PA Common Core - Common Core - PA Academic Standards Crosswalk Grades K-8		
PA Common Core Standard	**Common Core State Standard**	**PA Academic Standards**
	Grade 2	
CC.2.2.2.A.1Represent and solve problems involving addition and subtraction within 100.CC.2.2.2.A.1 Represent and solve problems involving addition and subtraction within 100.	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, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. (also aligns to PA Standard 2.8.2.E)	2.8.2.E. Use concrete objects, symbols and numbers to represent mathematical situations.

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CC.2.2.2.A.2 Use mental strategies to add and subtract within 20.	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, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.	2.8.2.E Use concrete objects, symbols and numbers to represent mathematical situations.
CC.2.2.2.A.2 Use mental strategies to add and subtract within 20.	2.OA.2 Add and subtract within 20. Fluently add and subtract with 20 using mental strategies. By the end of Grade 2 know from memory all sums of two one-digit numbers.	2.2.2.A Develop fluency in the use of basic facts for addition and subtraction

CC.2.2.2.A.3 Work with equal groups of objects to gain foundations for multiplication.	2.OA.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.	Intentionally Blank
CC.2.2.2.A.3 Work with equal groups of objects to gain foundations for multiplication.	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.	Intentionally Blank

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CC.2.1.2.B.1 Use place value concepts to represent amounts of tens and ones and to compare three digit numbers.	2.NBT.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: -- a. 100 can be thought of as a bundle of ten tens — called a "hundred." -- 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).	2.1.2.D Apply place value concepts and base-ten numeration to order and compare whole numbers up to 500.
CC.2.1.2.B.2 Use place value concepts to read, write and skip count to 1000.	2.NBT.2 Count within 1000; skip-count by 5s, 10s, and 100s.	2.1.2.A Demonstrate the relationship between numbers and quantities, including place value; one-to-one correspondence; rote counting; counting by twos, fives and

CC.2.1.2.B.2 Use place value concepts to read, write and skip count to 1000.	2.NBT.3 Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.	2.1.2.E Apply number patterns to represent numbers in various ways (skip counting , repeated
CC.2.1.2.B.3 Use place value understanding and properties of operations to add and subtract within 1000.	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.	2.2.2.B Add and subtract single and double-digit numbers with and without regrouping, to include problems with money.
CC.2.1.2.B.3 Use place value understanding and properties of operations to add and subtract within 1000.	2.NBT.6 Add up to four two-digit numbers using strategies based on place value and properties of operations.	2.2.2.B Add and subtract single and double-digit numbers with and without regrouping, to include problems with money.

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CC.2.1.2.B.3 Use place value understanding and properties of operations to add and subtract within 1000.	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. (also aligns to PA Standard 2.8.2.E)	2.2.2.B Add and subtract single and double-digit numbers with and without regrouping, to include problems with money.
CC.2.1.2.B.3 Use place value understanding and properties of operations to add and subtract within 1000.	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.	2.2.2.B Add and subtract single and double-digit numbers with and without regrouping, to include problems with money.

CC.2.1.2.B.3 Use place value understanding and properties of operations to add and subtract within 1000.	2.NBT.9 Explain why addition and subtraction strategies work, using place value and the properties of operations. (Explanations may be supported by drawings or objects.)	2.2.2.B Add and subtract single and double-digit numbers with and without regrouping, to include problems with money.
CC.2.4.2.A.1 Measure and estimate lengths in standard units using appropriate tools.	2.MD.1 Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.	2.3.2.B Use tools to estimate and measure in standard units.

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CC.2.4.2.A.1 Measure and estimate lengths in standard units using appropriate tools.	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.	2.3.2.B. Use tools to estimate and measure in standard units.
CC.2.4.2.A.1 Measure and estimate lengths in standard units using appropriate tools.	2.MD.3 Estimate lengths using units of inches, feet, centimeters, and meters.	2.3.2.B. Use tools to estimate and measure in standard units.
CC.2.4.2.A.1 Measure and estimate lengths in standard units using appropriate tools.	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.	2.3.2.F Estimate and verify measurements of length, weight, and capacity.

CC.2.4.2.A.6 Extend the concepts of addition and subtraction to problems involving length.	2.MD.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.	Intentionally Blank
CC.2.4.2.A.6 Extend the concepts of addition and subtraction to problems involving length.	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.	Intentionally Blank

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CC.2.4.2.A.2 Tell and write time to the nearest five minutes using both analog and digital clocks.	2.MD.7 Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.	2.3.2.C Tell time on an analog and digital clock to the nearest minute.
CC.2.4.2.A.3 Solve problems using coins and paper currency with appropriate symbols.	2.MD.8 Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ (dollars) and ¢ (cents) symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have?	2.3.2.C Tell time on an analog and digital clock to the nearest minute.
CC.2.4.2.A.4 Represent and interpret data using line plots, picture graphs, and bar graphs.	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.	2.6.2.A Gather data from surveys and observations within the classroom or homes.

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CC.2.4.2.A.4 Represent and interpret data using line plots, picture graphs, and bar graphs.	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.	2.6.2.B Organize and display data using pictures, tallies, charts, bar graphs and pictographs.
CC.2.4.2.A.4 Represent and interpret data using line plots, picture graphs, and bar graphs.	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.	2.6.2.C Describe data displayed in a diagram, graph or table.
CC.2.4.2.A.4 Represent and interpret data using line plots, picture graphs, and bar graphs.	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	2.6.2.D Analyze representations of data and compare the data from two categories.

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CC.2.3.2.A.1 Analyze and draw two- and three-dimensional shapes having specified attributes.	2.G.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. (Sizes are compared directly or visually, not compared by measuring.)	2.9.2.A Name, describe and draw/build 2- and 3- dimensional shapes
CC.2.3.2.A.1 Analyze and draw two- and three-dimensional shapes having specified attributes.	2.G.2 Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.	2.9.2.A Name, describe and draw/build 2- and 3- dimensional shapes

CC.2.3.2.A.2	2.G.3	Intentionally Blank
Use the understanding of fractions to partition shapes into halves, quarters, and thirds.	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.	