

**Teach4Mastery's Correlations for Peceptions Blue**

Multiplication, Division, & Fractions

Unit 1

**Indiana Academic Standards**

Grade: **K** - Adopted: **2014**

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<b>IN.K.PS.</b>	<b>PROCESS STANDARDS FOR MATHEMATICS</b>	<b>Unit 1</b>					
<b>PS.1.</b>	<b>Make sense of problems and persevere in solving them.</b>	1	2	3	4	5	6
<b>PS.2.</b>	<b>Reason abstractly and quantitatively.</b>	1	2	3	4	5	6
<b>PS.3.</b>	<b>Construct viable arguments and critique the reasoning of others.</b>	1	2	3	4	5	6
<b>PS.4.</b>	<b>Model with mathematics.</b>	1	2	3	4	5	6
<b>PS.5.</b>	<b>Use appropriate tools strategically.</b>	1	2	3	4	5	6
<b>PS.6.</b>	<b>Attend to precision.</b>	1	2	3	4	5	6
<b>PS.7.</b>	<b>Look for and make use of structure.</b>	1	2	3	4	5	6
<b>PS.8.</b>	<b>Look for and express regularity in repeated reasoning.</b>	1	2	3	4	5	6
<b>IN.K.NS.</b>	<b>NUMBER SENSE</b>						
<b>K.NS.9.</b>	<b>Use correctly the words for comparison, including: one and many; none, some and all; more and less; most and least; and equal to, more than and less than.</b>						6
<b>K.NS.10.</b>	<b>Separate sets of ten or fewer objects into equal groups.</b>					5	6
<b>IN.K.CA.</b>	<b>COMPUTATION AND ALGEBRAIC THINKING</b>						
<b>K.CA.2.</b>	<b>Solve real-world problems that involve addition and subtraction within 10 (e.g., by using objects or drawings to represent the problem).</b>						6
<b>IN.K.G.</b>	<b>GEOMETRY</b>						
<b>K.G.2.</b>	<b>Compare two- and three-dimensional shapes in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length).</b>	1					

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**Indiana Academic Standards**

Grade: **1** - Adopted: **2014**

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IN.K.PS.	PROCESS STANDARDS FOR MATHEMATICS	Unit 1					
PS.1.	Make sense of problems and persevere in solving them.	1	2	3	4	5	6
PS.2.	Reason abstractly and quantitatively.	1	2	3	4	5	6
PS.3.	Construct viable arguments and critique the reasoning of others.	1	2	3	4	5	6
PS.4.	Model with mathematics.	1	2	3	4	5	6
PS.5.	Use appropriate tools strategically.	1	2	3	4	5	6
PS.6.	Attend to precision.	1	2	3	4	5	6
PS.7.	Look for and make use of structure.	1	2	3	4	5	6
PS.8.	Look for and express regularity in repeated reasoning.	1	2	3	4	5	6
IN.1.CA.	COMPUTATION AND ALGEBRAIC THINKING						
1.CA.2.	Solve real-world problems involving addition and subtraction within 20 in situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all parts of the addition or subtraction problem (e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem).						6
1.CA.5.	Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; describe the strategy and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones, and that sometimes it is necessary to compose a ten.						6
1.CA.6.	Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false (e.g., Which of the following equations are true and which are false? $6 = 6$ , $7 = 8 - 1$ , $5 + 2 = 2 + 5$ , $4 + 1 = 5 + 2$ ).						6
IN.1.G.	GEOMETRY						
1.G.1.	Identify objects as two-dimensional or three-dimensional. Classify and sort two-dimensional and three-dimensional objects by shape, size, roundness and other attributes. Describe how two-dimensional shapes make up the faces of three-dimensional objects.	1					

