

Houghton Mifflin Math 2007
Grade K
 correlated to
South Dakota Mathematics Standards

South Dakota Mathematics Standards	<i>Houghton Mifflin Math 2007</i>
Kindergarten Algebra	
Indicator 1: Use procedures to transform algebraic expressions. Note: Kindergarten students do not master standards for Indicator 1. Mastery of this indicator emerges and increases from grade 3 upward.	
Indicator 2: Use a variety of algebraic concepts and methods to solve equations and inequalities.	
K.A.2.1. Students are able to compare collections of objects to determine more, less, and equal (greater than and less than).	
<ul style="list-style-type: none"> • Demonstrate mastery using collections of concrete objects. Example: Are there more red marbles or blue marbles in the jar?	PE: 45–46, 67–68, 69–70, 151–152 TE: 45A–45B, 45–46, 67A–67B, 67–68, 69A–69B, 69–70, 151A–151B, 151–152, 299A–299B, 299–300
Indicator 3: Interpret and develop mathematical models.	
K.A.3.1. Students are able to use concrete objects to model the meaning of the “+” and “-” symbols.	
<ul style="list-style-type: none"> • Model problem situations using physical materials. Example: Mary had 2 crackers and Steve had 2 crackers. How many crackers did they have together? Example: Bob had 5 apples and he ate 1 apple. How many apples does he have left?	PE: 245–246 TE: 244A–244D, 245–246, 251, 255A–255B, 262A–262D
Indicator 4: Describe and use properties and behaviors of relations, functions, and inverses.	
K.A.4.1. Students are able to identify and extend two-part repeating patterns using concrete objects.	
Example: Green triangle, orange square, green triangle, ___? Example: Tennis shoe, tennis shoe, sandal, ___?	PE: 11–12, 13–14 TE: 11A–11B, 11–12, 13A–13B, 13–14, 17A–17B
K.A.4.2. Students are able to sort and classify objects according to one attribute.	
Example: size, shape, or color.	PE: 23–24, 25–26, 27–28, 29–30, 31–32, 33–34 TE: 23A–23B, 23–24, 25A–25B, 25–26, 27A–27B, 27–28, 29A–29B, 29–30, 31A–31B, 31–32, 33A–33B, 33–34

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Kindergarten Geometry	
Indicator 1: Use deductive and inductive reasoning to recognize and apply properties of geometric figures.	
K.G.1.1. Students are able to identify basic two-dimensional (plane) figures.	
<ul style="list-style-type: none"> • Describe their likeness and differences and identify them in the environment. Examples: Circle, Square, Triangle	PE: 83–84, 85–86, 87–88 TE: 85A–85B, 85–86, 87A–87B, 87–88
Indicator 2: Use properties of geometric figures to solve problems from a variety of perspectives.	
K.G.2.1. Students are able to describe the position of two dimensional (plane) figures.	
Examples: Above, between, next to, below, beside	PE: 5–6 TE: 5–6
Kindergarten Measurement	
Indicator 1: Apply measurement concepts in practical applications.	
K.M.1.1. Students are able tell time to the nearest hour using digital and analog clocks.	
	PE: 175–176, 177–178, 179–180, 181 TE: 175A–175B, 175–176, 177A–177B, 177–178, 179A–179B, 179–180, 181–182
K.M.1.2. Students are able to name the days of the week.	
	PE: 169–170, 181 TE: 166A–166B, 166D, 169A, 169B, 169–170, 181–182
K.M.1.3. Students are able to identify pennies, nickels, dimes, and quarters using money models.	
	PE: 185–186, 187–188, 189–190, 191–192 TE: 184A–184D, 185A–185B, 185–186, 187A–187B, 187–188, 189A–189B, 189–190, 191A–191B, 191–192
K.M.1.4. Students are able to estimate length using non-standard units of measure. Example: A book is about ___ paperclips long.	
	PE: 211–212 TE: 211A–211B, 211–212
K.M.1.5. Students are able to compare and order concrete objects by length, height, and weight. Examples: Length - longer, shorter Height - taller, shorter Weight - heavier, lighter	
	PE: 205–206, 207–208, 219–220, 221–222 TE: 205A–205B, 205–206, 207A–207B, 207–208, 219A–219B, 219–220, 221A–221B, 221–222

