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<b>Number and Operations Standard</b>	
Understand numbers, ways of representing numbers, relationships among numbers, and number systems	
<ul style="list-style-type: none"> <li>understand the place-value structure of the base-ten number system and be able to represent and compare whole numbers and decimals;</li> </ul>	TE: 4–9, 16–22, 30–32, 61, 372–383 PE: 4–9, 16–22, 30–32, 372–383
<ul style="list-style-type: none"> <li>recognize equivalent representations for the same number and generate them by decomposing and composing numbers;</li> </ul>	TE: 4–5, 18–19, 61, 137, 145, 372–379 PE: 4–5, 18–19, 372–379
<ul style="list-style-type: none"> <li>develop understanding of fractions as parts of unit wholes, as parts of a collection, as locations on number lines, and as divisions of whole numbers;</li> </ul>	TE: 324–331, 342–345 PE: 324–331, 342–345
<ul style="list-style-type: none"> <li>use models, benchmarks, and equivalent forms to judge the size of fractions;</li> </ul>	TE: 330–332, 338–341 PE: 330–332, 338–341
<ul style="list-style-type: none"> <li>recognize and generate equivalent forms of commonly used fractions, decimals, and percents;</li> </ul>	TE: 330–333, 372–379 PE: 330–333, 372–379
<ul style="list-style-type: none"> <li>explore numbers less than 0 by extending the number line and through familiar applications;</li> </ul>	TE: 302–305, 375, 529, 536–537 PE: 302–305, 536–537
<ul style="list-style-type: none"> <li>describe classes of numbers (e.g., odds, primes, squares, and multiples) according to characteristics such as the nature of their factors.</li> </ul>	TE: 109, 115, 161, 166–167, 192–193, 248–249, 331 PE: 109, 115, 161, 166–167, 192–193, 248–249, 331
Understand meanings of operations and how they relate to one another	
<ul style="list-style-type: none"> <li>understand various meanings of multiplication and division;</li> </ul>	TE: 104–105, 109, 115 PE: 104–105, 109, 115
<ul style="list-style-type: none"> <li>understand the effects of multiplying and dividing whole numbers;</li> </ul>	TE: 106–108, 112–114, 122–125, 160 PE: 106–108, 112–114, 122–125, 160
<ul style="list-style-type: none"> <li>identify and use relationships between operations, such as division as the inverse of multiplication, to solve problems;</li> </ul>	TE: 60–61, 118–121, 124–125 PE: 60–61, 118–121, 124–125
<ul style="list-style-type: none"> <li>understand and use properties of operations, such as the distributivity of multiplication over addition.</li> </ul>	TE: 54–55, 75, 81, 110–111, 164–165, 171, 183, 186–187, 194–195, 283 PE: 54–55, 81, 110–111, 164–165, 186–187, 194–195
Compute fluently and make reasonable estimates	
<ul style="list-style-type: none"> <li>develop fluency with basic number combinations for multiplication and division and use these combinations to mentally compute related problems, such as 3050;</li> </ul>	TE: 106–114, 122–125, 166–167, 192–193, 230–231, 246–247, 568–569 PE: 106–114, 122–125, 166–167, 192–193, 230–231, 246–247, 568–569
<ul style="list-style-type: none"> <li>develop fluency in adding, subtracting, multiplying, and dividing whole numbers;</li> </ul>	TE: 56–63, 68–69, 166–173, 180–187, 192–199, 218–225, 230–241, 256–259, 568–573, 580–585, 588–589 PE: 56–63, 68–69, 166–173, 180–187, 192–199, 218–225, 230–241, 256–259, 568–573, 580–585, 588–589

