

Istation[®] Math

Correlation of Standards

State of South Carolina Mathematics

Grades 2-5



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Istation Math Curriculum Correlated to South Carolina College- and Career-Ready Standards for Mathematics

Grade 2



Standards	Objectives	Istation Application*	Istation Teacher Resources*	MP Standards
Mathematical Process Standards (MPS)				
As stated in the South Carolina College- and Career-Ready Standards for Mathematics, "The South Carolina College- and Career-Ready (SCCCR) Mathematical Process Standards demonstrate the ways in which students develop conceptual understanding of mathematical content and apply mathematical skills. As a result, the SCCCR Mathematical Process Standards should be integrated within the SCCCR Standards for Mathematics for each grade level and course." Each Mathematical Process standard is listed as applicable to the right of each Istation Math resource with the corresponding code, MP1-7.				
A mathematically literate student can:				
MPS1	Make sense of problems and persevere in solving them.			
	a. Relate a problem to prior knowledge.			
	b. Recognize there may be multiple entry points to a problem and more than one path to a solution.			
	c. Analyze what is given, what is not given, what is being asked, and what strategies are needed, and make an initial attempt to solve a problem.			
MPS2	d. Evaluate the success of an approach to solve a problem and refine it if necessary.			
	Reason both contextually and abstractly.			
	a. Make sense of quantities and their relationships in mathematical and real-world situations.			
	b. Describe a given situation using multiple mathematical representations.			
MPS3	c. Translate among multiple mathematical representations and compare the meanings each representation conveys about the situation.			
	d. Connect the meaning of mathematical operations to the context of a given situation.			
	Use critical thinking skills to justify mathematical reasoning and critique the reasoning of others.			
	a. Construct and justify a solution to a problem.			
MPS4	b. Compare and discuss the validity of various reasoning strategies.			
	c. Make conjectures and explore their validity.			
	d. Reflect on and provide thoughtful responses to the reasoning of others.			
	Connect mathematical ideas and real-world situations through modeling.			
MPS5	a. Identify relevant quantities and develop a model to describe their relationships.			
	b. Interpret mathematical models in the context of the situation.			
	c. Make assumptions and estimates to simplify complicated situations.			
	d. Evaluate the reasonableness of a model and refine if necessary.			
MPS6	Use a variety of mathematical tools effectively and strategically.			
	a. Select and use appropriate tools when solving a mathematical problem.			
	b. Use technological tools and other external mathematical resources to explore and deepen understanding of concepts.			
MPS7	Communicate mathematically and approach mathematical situations with precision.			
	a. Express numerical answers with the degree of precision appropriate for the context of a situation.			
	b. Represent numbers in an appropriate form according to the context of the situation.			
	c. Use appropriate and precise mathematical language.			
MPS7	d. Use appropriate units, scales, and labels.			
	Identify and utilize structure and patterns.			
	a. Recognize complex mathematical objects as being composed of more than one simple object.			
b. Recognize mathematical repetition in order to make generalizations.				
c. Look for structures to interpret meaning and develop solution strategies.				

Istation Math Curriculum Correlated to South Carolina College- and Career-Ready Standards for Mathematics

Grade 2



Standards	Objectives	Istation Application*	Istation Teacher Resources*	MP Standards
Number Sense and Base Ten (NSBT)				
The student will:				
2.NSBT.1	Understand place value through 999 by demonstrating that:	Unit 30: Writing Standard Form from Expanded Form Unit 30: Writing Expanded Form from Standard Form Unit 30: Writing Word Form from Expanded and Standard Form	Unit 30: Building Numbers Using Base 10 Blocks Unit 30: Writing Expanded Form from Standard Unit 30: Writing Word Form from Expanded and Standard ISIP Math: Same Number, Different Ways ISIP Math: Place Value Pair-Up ISIP Math: Race to the Cube ISIP Math: Partitioning ISIP Math: Creating Numbers with Base 10 Blocks ISIP Math: Place Value Cups ISIP Math: Writing Standard form from Expanded Form	MPS1 MPS2 MPS3 MPS4 MPS5 MPS6 MPS7
	a. 100 can be thought of as a bundle (group) of 10 tens called a “hundred”;			
	b. the hundreds digit in a three-digit number represents the number of hundreds, the tens digit represents the number of tens, and the ones digit represents the number of ones;			
2.NSBT.2	Count by tens and hundreds to 1,000 starting with any number.		ISIP Math: Skip Counting	MPS1 MPS2 MPS3 MPS4 MPS5 MPS6 MPS7
2.NSBT.3	Read, write and represent numbers through 999 using concrete models, standard form, and equations in expanded form.	Unit 30: Writing Standard Form from Expanded Form Unit 30: Writing Expanded Form from Standard Form Unit 30: Writing Word Form from Expanded and Standard Form	Unit 30: Writing Expanded Form from Standard Unit 30: Writing Word Form from Expanded and Standard ISIP Math: Same Number, Different Ways ISIP Math: Place Value Pair-Up ISIP Math: Partitioning ISIP Math: Place Value Cups ISIP Math: Writing Standard Form from Expanded Form	MPS1 MPS2 MPS3 MPS4 MPS5 MPS6 MPS7
2.NSBT.4	Compare two numbers with up to three digits using words and symbols (i.e., >, =, or <).	Unit 30: Comparing Whole Numbers with Language and Symbols Unit 30: Comparing Two Three-Digit Numbers Unit 30: Comparing Two Three-Digit Numbers with Zeroes	Unit 30: Comparison Symbols Unit 30: Comparison – Three-Digit Numbers ISIP Math: Steps for Comparing Three-Digit Numbers	MPS1 MPS2 MPS3 MPS4 MPS5 MPS6 MPS7

Istation Math Curriculum Correlated to South Carolina College- and Career-Ready Standards for Mathematics
Grade 2



