Istation Math Curriculum Correlated to the Missouri Learning Standards

Grade K – Grade 5

Contents

The legend below 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
CR	Classroom Resource
PP	Parent Portal

PWP

Power Path Featured Content

Newest Features			
Power Path is the next generation of activities for Istation, bringing a more modern approach to the user experience. These activities contain a greater degree of adaptability, many more questions, and a greater sense of agency for the student.			
MP 1, 2, 3, 4, 5, 6, 7, 8			
Code	**Digital Student Experience**	**Code**	**Teacher Resources**
K.NS.A.1			
		U13–15	Odd One Out – Counting
K.NS.A.2			
		U13–15	Odd One Out – Skip Counting by Fives
K.NS.C.10			
U9–11	Number Sense – Comparison Cards: Comparing Groups or Numbers	U9–11	More or Less? Which is Best?
K.NS.C.11			
U9–11	Number Sense – Comparison Cards: Comparing Groups or Numbers	U9–11	More or Less? Which is Best?
K.NBT.A.1			
		U7–8	Make It, Break It
1.NBT.A.1			
		U16–17	One Hundred Twenty is Plenty
1.NBT.A.2			
		U12–13	Two–Digit Memory

PWP

Newest Features			
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MP 1, 2, 3, 4, 5, 6, 7, 8			
Code	**Digital Student Experience**	**Code**	**Teacher Resources**
1.NBT.A.3			
U14–16	Number Sense – Comparison Cards: Comparing Two–Digit Numbers	U14–16	Dare to Compare Two–Digit Numbers
2.NBT.A.2			
		U30–31	Make It, Break It, Toss It
2.NBT.A.3			
		U24–30	Skip Counting with Patterns
2.NBT.A.5			
U33–35	Number Sense – Comparison Cards: Comparing Three–Digit Numbers	U33–35	Dare to Compare Three–Digit Numbers
3.NBT.A.1			
U37–39	Number Sense – Pyramid Pinball: Rounding to the Nearest 10 or 100	U37–39	Round and Round We Go (Whole Numbers)
4.NBT.A.2			
U41–43	Number Sense – Comparison Cards: Comparing Multi–Digit Numbers	U41–43	Dare to Compare Multi–Digit Numbers
4.NBT.A.3			
U42–44	Number Sense – Pyramid Pinball: Rounding to Any Place	U42–44	Round and Round We Go (Multi–Digit) Numbers

PWP

Newest Features			
Power Path is the next generation of activities for Istation, bringing a more modern approach to the user experience. These activities contain a greater degree of adaptability, many more questions, and a greater sense of agency for the student.			
MP 1, 2, 3, 4, 5, 6, 7, 8			
Code	**Digital Student Experience**	**Code**	**Teacher Resources**
5.NBT.A.1			
U47–49	Number Sense – Comparison Cards: Comparing Decimal Numbers	U47–49	Dare to Compare Decimal Numbers
5.NBT.A.5			
U48–50	Number Sense – Pyramid Pinball: Rounding Decimals	U48–50	Round and Round We Go (Decimal) Numbers

Power Path Featured Content (Spanish)

Newest Features			
Power Path is the next generation of activities for Istation, bringing a more modern approach to the user experience. These activities contain a greater degree of adaptability, many more questions, and a greater sense of agency for the student.			
MP 1, 2, 3, 4, 5, 6, 7, 8			
Code	**Digital Student Experience**	**Code**	**Teacher Resources**
K.NS.C.10			
U9-11	Tarjetas de comparación - Comparando grupos o números	U16–17	¿Más o menos? ¿Cuál es mejor?
K.NS.C.11			
		U16–17	¿Más o menos? ¿Cuál es mejor?

PWP

Newest Features

Power Path is the next generation of activities for Istation, bringing a more modern approach to the user experience. These activities contain a greater degree of adaptability, many more questions, and a greater sense of agency for the student.

MP 1, 2, 3, 4, 5, 6, 7, 8

Code	Digital Student Experience	Code	Teacher Resources
1.NBT.A.3			
U14-16	Tarjetas de comparación - Comparando números de dos dígitos	U14–16	Atrévete a comparar (Números de dos dígitos)
2.NBT.A.5			
U33-35	Tarjetas de comparación - Comparando números de tres dígitos	U33–35	Atrévete a comparar (Números de tres dígitos)
3.NBT.A.1			
		U37–39	Dando y Dando la vuelta (Números Enteros)
4.NBT.A.2			
U41-43	Tarjetas de comparación - Comparando números de múltiples dígitos	U42-44	Atrévete a comparar (Numéros de dígitos múltiples)
4.NBT.A.3			
		U42–44	Dando y dando la vuelta (Números de dígitos múltiples)
5.NBT.A.4			
		U48–50	Dando y dando la vuelta (Decimales)

Kindergarten

Number Sense

Know number names and count sequence.

K.NS.A.1

Count to 100 by ones and tens.

Code	Digital Student Experience	Code	Teacher Resources
U14	Number Sense – "EZ with a Rock and Roll Beat" (1–100)	U14	One Hundred Is a Lot
U14	Number Sense – Identifying Numbers (1–100)	U14	Skip Counting by Tens
U14	Number Sense – Identify Missing Numbers (1–100)	U14	Roll–Count–Cover
U14	Number Sense – Number Sequence (1–100)	U21	The Arrow Says (1–100)
U14	Number Sense – "Hens by Tens" (1–100)	U23	Decade Numbers
U14	Number Sense – Count the Hen Amount (1–100)		
U14	Number Sense – Count to the Target Amount (1–100)		
U14	Number Sense – Choose the Correct Amount (1–100)		

K.NS.A.2

Count forward beginning from a given number between 1 and 20.

Code	Digital Student Experience	Code	Teacher Resources
U4	Number Sense – "EZ with a Rock and Roll Beat" (1–10)	U6	Count with Me (1–20)
U4	Number Sense – Identifying Numbers (1–10)	U8	Counting Sticks (1–20)

K.NS.A.2

Count forward beginning from a given number between 1 and 20.

Code	Digital Student Experience	Code	Teacher Resources
U4	Number Sense – Identify Missing Numbers (1–10)	U8	Counting Objects (1–20)
U4	Number Sense – Number Sequence (1–10)	U14	One Hundred Is a Lot
U6	Number Sense – "EZ with a Rock and Roll Beat" (1–20)	U14	Roll–Count–Cover
U6	Number Sense – Identifying Numbers (1–20)	U18	Counting Memory
U6	Number Sense – Identify Missing Numbers (1–20)	U23	Decade Numbers
U6	Number Sense – Number Sequence (1–20)	ISIP EM	Set Stories
		ISIP EM	Ten Frame Puzzles (1–20)
		ISIP EM	Total Amount in a Scattered Group
		ISIP EM	Understanding Ordinal Numbers

K.NS.A.4

Read and write numerals and represent a number of objects from 0 to 20.

Code	Digital Student Experience	Code	Teacher Resources
U11	Number Sense – "Writing Our Numbers"	U6	Domino Dot Memory (1–10)
U11	Number Sense – Writing Numbers Everywhere (1–10)	U7	Counting a Scattered Static Group (1–10)
U15	Number Sense – "Pattern of the Count" (1–50)	U7	Calendar Counting (1–30)
U15	Number Sense – Place Value Rows (1–50)	U8	Counting Sticks (1–20)

K.NS.A.4

Read and write numerals and represent a number of objects from 0 to 20.

Code	Digital Student Experience	Code	Teacher Resources
U15	Number Sense – Number Puzzle (1–50)	U8	Counting Objects (1–20)
U18	Number Sense – Write to Represent Numbers (0–20)	U10	Park the Car and Write (1–20)
U19	Number Sense – "Pattern of the Count" (1–20)	U11	Writing Numbers Everywhere (5–10)
U19	Number Sense – Place Value Columns (by ones and tens to 50)	U11	Writing Numbers (10–20)
U19	Number Sense – Number Puzzle (by ones and tens to 50)	U18	Counting Memory
		ISIP EM	Set Stories
		ISIP EM	Total Amount in a Scattered Group
		ISIP EM	Ten Frame Puzzles (1–20)
		ISIP EM	Multiple Representations of Numbers (1–10)

Understand the relationship between numbers and quantities; connect counting to cardinality.

K.NS.B.5

Say the number names when counting objects, in the standard order, pairing each object with one and only one number name and each number name with one and only one object.

Code	Digital Student Experience	Code	Teacher Resources
U6	Number Sense – "Counting Cattle" (1–10)	U6	Count with Me (1–20)
U6	Number Sense – Counting in a Line (1–10)	U8	Counting Sticks (1–20)

K.NS.B.5

Say the number names when counting objects, in the standard order, pairing each object with one and only one number name and each number name with one and only one object.

Code	Digital Student Experience	Code	Teacher Resources
U6	Number Sense – Counting a Static Scattered Group (1–10)	U8	Counting Objects (1–20)
U6	Number Sense – Remember the Counted Amount (1–10)	ISIP EM	Set Stories
U7	Number Sense – "Counting Cattle" (1–10)	ISIP EM	Ten Frame Puzzles (1–20)
U7	Number Sense – Counting Fingers (1–10)	ISIP EM	Subitizing to Problem Solve
U7	Number Sense – Choose the Correct Amount (1–10)	ISIP EM	Total Amount in a Scattered Group
U7	Number Sense – Counting a Static Scattered Group (1–10)		
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)		
U8	Number Sense – Counting a Scattered Static Group (1–20)		
U10	Number Sense – "Counting Cattle" (1–20)		
U10	Number Sense – Choose the Correct Amount (1–20)		
U10	Number Sense – Remember the Counted Amount (1–20)		
U10	Number Sense – Counting an Array (1–20)		

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K.NS.B.5

Say the number names when counting objects, in the standard order, pairing each object with one and only one number name and each number name with one and only one object.

Code	Digital Student Experience	Code	Teacher Resources
U10	Number Sense – Counting a Scattered Static Group (1–20)		

K.NS.B.6

Demonstrate that the last number name said tells the number of objects counted and the number of objects is the same regardless of their arrangement or the order in which they were counted.

