

**South Carolina Standard and Expectation**

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<b>NUMBER AND OPERATIONS</b>	
<b><i>I. Understand numbers, ways of representing numbers, relationships among numbers, and number systems.</i></b>	
1. Given a set of 10 to 100 objects, tell how many items there are by using 1:1 correspondence.	TE: 9B, 9–10, 11B, 11–12, 13–14, 15B, 15–16, 17–18, 27–28, 29B, 29–30, 31B, 31–32, 33–34, 57A, 57B, 57–58, 59A, 59–60, 61B, 61–62, 63–64, 65B, 65–67, 71–72, 73B, 73–74, 75B, 75–76, 97B, 97–98, 99B, 99–100, 191B, 191–192, 197B, 197–198, 201B, 201–202, 203B, 203–204 PE: 9–10, 11–12, 13–14, 15–16, 17–18, 27–28, 29–30, 31–32, 33–34, 57–58, 59–60, 61–62, 63–64, 65–67, 71–72, 73–74, 75–76, 97–98, 99–100, 191–192, 197–198, 201–202, 203–204 Assessment Guide: 5, 31, 32
<b><i>B. Use multiple models to develop initial understandings of place value and the base-ten number system.</i></b>	
1. Represent up to three-digit numerals using various concrete and pictorial models.	TE: 9B, 9–10, 11B, 11–12, 13–14, 15B, 15–16, 17–18, 25B, 25–26, 27B, 27–28, 29B, 29–30, 31B, 31–32, 33B, 33–34, 55B, 55–56, 57A, 57B, 57–58, 59A, 59–60, 61B, 61–62, 63B, 63–64, 65B, 65–67, 71B, 71–72, 73B, 73–74, 75B, 75–76, 97B, 97–98, 99B, 99–100, 101B, 101–102, 103B, 103, 105B, 105–106, 107B, 107, 113B, 113, 115B, 115–116, 117B, 117–118, 119B, 119–121, 125–126, 127B, 129, 132–133, 191B, 191–192, 193B, 193–194, 195B, 195–196, 197B, 197–199, 201B, 201–202, 203B, 203–204, 205B, 205–207, 209B, 209–210, 211B, 211–212, 213B, 213–214, 223B, 223–224, 225B, 225–226, 227B, 227–228, 229B, 229, 251B, 251–252, 253B, 253–254, 255B, 255–256, 257B, 267B, 267–268, 269B, 269, 271B, 271, 275B, 277B, 277–278, 399B, 399–400, 401B, 401, 403B, 403, 405B, 405–406, 411B, 411, 413B, 413–414, 415B, 415–416, 417B, 417, 547B, 547–548, 549B, 549–550, 551B, 551–552, 553B, 553, 555B, 555, 563B, 563–564, 565B, 565–566, 567B, 567–568, 569B, 569–570, 571B, 579B, 579–580 PE: 9–18, 25–32, 55–58, 71–76, 97–108, 113–116, 117–118, 119–121, 125–126, 129, 132–133, 191–206, 209–210, 211–212, 213–214, 223–229, 251–256, 267–269, 271, 277–278, 399–406, 411–418, 547–553, 555, 563B, 563–564, 565–570, 579–580 Assessment Guide: 5, 6, 7, 8, 11, 13, 16, 18, 20, 25, 31, 32, 33, 34, 35, 36, 37, 40, 56, 57, 58, 59, 61, 62, 63, 64, 112, 118, 129, 131, 139, 141
2. Identify the place value of each digit in a three-	TE: 203B, 203–204, 205B, 205–206

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digit numeral.	PE: 203–204, 205–206 Assessment Guide: 2 digit 41, 42, 43, 44, 45, 46, 47, 116, 125
<b>C. Develop understanding of the relative position and magnitude of whole numbers and of ordinal and cardinal numbers and their connections.</b>	
1. Compare the magnitudes of three given quantities (a one-digit numeral, a two-digit numeral, and a three digit numeral).	<i>These pages give students the opportunity to compare magnitudes of up to two digits.</i> TE: 229B, 229–230 PE: 229–230 Assessment Guide: 44, 47, 116
2. Identify the positions first through twentieth, using an ordered set of objects.	<i>These pages give students the opportunity to identify positions through tenths.</i> TE: 215B, 215–216 PE: 215–216 Assessment Guide: 44, 46, 47
3. Describe pairs of numerals each less than 100 using words "is greater than," "is less than," and "equals."	TE: 213b, 213–214, 215A, 225B, 225–226, 227B, 227–228, 402 PE: 213–214, 225–228, 402
4. Read whole numbers from a number line labeled from 0 to 180 (180 school days)	<i>These pages give students the opportunity to use a number line. See level K for 180-day number line.</i> TE: 101B, 101–102, 113B, 113–114, 251B, 251–252, 267B, 267–268 PE: 101–102, 113–114, 251–252, 267–268 Assessment Guide: 24
<b>D. Develop a sense of whole numbers and represent and use them in flexible ways, including relating, composing, and decomposing numbers.</b>	
1. Construct representations of number combinations up to 10, (e.g., number stories, equations, pictures).	TE: 9B, 9–10, 11B, 11–12, 13B, 13–14, 15B, 15–16, 17B, 17–18, 19B, 19–21, 25B, 25–26, 27B, 27–28, 29B, 29–30, 31B, 31–32, 33B, 33–34, 35B, 35–36, 55B, 55–56, 57B, 57–58, 59B, 59–60, 61B, 61–62, 63B, 63–64, 65B, 65–66, 71B, 71–72, 73B, 73–74, 75B, 75–76, 97B, 97–98, 99B, 99–100, 101B, 101–102, 103B, 103–104, 105B, 105–106, 107B, 107–108, 111B, 111–112, 113B, 113–114, 115B, 115–116, 117B, 117–118, 125B, 125–126, 127B, 127–128, 129B, 129–130, 191B, 191–192, 193B, 193–194, 195B, 195–196, 197B, 197–198, 201B, 201–202, 203B, 203–204, 205B, 205–206, 209B, 209–210, 211B, 211–212, 251B, 251–252, 253B, 253–254, 255B, 255–256, 257B, 257–258, 259B, 259–260, 267B, 267–268, 269B, 269–270, 271B, 271–272, 275B, 275–276, 277B, 277–278, 279B, 279–280, 399B, 399–400, 401B, 401–402, 403B, 403–404, 405B, 405–406, 407B, 407–408,