Standards	Objectives	Istation Application*	Istation Teacher Resources*	MP Standards
2.NSBT.5	Add and subtract fluently through 99 using knowledge of place value and properties of operations.	Unit 31: Adding with Regrouping Using Concrete Models Unit 31: Subtracting with Regrouping Using Concrete Models Unit 31: Adding with Regrouping – Partitioning Unit 31: Subtracting with Regrouping – Partitioning Unit 31: Adding on a Number Line Unit 31: Subtracting on a Number Line Unit 31: Fact Families – Addition and Subtraction	Unit 31: Adding with Regrouping – Concrete Unit 31: Subtracting with Regrouping – Concrete Unit 31: Adding Using Partitioning Unit 31: Subtracting Using Partitioning Unit 31: Adding on a Number Line Unit 31: Subtracting on a Number Line Unit 31: Fact Families – Addition and Subtraction ISIP Math: Addition and Subtraction Fact Families ISIP Math: Fact Family Triangles ISIP Math: Break Apart to Add ISIP Math: Race to the Cube ISIP Math: Using Arrow Paths to Add and Subtract ISIP Math: Math Mind Reader ISIP Math: Partitioning	MPS1 MPS2 MPS3 MPS4 MPS5 MPS6 MPS7
2.NSBT.7	Add and subtract through 999 using concrete models, drawings, and symbols which convey strategies connected to place value understanding.	Unit 31: Adding with Regrouping Using Concrete Models Unit 31: Subtracting with Regrouping Using Concrete Models Unit 31: Adding with Regrouping – Partitioning Unit 31: Subtracting with Regrouping – Partitioning Unit 31: Adding on a Number Line Unit 31: Subtracting on a Number Line	Unit 31: Adding with Regrouping – Concrete Unit 31: Subtracting with Regrouping – Concrete Unit 31: Adding Using Partitioning Unit 31: Subtracting Using Partitioning Unit 31: Adding on a Number Line Unit 31: Subtracting on a Number Line ISIP Math: Break Apart to Add ISIP Math: Race to the Cube ISIP Math: Using Arrow Paths to Add and Subtract ISIP Math: Partitioning ISIP Math: Skip Counting	MPS1 MPS2 MPS3 MPS4 MPS5 MPS6 MPS7
Algebraic Thinking and Operations (ATO)				
The student will:				
2.ATO.1	Solve one- and two-step real-world/story problems using addition (as a joining action and as a part-part-whole action) and subtraction (as a separation action, finding parts of the whole, and as a comparison) through 99 with unknowns in all positions.	Unit 32: Two-Step Problems – Addition and Subtraction – Unknowns at the End Unit 32: Two-Step Problems – Addition and Subtraction – Unknowns in the Middle	Unit 32: Build Multistep Equations (Darcy’s Diner) Unit 32: Build Multistep Equations with Multiple Operations (Jewels by Jules) Unit 32: Solve Multistep Equations with Multiple Operations (Cason’s Closet) ISIP Math: Working Backward to Problem-Solve ISIP Math: Ben’s Aquatic Adventure ISIP Math: Problem Solving with Base 10 Models ISIP Math: Choosing the Operation	MPS1 MPS2 MPS3 MPS4 MPS5 MPS6 MPS7
2.ATO.2	Demonstrate fluency with addition and related subtraction facts through 20.	Unit 31: Fact Families – Addition and Subtraction	Unit 31: Fact Families – Addition and Subtraction ISIP Math: Addition and Subtraction Fact Families ISIP Math: Fact Family Triangles ISIP Math: Math Mind Reader	MPS1 MPS2 MPS3 MPS4 MPS5 MPS6 MPS7

Istation Math Curriculum Correlated to South Carolina College- and Career-Ready Standards for Mathematics

Grade 2



Standards	Objectives	Istation Application*	Istation Teacher Resources*	MP Standards
2.ATO.4	Use repeated addition to find the total number of objects arranged in a rectangular array with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.	Unit 32: <i>Addition Arrays</i>	Unit 32: <i>Addition Arrays</i>	MPS1 MPS2 MPS3 MPS4 MPS5 MPS6 MPS7
Geometry (G)				
The student will:				
2.G.3	Partition squares, rectangles and circles into two or four equal parts, and describe the parts using the words halves, fourths, a half of, and a fourth of. Understand that when partitioning a square, rectangle or circle into two or four equal parts, the parts become smaller as the number of parts increases.	Unit 32: <i>Partitioning to Identify Halves, Thirds, and Fourths</i> Unit 32: <i>Equal Shares of Identical Wholes</i>	Unit 32: <i>Identifying Halves, Thirds, Fourth</i> Unit 32: <i>Equal Shares of Identical Wholes</i>	MPS1 MPS2 MPS3 MPS4 MPS5 MPS6 MPS7
Measurement and Data Analysis (MDA)				
The student will:				
2.MDA.1	Select and use appropriate tools (e.g., rulers, yardsticks, meter sticks, measuring tapes) to measure the length of an object.		ISIP Math: <i>Appropriate Tools for Linear Measurement</i> ISIP Math: <i>How to Use Linear Measurement Tools</i> ISIP Math: <i>Measuring Objects</i> ISIP Math: <i>Ruler Relay</i>	MPS1 MPS2 MPS3 MPS4 MPS5 MPS6 MPS7
2.MDA.2	Measure the same object or distance using a standard unit of one length and then a standard unit of a different length and explain verbally and in writing how and why the measurements differ.		ISIP Math: <i>Unit Relationships</i>	MPS1 MPS2 MPS3 MPS4 MPS5 MPS6 MPS7
2.MDA.4	Measure to determine how much longer one object is than another, using standard length units.		ISIP Math: <i>Ruler Relay</i>	MPS1 MPS2 MPS3 MPS4 MPS5 MPS6 MPS7
2.MDA.5	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 through 99 on a number line diagram.	Unit 31: <i>Adding on a Number Line</i> Unit 31: <i>Subtracting on a Number Line</i>	Unit 31: <i>Adding on a Number Line</i> Unit 31: <i>Subtracting on a Number Line</i> ISIP Math: <i>Skip Counting</i>	MPS1 MPS2 MPS3 MPS4 MPS5 MPS6 MPS7

Istation Math Curriculum Correlated to South Carolina College- and Career-Ready Standards for Mathematics
Grade 2



Standards	Objectives	Istation Application*	Istation Teacher Resources*	MP Standards
2.MDA.6	Use analog and digital clocks to tell and record time to the nearest five-minute interval using a.m. and p.m.	Unit 34: <i>Tell Time to the Nearest Five Minutes</i>	Unit 34: <i>Time to the Nearest Five Minutes</i> Unit 34: <i>Time – AM and PM</i> Unit 34: <i>Time to the Quarter Hour</i>	MPS1 MPS2 MPS3 MPS4 MPS5 MPS6 MPS7
2.MDA.7	Solve real-world/story problems involving dollar bills using the \$ symbol or involving quarters, dimes, nickels, and pennies using the ¢ symbol.		Unit 32: <i>Money Word Problems (Retail Riddles)</i>	MPS1 MPS2 MPS3 MPS4 MPS5 MPS6 MPS7
<i>*Includes content released through January 2019.</i>				
End of Grade 2				

Istation Math Curriculum Correlated to South Carolina College- and Career-Ready Standards for Mathematics

Grade 3



Standards	Objectives	Istation Application*	Istation Teacher Resources*	MP Standards
Mathematical Process Standards (MPS)				
As stated in the South Carolina College- and Career-Ready Standards for Mathematics, "The South Carolina College- and Career-Ready (SCCCR) Mathematical Process Standards demonstrate the ways in which students develop conceptual understanding of mathematical content and apply mathematical skills. As a result, the SCCCR Mathematical Process Standards should be integrated within the SCCCR Standards for Mathematics for each grade level and course." Each Mathematical Process standard is listed as applicable to the right of each Istation Math resource with the corresponding code, MP1-7.				
A mathematically literate student can:				
MPS1	Make sense of problems and persevere in solving them.			
	a. Relate a problem to prior knowledge.			
	b. Recognize there may be multiple entry points to a problem and more than one path to a solution.			
	c. Analyze what is given, what is not given, what is being asked, and what strategies are needed, and make an initial attempt to solve a problem.			
MPS2	d. Evaluate the success of an approach to solve a problem and refine it if necessary.			
	Reason both contextually and abstractly.			
	a. Make sense of quantities and their relationships in mathematical and real-world situations.			
	b. Describe a given situation using multiple mathematical representations.			
MPS3	c. Translate among multiple mathematical representations and compare the meanings each representation conveys about the situation.			
	d. Connect the meaning of mathematical operations to the context of a given situation.			
	Use critical thinking skills to justify mathematical reasoning and critique the reasoning of others.			
	a. Construct and justify a solution to a problem.			
MPS4	b. Compare and discuss the validity of various reasoning strategies.			
	c. Make conjectures and explore their validity.			
	d. Reflect on and provide thoughtful responses to the reasoning of others.			
	Connect mathematical ideas and real-world situations through modeling.			
MPS5	a. Identify relevant quantities and develop a model to describe their relationships.			
	b. Interpret mathematical models in the context of the situation.			
	c. Make assumptions and estimates to simplify complicated situations.			
	d. Evaluate the reasonableness of a model and refine if necessary.			
MPS6	Use a variety of mathematical tools effectively and strategically.			
	a. Select and use appropriate tools when solving a mathematical problem.			
	b. Use technological tools and other external mathematical resources to explore and deepen understanding of concepts.			
MPS7	Communicate mathematically and approach mathematical situations with precision.			
	a. Express numerical answers with the degree of precision appropriate for the context of a situation.			
	b. Represent numbers in an appropriate form according to the context of the situation.			
	c. Use appropriate and precise mathematical language.			
MPS7	d. Use appropriate units, scales, and labels.			
	Identify and utilize structure and patterns.			
	a. Recognize complex mathematical objects as being composed of more than one simple object.			
	b. Recognize mathematical repetition in order to make generalizations.			
c. Look for structures to interpret meaning and develop solution strategies.				
Number Sense and Base Ten (NSBT)				
The student will:				
3.NSBT.1	Use place value understanding to round whole numbers to the nearest 10 or 100.	Unit 35: Rounding to the Nearest Ten Unit 35: Rounding to the Nearest Hundred	Unit 35: Rounding – Nearest Ten Unit 35: Rounding – Nearest Hundred Unit 35: Rounding – Nearest Ten, Hundred, Thousand Unit 35: Rounding within Three- and Four-Digit Numbers – Number Line	MPS1 MPS2 MPS3 MPS4 MPS5 MPS6 MPS7

