Houghton Mifflin Mathematics Correlated to IL Assessment Framework Grades 3–6

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Mathematics – Goal 6: Number Sense	
NUMBER SYSTEM	
6.3.01 (A) Represent, order, label, and compare the numerical value of two fractions having like denominators up to twelfths, using concrete or pictorial models involving areas/regions, lengths/measurements, and sets.	TE: 520A–520B, 520–521, 522A–522B, 522–523, 524A–524B, 524–525, 535, 536, 537 PE: 520–521, 522–523, 524–525, 535, 536, 537
6.3.02 (A) Represent and order whole numbers between 0 and 9,999 using symbols (>, <, or =) and words (greater than, less than, or equal to).	TE: 8A–8B, 8–9, 28A–28B, 28–29, 30A–30B, 30–31, 42, 43, 99 PE: 8–9, 28–29, 30–31, 42, 43, 99
6.3.03 (A) Recognize equivalent representations of whole numbers and generate them by composing and decomposing numbers through the use of expanded notation to represent numbers (e.g., 3,206 = 3,000 + 200 + 6).	TE: 6A–6B, 6–7, 10A–10B, 10–12, 13, 18A–18B, 18–19, 20A–20B, 20–22, 23, 24, 25 PE: 6–7, 10–12, 13, 18–19, 20–22, 23, 24, 25
6.3.04 (A) Identify the place value for each digit in numbers to 10,000.	TE: 6A–6B, 6–7, 8A–8B, 8–9, 10A–10B, 10–12, 13, 18A–18B, 18–19, 23, 24, 25 PE: 6–7, 8–9, 10–12, 13, 18–19, 23, 24, 25
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6.3.07 (A) Divide regions or sets to represent a fraction; name and write the fractions represented by a given model (area/region, length/measurement, and set). (Fractions will include halves, thirds, fourths, and tenths.)	TE: 498A–498B, 498–499, 500A–500B, 500–501, 502A–502B, 502–504, 505, 506A–506B, 506–507, 508A–508B, 508–509, 510A–510B, 510–511, 516, 517 PE: 498–499, 500–501, 502–504, 505, 508–509, 510–511, 516, 517
6.3.08 (A) Recognize very simple fractions using concrete or pictorial models.	TE: 498A–498B, 498–499, 500A–500B, 500–501, 502A–502B, 502–504, 505, 506–507, 516, 517 PE: 498–499, 500–501, 502–504, 505, 516, 517
6.3.09 (B/C) Compute with whole numbers in simple computations and in word problems: addition—up to two 3-digit numbers with regrouping; subtraction—up to 2-digit numbers with regrouping; multiplication —up to 2-digit by 1-digit numbers with regrouping; division—up to 2-digit by 1-digit without a remainder.	TE: 76A–76B, 76–77, 78A–78B, 78–80, 82A–82B, 82–84, 86A–86B, 86–88, 94A–94B, 94–96, 97, 98A–98B, 98–99, 100A–100B, 100–101, 104, 108A–108B, 108–109, 110A–110B, 110–111, 112A–112B, 112–114, 116A–116B, 116–118, 120A–120B, 120–122, 124A–124B, 124–126, 128A–128B, 128–129, 132, 206A–206B, 206–207, 208A–208B, 208–209, 210A–210B, 210–211, 212A–212B, 212–214, 215, 216A, 216B, 216–217, 218A–218B, 218–219, 228, 231, 234A–234B, 234–235, 236A–236B, 238, 239, 240, 241, 242A–242B, 242–244, 256, 257, 260A–260B, 260–261, 262A–262B, 262–263, 264A–264B, 264–265, 266A–266B, 266–267, 270A–270B, 270–271, 272A–272B, 272–273, 278A–278B, 278–279, 282, 283, 290A–290B, 290–291, 292A–292B, 292–294, 296A–296B, 296–297, 304A–304B, 304–305, 306A–306B, 306–307, 310A–310B, 310–312, 314, 315, 580A–580B, 580–581, 582A–582B, 582–583,

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6.3.10 (B/C) Recognize and use the inverse relationships between addition/subtraction and multiplication/division to complete basic fact sentences. Use these relationships to solve problems (e.g., 5 + 3 = 8 and 8 – 3 = __).	TE: 110A–110B, 110–111, 119, 132, 133, 264A–264B, 264–265, 266A–266B, 266–267, 269, 272A–272B, 272–273, 286A–286B, 286–287, 290, 292, 296, 304, 306, 310 PE: 110–111, 119, 132, 133, 264–265, 266–267, 269, 272–273, 286–287, 290, 292, 296, 304, 306, 310
6.3.11 (B/C) Show that multiplication is a form of repeated addition (e.g., 4 + 4 = 2 × 4).	TE: 206A–206B, 206–207, 210, 212A, 212, 216A, 216, 218A, 218, 234, 235, 236A, 236–239, 240, 242A, 242 PE: 206–207, 210, 212, 216, 218, 234, 236–239, 240, 242
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6.3.13 (B/C) Solve multiplication and division number sentences and word problems with numbers up to 2 digits. [Money problems can go to 4 digits (i.e., $99.99).]	TE: 206A–206B, 206–207, 208A–208B, 208–209, 210A–210B, 210–211, 212A–212B, 212–214, 215, 216A, 216B, 216–217, 218A–218B, 218–219, 228, 231, 234A–234B, 234–235, 236A–236B, 238, 239, 240, 241, 242A–242B, 242–244, 256, 257, 260A–260B, 260–261, 262A–262B, 262–263, 264A–264B, 264–265, 266A–266B, 266–267, 270A–270B, 270–271, 272A–272B, 272–273, 274A–274B, 274–276, 278A–278B, 278–279, 282, 283, 290A–290B, 290–291, 292A–292B, 292–294, 296A–296B, 296–

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6.3.14 (B/C) Solve addition and subtraction number sentences and word problems with numbers up to 3 digits.	TE: 76A–76B, 76–77, 78A–78B, 78–80, 82A–82B, 82–84, 86A–86B, 86–88, 94A–94B, 94–96, 97, 98A–98B, 98–99, 100A–100B, 100–101, 104, 108A–108B, 108–109, 110A–110B, 110–111, 112A–112B, 112–114, 116A–116B, 116–118, 120A–120B, 120–122, 124A–124B, 124–126, 128A–128B, 128–129, 132 PE: 76–77, 78–80, 82–84, 86–88, 94–96, 97, 98–99, 100–101, 104, 108–109, 110–111, 112–114, 116–118, 120–122, 124–126, 128–129, 132
6.3.15 (B/C) Apply knowledge of basic multiplication facts (factors 0 to 10) to related facts (e.g., $3 \times 4 = 12$, $30 \times 4 = 120$).	TE: 580A–580B, 580–581, 582A–582B, 582–583, 584A–584B, 584–586, 587, 588A–588B, 588–590, 591, 592A–592B, 592–593, 598A–598B, 598–600, 602A–602B, 602–604, 605, 606, 607 PE: 580–581, 582–583, 584–586, 587, 588–590, 591, 592–593, 598–600, 602–604, 605, 606, 607
6.3.16 (B/C) Identify and use relationships between and among properties of operations (e.g., commutatively applies to addition but not to subtraction).	TE: 76A–76B, 76–77, 104, 224A–224B, 224–226, 252A–252B, 252–253, 278A–278B, 278–280 PE: 76–77, 104, 224–226, 252–253, 278–280
ENABLING OBJECTIVES	
6.3.17 (A) Recognize and write numerals from dictation up to 9,999.	TE: 4A–4B, 4–5, 6A–6B, 6–7, 8A–8B, 8–9, 10A–10B, 10–12, 18A–18B, 18–19, 20A–20B, 20–22, 24, 25 PE: 4–5, 6–7, 8–9, 10–12, 18–19, 20–22, 24, 25
6.3.18 (A) Order whole numbers up to 999.	TE: 28A–28B, 28–29, 30A–30B, 30–31, 35, 41, 42, 43 PE: 28–29, 30–31, 35, 41, 42, 43
6.3.19 (A) Translate a fraction into a pictorial representation and vice versa (halves and fourths).	TE: 498A–498B, 498–499, 500A–500B, 500–501, 502A–502B, 502–504, 505, 508A–508B, 508–509, 510A–510B, 510–511, 512A–512B, 512–514, 515, 516, 517, 519 PE: 498–499, 500–501, 502–504, 505, 508–509, 510–511, 512–514, 515, 516, 517, 519
Mathematics – Goal 7: Measurement	
DEFINITIONS and OPERATIONS	

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7.3.01 (A/C) (OR) Measure lengths to the nearest inch and centimeter with a ruler.	TE: 354A–354B, 354–357, 358A–358B, 358–359, 363, 382A–382B, 382–383, 398, 399 PE: 354–357, 358–359, 363, 382–383, 398, 399
7.3.02 (A/C) Compute elapsed time using a clock (e.g., hours and minutes since…) and a calendar (e.g., days since…).	TE: 336A–336B, 336–338, 339, 340A–340B, 340–342, 343, 344–345, 351, 359 PE: 336–338, 339, 340–342, 343, 344–345, 351, 359
7.3.03 (A/C) Identify time to the minute on analog and digital clocks using a.m. and p.m.	TE: 330A–330B, 330–331, 332A–332B, 332–333, 334A–334B, 334–335, 336A–336B, 336–338, 350, 351 PE: 330–331, 332–333, 334–335, 336–338, 350, 351
7.3.04 (A/C) Identify equivalent periods of time, including relationships among days, months, and years, as well as minutes and hours.	TE: 332B, 328C
7.3.05 (A/C) Perform simple unit conversions within a system of measurement (e.g., feet to inches, yards to feet).	TE: 360A–360B, 360–362, 368A–368B, 368–369, 370A–370B, 370–371, 374, 378, 379, 385, 388, 396, 398, 399 PE: 360–362, 368–369, 370–371, 374, 378, 379, 385, 388, 396, 398, 399
7.3.06 (A/C) Read temperature to the nearest degree from a Celsius thermometer and a Fahrenheit thermometer (does not require converting between °F and °C).	TE: 346A–346B, 346–348, 351 PE: 346–348, 351
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7.3.08 (A/C) (ORR) Create a representation of a polygon with a given perimeter or area.	TE: 464A–464B, 464–466 PE: 464–466
7.3.09 (A/C) Calculate the perimeter of a polygon with integer sides using standard and non-standard units.	TE: 462A–462B, 462–463, 464A–464B, 464–466, 482, 483 PE: 462–463, 464–466, 482, 483
7.3.10 (A/C) Calculate the area of an object by counting its square units.	TE: 470A–470B, 470–472, 473, 474A–474B, 474–475, 482, 483 PE: 470–472, 473, 474–475, 482, 483
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7.3.11 (B) Estimate the relative magnitudes of standard units (e.g., relative lengths as inches, feet, and yards).	TE: 354A–354B, 354–357, 360, 361, 372, 378, 379, 382A–382B, 382–383, 385, 394 PE: 354–357, 360, 361, 372, 378, 379, 382–383, 385, 394
7.3.12 (A/C) Compare objects with respect to a given attribute (e.g., length, area, capacity, time, temperature, and weight).	TE: 337, 346A–346B, 346–348, 350, 354A–354B, 354–357356, 357, 360A–360B, 362, 368A–368B, 368, 369, 370, 372, 373, 374, 382, 383,

