

| Concepts  | Competencies   | Grade Level Vocabulary   |
|---|--|--|
| <b>Place value</b>  | <p>Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones</p> <p>Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using <math>&gt;</math>, <math>=</math>, and <math>&lt;</math> symbols to record the results of comparisons.</p> <p>Count within 1000; skip-count by 5s, 10s, and 100s.</p> <p>Read and write numbers to 1000 using base-ten numerals, number names, and expanded form. (CC.2.1.2.B.1; CC.2.1.2.B.2)</p>  | <p><b>Represent and solve problems involving addition and subtraction.</b><br/>add, subtract, more, less, equal, equation, putting together, taking from, taking apart, addend, comparing, unknown</p> <p><b>Add and subtract within 20.</b><br/>add, subtract, sum, more, less, equal, equation, putting together, taking from, taking apart, addend</p> <p><b>Work with equal groups of objects to gain foundations for multiplication.</b><br/>odd, even, row, column, rectangular array, equal, addend, equation, sum</p> <p><b>Understand place value.</b><br/>hundreds, tens, ones, skip count, base-ten, <i>number names to 1,000</i> (e.g., one, two, thirty, etc.), expanded form, greater than (<math>&gt;</math>), less than (<math>&lt;</math>), equal to (<math>=</math>), digit, compare</p> <p><b>Use place value understanding and properties of operations to add and subtract.</b><br/>fluent, compose, decompose, place value, digit, ten more, ten less, one hundred more, one hundred less, add, subtract, sum, equal, addition, subtraction</p> <p><b>Measure and estimate lengths in standard units.</b><br/>about, a little less than, a</p> |
| <b>Use place value and properties of operations to add and subtract</b> | <p>Add up to four two-digit numbers using strategies based on place value and properties of operations.</p> <p>Add and subtract within 1000, 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. Explain why addition and subtraction strategies work, using place value and the properties of operations.</p> <p>Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900. (CC.2.1.2.B.3)</p> | <p><b>Understand place value.</b><br/>hundreds, tens, ones, skip count, base-ten, <i>number names to 1,000</i> (e.g., one, two, thirty, etc.), expanded form, greater than (<math>&gt;</math>), less than (<math>&lt;</math>), equal to (<math>=</math>), digit, compare</p> <p><b>Use place value understanding and properties of operations to add and subtract.</b><br/>fluent, compose, decompose, place value, digit, ten more, ten less, one hundred more, one hundred less, add, subtract, sum, equal, addition, subtraction</p> <p><b>Measure and estimate lengths in standard units.</b><br/>about, a little less than, a</p>   |
| <b>Represent and solve problems using addition and subtraction</b>      | <p>Use addition and subtraction within 100 to solve one- and two-step word problems by using drawings and equations with a symbol for the unknown number to represent the problem.</p> <p>Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20.</p> <p>Add and subtract within 20. Use strategies such as counting on; making ten; decomposing a number leading to a ten; using the relationship</p>  | <p><b>Use place value understanding and properties of operations to add and subtract.</b><br/>fluent, compose, decompose, place value, digit, ten more, ten less, one hundred more, one hundred less, add, subtract, sum, equal, addition, subtraction</p> <p><b>Measure and estimate lengths in standard units.</b><br/>about, a little less than, a</p>  |

| Concepts  | Competencies   | Grade Level Vocabulary  |
|---|--|---|
|   | <p>between addition and subtraction; and creating equivalent but easier or known sums.</p> <p>Apply properties of operations as strategies to add and subtract (commutative property of addition; associative property of addition).</p> <p>Understand subtraction as an unknown-addend problem. <i>For example, subtract <math>10 - 8</math> by finding the number that makes 10 when added to 8</i> (CC.2.2.2.A.1)</p> | <p>little more than, longer, shorter, measure, standards units, units, customary, metric, inch, foot, centimeter, tools, ruler, meter, centimeter, ruler, yardstick, meter stick, measuring tape, estimate, sums, differences</p> <p><b>Relate addition and subtraction to length.</b><br/>inch, foot, yard, centimeter, meter, ruler, yardstick, meter stick, measuring tape, estimate, length, equation, number line, equally spaced, point, addition, subtraction, unknown, sums, differences, measure, standard units, customary, metric, units, sums, differences</p> <p><b>Work with time and money.</b><br/>time, hour hand, minute hand, hour, minute, a.m., p.m., o'clock, <i>multiples of 5</i> (e.g., five, ten, fifteen, etc.), analog clock, digital clock, quarter 'til, quarter after, half past, quarter hour, half hour, thirty minutes before, 30 minutes after, 30 minutes until, 30 minutes past, quarter, dime, nickel, dollar, cent(s), \$, ¢, heads, tails</p> |
| <b>Properties of operations</b>                       | Fluently add and subtract within 20 using mental strategies. (CC.2.2.2.A.2)  |   |
| <b>Equal groups of objects</b>                        | <p>Determine whether a group of objects (up to 20) has an odd or even number of members and write an equation to express an even number as a sum of two equal addends.</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. (CC.2.2.2.A.3)</p>                                |   |
| <b>Reason with shapes and their attributes</b>        | Recognize and draw shapes having specified attributes. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes. (CC.2.3.2.A.1)  |   |
| <b>Fractions</b>                                      | Partition circles and rectangles into two, three, or four equal shares, Recognize that equal shares of identical wholes need not have the same shape (CC.2.3.2.A.2)  |   |
| <b>Measure and estimate lengths in standard units</b> | <p>Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.</p> <p>Measure the same length with different-sized units then discuss the measurement made with the smaller unit is more than the measurement made with the larger unit and vice versa.</p> <p>Estimate lengths using units of inches, feet, centimeters, and meters.</p>    | <p><b>Represent and interpret data.</b><br/>collect, organize, display, show, data, attribute, sort, line plot, picture graph, bar graph, question, category, chart, table, most, least, more than, less than, about, same, different, measure,</p>   |

Grade 2 - Mathematics

| Concepts   | Competencies   | Grade Level Vocabulary  |
|--|--|---|
|  | <p>Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit. (CC.2.4.2.A.1)</p>  | <p>inch, foot, yard, centimeter, meter, length</p>  |
| <b>Time and money</b>                            | <p>Tell and write time from analog and digital clocks to the nearest five minutes.</p> <p>Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. (CC.2.4.2.A.2)</p>  | <p><b>Reason with shapes and their attributes.</b></p> <p>attribute, feature, angle, side, triangle, quadrilateral, square, rectangle, trapezoid, pentagon, hexagon, cube, face, edge, vertex, surface, figure, shape, closed, open, partition, equal size, equal shares, half, halves, thirds, half of, a third of, whole, two halves, three thirds, four fourths, rows, columns</p> |
| <b>Represent and interpret data</b>              | <p>Make a line plot to show measurement data of the lengths of several objects to the nearest whole-number unit.</p> <p>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 the graph. (CC.2.4.2.A.3)</p>   | <p>From previous grades:<br/>circle, square, sphere, half-circle, quarter-circle, cone, prism, cylinder, trapezoid</p>  |
| <b>Relate addition and subtraction to length</b> | <p>Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units by using drawings and equations with a symbol for the unknown number to represent the problem.</p> <p>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. (CC.2.4.2.A.4)</p> |   |