

Istation[®] Math

Correlation of Standards

State of Texas

Mathematics

Grades 2-5



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Istation Math Curriculum Correlated to Texas Essential Knowledge and Skills for Mathematics

Grade 2



Standards	Objectives	* Istation Application	* Istation Teacher Resources
K-12 Mathematical Processes (MPS) As stated in the Texas Education Code Chapter 111, “The process standards describe ways in which students are expected to engage in the content. The placement of the process standards at the beginning of the knowledge and skill listed for each grade and course is intentional. The process standards weave the other knowledge and skills together so that students may be successful problem solvers and use mathematics efficiently and effectively in daily life.”			
MPS	The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:		
A	apply mathematics to problems arising in everyday life, society, and the workplace;		
B	use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution;		
C	select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems;		
D	communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate;		
E	create and use representations to organize, record, and communicate mathematical ideas;		
F	analyze mathematical relationships to connect and communicate mathematical ideas; and		
G	display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication.		
Number and operations			
2.2 The student applies mathematical process standards to understand how to represent and compare whole numbers, the relative position and magnitude of whole numbers, and relationships within the numeration system related to place value. The student is expected to:			
A	use concrete and pictorial models to compose and decompose numbers up to 1,200 in more than one way as a sum of so many thousands, hundreds, tens, and ones;	Unit 30: Writing Standard form From Expanded Form Unit 30: Writing Expanded Form from Standard Form Unit 30: Writing Word Form from Expanded and Standard Form	Unit 30: Building Numbers Using Base 10 Blocks Unit 30: Writing Expanded Form from Standard Unit 30: Writing Word Form from Expanded and Standard ISIP Math: Same Number, Different Ways ISIP Math: Place Value Pair-Up ISIP Math: Race to the Cube ISIP Math: Creating Numbers with Base 10 Blocks ISIP Math: Writing Standard form from Expanded Form

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Standards	Objectives	* Istation Application	* Istation Teacher Resources
B	use standard, word, and expanded forms to represent numbers up to 1,200;	<p>Unit 30: Writing Standard form From Expanded Form</p> <p>Unit 30: Writing Expanded Form from Standard Form</p> <p>Unit 30: Writing Word Form from Expanded and Standard Form</p>	<p>Unit 30: Building Numbers Using Base 10 Blocks</p> <p>Unit 30: Writing Expanded Form from Standard</p> <p>Unit 30: Writing Word Form from Expanded and Standard</p> <p>ISIP Math: Same Number, Different Ways</p> <p>ISIP Math: Place Value Pair-Up</p> <p>ISIP Math: Race to the Cube</p> <p>ISIP Math: Partitioning</p> <p>ISIP Math: Creating Numbers with Base 10 Blocks</p> <p>ISIP Math: Place Value Cups</p> <p>ISIP Math: Writing Standard form from Expanded Form</p>
C	generate a number that is greater than or less than a given whole number up to 1,200;	<p>Unit 30: Comparing Whole Numbers with Language and Symbols</p> <p>Unit 30: Comparing Two Three-Digit Numbers</p> <p>Unit 30: Comparing Two Three-Digit Numbers with Zeroes</p>	<p>Unit 30: Comparison Symbols</p> <p>Unit 30: Comparison – Three-Digit Numbers</p> <p>ISIP Math: Steps for Comparing Three-Digit Numbers</p>
D	use place value to compare and order whole numbers up to 1,200 using comparative language, numbers, and symbols (>, <, or =);	<p>Unit 30: Comparing Whole Numbers with Language and Symbols</p> <p>Unit 30: Comparing Two Three-Digit Numbers</p> <p>Unit 30: Comparing Two Three-Digit Numbers with Zeroes</p>	<p>Unit 30: Comparison Symbols</p> <p>Unit 30: Comparison – Three-Digit Numbers</p> <p>ISIP Math: Steps for Comparing Three-Digit Numbers</p>
E	locate the position of a given whole number on an open number line; and	<p>Unit 31: Adding on a Number Line</p> <p>Unit 31: Subtracting on a Number Line</p>	<p>Unit 31: Adding on a Number Line</p> <p>Unit 31: Subtracting on a Number Line</p>

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Standards	Objectives	* Istation Application	* Istation Teacher Resources
F	name the whole number that corresponds to a specific point on a number line.	Unit 31: Adding on a Number Line Unit 31: Subtracting on a Number Line	Unit 31: Adding on a Number Line Unit 31: Subtracting on a Number Line
2.3 The student applies mathematical process standards to recognize and represent fractional units and communicates how they are used to name parts of a whole. The student is expected to:			
A	partition objects into equal parts and name the parts, including halves, fourths, and eighths, using words;	Unit 32: Partitioning to Identify Halves, Thirds, and Fourths Unit 32: Equal Shares of Identical Wholes	Unit 32: Identifying Halves, Thirds, Fourths Unit 32: Equal Shares of Identical Wholes
B	explain that the more fractional parts used to make a whole, the smaller the part; and the fewer the fractional parts, the larger the part;	Unit 32: Partitioning to Identify Halves, Thirds, and Fourths Unit 32: Equal Shares of Identical Wholes	Unit 32: Identifying Halves, Thirds, Fourths Unit 32: Equal Shares of Identical Wholes
D	identify examples and non-examples of halves, fourths, and eighths.	Unit 32: Partitioning to Identify Halves, Thirds, and Fourths Unit 32: Equal Shares of Identical Wholes	Unit 32: Identifying Halves, Thirds, Fourths Unit 32: Equal Shares of Identical Wholes
2.4 The student applies mathematical process standards to develop and use strategies and methods for whole number computations in order to solve addition and subtraction problems with efficiency and accuracy. The student is expected to:			
A	recall basic facts to add and subtract within 20 with automaticity;	Unit 31: Fact Families – Addition and Subtraction	Unit 31: Fact Families – Addition and Subtraction ISIP Math: Addition and Subtraction Fact Families ISIP Math: Fact Family Triangles ISIP Math: Math Mind Reader

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Grade 2



Standards	Objectives	* Istation Application	* Istation Teacher Resources
B	add up to four two-digit numbers and subtract two-digit numbers using mental strategies and algorithms based on knowledge of place value and properties of operations;	<p>Unit 31: Adding with Regrouping Using Concrete Models</p> <p>Unit 31: Subtracting with Regrouping Using Concrete Models</p> <p>Unit 31: Adding with Regrouping – Partitioning</p> <p>Unit 31: Subtracting with Regrouping – Partitioning</p> <p>Unit 31: Adding on a Number Line</p> <p>Unit 31: Subtracting on a Number Line</p> <p>Unit 31: Fact Families – Addition and Subtraction</p>	<p>Unit 31: Adding with Regrouping – Concrete</p> <p>Unit 31: Subtracting with Regrouping – Concrete</p> <p>Unit 31: Adding using Partitioning</p> <p>Unit 31: Subtracting using Partitioning</p> <p>Unit 31: Adding on a Number Line</p> <p>Unit 31: Subtracting on a Number Line</p> <p>ISIP Math: Addition and Subtraction Fact Families</p> <p>ISIP Math: Fact Family Triangles</p> <p>ISIP Math: Break Apart to Add</p> <p>ISIP Math: Race to the Cube</p> <p>ISIP Math: Using Arrow Paths to Add and Subtract</p> <p>ISIP Math: Math Mind Reader</p> <p>ISIP Math: Partitioning</p>