Code	Digital Student Experience	Code	Teacher Resources
U6	Number Sense – "Counting Cattle" (1–10)	U6	Count with Me (1–20)
U6	Number Sense – Counting in a Line (1–10)	U8	Counting Sticks (1–20)
U6	Number Sense – Counting a Static Scattered Group (1–10)	U8	Counting Objects (1–20)
U6	Number Sense – Remember the Counted Amount (1–10)	ISIP EM	Set Stories
U7	Number Sense – "Counting Cattle" (1–10)	ISIP EM	Ten Frame Puzzles (1–20)
U7	Number Sense – Counting Fingers (1–10)	ISIP EM	Subitizing to Problem Solve
U7	Number Sense – Choose the Correct Amount (1–10)	ISIP EM	Total Amount in a Scattered Group
U7	Number Sense – Counting a Static Scattered Group (1–10)		
U8	Number Sense – "Counting Cattle" (1–20)		
U8	Number Sense – Counting in a Line (1–20)		

K.NS.B.6

Demonstrate that the last number name said tells the number of objects counted and the number of objects is the same regardless of their arrangement or the order in which they were counted.

Code	Digital Student Experience	Code	Teacher Resources
U8	Number Sense – Counting in an Array (1–20)		
U8	Number Sense – Counting a Scattered Static Group (1–20)		
U10	Number Sense – "Counting Cattle" (1–20)		
U10	Number Sense – Choose the Correct Amount (1–20)		
U10	Number Sense – Remember the Counted Amount (1–20)		
U10	Number Sense – Counting an Array (1–20)		
U10	Number Sense – Counting a Scattered Static Group (1–20)		

K.NS.B.9

Demonstrate that a number can be used to represent "how many" are in a set.

Code	Digital Student Experience	Code	Teacher Resources
U6	Number Sense – "Counting Cattle" (1–10)	U6	Domino Dot Memory (1–10)
U6	Number Sense – Counting in a Line (1–10)	U7	Counting a Scattered Static Group (1–10)
U6	Number Sense – Counting a Static Scattered Group (1–10)	U8	Counting Sticks (1–20)
U6	Number Sense – Remember the Counted Amount (1–10)	U8	Counting Objects (1–20)

K

K.NS.B.9

Demonstrate that a number can be used to represent "how many" are in a set.

Code	Digital Student Experience	Code	Teacher Resources
U7	Number Sense – "Counting Cattle" (1–10)	U18	Counting Memory
U7	Number Sense – Counting Fingers (1–10)	ISIP EM	Set Stories
U7	Number Sense – Choose the Correct Amount (1–10)	ISIP EM	Ten Frame Puzzles (1–20)
U7	Number Sense – Counting a Static Scattered Group (1–10)	ISIP EM	Total Amount in a Scattered Group
U8	Number Sense – "Counting Cattle" (1–20)	ISIP EM	Multiple Representations of Numbers (1–10)
U8	Number Sense – Counting in a Line (1–20)	ISIP EM	Subitizing to Problem Solve
U8	Number Sense – Counting in an Array (1–20)		
U8	Number Sense – Counting a Scattered Static Group (1–20)		
U10	Number Sense – "Counting Cattle" (1–20)		
U10	Number Sense – Choose the Correct Amount (1–20)		
U10	Number Sense – Remember the Counted Amount (1–20)		

Compare numbers.

K.NS.C.10

Compare two or more sets of objects and identify which set is equal to, more than or less than the other.

Code	Digital Student Experience	Code	Teacher Resources
		U6	Less/More/Equal Sets of Concrete Objects
		ISIP EM	Finding One More or One Less (1–20)
		ISIP EM	Comparing Groups of Objects (1–20)
		ISIP EM	Multiple Representations of Numbers (1–10)

K.NS.C.11

Compare two numerals, between 1 and 10, and determine which is more than or less than the other.

Code	Digital Student Experience	Code	Teacher Resources
		U6	Less/More/Equal Sets of Concrete Objects
		ISIP EM	Finding One More or One Less (1–20)
		ISIP EM	Comparing Groups of Objects (1–20)
		ISIP EM	Multiple Representations of Numbers (1–10)

K

Number Sense and Operations in Base Ten

Work with numbers 11–19 to gain foundations for place value.

K.NBT.A.1

Compose and decompose numbers from 11 to 19 into sets of tens with additional ones.

Code	Digital Student Experience	Code	Teacher Resources
		U18	Decomposing House with Pictures
		U18	Decomposing House
		U15	Digit Deal (up to 50)

Relationships and Algebraic Thinking

Understand addition as putting together or adding to, and understand subtraction as taking apart or taking from.

K.RA.A.1

Represent addition and subtraction within 10.

Code	Digital Student Experience	Code	Teacher Resources
U9	Computations and Algebraic Thinking – "Part Part Whole in New Orleans" (1–10)	U7	Figuring Out Fives
U9	Computations and Algebraic Thinking – Part Part Whole Addition within 10	U8	Parts and Wholes
U9	Computations and Algebraic Thinking – "Part Part Whole in New Orleans" (1–10)	U9	Roll to Find the Whole
U9	Computations and Algebraic Thinking – Part Part Whole Addition within 10	U10	Dogs and Cats on Mats (up to 10)

K

K.RA.A.1

Represent addition and subtraction within 10.

Code	Digital Student Experience	Code	Teacher Resources
U10	Computations and Algebraic Thinking – "Part Part Whole in New Orleans" (1–10)	U12	Ten or Not Ten
U10	Computations and Algebraic Thinking – Part Part Whole Addition Stories	U13	Whole in the Hand
U12	Computations and Algebraic Thinking – "Part Part Whole in New Orleans" (1–10)	U18	Decomposing House with Pictures
U12	Computations and Algebraic Thinking – Making Ten Using Tens Frames	U18	Decomposing House
U12	Computations and Algebraic Thinking – Identifying Addends Using Tens Frames	U19	Relative Magnitude with Part Part Whole
U13	Computations and Algebraic Thinking – "Chicago Pizza Blues" (within 10)	U20	Start, Change, Result
U13	Computations and Algebraic Thinking – Subtraction within Ten	U20	Adding with Addend Cards
U14	Computations and Algebraic Thinking – "Chicago Pizza Blues" (within 10)	U22	Beading the Difference
U14	Computations and Algebraic Thinking – Whole Part Part Subtraction Stories (within 10)	ISIP EM	Addition/Subtraction Stories
U18	Number Sense – Decompose Numbers Less Than or Equal to Ten	ISIP EM	Count Back to Subtract
		ISIP EM	Ten Frame Addition
		ISIP EM	Subtraction within Ten

K.RA.A.3

Decompose numbers less than or equal to 10 in more than one way.

Code	Digital Student Experience	Code	Teacher Resources
U9	Computations and Algebraic Thinking – "Part Part Whole in New Orleans" (1–10)	U7	Figuring Out Fives
U9	Computations and Algebraic Thinking – Part Part Whole Addition Stories	U8	Parts and Wholes
U10	Computations and Algebraic Thinking – "Part Part Whole in New Orleans" (1–10)	U9	Roll to Find the Whole
U10	Computations and Algebraic Thinking – Part Part Whole Addition Stories	U10	Dogs and Cats on Mats (up to 10)
U12	Computations and Algebraic Thinking – "Part Part Whole in New Orleans" (1–10)	U12	Ten or Not Ten
U12	Computations and Algebraic Thinking – Making Ten Using Tens Frames	U13	Whole in the Hand
U12	Computations and Algebraic Thinking – Identifying Addends Using Tens Frames	U18	Decomposing House with Pictures
U13	Computations and Algebraic Thinking – "Part Part Whole in New Orleans" (1–10)	U18	Decomposing House
U13	Computations and Algebraic Thinking – Subtraction within Ten	U19	Relative Magnitude with Part Part Whole
U14	Computations and Algebraic Thinking – "Chicago Pizza Blues" (within 10)	U20	Start, Change, Result
U14	Computations and Algebraic Thinking – Whole Part Part Subtraction Stories (within 10)	U20	Adding with Addend Cards

K

K.RA.A.3

Decompose numbers less than or equal to 10 in more than one way.

Code	Digital Student Experience	Code	Teacher Resources
U18	Number Sense – Decompose Numbers Less Than or Equal to Ten	U22	Beading the Difference

K.RA.A.4

Make 10 for any number from 1 to 9.

Code	Digital Student Experience	Code	Teacher Resources
U9	Computations and Algebraic Thinking – "Part Part Whole in New Orleans" (1–10)	U9	Roll to Find the Whole
U9	Computations and Algebraic Thinking – Part Part Whole Addition Stories	U10	Dogs and Cats on Mats (up to 10)
U10	Computations and Algebraic Thinking – "Part Part Whole in New Orleans" (1–10)	U12	Ten or Not Ten
U10	Computations and Algebraic Thinking – Part Part Whole Addition Stories	U13	Whole in the Hand
U12	Computations and Algebraic Thinking – "Part Part Whole in New Orleans" (1–10)	U18	Decomposing House with Pictures
U12	Computations and Algebraic Thinking – Making Ten Using Tens Frames	U18	Decomposing House
U12	Computations and Algebraic Thinking – Identifying Addends Using Tens Frames	U19	Relative Magnitude with Part Part Whole
U13	Computations and Algebraic Thinking – "Chicago Pizza Blues" (within 10)	U20	Start, Change, Result

K.RA.A.4

Make 10 for any number from 1 to 9.

Code	Digital Student Experience	Code	Teacher Resources
U13	Computations and Algebraic Thinking – Subtraction within Ten	U20	Adding with Addend Cards
U14	Computations and Algebraic Thinking – "Chicago Pizza Blues" (within 10)	U22	Beading the Difference
U14	Computations and Algebraic Thinking – Whole Part Part Subtraction Stories (within 10)		
U18	Number Sense – Decompose Numbers Less Than or Equal to Ten		

Geometry and Measurement

Reason with shapes and their attributes.

K.GM.A.1

Describe several measurable attributes of objects.

