

Second Grade Standards Alignment

2024 i-Ready Classroom Mathematics

***Bolded** NC standards beside lessons/topics are OCS identified Priority Standards (blue highlight below unit information)

*Lower case Roman numerals after a standard reference bullet point within a standard.

(i.e., NC.2.OA.1.i.a would be the first bullet point of: One-Step problems and Add to/Take from-Start Unknown.)

****NC Second Grade Math Unpacking-Revised June 2025-Visit the website for the “Clarification” and “Checking for Understanding” sections.**

[Unpacking Document](#)

2nd Grade Standards Alignment: 2024 i-Ready Classroom Lessons

Unit 1: Numbers Within 20: Addition, Subtraction, and Data Duration: 29 days (6 weeks)		
Lesson	Topic	NC Standard
0	Try-Discuss-Connect Routine (only in Toolbox)	N/A
1	Mental Math Strategies for Addition	NC.2.OA.2
2	Mental Math Strategies for Subtraction	NC.2.OA.2
3	Solve One-Step Word Problems	NC.2.OA.1.i.a, NC.2.OA.1.i.b, NC.2.OA.1.i.c
4	Draw and Use Bar Graphs and Picture Graphs	NC.2.MD.10.i, NC.2.MD.10.ii
5	Solve Two-Step Word Problems	NC.2.OA.1.ii.a, NC.2.OA.1.ii.b

Represent and solve problems.

NC.2.OA.1 Represent and solve addition and subtraction word problems, within 100, with unknowns in all positions, by using representations and equations with a symbol for the unknown number to represent the problem, when solving:

- One-Step problems:
 - Add to/Take from-Start Unknown
 - Compare-Bigger Unknown
 - Compare-Smaller Unknown
- Two-Step problems involving single digits:
 - Add to/Take from- Change Unknown
 - Add to/Take From- Result Unknown

Add and subtract within 20.

NC.2.OA.2 Demonstrate fluency with addition and subtraction, within 20, using mental strategies.

Represent and interpret data.

NC.2.MD.10 Organize, represent, and interpret data with up to four categories.

- Draw a picture graph and a bar graph with a single-unit scale to represent a data set.
- Solve simple put-together, take-apart, and compare problems using information presented in a picture and a bar graph.

Unit 2: Numbers Within 100: Addition, Subtraction, Time, and Money
Duration: 31 days (6 weeks)

Lesson	Topic	NC Standard
6	Add Two-Digit Numbers	NC.2.NBT.5.i, NC.2.NBT.5.ii
7	Subtract Two-Digit Numbers	NC.2.NBT.5.i, NC.2.NBT.5.ii
8	Use Addition and Subtraction Strategies with Two-Digit Numbers	NC.2.NBT.5.i, NC.2.NBT.5.ii, NC.2.NBT.5.iii
9	Solve Word Problems with Two-Digit Numbers	NC.2.OA.1.i.a, NC.2.OA.1.i.b, NC.2.OA.1.i.c, NC.2.OA.1.ii.a, NC.2.OA.1.ii.b
10	Solve Word Problems Involving Money	NC.2.OA.1.ii.a, NC.2.OA.1.ii.b, NC.2.MD.8.i, NC.2.MD.8.ii
11	Tell and Write Time	NC.2.MD.7

Represent and solve problems.

NC.2.OA.1 Represent and solve addition and subtraction word problems, within 100, with unknowns in all positions, by using representations and equations with a symbol for the unknown number to represent the problem, when solving:

- One-Step problems:
 - Add to/Take from-Start Unknown
 - Compare-Bigger Unknown
 - Compare-Smaller Unknown
- Two-Step problems involving single digits:
 - Add to/Take from- Change Unknown
 - Add to/Take From- Result Unknown

Use place value understanding and properties of operations.

NC.2.NBT.5 Demonstrate fluency with addition and subtraction, within 100, by:

- Flexibly using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.
- Comparing addition and subtraction strategies and explaining why they work.
- Selecting an appropriate strategy in order to efficiently compute sums and differences.

Build understanding of time and money.

NC.2.MD.7 Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.

NC.2.MD.8 Solve word problems involving:

- Quarters, dimes, nickels, and pennies within 99¢, using ¢ symbols appropriately.
- Whole dollar amounts, using the \$ symbol appropriately.

