Istation

Istation Math Curriculum Correlated to the Oklahoma Academic Standards for Mathematics

Grade K – Grade 5

Contents

K–12 Mathematical Actions and Processes (MAP)

As stated in the Oklahoma Academic Standards for Mathematics, “The Mathematical Actions and Processes simultaneously reflect the holistic nature of mathematics as a discipline in which patterns and relationships among quantities, numbers, and space are studied (National Academies of Sciences, 2014) and as a form of literacy such that all students are supported in accessing and understanding mathematics for life, for the workplace, for the scientific and technical community, and as a part of cultural heritage (NCTM, 2000).” Each applicable Mathematical Actions and Processes standard are listed below the correlation with the corresponding code, MAP 1-7.

Mathematical Actions and Processes 1: Develop a deep and flexible conceptual understanding.

Mathematical Actions and Processes 2: Develop accurate and appropriate procedural fluency.

Mathematical Actions and Processes 3: Develop strategies for problem solving.

Mathematical Actions and Processes 4: Develop mathematical reasoning.

Mathematical Actions and Processes 5: Develop a productive mathematical disposition.

Mathematical Actions and Processes 6: Develop the ability to make conjectures, model and generalize.

Mathematical Actions and Processes 7: Develop the ability to communicate mathematically.

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

Code Legend	
U	Unit
ISIP	Istation’s Indicators of Progress
EM	Early Math
FP	Fact Practice
CR	Classroom Resource
PP	Parent Portal

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.			
MAP 1, 2, 3, 4, 5, 6, 7			
Code	**Digital Student Experience**	Code	**Teacher Resources**
K.N.1.1			
		U13-15	Odd One Out - Counting
K.N.1.5			
		U13-15	Odd One Out – Skip Counting by Fives
K.N.1.8			
U9-11	Number Sense – Comparison Cards: Comparing Groups or Numbers	U9-11	More or Less? Which is Best?
1.N.1.2			
		U12-13	Two-Digit Memory
1.N.1.3			
		U16-17	One Hundred Twenty is Plenty
1.N.1.4			
		U16-17	One Hundred Twenty is Plenty
1.N.1.6			
U14-16	Number Sense – Comparison Cards: Comparing Two-Digit Numbers	U14-16	Dare to Compare Two-Digit Numbers

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.

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

Code	**Digital Student Experience**	Code	**Teacher Resources**
1.N.1.8			
U14-16	Number Sense – Comparison Cards: Comparing Two-Digit Numbers	U14-16	Dare to Compare Two-Digit Numbers
2.N.1.3			
		U30-31	Make It, Break It, Toss It
2.N.1.6			
U33-35	Number Sense – Comparison Cards: Comparing Three-Digit Numbers	U33-35	Dare to Compare Three-Digit Numbers
3.N.2.4			
U37-39	Number Sense – Pyramid Pinball: Rounding to the Nearest 10 or 100	U37-39	Round and Round We Go (Whole Numbers)
5.N.2.3			
U47-49	Number Sense – Comparison Cards: Comparing Decimal Numbers	U47-49	Dare to Compare 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.

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

Code	Digital Student Experience	Code	Teacher Resources
K.N.1.8			
U9-11	Tarjetas de comparación - Comparando grupos o números	U9-11	¿Más o menos? ¿Cuál es mejor?
K.N.1.8			
		U9-11	¿Más o menos? ¿Cuál es mejor?
1.N.1.8			
U14-16	Tarjetas de comparación - Comparando números de dos dígitos	U14-16	Atrévete a comparar (Números de dos dígitos)
2.N.1.6			
U33-35	Tarjetas de comparación - Comparando números de tres dígitos	U33-35	Atrévete a comparar (Números de tres dígitos)
3.N.2.4			
		U37-39	Dando y Dando la vuelta (Números Enteros)
5.N.2.3			
U47-49	Tarjetas de comparación - Comparando números decimales	U47-49	Atrévete a comparar (Decimales)

Kindergarten

Number and Operations

Understand the relationship between quantities and whole numbers.

K.N.1.1			
Count aloud forward in sequence to 100 by 1's and 10's.			
MAP 1, 2, 3, 4, 5, 6, 7			
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.N.1.2

Recognize that a number can be used to represent how many objects are in a set up to 10.

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

Code	Digital Student Experience	Code	Teacher Resources
U6	Number Sense – “Counting Cattle” (1-10)	ISIP EM	Set Stories
U6	Number Sense – Counting in a Line (1-10)	ISIP EM	Subitizing to Problem Solve
U6	Number Sense – Counting a Static Scattered Group (1-10)	ISIP EM	Total Amount in a Scattered Group
U6	Number Sense – Remember the Counted Amount (1-10)		
U7	Number Sense – “Counting Cattle” (1-10)		
U7	Number Sense – Counting Fingers (1-10)		
U7	Number Sense – Choose the Correct Amount (1-10)		
U7	Number Sense – Counting a Static Scattered Group (1-10)		

K.N.1.3

Use ordinal numbers to represent the position of an object in a sequence up to 10.

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

Code	Digital Student Experience	Code	Teacher Resources
		ISIP EM	Understanding Ordinal Numbers

K.N.1.4

Recognize without counting (subitizing) the quantity of a small group of objects in organized and random arrangements up to 10.

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

Code	Digital Student Experience	Code	Teacher Resources
		U18	Counting Memory
		ISIP EM	Subitize One through Five
		ISIP EM	Subitizing to Problem Solve
		ISIP EM	Counting with a Ten Frame
		AR	Subitizing Cards (1-5)

K.N.1.5

Count forward, with and without objects, from any given number up to 10.

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

Code	Digital Student Experience	Code	Teacher Resources
U4	Number Sense – “EZ with a Rock and Roll Beat” (1-10)	ISIP EM	Set Stories
U4	Number Sense – Identifying Numbers (1-10)	ISIP EM	Total Amount in a Scattered Group
U4	Number Sense – Identify Missing Numbers (1-10)	ISIP EM	Understanding Ordinal Numbers
U4	Number Sense – Number Sequence (1-10)	ISIP EM	Counting with a Ten Frame

K.N.1.6

Read, write, discuss, and represent whole numbers from 0 to at least 10. Representations may include numerals, pictures, real objects and picture graphs, spoken words and manipulatives.

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

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)	U11	Writing Numbers Everywhere (5-10)
U6	Number Sense – Remember the Counted Amount (1-10)	ISIP EM	Set Stories
U7	Number Sense – “Counting Cattle” (1-10)	ISIP EM	Total Amount in a Scattered Group
U7	Number Sense – Counting Fingers (1-10)	ISIP EM	Ten Frame Puzzles (1-20)
U7	Number Sense – Choose the Correct Amount (1-10)	ISIP EM	Multiple Representations of Numbers (1-10)
U7	Number Sense – Counting a Static Scattered Group (1-10)		
U4	Number Sense – “EZ with a Rock and Roll Beat” (1-10)		
U4	Number Sense – Identifying Numbers (1-10)		
U4	Number Sense – Identify Missing Numbers (1-10)		
U4	Number Sense – Number Sequence (1-10)		
U11	Number Sense – “Writing Our Numbers”		
U11	Number Sense – Writing Numbers Everywhere (1-10)		

K.N.1.7

Find a number that is 1 more or 1 less than a given number up to 10.

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

Code	Digital Student Experience	Code	Teacher Resources
		ISIP EM	Finding One More or One Less
		AR	More Or Less, Which is Best?

K.N.1.8

Using the words more than, less than or equal to compare and order whole numbers, with and without objects from 0 to 10.

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

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

Develop conceptual fluency with addition and subtraction (up to 10) using objects and pictures.

K.N.2.1			
Compose and decompose numbers up to 10 with objects and pictures			
MAP 1, 2, 3, 4, 5, 6, 7			
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

K.N.2.1			
Compose and decompose numbers up to 10 with objects and pictures			
MAP 1, 2, 3, 4, 5, 6, 7			
Code	**Digital Student Experience**	**Code**	**Teacher Resources**
U14	Computations and Algebraic Thinking – Whole Part Part Subtraction Stories (within 10)	U20	Adding with Addend Cards
U18	Number Sense – Decompose Numbers Less Than or Equal to Ten	U22	Beading the Difference

Identify coins by name.

