



**enVisionMATH Common Core
Daily Common Core Review
with Corresponding
Common Core State Standard for Mathematics
Grade 2**

Introduction

This document lists the Common Core State Standards for Mathematics associated with the Daily Common Core Review at the beginning of each lesson in **enVisionMATH Common Core**.

enVisionMATH Common Core was written specifically to address the Common Core State Standards and is based on critical foundational research and proven classroom results. It is organized and color-coded by the Common Core Domains, so teaching is highly focused, manageable, and coherent.

enVisionMATH Common Core teaches all of the standards for mathematical content within a powerful concept-development skeleton grounded on big ideas of mathematics and related essential understandings.

The straightforward 4-Part lesson structure communicates daily to teachers both the Standards for Mathematical Content and Standards for Mathematical Practice that need to be developed with students and the conceptual underpinnings that need to be understood.

enVisionMATH Common Core provides deep conceptual development and understanding through daily Problem-Based Interactive Learning as a core part of instruction. This daily Interactive Learning is then connected with Visual Learning.

The **enVisionMATH Common Core** Student Edition presents content in more visual ways. Page layouts are clean, open, predictable, and easy-to-use. All art is functional, promoting understanding or providing data needed for problems. Visual models are consistent and, whenever possible, the visual and physical models remain the same across lessons to make teaching and learning easier.

The **enVisionMATH Common Core** Teacher's Edition provides an instructional plan for each lesson that reflects the work that highly effective teachers do in the classroom. The Teacher's Edition is visually appealing, easily connecting information (e.g. questions) to its point of use in the text. Teaching is grounded on rich questions and classroom conversations.

Assessment in **enVisionMATH Common Core** is an integral part of instruction, not an interruption. Both skills and understanding are assessed on a daily basis. Daily formative assessment leads to data-driven differentiated instruction, as well as information for interpreting results (diagnosis) and intervention tasks.

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**Common Core State Standards for Mathematics
Grade 2**

OA = Operations & Algebraic Thinking

NBT = Number & Operations in Base Ten

MD = Measurement & Data

G = Geometry

MP = Mathematical Practices

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Topic 1	
1-1 Writing Addition Number Sentences	
1. Compare Numbers	<p>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.</p> <p>MP2 Reason abstractly and quantitatively.</p>
2. Add Whole Numbers	<p>2.NBT.B.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.</p> <p>MP6 Attend to precision.</p>
3. Write on Addition Sentence	<p>2.OA.A.1 Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.</p> <p>MP5 Use appropriate tools strategically.</p>
4. Solve an Addition Problem	<p>2.OA.A.1 Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.</p> <p>MP4 Model with mathematics.</p>
1-2 Stories About Joining	
1. Solve Addition Facts to 18	<p>2.NBT.B.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.</p> <p>MP6 Attend to precision.</p>

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<p>2. Identify a Plane Shape</p>	<p>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.</p> <p>MP7 Look for and make use of structure.</p>
<p>3. Write an Addition Sentence</p>	<p>2.OA.A.1 Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.</p> <p>MP5 Use appropriate tools strategically.</p>
<p>4. Solve an Addition Problem</p>	<p>2.OA.A.1 Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.</p> <p>MP4 Model with mathematics.</p>
<p>1-3 Writing Subtraction Number Sentences</p>	
<p>1. Recognize the Addition Symbol</p>	<p>2.NBT.B.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.</p> <p>MP6 Attend to precision.</p>
<p>2. Solve Addition Facts to 18</p>	<p>2.NBT.B.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.</p> <p>MP6 Attend to precision.</p>

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3. Write an Addition Sentence	<p>2.OA.A.1 Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.</p> <p>MP4 Model with mathematics.</p>
4. Write a Subtraction Sentence	<p>2.OA.A.1 Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.</p> <p>MP5 Use appropriate tools strategically.</p>
1-4 Stories About Separating	
1. Add Whole Numbers	<p>2.NBT.B.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.</p> <p>MP6 Attend to precision.</p>
2. Subtraction Facts to 18	<p>2.NBT.B.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.</p> <p>MP2 Reason abstractly and quantitatively.</p>
3. Write an Addition Sentence	<p>2.OA.A.1 Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.</p> <p>MP5 Use appropriate tools strategically.</p>

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4. Write a Subtraction Sentence	<p>2.OA.A.1 Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.</p> <p>MP4 Model with mathematics.</p>
1-5 Stories About Comparing	
1. Identify Numbers to 99	<p>2.NBT.A.2 Count within 1000; skip-count by 5s, 10s, and 100s.</p> <p>MP6 Attend to precision.</p>
2. Subtraction Facts to 18	<p>2.NBT.B.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.</p> <p>MP6 Attend to precision.</p>
3. Write a Subtraction Sentence	<p>2.OA.A.1 Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.</p> <p>MP2 Reason abstractly and quantitatively.</p>
4. Write an Addition Sentence	<p>2.OA.A.1 Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.</p> <p>MP2 Reason abstractly and quantitatively.</p>
1-6 Connecting Addition and Subtraction	
1. Write an Addition Sentence	<p>2.OA.C.4 Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.</p> <p>MP4 Model with mathematics.</p>

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<p>2. Recognize the Equal Sign</p>	<p>2.NBT.B.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.</p> <p>MP6 Attend to precision.</p>
<p>3. Write a Subtraction Sentence</p>	<p>2.OA.A.1 Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.</p> <p>MP7 Look for and make use of structure.</p>
<p>4. Write a Subtraction Sentence</p>	<p>2.OA.A.1 Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.</p> <p>MP2 Reason abstractly and quantitatively.</p>
<p>1-7 Problem Solving: Use Objects</p>	
<p>1. Addition Facts to 18</p>	<p>2.NBT.B.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.</p> <p>MP6 Attend to precision.</p>
<p>2. Compare and Order Numbers</p>	<p>2.NBT.A.2 Count within 1000; skip-count by 5s, 10s, and 100s.</p> <p>MP6 Attend to precision.</p>
<p>3. Select Addition or Subtraction</p>	<p>2.OA.A.1 Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.</p> <p>MP5 Use appropriate tools strategically.</p>

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4. Write Number Sentences	<p>2.OA.A.1 Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.</p> <p>MP5 Use appropriate tools strategically.</p>
Topic 2	
2-1 Adding 0, 1, 2	
1. Identify Two-Dimensional Figures	<p>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.</p> <p>MP7 Look for and make use of structure.</p>
2. Addition Facts to 18	<p>2.NBT.B.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.</p> <p>MP2 Reason abstractly and quantitatively.</p>
3. Write a Subtraction Sentence	<p>2.OA.A.1 Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.</p> <p>MP7 Look for and make use of structure.</p>
4. Relate Addition and Subtraction	<p>2.NBT.B.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.</p> <p>MP4 Model with mathematics.</p>

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2-2 Doubles	
1. Add Doubles	<p>2.NBT.B.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.</p> <p>MP2 Reason abstractly and quantitatively.</p>
2. Add 0, 1, and 2	<p>2.NBT.B.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.</p> <p>MP2 Reason abstractly and quantitatively.</p>
3. Add 0, 1, and 2	<p>2.OA.A.1 Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.</p> <p>MP7 Look for and make use of structure.</p>
4. Addition and Subtraction Sentences	<p>2.NBT.B.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.</p> <p>MP4 Model with mathematics.</p>
2-3 Near Doubles	
1. Add Doubles Plus 1	<p>2.NBT.B.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.</p> <p>MP2 Reason abstractly and quantitatively.</p>
2. Related Addition and Subtraction Sentences	<p>2.NBT.B.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.</p> <p>MP2 Reason abstractly and quantitatively.</p>

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<p>3. Use Doubles Facts</p>	<p>2.OA.A.1 Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.</p> <p>MP4 Model with mathematics.</p>
<p>4. Write a Subtraction Sentence</p>	<p>2.OA.A.1 Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.</p> <p>MP1 Make sense of problems and persevere in solving them.</p>
<p>2-4 Adding in Any Order</p>	
<p>1. Add in any Order</p>	<p>2.NBT.B.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.</p> <p>MP2 Reason abstractly and quantitatively.</p>
<p>2. Add Doubles</p>	<p>2.NBT.B.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.</p> <p>MP7 Look for and make use of structure.</p>
<p>3. Use Doubles Plus 1</p>	<p>2.OA.A.1 Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.</p> <p>MP4 Model with mathematics.</p>

