

2ND GRADE TOOLS

2nd Grade Remediation Guide

As noted in the "[Remediation](#)" on [page 11](#) isolated remediation helps target the skills students need to more quickly access and practice on-grade level content. This chart is a reference guide for teachers to help them more quickly identify the specific remedial standards necessary for every second grade math standard⁷.

2nd Grade Standard	Previous Grade Standards	2nd Grade Standards Taught in Advance	2nd Grade Standards Taught Concurrently
<p>2.OA.A.1 (no two-step)</p> <p>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.</p>	<ul style="list-style-type: none"> • 1.OA.A.1 (equations) • 1.NBT.C.4 (no concrete or drawings) • 1.NBT.C.5 • 1.NBT.C.6 		
<p>2.OA.A.1 (no two-step; harder types)</p> <p>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.¹</p>		<ul style="list-style-type: none"> • 2.OA.A.1 (no two-step) 	<ul style="list-style-type: none"> • 2.NBT.B.5 (no fluency)
<p>2.OA.A.1 (two-step and harder one step)</p> <p>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.</p>		<ul style="list-style-type: none"> • 2.OA.A.1 (no two-step; harder types) 	<ul style="list-style-type: none"> • 2.NBT.B.5 • 2.MD.B.5 • 2.MD.C.8 • 2.MD.D.10
<p>2.OA.B.2 (fluency to 15; no memory)</p> <p>Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.</p>	<ul style="list-style-type: none"> • 1.OA.C.6 		
<p>2.OA.B.2 (no memory)</p> <p>Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.</p>		<ul style="list-style-type: none"> • 2.OA.B.2 (fluency to 15; no memory) 	
<p>2.OA.B.2</p> <p>Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.</p>		<ul style="list-style-type: none"> • 2.OA.B.2 (no memory) 	
<p>2.OA.C.3</p> <p>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.</p>	<ul style="list-style-type: none"> • 1.OA.D.7 		<ul style="list-style-type: none"> • 2.NBT.A.2

⁷ This content comes from the work of the math standards' authors found here: <http://www.edutron.com/0/Math/ccssmgraph.htm>

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<p>2.OA.C.4</p> <p>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.</p>	<ul style="list-style-type: none"> • 1.OA.D.7 		
<p>2.NBT.A.1</p> <p>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:</p> <p>a. 100 can be thought of as a bundle of ten tens — called a “hundred.”</p> <p>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).</p>	<ul style="list-style-type: none"> • 1.NBT.B.2 	<ul style="list-style-type: none"> • 2.NBT.A.2 	
<p>2.NBT.A.2</p> <p>Count within 1000; skip-count by 5s, 10s, and 100s.</p>			<ul style="list-style-type: none"> • 2.OA.C.3
<p>2.NBT.A.3</p> <p>Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.</p>		<ul style="list-style-type: none"> • 2.NBT.A.1 	
<p>2.NBT.A.4</p> <p>Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using $>$, $=$, and $<$ symbols to record the results of comparisons.</p>		<ul style="list-style-type: none"> • 2.NBT.A.1 	
<p>2.NBT.B.5 (no fluency)</p> <p>Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.</p>	<ul style="list-style-type: none"> • 1.NBT.C.4 <i>(no concrete or drawings)</i> • 1.NBT.C.5 • 1.NBT.C.6 	<ul style="list-style-type: none"> • 2.OA.B.2 <i>(no memory)</i> 	<ul style="list-style-type: none"> • 2.OA.A.1 <i>(no two-step; harder types)</i>
<p>2.NBT.B.5</p> <p>Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.</p>		<ul style="list-style-type: none"> • 2.NBT.B.5 <i>(no fluency)</i> • 2.OA.B.2 	<ul style="list-style-type: none"> • 2.OA.A.1 <i>(two-step and harder one-step)</i>
<p>2.NBT.B.6</p> <p>Add up to four two-digit numbers using strategies based on place value and properties of operations.</p>		<ul style="list-style-type: none"> • 2.NBT.A.1 • 2.NBT.B.7 <i>(no concrete or drawing)</i> 	
<p>2.NBT.B.7</p> <p>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.</p>		<ul style="list-style-type: none"> • 2.NBT.A.1 	<ul style="list-style-type: none"> • 2.NBT.B.8 • 2.NBT.B.9

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<p>2.NBT.B.7 (no concrete or drawing) 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.</p>		<ul style="list-style-type: none"> • 2.NBT.B.7 	
<p>2.NBT.B.8 Mentally add 10 or 100 to a given number 100-900, and mentally subtract 10 or 100 from a given number 100-900.</p>		<ul style="list-style-type: none"> • 2.NBT.A.1 	<ul style="list-style-type: none"> • 2.NBT.B.7 • 2.NBT.B.9
<p>2.NBT.B.9 Explain why addition and subtraction strategies work, using place value and the properties of operations.</p>	<ul style="list-style-type: none"> • 1.OA.B.3 • 1.OA.B.4 		<ul style="list-style-type: none"> • 2.NBT.B.7 • 2.NBT.B.8
<p>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.</p>	<ul style="list-style-type: none"> • 1.MD.A.2 		
<p>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.</p>		<ul style="list-style-type: none"> • 2.MD.A.1 • 2.MD.A.3 	
<p>2.MD.A.3 Estimate lengths using units of inches, feet, centimeters, and meters.</p>		<ul style="list-style-type: none"> • 2.MD.A.1 	
<p>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.</p>		<ul style="list-style-type: none"> • 2.MD.A.3 	
<p>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.</p>		<ul style="list-style-type: none"> • 2.MD.A.4 	<ul style="list-style-type: none"> • 2.OA.A.1 <i>(two-step and harder one-step)</i> • 2.MD.B.6
<p>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.</p>			<ul style="list-style-type: none"> • 2.MD.B.5 • 2.MD.D.9
<p>2.MD.C.7 Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.</p>	<ul style="list-style-type: none"> • 1.MD.B.3 		
<p>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?</p>			<ul style="list-style-type: none"> • 2.OA.A.1 <i>(two-step and harder one-step)</i>

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<p>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.</p>			<ul style="list-style-type: none"> • 2.MD.B.6
<p>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.</p>	<ul style="list-style-type: none"> • 1.MD.C.4 		<ul style="list-style-type: none"> • 2.OA.A.1 (two-step and harder one-step)
<p>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.</p>	<ul style="list-style-type: none"> • 1.G.A.1 		
<p>2.G.A.2 Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.</p>	<ul style="list-style-type: none"> • None (Introduced in 2nd Grade) 		
<p>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.</p>	<ul style="list-style-type: none"> • 1.G.A.3 	<ul style="list-style-type: none"> • 2.G.A.2 	