Code	Digital Student Experience	Code	Teacher Resources
U10	Measurement and Data Analysis – Directly Comparing Length	U10	Directly Comparing Length
U10	Measurement and Data Analysis – Directly Comparing Weight	U10	Directly Comparing Weight
U15	Measurement and Data Analysis – Directly Comparing Height	U15	Directly Comparing Height

K.GM.A.1

Describe several measurable attributes of objects.

Code	Digital Student Experience	Code	Teacher Resources
U15	Measurement and Data Analysis – Directly Compare Capacity of Two Containers	U15	Which Holds More? Which Holds Less?

K.GM.A.2

Compare the measurable attributes of two objects.

Code	Digital Student Experience	Code	Teacher Resources
U10	Measurement and Data Analysis – Comparing Objects by Length	U10	Directly Comparing Length
U10	Measurement and Data Analysis – Comparing Objects by Weight	U10	Directly Comparing Weight
U15	Measurement and Data Analysis – Comparing Objects by Height	U15	Directly Comparing Height
U15	Measurement and Data Analysis – Comparing Objects by Capacity	U15	Which Holds More? Which Holds Less?

Analyze squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres.

K.GM.C.6

Identify shapes and describe objects in the environment using names of shapes, recognizing the name stays the same regardless of orientation or size.

Code	Digital Student Experience	Code	Teacher Resources
U1	Geometry – Identify Circles	U1	Identifying Two–Dimensional Shapes

K

K.GM.C.6

Identify shapes and describe objects in the environment using names of shapes, recognizing the name stays the same regardless of orientation or size.

Code	Digital Student Experience	Code	Teacher Resources
U1	Geometry – Identify Squares	U3	We're Going on a Shape Hunt
U3	Geometry – Identify Triangles	U9	Considering Sizes of Shapes
U9	Geometry – Identifying Shapes Regardless of Orientation	U14	Odd One Out

K.GM.C.8

Identify and describe the attribute of shapes, and use the attributes to sort a collection of shapes.

Code	Digital Student Experience	Code	Teacher Resources
U1	Geometry – Identify Circles	U1	Identifying Two–Dimensional Shapes
U1	Geometry – Identify Squares	U3	We're Going on a Shape Hunt
U3	Geometry – Identify Triangles	U9	Considering Sizes of Shapes
U9	Geometry – Identify Shapes Regardless of Orientation	U9	Mighty Shape Match
U9	Geometry – Classify and Count by Attribute	U14	Shape Four–in–a–Row
U14	Geometry – Identify Three–Dimensional Shapes		

K

Data and Statistics

Classify objects and count the number of objects in each category.

K.DS.A.1			
Classify objects into given categories; count the number of objects in each category.			
Code	**Digital Student Experience**	**Code**	**Teacher Resources**
		U12	Classify and Compare
		U19	Graphing Tic–Tac–Toe

Grade 1

Number Sense

Understand and use numbers up to 120.

1.NS.A.1				
Count to 120, starting at any number less than 120.				
Code	**Digital Student Experience**	**Code**	**Teacher Resources**	
U17	Number Sense – "Pattern of the Count" Count by Ones to 100	U14	One Hundred Is a Lot	
U17	Number Sense – Place Value Rows (1–100)	U14	One Hundred Twenty Is Plenty!	
U17	Number Sense – Number Puzzle (1–100)	U17	Digit Deal (1–100)	
U21	Number Sense – "Pattern of the Count" Count by Ones and Tens to 100	U18	Mixed–Up, Fixed–Up	
U21	Number Sense – Place Value Columns (1–100)	U21	The Arrow Says (1–100)	
U21	Number Sense – Number Puzzle (1–100)	U23	Decade Numbers	

1

Number Sense and Operations in Base Ten

Understand place value of two–digit numbers.

1.NBT.A.1

Understand that 10 can be thought of as a bundle of 10 ones– called a "ten."

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
		ISIP EM	Matching Numerals and Base Ten Blocks
		ISIP EM	Base Ten Block Comparison Game

1.NBT.A.2

Understand two–digit numbers are composed of ten(s) and one(s).

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)

1.NBT.A.2

Understand two–digit numbers are composed of ten(s) and one(s).

Code	Digital Student Experience	Code	Teacher Resources
		U23	Decade Numbers
		ISIP EM	Base Ten Block Basics
		ISIP EM	Matching Numerals and Base Ten Blocks
		ISIP EM	Base Ten Block Comparison Game

1.NBT.A.3

Compare two two–digit numbers using the symbols >, =, and <.

Code	Digital Student Experience	Code	Teacher Resources
		ISIP EM	Base Ten Block Basics
		ISIP EM	Matching Numerals and Base Ten Blocks
		ISIP EM	Base Ten Block Comparison Game
		ISIP EM	Base Ten Block Battle
		ISIP EM	Graphing Stories – Determining Most and Least

1

Use place value understanding to add and subtract.

1.NBT.A.5			
Add within 100.			
Code	**Digital Student Experience**	**Code**	**Teacher Resources**
U20	Computations and Algebraic Thinking – "The Math Whiz"	U20	Doubles Facts
U20	Computations and Algebraic Thinking – Fact Strategies	U20	(Properties of) Operations – Turn Around Addition
U20	Computations and Algebraic Thinking – Commutative Property	U20	(Properties of) Operations – Grouping Groceries
U20	Computations and Algebraic Thinking – Associative Property	U20	(Properties of) Operations – Identity Property Go Fish!
U20	Computations and Algebraic Thinking – Identity Property	U24	Start, Change, Result! (within 20)
		FP	Addition Fast Track
		FP	Subtraction Fast Track
		FP	Sticky Sums
		FP	Write, Tally, Draw
		FP	Shake It! Make It! Solve It! (Addition)
		FP	Wipe Out
		ISIP EM	Building Sums to Ten
		ISIP EM	Computations and Algebraic Thinking – Fact Family Dominoes

1

Relationships and Algebraic Thinking

Represent and solve problems involving addition and subtraction.

1.RA.A.1

Use addition and subtraction within 20 to solve problems.

Code	Digital Student Experience	Code	Teacher Resources
U16	Computations and Algebraic Thinking – Determine Missing Addend	U16	Beginning–Middle–End
U19	Computations and Algebraic Thinking – "Part Part Whole in New Orleans" (1–20)	U18	Decomposing House
U19	Computations and Algebraic Thinking – Part Part Whole Using Ovals	U19	Decomposing House with Pictures
U19	Computations and Algebraic Thinking – Part Part Whole Using Ten Frames	U22	Beading the Difference
U20	Computations and Algebraic Thinking – "Part Part Whole in New Orleans" (1–20)	U24	Mystery in the Middle
U20	Computations and Algebraic Thinking – Addition Stories (1–20) Horizontal Equations	U24	Start, Change, Result (within 20)
U20	Computations and Algebraic Thinking – Addition Stories (1–20) Vertical Equations		
U22	Computations and Algebraic Thinking – Whole Part Part "Chicago Pizza Blues" (within 20)		
U22	Computations and Algebraic Thinking – Whole Part Part (within 20)		
U24	Computations and Algebraic Thinking – Subtraction Stories (within 20)		

1.RA.A.1

Use addition and subtraction within 20 to solve problems.

Code	Digital Student Experience	Code	Teacher Resources
U24	Computations and Algebraic Thinking – Determine the Unknown Whole Numbers in Subtraction Sentences		

1.RA.A.2

Solve problems that call for addition of three whole numbers whose sum is within 20.

Code	Digital Student Experience	Code	Teacher Resources
U16	Computations and Algebraic Thinking – Determine the Unknown Whole Numbers in Addition Sentences	U16	Beginning–Middle–End
U20	Computations and Algebraic Thinking – Properties of Addition – Associative Property	U22	Beading the Difference
		U22	Mystery in the Middle
		ISIP EM	Associative Property of Addition
		ISIP EM	Commutative Property of Addition

1.RA.A.4

Determine the unknown whole number in an addition or subtraction equation relating three whole numbers.

Code	Digital Student Experience	Code	Teacher Resources
U16	Computations and Algebraic Thinking – Determine the Unknown Whole Number in Addition Sentences	U16	Beginning–Middle–End
		U24	Mystery in the Middle

Understand and apply properties of operations and the relationship between addition and subtraction.

1.RA.B.5

Use properties as strategies to add and subtract.

Code	Digital Student Experience	Code	Teacher Resources
U16	Computations and Algebraic Thinking – Determine the Unknown Whole Number in Addition Sentences	U16	Beginning–Middle–End
U20	Computations and Algebraic Thinking – "The Math Whiz"	U20	Doubles Facts
U20	Computations and Algebraic Thinking – Doubles Strategy	U20	(Properties of) Operations – Turn Around Addition
U20	Computations and Algebraic Thinking – Commutative Property of Addition	U20	(Properties of) Operations – Grouping Groceries
U20	Computations and Algebraic Thinking – Associative Property of Addition	U20	(Properties of) Operations – Identity Property Go Fish!
U20	Computations and Algebraic Thinking – Identity Property of Addition	ISIP EM	Counting on Cards
U24	Computations and Algebraic Thinking – Determine the Unknown Whole Numbers in Subtraction Sentences	ISIP EM	Fact Family Dominoes
		ISIP EM	Associative Property of Addition
		ISIP EM	Commutative Property of Addition

1

1.RA.B.6

Demonstrate that subtraction can be solved as an unknown–addend problem.

Code	Digital Student Experience	Code	Teacher Resources
U22	Computations and Algebraic Thinking – Whole Part Part "Chicago Pizza Blues" (within 20)	U18	Decomposing House
U22	Computations and Algebraic Thinking – Whole Part Part (within 20)	U19	Decomposing House with Pictures
U24	Computations and Algebraic Thinking – Subtraction Stories (within 20)	U22	Beading the Difference
U24	Computations and Algebraic Thinking – Determine the Unknown Whole Numbers in Subtraction Sentences	U22	Mystery in the Middle
		U24	Start, Change, Result! (within 20)
		ISIP EM	Subtraction Stories
		ISIP EM	Fact Family Dominoes

Add and subtract within 20.

1.RA.C.7

Add and subtract within 20.

