

A Correlation of



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To the

**Archdiocese of Cincinnati  
2012 Graded Course of Study (G.C.S.)  
for Mathematics  
Grade 2**

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<p style="text-align: center;"><b>Archdiocese of Cincinnati Six Principles for School Mathematics</b></p>	<p style="text-align: center;"><b>enVisionmath2.0 Grade 2</b></p>
<p><b>Equity.</b> Excellence in mathematics education requires equity – high expectations and strong support for all students.</p> <p>Achieving equity requires a significant allocation of human and material resources in schools and classrooms. Instructional tools, curriculum materials, special supplemental programs and the skillful use of community resources undoubtedly play important roles. An even more important component is the professional development of teachers. Teachers need help to understand the strengths and needs of students who come from diverse linguistic and cultural background who have specific disabilities or who possess a special talent and interest in mathematics. To accommodate differences among students effectively and sensitively, teachers also need to understand and confront their own beliefs and biases.</p>	<p>The <b>enVisionmath2.0</b> program plays a significant role in enhancing the equity of the student experience. Students at every level of development have unique needs that are addressed, encouraged and met throughout the learning experience. Each topic and lesson include application problems that allow students to bring their real-world experiences into the classroom. This is evident in the “Math and Science Project” at the beginning of each lesson, as well as the real-world application problems found throughout the materials. Students are continually assessed for necessary interventions which result in follow-up additional help or advanced activities. The strengths and needs of English Language Learners are also attended to throughout each topic. Support for teachers is strong throughout the program as well. Pearson provides professional development videos and services to help teachers develop into even stronger educators. Pearsonrealize.com and PearsonPD.com are two of the resources teachers can use in addition to the Teacher’s Edition of the text.</p> <p>For specific examples, please see:  <b>SE: Topic 3:</b> 123-128, 153-158; <b>Topic 6:</b> 335-340, 359-364; <b>Topic 11:</b> 637-642, 655-660; <b>Topic 13:</b> 761-766, 779-784</p> <p><b>TE: Topic 3:</b> 123A-128, 153A-158; <b>Topic 6:</b> 335A-340, 359A-364; <b>Topic 11:</b> 637A-642, 655A-660; <b>Topic 13:</b> 761A-766, 779A-784</p>

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<p><b>Curriculum.</b> A curriculum is more than a collection of activities; it must be coherent, focused on important mathematics and well-articulated across the grades.</p> <p>A school mathematics curriculum is a strong determinant of what students have an opportunity to learn and what they do learn. In a coherent curriculum, mathematical ideas are linked to and build on one another so that students' understanding and knowledge deepens and their ability to apply mathematics expands. An effective mathematics curriculum focuses on important mathematics – mathematics that will prepare students for continued study and for solving problems in a variety of school, home and work settings. A well-articulated curriculum challenges students to learn increasingly more sophisticated mathematical ideas as they continue their studies.</p>	<p><b>enVisionmath2.0</b> is strategically designed to develop a complete individual mathematical experience for each student. From Kindergarten to Grade 8, students learn at developmentally appropriate levels and paces. They build upon previous knowledge and mathematical skills to eventually have a complete understanding of each topic. As the activities, discussions, technology, practice, assessments, and interventions are all woven together into a complete experience, <b>enVisionmath2.0</b> students become fully equipped to engage the world of mathematics and apply each concept in real-world contexts. A snapshot of the design can be seen in the Lesson Overview of each lesson in the Teacher's Edition of the text. Focus, Coherence, and Rigor are all highlighted and explain the objective of the lesson, essential understanding, knowledge from previous grades, and the emphasis of the lesson.</p> <p>For specific examples, please see:  <b>SE: Topic 2:</b> 81-86, 99-104; <b>Topic 5:</b> 267-272, 285-290; <b>Topic 9:</b> 517-522, 553-558; <b>Topic 10:</b> 585-590, 603-608</p> <p><b>TE: Topic 2:</b> 81A-86, 99A-104; <b>Topic 5:</b> 267A-272, 285A-290; <b>Topic 9:</b> 517A-522, 553A-558; <b>Topic 10:</b> 585A-590, 603A-608</p>

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<p><b>Teaching.</b> Effective mathematics teaching requires understanding what students know and need to learn and then challenging and supporting them to learn it well.</p> <p>To be effective, teachers must know and understand deeply the mathematics they are teaching and be able to draw on that knowledge with flexibility in their teaching tasks. They need to understand and be committed to their students as learners of mathematics and as human beings and be skillful in choosing from and using a variety of pedagogical and assessment strategies (National Commission on Teaching and America’s Future 1996). In addition, effective teaching requires reflection and continual efforts to seek improvement. Teachers must have frequent and ample opportunities and resources to enhance and refresh their knowledge.</p>	<p><b>enVisionmath2.0</b> supports teachers in their desire to teach students in the most effective way possible. Each Teacher’s Edition includes explanations, examples, and creative ideas on how to engage students in the mathematical topics. Each lesson overview includes explanations of the Focus, Coherence, and Rigor in each lesson as a way to enhance ongoing professional development. Teachers are guided through each lesson and given direction on new ways to present the content, guide student discussion, and identify common errors that may need to be addressed. Pearsonrealize.com and PearsonPD.com include an endless library of teaching tools, professional development videos, evidence-bases teaching strategies, and instructional guides for helping students toward long-term success.</p> <p>For specific examples, please see:  <b>SE: Topic 3:</b> 123-128, 153-158; <b>Topic 7:</b> 403-408, 415-420; <b>Topic 15:</b> 865-870, 895-900</p> <p><b>TE: Topic 3:</b> 123A-128, 153A-158; <b>Topic 7:</b> 403A-408, 415A-420; <b>Topic 15:</b> 865A-870, 895A-900</p>

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<p><b>Learning.</b> Students must learn mathematics with understanding, actively building new knowledge from experience and prior knowledge.</p> <p>The kinds of experiences teachers provide clearly play a major role in determining the extent and quality of students' learning. Students' understanding of mathematical ideas can be built throughout their school years if they actively engage in tasks and experiences designed to deepen and connect their knowledge. Learning with understanding can be further enhanced by classroom interactions, as students propose mathematical ideas and conjectures, learn to evaluate their own thinking and that of others and develop mathematical reasoning skills. Classroom discourse and social interaction can be used to promote the recognition of connections among ideas and the reorganization of knowledge. By having students talk about their informal strategies, teachers can help them become aware of, and build on, their implicit informal knowledge. Moreover, in such settings, procedural fluency and conceptual understanding can be developed through problem solving reasoning and argumentation.</p>	<p>Students are given a multitude of opportunities to experience mathematics and build upon their prior knowledge as they work through the <b>enVisionmath2.0</b> curriculum. Each lesson is full of engaging, challenging, and instructional activities that aid in student learning. Each lesson in the Teacher's Edition begins with an overview of the design of each lesson (Focus, Coherence, and Rigor). Students are introduced to a specific problem which illustrates the topic of the lesson, and they engage in discussion as they explore the information. Students learn visually from colorful pictures and mathematical models that illustrate the concepts. Students engage in interactive activities both with their peers and with digital interactives. Finally, students exhibit their understanding of the topic as they complete homework and practice assignments.</p> <p>For specific examples, please see:  <b>SE: Topic 6:</b> 341-346, 359-364; <b>Topic 12:</b> 699-704, 735-740; <b>Topic 15:</b> 859-864, 883-888</p> <p><b>TE: Topic 6:</b> 341A-346, 359A-364; <b>Topic 12:</b> 699A-704, 735A-740; <b>Topic 15:</b> 859A-864, 883A-888</p>

