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**Arkansas Mathematics Curriculum Framework 2016
Grade 2**

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Providing rigorous intervention
for K-8 learners with unparalleled precision**

Arkansas Standards Codes	Arkansas Mathematics Curriculum Framework 2016 Grade 2	SuccessMaker Item Description	Item ID
AR.Math.Content.2.OA	Operations and Algebraic Thinking		
AR.Math.Content.2.OA.A	Represent and solve problems involving addition and subtraction.		
AR.Math.Content.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.	Addition and Subtraction Targeted Lesson 5: Using Addition to Subtract	
		Solve a subtraction problem in context (minuends 2 to 5).	SMMA_LO_01545
		Addition and Subtraction Targeted Lesson 7: Subtraction Word Problems with Numbers Between 1 and 20	
		Use a picture to solve an addition problem with three addends.	SMMA_LO_01286
		Make a picture to solve a two-step problem in context (addition and subtraction).	SMMA_LO_01552
		Solve a subtraction problem in context (extra information, minuends 2 to 99, no regrouping).	SMMA_LO_01581
		Solve a subtraction problem in context (minuends 2 to 5, pictorial models).	SMMA_LO_01412
		Add three addends (student choice, one- and two-digit addends, sums 30 to 98, regrouping ones).	SMMA_LO_00090
		Choose a method to solve a two-step problem.	SMMA_LO_01289

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		Solve an addition problem in context (3 three-digit addends, regrouping).	SMMA_LO_01597
		Add two addends displayed horizontally (two-digit addends, sums 21 to 99).	SMMA_LO_00064
		Addition and Subtraction Targeted Lesson 8: Addition and Subtraction Word Problems with Numbers Between 1 and 20	
		Identify the operation from pictures and contexts (sums 6 to 9, minuends 6 to 9).	SMMA_LO_00321
		Solve an addition problem in context (two-digit addends, sums less than 100, no regrouping).	SMMA_LO_01556
		Addition and Subtraction Targeted Lesson 13: Introducing Two-Step Word Problems	
		Add two addends (student choice, two-digit addends, sums 30 to 98, regrouping ones).	SMMA_LO_00067
		Solve a subtraction problem in context (two-digit minuends, one-digit subtrahends, no regrouping).	SMMA_LO_01560
		Solve an addition problem with three addends in context (sums 3 to 10).	SMMA_LO_01549

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		Solve an addition problem in context (different objects, sums 2 to 5).	SMMA_LO_01544
		Solve an addition problem in context (four addends, sums 0 to 25).	SMMA_LO_01587
		Add three addends (student choice, one-digit and two-digit addends, sums 21 to 99, no regrouping).	SMMA_LO_00079
		Make a picture to solve a two-step problem in context (addition and subtraction).	SMMA_LO_01551
		Solve an addition problem with three addends in context (sums 3 to 10).	SMMA_LO_01557
		Solve a subtraction problem in context (minuends 2 to 5, pictorial models).	SMMA_LO_01411
		Addition and Subtraction Targeted Lesson 14: Two-Step Addition and Subtraction Problems with Numbers Between 1 and 100	
AR.Math.Content.2.OA.B	Add and subtract within 20.		
AR.Math.Content.2.OA.B.2a	Fluently add and subtract within 20 using mental strategies. Note: Fact fluency means that students should have automaticity when recalling these facts.	Subtract using basic math facts (student choice, minuends 16 to 19, subtrahends 1 to 9).	SMMA_LO_01433
		Practice addition using basic facts; sums less than or equal to 10.	SMMA_SG_00220
		Subtract using basic math facts (minuends 11 to 18, subtrahends 1 to 9).	SMMA_LO_01436

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		Practice subtraction using basic facts; minuends, subtrahends less than or equal to 10.	SMMA_SG_00240
		Add two numbers presented in words using basic math facts (sums 1 to 18).	SMMA_LO_00024
		Solve a subtraction problem involving coins (two-digit numbers, no regrouping).	SMMA_LO_01579
		Practice addition using basic facts; sums less than or equal to 20.	SMMA_SG_00390
		Practice addition using basic facts; sums less than or equal to 15.	SMMA_SG_00310
		Subtract vertically (minuends 11 to 19, subtrahends 1 to 9, no regrouping).	SMMA_LO_01445
		Practice addition using basic facts; sums less than or equal to 15.	SMMA_SG_00300
		Add two addends (sums 6 to 10).	SMMA_LO_00012
		Practice subtraction using basic facts; minuends, subtrahends less than or equal to 12.	SMMA_SG_00370
		Add two consecutive addends (one-digit addends, sums 1 to 17).	SMMA_LO_00020
		Subtract using basic math facts (minuends 15 to 18, subtrahends 6 to 9).	SMMA_LO_01434
		Subtract using basic math facts (minuends 2 to 10).	SMMA_LO_01413
		Add using basic math facts displayed horizontally (sums 10 to 18).	SMMA_LO_00042

