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**Access Mathematics**

**Grade 2**

**(#7712030)**

**Course Standards**

[MA.2.AR.1.1:](https://www.cpalms.org//PreviewStandard/Preview/15290) Solve one- and two-step addition and subtraction real-world problems.

**Clarifications:**  
*Clarification 1:* Instruction includes understanding the context of the problem, as well as the quantities within the problem.

*Clarification 2:* Problems include creating real-world situations based on an equation.

*Clarification 3:* Addition and subtraction are limited to sums up to 100 and related differences. Refer to [Situations Involving Operations with Numbers (Appendix A)](https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/best/ma/appendixa.pdf).

**Related Access Points**

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [MA.2.AR.1.AP.1:](https://www.cpalms.org/PreviewAccessPoint/Preview/18464) | Solve one-step addition and subtraction real-world problems within 20 using objects. |  |  |  |
| Essential  Understandings | * Represent addition and subtraction situations involving “adding to” and “taking from” with objects or drawings * Add or subtract within 20 |  |  |  |
| Resources: | [Element Card](https://www.accesstofls.org/core_curriculum_resources/Math/BEST/Element_Cards/Elementary/second/MA.2.AR.1.1_ADA.docx) |  |  |  |

[MA.2.AR.2.1:](https://www.cpalms.org//PreviewStandard/Preview/15291) Determine and explain whether equations involving addition and subtraction are true or false.

**Clarifications:**  
*Clarification 1:* Instruction focuses on understanding of the equal sign.

*Clarification 2:* Problem types are limited to an equation with three or four terms. The sum or difference can be on either side of the equal sign.

*Clarification 3:* Addition and subtraction are limited to sums up to 100 and related differences.

**Related Access Points**

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [MA.2.AR.2.AP.1:](https://www.cpalms.org/PreviewAccessPoint/Preview/18465) | Determine if addition or subtraction equations with no more than three terms are true or false. Sums may not exceed 20 and their related subtraction facts. |  |  |  |
| Essential  Understandings | * Use objects to find sums within 20 and their related subtraction facts * Understand the concept of “equality” as the balance of two values (e.g., if a balance scale is level, then the values are equal and if it is not level, then the values are not equal) * Understand that = is “equal to” * Understand that if the values on either side of the equal sign are the same, then the equation is true and if the values on either side of the equal side are not the same, then the equation is false |  |  |  |
| Resources: | [Element Card](https://www.accesstofls.org/core_curriculum_resources/Math/BEST/Element_Cards/Elementary/second/MA.2.AR.2.1_ADA.docx) |  |  |  |

[MA.2.AR.2.2:](https://www.cpalms.org//PreviewStandard/Preview/15292) Determine the unknown whole number in an addition or subtraction equation, relating three or four whole numbers, with the unknown in any position.

**Clarifications:**  
*Clarification 1:* Instruction extends the development of algebraic thinking skills where the symbolic representation of the unknown uses any symbol other than a letter.

*Clarification 2:* Problems include having the unknown on either side of the equal sign.

*Clarification 3:* Addition and subtraction are limited to sums up to 100 and related differences. Refer to [Situations Involving Operations with Numbers (Appendix A)](https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/best/ma/appendixa.pdf).

**Related Access Points**

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [MA.2.AR.2.AP.2:](https://www.cpalms.org/PreviewAccessPoint/Preview/18466) | Determine the unknown whole number in an addition or subtraction equation, relating three whole numbers, with the change or result unknown (e.g., 7 + \_ = 10, 10 − 3= ). Sums may not exceed 20 and their related subtraction facts. |  |  |  |
| Essential  Understandings | * Given an addition or subtraction expression (e.g., 8 – 2; 7 + 3) use objects to solve within 20 * Understand a symbol (e.g., \_\_\_ or ) may be used to represent an unknown number in an equation * Understand that = is “equal to” |  |  |  |
| Resources: | [Element Card](https://www.accesstofls.org/core_curriculum_resources/Math/BEST/Element_Cards/Elementary/second/MA.2.AR.2.2_ADA.docx) |  |  |  |

[MA.2.AR.3.1:](https://www.cpalms.org//PreviewStandard/Preview/15293) Represent an even number using two equal groups or two equal addends. Represent an odd number using two equal groups with one left over or two equal addends plus 1.

**Clarifications:**  
*Clarification 1:* Instruction focuses on the connection of recognizing even and odd numbers using skip counting, arrays and patterns in the ones place.

*Clarification 2:* Addends are limited to whole numbers less than or equal to 12.