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<p><b>Assessment.</b> Assessment should support the learning of important mathematics and furnish useful information to both teachers and students.</p> <p>The Assessment Standards for School Mathematics (NCTM, 1995) presented six standards about exemplary mathematics assessment. They addressed how assessment should – reflect the mathematics that students should know and be able to do; enhance mathematics learning; promote equity; be an open process; promote valid inference; be a coherent process.</p>	<p>Throughout the <b>enVisionmath2.0</b> program, students are assessed in a number of ways to track their progress and enhance their learning experience. Students are informally assessed in real-time as class discussions and activities engage students in the learning process. Each lesson includes a section entitled, “Assess and Differentiate.” Students are assigned an intervention activity, which indicates whether a student has grasped the concept of the lesson. The result allows teachers to spend additional time with students who may need more instruction as well as provide on-level and advanced activities for students who are ready to expand their understanding of the topic. The Student Edition also includes two pages of homework and practice at the end of each lesson. In addition to daily formative assessments during each lesson, students are also formally assessed through diagnostic assessments at the beginning of the year and each topic. Summative assessments measure the mastery each student achieves at the end of each topic, after a group of topics, and at the end of the academic year.</p> <p>For specific examples, please see:  <b>SE: Topic 4:</b> 193-198, 205-210; <b>Topic Assessment:</b> 247-248; <b>Topic Performance Assessment:</b> 251-252; <b>Topic 9:</b> 523-528, 541-546; <b>Topic Assessment:</b> 577-578; <b>Topic Performance Assessment:</b> 581-582; <b>Topic 14:</b> 803-808, 821-826; <b>Topic Assessment:</b> 845-846; <b>Topic Performance Assessment:</b> 849-850</p> <p><b>TE: Topic 4:</b> 193A-198, 205A-210; <b>Topic Assessment:</b> 247-248; <b>Topic Performance Assessment:</b> 251-252; <b>Topic 9:</b> 523A-528, 541A-546; <b>Topic Assessment:</b> 577-578; <b>Topic Performance Assessment:</b> 581-582; <b>Topic 14:</b> 803A-808, 821A-826; <b>Topic Assessment:</b> 845-846; <b>Topic Performance Assessment:</b> 849-850</p>

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<p><b>Technology.</b> Technology is essential in teaching and learning mathematics; it influences the mathematics that is taught and enhances students' learning.</p> <p>Electronic technologies – calculators and computers – are essential tools for teaching, learning and doing mathematics. They furnish visual images of mathematical ideas, they facilitate organizing and analyzing data and they compute efficiently and accurately. They can support investigation by students in every area of mathematics, including geometry, statistics, algebra, measurement and number. When technological tools are available, students can focus on decision making, reflection, reasoning and problem solving.</p>	<p><b>enVisionmath2.0</b> integrates multiple opportunities for students and teachers to utilize technology as an enhancement to the learning and teaching experience. This program includes both online access and CD-ROM materials that provide an interactive technical enhancement to the learning experience. Each topic includes digital opportunities such as <b>Visual Learning Animation Plus, Convince Me!, Animated Glossary, Practice Buddy, Math Tools and Math Games, and more.</b> All of these activities and learning tools can be found at <a href="http://pearsonrealize.com">pearsonrealize.com</a> as well as links embedded within the eTexts (student edition online). Teachers also benefit from the technology within the program. <a href="http://Pearsonrealize.com">Pearsonrealize.com</a> offers flexibility in planning, teaching, learning and progress monitoring. It is easy to navigate, assign resources, search, customize, plan, assess, and analyze data.</p> <p>For specific examples, please see:  <b>SE: Topic 1:</b> 5-10, 41-46; <b>Topic 4:</b> 193-198, 235-240; <b>Topic 8:</b> 443-448, 479-484; <b>Topic 13:</b> 767-772, 779-784; <b>Topic 15:</b> 865-870, 895-900</p> <p><b>TE: Topic 1:</b> 5A-10, 41A-46; <b>Topic 4:</b> 193A-198, 235A-240; <b>Topic 8:</b> 443A-448, 479A-484; <b>Topic 13:</b> 767A-772, 779A-784; <b>Topic 15:</b> 865A-870, 895A-900</p>



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<b>Archdiocese of Cincinnati Math Instructional Critical Areas Grade 2</b>	<b>enVisionmath2.0 Grade 2</b>
<p><b>STANDARD 1 – NUMBER SENSE (1<sup>st</sup> Quarter - 39 days (E.I.T) CC 2.NBT)</b></p> <p>Understanding the number system is the basis of mathematics. Grade 2 students continue to develop this understanding by transferring their learning of sets of objects into writing numbers in figures. They fluently learn to count by ones, twos, fives and tens and can identify odd and even numbers. Their mathematical vocabulary expands with comprehension to first, second, third, etc. Students extend their knowledge of fractions, understanding how to compare sizes of simple fractions as well as how to write simple fractions.</p>	<p>As students work through Grade 2 of <b>enVisionmath2.0</b>, they develop a deeper understanding of the number system. Students perform operations with larger numbers in Topics 3-7 (41 Days), and they expand their knowledge of place value. Topic 2, “Working with Equal Groups,” devotes 2 days to building a solid understanding of even and odd numbers. Topic 9 (10 days) focuses on the concept of number to 1000. Students use models, place value, comparisons, and other methods to solidify the concept of larger numbers. Topic 9 also devotes 2 full days to skip counting and patterns. Students also learn about the concept of fractions in Topic 15 as they spend 3 days exploring how to divide shapes into equal parts.</p> <p>For a visual representation of the pacing guide and wheel, please see Appendix A. This is also available in the Teacher’s Edition Program Overview for Grade 2. On page 6, you will see a clear representation of the pacing wheel and how each of the standard clusters are represented throughout the curriculum. On page 23A of the Program Overview, the program pacing is listed by topic, content, and number of days each topic is covered. The pacing wheel is also accessible in each of the Grade 2 Teacher’s Editions (Vol. 1 and 2, page F4).</p>

