

**CORRELATION**  
**SUNSHINE STATE STANDARDS**  
**& GRADE LEVEL EXPECTATIONS**

**SUBJECT:** Mathematics

**SUBMISSION TITLE:** Houghton Mifflin MATH © 2005

**PUBLISHER:** Houghton Mifflin Company

**GRADE:** Two

**STRAND:** Number Sense, Concepts, and Operations

**STANDARD:** Standard 1: The student understands the different ways numbers are represented and used in the real world.

<b>BENCHMARK</b>	<b>GRADE LEVEL EXPECTATIONS</b>	<b>PAGES(S) OR LOCATIONS(S) WHERE TAUGHT</b>	<b>I/M</b>
Benchmark MA.A.1.1.1: The student associates verbal names, written word names, and standard numerals with the whole numbers less than 1000.	1.reads and writes numerals to 1000 or more.	TE: 7A-7B, 7-10, 581A-581B, 581-582 PE: 7-10, 581-582	I
	2.reads and writes number words to “twenty ” or higher.	TE: 7A-7B, 7-10, 123-124, 581-582 PE: 7-10, 123-124, 581-582	I
	3.understands and uses ordinal numbers 1st -100th or higher.	TE: 149A-149B, 149-151, 156 PE: 149-151	I
Benchmark MA.A.1.1.2: The student understands the relative size of whole numbers between 0 and 1000.	1.compares and orders whole numbers to 1000 or more using concrete materials, drawings, number lines, and symbols (<, =, >).	TE: 7-10, 11A-11B, 11-12, 13A-13B, 13-15, 22, 55-56, 133A-133B, 133-136, 153-154, 147-148, 409-410, 413A-413B, 413-416, 423-425, 572, 581-582, 587-588, 589A-589B, 589-590, 591A-591B, 591-595 PE: 7-15, 22, 55-56, 133-136, 147-148, 153-154, 409-410, 413-416, 423-425, 572, 581-582, 587-595	I
	2.compares two or more numbers, to 1000 or more, and identifies which number is more than, equal to, or less than the other number.	TE: 11A-11B, 11-12, 13A-13B, 13-15, 22, 133A-133B, 133-136, 147-148, 235A-235B, 235-236, 246, 587-595 PE: 11-15, 22, 133-136, 147-148, 235-236, 246, 587-595	I

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Benchmark MA.A.1.1.3: The student uses objects to represent whole numbers or commonly used fractions and relates these numbers to real-world situations.	1.represents real-world applications of whole numbers, to 1000 or more, using concrete materials, drawings, and symbols.	TE: 81A–82A, 81–82, 91, 143A–143B, 143–144, 153A–153B, 153–154 PE: 81–82, 91, 143–144, 153–154	I
	2.represents, compares, and explains halves, thirds, quarters, and eighths as part of a whole and part of a set, using concrete materials and drawings.	TE: 227A–227B, 227–228, 229B, 230, 231B, 231, 235–236, 237B, 237–238, 239B, 239–241 PE: 227–228, 229–230, 231, 235–236, 237–238, 239–241	I
	3. uses concrete materials to compare fractions in real-life situations	TE: 227B, 227–228, 229B, 230, 231B, 231, 236, 237B, 237–238, 239B	
	4. knows that the total of equivalent fractional parts makes a whole (for example, eight eighths equal one whole).	TE: 231A–231B, 231–233 PE: 231–233	
Benchmark MA.A.1.1.4: The student understands that whole numbers can be represented in a variety of equivalent forms.	1.represents equivalent forms of the same number through the use of concrete materials (including coins), diagrams, and number expressions.	TE: 61A–61B, 61–62, 123A–123B, 123–124, 129,131A–131B, 131–132, 391A–391B, 391–393, 395A–395B, 395–396, 397A–397B, 397–399, 411A–411B, 411–412, 583A–583B, 583–584 PE: 61–62, 123–124, 129, 131–132, 391–393, 395–396, 397–399, 411–412, 583–584	I

