

Istation[®] Math

Correlation of Standards

State of South Carolina Mathematics

Grades KN-G1



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



| 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. | | | |
| | Communicate mathematically and approach mathematical situations with precision. | | | |
| MPS7 | 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. | | | |

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



| Standards | Objectives | Istation Application* | Istation Teacher Resources* | MP Standards |
|--------------------------|---|--|--|--|
| Number Sense | | | | |
| The student will: | | | | |
| K.NS.1 | Count forward by ones and tens to 100. | Units 3, 5, 6, 7, 8, & 14: Rote Counting – “EZ With a Rock and Roll Beat” Unit 14: Skip Counting – “Hens by Tens” | Units 3 & 5: Build, Mix, and Fix Unit 6: Count with Me Unit 7: Calendar Counting Unit 8: Counting Mystery Unit 14: One Hundred Is a Lot Unit 14: Roll-Count-Cover ISIP EM: Skip Counting Rods | MPS1 MPS2 MPS3 MPS4 MPS5 MPS6 MPS7 |
| K.NS.2 | Count forward by ones beginning from any number less than 100. | Units 3, 5, 6, 7, 8, & 14: Rote Counting – “EZ With a Rock and Roll Beat” Unit 14: Skip Counting – “Hens by Tens” | Units 3 & 5: Build, Mix, and Fix Unit 6: Count with Me Unit 7: Calendar Counting Unit 8: Counting Mystery Unit 14: One Hundred Is A Lot Unit 14: Roll-Count-Cover ISIP EM: Skip Counting Rods | MPS1 MPS2 MPS3 MPS4 MPS5 MPS6 MPS7 |
| K.NS.3 | Read numbers from 0 – 20 and represent a number of objects 0 – 20 with a written numeral. | Units 5 & 11: Procedural Numeral Writing – “Numbers in New York City” | Unit 5: Writing Numbers Everywhere (1-5) Unit 11: Writing Numbers Everywhere (0-10) ISIP EM: Number Go Fish ISIP EM: Show Me | MPS1 MPS2 MPS3 MPS4 MPS5 MPS6 MPS7 |
| K.NS.4 | Understand the relationship between number and quantity. Connect counting to cardinality by demonstrating an understanding that: a. the last number said tells the number of objects in the set (cardinality); b. the number of objects is the same regardless of their arrangement or the order in which they are counted (conservation of number); c. each successive number name refers to a quantity that is one more and each previous number name refers to a quantity that is one less. | Units 4, 5, 6, 7, 8, & 10: Cardinality – “Counting Cattle” | Unit 4: Count in a Line Unit 5: Count to Find How Many Unit 6: Domino Dot Memory Unit 7: Counting a Scattered, Static Group Unit 8: Counting Sticks ISIP EM: Numbers Up! ISIP EM: Pizza Pete ISIP EM: Fill Them Up! ISIP EM: Set Stories ISIP EM: Ten Frame Puzzles (1-20) ISIP EM: Total Amount in a Scattered Group ISIP EM: Before and After | MPS1 MPS2 MPS3 MPS4 MPS5 MPS6 MPS7 |
| K.NS.5 | Count a given number of objects from 1 – 20 and connect this sequence in a one-to-one manner. | Units 4, 5, 6, & 7: Cardinality – “Counting Cattle” | Unit 4: Count in Line Unit 5: Count to Find How Many Unit 6: Domino Dot Memory Unit 7: Counting a Scattered Static Group ISIP EM: Set Stories | MPS1 MPS2 MPS3 MPS4 MPS5 MPS6 MPS7 |

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



| Standards | Objectives | Istation Application* | Istation Teacher Resources* | MP Standards |
|----------------------------------|--|--|--|--|
| K.NS.6 | Recognize a quantity of up to ten objects in an organized arrangement (subitizing). | Units 7, 8, & 10: Cardinality – “Counting Cattle” Unit 18: Heartland Bowl and Games – Laser Tag | Unit 5: Count to Find How Many Unit 6: Domino Dot Memory Unit 7: Counting a Scattered Static Group Unit 8: Counting Sticks Unit 18: Counting Memory ISIP EM: Numbers Up! ISIP EM: Pizza Pete ISIP EM: Fill Them Up! ISIP EM: Set Stories ISIP EM: Ten Frame Puzzles (1-20) ISIP EM: Total Amount in a Scattered Group | MPS1 MPS2 MPS3 MPS4 MPS5 MPS6 MPS7 |
| K.NS.7 | Determine whether the number of up to ten objects in one group is more than, less than, or equal to the number of up to ten objects in another group using matching and counting strategies. | Unit 2: Sorting in the Garage | Unit 2: Folder Fun: Classifying Objects ISIP EM: 1-2-3 Snap! ISIP EM: Tower Power | MPS1 MPS2 MPS3 MPS4 MPS5 MPS6 MPS7 |
| K.NS.8 | Compare two written numerals up to 10 using more than, less than, or equal to. | | ISIP EM: Mail Carrier | MPS1 MPS2 MPS3 MPS4 MPS5 MPS6 MPS7 |
| Number Sense and Base Ten | | | | |
| The student will: | | | | |
| K.NSBT.1 | Compose and decompose numbers from 11 – 19 separating ten ones from the remaining ones using objects and drawings. | Units 15 & 17: Pattern of the Count – Pattern of the Ones (to 50, to 100) | Units 15 & 17: Digit Deal | MPS1 MPS2 MPS3 MPS4 MPS5 MPS6 MPS7 |

