

Houghton Mifflin MATH © 2005
Kindergarten
correlated to
Indiana Academic Standards

Indiana Standard	Houghton Mifflin MATH
Standard 1 Number Sense	
<i>Students understand the relationship between numbers and quantities up to 10, and that a set of objects has the same number in all situations regardless of the position or arrangement of the objects.</i>	
K.1.1 Match sets of objects one-to-one.	TE: 44A–44D, 45A–45B, 45–46, 143, 304 PE: 44–46, 143, 304
K.1.2 Compare sets of up to ten objects and identify whether one set is equal to, more than, or less than another.	TE: 47A–47B, 47–48, 49A–49B, 49–50, 50E–50F, 149A–149B, 149–150, 151A–151B, 151–152 PE: 43–50, 149–152
K.1.3 Know that larger numbers describe sets with more objects in them than sets described by smaller numbers.	TE: 149A–149B, 149–150, 151A–151B, 151–152 PE: 149–152
K.1.4 Divide sets of ten or fewer objects into equal groups.	TE: 45A–45B, 45–46 PE: 45–46
K.1.5 Divide shapes into equal parts	TE: 93A–93B, 9394, 95A–95B, 95–96 PE: 93–96
K.1.6 Count, recognize, represent, name, and order a number of objects (up to 10).	TE: 59A–59B, 59–60, 61A–61B, 61–62, 63A–63B, 63–64, 65A–65B, 65–66, 67A–67B, 67–68, 69A–69G, 69–70, 125A–125B, 125–126, 127A–127B, 127–128, 129A–129B, 129–130, 131A–131B, 131–132, 133A–133B, 133–134, 145A–145B, 145–146, 147A–147B, 147–148, 151A–151B, 151–152 PE: 59–70, 123–134, 143–148, 151–152
K.1.7 Find the number that is one more than or one less than any whole number up to 10.	TE: 245A–245B, 245–246 PE: 245–246
K.1.8 Use correctly the words one/many, none/some/all, more/less, and most/least.	TE: 47A–47B, 47–48, 49A–49B, 49–50, 50A–50D, 50E–50H, 51A–51B, 51–52, 53A–53B, 53–54, 67A–67B, 67–68, 69A–69B, 69–70, 79, 113A–113B, 113–114, 151A–151B, 151–152, 284, 302 PE: 47–54, 67–70, 79, 113–114, 151–152, 284, 302
K.1.9 Record and organize information using objects and pictures.	TE: 7A–7B, 7–8, 9A–9B, 9–10, 11A–11B, 11–12, 13A–13B, 13–14, 15A–15B, 15–16, 17A–17B, 17–18, 51A–51B, 51–52, 53A–53B, 53–54, 79, 113A–113B, 113–114 PE: 7–18, 51–54, 79, 113–114
Standard 2 Computation	
<i>Students understand and describe simple additions and subtractions.</i>	
K.2.1 Model addition by joining sets of objects (for any two sets with fewer than 10 objects when joined).	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, 247–258 PE: 243–258
K.2.2 Model subtraction by removing objects from sets (for numbers less than 10).	TE: 262A–262D, 263A–263B, 263–264, 265A–265B, 265–266, 267A–267B, 267–268, 269A–269B, 269–270, 271A–271B, 271–272 PE: 261–272
K.2.3 Describe addition and subtraction situations (for numbers less than 10).	TE: 272A–272D, 273A–273B, 273–274 PE: 273–274
Standard 3 Algebra and Functions	
<i>Students sort and classify objects.</i>	
K.3.1 Identify, sort, and classify objects by size, number, and other attributes. Identify objects that do not belong to a particular group.	TE: 5A–5B, 5–6, 7A–7B, 7–8, 9A–9B, 9–10, 11A–11B, 11–12, 13A–13B, 13–14, 15A–15B, 15–16, 17A–17B, 17–18, 39, 105A–105B, 105–106, 149A–149B, 149–150 PE: 5–18, 39, 105–106, 149–150

Houghton Mifflin MATH © 2005
Kindergarten
correlated to
Indiana Academic Standards

Indiana Standard	Houghton Mifflin MATH
K.3.2 Identify, copy, and make simple patterns with numbers and shapes.	TE: 29A–29B, 29–30, 31A–31B, 31–32, 33A–33B, 33–34, 135A–135B, 135–136, 313A–313B, 313–314 PE: 29–34, 135–136, 313–314
Standard 4 Geometry	
<i>Students identify common objects around them and describe their geometric features and position.</i>	
K.4.1 Identify and describe common geometric objects: circle, triangle, square, rectangle, and cube.	TE: 85A–85B, 85–86, 87A–87B, 87–88, 105A–105B, 107–108, 107A–107B, 107–108 PE: 83–88, 105–108
K.4.2 Compare and sort common objects by position, shape, size, roundness, and number of corners.	TE: 9A–9B, 9–10, 11A–11B, 11–12, 17A–17B, 17–18, 105A–105B, 105–106 PE: 9–12, 17–18, 105–106
K.4.3 Identify and use the terms: inside, outside, between, above, and below.	TE: 23A–23B, 23–24, 25A–25B, 27A–27B, 25–28 PE: 23–28
Standard 5 Measurement	
<i>Students understand the concept of time and units to measure it. They understand that objects have length, capacity, weight, and temperature, and that they can compare objects using these qualities.</i>	
K.5.1 Make direct comparisons of the length, capacity, weight, and temperature of objects and recognize which object is shorter, longer, taller, lighter, heavier, warmer, cooler or holds more.	TE: 167A–167B, 167–168, 205A–205B, 205–206, 207A–207B, 207–208, 209A–209B, 209–210, 211A–211B, 211–212, 213A–213B, 213–214, 219A–219B, 219–220, 221A–221B, 221–222, 222A–222D, 223A–223B, 223–224, 225A–225B, 225–226, 227A–227B, 227–228, 228A–228D, 229A–229B, 229–230, 231A–231B, 231–232, 233A–233B, 233–234 PE: 167–168, 203–214, 217–234
K.5.2 Understand concepts of time: morning, afternoon, evening, today, yesterday, tomorrow, week, month, and year. Understand that clocks and calendars are tools that measure time.	TE: 165A–165B, 165–166, 166A–166D, 169A–169B, 169–170, 175A–175B, 175–176, 177A–177B, 177–178, 179A–179B, 179–180 PE: 163–166, 169–170, 175–180
Standard 6 Problem Solving	
<i>Students make decisions about how to set up a problem.</i>	
K.6.1 Choose the approach, materials, and strategies to use in solving problems.	TE: 12, 17A–17B, 17–18, 26A–26D, 26, 33A–33B, 33–34, 48, 68, 71A–71B, 71–72, 92, 113A–113B, 113–114, 135A–135B, 135–136, 140, 152A–152D, 169A–169B, 169–170, 174, 192, 193A–193B, 193–194, 212A–212D, 212, 213A–213B, 213–214, 222A–222D, 222, 233A–233B, 233–234, 250, 257A–257B, 257–258, 268, 273A–273B, 273–274, 288, 299A–299B, 299–300, 308A–308D, 308, 313A–313B, 313–314 PE: 12, 17–18, 26, 33–34, 48, 68, 71–72, 92, 97–98, 112, 114, 135–136, 140, 152–154, 169–170, 174, 192–194, 212–214, 222, 233–234, 250, 257–258, 268, 273–274, 288, 299–300, 308, 313–314
K.6.2 Use tools such as objects or drawings to model problems.	TE: 7A–7B, 7–8, 15A–15B, 15–16, 23A–23B, 23–24, 45A–45B, 45–46, 51A–51B, 51–52, 53A–53B, 53–54, 61A–61B, 61–62, 69A–69B, 69–70, 97A–97B, 97–98, 98A–98D, 99A–99B, 99–100, 105A–105B, 105–106, 113A–113B, 113–114, 125A–125B, 125–126, 133A–133B, 133–134, 139A–139B, 139–140, 145A–145B, 145–146, 153A–153B, 153–154, 169A–169B, 169–170, 171A–171B, 171–172, 189A–189B,

Houghton Mifflin MATH © 2005
Kindergarten
correlated to
Indiana Academic Standards

Indiana Standard	Houghton Mifflin MATH
	189–190, 193A–193B, 193–194, 209A–209B, 209–210, 211A–211B, 211–212, 213A–213B, 213–214, 223A–223B, 223–214, 227A–227B, 227–228, 228A–228B, 228–229, 247A–247B, 247–248, 257A–257B, 257–258, 265A–265B, 265–266, 285A–285B, 285–286, 287A–287B, 287–288 PE: 7–8, 15–16, 23–24, 45–46, 51–54, 61–62, 69–70, 97–100, 105–106, 113–114, 125–126, 133–134, 139, 145–146, 153–154, 169–170, 171, 189, 193–194, 209, 211, 213–214, 223, 227–230, 247–248, 257–258, 265–266, 285–287
Students solve problems in reasonable ways and justify their reasoning.	
K.6.3 Explain the reasoning used with concrete objects and pictures.	TE: 15A–15B, 15–16, 17A–17B, 17–18, 44, 51A–51B, 51–52, 53A–53B, 53–54, 113A–113B, 113–114, 227A–227B, 227–228, 244, 262 PE: 15–18, 23–24, 26, 44, 51–54, 113–114, 227–228, 244, 262
K.6.4 Make precise calculations and check the validity of the results in the context of the problem.	TE: 211A–211B, 211–212, 212A–212D, 213A–213B, 213–214, 222A–222D, 229A–229B, 229–230, 233A–233B, 233–234, 299A–299B, 299–300 PE: 211–214, 223–224, 229–230, 233–234, 299–300

Indiana Standard

Houghton Mifflin MATH

Standard 1 Number Sense	
<i>Students understand symbols, objects, and pictures used to represent numbers up to 100 and show an understanding of fractions.</i>	
1.1.1 Count, read, and write whole numbers up to 100.	TE: 9A–9B, 9–12, 13A–13B, 13–16, 19, 277A–277B, 277–278, 279A–279B, 279–280, 281A–281B, 281–282, 283A–283B, 283–285, 287A–287B, 287–288, 289A–289B, 289–290, 291A–291B, 291–292 PE: 9–16, 19, 277–285, 287–292
1.1.2 Count and group objects in ones and tens.	TE: 279A–279B, 279–280, 281A–281B, 281–282, 283A–283B, 283–285, 287A–287B, 287–288, 289A–289B, 289–290, 291A–291B, 291–292 PE: 279–285, 287–292
1.1.3 Identify the number of tens and ones in numbers less than 100.	TE: 277A–277B, 277–278, 279A–279B, 279–280, 281A–281B, 281–282, 283A–283B, 283–284, 287–292 PE: 277–284, 287–292
1.1.4 Name the number that is one more than or one less than any number up to 100.	TE: 303A–303B, 303–304 PE: 303–304
1.1.5 Compare whole numbers up to 10 and arrange them in numerical order.	TE: 17A–17B, 17–18, 21A–21B, 21–22, 23A–23B, 23–24 PE: 17–18, 21–24
1.1.6 Match the number names first, second, third, etc. with an ordered set of up to 10 items.	TE: 305A–305B, 305–306 PE: 305–306
1.1.7 Recognize when a shape is divided into congruent (matching) parts.	TE: 223A–223B, 223–225 PE: 223–225
1.1.8 For a shape divided into 8 or fewer congruent (matching) parts, describe a shaded portion as “__ out of __ parts” and write the fraction.	TE: 239A–239B, 239–240, 241A–241B, 241–243 PE: 239–243
1.1.9 For a set of 8 or fewer objects, describe a subset as “__ out of __ parts” and write the fraction.	TE: 246 PE: 246
1.1.10 Represent, compare, and interpret data using pictures and picture graphs.	TE: 89A–89B, 89–90, 91A–91B, 91–93 PE: 89–93
Standard 2 Computation	
<i>Students demonstrate the meaning of addition and subtraction and use these operations to solve problems.</i>	
1.2.1 Show the meaning of addition (putting together, increasing) using objects.	TE: 35A–35B, 35–36, 37A–37B, 37–38, 39B, 45A–45B, 45–46, 47B, 49B PE: 35–38, 45–46
1.2.2 Show the meaning of subtraction (taking away, comparing, finding the difference) using objects.	TE: 61A–61B, 61–62, 63A–63B, 63–64, 67B, 71B, 73A–73B, 73–74, 75B, 77A–77B, 77–78 PE: 61–64, 73–74, 77–78
1.2.3 Show equivalent forms of the same number (up to 20) using objects, diagrams, and numbers.	TE: 9B, 9–12, 13B, 13–16, 45B, 45–46, 47B, 47–48, 73B, 73–74, 431B, 431–432, 433B, 433–434, 435B, 435–436, 471A–471B, 471–472, 567A–567B, 567–568 PE: 9–16, 45–48, 73–74, 431–436, 471–472, 567–568
1.2.4 Demonstrate mastery of the addition facts (for totals up to 20) and the corresponding subtraction facts.	TE: 125–130, 133–137, 145–148, 153–158, 429–437, 439–442, 445–446, 457–463, 465–475, 481–482, 557–562, 565–568, 581–587, 589–594 PE: 125–130, 133–137, 145–148, 153–158, 429–437, 439–442, 445–446, 457–463, 465–475, 481–482, 557–562, 565–568, 581–587, 589–594
1.2.5 Understand the meaning of the symbols +, –, and =.	TE: 39A–39B, 39–40, 65A–65B, 65–66 PE: 39–40, 65–66

Indiana Standard		Houghton Mifflin MATH
1.2.6	Understand the role of zero in addition and subtraction.	TE: 41A–41B, 41–42, 71A–71B, 71–72 PE: 41–42, 71–72
1.2.7	Understand and use the inverse relationship between addition and subtraction facts (such as $4 + 2 = 6$, $6 - 2 = 4$, etc.) to solve simple problems.	TE: 153A–153B, 153–154, 155A–155B, 155–156, 465A–465B, 465–466, 467A–467B, 467–468, 469A–469B, 469–470, 591A–591B, 591–592, 593A–593B, 593–594 PE: 153–156, 465–470, 591–594
Standard 3 Algebra and Functions		
<i>Students use number sentences with the symbols +, −, and = to solve problems.</i>		
1.3.1	Write and solve number sentences from problem situations involving addition and subtraction.	TE: 51A–51B, 51–53, 135A–135B, 135–137, 571A–571B, 571–573 PE: 51–53, 135–137, 571–573
1.3.2	Create word problems that match given number sentences involving addition and subtraction.	TE: 43, 69, 151, 437 PE: 43, 69, 151, 437
1.3.3	Recognize and use the relationship between addition and subtraction.	TE: 153A–153B, 153–154, 155A–155B, 155–156, 465A–465B, 465–466, 467A–467B, 467–468, 469A–469B, 469–470, 591A–591B, 591–592, 593A–593B, 593–594 PE: 153–156, 465–470, 591–594
1.3.4	Create and extend number patterns using addition.	TE: 50, 323A–323B, 323–324, 325A–325B, 325–326, 333A–333B, 333–334, 472 PE: 50, 323–326, 333–334, 472
Standard 4 Geometry		
<i>Students identify common geometric shapes, classify them by common attributes, and describe their relative position or their location in space.</i>		
1.4.1	Identify, describe, compare, sort, and draw triangles, rectangles, squares, and circles.	TE: 181–182, 185A–185B, 185–186, 187A–187B, 187–188 PE: 181–182, 185–188
1.4.2	Identify triangles, rectangles, squares, and circles as the faces of three-dimensional objects.	TE: 195A–195B, 195–196 PE: 195–196
1.4.3	Classify and sort familiar plane and solid objects by position, shape, size, roundness, and other attributes. Explain the rule you used.	TE: 183A–183B, 184, 185A–185B, 187B, 188, 193B, 194, 196 PE: 184, 188, 194, 196
1.4.4	Identify objects as two- or three-dimensional.	TE: 194 PE: 194
1.4.5	Give and follow directions for finding a place or object.	TE: 207A–207B, 207–208, 209A–209B, 209–210, 211A–211B, 211–213 PE: 207–213
1.4.6	Arrange and describe objects in space by position and direction: near, far, under, over, up, down, behind, in front of, next to, to the left or right of.	TE: 207A–207B, 207–208, 209A–209B, 209–210 PE: 207–210
1.4.7	Identify geometric shapes and structures in the environment and specify their location.	TE: 181A–181B, 181, 186, 193A–193B, 193 PE: 181, 186, 193
Standard 5 Measurement		
<i>Students learn how to measure length, as well as how to compare, order, and describe other kinds of measurement.</i>		
1.5.1	Measure the length of objects by repeating a non-standard unit or a standard unit.	TE: 501A–501B, 501–502, 503A–503B, 503–504, 505A–505B, 505–506 PE: 501–506
1.5.2	Use different units to measure the length of the same object and predict whether the measure will be greater or smaller when a different unit is used.	TE: 501A–501B, 501–502 PE: 501–502
1.5.3	Recognize the need for a fixed unit of length.	TE: 501A–501B, 501–502

