Correlations to Texas Knowledge and Skills (TEKS)					
Subject	**Chapter 111. Mathematics**				
Subchapter	**Subchapter A. Elementary**				
Course	**§111.14. Mathematics, Grade 2.**				
Publisher	**Pearson Education, Inc. publishing as Scott Foresman**				
Program Title	**Scott Foresman - Addison Wesley enVisionMATH - Texas**				
ISBN/ID	**9780328272754**				
TEKS (Knowledge and Skills)	**Student Expectation**	**Breakout**	**Component ISBN/ID**	**Page(s)**	**Specific location on the page/display/screen (paragraph, column, animation, etc.)**
(a) Introduction.					
(1) Within a well-balanced mathematics curriculum, the primary focal points at Grade 2 are developing an understanding of the base-ten place value system, comparing and ordering whole numbers, applying addition and subtraction, and using measurement processes.					
(2) Throughout mathematics in Kindergarten-Grade 2, students build a foundation of basic understandings in number, operation, and quantitative reasoning; patterns, relationships, and algebraic thinking; geometry and spatial reasoning; measurement; and probability and statistics. Students use numbers in ordering, labeling, and expressing quantities and relationships to solve problems and translate informal language into mathematical language and symbols. Students use objects to create and identify patterns and use those patterns to express relationships, make predictions, and solve problems as they build an understanding of number, operation, shape, and space. Students progress from informal to formal language to describe two- and three-dimensional geometric figures and likenesses in the physical world. Students begin to develop measurement concepts as they identify and compare attributes of objects and situations. Students collect, organize, and display data and use information from graphs to answer questions, make summary statements, and make informal predictions based on their experiences.					
(3) Throughout mathematics in Kindergarten-Grade 2, students develop numerical fluency with conceptual understanding and computational accuracy. Students in Kindergarten-Grade 2 use basic number sense to compose and decompose numbers in order to solve problems requiring precision, estimation, and reasonableness. By the end of Grade 2, students know basic addition and subtraction facts and are using them to work flexibly, efficiently, and accurately with numbers during addition and subtraction computation.					
(4) Problem solving, language and communication, connections within and outside mathematics, and formal and informal reasoning underlie all content areas in mathematics. Throughout mathematics in Kindergarten-Grade 2, students use these processes together with technology and other mathematical tools such as manipulative materials to develop conceptual understanding and solve meaningful problems as they do mathematics.					
(b) Knowledge and Skills.					
(2.1) Number, operation, and quantitative reasoning. The student understands how place value is used to represent whole numbers. The student is expected to:	(A) use concrete models of hundreds, tens, and ones to represent a given whole number (up to 999) in various ways;	>>>>>	9780328272754 9780328278091	99-102, 103-106, 327-330, 335-338 103	Lesson 4-1, Lesson 4-2, Lesson 11-1, Lesson 11-3 Topic 4 Interactive Learning

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(2.1) Number, operation, and quantitative reasoning. The student understands how place value is used to represent whole numbers. The student is expected to:	(B) use place value to read, write, and describe the value of whole numbers to 999; and	(1) use place value to read the value of whole numbers to 999; and	9780328272754 9780328278091 9780328278169	107-110, 331-333, 335-338 107 331	Lesson 4-3, Lesson 11-2, Lesson 11-3 Topic 4 Interactive Learning Topic 11 Interactive Learning
(2.1) Number, operation, and quantitative reasoning. The student understands how place value is used to represent whole numbers. The student is expected to:	(B) use place value to read, write, and describe the value of whole numbers to 999; and	(2) use place value to write the value of whole numbers to 999; and	9780328272754 9780328278091 9780328278169	107-110, 331-333, 335-338 107 331	Lesson 4-3, Lesson 11-2, Lesson 11-3 Topic 4 Interactive Learning Topic 11 Interactive Learning
(2.1) Number, operation, and quantitative reasoning. The student understands how place value is used to represent whole numbers. The student is expected to:	(B) use place value to read, write, and describe the value of whole numbers to 999; and	(3) use place value to describe the value of whole numbers to 999; and	9780328272754 9780328278169	107-110, 123-126, 331-334, 335-338 331	Lesson 4-3, Lesson 4-7, Lesson 11-2, Lesson 11-3 Topic 11 Interactive Learning
(2.1) Number, operation, and quantitative reasoning. The student understands how place value is used to represent whole numbers. The student is expected to:	(C) use place value to compare and order whole numbers to 999 and record the comparisons using numbers and symbols (<, =, >).	(1) use place value to compare whole numbers to 999 and record the comparisons using numbers and symbols (<, =, >).	9780328272754 9780328278091 9780328278176	119-122, 140, 355-358 119 355	Lesson 4-6, Reteaching Set A, Lesson 12-1 Topic 4 Interactive Learning Topic 12 Interactive Learning

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(2.1) Number, operation, and quantitative reasoning. The student understands how place value is used to represent whole numbers. The student is expected to:	(C) use place value to compare and order whole numbers to 999 and record the comparisons using numbers and symbols (<, =, >).	(2) use place value to order whole numbers to 999	9780328272754	123-126, 127-130, 359-362, 363-366, 367-370	Lesson 4-7, Lesson 4-8, Lesson 12-2, Lesson 12-3, Lesson 12-4
(2.2) Number, operation, and quantitative reasoning. The student describes how fractions are used to name parts of whole objects or sets of objects. The student is expected to:	(A) use concrete models to represent and name fractional parts of a whole object (with denominators of 12 or less);	(1) use concrete models to represent fractional parts of a whole object (with denominators of 12 or less);	9780328272754 9780328278152	295, 299, 303 295, 299	Lesson 10-1, Lessson 10-2, Lesson 10-3, Topic 10 Interactive Learning, Topic 10 Interactive Learning
(2.2) Number, operation, and quantitative reasoning. The student describes how fractions are used to name parts of whole objects or sets of objects. The student is expected to:	(A) use concrete models to represent and name fractional parts of a whole object (with denominators of 12 or less);	(2) use concrete models to name fractional parts of a whole object (with denominators of 12 or less);	9780328272754 9780328278152	295, 299, 303 295, 299	Lesson 10-1, Lessson 10-2, Lesson 10-3, Topic 10 Interactive Learning, Topic 10 Interactive Learning
(2.2) Number, operation, and quantitative reasoning. The student describes how fractions are used to name parts of whole objects or sets of objects. The student is expected to:	(B) use concrete models to represent and name fractional parts of a set of objects (with denominators of 12 or less); and	(1) use concrete models to represent fractional parts of a set of objects (with denominators of 12 or less); and	9780328272754 9780328278152	311, 315, 319-322 315, 319	Lesson 10-5, Lesson 10-6, Lesson 10-7 Topic 10 Interactive Learning, Topic 10 Interactive Learning

