



# Istation

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

**Grade K – Grade 5**

# Istation Math Curriculum Correlated to the Texas Essential Knowledge and Skills



## Contents

Kindergarten.....	13
Number and Operations .....	13
K.2 Represent and compare whole numbers, the relative position and magnitude of whole numbers, and relationships within the numeration system. ....	13
K.2A.....	13
K.2B.....	14
K.2C.....	16
K.2D.....	17
K.2F .....	17
K.2G .....	18
K.2H.....	19
K.2I.....	19
K.3 Develop an understanding of addition and subtraction situations in order to solve problems.....	20
K.3A.....	20
K.3B.....	22
K.3C.....	24
K.4 Identify coins in order to recognize the need for monetary transactions. ....	25
K.4A.....	25
Algebraic Reasoning .....	26
K.5 Identify the pattern in the number word list. ....	26
K.5A.....	26
Geometry and Measurement .....	27
K.6 Analyze attributes of two-dimensional shapes and three-dimensional solids to develop generalizations about their properties.27	
K.6A.....	27

# Istation Math Curriculum Correlated to the Texas Essential Knowledge and Skills



K.6B.....	27
K.6C.....	28
K.6D.....	28
K.6E.....	28
K.7 Directly compare measurable attributes. ....	29
K.7A.....	29
K.7B.....	30
Data Analysis .....	30
K.8 Collect and organize data to make it useful for interpreting information.....	30
K.8A.....	30
K.8B.....	31
K.8C.....	31
Personal Financial Literacy.....	32
K.9 Manage one’s financial resources effectively for lifetime financial security. ....	32
K.9B.....	32
K.9D.....	32
Grade 1 .....	33
Numbers and Operations.....	33
1.2 Represent and compare whole numbers, the relative position and magnitude of whole numbers, and relationships within the numeration system related to place value.....	33
1.2A .....	33
1.2B .....	33
1.2E .....	34
1.2G.....	35
1.3 Develop and use strategies for whole number addition and subtraction computations in order to solve problems. ....	35

# Istation Math Curriculum Correlated to the Texas Essential Knowledge and Skills



1.3B .....	35
1.3C .....	36
1.3D .....	38
1.3F .....	39
1.4 identify coins, their values, and the relationships among them in order to recognize the need for monetary transactions. ....	40
1.4A .....	40
Algebraic Reasoning .....	41
1.5 identify and apply number patterns within properties of numbers and operations in order to describe relationships. ....	41
1.5A .....	41
1.5B .....	41
1.5D .....	43
1.5G .....	43
Geometry and Measurement .....	45
1.6 Analyze attributes of two-dimensional shapes and three-dimensional solids to develop generalizations about their properties. ....	45
1.6A .....	45
1.6B .....	45
1.7 Select and use units to describe length and time. ....	46
1.7 E .....	46
Data Analysis .....	46
1.8 Organize data to make it useful for interpreting information and solving problems. ....	46
1.8A .....	46
1.8B .....	47
1.8C .....	47
Personal Financial Literacy .....	48
1.9 Manage one’s financial resources effective for lifetime financial security. ....	48

# Istation Math Curriculum Correlated to the Texas Essential Knowledge and Skills



1.9C .....	48
Grade 2 .....	49
Number and Operations .....	49
2.2 Understand how to represent and compare whole numbers, the relative position and magnitude of whole numbers, and relationships within the numerations system related to place value. ....	49
2.2A .....	49
2.2B .....	50
2.2D .....	50
2.3 Recognize and represent fractional units and communicates how they are used to name parts of a whole. ....	51
2.3A .....	51
2.4 Develop and use Strategies and methods for whole number computations in order to solve addition and subtraction problems with efficiency and accuracy. ....	52
2.4A .....	52
2.4B .....	53
2.4C .....	54
2.5 Determine the value of coins in order to solve monetary transactions. ....	55
2.5A .....	55
2.5B .....	55
2.7 Identify and apply number patterns within properties of numbers and operations to describe relationships. ....	55
2.7A .....	55
Geometry and Measurement .....	56
2.9 Select and use units to describe length, area, and time. ....	56
2.9D .....	56
2.9G .....	56
Data Analysis .....	57

# Istation Math Curriculum Correlated to the Texas Essential Knowledge and Skills



2.10 Organize data to make it useful for interpreting information and solving problems.....	57
2.10A .....	57
2.10B .....	58
Personal Financial Literacy.....	58
2.11 Manage one’s financial resources effectively for lifetime financial security.....	58
2.11B .....	58
2.11C .....	59
2.11D .....	59
2.11E .....	59
2.11F .....	60
Grade 3 .....	61
Number and Operations .....	61
3.3 Represent and explain fractional units.....	61
3.3A .....	61
3.3C .....	61
3.3B .....	62
3.3F .....	62
3.3G.....	63
3.3H.....	63
3.4 Develop and use strategies and methods for whole number computations in order to solve problems with efficiency and accuracy.....	64
3.4A .....	64
3.4B .....	64
3.4D.....	65
3.4E .....	65

