CACS Curriculum Map — 2nd Grade Mathematics

Aligned to the 2023 NJSLS-Mathematics, the NJDOE 2024 Content Emphases (Major/Supporting/Additional Clusters), and the enVision Mathematics (2024) NJ Correlation

Standards Key

Standards Family	Code / Citation	What It Covers
NJSLS-Mathematics (2023)	**2.OA.A / B / C**	Operations and Algebraic Thinking — Represent and solve problems involving addition and subtraction; Add and subtract within 20; Work with equal groups of objects to gain foundations for multiplication.
NJSLS-Mathematics (2023)	**2.NBT.A / B**	Number and Operations in Base Ten — Understand place value; Use place value understanding and properties of operations to add and subtract.
NJSLS-Mathematics (2023)	**2.M.A / B / C**	Measurement — Measure and estimate lengths in standard units; Relate addition and subtraction to length; Work with time and money. (Introduced in 2023; replaces part of the legacy 2.MD domain, the same restructuring that affected Kindergarten's K.MD and Grade 1's 1.MD.)
NJSLS-Mathematics (2023)	**2.DL.A / B**	Data Literacy — Understand concepts of data; Represent and interpret data. (Introduced in 2023; replaces part of the legacy 2.MD domain.)
NJSLS-Mathematics (2023)	**2.G.A**	Geometry — Reason with shapes and their attributes.
NJSLS-Mathematics (2023)	**MP.1–MP.8**	Standards for Mathematical Practice — Make Sense of Problems & Persevere; Reason Abstractly & Quantitatively; Construct Viable Arguments & Critique Reasoning; Model with Mathematics; Use Appropriate Tools Strategically; Attend to Precision; Look for & Make Use of Structure; Look for & Express Regularity in Repeated Reasoning.
NJDOE Content Emphases (2024)	**M / S / A**	Cluster emphasis level for Grade 2, per the NJDOE's "Mathematics: Where to Focus" printable — Major clusters (majority of instructional time), Supporting clusters, and Additional clusters. All content must still be taught; emphasis guides relative time and depth.
NJDOE Content Emphases (2024)	**Required Fluencies**	2.OA.B.2 — Add and subtract within 20 using mental strategies, know single-digit sums from memory; 2.NBT.B.5 — Add and subtract within 100. The two fluency expectations NJDOE identifies as required by the end of Grade 2.
2023 NJSLS-Mathematics	**Climate icon**	The standards document's own "opportunity to integrate climate change education" icon, appearing on 2.OA.A.1, 2.M.B.5, and 2.DL.B.4 for Grade 2. As with Kindergarten and Grade 1, Mathematics has no separate companion guide — the icon in the standards document itself is the source.
enVision Mathematics (2024) / Savvas	**Topics 1–15 (+ Topic 16 preview)**	The correlation of enVision Mathematics (2024) to the 2023 NJSLS-Mathematics, provided by the district, maps each Grade 2 standard to its enVision Lesson(s) — used here to verify (and where needed, flag) the district's monthly Topic-to-standard citations. Topic 16 (June) is a "Step Up to 3rd Grade" preview unit correlated to Grade 3 standards.

2nd Grade Mathematics Curriculum Map, September–June

Month	Content / Standards	Objectives	Areas of Focus / Instruction & Activities	Resources
September *Topic 1 (Lessons 1-1–1-10)* **Represent and solve problems involving addition and subtraction; add and subtract within 20** *Focus: How do we use mental strategies to add and subtract fluently within 20, and construct viable math arguments?*	***District-Provided Standards*** • 2.OA.B.2 With accuracy and efficiency, add and subtract within 20 using mental strategies. By the end of Grade 2, know from memory all sums of two one-digit numbers. • 2.OA.A.1 Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. ***Cluster Emphasis (NJDOE 2024 Content Emphases)*** • 2.OA.B — Major: Add and subtract within 20. • 2.OA.A — Major: Represent and solve problems involving addition and subtraction. ***Required Fluency (NJDOE 2024 Content Emphases)*** • 2.OA.B.2 Add and subtract within 20 using mental strategies; know single-digit sums from memory — begins here in Topic 1. ***Standards for Mathematical Practice (as provided)*** • MP.3 Construct viable arguments and critique the reasoning of others. ***enVision Mathematics (2024) NJ Correlation — verified*** • Topic 1 confirmed: Lessons 1-1 through 1-8 = 2.OA.B.2; Lessons 1-9/1-10 = 2.OA.A.1. ***Standards-Embedded Climate Change Content*** • 2023 NJSLS-Mathematics: 2.OA.A.1 carries the standards document's climate-change integration icon, denoting an opportunity to build this month's addition/subtraction word problems around a climate- or environment-themed context.	***The learners will be able to:*** • 1-1 - Use counting on to add numbers and add numbers in any order. • 1-2 - Use doubles and near doubles to add quickly and accurately. • 1-3 -Use strategy of making a ten to add quickly and accurately • 1-4 - Use number patterns on an addition facts table to complete addition equations • 1-5 - Count on and back on a number line to subtract. • 1-6 - Think addition to subtract quickly and accurately. • 1-7 - Make a 10 to subtract quickly and accurately. • 1-8 - Add and subtract quickly and accurately using mental math strategies. • 1-9 -Use addition and subtraction to solve word problems. • 1-10 - Use words, pictures, numbers, and symbols to construct viable math arguments.	***Whole Group Lesson*** • Complete the Solve and Share Activity, Visual Learning, Guided Practices, certain problems from Independent Practice (for practice), and problem solving with learners. • OPTIONAL - Enrichment practice for learning who wants to push themselves • Topic 1 Practice Assessment • Topic 1 Assessment • Beginning of the Year Test ***Small Group Instruction*** • Teachers use LinkIT assessment and exit tickets to group learners. Range from enrichment to below level with three groups. • Learners complete Independent Practice and Problem Solving pages independently ***Math with Teacher*** • Enrichment - Teaching future skills OR areas of struggle based on LinkIt Assessment • On Level - Reteach prior lessons to support misunderstanding • Below level - Reteaching and providing practice of skills not mastered • Center Games - Review • Tech Time (Reflex, IXL, Khan Academy, and Prodigy) ***ESL Accommodations (WIDA ELD Standard 3 — Language for Mathematics)*** • Explicitly teach strategy vocabulary (doubles, near doubles, making a ten, counting on) with visual anchor charts before independent practice.	• Envisions Lesson Book Volume 1 • Envisions Workbook • Savvas Realize Access • SmartBoard • Envisions Enrichment Pages • Pick a Project • enVision STEM Activity • Math Fact Worksheet (Steps to Fluency Success) • Whiteboards • Teacher created resources • Math Centers • Math Tools • Counters • Ten Frame • Addition Fact Pattern • Computers • Reflex • IXL • Khan Academy • Prodigy • Chart of learners patterns to display in the classroom • Student name tags with patterns color coded for use first, as needed, and avoid ***Assessment Components*** • Topic 1 Practice Assessment • Topic 1 Assessment • Beginning of the Year Test