K.N.4.1			
Identify pennies, nickels, dimes and quarters by name			
MAP 1, 2, 3, 4, 5, 6, 7			
Code	**Digital Student Experience**	**Code**	**Teacher Resources**
U12	Measurement and Data Analysis – Identify Pennies, Nickels, and Dimes by Name	U12	Coin Name Cover-Up

Algebraic Reasoning and Algebra

Duplicate patterns in a variety of contexts.

K.A.1.1			
Sort and group up to 10 objects into a set based upon characteristics such as color, size and shape. Explain verbally what the objects have in common.			
MAP 1, 2, 3, 4, 5, 6, 7			
Code	**Digital Student Experience**	**Code**	**Teacher Resources**
		U12	Classify and Compare
		U19	Graphing Tic-Tac-Toe

K.A.1.2			
Recognize, duplicate, complete and extend repeating, shrinking and growing patterns involving shape, color, size, objects, sounds movement, and other contexts.			
MAP 1, 2, 3, 4, 5, 6, 7			
Code	**Digital Student Experience**	**Code**	**Teacher Resources**
U1	Replicate Simple, Repeating Patterns	U1	Pattern Detectives
		U1	Building Patterns with Junk
		ISIP EM	Identify the Pattern Rule, Duplicate and Extend Patterns
		ISIP EM	Pattern Rules
		ISIP EM	Find the Rule of a Pattern
		ISIP EM	Identify, Duplicate and Extend Growing Patterns
		ISIP EM	Identify, Duplicate and Extend Sequential Patterns

K.A.1.2			
Recognize, duplicate, complete and extend repeating, shrinking and growing patterns involving shape, color, size, objects, sounds movement, and other contexts.			
MAP 1, 2, 3, 4, 5, 6, 7			
Code	**Digital Student Experience**	**Code**	**Teacher Resources**
		ISIP EM	Use a Rule to Duplicate a Pattern

Geometry and Measurement

Recognize and sort basic two-dimensional shapes and use them to represent real-world objects.

K.GM.1.1			
Recognize squares, circles, triangles, and rectangles			
MAP 1, 2, 3, 4, 5, 6, 7			
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 – Identifying Shapes Regardless of Orientation	U14	Odd One Out

K.GM.1.2

Sort two-dimensional objects using characteristics such as shape, size, color, and thickness

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

Code	Digital Student Experience	Code	Teacher Resources
U2	Measurement and Data Analysis – Sorting Objects by One Attribute	U2	Sorting by One Attribute
		U9	Sorting by One Attribute and Count
		ISIP EM	Sorting Objects Multiple Ways
		ISIP EM	Mystery Object Stories
		ISIP EM	Attribute Words for Objects
		ISIP EM	Understanding Classifying Objects
		ISIP EM	Classify by Attribute

K.GM.1.3

Identify attributes of two-dimensional objects using characteristics such as shape, size color, and thickness

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

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

K.GM.1.3

Identify attributes of two-dimensional objects using characteristics such as shape, size color, and thickness

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

Code	Digital Student Experience	Code	Teacher Resources
U9	Geometry – Classify and Count by Attribute	U14	Shape Four-in-a-Row
U14	Geometry – Identify Three-Dimensional Shapes	ISIP EM	Attribute Words for Objects
		ISIP EM	Classify by Attribute

K.GM.1.5

Compose free-form shapes with blocks

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

Code	Digital Student Experience	Code	Teacher Resources
		AR	Composing Two-Dimensional Shapes

K.GM.1.6

Use basic shapes and spatial reasoning to represent objects in the real world.

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

Code	Digital Student Experience	Code	Teacher Resources
		U3	We’re Going on a Shape Hunt

Compare and order objects according to location and measurable attributes.

K.GM.2.1

Use words to compare objects according to length, size, weight, position and location.

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

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

K.GM.2.3

Sort objects into sets by more than one attribute.

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

Code	Digital Student Experience	Code	Teacher Resources
		U4	Sorting by Two Attributes

K.GM.2.4			
Use words to compare objects according to length, size, weight, position and location.			
MAP 1, 2, 3, 4, 5, 6, 7			
Code	**Digital Student Experience**	**Code**	**Teacher Resources**
U15	Measurement and Data Analysis – Directly Compare the Capacity of Two Containers	U15	Which Holds More? Which Holds Less?

Data and Probability

Collect, organize and interpret categorical data.

K.D.1.1			
Collect and sort information about objects and events in the environment.			
MAP 1, 2, 3, 4, 5, 6, 7			
Code	**Digital Student Experience**	**Code**	**Teacher Resources**
U3	Measurement and Data Analysis – Compare Data in Horizontal Picture Graphs	U12	Classify and Compare
U19	Measurement and Data Analysis – Represent and Interpret Data in Picture Graphs	U19	Graphing Tic-Tac-Toe
		U19	Real object Graphing Tic-Tac-Toe

K.D.1.2

Use categorical data to create real-object and picture graphs.

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

Code	Digital Student Experience	Code	Teacher Resources
U19	Measurement and Data Analysis – Represent and Interpret Data in Picture Graphs	U12	Classify and Compare
		U19	Graphing Tic-Tac-Toe
		U19	Real Object Graphing Tic-Tac-Toe
		AR	Picture Graph Analysis Questions

K.D.1.3

Draw conclusions from real-object and picture graphs.

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

Code	Digital Student Experience	Code	Teacher Resources
U19	Measurement and Data Analysis – Represent and Interpret Data in Picture Graphs	U3	Graphing Blackout
		U12	Classify and Compare
		U19	Graphing Tic-Tac-Toe
		U19	Real Object Graphing Tic-Tac-Toe
		AR	Picture Graph Analysis Questions

Grade 1

Number and Operations

Count, compare, and represent whole numbers up to 100, with an emphasis on group of tens and ones.

1.N.1.2			
Use concrete representations to describe whole numbers between 10 and 100 in terms of tens and ones.			
MAP 1, 2, 3, 4, 5, 6, 7			
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	Roll–Count–Cover
U17	Number Sense – Number Puzzle (1-100)	U21	Digit Deal (up to 100)
U21	Number Sense – “Pattern of the Count” Count by Ones and Tens to 100	U23	Decade Numbers
U21	Number Sense – Place Value Columns (1-100)	ISIP EM	Base Ten Block Basics
U21	Number Sense – Number Puzzle (1-100)	ISIP EM	Matching Numerals and Base Ten Blocks
U23	Number Sense – Decade Numbers: Free Play Number Puzzle	ISIP EM	Base Ten Block Comparison Game
U23	Number Sense – Decade Numbers: Number Puzzle		

1.N.1.3

Read, write, discuss, and represent whole numbers up to 100. Representations may include numerals, addition and subtraction, pictures, tally marks, number lines, and manipulatives, such as base 10 blocks.

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

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)	U17	Digit Deal (1-100)
U17	Number Sense – Number Puzzle (1-100)	U18	Mixed-Up, Fixed-Up
U21	Number Sense – “Pattern of the Count” Count by Ones and Tens to 100	U21	The Arrow Says (1-100)
U21	Number Sense – Place Value Columns (1-100)	U23	Decade Numbers
U21	Number Sense – Number Puzzle (1-100)		

1.N.1.4

Count forward with and without objects, from any given number up to 100 by 1s, (2s, 5s, and 10s)

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

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)	U17	Digit Deal (1-100)
U17	Number Sense – Number Puzzle (1-100)	U18	Mixed-Up, Fixed-Up
U18	Number Sense – “Skip Counting by Fives to 100”		

1.N.1.4

Count forward with and without objects, from any given number up to 100 by 1s, (2s, 5s, and 10s)

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

Code	Digital Student Experience	Code	Teacher Resources
U18	Number Sense – Count the Pie Amount (Skip Counting by 5)	U14	Roll-Count-Cover – Skip Counting by Tens
U18	Number Sense – Create the Pie Recipe (Skip Counting by 5)	U18	Mixed-Up, Fixed-Up (Skip Counting by Fives
U18	Number Sense – Choose the Correct Amount (Skip Counting by 5)	U21	Digit Deal (1-100)
U21	Number Sense – “Pattern of the Count” Count by Ones and Tens to 100	U23	Decade Numbers
U21	Number Sense – Place Value Columns (1-100)	ISIP EM	Counting by Fives
U21	Number Sense – Number Puzzle (1-100)	ISIP EM	Skip Counting Rods

1.N.1.6

Compare and order whole numbers from 0-100.

