

**CORRELATION  
SUNSHINE STATE STANDARDS  
& GRADE LEVEL EXPECTATIONS**

**SUBJECT:** Mathematics

**SUBMISSION TITLE:** Houghton Mifflin MATH © 2005

**PUBLISHER:** Houghton Mifflin Company

**GRADE:** One

**STRAND:** Number Sense, Concepts, and Operations

**STANDARD:** Standard 1: The student understands the different ways numbers are represented and used in the real world

<b>BENCHMARK</b>	<b>GRADE LEVEL EXPECTATIONS</b>	<b>PAGES(S) OR LOCATIONS(S) WHERE TAUGHT</b>	<b>I/M</b>
Benchmark MA.A.1.1.1: The student associates verbal names, written word names, and standard numerals with the whole numbers less than 1000.	1.uses one-to one correspondence to count objects to 100 or more.	TE: 7–8, 9A–9B, 9–16, 17A, 21–22, 25–26, 37A, 43, 76, 149–150, 281–282, 285, 287–292, 307–308 PE: 7–16, 21–22, 25–26, 43, 76, 149–150, 281–282, 285, 287–292, 307–308	I
	2.reads and writes numerals to 100 or more.	TE: 9A–9B, 9–12, 13A, 13–16, 76, 279A, 281A, 281–282, 283A, 283–285, 289A PE: 9–16, 76, 281–285, 287–292	I
	3.uses ordinal numbers 1st –10th or higher	TE: 305A–305B, 305–306 PE: 305–306	I
Benchmark MA.A.1.1.2: The student understands the relative size of whole numbers between 0 and 1000.	1.compares and orders whole numbers to 100 or more using concrete materials, drawings, number lines, and symbols (<, =, >).	TE: 17–18, 21A–21B, 21–24, 25A, 76, 303–304, 311–314, 327–328, 347, 566 PE: 17–18, 21–24, 76, 303–304, 311–314, 327–328, 347, 566	I
	2.compares two or more sets (up to 100 objects in each set) and identifies which set is equal to, more than, or less than the other.	TE: 7–8, 14, 21A–21B, 21–22, 25A, 76, 149–151, 312 PE: 7–8, 14, 21–22, 76, 149–151, 312	I

**CORRELATION**  
**SUNSHINE STATE STANDARDS**  
**& GRADE LEVEL EXPECTATIONS**

**SUBJECT:** Mathematics

**SUBMISSION TITLE:** Houghton Mifflin MATH © 2005

**PUBLISHER:** Houghton Mifflin Company

**GRADE:** One

**STRAND:** Number Sense, Concepts, and Operations

**STANDARD:** Standard 1: The student understands the different ways numbers are represented and used in the real world

<b>BENCHMARK</b>	<b>GRADE LEVEL EXPECTATIONS</b>	<b>PAGES(S) OR LOCATIONS(S) WHERE TAUGHT</b>	<b>I/M</b>
Benchmark MA.A.1.1.3: The student uses objects to represent whole numbers or commonly used fractions and relates these numbers to real-world situations.	1.represents real-world applications of whole numbers, to 100 or more, using concrete materials, drawings, and symbols.	TE: 25–27, 43, 293–295, 447–449, 473–475, 571–573, 595–596 PE: 25–27, 43, 51–53, 69, 77-79, 114, 159–161, 171, 293–295, 447–449, 473–475, 571–573, 595–596	I
	2.represents and explains fractions (one half, one fourth, three fourths) as part of a whole and part of a set using concrete materials and drawings.	TE: 236, 239A–239B, 239–240, 241A–241B, 241–243, 245A–245B, 245–246 PE: 236, 239–243, 245–246	I
	3.uses concrete materials to compare fractions in real-life situations (for example, pizzas, cookies).	TE: 236, 242, 246 PE: 236, 242, 246	I
	4.knows that the total of equivalent fractional parts makes a whole (for example, two halves equal one whole).	TE: 239–243 PE: 239–243	I
Benchmark MA.A.1.1.4: The student understands that whole numbers can be represented in a variety of equivalent forms.	1.represents equivalent forms of the same number, up to 20 or more, through the use of concrete materials (including coins), diagrams, and number expressions (for example, 16 can be represented as $8+8$ , $10+6$ , $4+4+4+4$ , $20-4$ , $17-1$ ).	TE: 9–16, 47–48, 277–285, 287–292, 394, 397, 399–401, 403–404, 431A–431B, 431–432, 433A–433B, 433–434, 435A–435B, 435–436, 471–472, 567–568 PE: 9–16, 47–48, 277–285, 287–292, 394, 397, 399–401, 403–404, 431–436, 471–472, 567–568	I

**CORRELATION**  
**SUNSHINE STATE STANDARDS**  
**& GRADE LEVEL EXPECTATIONS**

**SUBJECT:** Mathematics

**SUBMISSION TITLE:** Houghton Mifflin MATH © 2005

**PUBLISHER:** Houghton Mifflin Company

**GRADE:** One

**STRAND:** Number Sense, Concepts, and Operations

**STANDARD:** Standard 2: The student understands number systems.

<b>BENCHMARK</b>	<b>GRADE LEVEL EXPECTATIONS</b>	<b>PAGES(S) OR LOCATIONS(S) WHERE TAUGHT</b>	<b>I/M</b>
Benchmark MA.A.2.1.1: The student understands and applies the concepts of counting (by 2s, 3s, 5s, 10s, 25s, 50s), grouping, and place value with whole numbers between 0 and 100.	1.counts orally to 100 or more by 2s, 5s, and 10s with or without a hundred chart.	TE: 277A, 277–280, 287–288, 293–295, 307, 322, 323A–323B, 323–324, 325B, 325–326, 329, 368, 389–390, 571–574 PE: 277–280, 287–288, 293–295, 322–326, 329, 368, 389–390, 571–574	I
	2.uses concrete materials, pictures, and symbols to show the grouping and place value of numbers to 100 or more.	TE: 277A–277B, 277–278, 279A–279B, 279–280, 281A–281B, 281–282, 283A–283B, 283–285, 287A–287B, 287–288, 289A–289B, 289–290, 291A–291B, 291–292, 293A–293B, 293–295, 634 PE: 277–285, 287–292, 293–295, 634	I
	3.counts forward and backward by one beginning with any number less than 100.	TE: 19, 21A, 25A, 125A–125B, 125–126, 145A–145B, 145–146, 303A–303B, 303–304, 429A–429B, 429–430, 457A–457B, 457–458 PE: 19, 125–126, 145–146, 303–304, 429–430, 457–458	I
	4.counts forward by tens from any number less than 10 using a hundred chart.	TE: 327A–327B, 327–328, 330 PE: 327–328, 330	I