Istation Math Curriculum Correlated to South Carolina College- and Career-Ready Standards for Mathematics
Grade 3



Standards	Objectives	Istation Application*	Istation Teacher Resources*	MP Standards
3.NSBT.2	Add and subtract whole numbers fluently to 1,000 using knowledge of place value and properties of operations.	Unit 36: Two-Step Word Problems – All Operations	Unit 36: Two-Step Word Problems – All Operations	MPS1 MPS2 MPS3 MPS4 MPS5 MPS6 MPS7
3.NSBT.3	Multiply one-digit whole numbers by multiples of 10 in the range 10 – 90, using knowledge of place value and properties of operations.	Unit 35: Arithmetic Patterns in Multiplication	Unit 35: Arithmetic Patterns in Multiplication	MPS1 MPS2 MPS3 MPS4 MPS5 MPS6 MPS7

Istation Math Curriculum Correlated to South Carolina College- and Career-Ready Standards for Mathematics

Grade 3



Standards	Objectives	Istation Application*	Istation Teacher Resources*	MP Standards
Number Sense - Fractions (NSF)				
The student will:				
3.NSF.1	Develop an understanding of fractions (i.e., denominators 2, 3, 4, 6, 8, 10) as numbers.	Unit 37: Fractions Equivalent to One Unit 37: Fractions Equivalent to Whole Numbers Unit 37: Mixed Numbers Unit 37: Using Fraction Bars or Number Lines to Find Many Equivalent Fractions Unit 37: Using Fraction Bars or Number Lines to Determine If Two Fractions Are Equivalent	Unit 37: Fractions Equivalent to One Unit 37: Fractions Equivalent to Whole Numbers Unit 37: Mixed Numbers on a Number Line Unit 37: Many Equivalent Fractions Unit 37: Identifying Equivalent Fractions Unit 37: Expressing Equivalent Fractions with Denominators of 10 and 100 Unit 37: Using Models to Identify Equivalent Fractions ISIP Math: Fractions in Problem Situations ISIP Math: Recognizing Fractions in Different Forms ISIP Math: Writing Fractions – Symbolic Notation ISIP Math: Identifying Equivalent Fractions Using Area Models	MPS1 MPS2 MPS3 MPS4 MPS5 MPS6 MPS7
	a. A fraction $1/b$ (called a unit fraction) is the quantity formed by one part when a whole is partitioned into b equal parts;			
	b. A fraction a/b is the quantity formed by a parts of size $1/b$;			
	c. A fraction is a number that can be represented on a number line based on counts of a unit fraction;			
	d. A fraction can be represented using set, area, and linear models.			
3.NSF.2	Explain fraction equivalence (i.e., denominators 2, 3, 4, 6, 8, 10) by demonstrating an understanding that:	Unit 37: Fractions Equivalent to One Unit 37: Fractions Equivalent to Whole Numbers Unit 37: Mixed Numbers Unit 37: Using Fraction Bars or Number Lines to Find Many Equivalent Fractions Unit 37: Using Fraction Bars or Number Lines to Determine If Two Fractions Are Equivalent	Unit 37: Fractions Equivalent to One Unit 37: Fractions Equivalent to Whole Numbers Unit 37: Mixed Numbers on a Number Line Unit 37: Many Equivalent Fractions Unit 37: Identifying Equivalent Fractions	MPS1 MPS2 MPS3 MPS4 MPS5 MPS6 MPS7
	a. two fractions are equal if they are the same size, based on the same whole, or at the same point on a number line;			
	b. fraction equivalence can be represented using set, area, and linear models;			
	c. whole numbers can be written as fractions (e.g., $4 = 4/1$ and $1 = 4/4$);			
	d. fractions with the same numerator or same denominator can be compared by reasoning about their size based on the same whole.			
3.NSF.3	Develop an understanding of mixed numbers (i.e., denominators 2, 3, 4, 6, 8, 10) as iterations of unit fractions on a number line.	Unit 37: Mixed Numbers	Unit 37: Mixed Numbers on a Number Line	MPS1 MPS2 MPS3 MPS4 MPS5 MPS6 MPS7
Algebraic Thinking and Operations (ATO)				
The student will:				

Istation Math Curriculum Correlated to South Carolina College- and Career-Ready Standards for Mathematics

Grade 3



Standards	Objectives	Istation Application*	Istation Teacher Resources*	MP Standards
3.ATO.1	Use concrete objects, drawings and symbols to represent multiplication facts of two single-digit whole numbers and explain the relationship between the factors (i.e., 0 – 10) and the product.	Unit 36: Multiply One-Digit Numbers Using Concrete Models	Unit 36: One-Digit by One-Digit Multiplication Unit 36: Multiplying Two One-Digit Numbers with Arrays ISIP Math: Relating Multiplication and Division Fact Practice: Multominoes; Tall Towers	MPS1 MPS2 MPS3 MPS4 MPS5 MPS6 MPS7
3.ATO.2	Use concrete objects, drawings and symbols to represent division without remainders and explain the relationship among the whole number quotient (i.e., 0 – 10), divisor (i.e., 0 – 10), and dividend.		ISIP Math: Relating Multiplication and Division	MPS1 MPS2 MPS3 MPS4 MPS5 MPS6 MPS7
3.ATO.3	Solve real-world problems involving equal groups, area/array, and number line models using basic multiplication and related division facts. Represent the problem situation using an equation with a symbol for the unknown.	Unit 36: Two-Step Word Problems – All Operations Unit 36: Multiply 1x1 Arrays	Unit 36: Two-Step Word Problems – All Operations Unit 36: Multiplying Two One-Digit Numbers with Arrays ISIP Math: Multiplying with Three Factors ISIP Math: Strip Diagrams – Compare Problems ISIP Math: Doubling and Halving	MPS1 MPS2 MPS3 MPS4 MPS5 MPS6 MPS7
3.ATO.4	Determine the unknown whole number in a multiplication or division equation relating three whole numbers when the unknown is a missing factor, product, dividend, divisor, or quotient.	Unit 36: Fact families – Multiplication and Division	Unit 36: Fact Families – Multiplication and Division ISIP Math: Practicing Fact Families ISIP Math: Relating Multiplication and Division ISIP Math: Strip Diagrams: Compare Problems ISIP Math: Using the Commutative Property of Multiplication	MPS1 MPS2 MPS3 MPS4 MPS5 MPS6 MPS7
3.ATO.5	Apply properties of operations (i.e., Commutative Property of Multiplication, Associative Property of Multiplication, Distributive Property) as strategies to multiply and divide and explain the reasoning.	Unit 36: Properties of Multiplication	ISIP Math: Using the Commutative Property of Multiplication ISIP Math: Multiplying with Three Factors	MPS1 MPS2 MPS3 MPS4 MPS5 MPS6 MPS7
3.ATO.6	Understand division as a missing factor problem.	Unit 36: Fact families – Multiplication and Division	Unit 36: Fact Families – Multiplication and Division ISIP Math: Practicing Fact Families ISIP Math: Relating Multiplication and Division	MPS1 MPS2 MPS3 MPS4 MPS5 MPS6 MPS7

