A Correlation of

enVision® Mathematics

©2020

To the

New York State Next Generation Mathematics Learning Standards

Grade 2

SAVVAS

A Correlation of enVision Mathematics, ©2020
To the New York State Next Generation Mathematics Learning Standards

Introduction

The new enVision® Mathematics ©2020 is the latest offering of the nationally recognized Grades K-12 series, created for print, digital, and blended instruction. Problem-Based Learning connects with Visual Learning to deep conceptual understanding. Interactive multimedia experiences engage learners in student choice and solving rich problems. Extensive customization and differentiation options empower every teacher and student.

UNDERSTANDING
A simple lesson design provides a clear, intentional pathway. Starting on a firm foundation of conceptual understanding, students can connect and apply math ideas in amazing ways. High-interest math projects invite all students to be active participants.

A simple lesson design provides a clear, intentional pathway.

STEP 1 Problem-Based Learning
STEP 2 Visual Learning
STEP 3 Assess and Differentiate

ASSESSMENT
The enVision Assessment Suite offers options to move students toward mastery of state standards while driving instructional differentiation.

DIAGNOSTIC Assessment
Reading Test, Diagnostic Test (Math Diagnosis and Intervention System), Review What You Know
FORMATIVE Assessment
SCOUT Observational Assessment used during Solve & Share, Do You Understand? And Convince Me! Guide Practice, Quick Check
SUMMATIVE Assessment
Topic Assessments, Topic Performance Assessments, Examview Test Generator, Fluency Assessments, Cumulative/Benchmarks Assessments, Progress Monitoring Assessments

INSTRUCTIONAL SUPPORT
Gain a new perspective on your teaching with embedded strategies, methods, and a wide range of Professional Development opportunities in print and digital formats.

Ideas, Inspiration, and Teaching Methods
Math background for every Topic and Lesson serves as an easy-to-access math methods course.

Make every lesson perfect for you. Access all digital content, assessments, and management tools at SavvasRealize.com.

Kids See the Math. Teachers See Results.

A Correlation of enVision Mathematics, ©2020
To the New York State Next Generation Mathematics Learning Standards

New York State Next Generation Mathematics Learning Standards Grade 2	enVision Mathematics, ©2020 Grade 2
Mathematical Practices	
1. Make sense of problems and persevere in solving them.	**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. **Student's Edition and Teacher's Edition pages** 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
2. Reason abstractly and quantitatively.	**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. **Student's Edition and Teacher's Edition pages** 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

New York State Next Generation Mathematics Learning Standards Grade 2	**enVision Mathematics, ©2020 Grade 2**
3. Construct viable arguments and critique the reasoning of others.	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. **Student's Edition and Teacher's Edition pages** 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
4. Model with Mathematics.	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. **Student's Edition and Teacher's Edition pages** 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

New York State Next Generation Mathematics Learning Standards Grade 2	**enVision Mathematics, ©2020 Grade 2**
5. Use appropriate tools strategically.	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. **Student's Edition and Teacher's Edition pages** 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
6. Attend to precision.	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. **Student's Edition and Teacher's Edition pages** 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

New York State Next Generation Mathematics Learning Standards Grade 2	**enVision Mathematics, ©2020 Grade 2**
7. Look for and make use of structure.	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. **Student's Edition and Teacher's Edition pages** 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
8. Look for and express regularity in repeated reasoning.	Students are prompted to look for repetition in computations to help them develop shortcuts and become more efficient problem solvers. Students are reminded to think about problems they have encountered previously that may share features or processes. They are encouraged to draw on the solution plan developed for such problems, and, as their mathematical thinking matures, to look for and apply generalizations to similar situations. The Problem-Based Learning activities offer students opportunities to look for regularity in the way operations behave. **Student's Edition and Teacher's Edition pages** 5–8, 17–20, 25–28, 33–36, 65–68, 77–80, 105–108, 153–156, 157–160, 165–168, 205–208, 281–284, 345–348, 353–356, 357–360