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**GRADE:** Two

**STRAND:** Number Sense, Concepts, and Operations

**STANDARD:** Standard 2: The student understands number systems.

<b>BENCHMARK</b>	<b>GRADE LEVEL EXPECTATIONS</b>	<b>PAGES(S) OR LOCATIONS(S) WHERE TAUGHT</b>	<b>I/M</b>
Benchmark MA.A.2.1.1: The student understands and applies the concepts of counting (by 2s, 3s, 5s, 10s, 25s, 50s), grouping, and place value with whole numbers between 0 and 100.	1.counts to 1000 or more by 2s, 3s, 5s, 10s, 25s, 50s and 100s using a variety of ways, such as mental mathematics, paper and pencil, hundred chart, calculator, and coins in various increments.	TE: 123A–123B, 123–130, 145A–145B, 145–146, 383–384, 385A, 385–386, 387–388, 419A, 419–420, 421A, 421–422, 547A–547B, 547–548, 549A–549B, 549–551A–551B, 551–552, 573–580, 593–595 PE: 123–130, 145–146, 265–266, 383–388, 419–422, 547–552, 573–580, 593–595	I
	2.demonstrates the place value groupings of numbers to 1000 or more using concrete materials, pictures, and symbols.	TE: 125A–125B, 125–126, 127A–127B, 127–128, 577–578, 579–580 PE: 125–128, 577–580	I
	3.counts by tens from any given number less than 1000.	TE: 123A–123B, 123–124, 145A–145B, 146, 265A–265B, 265, 573–580 PE: 123–124, 146, 265, 573A–573B, 573–576, 577A–577B, 577–580	I
	4.counts forward or backward by one beginning with any number less than 1000.	TE: 11A–11B, 11–12, 147A–147B, 147–148, 587A–587B, 587–588 PE: 11–12, 147–148, 587–588	I
	5.counts coins using “mixed” counting (using coin values of 50, 25, 10, 5, and 1).	TE: 383A–383B, 383–384, 385A–385B, 385–386, 387A–387B, 387–388, 391A–391B, 391–394, 407–410, 413–414 PE: 383–388, 391–394, 407–410, 413–414	I

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Benchmark MA.A.2.1.2: The student uses number patterns and the relationships among counting, grouping, and place value strategies to demonstrate an understanding of the whole number system.	1. counts and groups objects into hundreds, tens, and ones, and relates the groupings to the corresponding written numeral (for example, 4 groups of 100, 2 groups of ten, and 6 ones is 426).	TE: 123A–123B, 123–124, 125A–125B, 125–126, 127A–127B, 127–129, 573A–573B, 573–576, 577A–577B, 577–578, 579A–579B, 579–580, PE: 123–129, 573–580	I
	2. knows place value patterns using zero as a place holder (for example, trading 10 tens for 100).	TE: 125–128, 573–575, 578, 579–580, PE: 125–128, 573, 578–580,	I
	3. knows the place value of a designated digit in whole numbers to 1000.	TE: 125A–125B, 125–126, 127A–127B, 127–128, 573–578, 579A–579B, 579–580 PE: 125–128, 573–575, 578–580, 593–595	I

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**STRAND:** Number Sense, Concepts, and Operations

**STANDARD:** Standard 3: The student understands the effects of operations on numbers and the relationships among these operations, selects appropriate operations, and computes for problem solving.

<b>BENCHMARK</b>	<b>GRADE LEVEL EXPECTATIONS</b>	<b>PAGES(S) OR LOCATIONS(S) WHERE TAUGHT</b>	<b>I/M</b>
Benchmark MA.A.3.1.1: The student understands and explains the effects of addition and subtraction on whole numbers, including the inverse (opposite) relationship of the two operations.	1.recalls (from memory) the addition facts and corresponding subtraction facts.	TE: 27A–27B, 27–28, 29A–29B, 29–30, 31A–31B, 31–32, 35A–35B, 35–36, 37A–37B, 37–38, 39A–39B, 39–40, 51A–51B, 51–52, 53A–53B, 53–54, 55A–55B, 55–56, 57A–57B, 57–58, 63A–63B, 63–64, 65A–65B, 65–66, 67A–67B, 67–68, 263–264, 603–604, 623–624 PE: 26–33, 35–40, 49–59, 61–68 263–264, 603–604, 623–624	I
	2.knows the related facts that represent the inverse relationships between addition and subtraction.	TE: 57A–57B, 57–59, 63A–63B, 63–64, 357A–357B, 357–358, 631A–631B, 631–632 PE: 57–59, 63–64, 357–358, 631–632	I
	3.predicts the relative size of solutions in addition and subtraction (for example, adding two whole numbers results in a number that is larger than either of the two original numbers).	TE: 291, 299–300, 613–614 PE: 291, 299–300, 613–614	I

