A Correlation of

enVision® Mathematics

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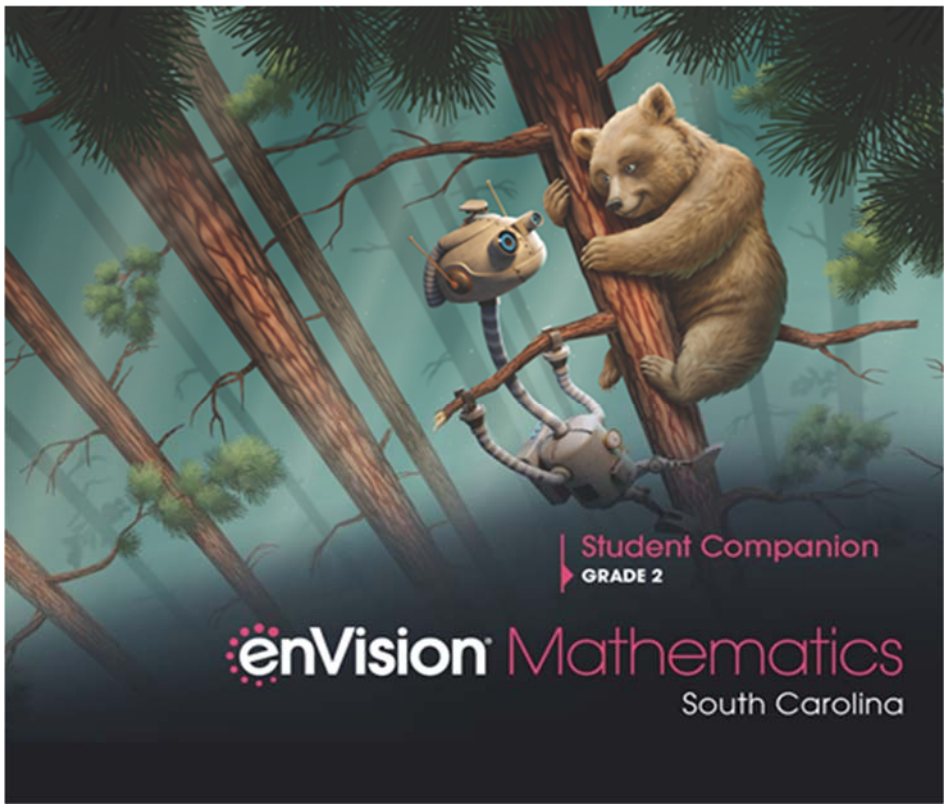

To the

South Carolina College- and Career-Ready Standards for Mathematics 2015 Grade 2

SAVVAS

South Carolina College- and Career-Ready Standards for Mathematics Grade 2	enVision Mathematics South Carolina, ©2021 Grade 2 Sessions
Mathematical Process Standards	
1. Make sense of problems and persevere in solving them.	**enVision Mathematics** provides numerous instructional opportunities to help students develop proficiency in the math practices. To get students off to a good start on all eight practices, use the Math Practices and Problem Solving Handbook pages at SavvasRealize.com, along with the Math Practices Posters, and supporting Math Practices Animations. Each lesson begins with Problem-Based Learning, an activity in which students interact with their peers and teachers to make sense of and decide on a workable solution for a situation. Another feature of each lesson is the set of problem-solving exercises in which students persevere by applying different skills and strategies to solve problems. Each Problem-Solving Lesson provides instruction and practice focused on a specific math practice.
a. Relate a problem to prior knowledge.	**SE/TE:** 92A, 114, 120, 144, 152, 188A, 208, 220, 376C, 414
b. Recognize there may be multiple entry points to a problem and more than one path to a solution.	**SE/TE:** 344, 348, 495, 496, 616, 620, 662
c. Analyze what is given, what is not given, what is being asked, and what strategies are needed, and make an initial attempt to solve a problem.	**SE/TE:** 38, 40, 114, 116, 220, 240, 300, 344, 384, 415
d. Evaluate the success of an approach to solve a problem and refine it if necessary.	**SE/TE:** 348, 376C, 544, 592, 626

