

South Carolina Standard and Expectation

Houghton Mifflin *MATHEMATICS*

NUMBER AND OPERATIONS	
<i>I. Understand numbers, ways of representing numbers, relationships among numbers, and number systems.</i>	
C. Develop understanding of the relative position and magnitude of whole numbers and of ordinal and cardinal numbers and their connections.	
I. Determine more than, less than, and equals based on counts using manipulatives. (more/fewer/same number)	TE: 130–141, 244–247, 248–251, 644–647 PE: C9–C10, C11–C12, C13–C14, D37–D38 Assessment Guide: 6, 7, 16, 17, 39, 41, 42, 46, 49
E. Connect number words and numerals to the quantities they represent, using various physical models and representations.	
I. Distinguish “one” from “many”.	TE: 150–151, 153–155, 157–159, 161–163, 165–167, 169–171, 179–183, 194–195, 197–199, 201–203, 205–207, 209–211, 215–217, 219–221, 223–225, 227–229, 231–233, 237–239, 242, 246–247, 251, 255–259, 278, 287, 289–293, 301–305, 307–309, 312–313, 315–321, 345–346, 352, 354–355, 375, 381, 384, 385, 387–388, 393–397, 412–413, 416–417, 420–421, 425–427, 431, 434–435, 438–439, 442–443, 446–447, 451–454, 471, 474–475, 477–479, 483–485, 488–489, 492–493, 496–497, 498, 500–501, 504, 508–509, 513–516, 543, 563–565, 573, 583, 597, 601, 604–605, 609, 613, 616–617, 621–624, 627, 630–631, 635–636, 638–639, 641–643, 646–647, 651–655 PE: C19–C20, C21–C22, C23–C24, C25–C26, C27–C28, C29–C30, D9–D10, D11–D12, D13–D14, D15–D16, D17–D18, D21–D22, D23–D24, D25–D26, D27–D28, D29–D30, D33–D34, D37–D38, D39–D44, E13–E14, E15–E16, E19–E20, E21–E22, E23–E24, E25–E30, F13–F14, F17–F18, F23–F24, F26, F27–F28, F31–F36, G9–G10, G11–G12, G13–G14, G15–G16, G19–G20, G21–G22, G23–G24, G25–G26, G27–G28, G29–G33, H21–H22, H23–H24, H25–H26, H27–H28, H29–H33, I18, I23–I26, I29–I30, I36, J9–J10, J11–J12, J13–J14, J15–J16, J17–J18, J19–J22, J23–J24, J25–J26, J27–J28, J29–J30 Assessment Guide: 5, 6, 7, 9, 16, 18, 19, 20, 26, 27, 28, 29, 30, 31, 32, 33, 34, 37, 38, 39, 41, 42, 44, 45, 46, 49, 50, 53, 54
ALGEBRA	
<i>I. Understand patterns, relations, and functions.</i>	
A. Sort, classify, and order objects by size, number, and other properties.	
I. Recognize patterns in their environment by color, shape, and size.	TE: 76–79, 80–83, 84–87, 88–91, 92–95, 98–101, 102–109, 110–112, 234–237, 538–541 PE: B9–B10, B11–B12, B13–B14, B15–B18, B19–B20, B21–B22, B23–B24, B25–B30,

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	D31–D32, I15–I18 Assessment Guide: 8, 12, 13, 14, 35, 36, 40, 45, 48
2. Order three objects by size.	TE: 331–333, 335–337, 339–341 PE: F9–F10, F11–F12 Assessment Guide: 12, 14, 35, 40, 47
B. Recognize, describe, and extend patterns such as sequences of sounds and shapes or simple numeric patterns and translate from one representation to another.	
1. Recognize a two-part pattern and extend.	TE: 76–79, 80–83, 84–87, 88–91, 92–95, 98–101, 102–109, 110–112, 234–237, 538–541 PE: B9–B10, B11–B12, B13–B14, B15–B18, B19–B20, B21–B22, B23–B24, B25–B30, D31–D32, I15–I18 Assessment Guide: 8, 12, 13, 14, 35, 36, 40, 45, 48
II. Represent and analyze mathematical situations and structures using algebraic symbols.	
GEOMETRY	
I. Analyze characteristics and properties of two- and three-dimensional geometric shapes and develop mathematical arguments about geometric relationships.	
A. Recognize, name, build, draw, compare, and sort two- and three-dimensional shapes.	
1. Identify, name model, and draw two-dimensional geometric shapes. (circle square, triangle, and rectangle)	TE: 27–29, 39–41, 43–44, 56–59, 89–91, 93, 100, 103, 104, 107, 112, 527–529, 531–533, 535–537, 539–541, 545–547, 549–551, 553–555, 557–559, 568, 571–573, 576, 579–581 PE: A17–A18, A23–A24, A25–A28, A30, A34–A36, I9–I10, I11–I12, I13–I14, I15–I16, I19–I20, I22, I26–I30, I33–I34 Assessment Guide: 4, 5, 7, 8, 11, 12, 13, 35, 36, 40, 45, 55
2. Investigate 3-dimensional shapes in informal settings.	TE: 545–547, 549–551, 553–555, 561–563 PE: I19–I20, I24 Assessment Guide: 11, 36, 55
3. Sort 2 dimensional shapes according to attributes.	TE: 27–29, 39–41, 43–44, 56–59, 527–529, 531–533, 535–537, 539–541, 545–547, 549–551, 557–559 PE: A17–A18, A23–A24, A25–A28, A30, I9–I10, I11–I12, I13–I14, I15–I16, I19–I20, I22, I33–I34 Assessment Guide: 4, 5, 7, 8, 11, 12, 13, 35, 36, 40, 45, 55
C. Investigate and predict the results of putting together and taking apart two- and three-dimensional shapes.	
1. Investigate the results of combining and partitioning geometric shapes. (square, rectangle, triangle, and circle)	TE: 531, 571–573, 579–581 PE: I29–I30, I33–I34
II. Specify locations and describe spatial relationships using coordinate geometry and other representational systems.	