**CORRELATION  
SUNSHINE STATE STANDARDS  
& GRADE LEVEL EXPECTATIONS**

**SUBJECT:** Mathematics

**SUBMISSION TITLE:** Houghton Mifflin MATH © 2005

**PUBLISHER:** Houghton Mifflin Company

**GRADE:** One

**STRAND:** Number Sense, Concepts, and Operations

**STANDARD:** Standard 2: The student understands number systems.

<b>BENCHMARK</b>	<b>GRADE LEVEL EXPECTATIONS</b>	<b>PAGES(S) OR LOCATIONS(S) WHERE TAUGHT</b>	<b>I/M</b>
Benchmark MA.A.2.1.2: The student uses number patterns and the relationships among counting, grouping, and place value strategies to demonstrate an understanding of the whole number system.	1.counts and groups 11 or more objects into tens and ones (for example, 3 groups of ten and 4 more is 34 or 30+4).	TE: 13A–13B, 13–16, 279A–279B, 279–280, 281A–281B, 281–282, 287A–287B, 287–288, 289A–289B, 289–290, 291A–291B, 291–292, 293A–293B, 293–295 PE: 13–16, 279–280, 281–282, 287–288, 289–290, 291–292, 293–295	I
	2.knows place value patterns and uses zero as a placeholder (for example, trading 10 ones for 1 ten).	TE: 279A–279B, 279–280, 287A–287B, 287–288, 291A–291B, 291–292, 327A–327B, 327–328 PE: 279–280, 287–288, 291–292, 327–328	I
	3.knows the place value of a designated digit in whole numbers to 100.	TE: 279A–279B, 279–280, 281A–281B, 281–282, 283A–283B, 283–284, 287A–287B, 287–288, 289A–289B, 289–290, 291A–291B, 291–292, 311A–311B, 311–312, 313A–313B, 313–314 PE: 279–280, 281–282, 283–284, 287–288, 289–290, 291–292, 311–312, 313–314	I

**CORRELATION  
SUNSHINE STATE STANDARDS  
& GRADE LEVEL EXPECTATIONS**

**SUBJECT:** Mathematics

**SUBMISSION TITLE:** Houghton Mifflin MATH © 2005

**PUBLISHER:** Houghton Mifflin Company

**GRADE:** One

**STRAND:** Number Sense, Concepts, and Operations

**STANDARD:** Standard 3: The student understands the effects of operations on numbers and the relationships among these operations, selects appropriate operations, and computes for problem solving.

BENCHMARK	GRADE LEVEL EXPECTATIONS	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT	I/M
<p>Benchmark MA.A.3.1.1: The student understands and explains the effects of addition and subtraction on whole numbers, including the inverse (opposite) relationship of the two operations.</p>	<p>1.demonstrates knowledge of the meaning of addition (putting together, increasing) and subtraction (taking away, comparing, finding the difference) using manipulatives, drawings, symbols, and story problems.</p>	<p>TE: 34, 35A–35B, 35–36, 37A–37B, 37–38, 39A–39B, 39–40, 41A–41B, 41–43, 45A–45B, 45–46, 47A–47B, 47–48, 49A–49B, 49–50, 51A–51B, 51–53, 59–60, 61A–61B, 61–62, 63A–63B, 63–64, 65A–65B, 65–66, 67A–67B, 67–69, 71A–71B, 71–72, 73A–73B, 73–74, 75A–75B, 75–76, 77A–77B, 77–79, 124, 125A–125B, 125–126, 127A–127B, 127–128, 129A–129B, 129–130, 133A–133B, 133–134, 135A–135B, 135–137, 143–144, 145A–145B, 145–146, 147A–147B, 147–148, 149A–149B, 149–151, 153A–153B, 153–154, 155A–155B, 155–156, 157A–157B, 157–158, 159A–159B, 159–161, 428, 429A–429B, 429–430, 431A–431B, 431–432, 433A–433B, 433–434, 435A–435B, 435–437, 439A–439B, 439–442, 443A–443B, 443–444, 445A–445B, 445–446, 447A–447B, 447–449, 457A–457B, 457–458, 459A–459B, 459–460, 461A–461B, 461–462, 465A–465B, 465–466, 467A–467B, 467–468, 469A–469B, 469–470, 471A–471B, 471–472, 473A–473B, 473–475, 556, 557A–557B, 557–558, 559A–559B, 559–560, 561A–561B, 561–562, 565A–565B, 565–566, 567A–567B, 567–568, 569A–569B, 569–570, 571A–571B, 571–573 PE: 34–43, 45–53, 59–69, 71–79, 124–130, 133–137, 143–151, 153–161, 428–437, 439–449, 457–462, 465–475, 556–562, 565–573</p>	<p>I</p>

**CORRELATION  
SUNSHINE STATE STANDARDS  
& GRADE LEVEL EXPECTATIONS**

**SUBJECT:** Mathematics

**SUBMISSION TITLE:** Houghton Mifflin MATH © 2005

**PUBLISHER:** Houghton Mifflin Company

**GRADE:** One

**STRAND:** Number Sense, Concepts, and Operations

**STANDARD:** Standard 3: The student understands the effects of operations on numbers and the relationships among these operations, selects appropriate operations, and computes for problem solving.