Indiana Standard	Houghton Mifflin MATH
1.5.4 Measure and estimate the length of an object to the nearest inch and centimeter.	PE: 501–502 TE: 503A–503B, 503–504, 505A–505B, 505–506 PE: 503–506
1.5.5 Compare and order objects according to area, capacity, weight, and temperature, using direct comparison or a non–standard unit.	TE: 509A–509B, 509–510, 523A–523B, 523–524, 531A–531B, 531–532 PE: 509–510, 523–524, 531–532
1.5.6 Tell time to the nearest half–hour and relate time to events (before/after, shorter/longer).	TE: 358, 359A–359B, 359–360, 361A–361B, 361–362, 363A–363B, 363–364, 365A–365B, 365–367, 369A–369B, 369–371, 373A–373B, 373–374 PE: 358–367, 369–371, 373–374
1.5.7 Identify and give the values of pennies, nickels, and dimes.	TE: 389A–389B, 389–390, 391A–391B, 391–392, 393A–393B, 393–394, 395A–395B, 395–396 PE: 389–396
Standard 6 Problem Solving	
<i>Students make decisions about how to set up a problem.</i>	
1.6.1 Choose the approach, materials, and strategies to use in solving problems.	TE: 25A–25B, 25–27, 51A–51B, 51–53, 77A–77B, 77–79, 101A–101B, 101–103, 135A–135B, 135–137, 159A–159B, 159–161, 197A–197B, 197–199, 227A–227B, 227–229, 251A–251B, 251–253, 293A–293B, 293–295, 315A–315B, 315–316, 333A–333B, 333–335, 379A–379B, 379–381, 405A–405B, 405–407, 447A–447B, 447–449, 473A–473B, 473–475, 515A–515B, 515–516, 533A–533B, 533–534, 571A–571B, 571–573, 595A–595B, 595–596, 615A–615B, 615–617, 639A–639B, 639–641 PE: 25–27, 51–53, 77–79, 101–103, 135–137, 159–161, 197–199, 227–229, 251–253, 293–295, 315–316, 333–335, 379–381, 405–407, 447–449, 473–475, 515–516, 533–534, 571–573, 595–596, 615–617, 639–641
1.6.2 Use tools such as objects or drawings to model problems.	TE: 25A–25B, 25–27, 35A–35B, 37A–37B, 35–38, 61A–61B, 63A–63B, 61–64, 77A–77B, 77–79, 101A–101B, 101–103, 197A–197B, 197–199, 247A–247B, 247–249, 251A–251B, 251–253, 293A–293B, 293–295, 364, 379A–379B, 379–381, 390, 392, 394, 396, 405A–405B, 405–407, 432, 446, 447A–447B, 447–449, 512, 526, 612, 626, 628, 632, 638 PE: 25–27, 35–38, 61–64, 77–79, 101–103, 197–199, 247–249, 251–253, 293–295, 364, 379–381, 390, 392, 394, 396, 405–407, 432, 446, 447–449, 512, 526, 562, 612, 626, 628, 632, 638
<i>Students solve problems and justify their reasoning.</i>	
1.6.3 Explain the reasoning used and justify the procedures selected in solving a problem.	TE: 17, 23, 35, 39, 61, 88, 89, 91A–91B, 91–92, 133, 145, 157, 183, 187, 189, 193, 195, 207, 211, 219, 221, 223, 277, 281, 289, 303, 313, 315A–315B, 315–316, 327, 369, 375, 431, 433, 445, 515A–515B, 515–516, 525, 533A–533B, 533–534, 557, 559, 561, 565, 569, 595A–595B, 595–596, 603, 605, 607, 613 PE: 17, 23, 35, 39, 61, 88, 89, 91–92, 133, 145, 157, 183, 187, 189, 193, 195, 207, 211, 219, 221, 223, 277, 281, 289, 303, 313, 315–316, 327, 369, 375, 431, 433, 445, 515–516, 525,

Houghton Mifflin MATH © 2005
Level 1
correlated to
Indiana Academic Standards

Indiana Standard	Houghton Mifflin MATH
	533–534, 557, 559, 561, 565, 569, 595–596, 603, 605, 607, 613
1.6.4 Make precise calculations and check the validity of the results in the context of the problem.	TE: 25A–25B, 25–27, 35A–35B, 35, 51A–51B, 51–53, 77A–77B, 77–79, 135A–135B, 135–137, 293A–293B, 293–295, 333A–333B, 333–335, 447A–447B, 447–449, 571A–571B, 571–573, 615A–615B, 615–617 PE: 25–27, 35, 51–53, 77–79, 135–137, 293–295, 333–335, 447–449, 571–573, 615–617
1.6.5 Understand and use connections between two problems.	TE: 95, 247A–247B, 247–249, 251A–251B, 251–252, 283, 309, 459, 461, 465, 581, 583, 585, 603, 615A–615B, 615–617 PE: 95, 247–249, 251–252, 283, 309, 459, 461, 465, 581, 583, 585, 603, 615–617

Indiana Standard

Houghton Mifflin MATH

Standard 1 Number Sense	
<i>Students understand the relationships among numbers, quantities, and place value in whole numbers up to 100. They understand that fractions may refer to parts of a set and parts of a whole.</i>	
2.1.1 Count by ones, twos, fives, and tens to 100.	TE: 11A–11B, 11–12, 123A–123B, 123–124, 145A–145B, 145–146, 147A–147B, 147–148, 153A–153B, 153–154, 155A–155B, 156–157, 547A–547B, 547–548, 549A–549B, 549–550, 551A–551B, 551–552, 553A–553B, 553–554 PE: 11–12, 123–124, 145–148, 153–154, 156–157, 547–554
2.1.2 Identify the pattern of numbers in each group of ten, from tens through nineties.	TE: 123A–123B, 123–124, 145A–145B, 146 PE: 123–124, 146
2.1.3 Identify numbers up to 100 in various combinations of tens and ones.	TE: 7A–7B, 7–9, 123A–123B, 123–124, 125A–125B, 125–126, 127A–127B, 127–129, 131A–131B, 131–132 PE: 7–9, 123–129, 131–132
2.1.4 Name the number that is ten more or ten less than any number 10 through 90.	TE: 123B, 146, 265A, 265–266 PE: 146, 265–266
2.1.5 Compare whole numbers up to 100 and arrange them in numerical order.	TE: 11A–11B, 11–12, 13A–13B, 13–15, 133A–133B, 133–134, 145A–145B, 145–146, 147A–147B, 147–148 PE: 11–15, 133–134, 145–148
2.1.6 Match the number names <i>first, second, third</i> , etc. with an ordered set of up to 100 items.	TE: 149A–149B, 149–151 PE: 149–151
2.1.7 Identify odd and even numbers up to 100.	TE: 143A–143B, 143–144 PE: 143–144
2.1.8 Recognize fractions as parts of a whole or parts of a group (up to 12 parts).	TE: 227A–227B, 227–228, 229A–229B, 229–230, 231A–231B, 231–233, 237A–237B, 237–238, 239A–239B, 239–241 PE: 227–232, 237–240
2.1.9 Recognize, name, and compare the unit fractions: $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{1}{6}$, $\frac{1}{8}$, $\frac{1}{10}$, and $\frac{1}{12}$.	TE: 227A–227B, 227–228, 229A–229B, 229–230, 231A–231B, 231–232, 235A–235B, 235–236, 237–237, 239A–239B, 240–241 PE: 227–228, 229–230, 232–233, 234, 235–236, 237–238, 240–241
2.1.10 Know that, when all fractional parts are included, the result is equal to the whole and to one.	TE: 231A–231B, 231–232 PE: 231–233
2.1.11 Collect and record numerical data in systematic ways.	TE: 77A–77B, 77–80 PE: 77–80
2.1.12 Represent, compare, and interpret data using tables, tally charts, and bar graphs.	TE: 77A–77B, 77–80, 81A–81B, 81–82, 83A–83B, 83–86, 89A–89B, 89–91, 99A–99B, 99–101 PE: 77–86, 89–91, 99–101
Standard 2 Computation	
<i>Students solve simple problems involving addition and subtraction of numbers up to 100.</i>	
2.2.1 Model addition of numbers less than 100 with objects and pictures.	TE: 27A–27B, 29A–29B, 31A–31B, 27–32, 35A–35B, 37A–37B, 35–38, 41A–41B, 41–43, 263A–263B, 265A–265B, 263–266, 271A–271B, 273A–273B, 275A–275B, 271–277, 295 PE: 27–32, 35–38, 41–43, 263–266, 271–277, 295
2.2.2 Add two whole numbers less than 100 with and without regrouping.	TE: 27A–27B, 27–28, 29A–29B, 29–30, 31A–31B, 31–32, 35A–35B, 35–36, 37A–37B, 37–38, 41A–41B, 41–43, 63A–63B, 63–64, 65A–65B, 65–66, 67A–67B, 67–69, 263A–263B, 263–264,

Indiana Standard	Houghton Mifflin MATH
	265A–265B, 265–266, 271A–271B, 271–272, 273A–273B, 273–274, 275A–275B, 275–277, 289A–289B, 289–290, 291A–291B, 291–292, 293A–293B, 293–295 PE: 27–38, 41–43, 63–64, 67–69, 263–266, 271–277, 289–295
2.2.3 Subtract two whole numbers less than 100 without regrouping.	TE: 51A–51B, 51–52, 53A–53B, 53–54, 55A–55B, 55–56, 57A–57B, 57–59, 63A–63B, 63–66, 68A–68B, 68–69, 323A–323B, 323–324, 351A–351B, 351–352 PE: 51–59, 63–66, 68–69, 323–326, 351–352
2.2.4 Understand and use the inverse relationship between addition and subtraction.	TE: 57A–57B, 57–59, 63A–63B, 63–64, 357A–357B, 357–358, 631A–631B, 631–632 PE: 57–59, 63–64, 357–358, 631–632
2.2.5 Use estimation to decide whether answers are reasonable in addition problems.	TE: 291A–291B, 291–292 PE: 291–292
2.2.6 Use mental arithmetic to add or subtract 0, 1, 2, 3, 4, 5, or 10 with numbers less than 100.	TE: 29A–29B, 29–30, 35A–35B, 35–36, 51A–51B, 51–52, 53A–53B, 53–54, 265A–265B, 265–266, 325A–325B, 325–326 PE: 29–30, 35–36, 51–54, 265–266, 325–326
Standard 3 Algebra and Functions	
<i>Students model, represent, and interpret number relationships to create and solve problems involving addition and subtraction.</i>	
2.3.1 Relate problem situations to number sentences involving addition and subtraction.	TE: 67A–67B, 67–69 PE: 67–69
2.3.2 Use the commutative and associative rules for addition to simplify mental calculations and to check results.	TE: 27A–27B, 27–28 PE: 27–28
2.3.3 Recognize and extend a linear pattern by its rules.	TE: 145A–145B, 145–146, 153A–153B, 158A–158B, 153–157, 197A–197B, 197–199 PE: 145–146, 153–157, 197–199
2.3.4 Create, describe, and extend number patterns using addition and subtraction.	TE: 145A–145B, 147A–147B, 145–148, 153A–153B, 155A–155B, 155–157 PE: 145–148, 153–157
Standard 4 Geometry	
<i>Students identify and describe the attributes of common shapes in the plane and of common objects in space.</i>	
2.4.1 Construct squares, rectangles, triangles, cubes, and rectangular prisms with appropriate materials.	TE: 179A–179B, 181, 185, 193B, 193–194, 211B, 211–212, 213, 216 PE: 181, 185, 193–194, 211–212, 213, 216
2.4.2 Describe, classify, and sort plane and solid geometric shapes (triangle, square, rectangle, cube, rectangular prism) according to the number and shape of faces, and the number of edges and vertices.	TE: 183A–183B, 183–185, 209A–209B, 209–210, 211A–211B, 211–213, 215A–215B, 215–216 PE: 183–185, 209–213, 215–216
2.4.3 Investigate and predict the result of putting together and taking apart two- and three-dimensional shapes.	TE: 193A–193B, 193–194, 208 PE: 193–194, 208
2.4.4 Identify congruent two-dimensional shapes in any position.	TE: 187A–187B, 187–188 PE: 187–188
2.4.5 Recognize geometric shapes and structures in the environment and specify their locations.	TE: 177, 182, 183A–183B, 184, 207A–207B, 207–208, 210, 212 PE: 177, 182, 184, 207–208, 210, 212
Standard 5 Measurement	
<i>Students understand how to measure length, temperature, capacity, weight, and time in standard units.</i>	
2.5.1 Measure and estimate length to the nearest	TE: 479A–479B, 479–482, 483A–483B, 483–484,

Houghton Mifflin MATH © 2005

Level 2

correlated to

Indiana Academic Standards

Indiana Standard	Houghton Mifflin MATH
inch, foot, yard, centimeter, and meter.	485A–485B, 485–487, 489A–489B, 489–490 PE: 479–487, 489–490
2.5.2 Describe the relationships among inch, foot, and yard. Describe the relationship between centimeter and meter.	TE: 483A–483B, 483–484, 485B, 485–486, 489A–489B, 489–490 PE: 483–487, 489–490
2.5.3 Decide which unit of length is most appropriate in a given situation.	TE: 483A–483B, 483–484, 485A–485B, 485–486, 490 PE: 483–486, 490
2.5.4 Estimate area and use a given object to measure the area of other objects.	TE: 493A–493B, 493–495 PE: 493–495
2.5.5 Estimate and measure capacity using cups and pints.	TE: 507A–507B, 507–509 PE: 507–509
2.5.6 Estimate weight and use a given object to measure the weight of other objects.	TE: 513A–513B, 513–514, 515A–515B, 515–516 PE: 513–516
2.5.7 Recognize the need for a fixed unit of weight.	TE: 513A–513B, 513–514, 515A–515B, 515–516 PE: 513–514, 515–516, 517
2.5.8 Estimate temperature. Read a thermometer in Celsius and Fahrenheit.	TE: 519A–519B, 519–520, 521A–521B, 521–522 PE: 519–522
2.5.9 Tell time to the nearest quarter hour, be able to tell five-minute intervals, and know the difference between a.m. and p.m.	TE: 435A–435B, 435–436, 437A–437B, 437–438, 441A–441B, 441–442 PE: 435–436, 437–438, 441–442
2.5.10 Know relationships of time: seconds in a minute, minutes in an hour, hours in a day, days in a week, and days, weeks, and months in a year.	TE: 433A–433B, 433–434, 435–436, 449A–449B, 449–450 PE: 433–436, 449–450
2.5.11 Find the duration of intervals of time in hours.	TE: 445A–445B, 445–446, 451A–451B, 451–452 PE: 445–446, 451–452
2.5.12 Find the value of a collection of pennies, nickels, dimes, quarters, half-dollars, and dollars.	TE: 383A–383B, 383–384, 385A–385B, 385–386, 387A–387B, 387–389, 391A–391B, 391–394, 407A–407B, 407–408, 409A–409B, 409–410, 411A–411B, 411–412, 413A–413B, 413–415 PE: 383–389, 391–394, 407–415
Standard 6 Problem Solving	
<i>Students make decisions about how to set up a problem.</i>	
2.6.1 Choose the approach, materials, and strategies to use in solving problems.	TE: 43, 69, 99A–99B, 101, 157, 199, 219, 241, 281, 301, 339, 359A–359B, 359–361, 399, 425, 453, 499, 563A–563B, 565, 595, 615, 635A–635B, 635–637 PE: 43, 69, 101, 157, 199, 219, 241, 281, 301, 339, 359–361, 399, 425, 453, 499, 565, 595, 615, 635–637
2.6.2 Use tools such as objects or drawings to model problems.	TE: 36, 38, 41A–41B, 41–43, 93A–93B, 93–94, 97A–97B, 97–98, 193A–193B, 193–194, 212, 217A–217B, 239A–239B, 239–241, 272, 336, 387A, 395A–395B, 395–396, 411A–411B, 411–412, 423B, 423–425, 433B, 433, 451–453, 492, 495, 497A–497B, 497–499, 563A–563B, 563–565, 577A–577B, 578, 626 PE: 36, 38, 41–43, 93–94, 97–98, 193–194, 212, 239–241, 272, 336, 395–396, 411–412, 423–425, 451–453, 492, 495, 497–499, 563–565, 578, 626
Students solve problems and justify their reasoning.	
2.6.3 Explain the reasoning used and justify the procedures selected in solving a problem.	TE: 19A–20A, 19–20, 83A–83B, 83–84, 93A, 93, 97A–97B, 97–98, 135A–135B, 135–136, 143A–143B, 145A–145B, 143–145, 210, 217A–217B, 217–219, 271A–271B,

