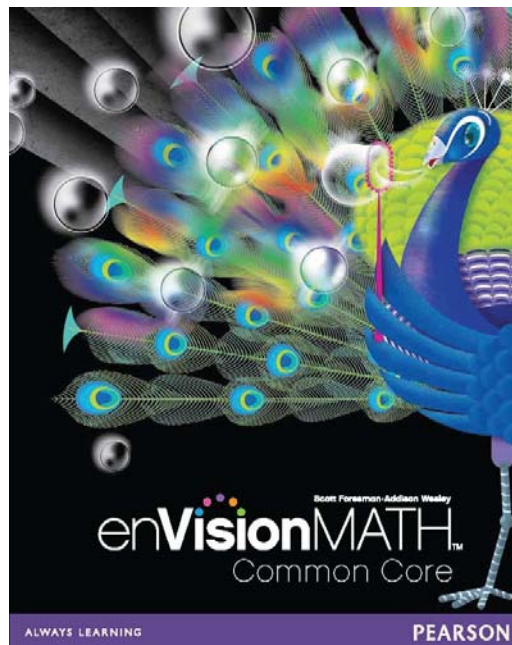


A Correlation of

en**VISION**MATH™  
Common Core ©2012



to the

**Oklahoma  
Priority Academic Student Skills  
PASS  
Mathematics  
Grades K-6**

***enVisionMATH, Common Core Edition***  
**Correlated to the**  
**Oklahoma Priority Academic Student Skills (PASS) - Mathematics**

## **Introduction**

This document demonstrates how ***enVisionMATH, Common Core Edition*** ©2012 meets the standards of the Oklahoma Priority Academic Student Skills (PASS) 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 Edition***, 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 Edition***, 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 Edition***, 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.

***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 Edition*** 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 PASS Mathematics Kindergarten	<i>enVisionMATH</i> Common Core Kindergarten
<b>Standard 1: Algebraic Reasoning: Patterns - The student will sort and classify objects and analyze simple patterns.</b>	
1. Sort and group objects into a set and explain verbally what the objects have in common (e.g., color, size, shape).	<b>SE/TE:</b> 243, 246-252, 253-254, 258-262, 263, 285
2. Explain verbally and extend simple patterns (e.g., □ ○ □ ○)	<b>SE/TE:</b> 59-60, 62-63, 116-120, 122-124, 199, 215, 325-326
3. Use object to demonstrate —related facts    such as $3+4=7$ ; $7-4=3$ .	<b>SE/TE:</b> 125, 127-134, 135-138, 324
<b>Standard 2: Number Sense - The student will understand the relationship between numbers and quantities.</b>	
1. Compare a group or set to another group, set, or numerical quantity and verbally explain which has more, less, or equivalent quantities.	<b>SE/TE:</b> 21-28, 33-34, 39-41, 43-44, 55, 65-72, 73-74, 76, 79-80, 89-90, 151-152, 163, 165, 186, 189-191, 202, 221-222, 236, 243, 255-256, 258
2. Pair and count objects using one-to-one correspondence (e.g., one napkin for each child at snack time).	<b>SE/TE:</b> 24, 41, 68, 87, 89, 163
3. Count forward to twenty and backward from ten.	<b>SE/TE:</b> 1, 7-8, 13-20, 29-30, 32, 34-36, 38-40, 42-45, 47-49, 51-52, 54-56, 58, 61, 63-66, 68-72, 73-74, 76-78, 80-89, 91, 93-100, 101-106, 107-109, 125-126, 128, 130, 132, 135-144, 145-150, 151-155, 156-166, 167-168, 172-174, 176-178, 180-182, 185-187, 189-191, 193-198, 200-206, 208-210, 212-220, 222, 243, 306, 319-324, 325-326
4. Count objects in a set one-by-one from one through twenty.	<b>SE/TE:</b> 1-6, 9-12, 15-20, 29-30, 32, 34, 43-45, 48-52, 56, 58, 61, 63-66, 68-72, 73, 76, 78, 80, 86-89, 91, 93-100, 103, 105-106, 107, 123, 125-126, 128-132, 134-144, 145-150, 151-155, 156-166, 167-168, 172-174, 176-178, 180-182, 185-187, 189-191, 193-198, 200-206, 208-210, 212-220, 222, 243, 306, 319-324, 325-326
5. Identify and create sets of objects zero through twenty.	<b>SE/TE:</b> 1-6, 9-12, 15-20, 32, 33, 36, 39-40, 51-52, 63-64, 71-72, 74, 76-77, 90, 129, 131, 133, 135, 137, 139-140, 144, 147, 149, 151, 155, 157, 159, 161-162, 166, 169-170, 173, 181-182, 188, 193, 195, 197-198, 200-204, 205, 207-210, 212-217, 219-220, 222

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6. Identify and write numerals zero through twenty, in and out of sequence. Children may still be reversing some numerals.	<b>SE/TE:</b> 1, 7-8, 13-20, 31-32, 35-36, 39-40, 43, 45-46, 49-50, 53-54, 57-58, 61, 65, 67-70, 73-80, 81-89, 91-93, 94-100, 101-106, 107-108, 124-125, 127-134, 135-142, 144, 145-150, 152-155, 156-166, 172, 175-176, 179-180, 183-184, 186-187, 189-192, 193-198, 200-205, 208-211, 212-220, 243
7. Identify and use ordinal numbers to order objects first through tenth.	<b>SE/TE:</b> 37-39, 42-44, 108
8. Combine and remove objects from sets and verbally describe the result (e.g., adding objects to a set makes the set larger, subtracting objects from a set makes the set smaller. ).	<b>SE/TE:</b> 25-28, 75, 77, 79, 86, 110, 128-132, 134-142, 144, 145-150, 152-155, 156-166, 172-173, 176-178, 180-182, 188, 194-198, 200-205, 208-210, 212-217, 219-220, 319-324, 325-326
<b>Standard 3: Geometry - The student will identify common geometric shapes and explore the relationship of objects in the environment.</b>	
1. Identify, name, and describe a variety of basic two-dimensional geometric shapes such as squares, triangles, circles, rectangles, (regular) hexagons, and (isosceles) trapezoids presented in a variety of ways (e.g. with different sizes of orientation).	<b>SE/TE:</b> 263-270, 271-274, 277, 279-284, 301, 303-304, 312, 315, 327
2. Identify, name, and describe a variety of three-dimensional geometric shapes such as spheres, cubes, and cylinders.	<b>SE/TE:</b> 275-278, 282-283, 302, 307-316, 328
3. Model and use words indicating relative position or direction (e.g., students describe the relationships between self and objects in space using on, above, below, beside, under, on top of, behind, and over).	<b>SE/TE:</b> 285, 287-292, 293-300
<b>Standard 4: Measurement - The student will explore the concepts of nonstandard and standard measurement.</b>	
1. Linear Measurement.	
a. Measure objects using nonstandard units of measurement (e.g., pencil, paper clip, block).	None
b. Compare objects according to observable attributes (e.g., long, longer, longest; short, shorter, shortest; big, bigger, biggest; small, smaller, smallest; small, medium, large).	<b>SE/TE:</b> 222, 225-230, 231-234, 235-239, 241-242

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Oklahoma PASS Mathematics Kindergarten	<i>enVisionMATH</i> Common Core Kindergarten
c. Compare and order objects in graduated order (e.g., shortest to tallest, thinnest to thickest).	SE/TE: 230, 235, 237, 240-242
d. Identify the appropriate instrument used to measure length (ruler), weight (scale), time (clock: digital and analog; calendar: day, month, year, season), and temperature (thermometer).	SE/TE: 223-224, 240-241
<b>2. Time.</b>	
a. Tell time on digital and analog clocks to the hour.	None
b. Identify the days of the week and months of the year.	None
<b>3. Money.</b> Identify the coins penny, nickel, dime, and quarter.	None
<b>Standard 5: Data Analysis - The student will collect and display data in a group setting.</b>	
<b>1. Data Analysis.</b>	
a. Use numbers and counting as a means for solving problems and measuring quantity.	SE/TE: 34, 186, 190
b. Develops abilities to collect, describe, and record information through a variety of means including discussion, drawings, maps, charts, and graphs.	None
c. Describes similarities and differences between objects.	None
d. Collects and analyze information about objects and events in the environment.	None
<b>2.</b> Create and verbally explain a data display or graph (e.g., real object graph, pictorial graphs).	SE/TE: 185-186, 189-190, 255-258

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<b>Process Standard 1: Problem Solving</b>	
1. Use problem-solving approaches (e.g., act out situations, represent problems with drawings and lists, use concrete, pictorial, graphical, oral, written, and/or algebraic models, understand a problem, devise a plan, carry out the plan, look back).	<b>SE/TE:</b> 2, 6, 10, 14, 18, 22, 26, 30, 34, 35-37, 44, 48, 66-68, 106, 107-109, 113, 153-156, 229-232, 244-245, 251-254, 259-262, 276, 315-318, 336
2. Formulate problems from everyday and mathematical situations (e.g., how many forks are needed?, how many students are absent?, how can we share/divide these cookies?, how many different ways can we find to compare these fractions?).	<b>SE/TE:</b> 56, 60, 62-64, 66-68, 70-71, 76, 81-84, 85-87, 89, 115, 117-120, 124, 128, 132, 136, 148, 152, 153-156, 159-160, 195-198, 210-212, 228, 229-232, 418
3. Develop, test, and apply strategies to solve a variety of routine and non-routine problems (e.g., look for patterns, make a table, make a problem simpler, process of elimination, trial and error).	<b>SE/TE:</b> 3-6, 7-10, 74-76, 121-124, 125-128, 141-144, 163-166, 167-170, 171-174, 183-186, 187-190, 191-194, 209-212, 239-242, 247-250, 251-254, 273-276, 303-306, 324, 541
4. Verify and interpret results with respect to the original problem (e.g., students explain verbally why an answer makes sense, explain in a written format why an answer makes sense, verify the validity of each step taken to obtain a final result).	<b>SE/TE:</b> 66, 282-283, 292
5. Distinguish between necessary and irrelevant information in solving problems (e.g., play games and discuss "best" clues, write riddles with sufficient information, identify unnecessary information in written story problems).	<b>SE/TE:</b> 302, 318, 321, 328, 482
<b>Process Standard 2: Communication</b>	
1. Express mathematical ideas coherently and clearly to peers, teachers, and others (e.g., with verbal ideas, models or manipulatives, pictures, or symbols).	<b>SE/TE:</b> 2, 4, 6, 8, 10, 12, 14, 16, 18, 20, 22, 24, 26, 28, 30, 32, 34, 35-37, 42, 44, 47, 48, 80, 82, 118, 154, 172, 178, 188, 252, 316, 338, 368, 386, 390, 398, 416, 426, 438, 496, 518, 524
2. Extend mathematical knowledge by considering the thinking and strategies of others (e.g., agree or disagree, rephrase another student's explanation, analyze another student's explanation).	<b>SE/TE:</b> 170, 174, 283, 292, 298, 392, 486, 527-528

