

Houghton Mifflin Math 2007
Grade K
correlated to
Illinois Learning Standards for Mathematics

| Illinois Learning Standards for Mathematics Early Elementary | <i>Houghton Mifflin Math 2007</i> |
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| STATE GOAL 6: Demonstrate and apply a knowledge and sense of numbers, including numeration and operations (addition, subtraction, multiplication, division), patterns, ratios and proportions. | |
| A. Demonstrate knowledge and use of numbers and their representations in a broad range of theoretical and practical settings. | |
| 6.A.1a Identify whole numbers and compare them using the symbols $<$, $>$, or $=$ and the words “less than”, “greater than”, or “equal to”, applying counting, grouping and place value concepts. | PE: 67–68, 69–70, 151–152, 299–300 TE: 67A–67B, 67–68, 69A–69B, 69–70, 151A–151B, 151–152, 299A–299B, 299–300 |
| 6.A.1b Identify and model fractions using concrete materials and pictorial representations. | PE: 93–94, 95–96, 97–98, 153–154 TE: 93A–93B, 93–94, 95A–95B, 95–96, 97A–97B, 97–98, 153A–153B, 153–154 |
| B. Investigate, represent and solve problems using number facts, operations (addition, subtraction, multiplication, division) and their properties, algorithms and relationships. | |
| 6.B.1 Solve one- and two-step problems with whole numbers using addition, subtraction, multiplication and division. | PE: 245–246, 247–248, 249–250, 251–252, 253–254, 255–256, 257–258, 263–264, 265–266, 267–268, 269–270, 271–272, 273–274 TE: 244A–244D, 245A–245B, 245–246, 247A–247B, 247–248, 249A–249B, 249–250, 251A–251B, 251–252, 253A–253B, 253–254, 255A–255B, 255–256, 257A–257B, 257–258, 262A–252D, 263A–263B, 263–264, 265A–265B, 265–266, 267A–267B, 267–268, 269A–269B, 269–270, 271A–271B, 271–272, 273A–273B, 273–274 |
| C. Compute and estimate using mental mathematics, paper-and-pencil methods, calculators and computers. | |
| 6.C.1a Select and perform computational procedures to solve problems with whole numbers. | |
| 6.C.1b Show evidence that whole number computational results are correct and/or that estimates are reasonable. | |
| D. Solve problems using comparison of quantities, ratios, proportions and percents. | |
| 6.D.1 Compare the numbers of objects in groups. | PE: 67–68, 69–70, 151–152, 299–300 TE: 67A–67B, 67–68, 69A–69B, 69–70, 151A–151B, 151–152, 299A–299B, 299–300 |

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| STATE GOAL 7: Estimate, make and use measurements of objects, quantities and relationships and determine acceptable levels of accuracy. | |
| A. Measure and compare quantities using appropriate units, instruments and methods. | |
| 7.A.1a Measure length, volume and weight/mass using rulers, scales and other appropriate measuring instruments in the customary and metric systems. | PE: 223–224, 231–232, 239 TE: 223A–223B, 223–224, 231A–231B, 231–232, 239 |
| 7.A.1b Measure units of time using appropriate instruments (e.g., calendars, clocks, watches—both analog and digital). | PE: 175–176, 177–178, 179–180 TE: 166A–166D, 175A–175B, 175–176, 177A–177B, 177–178, 179A–179B, 179–180 |
| 7.A.1c Identify and describe the relative values and relationships among coins and solve addition and subtraction problems using currency. | PE: 185–186, 187–188, 189–190, 191–192, 193–194, 251–252, 269–270 TE: 184A–184D, 185A–185B, 185–186, 187A–187B, 187–188, 189A–189B, 189–190, 191A–191B, 191–192, 193A–193B, 193–194, 251A–251B, 251–252, 269A–269B, 269–270 |
| 7.A.1d Read temperatures to the nearest degree from Celsius and Fahrenheit thermometers. | |
| B. Estimate measurements and determine acceptable levels of accuracy. | |
| 7.B.1a Given a problem, describe possible methods for estimating a given measure. | PE: 211–212, 213–214, 223–224, 229–230 TE: 211A–211B, 211–212, 213A–213B, 213–214, 223A–223B, 223–224, 229A–229B, 229–230 |
| 7.B.1b Compare estimated measures to actual measures taken with appropriate measuring instruments. | PE: 211–212, 213–214, 223–224, 229–230 TE: 211–212, 213A–213B, 213–214, 223–224, 229–230 |
| C. Select and use appropriate technology, instruments and formulas to solve problems, interpret results and communicate findings. | |
| 7.C.1 Determine perimeter and area using concrete materials (e.g., geoboards, square tiles, grids, measurement instruments). | TE: 212A–212D |
| STATE GOAL 8: Use algebraic and analytical methods to identify and describe patterns and relationships in data, solve problems and predict results. | |
| A. Describe numerical relationships using variables and patterns. | |
| 8.A.1a Identify, describe and extend simple geometric and numeric patterns. | PE: 11–12, 13–14, 15–16, 89–90 TE: 10I–10L, 11A–11B, 11–12, 13A–13B, 13–14, 15A–15B, 15–16, 89A–89B, 89–90 |