Month	Content / Standards	Objectives	Areas of Focus / Instruction & Activities	Resources
			• Model each mental-math strategy aloud step-by-step using sequential language (first, next, then) before students try it independently. • Provide sentence frames: "I used ___ to solve ___. My answer is ___." ***Enrichment*** • Challenge students to solve the same fact using two different mental strategies and explain which was faster and why. • Extend Topic 1 by having students write their own addition/subtraction word problem within 100 and trade with a partner to solve.	
October *Topic 2 (Lessons 2-1–2-5); Topic 3 (Lessons 3-1–3-7)* **Work with equal groups of objects to gain foundations for multiplication; use place value understanding to add and subtract within 100** *Focus: How do we determine odd/even groups and arrays, and use place-value strategies to add within 100?*	***District-Provided Standards (domain corrected per 2023 NJSLS-Mathematics)*** • 2.OA.C.3 Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends. • 2.OA.C.4 Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends. • 2.NBT.B.5 With accuracy and efficiency, add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. [source cited "2.NMT.B.5" — see Flagged for District Review] • 2.OA.A.1 Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions. • 2.NBT.B.9 Explain why addition and subtraction strategies work, using place value and the properties of operations.	***The learners will be able to:*** • 2-1 - Tell if a group of objects is even or odd • 2-2 - Use different ways to tell if a group of objects shows an even or odd number • 2-3 - Find the total number of objects in a set of rows and columns • 2-4 - Make arrays with equal rows or equal columns to solve addition problems • 2-5 - Model problems using equations, drawings, and arrays • 3-1 - Add within 100 using place-value strategies and a hundred chart • 3-2 - Use an open number line to add tens and ones within 100 • 3-3 Break apart number into tens and ones to find their sum • 3-4 - Break apart addend and combine them in different ways to make numbers that are easy to add mentally. • 3-5 - Choose and use any strategy to add two-digit numbers.	***Whole Group Lesson*** • Complete the Solve and Share Activity, Visual Learning, Guided Practices, certain problems from Independent Practice (for practice), and problem solving with learners. • OPTIONAL - Enrichment practice for learners who want to push themselves • Topic 2 Assessment Practice • Topic 2 Assessment • Topic 3 Assessment Practice • Topic 3 Assessment ***Small Group Instruction*** • Teachers use LinkIT assessment and exit tickets to group learners. Range from enrichment to below level with three groups. • Learners complete Independent Practice and Problem Solving pages independently ***Math with Teacher*** • Enrichment - Teaching future skills OR areas of struggle based on LinkIt Assessment	• Envisions Lesson Book Volume 1 Chapter 2 and 3 • Envisions Workbook • Savvas Realize Access • SmartBoard • Envisions Enrichment Pages • Pick a Project • Odd and Even Spider Activity • EnVisions STEM Activity • Math fact worksheets • Whiteboards • Teacher created resources - Exit Tickets and Review/Enrich worksheets • Math Centers • File folder games • Math Mats • Puzzles/games • Math Bingo • Manipulatives • Connecting cubes • Counters

Month	Content / Standards	Objectives	Areas of Focus / Instruction & Activities	Resources
	Flagged for District Review • 2.NMT.B.5 → 2.NBT.B.5: a transcription typo in the district's source ("NMT" for "NBT," Number and Operations in Base Ten); corrected here. ***Cluster Emphasis (NJDOE 2024 Content Emphases)*** • 2.OA.C — Supporting: Work with equal groups of objects to gain foundations for multiplication. • 2.NBT.B — Major: Use place value understanding and properties of operations to add and subtract. • 2.OA.A — Major. ***Required Fluency (NJDOE 2024 Content Emphases)*** • 2.NBT.B.5 Add and subtract within 100 — begins here and continues through Topics 3–7 (October–January). ***Standards for Mathematical Practice (as provided)*** • MP.4 Model with mathematics. • MP.3 Construct viable arguments and critique the reasoning of others. ***enVision Mathematics (2024) NJ Correlation — verified*** • Topic 2 confirmed: Lessons 2-1/2-2 = 2.OA.C.3; Lessons 2-3/2-4/2-5 = 2.OA.C.4. • Topic 3 confirmed: Lessons 3-1 through 3-6 = 2.NBT.B.5 (continuing); Lesson 3-6 also = 2.OA.A.1; Lesson 3-7 = 2.NBT.B.9. ***Standards-Embedded Climate Change Content*** • 2023 NJSLS-Mathematics: 2.OA.A.1 continues to carry the climate-change integration icon (Lesson 3-6).	• 3-6 - Use drawings and equations to solve one-step and two step problems. • 3-7 - Use words, pictures, numbers, and symbols to construct viable math arguments.	• On Level - Reteach prior lessons to support misunderstanding of skills • Below Level - Reteaching and providing practice of skills not mastered • At Your Seat • Tech Time (Reflex, IXL, Khan Academy, and Prodigy) • Hands on/ Exploration Center • Highlight key-words in objectives that relate to Sequence and Precision ***ESL Accommodations (WIDA ELD Standard 3 — Language for Mathematics)*** • Pre-teach odd/even vocabulary (pair, group, leftover) with manipulatives before Topic 2 lessons. • Provide sentence frames for arrays: "There are ___ rows and ___ columns. That makes ___ in all." • Use color-coded tens/ones on place-value strategies so the "add tens and tens, ones and ones" language is visually explicit. ***Enrichment*** • Challenge students to determine whether a larger group (up to 40–50) is odd or even and justify their reasoning. • Introduce arrays with more than 5 rows/columns for students who have mastered the 5x5 array limit.	• Open Number Line • Hundred Chart • Homework Worksheets • Highlighters • Let Me Learn Word Wall • Computers • Reflex, IXL, Khan Academy, Prodigy ***Assessment Components*** • Topic 2 Assessment Practice • Topic 2 Assessment • Topic 3 Assessment Practice • Topic 3 Assessment
November *Topic 4 (Lessons 4-1–4-9); Topic 5 begins (Lessons*	***District-Provided Standards*** • 2.NBT.B.5 With accuracy and efficiency, add and subtract within 100 using strategies based on place value, properties of operations, and/or	***The learners will be able to:*** • 4-1 - Use models to add 2-digit numbers and then explain the work	***Whole Group Lesson*** • Complete the Solve and Share Activity, Visual Learning, Guided Practice, certain problems from Independent Practice (for additional	• Envisions Lesson Book Volume 1 Topics 4-5 • Envisions Workbook • Savvas Realize Access

