

**Curriculum Framework Statement**

**Houghton Mifflin *MATHEMATICS***

<b>State Goal 6:</b> <i>Demonstrate and apply a knowledge and sense of numbers, including basic arithmetic operations, number patterns, ratios and proportions.</i>	
<b>CAS A.</b> Relate counting, grouping, and place-value concepts to whole numbers and simple decimals.	
1. Count, read, and write, whole numbers to 100.	TE: 130–141, 148–151, 152–155, 156–159, 160–163, 164–167, 168–175, 179–183, 192–195, 196–199, 200–203, 204–207, 208–211, 214–217, 218–221, 222–225, 226–229, 231–233, 237–239, 242, 246–247, 251, 255–259, 278, 287, 289–293, 301–305, 307–309, 312–313, 315–321, 345–346, 352, 354–355, 375, 381, 384–385, 387–388, 393–397, 412–413, 416–417, 420–421, 425–427, 431, 434–435, 438–439, 442–443, 446–447, 451–454, 471, 474–475, 477–479, 483–485, 488–489, 492–493, 496–498, 500–501, 504, 508–509, 513–516, 543, 563–565, 573, 583, 597, 598–601, 602–605, 606–609, 614–617, 624–627, 628–631, 632–635, 636–639, 641–643, 646–647, 651–655 PE: C9–C10, C19–C20, C21–C22, C23–C24, C25–C26, C27–C28, C29–C30, C31–C32, C33–C38, D9–D10, D11–D12, D13–D14, D15–D16, D17–D18, D21–D22, D23–D24, D25–D26, D27–D28, D29–D30, D35–D36, D37–D38, D39–D40, E15–E16, E19–E20, E21–E22, E23–E24, E25–E26, F14, F27–F28, F32, G10, G11–G12, G14, G16, G21–G22, G23–G24, G25–G26, G27–G28, H11–H12, H13–H14, H16, H19–H20, H21–H22, H23–H24, H25–H26, H27–H28, J9–J10, J11–J12, J13–J14, J17–J18, J23–J24, J25–J26, J27–J28, J29–J30
2. Compare whole numbers up to 100, using words <i>more than</i> , <i>less than</i> , and <i>same as</i> .	TE: 130–141, 244–247, 248–251, 644–647 PE: C9–C10, C11–C12, C13–C14, D37–D38
3. Represent numbers with physical models.	TE: 127–129, 131–133, 135–141, 149–151, 153–155, 157–159, 161–163, 165–167, 193–195, 197–199, 201–203, 205–207, 215–217, 219–221, 223–225, 599–601, 603–605, 607–609, 615–617, 625–627, 629–631, 633–635, 637–639 PE: C9–C10, C11–C12, C13–C14, C19–C20, C21–C22, C23–C24, C25–C26, C27–C28, D9–D10, D11–D12, D13–D14, D15–D16, D21–D22, D23–D24, D25–D26, J9–J10, J11–J12, J13–J14, J17–J18, J23–J24, J25–J26, J27–J28
4. Recognize number words through ten.	TE: 151, 155, 159, 163, 167, 195, 199, 203, 207, 217, 221, 225 PE: C19, C21, C23, C25, C27, D9, D11, D13, D15, D21, D23, D25
<b>CAS B.</b> Add, subtract, multiply, and divide whole numbers and add and subtract simple decimals and fractions with accuracy, using a variety of appropriate strategies.	

