Publisher/Developer:

Program Title:

Components:

Approved by the State Board of Education January 18, 2024

Page 1 of 10

# 2025 California Common Core State Standards: Mathematics Adoption[[1]](#footnote-2)Standards Map TemplateGrade Two

## Organization Around Major Conceptual Ideas

Evaluation criterion statement 1.2 requires that programs be consistent with the content of the 2023 *Mathematics Framework for California Public Schools, Kindergarten Through Grade Twelve* (*Mathematics Framework*). In order to be considered suitable for adoption by the State Board of Education, a publisher's or developer’s program must present content organized around major conceptual ideas, as demonstrated in chapters 6, 7, and 8, and as described in the Publishers and Content Developers Guide to the Mathematics Framework, found in chapter 13 of the *Mathematics Framework*.

1. Publishers/developers should use the first column of this table to list the major conceptual ideas used to organize the instructional program.
2. In the second column, publishers/developers should show how these relate to the Framework’s Big Ideas.
3. In the third column, publishers/developers should show the organization of the program by showing how the content standards are mapped to each of the major conceptual ideas or Big Ideas used by the program.

| **Major conceptual ideas in the program** | **How do the program’s major conceptual ideas map to the framework’s Big Ideas?** | **How are standards covered under the major conceptual ideas?** | **Met Yes** | **Met No** | **Reviewer Notes** |
| --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |

Publishers/developers should be aware of how major conceptual ideas develop from one grade to the next. For charts detailing the progression of the *Mathematics Framework*’s Big Ideas throughout the grade levels, see [chapter 6](https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fwww.cde.ca.gov%2Fci%2Fma%2Fcf%2Fdocuments%2Fmathfwchapter6.docx&wdOrigin=BROWSELINK) (TK–grade 2 and grades 3–5) and [chapter 7](https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fwww.cde.ca.gov%2Fci%2Fma%2Fcf%2Fdocuments%2Fmathfwchapter7.docx&wdOrigin=BROWSELINK) (grades 6–8).

State-adopted instructional materials help teachers to present and students to learn the content set forth in the *California Common Core State Standards for Mathematics with California Additions,* which include boththe content standards and the standards for mathematical practice (SMPs). Publishers/developers should use the following tables to provide page number citations or other references that demonstrate alignment with the SMPs and content standards.

## Standards for Mathematical Practice

| **Standard** | **Standard Language** | **Publisher/Developer Citations** | **Met Yes** | **Met No** | **Reviewer Notes** |
| --- | --- | --- | --- | --- | --- |
| MP.1 | Make sense of problems and persevere in solving them. |  |  |  |  |
| MP.2 | Reason abstractly and quantitatively. |  |  |  |  |
| MP.3 | Construct viable arguments and critique the reasoning of others. |  |  |  |  |
| MP.4 | Model with mathematics. |  |  |  |  |
| MP.5 | Use appropriate tools strategically. |  |  |  |  |
| MP.6 | Attend to precision. |  |  |  |  |
| MP.7 | Look for and make use of structure. |  |  |  |  |
| MP.8 | Look for and express regularity in repeated reasoning. |  |  |  |  |

## Grade-level Content Standards

### Domain: Operations and Algebraic Thinking

#### Cluster: Represent and solve problems involving addition and subtraction.

How does the program address this aspect of the domain?

| **Standard** | **Standard Language** | **Publisher/Developer Citations** | **Met****Yes** | **Met No** | **Reviewer Notes** |
| --- | --- | --- | --- | --- | --- |
| 2.OA.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*.* |  |  |  |  |

#### Cluster: Add and subtract within 20.

How does the program address this aspect of the domain?

| **Standard** | **Standard Language** | **Publisher/Developer Citations** | **Met****Yes** | **Met No** | **Reviewer Notes** |
| --- | --- | --- | --- | --- | --- |
| 2.OA.2 | Fluently add and subtract within 20 using mental strategies.[[2]](#footnote-3) By end of Grade 2, know from memory all sums of two one-digit numbers. |  |  |  |  |

#### Cluster: Work with equal groups of objects to gain foundations for multiplication.

How does the program address this aspect of the domain?

| **Standard** | **Standard Language** | **Publisher/Developer Citations** | **Met****Yes** | **Met****No** | **Reviewer Notes** |
| --- | --- | --- | --- | --- | --- |
| 2.OA.3 | Determine whether a group of objects (up to 20) has an odd or even number of members. |  |  |  |  |
| 2.OA.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. |  |  |  |  |

### Domain: Number and Operations in Base Ten

#### Cluster: Understand place value.

How does the program address this aspect of the domain?