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(2.2) Number, operation, and quantitative reasoning. The student describes how fractions are used to name parts of whole objects or sets of objects. The student is expected to:	(B) use concrete models to represent and name fractional parts of a set of objects (with denominators of 12 or less); and	(2) use concrete models to name fractional parts of a set of objects (with denominators of 12 or less); and	9780328272754 9780328278152	311, 315, 319-322 315, 319	Lesson 10-5, Lesson 10-6, Lesson 10-7 Topic 10 Interactive Learning, Topic 10 Interactive Learning
(2.2) Number, operation, and quantitative reasoning. The student describes how fractions are used to name parts of whole objects or sets of objects. The student is expected to:	(C) use concrete models to determine if a fractional part of a whole is closer to 0, ½, or 1.	>>>>>	9780328272754 9780328278152	307-310 307, 310B	Lesson 10-4 Topic 10 Interactive Learning, Topic 10 Intervention
(2.3) Number, operation, and quantitative reasoning. The student adds and subtracts whole numbers to solve problems. The student is expected to:	(A) recall and apply basic addition and subtraction facts (to 18);	(1) recall basic addition facts (to 18);	9780328272754	3-6, 35-38, 39-42, 43-46, 55-58	Lesson 1-1, Lesson 2-1, Lesson 2-2, Lesson 2-3, Lesson 2-6
(2.3) Number, operation, and quantitative reasoning. The student adds and subtracts whole numbers to solve problems. The student is expected to:	(A) recall and apply basic addition and subtraction facts (to 18);	(2) recall basic subtraction facts (to 18);	9780328272754	11-14, 71-74, 75-78, 79-82, 83-86	Lesson 1-3, Lesson 3-1, Lesson 3-2, Lesson 3-3, Lesson 3-4

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(2.3) Number, operation, and quantitative reasoning. The student adds and subtracts whole numbers to solve problems. The student is expected to:	(A) recall and apply basic addition and subtraction facts (to 18);	(3) apply basic addition facts (to 18);	9780328272754	3-6, 7-10, 23-26, 27-30, 47-50	Lesson 1-1, Lesson 1-2, Lesson 1-6, Lesson 1-7, Lesson 2-4
(2.3) Number, operation, and quantitative reasoning. The student adds and subtracts whole numbers to solve problems. The student is expected to:	(A) recall and apply basic addition and subtraction facts (to 18);	(4) apply basic subtraction facts (to 18);	9780328272754	11-14, 15-18, 19-22, 23-26, 27-30	Lesson 1-3, Lesson 1-4, Lesson 1-5, Lesson 1-6, Lesson 1-7
(2.3) Number, operation, and quantitative reasoning. The student adds and subtracts whole numbers to solve problems. The student is expected to:	(B) model addition and subtraction of two-digit numbers with objects, pictures, words, and numbers;	(1) model addition of two-digit numbers with objects,	9780328272754 9780328278114 9780328278138	227-230, 231-234, 239-242 171 239	Lesson 8-3, Lesson 8-4, Lesson 8-6 Topic 6 Interactive Learning Topic 8 Interactive Learning
(2.3) Number, operation, and quantitative reasoning. The student adds and subtracts whole numbers to solve problems. The student is expected to:	(B) model addition and subtraction of two-digit numbers with objects, pictures, words, and numbers;	(2) model addition of two-digit numbers with pictures	9780328272754 9780328278138	192, 251-254, 283-286, 287-290 251	Reteaching Set A, Lesson 8-9, Lesson 9-7, Lesson 9-8 Topic 8 Interactive Learning

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(2.3) Number, operation, and quantitative reasoning. The student adds and subtracts whole numbers to solve problems. The student is expected to:	(B) model addition and subtraction of two-digit numbers with objects, pictures, words, and numbers;	(3) model addition of two-digit numbers with words	9780328272754 9780328278138	180, 186 243, 246B, 250B	Do You Understand?, Exercise 20 Topic 8 Interactive Learning, Topic 8 Intervention, Topic 8 Intervention
(2.3) Number, operation, and quantitative reasoning. The student adds and subtracts whole numbers to solve problems. The student is expected to:	(B) model addition and subtraction of two-digit numbers with objects, pictures, words, and numbers;	(4) model addition of two-digit numbers with numbers;	9780328272754	235-238, 239-242, 243-246, 247-250, 251-254	Lesson 8-5, Lesson 8-6, Lesson 8-7, Lesson 8-8, Lesson 8-9
(2.3) Number, operation, and quantitative reasoning. The student adds and subtracts whole numbers to solve problems. The student is expected to:	(B) model addition and subtraction of two-digit numbers with objects, pictures, words, and numbers;	(5) model subtraction of two-digit numbers with objects	9780328272754 9780328278145	207-210, 263-266, 267-270, 275-278 286B	Lesson 7-4, Lesson 9-2, Lesson 9-3, Lesson 9-5 Topic 9 Intervention
(2.3) Number, operation, and quantitative reasoning. The student adds and subtracts whole numbers to solve problems. The student is expected to:	(B) model addition and subtraction of two-digit numbers with objects, pictures, words, and numbers;	(6) model subtraction of two-digit numbers with pictures	9780328272754 9780328278145	214, 283-286, 287-290 286B, 287	Exercise 6, Lesson 9-7, Lesson 9-8 Topic 9 Intervention, Topic 9 Interactive Learning

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(2.3) Number, operation, and quantitative reasoning. The student adds and subtracts whole numbers to solve problems. The student is expected to:	(B) model addition and subtraction of two-digit numbers with objects, pictures, words, and numbers;	(7) model subtraction of two-digit numbers with words	9780328272754 9780328278145	276-277, 280-281 266B, 267, 275	Lesson 9-5 Exercise across top of pages, Lesson 9-6 Exercise across top of pages Topic 9 Intervention, Topic 9 Interactive Learning, Topic 9 Interactive Learning
(2.3) Number, operation, and quantitative reasoning. The student adds and subtracts whole numbers to solve problems. The student is expected to:	(B) model addition and subtraction of two-digit numbers with objects, pictures, words, and numbers;	(8) model subtraction of two-digit numbers with numbers	9780328272754 9780328278145	271-274, 275-278, 279-282, 283-286 275	Lesson 9-4, Lesson 9-5, Lesson 9-6, Lesson 9-7 Topic 9 Interactive Learning
(2.3) Number, operation, and quantitative reasoning. The student adds and subtracts whole numbers to solve problems. The student is expected to:	(C) select addition or subtraction to solve problems using two-digit numbers, whether or not regrouping is necessary;		9780328272754 9780328278145	27-30, 287-290 287	Lesson 1-7, Lesson 9-8 Topic 9 Interactive Learning
(2.3) Number, operation, and quantitative reasoning. The student adds and subtracts whole numbers to solve problems. The student is expected to:	(D) determine the value of a collection of coins up to one dollar; and	>>>>>	9780328272754	143-146, 147-150, 151-154, 155-158, 163-166	Lesson 5-1, Lesson 5-2, Lesson 5-3, Lesson 5-4, Lesson 5-6

