

Grade 2

Adopted 2021

Mathematical Practice Standards

1. Make sense of problems and persevere in solving them. [MP.1](#)

2. Reason abstractly and quantitatively. [MP.2](#)

3. Construct viable arguments and critique the reasoning of others. [MP.3](#)

4. Model with mathematics. [MP.4](#)

5. Use appropriate tools strategically. [MP.5](#)

6. Attend to precision. [MP.6](#)

7. Look for and make use of structure. [MP.7](#)

8. Look for and express regularity in repeated reasoning [MP.8](#)

Grade 2

Algebraic Reasoning: Operations

- A. Represent and solve problems involving addition and subtraction. [2.OA.A](#)
 1. Use addition and subtraction within 100 to solve one- and two-step problems in authentic contexts by using drawings and equations with a symbol for the unknown. [2.OA.A.1](#)
- B. Add and subtract within 20. [2.OA.B](#)
 2. Fluently add and subtract within 20 using accurate, efficient, and flexible strategies and algorithms based on place value and properties of operations. [2.OA.B.2](#)
- C. Work with equal groups of objects to gain foundations for multiplication. [2.OA.C](#)
 3. Determine whether a group up to 20 objects has an odd or even number by pairing objects or counting them by 2s; record using drawings and equations including expressing an even number as a sum of two equal addends. [2.OA.C.3](#)
 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. [2.OA.C.4](#)

Numeric Reasoning: Base Ten Arithmetic

A. Understand place value. **2.NBT.A**

1. Understand 100 as a bundle of ten tens and that the three digits of a three-digit number represent amounts of hundreds, tens, and ones. **2.NBT.A.1**
2. Count within 1000; skip-count by 5's, 10's, and 100's. **2.NBT.A.2**
3. Read and write numbers to 1000 using base-ten numerals, number names, and expanded form. **2.NBT.A.3**
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. **2.NBT.A.4**

B. Use place value understanding and properties of operations to add and subtract. **2.NBT.B**

5. Fluently add & subtract within 100 using accurate, efficient, & flexible strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. **2.NBT.B.5**
6. Add up to four two-digit numbers using strategies based on place value and properties of operations and describe how two different strategies result in the same sum. **2.NBT.B.6**
7. Add and subtract within 1000 using concrete or visual representations and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. Relate the strategy to a written method and explain why sometimes it is necessary to compose or decompose tens or hundreds. **2.NBT.B.7**
8. Without having to count, mentally find 10 more or 10 less and 100 more or 100 less than a given three-digit number. **2.NBT.B.8**
9. Explain why strategies to add and subtract work using properties of operations and the relationship between addition and subtraction. **2.NBT.B.9**

Geometric Reasoning and Measurement

- A. Reason with shapes and their attributes. **2.GM.A**
 - 1. Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. **2.GM.A.1**
 - 2. Partition a rectangle into rows and columns of same-size squares and count to find the total number of them. **2.GM.A.2**
 - 3. Partition circles and rectangles into two, three, or four equal parts. Recognize that equal parts of identical wholes need not have the same shape. **2.GM.A.3**
- B. Measure and estimate lengths in standard units. **2.GM.B**
 - 4. Measure the length of an object by selecting and using appropriate measurement tools. **2.GM.B.4**
 - 5. Measure the length of an object using two different length units and describe how the measurements relate to the size of the unit chosen. **2.GM.B.5**
 - 6. Estimate lengths using units of inches, feet, yards, centimeters, and meters. **2.GM.B.6**
 - 7. Measure two objects and determine the difference in their lengths in terms of a standard length unit. **2.GM.B.7**
- C. Relate addition and subtraction to length. **2.GM.C**
 - 8. Use addition and subtraction within 100 to solve problems in authentic contexts involving lengths that are given in the same units. **2.GM.C.8**
 - 9. Represent whole number lengths on a number line diagram; use number lines to find sums and differences within 100. **2.GM.C.9**
- D. Work with time and money. **2.GM.D**
 - 10. Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m. **2.GM.D.10**
 - 11. Solve problems in authentic contexts involving dollar bills, quarters, dimes, nickels, and pennies, using \$ (dollars) and c (cents) symbols appropriately. **2.GM.D.11**

Data Reasoning

- A. Pose investigative questions and collect/consider data. **2.DR.A**
 - 1. Generate questions to investigate situations within the classroom. Collect or consider data that can naturally answer questions by using measurements with whole-number units. **2.DR.A.1**
- B. Analyze, represent, and interpret data. **2.DR.B**
 - 2. Analyze data with a single-unit scale and interpret information presented to answer investigative questions. **2.DR.B.2**