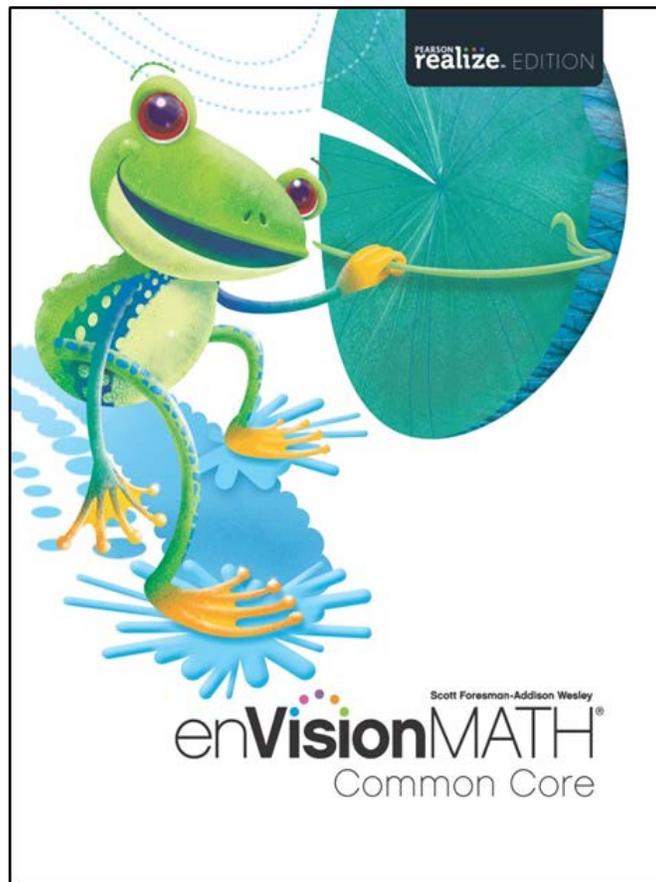


An Alignment of Minnesota Academic Standards for Mathematics 2007

Minnesota Department of
Education



To the Lessons of
enVisionMATH Common Core
©2015
Grade 2

**An Alignment of the Minnesota Academic Standards for Mathematics 2007
to *enVisionMATH Common Core*, ©2015**

Table of Contents

Topic 1: Understanding Addition and Subtraction	1
Topic 2: Addition Strategies	4
Topic 3: Subtraction Strategies.....	8
Topic 4: Working with Equal Groups	11
Topic 5: Place Value to 100	13
Topic 6: Mental Addition	15
Topic 7: Mental Subtraction.....	19
Topic 8: Adding Two-Digit Numbers.....	22
Topic 9: Subtracting Two-Digit Numbers	27
Topic 10: Place Value to 1,000.....	33
Topic 11: Three-Digit Addition and Subtraction	37
Topic 12: Geometry	43
Topic 13: Counting Money.....	47
Topic 14: Money	48
Topic 15: Measuring Length.....	50
Topic 16: Time, Graphs, and Data	53

**An Alignment of the Minnesota Academic Standards for Mathematics 2007
to enVisionMATH Common Core, ©2015**

enVisionMATH Common Core, ©2015 Grade 2	Minnesota Mathematics K-12 Academic Standards
Operations and Algebraic Thinking	
Topic 1: Understanding Addition and Subtraction	
Lesson 1-1: Writing Addition Number Sentences	<p>2.1.2.2 Demonstrate fluency with basic addition facts and related subtraction facts.</p> <p>1.1.2.1 Use words, pictures, objects, length-based models (connecting cubes), numerals and number lines to model and solve addition and subtraction problems in part-part-total, adding to, taking away from and comparing situations.</p> <p>3.1.2.2 Use addition and subtraction to solve real-world and mathematical problems involving whole numbers. Use various strategies, including the relationship between addition and subtraction, the use of technology, and the context of the problem to assess the reasonableness of results.</p>
Lesson 1-2: Stories About Joining	<p>2.1.2.2 Demonstrate fluency with basic addition facts and related subtraction facts.</p> <p>2.1.2.5 Solve real-world and mathematical addition and subtraction problems involving whole numbers with up to 2 digits.</p> <p>1.2.2.1 Represent real-world situations involving addition and subtraction basic facts, using objects and number sentences.</p> <p>1.2.2.4 Use addition or subtraction basic facts to represent a given problem situation using a number sentence.</p> <p>3.1.2.2 Use addition and subtraction to solve real-world and mathematical problems involving whole numbers. Use various strategies, including the relationship between addition and subtraction, the use of technology, and the context of the problem to assess the reasonableness of results.</p>

**An Alignment of the Minnesota Academic Standards for Mathematics 2007
to enVisionMATH Common Core, ©2015**

<p align="center">enVisionMATH Common Core, ©2015 Grade 2</p>	<p align="center">Minnesota Mathematics K-12 Academic Standards</p>
<p>Lesson 1-3: Writing Subtraction Number Sentences</p>	<p>2.1.2.2 Demonstrate fluency with basic addition facts and related subtraction facts.</p> <p>2.2.2.2 Use number sentences involving addition, subtraction, and unknowns to represent given problem situations. Use number sense and properties of addition and subtraction to find values for the unknowns that make the number sentences true.</p> <p>1.1.2.1 Use words, pictures, objects, length-based models (connecting cubes), numerals and number lines to model and solve addition and subtraction problems in part-part-total, adding to, taking away from and comparing situations.</p> <p>3.1.2.2 Use addition and subtraction to solve real-world and mathematical problems involving whole numbers. Use various strategies, including the relationship between addition and subtraction, the use of technology, and the context of the problem to assess the reasonableness of results.</p>
<p>Lesson 1-4: Stories About Separating</p>	<p>2.1.2.2 Demonstrate fluency with basic addition facts and related subtraction facts.</p> <p>2.1.2.5 Solve real-world and mathematical addition and subtraction problems involving whole numbers with up to 2 digits.</p> <p>1.2.2.1 Represent real-world situations involving addition and subtraction basic facts, using objects and number sentences.</p> <p>1.2.2.4 Use addition or subtraction basic facts to represent a given problem situation using a number sentence.</p>

**An Alignment of the Minnesota Academic Standards for Mathematics 2007
to enVisionMATH Common Core, ©2015**

enVisionMATH Common Core, ©2015 Grade 2	Minnesota Mathematics K-12 Academic Standards
(Continued) Lesson 1-4: Stories About Separating	<p>3.1.2.2 Use addition and subtraction to solve real-world and mathematical problems involving whole numbers. Use various strategies, including the relationship between addition and subtraction, the use of technology, and the context of the problem to assess the reasonableness of results.</p>
Lesson 1-5: Stories About Comparing	<p>2.1.2.2 Demonstrate fluency with basic addition facts and related subtraction facts.</p> <p>2.1.2.5 Solve real-world and mathematical addition and subtraction problems involving whole numbers with up to 2 digits.</p> <p>1.2.2.1 Represent real-world situations involving addition and subtraction basic facts, using objects and number sentences.</p> <p>1.2.2.4 Use addition or subtraction basic facts to represent a given problem situation using a number sentence.</p> <p>3.1.2.2 Use addition and subtraction to solve real-world and mathematical problems involving whole numbers. Use various strategies, including the relationship between addition and subtraction, the use of technology, and the context of the problem to assess the reasonableness of results.</p>
Lesson 1-6: Connecting Addition and Subtraction	<p>2.1.2.1 Use strategies to generate addition and subtraction facts including making tens, fact families, doubles plus or minus one, counting on, counting back, and the commutative and associative properties. Use the relationship between addition and subtraction to generate basic facts.</p> <p>2.1.2.2 Demonstrate fluency with basic addition facts and related subtraction facts.</p>

**An Alignment of the Minnesota Academic Standards for Mathematics 2007
to enVisionMATH Common Core, ©2015**

enVisionMATH Common Core, ©2015 Grade 2	Minnesota Mathematics K-12 Academic Standards
(Continued) Lesson 1-6: Connecting Addition and Subtraction	<p>3.1.2.2 Use addition and subtraction to solve real-world and mathematical problems involving whole numbers. Use various strategies, including the relationship between addition and subtraction, the use of technology, and the context of the problem to assess the reasonableness of results.</p>
Lesson 1-7: Problem Solving: Use Objects	<p>2.1.2.2 Demonstrate fluency with basic addition facts and related subtraction facts.</p> <p>2.1.2.5 Solve real-world and mathematical addition and subtraction problems involving whole numbers with up to 2 digits.</p> <p>1.2.2.4 Use addition or subtraction basic facts to represent a given problem situation using a number sentence.</p>
Topic 2: Addition Strategies	
Lesson 2-1: Adding 0,1,2	<p>2.1.2.1 Use strategies to generate addition and subtraction facts including making tens, fact families, doubles plus or minus one, counting on, counting back, and the commutative and associative properties. Use the relationship between addition and subtraction to generate basic facts.</p> <p>2.1.2.2 Demonstrate fluency with basic addition facts and related subtraction facts.</p> <p>1.1.2.1 Use words, pictures, objects, length-based models (connecting cubes), numerals and number lines to model and solve addition and subtraction problems in part-part-total, adding to, taking away from and comparing situations.</p>

**An Alignment of the Minnesota Academic Standards for Mathematics 2007
to enVisionMATH Common Core, ©2015**

enVisionMATH Common Core, ©2015 Grade 2	Minnesota Mathematics K-12 Academic Standards
Lesson 2-2: Doubles	<p>2.1.2.1 Use strategies to generate addition and subtraction facts including making tens, fact families, doubles plus or minus one, counting on, counting back, and the commutative and associative properties. Use the relationship between addition and subtraction to generate basic facts.</p> <p>2.1.2.2 Demonstrate fluency with basic addition facts and related subtraction facts.</p> <p>1.1.2.1 Use words, pictures, objects, length-based models (connecting cubes), numerals and number lines to model and solve addition and subtraction problems in part-part-total, adding to, taking away from and comparing situations.</p> <p>3.1.2.2 Use addition and subtraction to solve real-world and mathematical problems involving whole numbers. Use various strategies, including the relationship between addition and subtraction, the use of technology, and the context of the problem to assess the reasonableness of results.</p>
Lesson 2-3: Near Doubles	<p>2.1.2.1 Use strategies to generate addition and subtraction facts including making tens, fact families, doubles plus or minus one, counting on, counting back, and the commutative and associative properties. Use the relationship between addition and subtraction to generate basic facts.</p> <p>2.1.2.2 Demonstrate fluency with basic addition facts and related subtraction facts.</p> <p>1.1.2.1 Use words, pictures, objects, length-based models (connecting cubes), numerals and number lines to model and solve addition and subtraction problems in part-part-total, adding to, taking away from and comparing situations.</p>

