

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

correlated to the

Pennsylvania Common Core Standards for Mathematics
Grade 1

Standard	Descriptor	Citations
Standards for Mathematical Practice		
•	Make sense of problems and persevere in solving them.	Representative Pages: SAB: 20, 35, 39, 48, 55, 68, 76, 77, 83, 87 TE: 12, 47, 70, 86, 94, 113, 119, 126, 130, 155, 160, 162, 174, 196, 208, 210, 223, 229, 242, 250, 648, 683
•	Reason abstractly and quantitatively.	Representative Pages: SAB: 18, 20, 24, 31, 33, 49, 69, 100, 104, 113, 114 TE: 17, 39, 40, 48, 66, 72, 82, 87, 98, 137, 154, 170, 176, 201, 278, 290, 298, 311, 320, 326, 344, 649, 682
•	Construct viable arguments and critique the reasoning of others.	Representative Pages: SAB: 34, 50, 70, 103, 120, 122, 152, 164, 179, 202 TE: 4, 22, 72, 88, 100, 110, 138, 166, 176, 203, 237, 251, 264, 294, 297, 350, 364, 388, 434, 474, 480, 506, 533, 546, 564, 650
•	Model with mathematics.	Representative Pages: SAB: 67, 78, 83, 85, 86, 88, 154, 166, 178, 185 TE: 16, 71, 80, 134, 174, 186, 194, 195, 214, 220, 224, 234, 235, 243, 246, 252, 303, 337, 398, 414, 441, 479, 500, 530, 648
•	Use appropriate tools strategically.	Representative Pages: SAB: 68, 91, 125, 153, 161, 182, 190, 224, 233, 234 TE: 2, 26, 61, 71, 187, 196, 262, 274, 344, 375, 381, 438, 453, 460, 504, 512, 516, 545, 558, 580, 586, 595, 612, 644

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Standard	Descriptor	Citations
•	Attend to precision.	Representative Pages: SAB: 13, 23, 40, 65, 66, 75, 82, 84, 109, 110 TE: 19, 62, 72, 99, 114, 148, 161, 176, 188, 190, 210, 238, 245, 256, 296, 305, 306, 374, 649, 682
•	Look for and make use of structure.	Representative Pages: SAB: 16, 18, 22, 24, 56, 99, 112, 151, 163, 165 TE: 3, 10, 30, 40, 54, 64, 72, 156, 165, 176, 276, 277, 310, 314, 319, 330, 430, 473, 478, 650
•	Look for and make sense of regularity in repeated reasoning.	Representative Pages: SAB: 19, 21, 22, 42, 55, 81, 111, 116, 150, 156 TE: 11, 27, 45, 53, 55, 65, 72, 120, 164, 176, 236, 275, 284, 304, 313, 340, 382, 425, 448, 464, 650, 684
2.1 Numbers and Operations		
2.1.1 Pennsylvania's public schools shall teach, challenge, and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:		
(A) Counting & Cardinality		
	N/A	
(B) Numbers & Operations in Base Ten		
CC.2.1.1.B.1	Extend the counting sequence to read and write numerals to represent objects.	SAB: 99, 113–114, 115, 127–128, 155–156, 159–160, 161 TE: 274–277, 282–284, 318–320, 324–326, 330–332, 337–338, 368–370, 386–387, 446–448, 452–456, 460–461
CC.2.1.1.B.2	Use place-value concepts to represent amounts of tens and ones and to compare two digit numbers.	SAB: 99, 103–104, 109–110, 113–114, 115, 119–120, 126, 127–128, 252 TE: 274–278, 282–284, 288–290, 291, 294–298, 302–306, 324–326, 330–332, 337–340, 348–350, 374–376, 386–388, 697
CC.2.1.1.B.3	Use place-value concepts and properties of operations to add and subtract within 100.	SAB: 115–116, 121–122, 123–124, 126, 127–128, 162, 163–164, 243–244, 245–246, 247–248, 249–250, 251–252 TE: 330–332, 337–340, 354–356, 360–364, 368–370, 374–376, 386–387, 461–464, 470–474, 660–664, 668–672, 676–678, 6822–686, 690–692, 696–697

Standard	Descriptor	Citations
(C) Numbers & Operations – Fractions		
	N/A	
2.2 Algebraic Concepts		
2.2.1 Pennsylvania’s public schools shall teach, challenge, and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:		
(A) Operations and Algebraic Thinking		
CC.2.2.1.A.1	Represent and solve problems involving addition and subtraction within 20.	SAB: 13–14, 15–16, 17–18, 19–20, 21–22, 23–24, 25–26, 31–32, 33–34, 35–36, 39–40, 41–42, 47–48, 49–50, 51–52, 53–54, 55–56, 57–58, 65–66, 67–68, 69, 75–76, 77–78, 81–82, 83–86, 87–88, 91–92, 99, 111–112, 116, 140, 147–148, 151–152, 165–166, 183–184, 185–186, 187–188, 190 TE: 12, 16–22, 26–32, 36–40, 44–48, 52–56, 60–66, 80–82, 86–88, 92–94, 104–106, 110–114, 118–120, 126, 130, 134–138, 142–144, 148–149, 154–155, 160–164, 170, 186–190, 194–196, 200–201, 210, 214–216, 220–224, 228–229, 234–238, 242–246, 250–252, 256–258, 262–263, 274–275, 277, 294, 302–303, 310–314, 339–340, 398–399, 402, 406, 414–417, 422, 430–434, 478–479, 523–526, 533–534, 538–540, 545
CC.2.2.1.A.2	Understand and apply properties of operations and the relationship between addition and subtraction.	SAB: 14, 17, 19–20, 21, 24, 55, 56 TE: 18, 20–22, 44–45, 47–48, 52–53, 61, 65, 160–166
2.3 Geometry		
2.3.1 Pennsylvania’s public schools shall teach, challenge, and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:		
(A) Geometry		
CC.2.3.1.A.1	Compose and distinguish between two- and three-dimensional shapes based on their attributes.	SAB: 215–216, 217–218, 224, 226, 228, 229–230 TE: 586–590, 594–598, 610–616, 620–624, 628–632
CC.2.3.1.A.2	Use the understanding of fractions to partition shapes into halves and quarters.	SAB: 219, 221–222 TE: 602–606, 608

Standard	Descriptor	Citations
2.4 Measurement, Data, and Probability		
2.4.1 Pennsylvania’s public schools shall teach, challenge, and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:		
(A) Measurement and Data		
CC.2.4.1.A.1	Order lengths and measure them both indirectly and by repeating length units.	SAB: 231–232, 233–234 TE: 636–638, 642–644
CC.2.4.1.A.2	Tell and write time to the nearest half hour using both analog and digital clocks.	SAB: 201–202, 205–206, 207–208, 209–210 TE: 557–558, 562–564, 569–570, 574–576, 580–582
CC.2.4.1.A.4	Represent and interpret data using tables/charts.	SAB: 175, 177–178, 179–180, 181–182, 189 TE: 490–492, 496–500, 504–506, 510–512, 516–518, 544