New York State Next Generation Mathematics Learning Standards Grade 2	enVision Mathematics, ©2020 Grade 2
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.	**SE:** 37–40, 41–44, Reteaching: 50 Sets G, H; 77–80, Reteaching: 84 Set C, D; 92, 113–116, 117–120, Reteaching: 123–125 Set E; 136, 141–144, 145–148, 165–168, 169–172, Reteaching: 175–178 Sets G, H; 187, 188, 213–216, 217–220, Reteaching: 226 Sets F-H; 236, 245–248, 257–260, 261–264, Reteaching: 268–269 Sets F-G; 279, 280, 281–284, 285–288, 289–292, 309–312, Reteaching: 315–316 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, 657–660, 661–664, Reteaching: 668, 670 Sets B, D **TE:** 37A–40B, 41A–44B, Reteaching: 49–50 Sets G, H; 77A–80B, Reteaching: 84 Sets C, D; 92–92C, 113A–116B, 117A–120B, Reteaching: 123–126 Set E; 136–136A, 141A–144B, 145A–148B, 165A–168B, 169A–172B, Reteaching: 175–178 Sets G, H; 187–187A, 188–188C, 213A–216B, 217A–220B, Reteaching: 225–226 Sets F-H; 236–236A, 245A–248B, 257A–260B, 261A–264B, Reteaching: 267–270 Sets F-G; 279–279A, 280–280C, 281A–284B, 285A–288B, 289A–292B, 309A–312B, Reteaching: 315–316 Set 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, 657A–660B, 661A–664B, Reteaching: 668, 670 Sets B, D

New York State Next Generation Mathematics Learning Standards Grade 2	**enVision Mathematics, ©2020 Grade 2**
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.	**SE:** 4, 77–80, Reteaching: 84 Set D; 113–116, 117–120, Reteaching: 123–125 Set F; 136, 145–148, 165–168, 213–216, 217–220, 245–248, 257–260, 280, 293–296, 297–300, Reteaching: 316-317 Sets D E; 341–344, 345–348, Reteaching: 364–365 Set B; 609–612, 613–616, 625–628 **TE:** 4–4C, 77A**–**80B, Reteaching: 84 Set D; 113A–116B, 117A–120B, Reteaching: 123–126 Set F; 136–136A, 145A–148B, 165A–168B, 213A–216B, 217A–220B, 245A–248B, 257A–260B, 280–280C, 293A–296B, 297A–300B, Reteaching: 316-317 Sets D, E; 341A–344B, 345A–348B, Reteaching: 363–366 Set B; 609A–612B, 613A–616B, 625A–628B
Add and subtract within 20.	
2a. Fluently add and subtract within 20 using mental strategies. Strategies could include: • 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.	**SE:** 3, 4, 5–8, 9–12, 13–16, 17–20, 21–24, 25–28, 29–32, 33–36, 37–40, 41–44, Reteaching: 47–50 Sets A–H; 60, 61–64, 65–68, 69–72, 73–76, 77–80, Reteaching: 83–84 Sets A–D; 91, 301–304, Reteaching: 317 Set F; 561–564, Reteaching: 595 Set A **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, Reteaching: 47–50 Sets A–H, 60–60A, 61A–64B, 65A–68B, 69A–72B, 73A–76B, 77A–80B, Reteaching: 83–84 Sets A–D; 91–91A, 301A–304B, Reteaching: 317–318 Set F; 561A–564B, Reteaching: 595–596 Set A
2b. Know from memory all sums within 20 of two one-digit numbers.	**SE:** 5-8, 9-12, 13-16, 17-20, 21-24, 25-28, 29-32, 33-36, 45, 81, 121, 173, 221, 313, 361, 497 **TE:** 1N, 5A-8B, 9A-12B, 13A-16B, 17A-20B, 21A-24B, 25A-28B, 29A-32B, 33A-36B, 45, 81, 121, 173, 221, 313, 361, 497
Work with equal groups of objects to gain foundations for multiplication.	
3a. Determine whether a group of objects (up to 20) has an odd or even number of members.	**SE:** 60, 61–64, 65–68, Reteaching: 83 Set A **TE:** 60–60A, 61A–64B, 65A–68B, Reteaching: 83 Set A

