Louisiana Guide to Implementing Ready Classroom
Grade 2

To assist teachers with the implementation of the Ready Classroom curriculum for Grade 2, this document provides multiple layers of guidance regarding how Ready Classroom lessons correlate with the Louisiana Student Standards for Mathematics (LSSM). Ready Classroom is a focused, coherent math curriculum that provides ample instructional guidance for teachers. This Louisiana Guide to Implementing Ready Classroom goes a step further to point out places in which teachers may need to make strategic decisions considering student needs and time availability by offering a suggested pacing calendar, highlighting the prerequisite standards and grade level standards by unit, detailing standards by lesson, and showcasing the alignment to the Louisiana Student Standards for Mathematics.

The guidance document is considered a “living” document. We believe that educators will find ways to make improvements to the guidance document as they use it. Please send feedback to STEM@la.gov.

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Grade 2 Suggested Implementation Calendar

Grade 2	Unit	Approximate Number of Days	Number of Lessons
Weeks 1-7	Unit 1: Numbers Within 20: Addition, Subtraction, and Data	33 Days	7 Lessons
Weeks 7-13	Unit 2: Numbers Within 100: Addition, Subtraction, Time, and Money	32 Days	7 Lessons
Weeks 14-21	Unit 3: Numbers Within 1,000: Place Value, Addition, and Subtraction	40 Days	9 Lessons
Weeks 22-29	Unit 4: Length: Measurement, Addition and Subtraction, and Line Plots	39 Days	9 Lessons
Weeks 30-34	Unit 5: Shapes and Arrays: Partitioning and Tiling Shapes, Arrays, Evens and Odds	23 Days	6 Lessons

Alignment to Louisiana Student Standards for Mathematics

Focus in the Standards

Not all content at given grades is emphasized equally in the standards. Some clusters require greater emphasis than others based on the depth of ideas, the time that they take to master, and/or their importance to future mathematics or the demands of college and career readiness. More time in these areas is also necessary for students to meet the Louisiana Standards for Mathematical Practices. To say that some things have greater emphasis is not to say that anything in the standards can safely be neglected in instruction. Neglecting material will leave gaps in student skill and understanding and may leave students unprepared for the challenges of a later grade. Students should spend the large majority of their time on the major work on the grade (■). Supporting work (◘) and, where appropriate, additional work (○) can engage students in the major work of the grade.

Grade 2: Standards by Unit				
Unit 1	**Unit 2**	**Unit 3**	**Unit 4**	**Unit 5**
2.OA.A.1 2.OA.B.2 2.MD.D.10	2.NBT.A.2 2.NBT.B.5 2.NBT.B.9 2.OA.A.1 2.MD.C.7 2.MD.C.8	2.NBT.A.1 2.NBT.A.1a 2.NBT.A.1b 2.NBT.A.2 2.NBT.A.3 2.NBT.A.4 2.NBT.B.5 2.NBT.B.6 2.NBT.B.7 2.NBT.B.8 2.NBT.B.9 2.OA.A.1	2.MD.A.1 2.MD.A.2 2.MD.A.3 2.MD.A.4 2.MD.B.5 2.MD.B.6 2.MD.C.8 2.MD.D.9	2.G.A.1 2.G.A.2 2.G.A.3 2.OA.C.3 2.OA.C.4
Prerequisite Standards: 1.OA.A.1 1.OA.C.6 1.NBT.C.4 1.NBT.C.5 1.NBT.C.6 1.MD.C.4	Prerequisite Standards: 1.OA.A.1 1.OA.B.3 1.OA.B.4 1.NBT.C.4 1.NBT.C.5 1.NBT.C.6 1.MD.B.3	Prerequisite Standards: 1.OA.A.1 1.OA.B.3 1.OA.B.4 1.NBT.B.2 1.NBT.C.4 1.NBT.C.5 1.NBT.C.6	Prerequisite Standards: 1.MD.A.2	Prerequisite Standards: 1.OA.D.7 1.G.A.1 1.G.A.3

