# 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*

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**Subject and Oklahoma State Subject Code:** Mathematics 2204

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

**Grade(s): 5**

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 |
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| *Example: Pages 23-27* | *Example: PK.N.1.1 Count aloud forward in sequence by 1s to 20.* |
| *Grade 5:*<br>**Lesson 6:** Overview: TG pp. 119a–119b<br>Explore: pp. 121–124; Develop: pp. 125–128; Refine: pp. 129–130 | **5.N.1.1** Represent decimal fractions (e.g., 1/10, 1/100) using a variety of models (e.g., 10 by 10 grids, base-ten blocks, meter stick) and show the rational number relationships among fractions, decimals and whole numbers.<br><br>**Lesson 6:** Understand Decimal Place Value |
| *Grade 5:*<br>**Lesson 8:** Overview: TG pp. 143a–143b<br>Explore: pp. 145–148; Develop: pp. 149–160; Refine: pp. 161–164<br>**Lesson 9:** Overview: TG pp. 165a–165b<br>Explore: pp. 167–170; Develop: pp. 171–182; Refine: pp. 183–186 | **5.N.1.2** Read, write, and represent decimals using place value to describe decimal numbers including fractional numbers as small as thousandths and whole numbers up to seven digits.<br><br>**Lesson 8:** Read and Write Decimals<br>**Lesson 9:** Compare and Round Decimals |

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| *Grade 4:*<br>**Lesson 18:** Overview: TG pp. 377a–377b<br>Explore: pp. 379–382; Develop: pp. 383–394;<br>Refine: pp. 395–398<br><br>*Grade 5:*<br>**Lesson 9:** Overview: TG pp. 165a–165b<br>Explore: pp. 167–170; Develop: pp. 171–182;<br>Refine: pp. 183–186 | **5.N.1.3** Compare and order decimals and fractions, including mixed numbers and fractions less than one, and locate on a number line.<br><br>*This standard is met through lessons across several texts.*<br><br>*Grade 4:*<br>**Lesson 18:** Compare Fractions<br><br>*Grade 5:*<br>**Lesson 9:** Compare and Round Decimals |
| *Grade 5:*<br>**Lesson 9:** Overview: TG pp. 165a–165b<br>Explore: pp. 167–170; Develop: pp. 171–182;<br>Refine: pp. 183–186 | **5.N.1.4** Recognize and generate equivalent terminating decimals, fractions, mixed numbers, and fractions in various models.<br><br>**Lesson 9:** Compare and Round Decimals |
| *Grade 5:*<br>**Lesson 5:** Overview: TG pp. 75a–75b<br>Explore: pp. 77–80; Develop: pp. 81–98;<br>Refine: pp. 99–102 | **5.N.2.1** Estimate solutions to division problems to assess the reasonableness of results.<br><br>**Lesson 5:** Divide Multi-Digit Numbers |
| *Grade 5:*<br>**Lesson 5:** Overview: TG pp. 75a–75b<br>Explore: pp. 77–80; Develop: pp. 81–98;<br>Refine: pp. 99–102 | **5.N.2.2** Divide multi-digit numbers, by one- and two-digit divisors, based on knowledge of place value, including but not limited to standard algorithms.<br><br>**Lesson 5:** Divide Multi-Digit Numbers |
| *Grade 4:*<br>**Lesson 14:** Overview: TG pp. 289a–289b<br>Explore: pp. 291–294; Develop: pp. 295–306;<br>Refine: pp. 307–310<br>**Lesson 15:** Overview: TG pp. 311a–311b<br>Explore: pp. 313–316; Develop: pp. 317–322;<br>Refine: pp. 323–326<br><br>*Grade 5:*<br>**Lesson 5:** Overview: TG pp. 75a–75b<br>Explore: pp. 77–80; Develop: pp. 81–98;<br>Refine: pp. 99–102 | **5.N.2.3** Recognize that remainders can be represented in a variety of ways, including a whole number, fraction, or decimal. Determine the most meaningful form of a remainder based on the context of the problem.<br><br>*This standard is met through lessons across several texts.*<br><br>*Grade 4:*<br>**Lesson 14:** Divide Three-Digit Numbers<br>**Lesson 15:** Divide Four-Digit Numbers<br><br>*Grade 5:*<br>**Lesson 5:** Divide Multi-Digit Numbers |

