

# Istation® Math

Correlation of Standards  
State of Oklahoma  
Mathematics

Grades 2-5



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# Istation Math Curriculum Correlated to Oklahoma Academic Standards in Mathematics

## Grade 2



Standards	Objectives	Istation Application*	Istation Teacher Resources*	MAP Standards
<b>K-12 Mathematical Actions and Processes (MAP)</b>				
<i>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 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.</i>				
MAP1	Develop a Deep and Flexible Conceptual Understanding			
MAP2	Develop Accurate and Appropriate Procedural Fluency			
MAP3	Develop Strategies for Problem Solving			
MAP4	Develop Mathematical Reasoning			
MAP5	Develop a Productive Mathematical Disposition			
MAP6	Develop the Ability to Make Conjectures, Model, and Generalize			
MAP7	Develop the Ability to Communicate Mathematically			
<b>Number and Operations (N)</b>				
<b>2.N.1 Compare and represent whole numbers up to 1,000 with an emphasis on place value and equality.</b>				
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.	<b>Unit 30: Writing Standard Form from Expanded Form</b>  <b>Unit 30: Writing Expanded Form from Standard Form</b>  <b>Unit 30: Writing Word Form from Expanded and Standard Form</b>	<b>Unit 30: Writing Expanded Form from Standard</b>  <b>Unit 30: Writing Word Form from Expanded and Standard</b>  <b>ISIP Math: Same Number, Different Ways</b>  <b>ISIP Math: Place Value Pair-Up</b>  <b>ISIP Math: Partitioning</b>  <b>ISIP Math: Place Value Cups</b>  <b>ISIP Math: Writing Standard Form from Expanded Form</b>	MAP1 MAP2 MAP3 MAP4 MAP5 MAP6 MAP7
2.N.1.2	Use knowledge of number relationships to locate the position of a given whole number on an open number line up to 100.	<b>Unit 31: Adding on a Number Line</b>  <b>Unit 31: Subtracting on a Number Line</b>	<b>Unit 31: Adding on a Number Line</b>  <b>Unit 31: Subtracting on a Number Line</b>	MAP1 MAP2 MAP3 MAP4 MAP5 MAP6 MAP7
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.	<b>Unit 30: Writing Standard Form from Expanded Form</b>  <b>Unit 30: Writing Expanded Form from Standard Form</b>  <b>Unit 30: Writing Word Form from Expanded and Standard Form</b>	<b>Unit 30: Writing Expanded Form from Standard</b>  <b>Unit 30: Writing Word Form from Expanded and Standard</b>  <b>ISIP Math: Same Number, Different Ways</b>  <b>ISIP Math: Place Value Pair-Up</b>  <b>ISIP Math: Partitioning</b>  <b>ISIP Math: Place Value Cups</b>  <b>ISIP Math: Writing Standard Form from Expanded Form</b>	MAP1 MAP2 MAP3 MAP4 MAP5 MAP6 MAP7

**Istation Math Curriculum Correlated to Oklahoma Academic Standards in Mathematics**  
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Standards	Objectives	Istation Application*	Istation Teacher Resources*	MAP Standards
2.N.1.4	Find 10 more or 10 less than a given three-digit number. Find 100 more or 100 less than a given three-digit number.		<b>ISIP Math:</b> <i>Using Arrow Paths to Add and Subtract</i>	MAP1 MAP2 MAP3 MAP4 MAP5 MAP6 MAP7
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).	<b>Unit 30:</b> <i>Comparing Whole Numbers with Language and Symbols</i> <b>Unit 30:</b> <i>Comparing Two Three-Digit Numbers</i> <b>Unit 30:</b> <i>Comparing Two Three-Digit Numbers with Zeroes</i>	<b>Unit 30:</b> <i>Comparison Symbols</i> <b>Unit 30:</b> <i>Comparison – Three-Digit Numbers</i> <b>ISIP Math:</b> <i>Steps for Comparing Three-Digit Numbers</i>	MAP1 MAP2 MAP3 MAP4 MAP5 MAP6 MAP7
<b>2.N.2 Add and subtract one- and two-digit numbers in real-world and mathematical problems.</b>				
2.N.2.1	Use the relationship between addition and subtraction to generate basic facts up to 20.	<b>Unit 31:</b> <i>Fact Families – Addition and Subtraction</i>	<b>Unit 31:</b> <i>Fact Families – Addition and Subtraction</i> <b>ISIP Math:</b> <i>Addition and Subtraction Fact Families</i> <b>ISIP Math:</b> <i>Fact Family Triangles</i> <b>ISIP Math:</b> <i>Math Mind Reader</i>	MAP1 MAP2 MAP3 MAP4 MAP5 MAP6 MAP7
2.N.2.2	Demonstrate fluency with basic addition facts and related subtraction facts up to 20.	<b>Unit 31:</b> <i>Fact Families – Addition and Subtraction</i>	<b>Unit 31:</b> <i>Fact Families – Addition and Subtraction</i> <b>ISIP Math:</b> <i>Addition and Subtraction Fact Families</i> <b>ISIP Math:</b> <i>Fact Family Triangles</i> <b>ISIP Math:</b> <i>Math Mind Reader</i>	MAP1 MAP2 MAP3 MAP4 MAP5 MAP6 MAP7

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Standards	Objectives	Istation Application*	Istation Teacher Resources*	MAP Standards
2.N.2.4	Use strategies and algorithms based on knowledge of place value and equality to add and subtract two-digit numbers.	<p><b>Unit 31: Adding with Regrouping Using Concrete Models</b></p> <p><b>Unit 31: Subtracting with Regrouping Using Concrete Models</b></p> <p><b>Unit 31: Adding with Regrouping – Partitioning</b></p> <p><b>Unit 31: Subtracting with Regrouping – Partitioning</b></p> <p><b>Unit 31: Adding on a Number Line</b></p> <p><b>Unit 31: Subtracting on a Number Line</b></p> <p><b>Unit 31: Fact Families – Addition and Subtraction</b></p>	<p><b>Unit 31: Adding with Regrouping – Concrete</b></p> <p><b>Unit 31: Subtracting with Regrouping – Concrete</b></p> <p><b>Unit 31: Adding Using Partitioning</b></p> <p><b>Unit 31: Subtracting Using Partitioning</b></p> <p><b>Unit 31: Adding on a Number Line</b></p> <p><b>Unit 31: Subtracting on a Number Line</b></p> <p><b>Unit 31: Fact Families – Addition and Subtraction</b></p> <p><b>ISIP Math: Addition and Subtraction Fact Families</b></p> <p><b>ISIP Math: Fact Family Triangles</b></p> <p><b>ISIP Math: Break Apart to Add</b></p> <p><b>ISIP Math: Race to the Cube</b></p> <p><b>ISIP Math: Using Arrow Paths to Add and Subtract</b></p> <p><b>ISIP Math: Math Mind Reader</b></p> <p><b>ISIP Math: Partitioning</b></p>	<p>MAP1</p> <p>MAP2</p> <p>MAP3</p> <p>MAP4</p> <p>MAP5</p> <p>MAP6</p> <p>MAP7</p>
2.N.2.5	Solve real-world and mathematical addition and subtraction problems involving whole numbers up to two digits.	<p><b>Unit 32: Two-Step Problems – Addition and Subtraction – Unknowns at the End</b></p> <p><b>Unit 32: Two-Step Problems – Addition and Subtraction – Unknowns in the Middle</b></p>	<p><b>Unit 32: Build Multistep Equations (Darcy’s Diner)</b></p> <p><b>Unit 32: Build Multistep Equations with Multiple Operations (Jewels by Jules)</b></p> <p><b>Unit 32: Solve Multistep Equations with Multiple Operations (Cason’s Closet)</b></p> <p><b>ISIP Math: Working Backward to Problem-Solve</b></p> <p><b>ISIP Math: Ben’s Aquatic Adventure</b></p> <p><b>ISIP Math: Problem Solving with Base 10 Models</b></p> <p><b>ISIP Math: Choosing the Operation</b></p>	<p>MAP1</p> <p>MAP2</p> <p>MAP3</p> <p>MAP4</p> <p>MAP5</p> <p>MAP6</p> <p>MAP7</p>
<b>2.N.3 Explore the foundational ideas of fractions.</b>				

