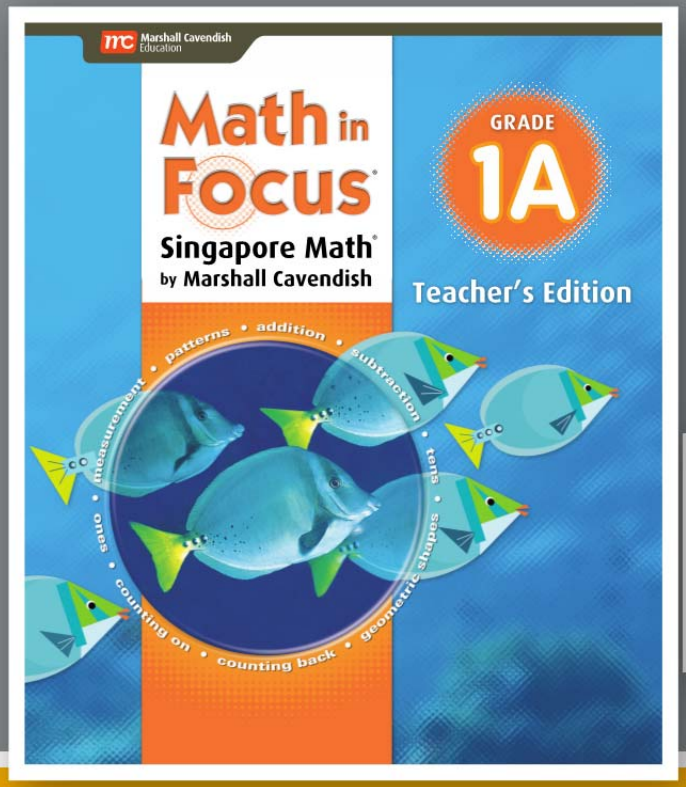
Houghton Mifflin Harcourt

Correlation to the Oklahoma Academic Standards for Mathematics Grade 1



Houghton Mifflin Harcourt
Oklahoma Math in Focus ©2019
Grade 1

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correlated to the

Oklahoma Academic Standards for Mathematics
Grade 1

Citations	Standard	Descriptor
1.N.1 Count, compare, and represent whole numbers up to 100, with an emphasis on groups of tens and ones.		
Volume 1A: SE/TE: 165–170, 171–174 Workbook: 161–166, 167–170 Volume 1B: SE/TE: 136–140, 141–148 Workbook: 99–102, 103–104	1.N.1.1	Recognize numbers to 20 without counting (subitize) the quantity of structured arrangements. Clarification statement: Subitizing is defined as instantly recognizing the quantity of a set without having to count. "Subitizing" is not a vocabulary word and is not meant for student discussion at this age.
Volume 1A: SE/TE: 165–170, 171–174, 175–182, 183–188 Workbook: 161–166, 167–170, 171–178, 179–182 Volume 1B: SE/TE: 57–62, 63–65, 184–186 Workbook: 45–48, 49–50, 139–142	1.N.1.2	Use concrete representations to describe whole numbers between 10 and 100 in terms of tens and ones.
Volume 1A: SE/TE: 4–12, 165–170, 171–174 Workbook: 1–6, 161–166, 167–170 Volume 1B: SE/TE: 57–62, 63–65, 66–73, 184–186 Workbook: 45–48, 49–50, 51–56, 139–142	1.N.1.3	Read, write, discuss, and represent whole numbers up to 100. Representations may include numerals, addition and subtraction, pictures, tally marks, number lines and manipulatives, such as bundles of sticks and base 10 blocks.