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| *Grade 5:*<br>**Lesson 5:** Overview: TG pp. 75a–75b<br>Explore: pp. 77–80; Develop: pp. 81–98;<br>Refine: pp. 99–102 | **5.N.2.4** Construct models to solve multi-digit whole number problems requiring addition, subtraction, multiplication, and division using various representations, including the inverse relationships between operations, the use of technology, and the context of the problem to assess the reasonableness of results.<br><br>**Lesson 5:** Divide Multi-Digit Numbers |
| *Grade 4:*<br>**Lesson 19:** Overview: TG pp. 399a–399b<br>Explore: pp. 401–404; Develop: pp. 405–408;<br>Refine: pp. 409–410<br>**Lesson 20:** Overview: TG pp. 411a–411b<br>Explore: pp. 413–416; Develop: pp. 417–434;<br>Refine: pp. 435–438<br>**Lesson 21:** Overview: TG pp. 439a–439b<br>Explore: pp. 441–444; Develop: pp. 445–456;<br>Refine: pp. 457–460 | **5.N.3.1** Estimate sums and differences of fractions with like and unlike denominators, mixed numbers, and decimals to assess the reasonableness of the results.<br><br>*This standard is met in Grade 4:*<br>**Lesson 19:** Understand Fraction Addition and Subtraction<br>**Lesson 20:** Add and Subtract Fractions<br>**Lesson 21:** Add and Subtract Mixed Numbers |
| *Grade 4:*<br>**Lesson 19:** Overview: TG pp. 399a–399b<br>Explore: pp. 401–404; Develop: pp. 405–408;<br>Refine: pp. 409–410<br>**Lesson 20:** Overview: TG pp. 411a–411b<br>Explore: pp. 413–416; Develop: pp. 417–434;<br>Refine: pp. 435–438<br>**Lesson 21:** Overview: TG pp. 439a–439b<br>Explore: pp. 441–444; Develop: pp. 445–456;<br>Refine: pp. 457–460 | **5.N.3.2** Illustrate addition and subtraction of fractions with like and unlike denominators, mixed numbers, and decimals using a variety of mathematical models (e.g., fraction strips, area models, number lines, fraction rods).<br><br>*This standard is met in Grade 4:*<br>**Lesson 19:** Understand Fraction Addition and Subtraction<br>**Lesson 20:** Add and Subtract Fractions<br>**Lesson 21:** Add and Subtract Mixed Numbers |

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| *Grade 4:*<br>**Lesson 19:** Overview: TG pp. 399a–399b<br>Explore: pp. 401–404; Develop: pp. 405–408; Refine: pp. 409–410<br>**Lesson 20:** Overview: TG pp. 411a–411b<br>Explore: pp. 413–416; Develop: pp. 417–434; Refine: pp. 435–438<br>**Lesson 21:** Overview: TG pp. 439a–439b<br>Explore: pp. 441–444; Develop: pp. 445–456; Refine: pp. 457–460<br><br>*Grade 5:*<br>**Lesson 10:** Overview: TG pp. 187a–187b<br>Explore: pp. 189–192; Develop: pp. 193–198; Refine: pp. 199–202<br>**Lesson 11:** Overview: TG pp. 203a–203b<br>Explore: pp. 205–208; Develop: pp. 209–220; Refine: pp. 221–224<br>**Lesson 12:** Overview: TG pp. 225a–225b<br>Explore: pp. 227–230; Develop: pp. 231–242; Refine: pp. 243–246<br>**Lesson 13:** Overview: TG pp. 247a–247b<br>Explore: pp. 249–252; Develop: pp. 253–264; Refine: pp. 265–268<br>**Lesson 14:** Overview: TG pp. 269a–269b<br>Explore: pp. 271–274; Develop: pp. 275–286; Refine: pp. 287–290 | **5.N.3.3** Add and subtract fractions with like and unlike denominators, mixed numbers, and decimals, involving money, measurement, geometry, and data. Use various models and efficient strategies, including but not limited to standard algorithms.<br><br>*This standard is met through lessons across several texts.*<br><br>*Grade 4:*<br>**Lesson 19:** Understand Fraction Addition and Subtraction<br>**Lesson 20:** Add and Subtract Fractions<br>**Lesson 21:** Add and Subtract Mixed Numbers<br><br>*Grade 5:*<br>**Lesson 10:** Add Decimals<br>**Lesson 11:** Subtract Decimals<br>**Lesson 12:** Add Fractions<br>**Lesson 13:** Subtract Fractions<br>**Lesson 14:** Add and Subtract in Word Problems |
| *Grade 5:*<br>**Lesson 7:** Overview: TG pp. 131a–131b<br>Explore: pp. 133–136; Develop: pp. 137–140; Refine: pp. 141–142 | **5.N.3.4** Apply mental math and knowledge of place value (no written computations) to find 0.1 more or 0.1 less than a number, 0.01 more or 0.01 less than a number, and 0.001 more or 0.001 less than a number.<br><br>**Lesson 7:** Understand Powers of 10 |
| *Grade 5:*<br>**Lesson 33:** Overview: TG pp. 679a–679b<br>Explore: pp. 681–684; Develop: pp. 685–696; Refine: pp. 697–700 | **5.A.1.1** Use tables and rules with up to two operations to describe patterns of change and make predictions and generalizations about various mathematical situations.<br><br>**Lesson 33:** Analyze Patterns and Relationships |

