

Teach4Mastery's Correlations for Peceptions Blue

Multiplication, Division, & Fractions

Unit 4

Oklahoma Academic Standards

Grade: **K** - Adopted: **2009**

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		Unit 4					
OK.K.4	Measurement - The student will explore the concepts of nonstandard and standard measurement.						
K.4.4.	Identify the appropriate instrument used to measure length (ruler), weight (scale), time (clock: digital and analog; calendar: day, month, year, season), and temperature (thermometer).				24		

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Unit 4

Oklahoma Academic Standards

Grade: 1 - Adopted: 2009

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		Unit 4						
OK.1.1.	Algebraic Reasoning: Patterns and Relationships - The student will use a variety of problem-solving approaches to model, describe and extend patterns.							
1.1.3.	Demonstrate number patterns by counting as many as 100 objects by 1's, 2's, 5's and 10's.	21	22	23				
OK.1.2.	Number Sense and Operation - The student will read, write and model numbers and number relationships. The student will use models to construct basic addition and subtraction facts with whole numbers.							
1.2.1.	Number Sense							
1.2.1.d.	Manipulate physical models and recognize graphical representation of fractional parts (e.g., halves, thirds, fourths).	21	22	23	24	25	26	27
OK.1.4.	Measurement - The student will develop and use measurement skills in a variety of situations.							
1.4.1.	Linear Measurement: Measure objects with one-inch tiles and with a standard ruler to the nearest inch.				24			
OK.PS1.	Problem Solving							
PS1.1.	Use problem-solving approaches (e.g., act out situations, represent problems with drawings and lists, use concrete, pictorial, graphical, oral, written, and/or algebraic models, understand a problem, devise a plan, carry out the plan, look back).	21	22	23	24	25	26	27
PS1.3.	Develop, test, and apply strategies to solve a variety of routine and non-routine problems (e.g., look for patterns, make a table, make a problem simpler, process of elimination, trial and error).	21	22	23	24	25	26	27
OK.PS2.	Communication							
PS2.2.	Extend mathematical knowledge by considering the thinking and strategies of others (e.g., agree or disagree, rephrase another student's explanation, analyze another student's explanation).	21	22	23	24	25	26	27
PS2.3.	Relate manipulatives, pictures, diagrams, and symbols to mathematical ideas.	21	22	23	24	25	26	27
OK.PS3.	Reasoning							
PS3.2.	Demonstrate thinking processes using a variety of age-appropriate materials and reasoning processes (e.g., manipulatives, models, known facts, properties and relationships, inductive [specific to general], deductive [general to specific], spatial, proportional, logical reasoning ["and" "or" "not"] and recursive reasoning).	21	22	23	24	25	26	27
OK.PS4.	Connections							
PS4.4.	Use mathematical strategies to solve problems that relate to other curriculum areas and the real world (e.g., use a timeline to sequence events, use symmetry in art work, explore fractions in quilt designs and to describe pizza slices).	21	22	23	24	25	26	27

-Grade 1 Continued-

OK.PS5.	Representation							
PS5.1.	Create and use a variety of representations appropriately and with flexibility to organize, record, and communicate mathematical ideas (e.g., dramatizations, manipulatives, drawings, diagrams, tables, graphs, symbolic representations).	21	22	23	24	25	26	27
PS5.2.	Use representations to model and interpret physical, social, and mathematical situations (e.g., counters, pictures, tally marks, number sentences, geometric models; translate between diagrams, tables, charts, graphs).	21	22	23	24	25	26	27