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7.3.13 (B) Estimate the size of an object with respect to a given measurement attribute.	TE: 353, 354A–354B, 354, 356, 360, 361, 382A–382B, 382, 383 PE: 353, 354, 356, 360, 361, 382, 383
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7.3.14 (A) Solve simple problems that involve working with coins and the one dollar bill and converting between the denominations.	TE: 46A–46B, 46–47, 48A–48B, 48–49, 50A–50B, 51, 54, 59, 60 PE: 46–47, 48–49, 51, 54, 59, 60
7.3.15 (C) Determine differences between measures expressed using instruments (e.g., given two thermometers with different temperature readings, determine the difference in temperature).	TE: For related information see: Temperature: Degrees Fahrenheit and Celsius pages 346A–346B. PE: For related information see: Temperature: Degrees Fahrenheit and Celsius pages 346–348.
7.3.16 (A/C) Give the time span between two readings (within the same hour) of an analog clock to five minutes.	TE: 336A–336B, 336–338 PE: 336–338
Mathematics – Goal 8: Algebra	
EQUATIONS and FUNCTIONS	
8.3.01 (A) Extend a geometric or linear pattern (e.g., skip patterns by 3s starting at 12 and skipping two or more spaces in a numeric, tabular, or graphical form).	TE: 13, 14A–14B, 14–15, 84, 87, 103, 118, 126, 218, 219, 232A–232B, 232–233, 237, 244, 246A–246B, 246–247, 248, 250A–250B, 250–251, 280, 293, 311, 331, 361, 428A–428B, 428–429, 437, 438, 454A–454B, 454–455, 467, 558, 580A–580B, 580–581, 590, 604, 610A–610B, 610–611, 629 PE: 13, 14–15, 84, 87, 103, 118, 126, 218, 219, 232–233, 237, 244, 246–247, 248, 250–251, 280, 293, 311, 331, 361, 428–429, 437, 438, 454–455, 467, 558, 580–581, 590, 604, 610–611, 629
8.3.02 (A) Solve simple number sentences (e.g., 2 + __ = 5 or 3 × __ = 6).	TE: 88, 89, 109, 110A, 111, 119, 126, 127, 209, 214, 217, 226, 234, 235, 238, 241, 247, 252, 253, 254A, 265, 267, 273, 280, 289, 291, 293, 294, 295, 297, 298, 305, 311, 312, 313, 581, 584, 587, 593, 599, 610, 611, 618 PE: 88, 89, 109, 111, 119, 126, 127, 209, 214, 217, 226, 234, 235, 238, 241, 247, 252, 253, 265, 267, 273, 280, 289, 291, 293, 294, 295, 297, 298, 305, 311, 312, 313, 581, 584, 587, 593, 599, 610, 611, 618
8.3.03 (A) (OR) Represent the idea of a variable as an unknown quantity using a letter or a symbol in a number sentence.	TE: 274A–274B, 274–276, 298, 307, 530, 534, 627, 630 PE: 274–276, 298, 307, 530, 534, 627, 630
8.3.04 (A) Demonstrate an understanding of equality by recognizing that "=" links equivalent quantities (e.g., 4 × 3 = 2 × 6).	TE: 88, 109, 111, 203, 217, 226, 247, 253, 281, 282, 283, 325, 593 PE: 88, 109, 111, 203, 217, 226, 247, 253, 281, 282, 283, 325, 593

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8.3.05 (C/D) Express mathematical relationships using equations (e.g., express a word problem as a simple equation).	TE: 88, 89, 274A–274B, 274–276, 298, 530 PE: 88, 89, 274–276, 298, 530
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Mathematics – Goal 9: Geometry	
DEFINITIONS and PROPERTIES	
9.3.01 (A) Identify, describe, and classify polygons (including triangles, squares, rectangles, pentagons, hexagons, and octagons).	TE: 418A–418B, 418–421, 422A–422B, 422–423, 424A–424B, 424–426, 438, 439 PE: 418–421, 422–423, 424–426, 438, 439
9.3.02 (A) Identify the two-dimensional components of a three-dimensional object.	TE: 432B, 432–433, 432A, 434A–434B, 434–436 PE: 432–433, 434–436
9.3.03 (A) Identify the parts of a circle (radius, diameter, and circumference).	TE: For related information see Circle pages 418–421.
9.3.04 (A) Identify a three-dimensional object from a two-dimensional representation of that object.	TE: 432A–432B, 432–433; 434A–434B, 434–436, 437, 438, 439 PE: 432–433; 434–436, 437, 438, 439
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9.3.05 (A) Determine the distance between two points on the number line in whole numbers.	TE: For related information see pages 112 and 559.
9.3.06 (B) Given a basic shape or figure, recognize a larger and more complex figure which can be composed from the basic shape or figure. (e.g., given a triangle as a basic shape, select a parallelogram which is composed of two of the given triangle).	TE: 417, 421, 432A–432B, 432–433, 434A, 434B, 434–436, 445 PE: 417, 421, 432–433, 434–436, 445
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10.3.01 (A/B) Use information from a pictograph, bar graph, or a chart/table to answer questions about a situation (which assumes only one variable).	TE: 38A–38B, 38–40, 41, 42, 65, 69, 160, 162A–162B, 162–163, 171, 179, 190, 191, 195, 201, 244, 294, 302, 392, 430, 543, 590, 618; 7, 12, 22, 26, 31, 44, 66, 74, 106, 114, 118, 126, 137, 141, 158A–158B, 158–160, 194, 226, 230, 244, 284, 312, 335, 362, 374, 380, 504, 511, 526, 538, 551 PE: 38–40, 41, 42, 65, 69, 160, 162–!63, 171, 179, 190, 191, 195, 201, 244, 294, 302, 392, 430, 543, 590, 618; 7, 12, 22, 26, 31, 44, 66, 74, 106, 114, 118, 126, 137, 141, 158–160, 194, 226, 230, 244, 284, 312, 335, 362, 374, 380, 504, 511, 526, 538, 551
10.3.02 (A/B) (ORR) Represent data (in one variable) using tables and graphs such as tallies and	TE: 148A–148B, 148–149, 154A–154B, 154–156, 158A–158B, 158–160, 162A–162B, 162–163,

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10.3.04 (A/B) Describe and make predictions from existing data.	TE: 181, 186A–186B, 186–188, 190, 191 PE: 181, 186–188, 190, 191
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10.3.05 (C) Describe events as likely or unlikely and discuss the degree of likelihood using such words as certain, equally likely, and impossible.	TE: 176A–176B, 176–177, 178A–178B, 178–180, 182A–182B, 182–183, 189, 190, 191 PE: 176–177, 178–180, 182–183, 189, 190, 191
10.3.06 (C) Determine the probability an event, given that it is a part of a group of possible outcomes, and the event can be expressed as a fractional part of the entire group (e.g., determine that in coin-tossing, heads comes up about half the time, in any given number of tosses).	TE: 176A–176B, 176–177, 182A–182B, 182–183, 184A–184B, 184–185, 186A–186B, 186–188, 189, 190, 191 PE: 176–177, 182–183, 184–185, 186–188, 189, 190, 191
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10.3.07 (A/B) Sort objects by different attributes, compare their count, make a pictograph of them, and answer a comparative question.	TE: 162A–162B, 162–163, 167, 172, 173 PE: 162–163, 167, 172, 173

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Mathematics – Goal 6: Number Sense	
NUMBER SYSTEM	
6.4.01 (A) Compare the numerical value of two fractions having like and unlike denominators up to twelfths, using concrete or pictorial models involving areas/regions, lengths/measurements, and sets.	TE: 492A–492B, 492–493, 494A–494B, 494–496, 497, 498A–498B, 498–500, 501 PE: 492–493, 494–496, 497, 498–500, 501
6.4.02 (A) Order and compare whole numbers and decimals to two decimal places.	TE: 24A–24B, 24–25, 26A–26B, 26–28, 558A–558B, 558–559, 560A–560B, 560–562, 564, 565 PE: 24–25, 26–28, 558–559, 560–562, 564, 565
6.4.03 (A) Interpret whole numbers up to 100,000; demonstrate an understanding of the values of the digits and comparing and ordering the numbers.	TE: 6A–6B, 6–8, 9, 20, 21, 24A–24B, 24–25, 26A–26B, 26–28 PE: 6–8, 9, 20, 21, 24–25, 26–28
6.4.04 (A) Represent, order, and compare large numbers (up to 100,000) using various forms, including expanded notation (e.g., $853 = 8 \times 100 + 5 \times 10 + 3$).	TE: 6A–6B, 6–8, 9, 19, 20, 21 PE: 6–8, 9, 19, 20, 21
6.4.05 (A) Identify on a number line the relative position of positive fractions, positive mixed numbers, and positive decimals to two decimal places.	TE: 493, 494, 498, 550, 558A–558B, 558–559, 560 PE: 493, 494, 498, 550, 558–559, 560
6.4.06 (A) Exhibit an understanding of the base-ten number system by reading, naming, and writing decimals between 0 and 1 up through the hundredths.	TE: 542A–542B, 542–543, 544A–544B, 544–545, 550A–550B, 550–552, 558A–558B, 558–559, 564, 565 PE: 542–543, 544–545, 550–552, 558–559, 564, 565
FACTORING	
6.4.07 (A) Perform prime factorization of all whole numbers through 20.	TE: 252A–252B, 252–253, 254A–254B, 254–256, 268, 269 PE: 252–253, 254–256, 268, 269
6.4.08 (A) Identify all prime numbers through 20.	TE: 254A–254B, 254–256, 267, 268, 269 PE: 254–256, 267, 268, 269
6.4.09 (A) Identify classes (i.e., odds and evens, factors or multiples of a given number, and squares) to which a number may belong, and identify the numbers in those classes. Use these in the solution of problems.	TE: 4A–4B, 4–5, 90A–90B, 90–91, 92A–92B, 92–93, 97, 105, 142, 146–147, 252A–252B, 252–253, 254A–254B, 254–257, 267 PE: 4–5, 90–91, 92–93, 97, 105, 142, 146–147, 252–253, 254–257, 267
FACTORING, DECIMALS, and PERCENTS	
6.4.10 (A) Recognize equivalent representations for decimals and generate them by composing and decomposing numbers (e.g., $0.15 = 0.1 + 0.05$).	TE: 544A–544B, 544–545, 546A–546B, 546–548 PE: 544–545, 546–548
6.4.11 (D) Select, use, and explain models to relate common fractions and mixed numbers (in halves, thirds, fourths, fifths, sixths, eighths and tenths); find equivalent fractions, mixed numbers, improper	TE: 490A–490B, 490–491, 492A–492B, 492–493, 494A–494B, 494–496, 498A–498B, 498–500, 502A–502B, 502–503, 508A–508B, 508–510, 512, 513, 550A–550B, 550–552

