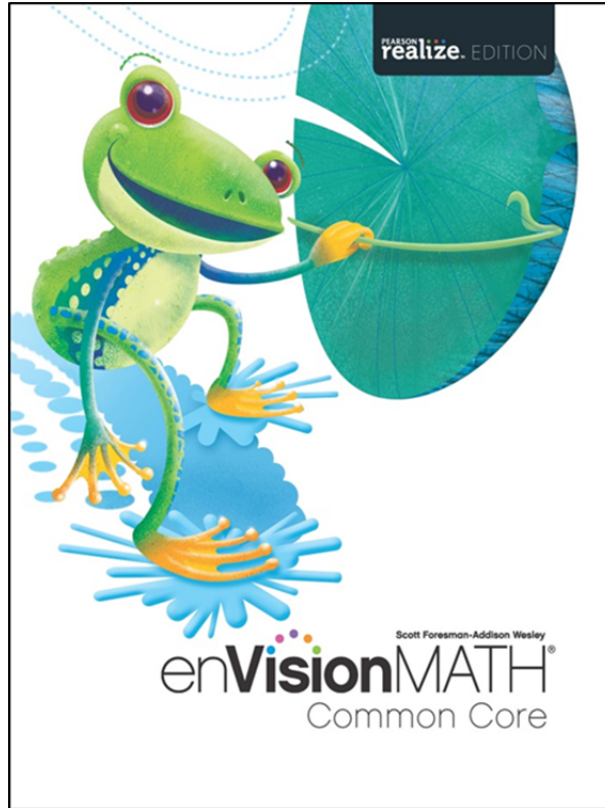


A Correlation of

en**Vision**MATH™
Common Core ©2015



to the

Manchester Public Schools Mathematics Curriculum

Grade 2

Table of Contents

Grade 2 Overview	3
Grade 2 Correlation	9

**A Correlation of *enVisionMATH* Common Core, ©2015
to the Manchester Public Schools Mathematics Curriculum**

<p align="center">MPS Mathematics Units Grade 2 Overview</p>	<p align="center">enVisionMATH Common Core, ©2015 Lessons</p>
<p>Unit 1 Fact Strategies and Place Value to 1,000 – includes understanding addition and subtraction</p>	<p>Lesson 1-1: Writing Addition Number Sentences Lesson 1-2: Stories About Joining Lesson 1-3: Writing Subtraction Number Sentences Lesson 1-4: Stories About Separating Lesson 1-5: Stories About Comparing Lesson 1-6: Connecting Addition and Subtraction Lesson 1-7: Problem Solving: Use Objects Lesson 2-1: Adding 0,1,2 Lesson 2-2: Doubles Lesson 2-3: Near Doubles Lesson 2-5: Adding Three Numbers Lesson 2-7: Problem Solving: Draw a Picture and Write a Number Sentence Lesson 3-1: Subtracting 0,1,2 Lesson 3-2: Thinking Addition to Subtract Doubles Lesson 3-3: Thinking Addition to 10 to Subtract Lesson 3-4: Thinking Addition to 18 to Subtract Lesson 3-6: Problem Solving: Two-Question Problems Lesson 4-4: Problem Solving: Draw a Picture and Write a Number Sentence Lesson 5-1: Models for Tens and Ones Lesson 5-2: Reading and Writing Numbers Lesson 5-3: Using Symbols to Compare Numbers Lesson 5-4: Counting to 100 Lesson 5-7: Problem Solving: Use Data from a Chart Lesson 6-6: Problem Solving: Look for a Pattern Lesson 7-4: Subtracting Multiples of 10 Lesson 8-9: Problem Solving: Draw a Picture and Write a Number Sentence Lesson 9-9: Problem Solving: Two-Question Problems Lesson 10-1: Building 1,000 Lesson 10-2: Counting Hundreds, Tens, and Ones Lesson 10-3: Reading and Writing Numbers to 1,000 Lesson 10-5: Patterns with Numbers on Hundreds Charts Lesson 10-6: Skip Counting by 2, 5, 10, 100 to 1000</p>