**Related Access Points**

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [MA.2.AR.3.AP.1:](https://www.cpalms.org/PreviewAccessPoint/Preview/18467) | Explore the concept of odd and even by pairing objects to represent an even number using two equal groups or represent an odd number by using two equal groups with one left over. Group of objects may not exceed 20. |  |  |  |
| Essential  Understandings | * Use 1-to-1 correspondence to pair objects |  |  |  |
| Resources: | [Element Card](https://www.accesstofls.org/core_curriculum_resources/Math/BEST/Element_Cards/Elementary/second/MA.2.AR.3.1_ADA.docx) |  |  |  |

[MA.2.AR.3.2:](https://www.cpalms.org//PreviewStandard/Preview/15294) Use repeated addition to find the total number of objects in a collection of equal groups. Represent the total number of objects using rectangular arrays and equations.

**Clarifications:**  
*Clarification 1:* Instruction includes making a connection between arrays and repeated addition, which builds a foundation for multiplication.

*Clarification 2:* The total number of objects is limited to 25.

**Related Access Points**

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [MA.2.AR.3.AP.2:](https://www.cpalms.org/PreviewAccessPoint/Preview/18468) | Explore using repeated addition to find the total number of objects represented in a collection of equal groups (e.g., 3 groups of 2 objects) or in a rectangular array (e.g., 3 rows of 2 objects). Total objects may not exceed 20. |  |  |  |
| Essential  Understandings | * Understand the concept of equal groups * Distinguish between the number of groups and the number in each group * Understand the concept of a rectangular array * Distinguish between the number of rows and the number in each row * When given up to 20 objects, organized in equal groups or in a rectangular array, use 1:1 correspondence to find the total number of objects * When given up to 20 objects, organized in equal groups or in a rectangular array, recognize that the number in each group/row is the same |  |  |  |
| Resources: | [Element Card](https://www.accesstofls.org/core_curriculum_resources/Math/BEST/Element_Cards/Elementary/second/MA.2.AR.3.2_ADA.docx) |  |  |  |

[MA.2.DP.1.1:](https://www.cpalms.org//PreviewStandard/Preview/15305) Collect, categorize and represent data using tally marks, tables, pictographs or bar graphs. Use appropriate titles, labels and units.

**Clarifications:**  
*Clarification 1:* Data displays can be represented both horizontally and vertically. Scales on graphs are limited to ones, fives or tens.

**Related Access Points**

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [MA.2.DP.1.AP.1:](https://www.cpalms.org/PreviewAccessPoint/Preview/18480) | Sort data into up to three categories and represent the results using tally marks, tables, pictographs or bar graphs. Align data with given title, labels and units. |  |  |  |
| Essential  Understandings | * Understand that each category represents a group with a characteristic in common * Understand that each tally mark or picture represents one data point from that category * Understand that the total number of tally marks or pictures in each category tells “how many” in each category |  |  |  |
| Resources: |  |  |  |  |

[MA.2.DP.1.2:](https://www.cpalms.org//PreviewStandard/Preview/15306) Interpret data represented with tally marks, tables, pictographs or bar graphs including solving addition and subtraction problems.

**Clarifications:**  
*Clarification 1:* Addition and subtraction problems are limited to whole numbers with sums within 100 and related differences.

*Clarification 2:* Data displays can be represented both horizontally and vertically. Scales on graphs are limited to ones, fives or tens.

**Related Access Points**

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [MA.2.DP.1.AP.2:](https://www.cpalms.org/PreviewAccessPoint/Preview/18481) | Interpret data represented with tally marks, tables, pictographs or bar graphs to solve one-step put-together and take-apart problems. Pictograph symbols and bar graph intervals may only represent a quantity of 1. |  |  |  |
| Essential  Understandings | * Understand that each category represents a group with a characteristic in common * Understand that each tally mark or picture represents one data point from that category * Understand that the total number of tally marks or pictures in each category tells “how many” in each category * Understand that the numerals in each section of the table or the height of each bar tells “how many” in each category * Understand the terms and location of “title” “labels” and “units” * Use objects or drawings to represent addition involving “putting together” within 20 * Use objects or drawings to represent subtraction-involving taking from within 20 |  |  |  |
| Resources: |  |  |  |  |

[MA.2.FR.1.1:](https://www.cpalms.org//PreviewStandard/Preview/15872) Partition circles and rectangles into two, three or four equal-sized parts. Name the parts using appropriate language, and describe the whole as two halves, three thirds or four fourths.

**Clarifications:**  
*Clarification 1:* Within this benchmark, the expectation is not to write the equal-sized parts as a fraction with a numerator and denominator.

*Clarification 2:* Problems include mathematical and real-world context.