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A. Describe, name, and interpret relative positions in space and apply ideas about relative position.	
1. Use positional words to describe the location of objects. (up, down, on, off, over, under).	TE: 9–11, 13–15, 17–19, 21–23 PE: A9–A10, A11–A12, A13–A14, A15–A16 Assessment Guide: 10
<i>IV. Use visualization, spatial reasoning, and geometric modeling to solve problems.</i>	
D. Recognize geometric shapes and structures in the environment and specify their location.	
1. Locate geometric shapes in the environment.	TE: 545–547, 549–551, 553–555, 561–563 PE: I19–I20, I24 Assessment Guide: 11, 36, 55
MEASUREMENT	
<i>I. Understand measurable attributes of objects and the units, systems, and processes of measurement.</i>	
A. Recognize the attributes of length, volume, weight, area, and time.	
2. Identify, by picking them up, which of two objects is heavier.	TE: 360–363, 372–375 PE: F19–F20, F24 Assessment Guide: 25
3. Demonstrate (through conversation) a beginning sense of time (yesterday, today, and tomorrow).	TE: 20, 56, 76, 80, 84, 88, 92, 98, 126, 130, 134, 138, 142, 200, 204, 208, 214, 218, 222, 240, 284, 288, 302, 342, 372, 376, 410, 414, 418, 422, 428, 432, 464, 468, 472, 480, 486, 490, 494, 498, 502, 526, 552, 566, 570, 602, 618, 628 Assessment Guide: 51
B. Compare and order objects according to these attributes.	
1. Uses basic comparison words (example: His truck is bigger than mine.)	TE: 331–333, 335–337, 339–341, 343, 348, 351–353, 357–359, 361–363, 365–367, 369–371, 373–374 PE: F9–F10, F11–F12, F15–F17, F19–F20, F21–F22 Assessment Guide: 24, 43
C. Understand how to measure using nonstandard and standard units.	
1. Use nonstandard units of measure to explore everyday objects.	TE: 335–337, 339–341, 343–345, 347–349, 351–353, 365–367, 369–371, 373–375 PE: F11–F12, F13–F14, F15–F16, F21–F22, F24 Assessment Guide: 25, 26
D. Select an appropriate unit and tool for the attribute being measured.	
1. Identify the instrument used to measure time (clock).	TE: 303–305, 307–309, 311–313, 315–317 PE: E19–E20, E21–E22, E23–E24, E25–E27 Assessment Guide: 22, 23, 51
DATA ANALYSIS AND PROBABILITY	
<i>I. Formulate questions that can be addressed with data and collect, organize, and display relevant data to answer them.</i>	
1. Collect data relating to familiar experiences by counting.	TE: 49–51, 53–55, 57–59, 61–63, 177–179, 251, 253–255, 351–353, 619–621 PE: A29–A30, A31–A35 Assessment Guide: Read data/ 11, 15, 17, 20