Code	Digital Student Experience	Code	Teacher Resources
U10	Computations and Algebraic Thinking – "Part Part Whole in New Orleans" (1–20)	U10	Dogs and Cats on Mats (up to 10)
U10	Computations and Algebraic Thinking – Addition Stories	U12	Ten or Not Ten

1

1.RA.C.7

Add and subtract within 20.

Code	Digital Student Experience	Code	Teacher Resources
U12	Computations and Algebraic Thinking – Identifying Addends Using Tens Frames	U13	Whole in the Hand
U20	Computations and Algebraic Thinking – "Part Part Whole in New Orleans" (1–20)	U20	(Properties of) Operations – Turn Around Addition
U20	Computations and Algebraic Thinking – Addition Stories (horizontal orientation)	U20	(Properties of) Operations – Grouping Groceries
U20	Computations and Algebraic Thinking – Addition Stories (vertical orientation)	U20	(Properties of) Operations – Identity Property Go Fish!
U20	Computations and Algebraic Thinking – "The Math Whiz"	U20	Doubles Facts
U20	Computations and Algebraic Thinking – Fact Strategies	FP	Addition Fast Track
U20	Computations and Algebraic Thinking – Commutative Property	FP	Sticky Sums
U20	Computations and Algebraic Thinking – Associative Property	FP	Write, Tally, Draw
U20	Computations and Algebraic Thinking – Identity Property	FP	Shake It! Make It! Solve It! (Addition)
U10	Computations and Algebraic Thinking – "Part Part Whole in New Orleans" (1–20)	FP	Wipe Out
U10	Computations and Algebraic Thinking – Addition Stories	ISIP EM	Building Sums to Ten
		ISIP EM	Place Value of Tens and Ones
		ISIP EM	Fact Family Dominoes

1

Geometry and Measurement

Reason with shapes and their attributes.

1.GM.A.1			
Distinguish between defining attributes versus non–defining attributes; build and draw shapes to possess defining attributes.			
Code	**Digital Student Experience**	**Code**	**Teacher Resources**
		U14	Shape Four–in–a–Row

1.GM.A.4			
Partition circles and rectangles into two or four equal shares, and describe the shares and the wholes verbally.			
Code	**Digital Student Experience**	**Code**	**Teacher Resources**
U18	Geometry – Identify Halves and Fourths	U18	Fraction Four–in–a–Row

Work with time and money.

1.GM.C.8			
Tell and write time in hours and half–hours using analog and digital clocks.			
Code	**Digital Student Experience**	**Code**	**Teacher Resources**
U16	Measurement and Data Analysis – Tell Time to the Nearest Hour	U16	What Does the Clock Say?
U16	Measurement and Data Analysis – Tell and Write Time from Analog and Digital Clock to the Nearest Half Hour	U16	Roll the Clock

1.GM.C.8

Tell and write time in hours and half–hours using analog and digital clocks.

Code	Digital Student Experience	Code	Teacher Resources
U19	Measurement and Data Analysis – Tell and Write Time from Analog/Digital Clocks to the Nearest Hour and Half Hour	U19	Set the Time and Go!

Data and Statistics

Represent and interpret data.

1.DS.A.1

Collect, organize and represent data with up to three categories.

Code	Digital Student Experience	Code	Teacher Resources
		U19	Graphing Tic–Tac–Toe
		ISIP EM	Picture Graphs to the Rescue!
		ISIP EM	Graphing Three Ways
		ISIP EM	Determining Most and Least with Graphs
		ISIP EM	Read and Analyze Bar Graphs

1.DS.A.2

Draw conclusions from object graphs, picture graphs, T–charts and tallies.

Code	Digital Student Experience	Code	Teacher Resources
		U19	Graphing Tic–Tac–Toe

1

1.DS.A.2

Draw conclusions from object graphs, picture graphs, T–charts and tallies.

Code	Digital Student Experience	Code	Teacher Resources
		ISIP EM	Picture Graphs to the Rescue!
		ISIP EM	Graphing Three Ways
		ISIP EM	Determining Most and Least with Graphs
		ISIP EM	Read and Analyze Bar Graphs
		ISIP EM	Analyze and Add Using Picture Graphs

Grade 2

Number Sense and Operations in Base Ten

Understand place value of three–digit numbers.

2.NBT.A.1

Understand three–digit numbers are composed of hundreds, tens, and ones.

Code	Digital Student Experience	Code	Teacher Resources
U30	Number Sense – Writing Standard Form from Expanded Form	U30	Building Numbers Using Base Ten 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	Equivalent Representations
		ISIP	Build a Base Ten Cube
		ISIP	Creating Numbers with Base Ten Blocks
		ISIP	Expanded Form Place Value Cups
		ISIP	Writing Standard Form from Expanded Form

2.NBT.A.2

Understand that 100 can be thought of as 10 tens – called a "hundred."

Code	Digital Student Experience	Code	Teacher Resources
		U30	Building Numbers Using Base Ten Blocks

2

2.NBT.A.2

Understand that 100 can be thought of as 10 tens – called a "hundred."

Code	Digital Student Experience	Code	Teacher Resources
		ISIP	Equivalent Representations
		ISIP	Build a Base Ten Cube
		ISIP	Creating Numbers with Base Ten Blocks
		ISIP	Expanded Form Place Value Cups

2.NBT.A.4

Read and write numbers to 1000 using number names, base–ten numerals, and expanded form.

Code	Digital Student Experience	Code	Teacher Resources
U30	Number Sense – Writing Standard Form from Expanded Form	U30	Building Numbers Using Base Ten 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	Equivalent Representations
		ISIP	Build a Base Ten Cube
		ISIP	Creating Numbers with Base Ten Blocks
		ISIP	Expanded Form Place Value Cups
		ISIP	Equivalent Representations

2

2.NBT.A.4

Read and write numbers to 1000 using number names, base–ten numerals, and expanded form.

Code	Digital Student Experience	Code	Teacher Resources
		ISIP	Writing Standard Form from Expanded Form

2.NBT.A.5

Compare two three–digit numbers using the symbols >, =, and <.

Code	Digital Student Experience	Code	Teacher Resources
U30	Number Sense – Comparing Two Two–Digit Whole Numbers	U30	Comparison – Two–Digit Numbers: Language and 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
		ISIP	Building and Comparing Three–Digit numbers

Use place value understanding and properties of operations to add and subtract.

2.NBT.B.6

Demonstrate fluency with addition and subtraction within 100.

Code	Digital Student Experience	Code	Teacher Resources
U31	Computations and Algebraic Thinking – Adding with Regrouping Using Concrete Models	U31	Adding with Regrouping – Concrete
U31	Computations and Algebraic Thinking – Subtracting with Regrouping Using Concrete Models	U31	Adding Using Partitioning

2

2.NBT.B.6

Demonstrate fluency with addition and subtraction within 100.

Code	Digital Student Experience	Code	Teacher Resources
U31	Computations and Algebraic Thinking – Adding with Regrouping – Partitioning	U31	Subtracting Using Partitioning
U31	Computations and Algebraic Thinking – Subtracting with Regrouping – Partitioning	U31	Adding on a Number Line
U31	Computations and Algebraic Thinking – Adding on a Number Line	U31	Subtracting on a Number Line
U31	Computations and Algebraic Thinking – Subtracting on a Number Line	U31	Fact Families – Addition and Subtraction
U31	Computations and Algebraic Thinking – Fact Families – Addition and Subtraction	FP	Fact Family Dominos (Addition/Subtraction)

2.NBT.B.8

Add and subtract within 1000, and justify the solution.

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

2.NBT.B.9

Use the relationship between addition and subtraction to solve problems.

Code	Digital Student Experience	Code	Teacher Resources
		U32	Build and Solve Two–Step Equations with Addition and Subtraction
		U32	Solve Multistep Equations
		ISIP	Choosing the Operation

Represent and solve problems involving addition and subtraction.

2.NBT.C.11

Write and solve problems involving addition and subtraction within 100.

Code	Digital Student Experience	Code	Teacher Resources
U32	Computations and Algebraic Thinking – Two–Step Word Problems with Unknowns at the End	U32	Build and Solve Two–Step Equations with Addition and Subtraction
U32	Computations 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

Relationships and Algebraic Thinking

Add and subtract within 20.

2.RA.A.1

Demonstrate fluency with addition and subtraction within 20.

Code	Digital Student Experience	Code	Teacher Resources
		U31	Fact Families – Addition and Subtraction
		FP	Fact Family Dominos (Addition/Subtraction)
		FP	Addition Fast Track
		FP	Subtraction Fast Track
		FP	Left Hand, Right Hand Grab Bag
		FP	Shake It! Make It! Solve It! (Addition)
		FP	Sticky Sums
		FP	Wipe Out
		FP	Write, Tally, Draw
		FP	Building Sums to Twenty
		ISIP	Addition and Subtraction Fact Families
		ISIP	Fact Family Triangles

2

Develop foundations for multiplication and division.

2.RA.B.2

Determine if a set of objects has an odd or even number of members.

    a)   Count by 2s to 100 starting with any even number.

    b)   Express even numbers as pairings/groups of 2, and write an expression to represent the number using addends of 2.

    c)   Express even numbers as being composed of equal groups and write an expression to represent the number with 2 equal addends.

Code	Digital Student Experience	Code	Teacher Resources
U30	Computations and Algebraic Thinking – Even and Odd Pairing	U30	Determining Even and Odd by Pairing

2.RA.B.3

Find the total number of objects arranged in a rectangular array with up to 5 rows and 5 columns, and write an equation to represent the total as a sum of equal addends.

Code	Digital Student Experience	Code	Teacher Resources
U32	Computations and Algebraic Thinking – Addition Arrays	U32	Addition Arrays

Geometry and Measurement

Reason with shapes and their attributes.

2.GM.A.2

Partition a rectangle into rows and columns of same–size squares and count to find the total number of squares.

Code	Digital Student Experience	Code	Teacher Resources
U32	Geometry – Addition Arrays	U32	Addition Arrays

2.GM.A.3

Partition circles and rectangles into two, three, or four equal shares, and describe the shares and the whole.

   a)   Demonstrate that equal shares of identical wholes need not have the same shape.

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		

Measure and estimate lengths in standard units.

2.GM.B.4

Measure the length of an object by selecting and using appropriate tools.