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Oklahoma PASS Mathematics Grade 1	enVisionMATH Common Core Grade 1
3. Relate manipulatives, pictures, diagrams, and symbols to mathematical ideas.	<b>SE/TE:</b> 16-17, 20-21, 23-25, 27-28, 62-63, 251-254, 273-276, 345-348, 367-370, 409-412, 517-520, 521-524
4. Represent, discuss, write, and read mathematical ideas and concepts. Start by relating everyday language to mathematical language and symbols and progress toward the use of appropriate terminology (e.g., "add more" becomes "plus", "repeated addition" becomes "multiplication", "fair share" becomes "divide", "balance the equation" becomes "solve the equation").	<b>SE/TE:</b> 6, 10, 14, 18, 22, 26, 30, 34, 44, 48, 62-64, 66-68, 82-84, 176
<b>Process Standard 3: Reasoning</b>	
1. Explain mathematical situations using patterns and relationships (e.g., identify patterns in situations, represent patterns in a variety of ways, extend patterns to connect with more general cases).	<b>SE/TE:</b> 74-76, 121-124, 125-128, 163-166, 167-170, 186, 239-242, 247-250, 251-254, 322, 500-501, 524, 541
2. Demonstrate thinking processes using a variety of age-appropriate materials and reasoning processes (e.g., manipulatives, models, known facts, properties and relationships, inductive [specific to general], deductive [general to specific], spatial, proportional, logical reasoning ["and" "or" "not"] and recursive reasoning).	<b>SE/TE:</b> 67, 74-76, 80, 82, 118, 163-166, 167-170, 176, 246, 268, 401-404, 405-408, 416, 420, 422, 454, 492
3. Make predictions and draw conclusions about mathematical ideas and concepts. Predictions become conjectures and conclusions become more logical as students mature mathematically.	<b>SE/TE:</b> 4, 8, 12, 16, 20, 24, 28, 32, 42, 47, 67, 78, 118, 186, 401-404, 405-408
<b>Process Standard 4: Connections</b>	
1. Relate various concrete and pictorial models of concepts and procedures to one another (e.g., use two colors of cubes to represent addition facts for the number 5, relate patterns on a hundreds chart to multiples, use base-10 blocks to represent decimals).	<b>SE/TE:</b> : 2, 3-6, 7-10, 11-14, 15-18, 19-22, 23-26, 27-30, 31-34, 35-37, 39-44, 45-48, 49-52, 116, 251-254, 345-348
2. Link concepts to procedures and eventually to symbolic notation (e.g., represent actions like snap, clap, clap with symbols A B B, demonstrate 3 4 with a geometric array, divide a candy bar into 3 equal pieces that represent one piece as 13).	<b>SE/TE:</b> 20-21, 23-25, 27-28, 39-44, 45-48, 524



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Oklahoma PASS Mathematics Grade 1	enVisionMATH Common Core Grade 1
3. Recognize relationships among different topics within mathematics (e.g., the length of an object can be represented by a number, multiplication facts can be modeled with geometric arrays, can be written as .5 and 50%)	<b>SE/TE:</b> 5, 9, 13, 17, 21, 43, 47, 51, 143, 147, 223, 273-276, 409-412
4. Use mathematical strategies to solve problems that relate to other curriculum areas and the real world (e.g., use a timeline to sequence events, use symmetry in art work, explore fractions in quilt designs and to describe pizza slices).	<b>SE/TE:</b> 428-430, 432-434, 483-486, 520, 524, 529-532, 534-536
<b>Process Standard 5: Representation</b>	
1. Create and use a variety of representations appropriately and with flexibility to organize, record, and communicate mathematical ideas (e.g., dramatizations, manipulatives, drawings, diagrams, tables, graphs, symbolic representations).	<b>SE/TE:</b> 2, 3-6, 7-10, 11-14, 15-18, 19-22, 23-26, 27-30, 31-34, 35-37, 39-44, 45-48, 49-52, 107-109, 113, 229-232, 259-262, 268, 273-276, 289-292, 303-306, 325-328, 345-348, 418, 441-444, 449-452, 453-456, 457-460, 461-464, 465-468, 475-477, 517-520
2. Use representations to model and interpret physical, social, and mathematical situations (e.g., counters, pictures, tally marks, number sentences, geometric models; translate between diagrams, tables, charts, graphs).	<b>SE/TE:</b> 2, 3-6, 7-10, 11-14, 15-18, 19-22, 23-26, 27-30, 31-34, 35-37, 39-44, 45-48, 49-52, 107-109, 113, 229-232, 259-262, 268, 273-276, 289-292, 325-328, 345-348, 418, 441-444, 449-452, 453-456, 457-460, 461-464, 465-468, 475-477, 517-520, 541-546
<b>Standard 1: Algebraic Reasoning: Patterns and Relationships - The student will use a variety of problem-solving approaches to model, describe and extend patterns.</b>	
1. Describe, extend and create patterns using concrete objects (e.g., sort a bag of objects by attributes and orally communicate the pattern for each grouping).	<b>SE/TE:</b> 247-250, 255-258, 259-262, 263-265, 499-502
2. Describe, extend and create patterns with numbers in a variety of situations (e.g., addition charts, skip counting, calendars).	<b>SE/TE:</b> 162, 247-250, 251-254, 259-262, 263-266, 489, 493, 497
3. Demonstrate number patterns by counting as many as 100 objects by 1's, 2's, 5's and 10's.	<b>SE/TE:</b> 247-250, 251-254, 255-258, 259-262, 263-266, 299-302, 353
4. Recognize and apply the commutative and identity properties of addition using models and manipulatives to develop computational skills (e.g., $2 + 4 = 4 + 2$ , $3 + 0 = 3$ ).	<b>SE/TE:</b> 28-30, 37-38

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<b>Standard 2: Number Sense and Operation - The student will read, write and model numbers and number relationships. The student will use models to construct basic addition and subtraction facts with whole numbers.</b>	
<b>1. Number Sense</b>	
a. Use concrete models of tens and ones to develop the concept of place value.	<b>SE/TE:</b> 99-102, 103-106, 109, 239-242, 267, 269-272, 273-276, 277-280, 285-288, 293-296, 325-328, 333-336, 341-344, 355-358, 359-362, 363-366, 367-370, 379-382
b. Compare objects by size and quantity (e.g., more than, less than, equal to).	<b>SE/TE:</b> 61-64, 70-71, 137-139, 178, 179, 243-246, 268, 299-302, 303-306, 307-310, 311-314, 319-322, 353, 383, 385-388, 399-400, 411-412, 437-440, 441-444, 445-448, 449-452, 465-468
c. Read and write numerals to 100.	<b>SE/TE:</b> 1, 3-6, 7-10, 11-14, 15-18, 19-22, 23-26, 27-30, 31-34, 35-37, 39-44, 45-48, 49-52, 53-56, 57-60, 61-64, 65-68, 69-72, 73-76, 77-80, 81-84, 95-97, 99-102, 103-106, 107-110, 117-120, 121-124, 125-128, 129-132, 133-136, 137-140, 141-144, 145-148, 149-152, 153-156, 157-160, 163-166, 167-170, 171-174, 175-178, 179-182, 183-186, 187-190, 191-194, 195-198, 199-201, 238, 240-241, 244-245, 247-250, 251-254, 263-266
d. Manipulate physical models and recognize graphical representation of fractional parts (e.g., halves, thirds, fourths).	<b>SE/TE:</b> 515-516, 517-520, 521-524, 525-528, 533-536
<b>2. Number Operations</b>	
<b>a. Develop and apply the concepts of addition and subtraction.</b>	
i. Use models to construct addition and subtraction facts with sums up to twenty (e.g., counters, cubes).	<b>SE/TE:</b> 2, 3-6, 7-10, 11-14, 15-18, 19-22, 23-26, 27-30, 31-34, 35-37, 39-44, 45-48, 49-52, 53-56, 57-60, 61-64, 65-68, 69-72, 73-76, 77-80, 90, 323
ii. Perform addition by joining sets of objects and subtraction by separating and by comparing sets of objects.	<b>SE/TE:</b> 2, 3-6, 7-10, 11-14, 15-18, 19-22, 23-26, 27-30, 31-34, 35-37, 39-44, 45-48, 49-52, 53-56, 57-60, 61-64, 65-68, 69-72, 73-76, 77-80, 90
iii. Demonstrate fluency (i.e., memorize and apply) with basic addition facts to make a maximum sum of 10 and the associated subtraction facts (e.g., $7+3=10$ and $10-3=7$ ).	<b>SE/TE:</b> 73-76, 121-124, 125-128, 129-132, 137-140, 141-144, 145-148, 149-152, 153-156, 158-159, 162, 204
b. Write addition and subtraction number sentences for problem-solving situations.	<b>SE/TE:</b> 56, 60, 62-64, 66-68, 70-71, 76, 81-84, 85-87, 89, 115, 117-120, 124, 128, 132, 136, 148, 152, 153-156, 159-160, 195-198, 210-212, 228, 229-232, 345-348, 375-378

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c. Acquire strategies for making computations using tens and ones to solve two-digit addition and subtraction problems without regrouping (e.g., use estimation, number sense to judge reasonableness, counting on, use base-ten blocks).	<b>SE/TE:</b> 239-242, 268, 281-284, 285-288, 325-328, 329-332, 333-336, 337-340, 349-352, 355-358, 359-362, 363-366, 367-370, 375-378, 379-382,
<b>Standard 3: Geometry - The student will use geometric properties and relationships to recognize and describe shapes.</b>	
1. Sort and identify congruent shapes.	None
2. Identify, name, and describe two-dimensional geometric shapes (including rhombi) and objects in everyday situations (e.g., the face of a round clock is a circle, a desktop is a rectangle).	<b>SE/TE:</b> 469-470, 471-474, 479-482, 511-513, 515
3. Identify, name and describe three-dimensional geometric shapes (including cones) and objects in everyday situations (e.g., a can is a cylinder, a basketball is a sphere).	<b>SE/TE:</b> 469-470, 491-494, 495-498, 499-502, 512-514
4. Use language to describe relationships of objects in space (e.g., above, below, behind, between).	None
<b>Standard 4: Measurement - The student will develop and use measurement skills in a variety of situations.</b>	
1. Linear Measurement: Measure objects with one-inch tiles and with a standard ruler to the nearest inch.	<b>SE/TE:</b> 384, 401-404, 405-408, 409, 555-556
2. Time	
a. Tell time on digital and analog clocks on the hour and half-hour.	<b>SE/TE:</b> 413-414, 415-418, 419-422, 423-426, 431-434
b. Develop the concepts of days, weeks, and months using a calendar.	None
3. Money: Identify and name the value of pennies, dimes, nickels, and quarters.	None

