

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

Kentucky Core Content

Houghton Mifflin *MATHEMATICS*

NUMBER/COMPUTATION	
Concepts – Students will describe properties of, give examples of, and apply to real-world or mathematical situations:	
MA-E-1.1.1 Whole numbers (0 to 100,000,000), fractions, mixed numbers, and decimals through thousandths	PE: 9–11, 14–16, 24–33, 39, 40, 43–46, 51, 61, 77, 107, 141, 149, 151, 153, 196, 199, 207, 223, 258–259, 316–318, 321–324, 334–335, 345, 353, 356–359, 370, 379, 388, 411, 430, 449, 487, 493, 530–539, 550–552, 553, 559–560, 563–564 TE: 9–11, 14–16, 24–33, 39, 40, 43–46, 51, 61, 77, 107, 141, 149, 151, 153, 196, 199, 207, 223, 258–259, 316–318, 321–324, 334–335, 345, 353, 356–359, 370, 379, 388, 411, 430, 449, 487, 493, 530–539, 550–552, 553, 559–560, 563–564
MA-E-1.1.2 The operations of addition, subtraction, multiplication, and division	PE: 54–55, 61, 74–75, 134, 136, 139, 147–148, 153–155, 166–175, 180, 219, 223, 259, 263, 269, 303, 317, 325, 347, 422–423, 427, 433, 436–437 TE: 54–55, 61, 74–75, 134, 136, 139, 147–148, 153–155, 166–175, 180, 219, 223, 259, 263, 269, 303, 317, 325, 347, 422–423, 427, 433, 436–437
MA-E-1.1.3 Odd and even numbers, composite and prime numbers, multiples, and factors	PE: 106–111, 129, 146–147, 156, 164, 179, 183–184, 261, 275, 298–301, 304–313, 317, 323, 338, 342, 352, 355–359, 361, 368, 370, 381, 388, 420–421, 434, 455, 497, 548 TE: 106–111, 129, 146–147, 156, 164, 179, 183–184, 261, 275, 298–301, 304–313, 317, 323, 338, 342, 352, 355–359, 361, 368, 370, 381, 388, 420–421, 434, 455, 497, 548
MA-E-1.1.4 Place value, expanded form, number magnitude (order, compare) to 100,000,000, and decimals through thousandths	PE: 9–11, 14–16, 24–33, 39, 40, 43–46, 51, 61, 77, 107, 141, 149, 151, 153, 196, 199, 207, 223, 258–259, 316–318, 321–324, 334–335, 345, 353, 356–359, 370, 379, 388, 411, 430, 449, 487, 493, 530–539, 550–553, 559–560, 563–564 TE: 9–11, 14–16, 24–33, 39, 40, 43–46, 51, 61, 77, 107, 141, 149, 151, 153, 196, 199, 207, 223, 258–259, 316–318, 321–324, 334–335, 345, 353, 356–359, 370, 379, 388, 411, 430, 449, 487, 493, 530–539, 550–553, 559–560, 563–564

