

Curriculum Framework Statement

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<i>State Goal 6: Demonstrate and apply a knowledge and sense of numbers, including basic arithmetic operations, number patterns, ratios and proportions.</i>	
CAS A. Relate counting, grouping, and place-value concepts to whole numbers and simple decimals.	
1. Count, read, and write, whole numbers to 1,000.	<p>TE: These pages involve 100; see Level 2 for 1,000. 9A–9B, 9–10, 11A–11B, 11–12, 13A, 13–14, 15B, 15–16, 17A–17B, 17–18, 19B, 19–20, 25B, 25–26, 27B, 27–28, 29B, 29–30, 31B, 31–32, 33–34, 55A–55B, 55–56, 57A–57B, 57–58, 59A–59B, 59–60, 61B, 61–62, 63–64, 65A–65B, 65–67, 71–72, 73B, 73, 75A, 75–76, 77B, 77–79, 97A–97B, 97–98, 99A–99B, 99–100, 101A–101B, 101–102, 103B, 103–104, 105B, 105–106, 107–108, 111A–111B, 111–112, 113A–113B, 113–114, 115A–115B, 115–116, 117B, 117–118, 119B, 119–120, 125–126, 127B, 127, 129A, 129–130, 191A–191B, 191–192, 193–194, 195B, 195, 197B, 197–198, 201A–201B, 201–202, 203B, 203–204, 205B, 205–206, 209B, 209–210, 211B, 211–212, 213A–213B, 213–214, 215A–215B, 215–216, 225–226, 227–228, 229A–229B, 229–230, 251A–251B, 251–252, 253B, 253–254, 255B, 255–256, 257A–257B, 257, 259B, 259–260, 261A–261B, 261–262, 267B, 267–268, 269–270, 271, 277, 303–304, 305–306, 307B, 307–308, 309A–309B, 309–310, 311B, 311–312, 315B, 315–316, 317B, 317–318, 319A–319B, 319–320, 325A–325B, 325–326, 327B, 327–328, 329, 401B, 401–401, 403B, 403–404, 405–406, 411–412, 413–414, 415B, 415–416, 417–418, 427B, 427, 515B, 515–516, 525B, 547A, 547–548, 549, 551, 563, 565B, 565–566, 567–568, 569B, 569, 579B, 579–580</p> <p>PE: These pages involve 100; see Level 2 for 1,000. 9–10, 11–12, 13–14, 15–16, 17–18, 19–20, 23–24, 25–26, 27–28, 29–30, 31–32, 33–34, 42, 55–56, 57–58, 59–60, 61–62, 63–64, 65–67, 69–70, 71–72, 73, 75–76, 77–79, 83–86, 88, 97–98, 99–100, 101–102, 103, 105–106, 107–109, 111–112, 113–114, 115–116, 117–118, 119–121, 123–124, 125–126, 129–130, 132–133, 191–192, 193–194, 195, 197–198, 199, 201–202, 203–204, 205–206, 207, 209–210, 211–212, 213–214, 215–216, 221–222, 225–226, 227–228, 229–230, 235–236, 238–239, 251–252, 253–254, 255, 259–260, 261–262, 267–268, 269–270, 271, 277–278, 303–304, 305–306, 307–308, 309–310, 311–314, 315–316, 317–318, 319–321, 322–323, 325–326, 327–328, 330, 333–340, 401, 403–404, 405–406, 411–412, 413–414, 415–416, 417, 515–516, 547–548, 549, 551, 563–564, 565–566, 567–568, 579–580</p>

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 Level 1
 correlated to
 Chicago Academic Standards and Framework
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<p>2. Compare whole numbers up to 100, using words <i>greater than</i>, <i>less than</i>, and <i>equal to</i>.</p>	<p>TE: 225B, 225–226, 227B, 227–228 PE: 225–226, 227–228</p>
