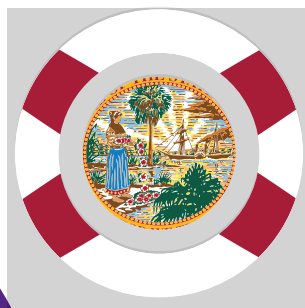


# TOUCHMATH<sup>®</sup>



ALIGNMENT TO

MATHEMATICS FLORIDA  
STANDARDS WITH ACCESS POINTS

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## Alignment to Mathematics Florida Standards with Access Points Grade 2

Referencing Activity Sheets in the TouchMath® Grade 2 Standards-Based Program

Mathematics Florida Standards with Access Points, Grade 2	TouchMath® Unit/Module: Page Number
<b>MAFS.2.OA Operations and Algebraic Thinking</b>	
<b>Cluster 1: Represent and solve problems involving addition and subtraction.</b>	
<p>1.1. 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).</p> <p style="padding-left: 40px;">2.OA.1.AP.1a. Solve addition and subtraction word problems within 100 using objects, drawings, or pictures.</p> <p style="padding-left: 40px;">2.OA.1.AP.1b. Use pictures, drawings or objects to represent the steps of a problem.</p> <p style="padding-left: 40px;">2.OA.1.AP.1c. Write or select an equation representing the problems and its solution.</p>	<p><b>Unit 1, Module 1:</b> 1, 2, 3, 4, 5, 6, 7, 8, 12, 24, 26, 27, 28, 29</p> <p><b>Unit 1, Module 2:</b> 30, 32, 35, 36, 38, 40, 42, 43, 44, 48, 49, 51, 52, 53, 54</p> <p><b>Unit 1, Module 3:</b> 55, 58, 59, 61, 62, 63, 66, 67, 68, 71, 72, 73, 74, 75</p> <p><b>Unit 1, Module 4:</b> 76, 85, 86, 88, 89, 90, 93, 94, 95, 96, 97, 98, 100</p> <p><b>Unit 1, Module 5:</b> 101, 110, 111, 113, 114, 115, 118, 119, 120, 121, 122, 123</p> <p><b>Unit 1, Module 6:</b> 124, 128, 129, 132, 133, 135, 137, 139, 144, 145, 146, 147, 148, 149, 150, 151, 152, 153, 154, 155</p> <p><b>Unit 2, Module 1:</b> 21, 22, 23</p> <p><b>Unit 2, Module 2:</b> 28</p> <p><b>Unit 2, Module 4:</b> 74, 77, 78, 79, 81, 82, 83, 84, 85, 89, 90, 91, 92, 93, 94, 95</p> <p><b>Unit 2, Module 5:</b> 96, 100, 101, 102, 104, 105, 113, 114, 115, 116, 117, 118, 119, 120</p> <p><b>Unit 2, Module 6:</b> 121, 129, 136, 137, 140, 141, 142, 143, 144, 145, 148, 149, 152, 153</p> <p><b>Unit 3, Module 1:</b> 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30</p> <p><b>Unit 3, Module 2:</b> 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56</p> <p><b>Unit 3, Module 3:</b> 57, 62, 63, 64, 67, 68, 69, 70, 71, 72, 73, 77, 78, 79, 80, 81</p> <p><b>Unit 3, Module 4:</b> 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100, 101, 102, 103, 104, 105, 106</p> <p><b>Unit 3, Module 5:</b> 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 118, 119, 120, 121, 122, 123, 124</p> <p><b>Unit 3, Module 6:</b> 125, 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 142, 143, 144, 145, 146, 147, 148, 149, 150, 151, 152, 153, 154, 155, 156, 157, 158, 159, 160, 161, 162, 163, 164, 165, 166, 167, 168</p>