Houghton Mifflin MATH © 2005
Level 2
correlated to
Indiana Academic Standards

Indiana Standard	Houghton Mifflin MATH
	329A–329B, 328–330, 355A–355B, 355–356, 387A–387B, 395A–395B, 395, 411A–411B, 411, 433A–433B, 433, 489A–489B, 489, 491A–491B, 491–492, 489–494, 512, 514, 516, 525A–525B, 525–526, 557A–557B, 557–558, 625A–625B, 627A–627B, PE: 19–20, 83–84, 93, 97–98, 135–136, 143–145, 210, 217–219, 328–330, 355–356, 395, 411, 433, 489, 491–492, 512, 514, 516, 525–526, 557–558
2.6.4 Make precise calculations and check the validity of the results in the context of the problem.	TE: 41A–41B, 41–42, 67A–67B, 67–68, 299A–299B, 299–300, 423A–423B, 423–424, 563A–563B, 563–564, 635A–635B, 635–636 PE: 41–42, 67–68, 299–300, 423–424, 563–564, 635–636
2.6.5 Understand and use connections between two problems.	TE: 135A–135B, 135–136, 613A–613B, 613–615, 631A–631B, 631–632 PE: 135–136, 613–615, 631–632

Indiana Standard

Houghton Mifflin MATH

Standard 1 Number Sense	
<i>Students understand the relationships among numbers, quantities, and place value in whole numbers up to 1,000. They understand the relationship among whole numbers, simple fractions, and decimals.</i>	
3.1.1 Count, read, and write whole numbers up to 1,000.	TE: 6A–6B, 6–7 PE: 6–7
3.1.2 Identify and interpret place value in whole numbers up to 1,000.	TE: 6A–6B, 6–7 PE: 6–7
3.1.3 Use words, models, and expanded form to represent numbers up to 1,000.	TE: 6A–6B, 8A–8B, 6–9 PE: 6–9
3.1.4 Identify any number up to 1,000 in various combinations of hundreds, tens, and ones.	TE: 6A–6B, 6–7 PE: 6–7
3.1.5 Compare whole numbers up to 1,000 and arrange them in numerical order.	TE: 28A–28B, 28–29 PE: 28–29
3.1.6 Round numbers less than 1,000 to the nearest ten and the nearest hundred.	TE: 32A–32B, 32–34 PE: 32–34
3.1.7 Identify odd and even numbers up to 1,000 and describe their characteristics.	TE: 13 PE: 13
3.1.8 Show equivalent fractions using equal parts.	TE: 508A–508B, 508–509, 510A–510B, 510–511, PE: 508–511
3.1.9 Identify and use correct names for numerators and denominators.	TE: 498A–498B, 498–499, 500A–500B, 500–501, 502A–502B, 502–504, 508A–508B, 508–509, 510A–510B, 510–511, 512A–512B, 512–515, 520A–520B, 520–521, 522A–522B, 522–523, 528A–528B, 528–530, 532A–532B, 532–534 PE: 498–504, 508–515, 520–523, 528–530, 532–534
3.1.10 Given a pair of fractions, decide which is larger or smaller by using objects or pictures.	TE: 520A–520B, 520–521, 574 PE: 520–521, 574
3.1.11 Given a set of objects or a picture, name and write a decimal to represent tenths and hundredths.	TE: 540A–540B, 540–541, 542A–542B, 542–543 PE: 540–543
3.1.12 Given a decimal for tenths, show it as a fraction using a place-value model.	TE: 540A–540B, 540–541, 542A–542B, 542–543, 544A–544B, 544–545, 547 PE: 540–545, 547
3.1.13 Interpret data displayed in a circle graph and answer questions about the situation.	TE: 197 PE: 197
3.1.14 Identify whether everyday events are certain, likely, unlikely, or impossible.	TE: 176A–176B, 176–177 PE: 176–177
3.1.15 Record the possible outcomes for a simple probability experiment.	TE: 178A–178B, 178–180, 182A–182B, 182–183 PE: 178–180, 182–183
Standard 2 Computation	
<i>Students solve problems involving addition and subtraction of whole numbers. They model and solve simple problems involving multiplication and division.</i>	
3.2.1 Add and subtract whole numbers up to 1,000 with or without regrouping, using relevant properties of the number system.	TE: 76A–76B, 76–77, 82A–82B, 82–85, 86A–86B, 86–89, 94A–94B, 94–97, 108A–108B, 108–109, 110A–110B, 110–111, 116A–116B, 116–119, 120A–120B, 120–123, 128A–128B, 128–129 PE: 76–77, 82–89, 94–97, 108–111, 116–123, 128–129
3.2.2 Represent the concept of multiplication as repeated addition.	TE: 206A–206B, 206–207, 236A–236B, 236, 240A–240B, 240, 242A–242B, 242, 605 PE: 206–207, 236, 240, 242, 605
3.2.3 Represent the concept of division as repeated subtraction, equal sharing, and forming equal groups.	TE: 260A–260B, 260–261, 262A–262B, 262–263, 264A–264B, 264–265, 266A–266B, 266, 270A–270B, 270, 272A–272B, 272, 290A–290B, 290, 292A–292B, 292, 296A–296B, 296, 304B–304B, 304, 306A–306B, 306, 310A–310B, 310 PE: 260–266, 270, 272, 290, 292, 296, 304, 306, 310

Indiana Standard	Houghton Mifflin MATH
3.2.4 Know and use the inverse relationship between multiplication and division facts, such as $6 \times 7 = 42$, $42 \div 7 = 6$, $7 \times 6 = 42$, $42 \div 6 = 7$.	TE: 264A–264B, 264–266, 272A–272B, 272, 286A–286B, 286–287, 290A–290B, 290, 292A–292B, 292, 296A–296B, 296, 304A–304B, 304, 306A–306B, 306, 310A–310b, 310 PE: 264–266, 272–273, 286–287, 290, 292, 296, 304, 306, 310
3.2.5 Show mastery of multiplication facts for 2, 5, and 10.	TE: 210A–210B, 210–211, 216A–216B, 216–217, 218A–218B, 218–219 PE: 210–211, 216–219
3.2.6 Add and subtract simple fractions with the same denominator.	TE: 528A–528B, 528–531, 532A–532B, 532–534 PE: 528–534
3.2.7 Use estimation to decide whether answers are reasonable in addition and subtraction problems.	TE: 78A–78B, 78–81, 112A–112B, 112–115 PE: 78–81, 112–115
3.2.8 Use mental arithmetic to add or subtract with numbers less than 100.	TE: 88, 126 PE: 88, 126
Standard 3 Algebra and Functions	
<i>Students select appropriate symbols, operations, and properties to represent, describe, simplify, and solve simple number and functional relationships.</i>	
3.3.1 Represent relationships of quantities in the form of a numeric expression or equation.	TE: 217, 247, 252A–252B, 252–253, 273, 288A–288B, 288–289, 310A–310B, 310–312, 362, 371, 374, 580A–580B, 580–581, 627, 630 PE: 217, 247, 252–253, 273, 288–289, 310–312, 362, 371, 374, 580–581, 627, 630
3.3.2 Solve problems involving numeric equations.	TE: 7, 217, 247, 252A–252B, 252–253, 273, 288A–289B, 288–289, 362, 371, 374, 580A–580B, 580–581, 627, 630 PE: 7, 217, 247, 252–253, 273, 288–289, 362, 371, 374, 580–581, 627, 630
3.3.3 Choose appropriate symbols for operations and relations to make a number sentence true.	TE: 274A–274B, 274–276, 305, 312 PE: 274–276, 305, 312
3.3.4 Understand and use the commutative and associative rules of multiplication.	TE: 76A–76B, 76–77, 208, 252A–252B, 252–253 PE: 76–77, 208, 252–253
3.3.5 Create, describe, and extend number patterns using multiplication.	TE: 218A–218B, 218, 232A–232B, 232–233, 246A–246B, 246, 250A–250B, 250–251, 580A–580B, 580–581 PE: 218, 232–233, 246, 250–251, 580–581
3.3.6 Solve simple problems involving a functional relationship between two quantities.	TE: 84, 87, 118, 215, 219, 237, 242A, 244, 248, 280, 293, 308, 311, 361, 558, 590, 604, 629 PE: 84, 87, 118, 215, 219, 237, 244, 248, 280, 293, 308, 311, 361, 558, 590, 604, 629
3.3.7 Plot and label whole numbers on a number line up to 10.	TE: 28A–28B, 28, 30A–30B, 30, 32A–32B, 32–34, 36B–36B, 36A–36B, 36 PE: 28, 30, 32–34, 36
Standard 4 Geometry	
<i>Students describe and compare the attributes of plane and solid geometric shapes and use their understanding to show relationships and solve problems.</i>	
3.4.1 Identify quadrilaterals as four-sided shapes.	TE: 424A–424B, 424–426 PE: 424–426
3.4.2 Identify right angles in shapes and objects and decide whether other angles are greater or less than a right angle.	TE: 414A–414B, 414–417 PE: 414–417
3.4.3 Identify, describe, and classify: cube, sphere, prism, pyramid, cone, cylinder.	TE: 432A–432B, 432–433, 434A–434B, 434–436 PE: 432–436
3.4.4 Identify common solid objects that are the parts needed to make a more complex solid object.	TE: 432A–432B, 432–433 PE: 432–433

Indiana Standard	Houghton Mifflin MATH
3.4.5 Draw a shape that is congruent to another shape.	TE: 442A–442B, 442–443 PE: 442–443
3.4.6 Use the terms point, line, and line segment in describing two-dimensional shapes.	TE: 414A–414B, 414–417 PE: 414–417
3.4.7 Draw line segments and lines.	TE: 414A–414B, 414–417 PE: 414–417
3.4.8 Identify and draw lines of symmetry in geometric shapes (by hand or using technology).	TE: 448A–448B, 448–449 PE: 448–449
3.4.9 Sketch the mirror image reflections of shapes.	TE: 450A–450B, 450–453 PE: 450–453
3.4.10 Recognize geometric shapes and their properties in the environment and specify their locations.	TE: 418A–418B, 418–421, 4422A–422B, 422–423, 424A–424B, 424–427, 432A–432B, 432–433 PE: 418–427, 432–433
Standard 5 Measurement	
<i>Students choose and use appropriate units and measurement tools for length, capacity, weight, temperature, time, and money.</i>	
3.5.1 Measure line segments to the nearest half-inch.	TE: 358A–358B, 358–359, 463 PE: 358–359, 463
3.5.2 Add units of length that may require regrouping of inches to feet or centimeters to meters.	TE: 262, 385, 475, 604 PE: 262, 385, 475, 604
3.5.3 Find the perimeter of a polygon.	TE: 462A–462B, 462–463, 464A–464B, 464–467, 474A–474B, 474–475 PE: 462–467, 474–475
3.5.4 Estimate or find the area of shapes by covering them with squares.	TE: 468A–468B, 468–469, 470A–470B, 470–473 PE: 468–473
3.5.5 Estimate or find the volume of objects by counting the number of cubes that would fill them.	TE: 476A–476B, 476–477, 478A–478B, 478–481 PE: 476–481
3.5.6 Estimate and measure capacity using quarts, gallons, and liters.	TE: 368A–368B, 368–369, 370A–370B, 370–371, 386A–386B, 386–389 PE: 368–371, 386–389
3.5.7 Estimate and measure weight using pounds and kilograms.	TE: 372A–372B, 372–374, 394A–394B, 394–396 PE: 372–374, 394–396
3.5.8 Compare temperatures in Celsius and Fahrenheit.	TE: 346A–346B, 346–348 PE: 346–348
3.5.9 Tell time to the nearest minute and find how much time has elapsed.	TE: 330A–330B, 330–331, 332A–332B, 332–333, 334A–334B, 334–335, 336A–336B, 336–338 PE: 330–338
3.5.10 Find the value of any collection of coins and bills. Write amounts less than a dollar using the ¢ symbol and write larger amounts in decimal notation using the \$ symbol.	TE: 46A–46B, 46–47, 48A–48B, 48–49, 52A–52B, 52–55 PE: 46–49, 52–55
3.5.11 Use play or real money to decide whether there is enough money to make a purchase.	TE: 51, 54 PE: 51, 54
3.5.12 Carry out simple unit conversions within a measurement system (e.g., centimeters to meters, hours to minutes).	TE: 360A–360B, 361–362, 368A–368B, 370A–370B, 370–371, 372A–372B, 372–374, 384A–384B, 384–385, 386A–386B, 386–388, 394A–394B, 394–396 PE: 360–362, 368–374, 384–388, 394–396
Standard 6 Problem Solving	
<i>Students make decisions about how to approach problems and communicate their ideas.</i>	
3.6.1 Analyze problems by identifying relationships, telling relevant from irrelevant information, sequencing and prioritizing information, and observing patterns.	TE: 14A–14B, 14–16, 220A–220B, 220–222, 274A–274B, 274–276, 376A–376B, 376, 428A–428B, 428–430 PE: 14–16, 220–222, 274–276, 376, 428–430
3.6.2 Decide when and how to break a problem into	TE: 274A–274B, 274–276, 594A–594B, 594–596

