

A Correlation of  
**enVisionMATH Common Core**  
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To the  
**Oklahoma Academic Standards  
for Mathematics  
Kindergarten – Grade 6**

# A Correlation of **enVisionMATH Common Core**, ©2012 To the Oklahoma Academic Standards for Mathematics

## Introduction

This document demonstrates how **enVisionMATH Common Core**, ©2012, aligns to the Oklahoma Academic Standards for Mathematics, Grades K-6. Correlation page references are to the Teacher's Edition. Lessons in the Teacher's Edition include facsimile pages of the Student Edition.

**enVisionMATH Common Core** was written specifically to address the Common Core State Standards and is based on critical foundational research and proven classroom results. It is organized and color-coded by the Common Core Domains, so teaching is highly focused, manageable, and coherent. **enVisionMATH Common Core** teaches all of the standards for mathematical content within a powerful concept-development skeleton grounded on big ideas of mathematics and related essential understandings.

The straightforward 4-Part lesson structure communicates daily to teachers both the Standards for Mathematical Content and Standards for Mathematical Practice that need to be developed with students and the conceptual underpinnings that need to be understood.

**enVisionMATH Common Core** provides deep conceptual development and understanding through daily Problem-Based Interactive Learning as a core part of instruction. This daily Interactive Learning is then connected with Visual Learning.

The **enVisionMATH Common Core** Student Edition presents content in more visual ways. Page layouts are clean, open, predictable, and easy-to-use. All art is functional, promoting understanding or providing data needed for problems. Visual models are consistent and, whenever possible, the visual and physical models remain the same across lessons to make teaching and learning easier.

The **enVisionMATH Common Core** Teacher's Edition provides an instructional plan for each lesson that reflects the work that highly effective teachers do in the classroom. The Teacher's Edition is visually appealing, easily connecting information (e.g. questions) to its point of use in the text. Teaching is grounded on rich questions and classroom conversations.

Assessment in **enVisionMATH Common Core** is an integral part of instruction, not an interruption. Both skills and understanding are assessed on a daily basis. Daily formative assessment leads to data-driven differentiated instruction, as well as information for interpreting results (diagnosis) and intervention tasks.

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Oklahoma Academic Standards for Mathematics Kindergarten	enVisionMATH Common Core, ©2012 Kindergarten
<b>Guiding Principles</b>	
<b>Guiding Principle 1:</b> Excellence in mathematics education requires equity--high expectations and strong support for all students.	<b>SE/TE: Topic 2:</b> 32, 34; <b>Topic 5:</b> 96, 102; <b>Topic 8:</b> 150, 152; <b>Topic 11:</b> 208, 216; <b>Topic 14:</b> 268, 276  <b>TE: Topic 2:</b> 21C, 32B, 34B; <b>Topic 5:</b> 91C, 96B, 102B; <b>Topic 8:</b> 145C, 150B, 152B; <b>Topic 11:</b> 205C, 208B, 216B; <b>Topic 14:</b> 263C, 268B, 276B
<b>Guiding Principle 2:</b> Mathematical ideas should be explored in ways that stimulate curiosity, create enjoyment of mathematics, and develop depth of understanding.	<b>SE/TE: Topic 2:</b> 23, 27; <b>Topic 5:</b> 95, 99; <b>Topic 8:</b> 149, 151; <b>Topic 11:</b> 207, 211; <b>Topic 14:</b> 268, 276  <b>TE: Topic 2:</b> 21E-21G; <b>Topic 5:</b> 91E-91G; <b>Topic 8:</b> 145E-145G; <b>Topic 11:</b> 205E-205G; <b>Topic 14:</b> 263E-263G
<b>Guiding Principle 3:</b> An effective mathematics program focuses on problem solving.	<b>SE/TE: Topic 2:</b> 39-40; <b>Topic 5:</b> 101-102; <b>Topic 8:</b> 153-154; <b>Topic 11:</b> 215-216; <b>Topic 14:</b> 279-280  <b>TE: Topic 2:</b> 39A-40C; <b>Topic 5:</b> 101A-102C; <b>Topic 8:</b> 153A-154C; <b>Topic 11:</b> 215A-216C; <b>Topic 14:</b> 279A-280C
<b>Guiding Principle 4:</b> Technology is essential in teaching and learning mathematics.	<b>SE/TE: Topic 2:</b> 24, 28; <b>Topic 5:</b> 96, 101; <b>Topic 8:</b> 148, 151; <b>Topic 11:</b> 208, 211; <b>Topic 14:</b> 272, 279  <b>TE: Topic 2:</b> 24A, 24C, 28A, 28C; <b>Topic 5:</b> 102A, 102C, 96A, 96C; <b>Topic 8:</b> 148A, 148C, 152A, 152C; <b>Topic 11:</b> 208A, 208C, 212A, 212C; <b>Topic 14:</b> 272A, 272C, 280A, 280C
<b>Mathematical Actions and Practices</b>	
<b>Develop a Deep and Flexible Conceptual Understanding</b>	<b>SE/TE: Topic 1:</b> 5-6, 11-12; <b>Topic 4:</b> 83-84; <b>Topic 9:</b> 67-68, 69-70, 71-72; <b>Topic 13:</b> 249-250, 253-254  <b>TE: Topic 1:</b> 5A-6C, 11A-12C; <b>Topic 4:</b> 83A-84C; <b>Topic 9:</b> 67A-68C, 69A-70C, 71A-72C; <b>Topic 13:</b> 249A-250C, 253A-254C
<b>Develop Accurate and Appropriate Procedural Fluency</b>	<b>SE/TE: Topic 7:</b> 133-134, 137-138; <b>Topic 8:</b> 155-156, 159-160; <b>Topic 10:</b> 195-196, 197-198; <b>Topic 11:</b> 209-210, 211-212  <b>TE: Topic 7:</b> 133A-134C, 137A-138C; <b>Topic 8:</b> 155A-156C, 159A-160C; <b>Topic 10:</b> 195A-196C, 197A-198C; <b>Topic 11:</b> 209A-210C, 211A-212C

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Oklahoma Academic Standards for Mathematics Kindergarten	enVisionMATH Common Core, ©2012 Kindergarten
<b>Develop Strategies for Problem Solving</b>	<b>SE/TE: Topic 2:</b> 39-40; <b>Topic 5:</b> 101-102; <b>Topic 8:</b> 153-154, 161-162; <b>Topic 10:</b> 199-200  <b>TE: Topic 2:</b> 39A-40C; <b>Topic 5:</b> 101A-102C; <b>Topic 8:</b> 153A-154C, 161A-162C; <b>Topic 10:</b> 199A-200C
<b>Develop Mathematical Reasoning</b>	<b>SE/TE: Topic 5:</b> 101-102; <b>Topic 13:</b> 253-254; <b>Topic 16:</b> 311-312  <b>TE: Topic 5:</b> 101A-102C; <b>Topic 13:</b> 253A-254C; <b>Topic 16:</b> 311A-312C
<b>Develop a Productive Mathematical Disposition</b>	<b>SE/TE: Topic 4:</b> 65; <b>Topic 8:</b> 45; <b>Topic 13:</b> 243; <b>Topic 14:</b> 263  <b>TE: Topic 4:</b> 65E-65G; <b>Topic 8:</b> 45E-45G; <b>Topic 13:</b> 243E-243G; <b>Topic 14:</b> 263E-263G
<b>Develop the Ability to Make Conjectures, Model, and Generalize</b>	<b>SE/TE: Topic 3:</b> 47-48, 51-52; <b>Topic 7:</b> 133-134, 137-138; <b>Topic 11:</b> 207-208, 213-214; <b>Topic 16:</b> 307-308, 309-310  <b>TE: Topic 3:</b> 47A-48C, 51A-52C; <b>Topic 7:</b> 133A-134C, 137A-138C; <b>Topic 11:</b> 207A-208C, 213A-214C; <b>Topic 16:</b> 307A-308C, 309A-310C
<b>Develop the Ability to Communicate Mathematically</b>	<b>SE/TE: Topic 1:</b> 8, 10; <b>Topic 4:</b> 67, 83; <b>Topic 6:</b> 111, 113; <b>Topic 12:</b> 225, 227  <b>TE: Topic 1:</b> 1D; <b>Topic 4:</b> 65D; <b>Topic 6:</b> 107D; <b>Topic 12:</b> 221D
<b>Number &amp; Operations (N)</b>	
<b>K.N.1 Understand the relationship between quantities and whole numbers.</b>	
<b>K.N.1.1</b> Count aloud forward in sequence to 100 by 1's and 10's.	<b>SE/TE: Topic 6:</b> 109-110, 113-114, 115-116, 117-118, 119-120  <b>TE: Topic 6:</b> 109A-110C, 113A-114C, 115A-116C, 117A-118C, 119A-120C
<b>K.N.1.2</b> Recognize that a number can be used to represent how many objects are in a set up to 10.	<b>SE/TE: Topic 1:</b> 7-8, 13-14, 15-16; <b>Topic 2:</b> 29-30, 31-32; <b>Topic 3:</b> 49-50, 53-54, 57-58  <b>TE: Topic 1:</b> 7A-8C, 13A-14C, 15A-16C; <b>Topic 2:</b> 29A-30C, 31A-32C; <b>Topic 3:</b> 49A-50C, 53A-54C, 57A-58C

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<b>K.N.1.3</b> Use ordinal numbers to represent the position of an object in a sequence up to 10.	<b>SE/TE: Topic 2:</b> 37-38  <b>TE: Topic 2:</b> 37A-38C
<b>K.N.1.4</b> Recognize without counting (subitize) the quantity of a small group of objects in organized and random arrangements up to 10. <b>Clarification statement:</b> 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.	<b>SE/TE: Topic 3:</b> 59-60; <b>Topic 4:</b> 73-74, 75-76, 77-78, 79-80, 81-82  <b>TE: Topic 3:</b> 59A-60C; <b>Topic 4:</b> 73A-74C, 75A-76C, 77A-78C, 79A-80C, 81A-82C
<b>K.N.1.5</b> Count forward, with and without objects, from any given number up to 10.	<b>SE/TE: Topic 4:</b> 81-82, 83-84; <b>Topic 5:</b> 101-102; <b>Topic 6:</b> 109-110, 119-120  <b>TE: Topic 4:</b> 81A-82C, 83A-84C; <b>Topic 5:</b> 101A-102C; <b>Topic 6:</b> 109A-110C, 119A-120C
<b>K.N.1.6</b> Read, write, discuss, and represent whole numbers from 0 to at least 10. Representations may include numerals, pictures, real objects and picture graphs, spoken words, and manipulatives.	<b>SE/TE: Topic 1:</b> 7-8, 13-14, 15-16; <b>Topic 2:</b> 31-32, 39-40; <b>Topic 3:</b> 49-50, 53-54, 57-58; <b>Topic 4:</b> 73-74, 75-76, 77-78, 79-80  <b>TE: Topic 1:</b> 7A-8C, 13A-14C, 15A-16C; <b>Topic 2:</b> 31A-32C, 39A-40C; <b>Topic 3:</b> 49A-50C, 53A-54C, 57A-58C; <b>Topic 4:</b> 73A-74C, 75A-76C, 77A-78C, 79A-80C
<b>K.N.1.7</b> Find a number that is 1 more or 1 less than a given number up to 10.	<b>SE/TE: Topic 4:</b> 67-68, 69-70, 73-74, 75-76, 85-86  <b>TE: Topic 4:</b> 67A-68C, 69A-70C, 73A-74C, 75A-76C, 85A-86C
<b>K.N.1.8</b> Using the words more than, less than or equal to compare and order whole numbers, with and without objects, from 0 to 10.	<b>SE/TE: Topic 2:</b> 23-24, 25-26, 27-28, 33-34, 39-40; <b>Topic 4:</b> 67-68, 69-70, 71-72, 73-74, 75-76, 77-78, 79-80  <b>TE: Topic 2:</b> 23A-24C, 25A-26C, 27A-28C, 33A-34C, 39A-40C; <b>Topic 4:</b> 67A-68C, 69A-70C, 71A-72C, 73A-74C, 75A-76C, 77A-78C, 79A-80C
<b>K.N.2 Develop conceptual fluency with addition and subtraction (up to 10) using objects and pictures.</b>	
<b>K.N.2.1</b> Compose and decompose numbers up to 10 with objects and pictures.	<b>SE/TE: Topic 9:</b> 169-170, 171-172, 173-174, 175-176, 177-178, 179-180, 183-184  <b>TE: Topic 9:</b> 169A-170C, 171A-172C, 173A-174C, 175A-176C, 177A-178C, 179A-180C, 183A-184C

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<b>K.N.3</b> Understand the relationship between whole numbers and fractions through fair share.	
<b>K.N.3.1</b> Distribute equally a set of objects into at least two smaller equal sets.	For related content, please see: <b>SE/TE: Topic 8:</b> 147-148; <b>Topic 9:</b> 169-170, 173-174, 177-178, 181-182; <b>Topic 11:</b> 207-208, 209-210, 211-212, 213-214  <b>TE: Topic 8:</b> 147A-148C; <b>Topic 9:</b> 169A-170C, 173A-174C, 177A-178C, 181A-182C; <b>Topic 11:</b> 207A-208C, 209A-210C, 211A-212C, 213A-214C
<b>K.N.4</b> Identify coins by name.	
<b>K.N.4.1</b> Identify pennies, nickels, dimes, and quarters by name.	This standard is met in enVisionMATH Common Core Grade 2. Please see: <b>SE/TE: Topic 13:</b> 419-422, 423-426  <b>TE: Topic 13:</b> 419A-422B, 423A-426B
<b>Algebraic Reasoning &amp; Algebra (A)</b>	
<b>K.A.1</b> Duplicate patterns in a variety of contexts.	
<b>K.A.1.1</b> Sort and group up to 10 objects into a set based upon characteristics such as color, size, and shape. Explain verbally what the objects have in common.	<b>SE/TE: Topic 9:</b> 185-186; <b>Topic 13:</b> 245-246, 247-248, 249-250, 251-252, 253-254, 255-256, 257-258  <b>TE: Topic 9:</b> 185A-186C; <b>Topic 13:</b> 245A-246C, 247A-248C, 249A-250C, 251A-252C, 253A-254C, 255A-256C, 257A-258C
<b>K.A.1.2</b> Recognize, duplicate, complete, and extend repeating, shrinking and growing patterns involving shape, color, size, objects, sounds, movement, and other contexts.	<b>SE/TE: Topic 3:</b> 59-60; <b>Topic 6:</b> 117-118, 119-120; <b>Topic 10:</b> 199-200; <b>Topic 11:</b> 215-216  <b>TE: Topic 3:</b> 59A-60C; <b>Topic 6:</b> 117A-118C, 119A-120C; <b>Topic 10:</b> 199A-200C; <b>Topic 11:</b> 215A-216C
<b>Geometry and Measurement (GM)</b>	
<b>K.GM.1</b> Recognize and sort basic two dimensional shapes and use them to represent real-world objects.	
<b>K.GM.1.1</b> Recognize squares, circles, triangles, and rectangles.	<b>SE/TE: Topic 14:</b> 265-266, 267-268, 269-270, 271-272, 277-278, 279-280; <b>Topic 16:</b> 303-304, 305-306  <b>TE: Topic 14:</b> 265A-266C, 267A-268C, 269A-270C, 271A-272C, 277A-278C, 279A-280C; <b>Topic 16:</b> 303A-304C, 305A-306C

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<b>K.GM.1.2</b> Sort two-dimensional objects using characteristics such as shape, size, color, and thickness.	<b>SE/TE: Topic 13:</b> 245-246, 247-248, 249-250, 251-252, 253-254  <b>TE: Topic 13:</b> 245A-246C, 247A-248C, 249A-250C, 251A-252C, 253A-254C
<b>K.GM.1.3</b> Identify attributes of two-dimensional shapes using informal and formal geometric language interchangeably.	<b>SE/TE: Topic 14:</b> 265-266, 267-268, 269-270, 271-272, 273-274  <b>TE: Topic 14:</b> 265A-266C, 267A-268C, 269A-270C, 271A-272C, 273A-274C
<b>K.GM.1.4</b> Use smaller shapes to form a larger shape when there is an outline to follow.	<b>SE/TE: Topic 16:</b> 305-306  <b>TE: Topic 16:</b> 305A-306C
<b>K.GM.1.5</b> Compose free-form shapes with blocks.	<b>SE/TE: Topic 16:</b> 305-306, 309-310  <b>TE: Topic 16:</b> 305A-306C, 309A-310C
<b>K.GM.1.6</b> Use basic shapes and spatial reasoning to represent objects in the real world.	<b>SE/TE: Topic 14:</b> 265-266, 267-268, 269-270, 271-272, 273-274, 275-276, 277-278, 279-280  <b>TE: Topic 14:</b> 265A-266C, 267A-268C, 269A-270C, 271A-272C, 273A-274C, 275A-276C, 277A-278C, 279A-280C
<b>K.GM.2</b> Compare and order objects according to location and measurable attributes.	
<b>K.GM.2.1</b> Use words to compare objects according to length, size, weight, position, and location.	<b>SE/TE: Topic 12:</b> 225-226, 227-228, 229-230, 231-232, 233-234, 235-236, 237-238; <b>Topic 15:</b> 287-288, 289-290, 291-292, 293-294, 295-296; <b>Topic 16:</b> 303-304, 307-308  <b>TE: Topic 12:</b> 225A-226C, 227A-228C, 229A-230C, 231A-232C, 233A-234C, 235A-236C, 237A-238C; <b>Topic 15:</b> 287A-288C, 289A-290C, 291A-292C, 293A-294C, 295A-296C; <b>Topic 16:</b> 303A-304C, 307A-308C
<b>K.GM.2.2</b> Order up to 6 objects using measurable attributes, such as length and weight.	<b>SE/TE: Topic 12:</b> 225-226, 227-228, 229-230, 231-232, 233-234, 235-236, 237-238  <b>TE: Topic 12:</b> 225A-226C, 227A-228C, 229A-230C, 231A-232C, 233A-234C, 235A-236C, 237A-238C



