

A Correlation of

enVision[®] Mathematics

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To the

Georgia Standards of Excellence 2015-2016 Mathematics Grade 2

**A Correlation of enVision Mathematics, ©2020
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Standards for Mathematical Practice	
<i>Students are expected to:</i>	
<p>1. Make sense of problems and persevere in solving them. In second grade, students realize that doing mathematics involves solving problems and discussing how they solved them. Students explain to themselves the meaning of a problem and look for ways to solve it. They may use concrete objects or pictures to help them conceptualize and solve problems. They may check their thinking by asking themselves, “Does this make sense?” They make conjectures about the solution and plan out a problem-solving approach.</p>	<p>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.</p> <p>SE/TE: 13–16, 21–24, 37–40, 41–44, 69–72, 77–80, 113–116, 117–120, 141–144, 149–152, 165–168, 169–172, 193–196, 197–200, 205–208</p>
<p>2. Reason abstractly and quantitatively. Younger students recognize that a number represents a specific quantity. They connect the quantity to written symbols. Quantitative reasoning entails creating a representation of a problem while attending to the meanings of the quantities. Second graders begin to know and use different properties of operations and objects.</p>	<p>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.</p> <p>SE/TE: 5–8, 13–16, 17–20, 21–24, 25–28, 33–36, 37–40, 41–44, 73–76, 97–100, 105–108, 109–112, 149–152, 153–156, 157–160</p>

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<p style="text-align: center;">Georgia Standards of Excellence 2015-2016 Grade 2</p>	<p style="text-align: center;">enVision Mathematics, ©2020 Grade 2</p>
<p>3. Construct viable arguments and critique the reasoning of others. Second graders may construct arguments using concrete referents, such as objects, pictures, drawings, and actions. They practice their mathematical communication skills as they participate in mathematical discussions involving questions like “How did you get that?”, “Explain your thinking,” and “Why is that true?” They not only explain their own thinking, but listen to others’ explanations. They decide if the explanations make sense and ask appropriate questions.</p>	<p>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.</p> <p>SE/TE: 29–32, 41–44, 69–72, 77–80, 93–96, 105–108, 117–120, 137–140, 141–144, 149–152, 157–160, 169–172, 189–192, 201–204, 217–220</p>
<p>4. Model with mathematics. In early grades, students experiment with representing problem situations in multiple ways including numbers, words (mathematical language), drawing pictures, using objects, acting out, making a chart or list, creating equations, etc. Students need opportunities to connect the different representations and explain the connections. They should be able to use all of these representations as needed.</p>	<p>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.</p> <p>SE/TE: 5–8, 9–12, 21–24, 29–32, 33–36, 41–44, 61–64, 65–68, 73–76, 77–80, 101–104, 109–112, 137–140, 141–144, 145–148</p>

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<p>5. Use appropriate tools strategically. In second grade, students consider the available tools (including estimation) when solving a mathematical problem and decide when certain tools might be better suited. For instance, second graders may decide to solve a problem by drawing a picture rather than writing an equation.</p>	<p>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.</p> <p>SE/TE: 29–32, 73–76, 93–96, 97–100, 117–120, 137–140, 189–192, 193–196, 209–212, 237–240, 245–248, 261–264, 305–308, 349–352, 377–380</p>
<p>6. Attend to precision. As children begin to develop their mathematical communication skills, they try to use clear and precise language in their discussions with others and when they explain their own reasoning.</p>	<p>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.</p> <p>SE/TE: 9–12, 37–40, 61–64, 77–80, 113–116, 197–200, 201–204, 253–256, 261–264, 301–304, 333–336, 341–344, 349–352, 353–356, 357–360</p>
<p>7. Look for and make use of structure. Second graders look for patterns. For instance, they adopt mental math strategies based on patterns (making ten, fact families, doubles).</p>	<p>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.</p> <p>SE/TE: 9–12, 13–16, 17–20, 25–28, 61–64, 65–68, 69–72, 77–80, 101–104, 145–148, 153–156, 161–164, 189–192, 201–204, 217–220</p>

