Teach4Mastery's Correlations for Perceptions Green

Alaska Content Standards

Grade: **K** - Adopted: **2012**

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AK.MP.	Mathematical Practices	Unit 1						Unit 2							Unit 3							Unit 4							Unit 5						
MP.1.	Make sense of problems and persevere in solving them.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
MP.2.	Reason abstractly and quantitatively.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
MP.3.	Construct viable arguments and critique the reasoning of others.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
MP.4.	Model with mathematics.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
MP.5.	Use appropriate tools strategically.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
MP.6.	Attend to precision.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
MP.7.	Look for and make use of structure.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
MP.8.	Look for and express regularity in repeated reasoning.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
AK.K.CC.	Counting and Cardinality																																		
	Know number names and the count sequence.																																		
K.CC.1.	Count to 100 by ones and by tens.	1					6	7																	24										
K.CC.2.	Count forward beginning from a given number within the known sequence.	1																																	
K.CC.3.	Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects)	1																																	
	Understand the relationship between numbers and quantities; connect counting to cardinality.																																		
K.CC.4.a.	When counting objects, say the number names in standard order, pairing each object with one and only one number name and each number name with one and only one object.	1	2	3	4	5	6	7	8	9			12	13		15	16	17	18	19	20															
K.CC.4.b.	Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.	1	2	3	4	5	6	7	8	9			12	13		15	16	17	18	19	20															
K.CC.4.c.	Understand that each successive number name refers to a quantity that is one larger.	1																																	
	Count to tell the number of objects.																																		
K.CC.5.	Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects.	1	2	3	4	5	6	7	8	9			12	13		15	16	17	18	19	20															
	Compare numbers.																																		
K.CC.6.	Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group (e.g., by using matching, counting, or estimating strategies).	1				5	6																												
K.CC.7.	Compare and order two numbers between 1 and 10 presented as written numerals.						6																22												

AK.K.OA.	Operations and Algebraic Thinking																																	
	Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.																																	
K.OA.1.	Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps) acting out situations, verbal explanations, expressions, or equations.		2	3	4	5			8	9			12			15	16	17	18	19	20													
K.OA.2.	Add or subtract whole numbers to 10 (e.g., by using objects or drawings to solve word problems).		2	3	4	5			8	9			12	13		15	16	17	18	19	20													
K.OA.3.	Decompose numbers less than or equal to10 into pairs in more than one way (e.g., by using objects or drawings, and record each decomposition by a drawing or equation). For example, 5 = 2 + 3 and 5 = 4 + 1.		2	3		5																												
K.OA.4.	For any number from 1- 4, find the number that makes 5 when added to the given number and, for any number from 1-9, find the number that makes 10 when added to the given number (e.g., by using objects, drawings or 10 frames) and record the answer with a drawing or equation.		2	3		5																												
K.OA.5.	Fluently add and subtract numbers up to 5.		2	3	4	5										15	16	17	18															
	Identify and continue patterns.																																	
K.OA.6	Recognize, identify and continue simple patterns of color, shape, and size.	1			4	5	6	7				11							18			21	22	23	24	25	26	27						
AK.K.NBT.	Number and Operations in Base Ten																																	
	Work with numbers 11-19 to gain foundations for place value.																																	
K.NBT.1.	Compose and decompose numbers from 11 to 19 into ten ones and some further ones (e.g., by using objects or drawings) and record each composition and decomposition by a drawing or equation (e.g., 18 = 10 + 8); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight or nine		2	3		5																												
AK.K.MD.	Measurement and Data																																	
	Describe and compare measurable attributes.																																	
K.MD.1.	Describe measurable attributes of objects (e.g., length or weight). Match measuring tools to attribute (e.g., ruler to length). Describe several measurable attributes of a single object.						6							13									22	23	24		26							
K.MD.2.	Make comparisons between two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter.						6							13									22	23	24		26							
	Classify objects and count the number of objects in each category.																																	
K.MD.3.	Classify objects into given categories (attributes). Count the number of objects in each category (limit category counts to be less than or equal to 10).	1	2	3	4	5	6	7	8	9	10		12	13		15	16	17	18	19	20													

	Work with time and money.																																	
K.MD.5.	Tell time to the hour using both analog and digital clocks.							7																										
K.MD.6.	Identify coins by name.								8				12										22											
AK.K.G.	Geometry																																	
	Identify and describe shapes.																																	
K.G.1.	Describe objects in the environment using names of shapes and describe their relative positions (e.g., above, below, beside, in front of, behind, next to).											11										21												
K.G.2.	Name shapes regardless of their orientation or overall size.				4							11										21												
K.G.3.	Identify shapes as two-dimensional (flat) or three-dimensional (solid).				4																													
	Analyze, compare, create, and compose shapes.																																	
K.G.4.	Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices), and other attributes (e.g., having sides of equal lengths).				4							11										21												
K.G.5.	Build shapes (e.g., using sticks and clay) and draw shapes.																					21												
K.G.6.	Put together two-dimensional shapes to form larger shapes (e.g., join two triangles with full sides touching to make a rectangle).				4							11										21												

