Components: Digital Planning Guide (DPG) *[G2_U01_L1 (Grade 2, Unit 1, Lesson 1), G2_U01_Inv (Grade 2, Unit 1, Investigation)]*; ST Math Game (STM); Playbook (PB); Practice Book (PP)

2025 California Common Core State Standards: Mathematics Adoption[1]
Standards Map Template
Grade 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.

[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.

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
Measuring length with standardized units and tools helps to communicate precisely, compare lengths, and solve problems.	Measure and compare objects Problem solving with measure Represent Data	2.MD.1, 2.MD.2, 2.MD.3, 2.MD.4, 2.MD.5, 2.MD.9, Students extend their understanding of length measurement to use standard units of measurement using tools. These standard units become benchmarks students use to estimate length. They solve problems involving length and represent length measurement on dot plots.			

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
The number line is a powerful tool that can show magnitudes of and relationships between numbers.	Number strategies Skip counting to 1000 Problem solving with measure Represent Data	2.MD.6, 2.MD.10, 2.NBT.2, 2.NBT.5, 2.OA.1, 2.OA.2 Students represent whole numbers as lengths using number lines. They use the number line as a model to compare numbers, add, and subtract, practicing fluency within 20. They explore skip counting on the number line and recall place value concepts with tens and ones. They problem solve in a variety of scenarios, including where information is presented on graphs.			

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
Fluently solving addition and subtraction problems relies on flexibly selecting models and strategies.	Number strategies Problem solving with measure Skip counting to 1000	2.MD.5, 2.MD.6, 2.NBT.2, 2.NBT.5, 2.NBT.6, 2.NBT.7, 2.NBT.7.1, 2.NBT.9, 2.OA.1, 2.OA.2 Students apply and extend addition and subtraction strategies and understanding of place value to fluently add and subtract within 100. They estimate and problem solve, including contexts involving length measurement.			
The place value system is based on patterns, which makes expressing and working with numbers efficient.	Skip counting to 1000 Measure and compare objects Number strategies	2.MD.6, 2.NBT.1, 2.NBT.1.a, 2.NBT.1.b, 2.NBT.2, 2.NBT.3, 2.NBT.4, 2.NBT.8 Students extend their place value understanding to 1000. They compare numbers based on the value of their digits, using both discrete base-ten models and number lines.			

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
Place value understanding helps to efficiently add, subtract, and estimate the reasonableness of answers.	Number strategies Skip counting to 1000	2.MD.6, 2.NBT.1, 2.NBT.2, 2.NBT.4, 2.NBT.7, 2.NBT.7.1, 2.NBT.8, 2.NBT.9 Students use place value understanding and understanding of operations to extend their addition and subtraction strategies to 1000.			
Asking questions and using data to critically answer those questions help to make sense of the world.	Number strategies Problem solving with measure Represent Data	2.MD.10, 2.NBT.2, 2.OA.1, 2.OA.2 Students apply addition and subtraction skills and strategies to problem solve in data contexts. They make estimates and inferences in context, and represent and interpret data using picture graphs and bar graphs.			

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
Creating structured, equal groups supports visualizing numbers, counting efficiently, and understanding money.	Skip counting to 1000 Squares in an array Dollars and cents See fractions in shapes Represent data	2.G.2, 2.MD.8, 2.NBT.2, 2.OA.2, 2.OA.3, 2.OA.4 Students explore equal group situations, using repeated addition and/or skip counting to find the number of objects in an array. They partition rectangles into squares to generate arrays, and consider related data visualizations. They also explore the value of dollars and coins and find the value of a group of coins.			
Wholes and parts of wholes can be named by the number of equal-sized parts that compose them.	Skip counting to 1000 See fractions in shapes Represent data	2.G.1, 2.G.3, 2.MD.1, 2.MD.7, 2.NBT.2 Students identify and draw shapes with particular attributes. They informally explore fractions by partitioning shapes into halves, quarters, or thirds. They tell time to the nearest five minutes, recognizing fractions on the clock face and skip counting with time intervals.			