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Standards	Objectives	Istation Application*	Istation Teacher Resources*	MAP Standards
2.N.3.1	Identify the parts of a set and area that represent fractions for halves, thirds, and fourths.	<b>Unit 32: Partitioning to Identify Halves, Thirds, and Fourths</b> <b>Unit 32: Equal Shares of Identical Wholes</b>	<b>Unit 32: Identifying Halves, Thirds, Fourths</b> <b>Unit 32: Equal Shares of Identical Wholes</b>	MAP1 MAP2 MAP3 MAP4 MAP5 MAP6 MAP7
2.N.3.2	Construct equal-sized portions through fair sharing including length, set, and area models for halves, thirds, and fourths.	<b>Unit 32: Partitioning to Identify Halves, Thirds, and Fourths</b> <b>Unit 32: Equal Shares of Identical Wholes</b>	<b>Unit 32: Identifying Halves, Thirds, Fourths</b> <b>Unit 32: Equal Shares of Identical Wholes</b>	MAP1 MAP2 MAP3 MAP4 MAP5 MAP6 MAP7
<b>2.N.2 Determine the value of a set of coins.</b>				
2.N.4.1	Determine the value of a collection(s) of coins up to one dollar using the cent symbol.		<b>Unit 32: Money Word Problems (Retail Riddles)</b>	MAP1 MAP2 MAP3 MAP4 MAP5 MAP6 MAP7
2.N.4.2	Use a combination of coins to represent a given amount of money up to one dollar.		<b>Unit 32: Money Word Problems (Retail Riddles)</b>	MAP1 MAP2 MAP3 MAP4 MAP5 MAP6 MAP7
<b>Algebraic Reasoning and Algebra (A)</b>				
<b>2.A.2 Use number sentences involving unknowns to represent and solve real-world and mathematical problems.</b>				
2.A.2.1	Use objects and number lines to represent number sentences.	<b>Unit 31: Adding on a Number Line</b> <b>Unit 31: Subtracting on a Number Line</b> <b>Unit 31: Adding with Regrouping Using Concrete Models</b> <b>Unit 31: Subtracting with Regrouping Using Concrete Models</b>	<b>Unit 31: Adding on a Number Line</b> <b>Unit 31: Subtracting on a Number Line</b> <b>Unit 31: Adding with Regrouping Using Concrete Models</b> <b>Unit 31: Subtracting with Regrouping Using Concrete Models</b>	MAP1 MAP2 MAP3 MAP4 MAP5 MAP6 MAP7

**Istation Math Curriculum Correlated to Oklahoma Academic Standards in Mathematics**  
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Standards	Objectives	Istation Application*	Istation Teacher Resources*	MAP Standards
2.A.2.2	Generate real-world situations to represent number sentences and vice versa.	<p><b>Unit 32: Two-Step Problems – Addition and Subtraction – Unknowns at the End</b></p> <p><b>Unit 32: Two-Step Problems – Addition and Subtraction – Unknowns in the Middle</b></p>	<p><b>Unit 32: Build Multistep Equations (Darcy’s Diner)</b></p> <p><b>Unit 32: Build Multistep Equations with Multiple Operations (Jewels by Jules)</b></p> <p><b>Unit 32: Solve Multistep Equations with Multiple Operations (Cason’s Closet)</b></p> <p><b>ISIP Math: Working Backward to Problem-Solve</b></p> <p><b>ISIP Math: Ben’s Aquatic Adventure</b></p> <p><b>ISIP Math: Choosing the Operation</b></p>	<p>MAP1</p> <p>MAP2</p> <p>MAP3</p> <p>MAP4</p> <p>MAP5</p> <p>MAP6</p> <p>MAP7</p>
2.A.2.3	Apply commutative and identity properties and number sense to find values for unknowns that make number sentences involving addition and subtraction true or false.	<p><b>Unit 31: Fact Families – Addition and Subtraction</b></p>	<p><b>Unit 31: Fact Families – Addition and Subtraction</b></p> <p><b>ISIP Math: Addition and Subtraction Fact Families</b></p> <p><b>ISIP Math: Fact Family Triangles</b></p> <p><b>ISIP Math: Math Mind Reader</b></p>	<p>MAP1</p> <p>MAP2</p> <p>MAP3</p> <p>MAP4</p> <p>MAP5</p> <p>MAP6</p> <p>MAP7</p>
<b>Geometry and Measurement (GM)</b>				
<b>2.GM.2 Understand length as a measurable attribute and explore capacity.</b>				
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.	<p><b>Unit 33: Choose Units and Measure Lengths</b></p>	<p><b>Unit 33: Choosing Units of Linear Measurement</b></p> <p><b>Unit 33: Inches</b></p> <p><b>ISIP Math: Appropriate Tools for Linear Measurement</b></p> <p><b>ISIP Math: How to Use Linear Measurement Tools</b></p> <p><b>ISIP Math: Measuring Objects</b></p> <p><b>ISIP Math: Ruler Relay</b></p>	<p>MAP1</p> <p>MAP2</p> <p>MAP3</p> <p>MAP4</p> <p>MAP5</p> <p>MAP6</p> <p>MAP7</p>
2.GM.2.2	Explain the relationship between length and the numbers on a ruler by using a ruler to measure lengths to the nearest whole unit.	<p><b>Unit 33: Choose Units and Measure Lengths</b></p>	<p><b>Unit 33: Inches</b></p> <p><b>ISIP Math: How to Use Linear Measurement Tools</b></p> <p><b>ISIP Math: Measuring Objects</b></p> <p><b>ISIP Math: Ruler Relay</b></p>	<p>MAP1</p> <p>MAP2</p> <p>MAP3</p> <p>MAP4</p> <p>MAP5</p> <p>MAP6</p> <p>MAP7</p>
<b>2.GM.3 Tell time to the quarter hour.</b>				
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.	<p><b>Unit 34: Tell Time to the Nearest Five Minutes</b></p>	<p><b>Unit 34: Time to the Nearest Five Minutes</b></p> <p><b>Unit 34: Time – AM and PM</b></p> <p><b>Unit 34: Time to the Quarter Hour</b></p>	<p>MAP1</p> <p>MAP2</p> <p>MAP3</p> <p>MAP4</p> <p>MAP5</p> <p>MAP6</p> <p>MAP7</p>