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fractions, and decimals, and order fractions.	PE: 490–491, 492–493, 494–496, 498–500, 502–503, 508–510, 512, 513, 550–552
6.4.12 (D) Identify and generate equivalent forms of common decimals and fractions less than one whole (halves, quarters, fifths, and tenths).	TE: 492A–492B, 492–493, 494A–494B, 494–496, 550A–550B, 550–552 PE: 492–493, 494–496, 550–552
6.4.13 (B/C) Add and subtract fractions with like denominators in simple computations or in word problems.	TE: 516A–516B, 516–519, 538, 539 PE: 516–519, 538, 539
6.4.14 (B/C) Add and subtract decimals through hundredths.	TE: 572A–572B, 572–573, 574A–574B, 574–575, 580, 581 PE: 572–573, 574–575, 580, 581
6.4.15 (B/C) Make estimates appropriate to a given situation with whole numbers, fractions, and decimals by knowing when to estimate, and select the appropriate type of estimate including overestimate, underestimate, and range of estimate, and select the appropriate method of estimation.	TE: 41, 68A–68B, 68–69, 74, 75, 76, 78, 80, 81, 133, 148A–148B, 148–149, 152A–152B, 152–154, 160A–160B, 160–161, 162, 164A–164B, 164–166, 174A–174B, 174–175, 182A–182B, 182–183, 185, 186, 209, 242, 245, 266, 424, 471, 524A–524B, 524–525, 562, 570A–570B, 570–571, 575 PE: 41, 68–69, 74, 75, 76, 78, 80, 81, 133, 148–149, 152–154, 160–161, 162, 164–166, 174–175, 182–183, 185, 186, 209, 242, 245, 266, 424, 471, 524–525, 562, 570–571, 575
OPERATIONS	
6.4.16 (B/C) Compute with whole numbers: addition—up to three 3-digit numbers with regrouping, or two 4-digit numbers; subtraction — up to 3-digit numbers with regrouping; multiplication—up to 3-digit by 1-digit numbers with regrouping; division— up to 3-digit by 1-digit numbers with and without remainder.	TE: 60A–60B, 60–61, 62A–62B, 62–63, 64A–64B, 64–66, 70A–70B, 70–71, 72A–72B, 72–73, 74A–74B, 74–75, 76A–76B, 76–78, 80, 81, 84A–84B, 84–86, 88A–88B, 88–89, 92A–92B, 92–93, 94A–94B, 94–96, 98A–98B, 98–99, 100A–100B, 100–101, 102A–102B, 102–103, 106, 107, 146A–146B, 146–147, 148A–148B, 148–149, 152A–152B, 152–155, 160A–160B, 160–163, 164A–164B, 164–167, 174A–174B, 174–175, 178A–178B, 178–180, 184A–184B, 184–185, 186–188, 186, 187, 190, 191, 186A–186B, 186–188, 206A–206B, 206–207, 208A–208B, 208–209, 214A–214B, 214–216, 218A–218B, 218–219, 220A–220B, 220–222, 224, 225, 223, 228A–228B, 228–229, 230A–230B, 230–232, 238A–238B, 238–239, 244A–244B, 244–246, 248, 249, 272A–272B, 272–273, 274A–274B, 274–275, 276A–276B, 276–278, 280A–280B, 280–281, 282A–282B, 282–284, 286A–286B, 286–287, 290, 291 PE: 60–61, 62–63, 64–66, 70–71, 72–73, 74–75, 76–78, 80, 81, 84–86, 88–89, 92–93, 94–96, 98–99, 100–101, 102–103, 106, 107, 146–147, 148–149, 152–155, 160–163, 164–167, 174–175, 178–180, 184–185, 186–188, 186, 187, 190, 191, 186–188, 206–207, 208–209, 214–216, 218–219, 220–222, 224, 225, 223, 228–229, 230–232, 238–239,–246, 248, 249, 272–273, 274–275, 276–278, 280–281, 282–284,

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	286–287, 290, 291
6.4.17 (B/C) Round whole numbers through the millions to the nearest ten, hundred, thousand, ten thousand, or hundred thousand in contextual problems.	TE: 38A–38B, 38–39, 44, 45 PE: 38–39, 44, 45
6.4.18 (A) Establish benchmarks (well known numbers used as meaningful points of comparison) for whole numbers, decimals, and fractions (e.g., ½ = 0.5, 0.25 = ¼).	TE: 6A–6B, 6–8, 14A–14B, 14–15, 16A–16B, 16–18, 24A–24B, 24–25, 492A–492B, 492–493, 494A–494B, 494–496, 512, 513, 550A–550B, 550–552, 553, 564, 565 PE: 6–8, 14–15, 16–18, 24–25, 492–493, 494–496, 512, 513, 550–552, 553, 564, 565
6.4.19 (B/C) Use estimation to verify the reasonableness of calculated results.	TE: 64A–64B, 64–66, 67, 68A–68B, 68–69, 71, 73, 74–75, 76A–76B, 76–78, 80, 182A–182B, 182–183 PE: 64–66, 67, 68–69, 71, 73, 74–75, 76–78, 80, 182–183
6.4.20 (A) Terminology: Know that in $q = x \div y$, q is the quotient; in $x + y = s$, s is the sum; in $x - y = d$, d is the difference; in $(x)(y) = p$, p is the product.	TE: 202, 214 PE: 202, 214
6.4.21 (B/C) Use the inverse relationship of multiplication and division to compute and check results. Use these relationships to solve problems (e.g., 5 × 3 = 15 and 15 ÷ 3 = __).	TE: 119A–119B, 119–120 PE: 119–120
ENABLING OBJECTIVES	
6.4.22 (A) Recognize and write numerals from dictation up to 9,999.	TE: 6–7, 20, 21 PE: 6–7, 20, 21
6.4.23 (A) Order whole numbers up to 999.	TE: 26A–26B, 26–28, 44, 45 PE: 26–28, 44, 45
6.4.24 (A) Recognize equivalent representations of whole numbers and generate them by composing and decomposing numbers through the use of expanded notation to represent numbers (e.g., 3,206 = 3,000 + 200 + 6).	TE: 6A–6B, 6–8, 9, 14A–14B, 14–15, 16A–16B, 16–18, 19, 20, 21 PE: 6–8, 9, 14–15, 16–18, 19, 20, 21
6.4.25 (A) Represent and order whole numbers between 0 and 9,999, using symbols (>, <, or =) and words (greater than, less than, or equal to).	TE: 24A–24B, 24–25, 26A26B, 26–28, 44, 45 PE: 24–25, 26–28, 44, 45
6.4.26 (B/C) Use whole number multiplication and division (know the multiplication tables through 12 × 12).	TE: 84A–84B, 84–86, 88A–88B, 88–89, 92A–92B, 92–93, 94A–94B, 94–96, 98A–98B, 98–99, 100A–100B, 100–101, 102A–102B, 102–103, 106, 107 PE: 84–86, 88–89, 92–93, 94–96, 98–99, 100–101, 102–103, 106, 107
6.4.27 (A) Divide regions or sets to represent a fraction; name and write the fractions represented by a given model (area/region, length/measurement, and set). (Fractions will include halves, thirds, fourths,	TE: 490A–490B, 490–491, 492A–492B, 492, 498A–498B, 498–500, 502, 504A–504B, 504–506, 508A–508B, 508–510

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and tenths.)	PE: 490–491, 492, 498–500, 502, 504–506, 508–510
6.4.28 (B/C) Solve addition and subtraction number sentences and word problems with numbers up to 3 digits.	TE: 60A–60B, 60–61, 62A–62B, 62–63, 64A–64B, 64–66, 70A–70B, 70–71, 72A–72B, 72–73, 74A–74B, 74–75, 76A–76B, 76–78, 80, 81 PE: 60–61, 62–63, 64–66, 70–71, 72–73, 74–75, 76–78, 80, 81
6.4.29 (B/C) Add and subtract with decimals expressed as tenths, using pictorial representations and monetary labels.	TE: 34A–34B, 34–36, 572A–572B, 572–573, 574A–574B, 574–575, 580, 581 PE: 34–36, 572–573, 574–575, 580, 581
Mathematics – Goal 7: Measurement	
DEFINITIONS and OPERATIONS	
7.4.01 (A/C) (OR) Measure lengths to the nearest ½ inch and ½ cm with a ruler.	TE: 306A–306B, 306–307, 318A–318B, 318–319, 330 PE: 306–307, 318–319, 330
7.4.02 (A/C) Compute elapsed time in compound units (e.g., 1 hour and 30 minutes).	TE: 336A–336B, 336–338, 352 PE: 336–338, 352
7.4.03 (A/C) (OR) Convert both ways within systems without conversion charts (e.g., yards to feet, feet to inches, meters to centimeters, and hours to minutes).	TE: 308A–308B, 308–309, 310A–310B, 310, 311, 321A–312B, 313, 314, 320A–320B, 320, 321, 322A–322B, 323, 326A–326B, 326, 327, 329, 330, 331, 334A–334B, 334–335, 338 PE: 308–309, 310, 311, 313, 314, 320, 321, 323, 326, 327, 329, 330, 331, 334–335, 338
MEASUREMENT SYSTEMS	
7.4.04 (A/C) Solve problems that require a knowledge of the following units: inches—down to ½, ¼ and □; feet, yards, miles, millimeters, centimeters, meters, and kilometers; weight/mass—ounces, pounds, tons, grams, and kilograms; liquid volume—cups, pints, quarts, gallons, milliliters, and liters; area—square units; temperature (Celsius and Fahrenheit units).	TE: 306A–306B, 307, 308A–308B, 309, 310A–310B, 311, 312A–312B, 314, 315, 318A–318B, 319, 320A–320B, 321, 322A–322B, 324, 325, 326A–326B, 328, 330, 344A–344B, 346, 347, 348A–348B, 348–350 PE: 307, 309, 311, 314, 315, 319, 321, 324, 325, 328, 330, 346, 347, 348–350
PERIMETER and AREA	
7.4.05 (A/C) (OR) Calculate the area and perimeter of a rectangle, triangle, or irregular shape using diagrams, models, and grids or by measuring. Use the appropriate units in the response [e.g., square centimeter (cm^2), square meter (m^2), square inch (in^2), or square yard (yd^2)].	TE: 452A–452B, 452–453, 454A–454B, 454–455, 456A–456B, 456–458, 459, 460A–460B, 460–462, 463, 474, 475, 484 PE: 452–453, 454–455, 456–458, 459, 460–462, 463, 474, 475, 484
ESTIMATION	
7.4.06 (B) Choose the appropriate units (metric and U.S.) to estimate the length, liquid volume, and weight/mass of given objects.	TE: 306A–306B, 306–307, 312, 318A–318B, 318–319, 320A, 321, 322A–322B, 323, 326, 327, 328, 454, 455, 468 PE: 306–307, 312, 318–319, 321, 323, 326, 327, 328454, 455, 468
7.4.07 (B) Estimate the relative magnitudes of	TE: 306A–306B, 306–307, 312, 318A–318B, 318–

