

Houghton Mifflin Math 2007
Grade 2
 correlated to
Illinois Learning Standards for Mathematics

Illinois Learning Standards for Mathematics Early Elementary	<i>Houghton Mifflin Math 2007</i>
STATE Goal 6: Demonstrate and apply a knowledge and sense of numbers, including numeration and operations (addition, subtraction, multiplication, division), patterns, ratios and proportions.	
A. Demonstrate knowledge and use of numbers and their representations in a broad range of theoretical and practical settings.	
6.A.1a Identify whole numbers and compare them using the symbols $<$, $>$, or $=$ and the words “less than”, “greater than”, or “equal to”, applying counting, grouping and place value concepts.	PE: 13–16, 129–132, 133–134, 135–136, 577–579, 581–582, 583–584, 585–586, 593–594, 597–600, 625 TE: 13A–13B, 13–16, 129A–129B, 129–132, 133A–133B, 133–134, 135A–135B, 135–136, 577A–577B, 577–579, 581A–581B, 581–582, 583A–583B, 583–584, 585A–585B, 585–586, 593A–593B, 593–594, 597A–597B, 597–600, 625
6.A.1b Identify and model fractions using concrete materials and pictorial representations.	PE: 229–230, 231–234, 237–238, 239–243 TE: 229A–229B, 229–230, 231A–231B, 231–234, 237A–237B, 237–238, 239A–239B, 239–243
B. Investigate, represent and solve problems using number facts, operations (addition, subtraction, multiplication, division) and their properties, algorithms and relationships.	
6.B.1 Solve one- and two-step problems with whole numbers using addition, subtraction, multiplication and division.	PE: 27–28, 29–30, 31–34, 35–36, 37–38, 51–52, 53–54, 55–56, 263–264, 265–266, 273–274, 275–276, 283–284, 323–324, 333–334, 335–336, 547–548, 549–550, 551–552, 557–560, 561–562, 563–564, 565–566, 571 TE: 27A–27B, 27–28, 29A–29B, 29–30, 31A–31B, 31–34, 35A–35B, 35–36, 37A–37B, 37–38, 51A–51B, 51–52, 53A–53B, 53–54, 55A–55B, 55–56, 263A–263B, 263–264, 265A–265B, 265–266, 273A–273B, 273–274, 275A–275B, 275–276, 283–284, 323A–323B, 323–324, 333A–333B, 333–334, 335A–335B, 335–336, 547A–547B, 547–548, 549A–549B, 549–550, 551A–551B, 551–552, 557A–557B, 557–560, 561A–561B, 561–562, 563A–563B, 563–564, 565A–565B, 565–566, 571
C. Compute and estimate using mental mathematics, paper-and-pencil methods, calculators and computers.	
6.C.1a Select and perform computational procedures to solve problems with whole numbers.	PE: 263–264, 291–292, 293–294, 297–298, 323–324, 325–326, 351–354, 611–612 TE: 263A–263B, 263–264, 291A–291B, 291–292, 293A–293B, 293–294, 297A–297B, 297–298, 323A–323B, 323–324, 325A–325B, 325–326, 351A–351B, 351–354, 611A–611B, 611–612