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Unit 1

**Indiana Academic Standards**

Grade: **2** - Adopted: **2014**

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IN.K.PS.	PROCESS STANDARDS FOR MATHEMATICS	Unit 1					
PS.1.	Make sense of problems and persevere in solving them.	1	2	3	4	5	6
PS.2.	Reason abstractly and quantitatively.	1	2	3	4	5	6
PS.3.	Construct viable arguments and critique the reasoning of others.	1	2	3	4	5	6
PS.4.	Model with mathematics.	1	2	3	4	5	6
PS.5.	Use appropriate tools strategically.	1	2	3	4	5	6
PS.6.	Attend to precision.	1	2	3	4	5	6
PS.7.	Look for and make use of structure.	1	2	3	4	5	6
PS.8.	Look for and express regularity in repeated reasoning.	1	2	3	4	5	6
IN.2.CA.	COMPUTATION AND ALGEBRAIC THINKING						
2.CA.2.	Solve real-world problems involving addition and subtraction within 100 in situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all parts of the addition or subtraction problem (e.g., by using drawings and equations with a symbol for the unknown number to represent the problem). Use estimation to decide whether answers are reasonable in addition problems.						6
2.CA.5.	Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal groups.	1	2	3	4	5	6
2.CA.6.	Show that the order in which two numbers are added (commutative property) and how the numbers are grouped in addition (associative property) will not change the sum. These properties can be used to show that numbers can be added in any order.		2	3	4	5	

-Grade 2 Continued-

IN.2.G.	GEOMETRY						
2.G.1.	Identify, describe, and classify two- and three-dimensional shapes (triangle, square, rectangle, cube, right rectangular prism) according to the number and shape of faces and the number of sides and/or vertices. Draw two-dimensional shapes.	1					
2.G.2.	Create squares, rectangles, triangles, cubes, and right rectangular prisms using appropriate materials.	1					
2.G.4.	Partition a rectangle into rows and columns of same-size (unit) squares and count to find the total number of same-size squares.	1	2	3	4	5	6

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**Indiana Academic Standards**

Grade: **3** - Adopted: **2014**

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IN.K.PS.	PROCESS STANDARDS FOR MATHEMATICS	Unit 1					
PS.1.	Make sense of problems and persevere in solving them.	1	2	3	4	5	6
PS.2.	Reason abstractly and quantitatively.	1	2	3	4	5	6
PS.3.	Construct viable arguments and critique the reasoning of others.	1	2	3	4	5	6
PS.4.	Model with mathematics.	1	2	3	4	5	6
PS.5.	Use appropriate tools strategically.	1	2	3	4	5	6
PS.6.	Attend to precision.	1	2	3	4	5	6
PS.7.	Look for and make use of structure.	1	2	3	4	5	6
PS.8.	Look for and express regularity in repeated reasoning.	1	2	3	4	5	6
IN.3.C.	COMPUTATION						
3.C.2.	Represent the concept of multiplication of whole numbers with the following models: equal-sized groups, arrays, area models, and equal "jumps" on a number line. Understand the properties of 0 and 1 in multiplication.	1	2	3	4	5	6
3.C.3.	Represent the concept of division of whole numbers with the following models: partitioning, sharing, and an inverse of multiplication. Understand the properties of 0 and 1 in division.					5	6
3.C.4.	Interpret whole-number quotients of whole numbers (e.g., interpret $56 \div 8$ as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each).			3		5	6
3.C.5.	Multiply and divide within 100 using strategies, such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$ , one knows $40 \div 5 = 8$ ), or properties of operations.	1	2	3		5	6
3.C.6.	Demonstrate fluency with multiplication facts and corresponding division facts of 0 to 10.	1	2	3		5	