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<ul style="list-style-type: none"> <li>develop and use strategies to estimate the results of whole-number computations and to judge the reasonableness of such results;</li> </ul>	<p>TE: 64–68, 174–175, 254–255, 574–575, 584–585 PE: 64–68, 174–175, 254–255, 574–575, 584–585</p>
<ul style="list-style-type: none"> <li>develop and use strategies to estimate computations involving fractions and decimals in situations relevant to students' experience;</li> </ul>	<p>TE: 392–396 PE: 392–396</p>
<ul style="list-style-type: none"> <li>use visual models, benchmarks, and equivalent forms to add and subtract commonly used fractions and decimals;</li> </ul>	<p>TE: 350–353, 388–389 PE: 350–353, 388–389</p>
<ul style="list-style-type: none"> <li>select appropriate methods and tools for computing with whole numbers from among mental computation, estimation, calculators, and paper and pencil according to the context and nature of the computation and use the selected method or tools.</li> </ul>	<p>TE: 22, 80, 127, 184, 255, 296, 345, 395, 398–399, 405, 446, 480, 541, 572 PE: 22, 80, 127, 184, 255, 296, 345, 395, 398–399, 405, 446, 480, 541, 572</p>
<b>Algebra Standard</b>	
Understand patterns, relations, and functions	
<ul style="list-style-type: none"> <li>describe, extend, and make generalizations about geometric and numeric patterns;</li> </ul>	<p>TE: 21, 112–115, 139–141, 166–167, 176–177, 192–193, 384–385, 494–495 PE: 21, 112–115, 139–141, 166–167, 176–177, 192–193, 384–385, 494–495</p>
<ul style="list-style-type: none"> <li>represent and analyze patterns and functions, using words, tables, and graphs.</li> </ul>	<p>TE: 112–115, 139–141, 144–146 PE: 112–115, 139–141, 144–146</p>
Represent and analyze mathematical situations and structures using algebraic symbols	
<ul style="list-style-type: none"> <li>identify such properties as commutativity, associativity, and distributivity and use them to compute with whole numbers;</li> </ul>	<p>TE: 54–55, 75, 81, 110–111, 164–165, 171, 183, 186–187, 194–195, 283 PE: 54–55, 81, 110–111, 164–165, 186–187, 194–195</p>
<ul style="list-style-type: none"> <li>represent the idea of a variable as an unknown quantity using a letter or a symbol;</li> </ul>	<p>TE: 75, 78–80, 82–83, 132–135, 144–146 PE: 78–80, 82–83, 132–135, 144–146</p>
<ul style="list-style-type: none"> <li>express mathematical relationships using equations. Use mathematical models to represent and understand quantitative relationships</li> </ul>	<p>TE: 74–77, 82–87, 136–138, 142–143, 148–149 PE: 74–77, 82–87, 136–138, 142–143, 148–149</p>
<ul style="list-style-type: none"> <li>model problem situations with objects and use representations such as graphs, tables, and equations to draw conclusions.</li> </ul>	<p>TE: 82, 115, 140–141, 146–149, 200–201, 416–417, 422–424, 426–429, 442–443, 494–495, 528–530, 532–533, 550–551 PE: 82, 115, 140–141, 146–149, 200–201, 416–417, 422–424, 426–429, 442–443, 494–495, 528–530, 532–533, 550–551</p>
Analyze change in various contexts	
<ul style="list-style-type: none"> <li>investigate how a change in one variable relates to a change in a second variable;</li> </ul>	<p>TE: 86–87, 139, 144–147, 471, 528–530 PE: 86–87, 139, 144–147, 471, 528–530</p>
<ul style="list-style-type: none"> <li>identify and describe situations with constant or varying rates of change and</li> </ul>	<p>TE: 115, 139, 175, 325, 471, 528–530, 532–533 PE: 115, 139, 175, 325, 471, 528–530, 532–533</p>

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compare them.	
