Second Grade Standards for Mathematical Practices						
Standards	**Date Taught**	**Date Retaught**	**Date Reviewed**	**Date Assessed**	**Date Re-Assessed**	**Shaded Nine Weeks the Standards are Taught or Reviewed**
Operations and Algebraic Thinking						
Represent and solve problems.						
NC.2.OA.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						**1** **2** **3** 4
Add and subtract within 20.						
NC.2.OA.2 Demonstrate fluency with addition and subtraction, within 20, using mental strategies.						**1** 2 3 4
Work with equal groups.						
NC.2.OA.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						**1** 2 3 4

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NC.2.OA.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.						1 2 3 **4**
Number and Operations in Base Ten						
Understand place value.						
NC.2.NBT.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.						**1 2** 3 4
NC.2.NBT.2 Count within 1,000; skip-count by 5s, 10s, and 100s.						**1** 2 3 4
NC.2.NBT.3 Read and write numbers, within 1,000, using base-ten numerals, number names, and expanded form.						**1 2** 3 4
NC.2.NBT.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.						1 **2** 3 4

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Use place value understanding and properties of operations.						
NC.2.NBT.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.						1 **2** **3** 4
NC.2.NBT.6 Add up to three two-digit numbers using strategies based on place value and properties of operations.						1 **2** 3 4
NC.2.NBT.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						1 2 **3** 4
NC.2.NBT.8 Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900.						1 **2** 3 4

Measurement and Data						
Measure and estimate lengths.						
NC.2.MD.1 Measure the length of an object in standard units by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and						1 2 3 **4**

measuring tapes.						
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NC.2.MD.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.						**1** **2** **3** **4**
NC.2.MD.3 Estimate lengths in using standard units of inches, feet, yards, centimeters, and meters.						**1** **2** **3** **4**
NC.2.MD.4 Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.						**1** **2** **3** **4**
Related addition and subtraction to length.						
NC.2.MD.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						**1** **2** **3** **4**
NC.2.MD.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 number line.						**1** **2** **3** **4**
Build understanding of time and money.						
NC.2.MD.7 Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m						**1** **2** **3** **4**
NC.2.MD.8 Solve word problems involving: • Quarters, dimes, nickels, and pennies within 99¢, using ¢ symbols						**1** **2** **3** **4**

appropriately. • Whole dollar amounts, using the $ symbol appropriately.						
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Represent and interpret data.						
NC.2.MD.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.						1 2 3 **4**

Geometry						
NC.2.G.1 Recognize and draw triangles, quadrilaterals, pentagons, and hexagons, having specified attributes; recognize and describe attributes of rectangular prisms and cubes.						1 2 3 **4**
NC.2.G.3 Partition circles and rectangles into two, three, or four equal shares. • Describe the shares using the words halves, thirds, half of, a third of, fourths, fourth of, quarter of. • Describe the whole as two halves, three thirds, four fourths. • Explain that equal shares of identical wholes need not have the same shape						1 2 3 **4**