

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

Curriculum Framework Statement

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State Goal 6: <i>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 100.	TE: T46–49, T52, T80–81, T84–87 PE: 83–84, 107–110, 147–162, 206
2. Compare whole numbers up to 100, using words <i>more than</i> , <i>less than</i> , and <i>same as</i> .	TE: T50, T54–55, T57, T69, T71, T73–74 PE: 73–76, 91–92, 95–96, 103, 119–120, 125–126, 135–138
3. Represent numbers with physical models.	TE: T132–133, T135 PE: 247–254, 259–262
4. Recognize number words through ten.	TE: T53, T55–56, T68, T70–71 PE: 85–88, 93, 97, 113, 115, 121, 123, 127
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.	
1. Represent number facts (sums) through 20.	TE: T94–99 PE: 179–186, 203–206
2. Recall number facts (sums) through 20.	These pages prepare students to meet this objective: TE: T94–97, T99 PE: 181–186, 203–206
3. Add two 1-digit numbers.	TE: T94–97, T99 PE: 181–186, 203–206
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.	
1. Devise stories/situations familiar to student experiences that use addition.	TE: T94–97 PE: 179–180, 203–206
2. Solve stories/problems that involve addition.	TE: T94–98 PE: 177–180
3. Demonstrate the use of the addition symbol and equal symbol.	TE: T94–97, T99–100, T102–103 PE: 181–188, 193–198, 203–206
CAS D. Describe and compare fractions and solve problems involving proportional reasoning or simple ratios using appropriate strategies (manipulatives, drawings, diagrams, graphs, and models).	

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1. Identify and name fractional parts of a whole, using $\frac{1}{2}$, $\frac{1}{3}$ and $\frac{1}{4}$.	These pages involve $\frac{1}{2}$; see Level 1 for $\frac{1}{3}$ and $\frac{1}{4}$. TE: T110, T113, T122 PE: 239–240, 242
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.	These pages involve $\frac{1}{2}$; see Level 1 for $\frac{1}{3}$ and $\frac{1}{4}$. TE: T110, T113, T122 PE: 239–240, 242
3. Identify fractional parts of given region for $\frac{1}{2}$, $\frac{1}{3}$ and $\frac{1}{4}$.	These pages involve $\frac{1}{2}$; see Level 1 for $\frac{1}{3}$ and $\frac{1}{4}$. TE: T110, T113, T122 PE: 239–240, 242
CAS E. Recognize and use properties of numbers and operations.	
1. Count forward to 100.	These pages involve counting to 30. See level 1 for counting to 100. TE: T46–49, T52, T54–56, T64–67, T73, T80–81, T85–86, T128–133 PE: 83–85, 88–90, 93–94, 99–100, 107–110, 113–116, 121–124, 127–128, 133–134, 141–144, 151–158, 161–162, 171–174, 206, 247–254, 269–272
2. Count backward from 40.	These pages prepare students to meet this objective: TE: T46–49, T52, T54–56, T64–67, T73, T80–81, T85–86, T128–133 PE: 83–85, 88–90, 93–94, 99–100, 107–110, 113–116, 121–124, 127–128, 133–134, 141–144, 151–158, 161–162, 171–174, 206, 247–254, 269–272
3. Count by 2's to 20.	See Level 1.
<i>State Goal 7: Estimate, make, and use measurements of objects, quantities, and relationships, and determine acceptable levels of accuracy.</i>	
CAS A. Use nonstandard units (e.g., hands, feet, strips of paper, paper clips, etc.) to measure objects and distances.	
1. Demonstrate how to measure, using nonstandard units.	TE: T119–120 PE: 227–232
CAS B. Make reasonable estimates when measuring objects, distances, time, and temperature.	
1. Estimate which of a given set of containers would be most appropriate for a given amount of filler.	TE: T121 PE: 235–236, 242

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CAS C. Measure length, width, perimeter, area, liquid, volume, temperature, and mass of objects using customary and metric systems.	
1. Discuss appropriateness of units of measure to be used for non-standard units of measure.	TE: T119–120 PE: 227–232
2. Measure and tell time using instruments (e.g., analog and digital clocks) to the nearest half hour.	See Level 1.
CAS D. Identify coins and represent and use their value to answer questions involving sums of money.	
1. Identify and give the value of a penny, nickel, dime, and quarter.	These pages involve pennies, nickels, and dimes. See Level 1 for quarters. TE: T110–111, T117–118 PE: 221–226, 241–242
2. Count up to a quarter, using different combinations of coins.	These pages involve pennies, nickels, and dimes. See Level 1 for quarters. TE: T110–111, T117–118 PE: 221–226, 241
<i>State Goal 8: Use algebraic and analytical methods to identify and describe patterns and relationships in data, solve problems, and predict results.</i>	
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. Classify and sort objects by common attribute.	TE: T30–35 PE: 41–46, 67, 69
CAS 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: T46–49, T54, T64–67, T69, T71 PE: 91–92, 95–96, 107–110, 119–120, 125–126, 141–144
2. Locate numbers on a number line.	TE: T64–71, T129 PE: 113, 115, 117–118, 121, 123, 127, 131–132, 136, 206, 243, 270
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.	TE: T47–48, T65, T69, T71
CAS D. 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.	TE: T94–98, T101 PE: 179–180, 191–192, 204, 206
State Goal 9: <i>Use geometric methods to analyze, categorize, and draw conclusions about points, lines, planes, and space.</i>	
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. Identify the shape of objects common to the students' environment.	TE: T18–19 PE: 4, 6, 8
2. Identify, sort, classify, and compare familiar one-dimensional shapes.	TE: T14–17, T30–34 PE: 11–20, 41–47, 67–70
CAS 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: T36–39 PE: 49–60
2. Fold shapes into congruent parts.	See Level 1.
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. Collect data based on likes, dislikes, and favorites, using concepts of more (most) and less (least).	TE: T80–83, T88 PE: 163–166, 172
2. Read and interpret information from a picture graph.	TE: T57 PE: 103–104