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		Practice subtraction using basic facts; minuends, subtrahends less than or equal to 12.	SMMA_SG_00440
		Practice addition using basic facts; sums less than or equal to 10.	SMMA_SG_00210
		Practice subtraction using basic facts; minuends, subtrahends less than or equal to 12.	SMMA_SG_00380
		Practice subtraction using basic facts; minuends, subtrahends less than or equal to 12.	SMMA_SG_00320
		Add using basic math facts displayed horizontally (sums 6 to 10).	SMMA_LO_00013
		Practice subtraction using basic facts; minuends, subtrahends less than or equal to 10.	SMMA_SG_00290
		Practice addition using basic facts; sums less than or equal to 10.	SMMA_SG_00250
		Practice subtraction using basic facts; minuends, subtrahends less than or equal to 12.	SMMA_SG_00360
		Subtract (student choice, minuends 10 to 15, subtrahends 0 to 5, no regrouping).	SMMA_LO_01430
		Subtract using basic math facts (minuends 0 to 5).	SMMA_LO_01416
		Use guess and check to solve an addition and subtraction problem (basic facts).	SMMA_LO_01240

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		Subtract using basic math facts (minuends 11 to 19, subtrahends 1 to 8).	SMMA_LO_01435
		Add using basic math facts (addends 0 to 5, sums 1 to 5).	SMMA_LO_00014
		Subtract using basic math facts displayed horizontally (minuends 6 to 9).	SMMA_LO_01417
AR.Math.Content.2.OA.B.2b	By the end of Grade 2, know from memory all sums of two one-digit numbers. Note: Fact fluency means that students should have automaticity when recalling these facts.	Practice addition using basic facts; sums less than or equal to 10.	SMMA_SG_00220
		Add two addends (sums 6 to 10).	SMMA_LO_00012
		Practice addition using basic facts; sums less than or equal to 10.	SMMA_SG_00210
		Add using basic math facts displayed horizontally (sums 6 to 10).	SMMA_LO_00013
		Add using basic math facts displayed horizontally (sums 2 to 5).	SMMA_LO_00011
		Add vertically using basic math facts (sums 11 to 18).	SMMA_LO_00022
		Practice addition using basic facts; sums less than or equal to 20.	SMMA_SG_00470
		Practice addition using basic facts; sums less than or equal to 15.	SMMA_SG_00270
		Practice addition using basic facts; sums less than or equal to 20.	SMMA_SG_00410
		Add using basic math facts displayed horizontally (sums 10 to 18).	SMMA_LO_00023

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		Practice addition using basic facts; sums less than or equal to 10.	SMMA_SG_00250
		Add using basic math facts (sums 1 to 5).	SMMA_LO_00010
		Practice addition using basic facts; sums less than or equal to 15.	SMMA_SG_00340
		Use guess and check to solve an addition and subtraction problem (basic facts).	SMMA_LO_01240
		Add using basic math facts (addends 0 to 5, sums 1 to 5).	SMMA_LO_00014
AR.Math.Content.2.OA.C	Work with equal groups of objects to gain foundations for multiplication.		
AR.Math.Content.2.OA.C.3a	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)	Identify the expression whose sum is odd or even (basic facts).	SMMA_LO_01053
		Pair objects or count by twos to find groups that have an even number of objects.	SMMA_LO_02163
		Identify an even or odd number (2 to 99).	SMMA_LO_01050
		Identify odd or even numbers (two- and three-digit).	SMMA_LO_01054
AR.Math.Content.2.OA.C.3b	Write an equation to express an even number (up to 20) as a sum of two equal addends.	Add two numbers presented in words using basic math facts (sums 1 to 18).	SMMA_LO_00024
		Practice addition using basic facts; sums less than or equal to 20.	SMMA_SG_00390
		Practice addition using basic facts; sums less than or equal to 20.	SMMA_SG_00470

