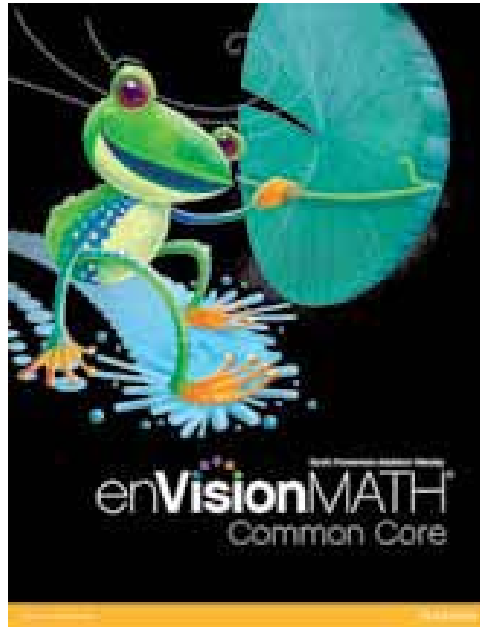


**ARKANSAS DEPARTMENT OF EDUCATION
MATHEMATICS ADOPTION**

en**VISION**MATH™
Common Core ©2012



Common Core State Standards Correlation

and

**Common Core State Standards Comparison with
Arkansas Student Learning Expectations for Mathematics
Correlation**

Grade 2

**ARKANSAS DEPARTMENT OF EDUCATION
MATHEMATICS ADOPTION**

Two *enVisionMATH Common Core* Grade 2 correlations have been provided within this document.

- **Part 1:** A Correlation of *enVisionMATH Common Core* Grade 2 to the Common Core State Standards for Mathematics (CCSS). **Part 1** pages 1-16
- **Part 2:** A Correlation of *enVisionMATH Common Core* Grade 2 to the Common Core State Standards Comparison with Arkansas Student Learning Expectations for Mathematics. **Part 2** pages 17-44

The correlation in Part 2 is included at the request of the Arkansas Department of Education and shows how both sets of criteria intersect and align to common content. Please note the CCSS introduces some content at different grade levels, and as a result, several grade levels of the Arkansas Curriculum Framework were aligned to and were included at a single grade level. Consequently, the correlation reflects this shift to other levels.

Thank you in advance for your time and consideration of *enVisionMATH Common Core* for Arkansas elementary students.

Part 1
A Correlation of *enVisionMATH* Common Core
to the Common Core State Standards for Mathematics

Table of Contents

Mathematical Practices	2
Operations and Algebraic Thinking.....	10
Number and Operations in Base Ten	11
Measurement and Data	14
Geometry	16

Part 1
A Correlation of *enVisionMATH* Common Core
to the Common Core State Standards for Mathematics

Common Core State Standards for Mathematics Mathematical Practices	enVisionMATH <i>Common Core</i> Grade 2
<p>1. Make sense of problems and persevere in solving them.</p> <p>Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, “Does this make sense?” They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.</p>	<p>enVisionMATH <i>Common Core</i> is built on a foundation of problem-based instruction that has sense-making at its heart. Each topic includes at least one <i>problem-solving lesson</i> in which students focus on honing their sense-making and problem-solving skills. The problem-solving lessons in Grades K–2 present to students a process that begins with making sense of the problem. <i>Read and Understand</i>, the first phase of the process, has students ask themselves, <i>What am I trying to find?</i> and <i>What do I know?</i>, questions that will help identify the givens and constraints of the problem. In the second phase, <i>Plan and Solve</i>, students decide on a solution plan. In the final phase, <i>Look Back and Check</i>, students verify that their work is reasonable and reflects the information given.</p> <p>Each lesson begins with <i>Problem-Based Interactive Learning</i>, an activity in which students interact with their peers and teachers to make sense of and decide on a workable solution for a real-world 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.</p> <p>SE/TE: Topic 1: 6, 10, 18, 22, 26, 27-30; Topic 2: 44, 48, 49, 52, 53, 54, 55, 56, 60, 61-64; Topic 3: 82, 90, 91-94; Topic 4: 104, 105, 113-116; Topic 5: 126, 130, 146, 147-150; Topic 6: 160, 164, 168, 176, 177-180; Topic 7: 190, 194, 202, 203-206; Topic 8: 216, 220, 224, 232, 236, 244, 245-248, 271; Topic 9: 271, 282, 289-290; Topic 10: 304, 308, 312, 320, 324, 328, 329-332; Topic 11: 342, 346, 351, 355, 358, 362, 366, 367, 370, 371-374; Topic 12: 392, 409-412; Topic 13: 422, 423, 430, 434, 435-438; Topic 14: 448, 452, 453, 457-460; Topic 15: 470, 478, 482, 490, 498, 499-502; Topic 16: 516, 517, 520, 528, 529-532</p> <p>TE: Topic 1: 1B, 18A, 27A-30B; Topic 2: 35A, 60A, 60B; Topic 3: 69B; Topic 4: 99B; Topic 5: 130A; Topic 6: 155B; Topic 10: 300A, 304A, 308A; Topic 14: 443A; Topic 15: 486A; Topic 16: 517A, 520B, 529A, 532A, 532B</p>

Part 1
A Correlation of *enVisionMATH* Common Core
to the Common Core State Standards for Mathematics

<p style="text-align: center;">Common Core State Standards for Mathematics Mathematical Practices</p>	<p style="text-align: center;">enVisionMATH <i>Common Core</i> Grade 2</p>
<p>2. Reason abstractly and quantitatively. Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships: the ability to decontextualize—to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to contextualize, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects.</p>	<p>enVisionMATH <i>Common Core</i> provides scaffolded instruction to help students develop both quantitative and abstract reasoning. In the <i>Visual Learning Bridge</i>, 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.</p> <p>Reasonableness exercises remind students to compare their work to the original situation. In the <i>Do You Understand?</i> part of the Guided Practice, students gain experiences with quantitative reasoning as they consider the meaning of different parts of an expression or equation. Reasoning problems throughout the exercise sets focus students' attention on the structure or meaning of an operation, for example, rather than merely the solution.</p> <p>SE/TE: Topic 1: 26; Topic 2: 45; Topic 3: 86; Topic 5: 131, 134, 138; Topic 7: 199; Topic 8: 221, 225, 229, 237; Topic 10: 297, 309; Topic 11: 371; Topic 12: 385, 401; Topic 13: 419, 426; Topic 14: 456; Topic 15: 491</p> <p>TE: Topic 2: 48A, 52A, 56A; Topic 8: 211B; Topic 13: 417A, 434A; Topic 15: 465A</p>

Part 1
A Correlation of *enVisionMATH* Common Core
to the Common Core State Standards for Mathematics

<p style="text-align: center;">Common Core State Standards for Mathematics Mathematical Practices</p>	<p style="text-align: center;">enVisionMATH <i>Common Core</i> Grade 2</p>
<p>3. Construct viable arguments and critique the reasoning of others. Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.</p>	<p>Consistent with a focus on reasoning and sense-making is a focus on critical reasoning – argumentation and critique of arguments. In Pearson’s <i>enVisionMATH Common Core</i>, the Problem-Based Interactive 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 use reasoning and to justify or explain their solutions.</p> <p><i>Journal</i> activities in Grades K–2 help students develop foundational critical reasoning skills by having them construct explanations for processes. 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.</p> <p>SE/TE: Topic 5: 144; Topic 6: 157; Topic 10: 325; Topic 11: 339; Topic 12: 389, 397; Topic 13: 427; Topic 15: 483; Topic 16: 524</p> <p>TE: Topic 5: 146A; Topic 9: 253B, 270A, 278A, 282A</p>

Part 1
A Correlation of *enVisionMATH* Common Core
to the Common Core State Standards for Mathematics

<p style="text-align: center;">Common Core State Standards for Mathematics Mathematical Practices</p>	<p style="text-align: center;">enVisionMATH <i>Common Core</i> Grade 2</p>
<p>4. Model with mathematics. Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. In early grades, this might be as simple as writing an addition equation to describe a situation. In middle grades, a student might apply proportional reasoning to plan a school event or analyze a problem in the community. By high school, a student might use geometry to solve a design problem or use a function to describe how one quantity of interest depends on another. Mathematically proficient students who can apply what they know are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They can analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.</p>	<p>Students in Pearson's <i>enVisionMATH Common Core</i> 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 <i>Visual Learning Bridge</i> 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.</p> <p>SE/TE: Topic 1: 10, 14; Topic 2: 61, 62, 63, 64; Topic 3: 78, 90; Topic 7: 187, 195; Topic 8: 217, 245, 247; Topic 9: 258, 259, 263, 274, 279, 282; Topic 10: 308; Topic 12: 404, 407; Topic 13: 426; Topic 14: 460; Topic 15: 494, 502</p> <p>TE: Topic 1: 6A, 14A, 22A; Topic 2: 61A, 64A, 64B; Topic 3: 74A, 82A, 90A, 94A; Topic 4: 99A, 112A; Topic 12: 405A, 408B; Topic 16: 507B, 520A, 543</p>

Part 1
A Correlation of *enVisionMATH* Common Core
to the Common Core State Standards for Mathematics

Common Core State Standards for Mathematics Mathematical Practices	enVisionMATH <i>Common Core</i> Grade 2
<p>5. Use appropriate tools strategically. Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.</p>	<p>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 eTools, calculators, 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.</p> <p>SE/TE: Topic 1: 3, 7, 11, 15, 16, 17, 18, 19, 23, 27; Topic 2: 37, 41, 57; Topic 3: 71, 75, 79, 82, 83, 86, 87; Topic 4: 101, 104, 108, 109, 112, 113, 115; Topic 5: 123, 127; Topic 6: 161, 169, 172, 173; Topic 7: 191; Topic 8: 213, 233, 236, 241; Topic 9: 255, 262, 267, 270, 275; Topic 10: 300, 301, 328; Topic 11: 343, 347, 350, 354, 359; Topic 12: 393; Topic 13: 431, 432, 433, 434; Topic 15: 471, 479, 487, 499, 502; Topic 16: 509, 512, 517, 518, 519, 520, 521, 525, 526, 527, 528</p> <p>TE: Topic 1: 18A, 18B; Topic 4: 99B; Topic 6: 155B; Topic 7: 185A; Topic 11: 337A, 337B, 366A; Topic 13: 434A, 434B; Topic 14: 443B; Topic 15: 465B; Topic 16: 507A, 517A, 520A, 520B, 525A, 528A, 528B</p>

Part 1
A Correlation of *enVisionMATH* Common Core
to the Common Core State Standards for Mathematics

