

A Correlation of

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To the

New York State Next Generation Mathematics Learning Standards Grade 2

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New York State Next Generation Mathematics Learning Standards Grade 2	enVisionmath2.0 ©2017 Grade 2
Mathematical Practices	
1. Make sense of problems and persevere in solving them.	<p>This standard is met throughout enVisionmath2.0 Grade 2, for example please see: SE: F23; Topic 1: 55; Topic 2: 95; Topic 3: 167, 173; Topic 4: 237; Topic 5: 298; Topic 6: 325; Topic 7: 410, 416; Topic 9: 557, 566; Topic 10: 597, 626; Topic 11: 674-676; Topic 12: 699-700; Topic 13: 790; Topic 14: 815, 817; Topic 15: 883</p> <p>TE: F23-F23A; Topic 1: 55; Topic 2: 95; Topic 3: 167, 173; Topic 4: 237; Topic 5: 298; Topic 6: 325; Topic 7: 410, 416; Topic 9: 557, 566; Topic 10: 597A-597, 626; Topic 11: 674-676; Topic 12: 699-700; Topic 13: 790; Topic 14: 815A-815, 817; Topic 15: 883</p>
2. Reason abstractly and quantitatively.	<p>This standard is met throughout enVisionmath2.0 Grade 2, for example please see: SE: F24; Topic 1: 64; Topic 2: 102; Topic 3: 141, 153; Topic 4: 224; Topic 5: 298; Topic 6: 366, 372; Topic 7: 401; Topic 8: 456; Topic 9: 570; Topic 10: 616; Topic 11: 656, 674; Topic 12: 706; Topic 13: 762, 780; Topic 14: 816; Topic 15: 891</p> <p>TE: F24; Topic 1: 64; Topic 2: 102; Topic 3: 141, 153; Topic 4: 224 ; Topic 5: 298; Topic 6: 366, 372; Topic 7: 401; Topic 8: 456; Topic 9: 570; Topic 10: 616; Topic 11: 656, 674; Topic 12: 706; Topic 13: 762, 780; Topic 14: 816; Topic 15: 891</p>
3. Construct viable arguments and critique the reasoning of others.	<p>This standard is met throughout enVisionmath2.0 Grade 2, for example please see: SE: F25; Topic 1: 53; Topic 2: 108; Topic 3: 155, 176; Topic 4: 212; Topic 5: 280, 287; Topic 6: 324; Topic 7: 417, 422; Topic 8: 481; Topic 9: 536, 566; Topic 10: 611; Topic 11: 676; Topic 12: 718; Topic 13: 774; Topic 14: 838; Topic 15: 902</p> <p>TE: F25-F25A; Topic 1: 53; Topic 2: 108; Topic 3: 155, 176; Topic 4: 212; Topic 5: 280, 287; Topic 6: 324; Topic 7: 417, 422; Topic 8: 481; Topic 9: 536, 566; Topic 10: 611; Topic 11: 676; Topic 12: 718; Topic 13: 774; Topic 14: 838; Topic 15: 902</p>

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<p>4. Model with Mathematics.</p>	<p>This standard is met throughout enVisionmath2.0 Grade 2, for example please see: SE: F26; Topic 1: 49; Topic 2: 107; Topic 3: 149, 161; Topic 4: 240; Topic 5: 298; Topic 6: 376; Topic 7: 410; Topic 8: 468, 480; Topic 9: 524, 561; Topic 10: 593; Topic 11: 640, 643; Topic 12: 736; Topic 13: 768; Topic 14: 834; Topic 15: 862</p> <p>TE: F26-F26A, Topic 1: 49; Topic 2: 107; Topic 3: 149, 161; Topic 4: 240; Topic 5: 298; Topic 6: 376; Topic 7: 410; Topic 8: 468, 480; Topic 9: 524, 561; Topic 10: 593; Topic 11: 640, 643; Topic 12: 736; Topic 13: 768; Topic 14: 834; Topic 15: 891</p>
<p>5. Use appropriate tools strategically.</p>	<p>This standard is met throughout enVisionmath2.0 Grade 2, for example please see: SE: F27; Topic 1: 17, 24; Topic 2: 81-82; Topic 3: 124, 162; Topic 4: 193; Topic 5: 268-270; Topic 6: 323-324; Topic 7: 391; Topic 8: 445; Topic 9: 514, 543; Topic 10: 592-593; Topic 11: 644-645, 661-662; Topic 12: 700; Topic 13: 785; Topic 14: 803, Topic 15: 884</p> <p>TE: F27-F27A; Topic 1: 17, 24; Topic 2: 81-82; Topic 3: 127-128, 162; Topic 4: 193; Topic 5: 268-270; Topic 6: 323-324; Topic 7: 391; Topic 8: 445; Topic 9: 514, 543; Topic 10: 592-593; Topic 11: 644-645, 659-660; Topic 12: 700; Topic 13: 785; Topic 14: 803, Topic 15: 884</p>