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<p><b>STANDARD 2 – COMPUTATION</b> <b>(2<sup>nd</sup> and 3<sup>rd</sup> Quarters - 44 Days (E.I.T.))</b> <b>CC 2.NBT)</b> Fluency in computation is essential. Students become fluent in adding and subtracting numbers within 20, using mental strategies and memorization skills. They learn to solve addition and subtraction using two- and three-digit numbers. They also master place value and use strategies of based-on-place value and properties of operations to solve addition and subtraction problems. Students develop mental mathematical skills for addition and subtraction with numerals less than 100.</p>	<p><b>enVisionmath2.0</b> walks students through building upon previous knowledge in computation. Topic 1 (10 days): <i>Fluently Add and Subtract Within 20</i>, reviews students understanding of addition and subtraction, and expands on new strategies for students to perform these operations more fluently. Topic 3 (9 days) and Topic 4 (8 days) both focus on using models and strategies to add within 100. Topic 5 (9 days) and Topic 6 (9 days) use strategies and models to build fluency in subtracting within 100. Topic 7 (6 days): <i>More Solving Problems Involving Addition and Subtraction</i> helps students to apply what they have learned in Topics 3-6 to real-world situations with more complex applications.</p> <p>For a visual representation of the pacing guide and wheel, please see Appendix A. This is also available in the Teacher’s Edition Program Overview for Grade 2. On page 6, you will see a clear representation of the pacing wheel and how each of the standard clusters are represented throughout the curriculum. On page 23A of the Program Overview, the program pacing is listed by topic, content, and number of days each topic is covered. The pacing wheel is also accessible in each of the Grade 2 Teacher’s Editions (Vol. 1 and 2, page F4).</p>

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<p><b>STANDARD 3 – ALGEBRA AND FUNCTIONS/DATA</b> <b>(1<sup>st</sup> Quarter - 5 Days (E.I.T) CC 2.OA; 3<sup>rd</sup> Quarter - 24 Days (E.I.T) CC 2.OA)</b> Algebra is a language of patterns, rules and symbols. Students learn how to solve number sentence problems, situations involving addition and subtraction. They also learn to use commutative and associative properties to simplify mental calculations. Students will collect, record and interpret data in systematic ways.</p>	<p>A solid foundation of algebra and functions/data is built throughout Grade 2 of <b>enVisionmath2.0</b>. In Topic 1 (10 days): <i>Fluently Add and Subtract Within 20</i>, students use symbols and number sentences to solve problems and identify patterns in addition and subtraction facts. Topics 3-6 (35 days) continue to focus on addition and subtraction using multiple strategies to solve problems including identifying patterns and using number sentences. Topic 7 (6 days): <i>More Solving Problems Involving Addition and Subtraction</i>, students practice writing and solving one and two step addition and subtraction problems. Topic 14 (6 days): <i>Graphs and Data</i> gives students a chance to collect data and explore ways to record it.</p> <p>For a visual representation of the pacing guide and wheel, please see Appendix A. This is also available in the Teacher’s Edition Program Overview for Grade 2. On page 6, you will see a clear representation of the pacing wheel and how each of the standard clusters are represented throughout the curriculum. On page 23A of the Program Overview, the program pacing is listed by topic, content, and number of days each topic is covered. The pacing wheel is also accessible in each of the Grade 2 Teacher’s Editions (Vol. 1 and 2, page F4).</p>

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<p><b>STANDARD 4 – GEOMETRY (3<sup>rd</sup> Quarter 20 days (E.I.T.) CC 2.G)</b></p> <p>Students can identify and describe simple geometric shapes and develop a sense of space. They are able to conduct two- and three-dimensional shapes, describing and sorting them by geometrical characteristics. Their geometry vocabulary expands as they identify congruent and parallel shapes and positions. Students become more cognizant and are able to recognize geometric shapes in the world around them.</p>	<p>Students explore shapes in Topic 15 (8 days): <i>Shapes and Their Attributes</i>. Students work with two-dimensional shapes and learn how to identify different types of polygons according to their sides and angles. Students learn about attributes of three-dimensional shapes such as cubes. In each lesson, students apply their knowledge of shapes to real-world examples. Students also learn to divide and partition shapes into smaller shapes.</p> <p>For a visual representation of the pacing guide and wheel, please see Appendix A. This is also available in the Teacher’s Edition Program Overview for Grade 2. On page 6, you will see a clear representation of the pacing wheel and how each of the standard clusters are represented throughout the curriculum. On page 23A of the Program Overview, the program pacing is listed by topic, content, and number of days each topic is covered. The pacing wheel is also accessible in each of the Grade 2 Teacher’s Editions (Vol. 1 and 2, page F4).</p>

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<p><b>STANDARD 5 – MEASUREMENT (4<sup>th</sup> Quarter 24 Days (E.I.T) CC 2.MD)</b></p> <p>Students learn to measure in order to compare objects: lengths, areas, weights, temperatures, etc. They are introduced to measurement vocabulary such as: inch, foot, yard and meter as well as pound, ounce, capacity and temperature. Students learn about time, calendar and seasons and can tell time on an analog clock to the nearest five minutes. Grade 2 students also learn the value of coins and how to add and subtract coins and dollars.</p>	<p><b>enVisionmath2.0</b> integrates applications of measurement throughout Grade 2. Topic 8 (8 days): <i>Work with Time and Money</i>, teaches students to use coins and dollar bills to solve real-world and mathematical problems. Time is also learn to tell time to 5 minutes and learn the difference between AM and PM. In Topic 12 (9 days): <i>Measuring Length</i>, students learn to estimate length and measure in both customary and metric units. Students also solve problems about length in Topic 13 (5 days): <i>More Addition, Subtraction, and Length</i>.</p> <p>For a visual representation of the pacing guide and wheel, please see Appendix A. This is also available in the Teacher’s Edition Program Overview for Grade 2. On page 6, you will see a clear representation of the pacing wheel and how each of the standard clusters are represented throughout the curriculum. On page 23A of the Program Overview, the program pacing is listed by topic, content, and number of days each topic is covered. The pacing wheel is also accessible in each of the Grade 2 Teacher’s Editions (Vol. 1 and 2, page F4).</p>

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<p><b>STANDARD 6 – PROBLEM SOLVING (4<sup>th</sup> Quarter 20 days (E.I.T) CS (Inclusive))</b></p> <p>Mathematics is the art of problem solving. In grade 2, students use problem-solving skills to learn how to approach problems, explain their reasons and check for accuracy. As mathematical skills increase, students progress from simple ideas to more complexity through a logical approach and a better understanding of mathematics.</p>	<p><b>enVisionmath2.0</b> offers many opportunities for students to use problem-solving skills throughout Grade 2. Specifically, Topics 3, 4, 5, and 6 each include a lesson entitled, <i>Solve One-Step and Two-Step Problems</i>, where students apply the strategies learned in each topic to more sophisticated problems. Additionally, the final lesson in each topic, <i>Math Practices and Problem Solving</i>, focus on different aspects of building students’ problem solving skills.</p> <p>For a visual representation of the pacing guide and wheel, please see Appendix A. This is also available in the Teacher’s Edition Program Overview for Grade 2. On page 6, you will see a clear representation of the pacing wheel and how each of the standard clusters are represented throughout the curriculum. On page 23A of the Program Overview, the program pacing is listed by topic, content, and number of days each topic is covered. The pacing wheel is also accessible in each of the Grade 2 Teacher’s Editions (Vol. 1 and 2, page F4).</p>