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Alaska Content Standards

Grade: **1** - Adopted: **2012**

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AK.MP.	Mathematical Practices	Unit 1						Unit 2							Unit 3							Unit 4							Unit 5						
MP.1.	Make sense of problems and persevere in solving them.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
MP.2.	Reason abstractly and quantitatively.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
MP.3.	Construct viable arguments and critique the reasoning of others.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
MP.4.	Model with mathematics.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
MP.5.	Use appropriate tools strategically.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
MP.6.	Attend to precision.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
MP.7.	Look for and make use of structure.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
MP.8.	Look for and express regularity in repeated reasoning.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
AK.1.CC.	Counting and Cardinality																																		
	Know ordinal names and counting flexibility.																																		
1.CC.1.	Skip count by 2s and 5s.				4		6	7																	24										
1.CC.3.	Order numbers from 1-100. Demonstrate ability in counting forward and backward.	1		3			6																22												
	Count to tell the number of objects.																																		
1.CC.4.	Count a large quantity of objects by grouping into 10s and counting by 10s and 1s to find the quantity.	1					6	7																	24										
	Compare numbers.																																		
1.CC.5.	Use the symbols for greater than, less than or equal to when comparing two numbers or groups of objects.		2	3			6								14								22	23											33
1.CC.6.	Estimate how many and how much in a given set to 20 and then verify estimate by counting.	1																																	
AK.1.OA.	Operations and Algebraic Thinking																																		
	Represent and solve problems involving addition and subtraction.																																		
1.OA.1.	Use addition and subtraction strategies to solve word problems (using numbers up to 20), involving situations of adding to, taking from, putting together, taking apart and comparing, with unknowns in all positions, using a number line (e.g., by using objects, drawings and equations). Record and explain using equation symbols and a symbol for the unknown number to represent the problem.			3	4	5				9				13		15			18	19	20														
1.OA.2.	Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20 (e.g., by using objects, drawings and equations). Record and explain using equation symbols and a symbol for the unknown number to represent the problem.				4	5			8	9		11							18																

	Understand and apply properties of operations and the relationship between addition and subtraction.																																	
1.OA.3.	**Apply properties of operations as strategies to add and subtract. (Students need not know the name of the property.) For example: If 8 + 3 = 11 is known, then 3 + 8 = 11 is also known (Commutative property of addition). To add 2 + 6 + 4, the second two numbers can be added to make a ten, so 2 + 6 + 4 = 2 + 10 = 12 (Associative property of addition). Demonstrate that when adding zero to any number, the quantity does not change (Identity property of addition).**		2	3	4																			23		25								
1.OA.4.	**Understand subtraction as an unknown-addend problem. For example, subtract 10 - 8 by finding the number that makes 10 when added to 8.**		2	3	4	5										15	16	17	18	19														
	Add and subtract using numbers up to 20.																																	
1.OA.5.	**Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).**		2	3																														
1.OA.6.	**Add and subtract using numbers up to 20, demonstrating fluency for addition and subtraction up to 10. Use strategies such as**																																	
1.OA.6.a.	**Counting on**		2	3	4	5			8	9		11	12			15	16	17	18	19	20													
1.OA.6.b.	**Making ten (8 + 6 = 8 + 2 + 4 = 10 + 4 = 14)**		2	3	4	5			8	9		11	12			15	16	17	18	19	20													
1.OA.6.c.	**Decomposing a number leading to a ten (13 - 4 = 13 - 3 -1 = 10 - 1 = 9)**		2	3		5																												
1.OA.6.d.	**Using the relationship between addition and subtraction, such as fact families, (8 + 4 = 12 and 12 - 8 = 4)**		2	3		5										15	16	17	18															
1.OA.6.e.	**Creating equivalent but easier or known sums (e.g., adding 6 + 7 by creating the known equivalent 6 + 6 + 1 = 12 + 1 = 13)**		2	3	4	5			8	9		11	12			15	16	17	18	19	20													
	Work with addition and subtraction equations.																																	
1.OA.7.	**Understand the meaning of the equal sign (e.g., read equal sign as "same as") and determine if equations involving addition and subtraction are true or false. For example, which of the following equations are true and which are false?6 = 6, 7 = 8 - 1, 5 + 2 = 2 + 5, 4 + 1 = 5 + 2).**					5	6																											
1.OA.8.	**Determine the unknown whole number in an addition or subtraction equation. For example, determine the unknown number that makes the equation true in each of the equations 8 + ? = 11, 6 + 6 = ?, 5 = ? - 3.**		2	3	4	5	6			9			12			15	16	17	18	19	20	21												
	Identify and continue patterns.																																	
1.OA.9.	**Identify, continue and label patterns (e.g., aabb, abab). Create patterns using number, shape, size, rhythm or color.**	1			4	5	6	7				11	12						18			21	22	23	24	25	26	27						

AK.1.NBT.	Number and Operations in Base Ten																																				
	Extend the counting sequence.																																						
1.NBT.1.	Count to 120. In this range, read, write and order numerals and represent a number of objects with a written numeral.	1																																			
	Understand place value.																																				
1.NBT.2.	Model and identify place value positions of two digit numbers. Include:																																				
1.NBT.2.a.	10 can be thought of as a bundle of ten ones, called a "ten".	1		3					8	9			12	13							19	20															
1.NBT.2.b.	The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight or nine ones.	1		3					8	9			12	13							19	20															
1.NBT.2.c.	The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90, refer to one, two, three, four, five, six, seven, eight or nine tens (and 0 ones).	1		3					8	9			12	13							19	20															
	Understand place value.																																				
1.NBT.3.	Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, <.						6																	22													
	Use place value understanding and properties of operations to add and subtract.																																				
1.NBT.4.	Add using numbers up to 100 including adding a two-digit number and a one-digit number and adding a two-digit number and a multiple of 10.																																				
1.NBT.4.a.	Use concrete models or drawings and strategies based on place value; properties of operations; and/or relationship between addition and subtraction.		2	3	4	5			8	9		11	12			15	16	17	18	19																	
1.NBT.4.b.	Relate the strategy to a written method and explain the reasoning used.		2	3	4	5			8	9		11	12						18																		
1.NBT.4.c.	Demonstrate in adding two-digit numbers, tens and tens are added, ones and ones are added and sometimes it is necessary to compose a ten from ten ones.								8				12																								
	Use place value understanding and properties of operations to add and subtract.																																				
1.NBT.5.	Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.	1		3		5															19															
1.NBT.6.	Subtract multiples of 10 up to 100.																																				
1.NBT.6.a.	Use concrete models or drawings; strategies based on place value; properties of operations; and/or the relationship between addition and subtraction.															15	16	17	18	19	20																
1.NBT.6.b.	Relate the strategy to a written method and explain the reasoning used.															15	16	17	18	19	20																