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B. Sort and classify objects according to their attributes and organize data about the objects.	
1. Sort and classify by a single attribute (color, shape, size).	TE: 53–55, 76–79, 80–83, 84–87, 88–91, 92–95, 98–101, 102–109, 110–112, 383–385, 387–389, 391–393, 507–509, 538–541, 611–613 PE: B9–B10, B11–B12, B13–B14, B15–B18, B19–B20, B21–B22, B23–B24, B25–B30, F27–F28, F29–F30, F31–F32, H27–H28, I15–I18, J15–J16 Assessment Guide: 4, 5, 6, 8, 11, 24, 25, 35, 36, 40, 47
C. Represent data using concrete objects, pictures, and graphs.	
1. Draw a picture to represent data.	TE: 49–59, 61–63, 177–179, 253–255, 351–353, 618–621 PE: A29–A30, A31–A35, C33–C35, D39–D40, F15–F16, J19–J20 Assessment Guide: Read data/ 11, 15, 17, 20

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NUMBER AND OPERATIONS	
<i>I. Understand numbers, ways of representing numbers, relationships among numbers, and number systems.</i>	
A. Count with understanding and recognize “how many” in sets of objects.	
1. Given a set containing 10 or fewer concrete items, tell how many are in a set by counting the number of items orally using 1:1 correspondence.	TE: 127–129, 131–133, 135–141, 149–151, 153–155, 157–159, 161–163, 165–167, 193–195, 197–199, 201–203, 205–207, 215–217, 219–221, 223–225, 599–601, 603–605, 607–609, 615–617, 625–627, 629–631, 633–635, 637–639 PE: C9–C10, C11–C12, C13–C14, C19–C20, C21–C22, C23–C24, C25–C26, C27–C28, D9–D10, D11–D12, D13–D14, D15–D16, D21–D22, D23–D24, D25–D26, J9–J10, J11–J12, J13–J14, J17–J18, J23–J24, J25–J26, J27–J28 Assessment Guide: 5, 6, 7, 9, 16, 18, 19, 20, 26, 27, 28, 2930, 31, 32, 33, 34, 37, 38, 39, 41, 42, 44, 45, 46, 49, 50, 53, 54
2. Given a set of 10 or fewer concrete items, identify and describe one set as having more, fewer, or the same number of members as the other set.	TE: 130–141, 244–247, 248–251, 644–647 PE: C9–C10, C11–C12, C13–C14, D37–D38 Assessment Guide: 6, 7, 16, 17, 39, 41, 42, 46, 49
3. Count forward to 20 and backward from 10.	TE: 165–167, 193–195, 197–199, 201–203, 205–207, 215–217, 219–221, 223–225, 599–601, 603–605, 607–609, 615–617, 625–627, 629–631, 633–635, 637–639 PE: C27–C28, D9–D10, D11–D12, D13–D14, D15–D16, D21–D22, D23–D24, D25–D26, J9–J10, J11–J12, J13–J14, J17–J18, J23–J24, J25–J26, J27–J28 Assessment Guide: 5, 6, 7, 9, 16, 18, 19, 20, 26, 27, 28, 2930, 31, 32, 33, 34, 37, 38, 39, 41, 42, 44, 45, 46, 49, 50, 53, 54
C. Develop understanding of the relative position and magnitude of whole numbers and of ordinal and cardinal numbers and their connections.	
1. Identify the positions first through tenth using an ordered set of objects.	TE: 172–175 PE: C31–C32 Assessment Guide: 17
D. Develop a sense of whole numbers and represent and use them in flexible ways, including relating, composing, and decomposing numbers.	
1. Discuss and explain how numerals are used in the environment, (e.g., house numbers, phone numbers, dates).	TE: 8, 12, 16, 20, 26, 30, 34, 38, 48, 52, 56, 76, 80, 84, 88, 98, 102, 106, 126, 130, 134, 138, 148, 152, 156, 160, 164, 168, 172, 192, 196, 200, 204, 208, 214, 218, 222, 226, 230, 240, 244, 248, 268, 272, 276, 278, 280, 284, 288, 294, 298, 302, 306, 310, 330, 331, 334, 338, 342, 346, 347, 356, 360, 362, 364, 368, 372, 376, 382, 386, 390, 406, 410, 414, 418, 428, 432, 436, 440, 444, 448, 464, 468, 472, 476, 480,

