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to the

Nampa School District Mathematical Essential Standards Grade 2

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to the Nampa School District Essential Standards - Mathematics**

Nampa School District Mathematical Essential Standards Grade 2	enVisionmath2.0 ©2016 Grade 2 Lessons
Operations and Algebraic Thinking:	
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.	1-9 Solve Addition and Subtraction Word Problems 1-10 Math Practices and Problem Solving: Construct Arguments 3-8 Solve One-Step and Two-Step Problems 3-9 Math Practices and Problem Solving: Use Appropriate Tools 4-7 Solve One-Step and Two-Step Problems 4-8 Math Practices and Problem Solving: Model with Math 5-8 Solve One-Step and Two-Step Problems 5-9 Math Practices and Problem Solving: Critique Reasoning 6-8 Solve One-Step and Two-Step Problems 6-9 Math Practices and Problem Solving: Reasoning 7-1 Represent Addition and Subtraction Problems 7-2 Mixed Practice: Solve Addition and Subtraction Problems 7-3 Continue Practice with Addition and Subtraction Problems 7-4 Solve Two-Step Problems 7-5 Continue to Solve Two-Step Problems 7-6 Math Practices and Problem Solving: Reasoning
2.OA.2 Fluently add and subtract within 20 using mental strategies. By the end of Grade 2, know from memory all sums of two-one digit numbers.	1-1 Addition Fact Strategies 1-2 Doubles and Near Doubles 1-3 Make a 10 to Add 1-4 Addition Fact Patterns 1-5 Count On and Count Back to Subtract 1-6 Think Addition to Subtract 1-7 Make a 10 to Subtract 1-8 Practice Addition and Subtraction Facts
Numbers and Operations in Base 10:	
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.	9-1 Understand Hundreds 9-2 Models and 3-Digit Numbers 9-3 Name Place Values 9-4 Read and Write 3-Digit Numbers 9-5 Different Ways to Name the Same Number

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<p>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.</p>	<p>3-1 Add Tens and Ones on a Hundred Chart 3-2 Add Tens on an Open Number Line 3-3 Add Tens and Ones on an Open Number Line 3-4 Break Apart Numbers to Add 3-5 Continue to Break Apart Numbers to Add 3-6 Add Using Compensation 3-7 Practice Adding Using Strategies 4-1 Add with Partial Sums 4-2 Continue to Add with Partial Sums 4-3 Models to Add 2-Digit Numbers 4-4 Add 2-Digit Numbers 4-6 Practice Adding 5-1 Subtract Tens and Ones on a Hundred Chart 5-2 Count Back to Subtract on an Open Number Line 5-3 Continue to Count Back to Subtract on an Open Number Line 5-4 Add Up to Subtract on an Open Number Line 5-5 Break Apart Numbers to Subtract 5-6 Continue to Break Apart Numbers to Subtract 5-7 Subtract Using Compensation 6-1 Regroup 1 Ten to 10 Ones 6-2 Models to Subtract 2-Digit and 1-Digit Numbers 6-3 Subtract 2-Digit and 1-Digit Numbers 6-4 Models to Subtract 2-Digit Numbers 6-5 Subtract 2-Digit Numbers 6-6 Use Addition to Check Subtraction 6-7 Practice Subtracting</p>
<p>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.</p>	<p>10-2 Add on an Open Number Line 10-3 Add Using Mental Math 10-4 Add Using Partial Sums 10-5 Use Models to Add 11-2 Count Back to Subtract on an Open Number Line 11-3 Add Up to Subtract on an Open Number Line 11-4 Subtract Using Mental Math 11-5 Use Models to Subtract</p>

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Measurement and Data:	
2.MD.1 Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.	12-3 Inches, Feet, and Yards 12-4 Measuring Length Using Different Customary Units 12-5 Measure with Centimeters 12-6 Centimeters and Meters 12-7 Measure Length Using Different Metric Units
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.	14-3 Bar Graphs 14-4 Picture Graphs 14-5 Draw Conclusions from Graphs 14-6 Math Practices and Problem Solving: Reasoning
Geometry:	
2.G.2 Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.	15-5 Divide Rectangles into Equal Squares