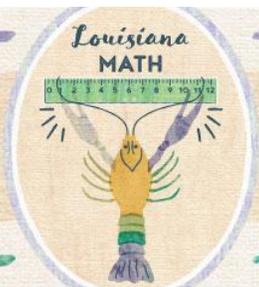


## Louisiana Guide to Savvas enVision Grade 2

To assist teachers with the implementation of the Savvas enVision curriculum for Grade 2, this document provides multiple layers of guidance regarding how Savvas enVision lessons correlate with the Louisiana Student Standards for Mathematics (LSSM). Savvas enVision is a focused, coherent math curriculum that provides ample instructional guidance for teachers. This Louisiana Guide to Implementing Savvas enVision goes a step further to point out places in which teachers may need to make strategic decisions considering student needs and time availability by offering a suggested pacing calendar, highlighting the prerequisite standards and grade level standards by unit, detailing standards by lesson, and showcasing the alignment to the Louisiana Student Standards for Mathematics.

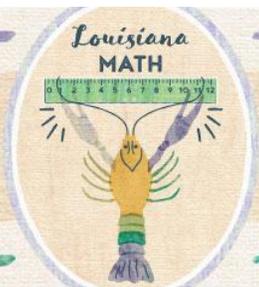
The guidance document is considered a “living” document. We believe that educators will find ways to make improvements to the guidance document as they use it. Please send feedback to [STEM@la.gov](mailto:STEM@la.gov).

Updated on March 15, 2023



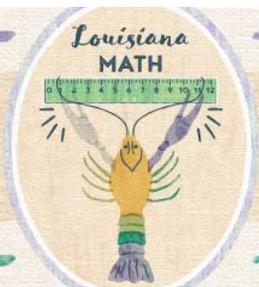
## Table of Contents

<a href="#">Suggested Implementation Calendar</a>	3
<a href="#">Standards by Topic</a>	5
<a href="#">Standards by Lesson</a>	8
<a href="#">Louisiana Standards Alignment</a>	19
<a href="#">Acceleration in Mathematics</a>	23

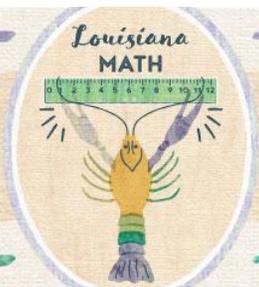


## Grade 2 Suggested Implementation Calendar

Grade 2	Topic	Approximate Number of Days	Number of Lessons
Weeks 1-2	1: Fluently Add and Subtract Within 20	10 Days	10 Lessons
Week 3	2: Work with Equal Groups	5 Days	5 Lessons
Weeks 4-5	3: Add Within 100 Using Strategies	7 Days	7 Lessons
Weeks 6-7	4: Fluently Add Within 100	9 Days	9 Lessons
Weeks 8-9	5: Subtract Within 100 Using Strategies	8 Days	8 Lessons
Weeks 10-11	6: Fluently Subtract Within 100	7 Days	7 Lessons
Weeks 13-14	7: More Solving Problems Involving Addition and Subtraction	7 Days	7 Lessons
Weeks 15-16	8: Work with Time and Money	7 Days	7 Lessons
Weeks 17-18	9: Numbers to 1,000	10 Days	10 Lessons
Weeks 19-20	10: Add Within 1,000 Using Models and Strategies	7 Days	7 Lessons
Weeks 21-22	11: Subtract Within 1,000 Using	6 Days	6 Lessons



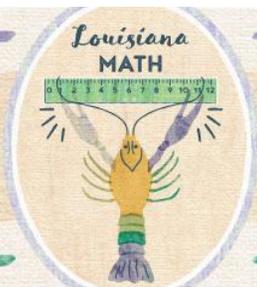
	Models and Strategies		
Weeks 23-24	12: Measuring Length	9 Days	9 Lessons
Weeks 25-26	13: Shapes and Their Attributes	8 Days	8 Lessons
Week 27	14: More Addition, Subtraction, and Length	5 Days	5 Lessons
Weeks 28-29	15: Graphs and Data	6 Days	6 Lessons
Weeks 30-31	16: Step Up to Grade 3	10 Days	10 Lessons