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(2.3) Number, operation, and quantitative reasoning. The student adds and subtracts whole numbers to solve problems. The student is expected to:	(E) describe how the cent symbol, dollar symbol, and the decimal point are used to name the value of a collection of coins.	(1) describe how the cent symbol is used to name the value of a collection of coins.	9780328272754 9780328278107	143-146 143, 147	Lesson 5-1 Topic 5 Interactive Learning, Topic 5 Interactive Learning
(2.3) Number, operation, and quantitative reasoning. The student adds and subtracts whole numbers to solve problems. The student is expected to:	(E) describe how the cent symbol, dollar symbol, and the decimal point are used to name the value of a collection of coins.	(2) describe how the dollar symbol, and the decimal point are used to name the value of a collection of coins.	9780328272754 9780328278107 9780328278145	160-162 162B 259	Lesson 5-5 Topic 5 Differentiated Instruction Topic 9 Interactive Learning Extend
(2.4) Number, operation, and quantitative reasoning. The student models multiplication and division. The student is expected to:	(A) model, create, and describe multiplication situations in which equivalent sets of concrete objects are joined; and	(1) model multiplication situations in which equivalent sets of concrete objects are joined; and	9780328272754	375-378, 379, 383, 387, 391	Lesson 13-1, Lesson 13-2, Lesson 13-3, Lesson 13-4, Lesson 13-5
(2.4) Number, operation, and quantitative reasoning. The student models multiplication and division. The student is expected to:	(A) model, create, and describe multiplication situations in which equivalent sets of concrete objects are joined; and	(2) create multiplication situations in which equivalent sets of concrete objects are joined; and	9780328272754	375, 379, 383, 387, 391	Lesson 13-1, Lesson 13-2, Lesson 13-3, Lesson 13-4, Lesson 13-5
(2.4) Number, operation, and quantitative reasoning. The student models multiplication and division. The student is expected to:	(A) model, create, and describe multiplication situations in which equivalent sets of concrete objects are joined; and	(3) describe multiplication situations in which equivalent sets of concrete objects are joined; and	9780328272754	375-378, 379, 383, 387, 391	Lesson 13-1, Lesson 13-2, Lesson 13-3, Lesson 13-4, Lesson 13-5

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(2.4) Number, operation, and quantitative reasoning. The student models multiplication and division. The student is expected to:	(B) model, create, and describe division situations in which a set of concrete objects is separated into equivalent sets.	(1) model division situations in which a set of concrete objects is separated into equivalent sets.	9780328272754 9780328278190	403-406, 407, 411 403, 406B	Lesson 14-1, Lesson 14-2, Lesson 14-3 Topic 14 Interactive Learning, Topic 14 Intervention
(2.4) Number, operation, and quantitative reasoning. The student models multiplication and division. The student is expected to:	(B) model, create, and describe division situations in which a set of concrete objects is separated into equivalent sets.	(2) create division situations in which a set of concrete objects is separated into equivalent sets.	9780328272754 9780328278190	403-406, 407, 411 403, 406B	Lesson 14-1, Lesson 14-2, Lesson 14-3 Topic 14 Interactive Learning, Topic 14 Intervention
(2.4) Number, operation, and quantitative reasoning. The student models multiplication and division. The student is expected to:	(B) model, create, and describe division situations in which a set of concrete objects is separated into equivalent sets.	(3) describe division situations in which a set of concrete objects is separated into equivalent sets.	9780328272754 9780328278190	403-406, 407, 411 403, 406B	Lesson 14-1, Lesson 14-2, Lesson 14-3 Topic 14 Interactive Learning, Topic 14 Intervention
(2.5) Patterns, relationships, and algebraic thinking. The student uses patterns in numbers and operations. The student is expected to:	(A) find patterns in numbers such as in a 100s chart;	>>>>>	9780328272754	123-126, 131-134, 183-186, 203-206, 339-342	Lesson 4-7, Lesson 4-9, Lesson 6-4, Lesson 7-3, Lesson 11-4
(2.5) Patterns, relationships, and algebraic thinking. The student uses patterns in numbers and operations. The student is expected to:	(B) use patterns in place value to compare and order whole numbers through 999; and	(1) use patterns in place value to compare whole numbers through 999; and	9780328272754 9780328278091	115-118, 119-122, 347-350, 355-358 119	Lesson 4-5, Lesson 4-6, Lesson 11-6, Lesson 12-1 Topic 4 Interactive Learning

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(2.5) Patterns, relationships, and algebraic thinking. The student uses patterns in numbers and operations. The student is expected to:	(B) use patterns in place value to compare and order whole numbers through 999; and	(2) use patterns in place value to order whole numbers through 999; and	9780328272754	123-126, 127-130, 343-346, 347-350, 367-370	Lesson 4-7, Lesson 4-8, Lesson 11-5, Lesson 11-6, Lesson 12-4
(2.5) Patterns, relationships, and algebraic thinking. The student uses patterns in numbers and operations. The student is expected to:	(C) use patterns and relationships to develop strategies to remember basic addition and subtraction facts. Determine patterns in related addition and subtraction number sentences (including fact families) such as 8 + 9 = 17, 9 + 8 = 17, 17 – 8 = 9, and 17 – 9 = 8.	(1) use patterns to develop strategies to remember basic addition facts.	9780328272754	23-26, 35-38, 39-42, 43-46, 47-50	Lesson 1-6, Lesson 2-1, Lesson 2-2, Lesson 2-3, Lesson 2-4
(2.5) Patterns, relationships, and algebraic thinking. The student uses patterns in numbers and operations. The student is expected to:	(C) use patterns and relationships to develop strategies to remember basic addition and subtraction facts. Determine patterns in related addition and subtraction number sentences (including fact families) such as 8 + 9 = 17, 9 + 8 = 17, 17 – 8 = 9, and 17 – 9 = 8.	(2) use patterns to develop strategies to remember basic subtraction facts.	9780328272754	23-26, 71-74, 75-78, 79-82, 83-86	Lesson 1-6, Lesson 3-1, Lesson 3-2, Lesson 3-3, Lesson 3-4

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(2.5) Patterns, relationships, and algebraic thinking. The student uses patterns in numbers and operations. The student is expected to:	(C) use patterns and relationships to develop strategies to remember basic addition and subtraction facts. Determine patterns in related addition and subtraction number sentences (including fact families) such as 8 + 9 = 17, 9 + 8 = 17, 17 – 8 = 9, and 17 – 9 = 8.	(3) use relationships to develop strategies to remember basic addition facts.	9780328272754	23-26, 35-38, 39-42, 43-46, 59-62	Lesson 1-6, Lesson 2-1, Lesson 2-2, Lesson 2-3, Lesson 2-7
(2.5) Patterns, relationships, and algebraic thinking. The student uses patterns in numbers and operations. The student is expected to:	(C) use patterns and relationships to develop strategies to remember basic addition and subtraction facts. Determine patterns in related addition and subtraction number sentences (including fact families) such as 8 + 9 = 17, 9 + 8 = 17, 17 – 8 = 9, and 17 – 9 = 8.	(4) use relationships to develop strategies to remember basic subtraction facts.	9780328272754	23-26, 71-74, 75-78, 79-82, 83-86	Lesson 1-6, Lesson 3-1, Lesson 3-2, Lesson 3-3, Lesson 3-4

