

*Houghton Mifflin Math Expressions*  
**Grade 2**  
 correlated to  
**Illinois Mathematics Assessment Framework**

Illinois Mathematics Assessment Framework	<i>Houghton Mifflin Math Expressions</i>
<b>STATE GOAL 6: NUMBER SENSE</b>	
<b>Demonstrate and apply a knowledge and sense of numbers, including numeration and operations (addition, subtraction, multiplication, division), patterns, ratios and proportions.</b>	
<b>Calculators Not Allowed</b>	
<b>Standard 6A – Representations and Ordering</b>	
Demonstrate knowledge and use of numbers and their representations in a broad range of theoretical and practical settings.	
<b>Read, Write, and Represent Numbers</b>	
<b>6.3.01</b> Read, write, recognize, and model equivalent representations of whole numbers and their place values up to 100,000.	SAB: 137, 141, 143, 144, 319, 321 TG: 8, 13, 21, 24, 27, 28–32, 37, 45, 79, 93, 109, 298–301, 303, 305, 306–311, 313–320, 330–333, 335–336, 338, 341–342, 351, 360, 461, 467, 479, 489, 597, 603, 609, 617, 623, 699–703, 706–711, 714–715, 717, 724, 741, 755, 774, 793, 799, 825, 839, 843, 864, 869 H/R: 89, 93, 199, 201, 205
<b>6.3.02</b> Identify and write (in words and standard form) whole numbers up to 100,000.	SAB: 15, 16, 137, 144, 174, 321, 322 TG: 33–35, 298, 317–319, 399, 714, 716–718 H/R: 85, 203, 208, 212
<b>6.3.03</b> Recognize a fraction represented with a pictorial model.	SAB: 415, 416, 417, 418, 419, 421, 422, 423 TG: 934–940, 942–947, 964 H/R: 269, 271, 276
<b>6.3.04</b> Represent multiplication as repeated addition.	SAB: 391 TG: 890–891, 901, 912, 916
<b>Order and Compare Numbers</b>	
<b>6.3.05</b> Order and compare whole numbers up to 10,000 using symbols (>, <, or =) and words (e.g., greater (more) than, less than, equal to, between).	SAB: 99, 209, 211, 215 TG: 129, 144–147, 216, 217–218, 225, 387, 463, 468, 470–472, 475, 534, 755 H/R: 41, 129, 131, 137, 139, 141, 143
<b>6.3.06</b> Order and compare decimals expressed using monetary units.	TG: 628–629, 637, 647, 740–741, 745 H/R: 247
<b>Number Line</b>	
<b>6.3.07</b> Identify and locate whole numbers and halves on a number line.	SAB: 57 TG: 115, 119–121 H/R: 33
<b>Classifications of Numbers</b>	
<b>6.3.08</b> Solve problems involving descriptions of numbers, including characteristics and relationships (e.g., odd/even, factors/multiples, greater than, less than).	SAB: 209, 211, 215 TG: 129, 144–145, 147, 216, 225, 254–255, 259, 387, 459, 463, 468–472, 482, 529, 534, 581, 755, 895, 917, 954 H/R: 41, 129, 131, 132, 135, 136, 137, 139, 162