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<p>8. Look for and express regularity in repeated reasoning. Students notice repetitive actions in counting and computation, etc. When children have multiple opportunities to add and subtract, they look for shortcuts, such as rounding up and then adjusting the answer to compensate for the rounding. Students continually check their work by asking themselves, does this make sense?</p>	<p>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.</p> <p>SE/TE: 13–16, 21–24, 37–40, 41–44, 69–72, 77–80, 113–116, 117–120, 141–144, 149–152, 165–168, 169–172, 193–196, 197–200, 205–208</p>

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Operations and Algebraic Thinking 2.OA	
Represent and solve problems involving addition and subtraction.	
<p>MGSE2.OA.1 Use addition and subtraction within 100 to solve one- and two-step word problems by using drawings and equations with a symbol for the unknown number to represent the problem. Problems include contexts that involve adding to, taking from, putting together/taking apart (part/part/whole) and comparing with unknowns in all positions.</p>	<p>SE: 4, 37–40, 41–44, Reteaching 50, Sets G, H, 77–80, Reteaching 84, Set D, 92, 113–116, 117–120, Reteaching 123–125, Sets A–F, 136, 141–144, 145–148, 165–168, 169–172, Reteaching 175–178, Sets B, C, G, H, 187, 188, 213–216, 217–220, Reteaching 226, Sets G, H, 236, 245–248, 257–260, 261–264, Reteaching 268–269, Sets C, F, 279, 280, 281–284, 285–288, 289–292, 293–296, 297–300, 309–312, Reteaching 315–318, Sets A–C, H, 341–344, 345–348, Reteaching 364–365, Sets B, C, 609–612, 613–616, 617–620, 621–624, 625–628, Reteaching 631–632, Sets A–D, 649–652, 653–656, 657–660, 661–664, Reteaching 668, 670, Sets B, D</p> <p>TE: 4–4C, 37A–40B, 41A–44B, Reteaching 49–50, Sets G, H, 77A–80B, Reteaching 84, Set D, 92–92C, 113A–116B, 117A–120B, Reteaching 123–126, Sets A–F, 136–136A, 141A–144B, 145A–148B, 165A–168B, 169A–172B, Reteaching 175–178, Sets B, C, G, H, 187–187A, 188–188C, 213A–216B, 217A–220B, Reteaching 225–226, Sets G, H, 236–236A, 245A–248B, 257A–260B, 261A–264B, Reteaching 267–270, Sets C, F, 279–279A, 280–280C, 281A–284B, 285A–288B, 289A–292B, 293A–296B, 297A–300B, 309A–312B, Reteaching 315–318, Sets A–C, H, 341A–344B, 345A–348B, Reteaching 363–366, Sets B, C, 609A–612B, 613A–616B, 617A–620B, 621A–624B, 625A–628B, Reteaching 631–632, Sets A–D, 649A–652B, 653A–656B, 657A–660B, 661A–664B, Reteaching 667–670, Sets B, D</p>

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Add and subtract within 20.	
MGSE2.OA.2 Fluently add and subtract within 20 using mental strategies. ⁸ By end of Grade 2, know from memory all sums of two one-digit numbers.	<p>SE: 3, 4, 5–8, 9–12, 13–16, 17–20, 21–24, 25–28, 29–32, 33–36, 37–40, 41–44, 47–50 Reteaching Sets A–H, 60, 61–64, 65–68, 69–72, 73–76, 77–80, 83–84 Reteaching Sets A–D, 91, 301–304, 317 Reteaching Set F, 561–564, 595 Reteaching Set A</p> <p>TE: 3–3A, 4–4C, 5A–8B, 9A–12B, 13A–16B, 17A–20B, 21A–24B, 25A–28B, 29A–32B, 33A–36B, 37A–40B, 41A–44B, 47–50 Reteaching Sets A–H, 60–60A, 61A–64B, 65A–68B, 69A–72B, 73A–76B, 77A–80B, 83–84 Reteaching Sets A–D, 91–91A, 301A–304B, 317–318 Reteaching Set F, 561A–564B, 595–596 Reteaching Set A</p>
Work with equal groups of objects to gain foundations for multiplication.	
MGSE2.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.	<p>SE: 60, 61–64, 65–68, 83 Reteaching Set A</p> <p>TE: 60–60A, 61A–64B, 65A–68B, 83 Reteaching Set A</p>
MGSE2.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.	<p>SE: 69–72, 73–76, 77–80, 83–84 Reteaching Sets B–D, 92, 136, 577–580, 585–588, 589–592, 597–598 Reteaching Sets E, G, H</p> <p>TE: 69A–72B, 73A–76B, 77A–80B, 83–84 Reteaching Sets B–D, 92–92C, 135–136A, 577A–580B, 585A–588B, 589A–592B, 597–598 Reteaching Sets E, G, H</p>
Number and Operations in Base Ten 2.NBT	
Understand place value.	
MGSE2.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:	<p>SE: 376, 381–384, 385–388, 389–392, 405–408, 409–412, 419–422 Reteaching Sets B, C, G</p> <p>TE: 376–376C, 381A–384B, 385A–388B, 389A–392B, 405A–408B, 409A–412B, 419–422 Reteaching Sets B, C, G</p>