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(2.5) Patterns, relationships, and algebraic thinking. The student uses patterns in numbers and operations. The student is expected to:	(C) use patterns and relationships to develop strategies to remember basic addition and subtraction facts. Determine patterns in related addition and subtraction number sentences (including fact families) such as 8 + 9 = 17, 9 + 8 = 17, 17 – 8 = 9, and 17 – 9 = 8.	(5) Determine patterns in related addition number sentences (including fact families) such as 8 + 9 = 17, 9 + 8 = 17.	9780328272754 9780328278060 9780328278084	79-82, 83-86, 87-90 23 83	Lesson 3-3, Lesson 3-4, Lesson 3-5 Topic 1 Interactive Learning Topic 3 Interactive Learning
(2.5) Patterns, relationships, and algebraic thinking. The student uses patterns in numbers and operations. The student is expected to:	(C) use patterns and relationships to develop strategies to remember basic addition and subtraction facts. Determine patterns in related addition and subtraction number sentences (including fact families) such as 8 + 9 = 17, 9 + 8 = 17, 17 – 8 = 9, and 17 – 9 = 8.	(6) Determine patterns in related subtraction number sentences (including fact families) such as 17 – 8 = 9, and 17 – 9 = 8.	9780328272754 9780328278060	23-26, 76-77, 80-81, 87 23	Lesson 1-6, Lesson 3-1, Lesson 3-3, Lesson 3-5 Topic 1 Interactive Learning

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TEKS (Knowledge and Skills)	**Student Expectation**	**Breakout**	**Component ISBN/ID**	**Page(s)**	**Specific location on the page/display/screen (paragraph, column, animation, etc.)**
(2.6) Patterns, relationships, and algebraic thinking. The student uses patterns to describe relationships and make predictions. The student is expected to:	(A) generate a list of paired numbers based on a real-life situation such as number of tricycles related to number of wheels;	>>>>>	9780328272754 9780328278190	415-418, 419-422, 423-426 415, 423	Lesson 14-4, Lesson 14-5, Lesson 14-6 Topic 14 Interactive Learning, Topic 14 Interactive Learning
(2.6) Patterns, relationships, and algebraic thinking. The student uses patterns to describe relationships and make predictions. The student is expected to:	(B) identify patterns in a list of related number pairs based on a real-life situation and extend the list; and	(1) identify patterns in a list of related number pairs based on a real-life situation	9780328272754 9780328278190	415-418, 419-422, 423-426 415, 423	Lesson 14-4, Lesson 14-5, Lesson 14-6 Topic 14 Interactive Learning, Topic 14 Interactive Learning
(2.6) Patterns, relationships, and algebraic thinking. The student uses patterns to describe relationships and make predictions. The student is expected to:	(B) identify patterns in a list of related number pairs based on a real-life situation and extend the list; and	(2) extend the list	9780328272754 9780328278190	415-418, 419-422, 423-426 415, 423	Lesson 14-4, Lesson 14-5, Lesson 14-6 Topic 14 Interactive Learning, Topic 14 Interactive Learning

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TEKS (Knowledge and Skills)	**Student Expectation**	**Breakout**	**Component ISBN/ID**	**Page(s)**	**Specific location on the page/display/screen (paragraph, column, animation, etc.)**
(2.6) Patterns, relationships, and algebraic thinking. The student uses patterns to describe relationships and make predictions. The student is expected to:	(C) identify, describe, and extend repeating and additive patterns to make predictions and solve problems.	(1) identify repeating patterns to make predictions	9780328278114 9780328278169 9780328278176 9780328278213	187 339, 347 367 467B	Topic 6 Interactive Learning Extend Topic 11 Interactive Learning Extend, Topic 11 Interactive Learning Extend Topic 12 Interactive Learning Extend Topic 16 Interactive Learning Connect
(2.6) Patterns, relationships, and algebraic thinking. The student uses patterns to describe relationships and make predictions. The student is expected to:	(C) identify, describe, and extend repeating and additive patterns to make predictions and solve problems.	(2) describe repeating patterns to make predictions	9780328278114 9780328278169 9780328278176 9780328278213	187 347 367 467B	Topic 6 Interactive Learning Extend Topic 11 Interactive Learning Extend Topic 12 Interactive Learning Extend Topic 16 Interactive Learning Connect
(2.6) Patterns, relationships, and algebraic thinking. The student uses patterns to describe relationships and make predictions. The student is expected to:	(C) identify, describe, and extend repeating and additive patterns to make predictions and solve problems.	(3) extend repeating patterns to make predictions	9780328272754 9780328278114 9780328278169 9780328278176 9780328278213	297 187 347 367 467B	Lesson 10-1 Exercise 11 Topic 6 Interactive Learning Extend Topic 11 Interactive Learning Extend Topic 12 Interactive Learning Extend Topic 16 Interactive Learning Extend

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TEKS (Knowledge and Skills)	**Student Expectation**	**Breakout**	**Component ISBN/ID**	**Page(s)**	**Specific location on the page/display/screen (paragraph, column, animation, etc.)**
(2.6) Patterns, relationships, and algebraic thinking. The student uses patterns to describe relationships and make predictions. The student is expected to:	(C) identify, describe, and extend repeating and additive patterns to make predictions and solve problems.	(4) identify repeating patterns to solve problems.	9780328278152 9780328278169 9780328278206 9780328278244	297 339 439, 450 563	Topic 10 Exercise 11 Activity Topic 11 Interactive Learning Extend Topic 15 Interactive Learning Extend, Topic 15 Going Digital Activity Topic 19 Interactive Learning
(2.6) Patterns, relationships, and algebraic thinking. The student uses patterns to describe relationships and make predictions. The student is expected to:	(C) identify, describe, and extend repeating and additive patterns to make predictions and solve problems.	(5) describe repeating patterns to solve problems.	9780328278152 9780328278169 9780328278206 9780328278244	297 339 439, 450 563	Topic 10 Exercise 11 Activity Topic 11 Interactive Learning Extend Topic 15 Interactive Learning Extend, Topic 15 Going Digital Activity Topic 19 Interactive Learning
(2.6) Patterns, relationships, and algebraic thinking. The student uses patterns to describe relationships and make predictions. The student is expected to:	(C) identify, describe, and extend repeating and additive patterns to make predictions and solve problems.	(6) extend repeating patterns to solve problems.	9780328272754 9780328278114 9780328278169 9780328278206 9780328278244	297 190 339 439 563	Lesson 10-1 Exercise 11 Topic 6 Exercise 6 Activity Topic 11 Interactive Learning Extend Topic 15 Interactive Learning Extend Topic 19 Interactive Learning