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	<p>486, 490, 494, 498, 502, 506, 510, 526, 530, 534, 538, 544, 548, 552, 556, 560, 566, 570, 574, 578, 594, 598, 602, 606, 610, 614, 618, 624, 628, 632, 633, 636, 640, 641–643, 644, 648</p> <p>PE: E15–E16, E17, J29–J30 Assessment Guide: 22, 23, 43, 51</p>
<p>E. Connect number words and numerals to the quantities they represent, using various physical models and representations.</p>	
<p>I. Identify the numeral that matches a quantity (1–10).</p>	<p>TE: 150–151, 153–155, 157–159, 161–163, 165–167, 169–171, 179–183, 194–195, 197–199, 201–203, 205–207, 209–211, 215–217, 219–221, 223–225, 227–229, 231–233, 237–239, 242, 246–247, 251, 255–259, 278, 287, 289–293, 301–305, 307–309, 312–313, 315–321, 345–346, 352, 354–355, 375, 381, 384, 385, 387–388, 393–397, 412–413, 416–417, 420–421, 425–427, 431, 434–435, 438–439, 442–443, 446–447, 451–454, 471, 474–475, 477–479, 483–485, 488–489, 492–493, 496–497, 498, 500–501, 504, 508–509, 513–516, 543, 563–565, 573, 583, 597, 601, 604–605, 609, 613, 616–617, 621–624, 627, 630–631, 635–636, 638–639, 641–643, 646–647, 651–655</p> <p>PE: C19–C20, C21–C22, C23–C24, C25–C26, C27–C28, C29–C30, D9–D10, D11–D12, D13–D14, D15–D16, D17–D18, D21–D22, D23–D24, D25–D26, D27–D28, D29–D30, D33–D34, D37–D38, D39–D44, E13–E14, E15–E16, E19–E20, E21–E22, E23–E24, E25–E30, F13–F14, F17–F18, F23–F24, F26, F27–F28, F31–F36, G9–G10, G11–G12, G13–G14, G15–G16, G19–G20, G21–G22, G23–G24, G25–G26, G27–G28, G29–G33, H21–H22, H23–H24, H25–H26, H27–H28, H29–H33, I18, I23–I26, I29–I30, I36, J9–J10, J11–J12, J13–J14, J15–J16, J17–J18, J19–J22, J23–J24, J25–J26, J27–J28, J29–J30</p> <p>Assessment Guide: 5, 6, 7, 9, 16, 18, 19, 20, 26, 27, 28, 2930, 31, 32, 33, 34, 37, 38, 39, 41, 42, 44, 45, 46, 49, 50, 53, 54</p>
<p>F. Understand and represent commonly used fractions, such as $\frac{1}{4}$, $\frac{1}{3}$, and $\frac{1}{2}$.</p>	
<p>I. Divide a set of objects into equal groups.</p>	<p>TE: 130–131 PE: C9–C10 Assessment Guide: 15</p>
<p>II. Understand meanings of operations and how they relate to one another.</p>	
<p>A. Understand various meanings of addition and subtraction of whole numbers and the relationship between the two operations</p>	

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1. Add and subtract whole numbers using up to ten concrete items.	TE: 410–413, 414–417, 418–421, 428–431, 432–435, 436–439, 444–447, 465–467, 468–471, 472–475, 476–479, 480–483, 486–489, 490–493, 494–497, 498–501 PE: G9–G16, G19–G22, G23–G24, G27–G28, H9–H16, H19–H22, H23–H24, H25–H26 Assessment Guide: 27, 28, 29, 30, 31, 32, 33, 34, 44, 45, 53, 54
B. Understand the effects of adding and subtracting whole numbers	
1. Relate the operation of addition to increase in quantity and subtraction to decrease in quantity.	TE: 410–413, 414–417, 418–421, 428–431, 432–435, 436–439, 444–447, 465–467, 468–471, 472–475, 476–479, 480–483, 486–489, 490–493, 494–497, 498–501 PE: G9–G16, G19–G22, G23–G24, G27–G28, H9–H16, H19–H22, H23–H24, H25–H26 Assessment Guide: 27, 28, 29, 30, 31, 32, 33, 34, 44, 45, 53, 54
ALGEBRA	
<i>I. Understand patterns, relations, and functions.</i>	
A. Sort, classify, and order objects by size, number, and other properties.	
1. Sort and classify objects by one attribute (size, shape, and color).	TE: 53–55, 76–79, 80–83, 84–87, 88–91, 92–95, 98–101, 102–109, 110–112, 383–385, 387–389, 391–393, 507–509, 538–541, 611–613 PE: B9–B10, B11–B12, B13–B14, B15–B18, B19–B20, B21–B22, B23–B24, B25–B30, F27–F28, F29–F30, F31–F32, H27–H28, I15–I18, J15–J16 Assessment Guide: 4, 5, 6, 8, 11, 24, 25, 35, 36, 40, 47
2. Sort and classify objects by more than one attribute (size, shape, and color).	TE: 53–55, 90 PE: A29, A30, B13–B14 Assessment Guide: 7, 8, 12, 13, 14, 35, 36
3. Order objects by size, quantity, and other properties.	TE: 173–175, 231–233, 337–341, 361–363, 615–617, 636–639 PE: C31–C32, F11–F12, F19–F20, J18 Assessment Guide: 16, 24, 25, 26, 40, 43
B. Recognize, describe, and extend patterns such as sequences of sounds and shapes or simple numeric patterns and translate from one representation to another.	
1. Identify, describe, and extend a repeating relationship (pattern) found in common objects, sounds, and movements.	TE: 76–79, 80–83, 84–87, 88–91, 92–95, 98–101, 102–109, 110–112, 234–237, 538–541 PE: B9–B10, B11–B12, B13–B14, B15–B18, B19–B20, B21–B22, B23–B24, B25–B30, D31–D32, I15–I18 Assessment Guide: 8, 12, 13, 14, 35, 36, 40, 45, 48
2. Construct a two-part and three-part patterns.	TE: 77, 81, 85–87, 89–91, 103–105, 107–109, 539–541 PE: B11–B12, B13–B14, B22, B23–B24, I15–I16