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4. Write a Subtraction Sentence	<p>2.OA.A.1 Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.</p> <p>MP1 Make sense of problems and persevere in solving them.</p>
2-5 Adding Three Numbers	
1. Add Three Numbers	<p>2.NBT.B.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.</p> <p>MP2 Reason abstractly and quantitatively.</p>
2. Time to the Hour	<p>2.MD.C.7 Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.</p> <p>MP6 Attend to precision.</p>
3. Add in Any Order	<p>2.OA.A.1 Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.</p> <p>MP2 Reason abstractly and quantitatively.</p>
4. Write a Subtraction Sentence	<p>2.OA.A.1 Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.</p> <p>MP4 Model with mathematics.</p>

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<p>2-6 Making 10 to Add</p>	
<p>1. Identify Plane Shapes</p>	<p>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.</p> <p>MP7 Look for and make use of structure.</p>
<p>2. Add Three Numbers</p>	<p>2.NBT.B.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.</p> <p>MP2 Reason abstractly and quantitatively.</p>
<p>3. Use Comparing to Subtract</p>	<p>2.OA.A.1 Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.</p> <p>MP2 Reason abstractly and quantitatively.</p>
<p>4. Add or Subtract Whole Numbers</p>	<p>2.OA.A.1 Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.</p> <p>MP1 Make sense of problems and persevere in solving them.</p>
<p>2-7 Problem Solving: Draw a Picture and Write a Number Sentence</p>	
<p>1. Make 10 to Add</p>	<p>2.NBT.B.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.</p> <p>MP7 Look for and make use of structure.</p>

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2. Add in Any Order	<p>2.OA.A.1 Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.</p> <p>MP6 Attend to precision.</p>
3. Use Addition Facts	<p>2.OA.A.1 Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.</p> <p>MP2 Reason abstractly and quantitatively.</p>
4. Add Three Numbers	<p>2.OA.A.1 Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.</p> <p>MP1 Make sense of problems and persevere in solving them.</p>
Topic 3	
3-1 Subtracting 0, 1, 2	
1. Addition Facts to 18	<p>2.NBT.B.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.</p> <p>MP6 Attend to precision.</p>
2. Use Addition Strategies	<p>2.NBT.B.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.</p> <p>MP2 Reason abstractly and quantitatively.</p>

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3. Write a Number Sentence	<p>2.OA.A.1 Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.</p> <p>MP4 Model with mathematics.</p>
4. Write a Number Sentence	<p>2.OA.A.1 Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.</p> <p>MP7 Look for and make use of structure.</p>
3-2 Thinking Addition to Subtract Doubles	
1. Adding Three Numbers	<p>2.NBT.B.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.</p> <p>MP2 Reason abstractly and quantitatively.</p>
2. Solve a Subtraction Problem	<p>2.NBT.B.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.</p> <p>MP6 Attend to precision.</p>
3. Subtraction Facts to 18	<p>2.NBT.B.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.</p> <p>MP1 Make sense of problems and persevere in solving them.</p>

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<p>4. Use Addition Strategies</p>	<p>2.OA.A.1 Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.</p> <p>MP2 Reason abstractly and quantitatively.</p>
<p>3-3 Thinking Addition to 10 to Subtract</p>	
<p>1. Use Addition to Subtract</p>	<p>2.NBT.B.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.</p> <p>MP2 Reason abstractly and quantitatively.</p>
<p>2. Identify Plane Shapes</p>	<p>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.</p> <p>MP7 Look for and make use of structure.</p>
<p>3. Write an Addition Sentence</p>	<p>2.OA.A.1 Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.</p> <p>MP1 Make sense of problems and persevere in solving them.</p>
<p>4. Relate Addition and Subtraction</p>	<p>2.NBT.B.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.</p> <p>MP4 Model with mathematics.</p>

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3-4 Thinking Addition to 18 to Subtract	
1. Addition Facts to 18	<p>2.NBT.B.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.</p> <p>MP2 Reason abstractly and quantitatively.</p>
2. Use Addition to Subtract	<p>2.NBT.B.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.</p> <p>MP2 Reason abstractly and quantitatively.</p>
3. Measure with Nonstandard Units	<p>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.</p> <p>MP5 Use appropriate tools strategically.</p>
4. Use Addition to Subtract	<p>2.OA.A.1 Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.</p> <p>MP2 Reason abstractly and quantitatively.</p>
3-5 Making 10 to Subtract	
1. Think Addition to Subtract	<p>2.NBT.B.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.</p> <p>MP6 Attend to precision.</p>
2. Solve a Subtraction Situation	<p>2.OA.A.1 Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.</p> <p>MP2 Reason abstractly and quantitatively.</p>

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<p>3. Compare Number of Sides</p>	<p>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.</p> <p>MP7 Look for and make use of structure.</p>
<p>4. Recall Subtraction Facts</p>	<p>2.OA.A.1 Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.</p> <p>MP4 Model with mathematics.</p>
<p>3-6 Problem Solving: Two-Question Problems</p>	
<p>1. Add Three Numbers</p>	<p>2.NBT.B.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.</p> <p>MP6 Attend to precision.</p>
<p>2. Use Addition to Subtract</p>	<p>2.NBT.B.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.</p> <p>MP2 Reason abstractly and quantitatively.</p>
<p>3. Use Addition to Subtract</p>	<p>2.NBT.B.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.</p> <p>MP8 Look for and express regularity in repeated reasoning.</p>
<p>4. Use Subtraction Strategies</p>	<p>2.NBT.B.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.</p> <p>MP4 Model with mathematics.</p>

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<p>5. Use Models to Add</p>	<p>2.NBT.B.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.</p> <p>MP4 Model with mathematics.</p>
<p>Topic 4</p>	
<p>4-1 Repeated Addition</p>	
<p>1. Use Doubles to Add</p>	<p>2.NBT.B.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.</p> <p>MP6 Attend to precision.</p>
<p>2. Use Skip Counting</p>	<p>2.NBT.A.2 Count within 1000; skip-count by 5s, 10s, and 100s.</p> <p>MP6 Attend to precision.</p>
<p>3. Add Three Numbers to Solve Problems</p>	<p>2.OA.A.1 Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.</p> <p>MP2 Reason abstractly and quantitatively.</p>
<p>4. Identify Shapes</p>	<p>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.</p> <p>MP7 Look for and make use of structure.</p>
<p>4-2 Building Arrays</p>	
<p>1. Identify an Addition Sentence</p>	<p>2.OA.C.4 Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.</p> <p>MP4 Model with mathematics.</p>

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2. Use Addition to Subtract	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. MP2 Reason abstractly and quantitatively.
3. Add Three Numbers	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. MP6 Attend to precision.
4. Write Number Sentences	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. MP4 Model with mathematics.
4-3 Practicing Repeated Addition	
1. Apply Inverse Operations	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. MP2 Reason abstractly and quantitatively.
2. Write an Addition Sentence	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. MP5 Use appropriate tools strategically.
3. Recall Addition Facts	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. MP6 Attend to precision.
4. Identify 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. MP7 Look for and make use of structure.

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<p>4-4 Problem Solving: Draw a Picture and Write a Number Sentence</p>	
<p>1. Identify an Addition Sentence</p>	<p>2.OA.C.4 Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.</p> <p>MP4 Model with mathematics.</p>
<p>2. Use Models to Represent Numbers</p>	<p>2.NBT.A.1 Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones.</p> <p>MP7 Look for and make use of structure.</p>
<p>3. Relate Addition and Subtraction</p>	<p>2.NBT.B.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.</p> <p>MP2 Reason abstractly and quantitatively.</p>
<p>4. Use Arrays to Add</p>	<p>2.OA.A.1 Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.</p> <p>MP2 Reason abstractly and quantitatively.</p>
<p>Topic 5</p>	
<p>5-1 Models for Tens and Ones</p>	
<p>1. Relate Addition and Subtraction</p>	<p>2.NBT.B.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.</p> <p>MP2 Reason abstractly and quantitatively.</p>
<p>2. Identify Tens and Ones to 99</p>	<p>2.NBT.A.1 Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones.</p> <p>MP7 Look for and make use of structure.</p>

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<p>3. Relate Addition and Subtraction</p>	<p>2.NBT.B.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.</p> <p>MP2 Reason abstractly and quantitatively.</p>
<p>4. Identify Tens to 100</p>	<p>2.NBT.A.2 Count within 1000; skip-count by 5s, 10s, and 100s.</p> <p>MP6 Attend to precision.</p>
<p>5-2 Reading and Writing Numbers</p>	
<p>1. Identify Tens and Ones to 99</p>	<p>2.NBT.A.1 Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones.</p> <p>MP7 Look for and make use of structure.</p>
<p>2. Make 10 to Add 8</p>	<p>2.NBT.B.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.</p> <p>MP8 Look for and express regularity in repeated reasoning.</p>
<p>3. Add Three Numbers</p>	<p>2.OA.A.1 Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.</p> <p>MP2 Reason abstractly and quantitatively.</p>
<p>4. Write Numbers to 99</p>	<p>2.NBT.A.3 Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.</p> <p>MP1 Make sense of problems and persevere in solving them.</p>

