

Houghton Mifflin *MATHEMATICS* © 2002  
 Grade 4  
 correlated to  
 Kentucky Core Content for Mathematics Assessment  
 Grades Primary through Grade 5 with Assessment at Grade 5

**Kentucky Core Content**

**Houghton Mifflin *MATHEMATICS***

<b>NUMBER/COMPUTATION</b>	
<b>Concepts – Students will describe properties of, give examples of, and apply to real-world or mathematical situations:</b>	
<b>MA-E-1.1.1</b> Whole numbers (0 to 100,000,000), fractions, mixed numbers, and decimals through thousandths	These pages provide opportunities for students to practice whole numbers (to 1,000,000), fractions, mixed numbers, and decimals: PE: 25, 55, 99, 141, 159, 193, 196, 221, 233, 235, 247, 251, 255, 271, 279, 281, 288, 291, 296, 317, 325, 327, 332, 335, 340, 345, 347, 351, 354–355, 361, 365–366, 376, 385, 389, 390–391, 393, 395, 405, 409, 439, 453, 471, 517, 525 TE: 25, 55, 99, 141, 159, 193, 196, 221, 233, 235, 247, 251, 255, 271, 279, 281, 288, 291, 296, 317, 325, 327, 332, 335, 340, 345, 347, 351, 354–355, 361, 365–366, 376, 385, 389, 390–391, 393, 395, 405, 409, 439, 453, 471, 517, 525
<b>MA-E-1.1.2</b> The operations of addition, subtraction, multiplication, and division	PE: 56–61, 64–65, 68–69, 170–173, 180–183, 194–199, 218–224, 230–240, 254–570, 581–582, 588–589 TE: 56–61, 64–65, 68–69, 170–173, 180–183, 194–199, 218–224, 230–240, 254–570, 581–582, 588–589
<b>MA-E-1.1.3</b> Odd and even numbers, composite and prime numbers, multiples, and factors	PE: 161, 246–249 TE: 161, 246–249
<b>MA-E-1.1.4</b> Place value, expanded form, number magnitude (order, compare) to 100,000,000, and decimals through thousandths	PE: 2–5, 18–19, 380–383 TE: 2–5, 18–20, 24, 58, 62, 68, 74, 86, 106, 186, 324, 342, 354, 380–383, 550
<b>MA-E-1.1.5</b> Multiple representations of numbers (e.g., drawings, manipulative, symbols)	PE: 4–8, 10–11, 18–22, 24–25, 56–63, 104–209, 218–261, 566–599 TE: 4–8, 10–11, 16, 18–22, 24–25, 56–63, 104–209, 218–261, 566–599
<b>Skills – Students will perform mathematical operations and procedures accurately and efficiently, explain how the skills work in real-world or mathematical situations, and are able to:</b>	
<b>MA-E-1.2.1</b> Read, write, and rename whole numbers	PE: 4–8, 10–11, 18–22, 24–25, 56–63, 104–209, 218–261, 566–599 TE: 4–8, 10–11, 16, 18–22, 24–25, 56–63, 104–209, 218–261, 566–599
<b>MA-E-1.2.2</b> Add, subtract, multiply, and divide whole numbers	PE: 56–61, 64–65, 68–69, 170–173, 180–183, 194–199, 218–224, 230–240,

Houghton Mifflin *MATHEMATICS* © 2002  
 Grade 4  
 correlated to  
 Kentucky Core Content for Mathematics Assessment  
 Grades Primary through Grade 5 with Assessment at Grade 5