AK.1.MD.	**Measurement and Data**																																	
	Measure lengths indirectly and by iterating length units.																																	
1.MD.1.	Measure and compare three objects using standard or non-standard units.						6							13									22	23	24		26							
1.MD.2.	Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps.													13																				
	Work with time and money.																																	
1.MD.3.	Tell and write time in half hours using both analog and digital clocks.							7									16																	
1.MD.5.	Recognize and read money symbols including $ and ¢.								8				12										22											
1.MD.6.	Identify values of coins (e.g., nickel = 5 cents, quarter = 25 cents). Identify equivalent values of coins up to $1 (e.g., 5 pennies = 1 nickel, 5 nickels = 1 quarter).								8				12										22											
	Represent and interpret data.																																	
1.MD.7.	Organize, represent and interpret data with up to three categories. Ask and answer comparison and quantity questions about the data.										10				14												26							
AK.1.G.	**Geometry**																																	
	Reason with shapes and their attributes.																																	
1.G.1.	Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes. Identify shapes that have non-defining attributes (e.g., color, orientation, overall size). Build and draw shapes given specified attributes.																					21												
1.G.2.	Compose (put together) two-dimensional or three-dimensional shapes to create a larger, composite shape, and compose new shapes from the composite shape.				4							11										21												
1.G.3.	Partition circles and rectangles into two and four equal shares. Describe the shares using the words, halves, fourths, and quarters and phrases half of, fourth of and quarter of. Describe the whole as two of or four of the shares. Understand for these examples that decomposing (break apart) into more equal shares creates smaller shares.																16	17														31	32	33

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Alaska Content Standards

Grade: **2** - Adopted: **2012**

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AK.MP.	Mathematical Practices	Unit 1						Unit 2							Unit 3							Unit 4							Unit 5						
MP.1.	Make sense of problems and persevere in solving them.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
MP.2.	Reason abstractly and quantitatively.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
MP.3.	Construct viable arguments and critique the reasoning of others.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
MP.4.	Model with mathematics.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
MP.5.	Use appropriate tools strategically.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
MP.6.	Attend to precision.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
MP.7.	Look for and make use of structure.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
MP.8.	Look for and express regularity in repeated reasoning.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
AK.2.OA.	Operations and Algebraic Thinking																																		
	Represent and solve problems involving addition and subtraction.																																		
2.OA.1.	Use addition and subtraction strategies to estimate, then solve one- and two-step word problems (using numbers up to 100) involving situations of adding to, taking from, putting together, taking apart and comparing, with unknowns in all positions (e.g., by using objects, drawings and equations). Record and explain using equation symbols and a symbol for the unknown number to represent the problem.			3	4	5				9				13		15			18	19	20														
	Add and subtract using numbers up to 20.																																		
2.OA.2.	Fluently add and subtract using numbers up to 20 using mental strategies. Know from memory all sums of two one-digit numbers.		2	3	4	5										15	16	17	18															
	Work with equal groups of objects to gain foundations for multiplication.																																		
2.OA.3.	Determine whether a group of objects (up to 20) is odd or even (e.g., by pairing objects and comparing, counting by 2s). Model an even number as two equal groups of objects and then write an equation as a sum of two equal addends.		2	3	4																														
2.OA.4.	Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns. Write an equation to express the total as repeated addition (e.g., array of 4 by 5 would be 5 + 5 + 5 + 5 = 20)																		18				22	23	24	25	26	27	28	29	30	31	32	
	Identify and continue patterns.																																		
2.OA.5.	Identify, continue and label number patterns (e.g., aabb, abab). Describe a rule that determines and continues a sequence or pattern.	1			4	5	6	7					12						18				22	23	24	25	26	27						

AK.2.NBT.	Number and Operations in Base Ten																																	
	Understand place value.																																	
2.NBT.1.	Model and identify place value positions of three digit numbers. Include:																																	
2.NBT.1.a.	100 can be thought of as a bundle of ten tens --called a "hundred".	1		3					8	9			12	13						19	20													
2.NBT.1.b.	The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).	1							8	9			12	13							20													
	Understand place value.																																	
2.NBT.2.	Count up to 1000, skip-count by 5s, 10s and 100s.	1					6	7																	24									
2.NBT.3.	Read, write, order up to 1000 using base-ten numerals, number names and expanded form.	1							8	9			12							19	20													
2.NBT.4.	Compare two three-digit numbers based on the meanings of the hundreds, tens and ones digits, using >, =, < symbols to record the results.						6																22											
	Use place value understanding and properties of operations to add and subtract.																																	
2.NBT.5.	Fluently add and subtract using numbers up to 100.																																	
2.NBT.5.a.	Use strategies based on place value; properties of operations; and/or the relationship between addition and subtraction.		2	3	4	5			8	9		11	12			15	16	17	18	19	20													
	Use place value understanding and properties of operations to add and subtract.																																	
2.NBT.6.	Add up to four two-digit numbers using strategies based on place value and properties of operations.		2	3	4	5			8	9		11	12						18															
	Use place value understanding and properties of operations to add and subtract.																																	
2.NBT.7.	Add and subtract using numbers up to 1000.																																	
2.NBT.7.a.	Use concrete models or drawings and strategies based on place value; properties of operations; and/or relationship between addition and subtraction.		2	3	4	5			8	9		11	12			15	16	17	18	19	20													
2.NBT.7.b.	Relate the strategy to a written method and explain the reasoning used.		2	3	4	5			8	9		11	12			15	16	17	18	19	20													
2.NBT.7.c.	Demonstrate in adding or subtracting three-digit numbers, hundreds and hundreds are added or subtracted, tens and tens are added or subtracted, ones and ones are added or subtracted and sometimes it is necessary to compose a ten from ten ones or a hundred from ten tens.			3						9			12				16	17	18	19	20													
	Use place value understanding and properties of operations to add and subtract.																																	
2.NBT.8.	Mentally add 10 or 100 to a given number 100-900 and mentally subtract 10 or 100 from a given number.	1		3		5				9										19														
2.NBT.9.	Explain or illustrate the processes of addition or subtraction and their relationship using place value and the properties of operations.		2	3	4	5			8	9		11	12			15	16	17	18	19														

