

**Houghton Mifflin Harcourt**  
***Math Expressions, Grade 1* © 2013**

correlated to the

**Minnesota Academic Standards for Mathematics**  
**Grade 1**

Standard	Descriptor	Citations
<b>Number &amp; Operation</b>		
1.1.1	Count, compare and represent whole numbers up to 120, with an emphasis on groups of tens and ones.	
1.1.1.1	Use place value to describe whole numbers between 10 and 100 in terms of tens and ones.	SAB: 99, 103–104 TE: 274–275, 282–283, 296–298, 330–332
1.1.1.2	Read, write and represent whole numbers up to 120. Representations may include numerals, addition and subtraction, pictures, tally marks, number lines and manipulatives, such as bundles of sticks and base 10 blocks.	SAB: 15, 17, 18, 19, 21, 25–26, 31–32, 33, 34, 35–36, 39, 91–92, 103–104 TE: 10–11, 12, 14, 15–19, 18–20, 24, 26–30, 34, 36–39, 42, 44–46, 50, 52–54, 58, 60–63, 68, 70–71, 80–81, 85, 88, 90, 96, 102, 108, 116, 122, 132, 274–276, 284, 286, 288–289, 292, 294–295, 296–298, 318–320, 322, 330–332, 360–362, 388, 390, 468–470
1.1.1.3	Count, with and without objects, forward and backward from any given number up to 120.	SAB: 39–40, 41, 42, 47–48, 159–160 TE: 105–106, 110–114, 118–119, 120, 122, 126, 128, 132, 200, 294–295, 302, 336, 342, 366, 368–370, 372, 374, 376, 452–453, 454–456
1.1.1.4	Find a number that is 10 more or 10 less than a given number.	SAB: 99–100, 159–160, 161–162 TE: 277–278, 280, 454–455, 458, 460–464
1.1.1.5	Compare and order whole numbers up to 120.	SAB: 94, 119, 125–126, 128, 190 TE: 92–93, 100, 176, 289, 290, 348–350, 352, 358, 372, 374–376, 378, 387, 390, 530–533, 545, 698

<b>Standard</b>	<b>Descriptor</b>	<b>Citations</b>
1.1.1.6	Use words to describe the relative size of numbers. ELL	SAB: 185–186, 187–188 TE: 3, 61, 87, 143, 156, 532–533, 540, 542
1.1.1.7	Use counting and comparison skills to create and analyze bar graphs and tally charts.	SAB: 173, 175–176, 177–178, 179–180, 181–182, 183–184, 189 TE: 490–492, 494, 496–498, 499–500, 502, 504–505, 506, 510–512, 514, 516–518, 522–526
1.1.2	Use a variety of models and strategies to solve addition and subtraction problems in real-world and mathematical contexts.	
1.1.2.1	Use words, pictures, objects, length-based models (connecting cubes), numerals and number lines to model and solve addition and subtraction problems in part-part-total, adding to, taking away from and comparing situations.	SAB: 103–104, 109–110, 115 TE: 17, 294–295, 296–298, 302–305, 308, 334, 337–339, 342, 354–356, 360, 369, 374, 398, 406, 414, 439, 470–473, 668–669, 676–678, 682–686
1.1.2.2	Compose and decompose numbers up to 12 with an emphasis on making ten.	SAB: 13, 15, 17, 19, 21, 22, 65, 66, 145–146, 149–150 TE: 19–20, 28–30, 38–39, 45, 53, 60–63, 74, 186–187, 188–189, 190, 192, 200, 214–216, 257, 280, 298, 300, 399–401, 407–409, 410, 423, 440, 468
1.1.2.3	Recognize the relationship between counting and addition and subtraction. Skip count by 2s, 5s, and 10s.	SAB: 111–112, 155–156, 161–162 TE: 277, 280, 310–311, 312–313, 337, 344, 358, 446–448, 460–464