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<b>K.GM.2.3</b> Sort objects into sets by more than one attribute.	<b>SE/TE: Topic 13:</b> 245-246, 249-250, 251-252, 253-254  <b>TE: Topic 13:</b> 245A-246C, 249A-250C, 251A-252C, 253A-254C
<b>K.GM.2.4</b> Compare the number of objects needed to fill two different containers.	<b>SE/TE: Topic 12:</b> 235-236  <b>TE: Topic 12:</b> 235A-236C
<b>K.GM.3</b> Tell time as it relates to daily life.	
<b>K.GM.3.1</b> Develop an awareness of simple time concepts using words such as yesterday, today, tomorrow, morning, afternoon, and night within his/her daily life.	This standard is met in enVisionMATH Common Core Grade 1. Please see: <b>SE/TE: Topic 13:</b> 415-418, 419-422, 423-426  <b>TE: Topic 13:</b> 415A-418B, 419A-422B, 423A-426B
<b>Data &amp; Probability (D)</b>	
<b>K.D.1</b> Collect, organize, and interpret categorical data.	
<b>K.D.1.1</b> Collect and sort information about objects and events in the environment.	<b>SE/TE: Topic 13:</b> 247-248, 249-250, 251-252, 253-254, 255-256, 257-258  <b>TE: Topic 13:</b> 247A-248C, 249A-250C, 251A-252C, 253A-254C, 255A-256C, 257A-258C
<b>K.D.1.2</b> Use categorical data to create real-object and picture graphs.	<b>SE/TE: Topic 13:</b> 255-256, 257-258  <b>TE: Topic 13:</b> 255A-256C, 257A-258C
<b>K.D.1.3</b> Draw conclusions from real-object and picture graphs.	<b>SE/TE: Topic 13:</b> 255-256, 257-258  <b>TE: Topic 13:</b> 255A-256C, 257A-258C

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Oklahoma Academic Standards for Mathematics Grade 1	enVisionMATH Common Core, ©2012 Grade 1
<b>Guiding Principles</b>	
<b>Guiding Principle 1:</b> Excellence in mathematics education requires equity--high expectations and strong support for all students.	<b>SE/TE: Topic 1:</b> 12, 16; <b>Topic 7:</b> 240, 244; <b>Topic 13:</b> 416, 420; <b>Topic 15:</b> 472, 476  <b>TE: Topic 1:</b> 1C, 6A-6B, 10A-10B; <b>Topic 7:</b> 237C, 242A-242B, 246A-246B; <b>Topic 13:</b> 413C, 418A-418B, 422A-422B; <b>Topic 15:</b> 469C, 474A-474B, 478A-478B
<b>Guiding Principle 2:</b> Mathematical ideas should be explored in ways that stimulate curiosity, create enjoyment of mathematics, and develop depth of understanding.	<b>SE/TE: Topic 2:</b> 45, 49; <b>Topic 8:</b> 269, 273; <b>Topic 12:</b> 385, 389; <b>Topic 14:</b> 437, 441  <b>TE: Topic 2:</b> 39E-39F; <b>Topic 8:</b> 267E-267F; <b>Topic 12:</b> 383E-383F; <b>Topic 14:</b> 435E-435F
<b>Guiding Principle 3:</b> An effective mathematics program focuses on problem solving.	<b>SE/TE: Topic 1:</b> 31-34; <b>Topic 8:</b> 289-292; <b>Topic 11:</b> 375-378; <b>Topic 15:</b> 475-478, 507-510  <b>TE: Topic 1:</b> 31A-34B; <b>Topic 8:</b> 289A-292B; <b>Topic 11:</b> 375A-378B; <b>Topic 15:</b> 475A-478B, 507A-510B
<b>Guiding Principle 4:</b> Technology is essential in teaching and learning mathematics.	<b>SE/TE: Topic 3:</b> 91, 93-94, 99, 101-102; <b>Topic 5:</b> 163, 165-166, 167, 169-170; <b>Topic 6:</b> 205, 207-208, 209, 211-212; <b>Topic 9:</b> 299, 301-302, 303, 305-306  <b>TE: Topic 3:</b> 94B, 102B; <b>Topic 5:</b> 166B, 170B; <b>Topic 6:</b> 208B, 212B; <b>Topic 9:</b> 302B, 306B
<b>Mathematical Actions and Practices</b>	
<b>Develop a Deep and Flexible Conceptual Understanding</b>	<b>SE/TE: Topic 4:</b> 145-148, 149-152; <b>Topic 6:</b> 221-224, 229-232; <b>Topic 8:</b> 277-280, 281-284; <b>Topic 16:</b> 521-524, 525-528  <b>TE: Topic 4:</b> 145A-148B, 149A-152B; <b>Topic 6:</b> 221A-224B, 229A-232B; <b>Topic 8:</b> 277A-280B, 281A-284B; <b>Topic 16:</b> 521A-524B, 525A-528B
<b>Develop Accurate and Appropriate Procedural Fluency</b>	<b>SE/TE: Topic 2:</b> 53-56, 73-76; <b>Topic 5:</b> 191-194, 195-198; <b>Topic 6:</b> 221-224, 225-228; <b>Topic 10:</b> 337-340, 341-344  <b>TE: Topic 2:</b> 53A-56B, 73A-76B; <b>Topic 5:</b> 191A-194B, 195A-198B; <b>Topic 6:</b> 221A-224B, 225A-228B; <b>Topic 10:</b> 337A-340B, 341A-344B

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<b>Oklahoma Academic Standards for Mathematics Grade 1</b>	<b>enVisionMATH Common Core, ©2012 Grade 1</b>
<b>Develop Strategies for Problem Solving</b>	<b>SE/TE: Topic 1:</b> 31-34; <b>Topic 8:</b> 289-292; <b>Topic 11:</b> 375-378; <b>Topic 15:</b> 475-478, 507-510  <b>TE: Topic 1:</b> 31A-34B; <b>Topic 8:</b> 289A-292B; <b>Topic 11:</b> 375A-378B; <b>Topic 15:</b> 475A-478B, 507A-510B
<b>Develop Mathematical Reasoning</b>	<b>SE/TE: Topic 2:</b> 73-76; <b>Topic 9:</b> 311-314; <b>Topic 12:</b> 401-404; <b>Topic 15:</b> 507-510  <b>TE: Topic 2:</b> 73A-76B; <b>Topic 9:</b> 311A-314B; <b>Topic 12:</b> 401A-404B; <b>Topic 15:</b> 507A-510B
<b>Develop a Productive Mathematical Disposition</b>	<b>SE/TE: Topic 4:</b> 115-116; <b>Topic 7:</b> 237-238; <b>Topic 13:</b> 413-414; <b>Topic 16:</b> 515-516  <b>TE: Topic 4:</b> 115E-115F; <b>Topic 7:</b> 237E-237F; <b>Topic 13:</b> 413E-413F; <b>Topic 16:</b> 515E-515F
<b>Develop the Ability to Make Conjectures, Model, and Generalize</b>	<b>SE/TE: Topic 3:</b> 91-94, 107-110; <b>Topic 8:</b> 269-272, 285-288; <b>Topic 11:</b> 359-362, 375-378; <b>Topic 16:</b> 252-258, 529-532  <b>TE: Topic 3:</b> 91A-94B, 107A-110B; <b>Topic 8:</b> 269A-272B, 285A-288B; <b>Topic 11:</b> 359A-362B, 375A-378B; <b>Topic 16:</b> 252A-258B, 529A-532B
<b>Develop the Ability to Communicate Mathematically</b> 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.	<b>SE/TE: Topic 2:</b> 53-56; <b>Topic 6:</b> 209-212; <b>Topic 10:</b> 329-332; <b>Topic 14:</b> 437-440  <b>TE: Topic 2:</b> 39D, 53A-56B; <b>Topic 6:</b> 203D, 209A-212B; <b>Topic 10:</b> 323D, 329A-332B; <b>Topic 14:</b> 435D, 437A-440B
<b>Number &amp; Operations (N)</b>	
<b>1.N.1 Count, compare, and represent whole numbers up to 100, with an emphasis on groups of tens and ones.</b>	
<b>1.N.1.1</b> Recognize numbers to 20 without counting (subitize) the quantity of structured arrangements. <b>Clarification statement:</b> 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.	<b>SE/TE: Topic 1:</b> 3-6; <b>Topic 3:</b> 91-94, 95-98, 107-110; <b>Topic 7:</b> 239-242, 243-246  <b>TE: Topic 1:</b> 3A-6B; <b>Topic 3:</b> 91A-94B, 95A-98B, 107A-110B; <b>Topic 7:</b> 239A-242B, 243A-246B

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<b>1.N.1.2</b> Use concrete representations to describe whole numbers between 10 and 100 in terms of tens and ones.	<b>SE/TE: Topic 8:</b> 269-272, 273-276, 277-280, 281-284, 285-288, 289-292  <b>TE: Topic 8:</b> 269A-272B, 273A-276B, 277A-280B, 281A-284B, 285A-288B, 289A-292B
<b>1.N.1.3</b> 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.	<b>SE/TE: Topic 3:</b> 91-94, 95-98; <b>Topic 7:</b> 239-242, 243-246, 247-250, 251-254, 259-262; <b>Topic 8:</b> 269-272, 273-276, 277-280, 281-284, 285-288, 289-292; <b>Topic 9:</b> 303-306, 307-310  <b>TE: Topic 3:</b> 91A-94B, 95A-98B; <b>Topic 7:</b> 239A-242B, 243A-246B, 247A-250B, 251A-254B, 259A-262B; <b>Topic 8:</b> 269A-272B, 273A-276B, 277A-280B, 281A-284B, 285A-288B, 289A-292B; <b>Topic 9:</b> 303A-306B, 307A-310B
<b>1.N.1.4</b> Count forward, with and without objects, from any given number up to 100 by 1s, 2s, 5s and 10s.	<b>SE/TE: Topic 7:</b> 247-250, 251-254, 255-258, 259-262  <b>TE: Topic 7:</b> 247-250B, 251A-254B, 255A-258B, 259A-262B
<b>1.N.1.5</b> Find a number that is 10 more or 10 less than a given number up to 100.	<b>SE/TE: Topic 9:</b> 299-302, 303-306  <b>TE: Topic 9:</b> 299A-302B, 303A-306B
<b>1.N.1.6</b> Compare and order whole numbers from 0 to 100.	<b>SE/TE: Topic 9:</b> 299-302, 303-306, 307-310, 311-314, 315-318  <b>TE: Topic 9:</b> 299A-302B, 303A-306B, 307A-310B, 311A-314B, 315A-318B
<b>1.N.1.7</b> Use knowledge of number relationships to locate the position of a given whole number on an open number line up to 20.	For related content, please see: <b>SE/TE: Topic 9:</b> 299-302, 303-306, 307-310, 311-314  <b>TE: Topic 9:</b> 299A-302B, 303A-306B, 307A-310B, 311A-314B
<b>1.N.1.8</b> Use objects to represent and use words to describe the relative size of numbers, such as more than, less than, and equal to.	<b>SE/TE: Topic 9:</b> 299-302, 303-306, 307-310, 311-314, 315-318  <b>TE: Topic 9:</b> 299A-302B, 303A-306B, 307A-310B, 311A-314B, 315A-318B

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<b>1.N.2 Solve addition and subtraction problems up to 10 in real-world and mathematical contexts.</b>	
<b>1.N.2.1</b> Represent and solve real-world and mathematical problems using addition and subtraction up to ten.	<b>SE/TE: Topic 1:</b> 23-26, 31-34; <b>Topic 2:</b> 57-60, 61-64, 65-68, 69-72, 81-84; <b>Topic 4:</b> 153-156  <b>TE: Topic 1:</b> 23A-26B, 31A-34B; <b>Topic 2:</b> 57A-60B, 61A-64B, 65A-68B, 69A-72B, 81A-84B; <b>Topic 4:</b> 153A-156B
<b>1.N.2.2</b> Determine if equations involving addition and subtraction are true.	<b>SE/TE: Topic 2:</b> 77-80; <b>Topic 6:</b> 225-228  <b>TE: Topic 2:</b> 77A-80B; <b>Topic 6:</b> 225A-228B
<b>1.N.2.3</b> Demonstrate fluency with basic addition facts and related subtraction facts up to 10.	<b>SE/TE: Topic 1:</b> 7-10, 11-14, 15-18, 19-22, 23-26, 27-30, 31-34; <b>Topic 2:</b> 41-44, 45-48, 49-52, 53-56, 57-60, 61-64, 65-68, 69-72, 73-76, 77-80; <b>Topic 4:</b> 117-120, 121-124, 125-128, 137-140, 141-144, 145-148, 149-152, 153-156  <b>TE: Topic 1:</b> 7A-10B, 11A-14B, 15A-18B, 19A-22B, 23A-26B, 27A-30B, 31A-34B; <b>Topic 2:</b> 41A-44B, 45A-48B, 49A-52B, 53A-56B, 57A-60B, 61A-64B, 65A-68B, 69A-72B, 73A-76B, 77A-80B; <b>Topic 4:</b> 117A-120B, 121A-124B, 125A-128B, 137A-140B, 141A-144B, 145A-148B, 149A-152B, 153A-156B
<b>1.N.3 Develop foundational ideas for fractions.</b>	
<b>1.N.3.1</b> Partition a regular polygon using physical models and recognize when those parts are equal.	<b>SE/TE: Topic 16:</b> 517-520, 521-524, 525-528, 529-532  <b>TE: Topic 16:</b> 517A-520B, 521A-524B, 525A-528B, 529A-532B
<b>1.N.3.2</b> Partition (fair share) sets of objects into equal groupings.	For related content, please see: <b>SE/TE: Topic 16:</b> 517-520, 521-524, 525-528, 529-532  <b>TE: Topic 16:</b> 517A-520B, 521A-524B, 525A-528B, 529A-532B
<b>1.N.4 Identify coins and their values.</b>	
<b>1.N.4.1</b> Identifying pennies, nickels, dimes, and quarters by name and value.	This standard is met in enVisionMATH Common Core Grade 2. Please see: <b>SE/TE: Topic 13:</b> 419-422, 423-426, 435-438 <b>TE: Topic 13:</b> 419A-422B, 423A-426B, 435A-438B

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<b>Oklahoma Academic Standards for Mathematics Grade 1</b>	<b>enVisionMATH Common Core, ©2012 Grade 1</b>
<b>1.N.4.2</b> Write a number with the cent symbol to describe the value of a coin.	This standard is met in enVisionMATH Common Core Grade 2. Please see: <b>SE/TE: Topic 13:</b> 423-426, 427-430  <b>TE: Topic 13:</b> 423A-426B, 427A-430B
<b>1.N.4.3</b> Determine the value of a collection of pennies, nickels, or dimes up to one dollar counting by ones, fives, or tens.	This standard is met in enVisionMATH Common Core Grade 2. Please see: <b>SE/TE: Topic 13:</b> 423-426  <b>TE: Topic 13:</b> 423A-426B
<b>Algebraic Reasoning &amp; Algebra (A)</b>	
<b>1.A.1</b> Identify patterns found in real world and mathematical situations.	
<b>1.A.1.1</b> Identify, create, complete, and extend repeating, growing, and shrinking patterns with quantity, numbers, or shapes in a variety of real-world and mathematical contexts.	<b>SE/TE: Topic 7:</b> 247-250, 251-254, 255-258, 259-262  <b>TE: Topic 7:</b> 247A-250B, 251A-254B, 255A-258B, 259A-262B
<b>Geometry &amp; Measurement (GM)</b>	
<b>1.GM.1</b> Recognize, compose, and decompose two- and three-dimensional shapes.	
<b>1.GM.1.1</b> Identify trapezoids and hexagons by pointing to the shape when given the name.	<b>SE/TE: Topic 15:</b> 471-474, 475-478, 479-482  <b>TE: Topic 15:</b> 471A-474B, 475A-478B, 479A-482B
<b>1.GM.1.2</b> Compose and decompose larger shapes using smaller two-dimensional shapes.	<b>SE/TE: Topic 15:</b> 483-486, 487-490  <b>TE: Topic 15:</b> 483A-486B, 487A-490B
<b>1.GM.1.3</b> Compose structures with three-dimensional shapes.	<b>SE/TE: Topic 15:</b> 503-506  <b>TE: Topic 15:</b> 503A-506B
<b>1.GM.1.4</b> Recognize three-dimensional shapes such as cubes, cones, cylinders, and spheres.	<b>SE/TE: Topic 15:</b> 491-494, 495-498, 499-502  <b>TE: Topic 15:</b> 491A-494B, 495A-498B, 499A-502B
<b>1.GM.2</b> Select and use nonstandard and standard units to describe length and volume/capacity.	
<b>1.GM.2.1</b> Use nonstandard and standard measuring tools to measure the length of objects to reinforce the continuous nature of linear measurement.	<b>SE/TE: Topic 12:</b> 389-392, 393-396, 399-400, 401-404, 405-408  <b>TE: Topic 12:</b> 389A-392B, 393A-396B, 399A-400B, 401A-404B, 405A-408B