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| *Grade 5:*<br>**Lesson 31:** Overview: TG pp. 645a–645b<br>Explore: pp. 647–650; Develop: pp. 651–654;<br>Refine: pp. 655–656<br>**Lesson 32:** Overview: TG pp. 657a–657b<br>Explore: pp. 659–662; Develop: pp. 663–674;<br>Refine: pp. 675–678<br>**Lesson 33:** Overview: TG pp. 679a–679b<br>Explore: pp. 681–684; Develop: pp. 685–696;<br>Refine: pp. 697–700 | **5.A.1.2** Use a rule or table to represent ordered pairs of whole numbers and graph these ordered pairs on a coordinate plane, identifying the origin and axes in relation to the coordinates.<br><br>**Lesson 31:** Understand the Coordinate Plane<br>**Lesson 32:** Represent Problems in the Coordinate Plane<br>**Lesson 33:** Analyze Patterns and Relationships |
| *Grade 5:*<br>**Lesson 30:** Overview: TG pp. 623a–623b<br>Explore: pp. 625–628; Develop: pp. 629–640;<br>Refine: pp. 641–644<br><br>*Grade 6:*<br>**Lesson 4:** Overview: TG pp. 63a–63b<br>Explore: pp. 65–68; Develop: pp. 69–80;<br>Refine: pp. 81–84<br>**Lesson 19:** Overview: TG pp. 435a–435b<br>Explore: pp. 437–440; Develop: pp. 441–458;<br>Refine: pp. 459–462 | **5.A.2.1** Generate equivalent numerical expressions and solve problems using number sense involving whole numbers by applying the commutative property, associative property, distributive property, and order of operations (excluding exponents).<br><br>*This standard is met through lessons across several texts.*<br><br>*Grade 5:*<br>**Lesson 30:** Evaluate, Write, and Interpret Expressions<br><br>*Grade 6:*<br>**Lesson 4:** Work with Algebraic Expressions<br>**Lesson 19:** Write and Identify Equivalent Expressions |
| *Grade 6:*<br>**Lesson 20:** Overview: TG pp. 463a–463b<br>Explore: pp. 465–468; Develop: pp. 469–472;<br>Refine: pp. 473–474<br>**Lesson 21:** Overview: TG pp. 475a–475b<br>Explore: pp. 477–480; Develop: pp. 481–498;<br>Refine: pp. 499–502<br>**Lesson 26:** Overview: TG pp. 581a–581b<br>Explore: pp. 583–586; Develop: pp. 587–604;<br>Refine: pp. 605–608 | **5.A.2.2** Determine whether an equation or inequality involving a variable is true or false for a given value of the variable.<br><br>*This standard is met in Grade 6:*<br>**Lesson 20:** Understand Solutions of Equations<br>**Lesson 21:** Write and Solve One-Variable Equations<br>**Lesson 26:** Write and Graph One-Variable Inequalities |