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Grade 2



Standards	Objectives	* Istation Application	* Istation Teacher Resources
C	solve one-step and multi-step word problems involving addition and subtraction within 1,000 using a variety of strategies based on place value, including algorithms; and	<p>Unit 32: Two-Step Problems – Addition and Subtraction – Unknowns at the End</p> <p>Unit 32: Two-Step Problems – Addition and Subtraction – Unknowns in the Middle</p>	<p>Unit 32: Build Multistep Equations (Darcy’s Diner)</p> <p>Unit 32: Build Multistep Equations with Multiple Operations (Jewels by Jules)</p> <p>Unit 32: Solve Multistep Equations with Multiple Operations (Cason’s Closet)</p> <p>ISIP Math: Working Backward to Problem-Solve</p> <p>ISIP Math: Ben’s Aquatic Adventure</p> <p>ISIP Math: Problem Solving with Base 10 Models</p> <p>ISIP Math: Choosing the Operation</p>
D	generate and solve problem situations for a given mathematical number sentence involving addition and subtraction of whole numbers within 1,000.	<p>Unit 32: Two-Step Problems – Addition and Subtraction – Unknowns at the End</p> <p>Unit 32: Two-Step Problems – Addition and Subtraction – Unknowns in the Middle</p>	<p>Unit 32: Build Multistep Equations (Darcy’s Diner)</p> <p>Unit 32: Build Multistep Equations with Multiple Operations (Jewels by Jules)</p> <p>Unit 32: Solve Multistep Equations with Multiple Operations (Cason’s Closet)</p> <p>ISIP Math: Working Backward to Problem-Solve</p> <p>ISIP Math: Ben’s Aquatic Adventure</p> <p>ISIP Math: Problem Solving with Base 10 Models</p> <p>ISIP Math: Choosing the Operation</p>
2.5 The student applies mathematical process standards to connect repeated addition and subtraction to multiplication and division situations that involve equal groupings and shares. The student is expected to:			
A	determine the value of a collection of coins up to one dollar; and		Unit 32: Money Word Problems (Retail Riddles)
B	use the cent symbol, dollar sign, and the decimal point to name the value of a collection of coins.		Unit 32: Money Word Problems (Retail Riddles)

Istation Math Curriculum Correlated to Texas Essential Knowledge and Skills for Mathematics

Grade 2



Standards	Objectives	* Istation Application	* Istation Teacher Resources
Algebraic Reasoning			
2.7 The student applies mathematical process standards to identify and apply number patterns within properties of numbers and operations in order to describe relationships. The student is expected to:			
B	use an understanding of place value to determine the number that is 10 or 100 more or less than a given number up to 1,200; and		ISIP Math: <i>Using Arrow Paths to Add and Subtract</i>
C	represent and solve addition and subtraction word problems where unknowns may be any one of the terms in the problem.	<p>Unit 32: Two-Step Problems – Addition and Subtraction – Unknowns at the End</p> <p>Unit 32: Two-Step Problems – Addition and Subtraction – Unknowns in the Middle</p>	<p>Unit 32: Build Multistep Equations (Darcy’s Diner)</p> <p>Unit 32: Build Multistep Equations with Multiple Operations (Jewels by Jules)</p> <p>Unit 32: Solve Multistep Equations with Multiple Operations (Cason’s Closet)</p> <p>ISIP Math: <i>Working Backward to Problem-Solve</i></p> <p>ISIP Math: <i>Ben’s Aquatic Adventure</i></p> <p>ISIP Math: <i>Problem Solving with Base 10 Models</i></p> <p>ISIP Math: <i>Choosing the Operation</i></p>
Geometry and Measurement			
2.9 The student applies mathematical process standards to select and use units to describe length, area, and time. The student is expected to:			
A	find the length of objects using concrete models for standard units of length;		<p>ISIP Math: <i>Appropriate Tools for Linear Measurement</i></p> <p>ISIP Math: <i>How to Use Linear Measurement Tools</i></p> <p>ISIP Math: <i>Measuring Objects</i></p> <p>ISIP Math: <i>Ruler Relay</i></p>
B	describe the inverse relationship between the size of the unit and the number of units needed to equal the length of an object;		ISIP Math: <i>Unit Relationships</i>

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Standards	Objectives	* Istation Application	* Istation Teacher Resources
C	represent whole numbers as distances from any given location on a number line;	Unit 31: Adding on a Number Line Unit 31: Subtracting on a Number Line	Unit 31: Adding on a Number Line Unit 31: Subtracting on a Number Line ISIP Math: Skip Counting
D	determine the length of an object to the nearest marked unit using rulers, yardsticks, meter sticks, or measuring tapes;	Unit 33: Choose Units and Measure Lengths	Unit 33: Choosing Units of Linear Measurement Unit 33: Inches ISIP Math: Appropriate Tools for Linear Measurement ISIP Math: How to Use Linear Measurement Tools ISIP Math: Measuring Objects ISIP Math: Ruler Relay
E	determine a solution to a problem involving length, including estimating lengths;		ISIP Math: The Benevolent Ruler
G	read and write time to the nearest one-minute increment using analog and digital clocks and distinguish between AM and PM..	Unit 34: Tell Time to the Nearest Five Minutes	Unit 34: Time to the Nearest Five Minutes Unit 34: Time – AM and PM Unit 34: Time to the Quarter Hour
Personal Financial Literacy			
2.11 The student applies mathematical process standards to manage one's financial resources effectively for lifetime financial security. The student is expected to:			
A	calculate how money saved can accumulate into a larger amount over time;		PFL: Saving and Spending
B	explain that saving is an alternative to spending;		PFL: Saving and Spending
D	identify examples of borrowing and distinguish between responsible and irresponsible borrowing;		PFL: Borrowing
		* Includes content released during the 2017-18 school year	* Includes content released during the 2017-18 school year
End of Grade 2			

Istation Math Curriculum Correlated to Texas Essential Knowledge and Skills for Mathematics