Month	Content / Standards	Objectives	Areas of Focus / Instruction & Activities	Resources
5-1–5-2, Stack and Rack) **Use place value understanding and properties of operations to add and subtract** *Focus: How do we use models, place value, and partial sums to add two-digit numbers and solve problems?*	the relationship between addition and subtraction. • 2.NBT.B.6 Add up to four two-digit numbers using strategies based on place value and properties of operations. • 2.OA.A.1 Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions. ***Cluster Emphasis (NJDOE 2024 Content Emphases)*** • 2.NBT.B — Major. • 2.OA.A — Major. ***Required Fluency (NJDOE 2024 Content Emphases)*** • 2.NBT.B.5 Add and subtract within 100 — continues from October. ***enVision Mathematics (2024) NJ Correlation — verified*** • Topic 4 confirmed: Lessons 4-1 through 4-5 = 2.NBT.B.5 (continuing); Lessons 4-6/4-7 = 2.NBT.B.6; Lessons 4-8/4-9 = 2.OA.A.1. • Topic 5 (5-1, 5-2) confirmed: continues 2.NBT.B.5. ***Standards-Embedded Climate Change Content*** • 2023 NJSLS-Mathematics: 2.OA.A.1 carries the climate-change integration icon at Lessons 4-8/4-9.	• 4-2 -Add 2-digit numbers using models • 4-3 - Add using place value and partial sums • 4-4 -Add using mental math, place value, and partial sums • 4-5 Add using place value strategies, and mental math • 4-6 - Add three or four 2-digit numbers • 4-7 -Practice using strategies to add more than two numbers • 4-8 - Use drawings, models, and equations to solve one- and two-step problems • 4-9 - Make models to help solve math problems • 5-1 Use a hundred chart to subtract tens and ones. • 5-2 - Use an open number line to subtract tens and ones • Stack and Rack - I can subtract two 2-digit equations with and without regrouping	support), and problem solving portions with learners. • Topic 4 Assessment Practice • Topic 4 Assessment • Topics 1-4 Benchmark Assessment ***Small Group Instruction*** • Teachers use LinkIT assessment and exit tickets to group learners. Range from enrichment to below level with three groups. • Learners complete Independent Practice and Problem Solving pages independently ***Math with Teacher*** • Enrichment - Teaching future skills OR areas of struggle based on LinkIt Assessment • On Level - Reteach prior lessons to support misunderstanding • Below level - Reteaching and providing practice of skills not mastered • At Your Seat • Tech Time (Reflex, Ixl, Khan Academy, and Prodigy) • Hands on/ Exploration Center • highlight key-words in objectives to determine which patterns to use ***ESL Accommodations (WIDA ELD Standard 3 — Language for Mathematics)*** • Model place-value addition strategies aloud step-by-step using sequential language (first, then, last) before independent practice. • Provide sentence frames: "I added the tens: ___. I added the ones: ___. My answer is ___." • Pair multilingual learners with a peer during Math with Teacher rotations for modeled academic language.	• SmartBoard • Envisions Enrichment Pages • Pick a Project • enVision STEM Activity • Math Fact Worksheet (Steps to Fluency Success) • Whiteboards • Teacher created resources • Math Centers • Math Tools • Counters • Ten Frame • Addition Fact Pattern • Computers • Reflex • IXL • Khan Academy • Prodigy • Chart of learners patterns to display in the classroom • Student name tags with patterns color coded for use first, as needed, and avoid ***Assessment Components*** • Topic 4 Assessment Practice • Topic 4 Assessment • Topics 1-4 Benchmark Assessment

Month	Content / Standards	Objectives	Areas of Focus / Instruction & Activities	Resources
			Enrichment • Challenge students to add four two-digit numbers using two different strategies and compare efficiency. • Introduce a two-step word problem that combines addition and subtraction for students ready for the extra challenge.	
December *Topic 5 continued (Lessons 5-3–5-8); Topic 6 (Lessons 6-1–6-5)* **Use place value understanding and properties of operations to add and subtract** *Focus: How do we use place value and a variety of strategies to subtract two-digit numbers and explain our thinking?*	***District-Provided Standards*** • 2.NBT.B.5 With accuracy and efficiency, add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. • 2.OA.A.1 Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions. • 2.NBT.B.9 Explain why addition and subtraction strategies work, using place value and the properties of operations. ***Cluster Emphasis (NJDOE 2024 Content Emphases)*** • 2.NBT.B — Major. • 2.OA.A — Major. ***Required Fluency (NJDOE 2024 Content Emphases)*** • 2.NBT.B.5 Add and subtract within 100 — continues from November. ***Standards for Mathematical Practice (as provided)*** • MP.3 Construct viable arguments and critique the reasoning of others. ***enVision Mathematics (2024) NJ Correlation — verified*** • Topic 5 confirmed: Lessons 5-3 through 5-6 = 2.NBT.B.5 (continuing); Lesson 5-7 = 2.OA.A.1; Lesson 5-8 = 2.NBT.B.9.	***The learners will be able to:*** • 5-3 - Add up to subtract using an open number line. • 5-4 - Break apart 1-digit numbers to make it easier to subtract mentally. • 5-5 - Make numbers that are easier to subtract, and use mental math to find the difference. • 5-6 -Choose and use any strategy to subtract 2-digit numbers • 5-7 - Solve one- and two- step problems using addition and subtraction • 5-8 - Critique the thinking of others by using what is known about addition and subtraction • 6-1 - Use place value and models to subtract one-digit numbers • 6-2 - Use place value and models to subtract two-digit numbers. • 6-3-Subtract using place value and partial differences • 6-4 - Break apart two-digit numbers to make it easier to subtract • 6-5 - Subtract two-digit numbers using a variety of subtraction strategies	***Whole Group Lesson*** • Complete the Solve and Share Activity, Visual Learning, Guided Practice, certain problems from Independent Practice (for additional support), and problem solving portions with learners. • Topic 5 Assessment Practice • Topic 5 Assessment ***Small Group Instruction*** • Teacher uses MAP assessment, mid-chapter checkpoints, and chapter tests to group learners. Range from enrichment to Low level with four groups. • Learners complete On Your Own and problem solving pages independently ***Math with Teacher*** • Enrichment - Teaching future skills OR areas of struggle based on LinkIt Assessment • On Level - Reteach prior lessons to support misunderstanding • Below level - Reteaching and providing practice of skills not mastered • At Your Seat • Tech Time (Reflex, IXL, Khan Academy, and Prodigy) • Hands on/ Exploration Center • Highlight daily objectives for key Confluent terms.	• Envisions Lesson Book Volume 1 Topics 5-6 • Envisions Workbook • Savvas Realize Access • SmartBoard • Envisions Enrichment Pages • Pick a Project • enVision STEM Activity • Math Fact Worksheet (Steps to Fluency Success) • Whiteboards • Teacher created resources • Math Centers • Math Tools • Counters • Ten Frame • Addition Fact Pattern • Computers • Reflex • IXL • Khan Academy • Prodigy • Chart of learners patterns to display in the classroom • Student name tags with patterns color coded for use first, as needed, and avoid ***Assessment Components*** • Topic 5 Assessment Practice