**Related Access Points**

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [MA.2.FR.1.AP.1:](https://www.cpalms.org/PreviewAccessPoint/Preview/18463) | Partition circles and rectangles into two, three or four equal-sized parts. Recognize the parts of the whole as halves, thirds or fourths. Explore the whole as two halves, three thirds or four fourths. |  |  |  |
| Essential  Understandings | * Recognize if parts have equal sizes * Recognize that a larger figure can be formed by combining smaller two-dimensional figures |  |  |  |
| Resources: |  |  |  |  |

[MA.2.FR.1.2:](https://www.cpalms.org//PreviewStandard/Preview/15873) Partition rectangles into two, three or four equal-sized parts in two different ways showing that equal-sized parts of the same whole may have different shapes.

**Related Access Points**

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| MA.2.FR.1.AP.2: | Partition rectangles into two or four equal-sized parts in two different ways showing that equal-sized parts of the same whole may have different shapes. |  |  |  |
| Essential  Understandings | * Recognize if parts have equal sizes * Recognize that a larger figure can be formed by combining smaller two-dimensional figures |  |  |  |
| Resources: |  |  |  |  |

[MA.2.GR.1.1:](https://www.cpalms.org//PreviewStandard/Preview/15300) Identify and draw two-dimensional figures based on their defining attributes. Figures are limited to triangles, rectangles, squares, pentagons, hexagons and octagons.

**Clarifications:**  
*Clarification 1:* Within this benchmark, the expectation includes the use of rulers and straight edges.

**Related Access Points**

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [MA.2.GR.1.AP.1:](https://www.cpalms.org/PreviewAccessPoint/Preview/18475) | Identify and produce two-dimensional figures when given defining attributes. Figures are limited to triangles, rectangles, hexagons and squares. |  |  |  |
| Essential  Understandings | * Recognize the defining attributes of triangles, rectangles, hexagons, and squares. * Identify specified defining attributes (i.e., sides, vertices, closed versus open, straight versus curved) in isolated two-dimensional figures |  |  |  |
| Resources: |  |  |  |  |

[MA.2.GR.1.2:](https://www.cpalms.org//PreviewStandard/Preview/15301) Categorize two-dimensional figures based on the number and length of sides, number of vertices, whether they are closed or not and whether the edges are curved or straight.

**Clarifications:**  
*Clarification 1:* Instruction focuses on using formal and informal language to describe defining attributes when categorizing.

**Related Access Points**

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [MA.2.GR.1.AP.2:](https://www.cpalms.org/PreviewAccessPoint/Preview/18476) | Sort two-dimensional figures based on the number of sides, number of vertices, whether they are closed or open and whether the sides are curved or straight. |  |  |  |
| Essential  Understandings | * Understand concept of “same” * Understand objects can be sorted by various attributes. * Identify specified defining attributes (i.e., sides, vertices, closed versus open, straight versus curved) in isolated two-dimensional figures |  |  |  |
| Resources: |  |  |  |  |

[MA.2.GR.1.3:](https://www.cpalms.org//PreviewStandard/Preview/15302) Identify line(s) of symmetry for a two-dimensional figure.

**Clarifications:**  
*Clarification 1:* Instruction focuses on the connection between partitioning two-dimensional figures and symmetry.

*Clarification 2:* Problem types include being given an image and determining whether a given line is a line of symmetry or not.

**Related Access Points**

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [MA.2.GR.1.AP.3:](https://www.cpalms.org/PreviewAccessPoint/Preview/18477) | Identify a line of symmetry for a two-dimensional figure. |  |  |  |
| Essential  Understandings | * Recognize equal parts |  |  |  |
| Resources: |  |  |  |  |

[MA.2.GR.2.1:](https://www.cpalms.org//PreviewStandard/Preview/15303) Explore perimeter as an attribute of a figure by placing unit segments along the boundary without gaps or overlaps. Find perimeters of rectangles by counting unit segments.

**Clarifications:**  
*Clarification 1:* Instruction emphasizes the conceptual understanding that perimeter is an attribute that can be measured for a two-dimensional figure.

*Clarification 2:* Instruction includes real-world objects, such as picture frames or desktops.

**Related Access Points**

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [MA.2.GR.2.AP.1:](https://www.cpalms.org/PreviewAccessPoint/Preview/18478) | Explore perimeter as an attribute of a figure that can be measured by placing unit segments along the boundary without gaps or overlaps. Find perimeters of rectangles by counting unit segments. |  |  |  |
| Essential  Understandings | * Express the length of an object as a whole number of lengths using non-standard objects laid end to end with no gaps or overlaps |  |  |  |
| Resources: |  |  |  |  |

[MA.2.GR.2.2:](https://www.cpalms.org//PreviewStandard/Preview/15304) Find the perimeter of a polygon with whole-number side lengths. Polygons are limited to triangles, rectangles, squares and pentagons.