Code	Digital Student Experience	Code	Teacher Resources
U33	Measurement – Choose Units and Measure Lengths	U33	Choosing Units of Linear Measurement
U33	Measurement – Measure to the Nearest Centimeter	U33	Measure to the Nearest Inch
		U33	Measure to the Nearest Centimeter
		ISIP	Appropriate Tools for Linear Measurement
		ISIP	How to Use Linear Measurement Tools
		ISIP	Measuring Objects
		ISIP	Ruler Relay

2

2.GM.B.5

Analyze the results of measuring the same object with different units.

Code	Digital Student Experience	Code	Teacher Resources
		ISIP	Unit Relationships

2.GM.B.7

Measure to determine how much longer one object is than another.

Code	Digital Student Experience	Code	Teacher Resources
		ISIP	Ruler Relay

Relate addition and subtraction to length.

2.GM.C.9

Represent whole numbers as lengths on a number line, and represent whole–number sums and differences within 100 on a number line.

Code	Digital Student Experience	Code	Teacher Resources
U31	Computations and Algebraic Thinking – Adding on a Number Line	U31	Adding on a Number Line
U31	Computations and Algebraic Thinking – Subtracting on a Number Line	U31	Subtracting on a Number Line

2

Work with time and money.

2.GM.D.10

Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.

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

2.GM.D.12

Find the value of combinations of dollar bills, quarters, dimes, nickels and pennies, using $ and ¢ appropriately.

Code	Digital Student Experience	Code	Teacher Resources
		U32	Money Word Problems

Data and Statistics

Represent and interpret data.

2.DS.A.3

Draw a picture graph or a bar graph to represent a data set with up to four categories.

Code	Digital Student Experience	Code	Teacher Resources
		U33	Creating Picture Graphs
		U33	Interpreting Picture Graphs
		U33	Creating Bar Graphs

2.DS.A.3

Draw a picture graph or a bar graph to represent a data set with up to four categories.

Code	Digital Student Experience	Code	Teacher Resources
		U33	Interpreting Bar Graphs

2.DS.A.4

Solve problems using information presented in line plots, picture graphs and bar graphs.

Code	Digital Student Experience	Code	Teacher Resources
U33	Data Analysis – Solving Problems Using Information Presented in Picture Graphs	U33	Interpreting Bar Graphs
U33	Data Analysis – Solving Problems Using Information Presented in Bar Graphs	U33	Interpreting Picture Graphs
		U33	Analyzing Picture Graphs
		U33	Analyzing Bar Graphs

Grade 3

Number and Operations in Base Ten

Use place value understanding and properties of operations to perform multi–digit arithmetic.

3.NBT.A.1			
Round whole numbers to the nearest 10 or 100.			
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

3.NBT.A.3			
Demonstrate fluency with addition and subtraction within 100.			
Code	**Digital Student Experience**	**Code**	**Teacher Resources**
U36	Computations and Algebraic Thinking – Two–Step Word Problems – All Operations	U36	Build and Solve Two–Step Equations with All Operations

3

Number Sense and Operations in Fractions: NF

Develop understanding of fractions as numbers.

3.NF.A.1

Understand a unit fraction as the quantity formed by one part when a whole is partitioned into equal parts.

Code	Digital Student Experience	Code	Teacher Resources
		ISIP	Recognizing Fractions in Different Forms
		ISIP	Writing Fractions – Symbolic Notation

3.NF.A.2

Understand that when a whole is partitioned equally, a fraction can be used to represent a portion of the whole.

    a) Describe the numerator as representing the number of pieces being considered.

    b) Describe the denominator as the number of pieces that make the whole.

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	Many Equivalent Fractions
U37	Number Sense – Many Equivalent Fractions	U37	Fractions Equivalent to Whole Numbers
U37	Number Sense – Fractions Equivalent to Whole Numbers	U37	Comparison – Fractions and Whole Numbers – Symbols
U37	Number Sense – Mixed Numbers	U37	Comparing Fractions with Like Numerators
U37	Number Sense – Comparing Fractions with the Same Denominator	U37	Identify Equivalent Fractions
U37	Number Sense – Comparing Fractions with the Same Numerator	ISIP	Comparing Fractions Using Models

3

3.NF.A.2

Understand that when a whole is partitioned equally, a fraction can be used to represent a portion of the whole.

  a) Describe the numerator as representing the number of pieces being considered.

  b) Describe the denominator as the number of pieces that make the whole.

Code	Digital Student Experience	Code	Teacher Resources
		ISIP	Comparing Fractions
		ISIP	Identify Equivalent Fractions Using Area Models
		ISIP	Recognizing Fractions in Different Forms
		ISIP	Writing Fractions – Symbolic Notation

3.NF.A.3

Represent fractions on a number line.

  a) Understanding the whole is the interval from 0 to 1.

  b) Understand the whole is partitioned into equal parts.

  c) Understand a fraction represents the endpoint of the length a given number of partitions from 0.

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	Mixed Fractions on a Number Line
		U37	Many Equivalent Fractions
		U37	Identifying Equivalent Fractions

3

3.NF.A.4

Demonstrate that two fractions are equivalent if they are the same size or the same point on a number line.

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	Many Equivalent Fractions
U37	Number Sense – Many Equivalent Fractions	U37	Fractions Equivalent to Whole Numbers
U37	Number Sense – Fractions Equivalent to Whole Numbers	U37	Identify Equivalent Fractions
		ISIP	Identify Equivalent Fractions Using Area Models

3.NF.A.5

Recognize and generate equivalent fractions using visual models, and justify why the fractions are equivalent.

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	Many Equivalent Fractions
U37	Number Sense – Many Equivalent Fractions	U37	Fractions Equivalent to Whole Numbers
U37	Number Sense – Fractions Equivalent to Whole Numbers	U37	Identify Equivalent Fractions
		ISIP	Identify Equivalent Fractions Using Area Models

3.NF.A.6

Compare two fractions with the same numerator or denominator using the symbols >, =, or <, and justify the solution.

Code	Digital Student Experience	Code	Teacher Resources
U37	Number Sense – Comparing Fractions with the Same Denominator	U37	Comparison – Fractions and Whole Numbers – Symbols
U37	Number Sense – Comparing Fractions with the Same Numerator	U37	Comparing Fractions with Like Numerators
		ISIP	Comparing Fractions Using Models
		ISIP	Comparing Fractions

3.NF.A.7

Explain why fraction comparisons are only valid when the two fractions refer to the same whole.

Code	Digital Student Experience	Code	Teacher Resources
U37	Number Sense – Comparing Fractions with the Same Denominator	U37	Comparison – Fractions and Whole Numbers – Symbols
U37	Number Sense – Comparing Fractions with the Same Numerator	U37	Comparing Fractions with Like Numerators
		ISIP	Comparing Fractions Using Models
		ISIP	Comparing Fractions

3

Relationships and Algebraic Thinking

Represent and solve problems involving multiplication and division.

3.RA.A.1

Interpret products of whole numbers.

Code	Digital Student Experience	Code	Teacher Resources
U35	Computations and Algebraic Thinking – Arithmetic Patterns in Multiplication	U35	Arithmetic Patterns in Multiplication
U36	Computations and Algebraic Thinking – Multiply One–Digit Numbers Using Concrete Models	U36	One–Digit by One–Digit Multiplication
U36	Computations and Algebraic Thinking – Multiply One–Digit Numbers Using 1×1 Arrays	U36	Multiplying Two One–Digit Numbers with Arrays
		U36	Problem Solving without Numbers
		ISIP	Practicing Fact Families
		ISIP	Strip Diagrams – Compare
		FP	Multominoes
		FP	Tall Towers
		FP	Dice Blocks
		FP	Wipe Out
		FP	Sticky Products
		FP	Multiplication Fast Track
		FP	Fact Family Triangles: Multiplication and Division

3

3.RA.A.1

Interpret products of whole numbers.

Code	Digital Student Experience	Code	Teacher Resources
		FP	Shake It! Make It! Solve It! (Multiplication)

3.RA.A.2

Interpret quotients of whole numbers.

Code	Digital Student Experience	Code	Teacher Resources
U36	Computations and Algebraic Thinking – Multiplication and Division Fact Families	U36	Fact Families: Multiplication and Division
		ISIP	Doubling and Halving
		ISIP	Relating Multiplication and Division

3.RA.A.4

Use multiplication and division within 100 to solve problems.

Code	Digital Student Experience	Code	Teacher Resources
U36	Computations and Algebraic Thinking – Build and Solve Two–Step Equations with All Operations	U36	Build and Solve Two–Step Equations with All Operations
		ISIP	Doubling and Halving
		ISIP	Problem Solving without Numbers
		ISIP	Practicing with Fact Families
		ISIP	Using Strip Diagrams to Solve Compare Problems

3

3.RA.A.5

Determine the unknown whole number in a multiplication or division equation relating three whole numbers.

Code	Digital Student Experience	Code	Teacher Resources
U36	Computations and Algebraic Thinking – Build and Solve Two–Step Equations with All Operations	U36	Fact Families – Multiplication and Division
		U36	Build and Solve Two–Step Equations with All Operations
		ISIP	Relating Multiplication and Division
		ISIP	Practicing Fact Families
		ISIP	Using Strip Diagrams to Solve Compare Properties
		ISIP	Using the Commutative Property of Multiplication

Understand properties of multiplication and the relationship between multiplication and division.

3.RA.B.6

Apply properties of operations as strategies to multiply and divide.

Code	Digital Student Experience	Code	Teacher Resources
U36	Computations and Algebraic Thinking – Properties of Multiplication	ISIP	Using the Commutative Property of Multiplication
		ISIP	Multiplying with Three Factors

3

Multiply and divide within 100.

3.RA.C.7

Multiply and divide with numbers and results within 100 using strategies such as the relationship between multiplication and division or properties of operations. Know all products of two one–digit numbers.