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6.C.1b Show evidence that whole number computational results are correct and/or that estimates are reasonable.	PE: 19–22, 137–140, 263–264, 291–292, 293–294, 297–298, 323–324, 325–326, 351–354, 611–612 TE: 19A–19B, 19–22, 137A–137B, 137–140, 263A–263B, 263–264, 291A–291B, 291–292, 293A–293B, 293–294, 297A–297B, 297–298, 323A–323B, 323–324, 325A–325B, 325–326, 351A–351B, 351–354, 611A–611B, 611–612
D. Solve problems using comparison of quantities, ratios, proportions and percents.	
6.D.1 Compare the numbers of objects in groups.	PE: 55–56 TE: 55A–55B, 55–56
STATE GOAL 7: Estimate, make and use measurements of objects, quantities and relationships and determine acceptable levels of accuracy.	
A. Measure and compare quantities using appropriate units, instruments and methods.	
7.A.1a Measure length, volume and weight/mass using rulers, scales and other appropriate measuring instruments in the customary and metric systems.	PE: 479, 481–482, 507–510, 511–512, 513–514, 515–517 TE: 479A–479B, 479, 481–482, 483A–483B, 485A–485B, 489A–489B, 507A–507B, 507–510, 511A–511B, 511–512, 513A–513B, 513–514, 515A–515B, 515–516
7.A.1b Measure units of time using appropriate instruments (e.g., calendars, clocks, watches—both analog and digital).	PE: 435–436, 437–440, 441–444, 445–446, 447–448, 449–450 TE: 435A–435B, 435–436, 437A–437B, 437–440, 441A–441B, 441–444, 445A–445B, 445–446, 447A–447B, 447–448, 449A–449B, 449–450
7.A.1c Identify and describe the relative values and relationships among coins and solve addition and subtraction problems using currency.	PE: 383–384, 385–386, 417–418, 419–420, 421–422 TE: 383A–383B, 383–384, 385A–385B, 385–386, 417A–417B, 417–418, 419A–419B, 419–420, 421A–421B, 421–422
7.A.1d Read temperatures to the nearest degree from Celsius and Fahrenheit thermometers.	PE: 519–520, 521–522 TE: 519A–519B, 519–520, 521A–521B, 521–522
B. Estimate measurements and determine acceptable levels of accuracy.	
7.B.1a Given a problem, describe possible methods for estimating a given measure.	PE: 479–481, 482, 483–484, 485–486, 489–490, 507–509, 511–512, 513–514 TE: 479A–479B, 479–481, 482, 483A–483B, 483–484, 485A–485B, 485–486, 489A–489B, 489–490, 507A–507B, 507–509, 511A–511B, 511–512, 513A–513B, 513–514

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7.B.1b Compare estimated measures to actual measures taken with appropriate measuring instruments.	PE: 449–450 TE: 449A–449B, 449–450
C. Select and use appropriate technology, instruments and formulas to solve problems, interpret results and communicate findings.	
7.C.1 Determine perimeter and area using concrete materials (e.g., geoboards, square tiles, grids, measurement instruments).	PE: 491–492, 493–495, 497 TE: 491A–491B, 491–492, 493A–493B, 493–495, 497A–497B, 497
STATE GOAL 8: Use algebraic and analytical methods to identify and describe patterns and relationships in data, solve problems and predict results.	
A. Describe numerical relationships using variables and patterns.	
8.A.1a Identify, describe and extend simple geometric and numeric patterns.	PE: 20, 43, 147–148, 155–156, 157–159, 199–201 TE: 20, 43, 147A–147B, 147–148, 155A–155B, 155–156, 157A–157B, 157–159, 199–201
8.A.1b Solve simple number sentences (e.g., $2 + \square = 5$).	PE: 65–66, 71, 358 TE: 65A–65B, 65–66, 71, 358
B. Interpret and describe numerical relationships using tables, graphs and symbols.	
8.B.1 Solve problems involving pattern identification and completion of patterns.	PE: 147–148, 155–156, 157–159 TE: 147A–147B, 147–148, 155A–155B, 155–156, 157A–157B, 157–159
C. Solve problems using systems of numbers and their properties.	
8.C.1 Describe the basic arithmetic operations (addition, subtraction, multiplication, division) orally, in writing and using concrete materials and drawings.	PE: 27–28, 29–30, 31, 35–36, 37–38, 51, 53, 55–56, 57–59, 63–64, 263–264, 545, 546, 547–548, 549–550, 551–552, 561–562, 563–564, 565–566 TE: 27A–27B, 27–28, 29A–29B, 29–30, 31A–31B, 31–33, 35A–35B, 35–36, 37A–37B, 37–38, 51A–51B, 51–52, 53A–53B, 53–54, 55A–55B, 55–56, 57A–57B, 57–59, 63A–63B, 63–64, 263A–263B, 263–264, 545, 546, 547A–547B, 547–548, 549A–549B, 549–550, 551A–551B, 551–552, 561A–561B, 561–562, 563A–563B, 563–564, 565A–565B, 565–566
D. Use algebraic concepts and procedures to represent and solve problems.	
8.D.1 Find the unknown numbers in whole-number addition, subtraction, multiplication and division situations.	PE: 36–38, 65–66, 71, 266, 358 TE: 36A–36B, 36–38, 65A–65B, 65–66, 71, 358

