

SIDE BY SIDE OF OKLAHOMA PASS STRANDS AND COMMON CORE STATE STANDARDS

PASS			Strand and Standard		
Strand	Standard #	PASS		Grade	Common Core State Standard
SECOND GRADE					
* Legends/Abbreviations can be found in a separate table.					
A	1	Standard 1: Algebraic Reasoning: Patterns and Relationships - The student will use a variety of problem-solving approaches to model, describe and extend patterns.			
A	1.1	Describe, extend, and create patterns using symbols, shapes, or designs (e.g., repeating and growing patterns made up of sets of shapes or designs, create patterns by combining different shapes and taking them apart).	OA.5	4	Generate and analyze patterns. Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. 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.
A	1.2	Formulate and record generalizations about number patterns in a variety of situations (e.g., addition and subtraction patterns, even and odd numbers, build a table showing the cost of one pencil at 10 cents, 2 pencils at 20 cents).			
A	1.3	Find unknown values in open number sentences with a missing addend and use to solve everyday problems.	OA.4	1	Understand and apply properties of operations and the relationship between addition and subtraction. Understand subtraction as an unknown-addend problem. For example, subtract $10 - 8$ by finding the number that makes 10 when added to 8.

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A	1.3	Find unknown values in open number sentences with a missing addend and use to solve everyday problems.	OA.8	1	Work with addition and subtraction equations. Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations $8 + ? = 11$, $5 = _ - 3$, $6 + 6 = _$.
A	1.3	Find unknown values in open number sentences with a missing addend and use to solve everyday problems.	OA.1	2	Represent and solve problems involving addition and subtraction. Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.
A	1.4	Recognize and apply the associative property of addition (e.g., $3 + (2 + 1) = (3 + 2) + 1$).	OA.3	1	Understand and apply properties of operations and the relationship between addition and subtraction. Apply properties of operations as strategies to add and subtract. Examples: 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.) (Students need not use formal terms for these properties.)
A	1.4	Recognize and apply the associative property of addition (e.g., $3 + (2 + 1) = (3 + 2) + 1$).	OA.4	1	Understand and apply properties of operations and the relationship between addition and subtraction. Understand subtraction as an unknown-addend problem. For example, subtract $10 - 8$ by finding the number that makes 10 when added to 8.
N	2	Standard 2: Number Sense and Operation - The student will use numbers and number relationships to acquire basic facts and will compute with whole numbers less than 100.			

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N	2.1a	Number Sense: Use concrete models of hundreds, tens, and ones to develop the concepts of place value and link the concepts to the reading and writing of numbers (e.g., base-10 blocks).	NBT.1	2	Understand place value. Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases: -- a. 100 can be thought of as a bundle of ten tens — called a “hundred.” -- 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).
N	2.1a	Number Sense: Use concrete models of hundreds, tens, and ones to develop the concepts of place value and link the concepts to the reading and writing of numbers (e.g., base-10 blocks).	NBT.2	2	Understand place value. Count within 1000; skip-count by 5s, 10s, and 100s.
N	2.1b	Number Sense: Represent a number in a variety of ways (e.g., write 15 as $8 + 7$, write 25 as 2 tens + 5 ones or as 1 ten + 15 ones).	OA.6	1	Add and subtract within 20. Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$).
N	2.1b	Number Sense: Represent a number in a variety of ways (e.g., write 15 as $8 + 7$, write 25 as 2 tens + 5 ones or as 1 ten + 15 ones).	OA.3	4	Use the four operations with whole numbers to solve problems. 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.