Month	Content / Standards	Objectives	Areas of Focus / Instruction & Activities	Resources
	• Topic 6 (6-1 through 6-5) confirmed: continues 2.NBT.B.5. ***Standards-Embedded Climate Change Content*** • 2023 NJSLS-Mathematics: 2.OA.A.1 carries the climate-change integration icon at Lesson 5-7.		• Add to strategy bank for ways to tether and forge patterns. ***ESL Accommodations (WIDA ELD Standard 3 — Language for Mathematics)*** • Provide sentence frames for explaining strategies: "I know ___, so I can ___." • Use base-ten blocks paired with explicit place-value vocabulary (regroup, tens, ones) before independent subtraction practice. • Pre-teach comparison/critique language: "I agree/disagree with ___ because ___." ***Enrichment*** • Challenge students to critique a partner's subtraction strategy and suggest an alternate approach. • Introduce subtracting two-digit numbers with multiple regroupings for students who have mastered single-regrouping problems.	• Topic 5 Assessment
January *Topic 6 continued (Lessons 6-6–6-7); Topic 7 (Lessons 7-1–7-8, Stack and Rack)* **Use place value understanding and properties of operations to add and subtract** *Focus: How do we use drawings, equations, and bar diagrams to solve one- and two-step addition and subtraction problems?*	***District-Provided Standards*** • 2.OA.A.1 Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions. • 2.NBT.B.5 With accuracy and efficiency, add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. ***Cluster Emphasis (NJDOE 2024 Content Emphases)*** • 2.OA.A — Major. • 2.NBT.B — Major. ***Required Fluency (NJDOE 2024 Content Emphases)***	***The learners will be able to:*** • 6-6 - Use place value and models to subtract one-digit numbers • 6-7 - Use place values and models to subtract two-digit numbers. • 7-1 - Subtract using place value and partial differences • 7-2 - Break apart two-digit numbers to make it easier to subtract • 7-3 - Subtract two-digit numbers using a variety of subtraction strategies. • 7-4 -Use models and equations to solve word problems, • 7-5 - Reason about word problems and use bar diagrams and equations to solve them.	***Whole Group Lesson*** • Complete the Solve and Share Activity, Visual Learning, Guided Practice, certain problems from Independent Practice (for additional support), and problem solving portions with learners. • Topic 6 Assessment Practice • Topic 6 Assessment ***Small Group Instruction*** • Teacher uses MAP assessment, mid-chapter checkpoints, and chapter tests to group learners. Range from enrichment to Low level with four groups. • Learners complete On Your Own and problem solving pages independently ***Math with Teacher***	• Envisions Lesson Book Volume 1 Topics 6-7 • Envisions Workbook • Savvas Realize Access • SmartBoard • Envisions Enrichment Pages • Pick a Project • enVision STEM Activity • Math Fact Worksheet (Steps to Fluency Success) • Whiteboards • Teacher created resources • Math Centers • Math Tools • Counters • Ten Frame

Month	Content / Standards	Objectives	Areas of Focus / Instruction & Activities	Resources
	• 2.NBT.B.5 Add and subtract within 100 — concludes its October–January span (Topics 3–7). ***enVision Mathematics (2024) NJ Correlation — verified*** • Topic 6 (6-6, 6-7) and Topic 7 (7-1 through 7-8) confirmed: word-problem lessons (7-1 through 7-5, 7-8) = 2.OA.A.1; remaining lessons continue place-value strategy work under 2.NBT.B.5. A few individual Topic 6–7 lessons (6-6, 6-7, 7-6, 7-7) are not explicitly itemized in the Savvas correlation document itself — an omission in that document, not a district citation issue.	• 7-6 - Model problems using equations with unknowns in any position • 7-7 - Use drawings and equations to make sense of words in problems • 7-8 - Use drawings in equations to make sense of the words in problems • Model and solve two-step problems using equations • Use different ways to solve two-step problems. • Find unknown numbers in equations that relate four or more whole numbers. • Stack and Rack - Subtract equations with and without regrouping	• Enrichment - Teaching future skills OR areas of struggle based on LinkIt Assessment • On Level - Reteach prior lessons to support misunderstanding • Below level - Reteaching and providing practice of skills not mastered • At Your Seat • Tech Time (Reflex, IXL, Khan Academy, and Prodigy) • Hands on/ Exploration Center • Highlight daily objectives for key Confluent terms. • Add to strategy bank for ways to tether and forge patterns. ***ESL Accommodations (WIDA ELD Standard 3 — Language for Mathematics)*** • Provide sentence frames for two-step word problems: "First, I ___. Then, I ___. My answer is ___." • Use bar-diagram visuals paired with the vocabulary (part, part, whole) before independent problem-solving. • Pre-teach unknown-position vocabulary (missing number, unknown) with concrete equation examples. ***Enrichment*** • Challenge students to write their own two-step word problem with the unknown in a different position and trade with a partner. • Introduce finding the unknown in equations relating four whole numbers for students ready for the extra challenge.	• Addition Fact Pattern • Computers • Reflex • IXL • Khan Academy • Prodigy • Chart of learners patterns to display in the classroom • Student name tags with patterns color coded for use first, as needed, and avoid ***Assessment Components*** • Topic 6 Assessment Practice • Topic 6 Assessment
February *Topic 8 (Lessons 8-1–8-8); Topic 9*	***District-Provided Standards (domain corrected per 2023 NJSLS-Mathematics)***	***The learner will be able to:***	***Whole Group Lesson*** • Complete the Solve and Share Activity, Visual Learning, Guided	• Envisions Lesson Book Volume 1 & 2 Topics 7-9