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<b>Oklahoma Academic Standards for Mathematics Grade 1</b>	<b>enVisionMATH Common Core, ©2012 Grade 1</b>
<b>1.GM.2.2</b> 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.	<b>SE/TE: Topic 12:</b> 393-396, 397-400, 401-404, 405-408  <b>TE: Topic 12:</b> 393A-396B, 397A-400B, 401A-404B, 405A-408B
<b>1.GM.2.3</b> Measure the same object/distance with units of two different lengths and describe how and why the measurements differ.	<b>SE/TE: Topic 12:</b> 401-404  <b>TE: Topic 12:</b> 401A-404B
<b>1.GM.2.4</b> Describe a length to the nearest whole unit using a number and a unit.	<b>SE/TE: Topic 12:</b> 393-396, 397-400, 401-404, 405-408  <b>TE: Topic 12:</b> 393A-396B, 397A-400B, 401A-404B, 405A-408B
<b>1.GM.3 Tell time to the half and full hour.</b>	
<b>1.GM.3.1</b> Tell time to the hour and half-hour (analog and digital).	<b>SE/TE: Topic 13:</b> 415-418, 419-422, 423-426  <b>TE: Topic 13:</b> 415A-418B, 419A-422B, 423A-426B
<b>Data &amp; Probability (D)</b>	
<b>1.D.1</b> Collect, organize, and interpret categorical and numerical data.	
<b>1.D.1.1</b> Collect, sort, and organize data in up to three categories using representations (e.g., tally marks, tables, Venn diagrams).	<b>SE/TE: Topic 14:</b> 437-440, 441-444, 445-448, 449-452, 453-456, 457-460, 461-464  <b>TE: Topic 14:</b> 437A-440B, 441A-444B, 445A-448B, 449A-452B, 453A-456B, 457A-460B, 461A-464B
<b>1.D.1.2</b> Use data to create picture and bar-type graphs to demonstrate one-to-one correspondence.	<b>SE/TE: Topic 14:</b> 441-444, 445-448, 457-460, 461-464  <b>TE: Topic 14:</b> 441A-444B, 445A-448B, 457A-460B, 461A-464B
<b>1.D.1.3</b> Draw conclusions from picture and bar-type graphs.	<b>SE/TE: Topic 14:</b> 441-444, 445-448, 457-460, 461-464  <b>TE: Topic 14:</b> 441A-444B, 445A-448B, 457A-460B, 461A-464B

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<b>Oklahoma Academic Standards for Mathematics Grade 2</b>	<b>enVisionMATH Common Core, ©2012 Grade 2</b>
<p><b>Guiding Principle 1:</b> Excellence in mathematics education requires equity--high expectations and strong support for all students.</p> <p>All students must have opportunities to study—and support to learn—mathematics. Equity does not mean that every student should receive identical instruction; instead, it demands that reasonable and appropriate accommodations be made as needed to promote access and attainment for all students.</p>	<p><b>SE/TE: Topic 3:</b> 72, 76; <b>Topic 8:</b> 214, 218; <b>Topic 12:</b> 382, 386; <b>Topic 15:</b> 468, 472</p> <p><b>TE: Topic 3:</b> 69C, 74A-74B, 78A-78B; <b>Topic 8:</b> 211C, 216A-216B, 220A-220B; <b>Topic 12:</b> 379C, 384A-384B, 388A-388B; <b>Topic 15:</b> 465C, 470A-470B, 474A-474B</p>
<p><b>Guiding Principle 2:</b> Mathematical ideas should be explored in ways that stimulate curiosity, create enjoyment of mathematics, and develop depth of understanding.</p>	<p><b>SE/TE: Topic 1:</b> 1, 2, 3; <b>Topic 6:</b> 155, 156, 157; <b>Topic 11:</b> 437, 438, 439; <b>Topic 14:</b> 443, 444, 445</p> <p><b>TE: Topic 1:</b> 1E-1F; <b>Topic 6:</b> 155E-155F; <b>Topic 11:</b> 337E-337F; <b>Topic 14:</b> 443E-443F</p>
<p><b>Guiding Principle 3:</b> An effective mathematics program focuses on problem solving.</p>	<p><b>SE/TE: Topic 4:</b> 113-116; <b>Topic 8:</b> 245-248; <b>Topic 9:</b> 287-290; <b>Topic 13:</b> 435-438</p> <p><b>TE: Topic 4:</b> 113A-116B; <b>Topic 8:</b> 245A-248B; <b>Topic 9:</b> 287A-290B; <b>Topic 13:</b> 435A-438B</p>
<p><b>Guiding Principle 4:</b> Technology is essential in teaching and learning mathematics.</p>	<p><b>SE/TE: Topic 2:</b> 37, 39-40, 41, 43-44; <b>Topic 7:</b> 187, 189-190, 191, 193-194; <b>Topic 13:</b> 420, 421-422, 427, 429-430; <b>Topic 16:</b> 509, 511-512, 513, 515-516</p> <p><b>TE: Topic 2:</b> 40B, 44B; <b>Topic 7:</b> 190B, 194B; <b>Topic 13:</b> 422B, 430B; <b>Topic 16:</b> 512B, 516B</p>
<b>Mathematical Actions and Practices</b>	
<p><b>Develop a Deep and Flexible Conceptual Understanding</b></p>	<p><b>SE/TE: Topic 4:</b> 105-108, 109-112; <b>Topic 8:</b> 225-228, 241-244; <b>Topic 10:</b> 309-312, 321-324; <b>Topic 15:</b> 467-470, 487-490</p> <p><b>TE: Topic 4:</b> 105A-108B, 109A-112B; <b>Topic 8:</b> 225A-228B, 241A-244B; <b>Topic 10:</b> 309A-312B, 321A-324B; <b>Topic 15:</b> 467A-470B, 487A-490B</p>



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<b>Develop Accurate and Appropriate Procedural Fluency</b>	<p><b>SE/TE: Topic 1:</b> 3-6, 11-14, 23-26; <b>Topic 6:</b> 165-168, 173-176; <b>Topic 11:</b> 351-354, 367-370; <b>Topic 14:</b> 445-448, 449-452</p> <p><b>TE: Topic 1:</b> 3A-6B, 11A-14B, 23A-26B; <b>Topic 6:</b> 165A-168B, 173A-176B; <b>Topic 11:</b> 351A-354B, 367A-370B; <b>Topic 14:</b> 445A-448B, 449A-452B</p>
<b>Develop Strategies for Problem Solving</b>	<p><b>SE/TE: Topic 4:</b> 113-116; <b>Topic 8:</b> 245-248; <b>Topic 9:</b> 287-290; <b>Topic 13:</b> 435-438</p> <p><b>TE: Topic 4:</b> 113A-116B; <b>Topic 8:</b> 245A-248B; <b>Topic 9:</b> 287A-290B; <b>Topic 13:</b> 435A-438B</p>
<b>Develop Mathematical Reasoning</b>	<p><b>SE/TE: Topic 3:</b> 75-78; <b>Topic 7:</b> 203-206; <b>Topic 11:</b> 371-374; <b>Topic 12:</b> 409-412</p> <p><b>TE: Topic 3:</b> 75A-78B; <b>Topic 7:</b> 203A-206B; <b>Topic 11:</b> 371A-374B; <b>Topic 12:</b> 409A-412B</p>
<b>Develop a Productive Mathematical Disposition</b>	<p><b>SE/TE: Topic 1:</b> 1, 2; <b>Topic 6:</b> 155, 156; <b>Topic 11:</b> 337, 338; <b>Topic 14:</b> 443, 444</p> <p><b>TE: Topic 1:</b> 1E-1F; <b>Topic 6:</b> 155E-155F; <b>Topic 11:</b> 337E-337F; <b>Topic 14:</b> 443E-443F</p>
<b>Develop the Ability to Make Conjectures, Model, and Generalize</b>	<p><b>SE/TE: Topic 2:</b> 61-64; <b>Topic 5:</b> 123-126, 147-150; <b>Topic 12:</b> 401-404, 405-408; <b>Topic 16:</b> 521-524, 529-532</p> <p><b>TE: Topic 2:</b> 61A-64B; <b>Topic 5:</b> 123A-126B, 147A-150B; <b>Topic 12:</b> 401A-404B, 405A-408B; <b>Topic 16:</b> 521A-524B, 529A-532B</p>
<b>Develop the Ability to Communicate Mathematically</b>	<p><b>SE/TE: Topic 1:</b> 3, 4, 7, 8; <b>Topic 8:</b> 213, 214-216; <b>Topic 10:</b> 297, 298-300; <b>Topic 16:</b> 509, 510-512</p> <p><b>TE: Topic 1:</b> 1D; <b>Topic 8:</b> 211D; <b>Topic 10:</b> 295D; <b>Topic 16:</b> 507D</p>

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<b>Number &amp; Operations (N)</b>	
<b>2.N.1 Compare and represent whole numbers up to 1,000 with an emphasis on place value and equality.</b>	
<b>2.N.1.1</b> Read, write, discuss, and represent whole numbers up to 1,000. Representations may include numerals, words, pictures, tally marks, number lines and manipulatives.	<b>SE/TE: Topic 5:</b> 123-126, 127-130, 131-134, 135-138; <b>Topic 10:</b> 297-300, 301-304, 305-308, 309-310, 313-316, 317-320, 321-324, 325-328  <b>TE: Topic 5:</b> 123A-126B, 127A-130B, 131A-134B, 135A-138B; <b>Topic 10:</b> 297A-300B, 301A-304B, 305A-308B, 309A-310B, 313A-316B, 317A-320B, 321A-324B, 325A-328B
<b>2.N.1.2</b> Use knowledge of number relationships to locate the position of a given whole number on an open number line up to 100.	For related content, please see: <b>SE/TE: Topic 5:</b> 131-134, 135-138, 139-142, 143-146, 147-150; <b>Topic 8:</b> 233-236; <b>Topic 9:</b> 275-278  <b>TE: Topic 5:</b> 131A-134B, 135A-138B, 139A-142B, 143A-146B, 147A-150B; <b>Topic 8:</b> 233A-236B; <b>Topic 9:</b> 275A-278B
<b>2.N.1.3</b> Use place value to describe whole numbers between 10 and 1,000 in terms of hundreds, tens and ones. Know that 100 is 10 tens, and 1,000 is 10 hundreds.	<b>SE/TE: Topic 5:</b> 123-126; <b>Topic 10:</b> 297-300, 301-304, 305-308, 309-312  <b>TE: Topic 5:</b> 123A-126B; <b>Topic 10:</b> 297A-300B, 301A-304B, 305A-308B, 309A-312B
<b>2.N.1.4</b> Find 10 more or 10 less than a given three-digit number. Find 100 more or 100 less than a given three-digit number.	<b>SE/TE: Topic 5:</b> 139-142; <b>Topic 10:</b> 309-312  <b>TE: Topic 5:</b> 139A-142B; <b>Topic 10:</b> 309A-312B
<b>2.N.1.5</b> Recognize when to round numbers to the nearest 10 and 100.	<b>SE/TE: Topic 14:</b> 453-456  <b>TE: Topic 14:</b> 453A-456B
<b>2.N.1.6</b> Use place value to compare and order whole numbers up to 1,000 using comparative language, numbers, and symbols (e.g., $425 > 276$ , $73 < 107$ , page 351 comes after 350, 753 is between 700 and 800).	<b>SE/TE: Topic 5:</b> 123-126, 131-134; <b>Topic 10:</b> 301-304, 309-312, 321-324, 325-328  <b>TE: Topic 5:</b> 123A-126B, 131A-134B; <b>Topic 10:</b> 301A-304B, 309A-312B, 321A-324B, 325A-328B

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<b>2.N.2 Add and subtract one- and two digit numbers in real-world and mathematical problems.</b>	
<b>2.N.2.1</b> Use the relationship between addition and subtraction to generate basic facts up to 20.	<b>SE/TE: Topic 1:</b> 23-26, 27-30; <b>Topic 3:</b> 75-78, 79-82, 83-86  <b>TE: Topic 1:</b> 23A-26B, 27A-30B; <b>Topic 3:</b> 75A-78B, 79A-82B, 83A-86B
<b>2.N.2.2</b> Demonstrate fluency with basic addition facts and related subtraction facts up to 20.	<b>SE/TE: Topic 1:</b> 3-6, 7-10, 11-14, 15-18, 19-22, 23-26; <b>Topic 2:</b> 37-40, 41-44, 45-48, 49-52, 53-56, 57-60, 61-64; <b>Topic 3:</b> 71-74, 75-78, 79-82, 83-86, 87-90, 91-94  <b>TE: Topic 1:</b> 3A-6B, 7A-10B, 11A-14B, 15A-18B, 19A-22B, 23A-26B; <b>Topic 2:</b> 37A-40B, 41A-44B, 45A-48B, 49A-52B, 53A-56B, 57A-60B, 61A-64B; <b>Topic 3:</b> 71A-74B, 75A-78B, 79A-82B, 83A-86B, 87A-90B, 91A-94B
<b>2.N.2.3</b> Estimate sums and differences up to 100.	For related content, please see: <b>SE/TE: Topic 2:</b> 37-40, 41-44, 45-48, 57-60; <b>Topic 3:</b> 71-74, 75-78, 79-82, 83-86, 87-90; <b>Topic 14:</b> 453-456  <b>TE: Topic 2:</b> 37A-40B, 41A-44B, 45A-48B, 57A-60B; <b>Topic 3:</b> 71A-74B, 75A-78B, 79A-82B, 83A-86B, 87A-90B; <b>Topic 14:</b> 453A-456B
<b>2.N.2.4</b> Use strategies and algorithms based on knowledge of place value and equality to add and subtract two-digit numbers.	<b>SE/TE: Topic 6:</b> 157-160, 161-164, 165-168, 169-172, 177-180; <b>Topic 7:</b> 187-190, 191-194, 195-198, 199-200, 201-204; <b>Topic 8:</b> 213-216, 217-220, 229-232, 233-236, 241-244, 245-248; <b>Topic 9:</b> 255-258, 259-262, 267-270, 275-278, 283-286  <b>TE: Topic 6:</b> 157A-160B, 161A-164B, 165A-168B, 169A-172B, 177A-180B; <b>Topic 7:</b> 187A-190B, 191A-194B, 195A-198B, 199A-200B, 201A-204B; <b>Topic 8:</b> 213A-216B, 217A-220B, 229A-232B, 233A-236B, 241A-244B, 245A-248B; <b>Topic 9:</b> 255A-258B, 259A-262B, 267A-270B, 275A-278B, 283A-286B
<b>2.N.2.5</b> Solve real-world and mathematical addition and subtraction problems involving whole numbers up to 2 digits.	<b>SE/TE: Topic 1:</b> 7-10, 15-18, 19-22, 27-30; <b>Topic 2:</b> 61-64; <b>Topic 3:</b> 91-94; <b>Topic 8:</b> 245-248; <b>Topic 9:</b> 287-290  <b>TE: Topic 1:</b> 7A-10B, 15A-18B, 19A-22B, 27A-30B; <b>Topic 2:</b> 61A-64B; <b>Topic 3:</b> 91A-94B; <b>Topic 8:</b> 245A-248B; <b>Topic 9:</b> 287A-290B

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<b>2.N.2.6</b> Use concrete models and structured arrangements, such as repeated addition, arrays and ten frames to develop understanding of multiplication.	<b>SE/TE: Topic 4:</b> 101-104, 105-108, 109-112, 113-116  <b>TE: Topic 4:</b> 101A-104B, 105A-108B, 109A-112B, 113A-116B
<b>2.N.3</b> Explore the foundational ideas of fractions.	
<b>2.N.3.1</b> Identify the parts of a set and area that represent fractions for halves, thirds, and fourths.	<b>SE/TE: Topic 12:</b> 401-404, 405-408  <b>TE: Topic 12:</b> 401A-404B, 405A-408B
<b>2.N.3.2</b> Construct equal-sized portions through fair sharing including length, set, and area models for halves, thirds, and fourths.	<b>SE/TE: Topic 12:</b> 401-404, 405-408  <b>TE: Topic 12:</b> 401A-404B, 405A-408B
<b>2.N.4 Determine the value of a set of coins.</b>	
<b>2.N.4.1</b> Determine the value of a collection(s) of coins up to one dollar using the cent symbol.	<b>SE/TE: Topic 13:</b> 319-322, 423-426, 427-430, 435-438  <b>TE: Topic 13:</b> 319A-322B, 423A-426B, 427A-430B, 435A-438B
<b>2.N.4.2</b> Use a combination of coins to represent a given amount of money up to one dollar.	<b>SE/TE: Topic 13:</b> 423-426, 427-430, 431-434, 435-438  <b>TE: Topic 13:</b> 423A-426B, 427A-430B, 431A-434B, 435A-438B
<b>Algebraic Reasoning &amp; Algebra (A)</b>	
<b>2.A.1</b> Describe the relationship found in patterns to solve real-world and mathematical problems.	
<b>2.A.1.1</b> Represent, create, describe, complete, and extend growing and shrinking patterns with quantity and numbers in a variety of real-world and mathematical contexts.	<b>SE/TE: Topic 6:</b> 177-180; <b>Topic 10:</b> 313-316, 317-320, 329-332  <b>TE: Topic 6:</b> 177A-180B; <b>Topic 10:</b> 313A-316B, 317A-320B, 329A-332B
<b>2.A.1.2</b> Represent and describe repeating patterns involving shapes in a variety of contexts.	For related content, please see: <b>SE/TE: Topic 12:</b> 393-396, 397-400  <b>TE: Topic 12:</b> 393A-396B, 397A-400B
<b>2.A.2</b> Use number sentences involving unknowns to represent and solve real world and mathematical problems.	
<b>2.A.2.1</b> Use objects and number lines to represent number sentences.	<b>SE/TE: Topic 1:</b> 3-6, 11-14, 27-30; <b>Topic 8:</b> 233-236, 245-248; <b>Topic 9:</b> 275-278  <b>TE: Topic 1:</b> 3A-6B, 11A-14B, 27A-30B; <b>Topic 8:</b> 233A-236B, 245A-248B; <b>Topic 9:</b> 275A-278B