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

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<b>Archdiocese of Cincinnati Mathematical Standards Grade 2</b>	<b>enVisionmath2.0 Grade 2</b>
(Continued) 3. Construct viable arguments and critique the reasoning of others.	<b>TE:</b> F25-F25A; <b>Topic 1:</b> 53; <b>Topic 2:</b> 108; <b>Topic 3:</b> 155, 176; <b>Topic 4:</b> 212; <b>Topic 5:</b> 280, 287; <b>Topic 6:</b> 324; <b>Topic 7:</b> 417, 422; <b>Topic 8:</b> 481; <b>Topic 9:</b> 536, 566; <b>Topic 10:</b> 611; <b>Topic 11:</b> 676; <b>Topic 12:</b> 718; <b>Topic 13:</b> 774; <b>Topic 14:</b> 838; <b>Topic 15:</b> 902
4. Model with mathematics.	This standard is met throughout <b>enVisionmath2.0 Grade 2</b> , for examples please see: <b>SE:</b> F26; <b>Topic 1:</b> 49; <b>Topic 2:</b> 107; <b>Topic 3:</b> 149, 161; <b>Topic 4:</b> 240; <b>Topic 5:</b> 298; <b>Topic 6:</b> 376; <b>Topic 7:</b> 410; <b>Topic 8:</b> 468, 480; <b>Topic 9:</b> 524, 561; <b>Topic 10:</b> 593; <b>Topic 11:</b> 640, 643; <b>Topic 12:</b> 736; <b>Topic 13:</b> 768; <b>Topic 14:</b> 834; <b>Topic 15:</b> 862  <b>TE:</b> F26-F26A, <b>Topic 1:</b> 49; <b>Topic 2:</b> 107; <b>Topic 3:</b> 149, 161; <b>Topic 4:</b> 240; <b>Topic 5:</b> 298; <b>Topic 6:</b> 376; <b>Topic 7:</b> 410; <b>Topic 8:</b> 468, 480; <b>Topic 9:</b> 524, 561; <b>Topic 10:</b> 593; <b>Topic 11:</b> 640, 643; <b>Topic 12:</b> 736; <b>Topic 13:</b> 768; <b>Topic 14:</b> 834; <b>Topic 15:</b> 891
5. Use appropriate tools strategically.	This standard is met throughout <b>enVisionmath2.0 Grade 2</b> , for examples please see: <b>SE:</b> F27; <b>Topic 1:</b> 17, 24; <b>Topic 2:</b> 81-82; <b>Topic 3:</b> 124, 162; <b>Topic 4:</b> 193; <b>Topic 5:</b> 268-270; <b>Topic 6:</b> 323-324; <b>Topic 7:</b> 391; <b>Topic 8:</b> 445; <b>Topic 9:</b> 514, 543; <b>Topic 10:</b> 592-593; <b>Topic 11:</b> 644-645, 661-662; <b>Topic 12:</b> 700; <b>Topic 13:</b> 785; <b>Topic 14:</b> 803, <b>Topic 15:</b> 884  <b>TE:</b> F27-F27A; <b>Topic 1:</b> 17, 24; <b>Topic 2:</b> 81-82; <b>Topic 3:</b> 127-128, 162; <b>Topic 4:</b> 193; <b>Topic 5:</b> 268-270; <b>Topic 6:</b> 323-324; <b>Topic 7:</b> 391; <b>Topic 8:</b> 445; <b>Topic 9:</b> 514, 543; <b>Topic 10:</b> 592-593; <b>Topic 11:</b> 644-645, 659-660; <b>Topic 12:</b> 700; <b>Topic 13:</b> 785; <b>Topic 14:</b> 803, <b>Topic 15:</b> 884



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

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(Continued) 8. Look for and express regularity in repeated reasoning.	<b>TE:</b> F30-F30A; <b>Topic 1:</b> 24, 48; <b>Topic 2:</b> 101, 106; <b>Topic 3:</b> 155; <b>Topic 4:</b> 230; <b>Topic 5:</b> 292; <b>Topic 6:</b> 335; <b>Topic 7:</b> 392; <b>Topic 8:</b> 469; <b>Topic 9:</b> 542, 560; <b>Topic 10:</b> 620-624; <b>Topic 11:</b> 650, 675; <b>Topic 12:</b> 706; <b>Topic 13:</b> 787; <b>Topic 14:</b> 822; <b>Topic 15:</b> 901
<b>STANDARD 1 – NUMBER SENSE</b>	
M.2.1.1 Extend and identify number patterns to build a foundation for understanding multiples and factors (i.e. skip counting by 2s, 5s, 10s and 100s).	<b>SE: Topic 2:</b> 81-86, 87-92, 93-98, 99-104, 105-110; <b>Reteaching:</b> 113-114, Sets A-D; <b>Topic 9:</b> 547-552; <b>Reteaching:</b> 575-576, Sets E-F, H  <b>TE: Topic 2:</b> 81-86, 87-92, 93-98, 99-104, 105-110; <b>Reteaching:</b> 113-114, Sets A-D; <b>Topic 9:</b> 547-552; <b>Reteaching:</b> 575-576, Sets E-F, H
M.2.1.2 Classify number as odd or even up to 100.	<b>SE: Topic 2:</b> 81-86, 87-92; <b>Reteaching:</b> 113, Set A  <b>TE: Topic 2:</b> 81A-86, 87A-92; <b>Reteaching:</b> 113, Set A
M.2.1.3 Identify relationship between the digits and their place value through the thousands, including counting by tens and hundreds and read/write numbers to 1000 using base ten numerals, number names and expanded form.	<b>SE: Topic 8:</b> 443-448, 449-454, 455-460, 473-478, 479-484; <b>Reteaching:</b> 493-496, Sets A-B, D-E; <b>Topic 9:</b> 511-516, 517-522, 523-528, 529-534, 535-540, 541-546, 547-552; <b>Reteaching:</b> 573-576 Sets A-E, H  <b>TE: Topic 8:</b> 443A-448, 449A-454, 455A-460, 473A-478, 479A-484; <b>Reteaching:</b> 493-496, Sets A-B, D-E; <b>Topic 9:</b> 511A-516, 517A-522, 523A-528, 529A-534, 535A-540, 541A-546, 547A-552; <b>Reteaching:</b> 573-576 Sets A-E, H
M.2.1.4 Compare and order multi-digit numbers through the thousands using <, = and > symbols to record the results of comparisons.	<b>SE: Topic 9:</b> 553-558, 559-564, 565-570; <b>Reteaching:</b> 576, Sets G-H  <b>TE: Topic 9:</b> 553A-558, 559A-564, 565A-570; <b>Reteaching:</b> 576, Sets G-H
M.2.1.5 Identify fractions as parts of a whole or parts of a group (up to 12 parts).	<b>SE: Topic 15:</b> 889-894, 895-900, 901-906; <b>Reteaching:</b> 911-912, Sets F-H  <b>TE: Topic 15:</b> 889A-894, 895A-900, 901A-906; <b>Reteaching:</b> 911-912, Sets F-H

