

Correlation of

enVisionmath[®] 2.0

Oklahoma

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To the

Oklahoma Academic Standards for Mathematics Grade 1

**A Correlation of enVisionmath2.0 Oklahoma, ©2019
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Table of Contents

Math Actions and Processes.....	1
Number & Operations (N)	4
Algebraic Reasoning & Algebra (A)	7
Geometry & Measurement (GM)	7
Data & Probability (D)	8

**A Correlation of enVisionmath2.0 Oklahoma, ©2019
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Math Actions and Processes	
<p>Develop a Deep and Flexible Conceptual Understanding Demonstrate a deep and flexible conceptual understanding of mathematical concepts, operations, and relations while making mathematical and real-world connections. Students will develop an understanding of how and when to apply and use the mathematics they know to solve problems.</p>	<p>SE: F24, 9, 12, 17, 23, 27, 29, 34, 39, 40, 45, 46, 48, 52, 53, 80, 82, 85, 87, 91, 97, 100, 103, 104, 106, 109, 111, 115, 116, 127, 136, 155, 157, 162, 167, 168, 181, 186, 188, 205–206, 211, 233, 239, 250, 251, 255, 262, 282, 306, 317, 325, 330, 355, 362, 366, 380, 398, 422, 450–451, 464, 468, 474, 476, 511, 521, 545, 551, 555, 562, 563, 567, 568, 570, 575, 580, 586, 587, 591–594, 623, 626, 631, 642, 647–650, 680, 685, 730, 765–766, 774, 817–818, 830, 835–838</p> <p>TE: F22A, F24–F24A, F25A, F26A, 9A, 15A, 21A, 27A, 33A, 39A, 45A, 51A, 79A, 85A, 91A, 97A, 103A, 109A, 115A, 127A, 133A, 155A, 161A, 167A, 179A, 185A, 203A, 209A, 231A, 237A, 249A, 255A, 261A, 279A, 305A, 317A, 325A, 329A, 353A, 359A, 365A, 377A, 395A, 419A, 449A, 461A, 467A, 473A, 509A, 521A, 543A, 549A, 555A, 561A, 567A, 573A, 579A, 585A, 591A, 623A, 629A, 641A, 647A, 679A, 685A, 727A, 759A, 765A, 771A, 817A, 829A, 835A</p>
<p>Develop Accurate and Appropriate Procedural Fluency Learn efficient procedures and algorithms for computations and repeated processes based on a strong sense of numbers. Develop fluency in addition, subtraction, multiplication, and division of numbers and expressions. Students will generate a sophisticated understanding of the development and application of algorithms and procedures.</p>	<p>SE: F22, 11, 16, 24, 28, 34, 40, 59, 79, 88, 92, 94, 110, 112, 117, 121, 129, 134, 156, 158, 174, 176, 179, 182, 204, 210, 232, 244, 256, 262, 264, 274–276, 279–282, 302, 305, 311, 319, 324, 359, 372, 379, 402–403, 428, 434, 458, 470, 473, 482, 498, 509, 516, 524, 529, 544, 552, 561, 573, 581–582, 588, 594, 611–613, 632, 636–638, 668, 674–675, 715, 718, 721, 722, 727–730, 760, 762, 771, 777, 780, 790, 795, 798, 824, 829, 836</p> <p>TE: F21A, F22–F22A, F23A, F24A, F28A, 9A, 15A, 21A, 27A, 33A, 39A, 57A, 79A, 85A, 91A, 103A, 109A, 115A, 121A, 127A, 133A, 155A, 173A, 179A, 203A, 209A, 231A, 243A, 255A, 261A, 273A, 279A, 299A, 305A, 311A, 317A, 323A, 359A, 371A, 377A, 401A, 425A, 431A, 455A, 467A, 473A, 479A, 497A, 509A, 515A, 521A, 527A, 543A, 549A, 561A, 573A, 579A, 585A, 591A, 611A, 629A, 635A, 667A, 673A, 715A, 721A, 727A, 759A, 771A, 777A, 789A, 795A, 823A, 829A, 835A</p>