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Standards	Objectives	Istation Application*	Istation Teacher Resources*	MAP Standards
<b>Data and Probability (D)</b>				
<b>2.D.1 Collect, organize, and interpret data.</b>				
2.D.1.1	Explain that the length of a bar in a bar graph or the number of objects in a picture graph represents the number of data points for a given category.	<b>Unit 33: Solve Problems Using Information Presented in Picture Graphs</b>  <b>Unit 33: Solve Problems Using Information Presented in Bar Graphs</b>	<b>Unit 33: Solving Picture Graph Problems</b>  <b>Unit 33: Solving Bar Graph Problems</b>	MAP1 MAP2 MAP3 MAP4 MAP5 MAP6 MAP7
2.D.1.2	Organize a collection of data with up to four categories using pictographs and bar graphs with intervals of 1s, 2s, 5s or 10s.	<b>Unit 33: Solve Problems Using Information Presented in Picture Graphs</b>  <b>Unit 33: Solve Problems Using Information Presented in Bar Graphs</b>	<b>Unit 33: Solving Picture Graph Problems</b>  <b>Unit 33: Solving Bar Graph Problems</b>	MAP1 MAP2 MAP3 MAP4 MAP5 MAP6 MAP7
2.D.1.3	Write and solve one-step word problems involving addition or subtraction using data represented within pictographs and bar graphs with intervals of one.	<b>Unit 33: Solve Problems Using Information Presented in Picture Graphs</b>  <b>Unit 33: Solve Problems Using Information Presented in Bar Graphs</b>	<b>Unit 33: Solving Picture Graph Problems</b>  <b>Unit 33: Solving Bar Graph Problems</b>	MAP1 MAP2 MAP3 MAP4 MAP5 MAP6 MAP7
2.D.1.4	Draw conclusions and make predictions from information in a graph.	<b>Unit 33: Solve Problems Using Information Presented in Picture Graphs</b>  <b>Unit 33: Solve Problems Using Information Presented in Bar Graphs</b>	<b>Unit 33: Solving Picture Graph Problems</b>  <b>Unit 33: Solving Bar Graph Problems</b>	MAP1 MAP2 MAP3 MAP4 MAP5 MAP6 MAP7
		<i>*Includes content released during the 2017-2018 school year</i>	<i>*Includes content released during the 2017-2018 school year</i>	
End of Grade 2				

# Istation Math Curriculum Correlated to Oklahoma Academic Standards in Mathematics

## Grade 3



Standards	Objectives	Istation Application*	Istation Teacher Resources*	MAP Standards
<b>K-12 Mathematical Actions and Processes (MAP)</b>				
<i>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 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.</i>				
MAP1	Develop a Deep and Flexible Conceptual Understanding			
MAP2	Develop Accurate and Appropriate Procedural Fluency			
MAP3	Develop Strategies for Problem Solving			
MAP4	Develop Mathematical Reasoning			
MAP5	Develop a Productive Mathematical Disposition			
MAP6	Develop the Ability to Make Conjectures, Model, and Generalize			
MAP7	Develop the Ability to Communicate Mathematically			
<b>Number and Operations (N)</b>				
<b>3.N.2 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.</b>				
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.	<b>Unit 35: Arithmetic Patterns in Multiplication</b>  <b>Unit 36: Multiply One-Digit Numbers Using Concrete Models</b>	<b>Unit 35: Arithmetic Patterns in Multiplication</b>  <b>Unit 36: One-Digit by One-Digit Multiplication</b>  <b>Unit 36: Multiplying Two One-Digit Numbers with Arrays</b>  <b>Fact Practice Activities:</b> <i>Dice Blocks; Multominoes; Spider Queen's Hidden Products; Spider Queen's Spiders; Tall Towers; Wipe Out</i>	MAP1 MAP2 MAP3 MAP4 MAP5 MAP6 MAP7
3.N.2.2	Demonstrate fluency of multiplication facts with factors up to 10.	<b>Unit 35: Arithmetic Patterns in Multiplication</b>  <b>Unit 36: Multiply One-Digit Numbers Using Concrete Models</b>	<b>Unit 35: Arithmetic Patterns in Multiplication</b>  <b>Unit 36: One-Digit by One-Digit Multiplication</b>  <b>Unit 36: Multiplying Two One-Digit Numbers with Arrays</b>  <b>Fact Practice Activities:</b> <i>Dice Blocks; Multominoes; Spider Queen's Hidden Products; Spider Queen's Spiders; Tall Towers; Wipe Out</i>	MAP1 MAP2 MAP3 MAP4 MAP5 MAP6 MAP7
3.N.2.4	Recognize when to round numbers and apply understanding to round numbers to the nearest ten thousand, thousand, hundred, and ten; and use compatible numbers to estimate sums and differences.	<b>Unit 35: Rounding to the Nearest Ten</b>  <b>Unit 35: Rounding to the Nearest Hundred</b>	<b>Unit 35: Rounding – Nearest Ten</b>  <b>Unit 35: Rounding – Nearest Hundred</b>  <b>Unit 35: Rounding – Nearest Ten, Hundred, Thousand</b>  <b>Unit 35: Rounding within Three- and Four-Digit Numbers – Number Line</b>	MAP1 MAP2 MAP3 MAP4 MAP5 MAP6 MAP7



**Istation Math Curriculum Correlated to Oklahoma Academic Standards in Mathematics**  
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Standards	Objectives	Istation Application*	Istation Teacher Resources*	MAP Standards
3.N.2.5	Use addition and subtraction to solve real-world and mathematical problems involving whole numbers. Use various strategies, including the relationship between addition and subtraction, the use of technology, and the context of the problem to assess the reasonableness of results.	<b>Unit 36: Two-Step Word Problems – All Operations</b>	<b>Unit 36: Two-Step Word Problems – All Operations</b>	MAP1 MAP2 MAP3 MAP4 MAP5 MAP6 MAP7
3.N.2.6	Represent division facts by using a variety of approaches, such as repeated subtraction, equal sharing, and forming equal groups.	<b>Unit 36: Fact Families – Multiplication and Division</b>	<b>Unit 36: Fact Families – Multiplication and Division</b> <b>ISIP Math: Relating Multiplication and Division</b> <b>ISIP Math: Doubling and Halving</b>	MAP1 MAP2 MAP3 MAP4 MAP5 MAP6 MAP7
3.N.2.7	Recognize the relationship between multiplication and division to represent and solve real-world problems.	<b>Unit 36: Fact Families – Multiplication and Division</b>	<b>Unit 36: Fact Families – Multiplication and Division</b> <b>ISIP Math: Relating Multiplication and Division</b>	MAP1 MAP2 MAP3 MAP4 MAP5 MAP6 MAP7