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BENCHMARK	GRADE LEVEL EXPECTATIONS	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT	I/M
	4.adds and subtracts two–digit numbers with or without regrouping using models, concrete materials, and algorithms.	TE: 35–36, 263A–263B, 263–264, 265A–265B, 265–266, 267A–267B, 267–270, 271A–271B, 271–272, 273A–273B, 273–274, 275A–275B, 275–276, 289A–289B, 289–290, 291A–291B, 291–292, 323A–323B, 323–324, 325A–325B, 325–326, 329A–329B, 329–330, 333A–333B, 333–334, 335A–335B, 335–336, 347A–347B, 337A–347B, 347–348, 349A–349B, 349–350, 355A–355B, 355–356, 357A–357B, 357–358, 359A–359B, 359–361, 417–418 PE: 35–36, 263–269, 271–278, 289–292, 325–326, 329–330, 333–336, 347–350, 417–418	I
	5.demonstrates knowledge of multiplication (for the repeated addition and array models) using manipulatives, drawings, and story problems.	TE: 547A–547B, 547–548, 549A–549B, 549–550, 553A–553B, 553–555, 563 PE: 547–548, 549–550, 553–555, 563	I
	6.demonstrates knowledge of division (for the repeated subtraction and partitive models) using manipulatives, drawings, and story problems	TE: 557A–557B, 557–558, 559A–559B, 559–560, 561A–561B, 561–562, 563A–563B, 563–564 PE: 557–564	I
Benchmark MA.A.3.1.2: The student selects the appropriate operation to solve specific problems involving addition and subtraction of whole numbers.	1.solves problems involving addition and subtraction using a variety of strategies (such as drawings, role playing, and working backward) and explains the solution strategy.	TE: 41A–41B, 41–43, 64, 263A– 263B, 263–264, 337A–337B, 337–339, 359A–359B, 359–361, 606, 609A–609B, 609–610, 612, 613A–613B, 613–615, 624, 628, 634, 635A–635B, 635–637 PE: 41–43, 64, 263–264, 337–339, 359–361, 606, 609–610, 612, 613–615, 624, 628, 634, 635–637	I

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BENCHMARK	GRADE LEVEL EXPECTATIONS	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT	I/M
	2. writes and solves number problems with one operation involving addition or subtraction.	TE: 36, 52, 264, 272, 277, 290, 294, 295, 298, 331, 348, 356, 624, 626, 628 PE: 295, 331, 609	I
	3. writes number sentences associated with addition and subtraction situations.	TE: 25, 33, 61A–61B, 61–62, 67A–67B, 67–69, 279A–279B, 279–281, 331, 359A–359B, 359–361, 635A–635B, 635–637 PE: 25, 33, 61–62, 67–69, 279–281, 331, 359–361, 635–637	I
	4. creates and acts out (using objects) number stories representing multiplication and division situations.	TE: 546, 555, 557B, 559B, 559–560, 651B, 565 PE: 546, 555, 565	
Benchmark MA.A.3.1.3: The student adds and subtracts whole numbers to solve real-world problems, using appropriate methods of computing, such as objects, mental mathematics, paper and pencil, calculator	1. knows appropriate methods (for example, concrete materials, mental mathematics, paper and pencil, calculator) to solve real-world problems involving addition and subtraction.	TE: 41A–41B, 41–43, 65–66, 67A–67B, 67–69, 279A–279B, 279–281, 293–295, 299A–299B, 299–301, 337A–337B, 337–339, 355A–355B, 355–356, 359A–359B, 359–361, 423A–423B, 423–425, 613A–613B, 613–615, 635A–635B, 635–637 PE: 41–43, 65–69, 279–281, 293–295, 299–301, 337–339, 355–356, 359–361, 423–425, 613–615, 635–637	I

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	2.chooses and explains the computing method that is more appropriate (that is faster, more accurate, easier) for varied real–world tasks (for example, recall of basic facts is faster than using a calculator whereas recording data from survey results may be easier with a calculator).	TE: 293A–293B, 293–294, 355A–355B, 355–356 PE: 293–294, 355–356	I

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**STRAND:** Number Sense, Concepts, and Operations

**STANDARD:** Standard 4: The student uses estimation in problem solving and computation.

<b>BENCHMARK</b>	<b>GRADE LEVEL EXPECTATIONS</b>	<b>PAGES(S) OR LOCATIONS(S) WHERE TAUGHT</b>	<b>I/M</b>
Benchmark MA.A.4.1.1: The student provides and justifies estimates for real-world quantities.	1.makes predictions of quantities of objects (to 50 or more) and explains the reasoning supporting that prediction (for example, the number of pieces of candy in a large jar may be estimated by finding the number of pieces in a small jar and estimating how many small jars would fill the larger one).	TE: 17A–17B, 17–18 PE: 17–18	I
	2.estimates reasonable solutions for addition and subtraction problems (sums to 100) and explains the procedure used (for example, the sum of 34 and 57 is more than 80 since 30 +50 is 80).	TE: 19A-20A, 19-20, 291A–291B, 291–292, 351A–351B, 351–352 PE: 19-20, 291–292, 351–352	I
	3.knows reasonable and unreasonable estimates.	TE: 17A–17B, 17–18, 19A-19B, 19-20, 135A–135B, 135–136, 352, 525A-525B, 525-526 PE: 17–20, 135–136, 352, 525-526	I

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**STANDARD:** Standard 5: The student understands and applies theories related to numbers.