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<p>5-3 Using Symbols to Compare Numbers</p>	
<p>1. Compare Numbers to 99</p>	<p>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.</p> <p>MP7 Look for and make use of structure.</p>
<p>2. Use Symbols to Compare</p>	<p>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.</p> <p>MP6 Attend to precision.</p>
<p>3. Think Addition to 10 to Subtract</p>	<p>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.</p> <p>MP2 Reason abstractly and quantitatively.</p>
<p>4. Compare Numbers to 99</p>	<p>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.</p> <p>MP6 Attend to precision.</p>
<p>5. Identify Tens and Ones to 99</p>	<p>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.</p> <p>MP7 Look for and make use of structure.</p>
<p>5-4 Counting to 100</p>	
<p>1. Use Symbols to Compare</p>	<p>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.</p> <p>MP6 Attend to precision.</p>
<p>2. Read and Write Numbers</p>	<p>2.NBT.A.3 Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.</p> <p>MP6 Attend to precision.</p>

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<p>3. Write Number Words to 99</p>	<p>2.NBT.A.3 Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.</p> <p>MP7 Look for and make use of structure.</p>
<p>4. Add Three Numbers</p>	<p>2.OA.A.1 Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.</p> <p>MP2 Reason abstractly and quantitatively.</p>
<p>5. Subtraction Facts to 18</p>	<p>2.OA.A.1 Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.</p> <p>MP2 Reason abstractly and quantitatively.</p>
<p>5-5 10 More or 10 Less</p>	
<p>1. Identify Tens and Ones to 99</p>	<p>2.NBT.A.1 Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones.</p> <p>MP7 Look for and make use of structure.</p>
<p>2. Write Numbers to 99</p>	<p>2.NBT.A.3 Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.</p> <p>MP7 Look for and make use of structure.</p>
<p>3. Add Three Numbers</p>	<p>2.OA.A.1 Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.</p> <p>MP2 Reason abstractly and quantitatively.</p>

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4. Subtraction Facts to 18	<p>2.OA.A.1 Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.</p> <p>MP2 Reason abstractly and quantitatively.</p>
5-6 Even and Odd Numbers	
1. Adding Two 1-Digit Numbers	<p>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.</p> <p>MP6 Attend to precision.</p>
2. Subtracting 1-Digit Numbers	<p>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.</p> <p>MP6 Attend to precision.</p>
3. Find 10 Less	<p>2.NBT.B.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.</p> <p>MP5 Use appropriate tools strategically.</p>
4. Two-Question Problems	<p>2.OA.A.1 Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.</p> <p>MP2 Reason abstractly and quantitatively.</p>
5-7 Problem Solving: Use Data from a Chart	
1. Count to 100	<p>2.NBT.A.2 Count within 1000; skip-count by 5s, 10s, and 100s.</p> <p>MP6 Attend to precision.</p>
2. Order Numbers to 99	<p>2.NBT.A.2 Count within 1000; skip-count by 5s, 10s, and 100s.</p> <p>MP2 Reason abstractly and quantitatively.</p>

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<p>3. Write Number Sentences</p>	<p>2.NBT.B.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.</p> <p>MP4 Model with mathematics.</p>
<p>4. Write Numbers and Number Words</p>	<p>2.NBT.A.3 Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.</p> <p>MP7 Look for and make use of structure.</p>
<p>Topic 6</p>	
<p>6-1 Adding Tens</p>	
<p>1. Add Groups of Ten</p>	<p>2.NBT.B.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.</p> <p>MP6 Attend to precision.</p>
<p>2. Identify Numbers to 99</p>	<p>2.NBT.A.2 Count within 1000; skip-count by 5s, 10s, and 100s.</p> <p>MP7 Look for and make use of structure.</p>
<p>3. Solve Problems by Adding</p>	<p>2.OA.A.1 Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.</p> <p>MP2 Reason abstractly and quantitatively.</p>
<p>4. Solve Problems by Adding</p>	<p>2.OA.A.1 Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.</p> <p>MP2 Reason abstractly and quantitatively.</p>

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<p>6-2 Adding Ones</p>	
<p>1. Use Addition Facts</p>	<p>2.NBT.B.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.</p> <p>MP6 Attend to precision.</p>
<p>2. Add Numbers Mentally</p>	<p>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.</p> <p>MP6 Attend to precision.</p>
<p>3. Identify Numbers to 99</p>	<p>2.NBT.A.3 Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.</p> <p>MP7 Look for and make use of structure.</p>
<p>4. Add Two-Digit Numbers</p>	<p>2.NBT.B.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.</p> <p>MP5 Use appropriate tools strategically.</p>
<p>6-3 Adding Tens and Ones</p>	
<p>1. Compare Numbers to 99</p>	<p>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.</p> <p>MP7 Look for and make use of structure.</p>
<p>2. Add Numbers Mentally</p>	<p>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.</p> <p>MP6 Attend to precision.</p>
<p>3. Even and Odd Numbers</p>	<p>2.OA.C.3 Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.</p> <p>MP2 Reason abstractly and quantitatively.</p>

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4. Adding Ones	<p>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.</p> <p>MP1 Make sense of problems and persevere in solving them.</p>
6-4 Adding on a Hundred Chart	
1. Add Two-Digit Numbers	<p>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.</p> <p>MP2 Reason abstractly and quantitatively.</p>
2. Compare Numbers to 99	<p>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.</p> <p>MP6 Attend to precision.</p>
3. Use Data From a Chart	<p>2.NBT.A.2 Count within 1000; skip-count by 5s, 10s, and 100s.</p> <p>MP5 Use appropriate tools strategically.</p>
4. 10 More or 10 Less	<p>2.NBT.B.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.</p> <p>MP7 Look for and make use of structure.</p>
6-5 Adding Multiples of 10	
1. Order Numbers to 99	<p>2.NBT.A.2 Count within 1000; skip-count by 5s, 10s, and 100s.</p> <p>MP6 Attend to precision.</p>
2. Add Numbers Mentally	<p>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.</p> <p>MP6 Attend to precision.</p>
3. Add Numbers Mentally	<p>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.</p> <p>MP6 Attend to precision.</p>

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<p>4. Solve Problems by Adding</p>	<p>2.OA.A.1 Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.</p> <p>MP2 Reason abstractly and quantitatively.</p>
<p>6-6 Problem Solving: Look for a Pattern</p>	
<p>1. Make 10 to Add 8</p>	<p>2.NBT.B.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.</p> <p>MP2 Reason abstractly and quantitatively.</p>
<p>2. Add Numbers Mentally</p>	<p>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.</p> <p>MP6 Attend to precision.</p>
<p>3. Add Multiples of Ten</p>	<p>2.NBT.B.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.</p> <p>MP5 Use appropriate tools strategically.</p>
<p>4. Use a Hundred Chart to Add</p>	<p>2.OA.A.1 Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.</p> <p>MP5 Use appropriate tools strategically.</p>
<p>Topic 7</p>	
<p>7-1 Subtracting Tens</p>	
<p>1. Order Numbers</p>	<p>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.</p> <p>MP6 Attend to precision.</p>

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<p>2. Add Two-Digit Numbers Mentally</p>	<p>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.</p> <p>MP3 Construct viable arguments and critique the reasoning of others.</p>
<p>3. Identify Numbers to 99</p>	<p>2.NBT.A.3 Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.</p> <p>MP7 Look for and make use of structure.</p>
<p>4. Add Two-Digit Numbers Mentally</p>	<p>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.</p> <p>MP1 Make sense of problems and persevere in solving them.</p>
<p>7-2 Finding Parts of 100</p>	
<p>1. Making 10 to Add</p>	<p>2.NBT.B.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.</p> <p>MP6 Attend to precision.</p>
<p>2. Add Two-Digit Numbers Mentally</p>	<p>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.</p> <p>MP6 Attend to precision.</p>
<p>3. Use Addition to Subtract</p>	<p>2.NBT.B.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.</p> <p>MP2 Reason abstractly and quantitatively.</p>
<p>4. Subtracting Two-Digit Numbers Mentally</p>	<p>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.</p> <p>MP2 Reason abstractly and quantitatively.</p>

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7-3 Subtracting on a Hundred Chart	
1. Add Two-Digit Numbers Mentally	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. MP6 Attend to precision.
2. Order Numbers to 99	2.NBT.A.2 Count within 1000; skip-count by 5s, 10s, and 100s. MP2 Reason abstractly and quantitatively.
3. Reading and Writing Numbers	2.NBT.A.3 Read and write numbers to 1000 using base-ten numerals, number names, and expanded form. MP2 Reason abstractly and quantitatively.
4. Use a Hundred Chart	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. MP5 Use appropriate tools strategically.
7-4 Subtracting Multiples of 10	
1. Find Parts of 100	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. MP6 Attend to precision.
2. Time to Half Hour	2.MD.C.7 Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m. MP5 Use appropriate tools strategically.
3. Use Addition to Subtract	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. MP2 Reason abstractly and quantitatively.