**A Correlation of *enVisionMATH* Common Core, ©2015
to the Manchester Public Schools Mathematics Curriculum**

MPS Mathematics Units Grade 2 Overview	enVisionMATH Common Core, ©2015 Lessons
(Continued) Unit 1 Fact Strategies and Place Value to 1,000 – includes understanding addition and subtraction	Lesson 10-7: Comparing Numbers Lesson 10-8: Problem Solving: Look for a Pattern Lesson 11-9: Models for Subtracting with Three-Digit Numbers
Unit 2 Addition and Subtraction within 1000	Lesson 1-1: Writing Addition Number Sentences Lesson 1-2: Stories About Joining Lesson 1-3: Writing Subtraction Number Sentences Lesson 1-4: Stories About Separating Lesson 1-5: Stories About Comparing Lesson 1-6: Connecting Addition and Subtraction Lesson 1-7: Problem Solving: Use Objects Lesson 2-4: Adding in Any Order Lesson 2-5: Adding Three Numbers Lesson 2-6: Making 10 to Add Lesson 2-7: Problem Solving: Draw a Picture and Write a Number Sentence Lesson 3-1: Subtracting 0,1,2 Lesson 3-5: Making 10 to Subtract Lesson 3-6: Problem Solving: Two-Question Problems Lesson 4-4: Problem Solving: Draw a Picture and Write a Number Sentence Lesson 5-1: Models for Tens and Ones Lesson 5-5: 10 More or 10 Less Lesson 5-7: Problem Solving: Use Data from a Chart Lesson 6-1: Adding Tens Lesson 6-3: Adding Tens and Ones Lesson 6-4: Adding on a Hundred Chart Lesson 6-5: Adding Multiples of 10 Lesson 7-1: Subtracting Tens Lesson 7-2: Finding Parts of 100 Lesson 7-3: Subtracting on a Hundred Chart Lesson 7-4: Subtracting Multiples of 10 Lesson 7-5: Problem Solving: Missing or Extra Information Lesson 8-1: Regrouping 10 Ones for 1 Ten Lesson 8-2: Models to Add Two- and One-Digit Numbers Lesson 8-3: Adding Two- and One-Digit Numbers Lesson 8-4: Models to Add Two-Digit Numbers

**A Correlation of *enVisionMATH* Common Core, ©2015
to the Manchester Public Schools Mathematics Curriculum**

<p align="center">MPS Mathematics Units Grade 2 Overview</p>	<p align="center">enVisionMATH Common Core, ©2015 Lessons</p>
<p>(Continued) Unit 2 Addition and Subtraction within 1000</p>	<p>Lesson 8-5: Adding Two-Digit Numbers Lesson 8-6: Adding on a Number Line Lesson 8-7: Adding More than Two Numbers Lesson 8-8: Ways to Add Lesson 8-9: Problem Solving: Draw a Picture and Write a Number Sentence Lesson 9-1: Regrouping 1 Ten for 10 Ones Lesson 9-2: Models to Subtract Two- and One-Digit Numbers Lesson 9-3: Subtracting Two- and One-Digit Numbers Lesson 9-4: Models to Subtract Two-Digit Numbers Lesson 9-5: Subtracting Two-Digit Numbers Lesson 9-6: Subtracting on a Number Line Lesson 9-7: Using Addition to Check Subtraction Lesson 9-8: Ways to Subtract Lesson 9-9: Problem Solving: Two-Question Problems Lesson 10-1: Building 1,000 Lesson 10-2: Counting Hundreds, Tens, and Ones Lesson 10-3: Reading and Writing Numbers to 1,000 Lesson 10-4: Changing Numbers by Hundreds and Tens Lesson 10-5: Patterns with Numbers on Hundreds Charts Lesson 11-1: Exploring Adding Three-Digit Numbers Lesson 11-2: Mental Math Lesson 11-3: Estimating Sums Lesson 11-4: Models for Adding with Three-Digit Numbers Lesson 11-5: Adding Three-Digit Numbers Lesson 11-6: Exploring Subtracting Three-Digit Numbers Lesson 11-7: Mental Math: Ways to Find Missing Parts Lesson 11-8: Estimating Differences Lesson 11-9: Models for Subtracting with Three-Digit Numbers Lesson 11-10: Subtracting Three-Digit Numbers Lesson 11-11: Problem Solving: Use Logical Reasoning Lesson 13-1: Coins Lesson 13-2: Counting Collections of Coins</p>