Citations	Standard	Descriptor
Volume 1A: SE/TE: 4–12, 165–170, 183–188 Workbook: 1–6, 161–166, 179–182 Volume 1B: SE/TE: 57–62, 176–183, 187–199 Workbook: 45–48, 135–138, 143–150	1.N.1.4	Count forward, with and without objects, from any given number up to 100 by 1s, 2s, 5s and 10s.
Volume 1B: SE/TE: 136–140, 141–148 Workbook: 99–102, 103–104	1.N.1.5	Find a number that is 10 more or 10 less than a given number up to 100.
Volume 1A: SE/TE: 13–19, 175–182, 183–188 Workbook: 7–12, 171–178, 179–182 Volume 1B: SE/TE: 187–199 Workbook: 143–150	1.N.1.6	Compare and order whole numbers from 0 to 100.
Volume 1B: SE/TE: 187–199 Workbook: 143–150	1.N.1.7	Use knowledge of number relationships to locate the position of a given whole number on an open number line up to 20.
Volume 1A: SE/TE: 13–19, 20–25, 26, 183–188 Workbook: 7–12, 13–16, 17, 179–182 Volume 1B: SE/TE: 66–73, 187–199 Workbook: 51–56	1.N.1.8	Use objects to represent and use words to describe the relative size of numbers, such as more than, less than, and equal to.

Citations	Standard	Descriptor
1.N.2 Solve addition and subtraction problems up to 10 in real-world and mathematical contexts.		
Volume 1A: SE/TE: 42–47, 48–52, 53–56, 57–60, 67–73, 74–76, 77–81, 82–84, 85–91 Workbook: 41–44, 47–54, 55–56, 57–58, 63–68, 69–74, 75–78, 79–80, 81–82, 83–84	1.N.2.1	Represent and solve real-world and mathematical problems using addition and subtraction up to ten.
Volume 1A: SE/TE: 85–91 Workbook: 81–82	1.N.2.2	Determine if equations involving addition and subtraction are true.
Volume 1A: SE/TE: 42–47, 48–52, 53–56, 57–60, 67–73, 74–76, 77–81, 82–84, 85–91 Workbook: 41–44, 47–54, 55–56, 57–58, 63–68, 69–74, 75–78, 79–80, 81–82, 83–84	1.N.2.3	Demonstrate fluency with basic addition facts and related subtraction facts up to 10.
1.N.3 Develop foundational ideas for fractions.		
Volume 1A: SE/TE: 102-115 Workbook: 97-106	1.N.3.1	Partition a regular polygon using physical models and recognize when those parts are equal.
Volume 1B: SE/TE: 254-258, 259-262, 263-266, 267, 268-269 Workbook: 193-198, 199-206, 207-212, 213-214	1.N.3.2	Partition (fair share) sets of objects into equal groupings.
1.N.4 Identify coins and their values.		
Volume 1B: SE/TE: 261–270, 271–273, 274–283 Workbook: 209–214, 215–218, 219–226, 245–246	1.N.4.1	Identifying pennies, nickels, dimes, and quarters by name and value.
Volume 1B: SE/TE: 261–270, 271–273, 274–283 Workbook: 209–214, 215–218, 219–226, 245–246	1.N.4.2	Write a number with the cent symbol to describe the value of a coin.
Volume 1B: SE/TE: 261–270, 271–273, 274–283 Workbook: 209–214, 215–218, 219–226, 245–246	1.N.4.3	Determine the value of a collection of pennies, nickels, or dimes up to one dollar counting by ones, fives, or tens.

