

EVERY DAY COUNTS CALENDAR MATH & ALGEBRA READINESS

correlated to

**Oregon Mathematics
Grade-Level Foundations
and Standards
Grades K-8**

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Teacher Edition
correlated to
Oregon Mathematics Grade-Level
Foundations and Standards
Kindergarten

Calculations and Estimations: Understand numbers, ways of representing numbers, relationships among numbers, and number systems.

N U M B E R S

Grade-Level Expectation	Every Day Counts Teacher Edition, Grade K
Read, write, order, and identify whole numbers less than 10.	19, 22-23, 25, 28, 33, 35, 37, 39, 40, 42- 43, 46, 48, 50, 53, 55, 57, 60, 62, 64, 68, 74, 76, 78, 81, 83, 88- 89, 91, 95, 99, 102- 103, 105, 108, 112, 116, 118, 120, 122 124, 128, 130- 131,
Use words such as before and after to describe relative position in a sequence of whole numbers on a number line up to 10 (e.g., 5 is before 6).	19, 21, 23, 25, 28, 33, 37, 39- 40, 43, 46, 53, 60, 65- 66, 74, 89, 91, 99, 102- 103, 105, 116, 120, 128
Recognize whole numbers less than 10 in random order	28, 33, 37, 46, 50, 65, 78, 83, 91, 95, 99, 102- 103, 105, 108, 116, 120, 128, 131
Use objects or pictures to decompose whole numbers	25, 35, 37, 39- 40, 43, 48, 53- 54, 57, 62, 65, 69, 76, 78, 80, 89, 91- 92, 95, 103, 105, 120, 124, 131
Explore and differentiate coins: penny, nickel, dime, and quarter.	95, 108, 118, 130
Count forward by one beginning with any number less than 30.	19, 22- 23, 25, 28, 33, 35, 37, 39- 40, 42- 43, 46, 48, 53, 55, 60, 62, 65, 69, 74, 76, 83, 88, 89, 91, 95, 99, 102- 103, 107, 108, 116, 118, 124, 128, 130- 131

Grade-Level Expectation	Every Day Counts Teacher Edition, Grade K
Add and subtract pairs of numbers using less than 10 concrete objects.	23, 25, 33, 37, 39- 40, 43, 46, 48, 53, 65, 69, 74, 76, 81, 90- 91, 105, 122
Mentally find one more or one less than a single-digit number	19, 23, 25, 33, 35, 37, 39- 40, 43, 46, 48, 53, 55, 65, 66, 69, 74, 76, 88, 90- 91, 95, 102- 103, 107- 108, 112, 116, 118, 120- 121, 124, 128, 130- 131
Judge whether sets of objects have less than, more than or the same number as a reference set	21, 23, 25, 28, 33, 36- 37, 39- 40, 43, 48, 53, 55, 61, 63, 65- 66, 69, 76, 78, 81, 88, 90- 91, 93, 95, 103, 105, 112, 120, 131

Statistics and Probability: Select and use appropriate statistical methods to analyze data.

COLLECT AND DISPLAY DATA

Grade-Level Expectation	Every Day Counts Teacher Edition, Grade K
Identify “how many more or less” and how many all together from pictographs and bar graphs.	25, 28, 36-37, 39- 40, 43, 48, 50, 53, 55, 61, 63, 65, 69, 80- 81, 88, 95, 97, 107- 108, 120, 122, 131, 133

Algebraic Relationships: Understand patterns, relations, and functions.

PATTERNS AND FUNCTIONS

Grade-Level Expectation	Every Day Counts Teacher Edition, Grade K
Sort, classify, and order objects by size, color, shape, or other properties.	21, 23, 28, 33, 36- 37, 40, 47, 49, 53, 61, 68, 74, 76, 88, 102, 117, 128
Identifies objects that do not belong to a particular group	36, 68, 102
Copy and extend patterns using concrete models	19, 23, 33, 36-37, 39- 40, 47- 48, 61, 74, 88, 102, 107, 117, 121, 128, 132
Compare two or more sets of 10 or fewer objects and identify which set is equal to, more than, or less than the other.	25, 28, 33, 36- 37, 40, 43, 48, 53, 55, 60, 65, 69, 76, 78, 81, 91, 95, 103, 105, 112, 117, 118, 122, 124, 130- 131

Measurement: Understand measurable attributes of objects and the units, systems, and processes of measurement.

UNITS AND TOOLS

Grade-Level Expectation	Every Day Counts Teacher Edition, Grade K
Sort and classify objects to show different attributes that can be measured in different ways (e.g., length, weight, size).	25, 28, 36, 39, 40, 47- 48, 53, 56, 68, 70, 78, 82, 92, 99, 102, 107, 112, 117, 121, 124, 130, 132

DIRECT AND INDIRECT MEASUREMENT

Grade-Level Expectation	Every Day Counts Teacher Edition, Grade K
Understand concepts related to time of day: morning, afternoon, evening, day, night.	86
Compare the time of occurrence of two events using the terms before or after.	20, 28, 33, 40, 47

Geometry: Analyze characteristics and properties of two- and three-dimensional geometric shapes and develop mathematical arguments about geometric relationships.

PROPERTIES AND RELATIONSHIPS

Grade-Level Expectation	Every Day Counts Teacher Edition, Grade K
Identify basic shapes (e.g., square, circle, triangle, rectangle, and oval).	20, 23, 28, 47, 61, 75, 102, 117, 133, 134
Match objects to outlines of their shapes.	28, 47, 134
Classify and sort geometric shapes by attributes (e.g., number of sides, shape, size).	28, 47, 61, 75, 117, 133, 134

MODELING

Grade-Level Expectation	Every Day Counts Teacher Edition, Grade K
Create shapes with manipulatives (e.g., pattern blocks or tiles).	98



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Foundations and Standards
Grade 1

Calculations and Estimations: Understand numbers, ways of representing numbers, relationships among numbers, and number systems.

N U M B E R S

Grade-Level Expectation	Every Day Counts Teacher Edition, Grade 1
Read, write, order, and identify whole numbers less than 100.	19, 21, 25, 28, 31, 34, 36, 41, 43, 45, 49, 51- 52, 56, 63, 65- 66, 68- 69, 74- 75, 78- 80, 82- 83, 88- 89, 91- 92, 95, 97, 99, 102, 104, 109-111, 116, 118, 122, 124
Order 1st through 10th in numeric or word form.	49, 56
Count and group objects in ones and tens.	21, 25, 28, 36, 41, 51- 52, 56, 63, 65- 66, 68, 75, 78- 80, 83, 92, 95, 97, 99, 107, 109, 111, 116, 118, 121, 130- 131
Use objects or pictures to decompose whole numbers to 10 (e.g., $5 = 4 + 1$, $5 = 2 + 3$).	21, 36, 41, 49, 51- 52, 65- 66, 75, 78, 83, 90- 92
Identify, order, and compare coins by making equivalent amounts up to 25 cents.	57, 69, 80, 95, 109, 122, 130, 133
Demonstrate counting skills of skip counting by 5 and 10 to 100.	27, 41, 43, 52, 56, 59, 66, 68, 70, 78- 80, 82, 91- 92, 95, 97, 109- 110, 118, 122, 131, 133

COMPUTATION AND ESTIMATION

Grade-Level Expectation	Every Day Counts Teacher Edition, Grade 1
Add and subtract with concrete objects.	21, 25, 34, 36, 41, 51- 52, 56, 68- 69, 75, 78-79, 89, 91, 99, 128, 130
Apply with fluency sums to nine and related subtraction facts.	21, 25, 41, 51, 56, 65, 68, 75, 89, 91- 92, 95, 99, 102, 104, 107, 109, 118, 121, 128, 130, 131
Find sums and differences less than 100.	19, 21, 25, 36, 41, 45, 51, 56, 65- 66, 68, 75, 79, 80, 82, 89, 91- 92, 95, 99, 102, 104, 109, 116, 118, 128, 130
Make change for amounts to 25 cents.	57, 69, 80, 95, 109, 122, 133
Mentally add 10 to a single-digit number	27, 41, 56, 68, 70, 78- 80, 91- 92, 95, 97, 109, 118, 121-122, 131, 133
Estimate number of objects and check reasonableness of answers by counting up to 20 objects.	27, 31, 36, 41, 49, 52, 65, 68, 89, 99, 111, 116, 131

OPERATIONS AND PROPERTIES

Grade-Level Expectation	Every Day Counts Teacher Edition, Grade 1
Represent situations using models of addition and subtraction (e.g., putting together or adding on, taking away, finding the difference, comparing).	19, 21, 25, 31, 34, 36, 41, 44, 49, 51- 52, 56- 57, 63, 65- 66, 68, 75, 78- 79, 83, 88- 89, 91- 92, 95, 99, 102, 104, 107, 111, 116, 118, 121, 128, 130, 131, 133

Statistics and Probability: Select and use appropriate statistical methods to analyze data.

S T A T I S T I C S

Grade-Level Expectation	Every Day Counts Teacher Edition, Grade 1
Identify “how many more or less” and “how many all together” from pictographs and bar graphs.	25, 31, 41, 52, 63, 68, 99, 111, 118, 130

C O L L E C T A N D D I S P L A Y D A T A

Grade-Level Expectation	Every Day Counts Teacher Edition, Grade 1
Pose questions and gather data about themselves and their surroundings.	39, 44, 54, 83, 99, 105, 111, 120, 124, 134
Sort and classify objects according to their attributes and organize data about the objects into categories.	31, 49, 83, 99, 105, 111, 124, 134
Represent data using concrete objects and pictographs	31, 44, 83, 99, 105, 111, 118, 124, 134

D A T A A N A L Y S I S A N D P R E D I C T I O N S

Grade-Level Expectation	Every Day Counts Teacher Edition, Grade 1
Answer simple questions related to data displayed in pictographs, including which result occurred the most or least often.	31, 35, 44, 49, 83, 99, 105, 111, 124, 134

Algebraic Relationships: Understand patterns, relations, and functions.

P A T T E R N S A N D F U N C T I O N S

Grade-Level Expectation	Every Day Counts Teacher Edition, Grade 1
Sort and classify objects using one or more attributes by observing relationships.	19, 35, 39, 49, 63, 74, 88, 99, 102, 116, 128
Identify an element that does not belong in a simple pattern.	18-20, 24-27, 34-35, 40-42, 48-49, 55-57, 62-63, 74-75, 79, 87-88, 102-103, 116-117, 128-129
Supply a missing element in or extend number patterns involving addition or subtraction by a single-digit number	19, 25, 35, 42, 49, 63, 74, 88, 92, 99, 102, 116, 121, 128

Grade-Level Expectation	Every Day Counts Teacher Edition, Grade 1
Extend and generate patterns involving three elements sharing a common attribute (e.g., color, number, shape, letter) using concrete models or objects.	19, 35, 42, 49, 63, 68, 74- 75, 79, 88, 92, 99, 102, 104, 107, 116, 118, 121, 128, 130, 131
Understand the meaning of equals and use the = symbol.	21, 36, 41, 51- 52, 65, 66, 75, 79, 88- 90, 92, 104, 107, 116, 118, 130- 131
Construct and solve simple number sentences involving sums to 9 and related subtraction facts using concrete objects, pictures, or symbols.	21, 36, 41, 51- 52, 56, 65, 66, 75, 89- 92, 102, 104, 116, 118, 130- 131

Measurement: Understand measurable attributes of objects and the units, systems, and processes of measurement.