AK.2.MD.	Measurement and Data																																		
	Measure and estimate lengths in standard units.																																			
2.MD.1.	Measure the length of an object by selecting and using standard tools such as rulers, yardsticks, meter sticks, and measuring tapes.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
2.MD.2.	Measure the length of an object twice using different length units for the two measurements. Describe how the two measurements relate to the size of the unit chosen.													13													26							
2.MD.3.	Estimate, measure and draw lengths using whole units of inches, feet, yards, centimeters and meters.						6							13									22	23	24		26							
2.MD.4.	Measure to compare lengths of two objects, expressing the difference in terms of a standard length unit.						6							13									22	23	24		26							
	Relate addition and subtraction to length.																																		
2.MD.5.	Solve addition and subtraction word problems using numbers up to 100 involving length that are given in the same units (e.g., by using drawings of rulers). Write an equation with a symbol for the unknown to represent the problem.																						22	23	24									
2.MD.6.	Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1,2, …, and represent whole-number sums and differences within 100 on a number line diagram.	1					6	7						13																				
	Work with time and money.																																		
2.MD.7.	Tell and write time to the nearest five minutes using a.m. and p.m. from analog and digital clocks.																	17																	
2.MD.8.	Solve word problems involving dollar bills and coins using the $ and ¢ symbols appropriately.												12							19	20		22												
	Represent and interpret data.																																		
2.MD.9.	Collect, record, interpret, represent, and describe data in a table, graph or line plot.										10				14												26							
2.MD.10.	Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put together, take-apart and compare problems using information presented in a bar graph.										10				14												26							
AK.2.G.	Geometry																																		
	Reason with shapes and their attributes.																																		
2.G.1.	Identify and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces compared visually, not by measuring. Identify triangles, quadrilaterals, pentagons, hexagons and cubes.				4							11										21												
2.G.2.	Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.																		18				22	23	24	25	26	27	28	29	30	31	32	
2.G.3.	Partition circles and rectangles into shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.																16	17														31	32	33

Alaska Content Standards

Grade: **3** - Adopted: **2012**

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AK.MP.	Mathematical Practices	Unit 1						Unit 2							Unit 3							Unit 4							Unit 5						
MP.1.	Make sense of problems and persevere in solving them.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
MP.2.	Reason abstractly and quantitatively.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
MP.3.	Construct viable arguments and critique the reasoning of others.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
MP.4.	Model with mathematics.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
MP.5.	Use appropriate tools strategically.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
MP.6.	Attend to precision.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
MP.7.	Look for and make use of structure.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
MP.8.	Look for and express regularity in repeated reasoning.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
AK.3.OA.	Operations and Algebraic Thinking																																		
	Represent and solve problems involving multiplication and division.																																		
3.OA.1.	Interpret products of whole numbers (e.g., interpret 5 × 7 as the total number of objects in 5 groups of 7 objects each). For example, show objects in rectangular arrays or describe a context in which a total number of objects can be expressed as 5 × 7.																		18			21	22	23	24	25	26	27	28	29	30	31	32	
3.OA.2.	Interpret whole-number quotients of whole numbers (e.g., interpret 56 ÷ 8 as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each). For example, deconstruct rectangular arrays or describe a context in which a number of shares or a number of groups can be expressed as 56 ÷ 8.																												28	29	30	31	32	
3.OA.3.	Use multiplication and division numbers up to 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities (e.g., by using drawings and equations with a symbol for the unknown number to represent the problem).																						22	23		25	26	27	28	29	30	31	32	
3.OA.4.	Determine the unknown whole number in a multiplication or division equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations 8 x ? = 48, 5 = ? ÷ 3, 6 x 6 = ?																						22	23	24	25	26	27	28	29	30	31	32	

	Understand properties of multiplication and the relationship between multiplication and division.																																				
3.OA.5.	**Make, test, support, draw conclusions and justify conjectures about properties of operations as strategies to multiply and divide. (Students need not use formal terms for these properties.)**																																				
3.OA.5.a.	**Commutative property of multiplication: If 6 × 4 = 24 is known, then 4 × 6 = 24 is also known.**		2	3																				23													
3.OA.5.b.	**Associative property of multiplication: 3 × 5 × 2 can be found by 3 × 5 = 15, then 15 × 2 = 30, or by 5 × 2 = 10, then 3 × 10 = 30**				4																					25										
3.OA.5.c.	**Distributive property: Knowing that 8 × 5 = 40 and 8 × 2 = 16, one can find 8 × 7 as 8 × (5 + 2) = (8 × 5) + (8 × 2) = 40 + 16 = 56**																									25										
3.OA.5.d.	**Inverse property (relationship) of multiplication and division.**																															28	29	30	31	32	
	Understand properties of multiplication and the relationship between multiplication and division.																																				
3.OA.6.	**Understand division as an unknown-factor problem. For example, find 32 ÷ 8 by finding the number that makes 32 when multiplied by 8.**																															28	29	30	31	32	
	Multiply and divide up to 100.																																				
3.OA.7.	**Fluently multiply and divide numbers up to 100, using strategies such as the relationship between multiplication and division (e.g., knowing that 8 ×5 = 40, one knows 40 ÷ 5 = 8) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.**																			20		22	23	24	25	26	27	28	29	30	31	32	
	Solve problems involving the four operations, and identify and explain patterns in arithmetic.																																				
3.OA.8.	**Solve and create two-step word problems using any of the four operations. Represent these problems using equations with a symbol (box, circle, question mark) standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.**			3	4	5	6			9				13		15			18	19	20		22	23		25	26	27	28	29	30	31	32	
3.OA.9.	**Identify arithmetic patterns (including patterns in the addition table or multiplication table) and explain them using properties of operations. For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends.**	1		3	4	5	6	7									16	17	18	19	20	21	22	23	24	25	26	27	28					
AK.3.NBT.	**Number and Operations in Base Ten**																																				
	Use place value understanding and properties of operations to perform multi-digit arithmetic.																																				
3.NBT.1.	**Use place value understanding to round whole numbers to the nearest 10 or 100.**													13																						
3.NBT.2.	**Use strategies and/or algorithms to fluently add and subtract with numbers up to 1000, demonstrating understanding of place value, properties of operations, and/or the relationship between addition and subtraction.**		2	3	4	5			8	9		11	12			15	16	17	18	19	20														
3.NBT.3.	**Multiply one digit whole numbers by multiples of 10 in the range 10-90 (e.g., 9 x 80, 10 x 60) using strategies based on place value and properties of operations.**																						22	23	24	25	26	27						

