	Missouri Learning Standards: Grade-Level Expectations for Mathematics (Adopted April 2016 for implementation in the 2016 – 2017 school year)		Missouri Learning Standards: Mathematics (Adopted 2010)
Code	**Adopted Standards**	**Code**	**Current MLS**
2.NBT.A	**Understand place value of three digit numbers.**		
2.NBT.A.1	Understand three-digit numbers are composed of hundreds, tens and ones.	**2.NBT.A.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:
2.NBT.A.2	Understand that 100 can be thought of as 10 tens – called a "hundred".		a. 100 can be thought of as a bundle of ten tens — called a "hundred." 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).
2.NBT.A.3	Count within 1000 by 1s, 10s and 100s starting with any number.	**2.NBT.A.2**	Count within 1000; skip-count by 5s, 10s, and 100s.
2.NBT.A.4	Read and write numbers to 1000 using number names, base-ten numerals and expanded form.	**2.NBT.A.3**	Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.
2.NBT.A.5	Compare two three-digit numbers using the symbols >, = or <.	**2.NBT.A.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.NBT.B	**Use place value understanding and properties of operations to add and subtract.**		
2.NBT.B.6	Demonstrate fluency with addition and subtraction within 100.	**2.NBT.B.5**	Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.
		2.NBT.B.9	Explain why addition and subtraction strategies work, using place value and the properties of operations.
2.NBT.B.7	Add up to four two-digit numbers.	**2.NBT.B.6**	Add up to four two-digit numbers using strategies based on place value and properties of operations.
2.NBT.B.8	Add or subtract within 1000, and justify the solution.	**2.NBT.B.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.
2.NBT.B.9	Use the relationship between addition and subtraction to solve problems.		
2.NBT.B.10	Add or subtract mentally 10 or 100 to or from a given number within 1000.	**2.NBT.B.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.C	**Represent and solve problems involving addition and subtraction.**		

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2.NBT.C.11	Write and solve problems involving addition and subtraction within 100.	**2.OA.A.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.
2.RA.A	**Add and subtract within 20.**		
2.RA.A.1	Demonstrate fluency with addition and subtraction within 20.	**2.OA.B.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.
2.RA.B	**Develop foundations for multiplication and division.**		
2.RA.B.2	Determine if a set of objects has an odd or even number of members. Count by 2s to 100 starting with any even number. Express even numbers as pairings/groups of 2, and write an expression to represent the number using addends of 2. Express even numbers as being composed of equal groups and write an expression to represent the number with 2 equal addends.	**2.OA.C.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.RA.B.3	Find the total number of objects arranged in a rectangular array with up to 5 rows and 5 columns, and write an equation to represent the total as a sum of equal addends.	**2.OA.C.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.GM.A	**Reason with shapes and their attributes.**		
2.GM.A.1	Recognize and draw shapes having specified attributes, such as a given number of angles or sides. Identify triangles, quadrilaterals, pentagons, hexagons, circles and cubes. Identify the faces of three-dimensional objects.	**2.G.A.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.
2.GM.A.2	Partition a rectangle into rows and columns of same-size squares and count to find the total number of squares.	**2.G.A.2**	Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.
2.GM.A.3	Partition circles and rectangles into two, three or four equal shares, and describe the shares and the whole. Demonstrate that equal shares of identical wholes need not have the same shape.	**2.G.A.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.
2.GM.B	**Measure and estimate lengths in standard units.**		

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2.GM.B.4	Measure the length of an object by selecting and using appropriate tools.	**2.MD.A.1**		Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.
2.GM.B.5	Analyze the results of measuring the same object with different units.	**2.MD.A.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.GM.B.6	Estimate lengths using units of inches, feet, yards, centimeters and meters.	**2.MD.A.3**		Estimate lengths using units of inches, feet, centimeters, and meters.
2.GM.B.7	Measure to determine how much longer one object is than another.	**2.MD.A.4**		Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.
2.GM.C	**Relate addition and subtraction to length.**			
2.GM.C.8	Use addition and subtraction within 100 to solve problems involving lengths that are given in the same units.	**2.MD.B.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.GM.C.9	Represent whole numbers as lengths on a number line, and represent whole-number sums and differences within 100 on a number line.	**2.MD.B.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.
2.GM.D	**Work with time and money.**			
2.GM.D.10	Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.	**2.MD.C.7**		Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.
2.GM.D.11	Describe a time shown on a digital clock as representing hours and minutes, and relate a time shown on a digital clock to the same time on an analog clock.			
2.GM.D.12	Find the value of combinations of dollar bills, quarters, dimes, nickels and pennies, using $ and ¢ appropriately.	**2.MD.C.8**		Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ and ¢ symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have?
2.GM.D.13	Find combinations of coins that equal a given amount.			
2.DS.A	**Represent and interpret data.**			
2.DS.A.1	Create a line plot to represent a set of numeric data, given a horizontal scale marked in whole numbers.	**2.MD.D.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.
2.DS.A.2	Generate measurement data to the nearest whole unit, and display the data in a line plot.			
2.DS.A.3	Draw a picture graph or a bar graph to represent a data set with up to four categories.	**2.MD.D.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-

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2.DS.A.4	Solve problems using information presented in line plots, picture graphs and bar graphs.		together, take-apart, and compare problems using information presented in a bar graph.
2.DS.A.5	Draw conclusions from line plots, picture graphs and bar graphs.		