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<p style="text-align: center;">Oklahoma Academic Standards for Mathematics Grade 1</p>	<p style="text-align: center;">enVisionmath2.0 Oklahoma, ©2019 Grade 1</p>
<p>Develop Strategies for Problem Solving Analyze the parts of complex mathematical tasks and identify entry points to begin the search for a solution. Students will select from a variety of problem solving strategies and use corresponding multiple representations (verbal, physical, symbolic, pictorial, graphical, tabular) when appropriate. They will pursue solutions to various tasks from real-world situations and applications that are often interdisciplinary in nature. They will find methods to verify their answers in context and will always question the reasonableness of solutions.</p>	<p>SE: F21, 11, 15, 41, 46, 47, 52, 54, 58, 60, 88, 128, 170, 173, 199–200, 204, 236, 246, 257,270, 273, 281, 301, 330, 377–380, 354, 365, 377–380, 425, 434, 462, 512, 522, 527–530, 546, 579, 614, 635, 650, 676, 709, 766, 768, 792, 796, 797, 819</p> <p>TE: F21–F21A, 9A, 15A, 39A, 45A, 51A, 57A, 85A, 127A, 167A, 173A, 197A, 203A, 231A, 243A, 255A, 267A, 273A, 279A, 299A, 329A, 353A, 365A, 377A, 425A, 431A, 461A, 509A, 521A, 527A, 543A, 579A, 611A, 635A, 647A, 673A, 709A, 765A, 771A, 789A, 795A, 817A</p>
<p>Develop Mathematical Reasoning Explore and communicate a variety of reasoning strategies to think through problems. Students will apply their logic to critique the thinking and strategies of others to develop and evaluate mathematical arguments, including making arguments and counterarguments and making connections to other contexts.</p>	<p>SE: F22A, F23, 21, 52, 63, 86, 92, 98, 104, 122, 139, 161, 163, 168, 180, 185, 186, 191, 192, 198, 203, 210, 215, 243, 267, 280, 299, 318, 325, 336, 338, 341, 360, 380, 383, 408, 437, 455, 481, 504, 516, 530, 550, 568, 580, 586, 594, 618, 629, 642, 643, 686, 691–692, 697, 722, 728, 733, 753–754, 772, 778, 783, 784, 786, 801, 826, 838, 841</p> <p>TE: F23–F23A, F28A, 21A, 51A, 57A, 85A, 91A, 97A, 103A, 121A, 139, 161A, 167A, 179A, 185A, 191A, 197A, 203A, 209A, 215, 243A, 267A, 279A, 299A, 317A, 323A, 335A, 341, 359A, 377A, 383, 407A, 437, 455A, 479A;Topic 9: 503A, 515A, 527A, 549A, 567A, 579A, 585A, 591A, 617A, 629A, 641A, 685A, 691A, 697, 721A, 727A, 733, 753A, 771A, 777A, 783A, 801, 823A, 835A, 841</p>