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Oklahoma PASS Mathematics Grade 1	<i>enVisionMATH</i> Common Core Grade 1
<b>Standard 5: Data Analysis - The student will demonstrate an understanding of data collection and display.</b>	
1. Data Analysis	
a. Organize, describe, and display data using concrete objects, pictures, or numbers.	<b>SE/TE:</b> 107-109, 113, 259-262, 264, 289-292, 296, 427-430, 435, 441-444, 445-448, 449-452, 453-456, 457-460, 461-464, 465-468, 475-477
b. Formulate and solve problems that involve collecting and analyzing data common to children’s lives (e.g., color of shoes, numbers of pets, favorite foods).	<b>SE/TE:</b> 435, 441-444, 445-448, 449-452, 453-456, 457-460, 461-464, 466-467

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Oklahoma PASS Mathematics Grade 2	enVisionMATH Common Core Grade 2
<b>Process Standard 1: Problem Solving</b>	
1. Use problem-solving approaches (e.g., act out situations, represent problems with drawings and lists, use concrete, pictorial, graphical, oral, written, and/or algebraic models, understand a problem, devise a plan, carry out the plan, look back).	<b>SE/TE:</b> 7-10, 15-18, 31-34, 44, 48, 52, 56, 60, 64, 74, 82, 86, 90, 94, 97-98, 108, 109-112, 113-115, 118-120, 126, 130, 134, 142, 146, 160, 164, 168, 180, 184, 216, 220, 224, 228, 232, 236, 240, 244, 245-247, 251, 258, 262, 266, 270, 274, 282, 286, 288-290, 300, 312, 332, 354, 370, 377, 426, 434, 448, 452, 474, 494, 512, 528
2. Formulate problems from everyday and mathematical situations (e.g., how many forks are needed?, how many students are absent?, how can we share/divide these cookies?, how many different ways can we find to compare these fractions?).	<b>SE/TE:</b> 7-10, 15-18, 31-34, 44, 48, 52, 56, 60, 64, 74, 82, 86, 90, 94, 97-98, 108, 109-112, 113-115, 118-120, 126, 130, 134, 142, 146, 160, 164, 168, 180, 182, 184, 216, 220, 224, 228, 232, 236, 240, 244, 245-247, 251, 258, 262, 266, 270, 274, 282, 286, 288-290, 300, 312, 332, 354, 370, 377, 426, 434, 448, 452, 474, 494, 512, 528
3. Develop, test, and apply strategies to solve a variety of routine and non-routine problems (e.g., look for patterns, make a table, make a problem simpler, process of elimination, trial and error).	<b>SE/TE:</b> 41-44, 45-48, 57-60, 75-78, 79-82, 87-90, 100, 105-108, 125, 139-142, 159, 173-176, 177-180, 182-184, 219, 298-299, 313-316, 329-332
4. Verify and interpret results with respect to the original problem (e.g., students explain verbally why an answer makes sense, explain in a written format why an answer makes sense, verify the validity of each step taken to obtain a final result).	<b>SE/TE:</b> 142, 148, 158, 160, 166, 170, 172, 184, 216, 222, 234, 236, 240, 242, 244, 270, 276, 284, 286, 288, 290, 322
5. Distinguish between necessary and irrelevant information in solving problems (e.g., play games and discuss "best" clues, write riddles with sufficient information, identify unnecessary information in written story problems).	<b>SE/TE:</b> 44, 112, 133, 138, 148, 220, 228, 232, 258, 262, 270, 274, 282, 286, 290, 296, 332, 358
<b>Process Standard 2: Communication</b>	
1. Express mathematical ideas coherently and clearly to peers, teachers, and others (e.g., with verbal ideas, models or manipulatives, pictures, or symbols).	<b>SE/TE:</b> 10, 22, 42, 46, 54, 56, 64, 72, 74, 78, 80, 84, 88, 92, 94, 102, 114, 126, 128, 138, 142, 162, 164, 168, 174, 176, 178, 184, 214, 216, 222, 224, 226, 228, 232, 234-235, 238, 242, 244, 256-258, 262, 266, 269, 278, 288, 312, 318, 326, 354, 364, 382, 424, 446, 488, 518
2. Extend mathematical knowledge by considering the thinking and strategies of others (e.g., agree or disagree, rephrase another student's explanation, analyze another student's explanation).	<b>SE/TE:</b> 70, 89, 94, 114-115, 122, 230, 280, 285, 349, 353, 357, 418, 447, 451

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<b>Oklahoma PASS Mathematics Grade 2</b>	<b>enVisionMATH Common Core Grade 2</b>
3. Relate manipulatives, pictures, diagrams, and symbols to mathematical ideas.	<b>SE/TE:</b> 6-10, 11-14, 15-18, 41, 48, 58, 62-63, 96, 105-107, 117, 124-125, 245-247, 252, 254, 298-299, 300, 304, 312, 333, 335
4. Represent, discuss, write, and read mathematical ideas and concepts. Start by relating everyday language to mathematical language and symbols and progress toward the use of appropriate terminology (e.g., "add more" becomes "plus", "repeated addition" becomes "multiplication", "fair share" becomes "divide", "balance the equation" becomes "solve the equation").	<b>SE/TE:</b> 3-6, 7-10, 11-14, 15-18, 19-22, 23-26, 27-29, 109-115, 228, 232
<b>Process Standard 3: Reasoning</b>	
1. Explain mathematical situations using patterns and relationships (e.g., identify patterns in situations, represent patterns in a variety of ways, extend patterns to connect with more general cases).	<b>SE/TE:</b> 22, 46, 88, 92, 100, 102, 124-125, 140, 159, 173-176, 177-180, 182-183, 226-227, 243, 298-299, 303, 307, 313-316, 318, 326-327, 329-332, 372-373, 377-378, 382, 409-411
2. Demonstrate thinking processes using a variety of age-appropriate materials and reasoning processes (e.g., manipulatives, models, known facts, properties and relationships, inductive [specific to general], deductive [general to specific], spatial, proportional, logical reasoning ["and" "or" "not"] and recursive reasoning).	<b>SE/TE:</b> 22, 25, 38, 46, 68, 72, 84, 88, 92, 102, 114, 124, 128, 133, 140, 174, 178, 214, 218, 226-227, 235, 243, 264, 276, 285, 303, 307, 311, 326-327, 372-373, 377-378, 382, 394, 409-411, 481
3. Make predictions and draw conclusions about mathematical ideas and concepts. Predictions become conjectures and conclusions become more logical as students mature mathematically.	<b>SE/TE:</b> 46, 50, 140, 178, 218, 227, 235, 260, 264, 372-372, 377-378, 382, 387, 409-411, 481, 519-520
<b>Process Standard 4: Connections</b>	
1. Relate various concrete and pictorial models of concepts and procedures to one another (e.g., use two colors of cubes to represent addition facts for the number 5, relate patterns on a hundreds chart to multiples, use base-10 blocks to represent decimals).	<b>SE/TE:</b> 6-14, 88, 117, 124-125, 142, 163-164, 221-224, 298-299, 418, 422, 526
2. Link concepts to procedures and eventually to symbolic notation (e.g., represent actions like snap, clap, clap with symbols A B B, demonstrate 3 4 with a geometric array, divide a candy bar into 3 equal pieces that represent one piece as 13).	<b>SE/TE:</b> 6-14, 88, 105-107, 117, 124-125, 142, 163-164, 221-224, 269, 418, 422

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3. Recognize relationships among different topics within mathematics (e.g., the length of an object can be represented by a number, multiplication facts can be modeled with geometric arrays, can be written as .5 and 50%).	<b>SE/TE:</b> 6-14, 105-107, 117, 278, 298-299
4. Use mathematical strategies to solve problems that relate to other curriculum areas and the real world (e.g., use a timeline to sequence events, use symmetry in art work, explore fractions in quilt designs and to describe pizza slices).	<b>SE/TE:</b> 422
<b>Process Standard 5: Representation</b>	
1. Create and use a variety of representations appropriately and with flexibility to organize, record, and communicate mathematical ideas (e.g., dramatizations, manipulatives, drawings, diagrams, tables, graphs, symbolic representations).	<b>SE/TE:</b> 3-6, 7-10, 11-14, 15-18, 19-22, 23-26, 27-29, 67, 102-103, 105-107, 124-125, 163-164, 169-172, 176, 212, 217-219, 221-224, 225-228, 233-236, 245-247, 252, 254, 295, 298-299, 300, 304, 312, 320, 333, 335, 440, 520, 528
2. Use representations to model and interpret physical, social, and mathematical situations (e.g., counters, pictures, tally marks, number sentences, geometric models; translate between diagrams, tables, charts, graphs).	<b>SE/TE:</b> 3-6, 7-10, 11-14, 15-18, 19-22, 23-26, 27-29, 67, 102-103, 105-107, 124-125, 163-164, 169-172, 176, 212, 217-219, 221-224, 225-228, 233-236, 295, 298-299, 333, 335, 440, 520, 528
<b>Standard 1: Algebraic Reasoning: Patterns and Relationships - The student will use a variety of problem-solving approaches to model, describe and extend patterns.</b>	
1. Describe, extend, and create patterns using symbols, shapes, or designs (e.g., repeating and growing patterns made up of sets of shapes or designs, create patterns by combining different shapes and taking them apart).	<b>SE/TE:</b> 125, 139-142, 177-180, 313-316, 317-320, 329-332, 417
2. Formulate and record generalizations about number patterns in a variety of situations (e.g., addition and subtraction patterns, even and odd numbers, build a table showing the cost of one pencil at 10 cents, 2 pencils at 20 cents).	<b>SE/TE:</b> 26, 41-44, 45-48, 57-60, 75-78, 79-82, 87-90, 100, 105-108, 143-146, 157-160, 177-179
3. Find unknown values in open number sentences with a missing addend and use to solve everyday problems.	<b>SE/TE:</b> 5, 13, 21, 39, 42-43, 47, 51, 55, 59, 73, 77, 81, 93, 103, 107, 111, 163, 167, 171, 175, 215, 223, 231, 239, 261, 265, 345, 359-362, 421, 493
4. Recognize and apply the associative property of addition (e.g., $3 + (2 + 1) = (3 + 2) + 1$ ).	None