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MA-E-1.1.5	Multiple representations of numbers (e.g., drawings, manipulative, symbols)	PE: 77, 318–335, 353, 356–358, 449, 493, 530–539, 550–553, 559–560, 563–564 TE: 77, 318–335, 353, 356–358, 449, 493, 530–539, 550–553, 559–560, 563–564
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:		
MA-E-1.2.1	Read, write, and rename whole numbers	PE: 5, 8–11, 14–17, 31, 38, 43–46, 50–55, 75, 82–83, 86, 88–90, 101, 107, 137, 147, 219, 259, 319, 345, 370, 373, 379, 381, 415, TE: 5, 8–11, 14–17, 31, 38, 43–46, 50–55, 75, 82–83, 86, 88–90, 101, 107, 137, 147, 219, 259, 319, 345, 370, 373, 379, 381, 415
MA-E-1.2.2	Add, subtract, multiply, and divide whole numbers using a variety of methods (e.g., mental, paper and pencil, calculator)	PE: 31, 72, 89, 99, 101, 103, 115, 127, 141, 185, 196, 211, 223, 225, 299, 306, 327, 335, 373, 381, 385, 409, 417, 581 TE: 31, 72, 89, 99, 101, 103, 115, 127, 141, 185, 196, 211, 223, 225, 299, 306, 327, 335, 373, 381, 385, 409, 417, 581
MA-E-1.2.3	Add and subtract fractions with like denominators; add and subtract decimals through hundredths	PE: 58–61, 75, 82–83, 86, 88–91, 108, 139, 149, 151, 156, 164, 209, 210, 225, 252, 261, 263, 275, 277, 300–338, 340–347, 354, 357–360, 371, 379, 382–383, 465, 487, 496, 576 TE: 58–61, 75, 82–83, 86, 88–91, 108, 139, 149, 151, 156, 164, 209, 210, 225, 252, 261, 263, 275, 277, 300–338, 340–347, 354, 357–360, 371, 379, 382–383, 465, 487, 496, 576
MA-E-1.2.4	Skip-count forward and backward	These pages provide opportunities for students to find patterns in multiplication: PE: 106–111, 124–135, 170–172, 348–349, 537, 539 TE: 106–111, 124–135, 170–172, 348–349, 537, 539
MA-E-1.2.5	Estimate quantities of objects	PE: 45, 205, 498–501 TE: 45, 205, 498–501
MA-E-1.2.6	Estimate computational results using an appropriate strategy	PE: 52–55, 58–59, 61, 68, 72, 89, 98–103, 114–115, 117, 120–123, 125–127, 135, 138–139, 149, 150–157, 173, 178, 185, 263, 291,

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	303, 326–327, 355, 359, 403, 410–411, 430, 435, 440, 442, 444, 446–448, 463, 491, 511, 519, 523, 545, 565, 573, 601 TE: 52–55, 58–59, 61, 68, 72, 89, 98–103, 114–115, 117, 120–123, 125–127, 135, 138–139, 149, 150–157, 173, 178, 185, 263, 291, 303, 326–327, 355, 359, 403, 410–411, 430, 435, 440, 442, 444, 446–448, 463, 491, 511, 519, 523, 545, 565, 573, 601
MA-E-1.2.7 Use factors to determine prime and composite numbers	PE: 298–299, 307, 342, 352, 356–359, 361, 370, 498 TE: 298–299, 307, 342, 352, 356–359, 361, 370, 498
MA-E-1.2.8 Determine least common multiple (LCM)	PE: 308–313, 352, 355–358, 434, 497, 548 TE: 308–313, 336, 352, 355–358, 434, 497, 548
MA-E-1.2.9 Order and compare (>, <, =) whole numbers and fractions	PE: 8–11, 14–17, 38, 43–46, 107, 321–325, 345, 353, 359, 370, 379, 411, 430, 538–539, 550–552, 559–560 TE: 8–11, 14–17, 38, 43–46, 107, 321–325, 345, 353, 359, 370, 379, 411, 430, 538–539, 550–552, 559–560
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:	
MA-E-1.3.1 How fractions, decimals, and whole numbers relate (equivalence, order)	PE: 77, 322–323, 449, 493, 516–517, 530–539, 546–548, 550–553, 559–560, 563–564 TE: 77, 322–323, 449, 493, 516–517, 530–539, 546–548, 550–553, 559–560, 563–564
MA-E-1.3.2 How properties (commutative, associative, identity properties of addition and multiplication, zero property of multiplication) are used in computation	PE: 162, 165, 182 TE: 162, 165, 182
MA-E-1.3.3 How the base 10 number system relates to place value (e.g., ten tens make one hundred, ten hundredths make one-tenth)	PE: 5, 8–11, 14–17, 31, 38, 43–46, 50–55, 75, 82–83, 86, 88–90, 101, 107, 137, 147, 219, 259, 319, 345, 370, 373, 379, 381, 415 TE: 5, 8–11, 14–17, 31, 38, 43–46, 50–55, 75, 82–83, 86, 88–90, 101, 107, 137, 147, 219, 259, 319, 345, 370, 373, 379, 381, 415
GEOMETRY/MEASUREMENT	