Code	Digital Student Experience	Code	Teacher Resources
U35	Computations and Algebraic Thinking – Arithmetic Patterns in Multiplication	U35	Arithmetic Patterns in Multiplication
U36	Computations and Algebraic Thinking – Multiply One–Digit Numbers Using Concrete Models	U36	One–Digit by One–Digit Multiplication
U36	Computations and Algebraic Thinking – Fact Families – Multiplication and Division	U36	Multiplying Two One–Digit Numbers with Arrays
U36	Computations and Algebraic Thinking – Two–Step Word Problems – All Operations	U36	Build and Solve Two–Step Equations with All Operations
U36	Computations and Algebraic Thinking – Properties of Multiplication	U36	Fact Families – Multiplication and Division
		ISIP	Doubling and Halving
		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	Wipe Out
		FP	Multominoes

3

3.RA.C.7

Multiply and divide with numbers and results within 100 using strategies such as the relationship between multiplication and division or properties of operations. Know all products of two one–digit numbers.

Code	Digital Student Experience	Code	Teacher Resources
		FP	Tall Towers
		FP	Dice Blocks
		FP	Sticky Products
		FP	Multiplication Fast Track
		FP	Division Fast Track
		FP	Fact Family Triangles: Multiplication and Division
		FP	Shake It! Make It! Solve It! (Multiplication)

Use the four operations to solve word problems.

3.RA.D.9

Write and solve two–step problems involving variables using any of the four operations.

Code	Digital Student Experience	Code	Teacher Resources
U36	Computations and Algebraic Thinking – Two–Step Word Problems – All Operations	U35	Addition Problem–Solving Strategies
		U35	Subtraction Problem–Solving Strategies
		U35	Problem Solving without Numbers: Addition and Subtraction
		U36	Build and Solve Two–Step Equations with All Operations

3.RA.D.9

Write and solve two–step problems involving variables using any of the four operations.

Code	Digital Student Experience	Code	Teacher Resources
		U36	Problem Solving without Numbers: Multiplication and Division

Identify and explain arithmetic patterns.

3.RA.E.11

Identify arithmetic patterns and explain the patterns using properties of operations.

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

Geometry and Measurement

Reason with shapes and their attributes

3.GM.A.1

Understand that shapes in different categories may share attributes and that the shared attributes can define a larger category.

Code	Digital Student Experience	Code	Teacher Resources
U38	Geometry – Attributes of Quadrilaterals	U38	Understanding Quadrilaterals
		ISIP	Defining Quadrilaterals by Attributes

3

3.GM.A.2

Distinguish rhombuses and rectangles as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to these subcategories.

Code	Digital Student Experience	Code	Teacher Resources
U38	Geometry – Attributes of Quadrilaterals	U38	Understanding Quadrilaterals
		ISIP	Defining Quadrilaterals by Attributes

3.GM.A.3

Partition shapes into parts with equal areas, and express the area of each part as a unit fraction of the whole.

Code	Digital Student Experience	Code	Teacher Resources
		ISIP	Recognizing Fractions in Different Forms
		ISIP	Finding the Area of Rectangles

Solve problems involving measurement of time, liquid volumes, and weights of objects.

3.GM.B.4

Tell and write time to the nearest minute.

Code	Digital Student Experience	Code	Teacher Resources
U39	Measurement and Data Analysis – Elapsed Time on a Number Line	U39	Elapsed Time within One Hour
		U39	Elapsed Time across Hours

3.GM.B.5

Estimate time intervals in minutes.

Code	Digital Student Experience	Code	Teacher Resources
U39	Measurement and Data Analysis – Elapsed Time on a Number Line	U39	Elapsed Time within One Hour
		U39	Elapsed Time across Hours

3.GM.B.6

Solve problems involving addition and subtraction of minutes.

Code	Digital Student Experience	Code	Teacher Resources
U39	Measurement and Data Analysis – Elapsed Time on a Number Line	U39	Elapsed Time within One Hour

Understand concepts of area.

3.GM.C.9

Calculate area by using unit squares to cover a plane figure with no gaps or overlaps.

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

3

3.GM.C.10

Label area measurements with squared units.

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

3.GM.C.11

Demonstrate that tiling a rectangle to find the area and multiplying the side lengths result in the same value.

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

3.GM.C.12

Multiply whole–number side lengths to solve problems involving the area of rectangles.

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

3.GM.C.14

Decompose a rectangle into smaller rectangles to find the area of the original rectangle.

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

Understand concepts of perimeter.

3.GM.D.15			
Solve problems involving perimeters of polygons.			
Code	**Digital Student Experience**	**Code**	**Teacher Resources**
		ISIP	Measurement and Data Analysis – Measuring Perimeter of Polygons

3.GM.D.16			
Understand that rectangles can have equal perimeters but different areas, or rectangles can have equal areas but different perimeters.			
Code	**Digital Student Experience**	**Code**	**Teacher Resources**
U38	Measurement – Perimeter Word Problems	U38	Perimeter Lesson A: Finding Perimeter
		U38	Finding Missing Side Lengths in Perimeter Problems
		ISIP	Measurement and Data Analysis – Measuring Perimeter of Polygons

Data and Statistics

Represent and analyze data.

3.DS.A.2			
Solve one– and two–step problems using information presented in bar and/or picture graphs.			
Code	**Digital Student Experience**	**Code**	**Teacher Resources**
U39	Measurement and Data Analysis – Two–Step Word Problems with Bar Graphs	U39	Solving Two–Step Problems Using Bar Graphs

4

Grade 4

Number Sense and Operations in Base Ten

Use place value understanding and properties of operations to perform multi–digit arithmetic with numbers up to one million.

4.NBT.A.1			
Round multi–digit whole numbers to any place.			
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

4.NBT.A.2			
Read, write, and identify multi–digit whole numbers up to one million using number names, base–ten numerals, and expanded form.			
Code	**Digital Student Experience**	**Code**	**Teacher Resources**
U40	Number Sense – Expanded Form to Thousands	U40	Writing Expanded Form from Standard Form through Thousands and Millions
U40	Number Sense – Expanded Form to Millions	U40	Writing Standard Form from Expanded Form through Thousands and Millions

4

4.NBT.A.2

Read, write, and identify multi–digit whole numbers up to one million using number names, base–ten numerals, and expanded form.

Code	Digital Student Experience	Code	Teacher Resources
U40	Number Sense – Writing Expanded Form from Standard Form through Millions	U40	Writing Word Form from Expanded and Standard Form through Thousands and Millions

4.NBT.A.4

Understand that in a multi–digit whole number, a digit represents 10 times what it represent in the place to its right.

Code	Digital Student Experience	Code	Teacher Resources
U40	Number Sense – Expanded Form to Thousands		
U40	Number Sense – Standard Form to Thousands		

4.NBT.B.5

Demonstrate fluency with addition and subtraction of whole numbers.

Code	Digital Student Experience	Code	Teacher Resources
		ISIP	Adding Multi–Digit Numbers and Checking for Reasonableness

4.NBT.B.6

Multiply a whole number of up to four digits by a one–digit whole number, and multiply two two–digit numbers, and justify the solution.

Code	Digital Student Experience	Code	Teacher Resources
U41	Computations and Algebraic Thinking – Multiply Two–Digit Numbers with Models	U41	Two–Digit by Two–Digit Concrete Multiplication

4

Number Sense and Operations in Fractions: NF

Extend understanding of fraction equivalence and ordering. (Limit denominators to 2, 3, 4, 5, 6, 8, 10, 12, and 100.)

4.NF.A.1

Explain and/or illustrate why two fractions are equivalent.

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

4.NF.A.3

Compare two fractions using the symbols >, =, or <, and justify the solution.

Code	Digital Student Experience	Code	Teacher Resources
U43	Number Sense – Comparing Fractions Using Benchmark Fractions	U43	Fraction Comparison Using Benchmark Fractions
U43	Number Sense – Comparing Fractions with Unlike Denominators	U43	Compare Fractions Using Symbols
		U43	Compare Fractions by Creating Common Denominators
		ISIP	Comparing Fractions

4

4.NF.A.3

Compare two fractions using the symbols >, =, or <, and justify the solution.

Code	Digital Student Experience	Code	Teacher Resources
		ISIP	Using Area Models to Compare Fractions

Extend understanding of operations on whole numbers to fraction operations.

4.NF.B.4

Understand addition and subtraction of fractions as joining/composing and separating/decomposing parts referring to the same whole.

Code	Digital Student Experience	Code	Teacher Resources
U43	Number Sense – Decomposing Fractions	U43	Add Like Denominators of Ten and One Hundred
U43	Number Sense – Adding Fractions with Like Denominators of Ten and One Hundred	U43	Adding Denominators of Ten to Denominators of One Hundred
U43	Number Sense – Adding Fractions with Denominators of Ten and One Hundred		

4.NF.B.5

Decompose a fraction into a sum of fractions with the same denominator and record each decomposition with an equation and justification.

Code	Digital Student Experience	Code	Teacher Resources
U43	Number Sense – Decomposing Fractions	U43	Add Like Denominators of Ten and One Hundred
U43	Number Sense – Adding Fractions with Like Denominators of Ten and One Hundred		

4

4.NF.B.6

Solve problems involving adding and subtracting fractions and mixed numbers with like denominators.

Code	Digital Student Experience	Code	Teacher Resources
U43	Number Sense – Adding Fractions with Like Denominators of Ten and One Hundred	U43	Add Like Denominators of Ten and One Hundred

Understand decimal notation for fractions, and compare decimal fractions. (Denominators of 10 or 100.)

4.NF.C.9

Use decimal notation for fractions with denominators of 10 or 100.

Code	Digital Student Experience	Code	Teacher Resources
U43	Number Sense – Determine Equivalent Fractions (Tenths and Hundredths)	U43	Decimals as Fractions (Tenths and Hundredths)
U43	Number Sense – Determine Equivalent Fractions Using Models	U43	Expressing Equivalent Fractions with Denominators of Ten and One Hundred
		ISIP	Understand Decimal Numbers with Fractional Language
		ISIP	Fraction to Decimal Equivalence

4.NF.C.12

Compare two decimals to the hundredths place using the symbols >, =, or <, and justify the solution.