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

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

1.N.1.6

Compare and order whole numbers from 0-100.

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

Code	Digital Student Experience	Code	Teacher Resources
		ISIP EM	Graphing Stories – Determining Most and Least

1.N.1.8

Use objects to represent and use words to describe the relative size of numbers such as more than, less than, and equal to.

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

Code	Digital Student Experience	Code	Teacher Resources
		U6	Less/More/Equal Sets of Pictorial Models
		U6	Less/More/Equal Sets of Concrete Objects
		AR	More or Less, Which is Best?
		AR	Who Has More?
		AR	Who Has Less?
		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.N.1.8			
Use objects to represent and use words to describe the relative size of numbers such as more than, less than, and equal to.			
MP 1, 2, 3, 4, 5, 6, 7, 8			
Code	**Digital Student Experience**	**Code**	**Teacher Resources**
		ISIP EM	Graphing Comparison

Solve addition and subtraction problems up to 10 in real-world and mathematical contexts.

1.N.2.1			
Represent and solve real-world and mathematical problems using addition and subtraction.			
MAP 1, 2, 3, 4, 5, 6, 7			
Code	**Digital Student Experience**	**Code**	**Teacher Resources**
U10	Computations and Algebraic Thinking – “Part Part Whole in New Orleans” (1-10)	U10	Dogs and Cats on Mats (up to Ten)
U10	Computations and Algebraic Thinking – Addition Stories	U12	Ten or Not Ten
U12	Computations and Algebraic Thinking – Identifying Addends using Tens Franes	U13	Whole in the Hand
U20	Computations and Algebraic Thinking – Commutative Property	U20	(Properties of) Operations – Turn Around Addition
U20	Computations and Algebraic Thinking – Associative Property	U20	(Properties of) Operations – Grouping Groceries
U20	Computations and Algebraic Thinking – Identity Property	U20	(Properties of) Operations – Identity Property Go Fish!
		ISIP EM	Building Sums to Ten

1.N.2.1

Represent and solve real-world and mathematical problems using addition and subtraction.

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

Code	Digital Student Experience	Code	Teacher Resources
		ISIP EM	Place Value of Tens and One
		ISIP EM	Fact Family Dominoes
		FP	Addition Fast Track
		FP	Sticky Sums
		FP	Write, Tally, Draw
		FP	Shake It, Make It, Solve It (Addition)
		FP	Wipe Out

1.N.2.3

Demonstrate fluency with basic addition facts and related subtraction facts up to 10.

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

Code	Digital Student Experience	Code	Teacher Resources
U10	Computations and Algebraic Thinking – “Part Part Whole in New Orleans” (1-10)	U10	Dogs and Cats on Mats (up to Ten)
U10	Computations and Algebraic Thinking – Addition Stories	U12	Ten or Not Ten
U12	Computations and Algebraic Thinking – Select the Addends	U13	Whole in the Hand

1.N.2.3			
Demonstrate fluency with basic addition facts and related subtraction facts up to 10.			
MAP 1, 2, 3, 4, 5, 6, 7			
Code	**Digital Student Experience**	**Code**	**Teacher Resources**
U20	Computations and Algebraic Thinking – Commutative Property	U20	(Properties of) Operations – Turn Around Addition
U20	Computations and Algebraic Thinking – Associative Property	U20	(Properties of) Operations – Grouping Groceries
U20	Computations and Algebraic Thinking – Identity Property	U20	(Properties of) Operations – Identity Property Go Fish!
		ISIP EM	Building Sums to Ten
		ISIP EM	Place Value of Tens and One
		ISIP EM	Fact Family Dominoes
		FP	Addition Fast Track
		FP	Sticky Sums
		FP	Write, Tally, Draw
		FP	Shake It, Make It, Solve It (Addition)
		FP	Wipe Out

Develop foundational ideas for fractions.

1.N.3.1			
Partition a regular polygon using physical models and recognize when those parts are equal.			
MAP 1, 2, 3, 4, 5, 6, 7			
Code	**Digital Student Experience**	**Code**	**Teacher Resources**
U18	Geometry – Identify Halves and Fourths	U18	Fraction Four-in-a-Row

Identify coins and their values.

1.N.4.1			
Identifying pennies, nickels, dimes and quarters by name and value.			
MAP 1, 2, 3, 4, 5, 6, 7			
Code	**Digital Student Experience**	**Code**	**Teacher Resources**
U14	Measurement and Data Analysis – Identify Coins by Value	U12	Coin Name Cover-Up
		U14	Coin Value Cover-Up

1.N.4.2			
Write a number with the cent symbol to describe the value of a coin			
MAP 1, 2, 3, 4, 5, 6, 7			
Code	**Digital Student Experience**	**Code**	**Teacher Resources**
		AR	Cent Symbol Four-in-a-Row

1.N.4.3			
Determine the value of a collection of pennies, nickels, or dimes up to one dollar counting by ones, fives, or tens.			
MAP 1, 2, 3, 4, 5, 6, 7			
Code	**Digital Student Experience**	**Code**	**Teacher Resources**
U16	Measurement and Data Analysis – Identify the Value of a Collection of Mixed Coins	U16	Money Match

Geometry and Measurement

Recognize, compose and decompose two-dimensional shapes.

1.GM.1.2			
Compose and decompose larger shapes using smaller two-dimensional Shapes			
MAP 1, 2, 3, 4, 5, 6, 7			
Code	**Digital Student Experience**	**Code**	**Teacher Resources**
		AR	Composing Two-Dimensional Shapes

1.GM.1.4			
Recognize three-dimensional shapes such as cubes, cones, cylinders and spheres			
MAP 1, 2, 3, 4, 5, 6, 7			
Code	**Digital Student Experience**	**Code**	**Teacher Resources**
U14	Measurement and Data Analysis – Identify Three-Dimensional Shapes	**U14**	Shape Four-in-a-Row

Select and use nonstandard and standard units to describe length and volume/capacity.

1.GM.2.1

Use nonstandard and standard measuring tools to measure the length of objects to reinforce the continuous nature of linear measurement.

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

Code	Digital Student Experience	Code	Teacher Resources
		AR	Non-Standard Measurement Graphic Organizer

1.GM.2.2

Illustrate that the length of an object is the number of same-size units of length that, when laid end-to-end with no gaps or overlaps, reach from one end to the other.

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

Code	Digital Student Experience	Code	Teacher Resources
		AR	Non-Standard Measurement Graphic Organizer

Tell Time to the half and full hour.

1.GM.3.1			
Tell time to the hour and half-hour (analog and digital).			
MAP 1, 2, 3, 4, 5, 6, 7			
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
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 Probability

Collect, organize and interpret categorical and numerical data.

1.D.1.1			
Collect, sort, and organize data in up to three categories using representations (e.g., tally marks, tables, Venn diagrams).			
MAP 1, 2, 3, 4, 5, 6, 7			
Code	**Digital Student Experience**	**Code**	**Teacher Resources**
U12	Measurement and Data Analysis – Classify, Count and Answer Questions About Graphs	U19	Graphing Tic-Tac-Toe
		ISIP EM	Picture Graphs to the Rescue!

1.D.1.1

Collect, sort, and organize data in up to three categories using representations (e.g., tally marks, tables, Venn diagrams).

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

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

1.D.1.2

Use Data to create picture and bar-type graphs to demonstrate one-o-one correspondence.