Grade 3



Standards	Objectives	* Istation Application	* Istation Teacher Resources
K-12 Mathematical Process Standards (MPS)			
As stated in the Texas Education Code Chapter 111: "The process standards describe ways in which students are expected to engage in the content. The placement of the process standards at the beginning of the knowledge and skill listed for each grade and course is intentional. The process standards weave the other knowledge and skills together so that students may be successful problem solvers and use mathematics efficiently and effectively in daily life."			
MPS	The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:		
A	apply mathematics to problems arising in everyday life, society, and the workplace;		
B	use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution;		
C	select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems;		
D	communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate;		
E	create and use representations to organize, record, and communicate mathematical ideas;		
F	analyze mathematical relationships to connect and communicate mathematical ideas; and		
G	display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication.		
Number and operations			
3.2 The student applies mathematical process standards to represent and compare whole numbers and understand relationships related to place value. The student is expected to:			
C	represent a number on a number line as being between two consecutive multiples of 10; 100; 1,000; or 10,000 and use words to describe relative size of numbers in order to round whole numbers; and	Unit 35: Rounding to the Nearest Ten Unit 35: Rounding to the Nearest Hundred	Unit 35: Rounding – Nearest Ten Unit 35: Rounding – Nearest Hundred Unit 35: Rounding – Nearest Ten, Hundred, Thousand Unit 35: Rounding within Three- and Four-Digit Numbers – Number Line
D	compare and order whole numbers up to 100,000 and represent comparisons using the symbols $>$, $<$, or $=$.		Unit 37: Whole Numbers and Fractions – Symbols

Istation Math Curriculum Correlated to Texas Essential Knowledge and Skills for Mathematics

Grade 3



Standards	Objectives	* Istation Application	* Istation Teacher Resources
3.3 The student applies mathematical process standards to represent and explain fractional units. The student is expected to:			
A	represent fractions greater than zero and less than or equal to one with denominators of 2, 3, 4, 6, and 8 using concrete objects and pictorial models, including strip diagrams and number lines;	<p>Unit 37: Fractions Equivalent to One</p> <p>Unit 37: Fractions Equivalent to Whole Numbers</p> <p>Unit 37: Mixed Numbers</p> <p>Unit 37: Using Fraction Bars or Number Lines to Find Many Equivalent Fractions</p> <p>Unit 37: Using Fraction Bars or Number Lines to Determine If Two Fractions Are Equivalent</p>	<p>Unit 37: Fractions Equivalent to One</p> <p>Unit 37: Fractions Equivalent to Whole Numbers</p> <p>Unit 37: Mixed Numbers on a Number Line</p> <p>Unit 37: Many Equivalent Fractions</p> <p>Unit 37: Identifying Equivalent Fractions</p> <p>Unit 37: Expressing Equivalent Fractions with Denominators of 10 and 100</p> <p>Unit 37: Using models to identify equivalent fractions</p> <p>ISIP Math: Fractions in Problem Situations</p> <p>ISIP Math: Recognizing Fractions in Different Forms</p> <p>ISIP Math: Writing Fractions – Symbolic Notation</p> <p>ISIP Math: Identifying Equivalent Fractions Using Area Models</p>
B	determine the corresponding fraction greater than zero and less than or equal to one with denominators of 2, 3, 4, 6, and 8 given a specified point on a number line;	<p>Unit 37: Fractions Equivalent to One</p> <p>Unit 37: Fractions Equivalent to Whole Numbers</p> <p>Unit 37: Mixed Numbers</p> <p>Unit 37: Using Fraction Bars or Number Lines to Find Many Equivalent Fractions</p> <p>Unit 37: Using Fraction Bars or Number Lines to Determine If Two Fractions Are Equivalent</p>	<p>Unit 37: Fractions Equivalent to One</p> <p>Unit 37: Fractions Equivalent to Whole Numbers</p> <p>Unit 37: Mixed Numbers on a Number Line</p> <p>Unit 37: Many Equivalent Fractions</p> <p>Unit 37: Identifying Equivalent Fractions</p> <p>Unit 37: Expressing Equivalent Fractions with Denominators of 10 and 100</p> <p>Unit 37: Using models to identify equivalent fractions</p> <p>ISIP Math: Fractions in Problem Situations</p> <p>ISIP Math: Recognizing Fractions in Different Forms</p> <p>ISIP Math: Writing Fractions – Symbolic Notation</p> <p>ISIP Math: Identifying Equivalent Fractions Using Area Models</p>

Istation Math Curriculum Correlated to Texas Essential Knowledge and Skills for Mathematics
Grade 3



Standards	Objectives	* Istation Application	* Istation Teacher Resources
C	explain that the unit fraction $\frac{1}{b}$ represents the quantity formed by one part of a whole that has been partitioned into b equal parts where b is a non-zero whole number;	<p>Unit 37: Fractions Equivalent to One</p> <p>Unit 37: Fractions Equivalent to Whole Numbers</p> <p>Unit 37: Mixed Numbers</p> <p>Unit 37: Using Fraction Bars or Number Lines to Find Many Equivalent Fractions</p> <p>Unit 37: Using Fraction Bars or Number Lines to Determine If Two Fractions Are Equivalent</p>	<p>Unit 37: Fractions Equivalent to One</p> <p>Unit 37: Fractions Equivalent to Whole Numbers</p> <p>Unit 37: Mixed Numbers on a Number Line</p> <p>Unit 37: Many Equivalent Fractions</p> <p>Unit 37: Identifying Equivalent Fractions</p> <p>Unit 37: Expressing Equivalent Fractions with Denominators of 10 and 100</p> <p>Unit 37: Using models to identify equivalent fractions</p> <p>ISIP Math: Fractions in Problem Situations</p> <p>ISIP Math: Recognizing Fractions in Different Forms</p> <p>ISIP Math: Writing Fractions - Symbolic Notation</p> <p>ISIP Math: Identifying Equivalent Fractions Using Area Models</p>
F	represent equivalent fractions with denominators of 2, 3, 4, 6, and 8 using a variety of objects and pictorial models, including number lines;	<p>Unit 37: Fractions Equivalent to One</p> <p>Unit 37: Fractions Equivalent to Whole Numbers</p> <p>Unit 37: Mixed Numbers</p> <p>Unit 37: Using Fraction Bars or Number Lines to Find Many Equivalent Fractions</p> <p>Unit 37: Using Fraction Bars or Number Lines to Determine If Two Fractions Are Equivalent</p>	<p>Unit 37: Fractions Equivalent to One</p> <p>Unit 37: Fractions Equivalent to Whole Numbers</p> <p>Unit 37: Mixed Numbers on a Number Line</p> <p>Unit 37: Many Equivalent Fractions</p> <p>Unit 37: Identifying Equivalent Fractions</p> <p>Unit 37: Expressing Equivalent Fractions with Denominators of 10 and 100</p> <p>Unit 37: Using models to identify equivalent fractions</p> <p>ISIP Math: Fractions in Problem Situations</p> <p>ISIP Math: Recognizing Fractions in Different Forms</p> <p>ISIP Math: Writing Fractions – Symbolic Notation</p> <p>ISIP Math: Identifying Equivalent Fractions Using Area Models</p>

Istation Math Curriculum Correlated to Texas Essential Knowledge and Skills for Mathematics

