

Istation[®] Math

Correlation of Standards

Texas Essential Knowledge and Skills (TEKS) Mathematics

Grades KN-G1



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Istation Math Curriculum Correlated to Texas Essential Knowledge and Skills (TEKS) for Mathematics

Kindergarten



Standards	Objectives	* Istation Application	* Istation Teacher Resources
K-12 Mathematical Processes (MPS)			
As stated in the Texas Education Code Chapter 111, “The process standards describe ways in which students are expected to engage in the content. The placement of the process standards at the beginning of the knowledge and skill listed for each grade and course is intentional. The process standards weave the other knowledge and skills together so that students may be successful problem solvers and use mathematics efficiently and effectively in daily life.”			
MPS	The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:		
A	apply mathematics to problems arising in everyday life, society, and the workplace;		
B	use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution;		
C	select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems;		
D	communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate;		
E	create and use representations to organize, record, and communicate mathematical ideas;		
F	analyze mathematical relationships to connect and communicate mathematical ideas; and		
G	display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication.		
Number and Operations			
K.2 The student applies mathematical process standards to understand how to represent and compare whole numbers, the relative position and magnitude of whole numbers, and relationships within the numeration system. The student is expected to:			
A	count forward and backward to at least 20 with and without objects;	Units 3, 4, & 6: Rote Counting – “EZ with a Rock & Roll Beat”	Units 3 & 4: Build, Mix, and Fix Unit 6: Count with Me 1-20 ISIP EM: Pizza Pete ISIP EM: Count Back on the Train
B	read, write, and represent whole numbers from 0 to at least 20 with and without objects or pictures;	Units 5 & 11: Procedural – “Numbers in New York City”	Unit 5: Writing Numbers 1-5 Unit 11: Writing Numbers...Everywhere
C	count a set of objects up to at least 20 and demonstrate that the last number said tells the number of objects in the set regardless of their arrangement or order;	Units 4, 5, 6, 7, 8, & 10: Cardinality – “Counting Cattle”	Unit 4: Counting in a Line Unit 5: Count to Find How Many Unit 7: Counting a Scattered, Static Group Unit 8: Counting Sticks ISIP EM: Numbers up! ISIP EM: Fill Them Up! ISIP EM: Set Stories ISIP EM: Ten Frame Puzzles (1-20) ISIP EM: Total Amount in a Scattered Group
D	recognize instantly the quantity of a small group of objects in organized and random arrangements;	Units 6 & 7: Cardinality – “Counting Cattle”	Unit 6: Domino Dot Memory Unit 10: Park the Car and Write ISIP EM: In a Flash (Conceptual) ISIP EM: In a Flash (Perceptual)
E	generate a set using concrete and pictorial models that represents a number that is more than, less than, or equal to a given number up to 20;	Units 8 & 10: Cardinality – “Counting Cattle” (to 20)	Unit 8: Math Matching: Parts and Wholes ISIP EM: Show Me ISIP EM: Number Go Fish
F	generate a number that is one more than or one less than another number up to at least 20;	Unit 15: Pattern of the Count – Pattern of the Ones Place	Unit 15: Digit Deal ISIP EM: Before and After
G	compare sets of objects up to at least 20 in each set using comparative language;		ISIP EM: 1-2-3 Snap! ISIP EM: Tower Power
I	compose and decompose numbers up to 10 with objects and pictures.	Unit 9: Part Part Whole (within 10) – “Part Part Whole in New Orleans” Unit 12: Part Part Whole (within 10) – Preparation for Compensation Unit 13: Whole Part Part (within 10) – “Chicago Pizza Blues”	Unit 12: Ten or Not Ten Unit 13: Whole in the Hand

Istation Math Curriculum Correlated to Texas Essential Knowledge and Skills (TEKS) for Mathematics Kindergarten



