

LINCOLN PUBLIC SCHOOLS  
Mathematics Learning Expectations: Grade 2

**Massachusetts  
Standards**

The 2011 Massachusetts Curriculum Framework for Mathematics incorporates the common core standards and a select number of additional standards unique to Massachusetts.

**Critical Areas for  
Instructional Focus:**

- Base ten system
- Fluency in addition and subtraction
- Standard measurement
- Analysis of geometric shapes

*See 2011  
Massachusetts  
Curriculum  
Frameworks for  
Mathematics:  
Grade 2 Introduction  
for more detail.*

**Content Domains and Key Outcomes**

**Operations and Algebraic Thinking**

- Represent and solve story problems involving addition and subtraction within 100
- Add and subtract fluently within 20
- Represent quantities in equal groups

**Number and Operations in Base 10**

- Read, write and use numbers within 1000
- Represent three-digit numbers as groups of hundreds, tens and ones; compare three-digit numbers
- Use place value understanding and properties of operations to add and subtract within 1000
- Find sums and differences within 100 on a number line

**Measurement and Data**

- Measure and estimate lengths using standard units
- Represent and interpret data in picture and bar graphs
- Know the relationships of time: minutes to an hour; days to a week
- Solve word problems involving dollar bills and U.S. coins

**Geometry**

- Recognize and draw shapes having specified attributes
- Partition shapes into halves, thirds and fourths

*See 2011 Massachusetts Curriculum Frameworks for Mathematics:  
Grade 2 for more detail.*

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**Standards for Mathematical Practice**

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.

7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

*See 2011 Massachusetts Curriculum Frameworks for Mathematics:  
pp.15-17 for more detail on the use of these standards in all domains.*