<p>3. Represent equivalent forms of the same number through the use of physical models.</p>	<p>TE: 9B, 9–10, 11B, 11–12, 13B, 13–14, 15B, 15–16, 17, 19, 25–26, 27–28, 29B, 29–30, 31–32, 33–34, 35, 55, 57B, 57–58, 59, 61B, 61, 63, 65, 71, 73–74, 75, 77, 97, 99B, 99, 105, 107, 117, 119B, 119, 127B, 127, 129, 131, 191B, 191–192, 193B, 193–194, 195B, 195–196, 197B, 197–198, 201, 203B, 203, 205, 209B, 213, 223, 225, 227, 228, 253–254, 255, 257, 59–260, 267B, 267, 269, 271, 275, 277, 279, 281, 283, 399B, 399, 401B, 401–402, 403B, 403–404, 405–406, 407, 411–412, 413, 415, 419, 425, 427B, 427, 547–548, 549–550, 551–552, 553B, 553, 563–564, 565–566, 567–568, 569 PE: 9–10, 11–12, 13–14, 15–16, 19–21, 25–26, 27–28, 29, 31–32, 33–34, 57–58, 69, 71–72, 73, 104, 107, 125–126, 129–130, 191–192, 193–194, 195–196, 197–198, 199, 205–206, 207, 225–226, 227–228, 253–254, 259–260, 269, 399, 401, 403–404, 405–406, 411, 413, 415, 418, 547–548, 549–550, 551–552, 563–564, 565–566, 567–568</p>
<p>4. Recognize the dollar symbol and read simple decimals in the context of whole dollar amounts (e.g., \$1.00, \$2.00).</p>	<p>TE: 303B, 303–304, 305B, 305–306, 307B, 307–308, 309B, 309–310, 311A–311B, 311–313, 315B, 315–316, 317A–317B, 317–318, 319B, 319, 325B, 325–326, 327B, 327–328, 329B, 329 PE: 303–304, 307–308, 309–310, 311–313, 315–316, 317–318, 319, 322–324, 325–326, 327–328, 333–340</p>

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<p>5. Model the meaning of addition (putting together).</p>	<p>TE: 9B, 9–10, 11B, 11–12, 13B, 13–14, 15B, 15–16, 17, 19, 25–26, 27–28, 29B, 29–30, 31–32, 33–34, 35, 55, 57B, 57–58, 59, 61B, 61, 63, 65, 71, 73–74, 75, 77, 97, 99B, 99, 105, 107, 117, 119B, 119, 127B, 127, 129, 131, 191B, 191–192, 193B, 193–194, 195B, 195–196, 197B, 197–198, 201, 203B, 203, 205, 209B, 213, 223, 225, 227–228, 253–254, 255, 257, 259–260, 267B, 267, 269, 271, 275, 277, 279, 281, 283, 399B, 399, 401B, 401–402, 403B, 403–404, 405–406, 407, 411–412, 413, 415, 419, 425, 427B, 427, 547–548, 549–500, 551–552, 553B, 553, 563–564, 565–566, 567–568, 569</p> <p>PE: 9–10, 11–12, 13–14, 15–16, 17, 19, 25–26, 27–28, 29–30, 31–32, 33–34, 35, 55, 57–58, 59, 61, 63, 65, 71, 73–74, 75, 77, 97, 99, 105, 107, 117, 119, 127, 129, 131, 191–192, 193–194, 195–196, 197–198, 201, 203, 205, 213, 223, 225, 227–228, 253–254, 255, 257, 259–260, 267, 269, 271, 275, 277, 279, 281, 283, 399, 401–402, 403–404, 405–406, 407, 411–412, 413, 415, 419, 425, 427, 547–548, 549–500, 551–552, 553, 563–564, 565–566, 567–568, 569</p>
<p>CAS B. Add, subtract, multiply, and divide whole numbers and add and subtract simple decimals and fractions with accuracy, using a variety of appropriate strategies.</p>	
<p>1. Add, using place-value concepts, whole numbers having up to two digits, with and without regrouping to the tens place.</p>	<p>TE: 399B, 399–400, 551B, 551–552, 553B, 553–554, 555B, 555–556</p> <p>PE: 399–400, 551–552, 553–554, 555–556</p>
<p>2. Subtract two whole numbers having up to two digits, without regrouping.</p>	<p>TE: 415B, 415–416, 417B, 417–418, 427B, 427–428, 429B, 429–430, 567B, 567–568, 569B, 569–570, 571B, 571–572</p> <p>PE: 415–416, 417–418, 427–428, 429–430, 567–568, 569–570, 571–572</p>
<p>3. Add simple decimals written in the context of whole dollar amounts of money.</p>	<p>TE: 577B, 577–578</p> <p>PE: 577–578</p>