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standard units (e.g., mm, cm, m).	319, 320A, 321, 322A–322B, 323, 326, 327, 328 PE: 306–307, 312, 318–319, 321, 323, 326, 327, 328
7.4.08 (B) Estimate standard measurements of length, weight, and capacity.	TE: 306A–306B, 306–307, 312, 318A–318B, 318–319, 320A, 321, 322A–322B, 323, 326, 327, 328 PE: 306–307, 312, 318–319, 321, 323, 326, 327, 328
ENABLING OBJECTI VES	
7.4.09 (A/C) Perform simple unit conversions within a system of measurement (e.g., feet to inches, yards to feet).	TE: 308A, 308B, 308–309, 310A–310B, 310, 311, 321A–312B, 313, 314, 320A–320B, 320, 321, 322A–322B, 323, 326A–326B, 326, 327, 329, 330, 331 PE: 308–309, 310, 311, 313, 314, 320, 321, 323, 326, 327, 329, 330, 331
7.4.10 (A/C) Read temperature to the nearest degree from a Celsius thermometer and a Fahrenheit thermometer (does not require converting between °F and °C).	TE: 344A–344B, 344–346, 347, 348A–348B, 348, 350, 353 PE: 344–346, 347, 348, 350, 353
Mathematics – Goal 8: Algebra	
EQUATIONS and FUNCTIONS	
8.4.01 (A) Know and extend a linear pattern by a well-defined rule or find a rule that fits the pattern (e.g., show a table that pairs number of horses with the number of legs calculated by counting by 4s or by multiplying the number of horses by 4).	TE: 90A–90B, 90–91, 98A–98B, 98–99, 146A–146B, 146–147, 163, 172A–173B, 172–173, 218A–218B, 218–219, 247, 258A–258B, 258–260, 418A–418B, 418–420, 476–477, 554A–554B, 554–556 PE: 90–91, 98–99, 146–147, 163, 172–173, 218–219, 247, 258–260, 418–420, 476–477, 554–556
8.4.02 (A) Identify or represent situations with well-defined patterns, such as rate of change, using words, tables, and graphs (e.g., represent in a bar graph the growth over five weeks of a plant that grows 1 inch per week).	TE: 90A–90B, 90–91, 98A–98B, 98–99, 146A–146B, 146–147, 172A–172B, 172–173, 218A–218B, 218–219, 247, 376A–376B, 376–377, 382A–382B, 382–383, 620A–620B, 620–622, 628A–628B, 628–630 PE: 90–91, 98–99, 146–147, 172–173, 218–219, 247, 376–377, 382–383, 620–622, 628–630
8.4.03 (C/D) Determine values of variables in simple equations (e.g., $41 - y = 37$, $5 = m + 3$, and c – 1 = 3).	TE: 118A–118B, 118–120, 122A–122B, 122–124, 130, 131, 203, 263, 265, 496, 519 PE: 118–120, 122–124, 130, 131, 203, 263, 265, 496, 519
8.4.04 (A) Solve simple problems concerning the functional relationship between two quantities (e.g., calculate the total cost of several items given the unit cost).	TE: 75, 96, 162, 216, 231, 236, 521 PE: 75, 96, 162, 216, 231, 236, 521
ENABLING OBJECTIVES	
8.4.07 (A) Demonstrate an understanding of	TE: 24A–24B, 24–25, 60A–60B, 60–61, 84A–84B,

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equality by recognizing that "=" links equivalent quantities (e.g., $4 \times 3 = 2 \times 6$).	84–86 PE: 24–25, 60–61, 84–86
Mathematics – Goal 9: Geometry	
DEFINITIONS and PROPERTIES	
9.4.01 (A) Identify, describe and classify common three-dimensional geometric objects [e.g., cube and rectangular solids (prisms), sphere, pyramid, cone, and cylinder].	TE: 464A–464B, 464–467, 474, 475 PE: 464–467, 474, 475
9.4.02 (A) Identify regular and irregular polygons.	TE: 412A–412B, 412–414 PE: 412–414
9.4.03 (A) Identify the parts of a circle (radius, diameter, and circumference).	TE: 422A–422B, 422–424, 426, 427 PE: 422–424, 426, 427
9.4.04 (B) Differentiate between polygons and non-polygons.	TE: 412A–412B, 412–414, 415, 426, 427 PE: 412–414
9.4.05 (B) Identify common solid objects that are the components needed to make a more complex solid object.	TE: For related information see: 464A–464B, 464–467 PE: For related information see: 464–467
9.4.06 (B) Identify prisms (including cubes) and pyramids in terms of the number and shape of faces, edges, and vertices.	TE: 464A–464B, 464–467, 474, 475 PE: 464–467, 474, 475
GRAPHING	
9.4.07 (A) Identify paths and movements using coordinate systems.	TE: 616A–616B, 616–617, 618A–618B, 618–619, 620A–620B, 620–622, 623, 632, 633 PE: 616–617, 618–619, 620–622, 623, 632, 633
9.4.08 (A) Graph points and identify coordinates of points on the Cartesian coordinate plane (quadrant I only).	TE: 616A–616B, 616–617, 618A–618B, 618–619, 620A–620B, 620–622, 623, 632, 633 PE: 616–617, 618–619, 620–622, 623, 632, 633
ENABLING OBJECTIVES	
9.4.09 (A) Identify, describe, and classify polygons (including triangles, squares, rectangles, pentagons, hexagons, and octagons).	TE: 412A–412B, 412–414, 415, 416A–416B, 416–417, 426, 427 PE: 412–414, 416–417, 426, 427
9.4.10 (A) Determine the distance between two points on the number line in whole numbers.	TE: 92, 344A–344B, 344–346, 624, 625 PE: 92, 344–346, 624, 625
Mathematics – Goal 10: Data Analysis, Statistics, and Probability	
GRAPHING and CHARTING– CONSTRUCTION and INTERPRETATION	
10.4.01 (A/B) Use information from a pictograph, bar graph, line graph, or a chart/table, with no more than two variables.	TE: 40A–40B, 40–42, 43, 44, 49, 53, 96, 139, 180, 188, 216, 232, 260, 304, 342, 362, 370, 375, 380A–380B, 380–381, 382A–382B, 382–383, 387, 421, 438, 506, 562, 603, 628A–628B, 628–629; 8, 18, 25, 36, 47, 82, 101, 108, 144, 158, 185, 195, 196, 204, 226, 242, 246, 250,

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	266, 293, 295, 332, 346, 360A–360B, 360–362, 365, 376, 377, 402, 462, 500, 514, 519, 525, 536, 548, 566, 578, 621, 630, 635 PE: 40–42, 43, 44, 49, 53, 96, 139, 180, 188, 216, 232, 260, 304, 342, 362, 370, 375, 380–381, 382A–382B, 382–383, 387, 421, 438, 506, 562, 603, 628–629; 8, 18, 25, 36, 47, 82, 101, 108, 144, 158, 185, 195, 196, 204, 226, 242, 246, 250, 266, 293, 295, 332, 346, 360–362, 365, 376, 377, 402, 462, 500, 514, 519, 525, 536, 548, 566, 578, 621, 630, 635
10.4.02 (A/B) Match a data set to a graph and vice versa.	TE: 378A– 378B, 378–379, 380A–380B, 380–381, 382A–382B, 382–383, 386, 387, 388, 389 PE: 378–379, 380–381, 382–383, 386, 387, 388, 389
STATISTICS	
10.4.03 (A/B) Identify different representations of the same data.	TE: 384A–384B, 384–386, 387 PE: 384–386, 387
10.4.04 (A/B) Determine minimum value, maximum value, range, mode, and median for a data set with an odd number of data points.	TE: 364A–364B, 364–365, 366A–366B, 366–367, 372, 373 PE: 364–365, 366–367, 372, 373
10.4.05 (C) Classify events as certain, more likely, or less likely by experiments using objects such as counters, number cubes, spinners, or coins, where visual cues are unambiguous.	TE: 596A–596B, 596–597, 598A–598B, 598–600, 612, 613 PE: 596–597, 598–600, 612, 613
ENABLING OBJECTIVES	
10.4.06 (A/B) Use information from a pictograph, bar graph, or a chart/table to answer questions about a situation (which assumes only one variable).	TE: 40A–40B, 40–42, 43, 44, 49, 53, 96, 139, 180, 188, 216, 232, 260, 304, 342, 362, 370, 375, 380A–380B, 380–381, 382A–382B, 382–383, 387, 421, 438, 506, 562, 603, 628A–628B, 628–629; 8, 18, 25, 36, 47, 82, 101, 108, 144, 158, 185, 195, 196, 204, 226, 242, 246, 250, 266, 293, 295, 332, 346, 360A–360B, 360–362, 365, 376, 377, 402, 462, 500, 514, 519, 525, 536, 548, 566, 578, 621, 630, 635 PE: 40–42, 43, 44, 49, 53, 96, 139, 180, 188, 216, 232, 260, 304, 342, 362, 370, 375, 380–381, 382A–382B, 382–383, 387, 421, 438, 506, 562, 603, 628–629; 8, 18, 25, 36, 47, 82, 101, 108, 144, 158, 185, 195, 196, 204, 226, 242, 246, 250, 266, 293, 295, 332, 346, 360–362, 365, 376, 377, 402, 462, 500, 514, 519, 525, 536, 548, 566, 578, 621, 630, 635