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Concepts – Students will describe properties of, define, give examples of, and apply to both real-world and mathematical situations:		
MA-E-2.1.1	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: 454–455, 472–474, 504–508, 510, 552 TE: 454–455, 472–474, 504–508, 510, 552
MA-E-2.1.2	Basic two-dimensional shapes including circles, triangles (right, equilateral), all quadrilaterals, pentagons, hexagons, and octagons	PE: 96–97, 173, 194–197, 230, 234, 236–237, 436–437, 445–446, 452–455, 460–461, 464–465, 470–471, 475–477, 491–493, 506, 509–510, 511, 513, 552, 589 TE: 96–97, 173, 194–197, 230, 234, 236–237, 436–437, 445–446, 452–455, 460–461, 464–465, 470–471, 475–477, 491–493, 506, 509–510, 511, 513, 552, 589
MA-E-2.1.3	Basic three-dimensional shapes including spheres, cones, cylinders, pyramids, cubes, and triangular and rectangular prisms	PE: 452–453, 494–501 TE: 452–453, 494–501
MA-E-2.1.4	Symmetry, congruence, and similar figures	PE: 452–453, 462–463, 475–480, 570, 572–573, 580–581 TE: 452–453, 462–463, 475–480, 570, 572–573, 580–581
MA-E-2.1.5	Nonstandard and standard (U.S. Customary, metric) units of measurement	PE: 28, 29, 41, 46, 57–63, 68, 101, 103, 108, 110–111, 113–115, 126, 143, 146–147, 154, 156, 159, 173, 181, 184, 190–197, 202–205, 230–231, 234–237, 255, 261, 264, 267, 287, 292, 313, 323, 325, 327, 338, 342, 346–347, 366, 374, 375, 397, 408–411, 416–417, 421–423, 425–428, 430, 432, 434, 436–437, 445–446, 452–453, 460–461, 463, 486–501, 506, 508–513, 522–523, 525–527, 545, 557, 561, 563–564, 566–567, 586–587, 589 TE: 28, 29, 41, 46, 57–63, 68, 101, 103, 108, 110–111, 113–115, 126, 143, 146–147, 154, 156, 159, 173, 181, 184, 190–197, 202–205, 230–231, 234–237, 255, 261, 264, 267, 287, 292, 313, 323, 325, 327, 338, 342, 346–347, 366, 374, 375, 397, 408–411, 416–417, 421–423, 425–428, 430, 432, 434, 436–437, 445–446, 452–453, 460–461, 463, 486–501, 506, 508–513, 522–523, 525–527, 545, 557, 561, 563–564, 566–567, 586–587, 589

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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:	
MA-E-2.2.1 Sort objects and compare attributes	These pages provide opportunities for students to analyze patterns: PE: 76–77, 106–111, 129, 170–172, 281, 348–349, 417–418, 430, 434, 466, 501, 537, 539, 541, 547, 576, 584–591, 595–597, 599–600, 603 TE: 76–77, 106–111, 129, 170–172, 281, 348–349, 417–418, 430, 434, 466, 501, 537, 539, 541, 547, 576, 584–591, 595–597, 599–600, 603
MA-E-2.2.2 Use symmetry to construct a geometric design	PE: 478–480 TE: 478–480
MA-E-2.2.3 Identify and draw basic two-dimensional shapes in different orientations using rotations (turns), reflections (flips), and translations (slides)	PE: 452–453, 462–463, 467, 475–477, 478–480, 570, 572–573, 578–581, 594–595, 597–603 TE: 452–453, 462–463, 467, 475–477, 478–480, 570, 572–573, 578–581, 594–595, 597–603
MA-E-2.2.4 Identify basic three-dimensional shapes by appearance	PE: 452–453, 494–501 TE: 452–453, 494–501
MA-E-2.2.5 Use nonstandard and standard units to measure weight, length, perimeter, area (figures that can be divided into rectangular shapes), and angles	PE: 28–29, 41, 46, 57–63, 68, 96–97, 101, 103, 108, 110–111, 113–115, 126, 135, 143, 146–147, 149–151, 153–154, 156, 159, 173, 181, 183–184, 190–197, 202–207, 230–231, 234–237, 255, 261, 264, 267, 287, 292, 313, 323, 325, 327, 338, 342, 346–347, 374–375, 397, 408–411, 414–415, 417, 420–423, 425–428, 430, 432, 434, 436–437, 445–446, 452–453, 456–461, 463–465, 475, 486–499, 504, 506, 508–513, 511, 522–527, 537, 545, 557, 561, 563–564, 566–567, 586–587, 589 TE: 28–29, 41, 46, 57–63, 68, 96–97, 101, 103, 108, 110–111, 113–115, 126, 135, 143, 146–147, 149–151, 153–154, 156, 159, 173, 181, 183–184, 190–197, 202–207, 230–231, 234–237, 255, 261, 264, 267, 287, 292, 313, 323, 325, 327, 338, 342, 346–347, 374–375, 397, 408–411, 414–415, 417, 420–423, 425–428, 430, 432, 434, 436–437, 445–446, 452–453, 456–461, 463–465, 475, 486–499, 504, 506, 508–513, 511, 522–527, 537, 545, 557, 561, 563–564,