<p>1.a. Determine the unknown whole number in an equation relating four or more whole numbers. For example, determine the unknown number that makes the equation true in the equations <math>37 + 10 + 10 = \underline{\quad} + 18</math>, <math>? - 6 = 13 - 4</math>, and <math>15 - 9 = 6 + \underline{\quad}</math>.</p> <p>2.OA.1.AP.aa. Find the unknown number in an equation (+, -).</p>	<p><b>Unit 1, Module 1:</b> 1, 2, 3, 4, 5, 6, 7, 8, 12, 24, 26, 27, 28, 29  <b>Unit 1, Module 2:</b> 30, 32, 35, 36, 38, 40, 42, 43, 44, 48, 49, 51, 52, 53, 54  <b>Unit 1, Module 3:</b> 55, 58, 59, 61, 62, 63, 66, 67, 68, 71, 72, 73, 74, 75  <b>Unit 1, Module 4:</b> 76, 85, 86, 88, 89, 90, 93, 94, 95, 96, 97, 98, 100  <b>Unit 1, Module 5:</b> 101, 110, 111, 113, 114, 115, 118, 119, 120, 121, 122, 123  <b>Unit 1, Module 6:</b> 124, 128, 129, 132, 133, 135, 137, 139, 144, 145, 146, 147, 148, 149, 150, 151, 152, 153, 154, 155  <b>Unit 2, Module 1:</b> 21, 22, 23  <b>Unit 2, Module 2:</b> 28  <b>Unit 2, Module 4:</b> 74, 77, 78, 79, 81, 82, 83, 84, 85, 89, 90, 91, 92, 93, 94, 95  <b>Unit 2, Module 5:</b> 96, 100, 101, 102, 104, 105, 113, 114, 115, 116, 117, 118, 119, 120  <b>Unit 2, Module 6:</b> 121, 129, 136, 137, 140, 141, 142, 143, 144, 145, 148, 149, 152, 153  <b>Unit 3, Module 1:</b> 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30  <b>Unit 3, Module 2:</b> 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56  <b>Unit 3, Module 3:</b> 57, 62, 63, 64, 67, 68, 69, 70, 71, 72, 73, 77, 78, 79, 80, 81  <b>Unit 3, Module 4:</b> 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100, 101, 102, 103, 104, 105, 106  <b>Unit 3, Module 5:</b> 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 118, 119, 120, 121, 122, 123, 124  <b>Unit 3, Module 6:</b> 125, 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 142, 143, 144, 145, 146, 147, 148, 149, 150, 151, 152, 153, 154, 155, 156, 157, 158, 159, 160, 161, 162, 163, 164, 165, 166, 167, 168</p>
<p><b>Cluster 2: Add and subtract within 20.</b></p>	
<p>2.2. Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.</p> <p>2.OA.2.AP.2a. Fluently add and subtract within 10.</p>	<p><b>Unit 1, Module 1:</b> 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 29  <b>Unit 1, Module 2:</b> 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54  <b>Unit 1, Module 3:</b> 55, 56, 57, 58, 59, 60, 61, 62, 63, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75  <b>Unit 1, Module 4:</b> 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100  <b>Unit 1, Module 5:</b> 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 118, 119, 120, 121, 122, 123  <b>Unit 1, Module 6:</b> 124, 125, 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 142, 143, 144, 145, 146, 147, 148, 149, 150, 151, 152, 153, 154, 155  <b>Unit 2, Module 1:</b> 21, 22, 23  <b>Unit 2, Module 4:</b> 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95  <b>Unit 2, Module 5:</b> 96, 97, 98, 99, 100, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 118, 119, 120</p>

