

A Correlation of

enVisionmath[®] 2.0

Grade 2



To the
**MAISA CCSS Mathematics
Curriculum
Grade 2**

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Introduction

It's on! New enVisionmath2.0 is a math program that empowers every teacher and learner. Prioritize learning, emphasize content connections, and invite in-depth student exploration on major topics, with the innovative new content organization focused on clusters of Common Core standards within each grade. Get to know the new enVisionmath2.0 program. Fully powered to support print, blended, and 1:1 digital learning experiences.

Effective

Accomplish more, worry less.

The organization promotes focus and coherence every day! The major work at every grade is the priority for earlier in the year, enabling extensive exposure prior to assessments.

- Focuses on Common Core Clusters
- Develops in-depth understanding
- Connects mathematical content and processes

Engaging

Everything right for every learner.

Problem-based learning and visual learning paired with personalized learning! The new enVisionmath2.0 program engages every learner in every way.

- Interactive learning aids and video tutorials
- Personalized practice and immediate feedback
- Built-in RTI activities and supports

Efficient

Comprehensive not complicated.

Everyone craves simplicity. The new enVisionmath2.0 program lets you customize content, auto-assign differentiation, and use assessment data quickly and easily.

- Upload district content or your own content
- Edit lessons, assessments, and resources
- Assess in the format of high-stakes tests

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Unit 1 - Deepening Addition and Subtraction Fact Strategies	
Content Expectations	
Operations & Algebraic Thinking	
2.OA.B. Add and subtract within 20.	
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. See standard 1.OA.6 for a list of mental strategies.	<p>SE: Topic 1: 5–10, 11–16, 17–22, 23–28, 29–34, 35–40, 41–46, 47–52, 53–58, 59–64, 67–70; Topic 2: 81–86, 87–92, 93–98, 99–104, 113–114</p> <p>TE: Topic 1: 5A–10, 11A–16, 17A–22, 23A–28, 29A–34, 35A–40, 41A–46, 47A–52, 53A–58, 59A–64, 67–70; Topic 2: 81A–86, 87A–92, 93A–98, 99A–104, 113–114</p>
Number & Operations in Base Ten	
2.NBT.A. Understand place value.	
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:	<p>SE: Topic 9: 517–522, 523–528, 529–534, 573–574</p> <p>TE: Topic 9: 517A–522, 523A–528, 529A–534, 573–574</p>
2.NBT.A.1a. 100 can be thought of as a bundle of ten tens — called a “hundred.”	<p>SE: Topic 9: 511–516, 535–540, 573–574</p> <p>TE: Topic 9: 511A–516, 535A–540, 573–574</p>
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).	<p>SE: Topic 9: 511–516, 573</p> <p>TE: Topic 9: 511A–516, 573</p>
2.NBT.A.2. Count within 1000; skip-count by 5s, 10s, and 100s.	<p>SE: Topic 8: 443–448, 449–454, 455–460, 473–478, 479–484, 485–490, 493–496; Topic 9: 541–546, 547–552, 565–570, 575–576</p> <p>TE: Topic 8: 443A–448, 449A–454, 455A–460, 473A–478, 479A–484, 485A–490, 493–496; Topic 9: 541A–546, 547A–552, 565A–570, 575–576</p>