<b>Geometry Standard</b>	
Analyze characteristics and properties of two- and three-dimensional geometric shapes and develop mathematical arguments about geometric relationships	
<ul style="list-style-type: none"> <li>identify, compare, and analyze attributes of two- and three-dimensional shapes and develop vocabulary to describe the attributes;</li> </ul>	TE: 466–471, 498–500 PE: 466–471, 498–500
<ul style="list-style-type: none"> <li>classify two- and three-dimensional shapes according to their properties and develop definitions of classes of shapes such as triangles and pyramids;</li> </ul>	TE: 466–471, 498–500 PE: 466–471, 498–500
<ul style="list-style-type: none"> <li>investigate, describe, and reason about the results of subdividing, combining, and transforming shapes;</li> </ul>	TE: 482–483 PE: 482–483
<ul style="list-style-type: none"> <li>explore congruence and similarity;</li> </ul>	TE: 474–477 PE: 474–477
<ul style="list-style-type: none"> <li>make and test conjectures about geometric properties and relationships and develop logical arguments to justify conclusions.</li> </ul>	TE: 462, 480, 482–483, 494–495 PE: 462, 480, 482–483, 494–495
Specify locations and describe spatial relationships using coordinate geometry and other representational systems	
<ul style="list-style-type: none"> <li>describe location and movement using common language and geometric vocabulary;</li> </ul>	TE: 470, 524–527 PE: 470, 524–527
<ul style="list-style-type: none"> <li>make and use coordinate systems to specify locations and to describe paths;</li> </ul>	TE: 524–533, 538–545, 562 PE: 524–533, 538–545, 562
<ul style="list-style-type: none"> <li>find the distance between points along horizontal and vertical lines of a coordinate system.</li> </ul>	TE: 548–549, 562, 571 PE: 548–549, 562
Apply transformations and use symmetry to analyze mathematical situations	
<ul style="list-style-type: none"> <li>predict and describe the results of sliding, flipping, and turning two-dimensional shapes;</li> </ul>	TE: 470, 481, 519, 563 PE: 470, 481, 519, 563
<ul style="list-style-type: none"> <li>describe a motion or a series of motions that will show that two shapes are congruent;</li> </ul>	TE: 474–477, 563 PE: 474–477, 563
<ul style="list-style-type: none"> <li>identify and describe line and rotational symmetry in two- and three-dimensional shapes and designs.</li> </ul>	TE: 478–481 PE: 478–481
Use visualization, spatial reasoning, and geometric modeling to solve problems	
<ul style="list-style-type: none"> <li>build and draw geometric objects;</li> </ul>	TE: 482–483 PE: 482–483
<ul style="list-style-type: none"> <li>create and describe mental images of objects, patterns, and paths;</li> </ul>	TE: 481, 494–495, 518, 563 PE: 481, 494–495, 518, 563
<ul style="list-style-type: none"> <li>identify and build a three-dimensional object from two-dimensional representations of that object;</li> </ul>	TE: 498–501 PE: 498–501
<ul style="list-style-type: none"> <li>identify and build a two-dimensional representation of a three-dimensional object;</li> </ul>	TE: 499, 502 PE: 499, 502

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<ul style="list-style-type: none"> <li>use geometric models to solve problems in other areas of mathematics, such as number and measurement;</li> </ul>	TE: 486–493, 502–503, 518 PE: 486–493, 502–503, 518
<ul style="list-style-type: none"> <li>recognize geometric ideas and relationships and apply them to other disciplines and to problems that arise in the classroom or in everyday life.</li> </ul>	TE: 465, 503 PE: 465, 503
<b>Measurement Standard</b>	
Understand measurable attributes of objects and the units, systems, and processes of measurement	
<ul style="list-style-type: none"> <li>understand such attributes as length, area, weight, volume, and size of angle and select the appropriate type of unit for measuring each attribute;</li> </ul>	TE: 278–284, 290–296 PE: 278–284, 290–296