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1. Represent number facts (sums) through 20.	TE: 410–413, 414–417, 418–421, 428–431, 432–435, 436–439, 440–443, 444–447 PE: G9–G10, G11–G12, G13–G14, G19–G20, G21–G22, G23–G24, G25–G26, G27–G28
2. Recall number facts (sums) through 20.	TE: 410–413, 414–417, 418–421, 428–431, 432–435, 436–439, 440–443, 444–447 PE: G9–G10, G11–G12, G13–G14, G19–G20, G21–G22, G23–G24, G25–G26, G27–G28
3. Add two 1-digit numbers.	TE: 410–413, 414–417, 418–421, 428–431, 432–435, 436–439, 440–443, 444–447 PE: G9–G10, G11–G12, G13–G14, G19–G20, G21–G22, G23–G24, G25–G26, G27–G28
<b>CAS C.</b> 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	
1. Devise stories/situations familiar to student experiences that use addition.	TE: 410–421, 428–439 PE: G9–G10, G11–G12, G13–G14, G19–G20, G21–G22, G23–G24
2. Solve stories/problems that involve addition.	TE: 410–413, 415–417, 423–425, 431, 449–451, PE: G10, G12, G15–G16, G20, G29–G30
3. Demonstrate the use of the addition symbol and equal symbol.	TE: 418–421, 428–431, 432–435, 437–439, 441–443, 445–447, 449–452 PE: G13–G14, G15–G16, G19–G20, G21–G22, G23–G24, G25–G26, G27–G28, G29–G30, G31–G33
<b>CAS D.</b> Describe and compare fractions and solve problems involving proportional reasoning or simple ratios using appropriate strategies (manipulatives, drawings, diagrams, graphs, and models).	
1. Identify and name fractional parts of a whole, using $\frac{1}{2}$ , $\frac{1}{3}$ and $\frac{1}{4}$ .	TE: These pages involve $\frac{1}{2}$ ; see Level 1 for $\frac{1}{3}$ and $\frac{1}{4}$ . 570–573, 575–577 PE: These pages involve $\frac{1}{2}$ ; see Level 1 for $\frac{1}{3}$ and $\frac{1}{4}$ . I31–I32
2. Demonstrate meaning of unit fraction $\frac{1}{2}$ , $\frac{1}{3}$ and $\frac{1}{4}$ as being a whole separated into parts of the same size.	TE: These pages involve $\frac{1}{2}$ ; see Level 1 for $\frac{1}{3}$ and $\frac{1}{4}$ , 570–573 PE: These pages involve $\frac{1}{2}$ ; see Level 1 for $\frac{1}{3}$ and $\frac{1}{4}$ . I31–I32
3. Identify fractional parts of given region for $\frac{1}{2}$ , $\frac{1}{3}$ and $\frac{1}{4}$ .	TE: These pages involve $\frac{1}{2}$ ; see Level 1 for $\frac{1}{3}$ and $\frac{1}{4}$ . 570–573 PE: These pages involve $\frac{1}{2}$ ; see Level 1 for $\frac{1}{3}$ and $\frac{1}{4}$ . I31–I32
<b>CAS E.</b> Recognize and use properties of numbers and operations.	

**Curriculum Framework Statement**

**Houghton Mifflin *MATHEMATICS***

1. Count forward to 100.	<p>TE: These pages involve counting to 30; see level 1 for counting to 100. 165–167, 193–195, 197–199, 201–203, 205–207, 215–217, 219–221, 223–225, 599–601, 603–605, 607–609, 615–617, 625–627, 629–631, 633–635, 637–639</p> <p>PE: These pages involve counting to 30; see level 1 for counting to 100. C27–C28, D9–D10, D11–D12, D13–D14, D15–D16, D21–D22, D23–D24, D25–D26, J9–J10, J11–J12, J13–J14, J17–J18, J23–J24, J25–J26, J27–J28</p>
2. Count backward from 40.	<p>TE: These pages involve counting backward from 30; see Level 1 for counting backward from 40. 235–237, 465–467, 469–471, 473–475, 477–479, 481–483, 487–489, 491–493, 495–497, 637–639</p> <p>PE: These pages involve counting backward from 30; see Level 1 for counting backward from 40. D31–D32, H9–H10, H11–H12, H13–H14, H15–H17</p>
3. Count by 2’s to 20.	<p>TE: See Level 1. PE: See Level 1.</p>
<p><b>State Goal 7:</b> Estimate, make, and use measurements of objects, quantities, and relationships, and determine acceptable levels of accuracy.</p>	
<p><b>CAS A.</b> Use nonstandard units (e.g., hands, feet, strips of paper, paper clips, etc.) to measure objects and distances.</p>	
1. Demonstrate how to measure, using nonstandard units.	<p>TE: 331–333, 335–337, 339–341, 343–345, 347–349, 365–367, 369–371 PE: F9–F10, F11–F12, F13–F14, F21–F22</p>
<p><b>CAS B.</b> Make reasonable estimates when measuring objects, distances, time, and temperature.</p>	
1. Estimate which of a given set of containers would be most appropriate for a given amount of filler.	<p>TE: 365–367, 369–371 PE: F21–F22</p>
<p><b>CAS C.</b> Measure length, width, perimeter, area, liquid, volume, temperature, and mass of objects using customary and metric systems.</p>	
1. Discuss appropriateness of units of measure to be used for nonstandard units of measure.	<p>TE: 331–333, 335–337, 339–341, 343–345, 347–349, 365–367, 369–371 PE: F9–F10, F11–F12, F13–F14, F21–F22</p>
2. Measure and tell time using instruments (e.g., analog and digital clocks) to the nearest half hour.	<p>TE: These pages involve time to the nearest hour; see Level 1 for half hour. 303–3305, 307–309, 311–313 PE: These pages involve time to the nearest hour; see Level 1 for half hour. E19–E20, E21–E22, E23–E24</p>
<p><b>CAS D.</b> Identify coins and represent and use their value to answer questions involving sums of money.</p>	