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<p>6. Attend to precision.</p>	<p>This standard is met throughout enVisionmath2.0 Grade 2, for example please see: SE: F28; Topic 1: 55; Topic 2: 89; Topic 3: 131, 166; Topic 4: 213, 225; Topic 5: 286; Topic 6: 360-361, 373; Topic 7: 411; Topic 8: 476; Topic 9: 530, 536; Topic 10: 598-599; Topic 11: 651; Topic 12: 693; Topic 13: 762-763; Topic 14: 806; Topic 15: 871</p> <p>TE: F28-F28A; Topic 1: 55; Topic 2: 89; Topic 3: 131, 166; Topic 4: 213, 225; Topic 5: 286; Topic 6: 360-361, 373; Topic 7: 411; Topic 8: 476; Topic 9: 530, 536; Topic 10: 598-599; Topic 11: 651; Topic 12: 693; Topic 13: 762-763; Topic 14: 806, ; Topic 15: 871</p>
<p>7. Look for and make use of structure.</p>	<p>This standard is met throughout enVisionmath2.0 Grade 2, for example please see: SE: F29; Topic 1: 18-19; Topic 2: 106; Topic 3: 143, 148; Topic 4: 194, 224; Topic 5: 286; Topic 6: 360; Topic 7: 423; Topic 8: 456; Topic 9: 512-513, 548; Topic 10: 611; Topic 11: 638, 650; Topic 12: 719; Topic 13: 781; Topic 14: 830; Topic 15: 886</p> <p>TE: F29-F29A; Topic 1: 18-19; Topic 2: 106; Topic 3: 143, 148; Topic 4: 194, 224; Topic 5: 286; Topic 6: 360; Topic 7: 423; Topic 8: 456; Topic 9: 512-513, 548; Topic 10: 611; Topic 11: 638, 650; Topic 12: 719; Topic 13: 781; Topic 14: 830; Topic 15: 886</p>
<p>8. Look for and express regularity in repeated reasoning.</p>	<p>This standard is met throughout enVisionmath2.0 Grade 2, for example please see: SE: F30; Topic 1: 24, 48; Topic 2: 101, 106; Topic 3: 155; Topic 4: 230; Topic 5: 292; Topic 6: 335; Topic 7: 392; Topic 8: 469; Topic 9: 542, 560; Topic 10: 620-624; Topic 11: 650, 675; Topic 12: 706; Topic 13: 787; Topic 14: 822; Topic 15: 901</p> <p>TE: F30-F30A; Topic 1: 24, 48; Topic 2: 101, 106; Topic 3: 155; Topic 4: 230; Topic 5: 292; Topic 6: 335; Topic 7: 392; Topic 8: 469; Topic 9: 542, 560; Topic 10: 620-624; Topic 11: 650, 675; Topic 12: 706; Topic 13: 787; Topic 14: 822; Topic 15: 901</p>

