

A Correlation of

enVisionmath[®]2.0

©2016



To the
New Jersey Curricular Framework Mathematics
Grade 2

**A Correlation of enVisionmath2.0 ©2016
To the New Jersey Curricular Framework Mathematics-Grade 2**

Table of Contents

| | |
|--|----|
| Unit 1 Grade 2 Add and Subtract within 100 and Understand Place Value to 1000..... | 1 |
| Unit 2 Grade 2 Place Value Strategies for Addition and Subtraction..... | 3 |
| Unit 3 Grade 2 Measurement..... | 6 |
| Unit 4 Grade 2 Reason with Shapes and Represent Data..... | 8 |
| Standards for Mathematical Practice..... | 10 |

**A Correlation of enVisionmath2.0 ©2016
To the New Jersey Curricular Framework Mathematics-Grade 2**

| New Jersey Curricular Framework Mathematics-Grade 2 | enVisionmath2.0 ©2016 Grade 2 Lessons |
|--|---|
| Unit 1 Grade 2 Add and Subtract within 100 and Understand Place Value to 1000 | |
| Unit Focus: | |
| <ul style="list-style-type: none"> • Represent and solve problems involving addition and subtraction • Add and subtract within 20 • Understand place value • Use place value understanding and properties of operations to add and subtract | |
| <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. *(benchmarked)</p> | Lesson 1-9, Lesson 2-5, Lesson 3-8, Lesson 3-9, Lesson 4-7, Lesson 4-8, Lesson 5-8, Lesson 5-9, Lesson 6-8, Lesson 6-9, Lesson 7-1, Lesson 7-2, Lesson 7-3, Lesson 7-4, Lesson 7-5, Lesson 7-6, Lesson 8-4, Lesson 8-5, Lesson 13-2, Lesson 13-3, Lesson 13-5, Lesson 14-5, Lesson 14-6 |
| <p>■ 2.OA.B.2. Fluently add and subtract within 20 using mental strategies. <i>By end of Grade 2, know from memory all sums of two one-digit numbers.</i> *(benchmarked)</p> | Lesson 1-1, Lesson 1-2, Lesson 1-3, Lesson 1-4, Lesson 1-5, Lesson 1-6, Lesson 1-7, Lesson 1-8, Lesson 1-9, Lesson 1-10, Lesson 2-1, Lesson 2-2, Lesson 2-3, Lesson 2-4 |
| <p>■ 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> | Lesson 9-2, Lesson 9-3, Lesson 9-4 |
| <p>■ 2.NBT.A.1.a. 100 can be thought of as a bundle of ten tens — called a “hundred.”</p> | Lesson 9-1, Lesson 9-5 |

- Major Clusters
- Supporting Clusters
- Additional Clusters
- * Benchmarked Standards

**A Correlation of enVisionmath2.0 ©2016
To the New Jersey Curricular Framework Mathematics-Grade 2**

| New Jersey Curricular Framework Mathematics-Grade 2 | enVisionmath2.0 ©2016 Grade 2 Lessons |
|--|---|
| Unit 1 Grade 2 Add and Subtract within 100 and Understand Place Value to 1000 | |
| ■ 2.NBT.A.1.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). | Lesson 9-1 |
| ■ 2.NBT.A.2. Count within 1000; skip-count by 5s, 10s, and 100s. *(benchmarked) | Lesson 8-1, Lesson 8-2, Lesson 8-3, Lesson 8-6, Lesson 8-7, Lesson 8-8, Lesson 9-6, Lesson 9-7, Lesson 9-10 |
| ■ 2.NBT.A.3. Read and write numbers to 1000 using base-ten numerals, number names, and expanded form. | Lesson 9-2, Lesson 9-3, Lesson 9-4, Lesson 9-5 |
| ■ 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. | Lesson 9-8, Lesson 9-9, Lesson 9-10 |
| ■ 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. | Lesson 9-6, Lesson 9-10, Lesson 10-1, Lesson 11-1 |

- Major Clusters
- Supporting Clusters
- Additional Clusters
- * Benchmarked Standards