Grade 3



Standards	Objectives	* Istation Application	* Istation Teacher Resources
G	explain that two fractions are equivalent if and only if they are both represented by the same point on the number line or represent the same portion of a same size whole for an area model; and	<p>Unit 37: Fractions Equivalent to One</p> <p>Unit 37: Fractions Equivalent to Whole Numbers</p> <p>Unit 37: Mixed Numbers</p> <p>Unit 37: Using Fraction Bars or Number Lines to Find Many Equivalent Fractions</p> <p>Unit 37: Using Fraction Bars or Number Lines to Determine If Two Fractions Are Equivalent</p> <p>Unit 37: Comparing Fractions with Same Denominators</p> <p>Unit 37: Comparing Fractions with Same Numerators</p>	<p>Unit 37: Fractions Equivalent to One</p> <p>Unit 37: Fractions Equivalent to Whole Numbers</p> <p>Unit 37: Mixed Numbers on a Number Line</p> <p>Unit 37: Many Equivalent Fractions</p> <p>Unit 37: Identifying Equivalent Fractions</p> <p>Unit 37: Expressing Equivalent Fractions with Denominators of 10 and 100</p> <p>Unit 37: Using models to identify equivalent fractions</p> <p>ISIP Math: Fractions in Problem Situations</p> <p>ISIP Math: Recognizing Fractions in Different Forms</p> <p>ISIP Math: Writing Fractions – Symbolic Notation</p> <p>ISIP Math: Identifying Equivalent Fractions Using Area Models</p> <p>ISIP Math: Comparing Fractions Using Models</p>
H	compare two fractions having the same numerator or denominator in problems by reasoning about their sizes and justifying the conclusion using symbols, words, objects, and pictorial models.	<p>Unit 37: Comparing Fractions with Same Denominators</p> <p>Unit 37: Comparing Fractions with Same Numerators</p>	<p>Unit 37: Fractions with Same Numerators</p> <p>Unit 37: Fractions with Like Denominators</p> <p>Unit 37: Whole Numbers and Fractions – Symbols</p> <p>ISIP Math: Comparing Fractions</p> <p>ISIP Math: Comparing Fractions Using Models</p>
3.4 The student applies mathematical process standards to develop and use strategies and methods for whole number computations in order to solve addition and subtraction problems with efficiency and accuracy. The student is expected to:			
A	solve with fluency one-step and two-step problems involving addition and subtraction within 1,000 using strategies based on place value, properties of operations, and the relationship between addition and subtraction;	Unit 36: Two-Step Word Problems – All Operations	Unit 36: Two-Step Word Problems – All Operations

Istation Math Curriculum Correlated to Texas Essential Knowledge and Skills for Mathematics

Grade 3



Standards	Objectives	* Istation Application	* Istation Teacher Resources
B	round to the nearest 10 or 100 or use compatible numbers to estimate solutions to addition and subtraction problems;	<p>Unit 35: Rounding to the Nearest Ten</p> <p>Unit 35: Rounding to the Nearest Hundred</p>	<p>Unit 35: Rounding – Nearest Ten</p> <p>Unit 35: Rounding – Nearest Hundred</p> <p>Unit 35: Rounding – Nearest Ten, Hundred, Thousand</p> <p>Unit 35: Rounding within Three- and Four-Digit Numbers – Number Line</p>
D	determine the total number of objects when equally-sized groups of objects are combined or arranged in arrays up to 10 by 10;		<p>Unit 36: Multiplying Two One-Digit Numbers with Arrays</p>
E	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;	<p>Unit 35: Arithmetic Patterns in Multiplication</p> <p>Unit 36: Multiplying One-digit Numbers Using Concrete Models</p>	<p>Unit 35: Arithmetic Patterns in Multiplication</p> <p>Unit 36: One-digit by One-digit Multiplication</p> <p>Unit 36: Multiplying Two One-Digit Numbers with Arrays</p> <p>ISIP Math: Relating Multiplication and Division</p> <p>Fact Practice: Multominoes</p> <p>Fact Practice: Tall Towers</p>
F	recall facts to multiply up to 10 by 10 with automaticity and recall the corresponding division facts;	<p>Unit 35: Arithmetic Patterns in Multiplication</p> <p>Unit 36: Multiplying One-digit Numbers Using Concrete Models</p> <p>Unit 36: Fact Families – Multiplication and Division</p> <p>Unit 36: Properties of Multiplication</p>	<p>Unit 35: Arithmetic Patterns in Multiplication</p> <p>Unit 36: One-digit by One-digit Multiplication</p> <p>Unit 36: Multiplying Two One-Digit Numbers with Arrays</p> <p>Unit 36: Fact Families: Multiplication and Division</p> <p>Fact Practice Activities: Dice Blocks; Multominoes; Spider Queen's Hidden Products; Spider Queen's Spiders; Tall Towers; Wipe Out</p> <p>ISIP Math: Practicing Fact Families</p> <p>ISIP Math: Relating Multiplication and Division</p> <p>ISIP Math: Using the Commutative Property of Multiplication</p> <p>ISIP Math: Doubling and Halving</p>
J	determine a quotient using the relationship between multiplication and division; and	<p>Unit 36: Fact families – Multiplication and Division</p>	<p>Unit 36: Fact families – Multiplication and Division</p>

Istation Math Curriculum Correlated to Texas Essential Knowledge and Skills for Mathematics

Grade 3



Standards	Objectives	* Istation Application	* Istation Teacher Resources
K	solve one-step and two-step problems involving multiplication and division within 100 using strategies based on objects; pictorial models, including arrays, area models, and equal groups; properties of operations; or recall of facts.	Unit 36: Two-Step Word Problems – All Operations	Unit 35: Problem Solving without Numbers: Addition and Subtraction Unit 36: Problem Solving without Numbers: Multiplication and Division Unit 36: Two-Step Word Problems – All Operations
Algebraic Reasoning			
3.5 The student applies mathematical process standards to analyze and create patterns and relationships. The student is expected to:			
A	represent one- and two-step problems involving addition and subtraction of whole numbers to 1,000 using pictorial models, number lines, and equations;	Unit 36: Two-Step Word Problems – All Operations	Unit 35: Problem Solving without Numbers: Addition and Subtraction Unit 36: Problem Solving without Numbers: Multiplication and Division Unit 36: Two-Step Word Problems – All Operations
B	represent and solve one- and two-step multiplication and division problems within 100 using arrays, strip diagrams, and equations;	Unit 36: Two-Step Word Problems – All Operations	Unit 35: Problem Solving Without Numbers: Addition and Subtraction Unit 36: Problem Solving Without Numbers: Multiplication and Division Unit 36: Two-Step Word Problems – All Operations
D	determine the unknown whole number in a multiplication or division equation relating three whole numbers when the unknown is either a missing factor or product; and	Unit 36: Two-Step Word Problems – All Operations	Unit 36: Fact Families – Multiplication and Division
Geometry and Measurement			
3.6 The student applies mathematical process standards to analyze attributes of two-dimensional geometric figures to develop generalizations about their properties. The student is expected to:			
A	classify and sort two- and three-dimensional figures, including cones, cylinders, spheres, triangular and rectangular prisms, and cubes, based on attributes using formal geometric language;		ISIP Math: Are Squares the Perfect Shape? ISIP Math: Attributes of Polygons ISIP Math: Building Hexagons ISIP Math: Defining Quadrilaterals by Attributes ISIP Math: Multiplying with Polygons

