

## **Grade 2: The Big Picture**

Domains	Operations and Algebraic Thinking	Number & Operations in Base Ten	Measurement and Data	Geometry
Clusters	<ul style="list-style-type: none"> <li>• Represent and solve problems involving addition and subtraction</li> <li>• Add and subtract within 20</li> <li>• Work with equal groups of objects to gain foundations for multiplication</li> </ul>	<ul style="list-style-type: none"> <li>• Understand place value</li> <li>• Use place value understanding and properties of operations to add and subtract</li> </ul>	<ul style="list-style-type: none"> <li>• Measure and estimate lengths in standard units</li> <li>• Relate addition and subtraction to length</li> <li>• Work with time and money</li> <li>• Represent and interpret data</li> </ul>	<ul style="list-style-type: none"> <li>• Reason with shapes and their attributes</li> </ul>
Mathematical Practices	1. Make sense of problems and persevere in solving them. 2. Reason abstractly and quantitatively.	3. Construct viable arguments and critique the reasoning of others. 4. Model with mathematics.	5. Use appropriate tools strategically. 6. Attend to precision.	7. Look for and make use of structure. 8. Look for and express regularity in repeated reasoning.

In Grade 2, instructional time should focus on four critical areas:

### **1. Extending understanding of base-ten notation**

- Students extend their understanding of the base-ten system. This includes ideas of counting in fives, tens, and multiples of hundreds, tens, and ones, as well as number relationships involving these units, including comparing. Students understand multi-digit numbers (up to 1000) written in base-ten notation, recognizing that the digits in each place represent amounts of thousands, hundreds, tens, or ones (e.g., 853 is 8 hundreds + 5 tens + 3 ones).

### **2. Building fluency with addition and subtraction**

- Students use their understanding of addition to develop fluency with addition and subtraction within 100. They solve problems within 1000 by applying their understanding of models for addition and subtraction, and they develop, discuss, and use efficient, accurate, and generalizable methods to compute sums and differences of whole numbers in base-ten notation, using their understanding of place value and the properties of operations. They select and accurately apply methods that are appropriate for the context and the numbers involved to mentally calculate sums and differences for numbers with only tens or only hundreds.

### **3. Using standard units of measure**

- Students recognize the need for standard units of measure (centimeter and inch) and they use rulers and other measurement tools with the understanding that linear measure involves iteration of units. They recognize that the smaller the unit, the more iterations they need to cover a given length.

### **4. Describing and analyzing shapes**

- Students describe and analyze shapes by examining their sides and angles. Students investigate, describe, and reason about decomposing and combining shapes to make other shapes. Through building, drawing, and analyzing two- and three-dimensional shapes, students develop a foundation for understanding attributes of two- and three-dimensional shapes, students develop a foundation for understanding area, volume, congruence, similarity, and symmetry in later grades.

**GRADE 2 MATHEMATICS: Crosswalk between the Common Core State Standards (CCSS) and the Hawaii Content and Performance Standards (HCPS) III**

Code	Common Core State Standard	Matched HCPS III Benchmark	Match*	Comments
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.	<p>2.3.2: Use a variety of strategies to solve problems involving addition and subtraction of two-digit numbers.</p> <p>2.1.1: Represent whole numbers up to 1000 in flexible ways (e.g., relating, composing, and decomposing numbers), including the use of tens and hundreds as units.</p> <p><i>Related benchmarks at another grade level: 1.1.3: Represent whole numbers up to 100 in flexible ways (e.g., relating, composing, and decomposing numbers); 1.3.2: Use a variety of strategies to solve number problems involving addition and subtraction (e.g. comparing sets, counting on, counting backwards, doubles, doubles plus one).</i></p>	3	<p>This CC standard expects students to be able to solve a variety of word problems. The following is an example of a "two-step problem":</p> <p><i>I have a bag of marbles. Karen gave me 16 marbles and Stacie gave me 34. If I have 59 marbles altogether now, how many did I have to begin with?</i></p>
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.	<p>2.3.1: Recall addition facts and their corresponding subtraction facts up to twenty.</p> <p><i>Related benchmarks at another grade level: 1.3.1: Recall single-digit addition facts.</i></p>	2	"Fluently" does not imply that all learning opportunities for this CC standard be at the "recall" level. By the end of grade 2 students should be able to know the sums from memory. However, instruction should be designed to build upon students' prior knowledge and experiences in grade 1 with efficient strategies (e.g., refer to 1.OA.6).
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.	<p>2.2.1: Recognize situations involving addition and subtraction and represent the situation with a number sentence.</p> <p><i>Related benchmark at another grade level: 3.1.2: Categorize and justify a number as being odd or even.</i></p>	1	The essence of this CC standard focuses on understanding the concept of odd and even numbers. The CC standard best aligns with HCPS III benchmark 3.1.2. Thus, although the "represent the situation is a number sentence" expectation is consistent between 2.OA.3 and HCPS3 benchmark 2.2.1, this CC standard is essentially a new learning expectation for grade 2 due to the primary focus on odd and even numbers.
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.	2.2.2: Demonstrate multiplication as "repeated addition of equal groups".	3	This CC standard provides a critical foundation for 3rd grade mathematics (i.e., an introduction to the notion of "repeated addition" represented in rectangular arrays).