U N I T S A N D T O O L S

Grade-Level Expectation	Every Day Counts Teacher Edition, Grade 1
Compare and order objects according to measurable attributes (e.g., long or short, light or heavy).	39, 54, 66, 74, 105, 120

D I R E C T A N D I N D I R E C T M E A S U R E M E N T

Grade-Level Expectation	Every Day Counts Teacher Edition, Grade 1
Identify and name days of the week and months of the year and interpret calendar information (e.g., tomorrow, yesterday, how many Tuesdays are in November).	19, 31, 34, 49, 63, 74, 82- 83, 88, 99, 102, 116, 128
Tell time to the nearest hour using analog and digital clocks	28, 43, 59, 70, 82, 97, 110

Geometry: Analyze characteristics and properties of two- and three-dimensional geometric shapes and develop mathematical arguments about geometric relationships.

P R O P E R T I E S A N D R E L A T I O N S H I P S

Grade-Level Expectation	Every Day Counts Teacher Edition, Grade 1
Identify, describe, and classify triangles, rectangles, squares, circles, and ovals.	20, 35, 41, 49, 63, 116, 128, 134

Grade-Level Expectation	Every Day Counts Teacher Edition, Grade 1
Recognize and identify attributes of two-dimensional geometric shapes in the environment (e.g., make a triangle and square from pieces of straw and compare how many pieces of straw are used to make each shape).	19- 20, 63, 134

M O D E L I N G

Grade-Level Expectation	Every Day Counts Teacher Edition, Grade 1
Model triangles, rectangles, squares, circles, and ovals	135

C O O R D I N A T E G E O M E T R Y

Grade-Level Expectation	Every Day Counts Teacher Edition, Grade 1
Arrange and describe objects in space by relative position and direction (e.g., near, far, below, above, up, down, behind, in front of, next to, left or right of).	74



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Foundations and Standards
Grade 2**

Calculations and Estimations: Understand numbers, ways of representing numbers, relationships among numbers, and number systems

N U M B E R S

Grade-Level Expectation	Every Day Counts Teacher Edition, Grade 2
Read, write, order, model, and compare whole numbers less than 100.	19, 21, 24, 26, 32, 35, 38-39, 46, 48, 50, 53, 55, 57, 58, 62-63, 65, 67-68, 72, 74, 76, 80, 82-83, 87-88, 90-91, 96, 102, 104, 116,-117, 121-122, 126, 129
Read number words less than one hundred and write the corresponding numeric value.	21, 24, 26, 35, 38, 46, 48, 50, 53, 55, 57-58, 65, 67, 72, 76, 87-88, 90-91, 96, 102, 104, 117
Identify and model the whole number of ones, tens, and hundreds in numbers less than 100.	21, 24, 35, 38, 48, 53, 65, 76, 80, 90, 95, 109, 121
Compose and decompose whole numbers less than one hundred by place value (e.g., $426=4\text{-}100\text{'s}$, $2\text{-}10\text{'s}$, $6\text{-}1\text{'s}$).	21, 24, 35, 38, 48, 53, 65, 76, 80, 90, 95, 109, 121
Order, model, and identify wholes, halves, and fourths using concrete models and visual representations.	105, 107
Understand a fraction represents subdivisions of a whole into equal parts.	105, 107
Locate whole numbers on a number line.	24, 53, 67, 80, 95, 109, 116, 121, 127
Order and compare coins by making equivalent amounts up to \$1.00	26, 38, 55, 68, 82, 96, 110, 122, 129

Grade-Level Expectation	Every Day Counts Teacher Edition, Grade 2
Demonstrate the counting skills of skip counting by 2 to 100 and by 100 to 1000.	72, 126, 127
Determine whether a set of objects has an odd or even number of elements.	19

COMPUTATION AND ESTIMATION

Grade-Level Expectation	Every Day Counts Teacher Edition, Grade 2
Develop and evaluate strategies for adding and subtracting whole numbers.	21, 24, 35, 48, 53, 55, 63, 65, 68, 72, 74, 76, 80, 88, 90, 96, 104, 109, 110, 121, 126, 129
Apply with fluency sums to 18 and related subtraction facts.	21, 24, 35, 46, 48, 63, 74, 88, 90, 96, 110, 124
Add and subtract pairs of any two-digit numbers.	53, 65, 74, 76, 82, 88, 96, 109, 129
Find the sum of three or more two-digit numbers.	109, 121, 129
Make change for amounts to \$1.00.	26, 38, 55, 68, 82, 96, 110, 122, 129
Mentally add or subtract multiples of 10 to and from a number.	24, 38, 55, 74, 95-96, 109, 121-122, 127
Identify the most efficient operation (add, subtract, multiply, or divide) for solving a problem.	21, 35, 63, 74, 88, 110, 117, 129
Estimate number of objects and check reasonableness of answers by counting up to 100 objects.	65
Round one- or two-digit whole numbers to the nearest 10 to estimate sums and differences.	53, 65, 67, 80, 109, 121

OPERATIONS AND PROPERTIES

Grade-Level Expectation	Every Day Counts Teacher Edition, Grade 2
Understand various meanings of addition and subtraction of whole numbers and the relationship between the operations.	21, 24, 35, 48, 63, 65, 72, 74, 88, 90, 104, 109- 110

Grade-Level Expectation	Every Day Counts Teacher Edition, Grade 2
Describe the effects of adding or subtracting by a whole number.	21, 24, 35, 48, 53, 63, 65, 74, 80, 82, 87, 90, 109-110, 126, 129
Demonstrate the zero property for addition and subtraction.	21

Statistics and Probability: Select and use appropriate statistical methods to analyze data.

S T A T I S T I C S

Grade-Level Expectation	Every Day Counts Teacher Edition, Grade 2
Identify "most and least" from data sets that contain more than 10 items (e.g., from a bar graph that shows "how many pockets in our clothing" identify by number "the most pockets" and "the least pockets").	42, 98

C O L L E C T A N D D I S P L A Y D A T A

Grade-Level Expectation	Every Day Counts Teacher Edition, Grade 2
Ask and answer simple questions related to tallies, charts, and bar graphs.	28, 42, 58, 78, 83, 98, 112, 130
Record results of probability experiments using tallies or by completing charts.	58, 78, 98, 112
Represent and interpret data using tally charts and pictographs.	42, 58, 78, 83, 92, 98, 112, 130

DATA ANALYSIS AND PREDICTIONS

Grade-Level Expectation	Every Day Counts Teacher Edition, Grade 2
Develop inferences about the likelihood of the occurrence of an event based on data collected from activities which have outcomes that depend on chance (e.g., tossing a two colored counter, using a spinner).	98, 112

Algebraic Relationships: Understand patterns, relations, and functions.

PATTERNS AND FUNCTIONS

Grade-Level Expectation	Every Day Counts Teacher Edition, Grade 2
Sort and classify objects using one or more attributes by observing relationships and making generalizations.	19, 87, 107, 116, 119, 126,-127, 130
Identify, describe, extend, and reproduce a pattern and use it to make predictions and analyze how repeating and growing patterns are generated.	19, 24, 32, 46, 53, 62, 72, 87, 95, 102, 109, 116, 121, 126-127
Supply a missing element in or extend number patterns involving addition or subtraction.	24, 32, 46, 53, 62, 72, 87, 95, 102, 109, 116, 121, 126-127
Use a hundreds chart to generate the patterns in rows, skip counting, decades, columns, and generate arrangements of two-dimensional figures.	24, 35, 53, 67, 72, 87, 95, 102, 109, 116, 121, 127

ALGEBRAIC RELATIONSHIPS

Grade-Level Expectation	Every Day Counts Teacher Edition, Grade 2
Describe quantitative relationships using the terms “greater than,” “less than,” and “equal to” and the associated symbols $>$, $<$, $=$.	67, 80, 95, 109, 119, 121-122, 127
Construct and solve simple number sentences involving sums to 18 and related subtraction facts using concrete objects, pictures, or symbols.	48, 53, 63, 65, 72, 74, 76, 80, 88, 90, 122

Measurement: Understand measurable attributes of objects and the units, systems, and processes of measurement.

UNITS AND TOOLS

Grade-Level Expectation	Every Day Counts Teacher Edition, Grade 2
Select an appropriate tool and standard unit to measure length, weight, and capacity (volume) of objects larger than the unit tools (e.g., rulers, measuring cups, balances).	58, 92, 119
Understand that using different measurement units will result in different numerical measurements for the same object.	50, 58, 92, 107
Understand the measurement process (choosing a measurement unit, comparing that unit to the object, and reporting the number of units).	50, 57-58, 78, 92, 107, 119

DIRECT AND INDIRECT MEASUREMENT

Grade-Level Expectation	Every Day Counts Teacher Edition, Grade 2
Demonstrate an understanding of time and use of time relationships (e.g., how many minutes in an hour, days in a week, months in a year).	19, 32, 39, 57, 69, 83, 91, 105
Tell time to the nearest half hour using analog and digital clocks.	39, 57, 69, 83, 91, 105
Measure length using multiple copies of units of the same size (such as paper clips) laid end to end.	50, 92
Estimate length in standard and nonstandard units (e.g., finger lengths, pencil lengths).	50, 92
Determine the capacity (volume) of an object by counting and filling (e.g., how many small containers fit in a larger container, how many scoops of beans in a can).	58, 107, 119

Grade-Level Expectation	Every Day Counts Teacher Edition, Grade 2
Estimate capacity (volume) of objects in standard units (e.g., cups in a bowl, cubes in a box).	58, 107, 119
Determine the weight of an object using a balance scale.	58
Estimate weight of objects.	58

Geometry: Analyze characteristics and properties of two- and three-dimensional geometric shapes and develop mathematical arguments about geometric relationships.

P R O P E R T I E S A N D R E L A T I O N S H I P S

Grade-Level Expectation	Every Day Counts Teacher Edition, Grade 2
Identify, describe, compare, and classify two-dimensional shapes using appropriate vocabulary (e.g., rhombus, trapezoid, parallelogram), including the faces of three-dimensional objects (e.g., face, base).	19, 32, 46, 62, 72, 87, 102, 116
Identify attributes of two-dimensional shapes: sides and angles.	19, 32, 46, 62, 72, 87, 102, 116

M O D E L I N G

Grade-Level Expectation	Every Day Counts Teacher Edition, Grade 2
Model and sketch triangles, rectangles, squares, circles, ovals, parallelograms, rhombi, and trapezoids.	72
Create new shapes using combinations of known shapes (e.g., two congruent right triangles to form a rectangle).	72
Recognize two-dimensional geometric shapes in the environment, including the faces of three-dimensional objects (e.g., rectangles on a cereal box), and from different perspectives (e.g., use your mind's eye to imagine what shapes would be formed if you cut a square diagonally).	19, 32, 46, 102, 130

TRANSFORMATIONS AND SYMMETRY

Grade-Level Expectation	Every Day Counts Teacher Edition, Grade 2
Identify symmetry, patterns, and shapes in everyday surroundings.	72, 87, 116, 130
Create designs with line and rotational symmetry.	72
Illustrate reflections (flips), rotations (turns) and translations (slides) using concrete or pictorial models (e.g., paper folding, cut outs, and pattern blocks).	46, 72, 87

Mathematical Problem Solving: These standards are assessed using the Mathematics Problem Solving Scoring Guide in grades 3 - CIMSelect, apply, and translate among mathematical representations to solve problems.