**A Correlation of *enVisionMATH* Common Core, ©2015
to the Manchester Public Schools Mathematics Curriculum**

MPS Mathematics Units Grade 2 Overview	enVisionMATH Common Core, ©2015 Lessons
<p>(Continued) Unit 2 Addition and Subtraction within 1000</p>	<p>Lesson 13-3: Ways to Show the Same Amount Lesson 13-4: One Dollar Lesson 13-5: Problem Solving: Make an Organized List Lesson 14-1: Adding Money Lesson 14-2: Subtracting Money Lesson 14-3: Estimating Sums and Differences Lesson 14-4: Problem Solving: Try, Check, and Revise Lesson 15-7: Adding and Subtracting in Measurement</p>
<p>Unit 3 Reasoning with Shapes</p>	<p>Lesson 12-1: Flat Surfaces, Vertices, and Edges Lesson 12-2: Relating Plane Shapes to Solid Figures Lesson 12-3: Polygons and Angles Lesson 12-4: Wholes and Equal Parts Lesson 12-5: Dividing Rectangles into Equal Squares Lesson 12-6: Equal Shares, Different Shapes Lesson 12-7: Problem Solving: Use Reasoning</p>
<p>Unit 4 Measurement with Standard Units</p>	<p>Lesson 15-1: Exploring Length Lesson 15-2: Inches Lesson 15-3: Centimeters Lesson 15-6: Measuring Length Lesson 15-4: Inches, Feet, and Yards Lesson 15-5: Centimeters and Meters Lesson 15-6: Measuring Length Lesson 15-8: Comparing Lengths Lesson 15-9: Problem Solving: Use Objects Lesson 16-3: Organizing Data Lesson 16-4: Graphing Lengths Lesson 16-5: Pictographs Lesson 16-6: Problem Solving: Use a Graph</p>
<p>Unit 5 Developing Multiplication</p>	<p>Lesson 1-1: Writing Addition Number Sentences Lesson 1-2: Stories About Joining Lesson 1-3: Writing Subtraction Number Sentences Lesson 1-4: Stories About Separating Lesson 1-5: Stories About Comparing Lesson 1-6: Connecting Addition and Subtraction</p>

**A Correlation of *enVisionMATH* Common Core, ©2015
to the Manchester Public Schools Mathematics Curriculum**

MPS Mathematics Units Grade 2 Overview	enVisionMATH Common Core, ©2015 Lessons
<p>(Continued) Unit 5 Developing Multiplication</p>	<p>Lesson 1-7: Problem Solving: Use Objects Lesson 2-5: Adding Three Numbers Lesson 2-7: Problem Solving: Draw a Picture and Write a Number Sentence Lesson 3-1: Subtracting 0,1,2 Lesson 3-6: Problem Solving: Two-Question Problems Lesson 4-1: Repeated Addition Lesson 4-2: Building Arrays Lesson 4-3: Practicing Repeated Addition Lesson 4-4: Problem Solving: Draw a Picture and Write a Number Sentence Lesson 5-4: Counting to 100 Lesson 5-6: Even and Odd Numbers Lesson 6-6: Problem Solving: Look for a Pattern Lesson 7-4: Subtracting Multiples of 10 Lesson 8-9: Problem Solving: Draw a Picture and Write a Number Sentence Lesson 9-9: Problem Solving: Two-Question Problems Lesson 10-5: Patterns with Numbers on Hundreds Charts Lesson 10-6: Skip Counting by 2, 5, 10, 100 to 1000 Lesson 10-8: Problem Solving: Look for a Pattern Lesson 12-4: Wholes and Equal Parts Lesson 12-5: Dividing Rectangles into Equal Squares Lesson 12-6: Equal Shares, Different Shapes Lesson 13-1: Coins Lesson 13-2: Counting Collections of Coins Lesson 13-3: Ways to Show the Same Amount Lesson 13-4: One Dollar Lesson 13-5: Problem Solving: Make an Organized List Lesson 14-1: Adding Money Lesson 14-2: Subtracting Money Lesson 14-3: Estimating Sums and Differences Lesson 14-4: Problem Solving: Try, Check, and Revise Lesson 16-1: Telling Time to Five Minutes Lesson 16-2: Telling Time Before and After the Hour Lesson 16-3: Organizing Data Lesson 16-4: Graphing Lengths</p>