<p>4. Demonstrate the relationship between addition and subtraction.</p>	<p>TE: 125B, 125–126, 275B, 275–280, 425B, 425–428, 575</p> <p>PE: 125–126, 275–280, 425–428, 575</p>
<p>5. Demonstrate and name the fractions $\frac{1}{2}$ and $\frac{1}{4}$.</p>	<p>TE: 373B, 373–374, 375B, 375–376</p> <p>PE: 373–374, 375–376</p>
<p>CAS C. Solve one- and two-step problems using addition, subtraction, multiplication, and/or division of whole numbers with a variety of appropriate strategies such as estimation, mental computation, paper and pencil, and calculators.</p>	

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<p>1. Discuss and solve problems involving addition and/or subtraction.</p>	<p>TE: 12, 14, 16, 18, 26, 28, 32, 34, 35B, 35–36, 60, 62, 64, 65B, 65–66, 72, 76, 77B, 77–78, 98, 100, 102, 104, 106, 108, 112, 116, 118, 119B, 119–120, 126, 128, 130, 131B, 131–132, 252, 254, 256, 258, 260, 261B, 261–262, 268, 270, 272, 278, 280, 282, 283B, 283–284, 400, 402, 404, 406, 408, 412, 414, 416, 419B, 419–420, 426, 428, 430, 431B, 431–432, 546, 548, 552, 554, 557–558, 566, 568, 570, 576, 578, 580, 581B, 581–582</p> <p>PE: 12, 14, 16, 18, 26, 28, 32, 34, 35–36, 60, 62, 64, 65–66, 72, 76, 77–78, 98, 100, 102, 104, 106, 108, 112, 116, 118, 119–120, 126, 128, 130, 131–132, 252, 254, 256, 258, 260, 261–262, 268, 270, 272, 278, 280, 282, 283–284, 400, 402, 404, 406, 408, 412, 414, 416, 419–420, 426, 428, 430, 431–432, 546, 548, 552, 554, 557–558, 566, 568, 570, 576, 578, 580, 581–582</p>
<p>2. Use addition and subtraction to solve one- and two-step problems taken from story situations and contexts familiar to students.</p>	<p>TE: 12, 14, 16, 18, 26, 28, 32, 34, 35B, 35–36, 60, 62, 64, 65B, 65–66, 72, 76, 77B, 77–78, 98, 100, 102, 104, 106, 108, 112, 116, 118, 119B, 119–120, 126, 128, 130, 131B, 131–132, 252, 254, 256, 258, 260, 261B, 261–262, 268, 270, 272, 278, 280, 282, 283B, 283–284, 400, 402, 404, 406, 408, 412, 414, 416, 419B, 419–420, 426, 428, 430, 431B, 431–432, 546, 548, 552, 554, 557–558, 566, 568, 570, 576, 578, 580, 581B, 581–582</p> <p>PE: 12, 14, 16, 18, 26, 28, 32, 34, 35–36, 60, 62, 64, 65–66, 72, 76, 77–78, 98, 100, 102, 104, 106, 108, 112, 116, 118, 119–120, 126, 128, 130, 131–132, 252, 254, 256, 258, 260, 261–262, 268, 270, 272, 278, 280, 282, 283–284, 400, 402, 404, 406, 408, 412, 414, 416, 419–420, 426, 428, 430, 431–432, 546, 548, 552, 554, 557–558, 566, 568, 570, 576, 578, 580, 581–582</p>

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<p>3. Demonstrate and use the addition, subtraction, and equal symbols.</p>	<p>TE: 12, 14, 16, 18, 26, 28, 32, 34, 35B, 35–36, 60, 62, 64, 65B, 65–66, 72, 76, 77B, 77–78, 98, 100, 102, 104, 106, 108, 112, 116, 117–118, 119B, 119–120, 126, 128, 130, 131B, 131–132, 252, 254, 256, 258, 260, 261B, 261–262, 268, 270, 272, 278, 280, 282, 283B, 283–284, 400, 402, 404, 406, 408, 412, 414, 416, 419B, 419–420, 426, 428, 430, 431B, 431–432, 546, 548, 552, 554, 557–558, 566, 568, 570, 576, 578, 580, 581B, 581–582 PE: 12, 14, 16, 18, 26, 28, 32, 34, 35–36, 60, 62, 64, 65–66, 72, 76, 77–78, 98, 100, 102, 104, 106, 108, 112, 116, 117–118, 119–120, 126, 128, 130, 131–132, 252, 254, 256, 258, 260, 261–262, 268, 270, 272, 278, 280, 282, 283–284, 400, 402, 404, 406, 408, 412, 414, 416, 419–420, 426, 428, 430, 431–432, 546, 548, 552, 554, 557–558, 566, 568, 570, 576, 578, 580, 581–582</p>