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

Code	Digital Student Experience	Code	Teacher Resources
U12	Measurement and Data Analysis – Classify, Count and Answer Questions About Graphs	U19	Graphing Tic-Tac-Toe
		ISIP EM	Picture Graphs to the Rescue!
		ISIP EM	Analyze and Add Using Picture Graphs
		ISIP EM	Graphing Three Ways
		ISIP EM	Determining Most and Least with Graphs
		ISIP EM	Read and Analyze Bar Graphs

1.D.1.3			
Draw conclusions from picture and bar-type graphs.			
MAP 1, 2, 3, 4, 5, 6, 7			
Code	**Digital Student Experience**	**Code**	**Teacher Resources**
U12	Measurement and Data Analysis – Classify, Count and Answer Questions About Graphs	U19	Graphing Tic-Tac-Toe
		ISIP EM	Picture Graphs to the Rescue!
		ISIP EM	Analyze and Add Using Picture Graphs
		ISIP EM	Graphing Three Ways
		ISIP EM	Determining Most and Least with Graphs
		ISIP EM	Read and Analyze Bar Graphs

Grade 2

Number and Operations

Compare and represent whole numbers up to 1,000 with an emphasis on place value and equality.

2.N.1.1

Read, write, discuss, and represent whole numbers up to 1,000. Representations may include numerals, words pictures, tally marks, number lines and manipulatives.

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

Code	Digital Student Experience	Code	Teacher Resources
U30	Number Sense – Writing Standard Form from Expanded Form	U30	Building Numbers Using Base 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 10 Blocks
		ISIP	Expanded Form Place Value Cups
		ISIP	Equivalent Representations
		ISIP	Writing Standard Form from Expanded Form

2.N.1.3

Use place value to describe whole numbers between 10 and 1,000 in terms of hundreds, tens, and ones. Know that 100 is 10 tens, and 1,000 is 10 hundreds.

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

Code	Digital Student Experience	Code	Teacher Resources
U30	Number Sense – Writing Standard Form from Expanded Form	U30	Building Numbers Using Base 10 Blocks
U30	Number Sense – Writing Expanded Form from Standard Form	U30	Writing Expanded Form from Standard Form
U30	Number Sense – Writing Word Form from Expanded and Standard Form	U30	Writing Word Form from Expanded and Standard Form
		ISIP	Equivalent Representations
		ISIP	Build a Base Ten Cube
		ISIP	Creating Numbers with Base 10 Blocks
		ISIP	Expanded Form Place Value Cups
		ISIP	Writing Standard Form from Expanded Form

2.N.1.6

Use place value to compare and order whole numbers up to 1,000 using comparative language, numbers, and symbols (e.g., 425 > 276, 73 <107, page 351 comes after page 350, 753 is between 700 and 800).

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

Code	Digital Student Experience	Code	Teacher Resources
U30	Number Sense – Comparing Two, Two–Digit Whole Numbers	U30	Comparison – Two-Digit Numbers: Language and Symbols

2.N.1.6

Use place value to compare and order whole numbers up to 1,000 using comparative language, numbers, and symbols (e.g., 425 > 276, 73 <107, page 351 comes after page 350, 753 is between 700 and 800).

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

Code	Digital Student Experience	Code	Teacher Resources
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

Add and subtract one- and two-digit numbers in real-world and mathematical problems.

2.N.2.1

Use the relationship between addition and subtraction to generate basic facts up to 20.

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

Code	Digital Student Experience	Code	Teacher Resources
U31	Number Sense – Fact Families Add and Subtract	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

2.N.2.1

Use the relationship between addition and subtraction to generate basic facts up to 20.

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

Code	Digital Student Experience	Code	Teacher Resources
		FP	Wipe Out
		FP	Write, Tally, Draw
		FP	Building Sums to Twenty
		ISIP	Addition and Subtraction Fact Families
		ISIP	Fact Family Triangles

2.N.2.2

Demonstrate fluency with basic addition facts and related subtraction facts up to 20.

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

Code	Digital Student Experience	Code	Teacher Resources
U31	Number Sense – Fact Families Add and Subtract	U31	Fact Families – Addition and Subtraction
		ISIP	Addition and Subtraction Fact Families
		ISIP	Fact Family Triangles
		FP	Fact Family Dominos (Addition/Subtraction)
		FP	Addition Fast Track
		FP	Subtraction Fast Track

2.N.2.2

Demonstrate fluency with basic addition facts and related subtraction facts up to 20.

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

Code	Digital Student Experience	Code	Teacher Resources
		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

2.N.2.4

Use strategies and algorithms based on knowledge of place value and equality to add and subtract two-digit numbers.

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

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
U31	Computations and Algebraic Thinking – Adding with Regrouping – Partitioning	U31	Subtracting Using Partitioning
U31	Computations and Algebraic Thinking – Subtracting with Regrouping – Partitioning	U20	Turn Around Addition

2.N.2.4

Use strategies and algorithms based on knowledge of place value and equality to add and subtract two-digit numbers.

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

Code	Digital Student Experience	Code	Teacher Resources
U31	Computations and Algebraic Thinking – Adding on a Number Line	U20	Identity Property Go Fish
U31	Computations and Algebraic Thinking – Subtracting on a Number Line	U20	Grouping Groceries
U31	Computations and Algebraic Thinking – Fact Families – Addition and Subtraction	U31	Adding on a Number Line
U32	Computations and Algebraic Thinking – Two-Step Word Problems with Unknowns at the End	U31	Subtracting on a Number Line
U32	Computations and Algebraic Thinking – Two-Step Word Problems with Unknowns in the Middle	U31	Fact Families – Addition and Subtraction
		ISIP	Partitioning for Addition
		ISIP	Using Arrow Paths to Add and Subtract
		ISIP	fact Family Dominoes
		ISIP	Choosing the Operation
		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

2.N.2.4

Use strategies and algorithms based on knowledge of place value and equality to add and subtract two-digit numbers.

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

Code	Digital Student Experience	Code	Teacher Resources
		FP	Sticky Sums
		FP	Wipe Out
		FP	Write, Tally, Draw

2.N.2.5

Solve real-world and mathematical addition and subtraction problems involving whole numbers up to 2 digits.

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

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
U31	Computations and Algebraic Thinking – Adding with Regrouping – Partitioning	U31	Subtracting Using Partitioning
U31	Computations and Algebraic Thinking – Subtracting with Regrouping – Partitioning	U20	Turn Around Addition
U31	Computations and Algebraic Thinking – Adding on a Number Line	U20	Identity Property Go Fish
U31	Computations and Algebraic Thinking – Subtracting on a Number Line	U20	Grouping Groceries

2.N.2.5

Solve real-world and mathematical addition and subtraction problems involving whole numbers up to 2 digits.

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

Code	Digital Student Experience	Code	Teacher Resources
U31	Computations and Algebraic Thinking – Fact Families – Addition and Subtraction	U31	Adding on a Number Line
U32	Computations and Algebraic Thinking – Two-Step Word Problems with Unknowns at the End	U31	Subtracting on a Number Line
U32	Computations and Algebraic Thinking – Two-Step Word Problems with Unknowns in the Middle	U31	Fact Families – Addition and Subtraction
		ISIP	Partitioning for Addition
		ISIP	Using Arrow Paths to Add and Subtract
		ISIP	fact Family Dominoes
		ISIP	Choosing the Operation
		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

2.N.2.6

Use concrete models and structured arrangements, such as repeated addition, arrays and ten frames to develop understanding of multiplication.

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

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

Explore the foundational ideas of fractions.

2.N.3.1

Identify the parts of a set and area that represent fractions for halves, thirds and fourths.

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

Code	Digital Student Experience	Code	Teacher Resources
U32	Geometry – Partitioning to Identify Halves, Thirds, and Fourths	U32	Equal Shares of Identical Wholes
U32	Geometry – Equal Shares of Identical Wholes		

2.N.3.2

Construct equal-sized portions through fair sharing including length, set, and area models for halves, thirds, and fourths.

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

Code	Digital Student Experience	Code	Teacher Resources
U32	Geometry – Partitioning to Identify Halves, Thirds, and Fourths	U32	Equal Shares of Identical Wholes
U32	Geometry – Equal Shares of Identical Wholes		

Determine the value of a set of coins.

2.N.4.1

Determine the value of a collection(s) of coins up to one dollar using the cent symbol.

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

Code	Digital Student Experience	Code	Teacher Resources
		U12	Coin Name Cover-Up
		U14	Coin Value Cover-Up
		U16	Money Match
		U24	Enough Money?
		U32	Money Word Problems
		AR	Cent Symbol Four-in-a-Ros

2.N.4.2

use a combination of coins to represent a given amount of money up to one dollar.

