

**Archdiocese of Washington Grade 2 Math Standards
with Common Core Alignment**

NUMBER SENSE (NS)		
<i>Students understand the relationships among numbers, quantities and place value in whole numbers up to 1,000. They understand that fractions may refer to parts of a set and parts of a whole.</i>		
ADW #	Archdiocese of Washington Standard Statement	Common Core Indicator #
MA.2.NS.1	Count by ones, twos, fives, and tens up to 1000.	2.NBT.2
MA.2.NS.2	Identify the pattern of numbers in each group of ten, from tens through nineties.	1.OA.1, 1.OA.2
MA.2.NS.3	Identify numbers up to 999 in various combinations of hundreds, tens, and ones.	2.NBT.1
MA.2.NS.4	Name the number that is ten more or ten less than any number 10 through 90.	2.NBT.8
MA.2.NS.5	Compare whole numbers up to 100 and arrange them in numerical order.	1.NBT.3
MA.2.NS.6	Match the ordinal number names first, second, third, etc. with an ordered set of up to 100 items.	
MA.2.NS.7	Identify odd and even numbers up to 100.	2.OA.3
MA.2.NS.8	Recognize fractions as parts of a whole or parts of a group (up to 12 parts).	2.G.3
MA.2.NS.9	Recognize, name, and compare the unit fractions: $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{1}{6}$, $\frac{1}{8}$, $\frac{1}{10}$, and $\frac{1}{12}$.	2.G.3
MA.2.NS.10	Know that, when all fractional parts are included, the result is equal to the whole and to one.	2.G.3
MA.2.NS.11	Read, write, and represent whole numbers using models, symbols, and words to 999.	2.NBT.3
COMPUTATION (C)		
<i>Students solve simple problems involving addition and subtraction of numbers up to 100.</i>		
ADW #	Archdiocese of Washington Standard Statement	Common Core Indicator #
MA.2.C.1	Model addition of numbers less than 100 with objects and pictures.	2.NBT.5
MA.2.C.2	Locate and place numbers on a number line up to 100.	
MA.2.C.3	Add two whole numbers less than 100 with and without regrouping.	2.NBT.5
MA.2.C.4	Subtract two whole numbers less than 100 with and without regrouping.	2.NBT.5
MA.2.C.5	Understand and use the inverse relationship between addition and subtraction.	1.OA.4
MA.2.C.6	Use estimation to decide whether answers are reasonable in addition problems.	
MA.2.C.7	Use mental arithmetic to add or subtract 0, 1, 2, 3, 4, 5, or 10 with numbers less than 100.	2.OA.2

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ALGEBRA AND FUNCTIONS (AF)		
<i>Students model, represent and interpret number relationships to create and solve problems involving addition and subtraction.</i>		
ADW #	Archdiocese of Washington Standard Statements for First Grade	Common Core Indicator #
MA.2.AF.1	Relate problem situations to number sentences involving addition and subtraction.	2.OA.1
MA.2.AF.2	Use the commutative and associative rules for addition to simplify mental calculations and to check results.	2.NBT.9
MA.2.AF.3	Recognize and extend a linear pattern by its rules.	
MA.2.AF.4	Create, describe, and extend number patterns using addition and subtraction.	
MA.2.AF.5	Use equations with symbols for unknowns to solve addition word problems.	2.OA.1
MA.2.AF.6	Use equations with symbols for unknowns to solve subtraction word problems	2.OA.1
GEOMETRY (G)		
<i>Students identify and describe the attributes of common shapes in the plane and of common objects in space.</i>		
ADW #	Archdiocese of Washington Standard Statement	Common Core Indicator #
MA.2.G.1	Construct squares, rectangles, triangles, cubes and rectangular prisms with appropriate materials.	1.G.2
MA.2.G.2	Describe, classify, and sort plane and solid geometric shapes (triangle, square, rectangle, cube, rectangular prism) according to the number and shape of faces, and the number of edges and vertices.	2.G.1
MA.2.G.3	Investigate and predict the result of putting together and taking apart two- and three-dimensional shapes.	1.G.1
MA.2.G.4	Identify congruent two-dimensional shapes in any position.	
MA.2.G.5	Recognize geometric shapes and structures in the environment and specify their locations.	K.G.1
MA.2.G.6	Recognize that basic shapes have lines of symmetry.	

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MEASUREMENT (M)		
<i>Students understand how to measure length, temperature, capacity, weight and time in standard units.</i>		
ADW #	Archdiocese of Washington Standard Statements for First Grade	Common Core Indicator #
MA.2.M.1	Measure and estimate length to the nearest inch, foot, yard, centimeter, and meter.	2.MD.1, 2.MD.3
MA.2.M.2	Describe the relationships among inch, foot, and yard. Describe the relationship between centimeter and meter.	2.MD.2
MA.2.M.3	Decide which unit of length is most appropriate in a given situation.	2.MD.1, 2.MD.3
MA.2.M.4	Estimate area and use a given object to measure the area of other objects.	2.G.2
MA.2.M.5	Estimate and measure capacity using cups and pints.	
MA.2.M.6	Estimate weight and use a given object to measure the weight of other objects.	
MA.2.M.7	Recognize the need for a fixed unit of weight.	
MA.2.M.8	Estimate temperature. Read a thermometer in Celsius and Fahrenheit.	
MA.2.M.9	Using an analog clock, tell time to the nearest quarter hour, be able to tell five-minute intervals, and know the difference between a.m. and p.m.	2.MD.7
MA.2.M.10	Know relationships of time: seconds in a minute, minutes in an hour, hours in a day, days in a week, and days, weeks, and months in a year.	
MA.2.M.11	Find the duration of intervals of time in hours.	
MA.2.M.12	Solve problems using all denominations of coins.	2.MD.8
DATA ANALYSIS AND PROBABILITY (DP)		
<i>Students organize, represent and interpret numerical and categorical data. They use data to determine the likelihood of events occurring and the outcome of those events.</i>		
ADW #	Archdiocese of Washington Standard Statement	Common Core Indicator #
MA.2.DP.1	Collect and record numerical data in systematic ways.	
MA.2.DP.2	Represent, compare, and interpret data using tables, tally charts, and bar graphs.	2.MD.9
MA.2.DP.3	Identify whether certain everyday events are likely or unlikely.	
MA.2.DP.4	Use experimental methods to determine probabilities about events whose outcomes involve random variation.	

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