A Correlation of *enVisionMATH* Common Core, ©2015
to the Manchester Public Schools Mathematics Curriculum

MPS Mathematics Units Grade 2 Overview	enVisionMATH Common Core, ©2015 Lessons
(Continued) Unit 5 Developing Multiplication	Lesson 16-5: Pictographs Lesson 16-6: Problem Solving: Use a Graph

A Correlation of *enVisionMATH* Common Core, ©2015
to the Manchester Public Schools Mathematics Curriculum

Manchester Public Schools Mathematics Curriculum Grade 2 Correlation	enVisionMATH Common Core ©2015
Unit 1 Fact Strategies and Place Value to 1,000	
[2.OA.A.1] Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.	SE/TE: Topic 1: 3-6, 7-10, 11-14, 15-18, 19-22, 23-26, 27-30, 31-32; Topic 2: 37-40, 41-44, 45-48, 49-52, 53-56, 61-64, 65-66; Topic 3: 71-74, 75-78, 79-82, 83-86, 87-90, 91-94, 95-96; Topic 4: 113-116, 117-118; Topic 5: 117-150; Topic 6: 173-176; Topic 7: 187-190, 191-194, 195-198, 199-202, 203-206; Topic 8: 213-216, 221-224, 229-212, 241-244, 245-248; Topic 9: 287-290 TE: Topic 1: 3A-6B, 7A-10B, 11A-14B, 15A-18B, 19A-22B, 23A-26B, 27A-30B; Topic 2: 37A-40B, 41A-44B, 45A-48B, 49A-52B, 53A-56B, 61A-64B; Topic 3: 71A-74B, 75A-78B, 79A-82B, 83A-86B, 87A-90B, 91A-94B; Topic 4: 113A-116B; Topic 5: 147A-150B; Topic 6: 173A-176B; Topic 7: 187A-190B, 191A-194B, 195A-198B, 199A-202B, 203A-206B; Topic 8: 213A-216B, 221A-224B, 229A-232B, 241A-244B, 245A-248B; Topic 9: 287A-290B
[2.OA.B.2] Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.	SE/TE: Topic 2: 37-40, 41-44, 45-48, 49-52, 57-60, 65-66; Topic 3: 71-74, 75-78, 79-82, 83-86, 87-90, 95-96 TE: Topic 2: 37A-40B, 41A-44B, 45A-48B, 49A-52B, 57A-60B; Topic 3: 71A-74B, 75A-78B, 79A-82B, 83A-86B, 87A-90B
[2.NBT.A.1] Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases:	SE/TE: Topic 5: 123-126, 147-150; Topic 10: 297-300, 301-304 TE: Topic 5: 123A-126B, 147A-150B; Topic 10: 297A-300B, 301A-304B
[2.NBT.A.1.a] 100 can be thought of as a bundle of ten tens — called a “hundred.”	SE/TE: Topic 5: 123-126, 127-130, 147-150, 151-152; Topic 10: 297-300, 301-304, 305-308, 329-330 TE: Topic 5: 123A-126B, 127A-130B, 147A-150B; Topic 10: 297A-300B, 301A-304B, 305A-308B
[2.NBT.A.1.b] The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).	SE/TE: Topic 10: 297-300, 301-304, 305-308 TE: Topic 10: 297A-300B, 301A-304B, 305A-308B