## Alignment to Louisiana Student Standards for Mathematics

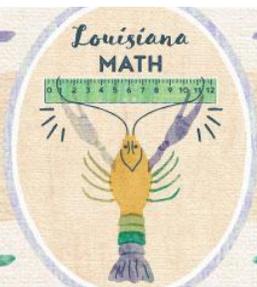
### Focus in the Standards

Not all content at given grades is emphasized equally in the standards. Some clusters require greater emphasis than others based on the depth of ideas, the time that they take to master, and/or their importance to future mathematics or the demands of college and career readiness. More time in these areas is also necessary for students to meet the Louisiana Standards for Mathematical Practices. To say that some things have greater emphasis is not to say that anything in the standards can safely be neglected in instruction. Neglecting material will leave gaps in student skill and understanding and may leave students unprepared for the challenges of a later grade. Students should spend the large majority of their time on the major work on the grade (■). Supporting work (▣) and, where appropriate, additional work (●) can engage students in the major work of the grade.



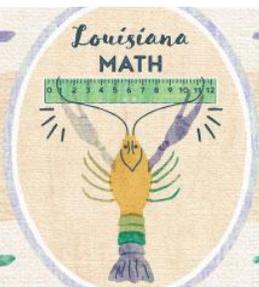
### Grade 2: Standards by Topic

Topic 1	Topic 2	Topic 3	Topic 4	Topic 5	Topic 6	Topic 7	Topic 8
<ul style="list-style-type: none"> <li>■ 2.OA.A.1</li> <li>■ 2.OA.B.2</li> </ul>	<ul style="list-style-type: none"> <li>▣ 2.OA.C.3</li> <li>▣ 2.OA.C.4</li> </ul>	<ul style="list-style-type: none"> <li>■ 2.OA.A.1</li> <li>■ 2.NBT.B.5</li> <li>■ 2.NBT.B.9</li> </ul>	<ul style="list-style-type: none"> <li>■ 2.OA.A.1</li> <li>■ 2.NBT.B.6</li> <li>▣ 2.NBT.B.5</li> </ul>	<ul style="list-style-type: none"> <li>■ 2.OA.A.1</li> <li>■ 2.NBT.B.6</li> <li>■ 2.NBT.B.9</li> <li>▣ 2.NBT.B.5</li> </ul>	<ul style="list-style-type: none"> <li>■ 2.OA.A.1</li> <li>▣ 2.NBT.B.5</li> </ul>	<ul style="list-style-type: none"> <li>■ 2.OA.A.1</li> <li>*2.NBT.B</li> </ul>	<ul style="list-style-type: none"> <li>▣ 2.MD.C.7</li> <li>▣ 2.MD.C.8</li> </ul>
<p>Prerequisite Standards:</p> <ul style="list-style-type: none"> <li>■ 1.OA.A.1</li> <li>■ 1.OA.D.7</li> <li>■ 1.OA.D.8</li> <li>■ 1.NBT.C.4</li> <li>■ 1.NBT.C.5</li> <li>■ 1.NBT.C.6</li> </ul>	<p>Prerequisite Standards:</p> <ul style="list-style-type: none"> <li>■ 1.OA.D.7</li> </ul>	<p>Prerequisite Standards:</p> <ul style="list-style-type: none"> <li>■ 1.OA.A.1</li> <li>■ 1.OA.D.7</li> <li>■ 1.OA.D.8</li> <li>■ 1.NBT.C.4</li> <li>■ 1.NBT.C.5</li> <li>■ 1.NBT.C.6</li> </ul>	<p>Prerequisite Standards:</p> <ul style="list-style-type: none"> <li>■ 1.OA.A.1</li> <li>■ 1.OA.D.8</li> <li>■ 1.NBT.C.4</li> <li>■ 1.NBT.C.5</li> <li>■ 1.NBT.C.6</li> </ul>	<p>Prerequisite Standards:</p> <ul style="list-style-type: none"> <li>■ 1.OA.A.1</li> <li>■ 1.OA.B.3</li> <li>■ 1.OA.B.4</li> <li>■ 1.OA.D.8</li> <li>■ 1.NBT.C.4</li> <li>■ 1.NBT.C.5</li> <li>■ 1.NBT.C.6</li> </ul>	<p>Prerequisite Standards:</p> <ul style="list-style-type: none"> <li>■ 1.OA.A.1</li> <li>■ 1.NBT.C.4</li> <li>■ 1.NBT.C.5</li> <li>■ 1.NBT.C.6</li> </ul>	<p>Prerequisite Standards:</p> <ul style="list-style-type: none"> <li>■ 1.OA.A.1</li> <li>■ 1.NBT.C.4</li> <li>■ 1.NBT.C.5</li> <li>■ 1.NBT.C.6</li> </ul>	<p>Prerequisite Standards:</p> <ul style="list-style-type: none"> <li>● 1.MD.B.3</li> </ul>