Code	Digital Student Experience	Code	Teacher Resources
U43	Number Sense – Understanding Decimals (0.1–0.9 and 0.01–0.09)	U43	Standard and Word Form of Decimals (0.01–0.09 and 0.1–0.9)
U43	Number Sense – Understanding Decimals (0.1–0.9)	U43	Standard and Word form of Decimals (0.10–0.90)

4

4.NF.C.12

Compare two decimals to the hundredths place using the symbols >, =, or <, and justify the solution.

Code	Digital Student Experience	Code	Teacher Resources
U43	Number Sense – Understanding Decimals with Visual Models (0.01–1.99)	U43	Standard and Word form of Decimals (0.01–1.99)
		ISIP	Comparing and Ordering Decimals

Relationships and Algebraic Thinking

Use the four operations with whole numbers to solve problems.

4.RA.A.1

Multiply or divide to solve problems involving a multiplicative comparison.

Code	Digital Student Experience	Code	Teacher Resources
U42	Computations and Algebraic Thinking – Solve Multistep Word Problems	U42	Building and Solving Multistep Equations with All Operations
		ISIP	Using Multiplication to Solve If–Then Word Problems

4.RA.A.2

Solve multi–step whole number problems involving the four operations and variables and using estimation to interpret the reasonableness of the answer.

Code	Digital Student Experience	Code	Teacher Resources
U42	Computations and Algebraic Thinking – Solve Multistep Word Problems	U42	Building and Solving Multistep Equations with All Operations
		ISIP	Using Multiplication to Solve If–Then Word Problems

4

Generate and analyze patterns.

4.RA.C.6			
Generate a number pattern that follows a given rule.			
Code	**Digital Student Experience**	**Code**	**Teacher Resources**
		ISIP	Integrating Fact Practice Using Input/Output Function Tables

Geometry and Measurement

Classify 2–dimensional shapes by properties of their lines and angles.

4.GM.A.1			
Draw and identify points, lines, line segments, rays, angles, perpendicular lines, and parallel lines.			
Code	**Digital Student Experience**	**Code**	**Teacher Resources**
		U45	Measuring Angles with a Protractor
		ISIP	Line and Angle Identification

Understand the concepts of angle and measure angles.

4.GM.B.4			
Identify and estimate angles and their measure.			
Code	**Digital Student Experience**	**Code**	**Teacher Resources**
U45	Geometry – Determine Missing Angles	U45	Find the Missing Angle Measurement
		ISIP	Line and Angle Identification

4

4.GM.B.5

Draw and measure angles in whole–number degrees using a protractor.

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

Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.

4.GM.C.6

Know relative sizes of measurement units within one system of units.

    a) Convert measurements in a larger unit in terms of a smaller unit.

Code	Digital Student Experience	Code	Teacher Resources
U44	Measurement and Data Analysis – Word Problems with Various Measurements	U44	Converting Units of Measurement in Word Problems

4.GM.C.7

Use the four operations to solve problems involving distances, intervals of time, liquid volume, masses of objects, and money.

Code	Digital Student Experience	Code	Teacher Resources
U44	Measurement and Data Analysis – Word Problems with Various Measurements	U44	Converting Units of Measurement in Word Problems
		ISIP	Measuring Length to the Next Quarter Inch
		ISIP	Calculating Elapsed Time

4

4.GM.C.8

Apply the area and perimeter formulas for rectangles to solve problems.

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
		ISIP	Decomposing Figures to Find the Area of Polygons

Data and Statistics

Represent and interpret data.

4.DS.A.1

Create a frequency table and/or line plot to display measurement data.

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	U45	Finding Scales of Line Plots

5

Grade 5

Number Sense and Operations in Base Ten

Use place value system understanding to perform operations with multi–digit whole numbers to billions and decimals to thousandths.

5.NBT.A.1

Read, write, and identify numbers from billions to thousandths using number names, base ten numerals, and expanded form.

Code	Digital Student Experience	Code	Teacher Resources
		U46	Decimal Grids and Place Value Mats

5.NBT.A.2

Compare two numbers from billions to thousandths using the symbols >, =, and <, and justify the solution.

Code	Digital Student Experience	Code	Teacher Resources
U46	Number Sense – Compare Decimals Visually on the Number Line	U46	Decimal Grids and Place Value Mats
U46	Number Sense – Compare Tenths and Hundredths on a Number Line	U46	Decimal Comparison on the Number Line
U46	Number Sense – Compare Tenths and Hundredths (with visual aids)	U46	Abstract Decimal Comparison
U46	Number Sense – Abstract Comparison of Decimals to Thousandths	U46	Decimals with Whole Number Comparison

5.NBT.A.3

Understand that in a multi–digit number, a digit represents 1/10 times what it would represent in the place to its left.

Code	Digital Student Experience	Code	Teacher Resources
U46	Number Sense – Multiplying Decimals by Ten and One Hundred	U46	Multiplying Decimals by Ten and One Hundred
U46	Number Sense – Dividing Decimals by Ten and One Hundred	U46	Dividing Decimals by Ten and One Hundred
U46	Number Sense – Exploring Powers of Ten	U46	Multiplying and Dividing Decimals by Powers of Ten
U46	Number Sense – Multiplying and Dividing Decimals by Powers of Ten	U46	Exploring Powers of Ten

5.NBT.A.5

Round numbers from billions to thousandths place.

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		

5.NBT.A.6

Add and subtract multi–digit whole numbers and decimals to the thousandths place, and justify the solution.

Code	Digital Student Experience	Code	Teacher Resources
U46		U47	Decimal Addition

5.NBT.A.6

Add and subtract multi–digit whole numbers and decimals to the thousandths place, and justify the solution.

Code	Digital Student Experience	Code	Teacher Resources
		U47	Decimal Subtraction
		ISIP	Calculating Reasonable Estimates of Decimal Number Sums
		ISIP	Adding and Subtracting Decimals Numbers in a Word Problem

5.NBT.A.7

Multiply multi–digit whole numbers and decimals to the hundredths place, and justify the solution.

Code	Digital Student Experience	Code	Teacher Resources
U46	Number Sense – Multiplying Decimals by Ten and One Hundred	U46	Multiplying Decimals by Ten and One Hundred
U46	Number Sense – Exploring Powers of Ten	U46	Multiplying and Dividing Decimals by Powers of Ten
U46	Number Sense – Multiplying and Dividing Decimals by Powers of Ten	U46	Exploring Powers of Ten

5.NBT.A.8

Divide multi–digit whole numbers and decimals to the hundredths place using up to two–digit divisors and four–digit dividends, and justify the solution.

Code	Digital Student Experience	Code	Teacher Resources
U46	Number Sense – Dividing Decimals by Ten and One Hundred	U46	Dividing Decimals by Ten and One Hundred

5.NBT.A.8

Divide multi–digit whole numbers and decimals to the hundredths place using up to two–digit divisors and four–digit dividends, and justify the solution.

Code	Digital Student Experience	Code	Teacher Resources
U46	Number Sense – Multiplying and Dividing Decimals by Powers of Ten	U46	Multiplying and Dividing Decimals by Powers of Ten
		U47	Concrete Decimal Division
		U47	Representational Decimal Division
		U47	Decimal Division

Number Sense and Operations in Fractions: NF

Perform operations and solve problems with fractions and decimals.

5.NF.B.5

Justify the reasonableness of a product when multiplying with fractions.

   a)   Estimate the size of the product based on the size of the two factors.

   b)   Explain why multiplying a given number by a fraction greater than 1 results in a product larger than the given number.

   c)   Explain why multiplying a given number by a fraction less than 1 results in a product smaller than the given number.

   d)   Explain why multiplying the numerator and denominator by the same number is equivalent to multiplying the fraction by 1.

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

5.NF.B.5

Justify the reasonableness of a product when multiplying with fractions.

a) Estimate the size of the product based on the size of the two factors.

b) Explain why multiplying a given number by a fraction greater than 1 results in a product larger than the given number.

c) Explain why multiplying a given number by a fraction less than 1 results in a product smaller than the given number.

d) Explain why multiplying the numerator and denominator by the same number is equivalent to multiplying the fraction by 1.

Code	Digital Student Experience	Code	Teacher Resources
		U48	Multiplying Fractions Less Than One with Improper Fractions
		U48	Multiplying Whole Numbers by Fractions Greater Than One

5.NF.B.6

Solve problems involving addition and subtraction of fractions and mixed numbers with unlike denominators, and justify the solution.

Code	Digital Student Experience	Code	Teacher Resources
U48	Computations and Algebraic Thinking – Add Fractions with Unlike Denominators	U48	Adding Fractions with Unlike Denominators
U48	Computations and Algebraic Thinking – Subtract Fractions with Unlike Denominators	U48	Subtracting Fractions with Unlike Denominators
		ISIP	Adding and Subtracting Fractions with Unlike Denominators

5

5.NF.B.7

Extend the concept of multiplication to multiply a fraction or whole number by a fraction.

    a)   Recognize the relationship between multiplying fractions and finding the areas of rectangles with fractional side lengths.

    b)   Calculate and interpret the product of a fraction by a whole number and a whole number by a fraction.

    c)   Calculate and interpret the product of two fractions less than one.

Code	Digital Student Experience	Code	Teacher Resources
U48	Computations and Algebraic Thinking – Multiply by Fractions Less Than One	U48	Multiplying by Fractions Less Than One
U48	Computations and Algebraic Thinking – Multiply by Fractions Greater Than One	U48	Multiplying by Fractions Less Than One (Extra Practice)
U50	Measurement and Data Analysis – Multiply Fractions to Find the Area of a Rectangle	U48	Multiplying Fractions Less Than One with Improper Fractions
		U48	Multiplying Whole Numbers by Fractions Less Than One
		U48	Multiplying Whole Numbers by Fractions Greater Than One
		U50	Determine the Area of a Rectangle with Fractional Side Lengths

5

Relationships and Algebraic Thinking

Represent and analyze patterns and relationships.

5.RA.A.1

Investigate the relationship between two numeric patterns.

      a) Generate two numeric patterns given two rules.

      b) Translate two numeric patterns into two sets of ordered pairs.

      c) Graph numeric patterns on the Cartesian coordinate plane.

      d) Identify the relationship between two numeric patterns.

Code	Digital Student Experience	Code	Teacher Resources
U51	Computations and Algebraic Thinking – Comparing Points on a Coordinate Plane	U51	Comparing Points on a Coordinate Plane

Write and interpret numerical expressions.