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 (TK–grade 2 and grades 3–5) and chapter 7 (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 both the 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.	DPG G2_U02_L14 (E2→E3) DPG G2_U03_L12 (E1→E5) DPG G2_U06_L09 (E4→E8) DPG G2_U07_L08 (E1→E2) DPG G2_U08_L06 (E1→E4)			
MP.2	Reason abstractly and quantitatively.	DPG G2_U01_L14 (E3→E7) DPG G2_U02_L08 (E2→E8) DPG G2_U03_L17 (E1→E4) DPG G2_U07_L07 (E1→E2) DPG G2_U08_L14 (E1→RC1)			

Standard	Standard Language	Publisher/Developer Citations	Met Yes	Met No	Reviewer Notes
MP.3	Construct viable arguments and critique the reasoning of others.	DPG G2_U01_L08 (E1→E3) DPG G2_U03_L10 (E1→E4) DPG G2_U04_L12 (E1→RC1) DPG G2_U07_L02 (E2→E5) DPG G2_U08_L09 (E1→RC1)			
MP.4	Model with mathematics.	DPG G2_U01_L16 (E2→E3) DPG G2_U02_L20 (E1→E6) DPG G2_U03_L06 (E2→E4) DPG G2_U05_L03 (E3→E5) DPG G2_U05_L11 (E2→E6)			
MP.5	Use appropriate tools strategically.	DPG G2_U01_L09 (E1, E3→RC1) DPG G2_U02_L03 (E1→E2) DPG G2_U03_L09 (E1→E2) DPG G2_U03_L18 (E1→E3) DPG G2_U06_L11 (E3→E4)			
MP.6	Attend to precision.	DPG G2_U01_L01 (E2→E4) DPG G2_U01_L16 (E1→RC1) DPG G2_U07_L05 (E1→E3) DPG G2_U07_L13 (L1→L2, E3→E4) DPG G2_U08_L02 (E1→E2)			

Standard	Standard Language	Publisher/Developer Citations	Met Yes	Met No	Reviewer Notes
MP.7	Look for and make use of structure.	DPG G2_U02_L02 (E1→E6) DPG G2_U04_L12 (E2→RC1) DPG G2_U05_L04 (E4→RC1) DPG G2_U07_L04 (E1→E3) DPG G2_U08_L11 (E1→E3)			
MP.8	Look for and express regularity in repeated reasoning.	DPG G2_U02_L15 (E2→E3) DPG G2_U03_L09 (E1→RC1) DPG G2_U04_L06 (E1→E2) DPG G2_U05_L12 (E3→E5) DPG G2_U07_L01 (E1→RC1)			

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.	Adding to (result unknown): DPG G2_U02_L08 DPG G2_U02_L20 DPG G2_U03_L11 Adding to (change unknown): DPG G2_U02_L09 DPG G2_U02_L19 DPG G2_U02_L20 Adding to (start unknown): DPG G2_U03_L14 PP G2_U03_L14 Taking from (result unknown): DPG G2_U02_L08 DPG G2_U03_L06 DPG G2_U03_L16 Taking from (change unknown): DPG G2_U02_L10 DPG G2_U02_L19 DPG G2_U03_L16 Taking from (start unknown): DPG G2_U03_L15 PP G2_U03_L19 Putting together: PP G2_U01_L13 PP G2_U02_L03			

Standard	Standard Language	Publisher/Developer Citations	Met Yes	Met No	Reviewer Notes
		Taking apart: DPG G2_U03_L12 DPG G2_U03_L16 Comparing (difference unknown): DPG G2_U02_L11 DPG G2_U02_L14 Comparing (larger part unknown): DPG G2_U02_L12 DPG G2_U02_L13 DPG G2_U02_L14 Comparing (smaller part unknown): DPG G2_U02_L12 DPG G2_U02_L13 DPG G2_U02_L14 Two-steps: DPG G2_U03_L18 DPG G2_U03_L19 DPG G2_U06_L10 (E6)			