**Clarifications:**  
*Clarification 1:* Instruction includes the connection to the associative and commutative properties of addition. Refer to [Properties of Operations, Equality and Inequality (Appendix D)](https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/best/ma/appendixd.pdf).

*Clarification 2:* Within this benchmark, the expectation is not to use a formula to find perimeter.

*Clarification 3:* Instruction includes cases where the side lengths are given or measured to the nearest unit.   
*Clarification 4:* Perimeter cannot exceed 100 units and responses include the appropriate units.

**Related Access Points**

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [MA.2.GR.2.AP.2:](https://www.cpalms.org/PreviewAccessPoint/Preview/18479) | Find the perimeter of a polygon with whole-number side lengths given. Polygons are limited to triangles, rectangles and squares. |  |  |  |
| Essential  Understandings | * Understand that perimeter is the measurement of the total length of the boundary around a figure * Add up to 4 single digit whole numbers |  |  |  |
| Resources: |  |  |  |  |

[MA.2.M.1.1:](https://www.cpalms.org//PreviewStandard/Preview/15295) Estimate and measure the length of an object to the nearest inch, foot, yard, centimeter or meter by selecting and using an appropriate tool.

**Clarifications:**  
*Clarification 1:* Instruction includes seeing rulers and tape measures as number lines.

*Clarification 2:* Instruction focuses on recognizing that when an object is measured in two different units, fewer of the larger units are required. When comparing measurements of the same object in different units, measurement conversions are not expected.

*Clarification 3:* When estimating the size of an object, a comparison with an object of known size can be used.

**Related Access Points**

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [MA.2.M.1.AP.1a:](https://www.cpalms.org/PreviewAccessPoint/Preview/18469) | Measure the length of an object to the nearest inch, foot and or yard when given the appropriate tool. |  |  |  |
| Essential  Understandings | * Understand that length is an attribute of objects that can be measured using a ruler * Identify the beginning and end point of the object that needs to be measured * Recognize that the units marked on a ruler/yard stick have equal length intervals * Understand that the total number of equal interval distances, spanned end to end, can be counted to determine the overall length of an object |  |  |  |
| Resources: |  |  |  |  |
| [MA.2.M.1.AP.1b:](https://www.cpalms.org/PreviewAccessPoint/Preview/18470) | Explore estimation strategies by developing measurement benchmarks of familiar objects that could be used to make reasonable estimates of length to the nearest inch, foot, or yard. |  |  |  |
| Essential  Understandings | * Understand that length is an attribute of objects that can be measured using a ruler * Identify the beginning and end point of the object that needs to be measured * Recognize that the units marked on a ruler/yard stick have equal length intervals * Understand that the total number of equal interval distances, spanned end to end, can be counted to determine the overall length of an object |  |  |  |
| Resources: |  |  |  |  |

[MA.2.M.1.2:](https://www.cpalms.org//PreviewStandard/Preview/15296) Measure the lengths of two objects using the same unit and determine the difference between their measurements.

**Clarifications:**  
*Clarification 1:* Within this benchmark, the expectation is to measure objects to the nearest inch, foot, yard, centimeter or meter.

**Related Access Points**

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [MA.2.M.1.AP.2:](https://www.cpalms.org/PreviewAccessPoint/Preview/18472) | Measure the lengths of two objects using the same unit (i.e., inch, foot, yard) and determine the difference between their measurements. |  |  |  |
| Essential  Understandings | * Understand that length is an attribute of objects that can be measured using a ruler * Identify the beginning and end point of the object that needs to be measure * Recognize that the units marked on a ruler/yard stick have equal length intervals * Understand that the total number of equal interval distances, spanned end to end, can be counted to determine the overall length of an object |  |  |  |
| Resources: |  |  |  |  |

[MA.2.M.1.3:](https://www.cpalms.org//PreviewStandard/Preview/15297) Solve one- and two-step real-world measurement problems involving addition and subtraction of lengths given in the same units.

**Clarifications:**  
*Clarification 1:* Addition and subtraction problems are limited to sums within 100 and related differences.

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [MA.2.M.1.AP.3:](https://www.cpalms.org/PreviewAccessPoint/Preview/18471) | Solve one-step real-world measurement problems involving addition and subtraction of lengths within 20 given in the same unit (i.e., inch, foot, yard). |  |  |  |
| Essential  Understandings | * Represent addition and subtraction situations involving “adding to” and “taking from” length with objects or drawings * Add or subtract within 20 |  |  |  |
| Resources: |  |  |  |  |

[MA.2.M.2.1:](https://www.cpalms.org//PreviewStandard/Preview/15298) Using analog and digital clocks, tell and write time to the nearest five minutes using a.m. and p.m. appropriately. Express portions of an hour using the fractional terms half an hour, half past, quarter of an hour, quarter after and quarter til.

