

***Houghton Mifflin Math Expressions***  
**Grade 1**  
**correlated to**  
**Illinois Learning Standards for Mathematics**

Illinois Learning Standards for Mathematics Early Elementary	<i>Houghton Mifflin Math Expressions</i>
<b>STATE GOAL 6: Demonstrate and apply a knowledge and sense of numbers, including numeration and operations (addition, subtraction, multiplication, division), patterns, ratios and proportions.</b>	
<b>A. Demonstrate knowledge and use of numbers and their representations in a broad range of theoretical and practical settings.</b>	
<b>6.A.1a</b> 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.	SAB: 5, 7, 9, 17, 23, 25, 29, 31, 91, 101, 119, 131, 139, 146, 159, 161, 163, 164, 193, 197, 199, 204 TG: 1, 3–5, 7, 9, 10, 13, 17, 19, 20–22, 25, 27, 33, 34–35, 39, 41, 43, 45, 52–53, 57, 58–59, 63, 69, 72, 75, 76–77, 81, 82–83, 87, 88–89, 91, 93–97, 99, 103, 115, 121, 122, 127, 133, 177, 183, 232, 297, 300–303, 306, 309, 311, 315, 326, 329, 332–336, 337, 344, 346, 347, 349, 350–352, 353, 354–356, 360–361, 363, 374–375, 378, 402–403, 406–407, 409, 418–421, 424–427, 433–434, 453, 455, 463, 469, 479, 480–483, 485, 494, 497, 503, 509, 512, 521, 522–523, 527, 533, 545, 551, 561, 642 H/R: 3, 5, 7, 10, 11, 13, 14, 15, 17, 19, 23, 25, 29, 30, 95, 97, 99, 100, 105, 107, 109, 112, 113, 115, 116, 119, 121, 135, 142, 154, 156
<b>6.A.1b</b> Identify and model fractions using concrete materials and pictorial representations.	SAB: 241 TG: 600–603, 613–615, 618–619, 621–622, 630, 658, 696, 706, 718, 782 H/R: 189, 190, 192, 193, 226, 246
<b>B. Investigate, represent and solve problems using number facts, operations (addition, subtraction, multiplication, division) and their properties, algorithms and relationships.</b>	
<b>6.B.1</b> Solve one- and two-step problems with whole numbers using addition, subtraction, multiplication and division.	SAB: 24, 41, 45, 46, 47, 51, 55, 61, 65, 67, 69, 73, 79, 80, 83, 85, 87–89, 95, 97, 99–100, 105, 106, 109, 123, 129, 133, 139, 141, 143, 175, 181, 183, 185, 209, 277, 305, 307, 309, 311 TG: 54, 76, 82, 85, 110–113, 116–119, 122–126, 128–129, 131–132, 134–135, 137, 140–144, 154–155, 157–158, 160–163, 166, 169–170, 171, 172–175, 178–181, 184–188, 190–191, 193–194, 196–197, 199–200, 202–204, 210–215, 218–219, 221–222, 224–227, 230–231, 233, 236–237, 239–240, 242–246, 248–252, 254–255, 257–258, 259, 260, 263, 266–268, 269, 270–271, 275–278, 280–282, 284–288, 312–315, 318–320, 322–323, 340–341, 346–347, 351, 354–358, 360–363, 366–369, 381–382, 446, 448, 449, 453, 454, 456–462, 464–

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<b>C. Compute and estimate using mental mathematics, paper-and-pencil methods, calculators and computers.</b>	
<b>6.C.1a</b> Select and perform computational procedures to solve problems with whole numbers.	SAB: 129 TG: 157, 200, 203, 211, 215, 233, 239, 297, 322, 329, 341, 347, 357, 415, 423, 427, 435, 447, 455, 463, 469, 574–577, 579, 580–581, 583, 585, 589, 591, 598, 599, 611, 631, 643, 675, 700, 741, 747, 753, 759, 765, 771, 777, 783, 787, 789, 795, 801, 805, 851
<b>6.C.1b</b> Show evidence that whole number computational results are correct and/or that estimates are reasonable.	SAB: 71, 91, 101, 159 TG: 129, 131, 157, 163, 181, 191–193, 215, 232, 256, 315, 318–319, 402, 692, 858–862
<b>D. Solve problems using comparison of quantities, ratios, proportions and percents.</b>	
<b>6.D.1</b> Compare the numbers of objects in groups.	SAB: 201, 203, 204 TG: 480–483, 486–489, 492–496, 498–502, 504–505, 507, 510–513, 516, 522–523, 525 H/R: 153, 155, 157, 161
<b>STATE GOAL 7: Estimate, make and use measurements of objects, quantities and relationships and determine acceptable levels of accuracy.</b>	
<b>A. Measure and compare quantities using appropriate units, instruments and methods.</b>	
<b>7.A.1a</b> Measure length, volume and weight/mass using rulers, scales and other appropriate measuring instruments in the customary and metric systems.	SAB: 211, 212, 213, 215, 323, 324, 325, 326, 327, 329, 330, 331, 332, 333, 335, 336 TG: 534–537, 540, 542, 543, 820–821, 824–827, 830–833, 835, 836–839, 841, 842–846, 847, 848–851, 854–856 H/R: 171, 173, 176, 261, 265, 267, 269, 273, 277,