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	566–567, 586–587, 589
MA-E-2.2.6 Use standard units to measure volume of rectangular prisms, liquid capacity, money, time, and temperature (e.g., above and below zero)	PE: 32–33, 58–59, 68, 72, 78–79, 82, 91, 98–99, 101–103, 114–117, 120, 123–128, 134–135, 137, 139, 141, 143, 149, 152–153, 167, 186, 190–191, 198–201, 206–211, 230–231, 234, 236, 277, 290, 349, 355, 372–373, 380–381, 386, 397, 411, 415, 427, 434, 498–501, 508–511, 521, 523, 567, 587, 590–591 TE: 32–33, 58–59, 68, 72, 78–79, 82, 91, 98–99, 101–103, 114–117, 120, 123–128, 134–135, 137, 139, 141, 143, 149, 152–153, 167, 186, 190–191, 198–201, 206–211, 230–231, 234, 236, 277, 290, 349, 355, 372–373, 380–381, 386, 397, 411, 415, 427, 434, 498–501, 508–511, 521, 523, 567, 587, 590–591
MA-E-2.2.7 Choose appropriate tools (e.g., protractors, meter sticks, rulers) for specific measurement tasks	PE: 96–97, 192–193, 202–204, 456–459, 470–474, 476–477 TE: 96–97, 192–193, 202–204, 456–459, 470–474, 476–477
MA-E-2.2.8 Identify measurable attributes of an object and make an estimate using appropriate units of measurement	PE: 45, 205, 498–501 TE: 45, 205, 498–501
MA-E-2.2.9 Use measurements to describe and compare attributes of objects	PE: 28, 29, 41, 46, 57, 58–63, 68, 101, 103, 108, 110–111, 113–115, 126, 143, 146–147, 154, 156, 159, 173, 181, 184, 190–197, 202–205, 230–231, 234–237, 255, 261, 264, 267, 287, 292, 313, 323, 325, 327, 338, 342, 346–347, 366, 374, 375, 397, 408–411, 416–417, 421–423, 425–428, 430, 432, 434, 436–437, 445–446, 452–453, 460–461, 463, 486–501, 506, 508–513, 522–523, 525–527, 545, 557, 561, 563–564, 566–567, 586–587, 589 TE: 28, 29, 41, 46, 57, 58–63, 68, 101, 103, 108, 110–111, 113–115, 126, 143, 146–147, 154, 156, 159, 173, 181, 184, 190–197, 202–205, 230–231, 234–237, 255, 261, 264, 267, 287, 292, 313, 323, 325, 327, 338, 342, 346–347, 366, 374, 375, 397, 408–411, 416–417, 421–423, 425–428, 430, 432, 434, 436–437, 445–446, 452–453, 460–461, 463, 486–501, 506, 508–513, 522–523, 525–527, 545, 557, 561, 563–564, 566–567, 586–587, 589