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TEKS (Knowledge and Skills)	**Student Expectation**	**Breakout**	**Component ISBN/ID**	**Page(s)**	**Specific location on the page/display/screen (paragraph, column, animation, etc.)**
(2.6) Patterns, relationships, and algebraic thinking. The student uses patterns to describe relationships and make predictions. The student is expected to:	(C) identify, describe, and extend repeating and additive patterns to make predictions and solve problems.	(7) identify additive patterns to make predictions	9780328272754	347-350, 367-370, 467-470	Lesson 11-6, Lesson 12-4, Lesson 16-4
(2.6) Patterns, relationships, and algebraic thinking. The student uses patterns to describe relationships and make predictions. The student is expected to:	(C) identify, describe, and extend repeating and additive patterns to make predictions and solve problems.	(8) describe additive patterns to make predictions	9780328272754 9780328278213	347-350, 367-370, 467-470 467	Lesson 11-6, Lesson 12-4, Lesson 16-4 Topic 16 Interactive Learning
(2.6) Patterns, relationships, and algebraic thinking. The student uses patterns to describe relationships and make predictions. The student is expected to:	(C) identify, describe, and extend repeating and additive patterns to make predictions and solve problems.	(9) extend additive patterns to make predictions	9780328272754 9780328278114	187-190, 347-350, 367-370, 467-470 187	Lesson 6-5, Lesson 11-6, Lesson 12-4, Lesson 16-4 Topic 6 Interactive Learning
(2.6) Patterns, relationships, and algebraic thinking. The student uses patterns to describe relationships and make predictions. The student is expected to:	(C) identify, describe, and extend repeating and additive patterns to make predictions and solve problems.	(10) identify additive patterns to solve problems.	9780328272754	347-350, 367-370, 467-470	Lesson 11-6, Lesson 12-4, Lesson 16-4

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TEKS (Knowledge and Skills)	**Student Expectation**	**Breakout**	**Component ISBN/ID**	**Page(s)**	**Specific location on the page/display/screen (paragraph, column, animation, etc.)**
(2.6) Patterns, relationships, and algebraic thinking. The student uses patterns to describe relationships and make predictions. The student is expected to:	(C) identify, describe, and extend repeating and additive patterns to make predictions and solve problems.	(11) describe additive patterns to solve problems.	9780328272754	187-190, 347-350, 367-370, 467-470	Lesson 6-5, Lesson 11-6, Lesson 12-4, Lesson 16-4
(2.6) Patterns, relationships, and algebraic thinking. The student uses patterns to describe relationships and make predictions. The student is expected to:	(C) identify, describe, and extend repeating and additive patterns to make predictions and solve problems.	(12) extend additive patterns to solve problems.	9780328272754 9780328278114	187-190, 347-350, 367-370, 467-470 187	Lesson 6-5, Lesson 11-6, Lesson 12-4, Lesson 16-4 Topic 6 Interactive Learning
(2.7) Geometry and spatial reasoning. The student uses attributes to identify two- and three-dimensional geometric figures. The student compares and contrasts two- and three-dimensional geometric figures or both. The student is expected to:	(A) describe attributes (the number of vertices, faces, edges, sides) of two- and three-dimensional geometric figures such as circles, polygons, spheres, cones, cylinders, prisms, and pyramids, etc.;	(1) describe attributes (the number of vertices, sides) of two-dimensional geometric figures such as circles, polygons, etc.	9780328272754 9780328278206	439-442, 447-450 435, 439, 447	Lesson 15-3, Lesson 15-5 Topic 15 Interactive Learning, Topic 15 Interactive Learning, Topic 15 Interactive Learning

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TEKS (Knowledge and Skills)	**Student Expectation**	**Breakout**	**Component ISBN/ID**	**Page(s)**	**Specific location on the page/display/screen (paragraph, column, animation, etc.)**
(2.7) Geometry and spatial reasoning. The student uses attributes to identify two- and three-dimensional geometric figures. The student compares and contrasts two- and three-dimensional geometric figures or both. The student is expected to:	(A) describe attributes (the number of vertices, faces, edges, sides) of two- and three-dimensional geometric figures such as circles, polygons, spheres, cones, cylinders, prisms, and pyramids, etc.;	(2) describe attributes (the number of vertices, faces, edges) of three-dimensional geometric figures such as spheres, cones, cylinders, prisms, and pyramids, etc.;	9780328272754 9780328278206	431-434, 435-438, 447-450 431, 435	Lesson 15-1, Lesson 15-2, Lesson 15-5 Topic 15 Interactive Learning, Topic 15 Interactive Learning
(2.7) Geometry and spatial reasoning. The student uses attributes to identify two- and three-dimensional geometric figures. The student compares and contrasts two- and three-dimensional geometric figures or both. The student is expected to:	(B) use attributes to describe how 2 two-dimensional figures or 2 three-dimensional geometric figures are alike or different; and	(1) use attributes to describe how 2 two-dimensional figures are alike or different	9780328272754 9780328278206	439-442, 447-450 435, 439, 447	Lesson 15-3, Lesson 15-5 Topic 15 Interactive Learning, Topic 15 Interactive Learning, Topic 15 Interactive Learning
(2.7) Geometry and spatial reasoning. The student uses attributes to identify two- and three-dimensional geometric figures. The student compares and contrasts two- and three-dimensional geometric figures or both. The student is expected to:	(B) use attributes to describe how 2 two-dimensional figures or 2 three-dimensional geometric figures are alike or different; and	(2) use attributes to describe how 2 three-dimensional geometric figures are alike or different	9780328272754 9780328278206	431-434, 435-438, 447-450 431, 435	Lesson 15-1, Lesson 15-2, Lesson 15-5 Topic 15 Interactive Learning, Topic 15 Interactive Learning

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(2.7) Geometry and spatial reasoning. The student uses attributes to identify two- and three-dimensional geometric figures. The student compares and contrasts two- and three-dimensional geometric figures or both. The student is expected to:	(C) cut two-dimensional geometric figures apart and identify the new geometric figures formed.	>>>>>	9780328272754 9780328278206	443-446, 452 443	Lesson 15-4, Reteaching Set B Topic 15 Interactive Learning
(2.8) Geometry and spatial reasoning. The student recognizes that a line can be used to represent a set of numbers and its properties. The student is expected to use whole numbers to locate and name points on a number line. The student is expected to:	(A) use whole numbers to locate and name points on a number line.	>>>>>	9780328272754 9780328278213	455-458, 459-462, 463-466, 467-470 455	Lesson 16-1, Lesson 16-2, Lesson 16-3, Lesson 16-4 Topic 16 Interactive Learning

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TEKS (Knowledge and Skills)	**Student Expectation**	**Breakout**	**Component ISBN/ID**	**Page(s)**	**Specific location on the page/display/screen (paragraph, column, animation, etc.)**
(2.9) Measurement. The student directly compares the attributes of length, area, weight/mass, and capacity, and uses comparative language to solve problems and answer questions. The student selects and uses nonstandard units to describe length, area, capacity, and weight/mass. The student recognizes and uses models that approximate standard units (from both SI, also known as metric, and customary systems) of length, weight/mass, capacity, and time. The student is expected to:	(A) identify concrete models that approximate standard units of length and use them to measure length;	(1) identify concrete models that approximate standard units of length	9780328272754 9780328278220	475, 479-480, 487-489, 491-494 475	Lesson 17-1, Lesson 17-2, Lesson 17-4, Lesson 17-5 Topic 17 Interactive Learning