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2. Reason both contextually and abstractly.	**enVision Mathematics** provides scaffolded instruction to help students develop both quantitative and abstract reasoning. In the Visual Learning Bridge, students can see how to represent a given situation numerically or algebraically. They will have opportunities later in the lesson to reason abstractly as they endeavor to represent situations symbolically. Reasonableness exercises remind students to compare their work to the original situation. Reasoning problems throughout the exercise sets focus students' attention on the structure or meaning of an operation, for example, rather than merely the solution.
a. Make sense of quantities and their relationships in mathematical and real-world situations.	**SE/TE:** 6, 11, 98, 160, 214, 246, 282, 292, 304, 412
b. Describe a given situation using multiple mathematical representations.	**SE/TE:** 22, 76, 98, 150, 263, 342, 346, 394, 434, 459
c. Translate among multiple mathematical representations and compare the meanings each representation conveys about the situation.	**SE/TE:** 263, 311, 347, 444, 472B, 534, 582, 586, 622, 642
d. Connect the meaning of mathematical operations to the context of a given situation.	**SE/TE:** 4B, 76, 112, 160, 263, 264, 308, 347, 348, 412

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3. Use critical thinking skills to justify mathematical reasoning and critique the reasoning of others.	Consistent with a focus on reasoning and sense-making is a focus on critical reasoning—argumentation and critique of arguments. In **enVision Mathematics,** the Problem-Based Learning affords students opportunities to share with classmates their thinking about problems, their solution methods, and their reasoning about the solutions. Many exercises found throughout the program specifically call for students to justify or explain their solutions. The ability to articulate a clear explanation for a process is a stepping stone to critical analysis and reasoning of both the student's own processes and those of others.
a. Construct and justify a solution to a problem.	**SE/TE:** 30, 34, 118, 120, 204, 210, 332, 334, 406, 416
b. Compare and discuss the validity of various reasoning strategies.	**SE/TE:** 43, 100, 142, 188C, 190, 242, 254, 347, 376B, 395
c. Make conjectures and explore their validity.	**SE/TE:** 4C, 92A, 188C, 280A, 280C, 352, 376A, 376B, 376C, 404
d. Reflect on and provide thoughtful responses to the reasoning of others.	**SE/TE:** 43, 92B, 94, 106, 108, 138, 188B, 190, 218, 219

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4. Connect mathematical ideas and real-world situations through modeling.	Students using **enVision Mathematics** are introduced to mathematical modeling in the early grades. They first use manipulatives and drawings and then equations to model addition and subtraction situations. The Visual Learning Bridge and Visual Learning Animation Plus often present real-world situations, and students are shown how these can be modeled mathematically. In later grades, students expand their modeling skills to include representations such as tables and graphs, as well as equations.
a. Identify relevant quantities and develop a model to describe their relationships.	**SE/TE:** 4B, 8, 79, 80, 188B, 194, 244, 248, 340, 346
b. Interpret mathematical models in the context of the situation.	**SE/TE:** 22, 30, 110, 142, 166, 210, 290, 298, 346, 354
c. Make assumptions and estimates to simplify complicated situations.	**SE/TE:** 79, 472B, 538, 560B, 640B
d. Evaluate the reasonableness of a model and refine if necessary.	**SE/TE:** 4C, 92C, 164, 172, 188C, 259, 280C, 340, 346, 376C
5. Use a variety of mathematical tools effectively and strategically.	Students become fluent in the use of a wide assortment of tools ranging from physical objects, including manipulatives, rulers, protractors, and even pencil and paper, to digital tools, such as Online Math Tools and computers. As students become more familiar with the tools available to them, they are able to begin making decisions about which tools are most helpful in a particular situation.
a. Select and use appropriate tools when solving a mathematical problem.	**SE/TE:** 4B, 32, 92B, 188B, 212, 280B, 376B, 524, 560B, 626
b. Use technological tools and other external mathematical resources to explore and deepen understanding of concepts.	**SE/TE:** 96, 98, 118, 138, 238, 246, 262, 306, 350, 380