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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:	
MA-E-2.3.1 How two-dimensional shapes are alike or different	PE: 96–97, 173, 194–197, 230, 234, 236–237, 436–437, 445–446, 452–455, 460–461, 464–465, 470–471, 475–477, 491–493, 506, 509–511, 513, 552, 589 TE: 96–97, 173, 194–197, 230, 234, 236–237, 436–437, 445–446, 452–455, 460–461, 464–465, 470–471, 475–477, 491–493, 506, 509–511, 513, 552, 589
MA-E-2.3.2 How three-dimensional shapes are alike or different	PE: 452–453, 494–501 TE: 452–453, 494–501
MA-E-2.3.3 How units within the <u>same</u> measurement system (U.S. Customary or metric) are related	PE: 195, 197, 199, 203–204, 207, 212, 236 TE: 195, 197, 199, 203–204, 207, 212, 236
MA-E-2.3.4 How lines of symmetry relate to shapes	PE: 478–480 TE: 478–480
PROBABILITY/STATISTICS	
Concepts – Students will describe properties of, define, give examples of, and apply to both real-world and mathematical situations:	
MA-E-3.1.1 Mean, median, mode, and range of a set of data	PE: 140–141, 154, 172, 178, 182, 258–261, 279, 285, 288–292, 306, 325, 338, 345, 347, 427, 465, 487, 573, 579, 585 TE: 140–141, 154, 172, 178, 182, 258–261, 279, 285, 288–292, 306, 325, 338, 345, 347, 427, 465, 487, 573, 579, 585
MA-E-3.1.2 Probability of an unlikely event (near zero) and likely event (near one)	PE: 276–279 TE: 276–279
MA-E-3.1.3 The 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, 16, 25, 31, 53, 56–57, 59, 61, 85, 108, 111, 140–141, 151, 154, 172, 178, 182, 209, 215, 244–275, 279, 284–286, 288–293, 303, 306, 310, 325, 333, 338, 345, 347, 370, 411, 413, 421, 427, 465, 487, 493, 548, 552, 573, 579, 585 TE: 5, 16, 25, 31, 53, 56–57, 59, 61, 85, 108, 111, 140–141, 151, 154,

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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:	
MA-E-3.2.1 Pose questions that can be answered by collecting data	PE: 244–252, 260–271, 292, 543, 552, 554–557, 561 TE: 244–252, 260–271, 292, 543, 552, 554–557, 561
MA-E-3.2.2 Collect, organize, and describe data (e.g., drawings, tables, charts)	PE: 5, 16, 25, 31, 53, 56–57, 59, 61, 85, 108, 111, 140–141, 151, 154, 172, 178, 182, 209, 215, 244–275, 279, 284–286, 288–293, 303, 306, 310, 325, 333, 338, 345, 347, 370, 411, 413, 421, 427, 465, 487, 493, 548, 552, 573, 579, 585 TE: 5, 16, 25, 31, 53, 56–57, 59, 61, 85, 108, 111, 140–141, 151, 154, 172, 178, 182, 209, 215, 244–275, 279, 284–286, 288–293, 303, 306, 310, 325, 333, 338, 345, 347, 370, 411, 413, 421, 427, 465, 487, 493, 548, 552, 573, 579, 585
MA-E-3.2.3 Construct and interpret displays of data (e.g., line graph, bar graph, pictograph, line plot, simple Venn diagram, table)	PE: 5, 16, 25, 31, 53, 56–57, 59, 61, 85, 108, 111, 140–141, 151, 154, 172, 178, 182, 209, 215, 244–275, 279, 284–286, 288–293, 303, 306, 310, 325, 333, 338, 345, 347, 370, 411, 413, 421, 427, 465, 487, 493, 548, 552, 573, 579, 585 TE: 5, 16, 25, 31, 53, 56–57, 59, 61, 85, 108, 111, 140–141, 151, 154, 172, 178, 182, 209, 215, 244–275, 279, 284–286, 288–293, 303, 306, 310, 325, 333, 338, 345, 347, 370, 411, 413, 421, 427, 465, 487, 493, 548, 552, 573, 579, 585
MA-E-3.2.4 Interpret circle graphs	PE: 242–243, 255, 268–269, 360, 390–391, 516, 537, 554–555, 561 TE: 242–243, 255, 268–269, 360, 390–391, 516, 537, 554–555, 561
MA-E-3.2.5 Make predictions and draw conclusions based on data	PE: 5, 16, 25, 31, 53, 56–57, 59, 61, 85, 108, 111, 140–141, 151, 154, 172, 178, 182, 209, 215, 244–275, 279, 284–286, 288–293, 303, 306, 310, 333, 325, 338, 345, 347, 370, 411, 413, 421, 427, 465, 487, 493, 548, 552, 573, 579, 585