Indiana Standard	Houghton Mifflin MATH
simpler parts.	PE: 274–276, 594–596
<i>Students use strategies, skills, and concepts in finding and communicating solutions to problems.</i>	
3.6.3 Apply strategies and results from simpler problems to solve more complex problems.	TE: 594A–594B, 594–596 PE: 594–596
3.6.4 Express solutions clearly and logically by using the appropriate mathematical terms and notation. Support solutions with evidence in both verbal and symbolic work.	All lessons address this objective. These are a few of the many examples. TE: 9, 71, 77, 108A–108B, 108, 143, 149, 152, 155, 163, 166, 180, 201, 207, 233, 251, 261, 287, 325, 357, 369, 383, 409, 436, 443, 449, 453, 463, 469, 477, 493, 509, 554, 575, 583, 614, 643 PE: 9, 71, 77, 108, 143, 149, 152, 155, 163, 166, 180, 201, 207, 233, 251, 261, 287, 325, 357, 369, 383, 409, 436, 443, 449, 453, 463, 469, 477, 493, 509, 554, 575, 583, 614, 643
3.6.5 Recognize the relative advantages of exact and approximate solutions to problems and give answers to a specified degree of accuracy.	TE: 102A–102B, 102 PE: 102
3.6.6 Know and use strategies for estimating results of whole-number addition and subtraction.	TE: 78A–78B, 78–81, 112A–112B, 112–115 PE: 78–81, 112–115
3.6.7 Make precise calculations and check the validity of the results in the context of the problem.	TE: 14A–14B, 14–16, 38A–38B, 38–40, 50A–50B, 50–51, 90A–90B, 90–92, 102A–102B, 102, 130A–130B, 130, 158A–158B, 158–160, 184A–184B, 184–185, 220A–220B, 220–222, 254A–254B, 254–255, 268A–268B, 268, 274A–274B, 274–276, 300A–300B, 300–302, 344A–344B, 344–345, 364A–364B, 364–366, 376A–376B, 376, 390A–390B, 390–392, 428A–428B, 428–430, 454A–454B, 454–456, 474A–474B, 474–475, 506A–506B, 506–507, 524A–524B, 524–526, 546A–546B, 546, 560A–560B, 560–562, 594A–594B, 594–596, 622A–622B, 622–623 PE: 14–16, 38–40, 50–51, 90–92, 102, 130, 158–160, 184–185, 220–222, 254–255, 268, 274–276, 300–302, 344–345, 364–366, 376, 390–392, 428–430, 454–456, 474–475, 506–507, 524–526, 546, 560–562, 594–596, 622–623
<i>Students determine when a solution is complete and reasonable and move beyond a particular problem by generalizing to other situations.</i>	
3.6.8 Decide whether a solution is reasonable in the context of the original situation.	TE: 14A–14B, 14–16, 38A–38B, 38–40, 50A–50B, 50–51, 90A–90B, 90–92, 102A–102B, 102, 130A–130B, 130, 158A–158B, 158–160, 184A–184B, 184–185, 220A–220B, 220–222, 254A–254B, 254–255, 268A–268B, 268, 274A–274B, 274–276, 300A–300B, 300–302, 344A–344B, 344–345, 364A–364B, 364–366, 376A–376B, 376, 390A–390B, 390–392, 428A–428B, 428–430, 454A–454B, 454–456, 474A–474B, 474–475, 506A–506B, 506–507, 524A–524B, 524–526, 546A–546B, 546, 560A–560B, 560–562, 594A–594B, 594–596, 622A–622B, 622–623 PE: 14–16, 38–40, 50–51, 90–92, 102, 130, 158–160, 184–185, 220–222, 254–255, 268, 274–276, 300–302, 344–345, 364–366, 376, 390–392,

Houghton Mifflin MATH © 2005
Level 3
correlated to
Indiana Academic Standards

Indiana Standard	Houghton Mifflin MATH
	428–430, 454–456, 474–475, 506–507, 524–526, 546, 560–562, 594–596, 622–623
3.6.9 Note the method of finding the solution and show a conceptual understanding of the method by solving similar problems.	TE: 14A–14B, 14–16, 38A–38B, 38–40, 50A–50B, 50–51, 90A–90B, 90–92, 102A–102B, 102, 130A–130B, 130, 158A–158B, 158–160, 184A–184B, 184–185, 220A–220B, 220–222, 254A–254B, 254–255, 268A–268B, 268, 274A–274B, 274–276, 300A–300B, 300–302, 344A–344B, 344–345, 364A–364B, 364–366, 376A–376B, 376, 390A–390B, 390–392, 428A–428B, 428–430, 454A–454B, 454–456, 474A–474B, 474–475, 506A–506B, 506–507, 524A–524B, 524–526, 546A–546B, 546, 560A–560B, 560–562, 594A–594B, 594–596, 622A–622B, 622–623 PE: 14–16, 38–40, 50–51, 90–92, 102, 130, 158–160, 184–185, 220–222, 254–255, 268, 274–276, 300–302, 344–345, 364–366, 376, 390–392, 428–430, 454–456, 474–475, 506–507, 524–526, 546, 560–562, 594–596, 622–623

Indiana Standard

Houghton Mifflin MATH

Standard 1 Number Sense	
<i>Students understand the place value of whole numbers and decimals to two decimal places and how whole numbers and decimals relate to simple fractions.</i>	
4.1.1 Read and write whole numbers up to 1,000,000.	TE: 6A-6B, 6-8, 14A-14B, 14-15, 16A-16B, 16-18, 24A-24B, 24-25, 26A-26B, 26-28, 38A-38B, 38-39, 46A-46B, 46-47, 50, 76A-76B PE: 6-8, 14-15, 16-18, 24-25, 26-28, 38-39, 46-47, 50
4.1.2 Identify and write whole numbers up to 1,000,000, given a place-value model.	TE: 6A-6B, 6-8, 14A-14B, 14-15, 16A-16B, 16-18, 46-47, 50 PE: 6-8, 14-15, 16-18, 46-47, 50
4.1.3 Round whole numbers up to 10,000 to the nearest ten, hundred, and thousand.	TE: 38A-38B, 38-39, 64A-64B, 64-66; Exercises That Use Rounding to Estimate: 71, 73, 74-75, 76-78, 148-149, 160-161, 164-165, 174-175, 186-187 PE: 38-39, 64-66; Exercises That Use Rounding to Estimate: 71, 73, 74-75, 76-78, 148-149, 160-161, 164-165, 174-175, 186-187
4.1.4 Order and compare whole numbers using symbols for “less than” (<), “equal to” (=), and “greater than” (>).	TE: 24A-24B, 24-25, 26A-26B, 26-28, 46-47; Exercises - 63, 78, 86, 96, 117, 154, 166, 173, 185, 209, 221, 245, 281, 309, 311, 314, 324, 328 PE: 24-25, 26-28, 46-47; Exercises - 63, 78, 86, 96, 117, 154, 166, 173, 185, 209, 221, 245, 281, 309, 311, 314, 324, 328
4.1.5 Rename and rewrite whole numbers as fractions.	TE: 490A-490B, 492A-492B, 490-493, 508A-508B, 508-510, 511, 520A-520B, 520-521 PE: 490-493, 508-510, 511, 520-521
4.1.6 Name and write mixed numbers, using objects or pictures.	TE: 508A-508B, 508-510 PE: 508-510
4.1.7 Name and write mixed numbers as improper fractions, using objects or pictures.	TE: 508A-508B, 508-510 PE: 508-510
4.1.8 Write tenths and hundredths in decimal and fraction notations. Know the fraction and decimal equivalents for halves and fourths (e.g., $\frac{1}{2} = 0.5 = 0.50$, $\frac{7}{4} = 1\frac{3}{4} = 1.75$).	TE: 542A-542B, 542-543, 546-546b, 546-548, 550A-550B, 550-552, 553, 563 PE: 542-543, 546-548, 550-552, 553, 563
4.1.9 Round two-place decimals to tenths or to the nearest whole number.	TE: 38A-38B, 38-39, 568A-568B, 568-569, 570A-570B, 570-571, 574A-574B, 574-575 PE: 38-39, 568-569, 570-571, 574-575
Standard 2 Computation	
<i>Students solve problems involving addition, subtraction, multiplication, and division of whole numbers and understand the relationships among these operations. They extend their use and understanding of whole numbers to the addition and subtraction of simple fractions and decimals.</i>	
4.2.1 Understand and use standard algorithms for addition and subtraction.	TE: 58, 60A-60B, 60-61, 62A-62B, 62-63, 64A-64B, 64-66, 67, 69, 70A-70B, 70-71, 72A-72B, 72-73, 74A-74B, 74-75, 76A-76B, 76-78 PE: 58, 60-61, 62-63, 64-66, 67, 69, 70-71, 72-73, 74-75, 76-78
4.2.2 Represent as multiplication any situation involving repeated addition.	TE: 82-83, 92A-92B, 92-93, 94A-94B, 94-96, 150A-150B, 150-151, 152A-152B, 152-154, 454A-454B, 454-455 PE: 82-83, 92-93, 94-96, 150-151, 152-154, 454-455
4.2.3 Represent as division any situation involving the sharing of objects or the number of groups of shared objects.	TE: 84A-84B, 84-86, 202-203, 206A-206B, 206-208, 214A-214B, 214-216, 228A-228B, 228-229, 230A-230B, 228-232, 234A-234B, 234-236, 238A-238B, 238-239, 244A-244B, 244-246, 272A-272B, 272-273, 276A-276B, 276-278, 280A-280B, 280-281,

Indiana Standard	Houghton Mifflin MATH
	282A-284, 285, 300 PE: 84-86, 202-203, 206-207, 208-209, 214-216, 228-229, 230-232, 234-236, 238-239, 244-246, 272-273, 276-278, 280-281, 282-284, 285, 300
4.2.4 Demonstrate mastery of the multiplication tables for numbers between 1 and 10 and of the corresponding division facts.	TE: 88A-88B, 88-89, 92A-92B, 92-93, 94A-94B, 94-96, 100A-100B, 100-101, 146A-146B, 146-147, 148A-148B, 148-149, 172A-172B, 172-173, 181, 197, 218A-218B, 218-219, 220A-220B, 220-221, 274A-274B, 274-275 PE: 88-89, 92-93, 94-96, 100-101, 146-147, 148-149, 172-173, 181, 197, 218-219, 220-221, 274-275
4.2.5 Use a standard algorithm to multiply numbers up to 100 by numbers up to 10, using relevant properties of the number system.	TE: 84A-84B, 84-86, 150A-150B, 150-151, 152A-152B, 152-154, 176A-176B, 176-177, 178A-178B, 178-180 PE: 84-86, 150-151, 152-154, 176-177, 178-180
4.2.6 Use a standard algorithm to divide numbers up to 100 by numbers up to 10 without remainders, using relevant properties of the number system.	TE: 84A-84B, 84-86, 206A-206B, 206-207 PE: 84-86, 206-207
4.2.7 Understand the special properties of 0 and 1 in multiplication and division.	TE: 84A-84B, 84-86 PE: 84-86
4.2.8 Add and subtract simple fractions with different denominators, using objects or pictures.	TE: 524A-524B, 524-525, 528A-528B, 530A-530B, 528-532 PE: 524-525, 528-529, 530-532
4.2.9 Add and subtract decimals (to hundredths), using objects or pictures.	TE: 572A-572B, 572-573 PE: 572-573
4.2.10 Use a standard algorithm to add and subtract decimals (to hundredths).	TE: 572A-572B, 572-573, 574A-574B, 574-575, 576A-576B, 576-578 PE: 572-573, 574-575, 576-578
4.2.11 Know and use strategies for estimating results of any whole-number computations.	TE: 64A-64B, 64-66, 67, 148A-148B, 148-149, 174A-174B, 174-175, 220A-220B, 220-221, 274A-274B, 274-275 PE: 64-66, 67, 148-149, 174-175, 220-221, 274-275
4.2.12 Use mental arithmetic to add or subtract numbers rounded to hundreds or thousands.	TE: 64A-64B, 64-66, 67, 70A-70B, 70-71, 72A-72B, 72-73, 74A-74B, 74-75 PE: 64-66, 67, 70-71, 72-73, 74-75
Standard 3 Algebra and Functions	
<i>Students use and interpret variables, mathematical symbols, and properties to write and simplify numerical expressions and sentences. They understand relationships among the operations of addition, subtraction, multiplication, and division.</i>	
4.3.1 Use letters, boxes, or other symbols to represent any number in simple expressions, equations, or inequalities (i.e., demonstrate an understanding of and the use of the concept of a variable).	The majority of exercise sets feature number sentences that use symbols (boxes or letters) to represent an unknown number. The following are a few examples: TE: 84A-84B, 84-86, 100A-100B, 100-101, 102A-102B, 102-103, 108, 112A-112B, 112-114, 115, 116A-116B, 116-117, 118A-118B, 118-120, 121, 122A-122B, 122-123, 126A-126B, 126-127, 129, 454A-454B, 454-455, 456A-456B, 456-457, 468A-468B, 468-469, 470A-470B, 470-471, 620A-620B, 620-622; Exercises - 28, 66, 75, 85, 89, 93, 96, 101, 103, 127, 133, 162, 163, 175, 179-180, 188, 207, 216, 218-219, 231, 236, 239, 265, 272-273, 275, 289, 321, 495-496, 517-519, 521 PE: 84-86, 100-101, 102-103, 108, 112-114, 115, 116-117, 118-120, 121, 122-123, 126-127, 129, 454-455, 456-457, 468-469, 620-622; Exercises - 28, 66, 75,

Indiana Standard	Houghton Mifflin MATH
	85, 89, 93, 96, 101, 103, 127, 133, 162, 163, 175, 179-180, 188, 207, 216, 218-219, 231, 236, 239, 265, 272-273, 275, 289, 321, 470-471, 495-496, 517-519, 521
4.3.2 Use and interpret formulas to answer questions about quantities and their relationships.	TE: 454A-454B, 454-455, 456A-456B, 456-458, 460A-460B, 460-462, 468A-468B, 468-469, 470A-470B, 470-471 PE: 454-455, 456-458, 460-462, 468-469, 470-471
4.3.3 Understand that multiplication and division are performed before addition and subtraction in expressions without parentheses.	TE: 110A-110B, 110-111, 140 PE: 110-111, 140
4.3.4 Understand that an equation such as $y = 3x + 5$ is a rule for finding a second number when a first number is given.	TE: 126A-126B, 126-127, 620A-620B, 620-622; Exercises: 130, 131, 133, 162, 216, 236, 600 PE: 126-127, 216, 236, 620-622; Exercises: 130, 131, 133, 162, 216, 236, 600
4.3.5 Continue number patterns using multiplication and division.	TE: 90A-90B, 90-91, 98A-98B, 98-99, 146A-146B, 146-147, 163, 172A-172B, 172-173, 218A-218B, 218-219, 247, 272A-272B, 272-273 PE: 90-91, 98-99, 146-147, 163, 172-173, 218-219, 247, 272-273
4.3.6 Recognize and apply the relationships between addition and multiplication, between subtraction and division, and the inverse relationship between multiplication and division to solve problems.	TE: 88A-88B, 88-89, 92B, 92, 94A, 94-95, 118A-118B, 118-120, 240A-240B, 240-241, 285 PE: 88-89, 92, 94-95, 118-120, 240-241, 285
4.3.7 Relate problem situations to number sentences involving multiplication and division.	TE: 104A-104B, 104, 118A-118B, 118-120, 122A-122B, 122-123, 126A-126B, 126-127 PE: 104, 118-120, 122-123, 126-127
4.3.8 Plot and label whole numbers on a number line up to 100. Estimate positions on the number line.	TE: 24, 26, 38A-38B, 38-39, 395 PE: 24, 26, 38-39, 395
Standard 4 Geometry	
<i>Students show an understanding of plane and solid geometric objects and use this knowledge to show relationships and solve problems.</i>	
4.4.1 Identify, describe, and draw rays, right angles, acute angles, obtuse angles and straight angles using appropriate mathematical tools and technology.	TE: 408A-408B, 408-409, 410A-410B, 410-411 PE: 408-409, 410-411
4.4.2 Identify, describe and draw parallel, perpendicular, and oblique lines using appropriate mathematical tools and technology.	TE: 404A-404B, 404-406 PE: 404-406
4.4.3 Identify, describe, and draw parallelograms, rhombuses, and trapezoids, using appropriate mathematical tools and technology.	TE: 412A-412B, 412-414, 432 PE: 412-414, 432
4.4.4 Identify congruent quadrilaterals and give reasons for congruence using sides, angles, parallels and perpendiculars.	TE: 430A-430B, 430-432 PE: 430-432
4.4.5 Identify and draw lines of symmetry in polygons.	TE: 440A-440B, 440-443 PE: 440-443
4.4.6 Construct cubes and prisms and describe their attributes.	TE: 464A-464B, 464-467 PE: 464-467
Standard 5 Measurement	
<i>Students understand perimeter and area, as well as measuring volume, capacity, time, and money.</i>	
4.5.1 Measure length to the nearest quarter-inch, eighth-inch, and millimeter.	TE: 306A-306B, 306-307, 308A-308B, 308-309, 318A-318B, 318-319, 320A-320B, 320-321, 325; Exercises: 158, 166, 242, 259, 362, 432, 529, 548,

