



Istation

Istation Math Curriculum Correlated to Florida's B.E.S.T. Standards:
Mathematics

Kindergarten – Grade 5



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K–12 Standards for Mathematical Thinking and Reasoning (MTR)

As stated in Florida's B.E.S.T. Standards: Mathematics, "The MTR Standards promote deeper learning and understanding of mathematics." Each applicable Mathematical Thinking and Reasoning standard is listed below the correlation with the corresponding code, MTR 1–7.

MA.K12.MTR.1.1: Actively participate in effortful learning both individually and collectively.

MA.K12.MTR.2.1: Demonstrate understanding by representing problems in multiple ways.

MA.K12.MTR.3.1: Complete tasks with mathematical fluency.

MA.K12.MTR.4.1: Engage in discussions that reflect on the mathematical thinking of self and others.

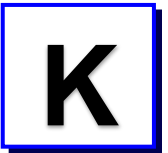
MA.K12.MTR.5.1: Use patterns and structure to help understand and connect mathematical concepts.

MA.K12.MTR.6.1: Assess the reasonableness of solutions.

MA.K12.MTR.7.1: Apply mathematics to real–world contexts.

The following legend outlines the Codes found next to each Digital Student Experience and related Teacher Resources.

Code Legend	
U	Unit
ISIP	Istation's Indicators of Progress
EM	Early Math
FP	Fact Practice

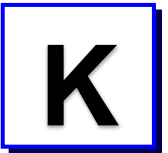


Kindergarten

Number Sense and Operations

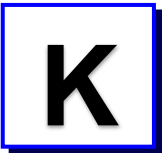
MA.K.NSO.1 Develop an understanding for counting using objects in a set.

MA.K.NSO.1.2			
Given a group of up to 20 objects, count the number of objects in that group and represent the number of objects with a written numeral. State the number of objects in a rearranging of that group without recounting.			
MTR 1, 2, 3, 4, 5, 6, 7			
Code	Digital Student Experience	Code	Teacher Resources
U6	Number Sense – “EZ with a Rock and Roll Beat” (1–20)	U5	Writing Numbers Everywhere (1–5)
U6	Number Sense – Identifying Numbers (1–20)	U6	Count with Me (1–20)
U6	Number Sense – Identify Missing Numbers (1–20)	U7	Counting a Scattered Static Group
U6	Number Sense – Number Sequence (1–20)	U8	Counting Sticks (1–20)
U8	Number Sense – “Counting Cattle” (1–20)	U10	Park the Car and Write (1–20)
U8	Number Sense – Counting in a Line (1–20)	U11	Writing Numbers Everywhere (5–10)
U8	Number Sense – Counting in an Array (1–20)	U18	Writing Numbers (10–20)
U10	Number Sense – “Counting Cattle” (1–20)	ISIP EM	Total Amount in a Scattered Group
U10	Number Sense – Counting in an Array (1–20)	ISIP EM	Numbers Up!
U10	Number Sense – Counting a Scattered Static Group (1–20)	ISIP EM	Fill Them Up!
U18	Number Sense – Represent Objects with a Written Number (0–20)	ISIP EM	Set Stories

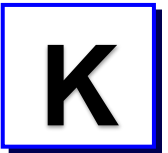


MA.K.NSO.1.2			
Given a group of up to 20 objects, count the number of objects in that group and represent the number of objects with a written numeral. State the number of objects in a rearranging of that group without recounting.			
MTR 1, 2, 3, 4, 5, 6, 7			
Code	Digital Student Experience	Code	Teacher Resources
		ISIP EM	Ten Frame Puzzles (1–20)
		ISIP EM	Total Amount in a Scattered Group

MA.K.NSO.1.2			
Given a number from 0 to 20, count out that many objects.			
MTR 1, 2, 3, 4, 5, 6, 7			
Code	Digital Student Experience	Code	Teacher Resources
U6	Number Sense – “EZ with a Rock and Roll Beat” (1–20)	U6	Count with Me (1–20)
U6	Number Sense – Identifying Numbers (1–20)	U7	Counting a Scattered Static Group
U6	Number Sense – Identify Missing Numbers (1–20)	U8	Counting Sticks (1–20)
U6	Number Sense – Number Sequence (1–20)	U8	Counting Mystery (1–50)
U7	Number Sense – “EZ with a Rock and Roll Beat” (1–30)	U15	Digit Deal (1–50)
U7	Number Sense – Identifying Numbers (1–30)	U17	Digit Deal (1–100)
U7	Number Sense – Identify Missing Numbers (1–30)	ISIP EM	Numbers Up!
U7	Number Sense – Number Sequence (1–30)	ISIP EM	Fill Them Up!
U8	Number Sense – “EZ with a Rock and Roll Beat” (1–50)	ISIP EM	Set Stories
U8	Number Sense – Identifying Numbers (1–50)	ISIP EM	Ten Frame Puzzles (1–20)



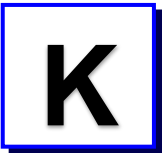
MA.K.NSO.1.2			
Given a number from 0 to 20, count out that many objects.			
MTR 1, 2, 3, 4, 5, 6, 7			
Code	Digital Student Experience	Code	Teacher Resources
U8	Number Sense – Identify Missing Numbers (1–50)	ISIP EM	Total Amount in a Scattered Group
U8	Number Sense – Number Sequence (1–50)		
U8	Number Sense – “Counting Cattle” (1–20)		
U8	Number Sense – Counting in a Line (1–20)		
U8	Number Sense – Counting in an Array (1–20)		
U10	Number Sense – “Counting Cattle” (1–20)		
U10	Number Sense – Counting in an Array (1–20)		
U10	Number Sense – Counting a Scattered Static Group (1–20)		
U14	Number Sense – “EZ with A Rock and Roll Beat” (1–100)		
U14	Number Sense – Identifying Numbers (1–100)		
U14	Number Sense – Identify Missing Numbers (1–100)		
U14	Number Sense – Number Sequence (1–100)		



MA.K.NSO.1.4			
Compare the number of objects from 0 to 20 in two groups using the terms less than, equal to, or greater than.			
MTR 1, 2, 3, 4, 5, 6, 7			
Code	Digital Student Experience	Code	Teacher Resources
		U6	Less/More/Equal Sets of Concrete Objects
		ISIP EM	Before and After

MA.K.NSO.2.1 Recite number names sequentially within 100 and develop an understanding for place value.

MA.K.NSO.2.1			
Recite the number names to 100 by ones and by tens. Staring at a given number, count forward within 100 and backward within 20.			
MTR 1, 2, 3, 4, 5, 6, 7			
Code	Digital Student Experience	Code	Teacher Resources
U8	Number Sense – “Counting Cattle” (1–20)	U4	Count in a Line
U8	Number Sense – Counting in a Line (1–20)	U5	Count to Find How Many
U8	Number Sense – Counting in an Array (1–20)	U6	Domino Dot Memory
U10	Number Sense – “Counting Cattle” (1–20)	U7	Counting a Scattered Static Group
U10	Number Sense – Counting in an Array (1–20)	U8	Counting Sticks (1–20)
U10	Number Sense – Counting a Scattered Static Group (1–20)	ISIP EM	Numbers Up!
		ISIP EM	Fill Them Up!
		ISIP EM	Set Stories



MA.K.NSO.2.1

Recite the number names to 100 by ones and by tens. Staring at a given number, count forward within 100 and backward within 20.

MTR 1, 2, 3, 4, 5, 6, 7

Code	Digital Student Experience	Code	Teacher Resources
U8	Number Sense – “Counting Cattle” (1–20)	U4	Count in a Line
U8	Number Sense – Counting in a Line (1–20)	U5	Count to Find How Many
		ISIP EM	Ten Frame Puzzles (1–20)
		ISIP EM	Before and After

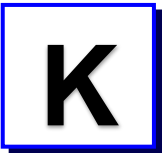
MA.K.NSO.3 Develop an understanding of addition and subtraction operations with one–digit whole numbers.

MA.K.NSO.3.1

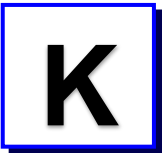
Explore addition of two whole numbers from 0 to 10, and related subtraction facts.

MTR 1, 2, 3, 4, 5, 6, 7

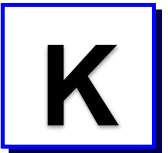
Code	Digital Student Experience	Code	Teacher Resources
U9	Computation and Algebraic Thinking – “Part Part Whole in New Orleans” (1–10)	U10	Dogs and Cats on Mats (up to 10)
U9	Computation and Algebraic Thinking – Part Part Whole Within 10	U12	Ten or Not Ten
U9	Computation and Algebraic Thinking – Addition Stories	U14	Start, Change, Result
U12	Computation and Algebraic Thinking – “Part Part Whole in New Orleans” (1–10)	U18	Decomposing House



MA.K.NSO.3.1			
Explore addition of two whole numbers from 0 to 10, and related subtraction facts.			
MTR 1, 2, 3, 4, 5, 6, 7			
Code	Digital Student Experience	Code	Teacher Resources
U12	Computation and Algebraic Thinking – Making Ten Using Tens Frames	U19	Relative Magnitude with Part Part Whole
U12	Computation and Algebraic Thinking – Identifying Addends Using Tens Frames	U20	Adding with Addend Cards
U13	Computation and Algebraic Thinking – “Chicago Pizza Blues” (within 10)	U22	Beading the Difference
U13	Computation and Algebraic Thinking – Subtraction within 10	FP	Left Hand–Right Hand Grab Bag
U14	Computation and Algebraic Thinking – “Chicago Pizza Blues” (within 10)	FP	Two–Color Grab Bag
U14	Computation and Algebraic Thinking – Subtraction Stories (within 10)	FP	Write, Tally, Draw
U18	Number Sense – Decompose Numbers Less Than or Equal to Ten	ISIP EM	Addition Stories/Subtraction Stories



MA.K.NSO.3.2			
Add two one–digit whole numbers with sums from 0 to 10 and subtract using related facts with procedural reliability.			
MTR1, 2, 3, 4, 5, 6, 7			
Code	Digital Student Experience	Code	Teacher Resources
U9	Computation and Algebraic Thinking – “Part Part Whole in New Orleans” (1–10)	U10	Dogs and Cats on Mats (up to 10)
U9	Computation and Algebraic Thinking – Part Part Whole Within 10	U12	Ten or Not Ten
U9	Computation and Algebraic Thinking – Addition Stories	U14	Start, Change, Result
U12	Computation and Algebraic Thinking – “Part–Part–Whole in New Orleans” (1–10)	U18	Decomposing House
U12	Computation and Algebraic Thinking – Making Ten Using Tens Frames	U19	Relative Magnitude with Part Part Whole
U12	Computation and Algebraic Thinking – Identifying Addends Using Tens Frames	U20	Adding with Addend Cards
U13	Computation and Algebraic Thinking – “Chicago Pizza Blues” (within 10)	U22	Beading the Difference
U13	Computation and Algebraic Thinking – Subtraction within 10	FP	Left Hand–Right Hand Grab Bag
U14	Computation and Algebraic Thinking – “Chicago Pizza Blues” (within 10)	FP	Two–Color Grab Bag
U14	Computation and Algebraic Thinking – Subtraction Stories (within 10)	FP	Write, Tally, Draw
		ISIP EM	Addition Stories/Subtraction Stories

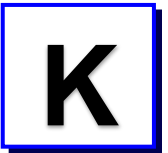


Algebraic Reasoning

MA.K.AR.1 Represent and solve addition problems with sums between 0 and 10 when added to the given number.