**A Correlation of enVisionmath2.0 ©2016
To the New Jersey Curricular Framework Mathematics-Grade 2**

| New Jersey Curricular Framework Mathematics-Grade 2 | enVisionmath2.0 ©2016 Grade 2 Lessons |
|---|---|
| Unit 2 Grade 2 Place Value Strategies for Addition and Subtraction | |
| Unit Focus: | |
| <ul style="list-style-type: none"> • Represent and solve problems involving addition and subtraction • Add and subtract within 20 • Work with equal groups of objects to gain foundations for multiplication • Reason with shapes and their attribute • Use place value understanding and properties of operations to add and subtract • Understand place value | |
| <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. *(benchmarked)</p> | Lesson 1-9, Lesson 2-5, Lesson 3-8, Lesson 3-9, Lesson 4-7, Lesson 4-8, Lesson 5-8, Lesson 5-9, Lesson 6-8, Lesson 6-9, Lesson 7-1, Lesson 7-2, Lesson 7-3, Lesson 7-4, Lesson 7-5, Lesson 7-6, Lesson 8-4, Lesson 8-5, Lesson 13-2, Lesson 13-3, Lesson 13-5, Lesson 14-5, Lesson 14-6 |
| <p>■ 2.OA.B.2. Fluently add and subtract within 20 using mental strategies. <i>By end of Grade 2, know from memory all sums of two one-digit numbers.</i>*(benchmarked)</p> | Lesson 1-1, Lesson 1-2, Lesson 1-3, Lesson 1-4, Lesson 1-5, Lesson 1-6, Lesson 1-7, Lesson 1-8, Lesson 1-9, Lesson 1-10, Lesson 2-1, Lesson 2-2, Lesson 2-3, Lesson 2-4 |
| <p>□ 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</p> | Lesson 2-1, Lesson 2-2 |
| <p>□ 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</p> | Lesson 2-3, Lesson 2-4, Lesson 2-5, Lesson 15-5, Lesson 15-8 |

- Major Clusters
- Supporting Clusters
- Additional Clusters
- * Benchmarked Standards

**A Correlation of enVisionmath2.0 ©2016
To the New Jersey Curricular Framework Mathematics-Grade 2**

| New Jersey Curricular Framework Mathematics-Grade 2 | enVisionmath2.0 ©2016 Grade 2 Lessons |
|--|--|
| Unit 2 Grade 2 Place Value Strategies for Addition and Subtraction | |
| <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> | Lesson 15-5, Lesson 15-8 |
| <p>■ 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. *(benchmarked)</p> | Lesson 3-1, Lesson 3-2, Lesson 3-3, Lesson 3-4, Lesson 3-5, Lesson 3-6, Lesson 3-7, Lesson 3-9, Lesson 4-1, Lesson 4-2, Lesson 4-3, Lesson 4-4, Lesson 4-6, Lesson 4-8, Lesson 5-1, Lesson 5-2, Lesson 5-3, Lesson 5-4, Lesson 5-5, Lesson 5-6, Lesson 5-7, Lesson 5-9, Lesson 6-1, Lesson 6-2, Lesson 6-3, Lesson 6-4, Lesson 6-5, Lesson 6-6, Lesson 6-7 |
| <p>■ 2.NBT.B.6. Add up to four two-digit numbers using strategies based on place value and properties of operations.</p> | Lesson 3-7, Lesson 4-5, Lesson 4-6 |
| <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> | Lesson 10-2, Lesson 10-3, Lesson 10-4, Lesson 10-5, Lesson 10-6, Lesson 10-7, Lesson 11-2, Lesson 11-3, Lesson 11-4, Lesson 11-5, Lesson 11-6, Lesson 11-7 |

- Major Clusters
- Supporting Clusters
- Additional Clusters
- * Benchmarked Standards