<b>BENCHMARK</b>	<b>GRADE LEVEL EXPECTATIONS</b>	<b>PAGES(S) OR LOCATIONS(S) WHERE TAUGHT</b>	<b>I/M</b>
Benchmark MA.A.5.1.1: The student classifies and models numbers as even or odd.	1.demonstrates and explains the difference between odd and even numbers using concrete objects or drawings.	TE: 143A–143B, 143–144 PE: 143–144	I
	2.identifies and explains odd and even numbers.	TE: 143A–143B, 143–144 PE: 143–144	I

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**GRADE:** Two

**STRAND:** Measurement

**STANDARD:** Standard 1: The student measures quantities in the real world and uses the measures to solve problems.

<b>BENCHMARK</b>	<b>GRADE LEVEL EXPECTATIONS</b>	<b>PAGES(S) OR LOCATIONS(S) WHERE TAUGHT</b>	<b>I/M</b>
Benchmark MA.B.1.1.1: The student uses and describes basic measurement concepts including length, weight, digital and analog time, temperature, and capacity	1.knows how to communicate measurement concepts.	TE: 433A–433B, 433–434, 435A–435B, 435–436, 437A–437B, 437–440, 441A–441B, 441–443, 445A–445B, 445–446, 447A–447B, 447–448, 449A–449B, 449–450, 451–453, 473A–473B, 473–474, 475A–475B, 475A–475B, 475–476, 475–478, 479A–479B, 479–482, 483A–483B, 483–484, 485A–485B, 485–487, 489A–489B, 489–490, 507A–507B, 507–510, 511A–511B, 511–512, 513A–513B, 513–514, 515A–515B, 515–517, 519A–519B, 519–520, 521A–521B, 521–522, 523A–523B, 523–524 PE: 433–443, 445–453, 473–487, 489–490, 507–517, 519–524	I
	2.demonstrates an understanding of customary and metric measurement of length and distance, selecting appropriate units of measurement (for example, inches, feet, yards, centimeters, meters).	TE: 479A–479B, 479–482, 483A–483B, 483–484, 485A–485B, 485–487, 489A–489B, 489–490 PE: 479–482, 483–487, 489–490	I
	3.demonstrates an understanding of customary and metric measurement of weight by selecting appropriate units of measurement (for example, ounces, pounds, grams, kilograms).	TE: 513A–513B, 513–514, 515A–515B, 515–517 PE: 513–517	I
	4.demonstrates an understanding of time using digital and analog clocks (for example, quarter–hour, five–minute intervals).	TE: 433A–433B, 433–434, 435A–435B, 435–436, 437A–437B, 437–440, 441A–441B, 441–443, 445A–445B, 445–446, 451A–451B, 451–453 PE: 433–443, 445–446, 451–453	I
	5.demonstrates an understanding of temperatures by using Fahrenheit and Celsius thermometers.	TE: 519A–519B, 519–520, 521A–521B, 521–522 PE: 519–522	I

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**STRAND:** Measurement

**STANDARD:** Standard 1: The student measures quantities in the real world and uses the measures to solve problems.

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	6.demonstrates an understanding of capacity by using appropriate units of measurement (for example, ounces, cups, pints, quarts, gallons, liters, milliliters).	TE: 507A–507B, 507–510, 511A–511B, 511–512 PE: 507–512	I
Benchmark MA.B.1.1.2: The student uses standard customary and metric (centimeter, inch) and nonstandard units, such as links or blocks, in measuring real quantities.	1.measures length, weight, and capacity of objects using standard and nonstandard units.	TE: 475A–475B, 474–478, 479A–479B, 479–482, 483A–483B, 483–484, 485A–485B, 485–487, 489A–489B, 489–490, 507A–507B, 507–510, 511A–511B, 511–512, 513A–513B, 513–514, 515A–515B, 515–516 PE: 474–487, 489-490, 507–516	I

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**STRAND:** Measurement

**STANDARD:** Standard 2: The student compares, contrasts, and converts within systems of measurement (both standard/nonstandard and metric/customary).

BENCHMARK	GRADE LEVEL EXPECTATIONS	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT	I/M
Benchmark MA.B.2.1.1: The student uses direct (measured) and indirect (not measured) comparisons to order objects according to some measurable characteristics (length, weight).	1.uses nonstandard methods to compare and order objects according to their lengths, weights, or capacities.	TE: 476, 480, 485, 487, 508–510, 508A-508B, 508-510, 513A-513B, 513-514 PE: 476, 480, 485, 487, 508–510, 513-514	I
	2.uses nonstandard, indirect methods to compare and order objects according to their lengths.	TE: 470, 475A-475B, 475–478 PE: 470, 475–478	I
	3.uses customary and metric units to measure, compare, and order objects according to their lengths, weights, or capacities.	TE: 479A-479B, 479-480, 485A-485B, 485-487, 489A-489B, 489-490, 507A-507B, 507-510, 511A-511B, 511-512, 513A-513B, 513-514, 515A-515B, 515–516 PE: 479-480, 485-487, 489-490, 507–516	I
Benchmark MA.B.2.1.2: The student understands the need for a uniform unit of measure to communicate in real–world situations.	1.knows that a standard unit of measure is used in real–world situations to describe the measure of an object (for example, length, weight, time, capacity).	TE: 433A-433B, 433-434, 443, 449A-449B, 449-450, 479A–479B, 479–482, 483A–483B, 483–484, 485A–485B, 485–487, 489A-489B, 489-490, 491A–491B, 491–492, 493A–493B, 493–494, 505-506, 507A–507B, 507–510, 511A–511B, 511–512, 513A–513B, 513–514, 515A–515B, 515–517, 523A-523B, 523-524 PE: 433-434, 443, 449-450, 478–487, 489-490, 505–517, 523-524	I