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



| Standards | Objectives | Istation Application* | Istation Teacher Resources* | MP Standards |
|--|---|--|---|--|
| Algebraic Thinking and Operations | | | | |
| The student will: | | | | |
| K.ATO.1 | Model situations that involve addition and subtraction within 10 using objects, fingers, mental images, drawings, acting out situations, verbal explanations, expressions, and equations. | Unit 6: Part Part Whole – Introduction of concept (1-5) Unit 7: Part Part Whole – “Part Part Whole in New Orleans” (1-5) Unit 8: Number Pairs to 5 Unit 8: Quantity Pairs to 5 Unit 9: Part Part Whole – “Part Part Whole in New Orleans” (1-10) Unit 13: Whole Part Part – “Chicago Pizza Blues” (within 10) | Unit 7: Figuring Out Fives Unit 8: Math Matching – Parts and Wholes Unit 13: Whole in the Hand ISIP EM: Pizza Pete ISIP EM: Ten Frame Addition ISIP EM: Subtraction Mat | MPS1 MPS2 MPS3 MPS4 MPS5 MPS6 MPS7 |
| K.ATO.2 | Solve real-world/story problems using objects and drawings to find sums up to 10 and differences within 10. | Unit 6: Part Part Whole – Addition Stories to 5 Unit 10: Addition Stories to 1- 10 Unit 14: Subtraction Stories Within 10 | Unit 6: Dogs and Cats on Mats (up to 5) Unit 10: Dogs and Cats on Mats (up to 10) Unit 14: Start, Change, Result ISIP EM: Addition Stories/Subtraction Stories ISIP EM: Count Back on the Train ISIP EM: Adding to Your Math Toolbox | MPS1 MPS2 MPS3 MPS4 MPS5 MPS6 MPS7 |
| K.ATO.3 | Compose and decompose numbers up to 10 using objects, drawings, and equations. | Unit 7: Quantity Pairs to 5 Unit 12: Preparation for Compensation Unit 14: Subtraction Stories Within 10 Unit 18: Heartland Bowl and Games – Bowling | Unit 7: Figuring Out Fives Unit 12: Ten or Not Ten Unit 14: Start, Change, Result Unit 18: Decomposing House | MPS1 MPS2 MPS3 MPS4 MPS5 MPS6 MPS7 |
| K.ATO.4 | Create a sum of 10 using objects and drawings when given one of two addends 1 – 9. | Unit 9: Part Part Whole – “Part Part Whole in New Orleans” (1-10) Unit 10: Addition Stories 1-10 Unit 12: Preparation for Compensation – Build a Band Unit 12: Preparation for Compensation – Select a Band | Unit 9: Roll to Find the Whole Unit 10: Dogs and Cats on Mats (up to 10) Unit 12: Ten or Not Ten ISIP EM: Ten Frame Addition | MPS1 MPS2 MPS3 MPS4 MPS5 MPS6 MPS7 |
| K.ATO.5 | Add and subtract fluently within 5. | Unit 6: Part Part Whole 1-5 | Fact Practice: Sticky Sums Fact Practice: Write, Tally, Draw Fact Practice: Shake It, Make It, Solve It Fact Practice: Two-Color Grab Bag Fact Practice: Left Hand, Right Hand Grab Bag | MPS1 MPS2 MPS3 MPS4 MPS5 MPS6 MPS7 |
| Geometry | | | | |
| The student will: | | | | |
| K.G.1 | Describe positions of objects by appropriately using terms, including <i>below, above, beside, between, inside, outside, in front of, or behind.</i> | Unit 3: Recognizing Shapes in the Environment | Unit 3: We’re Going on a Shape Hunt ISIP EM: Fries and Ketchup | MPS1 MPS2 MPS3 MPS4 MPS5 MPS6 MPS7 |