**Clarifications:**  
*Clarification 1:* Instruction includes the connection to partitioning of circles and to the number line.

*Clarification 2:* Within this benchmark, the expectation is not to understand military time.

**Related Access Points**

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [MA.2.M.2.AP.1:](https://www.cpalms.org/PreviewAccessPoint/Preview/18473) | Using analog and digital clocks, express the time in hours and half hours. Explore the concept of a.m. and p.m. |  |  |  |
| Essential  Understandings | * Understand that time is an attribute that can be measured with a clock and can be expressed in hours * Recognize that on an analog clock the longer hand is the minute hand and that the shorter hand is the hour hand * Recognize that on an analog clock when the longer hand is pointing to 12, and the shorter hand is pointing to one of the numerals 1-12, the numeral being pointed to represents the hour and the time is read as \_\_\_ o’clock * Recognize that on a digital clock the numerals 1-12, before the colon, represent the hours |  |  |  |
| Resources: |  |  |  |  |

[MA.2.M.2.2:](https://www.cpalms.org//PreviewStandard/Preview/15299) Solve one- and two-step addition and subtraction real-world problems involving either dollar bills within $100 or coins within 100¢ using $ and ¢ symbols appropriately.

**Clarifications:**  
*Clarification 1:* Within this benchmark, the expectation is not to use decimal values.

*Clarification 2:* Addition and subtraction problems are limited to sums within 100 and related differences. Refer to [Situations Involving Operations with Numbers (Appendix A)](https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/best/ma/appendixa.pdf)

**Related Access Points**

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [MA.2.M.2.AP.2:](https://www.cpalms.org/PreviewAccessPoint/Preview/18474) | Solve one-step addition and subtraction real-world problems involving either dollar bills within $20 or coins within 20¢. Explore using $ for dollar bills and ¢ symbol for coins. |  |  |  |
| Essential  Understandings | * Represent addition and subtraction situations involving “adding to” and “taking from” with objects or drawings * Add or subtract within 20 |  |  |  |
| Resources: |  |  |  |  |

[MA.2.NSO.1.1:](https://www.cpalms.org//PreviewStandard/Preview/15280) Read and write numbers from 0 to 1,000 using standard form, expanded form and word form.

**Related Access Points**

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [MA.2.NSO.1.AP.1:](https://www.cpalms.org/PreviewAccessPoint/Preview/18455) | Read and generate numbers from 0 to 100 using standard form and expanded form. |  |  |  |
| Essential  Understandings | * Express number names (rote count) up to 100 * Identify a number written in standard form when given the name of the number up to 100 * Understand that the 3 digits of a three-digit number represent an amount of hundreds, tens, and ones * Understand that expanded form is the value of the hundreds, plus the value of the tens plus the value of the ones * Understand that the numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to 1, 2, 3, 4, 5, 6, 7, 8, 9 tens and 0 further ones * Generate numbers 0-9 using standard form |  |  |  |
| Resources: | [Element Card](https://www.accesstofls.org/core_curriculum_resources/Math/BEST/Element_Cards/Elementary/second/MA.2.NSO.1.1_ADA.docx) |  |  |  |

[MA.2.NSO.1.2:](https://www.cpalms.org//PreviewStandard/Preview/15281) Compose and decompose three-digit numbers in multiple ways using hundreds, tens and ones. Demonstrate each composition or decomposition with objects, drawings and expressions or equations.

**Related Access Points**

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [MA.2.NSO.1.AP.2:](https://www.cpalms.org/PreviewAccessPoint/Preview/18456) | Compose and decompose two-digit numbers using tens and ones. Demonstrate each composition or decomposition with objects, drawings, expressions or equations. |  |  |  |
| Essential  Understandings | * Understand that a group of 10 ones is equal to 1 ten (e.g., 10-unit cubes is equal to 1 ten-rod). and a group of 10 tens is equal to 1 hundred (e.g., 10 ten-rods is equal to 1 hundred flat) * Given a number up to 100, understand that the digit in the hundreds place represents the number of hundreds, the digit in the tens place represents the number of tens and the digit in the ones place represents the number of ones * Use objects to represent numbers up to 100 using hundreds, tens, and ones * Skip count by 10’s and count on from decade numbers count by ones |  |  |  |
| Resources: | [Element Card](https://www.accesstofls.org/core_curriculum_resources/Math/BEST/Element_Cards/Elementary/second/MA.2.NSO.1.2_ADA.docx) |  |  |  |

[MA.2.NSO.1.3:](https://www.cpalms.org//PreviewStandard/Preview/15282) Plot, order and compare whole numbers up to 1,000.