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Oklahoma PASS Mathematics Grade 2	enVisionMATH Common Core Grade 2
<b>Standard 2: Number Sense and Operation - The student will use numbers and number relationships to acquire basic facts and will compute with whole numbers less than 100.</b>	
<b>1. Number Sense</b>	
a. Use concrete models of hundreds, tens, and ones to develop the concepts of place value and link the concepts to the reading and writing of numbers (e.g., base-10 blocks).	<b>SE/TE:</b> 122, 151-154, 155, 212, 295, 297-299, 302-304, 306-308, 309-312, 333, 335, 337
b. Represent a number in a variety of ways (e.g., write 15 as 8 + 7, write 25 as 2 tens + 5 ones or as 1 ten + 15 ones).	<b>SE/TE:</b> 123-125, 127-129, 151, 153-154, 155, 212, 217-219, 221-224, 229-231, 271-274, 259-262, 263-266, 267-270, 271-274, 279-282, 295-296, 301-30,305-308, 309, 333, 336-337, 347-349
c. Write a number sentence to compare numbers less than 1,000 (e.g., 425 > 276, 73 < 107, page 351 comes after 350, 753 is between 700 and 800).	<b>SE/TE:</b> 121, 131-134, 151-154, 321-324, 325-328, 334-336
d. Demonstrate (using concrete objects, pictures, and numerical symbols) fractional parts including halves, thirds, fourths and common percents (25%, 50%, 75%, and 100%).	<b>SE/TE:</b> 401-404, 405-408, 549-556
<b>2. Number Operations</b>	
a. Demonstrate fluency (i.e., memorize and apply) with basic addition facts to make a maximum sum of 18 and the associated subtraction facts (e.g., 15+3=18 and 18-3=15).	<b>SE/TE:</b> 1-2, 3-6, 7-10, 11-14, 15-18, 19-22, 23-26, 27-29, 31-34, 35-36, 37-40, 41-44, 45-48, 49-52, 53-56, 57-60, 61-64, 65-69, 71-74, 75-78, 79-82, 83-86, 87-90, 91-94, 95-99, 155-156
b. Use strategies to estimation and solve sums and differences (e.g., compose, decompose and regroup numbers, use knowledge of 10 to estimate quantities and sums [two numbers less than 10 cannot add up to more than 20].)	<b>SE/TE:</b> 1-2, 3-6, 7-10, 11-14, 15-18, 19-22, 23-26, 27-29, 31-34, 35-36, 37-40, 41-44, 45-48, 49-52, 53-56, 57-60, 61-64, 65-69, 71-74, 75-78, 79-82, 83-86, 87-90, 91-94, 95-99, 156
c. Solve two-digit addition and subtraction problems with and without regrouping using a variety of techniques.	<b>SE/TE:</b> 157-160, 161-163, 165-168, 169-172, 173-176, 181-184, 211, 213-216, 217-220, 221-224, 225-228, 229-232, 233-236, 237-240, 241-244, 245-247, 249-252, 253-254, 255-258, 259-262, 263-266, 267-270, 271-274, 275-278, 279-282, 283-286, 287-290, 291-294, 337, 443-444, 445-448, 449-452, 461-464
d. Use concrete models to develop understanding of multiplication as repeated addition and division as successive subtraction.	<b>SE/TE:</b> 99-100, 101-104, 105-108, 109-112, 113-115, 117-120, 547-548



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<b>Standard 3: Geometry - The student will use geometric properties and relationships to recognize and describe shapes.</b>	
1. Identify symmetric and congruent shapes and figures.	None
2. Investigate and predict the results of putting together and taking apart two-dimensional shapes.	<b>SE/TE:</b> 393-396, 397-400, 401-404, 405-408, 414-416,
<b>Standard 4: Measurement - The student will use appropriate units of measure in a variety of situations.</b>	
1. Linear Measurement	
a. Measure objects using standard units (e.g., measure length to the nearest foot, inch, and half inch).	<b>SE/TE:</b> 466, 471-474, 479-482, 488-489, 503, 505-506, 534
b. Select and use appropriate units of measurement in problem solving and everyday situations.	<b>SE/TE:</b> 466, 479-482, 489, 504-506
2. Time	
a. Tell time on digital and analog clocks on the quarter-hour.	<b>SE/TE:</b> 507, 509-512, 513-516, 533, 535-536
b. Solve problems involving number of days in a week, month, or year and problems involving weeks in a month and year.	<b>SE/TE:</b> 510, 515
3. Money	
a. Identify and count money up to a twenty dollar bill.	<b>SE/TE:</b> 417, 419-422, 423-426, 429, 432-434, 439-442
b. Recognize and write different amounts of money using dollar and cent notation.	<b>SE/TE:</b> 418, 419-422, 423-426, 429, 432-434, 439-442, 445-448, 449-452, 453-456, 461-464
<b>Standard 5: Data Analysis - The student will demonstrate an understanding of data collection, display, and interpretation.</b>	
1. Data Analysis	
a. Collect, sort, organize, and display data in charts, bar graphs, and tables (e.g., collect data on teeth lost and display results in a chart).	<b>SE/TE:</b> 67, 435-437, 440, 508, 517-520, 521-524, 525-528, 529-531, 534-536
b. Summarize and interpret data in charts, bar graphs, and tables.	<b>SE/TE:</b> 147-149, 507, 517-520, 521-524, 525-528, 530-531, 535

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<b>Process Standard 1: Problem Solving</b>	
1. Use problem-solving approaches (e.g., act out situations, represent problems with drawings and lists, use concrete, pictorial, graphical, oral, written, and/or algebraic models, understand a problem, devise a plan, carry out the plan, look back).	<b>SE/TE:</b> 18, 21, 22-23, 30-31, 35, 38, 41, 55, 64-65, 67, 70, 79, 81, 84, 88-90, 98-99, 106-107, 116-117, 131-133, 140-141, 158-160, 202-203, 210-212, 236-237, 244-245, 249, 251, 253, 257, 259, 261, 264-265, 283, 285, 287, 289, 292, 295, 302-303, 309, 311, 313-315, 331-333, 383, 425, 427, 429
2. Formulate problems from everyday and mathematical situations (e.g., how many forks are needed?, how many students are absent?, how can we share/divide these cookies?, how many different ways can we find to compare these fractions?).	<b>SE/TE:</b> 18, 21, 30-31, 35, 38, 41, 55, 64-65, 79, 81, 84, 88-90, 98-99, 106-107, 116-117, 131-133, 140-141, 158-160, 202-203, 210-212, 236-237, 244-245, 249, 251, 253, 257, 259, 261, 265, 283, 285, 287, 289, 292, 295, 302-303, 309, 311, 313-314, 331-333, 425, 427, 429
3. Develop, test, and apply strategies to solve a variety of routine and non-routine problems (e.g., look for patterns, make a table, make a problem simpler, process of elimination, trial and error).	<b>SE/TE:</b> 19, 21, 84, 115-117, 118, 122, 124, 126, 128, 292, 302-303, 314, 331-333, 353
4. Verify and interpret results with respect to the original problem (e.g., students explain verbally why an answer makes sense, explain in a written format why an answer makes sense, verify the validity of each step taken to obtain a final result).	<b>SE/TE:</b> 249, 285, 290, 302-303, 321
5. Distinguish between necessary and irrelevant information in solving problems (e.g., play games and discuss "best" clues, write riddles with sufficient information, identify unnecessary information in written story problems).	<b>SE/TE:</b> 274, 287, 302-303, 382, 425, 427, 429
<b>Process Standard 2: Communication</b>	
1. Express mathematical ideas coherently and clearly to peers, teachers, and others (e.g., with verbal ideas, models or manipulatives, pictures, or symbols).	<b>SE/TE:</b> 6-7, 18, 21, 70, 79, 81, 99, 108-109, 249, 251, 256, 260, 262-263, 273, 277, 246, 84-285, 287, 302-303, 321, 325, 376, 381, 383, 397-398, 404
2. Extend mathematical knowledge by considering the thinking and strategies of others (e.g., agree or disagree, rephrase another student's explanation, analyze another student's explanation).	<b>SE/TE:</b> 18, 21, 32, 75, 248-250, 256, 403, 425

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Oklahoma PASS Mathematics Grade 3	enVisionMATH Common Core Grade 3
3. Relate manipulatives, pictures, diagrams, and symbols to mathematical ideas.	<b>SE/TE:</b> 76-77, 144-149, 220-221, 243, 244-245, 285, 293, 324-325, 328-331
4. Represent, discuss, write, and read mathematical ideas and concepts. Start by relating everyday language to mathematical language and symbols and progress toward the use of appropriate terminology (e.g., “add more” becomes “plus”, “repeated addition” becomes “multiplication”, “fair share” becomes “divide”, “balance the equation” becomes “solve the equation”).	<b>SE/TE:</b> 76-77, 144-149, 243, 285, 293, 302-303, 326, 378, 404
<b>Process Standard 3: Reasoning</b>	
1. Explain mathematical situations using patterns and relationships (e.g., identify patterns in situations, represent patterns in a variety of ways, extend patterns to connect with more general cases).	<b>SE/TE:</b> 8, 16, 19, 46, 56, 106, 115-117, 118, 122, 124, 126, 128, 230, 243, 262-263, 279, 282, 285, 304, 315, 351, 353, 376, 378, 381, 401-402, 405, 427
2. Demonstrate thinking processes using a variety of age-appropriate materials and reasoning processes (e.g., manipulatives, models, known facts, properties and relationships, inductive [specific to general], deductive [general to specific], spatial, proportional, logical reasoning [“and” “or” “not”] and recursive reasoning).	<b>SE/TE:</b> 56, 84, 115, 230, 244-245, 249, 256, 275, 279, 282, 285, 293-295, 302-303, 326, 351, 356, 358, 394, 401, 425
3. Make predictions and draw conclusions about mathematical ideas and concepts. Predictions become conjectures and conclusions become more logical as students mature mathematically.	<b>SE/TE:</b> 8, 256, 277, 286, 302-303, 376-377, 381, 390-391, 392-395, 396-399, 400-403, 404-407
<b>Process Standard 4: Connections</b>	
1. Relate various concrete and pictorial models of concepts and procedures to one another (e.g., use two colors of cubes to represent addition facts for the number 5, relate patterns on a hundreds chart to multiples, use base-10 blocks to represent decimals).	<b>SE/TE:</b> 220-221, 226-227, 243, 275, 324-325, 328-331
2. Link concepts to procedures and eventually to symbolic notation (e.g., represent actions like snap, clap, clap with symbols A B B, demonstrate 3 4 with a geometric array, divide a candy bar into 3 equal pieces that represent one piece as 1/3).	<b>SE/TE:</b> 17, 100-101, 243, 244-245, 276, 324-325, 328-331

