Maryland
STATE DEPARTMENT OF EDUCATION

DRAFT Grade 2

Maryland College and Career Ready Standards for Mathematics

Standards Crosswalk Document

Mathematics Branch

May 2025

Number and Operation Sense (NOS)

Previously Number and Operations in Base Ten (NBT); Operations and Algebraic Thinking (OA)

2.NOS.A UNDERSTAND PLACE VALUE AND REPRESENTATIONS OF NUMBERS.

PREVIOUSLY 2.NBT.A UNDERSTAND PLACE VALUE.; 2.MD.B RELATED ADDITION AND SUBTRACTION TO LENGTH.

2025 MD Index	2025 Standards Statement	2010 Index	2010 Previous Standards Statement
2.NOS.A.1	Use understanding of 100 as a bundle of ten tens and compose and decompose three-digit numbers. a. Compose and decompose three-digit numbers into hundreds, tens, and ones by using objects, drawings, and/or equations (e.g., 328 = 300 + 20 + 8 or 328 is thirty-two tens and 8 ones). b. Describe a given number as the correct number of hundreds, tens, and ones (e.g., 328 is three hundreds, two tens and eight ones). c. Compose and decompose three-digit numbers in more than one way (e.g., 439 = 400 + 39 or 439 = 435 + 4).	**2.NBT.A.1**	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. a. Understand the following as a special case: 100 can be thought of as a bundle of ten tens -- called a "hundred. b. Understand the following as a special case: 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.NOS.A.2	Count forward and backward within 1000 starting with any number. a. Skip-count forward and backwards by 2s, 5s, 10s, and 100s. b. Use skip-counting to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns.	**2.NBT.A.2**	Count within 1000; skip-count by 5s, 10s, and 100s.
2.NOS.A.3	Read and write numbers within 1000 using base-ten numerals, number names, and expanded form.	**2.NBT.A.3**	Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.
2.NOS.A.4	Represent whole numbers as lengths from 0 on a number line (horizontal and vertical) with equally spaced points corresponding to whole numbers.	**2.MD.B.6**	Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the number 0, 1, 2, ..., and represent whole number sums and differences within 100 on a number line diagram.
2.NOS.A.5	Compare two numbers within 1000 by reasoning about the values of the hundreds, tens, and ones digits and/or the location of the numbers on a number line. Record the results of comparisons with the symbols >, =, and <.	**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.NOS.A.6	Estimate quantities by reasoning about their location on a number line, their relationship to benchmark numbers (e.g. 10, 50, 100), and to assess reasonableness of sums and differences.	**Not applicable**	Standard added to support numeracy development (number and operation sense).

2.NOS.B ADD AND SUBTRACT WITHIN 20.

PREVIOUSLY 2.OA.B

2025 MD Index	2025 Standards Statement	2010 Index	2010 Previous Standards Statement
2.NOS.B.7	Recall or quickly derive addition and subtraction facts within 20. a. Use counting, make ten, and ten more/less, doubling strategies to add and subtract. b. Use the make ten strategy (e.g., think of 9 + 1 + 6 to solve 9 + 7) and doubles plus one strategy (e.g., think of 4 + 4 + 1 to solve 4 + 5) to add and subtract. c. Use the inverse operation to add and subtract (e.g. think of 7 + ? = 15 to solve 15 – 7 = ?).	**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.NOS.C USE REPRESENTATIONS, PLACE VALUE UNDERSTANDING, AND PROPERTIES OF OPERATIONS TO ADD AND SUBTRACT.

PREVIOUSLY 2.MD.B RELATED ADDITION AND SUBTRACTION TO LENGTH.; 2.NBT.B USE PLACE VALUE UNDERSTANDING AND PROPERTIES OF OPERATIONS TO ADD AND SUBTRACT.

2025 MD Index	2025 Standards Statement	2010 Index	2010 Previous Standards Statement
Not applicable	Content embedded in 2.AT.A.1 and 2.AT.A.2.	**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.NOS.C.8	Represent whole number sums and differences within 100 using lengths 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 number 0, 1, 2, ..., and represent whole number sums and differences within 100 on a number line diagram.
2.NOS.C.9	Fluently add and subtract within 100. a. Use strategies based on counting (e.g., counting on, counting back) and place value (e.g., partial sums, making tens, etc.) to add and subtract. b. Use properties of operations, and the inverse relationship between addition and subtraction to add and subtract. c. Determine and explain when a strategy is most efficient.	**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.
Not applicable	Content embedded in 2.NOS.C.10.	**2.NBT.B.6**	Add up to four two-digit numbers using strategies based on place value, properties of operations.

2025 MD Index	2025 Standards Statement	2010 Index	2010 Previous Standards Statement
2.NOS.C.10	Add and subtract within 1000, recognizing 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. a. Use concrete models or drawings to add and subtract. b. Use strategies based on place value (counting on, partial sums, making tens, etc.) to add and subtract. c. Use properties of operations, and/or the relationship between addition and subtraction to add and subtract. d. Represent and explain the calculation by connecting the strategy used to the meaning of addition and subtraction.	**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.NOS.C.11	Mentally add and subtract 10 or 100 to a given number 100-900.	**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.
Not applicable	Content embedded in 2.NOS.C.10.	**2.NBT.B.9**	Explain why addition and subtraction strategies work, using place value and the properties of operations.