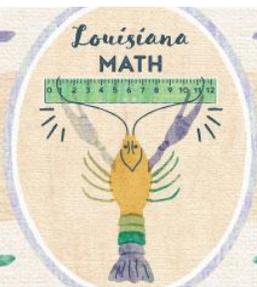
### Grade 2: Standards by Topic

Topic 9	Topic 10	Topic 11	Topic 12	Topic 13	Topic 14	Topic 15	Topic 16
<ul style="list-style-type: none"> <li>■ 2.NBT.A.1</li> <li>■ 2.NBT.A.1a</li> <li>■ 2.NBT.A.1b</li> <li>■ 2.NBT.A.2</li> <li>■ 2.NBT.A.3</li> <li>■ 2.NBT.A.4</li> </ul>	<ul style="list-style-type: none"> <li>■ 2.NBT.B.7</li> <li>■ 2.NBT.B.8</li> <li>■ 2.NBT.B.9</li> </ul>	<ul style="list-style-type: none"> <li>■ 2.NBT.B.7</li> <li>■ 2.NBT.B.8</li> <li>■ 2.NBT.B.9</li> </ul>	<ul style="list-style-type: none"> <li>■ 2.MD.A.1</li> <li>■ 2.MD.A.3</li> <li>■ 2.MD.A.4</li> </ul>	<ul style="list-style-type: none"> <li>■ 2.OA.B.2</li> <li>● 2.G.A.1</li> <li>● 2.G.A.3</li> </ul>	<ul style="list-style-type: none"> <li>■ 2.MD.B.5</li> <li>■ 2.MD.B.6</li> </ul>	<ul style="list-style-type: none"> <li>■ 2.MD.D.9</li> <li>■ 2.MD.D.10</li> </ul>	None
Prerequisite Standards:  <ul style="list-style-type: none"> <li>■ 1.NBT.A.1</li> <li>■ 1.NBT.B.2</li> </ul>	Prerequisite Standards:  <ul style="list-style-type: none"> <li>■ 1.NBT.A.1</li> <li>■ 1.OA.B.3</li> <li>■ 1.OA.B.4</li> </ul>	Prerequisite Standards:  <ul style="list-style-type: none"> <li>■ 1.NBT.A.1</li> <li>■ 1.OA.B.3</li> <li>■ 1.OA.B.4</li> </ul>	Prerequisite Standards:  <ul style="list-style-type: none"> <li>■ 1.MD.A.2</li> </ul>	Prerequisite Standards:  <ul style="list-style-type: none"> <li>■ 1.OA.A.1</li> <li>■ 1.OA.C.6</li> <li>● 1.G.A.1</li> <li>● 1.G.A.3</li> </ul>	Prerequisite Standards:  None	Prerequisite Standards:  <ul style="list-style-type: none"> <li>■ 1.MD.C.4</li> </ul>	Prerequisite Standards:  None