<p>CAS D. Describe and compare fractions and solve problems involving proportional reasoning or simple ratios using appropriate strategies (manipulatives, drawings, diagrams, graphs, and models).</p>	
<p>1. Identify and name fractional parts of a whole, using $\frac{1}{5}$ and $\frac{1}{10}$.</p>	<p>TE: See Level 2. PE: See Level 2.</p>
<p>2. Demonstrate and discuss the meaning of fractional parts for denominators up to $\frac{1}{5}$ and $\frac{1}{10}$.</p>	<p>TE: These pages involve $\frac{1}{2}$, $\frac{1}{3}$, and $\frac{1}{4}$; see Level 2 for $\frac{1}{5}$ and $\frac{1}{10}$. 371B, 371–372, 373B, 373–374, 375B, 375–376 PE: These pages involve $\frac{1}{2}$, $\frac{1}{3}$, and $\frac{1}{4}$; see Level 2 for $\frac{1}{5}$ and $\frac{1}{10}$. 371–372, 373–374, 375–376</p>
<p>3. Identify and name fractional parts of given regions for fractions up to $\frac{1}{5}$ and $\frac{1}{10}$ and regions involving more than just unit fractions.</p>	<p>TE: These pages involve $\frac{1}{2}$, $\frac{1}{3}$, and $\frac{1}{4}$; see Level 2 for $\frac{1}{5}$ and $\frac{1}{10}$. 371B, 371–372, 373B, 373–374, 375B, 375–376 PE: These pages involve $\frac{1}{2}$, $\frac{1}{3}$, and $\frac{1}{4}$; see Level 2 for $\frac{1}{5}$ and $\frac{1}{10}$. 371–372, 373–374, 375–376</p>
<p>CAS E. Recognize and use properties of numbers and operations.</p>	
<p>1. Count backward from 20.</p>	<p>TE: 111B, 111–112, 113B, 113–114, 213A, 225A, 229B, 229–230, 309A, 325A, PE: 111–112, 113–114, 229–230</p>
<p>2. Count by 2's to 50.</p>	<p>TE: 209B, 209–210 PE: 209–210</p>
<p>3. Demonstrate understanding of the identity property of zero in addition.</p>	<p>TE: 17B, 17–18 PE: 17–18</p>
<p>State Goal 7: Estimate, make, and use measurements of objects, quantities, and relationships, and determine acceptable levels of accuracy.</p>	
<p>CAS A. Use nonstandard units (e.g., hands, feet, strips of paper, paper clips, etc.) to measure objects and distances.</p>	
<p>1. Measure, using nonstandard units.</p>	<p>TE: 453B, 453–454 PE: 453–454</p>
<p>CAS B. Make reasonable estimates when measuring objects, distances, time, and temperature.</p>	

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1. Estimate, then measure distances in both customary and metric systems.	TE: 455B, 455–456, 457B, 457–458, 467B, 467–468, 469B, 469–470 PE: 455–456, 457–458, 467–468, 469–470
2. Compare measures and capacities of different objects and containers.	TE: 473B, 473–474, 475B, 475–476, 477B, 477–478 PE: 473–474, 475–476, 477–478
CAS C. Measure length, width, perimeter, area, liquid, volume, temperature, and mass of objects using customary and metric systems.	