BENCHMARK	GRADE LEVEL EXPECTATIONS	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT	I/M
	2.solves basic addition facts using concrete objects and thinking strategies, such as count on, count back, doubles, doubles plus one, and make ten.	TE: 45A–45B, 45–46, 125A–125B, 125–126, 127A–127B, 127–128, 129A–129B, 129–131, 133A–133B, 133–134, 429A–429B, 429–430, 431A–431B, 431–432, 433A–433B, 433–434, 435A–435B, 435–436, 439A–439B, 439–440, 557A–557B, 577–578, 559A–559B, 559–560, 561A–561B, 561–562, 565A–565B, 565–566 PE: 45–46, 125–131, 133–134, 429–436, 439–440, 557–562, 565–566	I

**CORRELATION**  
**SUNSHINE STATE STANDARDS**  
**& GRADE LEVEL EXPECTATIONS**

**SUBJECT:** Mathematics

**SUBMISSION TITLE:** Houghton Mifflin MATH © 2005

**PUBLISHER:** Houghton Mifflin Company

**GRADE:** One

**STRAND:** Number Sense, Concepts, and Operations

**STANDARD:** Standard 3: The student understands the effects of operations on numbers and the relationships among these operations, selects appropriate operations, and computes for problem solving.

BENCHMARK	GRADE LEVEL EXPECTATIONS	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT	I/M
	3.describes the related facts that represent a given fact family up to 18 (for example, $9+3=12$ , $12-9=3$ , $12-3=9$ ).	TE: 153A–153B, 153–154, 155A–155B, 155–156, 157A–157B, 157–158, 465A–465B, 465–466, 467A–467B, 467–468, 469A–469B, 469–470, 591A–591B, 591–592, 593A–593B, 593–594 PE: 153–158, 465–470, 591–594	I
	4.knows how to use the commutative and associative properties of addition in solving problems and basic facts.	TE: 45A–45B, 45–46, 55, 125, 435A–435B, 435–437, 443A–443B, 443–444, 569A–569B, 569–570 PE: 45–46, 55, 125, 435–437, 443–444, 569–570	I
	5.adds and subtracts two-digit numbers without regrouping (sums to 100) using models, concrete materials, or algorithms.	TE: 603A–603B, 603–604, 605A–605B, 605–606, 607A–607B, 607–609, 611A–611B, 611–612, 613A–613B, 613–614, 625A–625B, 625–626, 627A–627B, 627–628, 629A–629B, 629–630, 631A–631B, 631–633, 635A–635B, 635–636, 637A–637B, 637–638 PE: 603–609, 611–614, 625–633, 635–638	I
Benchmark MA.A.3.1.2: The student selects the appropriate operation to solve specific problems involving addition and subtraction of whole numbers.	1.poses and solves simple number problems by selecting the proper operation (for example, finding how many students are sitting at tables one and two).	TE: 43, 51A–51B, 51–53, 69, 101A–101B, 101–103, 135A–135B, 135–137, 151, 159A–159B, 159–161, 447A–447B, 447–448, 473A–473B, 473–475, 570, 571A–571B, 571–573, 587, 610, 639A–639B, 639–641 PE: 43, 51–53, 69, 101–103, 135–137, 151, 159–161, 447–448, 473–475, 570–573, 587, 610, 639–641	I

**CORRELATION  
SUNSHINE STATE STANDARDS  
& GRADE LEVEL EXPECTATIONS**

**SUBJECT:** Mathematics

**SUBMISSION TITLE:** Houghton Mifflin MATH © 2005

**PUBLISHER:** Houghton Mifflin Company

**GRADE:** One

**STRAND:** Number Sense, Concepts, and Operations

**STANDARD:** Standard 3: The student understands the effects of operations on numbers and the relationships among these operations, selects appropriate operations, and computes for problem solving.

BENCHMARK	GRADE LEVEL EXPECTATIONS	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT	I/M
	2.uses concrete objects to solve number problems with one operation.	TE: 73A–73B, 73–74, 77A–77B, 77–79, 124, 293A–293B, 293–295, 428 PE: 73–74, 77–79, 124, 293–295, 428	I
	3.describes thinking when solving number problems.	TE: 25, 35, 39, 45, 47, 49, 51, 53, 61, 63A–63B, 63–64, 65, 67A–67B, 67–68, 71, 73A–73B, 73–74, 75, 77A–77B, 77–79, 102–103, 125, 127, 129, 133, 135, 137, 145A–145B, 145–146, 147A–147B, 147–148, 149A–149B, 149–151, 153, 155, 157, 160–161, 429A–429B, 429–430, 431A–431B, 431–432, 433, 435A–435B, 435–436, 439, 443, 445A–445B, 445–446, 447A–447B, 447–449, 457, 459, 461, 465, 467, 469, 471, 474–475, 557, 559, 561A–561B, 561–562, 565, 567, 569, 571, 573, 581, 583, 585, 589, 591, 593, 596, 603–605, 607, 611A–611B, 611–613, 615A–615B, 615–617, 625, 627A–627B, 627–629, 631A–631B, 631–632, 635, 637, 641 PE: 25, 35, 39, 45, 47, 49, 51, 53, 61, 63–65, 67–68, 71, 73–74, 75, 77–79, 102–103, 125, 127, 129, 133, 135, 137, 145–151, 153, 155, 157, 160–161, 429–433, 435–436, 439, 443, 445–446, 447–449, 457, 459, 461, 465, 467, 469, 471, 474–475, 557, 559, 561–562, 565, 567, 569, 571, 573, 581, 583, 585, 589, 591, 593, 596, 603–605, 607, 611–613, 615–617, 625, 627–629, 631–632, 635, 637, 641	I

**CORRELATION**  
**SUNSHINE STATE STANDARDS**  
**& GRADE LEVEL EXPECTATIONS**

**SUBJECT:** Mathematics

**SUBMISSION TITLE:** Houghton Mifflin MATH © 2005

**PUBLISHER:** Houghton Mifflin Company

**GRADE:** One

**STRAND:** Number Sense, Concepts, and Operations

**STANDARD:** Standard 3: The student understands the effects of operations on numbers and the relationships among these operations, selects appropriate operations, and computes for problem solving.