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2.NBT.B. Use place value understanding and properties of operations to add and subtract.	
<p>2.NBT.B.9. Explain why addition and subtraction strategies work, using place value and the properties of operations. Explanations may be supported by drawings or objects.</p>	<p>SE: Topic 3: 123–128, 129–134, 135–140, 141–146, 147–152, 159–164, 179–181; Topic 4: 193–198, 199–204, 205–210, 211–216, 217–222, 223–228, 243–245; Topic 5: 255–260, 261–266, 267–272, 273–278, 279–284, 285–290, 291–296, 311–313; Topic 6: 323–328, 329–334, 335–340, 341–346, 347–352, 353–358, 359–364, 365–370, 371–376, 379–382; Topic 10: 585–590, 591–596, 603–608, 609–614, 615–620, 621–626, 629–630; Topic 11: 637–642, 643–648, 649–654, 655–660, 661–666, 667–672, 673–678, 681–682</p> <p>TE: Topic 3: 123A–128, 129A–134, 135A–140, 141A–146, 147A–152, 159A–164, 179–181; Topic 4: 193A–198, 199A–204, 205A–210, 211A–216, 217A–222, 223A–228, 243–245; Topic 5: 255A–260, 261A–266, 267A–272, 273A–278, 279A–284, 285A–290, 291A–296, 311–313; Topic 6: 323A–328, 329A–334, 335A–340, 341A–346, 347A–352, 353A–358, 359A–364, 365A–370, 371A–376, 379–382; Topic 10: 585A–590, 591A–596, 603A–608, 609A–614, 615A–620, 621A–626, 629–630; Topic 11: 637A–642, 643A–648, 649A–654, 655A–660, 661A–666, 667A–672, 673A–678, 681–682</p>
Unit Level Standards	
Operations & Algebraic Thinking	
2.OA.A. Represent and solve problems involving addition and subtraction.	
<p>2.OA.A.1. Use addition and subtraction within 100 [20] 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.</p>	<p>SE: Topic 1: 53–58, 59–64, 70; Topic 2: 105–110, 114</p> <p>TE: Topic 1: 53A–58, 59A–64, 70; Topic 2: 105A–110, 114</p>

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Number & Operations in Base Ten	
2.NBT.B. Use place value understanding and properties of operations to add and subtract.	
2.NBT.B.5. Fluently add and subtract within 100 [20] using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.	SE: Topic 1: 17-22, 23-28, 35-40, 41-46, 47-52, 59-64 TE: Topic 1: 17A-22, 23A-28, 35A-40, 41A-46, 47A-52, 59A-64
Unit 2 - Units: Place Value, Money, & Time	
Content Expectations	
Operations & Algebraic Thinking	
2.OA.A. Represent and solve problems involving addition and subtraction.	
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.	SE: Topic 1: 53–58, 59–64, 70; Topic 2: 105–110, 114; Topic 3: 165–170, 171–176; Topic 4: 229–234, 235–240, 246; Topic 5: 297–302, 303–308, 314; Topic 6: 365–370, 371–376, 382; Topic 7: 391–396, 397–402, 403–408, 409–414, 415–420, 421–426, 429–430; Topic 8: 461–466, 467–472, 494–495; Topic 13: 767–772, 773–778, 785–790, 793–794; Topic 14: 827–832, 833–838, 844 TE: Topic 1: 53A–58, 59A–64, 70; Topic 2: 105A–110, 114; Topic 3: 165A–170, 171A–176, 182; Topic 4: 229A–234, 235A–240, 246; Topic 5: 297A–302, 303A–308, 314; Topic 6: 365A–370, 371A–376, 382; Topic 7: 391A–396, 397A–402, 403A–408, 409A–414, 415A–420, 421A–426, 429–430; Topic 8: 461A–466, 467A–472, 494–495; Topic 13: 767A–772, 773A–778, 785A–790, 793–794; Topic 14: 827A–832, 833A–838, 844
Number & Operations in Base Ten	
2.NBT.A. Understand place value.	
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:	SE: Topic 9: 517–522, 523–528, 529–534, 573–574 TE: Topic 9: 517A–522, 523A–528, 529A–534, 573–574