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N	2.1c	Number Sense: Write a number sentence to compare numbers less than 1,000 (e.g., $425 > 276$, $73 < 107$, page 351 comes after 350, 753 is between 700 and 800).	NBT.3	2	Understand place value. Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.
N	2.1c	Number Sense: Write a number sentence to compare numbers less than 1,000 (e.g., $425 > 276$, $73 < 107$, page 351 comes after 350, 753 is between 700 and 800).	NBT.4	2	Understand place value. Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using $>$, $=$, and $<$ symbols to record the results of comparisons.
N	2.1d	Demonstrate (using concrete objects, pictures, and numerical symbols) fractional parts including halves, thirds, fourths and common percents (25%, 50%, 75%, and 100%).	NF.5	4	Understand decimal notation for fractions, and compare decimal fractions. Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100. For example, express $\frac{3}{10}$ as $\frac{30}{100}$ and add $\frac{3}{10} + \frac{4}{100} = \frac{34}{100}$. (Students who can generate equivalent fractions can develop strategies for adding fractions with unlike denominators in general. But addition and subtraction with unlike denominators in general is not a requirement at this grade.) (Grade 4 expectations in this domain are limited to fractions with denominators 2, 3, 4, 5, 6, 8, 10, 12, and 100.)
N	2.1d	Demonstrate (using concrete objects, pictures, and numerical symbols) fractional parts including halves, thirds, fourths and common percents (25%, 50%, 75%, and 100%).	G.3	2	Reason with shapes and their attributes. Partition circles and rectangles into two, three, or four equal 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.
N	2.1d	Demonstrate (using concrete objects, pictures, and numerical symbols) fractional parts including halves, thirds, fourths and common percents (25%, 50%, 75%, and 100%).	G.3	1	Reason with shapes and their attributes. Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and use the 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 into more equal shares creates smaller shares.

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N	2.2d	Number Operations: Demonstrate fluency (i.e., memorize and apply) with basic addition facts to make a maximum sum of 18 and the associated subtraction facts (e.g., $15+3=18$ and $18-3=15$).	OA.4	1	Understand and apply properties of operations and the relationship between addition and subtraction. Understand subtraction as an unknown-addend problem. For example, subtract $10 - 8$ by finding the number that makes 10 when added to 8.
N	2.2a	Number Operations: Demonstrate fluency (i.e., memorize and apply) with basic addition facts to make a maximum sum of 18 and the associated subtraction facts (e.g., $15+3=18$ and $18-3=15$).	OA.2	2	Add and subtract within 20. Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.
N	2.2b	Number Operations: Use strategies to estimate and solve sums and differences (e.g., compose, decompose and regroup numbers, use knowledge of 10 to estimate quantities and sums [two numbers less than 10 cannot add up to more than 20].)	OA.2	1	Represent and solve problems involving addition and subtraction. 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 with a symbol for the unknown number to represent the problem.
N	2.2b	Number Operations: Use strategies to estimate and solve sums and differences (e.g., compose, decompose and regroup numbers, use knowledge of 10 to estimate quantities and sums [two numbers less than 10 cannot add up to more than 20].)	OA.6	1	Add and subtract within 20. Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$).
N	2.2b	Number Operations: Use strategies to estimate and solve sums and differences (e.g., compose, decompose and regroup numbers, use knowledge of 10 to estimate quantities and sums [two numbers less than 10 cannot add up to more than 20].)	NBT.5	1	Use place value understanding and properties of operations to add and subtract. Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.

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N	2.2b	Number Operations: Use strategies to estimate and solve sums and differences (e.g., compose, decompose and regroup numbers, use knowledge of 10 to estimate quantities and sums [two numbers less than 10 cannot add up to more than 20].)	NBT.6	1	Use place value understanding and properties of operations to add and subtract. Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.
N	2.2b	Number Operations: Use strategies to estimate and solve sums and differences (e.g., compose, decompose and regroup numbers, use knowledge of 10 to estimate quantities and sums [two numbers less than 10 cannot add up to more than 20].)	NBT.4	4	Use place value understanding and properties of operations to perform multi-digit arithmetic. Fluently add and subtract multi-digit whole numbers using the standard algorithm. (Grade 4 expectations in this domain are limited to whole numbers less than or equal to 1,000,000. A range of algorithms may be used.)
N	2.2b	Number Operations: Use strategies to estimate and solve sums and differences (e.g., compose, decompose and regroup numbers, use knowledge of 10 to estimate quantities and sums [two numbers less than 10 cannot add up to more than 20].)	OA.1	2	Represent and solve problems involving addition and subtraction. Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.
N	2.2b	Number Operations: Use strategies to estimate and solve sums and differences (e.g., compose, decompose and regroup numbers, use knowledge of 10 to estimate quantities and sums [two numbers less than 10 cannot add up to more than 20].)	NBT.5	2	Use place value understanding and properties of operations to add and subtract. Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.
N	2.2c	Number Operations: Solve two-digit addition and subtraction problems with and without regrouping using a variety of techniques.	OA.1	1	Represent and solve problems involving addition and subtraction. Use addition and subtraction within 20 to solve word problems 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 with a symbol for the unknown number to represent the problem.