# Istation Math Curriculum Correlated to the Texas Essential Knowledge and Skills



3.4F .....	66
3.4H .....	67
3.4J.....	68
3.4K .....	69
Algebraic Reasoning .....	69
3.5 Analyze and create patterns and relationships.....	69
3.5A .....	69
3.5B .....	70
3.5D .....	70
Geometry and Measurement .....	71
3.6 Analyze attributes of two-dimensional geometric figures to develop generalizations about their properties. ....	71
3.6B .....	71
3.6C .....	72
3.6D .....	72
3.7 Select appropriate units, strategies and tools to solve problems involving customary and metric measurement. ....	72
3.7A .....	73
3.7B .....	73
3.7C .....	74
Data Analysis .....	75
3.8 Solve problems by collecting, organizing, displaying and interpreting data. ....	75
3.8A .....	75
3.8B .....	75
Personal Financial Literacy.....	76
3.9 Manage one’s financial resources effectively for a lifetime.....	76
3.9D .....	76

# Istation Math Curriculum Correlated to the Texas Essential Knowledge and Skills



3.9E .....	76
Grade 4 .....	77
Number and Operations .....	77
4.2 Use the four operations with whole numbers to solve problems.....	77
4.2A .....	77
4.2B .....	77
4.2D .....	78
4.2E .....	79
4.2F .....	79
4.2G.....	80
4.3 Represent and generate fractions to solve problems. ....	80
4.3B .....	80
4.3C .....	81
4.3D .....	81
4.3E .....	82
4.4 Develop and us strategies and methods for whole number computations and decimal sums and differences in order to solve problems with efficiency and accuracy.....	82
4.4C .....	82
4.4D .....	83
4.4H.....	83
Algebraic Reasoning .....	84
4.5 Develop concepts of expressions and equations. ....	84
4.5A .....	84
4.5C .....	84
4.5D.....	85



# Istation Math Curriculum Correlated to the Texas Essential Knowledge and Skills



Geometry and Measurement .....	85
4.6 Analyze geometric attributes in order to develop generalizations about their properties. ....	85
4.6A .....	85
4.7 Solve problems involving angles less than or equal to 180 degrees. ....	86
4.7C .....	86
4.7E .....	86
4.8 Select appropriate customary and metric units, strategies, and tools to solve problems involving measurement. ....	86
4.8A .....	86
4.8B .....	87
4.8C .....	87
Data Analysis .....	88
4.9 Solve problems by collecting, organizing, displaying and interpreting data. ....	88
4.9A .....	88
Personal Financially Literacy .....	88
4.10 Manage one’s financial resources effectively for lifetime financial security.....	88
4.10A .....	88
4.10B .....	89
4.10E .....	89
Grade 5 .....	90
Number and Operations .....	90
5.2 Represent, compare, and order positive rational numbers and understand relationships as related to place value. ....	90
5.2A .....	90
5.2B .....	90
5.2C .....	91

# Istation Math Curriculum Correlated to the Texas Essential Knowledge and Skills



5.3 Develop and use strategies and methods for positive rational number computations in order to solve problems with efficiency and accuracy. ....	91
5.3A .....	91
5.3C .....	92
5.3D .....	92
5.3F .....	93
5.3G .....	93
5.3H .....	94
5.3I .....	95
5.3K .....	95
Algebraic Reasoning .....	96
5.4 Develop concepts of expressions and equations. ....	96
5.4C .....	96
5.4E .....	97
5.4F .....	97
5.4G .....	97
Geometry and Measurement .....	98
5.5 Classify two-dimensional figures by attributes and properties. ....	98
5.5A .....	98
5.6 Understand, recognize, and quantify volume. ....	99
5.6A .....	99
5.6B .....	99
5.7 Select appropriate units, strategies, and tools to solve problems involving measurement.....	100
5.7A .....	100
5.8 Identify locations on a coordinate plane.....	101

# Istation Math Curriculum Correlated to the Texas Essential Knowledge and Skills



5.8A .....	101
5.8B .....	101
5.8C .....	102
Personal Financial Literacy.....	102
5.10 Manage one’s financial resources effectively for lifetime financial security.....	102
5.10A .....	102
Appendix .....	103
Classroom Resource .....	103
General Graphic Organizers .....	103
Number Sense.....	104
Computations and Algebraic Thinking.....	106
Measurement.....	106
Data Analysis.....	107
Geometry .....	107
Parent Portal Lessons .....	107
Early Math PK-1.....	107
Istation Math 2-5 .....	108

# Istation Math Curriculum Correlated to the Texas Essential Knowledge and Skills



## K–12 Standards for Mathematical Practices (MP)

As stated in the Common Core State Standards for Mathematics, “The Standards for Mathematical Practice describe varieties of expertise that mathematics educators at all levels should seek to develop in their students.” Each applicable Mathematical Practice standard is listed below the correlation with the corresponding code, MP1–8.

Mathematical Practice 1: Make sense of problems and persevere in solving them.

Mathematical Practice 2: Reason abstractly and quantitatively.

Mathematical Practice 3: Construct viable arguments and critique the reasoning of others.

Mathematical Practice 4: Model with mathematics.

Mathematical Practice 5: Use appropriate tools strategically.

Mathematical Practice 6: Attend to precision.

Mathematical Practice 7: Look for and make use of structure.

Mathematical Practice 8: Look for and express regularity in repeated reasoning.

