

Teach4Mastery's Correlations for Peceptions Blue

Multiplication, Division, & Fractions

Unit 3

Indiana Academic Standards

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

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IN.K.PS.	PROCESS STANDARDS FOR MATHEMATICS	Unit 3						
PS.1.	Make sense of problems and persevere in solving them.	14	15	16	17	18	19	20
PS.2.	Reason abstractly and quantitatively.	14	15	16	17	18	19	20
PS.3.	Construct viable arguments and critique the reasoning of others.	14	15	16	17	18	19	20
PS.4.	Model with mathematics.	14	15	16	17	18	19	20
PS.5.	Use appropriate tools strategically.	14	15	16	17	18	19	20
PS.6.	Attend to precision.	14	15	16	17	18	19	20
PS.7.	Look for and make use of structure.	14	15	16	17	18	19	20
PS.8.	Look for and express regularity in repeated reasoning.	14	15	16	17	18	19	20
IN.K.NS.	NUMBER SENSE							
K.NS.8.	Compare the values of two numbers from 1 to 20 presented as written numerals.	14						
K.NS.9.	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.	14						
K.NS.10.	Separate sets of ten or fewer objects into equal groups.			16				
K.NS.11.	Develop initial understandings of place value and the base 10 number system by showing equivalent forms of whole numbers from 10 to 20 as groups of tens and ones using objects and drawings.	14						
IN.K.CA.	COMPUTATION AND ALGEBRAIC THINKING							
K.CA.5.	Create, extend, and give an appropriate rule for simple repeating and growing patterns with numbers and shapes.							20
IN.K.DA.	DATA ANALYSIS							
K.DA.1.	Identify, sort, and classify objects by size, number, and other attributes. Identify objects that do not belong to a particular group and explain the reasoning used.	14						

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Unit 3

Indiana Academic Standards

Grade: 1 - Adopted: 2014

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IN.K.PS.	PROCESS STANDARDS FOR MATHEMATICS	Unit 3						
PS.1.	Make sense of problems and persevere in solving them.	14	15	16	17	18	19	20
PS.2.	Reason abstractly and quantitatively.	14	15	16	17	18	19	20
PS.3.	Construct viable arguments and critique the reasoning of others.	14	15	16	17	18	19	20
PS.4.	Model with mathematics.	14	15	16	17	18	19	20
PS.5.	Use appropriate tools strategically.	14	15	16	17	18	19	20
PS.6.	Attend to precision.	14	15	16	17	18	19	20
PS.7.	Look for and make use of structure.	14	15	16	17	18	19	20
PS.8.	Look for and express regularity in repeated reasoning.	14	15	16	17	18	19	20
IN.1.NS.	NUMBER SENSE							
1.NS.2.	Understand that 10 can be thought of as a group of ten ones — called a “ten.” Understand that the numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones. Understand that the numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).	14						
1.NS.4.	Use place value understanding to compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$.	14						
1.NS.6.	Show equivalent forms of whole numbers as groups of tens and ones, and understand that the individual digits of a two-digit number represent amounts of tens and ones.	14						
IN.1.CA.	COMPUTATION AND ALGEBRAIC THINKING							
1.CA.7.	Create, extend, and give an appropriate rule for number patterns using addition within 100.							20
IN.1.G.	GEOMETRY							
1.G.4.	Partition circles and rectangles into two and four equal parts; describe the parts using the words halves, fourths, and quarters; and use the phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of, the parts. Understand for partitioning circles and rectangles into two and four equal parts that decomposing into equal parts creates smaller parts.		15	16	17	18	19	20
IN.1.M.	MEASUREMENT							
1.M.3.	Find the value of a collection of pennies, nickels, and dimes.	14						