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<b>2.A.2.2</b> Generate real-world situations to represent number sentences and vice versa.	<b>SE/TE: Topic 1:</b> 3-6, 7-10, 11-14, 15-18, 19-22, 23-26; <b>Topic 2:</b> 61-64; <b>Topic 3:</b> 91-94; <b>Topic 8:</b> 245-248; <b>Topic 9:</b> 287-290  <b>TE: Topic 1:</b> 3A-6B, 7A-10B, 11A-14B, 15A-18B, 19A-22B, 23A-26B; <b>Topic 2:</b> 61A-64B; <b>Topic 3:</b> 91A-94B; <b>Topic 8:</b> 245A-248B; <b>Topic 9:</b> 287A-290B
<b>2.A.2.3</b> Apply commutative and identity properties and number sense to find values for unknowns that make number sentences involving addition and subtraction true or false.	<b>SE/TE: Topic 2:</b> 37-40, 49-52; <b>Topic 3:</b> 71-74  <b>TE: Topic 2:</b> 37A-40B, 49A-52B; <b>Topic 3:</b> 71A-74B
<b>Geometry &amp; Measurement (GM)</b>	
<b>2.GM.1</b> Analyze attributes of two dimensional figures and develop generalizations about their properties.	
<b>2.GM.1.1</b> Recognize trapezoids and hexagons.	<b>SE/TE: Topic 12:</b> 389-392, 393-396, 397-400  <b>TE: Topic 12:</b> 389A-392B, 393A-396B, 397A-400B
<b>2.GM.1.2</b> Describe, compare, and classify two-dimensional figures according to their geometric attributes.	<b>SE/TE: Topic 12:</b> 385-388, 389-392  <b>TE: Topic 12:</b> 385A-388B, 389A-392B
<b>2.GM.1.3</b> Compose two-dimensional shapes using triangles, squares, hexagons, trapezoids, and rhombi.	<b>SE/TE: Topic 12:</b> 393-396  <b>TE: Topic 12:</b> 393A-396B
<b>2.GM.1.4</b> Recognize right angles and classify angles as smaller or larger than a right angle.	For related content, please see: <b>SE/TE: Topic 12:</b> 381-384, 389-392  <b>TE: Topic 12:</b> 381A-384B, 389A-392B
<b>2.GM.2</b> Understand length as a measurable attribute and explore capacity.	
<b>2.GM.2.1</b> Explain the relationship between the size of the unit of measurement and the number of units needed to measure the length of an object.	<b>SE/TE: Topic 15:</b> 467-470, 471-474, 475-478, 379-382, 483-486, 487-490  <b>TE: Topic 15:</b> 467A-470B, 471A-474B, 475A-478B, 379A-382B, 483A-486B, 487A-490B
<b>2.GM.2.2</b> Explain the relationship between length and the numbers on a ruler by using a ruler to measure lengths to the nearest whole unit.	<b>SE/TE: Topic 15:</b> 471-474, 475-478, 379-382, 483-486  <b>TE: Topic 15:</b> 471A-474B, 475A-478B, 379A-382B, 483A-486B

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<b>2.GM.2.3</b> Explore how varying shapes and styles of containers can have the same capacity.	This standard is met in enVisionMATH Common Core Grade 3. Please see: <b>SE/TE: Topic 15:</b> 374-375, 376-377  <b>TE: Topic 15:</b> 374A-375B, 376A-377B
<b>2.GM.3</b> Tell time to the quarter hour.	
<b>2.GM.3.1</b> Read and write time to the quarter-hour on an analog and digital clock. Distinguish between a.m. and p.m.	<b>SE/TE: Topic 16:</b> 509-512, 513-516  <b>TE: Topic 16:</b> 509A-512B, 513A-516B
<b>Data &amp; Probability (D)</b>	
<b>2.D.1 Collect, organize, and interpret data.</b>	
<b>2.D.1.1</b> Explain that the length of a bar in a bar graph or the number of objects in a picture graph represents the number of data points for a given category.	<b>SE/TE: Topic 16:</b> 525-528, 529-532  <b>TE: Topic 16:</b> 525A-528B, 529A-532B
<b>2.D.1.2</b> Organize a collection of data with up to four categories using pictographs and bar graphs with intervals of 1s, 2s, 5s or 10s.	<b>SE/TE: Topic 16:</b> 517-520, 525-528, 529-532  <b>TE: Topic 16:</b> 517A-520B, 525A-528B, 529A-532B
<b>2.D.1.3</b> Write and solve one-step word problems involving addition or subtraction using data represented within pictographs and bar graphs with intervals of one.	<b>SE/TE: Topic 16:</b> 529-532  <b>TE: Topic 16:</b> 529A-532B
<b>2.D.1.4</b> Draw conclusions and make predictions from information in a graph.	<b>SE/TE: Topic 16:</b> 521-524, 525-528, 529-532  <b>TE: Topic 16:</b> 521A-524B, 525A-528B, 529A-532B

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<b>Guiding Principles</b>	
<b>Guiding Principle 1:</b> Excellence in mathematics education requires equity--high expectations and strong support for all students.	<b>SE/TE: Topic 1:</b> 6, 8; <b>Topic 4:</b> 100, 102; <b>Topic 11:</b> 276, 278; <b>Topic 16:</b> 392, 397  <b>TE: Topic 1:</b> 2I, 7A-7B, 9A-9B; <b>Topic 4:</b> 97C, 101A-101B, 103A-103B; <b>Topic 11:</b> 273C, 277A-277B, 279A-279B; <b>Topic 16:</b> 389C, 393A-393B, 399A-399B
<b>Guiding Principle 2:</b> Mathematical ideas should be explored in ways that stimulate curiosity, create enjoyment of mathematics, and develop depth of understanding.	<b>SE/TE: Topic 3:</b> 63, 64; <b>Topic 6:</b> 139, 140; <b>Topic 12:</b> 301, 302; <b>Topic 15:</b> 371, 372  <b>TE: Topic 3:</b> 63E, 66B, 68B; <b>Topic 6:</b> 139E, 142B, 144B; <b>Topic 12:</b> 301E, 304B, 308B; <b>Topic 15:</b> 371E, 374B, 376B
<b>Guiding Principle 3:</b> An effective mathematics program focuses on problem solving.	<b>SE/TE: Topic 1:</b> 22-23; <b>Topic 9:</b> 236-237; <b>Topic 11:</b> 292-293, 294-295; <b>Topic 14:</b> 352-353, 362-363  <b>TE: Topic 1:</b> 2A-2F, 22A-23B; <b>Topic 9:</b> 236A-237B; <b>Topic 11:</b> 292A-293B, 294A-295B; <b>Topic 14:</b> 352A-353B, 362A-363B
<b>Guiding Principle 4:</b> Technology is essential in teaching and learning mathematics.	<b>SE/TE: Topic 3:</b> 69, 71; <b>Topic 7:</b> 172-173, 174-175; <b>Topic 10:</b> 246-247, 248-249; <b>Topic 13:</b> 324-325, 326-327  <b>TE: Topic 3:</b> 68B, 78B, 79B; <b>Topic 7:</b> 172B, 173B, 174B, 175B; <b>Topic 10:</b> 246B, 247B, 248B, 249B; <b>Topic 13:</b> 324B, 325B, 326B, 327B
<b>Mathematical Actions and Practices</b>	
<b>Develop a Deep and Flexible Conceptual Understanding</b>	<b>SE/TE: Topic 9:</b> 224-225, 232-233; <b>Topic 10:</b> 250-251, 258-259; <b>Topic 12:</b> 312-313, 314-315  <b>TE: Topic 9:</b> 224A-225B, 232A-233B; <b>Topic 10:</b> 250A-251B, 258A-259B; <b>Topic 12:</b> 312A-313B, 314A-315B
<b>Develop Accurate and Appropriate Procedural Fluency</b>	<b>SE/TE: Topic 3:</b> 66-67, 78-79; <b>Topic 6:</b> 156-157, 158-159; <b>Topic 8:</b> 194-197, 204-205  <b>TE: Topic 3:</b> 66A-67B, 78A-79B; <b>Topic 6:</b> 156A-157B, 158A-159B; <b>Topic 8:</b> 194A-197B, 204A-205B

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<b>Develop Strategies for Problem Solving</b>	<b>SE/TE: Topic 1:</b> 22-23; <b>Topic 9:</b> 236-237; <b>Topic 11:</b> 292-293, 294-295; <b>Topic 14:</b> 352-353, 362-363  <b>TE: Topic 1:</b> 2A-2F, 22A-23B; <b>Topic 9:</b> 236A-237B; <b>Topic 11:</b> 292A-293B, 294A-295B; <b>Topic 14:</b> 352A-353B, 362A-363B
<b>Develop Mathematical Reasoning</b>	<b>SE/TE: Topic 2:</b> 36-37, 40-41; <b>Topic 4:</b> 102-103; <b>Topic 5:</b> 118-121, 122-123  <b>TE: Topic 2:</b> 36A-37B, 40A-41B; <b>Topic 4:</b> 102A-103B; <b>Topic 5:</b> 118A-121B, 122A-123B
<b>Develop a Productive Mathematical Disposition</b>	<b>SE/TE: Topic 14:</b> 339, 340; <b>Topic 15:</b> 371, 372; <b>Topic 16:</b> 389, 390  <b>TE: Topic 14:</b> 339E; <b>Topic 15:</b> 371E; <b>Topic 16:</b> 389E
<b>Develop the Ability to Make Conjectures, Model, and Generalize</b>	<b>SE/TE: Topic 9:</b> 222-223, 226-227; <b>Topic 11:</b> 280-283, 284-285; <b>Topic 13:</b> 324-325, 330-331  <b>TE: Topic 9:</b> 222A-223B, 226A-227B; <b>Topic 11:</b> 280A-283B, 284A-285B; <b>Topic 13:</b> 324A-325B, 330A-331B
<b>Develop the Ability to Communicate Mathematically</b>	<b>SE/TE: Topic 1:</b> 13, 15, 19; <b>Topic 3:</b> 68, 79, 82; <b>Topic 7:</b> 177, 181  <b>TE: Topic 1:</b> 2J; <b>Topic 3:</b> 63D; <b>Topic 7:</b> 169D
<b>Number &amp; Operations (N)</b>	
<b>3.N.1 Compare and represent whole numbers up to 10,000 with an emphasis on place value and equality.</b>	
<b>3.N.1.1</b> Read, write, discuss, and represent whole numbers up to 10,000. Representations may include numerals, expressions with operations, words, pictures, number lines, and manipulatives.	<b>SE/TE: Topic 1:</b> 6-7, 8-9, 10-11, 12-13, 14-15, 16-19, 20-21, 22-23  <b>TE: Topic 1:</b> 6A-7B, 8A-9B, 10A-11B, 12A-13B, 14A-15B, 16A-19B, 20A-21B, 22A-23B
<b>3.N.1.2</b> Use place value to describe whole numbers between 1,000 and 10,000 in terms of ten thousands, thousands, hundreds, tens and ones, including expanded form.	<b>SE/TE: Topic 1:</b> 6-7, 10-11; <b>Topic 3:</b> 66-67, 68-71, 78-79, 80-81, 82-84  <b>TE: Topic 1:</b> 6A-7B, 10A-11B; <b>Topic 3:</b> 66A-67B, 68A-71B, 78A-79B, 80A-81B, 82A-84B



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<b>3.N.1.3</b> Find 1,000 more or 1,000 less than a given four- or five-digit number. Find 100 more or 100 less than a given four- or five-digit number.	For related content, please see: <b>SE/TE: Topic 1:</b> 6-7, 10-11, 14-15, 16-19, 20-21  <b>TE: Topic 1:</b> 6A-7B, 10A-11B, 14A-15B, 16A-19B, 20A-21B
<b>3.N.1.4</b> Use place value to compare and order whole numbers up to 10,000, using comparative language, numbers, and symbols.	<b>SE/TE: Topic 1:</b> 16-19, 20-21  <b>TE: Topic 1:</b> 16A-19B, 20A-21B
<b>3.N.2 Add and subtract multi-digit whole numbers; multiply with factors up to 10; represent multiplication and division in various ways; Solve real-world and mathematical problems through the representation of related operations.</b>	
<b>3.N.2.1</b> Represent multiplication facts by using a variety of approaches, such as repeated addition, equal-sized groups, arrays, area models, equal jumps on a number line and skip counting.	<b>SE/TE: Topic 4:</b> 100-101, 102-103, 104-105, 106-107; <b>Topic 5:</b> 118-121, 122-123, 124-125, 126-127, 128-129, 130-131; <b>Topic 6:</b> 144-145, 146-147, 148-151, 152-153  <b>TE: Topic 4:</b> 100A-101B, 102A-103B, 104A-105B, 106A-107B; <b>Topic 5:</b> 118A-121B, 122A-123B, 124A-125B, 126A-127B, 128A-129B, 130A-131B; <b>Topic 6:</b> 144A-145B, 146A-147B, 148A-151B, 152A-153B
<b>3.N.2.2</b> Demonstrate fluency of multiplication facts with factors up to 10.	<b>SE/TE: Topic 5:</b> 118-121, 122-123, 124-125, 126-127; <b>Topic 6:</b> 144-145, 146-147, 148-151, 152-153, 154-155, 156-157, 158-159, 160-163  <b>TE: Topic 5:</b> 118A-121B, 122A-123B, 124A-125B, 126A-127B; <b>Topic 6:</b> 144A-145B, 146A-147B, 148A-151B, 152A-153B, 154A-155B, 156A-157B, 158A-159B, 160A-163B
<b>3.N.2.3</b> Use strategies and algorithms based on knowledge of place value and equality to fluently add and subtract multi-digit numbers.	<b>SE/TE: Topic 3:</b> 66-67, 68-71, 72-73, 74-77, 78-79, 80-81, 82-85, 86-87  <b>TE: Topic 3:</b> 66A-67B, 68A-71B, 72A-73B, 74A-77B, 78A-79B, 80A-81B, 82A-85B, 86A-87B
<b>3.N.2.4</b> Recognize when to round numbers and apply understanding to round numbers to the nearest ten thousand, thousand, hundred, and ten and use compatible numbers to estimate sums and differences.	<b>SE/TE: Topic 2:</b> 42-45, 46-49, 50-53  <b>TE: Topic 2:</b> 42A-45B, 46A-49B, 50A-53B

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<b>3.N.2.5</b> Use addition and subtraction to solve real-world and mathematical problems involving whole numbers. Use various strategies, including the relationship between addition and subtraction, the use of technology, and the context of the problem to assess the reasonableness of results.	<b>SE/TE: Topic 2:</b> 56-57; <b>Topic 3:</b> 76-77, 88-91  <b>TE: Topic 2:</b> 56A-57B; <b>Topic 3:</b> 76A-77B, 88A-91B
<b>3.N.2.6</b> Represent division facts by using a variety of approaches, such as repeated subtraction, equal sharing and forming equal groups.	<b>SE/TE: Topic 7:</b> 172-173, 174-175, 176-177  <b>TE: Topic 7:</b> 172A-173B, 174A-175B, 176A-177B
<b>3.N.2.7</b> Recognize the relationship between multiplication and division to represent and solve real-world problems.	<b>SE/TE: Topic 8:</b> 192-193, 194-197, 198-199, 200-201, 202-203, 204-207, 208-209, 210-213  <b>TE: Topic 8:</b> 192A-193B, 194A-197B, 198A-199B, 200A-201B, 202A-203B, 204A-207B, 208A-209B, 210A-213B
<b>3.N.2.8</b> Use strategies and algorithms based on knowledge of place value, equality and properties of addition and multiplication to multiply a two-digit number by a one-digit number.	For related content, please see: <b>SE/TE: Topic 5:</b> 128-129, 130-131, 132-133  <b>TE: Topic 5:</b> 128A-129B, 130A-131B, 132A-133B
<b>3.N.3 Understand meanings and uses of fractions in real-world and mathematical situations.</b>	
<b>3.N.3.1</b> Read and write fractions with words and symbols.	<b>SE/TE: Topic 9:</b> 224-225, 226-227, 228-229, 230-231, 232-233, 234-235, 236-237  <b>TE: Topic 9:</b> 224A-225B, 226A-227B, 228A-229B, 230A-231B, 232A-233B, 234A-235B, 236A-237B
<b>3.N.3.2</b> Construct fractions using length, set, and area models.	<b>SE/TE: Topic 9:</b> 222-223, 224-225, 226-227, 228-229, 234-235  <b>TE: Topic 9:</b> 222A-223B, 224A-225B, 226A-227B, 228A-229B, 234A-235B
<b>3.N.3.3</b> Recognize unit fractions and use them to compose and decompose fractions related to the same whole. Use the numerator to describe the number of parts and the denominator to describe the number of partitions.	<b>SE/TE: Topic 9:</b> 232-233; <b>Topic 10:</b> 250-251, 252-253, 254-257, 262-263, 264-265  <b>TE: Topic 9:</b> 232A-233B; <b>Topic 10:</b> 250A-251B, 252A-253B, 254A-257B, 262A-263B, 264A-265B

