Sheridan County School District #3
2020-2021
2nd Grade Math Priority Standards
(09/15/20)

Second Grade	
Operations and Algebraic Thinking OA	2.
WY-TOPP	3-4 items 25-33%
2.OA.A.1	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, by using drawings and equations with a symbol for the unknown number to represent the problem.
2.OA.C.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.
Number and Operations in Base Ten 2.NBT	
WY-TOPP	2-3 items 17-25%
2.NBT.D.3	Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.
2.NBT.E.9	Explain why addition and subtraction strategies work, using place value and the properties of addition. (Explanations may be supported by drawings, objects, or written form.)
Measurement and Data	2.MD
WY-TOPP	7-9 items 22-28%
2.MD.G.5	Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units.
2.MD.H.7	Tell and write time from analog and digital clocks in five minute increments using a.m. and p.m.
2.MD.H.8	Solve word problems up to $10 involving dollar bills, quarters, dimes, nickels and pennies, using $(dollars) and (cents) symbols appropriately.
2.MD.I.10	Use data to: A). Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. B). Solve simple put together, take-apart, and compare problems using information presented in a bar graph.
Geometry	2.G
WY-TOPP	2-3 items 17-25%
2.G.J.1	Identify triangles, quadrilaterals, pentagons, hexagons, and cubes. Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. (Sizes are compared directly or usually, not compared by measuring).
2.G.J.3	Partition circles and rectangles into two, three, or four equal shares by: A). Describing the shares using the words halves, thirds, half of, a third of, etc. B). Describing the whole as two halves, three thirds, four fourths. C). Recognizing that equal shares of identical wholes need not have the same shape.