1. Identify units of measure that would be appropriate for measuring given objects.	TE: 455B, 455–456, 457B, 457–458, 467B, 467–468, 469B, 469–470, 475B, 475–476 PE: 455–456, 457–458, 467–468, 469–470, 475–476
2. Measure and tell time using instruments (e.g., analog and digital clocks) to the nearest quarter hour.	TE: These pages involve <u> </u> hour; see Level 2 for <u> </u> hour. 503B, 503–504, 505B, 505–507, 509B, 509–510, 511B, 511–512, 513B, 513–514, 515B, 515–516, 517A–517B, 517, 521 PE: These pages involve <u> </u> hour; see Level 2 for <u> </u> hour. 503–504, 505–507, 509–510, 511–512, 513–514, 515–516, 517, 521
3. Use straightedges and rulers to draw line segments between given points.	TE: See Level 2. PE: See Level 2.
4. Measure the length of an object, using customary and metric units to the nearest inch and centimeter.	TE: 455B, 455–456, 457B, 457–458, 467B, 467–468, 469B, 469–470 PE: 455–456, 457–458, 467–468, 469–470
5. Associate temperature with situational pictures, drawings, and models.	TE: 490 PE: 490
6. Measure volume, liquid and dry, in nonstandard units.	TE: 475B, 475–476, 477B, 477–478 PE: 475–476, 477–478
CAS D. Identify coins and represent and use their value to answer questions involving sums of money.	
1. Convert between closely associated money values (e.g., pennies to nickels, quarters to dollars).	TE: 303B, 303–304, 307B, 307–308, 311A–311B, 311–313, 315B, 315–316, 317A–317B, 317–318, 319B, 319, 325B, 325–326, 327B, 327–328, 329B, 329 PE: 303–304, 307–308, 311–313, 315–316, 317–318, 319, 325–326, 327–328, 329
2. Count up to \$1.00, using different combinations of coins.	TE: 303B, 303–304, 305B, 305–306, 307B, 307–308, 309B, 309–310, 311A–311B, 311–313, 315B, 315–316, 317A–317B, 317–318, 319B, 319, 325B, 325–326, 327B, 327–328, 329B, 329 PE: 303–304, 307–308, 309–310, 311–313, 315–316, 317–318, 319, 322–324, 325–326, 327–328, 333–340
3. Make change for purchases costing less than \$1.00.	TE: 577B, 577–578 PE: 577–578

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4. Use the cent sign appropriately for amounts less than \$1.00.	TE: 303B, 303–304 PE: 303–304
State Goal 8: Use algebraic and analytical methods to identify and describe patterns and relationships in data, solve problems, and predict results.	
CAS A. Recognize, describe, create, replicate, and extend a variety of patterns including attribute, number, and geometric patterns using manipulatives (e.g., blocks and shapes), diagrams, and symbols.	
1. Identify and extend shapes made from given patterns.	TE: 152, 363B, 363–365, 367, 374 PE: 152, 363–365, 367, 374
2. Discover and explain the pattern in a given simple number pattern.	TE: 34, 192, 198, 209B, 209–210, 213B, 213–214, 217B, 217–218, 282 PE: 34, 192, 198, 209–210, 213–214, 217–218, 282
CAS B. Use language, symbols (<, >, ÷, =, ≠, +, etc.), tables, and graphs to represent operations and relationships.	
1. Identify equal and unequal groups.	TE: 117B, 117–118, 213B, 213–214, 225B, 225–228, 402 PE: 117–118, 213–214, 225–228, 402
2. Create stories/situations from which simple addition and subtraction sentences can be written.	TE: 19B, 59B, 60, 61, 65B, 65, 77B, 77, 103B, 105B, 105–106, 115B, 115, 117B, 117–118, 131B PE: 60, 61, 103, 105–106, 115, 117–118
3. Solve missing addend problems.	TE: 15, 104, 259B, 259–260, 310, 427B, 427–428, 548 PE: 15, 104, 259–260, 310, 427–428, 548
4. Form and interpret human graphs that reflect functions and relationships (e.g., shoes to people).	TE: 153B, 153–154, 155B, 155–156, 157B, 157–158, 165B, 165–166, 167B, 167–168, 169B, 169–170, 171B, 171–172 PE: 153–154, 155–156, 157–158, 165–166, 167–168, 169–170, 171–172
CAS C. Model the concepts of variable, expression, equal, and unequal using concrete materials.	