Code Legend	
U	Unit
ISIP	Istation’s Indicators of Progress
EM	Early Math
FP	Fact Practice
PFL	Personal Financial Literacy
CR	Classroom Resources
PP	Parent Portal



**Kindergarten**

**Number and Operations**

**K.2 Represent and compare whole numbers, the relative position and magnitude of whole numbers, and relationships within the numeration system.**

<b>K.2A</b>			
Count forward and backward to at least 20 with and without objects.			
MP 1, 2, 3, 4, 5, 6, 7, 8			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
U6	Number Sense – “Counting Cattle” (1-10)	U6	Count with Me (1-20)
U6	Number Sense – Counting in a Line (1-10)	U8	Counting Sticks (1-20)
U6	Number Sense – Counting a Static Scattered Group (1-10)	U8	Counting Objects (1-20)
U6	Number Sense – Remember the Counted Amount (1-10)	U18	Counting Memory
U7	Number Sense – “Counting Cattle” (1-10)	ISIP EM	Set Stories
U7	Number Sense – Counting Fingers (1-10)	ISIP EM	Ten Frame Puzzles (1-20)
U7	Number Sense – Choose the Correct Amount (1-10)	ISIP EM	Total Amount in a Scattered Group
U7	Number Sense – Counting a Static Scattered Group (1-10)	ISIP EM	Understanding Ordinal Numbers
U8	Number Sense – “Counting Cattle” (1-20)		
U8	Number Sense – Counting in a Line (1-20)		

# 1st Grade Math Curriculum Correlated to the Texas Essential Knowledge and Skills



<b>K.2A</b>			
Count forward and backward to at least 20 with and without objects.			
MP 1, 2, 3, 4, 5, 6, 7, 8			
Code	Digital Student Experience	Code	Teacher Resources
U8	Number Sense – Counting in an Array (1-20)		
U8	Number Sense – Counting a Scattered Static Group (1-20)		
U10	Number Sense – “Counting Cattle” (1-20)		
U10	Number Sense – Choose the Correct Amount (1-20)		
U10	Number Sense – Remember the Counted Amount (1-20)		
U10	Number Sense – Counting an Array		
U10	Number Sense – Choose the Correct Amount (1-20)		

<b>K.2B</b>			
Read, write, and represent whole numbers from 0 to at least 20 with and without objects or pictures.			
MP 1, 2, 3, 4, 5, 6, 7, 8			
Code	Digital Student Experience	Code	Teacher Resources
U6	Number Sense – “EZ with a Rock and Roll Beat” (1-20)	U6	Domino Dot Memory (1-10)
U6	Number Sense – Identifying Numbers (1-20)	U7	Counting a Scattered Static Group (1-10)
U6	Number Sense – Identify Missing Numbers (1-20)	U7	Calendar Counting (1-30)
U6	Number Sense – Number Sequence (1-20)	U8	Counting Sticks (1-20)

# Istation Math Curriculum Correlated to the Texas Essential Knowledge and Skills



<b>K.2B</b>			
Read, write, and represent whole numbers from 0 to at least 20 with and without objects or pictures.			
MP 1, 2, 3, 4, 5, 6, 7, 8			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
U7	Number Sense – “EZ with a Rock and Roll Beat” (1-30)	U8	Counting Objects (1-20)
U7	Number Sense – Identifying Numbers (1-30)	U10	Park the Car and Write (1-20)
U7	Number Sense – Identify Missing Numbers (1-30)	U11	Writing Numbers Everywhere (5–10)
U7	Number Sense – Number Sequence (1-30)	U11	Writing Numbers (10–20)
U8	Number Sense – “EZ with a Rock and Roll Beat” (1-50)	U18	Counting Memory
U8	Number Sense – Identifying Numbers (1-50)	ISIP EM	Set Stories
U8	Number Sense – Identify Missing Numbers (1-50)	ISIP EM	Total Amount in a Scattered Group
U8	Number Sense – Number Sequence (1-50)	ISIP EM	Ten Frame Puzzles (1-20)
U11	Number Sense – “Writing Our Numbers”	ISIP EM	Multiple Representations of Numbers (1-10)
U11	Number Sense – Writing Numbers Everywhere (1-10)		
U15	Number Sense – “Pattern of the Count” (1-50)		
U15	Number Sense – Place Value Rows (1-50)		
U15	Number Sense – Number Puzzle (1-50)		
U18	Number Sense – Write Numbers to Represent Numbers (0–20)		
U19	Number Sense – “Pattern of the Count” (1-20)		

# Istation Math Curriculum Correlated to the Texas Essential Knowledge and Skills

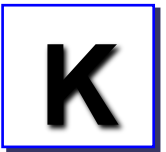


<b>K.2B</b>			
Read, write, and represent whole numbers from 0 to at least 20 with and without objects or pictures.			
MP 1, 2, 3, 4, 5, 6, 7, 8			
Code	Digital Student Experience	Code	Teacher Resources
U19	Number Sense – Place Value Columns (by 1s and 10s to 50)		
U19	Number Sense – Number Puzzle (by 1s and 10s to 50)		