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	<p>411B, 411–412, 413B, 413–414, 415B, 415–416, 417B, 417–418, 425B, 425–426, 427B, 427–428, 429B, 429–430</p> <p>PE: 9–21, 25–36, 55–66, 71–76, 97–108, 111–118, 125–130, 191–199, 201–206, 209–210, 211–212, 251–260, 267–272, 275–280, 399–408, 411–412, 413–414, 415–416, 417–418, 425–426, 427–428, 429–430</p> <p>Assessment Guide: 6, 7, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 48, 49, 50, 51, 52, 53, 54, 55, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 104, 105, 106, 107, 108, 109, 110, 112, 113, 114, 117, 120, 123, 125, 129, 131, 139</p>
<b>E. Connect number words and numerals to the quantities they represent, using various physical models and representations.</b>	
1. Write the numeral that corresponds to a given set up to 100.	<p>TE: 9B, 9–10, 11B, 11–12, 13B, 13–14, 17B, 17–18, 27B, 27–28, 29B, 29–30, 33B, 33–34, 57B, 57–58, 59B, 59–60, 61B, 61–62, 63B, 63–64, 71B, 71–72, 73B, 73–74, 75B, 75–76, 97B, 97–98, 99B, 99–100, 191B, 191–192, 197B, 197–198, 201B, 201–202, 203B, 203–204</p> <p>PE: 9–10, 11–12, 13–14, 17–18, 27–28, 29–30, 33–34, 57–58, 59–60, 61–62, 63–64, 71–72, 73–74, 75–76, 97–98, 99–100, 191–192, 197–198, 201–202, 203–204</p> <p>Assessment Guide: 5, 6, 7, 8, 11, 13, 16, 18, 20, 40, 112, 129, 131, 139</p>
2. Write whole numbers in words through ten.	<p>TE: 191B, 191–192, 195B, 195–196, 197B, 197–198, 201B, 201–202, 205B, 205–206, 281B, 281–282</p> <p>PE: 191–192, 195–198, 201–202, 205–206, 281–282</p>
3. Identify odd and even numerals up to 100.	<p>TE: 303A, 369A, 503A, 581A,</p> <p>PE: <i>These pages give students the opportunity to count by twos: 209–210</i></p>
<b>F. Understand and represent commonly used fractions, such as 1/4, 1/3, and 1/2.</b>	
1. Identify and represent one-half, one-third, and one-fourth of a whole using concrete and pictorial models.	<p>TE: 371B, 371–372, 373B, 373–374, 375B, 375–376</p> <p>PE: 371–372, 373–376</p> <p>Assessment Guide: 67, 69, 70, 73, 119</p>
<b>II. Understand meanings of operations and how they relate to one another.</b>	
<b>A. Understand various meanings of addition and subtraction of whole numbers and the relationship between the two operations.</b>	
1. Demonstrate concretely and symbolically the meaning of one-digit and two-digit addition and subtraction.	<p>TE: 9B, 9–10, 11B, 11–12, 13B, 13–14, 15B, 15–16, 17B, 17–18, 25B, 25–26, 27B, 27–28, 29B, 29–30, 31B, 31–32, 55B, 55–56, 57B,</p>