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		Practice addition using basic facts; sums less than or equal to 20.	SMMA_SG_00410
		Add using basic math facts displayed horizontally (sums 10 to 18).	SMMA_LO_00023
AR.Math.Content.2.NBT	Number and Operations in Base Ten		
AR.Math.Content.2.NBT.A	Understand place value.		
AR.Math.Content.2.NBT.A.1a	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.	Identify a number with a given digit in the ones or tens place.	SMMA_LO_00995
		Identify a number with a given digit in the ones to hundred thousands place.	SMMA_LO_01045
		Identify a number with a given digit in the ones, tens, or hundreds place.	SMMA_LO_01014
		Identify the number represented by a set of objects (pictorial models of hundreds, tens, and ones; three-digit).	SMMA_LO_01010
		Enter a three-digit number in a place-value chart (base-ten block models, three-digit).	SMMA_LO_01025
		Find a number equal to 1 to 9 hundreds, 0 to 9 tens, and 0 to 9 ones.	SMMA_LO_01015
		Enter a three-digit number in a place-value chart (base-ten block models, three-digit).	SMMA_LO_01013
		Find a number equal to 1 to 9 hundreds, 0 to 9 tens, and 0 to 9 ones.	SMMA_LO_01047

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AR.Math.Content.2.NBT.A.1c	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.	Find the number of hundreds equivalent to a multiple of 100 (100 to 900).	SMMA_LO_01008
		Find a number equal to 1 to 9 hundreds.	SMMA_LO_01007
AR.Math.Content.2.NBT.A.2a	Count within 1000.	Identify the number, model, word name, or expanded notation that has a different value (three-digit).	SMMA_LO_01018
		Find the next number in a sequence, counting by 1's (1 to 9).	SMMA_LO_00948
		Find a missing number in a sequence, counting by 1's (1 to 9).	SMMA_LO_00960
		Find a missing number in a sequence, counting by 1's (11 to 50).	SMMA_LO_00982
		Find a missing number in a sequence, counting by 1's (51 to 99).	SMMA_LO_00983
		Identify the word name for a three-digit number.	SMMA_LO_01009
		Find the number that comes before a given number, counting by 1's (1 to 9).	SMMA_LO_00949
		Find a missing number in a sequence, counting by 1's (10 to 20).	SMMA_LO_00970
		Find a missing number in a sequence, counting by 1's (1 to 20).	SMMA_LO_00951
		Find the next number in a sequence, counting by 1's (1 to 5).	SMMA_LO_00940

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AR.Math.Content.2.NBT.A.2b	Skip-count by 5s, 10s, and 100s beginning at zero.	Find the missing number in a sequence, counting by 5's or 10's.	SMMA_LO_01231
		Find a missing number in a sequence, counting by 10's (10 to 100).	SMMA_LO_00981
		Count by 5's, 6's, or 7's (through 70).	SMMA_LO_01058
		Find a missing number in a sequence, counting up or down by 5's (two-digit).	SMMA_LO_01004
		Find a missing number in a sequence, counting by 10's (two-digit, non multiples of 10).	SMMA_LO_00992
		Find a missing number in a sequence, counting by 5's (5 to 50).	SMMA_LO_01003
		Count by 2's, 3's, or 10's (11 to 209, not multiples of 2, 3, 10).	SMMA_LO_01056
		Find a missing number in a sequence, counting by 10's (10 to 100, visual support).	SMMA_LO_00971
		Find the missing numbers on a number line, counting by 3s, 4s, 5, etc., to 9s.	SMMA_LO_01034
		Identify the multiple of 5 that is closer to a number (25 to 94).	SMMA_LO_01006
		Count by 2's, 4's, 5's, or 10's (2 to 20, 4 to 40, 5 to 50, 80 to 200).	SMMA_LO_01030

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AR.Math.Content.2.NBT.A.3a	Read and write numbers to 1000 using base-ten numerals, number names, and a variety of expanded forms.	Identify a number, model, or word with the same value (1 to 9).	SMMA_LO_00965
		Add ten to a number (sums 11 to 19), given in words.	SMMA_LO_00038
		Identify the number, model, word name, or expanded notation that has a different value (three-digit).	SMMA_LO_01018
		Enter the number shown (5 to 9).	SMMA_LO_00002
		Enter the number shown (1 to 9).	SMMA_LO_00942
		Enter the number shown (1 to 5).	SMMA_LO_00932
		Enter the number for a word name (two-digit).	SMMA_LO_01001
		Identify a word name for a four-, five- or six-digit numbers.	SMMA_LO_01043
		Identify a number from a spoken number (1 to 5).	SMMA_LO_00937
		Enter the number equal to a given number of ones and tens (0 to 9 tens, 1 to 9 ones).	SMMA_LO_00979
		Identify the word name for a three-digit number.	SMMA_LO_01009
		Enter the number of ones equal to number 1 to 9.	SMMA_LO_00973
		Identify a number from a spoken number (6 to 9).	SMMA_LO_00944
		Enter the number for a word name (100 to 999).	SMMA_LO_01042
		Relate word names, expanded form, and numbers of four-digit numbers.	SMMA_LO_02214

