

CORRELATIONS WITH OKLAHOMA ACADEMIC STANDARDS

2023 PK-12 Mathematics and Early Childhood (Comprehensive)

State Subject Codes are available at <https://sde.ok.gov/accreditation-standards-division>
(in the “Documents” section, select “Subject Codes”)

Oklahoma Academic Standards are available at <https://sde.ok.gov/oklahoma-academic-standards>

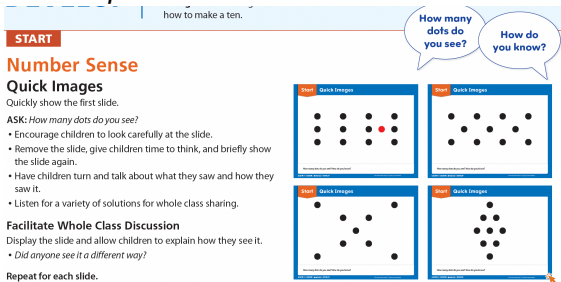
Subject and Oklahoma State Subject Code: Mathematics 2204

Title of Textbook / Instructional Material Program: i-Ready Classroom Mathematics ©2024

Grade(s): 1

Oklahoma Academic Standard(s) Correlation

(Include each applicable Oklahoma Academic Standard, creating additional rows in the table as needed.)

Page Number(s) identifying the correlation location	Standard/Objective and Correlating Content
<i>Example: Pages 23-27</i>	<i>Example: PK.N.1.1 Count aloud forward in sequence by 1s to 20.</i>
<p>Grade 1: Lesson 8: Overview: TG pp. 181a–181d Explore: pp. 183–184; Develop: pp. 185–196; Refine: pp. 197–204</p> <p>Quick Images are located in the Number Sense Activities at the beginning of selected lesson sessions throughout the book. For example:</p> 	<p>1.N.1.1 Recognize numbers to 20 without counting (subitize) the quantity of structured arrangements.</p> <p>Lesson 8: Make a Ten to Add</p> <p><i>Note: Quick Images in the Number Sense Activities provide repeated opportunities for students to practice subitizing skills by recognizing the number of objects in an image without counting them.</i></p>
<p>Grade 1: Lesson 6: Overview: TG pp. 133a–133d Explore: pp. 135–136; Develop: pp. 137–148; Refine: pp. 149–156 Lesson 15: Overview: TG pp. 369a–369d Explore: pp. 371–372; Develop: pp. 372–384; Refine: pp. 385–392</p>	<p>1.N.1.2 Use concrete representations to describe whole numbers between 10 and 100 in terms of tens and ones. Know that 10 is equivalent to 10 ones and 100 is equivalent to 10 tens.</p> <p>Lesson 6: Teen Numbers Lesson 15: Tens and Ones</p>

<p><i>Grade 1:</i> Lesson 16: Overview: TG pp. 393a–393d Explore: pp. 395–396; Develop: pp. 397–408; Refine: pp. 409–416</p>	<p>1.N.1.3 Read, write, discuss, and represent whole numbers up to 100. Representations may include numerals, words, addition and subtraction, pictures, tally marks, number lines, and manipulatives.</p> <p>Lesson 16: Numbers to 120</p>
<p><i>Grade 1:</i> Lesson 15: Overview: TG pp. 369a–369d Explore: pp. 371–372; Develop: pp. 372–384; Refine: pp. 385–392 Lesson 16: Overview: TG pp. 393a–393d Explore: pp. 395–396; Develop: pp. 397–408; Refine: pp. 409–416</p> <p>Daily Counting Tips are located at the bottom of the <i>Number Sense</i> activity pages at the beginning of each lesson session throughout the book. For example:</p> <div data-bbox="250 911 761 995" style="border: 1px solid #00a0e3; padding: 5px; margin: 10px 0;"> <p>MOVE AND COUNT Have children count forward and backward by 10s to 100. Then have them march in place as they count forward and backward from 27 to 41 and 53 to 72. Have them add a clap or hop for each multiple of 10.</p> </div> <p><i>Grade 2:</i> Lesson 15: Overview: TG pp. 377a–377b Explore: pp. 379–382; Develop: pp. 383–394; Refine: pp. 395–400 Lesson 32: Overview: TG pp. 765a–765b Explore: pp. 767–770; Develop: pp. 771–776; Refine: pp. 777–782</p>	<p>1.N.1.4 Count forward, with objects, from any given number up to 100 by 1s, 2s, 5s and 10s.</p> <p><i>For counting by 1s and 10s, see Grade 1:</i> Lesson 15: Tens and Ones Lesson 16: Numbers to 120</p> <p><i>For counting by 2s, see Grade 2:</i> Lesson 32: Even and Odd Numbers</p> <p><i>For counting by 5s and 10s, see Grade 2:</i> Lesson 15: Mental Addition and Subtraction</p> <p><i>Note: Counting Routines provide students with engaging opportunities to practice rote counting daily.</i></p>