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Mathematics – Goal 6: Number Sense	
NUMBER SYSTEM	
6.5.01 (A) Compare the numerical value of two fractions having like and unlike denominators up to twelfths (problems with and without area models required).	TE: 236A–236B, 236–238, 239, 240A–240B, 240–241, 246A–246B, 246–247, 248A–248B, 248–250, 252, 253 PE: 236–238, 240–241, 246–247, 248–250, 252, 253
6.5.02 (A) Order and compare whole numbers and decimals to three decimal places.	TE: 10A–10B, 10–12, 20A–20B, 20–22, 24, 25 PE: 10–12, 20–22, 24, 25
6.5.03 (A) Interpret whole numbers to at least 1,000,000; demonstrate an understanding of the values of the digits and comparing and ordering the numbers.	TE: 4A–4B, 4–5, 6A–6B, 6–7, 8A–8B, 8–9, 10A–10B, 10–12, 13, 24, 25 PE: 4–5, 6–7, 8–9, 10–12, 24, 25
6.5.04 (A) Describe integers (including negative integers) using familiar applications (e.g., temperature, above/below sea level, or number line).	TE: 586A–586B, 586–587, 588A–588B, 588–590, 598A–598B, 598–600, 602A–602B, 602–604, 606, 607 PE: 586–587, 588–590, 598–600, 602–604, 606, 607
6.5.05 (A) Identify and represent on a number line decimals, fractions, mixed numbers, and positive/negative integers.	TE: 20–21, 236A–236B, 236–238, 239, 246A, 246–247, 256A, 256, 258, 338, 510A, 511, 586A–586B, 586, 588A–588B, 588–590, 598A–598B, 598–600, 602A, 602, 606, 607 PE: 20–21, 236–238, 239, 246–247, 256, 258, 338, 511, 586, 588–590, 598–600, 602, 606, 607
FACTORING	
6.5.06 (A) Identify the perfect square numbers through 49, and relate these to their respective prime factors.	TE: 571 PE: 571
6.5.07 (A) Identify prime and composite numbers and perform whole number unique prime factorization through 50.	TE: 224A–224B, 224–225, 226A–226B, 226–227, 231, 252, 253 PE: 224–225, 226–227, 231, 252, 253
6.5.08 (A) Determine whether a number is prime or composite through 50.	TE: 224A–224B, 224–225, 226A–226B, 226–227, 231, 252, 253 PE: 224–225, 226–227, 231, 252, 253
FRACTIONS, DECIMALS, and PERCENTS	
6.5.09 (A) Recognize and name commonly used fractions (halves, fourths, fifths, and tenths) in their equivalent decimal form; order a given set of fractions and decimals from least to greatest. (Fractions will include like and unlike denominators up to 12 and mixed numbers.)	TE: 246A–246B, 246–247, 248A–248B, 248–250, 252, 253, 508A–508B, 508–509, 510A–510B, 510–512, 524, 525 PE: 246–247, 248–250, 252, 253, 508–509, 510–512, 524, 525

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6.5.10 (A) Exhibit an understanding of the base-ten number system by reading, naming, and writing decimals between 0 and 1 through the thousandths.	TE: 14A–14B, 14–15, 24, 25 PE: 14–15, 24, 25
6.5.11 (B/C) Calculate the sum, difference, and product of two numbers expressed as decimals through thousandths (requires estimation on some problems, and requires exact computations on other problems).	TE: 282A–282B, 282–283, 284A–284B, 284–285, 286A–286B, 286–288, 290A–290B, 290–291, 334A–334B, 334–335, 336A–336B, 336–337, 338A–338B, 338–339, 340A–340B, 340–342, 344A–344B, 344–345, 348, 349 PE: 282–283, 284–285, 286–288, 290–291, 334–335, 336–337, 338–339, 340–342, 344–345, 348, 349
6.5.12 (B/C) Given a dividend expressed as a decimal through thousandths and a single-digit divisor, find the quotient.	TE: 352A–352B, 352–353, 354A–354B, 354–355, 358A–358B, 358–360, 362A–362B, 362–364, 374, 375 PE: 352–353, 354–355, 358–360, 362–364, 374, 375
6.5.13 (B/C) Add and subtract with fractions and mixed numbers (with and without regrouping) and express answers in simplest form (problems may include like and unlike denominators limited to 12 or less).	TE: 256A–256B, 256–257, 258A–258B, 258–259, 260A–260B, 260–261, 262A–262B, 262–264, 265, 266A–266B, 266–267, 268A–268B, 268–269, 274A–274B, 274–276, 278, 279 PE: 256–257, 258–259, 260–261, 262–264, 265, 266–267, 268–269, 274–276, 278, 279
OPERATIONS	
6.5.14 (B/C) Apply the commutative, associative, and identity properties of operations on whole numbers in problem situations [(e.g., $37 \times 46 = 46 \times 37$, $(5 \times 7) \times 2 = 5 \times (7 \times 2)$].	TE: 28A–28B, 28–30, 44, 45, 60A–61B, 60–61, 82, 83, 102A–102B, 102–104 PE: 28–30, 44, 45, 60–61, 82, 83, 102–104
6.5.15 (B/C) Given a dividend of four digits or fewer and a divisor of two digits or fewer, find the quotient and remainder.	TE: 88A–88B, 88–89, 96A–96B, 96–97, 106, 107, 112A–112B, 112–113, 118A–118B, 118–119, 120A–120B, 120–122, 132, 133 PE: 88–89, 96–97, 106, 107, 112–113, 118–119, 120–122, 132, 133
6.5.16 (B/C) Solve problems (including word problems and number sentences) involving multiplication of multidigit numbers by three-digit numbers.	TE: 76A–76B, 76–78, 80A–80B, 80–82, 83 PE: 76–78, 80–82, 83
6.5.17 (B/C) Calculate the sum or difference of two whole numbers between 0 and 1,000,000.	TE: 34A–34B, 34–36, 38A–38B, 38–39, 44, 45 PE: 34–36, 38–39, 44, 45
6.5.18 (B/C) Compute with 10, 100, 1,000, and other powers of 10.	TE: 6A–6B, 6–7, 24, 25, 72A–72B, 72–73, 343, 356A–356B, 356–357 PE: 6–7, 24, 25, 72–73, 343, 356–357
ENABLING OBJECTIVES	
6.5.20 (B/C) Compute with whole numbers in simple computations and in word problems:	TE: 34A–34B, 34–36, 38A–38B, 38–39, 44, 45, 68A–68B, 68–70, 71, 76A–76B, 76–78, 80A–

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addition—up to two 3-digit numbers with regrouping; subtraction—up to 2-digit numbers with regrouping; multiplication —up to 2-digit by 1-digit numbers with regrouping; division—up to 2-digit by 1-digit without a remainder.	80B, 80–82, 83, 88A–88B, 88–89, 90A–90B, 90–91, 106, 107 PE: 34–36, 38–39, 44, 45, 68–70, 71, 76–78, 80–82, 83, 88–89, 90–91, 106, 107
6.5.21 (A) Represent, order, label, and compare the numerical value of two fractions having like denominators up to twelfths, using concrete or pictorial models involving areas/regions, lengths/measurements, and sets.	TE: 236A–236B, 236–238, 240A–240B, 240–241, 246A–246B, 246–247, 252, 253 PE: 236–238, 240–241, 246–247, 252, 253
6.5.22 (A) Establish benchmarks (well known numbers used as meaningful points of comparison) for whole numbers, decimals, and fractions (e.g., ½ = 0.5, 0.25 = ¼).	TE: 248A–248B, 248–250, 256A–256B, 256–257, 256, 518, 519 PE: 248–250, 256–257, 256, 519
6.5.23 (B/C) Add and subtract decimals through hundredths.	TE: 282A–282B, 282–283, 284A–284B, 284–285, 286A–286B, 286–288, 290A–290B, 290–291, 294, 295 PE: 282–283, 284–285, 286–288, 290–291, 294, 295
6.5.24 (B/C) Round whole numbers through the millions to the nearest ten, hundred, thousand, ten thousand, or hundred thousand in contextual problems.	TE: 10A–10B, 10–12, 24, 25, 32A–32B, 32–33, 74A–74B, 74–75, 82, 83, 86A–86B, 86–87 PE: 10–12, 24, 25, 32–33, 74–75, 82, 83, 86–87
6.5.25 (A) Perform prime factorization of all whole numbers through 20.	TE: 224A–224B, 224–225, 226A–226B, 226–227, 228A–228B, 228–230, 252, 253 PE: 224–225, 226–227, 228–230, 252, 253
Mathematics – Goal 7: Measurement	
DEFINITIONS and OPERATIONS	
7.5.01 (A/C) (OR) Measure angles with a protractor or angle ruler to nearest 5°.	TE: 392A–392B, 392–395, 398 PE: 392–395
7.5.02 (A/C) Add and subtract in compound units: length (e.g., 5ft 5in + 8in = 6ft 1in) and weight (e.g., 2lbs 2oz – 4oz = 1lb 14oz).	TE: 164A–164B, 164–165, 168, 169, 422A–422B, 422–423, 434A–434B, 434–436, 442, 443 PE: 164–165, 168, 169, 422–423, 434–436, 442, 443
7.5.03 (A/C) Measure lengths to the nearest part of an inch (½, ¼) and mm with a ruler.	TE: 148A–148B, 148–149, 155, 156A–156B, 156–159, 163 PE: 148–149, 155, 156–159, 163
7.5.04 (A/C) Convert U.S. customary and metric measurements into bigger or smaller units within each system.	TE: 150A–150B, 150–151, 152A–152B, 152–154, 155, 156A–156B, 156–159, 160A–160B, 160–162, 168, 169 PE: 150–151, 152–154, 155, 156–159, 160–162, 168, 169
MEASUREMENT SYSTEMS	