| **Standard** | **Standard Language** | **Publisher/Developer Citations** | **Met****Yes** | **Met****No** | **Reviewer Notes** |
| --- | --- | --- | --- | --- | --- |
| 2.NBT.1a | Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones. Understand the following as a special case: 100 can be thought of as a bundle of ten tens—called a “hundred.” |  |  |  |  |
| 2.NBT.1b | Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones. Understand the following as a special case: 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). |  |  |  |  |
| 2.NBT.2 | Count within 1000; skip-count by 2s, 5s, 10s, and 100s. |  |  |  |  |
| 2.NBT.3 | Read and write numbers to 1000 using base-ten numerals, number names, and expanded form. |  |  |  |  |
| 2.NBT.4 | Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, and < symbols to record the results of comparisons. |  |  |  |  |

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

How does the program address this aspect of the domain?

| **Standard** | **Standard Language** | **Publisher/Developer Citations** | **Met****Yes** | **Met****No** | **Reviewer Notes** |
| --- | --- | --- | --- | --- | --- |
| 2.NBT.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.6 | Add up to four two-digit numbers using strategies based on place value and properties of operations. |  |  |  |  |
| 2.NBT.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. |  |  |  |  |
| 2.NBT.7.1 | Use estimation strategies to make reasonable estimates in problem solving |  |  |  |  |
| 2.NBT.8 | Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900. |  |  |  |  |
| 2.NBT.9 | Explain why addition and subtraction strategies work, using place value and the properties of operations.[[3]](#footnote-4) |  |  |  |  |

### Domain: Measurement and Data

#### Cluster: Measure and estimate lengths in standard units.

How does the program address this aspect of the domain?

| **Standard** | **Standard Language** | **Publisher/Developer Citations** | **Met****Yes** | **Met****No** | **Reviewer Notes** |
| --- | --- | --- | --- | --- | --- |
| 2.MD.1 | Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes. |  |  |  |  |
| 2.MD.2 | Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen. |  |  |  |  |
| 2.MD.3 | Estimate lengths using units of inches, feet, centimeters, and meters. |  |  |  |  |
| 2.MD.4 | Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit. |  |  |  |  |

#### Cluster: Relate addition and subtraction to length.

How does the program address this aspect of the domain?

| **Standard** | **Standard Language** | **Publisher/Developer Citations** | **Met****Yes** | **Met****No** | **Reviewer Notes** |
| --- | --- | --- | --- | --- | --- |
| 2.MD.5 | Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units. |  |  |  |  |
| 2.MD.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. |  |  |  |  |

#### Cluster: Work with time and money.

How does the program address this aspect of the domain?

| **Standard** | **Standard Language** | **Publisher/Developer Citations** | **Met****Yes** | **Met****No** | **Reviewer Notes** |
| --- | --- | --- | --- | --- | --- |
| 2.MD.7 | Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m. Know relationships of time. |  |  |  |  |
| 2.MD.8 | Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ and ¢ symbols appropriately. |  |  |  |  |

#### Cluster: Represent and interpret data.

How does the program address this aspect of the domain?

| **Standard** | **Standard Language** | **Publisher/Developer Citations** | **Met****Yes** | **Met****No** | **Reviewer Notes** |
| --- | --- | --- | --- | --- | --- |
| 2.MD.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. |  |  |  |  |
| 2.MD.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. |  |  |  |  |

### Domain: Geometry

#### Cluster: Reason with shapes and their attributes.

How does the program address this aspect of the domain?

| **Standard** | **Standard Language** | **Publisher/Developer Citations** | **Met****Yes** | **Met****No** | **Reviewer Notes** |
| --- | --- | --- | --- | --- | --- |
| 2.G.1 | Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces.[[4]](#footnote-5) Identify triangles, quadrilaterals, pentagons, hexagons, and cubes. |  |  |  |  |
| 2.G.2 | Partition a rectangle into rows and columns of same-size squares and count to find the total number of them. |  |  |  |  |
| 2.G.3 | Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words *halves*, *thirds*, *half of*, *a third of*, etc., and describe the whole as two halves, three thirds, four fourths.Recognize that equal shares of identical wholes need not have the same shape. |  |  |  |  |

## Appendix: (Publisher/Developer, please enter any additional notes regarding the standards below.)

California Department of Education, October 2024

1. The California Common Core State Standards: Mathematics were adopted by the State Board of Education on August 2, 2010, (and modified pursuant to Senate Bill 1200 on January 16, 2013). This standards map is organized by Big Idea and Content Connections in alignment with the *Mathematics Framework for California Public Schools: Kindergarten Through Grade Twelve*, approved by the State Board of Education on July 12, 2023. [↑](#footnote-ref-2)
2. See standard 1.OA.6 for a list of mental strategies. [↑](#footnote-ref-3)
3. Explanations may be supported by drawings or objects. [↑](#footnote-ref-4)
4. Sizes are compared directly or visually, not compared by measuring. [↑](#footnote-ref-5)