<ul style="list-style-type: none"> <li>understand the need for measuring with standard units and become familiar with standard units in the customary and metric systems;</li> </ul>	TE: 278–284, 290–296 PE: 278–284, 290–296
<ul style="list-style-type: none"> <li>carry out simple unit conversions, such as from centimeters to meters, within a system of measurement;</li> </ul>	TE: 280–284, 292–295, 491 PE: 280–284, 292–295, 491
<ul style="list-style-type: none"> <li>understand that measurements are approximations and how differences in units affect precision;</li> </ul>	TE: 278–279, 290–291 PE: 278–279, 290–291
<ul style="list-style-type: none"> <li>explore what happens to measurements of a two-dimensional shape such as its perimeter and area when the shape is changed in some way.</li> </ul>	TE: 486–487 PE: 486–487
Apply appropriate techniques, tools, and formulas to determine measurements	
<ul style="list-style-type: none"> <li>develop strategies for estimating the perimeters, areas, and volumes of irregular shapes;</li> </ul>	TE: 492–493 PE: 492–493
<ul style="list-style-type: none"> <li>select and apply appropriate standard units and tools to measure length, area, volume, weight, time, temperature, and the size of angles;</li> </ul>	TE: 278–279, 281, 290–291, 298–299, 302–307, 464–465 PE: 278–279, 281, 290–291, 298–299, 302–307, 464–465
<ul style="list-style-type: none"> <li>select and use benchmarks to estimate measurements;</li> </ul>	TE: 279, 285, 291, 295–296 PE: 279, 285, 291, 295–296
<ul style="list-style-type: none"> <li>develop, understand, and use formulas to find the area of rectangles and related triangles and parallelograms;</li> </ul>	TE: 486–493 PE: 486–493
<ul style="list-style-type: none"> <li>develop strategies to determine the surface areas and volumes of rectangular solids.</li> </ul>	TE: 502–507 PE: 502–507
<b>Data Analysis and Probability Standard</b>	
Formulate questions that can be addressed with data and collect, organize, and display relevant data to answer them	
<ul style="list-style-type: none"> <li>design investigations to address a question and consider how data-collection methods affect the nature of the data set;</li> </ul>	TE: 416–417, 423 PE: 416–417
<ul style="list-style-type: none"> <li>collect data using observations, surveys, and experiments;</li> </ul>	TE: 416–417, 419, 423, 442–443 PE: 416–417, 442–443
<ul style="list-style-type: none"> <li>represent data using tables and graphs such</li> </ul>	TE: 298–299, 416–417, 419

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as line plots, bar graphs, and line graphs;	PE: 298–299, 416–417
• recognize the differences in representing categorical and numerical data.	TE: 252–253, 416–420, 422–423, 428–429 PE: 252–253, 416–420, 422–423, 428–429
<b>Select and use appropriate statistical methods to analyze data</b>	
• describe the shape and important features of a set of data and compare related data sets, with an emphasis on how the data are distributed;	TE: 200–201, 418–421, 426–429 PE: 200–201, 418–421, 426–429
• use measures of center, focusing on the median, and understand what each does and does not indicate about the data set;	TE: 252–253, 418–421, 425 PE: 252–253, 418–421, 425
• compare different representations of the same data and evaluate how well each representation shows important aspects of the data.	TE: See Level 5. PE: See Level 5.
<b>Develop and evaluate inferences and predictions that are based on data</b>	
• propose and justify conclusions and predictions that are based on data and design studies to further investigate the conclusions or predictions.	TE: 200–201, 416–417, 422–424, 426–429 PE: 200–201, 416–417, 422–424, 426–429
<b>Understand and apply basic concepts of probability</b>	
• describe events as likely or unlikely and discuss the degree of likelihood using such words as certain, equally likely, and impossible;	TE: 434–437 PE: 434–437
