

South Carolina Standard and Expectation

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NUMBER AND OPERATIONS	
<i>I. Understand numbers, ways of representing numbers, relationships among numbers, and number systems.</i>	
B. Use multiple models to develop initial understandings of place value and the base-ten number system.	
1. Explain the patterns in the numeration system relating to place value in numerals up to four digits, using calculators.	<i>These pages give students the opportunity to explain patterns relating to place value.</i> TE: 65B, 65–66, 67B, 67–68, 69B, 69–70, 89, 505B, 505–512, 513B, 513–514, 531B, 531–534 PE: 65–66, 67–69, 69–70, 89, 505–514, 531–534 Assessment Guide: 15, 16, 17, 18, 19, 20, 21, 63, 88, 89, 90, 91, 93, 94, 106, 116, 143
2. Identify the place value of each digit in a four-digit numeral.	TE: 65B, 65–66, 67B, 67–68, 69B, 69–70, 89, 505B, 505–512, 513B, 513–514, 531B, 531–534 PE: 65–66, 67–69, 69–70, 89, 505–514, 531–534 Assessment Guide: 16, 18, 20, 21, 88, 89, 90, 91, 93, 94, 95, 106, 143
C. Develop understanding of the relative position and magnitude of whole numbers and of ordinal and cardinal numbers and their connections.	
1. Name positions first through thirtieth, using an ordered set of objects.	TE: 481B, 481–482 PE: 481–482 Assessment Guide: 81, 83, 87, 115
2. Compare and write two whole numerals between 0 and 999, using symbols and words (>,<=,"is greater than," "is less than," or "equals")	<i>These pages give students the opportunity to compare and write whole numbers to 100.</i> TE: 13–14, 31–32, 85B, 85–86, 117–118, 225–228, 303A, 327A, 402, 525B, 525–526 PE: 13–14, 31–32, 85–86, 117–118, 225–228, 402, 525–526 Assessment Guide: 17, 19, 21, 23, 24, 26, 27, 28, 29, 30, 31, 35, 36, 37, 40, 89, 91, 94, 119, 121, 125, 127, 143
F. Understand and represent commonly used fractions, such as 1/4, 1/3, and 1/2.	
1. Write the fractions that represent 1/2, 1/3, and 1/4 of a set or region.	TE: 325B, 325–328, 327A, 327B, 327–328, 329A, 329B, 329–330, 331–332, 333A, 333B, 333–334, 335A, 335B, 335–336, 555A PE: 325–328, 327–328, 329–330, 331–332, 333–334, 335–336 Assessment Guide: 56, 57, 59, 61, 62, 112, 119, 135
2. Order 1/2, 1/3, and 1/4 using models.	TE: 331B, 331–332 PE: 331–332 Assessment Guide: 57, 59, 62, 112
<i>II. Understand meanings of operations and how they relate to one another.</i>	
A. Understand various meanings of addition and subtraction of whole numbers and the relationship between the two operations.	
1. Demonstrate the inverse relationship between	TE: 11B, 11–12, 27B, 27–28, 285B, 285–286,

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addition and subtraction.	575B, 575–576 PE: 11–12, 27–28, 285–286, 575–576 Assessment Guide: 9, 13, 123, 145
C. Understand situations that entail multiplication and division, such as equal groupings of objects and sharing equally.	
1. Describe models of equal groupings (multiplication) as repeated addition and arrays.	TE: 361B, 361–362, 363B, 363–364, 365B, 365–366, 367B, 367–368, 369B, 373B, 373–374, 375B, 375–376, 377B, 377–378, 379B, 379–381 PE: 361–362, 363–364, 365–366, 367–368, 373–374, 375–376, 377–378, 379–381 Assessment Guide: 65, 67, 68
2. Describe models of sharing equally (division) as repeated subtraction and arrays.	TE: 385B, 385–386, 387B, 387–388, 389A, 389B, 389–390 PE: 385–386, 387–388, 389–390 Assessment Guide: 66, 68, 69, 137