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TEKS (Knowledge and Skills)	**Student Expectation**	**Breakout**	**Component ISBN/ID**	**Page(s)**	**Specific location on the page/display/screen (paragraph, column, animation, etc.)**
(2.9) Measurement. The student directly compares the attributes of length, area, weight/mass, and capacity, and uses comparative language to solve problems and answer questions. The student selects and uses nonstandard units to describe length, area, capacity, and weight/mass. The student recognizes and uses models that approximate standard units (from both SI, also known as metric, and customary systems) of length, weight/mass, capacity, and time. The student is expected to:	(A) identify concrete models that approximate standard units of length and use them to measure length;	(2) use them to measure length;	9780328272754	479-480, 483-486, 487, 491-494, 503-506	Lesson 17-2, Lesson 17-3, Lesson 17-4, Lesson 17-5, Lesson 17-8

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TEKS (Knowledge and Skills)	**Student Expectation**	**Breakout**	**Component ISBN/ID**	**Page(s)**	**Specific location on the page/display/screen (paragraph, column, animation, etc.)**
(2.9) Measurement. The student directly compares the attributes of length, area, weight/mass, and capacity, and uses comparative language to solve problems and answer questions. The student selects and uses nonstandard units to describe length, area, capacity, and weight/mass. The student recognizes and uses models that approximate standard units (from both SI, also known as metric, and customary systems) of length, weight/mass, capacity, and time. The student is expected to:	(B) select a non-standard unit of measure such as square tiles to determine the area of a two-dimensional surface;	>>>>>	9780328272754 9780328278220	495-498, 499-502, 503-506 495, 499	Lesson 17-6, Lesson 17-7, Lesson 17-8 Topic 17 Interactive Learning, Topic 17 Interactive Learning

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TEKS (Knowledge and Skills)	**Student Expectation**	**Breakout**	**Component ISBN/ID**	**Page(s)**	**Specific location on the page/display/screen (paragraph, column, animation, etc.)**
(2.9) Measurement. The student directly compares the attributes of length, area, weight/mass, and capacity, and uses comparative language to solve problems and answer questions. The student selects and uses nonstandard units to describe length, area, capacity, and weight/mass. The student recognizes and uses models that approximate standard units (from both SI, also known as metric, and customary systems) of length, weight/mass, capacity, and time. The student is expected to:	(C) select a non-standard unit of measure such as a bathroom cup or a jar to determine the capacity of a given container; and	>>>>>	9780328272754 9780328278237	475, 511-512, 515-518, 541 475	Lesson 17-1, Lesson 18-1, Lesson 18-2, Lesson 18-8 Exercises 3-5 Topic 18 Interactive Learning

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TEKS (Knowledge and Skills)	**Student Expectation**	**Breakout**	**Component ISBN/ID**	**Page(s)**	**Specific location on the page/display/screen (paragraph, column, animation, etc.)**
(2.9) Measurement. The student directly compares the attributes of length, area, weight/mass, and capacity, and uses comparative language to solve problems and answer questions. The student selects and uses nonstandard units to describe length, area, capacity, and weight/mass. The student recognizes and uses models that approximate standard units (from both SI, also known as metric, and customary systems) of length, weight/mass, capacity, and time. The student is expected to:	(D) select a non-standard unit of measure such as beans or marbles to determine the weight/mass of a given object.	>>>>>	9780328272754	475, 527, 531, 535, 539-540	Lesson 17-6, Lesson 18-5, Lesson 18-6, Lesson 18-7, Lesson 18-8
(2.10) Measurement. The student uses standard tools to estimate and measure time and temperature (in degrees Fahrenheit). The student is expected to:	(A) read a thermometer to gather data;	>>>>>	9780328272754 9780328278244	563-566 563, 566B	Lesson 19-5 Topic 19 Interactive Learning, Topic 19 Intervention

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(2.10) Measurement. The student uses standard tools to estimate and measure time and temperature (in degrees Fahrenheit). The student is expected to:	(B) read and write times shown on analog and digital clocks using five-minute increments; and	(1) read times shown on analog clocks using five-minute increments	9780328272754 9780328278244	547-550, 551-554 547,550B, 551	Lesson 19-1, Lesson 19-2 Topic 19 Interactive Learning, Topic 19 Intervention, Topic 19 Interactive Learning
(2.10) Measurement. The student uses standard tools to estimate and measure time and temperature (in degrees Fahrenheit). The student is expected to:	(B) read and write times shown on analog and digital clocks using five-minute increments; and	(2) write times shown on analog clocks using five-minute increments; and	9780328272754 9780328278244	547-550, 551-554 547, 550B, 551	Lesson 19-1, Lesson 19-2 Topic 19 Interactive Learning, Topic 19 Intervention, Topic 19 Interactive Learning
(2.10) Measurement. The student uses standard tools to estimate and measure time and temperature (in degrees Fahrenheit). The student is expected to:	(B) read and write times shown on analog and digital clocks using five-minute increments; and	(3) read times shown on digital clocks using five-minute increments	9780328272754 9780328278244	547-550, 551-554 547, 550B, 551	Lesson 19-1, Lesson 19-2 Topic 19 Interactive Learning, Topic 19 Intervention, Topic 19 Interactive Learning
(2.10) Measurement. The student uses standard tools to estimate and measure time and temperature (in degrees Fahrenheit). The student is expected to:	(B) read and write times shown on analog and digital clocks using five-minute increments; and	(4) write times shown on digital clocks using five-minute increments; and	9780328272754 9780328278244	547-550, 551-554 547, 550B, 551	Lesson 19-1, Lesson 19-2 Topic 19 Interactive Learning, Topic 19 Intervention, Topic 19 Interactive Learning
(2.10) Measurement. The student uses standard tools to estimate and measure time and temperature (in degrees Fahrenheit). The student is expected to:	(C) describe activities that take approximately one second, one minute, and one hour.	(1) describe activities that take approximately one second	9780328272754 9780328278244	559, 560-561 559	Lesson 19-4, Lesson 19-4 Exercise across top of page Topic 19 Interactive Learning