**A Correlation of *enVisionMATH* Common Core, ©2015
to the Manchester Public Schools Mathematics Curriculum**

Manchester Public Schools Mathematics Curriculum Grade 2 Correlation	enVisionMATH Common Core ©2015
[2.NBT.A.2] Count within 1000; skip-count by 5s, 10s, and 100s.	SE/TE: Topic 5: 135-138; Topic 6: 177-180, 181-182; Topic 10: 297-300, 313-316, 317-320, 325-328, 329-330; Topic 13: 419-422 TE: Topic 5: 135A-138B; Topic 6: 177A-180B; Topic 10: 297A-300B, 313A-316B, 317A-320B, 325A-328B; Topic 13: 419A-422B
[2.NBT.A.3] Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.	SE/TE: Topic 5: 123-126, 127-130; Topic 10: 301-304, 305-308 TE: Topic 5: 123A-126B, 127A-130B; Topic 10: 301A-304B, 305A-308B
[2.NBT.A.4] Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using $>$, $=$, and $<$ symbols to record the results of comparisons.	SE/TE: Topic 5: 131-134, 147-150, 151-152; Topic 10: 321-324, 329-330 TE: Topic 5: 131A-134B, 147A-150B; Topic 10: 321A-324B
[2.NBT.B.9] Explain why addition and subtraction strategies work, using place value and the properties of operations.	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, 225-228, 229-232, 233-240, 241-244; Topic 9: 255-258, 259-262, 263-266, 267-270, 271-274, 275-278, 279-282, 283-286; Topic 11: 335-338, 339-342, 347-350, 351-354, 359-362, 367-370, 371-374; Topic 14: 445-448, 449-452, 453-456 TE: Topic 2: 37A-40B, 41A-44B, 45A-48B, 49A-52B, 53A-56B, 57A-60B; Topic 3: 71A-74B, 75A-78B, 79A-82B, 83A-86B; Topic 5: 143A-146B; Topic 6: 157A-160B, 161A-164B, 165A-168B, 169A-172B, 173A-176B; Topic 7: 187A-190B, 191A-194B, 195A-198B, 199A-202B; Topic 8: 213A-216B, 217A-220B, 221A-224B, 225A-228B, 229A-232B, 233A-236B, 237A-240B, 241A-244B; Topic 9: 255A-258B, 259A-262B, 263A-266B, 267A-270B, 271A-274B, 275A-278B, 279A-282B, 283A-286B; Topic 11: 335A-338B, 339A-342B, 347A-350B, 351A-354B, 359A-362B, 367A-370B, 371A-374B; Topic 14: 445A-448B, 449A-452B, 453A-456B

**A Correlation of *enVisionMATH* Common Core, ©2015
to the Manchester Public Schools Mathematics Curriculum**

Manchester Public Schools Mathematics Curriculum Grade 2 Correlation	enVisionMATH Common Core ©2015
Unit 2 Addition and Subtraction within 1000	
[2.OA.A.1] Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.	SE/TE: Topic 1: 3-6, 7-10, 11-14, 15-18, 19-22, 23-26, 27-30, 31-32; Topic 2: 37-40, 41-44, 45-48, 49-52, 53-56, 61-64, 65-66; Topic 3: 71-74, 75-78, 79-82, 83-86, 87-90, 91-94, 95-96; Topic 4: 113-116, 117-118; Topic 5: 117-150; Topic 6: 173-176; Topic 7: 187-190, 191-194, 195-198, 199-202, 203-206; Topic 8: 213-216, 221-224, 229-212, 241-244, 245-248; Topic 9: 287-290 TE: Topic 1: 3A-6B, 7A-10B, 11A-14B, 15A-18B, 19A-22B, 23A-26B, 27A-30B; Topic 2: 37A-40B, 41A-44B, 45A-48B, 49A-52B, 53A-56B, 61A-64B; Topic 3: 71A-74B, 75A-78B, 79A-82B, 83A-86B, 87A-90B, 91A-94B; Topic 4: 113A-116B; Topic 5: 147A-150B; Topic 6: 173A-176B; Topic 7: 187A-190B, 191A-194B, 195A-198B, 199A-202B, 203A-206B; Topic 8: 213A-216B, 221A-224B, 229A-232B, 241A-244B, 245A-248B; Topic 9: 287A-290B
[2.NBT.A.1] Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases:	SE/TE: Topic 5: 123-126, 147-150; Topic 10: 297-300, 301-304 TE: Topic 5: 123A-126B, 147A-150B; Topic 10: 297A-300B, 301A-304B
[2.NBT.A.1.a] 100 can be thought of as a bundle of ten tens — called a “hundred.”	SE/TE: Topic 5: 123-126, 127-130, 147-150, 151-152; Topic 10: 297-300, 301-304, 305-308, 329-330 TE: Topic 5: 123A-126B, 127A-130B, 147A-150B; Topic 10: 297A-300B, 301A-304B, 305A-308B
[2.NBT.A.1.b] The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).	SE/TE: Topic 10: 297-300, 301-304, 305-308 TE: Topic 10: 297A-300B, 301A-304B, 305A-308B