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Unit 3

Indiana Academic Standards

Grade: 2 - Adopted: 2014

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IN.K.PS.	PROCESS STANDARDS FOR MATHEMATICS	Unit 3						
PS.1.	Make sense of problems and persevere in solving them.	14	15	16	17	18	19	20
PS.2.	Reason abstractly and quantitatively.	14	15	16	17	18	19	20
PS.3.	Construct viable arguments and critique the reasoning of others.	14	15	16	17	18	19	20
PS.4.	Model with mathematics.	14	15	16	17	18	19	20
PS.5.	Use appropriate tools strategically.	14	15	16	17	18	19	20
PS.6.	Attend to precision.	14	15	16	17	18	19	20
PS.7.	Look for and make use of structure.	14	15	16	17	18	19	20
PS.8.	Look for and express regularity in repeated reasoning.	14	15	16	17	18	19	20
IN.2.NS.	NUMBER SENSE							
2.NS.1.	Count by ones, twos, fives, tens, and hundreds up to at least 1,000 from any given number.							20
2.NS.3.	Plot and compare whole numbers up to 1,000 on a number line.	14						
2.NS.6.	Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones (e.g., 706 equals 7 hundreds, 0 tens, and 6 ones). Understand that 100 can be thought of as a group of ten tens — called a “hundred.” Understand that the numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).	14						
2.NS.7.	Use place value understanding to compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using $>$, $=$, and $<$ symbols to record the results of comparisons.	14						
IN.2.CA.	COMPUTATION AND ALGEBRAIC THINKING							
2.CA.7.	Create, extend, and give an appropriate rule for number patterns using addition and subtraction within 1000.							20
IN.2.G.	GEOMETRY							
2.G.5.	Partition circles and rectangles into two, three, or four equal parts; describe the shares using the words halves, thirds, half of, a third of, etc.; and describe the whole as two halves, three thirds, four fourths. Recognize that equal parts of identical wholes need not have the same shape.		15	16	17	18	19	20
IN.2.M.	MEASUREMENT							
2.M.7.	Find the value of a collection of pennies, nickels, dimes, quarters and dollars.	14						

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Indiana Academic Standards

Grade: 3 - Adopted: 2014

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IN.K.PS.	PROCESS STANDARDS FOR MATHEMATICS	Unit 3						
PS.1.	Make sense of problems and persevere in solving them.	14	15	16	17	18	19	20
PS.2.	Reason abstractly and quantitatively.	14	15	16	17	18	19	20
PS.3.	Construct viable arguments and critique the reasoning of others.	14	15	16	17	18	19	20
PS.4.	Model with mathematics.	14	15	16	17	18	19	20
PS.5.	Use appropriate tools strategically.	14	15	16	17	18	19	20
PS.6.	Attend to precision.	14	15	16	17	18	19	20
PS.7.	Look for and make use of structure.	14	15	16	17	18	19	20
PS.8.	Look for and express regularity in repeated reasoning.	14	15	16	17	18	19	20
IN.3.NS.	NUMBER SENSE							
3.NS.2.	Compare two whole numbers up to 10,000 using $>$, $=$, and $<$ symbols.	14						
3.NS.3.	Understand a fraction, $1/b$, as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction, a/b , as the quantity formed by a parts of size $1/b$. [In grade 3, limit denominators of fractions to 2, 3, 4, 6, 8.]		15	16	17	18	19	20
3.NS.6.	Understand two fractions as equivalent (equal) if they are the same size, based on the same whole or the same point on a number line.			16	17		19	20
3.NS.7.	Recognize and generate simple equivalent fractions (e.g., $1/2 = 2/4$, $4/6 = 2/3$). Explain why the fractions are equivalent (e.g., by using a visual fraction model).			16	17		19	20
IN.3.C.	COMPUTATION							
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.			16				
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).			16				
IN.3.G.	GEOMETRY							
3.G.4.	Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole ($1/2$, $1/3$, $1/4$, $1/6$, $1/8$).		15	16	17	18	19	20

-Grade 3 Continued-

IN.3.M.	MEASUREMENT							
3.M.4.	Find the value of any collection of coins and bills. Write amounts less than a dollar using the ¢ symbol and write larger amounts using the \$ symbol in the form of dollars and cents (e.g., \$4.59). Solve real-world problems to determine whether there is enough money to make a purchase.	14						

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Unit 3

Indiana Academic Standards

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

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IN.K.PS.	PROCESS STANDARDS FOR MATHEMATICS	Unit 3						
PS.1.	Make sense of problems and persevere in solving them.	14	15	16	17	18	19	20
PS.2.	Reason abstractly and quantitatively.	14	15	16	17	18	19	20
PS.3.	Construct viable arguments and critique the reasoning of others.	14	15	16	17	18	19	20
PS.4.	Model with mathematics.	14	15	16	17	18	19	20
PS.5.	Use appropriate tools strategically.	14	15	16	17	18	19	20
PS.6.	Attend to precision.	14	15	16	17	18	19	20
PS.7.	Look for and make use of structure.	14	15	16	17	18	19	20
PS.8.	Look for and express regularity in repeated reasoning.	14	15	16	17	18	19	20
IN.4.NS.	NUMBER SENSE							
4.NS.2.	Compare two whole numbers up to 1,000,000 using $>$, $=$, and $<$ symbols.	14						
4.NS.3.	Express whole numbers as fractions and recognize fractions that are equivalent to whole numbers. Name and write mixed numbers using objects or pictures. Name and write mixed numbers as improper fractions using objects or pictures.		15	16	17	18	19	20
4.NS.4.	Explain why a fraction, a/b , is equivalent to a fraction, $(n \times a)/(n \times b)$, by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions. [In grade 4, limit denominators of fractions to 2, 3, 4, 5, 6, 8, 10, 25, 100.]			16	17		19	20
IN.4.C.	COMPUTATION							
4.C.5.	Add and subtract fractions with common denominators. Decompose a fraction into a sum of fractions with common denominators. Understand addition and subtraction of fractions as combining and separating parts referring to the same whole.					18		
IN.4.AT.	ALGEBRAIC THINKING							
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.	13						
4.AT.5.	Solve real-world problems involving addition and subtraction of fractions referring to the same whole and having common denominators (e.g., by using visual fraction models and equations to represent the problem).					18		