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| Standards | Objectives | Istation Application* | Istation Teacher Resources* | MP Standards |
|---|--|--|---|--|
| K.G.3 | Classify shapes as two-dimensional/flat or three-dimensional/solid and explain the reasoning used. | Unit 14: Identify Three-Dimensional Shapes | Unit 14: Shape Four-in-a-Row | MPS1 MPS2 MPS3 MPS4 MPS5 MPS6 MPS7 |
| K.G.4 | Analyze and compare two- and three-dimensional shapes of different sizes and orientations using informal language. | Unit 9: Recognizing Shapes Regardless of Orientation Unit 9: Recognizing Shapes Regardless of Size Unit 14: Identify Three-Dimensional Shapes Unit 14: Compare Two-Dimensional Shapes at the Diner Unit 24: Defining Attributes of Two-Dimensional Shapes | Unit 9: Mighty Shape Match Unit 9: Shapes of All Sizes Unit 14: Shape Four-in-a-Row Unit 14: Odd One Out Unit 24: Identifying Shapes | MPS1 MPS2 MPS3 MPS4 MPS5 MPS6 MPS7 |
| Measurement and Data Analysis | | | | |
| The student will: | | | | |
| K.MDA.1 | Identify measurable attributes (length, weight) of an object. | Unit 2: Attributes of Objects | Unit 2: Same and Different ISIP EM: Attribute Words for Objects ISIP EM: Mystery Object Sort | MPS1 MPS2 MPS3 MPS4 MPS5 MPS6 MPS7 |
| K.MDA.2 | Compare objects using words such as shorter/longer, shorter/taller, and lighter/heavier. | Unit 10: Comparing Objects by Length Unit 10: Comparing Objects by Weight Unit 15: Comparing Objects by Height Unit 15: Comparing Objects by Capacity | Unit 10: Directly Comparing Length Unit 10: Directly Comparing Weight Unit 15: Directly Comparing Height Unit 15: Which Holds More? Which Holds Less? ISIP EM: Graphing Stories – Determining Most and Least | MPS1 MPS2 MPS3 MPS4 MPS5 MPS6 MPS7 |
| K.MDA.3 | Sort and classify data into 2 or 3 categories with data not to exceed 20 items in each category. | Unit 2: Sorting in the Garage Unit 12: Classifying Diner Food | Unit 2: Folder Fun: Classifying Objects Unit 12: Folder Fun: Classify and Count ISIP EM: Graphing Stories – Determining Most and Least ISIP EM: How Many More? | MPS1 MPS2 MPS3 MPS4 MPS5 MPS6 MPS7 |
| * Includes content released through January 2019. | | | | |
| End of Kindergarten | | | | |

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

Grade 1



| 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. | | | |
| MPS6 | d. Evaluate the reasonableness of a model and refine if necessary. | | | |
| | Use a variety of mathematical tools effectively and strategically. | | | |
| MPS7 | 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. | | | |
| | Communicate mathematically and approach mathematical situations with precision. | | | |
| | a. Express numerical answers with the degree of precision appropriate for the context of a situation. | | | |
| MPS8 | 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. | | | |
| MPS9 | 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. | | | |
| MPS10 | 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 1