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] By end of Grade 2, know from memory all sums of two one-digit numbers.	DPG G2_U02_L08 DPG G2_U02_L09 DPG G2_U02_L14			

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.	DPG G2_U07_L01 DPG G2_U07_L02 DPG G2_U07_L03			
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.	DPG G2_U07_L03 DPG G2_U07_L07 DPG G2_U07_L08			

[2] See standard 1.OA.6 for a list of mental strategies.

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.”	DPG G2_U04_L02 DPG G2_U04_L03 DPG G2_U04_L09			
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).	DPG G2_U04_L03 DPG G2_U04_L04 DPG G2_U04_L06			

Standard	Standard Language	Publisher/Developer Citations	Met Yes	Met No	Reviewer Notes
2.NBT.2	Count within 1000; skip-count by 2s, 5s, 10s, and 100s.	1s: DPG G2_U04_L06 DPG G2_U05_L08 (L1a-b) 2s: DPG G2_U06_L04 (E5) DPG G2_U07_L02 5s: DPG G2_U02_L16 DPG G2_U02_L18 DPG G2_U07_L06 10s: DPG G2_U02_L16 DPG G2_U04_L06 DPG G2_U05_L08 (L1a→L1b) DPG G2_U07_L06 100s: DPG G2_U04_L03 (L1) DPG G2_U04_L06			
2.NBT.3	Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.	DPG G2_U04_L04 DPG G2_U04_L07 DPG G2_U04_L10			
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.	DPG G2_U04_L12 DPG G2_U04_L13 DPG G2_U04_L15			

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.	Sequential PV strategies: DPG G2_U02_L17 DPG G2_U03_L01 DPG G2_U03_L06 Decomposition PV strategies: DPG G2_U03_L02 DPG G2_U03_L05 DPG G2_U03_L09 Compensation: DPG G2_U03_L04 DPG G2_U03_L07 DPG G2_U03_L16 (E2 Argumenteer) Properties of operations: DPG G2_U02_L18 (E2, RC1) DPG G2_U03_L03 (E4b) DPG G2_U03_L10 Relationship between add/sub: DPG G2_U02_L11 (RC1) DPG G2_U03_L13 DPG G2_U03_L14			

Standard	Standard Language	Publisher/Developer Citations	Met Yes	Met No	Reviewer Notes
2.NBT.6	Add up to four two-digit numbers using strategies based on place value and properties of operations.	PV strategies: DPG G2_U03_L08 DPG G2_U03_L09 DPG G2_U03_L10 Properties of operations: DPG G2_U03_L09 DPG G2_U03_L10 General: DPG G2_U05_L07			

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.	Sequential strategies: DPG G2_U05_L02 (add) DPG G2_U05_L05 (sub) DPG G2_U05_L08 (E2 Argumenteer 1, E4 Argumenteer 1) (add) G2_U05_L09 (sub) Decomposition strategies: DPG G2_U05_L01 DPG G2_U05_L03 DPG G2_U05_L06 DPG G2_U05_L10 Properties of operations: DPG G2_U05_L08 (E2 Argumenteer 1) DPG G2_U05_L10 (RC1) Relationship between add/sub: DPG G2_U05_L05 (E4 Argumenteer 1) DPG_G2_U05_L09 (E4a Argumenteer 1) DPG G2_U05_L11 (E5 Argumenteer 2) Relate strategy to written method: DPG G2_U05_L02 DPG G2_U05_L08 (E3 Argumenteer 1, E4 Argumenteer 1) G2_U05_L09 (E4a Argumenteer 2-3) DPG G2_U05_L15 (RC1)			