<b>Kentucky Core Content</b>	<b>Houghton Mifflin <i>MATHEMATICS</i></b>
using a variety of methods (e.g., mental, paper and pencil, calculator)	254–570, 581–582, 588–589 TE: 56–61, 64–65, 68–69, 170–173, 180–183, 194–199, 218–224, 230–240, 254–570, 581–582, 588–589
<b>MA-E-1.2.3</b> Add and subtract fractions with like denominators; add and subtract decimals through hundredths	PE: 350–353, 388–391 TE: 350–353, 388–391
<b>MA-E-1.2.4</b> Skip-count forward and backward	These pages provide opportunities for students to use multiplication patterns: PE: 112–114, 166–167, 192–193 TE: 112–114, 166–167, 192–193
<b>MA-E-1.2.5</b> Estimate quantities of objects	PE: 338–341 TE: 338–341
<b>MA-E-1.2.6</b> Estimate computational results using an appropriate strategy	PE: 5, 11, 19, 22, 25, 64–67, 80, 83, 127, 166–167, 174–175, 184, 187, 192–193, 196, 199, 230–231, 237, 240, 254–255, 257, 258, 285, 345, 394–396, 424, 490, 541, 568–569, 572, 574–575, 582, 584–585 TE: 5, 11, 19, 22, 25, 64–67, 80, 83, 127, 166–167, 174–175, 184, 187, 192–193, 196, 199, 230–231, 237, 240, 254–255, 257, 258, 285, 345, 394–396, 424, 490, 541, 568–569, 572, 574–575, 582, 584–585
<b>MA-E-1.2.7</b> Use factors to determine prime and composite numbers	PE: 161, 248–249 TE: 161, 248–249
<b>MA-E-1.2.8</b> Determine least common multiple (LCM)	PE: 115 TE: 115
<b>MA-E-1.2.9</b> Order and compare ( $>$ , $<$ , $=$ ) whole numbers and fractions	TE: 6–8, 20–22, 338–340, 380–383 PE: 6–8, 20–22, 338–340, 380–383
<b>Relationships – Students will make connections between concepts and skills, show how connections are made, explain why procedures work, and/or make generalizations about mathematics in meaningful ways by showing:</b>	

Houghton Mifflin *MATHEMATICS* © 2002  
 Grade 4  
 correlated to  
 Kentucky Core Content for Mathematics Assessment  
 Grades Primary through Grade 5 with Assessment at Grade 5

<b>Kentucky Core Content</b>		<b>Houghton Mifflin <i>MATHEMATICS</i></b>
<b>MA-E-1.3.1</b>	How fractions, decimals, and whole numbers relate (equivalence, order)	PE: 328–333, 339–340, 342–345, 372–376, 378–379, 382–383 TE: 328–333, 339–340, 342–345, 372–376, 378–379, 382–383
<b>MA-E-1.3.2</b>	How properties (commutative, associative, identity properties of addition and multiplication, zero property of multiplication) are used in computation	PE: 54–55, 110–111, 164–165, 186–187 TE: 54–55, 110–111, 164–165, 186–187
<b>MA-E-1.3.3</b>	How the base 10 number system relates to place value (e.g., ten tens make one hundred, ten hundredths make one-tenth)	PE: 4–8, 10–11, 18–22, 24–25, 56–63, 104–209, 218–261, 566–599 TE: 4–8, 10–11, 16, 18–22, 24–25, 56–63, 104–209, 218–261, 566–599
<b>GEOMETRY/MEASUREMENT</b>		
<b>Concepts – Students will describe properties of, define, give examples of, and apply to both real-world and mathematical situations:</b>		
<b>MA-E-2.1.1</b>	Basic geometric elements and terms including points, rays, lines (perpendicular, parallel, intersecting), segments, sides, edges, faces, vertices, radius, diameter, and angles (acute, right, obtuse)	PE: 458, 460–471, 498–501 TE: 458, 460–471, 498–501
<b>MA-E-2.1.2</b>	Basic two-dimensional shapes including circles, triangles (right, equilateral), all quadrilaterals, pentagons, hexagons, and octagons	PE: 458, 466–471 TE: 458, 466–471
<b>MA-E-2.1.3</b>	Basic three-dimensional shapes including spheres, cones, cylinders, pyramids, cubes, and triangular and rectangular prisms	PE: 498–501, 503 TE: 498–501, 503
<b>MA-E-2.1.4</b>	Symmetry, congruence, and similar figures	PE: 458, 474–481, 515 TE: 458, 474–481, 515
<b>MA-E-2.1.5</b>	Nonstandard and standard (U.S. Customary, metric) units of measurement	PE: 127, 149, 177, 184, 239, 281, 293, 296, 305, 307, 340, 351, 366, 376, 383, 385, 389, 393, 395, 449, 490, 493, 503, 505, 507, 572 TE: 127, 149, 177, 184, 239, 281, 293, 296, 305, 307, 340, 351, 366, 376, 383, 385, 389, 393, 395, 449, 490, 493, 503, 505, 507, 572
<b>Skills – Students will perform mathematical operations and procedures accurately and efficiently, explain how the skills work in real-world or mathematical situations, and are able to:</b>		
<b>MA-E-2.2.1</b>	Sort objects and compare attributes	PE: 83, 114, 121, 196, 200–201, 224, 258, 354–356, 363, 365, 414–415, 418–420, 422–429, 439, 446, 449, 451, 452, 481, 497, 572, 582