**A Correlation of enVisionmath2.0 ©2016
To the New Jersey Curricular Framework Mathematics-Grade 2**

| New Jersey Curricular Framework Mathematics-Grade 2 | enVisionmath2.0 ©2016 Grade 2 Lessons |
|---|---|
| Unit 2 Grade 2 Place Value Strategies for Addition and Subtraction | |
| <p>■ 2.NBT.B.9. Explain why addition and subtraction strategies work, using place value and the properties of operations.</p> | <p>Lesson 3-1, Lesson 3-2, Lesson 3-3, Lesson 3-4, Lesson 3-5, Lesson 3-7, Lesson 4-1, Lesson 4-2, Lesson 4-3, Lesson 4-4, Lesson 4-5, Lesson 4-6, Lesson 5-1, Lesson 5-2, Lesson 5-3, Lesson 5-4, Lesson 5-5, Lesson 5-6, Lesson 5-7, Lesson 6-1, Lesson 6-2, Lesson 6-3, Lesson 6-4, Lesson 6-5, Lesson 6-6, Lesson 6-7, Lesson 6-9 Lesson 10-1, Lesson 10-2, Lesson 10-4, Lesson 10-5, Lesson 10-6, Lesson 10-7, Lesson 11-1, Lesson 11-2, Lesson 11-3, Lesson 11-4, Lesson 11-5, Lesson 11-6, Lesson 11-7</p> |
| <p>■ 2.NBT.A.2. Count within 1000; skip-count by 5s, 10s, and 100s. *(benchmarked)</p> | <p>Lesson 8-1, Lesson 8-2, Lesson 8-3, Lesson 8-6, Lesson 8-7, Lesson 8-8, Lesson 9-6, Lesson 9-7, Lesson 9-10</p> |

- Major Clusters
- Supporting Clusters
- Additional Clusters
- * Benchmarked Standards

**A Correlation of enVisionmath2.0 ©2016
To the New Jersey Curricular Framework Mathematics-Grade 2**

| New Jersey Curricular Framework Mathematics-Grade 2 | enVisionmath2.0 ©2016 Grade 2 Lessons |
|---|---|
| Unit 3 Grade 2 Measurement | |
| Unit Focus: | |
| <ul style="list-style-type: none"> • Measure and estimate lengths in standard units • Relate addition and subtraction to length • Work with time • Understand place value • Use place value understanding and properties of operations to add and subtract | |
| ■ 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. | Lesson 12-2, Lesson 12-3, Lesson 12-4, Lesson 12-5, Lesson 12-6, Lesson 12-7, Lesson 12-9, Lesson 14-1, Lesson 14-2 |
| ■ 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. | Lesson 12-4, Lesson 12-7 |
| ■ 2.MD.A.3. Estimate lengths using units of inches, feet, centimeters, and meters | Lesson 12-1, Lesson 12-2, Lesson 12-3, Lesson 12-5, Lesson 12-6, Lesson 12-9 |
| ■ 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. | Lesson 12-8 |

- Major Clusters
- ▣ Supporting Clusters
- Additional Clusters
- * Benchmarked Standards

**A Correlation of enVisionmath2.0 ©2016
To the New Jersey Curricular Framework Mathematics-Grade 2**

| New Jersey Curricular Framework Mathematics-Grade 2 | enVisionmath2.0 ©2016 Grade 2 Lessons |
|---|--|
| Unit 3 Grade 2 Measurement | |
| <p>■ 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</p> <p><i>For example, if Angela needs 30 feet of ribbon for gifts, but she only has 17 feet, number sentences $17 + \square = 30$ and $30 - \square = 17$ both represent the situation and \square represents the number of feet of ribbon that she still needs.</i></p> | Lesson 12-8, Lesson 13-1, Lesson 13-2, Lesson 13-3, Lesson 13-5 |
| <p>■ 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> | Lesson 13-4, Lesson 13-5 |
| <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> | Lesson 8-6, Lesson 8-7, Lesson 8-8 |
| <p>■ 2.NBT.A.2. Count within 1000; skip-count by 5s, 10s, and 100s. *(benchmarked)</p> | Lesson 8-1, Lesson 8-2, Lesson 8-3, Lesson 8-6, Lesson 8-7, Lesson 8-8, Lesson 9-6, Lesson 9-7, Lesson 9-10 |
| <p>■ 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. *(benchmarked)</p> | Lesson 3-1, Lesson 3-2, Lesson 3-3, Lesson 3-4, Lesson 3-5, Lesson 3-6, Lesson 3-7, Lesson 3-9, Lesson 4-1, Lesson 4-2, Lesson 4-3, Lesson 4-4, Lesson 4-6, Lesson 4-8, Lesson 5-1, Lesson 5-2, Lesson 5-3, Lesson 5-4, Lesson 5-5, Lesson 5-6, Lesson 5-7, Lesson 5-9, Lesson 6-1, Lesson 6-2, Lesson 6-3, Lesson 6-4, Lesson 6-5, Lesson 6-6, Lesson 6-7 |