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	Assessment Guide: 13, 14, 35, 40, 45, 48
C. Analyze how both repeating and growing patterns are generated.	
I. Determine a rule for repeating and growing patterns.	TE: 76–79, 80–83, 84–87, 88–91, 92–95, 98–101, 102–109, 110–112, 234–237, 538–541 PE: B9–B10, B11–B12, B13–B14, B15–B18, B19–B20, B21–B22, B23–B24, B25–B30, D31–D32, I15–I18 Assessment Guide: 8, 12, 13, 14, 35, 36, 40, 45, 48
II. Represent and analyze mathematical situations and structures using algebraic symbols.	
A. Illustrate general principles and properties of operations, such as commutativity, using specific numbers.	
I. Using concrete materials, construct addition and subtraction models.	TE: 410–413, 414–417, 418–421, 428–431, 432–435, 436–439, 444–447, 465–467, 468–471, 472–475, 476–479, 480–483, 486–489, 490–493, 494–497, 498–501 PE: G9–G16, G19–G22, G23–G24, G27–G28, H9–H16, H19–H22, H23–H24, H25–H26 Assessment Guide: 27, 28, 29, 30, 31, 32, 33, 34, 44, 45, 53, 54
B. Use concrete, pictorial, and verbal representations to develop an understanding of invented and conventional symbolic notations.	
I. Use language such as "less than," "more than," or "the same number as," to describe the relative sizes of sets of concrete objects.	TE: 135–137, 139–141, 177–179, 241–243, 245–247, 411–413, 469–471, 473–475, 477–479, 481–483 PE: C11–C12, C13–C14, C33–C34, D35–D36, D37–D38, G9–G10, H9–H16 Assessment Guide: 6, 7, 16, 17, 39, 41, 42, 46, 49
III. Use mathematical models to represent and understand quantitative relationships	
A. Model situations that involve the addition and subtraction of whole numbers, using objects, pictures, and symbols.	
I. Combine two sets of objects and count the result.	TE: 407–409, 411–413, 415–417, 419–421, 423–425, 429–431, 433–435, 437–439, 441–443, 445–447, 449–451 PE: G9–G10, G11–G12, G13–G14, G15–G16, G19–G20, G21–G22, G23–G24, G25–G26, G27–G28, G29–G30 Assessment Guide: 27, 28, 29, 30, 34, 44, 53
2. Given a set of objects, remove some and count the result.	TE: 465–467, 469–471, 473–475, 477–479, 481–483, 487–489, 491–493, 495–497, 499–501, 507–509, 511–513 PE: H9–H10, H11–H12, H13–H14, H15–H17, H19–H20, H21–H22, H23–H24, H25–H26, H27–H28, H29–H33 Assessment Guide: 31, 32, 33, 34, 45, 54
GEOMETRY	
I. Analyze characteristics and properties of two- and three-dimensional geometric shapes and develop mathematical arguments about geometric relationships.	