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Oklahoma PASS Mathematics Grade 3	enVisionMATH Common Core Grade 3
3. Recognize relationships among different topics within mathematics (e.g., the length of an object can be represented by a number, multiplication facts can be modeled with geometric arrays, can be written as .5 and 50%).	<b>SE/TE:</b> 102, 144-149, 151, 197, 213, 220-221, 244-245, 276, 280, 390-391, 431
4. Use mathematical strategies to solve problems that relate to other curriculum areas and the real world (e.g., use a timeline to sequence events, use symmetry in art work, explore fractions in quilt designs and to describe pizza slices).	<b>SE/TE:</b> 9, 53, 102-103, 154, 193, 223, 225, 229, 275-277, 280, 285, 287, 293, 341, 361, 429, 431
<b>Process Standard 5: Representation</b>	
1. Create and use a variety of representations appropriately and with flexibility to organize, record, and communicate mathematical ideas (e.g., dramatizations, manipulatives, drawings, diagrams, tables, graphs, symbolic representations).	<b>SE/TE:</b> 4-7, 12-13, 22-23, 76-77, 104-105, 109, 160, 210-212, 220-221, 243, 244-245, 253, 257, 264, 281, 311, 331, 360, 382, 390-391, 395, 396, 401-403, 405-407
2. Use representations to model and interpret physical, social, and mathematical situations (e.g., counters, pictures, tally marks, number sentences, geometric models; translate between diagrams, tables, charts, graphs).	<b>SE/TE:</b> 4-7, 12-13, 22-23, 76-77, 104-105, 109, 160, 243, 211-212, 220-221, 244-245, 253, 257, 264, 281, 311, 331, 360, 390-391, 395, 396, 401-403, 405-407
<b>Standard 1: Algebraic Reasoning: Patterns and Relationships - The student will use a variety of problem-solving approaches to extend and create patterns.</b>	
1. Describe (orally or in written form), create, extend and predict patterns in a variety of situations (e.g., 3, 6, 9, 12 . . . , use a function machine to generate input and output values for a table, show multiplication patterns on a hundreds chart, determine a rule and generate additional pairs with the same relationship).	<b>SE/TE:</b> 19, 282, 293, 389
2. Find unknowns in simple arithmetic problems by solving open sentences (equations) and other problems involving addition, subtraction, and multiplication.	<b>SE/TE:</b> 11, 32, 37, 54-55, 151, 291
3. Recognize and apply the commutative and identity properties of multiplication using models and manipulative to develop computational skills (e.g., $3 \cdot 5 = 5 \cdot 3$ , $7 \cdot 1 = 7$ ).	<b>SE/TE:</b> 30, 45, 85, 104-105, 125, 197

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<b>Standard 2: Number Sense and Operation – The student will use numbers and number relationships to acquire basic facts. The student will estimate and compute with whole numbers.</b>	
1. Number Sense	
a. Place Value	
i. Model the concept of place value through 4 digits (e.g., base-10 blocks, bundles of 10s, place value mats).	SE/TE: 4-5, 6-9, 17, 82, 87, 412-419
ii. Read and write whole numbers up to 4 digits (e.g., expanded form, standard form).	SE/TE: 3, 6-11, 38, 82, 86-87, 412-419
b. Whole Numbers and Fractions	
i. Compare and order whole numbers up to 4 digits.	SE/TE: 14-18, 20-21, 45-46, 306, 389
ii. Create and compare physical and pictorial models of equivalent and nonequivalent fractions including halves, thirds, fourths, eighths, tenths, twelfths, and common percents (25%, 50%, 75%, 100%) (e.g., fraction circles, pictures, egg cartons, fraction strips, number lines).	SE/TE: 220-221, 222-229, 230-235, 243, 244-245, 246-248, 250, 252-256, 258-263, 360
2. Number Operations	
a. Estimate and find the sum or difference (with and without regrouping) of 3- and 4-digit numbers using a variety of strategies to solve application problems.	SE/TE: 29-31, 32-41, 64-65, 66-70, 72-75, 78-84, 86-87, 371
b. Multiplication Concepts and Fact Families	
i. Use physical models and a variety of multiplication algorithms to find the product of multiplication problems with one-digit multipliers.	SE/TE: 97-99, 100-103, 116-117, 321, 412-419
ii. Demonstrate fluency (memorize and apply) with basic multiplication facts up to $10 \times 10$ and the associated division facts (e.g., $5 \times 6 = 30$ and $30 \div 6 = 5$ ).	SE/TE: 102, 118-120, 122-127, 128-131, 139-141, 144-149, 152-157, 169, 192-201, 204-205, 208-209, 339
iii. Estimate the product of 2-digit by 2-digit numbers by rounding to the nearest multiple of 10 to solve application problems.	None
<b>Standard 3: Geometry - The student will use geometric properties and relationships to recognize and describe shapes.</b>	
1. Identify and compare attributes of two- and three- dimensional shapes and develop vocabulary to describe the attributes (e.g., count the edges and faces of a cube, the radius is half of a circle, lines of symmetry).	SE/TE: 273-275, 280-282, 284-285, 286-287, 321, 339

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Oklahoma PASS Mathematics Grade 3	enVisionMATH Common Core Grade 3
2. Analyze the effects of combining and subdividing two- and three-dimensional figures (e.g., folding paper, tiling, nets, and rearranging pieces of solids).	SE/TE: 275, 279, 288-291
3. Make and use coordinate systems to specify locations and shapes on a grid with ordered pairs and to describe paths from one point to another point on a grid.	None
<b>Standard 4: Measurement - The student will use appropriate units of measure to solve problems.</b>	
<b>1. Measurement</b>	
a. Choose an appropriate measurement instrument and measure the length of objects to the nearest inch or half-inch and the weight of objects to the nearest pound or ounce.	SE/TE: 322, 326-327, 362-363, 367, 379,
b. Choose an appropriate measurement instrument and measure the length of objects to the nearest meter or centimeter and the weight of objects to the nearest gram or kilogram.	SE/TE: 322, 326-327, 362-363, 367, 379
c. Develop and use the concept of perimeter of different shapes to solve problems.	SE/TE: 322-325, 328-331, 341, 358-359
d. Develop and use strategies to choose an appropriate unit and measurement instrument to estimate measurements (e.g., use parts of the body as benchmarks for measuring length).	SE/TE: 322, 326-327, 362, 367, 376-378, 380-381, 385
<b>2. Time and Temperature</b>	
a. Solve simple addition problems with time (e.g., 15 minutes added to 1:10 p.m.).	SE/TE: 313
b. Tell time on a digital and analog clock to the nearest 5 minute.	SE/TE: 301-303, 305-306
c. Read a thermometer and solve for temperature change.	None
3. Money: Determine the correct amount of change when a purchase is made with a five dollar bill.	None

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Oklahoma PASS Mathematics Grade 3	<i>enVisionMATH</i> Common Core Grade 3
<b>Standard 5: Data Analysis - The student will demonstrate an understanding of collection, display, and interpretation of data and probability.</b>	
<b>1. Data Analysis</b>	
a. Pose questions, collect, record, and interpret data to help answer questions (e.g., which was the most popular booth at our carnival?).	<b>SE/TE:</b> 390-391, 395
b. Read graphs and charts, identify the main idea, draw conclusions, and make predictions based on the data (e.g., predict how many children will bring their lunch based on a menu).	<b>SE/TE:</b> 15, 390-391, 392-395, 396-399, 400-403, 404-407
c. Construct bar graphs, frequency tables, line graphs (plots), and pictographs with labels and a title from a set of data.	<b>SE/TE:</b> 256, 390-391, 395, 396, 401-403, 405-407
<b>2. Probability:</b> Describe the probability (more, less, or equally likely) of chance events.	None

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Oklahoma PASS Mathematics Grade 4	enVisionMATH Common Core Grade 4
<b>Process Standard 1: Problem Solving</b>	
1. Use problem-solving approaches (e.g., act out situations, represent problems with drawings and lists, use concrete, pictorial, graphical, oral, written, and/or algebraic models, understand a problem, devise a plan, carry out the plan, look back).	<b>SE/TE:</b> 4-5, 8-9, 11, 16-17, 19, 22, 27, 30-31, 56, 64-65, 88-89, 104-106, 114-115, 136-137, 140, 146, 153, 155-156, 164-165, 176-177, 189, 191, 196-197, 204-205, 211, 214-215, 218-219, 226-227, 246-247, 273, 288-289, 302-305, 309-310, 317-319, 328-329, 331, 354-355, 364-365, 390-391, 400-401, 410-412, 420-421
2. Formulate problems from everyday and mathematical situations (e.g., how many forks are needed?, how many students are absent?, how can we share/divide these cookies?, how many different ways can we find to compare these fractions?).	<b>SE/TE:</b> 4-5, 8-9, 11, 16-17, 19, 22, 27, 30-31, 56, 64-65, 88-89, 104-106, 114-115, 136-137, 140, 146, 153, 155-156, 164-165, 176-177, 189, 191, 196-197, 204-205, 211, 214-215, 218-219, 226-227, 246-247, 273, 288-289, 302-305, 309-310, 317-319, 328-329, 331, 354-355, 364-365, 390-391, 400-401, 410-412, 420-421
3. Develop, test, and apply strategies to solve a variety of routine and non-routine problems (e.g., look for patterns, make a table, make a problem simpler, process of elimination, trial and error).	<b>SE/TE:</b> 4, 10-11, 18-19, 38-45, 50-53, 68, 228, 230-231, 258-259, 319, 351, 442-443
4. Verify and interpret results with respect to the original problem (e.g., students explain verbally why an answer makes sense, explain in a written format why an answer makes sense, verify the validity of each step taken to obtain a final result).	<b>SE/TE:</b> 115, 126-128, 231, 261, 341, 345, 375
5. Distinguish between necessary and irrelevant information in solving problems (e.g., play games and discuss "best" clues, write riddles with sufficient information, identify unnecessary information in written story problems).	<b>SE/TE:</b> 115, 154-155
<b>Process Standard 2: Communication</b>	
1. Express mathematical ideas coherently and clearly to peers, teachers, and others (e.g., with verbal ideas, models or manipulatives, pictures, or symbols).	<b>SE/TE:</b> 3, 8, 13, 17, 37, 41, 53, 63, 69, 113, 119, 163, 175, 207, 213, 216, 238, 241, 272, 275-278, 287, 291, 310, 313, 318, 327, 344-345, 376-377, 383, 439
2. Extend mathematical knowledge by considering the thinking and strategies of others (e.g., agree or disagree, rephrase another student's explanation, analyze another student's explanation).	<b>SE/TE:</b> 69, 141, 151, 168, 245, 375, 377, 425, 443