<p><i>Grade 1:</i> Lesson 15: Overview: TG pp. 369a–369d Explore: pp. 371–372; Develop: pp. 372–384; Refine: pp. 385–392 Lesson 16: Overview: TG pp. 393a–393d Explore: pp. 395–396; Develop: pp. 397–408; Refine: pp. 409–416</p> <p><i>Daily Counting Tips are located at the bottom of the Number Sense activity pages at the beginning of each lesson session throughout the book. For example:</i></p> <div data-bbox="253 638 756 726" style="border: 1px solid #00a0e3; padding: 5px; margin: 10px 0;"> <p>PRETEND AND COUNT Have the class choose a silly voice to use while counting. Count forward and backward by 10s to 100 as they flash 10 fingers with each number. Then have them count forward and backward from 12 to 35 and 46 to 61.</p> </div> <p><i>Grade 2:</i> Lesson 15: Overview: TG pp. 377a–377b Explore: pp. 379–382; Develop: pp. 383–394; Refine: pp. 395–400 Lesson 32: Overview: TG pp. 765a–765b Explore: pp. 767–770; Develop: pp. 771–776; Refine: pp. 777–782</p>	<p>1.N.1.5 Count forward, without objects, by multiples of 1s, 2s, 5s, and 10s, up to 100.</p> <p><i>For counting by 1s and 10s, see Grade 1:</i> Lesson 15: Tens and Ones Lesson 16: Numbers to 120</p> <p><i>For counting by 2s, see Grade 2:</i> Lesson 32: Even and Odd Numbers</p> <p><i>For counting by 5s and 10s, see Grade 2:</i> Lesson 15: Mental Addition and Subtraction</p> <p><i>Note: Counting Routines provide students with engaging opportunities to practice rote counting daily.</i></p>
<p><i>Grade 1:</i> Lesson 6: Overview: TG pp. 133a–133d Explore: pp. 135–136; Develop: pp. 137–148; Refine: pp. 149–156 Lesson 15: Overview: TG pp. 369a–369d Explore: pp. 371–372; Develop: pp. 372–384; Refine: pp. 385–392 Lesson 16: Overview: TG pp. 393a–393d Explore: pp. 395–396; Develop: pp. 397–408; Refine: pp. 409–416</p>	<p>1.N.1.6 Find a number that is 10 more or 10 less than a given number up to 100.</p> <p>Lesson 6: Teen Numbers Lesson 15: Tens and Ones Lesson 16: Numbers to 120</p>
<p><i>Grade 1:</i> Lesson 17: Overview: TG pp. 417a–417d Explore: pp. 419–420; Develop: pp. 421–432; Refine: pp. 433–440</p>	<p>1.N.1.7 Compare and order whole numbers from 0 to 100.</p> <p>Lesson 17: Compare Numbers</p>