<p style="text-align: center;">Common Core State Standards for Mathematics Mathematical Practices</p>	<p style="text-align: center;">enVisionMATH <i>Common Core</i> Grade 2</p>
<p>6. Attend to precision. Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.</p>	<p>Students are expected to use mathematical terms and symbols with precision. Key terms and concepts are highlighted in each lesson. The <i>Problem-Based Interactive Learning</i> activity provides repeated opportunities for children to use precise language to explain their solution paths while solving problems.</p> <p>In the <i>Do You Understand?</i> feature, students revisit these key terms or concepts and provide explicit definitions or explanations. Students are reminded to use appropriate units of measure in their solutions as well as in labels for diagrams, graphs, and other kinds of displays.</p> <p>SE/TE: Topic 1: 6, 14, 22; Topic 2: 37, 40, 61; Topic 3: 74, 94; Topic 4: 112; Topic 5: 134, 142, 149, 150; Topic 6: 165; Topic 7: 198; Topic 8: 216, 224, 228, 244; Topic 9: 258, 266, 274, 278; Topic 10: 304, 312, 317, 321, 324; Topic 11: 339, 340, 341, 342, 363, 364, 365; Topic 14: 445, 448, 449; Topic 15: 474, 475, 479, 494, 495; Topic 16: 525</p> <p>TE: Topic 1: 1A, 1D; Topic 2: 35D, 37A, 61A, 64A, 64B; Topic 3: 69D; Topic 4: 99D; Topic 5: 121D, 126A, 134A; Topic 6: 155D; Topic 7: 185D; Topic 8: 211A, 211D; Topic 9: 253B, 253D; Topic 10: 295D, 320A; Topic 11: 337D, 342A, 342B, 363A, 366A, 366B; Topic 12: 379D; Topic 13: 417D; Topic 14: 443B, 443D; Topic 15: 465D, 470A, 482A, 494A, 498A; Topic 16: 507D, 528A</p>

Part 1
A Correlation of *enVisionMATH* Common Core
to the Common Core State Standards for Mathematics

<p style="text-align: center;">Common Core State Standards for Mathematics Mathematical Practices</p>	<p style="text-align: center;">enVisionMATH <i>Common Core</i> Grade 2</p>
<p>7. Look for and make use of structure. Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.</p>	<p>Students are encouraged to look for structure as they develop solution plans. In the <i>Look for a Pattern</i> problem-solving lessons, children in the early years develop a sense of patterning with visual and physical objects. 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.</p> <p>SE/TE: Topic 1: 23, 24, 25, 26, 29; Topic 2: 49, 50, 51, 52; Topic 5: 135, 139, 142, 143; Topic 8: 240; Topic 10: 300, 316; Topic 12: 381, 384, 388, 396, 400, 408, 411; Topic 15: 482; Topic 16: 513, 514, 515, 516</p> <p>TE: Topic 1: 1D, 23A, 26A, 26B; Topic 2: 35B, 35D, 49A, 52A, 52B; Topic 3: 69B, 69D; Topic 4: 99D; Topic 5: 121B, 121D; Topic 6: 155D; Topic 7: 185D; Topic 8: 211B, 211D; Topic 9: 253D; Topic 10: 295A, 295D, 312A; Topic 11: 337B, 337D; Topic 12: 379D, 388A; Topic 13: 417B, 417D; Topic 14: 443D; Topic 15: 465D; Topic 16: 507D, 513A, 516A, 516B</p>

Part 1
A Correlation of *enVisionMATH* Common Core
to the Common Core State Standards for Mathematics

<p style="text-align: center;">Common Core State Standards for Mathematics Mathematical Practices</p>	<p style="text-align: center;">enVisionMATH <i>Common Core</i> Grade 2</p>
<p>8. Look for and express regularity in repeated reasoning. Mathematically proficient students notice if calculations are repeated, and look both for general methods and for shortcuts. Upper elementary students might notice when dividing 25 by 11 that they are repeating the same calculations over and over again, and conclude they have a repeating decimal. By paying attention to the calculation of slope as they repeatedly check whether points are on the line through (1, 2) with slope 3, middle school students might abstract the equation $(y - 2)/(x - 1) = 3$. Noticing the regularity in the way terms cancel when expanding $(x - 1)(x + 1)$, $(x - 1)(x^2 + x + 1)$, and $(x - 1)(x^3 + x^2 + x + 1)$ might lead them to the general formula for the sum of a geometric series. As they work to solve a problem, mathematically proficient students maintain oversight of the process, while attending to the details. They continually evaluate the reasonableness of their intermediate results.</p>	<p>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 <i>Problem-Based Interactive Learning</i> activities offer students opportunities to look for regularity in the way operations behave.</p> <p>SE/TE: Topic 1: 15, 16, 17, 18; Topic 2: 53, 54, 55, 56; Topic 6: 180; Topic 8: 232; Topic 10: 313, 320, 329-332; Topic 11: 363, 364, 365, 366; Topic 13: 435, 436, 437, 438; Topic 15: 490; Topic 16: 513, 514, 515, 516, 529</p> <p>TE: Topic 1: 15A, 18A, 18B; Topic 2: 35B, 56A, 56B; Topic 7: 185B; Topic 10: 329A, 332A, 332B; Topic 11: 363A, 366A, 366B; Topic 12: 396A; Topic 13: 435A, 438A, 438B; Topic 16: 513A, 516A, 516B, 529A</p>

Part 1
A Correlation of *enVisionMATH* Common Core
to the Common Core State Standards for Mathematics

Common Core State Standards for Mathematics Grade 2	<i>enVisionMATH</i> Common Core Grade 2
Operations and Algebraic Thinking	
Represent and solve problems involving addition and subtraction.	
<p>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. [2.OA.1]</p>	<p>SE/TE: Topic 1: 3-6, 7-10, 11-14, 15-18, 19-22, 23-26, 27-30; Topic 2: 37-40, 41-44, 45-48, 49-52, 53-56, 61-64; Topic 3: 71-70, 75-78, 79-82, 83-86, 87-90, 91-94; Topic 4: 113-116; Topic 5: 147-150; Topic 6: 173-176; Topic 7: 199-202; Topic 8: 245-247; Topic 9: 287-290</p> <p>TE: Topic 1: 3A, 6A-6B, 7A, 10A-10B, 11A, 14A-14B, 15A, 18A-18B, 19A, 22A-22B, 23A, 26A-26B, 27A, 30A-30B; Topic 2: 37A, 40A-40B, 41A, 44A-44B, 45A, 48A-48B, 49A, 52A-52B, 53A, 56A-56B, 61A, 64A-64B; Topic 3: 71A, 74A-74B, 75A, 78A-78B, 79A, 82A-82B, 83A, 86A-86B, 87A, 90A-90B, 91A, 94A-94B; Topic 4: 113A, 116A-116B; Topic 5: 147A, 150A-150B; Topic 6: 173A, 176A-176B; Topic 7: 199A, 202A-202B; Topic 8: 245A, 248A-248B; Topic 9: 287A, 290A-290B</p>
Add and subtract within 20.	
<p>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. [2.OA.2]</p>	<p>SE/TE: Topic 2: 37-40, 41-44, 45-48, 57-60; Topic 3: 71-70, 75-78, 79-82, 83-86, 87-90</p> <p>TE: Topic 2: 37A, 40A-40B, 41A, 44A-44B, 45A, 48A-48B, 57A, 60A-60B; Topic 3: 71A, 74A-74B, 75A, 78A-78B, 79A, 82A-82B, 83A, 86A-86B, 87A, 90A-90B</p>
Work with equal groups of objects to gain foundations for multiplication.	
<p>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. [2.OA.3]</p>	<p>SE/TE: Topic 5: 143-147, 149, 152</p> <p>TE: Topic 5: 143A, 146A-146B</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. [2.OA.4]</p>	<p>SE/TE: Topic 4: 101-104, 105-108, 109-112, 113-116</p> <p>TE: Topic 4: 101A, 104A-104B, 105A, 108A-108B, 109A, 112A-112B, 113A, 116A-116B</p>

Part 1
A Correlation of *enVisionMATH* Common Core
to the Common Core State Standards for Mathematics

Common Core State Standards for Mathematics Grade 2	<i>enVisionMATH</i> Common Core Grade 2
Number and Operations in Base Ten	
Understand place value.	
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: [2.NBT.1]	SE/TE: Topic 5: 123-126, 127-130, 151; Topic 10: 297-300, 301-304, 305-308, 333 TE: Topic 5: 121A, 121B, 121C, 121D, 123A, 126A-126B, 127A, 130A-130B, Topic 10: 297A, 300A, 300B, 305A, 308A, 308B
a. 100 can be thought of as a bundle of ten tens — called a “hundred.” [2.NBT.1.a]	SE/TE: Topic 5: 123-126, 151; Topic 10: 297-300, 305-308 TE: Topic 5: 123A, 126A-126B, Topic 10: 297A, 300A, 300B, 305A, 308A, 308B
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). [2.NBT.1.b]	SE/TE: Topic 10: 297-300, 305-308 TE: Topic 10: 297A, 300A, 300B, 305A, 308A, 308B
2. Count within 1000; skip-count by 5s, 10s, and 100s. [2.NBT.2]	SE/TE: Topic 5: 135-138; Topic 6: 177-180; Topic 10: 297-300, 313-316, 317-320, 329-332 TE: Topic 5: 135A, 138A-138B; Topic 6: 177A, 180A-180B; Topic 10: 297A, 300A-300B, 313A, 316A-316B, 317A, 320A-320B, 329A, 332A-332B
3. Read and write numbers to 1000 using base-ten numerals, number names, and expanded form. [2.NBT.3]	SE/TE: Topic 5: 123-126, 127-130, 151; Topic 10: 301-304, 305-308, 333 TE: Topic 5: 123A, 126A-126B, 127A, 130A-130B; Topic 10: 301A, 304A-304B, 305A, 308A-308B
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. [2.NBT.4]	SE/TE: Topic 5: 131-134, 154; Topic 10: 321-324, 325-328, 329-332, 335 TE: Topic 5: 131A, 134A-134B, Topic 10: 321A, 324A-324B, 325A, 328A-328B, 329A, 332A-332B

Part 1
A Correlation of *enVisionMATH* Common Core
to the Common Core State Standards for Mathematics

Common Core State Standards for Mathematics Grade 2	<i>enVisionMATH</i> Common Core Grade 2
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. [2.NBT.5]	<p>SE/TE: Topic 1: 23-26; Topic 2: 37-40, 41-44, 45-48, 49-52, 53-56, 57-60; Topic 3: 71-74, 75-78, 79-82, 83-86, 87-90; Topic 5: 139-142, 147-150; Topic 6: 157-160, 161-164, 165-168, 169-172, 173-176; Topic 7: 187-190, 191-194, 195-198, 199-202, 203-206; Topic 8: 213-216, 217-220, 221-224, 226-228, 229-232, 237-240, 241-244, 245-248; Topic 9: 259-262, 263-266, 267-270, 271-274, 275-278, 279-282, 283-286, 287-290; Topic 14: 445-448, 449-452, 453-456</p> <p>TE: Topic 1: 23A, 26A-26B, Topic 2: 37A, 40A-40B, 41A, 44A-44B, 45A, 48A-48B, 49A, 52A-52B, 53A, 56A-56B, 57A, 60A-60B, Topic 3: 71A, 74A-74B, 75A, 78A-78B, 79A, 82A-82B, 83A, 86A-86B, 87A, 90A-90B; Topic 5: 139A, 142A-142B, 147A, 150A-150B; Topic 6: 157A, 160A-160B, 161A, 164A-164B, 165A, 168A-168B, 169A, 172A-172B, 173A, 176A-176B; Topic 7: 187A, 190A-190B, 191A, 194A-194B, 195A, 198A-198B, 199A, 202A-202B, 203A, 206A-206B; Topic 8: 213A, 216A-216B, 217A, 220A-220B, 221A, 224A-224B, 225A, 228A-228B, 229A, 232A-232B, 233A, 236A-236B, 2237A, 240A-240B, 241A, 244A-244B; Topic 9: 259A, 262A-262B, 263A, 266A-266B, 267A, 270A-270B, 271A, 274A-274B, 275A, 278A-278B, 279A, 282A-282B, 283A, 286A-286B, 2867A, 290A-290B; Topic 14: 445A, 448A-448B, 449A, 452A-452B, 453A, 456A-456B</p>

