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**Mathematics Standards  
Grade 2**

Reveal  
**MATH**<sup>TM</sup>

STANDARDS		UNIT-LESSON
<b>Algebraic Reasoning: Operations (2.OA)</b>		
<b>2.OA.A Represent and solve problems involving addition and subtraction.</b>		
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.	4-1, 4-2, 4-3, 4-4, 4-5, 4-6, 4-7, 4-8, 4-9, 4-10, 5-10, 6-9, 6-10	
<b>2.OA.B Add and subtract within 20.</b>		
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.	5-1, 5-2, 6-1, 6-2	
<b>2.OA.C Work with equal groups of objects to gain foundations for multiplication.</b>		
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.	3-4, 3-5	
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.	3-6, 3-7	
<b>Numeric Reasoning: Base Ten Arithmetic (2.NBT)</b>		
<b>2.NBT.A Understand place value</b>		
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.	2-1, 2-2, 2-3, 2-4, 2-5	
2.NBT.A.2 Count within 1000; skip-count by 5's, 10's, and 100's.	3-1, 3-2, 3-3	
2.NBT.A.3 Read and write numbers to 1000 using base-ten numerals, number names, and expanded form	2-3, 2-4	
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.	2-5	
<b>2.NBT.B Use place value understanding and properties of operations to add and subtract.</b>		
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.	5-3, 5-4, 5-5, 5-7, 5-8, 6-3, 6-4, 6-6, 6-7, 6-8	

STANDARDS	UNIT-LESSON
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.	5-9
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.	9-2, 9-3, 9-4, 9-5, 9-6, 10-2, 10-3, 10-4, 10-5, 10-6, 10-7, 10-9
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.	9-1, 10-1
2.NBT.B.9 Explain why strategies to add and subtract work using properties of operations and the relationship between addition and subtraction.	9-7, 10-8
<b>Geometric Reasoning and Measurement (2.GM)</b>	
<b>2.GM.A Reason with shapes and their attributes.</b>	
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.	12-1, 12-2, 12-3
2.GM.A.2 Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.	12-6
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.	12-4, 12-5
<b>2.GM.B Measure and estimate lengths in standard units.</b>	
2.GM.B.4 Measure the length of an object by selecting and using appropriate measurement tools.	7-1, 7-2, 7-6
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.	7-4, 7-8
2.GM.B.6 Estimate lengths using units of inches, feet, yards, centimeters, and meters.	7-5, 7-9
2.GM.B.7 Measure two objects and determine the difference in their lengths in terms of a standard length unit.	7-3, 7-7
<b>Relate addition and subtraction to length.</b>	
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.	7-10, 7-11

STANDARDS	UNIT-LESSON
2.GM.C.9 Represent whole number lengths on a number line diagram; use number lines to find sums and differences within 100.	5-6, 6-5, 7-11
<b>2.GM.D Work with time and money.</b>	
2.GM.D.10 Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.	8-4, 8-5
2.GM.D.11 Solve problems in authentic contexts involving dollar bills, quarters, dimes, nickels, and pennies, using \$ (dollars) and c (cents) symbols appropriately.	8-1
<b>Data Reasoning (2.DR)</b>	
<b>2.DR.A Pose investigative questions and collect/consider data.</b>	
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.	11-3, 11-4, 11-6
<b>2.DR.B Analyze, represent, and interpret data.</b>	
2.DR.B.2 Analyze data with a single-unit scale and interpret information presented to answer investigative questions.	11-1, 11-2, 11-3, 11-4, 11-5, 11-6