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

Code	Digital Student Experience	Code	Teacher Resources
		U12	Coin Name Cover-Up
		U14	Coin Value Cover-Up
		U16	Money Match
		U24	Enough Money?

2.N.4.2			
use a combination of coins to represent a given amount of money up to one dollar.			
MAP 1, 2, 3, 4, 5, 6, 7			
Code	**Digital Student Experience**	**Code**	**Teacher Resources**
		U32	Money Word Problems
		AR	Cent Symbol Four-in-a-Ros

Algebraic Reasoning and Algebra

Use number sentences involving unknowns to represent and solve real-world and mathematical problems.

2.A.2.1			
Use objects and number lines to represent number sentences.			
MP 1, 2, 3, 4, 5, 6, 7, 8			
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
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

2.A.2.1

Use objects and number lines to represent number sentences.

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

Code	Digital Student Experience	Code	Teacher Resources
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	ISIP	Partitioning for Addition
		ISIP	Using Arrow Paths to Add and Subtract
		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

2.A.2.2			
Generate real-world situations to represent number sentences and vice versa.			
MAP 1, 2, 3, 4, 5, 6, 7			
Code	**Digital Student Experience**	**Code**	**Teacher Resources**
		AR	Headlines

2.A.2.3			
Generate real-world situations to represent number sentences and vice versa.			
MAP 1, 2, 3, 4, 5, 6, 7			
Code	**Digital Student Experience**	**Code**	**Teacher Resources**
		AR	Headlines

Geometry and Measurement

Understand length as a measurable attribute and explore capacity.

2.GM.2.1			
Explain the relationship between the size of the unit of measurement and the number of units needed to measure the length of an object			
MAP 1, 2, 3, 4, 5, 6, 7			
Code	**Digital Student Experience**	**Code**	**Teacher Resources**
U33	Measurement and Data Analysis – Choose Units and Measure Lengths	U33	Choosing Units of Linear Measurement
		ISIP	Unit Relationships
		ISIP	Appropriate Tools for Linear Measurement

2.GM.2.1

Explain the relationship between the size of the unit of measurement and the number of units needed to measure the length of an object

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

Code	Digital Student Experience	Code	Teacher Resources
		ISIP	How to Use Linear Measurement Tools
		ISIP	Measuring Objects
		AR	Linear Measurement Graphic Organizer

2.GM.2.2

Explain the relationship between length and the numbers on a ruler by using a ruler to measure lengths to the whole unit.

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

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.GM.3.1			
Read and write time to the quarter-hour on an analog and digital clock. Distinguish between a.m. and p.m.			
MAP 1, 2, 3, 4, 5, 6, 7			
Code	**Digital Student Experience**	**Code**	**Teacher Resources**
U34	Measurement – Tell Time to the Nearest Five Minutes	U34	Time to the Nearest Five Minutes
		U34	Time – AM and PM
		U34	Time to the Quarter Hour

Data and Probability

Collect, organize and interpret data.

2.D.1.1			
Explain that the length of a bar in a bar graph or the number objects in a picture graph represents the number of data points for a given category.			
MAP 1, 2, 3, 4, 5, 6, 7			
Code	**Digital Student Experience**	**Code**	**Teacher Resources**
U33	Data Analysis – Solving Problems Using Information Presented in Picture Graphs	U33	Creating Picture Graphs
U33	Data Analysis – Solving Problems Using Information Presented in Bar Graphs	U33	Interpreting Picture Graphs
		U33	Analyzing Picture Graphs
		U33	Creating Bar Graphs
		U33	Interpreting Bar Graphs

2.D.1.1

Explain that the length of a bar in a bar graph or the number objects in a picture graph represents the number of data points for a given category.

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

Code	Digital Student Experience	Code	Teacher Resources
		U33	Analyzing Bar Graphs
		AR	Picture Graph Analysis Questions
		AR	Bar Graph Analysis Questions

2.D.1.3

Write and solve one-step word problems involving addition and subtraction using data represented withing pictographs and bar graphs with intervals of one.

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

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

2.D.1.4

Draw conclusions and make predictions from information in a graph.

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

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

Grade 3

Number and Operations

Add and subtract multi-digit whole numbers, multiply with factors up to 10, represent multiplication and division in various ways; solve real-world and mathematical problems through the representation of related operations.

3.N.2.1			
Represent multiplication facts by using a variety of approaches, such as repeated addition, equal-sized groups, arrays, area models, equal jumps on a number line and skip counting.			
MAP 1, 2, 3, 4, 5, 6, 7			
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

3.N.2.1

Represent multiplication facts by using a variety of approaches, such as repeated addition, equal-sized groups, arrays, area models, equal jumps on a number line and skip counting.

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

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

3.N.2.2

Demonstrate fluency of multiplication facts with factors up to 10.

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

Code	Digital Student Experience	Code	Teacher Resources
U36	Computations and Algebraic Thinking – Multiply One-Digit Numbers Using Concrete Models	U35	Arithmetic Patterns in Multiplication
U36	Computations and Algebraic Thinking – Properties of Multiplication	U36	One-Digit by One-Digit Multiplication
		U36	Multiplying Two One-Digit Numbers with Arrays
		ISIP	Using the Commutative Property of Multiplication
		FP	Wipe Out
		FP	Multominoes

3.N.2.2

Demonstrate fluency of multiplication facts with factors up to 10.

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

Code	Digital Student Experience	Code	Teacher Resources
		FP	Tall Towers
		FP	Dice Blocks
		FP	Sticky Products
		FP	Multiplication Fast Track
		FP	Shake It! Make It! Solve It! (Multiplication)

3.N.2.3

Use strategies and algorithms based on knowledge of place value and equality to fluently add and subtract multi-digit numbers.

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

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 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

3.N.2.3

Use strategies and algorithms based on knowledge of place value and equality to fluently add and subtract multi-digit numbers.

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

Code	Digital Student Experience	Code	Teacher Resources
		FP	Wipe Out
		FP	Write, Tally, Draw

3.N.2.4

Recognize when to round numbers and apply understanding to round umbers to the nearest ten thousand, thousand, hundred, and ten and use compatible numbers to estimate sums and differences.

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

Code	Digital Student Experience	Code	Teacher Resources
U35	Number Sense – Rounding to the Nearest Ten	U35	Rounding – Nearest Ten
U35	Number Sense – Rounding to the Nearest Hundred	U35	Rounding – Nearest Hundred
		U35	Rounding – Nearest Ten, Hundred, Thousand
		AR	Round and Round We Go (Whole Numbers)
		AR	Round and Round We Go (Multi-digit Numbers)

3.N.2.6

Represent division facts by using a variety of approaches, such as repeated subtraction, equal sharing and forming equal groups.

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

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
		ISIP	Practicing Fact Families
		FP	Division Fast Track
		FP	Dice Blocks

3.N.2.7

Recognize the relationship between multiplication and division to represent and solve real-world problems.

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

Code	Digital Student Experience	Code	Teacher Resources
U36	Computations and Algebraic Thinking – Multiplication and Division Fact Families	U36	Fact Families: Multiplication and Division
		ISIP	Relating Multiplication and Division
		ISIP	Doubling and Halving
		ISIP	Problem Solving without Numbers
		ISIP	Practicing with Fact Families

3.N.2.7

Recognize the relationship between multiplication and division to represent and solve real-world problems.

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

Code	Digital Student Experience	Code	Teacher Resources
		ISIP	Using Strip Diagrams to Solve Compare Problems
		FP	Fact Family Triangles: Multiplication and Division
		FP	Dice Blocks

3.N.2.8

Use strategies and algorithms based on knowledge of place value, equality and properties of addition and multiplication to multiply a two-digit number by a one-digit number.

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

Code	Digital Student Experience	Code	Teacher Resources
		U36	Multiplying Two One-Digit Numbers with Arrays

Understand meanings and uses of fractions in real-world and mathematical situations.

3.N.3.1

Read and write fractions with words and symbols.