<b>K.2C</b>			
Count a set of objects up to at least 20 and demonstrate that the last number said tells the number of objects in the set regardless of their arrangement or order.			
MP 1, 2, 3, 4, 5, 6, 7, 8			
Code	Digital Student Experience	Code	Teacher Resources
U8	Number Sense – “Counting Cattle” (1-20)	U8	Counting Objects (1-20)
U8	Number Sense – Counting in a Line (1-20)	U10	Park the Car and Write (1-20)
U8	Number Sense – Counting in an Array (1-20)	U11	Writing Numbers Everywhere (5–10)
U10	Number Sense – “Counting Cattle” (1-20)	U11	Writing Numbers (10–20)
U10	Number Sense – Counting in an Array (1-20)	U18	Counting Memory
		ISIP EM	Set Stories
		ISIP EM	Ten Frame Puzzles (1-20)
		ISIP EM	Total Amount in a Scattered Group



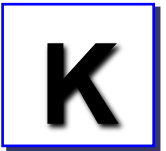
# Istation Math Curriculum Correlated to the Texas Essential Knowledge and Skills



<b>K.2D</b>			
Recognize instantly the quantity of a small group of objects in organized and random arrangements.			
MP 1, 2, 3, 4, 5, 6, 7, 8			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		ISIP EM	Subitizing to Problem Solve

<b>K.2F</b>			
Generate a number that is one more than or one less than another number up to at least 20.			
MP 1, 2, 3, 4, 5, 6, 7, 8			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
U6	Number Sense – “EZ with a Rock and Roll Beat” (1-20)	U6	Less/More/Equal Sets of Concrete Objects
U6	Number Sense – Identify Missing Numbers (1-20)	U19	The Arrow Says (1-50)
U6	Number Sense – Number Sequence (1-20)	U21	The Arrow Says (1-100)
U7	Number Sense – “EZ with a Rock and Roll Beat” (1-30)	ISIP EM	Finding One More or One Less (1-20)
U7	Number Sense – Identify Missing Numbers (1-30)		
U7	Number Sense – Number Sequence (1-30)		
U8	Number Sense – “EZ with a Rock and Roll Beat” (1-50)		
U8	Number Sense – Identify Missing Numbers (1-50)		
U8	Number Sense – Number Sequence (1-50)		
U15	Number Sense – “Pattern of the Count” (1-50)		

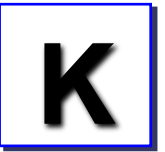
# Istation Math Curriculum Correlated to the Texas Essential Knowledge and Skills



<b>K.2F</b>			
Generate a number that is one more than or one less than another number up to at least 20.			
MP 1, 2, 3, 4, 5, 6, 7, 8			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
U15	Number Sense – Place Value Rows (1-50)		
U15	Number Sense – Number Puzzle (1-50)		
U19	Number Sense – “Pattern of the Count” (1-20)		
U19	Number Sense – Place Value Columns (by 1s and 10s to 50)		
U19	Number Sense – Number Puzzle (by 1s and 10s to 50)		

<b>K.2G</b>			
Compare sets of objects up to at least 20 in each set using comparative language.			
MP 1, 2, 3, 4, 5, 6, 7, 8			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		U6	Less/More/Equal Sets of Concrete Objects
		ISIP EM	Finding One More or One Less (1-20)
		ISIP EM	Comparing Groups of Objects (1-20)
		ISIP EM	Multiple Representations of Numbers (1-10)

# Istation Math Curriculum Correlated to the Texas Essential Knowledge and Skills



<b>K.2H</b>			
Use comparative language to describe two numbers up to 20 presented as written numerals.			
MP 1, 2, 3, 4, 5, 6, 7, 8			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		U6	Less/More/Equal Sets of Concrete Objects
		ISIP EM	Finding One More or One Less (1-20)
		ISIP EM	Comparing Groups of Objects (1-20)
		ISIP EM	Multiple Representations of Numbers (1-10)

<b>K.2I</b>			
Compose and decompose numbers up to 10 with objects and pictures.			
MP 1, 2, 3, 4, 5, 6, 7, 8			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
U9	Computations and Algebraic Thinking – “Part Part Whole in New Orleans” (1-10)	U7	Figuring Out Fives
U9	Computations and Algebraic Thinking – Addition Stories	U8	Parts and Wholes
U10	Computations and Algebraic Thinking – “Part Part Whole in New Orleans” (1-10)	U9	Roll to Find the Whole
U10	Computations and Algebraic Thinking – Part Part Whole Addition Stories	U10	Dogs and Cats on Mats (up to 10)
U12	Computations and Algebraic Thinking – “Part Part Whole in New Orleans” (1-10)	U12	Ten or Not Ten
U12	Computations and Algebraic Thinking – Making Ten Using Tens Frames	U13	Whole in the Hand

# Istation Math Curriculum Correlated to the Texas Essential Knowledge and Skills



<b>K.2I</b>			
Compose and decompose numbers up to 10 with objects and pictures.			
MP 1, 2, 3, 4, 5, 6, 7, 8			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
U12	Computations and Algebraic Thinking – Identifying Addends Using Tens Frames	U18	Decomposing House with Pictures
U13	Computations and Algebraic Thinking – “Chicago Pizza Blues” (within 10)	U18	Decomposing House
U13	Computations and Algebraic Thinking – Subtraction within 10	U19	Relative Magnitude with Part Part Whole
U14	Computations and Algebraic Thinking – “Chicago Pizza Blues” (within 10)	U20	Start, Change, Result
U14	Computations and Algebraic Thinking – Whole Part Part Subtraction Stories (within 10)	U20	Adding with Addend Cards
U18	Number Sense – Decompose Numbers Less Than or Equal to Ten	U22	Beading the Difference