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7.5.05 (A/C) Identify equivalent measurements between units within the U.S. Customary system (cups, pints, quarts, and gallons) and between units within the metric system (milliliters and liters).	TE: 150A–150B, 150–151, 152A–152B, 152–154, 155, 156A–156B, 156–159, 160A–160B, 160–162, 168, 169 PE: 150–151, 152–154, 155, 156–159, 160–162, 168, 169
PERIMETER and AREA	
7.5.06 (A/C) Recognize that rectangles that have the same area can have different perimeters and know that rectangles that have the same perimeter can have different areas.	TE: 422A–422B, 422–423, 428A–428B, 428–430, 442, 443 PE: 422–423, 428–430, 442, 443
7.5.07 (A/C) Understand and use formulas to solve problems involving perimeters and areas of rectangles and squares. Use those formulas to find the areas of more complex figures by dividing the figures into basic shapes.	TE: 422A–422B, 422–423, 428A–428B, 428–430, 432A–432B, 432–433, 434A–434B, 434–436, 442, 443 PE: 422–423, 428–430, 432–433, 434–436, 442, 443
7.5.08 (A/C) Calculate area and perimeter of irregular shapes composed from rectangles, squares, and triangles.	TE: 434A–434B, 434–436, 442, 443 PE: 434–436, 442, 443
ESTIMATION	
7.5.09 (B) Estimate the relative magnitudes of standard units by visual inspection, including between different systems (e.g., mm, cm, inch, foot).	TE: 148A–148B, 148–149, 155, 156A–156B, 156–159, 163 PE: 148–149, 155, 156–159, 163
7.5.10 (B) Estimate the perimeter, area, and volume of regular and irregular shapes and objects.	TE: 434A–434B, 434–436, 442 PE: 434–436, 442
ENABLING OBJECTIVES	
7.5.11 (B) Choose the appropriate units (metric and U.S.) to estimate the length, liquid volume, and weight/mass of given objects.	TE: 148A–148B, 148–149, 150A–150B, 150–151, 152A–152B, 152–154, 156A–156B, 156–159, 160A–160B, 160–162, 434A–434B, 434–436, 442 PE: 148–149, 150–151, 152–154, 156–159, 160–162, 434–436, 442
7.5.12 (B) Estimate the relative magnitudes of standard units (e.g., mm, cm, m).	TE: 148A–148B, 148–149, 155, 156A–156B, 156–159, 163 PE: 148–149, 155, 156–159, 163
Mathematics – Goal 8: Algebra	
EQUATIONS and FUNCTIONS	
8.5.01 (B) Demonstrate, in simple situations, how a change in one quantity results in a changes in another quantity (e.g., input-output tables).	TE: 69, 104, 119, 275, 317, 323, 360, 517, 576A–576B,576–577, 578A–578B, 578–579, 582, 583, 614A–614B, 614–615, 616A–616B, 616–618, 626, 627, 628–629 PE: 69, 104, 119, 275, 317, 323, 360, 517, 576–

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	577, 578–579, 582, 583, 614–615, 616–618, 626, 627, 628–629
8.5.02 (A) Identify or extend a pattern (shown in a table of input/output numbers) with a rule having two operations.	TE: 578A–578B, 578–579, 583, 614A–614B, 614–615, 616A–616B, 616–618 PE: 578–579, 583, 614–615, 616–618
8.5.03 (C/D) Model problem situations with equations requiring no more than one variable.	TE: 566A–566B, 566–567, 572A–572B, 572–574 PE: 566–567, 572–574
8.5.04 (C/D) Solve linear equations involving whole numbers using concrete models, tables, and paper-pencil methods.	TE: 566A–566B, 566–567, 572A–572B, 572–574 PE: 566–567, 572–574
ENABLING OBJECTIVES	
8.5.07 (C/D) Interpret and evaluate mathematical expressions that use parentheses.	TE: 60A–60B, 60–61, 62A–62B, 62–63, 70, 77, 124A–124B, 124–127 PE: 60–61, 62–63, 70, 77, 124–127
Mathematics – Goal 9: Geometry	
DEFINITIONS and PROPERTIES	
9.5.01 (B) Identify attributes of quadrilaterals (e.g., parallel sides for the parallelogram, right angles for the rectangle, and equal sides and right angles for the square).	TE: 400A–400B, 400–402, 403, 418, 419 PE: 400–402, 403, 418, 419
9.5.02 (B) Identify angles as acute, obtuse, or right.	TE: 392A–392B, 392–394, 418, 419 PE: 392–394, 418, 419
9.5.03 (B) Identify two-dimensional views of three-dimensional objects made from rectangular solids.	TE: 446A–446B, 446–447, 448A–448B, 448–449, 450A–450B, 450–451, 452A–452B, 452–453, 460A–460B, 460–463, 468, 469 PE: 446–447, 448–449, 450–451, 452–453, 460–463, 468, 469
9.5.04 (A) Identify lines as parallel or perpendicular.	TE: 390A–390B, 390–391, 418 PE: 390–391, 418
GRAPHING	
9.5.09 (A) Determine the distance between two points on a horizontal or vertical number line in whole numbers.	TE: 610A–610B, 610–613 PE: 610–613
9.5.10 (A) Graph points and identify coordinates of points on the Cartesian coordinate plane (quadrant I only).	TE: 610A–610B, 610–613, 620A–620B, 620–621 PE: 610–613, 620–621
9.5.11 (A) Describe paths using coordinate systems.	TE: 610A–610B, 610–613, 616A–616B, 616–618 PE: 610–613, 616–618
Mathematics – Goal 10: Data Analysis,	

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Statistics, and Probability	
GRAPHING and CHARTING– CONSTRUCTION and INTERPRETATION	
10.5.01 (A/B) Read, interpret, predict, and use information from a pictograph, bar graph, line graph, chart/table, or circle graph.	TE: 172A–172B, 172–175, 178A–178B, 178–180, 182A–182B, 182–183, 184A–184B, 184–185, 188, 189, 192A–192B, 192–193, 198A–198B, 198–199, 200A–200B, 200–202, 520A–520B, 520–522, 534, 538, 546A–546B, 546–547 PE: 172–175, 178–180, 182–183, 184–185, 188, 189, 192–193, 198–199, 200–202, 520–522, 534, 538, 546–547
10.5.02 (A/B) Match a data set to a graph and vice versa.	TE: 182A–182B, 182–183, 184A–184B, 184–185, 186A–186B, 186–187 PE: 182–183, 184–185, 186–187
STATISTICS	
10.5.03 (A/B) Compute the range, mean, median, and mode of simple data sets.	TE: 194A–194B, 194–196, 198A–198B, 198–199, 201, 204A–204B, 204–206, 208, 209 PE: 194–196, 198–199, 201, 204–206, 208, 209
10.5.04 (A/B) Compare data sets of different sizes (using fractions and percentages in the results).	TE: 186B, 510A–510B, 510–513 PE: 510–513
PROBABILITY	
10.5.05 (C) Express simple probabilities as a fraction between zero and one.	TE: 528A–528B, 528–529, 530A–530B, 530–531, 532A–532B, 532–534, 540A–540B, 540–542, 550, 551 PE: 528–529, 530–531, 532–534, 540–542, 550, 551
ENABLING OBJECTIVES	
10.5.06 (C) Determine the probability an event, given that it is a part of a group of possible outcomes, and the event can be expressed as a fractional part of the entire group (e.g., determine that in coin-tossing, heads comes up about half the time, in any given number of tosses).	TE: 532A–532B, 532–535, 540A–540B, 540–543, 544A–544B, 544–545, 546A–546B, 546–548, 550, 551 PE: 532–535, 540–543, 544–545, 546–548, 550, 551

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Mathematics – Goal 6: Number Sense	
NUMBER SYSTEM	
6.6.01 (A) Compare and order integers, positive and negative fractions, decimals, and mixed numbers, and locate them on a number line.	TE: 8A–8B, 8–9, 95, 274A–274B, 274–275, 298, 299, 448A, 448B, 448, 450, 590A–590B, 590–591, 602, 603 PE: 8–9, 95, 274–275, 298, 299, 448–450, 590–591, 602, 603
6.6.02 (A) Represent repeated factors using exponents.	TE: 62A–62B, 62–63, 75 PE: 62–63, 75
6.6.03 (A) Represent place values from units through billions using powers of ten.	TE: 6A–6B, 6–7, 28, 29 PE: 6–7, 28, 29
6.6.04 (A) Represent and compare very large (billions) and very small (thousandths) positive numbers in various forms (e.g., expanded notation without exponents: $9{,}724 = 9 \times 1{,}000 + 7 \times 100 + 2 \times 10 + 4$).	TE: 4A–4B, 4–5, 6A–6B, 6–7, 28, 29 PE: 4–5, 6–7, 28, 29
6.6.05 (A) Demonstrate an understanding of positive integer exponents [i.e., when used in powers of ten (e.g., $10^2 = 10 \times 10$)].	TE: 6A–6B, 6–7, 28, 29, 62A–62B, 62–63, 75 PE: 6–7, 28, 2962–63, 75
FACTORING	
6.6.06 (B/C) Apply number theory concepts to the solution of problems (concepts include prime and composite numbers, prime factorization, greatest common factor, least common multiple, and divisibility rules for 2, 3, 4, 5, 6, 9, and 10).	TE: 58A–58B, 58–59, 60A–60B, 60–61, 62A–62B, 62–64, 65, 66A–66B, 66–69, 70A–70B, 70–71, 74, 75, 113 PE: 58–59, 60–61, 62–64, 65, 66–69, 70–71, 74, 75, 113
6.6.07 (B/C) Add and subtract fractions (in problems that require using factoring to find common denominators).	TE: 112A–112B, 112–115, 116A–116B, 116–119, 121, 122, 123 PE: 112–115, 116–119, 121, 122, 125
6.6.08 (B/C) Determine the least common multiple and the greatest common factor of whole numbers.	TE: 66A–66B, 66–69, 70A–70B, 70–71, 74, 75 PE: 66–69, 70–71, 74, 75
FRACTIONS, DECIMALS, and PERCENTS	
6.6.09 (D) Identify equivalent ratios.	TE: 422A–422B, 422–423, 428A–428B, 428–430, 439, 440, 441 PE: 422–423, 428–430, 439, 440, 441
6.6.10 (A) Demonstrate an understanding of fractions as a ratio of whole numbers, as parts of unit	TE: 90A–90B, 90–91, 92A–92B, 92–93, 94A–94B, 94–97, 104, 105, 110A–110B, 110–111, 112A–112B, 112–115, 116A–116B, 116–119,

