

Houghton Mifflin *MATHSTEPS*
 Level 2
 correlated to
 Chicago Academic Standards and Framework
 Grade 2

Curriculum Framework Statement

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State Goal 6: <i>Demonstrate and apply a knowledge and sense of numbers, including basic arithmetic operations, number patterns, ratios and proportions.</i>	
CAS A. Relate counting, grouping, and place-value concepts to whole numbers and simple decimals.	
1. Count, read, and write, whole numbers to 10,000 and identify the value of each digit.	These pages involve whole numbers to 1,000. See Level 3 for numbers to 1,000. TE: T38–40, T150–153 PE: 37–45, 249–266
2. Compare whole numbers up to 1,000, using words and symbols (< , > , =).	These pages involve whole numbers to 1,000. See Level 3 for numbers to 1,000. TE: T18–21, T27, T153 PE: 25–26, 264
3. Represent equivalent forms of the same number through the use of physical models, word names, and symbols.	TE: T38–39, T93–94, T106–110, T150, T153 PE: 37–39, 41, 143, 145–147, 149, 169–171, 173, 175, 179, 181, 185, 249–251, 253, 261–262
4. Read and write number words.	TE: T38 PE: 39
5. Read, write, and order simple decimals in the context of dollars and cents.	TE: T154–156 PE: 267–274
6. Demonstrate the meaning of addition (putting together, increasing) and subtraction (take away, comparing).	TE: T24, T28, T42, T55, T106 PE: 13–14, 27–28, 53–54, 81, 167
7. Estimate and use exact numbers in appropriate situations.	TE: T40, T52, T80–81 PE: 47–48, 68, 125–126
CAS B. Add, subtract, multiply, and divide whole numbers and add and subtract simple decimals and fractions with accuracy, using a variety of appropriate strategies.	
1. Add whole numbers up to 3 digits, using place-value concepts to regroup when necessary.	TE: T93–96, T112, T167 PE: 143–144, 147–148, 151, 153, 157–158, 191–192, 283–284
2. Subtract two whole numbers having up to three digits, using place-value concepts to regroup to the tens place.	TE: T168 PE: 171–176, 181–182, 187–192, 285–286
3. Multiply and divide one- and two-digit numbers by factors/divisors of 2 – 5.	TE: T179–180, T182 PE: 299–300, 303–304, 312
4. Add and subtract amounts of money given as dollars and cents.	TE: T96, T108, T168–169 PE: 155–156, 177–178, 287–292

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5. Identify and use the relationship between addition and subtraction to develop strategies to add and subtract whole numbers and to solve problems.	TE: T24, T28, T42, T52–53, T56, T79, T92, T94–97, T40, T168–169, T181 PE: 11–12, 27–28, 53–54, 65, 71–72, 75–76, 85–86, 119–120, 142, 150, 152, 154, 159–162, 183–184, 239–240, 286, 292, 307–308
6. Name and identify fractions with denominators less than 10.	TE: T68–69 PE: 103–108
CAS C. Solve one- and two-step problems using addition, subtraction, multiplication, and/or division of whole numbers with a variety of appropriate strategies such as estimation, mental computation, paper and pencil, and calculators.	
1. Analyze problem situations/contexts and identify when to add or subtract.	TE: T27–28, T42, T52–53, T56, T79, T110, T112, T140, T169, T181 PE: 24, 27–28, 53–54, 68, 71–72, 75–76, 85–86, 119–120, 183–184, 193, 239–240, 291–292, 307–308
2. Use multiplication to solve simple problems.	TE: T180–181, T183 PE: 305–308, 313–314
3. Demonstrate and use the multiplication symbol, the less than and greater than, and not equals symbols.	TE: T18–21, T27 PE: 25–26, 299
4. Justify that computational results are correct.	TE: T24–25, T27, T53–54, T56, T111–112, T169 PE: 11, 18, 26, 72, 80, 85, 190, 193, 292
CAS D. Describe and compare fractions and solve problems involving proportional reasoning or simple ratios using appropriate strategies (manipulatives, drawings, diagrams, graphs, and models).	
1. Identify and name fractional parts of a whole, using any unit fraction.	TE: T68–69 PE: 103–106, 108, 110, 112
2. Divide a whole into a specified number of equal parts and name those parts as a fraction.	These pages prepare students to meet this objective: TE: T68–69 PE: 103–106, 108, 110, 112
3. Identify fractional parts of given regions.	TE: T68–69 PE: 103–106, 108, 110, 112
4. Compare fractional parts of a set or of a whole with denominators of up to 5, using concrete or real-world models or symbols.	TE: T68–69 PE: 103–110, 112
5. Identify the part of a set or a region that represents the sum or difference of two fractional parts of the set or region.	These pages prepare students to meet this objective: TE: T68–69 PE: 103–110, 112