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<b>3.N.3.4</b> Use models and number lines to order and compare fractions that are related to the same whole.	<b>SE/TE: Topic 10:</b> 246-247, 248-249, 250-251, 252-253, 258-259  <b>TE: Topic 10:</b> 246A-247B, 248A-249B, 250A-251B, 252A-253B, 258A-259B
<b>3.N.4 Determine the value of a set of coins or bills.</b>	
<b>3.N.4.1</b> Use addition to determine the value of a collection of coins up to one dollar using the cent symbol and a collection of bills up to twenty dollars.	This standard is met in enVisionMATH Common Core Grade 2. Please see: <b>SE/TE: Topic 14:</b> 445-448, 449-452, 453-456, 457-460  <b>TE: Topic 14:</b> 445A-448B, 449A-452B, 453A-456B, 457A-460B
<b>3.N.4.2</b> Select the fewest number of coins for a given amount of money up to one dollar.	This Standard is met in enVisionMATH Common Core Grade 2. Please see: <b>SE/TE: Topic 13:</b> 419-421, 423-425, 427-430, 431-434, 435-438  <b>TE: Topic 13:</b> 419A-421B, 423A-425B, 427A-430B, 431A-434B, 435A-438B
<b>Algebraic Reasoning &amp; Algebra (A)</b>	
<b>3.A.1 Describe and create representations of numerical and geometric patterns.</b>	
<b>3.A.1.1</b> Create, describe, and extend patterns involving addition, subtraction, or multiplication to solve problems in a variety of contexts.	<b>SE/TE: Topic 5:</b> 126-127, 128-129, 130-131  <b>TE: Topic 5:</b> 126A-127B, 128A-129B, 130A-131B
<b>3.A.1.2</b> Describe the rule (single operation) for a pattern from an input/output table or function machine involving addition, subtraction, or multiplication.	For related content, please see: <b>SE/TE: Topic 7:</b> 176-177  <b>TE: Topic 7:</b> 176A-177B
<b>3.A.1.3</b> Explore and develop visual representations of growing geometric patterns and construct the next steps.	This standard is met in enVisionMATH Common Core Grade 4. Please see: <b>SE/TE: Topic 2:</b> 50-53, 54-57  <b>TE: Topic 2:</b> 50A-53B, 54A-57B

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<b>3.A.2 Use number sentences involving multiplication and unknowns to represent and solve real-world and mathematical problems.</b>	
<b>3.A.2.1</b> Find unknowns represented by symbols in arithmetic problems by solving one-step open sentences (equations) and other problems involving addition, subtraction, and multiplication. Generate real-world situations to represent number sentences.	<b>SE/TE: Topic 2:</b> 54-55, 56-57; <b>Topic 3:</b> 88-91; <b>Topic 4:</b> 106-107, 108-109; <b>Topic 6:</b> 142-143, 146-147, 148-151, 160-163; <b>Topic 7:</b> 178-179; <b>Topic 8:</b> 192-193, 194-197, 198-199, 200-201, 202-203  <b>TE: Topic 2:</b> 54A-55B, 56A-57B; <b>Topic 3:</b> 88A-91B; <b>Topic 4:</b> 106A-107B, 108A-109B; <b>Topic 6:</b> 142A-143B, 146A-147B, 148A-151B, 160A-163B; <b>Topic 7:</b> 178A-179B; <b>Topic 8:</b> 192A-193B, 194A-197B, 198A-199B, 200A-201B, 202A-203B
<b>3.A.2.2</b> Recognize, represent and apply the number properties (commutative, identity, and associative properties of addition and multiplication) using models and manipulatives to solve problems.	<b>SE/TE: Topic 2:</b> 32-33, 54-55; <b>Topic 4:</b> 104-105, 106-107, 108-109; <b>Topic 5:</b> 124-125; <b>Topic 6:</b> 142-143  <b>TE: Topic 2:</b> 32A-33B, 54A-55B; <b>Topic 4:</b> 104A-105B, 106A-107B, 108A-109B; <b>Topic 5:</b> 124A-125B; <b>Topic 6:</b> 142A-143B
<b>Geometry &amp; Measurement (GM)</b>	
<b>3.GM.1 Use geometric attributes to describe and create shapes in various contexts.</b>	
<b>3.GM.1.1</b> Sort three-dimensional shapes based on attributes.	For related content, please see: <b>SE/TE: Topic 11:</b> 280-283, 284-285, 286-287  <b>TE: Topic 11:</b> 280A-283B, 284A-285B, 286A-287B
<b>3.GM.1.2</b> Build a three-dimensional figure using unit cubes when picture/shape is shown.	For related content, please see: <b>SE/TE: Topic 15:</b> 374-375, 376-377  <b>TE: Topic 15:</b> 374A-375B, 376A-377B
<b>3.GM.1.3</b> Classify angles as acute, right, obtuse, and straight.	<b>SE/TE: Topic 11:</b> 278-279, 284-285  <b>TE: Topic 11:</b> 278A-279B, 284A-285B
<b>3.GM.2 Understand measurable attributes of real-world and mathematical objects using various tools.</b>	
<b>3.GM.2.1</b> Find perimeter of polygon, given whole number lengths of the sides, in real-world and mathematical situations.	<b>SE/TE: Topic 13:</b> 324-325, 326-327, 328-329, 330-331, 332-333  <b>TE: Topic 13:</b> 324A-325B, 326A-327B, 328A-329B, 330A-331B, 332A-333B

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<b>3.GM.2.2</b> Develop and use formulas to determine the area of rectangles. Justify why length and width are multiplied to find the area of a rectangle by breaking the rectangle into one unit by one unit squares and viewing these as grouped into rows and columns.	<b>SE/TE: Topic 14:</b> 342-343, 344-345, 346-347, 348-349, 350-351, 352-353  <b>TE: Topic 14:</b> 342A-343B, 344A-345B, 346A-347B, 348A-349B, 350A-351B, 352A-353B
<b>3.GM.2.3</b> Choose an appropriate measurement instrument and measure the length of objects to the nearest whole centimeter or meter.	For related content, please see: <b>SE/TE: Topic 13:</b> 326-327; <b>Topic 14:</b> 362-363  <b>TE: Topic 13:</b> 326A-327B; <b>Topic 14:</b> 362A-363B
<b>3.GM.2.4</b> Choose an appropriate measurement instrument and measure the length of objects to the nearest whole yard, whole foot, or half inch.	For related content, please see: <b>SE/TE: Topic 13:</b> 326-327; <b>Topic 14:</b> 362-363  <b>TE: Topic 13:</b> 326A-327B; <b>Topic 14:</b> 362A-363B
<b>3.GM.2.5</b> Using common benchmarks, estimate the lengths (customary and metric) of a variety of objects.	<b>SE/TE: Topic 10:</b> 250-251  <b>TE: Topic 10:</b> 250A-251B
<b>3.GM.2.6</b> Use an analog thermometer to determine temperature to the nearest degree in Fahrenheit and Celsius.	For related content, please see: <b>SE/TE:</b> 314 , 318  <b>TE:</b> 315A-315B
<b>3.GM.2.7</b> Count cubes systematically to identify number of cubes needed to pack the whole or half of a three-dimensional structure.	For related content, please see: <b>SE/TE: Topic 14:</b> 342-343, 344-345, 348-349, 354-357  <b>TE: Topic 14:</b> 342A-343B, 344A-345B, 348A-349B, 354A-357B
<b>3.GM.2.8</b> Find the area of two-dimensional figures by counting total number of same size unit squares that fill the shape without gaps or overlaps.	<b>SE/TE: Topic 14:</b> 242-243, 344-345, 346-347, 348-349, 354-357, 358-359  <b>TE: Topic 14:</b> 242A-243B, 344A-345B, 346A-347B, 348A-349B, 354A-357B, 358A-359B
<b>3.GM.3 Solve problems by telling time to the nearest 5 minutes.</b>	
<b>3.GM.3.1</b> Read and write time to the nearest 5-minute (analog and digital).	<b>SE/TE: Topic 12:</b> 304-307, 308-309, 310-311, 312-313, 314-315  <b>TE: Topic 12:</b> 304A-307B, 308A-309B, 310A-311B, 312A-313B, 314A-315B

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<b>3.GM.3.2</b> Determine the solutions to problems involving addition and subtraction of time in intervals of 5 minutes, up to one hour, using pictorial models, number line diagrams, or other tools.	<b>SE/TE: Topic 12:</b> 310-311, 312-313, 314-315  <b>TE: Topic 12:</b> 310A-311B, 312A-313B, 314A-315B
<b>Data &amp; Probability (D)</b>	
<b>3.D.1 Summarize, construct, and analyze data.</b>	
<b>3.D.1.1</b> Summarize and construct a data set with multiple categories using a frequency table, line plot, pictograph, and/or bar graph with scaled intervals.	<b>SE/TE: Topic 16:</b> 392-393, 394-395, 396-399, 400-401, 402-403, 404-405  <b>TE: Topic 16:</b> 392A-393B, 394A-395B, 396A-399B, 400A-401B, 402A-403B, 404A-405B
<b>3.D.1.2</b> Solve one- and two-step problems using categorical data represented with a frequency table, pictograph, or bar graph with scaled intervals.	<b>SE/TE: Topic 16:</b> 404-405  <b>TE: Topic 16:</b> 404-405

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<b>Guiding Principles</b>	
<b>Guiding Principle 1:</b> Excellence in mathematics education requires equity--high expectations and strong support for all students.	<b>SE/TE: Topic 1:</b> 10, 12; <b>Topic 3:</b> 66; <b>Topic 7:</b> 167, 170; <b>Topic 12:</b> 290, 292  <b>TE: Topic 1:</b> 2I, 11A-11B, 13A-13B; <b>Topic 3:</b> 63C, 67A-67B; <b>Topic 7:</b> 163C, 169A-169B, 171A-171B; <b>Topic 12:</b> 287C, 291A-291B, 293A-293B
<b>Guiding Principle 2:</b> Mathematical ideas should be explored in ways that stimulate curiosity, create enjoyment of mathematics, and develop depth of understanding.	<b>SE/TE: Topic 2:</b> 37, 38; <b>Topic 10:</b> 225, 226; <b>Topic 14:</b> 363, 364; <b>Topic 16:</b> 419, 420  <b>TE: Topic 2:</b> 37E, 66B, 68B; <b>Topic 10:</b> 225E, 228B, 230B; <b>Topic 14:</b> 363E, 366B, 368B; <b>Topic 16:</b> 419E, 422B, 424B
<b>Guiding Principle 3:</b> An effective mathematics program focuses on problem solving.	<b>SE/TE: Topic 1:</b> 18-19, 30-31; <b>Topic 6:</b> 154-157; <b>Topic 8:</b> 196-197; <b>Topic 15:</b> 410-413  <b>TE: Topic 1:</b> 2A-2F, 18A-19B, 30A-31B; <b>Topic 6:</b> 154A-157B; <b>Topic 8:</b> 196A-197B; <b>Topic 15:</b> 410A-413B
<b>Guiding Principle 4:</b> Technology is essential in teaching and learning mathematics.	<b>SE/TE: Topic 3:</b> 66-67, 70-71; <b>Topic 5:</b> 117, 119; <b>Topic 9:</b> 212-213; <b>Topic 14:</b> 366-367, 368-369  <b>TE: Topic 3:</b> 66B, 67B, 70B, 73B; <b>Topic 5:</b> 116B, 117B, 119B; <b>Topic 9:</b> 211B, 212B, 213B; <b>Topic 14:</b> 366B, 367B, 369B
<b>Mathematical Actions and Practices</b>	
<b>Develop a Deep and Flexible Conceptual Understanding</b>	<b>SE/TE: Topic 2:</b> 46-49, 54-57; <b>Topic 3:</b> 68-69, 74-77; <b>Topic 4:</b> 90-93, 94-95  <b>TE: Topic 2:</b> 46A-49B, 54A-57B; <b>Topic 3:</b> 68A-69B, 74A-77B; <b>Topic 4:</b> 90A-93B, 94A-95B
<b>Develop Accurate and Appropriate Procedural Fluency.</b>	<b>SE/TE: Topic 4:</b> 90-93, 96-99, 100-101; <b>Topic 6:</b> 144-147, 148-151; <b>Topic 8:</b> 192-193, 194-195  <b>TE: Topic 4:</b> 90A-93B, 96A-99B, 100A-101B; <b>Topic 6:</b> 144A-147B, 148A-151B; <b>Topic 8:</b> 192A-193B, 194A-195B

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<b>Develop Strategies for Problem Solving</b>	<b>SE/TE: Topic 1:</b> 18-19, 30-31; <b>Topic 6:</b> 154-157; <b>Topic 8:</b> 196-197; <b>Topic 15:</b> 410-413  <b>TE: Topic 1:</b> 2A-2F, 18A-19B, 30A-31B; <b>Topic 6:</b> 154A-157B; <b>Topic 8:</b> 196A-197B; <b>Topic 15:</b> 410A-413B
<b>Develop Mathematical Reasoning</b>	<b>SE/TE: Topic 2:</b> 54-57; <b>Topic 5:</b> 118-119, 120-121; <b>Topic 10:</b> 230-231, 244-245  <b>TE: Topic 2:</b> 54A-57B; <b>Topic 5:</b> 118A-119B, 120A-121B; <b>Topic 10:</b> 230A-231B, 244A-245B
<b>Develop a Productive Mathematical Disposition</b>	<b>SE/TE: Topic 11:</b> 255, 256; <b>Topic 12:</b> 287, 288; <b>Topic 13:</b> 327, 328  <b>TE: Topic 11:</b> 255E; <b>Topic 12:</b> 287E; <b>Topic 13:</b> 327E
<b>Develop the Ability to Make Conjectures, Model, and Generalize</b>	<b>SE/TE: Topic 14:</b> 384-387; <b>Topic 15:</b> 402-403, 404-405; <b>Topic 16:</b> 424-425, 432-433  <b>TE: Topic 14:</b> 384A-387B; <b>Topic 15:</b> 402A-403B, 404A-405B; <b>Topic 16:</b> 424A-425B, 432A-433B
<b>Develop the Ability to Communicate Mathematically</b>	<b>SE/TE: Topic 2:</b> 43, 46, 50-51; <b>Topic 8:</b> 186, 191; <b>Topic 13:</b> 338, 344, 348  <b>TE: Topic 2:</b> 37D; <b>Topic 8:</b> 183D; <b>Topic 13:</b> 337D
<b>Number &amp; Operations (N)</b>	
<b>4.N.1 Solve real-world and mathematical problems using multiplication and division.</b>	
<b>4.N.1.1</b> Demonstrate fluency with multiplication and division facts with factors up to 12.	<b>SE/TE: Topic 1:</b> 10-11, 14-17, 24-25, 28-29; <b>Topic 6:</b> 138-141, 142-143, 144-147, 148-151, 152-153  <b>TE: Topic 1:</b> 10A-11B, 14A-17B, 24A-25B, 28A-29B; <b>Topic 6:</b> 138A-141B, 142A-143B, 144A-147B, 148A-151B, 152A-153B
<b>4.N.1.2</b> Use an understanding of place value to multiply or divide a number by 10, 100 and 1,000.	<b>SE/TE: Topic 5:</b> 116-117, 118-119; <b>Topic 7:</b> 166-169; <b>Topic 8:</b> 192-193  <b>TE: Topic 5:</b> 116A-117B, 118A-119B; <b>Topic 7:</b> 166A-169B; <b>Topic 8:</b> 192A-193B



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<b>4.N.1.3</b> Multiply 3-digit by 1-digit or a 2-digit by 2-digit whole numbers, using efficient and generalizable procedures and strategies, based on knowledge of place value, including but not limited to standard algorithms.	<b>SE/TE: Topic 6:</b> 138-141, 148-151, 152-153, 154-157; <b>Topic 7:</b> 166-169, 170-171; <b>Topic 8:</b> 186-189, 190-191, 192-193, 194-195  <b>TE: Topic 6:</b> 138A-141B, 148A-151B, 152A-153B, 154A-157B; <b>Topic 7:</b> 166A-169B, 170A-171B; <b>Topic 8:</b> 186A-189B, 190A-191B, 192A-193B, 194A-195B
<b>4.N.1.4</b> Estimate products of 3-digit by 1-digit or 2-digit by 2-digit whole numbers using rounding, benchmarks and place value to assess the reasonableness of results. Explore larger numbers using technology to investigate patterns.	<b>SE/TE: Topic 5:</b> 124-125; <b>Topic 7:</b> 172-173, 174-175  <b>TE: Topic 5:</b> 124A-125B; <b>Topic 7:</b> 172A-173B, 174A-175B
<b>4.N.1.5</b> Solve multi-step real-world and mathematical problems requiring the use of addition, subtraction, and multiplication of multi-digit whole numbers. Use various strategies, including the relationship between operations, the use of appropriate technology, and the context of the problem to assess the reasonableness of results.	<b>SE/TE: Topic 4:</b> 104-107; <b>Topic 5:</b> 126-129; <b>Topic 6:</b> 154-157; <b>Topic 7:</b> 176-177; <b>Topic 8:</b> 196-197; <b>Topic 9:</b> 218-219; <b>Topic 10:</b> 246-247  <b>TE: Topic 4:</b> 104A-107B; <b>Topic 5:</b> 126A-129B; <b>Topic 6:</b> 154A-157B; <b>Topic 7:</b> 176A-177B; <b>Topic 8:</b> 196A-197B; <b>Topic 9:</b> 218A-219B; <b>Topic 10:</b> 246A-247B
<b>4.N.1.6</b> Use strategies and algorithms based on knowledge of place value, equality and properties of operations to divide 3-digit dividend by 1-digit whole number divisors. (e.g., mental strategies, standard algorithms, partial quotients, repeated subtraction, the commutative, associative, and distributive properties).	<b>SE/TE: Topic 10:</b> 240-241, 242-243, 244-245, 246-247  <b>TE: Topic 10:</b> 240A-241B, 242A-243B, 244A-245B, 246A-247B
<b>4.N.1.7</b> Determine the unknown addend or factor in equivalent and non-equivalent expressions. (e.g., $5 + 6 = 4 + \square$ , $3 \times 8 < 3 \times \square$ ).	For related content, please see: <b>SE/TE: Topic 4:</b> 104-107; <b>Topic 9:</b> 218-219  <b>TE: Topic 4:</b> 104A-107B; <b>Topic 9:</b> 218A-219B
<b>4.N.2 Represent and compare fractions and decimals in real-world and mathematical situations; use place value to understand how decimals represent quantities.</b>	
<b>4.N.2.1</b> Represent and rename equivalent fractions using fraction models (e.g. parts of a set, area models, fraction strips, number lines).	<b>SE/TE: Topic 11:</b> 264-267, 268-269, 270-273, 274-275; <b>Topic 13:</b> 342-345  <b>TE: Topic 11:</b> 264A-267B, 268A-269B, 270A-273B, 274A-275B; <b>Topic 13:</b> 342A-345B

