South Carolina Mathematics

Grade 2

Mathematical Process Standards MPS

1 Problem Solving MPS.PS

1a Make sense of problems and persevere in solving them strategically MPS.PS.1

2 Representation & Communication MPS.RC

2a Explain ideas using precise and contextually appropriate mathematical language, tools, and models. MPS.RC.1

3 Connections MPS.C

3a Demonstrate a deep and flexible conceptual understanding of mathematical ideas, operations, and relationships while making real-world connections. MPS.C.1

4 Analyze & Justify MPS.AJ

4a Use critical thinking skills to reason both abstractly and quantitatively MPS.AJ.1

5 Structure & Patterns MPS.SP

5a Identify and apply regularity in repeated reasoning to make generalizations. MPS.SP.1

Data, Probability, and Statistical Reasoning 2.DPSR

1 Create and answer survey questions, collect and analyze data, and communicate through multiple representations. 2.DPSR.1.

1a Create a survey question and collect data with up to four categories. Create tally charts, picture graphs, dot plots, and bar graphs with a single-unit scale to read the graph, answer questions, and draw conclusions. Limit to one-step add-to, take-from, part-part-whole, and comparison questions. 2.DPSR.1.1

Measurement, Geometry, and Spatial Reasoning 2.MGSR

1 Describe, estimate, measure, and compare objects in real-world situations using units of length, weight, currency, and time. 2.MGSR.1.

1a Select and use appropriate tools to estimate and measure length of an object or distance to the nearest customary unit. Limit to inches, feet, and yards. 2.MGSR.1.1

1b Use analog and digital clocks to tell and record time in five-minute intervals, identifying AM and PM. 2.MGSR.1.2

1c Determine the value of mixed sets of coins or bills in mathematical and realworld situations and record the value using a ¢ or $ symbol. Limit to pennies, nickels, dimes, and quarters up to a dollar; one-dollar bills, five-dollar bills, tendollar bills, and twenty-dollar bills up to $100, and add-to or take-from problem types. 2.MGSR.1.3

2 Analyze, describe, and manipulate shapes to make sense of their relationships in mathematical and real-world situations. 2.MGSR.2.

2a Identify and describe a given shape in everyday situations to include twodimensional shapes and threedimensional shapes. Limit to triangle, quadrilateral, pentagon, hexagon, octagon, circle, cone, cube, cylinder, rectangular prism, square pyramid, and sphere. 2.MGSR.2.1

2b Classify shapes as polygons or nonpolygons and defend that determination based on their attributes. 2.MGSR.2.2

2c Classify two-dimensional shapes as triangles or quadrilaterals and justify each classification. 2.MGSR.2.3

Numerical Reasoning 2.NR

1 Represent multi-digit numbers in a variety of ways to build place value understanding. 2.NR.1.

1a Read, write, and represent numbers up to 999 using concrete models, drawings, standard form, base ten language, and equations in expanded form. 2.NR.1.1

1b Represent and explain that whole numbers 1 through 999 are organized into groups of hundreds, tens, and ones, and a digit has a different value depending on its placement. 2.NR.1.2

1c Compose and decompose whole numbers from 1 through 999 in more than one way using hundreds, tens, and ones. Explain and demonstrate each composition or decomposition with the use of concrete models, drawings, and equations. 2.NR.1.3

1d Apply place value reasoning to identify the number that is 10 more, 10 less, 100 more, and 100 less than a given three digit number through 999. 2.NR.1.4

2 Explain the relationship between numbers and quantities. 2.NR.2.

2a Count forward and backward by ones, tens, and hundreds from any number within 999 and identify patterns in the sequence. 2.NR.2.1

3 Demonstrate the ability to compare quantities of objects and numerals representing quantities of objects. 2.NR.3.

3a Compare representations of whole numbers up to 999 and write a comparison statement using words and symbols. Limit to is equal to (=), is less than (<), and/or is greater than (>). 2.NR.3.1

3b When given a two-digit number, identify which multiple of 10 the number is closest to. 2.NR.3.2

4 Represent and compare partitioned shapes in multiple ways using part-whole relationships. 2.NR.4

- 4a Partition in multiple ways squares, rectangles, and circles into two or four equal sized parts, and describe the parts using the words halves, fourths, a half of, and a fourth of (not quarters). 2.NR.4.1
- 4b Explain that when partitioning a square, rectangle, or circle into two or four equal parts, the parts become smaller as the number of parts increases. 2.NR.4.2

Patterns, Algebra, and Functional Reasoning 2.PAFR

1 Understand and apply properties of operations and the relationship between addition and subtraction to solve problems. 2.PAFR.1.

- 1a Use a strategy to accurately find sums and differences of two-digit numbers within 100 and justify the sum or difference. 2.PAFR.1.1
- 1b Determine and explain if an equation (within 20) is true using a variety of equation formats. 2.PAFR.1.2
- 1c Solve one-step add-to, take-from, part-part-whole, and additive comparison real-world situations through 99 with the unknown in any position. 2.PAFR.1.3
- 1d For any number from 0 to 99, find the number that makes 100 when added to the given number. 2.PAFR.1.4
- 1e Add and subtract number combinations flexibly and accurately within 20. 2.PAFR.1.5
- 1f Apply the Associative Property of Addition to find the sum (through 20) of three addends and explain that the value can be found using various grouping strategies. 2.PAFR.1.6
- 1g Determine the unknown number in addition and subtraction equations within 20, with the unknown in any position. 2.PAFR.1.7
- 1h Sort a collection of 20 or fewer objects into two groups to determine if the number of objects is even or odd. 2.PAFR.1.8
- 1i Find the total number of objects arranged in equal groups or in a rectangular array and write an addition equation to express the total as a sum (up to 25) of equal addends. 2.PAFR.1.9

2 Recognize, describe, extend, and create patterns. 2.PAFR.2.

- 2a Describe, extend, and create a growing shape pattern with up to three terms within a sequence. 2.PAFR.2.1
- 2b Create, describe, and extend an appropriate one-step rule for number patterns using addition and subtraction within 100. 2.PAFR.2.2