

Teach4Mastery's Correlations for Peceptions Blue

Multiplication, Division, & Fractions

Unit 5

Oklahoma Academic Standards

Grade: 1 - Adopted: 2009

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		Unit 5					
OK.1.1.	Algebraic Reasoning: Patterns and Relationships - The student will use a variety of problem-solving approaches to model, describe and extend patterns.						
1.1.4.	Recognize and apply the commutative and identity properties of addition using models and manipulatives to develop computational skills (e.g., $2 + 4 = 4 + 2$, $3 + 0 = 3$).				31		
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).	28	29	30	31	32	33
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).	28	29	30	31	32	33
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).	28	29	30	31	32	33
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).	28	29	30	31	32	33
PS2.3.	Relate manipulatives, pictures, diagrams, and symbols to mathematical ideas.	28	29	30	31	32	33
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).	28	29	30	31	32	33
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).	28	29	30	31	32	33

-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).	28	29	30	31	32	33
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).	28	29	30	31	32	33

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Grade: 2 - Adopted: 2009

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		Unit 5					
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%).	28	29	30	31	32	33
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).	28	29	30	31	32	33
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).	28	29	30	31	32	33
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).	28	29	30	31	32	33
PS2.3.	Relate manipulatives, pictures, diagrams, and symbols to mathematical ideas.	28	29	30	31	32	33
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).	28	29	30	31	32	33
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).	28	29	30	31	32	33

-Grade 2 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).	28	29	30	31	32	33
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).	28	29	30	31	32	33

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Unit 5

Oklahoma Academic Standards

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

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		Unit 5					
OK.3.1.	Algebraic Reasoning: Patterns and Relationships - The student will use a variety of problem-solving approaches to extend and create patterns.						
3.1.2.	Find unknowns in simple arithmetic problems by solving open sentences (equations) and other problems involving addition, subtraction, and multiplication.					32	
3.1.3.	Recognize and apply the commutative and identity properties of multiplication using models and manipulative to develop computational skills (e.g., $3 \times 5 = 5 \times 3$, $7 \times 1 = 7$).				31		
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).	28	29	30	31	32	33
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).	28	29	30	31	32	33
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).	28	29	30	31	32	33
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).	28	29	30	31	32	33
PS2.3.	Relate manipulatives, pictures, diagrams, and symbols to mathematical ideas.	28	29	30	31	32	33
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).	28	29	30	31	32	33

-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).	28	29	30	31	32	33
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).	28	29	30	31	32	33
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).	28	29	30	31	32	33

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Oklahoma Academic Standards

Grade: **4** - Adopted: **2009**

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		Unit 5					
OK.4.1.	Algebraic Reasoning: Patterns and Relationships - The student will use a variety of problem-solving approaches to create, extend, and analyze patterns.						
4.1.2.	Find variables in simple arithmetic problems by solving open sentences (equations) and other problems involving addition, subtraction, multiplication, and division with whole numbers.					32	
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.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).						33
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).	28	29	30	31	32	33
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).	28	29	30	31	32	33
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).	28	29	30	31	32	33
PS2.3.	Relate manipulatives, pictures, diagrams, and symbols to mathematical ideas.	28	29	30	31	32	33
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).	28	29	30	31	32	33
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).	28	29	30	31	32	33

-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).	28	29	30	31	32	33
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).	28	29	30	31	32	33

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Unit 5

Oklahoma Academic Standards

Grade: 5 - Adopted: 2009

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		Unit 5					
OK.5.1.	Algebraic Reasoning: Patterns and Relationships - The student will use algebraic methods to describe patterns and solve problems in a variety of contexts.						
5.1.2.	Use algebraic problem-solving techniques (e.g., use a balance to model an equation and show how subtracting a number from one side requires subtracting the same amount from the other side) to solve problems.					32	
5.1.3.	Recognize and apply the commutative, associative, and distributive properties to solve problems (e.g., $3 \times (2 + 4) = (3 \times 2) + (3 \times 4)$).				31		
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.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).						33
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).						33
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).	28	29	30	31	32	33
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).	28	29	30	31	32	33
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).	28	29	30	31	32	33
PS2.3.	Relate manipulatives, pictures, diagrams, and symbols to mathematical ideas.	28	29	30	31	32	33

-Grade 5 Continued-

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).	28	29	30	31	32	33
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).	28	29	30	31	32	33
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).	28	29	30	31	32	33
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).	28	29	30	31	32	33

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Oklahoma Academic Standards

Grade: 6 - Adopted: 2009

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		Unit 5					
OK.6.1.	Algebraic Reasoning: Patterns and Relationships - The student will use algebraic methods to describe patterns, simplify and write algebraic expressions and equations, and solve simple equations in a variety of contexts.						
6.1.2.	Write algebraic expressions and simple equations that correspond to a given situation.					32	33
6.1.4.	Write and solve one-step equations with one variable using number sense, the properties of operations, and the properties of equality (e.g., $1/3x = 9$).					32	33
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.						
6.2.2.	Number Operations						
6.2.2.a.	Multiply and divide fractions and mixed numbers to solve problems using a variety of methods.	28	29	30	31	32	33
OK.PS1.	Problem Solving						
PS1.1.	Develop and test strategies to solve practical, everyday problems which may have single or multiple answers.	28	29	30	31	32	33
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.	28	29	30	31	32	33
PS1.6.	Use oral, written, concrete, pictorial, graphical, and/or algebraic methods to model mathematical situations.	28	29	30	31	32	33
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).	28	29	30	31	32	33
OK.PS4.	Connections						
PS4.1.	Apply mathematical strategies to solve problems that arise from other disciplines and the real world.	28	29	30	31	32	33
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).	28	29	30	31	32	33
PS5.4.	Use a variety of representations to model and solve physical, social, and mathematical problems (e.g., geometric objects, pictures, charts, tables, graphs).	28	29	30	31	32	33