Grade-Level Expectation	Every Day Counts Teacher Edition, Grade 2
Interpret the concepts of a problem-solving task and translate them into mathematics.	19, 21, 24, 26, 32, 35, 38-39, 46, 48, 50, 53, 55, 57, -58, 62-63, 65, 67-68, 72, 74, 76, 80, 82-83, 87-88, 90-91, 96, 102, 104, 116,-117, 121-122, 126, 129
Choose strategies that can work and then carry out the strategies chosen.	96, 104, 109-110, 121, 126, 129
Produce identifiable evidence of a second look at the concepts/strategies/calculations to defend a solution.	21, 24, 35, 48, 53, 63 65, 74, 80, 82, 87, 90, 109
Use pictures, symbols, and/or vocabulary to convey the path to the identified solution.	19, 21, 24, 26, 32, 35, 38-39, 46, 48, 50, 53, 55, 57, -58, 62-63, 65, 67-68, 72, 74, 76, 80, 82-83, 87-88, 90-91, 96, 102, 104, 116,-117, 121-122, 126, 129
Accurately solve problems using mathematics.	19, 21, 24, 26, 32, 35, 38-39, 46, 48, 50, 53, 55, 57, -58, 62-63, 65, 67-68, 72, 74, 76, 80, 82-83, 87-88, 90-91, 96, 102, 104, 116,-117, 121-122, 126, 129



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Foundations and Standards
Grade 3

Calculations and Estimations: Understand numbers, ways of representing numbers, relationships among numbers, and number systems.

N U M B E R S

Grade-Level Expectation	Every Day Counts Teacher Edition, Grade 3
Read, write, order, model, and compare whole numbers less than one thousand.	18, 21, 24, 26, 32, 34, 39, 41-42, 48, 52, 54-55, 57-58, 60, 66, 68-69, 70-71, 74, 77, 79, 81-83, 89-90, 92, 97, 99, 102, 104, 106-107, 109-110, 112, 116, 118, 120, 122, 125, 128, 130, 132-134
Identify the place value and actual value of digits in a whole number less than one thousand.	24, 26, 41, 57, 70-71, 82, 95, 110, 122-123, 133
Compose and decompose whole numbers less than one thousand by place value.	24, 26, 41, 57, 70, 82, 97, 110, 122, 133
Order, model, compare, and identify commonly used fractions (halves, thirds, fourths, eighths, tenths) using concrete models and visual representations.	64, 89, 116, 130
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.	64, 89, 92, 99, 116, 130
Locate whole numbers and common fractions on a number line.	64, 89, 92, 116, 130
Order and compare dollars and coins by making equivalent amounts up to \$10.00.	42, 71, 82-83, 97, 110, 125, 134

Grade-Level Expectation	Every Day Counts Teacher Edition, Grade 3
Demonstrate the counting skills of skip counting as they relate to multiplication facts.	18, 24, 48, 69, 74, 77, 81-82, 90, 95, 109-110, 118, 122, 132

C O M P U T A T I O N A N D E S T I M A T I O N

Grade-Level Expectation	Every Day Counts Teacher Edition, Grade 3
Develop and evaluate strategies for multiplying whole numbers.	66, 69, 74, 77, 81, 90, 94, 102, 109, 116, 118, 122-123, 125, 130, 132-134
Add and subtract pairs of up to four digit numbers.	21, 24, 26, 34, 39, 41, 55, 69, 81-82, 92, 94-95, 122-123
Develop and acquire efficient strategies for determining multiplication and division facts 0-9.	66, 69, 74, 77, 81, 90, 94, 102, 104, 109, 116, 118, 122, 125, 130, 132, 134
Multiply a two-digit number by a one-digit number.	81, 94, 122-123, 134
Make change for amounts up to \$10.00.	41-42, 58, 70-71, 82-83, 97, 110, 125, 134
Mentally add or subtract multiples of 10, 100, or 1000 to or from a number.	26, 41-42, 57, 71, 74, 94, 118, 122, 125, 134
Identify the operation (add, subtract, multiply, or divide) for solving a problem.	42, 55, 66, 69, 81, 94, 107, 122-123, 134
Develop and use strategies (overestimate, underestimate, range of estimates) to make reasonable estimates.	26, 70, 74, 81-82, 95, 110, 125, 134
Recognize which place value will be the most helpful in estimating an answer.	26, 57, 70, 82, 95, 110, 122-123, 133-134

O P E R A T I O N S A N D P R O P E R T I E S

Grade-Level Expectation	Every Day Counts Teacher Edition, Grade 3
Represent situations using models of multiplication and division (e.g., repeat addition, equal groups of objects, arrays, repeated subtraction, equal grouping, sharing equally).	18, 48, 55, 66, 69, 74, 77, 81, 90, 94, 102, 104, 109, 116, 118, 122-123, 125, 130, 132, 134
Use the commutative and associative properties of multiplication to simplify calculations.	90, 94, 130
Describe the effects of multiplying or dividing by a whole number.	55, 66, 69, 74, 77, 81, 90, 94, 104, 109, 118, 122-123, 130, 134

Statistics and Probability: Select and use appropriate statistical methods to analyze data.

C O L L E C T A N D D I S P L A Y D A T A

Grade-Level Expectation	Every Day Counts Teacher Edition, Grade 3
Ask and answer simple questions that can be answered by collecting, organizing, and displaying data.	28, 44, 70, 85, 99, 112, 120, 135
Represent and interpret data using tally charts, pictographs, and bar graphs, including identifying the mode and range.	28, 44, 85, 99, 112, 135

D A T A A N A L Y S I S A N D P R E D I C T I O N S

Grade-Level Expectation	Every Day Counts Teacher Edition, Grade 3
Draw conclusions and make predictions and inferences from tally charts, pictographs, or bar graphs.	28, 44, 85, 112, 135

Algebraic Relationships: Understand patterns, relations, and functions.

P A T T E R N S A N D F U N C T I O N S

Grade-Level Expectation	Every Day Counts Teacher Edition, Grade 3
Describe, extend, and make generalizations about numeric and geometric patterns (e.g., increasing the number of sides of two-dimensional geometric figures in sequence; consecutive odd numbers).	18, 32, 39, 48, 55, 64, 67, 74, 87, 89, 94, 102, 109, 116, 122, 128, 132
Supply a missing element in or determine a rule that extends number patterns involving addition and multiplication by a single-digit number.	18, 32, 48, 55, 64, 74, 81, 89, 94, 102, 109, 116, 122, 128, 132
Generate a pattern or sequence from a verbal, written, and pictorial description.	18, 32, 48, 64, 74, 87, 89, 94, 102, 109, 116, 122, 128, 132

A L G E B R A I C R E L A T I O N S H I P S

Grade-Level Expectation	Every Day Counts Teacher Edition, Grade 3
Identify and apply a relationship between two quantities (e.g., If four people can be seated at one table, how many tables are needed to seat 24 people?).	24, 48, 66, 69, 74, 77, 81, 94, 102, 104, 116, 122, 130

Measurement: Understand measurable attributes of objects and the units, systems, and processes of measurement.

U N I T S A N D T O O L S

Grade-Level Expectation	Every Day Counts Teacher Edition, Grade 3
Select the most appropriate tool and metric unit to measure length, time, weight, and volume.	36, 52, 92
Compare units of measure between customary and metric systems (e.g., inches > centimeters, liters < gallons).	36, 52, 92
Understand and explain the need for using standard units.	36, 52, 106

DIRECT AND INDIRECT MEASUREMENT

Grade-Level Expectation	Every Day Counts Teacher Edition, Grade 3
Determine elapsed time for given activities using representations of analog and digital clocks.	54, 68, 107
Tell time to the nearest minute using an analog clock.	38, 54, 68, 107
Describe temperature changes and concepts as they occur in daily situations.	44
Determine measurements of length to the nearest centimeter and nearest meter.	36, 52
Estimate the length of objects in meters and centimeters.	36, 52
Determine measurements of volume to the nearest milliliter or liter of measuring cups, beakers, or graduated cylinders.	92, 120
Estimate volume of objects in milliliters and liters.	92, 120
Find areas of rectangular arrays.	79

Geometry: Analyze characteristics and properties of two- and three-dimensional geometric shapes and develop mathematical arguments about geometric relationships.

P R O P E R T I E S A N D R E L A T I O N S H I P S

Grade-Level Expectation	Every Day Counts Teacher Edition, Grade 3
Identify, describe, compare, and classify common three-dimensional geometric objects: cubes, prisms, spheres, pyramids, cones, and cylinders.	74, 128
Compare and classify solid geometric shapes (e.g., triangular, pyramid, cube, rectangular prism) according to the number and shapes of faces, edges, and vertices.	74
Recognize and identify attributes of three-dimensional geometric shapes (faces, edges, vertices), including attributes of shapes in the environment.	74, 128

M O D E L I N G

Grade-Level Expectation	Every Day Counts Teacher Edition, Grade 3
Model three-dimensional shapes including cubes, rectangular prisms, spheres, pyramids, cones, and cylinders	74, 128
Put shapes together and take them apart to form other shapes.	64, 79, 116
Recognize three-dimensional geometric shapes (e.g., cube, cone, cylinder, pyramid, and sphere) in the environment and from different perspectives.	74, 128

C O O R D I N A T E G E O M E T R Y

Grade-Level Expectation	Every Day Counts Teacher Edition, Grade 3
Describe paths for moving from one location to another on a grid.	60

TRANSFORMATIONS AND SYMMETRY

Grade-Level Expectation	Every Day Counts Teacher Edition, Grade 3
Identify line and rotational symmetry.	64, 79, 116
Predict and describe the results of performing reflections, rotations and translations of triangles.	32, 64, 79

Mathematical Problem Solving: These standards are assessed using the Mathematics Problem Solving Scoring Guide in grades 3 - CIMSelect, apply, and translate among mathematical representations to solve problems.

Grade-Level Expectation	Every Day Counts Teacher Edition, Grade 3
<p>CONCEPTUAL UNDERSTANDING</p> <p>Interpret the concepts of a problem-solving task and translate them into mathematics.</p>	21, 24, 26, 28, 34, 41, 44, 54-55, 58, 60, 64, 69-70, 74, 79, 81-83, 89-90, 92, 94-95, 102, 104, 106-107, 109-110, 112, 116, 118, 120, 122-123, 125, 128, 130, 132-134
<p>PROCESSES AND STRATEGIES</p> <p>Choose strategies that can work and then carry out the strategies chosen.</p>	24, 28, 34, 39, 41-42, 54-55, 57, 60, 69-71, 74, 77, 79, 81-83, 89-90, 94-95, 102, 104, 110, 116, 122-123, 125, 128, 130, 133-134
<p>VERIFICATION</p> <p>Produce identifiable evidence of a second look at the concepts/strategies/calculations to defend a solution.</p>	34, 36, 42, 57, 79, 89, 104, 130, 133
<p>COMMUNICATION</p> <p>Use pictures, symbols, and/or vocabulary to convey the path to the identified solution.</p>	21, 34, 48, 54-55, 58, 60, 66, 77, 79, 82, 90, 104, 128
<p>ACCURACY</p> <p>Accurately solve problems using mathematics.</p>	21, 24, 26, 34, 39, 41-42, 48, 54-55, 58, 60, 66, 68-69, 71, 74, 77, 79, 81-83, 89-90, 92, 94-95, 97, 99, 102, 104, 106, 109, 116, 118, 120, 122-123, 125, 128, 130, 132-134



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Foundations and Standards
Grade 4

Calculations and Estimations: Understand numbers, ways of representing numbers, relationships among numbers, and number systems.

