



Grade 2 Math

Louisiana Student Standards	Louisiana Connectors (LC)
<p><b>2.OA.A.1</b> 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>	<p><b>LC.2.OA.A.1a</b> Represent addition of two sets when shown the + symbol.  <b>LC.2.OA.A.1b</b> Solve word problems within 20.  <b>LC.2.OA.A.1c</b> Solve word problems within 100.  <b>LC.2.OA.A.1d</b> Solve one- or two-step addition and subtraction problems, and add and subtract within 100, using objects, drawings, pictures.  <b>LC.2.OA.A.1e</b> Use pictures, drawings or objects to represent the steps of a problem.</p>
<p><b>2.OA.B.2</b> Fluently add and subtract within 20 using mental strategies. By the end of Grade 2, know from memory all sums of two one-digit numbers.</p>	<p><b>LC.2.OA.B.2</b> Add and subtract within 20 using manipulatives.</p>
<p><b>2.OA.C.3</b> 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>	<p><b>LC.2.OA.C.3</b> Identify numbers as odd or even.</p>
<p><b>2.OA.C.4</b> 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>	<p><b>LC.2.OA.C.4a</b> Find the total number of objects when given the number of identical groups and the number of objects in each group, neither number larger than 5.  <b>LC.2.OA.C.4b</b> Find the total number inside an array with neither number in the columns or rows larger than 5.</p>



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<p><b>2.NBT.A.1</b> 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> <ul style="list-style-type: none"> <li>a. 100 can be thought of as a bundle of ten tens—called a “hundred.”</li> <li>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).</li> <li>c.</li> </ul>	<p><b>LC.2.NBT.A.1a</b> Build representations of two digit numbers using tens and ones.</p> <p><b>LC.2.NBT.A.1b</b> Build representations of three digit numbers using hundreds, tens and ones.</p> <p><b>LC.2.NBT.A.1c</b> Build representations of numbers using hundreds, tens and ones.</p>
<p><b>2.NBT.A.2</b> Count within 1000; skip-count by 5s, 10s, and 100s.</p>	<p><b>LC.2.NBT.A.2a</b> Skip count by 5s.</p> <p><b>LC.2.NBT.A.2b</b> Skip count by 10s.</p> <p><b>LC.2.NBT.A.2c</b> Skip count by 100s.</p>
<p><b>2.NBT.A.3</b> Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.</p>	<p><b>LC.2.NBT.A.3a</b> Identify numerals 0-100.</p> <p><b>LC.2.NBT.A.3b</b> Identify the numeral between 0 and 100 when presented the name.</p> <p><b>LC.2.NBT.A.3c</b> Write or select the numerals 0-100.</p> <p><b>LC.2.NBT.A.3d</b> Write or select expanded form for any two digit number.</p> <p><b>LC.2.NBT.A.3e</b> Write or select expanded form for any three digit number.</p> <p><b>LC.2.NBT.A.3f</b> Explain what the zero represents in place value (hundreds, tens, ones) in a number.</p> <p><b>LC.2.NBT.A.3g</b> Write or select the expanded form for up to three digit number.</p>



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<p><b>2.NBT.A.4</b> 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><b>LC.2.NBT.A.4a</b> Compare (greater than, less than, equal to) two numbers up to 100.  <b>LC.2.NBT.A.4b</b> Compare two digit numbers using representations and numbers (e.g., identify more tens, less tens, more ones, less ones, larger number, smaller number).  <b>LC.2.NBT.A.4c</b> Compare three digit numbers using representations and numbers (e.g., identify more hundreds, less hundreds, more tens, less tens, more ones, less ones, larger number, smaller number).</p>
<p><b>2.NBT.B.5</b> Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.</p>	<p><b>LC.2.NBT.B.5a</b> Model addition and subtraction with base 10 blocks within 20.  <b>LC.2.NBT.B.5b</b> Model addition and subtraction with base 10 blocks within 50.  <b>LC.2.NBT.B.5c</b> Model addition and subtraction with base 10 blocks within 100.</p>
<p><b>2.NBT.B.6</b> Add up to four two-digit numbers using strategies based on place value and properties of operations.</p>	<p><b>LC.2.NBT.B.6</b> Combine up to 3 sets of 20 or less.</p>
<p><b>2.NBT.B.7</b> 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; justify the reasoning used with a written explanation. 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>	<p><b>LC.2.NBT.B.7a</b> Compose ones into tens and/or tens into hundreds in addition situation.  <b>LC.2.NBT.B.7b</b> Decompose tens into ones and/or hundreds into tens in subtraction situations.  <b>LC.2.NBT.B.7c</b> Use diagrams and number lines to solve addition or subtraction problems.</p>



