numbers). Demonstrate the ability to add and subtract three-digit numbers accurately and efficiently.

Please explain how you would break up the standard: Add up to four one-digit numbers using strategies based on place value and properties of operations. Add up to four two digit numbers using strategies based on place value and properties of persons should be grade 3.
Consider including "by finding partners for 10" before the "using strategies based on place value and properties of operations" part of this standard so that it reads: "by finding partners for 10 and using strategies based on place value and properties of operations".
Developmentally appropriate.
The standard is written clearly and grade level appropriate.
Math.Content.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;
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. This is too much detail for a 2nd grade standard. Students shouldn't have to rename/regroup or compose/decompose three-digit numbers in 2nd grade.
Add and subtract within 1000, using concrete models or drawings and strategies based on 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.
Please explain how you would break up the standard: 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 Explain the strategy used in written form. 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.
Please explain how you would break up the standard: 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. Show 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.

Please explain how you would break up the standard: 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; Next step: relate the strategy to a written method. Too much in one standard 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.
Age inappropriate.
Developmentally appropriate.
This particular standard is single handedly responsible for most of the anti common core worksheets that float around the internet. It MUST be fixed. It is an Ill-defined, highly prescriptive standard that is open to multiple interpretations that sends mixed signals. It is unclear what those “strategies based on place value, properties of operations, and/or the relationship between addition and subtraction” are. Further, if a “written method” (whatever it is) is known, why the need to keep relating to those strategies? If at all, standard 2.NBT.B.9 already expects this skill. Finally, it should include “fluently” as in “Fluently add and subtract within 1000,” a standard in Singapore grade 2. Replacement standards could be as simple as "Demonstrate the ability to add and subtract three-digit numbers accurately and efficiently." and "Understand and use the inverse relationship between addition and subtraction (e.g., 8 + 6 = 14 is equivalent to 14 – 6 = 8 and is also equivalent to 14 – 8 = 6) to solve problems and check solutions."
Math.Content.2.NBT.B.8
Am I wrong or does this conflict with requirements of some of the other standards?
Be sure students see and understand the pattern of doing this in various problems (the zero in each number)
Developmentally appropriate.
The standard is written clearly and grade level appropriate.
This standard is way to difficult for parents to teach as well as it is for the student to learn from school(new way) and from home(old school way)
Math.Content.2.NBT.B.9
This is poorly worded and places all of the emphasis on "why" instead of "how". "Demonstrate an understanding of various meanings of addition and subtraction, e.g., addition as combination (plus, combined with, more); subtraction as comparison (how much less, how much more), equalizing (how many more are needed to make these equal), and separation (how much remaining)."
Age inappropriate.
Developmentally appropriate.

It is critical for future success in math that students be able to explain the strategies they are using.
The standard is written clearly and grade level appropriate.
Math.Content.2.OA.A.1
Analyze word problems, up to the value of 100, in order to create and solve one-step or two-step equations utilizing key words such as "Adding to", "Taking from", Putting together", Taking apart", or "Comparing". Unknowns may be in any position within the equation. (e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.)
Please explain how you would break up the standard: Use addition and subtraction within 100 to solve a given problem.
This could be clarified a bit but the standard is appropriate for 2nd grade.
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.
Age inappropriate.
Developmentally appropriate.
I am a strong supporter of Common Core State Standards, as I believe that these standards will help Louisiana children to become better prepared for the rigors of college, and/or to become better qualified for rewarding, well-paying careers. I recognize that Common Core State Standards were developed by the states---not by the federal government---and that they are not a prescribed curriculum, but rather are a set of standards that will empower Louisiana children to be elevated to the same levels of academic achievement as their counterparts in states that maintain high expectations for their students. Please do not pander to cynical, manipulative people with political agendas who claim that Common Core State Standards are something other than a set of academically ambitious standards that were developed by the states! Since it is in the interest of our great nation to provide ambitious academic standards for our students, true patriots who love America should be strong, vocal supporters of Common Core State Standards.
It is clear and grade level appropriate.
Most of my students mastered this with a lot of practice.
Students are beginning to understand simple addition and subtraction problems so they need to extend their thinking by reading word problems and being able to understand what the problem is asking them to do. By introducing different strategies, students will be able to figure out how they can best solve the problem.

The standards for mathematics, along with ALL the state's standards for the second-grade curriculum, are simply far too complex for a child with developmental issues. I'm a very concerned parent whose had to watch my child struggle with second-grade schoolwork that was even too complex for parents who're high school graduates. My child must now repeat the 2nd grade again, and even if the state standards are modified they won't take effect for them to help our child, who is forced to endure the struggles of this curriculum again under the current standards. In general, the Common Core and these state standards do NOT cater towards the betterment of all students' education but is a serious detriment. In my opinion there wouldn't be any need for public comments or reviews on this matter if it was as beneficial to education as it was when it was implemented. As far as I'm concerned the Common Core and the state standards based on them should all be done away with. One plus one equals two no matter how you slice it; trying to teach our kids twenty other new ways to get the answer is only making an easy problem hard.
This standard as written allows me to create lessons with a broader base of instructional practices
Math.Content.2.OA.B.2
Fluently add and subtract within 20 using different strategies.
Fluently add and subtract within 20 using step by step show your work strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.
This should have been a 1st Grade standard.
Critics have said that CCSS doesn't require students to learn math facts. This shows they must and definitely needs to stay in the standards since it is critical that students not only understand but can add and subtract quickly.
Developmentally appropriate.
I agree but they need lots of repetition to achieve this.
The standard is written clearly and grade level appropriate.
Math.Content.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;
Identify odd and even numbers and determine whether a set of objects has an odd or even number of elements. Skip count by twos, fives, and tens up to at least 50, starting at any number.
Please explain how you would break up the standard: 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; Next step standard: write an equation to express an even number as a sum of two equal addends.
Developmentally appropriate.
I like it
The standard is written clearly and grade level appropriate.
Math.Content.2.OA.C.4

Please explain how you would break up the standard: Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; Next step:write an equation to express the total as a sum of equal addends.
This standard sets low expectations for 2nd grade. Singapore has “building up the multiplication tables of 2, 3, 4, 5 and 10 and committing to memory” and we could as well.
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.
Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns;
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 repeated addition equation to express the total as a sum of the equal addends.
Developmentally appropriate.
This lends itself to show students how multiplication is repeated addition.