Standards by Lesson

Grade 2: Standards by Lesson	
Unit 1 Lessons	**Standards**
0	To review key concepts from 1.OA.C.6
1	2.OA.B.2
2	2.OA.B.2
3	2.OA.A.1
4	2.MD.D.10
5	2.OA.A.1
Math In Action	2.OA.A.1, 2.OA.B.2, 2.MD.D.10
Unit 2 Lessons	**Standards**
6	2.NBT.B.5, 2.NBT.B.9
7	2.NBT.B.5, 2.NBT.B.9
8	2.NBT.B.5, 2.NBT.B.9
9	2.OA.A.1
10	2.OA.A.1, 2.MD.C.8
11	2.MD.C.7
Math in Action	2.OA.A.1, 2.NBT.A.2, 2.NBT.B.5, 2.NBT.B.9, 2.MD.C.7, 2.MD.C.8
Unit 3 Lessons	**Standards**
12	2.NBT.A.1, 2.NBT.A.1a, 2.NBT.A.1b
13	2.NBT.A.3
14	2.NBT.A.4
15	2.NBT.A.2, 2.NBT.B.8
16	2.NBT.B.7, 2.NBT.B.9
17	2.NBT.B.7, 2.NBT.B.9
18	2.NBT.B.7, 2.NBT.B.9
19	2.NBT.B.6, 2.NBT.B.9
Math in Action	2.OA.A.1, 2.NBT.A.1, 2.NBT.A.3, 2.NBT.A.4, 2.NBT.B.5, 2.NBT.B.6, 2.NBT.B.7, 2.NBT.B.8, 2.NBT.B.9
Unit 4 Lessons	**Standards**
20	2.MD.A.1
21	2.MD.A.1
22	2.MD.A.2
23	2.MD.A.3
24	2.MD.A.4
25	2.MD.B.5
26	2.MD.B.6
27	2.MD.D.9
Math in Action	2.MD.A.1, 2.MD.A.4, 2.MD.B.5, 2.MD.C.8

Unit 5 Lessons	Standards
28	2.G.A.1
29	2.G.A.3
30	2.G.A.2
31	2.OA.C.4
32	2.OA.C.3
Math in Action	2.OA.C.3, 2.G.A.1, 2.G.A.2, 2.G.A.3

Louisiana Alignment		
Standard Code	Standard Language	Aligned Lessons
2.OA.A.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.	Unit 1: Lesson 3 Unit 1: Lesson 5 Unit 1 Math in Action Unit 2: Lessons 9, 10 Unit 2 Math in Action Unit 3 Math in Action
2.OA.B.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.	Unit 1: Lessons 1, 2 Unit 1 Math in Action
2.OA.C.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.	Unit 5: Lesson 32 Unit 5 Math in Action
2.OA.C.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.	Unit 5: Lesson 31
2.NBT.A.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:	Unit 3, Lesson 12 Unit 3 Math in Action
2.NBT.A.1a	100 can be thought of as a bundle of ten tens — called a “hundred.”	Unit 3, Lesson 12
2.NBT.A.1b	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).	Unit 3, Lesson 12

2.NBT.A.2	Count within 1000; skip-count by 5s, 10s, and 100s.	Unit 2 Math in Action Unit 3: Lesson 15
2.NBT.A.3	Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.	Unit 3: Lesson 13 Unit 3 Math in Action
2.NBT.A.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.	Unit 3: Lesson 14 Unit 3 Math in Action
2.NBT.B.5	Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.	Unit 2: Lessons 6, 7, 8 Unit 2 Math in Action Unit 3 Math in Action
2.NBT.B.6	Add up to four two-digit numbers using strategies based on place value and properties of operations.	Unit 3: Lesson 19 Unit 3 Math in Action
2.NBT.B.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; justify the reasoning used with a written explanation. 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.	Unit 3: Lessons 16, 17, 18 Unit 3 Math in Action
2.NBT.B.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 3: Lesson 15 Unit 3 Math in Action
2.NBT.B.9	Explain why addition and subtraction strategies work, using place value and the properties of operations.	Unit 2: Lessons 6, 7, 8 Unit 2 Math in Action Unit 3: Lessons 16, 17, 18, 19 Unit 3 Math in Action

2.MD.A.1	Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.	Unit 4: Lesson 20, 21 Unit 4 Math in Action
2.MD.A.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.	Unit 4: Lesson 22
2.MD.A.3	Estimate lengths using units of inches, feet, centimeters, and meters.	Unit 4: Lesson 23
2.MD.A.4	Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.	Unit 4: Lesson 24 Unit 4 Math in Action
2.MD.B.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.	Unit 4: Lesson 25 Unit 4 Math in Action
2.MD.B.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.	Unit 4: Lesson 26
2.MD.C.7	Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.	Unit 2: Lesson 11 Unit 2 Math in Action
2.MD.C.8	Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ and ¢ symbols appropriately. *Example: If you have 2 dimes and 3 pennies, how many cents do you have?*	Unit 2: Lesson 10 Unit 2 Math in Action Unit 4 Math in Action
2.MD.D.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.	Unit 4: Lesson 27

2.MD.D.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.	Unit 1: Lesson 4 Unit 1 Math in Action
2.G.A.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.	Unit 5: Lesson 28 Unit 5 Math in Action
2.G.A.2	Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.	Unit 5: Lesson 30 Unit 5 Math in Action
2.G.A.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.	Unit 5: Lesson 29 Unit 5 Math in Action

i-Ready Classroom Mathematics

Core Support for Louisiana Acceleration

START A week or so before teaching a lesson, identify the prerequisite lessons using the Lesson Pacing Guide in the Teacher's Guide. In the Teacher Toolbox, go to the grade and lesson identified. Continue with *Diagnose*.