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4. Use a Hundred Chart	<p>2.OA.A.1 Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.</p> <p>MP5 Use appropriate tools strategically.</p>
7-5 Problem Solving: Missing or Extra Information	
1. Compare Numbers to 99	<p>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.</p> <p>MP6 Attend to precision.</p>
2. Subtracting Tens	<p>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.</p> <p>MP1 Make sense of problems and persevere in solving them.</p>
3. Determine the Missing Part	<p>2.OA.A.1 Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.</p> <p>MP2 Reason abstractly and quantitatively.</p>
4. Use a Hundred Chart	<p>2.OA.A.1 Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.</p> <p>MP5 Use appropriate tools strategically.</p>

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Topic 8	
8-1 Regrouping 10 Ones for 1 Ten	
1. Order Numbers to 99	2.NBT.A.2 Count within 1000; skip-count by 5s, 10s, and 100s. MP6 Attend to precision.
2. Find the Number After	2.NBT.A.2 Count within 1000; skip-count by 5s, 10s, and 100s. MP8 Look for and express regularity in repeated reasoning.
3. Write an Addition Sentence	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. MP2 Reason abstractly and quantitatively.
4. Adding Ones	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. MP6 Attend to precision.
8-2 Models to Add Two- and One-Digit Numbers	
1. Adding Tens and Ones	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. MP6 Attend to precision.
2. Decide Whether to Regroup	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. MP2 Reason abstractly and quantitatively.
3. Add Tens	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. MP2 Reason abstractly and quantitatively.

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4. Add Doubles	<p>2.OA.A.1 Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.</p> <p>MP1 Make sense of problems and persevere in solving them.</p>
8-3 Adding Two- and One-Digit Numbers	
1. Find a Difference Mentally	<p>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.</p> <p>MP6 Attend to precision.</p>
2. Complete a Number Pattern	<p>2.NBT.A.2 Count within 1000; skip-count by 5s, 10s, and 100s.</p> <p>MP8 Look for and express regularity in repeated reasoning.</p>
3. Decide Whether to Regroup	<p>2.NBT.B.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.</p> <p>MP5 Use appropriate tools strategically.</p>
4. Missing or Extra Information	<p>2.OA.A.1 Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.</p> <p>MP1 Make sense of problems and persevere in solving them.</p>
8-4 Models to Add Two-Digit Numbers	
1. Odd and Even Numbers	<p>2.OA.C.3 Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.</p> <p>MP5 Use appropriate tools strategically.</p>

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<p>2. Identify Number Names</p>	<p>2.NBT.A.3 Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.</p> <p>MP6 Attend to precision.</p>
<p>3. Add Two- and One-Digit Numbers</p>	<p>2.NBT.B.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.</p> <p>MP5 Use appropriate tools strategically.</p>
<p>4. Solve an Addition Problem</p>	<p>2.OA.A.1 Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.</p> <p>MP1 Make sense of problems and persevere in solving them.</p>
<p>8-5 Adding Two-Digit Numbers</p>	
<p>1. Add Two- and One-Digit Numbers</p>	<p>2.NBT.B.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.</p> <p>MP6 Attend to precision.</p>
<p>2. Find Patterns</p>	<p>2.NBT.A.2 Count within 1000; skip-count by 5s, 10s, and 100s.</p> <p>MP8 Look for and express regularity in repeated reasoning.</p>
<p>3. Add Two- and One-Digit Numbers</p>	<p>2.NBT.B.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.</p> <p>MP5 Use appropriate tools strategically.</p>

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<p>4. Add Three Numbers</p>	<p>2.OA.A.1 Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.</p> <p>MP1 Make sense of problems and persevere in solving them.</p>
<p>8-6 Adding on a Number Line</p>	
<p>1. Find Related Addition Facts</p>	<p>2.NBT.B.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.</p> <p>MP2 Reason abstractly and quantitatively.</p>
<p>2. Names for Numbers to 99</p>	<p>2.NBT.A.3 Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.</p> <p>MP6 Attend to precision.</p>
<p>3. Write a Repeated Addition Sentence</p>	<p>2.NBT.B.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.</p> <p>MP4 Model with mathematics.</p>
<p>4. Mental Addition of Two-Digit Numbers</p>	<p>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.</p> <p>MP2 Reason abstractly and quantitatively.</p>
<p>8-7 Adding More than Two Numbers</p>	
<p>1. Mentally Compute Sums</p>	<p>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.</p> <p>MP6 Attend to precision.</p>

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2. Add Two-Digit Numbers	<p>2.NBT.B.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.</p> <p>MP5 Use appropriate tools strategically.</p>
3. Order Numbers to 99	<p>2.NBT.A.2 Count within 1000; skip-count by 5s, 10s, and 100s.</p> <p>MP8 Look for and express regularity in repeated reasoning.</p>
4. Add Two-Digit Numbers	<p>2.NBT.B.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.</p> <p>MP2 Reason abstractly and quantitatively.</p>
8-8 Ways to Add	
1. Add Two-Digit Numbers	<p>2.NBT.B.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.</p> <p>MP2 Reason abstractly and quantitatively.</p>
2. Order Two-Digit Numbers	<p>2.NBT.A.2 Count within 1000; skip-count by 5s, 10s, and 100s.</p> <p>MP8 Look for and express regularity in repeated reasoning.</p>
3. Decide Whether to Regroup	<p>2.OA.A.1 Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.</p> <p>MP5 Use appropriate tools strategically.</p>

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<p>4. Add on a Number Line</p>	<p>2.OA.A.1 Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.</p> <p>MP5 Use appropriate tools strategically.</p>
<p>8-9 Problem Solving: Draw a Picture and write a Number Sentence</p>	
<p>1. Find Number Patterns</p>	<p>2.NBT.A.2 Count within 1000; skip-count by 5s, 10s, and 100s.</p> <p>MP8 Look for and express regularity in repeated reasoning.</p>
<p>2. Compare Numbers to 99</p>	<p>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.</p> <p>MP6 Attend to precision.</p>
<p>3. Add 3 Two-Digit Numbers</p>	<p>2.NBT.B.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.</p> <p>MP2 Reason abstractly and quantitatively.</p>
<p>4. Add 3 Two-Digit Numbers</p>	<p>2.NBT.B.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.</p> <p>MP1 Make sense of problems and persevere in solving them.</p>
<p>Topic 9</p>	
<p>9-1 Regrouping 1 Ten for 10 Ones</p>	
<p>1. Relate Addition and Subtraction</p>	<p>2.NBT.B.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.</p> <p>MP2 Reason abstractly and quantitatively.</p>

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<p>2. Read Numbers to 99</p>	<p>2.NBT.A.3 Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.</p> <p>MP6 Attend to precision.</p>
<p>3. Identify Place Value</p>	<p>2.NBT.B.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.</p> <p>MP7 Look for and make use of structure.</p>
<p>4. Find Sums Mentally</p>	<p>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.</p> <p>MP6 Attend to precision.</p>
<p>5. Identify Extra Information and Solve an Addition Problem</p>	<p>2.OA.A.1 Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.</p> <p>MP1 Make sense of problems and persevere in solving them.</p>
<p>9-2 Models to Subtract Two- and One-Digit Numbers</p>	
<p>1. Tell Even and Odd Numbers</p>	<p>2.OA.C.3 Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.</p> <p>MP2 Reason abstractly and quantitatively.</p>
<p>2. Add Three Numbers</p>	<p>2.OA.A.1 Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.</p> <p>MP2 Reason abstractly and quantitatively.</p>