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	<p>57–58, 59B, 59–60, 61B, 61–62, 63B, 63–64, 71B, 71–72, 73B, 73–74, 75B, 75–76, 97B, 97–98, 99B, 99–100, 101B, 101–102, 103B, 103–104, 105B, 105–106, 107B, 107–108, 111B, 111–112, 113B, 113–114, 115B, 115–116, 117B, 117–118, 125B, 125–126, 127B, 127–128, 129B, 129–130, 251B, 251–252, 253B, 253–254, 255B, 255–256, 257B, 257–258, 259B, 259–260, 267B, 267–268, 269B, 269–270, 271B, 271–272, 275B, 275–276, 277B, 277–278, 279B, 279–280, 281B, 281–282, 399B, 399–400, 401B, 401–402, 403B, 403–404, 405B, 405–406, 407B, 407–408, 411B, 411–412, 413B, 413–414, 415B, 415–416, 417B, 417–418, 425B, 425–426, 427B, 427–428, 429B, 429–430, 549B, 549–550, 551B, 551–552, 553B, 553–554, 555B, 555–556, 563B, 563–564, 565B, 565–566, 567B, 567–568, 569B, 569–570, 571B, 571–572, 575B, 575–576, 577B, 577–578, 579B, 579–580</p> <p>PE: 9–18, 25–32, 55–64, 71–76, 97–108, 111–118, 125–130, 251–260, 267–272, 275–282, 399–408, 411–418, 425–430, 547–556, 563–572, 575–580</p> <p>Assessment Guide: 6, 7, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 48, 49, 50, 51, 52, 53, 54, 55, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 104, 105, 106, 107, 108, 109, 110, 112, 113, 114, 117, 120, 123, 125, 129, 131, 139</p>
<p><b><i>III. Compute fluently and make reasonable estimates.</i></b></p>	
<p><b>A. Develop and use strategies for whole-number computations, with a focus on addition and subtraction.</b></p>	
<p>1. Explain and describe strategies for addition and subtraction.</p>	<p>TE: 9B, 9–10, 11B, 11–12, 13B, 13–14, 15B, 15–16, 25B, 25–26, 31B, 31–32, 33B, 33–34, 55B, 55–56, 57B, 57–58, 59B, 59–60, 61B, 61–62, 75B, 75–76, 97B, 97–98, 99B, 99–100, 101B, 101–102, 103B, 103–104, 105B, 105–106, 107B, 107–108, 111B, 111–112, 113B, 113–114, 115B, 115–116, 117B, 117–118, 129B, 129–130, 251B, 251–252, 267B, 267–268, 399B, 399–400, 401B, 401–402, 403B, 403–404, 405B, 405–406, 407B, 407–408, 411B, 411–412, 429B, 429–430, 549B, 549–550, 551B, 551–552, 553B, 553–554, 565B, 565–566, 569B, 569–570, 579B, 579–580</p> <p>PE: 9–10, 11–12, 13–14, 15–16, 25–26, 31–32, 33–34, 55–56, 57–58, 59–60, 61–62, 75–76, 97–98, 99–100, 101–102, 103–104, 105–106,</p>

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2. Solve story and picture problems using one-step solutions and using basic addition facts with sums up to 18 and corresponding subtraction facts.	TE: 12, 14, 16, 18, 26, 28, 32, 34B, 34–36, 60, 62, 65B, 65–66, 72, 77B, 77–78, 98, 100, 102, 104, 106, 108, 112, 116, 199B, 119–120, 126, 128, 131B, 131–132, 252, 254, 256, 258, 261B, 261–262, 268, 270, 272, 278, 280, 283B, 283–284, 400, 402, 404, 406, 408, 412, 414, 416, 419–420, 426, 428, 431B, 431–432, 548, 552, 554, 557B, 557–558, 564, 566, 568, 570, 576, 578, 581B, 581–582 PE: 12, 14, 16, 18, 26, 28, 32, 34–36, 60, 62, 64–66, 72, 76–78, 98, 100, 102, 104, 106, 108, 112, 116, 118–120, 126, 128, 130–132, 252, 254, 256, 258, 260–262, 268, 270, 272, 278, 280, 282–284, 400, 402, 404, 406, 408, 412, 414, 416, 419–420, 426, 428, 430–432, 548, 552, 554, 557–558, 564, 566, 568, 570, 576, 578, 580–582 Assessment Guide: 6, 7, 11, 13, 18, 20, 25, 107, 111, 112, 114, 117, 120, 124, 126, 129, 131, 135, 139
<b>B. Develop fluency with basic number combinations for addition and subtraction.</b>	
1. Recall basic addition facts with sums up to 18 and the corresponding subtraction facts.	TE: 13B, 13–14, 15B, 15–16, 17B, 17–18, 25B, 25–26, 27B, 27–28, 29B, 29–30, 31B, 31–32, 33B, 33–34, 59B, 59–60, 61B, 61–62, 63B, 63–64, 71B, 71–72, 73B, 73–74, 75B, 75–76, 97B, 97–98, 99B, 99–100, 101B, 101–102, 103B, 103–104, 105B, 105–106, 107B, 107–108, 111B, 111–112, 113B, 113–114, 115B, 115–116, 117B, 117–118, 127B, 127–128, 129B, 129–130, 253B, 253–254, 255B, 255–256, 267B, 267–268, 269B, 269–270, 277B, 277–280, 399B, 399–400, 401B, 401–402, 403B, 403–404, 411B, 411–412, 413B, 413–414, 415B, 415–416, 417B, 417–418, 425B, 425–426, 427B, 427–428 PE: 13–14, 15–16, 17–18, 25–26, 27–28, 29–30, 31–32, 33–34, 59–60, 61–62, 63–64, 71–72, 73–74, 75–76, 97–98, 99–100, 101–102, 103–104, 105–106, 107–108, 111–112, 113–114, 115–116, 117–118, 127–128, 129–130, 253–254, 255–256, 267–268, 269–270, 277–280, 399–400, 401–402, 403–404, 411–412, 413–414, 415–416, 417–418, 425–428