BENCHMARK	GRADE LEVEL EXPECTATIONS	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT	I/M
	4.writes number sentences associated with addition and subtraction situations.	TE: 41A–41B, 41–43, 45A–45B, 45–46, 47A–47B, 47–48, 49A–49B, 49–50, 51A–51B, 51–53, 58, 61A–61B, 61–62, 67, 69, 72, 73A–73B, 73–74, 75A–75B, 75–76, 129, 135A–135B, 135–136, 144, 151, 153A–153B, 153–154, 155A–155B, 155–156, 437, 466, 469A–469B, 469–470, 559A–559B, 559–560, 571A–571B, 571–572, 584, 587, 594, 603A–603B, 603–604, 625A–625B, 625–626, 630, 634 PE: 41–43, 45–53, 58, 61–62, 67, 69, 72–76, 129, 135–136, 144, 151, 153–156, 437, 466, 469–470, 559–560, 571–572, 584, 587, 594, 603–604, 625–626, 630, 634	I
Benchmark MA.A.3.1.3: The student adds and subtracts whole numbers to solve real-world problems, using appropriate methods of computing, such as objects, mental mathematics, paper and pencil, calculator	1.knows appropriate methods (for example, concrete materials, mental mathematics, paper and pencil) to solve real-world problems involving addition and subtraction.	TE: 35A–35B, 35–36, 43, 51A–51B, 51–53, 61A–61B, 61–62, 74, 77A–77B, 77–79, 135A–135B, 135–137, 146, 148, 150, 151, 159A–159B, 159–161, 430, 432, 437, 446, 447A–447B, 447–449, 473A–473B, 473–475, 571A–571B, 571–573, 595A–595B, 595–596, 601, 604, 610, 612, 615A–615B, 615–617, 626, 632, 639A–639B, 639–641 PE: 35–36, 43, 51–53, 61–62, 74, 77–79, 135–137, 146, 148, 150, 151, 159–161, 430, 432, 437, 446, 447–449, 473–475, 571–573, 595–596, 601, 604, 610, 612, 615–617, 626, 632, 639–641	I

**CORRELATION  
SUNSHINE STATE STANDARDS  
& GRADE LEVEL EXPECTATIONS**

**SUBJECT:** Mathematics

**SUBMISSION TITLE:** Houghton Mifflin MATH © 2005

**PUBLISHER:** Houghton Mifflin Company

**GRADE:** One

**STRAND:** Number Sense, Concepts, and Operations

**STANDARD:** Standard 3: The student understands the effects of operations on numbers and the relationships among these operations, selects appropriate operations, and computes for problem solving.

<b>BENCHMARK</b>	<b>GRADE LEVEL EXPECTATIONS</b>	<b>PAGES(S) OR LOCATIONS(S) WHERE TAUGHT</b>	<b>I/M</b>
	2.uses a calculator to explore addition, subtraction, and skip counting.	TE: 11, 116, 350, 441, 490 PE: 116, 350, 490	I

**CORRELATION**  
**SUNSHINE STATE STANDARDS**  
**& GRADE LEVEL EXPECTATIONS**

**SUBJECT:** Mathematics

**SUBMISSION TITLE:** Houghton Mifflin MATH © 2005

**PUBLISHER:** Houghton Mifflin Company

**GRADE:** One

**STRAND:** Number Sense, Concepts, and Operations

**STANDARD:** Standard 4: The student uses estimation in problem solving and computation.

<b>BENCHMARK</b>	<b>GRADE LEVEL EXPECTATIONS</b>	<b>PAGES(S) OR LOCATIONS(S) WHERE TAUGHT</b>	<b>I/M</b>
Benchmark MA.A.4.1.1: The student provides and justifies estimates for real-world quantities.	1.uses the language of estimation and approximation to identify and describe numbers in real-world situations (for example, about, near, closer to, between).	TE: 115, 173, 303A–303B, 303–304, 307A–307B, 307–308, 315A–315B, 315–316, 653 PE: 115, 173, 303–304, 307–308, 315–316, 653	I
	2. estimates the number of objects, explains the reasoning for the estimate, and checks the reasonableness of the estimate by counting.	TE: 173, 307A–307B, 307–308, 315A–315B, 315–316 PE: 173, 307–308, 315–316	I
	3. makes reasonable estimates when comparing larger or smaller quantities.	TE: 115, 307A–307B, 307–308 PE: 115, 307–308	I
	4. estimates reasonable answers to basic facts (e.g., Will 7+8 be more than 10?).	TE: 173, 653 PE: 173, 653	I

**CORRELATION  
SUNSHINE STATE STANDARDS  
& GRADE LEVEL EXPECTATIONS**

**SUBJECT:** Mathematics

**SUBMISSION TITLE:** Houghton Mifflin MATH © 2005

**PUBLISHER:** Houghton Mifflin Company

**GRADE:** One

**STRAND:** Number Sense, Concepts, and Operations

**STANDARD:** Standard 5: The student understands and applies theories related to numbers.

<b>BENCHMARK</b>	<b>GRADE LEVEL EXPECTATIONS</b>	<b>PAGES(S) OR LOCATIONS(S) WHERE TAUGHT</b>	<b>I/M</b>
Benchmark MA.A.5.1.1: The student classifies and models numbers as even or odd.	1.demonstrates and builds models to show the difference between odd and even numbers using concrete objects or drawings.	TE: 331A–331B, 331–332 PE: 331–332	I