Month	Content / Standards	Objectives	Areas of Focus / Instruction & Activities	Resources
begins (Lessons 9-1–9-4) **Work with time and money; understand place value** *Focus: How do we solve problems with coins and dollar bills, tell time to the nearest five minutes, and understand three-digit place value?*	• 2.M.C.8 Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ and ¢ symbols appropriately. [source cited "2.MD.C.8" — see Flagged for District Review] • 2.M.C.7 Tell and write time from analog and digital clocks to the nearest five minutes, using A.M. and P.M. [source cited "2.MD.C.7" — see Flagged for District Review] • 2.NBT.A.1 Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones. • 2.NBT.A.1.a 100 can be thought of as a bundle of ten tens — called a "hundred." • 2.NBT.A.1.b The numbers 100, 200, 300, ..., 900 refer to one, two, three, ..., or nine hundreds (and 0 tens and 0 ones). • 2.NBT.A.3 Read and write numbers to 1000 using base-ten numerals, number names, and expanded form. • 2.OA.A.1 Use addition and subtraction within 100 to solve one- and two-step word problems. [see Flagged for District Review] ***Flagged for District Review*** • 2.MD.C.7 / 2.MD.C.8 → 2.M.C.7 / 2.M.C.8: the same legacy "Measurement and Data" (MD) domain split that affected Kindergarten and Grade 1 also applies to Grade 2 — Work with Time and Money is now under Measurement (2.M.C), not MD. Corrected here; the district's own source already uses the correct "2.M" domain starting in April, so this is an early-year citation predating that internal update. • 2.OA.A.1: not part of Topic 8/9's own lessons per the official correlation (its lessons run through Topic 7, ending in January); reproduced as provided — likely a spiral-review reference to word-problem practice while introducing money and time content. ***Cluster Emphasis (NJDOE 2024 Content Emphases)***	• 8-1 and 8-2 - Solve problems with coins • 8-3 - Solve problems with dollar bills and coins that model 100 cents • 8-4 - Solve problems with dollar bills. • 8-5 - Reason about values of coins, and find different ways to make the same total value. • 8-6 - Tell and write time to the nearest 5 minutes. • 8-7 - Say the time in different ways. • 8-8 - Tell time and use reasoning to state if the event is happening in the a.m. or p.m. • 9-1 - Understand place value and count by hundreds to 1,000 • 9-2 - Use place value blocks and drawings to model and write 3-digit numbers. • 9-3 - Tell the value of a digit by where it is placed in a number. • 9-4 - Read and write 3-digit numbers in expanded form, standard form, and word form.	Practice, certain problems from Independent Practice (for additional support), and problem solving portions with learners. • Topic 7 Assessment Practice • Topic 7 Assessment • Topic 8 Assessment Practice • Topic 8 Assessment • Topics 1-8 Benchmark Assessment ***Small Group Instruction*** • Teacher uses MAP assessment, mid-chapter checkpoints, and chapter tests to group learners. Range from enrichment to Low level with four groups. • Learners complete On Your Own and problem solving pages independently ***Math with Teacher*** • Enrichment - Teaching future skills OR areas of struggle based on LinkIt Assessment • On Level - Reteach prior lessons to support misunderstanding • Below level - Reteaching and providing practice of skills not mastered • At Your Seat • At Your Seat • Tech Time (Reflex, IXL, Khan Academy, and Prodigy) • Hands on/ Exploration Center • Decode objectives for key terms of all four let me learn patterns. • Develop strategies to tether and forge patterns for activities. ***ESL Accommodations (WIDA ELD Standard 3 — Language for Mathematics)*** • Pre-teach money and time vocabulary (quarter, dime, nickel, penny, hour,	• Envisions Workbook • Savvas Realize Access • SmartBoard • Envisions Enrichment Pages • Pick a Project • Piggy Bank Craft • enVision STEM Activity • Math Fact Worksheet (Steps to Fluency Success) • Whiteboards • Teacher created resources • Math Centers • Math Tools • Counters • Ten Frame • Addition Fact Pattern • Computers • Reflex • IXL • Khan Academy • Prodigy • Student name tags with patterns color coded for use first, as needed, and avoid ***Assessment Components*** • Topic 7 Assessment Practice • Topic 7 Assessment • Topic 8 Assessment Practice • Topic 8 Assessment • Topics 1-8 Benchmark Assessment

Month	Content / Standards	Objectives	Areas of Focus / Instruction & Activities	Resources
	• 2.M.C — Supporting: Work with time and money. • 2.NBT.A — Major: Understand place value. • 2.OA.A — Major. ***Standards for Mathematical Practice (as provided)*** • MP.2 Reason abstractly and quantitatively. ***enVision Mathematics (2024) NJ Correlation — verified*** • Topic 8 confirmed: Lessons 8-1 through 8-5 = 2.M.C.8 (money); Lessons 8-6/8-7/8-8 = 2.M.C.7 (time). • Topic 9 (9-1 through 9-4) confirmed: Lesson 9-1 = 2.NBT.A.1.a; Lessons 9-2/9-3 = 2.NBT.A.1.b; Lessons 9-4 = 2.NBT.A.3 (continuing into March).		minute, a.m., p.m.) with realia (play coins, a clock) before Topic 8 lessons. • Provide sentence frames: "I have ___ cents." "The clock shows ___." • Use a hundred-to-thousand place-value chart with color-coded hundreds/tens/ones to scaffold three-digit number language. ***Enrichment*** • Challenge students to make the same total value using the fewest possible coins. • Introduce elapsed-time problems (e.g., "It is 3:15. What time will it be in 20 minutes?") for students who tell time fluently.	
March *Topic 9 continued (Lessons 9-5–9-10); Topic 10 (Lessons 10-1–10-7)* **Understand place value; use place value understanding and properties of operations to add and subtract** *Focus: How do we compare three-digit numbers and use place-value strategies to add 3-digit numbers?*	***District-Provided Standards*** • 2.NBT.A.3 Read and write numbers to 1000 using base-ten numerals, number names, and expanded form. • 2.NBT.A.2 Count within 1000; skip-count by 2s, 5s, 10s, and 100s. • 2.NBT.A.4 Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, and < symbols to record the results of comparisons. • 2.NBT.B.8 Mentally add 10 or 100 to a given number 100-900, and mentally subtract 10 or 100 from a given number 100-900. • 2.NBT.B.7 Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. • 2.NBT.B.9 Explain why addition and subtraction strategies work, using place value and the properties of operations. ***Cluster Emphasis (NJDOE 2024 Content Emphases)*** • 2.NBT.A — Major.	***The Learner will be able to:*** • 9-5 - Make and mane a number in different ways to show the same value. • 9-6 - Use place-value patterns to mentally count by 1s and 10s from a given number. • 9-7 - Skip count by 5s, 10s, and 100s using a number line. • 9-8 - Compare numbers using place value. • 9-9 - Compare and write a 3-digit number that is greater than or less than another 3-digit number. • 9-10 - Look for patterns to help when solving problems. • 10-1 - Add 10 and 100 mentally using place value strategies. • 10-2 - USe an open number line to add 3-digit numbers. • 10-3 - Add 3-digit numbers using models. • 10-4 - Use models and place values to add 3-digit numbers.	***Whole Group Lesson*** • Complete the Solve and Share Activity, Visual Learning, Guided Practice, certain problems from Independent Practice (for additional support), and problem solving portions with learners. • Topic 9 Assessment Practice • Topic 9 Assessment • Topic 10 Assessment Practice • Topic 10 Assessment ***Small Group Instruction*** • Teacher uses MAP assessment, mid-chapter checkpoints, and chapter tests to group learners. Range from enrichment to Low level with four groups. • Learners complete On Your Own and problem solving pages independently ***Math with Teacher*** • Enrichment - Teaching future skills OR areas of struggle based on LinkIt Assessment	• Envisions Lesson Book Volume 2 Topics 9-10 • Envisions Workbook • Savvas Realize Access • SmartBoard • Envisions Enrichment Pages • Pick a Project • enVision STEM Activity • Math Fact Worksheet (Steps to Fluency Success) • Whiteboards • Teacher created resources • Math Centers • Math Tools • Counters • Ten Frame • Addition Fact Pattern • Computers • Reflex • IXL • Khan Academy