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Unit 4

Oklahoma Academic Standards

Grade: 2 - Adopted: 2009

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		Unit 4						
OK.2.2.	Number Sense and Operation - The student will use numbers and number relationships to acquire basic facts and will compute with whole numbers less than 100.							
2.2.1.	Number Sense							
2.2.1.d.	Demonstrate (using concrete objects, pictures, and numerical symbols) fractional parts including halves, thirds, fourths and common percents (25%, 50%, 75%, and 100%).	21	22	23	24	25	26	27
OK.PS1.	Problem Solving							
PS1.1.	Use problem-solving approaches (e.g., act out situations, represent problems with drawings and lists, use concrete, pictorial, graphical, oral, written, and/or algebraic models, understand a problem, devise a plan, carry out the plan, look back).	21	22	23	24	25	26	27
PS1.3.	Develop, test, and apply strategies to solve a variety of routine and non-routine problems (e.g., look for patterns, make a table, make a problem simpler, process of elimination, trial and error).	21	22	23	24	25	26	27
OK.PS2.	Communication							
PS2.2.	Extend mathematical knowledge by considering the thinking and strategies of others (e.g., agree or disagree, rephrase another student's explanation, analyze another student's explanation).	21	22	23	24	25	26	27
PS2.3.	Relate manipulatives, pictures, diagrams, and symbols to mathematical ideas.	21	22	23	24	25	26	27
OK.PS3.	Reasoning							
PS3.2.	Demonstrate thinking processes using a variety of age-appropriate materials and reasoning processes (e.g., manipulatives, models, known facts, properties and relationships, inductive [specific to general], deductive [general to specific], spatial, proportional, logical reasoning ["and" "or" "not"] and recursive reasoning).	21	22	23	24	25	26	27
OK.PS4.	Connections							
PS4.4.	Use mathematical strategies to solve problems that relate to other curriculum areas and the real world (e.g., use a timeline to sequence events, use symmetry in art work, explore fractions in quilt designs and to describe pizza slices).	21	22	23	24	25	26	27
OK.PS5.	Representation							
PS5.1.	Create and use a variety of representations appropriately and with flexibility to organize, record, and communicate mathematical ideas (e.g., dramatizations, manipulatives, drawings, diagrams, tables, graphs, symbolic representations).	21	22	23	24	25	26	27
PS5.2.	Use representations to model and interpret physical, social, and mathematical situations (e.g., counters, pictures, tally marks, number sentences, geometric models; translate between diagrams, tables, charts, graphs).	21	22	23	24	25	26	27

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Unit 4

Oklahoma Academic Standards

Grade: **3** - Adopted: **2009**

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		Unit 4						
OK.3.2.	Number Sense and Operation - The student will use numbers and number relationships to acquire basic facts. The student will estimate and compute with whole numbers.							
3.2.1.	Number Sense							
3.2.1.b.	Whole Numbers and Fractions							
3.2.1.b.ii.	Create and compare physical and pictorial models of equivalent and nonequivalent fractions including halves, thirds, fourths, eighths, tenths, twelfths, and common percents (25%, 50%, 75%, 100%) (e.g., fraction circles, pictures, egg cartons, fraction strips, number lines).	21	22	23	24	25	26	27
OK.3.4.	Measurement - The student will use appropriate units of measure to solve problems.							
3.4.1.	Measurement							
3.4.1.a.	Choose an appropriate measurement instrument and measure the length of objects to the nearest inch or half-inch and the weight of objects to the nearest pound or ounce.				24			
3.4.1.b.	Choose an appropriate measurement instrument and measure the length of objects to the nearest meter or centimeter and the weight of objects to the nearest gram or kilogram.				24			
OK.PS1.	Problem Solving							
PS1.1.	Use problem-solving approaches (e.g., act out situations, represent problems with drawings and lists, use concrete, pictorial, graphical, oral, written, and/or algebraic models, understand a problem, devise a plan, carry out the plan, look back).	21	22	23	24	25	26	27
PS1.3.	Develop, test, and apply strategies to solve a variety of routine and non-routine problems (e.g., look for patterns, make a table, make a problem simpler, process of elimination, trial and error).	21	22	23	24	25	26	27
OK.PS2.	Communication							
PS2.2.	Extend mathematical knowledge by considering the thinking and strategies of others (e.g., agree or disagree, rephrase another student's explanation, analyze another student's explanation).	21	22	23	24	25	26	27
PS2.3.	Relate manipulatives, pictures, diagrams, and symbols to mathematical ideas.	21	22	23	24	25	26	27
OK.PS3.	Reasoning							
PS3.2.	Demonstrate thinking processes using a variety of age-appropriate materials and reasoning processes (e.g., manipulatives, models, known facts, properties and relationships, inductive [specific to general], deductive [general to specific], spatial, proportional, logical reasoning ["and" "or" "not"] and recursive reasoning).	21	22	23	24	25	26	27