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**GRADE:** Two

**STRAND:** Measurement

**STANDARD:** Standard 3: The student estimates measurements in real–world problem situations.

<b>BENCHMARK</b>	<b>GRADE LEVEL EXPECTATIONS</b>	<b>PAGES(S) OR LOCATIONS(S) WHERE TAUGHT</b>	<b>I/M</b>
Benchmark MA.B.3.1.1: The student using a variety of strategies, estimates length, widths, time intervals, and money and compares them to actual measurements.	1. estimates, measures, and compares distances.	TE: 475A-475B, 475-478, 479A-479B, 479-482, 483A-483B, 483-484, 485A-485B, 485-486, 489A-489B, 489-490 PE: 475-478, 479-482, 483-484, 485-486, 489-490	I
	2. estimates, measures, and compares the passage of time using minutes, half–hours, and hours.	TE: 433A–433B, 433–434, 435A-435B, 435-436, 438, 443, 445A-445B, 445-446 PE: 433–436, 438, 443, 445-446	I
	3. knows and compares amounts of money in coins, to one dollar or more.	TE: 391A-391B, 391-394, 410, 414 PE: 391-394, 410, 414	I

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**STRAND:** Measurement

**STANDARD:** Standard 4: The student selects and uses appropriate units and instruments for measurement to achieve the degree of precision and accuracy required in real-world situations.

BENCHMARK	GRADE LEVEL EXPECTATIONS	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT	I/M
Benchmark MA.B.4.1.1: The student selects and uses an object to serve as a unit of measure, such as a paper clip, eraser, or marble.	1.selects and uses an appropriate nonstandard unit to measure length, distance, weight, time, and capacity.	TE: 433A-433B, 433-434, 475A-475B, 474-478, , 511A-511B, 511-516 PE: 433-434, 474-478, 511-516	I
Benchmark MA.B.4.1.2: The student selects and uses appropriate instruments, such as scales, rulers, clocks, and technology to measure within customary or metric systems.	1.knows appropriate standard tools for measuring linear dimensions, weight, capacity, and temperature.	TE: 479A-479B, 479-482, 483A-483B, 483-484, 485A-485B, 485-486, 507A-507B, 507-510, 511A-511B, 511-512, 513A-513B, 513-514, 515A-515B, 515-516, 519A-519B, 519-520, 521A-521B, 521-522, 523A-523B, 523-524, 525A-525B, 525-526 PE: 479-486, 489-490, 507-510, 511-512, 513-514, 515-516, 519-526	I
	2.knows appropriate tools (clocks and calendar) for measuring time (including days, weeks, months, and years).	TE: 435A-435B, 435-436, 437A-437B, 437-440, 441A-441B, 441-443, 447A-447B, 447-448, 449A-449B, 449-450 PE: 435-436, 437-440, 441-443, 447-448, 449-450	I

**CORRELATION  
SUNSHINE STATE STANDARDS  
& GRADE LEVEL EXPECTATIONS**

**SUBJECT:** Mathematics

**SUBMISSION TITLE:** Houghton Mifflin MATH © 2005

**PUBLISHER:** Houghton Mifflin Company

**GRADE:** Two

**STRAND:** Geometry and Spatial Sense

**STANDARD:** Standard 1: The student describes, draws, identifies, and analyzes two–and three– dimensional shapes.

<b>BENCHMARK</b>	<b>GRADE LEVEL EXPECTATIONS</b>	<b>PAGES(S) OR LOCATIONS(S) WHERE TAUGHT</b>	<b>I/M</b>
Benchmark MA.C.1.1.1: The student understands and describes the characteristics of basic two–and three–dimensional shapes.	1.describes attributes of two–dimensional shapes using mathematical language (for example, curves, edges, vertices, angles).	TE:183A–183B, 183–186, 187–188, 193–199 PE: 183-186	I
	2.describes attributes of three–dimensional shapes using mathematical language (for example, curves, vertices, edges, faces, angles).	TE: 209A–209B, 209–210, 211A–211B, 211–213, 215A–215B, 215–216 PE: 209–213, 215-216	I
	3.sorts two–and three–dimensional figures according to their attributes.	TE: 179A–179B, 179–181, 207A–207B, 207–208, 253 PE: 179–181, 207–208, 253	I
	4.knows the names of two–dimensional and three–dimensional figures presented in various orientations in the environment.	TE: 179A-179B, 179–182, 202, 207A-207B, 207-208 PE: 179–182, 202, 207-208	I

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**GRADE:** Two

**STRAND:** Geometry and Spatial Sense

**STANDARD:** Standard 3: The student uses coordinate geometry to locate objects in both two–and three– dimensions and to describe objects algebraically.