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| *Grade 5:*<br>**Lesson 30:** Overview: TG pp. 623a–623b<br>Explore: pp. 625–628; Develop: pp. 629–640;<br>Refine: pp. 641–644<br>*Grade 6:*<br>**Lesson 4:** Overview: TG pp. 63a–63b<br>Explore: pp. 65–68; Develop: pp. 69–80;<br>Refine: pp. 81–84<br>**Lesson 5:** Overview: TG pp. 85a–85b<br>Explore: pp. 87–90; Develop: pp. 91–102;<br>Refine: pp. 103–106 | **5.A.2.3** Evaluate expressions involving variables when values for the variables are given.<br><br>*This standard is met through lessons across several texts.*<br><br>*Grade 5:*<br>**Lesson 30:** Evaluate, Write, and Interpret Expressions<br><br>*Grade 6:*<br>**Lesson 4:** Work with Algebraic Expressions<br>**Lesson 5:** Write and Evaluate Expressions with Exponents |
| *Grade 4:*<br>**Lesson 33:** Overview: TG pp. 715a–715b<br>Explore: pp. 717–720; Develop: pp. 721–738;<br>Refine: pp. 739–742 | **5.GM.1.1** Describe, identify, classify, and construct triangles (equilateral, right, scalene, isosceles) by their attributes using various mathematical models.<br><br>*This standard is met in Grade 4:*<br>**Lesson 33:** Classify Two-Dimensional Figures |
| *Grade 1:*<br>**Lesson 22:** Overview: TG pp. 557a–557d<br>Explore: pp. 559–560; Develop: pp. 561–572;<br>Refine: pp. 573–580<br><br>*Grade 6:*<br>**Lesson 3:** Overview: TG pp. 41a–41b<br>Explore: pp. 43–46; Develop: pp. 47–58;<br>Refine: pp. 59–62 | **5.GM.1.2** Describe, identify, and classify three-dimensional figures (cubes, rectangular prisms, and pyramids) and their attributes (number of edges, faces, vertices, shapes of faces), given various mathematical models.<br><br>*This standard builds upon content in Grade 1:*<br>**Lesson 22:** Shapes<br><br>*It is extended in Grade 6:*<br>**Lesson 3:** Use Nets to Find Surface Area |
| *Grade 6:*<br>**Lesson 3:** Overview: TG pp. 41a–41b<br>Explore: pp. 43–46; Develop: pp. 47–58;<br>Refine: pp. 59–62 | **5.GM.1.3** Recognize and draw a net for a three-dimensional figure (cube, rectangular prism, pyramid).<br><br>*This standard is met in Grade 6:*<br>**Lesson 3:** Use Nets to Find Surface Area |

