

BENCHMARKS WITH EXAMPLES REPORT

MATHEMATICS GRADE 2



Key: **Status** = Benchmarks designated as "Focus" are aligned to the Terra Nova, third edition. Benchmarks designated "Supporting" are not.
OCS Code = The benchmark code. Consists of Grade (K-8), Domain (2-3 character alpha code), Strand (1-3 character alpha code), Standard (1-9), Benchmark Number (1 or 1-1 and up), and Complexity (a, b, c).
CCSS Code = Common Core State Standards, developed by National Governors Association Center for Best Practices, Council of Chief State School Officers (www.corestandards.org).
CRS Strand = ACT College Readiness Standards developed by ACT, Inc. (www.act.org).
The CRS Strands are: BOA = Basic Operations & Applications, PSD = Probability/Statistics/Data, NCP = Numbers/Concepts/Properties, XEI = Expression/Equation & Inequality,
 GRE = Graphical Representations, PPF = Properties of Plane Figures, MEA = Measurement, FUN = Functions.

DOMAIN: Standards for Mathematical Content					
Status:	OCS Code:	Strand: <i>Operations and Algebraic Thinking (OA)</i>	Examples and Notes:	CCSS Code:	CRS Strand:
	2.SMC.OA.1	Represent and solve problems involving addition and subtraction.			
Focus	2.SMC.OA.1.1-1.b	Add and subtract numbers up to 100 to solve one-step word problems	Note: Create 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.	2.OA.A.1	BOA
Focus	2.SMC.OA.1.1-2.b	Add and subtract numbers up to 100 to solve two-step word problems	Note: Create 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.	2.OA.A.1	BOA
	2.SMC.OA.2	Add and subtract within 20.			
Focus	2.SMC.OA.2.2-1.a	Add and subtract numbers up to 20 mentally		2.OA.B.2	BOA
Focus	2.SMC.OA.2.2-2.a	Memorize all sums of two one-digit numbers		2.OA.B.2	BOA
	2.SMC.OA.3	Work with equal groups of objects to gain foundations for multiplication.			
Supporting	2.SMC.OA.3.1-1.a	Determine whether a group of 20 or fewer objects has an odd or even number of members	e.g., By pairing objects or counting them by 2s	2.OA.C.3	NCP
Supporting	2.SMC.OA.3.1-2.b	Write an equation to express an even number as a sum of two equal addends		2.OA.C.3	BOA
Focus	2.SMC.OA.3.2-1.c	Add objects arranged in a rectangular array with up to 5 rows and 5 columns		2.OA.C.4	BOA
Focus	2.SMC.OA.3.2-2.c	Write an equation to express the total of a rectangular array with up to 5 rows and 5 columns as a sum of equal addends		2.OA.C.4	BOA
Status:	OCS Code:	Strand: <i>Number and Operations in Base Ten (NBT)</i>	Examples and Notes:	CCSS Code:	CRS Strand:
	2.SMC.NBT.1	Understand place value.			
Supporting	2.SMC.NBT.1.1.b	Represent the three digits of a three-digit number in amounts of hundreds, tens, and ones	Note: 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases: 100 can be thought of as a bundle of ten tens — called a "hundred." The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, and nine hundreds (and 0 tens and 0 ones).	2.NBT.A.1	NCP
Focus	2.SMC.NBT.1.2.b	Count numbers up to 1000 by skip-counting 5s, 10s, and 100s		2.NBT.A.2	NCP
Focus	2.SMC.NBT.1.3-1.b	Read numbers up to 1000 using base-ten numerals, number names, and expanded form		2.NBT.A.3	NCP
Supporting	2.SMC.NBT.1.3-2.b	Write numbers up to 1000 using base-ten numerals, number names, and expanded form		2.NBT.A.3	NCP
Focus	2.SMC.NBT.1.4-1.c	Compare two three-digit numbers based on a breakdown into hundreds, tens, and ones		2.NBT.A.4	NCP
Supporting	2.SMC.NBT.1.4-2.c	Record the results of comparisons between two three-digit numbers using the symbols $>$, $=$, and $<$		2.NBT.A.4	NCP
	2.SMC.NBT.2	Use place value understanding and properties of operations to add and subtract.			

