

**ASD MATHEMATICS STANDARDS
GRADE 2
(Revised 6/06)**

A. Numbers and Operations:

Number Relationships:

- 2.A.1.M Count, read, and write whole numbers to 1,000 and identify the place value for each digit.
- 2.A.2.M Differentiate between even and odd numbers.
- 2.A.3.M Compare, order, and group whole numbers to 1,000.
- 2.A.4.M Use words, models, and expanded forms (e.g., $45=4$ tens + 5 ones) to represent numbers to 1,000.

Operations:

- 2.A.5.M Know basic addition and subtraction facts.
- 2.A.6.M Demonstrate the inverse relationship between addition and subtraction using fact families.
- 2.A.7.M Add two- and three-digit whole numbers with and without regrouping in vertical and horizontal form.
- 2.A.8.M Subtract two-digit whole numbers with and without regrouping in vertical and horizontal form.
- 2.A.9.M *Subtract three-digit whole numbers without regrouping in vertical and horizontal form. (Awareness)*
- 2.A.10.M Use repeated addition, arrays, and counting by multiples to model and solve simple multiplication problems.
- 2.A.11.M Know and use the multiplication tables of 0, 1's, 2's, 5's, and 10's.
- 2.A.12.M Skip count by 2's, 3's, 5's and 10's.
- 2.A.13.M Choose the correct operation to solve a problem (+ and -).

Fractions:

- 2.A.14.M Recognize, name and compare unit fractions from $1/12$ to $1/2$ using pictures or manipulatives.
- 2.A.15.M Recognize fractions of a whole and parts of a group using pictures or manipulatives.
- 2.A.16.M Demonstrate using pictures or manipulatives that when all fractional parts are included the result is equal to the whole and to one.

Money:

- 2.A.17.M Use patterns to count pennies, nickels, dimes and quarters up to \$1.00.
- 2.A.18.M Read and write both the decimal notation and the dollar and cent symbols for money.
- 2.A.19.M Find different coin combinations that represent equal money amounts up to \$1.00.
- 2.A.20.M *No longer a 2nd grade standard.*
- 2.A.21.M Make change up to \$1.00.

Estimation:

- 2.A.23.M Round two or three-digit whole numbers to the nearest multiple of ten or hundred (no higher than 1,000).
- 2.A.24.M Estimate sums and differences of quantities; round 2 digit numbers to the nearest 10, and 3 digit numbers to the nearest 100, before computing (limit to two numbers).
- 2.A.25.M Use estimation strategies in computation and problem solving involving numbers that use the ones, tens, hundreds, and thousands place.

B. Measurement

- 2.B.1.M Tell time to the quarter hour and using 5 minute intervals.
- 2.B.2.M Find elapsed time in hour increments.
- 2.B.3.M Identify times of the day and night as AM and PM.
- 2.B.4.M List the months of the year in sequential order. Apply knowledge of that sequence to answer questions and solve problems.
- 2.B.5.M Select an appropriate unit and/or tool for the attribute being measured.
- 2.B.6.M Compare and/or order objects according to length, area, volume or weight.
- 2.B.7.M Use a ruler to measure to the nearest inch or centimeter.
- 2.B.8.M Match the object with its approximate measurement (all measurements given must be of the same system.)
- 2.B.9.M *Introduce the concept of perimeter and area (Awareness).*
- 2.B.10.M Compare seasonal temperatures using a Fahrenheit thermometer.

C. Geometry

- 2.C.1.M Name, identify, and describe geometric shapes in two dimensions (circle, square, rectangle, triangle).
- 2.C.2.M *Name, identify, and describe the following geometric shapes in two dimensions: Pentagon, Hexagon, and Octagon (Awareness)*
- 2.C.3.M Name/identify geometric shapes in three dimensions (sphere, cube, cylinder, cone, pyramid, rectangular prism).
- 2.C.4.M Put shapes together and take them apart to form other shapes.
- 2.C.5.M Recognize a slide, flip, or turn of a simple two-dimensional figure.
- 2.C.6.M Identify/draw a line of symmetry in a two-dimensional figure.

D. Algebraic Concepts

- 2.D.1.M Extend or find a missing element in a pattern of numbers or shapes (pattern must show 3 repetitions – if multiples are used, limit to 2, 3 or 5).
- 2.D.2.M *Determine the missing element in a function table (+, -). (Awareness)*
- 2.D.3.M Choose the number sentence that matches a given story.
- 2.D.4.M Create or match a story to a given combination of symbols (+, -, <, >, =) and numbers.
- 2.D.5.M Find a missing number that makes a number sentence true (1 digit or 2 digit numbers up to 18 using + or -).

E. Data Analysis and Probability

- 2.E.1.M Describe, interpret and/or answer questions based on data shown in bar graphs and pictographs (For pictographs: use the key to indicate the quantity represented by each symbol.)
- 2.E.2.M Graph data or complete a graph given the data (bar graph or pictograph).
- 2.E.3.M Translate information from one type of display to another (e.g., convert tally chart to bar graph). Limit to tally, bar and pictographs.

F. Mathematical Reasoning

- 2.F.1.M Use appropriate problem solving strategies:
- Act it out
 - Draw a picture
 - Look for a pattern
 - Make a graph or table
 - Guess and Check
 - Use logical reasoning
- 2.F.2.M Select and use appropriate methods, materials, and strategies to solve problems, including mental mathematics, paper and pencil and concrete objects.
- 2.F.3.M Estimates and checks that answers are reasonable.
- 2.F.4.M Determine when sufficient information is present to solve a problem and explain how to solve a problem.