New York State Next Generation Mathematics Learning Standards Grade 2	enVision Mathematics, ©2020 Grade 2
3b. Write an equation to express an even number as a sum of two equal addends.	**SE:** 61-64, 65-68, Reteaching: 83 Set A **TE:** 61A-64B, 65A-68B, Reteaching: 83 Set A
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:** 69–72, 73–76, 77–80, Reteaching: 83–84 Sets B–D; 92, 136, 577–580, 585–588, 589–592, Reteaching: 597–598 Sets E, G, H **TE:** 69A–72B, 73A–76B, 77A–80B, Reteaching: 83–84 Sets B–D; 92–92C, 135–136A, 577A–580B, 585A–588B, 589A–592B, Reteaching: 597–598 Sets E, G, H
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:** 376, 381–384, 385–388, 389–392, 405–408, 409–412, Reteaching: 419–422 Sets B, C, G **TE:** 376–376C, 381A–384B, 385A–388B, 389A–392B, 405A–408B, L409A–412B, Reteaching: 419–422 Sets B, C, G
a. Understand 100 can be thought of as a bundle of ten tens, called a “hundred.”	**SE:** 377–380, 393–396, Reteaching: 419–420 Sets A, D **TE:** 377A–380B, 393A–396B, Reteaching: 419–420 Sets A, D
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:** 377–380, 381–384, 385–388, Reteaching: 419 Set A **TE:** 377A–380B, 381A–384B, 385A–388B, Reteaching: 419–420 Set A
2. Count within 1000; skip-count by 5s, 10s, and 100s.	**SE:** 329–332, 333–336, 337–340, 349–352, 353–356, 357–360, Reteaching: 363–366 Sets A, B, D–F; 375, 376, 397–400, 401–404, 413–416, Reteaching: 421–422 Sets E, F, H; 437–440, 477–480 **TE:** 329–332, 333–336, 337–340, 349–352, 353–356, 357–360, Reteaching: 363–366 Sets A, B, D–F; 375, 376, 397–400, 401–404, 413–416, Reteaching: 421–422 Sets E, F, H; 437–440, 477–480

New York State Next Generation Mathematics Learning Standards Grade 2	enVision Mathematics, ©2020 Grade 2
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, Reteaching: 419–420 Sets B, C, D **TE:** 376–376C, 381A–384B, 385A–388B, 389A–392B, 393A–396B, Reteaching: 419–420 Sets B, C, 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:** 375, 405–408, 409–412, 413–416, Reteaching: 422 Sets G, H **TE:** 375–375A, 405A–408B, 409A–412B, 413A–416B, Reteaching: 421–422 Sets G, H
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.	**SE:** 92, 93–96, 97–100, 101–104, 105–108, 109–112, 113–116, 117–120, Reteaching: 123–125 Sets A–F; 136, 137–140, 141–144, 145–148, 149–152, 153–156, 157–160, 161–164, 165–168, 169–172, Reteaching: 175–178 Sets A–H; 187, 188, 189–192, 193–196, 197–200, 201–204, 205–208, 209–212, 213–216, 217–220, Reteaching: 223–226 Sets A–H; 236, 237–240, 241–244, 245–248, 249–252, 253–256, 257–260, Reteaching: 267–269 Sets A–F; 279, 280, 281–284, 285–288, 289–292, 293–296, 297–300, 305–308, Reteaching: 315–318 Sets A–D, G **TE:** 92–92C, 93A–96B, 97A–100B, 101A–104B, 105A–108B, 109A–112B, 113A–116B, 117A–120B, Reteaching: 123–126 Sets A–F; 136–136A, 137A–140B, 141A–144B, 145A–148B, 149A–152B, 153A–156B, 157A–160B, 161A–164B, 165A–168B, 169A–172B, Reteaching: 175–178 Sets A–H; 187–187A, 188–188C, 189A–192B, 193A–196B, 197A–200B, 201A–204B, 205A–208B, 209A–212B, 213A–216B, 217A–220B, Reteaching: 223–226 Sets A–H; 236–236A, 237A–240B, 241A–244B, 245A–248B, 249A–252B, 253A–256B, 257A–260B, Reteaching: 267–270 Sets A–F; 279–279A, 280–280C, 281A–284B, 285A–288B, 289A–292B, 293A–296B, 297A–300B, 305A–308B, Reteaching: 315–318 Sets A–D, G

