



**SuccessMaker®**

**Maryland College and Career-Ready Standards  
for Mathematics 2019  
Grade 2**

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

Maryland Standards Codes	Maryland College and Career-Ready Standards for Mathematics 2019, Grade 2	SuccessMaker Item Description	Item ID
2.G.A.1	Recognize and draw shapes having specific attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.	Identify a shape with positive and negative tests. Identify polygons and circles (pentagons, hexagons, octagons, parallelograms).	SMMA_LO_00578 SMMA_LO_00627
2.G.A.2	Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.	Count squares to find the area (2 to 8 units).	SMMA_LO_00706
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. Recognize that equal shares of identical wholes need not have the same shape.	R: Match halves of figures (left and right). R: Match halves of figures (top and bottom).	SMMA_LO_00561 SMMA_LO_00563
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.	Measure the length of an object to the nearest inch (2 to 6 inches). Measure the length of an object to the nearest centimeter (3 to 12 cm). Measure the length of an object to the nearest inch (1 to 6 inches). Measure the length of an object to the nearest centimeter (4 to 12 centimeters). Measure the length of an object in centimeters or inches (whole numbers). R: Identify a vertical distance (2 to 9 centimeters). R: Identify the reasonable length of an object (inches, feet, and yards). R: Select the appropriate ruler to measure vertical or horizontal lengths.	SMMA_LO_00703 SMMA_LO_00750 SMMA_LO_00755 SMMA_LO_00762 SMMA_LO_00785 SMMA_LO_00758 SMMA_LO_00780 SMMA_LO_00812
2.MD.A.2	Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.	Measure the length of an object in cm and inches; relate the two measurements to the sizes of the units.	SMMA_LO_02003
2.MD.A.3	Estimate lengths using units of inches, feet, centimeters, and meters.	Identify an object given the estimated height and width in customary units.	SMMA_LO_00728
2.MD.A.4	Measure to determine how much longer one object is than	Measure two objects in inches; determine how much longer one object is than the other.	SMMA_LO_02015

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	another, expressing the length difference in terms of a standard length unit.		
2.MD.B.5	Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem	Find the total length of two to four objects laid end to end (2 to 6 inches).	SMMA_LO_00748
		Measure two lengths and find the sum (metric, sums 2 to 9).	SMMA_LO_00753
		Measure two metric lengths, write an addition problem, and find the sum (sums 2 to 12 centimeters).	SMMA_LO_00756
2.MD.B.6	Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the number 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line diagram.	Find a missing number on a number line (0 to 9).	SMMA_LO_00961
		Find a number that is one fewer or one greater than a given number (1 to 9).	SMMA_LO_00962
		Identify two numbers within a range (1 to 9), number line in feedback.	SMMA_LO_00963
		Identify a number on a number line between two given numbers (1 to 9).	SMMA_LO_00993
		Find a missing number for a point on a number line (two-digit).	SMMA_LO_00996
		Find the missing numbers on a number line counting by 3's or 9's (3 to 81).	SMMA_LO_01034
		Enter a number on a partially numbered number line (100 to 999).	SMMA_LO_01037
2.MD.C.7	Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.	Show time to 5-minute intervals using digital and analog clocks.	SMMA_LO_00744
		Identify another way to state the time (minutes before or after the hour).	SMMA_LO_00779
		Match digital times with descriptions (e.g., quarter to or quarter past).	SMMA_LO_00806
2.MD.C.8	Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have?	Determine the number of cents in 1 to 100 pennies, 1 to 20 nickels, or 1 to 10 dimes.	SMMA_LO_00143
		Determine the value of a combination of nickels, dimes, and quarters (values to \$5.00).	SMMA_LO_00165
		Identify the number of dollars and dimes that represent a given amount (\$1.10 to \$3.50).	SMMA_LO_00180
		Write the value of a set of dimes in dollar form (\$1.10 to \$3.90).	SMMA_LO_00183
		Enter the amount of money shown (1 to 5 cents in pennies).	SMMA_LO_00699
		Enter the amount of money shown (6 to 9 cents in pennies).	SMMA_LO_00704
		Enter the amount of money shown (11 to 50 cents in pennies and dimes).	SMMA_LO_00715
		Enter the amount of money shown (10 to 19 cents in pennies, nickels, and dimes).	SMMA_LO_00722
		Find equivalence of nickels and dimes (1 to 5 dimes).	SMMA_LO_00738

