

# Grade 2 (AAS)

Adopted 2019

## Operations and Algebraic Thinking

2. Represent addition as "add to/put together" and subtraction as "take from/take apart" with objects, drawings, fingers, or sounds (within 30). [M.AAS.2.2](#)

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3. Equally distribute even numbers of up to 20 objects between two groups. [M.AAS.2.3](#)

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4. Use repeated addition to find the sum of objects arranged in equal groups up to 10. [M.AAS.2.4](#)

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5. Using vocalization, sign language, augmentative communication, or assistive technology, duplicate, extend, create, and describe simple patterns using concrete objects. [M.AAS.2.5](#)

## Operations with Numbers: Base Ten

6. Recognize and represent numbers up to 30 with sets of tens and ones (objects, columns, arrays). [M.AAS.2.6](#)

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7. Using vocalization, sign language, augmentative communication, or assistive technology, count and recognize numerals 0 to 50 by ones. When given a numeral 0 to 25, name the next two numbers in a three-item sequence [M.AAS.2.7](#)

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9. Using vocalization, sign language, augmentative communication, or assistive technology, compare sets of objects and numbers using appropriate vocabulary (greater than, less than, equal to; limited to thirty objects in a group). [M.AAS.2.9](#)

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10. Using vocalization, sign language, augmentative communication, or assistive technology, identify the meaning of the + sign (add, plus, put together) and the - sign (subtract, take away, take from) and the = sign (equal, the same as); compose and decompose numbers up to 20 using objects, pictures, drawings, or numbers. [M.AAS.2.10](#)

## Data Analysis

16. Using vocalization, sign language, augmentative communication, or assistive technology, use a graph, limited to 2 categories, to answer more/less, most/least, or equal to questions (a combined total of no more than 30 objects/pictures shown for the 2 categories). [M.AAS.2.16](#)

## Measurement

- 17.** Using vocalization, sign language, augmentative communication, or assistive technology, identify standard tools associated with measurement (clock, ruler, scale, measuring cup); measure the lengths of objects using nonstandard units (e.g., hands, paper clips). [M.AAS.2.17](#)
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- 19.** Order three objects by length (long/longer/longest; short/shorter/shortest). [M.AAS.2.19](#)
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- 21.** Increase or decrease length by adding or subtracting nonstandard unit(s). [M.AAS.2.21](#)
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- 22.** Represent whole-number sums within 20 using a number line. [M.AAS.2.22](#)
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- 23.** Using vocalization, sign language, augmentative communication, or assistive technology, identify the time that matches a routine activity using a clock (limited to hour). [M.AAS.2.23](#)
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- 24.** Using vocalization, sign language, augmentative communication, or assistive technology, identify and demonstrate knowledge that money has value; limited to penny = 1 cent, nickel = 5 cents, dime = 10 cents. [M.AAS.2.24](#)

## Geometry

- 25.** Using vocalization, sign language, augmentative communication, or assistive technology, identify two dimensional shapes (limited to square, circle, triangle, and rectangle). [M.AAS.2.25](#)
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- 27.** Using vocalization, sign language, augmentative communication, or assistive technology, identify half as being two equal parts of a shape (limited to circle, square, rectangle, and triangle). [M.AAS.2.27](#)