Citations	Standard	Descriptor
1.A.1 – Describe the relationship found in patterns to solve real-world and mathematical problems.		
Volume 1A: SE/TE: 20–25, 129–131, 132–134, 135, 183–188, 189 Workbook: 13–16, 18, 117–122, 123–124, 126, 131–132, 179–181	1.A.1.1	Identify, create, complete, and extend repeating, growing, and shrinking patterns with quantity, numbers, or shapes in a variety of real-world and mathematical contexts.
1.GM.1 Recognize, compose, and decompose two- and three-dimensional shapes.		
Online Lesson: 5.1a	1.GM.1.1	Identify trapezoids and hexagons by pointing to the shape when given the name.
Volume 1A: SE/TE: 116–120, 121–123 Workbook: 105–110, 111–112	1.GM.1.2	Compose and decompose larger shapes using smaller two-dimensional shapes.
Volume 1A: SE/TE: 116–120, 121–123 Workbook: 105–110, 111–112	1.GM.1.3	Compose structures with three-dimensional shapes.
Volume 1A: SE/TE: 110–115, 121–123 Workbook: 105–110, 111–112	1.GM.1.4	Recognize three-dimensional shapes such as cubes, cones, cylinders, and spheres.
1.GM.2 Select and use nonstandard and standard units to describe length and volume/capacity.		
Volume 1A: SE/TE: 231–233, 234–239, 240–246 Workbook: 229–230, 231–234, 235–238	1.GM.2.1	Use nonstandard and standard measuring tools to measure the length of objects to reinforce the continuous nature of linear measurement.
Volume 1A: SE/TE: 234–239, 240–246 Workbook: 231–234, 235–238	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.
Volume 1A: SE/TE: 234–239 Workbook: 231–234	1.GM.2.3	Measure the same object/distance with units of two different lengths and describe how and why the measurements differ.
Volume 1A: SE/TE: 234–239 Workbook: 231–234	1.GM.2.4	Describe a length to the nearest whole unit using a number and a unit.

Citations	Standard	Descriptor
Online Lesson: 10.3a, 10.3b	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.
1.GM.3 Tell time to the half and full hour.		
Volume 1B: SE/TE: 162–165, 166–169, 296–299 Workbook: 113–116, 119–122	1.GM.3.1	Tell time to the hour and half-hour (analog and digital).
1.D.1 Collect, organize, and interpret categorical and numerical data.		
Volume 1B: SE/TE: 30–35, 36–41, 42–48 Workbook: 25–28, 29–32, 35–38	1.D.1.1	Collect, sort, and organize data in up to three categories using representations (e.g., tally marks, tables, Venn diagrams).
Volume 1B: SE/TE: 30–35, 36–41, 42–48 Workbook: 25–28, 29–32, 35–38	1.D.1.2	Use data to create picture and bar-type graphs to demonstrate one-to-one correspondence.
Volume 1B: SE/TE: 30–35, 36–41, 42–48 Workbook: 25–28, 29–32, 35–38	1.D.1.3	Draw conclusions from picture and bar-type graphs.

The Oklahoma Academic Standards for Mathematics
Mathematical Actions and Processes Standards

Citations	Standard	Descriptor
Volume 1A SE/TE: 4–12, 12A, 20–25, 25A, 26, 26A, 30–33, 33A, 33B, 33C, 34–36, 37, 37A, 59–62, 63, 63A, 84–86, 87–93, 93A, 94–95, 95A, 102–109, 109A, 110–115, 115A, 130–134, 134A, 138–140, 141, 141A, 141B, 151–156, 156A, 157–165, 165A, 189–194, 194A, 195, 195A, 215–221, 221A, 246–252, 252A Volume 1B SE/TE: 18–22, 22A, 23, 23A, 36–41, 41A, 41B, 49, 49A, 66–73, 73A, 73B, 74–75, 76–77, 77A, 94–100, 100A, 101–110, 110A, 123–131, 131A, 131B, 143–149, 150, 150A, 170–175, 175A, 175B, 176, 176A, 213, 213A, 242–248, 248A, 248B, 249, 249A, 254–258, 258A, 258B, 263–266, 266A, 267, 267A, 296–301, 301A, 301B, 301C, 302–303, 303A, 303B	Develop a Deep and Flexible Conceptual Understanding	Demonstrate a deep and flexible conceptual understanding of mathematical concepts, operations, and relations while making mathematical and real-world connections. Students will develop an understanding of how and when to apply and use the mathematics they know to solve problems.
Volume 1A SE/TE: 30–37, 42–49, 49A, 49B, 50–54, 54A, 55–58, 58A, 59–63, 63A, 69–75, 75A, 76–78, 78A, 79–83, 83A, 84–86, 87–93, 93A, 94–95, 95A, 201–203, 203A, 204–205, 205A, 206–208, 208A, 209–214, 214A, 214B, 215–221, 221A Volume 1B SE/TE: 84–93, 93A, 94–100, 100A, 101–110, 110A, 111–118, 118A, 119–122, 122A, 123–131, 131A, 131B, 138–142, 142A, 143–150, 150A, 221–227, 227A, 228–233, 233A, 233B, 234–241, 241A, 242–248, 248A, 248B, 249, 249A, 254–258, 258A, 258B, 259–262, 262A, 262B, 263–266, 266A, 267, 267A, 296–301, 301A, 301B, 301C, 302–303, 303A, 303B	Develop Accurate and Appropriate Procedural Fluency	Learn efficient procedures and algorithms for computations and repeated processes based on a strong sense of numbers. Develop fluency in addition, subtraction, multiplication, and division of numbers and expressions. Students will generate a sophisticated understanding of the development and application of algorithms and procedures.