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M.2.1.6 Recognize, name and compare the unit fractions ( $\frac{1}{2}$ , $\frac{1}{3}$ , $\frac{1}{4}$ , etc.) and know that when all fractional parts are included, the result is equal to the whole and to one.	<p><b>SE: Topic 15:</b> 889-894, 895-900, 901-906; <b>Reteaching:</b> 911-912, Sets F-H</p> <p><b>TE: Topic 15:</b> 889A-894, 895A-900, 901A-906; <b>Reteaching:</b> 911-912, Sets F-H</p>
<b>STANDARD 2 – COMPUTATION AND BASIC FACTS</b>	
M.2.2.1 Recall basic addition and related subtraction facts.	<p><b>SE: Topic 1:</b> 5-10, 11-16, 23-28, 47-52, 53-58; <b>Reteaching:</b> 67-68, Sets A-C, E-G</p> <p><b>TE: Topic 1:</b> 5A-10, 11A-16, 23A-28, 47A-52, 53A-58; <b>Reteaching:</b> 67-68, Sets A-C, E-G</p>
M.2.2.2 Solve addition and subtraction problems without regrouping with whole numbers within 100.	<p><b>SE: Topic 1:</b> 53-58, 59-64; <b>Reteaching:</b> 70, Sets G-H; <b>Topic 2:</b> 105-110; <b>Reteaching:</b> 114, Set D; <b>Topic 3:</b> 165-170, 171-176; <b>Reteaching:</b> 182, Sets G-H; <b>Topic 4:</b> 229-234, 235-240; <b>Reteaching:</b> 246, Sets G-H; <b>Topic 5:</b> 297-302, 303-308; <b>Reteaching:</b> 314, Sets G-H; <b>Topic 6:</b> 365-370, 371-376; <b>Reteaching:</b> 383, Set G; <b>Topic 7:</b> 391-396, 397-402, 403-408, 409-414, 415-420, 421-426; <b>Reteaching:</b> 429-430, Sets A-D; <b>Topic 8:</b> 461-466, 467-472; <b>Reteaching:</b> 494-495, Sets B-C; <b>Topic 13:</b> 767-772, 773-778, 785-790; <b>Reteaching:</b> 793-794, Sets B, D; <b>Topic 14:</b> 827-832, 833-838; <b>Reteaching:</b> 844, Set D</p> <p><b>TE: Topic 1:</b> 53A-58, 59A-64; <b>Reteaching:</b> 70, Sets G, H; <b>Topic 2:</b> 105A-110; <b>Reteaching:</b> 114, Set D; <b>Topic 3:</b> 165A-170, 171A-176; <b>Reteaching:</b> 182, Sets G-H; <b>Topic 4:</b> 229A-234, 235A-240; <b>Reteaching:</b> 246, Sets G-H; <b>Topic 5:</b> 297A-302, 303A-308; <b>Reteaching:</b> 314, Sets G-H; <b>Topic 6:</b> 365A-370, 371A-376; <b>Reteaching:</b> 383, Set G; <b>Topic 7:</b> 391A-396, 397A-402, 403A-408, 409A-414, 415A-420, 421A-426; <b>Reteaching:</b> 429-430, Sets A-D; <b>Topic 8:</b> 461A-466, 467A-472; <b>Reteaching:</b> 494-495, Sets B-C; <b>Topic 13:</b> 767A-772, 773A-778, 785A-790; <b>Reteaching:</b> 793-794, Sets B, D; <b>Topic 14:</b> 827A-832, 833A-838; <b>Reteaching:</b> 844, Set D</p>

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M.2.2.3 Fluently add and subtract within 20, using mental strategies.	<p><b>SE: Topic 1:</b> 5-10, 11-16, 17-22, 23-28, 29-34, 35-40, 41-46, 47-52, 53-58, 59-64; <b>Reteaching:</b> 67-70, Sets A-H; <b>Topic 2:</b> 81-86, 87-92, 93-98, 99-104; <b>Reteaching:</b> 113-114, Sets A-C</p> <p><b>TE: Topic 1:</b> 5A-10, 11A-16, 17A-22, 23A-28, 29A-34, 35A-40, 41A-46, 47A-52, 53A-58, 59A-64; <b>Reteaching:</b> 67-70, Sets A-H; <b>Topic 2:</b> 81A-86, 87A-92, 93A-98, 99A-104; <b>Reteaching:</b> 113-114, Sets A-C</p>
M.2.2.4 Understand that the three digits of a three-digit number represent amounts of hundreds, tens and ones (i.e. 816 equals 8 hundreds, 1 ten and 6 ones).	<p><b>SE: Topic 9:</b> 517-522, 523-528, 529-534; <b>Reteaching:</b> 573-574, Sets B-C</p> <p><b>TE: Topic 9:</b> 517A-522, 523A-528, 529A-534; <b>Reteaching:</b> 573-574, Sets B-C</p>
M.2.2.5 Fluently add and subtract within 100 used strategies based on place value, properties of operations and/or the relationship between addition and subtraction.	<p><b>SE: Topic 3:</b> 123-128, 129-134, 135-140, 141-146, 147-152, 153-158, 159-164, 171-176; <b>Reteaching:</b> 179-182, Sets A-F, H; <b>Topic 4:</b> 193-198, 199-204, 205-210, 211-216, 223-228, 235-240; <b>Reteaching:</b> 243-246, Sets A-D, F, H; <b>Topic 5:</b> 255-260, 261-266, 267-272, 273-278, 279-284, 285-290, 291-296, 303-308; <b>Reteaching:</b> 311-314, Sets A-F, H; <b>Topic 6:</b> 323-328, 329-334, 335-340, 341-346, 347-352, 353-358, 359-364; <b>Reteaching:</b> 379-381, Sets A-F</p> <p><b>TE: Topic 3:</b> 123A-128, 129A-134, 135A-140, 141A-146, 147A-152, 153A-158, 159A-164, 171A-176; <b>Reteaching:</b> 179-182, Sets A-F, H; <b>Topic 4:</b> 193A-198, 199A-204, 205A-210, 211A-216, 223A-228, 235A-240; <b>Reteaching:</b> 243-246, Sets A-D, F, H; <b>Topic 5:</b> 255A-260, 261A-266, 267A-272, 273A-278, 279A-284, 285A-290, 291A-296, 303A-308; <b>Reteaching:</b> 311-314, Sets A-F, H; <b>Topic 6:</b> 323A-328, 329A-334, 335A-340, 341A-346, 347A-352, 353A-358, 359A-364; <b>Reteaching:</b> 379-381, Sets A-F</p>