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a. 100 can be thought of as a bundle of ten tens — called a “hundred.”	SE: 377–380, 393–396, 419–420 Reteaching Sets A, D TE: 377A–380B, 393A–396B, 419–420 Reteaching Sets A, D
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).	SE: 377–380, 381–384, 385–388, 419 Reteaching Set A TE: 377A–380B, 381A–384B, 385A–388B, 419–420 Reteaching Set A
MGSE2.NBT.2 Count within 1000; skip-count by 5s, 10s, and 100s.	SE: 329–332, 333–336, 337–340, 349–352, 353–356, 357–360, 363–366 Reteaching Sets A, B, D–F, 375, 376, 397–400, 401–404, 413–416, 421–422 Reteaching Sets E, F, H, 437–440, 477–480 TE: 329A–332B, 333A–336B, 337A–340B, 349A–352B, 353A–356B, 357A–360B, 363–366 Reteaching Sets A, B, D–F, 375–375A, 376–376C, 397A–400B, 401A–404B, 413A–416B, 421–422 Reteaching Sets E, F, H, 437A–440B, 477A–480B
MGSE2.NBT.3 Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.	SE: 376, 381–384, 385–388, 389–392, 393–396, 419–420 Reteaching Sets B, C, D TE: 376–376C, 381A–384B, 385A–388B, 389A–392B, 393A–396B, 419–420 Reteaching Sets B, C, D
MGSE2.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.	SE: 375, 405–408, 409–412, 413–416, 422 Reteaching Sets G, H TE: 375–375A, 405A–408B, 409A–412B, 413A–416B, 421–422 Reteaching Sets G, H

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Use place value understanding and properties of operations to add and subtract.	
<p>MGSE2.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.</p>	<p>SE: 92, 93–96, 97–100, 101–104, 105–108, 109–112, 113–116, 117–120, 123–125 Reteaching Sets A–F, 136, 137–140, 141–144, 145–148, 149–152, 153–156, 157–160, 161–164, 165–168, 169–172, 175–178 Reteaching Sets A–H, 187, 188, 189–192, 193–196, 197–200, 201–204, 205–208, 209–212, 213–216, 217–220, 223–226 Reteaching Sets A–H, 236, 237–240, 241–244, 245–248, 249–252, 253–256, 257–260, 267–269 Reteaching Sets A–F, 279, 280, 281–284, 285–288, 289–292, 293–296, 297–300, 305–308, 315–318 Reteaching Sets A–D, G</p> <p>TE: 92–92C, 93A–96B, 97A–100B, 101A–104B, 105A–108B, 109A–112B, 113A–116B, 117A–120B, 123–126 Reteaching Sets A–F, 136–136A, 137A–140B, 141A–144B, 145A–148B, 149A–152B, 153A–156B, 157A–160B, 161A–164B, 165A–168B, 169A–172B, 175–178 Reteaching Sets A–H, 187–187A, 188–188C, 189A–192B, 193A–196B, 197A–200B, 201A–204B, 205A–208B, 209A–212B, 213A–216B, 217A–220B, 223–226 Reteaching Sets A–H, 236–236A, 237A–240B, 241A–244B, 245A–248B, 249A–252B, 253A–256B, 257A–260B, 267–270 Reteaching Sets A–F, 279–279A, 280–280C, 281A–284B, 285A–288B, 289A–292B, 293A–296B, 297A–300B, 305A–308B, 315–318 Reteaching Sets A–D, G</p>
<p>MGSE2.NBT.6 Add up to four two-digit numbers using strategies based on place value and properties of operations.</p>	<p>SE: 124–125 Reteaching Sets D, E; 136, 157–160, 161–164, 165–168, 169–172, 177–178 Reteaching Sets F–H; 279, 318 Reteaching Set G</p> <p>TE: 124–125 Reteaching Sets D, E; 136–136A, 157A–160B, 161A–164B, 165A–168B, 169A–172B, 177–178 Reteaching Sets F–H; 279–279A, 317–318 Reteaching Set G</p>