Istation Math Curriculum Correlated to South Carolina College- and Career-Ready Standards for Mathematics
Grade 3



Standards	Objectives	Istation Application*	Istation Teacher Resources*	MP Standards
3.ATO.7	Demonstrate fluency with basic multiplication and related division facts of products and dividends through 100.	<p>Unit 35: <i>Arithmetic Patterns in Multiplication</i></p> <p>Unit 36: <i>Multiply One-Digit Numbers Using Concrete Models</i></p> <p>Unit 36: <i>Fact Families – Multiplication and Division</i></p> <p>Unit 36: <i>Two-Step Word Problems – All Operations</i></p> <p>Unit 36: <i>Properties of Multiplication</i></p>	<p>Unit 35: <i>Arithmetic Patterns in Multiplication</i></p> <p>Unit 36: <i>One-Digit by One-Digit Multiplication</i></p> <p>Unit 36: <i>Multiplying Two One-Digit Numbers with Arrays</i></p> <p>Unit 36: <i>Two-Step Word Problems – All Operations</i></p> <p>Unit 36: <i>Fact Families: Multiplication and Division</i></p> <p>Fact Practice Activities: <i>Dice Blocks; Multominoes; Spider Queen’s Hidden Products; Spider Queen’s Spiders; Tall Towers; Wipe Out</i></p> <p>ISIP Math: <i>Practicing Fact Families</i></p> <p>ISIP Math: <i>Relating Multiplication and Division</i></p> <p>ISIP Math: <i>Strip Diagrams: Compare Problems</i></p> <p>ISIP Math: <i>Using the Commutative Property of Multiplication</i></p> <p>ISIP Math: <i>Doubling and Halving</i></p>	<p>MPS1</p> <p>MPS2</p> <p>MPS3</p> <p>MPS4</p> <p>MPS5</p> <p>MPS6</p> <p>MPS7</p>
3.ATO.8	Solve two-step real-world problems using addition, subtraction, multiplication and division of whole numbers and having whole number answers. Represent these problems using equations with a letter for the unknown quantity.	<p>Unit 36: <i>Two-Step Word Problems – All Operations</i></p>	<p>Unit 35: <i>Problem Solving without Numbers: Addition and Subtraction</i></p> <p>Unit 36: <i>Problem Solving without Numbers: Multiplication and Division</i></p> <p>Unit 36: <i>Two-Step Word Problems – All Operations</i></p>	<p>MPS1</p> <p>MPS2</p> <p>MPS3</p> <p>MPS4</p> <p>MPS5</p> <p>MPS6</p> <p>MPS7</p>
3.ATO.9	Identify a rule for an arithmetic pattern (e.g., patterns in the addition table or multiplication table).	<p>Unit 35: <i>Arithmetic Patterns in Multiplication</i></p>	<p>Unit 35: <i>Arithmetic patterns in multiplication</i></p> <p>Unit 36: <i>Fact Families: Multiplication and Division</i></p> <p>ISIP Math: <i>Doubling and Halving</i></p> <p>ISIP Math: <i>Practicing Fact Families</i></p> <p>ISIP Math: <i>Relating Multiplication and Division</i></p> <p>ISIP Math: <i>Using the Commutative Property of Multiplication</i></p>	<p>MPS1</p> <p>MPS2</p> <p>MPS3</p> <p>MPS4</p> <p>MPS5</p> <p>MPS6</p> <p>MPS7</p>

Istation Math Curriculum Correlated to South Carolina College- and Career-Ready Standards for Mathematics

Grade 3



Standards	Objectives	Istation Application*	Istation Teacher Resources*	MP Standards
Geometry (G)				
The student will:				
3.G.1	Understand that shapes in different categories (e.g., rhombus, rectangle, square, and other 4-sided shapes) may share attributes (e.g., 4-sided figures) and the shared attributes can define a larger category (e.g., quadrilateral). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.		ISIP Math: <i>Are Squares the Perfect Shape?</i> ISIP Math: <i>Attributes of Polygons</i> ISIP Math: <i>Building Hexagons</i> ISIP Math: <i>Defining Quadrilaterals by Attributes</i> ISIP Math: <i>Multiplying with Polygons</i>	MPS1 MPS2 MPS3 MPS4 MPS5 MPS6 MPS7
Measurement and Data Analysis (MDA)				
The student will:				
3.MDA.4	Generate data by measuring length to the nearest inch, half-inch and quarter-inch and organize the data in a line plot using a horizontal scale marked off in appropriate units.		ISIP Math: <i>Measuring Length to the Nearest Quarter Inch</i>	MPS1 MPS2 MPS3 MPS4 MPS5 MPS6 MPS7
3.MDA.5	Understand the concept of area measurement: a. Recognize area as an attribute of plane figures; b. Measure area by building arrays and counting standard unit squares; c. Determine the area of a rectilinear polygon and relate to multiplication and addition.		ISIP Math: <i>Area Square</i> ISIP Math: <i>Finding the Area of Polygons</i> ISIP Math: <i>Finding the Area of Rectangles</i>	MPS1 MPS2 MPS3 MPS4 MPS5 MPS6 MPS7
3.MDA.6	Solve real-world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.		Unit 38: <i>Perimeter Bundle</i> ISIP Math: <i>Perimeter of Polygons</i>	MPS1 MPS2 MPS3 MPS4 MPS5 MPS6 MPS7
<i>*Includes content released through January 2019.</i>				
End of Grade 3				

Istation Math Curriculum Correlated to South Carolina College- and Career-Ready Standards for Mathematics