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Code	Common Core State Standard	Matched HCPS III Benchmark	Match*	Comments
2.NBT.1	<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>	2.1.1: Represent whole numbers up to 1000 in flexible ways (e.g., relating, composing, and decomposing numbers), including the use of tens and hundreds as units.	3	<p>This CC standard builds upon the grade 1 standards in the Number and Operations in Base Ten domain. Grade 2 teachers should refer to the related grade 1 standards to scaffold instruction appropriately.</p> <p>Also make the point about this being an understand standard and should work together with</p> <p>This CC standard is closely related to the two CC standards that follow (2.NBT.3 and 2.NBT.4). This CC standard describes an expectation to "understand" an important mathematical idea, while 2.NBT.3 and 2.NBT.4 describes an expectation of applying that understanding to perform a task or skill.</p>
2.NBT.2	Count within 1000; skip-count by 5s, 10s, and 100s.	<p>2.1.1: Represent whole numbers up to 1000 in flexible ways (e.g., relating, composing, and decomposing numbers), including the use of tens and hundreds as units.</p> <p><i>Related benchmark at another grade level: 1.1.1: Count whole numbers up to 100 in a variety of ways (e.g., skip counts by 2’s, 5’s, 10’s).</i></p>	2	This CC standard is closely related to CC standards 2.NBT.3 and 2.NBT.4.
2.NBT.3	Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.	2.1.1: Represent whole numbers up to 1000 in flexible ways (e.g., relating, composing, and decomposing numbers), including the use of tens and hundreds as units.	2	<p>Using “base-ten numerals”: 968.</p> <p>Using “number names”: nine hundred sixty-eight.</p> <p>Using “expanded form”: <math>900 + 60 + 8</math>.</p>
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.	2.1.2: Compare whole numbers up to 1000 using words (e.g., greater than, less than, equal to).	2	Building on standards 1.NBT.3 and 2.NBT.1, this CC standard extends students' number sense so that they can apply their conceptual understanding (of place value) in a way that helps them to make comparisons between quantities.

