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Colorado Mathematics Standards Code	Colorado Mathematics Academic Standards, Grade 2	SuccessMaker Item Description	Item ID
1	Number and Quantity		
2.NBT.A	Number & Operations in Base Ten: Understand place value.		
2.NBT.A.1	Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases:	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_01013
		Identify a number with a given digit in the ones or tens place.	SMMA_LO_00995
		Use base-ten blocks to show a number (three-digit).	SMMA_LO_01012
		Identify a number with a given digit in the ones, tens, or hundreds place.	SMMA_LO_01014
		Find a number equal to 1 to 9 hundreds, 0 to 9 tens, and 0 to 9 ones.	SMMA_LO_01015
2.NBT.A.1.b	The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).	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
2.NBT.A.2	Count within 1000; skip-count by 5s, 10s, and 100s.	Identify the number, model, word name, or expanded notation that has a different value (three-digit).	SMMA_LO_01018
		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 the missing number in a sequence, counting by 5's or 10's.	SMMA_LO_01231
		Identify the word name for a three-digit number.	SMMA_LO_01009
		Find a missing number in a sequence, counting up or down by 5's (two-digit).	SMMA_LO_01004
		Identify the multiple of 5 that is closer to a number (25 to 94).	SMMA_LO_01006
		Identify the multiple of 5 that is closest to a given number.	SMMA_LO_01005
2.NBT.A.3	Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.	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
2.NBT.B	Number & Operations in Base Ten: Use place value understanding and properties of operations to add and subtract.		
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 three addends (student choice, one- and two-digit addends, sums 30 to 98, regrouping ones).	SMMA_LO_00090
		Solve an addition problem in context (two-digit addends, sums less than 100, no regrouping).	SMMA_LO_01556
		Identify an even or odd number (2 to 99).	SMMA_LO_01050
		Enter the number for a word name	SMMA_LO_01001

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		(two-digit).	
		Find the missing minuend in a subtraction number sentence (minuends 10 to 99, no regrouping).	SMMA_LO_01486
		Add two addends displayed horizontally (two-digit addends, sums 21 to 99).	SMMA_LO_00064
		Find the missing minuend in a subtraction number sentence (minuends 20-98, subtrahends 11-89)	SMMA_LO_01491
		Find the missing subtrahend in a subtraction number sentence (minuends 21 to 99).	SMMA_LO_01470
		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
		Find the missing minuend in a number sentence (minuends 21 to 99).	SMMA_LO_01478
		Find the missing subtrahend in a number sentence (minuends 10 to 99).	SMMA_LO_01480
	Academic Context and Connections		
	Entrepreneurial Skills: Critical Thinking/Problem Solving		
2	Make sense of place value by modeling quantities with drawings or equations.	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
3	Data, Statistics, and Probability		
2.MD.A	Measurement & Data: Measure and estimate lengths in standard units.		
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 the reasonable length of an object (inches, feet, and yards).	SMMA_LO_00780
2.MD.C	Measurement & Data: Work with time and money.		
2.MD.C.7	Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.	Set time to 5-minute intervals using digital and analog clocks.	SMMA_LO_00744
	Academic Context and Connections		
	Personal Skills: Personal Responsibility		
1	Tell and manage time to be both personally responsible and responsible to the needs of others.	Set time to 5-minute intervals using digital and analog clocks.	SMMA_LO_00744
2.MD.D	Measurement & Data: Represent and interpret data.		
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.	Create a table based on data from a bar graph.	SMMA_LO_01645
		Create a table from a vertical bar graph.	SMMA_LO_01132

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		Identify a vertical bar graph that represents data in a table.	SMMA_LO_01134
		Identify the table that represents the data in a vertical bar graph.	SMMA_LO_01136
		Construct a vertical bar graph based on data from a horizontal bar graph.	SMMA_LO_01146
		Construct a horizontal bar graph based on data from a vertical bar graph.	SMMA_LO_01150
		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
		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
		Identify the vertical bar graph that shows a strictly increasing or decreasing trend.	SMMA_LO_01135
		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
4	Geometry		
2.G.A	Geometry: Reason with shapes and their attributes.		
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 the number of equal parts in a fractional model (2 to 8 parts).	SMMA_LO_00402
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.	Identify the model that is divided into equal parts (2 to 8 parts).	SMMA_LO_00400
	Academic Context and Connections		
	Entrepreneurial Skills: Risk Taking		
1	Demonstrate flexibility, imagination, and inventiveness in drawing shapes having specified attributes and in partitioning circles and rectangles into equal shares.	Identify the model that is divided into equal parts (2 to 8 parts).	SMMA_LO_00400
MP2	Reason abstractly and quantitatively.		
2	Explore various ways of partitioning shapes into equal shares, such as different methods for dividing a square into fourths, to understand that each partition, regardless of shape, represents an equal share of the square.	Identify the model that is divided into equal parts (2 to 8 parts).	SMMA_LO_00400