Indiana Standard	Houghton Mifflin MATH
	562, 577 PE: 306–307, 308–309, 318–319, 320–321, 325; Exercises: 158, 166, 242, 259, 362, 432, 529, 548, 562, 577
4.5.2 Subtract units of length that may require renaming of feet to inches or meters to centimeters.	TE: 308A–308B, 308–309, 320A–320B, 320–321; Exercises: 158, 166, 242, 259, 362, 432, 529, 548, 562, 577 PE: 308–309, 320–321; Exercises: 158, 166, 242, 259, 362, 432, 529, 548, 562, 577
4.5.3 Know and use formulas for finding the perimeters of rectangles and squares.	TE: 454A–454B, 454–455, 470A–470B, 470–471 PE: 454–455, 470–471
4.5.4 Know and use formulas for finding the areas of rectangles and squares.	TE: 456A–456B, 456–458, 470A–470B, 470–471 PE: 456–458, 470–471
4.5.5 Estimate and calculate the area of rectangular shapes by using appropriate units, such as square centimeter (cm ²), square meter (m ²), square inch (in ²), or square yard (yd ²).	TE: 452A–452B, 452–453, 456A–456B, 456–458, 460A–460B, 460–462, 484 PE: 452–453, 456–458, 460–462, 484
4.5.6 Understand that rectangles with the same area can have different perimeters and that rectangles with the same perimeter can have different areas.	TE: 452A–452B, 452–453, 458 PE: 452–453, 458
4.5.7 Find areas of shapes by dividing them into basic shapes such as rectangles.	TE: 460A–460B, 460–462 PE: 460–462
4.5.8 Use volume and capacity as different ways of measuring the space inside a shape.	TE: 302, 310A–310B, 310–311, 322A–322B, 322–324, 468A–468B, 468–469 PE: 302, 310–311, 322–324, 468–469
4.5.9 Add time intervals involving hours and minutes.	TE: 336A–336B, 336–338, 339 PE: 336–338, 339
4.5.10 Determine the amount of change from a purchase.	TE: 34A–34B, 34–36, 54 PE: 34–36, 54
Standard 6 Data Analysis and Probability	
<i>Students organize, represent, and interpret numerical and categorical data and clearly communicate their findings. They show outcomes for simple probability situations.</i>	
4.6.1 Represent data on a number line and in tables, including frequency tables.	TE: 356A–356B, 356–358, 359, 360A–360B, 360–361, 366A–366B, 366–367, 368A–368B, 368–369, 395 PE: 356–358, 359, 360–361, 366–367, 368–369, 395
4.6.2 Interpret data graphs to answer questions about a situation.	TE: 356A–356B, 356–358, 364A–364B, 364–365, 366A–366B, 366–367, 368A–368B, 368–370, 376A–376B, 376–377, 378A–378B, 378–379, 380A–380B, 380–381, 382A–382B, 382–383, 384A–384B, 384–386, 387, 394, 395; Exercises That Use Data Tables, Charts, and Graphs - 8, 12, 18, 25, 36, 41, 47, 66, 71, 96, 101, 133, 136, 158, 166, 180, 184, 188, 189, 193, 195, 196, 216, 232, 236, 242, 246, 260, 266, 284, 293, 295, 310, 320, 334, 342, 346, 394, 420, 424, 432, 438, 462, 496, 500, 506, 525, 535, 536, 548, 556, 562, 578, 585, 586, 597, 606, 609, 626, 630, 635; All Chapter Openers - 2, 22, 58, 82, 108, 144, 170, 204, 226, 250, 270, 304, 332, 354, 374, 402, 428, 450, 488, 514, 540, 566, 594, 614; All Weekly Reader Activities - WRA1–WRA6 PE: 356–358, 364–365, 366–367, 368–370, 376–377, 378–379, 380–381, 382–383, 384–386, 387, 394, 395; Exercises That Use Data Tables, Charts, and Graphs - 8, 12, 18, 25, 36, 41, 47, 66, 71, 96, 101, 133, 136, 158, 166, 180, 184, 188, 189, 193, 195, 196, 216,

Indiana Standard	Houghton Mifflin MATH
	232, 236, 242, 246, 260, 266, 284, 293, 295, 310, 320, 334, 342, 346, 394, 420, 424, 432, 438, 462, 496, 500, 506, 525, 535, 536, 548, 556, 562, 578, 585, 586, 597, 606, 609, 626, 630, 635; All Chapter Openers - 2, 22, 58, 82, 108, 144, 170, 204, 226, 250, 270, 304, 332, 354, 374, 402, 428, 450, 488, 514, 540, 566, 594, 614; All Weekly Reader Activities - 682-690
4.6.3 Summarize and display the results of probability experiments in a clear and organized way.	TE: 594, 596A-596B, 596-597, 598A-598B, 598-600, 602A-602B, 602-603, 608A-608B, 608-610 PE: 594, 596-597, 598-600, 602-603, 608-610
Standard 7 Problem Solving	
<i>Students make decisions about how to approach problems and communicate their ideas.</i>	
4.7.1 Analyze problems by identifying relationships, telling relevant from irrelevant information, sequencing and prioritizing information, and observing patterns.	TE: 10A-10B, 10-11, 68A-68B, 68, 122A-122B, 122-123, 128A-128B, 128, 182A-182B, 182, 210A-210B, 210-211, 240A-240B, 240-241, 316A-316B, 316, 418A-418B, 418-419, 554A-554B, 554-555 PE: 10-11, 68, 122-123, 128, 182, 210-211, 240-241, 316, 418-419, 554-555
4.7.2 Decide when and how to break a problem into simpler parts.	TE: 104A-104B, 104, 258A-258B, 258-259, 288A-288B, 288; <i>All Multistep Exercises</i> : 12, 36, 41, 42, 66, 71, 73, 93, 103, 11, 114, 114, 120, 124, 147, 158, 162, 173, 175, 180, 182, 185, 188, 209, 212, 216, 219, 222, 236, 242, 273, 281, 284, 287, 309, 314, 321, 324, 335, 342, 346, 349, 350, 362, 370, 379, 420, 446, 455, 458, 469, 471, 491, 496, 455, 458, 469, 471, 491, 496, 506, 519, 521, 523, 535, 536, 556, 557, 569, 571, 578, 606, 617, 629, 630; <i>All Decision Making Exercises</i> : 49, 135, 195, 295, 393, 479, 585, 637; <i>All Performance Assessments</i> : 50, 136, 196, 296, 394, 480, 586, 638 PE: 104, 258-259, 288; <i>All Multistep Exercises</i> : 12, 36, 41, 42, 66, 71, 73, 93, 103, 11, 114, 114, 120, 124, 147, 158, 162, 173, 175, 180, 182, 185, 188, 209, 212, 216, 219, 222, 236, 242, 273, 281, 284, 287, 309, 314, 321, 324, 335, 342, 346, 349, 350, 362, 370, 379, 420, 446, 455, 458, 469, 471, 491, 496, 455, 458, 469, 471, 491, 496, 506, 519, 521, 523, 535, 536, 556, 557, 569, 571, 578, 606, 617, 629, 630; <i>All Decision Making Exercises</i> : 49, 135, 195, 295, 393, 479, 585, 637; <i>All Performance Assessments</i> : 50, 136, 196, 296, 394, 480, 586, 638
Students use strategies, skills, and concepts in finding and communicating solutions to problems.	
4.7.3 Apply strategies and results from simpler problems to solve more complex problems.	TE: 156A-156B, 156-157, 258A-258B, 258-259 PE: 156-157, 258-259
4.7.4 Use a variety of methods, such as words, numbers, symbols, charts, graphs, tables, diagrams, tools, and models to solve problems, justify arguments, and make conjectures.	TE: 10A-10B, 10-11, 40A-40B, 40-41, 122A-122B, 122-123, 156A-156B, 156-157, 210A-210B, 210-211, 240A-240B, 240-241, 258A-258B, 258-259, 340A-340B, 340-341, 348A-348B, 348-349, 360A-360B, 360-361, 380A-380B, 380-381, 418A-418B, 418-419, 436A-436B, 436-437, 444A-444B, 444-445, 470A-470B, 470-471, 504A-504B, 504-505, 522A-522B, 522-523, 534A-534B, 534-535, 554A-

Indiana Standard	Houghton Mifflin MATH
	554B, 554-555, 604A-604B, 604-605, 628A-628B, 628-629 PE: 10-11, 40-41, 122-123, 156-157, 210-211, 240-241, 258-259, 340-341, 348-349, 360-361, 380-381, 418-419, 436-437, 444-445, 470-471, 504-505, 522-523, 534-535, 554-555, 604-605, 628-629
4.7.5 Express solutions clearly and logically by using the appropriate mathematical terms and notation. Support solutions with evidence in both verbal and symbolic work.	All word problems in HMM 05 require students to use appropriate mathematical terms and notation and support their solutions with verbal and symbolic evidence. The following are examples. TE: <i>All Write About It Problems</i> - 3, 8, 15, 17, 20, 23, 32, 44, 55, 59, 80, 83, 91, 99, 106, 109, 130, 141, 145, 151, 154, 168, 171, 177, 180, 190, 201, 205, 207, 219, 221, 224, 227, 229, 239, 246, 248, 251, 253, 263, 266, 268, 271, 278, 290, 301, 305, 307, 319, 328, 330, 333, 352, 355, 358, 365, 372, 375, 377, 388, 399, 403, 406, 409, 411, 414, 426, 429, 448, 451, 453, 474, 485, 489, 493, 496, 500, 512, 515, 518, 519, 521, 529, 532, 538, 541, 543, 553, 564, 567, 571, 573, 580, 585, 591, 595, 597, 601, 603, 611, 612, 615, 617, 619, 626, 632, 643; <i>Vocabulary Wrap-Up</i> - 55, 141, 201, 301, 399, 485, 591, 643 PE: <i>All Write About It Problems</i> - 3, 8, 15, 17, 20, 23, 32, 44, 55, 59, 80, 83, 91, 99, 106, 109, 130, 141, 145, 151, 154, 168, 171, 177, 180, 190, 201, 205, 207, 219, 221, 224, 227, 229, 239, 246, 248, 251, 253, 263, 266, 268, 271, 278, 290, 301, 305, 307, 319, 328, 330, 333, 352, 355, 358, 365, 372, 375, 377, 388, 399, 403, 406, 409, 411, 414, 426, 429, 448, 451, 453, 474, 485, 489, 493, 496, 500, 512, 515, 518, 519, 521, 529, 532, 538, 541, 543, 553, 564, 567, 571, 573, 580, 585, 591, 595, 597, 601, 603, 611, 612, 615, 617, 619, 626, 632, 643; <i>Vocabulary Wrap-Up</i> - 55, 141, 201, 301, 399, 485, 591, 643
4.7.6 Recognize the relative advantages of exact and approximate solutions to problems and give answers to a specified degree of accuracy.	TE: 68A-68B, 68, 526A-526B, 526; <i>Choose a Computation Method Exercises</i> : 42, 78, 166, 188, 212, 222, 246, 266, 350, 446, 472, 536, 578, 630 PE: 68, 526; <i>Choose a Computation Method Exercises</i> : 42, 78, 166, 188, 212, 222, 246, 266, 350, 446, 472, 536, 578, 630
4.7.7 Know and use appropriate methods for estimating results of whole-number computations.	TE: 68A-68B, 68, 128A-128B, 128, 526A-526B, 526; <i>Choose a Computation Method Exercises</i> : 42, 78, 166, 188, 212, 222, 246, 266, 350, 446, 472, 536, 578, 630 PE: 68, 128, 526; <i>Choose a Computation Method Exercises</i> : 42, 78, 166, 188, 212, 222, 246, 266, 350, 446, 472, 536, 578, 630
4.7.8 Make precise calculations and check the validity of the results in the context of the problem.	The Plan for Problem-Solving that HMM 05 teaches students to use includes a third step in which students check their calculations to see if their answer(s) is reasonable. TE: 68A-68B, 68, 104A-104B, 104, 128A-128B, 128,

Indiana Standard	Houghton Mifflin MATH
	<p>288A-288B, 288, 470A-470B, 470-471, 576A-576B, 576-577; <i>All Calculator Exercises</i>: 42, 78, 166, 188, 212, 222, 246, 266, 350, 446, 472, 536, 578, 630; <i>All Multistep Exercises</i>: 12, 36, 41, 42, 66, 71, 73, 93, 103, 11, 114, 114, 120, 124, 147, 158, 162, 173, 175, 180, 182, 185, 188, 209, 212, 216, 219, 222, 236, 242, 273, 281, 284, 287, 309, 314, 321, 324, 335, 342, 346, 349, 350, 362, 370, 379, 420, 446, 455, 458, 469, 471, 491, 496, 455, 458, 469, 471, 491, 496, 506, 519, 521, 523, 535, 536, 556, 557, 569, 571, 578, 606, 617, 629, 630</p> <p>PE: 68, 104, 128, 288, 470-471, 576-577; <i>All Calculator Exercises</i>: 42, 78, 166, 188, 212, 222, 246, 266, 350, 446, 472, 536, 578, 630; <i>All Multistep Exercises</i>: 12, 36, 41, 42, 66, 71, 73, 93, 103, 11, 114, 114, 120, 124, 147, 158, 162, 173, 175, 180, 182, 185, 188, 209, 212, 216, 219, 222, 236, 242, 273, 281, 284, 287, 309, 314, 321, 324, 335, 342, 346, 349, 350, 362, 370, 379, 420, 446, 455, 458, 469, 471, 491, 496, 455, 458, 469, 471, 491, 496, 506, 519, 521, 523, 535, 536, 556, 557, 569, 571, 578, 606, 617, 629, 630</p>
<p>Students determine when a solution is complete and reasonable and move beyond a particular problem by generalizing to other situations.</p>	
<p>4.7.9 Decide whether a solution is reasonable in the context of the original situation.</p>	<p>HMM 05 teaches students a Plan for Problem-Solving. It includes a last step in which students look back to see if their answer(s) is reasonable.</p> <p>TE: 68A-68B, 68, 128A-128B, 128, 182A-182B, 182, 210A-210B, 210-211; <i>All Decision Making Exercises</i>: 49, 135, 195, 295, 393, 479, 585, 637; <i>All Performance Assessments</i>: 50, 136, 196, 296, 394, 480, 586, 638; <i>All Reasoning Exercises</i>: 5, 12, 13, 36, 42, 43, 49, 86, 149, 216, 253, 273, 281, 346, 414, 432, 496, 510, 532, 600</p> <p>PE: 68, 128, 182, 210-211; <i>All Decision Making Exercises</i>: 49, 135, 195, 295, 393, 479, 585, 637; <i>All Performance Assessments</i>: 50, 136, 196, 296, 394, 480, 586, 638; <i>All Reasoning Exercises</i>: 5, 12, 13, 36, 42, 43, 49, 86, 149, 216, 253, 273, 281, 346, 414, 432, 496, 510, 532, 600</p>
<p>4.7.10 Note the method of finding the solution and show a conceptual understanding of the method by solving similar problems.</p>	<p>TE: All <i>Choose a Strategy Exercises</i>: 12, 42, 124, 158, 242, 260, 342, 362, 420, 438, 506, 556, 606; <i>All Choose a Computation Method Exercises</i>: 42, 78, 166, 188, 212, 222, 246, 266, 350, 446, 472, 536, 578, 630</p> <p>PE: All <i>Choose a Strategy Exercises</i>: 12, 42, 124, 158, 242, 260, 342, 362, 420, 438, 506, 556, 606; <i>All Choose a Computation Method Exercises</i>: 42, 78, 166, 188, 212, 222, 246, 266, 350, 446, 472, 536, 578, 630</p>