New York State Next Generation Mathematics Learning Standards Grade 2	enVision Mathematics, ©2020 Grade 2
6. Add up to four two-digit numbers using strategies based on place value and properties of operations.	**SE:** Reteaching: 124–125 Sets D, E; 136, 157–160, 161–164, 165–168, 169–172, Reteaching: 177–178 Sets F–H, 279; Reteaching: 318 Set G **TE:** Reteaching: 124–125 Sets D, E; 136–136A, 157A–160B, 161A–164B, 165A–168B, 169A–172B, Reteaching: 177–178 Sets F–H; 279–279A, Reteaching: 317–318 Set G
7a. Add and subtract within 1000, using • Concrete models or drawings, and • Strategies based on place value, properties or operations, and/or the relationship between addition and subtraction. Relate the strategy to a written representation. *Note: A written representation is any way of showing a strategy using words, pictures, or numbers.*	**SE:** 432, 437–440, 441–444, 445–448, 449–452, 453–456, 457–460, Reteaching: 463–464 Sets B–D; 472, 477–480, 481–484, 485–488, 489–492, 493–496, Reteaching: 499–200 Sets B–D **TE:** 432–432A, 437–440B, 441–444B, 445–448B, 449–452B, 453–456B, 457–460B, Reteaching: 463–464 Sets B–D; 472–472C, 477–480B, 481–484B, 485–488B, 489A–492B, 493A–496B, Reteaching: 499–200 Sets B–D
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.	**SE:** 437–440, 441–444, 445–448, 449–452, 453–456, 457–460, Reteaching: 463–464 Sets B–D; 472, 477–480, 481–484, 485–488, 489–492, 493–496, Reteaching: 499–200 Sets B–D **TE:** 437–440B, 441–444B, 445–448B, 449–452B, 453–456B, 457–460B, Reteaching: 463–464 Sets B–D; 472–472C, 477–480B, 481–484B, 485–488B, 489A–492B, 493A–496B, Reteaching: 499–200 Sets B–D
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:** 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 **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

New York State Next Generation Mathematics Learning Standards Grade 2	enVision Mathematics, ©2020 Grade 2
9. Explain why addition and subtraction strategies work, using place value and the properties of operations. *Note: Explanations may be supported by drawings or objects.*	**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 **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, 201A204B, 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, Reteaching: 267–270 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
NY-2.MD Measurement and Data	
Measure and estimate lengths in standard units.	
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.	**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 **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

New York State Next Generation Mathematics Learning Standards Grade 2	enVision Mathematics, ©2020 Grade 2
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:** 521–524, 533–536, Reteaching: 548–549 Sets C, F; 581–584, Reteaching: 597 Set F **TE:** 521A–524B, 533A–536B, Reteaching: 548–549 Sets C, F; 581A–584B, Reteaching: 597–598 Set F
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
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, 560–560
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:** 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
6. Represent whole numbers as lengths from 0 on a number line with equally spaced points corresponding to the numbers o, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line.	**SE:** Reteaching: 124–125 Sets D, E; 136, 157–160, 161–164, 165–168, 169–172, Reteaching: 177–178 Sets F–H; 279, Reteaching: 318 Set G **TE:** Reteaching: 124–125 Sets D, E; 136–136A, 157A–160B, 161A–164B, 165A–168B, 169A–172B, Reteaching: 177–178 Sets F–H; 279–279A, Reteaching: 317–318 Set G

New York State Next Generation Mathematics Learning Standards Grade 2	enVision Mathematics, ©2020 Grade 2
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, *quarter past, half past,* and *quarter to*.	**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
8a. Count a mixed collection of coins whose sum is less than or equal to one dollar.	**SE:** 327, 376, 329-332, 333-336 **TE:** 327-327C, 376-376C, 329A-332B, 333A-336B
8b. Solve real world and mathematical problems within one dollar involving quarters, dimes, nickels, and pennies, using the ¢ (cent) symbol appropriately.	**SE:** 327, 376, 337-340, 341-344, 345-348 **TE:** 327-327C, 376-376C, 337A-340B, 341A-344B, 345A-348B
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:** 640, 641–644, 645–648, Reteaching: 667 Set A **TE:** 640–640C, 641A–644B, 645A–648B, Reteaching: 667–668 Set A
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:** 640, 641–644, 645–648, 649–652, 653–656, 657–660, 661–664, Reteaching: 667–670 Sets A–D **TE:** 640–640C, 641A–644B, 645A–648B, 649A–652B, 653A–656B, 657A–660B, 661A–664B, Reteaching: 667–670 Sets A–D

New York State Next Generation Mathematics Learning Standards Grade 2	enVision Mathematics, ©2020 Grade 2
NY-2.G Geometry	
Reason with shapes and their attributes.	
1. Classify two-dimensional figures as polygons or non-polygons.	**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
2. Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.	**SE:** 566-580, 589-592, Reteaching: 597-598 Sets E, H **TE:** 566A-580B, 589A-592B, Reteaching: 597-598 Sets E, H
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. Describe the whole as *two halves, three thirds, four fourths.* Recognize that equal shares of identical wholes need not have the shame 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