Houghton Mifflin Harcourt
Math Expressions, Grade 2 © 2013
correlated to the

Pennsylvania Common Core Standards for Mathematics
Grade 2

Standard	Descriptor	Citations
Standards for Mathematical Practice		
•	Make sense of problems and persevere in solving them.	Representative Pages: SAB: 15, 16, 31, 32, 34, 37, 44, 49, 50, 53, 54, 57, 66, 167 TE: 13, 27, 28, 48, 65, 72, 74, 81, 94, 113, 119, 121, 129, 130, 136, 149, 181, 189, 195, 220, 240, 247, 254, 262, 361
•	Reason abstractly and quantitatively.	Representative Pages: SAB: 24, 27, 80, 83, 89, 91, 103, 104, 107, 120, 121, 125, 147 TE: 6, 33, 49, 57, 60, 66, 73, 100, 163, 182, 188, 194, 197, 204, 210, 218, 224, 237, 244, 255, 261, 283, 288, 297, 327
•	Construct viable arguments and critique the reasoning of others.	Representative Pages: SAB: 4, 18, 28, 39, 58, 60, 79, 84, 92, 93, 94, 122, 168 TE: 5, 20, 25, 39, 50, 58, 67, 101, 108, 137, 143, 180, 195, 198, 213, 226, 231, 264, 280, 289, 310, 335, 360, 362
•	Model with mathematics.	Representative Pages: SAB: 42, 43, 59, 81, 97, 100, 109, 148, 149, 150 TE: 78, 86, 95, 107, 112, 118, 120, 123, 128, 142, 186, 203, 212, 236, 238, 248, 260, 268, 328, 332, 333, 368, 380, 524
•	Use appropriate tools strategically.	Representative Pages: SAB: 65, 105, 106, 110, 119, 124, 131, 135, 137, 138, 141, 154 TE: 18, 40, 144, 148, 162, 164, 170, 178, 179, 187, 219, 245, 256, 269, 282, 292, 296, 309, 316, 317, 318, 324, 341

Standard	Descriptor	Citations
•	Attend to precision.	Representative Pages: SAB: 5, 52, 56, 132, 139, 153, 239, 246, 247, 303, 315, 316 TE: 4, 7, 14, 19, 44, 56, 68, 79, 87, 108, 114, 124, 135, 171, 173, 188, 204, 311, 319, 340, 525, 545, 552, 567, 622, 709, 740, 741
•	Look for and make use of structure.	Representative Pages: SAB: 19, 25, 38, 51, 55, 73, 78, 80, 101, 102, 126, 129, 145, 177 TE: 3, 41, 64, 93, 96, 122, 134, 160, 165, 172, 174, 182, 189, 205, 249, 250, 298, 302, 308, 326, 354, 360, 399
•	Look for and make sense of regularity in repeated reasoning.	Representative Pages: SAB: 20, 97, 143, 144, 151, 152, 321 TE: 12, 43, 150, 196, 230, 238, 270, 284, 291, 325, 334, 336, 342, 374, 574, 717, 754, 756

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Pennsylvania Common Core Standards for Mathematics, Grade 2

Standard	Descriptor	Citations
2.1 Numbers and Operations		
2.1.2 *Pennsylvania's public schools shall teach, challenge, and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:*		
(A) Counting & Cardinality		
	N/A	
(B) Numbers & Operations in Base Ten		
CC.2.1.2.B.1	Use place-value concepts to represent amounts of tens and ones and to compare three digit numbers.	SAB: 74, 77–78, 79–80, 81–82, 83–84, 87–88, 89–90, 91–92, 93–94, 97–98, 109–110, 169–170, 177–178, 179–180, 181–182, 183–184, 189–190, 257, 263–264, 265–266, 291–292 TE: 160–166, 170–174, 178–182, 186–190, 194–198, 202–206, 210–214, 218–220, 224–226, 230–232, 236–240, 268–270, 316–320, 366–370, 374–376, 396–400, 404–406, 410–412, 416–418, 428–430, 446–448, 572–574, 584–588, 600–602, 606–610, 689–691
CC.2.1.2.B.2	Use place-value concepts to read, write, and skip count to 1000.	SAB: 74, 77–78, 79–80, 81–82, 83–84, 99–102, 109–110, 227–230, 257, 261–262, 265–266 TE: 160–166, 170–174, 178–182, 186–190, 194–198, 244–250, 268–270, 516–520, 584–588, 592–596, 606–610
CC.2.1.2.B.3	Use place-value understanding and properties of operations to add and subtract within 1000.	SAB: 25–28, 43–48, 77–78, 81–82, 103–106, 107–108, 109–110, 153–154, 169–170, 173–174, 175–176, 185–188, 189–190, 191–192, 193–194, 195–196, 197–198, 199–200, 201–202, 203–204, 205–208, 209–210, 211–212, 213–214, 237–238, 239–242, 287–290, 291–292, 313–316, 317–320 TE: 64–68, 112–114, 170–174, 186–190, 254–256, 260–264, 268–270, 340–342, 366–370, 374–376, 380–386, 390–392, 422–424, 428–430, 434–436, 440–442, 446–448, 452–454, 458–460, 464–466, 470–472, 476–480, 484–486, 490–492, 496–498, 544–548, 552–556, 682–686, 689–691, 736–742, 746–750
(C) Numbers & Operations — Fractions		
	N/A	