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Code	Common Core State Standard	Matched HCPS III Benchmark	Match*	Comments
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.	<p>2.3.2: Use a variety of strategies to solve problems involving addition and subtraction of two-digit numbers.</p> <p><i>Related benchmarks at another grade level: 3.2.4: Use properties of addition of whole numbers (e.g. associative, commutative) to solve problems; and, 1.2.1: Demonstrate that addition and subtraction of whole numbers can undo each other.</i></p>	3	<p>Building on 1.NBT.4, this CC standard extends students' prior learning experiences (in grade 1) to include subtraction and to develop more efficient strategies for promoting fluency.</p> <p>For example, the strategy of "partitioning" utilizes students' understanding of place value. When adding 36 and 43, students should develop the ability to mentally decompose each addend into (30 + 6) and (40 + 3), and then combine the number of like units: <math>70 + 9 = 79</math>. The strategy of "partitioning" provides a foundation for students to make sense of the standard algorithm, building upon their understanding of place value in the base ten system.</p> <p>Looking forward to grade 3 standards (e.g., 3.NBT.2), students will be expected to compute with larger numbers. Thus, it is critically important in second grade for students to develop fluency with efficient strategies so they have the appropriate background knowledge to deal with larger numbers.</p>
2.NBT.6	Add up to four two-digit numbers using strategies based on place value and properties of operations.	2.3.2: Use a variety of strategies to solve problems involving addition and subtraction of two-digit numbers.	1	The strategy of "partitioning" (described above in 2.NBT.5) is an example of a strategy based on place value. In addition, students should learn to apply the associative property for this learning expectation.
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.	<p>2.3.2: Use a variety of strategies to solve problems involving addition and subtraction of two-digit numbers.</p> <p>2.1.1: Represent whole numbers up to 1000 in flexible ways (e.g., relating, composing, and decomposing numbers), including the use of tens and hundreds as units.</p> <p><i>Related benchmarks at another grade level: 3.2.4: Use properties of addition of whole numbers (e.g. associative, commutative) to solve problems; and, 1.2.1: Demonstrate that addition and subtraction of whole numbers can undo each other.</i></p>	2	This CC standard extends students' prior learning experiences (e.g., 2.NBT.5) to apply efficient strategies for adding and subtracting with larger numbers. Fluency should be developed over time, building on students' understanding of place value to promote understanding of multi-digit addition and subtraction. The standard algorithm is not expected to be mastered here, but could be introduced <u>after</u> students develop fluency with other strategies (e.g., partitioning, the relationship between addition and subtraction, place value).

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Code	Common Core State Standard	Matched HCPS III Benchmark	Match*	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.	<p>2.3.2: Use a variety of strategies to solve problems involving addition and subtraction of two-digit numbers.</p> <p>2.1.1: Represent whole numbers up to 1000 in flexible ways (e.g., relating, composing, and decomposing numbers), including the use of tens and hundreds as units.</p> <p><i>Related benchmark at another grade level: 3.9.3: Identify and describe patterns in a hundreds chart.</i></p>	3	scaffold instruction to build on 1.NBT.6
2.NBT.9	Explain why addition and subtraction strategies work, using place value and the properties of operations. (Explanations may be supported by drawings or objects.)	<p>2.3.2: Use a variety of strategies to solve problems involving addition and subtraction of two-digit numbers.</p> <p>2.1.1: Represent whole numbers up to 1000 in flexible ways (e.g., relating, composing, and decomposing numbers), including the use of tens and hundreds as units.</p> <p><i>Related benchmarks at another grade level: 3.2.4: Use properties of addition of whole numbers (e.g. associative, commutative) to solve problems; and, 1.2.1: Demonstrate that addition and subtraction of whole numbers can undo each other.</i></p>	2	This CC standard builds on students' prior experiences and background knowledge regarding addition, subtraction and place value (e.g., CC standards 1.NBT.6 and 2.NBT.5, among others).
2.MD.1	Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.	<p>2.4.1: Measure length using inches, feet, and centimeters.</p> <p><i>Related benchmark at another grade level: 1.4.4: Identify measurement tools that could be used to measure length, capacity, and weight.</i></p>	2	This CC standard includes an expectation to measure lengths using both standard (U.S.) units and metric units. Instruction should be scaffolded to build upon students' prior learning experiences in grade 1 (see 1.MD.2).

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Code	Common Core State Standard	Matched HCPS III Benchmark	Match*	Comments
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.	<p>2.4.1: Measure length using inches, feet, and centimeters.</p> <p>2.4.2: Identify appropriate units for measuring length, area, capacity, and weight.</p> <p><i>Related benchmark at another grade level: 1.4.1: Measure with multiple copies of standard (e.g., inch tiles, foot-long lengths of string) or non-standard (e.g., paper clips, pencils) units of the same size.</i></p>	1	Example: students should be asked to measure the length of an object first using inches, then measure it again, but using centimeters. Then, students should be prompted to compare and analyze both of those measurements in relation to the length being measured. Students should conclude that it took more than twice the number of centimeter units to measure the object than it took using inches. Eventually, we want students to understand that the smaller the unit you choose to measure with, the more iterations you will need. This will lead to students being expected to make a decision about which unit(s) would be most appropriate to measure certain lengths (depending on the size of the object being measured).
2.MD.3	Estimate lengths using units of inches, feet, centimeters, and meters.	<p>2.4.2: Identify appropriate units for measuring length, area, capacity, and weight.</p> <p>2.4.6: Identify objects or visual benchmarks that could be used in place of standard units when estimating.</p>	1	This build on 2.MD.2
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.	<p>2.4.1: Measure length using inches, feet, and centimeters.<i>Related benchmark at another grade level: K.4.1: Compare and order objects according to length, weight, capacity, area, and volume.</i></p>	2	
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.	<p>2.3.2: Use a variety of strategies to solve problems involving addition and subtraction of two-digit numbers.</p> <p>2.2.1: Recognize situations involving addition and subtraction and represent the situation with a number sentence.</p>	2	Related to CC standard 2.OA.1, this standard provides an opportunity to solve problems that have a measurement context. This should be taught as an extension of 2.OA.1