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<b>4.N.2.2</b> Use benchmark fractions ( $0, \frac{1}{4}, \frac{1}{3}, \frac{1}{2}, \frac{2}{3}, \frac{3}{4}, 1$ ) to locate additional fractions on a number line. Use models to order and compare whole numbers and fractions less than and greater than one using comparative language and symbols.	<b>SE/TE: Topic 11:</b> 264-267, 268-269, 270-273, 274-275  <b>TE: Topic 11:</b> 264A-267B, 268A-269B, 270A-273B, 274A-275B
<b>4.N.2.3</b> Decompose a fraction in more than one way into a sum of fractions with the same denominator using concrete and pictorial models and recording results with symbolic representations (e.g., $\frac{3}{4} = \frac{1}{4} + \frac{1}{4} + \frac{1}{4}$ )	<b>SE/TE: Topic 12:</b> 290-291, 292-293, 314-315  <b>TE: Topic 12:</b> 290A-291B, 292A-293B, 314A-315B
<b>4.N.2.4</b> Use fraction models to add and subtract fractions with like denominators in real-world and mathematical situations.	<b>SE/TE: Topic 12:</b> 290-291, 292-293, 294-295, 296-297, 298-301  <b>TE: Topic 12:</b> 290A-291B, 292A-293B, 294A-295B, 296A-297B, 298A-301B
<b>4.N.2.5</b> Represent tenths and hundredths with concrete models, making connections between fractions and decimals.	<b>SE/TE: Topic 13:</b> 336-337, 338-401, 342-345  <b>TE: Topic 13:</b> 336A-337B, 338A-401B, 342A-345B
<b>4.N.2.6</b> Represent, read and write decimals up to at least the hundredths place in a variety of contexts including money.	<b>SE/TE: Topic 13:</b> 336-337, 338-401, 342-345, 346-347, 348-351, 352-353  <b>TE: Topic 13:</b> 336A-337B, 338A-401B, 342A-345B, 346A-347B, 348A-351B, 352A-353B
<b>4.N.2.7</b> Compare and order decimals and whole numbers using place value, a number line and models such as grids and base 10 blocks.	<b>SE/TE: Topic 13:</b> 338-341, 346-347, 348-351  <b>TE: Topic 13:</b> 338A-341B, 346A-347B, 348A-351B
<b>4.N.2.8</b> Compare benchmark fractions ( $\frac{1}{4}, \frac{1}{3}, \frac{1}{2}, \frac{2}{3}, \frac{3}{4}$ ) and decimals (0.25, 0.50, 0.75) in real-world and mathematical situations.	<b>SE/TE: Topic 13:</b> 336-337, 338-341, 342-345  <b>TE: Topic 13:</b> 336A-337B, 338A-341B, 342A-345B
<b>4.N.3 Determine the value of coins in order to solve monetary transactions.</b>	
<b>4.N.3.1</b> Given a total cost (whole dollars up to \$20 or coins) and amount paid (whole dollars up to \$20 or coins), find the change required in a variety of ways. Limited to whole dollars up to \$20 or sets of coins.	<b>SE/TE: Topic 13:</b> 352-353  <b>TE: Topic 13:</b> 352A-353B

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<b>Algebraic Reasoning &amp; Algebra (A)</b>	
<b>4.A.1 Use multiple representations of patterns to solve real-world and mathematical problems.</b>	
<b>4.A.1.1</b> Create an input/output chart or table to represent or extend a numerical pattern.	<b>SE/TE: Topic 2:</b> 44-45, 46-49  <b>TE: Topic 2:</b> 44A-45B, 46A-49B
<b>4.A.1.2</b> Describe the single operation rule for a pattern from an input/output table or function machine involving any operation of a whole number.	<b>SE/TE: Topic 2:</b> 46-49  <b>TE: Topic 2:</b> 46A-49B
<b>4.A.1.3</b> Create growth patterns involving geometric shapes and define the single operation rule of the pattern.	<b>SE/TE: Topic 2:</b> 50-53  <b>TE: Topic 2:</b> 50A-53B
<b>4.A.2 Use multiplication and division with unknowns to create number sentences representing a given problem situation.</b>	
<b>4.A.2.1</b> Use number sense, properties of multiplication and the relationship between multiplication and division to solve problems and find values for the unknowns represented by letters and symbols that make number sentences true.	<b>SE/TE: Topic 1:</b> 12-13, 14-17, 24-25, 28-29, 30-31; <b>Topic 4:</b> 90-93, 104-107  <b>TE: Topic 1:</b> 12A-13B, 14A-17B, 24A-25B, 28A-29B, 30A-31B; <b>Topic 4:</b> 90A-93B, 104A-107B
<b>4.A.2.2</b> Solve for unknowns in problems by solving open sentences (equations) and other problems involving addition, subtraction, multiplication, or division with whole numbers. Use real-world situations to represent number sentences and vice versa.	<b>SE/TE: Topic 1:</b> 28-29, 30-31; <b>Topic 4:</b> 96-99, 100-101, 104-107; <b>Topic 5:</b> 120-121, 122-123, 126-129; <b>Topic 6:</b> 154-157; <b>Topic 7:</b> 176-177; <b>Topic 9:</b> 214-217, 218-219  <b>TE: Topic 1:</b> 28A-29B, 30A-31B; <b>Topic 4:</b> 96A-99B, 100A-101B, 104A-107B; <b>Topic 5:</b> 120A-121B, 122A-123B, 126A-129B; <b>Topic 6:</b> 154A-157B; <b>Topic 7:</b> 176A-177B; <b>Topic 9:</b> 214A-217B, 218A-219B
<b>Geometry &amp; Measurement (GM)</b>	
<b>4.GM.1 Name, describe, classify and construct polygons, and three dimensional figures.</b>	
<b>4.GM.1.1</b> Identify points, lines, line segments, rays, angles, endpoints, and parallel and perpendicular lines in various contexts.	<b>SE/TE: Topic 16:</b> 422-423, 424-425, 426-427  <b>TE: Topic 16:</b> 422A-423B, 424A-425B, 426A-427B
<b>4.GM.1.2</b> Describe, classify, and sketch quadrilaterals, including squares, rectangles, trapezoids, rhombuses, parallelograms, and kites. Recognize quadrilaterals in various contexts.	<b>SE/TE: Topic 16:</b> 438-439, 442-443  <b>TE: Topic 16:</b> 438A-439B, 442A-443B

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<b>4.GM.1.3</b> Given two three-dimensional shapes, identify similarities, and differences.	For related content, please see: <b>SE/TE: Topic 16:</b> 434-435, 436-437, 438-439, 442-443  <b>TE: Topic 16:</b> 434A-435B, 436A-437B, 438A-439B, 442A-443B
<b>4.GM.2 Understand angle, length, and area as measurable attributes of real world and mathematical objects. Use various tools to measure angles, length, area, and volume.</b>	
<b>4.GM.2.1</b> Measure angles in geometric figures and real-world objects with a protractor or angle ruler.	<b>SE/TE: Topic 16:</b> 426-427, 428-429, 430-431, 432-433  <b>TE: Topic 16:</b> 426A-427B, 428A-429B, 430A-431B, 432A-433B
<b>4.GM.2.2</b> Find the area of polygons that can be decomposed into rectangles.	For related content, please see: <b>SE/TE: Topic 14:</b> 402-403  <b>TE: Topic 14:</b> 402A-403B
<b>4.GM.2.3</b> Using a variety of tools and strategies, develop the concept that the volume of rectangular prisms with whole-number edge lengths can be found by counting the total number of same-sized unit cubes that fill a shape without gaps or overlaps. Use appropriate measurements such as $\text{cm}^3$ .	This standard is met in enVisionMATH Common Core Grade 5. Please see: <b>SE/TE: Topic 12:</b> 308-309, 310-311, 312-313, 314-315, 316-318  <b>TE: Topic 12:</b> 308A-309B, 310A-311B, 312A-313B, 314A-315B, 316A-318B
<b>4.GM.2.4</b> Choose an appropriate instrument and measure the length of an object to the nearest whole centimeter or quarter-inch.	<b>SE/TE: Topic 14:</b> 366-367, 378-379  <b>TE: Topic 14:</b> 366A-367B, 378A-379B
<b>4.GM.2.5</b> Solve problems that deal with measurements of length, when to use liquid volumes, when to use mass, temperatures above zero and money using addition, subtraction, multiplication, or division as appropriate (customary and metric).	<b>SE/TE: Topic 14:</b> 366-367, 368-369, 370-371, 372-375, 376-377, 378-379, 380-381, 382-383, 388-389, 390-391; <b>Topic 15:</b> 402-403, 404-405, 406-407, 410-413  <b>TE: Topic 14:</b> 366A-367B, 368A-369B, 370A-371B, 372A-375B, 376A-377B, 378A-379B, 380A-381B, 382A-383B, 388A-389B, 390A-391B; <b>Topic 15:</b> 402A-403B, 404A-405B, 406A-407B, 410A-413B
<b>4.GM.3 Determine elapsed time and convert between units of time.</b>	
<b>4.GM.3.1</b> Determine elapsed time.	<b>SE/TE: Topic 14:</b> 388-389, 390-391  <b>TE: Topic 14:</b> 388A-389B, 390A-391B

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<b>4.GM.3.2</b> Solve problems involving the conversion of one measure of time to another.	<b>SE/TE: Topic 14:</b> 388-389, 390-391  <b>TE: Topic 14:</b> 388A-389B, 390A-391B
<b>Data &amp; Probability (D)</b>	
<b>4.D.1 Collect, organize, and analyze data.</b>	
<b>4.D.1.1</b> Represent data on a frequency table or line plot marked with whole numbers and fractions using appropriate titles, labels, and units.	For related content, please see: <b>SE/TE: Topic 15:</b> 408-409, 410-413  <b>TE: Topic 15:</b> 408A-409B, 410A-413B
<b>4.D.1.2</b> Use tables, bar graphs, timelines, and Venn diagrams to display data sets. The data may include benchmark fractions or decimals ( $\frac{1}{4}$ , $\frac{1}{3}$ , $\frac{1}{2}$ , $\frac{2}{3}$ , $\frac{3}{4}$ , 0.25, 0.50, 0.75).	<b>SE/TE: Topic 15:</b> 408-409, 410-413  <b>TE: Topic 15:</b> 408A-409B, 410A-413B
<b>4.D.1.3</b> Solve one- and two-step problems using data in whole number, decimal, or fraction form in a frequency table and line plot.	<b>SE/TE: Topic 15:</b> 408-409, 410-413  <b>TE: Topic 15:</b> 408A-409B, 410A-413B

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<b>Guiding Principles</b>	
<b>Guiding Principle 1:</b> Excellence in mathematics education requires equity--high expectations and strong support for all students.	<b>SE/TE: Topic 1:</b> 8, 12; <b>Topic 2:</b> 31, 34; <b>Topic 3:</b> 64, 66; <b>Topic 4:</b> 92, 94  <b>TE: Topic 1:</b> 2I, 11A-11B, 13A-13B; <b>Topic 2:</b> 27C, 33A-33B, 35A-35B; <b>Topic 3:</b> 61C, 65A-65B, 67A-67B; <b>Topic 4:</b> 89C, 93A-93B, 95A-95B
<b>Guiding Principle 2:</b> Mathematical ideas should be explored in ways that stimulate curiosity, create enjoyment of mathematics, and develop depth of understanding.	<b>SE/TE: Topic 5:</b> 117, 118; <b>Topic 6:</b> 143, 144; <b>Topic 7:</b> 167, 168; <b>Topic 8:</b> 191, 192  <b>TE: Topic 5:</b> 117E, 120B, 122B; <b>Topic 6:</b> 143E, 146B, 148B; <b>Topic 7:</b> 167E, 170B, 172B; <b>Topic 8:</b> 191E, 194B, 196B
<b>Guiding Principle 3:</b> An effective mathematics program focuses on problem solving.	<b>SE/TE: Topic 1:</b> 18-21; <b>Topic 14:</b> 362-363; <b>Topic 15:</b> 382-383; <b>Topic 16:</b> 398-399, 404-405  <b>TE: Topic 1:</b> 2A-2F, 18A-21B; <b>Topic 14:</b> 362A-363B; <b>Topic 15:</b> 382A-383B; <b>Topic 16:</b> 398A-399B, 404A-405B
<b>Guiding Principle 4:</b> Technology is essential in teaching and learning mathematics.	<b>SE/TE: Topic 9:</b> 222-223, 226-227; <b>Topic 10:</b> 252-253; <b>Topic 11:</b> 290-291; <b>Topic 12:</b> 308-309  <b>TE: Topic 9:</b> 222B, 223B, 226B, 227B; <b>Topic 10:</b> 253B, 256B, 259B; <b>Topic 11:</b> 278B, 279B, 282B, 291B; <b>Topic 12:</b> 308B, 309B, 310B, 311B
<b>Mathematical Actions and Practices</b>	
<b>Develop a Deep and Flexible Conceptual Understanding</b>	<b>SE/TE: Topic 1:</b> 14-15, 16-17; <b>Topic 8:</b> 196-199, 208-209; <b>Topic 12:</b> 314-315, 316-319  <b>TE: Topic 1:</b> 14A-15B, 16A-17B; <b>Topic 8:</b> 196A-199B, 208A-209B; <b>Topic 12:</b> 314A-315B, 316A-319B
<b>Develop Accurate and Appropriate Procedural Fluency</b>	<b>SE/TE: Topic 2:</b> 40-43, 46-47, 48-49; <b>Topic 3:</b> 74-77, 78-79; <b>Topic 9:</b> 234-235, 236-237  <b>TE: Topic 2:</b> 40A-43B, 46A-47B, 48A-49B; <b>Topic 3:</b> 74A-77B, 78A-79B; <b>Topic 9:</b> 234A-235B, 236A-237B

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<b>Develop Strategies for Problem Solving</b>	<b>SE/TE: Topic 1:</b> 18-21; <b>Topic 14:</b> 362-363; <b>Topic 15:</b> 382-383; <b>Topic 16:</b> 398-399, 404-405  <b>TE: Topic 1:</b> 2A-2F, 18A-21B; <b>Topic 14:</b> 362A-363B; <b>Topic 15:</b> 382A-383B; <b>Topic 16:</b> 398A-399B, 404A-405B
<b>Develop Mathematical Reasoning</b>	<b>SE/TE: Topic 2:</b> 30-33, 44-45; <b>Topic 8:</b> 212-213; <b>Topic 12:</b> 322-323  <b>TE: Topic 2:</b> 30A-33B, 44A-45B; <b>Topic 8:</b> 212A-213B; <b>Topic 12:</b> 322A-323B
<b>Develop a Productive Mathematical Disposition</b>	<b>SE/TE: Topic 2:</b> 27, 28; <b>Topic 7:</b> 167, 168; <b>Topic 13:</b> 329, 330  <b>TE: Topic 2:</b> 27E; <b>Topic 7:</b> 167E; <b>Topic 13:</b> 329E
<b>Develop the Ability to Make Conjectures, Model, and Generalize</b>	<b>SE/TE: Topic 8:</b> 194-195, 204-205; <b>Topic 10:</b> 256-259, 266-267; <b>Topic 14:</b> 356-357, 360-361  <b>TE: Topic 8:</b> 194A-195B, 204A-205B; <b>Topic 10:</b> 256A-259B, 266A-267B; <b>Topic 14:</b> 356A-357B, 360A-361B
<b>Develop the Ability to Communicate Mathematically</b>	<b>SE/TE: Topic 1:</b> 6-7, 13; <b>Topic 5:</b> 128, 133; <b>Topic 7:</b> 173, 182  <b>TE: Topic 1:</b> 2J; <b>Topic 5:</b> 117D; <b>Topic 7:</b> 167D
<b>Number &amp; Operations (N)</b>	
<b>5.N.1 Divide multi-digit numbers and solve real-world and mathematical problems using arithmetic.</b>	
<b>5.N.1.1</b> Estimate solutions to division problems in order to assess the reasonableness of results.	<b>SE/TE: Topic 4:</b> 94-95, 96-97; <b>Topic 5:</b> 122-123, 134-135; <b>Topic 7:</b> 172-173  <b>TE: Topic 4:</b> 94A-95B, 96A-97B; <b>Topic 5:</b> 122A-123B, 134A-135B; <b>Topic 7:</b> 172A-173B
<b>5.N.1.2</b> Divide multi-digit numbers, by one- and two-digit divisors, using efficient and generalizable procedures, based on knowledge of place value, including standard algorithms.	<b>SE/TE: Topic 4:</b> 92-93, 102-103, 106-109; <b>Topic 5:</b> 126-127, 128-131, 132-133  <b>TE: Topic 4:</b> 92A-93B, 102A-103B, 106A-109B; <b>Topic 5:</b> 126A-127B, 128A-131B, 132A-133B