**A Correlation of *enVisionMATH* Common Core, ©2015
to the Manchester Public Schools Mathematics Curriculum**

Manchester Public Schools Mathematics Curriculum Grade 2 Correlation	enVisionMATH Common Core ©2015
[2.NBT.B.5] Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.	SE/TE: Topic 1: 23-26, 27-30, 31-32; Topic 2: 37-40, 41-44, 45-48, 49-52, 53-56, 57-60, 65-66; Topic 3: 71-74, 75-78, 79-82, 83-86, 87-90, 95-96; Topic 5: 139-142; Topic 6: 157-160, 161-164, 165-168, 169-172, 173-176, 181-182; Topic 7: 187-190, 191-194, 195-198, 199-202, 203-206, 207-208; Topic 8: 213-216, 217-220, 221-224, 225-228, 229-232, 233-236, 237-240, 241-244, 245-248, 249-250; Topic 9: 255-258, 259-262, 263-266, 267-270, 271-274, 275-278, 279-282, 283-286, 287-290, 291-292; Topic 14: 445-448, 449-452, 453-456 TE: Topic 1: 23A-26B, 27A-30B; Topic 2: 37A-40B, 41A-44B, 45A-48B, 49A-52B, 53A-56B, 57A-60B; Topic 3: 71A-74B, 75A-78B, 79A-82B, 83A-86B, 87A-90B; Topic 5: 139A-142B; Topic 6: 157A-160B, 161A-164B, 165A-168B, 169A-172B, 173A-176B; Topic 7: 187A-190B, 191A-194B, 195A-198B, 199A-202B, 203A-206B; Topic 8: 213A-216B, 217A-220B, 221A-224B, 225A-228B, 229A-232B, 233A-236B, 237A-240B, 241A-244B, 245A-248B; Topic 9: 255A-258B, 259A-262B, 263A-266B, 267A-270B, 271A-274B, 275A-278B, 279A-282B, 283A-286B, 287A-290B; Topic 14: 445A-448B, 449A-452B, 453A-456B
[2.NBT.B.6] Add up to four two-digit numbers using strategies based on place value and properties of operations.	SE/TE: Topic 2: 53-56, 61-64, 65-66; Topic 5: 139-142; Topic 6: 165-168, 169-172, 173-176; Topic 7: 191-194, 195-198; Topic 8: 225-228, 229-232, 233-236, 237-240, 241-244, 249-250; Topic 9: 275-278, 283-286, 291-292 TE: Topic 2: 53A-56B, 61A-64B; Topic 5: 139A-142B; Topic 6: 165A-168B, 169A-172B, 173A-176B; Topic 7: 191A-194B, 195A-198B; Topic 8: 225A-228B, 229A-232B, 233A-236B, 237A-240B, 241A-244B; Topic 9: 275A-278B, 283A-286B
[2.NBT.B.7] Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.	SE/TE: Topic 8: 241-244; Topic 11: 335-338, 339-342, 343-346, 347-350, 351-354, 355-358, 359-362, 363-366, 367-370, 371-374, 375-378, 379-380 TE: Topic 8: 241A-244B; Topic 11: 335A-338B, 339A-342B, 343A-346B, 347A-350B, 351A-354B, 355A-358B, 359A-362B, 363A-366B, 367A-370B, 371A-374B, 375A-378B

