

Grade 2 » Number & Operations in Base Ten

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Standards in this domain:

[CCSS.MATH.CONTENT.2.NBT.A.1](#)

[CCSS.MATH.CONTENT.2.NBT.A.2](#)

[CCSS.MATH.CONTENT.2.NBT.A.3](#)

[CCSS.MATH.CONTENT.2.NBT.A.4](#)

[CCSS.MATH.CONTENT.2.NBT.B.5](#)

[CCSS.MATH.CONTENT.2.NBT.B.6](#)

[CCSS.MATH.CONTENT.2.NBT.B.7](#)

[CCSS.MATH.CONTENT.2.NBT.B.8](#)

[CCSS.MATH.CONTENT.2.NBT.B.9](#)

Understand place value.

[CCSS.MATH.CONTENT.2.NBT.A.1](#) ([HTTP://WWW.CORESTANDARDS.ORG/MATH/CONTENT/2/NBT/A/1/](http://www.corestandards.org/math/content/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:

[CCSS.MATH.CONTENT.2.NBT.A.1.A](#) ([HTTP://WWW.CORESTANDARDS.ORG/MATH/CONTENT/2/NBT/A/1/A/](http://www.corestandards.org/math/content/2/nbt/a/1/a/))

100 can be thought of as a bundle of ten tens – called a "hundred."

[CCSS.MATH.CONTENT.2.NBT.A.1.B](#) ([HTTP://WWW.CORESTANDARDS.ORG/MATH/CONTENT/2/NBT/A/1/B/](http://www.corestandards.org/math/content/2/nbt/a/1/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).

[CCSS.MATH.CONTENT.2.NBT.A.2](#) ([HTTP://WWW.CORESTANDARDS.ORG/MATH/CONTENT/2/NBT/A/2/](http://www.corestandards.org/math/content/2/nbt/a/2/))

Count within 1000; skip-count by 5s, 10s, and 100s.

[CCSS.MATH.CONTENT.2.NBT.A.3](#) ([HTTP://WWW.CORESTANDARDS.ORG/MATH/CONTENT/2/NBT/A/3/](http://www.corestandards.org/math/content/2/nbt/a/3/))

Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.

[CCSS.MATH.CONTENT.2.NBT.A.4](#) ([HTTP://WWW.CORESTANDARDS.ORG/MATH/CONTENT/2/NBT/A/4/](http://www.corestandards.org/math/content/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.

Use place value understanding and properties of operations to add and subtract.

[CCSS.MATH.CONTENT.2.NBT.B.5](#) ([HTTP://WWW.CORESTANDARDS.ORG/MATH/CONTENT/2/NBT/B/5/](http://www.corestandards.org/math/content/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.

[CCSS.MATH.CONTENT.2.NBT.B.6 \(HTTP://WWW.CORESTANDARDS.ORG/MATH/CONTENT/2/NBT/B/6/\)](http://www.corestandards.org/math/content/2/NBT/B/6/)

Add up to four two-digit numbers using strategies based on place value and properties of operations.

[CCSS.MATH.CONTENT.2.NBT.B.7 \(HTTP://WWW.CORESTANDARDS.ORG/MATH/CONTENT/2/NBT/B/7/\)](http://www.corestandards.org/math/content/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.

[CCSS.MATH.CONTENT.2.NBT.B.8 \(HTTP://WWW.CORESTANDARDS.ORG/MATH/CONTENT/2/NBT/B/8/\)](http://www.corestandards.org/math/content/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.

[CCSS.MATH.CONTENT.2.NBT.B.9 \(HTTP://WWW.CORESTANDARDS.ORG/MATH/CONTENT/2/NBT/B/9/\)](http://www.corestandards.org/math/content/2/NBT/B/9/)

Explain why addition and subtraction strategies work, using place value and the properties of operations.¹

¹ Explanations may be supported by drawings or objects.