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MA-E-3.2.6 Find mean, median, mode, and range of a set of data	PE: 140–141, 154, 172, 178, 182, 258–261, 279, 285, 288–292, 306, 325, 338, 345, 347, 427, 465, 573, 487, 579, 585 TE: 140–141, 154, 172, 178, 182, 258–261, 279, 285, 288–292, 306, 325, 338, 345, 347, 427, 465, 573, 487, 579, 585
MA-E-3.2.7 Generate all possible outcomes in simple probability activities	PE: 276–279 TE: 276–279
MA-E-3.2.8 Determine the fairness of games using simple probability activities	PE: 276–279 TE: 276–279
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:	
MA-E-3.3.1 How data are used to draw conclusions	PE: 5, 16, 25, 31, 53, 56–57, 59, 61, 85, 108, 111, 140–141, 151, 154, 172, 178, 182, 209, 215, 244–275, 279, 284–286, 288–293, 303, 306, 310, 333, 325, 338, 345, 347, 370, 411, 413, 421, 427, 465, 487, 493, 548, 552, 573, 579, 585 TE: 5, 16, 25, 31, 53, 56–57, 59, 61, 85, 108, 111, 140–141, 151, 154, 172, 178, 182, 209, 215, 244–275, 279, 284–286, 288–293, 303, 306, 310, 333, 325, 338, 345, 347, 370, 411, 413, 421, 427, 465, 487, 493, 548, 552, 573, 579, 585
MA-E-3.3.2 How predictions can be based on probability data	PE: 274–282, 300–301, 304–306, 309–313 TE: 274–282, 300–301, 304–306, 309–313
MA-E-3.3.3 How the type of display is related to data (appropriateness of graphs)	PE: 268–269, 286 TE: 268–269, 286

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ALGEBRAIC THINKING	
Concepts – Students will describe properties of, define, give examples of, and apply to both real-world and mathematical situations:	
MA-E-4.1.1 Functions (input-output) through pictures, tables, and words	PE: 68, 74–77, 79, 84, 85, 87–88, 112–113, 123, 139, 151, 153, 155, 156, 166–175, 180, 219, 223, 259, 263–265, 267, 269, 277, 303, 319, 325, 347, 373, 409, 415, 427, 436–437, 547, 548, 570, 574–581, 584–594, 595–603 TE: 68, 74–77, 79, 84, 85, 87–88, 112–113, 123, 139, 151, 153, 155, 156, 166–175, 180, 219, 223, 259, 263–265, 267, 269, 277, 303, 319, 325, 347, 373, 409, 415, 427, 436–437, 547, 548, 570, 574–581, 584–594, 595–603
MA-E-4.1.2 Number sentences with a missing value or variable	PE: 16, 27, 53, 66–79, 83–85, 87–88, 90, 107, 111–113, 115, 123, 139, 147, 151, 153, 155–156, 162–175, 180, 183–185, 199, 219, 223, 252, 259, 263, 269, 277, 299, 301, 303, 310, 325, 335, 338, 342, 347, 368, 373, 381, 385, 387, 409, 411, 415, 421, 423, 427, 433, 436–437, 461, 486–492, 496, 498–499, 519, 523, 533, 545, 547–548, 551, 584–591, 595–601, 603 TE: 16, 27, 53, 66–79, 83–85, 87–88, 90, 107, 111–113, 115, 123, 139, 147, 151, 153, 155–156, 162–175, 180, 183–185, 199, 219, 223, 252, 259, 263, 269, 277, 299, 301, 303, 310, 325, 335, 338, 342, 347, 368, 373, 381, 385, 387, 409, 411, 415, 421, 423, 427, 433, 436–437, 461, 486–492, 496, 498–499, 519, 523, 533, 545, 547–548, 551, 584–591, 595–601, 603
MA-E-4.1.3 A positive coordinate system of graphing using ordered pairs	PE: 570, 574–581, 588–603 TE: 570, 574–581, 588–603
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:	
MA-E-4.2.1 Find rules for, extend, and create patterns	PE: 68, 74–77, 79, 84, 85, 87–88, 112–113, 123, 139, 151, 153, 155, 156, 166–175, 180, 219, 223, 259, 263–265, 267, 269, 277, 303, 319, 325, 347, 373, 409, 415, 427, 436–437, 547, 548, 570, 574–581, 584–594, 595–603