### **K.3 Develop an understanding of addition and subtraction situations in order to solve problems.**

<b>K.3A</b>			
Model the action of joining to represent addition and the action of separating to represent subtraction.			
MP 1, 2, 3, 4, 5, 6, 7, 8			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
U9	Computations and Algebraic Thinking – “Part Part Whole in New Orleans” (1-10)	U7	Figuring Out Fives

# Istation Math Curriculum Correlated to the Texas Essential Knowledge and Skills



<b>K.3A</b>			
Model the action of joining to represent addition and the action of separating to represent subtraction.			
MP 1, 2, 3, 4, 5, 6, 7, 8			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
U9	Computations and Algebraic Thinking – Part Part Whole Addition within 10	U8	Parts and Wholes
U10	Computations and Algebraic Thinking – “Part Part Whole in New Orleans” (1-10)	U9	Roll to Find the Whole
U10	Computations and Algebraic Thinking – Part Part Whole Addition Stories	U10	Dogs and Cats on Mats (up to 10)
U12	Computations and Algebraic Thinking – “Part Part Whole in New Orleans” (1-10)	U12	Ten or Not Ten
U12	Computations and Algebraic Thinking – Making Ten Using Tens Frames	U13	Whole in the Hand
U12	Computations and Algebraic Thinking – Identifying Addends Using Tens Frames	U18	Decomposing House with Pictures
U13	Computations and Algebraic Thinking – “Chicago Pizza Blues” (within 10)	U18	Decomposing House
U13	Computations and Algebraic Thinking – Whole Part Part Subtraction (within 10)	U19	Relative Magnitude with Part Part Whole
U14	Computations and Algebraic Thinking – “Chicago Pizza Blues” (within 10)	U20	Start, Change, Result
U14	Computations and Algebraic Thinking – Whole Part Part Subtraction Stories (within 10)	U20	Adding with Addend Cards

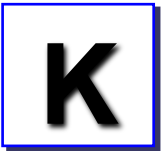
# Istation Math Curriculum Correlated to the Texas Essential Knowledge and Skills



<b>K.3A</b>			
Model the action of joining to represent addition and the action of separating to represent subtraction.			
MP 1, 2, 3, 4, 5, 6, 7, 8			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
U18	Number Sense – Decompose Numbers Less Than or Equal to Ten	U22	Beading the Difference
		ISIP EM	Subtraction within Ten
		ISIP EM	Addition/Subtraction Stories
		ISIP EM	Count Back to Subtract
		ISIP EM	Ten Frame Addition

<b>K.3B</b>			
Solve word problems using objects and drawings to find sums up to 10 and differences within 10.			
MP 1, 2, 3, 4, 5, 6, 7, 8			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
U9	Computations and Algebraic Thinking – “Part Part Whole in New Orleans” (1-10)	U10	Dogs and Cats on Mats (up to 10)
U9	Computations and Algebraic Thinking – Part Part Whole Addition within 10	U12	Ten or Not Ten
U10	Computations and Algebraic Thinking – “Part Part Whole in New Orleans” (1-10)	U18	Decomposing House with Pictures
U10	Computations and Algebraic Thinking – Part Part Whole Addition Stories	U18	Decomposing House

# Istation Math Curriculum Correlated to the Texas Essential Knowledge and Skills



<b>K.3B</b>			
Solve word problems using objects and drawings to find sums up to 10 and differences within 10.			
MP 1, 2, 3, 4, 5, 6, 7, 8			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
U12	Computations and Algebraic Thinking – “Part Part Whole in New Orleans” (1-10)	U19	Relative Magnitude with Part Part Whole
U12	Computations and Algebraic Thinking – Making Ten Using Tens Frames	U20	Start, Change, Result
U12	Computations and Algebraic Thinking – Identifying Addends Using Tens Frames	U20	Adding with Addend Cards
U13	Computations and Algebraic Thinking – “Chicago Pizza Blues” (within 10)	ISIP EM	Subtraction within Ten
U13	Computations and Algebraic Thinking – Whole Part Part Subtraction (within 10)	ISIP EM	Addition/Subtraction Stories
U14	Computations and Algebraic Thinking – “Chicago Pizza Blues” (within 10)	ISIP EM	Count Back to Subtract
U14	Computations and Algebraic Thinking – Whole Part Part Subtraction Stories (within 10)	ISIP EM	Ten Frame Addition
U18	Number Sense – Decompose Numbers Less Than or Equal to Ten		