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wholes, as parts of a collection, and as locations on the number line.	121, 122, 123, 128A–128B, 128–129, 130A–130B, 130–131, 132A–132B, 132–134, 135, 136A–136B, 136–137, 142A–142B, 142–144, 146, 147 PE: 90–91, 92–93, 94–97, 104, 105, 110–111, 112–115, 116–119, 121, 122, 123, 128–129, 130–131, 132–134, 136–137, 142–144, 146, 147
6.6.11 (A) Identify ratios using appropriate notation.	TE: 422A–422B, 422–423, 441, 444A–444B, 444–445, 446A–446B, 446–447, 448A–448B, 448–450, 458, 459 PE: 422–423, 441, 444–445, 446–447, 448–450, 458, 459
6.6.12 (B/C) Solve problems that involve addition, subtraction, multiplication, and/or division with fractions and mixed numbers (with and without regrouping) that include like and unlike denominators of 12 or less, and express their answers in simplest form; find the quotient, given a dividend expressed as a decimal through thousandths and a divisor expressed as a decimal to thousandths with exactly one nonzero digit.	TE: 110A–110B, 110–111, 112A–112B, 112–115, 116A–116B, 116–119, 121, 122, 123, 128A–128B, 128–129, 130A–130B, 130–131, 132A–132B, 132–134, 135, 136A–136B, 136–137, 142A–142B, 142–144, 146, 147 PE: 110–111, 112–115, 116–119, 121, 122, 123, 128–129, 130–131, 132–134, 136–137, 142–144, 146, 147
6.6.13 (B/C) Add, subtract, multiply, and divide positive fractions and mixed numbers. Simplify fractions.	TE: 110A–110B, 110–111, 112A–112B, 112–115, 116A–116B, 116–119, 121, 122, 123, 128A–128B, 128–129, 130A–130B, 130–131, 132A–132B, 132–134, 135, 136A–136B, 136–137, 142A–142B, 142–144, 146, 147 PE: 110–111, 112–115, 116–119, 121, 122, 123, 128–129, 130–131, 132–134, 135, 136–137, 142–144
OPERATIONS	
6.6.14 (B/C) Perform all arithmetic operations on decimals of indeterminate magnitude (with problems beyond 3 decimal places).	TE: 164A–164B, 164–165, 170, 171 PE: 164–165, 170, 171
6.6.15 (B/C) Select and use appropriate operations to solve problems involving addition, subtraction, multiplication, division, and positive integer exponents (with whole numbers and with positive fractions), mixed numbers, decimals, and percents.	TE: 48A–48B, 48–49, 55, 306A–306B, 306–307, 308A–308B, 308–309, 310A–310B, 310–311, 316, 317, 594A–594B, 594–596, 602, 603 PE: 48–49, 55, 306–307, 308–309, 310–311, 316, 317, 594–596, 602, 603
6.6.16 (B/C) Add and subtract integers (with the exception of subtracting negative integers).	TE: 282A–282B, 282–284, 286A–286B, 286–287, 298, 299 PE: 282–284, 286–287, 298, 299
6.6.17 (A) Apply the following properties of	TE: 22A–22B, 22–24, 28, 46A–46B, 46–47, 54, 55,

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operations with rational numbers: a) the commutative and associative properties for addition and multiplication; b) the distributive property; c) the additive and multiplicative identity properties; d) the additive and multiplicative inverse properties; e) the multiplicative property of zero.	84, 132, 282A–282B, 282–284, 429, 592 PE: 22–24, 28, 46–47, 54, 55, 84, 132, 282–284, 429, 592
6.6.18 (B/C) Make estimates appropriate to a given situation by identifying when estimation is appropriate or not. Determine the level of accuracy needed. Select the appropriate method of estimation. Analyze what effect the estimation method used has on the accuracy of results.	TE: 26A–26B, 26–27, 114, 126A–126B, 126–127, 153, 158, 168, 427, 546A–546B, 546, 558A–558B, 558–559 PE: 26–27, 114, 126–127, 153, 158, 168, 427, 546, 558–559
ENABLING OBJECTIVES	
6.6.19 (B/C) Calculate the sum, difference, and product of two numbers expressed as decimals through thousandths (requires estimation on some problems, and requires exact computations on other problems).	TE: 18A–18B, 18–19, 26A–26B, 26, 28, 29, 150A–150B, 150–151,160A–160B, 160–161, 152A–152B, 152–153, 154A–154B, 154–155, 156A–156B, 156–158, 169, 170, 171 PE: 18–19, 26, 28, 29, 160–161, 150–151, 152–153, 154–155, 156–158, 169, 170, 171
6.6.20 (B/C) Given a dividend expressed as a decimal through thousandths and a single-digit divisor, find the quotient.	TE: 160A–160B, 160–161, 169, 170, 171 PE: 160–161, 169, 170, 171
6.6.21 (A) Identify and represent on a number line decimals, fractions, mixed numbers, and positive/negative integers.	TE: 8A–8B, 8–9, 95, 274A–274B, 274–275, 448A–448B, 448–450, 588A–588B, 588–589, 590A–590B, 590–591 PE: 8–9, 95, 274–275, 448–450, 588–589, 590–591
6.6.22 (A) Identify the perfect square numbers through 49, and relate these to their respective prime factors.	TE: 540A–540B, 540–541, 542 PE: 540–541, 542
6.6.23 (B/C) Given a dividend of four digits or fewer and a divisor of two digits or fewer, find the quotient and remainder.	TE: 36A–36B, 36–37, 38A–38B, 38–40, 54, 55 PE: 36–37, 38–40, 54, 55
6.6.24 (A) Perform prime factorization of all whole numbers through 50.	TE: 62A–62B, 62–64, 65, 66, 70, 74, 75 PE: 62–64, 65, 66, 70, 74, 75
6.6.25 (A) Recognize equivalent representations for decimals and generate them by composing and decomposing numbers (e.g., 0.15 = 0.1 + 0.05).	TE: 4A–4B, 4–5, 6A–6B, 6–7, 28, 29 PE: 4–5, 6–7, 28, 29
Mathematics – Goal 7: Measurement	
DEFINITIONS and OPERATIONS	
7.6.01 (A/C) Identify and use appropriate metric and U.S. units and tools (e.g., ruler, protractor, angle	TE: 188A–188B, 188–189, 192A–192B, 192–193, 194A–194B, 194–196, 197, 198A–198B, 198–199, 200A–200B, 200–201, 202A–202B, 202–

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ruler, graduated cylinder, and thermometer) to estimate, measure, and solve problems involving length, area, volume, weight, time, angle size, and temperature.	203, 558A–558B, 558–559, 560A–560B, 560–562, 564A–564B, 564–565, 566A–566B, 566–567, 571 PE: 188–189, 192–193, 194–196, 197, 198–199, 200–201, 202–203, 558–559, 560–562, 564–565, 566–567, 571
7.6.02 (A/C) (OR) Measure and draw angles and triangles (including right, acute, and obtuse) with a protractor or angle ruler.	TE: 360A–360B, 360–362, 364A–364B, 364–366, 378, 379 PE: 360–362, 364–366, 378, 379
7.6.03 (A/C) Convert between and within linear systems (e.g., inches to centimeters, and inches to meters, and meters to inches). (Problems would require the knowledge that 1 inch equals 2.54 centimeters and that 1 meter is approximately 39 inches.)	TE: 188A–188B, 188–189, 190A–190B, 190–191, 194–196, 198A–198B, 198–199, 205, 206, 207 PE: 188–189, 190–191, 194–196, 198–199, 205, 206, 207
MEASUREMENT SYSTEMS	
7.6.04 (B) Solve problems involving estimation and the conversion of quarts and liters, using approximate comparisons (1 quart is a little less than 1 liter, 1 liter is a little more than 1 quart).	TE: 198A–198B, 198–199, 205, 206, 207 PE: 198–199, 205, 206, 207
PERIMETER and AREA	
7.6.05 (A/C) Calculate areas of triangles and parallelograms. Recognize that shapes with the same number of sides but different appearances can have the same area.	TE: 202A–202B, 202–203, 536A–536B, 536–537, 538A–538B, 538–539, 547, 548, 549 PE: 202–203, 536–537, 538–539, 547, 548, 549
ESTIMATION	
7.6.06 (B) Estimate angle measures using 45°, 90° and 180° as referents.	TE: For related information see: 356A–356B, 356–357 PE: For related information see: 356–357
SCALING	
7.6.07 (A/C) Solve problems involving proportional relationships and units of measurement (e.g., same system unit conversions, scale models, maps, and speed).	TE: 188A–188B, 188–189, 190A–190B, 190–191, 194–196, 205, 206, 207, 428A–428B, 428–430, 431, 432A–432B, 432–434, 436A–436B, 436–438, 440, 441, 454A–454B, 454–456, 457, 458, 459 PE: 188–189, 190–191, 194–196, 205, 206, 207, 428–430, 431, 432–434, 436–438, 440, 441, 454–456, 457, 458, 459
7.6.08 (A/C) Read and interpret a scale on a map or a scale drawing using the idea of a constant ratio (e.g., 1 ” represents 1 mile).	TE: 436A–436B, 436–438, 439, 440 PE: 436–438, 439, 440
ENABLING OBJECTIVES	
7.6.09 (A/C) Add and subtract in compound units such as length (e.g., 5ft 5in + 8in = 6ft 1in) and weight (e.g., 2lbs 2oz – 4oz = 1lb 14oz).	TE: 192A–192B, 192–193, 202A–202B, 202–203, 526A–526B

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	PE: 192–193, 202–203, 526–527
7.6.10 (A/C) Calculate area and perimeter of irregular shapes composed from rectangles, squares, and triangles.	TE: 200A–200B, 200–201, 205, 207 PE: 200–201, 205, 207
Mathematics – Goal 8: Algebra	
EQUATIONS and FUNCTIONS	
8.6.01 (A) Given a pattern or sequence, construct or identify a rule that can generate the terms of the pattern or sequence (e.g., 3, 6, 9, …. is explained by the rule $3n$).	TE: 324A–324B, 324–325, 326A–326B, 326–328, 330A–330B, 330–332, 338, 339 PE: 324––325, 326–328, 330–332, 338, 339
8.6.02 (B) Identify simple relationships presented by a set of ordered pairs of numbers.	TE: 326A–326B, 326–328, 330A–330B, 330–332, 338, 339 PE: 326–328, 330–332, 338, 339
8.6.03 (C/D) Use the properties of equality to solve problems (e.g., if $c + 7 = 13$, then $c = 13 - 7$, therefore $c = 6$; if $3 \times c = 15$, then $1/3 \times 3 \times c = 1/3 \times 15$, therefore $c = 5$).	TE: 304A–304B, 304–305, 306A–306B, 306–307, 308A–308B, 308–310, 311, 312A–312B, 312–314, 316, 317, 610A–610B, 610–611 PE: 304–305, 306–307, 308–310, 311, 312–314, 316, 317, 610–611
8.6.04 (C/D) Determine how change in one variable relates to a change in a second variable; include direct and inverse variation (e.g., input-output tables—the more people, the fewer cookies per person).	TE: 326A–326B, 326–328, 330A–330B, 330–332, 338, 339 PE: 326–328, 330–332, 338, 339
8.6.05 (A) Express properties of numbers and operations using variables (e.g., the commutative property is $m + n = n + m$).	TE: 20A–20B, 20–21, 22A–22B, 22–24, 302A–302B, 302–303, 304A–304B, 304–305, 306A–306B, 306–307, 308A–308B, 308–310, 311, 312A–312B, 312–314, 316, 317 PE: 20–21, 22–24, 302–303, 304–305, 306–307, 308–310, 311, 312–314, 316, 317
8.6.06 (A) Solve problems involving proportional relationships, including unit pricing (e.g., four apples cost 80¢, so one apple costs 20¢) and map interpretation (e.g., one inch represents five miles, so two inches represent ten miles).	TE: 188A–188B, 188–189, 190A–190B, 190–191, 194–196, 205, 206, 207, 428A–428B, 428–430, 431, 432A–432B, 432–434, 436A–436B, 436–438, 440, 441, 454A–454B, 454–456, 457, 458, 459 PE: 188–189, 190–191, 194–196, 205, 206, 207, 428–430, 431, 432–434, 436–438, 440, 441, 454–456, 457, 458, 459
EVALUATION and TERMS	
8.6.07 (C/D) Evaluate expressions (and solve equations) with positive exponents, perfect squares, and square roots.	TE: 48A–48B, 48–49, 62A–62B, 62–63, 75, 540A–540B, 540–542, 543, 594A–594B, 594–596 PE: 48–49, 62–63, 75, 540–542, 543, 594–596
8.6.08 (C/D) Evaluate simple formulas given values in real world situations in tables, graphs, words, and symbols.	TE: 426A–426B, 426–427, 528A–528B, 528, 530, 536A–536B, 537, 538A–538B, 538–539, 544A–544B, 544–545, 560A–560B, 562, 563,