**Clarifications:**  
*Clarification 1:* When comparing numbers, instruction includes using a number line and using place values of the hundreds, tens and ones digits.

*Clarification 2:* Within this benchmark, the expectation is to use terms (e.g., less than, greater than, between or equal to) and symbols (<, > or =).

**Related Access Points**

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [MA.2.NSO.1.AP.3:](https://www.cpalms.org/PreviewAccessPoint/Preview/18457) | Plot, order and compare whole numbers up to 100. |  |  |  |
| Essential  Understandings | * Given a number up to 100, understand that the digit in the hundreds place represents the number of hundreds, the digit in the tens place represents the number of tens, and the digit in the ones place represents the number of ones * Use objects to represent numbers up to 100 using hundreds, tens, and ones * Use matching of same unit objects (flats, rods, cubes) to compare starting with the hundreds place. * Understand that > is “greater than”, < is “less than”, and = is “equal to” * Understand that numbers on a number line are plotted in sequential order and numbers that are lower on the number line have a lesser value and numbers higher on the number line have a greater value |  |  |  |
| Resources: | [Element Card](https://www.accesstofls.org/core_curriculum_resources/Math/BEST/Element_Cards/Elementary/second/MA.2.NSO.1.3_ADA.docx) |  |  |  |

[MA.2.NSO.1.4:](https://www.cpalms.org//PreviewStandard/Preview/15283) Round whole numbers from 0 to 100 to the nearest 10.

**Clarifications:**  
*Clarification 1:* Within the benchmark, the expectation is to understand that rounding is a process that produces a number with a similar value that is less precise but easier to use.

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [MA.2.NSO.1.AP.4:](https://www.cpalms.org/PreviewAccessPoint/Preview/18458) | Round whole numbers from 0 to 100 to the nearest 10 with visual support. |  |  |  |
| Essential  Understandings | * Given a number up to 100, understand that the digit in the hundreds place represents the number of hundreds, the digit in the tens place represents the number of tens, and the digit in the ones place represents the number of ones * Understand that numbers on a number line are plotted in sequential order, numbers that are lower on the number line have a lesser value, and numbers higher on the number line have a greater value * Plot whole numbers up to 100 on a number line * Identify which decade the number being rounded is closest to on a number line |  |  |  |
| Resources: | [Element Card](https://www.accesstofls.org/core_curriculum_resources/Math/BEST/Element_Cards/Elementary/second/MA.2.NSO.1.4_ADA.docx) |  |  |  |

[MA.2.NSO.2.1:](https://www.cpalms.org//PreviewStandard/Preview/15284) Recall addition facts with sums to 20 and related subtraction facts with automaticity.

**Related Access Points**

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [MA.2.NSO.2.AP.1:](https://www.cpalms.org/PreviewAccessPoint/Preview/18459) | Recall addition facts with sums to 10 and related subtraction facts. |  |  |  |
| Essential  Understandings | * Given an addition or subtraction expression (e.g., 3 + 4; 8 -1), use objects or strategies to solve within 10 |  |  |  |
| Resources: | [Element Card](https://www.accesstofls.org/core_curriculum_resources/Math/BEST/Element_Cards/Elementary/second/MA.2.NSO.2.1_ADA.docx) |  |  |  |

[MA.2.NSO.2.2:](https://www.cpalms.org//PreviewStandard/Preview/15285) Identify the number that is ten more, ten less, one hundred more and one hundred less than a given three-digit number.

**Related Access Points**

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [MA.2.NSO.2.AP.2:](https://www.cpalms.org/PreviewAccessPoint/Preview/18460) | Identify the number that is ten more or ten less than a given two-digit number. |  |  |  |
| Essential  Understandings | * Understand that the digit in the tens place represents the number of tens and the digit in the ones place represents the number of ones * Use objects (e.g., ten-rods and unit cubes) to represent numbers up to 99 using tens and ones * Understand that “ten more” increases the number of tens by 1 ten and that “ten less” decreases the number of tens by 1 ten * Understand that a group of 10 tens is equal to 1 hundred (e.g., 10 ten-rods is equal to 1 hundred flat) |  |  |  |
| Resources: | [Element Card](https://www.accesstofls.org/core_curriculum_resources/Math/BEST/Element_Cards/Elementary/second/MA.2.NSO.2.2_ADA.docx) |  |  |  |

[MA.2.NSO.2.3:](https://www.cpalms.org//PreviewStandard/Preview/15286) Add two whole numbers with sums up to 100 with procedural reliability. Subtract a whole number from a whole number, each no larger than 100, with procedural reliability.