Istation Math Curriculum Correlated to Texas Essential Knowledge and Skills for Mathematics

Grade 3



Standards	Objectives	* Istation Application	* Istation Teacher Resources
B	use attributes to recognize rhombuses, parallelograms, trapezoids, rectangles, and squares as examples of quadrilaterals and draw examples of quadrilaterals that do not belong to any of these subcategories;		ISIP Math: Are Squares the Perfect Shape? ISIP Math: Attributes of Polygons ISIP Math: Building Hexagons ISIP Math: Defining Quadrilaterals by Attributes
C	determine the area of rectangles with whole number side lengths in problems using multiplication related to the number of rows times the number of unit squares in each row;		ISIP Math: Area Square ISIP Math: Finding the Area of Polygons ISIP Math: Finding the Area of Rectangles
3.7 The student applies mathematical process standards to select appropriate units, strategies, and tools to solve problems involving customary and metric measurement. The student is expected to:			
A	represent fractions of halves, fourths, and eighths as distances from zero on a number line;	Unit 37: Fractions Equivalent to One Unit 37: Fractions Equivalent to Whole Numbers Unit 37: Mixed Numbers Unit 37: Using Fraction Bars or Number Lines to Find Many Equivalent Fractions Unit 37: Using Fraction Bars or Number Lines to Determine If Two Fractions Are Equivalent	Unit 37: Fractions Equivalent to One Unit 37: Fractions Equivalent to Whole Numbers Unit 37: Mixed Numbers on a Number Line Unit 37: Many Equivalent Fractions Unit 37: Identifying Equivalent Fractions
B	determine the perimeter of a polygon or a missing length when given perimeter and remaining side lengths in problems;	Unit 38: Perimeter Word Problems	Unit 38: Perimeter Bundle ISIP Math: Perimeter of Polygons
Personal Financial Literacy			
3.9 The student applies mathematical process standards to manage one's financial resources effectively for lifetime financial security. The student is expected to:			
D	explain that credit is used when wants or needs exceed the ability to pay and that it is the borrower's responsibility to pay it back to the lender, usually with interest;		PFL: Interest
		* Includes content released during the 2017-18 school year	* Includes content released during the 2017-18 school year
End of Grade 3			

Istation Math Curriculum Correlated to Texas Essential Knowledge and Skills for Mathematics

Grade 4



Standards	Objectives	* Istation Application	* Istation Teacher Resources
K-12 Mathematical Processes (MPS) As stated in the Texas Education Code Chapter 111: "The process standards describe ways in which students are expected to engage in the content. The placement of the process standards at the beginning of the knowledge and skill listed for each grade and course is intentional. The process standards weave the other knowledge and skills together so that students may be successful problem solvers and use mathematics efficiently and effectively in daily life."			
MPS	The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:		
A	apply mathematics to problems arising in everyday life, society, and the workplace;		
B	use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution;		
C	select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems;		
D	communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate;		
E	create and use representations to organize, record, and communicate mathematical ideas;		
F	analyze mathematical relationships to connect and communicate mathematical ideas; and		
G	display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication.		
Number and Operations			
4.2 The student applies mathematical process standards to represent, compare, and order whole numbers and decimals and understand relationships related to place value. The student is expected to:			
A	interpret the value of each place-value position as 10 times the position to the right and as one-tenth of the value of the place to its left;	Unit 40: Writing Standard Form from Expanded Form to Thousands Unit 40: Writing Expanded Form from Standard Form to Thousands Unit 40: Writing Word Form from Expanded and Standard Form to Thousands Unit 40: Writing Standard Form from Expanded Form through Millions Unit 40: Writing Expanded Form from Standard Form through Millions Unit 40: Writing Word Form from Expanded and Standard Form through Thousands and Millions	Unit 40: Writing Expanded Form from Standard through Thousands and Millions Unit 40: Writing Standard Form from Expanded through Thousands and Millions Unit 40: Writing Word Form from Expanded and Standard through Thousands and Millions

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Grade 4



Standards	Objectives	* Istation Application	* Istation Teacher Resources
B	represent the value of the digit in whole numbers through 1,000,000,000 and decimals to the hundredths using expanded notation and numerals;	<p>Unit 40: Writing Standard Form from Expanded Form to Thousands</p> <p>Unit 40: Writing Expanded Form from Standard Form to Thousands</p> <p>Unit 40: Writing Word Form from Expanded and Standard Form to Thousands</p> <p>Unit 40: Writing Standard Form from Expanded Form through Millions</p> <p>Unit 40: Writing Expanded Form from Standard Form through Millions</p> <p>Unit 40: Writing Word Form from Expanded and Standard Form through Thousands and Millions</p>	<p>Unit 40: Writing Expanded Form from Standard through Thousands and Millions</p> <p>Unit 40: Writing Standard Form from Expanded through Thousands and Millions</p> <p>Unit 40: Writing Word Form from Expanded and Standard through Thousands and Millions</p>
D	round whole numbers to a given place value through the hundred thousands place;	<p>Unit 40: Rounding within Whole Numbers to the Nearest Ten, Hundred, Thousand with Number Line</p> <p>Unit 40: Rounding within Whole Numbers to the Nearest Ten, Hundred, Thousand with Algorithm</p> <p>Unit 40: Rounding Zero</p>	<p>Unit 40: Rounding – Nearest Thousand</p> <p>Unit 40: Rounding – Nearest Ten, Hundred, Thousand</p> <p>Unit 40: Rounding within Three- and Four-Digit Numbers – Number Line</p> <p>Unit 40: Rounding within Three- and Four-Digit Numbers – Abstract</p> <p>Unit 40: Zero as the Rounding Digit</p>
E	represent decimals, including tenths and hundredths, using concrete and visual models and money;	<p>Unit 43: Write Word Form of Decimals (0.1-0.9 and 0.01-0.09)</p> <p>Unit 43: Write Word Form of Decimals (0.10-0.90)</p> <p>Unit 43: Write Word Form of Decimals (0.01-1.99)</p>	<p>Unit 43: Decimals as Fractions (Tenths and Hundredths)</p> <p>Unit 43: Decimals – Standard and Word Form</p> <p>ISIP Math: Linking Fractions to Equivalent Decimal Numbers</p> <p>ISIP Math: Understanding Decimal Numbers with Fractional Language</p>