**CORRELATION**  
**SUNSHINE STATE STANDARDS**  
**& GRADE LEVEL EXPECTATIONS**

**SUBJECT:** Mathematics

**SUBMISSION TITLE:** Houghton Mifflin MATH © 2005

**PUBLISHER:** Houghton Mifflin Company

**GRADE:** One

**STRAND:** Measurement

**STANDARD:** Standard 1: The student measures quantities in the real world and uses the measures to solve problems.

<b>BENCHMARK</b>	<b>GRADE LEVEL EXPECTATIONS</b>	<b>PAGES(S) OR LOCATIONS(S) WHERE TAUGHT</b>	<b>I/M</b>
Benchmark MA.B.1.1.1: The student uses and describes basic measurement concepts including length, weight, digital and analog time, temperature, and capacity	1.knows how to communicate measurement concepts.	TE: 359A–359B, 359–360, 361A–361B, 361–362, 363A–363B, 363–364, 365A–365B, 365–367, 369A–369B, 369–371, 379A–379B, 379–381, 499A–499B, 499–500, 501A–501B, 501–502, 503A–503B, 503–504, 505A–505B, 505–506, 509A–509B, 509–510, 511A–511B, 511–512, 513A–513B, 513–514, 523A–523B, 523–524, 525A–525B, 525–526, 527A–527B, 527–529, 531A–531B, 531–532, 533A–533B, 533–534, 545 PE: 359–371, 379–381, 499–506, 509–514, 523–526, 527–529, 531–532, 533–534, 545	I
	2.demonstrates an understanding of measurement of lengths by selecting appropriate units of measurement (for example, inches or feet).	TE: 501A–501B, 501–502, 531A PE: 501–502, 513, 529	I
	3.demonstrates an understanding of weight by selecting appropriate units of measurement (for example, grams or kilograms).	TE: 509A–509B, 509–510, 531A PE: 509–510	I
	4.demonstrates an understanding of time using digital and analog clocks (for example, hour and half-hour intervals).	TE: 363A–363B, 363–364, 365A–365B, 365–367, 369A–369B, 369–371, 373A–373B, 373–374, PE: 363–367, 369–371, 373–374	I
	5.demonstrates an understanding of temperature by using thermometers.	TE: 531A–531B, 531–532, 533A–533B, 533–534 PE: 531–532, 533–534	I
	6.demonstrates an understanding of capacity by selecting appropriate units of measurement (for example, cups, pints, quarts, liters).	TE: 525A–525B, 525–526, 527A–527B, 527–529 PE: 525–526, 527–529	I

**CORRELATION  
SUNSHINE STATE STANDARDS  
& GRADE LEVEL EXPECTATIONS**

**SUBJECT:** Mathematics

**SUBMISSION TITLE:** Houghton Mifflin MATH © 2005

**PUBLISHER:** Houghton Mifflin Company

**GRADE:** One

**STRAND:** Measurement

**STANDARD:** Standard 1: The student measures quantities in the real world and uses the measures to solve problems.

<b>BENCHMARK</b>	<b>GRADE LEVEL EXPECTATIONS</b>	<b>PAGES(S) OR LOCATIONS(S) WHERE TAUGHT</b>	<b>I/M</b>
Benchmark MA.B.1.1.2: The student uses standard customary and metric (centimeter, inch) and nonstandard units, such as links or blocks, in measuring real quantities.	1.measures length, weight, and capacity of objects using standard and nonstandard units.	TE: 498, 501A–501B, 501–502, 503A–503B, 503–504, 505A–505B, 505–507, 509A–509B, 509–510, 511A–511B, 511–512, 513A–513B, 513–514, 523A–523B, 523–524, 525A–525B, 525–526, 527 PE: 498, 501–507, 509–510, 511–514, 523–524, 525–526, 527	I

**CORRELATION**  
**SUNSHINE STATE STANDARDS**  
**& GRADE LEVEL EXPECTATIONS**

**SUBJECT:** Mathematics

**SUBMISSION TITLE:** Houghton Mifflin MATH © 2005

**PUBLISHER:** Houghton Mifflin Company

**GRADE:** One

**STRAND:** Measurement

**STANDARD:** Standard 2: The student compares, contrasts, and converts within systems of measurement (both standard/nonstandard and metric/customary).

<b>BENCHMARK</b>	<b>GRADE LEVEL EXPECTATIONS</b>	<b>PAGES(S) OR LOCATIONS(S) WHERE TAUGHT</b>	<b>I/M</b>
Benchmark MA.B.2.1.1: The student uses direct (measured) and indirect (not measured) comparisons to order objects according to some measurable characteristics (length, weight).	1.uses nonstandard methods to compare and order objects according to their lengths or weights.	TE: 498, 499A–499B, 499–500, 502, 509A–509B, 509–510 PE: 498–500, 509–510	I
	2.uses nonstandard, indirect methods to compare and order objects according to their lengths.	TE: 498, 499A–499B, 499–500 PE: 498–500	I
	3.uses customary and metric units to measure, compare, and order objects according to their lengths or weights.	TE: 503–506, 511–514 PE: 503–506, 511–514	I
Benchmark MA.B.2.1.2: The student understands the need for a uniform unit of measure to communicate in real-world situations.	1.knows that a uniform unit is needed to measure in real-world situations (for example, length, weight, time, capacity).	TE: 501A–501B, 501–502, 503 PE: 501	I

**CORRELATION**  
**SUNSHINE STATE STANDARDS**  
**& GRADE LEVEL EXPECTATIONS**

**SUBJECT:** Mathematics

**SUBMISSION TITLE:** Houghton Mifflin MATH © 2005

**PUBLISHER:** Houghton Mifflin Company

**GRADE:** One

**STRAND:** Measurement

**STANDARD:** Standard 3: The student estimates measurements in real-world problem situations.

<b>BENCHMARK</b>	<b>GRADE LEVEL EXPECTATIONS</b>	<b>PAGES(S) OR LOCATIONS(S) WHERE TAUGHT</b>	<b>I/M</b>
Benchmark MA.B.3.1.1: The student using a variety of strategies, estimates length, widths, time intervals, and money and compares them to actual measurements.	1. estimates, measures, and compares dimensions of an object.	TE: 361A–361B, 361–362, 369, 405A–405B, 405–407, 499A–499B, 499–500, 503A–503B, 503–504, 505A–505B, 505–506, 509A–509B, 509–510, 511A–511B, 511–512, 513A–513B, 513–514, 515A–515B, 515–516 PE: 361–362, 369, 405–407, 499–500, 503–504, 505–506, 509–510, 511–512, 513–514, 515–516	I
	2. estimates and measures the passage of time using before or after; yesterday, today, or tomorrow; or night; morning, afternoon, or evening; hour or half-hour.	TE: 354, 358, 359A–359B, 359–360, 361A–361B, 361–362, 363A–363B, 363–364, 365A–365B, 365–367, 369A–369B, 369–371, 375A–375B, 375–376, 417 PE: 354, 358–360, 361–362, 363–367, 369–371, 375–376, 417	I
	3. knows and compares money values, including the quarter (25 cents), half-dollar (50 cents), and dollar (100 cents).	TE: 389A–389B, 389–390, 391A–391B, 391–392, 393A–393B, 393–394, 395A–395B, 395–397, 399A–399B, 399–402, 403A–403B, 403–404, 419 PE: 389–397, 399–402, 403–404, 419	I

**CORRELATION  
SUNSHINE STATE STANDARDS  
& GRADE LEVEL EXPECTATIONS**

**SUBJECT:** Mathematics

**SUBMISSION TITLE:** Houghton Mifflin MATH © 2005

**PUBLISHER:** Houghton Mifflin Company

**GRADE:** One

**STRAND:** Measurement

**STANDARD:** Standard 4: The student selects and uses appropriate units and instruments for measurement to achieve the degree of precision and accuracy required in real-world situations.