	<p><b>Unit 2, Module 6:</b> 121, 122, 123, 124, 125, 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 142, 143, 144, 145, 148, 149, 152, 153</p> <p><b>Unit 3, Module 1:</b> 1, 2, 3, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30</p> <p><b>Unit 3, Module 2:</b> 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56</p> <p><b>Unit 3, Module 3:</b> 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81</p> <p><b>Unit 3, Module 4:</b> 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100, 101, 102, 103, 104, 105, 106</p> <p><b>Unit 3, Module 6:</b> 161, 162, 163, 164, 165, 166, 167, 168</p>
<b>Cluster 3: Work with equal groups of objects to gain foundations for multiplication.</b>	
<p>3.3. 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.</p> <p>2.OA.3.AP.3a. Identify a group of fewer than 10 objects as odd or even.</p>	<p><b>Unit 1, Module 1:</b> 28</p> <p><b>Unit 2, Module 2:</b> 28</p> <p><b>Unit 2, Module 3:</b> 51</p> <p><b>Unit 3, Module 5:</b> 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 118, 119, 120, 121, 122, 123, 124</p> <p><b>Unit 3, Module 6:</b> 164, 168</p>
<p>3.4. 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.</p> <p>2.OA.3.AP.4a. Find the total number inside an array with the number of objects in each column or rows not larger than four.</p> <p>2.OA.3.AP.4b. Represent an array with numbers up to four rows and four columns.</p>	<p><b>Unit 3, Module 5:</b> 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 118, 119, 120, 121, 122, 123, 124</p> <p><b>Unit 3, Module 6:</b> 125, 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 142, 143, 144, 145, 146, 147, 148, 149, 150, 151, 152, 153, 154, 155, 156, 157, 158, 159, 160, 164, 168</p>
<b>MAFS.2.NBT Number and Operations in Base Ten</b>	
<b>Cluster 1: Understand place value.</b>	
<p>1.1. 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:</p> <p>a. 100 can be thought of as a bundle of ten tens — called a “hundred.”</p>	<p><b>Unit 1, Module 1:</b> 1, 16, 17, 26, 27, 28</p> <p><b>Unit 1, Module 3:</b> 55, 56, 57, 58, 59, 60, 65, 66, 68, 69, 70, 75</p> <p><b>Unit 1, Module 4:</b> 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 93, 94, 95, 96, 97, 98, 99, 100</p> <p><b>Unit 1, Module 5:</b> 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 118, 119, 120, 121, 122, 123</p> <p><b>Unit 1, Module 6:</b> 124, 125, 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, 139,</p>