Grade 4



Standards	Objectives	Istation Application*	Istation Teacher Resources*	MP Standards
Mathematical Process Standards (MPS)				
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A mathematically literate student can:				
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	a. Relate a problem to prior knowledge.			
	b. Recognize there may be multiple entry points to a problem and more than one path to a solution.			
	c. Analyze what is given, what is not given, what is being asked, and what strategies are needed, and make an initial attempt to solve a problem.			
MPS2	d. Evaluate the success of an approach to solve a problem and refine it if necessary.			
	Reason both contextually and abstractly.			
	a. Make sense of quantities and their relationships in mathematical and real-world situations.			
	b. Describe a given situation using multiple mathematical representations.			
MPS3	c. Translate among multiple mathematical representations and compare the meanings each representation conveys about the situation.			
	d. Connect the meaning of mathematical operations to the context of a given situation.			
	Use critical thinking skills to justify mathematical reasoning and critique the reasoning of others.			
	a. Construct and justify a solution to a problem.			
MPS4	b. Compare and discuss the validity of various reasoning strategies.			
	c. Make conjectures and explore their validity.			
	d. Reflect on and provide thoughtful responses to the reasoning of others.			
	Connect mathematical ideas and real-world situations through modeling.			
MPS5	a. Identify relevant quantities and develop a model to describe their relationships.			
	b. Interpret mathematical models in the context of the situation.			
	c. Make assumptions and estimates to simplify complicated situations.			
	d. Evaluate the reasonableness of a model and refine if necessary.			
MPS6	Use a variety of mathematical tools effectively and strategically.			
	a. Select and use appropriate tools when solving a mathematical problem.			
	b. Use technological tools and other external mathematical resources to explore and deepen understanding of concepts.			
MPS7	Communicate mathematically and approach mathematical situations with precision.			
	a. Express numerical answers with the degree of precision appropriate for the context of a situation.			
	b. Represent numbers in an appropriate form according to the context of the situation.			
	c. Use appropriate and precise mathematical language.			
MPS8	d. Use appropriate units, scales, and labels.			
	Identify and utilize structure and patterns.			
	a. Recognize complex mathematical objects as being composed of more than one simple object.			
	b. Recognize mathematical repetition in order to make generalizations.			
c. Look for structures to interpret meaning and develop solution strategies.				
Number Sense and Base Ten (NSBT)				
The student will:				
4.NSBT.1	Understand that, in a multi-digit whole number, a digit represents ten times what the same digit represents in the place to its right.	Unit 40: Writing Standard Form from Expanded Form to Thousands Unit 40: Writing Expanded Form from Standard Form to Thousands Unit 40: Writing Word Form from Expanded and Standard Form to Thousands Unit 40: Writing Standard Form from Expanded Form through Millions Unit 40: Writing Expanded Form from Standard Form through Millions Unit 40: Writing Word Form from Expanded and Standard Form through Thousands and Millions	Unit 40: Writing Expanded Form from Standard through Thousands and Millions Unit 40: Writing Standard Form from Expanded through Thousands and Millions Unit 40: Writing Word Form from Expanded and Standard through Thousands and Millions	MPS1 MPS2 MPS3 MPS4 MPS5 MPS6 MPS7

Istation Math Curriculum Correlated to South Carolina College- and Career-Ready Standards for Mathematics
Grade 4



Standards	Objectives	Istation Application*	Istation Teacher Resources*	MP Standards
4.NSBT.2	Recognize math periods and number patterns within each period to read and write in standard form large numbers through 999,999,999.	Unit 40: Writing Standard Form from Expanded Form to Thousands Unit 40: Writing Expanded Form from Standard Form to Thousands Unit 40: Writing Word Form from Expanded and Standard Form to Thousands Unit 40: Writing Standard Form from Expanded Form through Millions Unit 40: Writing Expanded Form from Standard Form through Millions Unit 40: Writing Word Form from Expanded and Standard Form through Thousands and Millions	Unit 40: Writing Expanded Form from Standard through Thousands and Millions Unit 40: Writing Standard Form from Expanded through Thousands and Millions Unit 40: Writing Word Form from Expanded and Standard through Thousands and Millions	MPS1 MPS2 MPS3 MPS4 MPS5 MPS6 MPS7
4.NSBT.3	Use rounding as one form of estimation and round whole numbers to any given place value.	Unit 40: Rounding within Whole Numbers to the Nearest Ten, Hundred, Thousand with Number Line Unit 40: Rounding within Whole Numbers to the Nearest Ten, Hundred, Thousand with Algorithm Unit 40: Rounding Zero	Unit 40: Rounding – Nearest Thousand Unit 40: Rounding – Nearest Ten, Hundred, Thousand Unit 40: Rounding within Three- and Four-Digit Numbers – Number Line Unit 40: Rounding within Three- and Four-Digit Numbers – Abstract Unit 40: Zero as the Rounding Digit	MPS1 MPS2 MPS3 MPS4 MPS5 MPS6 MPS7
4.NSBT.4	Fluently add and subtract multi-digit whole numbers using strategies to include a standard algorithm.		ISIP Math: Adding Multidigit Numbers and Checking for Reasonableness	MPS1 MPS2 MPS3 MPS4 MPS5 MPS6 MPS7
4.NSBT.5	Multiply up to a four-digit number by a one-digit number and multiply a two-digit number by a two-digit number using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using rectangular arrays, area models and/or equations.	Unit 41: Multiply Two-Digit Numbers with Concrete Models	Unit 41: Two-Digit by Two-Digit Concrete Multiplication ISIP Math: Commutative Property of Multiplication to Represent Numbers ISIP Math: Multiplying Using the Distributive Property	MPS1 MPS2 MPS3 MPS4 MPS5 MPS6 MPS7
4.NSBT.6	Divide up to a four-digit dividend by a one-digit divisor using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division.	Unit 42: Solve Multistep Word Problems	Unit 42: Solve Multistep Word Problems	MPS1 MPS2 MPS3 MPS4 MPS5 MPS6 MPS7
Number Sense and Operations - Fractions (NSF)				
The student will:				
4.NSF.1	Explain why a fraction (i.e., denominators 2, 3, 4, 5, 6, 8, 10, 12, 25, 100), $\frac{a}{b}$, is equivalent to a fraction, $n \times \frac{a}{n \times b}$, 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.	Unit 43: Use Models to Compare Equivalent Fractions Unit 43: Expressing Equivalent Fractions with Denominators of 10 and 100	Unit 37: Using Models to Identify Equivalent Fractions Unit 43: Expressing Equivalent Fractions with Denominators of 10 and 100 ISIP Math: Comparing Fractions ISIP Math: Using Area Models to Compare Fractions	MPS1 MPS2 MPS3 MPS4 MPS5 MPS6 MPS7
4.NSF.2	Compare two given fractions (i.e., denominators 2, 3, 4, 5, 6, 8, 10, 12, 25, 100) by creating common denominators or numerators, or by comparing to a benchmark fraction such as $\frac{1}{2}$ and represent the comparison using the symbols $>$, $=$, or $<$.	Unit 43: Use Benchmark Fractions to Compare Fractions with Different Denominators Unit 43: Compare Fractions with Unlike Denominators by Creating Common Denominators	Unit 43: Compare Fractions by Creating Common Denominators Unit 43: Benchmark Fractions Unit 43: Fractions – Symbols ISIP Math: Comparing Fractions ISIP Math: Using Area Models to Compare Fractions	MPS1 MPS2 MPS3 MPS4 MPS5 MPS6 MPS7
4.NSF.3	Develop an understanding of addition and subtraction of fractions (i.e., denominators 2, 3, 4, 5, 6, 8, 10, 12, 25, 100) based on unit fractions.	Unit 43: Add Fractions with Both Denominators of 10 and 100 Unit 43: Add a Denominator of 10 to a Denominator of 100	Unit 43: Add Denominators of 10 to Denominators of 100	MPS1 MPS2 MPS3

Istation Math Curriculum Correlated to South Carolina College- and Career-Ready Standards for Mathematics
Grade 4



