

Houghton Mifflin *MATHSTEPS*  
 Level 1  
 correlated to  
 Chicago Academic Standards and Framework  
 Grade 1

**Curriculum Framework Statement**

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<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 1,000.	These pages involve whole numbers to 100. See Level 2 for numbers to 1,000. TE: T35–37, T104–109 PE: 33–42, 167–170, 173–178, 181–188
2. Compare whole numbers up to 100, using words <i>greater than</i> , <i>less than</i> , and <i>equal to</i> .	TE: T38–39, T107 PE: 47–49, 179
3. Represent equivalent forms of the same number through the use of physical models.	TE: T35–37, T104–106, T110, T165 PE: 34, 36–42, 167–169, 171–175, 177, 189–190, 286
4. Recognize the dollar symbol and read simple decimals in the context of whole dollar amounts (e.g., \$1.00, \$2.00).	See Level 2
5. Model the meaning of addition (putting together).	TE: T50–51, T54, T76–79, T90–93, T136, T164–165, T167 PE: 69–78, 85–88, 115–120, 123–128, 137, 139–141, 143–150, 229–232, 281–282, 287–288, 293–294
<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.	
1. Add, using place-value concepts, whole numbers having up to two digits, with and without regrouping to the tens place.	TE: T136–137 PE: 229–234
2. Subtract two whole numbers having up to two digits, without regrouping.	TE: T138–139 PE: 237–238, 240–244
3. Add simple decimals written in the context of whole dollar amounts of money.	See Level 2
4. Demonstrate the relationship between addition and subtraction.	TE: T76, T78, T90–91, T164, T166–167 PE: 117–120, 125–126, 139–140, 143–144, 285, 291, 297
5. Demonstrate and name the fractions $\frac{1}{2}$ and $\frac{1}{4}$ .	TE: T150–151 PE: 255–260, 307
<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.	

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1. Discuss and solve problems involving addition and or subtraction.	TE: T50–51, T54, T64, T67, T77, T79, T90–92, T139, T164–165, T167–169 PE: 67–68, 71–72, 85–86, 95–96, 107–108, 121–122, 129–130, 138, 142, 144, 146, 243–244, 284, 290, 296, 299–300, 303–304
2. Use addition and subtraction to solve one- and two-step problems taken from story situations and contexts familiar to students.	These pages prepare students to meet this objective: TE: T50–51, T54, T64, T67, T77, T79, T90–92, T139, T164–165, T167–169 PE: 67–68, 71–72, 85–86, 95–96, 107–108, 121–122, 129–130, 138, 142, 144, 146, 243–244, 284, 290, 296, 299–300, 303–304
3. Demonstrate and use the addition, subtraction, and equal symbols.	TE: T46–54, T60–63, T65–66 PE: 53–54, 69–83, 97–98, 179–180
<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 $\frac{1}{5}$ and $\frac{1}{10}$ .	These pages involve $\frac{1}{2}$ , $\frac{1}{3}$ , and $\frac{1}{4}$ . See Level 2 for $\frac{1}{5}$ and $\frac{1}{10}$ . TE: T150–151 PE: 255–260
2. Demonstrate and discuss the meaning of fractional parts for denominators up to $\frac{1}{5}$ and $\frac{1}{10}$ .	These pages involve $\frac{1}{2}$ , $\frac{1}{3}$ , and $\frac{1}{4}$ . See Level 2 for $\frac{1}{5}$ and $\frac{1}{10}$ . TE: T150–151 PE: 255–260
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.	These pages involve $\frac{1}{2}$ , $\frac{1}{3}$ , and $\frac{1}{4}$ . See Level 2 for $\frac{1}{5}$ and $\frac{1}{10}$ . TE: T150–151 PE: 255–260
<b>CAS E.</b> Recognize and use properties of numbers and operations.	
1. Count backward from 20.	These pages prepare students to meet this objective: TE: T35–37, T107 PE: 33–42, 181–182
2. Count by 2's to 50.	TE: T100–103, T109, T116–119, T124 PE: 188, 245
3. Demonstrate understanding of the identity property of zero in addition.	TE: T46–49, T52 PE: 77–78, 117–120
<b>State Goal 7:</b> Estimate, make, and use measurements of objects, quantities, and relationships, and determine acceptable levels of accuracy.	