N U M B E R S

Grade-Level Expectation	Every Day Counts Teacher Edition, Grade 4
Read, write, order, model, and compare whole numbers to one million, common fractions, and decimals to hundredths.	21, 23, 26, 32, 34, 36, 38, 40, 42-43, 50, 52, 54, 56, 58, 62, 64, 68, 70, 81, 83, 85, 94, 99, 112, 129, 137-138
Identify the place value and actual value of digits in a number to one million.	21, 34, 36, 42, 50, 58-59, 64, 94, 99, 108, 113, 123, 137,
Locate common fractions and decimals on a number line.	36, 38, 52, 54, 68, 72, 81, 83, 99, 113, 127
Model, recognize, and generate equivalent forms of decimals to hundredths.	26, 42, 58, 66, 68, 72, 87, 99, 113
Determine factors of whole numbers to 100 using models such as arrays.	40, 68, 85, 127, 129

COMPUTATION AND ESTIMATION

Grade-Level Expectation	Every Day Counts Teacher Edition, Grade 4
Develop and evaluate strategies for multiplying and dividing whole numbers and adding and subtracting fractions with like denominators.	18, 23, 36, 40, 56, 62, 64, 70, 72, 79, 83, 94
Apply with fluency efficient strategies for determining multiplication and division facts 0-9.	18, 23, 36, 40, 48, 56, 70, 72, 93, 98, 112, 129, 138
Multiply a three-digit number by a one-digit number.	79, 94, 108
Divide a three-digit number by a one-digit number with or without remainders.	108
Determine the meaning of whole number remainders in a problem situation.	23, 40, 56, 70, 85
Add and subtract commonly used fractions with like denominators (halves, thirds, fourths, eighths, tenths) and decimals to hundredths.	26, 52, 54, 58-59, 66, 83, 87, 94, 99, 108, 110, 113, 123, 127
Add and subtract decimals to hundredths, including money amounts.	26, 42, 58-59, 72, 87, 94, 99, 108, 110, 113, 123
Mentally multiply or divide multiples of 10 (e.g., 40×70 or $2700/30$).	23, 50, 56, 70, 85, 94, 129
Identify the most efficient operation (add, subtract, multiply, or divide) for solving a problem.	36, 100, 112
Select and use an appropriate estimation strategy (overestimate, underestimate, range of estimates) based on the problem situation when computing with whole numbers or money amounts.	21, 34, 50, 64, 72, 79, 94, 99, 108, 123
Use place value concepts such as rounding to nearest 10, 100, and 1000 to estimate and check reasonableness of answers.	42, 50, 64, 94, 99, 108

OPERATIONS AND PROPERTIES

Grade-Level Expectation	Every Day Counts Teacher Edition, Grade 4
Demonstrate the meaning of fractions as part of a unit whole or as parts of a collection or set.	26, 36, 38, 52, 54, 66, 68, 81, 83, 127
Use inverse operations (addition and subtraction, multiplication and division) to solve problems and check solutions involving calculations with whole numbers.	112
Apply the commutative, associative, and identity properties of addition and multiplication and the distributive property to simplify calculations with whole numbers.	85, 112

Statistics and Probability: Select and use appropriate statistical methods to analyze data.

STATISTICS

Grade-Level Expectation	Every Day Counts Teacher Edition, Grade 4
Determine the median for a set of data and understand what each statistic does and does not indicate about the data.	116

PROBABILITY

Grade-Level Expectation	Every Day Counts Teacher Edition, Grade 4
Determine probability of a single event.	28, 44, 101, 140
Understand that the probability of an event can be represented by a number from 0 (impossible) to 1 (certain).	28, 101, 140

COLLECT AND DISPLAY DATA

Grade-Level Expectation	Every Day Counts Teacher Edition, Grade 4
Conduct experiments and simulations to determine experimental probability of different outcomes.	28, 44, 88, 101, 123

Grade-Level Expectation	Every Day Counts Teacher Edition, Grade 4
Represent and interpret data collected from probability experiments and simulations using tallies, charts, pictograms, and bar graphs, including determining probabilities of single events.	28, 44, 88, 101, 116, 140

DATA ANALYSIS AND PREDICTIONS

Grade-Level Expectation	Every Day Counts Teacher Edition, Grade 4
Predict the degree of likelihood of a single event occurring using words such as certain, impossible, most often, least often, likely, and unlikely.	28, 79, 88, 101, 140
Predict the likelihood of an outcome prior to an experiment and compare predicted probability with the actual results.	28, 79, 101, 108, 140

Algebraic Relationships: Understand patterns, relations, and functions.

PATTERNS AND FUNCTIONS

Grade-Level Expectation	Every Day Counts Teacher Edition, Grade 4
Describe, extend and make generalizations about patterns and sequences and supply missing elements in chart or table format.	18, 23, 32, 40, 44, 48, 56, 58, 62, 70, 76, 85, 87, 93, 98, 106, 112, 121, 129, 134, 138
Supply a missing element in or determine a rule that extends number patterns involving addition or subtraction of decimals.	18, 23, 32, 40, 44, 48, 56, 58, 62, 70, 76, 85, 87, 93, 98, 106, 112, 121, 129, 134, 138

ALGEBRAIC RELATIONSHIPS

Grade-Level Expectation	Every Day Counts Teacher Edition, Grade 4
Select operational and relational symbols to make a number sentence true (e.g., $4 _ 3 = 12$, $5 + 17 _ 25$).	70, 112
Represent and solve open sentences or problems involving numeric equations or inequalities (e.g., $3 + ? = 4$; $2 + 1 > ?$; $4 < 2 + ?$).	56, 58, 68, 70

Grade-Level Expectation	Every Day Counts Teacher Edition, Grade 4
Translate between different representations (words, numeric, pictorial) of a simple quantitative relationship (e.g., match a table of values to its rule).	70, 76, 106, 138

Measurement: Understand measurable attributes of objects and the units, systems, and processes of measurement.

U N I T S A N D T O O L S

Grade-Level Expectation	Every Day Counts Teacher Edition, Grade 4
Select the most appropriate tool and U.S. customary unit to measure length, perimeter, weight, and volume.	36, 52, 81
Carry out simple unit conversions within the U.S. customary system (e.g., inches to feet, ounces to pounds).	36, 81, 116

D I R E C T A N D I N D I R E C T M E A S U R E M E N T

Grade-Level Expectation	Every Day Counts Teacher Edition, Grade 4
Determine elapsed time requiring unit conversions (e.g., weeks to months, minutes to hours).	43, 59, 73, 100, 114, 131
Determine measurements of length and perimeter to the nearest inch and nearest foot.	36, 116
Determine measurements of volume to the nearest $\frac{1}{4}$ cup, quart, or gallon of measuring cups, beakers, or graduated cylinders.	52
Estimate the volume of objects in cups, quarts, and gallons.	52, 110
Determine measurements of weight to the nearest ounce and pound.	81
Estimate the weight of objects in ounces and pounds.	81

Grade-Level Expectation	Every Day Counts Teacher Edition, Grade 4
Determine perimeter and area of rectangles given lengths of sides.	95, 124
Estimate and measure the area of a rectangular surface using unit squares.	95, 124
Use referents for U.S. customary measurements to make estimates of length, weight, and volume and evaluate the reasonableness of the estimate (e.g., length of one floor tile and estimate length of classroom).	124

Geometry: Analyze characteristics and properties of two- and three-dimensional geometric shapes and develop mathematical arguments about geometric relationships.

P R O P E R T I E S A N D R E L A T I O N S H I P S

Grade-Level Expectation	Every Day Counts Teacher Edition, Grade 4
Identify, describe, compare, and classify quadrilaterals by their sides and angles.	18, 48, 106, 135
Identify right, acute, and obtuse angles in isolation and in geometric figures.	32, 93, 106
Use properties of quadrilaterals to determine the lengths of their sides and perimeters.	95, 106, 124
Develop, understand, and apply the property that the sum of the angle measures in a quadrilateral is 360 degrees.	93, 106
Draw conclusions about the measures of corresponding sides and angles of two congruent quadrilaterals.	18, 48

MODELING

Grade-Level Expectation	Every Day Counts Teacher Edition, Grade 4
Model, sketch, draw, and label points, lines, line segments, angles, rays, quadrilaterals, and parallel, perpendicular, and intersecting lines.	62, 93, 106
Build three-dimensional objects and sketch two-dimensional representations of the object.	76

TRANSFORMATIONS AND SYMMETRY

Grade-Level Expectation	Every Day Counts Teacher Edition, Grade 4
Predict and describe the results of performing reflections, rotations and translations of quadrilaterals.	18, 48, 106
Identify and describe a motion or series of motions that will show two quadrilaterals are congruent.	18, 48, 106

Mathematical Problem Solving: These standards are assessed using the Mathematics Problem Solving Scoring Guide in grades 3 - CIMSelect, apply, and translate among mathematical representations to solve problems.

Grade-Level Expectation	Every Day Counts Teacher Edition, Grade 4
<p>CONCEPTUAL UNDERSTANDING</p> <p>Interpret the concepts of a problem-solving task and translate them into mathematics.</p>	18, 21, 23, 26, 28, 32, 34, 36, 38, 40, 42, 44, 48, 50, 52, 54, 56, 58-59, 62, 64, 66, 68, 70, 72, 76, 79, 81, 83, 85, 87-88, 93-95, 98-101, 106, 108, 110, 112-113, 116, 121, 123, 127, 129, 135, 137-138, 140
<p>PROCESSES AND STRATEGIES</p> <p>Choose strategies that can work and then carry out the strategies chosen.</p>	21, 23, 26, 28, 32, 34, 36, 38, 40, 42, 50, 52, 54, 56, 58-59, 64, 68, 70, 72, 76, 79, 81, 83, 85, 87, 93-95, 98-99, 106, 112, 116, 121, 123, 127, 129, 135, 137-138
<p>VERIFICATION</p> <p>Produce identifiable evidence of a second look at the concepts/strategies/calculations to defend a solution.</p>	28, 34, 56, 70, 79, 83, 85, 138
<p>COMMUNICATION</p> <p>Use pictures, symbols, and/or vocabulary to convey the path to the identified solution.</p>	23, 26, 28, 32, 34, 38, 40, 42, 44, 50, 52, 54, 56, 58-59, 62, 64, 66, 68, 70, 72, 81, 83, 85, 88, 93, 95, 106, 110, 112-113, 116, 121, 127, 129, 135

Grade-Level Expectation	Every Day Counts Teacher Edition, Grade 4
<p>ACCURACY</p> <p>Accurately solve problems using mathematics.</p>	<p>18, 21, 23, 26, 28, 32, 34, 36, 38, 40, 42, 48, 50, 52, 54, 56, 58-59, 62, 64, 66, 68, 70, 72-73, 76, 79, 81, 83, 85, 87-88, 93-95, 98-101, 106, 108, 110, 112-113, 116, 121, 123, 127, 129, 135, 137-138, 140</p>



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Foundations and Standards
Grade 5

Calculations and Estimations: Understand numbers, ways of representing numbers, relationships among numbers, and number systems.