Standards	Objectives	Istation Application*	Istation Teacher Resources*	MP Standards
4.NSF.3	a. Compose and decompose a fraction in more than one way, recording each composition and decomposition as an addition or subtraction equation.	Unit 43: <i>Add Fractions with Denominators of 10 and 100</i> Unit 43: <i>Decomposing Fractions</i>	Unit 43: <i>Adding Like Denominators of 10 and 100</i>	MPS4 MPS5 MPS6 MPS7
4.NSF.5	Express a fraction with a denominator of 10 as an equivalent fraction with a denominator of 100, and use this technique to add two fractions with respective denominators of 10 and 100.	Unit 43: <i>Add Fractions with Both Denominators of 10 and 100</i> Unit 43: <i>Express Equivalent Fractions – Tenths and Hundredths</i> Unit 43: <i>Add a Denominator of 10 to a Denominator of 100</i> Unit 43: <i>Add Fractions with Denominators of 10 and 100</i>	Unit 43: <i>Expressing Equivalent Fractions with Denominators of 10 and 100</i> Unit 43: <i>Add Denominators of 10 to Denominators of 100</i> Unit 43: <i>Adding Like Denominators of 10 and 100</i>	MPS1 MPS2 MPS3 MPS4 MPS5 MPS6 MPS7
4.NSF.6	Write a fraction with a denominator of 10 or 100 using decimal notation, and read and write a decimal number as a fraction	Unit 43: <i>Write Word Form of Decimals (0.1-0.9 and 0.01-0.09)</i> Unit 43: <i>Write Word Form of Decimals (0.10-0.90)</i> Unit 43: <i>Write Word Form of Decimals (0.01-1.99)</i>	Unit 43: <i>Decimals as Fractions (Tenths and Hundredths)</i> Unit 43: <i>Decimals – Standard and Word Form</i> ISIP Math: <i>Linking Fractions to Equivalent Decimal Numbers</i> ISIP Math: <i>Understanding Decimal Numbers with Fractional Language</i>	MPS1 MPS2 MPS3 MPS4 MPS5 MPS6 MPS7
4.NSF.7	Compare and order decimal numbers to hundredths, and justify using concrete and visual models		ISIP Math: <i>Comparing and Ordering Decimals</i>	MPS1 MPS2 MPS3 MPS4 MPS5 MPS6 MPS7

Istation Math Curriculum Correlated to South Carolina College- and Career-Ready Standards for Mathematics

Grade 4



Standards	Objectives	Istation Application*	Istation Teacher Resources*	MP Standards
Algebraic Thinking and Operations (ATO)				
The student will:				
4.ATO.1	Interpret a multiplication equation as a comparison (e.g. interpret $35 = 5 \times 7$ as a statement that 35 is 5 times as many as 7 and 7 times as many as 5.) Represent verbal statements of multiplicative comparisons as multiplication equations.	Unit 41: <i>Multiply One-Digit Numbers with Concrete Models</i> Unit 42: <i>Solve Multistep Word Problems</i>	Unit 41: <i>Two-Digit by Two-Digit Concrete Multiplication</i> Unit 42: <i>Solve Multistep Word Problems</i> ISIP Math: <i>Using Arrays to Derive and Learn Basic Facts</i> ISIP Math: <i>Commutative Property of Multiplication to Represent Numbers</i>	MPS1 MPS2 MPS3 MPS4 MPS5 MPS6 MPS7
4.ATO.2	Solve real-world problems using multiplication (product unknown) and division (group size unknown, number of groups unknown).	Unit 42: <i>Solve Multistep Word Problems</i>	Unit 42: <i>Solve Multistep Word Problems</i> ISIP Math: <i>Using Multiplication to Solve If-Then Word Problems</i>	MPS1 MPS2 MPS3 MPS4 MPS5 MPS6 MPS7
4.ATO.3	Solve multi-step, real-world problems using the four operations. Represent the problem using an equation with a variable as the unknown quantity.	Unit 42: <i>Solve Multistep Word Problems</i>	Unit 42: <i>Solve Multistep Word Problems</i> ISIP Math: <i>Using Multiplication to Solve If-Then Word Problems</i>	MPS1 MPS2 MPS3 MPS4 MPS5 MPS6 MPS7
4.ATO.4	Recognize that a whole number is a multiple of each of its factors. Find all factors for a whole number in the range 1 – 100 and determine whether the whole number is prime or composite.		Fact Practice Activities: <i>Dice Blocks; Multominos; Spider Queen's Hidden Products; Spider Queen's Spiders; Tall Towers; Wipe Out</i> ISIP Math: <i>Multiplication Practice Game</i>	MPS1 MPS2 MPS3 MPS4 MPS5 MPS6 MPS7
4.ATO.5	Generate a number or shape pattern that follows a given rule and determine a term that appears later in the sequence.		ISIP Math: <i>Integrating Fact Practice Using Input/Output Function Tables</i>	MPS1 MPS2 MPS3 MPS4 MPS5 MPS6 MPS7
Geometry (G)				
The student will:				
4.G.1	Draw points, lines, line segments, rays, angles (i.e., right, acute, obtuse), and parallel and perpendicular lines. Identify these in two-dimensional figures.	Unit 45: <i>Measure Angles with a Protractor</i>	Unit 45: <i>Measure Angles with a Protractor</i> ISIP Math: <i>Line and Angle Identification</i>	MPS1 MPS2 MPS3 MPS4 MPS5 MPS6 MPS7
4.G.2	Classify quadrilaterals based on the presence or absence of parallel or perpendicular lines.		ISIP Math: <i>Line and Angle Identification</i>	MPS1 MPS2 MPS3 MPS4 MPS5 MPS6 MPS7
Measurement and Data Analysis (MDA)				

Istation Math Curriculum Correlated to South Carolina College- and Career-Ready Standards for Mathematics
Grade 4



Standards	Objectives	Istation Application*	Istation Teacher Resources*	MP Standards
The student will:				
4.MDA.2	Solve real-world problems involving distance/length, intervals of time within 12 hours, liquid volume, mass, and money using the four operations.		ISIP Math: <i>Calculating Elapsed Time</i> ISIP Math: <i>Area of Rectangles and Part-Part-Whole Word Problems</i> ISIP Math: <i>Measuring Length to the Nearest Quarter Inch</i>	MPS1 MPS2 MPS3 MPS4 MPS5 MPS6 MPS7
4.MDA.3	Apply the area and perimeter formulas for rectangles.		ISIP Math: <i>Area of Rectangles and Part-Part-Whole Word Problems</i> ISIP Math: <i>Finding Area of Rectangles and Squares by Using Multiplication</i> ISIP Math: <i>Making Connections between Multiplication and Area</i> ISIP Math: <i>Quantifying Areas of Rectangles and Squares</i>	MPS1 MPS2 MPS3 MPS4 MPS5 MPS6 MPS7
4.MDA.5	Understand the relationship of an angle measurement to a circle.	Unit 45: <i>Measure Angles with a Protractor</i>	Unit 45: <i>Measure Angles with a Protractor</i> ISIP Math: <i>Line and Angle Identification</i>	MPS1 MPS2 MPS3 MPS4 MPS5 MPS6 MPS7
4.MDA.6	Measure and draw angles in whole number degrees using a protractor.	Unit 45: <i>Measure Angles with a Protractor</i>	Unit 45: <i>Measure Angles with a Protractor</i> ISIP Math: <i>Line and Angle Identification</i>	MPS1 MPS2 MPS3 MPS4 MPS5 MPS6 MPS7

*Includes content released through January 2019.