AK.3.NF.	**Number and Operations –Fractions**																																	
	Develop understanding of fractions as numbers.																																	
3.NF.1.	**Understand a fraction 1/b (e.g., 1/4) as the quantity formed by 1 part when a whole is partitioned into b (e.g., 4) equal parts; understand a fraction a/b (e.g., 2/4) as the quantity formed by a (e.g., 2) parts of size 1/b. (e.g., 1/4)**																16	17														31	32	33
3.NF.2.	**Understand a fraction as a number on the number line; represent fractions on a number line diagram.**																																	
3.NF.2.a.	**Represent a fraction 1/b (e.g., 1/4) on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into b (e.g., 4) equal parts. Recognize that each part has size 1/b (e.g., 1/4) and that the endpoint of the part based at 0 locates the number 1/b (e.g., 1/4) on the number line.**																																32	
3.NF.2.b.	**Represent a fraction a/b (e.g., 2/8) on a number line diagram or ruler by marking off a lengths 1/b (e.g., 1/8) from 0. Recognize that the resulting interval has size a/b (e.g., 2/8) and that its endpoint locates the number a/b (e.g., 2/8) on the number line.**																																32	
	Develop understanding of fractions as numbers.																																	
3.NF.3.	**Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.**																																	
3.NF.3.a.	**Understand two fractions as equivalent if they are the same size (modeled) or the same point on a number line.**																																	33
3.NF.3.b.	**Recognize and generate simple equivalent fractions (e.g., 1/2 = 2/4, 4/6 = 2/3). Explain why the fractions are equivalent (e.g., by using a visual fraction model).**																																	33
3.NF.3.c.	**Express and model whole numbers as fractions, and recognize and construct fractions that are equivalent to whole numbers. For Example: Express 3 in the form 3 = 3/1; recognize that 6/1 = 6; locate 4/4 and 1 at the same point of a number line diagram.**																16	17														31	32	33
3.NF.3.d.	**Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols >, =, or**																																	33
AK.3.MD.	**Measurement and Data**																																	
	Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.																																	
3.MD.1.	**Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes or hours (e.g., by representing the problem on a number line diagram or clock).**							7									16	17													30			

3.MD.2.	**Estimate and measure liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). (Excludes compound units such as cm^3 and finding the geometric volume of a container.) Add, subtract, multiply, or divide to solve and create one-step word problems involving masses or volumes that are given in the same units (e.g., by using drawings, such as a beaker with a measurement scale, to represent the problem). (Excludes multiplicative comparison problems [problems involving notions of "times as much."])**																								22	23	24						30						
3.MD.3.	**Select an appropriate unit of English, metric, or non-standard measurement to estimate the length, time, weight, or temperature (l.)**													13																									
	Represent and interpret data.																																						
3.MD.4	**Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs. For example, draw a bar graph in which each square in the bar graph might represent 5 pets.**										10				14													26										
3.MD.5.	**Measure and record lengths using rulers marked with halves and fourths of an inch. Make a line plot with the data, where the horizontal scale is marked off in appropriate units—whole numbers, halves, or quarters.**						6							13											22	23	24												
3.MD.7.	**Recognize area as an attribute of plane figures and understand concepts of area measurement.**																																						
3.MD.7.a.	**A square with side length 1 unit is said to have "one square unit" and can be used to measure area.**																								22	23	24	25	26	27									
3.MD.7.b.	**Demonstrate that a plane figure can be covered without gaps or overlaps by n (e.g., 6) unit squares is said to have an area of n (e.g., 6) square units.**																								22	23	24	25	26	27									
	Geometric measurement: understand concepts of area and relate area to multiplication and to addition.																																						
3.MD.8.	**Measure areas by tiling with unit squares (square centimeters, square meters, square inches, square feet, and improvised units)**																								22	23	24	25	26	27									

	Geometric measurement: understand concepts of area and relate area to multiplication and to addition.																																	
3.MD.9.	**Relate area to the operations of multiplication and addition.**																																	
3.MD.9.a.	**Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths. For example, after tiling rectangles, develop a rule for finding the area of any rectangle.**																					22	23	24	25	26	27							
3.MD.9.b.	**Multiply side lengths to find areas of rectangles with whole number side lengths in the context of solving real world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning**																		18				22	23	24	25	26	27	28	29	30	31	32	
3.MD.9.c.	**Use area models (rectangular arrays) to represent the distributive property in mathematical reasoning. Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths a and b + c is the sum of a × b and a × c.**																									25								
3.MD.9.d.	**Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real world problems. For example, the area of a 7 by 8 rectangle can be determined by decomposing it into a 7 by 3 rectangle and a 7 by 5 rectangle.**																											27						
	Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures																																	
3.MD.10	**Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, exhibiting rectangles with the same perimeter and different areas, exhibiting rectangles with the same area and different perimeters.**										11										21	22	23	24	25		27						
AK.3.G.	**Geometry**																																	
	Reason with shapes and their attributes.																																	
3.G.1.	**Categorize shapes by different attribute classifications and recognize that shared attributes can define a larger category. Generalize to create examples or non-examples.**										11																						
3.G.2.	**Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. For example, partition a shape into 4 parts with equal area, and describe the area of each part as 1/4 of the area of the shape**															16	17														31	32	33

