

Grade 2 – Arkansas Mathematics Standards

Operations and Algebraic Thinking	Represent and solve problems involving addition and subtraction
AR.Math.Content.2.OA.A.1	<ul style="list-style-type: none"> • Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions • Represent a strategy with a related equation including a symbol for the unknown number

Operations and Algebraic Thinking	Add and subtract within 20
AR.Math.Content.2.OA.B.2	<ul style="list-style-type: none"> • Fluently add and subtract within 20 using mental strategies • By the end of Grade 2, know from memory all <i>sums</i> of two one-digit numbers <p>Note: <i>Fact fluency</i> means that students should have automaticity when recalling these <i>facts</i>.</p>

Operations and Algebraic Thinking	Work with equal groups of objects to gain foundations for multiplication
AR.Math.Content.2.OA.C.3	<ul style="list-style-type: none"> • Determine whether a group of objects (up to 20) has an odd or even number of members (e.g., by pairing objects or counting them by 2s) • Write an equation to express an even number (up to 20) as a <i>sum</i> of two equal addends
AR.Math.Content.2.OA.C.4	<ul style="list-style-type: none"> • Use addition to find the total number of objects arranged in <i>rectangular arrays</i> with up to 5 rows and up to 5 columns • Write an equation to express the total as a <i>sum</i> of equal addends

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Number and Operations in Base Ten	Understand place value
AR.Math.Content.2.NBT.A.1	<ul style="list-style-type: none"> • Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 726 equals 7 hundreds, 2 tens, and 6 ones • Understand that 100 can be thought of as a group of ten tens — called a "hundred" • Understand that the numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine groups of 100
AR.Math.Content.2.NBT.A.2	<ul style="list-style-type: none"> • Count within 1000 • Skip-count by 5s, 10s, and 100s beginning at zero
AR.Math.Content.2.NBT.A.3	<ul style="list-style-type: none"> • Read and write numbers to 1000 using base-ten numerals, number names, and a variety of <i>expanded forms</i> • Model and describe numbers within 1000 as groups of 10 in a variety of ways
AR.Math.Content.2.NBT.A.4	Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using $>$, $=$, and $<$ symbols and correct terminology for the symbols to record the results of comparisons

Number and Operations in Base Ten	Use place value understanding and properties of operations to add and subtract
AR.Math.Content.2.NBT.B.5	Add and subtract within 100 with <i>computational fluency</i> using strategies based on <i>place value</i> , properties of operations, and the relationship between addition and subtraction
AR.Math.Content.2.NBT.B.6	Add up to four two-digit numbers using strategies based on <i>place value</i> and properties of operations
AR.Math.Content.2.NBT.B.7	Add and subtract within 1000, using concrete models or drawings and strategies based on <i>place value</i> , properties of operations, and the relationship between addition and subtraction; relate the strategy to a written expression or equation
AR.Math.Content.2.NBT.B.8	Mentally add 10 or 100 to a given number 100-900, and mentally subtract 10 or 100 from a given number 100- 900
AR.Math.Content.2.NBT.B.9	<p>Explain why addition and subtraction strategies work, using <i>place value</i> and the properties of operations</p> <p>Note: Explanations could be supported by drawings or objects.</p>

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Measurement and Data	Measure and estimate lengths in standard units
AR.Math.Content.2.MD.A.1	Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes
AR.Math.Content.2.MD.A.2	<ul style="list-style-type: none"> • Measure the length of an object twice with two different length units • Describe how the two measurements relate to the size of the unit chosen <p>For example: A desktop is measured in both centimeters and inches. Student compares the size of the unit of measure and the number of those units.</p>
AR.Math.Content.2.MD.A.3	Estimate lengths using units of inches, feet, centimeters, and meters
AR.Math.Content.2.MD.A.4	Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit

Measurement and Data	Relate addition and subtraction to length
AR.Math.Content.2.MD.B.5	Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, and write <i>equations</i> with a symbol for the unknown number to represent the problem
AR.Math.Content.2.MD.B.6	Represent <i>whole numbers</i> as lengths from 0 on a <i>number line diagram</i> with equally spaced points corresponding to the numbers 0, 1, 2, ..., and solve addition and subtraction problems within 100 on the <i>number line diagram</i>

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Measurement and Data	Work with time and money
AR.Math.Content.2.MD.C.7	<p>Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.</p> <p>Note: This standard is a continuation of previous instruction at lower grades with the expectation of mastery by the end of third grade.</p>
AR. Math.Content.2.MD.C.8	<p>Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately</p> <p>For example: A student has 2 dimes and 3 pennies; how many cents does he have?</p>

Measurement and Data	Represent and interpret data
AR.Math.Content.2.MD.D.9	<ul style="list-style-type: none"> • Generate data by measuring the same <i>attribute</i> of similar objects to the nearest whole unit • Display the measurement data by making a <i>line plot</i>, where the horizontal scale is marked off in whole- number units • Generate data from multiple measurements of the same object • Make a <i>line plot</i>, where the horizontal scale is marked off in whole-number units, to compare precision of measurements <p>Note: After several experiences with generating data to use, the students can be given data already generated to create the <i>line plot</i>.</p>
AR.Math.Content.2.MD.D.10	<ul style="list-style-type: none"> • Draw a picture graph and a bar graph, with single-unit scale, to represent a data set with up to four categories • Solve simple put-together, take-apart, and compare problems using information presented in a bar graph

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Geometry	Reason with shapes and their attributes
AR.Math.Content.2.G.A.1	<ul style="list-style-type: none">• Recognize and draw shapes having specified <i>attributes</i> (e.g., number of angles, number of sides, or a given number of equal faces)• Identify triangles, quadrilaterals, pentagons, hexagons, and cubes <p>Note: Sizes are compared directly or visually, not compared by measuring.</p>
AR.Math.Content.2.G.A.2	Partition a rectangle into rows and columns of same-size squares and count to find the total number of squares
AR.Math.Content.2.G.A.3	Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths
AR.Math.Content.2.G.A.4	Recognize that equal shares of identical wholes need not have the same shape 