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1. Identify and give the value of a penny, nickel, dime, and quarter.	TE: These pages involve pennies, nickels, and dimes; see Level 1 for quarters. 53–55, 383–385, 387–389, 391–393, 507–509, 611–613 PE: These pages involve pennies, nickels, and dimes; see Level 1 for quarters. F27–F28, F29–F30, F31–F32, H27–H28, J15–J16
2. Count up to a quarter, using different combinations of coins.	TE: These pages involve pennies, nickels, and dimes; see Level 1 for quarters. 387–389, 391–393, 610–613 PE: These pages involve pennies, nickels, and dimes; see Level 1 for quarters. F29–F30, F31–F33, J15–J16
<b>State Goal 8:</b> Use algebraic and analytical methods to identify and describe patterns and relationships in data, solve problems, and predict results.	
<b>CAS A.</b> 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. Classify and sort objects by common attribute.	TE: 76–79, 80–83, 84–87, 88–91, 92–95, 98–101, 102–109, 110–112, 538–541 PE: B9–B10, B11–B12, B13–B14, B15–B18, B19–B20, B21–B22, B23–B24, B25–B30, I15–I18
<b>CAS B.</b> Use language, symbols (<, >, ÷, =, ≠, +, etc.), tables, and graphs to represent operations and relationships.	
1. Identify equal and unequal groups that have 9 or fewer members.	TE: 130–141, 244–247 PE: C9–C10, C11–C12, C13–C14, D37–D38
2. Locate numbers on a number line.	TE: 231–233, 615–617 PE: D29, J18
<b>CAS C.</b> Model the concepts of variable, expression, equal, and unequal using concrete materials.	
1. Model the concepts of equal and unequal groups, using concrete objects.	TE: 130–141, 244–247 PE: C9–C10, C11–C12, C13–C14, D37–D38
<b>CAS D.</b> 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.	TE: 143–145, 423–425, 449–451, 561–563, 649–651 PE: C15–C16, G15–G16, G29–G30, I23–I24, J31–J32
<b>State Goal 9:</b> Use geometric methods to analyze, categorize, and draw conclusions about points, lines, planes, and space.	
<b>CAS A.</b> 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. Identify the shape of objects common to the students' environment.	TE: 527–528, 535, 545–547, 549–551, 553–555, 557–559, 561–563 PE: I1–I8, I11, I19–I20, I21–I22, I24

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2. Identify, sort, classify, and compare familiar one-dimensional shapes.	TE: 27–29, 39–41, 43–45, 56–59, 527–529, 531–533, 535–537, 539–543, 549–551, 557–559 PE: A17–A18, A23–A24, A25–A28, A30, A36, I9–I10, I11–I12, I13–I14, I15–I18, I19–I20, I22
<b>CAS B.</b> Describe and give examples of geometric concepts that show relationships between and among figures, including symmetry, congruence, size, and location.	
1. Give and respond to directions about location (e.g., in front of, by, right, left).	TE: 9–11, 13–15, 17–19, 21–23 PE: A9–A10, A11–A12, A13–A14, A15–A16
2. Fold shapes into congruent parts.	TE: 567–569 PE: I27–I28
<b>State Goal 10:</b> <i>Collect, organize, and analyze data, using statistical methods to predict results and interpret uncertainty and chance in practical applications.</i>	
<b>CAS A.</b> 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. Collect data based on likes, dislikes, and favorites, using concepts of more (most) and less (least).	TE: 49–51, 53–55, 57–59, 61–63, 177–179, 251, 253–255, 351–353, 619–621 PE: A29–A30, A31–A35
2. Read and interpret information from a picture graph.	TE: 56–59, 176–179, 252–255, 350–353, 618–621 PE: A29–A30, C33–C34, D39–D40, F15–F16, J19–J20