

Grade 2 Mathematics CCSS “I Can” Statements

Introduction to “I Can” Statements

The following “I can” statements are tools to assist teachers and students with monitoring progress toward achieving required standards. The following documents provide “I can” statements related to the Common Core Standards for kindergarten through second grade students and teachers.

“I can” statements:

- are clear statements that identify each goal that is necessary in order to master the standard.
- are brief and only contain the goals for one standard or just the components for one single goal.
- are written in student talk rather than educational jargon.
- can be used to record student progress.

Checklists for each grade are also provided. These checklists are meant to provide a visual for students to record their progress. These checklists can be reviewed and discussed with students and parents. Each “I can” statement includes a stoplight which can be filled in before, during, or after assessments. Students can use the color green to represent, “Yes! I can do this.” Yellow represents, “I am almost there.” Red represents, “No, I cannot do this.”

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CCSS		I Can...				
Domain: Operations and Algebraic Thinking						
Cluster: Represent and solve problems involving addition and subtraction.						
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.	I can add and subtract to solve word problems.				
Cluster: Add and subtract within 20.						
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.	I can fluently add and subtract within 20 in my head.				
		I can recall basic math facts from memory.				
Cluster: Work with equal groups of objects to gain foundations for multiplication.						
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.	I can tell whether a group of objects is odd or even				
		I can write an equation which shows adding the same two numbers will result in an even number.				

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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.	I can use addition to find the total of an array.				
		I can write an equation that represents an array.				
Domain: Number and Operations in Base Ten						
Cluster: Understand place value.						
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:	I can explain three-digit numbers using hundreds, tens, and ones.				
	a. 100 can be thought of as a bundle of ten tens — called a “hundred.”	I can explain 100 is a bundle of ten tens.				
	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).	I can explain how many hundreds are in multiples of 100.				
2.NBT.2	Count within 1000; skip-count by 5s, 10s, and 100s.	I can skip-count by 5’s within 1000.				
		I can skip-count by 10’s within 1000.				
		I can skip-count by 100’s within 1000.				
2.NBT.3	Read and write numbers to 1000 using	I can read numbers to 1000.				

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	base-ten numerals, number names, and expanded form.	I can write numbers to 1000 in different forms.				
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.	I can compare three-digit numbers using symbols.				
Cluster: Use place value understanding and properties of operations to add and subtract.						
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.	I can fluently add and subtract within 100 using my understanding of place value and the properties of addition and subtraction.				
2.NBT.6	Add up to four two-digit numbers using strategies based on place value and properties of operations.	I can add up to four two-digit numbers using my understanding of place value and the properties of addition.				
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.	I can add within 1000 using strategies I can explain.				
		I can subtract within 1000 using strategies I can explain.				
		I can relate addition and subtraction strategies to written methods.				

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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.	I can add 10 to a given number in my head.				
		I can add 100 to a given number in my head.				
		I can subtract 10 from a given number in my head.				
		I can subtract 100 from a given number in my head.				
2.NBT.9	Explain why addition and subtraction strategies work, using place value and the properties of operations.	I can explain why addition strategies work.				
		I can explain why subtraction strategies work.				
Domain: Measurement and Data						
Cluster: Measure and estimate lengths in standard units.						
2.MD.1	Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.	I can select appropriate tools for measuring length.				
		I can measure the length of an object.				
2.MD.2	Measure the length of an object twice, using length units of different lengths for the two measurements; describe	I can measure the length of objects using different length units.				

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	how the two measurements relate to the size of the unit chosen.	I can describe the relationship of different length units.				
2.MD.3	Estimate lengths using units of inches, feet, centimeters, and meters.	I can estimate lengths using inches and feet.				
		I can estimate lengths using centimeters and meters.				
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.	I can find the difference in length of two objects.				
Cluster: Relate addition and subtraction to length.						
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.	I can add to solve word problems that involve length.				
		I can subtract to solve word problems that involve length.				
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.	I can add using a number line.				
		I can subtract using a number line.				
Cluster: Work with time and money.						
2.MD.7	Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.	I can tell time to the nearest five minutes.				

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		I can write time to the nearest five minutes.				
2.MD.8	Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. <i>Example: If you have 2 dimes and 3 pennies, how many cents do you have?</i>	I can solve word problems involving money.				
		I can use the \$ and ¢ symbols.				
Cluster: Represent and interpret data.						
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.	I can collect data by measuring lengths.				
		I can make a line plot to show data.				
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.	I can draw a picture graph.				
		I can draw a bar graph.				
		I can solve problems using a bar graph.				
Domain: Geometry						
Cluster: Reason with shapes and their attributes.						
2.G.1	Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of	I can identify shapes based on their attributes.				

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	equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.	I can draw shapes based on their attributes.				
2.G.2	Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.	I can partition a rectangle into rows and columns of same-size squares and count the total number.				
2.G.3	Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words <i>halves</i> , <i>thirds</i> , <i>half of</i> , <i>a third of</i> , 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.	I can divide circles and rectangles into equal parts.				
		I can describe equal parts as part of a whole				
		I can recognize equal shares of identical shapes do not have to be the same shape.				