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

Code	Digital Student Experience	Code	Teacher Resources
		U32	Identifying Halves, Thirds, and Fourths
		U32	Equal Shares of Identical Wholes

3.N.3.1

Read and write fractions with words and symbols.

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

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

3.N.3.2

Construct fractions using length, set, and area.models.

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

Code	Digital Student Experience	Code	Teacher Resources
		U32	Identifying Halves, Thirds, and Fourths
		U32	Equal Shares of Identical Wholes
		ISIP	Recognizing Fractions in Different Forms
		ISIP	Writing Fractions Using Symbolic Notation

3.N.3.4

Use models and number lines to order and compare fractions that are related to the same whole.

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

Code	Digital Student Experience	Code	Teacher Resources
U37	Number Sense – Equivalent Fractions	U37	Fractions Equivalent to One

3.N.3.4			
Use models and number lines to order and compare fractions that are related to the same whole.			
MAP 1, 2, 3, 4, 5, 6, 7			
Code	**Digital Student Experience**	**Code**	**Teacher Resources**
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

Describe and create representations of numerical and geometric patterns.

3.A.1.1			
Create, describe, and extend patterns involving addition, subtraction, or multiplication to solve problems in a variety of contexts.			
MAP 1, 2, 3, 4, 5, 6, 7			
Code	**Digital Student Experience**	**Code**	**Teacher Resources**
U35	Computations and Algebraic Thinking – Arithmetic Patterns in Multiplication	U35	Arithmetic Patterns in Multiplication

Use number sentences involving multiplication and unknowns to represent and solve real-world and mathematical problems.

3.A.2.2

Recognize, represent, and apply the number properties (commutative, identity and associative properties of addition and multiplication) using models and manipulatives to solve problems.

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

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 – Properties of Multiplication	U36	Fact Families – Multiplication and Division
		ISIP	Relating Multiplication and Division
		ISIP	Practicing Fact Families
		ISIP	Using Strip Diagrams to Solve Compare Properties
		ISIP	Commutative Property of Multiplication
		ISIP	Associative Property of Multiplication
		AR	Multiply-Then-Add

Geometry and Measurement

Use geometric attributes to describe and create shapes in various contexts.

3.GM.1.1			
Sort three-dimensional shapes based on attributes			
MAP 1, 2, 3, 4, 5, 6, 7			
Code	**Digital Student Experience**	**Code**	**Teacher Resources**
U38	Geometry – Attributes of Quadrilaterals	U38	Understanding Quadrilaterals
		ISIP	Defining Quadrilaterals by Attributes

Understand measurable attributes of real-world and mathematical objects using various tools.

3.GM.2.1			
Find perimeter of polygon, given whole number lengths of three of the sides, in real-world and mathematical situations.			
MAP 1, 2, 3, 4, 5, 6, 7			
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

3.GM.2.2

Develop and use formulas to determine the area of rectangles. Justify why length and width are multiplied to find the area of a rectangle by breaking the rectangle into one unit by one unit squares and viewing these as grouped into rows and columns.

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

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

3.GM.2.3

Choose and appropriate measurement instrument and measure the length of objects to the nearest whole centimeter or meter.

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

Code	Digital Student Experience	Code	Teacher Resources
		U33	Choosing Units of Linear Measurement
		U33	Measurement – Centimeters

3.GM.2.4

Choose and appropriate measurement instrument and measure the length of objects to the nearest whole yard, whole foot, or half inch

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

Code	Digital Student Experience	Code	Teacher Resources
		U33	Choosing Units of Linear Measurement

3.GM.2.4

Choose and appropriate measurement instrument and measure the length of objects to the nearest whole yard, whole foot, or half inch

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

Code	Digital Student Experience	Code	Teacher Resources
		U33	Measurement – inches

3.GM.2.5

Choose and appropriate measurement instrument and measure the length of objects to the nearest whole centimeter or meter.

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

Code	Digital Student Experience	Code	Teacher Resources
		U33	Choosing Units of Linear Measurement
		AR	Linear Measurement Body Benchmarks Anchor Chart
		AR	Linear Measurement Yards vs. Meters

3.GM.2.8

Find the area of two-dimensional figures by counting total number of same size unit squares that fill the shape without gaps or overlaps.

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

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

Solve problems by telling time to the nearest 5 minutes.

3.GM.3.1

Read and write time to the nearest 5-minute (analog and digital).

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

Code	Digital Student Experience	Code	Teacher Resources
		U34	Time to the Nearest Five Minutes

3.GM.3.2

Determine the solutions to problems involving addition and subtraction of time in intervals of 5 minutes, up to one hour, using pictorial models, number line diagrams, or other tools.

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

Code	Digital Student Experience	Code	Teacher Resources
U39	Measurement and Data Analysis – Elapsed Time on a Number Line	U34	Time to the Nearest Five Minutes
		U39	Elapsed Time Within One Hour

Data and Probability

Summarize, construct, and analyze data.

3.D.1.1			
Summarize and construct a data set with multiple categories using a frequency table, line plot, pictograph and/or bar graph with scaled intervals			
MAP 1, 2, 3, 4, 5, 6, 7			
Code	**Digital Student Experience**	**Code**	**Teacher Resources**
U39	Measurement and Data Analysis – Two-Step Word Problems with Bar Graphs	U33	Interpreting Bar Graph
		U33	Creating Bar Graphs
		U33	Analyzing Bar Graphs
		U39	Solving Two–Step Problems Using Bar Graphs
		AR	Bar Graphs and Analysis Questions

3.D.1.2			
Solve one- and two-step problems using categorical data represented with a frequency table, pictograph or bar graph with scaled intervals.			
MAP 1, 2, 3, 4, 5, 6, 7			
Code	**Digital Student Experience**	**Code**	**Teacher Resources**
U39	Measurement and Data Analysis – Two-Step Word Problems with Bar Graphs	U33	Interpreting Bar Graph
		U33	Creating Bar Graphs
		U33	Analyzing Bar Graphs

3.D.1.2			
Solve one- and two-step problems using categorical data represented with a frequency table, pictograph or bar graph with scaled intervals.			
MAP 1, 2, 3, 4, 5, 6, 7			
Code	**Digital Student Experience**	**Code**	**Teacher Resources**
		U39	Solving Two–Step Problems Using Bar Graphs
		AR	Bar Graphs and Analysis Questions

Grade 4

Number and Operations

Solve Real-world and mathematical problems using multiplication and division.

4.N.1.1

Demonstrate fluency with multiplication and division facts with factors up to 12

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

Code	Digital Student Experience	Code	Teacher Resources
		U36	Problem Solving Without Numbers: Multiplication and Division
		U36	Fact Families: Multiplication and Division
		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	Division Fast Track
		FP	Fact Family Triangles: Multiplication and Division

4.N.1.1

Demonstrate fluency with multiplication and division facts with factors up to 12

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

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

4.N.1.5

Solve multi-step real-world and mathematical problems requiring the use of addition, subtraction and multiplication of multi-digit whole numbers Use various strategies, including the relationship between operations, the use of appropriate technology, and the context of the problem to assess the reasonableness of results.

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

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
		ISIP	Adding Multi-Digit Numbers and Checking for Reasonableness

4.N.1.6			
Use strategies and algorithms based on knowledge of place value, equality, and properties of operations to divide 3-digit dividend by 1-digit whole number divisors. (e.g., mental strategies, standard algorithms, partial quotients, repeated subtraction, the commutative, associative, and distributive properties.			
MAP 1, 2, 3, 4, 5, 6, 7			
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
U47	Computations and Algebraic Thinking – Divide Three-digit by Two-digit Numbers with an Area Model	ISIP	Using Multiplication to Solve If-Then Word Problems

Represent and compare fractions and decimals in real-world and mathematical situations, use place value to understand how decimals represent quantities.