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	Assessment Guide: 6, 7, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 39, 48, 49, 50, 51, 52, 53, 54, 55, 74, 75, 76, 77, 78, 79, 80, 82, 83, 104, 105, 112, 113, 114, 115, 116, 117, 120, 125, 129, 131, 135, 139, 145, 151
2. Add and subtract pairs of two-digit whole numbers without regrouping.	TE: 399B, 399–400, 411B, 411–418, 427B, 427–428, 429–430, 551B, 551–552, 553B, 553–554, 555B, 555–556, 567B, 567–568, 569B, 569–570, 571B, 571–572 PE: 399–400, 411–418, 427–430, 549–556, 567–572 Assessment Guide: 76, 78, 79, 80, 81, 82, 83, 104, 105, 106, 107, 108, 109, 110, 123
<b>C. Use a variety of methods and tools to compute, including objects, mental computation, estimation, paper and pencil, and calculators.</b>	
1. Estimate the number of objects in a set of from 5 to 20 objects.	TE: 223B, 223–224 PE: 223–224 Assessment Guide: 7
2. Determine the most reasonable answer for an addition or subtraction problem.	TE: 19, 65, 77, 131, 261, 283, 419, 431, 577 PE: 19, 65, 77, 131, 261, 283, 419, 431, 577 Assessment Guide: 12, 15, 19, 22, 27, 30, 35, 39, 44, 47, 52, 55, 79, 83, 89, 93, 107, 111, 114, 117, 120, 124, 126, 133, 135, 145, 151
<b>ALGEBRA</b>	
<b><i>I. Understand patterns, relations, and functions.</i></b>	
<b>A. Sort, classify, and order objects by size, number, and other properties.</b>	
1. Sort and classify concrete objects according to one or more attributes including color, size, shape, and thickness.	TE: 151B, 151–152, 355B, 355–356, 359B, 359–360, 361B, 361–362, 390, 454 PE: 151–152, 355–356, 359–360, 361–362, 390, 454 Assessment Guide: 5, 31, 56, 57, 58, 59, 62, 63, 64, 65, 66, 68, 69, 72, 73, 118, 119, 141, 143
2. Sequence random numerals between 1 and 100.	TE: 9A, 11A, 13A, 19A, 25A, 27A, 29A, 31A, 33A, 35A, 55A, 57A, 59A, 61A, 63A, 71A, 73A, 75A, 77A, 97A, 99A, 101A, 103A, 105A, 107A, 111A, 113A, 115A, 117A, 119A, 125A, 127A, 129A, 131A, 151A, 153A, 155A, 157A, 159A, 165A, 167A, 169A, 171A, 191A, 193A, 195A, 197A, 201A, 203A, 205A, 207A, 213A, 215A, 215B, 215–216, 217A, 223A, 225A, 227A, 229A, 229B, 229–230 231A, 251A, 253A, 257A, 259A, 267A, 269A, 271A, 277A, 279A, 303A, 305A, 309A, 311A, 315A, 317A, 319A, 325A, 327A, 349A, 351A, 355A, 359A, 363A, 369A, 377A, 379A, 403A, 405A, 407A, 413A, 417A, 419A, 425A, 427A, 429A, 451A, 455A, 459A, 467A, 473A, 477A, 499A,

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	505A513A, 515A, 523, 525A, 525, 527A, 557A, 563A, 565A, 569A, 581A PE: 215–216, 229–230 Assessment Guide: 40, 41, 42, 43, 44, 45, 116, 125
<b>B. Recognize, describe, and extend patterns such as sequences of sounds and shapes or simple numeric patterns and translate from one representation to another.</b>	
1a. Identify, create, and extend a wide variety of patterns using symbols and objects.	TE: 34, 152, 192, 193B, 193–194, 198, 209A, 209B, 209–210, 211B, 211–212, 213B, 213–214, 215B, 217B, 217–218, 282, 307B, 307–308, 311B, 311–312, 363B, 363–365, 367, 374, 453A, 465A, 469A, 551A PE: 34, 152, 192, 193–194, 198, 209–210, 211–212, 213–214, 217–218, 282, 307–308, 311–312, 363–365, 367, 374 Assessment Guide: 5, 73, 119, 137
1b. Use letters to represent a created pattern (Example: ABC, ABC).	<i>These pages involve explaining a pattern.</i> TE: 192, 193B, 193, 209A–209B, 209–210, 211A–211B, 211–212, 213B, 213, 215B, 217B, 217–218, 311, 363B, 363–365, 374 PE: 192, 193, 209–210, 211–212, 213, 217–218, 311, 363–365, 374 Assessment Guide: <i>These pages give students the opportunity to extend a pattern:</i> 5, 73, 119, 137
2. Use numerical patterns to skip count by 2’s, 5’s, and 10’s.	TE: 193B, 193–194, 209B, 209–212, 307B, 307–308, 311B, 311–312, 453A, 465A, 469A, 551A PE: 193–194, 209–212, 307–308, 311–312 Assessment Guide: 45, 116, 137
<b>C. Analyze how both repeating and growing patterns are generated.</b>	
1. Create a repeating or growing pattern.	TE: 34, 152, 192, 194, 198, 209A, 209–210, 211B, 212, 213B, 213–214, 215B, 215, 217B, 217–218, 282, 363B, 363–365, 367, 374 PE: 34, 152, 192, 194, 198, 209–210, 212, 213–214, 215, 217–218, 282, 363–365, 367, 374 Assessment Guide: 137
2. Identify missing numerals and elements in a pattern or sequence.	TE: 34, 152, 192, 193B, 193–194, 198, 209B, 209–210, 211B, 211–212, 213B, 213–214, 217B, 217–218, 282, 307B, 307–308, 311B, 311–312, 363B, 363–365, 367, 374 PE: 34, 152, 192, 193–194, 198, 209–212, 213–214, 217–218, 282, 307–308, 311–312, 363–365, 367, 374 Assessment Guide: 5, 73, 119, 137
<b>II. Represent and analyze mathematical situations and structures using algebraic symbols.</b>	
<b>A. Illustrate general principles and properties of operations, such as commutativity, using specific numbers.</b>	
1. Identify inverse relationships between addition	TE: 127B, 127–128, 277B, 277–280, 425B,