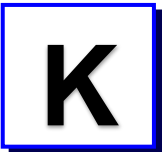
MA.K.AR.1.1			
For any number from 1 to 9, find the number that makes 10 when added to the given number.			
MTR 1, 2, 3, 4, 5, 6, 7			
Code	Digital Student Experience	Code	Teacher Resources
U12	Computation and Algebraic Thinking – “Part Part Whole in New Orleans” (1–10)	U10	Dogs and Cats on Mats (up to 10)
U12	Computation and Algebraic Thinking – Making Ten Using Tens Frames	U12	Ten or Not Ten
U12	Computation and Algebraic Thinking – Identifying Addends Using Tens Frames		

MA.K.AR.1.2			
Given a number from 0 to 10, find the different ways it can be represented as the sum of two numbers.			
MTR 1, 2, 3, 4, 5, 6, 7			
Code	Digital Student Experience	Code	Teacher Resources
U9	Computation and Algebraic Thinking – “Part Part Whole in New Orleans” (1–10)	U18	Decomposing House
U9	Computation and Algebraic Thinking – Part Part Whole Within 10		

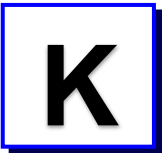


MA.K.AR.1.2			
Given a number from 0 to 10, find the different ways it can be represented as the sum of two numbers.			
MTR 1, 2, 3, 4, 5, 6, 7			
Code	Digital Student Experience	Code	Teacher Resources
U13	Computation and Algebraic Thinking – “Chicago Pizza Blues” (within 10)		
U13	Computation and Algebraic Thinking – Whole Part Part (within 10)		
U18	Number Sense – Decompose Numbers Less than or Equal to Ten		

MA.K.AR.1.3			
Solve addition and subtraction real–world problems using objects, drawings or equations to represent the problem.			
MTR 1, 2, 3, 4, 5, 6, 7			
Code	Digital Student Experience	Code	Teacher Resources
U9	Computation and Algebraic Thinking – “Part Part Whole in New Orleans” (1–10)	U10	Dogs and Cats on Mats (up to 10)
U9	Computation and Algebraic Thinking – Part Part Whole Within 10	U12	Ten or Not Ten
U9	Computation and Algebraic Thinking – Addition Stories	U14	Start, Change, Result
U12	Computation and Algebraic Thinking – “Part Part Whole in New Orleans” (1–10)	U18	Decomposing House
U12	Computation and Algebraic Thinking – Making Ten Using Tens Frames	U19	Relative Magnitude with Part Part Whole



MA.K.AR.1.3			
Solve addition and subtraction real–world problems using objects, drawings or equations to represent the problem.			
MTR 1, 2, 3, 4, 5, 6, 7			
Code	Digital Student Experience	Code	Teacher Resources
U12	Computation and Algebraic Thinking – Identifying Addends Using Tens Frames	U20	Adding with Addend Cards
U13	Computation and Algebraic Thinking – “Chicago Pizza Blues” (within 10)	U22	Beading the Difference
U13	Computation and Algebraic Thinking – Subtraction within 10	FP	Left Hand–Right Hand Grab Bag
U14	Computation and Algebraic Thinking – “Chicago Pizza Blues” (within 10)	FP	Two–Color Grab Bag
U14	Computation and Algebraic Thinking – Subtraction Stories (within 10)	FP	Write, Tally, Draw
		ISIP EM	Addition Stories/Subtraction Stories



Measurement

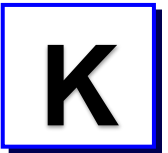
MA.K.M.1 Identify and compare measurable attributes of objects.

MA.K.M.1.2			
Directly compare two objects that have an attribute which can be measured in common. Express the comparison using language to describe the difference.			
MTR 1, 2, 3, 4, 5, 6, 7			
Code	Digital Student Experience	Code	Teacher Resources
U10	Measurement – Comparing Objects by Length	U10	Directly Comparing Length
U10	Measurement – Comparing Objects by Weight	U10	Directly Comparing Weight
U15	Measurement – Comparing Objects by Height	U15	Directly Comparing Height
U15	Measurement – Comparing Objects by Capacity	U15	Which Holds More? Which Holds Less?

Geometric Reasoning

MA.K.GR.1 Identify, compare and compose two–and three–dimensional figures.

MA.K.GR.1.1			
Identify two– and three–dimensional figures regardless of their size or orientation. Figures are limited to circles, triangles, rectangles, squares, spheres, cubes, cones and cylinders.			
MTR 1, 2, 3, 4, 5, 6, 7			
Code	Digital Student Experience	Code	Teacher Resources
U1	Geometry – Identify Circles	U1	Identifying Two–Dimensional Shapes
U3	Geometry – Identify Triangles	U9	Mighty Shape Match



MA.K.GR.1.1

Identify two– and three–dimensional figures regardless of their size or orientation. Figures are limited to circles, triangles, rectangles, squares, spheres, cubes, cones and cylinders.

MTR 1, 2, 3, 4, 5, 6, 7

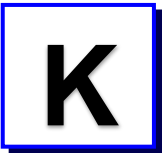
Code	Digital Student Experience	Code	Teacher Resources
U9	Geometry – Identifying Shapes Regardless of Orientation	U9	Considering Sizes of Shapes
U14	Geometry – Identify Three–Dimensional Shapes	U14	Shape Four–in–a–Row
U24	Geometry – Represent Two–Dimensional Shapes Based on Attributes		

MA.K.GR.1.2

Compare two–dimensional figures based on their similarities, differences and positions. Sort two–dimensional figures based on their similarities and differences. Figures are limited circles, triangles, rectangles and squares.

MTR 1, 2, 3, 4, 5, 6, 7

Code	Digital Student Experience	Code	Teacher Resources
U1	Geometry – Identify Circles	U1	Identifying Two–Dimensional Shapes
U3	Geometry – Identify Triangles	U3	Identifying Two–Dimensional Shapes
U9	Geometry – Identify Shapes Regardless of Orientation	U9	Mighty Shape Match
U14	Geometry – Identify Three–Dimensional Shapes	U9	Considering Sizes of Shapes
U24	Geometry – Represent Two–Dimensional Shapes Based on Attributes	U14	Shape Four–in–a–Row



MA.K.GR.1.2

Compare two–dimensional figures based on their similarities, differences and positions. Sort two–dimensional figures based on their similarities and differences. Figures are limited circles, triangles, rectangles and squares.

MTR 1, 2, 3, 4, 5, 6, 7

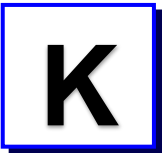
Code	Digital Student Experience	Code	Teacher Resources
U1	Geometry – Identify Circles	U1	Identifying Two–Dimensional Shapes
U3	Geometry – Identify Triangles	U3	Identifying Two–Dimensional Shapes
U9	Geometry – Identify Shapes Regardless of Orientation	U9	Mighty Shape Match
U14	Geometry – Identify Three–Dimensional Shapes	U9	Considering Sizes of Shapes
U24	Geometry – Represent Two–Dimensional Shapes Based on Attributes	U14	Shape Four–in–a–Row

MA.K.GR.1.3

Compare three–dimensional figures based on their similarities, differences and positions. Sort three–dimensional figures based on their similarities and differences. Figures are limited circles, triangles, rectangles and squares.

MTR 1, 2, 3, 4, 5, 6, 7

Code	Digital Student Experience	Code	Teacher Resources
U1	Geometry – Identify Circles	U1	Identifying Two–Dimensional Shapes
U3	Geometry – Identify Triangles	U3	Identifying Two–Dimensional Shapes
U9	Geometry – Identify Shapes Regardless of Orientation	U9	Mighty Shape Match
U14	Geometry – Identify Three–Dimensional Shapes	U9	Considering Sizes of Shapes



MA.K.GR.1.3

Compare three–dimensional figures based on their similarities, differences and positions. Sort three–dimensional figures based on their similarities and differences. Figures are limited circles, triangles, rectangles and squares.

MTR 1, 2, 3, 4, 5, 6, 7

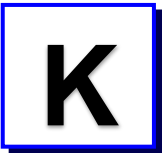
Code	Digital Student Experience	Code	Teacher Resources
U24	Geometry – Represent Two–Dimensional Shapes Based on Attributes	U14	Shape Four–in–a–Row

MA.K.GR.1.5

Combine two–dimensional figures to form a given composite figure. Figures used to form a composite share are limited to triangles, rectangles and squares.

MTR 1, 2, 3, 4, 5, 6, 7

Code	Digital Student Experience	Code	Teacher Resources
U1	Geometry – Identify Circles	U1	Identifying Two–Dimensional Shapes
U3	Geometry – Identify Triangles	U9	Mighty Shape Match
U9	Geometry – Identifying Shapes Regardless of Orientation	U9	Considering Sizes of Shapes
U24	Geometry – Represent Two–Dimensional Shapes Based on Attributes		



Data Analysis and Probability

MA.K.DP.1 Develop an understanding for collecting, representing and comparing data.