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STATE GOAL 9: Use geometric methods to analyze, categorize and draw conclusions about points, lines, planes and space.	
A. Demonstrate and apply geometric concepts involving points, lines, planes and space.	
9.A.1a Identify related two- and three-dimensional shapes including circle-sphere, square-cube, triangle-pyramid, rectangle-rectangular prism and their basic properties.	PE: 209–210, 213–216 TE: 209A–209B, 209–210, 213A–213B, 213–216
9.A.1b Draw two-dimensional shapes.	PE: 181–182, 192 TE: 181A–181B, 181–182, 191A–191B, 192
B. Identify, describe, classify and compare relationships using points, lines, planes and solids.	
9.B.1a Identify and describe characteristics, similarities and differences of geometric shapes.	PE: 209–210, 217–218 TE: 209A–209B, 209–210, 217A–217B, 217–218
9.B.1b Sort, classify and compare familiar shapes.	PE: 181–182, 209–210, 217–218 TE: 181A–181B, 181–182, 209A–209B, 209–210, 217A–217B, 217–218
9.B.1c Identify lines of symmetry in simple figures and construct symmetrical figures using various concrete materials.	PE: 193–196 TE: 193A–193B, 193–196
C. Construct convincing arguments and proofs to solve problems.	
9.C.1 Draw logical conclusions and communicate reasoning about simple geometric figures and patterns using concrete materials, diagrams and contemporary technology.	PE: 223 TE: 223
D. Use trigonometric ratios and circular functions to solve problems.	
No benchmark expectations at this grade level.	
STATE GOAL 10: Collect, organize and analyze data using statistical methods; predict results; and interpret uncertainty using concepts of probability.	
A. Organize, describe and make predictions from existing data.	
10.A.1a Organize and display data using pictures, tallies, tables, charts or bar graphs.	PE: 77–80, 83–86, 95, 96, 97, 99, 100, 101–104, 106, 456 TE: 77A–77B, 77–80, 83A–83B, 83–86, 95A–95B, 95, 96, 97, 99A–99B, 99, 100, 101A–101B, 101–104, 106, 456

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10.A.1b Answer questions and make predictions based on given data.	PE: 77–80, 81–82, 83–86, 87–88, 91–94, 95–98, 99–100, 101–106 TE: 77A–77B, 77–80, 81A–81B, 81–82, 83A–83B, 83–86, 87A–87B, 87–88, 91A–91B, 91–94, 95A–95B, 95–98, 99A–99B, 99–100, 101A–101B, 101–106
B. Formulate questions, design data collection methods, gather and analyze data and communicate findings.	
10.B.1a Formulate questions of interest and design surveys or experiments to gather data.	PE: 77–80 TE: 77A–77B, 77–80
10.B.1b Collect, organize and describe data using pictures, tallies, tables, charts or bar graphs.	PE: 77–80 TE: 77A–77B, 77–80
10.B.1c Analyze data, draw conclusions and communicate the results.	PE: 77–80, 81–82, 83–86, 87–88, 91–94, 95–98 TE: 77A–77B, 77–80, 81A–81B, 81–82, 83A–83B, 83–86, 87A–87B, 87–88, 91A–91B, 91–94, 95A–95B, 95–98
C. Determine, describe and apply the probabilities of events.	
10.C.1a Describe the concept of probability in relationship to likelihood and chance.	PE: 95–98 TE: 95A–95B, 95–98
10.C.1b Systematically list all possible outcomes of a simple one-stage experiment (e.g., the flip of one coin, the toss of one die, the spin of a spinner).	PE: 99–100 TE: 99A–99B, 99–100