-Grade 3 Continued-

OK.PS4.	Connections							
PS4.4.	Use mathematical strategies to solve problems that relate to other curriculum areas and the real world (e.g., use a timeline to sequence events, use symmetry in art work, explore fractions in quilt designs and to describe pizza slices).	21	22	23	24	25	26	27
OK.PS5.	Representation							
PS5.1.	Create and use a variety of representations appropriately and with flexibility to organize, record, and communicate mathematical ideas (e.g., dramatizations, manipulatives, drawings, diagrams, tables, graphs, symbolic representations).	21	22	23	24	25	26	27
PS5.2.	Use representations to model and interpret physical, social, and mathematical situations (e.g., counters, pictures, tally marks, number sentences, geometric models; translate between diagrams, tables, charts, graphs).	21	22	23	24	25	26	27

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Unit 4

Oklahoma Academic Standards

Grade: 4 - Adopted: 2009

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		Unit 4						
OK.4.2.	Number Sense and Operation - The student will use numbers and number relationships to acquire basic facts. The student will estimate and compute with whole numbers and fractions.							
4.2.1.	Number Sense							
4.2.1.b.	Whole Number, Fraction, and Decimal							
4.2.1.b.ii.	Use 0, 1/2, and 1 or 0, 0.5, and 1 as benchmarks and place additional fractions, decimals, and percents on a number line (e.g., 1/3, 3/4, 0.7, 0.4, 62%, 12%).				24			
4.2.1.b.iii.	Compare, add, or subtract fractional parts (fractions with like denominators and decimals) using physical or pictorial models. (e.g., egg cartons, fraction strips, circles, and squares).	21	22	23		25		27
OK.PS1.	Problem Solving							
PS1.1.	Use problem-solving approaches (e.g., act out situations, represent problems with drawings and lists, use concrete, pictorial, graphical, oral, written, and/or algebraic models, understand a problem, devise a plan, carry out the plan, look back).	21	22	23	24	25	26	27
PS1.3.	Develop, test, and apply strategies to solve a variety of routine and non-routine problems (e.g., look for patterns, make a table, make a problem simpler, process of elimination, trial and error).	21	22	23	24	25	26	27
OK.PS2.	Communication							
PS2.2.	Extend mathematical knowledge by considering the thinking and strategies of others (e.g., agree or disagree, rephrase another student's explanation, analyze another student's explanation).	21	22	23	24	25	26	27
PS2.3.	Relate manipulatives, pictures, diagrams, and symbols to mathematical ideas.	21	22	23	24	25	26	27
OK.PS3.	Reasoning							
PS3.2.	Demonstrate thinking processes using a variety of age-appropriate materials and reasoning processes (e.g., manipulatives, models, known facts, properties and relationships, inductive [specific to general], deductive [general to specific], spatial, proportional, logical reasoning ["and" "or" "not"] and recursive reasoning).	21	22	23	24	25	26	27
OK.PS4.	Connections							
PS4.4.	Use mathematical strategies to solve problems that relate to other curriculum areas and the real world (e.g., use a timeline to sequence events, use symmetry in art work, explore fractions in quilt designs and to describe pizza slices).	21	22	23	24	25	26	27

-Grade 4 Continued-

OK.PS5.	Representation							
PS5.1.	Create and use a variety of representations appropriately and with flexibility to organize, record, and communicate mathematical ideas (e.g., dramatizations, manipulatives, drawings, diagrams, tables, graphs, symbolic representations).	21	22	23	24	25	26	27
PS5.2.	Use representations to model and interpret physical, social, and mathematical situations (e.g., counters, pictures, tally marks, number sentences, geometric models; translate between diagrams, tables, charts, graphs).	21	22	23	24	25	26	27