MA.K.DP.1.1			
Collect and sort objects into categories and compare the categories by counting the objects in each category. Report the results verbally, with a written numeral or with drawings.			
MTR 1, 2, 3, 4, 5, 6, 7			
Code	Digital Student Experience	Code	Teacher Resources
U3	Data Analysis – Compare Data in Horizontal Picture Graphs	U1	Data Dash
U4	Data Analysis – Answer Data in Picture Graphs	U3	GRAPH-O
U19	Data Analysis – Represent and Interpret Data in Picture Graphs with Two or Three Columns	U19	Graphing Tic-Tac-Toe

Grade 1

Number Sense and Operations

MA.1.NSO.1 Extend counting sequences and understand the place value of two–digit numbers.

MA.1.NSO.1.2			
Read numbers from 0 to 100 written in standards form, expanded form and word form. Write numbers from 0 to 100 using standard form and expanded form.			
MTR 1, 2, 3, 4, 5, 6, 7			
Code	Digital Student Experience	Code	Teacher Resources
U23	Number Sense – Decade Numbers – Free Play Number Puzzle	U14	Roll Count Cover
U23	Number Sense – Decade Numbers – Number Puzzle	U15	Digit Deal (up to 50)
		U17	Digit Deal (up to 100)
		U23	Decade Numbers
		ISIP EM	Base Ten Block Basics

MA.1.NSO.1.3			
Compose and decompose two–digit numbers in multiple ways using tens and ones. Demonstrate each composition or decomposition with objects, drawings and expressions or equations.			
MTR 1, 2, 3, 4, 5, 6, 7			
Code	Digital Student Experience	Code	Teacher Resources
U23	Number Sense – Decade Numbers – Free Play Number Puzzle	U14	Roll Count Cover

MA.1.NSO.1.3			
Compose and decompose two–digit numbers in multiple ways using tens and ones. Demonstrate each composition or decomposition with objects, drawings and expressions or equations.			
MTR 1, 2, 3, 4, 5, 6, 7			
Code	Digital Student Experience	Code	Teacher Resources
U23	Number Sense – Decade Numbers – Number Puzzle	U15	Digit Deal (up to 50)
		U17	Digit Deal (up to 100)
		U23	Decade Numbers
		ISIP EM	Base Ten Block Basics

MA.1.NSO.1.4			
Plot, order and compare whole numbers up to 100.			
MTR 1, 2, 3, 4, 5, 6, 7			
Code	Digital Student Experience	Code	Teacher Resources
		ISIP EM	Base Ten Block Battle
		ISIP EM	Graphing Stories – Determining Most and Least

MA.1.NSO.2 Develop an understanding of addition and subtraction operations with one– and two–digit numbers.

MA.1.NSO.2.1			
Recall addition facts with sums to 10 and related subtraction facts with automaticity.			
MTR 1, 2, 3, 4, 5, 6, 7			
Code	Digital Student Experience	Code	Teacher Resources
U20	Computation and Algebraic Thinking – “The Math Whiz”	U24	Start, Change, Result! (within 20)
U24	Computation and Algebraic Thinking – Fact Strategies	FP	Addition Fast Track
		FP	Subtraction Fact Track
		FP	Sticky Sums
		FP	Write, Tally, Draw
		FP	Shake It, Make It, Solve It (Addition)
		FP	Left Hand–Right Hand Grab Bag
		FP	Two–Color Grab Bag
		FP	Building Sums to 20

MA.1.NSO.2.2			
Add two whole numbers with sums from 0 to 20 and subtract using related facts with procedural reliability.			
MTR 1, 2, 3, 4, 5, 6, 7			
Code	Digital Student Experience	Code	Teacher Resources
U20	Computation and Algebraic Thinking – “The Math Whiz”	U24	Start, Change, Result! (within 20)
U24	Computation and Algebraic Thinking – Fact Strategies	FP	Addition Fast Track
		FP	Subtraction Fact Track
		FP	Sticky Sums
		FP	Write, Tally, Draw
		FP	Shake It, Make It, Solve It (Addition)
		FP	Left Hand–Right Hand Grab Bag
		FP	Two–Color Grab Bag
		FP	Building Sums to 20

MA.1.NSO.2.4			
Explore the addition of a two–digit number and a one–digit number with sums to 100.			
MTR 1, 2, 3, 4, 5, 6, 7			
Code	Digital Student Experience	Code	Teacher Resources
U20	Computation and Algebraic Thinking – “The Math Whiz”	U20	Identity Property – Go Fish!
U20	Computation and Algebraic Thinking – Fact Strategies	FP	Addition Fast Track
U20	Computation and Algebraic Thinking – Properties of Addition – Commutative Property	FP	Subtraction Fact Track
U20	Computation and Algebraic Thinking – Properties of Addition – Identity Property	FP	Sticky Sums
		FP	Write, Tally, Draw
		FP	Shake It, Make It, Solve It (Addition)
		FP	Left Hand– Right Hand Grab Bag
		FP	Two–Color Grab Bag

MA.1.NSO.2.5			
Explore subtraction of a one–digit number from a two–digit number.			
MTR 1, 2, 3, 4, 5, 6, 7			
Code	Digital Student Experience	Code	Teacher Resources
U22	Computation and Algebraic Thinking – Whole Part Part – “Chicago Pizza Blues” (within 20)	U22	Beading the Difference
		U24	Start, Change, Result! (within 20)

MA.1.NSO.2.5			
Explore subtraction of a one–digit number from a two–digit number.			
MTR 1, 2, 3, 4, 5, 6, 7			
Code	Digital Student Experience	Code	Teacher Resources
		ISIP EM	Fact Family Dominoes

Fractions

MA.1.FR.1 Develop and understanding of fractions by partitioning shapes into halves and fourths.

MA.1.FR.1.1			
Partition circles and rectangles into two and four equal–sized parts. Name the parts of the whole using appropriate language including halves or fourths.			
MTR 1, 2, 3, 4, 5, 6, 7			
Code	Digital Student Experience	Code	Teacher Resources
U18	Geometry – Identify Halves and Fourths	U18	Fraction Four–in–a–Row

Algebraic Reasoning

MA.1.AR.1 Solve addition problems with sums between 0 and 20 and subtraction problems using related facts.

MA.1.AR.1.1			
Apply properties of addition to find a sum of three or more whole numbers.			
MTR 1, 2, 3, 4, 5, 6, 7			
Code	Digital Student Experience	Code	Teacher Resources
U20	Computation and Algebraic Thinking – Commutative Property of Addition	U20	Doubles
U20	Computation and Algebraic Thinking – Associative Property of Addition	U20	Grouping Groceries
U20	Computation and Algebraic Thinking – Identity Property of Addition	U20	Turn Around Addition
		U20	Identity Property – Go Fish!
		ISIP EM	Counting on Cards
		ISIP EM	Fact Family Dominoes

MA.1.AR.1.2			
Solve addition and subtraction real–world problems using objects, drawings or equations to represent the problem.			
MTR 1, 2, 3, 4, 5, 6, 7			
Code	Digital Student Experience	Code	Teacher Resources
U20	Computation and Algebraic Thinking – “Part Part Whole in New Orleans” (1–20)	U24	Start, Change, Result (within 20)

MA.1.AR.1.2			
Solve addition and subtraction real–world problems using objects, drawings or equations to represent the problem.			
MTR 1, 2, 3, 4, 5, 6, 7			
Code	Digital Student Experience	Code	Teacher Resources
U20	Computation and Algebraic Thinking – Addition Stories (1–20) – Horizontal Equations		
U20	Computation and Algebraic Thinking – Addition Stories (1–20) – Vertical Equations		
U24	Computation and Algebraic Thinking – “Chicago Pizza Blues”		
U24	Computation and Algebraic Thinking – Subtraction Stories (within 20)		

MA.1.AR.2 Develop an understanding of the relationship between addition and subtraction.

MA.1.AR.2.1			
Restate a subtraction problem as a missing addended problem using the relationship between addition and subtraction.			
MTR 1, 2, 3, 4, 5, 6, 7			
Code	Digital Student Experience	Code	Teacher Resources
U16	Computation and Algebraic Thinking – Determine the Unknown Whole Number in an Addition Sentences	U16	Beginning–Middle–End
U24	Computation and Algebraic Thinking – Determine the Unknown Whole Number in a Subtraction Sentence	U24	Mystery in the Middle

MA.1.AR.2.3			
Determine the unknown whole number in an addition or subtraction equation, relating three whole numbers, with the unknown in any position.			
MTR 1, 2, 3, 4, 5, 6, 7			
Code	Digital Student Experience	Code	Teacher Resources
U16	Computation and Algebraic Thinking – Determine the Unknown Whole Number in Addition Sentences	U16	Beginning–Middle–End
U24	Computation and Algebraic Thinking – Determine the Unknown Whole Number in Subtraction Sentences	U24	Mystery in the Middle

Measurement

MA.1.M.2 Tell time and identify the value of coins and combinations of coins and dollar bills.

MA.1.M.2.1			
Using analog and digital clocks, tell and write time in hours and half hours.			
MTR 1, 2, 3, 4, 5, 6, 7			
Code	Digital Student Experience	Code	Teacher Resources
U19	Measurement – Tell and Write Time from Analog/Digital Clocks to the Nearest Hour and Half Hour	U16	What Does the Clock Say?
		U19	Set the Time and Go!

MA.1.M.2.2			
Identify pennies, nickels, dimes and quarters, and express their values using the ¢ symbol. State how many of each coin equal a dollar.			
MTR 1, 2, 3, 4, 5, 6, 7			
Code	Digital Student Experience	Code	Teacher Resources
U14	Measurement – Identify Coins by Values (Pennies, Nickels, Dimes)	U14	Coin Value Cover–Up
U16	Measurement – Identify the Value of a Collection of Mixed Coins (Pennies, Nickels, Dimes)	U16	Money Match
U16	Measurement – Compare Amounts of Mixed Coins (Pennies, Nickels, Dimes, and Quarters)		

MA.1.M.2.3			
Find the value of combinations of pennies, nickels and dimes up to one dollar, and the value of combinations of one, five and ten dollar bills up to \$100. Use the ¢ and \$ symbols appropriately.			
MTR 1, 2, 3, 4, 5, 6, 7			
Code	Digital Student Experience	Code	Teacher Resources
U14	Measurement – Identify Coins by Values (Pennies, Nickels, Dimes)	U14	Coin Value Cover–Up
U16	Measurement – Identify the Value of a Collection of Mixed Coins (Pennies, Nickels, Dimes)	U16	Money Match
U16	Measurement – Compare Amounts of Mixed Coins (Pennies, Nickels, Dimes, and Quarters)		
U24	Measurement – Compare Amounts of Mixed Coins to a Given Amount		

Data Analysis and Probability

MA.1.DP.1 Collect, represent and interpret data using pictographs and tally marks.