III. Compute fluently and make reasonable estimates.	
A. Develop and use strategies for whole-number computations, with a focus on addition and subtraction.	
1. Demonstrate the connection between the base-ten concepts and computational strategies.	TE: 21A, 21B, 21–22, 71B, 71–72, 199B, 199–200, 201B, 201–202, 205A, 205B, 205–206, 209A, 209B, 209–210, 211B, 211–212, 229B, 229–230, 255A, 255B, 255–256, 257B, 257–258, 259A, 259B, 259–260, 359B, 359–360, 369, 515A, 515B, 515–516, 553B, 553–554, 555B, 555–556, 557B, 557–558, 561B, 561–562, 563B, 563–564, 565B, 565–566, 573B, 573–574, 575B, 575–576, 577B, 577–578, 579B, 579–580 PE: 21–22, 71–72, 199–202, 205–206, 209–212, 229–230, 255–258, 259–260, 359–360, 369, 515–516, 553–554, 555–556, 557–558, 561–562, 563–564, 565–566, 573–574, 575–576, 577–578, 579–580 Assessment Guide: 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 97, 98, 99, 100, 101, 102, 103, 110, 111, 117, 131, 133
2. Solve addition and subtraction problems (two-step solutions) using data from simple charts and picture graphs.	TE: 111B, 111–112, 113B, 113–114, 115B, 115–116, 117B, 123B, 123–124, 125B, 125–126, 127B, 127–128, 129B, 129–131 PE: 111–112, 113B, 113–114, 115B, 115–116, 117B, 123B, 123–124, 125B, 126, 127B, 127–128, 129B, 129–131 Assessment Guide: 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 107, 108, 121, 127
B. Develop fluency with basic number combinations for addition and subtraction.	
1. Write addition and subtraction facts in numerical sentences.	TE: 9B, 9–10, 11A, 11B, 11–12, 13B, 13–14, 15B, 15–16, 17A, 17B, 17–18, 19B, 19–20, 21B,

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	21–23, 25A, 25B, 25–26, 27A, 27B, 27–28, 29B, 29–30, 31A, 31B, 31–32, 33B, 33–35, 36, 39B, 39–40, 41A, 43B, 43–44, 45B, 45–47, 48, 162, 178, 220, 234, 266, 290 PE: 9–10, 11–12, 13–23, 25–26, 27–28, 29–32, 33–35, 36, 39–40, 43–44, 45–47, 48, 162, 178, 220, 234, 266, 290 Assessment Guide: 5, 7, 8, 9, 10, 11, 12, 13, 14, 65, 67, 97, 98, 99, 101, 105, 114, 119, 123
2. Add and subtract pairs of two-digit whole numbers with and without regrouping.	TE: 205B, 205–206, 209B, 209–210, 211B, 211–212, 261B, 261–262, 269B, 269–270, 271B, 271–272, 281B, 281–282 PE: 205–206, 209–212, 261–262, 269–270, 271–272, 281–282 Assessment Guide: 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 97, 98, 99, 101, 105, 110, 111, 131, 133
3. Find missing addends and subtrahends in number combinations up to 20.	TE: 10, 13, 15B, 15–16, 18, 20, 23, 27B, 27–28, 43B, 43–44, 204, 206, 230, 274, 576 PE: 10, 13, 15–16, 18, 20, 23, 27–28, 43–44, 204, 206, 230, 274, 576 Assessment Guide: 8, 9, 11, 13, 14, 123, 131
C. Use a variety of methods and tools to compute, including objects, mental computation, estimation, paper and pencil, and calculators.	