Part 1
A Correlation of *enVisionMATH* Common Core
to the Common Core State Standards for Mathematics

Common Core State Standards for Mathematics Grade 2	<i>enVisionMATH</i> Common Core Grade 2
6. Add up to four two-digit numbers using strategies based on place value and properties of operations. [2.NBT.6]	<p>SE/TE: Topic 5: 139-142; Topic 8: 226-228, 229-232, 233-236, 237-240, 241-244; Topic 9: 275-278, 283-286</p> <p>TE: Topic 5: 139A, 142A-142B; Topic 8: 225A, 228A-228B, 229A, 232A-232B, 233A, 236A-236B, 237A, 240A-240B, 241A, 244A-244B; Topic 9: 275A, 278A-278B, 283A, 286A-286B</p>
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. [2.NBT.7]	<p>SE/TE: Topic 7: 203-206; Topic 11: 339-342, 343-346, 347-350, 351-354, 355-358, 359-362, 363-366, 367-370, 371-374</p> <p>TE: Topic 7: 2230A, 206A-206B; Topic 11: 339A, 342A-342B, 343A, 346A-346B, 347A, 350A-350B, 351A, 354A-354B, 355A, 358A-358B, 359A, 362A-362B, 363A, 366A-366B, 67A, 370A-370B, 371A, 374A-374B</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. [2.NBT.8]	<p>SE/TE: Topic 6: 157-160, 161-164, 165-168, 173-176; Topic 7: 187-190, 199-202, Topic 10: 309-312, 313-316; Topic 11: 339-342, 343-346, 359-362</p> <p>TE: Topic 6: 157A, 160A-160B, 161A, 164A-164B, 165A, 168A-168B, 173A, 176A-176B; Topic 7: 187A, 190A-190B, 199A, 202A-202B; Topic 10: 309A, 312A-312B, 313A, 316A-316B; Topic 11: 339A, 342A-342B, 343A, 346A-346B, 359A, 362A-362B</p>

Part 1
A Correlation of *enVisionMATH* Common Core
to the Common Core State Standards for Mathematics

Common Core State Standards for Mathematics Grade 2	<i>enVisionMATH</i> Common Core Grade 2
9. Explain why addition and subtraction strategies work, using place value and the properties of operations. (<i>Explanations may be supported by drawings or objects.</i>) [2.NBT.9]	<p>SE/TE: Topic 2: 37-40, 41-44, 45-48, 49-52, 53-56, 57-60; Topic 3: 71-74, 75-78, 79-82, 83-86; Topic 5: 143-146; Topic 6: 157-160, 161-164, 165-168, 169-172, 173-176; Topic 7: 187-190, 191-194, 195-198, 199-202; Topic 8: 213-216, 217-220, 221-224, 226-228, 229-232, 233-236, 237-240, 241-244; Topic 9: 259-262, 263-266, 267-270, 271-274, 275-278, 279-282, 283-286; Topic 11: 339-342, 343-346, 347-350, 351-354, 359-362, 363-366, 367-370; Topic 14: 445-448, 449-452, 453-456</p> <p>TE: Topic 2: 37A, 40A-40B, 41A, 44A-44B, 45A, 48A-48B, 49A, 52A-52B, 53A, 56A-56B, 57A, 60A-60B; Topic 3: 71A, 74A-74B, 75A, 78A-78B, 79A, 82A-82B, 83A, 86A-86B; Topic 5: 143A, 146A-146B; Topic 6: 157A, 160A-160B, 161A, 164A-164B, 165A, 168A-168B, 169A, 172A-172B, 173A, 176A-176B; Topic 7: 187A, 190A-190B, 191A, 194A-194B, 195A, 198A-198B, 199A, 202A-202B; Topic 8: 213A, 216A-216B, 217A, 220A-220B, 221A, 224A-224B, 225A, 228A-228B, 229A, 232A-232B, 233A, 236A-236B, 237A, 240A-240B, 241A, 244A-244B; Topic 9: 259A, 262A-262B, 263A, 266A-266B, 267A, 270B, 271A, 274A-274B, 275A, 278A-278B, 279A, 282A-282B, 283A, 286A-286B; Topic 11: 339A, 342A-342B, 343A, 346A-346B, 347A, 350A-350B, 351A, 354A-354B, 359A, 362A-362B, 363A, 366A-366B, 367A, 370A-370B; Topic 14: 445A, 448A-448B, 449A, 452A-452B, 453A, 456A-456B</p>
Measurement and Data	
Measure and estimate lengths in standard units.	
1. Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes. [2.MD.1]	<p>SE/TE: Topic 15: 467-470, 471-474, 475-478, 479-482, 483-486, 499-502</p> <p>TE: Topic 15: 467A, 470A, 470B, 471A, 474A-474B, 475A, 478A-478B, 479A, 482A-482B, 483A, 486A-486B, 499A, 502A-502B</p>
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. [2.MD.2]	<p>SE/TE: Topic 15: 487-490</p> <p>TE: Topic 15: 487A, 490A-490B</p>

Part 1
A Correlation of *enVisionMATH* Common Core
to the Common Core State Standards for Mathematics

Common Core State Standards for Mathematics Grade 2	<i>enVisionMATH</i> Common Core Grade 2
3. Estimate lengths using units of inches, feet, centimeters, and meters. [2.MD.3]	SE/TE: Topic 15: 471-474, 475-478, 479-482, 483-486, 499-502 TE: Topic 15: 471A, 474A-474B, 475A, 478A-478B, 479A, 482A-482B, 483A, 486A-486B, 499A, 502A-502B
4. Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit. [2.MD.4]	SE/TE: Topic 15: 495-498, 504 TE: Topic 15: 495A, 498A-498B
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, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem. [2.MD.5]	SE/TE: Topic 15: 491-494, 499-502 TE: Topic 15: 491A, 494A-494B, 499A, 502A-502B
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. [2.MD.6]	SE/TE: Topic 8: 233-236, 250; Topic 9: 275-278, 292 TE: Topic 8: 233A, 236A-236B; Topic 9: 275A, 278A-278B
Work with time and money.	
7. Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m. [2.MD.7]	SE/TE: Topic 16: 509-512, 513-516, 533 TE: Topic 16: 509A, 512A-512B, 513A, 516A-516B
8. Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. [2.MD.8]	SE/TE: Topic 13: 419-422, 423-426, 427-430, 431-434, 435-438; Topic 14: 445-448, 449-452, 453-456, 457-460 TE: Topic 13: 419A, 422A-422B, 423a, 426A-426B, 427A, 430A-430B, 431A, 434A-434B, 435A, 438A-438B; Topic 14: 445A, 448A-448B, 449A, 452A-452B, 453A, 456A-456B, 457A, 460A-460B

Part 1
A Correlation of *enVisionMATH* Common Core
to the Common Core State Standards for Mathematics

Common Core State Standards for Mathematics Grade 2	<i>enVisionMATH</i> Common Core Grade 2
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. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units. [2.MD.9]	SE/TE: Topic 16: 521-524, 534 TE: Topic 16: 521, 524A-524B
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. [2.MD.10]	SE/TE: Topic 16: 517-520, 525-528, 529-532, 534 TE: Topic 16: 517A, 520A-520B, 525A, 528A-528B, 529A, 532A-532B
Geometry	
Reason with shapes and their attributes.	
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. (<i>Sizes are compared directly or visually, not compared by measuring.</i>) [2.G.1]	SE/TE: Topic 16: 521-524, 534 TE: Topic 16: 521, 524A-524B
2. Partition a rectangle into rows and columns of same-size squares and count to find the total number of them. [2.G.2]	SE/TE: Topic 16: 517-520, 525-528, 529-532, 534 TE: Topic 16: 517A, 520A-520B, 525A, 528A-528B, 529A, 532A-532B
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., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape. [2.G.3]	SE/TE: Topic 16: 521-524, 534 TE: Topic 16: 521, 524A-524B

**Part 2 A Correlation of *enVisionMATH* Common Core
to the Common Core State Standards Comparison
with the Arkansas Student Learning Expectations for Mathematics**

Table of Contents

Operations and Algebraic Thinking.....	18
Numbers and Operations in Base Ten.....	23
Measurement and Data	32
Geometry	43

**Part 2 A Correlation of *enVisionMATH* Common Core
to the Common Core State Standards Comparison
with the Arkansas Student Learning Expectations for Mathematics**

Common Core State Standards for Mathematics	Matched Arkansas Standard	enVisionMATH Common Core Grade 2
Operations and Algebraic Thinking		
<p>CC.2.OA.1 Represent and solve problems involving addition and subtraction. 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>AR.2.NO.2.5 (NO.2.2.5) Whole Number Operations: Demonstrate various meaning of addition and subtraction</p>	<p>SE/TE: Topic 1: 3-6, 7-10, 11-14, 15-18, 19-22, 23-26, 27-30 Topic 2: 37-40, 41-44, 45-48, 49-52, 53-56, 61-64 Topic 3: 71-72, 75-78, 79-82, 83-86, 87-90, 91-94</p> <p>TE: Topic 1: 6A-6B, 10A-10B, 14A-14B, 18A-18B, 22A-22B, 30A-30B Topic 2: 40A-40B, 44A-44B, 48A-48B, 52A-52B, 56A-56B, 64A-64B Topic 3: 72A-72B, 78A-78B, 82A-82B, 86A-86B, 90A-90B, 94A-94B</p>
	<p>AR.2.NO.3.1 (NO.3.2.1) Computational Fluency- Addition and Subtraction: Develop strategies for basic addition facts: -- counting all -- counting on, -- one more, two more, -- doubles, -- doubles plus one or minus one, -- make ten, -- using ten frames, -- Identity Property (add zero)</p>	<p>SE/TE: Topic 1: 3-6, 7-10 Topic 2: 37-40, 41-44, 45-48, 49-52, 53-56, 57-60, 61-64</p> <p>TE: Topic 1: 6A-6B, 10A-10B Topic 2: 40A-40B, 44A-44B, 48A-48B, 52A-52B, 56A-56B, 60A-60B, 64A-64B</p>
	<p>AR.2.NO.2.7 (NO.2.2.7) Whole Number Operations: Model, represent and explain division as sharing equally and repeated subtraction in contextual situations</p>	<p>SE/TE: Topic 16: 543-544, 545-546</p> <p>TE: Topic 16: 544A-544B, 546A-546B</p>

**Part 2 A Correlation of *enVisionMATH* Common Core
to the Common Core State Standards Comparison
with the Arkansas Student Learning Expectations for Mathematics**