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<p><b>2.NBT.B.8</b> Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900.</p>	<p><b>LC.2.NBT.B.8a</b> Mentally add or subtract 10 from a given set from the 10s family (e.g., what is 10 more than 50? What is 10 less than 70?).  <b>LC.2.NBT.B.8b</b> Mentally add or subtract 100 from a given set from the 100s family (e.g., what is 100 more than 500? What is 100 less than 700?).  <b>LC.2.NBT.B.8c</b> Mentally add or subtract 100 from a given set from the 100s family (e.g., what is 100 more than 500? What is 100 less than 700?).</p>
<p><b>2.NBT.B.9</b> Explain why addition and subtraction strategies work, using place value and the properties of operations.</p>	<p>No Louisiana Connectors written for this standard.</p>
<p><b>2.MD.A.1</b> Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.</p>	<p><b>LC. 2.MD.A.1a</b> Select appropriate tool and unit of measurement to measure an object (ruler or yard stick; inches or feet).  <b>LC. 2.MD.A.1b</b> Select appropriate tools and demonstrate or identify appropriate measuring techniques.</p>
<p><b>2.MD.A.2</b> 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>	<p><b>LC.2.MD.A.2</b> Measure the length of an object using two different size units.</p>
<p><b>2.MD.A.3</b> Estimate lengths using units of inches, feet, centimeters, and meters.</p>	<p><b>LC.2.MD.A.3a</b> Recognize that standard measurement units can be decomposed into smaller units.  <b>LC.2.MD.A.3b</b> Estimate the length of an object using units of feet and inches.</p>
<p><b>2.MD.A.4</b> Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.</p>	<p><b>LC.2.MD.A.4</b> Measure two objects with each no more than 10 inches long and find the difference in their lengths.</p>



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<p><b>2.MD.B.5</b> 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>	<p><b>LC.2.MD.B.5a</b> Solve one-step subtraction problems involving the difference of the lengths of two objects in standard length units.  <b>LC.2.MD.B.5b</b> Solve word problems involving the difference in standard length units.</p>
<p><b>2.MD.B.6</b> 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>	<p><b>LC.2.MD.B.6</b> Use diagrams and number lines to solve addition or subtraction problems.</p>
<p><b>2.MD.C.7</b> Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.</p>	<p><b>LC.2.MD.C.7</b> Tell time to the nearest 5 minutes using a digital clock.</p>
<p><b>2.MD.C.8</b> 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></p>	<p><b>LC.2.MD.C.8</b> Solve word problems using dollar bills, quarters, dimes, nickels, or pennies.</p>
<p><b>2.MD.D.9</b> 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>	<p><b>2.MD.D.9</b> Organize data by representing continuous data on a line plot.</p>



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<p><b>2.MD.D.10</b> 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>	<p><b>LC.2.MD.D.10a</b> Analyze data by sorting into categories established by each question.</p> <p><b>LC.2.MD.D.10 b</b> Organize data by representing categorical data on a pictorial graph or bar graph.</p> <p><b>LC.2.MD.D.10c</b> Identify the value of each category represented on picture graph and bar graph or each point on a line plot.</p> <p><b>LC.2.MD.D.10d</b> Compare the information shown in a bar graph or picture graph with up to four categories. Solve simple comparisons of how many more or how many less.</p>
<p><b>2.G.A.1</b> 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>	<p><b>LC.2.G.A.1a</b> Identify two-dimensional shapes such as rhombus, pentagons, hexagons, octagon, ovals, equilateral, isosceles, and scalene triangles.</p> <p><b>LC.2.G.A.1b</b> Distinguish two- or three-dimensional shapes based upon their attributes (i.e., # of sides, equal or different lengths of sides, # of faces, # of corners).</p> <p><b>LC.2.G.A.1c</b> Draw two-dimensional shapes with specific attributes.</p>
<p><b>2.G.A.2</b> Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.</p>	<p><b>LC.2.G.A.2</b> Find the total number of same size squares by counting when the number of rows and columns in a given array is 5 or less.</p>
<p><b>2.G.A.3</b> 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.</p>	<p><b>LC.2.G.A.3a</b> Partition circles and rectangles into two and four equal parts.</p> <p><b>LC.2.G.A.3b</b> Label a partitioned shape (e.g., one whole rectangle was separated into two halves, one whole circle was separated into three thirds).</p>