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2.NBT.A.1a. 100 can be thought of as a bundle of ten tens — called a “hundred.”	SE: Topic 9: 511–516, 535–540, 573–574 TE: Topic 9: 511A–516, 535A–540, 573–574
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).	SE: Topic 9: 511–516, 573 TE: Topic 9: 511A–516, 573
2.NBT.A.2. Count within 1000; skip-count by 5s, 10s, and 100s.	SE: Topic 8: 443–448, 449–454, 455–460, 473–478, 479–484, 485–490, 493–496; Topic 9: 541–546, 547–552, 565–570, 575–576 TE: Topic 8: 443A–448, 449A–454, 455A–460, 473A–478, 479A–484, 485A–490, 493–496; Topic 9: 541A–546, 547A–552, 565A–570, 575–576
2.NBT.A.3. Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.	SE: Topic 9: 517–522, 523–528, 529–534, 535–540, 573–574 TE: Topic 9: 517A–522, 523A–528, 529A–534, 535A–540, 573–574
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.	SE: Topic 9: 553–558, 559–564, 565–570, 576 TE: Topic 9: 553A–558, 559A–564, 565A–570, 576
2.NBT.B. Use place value understanding and properties of operations to add and subtract.	
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.	SE: Topic 9: 541–546, 565–570, 575–576; Topic 10: 585–590, 629; Topic 11: 637–642, 681 TE: Topic 9: 541A–546, 565A–570, 575–576; Topic 10: 585A–590, 629; Topic 11: 637A–642, 681

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<p>2.NBT.B.9. Explain why addition and subtraction strategies work, using place value and the properties of operations. Explanations may be supported by drawings or objects.</p>	<p>SE: Topic 3: 123–128, 129–134, 135–140, 141–146, 147–152, 159–164, 179–181; Topic 4: 193–198, 199–204, 205–210, 211–216, 217–222, 223–228, 243–245; Topic 5: 255–260, 261–266, 267–272, 273–278, 279–284, 285–290, 291–296, 311–313; Topic 6: 323–328, 329–334, 335–340, 341–346, 347–352, 353–358, 359–364, 365–370, 371–376, 379–382; Topic 10: 585–590, 591–596, 597–602, 603–608, 609–614, 615–620, 621–626, 629–630; Topic 11: 637–642, 643–648, 649–654, 655–660, 661–666, 667–672, 673–678, 681–682</p> <p>TE: Topic 3: 123A–128, 129A–134, 135A–140, 141A–146, 147A–152, 159A–164, 179–181; Topic 4: 193A–198, 199A–204, 205A–210, 211A–216, 217A–222, 223A–228, 243–245; Topic 5: 255A–260, 261A–266, 267A–272, 273A–278, 279A–284, 285A–290, 291A–296, 311–313; Topic 6: 323A–328, 329A–334, 335A–340, 341A–346, 347A–352, 353A–358, 359A–364, 365A–370, 371A–376, 379–382; Topic 10: 585A–590, 591A–596, 597A–602, 603A–608, 609A–614, 615A–620, 621A–626, 629–630; Topic 11: 637A–642, 643A–648, 649A–654, 655A–660, 661A–666, 667A–672, 673A–678, 681–682</p>
Measurement & Data	
2.MD.C. Work with time and money.	
<p>2.MD.C.7. Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.</p>	<p>SE: Topic 8: 473–478, 479–484, 485–490, 495–496</p> <p>TE: Topic 8: 473A–478, 479A–484, 485A–490, 495–496</p>
<p>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?</p>	<p>SE: Topic 8: 443–448, 449–454, 455–460, 461–466, 467–472, 493–495</p> <p>TE: Topic 8: 443A–448, 449A–454, 455A–460, 461A–466, 467A–472, 493–495</p>

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Unit Level Standards	
Not Applicable	
Unit 3 - Geometric Shapes (2-D and 3-D)	
Content Expectations	
Geometry	
2.G.A. Reason with shapes and their attributes.	
<p>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.</p> <p>Sizes are compared directly or visually, not compared by measuring.</p>	<p>SE: Topic 15: 859–864, 865–870, 871–876, 877–882, 909–910</p> <p>TE: Topic 15: 859A–864, 865A–870, 871A–876, 877A–882, 909–910</p>
<p>2.G.A.2 Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.</p>	<p>SE: Topic 15: 883–888, 901–906, 911–912</p> <p>TE: Topic 15: 883A–888, 901A–906, 911–912</p>
<p>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.</p>	<p>SE: Topic 15: 889–894, 895–900, 901–906, 911–912</p> <p>TE: Topic 15: 889A–894, 895A–900, 901A–906, 911–912</p>