Common Core State Standards for Mathematics	Matched Arkansas Standard	enVisionMATH Common Core Grade 2
<p>(Continued) CC.2.OA.1 Represent and solve problems involving addition and subtraction. 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>AR.2.NO.3.4 (NO.3.2.4) Application of Computation: Solve problems using a variety of methods and tools (e.g., objects, mental computation, paper and pencil, and with and without appropriate technology)</p>	<p>SE/TE: Topic 1: 3-6, 7-10, 11-14, 15-18, 19-22, 23-26, 27-30 Topic 2: 37-40, 41-44, 45-48, 49-52, 53-56, 61-64 Topic 3: 71-70, 75-78, 79-82, 83-86, 87-90, 91-94 Topic 6: 157-160, 161-164, 165-168, 169-172 Topic 7: 187-190, 191-194, 195-198, 199-202 Topic 8: 213-216, 217-220, 221-224, 225-228, 229-232, 233-236 Topic 9: 255-258, 259-262, 263-266, 267-270, 271-274, 275-278, 279-282, 283-826</p> <p>TE: Topic 1: 6A-6B, 10A-10B, 14A-14B, 18A-18B, 22A-22B, 26A-26B, 30A-30B Topic 2: 40A-40B, 44A-44B, 48A-48B, 52A-52B, 56A-56B, 64A-64B Topic 3: 70A-70B, 78A-78B, 82A-82B, 86A-86B, 90A-90B, 94A-94B Topic 6: 160A-160B, 164A-164B, 168A-168B, 172A-172B Topic 7: 190A-190B, 194A-194B, 198A-198B, 202A-202B Topic 8: 216A-216B, 220A-220B, 224A-224B, 228A-228B, 232A-232B, 236A-236B Topic 9: 258A-258B, 262A-262B, 266A-266B, 270A-270B</p>

**Part 2 A Correlation of *enVisionMATH* Common Core
to the Common Core State Standards Comparison
with the Arkansas Student Learning Expectations for Mathematics**

Common Core State Standards for Mathematics	Matched Arkansas Standard	enVisionMATH Common Core Grade 2
<p>(Continued) CC.2.OA.1 Represent and solve problems involving addition and subtraction. 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>AR.2.A.5.3 (A.5.2.3) Expressions, Equations and Inequalities: Recognize that symbols such as \sim, Δ and \diamond in an addition or subtraction equation, represent a missing value that will make the statement true</p>	<p>SE/TE: Topic 3: 75, 76, 77, 80, 81, 84, 85, 88 TE: Topic 3: 78B, 82B</p>
	<p>AR.2.A.5.1 (A.5.2.1) Expressions, Equations and Inequalities: Select and/or write number sentences to find the unknown in problem-solving contexts involving two-digit addition and subtraction using appropriate labels</p>	<p>SE/TE: Topic 6: 157-160, 161-164, 165-168, 169-172, 173-176 Topic 7: 187-190, 191-194, 195-198, 199-202 TE: Topic 6: 160A-160B, 164A-164B, 168A-168B, 172A-172B, 176A-176B Topic 7: 190A-190B, 194A-194B, 198A-198B, 202A-202B</p>
<p>CC.2.OA.2 Add and subtract within 20. Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.</p>	<p>AR.2.NO.3.1 (NO.3.2.1) Computational Fluency-Addition and Subtraction: Develop strategies for basic addition facts: -- counting all -- counting on, -- one more, two more, -- doubles, -- doubles plus one or minus one, -- make ten, -- using ten frames, - Identity Property (add 0)</p>	<p>SE/TE: Topic 1: 3-6, 7-10 Topic 2: 37-40, 41-44, 45-48, 49-52, 53-56, 57-60, 61-64 TE: Topic 1: 6A-6B, 10A-10B Topic 2: 40A-40B, 44A-44B, 48A-48B, 52A-52B, 56A-56B, 60A-60B, 64A-64B</p>
	<p>AR.2.NO.3.3 (NO.3.2.3) Computational Fluency-Addition and Subtraction: Demonstrate computational fluency (accuracy, efficiency and flexibility) in addition facts with addends through 9 and corresponding subtractions</p>	<p>SE/TE: Topic 1: 3-6, 7-10, 11-14, 15-18, 19-22, 23-26, 27-30 Topic 2: 37-40, 41-44, 45-48, 49-52, 53-56, 61-64 Topic 3: 71-70, 75-78, 79-82, 83-86, 87-90, 91-94 TE: Topic 1: 6A-6B, 10A-10B, 14A-14B, 18A-18B, 22A-22B, 26A-26B, 30A-30B Topic 2: 40A-40B, 44A-44B, 48A-48B, 52A-52B, 56A-56B, 64A-64B Topic 3: 70A-70B, 78A-78B, 82A-82B, 86A-86B, 90A-90B, 94A-49B</p>

**Part 2 A Correlation of *enVisionMATH* Common Core
to the Common Core State Standards Comparison
with the Arkansas Student Learning Expectations for Mathematics**

Common Core State Standards for Mathematics	Matched Arkansas Standard	enVisionMATH Common Core Grade 2
<p>CC.2.OA.3 Work with equal groups of objects to gain foundations for multiplication. 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>	<p>AR.2.NO.2.4 (NO.2.2.4) Number Theory: Apply number theory: -- determine if a two-digit number is odd or even, -- use the terms sum, addends, and difference in an appropriate context ($2 + 3 = 5$, 2 and 3 are addends; 5 is a sum).</p>	<p>SE/TE: Topic 1: 3-6,11-14 Topic 2: 48-52 Topic 5: 143-146</p> <p>TE: Topic 1: 14A-14B Topic 2: 52A-52B Topic 5: 146A-146B</p>
	<p>AR.2.NO.3.1 (NO.3.2.1) Computational Fluency-Addition and Subtraction: Develop strategies for basic addition facts: -- counting all -- counting on, -- one more, two more, -- doubles, -- doubles plus one or minus one, -- make ten, -- using ten frames, -- Identity Property (add zero)</p>	<p>SE/TE: Topic 1: 3-6, 7-10 Topic 2: 37-40, 41-44, 45-48, 49-52, 53-56, 57-60, 61-64</p> <p>TE: Topic 1: 70A-70B Topic 2: 40A-40B, 44A-44B, 48A-48B, 52A-52B, 56A-56B, 60A-60B, 64A-64B</p>
	<p>AR.2.NO.3.3 (NO.3.2.3) Computational Fluency-Addition and Subtraction: Demonstrate computational fluency (accuracy, efficiency and flexibility) in addition facts with addends through 9 and corresponding subtractions</p>	<p>SE/TE: Topic 1: 3-6, 7-10, 11-14, 15-18, 19-22, 23-26, 27-30 Topic 2: 37-40, 41-44, 45-48, 49-52, 53-56, 61-64 Topic 3: 71-70, 75-78, 79-82, 83-86, 87-90, 91-94</p> <p>TE: Topic 1: 6A-6B, 10A-10B, 14A-14B, 18A-18B, 22A-22B, 26A-26B, 30A-30B Topic 2: 40A-40B, 44A-44B, 48A-48B, 52A-52B, 56A-56B, 64A-64B Topic 3: 70A-70B, 78A-78B, 82A-82B, 86A-86B, 90A-90B, 94A-49B</p>

**Part 2 A Correlation of *enVisionMATH* Common Core
to the Common Core State Standards Comparison
with the Arkansas Student Learning Expectations for Mathematics**

Common Core State Standards for Mathematics	Matched Arkansas Standard	enVisionMATH Common Core Grade 2
<p>(Continued) CC.2.OA.3 Work with equal groups of objects to gain foundations for multiplication. 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>	<p>AR.2.NO.3.2 (NO.3.2.2) Computational Fluency-Addition and Subtraction: Demonstrate multiple strategies for adding or subtracting two-digit whole numbers: -- Compatible Numbers, -- compensatory numbers, -- informal use of commutative and associative properties of addition</p>	<p>SE/TE: Topic 6: 157-160, 161-164, 165-168, 169-172 Topic 7: 187-190, 191-194, 195-198, 199-202 Topic 8: 213-216, 217-220, 221-224, 225-228, 229-232, 233-236 Topic 9: 255-258, 259-262, 263-266, 267-270, 271-274, 275-278, 279-282, 283-286 TE: Topic 6: 160A-160B, 164A-164B, 168A-168B, 172A-172B Topic 7: 190A-190B, 194A-194B, 198A-198B, 202A-202B Topic 8: 216A-216B, 220A-220B, 224A-224B, 228A-228B, 232A-232B, 236A-236B Topic 9: 258A-258B, 262A-262B, 266A-266B, 270A-270B, 274A-274B, 278A-278B, 282A-282B, 286A-286B</p>
<p>CC.2.OA.3 Work with equal groups of objects to gain foundations for multiplication. 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>	<p>AR.3.NO.2.2 (NO.2.3.2) Number Theory: Apply number theory: -- determine if a three-digit number is even or odd, -- use the terms multiple, factor, product and quotient in an appropriate context</p> <p>AR.1.NO.2.3 (NO.2.1.3) Number Theory: Apply number theory: -- determine if a one-digit number is odd or even, -- use the terms sum and difference in appropriate context, -- use conventional symbols (+, -, =) to represent the operations of addition and subtraction.</p>	<p>SE/TE: Topic 5: 143-146</p> <p>TE: Topic 5: 146A-146B</p> <p>SE/TE: Topic 1: 3-6, 7-10, 11-14, 15-18, 19-22, 23-26, 27-30 Topic 2: 37-40, 41-44, 45-48, 49-52, 53-56, 61-64 Topic 3: 71-70, 75-78, 79-82, 83-86, 87-90, 91-94 Topic 5: 143-146</p> <p>TE: Topic 1: 6A-6B, 10A-10B, 14A-14B, 18A-18B, 22A-22B, 26A-26B, 30A-B Topic 2: 40A-40B, 44A-44B, 48A-48B, 52A-52B, 56A-56B, 64A-64B Topic 3: 70A-70B, 78A-78B, 82A-82B, 86A-86B, 90A-90B, 94A-49B Topic 5: 146A-146B</p>

**Part 2 A Correlation of *enVisionMATH* Common Core
to the Common Core State Standards Comparison
with the Arkansas Student Learning Expectations for Mathematics**

Common Core State Standards for Mathematics	Matched Arkansas Standard	enVisionMATH Common Core Grade 2
<p>CC.2.OA.4 Work with equal groups of objects to gain foundations for multiplication. 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>AR.3.NO.2.4 (NO.2.3.4) Whole Number Operations: Model, represent and explain division as measurement and partitive division including equal groups, related rates, price, rectangular arrays (area model), combinations and multiplicative comparison</p>	<p>SE/TE: Topic 16: 543-544, 545-546, 547-548</p> <p>TE: Topic 16: 544A-544B, 546A-546B, 548A-548B</p>
	<p>AR.2.G.10.1 (G.10.2.1) Coordinate Geometry: Extend the use of directional words to include rows and columns</p>	<p>SE/TE: Topic 4: 99, 100, 105-108</p> <p>TE: Topic 4: 99A, 99D, 105A, 108A-108D</p>
<p>Numbers and Operations in Base Ten</p>		
<p>CC.2.NBT.1 Understand place value. 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: -- a. 100 can be thought of as a bundle of ten tens — called a “hundred.” -- 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).</p>	<p>AR.2.NO.1.4 (NO.1.2.4) Whole Numbers: Represent numbers to 100 in various forms</p>	<p>SE/TE: Topic 5: 123-126, 127-130</p> <p>TE: Topic 5: 126A-126B, 130A-130B</p>
	<p>AR.4.NO.1.2 (NO.1.4.2) Whole Numbers: Use the place value structure of the base ten number system and be able to represent and compare whole numbers to millions (using models, illustrations, symbols, expanded notation and problem solving)</p>	<p>SE/TE: Topic 5: 123-126, 127-130, 131-134 Topic 10: 297-300, 301-304, 305-308, 321-324, 325-328</p> <p>TE: Topic 5: 126A-126B, 130A-130B, 134A-134B Topic 10: 300A-300B, 304A-304B, 308A-308B, 324A-324B, 328A-328B</p>
	<p>AR.3.NO.1.2 (NO.1.3.2) Whole Numbers: Use the place value structure of the base ten number system and be able to represent and compare whole numbers including thousands (using models, illustrations, symbols, expanded notation and problem solving)</p>	<p>SE/TE: Topic 5: 123-126, 127-130, 131-134 Topic 10: 297-300, 301-304, 305-308, 321-324, 325-328</p> <p>TE: Topic 5: 126A-126B, 130A-130B, 134A-134B Topic 10: 300A-300B, 304A-304B, 308A-308B, 324A-324B, 328A-328B</p>