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		Identify the given amount of money in coins (5 to 50 cents in nickels and dimes).	SMMA_LO_00740
		Show another way to represent an amount of money (10 to 24 cents in pennies, nickels, and dimes).	SMMA_LO_00745
		Enter the amount of money shown (10 to 99 cents).	SMMA_LO_00760
		Identify the set of coins that has greater value (16 to 75 cents in pennies, nickels, dimes, and quarters).	SMMA_LO_00765
		Show a decimal money amount in dollars and coins (\$1.00 to \$5.00).	SMMA_LO_00774
		Show the given amount of money in coins (25 to 90 cents in pennies, nickels, dimes, and quarters).	SMMA_LO_00778
		Write the value of a set of coins as a decimal amount (\$1.00 to \$3.20).	SMMA_LO_00784
		Identify items that can be purchased for a nickel.	SMMA_LO_01541
		Solve an addition problem involving money (sums 3 to 9 cents).	SMMA_LO_01543
		Solve a subtraction problem involving coins (two-digit numbers, no regrouping).	SMMA_LO_01579
		Make a picture to solve a multiplication problem involving total cost (2 to 5 items, 5, 10, or 15 cents each).	SMMA_LO_01584
		2.MD.C.8	Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have?
		R: Identify nickels or dimes.	SMMA_LO_00698
		R: Identify the coin worth 1, 5, 10, or 25 cents.	SMMA_LO_00702
		R: Identify the coin equivalent to 5, 10, or 25 pennies.	SMMA_LO_00727
2.MD.D.10	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.	Read and interpret a horizontal or vertical pictograph (four to six items).	SMMA_LO_00138
		Create a vertical bar graph from a table and interpret data in the graph.	SMMA_LO_01130
		Interpret the shorter or taller bar of a vertical bar graph as having fewer or more items.	SMMA_LO_01131
		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
		Collect, tally, and graph the results generated by a spinner.	SMMA_LO_01144
		Construct a vertical bar graph based on data from a horizontal bar graph.	SMMA_LO_01146
		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
		Construct a horizontal bar graph based on data from a vertical bar graph.	SMMA_LO_01150
		Read and interpret a pictograph with a scale of 2, 5 or 10.	SMMA_LO_01158

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		Read and interpret data about tree growth from a bar graph.	SMMA_LO_01302
		Given a bar graph of tree growth, calculate the height a tree grew from one year to another.	SMMA_LO_01303
		Read a bar graph and answer questions about tree growth over time.	SMMA_LO_01304
		R: Identify a vertical bar graph that represents data in a table.	SMMA_LO_01134
		R: Identify the table that represents the data in a vertical bar graph.	SMMA_LO_01136
		R: Label the categories of a vertical bar graph based on data from a table.	SMMA_LO_01138
		R: Analyze a bar graph to find the number of bars that fall within a given range.	SMMA_LO_01154
		R: Analyze a line plot to find the total number of items that fall at, above, or below a given value.	SMMA_LO_01156
		R: Create a table based on data from a bar graph.	SMMA_LO_01645
2.NBT.A.1a	Understand the following as a special case: 100 can be thought of as a bundle of ten tens -- called a "hundred."	Given a number (1-9) of groups of 10 objects, determine how many more groups of 10 objects are needed to make a hundred.	SMMA_LO_02011
2.NBT.A.1b	Understand the following as a special case: The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (x hundreds and 0 tens and 0 ones).	Find a number equal to 1 to 9 hundreds.	SMMA_LO_01007
		Find the number of hundreds equivalent to a multiple of 100 (100 to 900).	SMMA_LO_01008
2.NBT.A.2	Count within 1000; skip-count by 5s, 10s, and 100s.	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
		Find a missing number in a sequence, counting up or down by 5's (two-digit).	SMMA_LO_01004
		Identify four numbers that are in consecutive order (three-digit).	SMMA_LO_01021
		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
		Find the missing number in a sequence, counting by 5's or 10's.	SMMA_LO_01231
2.NBT.A.3	Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.	Identify the word name for a three-digit number.	SMMA_LO_01009
		Identify the number represented by a set of objects (pictorial models of hundreds, tens, and ones; three-digit).	SMMA_LO_01010
		Identify the number, model, word name, or expanded notation that has a different value (three-digit).	SMMA_LO_01018
		Identify a number with a given digit in the ones, tens, hundreds, or thousands place.	SMMA_LO_01033

