Second Grade
OREGON State Standards

Mathematics

Algebraic Reasoning: Operations (2.OA)

2.OA.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.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.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.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.

Numeric Reasoning: Base Ten Arithmetic (2.NBT)

2.NBT.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.2	Count within 1000; skip-count by 5's, 10's, and 100's.
2.NBT.A.3	Read and write numbers to 1000 using base-ten numerals, number names, and expanded form
2.NBT.A.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.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.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.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.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.9	Explain why strategies to add and subtract work using properties of operations and the relationship between addition and subtractio

Geometric Reasoning and Measurement (2.GM)

2.GM.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.2	Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.
2.GM.A.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.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.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.6	Estimate lengths using units of inches, feet, yards, centimeters, and meters.
2.GM.B.7	Measure two objects and determine the difference in their lengths in terms of a standard length unit.

2.GM.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.9	Represent whole number lengths on a number line diagram; use number lines to find sums and differences within 100.

2.GM.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.11	Solve problems in authentic contexts involving dollar bills, quarters, dimes, nickels, and pennies, using $ (dollars) and c (cents) symbols appropriately

Data Reasoning (2.DR)

2.DR.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.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.