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	564A–564B, 564–565, 566B, 567, 568A–568B, 568–570 PE: 426–427, 528, 530, 537, 538–539, 544–545, 562, 563, 564–565, 567, 568–570
8.6.09 (C/D) Evaluate algebraic expressions for given values (e.g., evaluate $2m + 3$ when $m = 4$).	TE: 20A–20B, 20–21, 22A–22B, 22–24, 302A–302B, 302–303, 304A–304B, 304–305, 306A–306B, 306–307, 308A–308B, 308–310, 311, 312A–312B, 312–314, 316, 317, 606A–606B, 606–607, 608A–608B, 608–609 PE: 20–21, 22–24, 302–303, 304–305, 306–307, 308–310, 311, 312–314, 316, 317, 606–607, 608–609
8.6.10 (A) Use a variable expression to represent a story problem involving one operation.	TE: 20A–20B, 20–21, 24, 302A–302B, 302–303, 606A–606B, 607, 608A–608B, 608–609 PE: 20–21, 22–24, 302–303, 607, 608–609
8.6.11 (C/D) Solve linear equations with whole number coefficients and solutions using algebraic or graphical representations (e.g., $3 + x + 1 = 7$).	TE: 302A–302B, 302–303, 304A–304B, 304–305, 311, 316, 317 PE: 302–303, 304–305, 311, 316, 317
8.6.12 (A) Simplify algebraic expressions involving like terms.	TE: 22A–22B, 22–24 PE: 22–24
GRAPHING	
8.6.13 (B) Recognize graphs of simple inequalities on a number line.	TE: 618A–618B, 618–620, 622, 623 PE: 618–620, 622, 623
8.6.14 (B) Using rectangular coordinate systems, model verbal and algebraic situations and solve problems.	TE: 320A–320B, 320–323, 330A–330B, 330–332, 334A–334B, 334–335 PE: 320–323, 330–332, 334–335
8.6.15 (B) Select a table of values that satisfies a simple linear equation, and recognize the points on a rectangular coordinate system.	TE: 330A–330B, 330–332, 334A–334B, 334–335, 338, 339 PE: 330–332, 334–335, 338, 339
8.6.16 (B) (OR) Produce and identify graphs that represent the relationship between two variables in everyday situations.	TE: 330A–330B, 330–332, 334A–334B, 334–335, 337 PE: 330–332, 334–335, 337
Mathematics – Goal 8: Algebra	
ENABLING OBJECTIVES	
8.6.17 (C/D) Determine the values of variables in simple equations (e.g., $41 - y = 37$, $5 = m + 3$, and c	TE: 304A–304B, 304–305, 306A–306B, 306–307, 308A–308B, 308–310, 311, 312A–312B, 312–314, 316, 317

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– 1 = 3).	PE: 304–305, 306–307, 308–310, 311, 312–314, 316, 317
8.6.18 (C/D) Solve linear equations involving whole numbers using concrete models, tables, and paper-pencil methods.	TE: 304A–304B, 304–305, 306A–306B, 306–307, 308A–308B, 308–310, 311, 312A–312B, 312–314, 316, 317 PE: 304–305, 306–307, 308–310, 311, 312–314, 316, 317
Mathematics – Goal 9: Geometry	
DEFINITIONS and PROPERTIES	
9.6.01 (B) Classify angles as obtuse, acute, right, vertical, adjacent, complementary, or supplementary.	TE: 356A–356B, 356–358, 360A–360B, 360–362, 363 PE: 356–358, 360–362, 363
9.6.02 (B) Identify a three-dimensional object from any two-dimensional representation of the object, including multiple views and nets.	TE: 552A–552B, 552–553, 554A–554B, 554–556, 572, 573 PE: 552–553, 554–556, 572, 573
9.6.03 (B) Use the properties of complementary and supplementary angles and the sum of the angles of a triangle to solve problems involving an unknown angle.	TE: 356A–356B, 356–358, 364A–364B, 364–365 PE: 356–358, 364–365
9.6.04 (B) Identify the relationships between the number of vertices or sides in a polygon, and the number of diagonals.	TE: 368, 382 PE: 368, 382
9.6.05 (C) Solve problems that require knowledge of triangle and quadrilateral properties.	TE: 364A–364B, 364–365, 368A–368B, 368–369, 377, 378, 379, 538A–538B, 538–539 PE: 364–365, 368–369, 377, 378, 379, 538–539
9.6.06 (B) Determine if two polygons are congruent using measures of angles and sides.	TE: 386A–386B, 386–387, 406, 407 PE: 386–387, 406, 407
9.6.07 (B) Identify congruent polygons by visual inspection.	TE: 386A–386B, 386–387, 406 PE: 386–387, 406
GRAPHING	
9.6.08 (A) Determine the distance between two points on a horizontal or vertical number line in integers.	TE: 274A–274B, 274–275, 276A–276B, 276–277, 282A–282B, 282–283, 286A–286B, 286–287 PE: 274–275, 276–277, 282–283, 286–287

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9.6.09 (A) Graph points and identify coordinates of points on the Cartesian coordinate plane (all four quadrants).	TE: 320A–320B, 320–323, 330A–330B, 330–332, 334A–334B, 334–335 PE: 320–323, 330–332, 334–335
Mathematics – Goal 9: Geometry	
ENABLING OBJECTIVES	
9.6.10 (A) Graph points and identify coordinates of points on the Cartesian coordinate plane (quadrant I only).	TE: 334A–334B, 334–335 PE: 334–335
9.6.11 (A) Determine the distance between two points on a horizontal or vertical number line in whole numbers.	TE: 274A–274B, 274–275, 276A–276B, 276–277, 282A–282B, 282–283, 286A–286B, 286–287 PE: 274–275, 276–277, 282–283, 286–287
Mathematics – Goal 10: Data Analysis, Statistics, and Probability	
GRAPHING and CHARTING— CONSTRUCTION and INTERPRETATION	
10.6.01 (A/B) Use elementary logic involving sets ("and", "or," and "is/is not" statements) by solving logic problems that can be represented with Venn diagrams (limit 2 circles).	TE: 370A–370B, 370–372 PE: 370–372
10.6.02 (A/B) Apply the fundamental counting principle in a simple problem.	TE: 504A–504B, 504–505 PE: 504–505
10.6.03 (A/B) Use tree diagrams and other models (e.g., lists and tables) to represent possible or actual outcomes of trials.	TE: 490A–490B, 490–493, 494A–494B, 494–495, 496A–496B, 496–498, 500A–500B, 500–502, 506A–506B, 506–508, 510, 511 PE: 490–493, 494–495, 496–498, 500–502, 506–508, 510, 511
10.6.04 (A/B) Read, interpret, predict, and use information from a pictograph, bar graph, line graph, chart/table, or circle graph.	TE: 210A–210B, 210–213, 220A–220B, 220–221, 222A–222B, 222–224, 234A–234B, 234–237, 238A–238B, 238–239, 240A–240B, 240–242, 244A–244B, 244–245, 246A–246B, 246–247, 248A–248B, 248–249, 250A–250B, 250–253, 254A–254B, 254–256, 532A–532B, 532–534 PE: 210–213, 220–221, 222–224, 234–237, 238–239, 240–242, 244–245, 246–247, 248–249, 250–253, 254–256, 532–534
10.6.05 (A/B) Match a data set to a graph and vice versa.	TE: 234A–234B, 234–237, 254A–254B, 254–256 PE: 234–237, 254–256

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STATISTICS	
10.6.06 (A/B) Compute the range, mean, median, and mode of simple data sets.	TE: 216A–216B, 216–218, 220A–220B, 220–221, 246, 268 PE: 216–218, 220–221, 246, 268
PROBABILITY	
10.6.07 (C) Determine the probability of events of simple experiments (e.g., tossing a coin, rolling a number cube) using appropriate fractions between 0 and 1 to answer the probability of the event.	TE: 490A–490B, 490–492, 494A–494B, 494–495, 496A–496B, 496–498, 500A–500B, 500–502, 506A–506B, 506–508, 510, 511 PE: 490–492, 494–495, 496–498, 500–502, 506–508, 510, 511
10.6.08 (C) Represent all possible outcomes for compound events (that are in a simple form) in an organized way (e.g., tables, grids, or tree diagrams) and express the theoretical probability of each outcome.	TE: 496A–496B, 496–498, 510 PE: 496–498, 510
10.6.09 (C) Represent probabilities of events as ratios, fractions, decimals between 0 and 1, and percentages between 0 and 100.	TE: 486A–486B, 486–488, 490A–490B, 490–492, 494A–494B, 494–495, 496A–496B, 496–498, 500A–500B, 500–502, 504A–504B, 504–505, 506A–506B, 506–508, 510, 511 PE: 486–488, 490–492, 494–495, 496–498, 500–502, 504–505, 506–508, 510, 511
10.6.10 (C) Determine that if p is the probability of an event, then $1 - p$ is the probability that the event does not occur.	TE: For related information see: 490A–490B, 490–492 PE: For related information see: 490–492
10.6.11 (C) Determine empirical probabilities from a set of data provided.	TE: 490A–490B, 490–492, 510, 511 PE: 490–492, 510, 511
ENABLING OBJECTIVES	
10.6.12 (C) Classify events as certain, more likely, or less likely by experiments using objects such as counters, number cubes, spinners, or coins, where visual cues are unambiguous.	TE: 490A–490B, 490–492, 496A–496B, 496–498, 510 PE: 490–492, 496–498, 510
10.6.13 (A/B) Match a data set to a graph and vice versa.	TE: 234A–234B, 234–237, 254A–254B, 254–256 PE: 234–237, 254–256