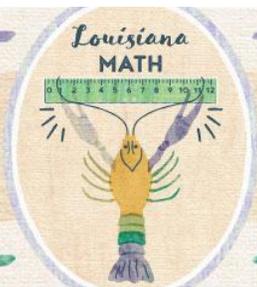


## Standards by Lesson

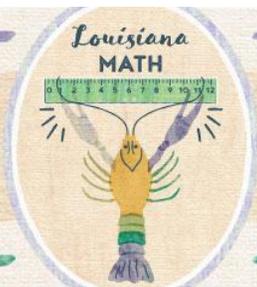
Grade 2: Standards by Lesson	
Topic 1 Lessons	Standards
1	■ 2.OA.B.2
2	■ 2.OA.B.2
3	■ 2.OA.B.2
4	■ 2.OA.B.2
5	■ 2.OA.B.2
6	■ 2.OA.B.2
7	■ 2.OA.B.2
8	■ 2.OA.B.2
9	■ 2.OA.A.1



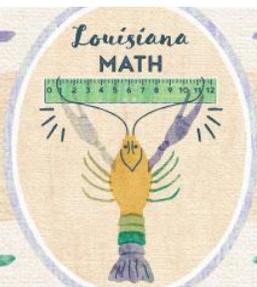
Topic 2 Lessons	Standards
1	▣ 2.OA.C.3
2	▣ 2.OA.C.3
3	▣ 2.OA.C.3, ▣ 2.OA.C.4
4	▣ 2.OA.C.4
5	▣ 2.OA.C.4
Topic 3 Lessons	Standards
1	▣ 2.NBT.B.5
2	▣ 2.NBT.B.5
3	▣ 2.NBT.B.5
4	▣ 2.NBT.B.5
5	▣ 2.NBT.B.5
6	▣ 2.OA.A.1



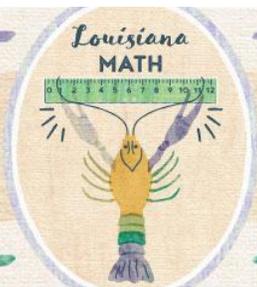
7	■ 2.NBT.B.9
<b>Topic 4 Lessons</b>	<b>Standards</b>
1	■ 2.NBT.B.5
2	■ 2.NBT.B.5
3	■ 2.NBT.B.5
4	■ 2.NBT.B.5
5	■ 2.NBT.B.5
6	■ 2.NBT.B.6
7	■ 2.NBT.B.6
8	■ 2.OA.A.1
9	■ 2.OA.A.1
<b>Topic 5 Lessons</b>	<b>Standards</b>
1	■ 2.NBT.B.5
2	■ 2.NBT.B.5



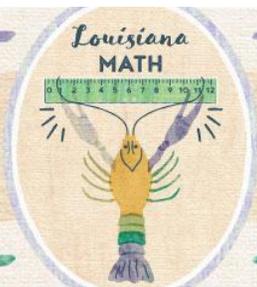
3	■ 2.NBT.B.5
4	■ 2.NBT.B.5
5	■ 2.NBT.B.5
6	■ 2.NBT.B.5
7	■ 2.OA.A.1
8	■ 2.NBT.B.9
<b>Topic 6 Lessons</b>	<b>Standards</b>
1	■ 2.NBT.B.5
2	■ 2.NBT.B.5
3	■ 2.NBT.B.5
4	■ 2.NBT.B.5
5	■ 2.NBT.B.5
6	■ 2.OA.A.1
7	■ 2.OA.A.1