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Oklahoma Academic Standards

Grade: 5 - Adopted: 2009

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		Unit 4						
OK.5.2.	Number Sense and Operation - The student will use numbers and number relationships to acquire basic facts. The student will estimate and compute with whole numbers, fractions, and decimals.							
5.2.1.	Number Sense							
5.2.1.a.	Apply the concept of place value of whole numbers through hundred millions (9 digits) and model, read, and write decimal numbers through the thousandths.							
5.2.1.d.	Identify and apply factors, multiples, prime, and composite numbers in a variety of problem-solving situations (e.g., build rectangular arrays for numbers 1-100 and classify as prime or composite, use common factors to add fractions).	21	22	23		25	26	27
5.2.2.	Number Operations							
5.2.2.b.	Estimate add, or subtract fractions (including mixed numbers) to solve problems using a variety of methods (e.g., use fraction strips, use area models, find a common denominator).	21	22	23		25	26	27
OK.PS1.	Problem Solving							
PS1.1.	Use problem-solving approaches (e.g., act out situations, represent problems with drawings and lists, use concrete, pictorial, graphical, oral, written, and/or algebraic models, understand a problem, devise a plan, carry out the plan, look back).	21	22	23	24	25	26	27
PS1.3.	Develop, test, and apply strategies to solve a variety of routine and non-routine problems (e.g., look for patterns, make a table, make a problem simpler, process of elimination, trial and error).	21	22	23	24	25	26	27
OK.PS2.	Communication							
PS2.2.	Extend mathematical knowledge by considering the thinking and strategies of others (e.g., agree or disagree, rephrase another student's explanation, analyze another student's explanation).	21	22	23	24	25	26	27
PS2.3.	Relate manipulatives, pictures, diagrams, and symbols to mathematical ideas.	21	22	23	24	25	26	27
OK.PS3.	Reasoning							
PS3.2.	Demonstrate thinking processes using a variety of age-appropriate materials and reasoning processes (e.g., manipulatives, models, known facts, properties and relationships, inductive [specific to general], deductive [general to specific], spatial, proportional, logical reasoning ["and" "or" "not"] and recursive reasoning).	21	22	23	24	25	26	27
OK.PS4.	Connections							
PS4.4.	Use mathematical strategies to solve problems that relate to other curriculum areas and the real world (e.g., use a timeline to sequence events, use symmetry in art work, explore fractions in quilt designs and to describe pizza slices).	21	22	23	24	25	26	27

-Grade 5 Continued-

OK.PS5.	Representation							
PS5.1.	Create and use a variety of representations appropriately and with flexibility to organize, record, and communicate mathematical ideas (e.g., dramatizations, manipulatives, drawings, diagrams, tables, graphs, symbolic representations).	21	22	23	24	25	26	27
PS5.2.	Use representations to model and interpret physical, social, and mathematical situations (e.g., counters, pictures, tally marks, number sentences, geometric models; translate between diagrams, tables, charts, graphs).	21	22	23	24	25	26	27

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Oklahoma Academic Standards

Grade: **6** - Adopted: **2009**

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		Unit 4						
OK.6.2.	Number Sense and Operation - The student will use numbers and number relationships to solve a variety of problems. The student will estimate and compute with integers, fractions, and decimals.							
6.2.1.	Number Sense: Convert compare, and order decimals, fractions, and percents using a variety of methods.		22	23				
OK.PS1.	Problem Solving							
PS1.1.	Develop and test strategies to solve practical, everyday problems which may have single or multiple answers.	21	22	23	24	25	26	27
PS1.5.	Apply a variety of strategies (e.g., restate the problem, look for a pattern, diagrams, solve a simpler problem, work backwards, trial and error) to solve problems, with emphasis on multistep and non-routine problems.	21	22	23	24	25	26	27
PS1.6.	Use oral, written, concrete, pictorial, graphical, and/or algebraic methods to model mathematical situations.	21	22	23	24	25	26	27
OK.PS3.	Reasoning							
PS3.4.	Select and use various types of reasoning (e.g., recursive [loops], inductive [specific to general], deductive [general to specific], spatial, and proportional).	21	22	23	24	25	26	27
OK.PS4.	Connections							
PS4.1.	Apply mathematical strategies to solve problems that arise from other disciplines and the real world.	21	22	23	24	25	26	27
OK.PS5.	Representation							
PS5.3.	Develop a variety of mathematical representations that can be used flexibly and appropriately (e.g., base-10 blocks to represent fractions and decimals, appropriate graphs to represent data).	21	22	23	24	25	26	27
PS5.4.	Use a variety of representations to model and solve physical, social, and mathematical problems (e.g., geometric objects, pictures, charts, tables, graphs).	21	22	23	24	25	26	27