

Istation[®] Math

Correlation of Standards

Wyoming Content and Performance Standards Mathematics

Grades KN-G1



Istation Math Curriculum Correlated to Wyoming Content and Performance Standards for Mathematics

Kindergarten



Standards	Objectives	Istation Application*	Istation Teacher Resources*	MP Standards
K-12 Standards for Mathematical Practices (MP)				
As stated in the Wyoming Content and Performance Standards for Mathematics, "The Standards for Mathematical Practice describe varieties of expertise that mathematics educators at all levels should seek to develop in their students." Each Mathematical Practice standard is listed as applicable to the right of each Istation Math resource with the corresponding code, MP1-8.				
MP1	Make sense of problems and persevere in solving them.			
MP2	Reason abstractly and quantitatively.			
MP3	Construct viable arguments and critique the reasoning of others.			
MP4	Model with mathematics.			
MP5	Use appropriate tools strategically.			
MP6	Attend to precision.			
MP7	Look for and make use of structure.			
MP8	Look for and express regularity in repeated reasoning.			
Counting and Cardinality (CC)				
Know number names and the count sequence.				
K.CC.A.1	A. Count to 100 by ones and tens. B. Count backwards by ones from 20.	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	MP6 MP7
K.CC.A.3	Write numbers from 0-20. Represent a number of objects with a written numeral 0-20 (with 0 (Zero) representing a count of no objects).	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	MP2 MP4 MP6

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Kindergarten



Standards	Objectives	Istation Application*	Istation Teacher Resources*	MP Standards
Count to tell the number of objects.				
K.CC.B.4	Understand the relationship between numbers and quantities; connect counting to cardinality. A. Use one-to-one correspondence when counting objects.	Units 4, 5, 6, & 7: Cardinality – “Counting Cattle”	Unit 4: <i>Count in Line</i> Unit 5: <i>Count to Find How Many</i> Unit 6: <i>Domino Dot Memory</i> Unit 7: <i>Counting a Scattered, Static Group</i> ISIP EM: <i>Set Stories</i>	MP6 MP7
	B. Understand that the last number name said, tells the number of objects counted regardless of their arrangement.	Units 4, 5, 6, 7, 8, & 10: Cardinality – “Counting Cattle”	Unit 4: <i>Count in a Line</i> Unit 5: <i>Count to Find How Many</i> Unit 6: <i>Domino Dot Memory</i> Unit 7: <i>Counting a Scattered, Static Group</i> Unit 8: <i>Counting Sticks</i> ISIP EM: <i>Numbers Up!</i> ISIP EM: <i>Pizza Pete</i> ISIP EM: <i>Fill Them Up!</i> ISIP EM: <i>Set Stories</i> ISIP EM: <i>Ten Frame Puzzles (1-20)</i> ISIP EM: <i>Total Amount in a Scattered Group</i>	MP6 MP7
	C. Understand that 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.		ISIP EM: <i>Before and After</i>	MP6 MP7
K.CC.B.5	When counting: A. Answer the question "how many?" by counting up to 20 objects arranged in a line, a rectangular array, a circle, or as many as 10 objects in a scattered configuration. B. Given a number from 1-20, count out that many objects.	Units 7, 8, & 10: Cardinality – “Counting Cattle” Unit 18: Heartland Bowl and Games – Laser Tag	Unit 5: <i>Count to Find How Many</i> Unit 6: <i>Domino Dot Memory</i> Unit 7: <i>Counting a Scattered, Static Group</i> Unit 8: <i>Counting Sticks</i> Unit 18: <i>Counting Memory</i> ISIP EM: <i>Numbers Up!</i> ISIP EM: <i>Pizza Pete</i> ISIP EM: <i>Fill Them Up!</i> ISIP EM: <i>Set Stories</i> ISIP EM: <i>Ten Frame Puzzles (1-20)</i> ISIP EM: <i>Total Amount in a Scattered Group</i>	MP4 MP6 MP7
Compare numbers.				
K.CC.C.6	Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group. (Include groups with up to ten objects.)	Unit 2: Sorting in the Garage	Unit 2: <i>Folder Fun: Classifying Objects</i> ISIP EM: <i>1-2-3 Snap!</i> ISIP EM: <i>Tower Power</i>	MP1 MP2 MP7
K.CC.C.7	Compare two numbers between 1 and 10 presented as written numerals.		ISIP EM: <i>Mail Carrier</i>	MP1 MP2 MP7

Istation Math Curriculum Correlated to Wyoming Content and Performance Standards for Mathematics Kindergarten