| Standards | Objectives | Istation Application* | Istation Teacher Resources* | MP Standards |
|----------------------------------|--|--|---|--|
| Number Sense and Base Ten | | | | |
| The student will: | | | | |
| 1.NSBT.1 | Extend the number sequence to: a. count forward by ones to 120 starting at any number; b. count by fives and tens to 100, starting at any number; c. read, write and represent numbers to 100 using concrete models, standard form, and equations in expanded form; d. read and write in word form numbers zero through nineteen, and multiples of ten through ninety. | Unit 14: Rote Counting to 100 | Unit 14: One Hundred Is a Lot Unit 14: One Hundred Twenty Is Plenty! | MPS1 MPS2 MPS3 MPS4 MPS5 MPS6 MPS7 |
| 1.NSBT.2 | Understand place value through 99 by demonstrating that: a. ten ones can be thought of as a bundle (group) called a “ten”; b. the tens digit in a two-digit number represents the number of tens and the ones digit represents the number of ones; c. two-digit numbers can be decomposed in a variety of ways (e.g., 52 can be decomposed as 5 tens and 2 ones or 4 tens and 12 ones, etc.) and record the decomposition as an equation. | Unit 14: Skip Counting – “Hens by Tens” Units 15 & 17: Pattern of the Count – Pattern of the Ones (to 50, to 100) Unit 23: Pattern of the Count – Decade Numbers That Break the Pattern | Unit 14: Roll-Count-Cover ISIP EM: Base Ten Block Basics Units 15 & 17: Digit Deal Unit 23: Decade Puzzles | MPS1 MPS2 MPS3 MPS4 MPS5 MPS6 MPS7 |
| 1.NSBT.3 | Compare two two-digit numbers based on the meanings of the tens and ones digits, using the words <i>greater than</i> , <i>equal to</i> , or <i>less than</i> . | | ISIP EM: Base Ten Block Battle ISIP EM: Graphing Stories – Determining Most and Least | MPS1 MPS2 MPS3 MPS4 MPS5 MPS6 MPS7 |
| 1.NSBT.4 | Add through 99 using concrete models, drawings, and strategies based on place value to: a. add a two-digit number and a one-digit number, understanding that sometimes it is necessary to compose a ten (regroup); b. add a two-digit number and a multiple of 10. | Units 19 & 23: Pattern of the Count – Pattern of the Ones and Tens (to 50, to 100) | Units 19 & 23: The Arrow Says... | MPS1 MPS2 MPS3 MPS4 MPS5 MPS6 MPS7 |
| 1.NSBT.5 | Determine the number that is 10 more or 10 less than a given number through 99 and explain the reasoning verbally and with multiple representations, including concrete models. | Units 19 & 23: Pattern of the Count – Pattern of the Ones and Tens (to 50, to 100) Unit 23: Pattern of the Count – Decade Numbers That Break the Pattern | Units 19 & 23: The Arrow Says... Unit 23: Decade Puzzles | MPS1 MPS2 MPS3 MPS4 MPS5 MPS6 MPS7 |

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

Grade 1



| Standards | Objectives | Istation Application* | Istation Teacher Resources* | MP Standards |
|--|---|---|---|--|
| 1.NSBT.6 | Subtract a multiple of 10 from a larger multiple of 10, both in the range 10 to 90, using concrete models, drawings, and strategies based on place value. | Units 19 & 23: <i>Pattern of the Count – Pattern of the Ones and Tens (to 50, to 100)</i> Unit 23: <i>Pattern of the Count – Decade Numbers That Break the Pattern</i> | Units 19 & 23: <i>The Arrow Says...</i> Unit 23: <i>Decade Puzzles</i> | MPS1 MPS2 MPS3 MPS4 MPS5 MPS6 MPS7 |
| Algebraic Thinking and Operations | | | | |
| The student will: | | | | |
| 1.ATO.1 | Solve 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 20 with unknowns in all positions. | Unit 9: <i>Part Part Whole – “Part Part Whole in New Orleans” (1-10)</i> Unit 10: <i>Addition Stories 1-10</i> Unit 13: <i>Whole Part Part – “Chicago Pizza Blues” (within 10)</i> Unit 14: <i>Subtraction Stories Within 10</i> Unit 20: <i>Addition Stories 1-20</i> Unit 24: <i>Subtraction Stories Within 20</i> | Unit 9: <i>Roll to Find the Whole</i> Unit 10: <i>Dogs and Cats on Mats (up to 10)</i> Unit 13: <i>Whole in the Hand</i> Unit 14: <i>Start, Change, Result (within 10)</i> Unit 20: <i>Relative Magnitude with Part Part Whole</i> Unit 24: <i>Start, Change, Result (within 20)</i> ISIP EM: <i>Count Back on the Train</i> ISIP EM: <i>Adding to Your Math Toolbox</i> | MPS1 MPS2 MPS3 MPS4 MPS5 MPS6 MPS7 |
| 1.ATO.2 | Solve real-world/story problems that include three whole number addends whose sum is less than or equal to 20. | | ISIP EM: <i>Three Amazing Addends</i> ISIP EM: <i>Magical Addends</i> | MPS1 MPS2 MPS3 MPS4 MPS5 MPS6 MPS7 |
| 1.ATO.3 | Apply Commutative and Associative Properties of Addition to find the sum (through 20) of two or three addends. | | ISIP EM: <i>Counting On Cards</i> ISIP EM: <i>Fact Family Dominoes</i> | MPS1 MPS2 MPS3 MPS4 MPS5 MPS6 MPS7 |