**Istation Math Curriculum Correlated to Oklahoma Academic Standards in Mathematics**  
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Standards	Objectives	Istation Application*	Istation Teacher Resources*	MAP Standards
<b>3.N.3 Understand meanings and uses of fractions in real-world and mathematical situations.</b>				
3.N.3.1	Read and write fractions with words and symbols.	<p><b>Unit 37: Fractions Equivalent to One</b></p> <p><b>Unit 37: Fractions Equivalent to Whole Numbers</b></p> <p><b>Unit 37: Mixed Numbers</b></p> <p><b>Unit 37: Using Fraction Bars or Number Lines to Find Many Equivalent Fractions</b></p> <p><b>Unit 37: Using Fraction Bars or Number Lines to Determine If Two Fractions Are Equivalent</b></p>	<p><b>Unit 37: Fractions Equivalent to One</b></p> <p><b>Unit 37: Fractions Equivalent to Whole Numbers</b></p> <p><b>Unit 37: Mixed Numbers on a Number Line</b></p> <p><b>Unit 37: Many Equivalent Fractions</b></p> <p><b>Unit 37: Identifying Equivalent Fractions</b></p> <p><b>Unit 37: Expressing Equivalent Fractions with Denominators of 10 and 100</b></p> <p><b>Unit 37: Using Models to Identify Equivalent Fractions</b></p> <p><b>ISIP Math: Fractions in Problem Situations</b></p> <p><b>ISIP Math: Recognizing Fractions in Different Forms</b></p> <p><b>ISIP Math: Writing Fractions – Symbolic Notation</b></p> <p><b>ISIP Math: Identifying Equivalent Fractions Using Area Models</b></p>	<p>MAP1</p> <p>MAP2</p> <p>MAP3</p> <p>MAP4</p> <p>MAP5</p> <p>MAP6</p> <p>MAP7</p>

**Istation Math Curriculum Correlated to Oklahoma Academic Standards in Mathematics**  
Grade 3



Standards	Objectives	Istation Application*	Istation Teacher Resources*	MAP Standards
3.N.3.2	Construct fractions using length, set, and area models.	<p><b>Unit 37: Fractions Equivalent to One</b></p> <p><b>Unit 37: Fractions Equivalent to Whole Numbers</b></p> <p><b>Unit 37: Mixed Numbers</b></p> <p><b>Unit 37: Using Fraction Bars or Number Lines to Find Many Equivalent Fractions</b></p> <p><b>Unit 37: Using Fraction Bars or Number Lines to Determine If Two Fractions Are Equivalent</b></p>	<p><b>Unit 37: Fractions Equivalent to One</b></p> <p><b>Unit 37: Fractions Equivalent to Whole Numbers</b></p> <p><b>Unit 37: Mixed Numbers on a Number Line</b></p> <p><b>Unit 37: Many Equivalent Fractions</b></p> <p><b>Unit 37: Identifying Equivalent Fractions</b></p> <p><b>Unit 37: Expressing Equivalent Fractions with Denominators of 10 and 100</b></p> <p><b>Unit 37: Using Models to Identify Equivalent Fractions</b></p> <p><b>ISIP Math: Fractions in Problem Situations</b></p> <p><b>ISIP Math: Recognizing Fractions in Different Forms</b></p> <p><b>ISIP Math: Writing Fractions – Symbolic Notation</b></p> <p><b>ISIP Math: Identifying Equivalent Fractions Using Area Models</b></p>	<p>MAP1</p> <p>MAP2</p> <p>MAP3</p> <p>MAP4</p> <p>MAP5</p> <p>MAP6</p> <p>MAP7</p>

**Istation Math Curriculum Correlated to Oklahoma Academic Standards in Mathematics**  
Grade 3



Standards	Objectives	Istation Application*	Istation Teacher Resources*	MAP Standards
3.N.3.4	Use models and number lines to order and compare fractions that are related to the same whole.	<p><b>Unit 37: Fractions Equivalent to One</b></p> <p><b>Unit 37: Fractions Equivalent to Whole Numbers</b></p> <p><b>Unit 37: Mixed Numbers</b></p> <p><b>Unit 37: Using Fraction Bars or Number Lines to Find Many Equivalent Fractions</b></p> <p><b>Unit 37: Using Fraction Bars or Number Lines to Determine If Two Fractions Are Equivalent</b></p> <p><b>Unit 37: Comparing Fractions with Same Denominators</b></p> <p><b>Unit 37: Comparing Fractions with Same Numerators</b></p>	<p><b>Unit 37: Fractions Equivalent to One</b></p> <p><b>Unit 37: Fractions Equivalent to Whole Numbers</b></p> <p><b>Unit 37: Mixed Numbers on a Number Line</b></p> <p><b>Unit 37: Many Equivalent Fractions</b></p> <p><b>Unit 37: Identifying Equivalent Fractions</b></p> <p><b>Unit 37: Expressing Equivalent Fractions with Denominators of 10 and 100</b></p> <p><b>Unit 37: Using Models to Identify Equivalent Fractions</b></p> <p><b>Unit 37: Fractions with Same Numerators</b></p> <p><b>Unit 37: Fractions with Like Denominators</b></p> <p><b>Unit 37: Whole Numbers and Fractions – Symbols</b></p> <p><b>ISIP Math: Comparing Fractions</b></p> <p><b>ISIP Math: Comparing Fractions Using Models</b></p> <p><b>ISIP Math: Identifying Equivalent Fractions Using Area Models</b></p>	<p>MAP1</p> <p>MAP2</p> <p>MAP3</p> <p>MAP4</p> <p>MAP5</p> <p>MAP6</p> <p>MAP7</p>