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Code	Common Core State Standard	Matched HCPS III Benchmark	Match*	Comments
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.	<p>2.1.1: Represent whole numbers up to 1000 in flexible ways (e.g., relating, composing, and decomposing numbers), including the use of tens and hundreds as units.</p> <p>2.3.2: Use a variety of strategies to solve problems involving addition and subtraction of two-digit numbers.</p>	2	<p>This CC standard focuses upon representing numbers on a number line and using the number line as a strategy for determining sums and differences. Previously, students learned that a number names the number of objects in a set, and often used concrete objects (e.g., square tiles or linking cubes) to develop their understanding of one-to-one correspondence. For this CC standard, students are being expected to use the number line to represent whole numbers, so they must be able to recognize a semi-abstract representation. Using a number line, students must understand that the “objects” they are counting up are the number of equally-sized spaces along the number line.</p> <p>This CC standard should be taught as an extension of related standards in grade 2 (e.g., 2.OA.1, 2.NBT.5).</p>
2.MD.7	Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.	<p>2.4.4: Tell time to the minute.</p> <p><i>Related benchmark at another grade level: 1.4.3: Tell time to the half-hour and quarter hour.</i></p>	2	
2.MD.8	Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ (dollars) and ¢ (cents) symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have?	2.4.5: Represent a given monetary amount using a variety of combinations of coins and bills.	2	<p>In the CCSS, this is the first learning expectation regarding money. Grades K and 1 do not have standards that introduce the identification and value of coins. Instructions should be scaffolded appropriately.</p> <p>This standard could be learned as an extension of 2.NBT.2.</p>
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.	<p>2.4.1: Measure length using inches, feet, and centimeters.</p> <p><i>Related benchmark at another grade level: 3.11.2: Organize and represent data in more than one way (e.g., tallies, chart, tables, bar graphs, line plots, line graphs).</i></p>	1	

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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.	<p>2.11.1: Pose questions, collect data, and display the data using a graph (e.g., bar graphs, pictographs).</p> <p>2.12.1: Interpret data displayed in a bar graph and describe how the important features of the data set are represented in a bar graph.</p> <p><i>Related benchmark at another grade level: 3.13.1: Answer questions based on data represented in graphs.</i></p>	2	For clarification of, "put-together, take-apart, and compare problems," refer to Table 1 of the Glossary (page 88) in the official CCSS for Mathematics document (a PDF of the document may be downloaded at <a href="http://www.corestandards.org/the-standards">www.corestandards.org/the-standards</a> ).
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. (Sizes are compared directly or visually, not compared by measuring.)	<p>2.5.1: Compare and sort two- and three-dimensional shapes according to selected attributes.</p> <p><i>Related benchmark at another grade level: 1.5.2: Identify attributes and parts of common two- and three-dimensional shapes.</i></p>	1	For example, if asking a student to draw (or identify) an isosceles triangle, the student does not have to measure the sides, but should be able to recognize that two sides are equal (with a 3rd side that is either larger or smaller). When drawing an isosceles triangle, the second equal side should replicate the approximate length of the first segment that was drawn.
2.G.2	Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.	<p>2.2.2: Demonstrate multiplication as "repeated addition of equal groups".</p> <p><i>Related benchmarks at another grade level: 3.4.1: Describe the concept of area and volume and the appropriate units for each; and, 3.4.2: Measure area and volume using standard and non-standard units (e.g., tiles, index cards, grids, cubes).</i></p>	1	This CC standard is related to 2.OA.4, and should be learned as an extension of students' prior knowledge and experiences with arrays.
2.G.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>2.1.3: Represent fractions with denominators no larger than ten using pictures, words, or models.</p> <p><i>Related benchmark at another grade level: 1.1.2: Identify representations of simple fractions (e.g., one-half, one-third, one fourth).</i></p>	2	This CC standard builds upon students' prior knowledge and experiences in grade 1 (refer to CC standard 1.G.3). This learning expectation provides a concrete representation of and a rudimentary introduction to the concepts of division (partitioning into "equal shares") and fractions. In addition, this CC standard provides an opportunity to incorporate kinesthetic learning activities that should be purposefully designed to help students make a connection between their actions performed upon the concrete objects and the mathematical idea being represented.