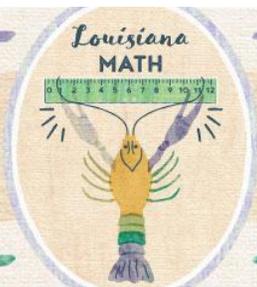
Topic 7 Lessons	Standards
1	■ 2.OA.A.1
2	■ 2.OA.A.1
3	■ 2.OA.A.1
4	■ 2.OA.A.1
5	■ 2.OA.A.1
6	2.NBT.B
7	2.NBT.B
8	■ 2.OA.A.1
Topic 8 Lessons	Standards
1	▣ 2.MD.C.8
2	▣ 2.MD.C.8
3	▣ 2.MD.C.8
4	▣ 2.MD.C.8



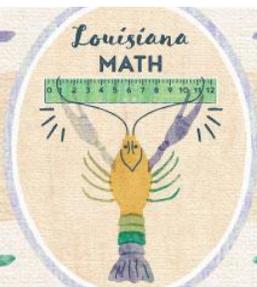
5	■ 2.MD.C.8
6	■ 2.MD.C.7
7	■ 2.MD.C.7
8	■ 2.MD.C.7
<b>Topic 9 Lessons</b>	<b>Standards</b>
1	■ 2.NBT.A.1a
2	■ 2.NBT.A.1, ■ 2.NBT.A.1b
3	■ 2.NBT.A.1, ■ 2.NBT.A.1b
4	■ 2.NBT.A.3
5	■ 2.NBT.A.3
6	■ 2.NBT.A.2
7	■ 2.NBT.A.2
8	■ 2.NBT.A.4
9	■ 2.NBT.A.4



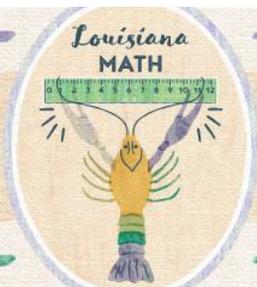
Topic 10 Lessons	Standards
1	■ 2.NBT.B.8
2	■ 2.NBT.B.7
3	■ 2.NBT.B.7
4	■ 2.NBT.B.7
5	■ 2.NBT.B.7
6	■ 2.NBT.B.9
7	■ 2.NBT.B.7
Topic 11 Lessons	Standards
1	■ 2.NBT.B.8
2	■ 2.NBT.B.7
3	■ 2.NBT.B.7
4	■ 2.NBT.B.7
5	■ 2.NBT.B.9



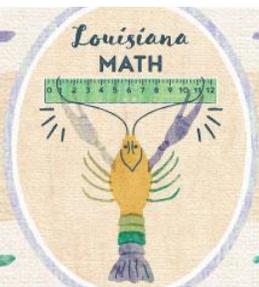
6	■ 2.NBT.B.7
<b>Topic 12 Lessons</b>	<b>Standards</b>
1	■ 2.MD.A.3
2	■ 2.MD.A.1
3	■ 2.MD.A.1
4	■ 2.MD.A.2
5	■ 2.MD.A.1
6	■ 2.MD.A.1
7	■ 2.MD.A.2
8	■ 2.MD.A.4
9	□ 2.MD.A.9
<b>Topic 13 Lessons</b>	<b>Standards</b>
1	○ 2.G.A.1
2	○ 2.G.A.1



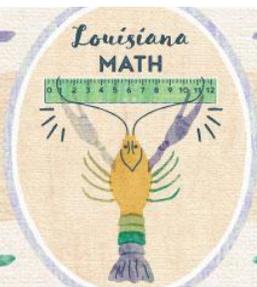
3	● 2.G.A.1
4	● 2.G.A.1
5	● 2.G.A.2
6	● 2.G.A.3
7	● 2.G.A.3
8	● 2.G.A.2
<b>Topic 14 Lessons</b>	<b>Standards</b>
1	■ 2.MD.A.5
2	■ 2.MD.A.5
3	■ 2.MD.A.5
4	■ 2.MD.A.6
5	■ 2.MD.A.5
<b>Topic 15 Lessons</b>	<b>Standards</b>
1	■ 2.MD.A.9