1. Given choices, select a reasonable estimate for a set of at most 1000 objects.	TE: 413B, 413–414, 415B, 415–416, 417, 419, 423B, 423–424 PE: 413–416, 417, 419, 423–424 Assessment Guide: involve counting large quantities: 88, 90, 91, 93
2. Justify the most reasonable answer for an addition and subtraction problem using paper/pencil and calculators.	TE: 12, 26, 216, 224, 228, 253, 256, 259, 281, 284, 285, 359, 385, 555, 558, 561 PE: 12, 26, 216, 224, 228, 253, 256, 259, 281, 284, 285, 359, 385, 555, 558, 561 Assessment Guide: 5, 7, 8, 9, 10, 11, 12, 13, 14, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 65, 67, 97, 98, 99, 101, 105, 110, 111, 114, 119, 123, 131, 133
3. Select the most efficient method to solve an addition or subtraction problem.	TE: 9B, 9–10, 11A, 11B, 11–12, 13B, 13–14, 15B, 15–16, 17A, 17B, 17–18, 19B, 19–20, 21B, 21–23, 25A, 25B, 25–26, 27A, 27B, 27–28, 29B, 29–30, 31A, 31B, 31–32, 33B, 33–35, 36, 39B, 39–40, 41A, 43B, 43–44, 45B, 45–47, 48, 162, 178, 205B, 205–206, 209B, 209–210, 211B, 211–212, 220, 234, 261B, 261–262, 266, 269B, 269–270, 271B, 271–272, 281B, 281–282, 290 PE: 9–10, 11–12, 13–23, 25–26, 27–28, 29–32, 33–35, 36, 39–40, 43–44, 45–47, 48, 162, 178,

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	205–206, 209–212, 220, 234, 261–262, 266, 269–270, 271–272, 281–282, 290 Assessment Guide: 5, 7, 8, 9, 10, 11, 12, 13, 14, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 65, 67, 97, 98, 99, 101, 105, 110, 111, 114, 119, 123, 131, 133
4. Round numbers up to 90 to the nearest ten.	TE: 89B, 89–90, 215B, 215–216, 275B, 275–276 PE: 89–90, 215–216, 275–276 Assessment Guide: 22, 53, 100, 103
ALGEBRA	
<i>I. Understand patterns, relations, and functions.</i>	
A. Sort, classify, and order objects by size, number, and other properties.	
1. Sequence random numerals between 1 and 1000.	TE: 39B, 39–40, 41A, 43A, 85A–85B, 85–86, 87A–87B, 87–88, 89A, 117–118, 127A, 157A, 167A, 327A, 331A, 331B, 331–332, 359A, 363A, 373A, 385A, 467A, 469A, 471A, 525A–525B, 525–526, 527A, 529A, PE: 39–40, 85–86, 87–88, 117–118, 331–332, 525–526 Assessment Guide: 17, 19, 20, 21, 22, 35, 36, 37, 39, 40, 89, 90, 91, 93, 94, 95, 119, 125, 143
B. Recognize, describe, and extend patterns such as sequences of sounds and shapes or simple numeric patterns and translate from one representation to another.	
1. Create, extend and label a wide variety of patterns, orally and in writing, using symbols and objects.	TE: 66, 82, 83B, 83–84, 91B, 91–92, 149A–149B, 149–150, 153B, 153–154, 167B, 167–168, 212, 280, 319B, 319–320, 506, 518B, 518–519, 531B, 531–532 PE: 66, 82, 83–84, 91–92, 149–150, 153–154, 167–168, 212, 280, 319–320, 506, 518–519, 531–532 Assessment Guide: 15, 17, 18, 20, 58, 61, 63, 90, 93, 106, 116
2. Skip count by any numeral (1–10) using mental mathematics, paper and pencil, hundreds charts, calculators, and concrete objects (starting at any numeral).	TE: 359B, 359–360, 361B, 361–362, 365B, 365–366, 369B, 369–370 PE: 359–360, 361–362, 365–366, 369–370 Assessment Guide: 15, 17, 18, 20, 63, 106, 116
C. Analyze how both repeating and growing patterns are generated.	
1. Create and describe a general rule for a growing pattern and a repeating pattern, both orally and in writing.	TE: 82, 84, 319, 359B, 359–360, 361B, 361–362, 365B, 365–366, 369B, 369–370, 505 PE: 82, 84, 319, 359–360, 361–362, 365–366, 369–370, 505 Assessment Guide: 15, 17, 18, 20, 58, 61, 63, 90, 93, 106, 116
<i>II. Represent and analyze mathematical situations and structures using algebraic symbols.</i>	
B. Use concrete, pictorial, and verbal representations to develop an understanding of invented and conventional symbolic notations.	