<b>BENCHMARK</b>	<b>GRADE LEVEL EXPECTATIONS</b>	<b>PAGES(S) OR LOCATIONS(S) WHERE TAUGHT</b>	<b>I/M</b>
Benchmark MA.C.2.1.1: The student understands basic concepts of spatial relationships, symmetry, and reflections.	1.describes symmetry in two–dimensional shapes.	TE: 189A–189B, 189–191 PE: 189–191	I
	2.determines lines of symmetry of two–dimensional shapes by using concrete materials.	TE: 191 PE: 191	I
	3.knows congruent shapes.	TE: 187A–187B, 187–188 PE: 187–188	I
	4.identifies shapes that can be combined or separated (for example, a rectangle can be separated into two triangles).	TE: 193A–193B, 193–194, 247 PE: 193–194, 247	I
	5.predicts the reflection of a given two–dimensional shape.	TE: 195–196 PE: 195–196	I
Benchmark MA.C.2.1.2: The student uses objects to perform geometric transformations, including flips, slides, and turns.	1.identifies and demonstrates slides, flips, and turns of simple figures using concrete materials.	TE: 195A–195B, 195–196 PE: 195–196	I

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**GRADE:** Two

**STRAND:** Geometry and Spatial Sense

**STANDARD:** Standard 3: The student uses coordinate geometry to locate objects in both two–and three– dimensions and to describe objects algebraically.

<b>BENCHMARK</b>	<b>GRADE LEVEL EXPECTATIONS</b>	<b>PAGES(S) OR LOCATIONS(S) WHERE TAUGHT</b>	<b>I/M</b>
Benchmark MA.C.3.1.1: The student uses real–life experiences and physical materials to describe, classify, compare, and sort geometric figures, including squares, rectangles, triangles, circles, cubes, rectangular solids, spheres, pyramids, cylinders, and prisms, according to the number of faces, edges, bases, and corners.	1.compares and contrasts two–and three–dimensional real–life objects (for example, circle and sphere, square and cube, triangle and pyramid, rectangle and rectangular solid).	TE: 211A–211B, 211–213, 222 PE: 211–213, 222	I
	2.knows how two shapes or two solids are alike and different.	TE: 183A–183B, 183, 185, 187A–187B, 187–188, 215A–215B, 215–216 PE: 183, 185, 187–188, 215–216	I
	3.describes and classifies two–dimensional shapes and three–dimensional geometric objects according to the number of bases, faces, edges, and vertices.	TE: 183A–183B, 183–185, 209A–209B, 209–211, 213, 215A–215B, 215–216 PE: 183–185, 209–210, 211, 213, 215–216	I

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**GRADE:** Two

**STRAND:** Geometry and Spatial Sense

**STANDARD:** Standard 3: The student uses coordinate geometry to locate objects in both two–and three– dimensions and to describe objects algebraically.

<b>BENCHMARK</b>	<b>GRADE LEVEL EXPECTATIONS</b>	<b>PAGES(S) OR LOCATIONS(S) WHERE TAUGHT</b>	<b>I/M</b>
Benchmark MA.C.3.1.2: The student plots and identifies positive whole numbers on a number line.	1.locates and explains known and unknown numbers to 1000 or more on a number line.	TE: 11A-11B, 11–12, 147A-147B, 147–148, 587A-587B, 587-588 PE: 11–12, 147–148, 351–352, 587-588	I
	2.locates and identifies the coordinate points of objects on a coordinate grid (first quadrant).	TE: 87A–87B, 87–88 PE: 87–88	I

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**GRADE:** Two

**STRAND:** Algebraic Thinking

**STANDARD:** Standard 1: The student describes, analyzes, and generalizes a wide variety of patterns, relations, and functions.

