



SuccessMaker[®]

Alignments to SuccessMaker

Providing rigorous intervention
for K-8 learners with unparalleled precision

Tennessee Mathematics Standards Code	Tennessee Mathematics Standards 2016, Grade 2	SuccessMaker Item Description	Item ID
2.OA	Operations and Algebraic Thinking		
2.OA.A	Represent and solve problems involving addition and subtraction. (See Table 1 - Addition and Subtraction Situations)		
2.OA.A.1	Add and subtract within 100 to solve one- and two-step contextual problems, with unknowns in all positions, involving situations of add to, take from, put together/take apart, and compare. Use objects, drawings, and equations with a symbol for the unknown number to represent the problem.	Make a picture to solve a two-step problem in context (addition and subtraction).	SMMA_LO_01552
		Make a picture to solve a two-step problem in context (addition and subtraction).	SMMA_LO_01551
		Identify a picture that represents a subtraction problem (minuends 5 to 10).	SMMA_LO_01235
2.OA.B	Add and subtract within 30.		
2.OA.B.2	Fluently add and subtract within 30 using mental strategies. By the end of 2nd grade, know from memory all sums of two one-digit numbers and related subtraction facts.	Identify and solve a number sentence for an addition problem in context (sums 2 to 9).	SMMA_LO_01555
		Add three addends displayed horizontally (one-digit addends, sums 20 to 27).	SMMA_LO_00062
		Act out a problem to find the sum of three numbers (one-digit addends).	SMMA_LO_01249
		Identify and solve a number sentence for an addition problem in context (sums 2 to 9).	SMMA_LO_01553
		Add three addends (student choice, one-digit addends, sums 20 to 27).	SMMA_LO_00069
2.NBT	Number and Operations in Base Ten		
2.NBT.A	Understand place value.		
2.NBT.A.1	Know that the three digits of a three-digit number represent amounts of hundreds, tens, and ones (e.g., 706 can be represented in multiple ways as 7 hundreds, 0 tens, and 6 ones; 706 ones; or 70 tens and 6 ones).	Enter a three-digit number in a place-value chart (base-ten block models, three-digit).	SMMA_LO_01013
		Identify the number represented by a set of objects (pictorial models of hundreds, tens, and ones; three-digit).	SMMA_LO_01010
		Identify a number with a given digit in the ones, tens, or hundreds place.	SMMA_LO_01014
		Use base-ten blocks to show a number (three-digit).	SMMA_LO_01012
		Identify a number with a given digit in the ones or tens place.	SMMA_LO_00995
		Find a number equal to 1 to 9 hundreds, 0 to 9 tens, and 0 to 9 ones.	SMMA_LO_01015
2.NBT.A.2	Count within 1000. Skip-count within 1000 by 5s, 10s, and 100s, starting from any number in its skip counting sequence.	Identify the multiple of 5 that is closer to a number (25 to 94).	SMMA_LO_01006
		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 up or down by 5's (two-digit).	SMMA_LO_01004
		Identify the multiple of 5 that is closest to a given number.	SMMA_LO_01005
		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 5's (5 to 50).	SMMA_LO_01003
2.NBT.A.3	Read and write numbers to 1000 using standard form, word form, and expanded form.	Identify the number, model, word name, or expanded notation that has a different value (three-digit).	SMMA_LO_01018

Tennessee Mathematics Standards Code	Tennessee Mathematics Standards 2016, Grade 2	SuccessMaker Item Description	Item ID
		Identify the word name for a three-digit number.	SMMA_LO_01009
		Enter the number for a word name (two-digit).	SMMA_LO_01001
2.NBT.B	Use place value understanding and properties of operations to add and subtract. (See Table 3 - Properties of Operations)		
2.NBT.B.7	Add and subtract within 1000 using concrete models, drawings, strategies based on place value, properties of operations, and/or the relationship between addition and subtraction to explain the reasoning used.	Make a picture to solve a two-step problem in context (addition and subtraction).	SMMA_LO_01552
		Make a picture to solve a two-step problem in context (addition and subtraction).	SMMA_LO_01551
		Identify a picture that represents a subtraction problem (minuends 5 to 10).	SMMA_LO_01235
2.NBT.B.9	Explain why addition and subtraction strategies work using properties of operations and place value. (Explanations may include words, drawing, or objects.)	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.MD	Measurement and Data		
2.MD.A	Measure and estimate lengths in standard units.		
2.MD.A.2	Measure the length of an object using two different units of measure and 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, yards, centimeters, and meters.	Identify the reasonable length of an object (inches, feet, and yards).	SMMA_LO_00780
2.MD.A.4	Measure to determine how much longer one object is than another and express the difference in terms of a standard unit of length.	Measure the length of an object in cm and inches; relate the two measurements to the sizes of the units.	SMMA_LO_02003
		Measure two objects in inches; determine how much longer one object is than the other.	SMMA_LO_02015
		Measure the length of an object to the nearest centimeter (3 to 12 cm).	SMMA_LO_00750
		Measure the length of an object in centimeters or inches (whole numbers).	SMMA_LO_00785
		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
		Measure the length of an object to the nearest centimeter (4 to 12 centimeters).	SMMA_LO_00762
		Measure the length of an object to the nearest inch (1 to 6 inches).	SMMA_LO_00755
		Measure the length of an object to the nearest inch (2 to 6 inches).	SMMA_LO_00703
2.MD.B	Relate addition and subtraction to length.		
2.MD.B.5	Add and subtract within 100 to solve contextual problems involving lengths that are given in the same units by using drawings and equations with a symbol for the unknown to represent the problem.	Choose an operation to solve a problem with extra information; then solve (addition or subtraction, basic facts).	SMMA_LO_01247
		Make a picture to solve a two-step problem in context (addition and subtraction).	SMMA_LO_01552
		Measure two lengths and find the sum (metric, sums 2 to 9).	SMMA_LO_00753