1. Use symbolic notation to represent a statement of	TE: 9B, 9–10, 11B, 11–12, 13B, 13–14, 15B,

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<p>equality ($__ + 2 = 5$; $3 + 6 = __$).</p>	<p>15–16, 17B, 17–18, 19B, 19–20, 21B, 21–22, 25B, 25–26, 27B, 27–28, 29B, 29–30, 31B, 31–32, 35, 36, 39B, 39–40, 41B, 41–42, 43B, 43–44, 45B, 45–46, 47, 48, 77, 78, 93, 94, 119, 120, 131, 132, 161, 162, 177, 178, 203B, 203–204, 205B, 205–206, 209B, 209–210, 211B, 211–212, 213B, 213–214, 215B, 215–216, 220, 223B, 223–224, 225B, 225–226, 227B, 227–228, 229B, 229–230, 234, 251B, 251–252, 253B, 253–254, 259B, 259–260, 261B, 261–262, 263B, 263–264, 266, 269B, 269–270, 271B, 271–272, 273B, 273–274, 275B, 275–276, 279B, 279–280, 281B, 281–282, 283B, 283–284, 285B, 285–286, 290, 322, 342, 381, 363B, 363–365, 365B, 365–366, 367B, 367–368, 369B, 369, 374, 375B, 375–376, 377B, 377–378, 387–388, 389B, 389–390, 391B, 391–392, 553B, 553–554, 555B, 555–556, 557B, 557–558, 561B, 561–562, 563B, 563–564, 565B, 565–566, 570, 573B, 573–574, 575B, 575–576, 579B, 579–580, 583, 584</p> <p>PE: 9–10, 11–12, 13–14, 15–16, 17–18, 19–20, 21–22, 25–26, 27–28, 29–30, 31–32, 35, 36, 39–40, 41–42, 43–44, 45–46, 47, 48, 77, 78, 93, 94, 119, 120, 131, 132, 161, 162, 177, 178, 203–204, 205–206, 209–210, 211–212, 213–214, 215–216, 220, 223–224, 225–226, 227–228, 229–230, 234, 251B, 251–252, 253–254, 259–260, 261–262, 263–264, 266, 269–270, 271–272, 273–274, 275–276, 279–280, 281–282, 283–284, 285–286, 290, 322, 342, 381, 363–365, 365–366, 367–368, 369, 374, 375–376, 377–378, 387–388, 389–390, 391–392, 553–554, 555–556, 557–558, 561–562, 563–564, 565–566, 570, 573–574, 575–576, 579–580, 583, 584</p> <p>Assessment Guide: 5, 7, 8, 9, 10, 11, 12, 13, 14, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 63, 64, 65, 66, 67, 68, 69, 97, 98, 99, 100, 101, 102, 103, 105, 110, 111, 112, 113, 114, 117, 118, 119, 120, 123, 131, 133, 137</p>
<p>III. Use mathematical models to represent and understand quantitative relationships.</p>	
<p>A. Model situations that involve the addition and subtraction of whole numbers, using objects, pictures, and symbols.</p>	
<p>1. Use concrete and pictorial models to develop an understanding of the concepts of addition, subtraction, multiplication, and division with whole numbers.</p>	<p>TE: 9B, 9–10, 11B, 11–12, 13B, 13, 15B, 15–16, 17B, 17, 19B, 19, 25B, 25–26, 27B, 27–28, 29B, 29, 31B, 31, 33B, 33–35, 39B, 39, 45B, 45–47, 195B, 195, 197B, 197–198, 199B, 199–200, 201B, 201, 203B, 203–204, 205B, 205–206, 215B, 215–216, 223B, 223–224, 225B, 225, 251B, 251–252, 253B, 253–254,</p>

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	<p>255B, 255–256, 257B, 257–258, 259B, 259–260, 261–262, 263B, 263–265, 271, 273, 275B, 275–277, 279B, 279, 281, 283, 285, 361B, 361–362, 363B, 363–364, 365B, 365–366, 367B, 367–368, 369B, 373B, 373–374, 375B, 375–376, 377B, 377–378, 379B, 379–381, 385–392, 553B, 555B, 555–556, 557–558, 561B, 561, 563–564, 565–566, 577B, 577–578</p> <p>PE: 9–10, 11–12, 13, 15–16, 17, 19, 25–26, 27–28, 29, 31, 33–35, 39, 45–47, 195, 197–198, 199–200, 201, 203–204, 205–206, 215–216, 223–224, 251–252, 253–254, 255–256, 257–258, 259–260, 261–262, 263–265, 275–277, 361–362, 363–364, 365–366, 367–368, 373–374, 375–376, 377–378, 379–381, 385–392, 553, 555–556, 557–558, 561, 563–564, 565–566, 577–578</p> <p>Assessment Guide: 5, 45, 50, 51, 65, 66, 67, 68, 69, 100, 103, 111, 137</p>