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TEKS (Knowledge and Skills)	**Student Expectation**	**Breakout**	**Component ISBN/ID**	**Page(s)**	**Specific location on the page/display/screen (paragraph, column, animation, etc.)**
(2.10) Measurement. The student uses standard tools to estimate and measure time and temperature (in degrees Fahrenheit). The student is expected to:	(C) describe activities that take approximately one second, one minute, and one hour.	(2) describe activities that take approximately one minute	9780328272754 9780328278244	559, 560-561 559	Lesson 19-4, Lesson 19-4 Exercise across top of page Topic 19 Interactive Learning
(2.10) Measurement. The student uses standard tools to estimate and measure time and temperature (in degrees Fahrenheit). The student is expected to:	(C) describe activities that take approximately one second, one minute, and one hour.	(3) describe activities that take approximately one hour	9780328272754 9780328278244	559, 560-561, 561 559	Lesson 19-4, Lesson 19-4 Exercise across top of page, Lesson 19-4 Exercise 9 Topic 19 Interactive Learning
(2.11) Probability and statistics. The student organizes data to make it useful for interpreting information. The student is expected to:	(A) construct picture graphs and bar-type graphs;	(1) construct picture graphs	9780328272754 9780328278251	575-578 575, 578B	Lesson 20-1 Topic 20 Interactive Learning, Topic 20 Intervention
(2.11) Probability and statistics. The student organizes data to make it useful for interpreting information. The student is expected to:	(A) construct picture graphs and bar-type graphs;	(2) construct bar-type graphs;	9780328272754 9780328278251	583-586, 595, 598 583, 586B	Lesson 20-3, Lesson 20-6, Lesson 20-6 Going Digital Activity Topic 20 Interactive Learning, Topic 20 Intervention

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TEKS (Knowledge and Skills)	**Student Expectation**	**Breakout**	**Component ISBN/ID**	**Page(s)**	**Specific location on the page/display/screen (paragraph, column, animation, etc.)**
(2.11) Probability and statistics. The student organizes data to make it useful for interpreting information. The student is expected to:	(B) draw conclusions and answer questions based on picture graphs and bar-type graphs; and	(1) draw conclusions based on picture graphs	9780328272754 9780328278251	578, 579-582, 596 579, 582B	Exercise 7, Lesson 20-2, Lesson 20-6 Guided Practice Topic 20 Interactive Learning, Topic 20 Intervention
(2.11) Probability and statistics. The student organizes data to make it useful for interpreting information. The student is expected to:	(B) draw conclusions and answer questions based on picture graphs and bar-type graphs; and	(2) answer questions based on picture graphs	9780328272754 9780328278251	579-582, 596 579, 582B	Lesson 20-2, Lesson 20-6 Guided Practice Topic 20 Interactive Learning, Topic 20 Intervention
(2.11) Probability and statistics. The student organizes data to make it useful for interpreting information. The student is expected to:	(B) draw conclusions and answer questions based on picture graphs and bar-type graphs; and	(3) draw conclusions based on bar-type graphs	9780328272754 9780328278251	586, 587-590, 597 587, 590B	Exercise 9, Lesson 20-4, Lesson 20-6 Topic 20 Interactive Learning, Topic 20 Intervention
(2.11) Probability and statistics. The student organizes data to make it useful for interpreting information. The student is expected to:	(B) draw conclusions and answer questions based on picture graphs and bar-type graphs; and	(4) answer questions based on bar-type graphs	9780328272754 9780328278251	587-590, 597 587, 590B	Lesson 20-4, Lesson 20-6 Topic 20 Interactive Learning, Topic 20 Intervention
(2.11) Probability and statistics. The student organizes data to make it useful for interpreting information. The student is expected to:	(C) use data to describe events as more likely or less likely such as drawing a certain color crayon from a bag of seven red crayons and three green crayons.	>>>>>	9780328272754 9780328278251	591-594 591, 594B	Lesson 20-5 Topic 20 Interactive Learning, Topic 20 Intervention

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TEKS (Knowledge and Skills)	**Student Expectation**	**Breakout**	**Component ISBN/ID**	**Page(s)**	**Specific location on the page/display/screen (paragraph, column, animation, etc.)**
(2.12) Underlying processes and mathematical tools. The student applies Grade 2 mathematics to solve problems connected to everyday experiences and activities in and outside of school. The student is expected to:	(A) identify the mathematics in everyday situations;	>>>>>	9780328272754	27-30, 63-66, 91-94,163-166, 187-190	Lesson 1-7, Lesson 2-8, Lesson 3-6, Lesson 5-6, Lesson 6-5
(2.12) Underlying processes and mathematical tools. The student applies Grade 2 mathematics to solve problems connected to everyday experiences and activities in and outside of school. The student is expected to:	(B) solve problems with guidance that incorporates the processes of understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness;	(1) solve problems with guidance that incorporates the process of understanding the problem	9780328272754	27-30, 63-66, 91-94, 111-114, 135-138	Lesson 1-7, Lesson 2-8, Lesson 3-6, Lesson 4-4, Lesson 4-10
(2.12) Underlying processes and mathematical tools. The student applies Grade 2 mathematics to solve problems connected to everyday experiences and activities in and outside of school. The student is expected to:	(B) solve problems with guidance that incorporates the processes of understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness;	(2) solve problems with guidance that incorporates the process of making a plan,	9780328272754	27-30, 63-66, 91-94, 111-114, 135-138	Lesson 1-7, Lesson 2-8, Lesson 3-6, Lesson 4-4, Lesson 4-10

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Subchapter	**Subchapter A. Elementary**				
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(2.12) Underlying processes and mathematical tools. The student applies Grade 2 mathematics to solve problems connected to everyday experiences and activities in and outside of school. The student is expected to:	(B) solve problems with guidance that incorporates the processes of understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness;	(3) solve problems with guidance that incorporates the process of carrying out the plan	9780328272754	27-30, 63-66, 91-94, 111-114, 135-138	Lesson 1-7, Lesson 2-8, Lesson 3-6, Lesson 4-4, Lesson 4-10
(2.12) Underlying processes and mathematical tools. The student applies Grade 2 mathematics to solve problems connected to everyday experiences and activities in and outside of school. The student is expected to:	(B) solve problems with guidance that incorporates the processes of understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness;	(4) solve problems with guidance that incorporates the process of evaluating the solution for reasonableness;	9780328272754	27-30, 63-66, 91-94, 111-114, 135-138	Lesson 1-7, Lesson 2-8, Lesson 3-6, Lesson 4-4, Lesson 4-10
(2.12) Underlying processes and mathematical tools. The student applies Grade 2 mathematics to solve problems connected to everyday experiences and activities in and outside of school. The student is expected to:	(C) select or develop an appropriate problem-solving plan or strategy including drawing a picture, looking for a pattern, systematic guessing and checking, or acting it out in order to solve a problem; and	>>>>>	9780328272754	27-30, 63-66, 91-94, 111-114, 163-166	Lesson 1-7, Lesson 2-8, Lesson 3-6, Lesson 4-4, Lesson 4-10