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		Identify a written number from a spoken number (two-digit).	SMMA_LO_00977
		Identify the number of objects for a word name. (1 to 9 objects).	SMMA_LO_00964
		Enter the number shown (0 to 4).	SMMA_LO_00001
AR.Math.Content.2.NBT.A.3b	Model and describe numbers within 1000 as groups of 10 in a variety of ways.	Identify the number, model, word name, or expanded notation that has a different value (three-digit).	SMMA_LO_01018
		Identify the word name for a three-digit number.	SMMA_LO_01009
		Find the number of a set of objects (grouped tens and ones; two-digit).	SMMA_LO_00976
AR.Math.Content.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.	Compare two whole numbers (three to seven-digit numbers).	SMMA_LO_01711
		Identify a number that is between two numbers, or before, after, or closer to a number (101 to 999).	SMMA_LO_01027
		Addition and Subtraction Targeted Lesson 27: Comparing Numbers to 100	
		Addition and Subtraction Targeted Lesson 28: Comparing Numbers to 1,000	
AR.Math.Content.2.NBT.B	Use place value understanding and properties of operations to add and subtract.		

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AR.Math.Content.2.NBT.B.5	Add and subtract within 100 with computational fluency using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.	Find the difference of two whole numbers (student choice, three-digit minuends, two-digit subtrahends, regrouping from tens place to ones place).	SMMA_LO_01475
		Add two numbers presented in words using basic math facts (sums 1 to 18).	SMMA_LO_00024
		Practice multiplication using basic facts; products less than or equal to 100.	SMMA_SG_00790
		Addition and Subtraction Targeted Lesson 11: Adding Two-Digit Numbers Mentally	
		Solve a subtraction problem involving coins (two-digit numbers, no regrouping).	SMMA_LO_01579
		Addition and Subtraction Targeted Lesson 20: Subtracting Three-Digit Numbers: Further Strategies	
		Addition and Subtraction Targeted Lesson 5: Using Addition to Subtract	
		Solve a subtraction problem in context (extra information, minuends 2 to 99, no regrouping).	SMMA_LO_01581
		Add three addends (student choice, one- and two-digit addends, sums 30 to 98, regrouping ones).	SMMA_LO_00090

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		Add two addends displayed horizontally (two-digit addends, sums 21 to 99).	SMMA_LO_00064
		Solve an addition problem in context (two-digit addends, sums less than 100, no regrouping).	SMMA_LO_01556
		Add two addends (student choice, two-digit addends, sums 30 to 98, regrouping ones).	SMMA_LO_00067
		Subtract (student choice, minuends 21 to 99, no regrouping).	SMMA_LO_01454
		Addition and Subtraction Targeted Lesson 12: Adding Two-Digit Numbers: Two Strategies	
		Find the missing subtrahend in a number sentence (minuends -9 to 0, differences -9 to 0).	SMMA_LO_01512
AR.Math.Content.2.NBT.B.6	Add up to four two-digit numbers using strategies based on place value and properties of operations.	Addition and Subtraction Targeted Lesson 11: Adding Two-Digit Numbers Mentally	
		Find the sum or difference when a two-digit number is added to or subtracted from a number (base-ten block models).	SMMA_LO_00989
		Addition and Subtraction Targeted Lesson 15: Adding Three or More Two-Digit Numbers	

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		Addition and Subtraction Targeted Lesson 12: Adding Two-Digit Numbers: Two Strategies	
AR.Math.Content.2.NBT.B.7	Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written expression or equation.	Subtract (student choice, minuends and subtrahends 110 to 999).	SMMA_LO_01460
		Add two addends (student choice, a two-digit and a three-digit addend, sums 120 to 998, regrouping).	SMMA_LO_00059
		Addition and Subtraction Targeted Lesson 20: Subtracting Three-Digit Numbers: Further Strategies	
		Addition and Subtraction Targeted Lesson 21: Adding Three-Digit Numbers Using Partial Sums	
		Subtract (student choice, minuends 110 to 199, two-digit subtrahends, no regrouping).	SMMA_LO_01456
		Add two addends (a two-digit and a three-digit addend, sums 111 to 899, regrouping).	SMMA_LO_00089
		Add two addends (student choice, two-digit addends, sums 100 to 198, regrouping ones and tens).	SMMA_LO_00075

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		Add two addends (student choice, a two-digit and a three-digit addend, sums 100 to 999, no regrouping).	SMMA_LO_00065
		Find the difference of two whole numbers (student choice, minuends 201 to 999, subtrahends 11 to 99, regrouping).	SMMA_LO_01479
		Add two addends (student choice, three-digit addends, sums 200 to 998, regrouping).	SMMA_LO_00061
		Add two addends (student choice, three-digit addends, sums 210 to 999, regrouping ones).	SMMA_LO_00085
		Find the difference of two three-digit numbers (student choice, no regrouping).	SMMA_LO_01477
		Add two addends (student choice, a two-digit and a three-digit addend, sums 120 to 999, regrouping ones and tens).	SMMA_LO_00083
		Addition and Subtraction Targeted Lesson 19: Subtracting Three-Digit Numbers: Subtract Hundreds, Tens, and Ones	
		Addition and Subtraction Targeted Lesson 16: Subtracting Two-Digit Numbers: Strategies Including "Think Addition"	