**An Alignment of the Minnesota Academic Standards for Mathematics 2007
to enVisionMATH Common Core, ©2015**

enVisionMATH Common Core, ©2015 Grade 2	Minnesota Mathematics K-12 Academic Standards
(Continued) Lesson 2-3: Near Doubles	<p>3.1.2.2 Use addition and subtraction to solve real-world and mathematical problems involving whole numbers. Use various strategies, including the relationship between addition and subtraction, the use of technology, and the context of the problem to assess the reasonableness of results.</p>
Lesson 2-4: Adding in Any Order	<p>2.1.2.1 Use strategies to generate addition and subtraction facts including making tens, fact families, doubles plus or minus one, counting on, counting back, and the commutative and associative properties. Use the relationship between addition and subtraction to generate basic facts.</p> <p>2.1.2.2 Demonstrate fluency with basic addition facts and related subtraction facts.</p> <p>2.1.2.4 Use mental strategies and algorithms based on knowledge of place value and equality to add and subtract two-digit numbers. Strategies may include decomposition, expanded notation, and partial sums and differences.</p> <p>3.1.2.2 Use addition and subtraction to solve real-world and mathematical problems involving whole numbers. Use various strategies, including the relationship between addition and subtraction, the use of technology, and the context of the problem to assess the reasonableness of results.</p>
Lesson 2-5: Adding Three Numbers	<p>2.1.2.1 Use strategies to generate addition and subtraction facts including making tens, fact families, doubles plus or minus one, counting on, counting back, and the commutative and associative properties. Use the relationship between addition and subtraction to generate basic facts.</p> <p>2.1.2.2 Demonstrate fluency with basic addition facts and related subtraction facts.</p>

**An Alignment of the Minnesota Academic Standards for Mathematics 2007
to enVisionMATH Common Core, ©2015**

enVisionMATH Common Core, ©2015 Grade 2	Minnesota Mathematics K-12 Academic Standards
(Continued) Lesson 2-5: Adding Three Numbers	<p>2.1.2.4 Use mental strategies and algorithms based on knowledge of place value and equality to add and subtract two-digit numbers. Strategies may include decomposition, expanded notation, and partial sums and differences.</p>
Lesson 2-6: Making 10 to Add	<p>2.1.2.1 Use strategies to generate addition and subtraction facts including making tens, fact families, doubles plus or minus one, counting on, counting back, and the commutative and associative properties. Use the relationship between addition and subtraction to generate basic facts.</p> <p>2.1.2.2 Demonstrate fluency with basic addition facts and related subtraction facts.</p> <p>1.1.2.2 Compose and decompose numbers up to 12 with an emphasis on making ten.</p>
Lesson 2-7: Problem Solving: Draw a Picture and Write a Number Sentence	<p>2.1.2.5 Solve real-world and mathematical addition and subtraction problems involving whole numbers with up to 2 digits.</p> <p>1.2.2.1 Represent real-world situations involving addition and subtraction basic facts, using objects and number sentences.</p> <p>1.2.2.4 Use addition or subtraction basic facts to represent a given problem situation using a number sentence.</p> <p>3.1.2.2 Use addition and subtraction to solve real-world and mathematical problems involving whole numbers. Use various strategies, including the relationship between addition and subtraction, the use of technology, and the context of the problem to assess the reasonableness of results.</p>

**An Alignment of the Minnesota Academic Standards for Mathematics 2007
to enVisionMATH Common Core, ©2015**

enVisionMATH Common Core, ©2015 Grade 2	Minnesota Mathematics K-12 Academic Standards
Topic 3: Subtraction Strategies	
Lesson 3-1: Subtracting 0,1,2	<p>2.1.2.1 Use strategies to generate addition and subtraction facts including making tens, fact families, doubles plus or minus one, counting on, counting back, and the commutative and associative properties. Use the relationship between addition and subtraction to generate basic facts.</p> <p>2.1.2.2 Demonstrate fluency with basic addition facts and related subtraction facts.</p>
Lesson 3-2: Thinking Addition to Subtract Doubles	<p>2.1.2.1 Use strategies to generate addition and subtraction facts including making tens, fact families, doubles plus or minus one, counting on, counting back, and the commutative and associative properties. Use the relationship between addition and subtraction to generate basic facts.</p> <p>2.1.2.2 Demonstrate fluency with basic addition facts and related subtraction facts.</p> <p>2.1.2.4 Use mental strategies and algorithms based on knowledge of place value and equality to add and subtract two-digit numbers. Strategies may include decomposition, expanded notation, and partial sums and differences.</p> <p>1.1.2.3 Recognize the relationship between counting and addition and subtraction. Skip count by 2s, 5s, and 10s.</p> <p>1.2.2.3 Use number sense and models of addition and subtraction, such as objects and number lines, to identify the missing number in an equation such as: $2 + 4 = _$ $3 + _ = 7$ $5 = _ - 3$</p>

**An Alignment of the Minnesota Academic Standards for Mathematics 2007
to enVisionMATH Common Core, ©2015**

enVisionMATH Common Core, ©2015 Grade 2	Minnesota Mathematics K-12 Academic Standards
(Continued) Lesson 3-2: Thinking Addition to Subtract Doubles	<p>3.1.2.2 Use addition and subtraction to solve real-world and mathematical problems involving whole numbers. Use various strategies, including the relationship between addition and subtraction, the use of technology, and the context of the problem to assess the reasonableness of results.</p>
Lesson 3-3: Thinking Addition to 10 to Subtract	<p>2.1.2.1 Use strategies to generate addition and subtraction facts including making tens, fact families, doubles plus or minus one, counting on, counting back, and the commutative and associative properties. Use the relationship between addition and subtraction to generate basic facts.</p> <p>2.1.2.2 Demonstrate fluency with basic addition facts and related subtraction facts.</p> <p>2.1.2.4 Use mental strategies and algorithms based on knowledge of place value and equality to add and subtract two-digit numbers. Strategies may include decomposition, expanded notation, and partial sums and differences.</p> <p>1.1.2.2 Compose and decompose numbers up to 12 with an emphasis on making ten.</p> <p>1.2.2.3 Use number sense and models of addition and subtraction, such as objects and number lines, to identify the missing number in an equation such as: $2 + 4 = \underline{\quad}$ $3 + \underline{\quad} = 7$ $5 = \underline{\quad} - 3$</p> <p>3.1.2.2 Use addition and subtraction to solve real-world and mathematical problems involving whole numbers. Use various strategies, including the relationship between addition and subtraction, the use of technology, and the context of the problem to assess the reasonableness of results.</p>

**An Alignment of the Minnesota Academic Standards for Mathematics 2007
to enVisionMATH Common Core, ©2015**

enVisionMATH Common Core, ©2015 Grade 2	Minnesota Mathematics K-12 Academic Standards
Lesson 3-4: Thinking Addition to 18 to Subtract	<p>2.1.2.1 Use strategies to generate addition and subtraction facts including making tens, fact families, doubles plus or minus one, counting on, counting back, and the commutative and associative properties. Use the relationship between addition and subtraction to generate basic facts.</p> <p>2.1.2.2 Demonstrate fluency with basic addition facts and related subtraction facts.</p> <p>2.1.2.4 Use mental strategies and algorithms based on knowledge of place value and equality to add and subtract two-digit numbers. Strategies may include decomposition, expanded notation, and partial sums and differences.</p> <p>1.2.2.3 Use number sense and models of addition and subtraction, such as objects and number lines, to identify the missing number in an equation such as: $2 + 4 = \underline{\quad}$ $3 + \underline{\quad} = 7$ $5 = \underline{\quad} - 3$</p> <p>3.1.2.2 Use addition and subtraction to solve real-world and mathematical problems involving whole numbers. Use various strategies, including the relationship between addition and subtraction, the use of technology, and the context of the problem to assess the reasonableness of results.</p>
Lesson 3-5: Making 10 to Subtract	<p>2.1.2.1 Use strategies to generate addition and subtraction facts including making tens, fact families, doubles plus or minus one, counting on, counting back, and the commutative and associative properties. Use the relationship between addition and subtraction to generate basic facts.</p> <p>2.1.2.2 Demonstrate fluency with basic addition facts and related subtraction facts.</p>

**An Alignment of the Minnesota Academic Standards for Mathematics 2007
to enVisionMATH Common Core, ©2015**

enVisionMATH Common Core, ©2015 Grade 2	Minnesota Mathematics K-12 Academic Standards
(Continued) Lesson 3-5: Making 10 to Subtract	<p>1.1.2.2 Compose and decompose numbers up to 12 with an emphasis on making ten.</p> <p>3.1.2.2 Use addition and subtraction to solve real-world and mathematical problems involving whole numbers. Use various strategies, including the relationship between addition and subtraction, the use of technology, and the context of the problem to assess the reasonableness of results.</p>
Lesson 3-6: Problem Solving: Two-Question Problems	<p>2.1.2.5 Solve real-world and mathematical addition and subtraction problems involving whole numbers with up to 2 digits.</p> <p>1.2.2.1 Represent real-world situations involving addition and subtraction basic facts, using objects and number sentences.</p> <p>1.2.2.4 Use addition or subtraction basic facts to represent a given problem situation using a number sentence.</p> <p>3.1.2.2 Use addition and subtraction to solve real-world and mathematical problems involving whole numbers. Use various strategies, including the relationship between addition and subtraction, the use of technology, and the context of the problem to assess the reasonableness of results.</p>
Topic 4: Working with Equal Groups	
Lesson 4-1: Repeated Addition	<p>2.2.1.1 Identify, create and describe simple number patterns involving repeated addition or subtraction, skip counting and arrays of objects such as counters or tiles. Use patterns to solve problems in various contexts.</p>

**An Alignment of the Minnesota Academic Standards for Mathematics 2007
to enVisionMATH Common Core, ©2015**

enVisionMATH Common Core, ©2015 Grade 2	Minnesota Mathematics K-12 Academic Standards
(Continued) Lesson 4-1: Repeated Addition	<p>3.1.2.3 Represent multiplication facts by using a variety of approaches, such as repeated addition, equal-sized groups, arrays, area models, equal jumps on a number line and skip counting. Represent division facts by using a variety of approaches, such as repeated subtraction, equal sharing and forming equal groups. Recognize the relationship between multiplication and division.</p>
Lesson 4-2: Building Arrays	<p>2.2.1.1 Identify, create and describe simple number patterns involving repeated addition or subtraction, skip counting and arrays of objects such as counters or tiles. Use patterns to solve problems in various contexts.</p> <p>3.1.2.3 Represent multiplication facts by using a variety of approaches, such as repeated addition, equal-sized groups, arrays, area models, equal jumps on a number line and skip counting. Represent division facts by using a variety of approaches, such as repeated subtraction, equal sharing and forming equal groups. Recognize the relationship between multiplication and division.</p>
Lesson 4-3: Practicing Repeated Addition	<p>2.1.2.5 Solve real-world and mathematical addition and subtraction problems involving whole numbers with up to 2 digits.</p> <p>2.2.1.1 Identify, create and describe simple number patterns involving repeated addition or subtraction, skip counting and arrays of objects such as counters or tiles. Use patterns to solve problems in various contexts.</p>

**An Alignment of the Minnesota Academic Standards for Mathematics 2007
to enVisionMATH Common Core, ©2015**

enVisionMATH Common Core, ©2015 Grade 2	Minnesota Mathematics K-12 Academic Standards
(Continued) Lesson 4-3: Practicing Repeated Addition	<p>3.1.2.3 Represent multiplication facts by using a variety of approaches, such as repeated addition, equal-sized groups, arrays, area models, equal jumps on a number line and skip counting. Represent division facts by using a variety of approaches, such as repeated subtraction, equal sharing and forming equal groups. Recognize the relationship between multiplication and division.</p>
Lesson 4-4: Problem Solving: Draw a Picture and Write a Number Sentence	<p>2.1.2.5 Solve real-world and mathematical addition and subtraction problems involving whole numbers with up to 2 digits.</p> <p>2.2.1.1 Identify, create and describe simple number patterns involving repeated addition or subtraction, skip counting and arrays of objects such as counters or tiles. Use patterns to solve problems in various contexts.</p> <p>3.1.2.3 Represent multiplication facts by using a variety of approaches, such as repeated addition, equal-sized groups, arrays, area models, equal jumps on a number line and skip counting. Represent division facts by using a variety of approaches, such as repeated subtraction, equal sharing and forming equal groups. Recognize the relationship between multiplication and division.</p> <p>3.1.2.4 Solve real-world and mathematical problems involving multiplication and division, including both "how many in each group" and "how many groups" division problems.</p>
Number and Operations in Base Ten	
Topic 5: Place Value to 100	
Lesson 5-1: Models for Tens and Ones	<p>2.1.1.2 Use place value to describe whole numbers between 10 and 1000 in terms of hundreds, tens and ones. Know that 100 is 10 tens, and 1000 is 10 hundreds.</p>