# Istation Math Curriculum Correlated to Oklahoma Academic Standards in Mathematics

## Grade 3



Standards	Objectives	Istation Application*	Istation Teacher Resources*	MAP Standards
<b>Algebraic Reasoning and Algebra (A)</b>				
<b>3.A.1 Describe and create representations of numerical and geometric patterns.</b>				
3.A.1.1	Create, describe, and extend patterns involving addition, subtraction, or multiplication to solve problems in a variety of contexts.	<b>Unit 36: Two-Step Word Problems – All Operations</b>	<b>Unit 36: Two-Step Word Problems – All Operations</b>	MAP1 MAP2 MAP3 MAP4 MAP5 MAP6 MAP7
<b>3.A.2 Use number sentences involving multiplication and unknowns to represent and solve real-world and mathematical problems.</b>				
3.A.2.1	Find unknowns represented by symbols in arithmetic problems by solving one-step open sentences (equations) and other problems involving addition, subtraction, and multiplication. Generate real-world situations to represent number sentences.	<b>Unit 36: Two-Step Word Problems – All Operations</b>	<b>Unit 36: Two-Step Word Problems – All Operations</b>	MAP1 MAP2 MAP3 MAP4 MAP5 MAP6 MAP7
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.	<b>Unit 36: Properties of Multiplication</b>	<b>ISIP Math: Using the Commutative Property of Multiplication</b>  <b>ISIP Math: Multiplying with Three Factors</b>	MAP1 MAP2 MAP3 MAP4 MAP5 MAP6 MAP7
<b>Geometry and Measurement (GM)</b>				
<b>3.GM.1 Use geometric attributes to describe and create shapes in various contexts.</b>				
3.GM.1.1	Sort three-dimensional shapes based on attributes.		<b>ISIP Math: Are Squares the Perfect Shape?</b> <b>ISIP Math: Attributes of Polygons</b> <b>ISIP Math: Building Hexagons</b> <b>ISIP Math: Defining Quadrilaterals by Attributes</b> <b>ISIP Math: Multiplying with Polygons</b>	MAP1 MAP2 MAP3 MAP4 MAP5 MAP6 MAP7
<b>3.GM.2 Understand measurable attributes of real-world and mathematical objects using various tools.</b>				
3.GM.2.1	Find perimeter of polygon, given whole number lengths of the sides, in real-world and mathematical situations.	<b>Unit 38: Perimeter Word Problems</b>	<b>Unit 38: Perimeter Bundle</b>  <b>ISIP Math: Perimeter of Polygons</b>	MAP1 MAP2 MAP3 MAP4 MAP5 MAP6 MAP7

# Istation Math Curriculum Correlated to Oklahoma Academic Standards in Mathematics

## Grade 3



Standards	Objectives	Istation Application*	Istation Teacher Resources*	MAP Standards
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.		<b>ISIP Math: Area Square</b> <b>ISIP Math: Finding the Area of Polygons</b> <b>ISIP Math: Finding the Area of Rectangles</b>	MAP1 MAP2 MAP3 MAP4 MAP5 MAP6 MAP7
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.		<b>ISIP Math: Area Square</b> <b>ISIP Math: Finding the Area of Polygons</b> <b>ISIP Math: Finding the Area of Rectangles</b>	MAP1 MAP2 MAP3 MAP4 MAP5 MAP6 MAP7
<b>3.GM.3 Solve problems by telling time to the nearest 5 minutes.</b>				
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.	<b>Unit 39: Elapsed Time on a Number Line</b>	<b>Unit 39: Elapsed Time Within One Hour</b> <b>Unit 39: Elapsed Time Across Hours</b>	MAP1 MAP2 MAP3 MAP4 MAP5 MAP6 MAP7
<b>Data and Probability (D)</b>				
<b>3.D.1 Summarize, construct, and analyze data.</b>				
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.	<b>Unit 39: Solve Two-Step Problems Using Information Presented in Scaled Bar Graphs</b>	<b>Unit 39: Solving Two-Step Problems Using Bar Graphs</b>	MAP1 MAP2 MAP3 MAP4 MAP5 MAP6 MAP7
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.	<b>Unit 39: Solve Two-Step Problems Using Information Presented in Scaled Bar Graphs</b>	<b>Unit 39: Solving Two-Step Problems Using Bar Graphs</b>	MAP1 MAP2 MAP3 MAP4 MAP5 MAP6 MAP7
		<i>*Includes content released during the 2017-2018 school year</i>	<i>*Includes content released during the 2017-2018 school year</i>	
End of Grade 3				

# Istation Math Curriculum Correlated to Oklahoma Academic Standards in Mathematics

## Grade 4



Standards	Objectives	Istation Application*	Istation Teacher Resources*	MAP Standards
<b>K-12 Mathematical Actions and Processes (MAP)</b>				
<i>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 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.</i>				
MAP1	Develop a Deep and Flexible Conceptual Understanding			
MAP2	Develop Accurate and Appropriate Procedural Fluency			
MAP3	Develop Strategies for Problem Solving			
MAP4	Develop Mathematical Reasoning			
MAP5	Develop a Productive Mathematical Disposition			
MAP6	Develop the Ability to Make Conjectures, Model, and Generalize			
MAP7	Develop the Ability to Communicate Mathematically			
<b>Number and Operations (N)</b>				
<b>4.N.1 Solve real-world and mathematical problems using multiplication and division.</b>				
4.N.1.1	Demonstrate fluency with multiplication and division facts with factors up to 12.		<b>ISIP Math:</b> <i>Using Arrays to Derive and Learn Basic Facts</i> <b>ISIP Math:</b> <i>Commutative Property of Multiplication to Represent Numbers</i> <b>ISIP Math:</b> <i>Integrating Fact Practice Using Input/Output Function Tables</i>	MAP1 MAP2 MAP3 MAP4 MAP5 MAP6 MAP7
4.N.1.3	Multiply 3-digit by 1-digit or a 2-digit by 2-digit whole numbers, using efficient and generalizable procedures and strategies, based on knowledge of place value, including but not limited to standard algorithms.	<b>Unit 41:</b> <i>Multiply Two-Digit Numbers with Concrete Models</i>	<b>Unit 41:</b> <i>Two-Digit by Two-Digit Concrete Multiplication</i> <b>ISIP Math:</b> <i>Using Arrays to Derive and Learn Basic Facts</i> <b>ISIP Math:</b> <i>Commutative Property of Multiplication to Represent Numbers</i>	MAP1 MAP2 MAP3 MAP4 MAP5 MAP6 MAP7
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.	<b>Unit 42:</b> <i>Solve Multistep Word Problems</i>	<b>Unit 42:</b> <i>Solve Multistep Word Problems</i> <b>ISIP Math:</b> <i>Using Multiplication to Solve If-Then Word Problems</i>	MAP1 MAP2 MAP3 MAP4 MAP5 MAP6 MAP7