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<b>Standards 6B, 6C – Computation, Operations, Estimation, and Properties</b> <b>6B:</b> Investigate, represent and solve problems using number facts, operations (addition, subtraction, multiplication, division) and their properties, algorithms and relationships. <b>6C:</b> Compute and estimate using mental mathematics, paper-and-pencil methods, calculators and computers.	
<b>Number Operations</b>	
<b>6.3.09</b> Solve problems and number sentences involving addition and subtraction with regrouping.	SAB: 147, 153, 157, 161, 165, 175, 261, 267, 268, 271, 273, 274, 276, 277, 278, 281, 282, 283, 285, 291, 292, 325, 336, 337, 343, 345, 350, 353, 355 TG: 323–327, 336, 348–350, 354–358, 362–363, 365–366, 368–370, 373–376, 377, 378–379, 389, 400–401, 404–405, 407, 408, 501, 507, 513, 576–582, 585–587, 591–597, 600–601, 605, 606–612, 614–617, 619, 620–623, 632–636, 638–641, 643, 644–646, 648, 653, 654, 657, 659, 660, 661, 662–664, 719, 725, 726–727, 731–732, 752–755, 757, 759–765, 773, 774–778, 780, 783, 787–793, 796–800, 802, 808–813, 815, 816–819, 821, 822–826, 833, 834, 844, 903, 921 H/R: 91, 93, 97, 99, 101, 102, 103, 105, 106, 115, 140, 165, 169, 170, 171, 173, 174, 175, 177, 178, 181, 182, 183, 185, 192, 200, 204, 207, 215, 216, 217, 221, 223, 224, 225, 227, 228, 231, 235, 236, 241–242, 256, 260
<b>6.3.10</b> Solve problems involving the value of a collection of bills and coins whose total value is \$10.00 or less, and make change.	SAB: 169, 171, 172, 279, 280, 287, 288, 290, 315–316, 329, 330, 331, 333, 341, 342, 361, 379, 422 TG: 25, 76–81, 83, 84–85, 89, 95, 105, 111, 366, 384, 388, 390–393, 407–408, 564–567, 569, 570–573, 589, 599, 605, 619, 625, 626–629, 631, 637, 646, 647, 649–651, 656, 657, 697, 698–699, 705, 713, 723, 734–737, 740–743, 745, 746–749, 751, 768–771, 782–784, 785, 795, 801, 803–805, 807, 840–841, 843–844, 868 H/R: 109, 110, 111, 161, 163, 179, 187, 190, 211, 213, 219, 229, 249, 260, 271
<b>6.3.11</b> Model and apply basic multiplication facts (up to $10 \times 10$ ), and apply them to related multiples of 10 (e.g., $3 \times 4 = 12$ , $30 \times 4 = 120$ ).	SAB: 393, 394, 398, 402, 406, 407, 408 TG: 893–895, 899–901, 902, 905–906, 907, 911–914, 916–919 H/R: 255, 257, 258, 259, 261, 263, 264
<b>Properties</b>	
<b>6.3.12</b> Use the inverse relationships between addition and subtraction to complete basic fact sentences and solve	SAB: 31, 43, 63, 283 TG: 70–71, 73, 96, 112–115, 133, 135–136, 638–

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problems (e.g., $5 + 3 = 8$ and $8 - 3 = \underline{\quad}$ ).	639, 641, 825 H/R: 19, 37, 42, 183

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<b>6.3.13</b> Solve problems involving the multiplicative identity of one (e.g., $3 \times 1 = 3$ ) and the additive identity of zero (e.g., $3 + 0 = 3$ ).	SAB: 8, 394 TG: 14, 18–19, 67, 75, 894 H/R: 5, 14
<b>Estimation</b>	
<b>6.3.14</b> Make estimates appropriate to a given situation with whole numbers.	SAB: 152, 159, 177, 282, 323, 363 TG: 340, 346, 364, 406, 634, 720–724, 730, 842
<b>Standard 6D – Ratios, Proportions, and Percents</b> Solve problems using comparison of quantities, ratios, proportions and percents.	
<b>Identify and Express Ratios</b>	
No benchmark expectations at this grade level.	
<b>Proportional Reasoning</b>	
No benchmark expectations at this grade level.	
<b>Percents</b>	
No benchmark expectations at this grade level.	
<b>STATE GOAL 7 MEASUREMENT:</b> <b>Estimate, make and use measurements of objects, quantities and relationships and determine acceptable levels of accuracy.</b>	
<b>Calculators Not Allowed</b>	
<b>Standards 7A, 7B, 7C – Units, Tools, Estimation, and Applications</b> <b>7A:</b> Measure and compare quantities using appropriate units, instruments and methods. <b>7B:</b> Estimate measurements and determine acceptable levels of accuracy. <b>7C:</b> Select and use appropriate technology, instruments and formulas to solve problems, interpret results and communicate findings.	
<b>Elapsed Time</b>	
<b>7.3.01</b> Solve problems involving simple elapsed time in compound units (e.g., hours, minutes, days).	SAB: 196, 197, 198 TG: 438–442, 443 H/R: 123
<b>Measurement Tools</b>	
<b>7.3.02</b> Select and use appropriate standard units and tools to measure length (to the nearest inch or cm), time (to the nearest minute), and temperature (to the nearest degree).	SAB: 71, 72, 73, 74, 112, 183, 184, 185, 187, 188, 191, 192, 193, 194, 196, 197, 198, 369, 371, 372, 437, 439, 440, 441, 443, 444 TG: 122, 160–165, 244, 414–419, 421, 422–426, 427, 428–433, 435, 436–442, 443, 604, 658, 756, 850–853, 856–859, 972–978, 983 H/R: 45, 46, 117, 119, 121, 123, 125, 243, 247, 279
<b>Area, Perimeter, and Circumference</b>	
<b>7.3.03</b> Solve problems involving the perimeter of a polygon with given side lengths or a given non-standard unit (e.g., paperclip).	SAB: 81, 82, 83, 165 TG: 174–178, 180–181, 183, 279, 378–381 H/R: 49, 51, 79, 107