# Istation Math Curriculum Correlated to the Texas Essential Knowledge and Skills



<b>K.3C</b>			
Explain the strategies used to solve problems involving adding and subtracting within 10 using spoken words, concrete and pictorial models, and number sentences.			
MP 1, 2, 3, 4, 5, 6, 7, 8			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
U9	Computations and Algebraic Thinking – “Part Part Whole in New Orleans” (1-10)	U10	Dogs and Cats on Mats (up to 10)
U9	Computations and Algebraic Thinking – Part Part Whole Addition within 10	U12	Ten or Not Ten
U10	Computations and Algebraic Thinking – “Part Part Whole in New Orleans” (1-10)	U18	Decomposing House with Pictures
U10	Computations and Algebraic Thinking – Part Part Whole Addition Stories	U18	Decomposing House
U12	Computations and Algebraic Thinking – “Part Part Whole in New Orleans” (1-10)	U19	Relative Magnitude with Part Part Whole
U12	Computations and Algebraic Thinking – Making Ten Using Tens Frames	U20	Start, Change, Result
U12	Computations and Algebraic Thinking – Identifying Addends Using Tens Frames	U20	Adding with Addend Cards
U13	Computations and Algebraic Thinking – “Chicago Pizza Blues” (within 10)	ISIP EM	Subtraction within Ten
U13	Computations and Algebraic Thinking – Whole Part Part Subtraction (within 10)	ISIP EM	Addition/Subtraction Stories
U14	Computations and Algebraic Thinking – “Chicago Pizza Blues” (within 10)	ISIP EM	Count Back to Subtract



# Istation Math Curriculum Correlated to the Texas Essential Knowledge and Skills



<b>K.3C</b>			
Explain the strategies used to solve problems involving adding and subtracting within 10 using spoken words, concrete and pictorial models, and number sentences.			
MP 1, 2, 3, 4, 5, 6, 7, 8			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
U14	Computations and Algebraic Thinking – Whole Part Part Subtraction Stories (within 10)	ISIP EM	Ten Frame Addition
U18	Number Sense – Decompose Numbers Less Than or Equal to Ten		

## **K.4 Identify coins in order to recognize the need for monetary transactions.**

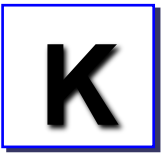
<b>K.4A</b>			
Identify U.S. coins by name, including pennies, nickels, dimes, and quarters.			
MP 1, 2, 3, 4, 5, 6, 7, 8			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
U12	Measurement and Data Analysis – Identify Pennies, Nickels, and Dimes by Name	U12	Coin Name Cover Up



**Algebraic Reasoning**

**K.5 Identify the pattern in the number word list.**

<b>K.5A</b>			
Recite numbers up to at least 100 by ones and tens beginning with any given number.			
MP 1, 2, 3, 4, 5, 6, 7, 8			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
U14	Number Sense – “EZ with a Rock and Roll Beat” (1-100)	U14	One Hundred Is a Lot
U14	Number Sense – Identifying Numbers (1-100)	U14	Skip Counting by Tens
U14	Number Sense – Identify Missing Numbers (1-100)	U14	Roll-Count-Cover
U14	Number Sense – Number Sequence (1-100)	U21	The Arrow Says (1-100)
U14	Number Sense – “Hens by Tens” (1-100)	U23	Decade Numbers
U14	Number Sense – Count the Hen Amount (1-100)		
U14	Number Sense – Count to the Target Amount (1-100)		
U14	Number Sense – Choose the Correct Amount (1-100)		



**Geometry and Measurement**

**K.6 Analyze attributes of two-dimensional shapes and three-dimensional solids to develop generalizations about their properties.**

<b>K.6A</b>			
Identify two-dimensional shapes, including circles, triangles, rectangles, and squares as special rectangles.			
MP 1, 2, 3, 4, 5, 6, 7, 8			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
U1	Geometry – Identify Circles	U1	Identifying Two-Dimensional Shapes
U1	Geometry – Identify Squares	U3	We’re Going on a Shape Hunt
U3	Geometry – Identify Triangles	U9	Considering Sizes of Shapes
U9	Geometry – Identifying Shapes Regardless of Orientation	U14	Odd One Out

<b>K.6B</b>			
Identify three-dimensional shapes, including cylinders, cones, spheres, and cubes in the real world.			
MP 1, 2, 3, 4, 5, 6, 7, 8			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
U14	Geometry – Identify Three-Dimensional Shapes	U14	Shape Four-in-a-Row

# Istation Math Curriculum Correlated to the Texas Essential Knowledge and Skills



<b>K.6C</b>			
Identify two-dimensional components of three-dimensional objects.			
MP 1, 2, 3, 4, 5, 6, 7, 8			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
U14	Geometry – Identify Three-Dimensional Shapes		

<b>K.6D</b>			
Identify attributes of two-dimensional shapes using informal and formal geometric language interchangeably.			
MP 1, 2, 3, 4, 5, 6, 7, 8			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
U1	Geometry – Identify Circles	U1	Identifying Two-Dimensional Shapes
U1	Geometry – Identify Squares	U3	We’re Going on a Shape Hunt
U3	Geometry – Identify Triangles	U9	Considering Sizes of Shapes
U9	Geometry – Identify Shapes Regardless of Orientation	U9	Mighty Shape Match

<b>K.6E</b>			
Classify and sort a variety of regular and irregular two- and three-dimensional figures regardless of orientation or size.			
MP 1, 2, 3, 4, 5, 6, 7, 8			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
U9	Geometry – Identify Shapes Regardless of Orientation	U9	Mighty Shape Match
U9	Geometry – Classify and Count by Attribute	U9	Considering Sizes of Shapes
U14	Geometry – Identify Three-Dimensional Shapes	U14	Shape Four-in-a-Row