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<b>7.A.1b</b> Measure units of time using appropriate instruments (e.g., calendars, clocks, watches—both analog and digital).	SAB: 252 TG: 352, 633–635, 644–647, 653, 860 H/R: 199, 202, 203, 204, 205, 210
<b>7.A.1c</b> Identify and describe the relative values and relationships among coins and solve addition and subtraction problems using currency.	SAB: 53, 54, 97, 153, 157, 165, 167, 169, 239, 261, 262, 265, 267, 279, 280, 281, 283, 284, 287 TG: 146–152, 190, 249–251, 261, 266–267, 388–391, 393, 394–397, 399, 405, 408–409, 411, 412–413, 415–416, 417, 430–432, 437, 439, 442–443, 445–446, 451, 459, 461, 606–607, 610, 612, 615, 617, 621–622, 623, 637, 649, 659, 660–663, 666–670, 671, 672–676, 677, 691, 697, 714–717, 719, 721–723, 725, 726–729, 732–736 H/R: 47, 49, 51, 53, 60, 79, 85, 125, 127, 131, 133, 134, 138, 139, 143, 156, 191, 205, 207, 209, 211, 214, 220, 225, 229, 231, 232
<b>7.A.1d</b> Read temperatures to the nearest degree from Celsius and Fahrenheit thermometers.	TG: 330, 690
<b>B. Estimate measurements and determine acceptable levels of accuracy.</b>	
<b>7.B.1a</b> Given a problem, describe possible methods for estimating a given measure.	SAB: 319 TG: 813, 815, 816–817, 824–827, 834, 835, 836–837, 839, 854, 859–860 H/R: 261, 265, 267, 271
<b>7.B.1b</b> Compare estimated measures to actual measures taken with appropriate measuring instruments.	SAB: 323, 324, 329, 330 TG: 647, 813, 816, 819, 823, 824–828, 829, 834, 835, 836–837, 839, 841, 847, 854, 859–860 H/R: 265, 267, 271
<b>C. Select and use appropriate technology, instruments and formulas to solve problems, interpret results and communicate findings.</b>	
<b>7.C.1</b> Determine perimeter and area using concrete materials (e.g., geoboards, square tiles, grids, measurement instruments).	SAB: 325, 326, 327, 331, 332, 333 TG: 830–834, 838, 842–845 H/R: 269, 275, 277

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<b>STATE GOAL 8: Use algebraic and analytical methods to identify and describe patterns and relationships in data, solve problems and predict results.</b>	
<b>A. Describe numerical relationships using variables and patterns.</b>	
<b>8.A.1a</b> Identify, describe and extend simple geometric and numeric patterns.	SAB: 5, 7, 9, 10, 17, 23, 25, 29, 31, 32, 56, 103 TG: 8–12, 15–17, 22–26, 35–36, 53, 55–56, 59, 72–73, 77–78, 79, 109, 133, 156, 262, 558–560, 568 H/R: 3, 4, 5, 7, 11, 17, 19, 22, 23, 25, 137, 141, 146
<b>8.A.1b</b> Solve simple number sentences (e.g., $2 + \square = 5$ ).	SAB: 87–89, 171–174, 175 TG: 131, 157, 193, 222, 224–227, 229, 230–231, 233, 235, 239–240, 241, 242, 245, 248, 251, 253, 257, 259, 268, 271, 275, 278, 281–282, 284–285, 287, 436, 439, 448, 450–454, 456, 468, 720, 723–724, 726, 729, 732, 745, 749, 751, 756, 765, 793 H/R: 71, 73, 75, 84, 89, 91, 93, 97, 141, 145, 149, 150, 151, 227, 230
<b>B. Interpret and describe numerical relationships using tables, graphs and symbols.</b>	
<b>8.B.1</b> Solve problems involving pattern identification and completion of patterns.	SAB: 5, 7, 9, 17, 25, 29, 31, 32, 210 TG: 10, 22–23, 25, 35, 59, 72–73, 77–78, 109, 474, 530, 558–560, 568 H/R: 3, 4, 5, 7, 11, 17, 19, 22, 23, 24, 25, 137, 141, 146
<b>C. Solve problems using systems of numbers and their properties.</b>	
<b>8.C.1</b> Describe the basic arithmetic operations (addition, subtraction, multiplication, division) orally, in writing and using concrete materials and drawings.	SAB: 11, 17, 23, 25, 27, 29, 31, 37, 45, 65 TG: 28–29, 35, 37, 53, 54, 59, 65, 66, 67, 70–72, 77, 96, 116, 117, 119, 120, 122, 123, 137, 140–143, 174, 179, 181, 183, 227, 233, 251, 271, 367, 372, 445, 461, 471 H/R: 9, 11, 17, 19, 21, 23, 25, 27, 31, 34, 36, 46
<b>D. Use algebraic concepts and procedures to represent and solve problems.</b>	
<b>8.D.1</b> Find the unknown numbers in whole-number addition, subtraction, multiplication and division situations.	SAB: 83, 95 TG: 218, 219, 221, 226–227, 230, 236, 239–240, 242, 243, 248, 271, 275, 282, 284–285, 287, 436, 448, 453, 456, 467, 723, 745, 749, 751, 756, 793 H/R: 69, 76, 145, 150, 227, 230