# Istation Math Curriculum Correlated to Oklahoma Academic Standards in Mathematics

## Grade 4



Standards	Objectives	Istation Application*	Istation Teacher Resources*	MAP Standards
<b>4.N.2 Represent and compare fractions and decimals in real-world and mathematical situations; use place value to understand how decimals represent quantities.</b>				
4.N.2.1	Represent and rename equivalent fractions using fraction models (e.g., parts of a set, area models, fraction strips, number lines).	<b>Unit 43: Expressing Equivalent Fractions with Denominators of 10 and 100</b>	<b>Unit 43: Expressing Equivalent Fractions with Denominators of 10 and 100</b>	MAP1 MAP2 MAP3 MAP4 MAP5 MAP6 MAP7
4.N.2.2	Use benchmark fractions (0, 1/4, 1/3, 1/2, 2/3, 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.	<b>Unit 43: Use Benchmark Fractions to Compare Fractions with Different Denominators</b>  <b>Unit 43: Compare Fractions with Unlike Denominators by Creating Common Denominators</b>	<b>Unit 43: Compare Fractions by Creating Common Denominators</b>  <b>Unit 43: Benchmark Fractions</b>  <b>Unit 43: Fractions – Symbols</b>  <b>ISIP Math: Comparing Fractions</b>  <b>ISIP Math: Using Area Models to Compare Fractions</b>	MAP1 MAP2 MAP3 MAP4 MAP5 MAP6 MAP7
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., $3/4 = 1/4 + 1/4 + 1/4$ ).	<b>Unit 43: Decomposing Fractions</b>		MAP1 MAP2 MAP3 MAP4 MAP5 MAP6 MAP7
4.N.2.4	Use fraction models to add and subtract fractions with like denominators in real-world and mathematical situations.	<b>Unit 43: Add Fractions with Denominators of 10 and 100</b>  <b>Unit 43: Express Equivalent Fractions – Tenths and Hundredths</b>  <b>Unit 43: Add a Denominator of 10 to a Denominator of 100</b>  <b>Unit 43: Add Fractions with Denominators of 10 and 100</b>	<b>Unit 43: Add Denominators of 10 to Denominators of 100</b>  <b>Unit 43: Adding Like Denominators of 10 and 100</b>	MAP1 MAP2 MAP3 MAP4 MAP5 MAP6 MAP7



# Istation Math Curriculum Correlated to Oklahoma Academic Standards in Mathematics

## Grade 4



Standards	Objectives	Istation Application*	Istation Teacher Resources*	MAP Standards
4.N.2.5	Represent tenths and hundredths with concrete models, making connections between fractions and decimals.	<p><b>Unit 43: Write Word Form of Decimals (0.1-0.9 and 0.01-0.09)</b></p> <p><b>Unit 43: Write Word Form of Decimals (0.10-0.90)</b></p> <p><b>Unit 43: Write Word Form of Decimals (0.01-1.99)</b></p>	<p><b>Unit 43: Decimals as Fractions (Tenths and Hundredths)</b></p> <p><b>Unit 43: Decimals – Standard and Word Form</b></p> <p><b>ISIP Math: Linking Fractions to Equivalent Decimal Numbers</b></p> <p><b>ISIP Math: Understanding Decimal Numbers with Fractional Language</b></p>	<p>MAP1</p> <p>MAP2</p> <p>MAP3</p> <p>MAP4</p> <p>MAP5</p> <p>MAP6</p> <p>MAP7</p>
4.N.2.6	Represent, read and write decimals up to at least the hundredths place in a variety of contexts including money.	<p><b>Unit 43: Write Word Form of Decimals (0.1-0.9 and 0.01-0.09)</b></p> <p><b>Unit 43: Write Word Form of Decimals (0.10-0.90)</b></p> <p><b>Unit 43: Write Word Form of Decimals (0.01-1.99)</b></p>	<p><b>Unit 43: Decimals as Fractions (Tenths and Hundredths)</b></p> <p><b>Unit 43: Decimals – Standard and Word Form</b></p> <p><b>ISIP Math: Linking Fractions to Equivalent Decimal Numbers</b></p> <p><b>ISIP Math: Understanding Decimal Numbers with Fractional Language</b></p>	<p>MAP1</p> <p>MAP2</p> <p>MAP3</p> <p>MAP4</p> <p>MAP5</p> <p>MAP6</p> <p>MAP7</p>
<b>Algebraic Reasoning and Algebra (A)</b>				
<b>4.A.1 Use multiple representations of patterns to solve real-world and mathematical problems.</b>				
4.A.1.1	Create an input/output chart or table to represent or extend a numerical pattern.		<b>ISIP Math: Integrating Fact Practice Using Input/Output Function Tables</b>	<p>MAP1</p> <p>MAP2</p> <p>MAP3</p> <p>MAP4</p> <p>MAP5</p> <p>MAP6</p> <p>MAP7</p>
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.		<b>ISIP Math: Integrating Fact Practice Using Input/Output Function Tables</b>	<p>MAP1</p> <p>MAP2</p> <p>MAP3</p> <p>MAP4</p> <p>MAP5</p> <p>MAP6</p> <p>MAP7</p>

# Istation Math Curriculum Correlated to Oklahoma Academic Standards in Mathematics

## Grade 4



Standards	Objectives	Istation Application*	Istation Teacher Resources*	MAP Standards
<b>4.A.2 Use multiplication and division with unknowns to create number sentences representing a given problem situation.</b>				
4.A.2.1	Use number sense, properties of multiplication, and the relationship between multiplication and division to solve problems and find values for the unknowns represented by letters and symbols that make number sentences true.	<b>Unit 41: Multiply Two-Digit Numbers with Concrete Models</b>  <b>Unit 42: Solve Multistep Word Problems</b>	<b>Unit 41: Two-Digit by Two-Digit Concrete Multiplication</b>  <b>Unit 42: Solve Multistep Word Problems</b>  <b>ISIP Math: Using Arrays to Derive and Learn Basic Facts</b>  <b>ISIP Math: Commutative Property of Multiplication to Represent Numbers</b>	MAP1 MAP2 MAP3 MAP4 MAP5 MAP6 MAP7
4.A.2.2	Solve for unknowns in problems by solving open sentences (equations) and other problems involving addition, subtraction, multiplication, or division with whole numbers. Use real-world situations to represent number sentences and vice versa.	<b>Unit 41: Multiply Two-Digit Numbers with Concrete Models</b>  <b>Unit 42: Solve Multistep Word Problems</b>	<b>Unit 41: Two-Digit by Two-Digit Concrete Multiplication</b>  <b>Unit 42: Solve Multistep Word Problems</b>  <b>ISIP Math: Using Arrays to Derive and Learn Basic Facts</b>  <b>ISIP Math: Commutative Property of Multiplication to Represent Numbers</b>	MAP1 MAP2 MAP3 MAP4 MAP5 MAP6 MAP7
<b>Geometry and Measurement (GM)</b>				
<b>4.GM.1 Name, describe, classify, and construct polygons and three-dimensional figures.</b>				
4.GM.1.1	Identify points, lines, line segments, rays, angles, endpoints, and parallel and perpendicular lines in various contexts.	<b>Unit 45: Measure Angles with a Protractor</b>	<b>Unit 45: Measure Angles with a Protractor</b>  <b>ISIP Math: Line and Angle Identification</b>	MAP1 MAP2 MAP3 MAP4 MAP5 MAP6 MAP7

