

MATH Standards

STANDARD #	CATEGORY	CLUSTER	STANDARD	1	2	3	4
2.OA.A.1	Operations and Algebraic Thinking	Represent and solve problems involving addition and subtraction.	Add and subtract within 100 to solve one- and two-step contextual problems, with unknowns in all positions, involving situations of add to, take from, put together/take apart, and compare. Use objects, drawings, and equations with a symbol for the unknown number to represent the problem.	1	2	3	4
2.OA.B.2	Operations and Algebraic Thinking	Add and subtract within 30.	Fluently add and subtract within 30 using mental strategies. By the end of 2nd grade, know from memory all sums of two one-digit numbers and related subtraction facts.	1	2	3	4
2.OA.C.3	Operations and Algebraic Thinking	Work with equal groups of objects to gain foundations for multiplication.	Determine whether a group of objects (up to 20) has an odd or even number of members by pairing objects or counting them by 2s. Write an equation to express an even number as a sum of two equal addends.	1			4
2.OA.C.4	Operations and Algebraic Thinking	Work with equal groups of objects to gain foundations for multiplication.	Use repeated 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.			3	
2.NBT.A.1	Number and Operations in Base Ten	Understand place value.	Know that the three digits of a three-digit number represent amounts of hundreds, tens, and ones (e.g., 706 can be represented in multiple ways as 7 hundreds, 0 tens, and 6 ones; 706 ones; or 70 tens and 6 ones).			3	
2.NBT.A.2	Number and Operations in Base Ten	Understand place value.	Count within 1000. Skip-count within 1000 by 5s, 10s, and 100s, starting from any number in its skip counting sequence.	1			
2.NBT.A.3	Number and Operations in Base Ten	Understand place value.	Read and write numbers to 1000 using standard form, word form, and expanded form.		2	3	
2.NBT.A.4	Number and Operations in Base Ten	Understand place value.	Compare two three-digit numbers based on the meanings of the digits in each place and use the symbols $>$ , $=$ , and $<$ to show the relationship.		2	3	
2.NBT.B.5	Number and Operations in Base Ten	Use place value understanding and properties of operations to add and subtract.	Fluently add and subtract within 100 using properties of operations, strategies based on place value, and/or the relationship between addition and subtraction.	1	2	3	4
2.NBT.B.6	Number and Operations in Base Ten	Use place value understanding and properties of operations to add and subtract.	Add up to four two-digit numbers using properties of operations and strategies based on place value.	1			
2.NBT.B.7	Number and Operations in Base Ten	Use place value understanding and properties of operations to add and subtract.	Add and subtract within 1000 using concrete models, drawings, strategies based on place value, properties of operations, and/or the relationship between addition and subtraction to explain the reasoning used.	1			
2.NBT.B.8	Number and Operations in Base Ten	Use place value understanding and properties of operations to add and subtract.	Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900.		2		
2.NBT.B.9	Number and Operations in Base Ten	Use place value understanding and properties of operations to add and subtract.	Explain why addition and subtraction strategies work using properties of operations and place value. (Explanations may include words, drawing, or objects.)	1	2	3	4
2.MD.A.1	Measurement and Data	Measure and estimate lengths in standard units.	Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.	1			
2.MD.A.2	Measurement and Data	Measure and estimate lengths in standard units.	Measure the length of an object using two different units of measure and describe how the two measurements relate to the size of the unit chosen.	1	2		
2.MD.A.3	Measurement and Data	Measure and estimate lengths in standard units.	Estimate lengths using units of inches, feet, yards, centimeters, and meters.			3	
2.MD.A.4	Measurement and Data	Measure and estimate lengths in standard units.	Measure to determine how much longer one object is than another and express the difference in terms of a standard unit of length.		2	3	
2.MD.B.5	Measurement and Data	Relate addition and subtraction to length.	Add and subtract within 100 to solve contextual problems involving lengths that are given in the same units by using drawings and equations with a symbol for the unknown to represent the problem.		2	3	

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2.MD.B.6	Measurement and Data	Relate addition and subtraction to length.	Represent whole numbers as lengths from 0 on a number line and know that the points corresponding to the numbers on the number line are equally spaced. Use a number line to represent whole number sums and differences of lengths within 100.	1		3	
2.MD.C.7	Measurement and Data	Work with time and money.	Tell and write time in quarter hours and to the nearest five minutes (in a.m. and p.m.) using analog and digital clocks.		2		
2.MD.C.8	Measurement and Data	Work with time and money.	Solve contextual problems involving dollar bills, quarters, dimes, nickels, and pennies using c and \$ symbols appropriately.		2		4
2.MD.D.9	Measurement and Data		Generate measurement data by measuring lengths of several objects to the nearest whole unit. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.			3	
2.MD.D.10	Measurement and Data	Represent and interpret data.	Draw a pictograph and a bar graph (with intervals of one) to represent a data set with up to four categories. Solve addition and subtraction problems related to the data in a graph.		2	3	
2.G.A.1	Geometry	Reason about shapes and their attributes.	Identify triangles, quadrilaterals, pentagons, hexagons, and cubes. Draw two-dimensional shapes having specified attributes (as determined directly or visually, not by measuring), such as a given number of angles or a given number of sides of equal length.			3	
2.G.A.2	Geometry	Reason about shapes and their attributes.	Partition a rectangle into rows and columns of same-sized squares and find the total number of squares.			3	4
2.G.A.3	Geometry	Reason about shapes and their attributes.	Partition circles and rectangles into two, three, and four equal shares, describe the shares using the words halves, thirds, fourths, half of, a third of, and a fourth of, and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.			3	4