-Grade 3 Continued-

<b>IN.3.AT.</b>		<b>ALGEBRAIC THINKING</b>					
<b>3.AT.1.</b>	Solve real-world problems involving addition and subtraction of whole numbers within 1000 (e.g., by using drawings and equations with a symbol for the unknown number to represent the problem).						6
<b>3.AT.2.</b>	Solve real-world problems involving whole number multiplication and division within 100 in situations involving equal groups, arrays, and measurement quantities (e.g., by using drawings and equations with a symbol for the unknown number to represent the problem).	1	2			5	
<b>3.AT.3.</b>	Solve two-step real-world problems using the four operations of addition, subtraction, multiplication and division (e.g., by using drawings and equations with a symbol for the unknown number to represent the problem).	1	2	3	4	5	6
<b>3.AT.4.</b>	Interpret a multiplication equation as equal groups (e.g., interpret $5 \times 7$ as the total number of objects in 5 groups of 7 objects each). Represent verbal statements of equal groups as multiplication equations.	1	2	3	4		6
<b>3.AT.5.</b>	Determine the unknown whole number in a multiplication or division equation relating three whole numbers.					5	6
<b>IN.3.M.</b>		<b>MEASUREMENT</b>					
<b>3.M.5.</b>	Find the area of a rectangle with whole-number side lengths by modeling with unit squares, and show that the area is the same as would be found by multiplying the side lengths. Identify and draw rectangles with the same perimeter and different areas or with the same area and different perimeters.	1	2				
<b>3.M.6.</b>	Multiply side lengths to find areas of rectangles with whole-number side lengths to solve real-world problems and other mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning.	1	2				

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**Indiana Academic Standards**

Grade: **4** - Adopted: **2014**

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IN.K.PS.	PROCESS STANDARDS FOR MATHEMATICS	Unit 1					
PS.1.	Make sense of problems and persevere in solving them.	1	2	3	4	5	6
PS.2.	Reason abstractly and quantitatively.	1	2	3	4	5	6
PS.3.	Construct viable arguments and critique the reasoning of others.	1	2	3	4	5	6
PS.4.	Model with mathematics.	1	2	3	4	5	6
PS.5.	Use appropriate tools strategically.	1	2	3	4	5	6
PS.6.	Attend to precision.	1	2	3	4	5	6
PS.7.	Look for and make use of structure.	1	2	3	4	5	6
PS.8.	Look for and express regularity in repeated reasoning.	1	2	3	4	5	6
IN.4.NS.	NUMBER SENSE						
4.NS.8.	Find all factor pairs for a whole number in the range 1–100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1–100 is a multiple of a given one-digit number.		2	3	4	5	
IN.4.C.	COMPUTATION						
4.C.2.	Multiply a whole number of up to four digits by a one-digit whole number and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Describe the strategy and explain the reasoning.	1	2	3	4	5	6
4.C.4.	Multiply fluently within 100.	1	2	3			
4.C.7.	Show how the order in which two numbers are multiplied (commutative property) and how numbers are grouped in multiplication (associative property) will not change the product. Use these properties to show that numbers can be multiplied in any order. Understand and use the distributive property.		2	3	4	5	

-Grade 4 Continued-

<b>IN.4.AT.</b>	<b>ALGEBRAIC THINKING</b>						
4.AT.1.	Solve real-world problems involving addition and subtraction of multi-digit whole numbers (e.g., by using drawings and equations with a symbol for the unknown number to represent the problem).						6
4.AT.2.	Recognize and apply the relationships between addition and multiplication, between subtraction and division, and the inverse relationship between multiplication and division to solve real-world and other mathematical problems.	1	2	3		5	6
4.AT.3.	Interpret a multiplication equation as a comparison (e.g., interpret $35 = 5 \times 7$ as a statement that 35 is 5 times as many as 7, and 7 times as many as 5). Represent verbal statements of multiplicative comparisons as multiplication equations.		2				
4.AT.4.	Solve real-world problems with whole numbers involving multiplicative comparison (e.g., by using drawings and equations with a symbol for the unknown number to represent the problem), distinguishing multiplicative comparison from additive comparison. [In grade 4, division problems should not include a remainder.]	1	2			5	
<b>IN.4.G.</b>	<b>GEOMETRY</b>						
4.G.4.	Identify, describe, and draw rays, angles (right, acute, obtuse), and perpendicular and parallel lines using appropriate tools (e.g., ruler, straightedge and technology). Identify these in two-dimensional figures.	1					
<b>IN.4.M.</b>	<b>MEASUREMENT</b>						
4.M.4.	Apply the area and perimeter formulas for rectangles to solve real-world problems and other mathematical problems. Recognize area as additive and find the area of complex shapes composed of rectangles by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts; apply this technique to solve real-world problems and other mathematical problems.	1	2				