**An Alignment of the Minnesota Academic Standards for Mathematics 2007
to enVisionMATH Common Core, ©2015**

enVisionMATH Common Core, ©2015 Grade 2	Minnesota Mathematics K-12 Academic Standards
(Continued) Lesson 5-1: Models for Tens and Ones	<p>1.1.1.1 Use place value to describe whole numbers between 10 and 100 in terms of tens and ones.</p> <p>3.1.1.2 Use place value to describe whole numbers between 1000 and 100,000 in terms of ten thousands, thousands, hundreds, tens and ones.</p>
Lesson 5-2: Reading and Writing Numbers	<p>2.1.1.1 Read, write and represent whole numbers up to 1000. Representations may include numerals, addition, subtraction, multiplication, words, pictures, tally marks, number lines and manipulatives, such as bundles of sticks and base 10 blocks.</p> <p>1.1.1.2 Read, write and represent whole numbers up to 120. Representations may include numerals, addition and subtraction, pictures, tally marks, number lines and manipulatives, such as bundles of sticks and base 10 blocks.</p>
Lesson 5-3: Using Symbols to Compare Numbers	<p>2.1.1.5 Compare and order whole numbers up to 1000.</p> <p>1.1.1.5 Compare and order whole numbers up to 120.</p> <p>3.1.1.5 Compare and order whole numbers up to 100,000.</p>
Lesson 5-4: Counting to 100	<p>2.1.1.5 Compare and order whole numbers up to 1000.</p> <p>1.1.1.3 Count, with and without objects, forward and backward from any given number up to 120.</p>
Lesson 5-5: 10 More or 10 Less	<p>2.1.1.2 Use place value to describe whole numbers between 10 and 1000 in terms of hundreds, tens and ones. Know that 100 is 10 tens, and 1000 is 10 hundreds.</p>

**An Alignment of the Minnesota Academic Standards for Mathematics 2007
to enVisionMATH Common Core, ©2015**

enVisionMATH Common Core, ©2015 Grade 2	Minnesota Mathematics K-12 Academic Standards
(Continued) Lesson 5-5: 10 More or 10 Less	<p>2.1.1.3 Find 10 more or 10 less than a given three-digit number. Find 100 more or 100 less than a given three-digit number.</p> <p>1.1.1.4 Find a number that is 10 more or 10 less than a given number.</p>
Lesson 5-6: Even and Odd Numbers	<p>For related content, please see:</p> <p>2.1.2.2 Demonstrate fluency with basic addition facts and related subtraction facts.</p>
Lesson 5-7: Problem Solving: Use Data from a Chart	<p>2.1.1.5 Compare and order whole numbers up to 1000.</p> <p>1.1.1.5 Compare and order whole numbers up to 120.</p> <p>3.1.1.2 Use place value to describe whole numbers between 1000 and 100,000 in terms of ten thousands, thousands, hundreds, tens and ones.</p>
Topic 6: Mental Addition	
Lesson 6-1: Adding Tens	<p>2.1.1.2 Use place value to describe whole numbers between 10 and 1000 in terms of hundreds, tens and ones. Know that 100 is 10 tens, and 1000 is 10 hundreds.</p> <p>2.1.1.3 Find 10 more or 10 less than a given three-digit number. Find 100 more or 100 less than a given three-digit number.</p> <p>2.1.2.2 Demonstrate fluency with basic addition facts and related subtraction facts.</p> <p>2.1.2.5 Solve real-world and mathematical addition and subtraction problems involving whole numbers with up to 2 digits.</p>

**An Alignment of the Minnesota Academic Standards for Mathematics 2007
to enVisionMATH Common Core, ©2015**

enVisionMATH Common Core, ©2015 Grade 2	Minnesota Mathematics K-12 Academic Standards
<p>(Continued) Lesson 6-1: Adding Tens</p>	<p>1.1.1.1 Use place value to describe whole numbers between 10 and 100 in terms of tens and ones.</p> <p>3.1.1.2 Use place value to describe whole numbers between 1000 and 100,000 in terms of ten thousands, thousands, hundreds, tens and ones.</p> <p>3.1.2.1 Add and subtract multi-digit numbers, using efficient and generalizable procedures based on knowledge of place value, including standard algorithms.</p>
<p>Lesson 6-2: Adding Ones</p>	<p>2.1.1.2 Use place value to describe whole numbers between 10 and 1000 in terms of hundreds, tens and ones. Know that 100 is 10 tens, and 1000 is 10 hundreds.</p> <p>2.1.2.2 Demonstrate fluency with basic addition facts and related subtraction facts.</p> <p>2.1.2.5 Solve real-world and mathematical addition and subtraction problems involving whole numbers with up to 2 digits.</p> <p>1.1.1.1 Use place value to describe whole numbers between 10 and 100 in terms of tens and ones.</p> <p>3.1.1.2 Use place value to describe whole numbers between 1000 and 100,000 in terms of ten thousands, thousands, hundreds, tens and ones.</p> <p>3.1.2.1 Add and subtract multi-digit numbers, using efficient and generalizable procedures based on knowledge of place value, including standard algorithms.</p>

**An Alignment of the Minnesota Academic Standards for Mathematics 2007
to enVisionMATH Common Core, ©2015**

enVisionMATH Common Core, ©2015 Grade 2	Minnesota Mathematics K-12 Academic Standards
Lesson 6-3: Adding Tens and Ones	<p>2.1.1.2 Use place value to describe whole numbers between 10 and 1000 in terms of hundreds, tens and ones. Know that 100 is 10 tens, and 1000 is 10 hundreds.</p> <p>2.1.2.2 Demonstrate fluency with basic addition facts and related subtraction facts.</p> <p>2.1.2.5 Solve real-world and mathematical addition and subtraction problems involving whole numbers with up to 2 digits.</p> <p>1.1.1.1 Use place value to describe whole numbers between 10 and 100 in terms of tens and ones.</p> <p>3.1.1.2 Use place value to describe whole numbers between 1000 and 100,000 in terms of ten thousands, thousands, hundreds, tens and ones.</p> <p>3.1.2.1 Add and subtract multi-digit numbers, using efficient and generalizable procedures based on knowledge of place value, including standard algorithms.</p>
Lesson 6-4: Adding on a Hundred Chart	<p>2.1.2.2 Demonstrate fluency with basic addition facts and related subtraction facts.</p> <p>2.1.2.4 Use mental strategies and algorithms based on knowledge of place value and equality to add and subtract two-digit numbers. Strategies may include decomposition, expanded notation, and partial sums and differences.</p> <p>2.1.2.5 Solve real-world and mathematical addition and subtraction problems involving whole numbers with up to 2 digits.</p>

**An Alignment of the Minnesota Academic Standards for Mathematics 2007
to enVisionMATH Common Core, ©2015**

enVisionMATH Common Core, ©2015 Grade 2	Minnesota Mathematics K-12 Academic Standards
(Continued) Lesson 6-4: Adding on a Hundred Chart	<p>1.1.2.1 Use words, pictures, objects, length-based models (connecting cubes), numerals and number lines to model and solve addition and subtraction problems in part-part-total, adding to, taking away from and comparing situations.</p> <p>3.1.2.1 Add and subtract multi-digit numbers, using efficient and generalizable procedures based on knowledge of place value, including standard algorithms.</p>
Lesson 6-5: Adding Multiples of 10	<p>2.1.1.2 Use place value to describe whole numbers between 10 and 1000 in terms of hundreds, tens and ones. Know that 100 is 10 tens, and 1000 is 10 hundreds.</p> <p>2.1.2.2 Demonstrate fluency with basic addition facts and related subtraction facts.</p> <p>2.1.2.4 Use mental strategies and algorithms based on knowledge of place value and equality to add and subtract two-digit numbers. Strategies may include decomposition, expanded notation, and partial sums and differences.</p> <p>1.1.1.4 Find a number that is 10 more or 10 less than a given number.</p> <p>3.1.2.1 Add and subtract multi-digit numbers, using efficient and generalizable procedures based on knowledge of place value, including standard algorithms.</p>
Lesson 6-6: Problem Solving: Look for a Pattern	<p>2.2.1.1 Identify, create and describe simple number patterns involving repeated addition or subtraction, skip counting and arrays of objects such as counters or tiles. Use patterns to solve problems in various contexts.</p>

**An Alignment of the Minnesota Academic Standards for Mathematics 2007
to enVisionMATH Common Core, ©2015**

enVisionMATH Common Core, ©2015 Grade 2	Minnesota Mathematics K-12 Academic Standards
(Continued) Lesson 6-6: Problem Solving: Look for a Pattern	<p>3.1.2.2 Use addition and subtraction to solve real-world and mathematical problems involving whole numbers. Use various strategies, including the relationship between addition and subtraction, the use of technology, and the context of the problem to assess the reasonableness of results.</p>
Topic 7: Mental Subtraction	
Lesson 7-1: Subtracting Tens	<p>2.1.1.2 Use place value to describe whole numbers between 10 and 1000 in terms of hundreds, tens and ones. Know that 100 is 10 tens, and 1000 is 10 hundreds.</p> <p>2.1.1.3 Find 10 more or 10 less than a given three-digit number. Find 100 more or 100 less than a given three-digit number.</p> <p>2.1.2.2 Demonstrate fluency with basic addition facts and related subtraction facts.</p> <p>2.1.2.5 Solve real-world and mathematical addition and subtraction problems involving whole numbers with up to 2 digits.</p> <p>1.1.1.1 Use place value to describe whole numbers between 10 and 100 in terms of tens and ones.</p> <p>3.1.1.2 Use place value to describe whole numbers between 1000 and 100,000 in terms of ten thousands, thousands, hundreds, tens and ones.</p> <p>3.1.2.1 Add and subtract multi-digit numbers, using efficient and generalizable procedures based on knowledge of place value, including standard algorithms.</p>

**An Alignment of the Minnesota Academic Standards for Mathematics 2007
to enVisionMATH Common Core, ©2015**

enVisionMATH Common Core, ©2015 Grade 2	Minnesota Mathematics K-12 Academic Standards
Lesson 7-2: Finding Parts of 100	<p>2.1.2.1 Use strategies to generate addition and subtraction facts including making tens, fact families, doubles plus or minus one, counting on, counting back, and the commutative and associative properties. Use the relationship between addition and subtraction to generate basic facts.</p> <p>2.1.2.2 Demonstrate fluency with basic addition facts and related subtraction facts.</p> <p>2.1.2.5 Solve real-world and mathematical addition and subtraction problems involving whole numbers with up to 2 digits.</p> <p>1.1.2.1 Use words, pictures, objects, length-based models (connecting cubes), numerals and number lines to model and solve addition and subtraction problems in part-part-total, adding to, taking away from and comparing situations.</p> <p>3.1.2.1 Add and subtract multi-digit numbers, using efficient and generalizable procedures based on knowledge of place value, including standard algorithms.</p>
Lesson 7-3: Subtracting on a Hundred Chart	<p>2.1.2.2 Demonstrate fluency with basic addition facts and related subtraction facts.</p> <p>2.1.2.4 Use mental strategies and algorithms based on knowledge of place value and equality to add and subtract two-digit numbers. Strategies may include decomposition, expanded notation, and partial sums and differences.</p> <p>2.1.2.5 Solve real-world and mathematical addition and subtraction problems involving whole numbers with up to 2 digits.</p>