• predict the probability of outcomes of simple experiments and test the predictions;	TE: 419, 423, 436–439, 442–443 PE: 436–439, 442–443
• understand that the measure of the likelihood of an event can be represented by a number from 0 to 1.	TE: 436–437, 440–441 PE: 436–437, 440–441
<b>Problem Solving Standard</b>	
Instructional programs from prekindergarten through grade 12 should enable all students to—	
• build new mathematical knowledge through problem solving;	TE: 26–27, 36–37, 70–71, 88–89, 140–141, 148–149, 176–177, 200–201, 242–243, 260–261, 298–299, 306–307, 334–335, 354–355, 384–385, 390–391, 430–431, 482–483, 506–507, 546–547, 586–587, 590–591 PE: 26–27, 36–37, 70–71, 88–89, 140–141, 148–149, 176–177, 200–201, 242–243, 260–261, 298–299, 306–307, 334–335, 354–355, 384–385, 390–391, 430–431, 482–483, 506–507, 546–547, 586–587, 590–591
• solve problems that arise in mathematics and in other contexts;	TE: 11, 36–37, 69, 119, 70–71, 140–141, 167, 200–201, 221, 235, 260–261, 305, 306–307, 351, 354–355, 383, 390–391, 420, 442–443, 469, 506–507, 527, 550–551, 590–591 PE: 11, 36–37, 69, 119, 70–71, 140–141, 167, 200–201, 221, 235, 260–261, 305, 306–307, 351, 354–355, 383, 390–391, 420, 442–443,

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	469, 506–507, 527, 550–551, 590–591
<ul style="list-style-type: none"> <li>apply and adapt a variety of appropriate strategies to solve problems;</li> </ul>	<p>TE: 13, 26–27, 67, 88–89, 129, 148–149, 176–177, 189, 227, 242–243, 287, 298–299, 334–335, 347, 384–385, 399, 427, 430–431, 482–483, 495, 533, 546–547, 577, 586–587</p> <p>PE: 13, 26–27, 67, 88–89, 129, 148–149, 176–177, 189, 227, 242–243, 287, 298–299, 334–335, 347, 384–385, 399, 427, 430–431, 482–483, 495, 533, 546–547, 577, 586–587</p>
<ul style="list-style-type: none"> <li>monitor and reflect on the process of mathematical problem solving.</li> </ul>	<p>TE: 26–27, 36–37, 70–71, 88–89, 140–141, 148–149, 176–177, 200–201, 242–243, 260–261, 298–299, 306–307, 334–335, 354–355, 384–385, 390–391, 430–431, 482–483, 506–507, 546–547, 586–587, 590–591</p> <p>PE: 26–27, 36–37, 70–71, 88–89, 140–141, 148–149, 176–177, 200–201, 242–243, 260–261, 298–299, 306–307, 334–335, 354–355, 384–385, 390–391, 430–431, 482–483, 506–507, 546–547, 586–587, 590–591</p>
<b>Reasoning and Proof Standard</b>	
Instructional programs from prekindergarten through grade 12 should enable all students to—	
<ul style="list-style-type: none"> <li>recognize reasoning and proof as fundamental aspects of mathematics;</li> </ul>	<p>TE: 7, 31, 56, 62, 68, 79, 126, 133, 170, 183, 194, 223, 236, 254, 327, 339, 343, 392, 419, 440, 464, 479, 489, 536, 567, 574</p> <p>PE: 7, 31, 56, 62, 68, 79, 126, 133, 170, 183, 194, 223, 236, 254, 327, 339, 343, 392, 419, 440, 464, 479, 489, 536, 567, 574</p>
<ul style="list-style-type: none"> <li>make and investigate mathematical conjectures;</li> </ul>	<p>TE: 26, 36, 70, 88–89, 140, 148, 176, 188–189, 200, 242, 260, 298, 306, 334, 346–347, 354, 384, 390, 430, 482, 494–495, 506, 546, 586, 590</p> <p>PE: 26, 36, 70, 88–89, 140, 148, 176, 188–189, 200, 242, 260, 298, 306, 334, 346–347, 354, 384, 390, 430, 482, 494–495, 506, 546, 586, 590</p>
<ul style="list-style-type: none"> <li>develop and evaluate mathematical arguments and proofs;</li> </ul>	<p>TE: 7, 10, 62, 170, 183, 223, 283, 382, 392, 419, 440, 464, 567</p> <p>PE: 7, 10, 62, 170, 183, 223, 283, 382, 392, 419, 440, 464, 567</p>
<ul style="list-style-type: none"> <li>select and use various types of reasoning and methods of proof.</li> </ul>	<p>TE: 8, 26–27, 68, 80, 97, 157, 108, 111, 172, 188, 199, 223, 232, 247, 269, 285, 315, 363, 396, 407, 420, 423, 451, 462, 515, 541, 549, 559, 569</p> <p>PE: 8, 26–27, 68, 80, 97, 157, 108, 111, 172, 188, 199, 223, 232, 247, 269, 285, 315, 363, 396, 407, 420, 423, 451, 462, 515, 541, 549, 559, 569</p>

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<b>Communication Standard</b>	
Instructional programs from prekindergarten through grade 12 should enable all students to—	
