



2nd GRADE MATHEMATICS YEAR LONG PACING

Arkansas Mathematics Standards

- indicates standard for instruction each quarter

	Q1	Q2	Q3	Q4
Operations and Algebraic Thinking				
2.OA.A Represent and solve problems involving addition and subtraction				
★ 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 	•	•	•	•
2.OA.B Represent and solve problems involving addition and subtraction				
★ 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 	•	•	•	•
<i>Note: 2.OA.B.2 Fact fluency means that students should have automaticity when recalling these facts.</i>				
2.OA.C Represent and solve problems involving addition and subtraction				
2.OA.B.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 				•
2.OA.B.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				
2.NBT.A Understand place value				
★ 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 	•	•	•	•
2.NBT.A.2 <ul style="list-style-type: none"> Count within 1000 Skip-count by 5s, 10s, and 100s beginning at zero 	•	•	•	•
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 	•	•	•	•
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			•	•
2.NBT.B Use place value understanding and properties of operations to add and subtract				
★ 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	•	•	•	•
2.NBT.B.6 Add up to four two-digit numbers using strategies based on <i>place value</i> and properties of operations	•	•	•	•
★ 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			•	•
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			•	•
★ 2.NBT.B.9 Explain why addition and subtraction strategies work, using <i>place value</i> and the properties of operations	•	•	•	•
<i>Note: 2.NBT.B.9 Explanations could be supported by drawings or objects.</i>				

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Measurement and Data				
2.MD.A Measure lengths indirectly and by iterating length units				
★ 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		•	•	•
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 <i>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.</i>		•	•	•
2.MD.A.3 Estimate lengths using units of inches, feet, centimeters, and meters		•	•	•
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		•	•	•
2.MD.B Relate addition and subtraction to length				
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			•	•
★ 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>	•	•	•	•
2.MD.B Relate addition and subtraction to length				
2.MD.C.7 Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.			•	
<i>Note: 2.MD.C.7 This standard is a continuation of previous instruction at lower grades with the expectation of mastery by the end of third grade.</i>				
2.MD.C.8 Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately <i>For example: A student has 2 dimes and 3 pennies; how many cents does he have?</i>		•	•	
2.MD.D Represent and interpret data				
★ 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 			•	•
<i>Note: 2.MD.D.9 After several experiences with generating data to use, the students can be given data already generated to create the line plot.</i>				
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 		•	•	

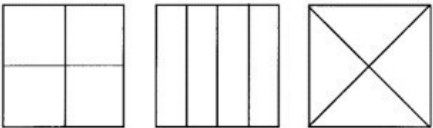
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Geometry				
2.G.A Reason with shapes and their attributes				
★ 2.G.A.1 <ul style="list-style-type: none"> Recognize and draw shapes having specified <i>attributes</i> (e.g., number of angles, number of sides, or a given number of equal faces) Identify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

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