5.RA.B.3

Write, evaluate, and interpret numeric expressions using the order of operations.

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

5

5.RA.B.4

Translate written expressions into algebraic expressions.

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

Geometry and Measurement

Classify two– and three–dimensional geometric shapes.

5.GM.A.2

Classify figures in a hierarchy based on properties.

Code	Digital Student Experience	Code	Teacher Resources
		ISIP	Analyzing Properties of Two– and Three–Dimensional Figures

Understand and compute volume.

5.GM.B.4			
Understand the concept of volume and recognize that volume is measured in cubic units.			
a) Describe a cube with edge length 1 unit as a "unit cube" and is said to have "one cubic unit" of volume and can be used to measure volume.			
b) Understand that the volume of a right rectangular prism can be found by stacking multiple layers of the base.			
Code	**Digital Student Experience**	**Code**	**Teacher Resources**
U50	Measurement – Volume of Irregular Figures	U50	Volume of Rectangular Prisms
		U50	Volume of Irregular Figures
		ISIP	Volume as an Attribute of Three–Dimensional Space
		ISIP	Quantifying Volume: Counting Same–Sized Units
		ISIP	Integrating Fact Practice and Volume
		ISIP	Calculating Volume in Multistep Word Problems

5.GM.B.5			
Apply the formulas $V = \ell \times w \times h$ and $V = B \times h$ for volume of right rectangular prisms with whole–number edge lengths.			
Code	**Digital Student Experience**	**Code**	**Teacher Resources**
U50	Measurement and Data Analysis – Volume of Irregular Figures	U50	Volume of Rectangular Prisms
		U50	Volume of Rectangular Figures
		ISIP	Volume as an Attribute of Three–Dimensional Space
		ISIP	Quantifying Volume: Counting Same–Sized Units

5.GM.B.5

Apply the formulas $V = \ell \times w \times h$ and $V = B \times h$ for volume of right rectangular prisms with whole–number edge lengths.

Code	Digital Student Experience	Code	Teacher Resources
		ISIP	Integrating Fact Practice and Volume
		ISIP	Calculating Volume in Multistep Word Problems

Graph points on the Cartesian coordinate plane within the first quadrant to solve problems.

5.GM.C.6

Define a first quadrant Cartesian coordinate system.

   a)   Represent the axes as scaled perpendicular number lines that both intersect at 0, the origin.

   b)   Identify any point on the Cartesian coordinate plane by its ordered pair coordinates.

   c)   Define the first number in an ordered pair as the horizontal distance from the origin.

   d)   Define the second number in an ordered pair as the vertical distance from the origin.

Code	Digital Student Experience	Code	Teacher Resources
U51	Geometry – Graph Points in a Coordinate Plane	U51	Plotting Points on a Coordinate Grid
		ISIP	Identifying and Plotting Ordered Pairs on the Coordinate Plane

5.GM.C.7

Plot and interpret points in the first quadrant of the Cartesian coordinate plane.

Code	Digital Student Experience	Code	Teacher Resources
U51	Computations and Algebraic Thinking – Comparing Points on a Coordinate Plan	U51	Graphing and Analyzing Lines

5.GM.C.7

Plot and interpret points in the first quadrant of the Cartesian coordinate plane.

Code	Digital Student Experience	Code	Teacher Resources
		ISIP	Identifying and Plotting Ordered Pairs on the Coordinate Plane

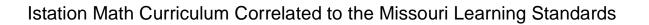**Solve problems involving measurement and conversions within a measurement system.**

5.GM.D.8

Convert measurements of capacity, length, and weight within a given measurement system.

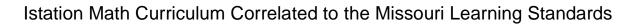| Code	Digital Student Experience	Code	Teacher Resources
		ISIP	Converting Standard Units of Measurement
		ISIP	Performing Customary Measurement Conversions

Appendix

Classroom Resource

Code	Teacher Resources
General Graphic Organizers	
CR	Dot Paper
CR	Frayer Model
CR	Frayer Model (multiple)
CR	Grid Paper
CR	Grid Paper (cm)
CR	Grid Paper (in)
CR	If–Then Diagram (Large)
CR	If–Then Diagrams
CR	Multiple Number Lines (10–100)
CR	Number Cards (1–10)
CR	Number Cards (1–20)
CR	Number Line 0–10 (Labeled and Blank)
CR	Number Line 0–20 (Labeled and Blank)
CR	Number Line 0–50 (Labeled and Blank)
CR	Number Line 0–100 (Labeled and Blank)
CR	Place Value Mat: 3–Column (Blank)

General Graphic Organizers

Code	Teacher Resources
CR	Place Value Mat: 4–Column (Blank)
CR	Ten Frame
CR	Three–Digit Number Cards
CR	Types of Word Problems Anchor Chart

Number Sense

Code	Teacher Resources
CR	100 Chart
CR	120 Chart
CR	Base Ten Block Cards (0–50)
CR	Base Ten Block Cards (Multiples of Ten)
CR	Counting Strips (1–10)
CR	Counting Strips (1–20)
CR	Decimal Cards
CR	Decimal Grid: Thousandths
CR	Decimal Grids: Tenths and Hundredths
CR	Decimal Models: One Whole Through Thousandths
CR	Decimal Place Valuerid and Chart – Tenths

Number Sense

Code	Teacher Resources
CR	Decimal Place Valuerid and Chart – Hundredths
CR	Decimal Place Valuerid and Chart – Thousandths
CR	Even and Odd Chart
CR	Fraction Bars
CR	Fraction Equivalency Cards
CR	Fraction Model Graphic Organizer
CR	Multiple Representations of Numbers (1–10)
CR	Place Value Anchor Chart: Tens and Ones
CR	Place Value Mat: Multiple Representations to Millions (Labeled)
CR	Place Value Mat: Multiple Representations to Thousands (Labels)
CR	Place Value Mat: Tens and Ones (Labeled)
CR	Place Value Word Cards
CR	Ten Frame Dot Cards (Large)
CR	Ten Frame Dot Cards (Small)

Computations and Algebraic Thinking

Code	Teacher Resources
CR	Algebra Tiles

Computations and Algebraic Thinking

Code	Teacher Resources
CR	Algebraic Strip Diagrams
CR	Coordinate Plane
CR	Missing Factor Cards
CR	Multiplication/Division Fact Family Template
CR	Operation Symbol Cards
CR	Part Part Whole Mat
CR	Problem Solving Cards – Addition and Subtraction
CR	Subitizing Cards (1–5)

Measurement

Code	Resources
CR	Customary Unit Conversion Cards – Linear Measurement
CR	Customary Unit Conversion Cards – Liquid Measurement
CR	Linear Measurement Bundle (Includes the following five resources) Linear Measurement Anchor Chart Linear Measurement Body Benchmarks Anchor Chart Linear Measurement Graphic Organizer Linear Measurement Steps Anchor Chart Linear Measurement Yards vs. Meters Anchor Chart
CR	Linear Measurement Anchor Chart

Measurement

Code	Resources
CR	Linear Measurement Body Benchmarks Anchor Chart
CR	Linear Measurement Graphic Organizer
CR	Linear Measurement Steps Anchor Chart
CR	Linear Measurement Yards vs. Meters Anchor Chart

Data Analysis

Code	Teacher Resources
CR	Analyzing Line Plots

Geometry

Code	Teacher Resources
CR	Three–Dimensional Figure Nets
CR	Two–Dimensional Shapes

Parent Portal Lessons

Early Math PK–1

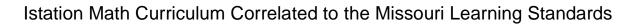| Code	Teacher Resources
PP	Fact Practice – Addition Fast Track
PP	Fact Practice – Addition Road Racing
PP	Fact Practice – Building Sums with Dice

Early Math PK–1

Code	Teacher Resources
PP	Fact Practice – Choose the Operation (Addition and Subtraction)
PP	Fact Practice – Counting to Answer Math Questions
PP	Fact Practice – Matching Numerals to Quantities
PP	Fact Practice – Recognizing, Ordering and Counting
PP	Fact Practice – Shake It! Make It! Solve It! (Addition)
PP	Fact Practice – Skip Counting Raceway (Skip Counting by Fives and Tens)
PP	Fact Practice – Skip Counting Raceway (Skip Counting by Twos)
PP	Fact Practice – Sticky Sums
PP	Fact Practice – Subtraction Fast Track
PP	Fact Practice – Subtraction Road Racing
PP	Fact Practice – Write, Tally, Draw (Addition)
PP	Practice Sorting by Attributes

Istation Math 2–5

Code	Teacher Resources
PP	Fact Practice – Adding on a Number Line
PP	Fact Practice – Addition and Subtraction Fact Families
PP	Fact Practice – Choose the Operation (Addition and Subtraction)

Istation Math 2–5

Code	Teacher Resources
PP	Fact Practice – Choose the Operation (Multiplication and Division)
PP	Fact Practice – Fact Family Dominoes (Addition/Subtraction)
PP	Fact Practice – Identifying Halves, Thirds, Fourths
PP	Fact Practice – Multiplication and Division Fact Family Triangles
PP	Fact Practice – Multiplication Fast Track
PP	Fact Practice – Multiply Then Add
PP	Fact Practice – Multominoes
PP	Fact Practice – Shake It! Make It! Solve It! (Multiplication)
PP	Fact Practice – Sticky Products
PP	Fact Practice – Subtracting on a Number Line
PP	Fact Practice – Two–Digit Comparison: Who Has More?
PP	Fact Practice – Two–Digit Comparison: Who Has Less?
PP	Fact Practice – Three– and Four–Digit Comparison: Who Has More?
PP	Fact Practice – Three– and Four–Digit Comparison: Who Has Less?
PP	Fact Practice – Understanding Decimal Numbers
PP	Fact Practice – Write, Expand, Sketch
PP	Fact Practice – Writing Expressions from Scenarios
PP	Practice Linear Measurement Scavenger Hunt (Centimeter)

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Code	Teacher Resources
PP	Practice Linear Measurement Scavenger Hunt (Inches)
PP	Practice Plotting Points on a Coordinate Plane