2	2.MD.A.9
3	2.MD.A.10
4	2.MD.A.10
5	2.MD.A.10
6	2.MD.A.10
<b>Topic 16 Lessons</b>	<b>Standards Objective</b>
1	None Mathematics: Use repeated addition to show the relationship between multiplication and addition. Write equations to show how multiplication and addition are related.
2	None Mathematics: Use arrays and properties to understand multiplication. Represent an array by writing a multiplication equation or skip counting pattern.
3	None Use sharing to separate equal groups and to think about division. Read word problems to identify and solve sharing situations with equal groups.
4	None Use repeated subtraction to show the relationship between division and subtraction. Read word problems and write equations to show how division and subtraction are related.

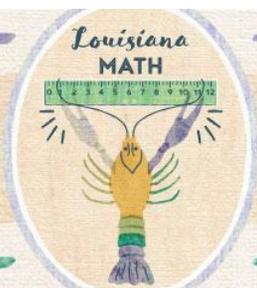


5	None Add two 3-digit numbers by breaking apart problems into simpler problems. Follow steps to break apart numbers into simpler problems when adding.
6	None Use regrouping to add 3-digit numbers. Explain when to regroup when adding 3-digit numbers.
7	None Subtract multi-digit numbers using the expanded algorithm. Follow steps to break a part numbers into simpler problems when subtracting.
8	None Use regrouping to subtract 3-digit numbers. Explain when to regroup when subtracting 3-digit numbers.
9	None Understand how to read and write unit fractions for equal-sized parts of a region. Read, write, and use unequal, equal, $\frac{1}{2}$ , $\frac{1}{3}$ , $\frac{1}{4}$ , $\frac{1}{6}$ , and $\frac{1}{8}$ to describe shapes.
10	None Use a fraction to represent multiple copies of a unit fraction. Listen to how non-unit fractions are pronounced to connect they are multiple copies of a unit fraction. For example, “two-thirds” is “two copies of one-third.”

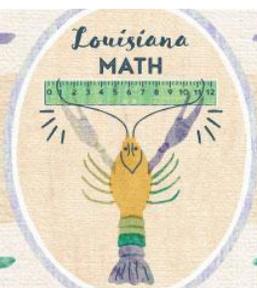


## Louisiana Alignment

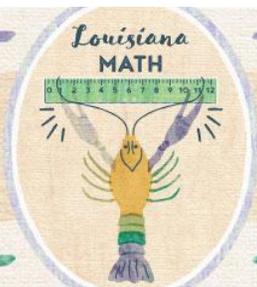
Standard Code	Standard Language	Aligned Lessons
■ 2.OA.A.1	Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.	T1L9, T3L6, T4L8, T4L9, T5L7, T6L6, T6L7, T7L1, T7L2, T7L3, T7L4, T7L5, T7L8
■ 2.OA.B.2	Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.	T1L1, T1L2, T1L3, T1L4, T1L5, T1L6, T1L7, T1L8
■ 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.	T2L1, T2L2, T2L3
■ 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.	T2L3, T2L4, T2L5
■ 2.NBT.A.1	Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases:	T9L3
■ 2.NBT.A.1a	100 can be thought of as a bundle of ten tens — called a “hundred.”	T9L1



■ 2.NBT.A.1b	The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).	T9L2, T1L3
■ 2.NBT.A.2	Count within 1000; skip-count by 5s, 10s, and 100s.	T9L6, T9L7, T9L10
■ 2.NBT.A.3	Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.	T9L4, T9L4, T9L5
■ 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.	T9L8, T9L9
■ 2.NBT.B.5	Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.	T3L1, T3L2, T3L3, T3L4, T3L5, T4L1, T4L2, T4L3, T4L4, T4L5, T5L1, T5L2, T5L3, T5L4, T5L5, T5L6, T6L1, T6L2, T6L3, T6L4, T6L5
■ 2.NBT.B.6	Add up to four two-digit numbers using strategies based on place value and properties of operations.	T4L6, T4L7
■ 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; justify the reasoning used with a written explanation. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.	T10L2, T10L3, T10L4, T10L5, T10L7, T11L2, T11L3, T11L4, T11L7



