



**2011–2012  
Grade 2**

This document serves as a guide for the transition from the Nevada State Standards (NSS) to the Common Core State Standards (CCSS). Users of this document should also refer to the Grade 2 Introduction and Narrative, and the Glossary of the CCSS.

The table below lists the Common Core State Standards to be introduced into Grade 2 in school year 2011–2012 replacing the Nevada State Standards. Corresponding Nevada State Standards are listed where the content matches in whole or in part. In many cases, the expectations of the CCSS exceed the NSS. Teachers must move their instruction, and therefore their students’ mathematical knowledge, from the level of the NSS to the CCSS. Teachers must also incorporate the *Standards for Mathematical Practice* included in the CCSS into instruction to complete students’ educational experiences. Some additional clarification is provided in the comments column.

<b>Operations and Algebraic Thinking</b>			
<b>Represent and solve problems involving addition and subtraction.</b>			
<b>Common Core State Standard (CCSS)</b>	<b>Nevada State Standard (NSS)</b>	<b>Change<sup>1</sup></b>	<b>Comments</b>
2.OA.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.  <i>Note: See CCSS Glossary, Table 1</i>	1.3.8 Generate and solve two-step addition and subtraction problems and one-step multiplication problems based on practical situations.  Model addition, subtraction, multiplication, and division in a variety of ways.  Use mathematical vocabulary and symbols to describe multiplication and division.	-1	Extend solving one-step addition and subtraction problems in the NSS to two-step word problems.  This CCSS explicitly defines problem types.
	2.3.2 Model, explain, and solve open number sentences involving addition, subtraction, and multiplication facts.  Use variables and open sentences to express relationships.	-1	
<b>Add and subtract within 20.</b>			
<b>Common Core State Standard (CCSS)</b>	<b>Nevada State Standard (NSS)</b>	<b>Change<sup>1</sup></b>	<b>Comments</b>
2.OA.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.  <i>Note: See standard 1.OA.6 for a list of mental strategies.</i>	1.2.5 Identify and model basic addition facts (sums to 18) and the corresponding subtraction facts.  Immediately recall basic addition facts (sums to 18) and the corresponding subtraction facts.	0	This CCSS focuses on fluency with addition/subtraction within 20.

<sup>1</sup> Grade Level Change from current NSS to CCSS. (i.e., -1 indicates that the NSS was previously taught in the grade above.)



**Operations and Algebraic Thinking**

Work with equal groups of objects to gain foundations for multiplication.

Common Core State Standard (CCSS)	Nevada State Standard (NSS)	Change <sup>1</sup>	Comments
2.OA.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.			
2.OA.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.			

**Number and Operations in Base Ten**

Understand place value.

Common Core State Standard (CCSS)	Nevada State Standard (NSS)	Change <sup>1</sup>	Comments
2.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.”	1.2.1 Identify, use, and model place value positions of 1’s, 10’s and 100’s.  Identify the value of a given digit in the 1’s, 10’s and 100’s place.	0	“Identify, use and model” in the NSS is the intent in this CCSS for “understand”.
2.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:  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).	1.2.1 Identify, use, and model place value positions of 1’s, 10’s and 100’s.  Identify the value of a given digit in the 1’s, 10’s and 100’s place.	0	“Identify, use and model” in the NSS is the intent in this CCSS for “understand”.
2.NBT.2 Count within 1000; skip-count by 5s, 10s, and 100s.	1.2.4 Use number patterns to skip count.	0	Extend skip counting in the NSS skip to include beginning with any number, not just a multiple of 5, 10, or 100.

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<b>Number and Operations in Base Ten</b>			
<b>Understand place value.</b>			
<b>Common Core State Standard (CCSS)</b>	<b>Nevada State Standard (NSS)</b>	<b>Change<sup>1</sup></b>	<b>Comments</b>
2.NBT.3 Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.	1.2.3 Read, write, compare, and order numbers from 0–999.  Identify ordinal positions first to twentieth.  Read and write number words to 20.  Create, compare, and describe sets of objects and numbers from 0–999 as greater than, less than, or equal to (>, <, =).	0	Extend writing of numbers in the NSS to include number names and expanded form to 1000.
2.NBT.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.	1.2.3 Read, write, compare, and order numbers from 0–999.  Identify ordinal positions first to twentieth.  Read and write number words to 20.  Create, compare, and describe sets of objects and numbers from 0–999 as greater than, less than, or equal to (>, <, =).	0	
<b>Use place value understanding and properties of operations to add and subtract.</b>			
<b>Common Core State Standard (CCSS)</b>	<b>Nevada State Standard (NSS)</b>	<b>Change<sup>1</sup></b>	<b>Comments</b>
2.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.			The intent of this CCSS is to build conceptual understanding of addition and not to teach an algorithm.
2.NBT.6 Add up to four two-digit numbers using strategies based on place value and properties of operations.			The intent of this CCSS is to build conceptual understanding of addition and not to teach an algorithm.
2.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. 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.	1.3.7 Add and subtract two- and three-digit numbers with and without regrouping.  Add and subtract decimals using money as a model.	-1	Extend the computation of whole numbers in the NSS to using multiple strategies.  The intent of this CCSS is to build conceptual understanding of addition and not to teach an algorithm.

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**Number and Operations in Base Ten**  
 Use place value understanding and properties of operations to add and subtract.