# Istation Math Curriculum Correlated to Oklahoma Academic Standards in Mathematics

## Grade 4



Standards	Objectives	Istation Application*	Istation Teacher Resources*	MAP Standards
<b>4.GM.2 Understand angle, length, and area as measurable attributes of real-world and mathematical objects. Use various tools to measure angles, length, area, and volume.</b>				
4.GM.2.1	Measure angles in geometric figures and real-world objects with a protractor or angle ruler.	<b>Unit 45: Measure Angles with a Protractor</b>	<b>Unit 45: Measure Angles with a Protractor</b> <b>ISIP Math: Line and Angle Identification</b>	MAP1 MAP2 MAP3 MAP4 MAP5 MAP6 MAP7
4.GM.2.2	Find the area of polygons that can be decomposed into rectangles.		<b>ISIP Math: Area of Rectangles and Part-Part-Whole Word Problems</b> <b>ISIP Math: Finding Area of Rectangles and Squares by Using Multiplication</b> <b>ISIP Math: Making Connections between Multiplication and Area</b> <b>ISIP Math: Quantifying Areas of Rectangles and Squares</b>	MAP1 MAP2 MAP3 MAP4 MAP5 MAP6 MAP7
4.GM.2.4	Choose an appropriate instrument and measure the length of an object to the nearest whole centimeter or quarter-inch.		<b>ISIP Math: Measuring Length to the Nearest Quarter Inch</b>	MAP1 MAP2 MAP3 MAP4 MAP5 MAP6 MAP7
4.GM.2.5	Solve problems that deal 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).	<b>Unit 44: Converting Units of Measurement to Solve Word Problems</b>	<b>Unit 44: Measurement Conversion Word Problems</b> <b>ISIP Math: Area of Rectangles and Part-Part-Whole Word Problems</b> <b>ISIP Math: Measuring Length to the Nearest Quarter Inch</b>	MAP1 MAP2 MAP3 MAP4 MAP5 MAP6 MAP7
<b>4.GM.3 Determine elapsed time and convert between units of time.</b>				
4.GM.3.1	Determine elapsed time.		<b>ISIP Math: Calculating Elapsed Time</b>	MAP1 MAP2 MAP3 MAP4 MAP5 MAP6 MAP7

**Istation Math Curriculum Correlated to Oklahoma Academic Standards in Mathematics**  
Grade 4



Standards	Objectives	Istation Application*	Istation Teacher Resources*	MAP Standards
4.GM.3.2	Solve problems involving the conversion of one measure of time to another.	<b>Unit 44: Converting Units of Measurement to Solve Word Problems</b>	<b>Unit 44: Measurement Conversion Word Problems</b>	MAP1 MAP2 MAP3 MAP4 MAP5 MAP6 MAP7
		<i>*Includes content released during the 2017-2018 school year</i>	<i>*Includes content released during the 2017-2018 school year</i>	
End of Grade 4				

# Istation Math Curriculum Correlated to Oklahoma Academic Standards in Mathematics

## Grade 5



Standards	Objectives	Istation Application*	Istation Teacher Resources*	MAP Standards
<b>K-12 Mathematical Actions and Processes (MAP)</b>				
<i>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 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.</i>				
MAP1	Develop a Deep and Flexible Conceptual Understanding			
MAP2	Develop Accurate and Appropriate Procedural Fluency			
MAP3	Develop Strategies for Problem Solving			
MAP4	Develop Mathematical Reasoning			
MAP5	Develop a Productive Mathematical Disposition			
MAP6	Develop the Ability to Make Conjectures, Model, and Generalize			
MAP7	Develop the Ability to Communicate Mathematically			
<b>Number and Operations (N)</b>				
<b>5.N.1 Divide multi-digit numbers and solve real-world and mathematical problems using arithmetic.</b>				
5.N.1.1	Estimate solutions to division problems in order to assess the reasonableness of results.		<b>ISIP Math:</b> <i>Estimating Quotients Using Compatible Numbers</i> <b>ISIP Math:</b> <i>Models for Understanding Remainders</i> <b>ISIP Math:</b> <i>Using Models to Practice Extended Division Facts</i>	MAP1 MAP2 MAP3 MAP4 MAP5 MAP6 MAP7
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.	<b>Unit 44:</b> <i>Divide with Concrete Models</i> <b>Unit 44:</b> <i>Divide Using an Algorithm</i>	<b>Unit 44:</b> <i>Divide with Concrete Models</i> <b>Unit 44:</b> <i>Divide Using an Algorithm</i> <b>ISIP Math:</b> <i>Estimating Quotients Using Compatible Numbers</i> <b>ISIP Math:</b> <i>Models for Understanding Remainders</i> <b>ISIP Math:</b> <i>Using Models to Practice Extended Division Facts</i> <b>ISIP Math:</b> <i>Inverse Operations and Fact Families to Solve Simple Equations</i> <b>ISIP Math:</b> <i>Solving Multiplication and Division Word Problems with Diagrams</i>	MAP1 MAP2 MAP3 MAP4 MAP5 MAP6 MAP7

**Istation Math Curriculum Correlated to Oklahoma Academic Standards in Mathematics**  
Grade 5



Standards	Objectives	Istation Application*	Istation Teacher Resources*	MAP Standards
5.N.1.3	Recognize that quotients can be represented in a variety of ways, including a whole number with a remainder, a fraction or mixed number, or a decimal, and consider the context in which a problem is situated to select and interpret the most useful form of the quotient for the solution.	<p><b>Unit 44: Divide with Concrete Models</b></p> <p><b>Unit 44: Divide Using an Algorithm</b></p>	<p><b>Unit 44: Divide with Concrete Models</b></p> <p><b>Unit 44: Divide Using an Algorithm</b></p> <p><b>ISIP Math: Estimating Quotients Using Compatible Numbers</b></p> <p><b>ISIP Math: Models for Understanding Remainders</b></p> <p><b>ISIP Math: Using Models to Practice Extended Division Facts</b></p> <p><b>ISIP Math: Inverse Operations and Fact Families to Solve Simple Equations</b></p> <p><b>ISIP Math: Solving Multiplication and Division Word Problems with Diagrams</b></p>	<p>MAP1</p> <p>MAP2</p> <p>MAP3</p> <p>MAP4</p> <p>MAP5</p> <p>MAP6</p> <p>MAP7</p>
<b>5.N.2 Read, write, represent, and compare fractions and decimals; recognize and write equivalent fractions; convert between fractions and decimals; use fractions and decimals in real-world and mathematical situations.</b>				
5.N.2.1	Represent decimal fractions (e.g., 1/10, 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 fractions and decimals.			<p>MAP1</p> <p>MAP2</p> <p>MAP3</p> <p>MAP4</p> <p>MAP5</p> <p>MAP6</p> <p>MAP7</p>
5.N.2.2	Represent, read, and write decimals using place value to describe decimal numbers, including fractional numbers as small as thousandths and whole numbers as large as millions.			<p>MAP1</p> <p>MAP2</p> <p>MAP3</p> <p>MAP4</p> <p>MAP5</p> <p>MAP6</p> <p>MAP7</p>
5.N.2.3	Compare and order fractions and decimals, including mixed numbers and fractions less than one, and locate on a number line.	<p><b>Unit 46: Concrete Decimal Comparison</b></p> <p><b>Unit 46: Decimal Comparison with Grids</b></p> <p><b>Unit 46: Comparison of Tenths and Hundredths on the Number Line</b></p> <p><b>Unit 46: Abstract Comparison of Tenths and Hundredths</b></p> <p><b>Unit 46: Abstract Comparison of Thousandths</b></p> <p><b>Unit 46: Abstract Comparison of Whole Numbers and Decimals</b></p>	<p><b>Unit 46: Abstract Decimal Comparison</b></p> <p><b>Unit 46: Decimal Comparison on the Number Line</b></p> <p><b>Unit 46: Decimals to Whole Numbers</b></p>	<p>MAP1</p> <p>MAP2</p> <p>MAP3</p> <p>MAP4</p> <p>MAP5</p> <p>MAP6</p> <p>MAP7</p>