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Unit Level Standards	
Not Applicable	
Unit 4 - Using Strategies & Algorithms to Add and Subtract	
Content Expectations	
Operations & Algebraic Thinking	
2.OA.A. Represent and solve problems involving addition and subtraction.	
<p>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.</p>	<p>SE: Topic 1: 53–58, 59–64, 70; Topic 2: 105–110, 114; Topic 3: 165–170, 171–176; Topic 4: 229–234, 235–240, 246; Topic 5: 297–302, 303–308, 314; Topic 6: 365–370, 371–376, 382; Topic 7: 391–396, 397–402, 403–408, 409–414, 415–420, 421–426, 429–430; Topic 8: 467–472, 494–495; Topic 13: 767–772, 773–778, 785–790, 793–794; Topic 14: 827–832, 833–838, 844</p> <p>TE: Topic 1: 53A–58, 59A–64, 70; Topic 2: 105A–110, 114; Topic 3: 165A–170, 171A–176, 182; Topic 4: 229A–234, 235A–240, 246; Topic 5: 297A–302, 303A–308, 314; Topic 6: 365A–370, 371A–376, 382; Topic 7: 391A–396, 397A–402, 403A–408, 409A–414, 415A–420, 421A–426, 429–430; Topic 8: 467A–472, 494–495; Topic 13: 767A–772, 773A–778, 785A–790, 793–794; Topic 14: 827A–832, 833A–838, 844</p>
2.OA.B. Add and subtract within 20.	
<p>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. See standard 1.OA.6 for a list of mental strategies.</p>	<p>SE: Topic 1: 5–10, 11–16, 17–22, 23–28, 29–34, 35–40, 41–46, 47–52, 53–58, 59–64, 67–70; Topic 2: 81–86, 87–92, 93–98, 99–104, 113–114</p> <p>TE: Topic 1: 5A–10, 11A–16, 17A–22, 23A–28, 29A–34, 35A–40, 41A–46, 47A–52, 53A–58, 59A–64, 67–70; Topic 2: 81A–86, 87A–92, 93A–98, 99A–104, 113–114</p>

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2.OA.C. Work with equal groups of objects to gain foundations for multiplication.	
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.	SE: Topic 2: 81–86, 87–92, 113 TE: Topic 2: 81A–86, 87A–92, 113
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.	SE: Topic 2: 93–98, 99–104, 105–110, 113–114; Topic 15: 883–888, 901–906, 911–912 TE: Topic 2: 93A–98, 99A–104, 105A–110, 113–114; Topic 15: 883A–888, 901A–906, 911–912
Number & Operations in Base Ten	
2.NBT.A. Understand place value.	
2.NBT.A.1a. 100 can be thought of as a bundle of ten tens — called a “hundred.”	SE: Topic 9: 511–516, 535–540, 573–574 TE: Topic 9: 511A–516, 535A–540, 573–574
2.NBT.B. Use place value understanding and properties of operations to add and subtract.	
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.	SE: Topic 3: 123–128, 129–134, 135–140, 141–146, 147–152, 153–158, 159–164, 171–176, 179–182; Topic 4: 193–198, 199–204, 205–210, 211–216, 223–228, 235–240, 243–246; Topic 5: 255–260, 261–266, 267–272, 273–278, 279–284, 285–290, 291–296, 303–308, 311–314; Topic 6: 323–328, 329–334, 335–340, 341–346, 347–352, 353–358, 359–364, 379–381 TE: Topic 3: 123A–128, 129A–134, 135A–140, 141A–146, 147A–152, 153A–158, 159A–164, 171A–176, 179–182; Topic 4: 193A–198, 199A–204, 205A–210, 211A–216, 223A–228, 235A–240, 243–246; Topic 5: 255A–260, 261A–266, 267A–272, 273A–278, 279A–284, 285A–290, 291A–296, 303A–308, 311–314; Topic 6: 323A–328, 329A–334, 335A–340, 341A–346, 347A–352, 353A–358, 359A–364, 379–381