Standards	Objectives	* Istation Application	* Istation Teacher Resources
K.3 The student applies mathematical process standards to understand how to represent and compare whole numbers, the relative position and magnitude of whole numbers, and relationships within the numeration system. The student is expected to:			
A	model the action of joining to represent addition and the action of separating to represent subtraction;	Unit 6: Part Part Whole – Introduction of Concept Unit 7: Part Part Whole (within 5) – “Part Part Whole in New Orleans” Unit 9: Part Part Whole (within 10) – “Part Part Whole in New Orleans” Unit 13: Whole Part Part (within 10) – “Chicago Pizza Blues”	Unit 7: Figuring Out Fives Unit 9: Roll to Find the Whole Unit 13: Whole in the Hand ISIP EM: Ten Frame Addition ISIP EM: Subtraction Mat
B	solve word problems using objects and drawings to find sums up to 10 and differences within 10; and	Unit 6: Part Part Whole – Addition Stories to 5 Unit 10: Part Part Whole – Addition Stories to 10 Unit 13: Whole Part Part – Subtraction Stories within 10	Unit 6: Dogs and Cats on Mats (to 5) Unit 10: Dogs and Cats on Mats (to 10) Unit 12: Ten or Not Ten Unit 13: Separating Stories (within 10) ISIP EM: Addition Stories/Subtraction Stories
K.4 The student applies mathematical process standards to identify coins in order to recognize the need for monetary transactions. The student is expected to:			
K.4	identify U.S. coins by name, including pennies, nickels, dimes, and quarters.	Unit 12: Identifying Coins at the Diner (by name) Unit 14: Identifying Coins at the Diner (by value)	Unit 12: Name that Coin Unit 14: Coin Matching
Algebraic Reasoning			
K.5 The student applies mathematical process standards to identify the pattern in the number word list. The student is expected to:			
K.5	recite numbers up to at least 100 by ones and tens beginning with any given number.	Units 3, 5, 6, 7, 8, & 14: Rote Counting – “EZ with a Rock & 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
Geometry and Measurement			
K.6 The student applies mathematical process standards to analyze attributes of two-dimensional shapes and three-dimensional solids to develop generalizations about their properties. The student is expected to:			
A	identify two-dimensional shapes, including circles, triangles, rectangles, and squares as special rectangles;	Unit 1: Identifying Circles Unit 1: Identifying Squares Unit 3: Identifying Triangles	ISIP EM: I Spy with My Little Eye ISIP EM: Shape Memory ISIP EM: Shape Hunt ISIP EM: Shape Books Units 1 & 3: Searching for Shapes
B	identify three-dimensional solids, including cylinders, cones, spheres, and cubes, in the real world;	Unit 14: Geometric Solids at the Diner	Unit 14: 3-D Shape-O
D	identify attributes of two-dimensional shapes using informal and formal geometric language interchangeably;		ISIP EM: Cookies of All Shapes
E	classify and sort a variety of regular and irregular two- and three-dimensional figures regardless of orientation or size; and	Unit 9: Recognizing Shapes Regardless of Orientation Unit 9: Recognizing Shapes Regardless of Size	Unit 9: Topsy Turvy Shapes Unit 9: Shapes of all Sizes

Istation Math Curriculum Correlated to Texas Essential Knowledge and Skills (TEKS) for Mathematics

Kindergarten



Standards	Objectives	* Istation Application	* Istation Teacher Resources
K.7 The student applies mathematical process standards to directly compare measurable attributes. The student is expected to:			
A	give an example of a measurable attribute of a given object, including length, capacity, and weight; and		
B	compare two objects with a common measurable attribute to see which object has more of/less of the attribute and describe the difference.	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: Longer or Shorter? Unit 10: Tipping the Scale Unit 15: Who's Taller? Unit 15: Fill It Up!
Data Analysis			
K.8 The student applies mathematical process standards to collect and organize data to make it useful for interpreting information. The student is expected to:			
A	collect, sort, and organize data into two or three categories;	Unit 2: Data Analysis in the Garage	Unit 2: Graph What You See ISIP EM: Graphing to the Rescue!
B	use data to create real-object and picture graphs; and	Unit 2: Data Analysis in the Garage	Unit 2: Graph What You See ISIP EM: Graphing Three Ways
C	draw conclusions from real-object and picture graphs.	Unit 2: Data Analysis in the Garage Unit 12: Classifying Diner Food	Unit 2: Graph What You See Unit 12: Graph/Ask/Answer ISIP EM: Graphing Stories – Determining Most and Least ISIP EM: How Many More?
K.9 Personal Financial Literacy			
The student applies mathematical process standards to manage one's financial resources effectively for lifetime financial security. The student is expected to:			
B	differentiate between money received as income and money received as gifts;		PFL: Sorting Through Income and Gifts
D	distinguish between wants and needs and identify income as a source to meet one's wants and needs.		PFL: The Wants and Needs Game
* Includes content released during the 2017-2018 school year			
End of Kindergarten			

Istation Math Curriculum Correlated to Texas Essential Knowledge and Skills (TEKS) for Mathematics