Month	Content / Standards	Objectives	Areas of Focus / Instruction & Activities	Resources
	• 2.NBT.B — Major. ***Standards for Mathematical Practice (as provided)*** • MP.7 Look for and make use of structure. ***enVision Mathematics (2024) NJ Correlation — verified*** • Topic 9 confirmed: Lessons 9-4/9-5 = 2.NBT.A.3 (continuing); Lessons 9-6/9-7 = 2.NBT.A.2; Lessons 9-8/9-9 = 2.NBT.A.4. • Topic 10 confirmed: Lesson 10-1 = 2.NBT.B.8; Lessons 10-2 through 10-5, 10-7 = 2.NBT.B.7; Lesson 10-6 = 2.NBT.B.9.	• 10-5 - Add 3-digit numbers using place value and partial sums. • 10-6 - Use different addition strategies and explain why they work. • 10-7 - Identify calculations or steps that repeat when solving problems • Stack and Rack - Solve 3-digit addition equations with and without regrouping.	• On Level - Reteach prior lessons to support misunderstanding • Below level - Reteaching and providing practice of skills not mastered • At Your Seat - Independent work • Tech Time (Reflex, IXL, Khan Academy, and Prodigy) • Hands on/ Exploration Center • Decode objectives for key terms of all four let me learn patterns. • Develop strategies to tether and forge patterns for activities. ***ESL Accommodations (WIDA ELD Standard 3 — Language for Mathematics)*** • Explicitly teach comparison vocabulary and symbols (greater than >, less than <, equal to =) with visual place-value anchors. • Pair skip-counting practice with a visible hundreds/thousands chart so multilingual learners hear and see the pattern together. • Provide sentence frames: "___ has ___ hundreds, ___ tens, and ___ ones." ***Enrichment*** • Challenge students to compare three or more three-digit numbers at once and order them. • Introduce skip-counting by 25s or 50s for students who have mastered 2s, 5s, 10s, and 100s.	• Prodigy • Chart of learners patterns to display in the classroom • Student name tags with patterns color coded for use first, as needed, and avoid • Highlighters • Let Me Learn Word Wall ***Assessment Components*** • Topic 9 Assessment Practice • Topic 9 Assessment • Topic 10 Assessment Practice • Topic 10 Assessment
April *Topic 11 (Lessons 11-1–11-6, Stack and Rack); Topic 12 begins (Lessons 12-1–12-7)* **Use place value understanding**	***District-Provided Standards (already using the corrected 2023 NJSLS-Mathematics domain)*** • 2.NBT.B.8 Mentally add 10 or 100 to a given number 100-900, and mentally subtract 10 or 100 from a given number 100-900. • 2.NBT.B.7 Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of	***The Learner will be able to:*** • 11-1 - Subtract 10 or 100 mentally using place-value strategies. • 11-2 - Use an open number line to subtract 3-digit numbers. • 11-3 - Use models to subtract 3-digit numbers.	***Whole Group Lesson*** • Complete the Solve and Share Activity, Visual Learning, Guided Practice, certain problems from Independent Practice (for additional support), and problem solving portions with learners.	• Envisions Lesson Book Volume 2 Topics 9-10 • Envisions Workbook • Savvas Realize Access • SmartBoard • Envisions Enrichment Pages

Month	Content / Standards	Objectives	Areas of Focus / Instruction & Activities	Resources
and properties of operations to add and subtract; measure and estimate lengths in standard units *Focus: How do we use place value to subtract 3-digit numbers, and estimate and measure length in customary and metric units?*	operations, and/or the relationship between addition and subtraction. • 2.NBT.B.9 Explain why addition and subtraction strategies work, using place value and the properties of operations. • 2.M.A.3 Estimate lengths using units of inches, feet, centimeters, and meters. • 2.M.A.1 Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tape. • 2.M.A.2 Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen. ***Cluster Emphasis (NJDOE 2024 Content Emphases)*** • 2.NBT.B — Major. • 2.M.A — Major: Measure and estimate lengths in standard units. ***enVision Mathematics (2024) NJ Correlation — verified*** • Topic 11 confirmed: Lesson 11-1 = 2.NBT.B.8; Lessons 11-2/11-3/11-4/11-6 = 2.NBT.B.7; Lesson 11-5 = 2.NBT.B.9. • Topic 12 confirmed: Lesson 12-1 = 2.M.A.3; Lessons 12-2/12-3/12-5/12-6/12-9 = 2.M.A.1; Lessons 12-4/12-7 = 2.M.A.2. Note that the district's own citation already uses the corrected "2.M" domain here, unlike February's "2.MD" citation for the same domain — see Notes on Alignment.	• 11-4 - Use models and place value to subtract • 11-5 - Explain why subtraction strategies work using models, place value, and mental math • 11-6 - Solve problems that take more than one step. • Stack and Rack - Solve 3-digit subtraction equations with regrouping. • 12-1 Estimate the length of an object by relating the length of an object to a known measurement. • 12-2 - Estimate measures and use a ruler to measure length and height to the nearest inch. • 12-3 - Estimate measures and use tools to measure the length and height of objects to the nearest inch, foot, and yard. • 12-4 - Estimate and measure the length and height of objects in inches, feet, and yards. • 12-5 - Estimate measures and use a ruler to measure length and height to the nearest centimeter. • 12-6 - Estimate measures and use a ruler, meter stick, or tape measure to measure length and height to the nearest centimeter or meter. • 12-7 - Measure the length and height of objects using different metric units.	• Topic 11 Assessment Practice • Topic 11 Assessment ***Small Group Instruction*** • Teacher uses MAP assessment, mid-chapter checkpoints, and chapter tests to group learners. Range from enrichment to Low level with four groups. • Learners complete On Your Own and problem solving pages independently ***Math with Teacher*** • Enrichment - Teaching future skills OR areas of struggle based on LinkIt Assessment • On Level - Reteach prior lessons to support misunderstanding • Below level - Reteaching and providing practice of skills not mastered • At Your Seat - Independent work • Tech Time (Reflex, IXL, Khan Academy, and Prodigy) • Hands on/ Exploration Center • Decode objectives for key terms of all four let me learn patterns. • Develop strategies to tether and forge patterns for activities. ***ESL Accommodations (WIDA ELD Standard 3 — Language for Mathematics)*** • Model 3-digit place-value subtraction strategies aloud step-by-step using sequential language before independent practice. • Explicitly teach comparative measurement language (longer/shorter, more/fewer) using hands-on side-by-side comparisons before verbal description is required. • Provide sentence frames: "The ___ is about ___ inches/centimeters long."	• Pick a Project • Umbrella and Easter basket craft • enVision STEM Activity • Math Fact Worksheet (Steps to Fluency Success) • Whiteboards • Teacher created resources • Math Centers • Math Tools • Counters • Ten Frame • Addition Fact Pattern • Computers • Reflex • IXL • Khan Academy • Prodigy • Chart of learners patterns to display in the classroom • Highlighters • Let Me Learn Word Wall ***Assessment Components*** • Topic 11 Assessment Practice • Topic 11 Assessment