IV. Analyze change in various contexts.	
A. Describe qualitative change, such as a student’s growing taller.	
1. Compare and contrast the attribute changes over time in two or more quantities.	TE: 413B, 419B, 329B, 439 PE: 439
B. Describe quantitative change, such as a student’s growing two inches in one year.	
1. Compare and contrast the quantitative changes over time in two or more quantities.	TE: 413B, 415, 418, 419B, 439B, 439–440, 483B, 483–484 PE: 415, 418, 439–440, 483–484 Assessment Guide: 28, 32, 108, 121
GEOMETRY	
I. Analyze characteristics and properties of two- and three-dimensional geometric shapes and develop mathematical arguments about geometric relationships.	
A. Recognize, name, build, draw, compare, and sort two- and three-dimensional shapes.	
1. Describe, model, and draw two-dimensional geometric shapes with up to eight sides.	TE: 307A–307B, 307–308, 309A–309B, 309–310, 311B, 311–312, 313A–313B, 313–314, 315B, 315–316, 319–321 PE: 307–308, 309–310, 311–312, 313–314, 315–316, 319–321 Assessment Guide: 56, 57, 58, 60, 61, 112
2. Identify, name, model, and draw two-dimensional geometric shapes with up to eight sides.	TE: 307A–307B, 307–308, 309A–309B, 309–310, 311B, 311–312, 313A–313B, 313–314, 315B, 315–316, 319–321 PE: 307–308, 309–310, 311–312, 313–314, 315–316, 319–321 Assessment Guide: 56, 57, 58, 60, 61, 112
B. Describe attributes and parts of two- and three-dimensional shapes.	
1. Compare and describe three-dimensional shapes according to the number and shape of faces, edges,	TE: 311B, 311–312, 315A, PE: 311–312

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bases, and corners (cube, rectangular solid, square, pyramid).	
2. Compare and contrast plane and solid geometric shapes (circle/sphere, square/cube, triangle/pyramid, and rectangle/rectangular solid).	TE: 311B, 311–312 PE: 311–312
C. Investigate and predict the results of putting together and taking apart two- and three-dimensional shapes.	
1. Predict the results of combining and partitioning two- and three-dimensional geometric shapes.	TE: 315B, 315–316 PE: 315–316 Assessment Guide: 58, 60, 112
II. Specify locations and describe spatial relationships using coordinate geometry and other representational systems.	
B. Describe, name, and interpret direction and distance in navigating space and apply ideas about direction and distance.	