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<b>7.3.04</b> Solve problems involving the area of a figure when whole and half square units are shown within the figure.	SAB: 309, 310 TG: 688–691 H/R: 197
<b>Estimation</b>	
<b>7.3.05</b> Compare and estimate length (including perimeter), area, and weight/mass using referents.	SAB: 195, 371, 372, 433, 434, 440 TG: 165, 183, 345, 690–692, 851–852, 853, 859, 966–967, 973 H/R: 243, 279
<b>Volume and Surface Area</b>	
<b>7.3.06</b> Determine the volume of a solid figure that shows cubic units.	SAB: 384 TG: 876–877 H/R: 251
<b>Measurement Conversions</b>	
<b>7.3.07</b> Solve problems involving simple unit conversions within the same measurement system for time and length.	SAB: 375, 444 TG: 856, 862–864, 976–977 H/R: 247, 249, 279
<b>Indirect Measurements and Scale Drawings</b>	
No benchmark expectations at this grade level.	
<b>STATE GOAL 8: ALGEBRA:</b> Use algebraic and analytical methods to identify and describe patterns and relationships in data, solve problems and predict results.	
<b>Calculators Not Allowed</b>	
<b>Standard 8A – Representations, Patterns, and Expressions</b> Describe numerical relationships using variables and patterns.	
<b>Patterns</b>	
<b>8.3.01</b> Determine a missing term in a pattern (sequence), describe a pattern (sequence), and extend a pattern (sequence) when given a description or pattern (sequence).	SAB: 26, 173, 174, 201, 202, 306, 307, 308 TG: 19, 64, 396–399, 401–402, 447–449, 536, 679–681, 684–686, 717, 731, 755, 767, 777, 779, 785, 795, 801, 807 H/R: 113, 114, 125, 195
<b>Write and Simplify Expressions</b>	
<b>8.3.02</b> Write an expression to represent a given situation.	SAB: 93, 106 TG: 65, 81, 82, 141, 193, 204, 230, 251
<b>Evaluate Algebraic Expressions</b>	
No benchmark expectations at this grade level.	