Month	Content / Standards	Objectives	Areas of Focus / Instruction & Activities	Resources
			Enrichment • Challenge students to solve a 3-digit subtraction problem two different ways (mental math and drawing) and explain which was more efficient. • Introduce measuring the same object in both customary and metric units and comparing the results.	
May *Topic 12 continued (Lessons 12-7–12-9); Topic 13 (Lessons 13-1–13-8); Topic 14 (Lessons 14-1–14-5)* **Reason with shapes and their attributes; relate addition and subtraction to length** *Focus: How do we identify and partition shapes, and use addition and subtraction to solve length-measurement problems?*	***District-Provided Standards (domain corrected per 2023 NJSLS-Mathematics)*** • 2.M.A.4 Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit. • 2.G.A.1 Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes. • 2.G.A.2 Partition a rectangle into rows and columns of same-size squares and count to find the total number of them. • 2.G.A.3 Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, third of, etc., and describe the whole as two halves, three thirds, four fourths. • 2.M.B.5 Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units. [source cited "2.MD.B.5" — see Flagged for District Review] • 2.M.B.6 Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line diagram. [source cited "2. MD.B.6" — see Flagged for District Review] ***Flagged for District Review*** • 2.MD.B.5 / 2. MD.B.6 → 2.M.B.5 / 2.M.B.6: the same MD → M/DL domain-split correction	***The Learner will be able to:*** • 12-7 - Measure the length and height of objects using different metric units • 12-8 - Tell how much longer one object is than another • 12-9 - Choose tools, units, and methods that help to be precise when measuring • 13-1- Recognize shapes by how they look. • 13-2 - Describe plane shapes by how they look • 13-3 - Draw polygon shapes • 13-4 - Draw cubes and describe how they look • 13 -5 -Partition rectangles into equal size squares • 13-6 - PArtition circles and rectangles into halve, thirds, and fourths • 13-7 - Make equal shares that do not have the same shape. • 13-8 - Use repeated reasoning to show rectangles with rows and columns and create designs with equal shares • 14-1 - Solve problems by adding and subtracting length measurements. • 14-2- Add or subtract to solve problems about measurements.	***Whole Group Lesson*** • Complete the Solve and Share Activity, Visual Learning, Guided Practice, certain problems from Independent Practice (for additional support), and problem solving portions with learners. • Topic 12 Assessment • Benchmark Assessment Topics 1-12 • Topic 13 Assessment • Topic 14 Assessment ***Small Group Instruction*** • Teacher uses MAP assessment, mid-chapter checkpoints, and chapter tests to group learners. Range from enrichment to Low level with four groups. • Learners complete On Your Own and problem solving pages independently ***Math with Teacher*** • Enrichment - Teaching future skills OR areas of struggle based on LinkIt Assessment • On Level - Reteach prior lessons to support misunderstanding • Below level - Reteaching and providing practice of skills not mastered • At Your Seat - Independent work • Tech Time (Reflex, IXL, Khan Academy, and Prodigy) • Hands on/ Exploration Center	• Envisions Lesson Book Volume 2 Topics 9-10 • Envisions Workbook • Savvas Realize Access • SmartBoard • Envisions Enrichment Pages • Pick a Project • enVision STEM Activity • Math Fact Worksheet (Steps to Fluency Success) • Whiteboards • Teacher created resources • Math Centers • Math Tools • Counters • Ten Frame • Addition Fact Pattern • Computers • Reflex • IXL • Khan Academy • Prodigy • Chart of learners patterns to display in the classroom • Highlighters • Let Me Learn Word Wall ***Assessment Components*** • Topic 12 Assessment