**An Alignment of the Minnesota Academic Standards for Mathematics 2007
to enVisionMATH Common Core, ©2015**

enVisionMATH Common Core, ©2015 Grade 2	Minnesota Mathematics K-12 Academic Standards
(Continued) Lesson 7-3: Subtracting on a Hundred Chart	<p>1.1.2.1 Use words, pictures, objects, length-based models (connecting cubes), numerals and number lines to model and solve addition and subtraction problems in part-part-total, adding to, taking away from and comparing situations.</p> <p>3.1.2.1 Add and subtract multi-digit numbers, using efficient and generalizable procedures based on knowledge of place value, including standard algorithms.</p>
Lesson 7-4: Subtracting Multiples of 10	<p>2.1.2.1 Use strategies to generate addition and subtraction facts including making tens, fact families, doubles plus or minus one, counting on, counting back, and the commutative and associative properties. Use the relationship between addition and subtraction to generate basic facts.</p> <p>2.1.2.2 Demonstrate fluency with basic addition facts and related subtraction facts.</p> <p>2.1.2.5 Solve real-world and mathematical addition and subtraction problems involving whole numbers with up to 2 digits.</p> <p>1.1.1.4 Find a number that is 10 more or 10 less than a given number.</p> <p>3.1.1.2 Use place value to describe whole numbers between 1000 and 100,000 in terms of ten thousands, thousands, hundreds, tens and ones.</p> <p>3.1.2.1 Add and subtract multi-digit numbers, using efficient and generalizable procedures based on knowledge of place value, including standard algorithms.</p>

**An Alignment of the Minnesota Academic Standards for Mathematics 2007
to enVisionMATH Common Core, ©2015**

enVisionMATH Common Core, ©2015 Grade 2	Minnesota Mathematics K-12 Academic Standards
Lesson 7-5: Problem Solving: Missing or Extra Information	<p>2.2.2.1 Understand how to interpret number sentences involving addition, subtraction and unknowns represented by letters. Use objects and number lines and create real-world situations to represent number sentences.</p> <p>2.2.2.2 Use number sentences involving addition, subtraction, and unknowns to represent given problem situations. Use number sense and properties of addition and subtraction to find values for the unknowns that make the number sentences true.</p> <p>1.2.2.1 Represent real-world situations involving addition and subtraction basic facts, using objects and number sentences.</p> <p>3.1.2.1 Add and subtract multi-digit numbers, using efficient and generalizable procedures based on knowledge of place value, including standard algorithms.</p>
Topic 8: Adding Two-Digit Numbers	
Lesson 8-1: Regrouping 10 Ones for 1 Ten	<p>2.1.1.2 Use place value to describe whole numbers between 10 and 1000 in terms of hundreds, tens and ones. Know that 100 is 10 tens, and 1000 is 10 hundreds.</p> <p>2.1.2.2 Demonstrate fluency with basic addition facts and related subtraction facts.</p> <p>2.1.2.4 Use mental strategies and algorithms based on knowledge of place value and equality to add and subtract two-digit numbers. Strategies may include decomposition, expanded notation, and partial sums and differences.</p> <p>1.1.1.1 Use place value to describe whole numbers between 10 and 100 in terms of tens and ones.</p>

**An Alignment of the Minnesota Academic Standards for Mathematics 2007
to enVisionMATH Common Core, ©2015**

enVisionMATH Common Core, ©2015 Grade 2	Minnesota Mathematics K-12 Academic Standards
(Continued) Lesson 8-1: Regrouping 10 Ones for 1 Ten	<p>3.1.2.1 Add and subtract multi-digit numbers, using efficient and generalizable procedures based on knowledge of place value, including standard algorithms.</p> <p>3.1.1.2 Use place value to describe whole numbers between 1000 and 100,000 in terms of ten thousands, thousands, hundreds, tens and ones.</p>
Lesson 8-2: Models to Add Two- and One-Digit Numbers	<p>2.1.1.2 Use place value to describe whole numbers between 10 and 1000 in terms of hundreds, tens and ones. Know that 100 is 10 tens, and 1000 is 10 hundreds.</p> <p>2.1.2.1 Use strategies to generate addition and subtraction facts including making tens, fact families, doubles plus or minus one, counting on, counting back, and the commutative and associative properties. Use the relationship between addition and subtraction to generate basic facts.</p> <p>2.1.2.2 Demonstrate fluency with basic addition facts and related subtraction facts.</p> <p>1.1.2.1 Use words, pictures, objects, length-based models (connecting cubes), numerals and number lines to model and solve addition and subtraction problems in part-part-total, adding to, taking away from and comparing situations.</p> <p>3.1.2.1 Add and subtract multi-digit numbers, using efficient and generalizable procedures based on knowledge of place value, including standard algorithms.</p>
Lesson 8-3: Adding Two- and One-Digit Numbers	<p>2.1.1.2 Use place value to describe whole numbers between 10 and 1000 in terms of hundreds, tens and ones. Know that 100 is 10 tens, and 1000 is 10 hundreds.</p>

**An Alignment of the Minnesota Academic Standards for Mathematics 2007
to enVisionMATH Common Core, ©2015**

enVisionMATH Common Core, ©2015 Grade 2	Minnesota Mathematics K-12 Academic Standards
<p>(Continued) Lesson 8-3: Adding Two- and One-Digit Numbers</p>	<p>2.1.2.1 Use strategies to generate addition and subtraction facts including making tens, fact families, doubles plus or minus one, counting on, counting back, and the commutative and associative properties. Use the relationship between addition and subtraction to generate basic facts.</p> <p>2.1.2.2 Demonstrate fluency with basic addition facts and related subtraction facts.</p> <p>2.1.2.5 Solve real-world and mathematical addition and subtraction problems involving whole numbers with up to 2 digits.</p>
<p>Lesson 8-4: Models to Add Two-Digit Numbers</p>	<p>2.1.1.2 Use place value to describe whole numbers between 10 and 1000 in terms of hundreds, tens and ones. Know that 100 is 10 tens, and 1000 is 10 hundreds.</p> <p>2.1.2.1 Use strategies to generate addition and subtraction facts including making tens, fact families, doubles plus or minus one, counting on, counting back, and the commutative and associative properties. Use the relationship between addition and subtraction to generate basic facts.</p> <p>2.1.2.2 Demonstrate fluency with basic addition facts and related subtraction facts.</p> <p>1.1.2.1 Use words, pictures, objects, length-based models (connecting cubes), numerals and number lines to model and solve addition and subtraction problems in part-part-total, adding to, taking away from and comparing situations.</p> <p>3.1.2.1 Add and subtract multi-digit numbers, using efficient and generalizable procedures based on knowledge of place value, including standard algorithms.</p>

**An Alignment of the Minnesota Academic Standards for Mathematics 2007
to *enVisionMATH Common Core*, ©2015**

<p align="center">enVisionMATH Common Core, ©2015 Grade 2</p>	<p align="center">Minnesota Mathematics K-12 Academic Standards</p>
<p>Lesson 8-5: Adding Two-Digit Numbers</p>	<p>2.1.1.2 Use place value to describe whole numbers between 10 and 1000 in terms of hundreds, tens and ones. Know that 100 is 10 tens, and 1000 is 10 hundreds.</p> <p>2.1.2.1 Use strategies to generate addition and subtraction facts including making tens, fact families, doubles plus or minus one, counting on, counting back, and the commutative and associative properties. Use the relationship between addition and subtraction to generate basic facts.</p> <p>2.1.2.2 Demonstrate fluency with basic addition facts and related subtraction facts.</p> <p>2.1.2.5 Solve real-world and mathematical addition and subtraction problems involving whole numbers with up to 2 digits.</p> <p>3.1.2.1 Add and subtract multi-digit numbers, using efficient and generalizable procedures based on knowledge of place value, including standard algorithms.</p>
<p>Lesson 8-6: Adding on a Number Line</p>	<p>2.1.2.1 Use strategies to generate addition and subtraction facts including making tens, fact families, doubles plus or minus one, counting on, counting back, and the commutative and associative properties. Use the relationship between addition and subtraction to generate basic facts.</p> <p>2.1.2.2 Demonstrate fluency with basic addition facts and related subtraction facts.</p> <p>1.1.2.1 Use words, pictures, objects, length-based models (connecting cubes), numerals and number lines to model and solve addition and subtraction problems in part-part-total, adding to, taking away from and comparing situations.</p>

**An Alignment of the Minnesota Academic Standards for Mathematics 2007
to enVisionMATH Common Core, ©2015**

enVisionMATH Common Core, ©2015 Grade 2	Minnesota Mathematics K-12 Academic Standards
(Continued) Lesson 8-6: Adding on a Number Line	<p>3.1.2.1 Add and subtract multi-digit numbers, using efficient and generalizable procedures based on knowledge of place value, including standard algorithms.</p>
Lesson 8-7: Adding More than Two Numbers	<p>2.1.2.1 Use strategies to generate addition and subtraction facts including making tens, fact families, doubles plus or minus one, counting on, counting back, and the commutative and associative properties. Use the relationship between addition and subtraction to generate basic facts.</p> <p>2.1.2.2 Demonstrate fluency with basic addition facts and related subtraction facts.</p> <p>2.1.2.5 Solve real-world and mathematical addition and subtraction problems involving whole numbers with up to 2 digits.</p> <p>3.1.2.1 Add and subtract multi-digit numbers, using efficient and generalizable procedures based on knowledge of place value, including standard algorithms.</p>
Lesson 8-8: Ways to Add	<p>2.1.2.1 Use strategies to generate addition and subtraction facts including making tens, fact families, doubles plus or minus one, counting on, counting back, and the commutative and associative properties. Use the relationship between addition and subtraction to generate basic facts.</p> <p>2.1.2.2 Demonstrate fluency with basic addition facts and related subtraction facts.</p> <p>2.1.2.4 Use mental strategies and algorithms based on knowledge of place value and equality to add and subtract two-digit numbers. Strategies may include decomposition, expanded notation, and partial sums and differences.</p>