4.N.2.1			
Represent and rename equivalent fractions using fraction models (e.g., parts of a set, area models, fraction strips, number lines)			
MAP 1, 2, 3, 4, 5, 6, 7			
Code	**Digital Student Experience**	**Code**	**Teacher Resources**
U43	Number Sense – Determine Equivalent Fractions with Models	U37	Identify Equivalent Fractions
U43	Number Sense – Comparing Fractions Using Benchmark Fractions	U37	Use Models to Identify Equivalent Fractions
U43	Number Sense – Compare Fractions Using Symbols	U43	Fraction Comparison Using Benchmark Fractions
		U43	Compare Fractions Using Symbols
		U43	Compare Fractions by Creating Common Denominators

4.N.2.1

Represent and rename equivalent fractions using fraction models (e.g., parts of a set, area models, fraction strips, number lines)

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

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

4.N.2.2

Use benchmark fractions $(0, \frac{1}{4}, \frac{1}{3}, \frac{1}{2}, \frac{2}{3}, \frac{3}{4}, 1)$ to locate additional fractions on a number line. Use models to order and compare whole numbers and fractions less than and greater than one using comparative language and symbols.

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

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
		ISIP	Using Area Models to Compare Fractions

4.N.2.3

Decompose a fraction in more than one way into a sum of fractions with the same denominator using concrete and pictorial models and recording results with symbolic representations (e.g., $\frac{3}{4} = \frac{1}{4} + \frac{1}{4} + \frac{1}{4} + \frac{1}{4}$)

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

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.N.2.4

Use fraction models to add and subtract fractions with like denominators in real-world and mathematical situations.

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

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.N.2.5

Represent tenths and hundredths with concrete models, making connections between fractions and decimals.

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

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

4.N.2.6

Represent, read, and write decimals up to at least the hundredths place in a variety of contexts including money.

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

Code	Digital Student Experience	Code	Teacher Resources
U43	Number Sense – Understanding Decimals (0.1-0.9 and 0.01-0.09)	U43	Decimals as Fractions (Tenths and Hundredths)
U43	Number Sense – Understanding Decimals 0.1-0.9	U43	Expressing Equivalent Fractions with Denominators of Ten and One Hundred
U43	Number Sense – Understanding Decimals with Visual Models 0.01-1.99	U43	Standard and Word Form of Decimals
U43	Number Sense – Word Form of Decimals 0.1 – 0.9 and 0.01 -0.09	U43	Decimals as Fractions (Tenths and Hundredths)

4.N.2.6

Represent, read, and write decimals up to at least the hundredths place in a variety of contexts including money.

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

Code	Digital Student Experience	Code	Teacher Resources
U43	Number Sense – Word Form of Decimals 0.10 – 0.90	ISIP	Understand Decimal Numbers with Fractional Language
U43	Number Sense – Word Form of Decimals 0.01 – 1.99	ISIP	Fraction to Decimal Equivalence

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4.N.2.7

Compare and order decimals and whole numbers using place value, a number line and models such as grids and base 10 blocks.

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

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)
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

4.N.2.8

Compare benchmark ($\frac{1}{4}, \frac{1}{3}, \frac{1}{2}, \frac{2}{3}, \frac{3}{4}$) fractions and decimals (0.25, 0.50, 0.75)

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

Code	Digital Student Experience	Code	Teacher Resources
U43	Number Sense – Determine Equivalent Fractions with Models	U37	Identify Equivalent Fractions
U43	Number Sense – Comparing Fractions Using Benchmark Fractions	U37	Use Models to Identify Equivalent Fractions
U43	Number Sense – Compare Fractions Using Symbols	U43	Fraction Comparison Using Benchmark Fractions
		U43	Compare Fractions Using Symbols
		U43	Compare Fractions by Creating Common Denominators
		U46	Decimal Comparison on the Number Line
		U46	Decimal Grids and Place Value Mats
		ISIP	Comparing Fractions
		ISIP	Using Area Models to Compare Fractions
		ISIP	Comparing and Ordering Decimals
		AR	Dare to Compare (Decimals)

Algebraic Reasoning and Algebra

Use multiple representations of patterns to solve real-world and mathematical problems.

4.A.1.1			
Create an input/output chart or table to represent or extend a numerical pattern.			
MAP 1, 2, 3, 4, 5, 6, 7			
Code	**Digital Student Experience**	**Code**	**Teacher Resources**
		ISIP	Integrating Fact Practice Using Input/Output Function Tables

4.A.1.2			
Describe the single operation rule for a pattern from an input/output table or function machine involving any operation of a whole number.			
MAP 1, 2, 3, 4, 5, 6, 7			
Code	**Digital Student Experience**	**Code**	**Teacher Resources**
		ISIP	Integrating Fact Practice Using Input/Output Function Tables

Geometry and Measurement

Name, describe, classify, and construct polygons, and three-dimensional figures.

4.GM.1.3			
Identify points, lines, line segments, rays, angles, endpoints, and parallel and perpendicular lines in various contexts.			
MAP 1, 2, 3, 4, 5, 6, 7			
Code	**Digital Student Experience**	**Code**	**Teacher Resources**
U45	Geometry – Measure Angles with a Protractor	U45	Measuring Angles with a Protractor
		ISIP	Line and Angle Identification

Understand angle, length, and area as measurable attributes of real-world and mathematical objects. Use various tools to measure angles, lengths, area, and volume.

4.GM.2.1			
Measure angles in geometric figures and real-world objects with a protractors or angle ruler.			
MAP 1, 2, 3, 4, 5, 6, 7			
Code	**Digital Student Experience**	**Code**	**Teacher Resources**
U45	Geometry – Measuring Angles with a Protractor	U45	Measuring Angles with a Protractor
		ISIP	Line and Angle Identification

4.GM.2.2

Find the area of polygons that can be decomposed into rectangles.

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

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	Decomposing Figures to Find the Areas of Polygons

4.GM.2.4

Choose an appropriate instrument and measure the length of an object to the nearest whole centimeter or quarter inch.

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

Code	Digital Student Experience	Code	Teacher Resources
		ISIP	Measuring Length to the Nearest Quarter Inch.

4.GM.2.5

Solve problems that dal with measurements of length, when to use liquid volumes, when to use mass, temperatures above zero and money using addition, subtraction, multiplication, or division as appropriate (customary and metric).

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

Code	Digital Student Experience	Code	Teacher Resources
44	Measurement and Data Analysis – Word Problems with Various Measurements	ISIP	Measuring Length to the Nearest Quarter Inch.

Determine elapsed time and convert between units of time.

4.GM.3.2			
Solve problems involving the conversion of one measure of time to another			
MAP 1, 2, 3, 4, 5, 6, 7			
Code	**Digital Student Experience**	**Code**	**Teacher Resources**
44	Measurement and Data Analysis – Word Problems with Various Measurements	CR	Customary Unit Conversion Cards – Linear Measurement
		CR	Customary Unit Conversion Cards – Liquid Measurement

Data and Probability

Collect, organize, and analyze data.

4.D.1.1			
Represent data on a frequency table or line plot marked with whole numbers and fractions using p\appropriate titles, labels and units.			
MAP 1, 2, 3, 4, 5, 6, 7			
Code	**Digital Student Experience**	**Code**	**Teacher Resources**
U45	Data Analysis – Line Plots with Fractional Data	U45	Line Plots with Fractional Data
U45	Data Analysis – Analyzing Line Plots	U45	Finding Scales of Line Plots

4.D.1.2			
Solve one- and two- step problems using data in whole number, decimal or fraction form in a frequency table and line plot.			
MAP 1, 2, 3, 4, 5, 6, 7			
Code	**Digital Student Experience**	**Code**	**Teacher Resources**
U45	Data Analysis – Line Plots with Fractional Data	U45	Line Plots with Fractional Data
U45	Data Analysis – Analyzing Line Plots	U45	Finding Scales of Line Plots

Grade 5

Number and Operations

Divide multi-digit numbers and solve real-world and mathematical problems using arithmetic.

5.N.1.2

Divide multi-digit numbers, by one- and two-digit divisors using efficient and generalizable procedures, based on knowledge of place value, including standard algorithms.

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

Code	Digital Student Experience	Code	Teacher Resources
U47	Computations and Algebraic Thinking – Divide Three-Digit by Two-Digit Numbers with an Area Model	U47	Four-Digit by Two-Digit Division (Partial Quotients)
U47	Computations and Algebraic Thinking – Divide Four-Digit Numbers by Two-Digit Numbers	ISIP	Estimating Quotients Using Compatible Numbers
		ISIP	Using Models to Practice Extended Division Facts
		ISIP	Models for Understanding Remainders

5.N.1.4

Divide multi-digit numbers, by one- and two-digit divisors using efficient and generalizable procedures, based on knowledge of place value, including standard algorithms.

