

# Grade 2

Adopted 2018

## Standards for Mathematical Practice

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](#)

## Operations and Algebraic Thinking

### Represent and solve problems.

1. Represent and solve addition and subtraction word problems, within 100, with unknowns in all positions, by using representations and equations with a symbol for the unknown number to represent the problem, when solving:
    - One-Step problems:
      - Add to/Take from-Start Unknown
      - Compare-Bigger Unknown
      - Compare-Smaller Unknown
    - Two-Step problems involving single digits:
      - Add to/Take from- Change Unknown
      - Add to/Take From- Result Unknown
- [NC.2.OA.1](#)

### Add and subtract within 20.

2. Demonstrate fluency with addition and subtraction, within 20, using mental strategies. [NC.2.OA.2](#)

### Work with equal groups.

3. Determine whether a group of objects, within 20, has an odd or even number of members by:
  - Pairing objects, then counting them by 2s.
  - Determining whether objects can be placed into two equal groups.
  - Writing an equation to express an even number as a sum of two equal addends.[NC.2.OA.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. [NC.2.OA.4](#)

## Number and Operations in Base Ten

### Understand place value.

1. Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones.
  - Unitize by making a hundred from a collection of ten tens.
  - Demonstrate that the numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds, with 0 tens and 0 ones.
  - Compose and decompose numbers using various groupings of hundreds, tens, and ones. NC . 2 . NBT . 1
2. Count within 1,000; skip-count by 5s, 10s, and 100s. NC . 2 . NBT . 2
3. Read and write numbers, within 1,000, using base-ten numerals, number names, and expanded form. NC . 2 . NBT . 3
4. Compare two three-digit numbers based on the value of the hundreds, tens, and ones digits, using  $>$ ,  $=$ , and  $<$  symbols to record the results of comparisons. NC . 2 . NBT . 4

---

### Use place value understanding and properties of operations.

5. Demonstrate fluency with addition and subtraction, within 100, by:
  - Flexibly using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.
  - Comparing addition and subtraction strategies, and explaining why they work.
  - Selecting an appropriate strategy in order to efficiently compute sums and differences. NC . 2 . NBT . 5
6. Add up to three two-digit numbers using strategies based on place value and properties of operations. NC . 2 . NBT . 6
7. Add and subtract, within 1,000, relating the strategy to a written method, using:
  - Concrete models or drawings
  - Strategies based on place value
  - Properties of operations
  - Relationship between addition and subtraction NC . 2 . NBT . 7
8. Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900. NC . 2 . NBT . 8

---

## Measurement and Data

### Represent and interpret data.

10. Organize, represent, and interpret data with up to four categories.
  - Draw a picture graph and a bar graph with a single-unit scale to represent a data set.
  - Solve simple put-together, take-apart, and compare problems using information presented in a picture and a bar graph. NC . 2 . MD . 10

---

### Measure and estimate lengths.

1. Measure the length of an object in standard units by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes. NC . 2 . MD . 1
2. Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen. NC . 2 . MD . 2
3. Estimate lengths in using standard units of inches, feet, yards, centimeters, and meters. NC . 2 . MD . 3

4. Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit. NC . 2 . MD . 4
- 

**Relate addition and subtraction to length.**

5. Use addition and subtraction, within 100, to solve word problems involving lengths that are given in the same units, using equations with a symbol for the unknown number to represent the problem. NC . 2 . MD . 5
  6. Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points and represent whole-number sums and differences, within 100, on a number line. NC . 2 . MD . 6
- 

**Build understanding of time and money.**

7. Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m. NC . 2 . MD . 7
8. Solve word problems involving:
  - Quarters, dimes, nickels, and pennies within 99¢, using ¢ symbols appropriately.
  - Whole dollar amounts, using the \$ symbol appropriately.NC . 2 . MD . 8