MA.1.DP.1.1			
Collect data into categories and represent the results using tally marks or pictographs.			
MTR 1, 2, 3, 4, 5, 6, 7			
Code	Digital Student Experience	Code	Teacher Resources
		U19	Graphing Tic–Tac–Toe
		ISIP EM	How Many More?
		ISIP EM	Graphing Three Ways
		ISIP EM	Graphing Stories – Determining Most and Least
		ISIP EM	Graphing to the Rescue!

MA.1.DP.1.2			
Interpret data represented with tally marks or pictographs by calculating the total number of data points and comparing the totals of different categories.			
MTR 1, 2, 3, 4, 5, 6, 7			
Code	Digital Student Experience	Code	Teacher Resources
		U19	Graphing Tic–Tac–Toe
		ISIP EM	How Many More?
		ISIP EM	Graphing Three Ways
		ISIP EM	Graphing Stories – Determining Most and Least

MA.1.DP.1.2			
Interpret data represented with tally marks or pictographs by calculating the total number of data points and comparing the totals of different categories.			
MTR 1, 2, 3, 4, 5, 6, 7			
Code	Digital Student Experience	Code	Teacher Resources
		ISIP EM	Graphing to the Rescue!

Grade 2

Number Sense and Operations

MA.2.NSO.1 Understand the place value of three–digit numbers.

MA.2.NSO.1.1			
Read and write numbers from 0 to 1,000 using standard form, expanded form and word form.			
MTR 1, 2, 3, 4, 5, 6, 7			
Code	Digital Student Experience	Code	Teacher Resources
U30	Number Sense – Writing Standard Form from Expanded Form	U30	Building Numbers Using Base 10 Blocks
U30	Number Sense – Writing Expanded Form from Standard Form	U30	Writing Expanded Form from Standard Form
U30	Number Sense – Writing Word Form from Expanded and Standard Form	U30	Writing Word Form from Expanded and Standard Form
		ISIP	Same Number, Different Ways
		ISIP	Place Value Pair–Up
		ISIP	Race to the Cube
		ISIP	Creating Numbers with Base 10 Blocks
		ISIP	Place Value Cups
		ISIP	Writing Standard Form from Expanded Form

MA.2.NSO.1.2

Compose and decompose three–digit numbers in multiple ways using hundreds, tens and ones. Demonstrate each composition or decomposition with objects, drawings and expressions or equations.

MTR 1, 2, 3, 4, 5, 6, 7

Code	Digital Student Experience	Code	Teacher Resources
U30	Number Sense – Writing Standard Form from Expanded Form	U30	Building Numbers Using Base 10 Blocks
U30	Number Sense – Writing Expanded Form from Standard Form	U30	Writing Expanded Form from Standard Form
U30	Number Sense – Writing Word Form from Expanded and Standard Form	U30	Writing Word Form from Expanded and Standard Form
		ISIP	Same Number, Different Ways
		ISIP	Place Value Pair–Up
		ISIP	Race to the Cube
		ISIP	Creating Numbers with Base 10 Blocks
		ISIP	Place Value Cups
		ISIP	Writing Standard Form from Expanded Form

MA.2.NSO.1.3			
Plot, order and compare whole numbers up to 1,000.			
MTR 1, 2, 3, 4, 5, 6, 7			
Code	Digital Student Experience	Code	Teacher Resources
U30	Number Sense – Comparing Two Two–Digit Whole Numbers	U30	Comparison Symbols
U30	Number Sense – Comparing Two Three–Digit Numbers	U30	Comparison – Three–Digit Numbers
U30	Number Sense – Comparing Two Three–Digit Whole Numbers with Zeroes	ISIP	Steps for Comparing Three–Digit Numbers

MA.2.NSO.2 Add and subtract two– and three–digit whole numbers.

MA.2.NSO.2.1			
Recall addition facts with sums to 20 and related subtraction facts with automaticity.			
MTR 1, 2, 3, 4, 5, 6, 7			
Code	Digital Student Experience	Code	Teacher Resources
		U31	Fact Families – Addition and Subtraction
		ISIP	Addition and Subtraction Fact Families
		ISIP	Fact Family Triangles
		FP	Addition Fast Track
		FP	Shake it! Make it! Solve it! Addition

MA.2.NSO.2.3			
Add two whole numbers with sums up to 100 with procedural reliability. Subtract a whole number from a whole number, each no larger than 100, with procedural reliability.			
MTR 1, 2, 3, 4, 5, 6, 7			
Code	Digital Student Experience	Code	Teacher Resources
U31	Computation and Algebraic Thinking – Adding with Regrouping Using Concrete Models	U31	Adding with Regrouping – Concrete
U31	Computation and Algebraic Thinking – Subtracting with Regrouping Using Concrete Models	U31	Adding Using Partitioning
U31	Computation and Algebraic Thinking – Adding with Regrouping – Partitioning	U31	Subtracting Using Partitioning
U31	Computation and Algebraic Thinking – Subtracting with Regrouping – Partitioning	U31	Adding on a Number Line
U31	Computation and Algebraic Thinking – Adding on a Number Line	U31	Subtracting on a Number Line
U31	Computation and Algebraic Thinking – Subtracting on a Number Line	U31	Fact Families – Addition and Subtraction
U31	Computation and Algebraic Thinking – Fact Families – Addition and Subtraction	ISIP	Addition and Subtraction Fact Families
		ISIP	Fact Family Triangles
		ISIP	Break Apart to Add
		ISIP	Race to the Cube
		ISIP	Using Arrow Paths to Add and Subtract
		ISIP	Math Mind Reader

MA.2.NSO.2.3

Add two whole numbers with sums up to 100 with procedural reliability. Subtract a whole number from a whole number, each no larger than 100, with procedural reliability.

MTR 1, 2, 3, 4, 5, 6, 7

Code	Digital Student Experience	Code	Teacher Resources
		ISIP	Partitioning

MA.2.NSO.2.4

Explore the addition of two whole numbers with sums up to 1,000. Explore the subtraction of a whole number from a whole number, each no larger than 1,000.

MTR 1, 2, 3, 4, 5, 6, 7

Code	Digital Student Experience	Code	Teacher Resources
U32	Computation and Algebraic Thinking – Two-Step Word Problems with Unknowns at the End	U32	Build and Solve Two-Step Equations with Addition and Subtraction
U32	Computation and Algebraic Thinking – Two-Step Word Problems with Unknowns in the Middle	U32	Build Multistep Equations with Multiple Operations
		U32	Solve Multistep Equations with Multiple Operations

Fractions

MA.2.FR.1.1 Develop and understanding of fractions.

MA.2.FR.1.1			
Partition circles and rectangles into two, three or four equal-sized parts. Name the parts using appropriate language, and describe the whole as two halves, three thirds or four fourths.			
MTR 1, 2, 3, 4, 5, 6, 7			
Code	Digital Student Experience	Code	Teacher Resources
U32	Geometry – Partitioning to Identify Halves, Thirds, and Fourths	U32	Equal Shares of Identical Wholes
U32	Geometry – Equal Shares of Identical Wholes		

MA.2.FR.1.2			
Partition rectangles into two, three or four equal-sized parts in two different ways showing that equal-sized parts of the same whole may have different shapes.			
MTR 1, 2, 3, 4, 5, 6, 7			
Code	Digital Student Experience	Code	Teacher Resources
U32	Geometry – Addition Arrays	U32	Addition Arrays

Algebraic Reasoning

MA.2.AR.1 Solve addition problems with sums between 0 and 100 and related subtraction problems.

MA.2.AR.1.1			
Solve one– and two–step addition and subtraction real–world problems.			
MTR 1, 2, 3, 4, 5, 6, 7			
Code	Digital Student Experience	Code	Teacher Resources
U32	Computation and Algebraic Thinking – Two–Step Word Problems with Unknowns at the End	U32	Build and Solve Two–Step Equations with Addition and Subtraction
U32	Computation and Algebraic Thinking – Two–Step Word Problems with Unknowns in the Middle	U32	Build Multistep Equations with Multiple Operations
		U32	Solve Multistep Equations with Multiple Operations

MA.2.AR.3 Develop an understanding of multiplication.

MA.2.AR.3.1			
Represent an even number using two equal groups or two equal addends. Represent an odd number using two equal groups with one left over or two equal addends plus 1.			
MTR 1, 2, 3, 4, 5, 6, 7			
Code	Digital Student Experience	Code	Teacher Resources
U30	Computation and Algebraic Thinking – Even and Odd Pairing	U30	Determining Even and Odd by Pairing

MA.2.AR.3.2			
Use repeated addition to find the total number of objects in a collection of equal groups. Represent the total number of objects using rectangular arrays and equations.			
MTR 1, 2, 3, 4, 5, 6, 7			
Code	Digital Student Experience	Code	Teacher Resources
U32	Computation and Algebraic Thinking – Addition Arrays	U32	Addition Arrays
U32	Geometry – Addition Arrays	U32	Addition Arrays

Measurement

MA.2.M.1 Measure the length of objects and solve problems involving length.

MA.2.M.1.2			
Measure the lengths of two objects using the same unit and determine the difference between their measurements.			
MTR 1, 2, 3, 4, 5, 6, 7			
Code	Digital Student Experience	Code	Teacher Resources
		ISIP	Ruler Relay

MA.2.M.2 Tell time and solve problems involving money.

MA.2.M.2.1			
Using analog and digital clocks, tell and write time to the nearest five minutes using a.m. and p.m. appropriately. Express portions of an hour using the fractional terms half an hour, half past, quarter of an hour, quarter after and quarter till.			
MTR 1, 2, 3, 4, 5, 6, 7			
Code	Digital Student Experience	Code	Teacher Resources
U34	Measurement – Tell Time to the Nearest Five Minutes	U34	Time to the Nearest Five Minutes
		U34	Time – AM and PM
		U34	Time to the Quarter Hour

Data Analysis and Probability

MA.2.DP.1 Collect, categorize, represent and interpret data using appropriate titles, labels and units.