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Focus	2.SMC.NBT.2.1.b	Add and subtract numbers up to 100 fluently	Note: Apply strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.	2.NBT.B.5	BOA
Focus	2.SMC.NBT.2.2.b	Add up to four two-digit numbers	Note: Apply strategies based on place value and properties of operations.	2.NBT.B.6	BOA
Focus	2.SMC.NBT.2.3-1.b	Add and subtract numbers up to 1000	Note: Use concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.	2.NBT.B.7	BOA
Supporting	2.SMC.NBT.2.3-2.c	Explain the process of adding and subtracting numbers up to 1000	Note: 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.	2.NBT.B.7	BOA
Supporting	2.SMC.NBT.2.4-1.c	Add 10 or 100 to a given number between 100 and 900 mentally		2.NBT.B.8	BOA
Supporting	2.SMC.NBT.2.4-2.c	Subtract 10 or 100 from a given number between 100 and 900 mentally		2.NBT.B.8	BOA
Supporting	2.SMC.NBT.2.5-1.c	Explain how using place value facilitates addition and subtraction		2.NBT.B.9	NCP
Supporting	2.SMC.NBT.2.5-2.c	Explain how using the properties of operations facilitates addition and subtraction		2.NBT.B.9	BOA
Status:	OCS Code:	Strand: Measurement and Data (MD)	Examples and Notes:	CCSS Code:	CRS Strand:
	2.SMC.MD.1	Measure and estimate lengths in standard units.			
Focus	2.SMC.MD.1.1.a	Measure the length of an object by selecting and using appropriate tools	e.g., Rulers, yardsticks, meter sticks, and measuring tapes	2.MD.A.1	MEA
Supporting	2.SMC.MD.1.2.b	Describe how an object measured twice using different measurement units relates to the size of the unit		2.MD.A.2	MEA
Supporting	2.SMC.MD.1.3.b	Estimate lengths using units of inches, feet, centimeters, and meters		2.MD.A.3	MEA
Supporting	2.SMC.MD.1.4.c	Determine the difference in length of two objects measured by a standard length unit		2.MD.A.4	MEA
	2.SMC.MD.2	Relate addition and subtraction to length.			
Supporting	2.SMC.MD.2.1.c	Add and subtract up to 100 to solve word problems involving lengths measured using a standard length unit	Note: Use drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.	2.MD.B.5	MEA
Focus	2.SMC.MD.2.2-1.b	Represent whole numbers up to 100 as lengths from 0 on a number line diagram with equally spaced points		2.MD.B.6	GRE
Supporting	2.SMC.MD.2.2-2.b	Represent whole-number sums and differences of two lengths on a number line diagram with equally spaced points beginning at 0 and up to 100		2.MD.B.6	GRE
	2.SMC.MD.3	Work with time and money.			
Focus	2.SMC.MD.3.1-1.a	Tell the time to the nearest five minutes including A.M. and P.M., using analog and digital clocks		2.MD.C.7	MEA
Focus	2.SMC.MD.3.1-2.a	Write the time to the nearest five minutes, including A.M. and P.M., using analog and digital clocks		2.MD.C.7	MEA
Supporting	2.SMC.MD.3.2.b	Solve word problems using different denominations of cash	e.g., Dollar bills, quarters, dimes, nickels, and pennies; Use \$ and ¢ symbols appropriately; If you have 2 dimes and 3 pennies, how many cents do you have?	2.MD.C.8	MEA
	2.SMC.MD.4	Represent and interpret data.			
Supporting	2.SMC.MD.4.1-1.c	Create a line plot from repeated measures of the length of an object to the nearest whole unit		2.MD.D.9	PSD
Supporting	2.SMC.MD.4.1-2.c	Create a line plot from measures of the lengths of several objects to the nearest whole unit	Note: The horizontal scale should be marked off in whole-number units.	2.MD.D.9	PSD
Focus	2.SMC.MD.4.2-1.c	Represent data from up to four categories on a picture graph and bar chart		2.MD.D.10	PSD