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<p>Develop a Productive Mathematical Disposition Hold the belief that mathematics is sensible, useful and worthwhile. Students will develop the habit of looking for and making use of patterns and mathematical structures. They will persevere and become resilient, effective problem solvers.</p>	<p>SE: F27, 22, 63, 98, 102, 110, 116, 133, 135–136, 139, 194, 215, 245, 252, 285, 312, 326, 337, 341, 372, 383, 396–397, 406, 408, 413, 416, 420, 433, 437, 450, 469, 479–482, 485, 505–506, 533, 549, 556, 569, 597, 630, 636, 653, 697, 710, 712, 717, 723, 733, 747–749, 767, 785, 801, 818, 841</p> <p>TE: F27–F27A, 21A, 63, 97A, 103A, 109A, 115A, 133A, 139, 191A, 215, 243A, 249A, 285, 311A, 323A, 335A, 341, 371A, 383, 395A, 401A, 407A, 413A, 419A, 431A, 437, 449A, 467A, 479A, 485, 503A, 533, 549A, 555A, 567A, 597, 629A, 635A, 653, 697, 710A, 715A, 721A, 733, 747A, 765A, 783A, 801, 817A, 841</p>
<p>Develop the Ability to Make Conjectures, Model, and Generalize Make predictions and conjectures and draw conclusions throughout the problem solving process based on patterns and the repeated structures in mathematics. Students will create, identify, and extend patterns as a strategy for solving and making sense of problems.</p>	<p>SE: F28, 22, 63, 80, 86, 93, 122–124, 139, 169, 187, 198, 215, 238, 250, 258, 261, 269, 285, 307, 313, 320, 341, 366, 367, 383, 396, 414, 426, 431–434, 437, 449, 456, 468, 475, 485, 500, 533, 543–544, 597, 619, 625, 653, 669, 693, 697, 716, 733, 748, 755, 761, 779, 784, 790, 801, 825, 841</p> <p>TE: F27A, F28–F28A, 21A, 63, 79A, 85A, 91A, 121A, 133A, 139, 167A, 185A, 197A, 215, 237A, 249A, 255A, 261A, 267A, 285, 305A, 311A, 317A, 341, 365A, 383, 395A, 413A, 425A, 431A, 437, 449A, 455A, 461A, 467A, 473A, 485, 497A, 533, 543A, 597, 617A, 623A, 653, 667A, 691A, 697, 715A, 727A, 733, 747A, 753A, 759A, 777A, 783A, 789A, 801, 823A, 841</p>

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<p>Develop the Ability to Communicate Mathematically Students will discuss, write, read, interpret and translate ideas and concepts mathematically. As they progress, students' ability to communicate mathematically will include their increased use of mathematical language and terms and analysis of mathematical definitions.</p>	<p>SE: F26, 10, 16, 63, 128, 139, 175, 180, 215, 274, 280, 285, 308, 312, 331, 335–338, 341, 356, 360, 368, 378, 383, 402, 426, 437, 456, 485, 498, 510, 517–518, 533, 564, 574, 597, 612, 618, 653, 667–668, 670, 686, 687, 697, 711, 716, 724, 733, 750, 791, 798, 801, 820, 823–824, 841</p> <p>TE: F21A, F23A, F25A, F26–F26A, 9A, 15A, 63, 127A, 139, 173A, 179A, 215, 273A, 279A, 285, 305A, 311A, 329A, 335A, 341, 353A, 359A, 365A, 377A, 383, 401A, 425A, 437, 455A, 485, 497A, 509A, 515A, 533, 561A, 573A, 597, 611A, 617A, 653, 667A, 685A, 697, 709A, 715A, 721A, 733, 747A, 789A, 795A, 801, 817A, 823A, 841</p>
Number & Operations (N)	
1.N.1 Count, compare, and represent whole numbers up to 100, with an emphasis on groups of tens and ones.	
<p>1.N.1.1 Recognize numbers to 20 without counting (subitize) the quantity of structured arrangements. (Clarification statement: Subitizing is defined as instantly recognizing the quantity of a set without having to count. "Subitizing" is not a vocabulary word and is not meant for student discussion at this age.)</p>	<p>SE: 97–102, 455–460, 467–472, 473–478</p> <p>TE: 97A–102, 455A–460, 467A–472, 473A–478</p>
<p>1.N.1.2 Use concrete representations to describe whole numbers between 10 and 100 in terms of tens and ones.</p>	<p>SE: 449–454, 455–460, 461–466, 467–472, 473–478, 479–484, 543–548, 567–572, 611–616</p> <p>TE: 449A–454, 455A–460, 461A–466, 467A–472, 473A–478, 479A–484, 543A–548, 567A–572, 611A–616</p>