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2.NBT.B.6. Add up to four two-digit numbers using strategies based on place value and properties of operations.	<p>SE: Topic 3: 159–164, 179–181; Topic 4: 217–222, 223–228, 245</p> <p>TE: Topic 3: 159A–164, 179–181; Topic 4: 217A–222, 223A–228, 245</p>
2.NBT.B.9. Explain why addition and subtraction strategies work, using place value and the properties of operations. Explanations may be supported by drawings or objects.	<p>SE: Topic 3: 123–128, 129–134, 135–140, 141–146, 147–152, 159–164, 179–181; Topic 4: 193–198, 199–204, 205–210, 211–216, 217–222, 223–228, 243–245; Topic 5: 255–260, 261–266, 267–272, 273–278, 279–284, 285–290, 291–296, 311–313; Topic 6: 323–328, 329–334, 335–340, 341–346, 347–352, 353–358, 359–364, 365–370, 371–376, 379–382; Topic 10: 585–590, 591–596, 603–608, 609–614, 615–620, 621–626, 629–630; Topic 11: 637–642, 643–648, 649–654, 655–660, 661–666, 667–672, 673–678, 681–682</p> <p>TE: Topic 3: 123A–128, 129A–134, 135A–140, 141A–146, 147A–152, 159A–164, 179–181; Topic 4: 193A–198, 199A–204, 205A–210, 211A–216, 217A–222, 223A–228, 243–245; Topic 5: 255A–260, 261A–266, 267A–272, 273A–278, 279A–284, 285A–290, 291A–296, 311–313; Topic 6: 323A–328, 329A–334, 335A–340, 341A–346, 347A–352, 353A–358, 359A–364, 365A–370, 371A–376, 379–382; Topic 10: 585A–590, 591A–596, 603A–608, 609A–614, 615A–620, 621A–626, 629–630; Topic 11: 637A–642, 643A–648, 649A–654, 655A–660, 661A–666, 667A–672, 673A–678, 681–682</p>
Measurement & Data	
2.MD.B. Relate addition and subtraction to length.	
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.	<p>SE: Topic 13: 779–784, 785–790, 794</p> <p>TE: Topic 13: 779A–784, 785A–790, 794</p>

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Unit Level Standards	
2.NBT.B. Use place value understanding and properties of operations to add and subtract.	
2.NBT.B.8. Mentally add 10 or 100 to a given number 100–900 [10-90], and mentally subtract 10 or 100 from a given number 100–900 [10-90].	SE: Topic 9: 541–546; Topic 10: 585–590; Topic 11: 637–642 TE: Topic 9: 541A–546; Topic 10: 585A–590; Topic 11: 637A–642
2.NBT.A.2 Count within 1000; skip-count by 5s, 10s, and 100s [as a foundation for multiplication].	SE: Topic 8: 443–448, 449–454, 473–478, 479–484, 493–496; Topic 9: 541–546, 547–552, 565–570 TE: Topic 8: 443A–448, 449A–454, 473A–478, 479A–484, 493–496; Topic 9: 541A–546, 547A–552, 565A–570
Unit 5 - Estimating and Measuring Length	
Content Expectations	
Measurement & Data	
2.MD.A. Measure and estimate lengths in standard units.	
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.	SE: Topic 12: 699–704, 705–710, 711–716, 717–722, 723–728, 729–734, 741–746, 749–752; Topic 14: 803–808, 809–814, 841 TE: Topic 12: 699A–704, 705A–710, 711A–716, 717A–722, 723A–728, 729A–734, 741A–746, 749–752; Topic 14: 803A–808, 809A–814, 841
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.	SE: Topic 12: 711–716, 729–734, 741–746, 750–752 TE: Topic 12: 711A–716, 729A–734, 741A–746, 750–752
2.MD.A.3. Estimate lengths using units of inches, feet, centimeters, and meters.	SE: Topic 12: 693–698, 699–704, 705–710, 717–722, 723–728, 741–746, 749–752 TE: Topic 12: 693A–698, 699A–704, 705A–710, 717A–722, 723A–728, 741A–746, 749–752