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		Subtract (student choice, minuends 122 to 199, subtrahends 11 to 88, no regrouping).	SMMA_LO_01457
		Addition and Subtraction Targeted Lesson 17: Adding Three-Digit Numbers: Add Hundreds, Tens, and Ones	
		Add two addends (student choice, three-digit addends, sums 300 to 989, regrouping tens).	SMMA_LO_00081
		Addition and Subtraction Targeted Lesson 22: Subtracting Three-Digit Numbers: Decompositions First	
		Subtract a two-digit number from a three-digit number (regrouping from the tens place and hundreds place).	SMMA_LO_01492
		Apply the Commutative Property of Addition as a strategy to add two numbers; use fact families as a strategy to subtract two numbers.	SMMA_LO_02021
		Add two addends (student choice, two-digit addends, sums 100 to 189, regrouping 10's to 100's).	SMMA_LO_00053
		Find the sum or difference when ones, tens, or hundreds are added to or subtracted from a three-digit number (base-ten block models).	SMMA_LO_01017

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		Add two addends (student choice, three-digit addends, sums 200 to 999, no regrouping).	SMMA_LO_00071
AR.Math.Content.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.	Subtract 100 from a three-digit number presented in a sentence.	SMMA_LO_01459
		Mentally find 10 more or 10 less than a given two-digit number; model the solution with place value blocks.	SMMA_LO_02020
AR.Math.Content.2.NBT.B.9	Explain why addition and subtraction strategies work, using place value and the properties of operations. Note: Explanations could be supported by drawings or objects.	Addition and Subtraction Targeted Lesson 20: Subtracting Three-Digit Numbers: Further Strategies	
		Addition and Subtraction Targeted Lesson 21: Adding Three-Digit Numbers Using Partial Sums	
		Explain how to solve a subtraction problem, either by using place value blocks or by rewriting the problem as an addition problem.	SMMA_LO_02013
		Explain how to solve an addition problem, either by using place value blocks or by rewriting the problem.	SMMA_LO_02012
		Addition and Subtraction Targeted Lesson 15: Adding Three or More Two-Digit Numbers	

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		Addition and Subtraction Targeted Lesson 19: Subtracting Three-Digit Numbers: Subtract Hundreds, Tens, and Ones	
		Addition and Subtraction Targeted Lesson 16: Subtracting Two-Digit Numbers: Strategies Including "Think Addition"	
		Addition and Subtraction Targeted Lesson 17: Adding Three-Digit Numbers: Add Hundreds, Tens, and Ones	
		Addition and Subtraction Targeted Lesson 12: Adding Two-Digit Numbers: Two Strategies	
		Addition and Subtraction Targeted Lesson 18: Adding Three-Digit Numbers: Develop Strategies	
AR.Math.Content.2.MD	Measurement and Data		
AR.Math.Content.2.MD.A	Measure and estimate lengths in standard units.		
AR.Math.Content.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.	Identify the tool for a particular use (thermometer, scale, clock).	SMMA_LO_00761
		Select the appropriate ruler to measure vertical or horizontal lengths.	SMMA_LO_00812
AR.Math.Content.2.MD.A.2	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.	Compare unlike customary units of length (inches, feet, and yards).	SMMA_LO_00792

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		Measure the length of an object in cm and inches; relate the two Measurements to the sizes of the units.	SMMA_LO_02003
AR.Math.Content.2.MD.A.3	Estimate lengths using units of inches, feet, centimeters, and meters.	Estimate the height and width (2 to 5 nonstandard units).	SMMA_LO_00721
		Identify the reasonable length of an object (inches, feet, and yards).	SMMA_LO_00780
		Identify an object given the estimated height and width in customary units.	SMMA_LO_00728
		Identify the reasonable length, width, or height of an object (millimeters, centimeters, and meters).	SMMA_LO_00803
AR.Math.Content.2.MD.B	Relate addition and subtraction to length.		
AR.Math.Content.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 equations with a symbol for the unknown number to represent the problem.	Solve a subtraction problem in context (extra information, minuends 2 to 99, no regrouping).	SMMA_LO_01581
		Solve an addition problem in context (two-digit addends, sums less than 100, no regrouping).	SMMA_LO_01556
		Add two addends (student choice, two-digit addends, sums 30 to 98, regrouping ones).	SMMA_LO_00067
		Add three addends (student choice, one-digit and two-digit addends, sums 21 to 99, no regrouping).	SMMA_LO_00079