# Istation Math Curriculum Correlated to the Texas Essential Knowledge and Skills



<b>K.6E</b>			
Classify and sort a variety of regular and irregular two- and three-dimensional figures regardless of orientation or size.			
MP 1, 2, 3, 4, 5, 6, 7, 8			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
U24	Geometry – Represent Two-Dimensional Shapes Based on Attributes		

## **K.7 Directly compare measurable attributes.**

<b>K.7A</b>			
Give an example of a measurable attribute of a given object, including length, capacity, and weight.			
MP 1, 2, 3, 4, 5, 6, 7, 8			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
U10	Measurement and Data Analysis – Directly Comparing Length	U10	Directly Comparing Length
U10	Measurement and Data Analysis – Directly Comparing Weight	U10	Directly Comparing Weight
U15	Measurement and Data Analysis – Directly Comparing Height	U15	Directly Comparing Height
U15	Measurement and Data Analysis – Directly Compare Capacity of Two Containers	U15	Which Holds More? Which Holds Less?

# Istation Math Curriculum Correlated to the Texas Essential Knowledge and Skills



<b>K.7B</b>			
Compare two objects with a common measurable attribute to see which object has more of/less of the attribute and describe the difference.			
MP 1, 2, 3, 4, 5, 6, 7, 8			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
U10	Measurement and Data Analysis – Comparing Objects by Length	U10	Directly Comparing Length
U10	Measurement and Data Analysis – Comparing Objects by Weight	U10	Directly Comparing Weight
U15	Measurement and Data Analysis – Comparing Objects by Height	U15	Directly Comparing Height
U15	Measurement and Data Analysis – Comparing Objects by Capacity	U15	Which Holds More? Which Holds Less?

## Data Analysis

### K.8 Collect and organize data to make it useful for interpreting information.

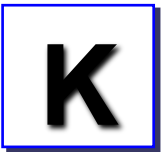
<b>K.8A</b>			
Collect, sort, and organize data into two or three categories.			
MP 1, 2, 3, 4, 5, 6, 7, 8			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		U12	Classify and Compare
		U19	Graphing Tic-Tac-Toe

# Istation Math Curriculum Correlated to the Texas Essential Knowledge and Skills



<b>K.8B</b>			
Use data to create real-object and picture graphs.			
MP 1, 2, 3, 4, 5, 6, 7, 8			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		U19	Graphing Tic-Tac-Toe

<b>K.8C</b>			
Draw conclusions from real-object and picture graphs.			
MP 1, 2, 3, 4, 5, 6, 7, 8			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
U3	Measurement and Data Analysis – Identify Magnitude in Vertical Picture Graphs	U1	Data Dash
U4	Measurement and Data Analysis – Answer Data in Picture Graphs	U3	Graphing Blackout
		U4	GRAPH-O
		U19	Graphing Tic-Tac-Toe



**Personal Financial Literacy**

**K.9 Manage one’s financial resources effectively for lifetime financial security.**

<b>K.9B</b>			
Differentiate between money received as income and money received as gifts.			
MP 1, 2, 3, 4, 5, 6, 7, 8			
Code	Digital Student Experience	Code	Teacher Resources
		PFL	Sorting Through Income and Gifts

<b>K.9D</b>			
Distinguish between wants and needs and identify income as a source to meet one’s wants and needs.			
MP 1, 2, 3, 4, 5, 6, 7, 8			
Code	Digital Student Experience	Code	Teacher Resources
		PFL	The Wants and Needs Game



**Grade 1**

**Numbers and Operations**

**1.2 Represent and compare whole numbers, the relative position and magnitude of whole numbers, and relationships within the numeration system related to place value.**

<b>1.2A</b>			
Recognize instantly the quantity of structure arrangements.			
MP 1, 2, 3, 4, 5, 6, 7, 8			
Code	Digital Student Experience	Code	Teacher Resources
		ISIP EM	Computations and Algebraic Thinking – Subitizing to Problem Solve

<b>1.2B</b>			
Use concrete and pictorial models to compose and decompose numbers up to 120 in more than one way as so many hundreds, so many tens, and so many ones.			
MP 1, 2, 3, 4, 5, 6, 7, 8			
Code	Digital Student Experience	Code	Teacher Resources
U23	Number Sense – Decade Numbers: Free Play Number Puzzle	U14	Roll-Count-Cover
U23	Number Sense – Decade Numbers: Number Puzzle	U15	Digit Deal (up to 50)
		U17	Digit Deal (1-100)
		U23	Decade Numbers

# Istation Math Curriculum Correlated to the Texas Essential Knowledge and Skills

1

## 1.2B

Use concrete and pictorial models to compose and decompose numbers up to 120 in more than one way as so many hundreds, so many tens, and so many ones.

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

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

## 1.2E

Use place value to compare whole numbers up to 120 using comparative language.

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

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

# Istation Math Curriculum Correlated to the Texas Essential Knowledge and Skills

1

## 1.2G

Represent the comparison of two numbers to 100 using the symbols  $>$ ,  $<$ , or  $=$ .