<p>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).</p> <p>2.NBT.1.AP.1a. With base ten blocks, build representations of three-digit numbers using hundreds, tens, and ones.</p>	<p>140, 141, 142, 143, 144, 145, 146, 147, 148, 149, 150, 151, 152, 153, 154, 155</p> <p><b>Unit 2, Module 1:</b> 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27</p> <p><b>Unit 2, Module 2:</b> 28, 36, 40, 45, 46, 47, 48, 49</p> <p><b>Unit 2, Module 3:</b> 50, 56, 58, 62, 65, 66, 73</p> <p><b>Unit 2, Module 4:</b> 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 91, 94</p> <p><b>Unit 2, Module 5:</b> 96, 97, 98, 99, 100, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 119, 120</p> <p><b>Unit 2, Module 6:</b> 121, 122, 123, 134, 145, 146, 147, 148, 150, 151, 152</p> <p><b>Unit 3, Module 1:</b> 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30</p> <p><b>Unit 3, Module 2:</b> 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56</p> <p><b>Unit 3, Module 3:</b> 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81</p> <p><b>Unit 3, Module 4:</b> 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100, 101, 102, 103, 104, 105, 106</p>
<p>1.2. Count within 1000; skip-count by 5s, 10s, and 100s.</p> <p>2.NBT.1.AP.2a. Skip count by fives up to 100.</p> <p>2.NBT.1.AP.2b. Skip count by tens up to 200.</p> <p>2.NBT.1.AP.2c. Skip count by hundreds up to 1000.</p>	<p><b>Unit 1, Module 1:</b> 10, 11, 28</p> <p><b>Unit 2, Module 2:</b> 28, 29, 30, 31, 32, 33, 35, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49</p> <p><b>Unit 2, Module 3:</b> 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73</p> <p><b>Unit 2, Module 6:</b> 147, 151</p> <p><b>Unit 3, Module 1:</b> 1, 2, 3, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30</p> <p><b>Unit 3, Module 2:</b> 31</p> <p><b>Unit 3, Module 6:</b> 125, 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 142, 143, 144, 145, 146, 147, 148, 149, 150, 151, 152, 153, 154, 155, 156, 157, 158, 159, 160, 161, 162, 163, 164, 165, 166, 167, 168</p>
<p>1.3. Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.</p> <p>2.NBT.1.AP.3a. Identify numerals 0–100.</p> <p>2.NBT.1.AP.3b. Identify the numeral between 0 and 100 when presented with the name.</p> <p>2.NBT.1.AP.3c. Write or select the numerals 0–100.</p> <p>2.NBT.1.AP.3d. Write or select the expanded form for any two-digit number.</p> <p>2.NBT.1.AP.3e. Explain what the zero represents in place value (hundreds, tens, ones) in a number.</p>	<p><b>Unit 1, Module 1:</b> i, ii, iii, iv, v, vi, vii, viii, ix, x, 4, 28</p> <p><b>Unit 1, Module 2:</b> 40, 41, 46, 47</p> <p><b>Unit 1, Module 4:</b> 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 93, 94, 98, 99</p> <p><b>Unit 1, Module 5:</b> 101, 102, 103, 104, 105, 106, 107, 108, 110, 111, 112, 113, 114, 115, 116, 117, 118, 119, 120, 121, 122, 123</p> <p><b>Unit 1, Module 6:</b> 124, 125, 126, 127, 128, 129, 131, 134, 135, 136, 138, 139, 146, 147, 148, 149, 150, 151, 152, 153, 154, 155</p> <p><b>Unit 2, Module 1:</b> 1, 2, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27</p> <p><b>Unit 2, Module 2:</b> 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49</p> <p><b>Unit 2, Module 3:</b> 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73</p> <p><b>Unit 2, Module 4:</b> 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95</p> <p><b>Unit 2, Module 5:</b> 96, 97, 98, 99, 100, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112,</p>

	<p>113, 114, 115, 116, 117, 118, 119, 120</p> <p><b>Unit 2, Module 6:</b> 121, 122, 123, 124, 125, 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 142, 143, 144, 145, 146, 147, 148, 149, 150, 151, 152, 153</p> <p><b>Unit 3, Module 1:</b> 1, 2, 3, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30</p> <p><b>Unit 3, Module 2:</b> 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56</p> <p><b>Unit 3, Module 3:</b> 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81</p> <p><b>Unit 3, Module 4:</b> 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100, 101, 102, 103, 104, 105, 106</p>
<p>1.4. Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using <math>&gt;</math>, <math>=</math>, and <math>&lt;</math> symbols to record the results of comparisons.</p> <p>2.NBT.1.AP.4a. Compare (greater than, less than, equal to) two numbers up to 100.</p> <p>2.NBT.1.AP.4b. Compare two-digit numbers using representations and numbers (e.g., identify more tens, fewer tens, more ones, fewer ones, larger numbers, smaller numbers).</p>	<p><b>Unit 1, Module 1:</b> 1, 5, 6, 7, 8, 9, 13, 14, 15, 16, 17, 21, 22, 23, 28, 29</p> <p><b>Unit 1, Module 2:</b> 30, 31, 33, 37, 38, 39, 40, 41, 43, 46, 47, 48, 50, 53, 54</p> <p><b>Unit 1, Module 3:</b> 55, 60, 65, 66, 67, 68, 69, 71, 72, 73, 74, 75</p> <p><b>Unit 1, Module 4:</b> 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 93, 94, 95, 96, 97, 98, 99, 100</p> <p><b>Unit 1, Module 5:</b> 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 118, 119, 120, 121, 122, 123</p> <p><b>Unit 1, Module 6:</b> 124, 125, 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 142, 143, 144, 145, 146, 147, 148, 149, 150, 151, 152, 153, 154, 155</p> <p><b>Unit 2, Module 1:</b> 2, 3, 12, 13, 14, 15, 16, 20, 21, 24, 25</p> <p><b>Unit 2, Module 2:</b> 28, 33, 47, 48, 49</p> <p><b>Unit 2, Module 3:</b> 50, 55, 57, 58, 59, 60, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73</p> <p><b>Unit 2, Module 4:</b> 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95</p> <p><b>Unit 2, Module 5:</b> 96, 97, 98, 99, 100, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 118, 119, 120</p> <p><b>Unit 2, Module 6:</b> 121, 122, 123, 124, 125, 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 142, 143, 144, 145, 146, 147, 148, 149, 150, 151, 152, 153</p> <p><b>Unit 3, Module 1:</b> 1, 2, 3, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30</p> <p><b>Unit 3, Module 2:</b> 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56</p> <p><b>Unit 3, Module 3:</b> 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81</p> <p><b>Unit 3, Module 4:</b> 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100, 101, 102, 103, 104, 105, 106</p> <p><b>Unit 3, Module 6:</b> 125, 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 142, 143, 144, 145, 146, 147, 148, 149, 150, 151, 152, 153, 154, 155, 156, 157, 158, 159, 160, 161, 162, 163, 164, 165, 166, 167, 168</p>