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6. Communicate mathematically and approach mathematical situations with precision.	Students are expected to use mathematical terms and symbols with precision. Key terms and concepts are highlighted in each lesson. The Problem-Based Learning activity provides repeated opportunities for students to use precise language to explain their solution paths while solving problems. In the Convince Me! feature, students revisit these key terms or concepts and provide explicit definitions or explanations.
a. Express numerical answers with the degree of precision appropriate for the context of a situation.	**SE/TE:** 10, 62, 78, 114, 200, 202, 254, 263, 280C, 334
b. Represent numbers in an appropriate form according to the context of the situation.	**SE/TE:** 200, 354, 360, 392, 446, 510, 543, 544, 628, 662
c. Use appropriate and precise mathematical language.	**SE/TE:** 10, 38, 62, 280C, 342, 354, 360, 392, 510, 522
d. Use appropriate units, scales, and labels.	**SE/TE:** 280C, 342, 360, 510, 522, 526, 532, 534, 543, 544

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7. Identify and utilize structure and patterns.	Students are prompted to look for repetition in computations to help them develop shortcuts and become more efficient problem solvers. Students are reminded to think about problems they have encountered previously that may share features or processes. They are encouraged to draw on the solution plan developed for such problems, and, as their mathematical thinking matures, to look for and apply generalizations to similar situations. The Problem-Based Learning activities offer students opportunities to look for regularity in the way operations behave. Students are encouraged to look for structure as they develop solution plans. As students mature in their mathematical thinking, they look for structure in numerical operations by focusing on place value and properties of operations. This focus on looking for and recognizing structure enables students to draw from patterns as they formalize their thinking about the structure of operations.
a. Recognize complex mathematical objects as being composed of more than one simple object.	**SE/TE:** 10, 29-32, 47-48, 62
b. Recognize mathematical repetition in order to make generalizations.	**SE/TE:** 6, 18, 78, 106, 156, 258, 282, 358, 386, 415
c. Look for structures to interpret meaning and develop solution strategies.	**SE/TE:** 14, 18, 92C, 162, 190, 202, 220, 390, 400, 402

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Content Standards for Mathematics	
Number Sense and Base Ten	
2.NSBT.1 Understand place value through 999 by demonstrating that:	
a. 100 can be thought of as a bundle (group) of 10 tens called a "hundred";	**SE:** 377–380, 393–396 **TE:** 377A–380B, 393A–396B
b. the hundreds digit in a three-digit number represents the number of hundreds, the tens digit represents the number of tens, and the ones digit represents the number of ones;	**SE:** 377–380, 381-384, 385-388, 389–392, 393–396, 405–408, 409–412 **TE:** 377A–380B, 381A-384B, 385A-388B, 389A–392B, 393A–396B, 405A–408B, 409A–412B
c. three-digit numbers can be decomposed in multiple ways (e.g., 524 can be decomposed as 5 hundreds, 2 tens and 4 ones or 4 hundreds, 12 tens, and 4 ones, etc.).	**SE:** 381-384, 385-388, 393–396 **TE:** 381A-384B, 385A-388B, 393A–396B
2.NSBT.2 Count by tens and hundreds to 1,000 starting with any number.	**SE:** 329–332, 333–336, 337–340, 397–400, 401–404, 413–416, 437-440, 477-480 **TE:** 329A–332B, 333A–336B, 337A–340B, 397A–400B, 401A–404B, 413A–416B, 437A-440B, 477A-480B
2.NSBT.3 Read, write and represent numbers through 999 using concrete models, standard form, and equations in expanded form.	**SE:** 381–384, 389–392, 393–396 **TE:** 381A–384B, 389A–392B, 393A–396B
2.NSBT.4 Compare two numbers with up to three digits using words and symbols (i.e., >, =, or <).	**SE:** 405–408, 409–412, 413–416 **TE:** 405A-408B, 409A-412B, 413A–416B