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3. Relate manipulatives, pictures, diagrams, and symbols to mathematical ideas.	SE/TE: 4-7, 21, 38-41, 46-47, 50-55, 67, 69, 71, 80-81, 116-117, 120-121, 136, 138-139, 166, 184-185, 187-188, 218-219, 225, 319, 340, 344
4. Represent, discuss, write, and read mathematical ideas and concepts. Start by relating everyday language to mathematical language and symbols and progress toward the use of appropriate terminology (e.g., "add more" becomes "plus", "repeated addition" becomes "multiplication", "fair share" becomes "divide", "balance the equation" becomes "solve the equation").	SE/TE: 7, 17, 211, 245, 278, 340, 344
<b>Process Standard 3: Reasoning</b>	
1. Explain mathematical situations using patterns and relationships (e.g., identify patterns in situations, represent patterns in a variety of ways, extend patterns to connect with more general cases).	SE/TE: 4, 10-11, 13, 17-19, 22, 25, 38-45, 50-53, 68-69, 119, 121, 171, 173, 175, 211, 216, 225, 234, 263, 266, 272, 275, 291, 297, 300, 310, 312, 344, 350-351
2. Demonstrate thinking processes using a variety of age-appropriate materials and reasoning processes (e.g., manipulatives, models, known facts, properties and relationships, inductive [specific to general], deductive [general to specific], spatial, proportional, logical reasoning ["and" "or" "not"] and recursive reasoning).	SE/TE: 17, 22, 25, 53, 76, 171, 173, 175, 216, 219, 234, 241, 255, 266, 272, 291, 297, 300, 327, 344, 350
3. Make predictions and draw conclusions about mathematical ideas and concepts. Predictions become conjectures and conclusions become more logical as students mature mathematically.	SE/TE: 71, 119, 211, 219, 261, 266, 272, 291, 297, 300, 344
<b>Process Standard 4: Connections</b>	
1. Relate various concrete and pictorial models of concepts and procedures to one another (e.g., use two colors of cubes to represent addition facts for the number 5, relate patterns on a hundreds chart to multiples, use base-10 blocks to represent decimals).	SE/TE: 4-5, 17, 71, 230-231, 258-259, 278
2. Link concepts to procedures and eventually to symbolic notation (e.g., represent actions like snap, clap, clap with symbols A B B, demonstrate $\frac{3}{4}$ with a geometric array, divide a candy bar into 3 equal pieces that represent one piece as $\frac{1}{3}$ ).	SE/TE: 14-15, 71, 228, 258-259, 319

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3. Recognize relationships among different topics within mathematics (e.g., the length of an object can be represented by a number, multiplication facts can be modeled with geometric arrays, can be written as .5 and 50%).	<b>SE/TE:</b> 6-7, 14, 17, 71, 73, 93, 147, 217, 228, 230-231, 258-259, 278, 301, 346-347, 351, 425
4. Use mathematical strategies to solve problems that relate to other curriculum areas and the real world (e.g., use a timeline to sequence events, use symmetry in art work, explore fractions in quilt designs and to describe pizza slices).	<b>SE/TE:</b> 9, 30, 43, 49, 72, 119, 121, 140, 143, 150, 168, 171, 173, 175, 193, 197, 241, 245, 278, 295, 297, 308-309, 411, 425, 429, 431
<b>Process Standard 5: Representation</b>	
1. Create and use a variety of representations appropriately and with flexibility to organize, record, and communicate mathematical ideas (e.g., dramatizations, manipulatives, drawings, diagrams, tables, graphs, symbolic representations).	<b>SE/TE:</b> 4-7, 21, 38-41, 46-47, 50-55, 67, 69, 71, 80-81, 116-117, 120-121, 136, 138-139, 166, 184-185, 187-188, 218-219, 225, 232-233, 239, 256-257, 263, 288-289, 302-304, 316-317, 319, 336-337, 346-347, 354-355, 421, 440-441
2. Use representations to model and interpret physical, social, and mathematical situations (e.g., counters, pictures, tally marks, number sentences, geometric models; translate between diagrams, tables, charts, graphs)	<b>SE/TE:</b> 4-7, 21, 38-41, 46-47, 50-53, 67, 69, 71, 80-81, 116-117, 120-121, 136, 138-139, 166, 184-185, 187-188, 218-219, 225, 232-233, 239, 243, 256-257, 263, 288-289, 302-304, 316-317, 319, 336-337, 346-347, 354-355, 421, 440-441
<b>Standard 1: Algebraic Reasoning: Patterns and Relationships - The student will use a variety of problem-solving approaches to create, extend, and analyze patterns.</b>	
1. Discover, describe, extend, and create a wide variety of patterns using tables, graphs, rules, and verbal models (e.g., determine the rule from a table or "function machine", extend visual and number patterns).	<b>SE/TE:</b> 3-5, 10-11, 18-19, 28, 37-39, 40-48, 50-53, 106, 164, 275, 337, 351, 435
2. Find variables in simple arithmetic problems by solving open sentences (equations) and other problems involving addition, subtraction, multiplication, and division with whole numbers.	<b>SE/TE:</b> 23, 93, 301, 330, 345
3. Recognize and apply the associative property of multiplication (e.g., $6 \cdot (2 \cdot 3) = (6 \cdot 2) \cdot 3$ ).	<b>SE/TE:</b> 23
<b>Standard 2: Number Sense and Operation – The student will use numbers and number relationships to acquire basic facts. The student will estimate and compute with whole numbers and fractions.</b>	
<b>1. Number Sense</b>	
<b>a. Place Value</b>	
i. Apply the concept of place value through 6 digits (e.g., write numbers in expanded form).	<b>SE/TE:</b> 63-65, 66-68, 78-79, 113-115, 135-136, 163-164

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ii. Model, read, write and rename decimal numbers to the hundredths (e.g., money, numerals to words).	<b>SE/TE:</b> 107, 336-337, 352-353
<b>b. Whole Number, Fraction, and Decimal</b>	
i. Compare and order whole numbers and decimals to the hundredths place (e.g., pictures of shaded regions of two-dimensional figures, use $>$ , $<$ , $=$ symbols).	<b>SE/TE:</b> 11, 15, 26, 63, 70-77, 99, 147, 209, 327, 348-350
ii. Use 0, $\frac{1}{2}$ , and 1 or 0, 0.5, and 1 as benchmarks and place additional fractions, decimals, and percents on a number line (e.g., $\frac{1}{3}$ , $\frac{3}{4}$ , 0.7, 0.4, 62%, 12%).	<b>SE/TE:</b> 255-257, 263, 264-266, 268-269, 274, 327-328, 338-340
iii. Compare, add, or subtract fractional parts (fractions with like denominators and decimals) using physical or pictorial models. (e.g., egg cartons, fraction strips, circles, and squares).	<b>SE/TE:</b> 256-257, 270-272, 288-289, 290-297, 298, 301, 306-308, 310-315
iv. Explore and connect negative numbers using real world situations (e.g. owing money, temperature, measuring elevations above and below sea level).	None
<b>2. Number Operation</b>	
a. Estimate and find the product of up to three-digit by three-digit using a variety of strategies to solve application problems.	<b>SE/TE:</b> 4-5, 10-13, 23, 37, 113-115, 116-123, 129, 135, 139-142, 144-153, 167-175, 183, 184-185, 187-192, 194-195, 203, 375
<b>b. Division Concepts and Fact Families</b>	
i. Demonstrate fluency (memorize and apply) with basic division facts up to $144 \div 12$ and the associated multiplication facts (e.g., $144 \div 12 = 12$ and $12 \times 12 = 144$ ).	<b>SE/TE:</b> 4-5, 10-13, 15, 24-26, 28-29, 37, 141, 163, 225, 230-231, 399
ii. Estimate the quotient with one- and two-digit divisors and a two- or three-digit dividend to solve application problems.	<b>SE/TE:</b> 208-211, 231, 375
iii. Find the quotient (with and without remainders) with 1-digit divisors and a 2- or 3-digit dividend to solve application problems.	<b>SE/TE:</b> 21, 206-209, 212-216, 225, 230-238, 240-245, 255
<b>Standard 3: Geometry - The student will use geometric properties and relationships to analyze shapes.</b>	
1. Identify, draw, and construct models of intersecting, parallel, and perpendicular lines.	<b>SE/TE:</b> 420, 422-233
2. Identify and compare angles equal to, less than, or greater than 90 degrees (e.g., use right angles to determine the approximate size of other angles).	<b>SE/TE:</b> 420, 424-429, 430-431
3. Identify, draw, and construct models of regular and irregular polygons including triangles, quadrilaterals, pentagons, hexagons, heptagons, and octagons to solve problems.	<b>SE/TE:</b> 421, 434-439

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4. Describe the effects on two-dimensional objects when they slide (translate), flip (reflect), and turn (rotate) (e.g., tessellations).	None
<b>Standard 4: Measurement - The student will solve problems using appropriate units of measure in a variety of situations.</b>	
1. Measurement	
a. Estimate the measures of a variety of objects using customary units.	SE/TE: 364, 366-371
b. Establish benchmarks for metric units and estimate the measures of a variety of objects (e.g., mass: the mass of a raisin is about 1 gram, length: the width of a finger is about 1 centimeter).	SE/TE: 365, 378-383
c. Select appropriate customary and metric units of measure and measurement instruments to solve application problems involving length, weight, mass, area, and volume.	SE/TE: 363, 366, 368, 370, 378, 380, 382
d. Develop and use the concept of area of different shapes using grids to solve problems.	SE/TE: 402-403, 406-407
2. Time and Temperature	
a. Solve elapsed time problems.	SE/TE: 263, 365, 388-391
b. Read thermometers using different intervals (intervals of 1, 2, or 5) and solve for temperature change.	SE/TE: 365
3. Money: Determine the correct amount of change when a purchase is made with a twenty dollar bill.	SE/TE: 401
<b>Standard 5: Data Analysis - The student will demonstrate an understanding of collection, display, and interpretation of data and probability.</b>	
1. Data Analysis	
a. Read and interpret data displays such as tallies, tables, charts, and graphs and use the observations to pose and answer questions (e.g., choose a table in social studies of population data and write problems).	SE/TE: 409
b. Collect, organize and record data in tables and graphs (e.g., line graphs (plots), bar graphs, pictographs).	SE/TE: 408-411
2. Probability: Predict the probability of outcomes of simple experiments using words such as certain, equally likely, impossible (e.g., coins, number cubes, spinners).	None
3. Central Tendency: Determine the median (middle), and the mode (most often) of a set of data.	None