Standard	Descriptor	Citations
<b>Algebra</b>		
1.2.1	Recognize and create patterns; use rules to describe patterns.	
1.2.1.1	Create simple patterns using objects, pictures, numbers and rules. Identify possible rules to complete or extend patterns. Patterns may be repeating, growing or shrinking. Calculators can be used to create and explore patterns.	SAB: 14, 16, 18, 20, 22, 24, 161 TE: 20–21, 22, 30–31, 40, 46–47, 50, 54–56, 58, 64–66, 68, 108, 122, 460–461
1.2.2.	Use number sentences involving addition and subtraction basic facts to represent and solve real-world and mathematical problems; create real-world situations corresponding to number sentences.	
1.2.2.1	Represent real-world situations involving addition and subtraction basic facts, using objects and number sentences.	SAB: 49, 50, 51–52, 53–54, 58–59, 75–76, 77–78, 81–82, 83–84, 85–86, 87–88, 127–128, 153–154, 165–166, 245–246, 247–248, 251–252 TE: 119, 130, 134–139, 140, 146, 155, 174–175, 178, 209, 210, 220–221, 223, 228–229, 234–236, 238, 250–251, 252, 256, 308, 378, 386–387, 388, 406, 422, 432–433, 438–439, 442, 478–479, 670–671, 696–697
1.2.2.2	Determine if equations involving addition and subtraction are true.	SAB: 50, 70, 103, 120, 122, 152, 164, 250 TE: 4–5, 22, 99, 100, 110, 138, 149, 154, 166, 203, 237, 251, 264, 297, 350, 364, 388, 434, 474, 480, 533, 672, 692
1.2.2.3	Use number sense and models of addition and subtraction, such as objects and number lines, to identify the missing number in an equation such as:  $2 + 4 = \square$ $3 + \square = 7$ $5 = \square - 3.$	SAB: 39–40, 55, 56, 67–68, 69, 109–110, 121–122, 123–124, 139–140, 147–148, 151–152, 163–164, 250 TE: 104, 110–111, 160–164, 165–166, 170, 172, 194–195, 196, 201–202, 220–221, 242–245, 308, 340, 358, 363–364, 366, 372, 384, 402, 414–417, 426, 430–431
1.2.2.4	Use addition or subtraction basic facts to represent a given problem situation using a number sentence.	SAB: 91–92, 165–166 TE: 80–81, 86–87, 94, 98–99, 140, 142–144, 148–149, 154, 214–215, 234–235, 262–263, 398–399, 478–479

Standard	Descriptor	Citations
<b>Geometry &amp; Measurement</b>		
1.3.1	Describe characteristics of basic shapes. Use basic shapes to compose and decompose other objects in various contexts.	
1.3.1.1	Describe characteristics of two- and three-dimensional objects, such as triangles, squares, rectangles, circles, rectangular prisms, cylinders, cones and spheres.	SAB: 215–216, 217–218, 227–228 TE: 586–590, 592, 594–598, 600, 620–623
1.3.1.2	Compose (combine) and decompose (take apart) two- and three-dimensional figures such as triangles, squares, rectangles, circles, rectangular prisms and cylinders.	SAB: 219, 221–222, 224, 226, 229–230, 235 TE: 602–606, 608, 610–616, 624, 628–632, 634, 648
1.3.2.	Use basic concepts of measurement in real-world and mathematical situations involving length, time and money.	
1.3.2.1	Measure the length of an object in terms of multiple copies of another object.	SAB: 233–234, 236 TE: 642–644, 646, 649
1.3.2.2	Tell time to the hour and half-hour.	SAB: 201–202, 205, 207–208, 209–210 TE: 556–558, 560, 562–564, 566, 568–570, 572, 574–576, 578, 580–582, 584, 592, 650
1.3.2.3	Identify pennies, nickels and dimes; find the value of a group of these coins, up to one dollar.	This standard is covered in Grade 2.