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TEKS (Knowledge and Skills)	**Student Expectation**	**Breakout**	**Component ISBN/ID**	**Page(s)**	**Specific location on the page/display/screen (paragraph, column, animation, etc.)**
(2.12) Underlying processes and mathematical tools. The student applies Grade 2 mathematics to solve problems connected to everyday experiences and activities in and outside of school. The student is expected to:	(D) use tools such as real objects, manipulatives, and technology to solve problems.		9780328272754	27-30, 163-166, 319-321, 503-506, 595	Lesson 1-7, Lesson 5-6, Lesson 10-7, Lesson 17-8, Lesson 20-6
(2.13) Underlying processes and mathematical tools. The student communicates about Grade 2 mathematics using informal language. The student is expected to:	(A) explain and record observations using objects, words, pictures, numbers, and technology; and	(1) explain observations using objects	9780328272754	55-58, 59-62, 71-74, 163-166, 327-330	Lesson 2-6, Lesson 2-7, Lesson 3-1, Lesson 5-6, Lesson 11-1
(2.13) Underlying processes and mathematical tools. The student communicates about Grade 2 mathematics using informal language. The student is expected to:	(A) explain and record observations using objects, words, pictures, numbers, and technology; and	(2) explain observations using words	9780328272754	27-29, 187-190, 331-334, 343-346, 567-570	Lesson 1-7, Lesson 6-5, Lesson 11-2, Lesson 11-5, Lesson 19-6
(2.13) Underlying processes and mathematical tools. The student communicates about Grade 2 mathematics using informal language. The student is expected to:	(A) explain and record observations using objects, words, pictures, numbers, and technology; and	(3) explain observations using pictures	9780328272754	11-14, 63-66, 251-254, 335-338, 395-398	Lesson 1-3, Lesson 2-8, Lesson 8-9, Lesson 11-3, Lesson 13-6

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(2.13) Underlying processes and mathematical tools. The student communicates about Grade 2 mathematics using informal language. The student is expected to:	(A) explain and record observations using objects, words, pictures, numbers, and technology; and	(4) explain observations using numbers	9780328272754	11-14, 27-30, 63-66, 91-94, 135-138	Lesson 1-3, Lesson 1-7, Lesson 2-8, Lesson 3-6, Lesson 4-10
(2.13) Underlying processes and mathematical tools. The student communicates about Grade 2 mathematics using informal language. The student is expected to:	(A) explain and record observations using objects, words, pictures, numbers, and technology; and	(5) explain observations using technology	9780328272754	30, 138, 166, 254, 322	Going Digital, Going Digital, Going Digital, Going Digital, Going Digital
(2.13) Underlying processes and mathematical tools. The student communicates about Grade 2 mathematics using informal language. The student is expected to:	(A) explain and record observations using objects, words, pictures, numbers, and technology; and	(6) record observations using objects	9780328272754	55-58, 59-62, 71-74, 163-166, 327-330	Lesson 2-6, Lesson 2-7, Lesson 3-1, Lesson 5-6, Lesson 11-1
(2.13) Underlying processes and mathematical tools. The student communicates about Grade 2 mathematics using informal language. The student is expected to:	(A) explain and record observations using objects, words, pictures, numbers, and technology; and	(7) record observations using words	9780328272754	107-110, 187-190, 331-334, 343-346, 567-570	Lesson 4-3, Lesson 6-5, Lesson 11-2, Lesson 11-5, Lesson 19-6

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(2.13) Underlying processes and mathematical tools. The student communicates about Grade 2 mathematics using informal language. The student is expected to:	(A) explain and record observations using objects, words, pictures, numbers, and technology; and	(8) record observations using pictures	9780328272754	11-14, 63-66, 251-254, 335-338, 395-398	Lesson 1-3, Lesson 2-8, Lesson 8-9, Lesson 11-3, Lesson 13-6
(2.13) Underlying processes and mathematical tools. The student communicates about Grade 2 mathematics using informal language. The student is expected to:	(A) explain and record observations using objects, words, pictures, numbers, and technology; and	(9) record observations using numbers	9780328272754	11-14, 27-30, 63-66, 91-94, 135-138	Lesson 1-3, Lesson 1-7, Lesson 2-8, Lesson 3-6, Lesson 4-10
(2.13) Underlying processes and mathematical tools. The student communicates about Grade 2 mathematics using informal language. The student is expected to:	(A) explain and record observations using objects, words, pictures, numbers, and technology; and	(10) record observations using technology	9780328272754	30, 138, 166, 254, 322	Going Digital, Going Digital, Going Digital, Going Digital, Going Digital
(2.13) Underlying processes and mathematical tools. The student communicates about Grade 2 mathematics using informal language. The student is expected to:	(B) relate informal language to mathematical language and symbols.	(1) relate informal language to mathematical language	9780328272754	11-14, 27-30, 115-118, 123-126, 127-130	Lesson 1-3, Lesson 1-7, Lesson 4-5, Lesson 4-7, Lesson 4-8

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(2.13) Underlying processes and mathematical tools. The student communicates about Grade 2 mathematics using informal language. The student is expected to:	(B) relate informal language to mathematical language and symbols.	(2) relate informal language to mathematical symbols.	9780328272754	11-14, 27-30, 63-66, 119-122, 355-358	Lesson 1-3, Lesson 1-7, Lesson 2-8, Lesson 4-6, Lesson 12-1
(2.14) Underlying processes and mathematical tools. The student uses logical reasoning. The student is expected to justify his or her thinking using objects, words, pictures, numbers, and technology. The student is expected to:	(A) justify his or her thinking using objects, words, pictures, numbers, and technology.	(1) justify his or her thinking using objects	9780328272754	27-30, 55-58, 59-62, 163-166, 403-406	Lesson 1-7, Lesson 2-6, Lesson 2-7, Lesson 5-6, Lesson 14-1
(2.14) Underlying processes and mathematical tools. The student uses logical reasoning. The student is expected to justify his or her thinking using objects, words, pictures, numbers, and technology. The student is expected to:	(A) The student is expected to justify his or her thinking using objects, words, pictures, numbers, and technology.	(2) justify his or her thinking using words	9780328272754	211-214, 447-450, 567-570	Lesson 7-5, Lesson 15-5, Lesson 19-6

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(2.14) Underlying processes and mathematical tools. The student uses logical reasoning. The student is expected to justify his or her thinking using objects, words, pictures, numbers, and technology. The student is expected to:	(A) The student is expected to justify his or her thinking using objects, words, pictures, numbers, and technology.	(3) justify his or her thinking using pictures	9780328272754	63-66, 251-254, 395-398, 447-450	Lesson 2-8, Lesson 8-9, Lesson 13-6, Lesson 15-5
(2.14) Underlying processes and mathematical tools. The student uses logical reasoning. The student is expected to justify his or her thinking using objects, words, pictures, numbers, and technology. The student is expected to:	(A) The student is expected to justify his or her thinking using objects, words, pictures, numbers, and technology.	(4) justify his or her thinking using numbers	9780328272754	27-30, 63-66, 135-138, 251-254, 287-290	Lesson 1-7, Lesson 2-8, Lesson 4-10, Lesson 8-9, Lesson 9-8
(2.14) Underlying processes and mathematical tools. The student uses logical reasoning. The student is expected to justify his or her thinking using objects, words, pictures, numbers, and technology. The student is expected to:	(A) The student is expected to justify his or her thinking using objects, words, pictures, numbers, and technology.	(5) justify his or her thinking using technology.	9780328272754	30, 138, 166, 254, 322	Going Digital, Going Digital, Going Digital, Going Digital, Going Digital