- Major Clusters
- ▣ Supporting Clusters
- Additional Clusters
- * Benchmarked Standards

**A Correlation of enVisionmath2.0 ©2016
To the New Jersey Curricular Framework Mathematics-Grade 2**

| New Jersey Curricular Framework Mathematics-Grade 2 | enVisionmath2.0 ©2016 Grade 2 Lessons |
|---|--|
| Unit 4 Grade 2 Reason with Shapes and Represent Data | |
| Unit Focus: | |
| <ul style="list-style-type: none"> • Reason with shapes and their attributes • Work with money • Represent and interpret data • Add and subtract within 20 • Use place value understanding and properties of operations to add and subtract | |
| <ul style="list-style-type: none"> ● 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. | Lesson 15-1, Lesson 15-2, Lesson 15-3, Lesson 15-4 |
| <ul style="list-style-type: none"> ● 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. | Lesson 15-6, Lesson 15-7, Lesson 15-8 |
| <ul style="list-style-type: none"> □ 2.MD.C.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> | Lesson 8-1, Lesson 8-2, Lesson 8-3, Lesson 8-4, Lesson 8-5 |
| <ul style="list-style-type: none"> □ 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. | Lesson 14-1, Lesson 14-2 |

- Major Clusters
- Supporting Clusters
- Additional Clusters
- * Benchmarked Standards

**A Correlation of enVisionmath2.0 ©2016
To the New Jersey Curricular Framework Mathematics-Grade 2**

| New Jersey Curricular Framework Mathematics-Grade 2 | enVisionmath2.0 ©2016 Grade 2 Lessons |
|---|--|
| Unit 4 Grade 2 Reason with Shapes and Represent Data | |
| <p>▣ 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.</p> | Lesson 14-3, Lesson 14-4, Lesson 14-5, Lesson 14-6 |
| <p>■ 2.OA.B.2. Fluently add and subtract within 20 using mental strategies. <i>By end of Grade 2, know from memory all sums of two one-digit numbers. *(benchmarked)</i></p> | Lesson 1-1, Lesson 1-2, Lesson 1-3, Lesson 1-4, Lesson 1-5, Lesson 1-6, Lesson 1-7, Lesson 1-8, Lesson 1-9, Lesson 1-10, Lesson 2-1, Lesson 2-2, Lesson 2-3, Lesson 2-4 |
| <p>■ 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. *(benchmarked)</p> | Lesson 3-1, Lesson 3-2, Lesson 3-3, Lesson 3-4, Lesson 3-5, Lesson 3-6, Lesson 3-7, Lesson 3-9, Lesson 4-1, Lesson 4-2, Lesson 4-3, Lesson 4-4, Lesson 4-6, Lesson 4-8, Lesson 5-1, Lesson 5-2, Lesson 5-3, Lesson 5-4, Lesson 5-5, Lesson 5-6, Lesson 5-7, Lesson 5-9, Lesson 6-1, Lesson 6-2, Lesson 6-3, Lesson 6-4, Lesson 6-5, Lesson 6-6, Lesson 6-7 |

- Major Clusters
- ▣ Supporting Clusters
- Additional Clusters
- * Benchmarked Standards