**An Alignment of the Minnesota Academic Standards for Mathematics 2007
to enVisionMATH Common Core, ©2015**

enVisionMATH Common Core, ©2015 Grade 2	Minnesota Mathematics K-12 Academic Standards
(Continued) Lesson 8-8: Ways to Add	<p>3.1.2.1 Add and subtract multi-digit numbers, using efficient and generalizable procedures based on knowledge of place value, including standard algorithms.</p> <p>3.1.2.2 Use addition and subtraction to solve real-world and mathematical problems involving whole numbers. Use various strategies, including the relationship between addition and subtraction, the use of technology, and the context of the problem to assess the reasonableness of results.</p>
Lesson 8-9: Problem Solving: Draw a Picture and Write a Number Sentence	<p>2.1.2.2 Demonstrate fluency with basic addition facts and related subtraction facts.</p> <p>2.1.2.5 Solve real-world and mathematical addition and subtraction problems involving whole numbers with up to 2 digits.</p> <p>1.2.2.1 Represent real-world situations involving addition and subtraction basic facts, using objects and number sentences.</p> <p>3.1.2.1 Add and subtract multi-digit numbers, using efficient and generalizable procedures based on knowledge of place value, including standard algorithms.</p> <p>3.1.2.2 Use addition and subtraction to solve real-world and mathematical problems involving whole numbers. Use various strategies, including the relationship between addition and subtraction, the use of technology, and the context of the problem to assess the reasonableness of results.</p>
Topic 9: Subtracting Two-Digit Numbers	
Lesson 9-1: Regrouping 1 Ten for 10 Ones	<p>2.1.1.2 Use place value to describe whole numbers between 10 and 1000 in terms of hundreds, tens and ones. Know that 100 is 10 tens, and 1000 is 10 hundreds.</p>

**An Alignment of the Minnesota Academic Standards for Mathematics 2007
to enVisionMATH Common Core, ©2015**

enVisionMATH Common Core, ©2015 Grade 2	Minnesota Mathematics K-12 Academic Standards
<p>(Continued) Lesson 9-1: Regrouping 1 Ten for 10 Ones</p>	<p>2.1.2.2 Demonstrate fluency with basic addition facts and related subtraction facts.</p> <p>2.1.2.4 Use mental strategies and algorithms based on knowledge of place value and equality to add and subtract two-digit numbers. Strategies may include decomposition, expanded notation, and partial sums and differences.</p> <p>1.1.1.1 Use place value to describe whole numbers between 10 and 100 in terms of tens and ones.</p> <p>3.1.2.1 Add and subtract multi-digit numbers, using efficient and generalizable procedures based on knowledge of place value, including standard algorithms.</p> <p>3.1.1.2 Use place value to describe whole numbers between 1000 and 100,000 in terms of ten thousands, thousands, hundreds, tens and ones.</p>
<p>Lesson 9-2: Models to Subtract Two- and One-Digit Numbers</p>	<p>2.1.1.2 Use place value to describe whole numbers between 10 and 1000 in terms of hundreds, tens and ones. Know that 100 is 10 tens, and 1000 is 10 hundreds.</p> <p>2.1.2.1 Use strategies to generate addition and subtraction facts including making tens, fact families, doubles plus or minus one, counting on, counting back, and the commutative and associative properties. Use the relationship between addition and subtraction to generate basic facts.</p> <p>2.1.2.2 Demonstrate fluency with basic addition facts and related subtraction facts.</p>

**An Alignment of the Minnesota Academic Standards for Mathematics 2007
to enVisionMATH Common Core, ©2015**

enVisionMATH Common Core, ©2015 Grade 2	Minnesota Mathematics K-12 Academic Standards
<p>(Continued) Lesson 9-2: Models to Subtract Two- and One-Digit Numbers</p>	<p>1.1.2.1 Use words, pictures, objects, length-based models (connecting cubes), numerals and number lines to model and solve addition and subtraction problems in part-part-total, adding to, taking away from and comparing situations.</p> <p>3.1.2.1 Add and subtract multi-digit numbers, using efficient and generalizable procedures based on knowledge of place value, including standard algorithms.</p>
<p>Lesson 9-3: Subtracting Two- and One-Digit Numbers</p>	<p>2.1.1.2 Use place value to describe whole numbers between 10 and 1000 in terms of hundreds, tens and ones. Know that 100 is 10 tens, and 1000 is 10 hundreds.</p> <p>2.1.2.1 Use strategies to generate addition and subtraction facts including making tens, fact families, doubles plus or minus one, counting on, counting back, and the commutative and associative properties. Use the relationship between addition and subtraction to generate basic facts.</p> <p>2.1.2.2 Demonstrate fluency with basic addition facts and related subtraction facts.</p> <p>2.1.2.5 Solve real-world and mathematical addition and subtraction problems involving whole numbers with up to 2 digits.</p> <p>3.1.2.1 Add and subtract multi-digit numbers, using efficient and generalizable procedures based on knowledge of place value, including standard algorithms.</p>
<p>Lesson 9-4: Models to Subtract Two-Digit Numbers</p>	<p>2.1.1.2 Use place value to describe whole numbers between 10 and 1000 in terms of hundreds, tens and ones. Know that 100 is 10 tens, and 1000 is 10 hundreds.</p>

**An Alignment of the Minnesota Academic Standards for Mathematics 2007
to enVisionMATH Common Core, ©2015**

enVisionMATH Common Core, ©2015 Grade 2	Minnesota Mathematics K-12 Academic Standards
<p>(Continued) Lesson 9-4: Models to Subtract Two-Digit Numbers</p>	<p>2.1.2.1 Use strategies to generate addition and subtraction facts including making tens, fact families, doubles plus or minus one, counting on, counting back, and the commutative and associative properties. Use the relationship between addition and subtraction to generate basic facts.</p> <p>2.1.2.2 Demonstrate fluency with basic addition facts and related subtraction facts.</p> <p>1.1.2.1 Use words, pictures, objects, length-based models (connecting cubes), numerals and number lines to model and solve addition and subtraction problems in part-part-total, adding to, taking away from and comparing situations.</p> <p>3.1.2.1 Add and subtract multi-digit numbers, using efficient and generalizable procedures based on knowledge of place value, including standard algorithms.</p>
<p>Lesson 9-5: Subtracting Two-Digit Numbers</p>	<p>2.1.1.2 Use place value to describe whole numbers between 10 and 1000 in terms of hundreds, tens and ones. Know that 100 is 10 tens, and 1000 is 10 hundreds.</p> <p>2.1.2.1 Use strategies to generate addition and subtraction facts including making tens, fact families, doubles plus or minus one, counting on, counting back, and the commutative and associative properties. Use the relationship between addition and subtraction to generate basic facts.</p> <p>2.1.2.2 Demonstrate fluency with basic addition facts and related subtraction facts.</p> <p>2.1.2.5 Solve real-world and mathematical addition and subtraction problems involving whole numbers with up to 2 digits.</p>

**An Alignment of the Minnesota Academic Standards for Mathematics 2007
to enVisionMATH Common Core, ©2015**

enVisionMATH Common Core, ©2015 Grade 2	Minnesota Mathematics K-12 Academic Standards
(Continued) Lesson 9-5: Subtracting Two-Digit Numbers	<p>3.1.2.1 Add and subtract multi-digit numbers, using efficient and generalizable procedures based on knowledge of place value, including standard algorithms.</p>
Lesson 9-6: Subtracting on a Number Line	<p>2.1.2.1 Use strategies to generate addition and subtraction facts including making tens, fact families, doubles plus or minus one, counting on, counting back, and the commutative and associative properties. Use the relationship between addition and subtraction to generate basic facts.</p> <p>2.1.2.2 Demonstrate fluency with basic addition facts and related subtraction facts.</p> <p>1.1.2.1 Use words, pictures, objects, length-based models (connecting cubes), numerals and number lines to model and solve addition and subtraction problems in part-part-total, adding to, taking away from and comparing situations.</p> <p>3.1.2.1 Add and subtract multi-digit numbers, using efficient and generalizable procedures based on knowledge of place value, including standard algorithms.</p>
Lesson 9-7: Using Addition to Check Subtraction	<p>2.1.2.1 Use strategies to generate addition and subtraction facts including making tens, fact families, doubles plus or minus one, counting on, counting back, and the commutative and associative properties. Use the relationship between addition and subtraction to generate basic facts.</p> <p>2.1.2.2 Demonstrate fluency with basic addition facts and related subtraction facts.</p> <p>3.1.2.1 Add and subtract multi-digit numbers, using efficient and generalizable procedures based on knowledge of place value, including standard algorithms.</p>

**An Alignment of the Minnesota Academic Standards for Mathematics 2007
to enVisionMATH Common Core, ©2015**

enVisionMATH Common Core, ©2015 Grade 2	Minnesota Mathematics K-12 Academic Standards
<p>(Continued) Lesson 9-7: Using Addition to Check Subtraction</p>	<p>3.1.2.2 Use addition and subtraction to solve real-world and mathematical problems involving whole numbers. Use various strategies, including the relationship between addition and subtraction, the use of technology, and the context of the problem to assess the reasonableness of results.</p>
<p>Lesson 9-8: Ways to Subtract</p>	<p>2.1.2.1 Use strategies to generate addition and subtraction facts including making tens, fact families, doubles plus or minus one, counting on, counting back, and the commutative and associative properties. Use the relationship between addition and subtraction to generate basic facts.</p> <p>2.1.2.2 Demonstrate fluency with basic addition facts and related subtraction facts.</p> <p>2.1.2.4 Use mental strategies and algorithms based on knowledge of place value and equality to add and subtract two-digit numbers. Strategies may include decomposition, expanded notation, and partial sums and differences.</p> <p>3.1.2.1 Add and subtract multi-digit numbers, using efficient and generalizable procedures based on knowledge of place value, including standard algorithms.</p> <p>3.1.2.2 Use addition and subtraction to solve real-world and mathematical problems involving whole numbers. Use various strategies, including the relationship between addition and subtraction, the use of technology, and the context of the problem to assess the reasonableness of results.</p>

**An Alignment of the Minnesota Academic Standards for Mathematics 2007
to enVisionMATH Common Core, ©2015**

enVisionMATH Common Core, ©2015 Grade 2	Minnesota Mathematics K-12 Academic Standards
Lesson 9-9: Problem Solving: Two-Question Problems	<p>2.1.2.5 Solve real-world and mathematical addition and subtraction problems involving whole numbers with up to 2 digits.</p> <p>1.2.2.1 Represent real-world situations involving addition and subtraction basic facts, using objects and number sentences.</p> <p>1.2.2.4 Use addition or subtraction basic facts to represent a given problem situation using a number sentence.</p> <p>3.1.2.2 Use addition and subtraction to solve real-world and mathematical problems involving whole numbers. Use various strategies, including the relationship between addition and subtraction, the use of technology, and the context of the problem to assess the reasonableness of results.</p>
Topic 10: Place Value to 1,000	
Lesson 10-1: Building 1,000	<p>2.1.1.1 Read, write and represent whole numbers up to 1000. Representations may include numerals, addition, subtraction, multiplication, words, pictures, tally marks, number lines and manipulatives, such as bundles of sticks and base 10 blocks.</p> <p>2.1.1.2 Use place value to describe whole numbers between 10 and 1000 in terms of hundreds, tens and ones. Know that 100 is 10 tens, and 1000 is 10 hundreds.</p> <p>1.1.1.1 Use place value to describe whole numbers between 10 and 100 in terms of tens and ones.</p> <p>3.1.1.2 Use place value to describe whole numbers between 1000 and 100,000 in terms of ten thousands, thousands, hundreds, tens and ones.</p>