**Part 2 A Correlation of *enVisionMATH* Common Core
to the Common Core State Standards Comparison
with the Arkansas Student Learning Expectations for Mathematics**

Common Core State Standards for Mathematics	Matched Arkansas Standard	enVisionMATH Common Core Grade 2
<p>(Continued) CC.2.NBT.1 Understand place value. 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: -- a. 100 can be thought of as a bundle of ten tens – called a “hundred.” -- 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).</p>	<p>AR.1.NO.1.4 (NO.1.1.4) Whole Numbers: Represent numbers to 20 in various forms</p>	<p>SE/TE: Topic 5: 123, 127, 128, 130</p>
	<p>AR.1.NO.1.5 (NO.1.1.5) Whole Numbers: Use multiple models to develop understandings of place value including tens and ones</p>	<p>SE/TE: Topic 5: 123-126, 127-130</p> <p>TE: Topic 5: 126A-126B, 130A-130B</p>
	<p>AR.2.NO.1.5 (NO.1.2.5) Whole Numbers: Use multiple models to represent understanding of place value including hundreds</p>	<p>SE/TE: Topic 5: 123-126, 127-130 Topic 10: 297-300, 301-304, 305-308</p> <p>TE: Topic 5: 126A-126B, 130A-130B Topic 10: 300A-300B, 304A-304B, 308A-308B</p>
<p>CC.2.NBT.2 Understand place value. Count within 1000; skip-count by 5s, 10s, and 100s.</p>	<p>AR.2.A.4.4 (A.4.2.4) Recognize, describe and develop patterns: Identify, describe and extend skip counting patterns from any given number</p>	<p>SE/TE: Topic 10: 313-316, 317-320, 329-332</p> <p>TE: Topic 10: 316A-316B, 320A-320B, 332A-332B</p>
	<p>AR.3.A.4.1 (A.4.3.1) Recognize, describe and develop patterns: Count forward and backward when given a number less than or equal to 1000 _____, 399, _____, _____</p>	<p>SE/TE: Topic 5: 135-138, 139-142 Topic 10: 313-316, 317-320, 329-332</p> <p>TE: Topic 5: 138A-138B, 142A-142B Topic 10: 316A-316B, 320A-320B, 332A-332B</p>
	<p>AR.3.A.4.2 (A.4.3.2) Recognize, describe and develop patterns: Relate skip-counting patterns to multiplication</p>	<p>SE/TE: Topic 10: 313-316, 317-320, 329-332</p> <p>TE: Topic 10: 316A-316B, 317A, 320A-320B, 332A-332B</p>

**Part 2 A Correlation of *enVisionMATH* Common Core
to the Common Core State Standards Comparison
with the Arkansas Student Learning Expectations for Mathematics**

Common Core State Standards for Mathematics	Matched Arkansas Standard	enVisionMATH Common Core Grade 2
<p>(Continued) CC.2.NBT.2 Understand place value. Count within 1000; skip-count by 5s, 10s, and 100s.</p>	<p>AR.K.A.4.5 (A.4.K.5) Recognize, describe and develop patterns: Identify, describe and extend skip-counting patterns by 5s and 10s</p>	<p>SE/TE: Topic 10: 313-316, 317-320, 329-332</p> <p>TE: Topic 10: 316A-316B, 320A-320B, 332A-332B</p>
	<p>AR.2.A.4.3 (A.4.2.3) Recognize, describe and develop patterns: Use patterns to count forward and backward when given a number less than or equal to 100 ____ , 69, ____ , ____</p>	<p>SE/TE: Topic 5: 135-138, 139-142</p> <p>TE: Topic 5: 138A-138B, 142A-142B</p>
<p>CC.2.NBT.3 Understand place value. Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.</p>	<p>AR.2.NO.1.4 (NO.1.2.4) Whole Numbers: Represent numbers to 100 in various forms</p>	<p>SE/TE: Topic 5: 123-126, 127-130</p> <p>TE: Topic 5: 126A-126B, 130A-130B</p>
	<p>AR.2.NO.2.1 (NO.2.2.1) Number Theory: Count on (forward) and back (backward) on a number line and a 100's chart starting at any whole number up to 100</p>	<p>SE/TE: Topic 5: 135-138, 139-142</p> <p>TE: Topic 5: 138A-138B, 142A-142B</p>
	<p>AR.3.NO.1.1 (NO.1.3.1) Whole Numbers: Recognize equivalent representations for the same whole number and generate them by composing and decomposing numbers</p>	<p>SE/TE: Topic 5: 123-126, 127-130 Topic 10: 297-300, 301-304, 305-308</p> <p>TE: Topic 5: 126A-126B, 130A-130B Topic 10: 300A-300B, 304A-304B, 308A-308B</p>

**Part 2 A Correlation of *enVisionMATH* Common Core
to the Common Core State Standards Comparison
with the Arkansas Student Learning Expectations for Mathematics**

Common Core State Standards for Mathematics	Matched Arkansas Standard	enVisionMATH Common Core Grade 2
<p>CC.2.NBT.4 Understand place value. Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using $>$, $=$, and $<$ symbols to record the results of comparisons.</p>	<p>AR.2.NO.1.7 (NO.1.2.7) Whole Numbers: Compare 2 numbers, less than 100 using numerals and $=$, $<$, $>$ with and without appropriate technology</p>	<p>SE/TE: Topic 5: 131-134 Topic 10: 321-324, 325-328</p> <p>TE: Topic 5: 134A-134B Topic 10: 324A-324B, 328A-328B</p>
	<p>AR.3.NO.1.3 (NO.1.3.3) Whole Numbers: Use mathematical language and symbols to compare and order four-digit numbers with and without appropriate technology</p>	<p>See related content: SE/TE: Topic 10: 321-324, 325-328</p> <p>TE: Topic 10: 324A-324B, 328A-328B</p> <p>See also <i>enVisionMATH Common Core Grade 3</i>, SE/TE: Topic 1: 16-19, 20-21</p>
	<p>AR.3.NO.1.2 (NO.1.3.2) Whole Numbers: Use the place value structure of the base ten number system and be able to represent and compare whole numbers including thousands (using models, illustrations, symbols, expanded notation and problem solving)</p>	<p>SE/TE: Topic 5: 123-126, 127-130, 131-134 Topic 10: 297-300, 301-304, 305-308, 321-324, 325-328</p> <p>TE: Topic 5: 126A-126B, 130A-130B, 134A-134B Topic 10: 300A-300B, 304A-304B, 308A-308B, 324A-324B, 328A-328B</p>
<p>CC.2.NBT.5 Use place value understanding and properties of operations to add and subtract. Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.</p>	<p>AR.2.NO.2.6 (NO.2.2.6) Whole Number Operations: Demonstrate various addition and subtraction relationships (property) to solve problems in contextual situations involving whole numbers</p>	<p>SE/TE: Topic 3: 75-78, 79-82, 83-86, 87-90, 91-94</p> <p>TE: Topic 3: 78A-78B, 82A-82B, 86A-86B, 90A-90B, 94A-94B</p>

**Part 2 A Correlation of *enVisionMATH* Common Core
to the Common Core State Standards Comparison
with the Arkansas Student Learning Expectations for Mathematics**

Common Core State Standards for Mathematics	Matched Arkansas Standard	enVisionMATH Common Core Grade 2
<p>(Continued) CC.2.NBT.5 Use place value understanding and properties of operations to add and subtract. Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.</p>	<p>AR.2.NO.2.5 (NO.2.2.5) Whole Number Operations: Demonstrate various meaning of addition and subtraction</p>	<p>SE/TE: Topic 6: 157-160, 161-164, 165-168, 169-172 Topic 7: 187-190, 191-194, 195-198, 199-202 Topic 8: 213-216, 217-220, 221-224, 225-228, 229-232, 233-236 Topic 9: 255-258, 259-262, 263-266, 267-270, 271-274, 275-278, 279-282, 283-286</p> <p>TE: Topic 6: 160A-160B, 164A-164B, 168A-168B, 172A-172B Topic 7: 190A-190B, 194A-194B, 198A-198B, 202A-202B Topic 8: 216A-216B, 220A-220B, 224A-224B, 228A-228B, 232A-232B, 236A-236B Topic 9: 258A-258B, 262A-262B, 266A-266B, 270A-270B, 274A-274B, 278A-278B, 282A-282B, 286A-286B</p>
	<p>AR.2.NO.3.2 (NO.3.2.2) Computational Fluency-Addition and Subtraction: Demonstrate multiple strategies for adding or subtracting two-digit whole numbers: -- Compatible Numbers, -- compensatory numbers, -- informal use of commutative and associative properties of addition</p>	<p>SE/TE: Topic 6: 157-160, 161-164, 165-168, 169-172 Topic 7: 187-190, 191-194, 195-198, 199-202 Topic 8: 213-216, 217-220, 221-224, 225-228, 229-232, 233-236 Topic 9: 255-258, 259-262, 263-266, 267-270, 271-274, 275-278, 279-282, 283-286</p> <p>TE: Topic 6: 160A-160B, 164A-164B, 168A-168B, 172A-172B Topic 7: 190A-190B, 194A-194B, 198A-198B, 202A-202B Topic 8: 216A-216B, 220A-220B, 224A-224B, 228A-228B, 232A-232B, 236A-236B Topic 9: 258A-258B, 262A-262B, 266A-266B, 270A-270B, 274A-274B, 278A-278B, 282A-282B, 286A-286B</p>

**Part 2 A Correlation of *enVisionMATH* Common Core
to the Common Core State Standards Comparison
with the Arkansas Student Learning Expectations for Mathematics**

Common Core State Standards for Mathematics	Matched Arkansas Standard	enVisionMATH Common Core Grade 2
<p>CC.2.NBT.6 Use place value understanding and properties of operations to add and subtract. Add up to four two-digit numbers using strategies based on place value and properties of operations.</p>	<p>AR.3.NO.3.1 (NO.3.3.1) Computational Fluency- Addition and Subtraction: Develop, with and without appropriate technology, computational fluency, in multi-digit addition and subtraction through 999 using contextual problems: -- strategies for adding and subtracting numbers, - - estimation of sums and differences in appropriate situations, -- relationships between operations</p>	<p>SE/TE: Topic 6: 157-160, 161-164, 165-168, 169-172 Topic 8: 213-216, 217-220, 221-224, 225-228, 229-232, 233-236</p> <p>TE: Topic 6: 160A-160B, 164A-164B, 168A-168B, 172A-172B Topic 8: 216A-216B, 220A-220B, 224A-224B, 228A-228B, 232A-232B, 236A-236B</p>
	<p>AR.3.NO.3.4 (NO.3.3.4) Application of Computation: Solve simple problems using one operation involving addition and subtraction using a variety of methods and tools (e.g., objects, mental computation, paper and pencil and with and without appropriate technology)</p>	<p>SE/TE: Topic 6: 157-160, 161-164, 165-168, 169-172 Topic 8: 213-216, 217-220, 221-224, 225-228, 229-232, 233-236</p> <p>TE: Topic 6: 160A-160B, 164A-164B, 168A-168B, 172A-172B Topic 8: 216A-216B, 220A-220B, 224A-224B, 228A-228B, 232A-232B, 236A-236B</p>

