New York State Next Generation Mathematics Learning Standards

This document is intended to help educators identify the key changes that have occurred to the content standards for this grade level/course and to assist with designing curriculum and lessons aligned to the NYS Next Generation Mathematics Learning Standards. This document does not contain the comprehensive list of learning standards for the grade level/course. The complete list of standards for the grade level/course can be found at NYS Next Generation Mathematics Learning Standards.

Grade 2 Snapshot

Standards New to Grade 2

No new standards

Standards Moved from Grade 2

No standards moved.

Highlights/Instructional Considerations

NY-2.OA.1b Students are developing an understanding of solving two-step word problems using addition and subtraction within 100. Understanding requires a student to sufficient knowledge of a mathematical concept in order to explain or apply it.

NY-2.OA.2a Students, with the use of mental strategies, should be fluent with addition/subtraction within 20. Fluency involves a mixture of just knowing some answers, knowing some answers from patterns, and knowing some answers from the use of strategies. By the end of the K-2 grade span, students have sufficient experience with these strategies to know from memory all single-digit sums (NY-2.OA.2b).

NY-2.NBT.1 Understand that the digits of a three-digit number represent amounts of hundreds, tens and ones (e.g., 256 could be 2 hundreds, 5 tens and 6 ones or it could be 25 tens and 6 ones).

NY-2.NBT.5 Students, with the use of strategies based on place value, properties of operation, an/or the relationship between addition and subtraction, need to be fluent with addition/subtraction within 100. Fluency involves a mixture of just knowing some answers, knowing some answers from patterns, and knowing some answers from the use of strategies. Students can choose any strategy.

NY-2.NBT.7a Students are utilizing concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction to add/subtract within 1000. Fluency is not an expectation until grade 3 (NY-3.NBT.2).

NY-2.MD.1 Measure the length of an object to the nearest whole by selecting and using appropriate tools such as rulers, yardsticks, and measuring tapes.

NY-2.MD.2 Students are measuring objects twice, using different length units for each of the two measurements and then describing how two measurements relate to the size of the unit chosen.

NY-2.MD.7 Students are developing and understanding language associated with telling time; such as quarter to, quarter past, half past. This standard extends work done in grade 1 with standard NY-1.MD.3a and the terms o'clock and half-past (hour and half hour).

NY-2.MD.8a and b Students will be counting a mixed collection of coins whose sum is less than or equal to one dollar, and solving real world and mathematical problems within one dollar involving quarters, dimes, nickels, and pennies using the cent (¢) sign appropriately. Since students are not introduced to decimals in grade 2, dollars and the dollar symbol are not an expectation at this grade level (expectation at grade 4 (NY-4.MD.2)).

NY-2.G.1 Standard was re-written. Students are classifying two-dimensional figures as polygons or non-polygons. Students will start classifying polygons based on number of sides and vertices in grade 3, standard NY-3.G.1.