**An Alignment of the Minnesota Academic Standards for Mathematics 2007
to enVisionMATH Common Core, ©2015**

enVisionMATH Common Core, ©2015 Grade 2	Minnesota Mathematics K-12 Academic Standards
Lesson 10-2: Counting Hundreds, Tens, and Ones	<p>2.1.1.1 Read, write and represent whole numbers up to 1000. Representations may include numerals, addition, subtraction, multiplication, words, pictures, tally marks, number lines and manipulatives, such as bundles of sticks and base 10 blocks.</p> <p>2.1.1.2 Use place value to describe whole numbers between 10 and 1000 in terms of hundreds, tens and ones. Know that 100 is 10 tens, and 1000 is 10 hundreds.</p> <p>1.1.1.1 Use place value to describe whole numbers between 10 and 100 in terms of tens and ones.</p> <p>3.1.1.2 Use place value to describe whole numbers between 1000 and 100,000 in terms of ten thousands, thousands, hundreds, tens and ones.</p>
Lesson 10-3: Reading and Writing Numbers to 1,000	<p>2.1.1.1 Read, write and represent whole numbers up to 1000. Representations may include numerals, addition, subtraction, multiplication, words, pictures, tally marks, number lines and manipulatives, such as bundles of sticks and base 10 blocks.</p> <p>2.1.1.2 Use place value to describe whole numbers between 10 and 1000 in terms of hundreds, tens and ones. Know that 100 is 10 tens, and 1000 is 10 hundreds.</p> <p>1.1.1.2 Read, write and represent whole numbers up to 120. Representations may include numerals, addition and subtraction, pictures, tally marks, number lines and manipulatives, such as bundles of sticks and base 10 blocks.</p>

**An Alignment of the Minnesota Academic Standards for Mathematics 2007
to enVisionMATH Common Core, ©2015**

enVisionMATH Common Core, ©2015 Grade 2	Minnesota Mathematics K-12 Academic Standards
(Continued) Lesson 10-3: Reading and Writing Numbers to 1,000	<p>3.1.1.1 Read, write and represent whole numbers up to 100,000. Representations may include numerals, expressions with operations, words, pictures, number lines, and manipulatives such as Bundles of sticks and base 10 blocks.</p>
Lesson 10-4: Changing Numbers by Hundreds and Tens	<p>2.1.1.1 Read, write and represent whole numbers up to 1000. Representations may include numerals, addition, subtraction, multiplication, words, pictures, tally marks, number lines and manipulatives, such as bundles of sticks and base 10 blocks.</p> <p>2.1.1.2 Use place value to describe whole numbers between 10 and 1000 in terms of hundreds, tens and ones. Know that 100 is 10 tens, and 1000 is 10 hundreds.</p> <p>2.1.1.3 Find 10 more or 10 less than a given three-digit number. Find 100 more or 100 less than a given three-digit number.</p> <p>1.1.1.1 Use place value to describe whole numbers between 10 and 100 in terms of tens and ones.</p> <p>3.1.1.2 Use place value to describe whole numbers between 1000 and 100,000 in terms of ten thousands, thousands, hundreds, tens and ones.</p>
Lesson 10-5: Patterns with Numbers on Hundreds Charts	<p>2.1.1.1 Read, write and represent whole numbers up to 1000. Representations may include numerals, addition, subtraction, multiplication, words, pictures, tally marks, number lines and manipulatives, such as bundles of sticks and base 10 blocks.</p> <p>2.1.1.2 Use place value to describe whole numbers between 10 and 1000 in terms of hundreds, tens and ones. Know that 100 is 10 tens, and 1000 is 10 hundreds.</p>

**An Alignment of the Minnesota Academic Standards for Mathematics 2007
to enVisionMATH Common Core, ©2015**

enVisionMATH Common Core, ©2015 Grade 2	Minnesota Mathematics K-12 Academic Standards
<p>(Continued) Lesson 10-5: Patterns with Numbers on Hundreds Charts</p>	<p>2.2.1.1 Identify, create and describe simple number patterns involving repeated addition or subtraction, skip counting and arrays of objects such as counters or tiles. Use patterns to solve problems in various contexts.</p> <p>1.2.1.1 Create simple patterns using objects, pictures, numbers and rules. Identify possible rules to complete or extend patterns. Patterns may be repeating, growing or shrinking. Calculators can be used to create and explore patterns.</p> <p>3.1.1.3 Find 10,000 more or 10,000 less than a given five-digit number. Find 1000 more or 1000 less than a given four- or five-digit. Find 100 more or 100 less than a given four- or five-digit number.</p>
<p>Lesson 10-6: Skip Counting by 2, 5, 10, 100 to 1000</p>	<p>2.1.1.1 Read, write and represent whole numbers up to 1000. Representations may include numerals, addition, subtraction, multiplication, words, pictures, tally marks, number lines and manipulatives, such as bundles of sticks and base 10 blocks.</p> <p>2.2.1.1 Identify, create and describe simple number patterns involving repeated addition or subtraction, skip counting and arrays of objects such as counters or tiles. Use patterns to solve problems in various contexts.</p> <p>1.1.2.3 Recognize the relationship between counting and addition and subtraction. Skip count by 2s, 5s, and 10s.</p>
<p>Lesson 10-7: Comparing Numbers</p>	<p>2.1.1.1 Read, write and represent whole numbers up to 1000. Representations may include numerals, addition, subtraction, multiplication, words, pictures, tally marks, number lines and manipulatives, such as bundles of sticks and base 10 blocks.</p>

**An Alignment of the Minnesota Academic Standards for Mathematics 2007
to enVisionMATH Common Core, ©2015**

enVisionMATH Common Core, ©2015 Grade 2	Minnesota Mathematics K-12 Academic Standards
(Continued) Lesson 10-7: Comparing Numbers	<p>2.1.1.5 Compare and order whole numbers up to 1000.</p> <p>1.1.1.5 Compare and order whole numbers up to 120.</p> <p>3.1.1.5 Compare and order whole numbers up to 100,000.</p>
Lesson 10-8: Problem Solving: Look for a Pattern	<p>2.1.1.1 Read, write and represent whole numbers up to 1000. Representations may include numerals, addition, subtraction, multiplication, words, pictures, tally marks, number lines and manipulatives, such as bundles of sticks and base 10 blocks.</p> <p>2.2.1.1 Identify, create and describe simple number patterns involving repeated addition or subtraction, skip counting and arrays of objects such as counters or tiles. Use patterns to solve problems in various contexts.</p> <p>1.2.1.1 Create simple patterns using objects, pictures, numbers and rules. Identify possible rules to complete or extend patterns. Patterns may be repeating, growing or shrinking. Calculators can be used to create and explore patterns.</p>
Topic 11: Three-Digit Addition and Subtraction	
Lesson 11-1: Exploring Adding Three-Digit Numbers	<p>2.1.2.1 Use strategies to generate addition and subtraction facts including making tens, fact families, doubles plus or minus one, counting on, counting back, and the commutative and associative properties. Use the relationship between addition and subtraction to generate basic facts.</p> <p>2.1.2.2 Demonstrate fluency with basic addition facts and related subtraction facts.</p>

**An Alignment of the Minnesota Academic Standards for Mathematics 2007
to enVisionMATH Common Core, ©2015**

<p align="center">enVisionMATH Common Core, ©2015 Grade 2</p>	<p align="center">Minnesota Mathematics K-12 Academic Standards</p>
<p>(Continued) Lesson 11-1: Exploring Adding Three-Digit Numbers</p>	<p>2.1.2.4 Use mental strategies and algorithms based on knowledge of place value and equality to add and subtract two-digit numbers. Strategies may include decomposition, expanded notation, and partial sums and differences.</p> <p>3.1.2.1 Add and subtract multi-digit numbers, using efficient and generalizable procedures based on knowledge of place value, including standard algorithms.</p>
<p>Lesson 11-2: Mental Math</p>	<p>2.1.2.1 Use strategies to generate addition and subtraction facts including making tens, fact families, doubles plus or minus one, counting on, counting back, and the commutative and associative properties. Use the relationship between addition and subtraction to generate basic facts.</p> <p>2.1.2.2 Demonstrate fluency with basic addition facts and related subtraction facts.</p> <p>2.1.2.4 Use mental strategies and algorithms based on knowledge of place value and equality to add and subtract two-digit numbers. Strategies may include decomposition, expanded notation, and partial sums and differences.</p> <p>1.1.2.1 Use words, pictures, objects, length-based models (connecting cubes), numerals and number lines to model and solve addition and subtraction problems in part-part-total, adding to, taking away from and comparing situations.</p> <p>3.1.2.1 Add and subtract multi-digit numbers, using efficient and generalizable procedures based on knowledge of place value, including standard algorithms.</p>

**An Alignment of the Minnesota Academic Standards for Mathematics 2007
to enVisionMATH Common Core, ©2015**

enVisionMATH Common Core, ©2015 Grade 2	Minnesota Mathematics K-12 Academic Standards
Lesson 11-3: Estimating Sums	<p>2.1.2.3 Estimate sums and differences up to 100.</p> <p>3.1.2.1 Add and subtract multi-digit numbers, using efficient and generalizable procedures based on knowledge of place value, including standard algorithms.</p>
Lesson 11-4: Models for Adding with Three-Digit Numbers	<p>2.1.1.2 Use place value to describe whole numbers between 10 and 1000 in terms of hundreds, tens and ones. Know that 100 is 10 tens, and 1000 is 10 hundreds.</p> <p>2.1.2.1 Use strategies to generate addition and subtraction facts including making tens, fact families, doubles plus or minus one, counting on, counting back, and the commutative and associative properties. Use the relationship between addition and subtraction to generate basic facts.</p> <p>2.1.2.2 Demonstrate fluency with basic addition facts and related subtraction facts.</p> <p>1.1.2.1 Use words, pictures, objects, length-based models (connecting cubes), numerals and number lines to model and solve addition and subtraction problems in part-part-total, adding to, taking away from and comparing situations.</p> <p>3.1.2.1 Add and subtract multi-digit numbers, using efficient and generalizable procedures based on knowledge of place value, including standard algorithms.</p>
Lesson 11-5: Adding Three-Digit Numbers	<p>2.1.1.2 Use place value to describe whole numbers between 10 and 1000 in terms of hundreds, tens and ones. Know that 100 is 10 tens, and 1000 is 10 hundreds.</p>

**An Alignment of the Minnesota Academic Standards for Mathematics 2007
to enVisionMATH Common Core, ©2015**

enVisionMATH Common Core, ©2015 Grade 2	Minnesota Mathematics K-12 Academic Standards
<p>(Continued) Lesson 11-5: Adding Three-Digit Numbers</p>	<p>2.1.2.1 Use strategies to generate addition and subtraction facts including making tens, fact families, doubles plus or minus one, counting on, counting back, and the commutative and associative properties. Use the relationship between addition and subtraction to generate basic facts.</p> <p>2.1.2.2 Demonstrate fluency with basic addition facts and related subtraction facts.</p> <p>3.1.2.1 Add and subtract multi-digit numbers, using efficient and generalizable procedures based on knowledge of place value, including standard algorithms.</p>
<p>Lesson 11-6: Exploring Subtracting Three-Digit Numbers</p>	<p>2.1.2.1 Use strategies to generate addition and subtraction facts including making tens, fact families, doubles plus or minus one, counting on, counting back, and the commutative and associative properties. Use the relationship between addition and subtraction to generate basic facts.</p> <p>2.1.2.2 Demonstrate fluency with basic addition facts and related subtraction facts.</p> <p>2.1.2.4 Use mental strategies and algorithms based on knowledge of place value and equality to add and subtract two-digit numbers. Strategies may include decomposition, expanded notation, and partial sums and differences.</p> <p>3.1.2.1 Add and subtract multi-digit numbers, using efficient and generalizable procedures based on knowledge of place value, including standard algorithms.</p>