Standard	Descriptor	Citations
2.2 Algebraic Concepts		
2.2.2 *Pennsylvania's public schools shall teach, challenge, and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:*		
(A) Operations and Algebraic Thinking		
CC.2.2.2.A.1	Represent and solve problems involving addition and subtraction within 100.	SAB: 81–82, 87–88, 89–90, 91–92, 93–94, 97–98, 107–108, 109–110, 167–168, 169–170, 177–178, 179–180, 181–182, 183–184, 189–190, 197–198, 213–214, 261–262, 267–268, 271–272, 273–276, 277–278, 281–282, 283–284, 285–286, 287–290, 291–292 TE: 186–190, 202–206, 210–214, 218–220, 224–226, 230–232, 236–240, 260–264, 268–270, 358–362, 366–370, 396–400, 404–406, 410–412, 416–418, 428–430, 452–454, 496–498, 592–596, 614–616, 620–626, 630–634, 638–640, 644–650, 654–658, 662–666, 670–672, 676–678, 682–686, 689–691
CC.2.2.2.A.2	Use mental strategies to add and subtract within 20.	SAB: 3–6, 15–16, 21–22, 23–24, 25–28, 31–32, 33–34, 35–36, 37–38, 39–40, 41–42, 43–48, 49–52, 53–54, 55–58, 59–64, 65–66, 73–74, 77–78, 120, 125–126, 127–128, 192, 233–234, 246–247 TE: 2–8, 12–14, 18–20, 24–28, 32–34, 48–52, 56–60, 64–68, 72–74, 78–82, 86–88, 92–96, 100–102, 106–108, 112–114, 118–124, 128–130, 134–138, 142–144, 148–150, 160–166, 170–174, 280–284, 288–292, 296–298, 302–304, 434–436, 524–526, 530–532, 536–540, 566–568, 572–574
CC.2.2.2.A.3	Work with equal groups of objects to gain foundations for multiplication.	SAB: 301–304, 321–322 TE: 702–710, 754–756

Standard	Descriptor	Citations
2.3 Geometry		
2.3.2 Pennsylvania's public schools shall teach, challenge, and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:		
(A) Geometry		
CC.2.3.2.A.1	Analyze and draw two- and three-dimensional shapes having specified attributes.	SAB: 121–124, 125–126, 127–128, 153–154, 301–304, 307–308, 313–316 TE: 288–292, 296–298, 302–304, 308–312, 340–342, 702–710, 714–722, 736–742
CC.2.3.2.A.2	Use the understanding of fractions to partition shapes into halves, quarters, and thirds.	SAB: 227–230, 301–304, 307–308, 321–322 TE: 516–520, 702–710, 714–722, 754–756
2.4 Measurement, Data, and Probability		
2.4.2 Pennsylvania's public schools shall teach, challenge, and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:		
(A) Measurement and Data		
CC.2.4.2.A.1	Measure and estimate lengths in standard units using appropriate tools.	SAB: 117–120, 125–126, 127–128, 137–140, 141, 143–145, 147–148, 149–152, 153–154, 213–214, 301–304 TE: 280–284, 296–298, 302–304, 316–320, 324–328, 332–336, 340–342, 496–498, 702–710
CC.2.4.2.A.2	Tell and write time to the nearest five minutes using both analog and digital clocks.	SAB: 221–223, 225–226, 227–230 TE: 508–512, 516–520
CC.2.4.2.A.3	Solve problems and make change using coins and paper currency with appropriate symbols.	SAB: 97–98, 99–102, 109–110, 167–168, 183–184, 195–196, 257 TE: 236–240, 244–250, 268–270, 352–354, 358–362, 416–418, 446–448, 584–588
CC.2.4.2.A.4	Represent and interpret data using line plots, picture graphs, and bar graphs.	SAB: 137–140, 141, 143–145, 147–148, 149–152, 233–234, 235–236, 237–238, 239–242, 243–244, 245–248, 249–250 TE: 316–320, 324–328, 332–336, 524–526, 530–532, 536–540, 544–548, 552–556, 560–562, 566–568, 572–574
CC.2.4.2.A.6	Extend the concepts of addition and subtraction to problems involving length.	SAB: 213–214, 309–312, 313–316, 317–320 TE: 496–498, 726–732, 736–742, 746–750