End of Grade 4

Istation Math Curriculum Correlated to South Carolina College- and Career-Ready Standards for Mathematics

Grade 5



Standards	Objectives	Istation Application*	Istation Teacher Resources*	MP Standards
Mathematical Process Standards (MPS)				
As stated in the South Carolina College- and Career-Ready Standards for Mathematics, "The South Carolina College- and Career-Ready (SCCCR) Mathematical Process Standards demonstrate the ways in which students develop conceptual understanding of mathematical content and apply mathematical skills. As a result, the SCCCR Mathematical Process Standards should be integrated within the SCCCR Standards for Mathematics for each grade level and course." Each Mathematical Process standard is listed as applicable to the right of each Istation Math resource with the corresponding code, MP1-7.				
A mathematically literate student can:				
MPS1	Make sense of problems and persevere in solving them. a. Relate a problem to prior knowledge. b. Recognize there may be multiple entry points to a problem and more than one path to a solution. c. Analyze what is given, what is not given, what is being asked, and what strategies are needed, and make an initial attempt to solve a problem. d. Evaluate the success of an approach to solve a problem and refine it if necessary.			
MPS2	Reason both contextually and abstractly. a. Make sense of quantities and their relationships in mathematical and real-world situations. b. Describe a given situation using multiple mathematical representations. c. Translate among multiple mathematical representations and compare the meanings each representation conveys about the situation. d. Connect the meaning of mathematical operations to the context of a given situation.			
MPS3	Use critical thinking skills to justify mathematical reasoning and critique the reasoning of others. a. Construct and justify a solution to a problem. b. Compare and discuss the validity of various reasoning strategies. c. Make conjectures and explore their validity. d. Reflect on and provide thoughtful responses to the reasoning of others.			
MPS4	Connect mathematical ideas and real-world situations through modeling. a. Identify relevant quantities and develop a model to describe their relationships. b. Interpret mathematical models in the context of the situation. c. Make assumptions and estimates to simplify complicated situations. d. Evaluate the reasonableness of a model and refine if necessary.			
MPS5	Use a variety of mathematical tools effectively and strategically. a. Select and use appropriate tools when solving a mathematical problem. b. Use technological tools and other external mathematical resources to explore and deepen understanding of concepts.			
MPS6	Communicate mathematically and approach mathematical situations with precision. a. Express numerical answers with the degree of precision appropriate for the context of a situation. b. Represent numbers in an appropriate form according to the context of the situation. c. Use appropriate and precise mathematical language. d. Use appropriate units, scales, and labels.			
MPS7	Identify and utilize structure and patterns. a. Recognize complex mathematical objects as being composed of more than one simple object. b. Recognize mathematical repetition in order to make generalizations. c. Look for structures to interpret meaning and develop solution strategies.			
Number Sense and Base Ten (NSBT)				
The student will:				
5.NSBT.2	Use whole number exponents to explain: a. patterns in the number of zeroes of the product when multiplying a number by powers of 10 b. patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10	Unit 46: Multiply Decimals by 10 and 100 Unit 46: Divide Decimals by 10 and 100 Unit 46: Exploring Powers of Ten Unit 46: Multiply and Divide Decimals by Powers of 10	Unit 46: Multiplying Decimals by 10 and 100 Unit 46: Dividing Decimals by 10 and 100 Unit 46: Multiplying and Dividing Decimals by Powers of Ten Unit 46: Exploring Powers of Ten	MPS1 MPS2 MPS3 MPS4 MPS5 MPS6 MPS7
5.NSBT.3	Read and write decimals in standard and expanded form. Compare two decimal numbers to the thousandths using the symbols $>$, $=$, or $<$.	Unit 46: Concrete Decimal Comparison Unit 46: Decimal Comparison with Grids Unit 46: Comparison of Tenths and Hundredths on the Number Line Unit 46: Abstract Comparison of Tenths and Hundredths Unit 46: Abstract Comparison of Thousandths Unit 46: Abstract Comparison of Whole Numbers and Decimals	Unit 46: Abstract Decimal Comparison Unit 46: Decimal Comparison on the Number Line Unit 46: Decimals to Whole Numbers	MPS1 MPS2 MPS3 MPS4 MPS5 MPS6 MPS7

Istation Math Curriculum Correlated to South Carolina College- and Career-Ready Standards for Mathematics
Grade 5



Standards	Objectives	Istation Application*	Istation Teacher Resources*	MP Standards
5.NSBT.4	Round decimals to any given place value within thousandths.	Unit 46: <i>Rounding Decimals with a Number Line</i> Unit 46: <i>Rounding Decimals with Dials</i> Unit 46: <i>Roll-Over Rounding</i>	Unit 46: <i>Rounding – Decimals – Number Line</i> Unit 46: <i>Rounding – Decimals – Algorithm</i>	MPS1 MPS2 MPS3 MPS4 MPS5 MPS6 MPS7
5.NSBT.5	Fluently multiply multi-digit whole numbers using strategies to include a standard algorithm.		ISIP Math: <i>Factor Game for Multiplication Facts Practice</i> ISIP Math: <i>Solving Multiplication and Division Word Problems with Diagrams</i>	MPS1 MPS2 MPS3 MPS4 MPS5 MPS6 MPS7
5.NSBT.6	Divide up to a four-digit dividend by a two-digit divisor, using strategies based on place value, the properties of operations, and the relationship between multiplication and division.		ISIP Math: <i>Estimating Quotients Using Compatible Numbers</i> ISIP Math: <i>Models for Understanding Remainders</i> ISIP Math: <i>Using Models to Practice Extended Division Facts</i> ISIP Math: <i>Inverse Operations and Fact Families to Solve Simple Equations</i> ISIP Math: <i>Solving Multiplication and Division Word Problems with Diagrams</i>	MPS1 MPS2 MPS3 MPS4 MPS5 MPS6 MPS7
5.NSBT.7	Add, subtract, multiply, and divide decimal numbers to hundredths using concrete area models and drawings.	Unit 46: <i>Multiply Decimals by 10 and 100</i> Unit 46: <i>Divide Decimals by 10 and 100</i> Unit 46: <i>Exploring Powers of Ten</i> Unit 46: <i>Multiply and Divide Decimals by Powers of 10</i>	Unit 47: <i>Decimal Addition</i> Unit 47: <i>Decimal Subtraction</i> Unit 47: <i>Concrete Decimal Division</i> Unit 47: <i>Representational Decimal Division</i> Unit 46: <i>Multiplying Decimals by 10 and 100</i> Unit 46: <i>Dividing Decimals by 10 and 100</i> Unit 46: <i>Multiplying and Dividing Decimals by Powers of Ten</i> ISIP Math: <i>Adding and Subtracting Decimal Numbers in a Word Problem</i> ISIP Math: <i>Calculating Reasonable Estimates of Decimal Number Sums</i>	MPS1 MPS2 MPS3 MPS4 MPS5 MPS6 MPS7
Number Sense and Operations - Fractions (NSF)				
The student will:				
5.NSF.1	Add and subtract fractions with unlike denominators (including mixed numbers) using a variety of models, including an area model and number line.	Unit 48: <i>Adding Fractions with Unlike Denominators</i> Unit 48: <i>Subtracting Fractions with Unlike Denominators</i>	Unit 48: <i>Adding Fractions with Unlike Denominators</i> Unit 48: <i>Subtracting Fractions with Unlike Denominators</i> ISIP Math: <i>Adding and Subtracting Fractions with Unlike Denominators</i>	MPS1 MPS2 MPS3 MPS4 MPS5 MPS6 MPS7
5.NSF.4	Extend the concept of multiplication to multiply a fraction or whole number by a fraction. a. Recognize the relationship between multiplying fractions and finding the areas of rectangles with fractional side lengths; b. Interpret multiplication of a fraction by a whole number and a whole number by a fraction and compute the product; c. Interpret multiplication in which both factors are fractions less than one and compute the product..	Unit 48: <i>Multiply by Fractions Less than One</i> Unit 48: <i>Multiply by Fractions with Improper Fractions</i> Unit 48: <i>Multiplying with Fractions Greater than One</i> Unit 50: <i>Area of a Rectangle with Fractional Sides</i>	Unit 48: <i>Multiplying by Fractions Less Than One</i> Unit 48: <i>Multiplying Fractions Less Than One with Improper Fractions</i> Unit 48: <i>Multiplying with Fractions Greater than One</i> Unit 50: <i>Area of a Rectangle with Fractional Sides</i>	MPS1 MPS2 MPS3 MPS4 MPS5 MPS6 MPS7
	Justify the reasonableness of a product when multiplying with fractions.			