2.NOS.D UNDERSTAND EQUAL PARTS OF A WHOLE.

PREVIOUSLY 2.G.A.1 REASON WITH SHAPES AND THEIR ATTRIBUTES.

2025 MD Index	2025 Standards Statement	2010 Index	2010 Previous Standards Statement
2.NOS.D.12	Partition circles and rectangles into equal shares (halves, thirds, and fourths) recognizing that equal shares do need to have the same shape. Determine how many equal shares are needed to make a whole (e.g., three thirds,).	**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.

Algebraic Thinking (AT)

Previously Operations and Algebraic Thinking (OA)

2.AT.A SOLVE PROBLEMS INVOLVING ADDITION AND SUBTRACTION.

PREVIOUSLY 2.OA.A REPRESENT AND SOLVE PROBLEMS INVOLVING ADDITION AND SUBTRACTION.

2025 MD Index	2025 Standards Statement	2010 Index	2010 Previous Standards Statement
2.AT.A.1	Use addition and subtraction within 100 to solve one-step problems in context involving any situation or position of an unknown by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.	**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 objects, drawings, and equations with a symbol for the unknown number to represent the problem.
2.AT.A.2	Use addition and/or subtraction within 100 to solve two-step problems in context involving any situation or position of an unknown by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.	**Not applicable**	Content separated from previous 2.OA.A.1 as separate standard.

2.AT.B RECOGNIZE PATTERNS IN NUMBERS.

2.OA.C WORK WITH EQUAL GROUPS OF OBJECTS TO GAIN FOUNDATIONS FOR MULTIPLICATION.

2025 MD Index	2025 Standards Statement	2010 Index	2010 Previous Standards Statement
2.AT.B.3	Determine whether a group of objects within 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.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.
Not applicable	Content embedded in 2.NOS.A.2.	**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.

Geometric Reasoning (GR)

Previously Measurement and Data (MD); Geometry (G)

2.GR.A MEASURE AND ESTIMATE LENGTHS IN STANDARD UNITS.

PREVIOUSLY 2.MD.A

2025 MD Index	2025 Standards Statement	2010 Index	2010 Previous Standards Statement
2.GR.A.1	Measure the length of an object to the nearest whole unit by using appropriate tools (e.g., rulers, yardsticks, meter sticks, and measuring tapes).	**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.GR.A.2	Measure the length of an object twice using different length units. Compare the two measurements relative to the size of the unit chosen.	**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.GR.A.3	Estimate lengths using units of inches, feet, centimeters, and meters.	**2.MD.A.3**	Estimate lengths using units of inches, feet, centimeters, and meters.
2.GR.A.4	Measure to determine how much longer one object is than another, expressing the difference in length in terms of a standard-length unit.	**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.GR.B REASON WITH SHAPES AND THEIR ATTRIBUTES.

PREVIOUSLY 2.G.A

2025 MD Index	2025 Standards Statement	2010 Index	2010 Previous Standards Statement
2.GR.B.5	Identify and draw shapes (triangles, quadrilaterals, pentagons, hexagons, and cubes) having specific attributes, such as a given number of angles or a given number of equal faces.	**2.G.A.1**	Recognize and draw shapes having specific attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.
Not applicable	Content embedded in 2.NOS.A.2.	**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.GR.B.6	Explain that a line of symmetry for a two-dimensional figure is a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.	**Not applicable**	Content moved from Grade 4.

2.GR.C WORK WITH TIME AND MONEY.

PREVIOUSLY 2.MD.C

2025 MD Index	2025 Standards Statement	2010 Index	2010 Previous Standards Statement
2.GR.C.7	Tell and represent time to the nearest minute using multiple representations (e.g., digital clocks, number lines). Estimate and calculate elapsed time to the hour and half hour (e.g. If the school day begins at 8am and ends at 3 pm, the school day lasts 7 hours).	**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.GR.C.8	Count mixed sets of coins and bills to solve problems in context (within $20.00) involving bills, quarters, dimes, nickels, and pennies, using $ and ¢ symbols 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?

Reasoning with Data and Statistics (DS)

Measurement and Data (MD)

2.DS.A REPRESENT AND INTERPRET DATA.

PREVIOUSLY 2.MD.D

2025 MD Index	2025 Standards Statement	2010 Index	2010 Previous Standards Statement
2.DS.A.1	Ask and answer questions by collecting, organizing and summarizing data. a. Craft a question that can be answered by collecting categorical and numerical data. b. Collect and organize data using surveys, making observations, or measuring. c. Represent categorical data using picture graphs and bar graphs. Represent numerical data using line plots. d. Summarize the data presented in data visualizations using “most,” “least,” “greater than,” “less than,” and “equal to” and determine what questions can be answered with a given data set.	**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.
Not applicable	Content embedded in 2.DS.A.1.	**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-together, take-apart, and compare problems using information presented in a bar graph.