**An Alignment of the Minnesota Academic Standards for Mathematics 2007
to enVisionMATH Common Core, ©2015**

<p align="center">enVisionMATH Common Core, ©2015 Grade 2</p>	<p align="center">Minnesota Mathematics K-12 Academic Standards</p>
<p>Lesson 11-7: Mental Math: Ways to Find Missing Parts</p>	<p>2.1.2.2 Demonstrate fluency with basic addition facts and related subtraction facts.</p> <p>2.1.2.4 Use mental strategies and algorithms based on knowledge of place value and equality to add and subtract two-digit numbers. Strategies may include decomposition, expanded notation, and partial sums and differences.</p> <p>2.2.2.1 Understand how to interpret number sentences involving addition, subtraction and unknowns represented by letters. Use objects and number lines and create real-world situations to represent number sentences.</p> <p>2.2.2.2 Use number sentences involving addition, subtraction, and unknowns to represent given problem situations. Use number sense and properties of addition and subtraction to find values for the unknowns that make the number sentences true.</p> <p>1.1.2.3 Recognize the relationship between counting and addition and subtraction. Skip count by 2s, 5s, and 10s.</p> <p>3.1.2.2 Use addition and subtraction to solve real-world and mathematical problems involving whole numbers. Use various strategies, including the relationship between addition and subtraction, the use of technology, and the context of the problem to assess the reasonableness of results.</p>

**An Alignment of the Minnesota Academic Standards for Mathematics 2007
to *enVisionMATH Common Core*, ©2015**

enVisionMATH Common Core, ©2015 Grade 2	Minnesota Mathematics K-12 Academic Standards
Lesson 11-8: Estimating Differences	<p>2.1.2.3 Estimate sums and differences up to 100.</p> <p>3.1.2.2 Use addition and subtraction to solve real-world and mathematical problems involving whole numbers. Use various strategies, including the relationship between addition and subtraction, the use of technology, and the context of the problem to assess the reasonableness of results.</p>
Lesson 11-9: Models for Subtracting with Three-Digit Numbers	<p>2.1.1.2 Use place value to describe whole numbers between 10 and 1000 in terms of hundreds, tens and ones. Know that 100 is 10 tens, and 1000 is 10 hundreds.</p> <p>2.1.2.1 Use strategies to generate addition and subtraction facts including making tens, fact families, doubles plus or minus one, counting on, counting back, and the commutative and associative properties. Use the relationship between addition and subtraction to generate basic facts.</p> <p>2.1.2.2 Demonstrate fluency with basic addition facts and related subtraction facts.</p> <p>1.1.2.1 Use words, pictures, objects, length-based models (connecting cubes), numerals and number lines to model and solve addition and subtraction problems in part-part-total, adding to, taking away from and comparing situations.</p> <p>3.1.2.1 Add and subtract multi-digit numbers, using efficient and generalizable procedures based on knowledge of place value, including standard algorithms.</p>
Lesson 11-10: Subtracting Three-Digit Numbers	<p>2.1.1.2 Use place value to describe whole numbers between 10 and 1000 in terms of hundreds, tens and ones. Know that 100 is 10 tens, and 1000 is 10 hundreds.</p>

**An Alignment of the Minnesota Academic Standards for Mathematics 2007
to enVisionMATH Common Core, ©2015**

enVisionMATH Common Core, ©2015 Grade 2	Minnesota Mathematics K-12 Academic Standards
(Continued) Lesson 11-10: Subtracting Three-Digit Numbers	<p>2.1.2.1 Use strategies to generate addition and subtraction facts including making tens, fact families, doubles plus or minus one, counting on, counting back, and the commutative and associative properties. Use the relationship between addition and subtraction to generate basic facts.</p> <p>2.1.2.2 Demonstrate fluency with basic addition facts and related subtraction facts.</p> <p>3.1.2.1 Add and subtract multi-digit numbers, using efficient and generalizable procedures based on knowledge of place value, including standard algorithms.</p>
Lesson 11-11: Problem Solving: Use Logical Reasoning	<p>2.1.1.5 Compare and order whole numbers up to 1000.</p> <p>1.1.1.5 Compare and order whole numbers up to 120.</p> <p>3.1.1.5 Compare and order whole numbers up to 100,000.</p>
Geometry	
Topic 12: Geometry	
Lesson 12-1: Flat Surfaces, Vertices, and Edges	<p>2.3.1.1 Describe, compare, and classify two- and three-dimensional figures according to number and shape of faces, and the number of sides, edges and vertices (corners).</p> <p>2.3.1.2 Identify and name basic two- and three-dimensional shapes, such as squares, circles, triangles, rectangles, trapezoids, hexagons, cubes, rectangular prisms, cones, cylinders and spheres.</p> <p>1.3.1.1 Describe characteristics of two- and three-dimensional objects, such as triangles, squares, rectangles, circles, rectangular prisms, cylinders, cones and spheres.</p>

**An Alignment of the Minnesota Academic Standards for Mathematics 2007
to enVisionMATH Common Core, ©2015**

enVisionMATH Common Core, ©2015 Grade 2	Minnesota Mathematics K-12 Academic Standards
(Continued) Lesson 12-1: Flat Surfaces, Vertices, and Edges	<p>3.3.1.2 Sketch polygons with a given number of sides or vertices (corners), such as pentagons, hexagons and octagons.</p>
Lesson 12-2: Relating Plane Shapes to Solid Figures	<p>2.3.1.1 Describe, compare, and classify two- and three-dimensional figures according to number and shape of faces, and the number of sides, edges and vertices (corners).</p> <p>2.3.1.2 Identify and name basic two- and three-dimensional shapes, such as squares, circles, triangles, rectangles, trapezoids, hexagons, cubes, rectangular prisms, cones, cylinders and spheres.</p> <p>1.3.1.1 Describe characteristics of two- and three-dimensional objects, such as triangles, squares, rectangles, circles, rectangular prisms, cylinders, cones and spheres.</p>
Lesson 12-3: Polygons and Angles	<p>2.3.1.1 Describe, compare, and classify two- and three-dimensional figures according to number and shape of faces, and the number of sides, edges and vertices (corners).</p> <p>2.3.1.2 Identify and name basic two- and three-dimensional shapes, such as squares, circles, triangles, rectangles, trapezoids, hexagons, cubes, rectangular prisms, cones, cylinders and spheres.</p> <p>1.3.1.1 Describe characteristics of two- and three-dimensional objects, such as triangles, squares, rectangles, circles, rectangular prisms, cylinders, cones and spheres.</p> <p>3.3.1.2 Sketch polygons with a given number of sides or vertices (corners), such as pentagons, hexagons and octagons.</p>

**An Alignment of the Minnesota Academic Standards for Mathematics 2007
to enVisionMATH Common Core, ©2015**

<p align="center">enVisionMATH Common Core, ©2015 Grade 2</p>	<p align="center">Minnesota Mathematics K-12 Academic Standards</p>
<p>Lesson 12-4: Wholes and Equal Parts</p>	<p>For related content, please see:</p> <p>2.3.1.2 Identify and name basic two- and three-dimensional shapes, such as squares, circles, triangles, rectangles, trapezoids, hexagons, cubes, rectangular prisms, cones, cylinders and spheres.</p> <p>1.3.1.2 Compose (combine) and decompose (take apart) two- and three-dimensional figures such as triangles, squares, rectangles, circles, rectangular prisms and cylinders.</p> <p>3.1.3.1 Read and write fractions with words and symbols. Recognize that fractions can be used to represent parts of a whole, parts of a set, points on a number line, or distances on a number line.</p> <p>3.1.3.2 Understand that the size of a fractional part is relative to the size of the whole.</p>
<p>Lesson 12-5: Dividing Rectangles into Equal Squares</p>	<p>For related content, please see:</p> <p>2.3.1.2 Identify and name basic two- and three-dimensional shapes, such as squares, circles, triangles, rectangles, trapezoids, hexagons, cubes, rectangular prisms, cones, cylinders and spheres.</p> <p>1.3.1.2 Compose (combine) and decompose (take apart) two- and three-dimensional figures such as triangles, squares, rectangles, circles, rectangular prisms and cylinders.</p> <p>3.1.3.1 Read and write fractions with words and symbols. Recognize that fractions can be used to represent parts of a whole, parts of a set, points on a number line, or distances on a number line.</p> <p>3.1.3.2 Understand that the size of a fractional part is relative to the size of the whole.</p>

**An Alignment of the Minnesota Academic Standards for Mathematics 2007
to enVisionMATH Common Core, ©2015**

enVisionMATH Common Core, ©2015 Grade 2	Minnesota Mathematics K-12 Academic Standards
Lesson 12-6: Equal Shares, Different Shapes	<p>For related content, please see:</p> <p>2.3.1.2 Identify and name basic two- and three-dimensional shapes, such as squares, circles, triangles, rectangles, trapezoids, hexagons, cubes, rectangular prisms, cones, cylinders and spheres.</p> <p>1.3.1.2 Compose (combine) and decompose (take apart) two- and three-dimensional figures such as triangles, squares, rectangles, circles, rectangular prisms and cylinders.</p> <p>3.1.3.1 Read and write fractions with words and symbols. Recognize that fractions can be used to represent parts of a whole, parts of a set, points on a number line, or distances on a number line.</p> <p>3.1.3.2 Understand that the size of a fractional part is relative to the size of the whole.</p>
Lesson 12-7: Problem Solving: Use Reasoning	<p>2.3.1.1 Describe, compare, and classify two- and three-dimensional figures according to number and shape of faces, and the number of sides, edges and vertices (corners).</p> <p>2.3.1.2 Identify and name basic two- and three-dimensional shapes, such as squares, circles, triangles, rectangles, trapezoids, hexagons, cubes, rectangular prisms, cones, cylinders and spheres.</p> <p>1.3.1.1 Describe characteristics of two- and three-dimensional objects, such as triangles, squares, rectangles, circles, rectangular prisms, cylinders, cones and spheres.</p> <p>3.3.1.2 Sketch polygons with a given number of sides or vertices (corners), such as pentagons, hexagons and octagons.</p>

**An Alignment of the Minnesota Academic Standards for Mathematics 2007
to enVisionMATH Common Core, ©2015**

enVisionMATH Common Core, ©2015 Grade 2	Minnesota Mathematics K-12 Academic Standards
Measurement and Data	
Topic 13: Counting Money	
Lesson 13-1: Coins	<p>2.3.3.2 Identify pennies, nickels, dimes and quarters. Find the value of a group of coins and determine combinations of coins that equal a given amount.</p> <p>1.3.2.3 Identify pennies, nickels and dimes; find the value of a group of these coins, up to one dollar.</p> <p>3.3.3.3 Make change up to one dollar in several different ways, including with as few coins as possible.</p>
Lesson 13-2: Counting Collections of Coins	<p>2.3.3.2 Identify pennies, nickels, dimes and quarters. Find the value of a group of coins and determine combinations of coins that equal a given amount.</p> <p>1.3.2.3 Identify pennies, nickels and dimes; find the value of a group of these coins, up to one dollar.</p> <p>3.3.3.3 Make change up to one dollar in several different ways, including with as few coins as possible.</p>
Lesson 13-3: Ways to Show the Same Amount	<p>2.3.3.2 Identify pennies, nickels, dimes and quarters. Find the value of a group of coins and determine combinations of coins that equal a given amount.</p> <p>1.3.2.3 Identify pennies, nickels and dimes; find the value of a group of these coins, up to one dollar.</p> <p>3.3.3.3 Make change up to one dollar in several different ways, including with as few coins as possible.</p>