Teach4Mastery's Correlations for Perceptions Green

Alaska Content Standards

Grade: **4** - Adopted: **2012**

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AK.MP.	Mathematical Practices	Unit 1						Unit 2							Unit 3							Unit 4							Unit 5					
MP.1.	Make sense of problems and persevere in solving them.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
MP.2.	Reason abstractly and quantitatively.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
MP.3.	Construct viable arguments and critique the reasoning of others.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
MP.4.	Model with mathematics.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
MP.5.	Use appropriate tools strategically.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
MP.6.	Attend to precision.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
MP.7.	Look for and make use of structure.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
MP.8.	Look for and express regularity in repeated reasoning.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
AK.4.OA.	Operations and Algebraic Thinking																																	
	Use the four operations with whole numbers to solve problems.																																	
4.OA.1.	Interpret a multiplication equation as a comparison (e.g., interpret 35 = 5 × 7 as a statement that 35 is 5 groups of 7 and 7 groups of 5). (Commutative property) Represent verbal statements of multiplicative comparisons as multiplication equations.																													29	30	31	32	
4.OA.2.	Multiply or divide to solve word problems involving multiplicative comparison (e.g., by using drawings and equations with a symbol for the unknown number to represent the problem or missing numbers in an array). Distinguish multiplicative comparison from additive comparison.																						22	23		25	26	27	28	29	30	31	32	
4.OA.3.	Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.			3	4	5	6			9				13		15			18	19	20		22	23		25	26	27	28	29	30	31	32	
	Gain familiarity with factors and multiples.																																	
4.OA.4.	Find all factor pairs for a whole number in the range 1–100. Explain the correlation/differences between multiples and factors. Determine whether a given whole number in the range 1–100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1–100 is prime or composite.																							23	24				28	29	30	31	32	

	Generate and analyze patterns.																																						
4.OA.5.	**Generate a number, shape pattern, table, t-chart, or input/output function that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. Be able to express the pattern in algebraic terms. For example, given the rule "Add 3" and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way.**	1	2	3	4	5	6	7	8	9	10	11	12		14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33				
	Generate and analyze patterns.																																						
4.OA.6.	**Extend patterns that use addition, subtraction, multiplication, division or symbols, up to 10 terms, represented by models (function machines), tables, sequences, or in problem situations. (L)**	1	2	3	4	5	6	7	8	9	10		12		14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33				
AK.4.NBT.	**Number and Operations in Base Ten**																																						
	Generalize place value understanding for multi-digit whole numbers.																																						
4.NBT.1.	**Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. For example, recognize that 700 ÷ 70 = 10 by applying concepts of place value and division.**	1		3					8	9			12	13						19	20																	
4.NBT.2.	**Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on the value of the digits in each place, using >, =, and < symbols to record the results of comparisons.**	1					6		8	9			12							19	20		22															
4.NBT.3.	**Use place value understanding to round multi-digit whole numbers to any place using a variety of estimation methods; be able to describe, compare, and contrast solutions.**													13																								
	Use place value understanding and properties of operations to perform multi-digit arithmetic.																																						
4.NBT.4.	**Fluently add and subtract multi-digit whole numbers using any algorithm. Verify the reasonableness of the results.**		2	3	4	5			8	9		11	12			15	16	17	18	19	20																	
4.NBT.5.	**Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.**																		18				22	23	24	25	26	27	28	29	30	31	32				
AK.4.NF.	**Number and Operations –Fractions**																																						
	Extend understanding of fraction equivalence and ordering.																																						
4.NF.1.	**Explain why a fraction a/b is equivalent to a fraction (n × a)/(n × b) by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.**																																					33

4.NF.2.	Compare two fractions with different numerators and different denominators (e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as 1/2). Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with																																	33
	Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers																																	
4.NF.3.	Understand a fraction a/b with a > 1 as a sum of fractions 1/b.																																	
4.NF.3.b.	Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions (e.g., by using a visual fraction model). For example: 3/8 = 1/8 + 1/8 + 1/8 ;3/8 = 1/8 + 2/8 ; 2 1/8 = 1 + 1 + 1/8 = 8/8 + 8/8																														31	32	
	Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers																																	
4.NF.4.	Apply and extend previous understandings of multiplication to multiply a fraction by a whole number.																																	
4.NF.4.a.	Understand a fraction a/b as a multiple of 1/b. For example, use a visual fraction model to represent 5/4 as the product 5 × (1/4), recording the conclusion by the equation 5/4 = 5 × (1/4).															16	17														31	32	33
AK.4.MD.	Measurement and Data																																	
	Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit, and involving time																																	
4.MD.1.	Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table. For example, know that 1 ft is 12 times as long as 1 in. Express the length of a 4-ft snake as 48 in. Generate a conversion table for feet and inches listing the number pairs (1, 12), (2, 24), (3, 36).									9			12																					
4.MD.2.	Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.							7					12							19	20		22	23	24						30			
4.MD.3.	Apply the area and perimeter formulas for rectangles in real world and mathematical problems. For example, find the width of a rectangular room given the area of the flooring and the length, by viewing the area formula as a multiplication equation with an unknown factor.											11										21	22	23	24	25	26	27						

	Represent and interpret data.																																	
4.MD.5.	**Make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8). Solve problems involving addition and subtraction of fractions by using information presented in line plots. For example, from a line plot find and interpret the difference in length between the longest and shortest specimens in an insect collection.**										10																26							
	Geometric measurement: understand concepts of angle and measure angles.																																	
4.MD.7	**Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand the following concepts of angle measurement:**																																	
4.MD.7.a.	**An angle is measured with reference to a circle with its center at the common endpoint of the rays, by considering the fraction of the circular arc between the points where the two rays intersect the circle. An angle that turns through 1/360 of a circle is called a "one-degree angle," and can be used to measure angles.**											11																						
AK.4.G.	**Geometry**																																	
	Draw and identify lines and angles, and classify shapes by properties of their lines and angles.																																	
4.G.1.	**Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular, parallel, and intersecting line segments. Identify these in two-dimensional (plane) figures.**											11																						
4.G.2.	**Classify two-dimensional (plane) figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles.**											11																						

