

Istation[®] Math

Correlation of Standards

State of New Mexico (NMCCSS)

Mathematics

Grades KN-G1



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Istation Math Curriculum Correlated to New Mexico Common Core State Standards for Mathematics

Kindergarten



Standards	Objectives	Istation Application*	Istation Teacher Resources*	MP Standards
K-12 Standards for Mathematical Practices (MP)				
As stated in the Common Core State Standards for Mathematics, “The Standards for Mathematical Practice describe varieties of expertise that mathematics educators at all levels should seek to develop in their students.” Each Mathematical Practice standard is listed as applicable to the right of each Istation Math resource with the corresponding code, MP1-8.				
MP1	Make sense of problems and persevere in solving them.			
MP2	Reason abstractly and quantitatively.			
MP3	Construct viable arguments and critique the reasoning of others.			
MP4	Model with mathematics.			
MP5	Use appropriate tools strategically.			
MP6	Attend to precision.			
MP7	Look for and make use of structure.			
MP8	Look for and express regularity in repeated reasoning.			
Counting and Cardinality (CC)				
Know number names and the count sequence.				
K.CC.1	Count to 100 by ones and tens.	Units 3, 5, 6, 7, 8, & 14: Rote Counting – “EZ With a Rock and Roll Beat” Unit 14: Skip Counting – “Hens by Tens”	Units 3 & 5: Build, Mix, and Fix Unit 6: Count with Me Unit 7: Calendar Counting Unit 8: Counting Mystery Unit 14: One Hundred Is A Lot Unit 14: Roll-Count-Cover	MP1 MP2 MP3 MP4 MP5 MP6 MP7 MP8
K.CC.3	Write numbers from 0-20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).	Units 5 & 11: Procedural Numeral Writing – “Numbers in New York City”	Unit 5: Writing Numbers 1-5 Unit 11: Writing Numbers Everywhere ISIP EM: Number Go Fish ISIP EM: Show Me	MP1 MP2 MP3 MP4 MP5 MP6 MP7 MP8
Count to tell the number of objects.				
K.CC.4	4A: When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.	Units 4, 5, 6, & 7: Cardinality – “Counting Cattle”	Unit 4: Count in Line Unit 5: Count to Find How Many Unit 6: Domino Dot Memory ISIP EM: Set Stories	MP1 MP2 MP3 MP4 MP5 MP6 MP7 MP8
	4B: Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of the arrangement or the order in which they were counted.	Units 7, 8, & 10: Cardinality – “Counting Cattle”	Unit 8: Counting Sticks ISIP EM: Numbers up! ISIP EM: Fill Them Up! ISIP EM: Set Stories ISIP EM: Ten Frame Puzzles	MP1 MP2 MP3 MP4 MP5 MP6 MP7 MP8

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Standards	Objectives	Istation Application*	Istation Teacher Resources*	MP Standards
	4C: Understand that each successive number name refers to a quantity that is one larger.		ISIP EM: <i>Before and After</i>	MP1 MP2 MP3 MP4 MP5 MP6 MP7 MP8
K.CC.5	Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle; or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects.	Units 7, 8, & 10: Cardinality – “Counting Cattle”	Unit 7: <i>Counting A Scattered Static Group</i> Unit 10: <i>Park the Car and Write</i> ISIP EM: <i>Numbers up!</i> ISIP EM: <i>Fill Them Up!</i> ISIP EM: <i>Set Stories</i> ISIP EM: <i>Ten Frame Puzzles (1-20)</i> ISIP EM: <i>Total Amount in a Scattered Group</i>	MP1 MP2 MP3 MP4 MP5 MP6 MP7 MP8
Compare numbers.				
K.CC.6	Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies. Include groups with up to ten objects.	Unit 2: <i>Data Analysis in the Garage</i>	Unit 2: <i>Graph What You See</i> ISIP EM: <i>1-2-3 Snap!</i> ISIP EM: <i>Tower Power</i>	MP1 MP2 MP3 MP4 MP5 MP6 MP7 MP8
K.CC.7	Compare two numbers between 1 and 10 presented as written numerals.		ISIP EM: <i>Mail Carrier</i>	MP1 MP2 MP3 MP4 MP5 MP6 MP7 MP8
Operations and Algebraic Thinking (OA)				
Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.				
K.OA.1	Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.	Unit 8: <i>Number Pairs to 5</i> Unit 9: <i>Part Part Whole – “Part Part Whole in New Orleans” (1-10)</i> Unit 13: <i>Whole Part Part – “Chicago Pizza Blues” (within 10)</i>	Unit 8: <i>Math Matching – Parts and Wholes</i> Unit 13: <i>Whole in the Hand</i> ISIP EM: <i>Pizza Pete</i> ISIP EM: <i>Ten Frame Addition</i> ISIP EM: <i>Subtraction Mat</i>	MP1 MP2 MP3 MP4 MP5 MP6 MP7 MP8
K.OA.2	Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.	Unit 10: <i>Addition Stories 1-10</i> Unit 14: <i>Subtraction Stories Within 10</i>	Unit 14: <i>Subtraction Show Off</i> Unit 14: <i>Start-Change-Result</i> ISIP EM: <i>Addition Stories/Subtraction Stories</i> ISIP EM: <i>Count Back on the Train</i> ISIP EM: <i>Adding to your Math Toolbox</i>	MP1 MP2 MP3 MP4 MP5 MP6 MP7 MP8

