

## Priority Standards for 2<sup>nd</sup> Grade Mathematics

*The purpose of this document is to provide a brief overview of the most essential content in the grade level along with a progression of how the content was addressed in the prior grade level and will prepare students for content in the future grade level. This is not a comprehensive list of content in the grade level as defined in the Utah Core Standards, but rather highlights the major work of the grade level.*

| Priority Standards for Grade Band: Grades K-2                   |                 |                 |
|-----------------------------------------------------------------|-----------------|-----------------|
| K                                                               | 1 <sup>st</sup> | 2 <sup>nd</sup> |
| Develop concepts of counting and cardinality                    |                 |                 |
| Represent and solve problems involving addition and subtraction |                 |                 |
| Understand and use place value                                  |                 |                 |

## Vertical Alignment of Priority Standards

| Priority Standard #1: Represent and Solve Problems Involving Addition and Subtraction                                                                                                                                                                                                                                                                                                                                               |
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| <p><b>Prior Grades:</b> Students represent and solve addition and subtraction word problems within 20 (1.OA.1-2). Understand and apply properties of addition and subtraction and the relationship between addition and subtraction (1.OA.3-4). Fluently add and subtract within 10 by the end of first grade (1.OA.6.b). Understand the meaning of the equal sign and work with addition and subtraction equations (1.OA.7-8).</p> |
| <p><b>2<sup>nd</sup> Grade:</b> Represent and solve word problems involving addition and subtraction within 100 (2.OA.1). Fluently add and subtract within 20 (2.OA.2).</p>                                                                                                                                                                                                                                                         |
| <p><b>Future Grades:</b> Solve two-step word problems using the four operations (3.OA.8). Fluently add and subtract within 1,000 using strategies and algorithms (3.NBT.2). Second grade addition and subtraction concepts lay the foundation for understanding addition and subtraction with multi-digit whole numbers, decimals, and fractions in subsequent grades.</p>                                                          |

## Priority Standard #2: Understand and Use Place Value

**Prior Grades:** Develop an understanding of whole number relationships and place value including grouping in tens and ones. Extend the counting sequence to 120 (1.NBT.1). Understand that the digits of a number represent the amount of ones and tens (1.NBT.2). Compare two, two-digit numbers (1.NBT.3). Use place value understanding to add and subtract a two-digit number and either a one-digit number or a multiple of ten adding tens to tens and ones to ones (1.NBT.4-6).

**2<sup>nd</sup> Grade:** Extend understanding of base-ten notation to the thousands place (2.NBT.1-4). Fluently add and subtract within 100 (2.NBT.5). Add within 1,000 and understand that when adding three-digit numbers, students add or subtract hundreds and hundreds, tens and tens, and ones and ones, and that it is sometimes necessary to compose or decompose tens or hundreds (2.NBT.6-7).

**Future Grades:** Use place value to round whole numbers to the nearest 10 or 100 (3.NBT.1). Fluently add or subtract within 1,000 (3.NBT.2). Multiply one-digit whole numbers by multiples of 10 up to 90 (3.NBT.3).

## Priority Standard #3: Develop Concepts of Measurement

**Prior Grades:** Order and compare lengths of three objects (1.MD.1). Develop and understanding of linear measurement and measuring lengths as copies of same-length units. Measure lengths indirectly by laying copies of an object end to end and express the measurement as a whole number (1.MD.2).

**2<sup>nd</sup> Grade:** Recognize the need for standard units of measure. Estimate lengths and use appropriate tools to measure the length of objects using standard units (2.MD.1-4). Relate addition and subtraction to length (2.MD.5-6).

**Future Grades:** Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects (3.MD.2). Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch (3.MD.4). Recognize perimeter as an attribute of plane figures and distinguish between linear and area measures (3.MD.8).