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Standards	Objectives	* Istation Application	* Istation Teacher Resources
G	relate decimals to fractions that name tenths and hundredths; and	<p>Unit 43: Write Word Form of Decimals (0.1-0.9 and 0.01-0.09)</p> <p>Unit 43: Write Word Form of Decimals (0.10-0.90)</p> <p>Unit 43: Write Word Form of Decimals (0.01-1.99)</p>	<p>Unit 43: Decimals as Fractions (Tenths and Hundredths)</p> <p>Unit 43: Decimals – Standard and Word Form</p> <p>ISIP Math: Linking Fractions to Equivalent Decimal Numbers</p> <p>ISIP Math: Understanding Decimal Numbers with Fractional Language</p>
4.3 The student applies mathematical process standards to represent and generate fractions to solve problems. The student is expected to:			
A	represent a fraction a/b as a sum of fractions $1/b$, where a and b are whole numbers and $b > 0$, including when $a > b$;	<p>Unit 43: Add Fractions with Both Denominators of 10 and 100</p> <p>Unit 43: Express Equivalent Fractions – Tenths and Hundredths</p> <p>Unit 43: Add a Denominator of 10 to a Denominator of 100</p> <p>Unit 43: Add Fractions with Denominators of 10 and 100</p>	<p>Unit 43: Expressing Equivalent Fractions with Denominators of 10 and 100</p> <p>Unit 43: Add Denominators of 10 to Denominators of 100</p> <p>Unit 43: Adding Like Denominators of 10 and 100</p>
B	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;	Unit 43: Decomposing Fractions (Reteach lesson)	
C	determine if two given fractions are equivalent using a variety of methods;	<p>Unit 43: Using Models to Compare Equivalent Fractions</p> <p>Unit 43: Expressing Equivalent Fractions with Denominators of 10 and 100</p>	<p>Unit 37: Using Models to Identify Equivalent Fractions</p> <p>Unit 43: Expressing Equivalent Fractions with Denominators of 10 and 100</p> <p>ISIP Math: Comparing Fractions</p> <p>ISIP Math: Using Area Models to Compare Fractions</p>

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Standards	Objectives	* Istation Application	* Istation Teacher Resources
D	compare two fractions with different numerators and different denominators and represent the comparison using the symbols $>$, $=$, or $<$;	<p>Unit 43: Use Benchmark Fractions to Compare Fractions with Different Denominators</p> <p>Unit 43: Compare Fractions with Unlike Denominators by Creating Common Denominators</p>	<p>Unit 43: Compare Fractions by Creating Common Denominators</p> <p>Unit 43: Benchmark Fractions</p> <p>Unit 43: Fractions – Symbols</p> <p>ISIP Math: Comparing Fractions</p> <p>ISIP Math: Using Area Models to Compare Fractions</p>
E	represent and solve addition and subtraction of fractions with equal denominators using objects and pictorial models that build to the number line and properties of operations;	<p>Unit 43: Add Fractions with Both Denominators of 10 and 100</p> <p>Unit 43: Add a Denominator of 10 to a Denominator of 100</p> <p>Unit 43: Add Fractions with Denominators of 10 and 100</p> <p>Unit 43: Decomposing Fractions (Reteach lesson)</p>	<p>Unit 43: Add Denominators of 10 to Denominators of 100</p> <p>Unit 43: Adding Like Denominators of 10 and 100</p>
F	evaluate the reasonableness of sums and differences of fractions using benchmark fractions 0, $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$, and 1, referring to the same whole; and	<p>Unit 43: Use Benchmark Fractions to Compare Fractions with Different Denominators</p>	<p>Unit 43: Benchmark Fractions</p>
<p>4.4 The student applies mathematical process standards to develop and use strategies and methods for whole number computations and decimal sums and differences in order to solve problems with efficiency and accuracy. The student is expected to:</p>			
A	add and subtract whole numbers and decimals to the hundredths place using the standard algorithm;		<p>ISIP Math: Adding Multidigit Numbers and Checking for Reasonableness</p>
C	represent the product of 2 two-digit numbers using arrays, area models, or equations, including perfect squares through 15 by 15;	<p>Unit 41: Multiply Two-Digit Numbers with Concrete Models</p>	<p>Unit 41: 2-digit by 2-digit Concrete Multiplication</p> <p>ISIP Math: Commutative Property of Multiplication to Represent Numbers</p> <p>ISIP Math: Multiplying Using the Distributive Property</p>

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Grade 4



Standards	Objectives	* Istation Application	* Istation Teacher Resources
D	use strategies and algorithms, including the standard algorithm, to multiply up to a four-digit number by a one-digit number and to multiply a two-digit number by a two-digit number. Strategies may include mental math, partial products, and the commutative, associative, and distributive properties;	Unit 41: <i>Multiply Two-Digit Numbers with Concrete Models</i>	Unit 41: <i>2-digit by 2-digit Concrete Multiplication</i> ISIP Math: <i>Commutative Property of Multiplication to Represent Numbers</i> ISIP Math: <i>Multiplying Using the Distributive Property</i>
G	round to the nearest 10, 100, or 1,000 or use compatible numbers to estimate solutions involving whole numbers; and	Unit 40: <i>Rounding within Whole Numbers to the Nearest Ten, Hundred, Thousand with Number Line</i> Unit 40: <i>Rounding within Whole Numbers to the Nearest Ten, Hundred, Thousand with Algorithm</i> Unit 40: <i>Rounding Zero</i>	Unit 40: <i>Rounding – Nearest Thousand</i> Unit 40: <i>Rounding – Nearest Ten, Hundred, Thousand</i> Unit 40: <i>Rounding within Three- and Four-Digit Numbers – Number Line</i> Unit 40: <i>Rounding within Three- and Four-Digit Numbers – Abstract</i> Unit 40: <i>Zero as the Rounding Digit</i>
H	solve with fluency one- and two-step problems involving multiplication and division, including interpreting remainders.	Unit 42: <i>Solve Multistep Word Problems</i>	Unit 42: <i>Solve multi-step word problems</i>
Algebraic Reasoning			
4.5 The student applies mathematical process standards to develop concepts of expressions and equations. The student is expected to:			
A	represent multi-step problems involving the four operations with whole numbers using strip diagrams and equations with a letter standing for the unknown quantity;	Unit 42: <i>Solve Multistep Word Problems</i>	Unit 42: <i>Solve Multistep Word Problems</i>
C	use models to determine the formulas for the perimeter of a rectangle ($l + w + l + w$ or $2l + 2w$), including the special form for perimeter of a square ($4s$) and the area of a rectangle ($l \times w$); and		ISIP Math: <i>Area of Rectangles and Part-Part-Whole Word Problems</i> ISIP Math: <i>Finding Area of Rectangles and Squares by using Multiplication</i> ISIP Math: <i>Making Connections between Multiplication and Area</i> ISIP Math: <i>Quantifying Areas of Rectangles and Squares</i>