Month	Content / Standards	Objectives	Areas of Focus / Instruction & Activities	Resources
	as February's money/time citations; corrected here. ***Cluster Emphasis (NJDOE 2024 Content Emphases)*** • 2.M.A — Major. • 2.G.A — Additional: Reason with shapes and their attributes. • 2.M.B — Major: Relate addition and subtraction to length. ***Standards for Mathematical Practice (as provided)*** • MP.6 Attend to precision. • MP.8 Look for and express regularity in repeated reasoning. ***enVision Mathematics (2024) NJ Correlation — verified*** • Topic 12 (12-8) confirmed: 2.M.A.4. • Topic 13 confirmed: Lessons 13-1 through 13-4 = 2.G.A.1; Lessons 13-5/13-8 = 2.G.A.2; Lessons 13-6/13-7 = 2.G.A.3. • Topic 14 confirmed: Lessons 14-1/14-2/14-3/14-5 = 2.M.B.5; Lesson 14-4 = 2.M.B.6. ***Standards-Embedded Climate Change Content*** • 2023 NJSLS-Mathematics: 2.M.B.5 carries the standards document's climate-change integration icon, denoting an opportunity to build this month's length word problems around a climate- or environment-themed context.	• 14-3 - Add and subtract to solve measurement problems by using drawings and equations. • 14-4 -Add and subtract on a number line. • 14-5 - Choose the best tool to use to solve problems	• Decode objectives for key terms of all four let me learn patterns. • Develop strategies to tether and forge patterns for activities. ***ESL Accommodations (WIDA ELD Standard 3 — Language for Mathematics)*** • Pre-teach shape-attribute vocabulary (angle, face, side) with realia and picture-labeled anchor charts before Topic 13 lessons. • Provide sentence frames for partitioning shapes: "I divided the shape into ___ equal shares." and for length word problems: "The ___ is ___ than the ___." • Use physical shape manipulatives and rulers so composing/measuring tasks don't rely on abstract vocabulary alone. ***Enrichment*** • Challenge students to compose a new shape from two or more given shapes and describe its attributes in detail. • Introduce multi-step length word problems that combine addition and subtraction for students ready for the extra challenge.	• Benchmark Assessment Topics 1-12 • Topic 13 Assessment • Topic 14 Assessment
June *Topic 15 (Lessons 15-1–15-6); Step Up to 3rd Grade Topic 16 (Lessons 16-1–16-9)* **Represent and interpret data; Step Up to 3rd Grade preview**	***District-Provided Standards*** • 2.DL.B.3 Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units. • 2.DL.B.4 Draw a picture graph and a bar graph (with single-unit scale) to represent a data set	***The Learners will be able to:*** • 15-1 - Measure the lengths of objects and make a line plot to organize the data. • 15-2 - Measure the lengths of objects, then make a line plot to organize the data • 15-3 - Draw bar graphs and use them to solve problems	***Whole Group Lesson*** • Complete the Solve and Share Activity, Visual Learning, Guided Practice, certain problems from Independent Practice (for additional support), and problem solving portions with learners. • Topic 15 Assessment Practice • Topic 15 Assessment • Benchmark Assessment 1-15	• Envisions Lesson Book Volume 2 Topics 9-10 • Envisions Workbook • Savvas Realize Access • SmartBoard • Envisions Enrichment Pages • Pick a Project • enVision STEM Activity

Month	Content / Standards	Objectives	Areas of Focus / Instruction & Activities	Resources
Focus: How do we generate, represent, and interpret measurement and categorical data — and what math comes next in Grade 3?	with up to four categories. Solve simple put together, take-apart, and compare problems using information presented in a bar graph. ***Cluster Emphasis (NJDOE 2024 Content Emphases)*** • 2.DL.B — Supporting: Represent and interpret data. ***Standards for Mathematical Practice (as provided)*** • MP.2 Reason abstractly and quantitatively. ***enVision Mathematics (2024) NJ Correlation — verified*** • Topic 15 confirmed: Lessons 15-1/15-2 = 2.DL.B.3; Lessons 15-3 through 15-6 = 2.DL.B.4. The district's citation already uses the correct "2.DL" domain here. ***Standards-Embedded Climate Change Content*** • 2023 NJSLS-Mathematics: 2.DL.B.4 carries the standards document's climate-change integration icon, denoting an opportunity to build this month's picture-graph/bar-graph task around a climate- or environment-themed data set. ***Step Up to 3rd Grade Preview (as provided)*** • 3.OA.A.1 Interpret products of whole numbers. • 3.OA.A.2 Interpret whole-number quotients of whole numbers. • 3.OA.A.3 Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities. • 3.NBT.A.2 With accuracy and efficiency, add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. • 3.NF.A.1 Understand a fraction 1/b as the quantity formed by 1 part when a whole is partitioned into b equal parts. • These are correctly-cited Grade 3 standards (verified against the 2023 NJSLS-Mathematics Grade 3 section and the enVision Grade 3	• 15-4 - Draw picture graphs and use them to solve problems. • 15-5 -Draw conclusions from graphs • 15-6 - Reason about data in bar graphs and picture graphs to write and solve problems. . • Step Up to 3rd Grade objectives: • The Learners will be able to: • 16-1 - Use repeated addition to show the relationship between multiplication and addition • 16-2 - Use arrays and properties to understand multiplication. • 16-3 - Use sharing to separate equal groups and to think about division. • 16-4 - Use repeated subtraction to show the relationship between division and subtraction • 16-5 - Add two 3-digit numbers by breaking apart problems into simpler problems. • 16-6 - Use regroup to add 3-digit numbers • 16-7 - Subtract multi-digit numbers using the expanded algorithm. • 16-8 - Use regrouping to subtract 3-digit numbers. • 16-9 - Understand how to read and write unit fractions for equal-sized parts of a region.	***Small Group Instruction*** • Teacher uses MAP assessment, mid-chapter checkpoints, and chapter tests to group learners. Range from enrichment to Low level with four groups. • Learners complete On Your Own and problem solving pages independently ***Math with Teacher*** • Enrichment - Teaching future skills OR areas of struggle based on LinkIt Assessment • On Level - Reteach prior lessons to support misunderstanding • Below level - Reteaching and providing practice of skills not mastered • At Your Seat - Independent work • Tech Time (Reflex, IXL, Khan Academy, and Prodigy) • Hands on/ Exploration Center • Decode objectives for key terms of all four let me learn patterns. • Develop strategies to tether and forge patterns for activities. ***ESL Accommodations (WIDA ELD Standard 3 — Language for Mathematics)*** • Provide sentence frames for interpreting graphs: "There are ___ more ___ than ___." "The category with the most ___ is ___." • Use a picture graph with labeled categories so multilingual learners can access data content without relying on text alone. • Pre-teach Step-Up vocabulary (multiply, divide, equal groups, fraction) with visuals ahead of the Grade 3 preview unit. ***Enrichment***	• Math Fact Worksheet (Steps to Fluency Success) • Whiteboards • Teacher created resources • Math Centers • Math Tools • Counters • Ten Frame • Addition Fact Pattern • Computers • Reflex • IXL • Khan Academy • Prodigy • Manipulatives • Highlighters • Let Me Learn Word Wall ***Assessment Components*** • Topic 15 Assessment Practice • Topic 15 Assessment • Benchmark Assessment 1-15

Month	Content / Standards	Objectives	Areas of Focus / Instruction & Activities	Resources
	correlation) — an intentional "Step Up to 3rd Grade" preview unit (Topic 16), not Grade 2 content, and left as the district provided it.		• Challenge students to collect and graph their own classroom data set and pose two questions for classmates to answer using the graph. • For students ready for the Step Up unit, extend with a simple multiplication or division word problem beyond Topic 16's examples.	