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1.N.1.3 Read, write, discuss, and represent whole numbers up to 100. Representations may include numerals, addition and subtraction, pictures, tally marks, number lines and manipulatives, such as bundles of sticks and base 10 blocks.	<p>SE: 97–102, 133–138, 161–166, 185–190, 191–196, 237–242, 243–248, 249–254, 419–424, 425–430, 449–454, 455–460, 461–466, 467–472, 473–478, 479–484, 497–502, 503–508, 521–526, 543–548, 555–560, 561–566, 567–572, 573–578, 579–584, 585–590, 591–596, 611–616, 617–622, 623–628, 641–646, 647–652</p> <p>TE: 97A–102, 133A–138, 161A–166, 185A–190, 191A–196, 237A–242, 243A–248, 249A–254, 419A–424, 425A–430, 449A–454, 455A–460, 461A–466, 467A–472, 473A–478, 479A–484, 497A–502, 503A–508, 521A–526, 543A–548, 555A–560, 561A–566, 567A–572, 573A–578, 579A–584, 585A–590, 591A–596, 611A–616, 617A–622, 623A–628, 641A–646, 647A–652</p>
1.N.1.4 Count forward, with and without objects, from any given number up to 100 by 1s, 2s, 5s and 10s.	<p>SE: 79–84, 155–160, 161–166, 231–236, 395–400, 401–406, 407–412, 413–418, 419–424, 425–430, 431–436, 461–466, OK9–OK10</p> <p>TE: 79A–84, 155A–160, 161A–166, 231A–236, 395A–400, 401A–406, 407A–412, 413A–418, 419A–424, 425A–430, 431A–436, 461A–466, OK4</p>
1.N.1.5 Find a number that is 10 more or 10 less than a given number up to 100.	<p>SE: 497–502, 549–554, 635–640</p> <p>TE: 497A–502, 549A–554, 635A–640</p>
1.N.1.6 Compare and order whole numbers from 0 to 100.	<p>SE: 497–502, 503–508, 509–514, 515–520, 521–526, 527–532</p> <p>TE: 497A–502, 503A–508, 509A–514, 515A–520, 521A–526, 527A–532</p>
1.N.1.7 Use knowledge of number relationships to locate the position of a given whole number on an open number line up to 20.	<p>SE: 161–166</p> <p>TE: 161A–166</p>

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1.N.1.8 Use objects to represent and use words to describe the relative size of numbers, such as more than, less than, and equal to.	SE: 497–502, 503–508, 509–514, 515–520, 521–526, 527–532 TE: 497A–502, 503A–508, 509A–514, 515A–520, 521A–526, 527A–532
1.N.2 Solve addition and subtraction problems up to 10 in real-world and mathematical contexts.	
1.N.2.1 Represent and solve real-world and mathematical problems using addition and subtraction up to ten.	SE: 9–14, 15–20, 21–26, 27–32, 33–38, 39–44, 45–50, 51–56, 57–62, 127–132 TE: 9A–14, 15A–20, 21A–26, 27A–32, 33A–38, 39A–44, 45A–50, 51A–56, 57A–62, 127A–132
1.N.2.2 Determine if equations involving addition and subtraction are true.	SE: 305–310, 311–316, 355–340 TE: 305A–310, 311A–316, 355A–340
1.N.2.3 Demonstrate fluency with basic addition facts and related subtraction facts up to 10.	SE: 79–84, 85–90, 91–96, 97–102, 103–108, 109–114, 115–120, 121–126, 127–132, 133–138 TE: 79A–84, 85A–90, 91A–96, 97A–102, 103A–108, 109A–114, 115A–120, 121A–126, 127A–132, 133A–138
1.N.3 Develop foundational ideas for fractions.	
1.N.3.1 Partition a regular polygon using physical models and recognize when those parts are equal.	SE: 817–822, 823–828, 829–834, 835–840 TE: 817A–822, 823A–828, 829A–834, 835A–840
1.N.3.2 Partition (fair share) sets of objects into equal groupings.	SE: OK21–OK22 TE: OK–8
1.N.4 Identify coins and their values.	
1.N.4.1 Identifying pennies, nickels, dimes, and quarters by name and value.	SE: OK17–OK18 TE: OK6
1.N.4.2 Write a number with the cent symbol to describe the value of a coin.	SE: OK17–OK18 TE: OK6