**A Correlation of enVisionmath2.0 ©2016
To the New Jersey Curricular Framework Mathematics-Grade 2**

| Standards for Mathematical Practice | enVisionmath2.0 ©2016 Grade 2 Lessons |
|--|---|
| MP.1 Make sense of problems and persevere in solving them. | SE/TE: Lesson 1-3, Lesson 1-5, Lesson 1-9, Lesson 1-10, Lesson 2-3, Lesson 2-5, Lesson 3-1, Lesson 3-2, Lesson 3-5, Lesson 3-8, Lesson 3-9, Lesson 4-1, Lesson 4-2, Lesson 4-4, Lesson 4-7, Lesson 4-8, Lesson 5-1, Lesson 5-3, Lesson 5-4, Lesson 5-6, Lesson 5-7, Lesson 5-8, Lesson 5-9, Lesson 6-1, Lesson 6-6, Lesson 6-7, Lesson 6-8, Lesson 6-9, Lesson 7-2, Lesson 7-3, Lesson 7-4, Lesson 7-5, Lesson 7-6, Lesson 8-1, Lesson 8-4, Lesson 8-5, Lesson 9-2, Lesson 9-8, Lesson 9-10, Lesson 10-3, Lesson 10-7, Lesson 11-1, Lesson 11-4, Lesson 11-5, Lesson 11-7, Lesson 12-2, Lesson 12-7, Lesson 12-9, Lesson 13-2, Lesson 13-3, Lesson 13-4, Lesson 13-5, Lesson 14-3, Lesson 14-5, Lesson 14-6, Lesson 15-3, Lesson 15-5, Lesson 15-7, Lesson 15-8 |
| MP.2 Reason abstractly and quantitatively. | SE/TE: Lesson 1-1, Lesson 1-3, Lesson 1-4, Lesson 1-5, Lesson 1-6, Lesson 1-8, Lesson 1-9, Lesson 1-10, Lesson 2-2, Lesson 2-4, Lesson 3-1, Lesson 3-3, Lesson 3-4, Lesson 3-6, Lesson 3-7, Lesson 3-8, Lesson 3-9, Lesson 4-2, Lesson 4-3, Lesson 4-4, Lesson 4-5, Lesson 4-6, Lesson 4-8, Lesson 5-2, Lesson 5-4, Lesson 5-8, Lesson 6-5, Lesson 6-6, Lesson 6-7, Lesson 6-8, Lesson 6-9, Lesson 7-1, Lesson 7-2, Lesson 7-3, Lesson 7-4, Lesson 7-6, Lesson 8-1, Lesson 8-3, Lesson 8-4, Lesson 8-5, Lesson 8-6, Lesson 8-8, Lesson 9-1, Lesson 9-2, Lesson 9-4, Lesson 9-5, Lesson 9-7, Lesson 9-8, Lesson 9-9, Lesson 9-10, Lesson 10-2, Lesson 10-3, Lesson 10-6, Lesson 10-7, Lesson 11-1, Lesson 11-3, Lesson 11-4, Lesson 11-6, Lesson 11-7, Lesson 12-1, Lesson 12-3, Lesson 12-4, Lesson 12-5, Lesson 12-6, Lesson 12-7, Lesson 12-8, Lesson 12-9, Lesson 13-1, Lesson 13-2, Lesson 13-3, Lesson 13-4, Lesson 14-1, Lesson 14-2, Lesson 14-3, Lesson 14-4, Lesson 14-6, Lesson 15-2, Lesson 15-4, Lesson 15-6, Lesson 15-7, Lesson 15-8 |

- Major Clusters
- ▣ Supporting Clusters
- Additional Clusters
- * Benchmarked Standards