<p><i>Grade 1:</i> Lesson 3: Overview: TG pp. 51a–51d Explore: pp. 53–54; Develop: pp. 55–66; Refine: pp. 67–74 Lesson 4: Overview: TG pp. 75a–75d Explore: pp. 77–78; Develop: pp. 79–90; Refine: pp. 91–98 Lesson 9: Overview: TG pp. 205a–205d Explore: pp. 207–208; Develop: pp. 209–220; Refine: pp. 221–228 Lesson 10: Overview: TG pp. 229a–229d Explore: pp. 231–232; Develop: pp. 233–244; Refine: pp. 245–252 Lesson 11: Overview: TG pp. 263a–263d Explore: pp. 265–266; Develop: pp. 267–278; Refine: pp. 279–286 Lesson 12: Overview: TG pp. 287a–287d Explore: pp. 289–290; Develop: pp. 291–302; Refine: pp. 303–310</p>	<p>1.N.1.8 Use knowledge of number relationships to locate the position of a given whole number, up to 20, on an open number line.</p> <p>Lesson 3: Use Counting Strategies to Add and Subtract Lesson 4: Use Addition to Subtract Lesson 9: Use a Ten to Subtract Lesson 10: Doubles and Near Doubles Lesson 11: Solve Word Problems to 20 Lesson 12: Solve Compare Problems</p>
<p><i>Grade 1:</i> Lesson 17: Overview: TG pp. 417a–417d Explore: pp. 419–420; Develop: pp. 421–432; Refine: pp. 433–440</p>	<p>1.N.1.9 Use words such as “more than,” “less than,” and “equal to” to describe the relative value of numbers.</p> <p>Lesson 17: Compare Numbers</p>
<p><i>Grade 1:</i> Lesson 2: Overview: TG pp. 27a–27d Explore: pp. 29–30; Develop: pp. 31–42; Refine: pp. 43–50 Lesson 5: Overview: TG pp. 99a–99d Explore: pp. 101–102; Develop: pp. 103–114; Refine: pp. 115–122</p>	<p>1.N.2.1 Represent and solve problems using addition and subtraction with sums and minuends of up to 10.</p> <p>Lesson 2: Add and Subtract Within 10 Lesson 5: Solve Word Problems to 10</p>
<p><i>Grade 1:</i> Lesson 14: Overview: TG pp. 335a–335d Explore: pp. 337–338; Develop: pp. 339–350; Refine: pp. 351–358</p>	<p>1.N.2.2 Determine if equations involving addition and subtraction are true.</p> <p>Lesson 14: True and False Equations</p>

<p><i>Grade 1:</i> Lesson 1: Overview: TG pp. 3a–3d Explore: pp. 5–6; Develop: pp. 7–18; Refine: pp. 19–26 Lesson 2: Overview: TG pp. 27a–27d Explore: pp. 29–30; Develop: pp. 31–42; Refine: pp. 43–50 Lesson 3: Overview: TG pp. 51a–51d Explore: pp. 53–54; Develop: pp. 55–66; Refine: pp. 67–74 Lesson 4: Overview: TG pp. 75a–75d Explore: pp. 77–78; Develop: pp. 79–90; Refine: pp. 91–98 Lesson 5: Overview: TG pp. 99a–99d Explore: pp. 101–102; Develop: pp. 103–114; Refine: pp. 115–122 Lesson 8: Overview: TG pp. 181a–181d Explore: pp. 183–184; Develop: pp. 185–196; Refine: pp. 197–204 Lesson 9: Overview: TG pp. 205a–205d Explore: pp. 207–208; Develop: pp. 209–220; Refine: pp. 221–228 Lesson 10: Overview: TG pp. 229a–229d Explore: pp. 231–232; Develop: pp. 233–244; Refine: pp. 245–252</p>	<p>1.N.2.3 Demonstrate fluency with basic facts of addition and subtraction with sums and minuends of up to 10.</p> <p>Lesson 1: Number Partners for 10 Lesson 2: Add and Subtract Within 10 Lesson 3: Use Counting Strategies to Add and Subtract Lesson 4: Use Addition to Subtract Lesson 5: Solve Word Problems to 10 Lesson 8: Make a Ten to Add Lesson 9: Use a Ten to Subtract Lesson 10: Doubles and Near Doubles</p>
<p><i>Grade 1:</i> Lesson 23: Overview: TG pp. 581a–581d Explore: pp. 583–584; Develop: pp. 584–596; Refine: pp. 597–604</p>	<p>1.N.3.1 Partition a regular polygon using physical models and recognize when those parts are equal.</p> <p>Lesson 23: Break Shapes into Equal Parts</p>
<p><i>This standard builds upon content in:</i> <i>Grade 1:</i> Lesson 6: Overview: TG pp. 133a–133d Explore: pp. 135–136; Develop: pp. 137–148; Refine: pp. 149–156 Lesson 15: Overview: TG pp. 369a–369d Explore: pp. 371–372; Develop: pp. 372–384; Refine: pp. 385–392 Lesson 23: Overview: TG pp. 581a–581d Explore: pp. 583–584; Develop: pp. 584–596; Refine: pp. 597–604 Lesson 24: Overview: TG pp. 605a–605d Explore: pp. 607–608; Develop: pp. 609–620; Refine: pp. 621–628</p>	<p>1.N.3.2 Partition (fair share) sets of objects into two and three equal groups.</p> <p><i>This standard builds upon content in:</i> Lesson 6: Teen Numbers Lesson 15: Tens and Ones Lesson 23: Break Shapes into Equal Parts Lesson 24: Tell Time</p>