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NY-2.OA Operations and Algebraic Thinking	
Represent and solve problems involving addition and subtraction.	
1a. Use addition and subtraction within 100 to solve one-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all position	<p>SE: Topic 1: 53-58, 59-64; Reteaching: 70, Sets G-H; Topic 2: 105-110; Reteaching: 114, Set D; Topic 3: 165-170, 171-176; Reteaching: 182, Sets G-H; Topic 4: 229-234, 235-240; Reteaching: 246. Sets G-H; Topic 5: 297-302, 303-308; Reteaching: 314, Sets G-H; Topic 6: 365-370, 371-376; Reteaching: 383, Set G; Topic 7: 391-396, 397-402, 403-408, 409-414, 415-420, 421-426; Reteaching: 429-430, Sets A-D; Topic 8: 461-466, 467-472; Reteaching: 494-495, Sets B-C; Topic 13: 767-772, 773-778, 785-790; Reteaching: 793-794, Sets B, D; Topic 14: 827-832, 833-838; Reteaching: 844, Set D</p> <p>TE: Topic 1: 53A-58, 59A-64; Reteaching: 70, Sets G, H; Topic 2: 105A-110; Reteaching: 114, Set D; Topic 3: 165A-170, 171A-176; Reteaching: 182, Sets G-H; Topic 4: 229A-234, 235A-240; Reteaching: 246. Sets G-H; Topic 5: 297A-302, 303A-308; Reteaching: 314, Sets G-H; Topic 6: 365A-370, 371A-376; Reteaching: 383, Set G; Topic 7: 391A-396, 397A-402, 403A-408, 409A-414, 415A-420, 421A-426; Reteaching: 429-430, Sets A-D; Topic 8: 461A-466, 467A-472; Reteaching: 494-495, Sets B-C; Topic 13: 767A-772, 773A-778, 785A-790; Reteaching: 793-794, Sets B, D; Topic 14: 827A-832, 833A-838; Reteaching: 844, Set D</p>
1b. Use addition and subtraction with 100 to develop an understanding of solving two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions.	<p>SE: Topic 3: 165-170, 171-176; Reteaching: 182, Sets G-H; Topic 4: 229-234, Reteaching: 246. Set G; Topic 5: 297-302; Reteaching: 314, Set G; Topic 7: 409-414; Reteaching: 430, Set C</p> <p>TE: Topic 3: 165A-170, 171A-176; Reteaching: 182, Sets G-H; Topic 4: 229A-234, Reteaching: 246. Set G; Topic 5: 297A-302; Reteaching: 314, Set G; Topic 7: 409A-414; Reteaching: 430, Set C</p>

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Add and subtract within 20.	
<p>2a. Fluently add and subtract within 20 using mental strategies. Strategies could include:</p> <ul style="list-style-type: none"> • counting on; • making ten; • decomposing a number leading to a ten; • using the relationship between addition and subtraction; and • creating equivalent but easier or known sums. 	<p>SE: Topic 1: 5-10, 11-16, 17-22, 23-28, 29-34, 35-40, 41-46, 47-52, 53-58, 59-64; Reteaching: 67-70, Sets A-H; Topic 2: 81-86, 87-92, 93-98, 99-104; Reteaching: 113-114, Sets A-C</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; Reteaching: 67-70, Sets A-H; Topic 2: 81A-86, 87A-92, 93A-98, 99A-104; Reteaching: 113-114, Sets A-C</p>
<p>2b. Know from memory all sums within 20 of two one-digit numbers.</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; Reteaching: 67-70, Sets A-H; Topic 2: 81-86, 87-92, 93-98, 99-104; Reteaching: 113-114, Sets A-C</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; Reteaching: 67-70, Sets A-H; Topic 2: 81A-86, 87A-92, 93A-98, 99A-104; Reteaching: 113-114, Sets A-C</p>
Work with equal groups of objects to gain foundations for multiplication.	
<p>3a. Determine whether a group of objects (up to 20) has an odd or even number of members.</p>	<p>SE: Topic 2: 81-86, 87-92; Reteaching: 113, Set A</p> <p>TE: Topic 2: 81A-86, 87A-92; Reteaching: 113, Set A</p>
<p>3b. Write an equation to express an even number as a sum of two equal addends.</p>	<p>SE: Topic 2: 81-86, 87-92; Reteaching: 113, Set A</p> <p>TE: Topic 2: 81A-86, 87A-92; Reteaching: 113, Set A</p>
<p>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>	<p>SE: Topic 2: 93-98, 99-104, 105-110; Reteaching: 113-114, Sets B-D; Topic 15: 883-888, 901-906; Reteaching: 911-912, Sets E, H</p> <p>TE: Topic 2: 93A-98, 99A-104, 105A-110; Reteaching: 113-114, Sets B-D; Topic 15: 883A-888, 901A-906; Reteaching: 911-912, Sets E, H</p>