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Grade 4



Standards	Objectives	* Istation Application	* Istation Teacher Resources
D	solve problems related to perimeter and area of rectangles where dimensions are whole numbers.		<p>ISIP Math: <i>Area of Rectangles and Part-Part-Whole Word Problems</i></p> <p>ISIP Math: <i>Finding Area of Rectangles and Squares by using Multiplication</i></p> <p>ISIP Math: <i>Making Connections between Multiplication and Area</i></p> <p>ISIP Math: <i>Quantifying Areas of Rectangles and Squares</i></p>
Geometry and Measurement			
4.6 The student applies mathematical process standards to analyze geometric attributes in order to develop generalizations about their properties. The student is expected to:			
A	identify points, lines, line segments, rays, angles, and perpendicular and parallel lines;		<p>Unit 45: <i>Measure Angles with a Protractor</i></p> <p>ISIP Math: <i>Line and Angle Identification</i></p>
4.7 The student applies mathematical process standards to solve problems involving angles less than or equal to 180 degrees. The student is expected to:			
B	illustrate degrees as the units used to measure an angle, where 1/360 of any circle is one degree and an angle that "cuts" n/360 out of any circle whose center is at the angle's vertex has a measure of n degrees. Angle measures are limited to whole numbers;	<p>Unit 45: <i>Measuring Angles</i></p> <p>Unit 45: <i>Missing Angles</i></p>	<p>Unit 45: <i>Measure Angles with a Protractor</i></p> <p>Unit 45: <i>Missing Angles</i></p> <p>ISIP Math: <i>Line and Angle Identification</i></p>
C	determine the approximate measures of angles in degrees to the nearest whole number using a protractor;	Unit 45: <i>Measuring Angles</i>	<p>Unit 45: <i>Measure Angles with a Protractor</i></p> <p>ISIP Math: <i>Line and Angle Identification</i></p>
Personal Financial Literacy			
The student applies mathematical process standards to manage one's financial resources effectively for lifetime financial security. The student is expected to:			
B	calculate profit in a given situation;		PFL: <i>Calculating Profit</i>
E	describe the basic purpose of financial institutions, including keeping money safe, borrowing money, and lending.		PFL: <i>Financial Institutions</i>
		<i>* Includes content released during the 2017-18 school year</i>	<i>* Includes content released during the 2017-18 school year</i>
End of Grade 4			

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Grade 5



Standards	Objectives	* Istation Application	* Istation Teacher Resources
K-12 Mathematical Processes (MPS)			
As stated in the Texas Education Code Chapter 111: "The process standards describe ways in which students are expected to engage in the content. The placement of the process standards at the beginning of the knowledge and skill listed for each grade and course is intentional. The process standards weave the other knowledge and skills together so that students may be successful problem solvers and use mathematics efficiently and effectively in daily life."			
MPS	The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:		
A	apply mathematics to problems arising in everyday life, society, and the workplace;		
B	use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution;		
C	select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems;		
D	communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate;		
E	create and use representations to organize, record, and communicate mathematical ideas;		
F	analyze mathematical relationships to connect and communicate mathematical ideas; and		
G	display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication.		
Number and Operations			
5.2 The student applies mathematical process standards to represent, compare, and order positive rational numbers and understand relationships as related to place value. The student is expected to:			
B	compare and order two decimals to thousandths and represent comparisons using the symbols $>$, $<$, or $=$; and	Unit 46: Concrete Decimal Comparison Unit 46: Decimal Comparison with Grids Unit 46: Comparison of Tenths and Hundredths on the Number Line Unit 46: Abstract Comparison of Tenths and Hundredths Unit 46: Abstract Comparison of Thousandths Unit 46: Abstract Comparison of Whole Numbers and Decimals	Unit 46: Abstract Decimal Comparison Unit 46: Decimal Comparison on the Number Line Unit 46: Decimals to Whole Numbers
C	round decimals to tenths or hundredths.	Unit 46: Rounding Decimals with a Number Line Unit 46: Rounding Decimals with Dials Unit 46: Roll-Over Rounding	Unit 46: Rounding – Decimals – Number Line Unit 46: Rounding – Decimals – Algorithm
5.3 The student applies mathematical process standards to develop and use strategies and methods for positive rational number computations in order to solve problems with efficiency and accuracy. The student is expected to:			

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Grade 5



Standards	Objectives	* Istation Application	* Istation Teacher Resources
A	estimate to determine solutions to mathematical and real-world problems involving addition, subtraction, multiplication, or division;		ISIP Math: <i>Estimating Quotients Using Compatible Numbers</i>
C	solve with proficiency for quotients of up to a four-digit dividend by a two-digit divisor using strategies and the standard algorithm;		ISIP Math: <i>Estimating Quotients Using Compatible Numbers</i> ISIP Math: <i>Models for Understanding Remainders</i> ISIP Math: <i>Using Models to Practice Extended Division Facts</i> ISIP Math: <i>Inverse Operations and Fact Families to Solve Simple Equations</i> ISIP Math: <i>Solving Multiplication and Division Word Problems with Diagrams</i>
E	solve for products of decimals to the hundredths, including situations involving money, using strategies based on place-value understandings, properties of operations, and the relationship to the multiplication of whole numbers;	Unit 46: <i>Multiply Decimals by 10 and 100</i> Unit 46: <i>Exploring Powers of Ten</i> Unit 46: <i>Multiply and Divide Decimals by Powers of 10</i>	Unit 46: <i>Multiplying Decimals by 10 and 100</i> Unit 46: <i>Multiplying and Dividing Decimals by Powers of Ten</i> Unit 46: <i>Exploring Powers of Ten</i>
F	represent quotients of decimals to the hundredths, up to four-digit dividends and two-digit whole number divisors, using objects and pictorial models, including area models;	Unit 46: <i>Divide Decimals by 10 and 100</i> Unit 46: <i>Multiply and Divide Decimals by Powers of 10</i>	Unit 47: <i>Concrete Decimal Division</i> Unit 47: <i>Representational Decimal Division</i> Unit 46: <i>Dividing Decimals by 10 and 100</i> Unit 46: <i>Multiplying and Dividing Decimals by Powers of Ten</i>
G	solve for quotients of decimals to the hundredths, up to four-digit dividends and two-digit whole number divisors, using strategies and algorithms, including the standard algorithm;	Unit 46: <i>Divide Decimals by 10 and 100</i> Unit 46: <i>Multiply and Divide Decimals by Powers of 10</i>	Unit 47: <i>Concrete Decimal Division</i> Unit 47: <i>Representational Decimal Division</i> Unit 46: <i>Dividing Decimals by 10 and 100</i> Unit 46: <i>Multiplying and Dividing Decimals by Powers of Ten</i>