Houghton Mifflin *MATHEMATICS* © 2002  
 Grade 4  
 correlated to  
 Kentucky Core Content for Mathematics Assessment  
 Grades Primary through Grade 5 with Assessment at Grade 5

<b>Kentucky Core Content</b>	<b>Houghton Mifflin <i>MATHEMATICS</i></b>
	TE: 83, 114, 121, 196, 200–201, 224, 258, 354–356, 363, 365, 414–415, 418–420, 422–429, 439, 446, 449, 451, 452, 481, 497, 572, 582
<b>MA-E-2.2.2</b> Use symmetry to construct a geometric design	PE: 478–481, 515 TE: 478–481, 515
<b>MA-E-2.2.3</b> Identify and draw basic two-dimensional shapes in different orientations using rotations (turns), reflections (flips), and translations (slides)	PE: 470–471, 481, 563 TE: 470–471, 481, 563
<b>MA-E-2.2.4</b> Identify basic three-dimensional shapes by appearance	PE: 498–501, 503 TE: 498–501, 503
<b>MA-E-2.2.5</b> Use nonstandard and standard units to measure weight, length, perimeter, area (figures that can be divided into rectangular shapes), and angles	PE: 276–285, 292–293, 314, 464–465, 468–469, 486–490, 492–493 TE: 276–285, 292–293, 314, 464–465, 468–469, 486–490, 492–493
<b>MA-E-2.2.6</b> Use standard units to measure volume of rectangular prisms, liquid capacity, money, time, and temperature (e.g., above and below zero)	PE: 30–32, 34–37, 49, 58, 62, 77, 89, 108, 127, 129, 180–181, 183–184, 189, 196, 218–219, 236–237, 253, 267, 276–277, 282–285, 287, 294–296, 299–300, 302–305, 319, 345, 347, 353, 361, 363, 365, 377, 385, 391, 393, 395, 399, 400, 424, 429, 431, 433, 449, 465, 467, 481, 490, 504–507, 537, 547, 572, 577, 582, 591 TE: 30–32, 34–37, 49, 58, 62, 77, 89, 108, 127, 129, 180–181, 183–184, 189, 196, 218–219, 236–237, 253, 267, 276–277, 282–285, 287, 294–296, 299–300, 302–305, 319, 345, 347, 353, 361, 363, 365, 377, 385, 391, 393, 395, 399, 400, 424, 429, 431, 433, 449, 465, 467, 481, 490, 504–507, 537, 547, 572, 577, 582, 591
<b>MA-E-2.2.7</b> Choose appropriate tools (e.g., protractors, meter sticks, rulers) for specific measurement tasks	PE: 278–279, 290–291, 302–306 TE: 278–279, 290–291, 302–306
<b>MA-E-2.2.8</b> Identify measurable attributes of an object and make an estimate using appropriate units of measurement	PE: 32, 49, 62, 77, 89, 108, 127, 129, 184, 189, 253, 267, 276–285, 287, 290–296, 299, 300, 462, 486–493 TE: 32, 49, 62, 77, 89, 108, 127, 129, 184, 189, 253, 267, 276–285, 287, 290–296, 299, 300, 462, 486–493

Houghton Mifflin *MATHEMATICS* © 2002  
 Grade 4  
 correlated to  
 Kentucky Core Content for Mathematics Assessment  
 Grades Primary through Grade 5 with Assessment at Grade 5