<b>BENCHMARK</b>	<b>GRADE LEVEL EXPECTATIONS</b>	<b>PAGES(S) OR LOCATIONS(S) WHERE TAUGHT</b>	<b>I/M</b>
Benchmark MA.D.1.1.1: The student describes a wide variety of classification schemes and patterns related to physical characteristics and sensory attributes, such as rhythm, sound, shapes, colors, numbers, similar objects, similar events.	1.recognizes that patterning results from repeating an operation, using a transformation, or making some other change to an attribute.	TE: 124, 145A–145B, 145–146, 153A–153B, 153–154, 155A–155B, 155–157, 169, 197A–197B, 197–199, 448, 574, 580 PE: 124, 145–146, 153–157, 169, 197–199, 448, 574, 580	I
	2.describes a given pattern and explains the pattern rule.	TE: 124, 145A–145B, 145–146, 153A–153B, 153–154, 155A–155B, 155–157, 197A–197B, 197–199 PE: 124, 145–146, 153–157, 197–199	I
	3.identifies number patterns on a hundred chart.	TE: 145A–145B, 145–146 PE: 145–146	I
Benchmark MA.D.1.1.2: The student recognizes, extends, generalizes, and creates a wide variety of patterns and relationships using symbols and objects.	1.predicts, extends, and creates patterns that are concrete, pictorial or numerical.	TE: 124, 145A–145B, 144–146, 153A–153B, 153–154, 155A–155B, 155–157, 163-164, 197A–197B, 197–199, 448, 574, 580 PE: 124, 144–146, 153–157, 163-164, 197–199, 448, 574, 580, 593-595	I
	2.combines two attributes in creating a pattern (for example, size and color).	TE: 146, 154 PE: 146, 154	I

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**GRADE:** Two

**STRAND:** Algebraic Thinking

**STANDARD:** Standard 1: The student describes, analyzes, and generalizes a wide variety of patterns, relations, and functions.

<b>BENCHMARK</b>	<b>GRADE LEVEL EXPECTATIONS</b>	<b>PAGES(S) OR LOCATIONS(S) WHERE TAUGHT</b>	<b>I/M</b>
	3.transfers patterns from one medium to another (for example, pictorial to symbolic).	TE: 145A-145B, 145-146, 153A-153B, 153-154 PE: 145-146, 153-154	I
	4.uses a calculator to explore and solve number patterns.	TE: 145B, 146, 170, 538, 549B, 550 PE: 170, 538	I
	5.identifies patterns in the real-world (for example, repeating, rotational, tessellating, and patchwork).	TE: 138, 197A-197B, 197-199, 247-248, 304, 448 PE: 138, 197-199, 247-248, 304, 448	I
	6.identifies and generates patterns in a list of related number pairs based on real-life situations (for example, T-chart with number of tricycles to number of wheels).	TE: 155A-155B, 155-157, 593A-593B, 593-594 PE: 155-157, 593-594	I
	7.explains generalizations of patterns and relationships.	TE: 124, 143A-143B, 143-144, 145A-145B, 145-146, 153A-153B, 153-154, 155A-155B, 155-157, 197A-197B, 197-198 PE: 124, 143-144, 145-146, 153-154, 155-157, 197-198	I

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**GRADE:** Two

**STRAND:** Algebraic Thinking

**STANDARD:** Standard 2: The student uses expressions, equations, inequalities, graphs, and formulas to represent and interpret situations.

<b>BENCHMARK</b>	<b>GRADE LEVEL EXPECTATIONS</b>	<b>PAGES(S) OR LOCATIONS(S) WHERE TAUGHT</b>	<b>I/M</b>
Benchmark MA.D.2.1.1: The student understands that geometric symbols ( $\bullet$ , $\circ$ ) can be used to represent unknown quantities in expressions, equations, and inequalities	1.solves a variety of number sentences where the missing number is represented by a geometric shape (for example, $10 - \bullet = 6$ ).	TE: 65A–65B, 65–66, 358 PE: 65–66, 358	I
	2.solves a variety of number sentences with equalities and inequalities (using the symbols $>$ , $=$ , $<$ ).	TE: 13A–13B, 13–14, 67A–67B, 67–69, 133A–133B, 133–134, 589A–589B, 589–590 PE: 13-14, 67–69, 133–134, 313, 589–590	I
Benchmark MA.D.2.1.2: The student uses informal methods to solve real–world problems requiring simple equations that contain one variable.	1.uses concrete objects, paper and pencil, or mental mathematics to solve real–world equations with one unknown (such as, There are 28 students in the room, and 16 brought their lunches. How many are buying lunch?).	TE: 38, 64, 67A–67B, 67–69, 277, 293A–293B, 293–294, 563A–563B, 563–565 PE: 38, 64, 67–69, 277, 293–294, 563–565	I

