Colorado Extended Evidence Outcomes: Mathematics

Grade 2

Number & Operations in Base Ten: Understand place value. 2.NBT.A

1 **Understand that the two digits of a two-digit number represent amounts of tens and ones; e.g., 37 equals 3 tens and 7 ones.** 2.NBT.A.1

- a Understand the following as special cases: 10 can be thought of as a bundle or ten ones, called and ten, and the numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, and nine tens. 2.NBT.A.1.A
- b Decompose numbers less than 20 in more than one way. 2.NBT.A.1.B

2 **Count within 50.** 2.NBT.A.2

- a Skip count by fives and tens. 2.NBT.A.2.A

3 **Understand and represent numbers to 50 with objects, written representations, and/or numerals.** 2.NBT.A.3

4 **Compare two two-digit numbers less than or equal to 50 based on the meanings of the tens and ones digits.** 2.NBT.A.4

Number & Operations in Base Ten: Use place value understanding and properties of operations to add and subtract. 2.NBT.B

5 **Add and subtract within 20 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.** 2.NBT.B.5

6 **Add up to three two-digit numbers using strategies based on place value and properties of operations.** 2.NBT.B.6

- a Limit sums to 50 or less. 2.NBT.B.6.A

7 **Add and subtract within 50, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.** 2.NBT.B.7

- a Relate the strategy to a written method. 2.NBT.B.7.A
- b Understand that in adding or subtracting two-digit numbers, one adds or subtracts tens and tens, ones and ones, and sometimes it is necessary to compose or decompose tens. 2.NBT.B.7.B

8 **Mentally add 1 or 10 to a given number 1-50, and mentally subtract 1 or 10 from a given number 1-50.** 2.NBT.B.8

9 **Demonstrate an understanding of the meanings of symbols in addition and subtraction situations, including the "+" sign (i.e., combine, plus, add), "-" sign (i.e., separate, subtract, take away), and "=" sign (equal).** 2.NBT.B.9

Operations & Algebraic Thinking: Represent and solve problems involving addition and subtraction. 2.OA.A	1 **Use addition and subtraction within 20 to solve one-and two-step word problems involving situations or adding to, taking from, putting together, taking apart, and comparing by using objects, drawings, or other written methods.** 2.OA.A.1
Operations & Algebraic Thinking: Add and subtract within 20. 2.OA.B	2 **Add and subtract within 10 using mental strategies.** 2.OA.B.2
Operations & Algebraic Thinking: Work with equal groups of objects to gain foundations for multiplication. 2.OA.C	3 **Determine whether a group of objects (up to 10) has an odd or even number of members, e.g., by pairing objects or counting them by 2s.** 2.OA.C.3 4 **Use addition to find the total number of objects arranged within equal groups up to a total of 10.** 2.OA.C.4
Measurement & Data: Measure and estimate lengths in standard units. 2.MD.A	1 **Identify appropriate tools for measuring length, such as rules, yardsticks, meter sticks, and measuring tapes.** 2.MD.A.1 2 **Measure the length of an object using a tool marked with whole-number standard units, such as a ruler marked only for whole inches.** 2.MD.A.2 3 **Estimate lengths using non-standard units. Examples: "I think the student is about 5 books tall." "I'm guessing the desk is 3 pieces of paper wide."** 2.MD.A.3 4 **Compare the lengths of two objects indirectly by using a third object.** 2.MD.A.4
Measurement & Data: Relate addition and subtraction to length. 2.MD.B	5 **Use addition and subtraction within 20 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers).** 2.MD.B.5 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 20 on a number line diagram.** 2.MD.B.6
Measurement & Data: Work with time and money. 2.MD.C	7 **Tell time on analog and digital clocks to the nearest hour.** 2.MD.C.7 8 **Identify and sort coins (quarters, dimes, nickels, and pennies) and understand that money has value.** 2.MD.C.8
Measurement & Data: Represent and interpret data. 2.MD.D	9 **Generate measurement data by measuring lengths of several objects to the nearest whole unit.** 2.MD.D.9 a Match the measurement data to a given line plot, where the horizontal scale is marked off in whole-number units. 2.MD.D.9.A

	10 Create a picture graph to represent a data set with two categories. 2.MD.D.10
Geometry: Reason with shapes and their attributes. 2.G.A	**1** Recognize and create circles, squares, rectangles, and triangles having specified attributes, such as a given number of angles or a given number of faces. Example: draw and name a shape that has three angles and three sides. 2.G.A.1
	2 Partition a rectangle into up to 5 rows and up to 5 columns of same-size squares and count to find the total number of them. 2.G.A.2
	3 Partition circles and rectangles into two or four equal shares, describe the shares using the words halves and quarters, and describe the whole as two halves. 2.G.A.3