

Grade Two Power Standards for Mathematics

Power Standards are based on the Nevada State Standards, norm referenced assessments, and the Nevada Criterion Referenced Examination “backward mapped” to grade kindergarten. For pacing and instruction of the CCSD Power Standards, please refer to the Guide for Benchmarks and the Curriculum Essentials Framework. At a minimum, students will maintain previously learned skills and attain the following:

Strand	NV	CCSD Power Standards	
Numbers, Number Sense, and Computation	1.2.1	Identify, use, and model place value positions of 1’s, 10’s, and 100’s. [1.1] Identify the value of a given digit in the 1’s, 10’s, and 100’s place. [1.2]	
	1.2.2	Identify equal parts of a whole. [1.3] Identify and model the unit fractions $\frac{1}{2}$ and $\frac{1}{4}$ as equal parts of a whole or sets of objects. [1.4]	
	1.2.3	Read, write, compare, and order numbers from 0 - 999. [1.5] Identify ordinal positions first to twentieth. [1.6] Read and write number words to 20. [1.7] Create, compare, and describe sets of objects and numbers from 0 - 999 as greater than, less than, or equal to ($>$, $<$, $=$). [1.8]	
	1.2.5	Identify and model basic addition facts (sums to 18) and the corresponding subtraction facts. [1.11] Immediately recall basic addition facts (sums to 18) and the corresponding subtraction facts. [1.12]	
	1.2.6	Estimate the number of objects in a set to 20 and verify by counting. [1.13]	
	1.2.7	Add and subtract one- and two- digit numbers without regrouping. [1.15]	
	1.2.8	Generate and solve one-step addition and subtraction problems based on practical situations. [1.16] Model addition and subtraction in a variety of ways using pictorial representations and symbols to illustrate subtraction of sets, comparison of sets, and missing addends. [1.17] Reinforce the use of mathematical vocabulary and symbols to describe addition, subtraction, and equality. [1.18]	
	Patterns, Functions, and Algebra	2.2.1	Recognize, describe, extend, and create repeating and increasing patterns using symbols, objects, and manipulatives. [2.2] Use patterns and their extensions to solve problems. [2.3]
		2.2.2	Model, explain, and identify missing operations and missing numbers in open number sentences involving number facts in addition and subtraction. [2.4]
2.2.3		Complete number sentences with the appropriate words and symbols ($+$, $-$, $=$). [2.5] Represent mathematical situations using numbers, symbols, and words. [2.6]	
Measurement	3.2.1	Compare, order, and describe objects by various measurable attributes for length, weight, and temperature. [3.2]	
	3.2.2	Compare objects to standard whole units to find objects that are greater than, less than, and /or equal to a given unit. [3.3] Determine the value of any given set of coins. [3.4]	
	3.2.4	Use decimals to show money amounts. [3.6] Recognize equivalent combinations of coins. [3.7] Read time to the nearest half hour and quarter hour. [3.8] Use elapsed time in one hour increments, beginning on the hour, to determine start, end, and elapsed time. [3.9]	
	3.2.6	Recognize that there are 12 months in 1 year, 7 days in 1 week, and 24 hours in 1 day. [3.10]	
	Spatial Relationships, Geometry, and Logic	4.2.1	Describe, sketch, and compare two-dimensional shapes regardless of orientation. [4.1]
		4.2.2	Identify congruent and similar shapes (circles, triangles, and rectangles including squares). [4.3]
4.2.3		Identify figures with symmetry as they appear in the environment. [4.4]	
4.2.4		Identify, name, sort, and describe two- and three-dimensional geometric figures and objects including circle/sphere and square/cube. [4.6]	
Data Analysis	5.2.1	Collect, record, and classify data in response to questions posed by teacher and/or students. [5.2] Use tables, pictographs, and bar graphs to represent data. [5.3]	
Problem Solving	A	Students will develop their ability to solve problems by engaging in developmentally appropriate opportunities where there is a need to use various approaches to investigate and understand mathematical concepts. Students will do this in order to formulate their own problems, apply previous experiences and knowledge to new problems, explain and verify results, try more than one strategy in problem solving, and use technology, including calculators to develop mathematical concepts.	
Mathematical Communication	B	Students will develop their ability to communicate mathematically by solving problems where there is a need to obtain information from the real world through reading, listening, and observing. Students will do this in order to use inquiry techniques, physical materials, models, pictures, or writing to represent mathematical ideas. Students will identify and translate key words that imply mathematical operations, and use everyday language, both orally and in writing, to communicate strategies and solutions to mathematical problems.	
Mathematical Reasoning	C	Students will develop their ability to reason mathematically by solving problems where there is a need to investigate mathematical ideas and construct their own learning in all content areas. Students will do this in order to draw logical conclusions, discuss the steps used to solve a mathematical problem, and justify and explain the solutions to problems using physical models.	
Mathematical Connections	D	Students will develop their ability to make mathematical connections by solving problems where there is a need to view mathematics as an integrated whole. Students will do this in order to apply mathematical thinking and modeling to solve problems that arise in other disciplines and view mathematics as an integrated whole in order to identify mathematics used in everyday life.	