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M.2.2.6 Use the inverse relationship between addition and subtraction (i.e. $65 - 13 = 52$ means that $52 = 13 + 65$ ).	<p><b>SE: Topic 1:</b> 35-40, 47-52; <b>Reteaching:</b> 69-70, Sets E, G; <b>Topic 5:</b> 273-278, 291-296; <b>Reteaching:</b> 312-314, Sets D, F-G; <b>Topic 6:</b> 353-358; <b>Reteaching:</b> 381, Set F</p> <p><b>TE: Topic 1:</b> 35A-40, 47A-52; <b>Reteaching:</b> 69-70, Sets E, G; <b>Topic 5:</b> 273A-278, 291A-296; <b>Reteaching:</b> 312-314, Sets D, F-G; <b>Topic 6:</b> 353A-358; <b>Reteaching:</b> 381, Set F</p>
M.2.2.7 Use mental math to add or subtract 0, 1, 2, 3, 4, 5 or 10 with numbers less than 100 and add or subtract 100 to a given number 100-900.	<p><b>SE: Topic 1:</b> 5-10, 11-16, 17-22, 23-28, 29-34, 35-40, 41-46, 47-52, 53-58, 59-64; <b>Reteaching:</b> 67-70, Sets A-H; <b>Topic 2:</b> 81-86, 87-92, 93-98, 99-104; <b>Reteaching:</b> 113-114, Sets A-C; <b>Topic 9:</b> 541-546, 565-570; <b>Reteaching:</b> 575-576, Sets E-H; <b>Topic 10:</b> 585-590; <b>Reteaching:</b> 629, Set A; <b>Topic 11:</b> 637-642; <b>Reteaching:</b> 681, Set A</p> <p><b>TE: Topic 1:</b> 5A-10, 11A-16, 17A-22, 23A-28, 29A-34, 35A-40, 41A-46, 47A-52, 53A-58, 59A-64; <b>Reteaching:</b> 67-70, Sets A-H; <b>Topic 2:</b> 81A-86, 87A-92, 93A-98, 99A-104; <b>Reteaching:</b> 113-114, Sets A-C; <b>Topic 9:</b> 541A-546, 565A-570; <b>Reteaching:</b> 575-576, Sets E-H; <b>Topic 10:</b> 585A-590; <b>Reteaching:</b> 629, Set A; <b>Topic 11:</b> 637A-642; <b>Reteaching:</b> 681, Set A</p>
M.2.2.8 Estimate solutions to multi-digit addition and subtraction problems through three-digits.	<p><b>SE: Topic 10:</b> 597-602, 615-620; <b>Topic 11:</b> 655-660, 661-666, 667-672; <b>Reteaching:</b> 681, Set A</p> <p><b>TE: Topic 10:</b> 597A-602, 615A-620; <b>Topic 11:</b> 655A-660, 661A-666, 667A-672; <b>Reteaching:</b> 681, Set A</p>
M.2.2.9 Add and subtract multi-digit whole numbers through three digits with fluency by using a variety of strategies.	<p><b>SE: Topic 10:</b> 591-596, 597-602, 603-608, 609-614, 615-620, 621-626; <b>Reteaching:</b> 629-630, Sets B-D; <b>Topic 11:</b> 643-648, 649-654, 655-660, 661-666, 667-672, 673-678; <b>Reteaching:</b> 681-682, Sets B-D</p>

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(Continued) M.2.2.9 Add and subtract multi-digit whole numbers through three digits with fluency by using a variety of strategies.	<b>TE: Topic 10:</b> 591A-596, 597A-602, 603A-608, 609A-614, 615A-620, 621A-626; <b>Reteaching:</b> 629-630, Sets B-D; <b>Topic 11:</b> 643A-648, 649A-654, 655A-660, 661A-666, 667A-672, 673A-678; <b>Reteaching:</b> 681-682, Sets B-D
M.2.2.10 Estimate solutions to multi-digit addition and subtraction problems through three digits.	<b>SE: Topic 10:</b> 597-602, 615-620; <b>Topic 11:</b> 655-660, 661-666, 667-672; <b>Reteaching:</b> 681, Set A  <b>TE: Topic 10:</b> 597A-602, 615A-620; <b>Topic 11:</b> 655A-660, 661A-666, 667A-672; <b>Reteaching:</b> 681, Set A
M.2.2.11 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.	<b>SE: Topic 2:</b> 93-98, 99-104, 105-110; <b>Reteaching:</b> 113-114, Sets B-D; <b>Topic 15:</b> 883-888, 901-906; <b>Reteaching:</b> 911-912, Sets E, H  <b>TE: Topic 2:</b> 93A-98, 99A-104, 105A-110; <b>Reteaching:</b> 113-114, Sets B-D; <b>Topic 15:</b> 883A-888, 901A-906; <b>Reteaching:</b> 911-912, Sets E, H
<b>STANDARD 3 – ALGEBRA AND FUNCTIONS/DATA</b>	
M.2.3.1 Estimate to solve problem situations to number sentences involving addition and subtraction (i.e. Joe has 10 pencils, Mary has 5 pencils and you have 6 pencils. How many pencils are there altogether?)	<b>SE: Topic 3:</b> 153-158, 159-164; <b>Reteaching:</b> 181, Set F; <b>Topic 10:</b> 597-602, 615-620; <b>Topic 11:</b> 655-660, 661-666, 667-672; <b>Reteaching:</b> 681, Set A  <b>TE: Topic 3:</b> 153A-158, 159A-164; <b>Reteaching:</b> 181, Set F; <b>Topic 10:</b> 597A-602, 615A-620; <b>Topic 11:</b> 655A-660, 661A-666, 667A-672; <b>Reteaching:</b> 681, Set A
M.2.3.2 Use the commutative and associative properties for addition to simplify mental calculations (i.e. Add the numbers 6, 12 and 14 in this order. Now add them in the order of 14, 6 and 12. Which was easier? Why?).	<b>SE: Topic 3:</b> 141-146, 147-152, 153-158, 159-164; <b>Reteaching:</b> 180-181, Sets D-F; <b>Topic 4:</b> 217-222, 223-228; <b>Reteaching:</b> 245-346, Sets E-G  <b>TE: Topic 3:</b> 141A-146, 147A-152, 153A-158, 159A-164; <b>Reteaching:</b> 180-181, Sets D-F; <b>Topic 4:</b> 217A-222, 223A-228; <b>Reteaching:</b> 245-346, Sets E-G