**A Correlation of *enVisionMATH* Common Core, ©2015
to the Manchester Public Schools Mathematics Curriculum**

Manchester Public Schools Mathematics Curriculum Grade 2 Correlation	enVisionMATH Common Core ©2015
[2.NBT.B.8] Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900.	SE/TE: Topic 5: 139-142, 151-152; Topic 6: 157-160, 161-164, 165-168, 173-176, 181-184; Topic 7: 187-190, 207-208; Topic 10: 309-312, 313-316, 329-330; Topic 11: 335-338, 339-342, 359-362 TE: Topic 5: 139A-142B; Topic 6: 157A-160B, 161A-164B, 165A-168B, 173A-176B; Topic 7: 187A-190B; Topic 10: 309A-312B, 313A-316B; Topic 11: 335A-338B, 339A-342B, 359A-362B
[2.NBT.B.9] Explain why addition and subtraction strategies work, using place value and the properties of operations.	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, 225-228, 229-232, 233-240, 241-244; Topic 9: 255-258, 259-262, 263-266, 267-270, 271-274, 275-278, 279-282, 283-286; Topic 11: 335-338, 339-342, 347-350, 351-354, 359-362, 367-370, 371-374; Topic 14: 445-448, 449-452, 453-456 TE: Topic 2: 37A-40B, 41A-44B, 45A-48B, 49A-52B, 53A-56B, 57A-60B; Topic 3: 71A-74B, 75A-78B, 79A-82B, 83A-86B; Topic 5: 143A-146B; Topic 6: 157A-160B, 161A-164B, 165A-168B, 169A-172B, 173A-176B; Topic 7: 187A-190B, 191A-194B, 195A-198B, 199A-202B; Topic 8: 213A-216B, 217A-220B, 221A-224B, 225A-228B, 229A-232B, 233A-236B, 237A-240B, 241A-244B; Topic 9: 255A-258B, 259A-262B, 263A-266B, 267A-270B, 271A-274B, 275A-278B, 279A-282B, 283A-286B; Topic 11: 335A-338B, 339A-342B, 347A-350B, 351A-354B, 359A-362B, 367A-370B, 371A-374B; Topic 14: 445A-448B, 449A-452B, 453A-456B
[2.MD.B.5] Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.	SE/TE: Topic 15: 491-494, 499-502 TE: Topic 15: 491A-494B, 499A-502B
[2.MD.B.6] Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line diagram.	SE/TE: Topic 8: 233-236 TE: Topic 8: 233A-236B

**A Correlation of *enVisionMATH* Common Core, ©2015
to the Manchester Public Schools Mathematics Curriculum**

Manchester Public Schools Mathematics Curriculum Grade 2 Correlation	enVisionMATH Common Core ©2015
[2.MD.C.8] Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately.	SE/TE: Topic 13: 419-422, 423-426, 427-430, 431-434, 435-438, 439-440; Topic 14: 445-448, 449-452, 453-456, 457-460, 461-462 TE: Topic 13: 419A-422B, 423A-426B, 427A-430B, 431A-434B, 435A-438B; Topic 14: 445A-448B, 449A-452B, 453A-456B, 457A-460B
Unit 3 Reasoning with Shapes	
[2.G.A.1] Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.	SE/TE: Topic 12: 385-388, 389-392, 393-396, 409-412, 413-414 TE: Topic 12: 385A-388B, 389A-392B, 393A-396B, 409A-412B
[2.G.A.2] Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.	SE/TE: Topic 12: 401-404, 413-414 TE: Topic 12: 401A-404B
[2.G.A.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.	SE/TE: Topic 12: 397-400, 405-408, 413-414 TE: Topic 12: 397A-400B, 405A-408B
Unit 4 Measurement with Standard Units	
[2.MD.A.1] Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.	SE/TE: Topic 15: 467-470, 471-474, 475-478, 479-482, 483-486, 499-502, 503-504 TE: Topic 15: 467A-470B, 471A-474B, 475A-478B, 479A-482B, 483A-486B, 499A-502B
[2.MD.A.2] Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.	SE/TE: Topic 15: 487-490 TE: Topic 15: 487A-490B
[2.MD.A.3] Estimate lengths using units of inches, feet, centimeters, and meters.	SE/TE: Topic 15: 471-474, 475-478, 479-482, 483-486, 503-504 TE: Topic 15: 471A-474B, 475A-478B, 479A-482B, 483A-486B