<b>Kentucky Core Content</b>		<b>Houghton Mifflin <i>MATHEMATICS</i></b>
<b>MA-E-2.2.9</b>	Use measurements to describe and compare attributes of objects	PE: 30–32, 34–37, 49, 58, 62, 77, 89, 108, 127, 129, 180–181, 183–184, 189, 196, 218–219, 236–237, 253, 267, 276–285, 287, 292–296, 299–300, 302–305, 314, 319, 345, 347, 353, 361, 363, 365, 377, 385, 391, 393, 395, 399, 400, 424, 429, 431, 433, 449, 464–465, 467–469, 481, 486–490, 492–493, 504–507, 537, 547, 572, 577, 582, 591 TE: 30–32, 34–37, 49, 58, 62, 77, 89, 108, 127, 129, 180–181, 183–184, 189, 196, 218–219, 236–237, 253, 267, 276–285, 287, 292–296, 299–300, 302–305, 314, 319, 345, 347, 353, 361, 363, 365, 377, 385, 391, 393, 395, 399, 400, 424, 429, 431, 433, 449, 464–465, 467–469, 481, 486–490, 492–493, 504–507, 537, 547, 572, 577, 582, 591
<b>Relationships – Students will make connections between concepts and skills, explain how connections are made, explain why procedures work, and/or make generalizations about mathematics by showing:</b>		
<b>MA-E-2.3.1</b>	How two-dimensional shapes are alike or different	PE: 458, 466–471 TE: 458, 466–471
<b>MA-E-2.3.2</b>	How three-dimensional shapes are alike or different	PE: 498–501, 503 TE: 498–501, 503
<b>MA-E-2.3.3</b>	How units within the <u>same</u> measurement system (U.S. Customary or metric) are related	PE: 276–277, 280–285, 290–296 TE: 276–277, 280–286, 290–296, 384, 466, 532, 538, 588
<b>MA-E-2.3.4</b>	How lines of symmetry relate to shapes	PE: 478–481, 515 TE: 478–481, 515
<b>PROBABILITY/STATISTICS</b>		
<b>Concepts – Students will describe properties of, define, give examples of, and apply to both real-world and mathematical situations:</b>		
<b>MA-E-3.1.1</b>	Mean, median, mode, and range of a set of data	PE: 250–253, 256–257, 414, 418–421 TE: 250–253, 256–257, 414, 418–421
<b>MA-E-3.1.2</b>	Probability of an unlikely event (near zero) and likely event (near one)	PE: 434–442, 444–445, 447–448, 451, 453 TE: 434–442, 444–445, 447–448, 451, 453

Houghton Mifflin *MATHEMATICS* © 2002  
 Grade 4  
 correlated to  
 Kentucky Core Content for Mathematics Assessment  
 Grades Primary through Grade 5 with Assessment at Grade 5

<b>Kentucky Core Content</b>	<b>Houghton Mifflin <i>MATHEMATICS</i></b>
<b>T MA-E-3.1.3</b> he process of using data to answer questions (e.g., pose a question, plan, collect data, organize and display data, interpret data to answer question)	PE: 5, 8, 15–17, 22, 26, 29, 58, 60, 62, 66, 83, 95, 99, 114, 121, 143, 144, 166, 187, 191, 196, 198, 200–201, 219, 224, 233, 239, 240, 247, 248, 253, 258, 284, 290, 303, 328, 329, 340, 353–356, 363, 365, 376, 393, 409, 414–420, 422–429, 439, 443, 446, 449, 451, 452, 481, 486–487, 493, 497, 500, 502, 536, 572, 582 TE: 5, 8, 15–17, 22, 26, 29, 58, 60, 62, 66, 83, 95, 99, 114, 121, 143, 144, 166, 187, 191, 196, 198, 200–201, 219, 224, 233, 239, 240, 247, 248, 253, 258, 284, 290, 303, 328, 329, 340, 353–356, 363, 365, 376, 393, 409, 414–420, 422–429, 439, 443, 446, 449, 451, 452, 481, 486–487, 493, 497, 500, 502, 536, 572, 582
<b>Skills – Students will perform mathematical operations and procedures accurately and efficiently, explain how the skills work in real-world or mathematical situations, and are able to:</b>	
<b>MA-E-3.2.1</b> Pose questions that can be answered by collecting data	PE: 416–417 TE: 416–417
<b>MA-E-3.2.2</b> Collect, organize, and describe data (e.g., drawings, tables, charts)	PE: 5, 8, 15, 16, 17, 22, 26, 29, 58, 60, 62, 66, 83, 95, 99, 114, 121, 143, 144, 166, 187, 191, 196, 198, 200–201, 219, 224, 233, 239, 240, 247, 248, 253, 258, 284, 290, 303, 328, 329, 340, 353–356, 363, 365, 376, 393, 409, 414–420, 422–429, 439, 443, 446, 449, 451, 452, 481, 486–487, 493, 497, 500, 502, 536, 572, 582 TE: 5, 8, 15, 16, 17, 22, 26, 29, 58, 60, 62, 66, 83, 95, 99, 114, 121, 143, 144, 166, 187, 191, 196, 198, 200–201, 219, 224, 233, 239, 240, 247, 248, 253, 258, 284, 290, 303, 328, 329, 340, 353–356, 363, 365, 376, 393, 409, 414–420, 422–429, 439, 443, 446, 449, 451, 452, 481, 486–487, 493, 497, 500, 502, 536, 572, 582
<b>MA-E-3.2.3</b> Construct and interpret displays of data (e.g., line graph, bar graph, pictograph, line plot, simple Venn diagram, table)	PE: 5, 8, 15–17, 22, 26, 29, 58, 60, 62, 66, 83, 95, 99, 114, 121, 143, 144, 166, 187, 191, 196, 198, 200–201, 219, 224, 233, 239, 240, 247, 248, 253, 258, 284, 290, 303, 328, 329, 340, 353–356, 363, 365, 376, 393, 409, 414–420, 422–429, 439, 443, 446, 449, 451, 452, 481, 486–487, 493, 497, 500, 502, 536, 572, 582 TE: 5, 8, 15–17, 22, 26, 29, 58, 60, 62, 66, 83, 95, 99, 114, 121, 143, 144, 166, 187, 191, 196, 198, 200–201, 219, 224, 233, 239, 240,