Citations	Standard	Descriptor
Volume 1A SE/TE: 4–12, 12A, 20–25, 25A, 26, 30–33, 33A, 33B, 33C, 34–37, 37A, 42–49, 49A, 49B, 50–54, 54A, 59–63, 63A, 69–75, 75A, 76–78, 78A, 79–83, 83D, 84–86, 87–93, 93A, 94–95, 95A, 171–176, 176A, 176B, 189–194, 194A, 195, 195A, 201–203, 203A, 204–205, 205A, 206–208, 208A, 209–214, 214A, 214B, 215–220 Volume 1B SE/TE: 57–62, 62A, 84–93, 93A, 94–100, 100A, 101–110, 110A, 111–118, 118A, 119–122, 122A, 138–142, 142A, 143–150, 150A, 182–192, 192A, 221–227, 227A, 228–233, 233A, 233B, 234–241, 241A, 242–248, 248A, 248B, 249, 249A	Develop Strategies for Problem Solving	Analyze the parts of complex mathematical tasks and identify entry points to begin the search for a solution. Students will select from a variety of problem solving strategies and use corresponding multiple representations (verbal, physical, symbolic, pictorial, graphical, tabular) when appropriate. They will pursue solutions to various tasks from real-world situations and applications that are often interdisciplinary in nature. They will find methods to verify their answers in context and will always question the reasonableness of solutions.
Volume 1A SE/TE: 4–12, 12A, 20–25, 25A, 26, 26A, 30–33, 33A, 33B, 33C, 34–36, 42–49, 49A, 49B, 54, 54A, 55–58, 58A, 59–62, 63, 63A, 87–93, 93A, 94–95, 95A, 102–109, 109A, 110–115, 115A, 122–126, 126A, 127–129, 138–140, 141, 141A, 141B, 151–156, 156A, 157–165, 165A, 189–194, 194A, 195, 195A, 215–221, 221A, 227–231, 231A, 232–236, 236A, 237–239, 246–252, 252A Volume 1B SE/TE: 6–12, 12A, 12B, 18–22, 22A, 36–41, 41A, 41B, 66–73, 73A, 73B, 74–75, 76–77, 77A, 101–110, 110A, 119–122, 122A, 123–131, 131A, 131B, 138–142, 142A, 143–149, 150, 150A, 164–169, 169A, 169B, 170–175, 175A, 175B, 176, 176A, 182–192, 192A, 196–211, 211A, 211B, 212, 213, 213A, 242–248, 248A, 248B, 249, 249A, 254–258, 258A, 258B, 263–266, 266A, 296–301, 301A, 301B, 301C, 302–303, 303A, 303B	Develop Mathematical Reasoning	Explore and communicate a variety of reasoning strategies to think through problems. Students will apply their logic to critique the thinking and strategies of others to develop and evaluate mathematical arguments, including making arguments and counterarguments and making connections to other contexts.