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CAS E. Recognize and use properties of numbers and operations.	
1. Count by 2's up to 50 and 3's up to 30.	TE: T34–37, T41, T174–178 PE: 49–50 , 297
2. Identify and name odd and even numbers.	These pages prepare students to meet this objective: TE: T34–37, T41 PE: 49–50
3. Demonstrate understanding of the identity property of zero in addition and subtraction.	TE: T18–28 PE: 3–32
<i>State Goal 7: Estimate, make, and use measurements of objects, quantities, and relationships, and determine acceptable levels of accuracy.</i>	
CAS A. Use nonstandard units (e.g., hands, feet, strips of paper, paper clips, etc.) to measure objects and distances.	
1. Compare, using nonstandard units of measure.	TE: T74–78 PE: 115–116
CAS B. Make reasonable estimates when measuring objects, distances, time, and temperature.	
1. Estimate weight/mass or volume of given objects and containers.	TE: T80–82 PE: 125–126, 128
2. Determine whether an estimate is more, less, or equal to the actual measure.	TE: T78–82 PE: 115–118, 121–126, 128, 131
CAS C. Measure length, width, perimeter, area, liquid, volume, temperature, and mass of objects using customary and metric systems.	
1. Use measurement tools to compare measures.	TE: T74–77, T79 PE: 115, 117, 121–122, 129–130
2. Measure and tell time using instruments (e.g., analog and digital clocks) to the nearest 5 and single minutes.	TE: T118–122, T124 PE: 207–208
3. Use a ruler to measure the length of a given line segment in both customary and metric units.	TE: T78–79 PE: 117, 121
4. Measure the length of an object using customary and metric units to the nearest 1/2 inch.	See Level 3
5. Determine the perimeter of a drawn figure by measuring.	See Level 3
6. Use Celsius and Fahrenheit thermometers to measure and compare to the nearest degree at or above zero.	TE: T74–78 PE: 129–130

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7. Associate familiar situations with appropriate temperatures.	TE: T82 PE: 129
8. Demonstrate and discuss relationships between associated units (e.g., hour, days, months, and years).	TE: T124–125 PE: 207–214, 225, 227
9. Measure liquid volume in customary units.	TE: T81 PE: 127
CAS D. Identify coins and represent and use their value to answer questions involving sums of money.	
1. Convert between all money values.	These pages prepare students to meet this objective: TE: T126–128, T154–156 PE: 215–224, 226, 228, 267–272, 275
2. Represent up to \$5.00 as combinations of money values.	TE: T126–128, T154–156 PE: 215–224, 226, 228, 267–272, 275
3. Make change for purchases costing less than \$5.00.	This page prepares students to meet this objective: TE: T128 PE: 222
4. Use the dollar sign appropriately for amounts exceeding \$1.00.	TE: T146–149, T154–155 PE: 267–270
State Goal 8: Use algebraic and analytical methods to identify and describe patterns and relationships in data, solve problems, and predict results.	
CAS A. Recognize, describe, create, replicate, and extend a variety of patterns including attribute, number, and geometric patterns using manipulatives (e.g., blocks and shapes), diagrams, and symbols.	
1. Create simple patterns, using shapes and be able to explain and justify the patterns.	These pages prepare students to meet this objective: TE: T68–69, T179 PE: 104–105, 301
2. Extend number patterns formed by addition and subtraction.	TE: T55, T92, T106 PE: 81, 83–84, 138, 168
CAS B. Use language, symbols (<, >, ÷, =, ≠, +, etc.), tables, and graphs to represent operations and relationships.	
1. Use =, ≠ symbols to show equal and unequal portions.	TE: T27–28, T53 PE: 23–24, 30, 75
2. Create stories/situations from which simple multiplication and division sentences can be written.	TE: T180, T183–185 PE: 305–308, 313–314, 320, 322