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Standards	Objectives	Istation Application*	Istation Teacher Resources*	MP Standards
K.OA.3	Decompose numbers less than or equal to 10 into pairs in more than one way (e.g., by using objects or drawings), and record each decomposition with a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$).	Unit 7: <i>Quantity Pairs to 5</i> Unit 12: <i>Preparation for Compensation</i> Unit 14: <i>Subtraction Stories Within 10</i>	Unit 7: <i>Figuring Out Fives</i> Unit 14: <i>Subtraction Show Off</i> Unit 14: <i>Start-Change-Result</i>	MP1 MP2 MP3 MP4 MP5 MP6 MP7 MP8
K.OA.4	For any number from 1 to 9, find the number that makes 10 when added to the given number (e.g., by using objects or drawings), and record the answer with a drawing or equation.	Unit 9: <i>Part Part Whole – “Part Part Whole in New Orleans” (1-10)</i> Unit 10: <i>Addition Stories 1-10</i> Unit 12: <i>Preparation for Compensation</i>	Unit 9: <i>Roll to Find the Whole</i> Unit 10: <i>Dogs and Cats on Mats (up to 10)</i> Unit 12: <i>Ten or Not Ten</i>	MP1 MP2 MP3 MP4 MP5 MP6 MP7 MP8
K.OA.5	Fluently add and subtract within 5.	Unit 6: <i>Part Part Whole 1-5</i>	Unit 6: <i>Dogs and Cats on Mats (up to 5)</i>	MP1 MP2 MP3 MP4 MP5 MP6 MP7 MP8
Number and Operations in Base Ten (NBT)				
Work with numbers 11-19 to gain foundation for place value.				
K.NBT.1	Compose and decompose numbers from 11 to 19 into ten ones and some further ones (e.g., by using objects or drawings), and record each composition or decomposition with a drawing or equation (such as $18 = 10 + 8$); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.	Units 15 & 17: <i>Pattern of the Count – Pattern of the Ones (to 50, to 100)</i>	Units 15 & 17: <i>Digit Deal</i>	MP1 MP2 MP3 MP4 MP5 MP6 MP7 MP8
Measurement and Data (MD)				
Describe and compare measurable attributes.				
K.MD.2	Directly compare two objects with a measurable attribute in common to see which object has “more of” or “less of” the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter.	Unit 10: <i>Comparing Objects by Length</i> Unit 10: <i>Comparing Objects by Weight</i> Unit 15: <i>Comparing Objects by Height</i> Unit 15: <i>Comparing Objects by Capacity</i>	Unit 10: <i>Longer or Shorter?</i> Unit 10: <i>Tipping the Scale</i> Unit 15: <i>Who’s Taller?</i> Unit 15: <i>Fill It Up!</i>	MP1 MP2 MP3 MP4 MP5 MP6 MP7 MP8
Classify objects and count the number of objects in each category.				
K.MD.3	Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. (Limit category counts to be less than or equal to 10.)	Unit 2: <i>Data Analysis in the Garage</i> Unit 12: <i>Classifying Diner Food</i>	Unit 2: <i>Graph What You See</i> Unit 12: <i>Graph/Ask/Answer</i> ISIP EM: <i>Graphing Stories – Determining Most and Least</i> ISIP EM: <i>How Many More?</i>	MP1 MP2 MP3 MP4 MP5 MP6 MP7 MP8