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| *See Grade 5:*<br>**Lesson 2:** Overview: TG pp. 15a–15b<br>Explore: pp. 17–20; Develop: pp. 21–26;<br>Refine: pp. 27–30<br>**Lesson 3:** Overview: TG pp. 31a–31b<br>Explore: pp. 33–36; Develop: pp. 37–48;<br>Refine: pp. 49–52 | **5.GM.2.1** Determine the volume of rectangular prisms by the number of unit cubes (*n*) used to construct the shape and by the product of the dimensions of the prism $a \cdot b \cdot c = n$. Understand rectangular prisms of different dimensions (*p*, *q*, and *r*) can have the same volume if $a \cdot b \cdot c = p \cdot q \cdot r = n$.<br><br>**Lesson 2:** Find Volume Using Unit Cubes<br>**Lesson 3:** Find Volume Using Formulas |
| *Grade 4:*<br>**Lesson 16:** Overview: TG pp. 327a–327b<br>Explore: pp. 329–332; Develop: pp. 333–344;<br>Refine: pp. 345–348 | **5.GM.2.2** Estimate the perimeter of polygons and create arguments for reasonable perimeter values of shapes that may include curves.<br><br>*This standard is met in Grade 4:*<br>**Lesson 16:** Find Perimeter and Area |
| *Grade 4:*<br>**Lesson 31:** Overview: TG pp. 671a–671b<br>Explore: pp. 673–676; Develop: pp. 677–688;<br>Refine: pp. 689–692 | **5.GM.3.1** Measure and compare angles according to size using various tools.<br><br>*This standard is met in Grade 4:*<br>**Lesson 31:** Angles |
| *This standard is not addressed in i-Ready Classroom Mathematics.* | **5.GM.3.2** Measure the length of an object to the nearest whole centimeter or up to 1/16 inch using an appropriate instrument.<br><br>*This standard is not addressed in i-Ready Classroom Mathematics.* |
| *Grade 5:*<br>**Lesson 25:** Overview: TG pp. 507a–507b<br>Explore: pp. 509–512; Develop: pp. 513–524;<br>Refine: pp. 525–528<br>**Lesson 26:** Overview: TG pp. 529a–529b<br>Explore: pp. 531–534; Develop: pp. 535–546;<br>Refine: pp. 547–550 | **5.GM.3.3** Apply the relationship between inches, feet, and yards to measure, convert, and compare objects to solve problems.<br><br>**Lesson 25:** Convert Measurement Units<br>**Lesson 26:** Solve Word Problems Involving Conversions |
| *Grade 5:*<br>**Lesson 25:** Overview: TG pp. 507a–507b<br>Explore: pp. 509–512; Develop: pp. 513–524;<br>Refine: pp. 525–528<br>**Lesson 26:** Overview: TG pp. 529a–529b<br>Explore: pp. 531–534; Develop: pp. 535–546;<br>Refine: pp. 547–550 | **5.GM.3.4** Apply the relationship between millimeters, centimeters, and meters to measure, convert, and compare objects to solve problems.<br><br>**Lesson 25:** Convert Measurement Units<br>**Lesson 26:** Solve Word Problems Involving Conversions |

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| *Grade 3:*<br>Overview: TG pp. 549a–549b<br>Explore: pp. 551–554; Develop: pp. 555–566; Refine: pp. 567–570<br><br>*Grade 5:*<br>**Lesson 25:** Overview: TG pp. 507a–507b<br>Explore: pp. 509–512; Develop: pp. 513–524; Refine: pp. 525–528<br>**Lesson 26:** Overview: TG pp. 529a–529b<br>Explore: pp. 531–534; Develop: pp. 535–546; Refine: pp. 547–550 | **5.GM.3.5** Estimate lengths and geometric measurements to the nearest whole unit, using benchmarks in customary and metric measurement systems.<br><br>*This standard is met in Grade 3:*<br>Lesson 26: Measure Length and Plot Data on Line Plots<br><br>*It is extended in Grade 5:*<br>**Lesson 25:** Convert Measurement Units<br>**Lesson 26:** Solve Word Problems Involving Conversions |
| *Grade 6:*<br>**Lesson 30:** Overview: TG pp. 671a–671b<br>Explore: pp. 673–676; Develop: pp. 677–688; Refine: pp. 689–692<br>**Lesson 31:** Overview: TG pp. 693a–693b<br>Explore: pp. 695–698; Develop: pp. 699–710; Refine: pp. 711–714<br>**Lesson 32:** Overview: TG pp. 715a–715b<br>Explore: pp. 717–720; Develop: pp. 721–732; Refine: pp. 733–736 | **5.D.1.1** Find the measures of central tendency (i.e., mean, median, mode) and range of a set of data. Understand that the mean is a “leveling out” or central balance point of the data.<br><br>*This standard is met in Grade 6:*<br>**Lesson 30:** Use Dot Plots and Histograms to Describe Data Distributions<br>**Lesson 31:** Interpret Median and Interquartile Range in Box Plots<br>**Lesson 32:** Interpret Mean and Mean Absolute Deviation |
| *This standard is not addressed in i-Ready Classroom Mathematics.* | **5.D.1.2** Create and analyze line and double-bar graphs with increments of whole numbers, fractions, and decimals.<br><br>*This standard is not addressed in i-Ready Classroom Mathematics.* |