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<b>5.N.1.3</b> Recognize that quotients can be represented in a variety of ways, including a whole number with a remainder, a fraction or mixed number, or a decimal and consider the context in which a problem is situated to select and interpret the most useful form of the quotient for the solution.	<b>SE/TE: Topic 4:</b> 106-109; <b>Topic 5:</b> 126-127, 128-131, 132-133; <b>Topic 7:</b> 172-173, 176-177, 178-179, 180-181; <b>Topic 11:</b> 294-295, 296-297  <b>TE: Topic 4:</b> 106A-109B; <b>Topic 5:</b> 126A-127B, 128A-131B, 132A-133B; <b>Topic 7:</b> 172A-173B, 176A-177B, 178A-179B, 180A-181B; <b>Topic 11:</b> 294A-295B, 296A-297B
<b>5.N.1.4</b> Solve real-world and mathematical problems requiring addition, subtraction, multiplication, and division of multi-digit whole numbers. Use various strategies, including the inverse relationships between operations, the use of technology, and the context of the problem to assess the reasonableness of results.	<b>SE/TE: Topic 3:</b> 66-67, 68-69, 74-77, 78-79, 80-81, 82-83; <b>Topic 4:</b> 96-97, 98-101, 102-105, 110-111; <b>Topic 5:</b> 122-123, 124-125, 128-131, 132-133, 136-137  <b>TE: Topic 3:</b> 66A-67B, 68A-69B, 74A-77B, 78A-79B, 80A-81B, 82A-83B; <b>Topic 4:</b> 96A-97B, 98A-101B, 102A-105B, 110A-111B; <b>Topic 5:</b> 122A-123B, 124A-125B, 128A-131B, 132A-133B, 136A-137B
<b>5.N.2 Apply mathematical actions and processes to read, write, represent and compare fractions and decimals; recognize and write equivalent fractions; convert between fractions and decimals; use fractions and decimals in real-world and mathematical situations.</b>	
<b>5.N.2.1</b> Represent decimal fractions (e.g. $\frac{1}{10}$ , $\frac{1}{100}$ ) using a variety of models (e.g., 10 by 10 grids, rational number wheel, base-ten blocks, meter stick) and make connections between fractions and decimals.	<b>SE/TE: Topic 1:</b> 8-11, 12-13  <b>TE: Topic 1:</b> 8A-11B, 12A-13B
<b>5.N.2.2</b> Represent, read and write decimals using place value to describe decimal numbers including fractional numbers as small as thousandths and whole numbers as large as millions.	<b>SE/TE: Topic 1:</b> 6-7, 8-11, 12-13, 14-15, 16-17, 18-21; <b>Topic 2:</b> 34-35, 46-47, 48-49; <b>Topic 6:</b> 146-147; <b>Topic 7:</b> 170-171, 174-175  <b>TE: Topic 1:</b> 6A-7B, 8A-11B, 12A-13B, 14A-15B, 16A-17B, 18A-21B; <b>Topic 2:</b> 34A-35B, 46A-47B, 48A-49B; <b>Topic 6:</b> 146A-147B; <b>Topic 7:</b> 170A-171B, 174A-175B
<b>5.N.2.3</b> Compare and order fractions and decimals, including mixed numbers and fractions less than one, and locate on a number line.	<b>SE/TE: Topic 1:</b> 16-17  <b>TE: Topic 1:</b> 16A-17B
<b>5.N.2.4</b> Recognize and generate equivalent decimals, fractions, mixed numbers, and fractions less than one in various contexts.	<b>SE/TE: Topic 1:</b> 8-11, 12-13, 14-15  <b>TE: Topic 1:</b> 8A-11B, 12A-13B, 14A-15B



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<b>5.N.3 Add and subtract fractions with like and unlike denominators, mixed numbers and decimals to solve real world and mathematical problems.</b>	
<b>5.N.3.1</b> Estimate sums and differences of fractions with like and unlike denominators, mixed numbers, and decimals to assess the reasonableness of the results.	<b>SE/TE: Topic 9:</b> 228-229; <b>Topic 10:</b> 254-255 <b>TE: Topic 9:</b> 228A-229B; <b>Topic 10:</b> 254A-255B
<b>5.N.3.2</b> Illustrate addition and subtraction of fractions with like and unlike denominators, mixed numbers, and decimals using a variety of representations (e.g., fraction strips, area models, number lines, fraction rods).	<b>SE/TE: Topic 2:</b> 40-43, 44-45, 46-47, 48-49, 50-53; <b>Topic 9:</b> 234-235, 236-237, 238-239, 240-241; <b>Topic 10:</b> 256-259, 260-261, 262-263, 264-265, 266-267  <b>TE: Topic 2:</b> 40A-43B, 44A-45B, 46A-47B, 48A-49B, 50A-53B; <b>Topic 9:</b> 234A-235B, 236A-237B, 238A-239B, 240A-241B; <b>Topic 10:</b> 256A-259B, 260A-261B, 262A-263B, 264A-265B, 266A-267B
<b>5.N.3.3</b> Add and subtract fractions with like and unlike denominators, mixed numbers, and decimals, using efficient and generalizable procedures, including but not limited to standard algorithms in order to solve real-world and mathematical problems including those involving money, measurement, geometry, and data.	<b>SE/TE: Topic 2:</b> 30-33, 36-39, 40-43, 44-45, 46-47, 48-49, 50-53; <b>Topic 9:</b> 228-229, 230-231, 232-233, 234-235, 236-237, 238-239, 240-241; <b>Topic 10:</b> 254-255, 256-259, 260-261, 262-263, 264-265, 266-267  <b>TE: Topic 2:</b> 30A-33B, 36A-39B, 40A-43B, 44A-45B, 46A-47B, 48A-49B, 50A-53B; <b>Topic 9:</b> 228A-229B, 230A-231B, 232A-233B, 234A-235B, 236A-237B, 238A-239B, 240A-241B; <b>Topic 10:</b> 254A-255B, 256A-259B, 260A-261B, 262A-263B, 264A-265B, 266A-267B
<b>5.N.3.4</b> Find 0.1 more than a number and 0.1 less than a number. Find 0.01 more than a number and 0.01 less than a number. Find 0.001 more than a number and 0.001 less than a number.	<b>SE/TE: Topic 1:</b> 6-7, 8-11, 12-13, 14-15, 16-17  <b>TE: Topic 1:</b> 6A-7B, 8A-11B, 12A-13B, 14A-15B, 16A-17B
<b>Algebraic Reasoning &amp; Algebra (A)</b>	
<b>5.A.1 Describe and graph patterns of change created through numerical patterns.</b>	
<b>5.A.1.1</b> Use tables and rules of up to two operations to describe patterns of change and make predictions and generalizations about real-world and mathematical problems.	<b>SE/TE: Topic 8:</b> 204-205, 206-208, 210-211, 212-213; <b>Topic 16:</b> 400-401, 402-403  <b>TE: Topic 8:</b> 204A-205B, 206A-208B, 210A-211B, 212A-213B; <b>Topic 16:</b> 400A-401B, 402A-403B

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<b>5.A.1.2</b> Use a rule or table to represent ordered pairs of whole numbers and graph these ordered pairs on a coordinate plane, identifying the origin and axes in relation to the coordinates.	<b>SE/TE: Topic 16:</b> 392-395, 396-397, 400-401, 402-403, 404-405  <b>TE: Topic 16:</b> 392A-395B, 396A-397B, 400A-401B, 402A-403B, 404A-405B
<b>5.A.2 Understand and interpret expressions, equations, and inequalities involving variables and whole numbers, and use them to represent and evaluate real-world and mathematical problems.</b>	
<b>5.A.2.1</b> Generate equivalent numerical expressions and solve problems involving whole numbers by applying the commutative, associative, and distributive properties and order of operations (no exponents).	<b>SE/TE: Topic 3:</b> 64-65, 72-73, 82-83; <b>Topic 8:</b> 194-195, 196-199, 200-201, 202-203, 204-205, 206-207, 210-211, 212-213  <b>TE: Topic 3:</b> 64A-65B, 72A-73B, 82A-83B; <b>Topic 8:</b> 194A-195B, 196A-199B, 200A-201B, 202A-203B, 204A-205B, 206A-207B, 210A-211B, 212A-213B
<b>5.A.2.2</b> Determine whether an equation or inequality involving a variable is true or false for a given value of the variable.	For related content, please see: <b>SE/TE: Topic 8:</b> 194-195, 200-201, 202-203, 208-209, 210-211, 212-213  <b>TE: Topic 8:</b> 194A-195B, 200A-201B, 202A-203B, 208A-209B, 210A-211B, 212A-213B
<b>5.A.2.3</b> Evaluate expressions involving variables when values for the variables are given.	<b>SE/TE: Topic 8:</b> 202-203, 204-205, 206-207, 208-209, 210-211, 212-213  <b>TE: Topic 8:</b> 202A-203B, 204A-205B, 206A-207B, 208A-209B, 210A-211B, 212A-213B
<b>Geometry &amp; Measurement (GM)</b>	
<b>5.GM.1 Describe, classify, and draw representations of two- and three dimensional figures.</b>	
<b>5.GM.1.1</b> Describe, classify and construct triangles, including equilateral, right, scalene, and isosceles triangles. Recognize triangles in various contexts.	<b>SE/TE: Topic 15:</b> 374-375, 382-383  <b>TE: Topic 15:</b> 374A-375B, 382A-383B
<b>5.GM.1.2</b> Describe and classify three-dimensional figures including cubes, rectangular prisms, and pyramids by the number of edges, faces or vertices as well as the shapes of faces.	<b>SE/TE: Topic 12:</b> 308-309, 310-311  <b>TE: Topic 12:</b> 308A-309B, 310A-311B
<b>5.GM.1.3</b> Recognize and draw a net for a three-dimensional figure (e.g., cubes, rectangular prisms, pyramids).	For related content, please see: <b>SE/TE: Topic 12:</b> 308-309, 310-311, 312-313, 314-315  <b>TE: Topic 12:</b> 308A-309B, 310A-311B, 312A-313B, 314A-315B

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<b>5.GM.2 Understand how the volume of rectangular prisms and surface area of shapes with polygonal faces are determined by the dimensions of the object and that shapes with varying dimensions can have equivalent values of surface area or volume.</b>	
<b>5.GM.2.1</b> Recognize that the volume of rectangular prisms can be determined by the number of cubes (n) and by the product of the dimensions of the prism ( $a \times b \times c = n$ ). Know that rectangular prisms of different dimensions (p, q, and r) can have the same volume if $a \times b \times c = p \times q \times r = n$ .	<b>SE/TE: Topic 12:</b> 310-311, 312-313, 314-315, 316-319, 320-321, 322-323  <b>TE: Topic 12:</b> 310A-311B, 312A-313B, 314A-315B, 316A-319B, 320A-321B, 322A-323B
<b>5.GM.2.2</b> Recognize that the surface area of a three-dimensional figure with rectangular faces with whole numbered edges can be found by finding the area of each component of the net of that figure. Know that three-dimensional shapes of different dimensions can have the same surface area.	For related content, please see: <b>SE/TE: Topic 12:</b> 308-309, 310-311, 312-313  <b>TE: Topic 12:</b> 308A-309B, 310A-311B, 312A-313B
<b>5.GM.2.3</b> Find the perimeter of polygons and create arguments for reasonable values for the perimeter of shapes that include curves.	For related content, please see: <b>SE/TE: Topic 15:</b> 372-373, 374-375, 376-377, 378-379, 380-381  <b>TE: Topic 15:</b> 372A-373B, 374A-375B, 376A-377B, 378A-379B, 380A-381B
<b>5.GM.3 Understand angle and length as measurable attributes of real-world and mathematical objects. Use various tools to measure angles and lengths.</b>	
<b>5.GM.3.1</b> Measure and compare angles according to size.	For related content, please see: <b>SE/TE: Topic 15:</b> 374-375  <b>TE: Topic 15:</b> 374A-375B
<b>5.GM.3.2</b> Choose an appropriate instrument and measure the length of an object to the nearest whole centimeter or 1/16-inch.	<b>SE/TE: Topic 13:</b> 332-335, 338-339  <b>TE: Topic 13:</b> 332A-335B, 338A-339B
<b>5.GM.3.3</b> Recognize and use the relationship between inches, feet, and yards to measure and compare objects.	<b>SE/TE: Topic 13:</b> 332-335, 344-345  <b>TE: Topic 13:</b> 332A-335B, 344A-345B
<b>5.GM.3.4</b> Recognize and use the relationship between millimeters, centimeters, and meters to measure and compare objects.	<b>SE/TE: Topic 13:</b> 338-339, 344-345  <b>TE: Topic 13:</b> 338A-339B, 344A-345B

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<b>Data &amp; Probability (D)</b>	
<b>5.D.1 Display and analyze data to find the range and measures of central tendency (mean, median, and mode).</b>	
<b>5.D.1.1</b> Find the measures of central tendency (mean, median, or mode) and range of a set of data. Understand that the mean is a “leveling out” or central balance point of the data.	For related content, please see: <b>SE/TE: Topic 14:</b> 354-355, 356-357, 358-359, 360-361  <b>TE: Topic 14:</b> 354A-355B, 356A-357B, 358A-359B, 360A-361B
<b>5.D.1.2</b> Create and analyze line and double-bar graphs with whole numbers, fractions, and decimals increments.	For related content, please see: <b>SE/TE: Topic 14:</b> 354-355, 356-357, 358-359, 360-361, 362-363  <b>TE: Topic 14:</b> 354A-355B, 356A-357B, 358A-359B, 360A-361B, 362A-363B

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<b>Guiding Principles</b>	
<b>Guiding Principle 1:</b> Excellence in mathematics education requires equity--high expectations and strong support for all students.	<b>SE/TE: Topic 13:</b> 322, 324; <b>Topic 14:</b> 345, 348; <b>Topic 15:</b> 373, 376; <b>Topic 16:</b> 401, 404  <b>TE: Topic 13:</b> 320C, 323A-323B, 325A-325B; <b>Topic 14:</b> 342C, 347A-347B, 349A-349B; <b>Topic 15:</b> 370C, 375A-375B, 377A-377B; <b>Topic 16:</b> 398C, 403A-403B, 407A-407B
<b>Guiding Principle 2:</b> Mathematical ideas should be explored in ways that stimulate curiosity, create enjoyment of mathematics, and develop depth of understanding.	<b>SE/TE: Topic 9:</b> 200, 201; <b>Topic 10:</b> 220, 221; <b>Topic 11:</b> 260, 261; <b>Topic 12:</b> 298, 299  <b>TE: Topic 9:</b> 202B, 204B; <b>Topic 10:</b> 222B, 224B; <b>Topic 11:</b> 262B, 266B; <b>Topic 12:</b> 300B, 302B
<b>Guiding Principle 3:</b> An effective mathematics program focuses on problem solving.	<b>SE/TE: Topic 1:</b> 24-25; <b>Topic 2:</b> 50-53; <b>Topic 3:</b> 84-87; <b>Topic 4:</b> 102-105, 110-113  <b>TE: Topic 1:</b> 2A-2F, 24A-25B; <b>Topic 2:</b> 50A-53B; <b>Topic 3:</b> 84A-87B; <b>Topic 4:</b> 102A-105B, 110A-113B
<b>Guiding Principle 4:</b> Technology is essential in teaching and learning mathematics.	<b>SE/TE: Topic 5:</b> 120-121, 126-127; <b>Topic 6:</b> 148-149, 150-151; <b>Topic 7:</b> 162-163, 164-165  <b>TE: Topic 5:</b> 123B, 128B; <b>Topic 6:</b> 149B, 153B; <b>Topic 7:</b> 163B, 165B, <b>Topic 8:</b> 186B, 195B
<b>Mathematical Actions and Practices</b>	
<b>Develop a Deep and Flexible Conceptual Understanding</b>	<b>SE/TE: Topic 14:</b> 344-347, 358-361; <b>Topic 15:</b> 376-377, 386-389; <b>Topic 19:</b> 498-499, 500-501  <b>TE: Topic 14:</b> 344A-347B, 358A-361B; <b>Topic 15:</b> 376A-377B, 386A-389B; <b>Topic 19:</b> 498A-499B, 500A-501B
<b>Develop Accurate and Appropriate Procedural Fluency</b>	<b>SE/TE: Topic 3:</b> 70-73, 78-79; <b>Topic 7:</b> 172-173, 174-175; <b>Topic 9:</b> 206-207, 212-213  <b>TE: Topic 3:</b> 70A-73B, 78A-79B; <b>Topic 7:</b> 172A-173B, 174A-175B; <b>Topic 9:</b> 206A-207B, 212A-213B
<b>Develop Strategies for Problem Solving</b>	<b>SE/TE: Topic 1:</b> 24-25; <b>Topic 2:</b> 50-53; <b>Topic 3:</b> 84-87; <b>Topic 4:</b> 102-105, 110-113  <b>TE: Topic 1:</b> 2A-2F, 24A-25B; <b>Topic 2:</b> 50A-53B; <b>Topic 3:</b> 84A-87B; <b>Topic 4:</b> 102A-105B, 110A-113B