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and subtraction facts (fact families).	425–428 PE: 127–128, 277–280, 425–428 Assessment Guide: 25, 27, 29, 49, 50, 51, 52, 54, 55, 76, 78, 82, 114, 120
<b>B. Use concrete, pictorial, and verbal representations to develop an understanding of invented and conventional symbolic notations.</b>	
I. Recognize that the equals sign, =, indicates that the quantities on either side are equivalent.	TE: 13B, 13–14, 15B, 15–16, 17B, 17–18, 25B, 25–26, 27B, 27–28, 29B, 29–30, 31B, 31–32, 33B, 33–34, 59B, 59–60, 61B, 61–62, 63B, 63–64, 71B, 71–72, 73B, 73–74, 75B, 75–76, 97B, 97–98, 99B, 99–100, 101B, 101–102, 103B, 103–104, 105B, 105–106, 107B, 107–108, 111B, 111–112, 113B, 113–114, 115B, 115–116, 117B, 117–118, 1227B, 127–128, 129B, 129–130, 227B, 227–228, 251B, 251–252, 253B, 253–254, 255B, 255–256, 257B, 257–258, 259B, 259–260, 267B, 267–268, 269B, 269–270, 271B, 271–272, 277B, 277–278, 279B, 279–280, 399B, 399–400, 401B, 401–402, 403B, 403–404, 405B, 405–406, 407B, 407–408, 411B, 411–412, 413B, 413–414, 415B, 415–416, 417B, 417–418, 425B, 425–426, 427B, 427–428, 429B, 429–430, 565B, 565–566, 567B, 567–568, 569B, 569–570, 571B, 571–572, 575B, 575–576, 577B, 577–578, 579B, 579–580 PE: 13–18, 25–32, 33–34, 59–64, 71–74, 75–76, 97–108, 111–118, 127–128, 227–228, 251–258, 267–272, 277–280, 399–406, 411–418, 425–430, 565–572, 575–576, 579–580 Assessment Guide: 6, 7, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 48, 49, 50, 51, 52, 53, 54, 55, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 104, 105, 106, 107, 108, 109, 110, 113, 114, 116, 117, 118, 120, 125, 129, 131, 133, 139, 145, 151
<b>III. Use mathematical models to represent and understand quantitative relationships</b>	
<b>A. Model situations that involve the addition and subtraction of whole numbers, using objects, pictures, and symbols.</b>	
I. Use concrete and pictorial models to develop an understanding of the concepts of addition and subtraction of whole numbers.	TE: 9B, 9–10, 11B, 11–12, 13B, 13–14, 15B, 15–16, 17, 19, 25–26, 27–28, 29B, 29–30, 31–32, 33–34, 35, 55, 57B, 57–58, 59, 61B, 61, 63, 65, 71, 73–74, 75, 77, 97, 99B, 99, 105, 107, 117, 119B, 119, 127B, 127, 129, 131, 191B, 191–192, 193B, 193–194, 195B, 195–196, 197B, 197–198, 201, 203B, 203, 205, 209B, 213, 223, 225, 227–228, 253–254, 255, 257, 259–260, 267B, 267, 269, 271, 275, 277, 279, 281, 283, 399B, 399, 401B, 401–402, 403B, 403–404, 405–406, 407, 411–412, 413,