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<b>Process Standard 1: Problem Solving</b>	
1. Use problem-solving approaches (e.g., act out situations, represent problems with drawings and lists, use concrete, pictorial, graphical, oral, written, and/or algebraic models, understand a problem, devise a plan, carry out the plan, look back).	<b>SE/TE:</b> 4-5, 10, 32-33, 44-45, 50-52, 62-63, 76, 79, 82-83, 90-91, 108-111, 130, 136-137, 144-145, 160-161, 168-169, 182-184, 192-193, 199, 212-213, 220-221, 231, 240-242, 250-251, 258-259, 266-267, 289, 293, 298-299, 306-307, 312-313, 318-319, 330-331, 344-345, 370-371
2. Formulate problems from everyday and mathematical situations (e.g., how many forks are needed?, how many students are absent?, how can we share/divide these cookies?, how many different ways can we find to compare these fractions?).	<b>SE/TE:</b> 4-5, 10, 32-33, 44-45, 50-52, 62-63, 76, 79, 82-83, 90-91, 108-111, 130, 136-137, 144-145, 160-161, 168-169, 182-184, 192-193, 199, 212-213, 220-221, 231, 240-242, 250-251, 258-259, 266-267, 289, 293, 298-299, 306-307, 312-313, 318, 330-331, 344-345, 370-371
3. Develop, test, and apply strategies to solve a variety of routine and non-routine problems (e.g., look for patterns, make a table, make a problem simpler, process of elimination, trial and error).	<b>SE/TE:</b> 6, 8, 18-20, 39, 44-45, 66, 71, 101, 118, 120-121, 144, 191, 198, 204-209, 225, 255, 319, 344, 371, 382-383, 391
4. Verify and interpret results with respect to the original problem (e.g., students explain verbally why an answer makes sense, explain in a written format why an answer makes sense, verify the validity of each step taken to obtain a final result).	<b>SE/TE:</b> 63, 90, 105, 144, 185, 223, 226-227, 239, 287, 337, 382
5. Distinguish between necessary and irrelevant information in solving problems (e.g., play games and discuss "best" clues, write riddles with sufficient information, identify unnecessary information in written story problems).	<b>SE/TE:</b> 76, 136-137, 319
<b>Process Standard 2: Communication</b>	
1. Express mathematical ideas coherently and clearly to peers, teachers, and others (e.g., with verbal ideas, models or manipulatives, pictures, or symbols).	<b>SE/TE:</b> 3, 8, 17, 27-28, 36, 39, 42, 62, 76, 81, 91, 100, 108, 123, 130, 143-144, 167-168, 210-211, 223, 225-227, 232, 237, 242, 263, 305-306, 336, 339, 356, 362-363
2. Extend mathematical knowledge by considering the thinking and strategies of others (e.g., agree or disagree, rephrase another student's explanation, analyze another student's explanation).	<b>SE/TE:</b> , 38, 47, 150, 154-155, 181, 223, 242, 267, 287, 299, 351, 382

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3. Relate manipulatives, pictures, diagrams, and symbols to mathematical ideas.	SE/TE: 40-41, 76, 96-97, 130, 143, 168, 204-209, 220-221, 227, 305, 310-311, 319, 362-363, 371
4. Represent, discuss, write, and read mathematical ideas and concepts. Start by relating everyday language to mathematical language and symbols and progress toward the use of appropriate terminology (e.g., "add more" becomes "plus", "repeated addition" becomes "multiplication", "fair share" becomes "divide", "balance the equation" becomes "solve the equation").	SE/TE: 42, 100, 130, 194-195, 210-211, 362-363
<b>Process Standard 3: Reasoning</b>	
1. Explain mathematical situations using patterns and relationships (e.g., identify patterns in situations, represent patterns in a variety of ways, extend patterns to connect with more general cases).	SE/TE: 6, 8, 18-20, 28, 39, 62, 66, 71, 76, 81, 96-97, 101, 118, 120-121, 144, 168, 181, 191, 198, 204-209, 225, 255, 287, 305, 322-323, 344, 362-363, 383, 391
2. Demonstrate thinking processes using a variety of age-appropriate materials and reasoning processes (e.g., manipulatives, models, known facts, properties and relationships, inductive [specific to general], deductive [general to specific], spatial, proportional, logical reasoning ["and" "or" "not"] and recursive reasoning).	SE/TE: 17, 28, 34, 39-41, 51, 62, 96-97, 130, 144, 225, 227, 232, 237, 242, 263, 287, 305, 319, 322-323, 358, 362-363, 371, 376, 380-381
3. Make predictions and draw conclusions about mathematical ideas and concepts. Predictions become conjectures and conclusions become more logical as students mature mathematically.	SE/TE: 42, 76, 96-97, 130, 144, 169, 225, 232, 242, 263, 287, 322-323, 362-363, 371, 376
<b>Process Standard 4: Connections</b>	
1. Relate various concrete and pictorial models of concepts and procedures to one another (e.g., use two colors of cubes to represent addition facts for the number 5, relate patterns on a hundreds chart to multiples, use base-10 blocks to represent decimals).	SE/TE: 4-5, 8-12, 16-17, 27, 40-41, 98-99, 118, 124-125, 159, 204-209, 220-221, 294, 310-311, 314-318
2. Link concepts to procedures and eventually to symbolic notation (e.g., represent actions like snap, clap, clap with symbols A B B, demonstrate $3 \div 4$ with a geometric array, divide a candy bar into 3 equal pieces that represent one piece as $\frac{1}{3}$ ).	SE/TE: 40-41, 98-99, 124-125, 159, 204-209, 220-221, 294, 314-318

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Oklahoma PASS Mathematics Grade 5	enVisionMATH Common Core Grade 5
3. Recognize relationships among different topics within mathematics (e.g., the length of an object can be represented by a number, multiplication facts can be modeled with geometric arrays, can be written as .5 and 50%).	<b>SE/TE:</b> 40-41, 77, 98-99, 101, 131, 194, 237, 243, 310-311, 314-318, 371
4. Use mathematical strategies to solve problems that relate to other curriculum areas and the real world (e.g., use a timeline to sequence events, use symmetry in art work, explore fractions in quilt designs and to describe pizza slices).	<b>SE/TE:</b> 7, 35, 38, 69, 81, 144, 198, 229, 233, 235, 259, 261, 263, 321, 363, 375
<b>Process Standard 5: Representation</b>	
1. Create and use a variety of representations appropriately and with flexibility to organize, record, and communicate mathematical ideas (e.g., dramatizations, manipulatives, drawings, diagrams, tables, graphs, symbolic representations).	<b>SE/TE:</b> 4-5, 13, 28-29, 40-42, 51-52, 72-73, 109-111, 118-119, 131, 144-145, 152-154, 158-159, 169, 180, 192-193, 204-209, 220-222, 235, 237, 240-241, 256-257, 265, 298-299, 306-307, 314-317, 319, 352-353
2. Use representations to model and interpret physical, social, and mathematical situations (e.g., counters, pictures, tally marks, number sentences, geometric models; translate between diagrams, tables, charts, graphs).	<b>SE/TE:</b> 4-5, 13, 28-29, 40-42, 51-52, 72-73, 109-111, 118-119, 131, 144-145, 152-154, 158-159, 169, 180, 192-193, 204-209, 220-222, 235, 237, 240-241, 256-257, 265, 298-299, 306-307, 314-317, 319, 352-353, 370-375
<b>Standard 1: Algebraic Reasoning: Patterns and Relationships – The student will use algebraic methods to describe patterns and solve problems in a variety of contexts.</b>	
1. Describe rules that produce patterns found in tables, graphs, and models, and use variables (e.g., boxes, letters, pawns, number cubes, or other symbols) to solve problems or to describe general rules in algebraic expression or equation form.	<b>SE/TE:</b> 18-20, 39, 66, 131, 191, 198, 204-209, 369, 426-427
2. Use algebraic problem-solving techniques (e.g., use a balance to model an equation and show how subtracting a number from one side requires subtracting the same amount from the other side) to solve problems.	<b>SE/TE:</b> 73, 155, 197, 200-203, 243
3. Recognize and apply the commutative, associative, and distributive properties to solve problems (e.g., $3 \times (2 + 4) = (3 \times 2) + (3 \times 4)$ ).	<b>SE/TE:</b> 13, 27, 31-32, 64-67, 72-73, 104, 123, 219, 428-429

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<b>Standard 2: Number Sense and Operation – The student will use numbers and number relationships to acquire basic facts. The student will estimate and compute with whole numbers, fractions, and decimals.</b>	
<b>1. Number Sense</b>	
a. Apply the concept of place value of whole numbers through hundred millions (9 digits) and model, read, and write decimal numbers through the thousandths.	<b>SE/TE:</b> 4-9, 12-15, 34-35, 40-42, 117, 146-147, 167, 170, 176-177
b. Represent with models the connection between fractions and decimals, compare and order fractions and decimals, and be able to convert from one representation to the other to solve problems. (e.g., use 10x10 grids, base 10 blocks).	<b>SE/TE:</b> 4-5, 8-12, 16-17, 27, 249, 253, 273
c. Identify and compare integers using real world situations. (e.g., owing money, temperature, or measuring elevations above and below sea level).	<b>SE/TE:</b> 3
d. Identify and apply factors, multiples, prime, and composite numbers in a variety of problem-solving situations (e.g., build rectangular arrays for numbers 1-100 and classify as prime or composite, use common factors to add fractions).	<b>SE/TE:</b> 230-237, 238-239, 424-425
<b>2. Number Operations</b>	
a. Estimate, add, or subtract decimal numbers with same and different place values to solve problems (e.g., $3.72 + 1.4$ , $\$4.56 - \$2.12$ ).	<b>SE/TE:</b> 21, 29, 30-31, 36-37, 41-43, 46-49, 53
b. Estimate, add, or subtract fractions (including mixed numbers) to solve problems using a variety of methods (e.g., use fraction strips, use area models, find a common denominator).	<b>SE/TE:</b> 220-224, 225-229, 250-251, 254-257, 260-265
c. Estimate and find the quotient (with and without remainders) with two-digit divisors and a two- or three-digit dividend to solve application problems.	<b>SE/TE:</b> 118-119, 120-127, 128-129, 132-135, 191, 219, 329