<b>BENCHMARK</b>	<b>GRADE LEVEL EXPECTATIONS</b>	<b>PAGES(S) OR LOCATIONS(S) WHERE TAUGHT</b>	<b>I/M</b>
Benchmark MA.B.4.1.1: The student selects and uses an object to serve as a unit of measure, such as a paper clip, eraser, or marble.	1.selects and uses an appropriate nonstandard unit to measure length, weight, time, and capacity.	TE: 361A–361B, 361–362, 369, 501A–501B, 501–502, 509A–509B, 509–510, 523A–523B, 523–524, 529 PE: 361–362, 369, 501–502, 509–510, 523–524, 529	I
Benchmark MA.B.4.1.2: The student selects and uses appropriate instruments, such as scales, rulers, clocks, and technology to measure within customary or metric systems.	1.knows appropriate standard tools for measuring linear dimensions, weight, capacity, and temperature.	TE: 503A–503B, 503–504, 505A–505B, 505–506, 511, 514, 525A–525B, 525–526, 527A–527B, 527–528, 531A–531B, 531–532, 533A–533B, 533–534, 546, 547 PE: 503–506, 511, 514, 525–528, 531–532, 533–534, 546, 547	I
	2.knows appropriate tools (clocks and calendar) for measuring time (including days, weeks, months).	TE: 373A, 373–374, 375A, 375–376, 377A, 377–378, 417A–417B, 417–418 PE: 373–378, 417–418	I

**CORRELATION  
SUNSHINE STATE STANDARDS  
& GRADE LEVEL EXPECTATIONS**

**SUBJECT:** Mathematics

**SUBMISSION TITLE:** Houghton Mifflin MATH © 2005

**PUBLISHER:** Houghton Mifflin Company

**GRADE:** One

**STRAND:** Geometry and Spatial Sense

**STANDARD:** Standard 1: The student describes, draws, identifies, and analyzes two-and three- dimensional shapes.

<b>BENCHMARK</b>	<b>GRADE LEVEL EXPECTATIONS</b>	<b>PAGES(S) OR LOCATIONS(S) WHERE TAUGHT</b>	<b>I/M</b>
Benchmark MA.C.1.1.1: The student understands and describes the characteristics of basic two-and three-dimensional shapes.	1.knows attributes of two-dimensional shapes (for example, vertices, edges).	TE: 185A–185B, 185–186, 187A–187B, 187–189 PE: 185–189	I
	2.knows attributes of three-dimensional figures (for example, vertices, curves, faces).	TE: 191A–191B, 191–192, 193A–193B, 193–194, 195A–195B, 195–196 PE: 191–196	I
	3.sorts two-and three-dimensional figures according to their attributes.	TE: 184, 186–189, 191–192, 193A, 193–194 PE: 184, 186–189, 191–194	I

**CORRELATION**  
**SUNSHINE STATE STANDARDS**  
**& GRADE LEVEL EXPECTATIONS**

**SUBJECT:** Mathematics

**SUBMISSION TITLE:** Houghton Mifflin MATH © 2005

**PUBLISHER:** Houghton Mifflin Company

**GRADE:** One

**STRAND:** Geometry and Spatial Sense

**STANDARD:** Standard 3: The student uses coordinate geometry to locate objects in both two-and three- dimensions and to describe objects algebraically.

BENCHMARK	GRADE LEVEL EXPECTATIONS	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT	I/M
Benchmark MA.C.2.1.1: The student understands basic concepts of spatial relationships, symmetry, and reflections.	1.understands lines of symmetry in two-dimensional shapes (for example, paper folding, ink blot pictures, mirrors).	TE: 223A–223B, 223–225 PE: 223–225	I
	2.knows shapes that can be combined to form other shapes (for example, using pattern blocks, six triangles make a hexagon).	TE: 197–199, 606 PE: 197–199, 606	I
	3.uses concrete materials to construct the reflection of a given shape.	TE: 215–216 PE: 215–216	I
	4.follows directions to move or place an object and describes the relationship of objects using positional language (for example, over, to the left of).	TE: 207A–207B, 207–208, 209A–209B, 209–210, 211A–211B, 211–213 PE: 207–213	I
Benchmark MA.C.2.1.2: The student uses objects to perform geometric transformations, including flips, slides, and turns.	1.demonstrates slides and turns using concrete materials.	TE: 215A–215B, 215–218 PE: 215–218	I

**CORRELATION  
SUNSHINE STATE STANDARDS  
& GRADE LEVEL EXPECTATIONS**

**SUBJECT:** Mathematics

**SUBMISSION TITLE:** Houghton Mifflin MATH © 2005

**PUBLISHER:** Houghton Mifflin Company

**GRADE:** One

**STRAND:** Geometry and Spatial Sense

**STANDARD:** Standard 3: The student uses coordinate geometry to locate objects in both two-and three- dimensions and to describe objects algebraically.

<b>BENCHMARK</b>	<b>GRADE LEVEL EXPECTATIONS</b>	<b>PAGES(S) OR LOCATIONS(S) WHERE TAUGHT</b>	<b>I/M</b>
Benchmark MA.C.3.1.1: The student uses real-life experiences and physical materials to describe, classify, compare, and sort geometric figures, including squares, rectangles, triangles, circles, cubes, rectangular solids, spheres, pyramids, cylinders, and prisms, according to the number of faces, edges, bases, and corners.	1.compares and sorts two-dimensional and three-dimensional real-life objects.	TE: 183B, 183–184, 185B, 186, 193A–193B, 193, 202 PE: 183–184, 186, 193, 202	I
	2.knows geometric shapes in real-life situations.	TE: 186, 193, 197–198 PE: 186, 193, 197–198	I
	3.compares, describes, and sorts objects according to attributes (for example, corners, curves, faces).	TE: 184, 186, 187A–187B, 187–189, 191–192, 193A–193B, 193–194, 196 PE: 184, 186–189, 191–194, 196	I

**CORRELATION  
SUNSHINE STATE STANDARDS  
& GRADE LEVEL EXPECTATIONS**

**SUBJECT:** Mathematics

**SUBMISSION TITLE:** Houghton Mifflin MATH © 2005

**PUBLISHER:** Houghton Mifflin Company

**GRADE:** One

**STRAND:** Geometry and Spatial Sense

**STANDARD:** Standard 3: The student uses coordinate geometry to locate objects in both two-and three- dimensions and to describe objects algebraically.