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A. Recognize, name, build, draw, compare, and sort two- and three-dimensional shapes.	
1. Identify, model, and draw two-dimensional shapes (circle, square, triangle, and rectangle).	TE: 27–29, 39–41, 43–44, 56–59, 89–91, 93, 100, 103, 104, 107, 112, 527–529, 531–533, 535–537, 539–541, 545–547, 549–551, 553–555, 557–559, 568, 571–573, 576, 579–581 PE: A17–A18, A23–A24, A25–A28, A30, A34–A36, I9–I10, I11–I12, I13–I14, I15–I16, I19–I20, I22, I26–I30, I33–I34 Assessment Guide: 4, 5, 7, 8, 11, 12, 13, 35, 36, 40, 45, 55
2. Identify, sort, and classify two-dimensional geometric shapes according to their attributes (size, shape, color).	TE: 27–29, 39–41, 43–44, 56–59, 527–529, 531–533, 535–537, 539–541, 545–547, 549–551, 557–559 PE: A17–A18, A23–A24, A25–A28, A30, I9–I10, I11–I12, I13–I14, I15–I16, I19–I20, I22, I33–I34 Assessment Guide: 4, 5, 7, 8, 11, 12, 13, 35, 36, 40, 45, 55
3. Identify examples of three-dimensional shapes seen in the environment (cube, sphere, cone, cylinder).	TE: 545–547, 549–551, 553–555, 561–563 PE: I19–I20, I24 Assessment Guide: 11, 36, 55
B. Describe attributes and parts of two- and three-dimensional shapes.	
1. Compare the size (larger/smaller) and shape of plane geometric figures (circles, triangles, squares, rectangles).	TE: 336–337, 343–345, 351–353, 528, 536–537 PE: F13–F14, F15–F16, I13 Assessment Guide: 4, 5, 7, 8, 11, 12, 13, 14, 35, 36, 40, 45, 55
2. Locate two-dimensional shapes on parts of three-dimensional objects.	TE: 553–555, 557–559 PE: I21–I22
C. Investigate and predict the results of putting together and taking apart two- and three-dimensional shapes.	
1. Combine and subdivide geometric shapes and discuss results (square, rectangle, triangle, circle).	TE: 531, 571–573, 579–581 PE: I29–I30, I33–I34
II. Specify locations and describe spatial relationships using coordinate geometry and other representational systems.	
A. Describe, name, and interpret relative positions in space and apply ideas about relative position.	
1. Use positional words to describe the location of objects (near, far, up, down, below, above, beside, next to, between, over, and under).	TE: 9–11, 13–15, 17–19, 21–23 PE: A9–A10, A11–A12, A13–A14, A15–A16 Assessment Guide: 10
III. Apply transformations and use symmetry to analyze mathematical situations.	
B. Recognize and create shapes that have symmetry.	
1. Identify and describe shapes in the world that show symmetry across a line (nature, art, the human body).	TE: 567–569 PE: I27–I28 Assessment Guide: 36, 46
IV. Use visualization, spatial reasoning, and geometric modeling to solve problems.	

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C. Relate ideas in geometry to ideas in number and measurement.	
1. Recall the configuration of dots on dominoes or name objects seen briefly.	TE: 131, 236–237, 246, 249, 424, 443, 447, 450, 455, 478, 482, 488, 492, 496, 501, 595, 601, 604–605, 606–607, 609, 617, 625–627, 629–631, 633–635, 638, 649–650 PE: D31, G9, G11, G19, G23–G24, G25–G26, G27, G34, H26, H32, J9, J11, J13, J17, J23, J25, J27 Assessment Guide: 29
2. Identify, describe, and extend a repeating pattern found in common objects, numerals, sounds, and movements.	TE: 76–79, 80–83, 84–87, 88–91, 92–95, 98–101, 102–109, 110–112, 538–541 PE: B9–B10, B11–B12, B13–B14, B15–B18, B19–B20, B21–B22, B23–B24, B25–B30, I15–I18 Assessment Guide: 8, 12, 13, 14, 35, 36, 40, 45, 48
3. Compare relative size of objects as bigger, smaller, or same.	TE: 331–333, 335–337, 339–341 PE: F9–F10, F11–F12 Assessment Guide: 12, 14, 35, 40, 47
D. Recognize geometric shapes and structures in the environment and specify their location.	
1. Identify and describe objects in the environment that depict geometric figures (triangle, rectangle, square, and circle).	TE: 545–547, 549–551, 553–555, 561–563 PE: I19–I20, I24
2. Connect geometrical patterns and their relationships with other aspects of mathematics and with other disciplines.	TE: 90–91, 107, 108, 111 PE: B13–B14, B16, B22, B25
MEASUREMENT	
I. Understand measurable attributes of objects and the units, systems, and processes of measurement.	
A. Recognize the attributes of length, volume, weight, area, and time.	
1. Identify the attributes of length, volume, weight, area, and time using hands-on manipulatives.	TE: 331–333, 335–337, 339–341, 343–345, 347–349, 357–359, 361–363, 365–367, 369–371, 373–375 PE: F9–F10, F11–F12, F13–F14, F19–F20, F21–F22, F23–F24 Assessment Guide: <i>These pages give students the opportunity to identify attributes of length, volume, and weight: 22, 23, 24, 43</i>
B. Compare and order objects according to these attributes.	
1. Compare two objects using direct comparisons according to one or more of the following attributes: length (shorter, longer), height (taller, shorter), weight (heavier, lighter), and time (longer, shorter).	TE: 331–333, 335–337, 339–341, 343, 348, 351–353, 357–359, 361–363, 365–367, 369–371, 373–374 PE: F9–F10, F11–F12, F15–F17, F19–F20, F21–F22 Assessment Guide: 24, 43
2. Order objects by length, height, and weight.	TE: 331–333, 335–337, 339–341, 343, 348, 351–353, 357–359, 361–363, 369–371, 373–374 PE: F9–F10, F11–F12, F15–F17, F19–F20,