N U M B E R S

Grade-Level Expectation	Every Day Counts Teacher Edition, Grade 5
Order, model, and compare common fractions, decimals, and percentages.	26, 39, 44, 52, 56, 65, 70, 79, 81, 92, 94, 97, 99, 110, 119, 121, 133,
Locate decimals and percentages on a number line.	26, 44, 56, 70, 81, 99, 110, 119, 121, 133
Model, recognize, and generate equivalent forms of commonly used fractions, decimals, and percents.	26, 39, 44, 52, 56, 65, 70, 79, 81, 92, 94, 97, 99, 104, 110, 121, 133
Identify classes of numbers (e.g., primes, composites, even, odd, multiples) in a 1-to-100 number chart and describe numeric patterns related to them.	19, 34, 42, 54, 63, 66, 74, 77, 82, 102, 130
Recognize characteristics of odd, even, prime, and composite numbers.	42, 54, 63, 66, 74, 77, 82, 130

C O M P U T A T I O N A N D E S T I M A T I O N

Grade-Level Expectation	Every Day Counts Teacher Edition, Grade 5
Develop and evaluate strategies for computing with decimals and fractions.	26, 39, 44, 52, 56, 65, 70, 79, 81, 92, 94, 97, 99, 104, 110, 119, 133
Divide by two-digit numbers.	133

Grade-Level Expectation	Every Day Counts Teacher Edition, Grade 5
Determine the meaning of a remainder expressed as a whole number, fraction, or decimal in a problem situation involving division.	79, 133
Add and subtract fractions and mixed numbers with common fractions found on a ruler (2, 4, 8, 16).	39, 52, 56, 65, 79, 92, 94, 97, 99, 110, 133
Add, subtract, multiply, and divide decimals, including money amounts.	38, 44, 70, 110, 119, 122, 132-133
Model percentages on a hundreds grid to determine equivalent decimals and percentages.	26, 44, 70, 81, 99, 110, 121, 133
Determine the order of operations for multiple-step calculations involving addition, subtraction, multiplication, and division.	54
Select and use an appropriate estimation strategy (overestimate, underestimate, range of estimates) based on the problem situation when computing with decimals.	22, 54, 122
Use referent numbers and rounding to estimate the magnitude of calculations with decimals.	38, 70, 122

O P E R A T I O N S A N D P R O P E R T I E S

Grade-Level Expectation	Every Day Counts Teacher Edition, Grade 5
Apply the commutative, associative, and identity properties of addition and multiplication and the distributive property to simplify calculations with decimals.	130

Statistics and Probability: Select and use appropriate statistical methods to analyze data.

S T A T I S T I C S

Grade-Level Expectation	Every Day Counts Teacher Edition, Grade 5
Compare two related sets of data using measures of center (mean, median and mode) and spread (range).	57

P R O B A B I L I T Y

Grade-Level Expectation	Every Day Counts Teacher Edition, Grade 5
Connect simple fractional probabilities to events (e.g., heads is 1 out of 2; rolling a 5 on a six-sided number cube is 1/6).	29, 112

C O L L E C T A N D D I S P L A Y D A T A

Grade-Level Expectation	Every Day Counts Teacher Edition, Grade 5
Design investigations to address a question and recognize how data collection methods affect the nature of a set of data.	29, 57, 112, 122
Understand basic concepts of sampling (e.g., larger samples yield better results, the need for representative samples).	29, 57, 112, 122
Represent and interpret data using tables, circle graphs, bar graphs, and line graphs or plots (first quadrant).	29, 57, 112, 122
Compare different representations of the same data and evaluate how well each representation shows important aspects of the data (e.g., circle and bar graphs, histograms with different widths).	29, 57, 112, 122
Evaluate the appropriateness of representations of categorical and numeric data (e.g., categorical: types of lunch food; and numerical: heights of students in a class).	29, 57, 112, 122

DATA ANALYSIS AND PREDICTIONS

Grade-Level Expectation	Every Day Counts Teacher Edition, Grade 5
Analyze data from tables and bar graphs using mean, median, mode, and range, and draw conclusions.	29, 57

Algebraic Relationships: Understand patterns, relations, and functions.

PATTERNS AND FUNCTIONS

Grade-Level Expectation	Every Day Counts Teacher Edition, Grade 5
Represent and analyze patterns and functions using words, tables, graphs or simple algebraic expressions.	19, 35, 48, 56, 63, 74, 79, 82, 87, 99, 102, 110, 116, 128
Supply a missing element in or determine a rule that extends number patterns involving multiplication or division.	19, 35, 48, 56, 63, 74, 79, 82, 87, 99, 102, 110, 116, 128

ALGEBRAIC RELATIONSHIPS

Grade-Level Expectation	Every Day Counts Teacher Edition, Grade 5
Use letters, boxes, or other symbols to stand for an unknown quantity in expressions or equations.	19, 48, 90, 116, 128
Represent the idea of a variable as an unknown quantity using a letter or symbol.	19, 48, 90, 116, 128
Represent and evaluate algebraic expressions involving a single variable (e.g., $4s$, $.05n$).	19, 48, 90, 116, 128

MODELING

Grade-Level Expectation	Every Day Counts Teacher Edition, Grade 5
Identify or describe a situation which may be modeled by a given graph.	29, 48, 57, 82, 112

Measurement: Understand measurable attributes of objects and the units, systems, and processes of measurement.

U N I T S A N D T O O L S

Grade-Level Expectation	Every Day Counts Teacher Edition, Grade 5
Using estimation, convert from a measurement expressed using one unit within a system to one using a comparable unit within the other system (e.g., inches to centimeters).	57
Understand that measurements are approximations and understand how differences in units and tools affect precision.	57, 92, 94, 97

D I R E C T A N D I N D I R E C T M E A S U R E M E N T

Grade-Level Expectation	Every Day Counts Teacher Edition, Grade 5
Determine measurements of length and perimeter to the nearest tenth centimeter (millimeter) and nearest tenth meter.	57
Estimate the measure of acute, right, and obtuse angles in degrees using referent angles of 45 and 90 degrees and determine the measurement of angles between 0 and 180 degrees to the nearest degree.	74, 107, 116
Develop and use formulas for determining the perimeter and area of rectangles, and related triangles and parallelograms.	19, 74
Estimate and measure volume of a rectangular solid using unit cubes.	82
Use referents for metric measurements to make estimates of length, weight, and volume and evaluate the reasonableness of the estimate (e.g., height of teacher estimated in height of student lengths).	57

Geometry: Analyze characteristics and properties of two- and three-dimensional geometric shapes and develop mathematical arguments about geometric relationships.

P R O P E R T I E S A N D R E L A T I O N S H I P S

Grade-Level Expectation	Every Day Counts Teacher Edition, Grade 5
Identify, describe, compare and classify triangles by their sides and angles.	34, 48, 87, 107, 116
Use properties of triangles to determine the lengths of their sides and perimeters.	34
Develop, understand, and apply the property that the sum of the angle measures in a triangle is 180 degrees.	34, 107
Draw conclusions about the measures of corresponding sides and angles of two congruent and similar triangles.	34, 107

M O D E L I N G

Grade-Level Expectation	Every Day Counts Teacher Edition, Grade 5
Accurately draw and label triangles, angles, and line segments using measurement tools.	34, 102, 107, 116
Identify and build three-dimensional objects from two-dimensional representations.	87

C O O R D I N A T E G E O M E T R Y

Grade-Level Expectation	Every Day Counts Teacher Edition, Grade 5
Make and use coordinate systems to specify location and describe paths.	116

Mathematical Problem Solving: These standards are assessed using the Mathematics Problem Solving Scoring Guide in grades 3 - CIMSelect, apply, and translate among mathematical representations to solve problems.

Grade-Level Expectation	Every Day Counts Teacher Edition, Grade 5
<p>CONCEPTUAL UNDERSTANDING</p> <p>Interpret the concepts of a problem-solving task and translate them into mathematics.</p>	<p>19, 22, 26, 29, 34, 38-39, 42, 44, 48, 50, 52, 54, 56-57, 63, 65-66, 69-70, 74, 77, 79, 81-82, 87, 90, 92, 94, 97, 99, 102, 104, 107, 110, 112, 116, 119, 121-122, 128, 130, 132-133</p>
<p>PROCESSES AND STRATEGIES</p> <p>Choose strategies that can work and then carry out the strategies chosen.</p>	<p>19, 22, 26, 29, 38-39, 42, 44, 48, 50, 52, 54, 56-57, 65-66, 69-70, 74, 77, 79, 81-82, 87, 90, 92, 94, 97, 99, 102, 104, 107, 110, 112, 116, 119, 121-122, 128, 130, 132-133</p>
<p>VERIFICATION</p> <p>Produce identifiable evidence of a second look at the concepts/strategies/calculations to defend a solution.</p>	<p>29, 44, 57, 99, 121, 132</p>
<p>COMMUNICATION</p> <p>Use pictures, symbols, and/or vocabulary to convey the path to the identified solution.</p>	<p>19, 22, 26, 29, 34, 39, 42, 44, 48, 52, 56-57, 63, 65-66, 70, 74, 77, 79, 81-82, 87, 90, 92, 94, 97, 99, 102, 104, 107, 110, 112, 116, 119, 121-122, 128, 130, 132-133</p>
<p>ACCURACY</p> <p>Accurately solve problems using mathematics.</p>	<p>19, 22, 26, 29, 34, 38-39, 42, 44, 48, 50, 52, 54, 56-57, 63, 65, 66, 69-70, 74, 77, 79, 81-82, 87, 90, 92, 94, 97, 99, 102, 104, 107, 110, 112, 116, 119, 121-122, 128, 130, 132-133</p>



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Foundations and Standards
Grade 6

Calculations and Estimations: Understand numbers, ways of representing numbers, relationships among numbers, and number systems.