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<b>Standard 8B – Connections Using Tables, Graphs, and Symbols</b>	
Interpret and describe numerical relationships using tables, graphs and symbols.	
<b>Describing Change</b>	
No benchmark expectations at this grade level.	
<b>Coordinate System</b>	
No benchmark expectations at this grade level.	
<b>Representations</b>	
No benchmark expectations at this grade level.	
<b>Inequalities</b>	
No benchmark expectations at this grade level.	
<b>Standard 8C, 8D – Writing, Interpreting, and Solving Equations</b>	
<b>8C:</b> Solve problems using systems of numbers and their properties.	
<b>8D:</b> Use algebraic concepts and procedures to represent and solve problems.	
<b>Write Equations and Inequalities</b>	
<b>8.3.03</b> Represent simple mathematical relationships with number sentences (equations and inequalities).	SAB: 23, 43, 44, 45, 59, 63, 283 TG: 35, 40, 41, 43, 46, 57, 65, 99–103, 115, 124–129, 131, 133–136, 138–139, 143, 148, 189, 195, 201, 215, 228, 247, 253, 268, 360, 534, 638–639, 641, 825 H/R: 11, 15, 18, 23, 25, 42, 183
<b>Solve Equations and Inequalities</b>	
<b>8.3.04</b> Solve one-step addition and subtraction equations that have a missing number or missing operation sign (e.g., $3 + \underline{\quad} = 5$ , $6 \underline{\quad} 1 = 7$ ).	SAB: 7, 44, 65, 91, 261, 289, 291, 347, 358 TG: 11, 16–17, 43, 51, 57, 59, 68–70, 71, 73, 95, 96, 101–104, 106–110, 114, 117, 123, 127, 131, 135, 138–141, 196–199, 268, 327, 335, 353, 576, 659–663, 780–781, 821, 828–831, 833 H/R: 19, 37, 39, 115, 165, 189, 191, 237
<b>8.3.05</b> Solve word problems involving unknown quantities.	SAB: 1, 5, 7, 44, 65, 87, 91, 93, 96, 99, 101, 105, 106, 107, 108, 109, 111, 113, 115, 117, 118, 151, 153, 157, 177, 214, 261, 278, 281, 282, 289, 291, 326, 327, 336, 347, 350, 358, 359, 360 TG: 3, 9–11, 16–17, 74, 93, 97, 102, 138–142, 190–193, 196–200, 202–205, 208, 210–211, 213, 217–219, 222–223, 225, 229–232, 234–239, 242, 245, 248–249, 251, 257, 262–266, 269–270, 339, 348–350, 354–356, 360, 406, 474–478, 574, 579–580, 585–586, 622, 633–634, 636, 655, 658, 661, 664, 728–729, 731, 759, 781, 787, 792, 814, 828–832, 835–836, 838 H/R: 1, 3, 7, 28, 34, 36, 39, 53, 55, 57, 59, 61, 62, 63, 65, 67, 68, 69, 71, 72, 73, 75, 76, 77, 86, 90, 94, 95, 98, 99, 115, 133, 165, 167, 176, 177, 181, 182, 186, 189, 191, 205, 207, 215,

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<b>STATE GOAL 9: GEOMETRY</b>	
Use geometric methods to analyze, categorize and draw conclusions about points, lines, planes and space.	
<b>Calculators Not Allowed</b>	
<b>Standard 9A – Properties of Single Figures and Coordinate Geometry</b>	
Demonstrate and apply geometric concepts involving points, lines, planes and space.	
<b>Properties of Single Figures</b>	
<b>9.3.01</b> Identify, describe, and sketch two-dimensional shapes (triangles, squares, rectangles, pentagons, hexagons, and octagons) according to the number of sides, length of sides, and number of vertices.	SAB: 77, 78, 79, 123, 127, 128, 129, 131, 133, 241, 242 TG: 168–172, 276–279, 282–285, 288–290, 291, 542–545 H/R: 47, 81
<b>9.3.02</b> Identify and describe three-dimensional shapes (cubes, spheres, cones, cylinders, prisms, and pyramids) according to their characteristics (faces, edges, vertices).	SAB: 381, 383, 385, 386, 387, 388 TG: 872–875, 880–884 H/R: 251, 253
<b>Circles</b>	
No benchmark expectations at this grade level.	
<b>Coordinate Geometry</b>	
<b>9.3.03</b> Locate and identify points using numbers and symbols on a grid, and describe how points relate to each other on a grid (e.g., ♥ is 2 units below *, point A is 3 units to the right of point B).	SAB: 231 TG: 522
<b>Symmetry</b>	
<b>9.3.04</b> Identify whether or not a figure has a line of symmetry, and sketch or identify the line of symmetry.	SAB: 411, 413 TG: 928–932, 948 H/R: 267, 272
<b>Transformations</b>	
<b>9.3.05</b> Identify images resulting from flips (reflections), slides (translations), or turns (rotations).	SAB: 303, 304, 305, 306, 307, 308 TG: 676–682, 685 H/R: 195
<b>Lines, Segments, Rays, and Angles</b>	
<b>9.3.06</b> Identify parallel lines.	SAB: 127, 128, 131, 133 TG: 282–283, 286, 288–291
<b>Standard 9B – Relationships Between and Among Multiple Figures</b>	
Identify, describe, classify and compare relationships using points, lines, planes and solids.	
<b>Relationships Between Two- and Three-Dimensional Objects</b>	
<b>9.3.07</b> Identify the two-dimensional components of a three-dimensional object (e.g., a cube has square faces).	SAB: 381, 383 TG: 873–875, 877 H/R: 251