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<b>Standard 3: Geometry - The student will apply geometric properties and relationships.</b>	
1. Compare and contrast the basic characteristics of circle and polygons (triangles, quadrilaterals, pentagons, hexagons, heptagons, octagons).	SE/TE: 370-375, 376-381
2. Classify angles (e.g., acute, right, obtuse, straight).	SE/TE: 370, 374-375
<b>Standard 4: Measurement - The student use appropriate units of measure to solve problems in a variety of contexts.</b>	
1. Measurement	
a. Compare, estimate, and determine the measurement of angles.	None
b. Develop and use the formula for perimeter and area of a square and rectangle to solve application problems.	SE/TE: 198, 286-287, 292-293, 297, 305, 331, 344-345, 357
c. Convert basic measurements of volume, mass and distance within the same system for metric and customary units (e.g., inches to feet, hours to minutes, centimeters to meters).	SE/TE: 314-318, 320-323, 330-335, 336-343
2. Money: Solve a variety of problems involving money.	SE/TE: 20, 51, 95, 133, 144-145, 147, 175, 183, 239, 292
<b>Standard 5: Data Analysis - The student will use data analysis, statistics and probability to interpret data in a variety of contexts.</b>	
1. Data Analysis	
a. Compare and translate displays of data and justify the selection of the type of table of graph (e.g., charts, tables, bar graphs, pictographs, line graphs, circle graphs, Venn diagrams).	SE/TE: 352-353, 356-361
b. Formulate questions, design investigations, consider samples, and collect, organize, and analyze data using observation, measurement, surveys, or experiments (e.g., how far can 5th graders throw a softball based on where it first hits the ground?).	SE/TE: 352-356, 358-361

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2. Probability	
a. Determine the probability of events occurring in familiar contexts or experiments and express probabilities as fractions from zero to one (e.g., find the fractional probability of an event given a biased spinner).	None
b. Use the fundamental counting principle on sets with up to four items to determine the number of possible combinations (e.g. create a tree diagrams to see possible combinations).	None
3. Central Tendency: Determine the range (spread), mode (most often), and median (middle) of a set of data.	<b>SE/TE: 361</b>

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Oklahoma PASS Mathematics Grade 6	<i>enVisionMATH</i> Common Core Grade 6
<b>Process Standard 1: Problem Solving</b>	
1. Develop and test strategies to solve practical, everyday problems which may have single or multiple answers.	<b>SE/TE:</b> 6, 38, 42-43, 45, 84-85, 100, 102-103, 108, 110-111, 154-155, 176, 194-195, 314-315, 374, 441, 457, 492, 500-501
2. Use technology to generate and analyze data to solve problems.	<b>SE/TE:</b> 36-37, 39, 70, 105, 186, 191, 229, 233, 273, 313, 354, 357, 385, 438, 447, 497
3. Formulate problems from situations within and outside of mathematics and generalize solutions and strategies to new problem situations.	<b>SE/TE:</b> 20, 38, 45, 108, 154-155, 418
4. Evaluate results to determine their reasonableness.	<b>SE/TE:</b> 96-97, 362-363, 406, 418-419
5. Apply a variety of strategies (e.g., restate the problem, look for a pattern, diagrams, solve a simpler problem, work backwards, trial and error) to solve problems, with emphasis on multistep and non-routine problems.	<b>SE/TE:</b> 7, 17, 24-25, 50-51, 65, 68-69, 78, 84-86, 100, 102-103, 108, 110-111, 154-155, 171, 176, 194-195, 201, 214-215, 237, 251-252, 290-291, 314-315, 374, 376-379, 390-391, 457, 492-493, 500-501
6. Use oral, written, concrete, pictorial, graphical, and/or algebraic methods to model mathematical situations.	<b>SE/TE:</b> 24-25, 84-85, 102-103, 108-111, 152, 154-155, 176, 314-315
<b>Process Standard 2: Communication</b>	
1. Discuss, interpret, translate (from one to another) and evaluate mathematical ideas (e.g., oral, written, pictorial, concrete, graphical, algebraic).	<b>SE/TE:</b> 3, 9, 12, 20, 33, 35, 38, 41, 44, 47, 49, 61, 65, 71-72, 79-81, 97, 100, 108, 119, 149, 152, 191, 201, 228, 236, 304, 349, 406
2. Reflect on and justify reasoning in mathematical problem solving (e.g., convince, demonstrate, formulate).	<b>SE/TE:</b> 3, 20, 22, 38, 48, 63, 75, 77, 79, 113, 136-137, 362-363, 418-419, 443
3. Select and use appropriate terminology when discussing mathematical concepts and ideas.	<b>SE/TE:</b> 3, 9, 12, 20, 22, 33, 35, 38, 41, 44, 47, 49, 61, 71, 79-81, 97, 100, 108, 119, 149, 152, 191, 201, 228, 236, 304, 349, 406
<b>Process Standard 3: Reasoning</b>	
1. Identify and extend patterns and use experiences and observations to make suppositions.	<b>SE/TE:</b> 12, 20, 86, 123, 214-215, 250, 376-379, 493

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2. Use counter examples to disprove suppositions (e.g., all squares are rectangles, but are all rectangles squares?).	SE/TE: 23, 362-363, 418-419, 443
3. Develop and evaluate mathematical arguments (e.g., agree or disagree with the reasoning of other classmates and explain why).	SE/TE: 12, 20, 41, 63, 68, 72, 77, 79, 109, 147, 149, 244
4. Select and use various types of reasoning (e.g., recursive [loops], inductive [specific to general], deductive [general to specific], spatial, and proportional).	SE/TE: 9, 52, 104, 228, 250, 362-363, 418-419
<b>Process Standard 4: Connections</b>	
1. Apply mathematical strategies to solve problems that arise from other disciplines and the real world.	SE/TE: 7, 17, 45, 47, 69, 100, 177, 237, 245, 249, 305, 403, 407, 441
2. Connect one area or idea of mathematics to another (e.g., relates equivalent number representations to each other, relate experiences with geometric shapes to understanding ratio and proportion).	SE/TE: 13, 73, 131, 153, 168-169, 361, 375, 429, 461, 487, 493
<b>Process Standard 5: Representation</b>	
1. Use a variety of representations to organize and record data (e.g., use concrete, pictorial, and symbolic representations).	SE/TE: 86, 102-103, 109-111, 131, 146-147, 345-347, 484-486
2. Use representations to promote the communication of mathematical ideas (e.g., number lines, rectangular coordinate systems, scales to illustrate the balance of equations).	SE/TE: 35, 44, 50-51, 61, 102-103, 109, 131, 146-147, 152, 154-155, 190, 202-203, 228, 345-347
3. Develop a variety of mathematical representations that can be used flexibly and appropriately (e.g., base-10 blocks to represent fractions and decimals, appropriate graphs to represent data).	SE/TE: 50-51, 61, 72, 131, 146-147, 154-155, 178-179, 235, 290-291, 314-315, 457
4. Use a variety of representations to model and solve physical, social, and mathematical problems (e.g., geometric objects, pictures, charts, tables, graphs).	SE/TE: 44, 47, 72, 86, 123, 131, 146-147, 154-155, 190, 290-291, 345-347, 484-486
<b>Standard 1: Algebraic Reasoning: Patterns and Relationships – The student will use algebraic methods to describe patterns, simplify and write algebraic expressions and equations, and solve simple equations in a variety of contexts.</b>	
1. Generalize and extend patterns and functions using tables, graphs, and number properties (e.g., number sequences, prime and composite numbers, recursive patterns like the Fibonacci numbers).	SE/TE: 48-51, 131, 214-215, 461, 493

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2. Write algebraic expressions and simple equations that correspond to a given situation.	<b>SE/TE:</b> 32-33, 48-49, 52-53, 209, 371
3. Use substitution to simplify and evaluate algebraic expressions (e.g., if $x = 5$ evaluate $3 - 5x$ ).	<b>SE/TE:</b> 13, 31, 46-47, 53, 73, 82-83, 95, 113, 131, 221, 235-236, 371, 376-379
4. Write and solve one-step equations with one variable using number sense, the properties of operations, and the properties of equality (e.g., $1/3x = 9$ ).	<b>SE/TE:</b> 33-35, 40-41, 53, 95-101, 104, 106-108, 110-111, 113, 169, 201, 212-213, 299, 375
<b>Standard 2: Number Sense and Operation – The student will use numbers and number relationships to solve a variety of problems. The student will estimate and compute with integers, fractions, and decimals.</b>	
1. Number Sense: Convert compare, and order decimals, fractions, and percents using a variety of methods.	<b>SE/TE:</b> 8-9, 22-23, 148-151, 226-227, 253, 303, 345-346, 348-351
<b>2. Number Operations</b>	
a. Multiply and divide fractions and mixed numbers to solve problems using a variety of methods.	<b>SE/TE:</b> 186-187, 190-193, 202-207, 210-211, 464-465
b. Multiply and divide decimals with one- or two-digit multipliers or divisors to solve problems.	<b>SE/TE:</b> 18-20, 70-72, 76-79, 87, 343, 425
c. Estimate and find solutions to single and multi-step problems using whole numbers, decimals, fractions, and percents (e.g., $7/8 + 8/9$ is about 2, $3.9 + 5.3$ is about 9).	<b>SE/TE:</b> 18-20, 62-67, 70-72, 74-79, 87, 162-163, 166-168, 170-175, 185-189, 190-195, 202-207, 208-211
d. Use the basic operations on integers to solve problems.	<b>SE/TE:</b> 61, 74-75, 185, 230-232, 234-235, 238-241, 453
e. Build and recognize models of multiples to develop the concept of exponents and simplify numerical expressions with exponents and parentheses using order of operations.	<b>SE/TE:</b> 10-11, 36-38, 80-81, 164-165, 221, 240

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<b>Standard 3: Geometry - The student will use geometric properties and relationships to recognize, describe, and analyze shapes and representations in a variety of contexts.</b>	
1. Compare and contrast the basic characteristics of three-dimensional figures (pyramids, prisms, cones, and cylinders).	SE/TE: 454-456, 469
2. Compare and contrast congruent and similar figures.	SE/TE: 285-286
3. Identify the characteristics of the rectangular coordinate system and use them to locate points and describe shapes drawn in all four quadrants.	SE/TE: 246-249, 251-252
<b>Standard 4: Measurement - The student will use measurements within the metric and customary systems to solve problems in a variety of contexts.</b>	
1. Use formulas to find the circumference and area of circles in terms of pi.	SE/TE: 438-440, 442-443
2. Convert, add, or subtract measurements within the same system to solve problems (e.g., 9' 8" + 3' 6", 150 minutes = ___ hours and ___ minutes, 6 square inches = ___ square feet).	SE/TE: 400-401, 404-405, 412-416
<b>Standard 5: Data Analysis - The student will use data analysis, probability, and statistics to interpret data in a variety of contexts.</b>	
1. Data Analysis: Organize, construct displays, and interpret data to solve problems (e.g., data from student experiments, tables, diagrams, charts, graphs).	SE/TE: 24-25, 347, 476-479, 484-486, 488-489
2. Probability: Use the fundamental counting principle on sets with up to five items to determine the number of possible combinations.	None
3. Central Tendency: Find the measures of central tendency (mean, median, mode, and range) of a set of data (with and without outliers) and understand why a specific measure provides the most useful information in a given context.	SE/TE: 480-483, 488-489, 494-496, 498-499