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<b>STATE GOAL 9: Use geometric methods to analyze, categorize and draw conclusions about points, lines, planes and space.</b>	
<b>A. Demonstrate and apply geometric concepts involving points, lines, planes and space.</b>	
<b>9.A.1a</b> Identify related two- and three-dimensional shapes including circle-sphere, square-cube, triangle-pyramid, rectangle-rectangular prism and their basic properties.	
<b>9.A.1b</b> Draw two-dimensional shapes.	SAB: 61, 84 TG: 14–15, 20, 83, 120, 162, 220, 834 H/R: 10
<b>B. Identify, describe, classify and compare relationships using points, lines, planes and solids.</b>	
<b>9.B.1a</b> Identify and describe characteristics, similarities and differences of geometric shapes.	SAB: 23, 223 TG: 14, 20, 34, 36, 53, 83, 562–564, 565, 566, 567 H/R: 66
<b>9.B.1b</b> Sort, classify and compare familiar shapes.	SAB: 223 TG: 564, 566, 567
<b>9.B.1c</b> Identify lines of symmetry in simple figures and construct symmetrical figures using various concrete materials.	SAB: 235, 237 TG: 593–598 H/R: 187
<b>C. Construct convincing arguments and proofs to solve problems.</b>	
<b>9.C.1</b> Draw logical conclusions and communicate reasoning about simple geometric figures and patterns using concrete materials, diagrams and contemporary technology.	SAB: 84 TG: 220
<b>D. Use trigonometric ratios and circular functions to solve problems.</b>	
No benchmark expectations at this grade level.	
<b>STATE GOAL 10: Collect, organize and analyze data using statistical methods; predict results; and interpret uncertainty using concepts of probability.</b>	
<b>A. Organize, describe and make predictions from existing data.</b>	
<b>10.A.1a</b> Organize and display data using pictures, tallies, tables, charts or bar graphs.	SAB: 193, 197, 199, 202, 203, 246 TG: 480–483, 486–490, 492–496, 504, 506–507, 508, 510, 512, 513, 514, 516–520, 625, 626, 650, 654 H/R: 153, 155, 157, 163, 165, 168, 170, 197, 208

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<b>10.A.1b</b> Answer questions and make predictions based on given data.	SAB: 25, 193, 197, 199, 202, 204, 205, 210 TG: 480–483, 487, 489, 492–496, 504–507, 511–513, 516–519, 530, 627 H/R: 153, 155, 157, 159, 160, 161, 163, 164, 165, 168, 170, 197, 198
<b>B. Formulate questions, design data collection methods, gather and analyze data and communicate findings.</b>	
<b>10.B.1a</b> Formulate questions of interest and design surveys or experiments to gather data.	TG: 506–507, 516, 630
<b>10.B.1b</b> Collect, organize and describe data using pictures, tallies, tables, charts or bar graphs.	TG: 506–508, 627, 629–630
<b>10.B.1c</b> Analyze data, draw conclusions and communicate the results.	SAB: 63 TG: 168, 445, 506–508, 630
<b>C. Determine, describe and apply the probabilities of events.</b>	
<b>10.C.1a</b> Describe the concept of probability in relationship to likelihood and chance.	TG: 620–621, 627, 629–630
<b>10.C.1b</b> 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).	TG: 620–621, 627, 629–630