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N	2.2c	Number Operations: Solve two-digit addition and subtraction problems with and without regrouping using a variety of techniques.	OA.5	1	Add and subtract within 20. Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).
N	2.2c	Number Operations: Solve two-digit addition and subtraction problems with and without regrouping using a variety of techniques.	NBT.4	1	Use place value understanding and properties of operations to add and subtract. Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.
N	2.2c	Number Operations: Solve two-digit addition and subtraction problems with and without regrouping using a variety of techniques.	NBT.6	1	Use place value understanding and properties of operations to add and subtract. Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.
N	2.2c	Number Operations: Solve two-digit addition and subtraction problems with and without regrouping using a variety of techniques.	NBT.4	4	Use place value understanding and properties of operations to perform multi-digit arithmetic. Fluently add and subtract multi-digit whole numbers using the standard algorithm. (Grade 4 expectations in this domain are limited to whole numbers less than or equal to 1,000,000. A range of algorithms may be used.)
N	2.2c	Number Operations: Solve two-digit addition and subtraction problems with and without regrouping using a variety of techniques.	OA.1	2	Represent and solve problems involving addition and subtraction. Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.

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N	2.2c	Number Operations: Solve two-digit addition and subtraction problems with and without regrouping using a variety of techniques.	NBT.5	2	Use place value understanding and properties of operations to add and subtract. Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.
N	2.2c	Number Operations: Solve two-digit addition and subtraction problems with and without regrouping using a variety of techniques.	NBT.6	2	Use place value understanding and properties of operations to add and subtract. Add up to four two-digit numbers using strategies based on place value and properties of operations.
N	2.2c	Number Operations: Solve two-digit addition and subtraction problems with and without regrouping using a variety of techniques.	NBT.7	2	Use place value understanding and properties of operations to add and subtract. Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.
N	2.2d	Number Operations: Use concrete models to develop understanding of multiplication as repeated addition and division as successive subtraction.	OA.3	2	Work with equal groups of objects to gain foundations for multiplication. Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.
N	2.2d	Number Operations: Use concrete models to develop understanding of multiplication as repeated addition and division as successive subtraction.	OA.4	2	Work with equal groups of objects to gain foundations for multiplication. 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 a sum of equal addends.

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N	2.2d	Number Operations: Use concrete models to develop understanding of multiplication as repeated addition and division as successive subtraction.	OA.3	3	Represent and solve problems involving multiplication and division. Use multiplication and division within 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.
G	3	Standard 3: Geometry - The student will use geometric properties and relationships to recognize and describe shapes.			
G	3.1	Identify symmetric and congruent shapes and figures.	G.3	4	Draw and identify lines and angles, and classify shapes by properties of their lines and angles. Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.
G	3.1	Identify symmetric and congruent shapes and figures.	G.1	1	Reason with shapes and their attributes. Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); for a wide variety of
G	3.2	Investigate and predict the results of putting together and taking apart two- dimensional shapes.	G.2	1	Reason with shapes and their attributes. Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape. (Students do not need to learn formal names such as “right rectangular prism.”)
G	3.2	Investigate and predict the results of putting together and taking apart two- dimensional shapes.	G.3	1	Reason with shapes and their attributes. Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and use the 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 into more equal shares creates smaller shares.