**Part 2 A Correlation of *enVisionMATH* Common Core
to the Common Core State Standards Comparison
with the Arkansas Student Learning Expectations for Mathematics**

Common Core State Standards for Mathematics	Matched Arkansas Standard	enVisionMATH Common Core Grade 2
<p>CC.2.NBT.7 Use place value understanding and properties of operations to add and subtract. Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.</p>	<p>AR.2.NO.2.5 (NO.2.2.5) Whole Number Operations: Demonstrate various meaning of addition and subtraction</p>	<p>SE/TE: Topic 11: 339-342, 343-346, 347-350, 351-354, 355-358, 359-362, 363-366, 367-370</p> <p>TE: Topic 11: 342A-342B, 346A-346B, 350A-350B, 354A-354B, 358A-358B, 362A-362B, 366A-366B, 370A-370B</p>
	<p>AR.2.NO.2.6 (NO.2.2.6) Whole Number Operations: Demonstrate various addition and subtraction relationships (property) to solve problems in contextual situations involving whole numbers</p>	<p>SE/TE: Topic 11: 339-342, 343-346, 347-350, 351-354, 355-358, 359-362, 363-366, 367-370</p> <p>TE: Topic 11: 342A-342B, 346A-346B, 350A-350B, 354A-354B, 358A-358B, 362A-362B, 366A-366B, 370A-370B</p>
	<p>AR.2.NO.3.2 (NO.3.2.2) Computational Fluency- Addition and Subtraction: Demonstrate multiple strategies for adding or subtracting two-digit whole numbers: -- Compatible Numbers, -- compensatory numbers, -- informal use of commutative and associative properties of addition</p>	<p>SE/TE: Topic 6: 157-160, 161-164, 165-168, 169-172 Topic 7: 187-190, 191-194, 195-198, 199-202 Topic 8: 213-216, 217-220, 221-224, 225-228, 229-232, 233-236 Topic 9: 255-258, 259-262, 263-266, 267-270, 271-274, 275-278, 279-282, 283-286</p> <p>TE: Topic 6: 160A-160B, 164A-164B, 168A-168B, 172A-172B Topic 7: 190A-190B, 194A-194B, 198A-198B, 202A-202B Topic 8: 216A-216B, 220A-220B, 224A-224B, 228A-228B, 232A-232B, 236A-236B Topic 9: 258A-258B, 262A-262B, 266A-266B, 270A-270B, 274A-274B, 278A-278B, 282A-282B, 286A-286B</p>

**Part 2 A Correlation of *enVisionMATH* Common Core
to the Common Core State Standards Comparison
with the Arkansas Student Learning Expectations for Mathematics**

Common Core State Standards for Mathematics	Matched Arkansas Standard	enVisionMATH Common Core Grade 2
<p>(Continued) CC.2.NBT.7 Use place value understanding and properties of operations to add and subtract. Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.</p>	<p>AR.2.NO.1.2 (NO.1.2.2) Whole Numbers: Represent a whole number in multiple ways using composition and decomposition</p>	<p>SE/TE: Topic 5: 123-126, 127-130 Topic 10: 297-300, 301-304, 305-308</p> <p>TE: Topic 5: 126A-126B, 130A-130B Topic 10: 300A-300B, 304A-304B, 308A-308B</p>
	<p>AR.4.NO.1.1 (NO.1.4.1) Whole Numbers: Recognize equivalent representations for the same whole number and generate them by composing and decomposing numbers</p>	<p>SE/TE: Topic 5: 123-126, 127-130 Topic 10: 297-300, 301-304, 305-308</p> <p>TE: Topic 5: 126A-126B, 130A-130B Topic 10: 300A-300B, 304A-304B, 308A-308B</p>
<p>CC.2.NBT.8 Use place value understanding and properties of operations to add and subtract. 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>AR.2.A.4.5 (A.4.2.5) Recognize, describe and develop patterns: Identify a number that is more or less than any whole number less than 100 using multiples of ten</p>	<p>SE/TE: Topic 5: 139-142</p> <p>TE: Topic 5: 142A-142B</p>
	<p>AR.3.A.4.3 (A.4.3.3) Recognize, describe and develop patterns: Identify a number that is more or less than any whole number up to 1000 using multiples of ten and/or 100</p>	<p>SE/TE: Topic 10: 309-312, 313-316, 317-320, 329-332</p> <p>TE: Topic 10: 312A-312B, 316A-316B, 320A-320B, 332A-332B</p>
	<p>AR.4.A.4.1 (A.4.4.1) Recognize, describe and develop patterns: Identify a number that is more or less than any whole number using multiples of 10, 100 and/or 1000</p>	<p>SE/TE: Topic 5: 139-142 Topic 10: 309-312, 313-316, 317-320, 329-332</p> <p>TE: Topic 5: 142A-142B Topic 10: 312A-312B, 315A-316B, 320A-320B, 332A-332B</p>

**Part 2 A Correlation of *enVisionMATH* Common Core
to the Common Core State Standards Comparison
with the Arkansas Student Learning Expectations for Mathematics**

Common Core State Standards for Mathematics	Matched Arkansas Standard	enVisionMATH Common Core Grade 2
<p>CC.2.NBT.9 Use place value understanding and properties of operations to add and subtract. 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>AR.2.NO.2.5 (NO.2.2.5) Whole Number Operations: Demonstrate various meaning of addition and subtraction</p>	<p>SE/TE: Topic 6: 157-160, 161-164, 165-168, 169-172 Topic 7: 187-190, 191-194, 195-198, 199-202 Topic 8: 213-216, 217-220, 221-224, 225-228, 229-232, 233-236 Topic 9: 255-258, 259-262, 263-266, 267-270, 271-274, 275-278, 279-282, 283-286 Topic 11: 339-342, 343-346, 347-350, 351-354, 355-358, 359-362, 363-366, 367-370</p> <p>TE: Topic 6: 160A-160B, 164A-164B, 168A-168B, 172A-172B Topic 7: 190A-190B, 194A-194B, 198A-198B, 202A-202B Topic 8: 216A-216B, 220A-220B, 224A-224B, 228A-228B, 232A-232B, 236A-236B Topic 9: 258A-258B, 262A-262B, 266A-266B, 270A-270B, 274A-274B, 278A-278B, 282A-282B, 286A-286B Topic 11: 342A-342B, 346A-346B, 350A-350B, 354A-354B, 358A-358B, 362A-362B, 366A-366B, 370A-370B</p>
	<p>AR.2.NO.2.6 (NO.2.2.6) Whole Number Operations: Demonstrate various addition and subtraction relationships (property) to solve problems in contextual situations involving whole numbers</p>	<p>SE/TE: Topic 3: 75-78, 79-82, 83-86, 87-90, 91-94</p> <p>TE: Topic 3: 78A-78B, 82A-82B, 86A-86B, 90A-90B, 94A-94B</p>

**Part 2 A Correlation of *enVisionMATH* Common Core
to the Common Core State Standards Comparison
with the Arkansas Student Learning Expectations for Mathematics**

Common Core State Standards for Mathematics	Matched Arkansas Standard	enVisionMATH Common Core Grade 2
Measurement and Data		
<p>CC.2.MD.1 Measure and estimate lengths in standard units. Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.</p>	<p>AR.2.M.13.10 (M.13.2.10) Applications: Select appropriate customary measurement tools (rulers, balance scale, cup and thermometer) for situations involving length, capacity, and mass</p>	<p>SE/TE: Topic 15: 471-474, 475-478, 479-482, 483-486, 499-502</p> <p>TE: Topic 15: 474A-474B, 478A-478B, 482A-482B, 486A-486B, 502A-502B</p>
	<p>AR.3.M.13.9 (M.13.3.9) Applications: Estimate and measure length, capacity/volume and mass using appropriate customary units: -- Length: 1 inch; -- Perimeter: inches, feet, etc; -- Area: square inches (use models); -- Weight: pounds/ounces; -- Capacity: cups, pints, quarts, gallons.</p>	<p>SE/TE: Topic 15: 471-474, 475-478, 479-482, 483-486, 499-502</p> <p>TE: Topic 15: 474A-474B, 478A-478B, 482A-482B, 486A-486B, 502A-502B</p>
	<p>AR.3.M.13.8 (M.13.3.8) Applications: Use appropriate customary measurement tools for length, capacity and mass</p>	<p>SE/TE: Topic 15: 471-474, 475-478, 479-482, 483-486, 499-502</p> <p>TE: Topic 15: 474A-474B, 478A-478B, 482A-482B, 486A-486B, 502A-502B</p>
	<p>AR.K.M.13.4 (M.13.K.4) Applications: Name common tools for measurement (balance scale, ruler and thermometer)</p>	<p>SE/TE: Topic 15: 471-474, 475-478</p> <p>TE: Topic 15: 474A-474B, 478A-478B</p>

**Part 2 A Correlation of *enVisionMATH* Common Core
to the Common Core State Standards Comparison
with the Arkansas Student Learning Expectations for Mathematics**

Common Core State Standards for Mathematics	Matched Arkansas Standard	enVisionMATH Common Core Grade 2
<p>(Continued) CC.2.MD.1 Measure and estimate lengths in standard units. Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.</p>	<p>AR.8.M.13.1 (M.13.8.1) Attributes and Tools: Draw and apply measurement skills with fluency to appropriate levels of precision</p>	<p>SE/TE: Topic 15: 471-474, 475-478, 479-482, 483-486, 499-502</p> <p>TE: Topic 15: 474A-474B, 478A-478B, 482A-482B, 486A-486B, 502A-502B</p>
	<p>AR.5.M.12.1 (M.12.5.1) Attributes and Tools: Identify and select appropriate units and tools to measure</p>	<p>SE/TE: Topic 15: 471-474, 475-478, 479-482, 483-486, 499-502</p> <p>TE: Topic 15: 474A-474B, 478A-478B, 482A-482B, 486A-486B, 502A-502B</p>
<p>CC.2.MD.1 Measure and estimate lengths in standard units. Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.</p>	<p>AR.5.M.13.2 (M.13.5.2) Attributes and Tools: Determine which unit of measure or measurement tool matches the context for a problem situation</p>	<p>SE/TE: Topic 15: 471-474, 475-478, 479-482, 483-486, 499-502</p> <p>TE: Topic 15: 474A-474B, 478A-478B, 482A-482B, 486A-486B, 502A-502B</p>
	<p>AR.6.M.13.2 (M.13.6.2) Attributes and Tools: Determine which unit of measure or measurement tool matches the context for a problem situation</p>	<p>SE/TE: Topic 15: 471-474, 475-478, 479-482, 483-486, 499-502</p> <p>TE: Topic 15: 474A-474B, 478A-478B, 482A-482B, 486A-486B, 502A-502B</p>
	<p>AR.6.M.13.3 (M.13.6.3) Attributes and Tools: Draw and measure distance to the nearest mm and 1/8 inch accurately</p>	<p>SE/TE: Topic 15: 471-474, 475-478, 479-481</p> <p>TE: Topic 15: 474A-474B, 478A-478B, 482B</p>

**Part 2 A Correlation of *enVisionMATH* Common Core
to the Common Core State Standards Comparison
with the Arkansas Student Learning Expectations for Mathematics**