MA.2.DP.1.2			
Interpret data represented with tally marks, tables, pictographs or bar graphs including solving addition and subtraction problems.			
MTR 1, 2, 3, 4, 5, 6, 7			
Code	Digital Student Experience	Code	Teacher Resources
U33	Data Analysis – Solving Problems Using Information Presented in Picture Graphs	U33	Creating Picture Graphs
		U33	Bar Graph Bundle – Lesson A – Interpreting Bar Graphs
		U33	Bar Graph Bundle – Lesson B – Creating Bar Graphs

MA.2.DP.1.2			
Interpret data represented with tally marks, tables, pictographs or bar graphs including solving addition and subtraction problems.			
MTR 1, 2, 3, 4, 5, 6, 7			
Code	Digital Student Experience	Code	Teacher Resources
		U33	Bar Graph Bundle – Lesson C – Analyzing Bar Graphs
		U33	Picture Graph Bundle – Lesson A – Interpreting Picture Graphs
		U33	Picture Graph Bundle – Lesson B – Creating Picture Graphs
		U33	Picture Graph Bundle – Lesson C – Analyzing Picture Graphs

Grade 3

Number Sense and Operations

MA.3.NSO.1 Understand the place value of four–digit numbers.

MA.3.NSO.1.4			
Round whole numbers from 0 to 1,000 to the nearest 10 or 100.			
MTR 1, 2, 3, 4, 5, 6, 7			
Code	Digital Student Experience	Code	Teacher Resources
U35	Number Sense – Rounding to the Nearest Ten	U35	Rounding – Nearest Ten
U35	Number Sense – Rounding to the Nearest Hundred	U35	Rounding – Nearest Hundred
		U35	Rounding – Nearest Ten, Hundred, Thousand
		U35	Rounding within Three– and Four–Digit Numbers – Number Line

MA.3.NSO.2 Add and subtract multi–digit whole numbers. Build an understanding of multiplication and division operations.

MA.3.NSO.2.1			
Add and subtract multi–digit whole numbers including using a standard algorithm with procedural fluency.			
MTR 1, 2, 3, 4, 5, 6, 7			
Code	Digital Student Experience	Code	Teacher Resources
U36	Computation and Algebraic Thinking – Two–Step Word Problems – All Operations	U36	Two–Step Word Problems – All Operations

MA.3.NSO.2.2			
Explore multiplication of two whole numbers with products from 0 to 144, and related division facts.			
MTR 1, 2, 3, 4, 5, 6, 7			
Code	Digital Student Experience	Code	Teacher Resources
U35	Computation and Algebraic Thinking – Arithmetic Patterns in Multiplication	U35	Arithmetic Patterns in Multiplication
U36	Computation and Algebraic Thinking – Multiply One–Digit Numbers Using Concrete Models	U36	One–Digit by One–Digit Multiplication
U36	Computation and Algebraic Thinking – Fact Families – Multiplication and Division	U36	Multiplying Two One–Digit Numbers with Arrays
U36	Computation and Algebraic Thinking – Two–Step Word Problems – All Operations	U36	Two–Step Word Problems – All Operations
U36	Computation and Algebraic Thinking – Properties of Multiplication	U36	Fact Families – Multiplication and Division
		ISIP	Relating Multiplication and Division
		ISIP	Practicing Fact Families
		ISIP	Strip Diagrams – Compare Problems
		ISIP	Using the Commutative Property of Multiplication
		ISIP	Doubling and Halving
		FP	Multominoes
		FP	Tall Towers
		FP	Dice Blocks

MA.3.NSO.2.2

Explore multiplication of two whole numbers with products from 0 to 144, and related division facts.

MTR 1, 2, 3, 4, 5, 6, 7

Code	Digital Student Experience	Code	Teacher Resources
		FP	Wipe Out

MA.3.NSO.2.3

Multiply a one–digit whole number by a multiple of 10, up to 90, or a multiple of 100, up to 900, with procedural reliability.

MTR 1, 2, 3, 4, 5, 6, 7

Code	Digital Student Experience	Code	Teacher Resources
U35	Computation and Algebraic Thinking – Arithmetic Patterns in Multiplication	U35	Arithmetic Patterns in Multiplication

MA.3.NSO.2.4

Multiply two whole numbers from 0 to 12 and divide using related facts with procedural reliability.

MTR 1, 2, 3, 4, 5, 6, 7

Code	Digital Student Experience	Code	Teacher Resources
U35	Computation and Algebraic Thinking – Arithmetic Patterns in Multiplication	U35	Arithmetic Patterns in Multiplication
U36	Computation and Algebraic Thinking – Multiply One–Digit Numbers Using Concrete Models	U36	One–Digit by One–Digit Multiplication
U36	Computation and Algebraic Thinking – Fact Families – Multiplication and Division	U36	Multiplying Two One–Digit Numbers with Arrays

MA.3.NSO.2.4

Multiply two whole numbers from 0 to 12 and divide using related facts with procedural reliability.

MTR 1, 2, 3, 4, 5, 6, 7

Code	Digital Student Experience	Code	Teacher Resources
U36	Computation and Algebraic Thinking – Two-Step Word Problems – All Operations	U36	Two-Step Word Problems – All Operations
U36	Computation and Algebraic Thinking – Properties of Multiplication	U36	Fact Families – Multiplication and Division
		ISIP	Relating Multiplication and Division
		ISIP	Practicing Fact Families
		ISIP	Strip Diagrams – Compare Problems
		ISIP	Using the Commutative Property of Multiplication
		ISIP	Doubling and Halving
		FP	Multominoes
		FP	Tall Towers
		FP	Dice Blocks
		FP	Wipe Out

Fractions

MA.3.FR.1 Understand fractions as numbers and represents fractions.

MA.3.FR.1.1			
Represent and interpret unit fractions in the form $\frac{1}{n}$ as the quantity formed by one part when a whole is partitioned into n equal parts.			
MTR 1, 2, 3, 4, 5, 6, 7			
Code	Digital Student Experience	Code	Teacher Resources
		U37	Fractions Equivalent to One
		U37	Fractions Equivalent to Whole Numbers
		U37	Identifying Equivalent Fractions
		ISIP	Writing Fractions – Symbolic Notation

MA.3.FR.2 Order and compare fractions and identify equivalent fractions.

MA.3.FR.2.1			
Plot, order, and compare fractional numbers with the same numerator or the same denominator.			
MTR 1, 2, 3, 4, 5, 6, 7			
Code	Digital Student Experience	Code	Teacher Resources
U37	Number Sense – Comparing Fractions with Same Numerators	U37	Mixed Numbers
U37	Number Sense – Comparing Fractions with Same Denominators	U37	Fractions with Same Numerators
		U37	Fractions with Like Denominators

MA.3.FR.2.1			
Plot, order, and compare fractional numbers with the same numerator or the same denominator.			
MTR 1, 2, 3, 4, 5, 6, 7			
Code	Digital Student Experience	Code	Teacher Resources
		U37	Mixed Numbers
		U37	Fractions with Same Numerators
		U37	Fractions with Like Denominators
		U37	Whole Numbers and Fractions – Symbols
		ISIP	Comparing Fractions Using Models
		ISIP	Comparing Fractions

MA.3.FR.2.2			
Identify equivalent fractions and explain why they are equivalent.			
MTR 1, 2, 3, 4, 5, 6, 7			
Code	Digital Student Experience	Code	Teacher Resources
U37	Number Sense – Equivalent Fractions	U37	Fractions Equivalent to One
U37	Number Sense – Fractions Equivalent to One	U37	Fractions Equivalent to Whole Numbers
U37	Number Sense – Many Equivalent Fractions	U37	Many Equivalent Fractions
		U37	Identifying Equivalent Fractions
		U37	Using Models to Identify Equivalent Fractions

MA.3.FR.2.2			
Identify equivalent fractions and explain why they are equivalent.			
MTR 1, 2, 3, 4, 5, 6, 7			
Code	Digital Student Experience	Code	Teacher Resources
		U37	Mixed Numbers
		U37	Whole Numbers and Fractions – Symbols
		ISIP	Identifying Equivalent Fractions Using Area Models

Algebraic Reasoning

MA.3.AR.1 Solve multiplication and division problems.

MA.3.AR.1.1			
Apply the distributive property to multiply a one–digit and two–digit number. Apply properties of multiplication to find a product of one–digit whole numbers.			
MTR 1, 2, 3, 4, 5, 6, 7			
Code	Digital Student Experience	Code	Teacher Resources
U36	Computation and Algebraic Thinking – Properties of Multiplication	ISIP	Using the Commutative Property of Multiplication
		ISIP	Multiplying with Three Factors

MA.3.AR.1.2

Solve one– and two–step real–world problems involving any of four operations with whole numbers.

MTR 1, 2, 3, 4, 5, 6, 7

Code	Digital Student Experience	Code	Teacher Resources
U36	Computation and Algebraic Thinking – Two–Step Word Problems – All Operations	U36	Problem Solving without Numbers – Addition and Subtraction
		U36	Problem Solving without Numbers – Multiplication and Division
		U36	Two–Step Word Problems – All Operations

MA.3.AR.2 Develop an understanding of equality and multiplication and division.

MA.3.AR.2.1

Understand division as an unknown–factor problem.

MTR 1, 2, 3, 4, 5, 6, 7

Code	Digital Student Experience	Code	Teacher Resources
U36	Computation and Algebraic Thinking – Fact Families – Multiplication and Division	U36	Fact Families – Multiplication and Division
		ISIP	Relating Multiplication and Division
		ISIP	Practicing Fact Families

MA.3.AR.2.3			
Determine the unknown whole number in a multiplication or division equation, relating three whole numbers, with the unknown in any position.			
MTR 1, 2, 3, 4, 5, 6, 7			
Code	Digital Student Experience	Code	Teacher Resources
U36	Computation and Algebraic Thinking – Build and Solve Two–Step Word Problems with All Operations	U36	Fact Families – Multiplication and Division
		U36	Build and Solve Two–Step Word Problems with All Operations
		ISIP	Relating Multiplication and Division
		ISIP	Practicing Fact Families
		ISIP	Strip Diagrams – Compare Problems
		ISIP	Using the Commutative Property of Multiplication

MA.3.AR.3 Identify numerical patterns, including multiplicative patterns.