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	<p>415, 419, 425, 427B, 427, 547–548, 549–550, 551–552, 553B, 553, 563–564, 565–566, 567–568, 569B, 569–570, 579–580</p> <p>PE: 9–10, 11–12, 13–14, 15–16, 17, 19, 25–26, 27–28, 29–30, 31–32, 33–34, 35, 55, 57–58, 59, 61, 63, 65, 71, 73–74, 75, 77, 97, 99, 105, 107, 117, 119, 127, 129, 131, 191–192, 193–194, 195–196, 197–198, 201, 203, 205, 213, 223, 225, 227–228, 253–254, 255, 257, 259–260, 267, 269, 271, 275, 277, 279, 281, 283, 399, 401–402, 403–404, 405–406, 407, 411–412, 413, 415, 419, 425, 427, 547–548, 549–550, 551–552, 553, 563–564, 565–566, 567–568, 569–570, 579–580</p> <p>Assessment Guide: 6, 7, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 48, 49, 50, 51, 52, 53, 54, 55, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 104, 105, 106, 107, 108, 109, 110, 112, 113, 114, 117, 120, 123, 125, 129, 131, 139</p>
<b>IV. Analyze change in various contexts.</b>	
<b>A. Describe qualitative change, such as a student’s growing taller.</b>	
1. Describe the change in one attribute over time.	<p>TE: 451B, 451–452</p> <p>PE: 451–452</p> <p>Assessment Guide: 84, 97, 100</p>
<b>B. Describe quantitative change, such as a student’s growing two inches in one year.</b>	
1. Compare a wide variety of measurements over time (Examples: students’ heights, plant growth)	<p>TE: 451B, 451–452</p> <p>PE: 451–452</p> <p>Assessment Guide: 84, 97, 100</p>
<b>GEOMETRY</b>	
<b>I. Analyze characteristics and properties of two- and three-dimensional geometric shapes and develop mathematical arguments about geometric relationships.</b>	
<b>A. Recognize, name, build, draw, compare, and sort two- and three-dimensional shapes.</b>	
1. Describe and draw two-dimensional geometric shapes and match plane figures to the appropriate name (circle, square, triangle, and rectangle)	<p>TE: 353B, 353–354, 355B, 355–356, 370, 374</p> <p>PE: 353–356, 370, 374</p> <p>Assessment Guide: 31, 66, 68, 69, 72, 119, 126, 143</p>
2. Recognize three-dimensional shapes (cube, cone, cylinder, sphere, and rectangular prism)	<p>TE: 359B, 359–360</p> <p>PE: 359–360</p> <p>Assessment Guide: 66, 69, 72, 89, 119, 126</p>
3. Sort two- and three-dimensional models given prescribed criteria.	<p>TE: 354, 355B, 355–356, 359B, 360, 362</p> <p>PE: 354, 355–356, 360, 362</p> <p>Assessment Guide: 31, 66, 68, 69, 72, 119, 126, 143</p>
<b>B. Describe attributes and parts of two- and three-dimensional shapes.</b>	
1. Classify concrete two- and three-dimensional objects according to one or more attributes including color, size, shape, and thickness.	<p>TE: 353B, 353–354, 355B, 355–356, 360, 362</p> <p>PE: 353–354, 355–356, 360, 362</p> <p>Assessment Guide: 31, 66, 68, 69, 72, 119, 126, 143</p>

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2. Draw, describe, and order triangles, squares, rectangles, and circles according to the number of sides, corners, and square corners.	TE: 353B, 353–354, 355B, 355–356 PE: 353–354, 355–356 Assessment Guide: 143
<b>C. Investigate and predict the results of putting together and taking apart two- and three-dimensional shapes.</b>	
1. Using manipulatives, combine and subdivide geometric shapes to create a new shape or design	TE: 353B, 354, 550 PE: 354, 550
<b>II. Specify locations and describe spatial relationships using coordinate geometry and other representational systems.</b>	
<b>A. Describe, name, and interpret relative positions in space and apply ideas about relative position.</b>	
1. Apply knowledge of relative position to objects in space through conversations, demonstrations, and stories.	TE: 349B, 349–350, 351B, 351–352 PE: 349–350, 351–352 Assessment Guide: 6, 65, 68, 71
<b>B. Describe, name, and interpret direction and distance in navigating space and apply ideas about direction and distance.</b>	
1. Describe direction from one object to another on a pictorial map using words such as “up”, “down”, “left”, and “right”.	TE: 349B, 349–350, 351B, 351–352 PE: 349–350, 351–352
<b>C. Find and name locations with simple relationships such as “near to” and in coordinate systems such as maps.</b>	
1. Identify locations on a pictorial map using positional words, (next to, beside, between, and across,).	TE: 349B, 349–350, 351B, 351–352 PE: 349–350, 351–352 Assessment Guide: 6, 65, 68, 71
<b>III. Apply transformations and use symmetry to analyze mathematical situations.</b>	
<b>A. Recognize and apply slides, flips, and turns.</b>	
1. Choose the figure that is the result of a transformation of a geometric shape (slide, flip, or turn).	TE: 354, 359B, 359–360, 365 PE: 354, 359–360, 365 Assessment Guide: 70, 73
<b>B. Recognize and create shapes that have symmetry.</b>	
1. Draw lines of symmetry through shapes to divide them into congruent shapes.	TE: 369B, 369–370 PE: 369–370 Assessment Guide: 69, 72
<b>IV. Use visualization, spatial reasoning, and geometric modeling to solve problems.</b>	
<b>A. Create mental images of geometric shapes using spatial memory and spatial visualization.</b>	
1. Draw geometric objects based on a mental image.	TE: 349B, 349–350, 351, 353–354, 355B, 361B, 361, 365, 369–370, 371B, 372, 373B, 373–374, 375 PE: 349–350, 354, 361, 365, 370, 372, 374 Assessment Guide: 143
<b>B. Recognize and represent shapes from different perspectives.</b>	
1. Recognize geometric shapes in different positions.	TE: 354, 355B, 355–356, 359 PE: 354, 355–356, 359 Assessment Guide: 70, 73 119, 126
2. Find and identify geometric patterns in real world settings (tile floors, sidewalks, art)	TE: 363B, 363–365 PE: 363–365