Common Core State Standards for Mathematics	Matched Arkansas Standard	enVisionMATH Common Core Grade 2
<p>CC.2.MD.2 Measure and estimate lengths in standard units. 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.</p>	<p>AR.2.M.12.6 (M.12.2.6) Tools and Attributes: Make simple comparisons within units of like dimension (units of length, mass/weight and capacity)</p>	<p>SE/TE: Topic 15: 495-498</p> <p>TE: Topic 15: 498A-498B</p>
	<p>AR.3.M.12.4 (M.12.3.4) Tools and Attributes: Demonstrate the relationship among different standard units: -- Length: 12 in = 1 ft, 3 ft = 1 yd, 36 in = 1 yd, -- Capacity: 2 cups = 1 pint, 2 pints = 1 quart, 4 quarts = 1 gallon, -- Weight: 16 ounces = 1 lb.</p>	<p>SE/TE: Topic 15: 479-482, 483-486</p> <p>TE: Topic 15: 482A-482B, 486A-486B</p>
	<p>AR.4.M.12.3 (M.12.4.3) Tools and Attributes: Use the relationship among units of measurement: --Length: 12 in = 1 ft, 3 ft = 1 yd, 36 in = 1 yd, 100 cm = 1 m; --Capacity: 2 cups = 1 pint, 2 pints = 1 quart, 4 quarts = 1 gallon; --Weight: 16 ounces = 1 lb</p>	<p>SE/TE: Topic 15: 479-482, 483-486</p> <p>TE: Topic 15: 482A-482B, 486A-486B</p>

**Part 2 A Correlation of *enVisionMATH* Common Core
to the Common Core State Standards Comparison
with the Arkansas Student Learning Expectations for Mathematics**

Common Core State Standards for Mathematics	Matched Arkansas Standard	enVisionMATH Common Core Grade 2
<p>CC.2.MD.3 Measure and estimate lengths in standard units. Estimate lengths using units of inches, feet, centimeters, and meters.</p>	<p>AR.2.M.13.11 (M.13.2.11) Applications: Estimate and measure length, capacity/volume and mass with non-standard units to recognize the need for standard units</p>	<p>SE/TE: Topic 15: 467-470, 487-490</p> <p>TE: Topic 15: 470A-470B, 490A-490B</p>
	<p>AR.4.M.13.8 (M.13.4.8) Applications: Estimate and measure length, capacity/volume and mass using appropriate customary and metric units: -- Length: 1/2 inch, 1 cm; -- Perimeter: inches, feet, centimeters, meters; -- Area: square inches, square feet, square centimeters, square meters; -- Weight: pounds/ounces; -- Mass: kilograms/grams; -- Capacity: cups, pints, quarts, gallons; -- Volume: liters.</p>	<p>SE/TE: Topic 15: 471-474, 475-478, 479-482, 483-486, 499-502</p> <p>TE: Topic 15: 474A-474B, 478A-478B, 482A-482B, 486A-486B</p>
	<p>AR.3.M.13.9 (M.13.3.9) Applications: Estimate and measure length, capacity/volume and mass using appropriate customary units: -- Length: 1 inch; -- Perimeter: inches, feet, etc; -- Area: square inches (use models); -- Weight: pounds/ounces; -- Capacity: cups, pints, quarts, gallons.</p>	<p>SE/TE: Topic 15: 471-474, 475-478, 479-482, 483-486, 499-502</p> <p>TE: Topic 15: 474A-474B, 478A-478B, 482A-482B, 486A-486B, 502A-502B</p>

**Part 2 A Correlation of *enVisionMATH* Common Core
to the Common Core State Standards Comparison
with the Arkansas Student Learning Expectations for Mathematics**

Common Core State Standards for Mathematics	Matched Arkansas Standard	enVisionMATH Common Core Grade 2
<p>CC.2.MD.4 Measure and estimate lengths in standard units. Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.</p>	<p>AR.2.M.13.11 (M.13.2.11) Applications: Estimate and measure length, capacity/volume and mass with non-standard units to recognize the need for standard units</p>	<p>SE/TE: Topic 15: 467-470, 471-474, 475-478, 479-482, 483-486, 487-490</p> <p>TE: Topic 15: 470A-470B, 474A-474B, 478A-478B, 482A-482B, 486A-486B, 490A-490B</p>
	<p>AR.5.M.13.5 (M.13.5.5) Applications: Count the distance between two points on a horizontal or vertical line and compare the lengths of the paths on a grid</p>	<p>SE/TE: Topic 15: 471-474, 475-478</p> <p>TE: Topic 15: 474A-474B, 478A-478B</p>
<p>CC.2.MD.5 Relate addition and subtraction to length. 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>AR.2.M.13.11 (M.13.2.11) Applications: Estimate and measure length, capacity/volume and mass with non-standard units to recognize the need for standard units</p>	<p>SE/TE: Topic 15: 467-470, 487-490</p> <p>TE: Topic 15: 470A-470B, 490A-490B</p>
	<p>AR.2.NO.3.4 (NO.3.2.4) Application of Computation: Solve problems using a variety of methods and tools (e.g., objects, mental computation, paper and pencil, and with and without appropriate technology)</p>	<p>SE/TE: Topic 15: 491-494</p> <p>TE: Topic 15: 494A-494B</p>
	<p>AR.2.NO.2.6 (NO.2.2.6) Whole Number Operations: Demonstrate various addition and subtraction relationships (property) to solve problems in contextual situations involving whole numbers</p>	<p>SE/TE: Topic 15: 491-494</p> <p>TE: Topic 15: 494A-494B</p>

**Part 2 A Correlation of *enVisionMATH* Common Core
to the Common Core State Standards Comparison
with the Arkansas Student Learning Expectations for Mathematics**

Common Core State Standards for Mathematics	Matched Arkansas Standard	enVisionMATH Common Core Grade 2
<p>CC.2.MD.6 Relate addition and subtraction to length. 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>	<p>No Matches in Arkansas Frameworks</p>	<p>SE/TE: Topic 8: 233-236, 250; Topic 9: 275-278, 292</p> <p>TE: Topic 8: 233A, 236A-236B Topic 9: 275A, 278A-278B</p>
<p>CC.2.MD.7 Work with time and money. Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.</p>	<p>AR.2.M.13.2 (M.13.2.2) Clock: Tell time to the nearest five-minute interval</p>	<p>SE/TE: Topic 16: 509-512</p> <p>TE: Topic 16: 512A-512B</p>
	<p>AR.3.M.12.2 (M.12.3.2) Time: Clock: Recognize that 60 minutes equals 1 hour and that a day is divided into A.M. and P.M.</p>	<p>SE/TE: Topic 16: 509-512, 513-516</p> <p>TE: Topic 16: 507C, 512A-512B, 516A-516B</p> <p>See also <i>enVisionMATH Common Core Grade 3</i>, SE/TE: Topic 12: 304-307</p>
	<p>AR.2.M.12.2 (M.12.2.2) Time: Clock: Recognize that there are 24 hours in a day</p>	<p>TE: Topic 16: 507A, 507B, 507C</p> <p>See also <i>enVisionMATH Common Core Grade 3</i>, SE/TE: Topic 12: 310-311</p>
	<p>AR.1.M.12.3 (M.12.1.3) Time: Clock: Recognize that an hour is longer than a minute and a minute is longer than a second</p>	<p>TE: Topic 16: 507A, 507C</p>

**Part 2 A Correlation of *enVisionMATH* Common Core
to the Common Core State Standards Comparison
with the Arkansas Student Learning Expectations for Mathematics**

Common Core State Standards for Mathematics	Matched Arkansas Standard	enVisionMATH Common Core Grade 2
<p>(Continued) CC.2.MD.7 Work with time and money. Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.</p>	<p>AR.4.M.13.5 (M.13.4.5) Money: Apply money concepts in contextual situations</p>	<p>SE/TE: Topic 13: 419-422, 423-426, 427-430, 431-434, 435-438 Topic 14: 445-448, 449-452, 453-456, 457-460</p> <p>TE: Topic 13: 422A-422B, 426A-426B, 430A-430B, 434A-434B, 438A-438B Topic 14: 448A-448B, 452A-452B, 456A-456B, 460A-460B</p>
<p>CC.2.MD.8 Work with time and money. Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ (dollars) and ¢ (cents) symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have?</p>	<p>AR.2.M.13.4 (M.13.2.4) Money: Determine the value of a combination of coins up to the dollar</p>	<p>SE/TE: Topic 13: 423-426, 427-430</p> <p>TE: Topic 13: 426A-426B, 430A-430B</p>
	<p>AR.2.M.13.5 (M.13.2.5) Money: Demonstrate a given value of money up to \$1.00 using a variety of coin combinations</p>	<p>SE/TE: Topic 13: 423-426, 427-430, 435-438</p> <p>TE: Topic 13: 426A-426B, 430A-430B, 438A-438B</p>
	<p>AR.2.M.13.6 (M.13.2.6) Money: Demonstrate a given value of money up to \$1.00 using the fewest coins possible</p>	<p>SE/TE: Topic 13: 427, 430, 435-438</p> <p>TE: Topic 13: 438A-438B</p>
	<p>AR.2.M.13.7 (M.13.2.7) Money: Represent and write the value of money using the cent sign and in decimal form when using the dollar sign</p>	<p>SE/TE: Topic 13: 419-422, 423-426, 427-430, 431-434</p> <p>TE: Topic 13: 422A-422B, 426A-426B, 430A-430B, 434A-434B</p>

**Part 2 A Correlation of *enVisionMATH* Common Core
to the Common Core State Standards Comparison
with the Arkansas Student Learning Expectations for Mathematics**

Common Core State Standards for Mathematics	Matched Arkansas Standard	enVisionMATH Common Core Grade 2
<p>(Continued) CC.2.MD.8 Work with time and money. Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ (dollars) and ¢ (cents) symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have?</p>	<p>AR.3.M.13.6 (M.13.3.6) Money: Apply money concepts in contextual situations up to \$10.00</p>	<p>SE/TE: Topic 13: 419-422, 423-426, 427-430, 431-434, 435-438 Topic 14: 445-448, 449-452, 453-456, 457-460</p> <p>TE: Topic 13: 422A-422B, 426A-426B, 430A-430B, 434A-434B Topic 14: 448A-448B, 452A-452B, 456A-456B, 460A-460B</p>
	<p>AR.3.M.13.5 (M.13.3.5) Money: Determine the value of money up to \$10</p>	<p>SE/TE: Topic 13: 423-426, 427-430, 431-434, 435-438</p> <p>TE: Topic 13: 426A-426B, 430A-430B, 434A-434B, 438A-438B</p>
	<p>AR.K.M.12.5 (M.12.K.5) Money: State the values of coins (penny, nickel, dime)</p>	<p>SE/TE: Topic 13: 419-422</p> <p>TE: Topic 13: 422A-422B</p>
	<p>AR.1.M.12.4 (M.12.1.4) Money: Recognize and identify attributes of penny, nickel, dime, quarter and dollar bill</p>	<p>SE/TE: Topic 13: 419-422, 423-426, 427-430, 431-434, 435-438</p> <p>TE: Topic 13: 422A-422B, 426A-426B, 430A-430B, 434A-434B, 438A-438B</p>
	<p>AR.1.M.12.6 (M.12.1.6) Money: Compare the value of coins (pennies, nickels, dimes and quarters)</p>	<p>SE/TE: Topic 13: 427-430</p> <p>TE: Topic 13: 430A-430B</p>
	<p>AR.1.M.13.4 (M.13.1.4) Money: Determine the value of a small collection of coins (with a total value up to one dollar) using one or two different types of coins, including pennies, nickels, dimes and quarters</p>	<p>SE/TE: Topic 13: 423-426, 427-430</p> <p>TE: Topic 13: 426A-426B, 430A-430B</p>