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M.2.3.3 Create, describe and extend number patterns using addition and subtraction (i.e. What are the next 3 numbers: 20, 18, 16, 14, ...?).	<b>SE: Topic 1:</b> 23-28; <b>Reteaching:</b> 68, Set D; <b>Topic 2:</b> 81-86, 87-92, 93-98, 99-104, 105-110; <b>Reteaching:</b> 113-114, Sets A-D; <b>Topic 3:</b> 129-134; <b>Reteaching:</b> 179, Set B; <b>Topic 9:</b> 547-552; <b>Reteaching:</b> 575-576, Sets E-F, H  <b>TE: Topic 1:</b> 23A-28; <b>Reteaching:</b> 68, Set D; <b>Topic 2:</b> 81A-86, 87A-92, 93A-98, 99A-104, 105A-110; <b>Reteaching:</b> 113-114, Sets A-D; <b>Topic 3:</b> 129A-134; <b>Reteaching:</b> 179, Set B; <b>Topic 9:</b> 547A-552; <b>Reteaching:</b> 575-576, Sets E-F, H
M.2.3.4 Generalize numeric and non-numeric patterns using words and tables, tally charts and bar graphs.	<b>SE: Topic 14:</b> 815-820, 821-826, 827-832, 833-838; <b>Reteaching:</b> 842-844, Sets B-D  <b>TE: Topic 14:</b> 815A-820, 821A-826, 827A-832, 833A-838; <b>Reteaching:</b> 842-844, Sets B-D
M.2.3.5 Collect and record numerical data with up to four categories in systematic ways including a line plot, picture graph and a bar graph.	<b>SE: Topic 14:</b> 815-820, 821-826, 827-832, 833-838; <b>Reteaching:</b> 842-844, Sets B-D  <b>TE: Topic 14:</b> 815A-820, 821A-826, 827A-832, 833A-838; <b>Reteaching:</b> 842-844, Sets B-D
<b>STANDARD 4 – GEOMETRY</b>	
M.2.4.1 Solve addition and subtraction problems that involve measurement and geometry.	<b>SE: Topic 12:</b> 735-740; <b>Reteaching:</b> 752, Set G; <b>Topic 13:</b> 761-766, 767-772, 773-778, 785-790; <b>Reteaching:</b> 793-794, Sets A-B, D  <b>TE: Topic 12:</b> 735A-740; <b>Reteaching:</b> 752, Set G; <b>Topic 13:</b> 761A-766, 767A-772, 773A-778, 785A-790; <b>Reteaching:</b> 793-794, Sets A-B, D
M.2.4.2 Use geometric models to demonstrate the relationships between wholes and their parts as a foundation to fractions.	<b>SE: Topic 15:</b> 889-894, 895-900, 901-906; <b>Reteaching:</b> 911-912, Sets F-H  <b>TE: Topic 15:</b> 889A-894, 895A-900, 901A-906; <b>Reteaching:</b> 911-912, Sets F-H
M.2.4.3 Generalize and predict numeric and non-numeric patterns using words and tables (i.e. Partition a rectangle into rows and columns of same size squares and count to find the total number.).	<b>SE: Topic 15:</b> 883-888, 901-906; <b>Reteaching:</b> 911-912, Sets E, H  <b>TE: Topic 15:</b> 883A-888, 901A-906; <b>Reteaching:</b> 911-912, Sets E, H

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M.2.4.4 Identify congruent two-dimensional shapes in any position.	<b>SE: Topic 15:</b> 859-864, 865-870, 871-876, 877-882; <b>Reteaching:</b> 909-910, Sets A-D  <b>TE: Topic 15:</b> 859A-864, 865A-870, 871A-876, 877A-882; <b>Reteaching:</b> 909-910, Sets A-D
<b>STANDARD 5 – MEASUREMENT</b>	
M.2.5.1 Estimate and use standard units, including inches and centimeters to partition and measure lengths of objects.	<b>SE: Topic 12:</b> 693-698, 699-704, 705-710, 717-722, 723-728, 741-746; <b>Reteaching:</b> 749-752, Sets A-B, D-E, H  <b>TE: Topic 12:</b> 693A-698, 699A-704, 705A-710, 717A-722, 723A-728, 741A-746; <b>Reteaching:</b> 749-752, Sets A-B, D-E, H
M.2.5.2 Describe the inverse relationship between the size of a unit and the number of units needed to measure a given object and which unit is most appropriate in a given situation.	<b>SE: Topic 12:</b> 705-710, 711-716, 723-728, 729-734; <b>Reteaching:</b> 750-751, Sets C-F  <b>TE: Topic 12:</b> 705A-710, 711A-716, 723A-728, 729A-734; <b>Reteaching:</b> 750-751, Sets C-F
M.2.5.3 Solve addition and subtraction problems that involve measurement.	<b>SE: Topic 12:</b> 735-740; <b>Reteaching:</b> 752, Set G; <b>Topic 13:</b> 761-766, 767-772, 773-778, 785-790; <b>Reteaching:</b> 793-794, Sets A-B, D  <b>TE: Topic 12:</b> 735A-740; <b>Reteaching:</b> 752, Set G; <b>Topic 13:</b> 761A-766, 767A-772, 773A-778, 785A-790; <b>Reteaching:</b> 793-794, Sets A-B, D
M.2.5.4 Estimate and select an appropriate tool to measure, weigh and/or compare lengths to solve.	<b>SE: Topic 12:</b> 699-704, 705-710, 711-716, 717-722, 723-728, 729-734, 741-746; <b>Reteaching:</b> 749-752, Sets B-F, H; <b>Topic 14:</b> 803-808, 809-814; <b>Reteaching:</b> 841, Set A  <b>TE: Topic 12:</b> 699A-704, 705A-710, 711A-716, 717A-722, 723A-728, 729A-734, 741A-746; <b>Reteaching:</b> 749-752, Sets B-F, H; <b>Topic 14:</b> 803A-808, 809A-814; <b>Reteaching:</b> 841, Set A