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| 8.A.1b Solve simple number sentences (e.g., $2 + \square = 5$). | PE: 247–248, 249–250, 251–252, 253–254, 255–256, 257–258, 263–264, 265–266, 267–268, 269–270, 271–272, 273–274, 279 TE: 247A–247B, 247–248, 249A–249B, 249–250, 251A–251B, 251–252, 253A–253B, 253–254, 255A–255B, 255–256, 257A–257B, 257–258, 262A–252D, 263A–263B, 263–264, 265A–265B, 265–266, 267A–267B, 267–268, 269A–269B, 269–270, 271A–271B, 271–272, 273A–273B, 273–274, 279 |
| B. Interpret and describe numerical relationships using tables, graphs and symbols. | |
| 8.B.1 Solve problems involving pattern identification and completion of patterns. | PE: 15–16, 135–136, 313–314 TE: 15A–15B, 15–16, 135A–135B, 135–136, 313A–313B, 313–314 |
| C. Solve problems using systems of numbers and their properties. | |
| 8.C.1 Describe the basic arithmetic operations (addition, subtraction, multiplication, division) orally, in writing and using concrete materials and drawings. | PE: 245–246, 247–248, 249–250, 251–252, 253–254, 255–256, 257–258, 263–264, 265–266, 267–268, 269–270, 271–272, 273–274 TE: 244A–244D, 245A–245B, 245–246, 247A–247B, 247–248, 249A–249B, 249–250, 251A–251B, 251–252, 253A–253B, 253–254, 255A–255B, 255–256, 257A–257B, 257–258, 262A–252D, 263A–263B, 263–264, 265A–265B, 265–266, 267A–267B, 267–268, 269A–269B, 269–270, 271A–271B, 271–272, 273A–273B, 273–274 |
| D. Use algebraic concepts and procedures to represent and solve problems. | |
| 8.D.1 Find the unknown numbers in whole-number addition, subtraction, multiplication and division situations. | PE: 279 TE: 279 |
| STATE GOAL 9: Use geometric methods to analyze, categorize and draw conclusions about points, lines, planes and space. | |
| A. Demonstrate and apply geometric concepts involving points, lines, planes and space. | |
| 9.A.1a Identify related two- and three-dimensional shapes including circle-sphere, square-cube, triangle-pyramid, rectangle-rectangular prism and their basic properties. | PE: 83–84, 107–108, 109–110 TE: 83–84, 85A–85B, 107A–107B, 107–108, 109A–109B, 109–110 |
| 9.A.1b Draw two-dimensional shapes. | PE: 102 |

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| | TE: 85A–85B, 87B |

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| B. Identify, describe, classify and compare relationships using points, lines, planes and solids. | |
| 9.B.1a Identify and describe characteristics, similarities and differences of geometric shapes. | PE: 84, 85–86, 87–88, 105–106, 107–108 TE: 84, 85A–85B, 85–86, 87A–87B, 87–88, 105A–105B, 105–106, 107A–107B, 107–108 |
| 9.B.1b Sort, classify and compare familiar shapes. | PE: 27–28, 85–86, 87–88, 89–90, 105–106, 107–108, 109–110 TE: 27A–27B, 27–28, 85A–85B, 85–86, 87A–87B, 87–88, 89A–89B, 89–90, 90A–90D, 105A–105B, 105–106, 107A–107B, 107–108, 109A–109B, 109–110 |
| 9.B.1c Identify lines of symmetry in simple figures and construct symmetrical figures using various concrete materials. | PE: 91–92 TE: 91A–91B, 91–92 |
| C. Construct convincing arguments and proofs to solve problems. | |
| 9.C.1 Draw logical conclusions and communicate reasoning about simple geometric figures and patterns using concrete materials, diagrams and contemporary technology. | PE: 13–14, 15–16, 33–34 TE: 11A–11B, 11, 13A–13B, 13–14, 15A–15B, 15–16, 33A–33B, 33–34, 85B, 85, 87A–87B, 87, 89A–89B, 89, 90A–90D, 105A–105B, 105, 107A–107B, 108A–108D |
| D. Use trigonometric ratios and circular functions to solve problems. | |
| No benchmark expectations at this grade level. | |
| STATE GOAL 10: Collect, organize and analyze data using statistical methods; predict results; and interpret uncertainty using concepts of probability. | |
| A. Organize, describe and make predictions from existing data. | |
| 10.A.1a Organize and display data using pictures, tallies, tables, charts or bar graphs. | PE: 71–72, 73–74, 79, 113–114, 184 TE: 70A–70D, 70E–70H, 71A–71B, 71–72, 73A–73B, 73–74, 79, 113A–113B, 113–114, 184, 184A, 184C–184D |
| 10.A.1b Answer questions and make predictions based on given data. | PE: 73–74, 113–114 TE: 71, 73A–73B, 73–74, 113A–113B, 113–114 |
| B. Formulate questions, design data collection methods, gather and analyze data and communicate findings. | |
| 10.B.1a Formulate questions of interest and design surveys or experiments to gather data. | PE: 73–74 TE: 71, 73A–73B, 73–74 |

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| 10.B.1b Collect, organize and describe data using pictures, tallies, tables, charts or bar graphs. | PE: 71–72, 73–74, 79, 113–114, 184 TE: 70A–70D, 70E–70H, 71A–71B, 71–72, 73A–73B, 73–74, 79, 113A–113B, 113–114, 184, 184A, 184C–184D |
| 10.B.1c Analyze data, draw conclusions and communicate the results. | PE: 73–74, 79, 113–114 TE: 71, 73A–73B, 73–74, 79, 113A–113B, 113–114 |
| C. Determine, describe and apply the probabilities of events. | |
| 10.C.1a Describe the concept of probability in relationship to likelihood and chance. | PE: 99–100 TE: 98A–98D, 99A–99B, 99–100 |
| 10.C.1b Systematically list all possible outcomes of a simple one-stage experiment (e.g., the flip of one coin, the toss of one die, the spin of a spinner). | |