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<b>Develop Mathematical Reasoning</b>	<b>SE/TE: Topic 10:</b> 250-253; <b>Topic 15:</b> 390-391; <b>Topic 16:</b> 418-419  <b>TE: Topic 10:</b> 250A-253B; <b>Topic 15:</b> 390A-391B; <b>Topic 16:</b> 418A-419B
<b>Develop a Productive Mathematical Disposition</b>	<b>SE/TE: Topic 4:</b> 94, 95; <b>Topic 6:</b> 142, 143; <b>Topic 13:</b> 320, 321  <b>TE: Topic 6:</b> 144B, 148B; <b>Topic 13:</b> 322B, 324B
<b>Develop the Ability to Make Conjectures, Model, and Generalize</b>	<b>SE/TE: Topic 2:</b> 34-35, 36-39; <b>Topic 5:</b> 126-127, 136- 137; <b>Topic 8:</b> 192-193, 194-195  <b>TE: Topic 2:</b> 34A-35B, 36A-39B; <b>Topic 5:</b> 126A-127B, 136A-137B; <b>Topic 8:</b> 192A-193B, 194A-195B
<b>Develop the Ability to Communicate Mathematically</b>	<b>SE/TE: Topic 1:</b> 4, 7, 9; <b>Topic 3:</b> 66, 69, 70; <b>Topic 7:</b> 166, 174  <b>TE: Topic 1:</b> 2K-2L; <b>Topic 3:</b> 60E-60F; <b>Topic 7:</b> 160E- 160F, 172B
<b>Number &amp; Operations (N)</b>	
<b>6.N.1</b> Read, write, and represent integers and rational numbers expressed as fractions, decimals, percents, and ratios; write positive integers as products of factors; use these representations in real-world and mathematical situations.	
<b>6.N.1.1</b> Represent integers with counters and on a number line and rational numbers on a number line, recognizing the concepts of opposites, direction, and magnitude; use integers and rational numbers in real-world and mathematical situations, explaining the meaning of 0 in each situation.	<b>SE/TE: Topic 1:</b> 8-9, 22-23; <b>Topic 10:</b> 224-225, 226- 229  <b>TE: Topic 1:</b> 8A-9B, 22A-23B; <b>Topic 10:</b> 224A-225B, 226A-229B
<b>6.N.1.2</b> Compare and order positive rational numbers, represented in various forms, or integers using the symbols $<$ , $>$ , and $=$ .	<b>SE/TE: Topic 1:</b> 8-9, 22-23; <b>Topic 10:</b> 224-225, 226- 229  <b>TE: Topic 1:</b> 8A-9B, 22A-23B; <b>Topic 10:</b> 224A-225B, 226A-229B
<b>6.N.1.3</b> Explain that a percent represents parts “out of 100” and ratios “to 100.”	<b>SE/TE: Topic 14:</b> 344-347, 354-357, 358-361, 362-363  <b>TE: Topic 14:</b> 344A-347B, 354A-357B, 358A-361B, 362A-363B

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<b>6.N.1.4</b> Determine equivalencies among fractions, decimals, and percents. Select among these representations to solve problems.	<b>SE/TE: Topic 6:</b> 146-147, 150-153, 154-155; <b>Topic 14:</b> 348-349  <b>TE: Topic 6:</b> 146A-147B, 150A-153B, 154A-155B; <b>Topic 14:</b> 348A-349B
<b>6.N.1.5</b> Factor whole numbers and express prime and composite numbers as a product of prime factors with exponents.	<b>SE/TE: Topic 5:</b> 120-123, 124-125, 126-127  <b>TE: Topic 5:</b> 120A-123B, 124A-125B, 126A-127B
<b>6.N.1.6</b> Determine the greatest common factors and least common multiples. Use common factors and multiples to calculate with fractions, find equivalent fractions, and express the sum of two-digit numbers with a common factor using the distributive property.	<b>SE/TE: Topic 5:</b> 126-127; <b>Topic 7:</b> 164-165  <b>TE: Topic 5:</b> 126A-127B; <b>Topic 7:</b> 164A-165B
<b>6.N.2</b> Add and subtract integers in order to solve real-world and mathematical problems.	
<b>6.N.2.1</b> Estimate solutions to addition and subtraction of integers problems in order to assess the reasonableness of results.	<b>SE/TE: Topic 10:</b> 230-233, 234-237  <b>TE: Topic 10:</b> 230A-233B, 234A-237B
<b>6.N.2.2</b> Illustrate addition and subtraction of integers using a variety of representations.	<b>SE/TE: Topic 10:</b> 230-233, 234-237  <b>TE: Topic 10:</b> 230A-233B, 234A-237B
<b>6.N.2.3</b> Add and subtract integers; use efficient and generalizable procedures including but not limited to standard algorithms.	<b>SE/TE: Topic 10:</b> 230-233, 234-237  <b>TE: Topic 10:</b> 230A-233B, 234A-237B
<b>6.N.3</b> Understand the concept of ratio and its relationship to fractions and percents and to the multiplication and division of whole numbers. Use ratios to solve real-world and mathematical problems.	
<b>6.N.3.1</b> Identify and use ratios to compare quantities. Recognize that multiplicative comparison and additive comparison are different.	<b>SE/TE: Topic 12:</b> 300-301, 302-305; <b>Topic 13:</b> 326-327  <b>TE: Topic 12:</b> 300A-301B, 302A-305B; <b>Topic 13:</b> 326A-327B
<b>6.N.3.2</b> Determine the unit rate for ratios.	<b>SE/TE: Topic 12:</b> 306-307, 308-309; <b>Topic 13:</b> 324-325  <b>TE: Topic 12:</b> 306A-307B, 308A-309B; <b>Topic 13:</b> 324A-325B

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<b>6.N.3.3</b> Apply the relationship between ratios, equivalent fractions and percents to solve problems in various contexts, including those involving mixture and concentrations.	<b>SE/TE: Topic 12:</b> 300-301, 302-305; <b>Topic 13:</b> 322-323, 324-325  <b>TE: Topic 12:</b> 300A-301B, 302A-305B; <b>Topic 13:</b> 322A-323B, 324A-325B
<b>6.N.3.4</b> Use multiplicative reasoning and representations to solve ratio and unit rate problems.	<b>SE/TE: Topic 13:</b> 322-323, 324-325, 326-327, 328-329, 334-337  <b>TE: Topic 13:</b> 322A-323B, 324A-325B, 326A-327B, 328A-329B, 334A-337B
<b>6.N.4</b> Multiply and divide decimals ,fractions, and mixed numbers; solve real world and mathematical problems with rational numbers.	
<b>6.N.4.1</b> Estimate solutions to problems with whole numbers, decimals, fractions, and mixed numbers and use the estimates to assess the reasonableness of results in the context of the problem.	<b>SE/TE: Topic 3:</b> 62-63, 66-69; <b>Topic 7:</b> 170-171; <b>Topic 8:</b> 188-189; <b>Topic 9:</b> 208-209  <b>TE: Topic 3:</b> 62A-63B, 66A-69B; <b>Topic 7:</b> 170A-171B; <b>Topic 8:</b> 188A-189B; <b>Topic 9:</b> 208A-209B
<b>6.N.4.2</b> Illustrate multiplication and division of fractions and decimals to show connections to fractions, whole number multiplication, and inverse relationships.	<b>SE/TE: Topic 3:</b> 66-69, 70-73, 74-75, 76-77, 78-79; <b>Topic 8:</b> 186-187, 190-191, 192-193, 194-195; <b>Topic 9:</b> 202-203, 204-205, 206-207, 210-211  <b>TE: Topic 3:</b> 66A-69B, 70A-73B, 74A-75B, 76A-77B, 78A-79B; <b>Topic 8:</b> 186A-187B, 190A-191B, 192A-193B, 194A-195B; <b>Topic 9:</b> 202A-203B, 204A-205B, 206A-207B, 210A-211B
<b>6.N.4.3</b> Multiply and divide fractions and decimals using efficient and generalizable procedures.	<b>SE/TE: Topic 1:</b> 18-21; <b>Topic 3:</b> 66-69, 70-73, 74-75, 76-77, 78-79; <b>Topic 8:</b> 186-187, 188-189, 190-191, 192-193, 194-195; <b>Topic 9:</b> 202-203, 204-205, 206-207, 208-209, 210-211, 212-213, 214-215  <b>TE: Topic 1:</b> 18A-21B; <b>Topic 3:</b> 66A-69B, 70A-73B, 74A-75B, 76A-77B, 78A-79B; <b>Topic 8:</b> 186A-187B, 188A-189B, 190A-191B, 192A-193B, 194A-195B; <b>Topic 9:</b> 202A-203B, 204A-205B, 206A-207B, 208A-209B, 210A-211B, 212A-213B, 214A-215B



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<b>6.N.4.4</b> Solve and interpret real-world and mathematical problems including those involving money, measurement, geometry, and data requiring arithmetic with decimals, fractions and mixed numbers.	<b>SE/TE: Topic 3:</b> 84-87; <b>Topic 7:</b> 162-163, 166-169, 172-173, 174-177, 178-179; <b>Topic 8:</b> 186-187, 190-191, 192-193, 194-195; <b>Topic 9:</b> 206-207, 210-211, 212-213, 214-215  <b>TE: Topic 3:</b> 84A-87B; <b>Topic 7:</b> 162A-163B, 166A-169B, 172A-173B, 174A-177B, 178A-179B; <b>Topic 8:</b> 186A-187B, 190A-191B, 192A-193B, 194A-195B; <b>Topic 9:</b> 206A-207B, 210A-211B, 212A-213B, 214A-215B
Algebraic Reasoning & Algebra (A)	
<b>6.A.1</b> Recognize and represent relationships between varying quantities; translate from one representation to another; use patterns, tables, graphs and rules to solve real-world and mathematical problems.	
<b>6.A.1.1</b> Plot integer- and rational-valued (limited to halves and fourths) ordered-pairs as coordinates in all four quadrants and recognize the reflective relationships among coordinates that differ only by their signs.	<b>SE/TE: Topic 10:</b> 246-249; <b>Topic 15:</b> 380-381, 383-385, 386-289, 390-391  <b>TE: Topic 10:</b> 246A-249B; <b>Topic 15:</b> 380A-381B, 383A-385B, 386A-289B, 390A-391B
<b>6.A.1.2</b> Represent relationships between two varying quantities involving no more than two operations with rules, graphs, and tables; translate between any two of these representations.	<b>SE/TE: Topic 2:</b> 48-49, 50-53; <b>Topic 15:</b> 376-377, 378-379, 380-381, 382-385, 386-389, 390-391  <b>TE: Topic 2:</b> 48A-49B, 50A-53B; <b>Topic 15:</b> 376A-377B, 378A-379B, 380A-381B, 382A-385B, 386A-389B, 390A-391B
<b>6.A.1.3</b> Use and evaluate variables in expressions, equations, and inequalities that arise from various contexts, including determining when or if, for a given value of the variable, an equation or inequality involving a variable is true or false.	<b>SE/TE: Topic 2:</b> 32-33, 46-47, 50-53; <b>Topic 4:</b> 98-101, 102-105, 106-109, 110-113; <b>Topic 15:</b> 372-375, 376-377, 380-381, 386-389, 390-391  <b>TE: Topic 2:</b> 32A-33B, 46A-47B, 50A-53B; <b>Topic 4:</b> 98A-101B, 102A-105B, 106A-109B, 110A-113B; <b>Topic 15:</b> 372A-375B, 376A-377B, 380A-381B, 386A-389B, 390A-391B
<b>6.A.2</b> Use properties of arithmetic to generate equivalent numerical expressions and evaluate expressions involving positive rational numbers.	
<b>6.A.2.1</b> Generate equivalent expressions and evaluate expressions involving positive rational numbers by applying the commutative, associative, and distributive properties and order of operations to solve real-world and mathematical problems.	<b>SE/TE: Topic 2:</b> 32-33, 34-35, 36-39, 40-41, 46-47  <b>TE: Topic 2:</b> 32A-33B, 34A-35B, 36A-39B, 40A-41B, 46A-47B

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<b>6.A.3 Use equations and inequalities to represent real-world and mathematical problems and use the idea of maintaining equality to solve equations. Interpret solutions in the original context.</b>	
<b>6.A.3.1</b> Represent real-world or mathematical situations using expressions, equations and inequalities involving variables and rational numbers.	<b>SE/TE: Topic 2:</b> 50-53; <b>Topic 4:</b> 102-105, 110-113; <b>Topic 10:</b> 250-253; <b>Topic 15:</b> 390-391  <b>TE: Topic 2:</b> 50A-53B; <b>Topic 4:</b> 102A-105B, 110A-113B; <b>Topic 10:</b> 250A-253B; <b>Topic 15:</b> 390A-391B
<b>6.A.3.2</b> Use number sense and properties of operations and equality to solve real-world and mathematical problems involving equations in the form $x + p = q$ and $px = q$ where $x$ , $p$ , $q$ and are nonnegative rational numbers. Graph the solution on a number line, interpret the solution in the original context, and assess the reasonableness of the solution.	<b>SE/TE: Topic 4:</b> 96-97, 98-101, 102-105, 106-109, 110-113; <b>Topic 15:</b> 380-381, 382-385  <b>TE: Topic 4:</b> 96A-97B, 98A-101B, 102A-105B, 106A-109B, 110A-113B; <b>Topic 15:</b> 380A-381B, 382A-385B
<b>Geometry &amp; Measurement (GM)</b>	
<b>6.GM.1 Calculate area of squares, parallelograms, and triangles to solve real-world and mathematical problems.</b>	
<b>6.GM.1.1</b> Develop and use formulas for the area of squares and parallelograms using a variety of methods including but not limited to the standard algorithm.	<b>SE/TE: Topic 17:</b> 430-433, 434-437  <b>TE: Topic 17:</b> 430A-433B, 434A-437B
<b>6.GM.1.2</b> Develop and use formulas to determine the area of triangles.	<b>SE/TE: Topic 17:</b> 434-437  <b>TE: Topic 17:</b> 434A-437B
<b>6.GM.1.3</b> Find the area of right triangles, other triangles, special quadrilaterals, and polygons that can be decomposed into triangles and other shapes to solve real-world and mathematical problems.	<b>SE/TE: Topic 17:</b> 430-433, 434-437  <b>TE: Topic 17:</b> 430A-433B, 434A-437B
<b>6.GM.2 Understand and use relationships between angles in geometric figures.</b>	
<b>6.GM.2.1</b> Solve problems using the relationships between the angles (vertical, complementary, and supplementary) formed by intersecting lines.	<b>SE/TE: Topic 11:</b> 270-273  <b>TE: Topic 11:</b> 270A-273B
<b>6.GM.2.2</b> Develop and use the fact that the sum of the interior angles of a triangle is $180^\circ$ to determine missing angle measures in a triangle.	<b>SE/TE: Topic 11:</b> 266-269, 270-273  <b>TE: Topic 11:</b> 266A-269B, 270A-273B

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<b>6.GM.3 Choose appropriate units of measurement and use ratios to convert within measurement systems to solve real-world and mathematical problems.</b>	
<b>6.GM.3.1</b> Estimate weights, capacities and geometric measurements using benchmarks in customary and metric measurement systems with appropriate units.	<b>SE/TE: Topic 16:</b> 400-403, 404-407, 412-413 <b>TE: Topic 16:</b> 400A-403B, 404A-407B, 412A-413B
<b>6.GM.3.2</b> Solve problems in various real-world and mathematical contexts that require the conversion of weights, capacities, geometric measurements, and time within the same measurement systems using appropriate units.	<b>SE/TE: Topic 16:</b> 400-403, 404-407, 408-411, 412-413, 414-417, 418-419 <b>TE: Topic 16:</b> 400A-403B, 404A-407B, 408A-411B, 412A-413B, 414A-417B, 418A-419B
<b>6.GM.4 Use translations, reflections, and rotations to establish congruency and understand symmetries.</b>	
<b>6.GM.4.1</b> Predict, describe, and apply translations (slides), reflections (flips), and rotations (turns) to a two-dimensional figure.	<b>SE/TE: Topic 11:</b> 284-287, 290-291 <b>TE: Topic 11:</b> 284A-287B, 290A-291B
<b>6.GM.4.2</b> Recognize that translations, reflections, and rotations preserve congruency and use them to show that two figures are congruent.	<b>SE/TE: Topic 11:</b> 284-287, 290-291 <b>TE: Topic 11:</b> 284A-287B, 290A-291B
<b>6.GM.4.3</b> Use distances between two points that are either vertical or horizontal to each other (not mathematical problems about congruent two-dimensional figures).	For related content, please see: <b>SE/TE: Topic 15;</b> 380-381, 382-385, 386-389 <b>TE: Topic 15;</b> 380A-381B, 382A-385B, 386A-389B
<b>6.GM.4.4</b> Identify and describe the line(s) of symmetry in two-dimensional shapes.	<b>SE/TE: Topic 11:</b> 288-289 <b>TE: Topic 11:</b> 288A-289B
<b>Data &amp; Probability (D)</b>	
<b>6.D.1 Display and analyze data.</b>	
<b>6.D.1.1</b> Calculate the mean, median, and mode for a set of real-world data.	<b>SE/TE: Topic 19:</b> 480-481, 482-483, 494-497 <b>TE: Topic 19:</b> 480A-481B, 482A-483B, 494A-497B
<b>6.D.1.2</b> Explain and justify which measure of central tendency (mean, median, or mode) would provide the most descriptive information for a given set of data.	<b>SE/TE: Topic 19:</b> 494-497, 500-501 <b>TE: Topic 19:</b> 494A-497B, 500A-501B

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<b>6.D.1.3</b> Create and analyze box and whisker plots observing how each segment contains one quarter of the data.	<b>SE/TE: Topic 19:</b> 488-489  <b>TE: Topic 19:</b> 488A-489B
<b>6.D.2</b> Use probability to solve real-world and mathematical problems; represent probabilities using fractions and decimals.	
<b>6.D.2.1</b> Represent possible outcomes using a probability continuum from impossible to certain.	This standard is outside the scope of enVisionMATH Common Core.
<b>6.D.2.2</b> Determine the sample space for a given experiment and determine which members of the sample space are related to certain events. Sample space may be determined by the use of tree diagrams, tables or pictorial representations.	This standard is outside the scope of enVisionMATH Common Core.
<b>6.D.2.3</b> Demonstrate simple experiments in which the probabilities are known and compare the resulting relative frequencies with the known probabilities, recognizing that there may be differences between the two results.	This standard is outside the scope of enVisionMATH Common Core.