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

Grade 1



| Standards | Objectives | Istation Application* | Istation Teacher Resources* | MP Standards |
|--------------------------|--|---|---|--|
| 1.ATO.4 | Understand subtraction as an unknown addend problem. | Unit 22: Whole Part Part – “Chicago Pizza Blues” (within 20) | Unit 22: Beading the Difference ISIP EM: Fact Family Dominoes | MPS1 MPS2 MPS3 MPS4 MPS5 MPS6 MPS7 |
| 1.ATO.6 | Demonstrate: a. addition and subtraction through 20; b. fluency with addition and related subtraction facts through 10. | Unit 19: Part Part Whole – “Part Part Whole in New Orleans” (within 20) Unit 20: Addition Stories 1-20 Unit 22: Whole Part Part – “Chicago Pizza Blues” (within 20) Unit 24: Subtraction Stories Within 20 | Unit 19: Adding with Addend Cards Unit 20: Relative Magnitude with Part Part Whole Unit 22: Beading the Difference Unit 24: Subtraction Show Off (within 20) Unit 24: Start, Change, Result! Fact Practice: Addition Fast Track Fact Practice: Subtraction Fast Track Fact Practice: Sticky Sums Fact Practice: Shake It, Make It, Solve It Fact Practice: Roll, Tally, Write Fact Practice: Left Hand, Right Hand Grab Bag Fact Practice: Two-Color Grab Bag Fact Practice: Building Sums to 10 | MPS1 MPS2 MPS3 MPS4 MPS5 MPS6 MPS7 |
| 1.ATO.7 | Understand the meaning of the equal sign as a relationship between two quantities (sameness) and determine if equations involving addition and subtraction are true. | Unit 19: Part Part Whole – “Part Part Whole in New Orleans” (within 20) Unit 22: Whole Part Part – “Chicago Pizza Blues” (within 20) | Unit 19: Adding with Addend Cards Unit 22: Beading the Difference ISIP EM: Sign of Operation | MPS1 MPS2 MPS3 MPS4 MPS5 MPS6 MPS7 |
| 1.ATO.8 | Determine the missing number in addition and subtraction equations within 20. | Unit 16: Finding the Unknown Number (Addition) Unit 24: Finding UNK in Subtraction | Unit 16: Solve for the Unknown (Addition) Unit 24: Mystery in the Middle | MPS1 MPS2 MPS3 MPS4 MPS5 MPS6 MPS7 |
| Geometry | | | | |
| The student will: | | | | |
| 1.G.1 | Distinguish between a two-dimensional shape’s defining (e.g., number of sides) and non-defining attributes (e.g., color). | Unit 14: Identify Three-Dimensional Shapes Unit 14: Comparing Two-Dimensional Shapes in the Diner Unit 24: Defining Attributes of Two-Dimensional Shapes | Unit 14: Shape Four-in-a-Row Unit 14: Odd One Out Unit 24: Identifying Shapes | MPS1 MPS2 MPS3 MPS4 MPS5 MPS6 MPS7 |
| 1.G.3 | Partition two-dimensional shapes (i.e., square, rectangle, circle) into two or four equal parts. | Unit 18: Heartland Bowl and Games – Fraction Frenzy | Unit 18: Fraction Four-in-a-Row | MPS1 MPS2 MPS3 MPS4 MPS5 MPS6 MPS7 |

Istation Math Curriculum Correlated to South Carolina College- and Career-Ready Standards for Mathematics
Grade 1



| Standards | Objectives | Istation Application* | Istation Teacher Resources* | MP Standards |
|--|--|--|---|--|
| Measurement and Data Analysis | | | | |
| The student will: | | | | |
| 1.MDA.3 | Use analog and digital clocks to tell and record time to the hour and half hour. | Unit 16: <i>Telling Time at Tic-Toc Park</i> Unit 16: <i>Time to the Half Hour</i> Unit 19: <i>Time to the Hour and Half Hour</i> | Unit 16: <i>Roll the Clock</i> Unit 16: <i>What Does the Clock Say?</i> Unit 19: <i>Set the Time and Go</i> | MPS1 MPS2 MPS3 MPS4 MPS5 MPS6 MPS7 |
| 1.MDA.4 | Collect, organize, and represent data with up to 3 categories using object graphs, picture graphs, t-charts and tallies. | Unit 2: <i>Sorting in the Garage</i> Unit 19: <i>Building Three-Column Picture Graphs</i> | Unit 2: <i>Folder Fun: Classifying Objects</i> Unit 19: <i>Graphing Tic-Tac-Toe</i> ISIP EM: <i>Graphing to the Rescue!</i> ISIP EM: <i>Graphing Three Ways</i> ISIP EM: <i>Bar Graph Fill Up</i> ISIP EM: <i>How Many More?</i> ISIP EM: <i>Analyze and Add</i> ISIP EM: <i>Graphing Stories – Determining Most and Least</i> | MPS1 MPS2 MPS3 MPS4 MPS5 MPS6 MPS7 |
| *Includes content released through January 2019. | | | | |
| End of Grade 1 | | | | |