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<p>3. Read and Write Numbers</p>	<p>2.NBT.A.3 Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.</p> <p>MP7 Look for and make use of structure.</p>
<p>4. Add Two-Digit Numbers</p>	<p>2.NBT.B.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.</p> <p>MP5 Use appropriate tools strategically.</p>
<p>9-3 Subtracting Two- and One-Digit Numbers</p>	
<p>1. Identify Plane Figures</p>	<p>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.</p> <p>MP7 Look for and make use of structure.</p>
<p>2. Add Two-Digit Numbers</p>	<p>2.NBT.B.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.</p> <p>MP5 Use appropriate tools strategically.</p>
<p>3. Mentally Compute Sums</p>	<p>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.</p> <p>MP7 Look for and make use of structure.</p>
<p>4. Subtract to Solve Problems</p>	<p>2.OA.A.1 Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.</p> <p>MP5 Use appropriate tools strategically.</p>

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9-4 Models to Subtract Two-Digit Numbers	
1. Subtract Two- and One-Digit Numbers	<p>2.NBT.B.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.</p> <p>MP5 Use appropriate tools strategically.</p>
2. Add Three Numbers	<p>2.NBT.B.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.</p> <p>MP6 Attend to precision.</p>
3. Subtract Zero	<p>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.</p> <p>MP6 Attend to precision.</p>
4. Add to Solve Problems	<p>2.OA.A.1 Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.</p> <p>MP2 Reason abstractly and quantitatively.</p>
9-5 Subtracting Two-Digit Numbers	
1. Add Two-Digit Numbers	<p>2.NBT.B.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.</p> <p>MP5 Use appropriate tools strategically.</p>
2. Subtract Two- and One-Digit Numbers	<p>2.OA.A.1 Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.</p> <p>MP2 Reason abstractly and quantitatively.</p>

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<p>3. Compare and Order Numbers</p>	<p>2.NBT.B.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.</p> <p>MP5 Use appropriate tools strategically.</p>
<p>9-6 Subtracting on a Number Line</p>	
<p>1. Look for a Pattern</p>	<p>2.NBT.A.3 Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.</p> <p>MP8 Look for and express regularity in repeated reasoning.</p>
<p>2. Subtract With and Without Regrouping</p>	<p>2.NBT.B.9 Explain why addition and subtraction strategies work, using place value and the properties of operations.</p> <p>MP5 Use appropriate tools strategically.</p>
<p>3. Subtract to Solve Problems</p>	<p>2.OA.A.1 Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.</p> <p>MP2 Reason abstractly and quantitatively.</p>
<p>9-7 Using Addition to Check Subtraction</p>	
<p>1. Subtract Two-Digit Numbers</p>	<p>2.NBT.B.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.</p> <p>MP5 Use appropriate tools strategically.</p>
<p>2. Subtract Two-Digit Numbers</p>	<p>2.NBT.B.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.</p> <p>MP5 Use appropriate tools strategically.</p>

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3. Add Two-Digit Numbers	<p>2.OA.A.1 Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.</p> <p>MP5 Use appropriate tools strategically.</p>
9-8 Ways to Subtract	
1. Add Two-Digit Numbers	<p>2.NBT.B.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.</p> <p>MP2 Reason abstractly and quantitatively.</p>
2. Subtract Two-Digit Numbers	<p>2.NBT.B.6 Add up to four two-digit numbers using strategies based on place value and properties of operations.</p> <p>MP5 Use appropriate tools strategically.</p>
3. Use Addition to Check Subtraction	<p>2.OA.A.1 Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.</p> <p>MP2 Reason abstractly and quantitatively.</p>
4. Add Two-Digit Numbers	<p>2.NBT.B.6 Add up to four two-digit numbers using strategies based on place value and properties of operations.</p> <p>MP5 Use appropriate tools strategically.</p>
9-9 Problem Solving: Two-Question Problems	
1. Add Two-Digit Numbers	<p>2.NBT.B.6 Add up to four two-digit numbers using strategies based on place value and properties of operations.</p> <p>MP5 Use appropriate tools strategically.</p>

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<p>2. Subtract Two-Digit Numbers Mentally</p>	<p>2.NBT.B.6 Add up to four two-digit numbers using strategies based on place value and properties of operations.</p> <p>MP6 Attend to precision.</p>
<p>3. Check Subtraction</p>	<p>2.OA.A.1 Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.</p> <p>MP1 Make sense of problems and persevere in solving them.</p>
<p>4. Subtract to Solve Problems</p>	<p>2.OA.A.1 Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.</p> <p>MP5 Use appropriate tools strategically.</p>
<p>Topic 10</p>	
<p>10-1 Building 1,000</p>	
<p>1. Add Multiples of Ten</p>	<p>2.OA.A.1 Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.</p> <p>MP7 Look for and make use of structure.</p>
<p>2. Use Symbols to Compare Numbers</p>	<p>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.</p> <p>MP1 Make sense of problems and persevere in solving them.</p>

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<p>3. Add Two- and One-Digit Numbers</p>	<p>2.NBT.B.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.</p> <p>MP5 Use appropriate tools strategically.</p>
<p>4. Draw a Picture and Write a Number Sentence</p>	<p>2.OA.A.1 Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.</p> <p>MP2 Reason abstractly and quantitatively.</p>
<p>10-2 Counting Hundreds, Tens, and Ones</p>	
<p>1. Identify Place-Value Relationships</p>	<p>2.NBT.A.1a 100 can be thought of as a bundle of ten tens — called a “hundred.”</p> <p>MP7 Look for and make use of structure.</p>
<p>2. Subtract 0, 1, 2</p>	<p>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.</p> <p>MP6 Attend to precision.</p>
<p>3. Change Numbers by Hundreds</p>	<p>2.NBT.B.7 Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.</p> <p>MP1 Make sense of problems and persevere in solving them.</p>

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4. Solve Problems by Adding Two-Digit Numbers	<p>2.OA.A.1 Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.</p> <p>MP2 Reason abstractly and quantitatively.</p>
10-3 Reading and Writing Numbers to 1,000	
1. Compare Numbers Using Symbols	<p>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.</p> <p>MP2 Reason abstractly and quantitatively.</p>
2. Count Hundreds, Tens, and Ones	<p>2.NBT.A.1 Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones.</p> <p>MP7 Look for and make use of structure.</p>
3. Read and Write Numbers	<p>2.NBT.A.3 Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.</p> <p>MP7 Look for and make use of structure.</p>
4. Skip Count on a Hundred Chart	<p>2.NBT.A.2 Count within 1000; skip-count by 5s, 10s, and 100s.</p> <p>MP8 Look for and express regularity in repeated reasoning.</p>
10-4 Changing Numbers by Hundreds and Tens	
1. Identify Numbers Using Models	<p>2.NBT.A.1 Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones.</p> <p>MP7 Look for and make use of structure.</p>

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<p>2. Subtract Multiples of Ten</p>	<p>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.</p> <p>MP8 Look for and express regularity in repeated reasoning.</p>
<p>3. Write Expanded Form</p>	<p>2.NBT.A.3 Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.</p> <p>MP2 Reason abstractly and quantitatively.</p>
<p>4. Add Tens and Ones</p>	<p>2.NBT.B.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.</p> <p>MP6 Attend to precision.</p>
<p>10-5 Patterns with Numbers on Hundreds Charts</p>	
<p>1. Read Numbers to 1,000</p>	<p>2.NBT.A.3 Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.</p> <p>MP6 Attend to precision.</p>
<p>2. Add or Subtract</p>	<p>2.OA.A.1 Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.</p> <p>MP2 Reason abstractly and quantitatively.</p>
<p>3. Add using Mental Math</p>	<p>2.OA.A.1 Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.</p> <p>MP2 Reason abstractly and quantitatively.</p>

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4. Changing Numbers by Hundreds	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. MP4 Model with mathematics.
10-6 Skip Counting by 5, 10, 100 to 1,000	
1. Change Numbers by Hundreds	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. MP2 Reason abstractly and quantitatively.
2. Order Numbers to 99	2.NBT.A.2 Count within 1000; skip-count by 5s, 10s, and 100s. MP8 Look for and express regularity in repeated reasoning.
3. Use Symbols to Compare	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. MP2 Reason abstractly and quantitatively.
4. Write Number Sentences	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. MP7 Look for and make use of structure.
10-7 Comparing Numbers	
1. Use Symbols to Compare Numbers	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. MP6 Attend to precision.
2. Compare Numbers	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. MP6 Attend to precision.