**Istation Math Curriculum Correlated to Oklahoma Academic Standards in Mathematics**  
Grade 5



Standards	Objectives	Istation Application*	Istation Teacher Resources*	MAP Standards
<b>5.N.3 Add and subtract fractions with like and unlike denominators, mixed numbers, and decimals to solve real-world and mathematical problems.</b>				
5.N.3.2	Illustrate addition and subtraction of fractions with like and unlike denominators, mixed numbers, and decimals using a variety of representations (e.g., fraction strips, area models, number lines, fraction rods).		<b>Unit 48: Adding Fractions with Unlike Denominators</b>  <b>ISIP Math: Adding and Subtracting Fractions with Unlike Denominators</b>	MAP1 MAP2 MAP3 MAP4 MAP5 MAP6 MAP7
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.		<b>Unit 48: Adding Fractions with Unlike Denominators</b>  <b>ISIP Math: Adding and Subtracting Fractions with Unlike Denominators</b>	MAP1 MAP2 MAP3 MAP4 MAP5 MAP6 MAP7
5.N.3.4	Find 0.1 more than a number and 0.1 less than a number. Find 0.01 more than a number and 0.01 less than a number. Find 0.001 more than a number and 0.001 less than a number.		<b>Unit 47: Decimal Addition</b>  <b>Unit 47: Decimal Subtraction</b>  <b>ISIP Math: Adding and Subtracting Decimal Numbers in a Word Problem</b>	MAP1 MAP2 MAP3 MAP4 MAP5 MAP6 MAP7

**Istation Math Curriculum Correlated to Oklahoma Academic Standards in Mathematics**  
Grade 5



Standards	Objectives	Istation Application*	Istation Teacher Resources*	MAP Standards
<b>Algebraic Reasoning and Algebra (A)</b>				
<b>5.A.1 Describe and graph patterns of change created through numerical patterns.</b>				
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.	<b>Unit 51: Graph Points on a Coordinate Plane</b>  <b>Unit 51: Comparing Points on a Coordinate Plane</b>	<b>Unit 51: Graph Points on a Coordinate Plane</b>  <b>Unit 51: Comparing Points on a Coordinate Plane</b>  <b>ISIP Math: Identifying and Plotting Ordered Pairs on the Coordinate Plane</b>	MAP1 MAP2 MAP3 MAP4 MAP5 MAP6 MAP7
5.A.1.2	Use a rule or table to represent ordered pairs of whole numbers and graph these ordered pairs on a coordinate plane, identifying the origin and axes in relation to the coordinates.	<b>Unit 51: Graph Points in a Coordinate Plane</b>  <b>Unit 51: Comparing Points on a Coordinate Plane</b>	<b>Unit 51: Graph Points in a Coordinate Plane</b>  <b>Unit 51: Comparing Points on a Coordinate Plane</b>  <b>ISIP Math: Identifying and Plotting Ordered Pairs on the Coordinate Plane</b>	MAP1 MAP2 MAP3 MAP4 MAP5 MAP6 MAP7
<b>5.A.2 Understand and interpret expressions, equations, and inequalities involving variables and whole numbers, and use them to represent and evaluate real-world and mathematical problems.</b>				
5.A.2.1	Generate equivalent numerical expressions and solve problems involving whole numbers by applying the commutative, associative, and distributive properties and order of operations (no exponents).	<b>Unit 49: Writing Expressions from Words</b>  <b>Unit 49: Interpreting Expressions</b>  <b>Unit 49: Evaluating Numerical Expressions with Parentheses</b>	<b>Unit 49: Writing Expressions from Words – Subtraction</b>  <b>Unit 49: Writing Expressions from Words – Addition and Subtraction</b>  <b>Unit 49: Evaluating Numerical Expressions with Parentheses</b>  <b>Unit 49: Identifying Expressions in Scenarios</b>	MAP1 MAP2 MAP3 MAP4 MAP5 MAP6 MAP7
5.A.2.3	Evaluate expressions involving variables when values for the variables are given.	<b>Unit 49: Evaluating Numerical Expressions with Parentheses</b>	<b>Unit 49: Evaluating Numerical Expressions with Parentheses</b>	MAP1 MAP2 MAP3 MAP4 MAP5 MAP6 MAP7



**Istation Math Curriculum Correlated to Oklahoma Academic Standards in Mathematics**  
Grade 5



Standards	Objectives	Istation Application*	Istation Teacher Resources*	MAP Standards
<b>Geometry and Measurement (GM)</b>				
<b>5.GM.1 Describe, classify, and draw representations of two- and three-dimensional figures.</b>				
5.GM.1.1	Describe, classify and construct triangles, including equilateral, right, scalene, and isosceles triangles. Recognize triangles in various contexts.		<p><b>ISIP Math:</b> <i>Analyzing Properties of Two- and Three-Dimensional Figures</i></p> <p><b>ISIP Math:</b> <i>What's My Rule? Corresponding Sides of Similar Triangles</i></p> <p><b>ISIP Math:</b> <i>Triangles: Finding a Missing Angle Measurement</i></p>	<p>MAP1</p> <p>MAP2</p> <p>MAP3</p> <p>MAP4</p> <p>MAP5</p> <p>MAP6</p> <p>MAP7</p>
5.GM.1.2	Describe and classify three-dimensional figures including cubes, rectangular prisms, and pyramids by the number of edges, faces, or vertices as well as the shapes of faces.		<p><b>ISIP Math:</b> <i>Analyzing Properties of Two- and Three-Dimensional Figures</i></p>	<p>MAP1</p> <p>MAP2</p> <p>MAP3</p> <p>MAP4</p> <p>MAP5</p> <p>MAP6</p> <p>MAP7</p>
<b>5.GM.2 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.</b>				
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 $a \times b \times c = p \times q \times r = n$ .		<p><b>ISIP Math:</b> <i>Quantifying Volume: Counting Same-Sized Units</i></p> <p><b>ISIP Math:</b> <i>Volume as an Attribute of Three-Dimensional Space</i></p> <p><b>ISIP Math:</b> <i>Calculating Volume in Multistep Word Problems</i></p> <p><b>ISIP Math:</b> <i>Integrating Fact Practice and Volume</i></p>	<p>MAP1</p> <p>MAP2</p> <p>MAP3</p> <p>MAP4</p> <p>MAP5</p> <p>MAP6</p> <p>MAP7</p>
		<i>*Includes content released during the 2017-2018 school year</i>	<i>*Includes content released during the 2017-2018 school year</i>	
End of Grade 5				