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<b>C. Relate ideas in geometry to ideas in number and measurement.</b>	
1. Reproduce collections of shapes and dot configurations after viewing them briefly.	TE: 355B, 363B, 363–365, 369B, 369–370, 371B, 371–372, 373B, 373, 375 PE: 365, 363–365, 370, 372 Assessment Guide: 143
2. Compare/contrast two different units of length used to measure the same object).	TE: 487 PE: 487 Assessment Guide: 86
<b>D. Recognize geometric shapes and structures in the environment and specify their location.</b>	
1. Identify and describe geometry in the environment, including applications in science, art, and architecture.	TE: 353B, 353–354, 359B, 359–360, 361B, 361–362, 369B, 369–370, 373B PE: 354, 359–360, 361–362, 369–370 Assessment Guide: 66, 69, 72
<b>MEASUREMENT</b>	
<b>I. Understand measurable attributes of objects and the units, systems, and processes of measurement.</b>	
<b>B. Compare and order objects according to these attributes.</b>	
1. Compare objects to identify longer, longest, taller, tallest, smaller, smallest, shorter, shortest, etc.	TE: 451B, 451–452, 459B, 459–460 PE: 451–452, 459–460 Assessment Guide: 84
2. Compare the volumes of two or more containers.	TE: 475B, 475–476, 477B, 477–478 PE: 475–476, 477–478 Assessment Guide: volume 88, 89, 92, 93, 121, 124
3. Compare the weights of two objects using a balance scale.	TE: 465B, 465–466, 467B, 467–468 PE: 465–468 Assessment Guide: <i>These pages give students the opportunity to study weights:</i> 85, 87, 91, 92, 121
4. Complete a time sequence (example: 9:00, 10:00, _____, 12:00).	TE: 503, 505, 515B, 515–516, 517B, 517–518 PE: 503, 506–507, 515–518 Assessment Guide: 103
<b>C. Understand how to measure using nonstandard and standard units.</b>	
1. Use non-standard units to measure the length of an object (Example: How many jellybeans long is the piece of string?).	TE: 453B, 453–454 PE: 453–454
2. Measure the length of an object in whole inches.	TE: 455B, 455–456 PE: 455–456 Assessment Guide: 84, 86, 90, 121
3. Measure the length of an object in whole centimeters.	TE: 457B, 457–458 PE: 457–458 Assessment Guide: 85, 86, 90, 126
<b>D. Select an appropriate unit and tool for the attribute being measured.</b>	
1. Recall which measuring instrument is needed in a	TE: 455A, 457B, 457, 475B, 475–476, 479B,

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specified “measurement situation”.	479–481, 485 PE: 475–476, 479–481, 485 Assessment Guide: <i>These pages give students the opportunity to use measurement labels:</i> 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 121
<b>II. Apply appropriate techniques, tools, and formulas to determine measurements.</b>	
<b>C. Use tools to measure.</b>	
1. Tell and record time to the half-hour, using an analog or digital clock.	TE: 501B, 501–502, 503B, 503–504, 505B, 505–506, 509B, 509–510, 511B, 511–512, 513B, 513–514, 515B, 515–516 PE: 501–502, 503–504, 505–506, 509–510, 511–512, 513–514, 515–516 Assessment Guide: 94, 95, 96, 97, 98, 100, 101, 102, 122, 124
2. Use a calendar to do the following:	
a. Sequence the days of the week and months of the year.	TE: 9A, 11A, 13A, 15A, 17A, 19A, 25A, 27A, 29A, 31A, 33A, 35A, 55A, 57A, 59A, 61A, 63A, 65A, 71A, 73A, 75A, 77A, 97A, 99A, 101A, 103A, 105A, 107A, 111A, 113A, 115A, 117A, 119A, 125A, 127A, 129A, 131A, 151A, 153A, 155A, 157A, 159A, 165A, 167A, 169A, 171A, 191A, 193A, 195A, 197A, 201A, 203A, 205A, 207A, 213A, 215A, 217A, 223A, 225A, 227A, 229A, 231A, 251A, 253A, 257A, 259A, 267A, 269A, 271A, 277A, 279A, 303A, 305A, 309A, 311A, 315A, 317A, 319A, 325A, 327A, 349A, 351A, 355A, 359A, 363A, 369A, 377A, 379A, 403A, 405A, 407A, 413A, 417A, 419A, 425A, 427A, 429A, 451A, 455A, 459A, 467A, 473A, 477A, 499A, 505A, 513A, 515A, 523, 525A, 525, 527A, 557A, 563A, 565A, 569A, 581A PE: 523, 525 Assessment Guide: 99, 102, 123
b. Construct and use a calendar to identify dates in standard and numeric form (January 1, 2001; 1–1–01).	TE: 523B, 523–525 PE: 523–525 Assessment Guide: <i>These pages give students the opportunity to use a calendar:</i> 99, 102, 123
3. Determine the value of a collection of pennies, nickels, and dimes not to exceed 100 cents.	TE: 303B, 303–304, 305B, 305–306, 307B, 307–308, 309B, 309–310, 311A, 311B, 311–312, 315B, 315–316, 317A, 317B, 317–318, 319B, 319, 323–324, 325B, 325–326, 327A, 327B, 327–328, 329B, 329 PE: 303–304, 305–306, 307–308, 309–310, 311–312, 315–316, 317–318, 319, 323–324, 325–326, 327–328, 329 Assessment Guide: 56, 57, 58, 59, 61, 62, 63, 64, 118, 125