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AR.Math.Content.2.MD.B.6	Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2,... and solve addition and subtraction problems within 100 on the number line diagram.	Represent whole numbers as distances from any given location on a number line.	SMMA_LO_02188
AR.Math.Content.2.MD.C	Work with time and money.		
AR.Math.Content.2.MD.C.7	Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m. Note: This standard is a continuation of previous instruction at lower grades with the expectation of mastery by the end of third grade.	Find the time 5 to 50 minutes after the time shown (analog clock).	SMMA_LO_00798
		Show time to the minute using digital and analog clocks.	SMMA_LO_00771
		Set time to 5-minute intervals using digital and analog clocks.	SMMA_LO_00744
AR. Math.Content.2.MD.C.8	Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ and ¢ symbols appropriately.	Write the value of a set of coins as a decimal amount ($1.00 to $3.20).	SMMA_LO_00784
		Write the value of a set of dimes in dollar form ($1.10 to $3.90).	SMMA_LO_00183
		Find the number of dollar bills needed to buy two to four items (each $1.79 to $3.99 each).	SMMA_LO_01629
AR.Math.Content.2.MD.D	Represent and interpret data.		

Arkansas Standards Codes	Arkansas Mathematics Curriculum Framework 2016 Grade 2	SuccessMaker Item Description	Item ID
AR.Math.Content.2.MD.D.9a	Generate data by measuring the same attribute of similar objects to the nearest whole unit. Note: After several experiences with generating data to use, the students can be given data already generated to create the line plot.	Read and interpret a line plot.	SMMA_LO_01764
		Solve problems using fractional units of measurement data displayed in line plots.	SMMA_LO_02198
		Make a line plot to show measurement data in whole number units.	SMMA_LO_02158
		Choose a title for a line plot and label the units.	SMMA_LO_01643
		Analyze a line plot to find the total number of items that fall at, above, or below a given value.	SMMA_LO_01156
		Identify the most frequent value (mode) using a line plot.	SMMA_LO_01164
AR.Math.Content.2.MD.D.9b	Display the measurement data by making a line plot, where the horizontal scale is marked off in whole-number units. Note: After several experiences with generating data to use, the students can be given data already generated to create the line plot.	Read and interpret a line plot.	SMMA_LO_01764
		Make a line plot to show measurement data in fractions of a unit.	SMMA_LO_02196
		Solve problems using fractional units of measurement data displayed in line plots.	SMMA_LO_02198

Arkansas Standards Codes	Arkansas Mathematics Curriculum Framework 2016 Grade 2	SuccessMaker Item Description	Item ID
		Make a line plot to show measurement data in whole number units.	SMMA_LO_02158
		Choose a title for a line plot and label the units.	SMMA_LO_01643
		Analyze a line plot to find the total number of items that fall at, above, or below a given value.	SMMA_LO_01156
		Identify the most frequent value (mode) using a line plot.	SMMA_LO_01164
AR.Math.Content.2.MD.D.9c	Generate data from multiple measurements of the same object. Note: After several experiences with generating data to use, the students can be given data already generated to create the line plot.	Read and interpret a line plot.	SMMA_LO_01764
		Make a line plot to show measurement data in fractions of a unit.	SMMA_LO_02196
		Solve problems using fractional units of measurement data displayed in line plots.	SMMA_LO_02198
		Make a line plot to show measurement data in whole number units.	SMMA_LO_02158
		Choose a title for a line plot and label the units.	SMMA_LO_01643
		Analyze a line plot to find the total number of items that fall at, above, or below a given value.	SMMA_LO_01156
		Identify the most frequent value (mode) using a line plot.	SMMA_LO_01164

Arkansas Standards Codes	Arkansas Mathematics Curriculum Framework 2016 Grade 2	SuccessMaker Item Description	Item ID
AR.Math.Content.2.MD.D.9d	Make a line plot, where the horizontal scale is marked off in whole-number units, to compare precision of measurements. Note: After several experiences with generating data to use, the students can be given data already generated to create the line plot.	Read and interpret a line plot.	SMMA_LO_01764
		Make a line plot to show measurement data in fractions of a unit.	SMMA_LO_02196
		Solve problems using fractional units of measurement data displayed in line plots.	SMMA_LO_02198
		Make a line plot to show measurement data in whole number units.	SMMA_LO_02158
		Choose a title for a line plot and label the units.	SMMA_LO_01643
		Analyze a line plot to find the total number of items that fall at, above, or below a given value.	SMMA_LO_01156
		Identify the most frequent value (mode) using a line plot.	SMMA_LO_01164
AR.Math.Content.2.MD.D.10a	Draw a picture graph and a bar graph, with single-unit scale, to represent a data set with up to four categories.	Identify a vertical bar graph that represents data in a table.	SMMA_LO_01134
		Identify the number of categories in a vertical bar graph that are less than, equal to, and greater than a given value.	SMMA_LO_01148
		Read and interpret a horizontal or vertical pictograph (four to six items).	SMMA_LO_00131