<b>BENCHMARK</b>	<b>GRADE LEVEL EXPECTATIONS</b>	<b>PAGES(S) OR LOCATIONS(S) WHERE TAUGHT</b>	<b>I/M</b>
Benchmark MA.C.3.1.2: The student plots and identifies positive whole numbers on a number line.	1.locates and explains known and unknown numbers on a number line from 0 to 100 or more.	TE: 303A–303B, 303–304 PE: 303–304	I

**CORRELATION  
SUNSHINE STATE STANDARDS  
& GRADE LEVEL EXPECTATIONS**

**SUBJECT:** Mathematics

**SUBMISSION TITLE:** Houghton Mifflin MATH © 2005

**PUBLISHER:** Houghton Mifflin Company

**GRADE:** One

**STRAND:** Algebraic Thinking

**STANDARD:** Standard 1: The student describes, analyzes, and generalizes a wide variety of patterns, relations, and functions.

<b>BENCHMARK</b>	<b>GRADE LEVEL EXPECTATIONS</b>	<b>PAGES(S) OR LOCATIONS(S) WHERE TAUGHT</b>	<b>I/M</b>
Benchmark MA.D.1.1.1: The student describes a wide variety of classification schemes and patterns related to physical characteristics and sensory attributes, such as rhythm, sound, shapes, colors, numbers, similar objects, similar events.	1.identifies, describes, and compares patterns using a wide variety of materials and attributes (for example, size, shape, color).	TE: 50, 219–222, 227A–227B, 227–229, 298, 333A–333B, 333–335, 367, 378, 462, 472 PE: 50, 219–222, 227–229, 333–335, 367, 378, 462, 472	I
	2.describes a pattern rule.	TE: 219, 222, 227A–227B, 227, 333A–333B, 367, 378, 462 PE: 219, 222, 227, 367, 378, 462	I
	3.explores number patterns on a hundred chart.	TE: 324, 327–328 PE: 324, 327–328	I
	4.predicts and extends existing patterns that are concrete or pictorial.	TE: 219A–219B, 219–222, 227A–227B, 227–229, 333A–333B, 333–334 PE: 219–222, 227–229, 333–334	I
Benchmark MA.D.1.1.2: The student recognizes, extends, generalizes, and creates a wide variety of patterns and relationships using symbols and objects.	1.uses one attribute to create a pattern (for example, thick or thin, open or closed).	TE: 219B, 221–222 PE: 221–222	I

**CORRELATION**  
**SUNSHINE STATE STANDARDS**  
**& GRADE LEVEL EXPECTATIONS**

**SUBJECT:** Mathematics

**SUBMISSION TITLE:** Houghton Mifflin MATH © 2005

**PUBLISHER:** Houghton Mifflin Company

**GRADE:** One

**STRAND:** Algebraic Thinking

**STANDARD:** Standard 1: The student describes, analyzes, and generalizes a wide variety of patterns, relations, and functions.

<b>BENCHMARK</b>	<b>GRADE LEVEL EXPECTATIONS</b>	<b>PAGES(S) OR LOCATIONS(S) WHERE TAUGHT</b>	<b>I/M</b>
	2.transfers patterns from one medium to another (for example, concrete objects to actions or symbols).	TE: 219B, 219–222 PE: 219–222	I
	3.predicts, extends, and creates patterns.	TE: 219A–219B, 219–222, 227A–227B, 227–229, 333A–333B, 333–334 PE: 219–222, 227–229, 333–334	I
	4.uses a calculator to explore number patterns.	TE: 350, 441 PE: 350	I
	5.identifies and generates patterns in a list of related number pairs based on real-life situations (for example, T–chart with number of children to number of eyes).	TE: 46, 132, 333–334, 462 PE: 46, 132, 333–334, 462	I

**CORRELATION**  
**SUNSHINE STATE STANDARDS**  
**& GRADE LEVEL EXPECTATIONS**

**SUBJECT:** Mathematics

**SUBMISSION TITLE:** Houghton Mifflin MATH © 2005

**PUBLISHER:** Houghton Mifflin Company

**GRADE:** One

**STRAND:** Algebraic Thinking

**STANDARD:** Standard 2: The student uses expressions, equations, inequalities, graphs, and formulas to represent and interpret situations.

<b>BENCHMARK</b>	<b>GRADE LEVEL EXPECTATIONS</b>	<b>PAGES(S) OR LOCATIONS(S) WHERE TAUGHT</b>	<b>I/M</b>
Benchmark MA.D.2.1.1: The student understands that geometric symbols ( $\bullet$ , $\circ$ ) can be used to represent unknown quantities in expressions, equations, and inequalities	1.solves addition and subtraction sentences where an unknown number is represented by a geometric shape (for example, $2 + \bullet = 9$ ).	TE: 48, 156, 445A–445B, 445–446, 451, 453A–453B, 453–454, 459A–459B, 459–460, 461A–461B, 461–462, 473, 563, 580, 590, 592 PE: 48, 156, 445–446, 451, 453–454, 459–462, 473, 563, 580, 590, 592	I
	2.uses concrete objects to solve number sentences with equalities and inequalities (using the symbols $>$ , $=$ , $<$ ).	TE: 313, 445A–445B, 445–446, 559A–559B, 559–560 PE: 445–446, 559–560	I
Benchmark MA.D.2.1.2: The student uses informal methods to solve real-world problems requiring simple equations that contain one variable.	1.uses concrete objects to solve real-world addition and subtraction problems using one unknown (for example, There are 28 children in this class, and 25 are here today. How many are absent?).	TE: 27, 53, 77A–77B, 77–79, 103, 381, 432, 446, 475, 641 PE: 27, 53, 77–79, 103, 381, 432, 446, 475, 641	I