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Focus	2.SMC.MD.4.2-2.c	Solve problems using information presented in a bar graph	Note: Problems might include simple put together, take-apart, and compare problems.	2.MD.D.10	PSD
Status:	OCS Code:	Strand: <i>Geometry (G)</i>	Examples and Notes:	CCSS Code:	CRS Strand:
	2.SMC.G.1	Reason with shapes and their attributes.			
Focus	2.SMC.G.1.1-1.a	Recognize triangles, quadrilaterals, pentagons, hexagons, and cubes		2.G.A.1	MEA
Focus	2.SMC.G.1.1-2.b	Draw shapes having a given number of angles, faces, or lengths	e.g., A given number of angles or a given number of equal faces	2.G.A.1	MEA
Supporting	2.SMC.G.1.2-1.b	Partition a rectangle into rows and columns of same-size squares		2.G.A.2	MEA
Supporting	2.SMC.G.1.2-2.b	Count the number of same-size squares in a rectangle partitioned into rows and columns		2.G.A.2	MEA
Supporting	2.SMC.G.1.3-1.c	Partition circles and rectangles into two, three, or four equal shares		2.G.A.3	MEA
Supporting	2.SMC.G.1.3-2.c	Describe two, three and four equal shares of circles and rectangles using words and phrases	e.g., Halves, thirds, half of, a third of, etc.	2.G.A.3	MEA
Focus	2.SMC.G.1.3-3.c	Recognize the shapes of equal shares of identical wholes		2.G.A.3	MEA
DOMAIN: Standards for Mathematical Practices					
Status:	OCS Code:	Strand: <i>Solve Problems (MP1)</i>	Examples and Notes:	CCSS Code:	CRS Strand:
	2.SMP.1	1. Make sense of problems and persevere in solving them.			
Supporting	2.SMP.1.1-1.c	Make sense of your problem		MP1	
Supporting	2.SMP.1.1-2.c	Reflect on your thinking as you solve your problem		MP1	
Supporting	2.SMP.1.1-3.c	Keep trying when your problem is hard		MP1	
Supporting	2.SMP.1.1-4.c	Check whether your answer makes sense		MP1	
Supporting	2.SMP.1.1-5.c	Solve problems in more than one way		MP1	
Supporting	2.SMP.1.1-6.c	Compare the strategies you and others use		MP1	
Status:	OCS Code:	Strand: <i>Reason (MP2)</i>	Examples and Notes:	CCSS Code:	CRS Strand:
	2.SMP.2	2. Reason abstractly and quantitatively.			
Supporting	2.SMP.2.1-1.c	Create mathematical representations using numbers, words, pictures, symbols, gestures, tables, graphs, and concrete objects		MP2	
Supporting	2.SMP.2.1-2.c	Make sense of the representations you and others use		MP2	
Supporting	2.SMP.2.1-3.c	Make connections between representations		MP2	
Status:	OCS Code:	Strand: <i>Construct Arguments (MP3)</i>	Examples and Notes:	CCSS Code:	CRS Strand:
	2.SMP.3	3. Construct viable arguments and critique the reasoning of others.			
Supporting	2.SMP.3.1-1.c	Make mathematical conjectures and arguments		MP3	
Supporting	2.SMP.3.1-2.c	Make sense of others' mathematical thinking		MP3	
Status:	OCS Code:	Strand: <i>Model (MP4)</i>	Examples and Notes:	CCSS Code:	CRS Strand:
	2.SMP.4	4. Model with mathematics.			
Supporting	2.SMP.4.1-1.c	Model real-world situations using graphs, drawings, tables, symbols, numbers, diagrams, and other representations		MP4	
Supporting	2.SMP.4.1-2.c	Use mathematical models to solve problems and answer questions		MP4	
Status:	OCS Code:	Strand: <i>Use Tools (MP5)</i>	Examples and Notes:	CCSS Code:	CRS Strand:
	2.SMP.5	5. Use appropriate tools strategically.			
Supporting	2.SMP.5.1-1.c	Choose appropriate tools		MP5	
Focus	2.SMP.5.1-2.c	Use tools effectively and make sense of your results		MP5	

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Status:	OCS Code:	Strand: <i>Attend to Precision (MP6)</i>	Examples and Notes:	CCSS Code:	CRS Strand:
	2.SMP.6	6. Attend to precision.			
Supporting	2.SMP.6.1-1.c	Explain your mathematical thinking clearly and precisely		MP6	
Supporting	2.SMP.6.1-2.c	Use an appropriate level of precision for your problem		MP6	
Supporting	2.SMP.6.1-3.c	Use clear labels, units, and mathematical language		MP6	
Supporting	2.SMP.6.1-4.c	Think about accuracy and efficiency when you count, measure, and calculate		MP6	
Status:	OCS Code:	Strand: <i>Use Structure (MP7)</i>	Examples and Notes:	CCSS Code:	CRS Strand:
	2.SMP.7	7. Look for and make use of structure.			
Focus	2.SMP.7.1-1.c	Look for mathematical structures such as categories, patterns, and properties		MP7	
Supporting	2.SMP.7.1-2.c	Use structures to solve problems and answer questions		MP7	
Status:	OCS Code:	Strand: <i>Express Regularity (MP8)</i>	Examples and Notes:	CCSS Code:	CRS Strand:
	2.SMP.8	8. Look for and express regularity in repeated reasoning.			
Supporting	2.SMP.8.1.c	Create and justify rules, shortcuts, and generalizations		MP8	