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2.NSBT.5 Add and subtract fluently through 99 using knowledge of place value and properties of operations.	**SE:** 93–96, 97–100, 101–104, 105–108, 109–112, 113–116, 117–120, 137–140, 141–144, 145–148, 149–152, 153–156, 157–160, 161–164, 165–168, 169–172, 189–192, 193–196, 197–200, 201–204, 205–208, 209–212, 213–216, 217–220, 237–240, 241–244, 245–248, 249–252, 253–256, 257–260, 261–264, 281–284, 285–288, 289–292, 293–296, 297–300, 301–304, 305–308, 309–312, 617–620 **TE:** 93A–96B, 97A–100B, 101A–104B, 105A–108B, 109A–112B, 113A–116B, 117A–120B, 137A–140B, 141A–144B, 145A–148B, 149A–152B, 153A–156B, 157A–160B, 161A–164B, 165A–168B, 169A–172B, 189A–192B, 193A–196B, 197A–200B, 201A–204B, 205A–208B, 209A–212B, 213A–216B, 217A–220B, 237A–240B, 241A–244B, 245A–248B, 249A–252B, 253A–256B, 257A–260B, 261A–264B, 281A–284B, 285A–288B, 289A–292B, 293A–296B, 297A–300B, 301A–304B, 305A–308B, 309A–312B, 617A–620B
2.NSBT.6 Add up to four two-digit numbers using strategies based on knowledge of place value and properties of operations.	**SE:** 157–160, 161–164, 165–168, 169–172, 305–308, 609–612 **TE:** 157A–160B, 161A–164B, 165A–168B, 169A–172B, 305A–308B, 609A–612B
2.NSBT.7 Add and subtract through 999 using concrete models, drawings, and symbols which convey strategies connected to place value understanding.	**SE:** 437–440, 441–444, 445–448, 449–452, 453–456, 457–460, 477–480, 481–484, 485–488, 489–492, 493–496 **TE:** 437A–440B, 441A–444B, 445A–448B, 449A–452B, 453A–456B, 457A–460B, 477A–480B, 481A–484B, 485A–488B, 489A–492B, 493A–496B
2.NSBT.8 Determine the number that is 10 or 100 more or less than a given number through 1,000 and explain the reasoning verbally and in writing.	**SE:** 397–400, 401–404, 413–416, 433–436, 473–476 **TE:** 397A–400B, 401A–404B, 413A–416B, 433A–436B, 473A-476B

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Algebraic Thinking and Operations	
2.ATO.1 Solve one- and two-step real-world/story problems using addition (as a joining action and as a part-part-whole action) and subtraction (as a separation action, finding parts of the whole, and as a comparison) through 99 with unknowns in all positions.	**SE:** 37–40, 41–44, 77–80, 93–96, 97–100, 101–104, 109–112, 113–116, 117–120, 137–140, 141–144, 145–148, 153–156, 165–168, 169–172, 193–196, 197–200, 205–208, 209–212, 213–216, 217–220, 241-244, 245–248, 257–260, 261–264, 281–284, 285–288, 289–292, 293–296, 297–300, 309–312, 341–344, 345–348, 537–540, 609–612, 613–616, 617–620, 621–624, 625–628, 649–652, 653–656, 657–660, 661–664 **TE:** 37A–40B, 41A–44B, 77A–80B, 93A–96B, 97A–100B, 101A–104B, 109A–112B, 113A–116B, 117A–120B, 137A–140B, 141A–144B, 145A–148B, 153A–156B, 165A–168B, 169A–172B, 193A–196B, 197A–200B, 205A–208B, 209A–212B, 213A–216B, 217A–220B, 241A-244B, 245A–248B, 257A–260B, 261A–264B, 281A–284B, 285A–288B, 289A–292B, 293A–296B, 297A–300B, 309A–312B, 341A–344B, 345A–348B, 537A–540B, 609A–612B, 613A–616B, 617A–620B, 621A–624B, 625A–628B, 649A–652B, 653A–656B, 657A–660B, 661A–664B
2.ATO.2 Demonstrate fluency with addition and related subtraction facts through 20.	**SE:** 5–8, 9–12, 13–16, 17–20, 21–24, 25–28, 29–32, 33–36, 37–40, 41–44, 61–64, 65–68, 69–72, 73–76, 77–80, 301–304, 305-308, 561–564 **TE:** 5A–8B, 9A–12B, 13A–16B, 17A–20B, 21A–24B, 25A–28B, 29A–32B, 33A–36B, 37A–40B, 41A–44B, 61A–64B, 65A–68B, 69A–72B, 73A–76B, 77A–80B, 301A–304B, 305A-308B, 561A–564B
2.ATO.3 Determine whether a number through 20 is odd or even using pairings of objects, counting by twos, or finding two equal addends to represent the number (e.g., 3 + 3 = 6).	**SE:** 61–64, 65–68 **TE:** 61A–64B, 65A–68B
2.ATO.4 Use repeated addition to find the total number of objects arranged in a rectangular array with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.	**SE:** 69–72, 73–76, 77–80, 577–580, 589–592 **TE:** 69A–72B, 73A–76B, 77A–80B, 577A–580B, 589A–592B