-Grade 4 Continued-

IN.4.M.	MEASUREMENT						
4.M.3.	Use the four operations (addition, subtraction, multiplication and division) to solve real-world problems involving distances, intervals of time, volumes, masses of objects, and money. Include addition and subtraction problems involving simple fractions and problems that require expressing measurements given in a larger unit in terms of a smaller unit.	14					

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Unit 3

Indiana Academic Standards

Grade: 5 - Adopted: 2014

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IN.K.PS.	PROCESS STANDARDS FOR MATHEMATICS	Unit 3						
PS.1.	Make sense of problems and persevere in solving them.	14	15	16	17	18	19	20
PS.2.	Reason abstractly and quantitatively.	14	15	16	17	18	19	20
PS.3.	Construct viable arguments and critique the reasoning of others.	14	15	16	17	18	19	20
PS.4.	Model with mathematics.	14	15	16	17	18	19	20
PS.5.	Use appropriate tools strategically.	14	15	16	17	18	19	20
PS.6.	Attend to precision.	14	15	16	17	18	19	20
PS.7.	Look for and make use of structure.	14	15	16	17	18	19	20
PS.8.	Look for and express regularity in repeated reasoning.	14	15	16	17	18	19	20
IN.5.NS.	NUMBER SENSE							
5.NS.2.	Explain different interpretations of fractions, including: as parts of a whole, parts of a set, and division of whole numbers by whole numbers.		15	16	17	18	19	20
5.NS.3.	Recognize the relationship that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right, and inversely, a digit in one place represents 1/10 of what it represents in the place to its left.	14						
IN.5.C.	COMPUTATION							
5.C.5.	Use visual fraction models and numbers to multiply a fraction by a fraction or a whole number.			16				
IN.5.AT.	ALGEBRAIC THINKING							
5.AT.2.	Solve real-world problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators (e.g., by using visual fraction models and equations to represent the problem). Use benchmark fractions and number sense of fractions to estimate mentally and assess whether the answer is reasonable.		15	16	17	18	19	20
5.AT.3.	Solve real-world problems involving multiplication of fractions, including mixed numbers (e.g., by using visual fraction models and equations to represent the problem).			16				
5.AT.5.	Solve real-world problems involving addition, subtraction, multiplication, and division with decimals to hundredths, including problems that involve money in decimal notation (e.g. by using equations to represent the problem).	14						

-Grade 5 Continued-

IN.5.M.	MEASUREMENT							
5.M.2.	<p>Find the area of a rectangle with fractional side lengths by modeling with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.</p>			16				

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Unit 3

Indiana Academic Standards

Grade: 6 - Adopted: 2014

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IN.K.PS.	PROCESS STANDARDS FOR MATHEMATICS	Unit 3						
PS.1.	Make sense of problems and persevere in solving them.	14	15	16	17	18	19	20
PS.2.	Reason abstractly and quantitatively.	14	15	16	17	18	19	20
PS.3.	Construct viable arguments and critique the reasoning of others.	14	15	16	17	18	19	20
PS.4.	Model with mathematics.	14	15	16	17	18	19	20
PS.5.	Use appropriate tools strategically.	14	15	16	17	18	19	20
PS.6.	Attend to precision.	14	15	16	17	18	19	20
PS.7.	Look for and make use of structure.	14	15	16	17	18	19	20
PS.8.	Look for and express regularity in repeated reasoning.	14	15	16	17	18	19	20
IN.6.NS.	NUMBER SENSE							
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.							20
6.NS.8.	Interpret, model, and use ratios to show the relative sizes of two quantities. Describe how a ratio shows the relationship between two quantities. Use the following notations: a/b , a to b , $a:b$.		15					
6.NS.10.	Use reasoning involving rates and ratios to model real-world and other mathematical problems (e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations).		15					
IN.6.C.	COMPUTATION							
6.C.3.	Solve real-world problems with positive fractions and decimals by using one or two operations.		15	16	17	18	19	20