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		Enter the number for a word name (100 to 999).	SMMA_LO_01042
		Find a number equal to 1 to 9 hundreds, 0 to 9 tens, and 0 to 9 ones.	SMMA_LO_01047
2.NBT.A.4	Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using $>$ , $=$ , and $<$ symbols to record the results of comparisons.	Compare sums (two-digit addends, multiples of 10).	SMMA_LO_00334
		Identify the greatest or least number (three-digit).	SMMA_LO_01019
		Find a number between two given numbers (1 to 999).	SMMA_LO_01020
		Identify the greatest or least number (three-digit).	SMMA_LO_01026
		Identify a number that is between two numbers, or before, after, or closer to a number (101 to 999).	SMMA_LO_01027
		Identify four numbers that are in consecutive order (three-digit).	SMMA_LO_01029
2.NBT.B.5	Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.	Add a multiple of 10 and a one-digit number displayed horizontally (sums 11 to 99) using place value.	SMMA_LO_00040
		Add two multiples of 10 displayed horizontally (sums 20 to 90).	SMMA_LO_00044
		Add two addends displayed horizontally (one-digit and a two-digit addend, sums 11 to 99).	SMMA_LO_00049
		Find the sum of two numbers displayed horizontally (a one-digit and a two-digit addend, sums 20 to 98, regrouping), given horizontally.	SMMA_LO_00055
		Add three addends displayed horizontally (one-digit addends, sums 20 to 27).	SMMA_LO_00062
		Add two addends displayed horizontally (two-digit addends, sums 21 to 99).	SMMA_LO_00064
		Add two addends (student choice, two-digit addends, sums 30 to 98, regrouping).	SMMA_LO_00067
		Add three addends (student choice, one-digit addends, sums 20 to 27).	SMMA_LO_00069
		Find the missing addend in a number sentence (a one-digit and a two-digit addend, sums 10 to 99, no regrouping).	SMMA_LO_00070
		Find the missing addend in a number sentence (three addends, sums 20 to 27, regrouping).	SMMA_LO_00082
		Find the missing addend in a number sentence (two addends, sums 20 to 98, regrouping).	SMMA_LO_00084
		Solve for a or b in $a + b = c$ (sums 10 to 108).	SMMA_LO_00336
		Solve for c in $a - b = c$ (minuends 20 to 99, subtrahends 1 to 9, no regrouping).	SMMA_LO_00338
		Solve for c in $a - b = c$ (minuends 20 to 99, two-digit subtrahends, no regrouping).	SMMA_LO_00340
		Solve for c in $a - b = c$ (minuends 20 to 99, regrouping).	SMMA_LO_00342
		Solve for a or b in $a - b = c$ (minuends 20 to 99, no regrouping).	SMMA_LO_00343
		Solve for a or b in $a - b = c$ (minuends 21 to 99, subtrahends 1 to 9, no regrouping).	SMMA_LO_00347