<ul style="list-style-type: none"> <li>organize and consolidate their mathematical thinking through communication;</li> </ul>	<p>TE: 5, 25, 55, 65, 99, 119, 121, 125, 159, 169, 193, 196, 221, 231, 233, 235, 239, 247, 249, 253, 255, 271, 277, 281, 296, 317, 323, 327, 332, 351, 365, 409, 423, 435, 453, 462, 465, 469, 471, 480, 517, 523, 525, 527, 537, 544, 561, 582</p> <p>PE: 5, 25, 55, 65, 99, 119, 121, 125, 159, 169, 193, 196, 221, 231, 233, 235, 239, 247, 249, 253, 255, 271, 277, 281, 296, 317, 323, 327, 332, 351, 365, 409, 423, 435, 453, 462, 465, 469, 471, 480, 517, 523, 525, 527, 537, 544, 561, 582</p>
<ul style="list-style-type: none"> <li>communicate their mathematical thinking coherently and clearly to peers, teachers, and others;</li> </ul>	<p>TE: 17, 85, 143, 169, 219, 251, 279, 291, 329, 373, 417, 439, 487</p> <p>PE: 17, 85, 143, 169, 219, 251, 279, 291, 329, 373, 417, 439, 487</p>
<ul style="list-style-type: none"> <li>analyze and evaluate the mathematical thinking and strategies of others;</li> </ul>	<p>TE: 19, 22, 32, 58, 62, 77, 87, 123, 184, 187, 224, 240, 251, 303, 340, 381, 389, 396, 420, 437, 493, 503, 585</p> <p>PE: 19, 22, 32, 58, 62, 77, 87, 123, 184, 187, 224, 240, 251, 303, 340, 381, 389, 396, 420, 437, 493, 503, 585</p>
<ul style="list-style-type: none"> <li>use the language of mathematics to express mathematical ideas precisely.</li> </ul>	<p><i>Reading Mathematics</i> is featured at the beginning of each chapter.</p> <p>TE: 2–3, 52–53, 104–105, 164–165, 216–217, 276–277, 322–323, 370–371, 414–415, 458–459, 522–523, 566–567</p> <p>PE: 2–3, 52–53, 104–105, 164–165, 216–217, 276–277, 322–323, 370–371, 414–415, 458–459, 522–523, 566–567</p>
<b>Connections Standard</b>	
Instructional programs from prekindergarten through grade 12 should enable all students to—	
<ul style="list-style-type: none"> <li>recognize and use connections among mathematical ideas;</li> </ul>	<p>TE: 60–61, 118–125, 124–125, 173, 241, 246–247, 328–332, 486–493, 502–503, 518</p> <p>PE: 60–61, 118–125, 124–125, 173, 241, 246–247, 328–332, 486–493, 502–503, 518</p>
<ul style="list-style-type: none"> <li>understand how mathematical ideas interconnect and build on one another to produce a coherent whole;</li> </ul>	<p>TE: 166–172, 180–187, 192–199, 218–224, 230–240, 250–253, 324–333, 372–383, 486–490, 568–572</p> <p>PE: 166–172, 180–187, 192–199, 218–224, 230–240, 250–253, 324–333, 372–383, 486–490, 568–572</p>
<ul style="list-style-type: none"> <li>recognize and apply mathematics in contexts outside of mathematics.</li> </ul>	<p>TE: 11, 69, 119, 167, 221, 235, 305, 351, 383, 420, 469, 527</p> <p>PE: 11, 69, 119, 167, 221, 235, 305, 351, 383, 420, 469, 527</p>

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<b>Representation Standard</b>	
Instructional programs from prekindergarten through grade 12 should enable all students to—	
<ul style="list-style-type: none"> <li>• create and use representations to organize, record, and communicate mathematical ideas;</li> </ul>	TE: 148–149, 218–219, 250–251, 298–299, 324–325, 328–329, 334–335, 342–343, 350, 416–417, 482–483, 486–487, 528–530 PE: 148–149, 218–219, 250–251, 298–299, 324–325, 328–329, 334–335, 342–343, 350, 416–417, 482–483, 486–487, 528–530
<ul style="list-style-type: none"> <li>• select, apply, and translate among mathematical representations to solve problems;</li> </ul>	TE: 140–141, 200–201, 416–417, 422–424, 426–429, 442–443, 494–495, 528–530, 532–533, 550–551 PE: 140–141, 200–201, 416–417, 422–424, 426–429, 442–443, 494–495, 528–530, 532–533, 550–551
<ul style="list-style-type: none"> <li>• use representations to model and interpret physical, social, and mathematical phenomena.</li> </ul>	TE: 148–149, 218–219, 250–251, 298–299, 324–325, 328–329, 334–335, 342–343, 350, 416–417, 482–483, 486–487, 528–530 PE: 148–149, 218–219, 250–251, 298–299, 324–325, 328–329, 334–335, 342–343, 350, 416–417, 482–483, 486–487, 528–530