N U M B E R S

Grade-Level Expectation	EDC Algebra Readiness Teacher Edition, Gr. 6
Order, model, and compare positive rational numbers (fractions, decimals, and percentages).	29, 36, 42, 44, 47, 55, 64, 72, 80, 91, 93, 99, 109, 121, 125, 146, 167, 178, 181
Apply factors and multiples to express fractions in lowest terms and identify fraction equivalents.	29, 40, 72, 89, 91, 93, 109, 125, 167, 178
Understand rates and ratios as comparisons of two quantities by division.	42, 178
Differentiate between rates and ratios and express both as fractions.	42, 99, 178
Solve problems by calculating rates and ratios.	42, 99, 121, 178
Locate positive rational numbers (fractions, decimals, and percentages) on a number line.	29, 42, 47, 55, 64, 72, 80, 91, 93, 99, 109, 121, 125, 146, 167, 178, 181
Apply equivalent forms of fractions and decimals to solve problems.	29, 42, 55, 72, 91, 93, 109, 125, 167, 178, 181
Determine equivalent forms of fractions, mixed numbers, and improper fractions.	42, 55, 72, 91, 93, 109, 125, 167, 178, 181

Grade-Level Expectation	EDC Algebra Readiness Teacher Edition, Gr. 6
Model square numbers and recognize their characteristics.	24, 26, 60, 71, 95-96, 137
Identify prime and composite numbers less than 100.	24, 26, 40-41, 53, 71, 89
Solve problems using concepts related to factoring and determining divisibility (e.g., 2, 3, 5, 9, and 10).	24, 26, 40-41, 53, 71, 89

COMPUTATION AND ESTIMATION

Grade-Level Expectation	EDC Algebra Readiness Teacher Edition, Gr. 6
Develop and analyze algorithms for computing with fractions and mixed numbers.	42, 44, 55, 64, 72, 80, 91, 93, 95, 109, 125, 167, 178, 181
Add and subtract fractions with like and unlike denominators.	42, 55, 125, 167, 181
Understand linear, area, and discrete models to multiply and divide fractions.	45, 55, 125, 178, 181
Solve problems involving common percentages.	36, 42, 47, 55, 64, 72, 80, 91, 93, 99, 109, 121, 167
Convert mentally among common decimals, fractions, and percentages.	29, 36, 42, 47, 55, 64, 72, 80, 91, 93, 109, 125, 167, 178, 181
Apply grouping symbols to simplify calculations and evaluate expressions.	34
Develop and use strategies to estimate the results of positive rational number computations and judge the reasonableness of results.	125
Use referent numbers in estimating answers to adding and subtracting fractions and mixed numbers (e.g., $2 _ + 3/8 < 3$, since both $_$ and $3/8$ are less than $_$).	167

O P E R A T I O N S A N D P R O P E R T I E S

Grade-Level Expectation	EDC Algebra Readiness Teacher Edition, Gr. 6
Use the inverse operations of addition and subtraction to solve problems and check solutions involving adding and subtracting fractions and mixed numbers.	34
Apply the associative, commutative, and distributive properties to simplify computations with positive rational numbers.	34, 44

Statistics and Probability: Select and use appropriate statistical methods to analyze data.

S T A T I S T I C S

Grade-Level Expectation	EDC Algebra Readiness Teacher Edition, Gr. 6
Find, use, and interpret measures of center and spread.	102, 183

P R O B A B I L I T Y

Grade-Level Expectation	EDC Algebra Readiness Teacher Edition, Gr. 6
Determine experimental probability of an event from a set of data.	160, 175
Express probability using fractions, ratios, decimals, and percents.	160, 175, 183
Understand that probability cannot determine an individual outcome, but can be used to predict the frequency of an outcome.	160, 175, 183
Determine the number of possible combinations of two or more classes of objects (e.g., shirts, pants, and shoes).	183

C O L L E C T A N D D I S P L A Y D A T A

Grade-Level Expectation	EDC Algebra Readiness Teacher Edition, Gr. 6
Design experiments and simulations to determine experimental probability of different outcomes.	82, 123, 160, 175
Understand that experimental probability approaches theoretical probability as the number of trials increases.	160, 175
Recognize and understand the connections among concepts of independent outcomes, picking at random, and fairness.	160, 175
Represent and interpret the outcome of a probability experiment using a frequency distribution, including determining experimental probabilities.	123, 160, 175

D A T A A N A L Y S I S A N D P R E D I C T I O N S

Grade-Level Expectation	EDC Algebra Readiness Teacher Edition, Gr. 6
Make predictions for succeeding trials of a probability experiment given the outcome of preceding repeated trials.	160, 175, 183
Predict the outcome of a probability experiment by computing and using theoretical probability.	160, 175

Algebraic Relationships: Understand patterns, relations, and functions.

P A T T E R N S A N D F U N C T I O N S

Grade-Level Expectation	EDC Algebra Readiness Teacher Edition, Gr. 6
Represent, analyze, and determine rules for finding patterns involving positive rational numbers with tables, graphs, words, and when possible, symbolic rules.	24, 26, 31, 40, 44, 50, 60, 68, 86, 106, 115, 128, 137, 150, 163, 178

Grade-Level Expectation	EDC Algebra Readiness Teacher Edition, Gr. 6
Develop an understanding of different uses of variables (e.g., as a placeholder for a specific unknown, as representative of a range of values).	31, 34, 41, 45, 60, 63, 75, 78, 80, 95-96, 99, 106, 121, 137, 164, 181
Represent and evaluate algebraic expressions involving two variables (e.g., $bh / 2$, $2w + 2L$).	164
Describe and interpret relationships using information from tables and graphs including coordinate graphs (first quadrant).	31, 63, 75, 78, 96, 137, 164, 181
Graph linear equations on a coordinate grid by making a table using whole number coordinates.	45, 63, 96, 164

M O D E L I N G

Grade-Level Expectation	EDC Algebra Readiness Teacher Edition, Gr. 6
Model and solve contextualized problems using various representations such as graphs, tables, and equations.	29
Recognize and represent direct variation using tables and graphs.	164
Identify and sketch a graph that models a given situation.	63, 75, 78, 96, 164

C H A N G E

Grade-Level Expectation	EDC Algebra Readiness Teacher Edition, Gr. 6
Investigate how a change in one variable relates to a change in a second variable.	164

Measurement: Understand measurable attributes of objects and the units, systems, and processes of measurement.

U N I T S A N D T O O L S

Grade-Level Expectation	EDC Algebra Readiness Teacher Edition, Gr. 6
Select the most appropriate unit to measure area and perimeter.	31, 44, 60, 95, 110, 115, 117, 136-137, 187
Carry out unit conversions in the U.S. customary system as a result of calculations involving measurements of length, perimeter, volume, and weight (e.g., 6 _" + 10 _" = 16 _" or 1 ft. 4 _").	125

D I R E C T A N D I N D I R E C T M E A S U R E M E N T

Grade-Level Expectation	EDC Algebra Readiness Teacher Edition, Gr. 6
Determine measurements of length and perimeter to the nearest eighth inch (for length less than one foot) and nearest inch (for lengths greater than one foot).	115, 125, 146, 187
Estimate the measures of angles greater than 180 degrees.	58, 74, 128
Develop and use formulas for finding perimeter and area of polygons.	31, 44, 60, 115, 137, 150, 187
Calculate the area and circumference of a circle using pi as well as common approximations of pi (e.g., 3.14, 22 / 7).	110, 136
Determine the area of a complex figure representative of a problem situation composed of a combination of two or more geometric figures (e.g., attach a triangle to a parallelogram).	150
Recognize that two-dimensional shapes having the same perimeter may have different areas and that shapes having the same area may have different perimeters.	115, 172, 187

Grade-Level Expectation	EDC Algebra Readiness Teacher Edition, Gr. 6
Analyze how changes in area of a figure affect the dimensions of the figure.	137, 172, 187
Use referents to make estimates of area and evaluate the reasonableness of the estimate (e.g., estimate area classroom by measuring area of one floor tile).	137, 172, 187

Geometry: Analyze characteristics and properties of two- and three-dimensional geometric shapes and develop mathematical arguments about geometric relationships.

P R O P E R T I E S A N D R E L A T I O N S H I P S

Grade-Level Expectation	EDC Algebra Readiness Teacher Edition, Gr. 6
Identify, describe, compare and classify polygons by their sides and angles.	44, 50, 68, 86, 106, 115, 128, 150
Identify and represent the radius, center, diameter, chord, and circumference of a circle.	110, 136
Identify combinations of angles that are complementary or supplementary and determine their measures.	50, 128
Use properties of polygons to determine the lengths of sides and perimeters.	31, 44, 50, 68, 115
Develop, understand, and apply the property of the sum of the measures of the interior angles in a polygon as well as the sum of the exterior angles.	50
Find and use congruent polygons which will cover a surface without overlapping (tessellation).	150

MODELING

Grade-Level Expectation	EDC Algebra Readiness Teacher Edition, Gr. 6
Model, sketch, draw, and label polygons, circles (including the center, radius, and diameter), complementary angles, supplementary angles, vertical angles, and adjacent angles.	50, 110
Identify and describe the intersection of two or more geometric figures in the plane (e.g., the intersection of a circle and a line).	110

COORDINATE GEOMETRY

Grade-Level Expectation	EDC Algebra Readiness Teacher Edition, Gr. 6
Plot polygons on coordinate graphs (first quadrant).	117
Determine lengths and areas of simple polygons from coordinate graphs.	137, 187

TRANSFORMATIONS AND SYMMETRY

Grade-Level Expectation	EDC Algebra Readiness Teacher Edition, Gr. 6
Build or sketch a shape that has a given number of lines of symmetry, or rotational symmetries e.g., sketch a simple polygon with a given number of lines of symmetry).	86, 106

Mathematical Problem Solving: These standards are assessed using the Mathematics Problem Solving Scoring Guide in grades 3 - CIMSelect, apply, and translate among mathematical representations to solve problems.

Grade-Level Expectation	EDC Algebra Readiness Teacher Edition, Gr. 6
<p>CONCEPTUAL UNDERSTANDING</p> <p>Interpret the concepts of a problem-solving task and translate them into mathematics.</p>	<p>24, 26, 29, 31, 34, 36, 40, 42, 44-45, 47, 50, 53, 55, 58, 60, 63-64, 68, 71-72, 74-75, 78, 80, 82, 86, 89, 91, 93, 95-96, 99, 102, 106, 109-110, 115, 117, 121, 123, 125, 128, 132, 136-137, 140, 142, 146, 150, 155, 160, 163-164, 167, 172, 175, 178, 181, 183, 187</p>
<p>PROCESSES AND STRATEGIES</p> <p>Choose strategies that can work and then carry out the strategies chosen.</p>	<p>24, 26, 29, 31, 34, 36, 40, 42, 44-45, 47, 50, 53, 55, 58, 60, 63-64, 68, 71-72, 74-75, 78, 80, 82, 86, 89, 91, 93, 95-96, 99, 102, 106, 109-110, 115, 117, 121, 123, 125, 128, 132, 136-137, 140, 142, 146, 150, 155, 160, 163-164, 167, 172, 175, 178, 181, 183, 187</p>
<p>VERIFICATION</p> <p>Produce identifiable evidence of a second look at the concepts/strategies/calculations to defend a solution.</p>	<p>24, 26, 29, 31, 34, 36, 40, 42, 44-45, 47, 50, 53, 55, 58, 60, 63-64, 68, 71-72, 74-75, 78, 80, 82, 86, 89, 91, 93, 95-96, 99, 102, 106, 109-110, 115, 117, 121, 123, 125, 128, 132, 136-137, 140, 142, 146, 150, 155, 160, 163-164, 167, 172, 175, 178, 181, 183, 187</p>
<p>COMMUNICATION</p> <p>Use pictures, symbols, and/or vocabulary to convey the path to the identified solution.</p>	<p>24, 26, 29, 31, 34, 36, 40, 42, 44-45, 47, 50, 53, 55, 58, 60, 63-64, 68, 71-72, 74-75, 78, 80, 82, 86, 89, 91, 93, 95-96, 99, 102, 106, 109-110, 115, 117, 121, 123, 125, 128, 132, 136-137, 140, 142, 146, 150, 155, 160, 163-164, 167, 172, 175, 178, 181, 183, 187</p>
<p>ACCURACY</p> <p>Accurately solve problems using mathematics.</p>	<p>24, 26, 29, 31, 34, 36, 40, 42, 44-45, 47, 50, 53, 55, 58, 60, 63-64, 68, 71-72, 74-75, 78, 80, 82, 86, 89, 91, 93, 95-96, 99, 102, 106, 109-110, 115, 117, 121, 123, 125, 128, 132, 136-137, 140, 142, 146, 150, 155, 160, 163-164, 167, 172, 175, 178, 181, 183, 187</p>



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Every Day Counts Algebra Readiness © 2006
Teacher Edition
correlated to
Oregon Mathematics Grade-Level
Foundations and Standards
Grade 7

Calculations and Estimations: Understand numbers, ways of representing numbers, relationships among numbers, and number systems.