Houghton Mifflin *MATHEMATICS* © 2002  
 Grade 4  
 correlated to  
 Kentucky Core Content for Mathematics Assessment  
 Grades Primary through Grade 5 with Assessment at Grade 5

<b>Kentucky Core Content</b>	<b>Houghton Mifflin <i>MATHEMATICS</i></b>
	247, 248, 253, 258, 284, 290, 303, 328, 329, 340, 353–356, 363, 365, 376, 393, 409, 414–420, 422–429, 439, 443, 446, 449, 451, 452, 481, 486–487, 493, 497, 500, 502, 536, 572, 582
<b>MA-E-3.2.4</b> Interpret circle graphs	PE: 354–356, 363, 365 TE: 354–356, 363, 365
<b>MA-E-3.2.5</b> Make predictions and draw conclusions based on data	PE: 426–429, 446, 449, 451, 452 TE: 426–429, 446, 449, 451, 452
<b>MA-E-3.2.6</b> Find mean, median, mode, and range of a set of data	PE: 250–253, 256–257, 414, 418–421 TE: 250–253, 256–257, 414, 418–421
<b>MA-E-3.2.7</b> Generate all possible outcomes in simple probability activities	PE: 434–442, 444–445, 447–448, 451, 453 TE: 434–442, 444–445, 447–448, 451, 453
<b>MA-E-3.2.8</b> Determine the fairness of games using simple probability activities	PE: 414, 434–441 TE: 414, 434–441
<b>Relationships – Students will make connections between concepts and skills, show how connections are made, explain why procedures work, and/or make generalizations about mathematics by showing:</b>	
<b>MA-E-3.3.1</b> How data are used to draw conclusions	PE: 5, 8, 15, 16, 17, 22, 26, 29, 58, 60, 62, 66, 83, 95, 99, 114, 121, 143, 144, 166, 187, 191, 196, 198, 200–201, 219, 224, 233, 239, 240, 247, 248, 253, 258, 284, 290, 303, 328, 329, 340, 353, 354–355, 356, 363, 365, 376, 393, 409, 414–415, 416–417, 418–420, 422–425, 426–427, 428–429, 439, 443, 446, 449, 451, 452, 481, 486–487, 493, 497, 500, 502, 536, 572, 582 TE: 5, 8, 15, 16, 17, 22, 26, 29, 58, 60, 62, 66, 83, 95, 99, 114, 121, 143, 144, 166, 187, 191, 196, 198, 200–201, 219, 224, 233, 239, 240, 247, 248, 253, 258, 284, 290, 303, 328, 329, 340, 353, 354–355, 356, 363, 365, 376, 393, 409, 414–415, 416–417, 418–420, 422–425, 426–427, 428–429, 439, 443, 446, 449, 451, 452, 481, 486–487, 493, 497, 500, 502, 536, 572, 582

Houghton Mifflin *MATHEMATICS* © 2002  
 Grade 4  
 correlated to  
 Kentucky Core Content for Mathematics Assessment  
 Grades Primary through Grade 5 with Assessment at Grade 5