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<p>3. Identify Numbers to 1,000</p>	<p>2.NBT.A.1 Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones.</p> <p>MP7 Look for and make use of structure.</p>
<p>4. Subtract Two-Digit Numbers</p>	<p>2.OA.A.1 Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.</p> <p>MP2 Reason abstractly and quantitatively.</p>
<p>10-8 Ordering Numbers</p>	
<p>1. Subtract Using Mental Math</p>	<p>2.NBT.B.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.</p> <p>MP2 Reason abstractly and quantitatively.</p>
<p>2. Compare Numbers</p>	<p>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.</p> <p>MP8 Look for and express regularity in repeated reasoning.</p>
<p>3. Compare Numbers</p>	<p>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.</p> <p>MP2 Reason abstractly and quantitatively.</p>
<p>4. Solve Problems Using Patterns</p>	<p>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.</p> <p>MP8 Look for and express regularity in repeated reasoning.</p>

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10-9 Problem Solving: Look for a Pattern	
1. Identify Standard Form	2.NBT.A.3 Read and write numbers to 1000 using base-ten numerals, number names, and expanded form. MP6 Attend to precision.
2. Mentally Add Tens	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. MP8 Look for and express regularity in repeated reasoning.
3. Order Numbers to 1,000	2.NBT.A.2 Count within 1000; skip-count by 5s, 10s, and 100s. MP2 Reason abstractly and quantitatively.
4. Compare and Order Numbers	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. MP2 Reason abstractly and quantitatively.
Topic 11	
11-1 Exploring Adding Three-Digit Numbers	
1. Add Three Numbers	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. MP2 Reason abstractly and quantitatively.
2. Identify Place-Value Relationships	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. MP7 Look for and make use of structure.
3. Compare Numbers to 1,000	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. MP2 Reason abstractly and quantitatively.

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11-2 Mental Math	
1. Subtract 10	<p>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.</p> <p>MP8 Look for and express regularity in repeated reasoning.</p>
2. Explore Adding Three-Digit Numbers	<p>2.NBT.B.7 Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.</p> <p>MP1 Make sense of problems and persevere in solving them.</p>
3. Order Multi-Digit Numbers	<p>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.</p> <p>MP2 Reason abstractly and quantitatively.</p>
4. Recall Basic Addition Facts	<p>2.NBT.B.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.</p> <p>MP6 Attend to precision.</p>
11-3 Models for Adding with Three-Digit Numbers	
1. Apply Expanded Notation	<p>2.NBT.A.3 Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.</p> <p>MP6 Attend to precision.</p>
2. Use Mental Math to Add	<p>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.</p> <p>MP7 Look for and make use of structure.</p>

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3. Three-Digit Addition	<p>2.NBT.B.7 Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.</p> <p>MP1 Make sense of problems and persevere in solving them.</p>
11-4 Adding Three-Digit Numbers	
1. Skip Count by 10's	<p>2.NBT.A.2 Count within 1000; skip-count by 5s, 10s, and 100s.</p> <p>MP2 Reason abstractly and quantitatively.</p>
2. Add Two-Digit Numbers	<p>2.OA.A.1 Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.</p> <p>MP5 Use appropriate tools strategically.</p>
3. Add Two-Digit Numbers	<p>2.OA.A.1 Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.</p> <p>MP2 Reason abstractly and quantitatively.</p>
4. Identify Expanded Notation	<p>2.NBT.A.3 Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.</p> <p>MP6 Attend to precision.</p>

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<p>11-5 Exploring Subtracting Three-Digit Numbers</p>	
<p>1. Compare Numbers</p>	<p>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.</p> <p>MP2 Reason abstractly and quantitatively.</p>
<p>2. Add Three-Digit Numbers</p>	<p>2.NBT.B.7 Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.</p> <p>MP5 Use appropriate tools strategically.</p>
<p>3. Add Three-Digit Numbers</p>	<p>2.NBT.B.7 Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.</p> <p>MP2 Reason abstractly and quantitatively.</p>
<p>11-6 Mental Math: Ways to Find Missing Parts</p>	
<p>1. Order Three-Digit Numbers</p>	<p>2.NBT.B.7 Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.</p> <p>MP2 Reason abstractly and quantitatively.</p>

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<p>2. Identify Numbers as Even or Odd</p>	<p>2.OA.C.3 Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.</p> <p>MP2 Reason abstractly and quantitatively.</p>
<p>3. Add Three-Digit Numbers</p>	<p>2.NBT.B.7 Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.</p> <p>MP2 Reason abstractly and quantitatively.</p>
<p>4. Subtract Two-Digit Numbers</p>	<p>2.NBT.B.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.</p> <p>MP6 Attend to precision.</p>
<p>11-7 Models for Subtracting with Three-Digit Numbers</p>	
<p>1. Find Missing Parts</p>	<p>2.NBT.B.7 Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.</p> <p>MP7 Look for and make use of structure.</p>

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<p>2. Add Three-Digit Numbers</p>	<p>2.NBT.B.7 Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.</p> <p>MP5 Use appropriate tools strategically.</p>
<p>3. Identify Place-Value Relationships</p>	<p>2.NBT.B.7 Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.</p> <p>MP7 Look for and make use of structure.</p>
<p>11-8 Subtracting Three-Digit Numbers</p>	
<p>1. Add Three-Digit Numbers</p>	<p>2.NBT.B.7 Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.</p> <p>MP5 Use appropriate tools strategically.</p>
<p>2. Subtract Two- and Three-Digit Numbers</p>	<p>2.NBT.B.7 Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.</p> <p>MP5 Use appropriate tools strategically.</p>

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<p>3. Subtract Three-Digit Numbers</p>	<p>2.NBT.B.7 Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.</p> <p>MP4 Model with mathematics.</p>
<p>11-9 Problem Solving: Use Logical Reasoning</p>	
<p>1. Use Mental Math to Add</p>	<p>2.NBT.B.7 Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.</p> <p>MP6 Attend to precision.</p>
<p>2. Identify Relationships Between Digits</p>	<p>2.NBT.B.7 Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.</p> <p>MP2 Reason abstractly and quantitatively.</p>
<p>3. Compare Three-Digit Numbers</p>	<p>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.</p> <p>MP3 Construct viable arguments and critique the reasoning of others.</p>

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<p>Topic 12</p>	
<p>12-1 Flat Surfaces, Vertices, and Edges</p>	
<p>1. Identify Tens to 100</p>	<p>2.NBT.A.3 Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.</p> <p>MP7 Look for and make use of structure.</p>
<p>2. Add Two-Digit Numbers Mentally</p>	<p>2.NBT.B.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.</p> <p>MP6 Attend to precision.</p>
<p>3. Add Two-Digit Numbers</p>	<p>2.NBT.B.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.</p> <p>MP2 Reason abstractly and quantitatively.</p>
<p>4. Add Three Numbers</p>	<p>2.NBT.B.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.</p> <p>MP2 Reason abstractly and quantitatively.</p>
<p>12-2 Relating Plane Shapes to Solid Figures</p>	
<p>1. Count Vertices</p>	<p>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.</p> <p>MP7 Look for and make use of structure.</p>
<p>2. Choose an Addition Method</p>	<p>2.NBT.B.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.</p> <p>MP2 Reason abstractly and quantitatively.</p>
<p>3. Solve a Problem by Subtracting</p>	<p>2.NBT.B.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.</p> <p>MP6 Attend to precision.</p>

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<p>4. Add Three-Digit Numbers</p>	<p>2.NBT.B.7 Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.</p> <p>MP1 Make sense of problems and persevere in solving them.</p>
<p>12-3 Polygons and Angles</p>	
<p>1. Identify Flat Surfaces of Solid Figures</p>	<p>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.</p> <p>MP7 Look for and make use of structure.</p>
<p>2. Subtract Two-Digit Numbers</p>	<p>2.NBT.B.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.</p> <p>MP2 Reason abstractly and quantitatively.</p>
<p>3. Flat Surfaces, Vertices, and Edges</p>	<p>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.</p> <p>MP7 Look for and make use of structure.</p>
<p>4. Order Numbers to 1000</p>	<p>2.NBT.A.2 Count within 1000; skip-count by 5s, 10s, and 100s.</p> <p>MP8 Look for and express regularity in repeated reasoning.</p>
<p>12-4 Making New Shapes</p>	
<p>1. Find the Number of Faces in a Solid Figure</p>	<p>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.</p> <p>MP7 Look for and make use of structure.</p>