**A Correlation of enVisionmath2.0 ©2016
To the New Jersey Curricular Framework Mathematics-Grade 2**

| Standards for Mathematical Practice | enVisionmath2.0 ©2016 Grade 2 Lessons |
|---|---|
| MP.3 Construct viable arguments and critique the reasoning of others. | SE/TE: Lesson 1-3, Lesson 1-7, Lesson 1-8, Lesson 1-10, Lesson 2-3, Lesson 2-5, Lesson 3-1, Lesson 3-2, Lesson 3-3, Lesson 3-6, Lesson 3-9, Lesson 4-2, Lesson 4-3, Lesson 4-4, Lesson 4-5, Lesson, 4-6, Lesson 4-8, Lesson 5-1, Lesson 5-2, Lesson 5-5, Lesson 5-6, Lesson 5-9, Lesson 6-1, Lesson 6-2, Lesson 6-4, Lesson 6-5, Lesson 6-6, Lesson 7-2, Lesson 7-5, Lesson 7-6, Lesson 8-1, Lesson 8-2, Lesson 8-5, Lesson 8-7, Lesson 9-3, Lesson 9-5, Lesson 9-6, Lesson 9-8, Lesson 9-9, Lesson 9-10, Lesson 9-10, Lesson 10-1, Lesson 10-2, Lesson 10-4, Lesson 10-5, Lesson 10-6, Lesson 10-7, Lesson 11-4, Lesson 11-6, Lesson 11-7, Lesson 12-2, Lesson 12-4, Lesson 12-5, Lesson 12-6, Lesson 12-7, Lesson 12-8, Lesson 12-9, Lesson 13-2, Lesson 13-3, Lesson 13-4, Lesson 13-5, Lesson 14-4, Lesson 14-5, Lesson 14-6, Lesson 15-1, Lesson 15-4, Lesson 15-5, Lesson 15-7, Lesson 15-8 |
| MP.4 Model with mathematics. | SE/TE: Lesson 1-1, Lesson 1-2, Lesson 1-5, Lesson 1-7, Lesson 1-8Lesson 1-10, Lesson 2-1, Lesson 2-2, Lesson 2-3, Lesson 2-4, Lesson 2-5, Lesson 3-2, Lesson 3-3, Lesson 3-4, Lesson 3-5, Lesson 3-7, Lesson 4-1, Lesson 4-2, Lesson 4-3, Lesson 4-4, Lesson 4-5, Lesson, 4-6, Lesson 4-7, Lesson 4-8, Lesson 5-3, Lesson 5-7, Lesson 5-8, Lesson 5-9, Lesson 6-2, Lesson 6-3, Lesson 6-4, Lesson 6-5, Lesson 6-6, Lesson 6-8, Lesson 6-9, Lesson 7-1, Lesson 7-2, Lesson 7-3, Lesson 7-4, Lesson 7-5, Lesson 7-6, Lesson 8-2, Lesson 8-3, Lesson 8-4, Lesson 8-5, Lesson 8-7, Lesson 9-1, Lesson 9-2, Lesson 9-3, Lesson 9-4, Lesson 9-5, Lesson 9-7, Lesson 9-9, Lesson 10-1, Lesson 10-2, Lesson 10-5, Lesson 10-6, Lesson 10-7, Lesson 11-1, Lesson 11-2, Lesson 11-3, Lesson 11-5, Lesson 11-6, Lesson 12-8, Lesson 13-1, Lesson 13-2, Lesson 13-3, Lesson 13-4, Lesson 13-5, Lesson 14-1, Lesson 14-2, Lesson 14-3, Lesson 14-4, Lesson 14-5, Lesson 14-6, Lesson 15-1, Lesson 15-5, Lesson 15-6, Lesson 15-7, Lesson 15-8 |

- Major Clusters
- ▣ Supporting Clusters
- Additional Clusters
- * Benchmarked Standards

