



to the

California Common Core State Standards for Mathematics

The page features several decorative graphic elements. In the top right corner, there is a purple square and a green line. In the bottom left corner, there is an orange square with a yellow outline. A thick teal line starts from the bottom left, curves upwards, and then curves downwards towards the bottom right. In the bottom right corner, there is a blue square.

Grade 2

California Common Core State Standards for Mathematics Grade 2		i-Ready Classroom Mathematics Lessons Grade 2
Grade 2		
2.OA	Operations and Algebraic Thinking	
	Represent and solve problems involving addition and subtraction.	
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.	Lesson 3: Solve One-Step Word Problems Lesson 5: Solve Two-Step Word Problems Lesson 9: Solve Word Problems with Two-Digit Numbers Lesson 10: Solve Word Problems Involving Money <u>Supporting Content:</u> Lesson 1: Mental Math Strategies for Addition; Lesson 2: Mental Math Strategies for Subtraction; Lesson 4: Draw and Use Bar Graphs and Picture Graphs; Lesson 25: Add and Subtract Lengths; Lesson 26: Add and Subtract on the Number Line Math in Action: pp. 124–131, 302–309, 492–499
	Add and subtract within 20.	
2.OA.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.	Lesson 1: Mental Math Strategies for Addition Lesson 2: Mental Math Strategies for Subtraction <u>Supporting Content:</u> Lesson 3: Solve One-Step Word Problems Math in Action: pp. 124–131
	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.	Lesson 32: Even and Odd Numbers <u>Supporting Content:</u> Math in Action: pp. 784–791
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.	Lesson 31: Add Using Arrays <u>Supporting Content:</u> Math in Action: pp. 784–791

California Common Core State Standards for Mathematics Grade 2		i-Ready Classroom Mathematics Lessons Grade 2
2.NBT	Number and Operations in Base Ten	
	Understand place value.	
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:	Lesson 12: <i>Understand</i> Three-Digit Numbers Supporting Content: Lesson 13: Read and Write Three-Digit Numbers Math in Action: pp. 492–499
2.NBT.1.a	100 can be thought of as a bundle of ten tens—called a “hundred.”	Lesson 12: <i>Understand</i> Three-Digit Numbers Supporting Content: Lesson 13: Read and Write Three-Digit Numbers Math in Action: pp. 492–499
2.NBT.1.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).	Lesson 12: <i>Understand</i> Three-Digit Numbers Supporting Content: Lesson 13: Read and Write Three-Digit Numbers Math in Action: pp. 492–499
2.NBT.2	Count within 1000; skip-count by 2s, 5s, 10s, and 100s.	Lesson 15: Mental Addition and Subtraction Supporting Content: Lesson 10: Solve Word Problems Involving Money; Lesson 11: Tell and Write Time; Lesson 31: Add Using Arrays Math in Action: pp. 302–309
2.NBT.3	Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.	Lesson 13: Read and Write Three-Digit Numbers Supporting Content: Lesson 14: Compare Three-Digit Numbers; Lesson 16: Add Three-Digit Numbers; Lesson 17: Subtract Three-Digit Numbers Math in Action: pp. 492–499
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.	Lesson 14: Compare Three-Digit Numbers Supporting Content: Math in Action: pp. 492–499

California Common Core State Standards for Mathematics Grade 2		i-Ready Classroom Mathematics Lessons Grade 2
	Use place value understanding and properties of operations to add and subtract.	
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.	Lesson 6: Add Two-Digit Numbers Lesson 7: Subtract Two-Digit Numbers Lesson 8: Use Addition and Subtraction Strategies with Two-Digit Numbers <u>Supporting Content:</u> Lesson 9: Solve Word Problems with Two-Digit Numbers; Lesson 10: Solve Word Problems Involving Money; Lesson 19: Add Several Two-Digit Numbers; Lesson 25: Add and Subtract Lengths Math in Action: pp. 302–309, 492–499
2.NBT.6	Add up to four two-digit numbers using strategies based on place value and properties of operations.	Lesson 19: Add Several Two-Digit Numbers <u>Supporting Content:</u> Math in Action: pp. 492–499
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.	Lesson 16: Add Three-Digit Numbers Lesson 17: Subtract Three-Digit Numbers Lesson 18: Use Addition and Subtraction Strategies with Three-Digit Numbers <u>Supporting Content:</u> Math in Action: pp. 492–499
2.NBT.7.1	Use estimation strategies to make reasonable estimates in problem solving.	Lesson 6: Add Two-Digit Numbers Lesson 7: Subtract Two-Digit Numbers Lesson 9: Solve Word Problems with Two-Digit Numbers
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.	Lesson 15: Mental Addition and Subtraction <u>Supporting Content:</u> Lesson 16: Add Three-Digit Numbers Lesson 17: Subtract Three-Digit Numbers Math in Action: pp. 492–499