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<p>2. Order Numbers to 99</p>	<p>2.NBT.A.2 Count within 1000; skip-count by 5s, 10s, and 100s.</p> <p>MP8 Look for and express regularity in repeated reasoning.</p>
<p>3. Subtract Three-Digit Numbers</p>	<p>2.NBT.B.7 Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.</p> <p>MP1 Make sense of problems and persevere in solving them.</p>
<p>4. Subtract to Solve Problems</p>	<p>2.OA.A.1 Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.</p> <p>MP1 Make sense of problems and persevere in solving them.</p>
<p>12-5 Cutting Shapes Apart</p>	
<p>1. Estimate Differences</p>	<p>2.NBT.B.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.</p> <p>MP2 Reason abstractly and quantitatively.</p>
<p>2. Subtract Two-Digit Numbers</p>	<p>2.NBT.B.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.</p> <p>MP6 Attend to precision.</p>
<p>3. Identify Shapes of Faces</p>	<p>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.</p> <p>MP4 Model with mathematics.</p>

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<p>4. Break Apart Shapes to Make Shapes</p>	<p>2.G.A.3 Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.</p> <p>MP7 Look for and make use of structure.</p>
<p>12-6 Dividing Rectangles into Equal Squares</p>	
<p>1. Add Two-Digit Numbers</p>	<p>2.NBT.B.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.</p> <p>MP6 Attend to precision.</p>
<p>2. Relate Plane Shapes to Solid Figures</p>	<p>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.</p> <p>MP7 Look for and make use of structure.</p>
<p>3. Cut Shapes Apart</p>	<p>2.G.A.3 Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.</p> <p>MP7 Look for and make use of structure.</p>
<p>4. Compare Numbers to 1,000</p>	<p>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.</p> <p>MP2 Reason abstractly and quantitatively.</p>
<p>12-7 Wholes and Equal Parts</p>	
<p>1. Subtract Two-Digit Numbers</p>	<p>2.NBT.B.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.</p> <p>MP5 Use appropriate tools strategically.</p>

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2. Add Three Numbers	<p>2.NBT.B.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.</p> <p>MP5 Use appropriate tools strategically.</p>
3. Cut Shapes Apart	<p>2.G.A.2 Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.</p> <p>MP7 Look for and make use of structure.</p>
4. Word Problem with Comparison	<p>2.OA.A.1 Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.</p> <p>MP2 Reason abstractly and quantitatively.</p>
12-8 Problem Solving: Use Reasoning	
1. Add Three Numbers	<p>2.NBT.B.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.</p> <p>MP6 Attend to precision.</p>
2. Choose a Subtraction Method	<p>2.NBT.B.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.</p> <p>MP2 Reason abstractly and quantitatively.</p>
3. Identify Characteristics of Figures	<p>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.</p> <p>MP7 Look for and make use of structure.</p>

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<p>4. Identify Attributes of Polygons</p>	<p>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.</p> <p>MP7 Look for and make use of structure.</p>
<p>Topic 13</p>	
<p>13-1 Coins</p>	
<p>1. Use Models</p>	<p>2.NBT.A.2 Count within 1000; skip-count by 5s, 10s, and 100s.</p> <p>MP7 Look for and make use of structure.</p>
<p>2. Compare Numbers to 99</p>	<p>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.</p> <p>MP2 Reason abstractly and quantitatively.</p>
<p>3. Addition and Subtraction</p>	<p>2.NBT.B.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.</p> <p>MP2 Reason abstractly and quantitatively.</p>
<p>4. Skip Count by Tens</p>	<p>2.NBT.A.2 Count within 1000; skip-count by 5s, 10s, and 100s.</p> <p>MP8 Look for and express regularity in repeated reasoning.</p>
<p>13-2 Counting Collections of Coins</p>	
<p>1. Value of Coin Collection</p>	<p>2.MD.C.8 Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have?</p> <p>MP6 Attend to precision.</p>
<p>2. Show Numbers to 99</p>	<p>2.NBT.A.3 Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.</p> <p>MP7 Look for and make use of structure.</p>

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<p>3. Solve Problems Using Coins</p>	<p>2.MD.C.8 Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have?</p> <p>MP1 Make sense of problems and persevere in solving them.</p>
<p>4. Solve Problems Using Coins</p>	<p>2.MD.C.8 Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have?</p> <p>MP1 Make sense of problems and persevere in solving them.</p>
<p>13-3 Ways to Show the Same Amount</p>	
<p>1. Identify Whole Numbers</p>	<p>2.NBT.A.3 Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.</p> <p>MP7 Look for and make use of structure.</p>
<p>2. Compare Coin Collections</p>	<p>2.MD.C.8 Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have?</p> <p>MP8 Look for and express regularity in repeated reasoning.</p>
<p>3. Problems Involving Money</p>	<p>2.MD.C.8 Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have?</p> <p>MP1 Make sense of problems and persevere in solving them.</p>
<p>4. Problems Involving Money</p>	<p>2.MD.C.8 Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have?</p> <p>MP1 Make sense of problems and persevere in solving them.</p>

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13-4 One Dollar	
1. Add Two-Digit Numbers	<p>2.OA.A.1 Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.</p> <p>MP2 Reason abstractly and quantitatively.</p>
2. Identify Names for Numbers	<p>2.NBT.A.3 Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.</p> <p>MP6 Attend to precision.</p>
3. Use Symbols to Represent Money	<p>2.MD.C.8 Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have?</p> <p>MP2 Reason abstractly and quantitatively.</p>
4. Represent Amounts of Money	<p>2.MD.C.8 Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have?</p> <p>MP1 Make sense of problems and persevere in solving them.</p>
13-5 Problem Solving: Make an Organized List	
1. Identify Dollar and Cents	<p>2.MD.C.8 Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have?</p> <p>MP2 Reason abstractly and quantitatively.</p>
2. Make 10 to Add 9	<p>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.</p> <p>MP7 Look for and make use of structure.</p>

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<p>3. Make Coin Collections with a Value of \$1.00</p>	<p>2.MD.C.8 Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have?</p> <p>MP2 Reason abstractly and quantitatively.</p>
<p>4. Compare the Values of Two Coin Collections</p>	<p>2.MD.C.8 Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have?</p> <p>MP1 Make sense of problems and persevere in solving them.</p>
<p>Topic 14</p>	
<p>14-1 Adding Money</p>	
<p>1. Find Parts of 100</p>	<p>2.NBT.B.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.</p> <p>MP6 Attend to precision.</p>
<p>2. Count Collections of Coins</p>	<p>2.MD.C.8 Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have?</p> <p>MP2 Reason abstractly and quantitatively.</p>
<p>3. Use Models to Subtract</p>	<p>2.NBT.B.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.</p> <p>MP7 Look for and make use of structure.</p>
<p>4. Add Two-Digit Numbers</p>	<p>2.NBT.B.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.</p> <p>MP5 Use appropriate tools strategically.</p>

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14-2 Subtracting Money	
1. Use Addition to Check Subtraction	<p>2.NBT.B.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.</p> <p>MP6 Attend to precision.</p>
2. Identify Even and Odd Numbers	<p>2.NBT.B.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.</p> <p>MP2 Reason abstractly and quantitatively.</p>
3. Order Two-Digit Numbers	<p>2.NBT.A.2 Count within 1000; skip-count by 5s, 10s, and 100s.</p> <p>MP8 Look for and express regularity in repeated reasoning.</p>
4. Add Two-Digit Numbers	<p>2.OA.A.1 Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.</p> <p>MP5 Use appropriate tools strategically.</p>
14-3 Estimating Sums and Differences	
1. Subtract Two-Digit Numbers Mentally	<p>2.NBT.B.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.</p> <p>MP6 Attend to precision.</p>
2. Use the Inverse Relationship to Subtract	<p>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.</p> <p>MP7 Look for and make use of structure.</p>
3. Identify Parts of 100	<p>2.NBT.B.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.</p> <p>MP7 Look for and make use of structure.</p>

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4. Compare Numbers to 100	<p>2.NBT.A.3 Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.</p> <p>MP7 Look for and make use of structure.</p>
14-4 Problem Solving: Try, Check, and Revise	
1. Subtract Two-Digit Numbers	<p>2.NBT.B.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.</p> <p>MP6 Attend to precision.</p>
2. Add Money	<p>2.MD.C.8 Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have?</p> <p>MP2 Reason abstractly and quantitatively.</p>
3. Estimate Differences	<p>2.NBT.B.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.</p> <p>MP2 Reason abstractly and quantitatively.</p>
4. Subtract Money	<p>2.MD.C.8 Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have?</p> <p>MP1 Make sense of problems and persevere in solving them.</p>
Topic 15	
15-1 Exploring Length	
1. Skip Count by 5's	<p>2.NBT.A.2 Count within 1000; skip-count by 5s, 10s, and 100s.</p> <p>MP8 Look for and express regularity in repeated reasoning.</p>