**Cluster 2: Use place value understanding and properties of operations to add and subtract.**

2.5. Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.

- 2.NBT.2.AP.5a. Fluently add or subtract within 50.
- 2.NBT.2.AP.5b. Model addition and subtraction with base ten blocks within 100.

**Unit 1, Module 1:** 1, 2, 3, 4, 10, 11, 12, 13, 14, 15, 16, 17, 18, 24, 25, 26, 27, 28  
**Unit 1, Module 2:** 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54  
**Unit 1, Module 3:** 55, 70, 71, 72, 73, 74, 75  
**Unit 1, Module 4:** 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100  
**Unit 1, Module 5:** 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 118, 119, 120, 121, 122, 123  
**Unit 1, Module 6:** 124, 125, 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 142, 143, 144, 145, 146, 147, 148, 149, 150, 151, 152, 153, 154, 155  
**Unit 2, Module 1:** 1, 2, 3, 4, 22, 23, 24, 25, 26, 27  
**Unit 2, Module 2:** 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49  
**Unit 2, Module 4:** 74, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95  
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**Unit 2, Module 6:** 121, 122, 123, 124, 125, 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 142, 143, 144, 145, 148, 149, 152, 153  
**Unit 3, Module 1:** 1, 2, 3, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30  
**Unit 3, Module 2:** 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56  
**Unit 3, Module 3:** 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81  
**Unit 3, Module 4:** 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100, 101, 102, 103, 104, 105, 106  
**Unit 3, Module 6:** 161, 162, 163, 164, 165, 166, 167, 168

2.6. Add up to four two-digit numbers using strategies based on place value and properties of operations.

- 2.NBT.2.AP.6a. Combine three two-digit numbers within 20.

**Unit 1, Module 1:** 2  
**Unit 1, Module 2:** 30  
**Unit 1, Module 3:** 55, 65, 66, 70, 75  
**Unit 1, Module 4:** 76, 84, 90, 92, 95, 96, 97, 100  
**Unit 1, Module 6:** 124, 128, 129, 133, 134, 138, 139, 149, 153  
**Unit 2, Module 1:** 1  
**Unit 2, Module 2:** 32  
**Unit 2, Module 4:** 74, 87, 88, 89, 90, 92, 94, 95  
**Unit 2, Module 6:** 121, 122, 127, 128, 131, 132, 133, 134, 135, 145, 148, 149, 152, 153  
**Unit 3, Module 2:** 49  
**Unit 3, Module 4:** 93, 104  
**Unit 3, Module 6:** 163, 164, 167, 168