Teach4Mastery's Correlations for Perceptions Green

Alaska Content Standards

Grade: **5** - Adopted: **2012**

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AK.MP.	Mathematical Practices	Unit 1						Unit 2							Unit 3							Unit 4							Unit 5						
MP.1.	Make sense of problems and persevere in solving them.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
MP.2.	Reason abstractly and quantitatively.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
MP.3.	Construct viable arguments and critique the reasoning of others.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
MP.4.	Model with mathematics.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
MP.5.	Use appropriate tools strategically.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
MP.6.	Attend to precision.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
MP.7.	Look for and make use of structure.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
MP.8.	Look for and express regularity in repeated reasoning.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
AK.5.OA.	Operations and Algebraic Thinking																																		
	Write and interpret numerical expressions.																																		
5.OA.1.	Use parentheses to construct numerical expressions, and evaluate numerical expressions with these symbols.				4	5																													
5.OA.2.	Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. For example, express the calculation "add 8 and 7, then multiply by 2" as 2 x (8 + 7). Recognizing that 3 x (18932 + 921) is three times as large as 18932 + 921, without having to calculate the indicated sum or product.					5																													
AK.5.NF.	Number and Operations in Base Ten																																		
	Understand the place value system.																																		
5.NBT.1.	Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left.	1		3					8	9			12	13						19	20														
5.NBT.2.	Explain and extend the patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain and extend the patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.																						22	23	24	25	26	27							
	Understand the place value system.																																		
5.NBT.3.	Read, write, and compare decimals to thousandths.																																		
5.NBT.3.a.	Read and write decimals to thousandths using base-ten numerals, number names, and expanded form [e.g., 347.392 = 3 x 100 + 4 x 10 + 7 x 1 + 3 (1/10) + 9 (1/100) + 2 (1/1000)].								8				12																							

	Perform operations with multi-digit whole numbers and with decimals to hundredths.																																	
5.NBT.7.	**Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between the operations. Relate the strategy to a written method and explain their reasoning in getting their answers.**												12																					
AK.5.NF.	**Number and Operations –Fractions**																																	
	Use equivalent fractions as a strategy to add and subtract fractions.																																	
5.NF.2.	**Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators (e.g., by using visual fraction models or equations to represent the problem). Use benchmark fractions and number sense of fractions to estimate mentally and check the reasonableness of answers. For example, recognize an incorrect result 2/5 + 1/2 = 3/7, by observing that 3/7 < 1/2.**																16	17														31	32	33
	Apply and extend previous understandings of multiplication and division to multiply and divide fractions.																																	
5.NF.3.	**Interpret a fraction as division of the numerator by the denominator (a/b = a ÷ b). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers (e.g., by using visual fraction models or equations to represent the problem). For example, interpret 3/4 as the result of dividing 3 by 4, noting that 3/4 multiplied by 4 equals 3, and that when 3 wholes are shared equally among 4 people each person has a share of size 3/4. If 9 people want to share a 50-pound sack of rice equally by weight, how many pounds of rice should each person get? Between what two whole numbers does your answer lie?**																16	17														31	32	33
	Apply and extend previous understandings of multiplication and division to multiply and divide fractions.																																	
5.NF.5.	**Interpret multiplication as scaling (resizing), by:**																																	
5.NF.5.a.	**Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication.**																						22	23	24	25	26	27						

AK.5.MD	**Measurement and Data**																																	
	Convert like measurement units within a given measurement system and solve problems involving time.																																	
5.MD.1.	**Identify, estimate measure, and convert equivalent measures within systems English length (inches, feet, yards, miles) weight (ounces, pounds, tons) volume (fluid ounces, cups, pints, quarts, gallons) temperature (Fahrenheit) Metric length (millimeters, centimeters, meters, kilometers) volume (milliliters, liters), temperature (Celsius), (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems using appropriate tools.**						6			9			12	13									22	23	24		26							
	Represent and interpret data.																																	
5.MD.3.	**Make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8). Solve problems involving information presented in line plots. For example, given different measurements of liquid in identical beakers, find the amount of liquid each beaker would contain if the total amount in all the beakers were redistributed equally.**										10																26							
AK.5.G.	**Geometry**																																	
	Classify two-dimensional (plane) figures into categories based on their properties.																																	
5.G.3.	**Understand that attributes belonging to a category of two dimensional (plane) figures also belong to all subcategories of that category. For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.**				4							11										21												
5.G.4.	**Classify two-dimensional (plane) figures in a hierarchy based on attributes and properties.**				4							11										21												

Teach4Mastery's Correlations for Perceptions Green

Alaska Content Standards

Grade: **6** - Adopted: **2012**

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AK.MP.	Mathematical Practices	Unit 1						Unit 2							Unit 3							Unit 4							Unit 5						
MP.1.	Make sense of problems and persevere in solving them.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
MP.2.	Reason abstractly and quantitatively.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
MP.3.	Construct viable arguments and critique the reasoning of others.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
MP.4.	Model with mathematics.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
MP.5.	Use appropriate tools strategically.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
MP.6.	Attend to precision.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
MP.7.	Look for and make use of structure.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
MP.8.	Look for and express regularity in repeated reasoning.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
AK.6.RP.	Ratios and Proportional Relationships																																		
	Understand ratio concepts and use ratio reasoning to solve problems.																																		
6.RP.3.	Use ratio and rate reasoning to solve real-world and mathematical problems (e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations)																																		
6.RP.3.d.	Use ratio reasoning to convert measurement units between given measurement systems (e.g., convert kilometers to miles); manipulate and transform units appropriately when multiplying or dividing quantities.									9			12																						
AK.6.NS.	The Number System																																		
	Compute fluently with multi-digit numbers and find common factors and multiples.																																		
6.NS.2.	Fluently multiply and divide multi-digit whole numbers using the standard algorithm. Express the remainder as a whole number, decimal, or simplified fraction; explain or justify your choice based on the context of the problem.																				20		22	23	24	25	26	27	28	29	30	31	32	
6.NS.3.	Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation. Express the remainder as a terminating decimal, or a repeating decimal, or rounded to a designated place value.												12																						
6.NS.4.	Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12. Use the distributive property to express a sum of two whole numbers 1–100 with a common factor as a multiple of a sum of two whole numbers with no common factor. For example, express 36 + 8 as 4 (9 + 2).																									25									