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2. Subtract Money Amounts	<p>2.MD.C.8 Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have?</p> <p>MP1 Make sense of problems and persevere in solving them.</p>
3. 10 More or 10 Less	<p>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.</p> <p>MP8 Look for and express regularity in repeated reasoning.</p>
4. Ways to Show the Same Amount	<p>2.MD.C.8 Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have?</p> <p>MP7 Look for and make use of structure.</p>
15-2 Inches	
1. Identify Parts of a Whole	<p>2.G.A.3 Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.</p> <p>MP7 Look for and make use of structure.</p>
2. Find Parts of 100	<p>2.NBT.B.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.</p> <p>MP2 Reason abstractly and quantitatively.</p>

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<p>3. Add Two-Digit Numbers</p>	<p>2.OA.A.1 Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.</p> <p>MP1 Make sense of problems and persevere in solving them.</p>
<p>4. Compare Shape Attributes</p>	<p>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.</p> <p>MP7 Look for and make use of structure.</p>
<p>15-3 Centimeters</p>	
<p>1. Subtract Two-Digit Numbers</p>	<p>2.NBT.B.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.</p> <p>MP5 Use appropriate tools strategically.</p>
<p>2. Measure Lengths in Inches</p>	<p>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.</p> <p>MP7 Look for and make use of structure.</p>
<p>3. Estimate Sums</p>	<p>2.MD.C.8 Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have?</p> <p>MP2 Reason abstractly and quantitatively.</p>
<p>15-4 Inches, Feet, and Yards</p>	
<p>1. Measure Length</p>	<p>2.MD.A.3 Estimate lengths using units of inches, feet, centimeters, and meters.</p> <p>MP2 Reason abstractly and quantitatively.</p>

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<p>2. Find Parts of 100</p>	<p>2.NBT.B.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.</p> <p>MP6 Attend to precision.</p>
<p>3. Estimate Length</p>	<p>2.MD.A.3 Estimate lengths using units of inches, feet, centimeters, and meters.</p> <p>MP2 Reason abstractly and quantitatively.</p>
<p>4. Subtracting Money</p>	<p>2.MD.C.8 Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have?</p> <p>MP2 Reason abstractly and quantitatively.</p>
<p>15-5 Centimeters and Meters</p>	
<p>1. Estimate Length</p>	<p>2.MD.A.3 Estimate lengths using units of inches, feet, centimeters, and meters.</p> <p>MP7 Look for and make use of structure.</p>
<p>2. Estimate Length</p>	<p>2.MD.A.3 Estimate lengths using units of inches, feet, centimeters, and meters.</p> <p>MP7 Look for and make use of structure.</p>
<p>3. Solve Problems Involving Money</p>	<p>2.MD.C.8 Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have?</p> <p>MP2 Reason abstractly and quantitatively.</p>
<p>4. Equal and Unequal Parts</p>	<p>2.G.A.3 Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.</p> <p>MP7 Look for and make use of structure.</p>

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<p>15-6 Measuring Length</p>	
<p>1. Identify Time</p>	<p>2.MD.C.7 Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.</p> <p>MP6 Attend to precision.</p>
<p>2. Identify Shape Attributes</p>	<p>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.</p> <p>MP7 Look for and make use of structure.</p>
<p>3. Measuring Length</p>	<p>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.</p> <p>MP5 Use appropriate tools strategically.</p>
<p>4. Add Money</p>	<p>2.MD.C.8 Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have?</p> <p>MP2 Reason abstractly and quantitatively.</p>
<p>15-7 Adding and Subtracting in Measurement</p>	
<p>1. Identify Appropriate Units</p>	<p>2.MD.A.3 Estimate lengths using units of inches, feet, centimeters, and meters.</p> <p>MP7 Look for and make use of structure.</p>
<p>2. Find Parts of 100</p>	<p>2.OA.A.1 Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.</p> <p>MP2 Reason abstractly and quantitatively.</p>

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<p>3. Estimate Lengths</p>	<p>2.MD.B.5 Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.</p> <p>MP3 Construct viable arguments and critique the reasoning of others.</p>
<p>15-8 Comparing Lengths</p>	
<p>1. Add Multiples of 10</p>	<p>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.</p> <p>MP8 Look for and express regularity in repeated reasoning.</p>
<p>2. Time to Half Hour</p>	<p>2.MD.C.7 Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.</p> <p>MP6 Attend to precision.</p>
<p>3. Subtract 2-Digit Numbers</p>	<p>2.NBT.B.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.</p> <p>MP6 Attend to precision.</p>
<p>4. Count Collections of Coins</p>	<p>2.MD.C.8 Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have?</p> <p>MP2 Reason abstractly and quantitatively.</p>
<p>15-9 Problem Solving: Use Objects</p>	
<p>1. Compare Numbers on a Number Line</p>	<p>2.MD.B.6 Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line diagram.</p> <p>MP6 Attend to precision.</p>

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<p>2. Estimate Lengths in Centimeters</p>	<p>2.MD.A.3 Estimate lengths using units of inches, feet, centimeters, and meters.</p> <p>MP7 Look for and make use of structure.</p>
<p>3. Estimate Lengths in Inches</p>	<p>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.</p> <p>MP5 Use appropriate tools strategically.</p>
<p>4. Identify Number Patterns</p>	<p>2.NBT.A.2 Count within 1000; skip-count by 5s, 10s, and 100s.</p> <p>MP8 Look for and express regularity in repeated reasoning.</p>
<p>Topic 16</p>	
<p>16-1 Telling Time to Five Minutes</p>	
<p>1. Tell Time</p>	<p>2.MD.C.7 Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.</p> <p>MP6 Attend to precision.</p>
<p>2. Subtract Money Amounts</p>	<p>2.MD.C.8 Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have?</p> <p>MP2 Reason abstractly and quantitatively.</p>
<p>3. Tell Time</p>	<p>2.MD.C.7 Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.</p> <p>MP6 Attend to precision.</p>
<p>4. Order Numbers</p>	<p>2.OA.A.1 Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.</p> <p>MP8 Look for and express regularity in repeated reasoning.</p>

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16-2 Telling Time Before and After the Hour	
1. Tell Time	<p>2.MD.C.7 Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.</p> <p>MP7 Look for and make use of structure.</p>
2. Read Time on Digital Clocks	<p>2.MD.C.7 Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.</p> <p>MP5 Use appropriate tools strategically.</p>
3. Tell Time	<p>2.MD.C.7 Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.</p> <p>MP6 Attend to precision.</p>
4. Solve Problems with Coins	<p>2.MD.C.8 Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have?</p> <p>MP2 Reason abstractly and quantitatively.</p>
16-3 Organizing Data	
1. Answer Questions About Data	<p>2.OA.A.1 Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.</p> <p>MP5 Use appropriate tools strategically.</p>
2. Add Money Amounts	<p>2.MD.C.8 Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have?</p> <p>MP2 Reason abstractly and quantitatively.</p>

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<p>3. Determine Elapsed Time</p>	<p>2.MD.C.7 Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.</p> <p>MP1 Make sense of problems and persevere in solving them.</p>
<p>4. Subtract Two-Digit Numbers</p>	<p>2.OA.A.1 Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.</p> <p>MP6 Attend to precision.</p>
<p>16-4 Graphing Lengths</p>	
<p>1. Tell Time</p>	<p>2.MD.C.7 Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.</p> <p>MP4 Model with mathematics.</p>
<p>2. Show and Write Times</p>	<p>2.MD.C.7 Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.</p> <p>MP1 Make sense of problems and persevere in solving them.</p>
<p>3. Tell Time</p>	<p>2.MD.C.7 Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.</p> <p>MP3 Construct viable arguments and critique the reasoning of others.</p>
<p>16-5 Pictographs</p>	
<p>1. Identify Values of Coins</p>	<p>2.MD.C.8 Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have?</p> <p>MP2 Reason abstractly and quantitatively.</p>

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2. Tell Time	<p>2.MD.C.7 Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.</p> <p>MP6 Attend to precision.</p>
3. Use a Bar Graph	<p>2.MD.D.2 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>MP5 Use appropriate tools strategically.</p>
16-6 Problem Solving: Use a Graph	
1. Relate Geometric Figures	<p>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.</p> <p>MP7 Look for and make use of structure.</p>
2. Adding Two-Digit Numbers	<p>2.NBT.B.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.</p> <p>MP6 Attend to precision.</p>
3. Using Graphs	<p>2.MD.D.2 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>MP5 Use appropriate tools strategically.</p>
4. Adding Money Amounts	<p>2.MD.C.8 Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have?</p> <p>MP2 Reason abstractly and quantitatively.</p>