N U M B E R S

Grade-Level Expectation	EDC Algebra Readiness Teacher Edition, Gr. 7
Model and compare rational numbers with an emphasis on integers.	29, 42, 55, 72, 91, 93, 109, 125, 132, 167, 181
Express numbers greater than one in scientific and standard notation.	140, 181
Use rates, ratios, and percents to solve problems.	29, 36, 42, 47, 55, 64, 72, 80, 91, 93, 99, 109, 110, 121, 167, 178
Locate rational numbers (with an emphasis on integers) on a number line.	42, 72, 91, 93, 109, 125, 132, 140, 155, 167, 181
Determine the prime factorization of a number less than 1000 and express the prime factorization using exponents when applicable.	40-41, 53, 71, 89
Use factors (including greatest common factor of two or more numbers), multiples (including least common multiple of two or more numbers), prime factorization, and relatively prime numbers to solve problems.	24, 26, 40-41, 53, 71, 89, 91, 93

COMPUTATION AND ESTIMATION

Grade-Level Expectation	EDC Algebra Readiness Teacher Edition, Gr. 7
Develop and analyze algorithms and compute with integers.	36, 40-42, 44-45, 47, 55, 63-64, 71-72, 80, 91, 95-96, 99, 109, 121, 135, 137, 163-164, 167, 181
Multiply and divide fractions and mixed numbers.	34, 55, 72, 91, 93, 125, 167, 178, 181
Compute with squares and cubes, with an emphasis on finding area, surface area, and volume.	31, 44, 60, 71, 95, 117, 137
Solve problems involving percentages (including percent increase and decrease, interest rates, tax, discount, tips, and part/whole relationships).	36, 47, 55, 64, 72, 80, 91, 93, 99, 121, 167
Apply order of operations including exponents, to simplify calculations and evaluate expressions.	164, 181
Develop and use strategies to estimate the results of integer computations and judge the reasonableness of results.	125
Use referent numbers in estimating answers to calculations with fractions and percents (e.g., $12 \times \frac{3}{8} < 6$, since $\frac{3}{8} < \frac{1}{2}$ and $\frac{1}{2}$ of 12 is 6).	167

OPERATIONS AND PROPERTIES

Grade-Level Expectation	EDC Algebra Readiness Teacher Edition, Gr. 7
Demonstrate the meaning of whole number exponents as repeated multiplication.	71, 96, 100, 117, 137, 181
Use inverse operations (addition and subtraction, multiplication and division) to solve problems and check solutions involving calculations with integers	34
Apply the associative, commutative, and distributive properties to simplify computations with rational numbers (with an emphasis on integers).	34, 44

Grade-Level Expectation	EDC Algebra Readiness Teacher Edition, Gr. 7
Describe the effects of multiplying or dividing a number by a number between 0 and 1.	181

Statistics and Probability: Select and use appropriate statistical methods to analyze data.

S T A T I S T I C S

Grade-Level Expectation	EDC Algebra Readiness Teacher Edition, Gr. 7
Find, use, and interpret measures of center and spread, including mean and interquartile range for given or derived data.	183

P R O B A B I L I T Y

Grade-Level Expectation	EDC Algebra Readiness Teacher Edition, Gr. 7
Compute experimental probabilities from a set of data and theoretical probabilities for single and simple compound events, using various methods (e.g., organized lists, tree diagrams, area models).	102, 123, 160, 175
Determine probabilities of simple independent and dependent events.	160, 175
Compare experimental probability of an event with the theoretical probability and explain any difference.	160, 175
Determine all possible outcomes of a particular event or all possible arrangements of objects in a given set by applying various methods including tree diagrams and systematic lists.	175, 183

C O L L E C T A N D D I S P L A Y D A T A

Grade-Level Expectation	EDC Algebra Readiness Teacher Edition, Gr. 7
Formulate questions and design experiments or surveys to collect relevant data.	82, 102, 123, 142, 160, 183
Identify situations in which it makes sense to sample and identify methods for selecting a sample (e.g., convenience sampling, responses to survey, random sampling) that are representative of a population.	183

Grade-Level Expectation	EDC Algebra Readiness Teacher Edition, Gr. 7
Distinguish between random and biased samples and identify possible sources of bias in sampling.	183
Represent and interpret data using frequency distribution tables, box-and whisker-plots, stem-and-leaf plots, and single- and multiple-line graphs.	102, 123, 142, 183
Determine the graphical representation of a set of data that best shows key characteristics of the data.	82, 102, 123, 142, 175, 183
Recognize distortions of graphic displays of sets of data and evaluate appropriateness of alternative displays.	102, 123, 142, 160, 175, 183

DATA ANALYSIS AND PREDICTIONS

Grade-Level Expectation	EDC Algebra Readiness Teacher Edition, Gr. 7
Analyze data from frequency distribution tables, box-and whisker-plots, and stem-and-leaf plots using measures of center and spread and draw conclusions.	102, 123, 142, 183
Predict and evaluate how adding data to a set of data affects measures of center.	102, 160, 175, 183
Use observations about differences between two or more samples to make conjectures about the populations from which the samples were taken.	123, 183

Algebraic Relationships: Understand patterns, relations, and functions.

PATTERNS AND FUNCTIONS

Grade-Level Expectation	EDC Algebra Readiness Teacher Edition, Gr. 7
Represent, analyze, and determine rules for finding patterns involving integers with tables, graphs, words, and when possible, symbolic rules.	24, 26, 31, 40, 44, 50, 60, 68, 86, 106, 115, 128, 137, 150, 163, 178

ALGEBRAIC RELATIONSHIPS

Grade-Level Expectation	EDC Algebra Readiness Teacher Edition, Gr. 7
Algebraically represent situations and solve problems involving linear equations and inequalities.	60, 63, 75, 78, 95, 96, 137, 164, 181
Evaluate algebraic expressions and formulas by substituting integers.	31, 34, 41, 44-45, 60, 63, 75, 78, 80, 95-96, 99, 106, 137, 164, 181
Interpret algebraic relationships represented by two-column tables, number lines and coordinate graphs (four quadrants).	31, 45, 60, 63, 75, 78, 96, 164, 181
Graph linear equations on a coordinate grid by making a table using integer coordinates.	45, 63, 75, 78, 96, 164

MODELING

Grade-Level Expectation	EDC Algebra Readiness Teacher Edition, Gr. 7
Model situations, make predictions and inferences, and solve problems using linear equations.	63
Recognize and represent direct variation using tables, graphs, and equations.	164
Identify and sketch a graph that models a given situation.	45, 63, 75, 78, 96, 164

CHANGE

Grade-Level Expectation	EDC Algebra Readiness Teacher Edition, Gr. 7
Identify and describe how a change in one variable relates to a change in a second variable.	164

Measurement: Understand measurable attributes of objects and the units, systems, and processes of measurement.

U N I T S A N D T O O L S

Grade-Level Expectation	EDC Algebra Readiness Teacher Edition, Gr. 7
Select the most appropriate unit to measure surface area and volume.	26, 31, 44, 60, 95, 110, 115, 117, 136-137, 167, 187
Convert from a measurement expressed in one unit within a system to another using a different unit within the same system to measure surface and volume.	167

D I R E C T A N D I N D I R E C T M E A S U R E M E N T

Grade-Level Expectation	EDC Algebra Readiness Teacher Edition, Gr. 7
Develop and use strategies and formulas for calculating surface area and volume of right prisms, pyramids, and cylinders.	150, 167, 172, 187
Develop strategies for determining approximate volumes of irregular shapes.	172, 187
Determine surface area and volume of three-dimensional block constructions, given a two-dimensional representation.	150, 172, 187
Compare and contrast the formulas for surface area and volume of prisms and pyramids.	150, 172, 187
Create examples of rectangular prisms having the same volume, but different surface areas.	150, 172, 187
Describe what happens to the surface area and volume of a solid when its shape is changed.	117, 172, 187
Use referents to make estimates of surface area and volume and evaluate the reasonableness of the estimate.	150, 167, 172, 187

Geometry: Analyze characteristics and properties of two- and three-dimensional geometric shapes and develop mathematical arguments about geometric relationships.

P R O P E R T I E S A N D R E L A T I O N S H I P S

Grade-Level Expectation	EDC Algebra Readiness Teacher Edition, Gr. 7
Determine defining properties that characterize classes of quadrilaterals including side and angle measurements and their component parts (e.g., altitudes, medians, diagonals, bisectors).	50, 58, 68, 74, 86, 137
Use proportional reasoning, drawings, models, or technology to demonstrate congruence and similarity of polygons with an emphasis on quadrilaterals.	50

M O D E L I N G

Grade-Level Expectation	EDC Algebra Readiness Teacher Edition, Gr. 7
Model, sketch, and label prisms, pyramids, cylinders, and quadrilaterals with specified side lengths or angle measures.	26, 44, 50, 172
Use two-dimensional representation of three-dimensional objects, including nets, to solve problems involving surface area and volume.	172, 187

C O O R D I N A T E G E O M E T R Y

Grade-Level Expectation	EDC Algebra Readiness Teacher Edition, Gr. 7
Identify properties of quadrilaterals and their component parts on a coordinate graph.	50, 68, 86, 106

TRANSFORMATIONS AND SYMMETRY

Grade-Level Expectation	EDC Algebra Readiness Teacher Edition, Gr. 7
Determine the image of a point (with integer coordinates) on a graph under translations and reflections.	106

Mathematical Problem Solving: These standards are assessed using the Mathematics Problem Solving Scoring Guide in grades 3 - CIMSelect, apply, and translate among mathematical representations to solve problems.