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**GRADE:** Two

**STRAND:** Data Analysis and Probability

**STANDARD:** Standard 1: The student understands and uses the tools of data analysis for managing information.

<b>BENCHMARK</b>	<b>GRADE LEVEL EXPECTATIONS</b>	<b>PAGES(S) OR LOCATIONS(S) WHERE TAUGHT</b>	<b>I/M</b>
Benchmark MA.E.1.1.1: The student displays solutions to problems by generating, collecting, organizing, and analyzing data using simple graphs and charts.	1.poses questions and collects data to answer questions with two, three, or more categories or choices (for example, favorite ice cream, left handed/right handed).	TE: 77A–77B, 77–78, 80, 84 PE: 77–78, 80, 84	I
	2.records data using pictures, concrete materials, or tally marks.	TE: 75, 77A–77B, 77–78, 80, 84–86, 93–95, 97–98, 456 PE: 75, 77–78, 80, 84–86, 93–95, 97–98, 456	I
	3.organizes survey information into a simple pictograph, concrete graph, or chart.	TE: 77A–77B, 77–79, 83–84 PE: 77–79, 83–84	I
	4.uses mathematical language to read and interpret data on a simple concrete graph, pictorial graph, or chart.	TE: 77A–77B, 77–79, 81A–81B, 81–82, 83A–83B, 83–86, 89A–89B, 89–91, 99A–99B, 99–102 PE: 77–79, 81–86, 89–91, 99–102	I
Benchmark MA.E.1.1.2: The student displays data in a simple model to use the concepts of range, median, and mode.	1.uses concrete materials, pictures, or graphs to display data and identify range, mode, and median.	TE: 89A–89B, 89–91 PE: 89–91	I

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**GRADE:** Two

**STRAND:** Data Analysis and Probability

**STANDARD:** Standard 1: The student understands and uses the tools of data analysis for managing information.

<b>BENCHMARK</b>	<b>GRADE LEVEL EXPECTATIONS</b>	<b>PAGES(S) OR LOCATIONS(S) WHERE TAUGHT</b>	<b>I/M</b>
Benchmark MA.E.1.1.3: The student analyzes real-world data by surveying a sample space and predicting the generalization onto a larger population through the use of appropriate technology, including calculators and computers.	1.predicts the outcome for a larger population by analyzing data from a smaller group.	TE: 78-79, 85 PE: 78-79, 85	I
	2.uses a calculator to compare data.	TE: 79, 314 PE: 314	I
	3.constructs a graph using computer software.	TE: 80, 85-86 Sunburst Graphers	I

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**GRADE:** Two

**STRAND:** Data Analysis and Probability

**STANDARD:** Standard 2: The student identifies patterns and makes predictions from an orderly display of data using concepts of probability and statistics.

<b>BENCHMARK</b>	<b>GRADE LEVEL EXPECTATIONS</b>	<b>PAGES(S) OR LOCATIONS(S) WHERE TAUGHT</b>	<b>I/M</b>
Benchmark: MA.E.2.1.1: The student understands basic concepts of chance and probability.	1.knows the likelihood of a given situation (for example, coin toss, spinners, baseball game).	TE: 93A–93B, 93–96 PE: 93–96	I
	2.knows if an event is certain, probable, or impossible.	TE: 93A–93B, 93–98 PE: 93–98	I
	3.records results of activities involving chance and makes predictions based upon data (for example, coin flips, number cube rolls, bean toss on area divided into unequal portions).	TE: 93A–93B, 93–95, 97A–97B, 97–98 PE: 93–95, 97–98	I
Benchmark MA.E.2.1.2: The student predicts which simple event is more likely, equally likely, or less likely to occur.	1.knows if a given event is equally likely, most likely, or least likely to occur (for example, spinners, coin toss, election results).	TE: 93A–93B, 93–98 PE: 93–98	I

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**GRADE:** Two

**STRAND:** Data Analysis and Probability

**STANDARD:** Standard 3: The student uses statistical methods to make inferences and valid arguments about real-world situations.

BENCHMARK	GRADE LEVEL EXPECTATIONS	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT	I/M
Benchmark MA.E.3.1.1: The student designs a simple experiment to answer a class question, collects appropriate information, and interprets the results using graphical displays of information, such as line graphs, pictographs, and charts.	1.constructs appropriate questions for a class survey.	TE: 80 PE: 80	I
	2.collects data for two or more categories and creates a line graph, pictograph, or chart to display results.	TE: 80, 83A–83B, 83–86 PE: 80, 83–86	I
	3.analyzes and explains orally or in writing the results from a survey.	TE: 77A–77B, 77–80, 83A-83B, 83-86, 99A-99B, 99-101, 230 PE: 77–80, 83-86, 99-101, 230	I
Benchmark MA.E.3.1.2: The student decides what information is appropriate and how data can be collected, displayed, and interpreted to answer relevant questions.	1.determines questions for a survey with two, three, or more categories so that the collected information will be relevant to the questions.	TE: 80, 84 PE: 80, 84	I
	2.knows appropriate methods to display and interpret information.	TE: 80-82, 81A-81B, 83A-83B, 83-86, 99A–99B, 99–101 PE: 80, 81-82, 83-86, 99–101	I

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