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		Subtract (student choice, minuends 21 to 95, subtrahends 1 to 9, no regrouping).	SMMA_LO_01428
		Subtract (minuends 21 to 99, subtrahends 1 to 9, no regrouping).	SMMA_LO_01450
		Subtract a multiple of 10 from a 2-digit number (minuends 11-99, vertical presentation).	SMMA_LO_01452
		Subtract a multiple of 10 from a 2-digit number (minuends 11-99, vertical presentation).	SMMA_LO_01454
		Subtract two numbers displayed horizontally (counting up strategy, minuends 21 to 98, subtrahends 2 to 9, regrouping).	SMMA_LO_01462
		Subtract two-digit numbers with regrouping (vertical presentation).	SMMA_LO_01463
		Find the missing subtrahend in a subtraction number sentence (minuends 21 to 99).	SMMA_LO_01470
		Subtract two-digit numbers with regrouping (vertical presentation).	SMMA_LO_01473
2.NBT.B.6	Add up to four two-digit numbers using strategies based on place value, properties of operations.	Add three multiples of 10 (student choice, sums 30 to 90).	SMMA_LO_00043
		Add three multiples of 10 (sums 100 to 190, regrouping).	SMMA_LO_00051
		Add three addends (two-digit addends, sums 33 to 99, no regrouping).	SMMA_LO_00056
		Add three addends (student choice, two-digit addends, sums 100 to 199, regrouping from tens to hundreds place).	SMMA_LO_00060
		Add three addends (student choice, one-digit and two-digit addends, sums 21 to 99, no regrouping).	SMMA_LO_00079
		Add three addends (student choice, one- and two-digit addends, sums 100 to 198, no regrouping).	SMMA_LO_00087
		Add three addends (student choice, one- and two-digit addends, sums 30 to 98, regrouping).	SMMA_LO_00090
		Add three addends (student choice, one- and two-digit addends, sums 100 to 207, regrouping).	SMMA_LO_00092
		Add three addends (student choice, two-digit addends, sums 40 to 297, regrouping).	SMMA_LO_00095
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 method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or	Add two multiples of 100 (student choice, sums 200 to 900).	SMMA_LO_00046
		Add two multiples of 10 (student choice, sums 100 to 180).	SMMA_LO_00047
		Add two addends (student choice, two-digit addends, sums 100 to 189, regrouping 10's to 100's).	SMMA_LO_00053
		Add two 3-digit numbers without regrouping (sums 200-999).	SMMA_LO_00058
		Add two addends (student choice, a two-digit and a three-digit addend, sums 120 to 998, regrouping).	SMMA_LO_00059
		Add two addends (student choice, three-digit addends, sums 200 to 998, regrouping).	SMMA_LO_00061
		Add two addends (student choice, a two-digit and a three-digit addend, sums 100 to 999, no regrouping).	SMMA_LO_00065

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	decompose tens or hundreds.	Add two addends displayed horizontally (multiples of 10, sums 100 to 180, regrouping).	SMMA_LO_00068
		Find the missing addend in a number sentence (multiples of 10, sums 100 to 180).	SMMA_LO_00074
		Add two addends (student choice, two-digit addends, sums 100 to 198, regrouping).	SMMA_LO_00075
		Add two addends (student choice, a two-digit and a three-digit addend, sums 120 to 999, regrouping).	SMMA_LO_00083
		Add two addends (student choice, three-digit addends, sums 210 to 999, regrouping).	SMMA_LO_00085
		Find the missing addend in a number sentence (two addends, sums 100 to 199, regrouping).	SMMA_LO_00086
		Solve for a or b in $a + b = c$ (sums 101 to 199, no regrouping).	SMMA_LO_00345
		Find a number that is one fewer, one greater, just before, or just after a three-digit number.	SMMA_LO_01016
		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
		Subtract two multiples of 10 (minuends 100 to 180, subtrahends 10 to 90).	SMMA_LO_01448
		Subtract (student choice, minuends 110 to 199, two-digit subtrahends, no regrouping).	SMMA_LO_01456
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 method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.	Subtract (student choice, minuends 122 to 199, subtrahends 11 to 88, no regrouping).	SMMA_LO_01457
		Subtract a three-digit multiple of 10 from a number (student choice, minuends 222 to 999, no regrouping).	SMMA_LO_01458
		Subtract (student choice, minuends and subtrahends 110 to 999).	SMMA_LO_01460
		Find the difference of two three-digit numbers.	SMMA_LO_01467
		Find the difference of two three-digit numbers (no regrouping).	SMMA_LO_01469
		Find the difference of two whole numbers (student choice, three-digit minuends, two-digit subtrahends, regrouping from hundreds place to tens place).	SMMA_LO_01471
		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
		Find the difference of two three-digit numbers (student choice, no regrouping).	SMMA_LO_01477
		Find the difference of two whole numbers (student choice, minuends 201 to 999, subtrahends 11 to 99, regrouping).	SMMA_LO_01479
		Find the difference of two whole numbers (student choice, three-digit minuends, two-digit subtrahends, regrouping from hundreds place to tens place).	SMMA_LO_01481