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Grade: **5** - Adopted: **2014**

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IN.K.PS.	PROCESS STANDARDS FOR MATHEMATICS	Unit 1					
PS.1.	Make sense of problems and persevere in solving them.	1	2	3	4	5	6
PS.2.	Reason abstractly and quantitatively.	1	2	3	4	5	6
PS.3.	Construct viable arguments and critique the reasoning of others.	1	2	3	4	5	6
PS.4.	Model with mathematics.	1	2	3	4	5	6
PS.5.	Use appropriate tools strategically.	1	2	3	4	5	6
PS.6.	Attend to precision.	1	2	3	4	5	6
PS.7.	Look for and make use of structure.	1	2	3	4	5	6
PS.8.	Look for and express regularity in repeated reasoning.	1	2	3	4	5	6
IN.5.C.	COMPUTATION						
5.C.3.	Compare the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication.	1	2	3			
IN.5.AT.	ALGEBRAIC THINKING						
5.AT.1.	Solve real-world problems involving multiplication and division of whole numbers (e.g. by using equations to represent the problem). In division problems that involve a remainder, explain how the remainder affects the solution to the problem.	1	2			5	
IN.5.M.	MEASUREMENT						
5.M.3.	Develop and use formulas for the area of triangles, parallelograms and trapezoids. Solve real-world and other mathematical problems that involve perimeter and area of triangles, parallelograms and trapezoids, using appropriate units for measures.	1	2				

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**Indiana Academic Standards**

Grade: **6** - Adopted: **2014**

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IN.K.PS.	PROCESS STANDARDS FOR MATHEMATICS	Unit 1					
PS.1.	Make sense of problems and persevere in solving them.	1	2	3	4	5	6
PS.2.	Reason abstractly and quantitatively.	1	2	3	4	5	6
PS.3.	Construct viable arguments and critique the reasoning of others.	1	2	3	4	5	6
PS.4.	Model with mathematics.	1	2	3	4	5	6
PS.5.	Use appropriate tools strategically.	1	2	3	4	5	6
PS.6.	Attend to precision.	1	2	3	4	5	6
PS.7.	Look for and make use of structure.	1	2	3	4	5	6
PS.8.	Look for and express regularity in repeated reasoning.	1	2	3	4	5	6
IN.6.NS.	NUMBER SENSE						
6.NS.6.	Identify and explain prime and composite numbers.			3	4	5	
6.NS.7.	Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12. Use the distributive property to express a sum of two whole numbers from 1 to 100, with a common factor as a multiple of a sum of two whole numbers with no common factor.				4		
IN.6.C.	COMPUTATION						
6.C.6.	Apply the order of operations and properties of operations (identity, inverse, commutative properties of addition and multiplication, associative properties of addition and multiplication, and distributive property) to evaluate numerical expressions with nonnegative rational numbers, including those using grouping symbols, such as parentheses, and involving whole number exponents. Justify each step in the process.		2	3	4	5	
IN.6.AF.	ALGEBRA AND FUNCTIONS						
6.AF.4.	Understand that solving an equation or inequality is the process of answering the following question: Which values from a specified set, if any, make the equation or inequality true? Use substitution to determine whether a given number in a specified set makes an equation or inequality true.					5	6
6.AF.5.	Solve equations of the form $x + p = q$ and $px = q$ fluently for cases in which $p$ , $q$ and $x$ are all nonnegative rational numbers. Represent real world problems using equations of these forms and solve such problems.					5	6