1. Compare distances between objects on a pictorial map using words such as “closer to” and “farther than”.	TE: 140, 443B, 443–444 PE: 140, 443–444
C. Find and name locations with simple relationships such as “near to” and in coordinate systems such as maps.	
1. Identify location on a pictorial map using positional words (left, right, north, south, east, west).	TE: 140 PE: 140
III. Apply transformations and use symmetry to analyze mathematical situations.	
A. Recognize and apply slides, flips, and turns.	
1. Predict the results of and demonstrate transformations of geometric shapes, including slides, flips, and turns.	TE: 313B, 313–314 PE: 313–314
B. Recognize and create shapes that have symmetry.	
1. Create figures that are symmetrical across a line using various concrete materials.	TE: 317B, 317–318 PE: 317–318 Assessment Guide: 57, 58, 60, 112
IV. Use visualization, spatial reasoning, and geometric modeling to solve problems.	
A. Create mental images of geometric shapes using spatial memory and spatial visualization.	
1. Create geometric objects based on mental images.	TE: 309, 311B PE: 310
B. Recognize and represent shapes from different perspectives.	
1. Describe congruent and similar shapes.	TE: 313B, 313–314 PE: 313–314 Assessment Guide: 57, 58, 60, 112
C. Relate ideas in geometry to ideas in number and measurement.	
1. Analyze and predict the effect on the number of pieces used to form a geometric shape when various arrangements of the same number of pieces are formed.	TE: 423B, 423–425 PE: 423–425
2. Using square tiles, grid paper, and unifix cubes, connect geometry to related concepts in measurement and number.	TE: 423B, 423–425 PE: 423–425 Assessment Guide: 75, 76, 79, 114
D. Recognize geometric shapes and structures in the environment and specify their location.	

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1. Describe relationships among geometric shapes in the environment including applications in science, art, and architecture.	TE: 311B, 311–312, 315B, 317B, 317–318, 319B, PE: 311–312, 317–318, 321
2. Recognize, describe, extend, and create a wide variety of patterns using geometric symbols and objects.	TE: 83, 319B, 319–320 PE: 83, 319–320 Assessment Guide: 58, 61
MEASUREMENT	
<i>I. Understand measurable attributes of objects and the units, systems, and processes of measurement.</i>	
A. Recognize the attributes of length, volume, weight, area, and time.	
1. Discriminate among the functions of length, capacity, weight (mass), perimeter, area, time, and temperature.	TE: 413B, 413–414, 415B, 415–416, 417B, 417–418, 419A–419B, 419–420, 421B, 421–422, 429B, 429–430, 431B, 431–432, 433B, 433–434, 435B, 435–436, 439B, 439–440, 441B, 441–442, 443–444 PE: 413–414, 415–416, 417–418, 419–420, 421–422, 429–430, 431–432, 433–434, 435–436, 439–440, 441–442, 443–444 Assessment Guide: 6, 70, 71, 72, 73, 74, 7576, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 113, 114, 115, 120, 139, 141
C. Understand how to measure using nonstandard and standard units.	
1. Use nonstandard and standard (U.S. customary or English and metric) systems of measurement.	TE: 417B, 417–418, 430B, 430–431, 433B, 433–434, 439B, 439–440, 441B, 441–442 PE: 417–418, 430–431, 433–434, 439–440, 441–442 Assessment Guide: 6, 70, 71, 72, 73, 74, 7576, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 113, 114, 115, 120, 139, 141
a. Use actual measuring devices to measure length, volume, and mass.	TE: 417B, 417–418, 419B, 419–420, 421B, 421–422, 429B, 429, 431B, 431, 433B, 433, 435B, 435 PE: 417–418, 419–420, 421–422, 429, 431, 433, 435 Assessment Guide: 6, 139
b. Use actual measuring devices to compare metric and U.S. customary units (cups, pints, quarts, gallons, and liters) for measuring liquid volume, using the concepts of more, less, and equivalent.	TE: 433B, 433, 435B, 435 PE: 433, 435 Assessment Guide: <i>These pages give students the opportunity to compare volume:</i> 72, 74, 75, 78, 113