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NY-2.NBT Number and Operations in Base Ten	
Understand place value	
1. Understand that the digits of a three-digit number represent amounts of hundreds, tens, and ones.	SE: Topic 9: 517-522, 523-528, 529-534; Reteaching: 573-574, Sets B-C TE: Topic 9: 517A-522, 523A-528, 529A-534; Reteaching: 573-574, Sets B-C
a. Understand 100 can be thought of as a bundle of ten tens, called a “hundred.”	SE: Topic 9: 511-516 TE: Topic 9: 511A-516
b. Understand 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; Reteaching: 573, Set A TE: Topic 9: 511A-516; Reteaching: 573, Set
2. Count within 1000; skip-count by 5s, 10s, and 100s.	SE: Topic 8: 443-448, 449-454, 455-460, 473-478, 479-484; Reteaching: 493-496, Sets A-B, D-E; Topic 9: 541-546, 547-552; Reteaching: 575-576, Sets E-F, H TE: Topic 8: 443A-448, 449A-454, 455A-460, 473A-478, 479A-484; Reteaching: 493-496, Sets A-B, D-E; Topic 9: 541A-546, 547A-552; Reteaching: 575-576, Sets E-F, H
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; Reteaching: 573-574, Sets B-D TE: Topic 9: 517A-522, 523A-528, 529A-534, 535A-540; Reteaching: 573-574, Sets B-D
4. Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using $>$, $=$, $<$ symbols to record the results of comparisons.	SE: Topic 9: 553-558, 559-564, 565-570; Reteaching: 576, Sets G-H TE: Topic 9: 553A-558, 559A-564, 565A-570; Reteaching: 576, Sets G-H

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Use place value understanding and properties of operations to add and subtract.	
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; Reteaching: 179-182, Sets A-F, H; Topic 4: 193-198, 199-204, 205-210, 211-216, 223-228, 235-240; Reteaching: 243-246, Sets A-D, F, H; Topic 5: 255-260, 261-266, 267-272, 273-278, 279-284, 285-290, 291-296, 303-308; Reteaching: 311-314, Sets A-F, H; Topic 6: 323-328, 329-334, 335-340, 341-346, 347-352, 353-358, 359-364; Reteaching: 379-381, Sets A-F</p> <p>TE: Topic 3: 123A-128, 129A-134, 135A-140, 141A-146, 147A-152, 153A-158, 159A-164, 171A-176; Reteaching: 179-182, Sets A-F, H; Topic 4: 193A-198, 199A-204, 205A-210, 211A-216, 223A-228, 235A-240; Reteaching: 243-246, Sets A-D, F, H; Topic 5: 255A-260, 261A-266, 267A-272, 273A-278, 279A-284, 285A-290, 291A-296, 303A-308; Reteaching: 311-314, Sets A-F, H; Topic 6: 323A-328, 329A-334, 335A-340, 341A-346, 347A-352, 353A-358, 359A-364; Reteaching: 379-381, Sets A-F</p>
6. Add up to four two-digit numbers using strategies based on place value and properties of operations.	<p>SE: Topic 3: 129-134, 135-140, 141-146, 147-152, 153-158, 159-164, 171-176; Reteaching: 179-182, Sets A-F, H; Topic 4: 193-198, 199-204, 205-210, 211-216, 217-222, 223-228, 229-234, 235-240; Reteaching: 243-246, Sets A-H; Topic 6: 335-340; Reteaching: 380, Set C</p> <p>TE: Topic 3: 129A-134, 135A-140, 141A-146, 147A-152, 153A-158, 159A-164, 171A-176; Reteaching: 179-182, Sets A-F, H; Topic 4: 193A-198, 199A-204, 205A-210, 211A-216, 217A-222, 223A-228, 229A-234, 235A-240; Reteaching: 243-246, Sets A-H; Topic 6: 335A-340; Reteaching: 380, Set C</p>