<p><i>Grade 1:</i> Lesson 27: Overview: TG pp. 677a–677d Explore: pp. 679–680; Develop: pp. 681–692; Refine: pp. 693–700</p>	<p>1.N.4.1 Identify pennies, nickels, dimes, and quarters by name and value.</p> <p>Lesson 27: Money</p>
<p><i>Grade 1:</i> Lesson 27: Overview: TG pp. 677a– 677d Explore: pp. 679–680; Develop: pp. 681–692; Refine: pp. 693–700</p>	<p>1.N.4.2 Write a number with the cent symbol to describe the value of a coin.</p> <p>Lesson 27: Money</p>
<p><i>Grade 1:</i> Lesson 27: Overview: TG pp. 677a– 677d Explore: pp. 679–680; Develop: pp. 681–692; Refine: pp. 693–700</p>	<p>1.N.4.3 Determine the value of a collection of pennies, nickels, or dimes up to one dollar, counting by 1s, 5s, and 10s.</p> <p>Lesson 27: Money</p>
<p><i>Grade 1:</i> Lesson 15: Overview: TG pp. 369a–369d Explore: pp. 371–372; Develop: pp. 373–384; Refine: pp. 385–392 Lesson 16: Overview: TG pp. 393a–393d Explore: pp. 395–396; Develop: pp. 397–408; Refine: pp. 409–416 Lesson 18: Overview: TG pp. 451a–451d Explore: pp. 453–454; Develop: pp. 455–466; Refine: pp. 467–474 Lesson 27: Overview: TG pp. 677a– 677d Explore: pp. 679–680; Develop: pp. 681–692; Refine: pp. 693–700</p> <p><i>Grade 2:</i> Lesson 15: Overview: TG pp. 377a–377b Explore: pp. 379–382; Develop: pp. 383–394; Refine: pp. 395–400 Lesson 31: Overview: TG pp. 747a–747b Explore: pp. 749–752; Develop: pp. 753–758; Refine: pp. 759–764 Lesson 32: Overview: TG pp. 765a–765b Explore: pp. 767–770; Develop: pp. 771–776; Refine: pp. 777–782</p>	<p>1.A.1.1 Identify, create, complete, and extend repeating, increasing, and decreasing patterns in a variety of contexts (e.g., quantity, numbers, or shapes).</p> <p><i>This standard is met through lessons across several texts.</i></p> <p><i>Grade 1:</i> Lesson 15: Tens and Ones Lesson 16: Numbers to 120 Lesson 18: Add and Subtract Tens Lesson 27: Money</p> <p><i>Grade 2:</i> Lesson 15: Mental Addition and Subtraction Lesson 31: Add Using Arrays Lesson 32: Even and Odd Numbers</p>
<p><i>Grade 1:</i> Lesson 22: Overview: TG pp. 557a–557d Explore: pp. 559–560; Develop: pp. 561–572; Refine: pp. 573–580</p>	<p>1.GM.1.1 Identify regular and irregular trapezoids and hexagons by pointing to the shape when given the name.</p> <p>Lesson 22: Shapes</p>