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3. Select appropriate symbols ($<$, $>$, $=$) to make a number sentence true.	TE: T27–28, T52–53 PE: 26, 30, 67, 75
4. Solve missing subtrahend problems.	These pages allow students an opportunity to find missing addends and will prepare students to meet this objective: TE: T18–21, T23 PE: 9–10, 32, 34
5. Identify and represent whole numbers on a number line.	TE: T41, T179, T184 PE: 49, 301, 303, 311, 320
6. Locate objects in an array given the row and column.	TE: T68 PE: 101–102
CAS C. Model the concepts of variable, expression, equal, and unequal using concrete materials.	
1. Model the concepts of equal and unequal groups and known and unknown quantities using objects, drawings, symbols, and words.	These pages prepare students to meet this objective: TE: T27, T38, T52–53, T150–151, T153, T183–184 PE: 23–26, 38, 67, 75, 249–252, 254, 263–266, 315–316, 320
2. Demonstrate, using a balance, what happens to an equality relationship when change occurs to one side.	See Level 4
CAS D. Create and solve problems involving simple number patterns by using words, symbols, drawings, and concrete objects.	
1. Make up a story that would involve a pattern that could be derived from a table or chart.	These pages prepare students to meet this objective: TE: T28, T40, T151–153 PE: 29–30, 45–46, 255–259, 265–266
2. Solve problems involving addition/subtraction–based number patterns.	TE: T28, T55, T92, T106 PE: 29–30, 83–84, 137–138, 167–168
State Goal 9: Use geometric methods to analyze, categorize, and draw conclusions about points, lines, planes, and space.	
CAS A. Identify and describe various plane and solid shapes and figures (e.g., segment/line, plane, circle/sphere, square/cube, triangle/pyramid, rectangle/rectangular solid) by their attributes (e.g., number of edges, faces, bases, corners, dimensions).	
1. Identify, sort, classify, and compare three-dimensional shapes, using concrete materials.	These pages prepare students to meet this objective: TE: T66 PE: 93–96

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2. Describe various geometric shapes in words according to their properties and characteristics.	TE: T66–67 PE: 93–97
3. Draw line segments of various lengths.	See Level 3
CAS B. Describe and give examples of geometric concepts that show relationships between and among figures, including symmetry, congruence, size, and location.	
1. Identify and complete figures which are symmetric along a line and draw the line of symmetry.	TE: T62–65, T67 PE: 97–98
<i>State Goal 10: Collect, organize, and analyze data, using statistical methods to predict results and interpret uncertainty and chance in practical applications.</i>	
CAS A. Collect, organize, and display a set of data using pictures, tallies, tables, charts, lines, or bar graphs, noting patterns, relationships, and changes over time.	
1. Read and interpret information from a line graph and use objects and drawings to form line graphs.	See Level 4.
2. Analyze data gathered from tallies and charts, and draw reasonable conclusions.	TE: T34–37, T41–42, T110, T134–137, T139 PE: 51–54, 183–184, 232, 234–236
3. Read and interpret a schedule.	TE: T125 PE: 211–212
CAS C. Describe and use the concept of probability in relationship to likelihood and chance.	
1. List the possible outcomes of a simple event (e.g., choosing a sock, tossing a coin).	See Level 3