2. Measure the length of an object in inches and/or half inches.	TE: 417B, 417–418 PE: 417–418 Assessment Guide: 6, 139
D. Select an appropriate unit and tool for the attribute being measured.	
1. Determine the appropriate unit and instrument needed for specific measurement in length, volume, weight/mass, area, and temperature.	TE: 417, 418, 419B, 419–420, 429B, 429–430, 431B, 431–432, 433B, 433–434, 435, 441B, 441–442 PE: 417, 418, 419–420, 429–430, 431–432,

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	433–434, 435, 441–442 Assessment Guide: 6, 70, 71, 72, 73, 74, 7576, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 113, 114, 115, 120, 139, 141
II. Apply appropriate techniques, tools, and formulas to determine measurements.	
C. Use tools to measure.	
I. Use tools to compare units of measure within a given system. a. Tell and write time to the quarter hour, using analog and digital clocks.	TE: 465B, 465–466, 467B, 467–468, 469B, 469–470, 471B, 471–472, 473B, 473–474, 475B, 475–476 PE: 465–466, 467–468, 469–470, 471–472, 473–474, 475–476 Assessment Guide: 6, 80, 81, 82, 84, 85, 86, 87, 115, 120
b. Using a calendar, determine past and future days of the week and identify specific dates.	TE: 9A, 11A, 13A, 15A, 17A, 19A, 21A, 25A, 27A, 29A, 31A, 33A, 39A, 41A, 43A, 45A, 65A, 67A, 69A, 71A, 73A, 75A, 81A, 83A, 85A, 87A, 89A, 91A, 111A, 113A, 115A, 117A, 123A, 125A, 127A, 129A, 149A, 151A, 153A, 155A, 157A, 159A, 165A, 167A, 169A, 171A, 173A, 175A, 195A, 197A, 199A, 201A, 203A, 205A, 209A, 211A, 213A, 215A, 217A, 223A, 225A, 227A, 229A, 231A, 251A, 253A, 255A, 257A, 259A, 261A, 263A, 269A, 271A, 273A, 275A, 279A, 281A, 283A, 285A, 287A, 307A, 309A, 311A, 313A, 315A, 317A, 319A, 325A, 327A, 329A, 331A, 333A, 335A, 337A, 339A, 359A, 361A, 363A, 365A, 367A, 369A, 373A, 375A, 377A, 379A, 385A, 387A, 389A, 391A, 393A, 413A, 415A, 417A, 419A, 421A, 423A, 429A, 431A, 433A, 435A, 439A, 441A, 443A, 463A, 465A, 467A, 469A, 471A, 473A, 475A, 481A–481B, 481–482, 483A, 485A, 505A, 507A, 509A, 511A, 513A, 515A, 517A, 523A, 525A, 527A, 529A, 531A, 533A, 553A, 555A, 557A, 561A, 563A, 565A, 567A, 573A, 575A, 577A, 579A, 581A PE: 481–482 Assessment Guide: 81, 83, 86, 115
c. Convert money and make money exchanges.	TE: 149B, 149, 151B, 151–152, 153B, 155B, 155–156, 159B, 159–161, 163, 169B, 169–170, 171B, 171–172, 173B, 173–174, 175–177, 186 PE: 149, 151–152, 155–156, 159–161, 163, 169–170, 171–172, 173–174, 175–177, 186 Assessment Guide: 37, 38, 39, 40, 41, 42, 92, 96, 100, 104, 109, 118, 119, 121, 129, 145
d. Create and solve money stories.	TE: 154, 156, 158, 159B, 159–160, 174, 175B, 175–176, 228, 231B, 231–232, 533B, 533–534 PE: 154, 156, 158, 159–160, 174, 175–176, 228, 231–232, 533–534

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	Assessment Guide: 5, 34, 35, 36, 37, 38, 39, 40, 41, 42, 89, 91, 92, 94, 96, 100, 102, 104, 109, 110, 116, 118, 119, 121, 129, 145
e. Read temperatures using Celsius and Fahrenheit thermometers.	<i>These pages give students the opportunity to read temperatures using Fahrenheit thermometers.</i> TE: 439B, 439–440 PE: 439–440 Assessment Guide: 75, 79, 114