Grade 1



Standards	Objectives	* Istation Application	* Istation Teacher Resources
K-12 Mathematical Processes (MPS)			
As stated in the Texas Education Code Chapter 111, “The process standards describe ways in which students are expected to engage in the content. The placement of the process standards at the beginning of the knowledge and skill listed for each grade and course is intentional. The process standards weave the other knowledge and skills together so that students may be successful problem solvers and use mathematics efficiently and effectively in daily life.” As applicable, mathematical process standards are noted in the far right column of the correlations document and labeled MPS_A-G.			
MPS	The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:		
A	apply mathematics to problems arising in everyday life, society, and the workplace;		
B	use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution;		
C	select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems;		
D	communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate;		
E	create and use representations to organize, record, and communicate mathematical ideas;		
F	analyze mathematical relationships to connect and communicate mathematical ideas; and		
G	display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication.		
Number and Operations			
1.2 The student applies mathematical process standards to represent and compare whole numbers, the relative position and magnitude of whole numbers, and relationships within the numeration system related to place value. The student is expected to:			
A	recognize instantly the quantity of structured arrangements;		ISIP EM: <i>In a Flash (Conceptual)</i> ISIP EM: <i>In a Flash (Perceptual)</i> Unit 6: <i>Domino Dot Memory</i>
B	use concrete and pictorial models to compose and decompose numbers up to 120 in more than one way as so many hundreds, so many tens, and so many ones;	Units 15 & 17: <i>Pattern of the Count – Pattern in the Ones Place</i> Units 19 & 21: <i>Pattern of the Count – Pattern in the Ones and Tens Place</i>	
C	use objects, pictures, and expanded and standard forms to represent numbers up to 120;	Units 15 & 17: <i>Pattern of the Count – Pattern in the Ones Place</i> Units 19 & 21: <i>Pattern of the Count – Pattern in the Ones and Tens Place</i>	ISIP EM: <i>Base Ten Block Basics</i> Units 15 & 17: <i>Digit Deal</i>
D	generate a number that is greater than or less than a given whole number up to 120;	Units 15 & 17: <i>Pattern of the Count – Pattern in the Ones Place</i> Units 19 & 21: <i>Pattern of the Count – Pattern in the Ones and Tens Place</i>	Units 19 & 21: <i>The Arrow Says</i>
E	use place value to compare whole numbers up to 120 using comparative language;		ISIP EM: <i>Base Ten Block Battle</i> ISIP EM: <i>Graphing Stories – Determining Most and Least</i>
F	order whole numbers up to 120 using place value and open number lines; and		ISIP EM: <i>The Ladybug and the Elephant</i>
1.3 The student applies mathematical process standards to develop and use strategies for whole number addition and subtraction computations in order to solve problems. The student is expected to:			
A	use concrete and pictorial models to determine the sum of a multiple of 10 and a one-digit number in problems up to 99;	Units 19 & 21: <i>Pattern of the Count – Pattern in the Ones and Tens Place</i>	Units 19 & 21: <i>The Arrow Says</i>
B	use objects and pictorial models to solve word problems involving joining, separating, and comparing sets within 20 and unknowns as any one of the terms in the problem such as $2 + 4 = \square$; $3 + \square = 7$; and $5 = \square - 3$;	Unit 20: <i>Part Part Whole – Addition Stories within 20</i> Unit 24: <i>Whole Part Part – Subtraction Stories within 20</i>	ISIP EM: <i>Frog Counting Stories</i> Unit 20: <i>Adding with Addend Cards</i> Unit 24: <i>Separation Stories within 20</i>
C	compose 10 with two or more addends with and without concrete objects;	Unit 9: <i>Part Part Whole (within 10) – “Part Part Whole in New Orleans”</i> Unit 12: <i>Part Part Whole – Preparation for Compensation</i>	Unit 9: <i>Roll to Find the Whole</i> Unit 12: <i>Ten or Not Ten</i>

Istation Math Curriculum Correlated to Texas Essential Knowledge and Skills (TEKS) for Mathematics