**A Correlation of enVisionmath2.0 ©2016
To the New Jersey Curricular Framework Mathematics-Grade 2**

| Standards for Mathematical Practice | enVisionmath2.0 ©2016 Grade 2 Lessons |
|---|--|
| MP.5 Use appropriate tools strategically. | SE/TE: Lesson 1-3, Lesson 1-4, Lesson 1-5, Lesson 1-7, Lesson 2-1, Lesson 2-4, Lesson 2-5, Lesson 3-1, Lesson 3-2, Lesson 3-3, Lesson 3-4, Lesson 3-7, Lesson 3-9, Lesson 4-1, Lesson 4-3, Lesson 4-7, Lesson 5-1, Lesson 5-2, Lesson 5-3, Lesson 5-4, Lesson 5-8, Lesson 6-1, Lesson 6-2, Lesson 6-3, Lesson 6-4, Lesson 6-5, Lesson 6-9, Lesson 7-1, Lesson 8-1, Lesson 8-2, Lesson 8-6, Lesson 9-1, Lesson 9-2, Lesson 9-3, Lesson 9-5, Lesson 9-6, Lesson 9-8, Lesson 10-2, Lesson 10-4, Lesson 10-5, Lesson 10-6, Lesson 11-2, Lesson 11-5, Lesson 12-1, Lesson 12-2, Lesson 12-3, Lesson 12-4, Lesson 12-5, Lesson 12-6, Lesson 12-7, Lesson 12-8, Lesson 12-9, Lesson 13-4, Lesson 13-5, Lesson 14-1, Lesson 14-2, Lesson 15-5 |
| MP.6 Attend to precision. | SE/TE: Lesson 1-2, Lesson 1-4, Lesson 1-9, Lesson 2-1, Lesson 2-2, Lesson 2-5, Lesson 3-2, Lesson 3-3, Lesson 3-8, Lesson 4-1, Lesson 4-2, Lesson 4-3, Lesson 4-4, Lesson 4-5, Lesson, 4-6, Lesson 5-1, Lesson 7-4, Lesson 7-5, Lesson 8-2, Lesson 8-3, Lesson 8-4, Lesson 8-6, Lesson 8-7, Lesson 8-8, Lesson 9-4, Lesson 9-5, Lesson 10-3, Lesson 11-3, Lesson 12-1, Lesson 12-2, Lesson 12-3, Lesson 12-4, Lesson 12-5, Lesson 12-6, Lesson 12-7, Lesson 12-8, Lesson 12-9, Lesson 13-1, Lesson 13-3, Lesson 13-5, Lesson 14-1, Lesson 14-2, Lesson 14-6, Lesson 15-1, Lesson 15-2, Lesson 15-3, Lesson 15-4, Lesson 15-6 |
| MP.7 Look for and make use of structure. | SE/TE: Lesson 1-1, Lesson 1-2, Lesson 1-3, Lesson 1-4, Lesson 1-5, Lesson 1-6, Lesson 1-7, Lesson 2-1, Lesson 2-2, Lesson 2-3, Lesson 2-5, Lesson 3-4, Lesson 3-5, Lesson 4-1, Lesson, 4-6, Lesson 5-5, Lesson 5-6, Lesson 5-7, Lesson 5-9, Lesson 6-4, Lesson 6-7, Lesson 6-8, Lesson 7-6, Lesson 8-3, Lesson 9-1, Lesson 9-4, Lesson 9-6, Lesson 9-7, Lesson 9-9, Lesson 9-10, Lesson 10-1, Lesson 10-3, Lesson 10-4, Lesson 10-5, Lesson 11-1, Lesson 11-2, Lesson 11-3, Lesson 11-4, Lesson 12-5, Lesson 13-4, Lesson 14-5, Lesson 15-2, Lesson 15-3, Lesson 15-4, Lesson 15-5, Lesson 15-7, Lesson 15-8 |

- Major Clusters
- Supporting Clusters
- Additional Clusters
- * Benchmarked Standards

**A Correlation of enVisionmath2.0 ©2016
To the New Jersey Curricular Framework Mathematics-Grade 2**

| Standards for Mathematical Practice | enVisionmath2.0 ©2016 Grade 2 Lessons |
|---|--|
| MP.8 Look for and express regularity in repeated reasoning. | SE/TE: Lesson 1-1, Lesson 1-2, Lesson 1-4, Lesson 1-6, Lesson 1-7, Lesson 1-8, Lesson 2-2, Lesson 2-4, Lesson 2-5, Lesson 3-4, Lesson 3-6, Lesson 4-5, Lesson 4-7, Lesson 5-2, Lesson 5-7, Lesson 6-1, Lesson 6-3, Lesson 7-1, Lesson 7-3, Lesson 8-5, Lesson 8-6, Lesson 8-7, Lesson 8-8, Lesson 9-3, Lesson 9-6, Lesson 9-7, Lesson 9-8, Lesson 9-9, Lesson 10-1, Lesson 10-4, Lesson 10-7, Lesson 11-3, Lesson 11-5, Lesson 11-7, Lesson 12-3, Lesson 12-4, Lesson 12-6, Lesson 13-5, Lesson 14-4, Lesson 14-6, Lesson 15-6, Lesson 15-8 |

- Major Clusters
- Supporting Clusters
- Additional Clusters
- * Benchmarked Standards