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<p>MGSE2.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.</p>	<p>SE: 432, 437–440, 441–444, 445–448, 449–452, 453–456, 457–460, 463–464 Reteaching Sets B–D, 472, 477–480, 481–484, 485–488, 489–492, 493–496, 499–200 Reteaching Sets B–D</p> <p>TE: 432–432A, 437–440B, 441–444B, 445–448B, 449–452B, 453–456B, 457–460B, 463–464 Reteaching Sets B–D, 472–472C, 477–480B, 481–484B, 485–488B, 489A–492B, 493A–496B, 499–200 Reteaching Sets B–D</p>
<p>MGSE2.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.</p>	<p>SE: 376, 397–400, 401–404, 413–416, Reteaching 421–422, Sets E, F, H, 433–436, Reteaching 463, Set A, 473–476, Reteaching 499, Set A</p> <p>TE: 376–376C, 397A–400B, 401A–404B, 413A–416B, Reteaching 421–422, Sets E, F, H, 433A–436B, Reteaching 463, Set A, 473A–476B, Reteaching 499, Set A</p>
<p>MGSE2.NBT.9 Explain why addition and subtraction strategies work, using place value and the properties of operations.</p>	<p>SE: 92, 93–96, 97–100, 101–104, 109–112, 117–120, Reteaching 123–125, Sets A–F, 137–140, 141–144, 145–148, 149–152, 153–156, 157–160, 161–164, 169–172, Reteaching 175–178, Sets A–H, 187, 188, 189–192, 193–196, 197–200, 201–204, 205–208, 209–212, 217–220, Reteaching 223–226, Sets A–F, H, 237–240, 241–244, 245–248, 249–252, 253–256, 261–264, Reteaching 267–269, Sets A–F, 309–312, Reteaching 318, Set H, 433–436, 437–440, 441–444, 445–448, 449–452, 453–456, 457–460, Reteaching 463–464, Sets A–D, 472, 473–476, 477–480, 481–484, 485–488, 489–492, 493–496, Reteaching 499–500, Sets A, B, C</p>

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<p>(Continued) MGSE2.NBT.9 Explain why addition and subtraction strategies work, using place value and the properties of operations.</p>	<p>TE: 92–92C, 93A–96B, 97A–100B, 101A–104B, 109A–112B, 117A–120B, Reteaching 123–126, Sets A–F, 137A–140B, 141A–144B, 145A–148B, 149A–152B, 153A–156B, 157A–160B, 161A–164B, 169A–172B, Reteaching 175–178, Sets A–H, 187–187A, 188–188C, 189A–192B, 193A–196B, 197A–200B, 201A–204B, 205A–208B, 209A–212B, 217A–220B, Reteaching 223–226, Sets A–F, H, 237A–240B, 241A–244B, 245A–248B, 249A–252B, 253A–256B, 261A–264B, 2Reteaching 67–270, Sets A–F, 309A–312B, Reteaching 317–318, Set H, 433A–436B, 437A–440B, 441A–444B, 445A–448B, 449A–452B, 453A–456B, 457A–460B, Reteaching 463–464, Sets A–D, 472–472C, 473A–476B, 477A–480B, 481A–484B, 485A–488B, 489A–492B, 493A–496B, Reteaching 499–500, Sets A, B, C</p>
Measurement and Data 2.MD	
Measure and estimate lengths in standard units.	
<p>MGSE2.MD.1 Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.</p>	<p>SE: 513–516, 517–520, 521–524, 525–528, 529–532, 533–536, 541–544, Reteaching 547–550, Sets B–F, H, 560, 565–568, 569–572, 573–576, Reteaching 595–596, Sets B–D, 641–644, 645–648, Reteaching 667, Set A</p> <p>TE: 513A–516B, 517A–520B, 521A–524B, 525A–528B, 529A–532B, 533A–536B, 541A–544B, Reteaching 547–550, Sets B–F, H, 560–560C, 565A–568B, 569A–572B, 573A–576B, Reteaching 595–596, Sets B–D, 641A–644B, 645A–648B, Reteaching 667–668, Set A</p>
<p>MGSE2.MD.2 Measure the length of an object twice, using length units of different measurements; describe how the two measurements relate to the size of the unit chosen. Understand the relative size of units in different systems of measurement. <i>For example, an inch is longer than a centimeter.</i> (Students are not expected to convert between systems of measurement.)</p>	<p>SE: 521–524, 533–536, Reteaching 548–549, Sets C, F, 581–584, Reteaching 597, Set F</p> <p>TE: 521A–524B, 533A–536B, Reteaching 548–549, Sets C, F, 581A–584B, Reteaching 597–598, Set F</p>