Standards	Objectives	Istation Application*	Istation Teacher Resources*	MP Standards
Operations and Algebraic Thinking (OA)				
Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.				
K.OA.D.1	Model situations that involve representing addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, and equations.	Unit 6: Part Part Whole – Introduction of concept 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	MP4
K.OA.D.2	Solve word 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 10 Unit 14: Subtraction Stories Within 10	Unit 6: Dogs and Cats on Mats (to 5) Unit 10: Dogs and Cats on Mats (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	MP1 MP4
K.OA.D.3	Decompose numbers less than or equal to 10 in more than one way.	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	MP7 MP8
K.OA.D.4	For any number from 1 to 9, find the number that makes 10 when added to the given number.	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	MP7 MP8
K.OA.D.5	Fluently add and subtract 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	MP6 MP7
Number and Operations in Base Ten (NBT)				
Work with numbers 11-19 to gain foundation for place value.				
K.NBT.E.1	Describe, explore, and explain how the counting numbers 11 to 19 is: A. Composed of ten ones and more ones. B. Decomposed into ten ones and more ones.	Units 15 & 17: Pattern of the Count – Pattern of the Ones (to 50, to 100)	Units 15 & 17: Digit Deal	MP4 MP6 MP7

Istation Math Curriculum Correlated to Wyoming Content and Performance Standards for Mathematics

Kindergarten



Standards	Objectives	Istation Application*	Istation Teacher Resources*	MP Standards
Measurement and Data (MD)				
Describe and compare measurable attributes.				
K.MD.F.1	Describe several measurable attributes of one or more objects.	Unit 2: Attributes of Objects	Unit 2: Same and Different ISIP EM: Attribute Words for Objects ISIP EM: Mystery Object Sort	MP4 MP8
K.MD.F.2	Make direct comparisons of the length, capacity, weight, and temperature of objects, and recognize which object is shorter/longer, taller, lighter/heavier, warmer/cooler, and which holds more/less.	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	MP4 MP5 MP8
Classify objects and count the number of objects in each category.				
K.MD.G.3	Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. (Limit category counts to be less than or equal to 10.)	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?	MP4 MP5 MP6
Geometry (G)				
Identify and describe shapes.				
K.G.H.1	Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as <i>above</i> , <i>below</i> , <i>beside</i> , <i>in front of</i> , <i>behind</i> , and <i>next to</i> .	Unit 3: Recognizing Shapes in the Environment	Unit 3: We're Going on a Shape Hunt ISIP EM: Fries and Ketchup	MP4 MP6
K.G.H.2	Correctly name shapes regardless of their orientations or overall size.	Unit 9: Recognizing Shapes Regardless of Orientation Unit 9: Recognizing Shapes Regardless of Size	Unit 9: Mighty Shape Match Unit 9: Shapes of All Sizes	MP6
K.G.H.3	Identify shapes as two-dimensional or three-dimensional.	Unit 14: Identify Three-Dimensional Shapes	Unit 14: Shape Four-in-a-Row	MP6 MP8
Analyze, compare, create, and compose shapes.				
K.G.I.4	Analyze and compare two- and three-dimensional shapes, using informal language to describe their similarities, differences, and attributes.	Unit 14: Identify Three-Dimensional Shapes Unit 14: Compare Two-Dimensional Shapes at 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	MP2 MP6 MP8
* Includes content released through January 2019.				
End of Kindergarten				

Istation Math Curriculum Correlated to Wyoming Content and Performance Standards for Mathematics

Grade 1



Standards	Objectives	Istation Application*	Istation Teacher Resources*	MP Standards
K-12 Standards for Mathematical Practices (MP)				
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MP5	Use appropriate tools strategically.			
MP6	Attend to precision.			
MP7	Look for and make use of structure.			
MP8	Look for and express regularity in repeated reasoning.			
Operations and Algebraic Thinking (OA)				
Represent and solve problems involving addition and subtraction.				
1.OA.A.1	Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.	Unit 9: Part Part Whole – “Part Part Whole in New Orleans” (1-10) Unit 10: Addition Stories 1-10 Unit 13: Whole Part Part – “Chicago Pizza Blues” (within 10) Unit 14: Subtraction Stories Within 10 Unit 20: Addition Stories 1-20 Unit 24: Subtraction Stories Within 20	Unit 9: Roll to Find the Whole Unit 10: Dogs and Cats on Mats (up to 10) Unit 13: Whole in the Hand Unit 14: Start, Change, Result (within 10) Unit 20: Relative Magnitude with Part Part Whole Unit 24: Start, Change, Result (within 20) ISIP EM: Count Back on the Train ISIP EM: Adding to Your Math Toolbox	MP1 MP2
1.OA.A.2	Solve word problems that call for the addition of three whole numbers whose sum is less than or equal to 20, by using objects, drawings, and equations.		ISIP EM: Three Amazing Addends ISIP EM: Magical Addends	MP1 MP2 MP4
Understand and apply properties of operations and the relationship between addition and subtraction.				
1.OA.B.3	Apply commutative and associative properties of addition as strategies to add and subtract.		ISIP EM: Counting On Cards ISIP EM: Fact Family Dominoes	MP7 MP8