Indiana Standard

Houghton Mifflin MATH

Standard 1 Number Sense	
<i>Students compute with whole numbers, decimals, and fractions and understand the relationship among decimals, fractions, and percents. They understand the relative magnitudes of numbers. They understand prime and composite numbers.</i>	
5.1.1 Convert between numbers in words and numbers in figures, for numbers up to millions and decimals to thousandths.	TE: 2, 4A–4B, 4–5 6A–6B, 6–7, 8A–8B, 8–9, 14A–14B, 14–15, 55, 198B, 262 PE: 4–5, 6–7, 8–9, 14–15, 55
5.1.2 Round whole numbers and decimals to any place value.	TE: 10A–10B, 11–12, 20A–20B, 21–22, 32A, 32, 74A–74B PE: 11–12, 21–22
5.1.3 Arrange in numerical order and compare whole numbers or decimals to two decimal places by using the symbols for less than (<), equals (=), and greater than (>).	TE: 10A–10B, 10–12, 20A–20B, 20–22, 28A, 31, 55, 186A, 200A, 284A, 530 PE: 10–12, 20–22, 31, 55, 530
5.1.4 Interpret percents as a part of a hundred. Find decimal and percent equivalents for common fractions and explain why they represent the same value.	TE: 506A–506B, 506–507, 508A–508B, 508–509, 510A–510B, 510–512 PE: 506–507, 508–509, 510–512
5.1.5 Explain different interpretations of fractions: as parts of a whole, parts of a set, and division of whole numbers by whole numbers.	TE: 236–238, 310A PE: 236–238
5.1.6 Describe and identify prime and composite numbers.	TE: 224A–224B, 224–227 PE: 224–227
5.1.7 Identify on a number line the relative position of simple positive fractions, positive mixed numbers, and positive decimals.	TE: 20, 236A–236B, 236–239, 246A–246B, 246–247, 338, 511 PE: 20, 236–239, 246–247, 338, 511
Standard 2 Computation	
<i>Students solve problems involving multiplication and division of whole numbers and solve problems involving addition, subtraction, and simple multiplication and division of fractions and decimals.</i>	
5.2.1 Solve problems involving multiplication and division of any whole numbers.	TE: 68A–68B, 72A–72B, 76A–76B, 68–78, 88A–88B, 86–89, 92A–92B, 92–94, 96A–96B, 96–97, 110A–110B, 110–113, 118A–118B, 120A–120B, 118–122, 127–130 PE: 68–78, 86–89, 92–94, 96–97, 110–113, 118–122, 127–130
5.2.2 Add and subtract fractions (including mixed numbers) with different denominators.	TE: 260A–260B, 260–261, 262A–262B, 262–264, 268A–268B, 268–269, 270A, 274A–274B, 274–276 PE: 260–261, 262–264, 268–269, 274–276
5.2.3 Use models to show an understanding of multiplication and division of fractions.	TE: 310A–310B, 310–313, 314B, 316B, 320A–320B, 320–321 PE: 310–313, 320–321
5.2.4 Multiply and divide fractions to solve problems.	TE: 310A–310B, 310–313, 314A–314B, 314–315, 316A–316B, 316–318, 320A–320B, 321, 322A–322B, 322–323, 324A–324B, 324–327, 328, 334 PE: 310–313, 314–315, 316–318, 320–321, 322–323, 324–327, 328, 334
5.2.5 Add and subtract decimals and verify the reasonableness of the results.	TE: 282A–282B, 282–283, 284A–284B, 284–285, 286A–286B, 286–288, 290A, 292A–292B PE: 282–283, 284–285, 286–288
5.2.6 Use estimation to decide whether answers are reasonable in addition, subtraction, multiplication, and division problems.	TE: 74A–74B, 74–75, 80A–80B, 80, 86A–86B, 86–87, 96A–96B, 110A–110B, 110–112, 118A–118B, 118–119, 256A–256B, 256–257, 262, 290A–290B, 290–291, 336A–336B, 336–337, 338A–338B, 338–339, 344A, 346A, 346,

Indiana Standard	Houghton Mifflin MATH
	354A–354B, 354–355, 362A, 362, 368A, 368–369 PE: 74–75, 80, 86–87, 110–112, 118–119, 262, 290–291, 336–337, 338–339, 346, 362, 368–369
5.2.7 Use mental arithmetic to add or subtract simple decimals.	TE: 260, 270 PE: 259, 275-276, 285, 288, 290-291
Standard 3 Algebra and Functions	
<i>Students use variables in simple expressions, compute the value of an expression for specific values of the variable, and plot and interpret the results. They use two-dimensional coordinate grids to represent points and graph lines.</i>	
5.3.1 Use a variable to represent an unknown number.	TE: 28A–28B, 28–30, 230, 288, 490, 576A–576B, 576–577 PE: 28–30, 230, 288, 490, 576–577
5.3.2 Write simple algebraic expressions in one or two variables and evaluate them by substitution.	TE: 28A–28B, 28–30, 60A–60B, 60–61, 70, 77, 94, 337, 341, 397 PE: 28–30, 60–61, 70, 77, 94, 337, 341, 397
5.3.3 Use the distributive property in numerical equations and expressions.	TE: 62A–62B, 62–63, 70, 76A–76B, 76–77, 139 PE: 62–63, 70, 76–77, 139
5.3.4 Identify and graph ordered pairs of positive numbers.	TE: 610A–610B, 610–613 PE: 610–613
5.3.5 Find ordered pairs (positive numbers only) that fit a linear equation, graph the ordered pairs, and draw the line they determine.	TE: 616A–616B, 616–618 PE: 616–618
5.3.6 Understand that the length of a horizontal line segment on a coordinate plane equals the difference between the x -coordinates and that the length of a vertical line segment on a coordinate plane equals the difference between the y -coordinates.	TE: 610A–610B, 610–613 PE: 610–613
5.3.7 Use information taken from a graph or equation to answer questions about a problem situation.	TE: 614A–614B, 614–615, 616A–616B, 616–618, 620A–620B, 620–621 PE: 614–615, 616–618, 620–621
Standard 4 Geometry	
<i>Students identify, describe, and classify the properties of plane and solid geometric shapes and the relationships between them.</i>	
5.4.1 Measure, identify, and draw angles, perpendicular and parallel lines, rectangles, triangles, and circles by using appropriate tools (e.g., ruler, compass, protractor, appropriate technology, media tools).	TE: 390A–390B, 390–391, 392A–392B, 392–394, 395, 398B, 398–399, 400, 412A–412B, 412–413 PE: 390–391, 392–394, 395, 398–399, 412–413
5.4.2 Identify, describe, draw, and classify triangles as equilateral, isosceles, scalene, right, acute, obtuse, and equiangular.	TE: 396A–396B, 396–397, 400A PE: 396–397
5.4.3 Identify congruent triangles and justify your decisions by referring to sides and angles.	TE: 398A–398B, 398–399 PE: 398–399
5.4.4 Identify, describe, draw, and classify polygons, such as pentagons and hexagons.	TE: 386, 400A–400B, 400–403 PE: 386, 400–403
5.4.5 Identify and draw the radius and diameter of a circle and understand the relationship between the radius and diameter.	TE: 412A–412B, 412–413 PE: 412–413
5.4.6 Identify shapes that have reflectional and rotational symmetry.	TE: 406, 414A–414B, 414–416, 622A–622B, 622–624 PE: 406, 414–416, 622–624
5.4.7 Understand that 90° , 180° , 270° , and 360° are associated with quarter, half, three-quarters, and full turns, respectively.	TE: 404A–404B, 404–407, 414A–414B, 414–417, 623–624 PE: 404–407, 414–417, 623–624

Indiana Standard	Houghton Mifflin MATH
5.4.8 Construct prisms and pyramids using appropriate materials.	TE: 446A–446B, 446–447, 450A–450B, 450–451 PE: 446–447, 450–451
5.4.9 Given a picture of a three-dimensional object, build the object with blocks.	TE: 446B, 447, 448A–448B, 448–449 PE: 447, 448–449
Standard 5 Measurement	
<i>Students understand and compute the areas and volumes of simple objects, as well as measuring weight, temperature, time, and money.</i>	
5.5.1 Understand and apply the formulas for the area of a triangle, parallelogram, and trapezoid.	TE: 428A–428B, 428–430, 432A–432B, 432–433 PE: 428–430, 432–433
5.5.2 Solve problems involving perimeters and areas of rectangles, triangles, parallelograms, and trapezoids, using appropriate units.	TE: 422A–422B, 422–423, 428A–428B, 428–430, 432A–432B, 432–433 PE: 422–423, 428–430, 432–433
5.5.3 Use formulas for the areas of rectangles and triangles to find the area of complex shapes by dividing them into basic shapes.	TE: 434A–434B, 434–436 PE: 434–436
5.5.4 Find the surface area and volume of rectangular solids using appropriate units.	TE: 452A–452B, 452–454, 460A–460B, 464A–464B, 460–466 PE: 452–454, 460–466
5.5.5 Understand and use the smaller and larger units for measuring weight (ounce, gram, and ton) and their relationship to pounds and kilograms.	TE: 152A–152B, 152–154, 160A–160B, 160–162 PE: 152–154, 160–162
5.5.6 Compare temperatures in Celsius and Fahrenheit, knowing that the freezing point of water is 0°C and 32°F and that the boiling point is 100°C and 212°F.	TE: 319, 586A, 586 PE: 319, 586
5.5.7 Add and subtract with money in decimal notation.	TE: 284A–284B, 284–285, 286A–286B, 286–288, 292 PE: 284–285, 286–288, 292
Standard 6 Data Analysis and Probability	
<i>Students collect, display, analyze, compare, and interpret data sets. They use the results of probability experiments to predict future events.</i>	
5.6.1 Explain which types of displays are appropriate for various sets of data.	TE: 172A–172B, 172–175, 176A–176B, 176–177, 178A–178B, 178–180, 182A–182B, 182–183, 184A–184B, 184–185, PE: 172–175, 176–177, 182–183
5.6.2 Find the mean, median, mode, and range of a set of data and describe what each does and does not tell about the data set.	TE: 194A–194B, 194–196, 198A–198B, 198–199, 204A–204B, 204–206 PE: 194–197, 198–199, 204–206
5.6.3 Understand that probability can take any value between 0 and 1, events that are not going to occur have probability 0, events certain to occur have probability 1, and more likely events have a higher probability than less likely events.	TE: 530A–530B, 530–531, 546A, 561 PE: 530–531, 561
5.6.4 Express outcomes of experimental probability situations verbally and numerically (e.g., 3 out of 4, $\frac{3}{4}$).	TE: 540A–540B, 540–542, 552–553 PE: 540–542, 552–553
Standard 7 Problem Solving	
<i>Students make decisions about how to approach problems and communicate their ideas.</i>	
5.7.1 Analyze problems by identifying relationships, telling relevant from irrelevant information, sequencing and prioritizing information, and observing patterns.	TE: 4B, 4–5, 6A, 7, 8B, 8–9, 10B, 11–12, 14B, 14–15, 16A–16B, 18, 20B, 21, 23B, 26D, 28A–28B, 29–30, 32B, 33, 34A–34B, 36–37, 38B, 39, 40B, 41, 42B, 42, 55, 56D, 58D, 60B, 61, 62B, 63, 64B, 64, 68B, 69–71, 72B, 73, 74B, 75, 76B, 78, 80B, 80, 81, 84D,

Indiana Standard	Houghton Mifflin MATH
	<p>86B, 87, 88B, 89, 90B, 91, 92B, 93–94, 96B, 97, 98B, 102B, 103–104, 108D, 110B, 111, 112B, 113, 114B, 118B, 122, 124B, 126, 128B, 129–130, 144D, 172B, 173–175, 176B, 177, 178B, 179–180, 182B, 183, 184B, 185, 186B, 186, 192B, 193, 194B, 195, 198B, 198, 200B, 201–202, 204B, 205–206, 220D, 222D, 224B, 225, 226B, 227, 228B, 230, 232B, 234, 236B, 238, 240B, 241, 242B, 243–244, 246B, 247, 248B, 250, 254D, 256B, 257, 258B, 259, 260B, 261, 262B, 264, 266B, 268B, 269, 270B, 271–272, 274B, 276, 280D, 283, 285, 286B, 288, 290B, 291, 292B, 293, 306D, 308D, 310B, 313, 314B, 315, 318, 320B, 321, 323, 324B, 326, 328B, 332D, 334B, 335, 336B, 337, 338B, 339, 340B, 342, 344B, 345, 346B, 346, 350D, 353, 354B, 355, 356B, 357, 358B, 360, 364, 366B, 367, 368B, 369, 370B, 371–372, 386D, 388D, 390B, 391, 392B, 396B, 397, 399, 409, 413, 414B, 415, 423, 426, 430, 432B, 433, 440, 444D, 447, 448B, 449, 450B, 451, 453–454, 457–458, 459, 460B, 463, 464B, 465, 466, 480D, 482D, 484B, 485, 486B, 487, 489, 494, 496B, 497, 500B, 501, 504D, 507, 509, 510B, 511–512, 514B, 515, 517, 521, 526D, 529, 530B, 531, 533, 538, 539, 542, 545, 547, 549, 562D, 564D, 567, 571, 572B, 575, 577, 578B, 579, 581, 584D, 587, 588B, 590, 593, 597, 598B, 600, 601, 603, 605, 608D, 613, 615, 619, 621, 622B, 623, 624, 625</p> <p>PE: 4–5, 7, 9, 11–12, 15, 18, 21, 29–30, 33, 39, 41, 42, 55, 61, 63, 66, 69–70, 73, 75, 78, 80, 87, 89, 91, 94, 97, 99–100, 103–104, 110, 113, 119, 121–122, 125–126, 129–130, 149, 151, 154, 159, 162, 166, 173–175, 177, 179, 183, 185, 193, 195–196, 198, 201–202, 205–206, 225, 227, 229, 233, 237, 243, 247, 250, 259, 261, 263–264, 267, 269, 274, 283–284, 287, 291, 313, 315, 317, 321, 323, 325–326, 335–336, 339, 341, 345, 346–347, 353, 355, 357, 359–360, 363, 367, 369, 371, 391, 397, 399, 402, 409, 413, 415, 423, 425–426, 429–430, 432, 440, 447, 449, 451, 453–454, 457, 459, 462, 484, 487, 489, 493, 497, 507, 509, 511, 515, 517, 528, 530, 533, 535, 539, 544–545, 548, 569, 575, 577, 579–580, 586–587, 588, 590, 594, 597, 599–600, 611–612, 615, 617, 618, 621, 624</p>
5.7.2 Decide when and how to break a problem into simpler parts.	<p>TE: 166A–166B, 166, 328A–328B, 328, 456A–456B, 456–458</p> <p>PE: 166, 328, 456–458</p>
Students use strategies, skills, and concepts in finding and communicating solutions to problems.	