Grade-Level Expectation	EDC Algebra Readiness Teacher Edition, Gr. 7
<p>CONCEPTUAL UNDERSTANDING</p> <p>Interpret the concepts of a problem-solving task and translate them into mathematics.</p>	24, 26, 29, 31, 34, 36, 40, 42, 44-45, 47, 50, 53, 55, 58, 60, 63-64, 68, 71-72, 74-75, 78, 80, 82, 86, 89, 91, 93, 95-96, 99, 102, 106, 109-110, 115, 117, 121, 123, 125, 128, 132, 136-137, 140, 142, 146, 150, 155, 160, 163-164, 167, 172, 175, 178, 181, 183, 187
<p>PROCESSES AND STRATEGIES</p> <p>Choose strategies that can work and then carry out the strategies chosen.</p>	24, 26, 29, 31, 34, 36, 40, 42, 44-45, 47, 50, 53, 55, 58, 60, 63-64, 68, 71-72, 74-75, 78, 80, 82, 86, 89, 91, 93, 95-96, 99, 102, 106, 109-110, 115, 117, 121, 123, 125, 128, 132, 136-137, 140, 142, 146, 150, 155, 160, 163-164, 167, 172, 175, 178, 181, 183, 187
<p>VERIFICATION</p> <p>Produce identifiable evidence of a second look at the concepts/strategies/calculations to defend a solution.</p>	24, 26, 29, 31, 34, 36, 40, 42, 44-45, 47, 50, 53, 55, 58, 60, 63-64, 68, 71-72, 74-75, 78, 80, 82, 86, 89, 91, 93, 95-96, 99, 102, 106, 109-110, 115, 117, 121, 123, 125, 128, 132, 136-137, 140, 142, 146, 150, 155, 160, 163-164, 167, 172, 175, 178, 181, 183, 187
<p>COMMUNICATION</p> <p>Use pictures, symbols, and/or vocabulary to convey the path to the identified solution.</p>	24, 26, 29, 31, 34, 36, 40, 42, 44-45, 47, 50, 53, 55, 58, 60, 63-64, 68, 71-72, 74-75, 78, 80, 82, 86, 89, 91, 93, 95-96, 99, 102, 106, 109-110, 115, 117, 121, 123, 125, 128, 132, 136-137, 140, 142, 146, 150, 155, 160, 163-164, 167, 172, 175, 178, 181, 183, 187
<p>ACCURACY</p> <p>Accurately solve problems using mathematics.</p>	24, 26, 29, 31, 34, 36, 40, 42, 44-45, 47, 50, 53, 55, 58, 60, 63-64, 68, 71-72, 74-75, 78, 80, 82, 86, 89, 91, 93, 95-96, 99, 102, 106, 109-110, 115, 117, 121, 123, 125, 128, 132, 136-137, 140, 142, 146, 150, 155, 160, 163-164, 167, 172, 175, 178, 181, 183, 187



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Teacher Edition
correlated to
Oregon Mathematics Grade-Level
Foundations and Standards
Grade 8

Calculations and Estimations: Understand numbers, ways of representing numbers, relationships among numbers, and number systems.

N U M B E R S

Grade-Level Expectation	EDC Algebra Readiness Teacher Edition, Gr. 8
Compare numbers greater than one expressed in scientific notation.	24, 26, 71, 140, 181
Locate rational numbers on a number line.	55, 72, 91, 93, 109, 132, 140, 155, 167, 181
Apply equivalent forms of rational numbers (including percents) to solve problems.	29, 42, 47, 55, 64, 72, 80, 91, 93, 99, 109, 121

C O M P U T A T I O N A N D E S T I M A T I O N

Grade-Level Expectation	EDC Algebra Readiness Teacher Edition, Gr. 8
Develop and analyze algorithms and compute with rational numbers.	34, 41-42, 44-45, 47, 55, 63-64, 71-7, 80, 91, 93, 95, 99, 109, 121, 125, 132, 137, 155, 167, 181
Use order of operation rules, including exponents.	137, 155, 181
Develop and use strategies to estimate the results of rational number computations and judge the reasonableness of results.	125

OPERATIONS AND PROPERTIES

Grade-Level Expectation	EDC Algebra Readiness Teacher Edition, Gr. 8
Demonstrate the meaning of square roots as lengths of the sides of squares and cube roots as lengths of edges of cubes.	60
Apply the associative, commutative, and distributive properties to simplify computations with rational numbers.	34, 44

Statistics and Probability: Select and use appropriate statistical methods to analyze data.

STATISTICS

Grade-Level Expectation	EDC Algebra Readiness Teacher Edition, Gr. 8
Choose appropriate measures of central tendencies to describe given or derived data.	102, 183
Estimate a line of best fit on a scatter plot and informally explain the meaning of the line and use the line to make predictions.	102, 183

PROBABILITY

Grade-Level Expectation	EDC Algebra Readiness Teacher Edition, Gr. 8
Understand and use appropriate terminology to describe complementary and mutually exclusive events and determine their probabilities.	183

COLLECT AND DISPLAY DATA

Grade-Level Expectation	EDC Algebra Readiness Teacher Edition, Gr. 8
Collect and display data as lists, tables, and plots using appropriate technology (e.g., graphing calculators, computer software).	102, 142, 183
Represent bivariate data in a scatter plot and identify relationships in the plot.	183

DATA ANALYSIS AND PREDICTIONS

Grade-Level Expectation	EDC Algebra Readiness Teacher Edition, Gr. 8
Estimate or predict the occurrence of future events using data.	160, 175, 183

Algebraic Relationships: Understand patterns, relations, and functions.

PATTERNS AND FUNCTIONS

Grade-Level Expectation	EDC Algebra Readiness Teacher Edition, Gr. 8
Represent, analyze and determine rules for finding patterns relating to linear functions, nonlinear functions, and arithmetic sequences with tables, graphs, and symbolic rules.	44, 60, 86, 106, 115, 1428, 137, 163, 178
Identify functions as linear or nonlinear from tables, graphs, or equations and contrast their properties.	115

ALGEBRAIC RELATIONSHIPS

Grade-Level Expectation	EDC Algebra Readiness Teacher Edition, Gr. 8
Approximate solutions of systems of linear equations from a graph.	45, 63, 96
Recognize and generate equivalent symbolic forms for algebraic expressions with an emphasis on linear relationships.	63, 75, 78, 95-96, 164, 181
Evaluate algebraic expressions and formulas, including expressions involving exponents and parentheses, by substituting rational numbers.	96, 137, 181
Recognize and graph the solutions of linear inequalities on a number line.	96

MODELING

Grade-Level Expectation	EDC Algebra Readiness Teacher Edition, Gr. 8
Model situations, make predictions and inferences, and solve problems using linear equations and inequalities.	63
Recognize and represent direct variation using tables, graphs, and equations.	63, 164
Determine when data represented in a table or graph represents a linear or nonlinear relationship.	63, 123

CHANGE

Grade-Level Expectation	EDC Algebra Readiness Teacher Edition, Gr. 8
Analyze the nature of change in quantities in linear relationships represented by graphs, tables, or formulas.	164

Measurement: Understand measurable attributes of objects and the units, systems, and processes of measurement.

DIRECT AND INDIRECT MEASUREMENT

Grade-Level Expectation	EDC Algebra Readiness Teacher Edition, Gr. 8
Calculate and analyze changes in area and volume in relation to changes in linear measures of figures.	187
Analyze how changes in surface area and volume of a solid affect the dimensions of the solid.	150, 172, 187

Geometry: Analyze characteristics and properties of two- and three-dimensional geometric shapes and develop mathematical arguments about geometric relationships.

PROPERTIES AND RELATIONSHIPS

Grade-Level Expectation	EDC Algebra Readiness Teacher Edition, Gr. 8
Determine defining properties that characterize classes of triangles including side and angle measurements and their component parts (e.g., angle bisectors, altitudes, medians).	128
Use proportional reasoning, drawings, models or technology to demonstrate similarity and congruence of polygons with an emphasis on triangles.	115, 128
Determine the measures of corresponding sides and angles of congruent and similar triangles and their component parts.	115, 128
Investigate triangles and their component parts and draw conclusions about their properties.	115, 128
Justify conclusions that two triangles are or are not congruent and are or are not similar.	188

MODELING

Grade-Level Expectation	EDC Algebra Readiness Teacher Edition, Gr. 8
Draw to scale two-dimensional representations of rectangular prisms and triangles with specified side lengths or angle measures.	128, 187

TRANSFORMATIONS AND SYMMETRY

Grade-Level Expectation	EDC Algebra Readiness Teacher Edition, Gr. 8
Determine the effects of a transformation on linear and area measurements of the original figure.	187

Mathematical Problem Solving: These standards are assessed using the Mathematics Problem Solving Scoring Guide in grades 3 - CIMSelect, apply, and translate among mathematical representations to solve problems.

Grade-Level Expectation	EDC Algebra Readiness Teacher Edition, Gr. 8
CONCEPTUAL UNDERSTANDING Interpret the concepts of a problem-solving task and translate them into mathematics.	24, 26, 29, 31, 34, 36, 40, 42, 44-45, 47, 50, 53, 55, 58, 60, 63-64, 68, 71-72, 74-75, 78, 80, 82, 86, 89, 91, 93, 95-96, 99, 102, 106, 109-110, 115, 117, 121, 123, 125, 128, 132, 136-137, 140, 142, 146, 150, 155, 160, 163-164, 167, 172, 175, 178, 181, 183, 187
PROCESSES AND STRATEGIES Choose strategies that can work and then carry out the strategies chosen.	24, 26, 29, 31, 34, 36, 40, 42, 44-45, 47, 50, 53, 55, 58, 60, 63-64, 68, 71-72, 74-75, 78, 80, 82, 86, 89, 91, 93, 95-96, 99, 102, 106, 109-110, 115, 117, 121, 123, 125, 128, 132, 136-137, 140, 142, 146, 150, 155, 160, 163-164, 167, 172, 175, 178, 181, 183, 187
VERIFICATION Produce identifiable evidence of a second look at the concepts/strategies/calculations to defend a solution.	24, 26, 29, 31, 34, 36, 40, 42, 44-45, 47, 50, 53, 55, 58, 60, 63-64, 68, 71-72, 74-75, 78, 80, 82, 86, 89, 91, 93, 95-96, 99, 102, 106, 109-110, 115, 117, 121, 123, 125, 128, 132, 136-137, 140, 142, 146, 150, 155, 160, 163-164, 167, 172, 175, 178, 181, 183, 187
COMMUNICATION Use pictures, symbols, and/or vocabulary to convey the path to the identified solution.	24, 26, 29, 31, 34, 36, 40, 42, 44-45, 47, 50, 53, 55, 58, 60, 63-64, 68, 71-72, 74-75, 78, 80, 82, 86, 89, 91, 93, 95-96, 99, 102, 106, 109-110, 115, 117, 121, 123, 125, 128, 132, 136-137, 140, 142, 146, 150, 155, 160, 163-164, 167, 172, 175, 178, 181, 183, 187

Grade-Level Expectation	EDC Algebra Readiness Teacher Edition, Gr. 8
<p>ACCURACY</p> <p>Accurately solve problems using mathematics.</p>	<p>24, 26, 29, 31, 34, 36, 40, 42, 44-45, 47, 50, 53, 55, 58, 60, 63-64, 68, 71-72, 74-75, 78, 80, 82, 86, 89, 91, 93, 95-96, 99, 102, 106, 109-110, 115, 117, 121, 123, 125, 128, 132, 136-137, 140, 142, 146, 150, 155, 160, 163-164, 167, 172, 175, 178, 181, 183, 187</p>



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