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<b>9.3.08</b> Identify a three– dimensional object from its net.	SAB: 381 TG: 873–875 H/R: 251
<b>Composing and Decomposing Figures</b>	
<b>9.3.09</b> Predict the result of putting shapes together (composing) and taking them apart (decomposing).	SAB: 129, 242, 246, 247, 248 TG: 284–285, 543–546, 550–552, 554–558, 574 H/R: 155, 157, 159
<b>Congruency and Similarity</b>	
<b>9.3.10</b> Identify congruent and similar figures by visual inspection.	SAB: 297, 298 TG: 670–671, 673, 873 H/R: 193
<b>Distance</b>	
<b>9.3.11</b> Determine the distance between two points on the number line in whole numbers.	SAB: 57 TG: 115, 119–121 H/R: 33
<b>Standard 9C – Justifications of Conjectures and Conclusions</b> Construct convincing arguments and proofs to solve problems. <i>This standard is not assessed in isolation. Rather, its essence is assessed indirectly through problems that require this type of thinking.</i>	
<b>Standard 9D – Trigonometry</b> Use trigonometric ratios and circular functions to solve problems. <i>This standard is not assessed on the state assessment until grade 11.</i>	
<b>STATE GOAL 10: DATA ANALYSIS, STATISTICS, AND PROBABILITY</b> <b>Collect, organize and analyze data using statistical methods; predict results; and interpret uncertainty-using concepts of probability.</b>	
<b>Calculators Not Allowed</b>	
<b>Standards 10A, 10B – Data Analysis and Statistics</b> <b>10A:</b> Organize, describe and make predictions from existing data. <b>10B:</b> Formulate questions, design data collection methods, gather and analyze data and communicate findings.	
<b>Read and Interpret Displays</b>	
<b>10.3.01</b> Read and interpret data represented in a pictograph, bar graph, Venn diagram (with two circles), tally chart, or table.	SAB: 32, 209, 210, 211, 214, 215, 217, 219, 220, 223, 225, 227, 230, 233, 234, 235, 236, 388, 399, 403 TG: 72, 164, 456–459, 462–465, 468–469, 471, 474–476, 480–483, 486–487, 491–492, 502–505, 508, 511, 514–517, 520–521, 523, 526–530, 532–533, 535, 604, 618, 882, 900, 906, 922–923 H/R: 64, 127, 128, 129, 131, 132, 135, 136, 137, 139, 140, 141, 143, 144, 145, 147, 148, 149, 153, 166, 253

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<b>Complete and Create Displays</b>	
<b>10.3.02</b> Complete missing parts of a pictograph, bar graph, tally chart, or table for a given set of data.	SAB: 26, 217, 219, 220, 226, 227, 235 TG: 109, 480, 486, 488, 491–492, 494, 497, 499, 509–510, 514–515, 532, 536 H/R: 137, 140, 141, 151, 153
<b>Line of Best Fit</b>	
No benchmark expectations at this grade level.	
<b>Statistics</b>	
<b>10.3.03</b> Determine the mode, given a set of data or a graph.	TG: 471
<b>Standard 10C – Probability</b> Determine, describe and apply the probabilities of events.	
<b>Probability</b>	
<b>10.3.04</b> Classify events using words such as certain, most likely, equally likely, least likely, possible, and impossible.	SAB: 425, 426 TG: 950–953 H/R: 273, 275
<b>10.3.05</b> Describe the chances associated with a context presented visually, including using the response format “3 out of 4.”	TG: 957
<b>Outcomes and Counting Principles</b>	
No benchmark expectations at this grade level.	