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<p>7a. Add and subtract within 1000, using</p> <ul style="list-style-type: none"> • Concrete models or drawings, and • Strategies based on place value, properties or operations, and/or the relationship between addition and subtraction. <p>Relate the strategy to a written representation. <i>Note: A written representation is any way of showing a strategy using words, pictures, or numbers.</i></p>	<p>SE: Topic 10: 591-596, 597-602, 603-608, 609-614, 615-620, 621-626; Reteaching: 629-630, Sets B-D; Topic 11: 643-648, 649-654, 655-660, 661-666, 667-672, 673-678; Reteaching: 681-682, Sets B-D</p> <p>TE: Topic 10: 591A-596, 597A-602, 603A-608, 609A-614, 615A-620, 621A-626; Reteaching: 629-630, Sets B-D; Topic 11: 643A-648, 649A-654, 655A-660, 661A-666, 667A-672, 673A-678; Reteaching: 681-682, Sets B-D</p>
<p>7b. Understand that in adding or subtracting up to 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>SE: Topic 9: 517-522 523-528, 529-534, 535-546; Reteaching: 573-574, Set B-D</p> <p>TE: Topic 9: 517A-522 523A-528, 529A-534, 535A-546; Reteaching: 573-574, Set B-D</p>
<p>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: Topic 9: 541-546, 565-570; Reteaching: 575-576, Sets E-H; Topic 10: 585-590; Reteaching: 629, Set A; Topic 11: 637-642; Reteaching: 681, Set A</p> <p>TE: Topic 9: 541A-546, 565A-570; Reteaching: 575-576, Sets E-H; Topic 10: 585A-590; Reteaching: 629, Set A; Topic 11: 637A-642; Reteaching: 681, Set A</p>

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<p>9. Explain why addition and subtraction strategies work, using place value and the properties of operations. <i>Note: Explanations may be supported by drawings or objects.</i></p>	<p>SE: Topic 3: 123-128, 129-134, 135-140, 141-146, 147-152, 159-164; Reteaching: 179-181, Sets A-F; Topic 4: 193-198-199-204, 205-210, 211-216, 217-222, 223-228; Reteaching: 243-245, Sets A-F; Topic 5: 255-260, 261-266, 267-272, 273-278, 279-284, 284-290, 291-296; Reteaching: 311-313, Sets A-F; Topic 6: 323-328, 329-334, 335-340, 341-346, 347-352, 353-358, 359-364; Reteaching: 379-382, Sets A-F; Topic 10: 585-590, 591-596, 603-608, 609-614, 615-620, 621-626; Reteaching: 629-630, Sets A-D; Topic 11: 637-642, 643-648, 649-654, 655-660, 661-666, 667-672, 673-678; Reteaching: 681-682, Sets A-D</p> <p>TE: Topic 3: 123A-128, 129A-134, 135A-140, 141A-146, 147A-152, 159A-164; Reteaching: 179-181, Sets A-F; Topic 4: 193A-198-199A-204, 205A-210, 211A-216, 217A-222, 223A-228; Reteaching: 243-245, Sets A-F; Topic 5: 255A-260, 261A-266, 267A-272, 273A-278, 279A-284, 284A-290, 291A-296; Reteaching: 311-313, Sets A-F; Topic 6: 323A-328, 329A-334, 335A-340, 341A-346, 347A-352, 353A-358, 359A-364; Reteaching: 379-382, Sets A-F; Topic 10: 585A-590, 591A-596, 603A-608, 609A-614, 615A-620, 621A-626; Reteaching: 629-630, Sets A-D; Topic 11: 637A-642, 643A-648, 649A-654, 655A-660, 661A-666, 667A-672, 673A-678; Reteaching: 681-682, Sets A-D</p>
<p>NY-2.MD Measurement and Data</p>	
<p>Measure and estimate lengths in standard units.</p>	
<p>1. Measure the length of an object to the nearest whole by selecting and using appropriate tools such as rules, 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; Reteaching: 749-752, Sets B-F, H; Topic 14: 803-808, 809-814; Reteaching: 841, Set A</p> <p>TE: Topic 12: 699A-704, 705A-710, 711A-716, 717A-722, 723A-728, 729A-734, 741A-746; Reteaching: 749-752, Sets B-F, H; Topic 14: 803A-808, 809A-814; Reteaching: 841, Set A</p>