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Standards	Objectives	Istation Application*	Istation Teacher Resources*	MP Standards
Geometry (G)				
Identify and describe shapes.				
K.G.1	Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.	Unit 3: Recognizing Shapes in the Environment	Unit 3: We're Going on a Shape Hunt	MP1 MP2 MP3 MP4 MP5 MP6 MP7 MP8
K.G.2	Correctly name shapes regardless of their orientations or overall size.	Unit 9: Recognizing Shapes Regardless of Orientation Unit 9: Recognizing Shapes Regardless of Size	Unit 9: Topsy Turvy Shapes Unit 9: Shapes of all Sizes	MP1 MP2 MP3 MP4 MP5 MP6 MP7 MP8
Analyze, compare, create, and compose shapes.				
K.G.4	Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners"), and other attributes (e.g., having sides of equal length).	Unit 14: Geometric Solids at the Diner	Unit 14: 3-D Shape-O	MP1 MP2 MP3 MP4 MP5 MP6 MP7 MP8
		* Includes content being released during the 2017-2018 school year		
End of Kindergarten				

Istation Math Curriculum Correlated to New Mexico Common Core State Standards for Mathematics

Grade 1



Standards	Objectives	Istation Application*	Istation Teacher Resources*	MP Standards
K-12 Standards for Mathematical Practices (MP)				
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MP6	Attend to precision.			
MP7	Look for and make use of structure.			
MP8	Look for and express regularity in repeated reasoning.			
Operations and Algebraic Thinking (OA)				
Represent and solve problems involving addition and subtraction.				
1.OA.1	Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.	Unit 9: Part Part Whole – “Part Part Whole in New Orleans” (1-10) Unit 10: Addition Stories 1-10 Unit 13: Whole Part Part – “Chicago Pizza Blues” (within 10) Unit 14: Subtraction Stories Within 10 Unit 20: Addition Stories 1-20 Unit 24: Subtraction Stories Within 20	Unit 9: Roll to Find the Whole Unit 10: Dogs and Cats on Mats (up to 10) Unit 13: Whole in the Hand Unit 14: Subtraction Show Off (within 10) Unit 14: Start-Change-Result (within 10) Unit 20: Relative Magnitude with Part Part Whole Unit 24: Subtraction Show Off (within 20) Unit 24: Start-Change-Result (within 20) ISIP EM: Count Back on the Train ISIP EM: Adding to Your Math Toolbox	MP1 MP2 MP3 MP4 MP5 MP6 MP7 MP8
1.OA.2	Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.		ISIP EM: Three Amazing Addends ISIP EM: Magical Addends	MP1 MP2 MP3 MP4 MP5 MP6 MP7 MP8
Understand and apply properties of operations and the relationship between addition and subtraction.				
1.OA.3	Apply properties of operations as strategies to add and subtract. Examples: If $8 + 3 = 11$ is known, then $3 + 8 = 11$ is also known. (Commutative property of addition.) To add $2 + 6 + 4$, the second two numbers can be added to make a ten, so $2 + 6 + 4 = 2 + 10 = 12$. (Associative property of addition.)		ISIP EM: Counting On Cards ISIP EM: Fact Family Dominoes	MP1 MP2 MP3 MP4 MP5 MP6 MP7 MP8