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Standards	Objectives	Istation Application*	Istation Teacher Resources*	MP Standards
1.OA.B.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	MP1 MP7 MP8
Add and subtract within 20.				
1.OA.C.6	Add and subtract within 20, demonstrating fluency in addition and subtraction within 10. Use strategies such as counting on; making ten using the relationship between addition and subtraction.	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 (within 20) 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	MP6 MP7
Work with addition and subtraction equations.				
1.OA.D.7	Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false.	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	MP7 MP8
1.OA.D.8	Determine the unknown whole number in an addition or subtraction equation relating three whole numbers.	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	MP1 MP4 MP7 MP8

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Grade 1



Standards	Objectives	Istation Application*	Istation Teacher Resources*	MP Standards
Number and Operations in Base Ten (NBT)				
Extend the counting sequence.				
1.NBT.E.1	Extend the number sequences to 120. In this range: A. Count forward and backward, starting at any number less than 120. B. Read numerals. C. Write numerals. D. Represent a number of objects with a written numeral.	Unit 14: Rote Counting to 100	Unit 14: One Hundred Is A Lot Unit 14: One Hundred Twenty Is Plenty!	MP7 MP8
Understand place value.				
1.NBT.F.2	Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases: A. 10 can be thought of as a bundle of ten ones — called a “ten.”	Unit 14: Skip Counting – “Hens by Tens”	Unit 14: Roll-Count-Cover ISIP EM: Base Ten Block Basics	MP4 MP5 MP7
	B. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.	Units 15 & 17: Pattern of the Count – Pattern of the Ones (to 50, to 100)	Units 15 & 17: Digit Deal	MP4 MP5 MP7
	C. The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).	Unit 23: Pattern of the Count – Decade Numbers That Break the Pattern	Unit 23: Decade Puzzles	MP4 MP5 MP7
1.NBT.F.3	Compare pairs of two-digit numbers based on the values of the tens digit and the ones digits, recording the results of comparisons with the words “is greater than,” “is equal to,” “is less than,” and with the symbols $>$, $=$, and $<$.		ISIP EM: Base Ten Block Battle ISIP EM: Graphing Stories – Determining Most and Least	MP1 MP6 MP7

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Grade 1



Standards	Objectives	Istation Application*	Istation Teacher Resources*	MP Standards
Use place value understanding and properties of operations to add and subtract.				
1.NBT.G.4	Add within 100, using concrete models or drawings and strategies based on place value: A. Including adding a two-digit number and a one-digit number. B. Adding a two-digit number and a multiple of 10. C. Understand that in adding two-digit numbers, adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten. D. Relate the strategy to a written method and explain the reasoning used.	Units 19 & 23: <i>Pattern of the Count – Pattern of the Ones and Tens (to 50, to 100)</i>	Units 19 & 23: <i>The Arrow Says...</i>	MP2 MP4 MP7 MP8
1.NBT.G.5	Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.	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>	MP6 MP7 MP8
1.NBT.G.6	Subtract multiples of 10 from an equal or larger multiple of 10 both in the range 10-90, 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>	MP6 MP7 MP8
Measurement and Data (MD)				
Tell and write time.				
1.MD.I.3	A. Tell and write time in hours and half-hours using analog and digital clocks. B. Identify U.S. coins by value (pennies, nickels, dimes, and quarters).	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>	MP4 MP5 MP6
Represent and interpret data.				
1.MD.J.4	Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.	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>	MP2 MP3 MP4

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Grade 1



Standards	Objectives	Istation Application*	Istation Teacher Resources*	MP Standards
Geometry (G)				
Reason with shapes and their attributes.				
1.G.K.1	Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); for a wide variety of shapes; build and draw two-dimensional shapes to possess defining attributes.	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	MP3 MP6
1.G.K.3	Partition circles and rectangles into two and four equal shares and: A. Describe the shares using the words <i>halves</i> , <i>fourths</i> , and <i>quarters</i> , and use the phrases <i>half of</i> , <i>fourth of</i> , and <i>quarter of</i> . B. Describe the whole as <i>two of</i> , or <i>four of</i> the shares. C. Recognize that decomposing into more equal shares creates smaller shares.	Unit 18: Heartland Bowl and Games – Fraction Frenzy	Unit 18: Fraction Four-in-a-Row	MP4 MP6 MP7
*Includes content released through January 2019.				
End of Grade 1				