Grade 1



Standards	Objectives	* Istation Application	* Istation Teacher Resources
D	apply basic fact strategies to add and subtract within 20, including making 10 and decomposing a number leading to a 10;	Unit 12: Part Part Whole – Preparation for Compensation Unit 22: Whole Part Part (within 20) – “Chicago Pizza Blues”	ISIP EM: Counting On Cards ISIP EM: Fact Family Dominoes Unit 12: Ten or Not Ten Unit 22: Beading the Difference
E	explain strategies used to solve addition and subtraction problems up to 20 using spoken words, objects, pictorial models, and number sentences; and	Unit 19: Part Part Whole (within 20) – “Part Part Whole in New Orleans” Unit 24: Whole Part Part – Subtraction Stories within 20	Unit 19: Relative Magnitude with Part Part Whole Unit 24: Separating Stories within 20
F	generate and solve problem situations when given a number sentence involving addition or subtraction of numbers within 20.	Unit 20: Part Part Whole – Addition Stories within 20 Unit 24: Whole Part Part – Subtraction Stories within 20	Unit 20: Adding with Addend Cards Unit 24: Separation Stories within 20
1.4 The student applies mathematical process standards to identify coins, their values, and the relationships among them in order to recognize the need for monetary transactions. The student is expected to:			
A	identify U.S. coins, including pennies, nickels, dimes, and quarters, by value and describe the relationships among them;	Unit 16: Money to Spend – Values of Mixed Coins	Unit 16: How Much Money Do I Have?
Algebraic Reasoning			
1.5 The student applies mathematical process standards to identify and apply number patterns within properties of numbers and operations in order to describe relationships. The student is expected to:			
A	recite numbers forward and backward from any given number between 1 and 120;	Units 3, 4, 6, 7, 8, & 14: Rote Counting – “EZ with a Rock & Roll Beat”	Units 3 & 4: Build, Mix, and Fix Unit 6: Count With Me 1-20 Unit 7: Calendar Counting 1-30 Unit 8: Counting Mystery 1-50 Unit 14: One Hundred Is A Lot Unit 14: Count to 120 and That’s Plenty
B	skip count by twos, fives, and tens to determine the total number of objects up to 120 in a set;	Unit 14: Skip Counting – “Hens by Tens” Units 16 & 18: Skip Counting – “Pies by Fives” Unit 22: Skip Counting – “Shoes by Twos”	ISIP EM: Skip Counting ISIP EM: High Fives ISIP EM: Skip Counting Rods Unit 14: Roll-Count-Cover Unit 16: Tally Mark Dominoes Unit 22: Skip Counting Races
C	use relationships to determine the number that is 10 more and 10 less than a given number up to 120;	Units 19 & 21: Pattern of the Count: Pattern of the Ones and Tens	Units 19 & 21: The Arrow Says
D	represent word problems involving addition and subtraction of whole numbers up to 20 using concrete and pictorial models and number sentences;	Unit 20: Part Part Whole – Addition Stories within 20 Unit 24: Whole Part Part – Subtraction Stories within 20	Unit 20: Adding with Addend Cards Unit 24: Separation Stories within 20
F	determine the unknown whole number in an addition or subtraction equation when the unknown may be any one of the three or four terms in the equation; and	Unit 16: Finding the Unknown Number (Addition)	Unit 16: Solve for the Unknown (Addition)
G	apply properties of operations to add and subtract two or three numbers.		ISIP EM: Three Amazing Addends ISIP EM: Magical Addends
Geometry and Measurement			
1.6 The student applies mathematical process standards to analyze attributes of two-dimensional shapes and three-dimensional solids to develop generalizations about their properties. The student is expected to:			
B	distinguish between attributes that define a two-dimensional or three-dimensional figure and attributes that do not define the shape;		
D	identify two-dimensional shapes, including circles, triangles, rectangles, and squares, as special rectangles, rhombuses, and hexagons and describe their attributes using formal geometric language;	Unit 1: Identifying Circles Unit 1: Identifying Squares Unit 3: Identifying Triangles	Units 1 & 3: Searching for Shapes

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Grade 1



Standards	Objectives	* Istation Application	* Istation Teacher Resources
1.7 The student applies mathematical process standards to select and use units to describe length and time. The student is expected to:			
E	tell time to the hour and half hour using analog and digital clocks.	Unit 16: Telling Time at Tic-Toc Park	Unit 16: Reading Times and Matching Clocks
Data Analysis			
1.8 The student applies mathematical process standards to organize data to make it useful for interpreting information and solving problems. The student is expected to:			
A	collect, sort, and organize data in up to three categories using models/representations such as tally marks or T-charts;		ISIP EM: Graphing to the Rescue! ISIP EM: Graphing Three Ways
B	use data to create picture and bar-type graphs; and		ISIP EM: Graphing Three Ways
C	draw conclusions and generate and answer questions using information from picture and bar-type graphs.		ISIP EM: Bar Graph Fill Up ISIP EM: How Many More? ISIP EM: Analyze and Add ISIP EM: Graphing Stories – Determining Most and Least
Personal Financial Literacy			
1.9 The student applies mathematical process standards to manage one's financial resources effectively for lifetime financial security. The student is expected to:			
C	distinguish between spending and saving; and		PFL: Sorting Through Spending and Saving
<i>* Includes content released during the 2017-2018 school year</i>			
End of Grade 1			