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4. Find money equivalencies in a given amount.	TE: 32, 303, 317B, 317–318 PE: 303, 317–318 Assessment Guide: 56, 57, 58, 59, 61, 63, 64, 118
5. Identify the correct usage of the cent symbol (¢), dollar symbol (\$), and decimal point (·).	<i>These pages give students the opportunity to use the cent symbol</i> TE: 303B, 303–304, 305B, 305–306, 307B, 307–308, 309B, 309–310, 311B, 311–313, 315B, 315–316, 317B, 317–318, 319B, 319–320, 323, 325B, 325–326, 327B, 327–328, 329B, 329–331, 333, 334, 335, 336, 337, 338, 340 PE: 303–304, 305–306, 307–308, 309–310, 311–313, 315–316, 317–318, 319–320, 323, 325–326, 327–328, 329–331, 333, 334, 335, 336, 337, 338, 340 Assessment Guide: 56, 57, 58, 59, 61, 62, 63, 64, 118, 125
6. Read temperatures using Fahrenheit thermometers.	<i>These pages involve reading measurement devices.</i> TE: 455B, 455–456, 457B, 457–458, 475B, 477 PE: 455–456, 457–458 Assessment Guide: 84, 85, 86, 90, 121, 126
<b>D. Develop common referents for measures to make comparisons and estimates.</b>	
1. Compare and contrast estimates of measurement to actual findings.	TE: 453B, 453–454, 457B, 457–458, 467A, 467B, 467–468, 469B, 469–470, 473 PE: 453–454, 457–458, 467–468, 469–470 Assessment Guide: 94, 97, 100, 122
2. Relate measurements to other aspects of mathematics and to other disciplines.	TE: 449–450, 451B, 451–452, 455B, 455–456, 459A, 459–461, 473B, 473–474, 475B, 475–476, 477B, 477–478, 479B, 479–481 PE: 443–450, 451–452, 455–456, 459–461, 473–474, 475–476, 477–478, 479–481 Assessment Guide: 85, 87, 88, 89, 91, 92, 93, 121
<b>DATA ANALYSIS AND PROBABILITY</b>	
<b>I. Formulate questions that can be addressed with data and collect, organize, and display relevant data to answer them.</b>	
1. Pose and answer questions about chart and graphs relating to familiar experiences (e.g. recording daily temperature, lunch count, attendance, and favorite ice cream).	TE: 153B, 153–154, 155B, 155–156, 157B, 157–158, 159B, 159–160, 165B, 165–166, 167B, 167–168, 169B, 169–170, 171B, 171–172, 379B, 379–380 PE: 153–154, 155–156, 157–158, 159–160, 165–166, 167–168, 169–170, 171–172, 379–380 Assessment Guide: 31, 32, 33, 34, 35, 36, 37, 38, 39, 99, 102, 103, 107, 111, 115, 123, 124, 126
<b>B. Sort and classify objects according to their attributes and organize data about the objects.</b>	
1. Compare, sort, and group objects by observable attributes.	TE: 151B, 151–152, 153B, 153–154, 157B, 157–158, 167B, 167–168, 169B, 169–170

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	PE: 151–152, 153–154, 157–158, 167–168, 169–170 Assessment Guide: 5, 25, 65, 69, 72, 119, 126, 143
<b>C. Represent data using concrete objects, pictures, and graphs.</b>	
I. Use organized data to construct picture, object, and bar graphs.	TE: 157B, 157–158, 165B, 167B, 167–168, 169B, 169–170 PE: 157–158, 167–168, 169–170 Assessment Guide: 34, 38
<b>II. Select and use appropriate statistical methods to analyze data.</b>	
I. Interpret information displayed in a picture graph, object graph, and bar graph using the vocabulary: more, less, fewer, greater than, and less than.	TE: 153B, 153–154, 155B, 155–156, 157B, 157–158, 165B, 165–166, 167B, 167–168, 169B, 169–170, 171B, 171–172, 379–380 PE: 153–154, 155–156, 157–158, 165–166, 167–168, 169–170, 171–172, 379–380 Assessment Guide: 32, 33, 34, 35, 36, 37, 38, 39, 126
<b>III. Develop and evaluate inferences and predictions that are based on data.</b>	
<b>A. Discuss events related to students' experiences as likely or unlikely.</b>	
I. Identify an event as likely or unlikely.	TE: 377B, 377–378 PE: 377–378