MA.3.AR.3.3			
Identify arithmetic patterns (including patterns in the addition table or multiplication table) and explain them using properties of operations.			
MTR 1, 2, 3, 4, 5, 6, 7			
Code	Digital Student Experience	Code	Teacher Resources
U35	Computation and Algebraic Thinking – Arithmetic Patterns in Multiplication	U36	Arithmetic Patterns in Multiplication
		U36	Fact Families – Multiplication and Division

MA.3.AR.3.3

Identify arithmetic patterns (including patterns in the addition table or multiplication table) and explain them using properties of operations.

MTR 1, 2, 3, 4, 5, 6, 7

Code	Digital Student Experience	Code	Teacher Resources
		ISIP	Doubling and Halving
		ISIP	Practicing Fact Families
		ISIP	Relating Multiplication and Division
		ISIP	Using the Commutative Property of Multiplication

Measurement

MA.3.M.1 Measure attributes of objects and solve problems involving measurement.

MA.3.M.1.2

Solve real-world problems involving any of the four operations with whole-number lengths, masses, weights, temperatures or liquid volumes.

MTR 1, 2, 3, 4, 5, 6, 7

Code	Digital Student Experience	Code	Teacher Resources
		ISIP	Take Me Out to the Ball Game

Geometric Reasoning

MA.3.GR.2 Solve problems involving the perimeter and area of rectangles.

MA.3.GR.2.1

Explore area as an attribute of a two–dimensional figure by covering the figure with unit squares without gaps or overlaps. Find areas of rectangles by counting unit squares.

MTR 1, 2, 3, 4, 5, 6, 7

Code	Digital Student Experience	Code	Teacher Resources
		ISIP	Area Square
		ISIP	Finding the Area of Polygons
		ISIP	Finding the Area of Rectangles

MA.3.GR.2.2

Find the area of a rectangle with whole–number side lengths using a visual model and a multiplication formula.

MTR 1, 2, 3, 4, 5, 6, 7

Code	Digital Student Experience	Code	Teacher Resources
		ISIP	Area Square
		ISIP	Finding the Area of Polygons
		ISIP	Finding the Area of Rectangles

MA.3.GR.2.3

Solve mathematical and real–world problems involving the perimeter and area of rectangles with whole–number side lengths using a visual model and a formula.

MTR 1, 2, 3, 4, 5, 6, 7

Code	Digital Student Experience	Code	Teacher Resources
U38	Measurement – Perimeter Word Problems	U38	Perimeter Bundle
		ISIP	Perimeter of Polygons
		ISIP	Area Square
		ISIP	Finding the Area of Polygons
		ISIP	Finding the Area of Rectangles

Data Analysis and Probability

MA.3.DP.1 Collect, represent and interpret numerical and categorical data.

MA.3.DP.1.1

Collect and represent numerical and categorical data with whole–number values using tables, scared pictographs, scared bar graphs or line plots. Use appropriate titles, labels and units.

MTR 1, 2, 3, 4, 5, 6, 7

Code	Digital Student Experience	Code	Teacher Resources
		U39	Solving Two–Step Problems Using Bar Graphs

MA.3.DP.1.2

Interpret data with whole–number values represented with tables, scaled pictographs, circle graphs, scaled bar graphs or line plots by solving one– and two–step problems.

MTR 1, 2, 3, 4, 5, 6, 7

Code	Digital Student Experience	Code	Teacher Resources
		U39	Solving Two–Step Problems Using Bar Graphs

Grade 4

Number Sense and Operations

MA.4.NSO.1 Understand place value for multi–digit numbers.

MA.4.NSO.1.1			
Express how the value of a digit in a multi–digit whole–number changes if the digit moves one place to the left or right.			
MTR 1, 2, 3, 4, 5, 6, 7			
Code	Digital Student Experience	Code	Teacher Resources
U40	Number Sense – Expanded Form to Thousands	U46	Decimals on a Place Value Mat
U40	Number Sense – Standard Form to Thousands		
U46	Number Sense – Decimal Comparison – Concrete		

MA.4.NSO.1.2			
Read and write multi–digit whole numbers from 0 to 1,000,000 using standard form, expanded form and word form.			
MTR 1, 2, 3, 4, 5, 6, 7			
Code	Digital Student Experience	Code	Teacher Resources
U40	Number Sense – Expanded Form to Thousands	U40	Writing Expanded Form from Standard through Thousands and Millions
U40	Number Sense – Expanded Form to Millions	U43	Decimals – Standard and Word Form
U40	Number Sense – Writing Expanded Form from Standard Form through Millions		
U40	Number Sense – Standard Form to Thousands		
U43	Number Sense – Word Form of Decimals with Visual Models (0.01–1.99)		

MA.4.NSO.1.2			
Read and write multi-digit whole numbers from 0 to 1,000,000 using standard form, expanded form and word form.			
MTR 1, 2, 3, 4, 5, 6, 7			
Code	Digital Student Experience	Code	Teacher Resources
U46	Number Sense – Decimal Comparison – Concrete		

MA.4.NSO.1.2			
Plot, order and compare multi-digit whole numbers up to 1,000,000.			
MTR 1, 2, 3, 4, 5, 6, 7			
Code	Digital Student Experience	Code	Teacher Resources
U40	Number Sense – Expanded Form to Thousands	U40	Writing Expanded Form from Standard through Thousands and Millions
U40	Number Sense – Expanded Form to Millions	U43	Decimals – Standard and Word Form
U40	Number Sense – Writing Expanded Form from Standard Form through Millions		
U40	Number Sense – Standard Form to Thousands		
U43	Number Sense – Word Form of Decimals with Visual Models (0.01–1.99)		
U46	Number Sense – Decimal Comparison – Concrete		

MA.4.NSO.1.4			
Round whole numbers from 0 to 10,000 to the nearest 10, 100, or 1,000.			
MTR 1, 2, 3, 4, 5, 6, 7			
Code	Digital Student Experience	Code	Teacher Resources
U40	Number Sense – Rounding to the Nearest Thousand	U40	Rounding – Nearest Thousand
U40	Number Sense – Round to Any Place up to Thousands with Number Line	U40	Rounding – Nearest Ten, Hundred, Thousand
U40	Number Sense – Round to Any Place up to Thousands with Algorithm	U40	Rounding within Three– and Four–Digit Numbers – Number Line
U40	Number Sense – Rounding Zero	U40	Rounding within Three– and Four–Digit Numbers – Algorithm
		U40	Zero as the Rounding Digit

MA.4.NSO.2 Build an understanding of operations with multi–digit numbers including decimals.

MA.4.NSO.2.2			
Multiply two whole numbers, up to three digits by up to two digits, with procedural reliability.			
MTR 1, 2, 3, 4, 5, 6, 7			
Code	Digital Student Experience	Code	Teacher Resources
U41	Multiply Two–Digit Numbers with Models	U41	Two–Digit by Two–Digit Concrete Multiplication

MA.4.NSO.2.3			
Multiply two whole numbers, each up to two digits, including using a standard algorithm with procedural fluency.			
MTR 1, 2, 3, 4, 5, 6, 7			
Code	Digital Student Experience	Code	Teacher Resources
U41	Multiply Two–Digit Numbers with Models	U41	Two–Digit by Two–Digit Concrete Multiplication

Fractions

MA.4.FR.1 Develop an understanding of the relationship between different fractions and the relationship between fractions and decimals.

MA.4.FR.1.1

Model and express a fraction, including mixed numbers and fractions greater than one, with the denominator 10 as an equivalent fraction with the denominator 100.

MTR 1, 2, 3, 4, 5, 6, 7

Code	Digital Student Experience	Code	Teacher Resources
U43	Number Sense – Equivalent Fractions with Models	U43	Fraction Comparison with Benchmark Fractions
U43	Number Sense – Comparing Fractions Using Benchmark Fractions	U43	Compare Fractions Using Common Denominators
		U43	Expressing Equivalent Fractions with Denominators of 10 and 100
		U43	Add Fractions with Denominators of 10 and 100

MA.4.FR.1.3

Identify and generate equivalent fractions, including fractions greater than one. Describe how the numerator and denominator are affected when the equivalent fraction is created.

MTR 1, 2, 3, 4, 5, 6, 7

Code	Digital Student Experience	Code	Teacher Resources
U43	Number Sense – Equivalent Fractions with Models	U43	Fraction Comparison with Benchmark Fractions
U43	Number Sense – Comparing Fractions Using Benchmark Fractions	U43	Compare Fractions Using Common Denominators
		U43	Expressing Equivalent Fractions with Denominators of 10 and 100

MA.4.FR.1.3

Identify and generate equivalent fractions, including fractions greater than one. Describe how the numerator and denominator are affected when the equivalent fraction is created.

MTR 1, 2, 3, 4, 5, 6, 7

Code	Digital Student Experience	Code	Teacher Resources
		U43	Add Fractions with Denominators of 10 and 100

MA.4.FR.1.4

Plot, order and compare fractions, including mixed numbers and fractions greater than one, with different numerators and different denominators.

MTR 1, 2, 3, 4, 5, 6, 7

Code	Digital Student Experience	Code	Teacher Resources
U43	Number Sense – Equivalent Fractions with Models	U43	Benchmark Fractions
U43	Number Sense – Comparing Fractions Using Benchmark Fractions	U43	Fractions – Symbols
U43	Number Sense – Comparing Fractions with Unlike Denominators	U43	Compare Fractions by Creating Common Denominators
		U43	Compare Fractions by Creating Common Denominators
		ISIP	Comparing Fractions
		ISIP	Using Area Models to Compare Fractions

MA.4.FR.2 Build a foundation of addition, subtraction and multiplication operations with fractions.

MA.4.FR.2.1			
Decompose a fraction, including mixed numbers and fractions greater than one, into a sum of fractions with the same denominator in multiple ways. Demonstrate each decomposition with objects, drawings and equations.			
MTR 1, 2, 3, 4, 5, 6, 7			
Code	Digital Student Experience	Code	Teacher Resources
U43	Number Sense – Decomposing Fractions		

MA.4.FR.2.2			
Add and subtract fractions with like denominators, including mixed numbers and fractions greater than one, with procedural reliability.			
MTR 1, 2, 3, 4, 5, 6, 7			
Code	Digital Student Experience	Code	Teacher Resources
U43	Number Sense – Adding Fractions with Denominators of 10 and 100	U43	Adding Like Denominators of 10 and 100
U43	Number Sense – Add Fractions with Both Denominators of 10 and 100		

MA.4.FR.2.3			
Explore the addition of a fraction with denominator of 10 to a fraction with a denominator of 100 using equivalent fractions.			
MTR 1, 2, 3, 4, 5, 6, 7			
Code	Digital Student Experience	Code	Teacher Resources
U43	Number Sense – Adding Fractions with Denominators of 10 and 100	U43	Expressing Equivalent Fractions with Denominators of 10 and 100

MA.4.FR.2.3			
Explore the addition of a fraction with denominator of 10 to a fraction with a denominator of 100 using equivalent fractions.			
MTR 1, 2, 3, 4, 5, 6, 7			
Code	Digital Student Experience	Code	Teacher Resources
U43	Number Sense – Add Fractions with Both Denominators of 10 and 100	U43	Add Fractions with Denominators of 10 and 100

Algebraic Reasoning

MA.4.AR.1 Represent and solve problems involving the four operations with whole numbers and fractions.