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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.	SE: Topic 12: 735–740, 741–746, 752 TE: Topic 12: 735A–740, 741A–746, 752
2.MD.B. Relate addition and subtraction to length.	
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.	SE: Topic 12: 735–740, 752; Topic 13: 761–766, 767–772, 773–778, 785–790, 793–794 TE: Topic 12: 735A–740, 752; Topic 13: 761A–766, 767A–772, 773A–778, 785A–790, 793–794
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.	SE: Topic 13: 779–784, 785–790, 794 TE: Topic 13: 779A–784, 785A–790, 794
2.MD.D. Represent and interpret data.	
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.	SE: Topic 14: 803–808, 809–814, 841 TE: Topic 14: 803A–808, 809A–814, 841
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.	SE: Topic 14: 815–820, 821–826, 827–832, 833–838, 842–844 TE: Topic 14: 815A–820, 821A–826, 827A–832, 833A–838, 842–844

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Unit Level Standards	
Not Applicable	
Unit 6 - Sorting, Classifying & Representing Data	
Content Expectations	
Operations & Algebraic Thinking	
2.OA.A. Represent and solve problems involving addition and subtraction.	
<p>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.</p>	<p>SE: Topic 1: 53–58, 59–64, 70; Topic 2: 105–110, 114; Topic 3: 165–170, 171–176; Topic 4: 229–234, 235–240, 246; Topic 5: 297–302, 303–308, 314; Topic 6: 365–370, 371–376, 382; Topic 7: 391–396, 397–402, 403–408, 409–414, 415–420, 421–426, 429–430; Topic 8: 461–466, 467–472, 494–495; Topic 13: 767–772, 773–778, 785–790, 793–794; Topic 14: 827–832, 833–838, 844</p> <p>TE: Topic 1: 53A–58, 59A–64, 70; Topic 2: 105A–110, 114; Topic 3: 165A–170, 171A–176, 182; Topic 4: 229A–234, 235A–240, 246; Topic 5: 297A–302, 303A–308, 314; Topic 6: 365A–370, 371A–376, 382; Topic 7: 391A–396, 397A–402, 403A–408, 409A–414, 415A–420, 421A–426, 429–430; Topic 8: 461A–466, 467A–472, 494–495; Topic 13: 767A–772, 773A–778, 785A–790, 793–794; Topic 14: 827A–832, 833A–838, 844</p>
Measurement & Data	
2.MD.A. Measure and estimate lengths in standard units.	
<p>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.</p>	<p>SE: Topic 12: 699–704, 705–710, 711–716, 717–722, 723–728, 729–734, 741–746, 749–752; Topic 14: 803–808, 809–814, 841</p> <p>TE: Topic 12: 699A–704, 705A–710, 711A–716, 717A–722, 723A–728, 729A–734, 741A–746, 749–752; Topic 14: 803A–808, 809A–814, 841</p>

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2.MD.B. Relate addition and subtraction to length.	
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.	SE: Topic 12: 735–740, 752; Topic 13: 761–766, 767–772, 773–778, 785–790, 793–794 TE: Topic 12: 735A–740, 752; Topic 13: 761A–766, 767A–772, 773A–778, 785A–790, 793–794
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.	SE: Topic 13: 779–784, 785–790, 794 TE: Topic 13: 779A–784, 785A–790, 794
2.MD.D. Represent and interpret data.	
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.	SE: Topic 14: 803–808, 809–814, 841 TE: Topic 14: 803A–808, 809A–814, 841
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.	SE: Topic 14: 815–820, 821–826, 827–832, 833–838, 842–844 TE: Topic 14: 815A–820, 821A–826, 827A–832, 833A–838, 842–844