Standard	Standard Language	Publisher/Developer Citations	Met Yes	Met No	Reviewer Notes
		Understand hundreds and hundreds/ tens and tens/ ones and ones: DPG G2_U05_L01 DPG G2_U05_L02 DPG G2_U05_L16 Sometimes it is necessary to compose/decompose a ten/hundred: DPG G2_U05_L11 DPG G2_U05_L13 DPG G2_U05_L14 DPG G2_U05_L15 Various strategies: DPG G2_U05_L13 DPG G2_U05_L16 DPG G2_U05_L18			
2.NBT.7.1	Use estimation strategies to make reasonable estimates in problem solving	DPG G2_U03_L08 DPG G2_U05_L10 DPG G2_U05_L17			
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.	DPG G2_U04_L04 DPG G2_U05_L01 DPG G2_U05_L02 DPG G2_U05_L10			
2.NBT.9	Explain why addition and subtraction strategies work, using place value and the properties of operations.[3]	DPG G2_U03_L01 DPG G2_U03_L12 DPG G2_U05_L08 DPG G2_U05_L15 (RC1) DPG G2_U05_L17 (RC1)			

[3] Explanations may be supported by drawings or objects.

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.	DPG G2_U01_L01 DPG G2_U01_L06 DPG G2_U01_L10 DPG G2_U01_L16			
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.	Measure twice: DPG G2_U01_L02 DPG G2_U01_L03 Describe how the measurements relate to unit size: DPG G2_U01_L03 DPG G2_U01_L10			

Standard	Standard Language	Publisher/Developer Citations	Met Yes	Met No	Reviewer Notes
2.MD.3	Estimate lengths using units of inches, feet, centimeters, and meters.	Nonstandard units: DPG G2_U01_L00 Centimeters: DPG G2_U01_L06 DPG G2_U01_L09 Inches: DPG G2_U01_L07 DPG G2_U01_L08 Feet: DPG G2_U01_L09 DPG G2_U01_L10 Meters: DPG G2_U01_L09 DPG G2_U01_L10			
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.	DPG G2_U01_L13 DPG G2_U01_L14 DPG G2_U01_L15			

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.	DPG G2_U01_L14 DPG G2_U01_L16 DPG G2_U03_L13 DPG G2_U03_L14			

Standard	Standard Language	Publisher/Developer Citations	Met Yes	Met No	Reviewer Notes
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.	Whole numbers: DPG G2_U02_L02 DPG G2_U02_L15 DPG G2_U04_L14 Sums and differences: DPG G2_U02_L07 DPG G2_U02_L08 DPG G2_U02_L19 DPG G2_U03_L06			

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.	Tell and write time and relationships between minutes and hours: DPG G2_U08_L11 DPG G2_U08_L13 DPG G2_U08_L14 Relationships of time - other: DPG G2_U08_L15			
2.MD.8	Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ and ¢ symbols appropriately.	DPG G2_U07_L12 DPG G2_U07_L13 DPG G2_U07_L14			

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.	Generate data: DPG G2_U01_L12 DPG_G2_U01_L11 (WT1) Show on line plot: DPG G2_U01_L11 DPG_G2_U01_L11 (WT1) DPG G2_U01_L12			
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.	Draw picture graph: DPG G2_U06_L01 DPG G2_U06_L02 PB G2_U06_L01 Draw bar graph: DPG G2_U02_L11 DPG G2_U06_L04 DPG G2_U06_L09 Solve problems: DPG G2_U02_L11 DPG G2_U06_L04 DPG G2_U06_L07 DPG G2_U06_L09			

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] Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.	DPG G2_U08_L01 DPG G2_U08_L02 DPG G2_U08_L03 DPG G2_U08_L04			
2.G.2	Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.	DPG G2_U07_L10 PP G2_U07_L10			
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.	DPG G2_U08_L05 DPG G2_U08_L07 DPG G2_U08_L08 DPG G2_U08_L09			

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

California Department of Education, October 2024

[4] Sizes are compared directly or visually, not compared by measuring.