**Part 2 A Correlation of *enVisionMATH* Common Core
to the Common Core State Standards Comparison
with the Arkansas Student Learning Expectations for Mathematics**

Common Core State Standards for Mathematics	Matched Arkansas Standard	enVisionMATH Common Core Grade 2
<p>(Continued) CC.2.MD.8 Work with time and money. Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ (dollars) and ¢ (cents) symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have?</p>	<p>AR.1.M.13.5 (M.13.1.5) Money: Represent and write the value of money using the cent sign</p>	<p>SE/TE: Topic 13: 419-422, 423-426, 427-430</p> <p>TE: Topic 13: 422A-422B, 426A-426B, 430A-430B</p>
	<p>AR.1.M.13.8 (M.13.1.8) Applications: Estimate and measure length, capacity/volume and mass with non-standard units</p>	<p>SE/TE: Topic 15: 467-470, 487-490</p> <p>TE: Topic 15: 470A-470B, 490A-490B</p>
	<p>AR.2.M.12.4 (M.12.2.4) Money: Compare the value of all coins</p>	<p>SE/TE: Topic 13: 427-430</p> <p>TE: Topic 13: 430A-430B</p>
	<p>AR.2.M.12.3 (M.12.2.3) Money: State the value of all coins and a dollar</p>	<p>SE/TE: Topic 13: 419-422, 431-434</p> <p>TE: Topic 13: 422A-422B, 434A-434B</p>
	<p>AR.1.M.12.5 (M.12.1.5) Money: State the values of a penny, nickel, dime, and quarter and dollar bill</p>	<p>SE/TE: Topic 13: 419-422, 431-434</p> <p>TE: Topic 13: 422A-422B, 434A-434B</p>
	<p>AR.1.M.13.6 (M.13.1.6) Money: Show different combination of coins that have the same value</p>	<p>SE/TE: Topic 13: 427-430, 435-438</p> <p>TE: Topic 13: 430A-430B, 438A-438B</p>
	<p>AR.K.M.12.4 (M.12.K.4) Money: Recognize and identify attributes of penny, nickel, dime, and quarter</p>	<p>SE/TE: Topic 13: 427-430</p> <p>TE: Topic 13: 430A-430B</p>
	<p>AR.4.M.13.5 (M.13.4.5) Money: Apply money concepts in contextual situations</p>	<p>SE/TE: Topic 13: 419-422, 423-426, 427-430, 431-434, 435-438 Topic 14: 445-448, 449-452, 453-456, 457-460</p> <p>TE: Topic 13: 422A-422B, 426A-426B, 430A-430B, 434A-434B, 438A-438B Topic 14: 448A-448B, 452A-452B, 456A-456B, 460A-460B</p>

**Part 2 A Correlation of *enVisionMATH* Common Core
to the Common Core State Standards Comparison
with the Arkansas Student Learning Expectations for Mathematics**

Common Core State Standards for Mathematics	Matched Arkansas Standard	enVisionMATH Common Core Grade 2
<p>CC.2.MD.9 Represent and interpret data. 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.</p>	<p>No Matches in Arkansas Frameworks</p>	<p>SE/TE: Topic 16: 521-524, 534</p> <p>TE: Topic 16: 524A-524B</p>
<p>CC.2.MD.10 Represent and interpret data. 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>	<p>AR.K.DAP.14.1 (DAP.14.K.1) Collect, Organize and display data: Explore and discuss data collection by collecting, organizing and displaying physical objects</p>	<p>SE/TE: Topic 16: 517-520, 521-524, 525-528</p> <p>TE: Topic 16: 520A-520B, 524A-524B, 528A-528B</p>
	<p>AR.1.DAP.14.1 (DAP.14.1.1) Collect, Organize and display data: Identify the purpose for data collection and collect, organize and display physical objects for describing the results</p>	<p>SE/TE: Topic 16: 517-520, 521-524, 525-528</p> <p>TE: Topic 16: 520A-520B, 524A-524B, 528A-528B</p>
	<p>AR.2.DAP.14.1 (DAP.14.2.1) Collect, Organize and display data: Identify the purpose for data collection and collect, organize, record and display the data using physical materials (pictographs, Venn diagrams and vertical and horizontal bar graphs)</p>	<p>SE/TE: Topic 16: 517-520, 521-524, 525-528</p> <p>TE: Topic 16: 520A-520B, 524A-524B, 528A-528B</p>

**Part 2 A Correlation of *enVisionMATH* Common Core
to the Common Core State Standards Comparison
with the Arkansas Student Learning Expectations for Mathematics**

Common Core State Standards for Mathematics	Matched Arkansas Standard	enVisionMATH Common Core Grade 2
<p>(Continued) CC.2.MD.10 Represent and interpret data. 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>	<p>AR.3.DAP.14.1 (DAP.14.3.1) Collect, Organize and display data: Design a survey question after being given a topic and collect, organize, display and describe simple data using frequency tables or line plots, pictographs, and bar graphs</p>	<p>SE/TE: Topic 16: 517, 525</p>
	<p>AR.3.DAP.15.1 (DAP.15.3.1) Data Analysis: Read and interpret pictographs and bar graphs in which symbols or intervals are greater than one</p>	<p>SE/TE: Topic 16: 529-532</p> <p>TE: Topic 16: 532A-532B</p>
	<p>AR.2.DAP.16.1 (DAP.16.2.1) Inferences and Predictions: Make simple predictions for a given set of data</p>	<p>SE/TE: Topic 16: 517-520</p> <p>TE: Topic 16: 520A-520B</p>
	<p>AR.2.DAP.15.2 (DAP.15.2.2) Data Analysis: Make true statements comparing data displayed on a graph or chart</p>	<p>SE/TE: Topic 16: 529-532</p> <p>TE: Topic 16: 532A-532B</p>
	<p>AR.4.DAP.14.1 (DAP.14.4.1) Collect, Organize and display data: Create a data collection plan after being given a topic and collect, organize, display, describe and interpret simple data using frequency tables or line plots, pictographs and bar graphs</p>	<p>SE/TE: Topic 16: 517-520, 521-524, 525-528</p> <p>TE: Topic 16: 520A-520B, 524A-524B, 528A-528B</p>
	<p>AR.5.DAP.15.1 (DAP.15.5.1) Data Analysis: Interpret graphs such as line graphs, double bar graphs, and circle graphs</p>	<p>SE/TE: Topic 16: 529-532</p> <p>TE: Topic 16: 532A-532B</p>

**Part 2 A Correlation of *enVisionMATH* Common Core
to the Common Core State Standards Comparison
with the Arkansas Student Learning Expectations for Mathematics**

Common Core State Standards for Mathematics	Matched Arkansas Standard	enVisionMATH Common Core Grade 2
<p>CC.2.G.1 Reason with shapes and their attributes. 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. (Sizes are compared directly or visually, not compared by measuring.)</p>	<p>AR.3.G.8.1 (G.8.3.1) Characteristics and Properties-Three Dimensional: Compare, contrast and build three-dimensional solids by investigating the number of faces, edges, and vertices on models</p>	<p>SE/TE: Topic 12: 381-384, 385-388</p> <p>TE: Topic 12: 384A-384B, 388A-388B</p>
	<p>AR.3.G.8.2 (G.8.3.2) Characteristics and Properties-Two Dimensional: Identify regular polygons with at least 4 sides (square, pentagon, hexagon and octagon)</p>	<p>SE/TE: Topic 12: 385-388, 389-392</p> <p>TE: Topic 12: 388A-388B, 392A-392B</p>
	<p>AR.2.G.8.1 (G.8.2.1) Characteristics and Properties-Three Dimensional: Identify, name, sort and describe three-dimensional solids (cube, sphere, rectangular prism, cone, and cylinder) according to the shapes of faces</p>	<p>SE/TE: Topic 12: 381-384, 385-388</p> <p>TE: Topic 12: 384A-384B, 388A-388B</p>
Geometry		
<p>CC.2.G.1 Reason with shapes and their attributes. 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. (Sizes are compared directly or visually, not compared by measuring.)</p>	<p>AR.2.G.8.2 (G.8.2.2) Characteristics and Properties-Three Dimensional: Match three-dimensional objects to their two-dimensional faces</p>	<p>SE/TE: Topic 12: 385-388</p> <p>TE: Topic 12: 388A-388B</p>
	<p>AR.2.A.4.1 (A.4.2.1) Sort and Classify: Sort, classify, and label objects by three or more attributes in more than one way</p>	<p>SE/TE: Topic 12: 381-384, 385-388, 389-392</p> <p>TE: Topic 12: 384A-384B, 388A-388B, 392A-392B</p>

**Part 2 A Correlation of *enVisionMATH* Common Core
to the Common Core State Standards Comparison
with the Arkansas Student Learning Expectations for Mathematics**

Common Core State Standards for Mathematics	Matched Arkansas Standard	enVisionMATH Common Core Grade 2
<p>CC.2.G.2 Reason with shapes and their attributes. Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.</p>	<p>AR.2.M.13.13 (M.13.2.13) Area: Find the area of a region by counting squares on a grid</p>	<p>See <i>enVisionMATH Common Core Grade 3</i>, SE/TE: Topic 14: 342-343, 346-347</p>
	<p>AR.3.M.13.11 (M.13.3.11) Area: Find the area of any region counting squares and half-squares</p>	<p>See <i>enVisionMATH Common Core Grade 3</i>, SE/TE: Topic 14: 342-343, 346-347</p>
	<p>AR.4.M.13.10 (M.13.4.10) Area: Use strategies for finding the area of a rectangle</p>	<p>See <i>enVisionMATH Common Core Grade 3</i>, SE/TE: Topic 14: 348-349</p>
	<p>AR.K.M.13.7 (M.13.K.7) Area: Cover a figure with one type of shape and tell how many it takes to cover</p>	<p>See <i>enVisionMATH Common Core Grade 3</i>, SE/TE: Topic 14: 342-343, 344-345</p>
	<p>AR.1.M.13.10 (M.13.1.10) Area: Cover a figure with squares and tell how many it takes</p>	<p>See <i>enVisionMATH Common Core Grade 3</i>, SE/TE: Topic 14: 342-343, 344-345</p>
	<p>AR.2.NO.1.9 (NO.1.2.9) Rational Numbers: Represent fractions (halves, thirds, fourths, sixths and eighths) using words, numerals, and physical models</p>	<p>SE/TE: Topic 16: 549-550, 551-552, 553-554, 555-556</p> <p>TE: Topic 16: 550A-550B, 552A-552B, 554A-554B, 556A-556B</p>
	<p>AR.1.M.13.10 (M.13.1.10) Area: Cover a figure with squares and tell how many it takes</p>	<p>See <i>enVisionMATH Common Core Grade 3</i>, SE/TE: Topic 14: 342-343, 344-345</p>
<p>CC.2.G.3 Reason with shapes and their attributes. 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>AR.2.NO.1.9 (NO.1.2.9) Rational Numbers: Represent fractions (halves, thirds, fourths, sixths and eighths) using words, numerals, and physical models</p>	<p>SE/TE: Topic 16: 549-550, 551-552, 553-554, 555-556</p> <p>TE: Topic 16: 550A-550B, 552A-552B, 554A-554B, 556A-556B</p>