<b>Kentucky Core Content</b>	<b>Houghton Mifflin <i>MATHEMATICS</i></b>
<b>MA-E-3.3.2</b> How predictions can be based on probability data	PE: 434–442, 444–445, 447–448, 451, 453 TE: 434–442, 444–445, 447–448, 451, 453
<b>MA-E-3.3.3</b> How the type of display is related to data (appropriateness of graphs)	PE: 415–417, 422–424, 426–429, 432, 443, 446, 450, 452 TE: 415–417, 422–424, 426–429, 432, 443, 446, 450, 452
<b>ALGEBRAIC THINKING</b>	
<b>Concepts – Students will describe properties of, define, give examples of, and apply to both real-world and mathematical situations:</b>	
<b>MA-E-4.1.1</b> Functions (input-output) through pictures, tables, and words	PE: 58, 86–87, 94, 97, 114, 131, 146, 147, 150, 151, 224, 396, 528–530 TE: 58, 86–87, 94, 97, 114, 131, 146, 147, 150, 151, 224, 396, 528–530
<b>MA-E-4.1.2</b> Number sentences with a missing value or variable	PE: 58, 74–80, 86–87, 94, 97, 114, 123, 131–135, 146, 147, 150, 151, 171, 183, 224, 239, 396, 528–530 TE: 58, 74–80, 86–87, 94, 97, 114, 123, 131–135, 146, 147, 150, 151, 171, 183, 224, 239, 396, 528–530
<b>MA-E-4.1.3</b> A positive coordinate system of graphing using ordered pairs	PE: 522–530, 538–545 TE: 522–530, 538–545
<b>Skills – Students will perform mathematical operations and procedures accurately and efficiently, explain how the skills work in real-world or mathematical situations, and are able to:</b>	
<b>MA-E-4.2.1</b> Find rules for, extend, and create patterns	PE: 21, 35, 112–113, 139, 140–141, 166–167, 175–177, 192–193, 230–231, 325, 384–385, 405, 494–495 TE: 21, 35, 112–113, 139, 140–141, 166–167, 175–177, 192–193, 230–231, 325, 384–385, 405, 494–495
<b>MA-E-4.2.2</b> Create tables to analyze patterns/functions	PE: 21, 35, 112–113, 139–141, 166–167, 175–177, 192–193, 230–231, 325, 384–385, 405, 494–495 TE: 21, 35, 112–113, 139–141, 166–167, 175–177, 192–193, 230–231, 325, 384–385, 405, 494–495
<b>MA-E-4.2.3</b> Find solutions to number sentences with a missing	PE: 58, 74–80, 86–87, 94, 97, 114, 123, 131–135, 146, 147, 150, 151,

Houghton Mifflin *MATHEMATICS* © 2002  
 Grade 4  
 correlated to  
 Kentucky Core Content for Mathematics Assessment  
 Grades Primary through Grade 5 with Assessment at Grade 5

<b>Kentucky Core Content</b>	<b>Houghton Mifflin <i>MATHEMATICS</i></b>
value (e.g., $7 + N = 10$ , $N + 5 > 14$ )	171, 183, 224, 239, 396, 528–530 TE: 58, 74–80, 86–87, 94, 97, 114, 123, 131–135, 146, 147, 150, 151, 171, 183, 224, 239, 396, 528–530
<b>MA-E-4.2.4</b> Locate whole numbers, fractions, and decimals on a number line	PE: 10–11, 319, 329–330, 338–340, 344, 363, 380–381, 392, 414, 418–420, 436, 439, 536–537, 546, 572 TE: 10–11, 319, 329–330, 338–340, 344, 363, 380–381, 392, 414, 418–420, 436, 439, 536–537, 546, 572
<b>MA-E-4.2.5</b> Graph ordered pairs on a positive coordinate grid	PE: 522–530, 538–545 TE: 522–530, 538–545
<b>Relationships – Students will make connections between concepts and skills, show how connections are made, explain why procedures work, and/or make generalizations about mathematics by showing:</b>	
<b>MA-E-4.3.1</b> How patterns (e.g., numbers, pictures, words) are alike and different	PE: 21, 35, 112–113, 139–141, 166–167, 175–177, 192–193, 230–231, 325, 384–385, 405, 494–495 TE: 21, 35, 112–113, 139–141, 166–167, 175–177, 192–193, 230–231, 325, 384–385, 405, 494–495
<b>MA-E-4.3.2</b> How rules involving number patterns can be explained	PE: 21, 35, 112–114, 139–141, 166–167, 175–177, 192–193, 230–231, 325, 384–385, 405 TE: 21, 35, 112–114, 139–141, 166–167, 175–177, 192–193, 230–231, 325, 384–385, 405