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

Code	Digital Student Experience	Code	Teacher Resources
U47	Computations and Algebraic Thinking – Divide Three-Digit by Two-Digit Numbers with an Area Model	U47	Four-Digit by Two-Digit Division (Partial Quotients)

5.N.1.4

Divide multi-digit numbers, by one- and two-digit divisors using efficient and generalizable procedures, based on knowledge of place value, including standard algorithms.

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

Code	Digital Student Experience	Code	Teacher Resources
U47	Computations and Algebraic Thinking – Divide Four-Digit Numbers by Two-Digit Numbers	ISIP	Estimating Quotients Using Compatible Numbers
		ISIP	Using Models to Practice Extended Division Facts
		ISIP	Models for Understanding Remainders

Read, write, represent, and compare fractions and decimals; recognize and write equivalent fractions; convert between fractions and decimals in real-world and mathematical situations.

5.N.2.1

Represent decimal fractions (e.g. $\frac{1}{10}, \frac{1}{100}$) using a variety of models (e.g., 10 by 10 grids, rational number wheel, base-ten blocks, meter stick) and make connections between fraction s and decimals.

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

Code	Digital Student Experience	Code	Teacher Resources
		U43	Standard and Word Form of Decimals (0.01-0.09 and 0.1-0.9)
		U43	Standard and Word form of Decimals (0.10-0.90)
		U43	Standard and Word form of Decimals (0.01-1.99)
		U43	Decimals as Fractions (Tenths and Hundredths)

5.N.2.1

Represent decimal fractions (e.g. $\frac{1}{10}, \frac{1}{100}$) using a variety of models (e.g., 10 by 10 grids, rational number wheel, base-ten blocks, meter stick) and make connections between fraction s and decimals.

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

Code	Digital Student Experience	Code	Teacher Resources
		U46	Place Value Grids and Place Value Mats
		U46	Decimals on a Place Value Mat
		ISIP	Fraction to Decimal Equivalence
		CR	Decimal Place Value Grid and Chart – Tenths
		CR	Decimal Place Value Grid and Chart – Hundredths

5.N.2.3

Compare and order fractions and decimals, including mixed numbers and fractions less than one, and locate on a number line

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

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.N.2.4			
Recognize and generate equivalent decimals, fractions, mixed numbers and fractions less that one in various contexts.			
MAP 1, 2, 3, 4, 5, 6, 7			
Code	**Digital Student Experience**	**Code**	**Teacher Resources**
U46	Visual Decimal Comparison	U43	Standard and Word Form of Decimals (0.01-0.09 and 0.1-0.9)
U48	Computations and Algebraic Thinking – Add Fractions with Unlike Denominators	U43	Standard and Word form of Decimals (0.10-0.90)
U48	Computations and Algebraic Thinking – Subtract Fractions with Unlike Denominators	U43	Standard and Word form of Decimals (0.01-1.99)
		U48	Adding Fractions with Unlike Denominators
		ISIP	Adding and Subtracting Fractions with Unlike Denominators

Add and subtract fractions with like and unlike denominators, mixed numbers, and decimals to solve real-world and mathematical problems.

5.N.3.2			
Illustrate addition and subtraction of fractions like and unlike denominators, mixed numbers, and decimals using a variety of representations (e.g., fraction strips, area models, number lines, fraction rods)			
MAP 1, 2, 3, 4, 5, 6, 7			
Code	**Digital Student Experience**	**Code**	**Teacher Resources**
U48	Computations and Algebraic Thinking – Add Fractions with Unlike Denominators	U48	Adding Fractions with Unlike Denominators

5.N.3.2

Illustrate addition and subtraction of fractions like and unlike denominators, mixed numbers, and decimals using a variety of representations (e.g., fraction strips, area models, number lines, fraction rods)

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

Code	Digital Student Experience	Code	Teacher Resources
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.N.3.3

Add and subtract fractions with like and unlike denominators, mixed numbers, and decimals, using efficient and generalizable procedures, including but not limited to standard algorithms in order to solve real-world and mathematical problems including those involving money, measurement, geometry, and data.

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

Code	Digital Student Experience	Code	Teacher Resources
U48	Computations and Algebraic Thinking – Add Fractions with Unlike Denominators	U47	Decimal Addition
U48	Computations and Algebraic Thinking – Subtract Fractions with Unlike Denominators	U47	Decimal Subtraction
U50	Measurement and Data Analysis – Multiply Fractions to Find the Area of a Rectangle	U48	Adding Fractions with Unlike Denominators
		U48	Subtracting Fractions with Unlike Denominators
		U50	Area of a Rectangle with Fractional Sides

5.N.3.3			
Add and subtract fractions with like and unlike denominators, mixed numbers, and decimals, using efficient and generalizable procedures, including but not limited to standard algorithms in order to solve real-world and mathematical problems including those involving money, measurement, geometry, and data.			
MAP 1, 2, 3, 4, 5, 6, 7			
Code	**Digital Student Experience**	**Code**	**Teacher Resources**
		ISIP	Adding and Subtracting Fractions with Unlike Denominators
		ISIP	Calculating Reasonable Estimates of Decimal Number Sums
		ISIP	Adding and Subtracting Decimals Numbers in a Word Problem

Algebraic Reasoning and Algebra

Describe and graph patterns of change created through numerical patterns.

5.A.1.1			
Use tables and rules of up to two operations to describe patterns of change and make predictions and generalizations about real-world and mathematical problems.			
MAP 1, 2, 3, 4, 5, 6, 7			
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
		U51	Graphing and Analyzing Lines

5.A.1.2

Use a rule or table to represent ordered pairs of whole numbers an graph these ordered pairs on a coordinate plane, identifying the origin and axes in relation to the coordinates.

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

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
		U51	Graphing and Analyzing Lines

Understand and interpret expressions, equations and inequalities involving variable and whole numbers, and use them to represent and evaluate real-world and mathematical problems.

5.A.2.1

Generate equivalent numerical expressions and solve problems involving whole number by applying the commutative, associative and distributive properties and order of operations (no exponents).

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

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

Understand how the volume of rectangular prisms and surface area of shapes with polygonal faces are determined by the dimensions of the object and that shapes with varying dimensions can have equivalent values of surface area or volume.

5.GM.2.1

Recognize that the volume of rectangular prisms can be determined by the number of cubes (*n*) and by the product of the dimensions of the prism ($a \times b \times c = n$). Know that rectangular prisms of different dimensions (*p*,*q* and *r*) can have the same volume if $a \times b \times c = p \times q \times r = n$.

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

Code	Digital Student Experience	Code	Teacher Resources
U50	Measurement – Volume of Irregular Figures	U50	Volume of Rectangular Prisms
		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

Appendix

Classroom Resource

General Graphic Organizers	
Code	**Teacher Resources**
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 0-100 (Labeled and Blank)
CR	Number Line 0-20 (Labeled and Blank)
CR	Number Line 0-50 (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 Value: Grid and Chart - Hundredths

Number Sense

Code	Teacher Resources
CR	Decimal Place Value: Grid and Chart - Tenths
CR	Decimal Place Value: Grid 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)
CR	Linear Measurement Anchor Chart
CR	Linear Measurement Body Benchmarks Anchor Chart
CR	Linear Measurement Graphic Organizer
CR	Linear Measurement Steps Anchor Chart

Measurement	
Code	**Resources**
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
PP	Fact Practice Choose the Operation (Addition and Subtraction)
PP	Fact Practice Counting to Answer Math Questions
PP	Fact Practice Matching Numerals to Quantities

Early Math PK-1

Code	Teacher Resources
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, Dray (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)
PP	Fact Practice Choose the Operation (Multiplication and Division)
PP	Fact Practice Fact Family Dominoes (Addition/Subtraction)
PP	Fact Practice Identifying Halves, Thirds, Fourths

Istation Math 2-5	
Code	**Teacher Resources**
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)
PP	Practice Linear Measurement Scavenger Hunt (Inches)
PP	Practice Plotting Points on a Coordinate Plane