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Geometry	
2.G.1 Identify triangles, quadrilaterals, hexagons, and cubes. Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces.	**SE:** 561–564, 565–568, 569–572, 573–576 **TE:** 561A–564B, 565A–568B, 569A–572B, 573A–576B
2.G.2 Partition a rectangle into rows and columns of same-size squares to form an array and count to find the total number of parts.	**SE:** 577–580, 589–592 **TE:** 577A–580B, 589A–592B
2.G.3 Partition squares, rectangles and circles into two or four equal parts, and describe the parts using the words halves, fourths, a half of, and a fourth of. Understand that when partitioning a square, rectangle or circle into two or four equal parts, the parts become smaller as the number of parts increases.	**SE:** 581–584, 585–588, 589–592 **TE:** 581A–584B, 585A–588B, 589A–592B
Measurement and Data Analysis	
2.MDA.1 Select and use appropriate tools (e.g., rulers, yardsticks, meter sticks, measuring tapes) to measure the length of an object.	**SE:** 513–516, 517–520, 521–524, 525–528, 529–532, 533–536, 541–544, 565–568, 569–572, 573–576, 609–612, 613–616, 625–628, 641–644, 645–648 **TE:** 513A–516B, 517A–520B, 521A–524B, 525A–528B, 529A–532B, 533A–536B, 541A–544B, 565A–568B, 569A–572B, 573A–576B, 609A–612B, 613A–616B, 625A–628B, 641A–644B, 645A–648B
2.MDA.2 Measure the same object or distance using a standard unit of one length and then a standard unit of a different length and explain verbally and in writing how and why the measurements differ.	**SE:** 521-524, 533-536 **TE:** 521A–524B, 533A–536B
2.MDA.3 Estimate and measure length/distance in customary units (i.e., inch, foot, yard) and metric units (i.e., centimeter, meter).	**SE:** 509–512, 513–516, 517–520, 525–528, 529–532, 541–544, 609–612, 613–616, 625–628 **TE:** 509A–512B, 513A–516B, 517A–520B, 525A–528B, 529A–532B, 541A–544B, 609A–612B, 613A–616B, 625A–628B

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2.MDA.4 Measure to determine how much longer one object is than another, using standard length units.	**SE:** 537–540, 541–544 **TE:** 537A–540B, 541A–544B
2.MDA.5 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 through 99 on a number line diagram.	**SE:** 621–624, 625–628 **TE:** 621A–624B, 625A–628B
2.MDA.6 Use analog and digital clocks to tell and record time to the nearest five-minute interval using a.m. and p.m.	**SE:** 349–352, 353–356, 357–360 **TE:** 349A–352B, 353A–356B, 357A–360B
2.MDA.7 Solve real-world/story problems involving dollar bills using the $ symbol or involving quarters, dimes, nickels, and pennies using the ¢ symbol.	**SE:** 329–332, 333–336, 337–340, 341–344, 345–348, 433–436, 473-476, 485–488 **TE:** 329A–332B, 333A–336B, 337A–340B, 341A–344B, 345A–348B, 433A–436B, 473A-476B, 485A–488B
2.MDA.8 Generate data by measuring objects in whole unit lengths and organize the data in a line plot using a horizontal scale marked in whole number units.	**SE:** 641–644, 645–648 **TE:** 641A–644B, 645A–648B
2.MDA.9 Collect, organize, and represent data with up to four categories using picture graphs and bar graphs with a single-unit scale.	**SE:** 649–652, 653–656, 657–660, 661–664, S1-S6 Lesson SC-1 **TE:** 649A–652B, 653A–656B, 657A–660B, 661A–664B, S1A-S6B Lesson SC-1
2.MDA.10 Draw conclusions from t-charts, object graphs, picture graphs, and bar graphs.	**SE:** 641–644, 649–652, 653–656, 657–660, 661–664, S1-S6 Lesson SC-1 **TE:** 641A–644B, 649A–652B, 653A–656B, 657A–660B, 661A–664B, S1A-S6B Lesson SC-1