2. Determine the value of a collection of coins.	TE: 149B, 149–150, 151B, 151–152, 153B, 153–154, 155B, 155–156, 157B, 157–158, 159B, 159–160, 161, 162–164, 165B, 165–166, 167B, 167–168, 169B, 169–170, 171B, 171–172, 173B, 173–174, 175–176, 178–184, 186 PE: 149–150, 151–152, 153–154, 155–156, 157–158, 159–160, 161, 162–164, 165–166, 167–168, 169–170, 171–172, 173–174, 175–176, 178–184, 186 Assessment Guide: 5, 34, 35, 36, 37, 38, 39, 40, 41, 42, 89, 91, 92, 94, 96, 109, 116, 118, 119, 121, 129
3. Make change up to \$1.00 by counting up.	TE: 159B, 159–161, 163, 173B, 173–174, 175–177 PE: 159–161, 163, 173–174, 175–177 Assessment Guide: 38, 42, 92, 96, 109, 118, 119, 121, 129
4. Create and solve money stories.	TE: 154, 156, 158, 159B, 159–160, 174, 175B, 175–176, 228, 231B, 231–232, 533B, 533–534 PE: 154, 156, 158, 159–160, 174, 175–176, 228, 231–232, 533–534 Assessment Guide: 5, 34, 35, 36, 37, 38, 39, 40, 41, 42, 89, 91, 92, 94, 96, 100, 102, 104, 109, 110, 116, 118, 119, 121, 129, 145
D. Develop common referents for measures to make comparisons and estimates.	
1. Make, use, and evaluate reasonableness of estimates of measurement.	TE: 413B, 413–414, 415B, 415–416, 417B, 417–418, 419B, 419–420, 423B, 423–424, 429B, 429–430 PE: 413–414, 415–416, 417–418, 419–420, 423–424, 429–430 Assessment Guide: 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 81, 82, 86, 113, 120, 139
2. Relate measurement to other aspects of mathematics and to other disciplines.	TE: 413B, 421, 425, 435B, 439B, 439–440, 441B, 441–442, 443B, 443–445 PE: 422, 425, 439–440, 441–442, 443–445 Assessment Guide: 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 81, 82, 86, 113, 120, 139
DATA ANALYSIS AND PROBABILITY	

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<i>I. Formulate questions that can be addressed with data and collect, organize, and display relevant data to answer them.</i>	
1. Collect data using surveys.	TE: 111B, 111–112 PE: 111–112
<i>B. Sort and classify objects according to their attributes and organize data about the objects.</i>	
1. Collect, sort, and organize data.	TE: 111B, 111–112, 116, 125B, 125–126, 127B, 127–128, 337B, 337–338 PE: 111–112, 116, 125–126, 127–128, 337–338 Assessment Guide: 23, 24, 25, 127
<i>C. Represent data using concrete objects, pictures, and graphs.</i>	
1. Use organized data to create charts, graphs, and tables.	TE: 91–92, 111B, 111–112, 116, 125B, 125–126, 127B, 127–128, 337B, 337–338, 517B, 517–519 PE: 91–92, 111–112, 116, 125–126, 127–128, 337–338, 517–519 Assessment Guide: 23, 24, 25, 127
<i>II. Select and use appropriate statistical methods to analyze data.</i>	
1. Explain the trends of a data set (e.g. increasing, decreasing, randomness).	<i>These pages give students the opportunity analyze and explain data.</i> TE: 91B, 91–92, 111B, 111–112, 113B, 113–114, 115B, 115–116, 117B, 117–118, 123B, 123–124, 125B, 125–126, 127B, 127–128, 129B, 129–130, 337B, 337–338, 517B, 517–518 PE: 91–92, 111–112, 113–114, 115–116, 117–118, 123–124, 125–126, 127–128, 129–130, 337–338, 517–518 Assessment Guide: 6, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 104, 107, 108, 109, 121, 127
<i>III. Develop and evaluate inferences and predictions that are based on data.</i>	
<i>A. Discuss events related to students' experiences as likely or unlikely.</i>	TE: 337B, 337–338 PE: 337–338
1. Describe events as more likely or less likely to occur.	TE: 337B, 337–338 PE: 337–338