**Clarifications:**  
*Clarification 1:* Instruction focuses on helping a student choose a method they can use reliably.

**Related Access Points**

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [MA.2.NSO.2.AP.3:](https://www.cpalms.org/PreviewAccessPoint/Preview/18461) | Apply a strategy for adding and subtracting a two-digit number (from 11 to 19) and a single digit whole number. |  |  |  |
| Essential  Understandings | * Understand that the digit in the tens place represents the number of tens and the digit in the ones place represents the number of ones * Use objects (e.g., ten-rods and unit cubes) to represent teen numbers as tens and ones * Understand that addition is “adding to” and that subtraction is “take from” * Understand that a group of 10 ones is equal to 1 ten and 1 ten is equal to a group of 10 ones * Understand that in adding it is sometimes necessary to compose a ten and in subtracting it is sometimes necessary to decompose a ten * Understand that in adding two-digit numbers one adds tens and tens and ones and ones and sometimes it is necessary to compose a ten |  |  |  |
| Resources: | [Element Card](https://www.accesstofls.org/core_curriculum_resources/Math/BEST/Element_Cards/Elementary/second/MA.2.NSO.2.3_ADA.docx) |  |  |  |

[MA.2.NSO.2.4:](https://www.cpalms.org//PreviewStandard/Preview/15287) Explore the addition of two whole numbers with sums up to 1,000. Explore the subtraction of a whole number from a whole number, each no larger than 1,000.

**Clarifications:**  
*Clarification 1:* Instruction includes the use of manipulatives, number lines, drawings or properties of operations or place value.

*Clarification 2:* Instruction focuses on composing and decomposing ones, tens and hundreds when needed.

**Related Access Points**

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [MA.2.NSO.2.AP.4:](https://www.cpalms.org/PreviewAccessPoint/Preview/18462) | Explore the addition of a two-digit and a single-digit whole number with sums up to 100. Explore the subtraction of a one-digit from a two-digit whole number. |  |  |  |
| Essential  Understandings | * Understand that the digit in the hundreds place represents the number of hundreds, the digit in the tens place represents the number of tens and the digit in the ones place represents the number of ones * Use objects (e.g., ten-rods and unit cubes) to represent two-digit numbers as tens and ones * Understand that addition is “adding to” and subtraction is “take from”. * Understand that a group of 10 ones is equal to 1 ten (e.g., 10-unit cubes is equal to 1 ten-rod) and that 1 ten is equal to a group of 10 ones (e.g., 1 ten-rod is equal to 10-unit cubes) * Understand that in adding it is sometimes necessary to compose a ten and in subtracting it is sometimes necessary to decompose a ten |  |  |  |
| Resources: | [Element Card](https://www.accesstofls.org/core_curriculum_resources/Math/BEST/Element_Cards/Elementary/second/MA.2.NSO.2.4_ADA.docx) |  |  |  |

[MA.K12.MTR.1.1:](https://www.cpalms.org//PreviewStandard/Preview/15875) Actively participate in effortful learning both individually and collectively. Mathematicians who participate in effortful learning both individually and with others:

* Analyze the problem in a way that makes sense given the task.
* Ask questions that will help with solving the task.
* Build perseverance by modifying methods as needed while solving a challenging task.
* Stay engaged and maintain a positive mindset when working to solve tasks.
* Help and support each other when attempting a new method or approach.

**Clarifications:**  
Teachers who encourage students to participate actively in effortful learning both individually and with others:

* Cultivate a community of growth mindset learners.
* Foster perseverance in students by choosing tasks that are challenging.
* Develop students’ ability to analyze and problem solve.
* Recognize students’ effort when solving challenging problems.

[MA.K12.MTR.2.1:](https://www.cpalms.org//PreviewStandard/Preview/15876) Demonstrate understanding by representing problems in multiple ways.

Mathematicians who demonstrate understanding by representing problems in multiple ways:

* Build understanding through modeling and using manipulatives.
* Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
* Progress from modeling problems with objects and drawings to using algorithms and equations.
* Express connections between concepts and representations.
* Choose a representation based on the given context or purpose.

**Clarifications:**  
Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

* Help students make connections between concepts and representations.
* Provide opportunities for students to use manipulatives when investigating concepts.
* Guide students from concrete to pictorial to abstract representations as understanding progresses.
* Show students that various representations can have different purposes and can be useful in different situations.

[MA.K12.MTR.3.1:](https://www.cpalms.org//PreviewStandard/Preview/15877) Complete tasks with mathematical fluency.

Mathematicians who complete tasks with mathematical fluency:

* Select efficient and appropriate methods for solving problems within the given context.
* Maintain flexibility and accuracy while performing procedures and mental calculations.
* Complete tasks accurately and with confidence.
* Adapt procedures to apply them to a new context.
* Use feedback to improve efficiency when performing calculations.