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MGSE2.MD.3 Estimate lengths using units of inches, feet, centimeters, and meters.	SE: 509–512, 513–516, 517–520, 525–528, 529–532, 541–544, Reteaching 547–550, Sets A, B, D, E, H TE: 509A–512B, 513A–516B, 517A–520B, 525A–528B, 529A–532B, 541A–544B, Reteaching 547–550, Sets A, B, D, E, H
MGSE2.MD.4 Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.	SE: 537–540, 541–544, Reteaching 550, Sets G, H, 560 TE: 537A–540B, 541A–544B, Reteaching 549–550, Sets G, H, 560–560C
Relate addition and subtraction to length.	
MGSE2.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.	SE: 537–560, Reteaching 549–550, Sets F, G, 560, 609–612, 613–616, 617–620, 625–628, Reteaching 631–632, Sets A–D TE: 537A–540B, Reteaching 549–550, Sets F, G, 560–560C, 609A–612B, 613A–616B, 617A–620B, 625A–628B, Reteaching 631–632, Sets A–D
MGSE2.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.	SE: 621–624, 625–628, Reteaching 632, Sets C–D TE: 621A–624B, 625A–628B, Reteaching 632, Sets C–D
Work with time and money	
MGSE2.MD.7 Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.	SE: 328, 349–352, 353–356, 357–360, Reteaching 365–366, Sets D–F TE: 328–328A, 349A–352B, 353A–356B, 357A–360B, Reteaching 365–366, Sets D–F

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MGSE2.MD.8 Solve word problems involving 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>	SE: 329–332, 333–336, 337–340, 341–344, 345–348, 376, 433–436, 473–476, 485–488 TE: 329A–332B, 333A–336B, 337A–340B, 341A–344B, 345A–348B, 376–376C, 433A–436B, 473A–476B, 485A–488B
Represent and interpret data	
MGSE2.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.	SE: 640, 641–644, 645–648, Reteaching 667, Set A TE: 640–640C, 641A–644B, 645A–648B, Reteaching 667–668, Set A
MGSE2.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.	SE: 640, 649–652, 653–656, 657–660, 661–664, Reteaching 668–670, Sets B–D TE: 640–640C, 649A–652B, 653A–656B, 657A–660B, 661A–664B, Reteaching 667–670, Sets B–D
Geometry 2.G	
Reason with shapes and their attributes.	
MGSE2.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.	SE: 560, 561–564, 565–568, 569–572, 573–576, Reteaching 595–596, Sets A–D TE: 560–560C, 561A–564B, 565A–568B, 569A–572B, 573A–576B, Reteaching 595–596, Sets A–D
MGSE2.G.2 Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.	SE: 577–580, 589–592, Reteaching 597–598, Sets E, H TE: 577A–580B, 589A–592B, Reteaching 597–598, Sets E, H
MGSE2.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> , <i>a 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.	SE: 581–584, 585–588, 589–592, Reteaching 597–598, Sets F, G, H TE: 581A–584B, 585A–588B, 589A–592B, Reteaching 597–598, Sets F, G, H