Tennessee Mathematics Standards Code	Tennessee Mathematics Standards 2016, Grade 2	SuccessMaker Item Description	Item ID
		Add nonstandard units of capacity (sums 2 to 8).	SMMA_LO_00739
		Identify and solve a number sentence for an addition problem in context (sums 2 to 9).	SMMA_LO_01555
		Measure two metric lengths, write an addition problem, and find the sum (sums 2 to 12 centimeters).	SMMA_LO_00756
		Subtract nonstandard units of capacity (differences 0 to 3).	SMMA_LO_00742
		Make a picture to solve a two-step problem in context (addition and subtraction).	SMMA_LO_01551
		Identify a picture that represents a subtraction problem (minuends 5 to 10).	SMMA_LO_01235
		Identify and solve a number sentence for an addition problem in context (sums 2 to 9).	SMMA_LO_01553
		Identify and solve a number sentence for a subtraction problem in context (minuends 2 to 5).	SMMA_LO_01568
2.MD.C	Work with time and money.		
2.MD.C.7	Tell and write time in quarter hours and to the nearest five minutes (in a.m. and p.m.) using analog and digital clocks.	Match digital times with descriptions (e.g., quarter to or quarter past).	SMMA_LO_00806
		Set time to 5-minute intervals using digital and analog clocks.	SMMA_LO_00744
2.MD.C.8	Solve contextual problems involving dollar bills, quarters, dimes, nickels, and pennies using ¢ and \$ symbols appropriately.	Show the given amount of money in coins (25 to 90 cents in pennies, nickels, dimes, and quarters).	SMMA_LO_00778
2.MD.D	Represent and interpret data.		
2.MD.D.10	Draw a pictograph and a bar graph (with intervals of one) to represent a data set with up to four categories. Solve addition and subtraction problems related to the data in a graph.	Create a table based on data from a bar graph.	SMMA_LO_01645
		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
		Construct a horizontal bar graph based on data from a vertical bar graph.	SMMA_LO_01150
		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
		Identify the table that represents the data in a vertical bar graph.	SMMA_LO_01136
		Label the categories of a vertical bar graph based on data from a table.	SMMA_LO_01138
		Identify a vertical bar graph that represents data in a table.	SMMA_LO_01134
		Identify the vertical bar graph that shows a strictly increasing or decreasing trend.	SMMA_LO_01135
		Analyze a bar graph to find the number of bars that fall within a given range.	SMMA_LO_01154
		Collect, tally, and graph the results generated by a spinner.	SMMA_LO_01144
		Create a vertical bar graph from a table and interpret data in the graph.	SMMA_LO_01130
		Create a table from a vertical bar graph.	SMMA_LO_01132
		Construct a vertical bar graph based on data from a horizontal bar graph.	SMMA_LO_01146
2.G	Geometry		
2.G.A	Reason about shapes and their attributes.		

Tennessee Mathematics Standards Code	Tennessee Mathematics Standards 2016, Grade 2	SuccessMaker Item Description	Item ID
2.G.A.1	Identify triangles, quadrilaterals, pentagons, hexagons, and cubes. Draw two-dimensional shapes having specified attributes (as determined directly or visually, not by measuring), such as a given number of angles or a given number of sides of equal length.	Count the geometric figures in a picture.	SMMA_LO_00572
		Match a geometric figure to its name (circle, triangle, square, or rectangle).	SMMA_LO_00568
2.G.A.2	Partition a rectangle into rows and columns of same-sized squares and find the total number of squares.	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, and four equal shares, describe the shares using the words halves, thirds, fourths, half of, a third of, and a fourth of, 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 figure divided into equal parts (halves to eighths in words).	SMMA_LO_00417
		Identify the model that is divided into equal parts (2 to 8 parts).	SMMA_LO_00400
		Count the fractional parts and total number of parts in a region (halves, thirds, fourths).	SMMA_LO_00403
		Count the number of equal parts in a fractional model (2 to 8 parts).	SMMA_LO_00402