North Dakota Mathematics Content Standards

Grade 2 Prioritized Standards

Northeast Education Services Cooperative (NESC) - 2017

How to Read This Document

Example: 2.OA.1
"2.OA.1" references the grade level followed by the domain and then the standard. This coding is taken directly from the North Dakota Department of Public Instruction's standards document.

Prioritized Standards

Operations and Algebraic Thinking

Represent and solve problems involving addition and subtraction:

Code	Standard	Endurance	Leverage	Readiness	Assessment	Teacher Judgement	Total Score
2.OA.1	Use strategies to add and subtract 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.	✓		✓	✓	✓	4

Add and subtract within 20:

No standards were prioritized within this cluster.

For more information about this document or the prioritization process please contact the NESC:
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Work with equal groups of objects to gain foundations for multiplication:

Code	Standard	Endurance	Leverage	Readiness	Assessment	Teacher Judgement	Total Score
2.OA.4	Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns. Write an equation to express the total as a sum of equal addends.	✓		✓	✓	✓	4

Number and Operations in Base Ten

Understand place value:

Code	Standard	Endurance	Leverage	Readiness	Assessment	Teacher Judgement	Total Score
2.NBT.1	Demonstrate understanding that the three digits of a three-digit number represent amounts of hundreds, tens, and ones, including: a. 100 can be thought of as a bundle of ten tens called a “hundred.” b. Multiples of 100 represent a number of hundreds, 0 tens, and 0 ones.	✓	✓	✓	✓	✓	5
2.NBT.2	Count forward and backward from any given number within 1000. Skip-count by 5s, 10s, and 100s.	✓		✓	✓	✓	4
2.NBT.3	Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.	✓		✓	✓	✓	4

Use place value understanding and properties of operations to add and subtract:

Code	Standard	Endurance	Leverage	Readiness	Assessment	Teacher Judgement	Total Score
2.NBT.5	Use strategies based on place value, properties of operations, and/or the relationship between addition and subtraction to fluently add and subtract within 100.	✓		✓	✓	✓	4
2.NBT.7	Demonstrate understanding of place value within 1000 when adding and subtracting three-digit numbers. Use concrete models or drawings and strategies based on place value, properties of operation, and/or the relationship between addition	✓		✓	✓	✓	4

	and subtraction to add and subtract within 1000. Use a written method to explain the strategy.						
2.NBT.8	Mentally add or subtract 10 or 100 to or from a given number between 100 and 900.	✓		✓		✓	3

Measurement and Data

Measure and estimate lengths in standard units:

Code	Standard	Endurance	Leverage	Readiness	Assessment	Teacher Judgement	Total Score
2.MD.1	Select and use appropriate tools to measure the length of an object.	✓	✓	✓	✓	✓	5
2.MD.2	Measure the length of an object using two different standard units of measurement. Describe how the two measurements relate to the size of the units chosen.	✓	✓	✓	✓		4
2.MD.3	Estimate lengths using units of inches, feet, centimeters, and meters.	✓	✓	✓	✓	✓	5

Relate addition and subtraction to equal intervals on a number line:

Code	Standard	Endurance	Leverage	Readiness	Assessment	Teacher Judgement	Total Score
2.MD.6	Represent whole numbers on a number line diagram with equally spaced points. Represent whole-number sums and differences within 100 on a number line diagram.	✓	✓	✓	✓	✓	5

Work with time and money:

Code	Standard	Endurance	Leverage	Readiness	Assessment	Teacher Judgement	Total Score
2.MD.7	Tell and write time to the nearest five minutes (including quarter after and quarter to) with a.m. and p.m. using analog and digital clocks.	✓	✓	✓	✓	✓	5

2.MD.8	Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ and ¢ symbols appropriately.	✓		✓	✓	✓	4

Represent and interpret data:

Code	Standard	Endurance	Leverage	Readiness	Assessment	Teacher Judgement	Total Score
2.MD.9	Generate data by measuring lengths of objects to the nearest whole standard unit. Show the measurements by making a line plot, using a horizontal scale marked off in whole-number units.	✓	✓	✓	✓	✓	5
2.MD.10	Draw picture graphs and bar graphs with single-unit scales to represent data sets with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph.	✓	✓	✓	✓	✓	5

Geometry

Reason with shapes and solids and their attributes:

Code	Standard	Endurance	Leverage	Readiness	Assessment	Teacher Judgement	Total Score
2.G.2	Partition a rectangle into rows and columns of same-size squares and count to find the total number.	✓		✓	✓	✓	4
2.G.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. Recognize that identical wholes can be equally divided in different ways. Demonstrate understanding that partitioning shapes into more equal shares creates smaller shares.	✓		✓	✓	✓	4