

## Math Grade 2 CCCs

For comprehensive views of the relationships of the CCCs to each other, see the Instructional Families at [https://wiki.ncscpartners.org/index.php/Instructional\\_Families](https://wiki.ncscpartners.org/index.php/Instructional_Families).

LPF Strand	CCC									
Data Analysis, Probability and Statistics	2.DPS.1a5 Select a question about 3 attributes that can be concretely represented 1.MD.C.4	2.DPSS.1a6 Identify up to 3 categories resulting from a selected question 1.MD.C.4	2.DPS.1a7 Analyze data by sorting into categories established by each question 2.MD.D.10	2.DPS.1a8 Interpret the number of points in each category No CCSS linked	2.DPS.1c2 Organize data by representing categorical data on a pictorial graph or bar graph 2.MD.D.10	2.DPS.1c3 Organize data by representing continuous data on a line plot 2.MD.D.9	2.DPS.1d2 Identify the value of each category represented on picture graph and bar graph or each point on a line plot 2.MD.9 2.MD.10	2.DPS.1e2 Compare the information shown in a bar graph or picture graph with up to 4 categories. Solve simple comparisons of how many more or how many less 2.MD.D.10		
Geometry	2.GM.1a4 Identify two-dimensional shapes such as	2.GM.1b3 Distinguish two- or three-dimensional shapes	2.GM.1d1 Compose three-dimensional shapes 1.G.A.2	2.GM.1e1 Draw two-dimensional shapes with specific	2.GM.1f2 Partition circles and rectangles into 2 and 4 equal parts	2.GM.1f3 Label a partitioned shape (e.g., one whole rectangle				

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	rhombus, pentagons, hexagons, octagon, ovals, equilateral, isosceles, and scalene triangles 2.G.A.1	based upon their attributes (i.e., #of sides, equal or different lengths of sides, # of faces, # of corners) 2.G.A.1		attributes 2.G.A.1	2.G.A.3	was separated into 2 halves, one whole circle was separated into three thirds) 2.G.A.3				
Measurement	2.ME.1a3 Select appropriate unit of measurement to measure an object (ruler or yard stick; inches or feet) 2.MD.A.1	2.ME.1a5 Tell time to the nearest $\frac{1}{2}$ hour using digital clocks 1.MD.B.3	2.ME.1c2 Measure the attributes (length, width, height) of an object using 2 different size units 2.MD.A.2	2.ME.1c3 Recognize that units can be decomposed into smaller units 2.MD.A.3	2.ME.2b2 Select appropriate tools and demonstrate or identify appropriate measuring techniques 2.MD.A.1	2.ME.2a3 Estimate the length of an object using units of feet and inches 2.MD.A.3	2.ME.2c1 Determine whether a situation calls for a precise measurement or an estimation No CCSS linked	2.ME.2a4 Solve one step subtraction problems involving the difference of the lengths of 2 objects in standard length units 2.MD.A.4	2.ME.1a4 Solve word problems using dollar bills, quarters, dimes, nickles, or pennies 2.MD.C.8	2.ME.1b5 Solve word problems involving the difference in standard length units 2.MD.A.4
Number Operations	2.NO.1a9 Rote count up to 100 K.CC.A.1	2.NO.1d5 Identify numerals 0-100 2.NBT.A.3	2.NO.1d6 Identify the numeral between 0 and 100 when	2.NO.1e3 Write or select the numerals 0-100 2.NBT.A.3	2.NO.1e7 Identify numbers as odd or even 2.OA.C.3	2.NO.1i3 Explain what the zero represents in place	2.NO.1h5 Build representations of 3 digit numbers	2.NO.1h8 Write or select expanded form for any 2 digit	2.NO.1h9 Write or select expanded form for any 3 digit	2.NO.1i3 Explain what the zero represents in place

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			presented the name 2.NBT.A.3			value (hundreds, tens, ones) in a number. 2.NBT.A.3	using hundreds, tens and ones. 1.NBT.B.2b 2.NBT.A.1	number 2.NBT.A.3	number 2.NBT.A.3	value (hundreds, tens, ones) in a number. 2.NBT.A.3
	2.NO.1f6 Compare (greater than, less than, equal to) 2 numbers up to 100 2.NBT.A.4	2.NO.1h6 Compare 2 digit numbers using representations and numbers 1.NBT.B.3	2.NO.1h7 Compare 3 digit numbers using representations and numbers 2.NBT.A.4	2.SE.1c1 Compare sets and use appropriate symbol to label the first as =, <, or > the second set K.CC.C.6	2.NO.1e4 Skip count by 5s 2.NBT.A.2	2.NO.1e5 Skip count by 10s 2.NBT.A.2	2.NO.1e6 Skip count by 100s 2.NBT.A.2	2.NO.1e8 Mentally add or subtract 10 from a given set from the 10s family (e.g., what is 10 more than 50? What is 10 less than 70?) 2.NBT.B.8	2.NO.1e9 Mentally add or subtract 100 from a given set from the 100s family (e.g., what is 100 more than 500? What is 100 less than 700?) 2.NBT.B.8	2.NO.2a15 Remove objects from a set in a subtraction situation to find the amount remaining up to 20 1.OA.A.1
	2.NO.2a19 Combine up to 3 sets of 20 or less 2.NBT.B.6	2.NO.2b1 Use commutative properties to solve addition problems with sums up to 20	2.NO.2a18 Use diagrams and number lines to solve addition or subtraction problems	2.NO.2b2 Use associative property to solve addition problems with sums up to 20 1.OA.B.3	2.NO.2c3 Compose ones into tens and/or tens into hundreds in addition situation 1.NBT.C.4 2.NBT.B.7	2.NO.2c4 Decompose tens into ones and/or hundreds into tens in subtraction situations 1.NBT.C.6	2.NO.2a12 Model addition and subtraction with base 10 blocks within 20 2.NBT.B.5	2.NO.2a13 Model addition and subtraction with base 10 blocks within 50 2.NBT.B.5	2.NO.2a14 Model addition and subtraction with base 10 blocks within 100 2.NBT.B.5	2.NO.2a16 Solve word problems within 20 2.OA.A.1

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		(e.g., 3+8=11 therefore 8+3=_) 1.OA.B.3	2.NBT.B.7			2.NBT.B.7				
	2.NO.2a17 Solve word problems within 100 2.OA.A.1	2.NO.2c2 Identify and apply addition, subtraction , and equal signs 1.OA.D.7	2.SE.1c2 Label simple equations as = or the phrase not equal 1.OA.D.7	2.SE.1d1 Represent addition of 2 sets when shown the + symbol 2.OA.A.1	2.SE.1d2 Represent a “taking away” situation with the – symbol 1.OA.D.8					
Patterns	2.PRF.1c3 Solve one or two step addition and subtraction problems, and add and subtract within 100, using objects, drawings, pictures 2.OA.A.1	2.PRF.1c4 Use pictures, drawings or objects represent the steps of a problem 2.OA.A.1	2.PRF.2a6 Use a number line to extend the numerical patterns that grow at a constant rate (2,4,6,8) No CCSS linked	2.PRF.2b3 Use a number line to extend arithmetic patterns that are decreasing	2.PRF.2c2 Identify the rule of arithmetic patterns that are increasing No CCSS linked	2.PRF.2c3 Identify the rule of arithmetic patterns that are decreasing No CCSS linked	2.PRF.1c5 Write or select an equation representin g the problem and its solution 2.OA.A.1			

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