**CORRELATION  
SUNSHINE STATE STANDARDS  
& GRADE LEVEL EXPECTATIONS**

**SUBJECT:** Mathematics

**SUBMISSION TITLE:** Houghton Mifflin MATH © 2005

**PUBLISHER:** Houghton Mifflin Company

**GRADE:** One

**STRAND:** Data Analysis and Probability

**STANDARD:** Standard 1: The student understands and uses the tools of data analysis for managing information.

<b>BENCHMARK</b>	<b>GRADE LEVEL EXPECTATIONS</b>	<b>PAGES(S) OR LOCATIONS(S) WHERE TAUGHT</b>	<b>I/M</b>
Benchmark MA.E.1.1.1: The student displays solutions to problems by generating, collecting, organizing, and analyzing data using simple graphs and charts.	1.surveys a small group to answer a simple question involving two categories or choices (for example, students who bring lunches or students who buy lunches).	TE: 87A, 87, 93, 97 PE: 87, 93, 97	I
	2.records data using concrete materials or pictures.	TE: 91B, 91-93 PE: 91-93	I
	3.organizes information into a simple pictograph or concrete graph.	TE: 91B, 91-93, 97B PE: 91-93	I
	4.uses mathematical language to read and interpret data on a simple concrete graph, pictorial graph, or chart.	TE: 87-88, 89A-89B, 89-90, 91A-91B, 91-94, 95A-95B, 95-96, 97A-97B, 97-103 PE: 87-103	I
Benchmark MA.E.1.1.2: The student displays data in a simple model to use the concepts of range, median, and mode.	1.uses concrete materials, pictures, or graphs to display data and identify range and mode.	TE: 87, 90, 93, 97, 98 PE: 87, 90, 93, 97, 98	I

**CORRELATION**  
**SUNSHINE STATE STANDARDS**  
**& GRADE LEVEL EXPECTATIONS**

**SUBJECT:** Mathematics

**SUBMISSION TITLE:** Houghton Mifflin MATH © 2005

**PUBLISHER:** Houghton Mifflin Company

**GRADE:** One

**STRAND:** Data Analysis and Probability

**STANDARD:** Standard 1: The student understands and uses the tools of data analysis for managing information.

<b>BENCHMARK</b>	<b>GRADE LEVEL EXPECTATIONS</b>	<b>PAGES(S) OR LOCATIONS(S) WHERE TAUGHT</b>	<b>I/M</b>
Benchmark MA.E.1.1.3: The student analyzes real-world data by surveying a sample space and predicting the generalization onto a larger population through the use of appropriate technology, including calculators and computers.	1.discusses a reasonable prediction for a large group using data from a small group.	TE: 93 PE: 93	I
	2.uses a calculator to compare data.	TE: 116 PE: 116	I
	3.explores computer graphing software.	TE: 97B, 98	I

**CORRELATION**  
**SUNSHINE STATE STANDARDS**  
**& GRADE LEVEL EXPECTATIONS**

**SUBJECT:** Mathematics

**SUBMISSION TITLE:** Houghton Mifflin MATH © 2005

**PUBLISHER:** Houghton Mifflin Company

**GRADE:** One

**STRAND:** Data Analysis and Probability

**STANDARD:** Standard 2: The student identifies patterns and makes predictions from an orderly display of data using concepts of probability and statistics.

<b>BENCHMARK</b>	<b>GRADE LEVEL EXPECTATIONS</b>	<b>PAGES(S) OR LOCATIONS(S) WHERE TAUGHT</b>	<b>I/M</b>
Benchmark: MA.E.2.1.1: The student understands basic concepts of chance and probability.	1. knows the likelihood of a given situation (for example, snowing in South Florida).	TE: 247A–247B, 248–249, 251A–251B, 251–253 PE: 248–249, 251–253	I
	2.explains if an event is certain, probable, or impossible.	TE: 247A, 247–248 PE: 247–248	I
	3.discusses results of games and activities dependent upon chance.	TE: 247, 250 PE: 247, 250	I
Benchmark MA.E.2.1.2: The student predicts which simple event is more likely, equally likely, or less likely to occur.	1.knows if a given event is more likely, equally likely, or less likely to occur (for example, six blue marbles and two green marbles in a bag).	TE: 247A–247B, 249, 251A–251B, 251–253 PE: 249, 251–253	I

**CORRELATION**  
**SUNSHINE STATE STANDARDS**  
**& GRADE LEVEL EXPECTATIONS**

**SUBJECT:** Mathematics

**SUBMISSION TITLE:** Houghton Mifflin MATH © 2005

**PUBLISHER:** Houghton Mifflin Company

**GRADE:** One

**STRAND:** Data Analysis and Probability

**STANDARD:** Standard 3: The student uses statistical methods to make inferences and valid arguments about real-world situations.

<b>BENCHMARK</b>	<b>GRADE LEVEL EXPECTATIONS</b>	<b>PAGES(S) OR LOCATIONS(S) WHERE TAUGHT</b>	<b>I/M</b>
Benchmark MA.E.3.1.1: The student designs a simple experiment to answer a class question, collects appropriate information, and interprets the results using graphical displays of information, such as line graphs, pictographs, and charts.	1.constructs appropriate questions for a class survey, in a whole group setting.	TE: 93 PE: 93	I
	2.collects data for a survey with two or more categories or choices and creates a class chart or pictograph.	TE: 87, 93, 97 PE: 87, 93, 97	I
	3.analyzes results of a survey as part of a class discussion.	TE: 87, 93 PE: 87, 93	I
Benchmark MA.E.3.1.2: The student decides what information is appropriate and how data can be collected, displayed, and interpreted to answer relevant questions.	1.determines questions for a two-category survey so that the collected information will answer the question.	TE: 93 PE: 93	I
	2.knows appropriate methods to display and interpret information.	TE: 87A–87B, 87–88, 91A–91B, 91–93, 97A–97B, 97–99, 101B PE: 87–88, 91–93, 97–99	I

Copyright © Houghton Mifflin Company. All rights reserved.  
 Education Place: [www.eduplace.com](http://www.eduplace.com)