

Second Grade Math Standards

Number Sense	Algebra and Functions	Measurement and Geometry	Statistics, Data Analysis and Probability	Mathematical Reasoning
<p>1.0 Students understand the relationship between numbers, quantities, and place value in whole numbers up to 1,000:</p> <p>1.1* Count, read, and write whole numbers to 1,000 and identify the place value for each digit.</p> <p>1.2 Use words, models, and expanded forms (e.g., $45 = 4 \text{ tens} + 5$) to represent numbers (to 1,000).</p> <p>1.3* Order and compare whole numbers to 1,000 by using the symbols $<$, $=$, $>$.</p> <p>2.0 Students estimate, calculate, and solve problems involving addition and subtraction of two- and three-digit numbers:)</p> <p>2.1* Understand and use the inverse relationship between addition and subtraction (e.g., an opposite number sentence for $8 + 6 = 14$ is $14 - 6 = 8$) to solve problems and check solutions.</p> <p>2.2* Find the sum or difference of two whole numbers up to three digits long.</p> <p>2.3 Use mental arithmetic to find the sum or difference of two two-digit numbers.</p> <p>3.0* Students model and solve simple problems involving multiplication and division:</p> <p>3.1* Use repeated addition, arrays, and counting by multiples to do multiplication.</p> <p>3.2* Use repeated subtraction, equal sharing, and forming equal groups with remainders to do division.</p> <p>3.3* Know the multiplication tables of 2s, 5s, and 10s (to "times 10") and commit them to memory.</p> <p>4.0 Students understand that fractions and decimals may refer to parts of a set and parts of a whole:</p> <p>4.1* Recognize, name, and compare unit fractions from $1/12$ to $1/2$.</p> <p>4.2* Recognize fractions of a whole and parts of a group (e.g., one-fourth of a pie, two-thirds of 15 balls).</p> <p>4.3* Know that when all fractional parts are included, such as four-fourths, the result is equal to the whole and to one.</p> <p>5.0 Students model and solve problems by representing, adding, and subtracting amounts of money:</p> <p>5.1* Solve problems using combinations of coins and bills.</p> <p>5.2* Know and use the decimal notation and the dollar and cent symbols for money.</p> <p>6.0 Students use estimation strategies in computation and problem solving that involve numbers that use the ones, tens, hundreds, and thousands places:</p> <p>6.1 Recognize when an estimate is reasonable in measurements (e.g., closest inch).</p>	<p>1.0 Students model, represent, and interpret number relationships to create and solve problems involving addition and subtraction: LO =12/84, 14%)</p> <p>1.1* Use the commutative and associative rules to simplify mental calculations and to check results.</p> <p>1.2 Relate problem situations to number sentences involving addition and subtraction.</p> <p>1.3 Solve addition and subtraction problems by using data from simple charts, picture graphs, and number sentences.</p>	<p>1.0 Students understand that measurement is accomplished by identifying a unit of measure, iterating (repeating) that unit, and comparing it to the item to be measured: LO =9/84, 11%)</p> <p>1.1 Measure the length of objects by iterating (repeating) a nonstandard or standard unit.</p> <p>1.2 Use different units to measure the same object and predict whether the measure will be greater or smaller when a different unit is used.</p> <p>1.3* Measure the length of an object to the nearest inch and/or centimeter.</p> <p>1.4 Tell time to the nearest quarter hour and know relationships of time (e.g., minutes in an hour, days in a month, weeks in a year).</p> <p>1.5 Determine the duration of intervals of time in hours (e.g., 11:00 a.m. to 4:00 p.m.).</p> <p>2.0* Students identify and describe the attributes of common figures in the plane and of common objects in space: (LO =6/84, 7%)</p> <p>2.1* Describe and classify plane and solid geometric shapes (e.g., circle, triangle, square, rectangle, sphere, pyramid, cube, rectangular prism) according to the number and shape of faces, edges, and vertices.</p> <p>2.2* Put shapes together and take them apart to form other shapes (e.g., two congruent right triangles can be arranged to form a rectangle).</p>	<p>1.0 Students conduct simple probability experiments by determining the number of possible outcomes and make simple predictions: (LO =9/112,8%)</p> <p>1.1 Identify whether common events are certain, likely, unlikely, or improbable.</p> <p>1.2* Record the possible outcomes for a simple event (e.g., tossing a coin) and systematically keep track of the outcomes when the event is repeated many times.</p> <p>1.3* Summarize and display the results of probability experiments in a clear and organized way (e.g., use a bar graph or a line plot).</p> <p>1.4 Use the results of probability experiments to predict future events (e.g., use a line plot to predict the temperature forecast for the next day).</p>	<p>1.0 Students make decisions about how to approach problems: (LO =7/112, 6%)</p> <p>1.1 Analyze problems by identifying relationships, distinguishing relevant from irrelevant information, sequencing and prioritizing information, and observing patterns.</p> <p>1.2 Determine when and how to break a problem into simpler parts.</p> <p>2.0 Students use strategies, skills, and concepts in finding solutions: (LO =16/112, 14%)</p> <p>2.1 Use estimation to verify the reasonableness of calculated results.</p> <p>2.2 Apply strategies and results from simpler problems to more complex problems.</p> <p>2.3 Use a variety of methods, such as words, numbers, symbols, charts, graphs, tables, diagrams, and models, to explain mathematical reasoning.</p> <p>2.4 Express the solution clearly and logically by using the appropriate mathematical notation and terms and clear language; support solutions with evidence in both verbal and symbolic work.</p> <p>2.5 Indicate the relative advantages of exact and approximate solutions to problems and give answers to a specified degree of accuracy.</p> <p>2.6 Make precise calculations and check the validity of the results from the context of the problem.</p> <p>3.0 Students move beyond a particular problem by generalizing to other situations: (LO =5/112, 4%)</p> <p>3.1 Evaluate the reasonableness of the solution in the context of the original situation.</p> <p>3.2 Note the method of deriving the solution and demonstrate a conceptual understanding of the derivation by solving similar problems.</p> <p>3.3 Develop generalizations of the results obtained and apply them in other circumstances.</p>

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