**A Correlation of *enVisionMATH* Common Core, ©2015
to the Manchester Public Schools Mathematics Curriculum**

Manchester Public Schools Mathematics Curriculum Grade 2 Correlation	enVisionMATH Common Core ©2015
[2.MD.A.4] Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.	SE/TE: Topic 15: 495-498, 503-504 TE: Topic 15: 495A-498B
[2.MD.D.9] Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.	SE/TE: Topic 16: 521-524, 533-534 TE: Topic 16: 521A-524B
[2.MD.D.10] Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph.	SE/TE: Topic 16: 517-520, 525-528, 529-532, 533-534 TE: Topic 16: 517A-520B, 525A-528B, 529A-532B
Unit 5 Developing Multiplication	
[2.OA.A.1] Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.	SE/TE: Topic 1: 3-6, 7-10, 11-14, 15-18, 19-22, 23-26, 27-30, 31-32; Topic 2: 37-40, 41-44, 45-48, 49-52, 53-56, 61-64, 65-66; Topic 3: 71-74, 75-78, 79-82, 83-86, 87-90, 91-94, 95-96; Topic 4: 113-116, 117-118; Topic 5: 117-150; Topic 6: 173-176; Topic 7: 187-190, 191-194, 195-198, 199-202, 203-206; Topic 8: 213-216, 221-224, 229-212, 241-244, 245-248; Topic 9: 287-290 TE: Topic 1: 3A-6B, 7A-10B, 11A-14B, 15A-18B, 19A-22B, 23A-26B, 27A-30B; Topic 2: 37A-40B, 41A-44B, 45A-48B, 49A-52B, 53A-56B, 61A-64B; Topic 3: 71A-74B, 75A-78B, 79A-82B, 83A-86B, 87A-90B, 91A-94B; Topic 4: 113A-116B; Topic 5: 147A-150B; Topic 6: 173A-176B; Topic 7: 187A-190B, 191A-194B, 195A-198B, 199A-202B, 203A-206B; Topic 8: 213A-216B, 221A-224B, 229A-232B, 241A-244B, 245A-248B; Topic 9: 287A-290B
[2.OA.C.3] Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.	SE/TE: Topic 5: 143-146, 151-154 TE: Topic 5: 143A-146B

**A Correlation of *enVisionMATH* Common Core, ©2015
to the Manchester Public Schools Mathematics Curriculum**

Manchester Public Schools Mathematics Curriculum Grade 2 Correlation	enVisionMATH Common Core ©2015
[2.OA.C.4] Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.	SE/TE: Topic 4: 101-104, 105-108, 109-112, 113-116, 117-118 TE: Topic 4: 101A-104B, 105A-108B, 109A-112B, 113A-116B
[2.NBT.A.2] Count within 1000; skip-count by 5s, 10s, and 100s.	SE/TE: Topic 5: 135-138; Topic 6: 177-180, 181-182; Topic 10: 297-300, 313-316, 317-320, 325-328, 329-330; Topic 13: 419-422 TE: Topic 5: 135A-138B; Topic 6: 177A-180B; Topic 10: 297A-300B, 313A-316B, 317A-320B, 325A-328B; Topic 13: 419A-422B
[2.MD.C.7] Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.	SE/TE: Topic 16: 509-512, 513-516, 533-534 TE: Topic 16: 509A-512B, 513A-516B
[2.MD.C.8] Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately.	SE/TE: Topic 13: 419-422, 423-426, 427-430, 431-434, 435-438, 439-440; Topic 14: 445-448, 449-452, 453-456, 457-460, 461-462 TE: Topic 13: 419A-422B, 423A-426B, 427A-430B, 431A-434B, 435A-438B; Topic 14: 445A-448B, 449A-452B, 453A-456B, 457A-460B
[2.MD.D.9] Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.	SE/TE: Topic 16: 521-524, 533-534 TE: Topic 16: 521A-524B
[2.MD.D.10] Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph.	SE/TE: Topic 16: 517-520, 525-528, 529-532, 533-534 TE: Topic 16: 517A-520B, 525A-528B, 529A-532B
[2.G.A.2] Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.	SE/TE: Topic 12: 401-404, 413-414 TE: Topic 12: 401A-404B
[2.G.A.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.	SE/TE: Topic 12: 397-400, 405-408, 413-414 TE: Topic 12: 397A-400B, 405A-408B