

Mathematics Power Standards Grade 2

 Corvallis School District 509j

2.1 Number and Operations: Develop an understanding of the base-ten numeration system and place-value concepts.
<ul style="list-style-type: none"> • 2.1.1 Write, compare, and order whole numbers to 1000.
<ul style="list-style-type: none"> • 2.1.2 Understand and apply base-ten numeration, and count in multiples of one, two, five, ten, and one hundred.
<ul style="list-style-type: none"> • 2.1.3 Compose and decompose whole numbers less than one thousand by place value (e.g., 426 as 4 hundreds + 2 tens + 6 ones and $400 + 20 + 6$).
<ul style="list-style-type: none"> • 2.1.4 Use place value and properties of operations to find and use equivalent representations of numbers (such as 35 represented by 35 ones, 3 tens and 5 ones, or 2 tens and 15 ones).
2.2 Number and Operations and Algebra: Develop fluency with addition facts and related subtraction facts, and with multi-digit addition and subtraction.
<ul style="list-style-type: none"> • 2.2.1 Apply, with fluency, sums to 20 and related subtraction facts.
<ul style="list-style-type: none"> • 2.2.2 Solve multi-digit whole number problems by applying various meanings (e.g., taking away, and comparing) and models (e.g., combining or separating sets, using number lines, and hundreds charts) of addition and subtraction.
<ul style="list-style-type: none"> • 2.2.3 Develop fluency with efficient procedures for adding and subtracting multi-digit whole numbers and understand why the procedures work on the basis of place value and number properties.
<ul style="list-style-type: none"> • 2.2.4 Select and apply efficient methods to estimate sums and differences or calculate them mentally depending on the numbers and context involved.
2.3 Measurement: Develop an understanding of linear measurement and facility in measuring.
<ul style="list-style-type: none"> • 2.3.1 Determine length by finding the total number of equal-length units that are placed end-to-end without gaps or overlaps.
<ul style="list-style-type: none"> • 2.3.2 Apply concepts of partitioning (the mental activity of slicing the length of an object into equal-sized units) and transitivity (e.g., if object A is longer than object B and object B is longer than object C, then object A is longer than object C).
<ul style="list-style-type: none"> • 2.3.3 Demonstrate an understanding that using different measurement units will result in different numerical measurements for the same object.
<ul style="list-style-type: none"> • 2.3.4 Explain the need for equal length units and the use of standard units of measure.
<ul style="list-style-type: none"> • 2.3.5 Use rulers and other measurement tools to estimate and measure length in common units (e.g., centimeter and inch).
<ul style="list-style-type: none"> • 2.3.6 Use the measurement process: choose an appropriate measurement unit, compare that unit to the object, and report the number of units.
<ul style="list-style-type: none"> • 2.3.7 Demonstrate an understanding of time and use of time relationships (e.g., how many minutes in an hour, days in a week, and months in a year).
<ul style="list-style-type: none"> • 2.3.8 Tell time in increments of five minutes using analog and digital clocks.