California Common Core State Standards for Mathematics Grade 2		i-Ready Classroom Mathematics Lessons Grade 2
2.NBT.9	Explain why addition and subtraction strategies work, using place value and the properties of operations.	Lesson 6: Add Two-Digit Numbers Lesson 7: Subtract Two-Digit Numbers Lesson 8: Use Addition and Subtraction Strategies with Two-Digit Numbers Lesson 16: Add Three-Digit Numbers Lesson 17: Subtract Three-Digit Numbers Lesson 18: Use Addition and Subtraction Strategies with Three-Digit Numbers Lesson 19: Add Several Two-Digit Numbers <u>Supporting Content:</u> Math in Action: pp. 302–399, 492–499
2.MD	Measurement and Data	
	Measure and estimate lengths in standard units.	
2.MD.1	Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.	Lesson 20: Measure in Inches and Centimeters Lesson 21: Measure in Feet and Meters <u>Supporting Content:</u> Lesson 23: Estimate and Measure Length; Lesson 24: Compare Lengths Math in Action: pp. 676–683
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.	Lesson 22: <i>Understand</i> Measurement with Different Units <u>Supporting Content:</u> Math in Action: pp. 676–683
2.MD.3	Estimate lengths using units of inches, feet, centimeters, and meters.	Lesson 23: Estimate and Measure Length <u>Supporting Content:</u> Math in Action: pp. 676–683
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.	Lesson 24: Compare Lengths <u>Supporting Content:</u> Math in Action: pp. 676–683

California Common Core State Standards for Mathematics Grade 2		i-Ready Classroom Mathematics Lessons Grade 2
	Relate addition and subtraction to 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.	Lesson 25: Add and Subtract Lengths <u>Supporting Content:</u> Math in Action: pp. 676–683
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.	Lesson 26: Add and Subtract on the Number Line <u>Supporting Content:</u> Lesson 27: Read and Make Line Plots Math in Action: pp. 676–683
	Work with time and money.	
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 (e.g., minutes in an hour, days in a month, weeks in a year).	Lesson 11: Tell and Write Time <u>Supporting Content:</u> Math in Action: pp. 302–309 <i>Note: Time relationships in the lesson cited are limited to minutes in an hour.</i>
2.MD.8	Solve word problems involving combinations of dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. <i>Example: If you have 2 dimes and 3 pennies, how many cents do you have ?</i>	Lesson 10: Solve Word Problems Involving Money <u>Supporting Content:</u> Lesson 19: Add Several Two-Digit Numbers Math in Action: pp. 302–309
	Represent and interpret data.	
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.	Lesson 27: Read and Make Line Plots <u>Supporting Content:</u> Math in Action: pp. 676–683

California Common Core State Standards for Mathematics Grade 2		i-Ready Classroom Mathematics Lessons Grade 2
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.	Lesson 4: Draw and Use Bar Graphs and Picture Graphs Supporting Content: Math in Action: pp. 124–131
2.G	Geometry	
	Reason with shapes and their 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.	Lesson 28: Recognize and Draw Shapes Supporting Content: Math in Action: pp. 784–791
2.G.2	Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.	Lesson 30: Partition Rectangles Supporting Content: Math in Action: pp. 784–791
2.G.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> , a <i>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.	Lesson 29: <i>Understand</i> Partitioning Shapes into Halves, Thirds, and Fourths Supporting Content: Math in Action: pp. 784–791