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		Read and interpret a pictograph with a scale of 2, 5 or 10.	SMMA_LO_01158
		Construct a horizontal bar graph based on data from a vertical bar graph.	SMMA_LO_01150
		Read a pictograph (3 categories, 1 to 9 items per category).	SMMA_LO_01124
		Read and interpret a pictograph about birds counted (2 to 5 birds in each row).	SMMA_LO_01299
		Read and interpret a horizontal pictograph with a scale of 2 (five items).	SMMA_LO_00140
		Create a table from a vertical bar graph.	SMMA_LO_01132
		Multiplication and Division Targeted Lesson 7: Using Data from Graphs with Different Scales	
		Calculate the difference between the life spans of two animals (differences 2 to 59).	SMMA_LO_01310
		Use data from a bar graph and equations that represent the situation to find how many snacks are needed for Fitness Day	SMMA_LO_02500
		Identify the table that represents the data in a vertical bar graph.	SMMA_LO_01136
		Create a bar graph using data from a chart of values.	SMMA_LO_01696
		Read and interpret data about tree growth from a bar graph.	SMMA_LO_01302

Arkansas Standards Codes	Arkansas Mathematics Curriculum Framework 2016 Grade 2	SuccessMaker Item Description	Item ID
		Analyze a bar graph to find the number of bars that fall within a given range.	SMMA_LO_01154
		Construct a vertical bar graph based on data from a horizontal bar graph.	SMMA_LO_01146
		Create a vertical bar graph from a table and interpret data in the graph.	SMMA_LO_01130
		Read a bar graph and answer questions about tree growth over time.	SMMA_LO_01304
		Create a table based on data from a bar graph.	SMMA_LO_01645
		Given a bar graph of tree growth, calculate the height a tree grew from one year to another.	SMMA_LO_01303
		Read and interpret a horizontal or vertical pictograph (six items).	SMMA_LO_00150
		Determine the most or the least from a horizontal or vertical pictograph (four to six items).	SMMA_LO_00135
		Compare the amounts of two rows in a pictograph whose scale is 2, 5, or 10 items per picture.	SMMA_LO_01172
		Read and interpret a horizontal or vertical pictograph (four to six items).	SMMA_LO_00138
		Identify the two-column vertical bar graph that shows one category has fewer than, the same number as, or more than the other category.	SMMA_LO_01133

Arkansas Standards Codes	Arkansas Mathematics Curriculum Framework 2016 Grade 2	SuccessMaker Item Description	Item ID
		Compare the amounts of two rows in a pictograph whose scale is 2, 5, or 10 items per picture.	SMMA_LO_01174
		Identify the vertical bar graph that shows a strictly increasing or decreasing trend.	SMMA_LO_01135
AR.Math.Content.2.MD.D.10b	Solve simple put-together, take-apart, and compare problems using information presented in a bar graph.	Use data from a bar graph and equations that represent the situation to find how many snacks are needed for Fitness Day	SMMA_LO_02500
		Calculate the difference between the life spans of two animals (differences 2 to 59).	SMMA_LO_01310
		Read and interpret data about tree growth from a bar graph.	SMMA_LO_01302
		Analyze a bar graph to find the number of bars that fall within a given range.	SMMA_LO_01154
		Create a vertical bar graph from a table and interpret data in the graph.	SMMA_LO_01130
		Read a bar graph and answer questions about tree growth over time.	SMMA_LO_01304
		Create a table based on data from a bar graph.	SMMA_LO_01645
		Given a bar graph of tree growth, calculate the height a tree grew from one year to another.	SMMA_LO_01303