<p>2.7. 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.</p> <p>2.NBT.2.AP.7a. Decompose tens into ones and/or hundreds into tens in subtraction situations.</p> <p>2.NBT.2.AP.7b. Compose ones into tens and/or tens into hundreds in addition situations.</p>	<p><b>Unit 1, Module 4:</b> 76, 77, 78, 79, 80, 81, 82, 83, 84, 91, 93, 94, 95, 96, 97, 99, 100</p> <p><b>Unit 1, Module 5:</b> 101, 102, 103, 104, 105, 106, 107, 108, 122, 123</p> <p><b>Unit 2, Module 1:</b> 6, 7, 8, 9, 10, 11, 26, 27</p> <p><b>Unit 2, Module 4:</b> 74, 75, 76</p> <p><b>Unit 2, Module 5:</b> 97, 98, 99</p> <p><b>Unit 3, Module 2:</b> 31, 32, 33, 34, 35, 36, 37, 38, 39, 40</p> <p><b>Unit 3, Module 3:</b> 57, 58, 59, 60, 61, 62, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81</p> <p><b>Unit 3, Module 4:</b> 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100, 101, 102, 103, 104, 105, 106</p> <p><b>Unit 3, Module 6:</b> 125, 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 142, 143, 144, 145, 146, 147, 148, 149, 150, 151, 152, 153, 154, 155, 156, 157, 158, 159, 160, 161, 162, 163, 164, 165, 166, 167, 168</p>
<p>2.8. Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900.</p> <p>2.NBT.2.AP.8a. Mentally add or subtract 10 from a given set from the tens family (e.g., What is 10 more than 50? What is 10 fewer than 70?).</p> <p>2.NBT.2.AP.8b. Mentally add or subtract 100 from a given set from the hundreds family (e.g., What is 100 more than 500? What is 100 fewer than 700?).</p>	<p><b>Unit 2, Module 1:</b> 20, 22, 25</p> <p><b>Unit 2, Module 3:</b> 51, 52, 53, 54, 55, 67, 73</p> <p><b>Unit 2, Module 6:</b> 126, 127, 128, 131, 133, 134, 135, 137, 140, 144, 145, 148, 149, 152</p> <p><b>Unit 3, Module 1:</b> 1, 2, 3, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30</p> <p><b>Unit 3, Module 6:</b> 161, 162, 163, 165, 166, 167</p>
<p>2.9. Explain why addition and subtraction strategies work, using place value and the properties of operations.</p> <p>2.NBT.2.AP.9a. Communicate process of addition and subtraction.</p>	<p><b>Unit 1, Module 1:</b> 10, 11, 28</p> <p><b>Unit 1, Module 2:</b> 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54</p> <p><b>Unit 1, Module 3:</b> 60, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75</p> <p><b>Unit 1, Module 4:</b> 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100</p> <p><b>Unit 1, Module 5:</b> 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 118, 119, 120, 121, 122, 123</p> <p><b>Unit 1, Module 6:</b> 124, 125, 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 142, 143, 144, 145, 146, 147, 148, 149, 150, 151, 152, 153, 154, 155</p> <p><b>Unit 2, Module 1:</b> 3, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27</p> <p><b>Unit 2, Module 2:</b> 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49</p> <p><b>Unit 2, Module 3:</b> 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73</p>



	<p><b>Unit 2, Module 4:</b> 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95</p> <p><b>Unit 2, Module 5:</b> 96, 97, 98, 99, 100, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 118, 119, 120</p> <p><b>Unit 2, Module 6:</b> 121, 122, 123, 124, 125, 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 142, 143, 144, 145, 146, 147, 148, 149, 150, 151, 152, 153</p> <p><b>Unit 3, Module 1:</b> 1, 2, 3, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30</p> <p><b>Unit 3, Module 2:</b> 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56</p> <p><b>Unit 3, Module 3:</b> 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81</p> <p><b>Unit 3, Module 4:</b> 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100, 101, 102, 103, 104, 105, 106</p> <p><b>Unit 3, Module 6:</b> 125, 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 142, 143, 144, 145, 146, 147, 148, 149, 150, 151, 152, 153, 154, 155, 156, 157, 158, 159, 160, 161, 162, 163, 164, 165, 166, 167, 168</p>
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**MAFS.2.MD Measurement and Data**