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1.N.4.3 Determine the value of a collection of pennies, nickels, or dimes up to one dollar counting by ones, fives, or tens.	SE: OK17–OK18, OK19–OK20 TE: OK6, OK7
Algebraic Reasoning & Algebra (A)	
1.A.1 Identify patterns found in real-world and mathematical situations.	
1.A.1.1 Identify, create, complete, and extend repeating, growing, and shrinking patterns with quantity, numbers, or shapes in a variety of real-world and mathematical contexts.	SE: 161–166, 395–400, 401–406, 407–412, 413–418, 419–424, 425–430, 431–436, 503–508, 521–526, 555–560, 561–566, 617–622, 623A–628, OK5–OK6, OK7–OK8 TE: 161A–166, 395A–400, 401A–406, 407A–412, 413A–418, 419A–424, 425A–430, 431A–436, 503A–508, 521A–526, 555A–560, 561A–566, 617A–622, 623A–628, OK2, OK3
Geometry & Measurement (GM)	
1.GM.1 Recognize, compose, and decompose two- and three-dimensional shapes.	
1.GM.1.1 Identify trapezoids and hexagons by pointing to the shape when given the name.	SE: 747–752, 753–758, 759–764, 765–770, 795–800 TE: 747A–752, 753A–758, 759A–764, 765A–770, 795A–800
1.GM.1.2 Compose and decompose larger shapes using smaller two-dimensional shapes.	SE: 765–770, 771–776 TE: 765A–770, 771A–776
1.GM.1.3 Compose structures with three-dimensional shapes.	SE: 789–794 TE: 789A–794
1.GM.1.4 Recognize three-dimensional shapes such as cubes, cones, cylinders, and spheres.	SE: 777–782, 783–788, 789–794, 795–800 TE: 777A–782, 783A–788, 789A–794, 795A–800

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1.GM.2 Select and use nonstandard and standard units to describe length and volume/capacity.	
1.GM.2.1 Use nonstandard and standard measuring tools to measure the length of objects to reinforce the continuous nature of linear measurement.	SE: 667–672, 673–678, 679–684, 685–690, 691–696 TE: 667A–672, 673A–678, 679A–684, 685A–690, 691A–696
1.GM.2.2 Illustrate that the length of an object is the number of same-size units of length that, when laid end-to-end with no gaps or overlaps, reach from one end of the object to the other.	SE: 679–684, 685–690, 691–696 TE: 679A–684, 685A–690, 691A–696
1.GM.2.3 Measure the same object/distance with units of two different lengths and describe how and why the measurements differ.	SE: 679–684 TE: 679A–684
1.GM.2.4 Describe a length to the nearest whole unit using a number and a unit.	SE: 679–684, 685–690, 691–696 TE: 679A–684, 685A–690, 691A–696
1.GM.2.5 Use standard and nonstandard tools to identify volume/capacity. Compare and sort containers that hold more, less, or the same amount.	SE: OK13–OK14 TE: OK5
1.GM.3 Tell time to the half and full hour.	
1.GM.3.1 Tell time to the hour and half-hour (analog and digital).	SE: 709–714, 715–720, 721–726, 727–732 TE: 709A–714, 715A–720, 721A–726, 727A–732
Data & Probability (D)	
1.D.1 Collect, organize, and interpret categorical and numerical data.	
1.D.1.1 Collect, sort, and organize data in up to three categories using representations (e.g., tally marks, tables, Venn diagrams).	SE: 353–358, 359–364, 365–370, 371–376, 377–382, OK1–OK2 TE: 353A–358, 359A–364, 365A–370, 371A–376, 377A–382, OK1

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1.D.1.2 Use data to create picture and bar-type graphs to demonstrate one-to-one correspondence.	SE: 353–358, 359–364, 365–370, 371–376, 377–382 TE: 353A–358, 359A–364, 365A–370, 371A–376, 377A–382
1.D.1.3 Draw conclusions from picture and bar-type graphs.	SE: 365–370, 371–376, 377–382 TE: 365A–370, 371A–376, 377A–382