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		Find the difference of two three-digit numbers (student choice, regrouping from the tens to the ones place).	SMMA_LO_01483
		Find the difference of two three-digit numbers (student choice, regrouping from the tens to the ones place).	SMMA_LO_01485
		Find the difference of two three-digit numbers (student choice, regrouping from the tens to the ones place).	SMMA_LO_01487
		Find the difference of two whole numbers (student choice, regrouping from tens place to ones place and hundreds place to tens place).	SMMA_LO_01489
		Find the difference of two three-digit numbers (student choice, regrouping from the tens to the ones place and the hundreds to the tens place).	SMMA_LO_01490
		Subtract a two-digit number from a three-digit number (regrouping from the tens place and hundreds place).	SMMA_LO_01492
2.NBT.B.8	Use place value understanding and properties of operations to add and subtract. Mentally add 10 or 100 to a given number 100- 900, and mentally subtract 10 or 100 from a given number 100-900.	Add two addends (100 and a three-digit number, sums 200 to 900).	SMMA_LO_00057
		Subtract 100 from a three-digit number presented in a sentence.	SMMA_LO_01459
2.NBT.B.9	Explain why addition and subtraction strategies work, using place value and the properties of operations.	Explain how to solve an addition problem, either by using place value blocks or by rewriting the problem.	SMMA_LO_02012
		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
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, e.g., by using drawings, and equations with a symbol for the unknown number to represent the problem.	Find the difference between two numbers (two-digit, presented as a sentence).	SMMA_LO_01000
		Choose an operation to solve a problem with extra information; then solve (addition or subtraction, basic facts).	SMMA_LO_01247
		Identify a number sentence that can be used to solve a problem with extra information (addition or subtraction, basic facts).	SMMA_LO_01250
		Work backwards to solve a problem with a missing number.	SMMA_LO_01266
		Calculate the difference between the life spans of two animals (differences 2 to 59).	SMMA_LO_01310
		Act out the solution to multi-step problem in context (addends, minuends 1 to 4).	SMMA_LO_01538
		Make a picture to solve a two-step problem in context (addition and subtraction).	SMMA_LO_01551
		Make a picture to solve a two-step problem in context (addition and subtraction).	SMMA_LO_01552
		Solve an addition problem in context (two- digit addends, sums less than 100, no regrouping).	SMMA_LO_01556
		Solve a problem with extra information (addition).	SMMA_LO_01558

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		Solve a subtraction problem in context (two-digit minuends, one-digit subtrahends, no regrouping).	SMMA_LO_01560
		Solve a subtraction problem in context to find how much is left (two-digit numbers, no regrouping).	SMMA_LO_01561
		Solve a subtraction problem to find a person's age (minuends 1 to 99, subtrahends 1 to 9, no regrouping).	SMMA_LO_01563
		Solve an addition problem in context (extra information, sums to 50, no regrouping).	SMMA_LO_01567
		Solve a problem in context by finding a missing addend (three addends, sums to 20).	SMMA_LO_01574
		Solve a subtraction problem in context (extra information, minuends 2 to 99, no regrouping).	SMMA_LO_01581
		Solve an addition problem in context (four addends, sums 0 to 25).	SMMA_LO_01587
		Read and interpret a table about temperature.	SMMA_LO_01646
		Solve a one-step equation (addition, sums to 100).	SMMA_LO_01686
		Identify the missing variable of addition or subtraction equations (sums 10 to 50, minuends 10 to 50).	SMMA_LO_01687
		Read and interpret a table.	SMMA_LO_01695
2.OA.B.2	Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.	Identify the missing number (minuend, subtrahend, or difference) in a subtraction equation, for numbers 20 and less.	SMMA_LO_02014
2.OA.C.3	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 as a sum of two equal addends.	R: Find a missing number in a sequence, counting by 2's (0 to 10).	SMMA_LO_00966
		R: Find the missing two-digit number in a sequence of odd or even numbers.	SMMA_LO_01002
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.	Use repeated addition to multiply (products $2 \times 2$ to $5 \times 5$ ).	SMMA_LO_00852
		Solve addition problems with doubles as prelude to multiplication.	SMMA_LO_00853
		R: Add doubles (sums 4 to 18).	SMMA_LO_00019

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