Indiana Standard	Houghton Mifflin MATH
<p>5.7.3 Apply strategies and results from simpler problems to solve more complex problems.</p>	<p>TE: 6B, 17–18, 40B, 42, 49, 62B, 64B, 64–65, 72B, 80B, 80, 90B, 90–91, 98–100, 114–116, 128–130, 137, 148B, 164B, 166, 176B, 182B, 184B, 186B, 186, 194B, 198B, 200–202, 215, 224B, 242B, 242–244, 251, 262B, 270–272, 289, 292, 319, 328, 338B, 346, 361, 379, 381, 390B, 395, 408–410, 417, 424–426, 456–458, 464B, 464–466, 467, 500, 501, 166, 400–403, 456B, 456–458, 520B, 520–522, 536–538, 546–548, 555, 557, 572–574, 602–604, 614B, 619, 620–621, 633</p> <p>PE: 17–18, 42, 49, 64–65, 80, 90–91, 98–100, 114–166, 128–130, 137, 166, 186, 200–202, 215, 242–244, 251, 270–272, 289, 292, 319, 328, 346, 361, 379, 381, 395, 408–410, 417, 424–426, 456–458, 464–466, 467, 500, 501, 519, 520–522, 536–538, 546–548, 555, 557, 572–574, 602–604, 619, 620–621, 633</p>
<p>5.7.4 Express solutions clearly and logically by using the appropriate mathematical terms and notation. Support solutions with evidence in both verbal and symbolic work.</p>	<p>TE: 4B, 4–5, 6A, 7, 8B, 8–9, 10B, 11–12, 14B, 14–15, 16A–16B, 18, 20B, 21, 23B, 26D, 28A–28B, 29–30, 32B, 33, 34A–34B, 36–37, 38B, 39, 40B, 41, 42B, 42, 55, 56D, 58D, 60B, 61, 62B, 63, 64B, 64, 68B, 69–71, 72B, 73, 74B, 75, 76B, 78, 80B, 80, 81, 84D, 86B, 87, 88B, 89, 90B, 91, 92B, 93–94, 96B, 97, 98B, 102B, 103–104, 108D, 110B, 111, 112B, 113, 114B, 118B, 122, 124B, 126, 128B, 129–130, 144D, 172B, 173–175, 176B, 177, 178B, 179–180, 182B, 183, 184B, 185, 186B, 186, 192B, 193, 194B, 195, 198B, 198, 200B, 201–202, 204B, 205–206, 220D, 222D, 224B, 225, 226B, 227, 228B, 230, 232B, 234, 236B, 238, 240B, 241, 242B, 243–244, 246B, 247, 248B, 250, 254D, 256B, 257, 258B, 259, 260B, 261, 262B, 264, 266B, 268B, 269, 270B, 271–272, 274B, 276, 280D, 283, 285, 286B, 288, 290B, 291, 292B, 293, 306D, 308D, 310B, 313, 314B, 315, 318, 320B, 321, 323, 324B, 326, 328B, 332D, 334B, 335, 336B, 337, 338B, 339, 340B, 342, 344B, 345, 346B, 346, 350D, 353, 354B, 355, 356B, 357, 358B, 360, 364, 366B, 367, 368B, 369, 370B, 371–372, 386D, 388D, 390B, 391, 392B, 396B, 397, 399, 409, 413, 414B, 415, 423, 426, 430, 432B, 433, 440, 444D, 447, 448B, 449, 450B, 451, 453–454, 457–458, 459, 460B, 463, 464B, 465, 466, 480D, 482D, 484B, 485, 486B, 487, 489, 494, 496B, 497, 500B, 501, 504D, 507, 509, 510B, 511–512, 514B, 515, 517, 521, 526D, 529, 530B, 531, 533, 538, 539, 542, 545, 547, 549, 562D, 564D, 567, 571, 572B, 575, 577, 578B, 579, 581, 584D, 587, 588B, 590, 593, 597, 598B, 600, 601, 603, 605, 608D, 613, 615, 619, 621, 622B, 623, 624, 625</p> <p>PE: 4–5, 7, 9, 11–12, 15, 18, 21, 29–30, 33, 39, 41, 42, 55, 61, 63, 66, 69–70, 73, 75, 78, 80, 87, 89, 91, 94, 97, 99–100, 103–104, 110, 113, 119, 121–122, 125–126, 129–130, 149, 151, 154, 159, 162, 166, 173–175, 177, 179, 183, 185, 193, 195–196, 198, 201–202, 205–206, 225, 227, 229, 233, 237, 243, 247, 250, 259, 261, 263–264, 267, 269, 274, 283–284, 287, 291, 313, 315,</p>

Indiana Standard	Houghton Mifflin MATH
	317, 321, 323, 325–326, 335–336, 339, 341, 345, 346–347, 353, 355, 357, 359–360, 363, 367, 369, 371, 391, 397, 399, 402, 409, 413, 415, 423, 425–426, 429–430, 432, 440, 447, 449, 451, 453–454, 457, 459, 462, 484, 487, 489, 493, 497, 507, 509, 511, 515, 517, 528, 530, 533, 535, 539, 544–545, 548, 569, 575, 577, 579–580, 586–587, 588, 590, 594, 597, 599–600, 611–612, 615, 617, 618, 621, 624
5.7.5 Recognize the relative advantages of exact and approximate solutions to problems and give answers to a specified degree of accuracy.	TE: 148A–148B, 148–149, 500A–500B, 500 PE: 148–149, 500
5.7.6 Know and apply appropriate methods for estimating results of rational–number computations.	TE: 32A, 32B, 32–33, 34A, 38, 55, 74A–74B, 74–75, 80A–80B, 80, 86A–86B, 86–87, 96A, 175, 183, 202, 256A–256B, 256–257, 261, 283, 290A, 290–291, 293, 338A–338B, 338–339, 344A–344B, 348–349, 354A–354B, 354–355, 358, 360, 362A, 363, 494 PE: 32–33, 34, 38, 55, 74–75, 80, 86–87, 175, 183, 202, 256–257, 261, 283, 290–291, 293, 338–339, 348–349, 354–355, 358, 360, 363, 494
5.7.7 Make precise calculations and check the validity of the results in the context of the problem.	TE: 16A–16B, 16–18, 42A–42B, 42, 64A–64B, 64–66, 80A–80B, 80, 90A–90B, 90–91, 98A–98B, 98–100, 114A–114B, 114–116, 128A–128B, 128–130, 166A–166B, 166, 186A–186B, 186, 200A–200B, 200–202, 242A–242B, 242–244, 270A–270B, 270–272, 292A–292B, 292, 328A–328B, 328, 346A–346B, 346, 370A–370B, 370–372, 408A–408B, 408–410, 424A–424B, 424–426, 456A–456B, 456–458, 464A–464B, 464–466, 500A–500B, 500, 520A–520B, 520–522, 536A–536B, 536–538, 546A–546B, 546–548, 572A–572B, 572–574, 602A–602B, 602–604, 620A–620B, 620–621 PE: 16–18, 42, 64–66, 80, 90–91, 98–100, 114–116, 128–130, 166, 186, 200–202, 242–244, 270–272, 292, 328, 346, 370–372, 408–410, 424–426, 456–458, 464–466, 500, 520–522, 536–538, 546–548, 572–574, 602–604, 620–621
Students determine when a solution is complete and reasonable and move beyond a particular problem by generalizing to other situations.	
5.7.8 Decide whether a solution is reasonable in the context of the original situation.	TE: 98, 114, 200, 270, 346A–346B, 346, 359, 521, 547 PE: 98, 114, 200, 270, 336, 346, 358, 362, 368, 456, 520, 546
5.7.9 Note the method of finding the solution and show a conceptual understanding of the method by solving similar problems.	TE: 16A–16B, 16–18, 39, 42A–42B, 42, 64A–64B, 64–66, 78, 80A–80B, 80, 90A–90B, 90–91, 98A–98B, 98–100, 114A–114B, 114–116, 122, 128A–128B, 128–130, 166A–166B, 166, 186A–186B, 186, 200A–200B, 200–202, 242A–242B, 242–244, 270A–270B, 270–272, 276, 292A–292B, 292, 328A–328B, 328, 346A–346B, 276, 342, 346, 370A–370B, 370–372, 408A–408B, 408–410, 424A–424B, 424–426, 456A–456B, 456–458, 464A–464B, 464–466, 500A–500B, 500, 518, 520A–520B, 520–522, 536A–536B, 536–538, 546A–546B,

Houghton Mifflin MATH © 2005
Level 5
correlated to
Indiana Academic Standards

Indiana Standard	Houghton Mifflin MATH
	546–548, 572A–572B, 572–574, 602A–602B, 602–604, 620A–629B, 620–621 PE: 16–18, 39, 42, 64–66, 78, 80, 90–91, 98–100, 114–116, 128–130, 166, 186, 200–202, 242–244, 270–272, 276, 292, 328, 342, 346, 370–372, 408–410, 424–426, 456–458, 464–466, 500, 518, 520–522, 536–538, 546–548, 572–574, 602–604, 620–621

Indiana Standard

Houghton Mifflin MATH

Standard 1 Number Sense	
<i>Students compare and order positive and negative integers, decimals, fractions, and mixed numbers. They find multiples and factors.</i>	
6.1.1 Understand and apply the basic concept of negative numbers (e.g., on a number line, in counting, in temperature, in “owing”).	TE: 272-273, 274A-274B, 274-275, 276A-276B, 277, 282-283, 286A-286B, 286-287, 295, 297, 334A-334B, 334-335, 624-625 PE: 272-277, 282-283, 286-287, 295, 297, 334-335, 624-625
6.1.2 Interpret the absolute value of a number as the distance from zero on a number line, and find the absolute value of real numbers.	TE: 270, 283-284 PE: 270, 283-284
6.1.3 Compare and represent on a number line positive and negative integers, fractions, decimals (to hundredths), and mixed numbers.	TE: 8-9, 10, 95, 246A, 246-247, 248A-248B, 248-249, 274A-274B, 274-275, 276A-276B, 276-277, 448A-448B, 448-450, 588A-588B, 588 PE: 8-9, 10, 95, 246-247, 248-249, 274-277, 448-450, 588
6.1.4 Convert between any two representations of numbers (fractions, decimals, and percents) without the use of a calculator.	TE: 92A-92B, 92-93, 94A-94B, 94-97, 98A-98B, 98-99, 164A-164B, 164-165, 446A-446B, 446-447, 448A-448B, 448-450 PE: 92-99, 164-165, 446-450
6.1.5 Recognize decimal equivalents for commonly used fractions without the use of a calculator.	TE: 92A-92B, 92-93, 94-97, 164A-164B, 164-165 PE: 92-93, 164-165
6.1.6 Use models to represent ratios.	TE: 422A-422B, 422-423, 444A-444B, 444-445, 446A-446B, 446-447, 500A-500B, 500-502 PE: 422-423, 444-445, 446-447, 500-502
6.1.7 Find the least common multiple and the greatest common factor of whole numbers. Use them to solve problems with fractions (e.g., to find a common denominator to add two fractions or to find the reduced form for a fraction).	TE: 66A-66B, 66-69, 70A-70B, 70-71, 112A-112B, 112-115, 116A-116B, 117-119, 130A, 132, 136-137 PE: 66-71, 113-119, 132-134, 136-137
Standard 2 Computation	
<i>Students solve problems involving addition, subtraction, multiplication, and division of integers. They solve problems involving fractions, decimals, ratios, proportions, and percentages.</i>	
6.2.1 Add and subtract positive and negative integers.	TE: 282A-282B, 282-284, 286A-286B, 286-287 PE: 282-284, 286-287
6.2.2 Multiply and divide positive and negative integers.	TE: 288A-288B, 288-290, 290A-290B, 290-291, 292A-292B, 292-294 PE: 288-294
6.2.3 Multiply and divide decimals.	TE: 150A-150B, 150-151, 152A-152B, 152-155, 156A-156B, 156-159, 160A-160B, 160-161, 162A-162B, 163 PE: 150-163
6.2.4 Explain how to multiply and divide positive fractions and perform the calculations.	TE: 128A-128B, 128-129, 130A-130B, 130-131, 132A-132B, 132-135, 136A-136B, 136-137 PE: 128-137
6.2.5 Solve problems involving addition, subtraction, multiplication, and division of positive fractions and explain why a particular operation was used for a given situation.	TE: 110A-110B, 110-111, 112A-112B, 112-115, 116A-116B, 116-119, 128A-128B, 128-129, 130A-130B, 130-131, 132A-132B, 132-135, 136A-136B, 136-137 PE: 110-119, 128-137
6.2.6 Interpret and use ratios to show the relative sizes of two quantities. Use the notations: a/b, a to b, a:b.	TE: 428A-428B, 428-430, 432A-432B, 432-434, 436A-436B, 436-438 PE: 428-430, 432-434, 436-438
6.2.7 Understand proportions and use them to solve problems.	TE: 428A-428B, 428-430, 432A-432B, 432-434, 454A-454B, 454-456 PE: 428-430, 432-434, 454-456

Indiana Standard	Houghton Mifflin MATH
6.2.8 Calculate given percentages of quantities and solve problems involving discounts at sales, interest earned, and tips.	TE: 452A–452B, 452–453, 462A–462B, 462–463, 464A–464B, 464–465, 466A–466B, 466–469, 472A–472B, 472–475, 478A–478B, 478–480 PE: 452–453, 462–469, 472–475, 478–480
6.2.9 Use estimation to decide whether answers are reasonable in decimal problems.	TE: 10A–10B, 10–12, 18–19, 26A–26B, 26, 152A–152B, 152–154, 160A–160B, 160–163, 166–168 PE: 10–12, 18–19, 26, 152–154, 160–163, 166–168
6.2.10 Use mental arithmetic to add or subtract simple fractions and decimals.	TE: 10A–10B, 10–12, 19, 23–24, 108–109, 110A–110B, 110–111, 114, 118 PE: 10–12, 19, 23–24, 108–111, 114, 118
Standard 3 Algebra and Functions	
<i>Students write verbal expressions and sentences as algebraic expressions and equations. They evaluate algebraic expressions, solve simple linear equations, and graph and interpret their results. They investigate geometric relationships and describe them algebraically.</i>	
6.3.1 Write and solve one-step linear equations and inequalities in one variable and check the answers.	TE: 50–51, 96, 277, 304A–304B, 304–305, 306A–306B, 306–307, 308A–308B, 308–310, 312A–312B, 312–313, 357, 365–366, 428A–428B, 428–430, 432A–432B, 432–434, 450, 454A–454B, 454–456, 462A–462B, 462–463, 464A–464B, 464–465, 466A–466B, 466–467, 470A–470B, 470–471, 591, 610A–610B, 610–612, 618A–618B, 618–620 PE: 50–51, 96, 277, 304–310, 312–313, 357, 365–366, 428–430, 432–434, 450, 455–456, 462–463, 464–465, 466–467, 591, 610–612, 618–620
6.3.2 Write and use formulas with up to three variables to solve problems.	TE: 202A–202B, 202–204, 312A–312B, 312–313, 382A–382B, 382–384, 426A–426B, 426–427, 470A–470B, 470–471, 472A–472B, 472–475, 490A–490B, 490–493, 494A–494B, 494–495, 496A–496B, 496–499, 500A–500B, 500–501, 506A–506B, 506–507, 526A–526B, 526–527, 528A–528B, 528–530, 536A–536B, 536–537, 538A–538B, 536–539, 544A–544B, 544–545, 560A–560B, 560–563, 564A–564B, 564–565, 566A–566B, 566–567, 568A–568B, 568–569 PE: 202–204, 312–313, 382–384, 426–427, 470–475, 490–501, 506–507, 526–530, 536–539, 544–545, 560–569
6.3.3 Interpret and evaluate mathematical expressions that use grouping symbols such as parentheses.	TE: 46A–46B, 46–47, 48A–48B, 48–49, 52, 81, 142A–142B, 142–144, 244A, 304A, 302A–302B, 302–303, 308A, 311, 315, 345, 359, 424A, 560A, 592A, 594A–594B, 594–596, 606A–606B, 606–607, 608A–608B, 608–609 PE: 46–49, 142–144, 302–303, 315, 345, 359, 594–596, 606–609
6.3.4 Use parentheses to indicate which operation to perform first when writing expressions containing more than two terms and different operations.	TE: 48A–48B, 48–49, 191, 302A–302B, 302–303, 325, 608A–608B, 608–609 PE: 48–49, 191, 302–303, 325, 608–609
6.3.5 Use variables in expressions describing geometric quantities.	TE: 364A–364B, 364–366, 374A–374B, 374–376, 382A–382B, 382–384 PE: 364–366, 374–376, 382–384
6.3.6 Apply the correct order of operations and the properties of real numbers (e.g., identity,	TE: 22A–22B, 22–24, 46A–46B, 48A–48B, 46–49, 50B, 52, 81, 84, 114, 119, 131, 132A–132B,