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Unit Level Standards	
Not Applicable	
Unit 7 - Addition and Subtraction within 1000	
Content Expectations	
Operations & Algebraic Thinking	
2.OA.A. Represent and solve problems involving addition and subtraction.	
<p>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.</p>	<p>SE: Topic 1: 53–58, 59–64, 70; Topic 2: 105–110, 114; Topic 3: 165–170, 171–176; Topic 4: 229–234, 235–240, 246; Topic 5: 297–302, 303–308, 314; Topic 6: 365–370, 371–376, 382; Topic 7: 391–396, 397–402, 403–408, 409–414, 415–420, 421–426, 429–430; Topic 8: 461–466, 467–472, 494–495; Topic 13: 767–772, 773–778, 785–790, 793–794; Topic 14: 827–832, 833–838, 844</p> <p>TE: Topic 1: 53A–58, 59A–64, 70; Topic 2: 105A–110, 114; Topic 3: 165A–170, 171A–176, 182; Topic 4: 229A–234, 235A–240, 246; Topic 5: 297A–302, 303A–308, 314; Topic 6: 365A–370, 371A–376, 382; Topic 7: 391A–396, 397A–402, 403A–408, 409A–414, 415A–420, 421A–426, 429–430; Topic 8: 461A–466, 467A–472, 494–495; Topic 13: 767A–772, 773A–778, 785A–790, 793–794; Topic 14: 827A–832, 833A–838, 844</p>
2.OA.B. Add and subtract within 20.	
<p>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. See standard 1.OA.6 for a list of mental strategies.</p>	<p>SE: Topic 1: 5–10, 11–16, 17–22, 23–28, 29–34, 35–40, 41–46, 47–52, 53–58, 59–64, 67–70; Topic 2: 81–86, 87–92, 93–98, 99–104, 113–114</p> <p>TE: Topic 1: 5A–10, 11A–16, 17A–22, 23A–28, 29A–34, 35A–40, 41A–46, 47A–52, 53A–58, 59A–64, 67–70; Topic 2: 81A–86, 87A–92, 93A–98, 99A–104, 113–114</p>

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MAISA CCSS Mathematics Curriculum Grade 2	enVisionmath2.0 Grade 2
Number & Operations in Base Ten	
2.NBT.A. Understand place value.	
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:	SE: Topic 9: 517–522, 523–528, 529–534, 573–574 TE: Topic 9: 517A–522, 523A–528, 529A–534, 573–574
2.NBT.A.1a. 100 can be thought of as a bundle of ten tens — called a “hundred.”	SE: Topic 9: 511–516, 535–540, 573–574 TE: Topic 9: 511A–516, 535A–540, 573–574
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).	SE: Topic 9: 511–516, 573 TE: Topic 9: 511A–516, 573
2.NBT.A.2. Count within 1000; skip-count by 5s, 10s, and 100s.	SE: Topic 8: 443–448, 449–454, 455–460, 473–478, 479–484, 485–490, 493–496; Topic 9: 541–546, 547–552, 565–570, 575–576 TE: Topic 8: 443A–448, 449A–454, 455A–460, 473A–478, 479A–484, 485A–490, 493–496; Topic 9: 541A–546, 547A–552, 565A–570, 575–576
2.NBT.A.3. Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.	SE: Topic 9: 517–522, 523–528, 529–534, 535–540, 573–574 TE: Topic 9: 517A–522, 523A–528, 529A–534, 535A–540, 573–574
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.	SE: Topic 9: 553–558, 559–564, 565–570, 576 TE: Topic 9: 553A–558, 559A–564, 565A–570, 576