MA.4.AR.1.1			
Solve real–world problems involving multiplication and division of whole numbers including problems in which remainder must be interpreted within the context.			
MTR 1, 2, 3, 4, 5, 6, 7			
Code	Digital Student Experience	Code	Teacher Resources
U42	Computation and Algebraic Thinking – Solve Multistep Word Problems	U42	Solve Multistep Word Problems
		ISIP	Using Multiplication to Solve If–Then Word Problems

MA.4.AR.1.2

Solve real–world problems involving addition and subtraction of fractions with like denominators, including mixed numbers and fractions greater than one.

MTR 1, 2, 3, 4, 5, 6, 7

Code	Digital Student Experience	Code	Teacher Resources
U43	Number Sense – Decomposing Fractions	U43	Adding Like Denominators of 10 and 100
U43	Number Sense – Adding Fractions with Denominators of 10 and 100		
U43	Number Sense – Add Fractions with Both Denominators of 10 and 100		
U43	Number Sense – Decomposing Fractions		

MA.4.AR.2 Demonstrate an understanding of equality and operations with whole numbers.

MA.4.AR.2.2			
Given a mathematical or real–world context, write an equation involving multiplication or division to determine the unknown whole number with the unknown in any position.			
MTR 1, 2, 3, 4, 5, 6, 7			
Code	Digital Student Experience	Code	Teacher Resources
U42	Computation and Algebraic Thinking – Solve Multistep Word Problems	U42	Solve Multistep Word Problems
		ISIP	Using Multiplication to Solve If–Then Word Problems

MA.4.AR.3 Recognize numerical patterns, including patterns that follow a given rule.

MA.4.AR.3.1			
Determine factor pairs for a whole number from 0 to 144. Determine whether a whole number from 0 to 144 is prime, composite, or neither.			
MTR 1, 2, 3, 4, 5, 6, 7			
Code	Digital Student Experience	Code	Teacher Resources
		ISIP	Integrating Fact Practice Using Input/Output Function Tables

Measurement

MA.4.M.1 Measure the length of objects and solve problems involving measurement.

MA.4.M.1			
Know relative sizes of measurement units within one system of units including km, m, cm, and mm; kg, g, mg; lb., oz.; l, ml; hr., min, sec. Within a single system of measurement, express a larger measurement unit in terms of a smaller unit. Record measurement conversions in a two-column table. For example, know that 1 ft is 12 times as long as 1 in. Express the length of a ft snake as 48 in. Generate a conversion table for feet and inches listing the number pairs (1, 12), (2, 24), (3, 36)...			
MTR 1, 2, 3, 4, 5, 6, 7			
Code	Digital Student Experience	Code	Teacher Resources
		U44	Converting Units of Measurement in Word Problems

Geometric Reasoning

MA.4.GR.1 Draw, classify and measure angles.

MA.4.GR.1.1			
Informally explore angles as an attribute of two-dimensional figures. Identify and classify angles as acute, right, obtuse, straight or reflex.			
MTR 1, 2, 3, 4, 5, 6, 7			
Code	Digital Student Experience	Code	Teacher Resources
		U45	Measuring Angles with a Protractor
		ISIP	Line and Angle Identification

MA.4.GR.1.2

Estimate angle measures. Using a protractor, measure angles in whole–number degrees and draw angles of specified measure in whole–number degrees. Demonstrate that angle measurement is additive.

MTR 1, 2, 3, 4, 5, 6, 7

Code	Digital Student Experience	Code	Teacher Resources
U45	Geometry – Measuring Angles with a Protractor	U45	Measuring Angles with a Protractor
		ISIP	Line and Angle Identification

MA.4.GR.1.3

Solve real–world and mathematical problems involving unknown whole–number angle measures. Write an equation to represent the unknown.

MTR 1, 2, 3, 4, 5, 6, 7

Code	Digital Student Experience	Code	Teacher Resources
U45	Geometry – Missing Angles	U45	Measuring Angles with a Protractor
		ISIP	Decomposing Figures to Find the Area of Polygons

MA.4.GR.2 Solve problems involving the perimeter and area of rectangles.

MA.4.GR.2.1			
Solve perimeter and area mathematical and real–world problems, including problems with unknown sides, for rectangles with whole–number side lengths.			
MTR 1, 2, 3, 4, 5, 6, 7			
Code	Digital Student Experience	Code	Teacher Resources
		ISIP	Finding Area of Rectangles and Squares by Using Multiplication
		ISIP	Quantifying Areas of Rectangles and Squares
		ISIP	Making Connections Between Multiplication and Area

Data Analysis and Probability

MA.4.DP.1 Collect, represent and interpret data and find the mode, median and range of a data set.

MA.DP.1.1			
Collect and represent numerical data, including fractional values, using tables, stem–and–leaf plots or line plots.			
MTR 1, 2, 3, 4, 5, 6, 7			
Code	Digital Student Experience	Code	Teacher Resources
U45	Data Analysis – Line Plots with Fractional Data	U45	Line Plots with Fractional Data
U45	Data Analysis – Analyzing Line Plots		

MA.4.DP.1.3			
Solve real–world problems involving numerical data.			
MTR 1, 2, 3, 4, 5, 6, 7			
Code	Digital Student Experience	Code	Teacher Resources
U45	Data Analysis – Line Plots with Fractional Data	U45	Line Plots with Fractional Data
U45	Data Analysis – Analyzing Line Plots		

Grade 5

Number Sense and Operations

MA.5.NSO.1 Understand the place value of multi–digit numbers with decimals to the thousandths place.

MA.5.NSO.1.1

Express how the value of a digit in a multi–digit number with decimals to the thousandths changes if the digit moves one or more places to the left or right.

MTR 1, 2, 3, 4, 5, 6, 7

Code	Digital Student Experience	Code	Teacher Resources
U46	Number Sense – Multiplying Decimals by 10 and 100	U46	Multiplying Decimals by 10 and 100
U46	Number Sense – Dividing Decimals by 10 and 100	U46	Dividing Decimals by 10 and 100
U46	Number Sense – Exploring Powers of 10	U46	Multiplying and Dividing Decimals by Powers of 10
U46	Number Sense – Multiplying and Dividing Decimals by Powers of 10	U46	Exploring Powers of 10

MA.5.NSO.1.2

Read and write multi–digit numbers with decimals to the thousandths using standard form, word form and expanded form.

MTR 1, 2, 3, 4, 5, 6, 7

Code	Digital Student Experience	Code	Teacher Resources
U46	Number Sense – Abstract Comparison of Thousandths	U46	Abstract Decimal Comparison

MA.5.NSO.1.2

Read and write multi–digit numbers with decimals to the thousandths using standard form, word form and expanded form.

MTR 1, 2, 3, 4, 5, 6, 7

Code	Digital Student Experience	Code	Teacher Resources
		U46	Decimal Comparison on the Number Line
		U46	Decimals to Whole Numbers

MA.5.NSO.1.3

Compose and decompose multi–digit numbers with decimals to the thousandths in multiple ways using the values of the digits in each place. Demonstrate the compositions or decompositions using objects, drawings and expressions or equations.

MTR 1, 2, 3, 4, 5, 6, 7

Code	Digital Student Experience	Code	Teacher Resources
U46	Number Sense – Abstract Comparison of Thousandths	U46	Abstract Decimal Comparison
		U46	Decimal Comparison on the Number Line
		U46	Decimals to Whole Numbers

MA.5.NSO.1.4			
Plot, order and compare multi-digit numbers with decimals up to the thousandths.			
MTR 1, 2, 3, 4, 5, 6, 7			
Code	Digital Student Experience	Code	Teacher Resources
U46	Number Sense – Abstract Comparison of Thousandths	U46	Abstract Decimal Comparison
		U46	Decimal Comparison on the Number Line
		U46	Decimals to Whole Numbers

MA.5.NSO.1.5			
Round multi-digit numbers with decimals to the thousandths to the nearest hundredth, tenth, or whole number.			
MTR 1, 2, 3, 4, 5, 6, 7			
Code	Digital Student Experience	Code	Teacher Resources
U46	Number Sense – Round Decimals on the Number Line	U46	Rounding Decimals on the Number Line
U46	Number Sense – Round Decimals with the Rounding Algorithm	U46	Rounding Decimals with the Rounding Algorithm
U46	Number Sense – Round Decimals with Whole Numbers		

MA.5.NSO.2 Add, subtract, multiply and divide multi–digit numbers.