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G	3.2	Investigate and predict the results of putting together and taking apart two- dimensional shapes.	G.6	K	Analyze, compare, create, and compose shapes. Compose simple shapes to form larger shapes. For example, "can you join these two triangles with full sides touching to make a rectangle?"
M	4	Standard 4: Measurement - The student will use appropriate units of measure in a variety of situations.			
M	4.1a	Linear Measurement: Measure objects using standard units (e.g., measure length to the nearest foot, inch, and half inch).	MD.1	1	Measure lengths indirectly and by iterating length units. Order three objects by length; compare the lengths of two objects indirectly by using a third object.
M	4.1a	Linear Measurement: Measure objects using standard units (e.g., measure length to the nearest foot, inch, and half inch).	MD.2	1	Measure lengths indirectly and by iterating length units. 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. Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.
M	4.1a	Linear Measurement: Measure objects using standard units (e.g., measure length to the nearest foot, inch, and half inch).	MD.1	2	Measure and estimate lengths in standard units. Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.
M	4.1a	Linear Measurement: Measure objects using standard units (e.g., measure length to the nearest foot, inch, and half inch).	MD.2	2	Measure and estimate lengths in standard units. Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.
M	4.1a	Linear Measurement: Measure objects using standard units (e.g., measure length to the nearest foot, inch, and half inch).	MD.9	2	Represent and interpret data. Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.

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M	4.1b	Linear Measurement: Select and use appropriate units of measurement in problem solving and everyday situations.	MD.2	1	Measure lengths indirectly and by iterating length units. 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. Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.
M	4.1b	Linear Measurement: Select and use appropriate units of measurement in problem solving and everyday situations.	MD.1	4	Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit. 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),
M	4.1b	Linear Measurement: Select and use appropriate units of measurement in problem solving and everyday situations.	MD.1	2	Measure and estimate lengths in standard units. Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.
M	4.2a	Time: Tell time on digital and analog clocks on the quarter-hour.			
M	4.2b	Time: Solve problems involving number of days in a week, month, or year and problems involving weeks in a month and year.			
M	4.3a	Money: Identify and count money up to a twenty dollar bill.	MD.8	2	Work with time and money. Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ (dollars) and ¢ (cents) symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have?
M	4.3b	Money: Recognize and write different amounts of money using dollar and cent notation.			

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D	5	Standard 5: Data Analysis - The student will demonstrate an understanding of data collection, display, and interpretation.			
D	5.1a	Data Analysis: Collect, sort, organize, and display data in charts, bar graphs, and tables (e.g., collect data on teeth lost and display results in a chart).	MD.9	2	Represent and interpret data. Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.
D	5.1a	Data Analysis: Collect, sort, organize, and display data in charts, bar graphs, and tables (e.g., collect data on teeth lost and display results in a chart).	MD.10	2	Represent and interpret data. 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.
D	5.1a	Data Analysis: Collect, sort, organize, and display data in charts, bar graphs, and tables (e.g., collect data on teeth lost and display results in a chart).	MD.3	3	Represent and interpret data. 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.
D	5.1a	Data Analysis: Collect, sort, organize, and display data in charts, bar graphs, and tables (e.g., collect data on teeth lost and display results in a chart).	MD.4	1	Represent and interpret data. Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in
D	5.1b	Data Analysis: Summarize and interpret data in charts, bar graphs, and tables.	MD.10	2	Represent and interpret data. 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.
D	5.1b	Data Analysis: Summarize and interpret data in charts, bar graphs, and tables.	MD.4	1	Represent and interpret data. Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in
			NBT.8		Use place value understanding and properties of operations to add and subtract. Mentally add 10 or 100 to a given number 100-900, and mentally subtract 10 or 100 from a given number 100-900.

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			NBT.9	Use place value understanding and properties of operations to add and subtract. Explain why addition and subtraction strategies work, using place value and the properties of operations. (Explanations may be supported by drawings or objects.)
			MD.4	Measure and estimate lengths in standard units. Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.
			MD.6	Relate addition and subtraction to length. 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.