1. Model the concepts of equal and unequal groups, using concrete objects and drawings.	TE: 117B, 117–118, 213B, 213–214, 225B, 225–228, 402 PE: 117–118, 213–214, 225–228, 402
CAS D. Create and solve problems involving simple number patterns by using words, symbols, drawings, and concrete objects.	
1. Make up and solve a story problem that could be derived from a picture, drawing, or model involving a simple number pattern.	TE: 210, 211B, 211–212, 217B, 217–218 PE: 210, 211–212, 217–218
State Goal 9: Use geometric methods to analyze, categorize, and draw conclusions about points, lines, planes, and space.	
CAS A. Identify and describe various plane and solid shapes and figures (e.g., segment/line, plane, circle/sphere, square/cube, triangle/pyramid, rectangle/rectangular solid) by their attributes (e.g., number of edges, faces, bases, corners, dimensions).	
1. Look for and identify various geometric shapes in the classroom, not immediately discernible.	TE: 359B, 359–360 PE: 359–360

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2. Identify, sort, classify, and compare familiar one- and two-dimensional shapes, using concrete materials if needed.	TE: 151B, 151–152, 349B, 349–350, 351B, 351–352, 353B, 353–354, 355B, 355–356, 359B, 359–360, 361B, 361–362 PE: 151–152, 349–350, 351–352, 353–354, 355–356, 359–360, 361–362
3. Name and describe attributes of geometric figures and objects.	TE: 151B, 151–152, 349B, 349–350, 351B, 351–352, 353B, 353–354, 355B, 355–356, 359B, 359–360, 361B, 361–362 PE: 151–152, 349–350, 351–352, 353–354, 355–356, 359–360, 361–362
4. Identify, name, and draw polygons that have 3 and 4 sides.	TE: 353B, 353–354, 355B, 355–356 PE: 353–354, 355–356
CAS B. Describe and give examples of geometric concepts that show relationships between and among figures, including symmetry, congruence, size, and location.	
1. Locate an object's location/position from directional clues.	TE: 349B, 349–350, 351B, 351–352 PE: 349–350, 351–352
2. Fold shapes and arrays into congruent parts.	TE: 369B, 369–370 PE: 369–370
3. Identify and complete figures that are symmetric along a line.	TE: 369B, 369–370 PE: 369–370
4. Sort shapes that are the same.	TE: 151B, 151–152, 353B, 353–354, 355B, 355–356, 359B, 359–360, 361B, 361–362 PE: 151–152, 353–354, 355–356, 359–360, 361–362
State Goal 10: <i>Collect, organize, and analyze data, using statistical methods to predict results and interpret uncertainty and chance in practical applications.</i>	
CAS A. Collect, organize, and display a set of data using pictures, tallies, tables, charts, lines, or bar graphs, noting patterns, relationships, and changes over time.	
1. Analyze data, using concepts of largest, smallest, most often, least often, and middle.	TE: 153B, 153–154, 155B, 155–156, 165B, 165–166, 167B, 167–168, 169B, 169–170, 171B, 171–173 PE: 153–154, 155–156, 165–166, 167–168, 169–170, 171–173
2. Read and interpret information from a bar graph and use objects and drawings to form a bar graph.	TE: 165B, 165–166, 167B, 167–168, 169B, 169–170, 171B, 171–172 PE: 165–166, 167–168, 169–170, 171–172
3. Gather information, using tallies and charts.	TE: 153B, 153–154, 166, 167, 169B, 169–170, 377B, 377–378 PE: 153–154, 166, 167, 169–170, 377–378
4. Describe and explain data, graphs, patterns, and relationships clearly and logically, and support statements by linking them to data.	TE: 151B, 151–152, 153B, 153–154, 155B, 155–156, 157B, 157–158, 165B, 165–166, 167B, 167–168, 169B, 169–170, 171B, 171–172, 377B, 377–378, 379B, 379–380 PE: 151–152, 153–154, 155–156, 157–158, 165–166, 167–168, 169–170, 171–172, 377–378, 379–380

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CAS C. Describe and use the concept of probability in relationship to likelihood and chance.	
1. Relate the concept of a fractional part, or a part of a group, to the likelihood that something will happen.	TE: 377B, 377–378 PE: 377–378