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MA-E-4.2.2 Create tables to analyze patterns/functions	PE: 68, 74–77, 79, 84, 85, 87–88, 112–113, 123, 139, 151, 153, 155, 156, 166–175, 180, 219, 223, 259, 263–265, 267, 269, 277, 303, 319, 325, 347, 373, 409, 415, 427, 436–437, 547, 548, 570, 574–581, 584–594, 595–603 TE: 68, 74–77, 79, 84, 85, 87–88, 112–113, 123, 139, 151, 153, 155, 156, 166–175, 180, 219, 223, 259, 263–265, 267, 269, 277, 303, 319, 325, 347, 373, 409, 415, 427, 436–437, 547, 548, 570, 574–581, 584–594, 595–603
MA-E-4.2.3 Find solutions to number sentences with a missing value (e.g., $7 + N = 10$, $N + 5 > 14$)	PE: 16, 27, 53, 66–73, 83–85, 87–88, 90, 107, 111–113, 115, 123, 139, 147, 151, 153, 155–156, 162–175, 180, 183–185, 199, 219, 223, 252, 259, 263, 269, 277, 299, 301, 303, 310, 325, 335, 338, 342, 347, 368, 373, 381, 385, 387, 409, 411, 415, 421, 423, 427, 433, 436–437, 461, 486–492, 496, 498–499, 519, 523, 533, 545, 547–548, 551, 584–591, 595–601, 603 TE: 16, 27, 53, 66–73, 83–85, 87–88, 90, 107, 111–113, 115, 123, 139, 147, 151, 153, 155–156, 162–175, 180, 183–185, 199, 219, 223, 252, 259, 263, 269, 277, 299, 301, 303, 310, 325, 335, 338, 342, 347, 368, 373, 381, 385, 387, 409, 411, 415, 421, 423, 427, 433, 436–437, 461, 486–492, 496, 498–499, 519, 523, 533, 545, 547–548, 551, 584–591, 595–601, 603
MA-E-4.2.4 Locate whole numbers, fractions, and decimals on a number line	PE: 214–215, 218–219, 222–223, 232, 236, 238, 239, 402 TE: 214–215, 218–219, 222–223, 232, 236, 238, 239, 402
MA-E-4.2.5 Graph ordered pairs on a positive coordinate grid	PE: 570, 574–581, 588–603 TE: 570, 574–581, 588–603

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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:	
MA-E-4.3.1 How patterns (e.g., numbers, pictures, words) are alike and different	PE: 53, 76–77, 106–111, 124–125, 129, 151, 170–172, 176–177, 181, 277, 319, 348–349, 355, 416–417, 421, 430, 434, 443, 537, 539, 547, 576, 584–591, 595–597, 599–600, 603 TE: 53, 76–77, 106–111, 124–125, 129, 151, 170–172, 176–177, 181, 277, 319, 348–349, 355, 416–417, 421, 430, 434, 443, 537, 539, 547, 576, 584–591, 595–597, 599–600, 603
MA-E-4.3.2 How rules involving number patterns can be explained	PE: 53, 76–77, 106–111, 124–125, 129, 151, 170–172, 176–177, 181, 277, 319, 348–349, 355, 416–417, 421, 430, 434, 443, 537, 539, 547, 576, 584–591, 595–597, 599–600, 603 TE: 53, 76–77, 106–111, 124–125, 129, 151, 170–172, 176–177, 181, 277, 319, 348–349, 355, 416–417, 421, 430, 434, 443, 537, 539, 547, 576, 584–591, 595–597, 599–600, 603