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Grade 1



Standards	Objectives	Istation Application*	Istation Teacher Resources*	MP Standards
1OA.4	Understand subtraction as an unknown-addend problem. For example, subtract $10 - 8$ by finding the number that makes 10 when added to 8.	Unit 22: Whole Part Part – “Chicago Pizza Blues” (within 20)	Unit 22: Beading the Difference ISIP EM: Fact Family Dominoes	MP1 MP2 MP3 MP4 MP5 MP6 MP7 MP8
Add and subtract within 20.				
1OA.6	Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$).	Unit 19: Part Part Whole – “Part Part Whole in New Orleans” (within 20) Unit 20: Addition Stories 1-20 Unit 22: Whole Part Part – “Chicago Pizza Blues” (within 20) Unit 24: Subtraction Stories Within 20	Unit 19: Adding with Addend Cards Unit 20: Relative Magnitude with Part Part Whole Unit 22: Beading the Difference Unit 24: Subtraction Show Off (within 20) Unit 24: Start-Change-Result (within 20)	MP1 MP2 MP3 MP4 MP5 MP6 MP7 MP8
Work with addition and subtraction equations.				
1OA.7	Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. For example, which of the following equations are true and which are false? $6 = 6$, $7 = 8 - 1$, $5 + 2 = 2 + 5$, $4 + 1 = 5 + 2$.	Unit 19: Part Part Whole – “Part Part Whole in New Orleans” (within 20) Unit 22: Whole Part Part – “Chicago Pizza Blues” (within 20)	Unit 19: Adding with Addend Cards Unit 22: Beading the Difference ISIP EM: Sign of Operation	MP1 MP2 MP3 MP4 MP5 MP6 MP7 MP8
1OA.8	Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations $8 + ? = 11$, $5 = _ - 3$, $6 + 6 = _$.	Unit 16: Finding the Unknown Number (Addition)	Unit 16: Solve for the Unknown (Addition)	MP1 MP2 MP3 MP4 MP5 MP6 MP7 MP8
Number and Operations in Base Ten (NBT)				
Extend the counting sequence.				
1.NBT.1	Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.	Unit 14: Rote Counting to 100	Unit 14: One Hundred Is A Lot Unit 14: One Hundred Twenty Is Plenty!	MP1 MP2 MP3 MP4 MP5 MP6 MP7 MP8

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Grade 1



Standards	Objectives	Istation Application*	Istation Teacher Resources*	MP Standards
Understand place value.				
1.NBT.2	2A: 10 can be thought of as a bundle of ten ones — called a “ten.”	Unit 14: Skip Counting – “Hens by Tens”	Unit 14: Roll - Count - Cover ISIP EM: Base Ten Block Basics	MP1 MP2 MP3 MP4 MP5 MP6 MP7 MP8
	2B: The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.	Units 15 & 17: Pattern of the Count – Pattern of the Ones (to 50, to 100)	Units 15 & 17: Digit Deal	MP1 MP2 MP3 MP4 MP5 MP6 MP7 MP8
	The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).	Unit 23: Pattern of the Count – Decade Numbers That Break the Pattern	Unit 23: Decade Puzzles	MP1 MP2 MP3 MP4 MP5 MP6 MP7 MP8
1.NBT.3	Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$.		ISIP EM: Base Ten Block Battle ISIP EM: Graphing Stories – Determining Most and Least	MP1 MP2 MP3 MP4 MP5 MP6 MP7 MP8
Use place value understanding and properties of operations to add and subtract.				
1.NBT.4	Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.	Units 19 & 23: Pattern of the Count – Pattern of the Ones and Tens (to 50, to 100)	Units 19 & 23: The Arrow Says...	MP1 MP2 MP3 MP4 MP5 MP6 MP7 MP8
1.NBT.5	Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.	Units 19 & 23: Pattern of the Count – Pattern of the Ones and Tens (to 50, to 100)	Units 19 & 23: The Arrow Says...	MP1 MP2 MP3 MP4 MP5 MP6 MP7 MP8

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Grade 1



Standards	Objectives	Istation Application*	Istation Teacher Resources*	MP Standards
1.NBT.6	Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.	Units 19 & 23: <i>Pattern of the Count – Pattern of the Ones and Tens (to 50, to 100)</i>	Units 19 & 23: <i>The Arrow Says...</i>	MP1 MP2 MP3 MP4 MP5 MP6 MP7 MP8
Measurement and Data (MD)				
Tell and write time.				
1.MD.3	Tell and write time in hours and half-hours using analog and digital clocks.	Unit 16: <i>Telling Time at Tic-Toc Park</i>	Unit 16: <i>Reading Times and Matching Clocks</i>	MP1 MP2 MP3 MP4 MP5 MP6 MP7 MP8
Represent and interpret data.				
1.MD.4	Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.	Unit 2: <i>Data Analysis in the Garage</i>	Unit 2: <i>Graph What You See</i> ISIP EM: <i>Graphing to the Rescue!</i> ISIP EM: <i>Graphing Three Ways</i> ISIP EM: <i>Bar Graph Fill Up</i> ISIP EM: <i>How Many More?</i> ISIP EM: <i>Analyze and Add</i> ISIP EM: <i>Graphing Stories – Determining Most and Least</i>	MP1 MP2 MP3 MP4 MP5 MP6 MP7 MP8
* Includes content released during the 2017-2018 school year				
End of Grade 1				