**Cluster 1: Measure and estimate lengths in standard units.**

<p>1.1. Measure the length of an object to the nearest inch, foot, centimeter or meter by selecting and using appropriate tools, such as rules, yardsticks, meter sticks and measuring tapes.</p> <p>2.MD.1.AP.1a. Select appropriate tool and unit of measurement to measure an object (ruler or yard stick, inches or feet).</p> <p>2.MD.1.AP.1b. Demonstrate or identify appropriate measuring techniques.</p>	<p><b>Unit 2, Module 2:</b> 31, 32</p> <p><b>Unit 4, Module 1:</b> 3</p> <p><b>Unit 4, Module 4:</b> 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 100, 101, 102, 103, 104, 105, 106</p> <p><b>Unit 4, Module 5:</b> 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 118, 119, 120</p> <p><b>Unit 4, Module 6:</b> 158, 162</p>
<p>1.2. Describe the inverse relationship between the size of a unit and number of units needed to measure a given object. Example: Suppose the perimeter of a room is lined with one-foot rulers. Now suppose we want to line it with yardsticks instead of rulers. Will we need more or fewer yardsticks than rulers to do the job? Explain your answer.</p> <p>2.MD.1.AP.2a. Recognize that standard units can be decomposed into smaller units.</p> <p>2.MD.1.AP.2b. Measure the attributes (length, width, height) of an object using two different size units.</p>	<p><b>Unit 4, Module 4:</b> 87, 99</p>

<p>1.3. Estimate lengths using units of inches, feet, yards, centimeters, and meters.</p> <p>2.MD.1.AP.3a. Estimate the length of an object using units of feet and inches.</p>	<p><b>Unit 4, Module 1:</b> 3  <b>Unit 4, Module 4:</b> 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 100, 101, 102, 103, 104, 105, 106  <b>Unit 4, Module 6:</b> 158, 162</p>
<p>1.4. Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.</p> <p>2.MD.1.AP.4a. Solve problems involving the difference in standard length units.</p>	<p><b>Unit 4, Module 1:</b> 3  <b>Unit 4, Module 4:</b> 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 100, 101, 102, 103, 104, 105, 106  <b>Unit 4, Module 5:</b> 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 118, 119, 120  <b>Unit 4, Module 6:</b> 158, 162</p>
<p><b>Cluster 2: Relate addition and subtraction to length.</b></p>	
<p>2.5. 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.</p> <p>2.MD.2.AP.5a. Solve addition and subtraction word problems involving the difference in standard length units.</p>	<p><b>Unit 4, Module 1:</b> 3  <b>Unit 4, Module 4:</b> 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 100, 101, 102, 103, 104, 105, 106  <b>Unit 4, Module 5:</b> 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 118, 119, 120  <b>Unit 4, Module 6:</b> 158, 162</p>
<p>2.6. Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line diagram.</p> <p>2.MD.2.AP.6a. Use number lines to solve addition or subtraction problems up to 100.</p>	<p><b>Unit 4, Module 1:</b> 3  <b>Unit 4, Module 4:</b> 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 100, 101, 102, 103, 104, 105, 106  <b>Unit 4, Module 5:</b> 121, 122, 123, 124, 125, 126, 127, 128, 129, 130  <b>Unit 4, Module 6:</b> 158, 162</p>
<p><b>Cluster 3: Work with time and money.</b></p>	
<p>3.7. Tell and write time from analog and digital clocks to the nearest five minutes.</p> <p>2.MD.3.AP.7a. Tell and write time in hours and half-hours using analog and digital clocks.</p> <p>2.MD.3.AP.7b. Categorize everyday activities into a.m. and p.m.</p>	<p><b>Unit 4, Module 1:</b> 1, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31  <b>Unit 4, Module 6:</b> 156, 160</p>