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<b>CAS A.</b> Use nonstandard units (e.g., hands, feet, strips of paper, paper clips, etc.) to measure objects and distances.	
1. Measure, using nonstandard units.	TE: T146–149, T152 PE: 261–264, 275–276
<b>CAS B.</b> Make reasonable estimates when measuring objects, distances, time, and temperature.	
1. Estimate, then measure distances in both customary and metric systems.	TE: T152 PE: 261–264
2. Compare measures and capacities of different objects and containers.	TE: T146–149, T155 PE: 273–274
<b>CAS C.</b> 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: T146–149, T154 PE: 261–272, 274, 278
2. Measure and tell time using instruments (e.g., analog and digital clocks) to the nearest quarter hour.	See Level 2
3. Use straightedges and rulers to draw line segments between given points.	See Level 3
4. Measure the length of an object, using customary and metric units to the nearest inch and centimeter.	TE: T146–149, T153 PE: 265–288
5. Associate temperature with situational pictures, drawings, and models.	See Level K and Level 2
6. Measure volume, liquid and dry, in non-standard units.	These pages prepare students to meet this objective: TE: T146–149, T154–155 PE: 274
<b>CAS D.</b> 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).	These pages prepare students to meet this objective: TE: T124–125 PE: 213–220, 223–224
2. Count up to \$1.00, using different combinations of coins.	TE: T37, T53, T67, T94–95, T124–125, T139 PE: 43–44, 83–84, 109–110, 155–156, 158–160, 213–220, 241

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3. Make change for purchases costing less than \$1.00.	These pages prepare students to meet this objective: TE: T37, T53, T67, T94–95, T125–126, T168 PE: 44, 84, 110, 132, 154, 158–160, 218, 221–222, 242, 299–300
4. Use the cent sign appropriately for amounts less than \$1.00.	TE: T116–119, T124–125 PE: 213–220
<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. Identify and extend shape made from given patterns.	TE: T23 PE: 15–16
2. Discover and explain the pattern in a given simple number pattern.	TE: T100–103, T111 PE: 46, 181–182, 184, 186–188, 193–194, 301
<b>CAS B.</b> Use language, symbols (<, >, ÷, =, ≠, +, etc.), tables, and graphs to represent operations and relationships.	
1. Identify equal and unequal groups.	TE: T34–36, T51, T65 PE: 29–32, 36, 38, 40, 73–74, 101–102
2. Create stories/situations from which simple addition and subtraction sentences can be written.	TE: T50–51, T54, T64, T67, T77, T79, T91–92, T139, T164–165, T167–169 PE: 67–68, 71–72, 85–86, 95–96, 107–108, 121–122, 129–130, 142, 144, 146, 243–244, 284, 290, 296, 299–300, 303–304
3. Solve missing addend problems.	TE: T46–49, T54, T86–89, T93 PE: 87–88, 149–150
4. Form and interpret human graphs that reflect functions and relationships (e.g., shoes to people).	These pages prepare students to meet this objective: TE: T30–33, T41 PE: 57–60
<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 and drawings.	These pages prepare students to meet this objective: TE: T34–36, T51, T65 PE: 29–32, 36, 38, 40, 73–74, 101–102
<b>CAS D.</b> Create and solve problems involving simple number patterns by using words, symbols, drawings, and concrete objects.	

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1. Make up and solve a story problem that could be derived from a picture, drawing, or model involving a simple number pattern.	TE: T24, T54, T67, T95, T110 PE: 19–20, 85–86, 103–104, 107–108, 157–158, 189–192
<b>State Goal 9:</b> <i>Use geometric methods to analyze, categorize, and draw conclusions about points, lines, planes, and space.</i>	
<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. Look for and identify various geometric shapes in the classroom, not immediately discernible.	TE: T20 PE: 3, 6
2. Identify, sort, classify, and compare familiar one- and two-dimensional shapes, using concrete materials if needed.	TE: T20–22 PE: 3–8, 11–14
3. Name and describe attributes of geometric figures and objects.	TE: T20–23, T24 PE: 3–18, 21–26
4. Identify, name, and draw polygons that have 3 and 4 sides.	TE: T20–21 PE: 6–8
<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. Locate an objects location/position from directional clues.	TE: T16–19, T21, T24, T100–103, T110 PE: 9–10, 19–22, 191–192
2. Fold shapes and arrays into congruent parts.	These pages prepare students to meet this objective: TE: T23 PE: 17–18
3. Identify and complete figures that are symmetric along a line.	TE: T16–19, T23 PE: 17–18
4. Sort shapes that are the same.	TE: T16–19, T22 PE: 13–14
<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. Analyze data, using concepts of largest, smallest, most often, least often, and middle.	TE: T40–41, T94, T123, T140, T152 PE: 56–57, 59–60, 153, 209–210, 245–246, 263–264

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2. Read and interpret information from a bar graph and use objects and drawings to form a bar graph.	TE: T30–33, T41 PE: 58–60
3. Gather information, using tallies and charts.	TE: T30–33, T40 PE: 55–57
4. Describe and explain data, graphs, patterns, and relationships clearly and logically, and support statements by linking them to data.	TE: T23, T38, T40–41, T94, T107–109, T111, T123, T140, T152, T169 PE: 15–16, 46, 55–57, 59–60, 153–154, 181–182, 184, 186–188, 193–194, 209–210, 245–246, 263–264, 301
<b>CAS C.</b> 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.	These pages prepare students to meet this objective: TE: T30–33, T41 PE: 57–58