<p><i>Grade 1:</i> Lesson 22: Overview: TG pp. 557a–557d Explore: pp. 559–560; Develop: pp. 561–572; Refine: pp. 573–580</p>	<p>1.GM.1.2 Compose larger, defined shapes using smaller two-dimensional shapes.</p> <p>Lesson 22: Shapes</p>
<p>Lesson 22: Overview: TG pp. 557a–557d Explore: pp. 559–560; Develop: pp. 561–572; Refine: pp. 573–580</p>	<p>1.GM.1.3 Compose structures with three-dimensional shapes.</p> <p>Lesson 22: Shapes</p>
<p><i>Kindergarten:</i> Lesson 6: Overview: TG pp. 113a–113d Explore: pp. 115–116; Develop: pp. 117–124; Refine: pp. 125–132</p> <p><i>Grade 1:</i> Lesson 22: Overview: TG pp. 557a–557d Explore: pp. 559–560; Develop: pp. 561–572; Refine: pp. 573–580</p>	<p>1.GM.1.4 Recognize three-dimensional shapes such as cubes, cones, cylinders, pyramids, and spheres.</p> <p><i>This standard is met through lessons across several texts.</i></p> <p><i>Kindergarten:</i> Lesson 6: Three-Dimensional Shapes and Weight</p> <p><i>Grade 1:</i> Lesson 22: Shapes</p>
<p><i>Grade 2:</i> Lesson 20: Overview: TG pp. 507a–507b Explore: pp. 509–512; Develop: pp. 513–518; Refine: pp. 519–524 Lesson 21: Overview: TG pp. 525a–525b Explore: pp. 527–530; Develop: pp. 531–542; Refine: pp. 543–548</p>	<p>1.GM.2.1 Use nonstandard and standard measuring tools to measure the length of objects.</p> <p><i>This standard is met in Grade 2:</i> Lesson 20: Measure in Inches and Centimeters Lesson 21: Measure in Feet and Meters</p>
<p><i>Grade 1:</i> Lesson 26: Overview: TG pp. 653a–653d Explore: pp. 655–656; Develop: pp. 657–668; Refine: pp. 669–676</p>	<p>1.GM.2.2 Illustrate that the length of an object is the number of same-size units of length that, when laid end-to-end with no gaps or overlaps, reach from one end of the object to the other.</p> <p>Lesson 26: Measure Length</p>
<p><i>Grade 2:</i> Lesson 22: Overview: TG pp. 549a–549b Explore: pp. 551–554; Develop: pp. 555–558; Refine: pp. 559–560</p>	<p>1.GM.2.3 Measure the same object/distance with units of two different lengths, and describe how and why the measurements differ.</p> <p><i>This standard is met in Grade 2:</i> Lesson 22: Understand Measurement with Different Units</p>

<p><i>Grade 2:</i> Lesson 20: Overview: TG pp. 507a–507b Explore: pp. 509–512; Develop: pp. 513–518; Refine: pp. 519–524 Lesson 21: Overview: TG pp. 525a–525b Explore: pp. 527–530; Develop: pp. 531–542; Refine: pp. 543–548 Lesson 23: Overview: TG pp. 561a–561b Explore: pp. 563–566; Develop: pp. 567–572; Refine: pp. 573–578</p>	<p>1.GM.2.4 Describe a length to the nearest whole unit using a number with standard and nonstandard units.</p> <p><i>This standard is met in Grade 2:</i> Lesson 20: Measure in Inches and Centimeters Lesson 21: Measure in Feet and Meters Lesson 23: Estimate and Measure Length</p>
<p><i>Grade 3:</i> Lesson 28: Overview: TG pp. 615a–615b Explore: pp. 617–620; Develop: pp. 621–632; Refine: pp. 633–636</p>	<p>1.GM.2.5 Use standard and nonstandard tools to identify volume/capacity. Compare and sort containers that hold more, less, or the same amount.</p> <p><i>This standard is met in Grade 3:</i> Lesson 28: Liquid Volume</p>
<p><i>Grade 1:</i> Lesson 24: Overview: TG pp. 605a–605d Explore: pp. 607–608; Develop: pp. 609–620; Refine: pp. 621–628</p>	<p>1.GM.3.1 Tell time to the hour and half-hour (analog and digital).</p> <p>Lesson 24: Tell Time</p>
<p><i>This standard is not addressed in iReady Classroom Mathematics.</i></p>	<p>1.GM.3.2 Describe and measure calendar time by days, weeks, months, and years.</p> <p><i>This standard is not addressed in iReady Classroom Mathematics.</i></p>
<p><i>Grade 1:</i> Lesson 13: Overview: TG pp. 311a–311d Explore: pp. 313–314; Develop: pp. 315–326; Refine: pp. 327–334</p>	<p>1.D.1.1 Collect, sort, and organize data in up to three categories using representations (e.g., tally marks, tables, Venn diagrams).</p> <p>Lesson 13: Collect and Compare Data</p>
<p><i>Grade 2:</i> Lesson 4: Overview: TG pp. 75a–75b Explore: pp. 77–80; Develop: pp. 81–92; Refine: pp. 93–98</p>	<p>1.D.1.2 Use data to create pictographs and bar graphs that demonstrate one-to-one correspondence.</p> <p><i>This standard is met in Grade 2:</i> Lesson 4: Draw and Use Bar Graphs and Picture Graphs</p>
<p><i>Grade 2:</i> Lesson 4: Overview: TG pp. 75a–75b Explore: pp. 77–80; Develop: pp. 81–92; Refine: pp. 93–98</p>	<p>1.D.1.3 Draw conclusions from pictographs and bar graphs.</p> <p><i>This standard is met in Grade 2:</i> Lesson 4: Draw and Use Bar Graphs and Picture Graphs</p>