Idaho Mathematics

Grade 2

Adopted 2022

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

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 word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, by using physical, visual, and symbolic representations. 2.OA.A.1

B. Add and subtract within 20. 2.OA.B

2. Demonstrate fluency for addition and subtraction within 20 using mental strategies. By the end of grade two, recall basic facts to add and subtract within 20 with automaticity. 2.OA.B.2

C. Work with equal groups of objects to gain foundations for multiplication. 2.OA.C

3. Determine whether a group of objects (up to 20) has an odd or even number of members and write an equation to express an even number as a sum of two equal addends. 2.OA.C.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. 2.OA.C.4

Number and Operations in Base Ten

A. Understand place value. 2.NBT.A

1. Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones. Understand: 2.NBT.A.1
   a. 100 can be thought of as a bundle of ten tens—called a "hundred." 2.NBT.A.1.A
   b. The numbers 100, 200, 300, 400, 500, 600, 700, 800, and 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones). 2.NBT.A.1.B
2. Count within 1,000; skip-count by fives, tens, and 100s. Identify patterns in skip counting starting at any number. 2.NBT.A.2
3. Read and write numbers from 0 to 1,000 using standard form, expanded form, and word form. 2.NBT.A.3
4. Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, recording the results of comparisons with the symbols >, =, and <. 2.NBT.A.4

B. Use place value understanding and properties of operations to add and subtract. 2.NBT.B

5. Fluently add and subtract whole numbers within 100 using understanding of place value and properties of operations. 2.NBT.B.5
6. Add up to four two-digit numbers using strategies based on place value and properties of operations. 2.NBT.B.6
7. Add and subtract whole numbers within 1,000, by using physical, visual, and symbolic representations, with an emphasis on place value, properties of operations, and/or the relationships between addition and subtraction. 2.NBT.B.7
   a. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones. 2.NBT.B.7.A
   b. Understand that sometimes it is necessary to compose or decompose tens or hundreds. 2.NBT.B.7.B
8. Use mental strategies to add or subtract a number that is ten more, ten less, one hundred more, and one hundred less than a given three-digit number. 2.NBT.B.8
9. Explain why addition and subtraction strategies work, using place value and the properties of operations. 2.NBT.B.9

Measurement and Data

A. Measure and estimate lengths in standard units. 2.MD.A

1. Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes. 2.MD.A.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. 2.MD.A.2
3. Estimate lengths using units of inches, feet, centimeters, and meters. 2.MD.A.3
4. Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit. 2.MD.A.4

B. Relate addition and subtraction to length. 2.MD.B

5. Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units. 2.MD.B.5
6. Represent whole numbers as lengths from zero 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.B.6

C. Work with time and money. 2.MD.C

7. Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m. 2.MD.C.7
8. Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies (up to $10), using $ and ¢ symbols appropriately and whole-dollar amounts. 2.MD.C.8

D. Represent and interpret data. 2.MD.D

9. Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Organize and record data on a line plot (dot plot) where the horizontal scale is marked off in whole-number units. 2.MD.D.9
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. 2.MD.D.10

Geometry

A. Reason with shapes and their attributes. 2.G.A

1. Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, squares, rectangles, rhombi, trapezoids, pentagons, hexagons, octagons, and cubes. 2.G.A.1
2. Partition a rectangle into rows and columns of same-size squares and count to find the total number of them. 2.G.A.2
3. Partition circles and rectangles into two, three, or four equal shares. Understand for these examples that decomposing into more equal shares creates smaller shares. 2.G.A.3
   a. Describe the shares using the words "halves," "thirds," "fourths," and "quarter," and use the phrases "half of," "a third of," "a fourth of," and "quarter of." 2.G.A.3.A
   b. Describe the whole as two of, three of, or four of the shares. 2.G.A.3.B
   c. Recognize that equal shares of identical wholes need not have the same shape. 2.G.A.3.C