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## GRADE 2

HCPS III Code	HCPS III Benchmark	Related Common Core Standard
2.1.1	Represent whole numbers up to 1000 in flexible ways (e.g., relating, composing, and decomposing numbers), including the use of tens and hundreds as units	2.OA.1, 2.NBT.1, 2.NBT.2, 2.NBT.3, 2.NBT.7, 2.NBT.8, 2.NBT.9, 2.MD.6
2.1.2	Compare whole numbers up to 1000 using words (e.g., <i>greater than</i> , <i>less than</i> , <i>equal to</i> )	2.NBT.4
2.1.3	Represent fractions with denominators no larger than ten using pictures, numbers, words, or models	2.G.3
2.2.1	Recognize situations involving addition and subtraction and represent the situation with a number sentence	2.OA.3, 2.MD.5
2.2.2	Demonstrate multiplication as repeated addition of equal groups	2.OA.4, 2.G.2
2.2.3	Demonstrate division as “separating equal groups”	None
2.3.1	Recall addition facts and their corresponding subtraction facts up to twenty	2.OA.2
2.3.2	Use a variety of strategies to solve problems involving addition and subtraction of two-digit numbers	2.OA.1, 2.OA.2, 2.NBT.5, 2.NBT.6, 2.NBT.7, 2.NBT.8, 2.NBT.9, 2.MD.5, 2.MD.6
2.3.3	Estimate the solution of addition and subtraction problems	None
2.4.1	Measure length using inches, feet, and centimeters	2.MD.1, 2.MD.2, 2.MD.4, 2.MD.9
2.4.2	Identify appropriate units for measuring length, area, capacity, and weight	2.MD.2, 2.MD.3
2.4.3	Estimate and measure temperature using standard units (e.g., Fahrenheit, Celsius)	None
2.4.4	Tell time to the minute	2.MD.7
2.4.5	Represent a given monetary amount using a variety of combinations of coins and bills	2.MD.8*
2.4.6	Identify objects or visual benchmarks that could be used in place of standard units when estimating	2.MD.3
2.5.1	Compare and sort two- and three-dimensional shapes according to selected attributes	2.G.1
2.6.1	Demonstrate flips, slides, and turns by moving shapes	None
2.6.2	Recognize line symmetry in plane figures and create pictures with line symmetry	None
2.8.1	Use cardinal directions that describe the location of an object or place (i.e., north, south, east, or west) on a coordinate map	None
2.9.1	Describe and create addition and subtraction number patterns (e.g., [20, 17, 14, ...])	None
2.9.2	Use different forms (e.g., concrete, pictorial, numerical) to represent the same basic pattern	None
2.9.3	Demonstrate and explain the difference between repeating patterns and growing patterns	None
2.10.1	Create a word/story problem for a given number sentence	None
2.11.1	Pose questions, collect data, and display the data using a graph (e.g., bar graphs, pictographs)	2.MD.10
2.12.1	Interpret data displayed in a bar graph and describe how the important features of the data set are represented in a bar graph	2.MD.10

\* There are no CC standards in Grades K and 1 addressing concepts of money (whereas HCPS III did have benchmarks in Grades K and 1 dealing with money). Standard 2.MD.8 is the first learning expectation regarding money in the Common Core.