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M.2.5.5 Apply the transitive property when comparing lengths of objects.	For related content, please see: <b>SE: Topic 12:</b> 705-710, 711-716, 729-734; <b>Reteaching:</b> 750-751, Sets C, F  <b>TE: Topic 12:</b> 705A-710, 711A-716, 729A-734; <b>Reteaching:</b> 750-751, Sets C, F
M.2.5.6 Estimate temperature. Read a thermometer in Celsius and Fahrenheit.	This standard is outside the scope of <b>enVisionmath2.0</b> .
M.2.5.7 Identify time to the nearest quarter hours from analog and digital clocks. Tell and write time to the nearest five-minute intervals and explain the difference between A.M. and P.M.	<b>SE: Topic 8:</b> 473-478, 479-484, 485-490; <b>Reteaching:</b> 495-496, Sets D-F  <b>TE: Topic 8:</b> 473A-478, 479A-484, 485A-490; <b>Reteaching:</b> 495-496, Sets D-F
M.2.5.8 Identify and know the relationship of time: second to minute, minutes to hour, hours to days, days to weeks, weeks to months, months to years.	For related content, please see: <b>SE: Topic 8:</b> 473-478, 479-484, 485-490; <b>Reteaching:</b> 495-496, Sets A-F  <b>TE: Topic 8:</b> 473A-478, 479A-484, 485A-490; <b>Reteaching:</b> 495-496, Sets A-F
M.2.5.9 Identify, combine and compare values of money in cents up to \$100, working with a single unit of currency.	<b>SE: Topic 8:</b> 443-448, 449-454, 455-460, 461-466, 467-472; <b>Reteaching:</b> 493-495, Sets A-C  <b>TE: Topic 8:</b> 443A-448, 449A-454, 455A-460, 461A-466, 467A-472; <b>Reteaching:</b> 493-495, Sets A-C
<b>STANDARD 6 – PROBLEM SOLVING</b>	
M.2.6.1 Solve word problems that involve repeated addition, subtraction and basic multiplication.	<b>SE: Topic 2:</b> 93-98, 99-104, 105-110; <b>Reteaching:</b> 113-114, Sets B-C  <b>TE: Topic 2:</b> 93A-98, 99A-104, 105A-110; <b>Reteaching:</b> 113-114, Sets B-C
M.2.6.2 Solve problems using geometric models to demonstrate the relationship between wholes and their parts as a foundation to fractions.	<b>SE: Topic 15:</b> 889-894, 895-900, 901-906; <b>Reteaching:</b> 911-912, Sets F-H  <b>TE: Topic 15:</b> 889A-894, 895A-900, 901A-906; <b>Reteaching:</b> 911-912, Sets F-H

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M.2.6.3 Solve problems that represent fractions, including fractions greater than one, using area, set and linear models.	<p><b>SE: Topic 15:</b> 883-888, 889-894, 895-900; <b>Reteaching:</b> 911-912, Sets E-G</p> <p><b>TE: Topic 15:</b> 883A-888, 889A-894, 895A-900; <b>Reteaching:</b> 911-912, Sets E-G</p>
M.2.6.4 Solve problems using geometric models to demonstrate the relationships between wholes and their parts as a foundation to fractions.	<p><b>SE: Topic 15:</b> 889-894, 895-900, 901-906; <b>Reteaching:</b> 911-912, Sets F-H</p> <p><b>TE: Topic 15:</b> 889A-894, 895A-900, 901A-906; <b>Reteaching:</b> 911-912, Sets F-H</p>
M.2.6.5 Represent, compute, estimate and solve one and two step problems using numbers through hundred-thousands.	<p><b>SE: Topic 1:</b> 53-58, 59-64; <b>Reteaching:</b> 70, Sets G-H; <b>Topic 2:</b> 105-110; <b>Reteaching:</b> 114, Set D; <b>Topic 3:</b> 165-170, 171-176; <b>Reteaching:</b> 182, Sets G-H; <b>Topic 4:</b> 229-234, 235-240; <b>Reteaching:</b> 246. Sets G-H; <b>Topic 5:</b> 297-302, 303-308; <b>Reteaching:</b> 314, Sets G-H; <b>Topic 6:</b> 365-370, 371-376; <b>Reteaching:</b> 383, Set G; <b>Topic 7:</b> 391-396, 397-402, 403-408, 409-414, 415-420, 421-426; <b>Reteaching:</b> 429-430, Sets A-D; <b>Topic 8:</b> 461-466, 467-472; <b>Reteaching:</b> 494-495, Sets B-C; <b>Topic 13:</b> 767-772, 773-778, 785-790; <b>Reteaching:</b> 793-794, Sets B, D; <b>Topic 14:</b> 827-832, 833-838; <b>Reteaching:</b> 844, Set D</p> <p><b>TE: Topic 1:</b> 53A-58, 59A-64; <b>Reteaching:</b> 70, Sets G, H; <b>Topic 2:</b> 105A-110; <b>Reteaching:</b> 114, Set D; <b>Topic 3:</b> 165A-170, 171A-176; <b>Reteaching:</b> 182, Sets G-H; <b>Topic 4:</b> 229A-234, 235A-240; <b>Reteaching:</b> 246. Sets G-H; <b>Topic 5:</b> 297A-302, 303A-308; <b>Reteaching:</b> 314, Sets G-H; <b>Topic 6:</b> 365A-370, 371A-376; <b>Reteaching:</b> 383, Set G; <b>Topic 7:</b> 391A-396, 397A-402, 403A-408, 409A-414, 415A-420, 421A-426; <b>Reteaching:</b> 429-430, Sets A-D; <b>Topic 8:</b> 461A-466, 467A-472; <b>Reteaching:</b> 494-495, Sets B-C; <b>Topic 13:</b> 767A-772, 773A-778, 785A-790; <b>Reteaching:</b> 793-794, Sets B, D; <b>Topic 14:</b> 827A-832, 833A-838; <b>Reteaching:</b> 844, Set D</p>

**Appendix A**  
**Pacing Wheel and Pacing Guide**

**GRADE 2 CONTENTS**



**COMMON CORE DOMAINS**

**2.OA** OPERATIONS AND ALGEBRAIC THINKING  
**2.NBT** NUMBER AND OPERATIONS IN BASE TEN

**2.MD** MEASUREMENT AND DATA  
**2.G** GEOMETRY

## GRADE 2 PACING GUIDE

### A Program Paced for Success

The pacing below assumes 1 lesson per day. Additional time may be spent on review, remediation, fluency practice, differentiation, and assessment as needed.

● Major Cluster   ● Supporting Cluster   ● Additional Cluster

VOLUME 1		
TOPIC 1	Fluently Add and Subtract Within 20	10 DAYS
TOPIC 2	Work with Equal Groups	5 DAYS
TOPIC 3	Add Within 100 Using Strategies	9 DAYS
TOPIC 4	Fluently Add Within 100	8 DAYS
TOPIC 5	Subtract Within 100 Using Strategies	9 DAYS
TOPIC 6	Fluently Subtract Within 100	9 DAYS
TOPIC 7	More Solving Problems Involving Addition and Subtraction	6 DAYS
TOPIC 8	Work with Time and Money	8 DAYS
VOLUME 2		
TOPIC 9	Numbers to 1,000	10 DAYS
TOPIC 10	Add Within 1,000 Using Models and Strategies	7 DAYS
TOPIC 11	Subtract Within 1,000 Using Models and Strategies	7 DAYS
TOPIC 12	Measuring Length	9 DAYS
TOPIC 13	More Addition, Subtraction, and Length	5 DAYS
TOPIC 14	Graphs and Data	6 DAYS
TOPIC 15	Shapes and Their Attributes	8 DAYS
<b>TOTAL</b>		<b>116 DAYS</b>

STEP UP Lessons are an additional 10 days.