**An Alignment of the Minnesota Academic Standards for Mathematics 2007
to enVisionMATH Common Core, ©2015**

enVisionMATH Common Core, ©2015 Grade 2	Minnesota Mathematics K-12 Academic Standards
Lesson 13-4: One Dollar	<p>2.3.3.2 Identify pennies, nickels, dimes and quarters. Find the value of a group of coins and determine combinations of coins that equal a given amount.</p> <p>1.3.2.3 Identify pennies, nickels and dimes; find the value of a group of these coins, up to one dollar.</p> <p>3.3.3.3 Make change up to one dollar in several different ways, including with as few coins as possible.</p>
Lesson 13-5: Problem Solving: Make an Organized List	<p>2.3.3.2 Identify pennies, nickels, dimes and quarters. Find the value of a group of coins and determine combinations of coins that equal a given amount.</p> <p>1.3.2.3 Identify pennies, nickels and dimes; find the value of a group of these coins, up to one dollar.</p> <p>3.3.3.3 Make change up to one dollar in several different ways, including with as few coins as possible.</p>
Topic 14: Money	
Lesson 14-1: Adding Money	<p>2.1.2.2 Demonstrate fluency with basic addition facts and related subtraction facts.</p> <p>1.1.2.1 Use words, pictures, objects, length-based models (connecting cubes), numerals and number lines to model and solve addition and subtraction problems in part-part-total, adding to, taking away from and comparing situations.</p> <p>3.1.2.1 Add and subtract multi-digit numbers, using efficient and generalizable procedures based on knowledge of place value, including standard algorithms.</p>

**An Alignment of the Minnesota Academic Standards for Mathematics 2007
to enVisionMATH Common Core, ©2015**

enVisionMATH Common Core, ©2015 Grade 2	Minnesota Mathematics K-12 Academic Standards
Lesson 14-2: Subtracting Money	<p>2.1.2.2 Demonstrate fluency with basic addition facts and related subtraction facts.</p> <p>1.1.2.1 Use words, pictures, objects, length-based models (connecting cubes), numerals and number lines to model and solve addition and subtraction problems in part-part-total, adding to, taking away from and comparing situations.</p> <p>3.1.2.1 Add and subtract multi-digit numbers, using efficient and generalizable procedures based on knowledge of place value, including standard algorithms.</p>
Lesson 14-3: Estimating Sums and Differences	<p>2.1.2.3 Estimate sums and differences up to 100.</p> <p>1.1.2.1 Use words, pictures, objects, length-based models (connecting cubes), numerals and number lines to model and solve addition and subtraction problems in part-part-total, adding to, taking away from and comparing situations.</p> <p>1.2.2.1 Represent real-world situations involving addition and subtraction basic facts, using objects and number sentences.</p> <p>3.1.2.1 Add and subtract multi-digit numbers, using efficient and generalizable procedures based on knowledge of place value, including standard algorithms.</p>
Lesson 14-4: Problem Solving: Try, Check, and Revise	<p>2.1.2.2 Demonstrate fluency with basic addition facts and related subtraction facts.</p> <p>2.1.2.5 Solve real-world and mathematical addition and subtraction problems involving whole numbers with up to 2 digits.</p>

**An Alignment of the Minnesota Academic Standards for Mathematics 2007
to enVisionMATH Common Core, ©2015**

enVisionMATH Common Core, ©2015 Grade 2	Minnesota Mathematics K-12 Academic Standards
(Continued) Lesson 14-4: Problem Solving: Try, Check, and Revise	<p>1.2.2.2 Determine if equations involving addition and subtraction are true.</p> <p>3.1.2.2 Use addition and subtraction to solve real-world and mathematical problems involving whole numbers. Use various strategies, including the relationship between addition and subtraction, the use of technology, and the context of the problem to assess the reasonableness of results.</p>
Topic 15: Measuring Length	
Lesson 15-1: Exploring Length	<p>2.3.2.1 Understand the relationship between the size of the unit of measurement and the number of units needed to measure the length of an object.</p> <p>1.3.2.1 Measure the length of an object in terms of multiple copies of another object.</p>
Lesson 15-2: Inches	<p>2.3.2.1 Understand the relationship between the size of the unit of measurement and the number of units needed to measure the length of an object.</p> <p>2.3.2.2 Demonstrate an understanding of the relationship between length and the numbers on a ruler by using a ruler to measure lengths to the nearest centimeter or inch.</p> <p>1.3.2.1 Measure the length of an object in terms of multiple copies of another object.</p> <p>3.3.2.1 Use half units when measuring distances.</p>
Lesson 15-3: Centimeters	<p>2.3.2.1 Understand the relationship between the size of the unit of measurement and the number of units needed to measure the length of an object.</p>

**An Alignment of the Minnesota Academic Standards for Mathematics 2007
to *enVisionMATH Common Core*, ©2015**

enVisionMATH Common Core, ©2015 Grade 2	Minnesota Mathematics K-12 Academic Standards
(Continued) Lesson 15-3: Centimeters	<p>2.3.2.2 Demonstrate an understanding of the relationship between length and the numbers on a ruler by using a ruler to measure lengths to the nearest centimeter or inch.</p> <p>1.3.2.1 Measure the length of an object in terms of multiple copies of another object.</p> <p>3.3.2.1 Use half units when measuring distances.</p>
Lesson 15-4: Inches, Feet, and Yards	<p>2.3.2.1 Understand the relationship between the size of the unit of measurement and the number of units needed to measure the length of an object.</p> <p>2.3.2.2 Demonstrate an understanding of the relationship between length and the numbers on a ruler by using a ruler to measure lengths to the nearest centimeter or inch.</p> <p>1.3.2.1 Measure the length of an object in terms of multiple copies of another object.</p> <p>3.3.2.1 Use half units when measuring distances.</p>
Lesson 15-5: Centimeters and Meters	<p>2.3.2.1 Understand the relationship between the size of the unit of measurement and the number of units needed to measure the length of an object.</p> <p>2.3.2.2 Demonstrate an understanding of the relationship between length and the numbers on a ruler by using a ruler to measure lengths to the nearest centimeter or inch.</p> <p>1.3.2.1 Measure the length of an object in terms of multiple copies of another object.</p> <p>3.3.2.1 Use half units when measuring distances.</p>

**An Alignment of the Minnesota Academic Standards for Mathematics 2007
to *enVisionMATH Common Core*, ©2015**

enVisionMATH Common Core, ©2015 Grade 2	Minnesota Mathematics K-12 Academic Standards
Lesson 15-6: Measuring Length	<p>2.3.2.1 Understand the relationship between the size of the unit of measurement and the number of units needed to measure the length of an object.</p> <p>1.3.2.1 Measure the length of an object in terms of multiple copies of another object.</p> <p>3.3.2.1 Use half units when measuring distances.</p>
Lesson 15-7: Adding and Subtracting in Measurement	<p>2.1.2.5 Solve real-world and mathematical addition and subtraction problems involving whole numbers with up to 2 digits.</p> <p>2.3.2.1 Understand the relationship between the size of the unit of measurement and the number of units needed to measure the length of an object.</p> <p>3.1.2.2 Use addition and subtraction to solve real-world and mathematical problems involving whole numbers. Use various strategies, including the relationship between addition and subtraction, the use of technology, and the context of the problem to assess the reasonableness of results.</p>
Lesson 15-8: Comparing Lengths	<p>2.3.2.2 Demonstrate an understanding of the relationship between length and the numbers on a ruler by using a ruler to measure lengths to the nearest centimeter or inch.</p> <p>1.3.2.1 Measure the length of an object in terms of multiple copies of another object.</p> <p>3.3.2.1 Use half units when measuring distances.</p>
Lesson 15-9: Problem Solving: Use Objects	<p>2.3.2.1 Understand the relationship between the size of the unit of measurement and the number of units needed to measure the length of an object.</p>

**An Alignment of the Minnesota Academic Standards for Mathematics 2007
to enVisionMATH Common Core, ©2015**

enVisionMATH Common Core, ©2015 Grade 2	Minnesota Mathematics K-12 Academic Standards
(Continued) Lesson 15-9: Problem Solving: Use Objects	<p>2.3.2.2 Demonstrate an understanding of the relationship between length and the numbers on a ruler by using a ruler to measure lengths to the nearest centimeter or inch.</p> <p>1.3.2.1 Measure the length of an object in terms of multiple copies of another object.</p> <p>3.3.2.2 Find the perimeter of a polygon by adding the lengths of the sides.</p>
Topic 16: Time, Graphs, and Data	
Lesson 16-1: Telling Time to Five Minutes	<p>2.3.3.1 Tell time to the quarter-hour and distinguish between a.m. and p.m.</p> <p>1.3.2.2 Tell time to the hour and half-hour.</p> <p>3.3.3.1 Tell time to the minute, using digital and analog clocks. Determine elapsed time to the minute.</p> <p>3.3.3.2 Know relationships among units of time.</p>
Lesson 16-2: Telling Time Before and After the Hour	<p>2.3.3.1 Tell time to the quarter-hour and distinguish between a.m. and p.m.</p> <p>1.3.2.2 Tell time to the hour and half-hour.</p> <p>3.3.3.1 Tell time to the minute, using digital and analog clocks. Determine elapsed time to the minute.</p>
Lesson 16-3: Organizing Data	<p>For related content, please see:</p> <p>2.1.2.6 Use addition and subtraction to create and obtain information from tables, bar graphs and tally charts.</p> <p>1.1.1.7 Use counting and comparison skills to create and analyze bar graphs and tally charts.</p>

**An Alignment of the Minnesota Academic Standards for Mathematics 2007
to enVisionMATH Common Core, ©2015**

enVisionMATH Common Core, ©2015 Grade 2	Minnesota Mathematics K-12 Academic Standards
(Continued) Lesson 16-3: Organizing Data	<p>3.4.1.1 Collect, display and interpret data using frequency tables, bar graphs, picture graphs and number line plots having a variety of scales. Use appropriate titles, labels and units.</p>
Lesson 16-4: Graphing Lengths	<p>For related content, please see:</p> <p>2.1.2.6 Use addition and subtraction to create and obtain information from tables, bar graphs and tally charts.</p> <p>1.1.1.7 Use counting and comparison skills to create and analyze bar graphs and tally charts.</p> <p>3.4.1.1 Collect, display and interpret data using frequency tables, bar graphs, picture graphs and number line plots having a variety of scales. Use appropriate titles, labels and units.</p>
Lesson 16-5: Pictographs	<p>For related content, please see:</p> <p>2.1.2.6 Use addition and subtraction to create and obtain information from tables, bar graphs and tally charts.</p> <p>1.1.1.7 Use counting and comparison skills to create and analyze bar graphs and tally charts.</p> <p>3.4.1.1 Collect, display and interpret data using frequency tables, bar graphs, picture graphs and number line plots having a variety of scales. Use appropriate titles, labels and units.</p>

**An Alignment of the Minnesota Academic Standards for Mathematics 2007
to *enVisionMATH Common Core*, ©2015**

enVisionMATH Common Core, ©2015 Grade 2	Minnesota Mathematics K-12 Academic Standards
Lesson 16-6: Problem Solving: Use a Graph	For related content, please see: 2.1.2.6 Use addition and subtraction to create and obtain information from tables, bar graphs and tally charts. 1.1.1.7 Use counting and comparison skills to create and analyze bar graphs and tally charts. 3.4.1.1 Collect, display and interpret data using frequency tables, bar graphs, picture graphs and number line plots having a variety of scales. Use appropriate titles, labels and units.