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	F21–F22 Assessment Guide: 24, 43
C. Understand how to measure using nonstandard and standard units.	
1. Use nonstandard linear measure (fingers, hands, feet, and arms).	TE: 335–337, 339–341, 343–345, 347–349, 351–353 PE: F11–F12, F13–F14, F15–F16 Assessment Guide: 26
2. Use nonstandard measure to explore area of everyday objects.	See Level 1.
3. Compare quantities using nonstandard units of capacity.	TE: 365–367, 369–371, 373–375 PE: F21–F22, F24 Assessment Guide: 25
D. Select an appropriate unit and tool for the attribute being measured.	
1. Identify the instruments used to measure length (ruler), weight (scale), time (digital and analog clocks), calendar (day, month, and season), and temperature (thermometer).	TE: 8, 12, 16, 20, 26, 30, 34, 38, 48, 52, 56, 76, 80, 84, 88, 98, 102, 106, 126, 130, 134, 138, 148, 152, 156, 160, 164, 168, 172, 192, 196, 200, 204, 208, 214, 218, 222, 226, 230, 240, 244, 248, 268–271, 272–275, 276–279, 280, 284, 288, –291, 294–297, 298–301, 302–305, 306–309, 310–313, 330, 331, 334, 338, 342, 346, 347, 356, 360, 362, 364–367, 368, 372, 373–375, 376, 377–379, 382, 386, 390, 406, 410, 414, 418, 428, 432, 436, 440, 444, 448, 464, 468, 472, 476, 480, 486, 490, 494, 498, 502, 506, 510, 526, 530, 534, 538, 544, 548, 552, 556, 560, 566, 570, 574, 578, 594, 598, 602, 606, 610, 614, 618, 624, 628, 632, 636, 640, 644, 648 PE: E15–E17, E19–E20, E21–E22, E23–E24, E25–E27, E29–E30, F23–F24, J29–J30 Assessment Guide: <i>These pages give students the opportunity to explore clocks and calendars:</i> 22, 23, 51
2. Use appropriate unit of linear measure (rulers, tape measures).	See Level 1.
II. Apply appropriate techniques, tools, and formulas to determine measurements.	
C. Use tools to measure.	
1. Tell time to the hour using an analog or digital clock.	TE: 303–305, 307–309, 311–313, 315–317 PE: E19–E20, E21–E22, E23–E24, E25–E27 Assessment Guide: 22, 23, 51
2. Use a calendar to do the following:	
a. Read and write numerals to 31.	TE: 8, 12, 16, 20, 26, 30, 34, 38, 48, 52, 56, 76, 80, 84, 88, 98, 102, 106, 126, 130, 134, 138, 148, 152, 156, 160, 164, 168, 172, 192, 196, 200, 204, 208, 214, 218, 222, 226, 230, 240, 244, 248, 268, 272, 276, 278–279, 280, 284, 288–291, 294, 298, 302, 306, 310, 330, 331, 334, 338, 342, 346, 347, 356, 360, 362, 364,