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Kindergarten Number Sense	
Indicator 1: Analyze the structural characteristics of the real number system and its various subsystems. Analyze the concept of value, magnitude, and relative magnitude of real numbers.	
K.N.1.1. Students are able to read, write, count, and sequence numerals to 20.	
• Say the forward number word sequence to 20 and the backward number sequence from 10.	PE: 293–294 TE: 135B, 147A–147B, 148, 293B, 293–294
• Say the number before and after a given number in the range 0–20.	TE: 57, 147A–147B, 295A–295B, 295–296
• Use one-to-one correspondence.	PE: 45–46, 69–70 TE: 44A–44D, 45A–45B, 45–46, 69A–69B, 69–70
• Keep track of what’s been counted.	TE: 51B, 57A–57B, 247A–247B
• Associate verbal names and standard numerals with whole numbers to 20.	PE: 47–48, 49–50, 51–52, 53–54, 125–126, 127–128, 129–130, 131–132, 133–134, 285–286, 287–288, 289–290, 291–292, 293–294 TE: 47A–47B, 47–48, 49A–49B, 49–50, 51A–51B, 51–52, 53A–53B, 53–54, 125A–125B, 125–126, 127A–127B, 127–128, 129A–129B, 129–130, 131A–131B, 131–132, 133A–133B, 133–134, 285A–285B, 285–286, 287A–287B, 287–288, 289A–289B, 289–290, 291A–291B, 291–292, 293A–293B, 293–294
• Count objects in a given set and write the corresponding numeral.	PE: 47–48, 49–50, 51–52, 53–54, 55–56, 58, 125–126, 127–128, 129–130, 131–132, 133–134, 135, 137–138, 285–286, 287–288, 290, 291, 293–295 TE: 47–48, 49–50, 51–52, 53–54, 55–56, 58, 125–126, 127B, 127–128, 129–130, 131–132, 133–134, 135, 137–138, 144B, 285–286, 287–288, 289–290, 291–292, 294
• Identify ordinal positions using an ordered set of objects, 1st through 10th.	PE: 61–62, 149–150 TE: 61A–61B, 61–62, 125B, 125, 149A–149B, 149–150, 173A
• Associate written word names with whole numbers to 10.	PE: 47, 49, 51, 53, 125, 127, 129, 131, 133 TE: 47–48, 49–50, 51–52, 53–54, 125–126, 127–128, 129–130, 131–132, 133–134

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K.N.1.2. Students are able to use fraction models to create one half of a whole. Example: Divide a cookie equally between two people.	PE: 93–94, 95–96, 97 TE: 93A–93B, 93–94, 95A–95B, 95–96, 97A–97B, 97
Indicator 2: Apply number operations with real numbers and other number systems. (Mastery of this indicator does not emerge until first grade.)	
Indicator 3: Develop conjectures, predictions, or estimations to solve problems and verify or justify the results.	
K.N.3.1. Students are able to solve addition and subtraction problems up to 10 in context.	
<ul style="list-style-type: none"> • Represent problem situations and solve using concrete objects, pictures, or numbers. 	PE: 245–246, 247–248, 249–250, 251–252, 253–254, 255–256, 257–258 TE: 244A–244D, 245A–245B, 245–246, 247A–247B, 247–248, 249A–249B, 249–250, 251A–251B, 251–252, 253A–253B, 253–254, 255A–255B, 255–256, 257A–257B, 257–258
<ul style="list-style-type: none"> • Explain how to solve story problems using concrete objects and pictures. 	PE: 245–246, 257–258 TE: 245–246, 251–252, 257B, 257A–257B, 257–258, 259A–259B
Kindergarten Statistics & Probability	
Indicator 1: Use statistical models to gather, analyze, and display data to draw conclusions.	
K.S.1.1. Students are able to describe data represented in simple graphs (using real objects) and pictographs. Example: Using a graph of favorite ice cream flavors, decide which flavor most people like.	PE: 73–74 TE: 73A–73B, 73–74, 184
Indicator 2: Apply the concepts of probability to predict events/outcomes and solve problems. (Mastery of this indicator does not emerge until first grade.)	