

A Side-by-Side Comparison of the Second Grade Standards in the 2019 Alabama Course of Study: Mathematics and the Common Core State Standards for Mathematics

	2019 Alabama Course of Study: Mathematics		Common Core State Standards for Mathematics
1	Use addition and subtraction within 100 to solve one- and two-step word problems by using drawings and equations with a symbol for the unknown number to represent the problem.	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
2	Fluently add and subtract within 20 using mental strategies such as counting on, making ten, decomposing a number leading to ten, using the relationship between addition and subtraction, and creating equivalent but easier or known sums. a. State automatically all sums of two one-digit numbers.	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.
3	Use concrete objects to determine whether a group of up to 20 objects is even or odd. a. Write an equation to express an even number as a sum of two equal addends.	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.
4	Using concrete and pictorial representations and repeated addition, determine the total number of objects in a rectangular array with up to 5 rows and up to 5 columns. a. Write an equation to express the total number of objects in a rectangular array with up to 5 rows and up to 5 columns as a sum of equal addends.	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
5	Reproduce, extend, create, and describe patterns and sequences using a variety of materials.		
6	Explain that the three digits of a three-digit number represent amounts of hundreds, tens, and ones. a. Explain the following three-digit numbers as special cases: 100 can be thought of as a bundle of ten tens, called a “hundred,” and 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.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: 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).
7	Count within 1000 by ones, 5s, 10s, and 100s.	2.NBT.2	Count within 1000; skip-count by 5s, 10s, and 100s.
8	Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.	2.NBT.3	Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.
9	Compare two three-digit numbers based on the value of the hundreds, tens, and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$ and orally with the words “is greater than,” “is equal to,” and “is less than.”	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.

10	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.5	Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.
11	Use a variety of strategies to add up to four two-digit numbers.	2.NBT.6	Add up to four two-digit numbers using strategies based on place value and properties of operations.
12	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. a. Explain 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.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.
13	Mentally add and subtract 10 or 100 to a given number between 100–900.	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.
14	Explain why addition and subtraction strategies work, using place value and the properties of operations.	2.NBT.9	Explain why addition and subtraction strategies work, using place value and the properties of operations.
15	Measure lengths of several objects to the nearest whole unit. a. Create a line plot where the horizontal scale is marked off in whole-number units to show the lengths of several measured objects.	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.
16	Create a picture graph and bar graph to represent data with up to four categories. a. Using information presented in a bar graph, solve simple “put-together,” “take-apart,” and “compare” problems.	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.
17	Measure the length of an object by selecting and using standard units of measurements shown on rulers, yardsticks, meter sticks, and measuring tapes.	2.MD.1	Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.
18	Measure objects with two different units, and describe how the two measurements relate to each other and the size of the unit chosen.	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.
19	Estimate lengths using the following standard units of measurement: inches, feet, centimeters, and meters.	2.MD.3	Estimate lengths using units of inches, feet, centimeters, and meters.
20	Measure to determine how much longer one object is than another, expressing the length difference of the two objects using standard units of length.	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.
21	Use addition and subtraction within 100 to solve word problems involving same units of length, representing the problem with drawings (such as drawings of rulers) and/or equations with a symbol for the unknown number.	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.
22	Create a number line diagram using whole numbers with equally spaced points and use it to represent whole-number sums and differences within 100.	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.

23	Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m. a. Express an understanding of common terms such as, but not limited to, <i>quarter past, half past, and quarter to.</i>	2.MD.7	Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.
24	Solve problems with money. a. Identify nickels and quarters by name and value. b. Find the value of a collection of quarters, dimes, nickels, and pennies. c. Solve word problems by adding and subtracting within one dollar, using the \$ and ¢ symbols appropriately (not including decimal notation).	2.MD.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?
25	Identify triangles, quadrilaterals, pentagons, hexagons, and cubes. a. Recognize and draw shapes having specified attributes. Examples: a given number of angles or a given number of equal faces.	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.
26	Partition a rectangle into rows and columns of same-size squares, and count to find the total number of squares.	2.G.2	Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.
27	Partition circles and rectangles into two, three, or four equal shares. Describe the shares using such terms as <i>halves, thirds, half of, or a third of</i> , and describe the whole as <i>two halves, three thirds, or four fourths</i> . a. Explain that equal shares of identical wholes need not have the same shape.	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.

Identical standards.

Identical sentences, phrases, and wording.

Indicates insignificant word changes or words added to identical standards.

2019 AL and CCSS standards are similar but worded quite different. One standard may be more explicit than the other.