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	368, 372, 376, 382, 386, 390, 406, 410, 414, 418, 428, 432, 436, 440, 444, 448, 464, 468, 472, 476, 480, 486, 490, 494, 498, 502, 506, 510, 526, 530, 534, 538, 544, 548, 552, 556, 560, 566, 570, 574, 578, 594, 598, 602, 606, 610, 614, 618, 624, 628, 632, 636, 640, 644, 648 PE: E15–E17, E30 Assessment Guide: 9, 16, 18, 19, 20, 21, 22, 23, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 36, 37, 38, 39, 41, 42, 43, 44, 45, 46
b. Identify the day and date.	TE: 8, 12, 16, 20, 26, 30, 34, 38, 48, 52, 56, 76, 80, 84, 88, 98, 102, 106, 126, 130, 134, 138, 148, 152, 156, 160, 164, 168, 172, 192, 196, 200, 204, 208, 214, 218, 222, 226, 230, 240, 244, 248, 268, 272, 276, 278, 280, 284, 288–291, 294, 298, 302, 306, 310, 330, 334, 338, 342, 346, 347, 356, 360, 362, 364, 368, 372, 376, 382, 386, 390, 406, 410, 414, 418, 428, 432, 436, 440, 444, 448, 464, 468, 472, 476, 480, 486, 490, 494, 498, 502, 506, 510, 526, 530, 534, 538, 544, 548, 552, 556, 560, 566, 570, 574, 578, 594, 598, 602, 606, 610, 614, 618, 624, 628, 632, 636, 640, 644, 648 PE: E15–E17, E30 Assessment Guide: 23, 51
c. Identify days of the week.	TE: 8, 12, 20, 30, 34, 38, 42, 52, 56, 60, 76, 80, 84, 88, 92, 98, 102, 106, 110, 126, 130, 134, 138, 142, 192, 196, 200, 204, 208, 214, 218, 222, 230, 234, 240, 244, 252, 268, 272–275, 276, 280, 298, 306, 310, 314, 338, 342, 350, 372, 376, 382, 386, 390, 406, 410, 414, 418, 422, 428, 432, 472, 498, 506, 530, 534, 538, 544, 548, 552, 560, 570, 574, 578, 594, 602, 606, 614, 618, 624, 628, 632, 636, 648 PE: E9–E10, E15–E16 Assessment Guide: 23, 51
d. Identify months of the year.	TE: 8, 34, 48, 60, 76, 84, 126, 130, 142, 192, 196, 200, 204, 214, 218, 252, 272, 276–279, 280, 288–291, 314, 330, 334, 356, 360, 364, 368, 372, 376, 386, 390, 406, 414, 418, 436, 440, 444, 448, 476, 498, 502, 506, 510, 548, 498, 614, 618, 632, 636, 640, 644 Assessment Guide: 51
e. Identify yesterday, today, and tomorrow.	TE: 20, 56, 76, 80, 84, 88, 92, 98, 126, 130, 134, 138, 142, 200, 204, 208, 214, 218, 222, 240, 284, 288, 302, 342, 372, 376, 410, 414, 418, 422, 428, 432, 464, 468, 472, 480, 486, 490, 494, 498, 502, 526, 552, 566, 570, 602, 618,

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	628 Assessment Guide: 51
3. Identify a penny, nickel, dime, quarter, and dollar.	<i>These pages give students the opportunity to identify pennies, nickels, and dimes.</i> TE: 53–55, 383–385, 387–389, 391–393, 507–509, 611–613 PE: F27–F28, F29–F30, F31–F32, H27–H28, J15–J16 Assessment Guide: 25, 26, 34, 38, 43, 52
D. Develop common referents for measures to make comparisons and estimates.	
1. Make and use estimates of measurements.	TE: 247–251, 269–271, 277, 281–283, 295–297, 299–301, 347–349, 357–359, 361–363, 365–367, 369–371, 373–375, 377–379 PE: E11–E12, F21–F22, F23–F24 Assessment Guide: 24, 25, 26, 43
2. Identify relationship of minute hand and hour hand on an analog clock.	TE: 303–305, 307–309, 311–313, 315–317 PE: E19–E20, E21–E22, E23–E24, E25–E27 Assessment Guide: 22, 23, 51
DATA ANALYSIS AND PROBABILITY	
I. Formulate questions that can be addressed with data and collect, organize, and display relevant data to answer them.	
1. Collect data relating to familiar experiences.	TE: 49–51, 53–55, 57–59, 61–63, 177–179, 251, 253–255, 351–353, 619–621 PE: A29–A30, A31–A35 Assessment Guide: <i>These pages give students the opportunity to interpret data:</i> 11, 15, 17, 20
B. Sort and classify objects according to their attributes and organize data about the objects.	
1. Compare, sort, and group objects by a given attribute.	TE: 53–55, 76–79, 80–83, 84–87, 88–91, 92–95, 98–101, 102–109, 110–112, 383–385, 387–389, 391–393, 507–509, 538–541, 611–613 PE: B9–B10, B11–B12, B13–B14, B15–B18, B19–B20, B21–B22, B23–B24, B25–B30, F27–F28, F29–F30, F31–F32, H27–H28, I15–I18, J15–J16 Assessment Guide: 4, 5, 6, 8, 11, 24, 25, 35, 36, 40, 47
C. Represent data using concrete objects, pictures, and graphs.	
1. Display information, using object graphs, pictorial graphs, and tables.	TE: 49–59, 61–63, 177–179, 253–255, 351–353, 618–621 PE: A29–A30, A31–A35, C33–C35, D39–D40, F15–F16, J19–J20 Assessment Guide: <i>These pages give students the opportunity to interpret data:</i> 11, 15, 17, 20
II. Select and use appropriate statistical methods to analyze data.	
1. Interpret information on a graph.	TE: 49–59, 61–63, 177–179, 253–255, 351–353, 618–621

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	PE: A29–A30, A31–A35, C33–C35, D39–D40, F15–F16, J19–J20 Assessment Guide: 11, 15, 17, 20
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