<p>3.8. Solve one- and two-step word problems involving dollar bills (singles, fives, tens, twenties and hundreds) or coins (quarters, dimes, nickels and pennies) using \$ and ¢ symbols appropriately. Word problems may involve addition, subtraction and equal groups situations. Example: The cash register shows that the total for your purchase is 59¢. You gave the cashier three quarters. How much change should you receive from the cashier?</p> <ol style="list-style-type: none"> <li>Identify the value of coins and paper currency.</li> <li>Compute the value of any combination of coins within one dollar.</li> <li>Compute the value of any combinations of dollars (e.g., If you have three ten-dollar bills, one five-dollar bill and two one-dollar bills, how much money do you have?).</li> <li>Relate the value of pennies, nickels, dimes and quarters to other coins and to the dollar (e.g., There are five nickels in one quarter. There are two nickels in one dime. There are two and a half fives in one quarter. There are twenty nickels in one dollar.)</li> </ol> <p>2.MD.3.AP.8a. Solve word problems using dollar bills, quarters, dimes, nickels or pennies up to \$50.</p>	<p><b>Unit 4, Module 1:</b> 1  <b>Unit 4, Module 2:</b> 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56  <b>Unit 4, Module 6:</b> 156, 160</p>
<p><b>Cluster 4: Represent and interpret data.</b></p>	
<p>4.9. Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.</p> <p>2.MD.4.AP.9a. Organize linear measurement data by representing continuous data on a line plot.</p>	<p><b>Unit 4, Module 3:</b> 57, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81</p>

<p>4.10. 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.</p> <p>2.MD.4.AP.10a. Identify the value of each category represented on a picture graph and bar graph.</p> <p>2.MD.4.AP.10b. Organize data by representing on a pictorial graph or bar graph.</p> <p>2.MD.4.AP.10c. Compare the information shown in a bar graph or picture graph with up to four categories. Solve simple comparisons of how many more or how many less.</p>	<p><b>Unit 4, Module 1:</b> 2  <b>Unit 4, Module 3:</b> 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 81  <b>Unit 4, Module 6:</b> 157, 161</p>
<b>MAFS.2.G Geometry</b>	
<b>Cluster 1: Reason with shapes and their attributes.</b>	
<p>1.1. Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.</p> <p>2.G.1.AP.1a. Identify two-dimensional shapes, such as rhombuses, pentagons, hexagons, octagons, and ovals, as well as equilateral, isosceles, and scalene triangles.</p> <p>2.G.1.AP.1b. Distinguish two- or three-dimensional shapes based upon their attributes (i.e., number of sides, equal or different lengths of sides, number of faces and number of corners).</p> <p>2.G.1.AP.1c. Draw two-dimensional shapes with specific attributes.</p>	<p><b>Unit 4, Module 1:</b> 4  <b>Unit 4, Module 6:</b> 131, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 142, 154, 155, 159, 163</p>

<p>1.2. Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.</p> <p>2.G.1.AP.2a. Count the squares that fill a rectangle drawn on graph paper.</p>	<p><b>Unit 4, Module 1:</b> 4  <b>Unit 4, Module 6:</b> 131, 143, 144, 145, 146, 147, 154, 155, 159, 163</p>
<p>1.3. Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words <i>halves</i>, <i>thirds</i>, <i>half of</i>, <i>a third of</i>, 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.</p> <p>2.G.1.AP.3a. Partition circles and rectangles into two, three, and four equal parts.</p> <p>2.G.1.AP.3b. Label a portioned shape (e.g., one whole rectangle was separated into two halves; one whole circle was separated into three thirds).</p>	<p><b>Unit 4, Module 1:</b> 4  <b>Unit 4, Module 6:</b> 131, 148, 149, 150, 151, 152, 153, 154, 155, 159, 163</p>