■ 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.	T10L1, T11L1
■ 2.NBT.B.9	Explain why addition and subtraction strategies work, using place value and the properties of operations.	T3L7, T5L8, T10L6, T11L5
■ 2.MD.A.1	Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.	T12L2, T12L3, T12L5, T12L6, T12L9
■ 2.MD.A.2	Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.	T12L4, T12L7
■ 2.MD.A.3	Estimate lengths using units of inches, feet, centimeters, and meters.	T12L1
■ 2.MD.A.4	Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.	T12L8
■ 2.MD.B.5	Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.	T14L1, T14L2, T14L3, T14L5
■ 2.MD.B.6	Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line diagram.	T14L4
■ 2.MD.C.7	Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.	



<p>▣ 2.MD.C.8</p>	<p>Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. <i>Example: If you have 2 dimes and 3 pennies, how many cents do you have?</i></p>	<p>T8L1, T8L2, T8L3, T8L4, T8L5</p>
<p>▣ 2.MD.D.9</p>	<p>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.</p>	<p>T15L1, T15L2</p>
<p>▣ 2.MD.D.10</p>	<p>Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph.</p>	<p>T15L3, T15L4, T15L5, T15L6</p>
<p>○ 2.G.A.1</p>	<p>Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.</p>	<p>T13L1, T13L2, T13L3, T13L4</p>
<p>○ 2.G.A.2</p>	<p>Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.</p>	<p>T13L5, T13L8</p>
<p>○ 2.G.A.3</p>	<p>Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.</p>	<p>T13L6, T13L7</p>



### •Diagnose

#### Use: Savvas Realize® Platform

- Topic Readiness Assessment - autograded assessments to check for prerequisite knowledge aligned to standards within each Topic

### •Plan

Found in the: Teacher Edition	Use: Savvas Realize® Platform
<ul style="list-style-type: none"> <li>• Read <b>Math Background and Coherence</b> from Lesson Overview page</li> </ul>	<ul style="list-style-type: none"> <li>• Use data from <b>Topic Readiness Assessment</b></li> </ul>

### •Deliver

Found in the: Teacher Edition	Use: Savvas Realize® Platform
<ul style="list-style-type: none"> <li>• <b>Effective Teaching Practice</b> questions highlighted in blue for Step 1 and Step 2 of each Lesson to advance student discourse</li> </ul>	<ul style="list-style-type: none"> <li>• Weekly standards practice review questions as bell-ringer ➔ Teacher Resources</li> </ul>
<ul style="list-style-type: none"> <li>• Callouts to support Advanced, Struggling, and English Language Learners for different examples in Step 2</li> </ul>	<ul style="list-style-type: none"> <li>• <i>MathXL® for School</i> Practice and Problem Solving Learning Aids for just in time support for grade-level standards</li> </ul>
<ul style="list-style-type: none"> <li>• Callouts for <b>Common Errors</b> for Step 2</li> </ul>	<ul style="list-style-type: none"> <li>• <i>MathXL® for School</i> Review to spiral in prerequisite concepts</li> </ul>
<ul style="list-style-type: none"> <li>• Item Analysis in Step 3 to differentiate practice questions: Basic or Advanced or by Depth of Knowledge (DOK)</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Savvy™ Adaptive Practice</i> to provide vertically aligned prerequisite practice</li> </ul>

### •Monitor and Adjust

#### Use: Savvas Realize® Platform

- Lesson Quiz
- Topic Summative Assessment
- Differentiated *MathXL® for School* based on Academic Level: Reteach to Build Understanding, Additional Practice, Enrichment
- Build a Test, found in **My Library**, to develop practice assignments or assessments based on specific standards