**Clarifications:**  
Teachers who encourage students to complete tasks with mathematical fluency:

* Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
* Offer multiple opportunities for students to practice efficient and generalizable methods.
* Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

[MA.K12.MTR.4.1:](https://www.cpalms.org//PreviewStandard/Preview/15878) Engage in discussions that reflect on the mathematical thinking of self and others.

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

* Communicate mathematical ideas, vocabulary and methods effectively.
* Analyze the mathematical thinking of others.
* Compare the efficiency of a method to those expressed by others.
* Recognize errors and suggest how to correctly solve the task.
* Justify results by explaining methods and processes.
* Construct possible arguments based on evidence.

**Clarifications:**  
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

* Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
* Create opportunities for students to discuss their thinking with peers.
* Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
* Develop students’ ability to justify methods and compare their responses to the responses of their peers.

[MA.K12.MTR.5.1:](https://www.cpalms.org//PreviewStandard/Preview/15879) Use patterns and structure to help understand and connect mathematical concepts.

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

* Focus on relevant details within a problem.
* Create plans and procedures to logically order events, steps or ideas to solve problems.
* Decompose a complex problem into manageable parts.
* Relate previously learned concepts to new concepts.
* Look for similarities among problems.
* Connect solutions of problems to more complicated large-scale situations.

**Clarifications:**  
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

* Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
* Support students to develop generalizations based on the similarities found among problems.
* Provide opportunities for students to create plans and procedures to solve problems.
* Develop students’ ability to construct relationships between their current understanding and more sophisticated ways of thinking.

[MA.K12.MTR.6.1:](https://www.cpalms.org//PreviewStandard/Preview/15880) Assess the reasonableness of solutions

Mathematicians who assess the reasonableness of solutions:

* Estimate to discover possible solutions.
* Use benchmark quantities to determine if a solution makes sense.
* Check calculations when solving problems.
* Verify possible solutions by explaining the methods used.
* Evaluate results based on the given context.

**Clarifications:**  
Teachers who encourage students to assess the reasonableness of solutions:

* Have students estimate or predict solutions prior to solving.
* Prompt students to continually ask, “Does this solution make sense? How do you know?”
* Reinforce that students check their work as they progress within and after a task.
* Strengthen students’ ability to verify solutions through justifications.

[MA.K12.MTR.7.1:](https://www.cpalms.org//PreviewStandard/Preview/15881) Apply mathematics to real-world contexts.

Mathematicians who apply mathematics to real-world contexts:

* Connect mathematical concepts to everyday experiences.
* Use models and methods to understand, represent and solve problems.
* Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

**Clarifications:**  
Teachers who encourage students to apply mathematics to real-world contexts:

* Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
* Challenge students to question the accuracy of their models and methods.
* Support students as they validate conclusions by comparing them to the given situation.
* Indicate how various concepts can be applied to other disciplines

[ELA.K12.EE.1.1:](https://www.cpalms.org//PreviewStandard/Preview/15201) Cite evidence to explain and justify reasoning.

**Clarifications:**  
K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they’ve directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

[ELA.K12.EE.2.1:](https://www.cpalms.org//PreviewStandard/Preview/15202) Read and comprehend grade-level complex texts proficiently.

**Clarifications:**  
See [Text Complexity](https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/best/la/appendixb.pdf) for grade-level complexity bands and a text complexity rubric.

[ELA.K12.EE.3.1:](https://www.cpalms.org//PreviewStandard/Preview/15203) Make inferences to support comprehension.

**Clarifications:**  
Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

[ELA.K12.EE.4.1:](https://www.cpalms.org//PreviewStandard/Preview/15204) Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

**Clarifications:**  
In kindergarten, students learn to listen to one another respectfully.

In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think \_\_\_\_\_\_\_\_ because \_\_\_\_\_\_\_.” The collaborative conversations are becoming academic conversations.

In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills.

Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

[ELA.K12.EE.5.1:](https://www.cpalms.org//PreviewStandard/Preview/15205) Use the accepted rules governing a specific format to create quality work.

**Clarifications:**  
Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

[ELA.K12.EE.6.1:](https://www.cpalms.org//PreviewStandard/Preview/15206) Use appropriate voice and tone when speaking or writing.

**Clarifications:**  
In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

[ELD.K12.ELL.MA.1:](https://www.cpalms.org//PreviewStandard/Preview/8642) English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.

[ELD.K12.ELL.SI.1:](https://www.cpalms.org//PreviewStandard/Preview/8640) English language learners communicate for social and instructional purposes within the school setting.