Common Core State Standard (CCSS)	Nevada State Standard (NSS)	Change <sup>1</sup>	Comments
2.NBT.8 Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900.			
2.NBT.9 Explain why addition and subtraction strategies work, using place value and the properties of operations. <i>Note: Explanations may be supported by drawings or objects.</i>			

**Measurement and Data**  
 Measure and estimate lengths in standard units.

Common Core State Standard (CCSS)	Nevada State Standard (NSS)	Change <sup>1</sup>	Comments
2.MD.1 Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.	3.4.2 Measure length, area, temperature, and weight to a required degree of accuracy in customary and metric systems.	-2	This CCSS uses measures of length only.
2.MD.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.			
2.MD.3 Estimate lengths using units of inches, feet, centimeters, and meters.	3.4.1 Estimate and convert units of measure for length, area, and weight within the same measurement system (customary and metric).  Estimate temperature in practical situations.	-2	The intent of this CCSS is to develop reference or landmarks for each of the units of measurement dealing with length only and does not address conversion.
2.MD.4 Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.	3.3.2 Select and use appropriate units of measure.  Measure to a required degree of accuracy (to the nearest 1/2 unit).	-1	Extend the measurement of lengths of objects in the NSS to comparison of lengths of two objects and expressing the difference in units.

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<b>Measurement and Data</b>			
<b>Relate addition and subtraction to length</b>			
<b>Common Core State Standard (CCSS)</b>	<b>Nevada State Standard (NSS)</b>	<b>Change<sup>1</sup></b>	<b>Comments</b>
2.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.			
2.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.	1.2.8 Generate and solve one-step addition and subtraction problems based on practical situations.  Model addition and subtraction in a variety of ways using pictorial representations and symbols to illustrate subtraction of sets, comparison of sets, and missing addends.  Reinforce the use of mathematical vocabulary and symbols to describe addition, subtraction, and equality.	0	Extend modeling addition and subtraction in the NSS to include number line diagrams.

<b>Measurement and Data</b>			
<b>Work with time and money.</b>			
<b>Common Core State Standard (CCSS)</b>	<b>Nevada State Standard (NSS)</b>	<b>Change<sup>1</sup></b>	<b>Comments</b>
2.MD.7 Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.	3.3.6 Tell time to the nearest minute, using analog and digital clocks.  Use elapsed time in half-hour increments, beginning on the hour or half-hour, to determine start, end, and elapsed time.  Recognize that there are 60 minutes in 1 hour.	-1	This CCSS focuses on telling time to the nearest five minutes.  Elapsed time is not required by this CCSS.
	3.4.6 Use A.M. and P.M. appropriately in describing time.  Use elapsed time in quarter-hour increments, beginning on the quarter-hour, to determine start, end, and elapsed time.  Recognize the number of weeks in a year, days in a year, and days in a month.	-2	This CCSS focuses on telling time, including A.M. and P.M., to the nearest five minutes.  Elapsed time and characteristics of the calendar are not required by this CCSS.

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<b>Measurement and Data</b>			
<b>Work with time and money.</b>			
<b>Common Core State Standard (CCSS)</b>	<b>Nevada State Standard (NSS)</b>	<b>Change<sup>1</sup></b>	<b>Comments</b>
2.MD.8 Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. <i>Example: If you have 2 dimes and 3 pennies, how many cents do you have?</i>	3.4.4 Determine totals for monetary amounts in practical situations.  Use money notation to add and subtract given monetary amounts.	-2	
<b>Represent and interpret data.</b>			
<b>Common Core State Standard (CCSS)</b>	<b>Nevada State Standard (NSS)</b>	<b>Change<sup>1</sup></b>	<b>Comments</b>
2.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.	3.3.2 Select and use appropriate units of measure.  Measure to a required degree of accuracy (to the nearest 1/2 unit).	-1	This CCSS requires measurement to whole units only.
	5.4.1 Organize and represent data using a variety of graphical representations including frequency tables and line plots.	-2	
2.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 using information presented in a bar graph.  <i>Note: See CCSS Glossary, Table 1</i>	5.2.1 Collect, record, and classify data in response to questions posed by teacher and/or students.  Use tables, pictographs, and bar graphs to represent data.	0	This CCSS requires each picture to represent a single unit.

<b>Geometry</b>			
<b>Reason with shapes and their attributes.</b>			
<b>Common Core State Standard (CCSS)</b>	<b>Nevada State Standard (NSS)</b>	<b>Change<sup>1</sup></b>	<b>Comments</b>
2.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>Note: Sizes are compared directly or visually, not compared by measuring.</i>	4.2.9 Sort and classify objects by two or more attributes.	0	Extend sorting and classifying of figures in the NSS to include specified attributes (angles, faces, etc.).

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<b>Geometry</b>			
<b>Reason with shapes and their attributes.</b>			
<b>Common Core State Standard (CCSS)</b>	<b>Nevada State Standard (NSS)</b>	<b>Change<sup>1</sup></b>	<b>Comments</b>
2.G.2 Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.			This CCSS is building the conceptual foundations for area, multiplication, and fractions.
2.G.3 Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words <i>halves</i> , <i>thirds</i> , <i>half of</i> , <i>a third of</i> , 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.	1.3.2 Identify and model the unit fractions $\frac{1}{2}$ , $\frac{1}{3}$ , $\frac{1}{4}$ , $\frac{1}{6}$ , and $\frac{1}{8}$ as equal parts of a whole or sets of objects.  Read and write unit fractions with numbers and words.	-1	This CCSS is building the conceptual foundation for fractions.

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