Use these prerequisites from the Lesson Pacing Guide at the beginning of the lesson in the Teacher Resource

PREPARE

Ready Prerequisite Lessons

Grade 3

- Lesson 8 Use Order and Grouping to Multiply
- Lesson 9 Use Place Value to Multiply
- Lesson 12 Multiplication and Division Facts

DIAGNOSE

1. Go to the prerequisite grade and lessons in the Toolbox. Open the Teacher's Guide and go to the REFINE session.
2. Have students complete the Start question from the LAST REFINE session for all prerequisite lessons.

Start

The rectangular front lawn of a house is 10 meters long and 4 meters wide.

What is the area of the lawn?

PLAN

Use any relevant data to identify unfinished learning students may have and plan tutoring sessions (extra support time) for groups of 1–3 students with common needs.

1. **Needs In-Depth Support:** These students need to start with teacher-led instruction.

   Use Teacher-led Resources

2. **Needs Some Support:** These students should work with a partner first.

   Use Partner Resources

3. **Needs Minimal Support:** These students can work on their own.

   Use Independent Resources

DELIVER

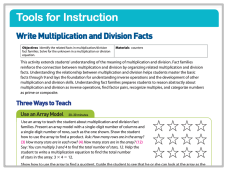
Additional resources may be assigned if students need additional support or practice with prerequisites.

Teacher-led Resources (Toolbox)

- Tools for Instruction

Additional

- Center Activities
- Fluency and Skills Practice (Develop)

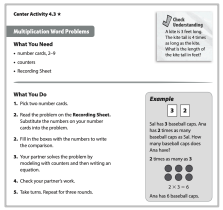


Partner Resources (Toolbox)

- Center Activities

Additional

- Interactive Practice
- Fluency and Skills Practice (Develop)

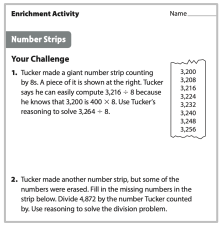


Independent Resources (Toolbox)

- Enrichment Activities

Additional

- Fluency and Skills Practice (Develop)
- Center Activities (Above level)



MONITOR

To assess student understanding of prerequisites, have students complete these questions and show their work:

- Use the CLOSE: EXIT TICKET for the LAST REFINE session.

Close: Exit Ticket

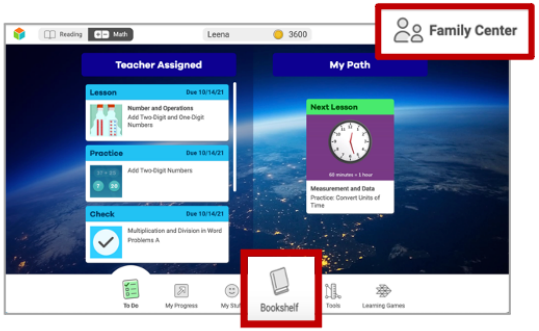
Show how you can make a ten to find 8 + 6.

- If students need reteaching or reinforcement, assign digital Interactive Practice or Learning Games.

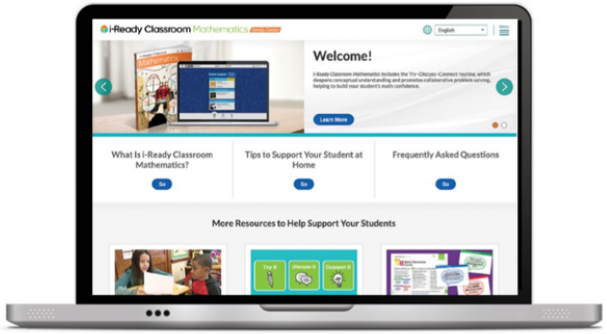
All resources © Curriculum Associates, inc.

Ready Classroom Mathematics Family Resources

1. Families go to the Student Dashboard to access resources.
   - Families can access the **Family Center** in the top right corner of the dashboard. This provides general program support.
   - Families can access lesson videos in **My Videos** and the lesson-specific **Family Resources** by clicking on the Bookshelf icon in the bottom channel and then clicking on the image of the book.



2. The **Family Center** is in the top right corner of the student dashboard. It provides resources that introduces the *i-Ready Classroom Mathematics* program, provides tips to support students at home, answers common questions, and more.



3. After families select the Bookshelf icon and click on the picture of the book, there are two tabs at the top: **My Videos** and **Family Resources**.

My Videos Tab

My Videos

Access videos of virtual instruction if students miss class, need support, or families want to see explanations.

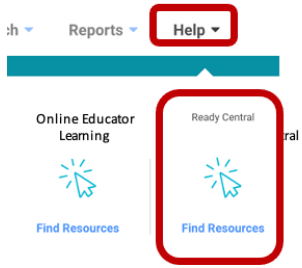
Family Resources Tab

Unit Flow & Progression Videos

Watch the videos for a visual overview of the mathematics strategies used throughout each unit.

Family Letters

Learn about the mathematics of each lesson as well as activities to do at home with students. Available in several languages.

Educator Resources in Support of Families

Go to the Help section of the Teacher Dashboard to access Success Central. Search for "families" to find additional materials you can share with families.