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Grade 5



Standards	Objectives	* Istation Application	* Istation Teacher Resources
H	represent and solve addition and subtraction of fractions with unequal denominators referring to the same whole using objects and pictorial models and properties of operations;		Unit 48: <i>Adding Fractions with Unlike Denominators</i> ISIP Math: <i>Adding and Subtracting Fractions with Unlike Denominators</i>
I	represent and solve multiplication of a whole number and a fraction that refers to the same whole using objects and pictorial models, including area models;	Unit 48: <i>Multiplying by Fractions Less than One</i> Unit 48: <i>Multiplying by Fractions with Improper Fractions</i> Unit 50: <i>Area of a Rectangle with Fractional Sides</i>	Unit 48: <i>Multiplying by Fractions Less Than One</i> Unit 48: <i>Multiplying Fractions Less Than One with Improper Fractions</i> Unit 50: <i>Area of a Rectangle with Fractional Sides</i>
J	represent division of a unit fraction by a whole number and the division of a whole number by a unit fraction such as $1/3 \div 7$ and $7 \div 1/3$ using objects and pictorial models, including area models;		
K	add and subtract positive rational numbers fluently; and		Unit 48: <i>Adding Fractions with Unlike Denominators</i> ISIP Math: <i>Adding and Subtracting Fractions with Unlike Denominators</i>
Algebraic Reasoning			
5.4 The student applies mathematical process standards to develop concepts of expressions and equations. The student is expected to:			
B	represent and solve multi-step problems involving the four operations with whole numbers using equations with a letter standing for the unknown quantity;		ISIP Math: <i>Solving Multiplication and Division Word Problems with Diagrams</i>
C	generate a numerical pattern when given a rule in the form $y = ax$ or $y = x + a$ and graph;	Unit 51: <i>Comparing Points on a Coordinate Plane</i>	Unit 51: <i>Graphing and Analyzing Lines</i> ISIP Math: <i>Identifying and Plotting Ordered Pairs on the Coordinate Plane</i>
D	recognize the difference between additive and multiplicative numerical patterns given in a table or graph;	Unit 51: <i>Comparing Points on a Coordinate Plane</i>	Unit 51: <i>Graphing and Analyzing Lines</i> ISIP Math: <i>Identifying and Plotting Ordered Pairs on the Coordinate Plane</i>

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Grade 5



Standards	Objectives	* Istation Application	* Istation Teacher Resources
E	describe the meaning of parentheses and brackets in a numeric expression;		<p>Unit 49: Writing Expressions from Words – Subtraction</p> <p>Unit 49: Writing Expressions from Words – Addition and Subtraction</p> <p>Unit 49: Evaluating Numerical Expressions with Parentheses</p> <p>Unit 49: Identifying Expressions in Scenarios</p>
F	simplify numerical expressions that do not involve exponents, including up to two levels of grouping;	<p>Unit 49: Interpret Expressions</p> <p>Unit 49: Writing Expressions from Words</p>	<p>Unit 49: Identifying Expressions in Scenarios</p> <p>Unit 39: Writing Expressions from Words – Addition and Subtraction</p>
G	use concrete objects and pictorial models to develop the formulas for the volume of a rectangular prism, including the special form for a cube ($V = l \times w \times h$, $V = s \times s \times s$, and $V = Bh$); and		<p>ISIP Math: Quantifying Volume: Counting Same-sized Units</p> <p>ISIP Math: Volume as an Attribute of Three-Dimensional Space</p> <p>ISIP Math: Calculating Volume in Multistep Word Problems</p> <p>ISIP Math: Integrating Fact Practice and Volume</p>
H	represent and solve problems related to perimeter and/or area and related to volume.		<p>ISIP Math: Quantifying Volume: Counting Same-sized Units</p> <p>ISIP Math: Volume as an Attribute of Three-Dimensional Space</p> <p>ISIP Math: Calculating Volume in Multistep Word Problems</p> <p>ISIP Math: Integrating Fact Practice and Volume</p>
Geometry and Measurement			
5.5 The student applies mathematical process standards to classify two-dimensional figures by attributes and properties. The student is expected to:			
5.5	classify two-dimensional figures in a hierarchy of sets and subsets using graphic organizers based on their attributes and properties.		ISIP Math: Analyzing Properties of Two- and Three-Dimensional Figures

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Grade 5



Standards	Objectives	* Istation Application	* Istation Teacher Resources
5.6 The student applies mathematical process standards to understand, recognize, and quantify volume. The student is expected to:			
A	recognize a cube with side length of one unit as a unit cube having one cubic unit of volume and the volume of a three-dimensional figure as the number of unit cubes (n cubic units) needed to fill it with no gaps or overlaps if possible; and		<p>ISIP Math: <i>Quantifying Volume: Counting Same-sized Units</i></p> <p>ISIP Math: <i>Volume as an Attribute of Three-Dimensional Space</i></p> <p>ISIP Math: <i>Calculating Volume in Multistep Word Problems</i></p> <p>ISIP Math: <i>Integrating Fact Practice and Volume</i></p>
B	determine the volume of a rectangular prism with whole number side lengths in problems related to the number of layers times the number of unit cubes in the area of the base.		<p>ISIP Math: <i>Quantifying Volume: Counting Same-sized Units</i></p> <p>ISIP Math: <i>Volume as an Attribute of Three-Dimensional Space</i></p> <p>ISIP Math: <i>Calculating Volume in Multistep Word Problems</i></p> <p>ISIP Math: <i>Integrating Fact Practice and Volume</i></p>
5.7 The student applies mathematical process standards to select appropriate units, strategies, and tools to solve problems involving measurement. The student is expected to:			
5.7	solve problems by calculating conversions within a measurement system, customary or metric.		<p>ISIP Math: <i>Converting Standard Units of Measurement</i></p> <p>ISIP Math: <i>Performing Customary Measurement Conversions</i></p>
5.8 The student applies mathematical process standards to identify locations on a coordinate plane. The student is expected to:			
A	describe the key attributes of the coordinate plane, including perpendicular number lines (axes) where the intersection (origin) of the two lines coincides with zero on each number line and the given point (0, 0); the x-coordinate, the first number in an ordered pair, indicates movement parallel to the x-axis starting at the origin; and the y-coordinate, the second number, indicates movement parallel to the y-axis starting at the origin;	<p>Unit 51: <i>Graph Points On a Coordinate Plane</i></p> <p>Unit 51: <i>Comparing Points on a Coordinate Plane</i></p>	<p>Unit 51: <i>Graph Points in a Coordinate Plane</i></p> <p>Unit 51: <i>Graphing and Analyzing Lines</i></p> <p>ISIP Math: <i>Identifying and Plotting Ordered Pairs on the Coordinate Plane</i></p>

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Standards	Objectives	* Istation Application	* Istation Teacher Resources
B	describe the process for graphing ordered pairs of numbers in the first quadrant of the coordinate plane; and	Unit 51: Graph Points On a Coordinate Plane Unit 51: Comparing Points on a Coordinate Plane	Unit 51: Graph Points in a Coordinate Plane Unit 51: Graphing and Analyzing Lines ISIP Math: Identifying and Plotting Ordered Pairs on the Coordinate Plane
C	graph in the first quadrant of the coordinate plane ordered pairs of numbers arising from mathematical and real-world problems, including those generated by number patterns or found in an input-output table.	Unit 51: Graph Points On a Coordinate Plane Unit 51: Comparing Points on a Coordinate Plane	Unit 51: Graph Points in a Coordinate Plane Unit 51: Graphing and Analyzing Lines ISIP Math: Identifying and Plotting Ordered Pairs on the Coordinate Plane
		* Includes content released during the 2017-18 school year	* Includes content released during the 2017-18 school year
End of Grade 5			