Indiana Standard	Houghton Mifflin MATH
inverse, commutative, associative, and distributive properties) to evaluate numerical expressions. Justify each step in the process.	132–134, 142A–142B, 142–144, 244A, 282A–282B, 283–284, 308A, 311, 315, 345, 359, 424A, 560A, 592A–592B, 592–593, 594A–594B, 594–596, 606B, 606–607, 608A–608B, 608–609 PE: 22–24, 46–49, 84, 114, 119, 131, 132–134, 142–143, 283–284, 302–303, 325, 592–596, 606–609
6.3.7 Identify and graph ordered pairs in the four quadrants of the coordinate plane.	TE: 320A–320B, 320–322. 330A–330B, 330–335, 345 PE: 320–322, 330–335, 345
6.3.8 Solve problems involving linear functions with integer values. Write the equation and graph the resulting ordered pairs of integers on a grid.	TE: 330A–330B, 330–332, 334A–334B, 334–335, 337, 345 PE: 330–332, 334–335, 337, 345
6.3.9 Investigate how a change in one variable relates to a change in a second variable.	TE: 20A–20B, 20–21, 91, 218, 265, 282A–282B, 282–284, 308A–308B, 308–310, 326A–326B, 326–329, 330A–330B, 330–332, 345, 465 PE: 20–21, 91, 218, 265, 282–284, 308–310, 326–332, 345, 465
Standard 4 Geometry	
<i>Students identify, describe, and classify the properties of plane and solid geometric shapes and the relationships between them.</i>	
6.4.1 Identify and draw vertical, adjacent, complementary, and supplementary angles and describe these angle relationships.	TE: 356A–356B, 356–357 PE: 356–357
6.4.2 Use the properties of complementary, supplementary, and vertical angles to solve problems involving an unknown angle. Justify solutions.	TE: 356A–356B, 356–357, 358A–358B, 358–359, 366, 376 PE: 356–359, 366, 376
6.4.3 Draw quadrilaterals and triangles from given information about them.	TE: 364A–364B, 364–366, 368A–368B, 368–369, 400B, 454A–454B, 454–456 PE: 364–366, 368–369, 454–455
6.4.4 Understand that the sum of the interior angles of any triangle is 180° and that the sum of the interior angles of any quadrilateral is 360° . Use this information to solve problems.	TE: 364A–364B, 364–366, 368A–368B, 368–369, 382A–382B, 382–384 PE: 364–366, 368–369, 382–384
6.4.5 Identify and draw two-dimensional shapes that are similar.	TE: 386A–386B, 386–387, 436A–436B, 436–439, 454A–454B, 454–455 PE: 386–387, 436–439, 454–455
6.4.6 Draw the translation (slide) and reflection (flip) of shapes.	TE: 390A–390B, 390–393, 402A–402B, 402–405 PE: 390–393, 402–405
6.4.7 Visualize and draw two-dimensional views of three-dimensional objects made from rectangular solids.	TE: 552A–552B, 552–553, 554A–554B, 554–556, 564A–564B, 564–565, 568A–568B, 568–570, 574–575 PE: 552–556, 564–565, 564–570, 574–575
Standard 5 Measurement	
<i>Students deepen their understanding of the measurement of plane and solid shapes and use this understanding to solve problems. They calculate with temperature and money, and choose appropriate units of measure in other areas.</i>	
6.5.1 Select and apply appropriate standard units and tools to measure length, area, volume, weight, time, temperature, and the size of angles.	TE: 186A–186B, 186–187, 188A–188B, 188–191, 192A–192B, 192–193, 194A–194B, 194–197, 198A–198B, 198–199, 200A–200B, 200–201, 202A–202B, 202–203, 334A–334B, 334–335, 360A–360B, 360–362, 536A–536B, 536–537, 538A–538B, 538–539, 544A–544B, 544–545, 558A–558B, 558–559, 560A–560B, 560–562, 566A–566B, 566–567, 571, 624–625 PE: 186–203, 334–335, 360–362, 536–539, 544–545, 558–562, 566–567, 571, 624–625
6.5.2 Understand and use larger units for measuring	TE: 188A–188B, 188–191, 192A–192B, 192–193,

Indiana Standard	Houghton Mifflin MATH
length by comparing miles to yards and kilometers to meters.	194A–194B, 194–196 PE: 188–196
6.5.3 Understand and use larger units for measuring area by comparing acres and square miles to square yards and square kilometers to square meters.	TE: 202A–202B, 202–203, 204A–204B, 204–205 PE: 202–205
6.5.4 Understand the concept of the constant π as the ratio of the circumference to the diameter of a circle. Develop and use the formulas for the circumference and area of a circle.	TE: 528A–528B, 528–530, 544A–544B, 544–545 PE: 528–530, 544–545
6.5.5 Know common estimates of π (3.14, $\frac{22}{7}$) and use these values to estimate and calculate the circumference and the area of circles. Compare with actual measurements.	TE: 528A–528B, 528–530, 544A–544B, 544–545 PE: 528–530, 544–545
6.5.6 Understand the concept of significant figures and round answers to an appropriate number of significant figures.	TE: 529–531, 540–542, 544–545, 547 PE: 529–531, 540–542, 544–545, 547
6.5.7 Construct a cube and rectangular box from two-dimensional patterns and use these patterns to compute the surface area of these objects.	TE: 552A, 552–553, 564A–564B, 564–565 PE: 552–553, 564–565
6.5.8 Use strategies to find the surface area and volume of right prisms and cylinders using appropriate units.	TE: 564A–564B, 564–565, 566A–566B, 566–567, 568A–568B, 568–571 PE: 564–571
6.5.9 Use a formula to convert temperatures between Celsius and Fahrenheit.	TE: 334A–334B, 334–335 PE: 334–335
6.5.10 Add, subtract, multiply, and divide with money in decimal notation.	TE: 19, 26A–26B, 26, 150A–150B, 150–151, 152A–152B, 152–154, 160A–160B, 160–161, 162A–162B, 162–163, 164A–164B, 164–165, 166A–166B, 166–168, 169, 452A–452B, 452–453, 454A–454B, 472A–472B, 472–473, 474A–474B, 474–475, 478A–478B, 478–481 PE: 19, 26, 150–154, 160–168, 452–453, 472–475, 478–481
Standard 6 Data Analysis and Probability	
<i>Students compute and analyze statistical measures for data sets. They determine theoretical and experimental probabilities and use them to make predictions about events.</i>	
6.6.1 Organize and display single-variable data in appropriate graphs and stem-and-leaf plots, and explain which types of graphs are appropriate for various data sets.	TE: 220A–220B, 220–221, 232, 234A–234B, 234–237, 238A–238B, 238–239, 244A–244B, 244–245, 246A–246B, 246–247, 248A–248B, 248–249, 250A–250B, 250–252, 254A–254B, 254–256, 532A–532B, 532–534 PE: 220–221, 234–237, 238–239, 244–252, 254–256, 532–534
6.6.2 Make frequency tables for numerical data, grouping the data in different ways to investigate how different groupings describe the data. Understand and find relative and cumulative frequency for a data set. Use histograms of the data and of the relative frequency distribution, and a broken line graph for cumulative frequency, to interpret the data.	TE: 238A–238B, 238–239, 240A–240B, 240–244, 244A–244B, 244–245, 254A–255B, 254–255, 264, 265 PE: 238–239, 240–242, 244–245, 254–255, 264, 265
6.6.3 Compare the mean, median, and mode for a set of data and explain which measure is most appropriate in a given context.	TE: 216A–216B, 216–218, 220A–220B, 220–221, 235, 236, 242, 244–245, 268 PE: 216–218, 220–221, 236, 242, 244–245, 268
6.6.4 Show all possible outcomes for compound events in an organized way and find the	TE: 486A–486B, 486–489, 490A–490B, 490–492, 496A–496B, 496–499, 516

Indiana Standard	Houghton Mifflin MATH
theoretical probability of each outcome.	PE: 486–492, 496–499, 516
6.6.5 Use data to estimate the probability of future events.	TE: 490A–490B, 490–492, 494A–494B, 494–498, 500A–500B, 500–501, 506A–506B, 506–508 PE: 490–492, 494–498, 500–501, 506–508
6.6.6 Understand and represent probabilities as ratios, measures of relative frequency, decimals between 0 and 1, and percentages between 0 and 100 and verify that the probabilities computed are reasonable.	TE: 490A–490B, 490–493, 494A–494B, 494–495, 496A–496B, 496–499, 500A–500B, 500–501, 506A–506B, 506–507 PE: 490–501, 506–507
Standard 7 Problem Solving	
<i>Students make decisions about how to approach problems and communicate their ideas.</i>	
6.7.1 Analyze problems by identifying relationships, telling relevant from irrelevant information, identifying missing information, sequencing and prioritizing information, and observing patterns.	TE: 14A–14B, 14–16, 26A–26B, 26, 42A–42B, 42–44, 52A–52B, 52, 72A–72B, 72, 100A–100B, 100–102, 138A–138B, 138–140, 166A–166B, 166–168, 204A–204B, 204, 222A–222B, 222–224, 254A–254B, 254–256, 278A–278B, 278–280, 296A–296B, 296, 312A–312B, 312–314, 334A–334B, 334–336, 370A–370B, 370–372, 394A–394B, 394–396, 432A–432B, 432–434, 454A–454B, 454–456, 468A–468B, 468, 474A–474B, 474–476, 500A–500B, 500–502, 506A–506B, 506–508, 532A–532B, 530–532, 546A–546B, 546, 568A–568B, 568–570, 598A–598B, 598–600, 614A–614B, 614–616 PE: 14–16, 26, 42–44, 52, 72, 100–102, 138–140, 166–168, 204, 222–224, 254–256, 278–280, 296, 312–314, 334–336, 370–372, 394–396, 432–434, 454–456, 468, 474–476, 500–502, 506–508, 530–532, 568–570, 598–600, 614–616
6.7.2 Make and justify mathematical conjectures based on a general description of a mathematical question or problem.	TE: 14A–14B, 14–15, 93, 138A–138B, 138–140, 150A–150B, 150–151, 156A–156B, 156–159, 210A–210B, 210–213, 226A–226B, 226–228, 370A–370B, 370–372, 494A–494B, 494–495, 500A–500B, 500–502, 506A–506B, 506–509, 553, 598A–598B, 598–600, 614A–614B, 614–616 PE: 14–15, 93, 138–140, 150–151, 156–159, 210–213, 226–228, 370–371, 494–495, 500–501, 506–507, 509, 553, 598–600, 614–616
6.7.3 Decide when and how to break a problem into simpler parts.	TE: 14B, 14–16, 120A–120B, 120, 138A–138B, 138–140, 166A–166B, 166–168, 204A–204B, 204, 222A–222B, 222–223, 278A–278B, 278–280, 296A–296B, 296, 432A–432B, 432–433, 454A–454B, 454–456, 500A–500B, 500–502, 568A–568B, 568–570, 598A–598B, 598–600, 614A–614B, 614–616 PE: 14–16, 120, 138–140, 166–168, 204, 222–223, 278–280, 296, 432–433, 454–456, 500–502, 568–570, 598–600, 614–616
Students use strategies, skills, and concepts in finding and communicating solutions to problems.	
6.7.4 Apply strategies and results from simpler problems to solve more complex problems.	TE: 16, 44, 102, 140, 138A–138B, 138–140, 166A–166B, 166–168, 193, 228, 242, 256, 280, 284, 314, 336, 456, 492, 508, 534, 562, 570, 600

Indiana Standard	Houghton Mifflin MATH
	PE: 16, 44, 102, 140, 138–140, 166–168, 193, 228, 242, 256, 280, 284, 314, 336, 456, 492, 508, 534, 562, 570, 600
6.7.5 Express solutions clearly and logically by using the appropriate mathematical terms and notation. Support solutions with evidence in both verbal and symbolic work.	All lessons address this objective. These are a few of the many examples. TE: 3, 4A–4B, 4-5, 6A–6B, 6–7, 8A–8B, 8–9, 10A–10B, 10–12, 18A–18B, 18–19, 89, 90A–90B, 90–91, 92A–92B, 92–93, 94A–94B, 94–97, 98A–98B, 98–99, 150A–150B, 150–151, 186A–186B, 186–187, 198A–198B, 198–199, 226A–226B, 226–228, 356A–356B, 356–357, 358A–358B, 358–359, 364A–364B, 364–367, 368A–368B, 368–369, 402A–402B, 402–404, 444A–444B, 444–445, 446A–446B, 446–447, 448A–448B, 448–450, 470A–470B, 470–471, 588A–588B, 588–590, 590A–590B, 590–591, 592A–592B, 592–593 PE: 3–12, 18–19, 89–99, 150–151, 186–187, 198–199, 226–228, 356–359, 364–369, 402–404, 444–450, 470–471, 588–593
6.7.6 Recognize the relative advantages of exact and approximate solutions to problems and give answers to a specified degree of accuracy.	TE: 19, 26A–26B, 26, 33, 40, 102, 118, 134, 140, 168, 193, 228, 242, 256, 280, 284, 314, 336, 452–453, 456, 468, 492, 508, 529–530, 534, 540A–540B, 540–542, 544–545, 562, 570, 600 PE: 19, 26, 33, 40, 102, 118, 134, 140, 168, 193, 228, 242, 256, 280, 284, 314, 336, 452–453, 456, 468, 492, 508, 529–530, 534, 541–542, 544–545, 562, 570, 600
6.7.7 Select and apply appropriate methods for estimating results of rational-number computations.	TE: 10A–10B, 10–12, 26B, 26–27, 108A–108B, 108–109, 117, 118, 126A–126B, 126–127, 152A–152B, 152–154, 160–163, 452B, 452–453 PE: 10–12, 26, 108–109, 126–127, 152–154, 160–163, 452–453
6.7.8 Use graphing to estimate solutions and check the estimates with analytic approaches.	TE: 237, 240–242, 254A–254B, 254–256, 265, 333, 334A–334B, 334–336, 532A–532B, 532–534 PE: 237, 240–242, 254–256, 265, 333, 334–336, 532–534
6.7.9 Make precise calculations and check the validity of the results in the context of the problem.	TE: 42A–42B, 42–44, 100A–100B, 100–101, 138A–138B, 138–140, 166A–166B, 166–168, 222A–222B, 222–224, 254A–254B, 254–256, 278A–278B, 278–280, 312A–312B, 312–314, 334A–334B, 334–336, 370A–370B, 370–372, 394A–394B, 394–396, 432A–432B, 432–434, 454A–454B, 454–456, 474A–474B, 474–476, 500A–500B, 500–502, 506A–506B, 506–508, 532A–532B, 532–534, 568A–568B, 568–570, 598A–598B, 598–600, 614A–614B, 614–616 PE: 42–44, 100–101, 138–140, 166–168, 222–224, 254–256, 278–280, 312–314, 334–336, 370–372, 394–396, 432–434, 454–456, 474–476, 500–502, 506–508, 532–534, 568–570, 598–600, 614–616
Students determine when a solution is complete and reasonable and move beyond a particular problem by generalizing to other situations.	
6.7.10 Decide whether a solution is reasonable in the context of the original situation.	TE: 42A–42B, 42–44, 52, 100A–100B, 100–101, 138A–138B, 138–140, 166A–166B, 166–168,

Indiana Standard	Houghton Mifflin MATH
	222A–222B, 222–224, 254A–254B, 254–256, 278A–278B, 278–280, 312A–312B, 312–314, 334A–334B, 334–336, 370A–370B, 370–372, 394A–394B, 394–396, 432A–432B, 432–434, 454A–454B, 454–456, 474A–474B, 474–476, 500A–500B, 500–502, 506A–506B, 506–508, 532A–532B, 532–534, 546, 568A–568B, 568–570, 598A–598B, 598–600, 614A–614B, 614–616 PE: 42–44, 52, 100–101, 138–140, 166–168, 222–224, 254–256, 278–280, 312–314, 334–336, 370–372, 394–396, 432–434, 454–456, 474–476, 500–502, 506–508, 532–534, 546, 568–570, 598–600, 614–616
6.7.11 Note the method of finding the solution and show a conceptual understanding of the method by solving similar problems.	TE: 42A–42B, 42–44, 100A–100B, 100–101, 138A–138B, 138–140, 166A–166B, 166–168, 222A–222B, 222–224, 254A–254B, 254–256, 278A–278B, 278–280, 312A–312B, 312–314, 334A–334B, 334–336, 370A–370B, 370–372, 394A–394B, 394–396, 432A–432B, 432–434, 454A–454B, 454–456, 474A–474B, 474–476, 500A–500B, 500–502, 506A–506B, 506–508, 532A–532B, 532–534, 568A–568B, 568–570, 598A–598B, 598–600, 614A–614B, 614–616 PE: 42–44, 100–101, 138–140, 166–168, 222–224, 254–256, 278–280, 312–314, 334–336, 370–372, 394–396, 432–434, 454–456, 474–476, 500–502, 506–508, 532–534, 568–570, 598–600, 614–616