Unit 3: Numbers Within 1,000: Place Value, Addition, and Subtraction
Duration: 34 days (7 weeks)

Lesson	Topic	NC Standard
12	Understand Three-Digit Numbers	NC.2.NBT.1. i, NC.2.NBT.1.ii, NC.2.NBT.1.iii
13	Read and Write Three-Digit Numbers	NC.2.NBT.3
14	Compare Three-Digit Numbers	NC.2.NBT.4
15	Mental Addition and Subtraction	NC.2.NBT.2, NC.2.NBT.8
16	Add Three-Digit Numbers	NC.2.NBT.7. i, NC.2.NBT.7. ii, NC.2.NBT.7.iii, NC.2.NBT.7.iv
17	Subtract Three-Digit Numbers	NC.2.NBT.7. i, NC.2.NBT.7. ii, NC.2.NBT.7.iii, NC.2.NBT.7.iv
18	Use Addition and Subtraction Strategies with Three-Digit Numbers	NC.2.NBT.7. i, NC.2.NBT.7. ii, NC.2.NBT.7.iii, NC.2.NBT.7.iv
19	Add Several Two-Digit Numbers	NC.2.NBT.6

Understand place value.

NC.2.NBT.1 Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones.

- Unitize by making a hundred from a collection of ten tens.
- Demonstrate that the numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds, with 0 tens and 0 ones.
- Compose and decompose numbers using various groupings of hundreds, tens, and ones.

NC.2.NBT.2 Count within 1,000; skip-count by 5s, 10s, and 100s.

NC.2.NBT.3 Read and write numbers, within 1,000, using base-ten numerals, number names, and expanded form.

NC.2.NBT.4 Compare two three-digit numbers based on the value of the hundreds, tens, and ones digits, using $>$, $=$, and $<$ symbols to record the results of comparisons.

Use place value understanding and properties of operations.

NC.2.NBT.6 Add up to three two-digit numbers using strategies based on place value and properties of operations.

NC.2.NBT.7 Add and subtract, within 1,000, relating the strategy to a written method, using:

- Concrete models or drawings
- Strategies based on place value
- Properties of operations
- Relationship between addition and subtraction

NC.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.

Unit 4: Length: Measurement, Addition and Subtraction, and Line Plot Duration: 33 days (6.5 weeks)		
Lesson	Topic	NC Standard
20	Measure in Inches and Centimeters	NC.2.MD.1
21	Measure in Feet and Meters	NC.2.MD.1
22	Understand Measurement with Different Units	NC.2.MD.2
23	Estimate and Measure Lengths	NC.2.MD.3
24	Compare Lengths	NC.2.MD.4
25	Add and Subtract Lengths	NC.2.MD.5
26	Add and Subtract on the Number Line	NC.2.MD.6
27	Read and Make Line Plots	(no NC Standard)

Measure and estimate lengths.

NC.2.MD.1 Measure the length of an object in standard units by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.

NC.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.

NC.2.MD.3 Estimate lengths in using standard units of inches, feet, yards, centimeters, and meters.

NC.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.

Relate addition and subtraction to length.

NC.2.MD.5 Use addition and subtraction, within 100, to solve word problems involving lengths that are given in the same units, using equations with a symbol for the unknown number to represent the problem.

NC.2.MD.6 Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points and represent whole-number sums and differences, within 100, on a number line.

Unit 5: Shapes and Arrays: Partitioning and Tiling Shapes, Arrays, Evens and Odds Duration: 19 days (4 weeks)		
Lesson	Topic	NC Standard
28	Recognize and Draw Shapes	NC.2.G.1
29	Understand Partitioning Shapes into Halves, Thirds, and Fourths	NC.2.G.3.i, NC.2.G.3.ii, NC.2.G.3.iii
30	Partition Rectangles	NC.2.G.3.i, NC.2.G.3.ii, NC.2.G.3.iii
31	Add Using Arrays	NC.2.OA.4
32	Even and Odd Numbers	NC.2.OA.3. i, NC.2.OA.3.ii, NC.2.OA.3.iii

Work with equal groups.

NC.2.OA.3 Determine whether a group of objects, within 20, has an odd or even number of members by:

- Pairing objects, then counting them by 2s.
- Determining whether objects can be placed into two equal groups.
- Writing an equation to express an even number as a sum of two equal addends.

NC.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.

Reason with shapes and their attributes.

NC.2.G.1 Recognize and draw triangles, quadrilaterals, pentagons, and hexagons, having specified attributes; recognize and describe attributes of rectangular prisms and cubes.

NC.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, fourths, fourth of, quarter of.
- Describe the whole as two halves, three thirds, four fourths.
- Explain that equal shares of identical wholes need not have the same shape.