Istation Math Curriculum Correlated to South Carolina College- and Career-Ready Standards for Mathematics
Grade 5



Standards	Objectives	Istation Application*	Istation Teacher Resources*	MP Standards
5.NSF.5	a. Estimate the size of the product based on the size of the two factors; b. Explain why multiplying a given number by a number greater than 1 (e.g., improper fractions, mixed numbers, whole numbers) results in a product larger than the given number; c. Explain why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; d. Explain why multiplying the numerator and denominator by the same number has the same effect as multiplying the fraction by 1.	Unit 48: Multiply by Fractions Less than One Unit 48: Multiply by Fractions with Improper Fractions Unit 48: Multiplying with Fractions Greater than One Unit 50: Area of a Rectangle with Fractional Sides	Unit 48: Multiplying by Fractions Less Than One Unit 48: Multiplying Fractions Less Than One with Improper Fractions Unit 48: Multiplying with Fractions Greater than One	MPS1 MPS2 MPS3 MPS4 MPS5 MPS6 MPS7
5.NSF.6	Solve real-world problems involving multiplication of a fraction by a fraction, improper fraction and a mixed number.	Unit 50: Area of a Rectangle with Fractional Sides	Unit 50: Area of a Rectangle with Fractional Side Lengths	MPS1 MPS2 MPS3 MPS4 MPS5 MPS6 MPS7
Algebraic Thinking and Operations (ATO)				
The student will:				
5.ATO.1	Evaluate numerical expressions involving grouping symbols (i.e., parentheses, brackets, braces).		Unit 49: Writing Expressions from Words – Subtraction Unit 49: Writing Expressions from Words – Addition and Subtraction Unit 49: Evaluating Numerical Expressions with Parentheses Unit 49: Identifying Expressions in Scenarios	MPS1 MPS2 MPS3 MPS4 MPS5 MPS6 MPS7
5.ATO.2	Translate verbal phrases into numerical expressions and interpret numerical expressions as verbal phrases.		Unit 49: Writing Expressions from Words – Subtraction Unit 49: Writing Expressions from Words – Addition and Subtraction Unit 49: Evaluating Numerical Expressions with Parentheses Unit 49: Identifying Expressions in Scenarios	MPS1 MPS2 MPS3 MPS4 MPS5 MPS6 MPS7
5.ATO.3	Investigate the relationship between two numerical patterns. a. Generate two numerical patterns given two rules and organize in tables; b. Translate the two numerical patterns into two sets of ordered pairs; c. Graph the two sets of ordered pairs on the same coordinate plane; d. Identify the relationship between the two numerical patterns.	Unit 51: Comparing Points	Unit 51: Graphing and Analyzing Lines ISIP Math: Identifying and Plotting Ordered Pairs on the Coordinate Plane	MPS1 MPS2 MPS3 MPS4 MPS5 MPS6 MPS7
Geometry (G)				
The student will:				
5.G.1	Define a coordinate system. a. The x- and y- axes are perpendicular number lines that intersect at 0 (the origin); b. Any point on the coordinate plane can be represented by its coordinates; c. The first number in an ordered pair is the x-coordinate and represents the horizontal distance from the origin;	Unit 51: Graph Points in a Coordinate Plane Unit 51: Lines on a Coordinate Plane	Unit 51: Graph Points in a Coordinate Plane Unit 51: Lines on a Coordinate Plane ISIP Math: Identifying and Plotting Ordered Pairs on the Coordinate Plane	MPS1 MPS2 MPS3 MPS4 MPS5 MPS6

Istation Math Curriculum Correlated to South Carolina College- and Career-Ready Standards for Mathematics
Grade 5



Standards	Objectives	Istation Application*	Istation Teacher Resources*	MP Standards
	d. The second number in an ordered pair is the y-coordinate and represents the vertical distance from the origin.			MPS7
5.G.2	Plot and interpret points in the first quadrant of the coordinate plane to represent real-world and mathematical situations.	Unit 51: Graph Points in a Coordinate Plane Unit 51: Lines on a Coordinate Plane	Unit 51: Graph Points in a Coordinate Plane Unit 51: Lines on a Coordinate Plane ISIP Math: Identifying and Plotting Ordered Pairs on the Coordinate Plane	MPS1 MPS2 MPS3 MPS4 MPS5 MPS6 MPS7
5.G.3	Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category.		ISIP Math: Analyzing Properties of Two- and Three-Dimensional Figures ISIP Math: What's My Rule? Corresponding Sides of Similar Triangles ISIP Math: Triangles: Finding a Missing Angle Measurement	MPS1 MPS2 MPS3 MPS4 MPS5 MPS6 MPS7
5.G.4	Classify two-dimensional figures in a hierarchy based on their attributes.		ISIP Math: Analyzing Properties of Two- and Three-Dimensional Figures	MPS1 MPS2 MPS3 MPS4 MPS5 MPS6 MPS7
Measurement and Data Analysis (MDA)				
The student will:				
5.MDA.1	Convert measurements within a single system of measurement: customary (i.e., in., ft., yd., oz., lb., sec., min., hr.) or metric (i.e., mm, cm, m, km, g, kg, mL, L) from a larger to a smaller unit and a smaller to a larger unit.		ISIP Math: Converting Standard Units of Measurement ISIP Math: Performing Customary Measurement Conversions	MPS1 MPS2 MPS3 MPS4 MPS5 MPS6 MPS7
5.MDA.3	Understand the concept of volume measurement. a. Recognize volume as an attribute of right rectangular prisms; b. Relate volume measurement to the operations of multiplication and addition by packing right rectangular prisms and then counting the layers of standard unit cubes; c. Determine the volume of right rectangular prisms using the formula derived from packing right rectangular prisms and counting the layers of standard unit cubes.	Unit 50: Volume of Irregular Figures	Unit 50: Volume of Irregular Figures ISIP Math: Quantifying Volume: Counting Same-Sized Units ISIP Math: Volume as an Attribute of Three-Dimensional Space	MPS1 MPS2 MPS3 MPS4 MPS5 MPS6 MPS7
5.MDA.4	Differentiate among perimeter, area and volume and identify which application is appropriate for a given situation.	Unit 50: Volume of Irregular Figures	Unit 50: Volume of Irregular Figures ISIP Math: Quantifying Volume: Counting Same-Sized Units ISIP Math: Volume as an Attribute of Three-Dimensional Space ISIP Math: Calculating Volume in Multistep Word Problems ISIP Math: Integrating Fact Practice and Volume	MPS1 MPS2 MPS3 MPS4 MPS5 MPS6 MPS7
*Includes content released through January 2019.				
End of Grade 5				