Citations	Standard	Descriptor
Volume 1A SE/TE: 20–25, 25A, 26, 26A, 30–33, 33A, 33B, 33C, 34–36, 42–49, 49A, 49B, 50–54, 54A, 59–62, 63, 69–75, 75A, 76–78, 78A, 79–83, 83D, 84–86, 87–93, 93A, 141, 141A, 141B, 171–176, 176A, 189–194, 194A, 195, 195A, 209–214, 214A, 214B, 215–221, 221A Volume 1B SE/TE: 18–22, 22A, 66–73, 73A, 73B, 74–75, 76–77, 77A, 84–93, 93A, 94–100, 100A, 101–110, 110A, 111–118, 118A, 119–122, 122A, 123–131, 131A, 138–142, 142A, 143–149, 150, 150A, 213, 213A, 221–227, 227A, 228–233, 233A, 233B, 234–241, 241A, 242–248, 248A, 248B, 249, 249A, 254–258, 258A, 258B, 267	Develop a Productive Mathematical Disposition	Hold the belief that mathematics is sensible, useful and worthwhile. Students will develop the habit of looking for and making use of patterns and mathematical structures. They will persevere and become resilient, effective problem solvers.
Volume 1A SE/TE: 20–25, 25A, 26, 26A, 37, 37A, 42–49, 49A, 49B, 50–54, 54A, 59–62, 63, 63A, 69–75, 75A, 76–78, 78A, 79–83, 83A, 84–86, 87–93, 93A, 102–109, 109A, 110–115, 115A, 116–121, 121A, 122–126, 126A, 127–129, 130–134, 134A, 138–140, 163–165, 165A, 189–194, 194A, 195, 195A, 201–203, 203A, 204–205, 205A, 206–208, 208A, 215–220 Volume 1B SE/TE: 23, 23A, 49, 49A, 71–73, 73B, 84–93, 93A, 94–100, 100A, 101–110, 110A, 111–118, 118A, 119–122, 122A, 123–131, 131A, 196–211, 211A, 212, 213, 213A, 221–227, 227A, 228–233, 233A, 233B, 234–241, 241A, 242–248, 248A, 267, 267A, 302–303, 303A, 303B	Develop the Ability to Make Conjectures, Model, and Generalize	Make predictions and conjectures and draw conclusions throughout the problem solving process based on patterns and the repeated structures in mathematics. Students will create, identify, and extend patterns as a strategy for solving and making sense of problems.

Citations	Standard	Descriptor
Volume 1A SE/TE: 4–12, 12A, 13–19, 19A, 20–25, 25A, 26, 30–33, 33A, 33B, 33C, 34–36, 42–49, 49A, 49B, 50–54, 54A, 55–58, 58A, 59–62, 63, 63A, 69–75, 75A, 76–78, 78A, 87–93, 93A, 94–95, 95A, 102–109, 109A, 110–115, 115A, 122–126, 126A, 127–129, 135–137, 137A, 138–140, 141, 141A, 141B, 151–156, 156A, 157–165, 171–176, 176A, 176B, 177–180, 180A, 181–188, 189–194, 194A, 195, 195A, 209–214, 214A, 214B, 215–221, 227–231, 231A, 232–236, 236A, 237–239, 240–245, 245A, 246–252, 252A Volume 1B SE/TE: 6–12, 12A, 12B, 13–17, 17A, 18–22, 22A, 23, 23A, 36–41, 41A, 41B, 49, 49A, 57–62, 62A, 63–65, 66–73, 73A, 73B, 74–75, 76–77, 77A, 94–100, 100A, 101–110, 110A, 111–118, 118A, 192, 119–122, 122A, 123–131, 131A, 131B, 138–142, 142A, 143–149, 150, 150A, 164–169, 169A, 169B, 170–175, 175A, 175B, 176, 176A, 182–192, 192A, 193–195, 195A, 195B, 196–211, 211A, 212, 213, 213A, 242–248, 248A, 248B, 249, 249A, 254–258, 258A, 258B, 236–266, 266A, 286–295, 295A, 295B, 296–301, 301A, 301B, 301C, 302–303, 303A, 303B	Develop the Ability to Communicate Mathematically	Students will discuss, write, read, interpret and translate ideas and concepts mathematically. As they progress, students' ability to communicate mathematically will include their increased use of mathematical language and terms and analysis of mathematical definitions.