DUSD Essential Standards for Math: Second Grade

Arizona Second Grade Math Standards

***Fluency Standard**

Operations and Algebraic Thinking	**2.OA.A.1**	Use addition and subtraction within 100 to solve one and two-step word problems. Represent a word problem as an equation with a symbol for the unknown. *See Table 1.*
	2.OA.B.2*	Fluently add and subtract within 20. By the end of Grade 2, know from memory all sums of two one-digit numbers.
Numbers and Operations	**2.NBT.A.1**	Understand that the three digits of a three-digit number represent groups of hundreds, tens, and ones (e.g., 706 equals 7 hundreds, 0 tens, and 6 ones and also equals 70 tens and 6 ones). Understand the following as special cases: a. 100 can be thought of as a group of ten tens—called a "hundred." 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).
	2.NBT.A.3	Read and write numbers up to 1000 using base-ten numerals, number names, and expanded form.
	2.NBT.B.5*	Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.
	2.NBT.B.6	Add up to three two-digit numbers using strategies based on place value and properties of operations.
	2.NBT.B.7	Demonstrate understanding of addition and subtraction within 1000, connecting objects or drawings to strategies based on place value (including multiples of 10), properties of operations, and/or the relationship between addition and subtraction. Relate the strategy to a written form. *See Table 1.*
Measurement and Data and Geometry	**2.MD.A.2**	Measure the length of an object twice, using different standard length units for the two measurements; describe how the two measurements relate to the size of the unit chosen. Understand that depending on the size of the unit, the number of units for the same length varies.
	2.MD.B.5	Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same unit. *See Table 1.*
	2.MD.B.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.

	2.MD.C.8	Solve word problems involving collections of money, including dollar bills, quarters, dimes, nickels, and pennies. Record the total using $ and ¢ appropriately. *See Table 1.*
	2.MD.D.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 the graph.*See Table 1.*
	2.G.A.3	Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, fourths, half of, third of, fourth of, and describe the whole as two halves, three thirds, or four fourths. Recognize that equal shares of identical wholes need not have the same shape.