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2. Measure the length of an object twice, using different “length units” 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; Reteaching: 750-752, Sets C, F, H TE: Topic 12: 711A-716, 729A-734, 741A-746; Reteaching: 750-752, Sets C, F, H
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; Reteaching: 749-752, Sets A-B, D-E, H TE: Topic 12: 693A-698, 699A-704, 705A-710, 717A-722, 723A-728, 741A-746; Reteaching: 749-752, Sets A-B, D-E, H
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; Reteaching: 752, Sets G-H TE: Topic 12: 735A-740, 741A-746; Reteaching: 752, Sets G-H
Relate addition and subtraction to length.	
5. Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units.	SE: Topic 12: 735-740; Reteaching: 752, Set G; Topic 13: 761-766, 767-772, 773-778, 785-790; Reteaching: 793-794, Sets A-B, D TE: Topic 12: 735A-740; Reteaching: 752, Set G; Topic 13: 761A-766, 767A-772, 773A-778, 785A-790; Reteaching: 793-794, Sets A-B, D
6. Represent whole numbers as lengths from 0 on a number line with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line.	SE: Topic 13: 779-784, 785-790; Reteaching: 794, Sets C-D TE: Topic 13: 779A-784, 785A-790; Reteaching: 794, Sets C-D

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Work with time and money.	
7. Tell and write time from analog and digital clocks in five minute increments, using a.m. and p.m. Develop an understanding of common terms, such as, but not limited to, <i>quarter past</i> , <i>half past</i> , and <i>quarter to</i> .	SE: Topic 8: 473-478, 479-484, 485-490; Reteaching: 495-496, Sets D-F TE: Topic 8: 473A-478, 479A-484, 485A-490; Reteaching: 495-496, Sets D-F
8a. Count a mixed collection of coins whose sum is less than or equal to one dollar.	SE: Topic 8: 443-448, 449-454, 455-460, 461-466, 467-472; Reteaching: 493-495, Sets A-C TE: Topic 8: 443A-448, 449A-454, 455A-460, 461A-466, 467A-472; Reteaching: 493-495, Sets A-C
8b. Solve real world and mathematical problems within one dollar involving quarters, dimes, nickels, and pennies, using the ¢ (cent) symbol appropriately.	SE: Topic 8: 443-448, 449-454, 455-460, 461-466, 467-472; Reteaching: 493-495, Sets A-C TE: Topic 8: 443A-448, 449A-454, 455A-460, 461A-466, 467A-472; Reteaching: 493-495, Sets A-C
Represent and interpret data.	
9. Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Present the measurement data in a line plot where the horizontal scale is marked off in whole-number units	SE: Topic 14: 803-808, 809-814; Reteaching: 841, Set A TE: Topic 14: 803A-808, 809A-814; Reteaching: 841, Set A44
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 picture graph or a bar graph.	SE: Topic 14: 815-820, 821-826, 827-832, 833-838; Reteaching: 842-844, Sets B-D TE: Topic 14: 815A-820, 821A-826, 827A-832, 833A-838; Reteaching: 842-844, Sets B-D

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To the New York State Next Generation Mathematics Learning Standards**

New York State Next Generation Mathematics Learning Standards Grade 2	enVisionmath2.0 ©2017 Grade 2
NY-2.G Geometry	
Reason with shapes and their attributes.	
1. Classify two-dimensional figures as polygons or non-polygons.	SE: Topic 15: 859-864, 865-870, 871-876, 877-882; Reteaching: 909-910, Sets A-D TE: Topic 15: 859A-864, 865A-870, 871A-876, 877A-882; Reteaching: 909-910, Sets A-D
2. Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.	SE: Topic 15: 883-888, 901-906; Reteaching: 911-912, Sets E, H TE: Topic 15: 883A-888, 901A-906; Reteaching: 911-912, Sets E, H
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. Describe the whole as <i>two halves</i> , <i>three thirds</i> , <i>four fourths</i> . Recognize that equal shares of identical wholes need not have the same shape.	SE: Topic 15: 889-894, 895-900, 901-906; Reteaching: 911-912, Sets F-H TE: Topic 15: 889A-894, 895A-900, 901A-906; Reteaching: 911-912, Sets

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