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2.NBT.B. Use place value understanding and properties of operations to add and subtract.	
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.	<p>SE: Topic 3: 123–128, 129–134, 135–140, 141–146, 147–152, 153–158, 159–164, 171–176, 179–182; Topic 4: 193–198, 199–204, 205–210, 211–216, 223–228, 235–240, 243–246; Topic 5: 255–260, 261–266, 267–272, 273–278, 279–284, 285–290, 291–296, 303–308, 311–314; Topic 6: 323–328, 329–334, 335–340, 341–346, 347–352, 353–358, 359–364, 379–381</p> <p>TE: Topic 3: 123A–128, 129A–134, 135A–140, 141A–146, 147A–152, 153A–158, 159A–164, 171A–176, 179–182; Topic 4: 193A–198, 199A–204, 205A–210, 211A–216, 223A–228, 235A–240, 243–246; Topic 5: 255A–260, 261A–266, 267A–272, 273A–278, 279A–284, 285A–290, 291A–296, 303A–308, 311–314; Topic 6: 323A–328, 329A–334, 335A–340, 341A–346, 347A–352, 353A–358, 359A–364, 379–381</p>
2.NBT.B.6. Add up to four two-digit numbers using strategies based on place value and properties of operations.	<p>SE: Topic 3: 159–164, 179–181; Topic 4: 217–222, 223–228, 245</p> <p>TE: Topic 3: 159A–164, 179–181; Topic 4: 217A–222, 223A–228, 245</p>
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; 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>SE: Topic 10: 591–596, 597–602, 603–608, 609–614, 615–620, 621–626, 629–630; Topic 11: 643–648, 649–654, 655–660, 661–666, 667–672, 673–678, 681–682</p> <p>TE: Topic 10: 591A–596, 597A–602, 603A–608, 609A–614, 615A–620, 621A–626, 629–630; Topic 11: 643A–648, 649A–654, 655A–660, 661A–666, 667A–672, 673A–678, 681–682</p>

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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.	<p>SE: Topic 9: 541–546, 565–570, 575–576; Topic 10: 585–590, 629; Topic 11: 637–642, 681</p> <p>TE: Topic 9: 541A–546, 565A–570, 575–576; Topic 10: 585A–590, 629; Topic 11: 637A–642, 681</p>
2.NBT.B.9. Explain why addition and subtraction strategies work, using place value and the properties of operations. Explanations may be supported by drawings or objects.	<p>SE: Topic 3: 123–128, 129–134, 135–140, 141–146, 147–152, 159–164, 179–181; Topic 4: 193–198, 199–204, 205–210, 211–216, 217–222, 223–228, 243–245; Topic 5: 255–260, 261–266, 267–272, 273–278, 279–284, 285–290, 291–296, 311–313; Topic 6: 323–328, 329–334, 335–340, 341–346, 347–352, 353–358, 359–364, 365–370, 371–376, 379–382; Topic 10: 585–590, 591–596, 603–608, 609–614, 615–620, 621–626, 629–630; Topic 11: 637–642, 643–648, 649–654, 655–660, 661–666, 667–672, 673–678, 681–682</p> <p>TE: Topic 3: 123A–128, 129A–134, 135A–140, 141A–146, 147A–152, 159A–164, 179–181; Topic 4: 193A–198, 199A–204, 205A–210, 211A–216, 217A–222, 223A–228, 243–245; Topic 5: 255A–260, 261A–266, 267A–272, 273A–278, 279A–284, 285A–290, 291A–296, 311–313; Topic 6: 323A–328, 329A–334, 335A–340, 341A–346, 347A–352, 353A–358, 359A–364, 365A–370, 371A–376, 379–382; Topic 10: 585A–590, 591A–596, 603A–608, 609A–614, 615A–620, 621A–626, 629–630; Topic 11: 637A–642, 643A–648, 649A–654, 655A–660, 661A–666, 667A–672, 673A–678, 681–682</p>
Unit Level Standards	
Not Applicable	