Arkansas Standards Codes	Arkansas Mathematics Curriculum Framework 2016 Grade 2	SuccessMaker Item Description	Item ID
		Identify the two-column vertical bar graph that shows one category has fewer than, the same number as, or more than the other category.	SMMA_LO_01133
		Identify the vertical bar graph that shows a strictly increasing or decreasing trend.	SMMA_LO_01135
AR.Math.Content.2.G	Geometry		
AR.Math.Content.2.G.A	Reason with shapes and their attributes.		
AR.Math.Content.2.G.A.1	Recognize and draw shapes having specified attributes (e.g., number of angles, number of sides, or a given number of equal faces). Identify triangles, quadrilaterals, pentagons, hexagons, and cubes. Note: Sizes are compared directly or visually, not compared by measuring.	Identify triangles or rectangles by name.	SMMA_LO_00546
		Identify the smaller or bigger rectangle.	SMMA_LO_00747
		Match compound figures that have the same shape (different sizes).	SMMA_LO_00594
		Identify circles or squares by name.	SMMA_LO_00529
		Identify triangles, squares, rectangles, and pentagons.	SMMA_LO_00550
		Identify geometric solids (cones, cubes, cylinders, pyramids, rectangular prisms, spheres).	SMMA_LO_00622
		Match a geometric figure to its name (circle, triangle, square, or rectangle).	SMMA_LO_00568
		Identify triangles or rectangles by name.	SMMA_LO_00530

Arkansas Standards Codes	Arkansas Mathematics Curriculum Framework 2016 Grade 2	SuccessMaker Item Description	Item ID
		Identify the quadrilaterals that are trapezoids or rhombuses.	SMMA_LO_00659
		Identify parallelograms by their attributes.	SMMA_LO_02215
		Identify geometric solids (prisms, pyramids, cones, or spheres).	SMMA_LO_00667
		In a set of quadrilaterals, identify all the parallelograms.	SMMA_LO_00621
		Identify a geometric solid (cylinder, pyramid, or rectangular prism).	SMMA_LO_00616
		Count the geometric figures in a picture.	SMMA_LO_00572
		Identify parallelograms, rhombuses, and trapezoids.	SMMA_LO_00620
		Identify polygons and circles (pentagons, hexagons, octagons, parallelograms).	SMMA_LO_00627
		Identify rectangles by their attributes.	SMMA_LO_02216
		Identify circles or squares by name.	SMMA_LO_00544
		Identify a shape with positive and negative tests.	SMMA_LO_00578
		Identify a geometric figure (circle, triangle, rectangle, or square).	SMMA_LO_00531
AR.Math.Content.2.G.A.2	Partition a rectangle into rows and columns of same-size squares and count to find the total number of squares.	Count the fractional parts and total number of parts in a set (halves, thirds, fourths).	SMMA_LO_00412
		Count shaded parts and the total number of parts (halves to eighths).	SMMA_LO_00419

Arkansas Standards Codes	Arkansas Mathematics Curriculum Framework 2016 Grade 2	SuccessMaker Item Description	Item ID
		Identify the figure showing a fractional part shaded (halves, thirds, fourths).	SMMA_LO_00409
		Identify the fraction representing a shaded region (halves, thirds, fourths).	SMMA_LO_00410
		Count the number of equal parts in a fractional model (2 to 8 parts).	SMMA_LO_00402
AR.Math.Content.2.G.A.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.	Describe partitioned circles as having two halves, three thirds, or four fourths equal shares.	SMMA_LO_02174
		Identify the set of shapes that represents a fraction (halves, thirds, fourths).	SMMA_LO_00406
		Identify a model that represents a fraction (halves, thirds, fourths).	SMMA_LO_00404
		Count shaded parts and the total number of parts (halves to eighths).	SMMA_LO_00419
		Identify the fraction representing shaded items in a set (halves, thirds, fourths).	SMMA_LO_00414
		Count the fractional parts and total number of parts in a region (halves, thirds, fourths).	SMMA_LO_00403
		Enter the fraction representing the shaded amount (halves to eighths).	SMMA_LO_00422

Arkansas Standards Codes	Arkansas Mathematics Curriculum Framework 2016 Grade 2	SuccessMaker Item Description	Item ID
		Identify the figure showing a fraction of a region shaded (halves to eighths).	SMMA_LO_00420
		Match the word name of a fraction to a fraction (halves, thirds, fourths).	SMMA_LO_00411
		Identify the model that is divided into equal parts (2 to 8 parts).	SMMA_LO_00400
		Identify a fraction representing the shaded part (halves to eighths).	SMMA_LO_00421
		Identify the figure showing a fractional part shaded (halves, thirds, fourths).	SMMA_LO_00409
		Identify the fraction representing a shaded region (halves, thirds, fourths).	SMMA_LO_00410
		Identify the figure showing the fraction of a set shaded (halves, thirds, fourths).	SMMA_LO_00413
		Identify the picture that shows one number is one-half of another number.	SMMA_LO_00418
		Identify the figure divided into equal parts (halves to eighths in words).	SMMA_LO_00417
		Count the number of equal parts in a fractional model (2 to 8 parts).	SMMA_LO_00402
		Identify a fractional portion of a set (halves, thirds, fourths).	SMMA_LO_00415