	Apply and extend previous understandings of numbers to the system of rational numbers.																																	
6.NS.6.	Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates.																																	
6.NS.6.a.	Recognize opposite signs of numbers as indicating locations on opposite sides of 0 on the number line; Recognize that the opposite of the opposite of a number is the number itself [e.g., –(–3) = 3] and that 0 is its own opposite.															15	16	17	18	19														
6.NS.6.c.	Find and position integers and other rational numbers on a horizontal or vertical number line diagram; find and position pairs of integers and other rational numbers on a coordinate plane.																																32	
	Apply and extend previous understandings of numbers to the system of rational numbers.																																	
6.NS.7.	Understand ordering and absolute value of rational numbers.																																	
6.NS.7.a.	Interpret statements of inequality as statements about the relative position of two numbers on a number line diagram. For example, interpret –3 > –7 as a statement that –3 is located to the right of –7 on a number line oriented from left to right.																																32	
6.NS.7.b.	Write, interpret, and explain statements of order for rational numbers in real-world contexts. For example, write –3 degrees C > –7 degrees C to express the fact that –3 degrees C is warmer than –7 degrees C.																																	33
AK.6.EE.	Expressions and Equations																																	
	Apply and extend previous understandings of arithmetic to algebraic expressions.																																	
6.EE.2.	Write, read, and evaluate expressions in which letters stand for numbers.																																	
6.EE.2.a.	Write expressions that record operations with numbers and with letters standing for numbers. For example, express the calculation "Subtract y from 5" as 5 – y.					5																								29				
6.EE.2.b.	Identify parts of an expression using mathematical terms (sum, term, product, factor, quotient, coefficient); view one or more parts of an expression as a single entity. For example, describe the expression 2 (8 + 7) as a product of two factors; view (8 + 7) as both a single entity and a sum of two terms.																									25				29				
6.EE.2.c.	Evaluate expressions and formulas. Include formulas used in real-world problems. Perform arithmetic operations, including those involving whole number exponents, in the conventional order with or without parentheses. (Order of Operations)				4																													

AK.6.EE.	Expressions and Equations																																						
	Apply and extend previous understandings of arithmetic to algebraic expressions.																																						
6.EE.3.	Apply the properties of operations to generate equivalent expressions. Model (e.g., manipulatives, graph paper) and apply the distributive, commutative, identity, and inverse properties with integers and variables by writing equivalent expressions. For example, apply the distributive property to the expression 3 (2 + x) to produce the equivalent expression 6 + 3x.					5																					25				29								
6.EE.4.	Identify when two expressions are equivalent (i.e., when the two expressions name the same number regardless of which value is substituted into them). For example, the expressions y + y + y and 3y are equivalent because they name the same number regardless of which number y stands for.					5																																	
	Reason about and solve one-variable equations and inequalities.																																						
6.EE.5.	Understand solving an equation or inequality as a process of answering a question: which values from a specified set, if any, make the equation or inequality true? Use substitution to determine whether a given number in a specified set makes an equation or inequality true. For example: does 5 make 3x > 7 true?		2	3	4	5	6			9		11	12			15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32							
6.EE.6.	Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set.					5	6																							29	30	31	32							
6.EE.7.	Solve real-world and mathematical problems by writing and solving equations of the form x + p = q and px = q for cases in which p, q and x are all nonnegative rational numbers.		2	3	4	5	6			9			12									21	22	23	24	25	26	27	28	29	30	31	32							
6.EE.8.	Write an inequality of the form x > c or x < c to represent a constraint or condition in a real-world or mathematical problem. Recognize that inequalities of the form x > c or x < c have infinitely many solutions; represent solutions of such inequalities on number line diagrams.						6																																
	Represent and analyze quantitative relationships between dependent and independent variables.																																						
6.EE.9.	Use variables to represent two quantities in a real-world problem that change in relationship to one another; write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable. Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation. For example, in a problem involving motion at constant speed, list and graph ordered pairs of distances and times, and write the equation d = 65t to represent the relationship between distance and time.										10				14											26				29								

AK.6.G.	**Geometry**																																	
	Solve real-world and mathematical problems involving area, surface area, and volume.																																	
6.G.1.	**Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing or decomposing into other polygons (e.g., rectangles and triangles). Apply these techniques in the context of solving real-world and mathematical problems.**																					22	23	24	25	26	27						
6.G.3.	**Draw polygons in the coordinate plane given coordinates for the vertices; determine the length of a side joining the coordinates of vertices with the same first or the same second coordinate. Apply these techniques in the context of solving real-world and mathematical problems.**																					22	23	24	25	26	27						
AK.6.SP.	**Statistics and Probability**																																	
	Develop understanding of statistical variability.																																	
6.SP.1.	**Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers. For example, "How old am I?" is not a statistical question, but "How old are the students in my school?" is a statistical question because one anticipates variability in students' ages.**														14																			
	Summarize and describe distributions.																																	
6.SP.4.	**Display numerical data in plots on a number line, including dot or line plots, histograms and box (box and whisker) plots.**									10				14												26							
	Summarize and describe distributions.																																	
6.SP.5	**Summarize numerical data sets in relation to their context, such as by:**																																	
6.SP.5.b.	**Describing the nature of the attribute under investigation, including how it was measured and its units of measurement.**									10				14												26			29				