MA.5.NSO.2.2			
Find whole number quotients of whole numbers with up to four–digit dividends and two–digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.			
MTR 1, 2, 3, 4, 5, 6, 7			
Code	Digital Student Experience	Code	Teacher Resources
U47	Computation and Algebraic Thinking – Divide Four–Digit Numbers by Two–Digit Numbers	U47	Four–Digit by Two–Digit Division (Partial Quotients)
		ISIP	Estimating Quotients Using Compatible Numbers
		ISIP	Inverse Operations and Fact Families to Solve Simple Equations
		ISIP	Solving Multiplication and Division Word Problems with Diagrams
		ISIP	Using Models to Practice Extended Division Facts

MA.5.NSO.2.3			
Add and subtract multi–digit numbers with decimals to the thousandths, including using a standard algorithm with procedural fluency.			
MTR 1, 2, 3, 4, 5, 6, 7			
Code	Digital Student Experience	Code	Teacher Resources
U46	Number Sense – Visual Representation for Multiplying Decimals	U46	Decimal Grids and Place Value Mats
U46	Number Sense – Multiply Decimals by Powers of Ten	U46	Decimals on a Place Value Mat

MA.5.NSO.2.3			
Add and subtract multi–digit numbers with decimals to the thousandths, including using a standard algorithm with procedural fluency.			
MTR 1, 2, 3, 4, 5, 6, 7			
Code	Digital Student Experience	Code	Teacher Resources
U46	Number Sense – Divide Decimals by Powers of Ten	U46	Multiplying Decimals by 10 and 100
U46	Number Sense – Multiply and Divide Decimals by Powers of 10	U46	Dividing Decimals by 10 and 100
		U47	Decimal Addition
		U47	Decimal Subtraction
		U47	Concrete Decimal Division
		U47	Representational Decimal Division
		U47	Decimal Division
		ISIP	Adding and Subtracting Decimals
		ISIP	Calculating Reasonable Estimates of Decimal Number Sums

MA.5.NSO.2.4			
Explore the multiplication and division of multi–digit numbers with decimals to the hundredths using estimation, rounding and place value.			
MTR 1, 2, 3, 4, 5, 6, 7			
Code	Digital Student Experience	Code	Teacher Resources
U46	Number Sense – Visual Representation for Multiplying Decimals	U46	Decimal Grids and Place Value Mats
U46	Number Sense – Multiply Decimals by Powers of Ten	U46	Decimals on a Place Value Mat
U46	Number Sense – Divide Decimals by Powers of Ten	U46	Multiplying Decimals by 10 and 100
U46	Number Sense – Multiply and Divide Decimals by Powers of 10	U46	Dividing Decimals by 10 and 100
		U47	Decimal Addition
		U47	Decimal Subtraction
		U47	Concrete Decimal Division
		U47	Representational Decimal Division
		U47	Decimal Division
		ISIP	Adding and Subtracting Decimals
		ISIP	Calculating Reasonable Estimates of Decimal Number Sums

MA.5.NSO.2.5			
Multiply and divide a multi-digit number with decimals to the tenths by one-tenths and one-hundredth with procedural reliability.			
MTR 1, 2, 3, 4, 5, 6, 7			
Code	Digital Student Experience	Code	Teacher Resources
U46	Number Sense – Multiplying Decimals by 10 and 100	U46	Multiplying Decimals by 10 and 100
U46	Number Sense – Dividing Decimals by 10 and 100	U46	Dividing Decimals by 10 and 100
U46	Number Sense – Exploring Powers of 10	U46	Multiplying and Dividing Decimals by Powers of 10
U46	Number Sense – Multiplying and Dividing Decimals by Powers of 10	U46	Exploring Powers of 10

Fractions

MA.5FR.2 Perform operations with fractions.

MA.5.FR.2.1			
Add and subtract fractions with unlike denominators, including mixed numbers and fractions greater than 1, with procedural reliability.			
MTR 1, 2, 3, 4, 5, 6, 7			
Code	Digital Student Experience	Code	Teacher Resources
U48	Computation and Algebraic Thinking – Add Fractions with Unlike Denominators	U48	Adding Fractions with Unlike Denominators
		ISIP	Adding and Subtracting Fractions with Unlike Denominators

MA.5.FR.2.2

Extend previous understanding of multiplication to multiply a fraction by a fraction, including mixed numbers and fractions greater than 1, with procedural reliability.

MTR 1, 2, 3, 4, 5, 6, 7

Code	Digital Student Experience	Code	Teacher Resources
U48	Computation and Algebraic Thinking – Multiply by Fractions Less Than One	U48	Multiplying by Fractions Less Than One
		U48	Multiplying by Fractions Less Than One (Extra Practice)
		U48	Multiplying Fractions Less Than One with Improper Fractions
		U48	Multiplying Whole Numbers by Fractions Greater Than One

MA.5.FR.2.3

When multiplying a given number by a fraction less than 1 or a fraction greater than 1, predict and explain the relative size of the product to the given number without calculating.

MTR 1, 2, 3, 4, 5, 6, 7

Code	Digital Student Experience	Code	Teacher Resources
U48	Computation and Algebraic Thinking – Multiply by Fractions Less Than One	U48	Multiplying by Fractions Less Than One
		U48	Multiplying by Fractions Less Than One (Extra Practice)
		U48	Multiplying Fractions Less Than One with Improper Fractions

MA.5.FR.2.3			
When multiplying a given number by a fraction less than 1 or a fraction greater than 1, predict and explain the relative size of the product to the given number without calculating.			
MTR 1, 2, 3, 4, 5, 6, 7			
Code	Digital Student Experience	Code	Teacher Resources
		U48	Multiplying Whole Numbers by Fractions Greater Than One

Algebraic Reasoning

MA.5.AR.2 Demonstrate an understanding of equality, the order of operations and equivalent numerical expressions.

MA.5.AR.2.1			
Translate written real-world and mathematical descriptions into numerical expressions and numerical expression into written mathematical descriptions.			
MTR 1, 2, 3, 4, 5, 6, 7			
Code	Digital Student Experience	Code	Teacher Resources
U49	Computation and Algebraic Reasoning – Evaluate Numerical Expressions with Parentheses	U49	Evaluating Numerical Expressions with Parentheses
U49	Computation and Algebraic Reasoning – Interpret Numerical Expressions with Parentheses	U49	Identifying Expressions in Scenarios
U49	Computation and Algebraic Reasoning – Write Numerical Expressions from Words	U49	Writing Expressions from Words – Addition and Subtraction
		U49	Writing Expressions from Words – Subtraction

MA.5.AR.2.4

Given a mathematical or real–world context, write an equation involving any of the four operations to determine the unknown whole number with the unknown in any position.

MTR 1, 2, 3, 4, 5, 6, 7

Code	Digital Student Experience	Code	Teacher Resources
U49	Computation and Algebraic Reasoning – Evaluate Numerical Expressions with Parentheses	U49	Evaluating Numerical Expressions with Parentheses
U49	Computation and Algebraic Reasoning – Interpret Numerical Expressions with Parentheses	U49	Identifying Expressions in Scenarios
U49	Computation and Algebraic Reasoning – Write Numerical Expressions from Words	U49	Writing Expressions from Words – Addition and Subtraction
		U49	Writing Expressions from Words – Subtraction

MA.5.AR.3 Analyze patterns and relationships between inputs and outputs.

MA.5.AR.3.1

Given a numerical pattern, identify and write a rule that can describe the pattern as an expression.

MTR 1, 2, 3, 4, 5, 6, 7

Code	Digital Student Experience	Code	Teacher Resources
U51	Computation and Algebraic Thinking – Comparing Points on a Coordinate Plane	U51	Comparing Points on a Coordinate Plane
		ISIP	Identifying and Plotting Ordered Pairs on the Coordinate Plane

MA.5.AR.3.2			
Given a rule for a numerical pattern, use a two–column table to record the inputs and outputs.			
MTR 1, 2, 3, 4, 5, 6, 7			
Code	Digital Student Experience	Code	Teacher Resources
U51	Computation and Algebraic Thinking – Comparing Points on a Coordinate Plane	U51	Comparing Points on a Coordinate Plane
		ISIP	Identifying and Plotting Ordered Pairs on the Coordinate Plane

Measurement

MA.5.M.1 Convert measurement units to solve multi–step problems.

MA.5.M.1.1			
Solve multi–step real–world problems that involve converting measurement units to equivalent measurements within a single system of measurement.			
MTR 1, 2, 3, 4, 5, 6, 7			
Code	Digital Student Experience	Code	Teacher Resources
		ISIP	Converting Standard Units of Measurement
		ISIP	Performing Customary Measurement Conversions

Geometric Reasoning

MA.5.GR.2 Find the perimeter and area of rectangles with fractional or decimal side lengths.

MA.5.GR.2.1			
Find the perimeter and area of a rectangles with fractional or decimal side lengths using visual models and formulas.			
MTR 1, 2, 3, 4, 5, 6, 7			
Code	Digital Student Experience	Code	Teacher Resources
U48	Computation and Algebraic Thinking – Multiply by Fractions Less Than One	U48	Multiplying by Fractions Less Than One
		U48	Multiplying by Fractions Less Than One (Extra Practice)
		U48	Multiplying Fractions Less Than One with Improper Fractions
		U48	Multiplying Whole Numbers by Fractions Greater Than One

MA.5.GR.3 Solve problems involving the volume of right rectangular prisms.

MA.5.GR.3.1			
Explore volume as an attribute of three–dimensional figures by packing them with unit cubes without gaps. Find the volume of a right rectangular prism with whole–number side lengths by counting unit cubes.			
MTR 1, 2, 3, 4, 5, 6, 7			
Code	Digital Student Experience	Code	Teacher Resources
U50	Measurement – Volume of Irregular Figures	U50	Volume of Irregular Figures
		ISIP	Volume as an Attribute of Three–Dimensional Space
		ISIP	Quantifying Volume – Counting Same–Sized Units

MA.5.GR.3.2			
Find the volume of a right rectangular prism with whole–number side lengths using a visual model and a formula.			
MTR 1, 2, 3, 4, 5, 6, 7			
Code	Digital Student Experience	Code	Teacher Resources
U50	Measurement – Volume of Irregular Figures	U50	Volume of Rectangular Prisms
		ISIP	Volume as an Attribute of Three–Dimensional Space
		ISIP	Calculating Volume in Multistep Word Problems
		ISIP	Integrating Fact Practice and Volume
		ISIP	Quantifying Volume – Counting Same–Sized Units

MA.5.GR.4 Plot points and represent problems on the coordinate plane.

MA.5.GR.4.1			
Identify the origin and axes in the coordinate system. Plot and label ordered pairs in the first quadrant of the coordinate plane.			
MTR 1, 2, 3, 4, 5, 6, 7			
Code	Digital Student Experience	Code	Teacher Resources
U51	Geometry – Graph Points in a Coordinate Plane	U51	Plotting Points on a Coordinate Grid
U51	Geometry – Comparing Points on a Coordinate Plan	U51	Graphing and Analyzing Lines

MA.5.GR.4.2			
Represent mathematical and real–world problems by plotting points in the first quadrant of the coordinate plane and interpret coordinate values of points in the context of the situation.			
MTR 1, 2, 3, 4, 5, 6, 7			
Code	Digital Student Experience	Code	Teacher Resources
U51	Geometry – Graph Points in a Coordinate Plane	U51	Plotting Points on a Coordinate Grid
U51	Geometry – Comparing Points on a Coordinate Plane	U51	Graphing and Analyzing Lines