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

Code	Digital Student Experience	Code	Teacher Resources
		ISIP EM	Base Ten Block Battle
		ISIP EM	Graphing Stories – Determining Most and Least

### 1.3 Develop and use strategies for whole number addition and subtraction computations in order to solve problems.

## 1.3B

Use objects and pictorial models to solve word problems involving joining, separating, and comparing sets within 20 and unknowns as any one of the terms in the problem such as  $2 + 4 = [ ]$ ;  $3 + [ ] = 7$ ; and  $5 = [ ] - 3$ ;

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

Code	Digital Student Experience	Code	Teacher Resources
U16	Computations and Algebraic Thinking – Determine Missing Addend	U16	Beginning-Middle-End
U19	Computations and Algebraic Thinking – “Part Part Whole in New Orleans” (1-20)	U24	Mystery in the Middle
U19	Computations and Algebraic Thinking – Part Part Whole Using Ovals	U24	Start, Change, Result (within 20)
U19	Computations and Algebraic Thinking – Part Part Whole Using Ten Frames	FP	Addition Fast Track
U20	Computations and Algebraic Thinking – “Part Part Whole in New Orleans” (1-20)	FP	Subtraction Fast Track

# Istation Math Curriculum Correlated to the Texas Essential Knowledge and Skills

1

## 1.3B

Use objects and pictorial models to solve word problems involving joining, separating, and comparing sets within 20 and unknowns as any one of the terms in the problem such as  $2 + 4 = [ ]$ ;  $3 + [ ] = 7$ ; and  $5 = [ ] - 3$ ;

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

Code	Digital Student Experience	Code	Teacher Resources
U20	Computations and Algebraic Thinking – Addition Stories (1-20) Horizontal Equations	FP	Sticky Sums
U20	Computations and Algebraic Thinking – Addition Stories (1-20) Vertical Equations	FP	Write, Tally, Draw
U24	Computations and Algebraic Thinking – “Chicago Pizza Blues”	FP	Shake It, Make It, Solve It! (Addition)
U24	Computations and Algebraic Thinking – Subtraction Stories (within 20)	FP	Wipe Out

## 1.3C

Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g.,  $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$ ); decomposing a number leading to a ten (e.g.,  $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$ ); using the relationship between addition and subtraction (e.g., knowing that  $8 + 4 = 12$ , one knows  $12 - 8 = 4$ ); and creating equivalent but easier or known sums (e.g., adding  $6 + 7$  by creating the known equivalent  $6 + 6 + 1 = 12 + 1 = 13$ ).

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

Code	Digital Student Experience	Code	Teacher Resources
U20	Computations and Algebraic Thinking – “The Math Whiz”	U20	Doubles Facts
U20	Computations and Algebraic Thinking – Fact Strategies	U20	(Properties of) Operations – Turn Around Addition
U20	Computations and Algebraic Thinking – Commutative Property	U20	(Properties of) Operations – Grouping Groceries

# Istation Math Curriculum Correlated to the Texas Essential Knowledge and Skills

## 1.3C

Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g.,  $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$ ); decomposing a number leading to a ten (e.g.,  $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$ ); using the relationship between addition and subtraction (e.g., knowing that  $8 + 4 = 12$ , one knows  $12 - 8 = 4$ ); and creating equivalent but easier or known sums (e.g., adding  $6 + 7$  by creating the known equivalent  $6 + 6 + 1 = 12 + 1 = 13$ ).

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

Code	Digital Student Experience	Code	Teacher Resources
U20	Computations and Algebraic Thinking – Associative Property	U20	(Properties of) Operations – Identity Property Go Fish!
U20	Computations and Algebraic Thinking – Identity Property	U24	Start, Change, Result! (within 20)
		FP	Addition Fast Track
		FP	Subtraction Fast Track
		FP	Sticky Sums
		FP	Write, Tally, Draw
		FP	Shake It, Make It, Solve It! (Addition)
		FP	Wipe Out
		ISIP EM	Building Sums to Ten
		ISIP EM	Computations and Algebraic Thinking – Fact Family Dominoes

# Istation Math Curriculum Correlated to the Texas Essential Knowledge and Skills

<b>1.3D</b>			
Compose 10 with two or more addends with and without concrete objects.			
MP 1, 2, 3, 4, 5, 6, 7, 8			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
U10	Computations and Algebraic Thinking – “Part Part Whole in New Orleans” (1-20)	U10	Dogs and Cats on Mats (up to Ten)
U10	Computations and Algebraic Thinking – Addition Stories	U12	Ten or Not Ten
U12	Computations and Algebraic Thinking – Identifying Addends using Tens Frames	U13	Whole in the Hand
U20	Computations and Algebraic Thinking – “Part Part Whole in New Orleans” (1-20)	U20	(Properties of) Operations – Turn Around Addition
U20	Computations and Algebraic Thinking – Addition Stories (horizontal orientation)	U20	(Properties of) Operations – Grouping Groceries
U20	Computations and Algebraic Thinking – Addition Stories (vertical orientation)	U20	(Properties of) Operations – Identity Property Go Fish!
U20	Computations and Algebraic Thinking – “The Math Whiz”	U20	Doubles Facts
U20	Computations and Algebraic Thinking – Fact Strategies	FP	Addition Fast Track
U20	Computations and Algebraic Thinking – Commutative Property	FP	Sticky Sums
U20	Computations and Algebraic Thinking – Associative Property	FP	Write, Tally, Draw
U20	Computations and Algebraic Thinking – Identity Property	FP	Shake It, Make It, Solve It! (Addition)
		FP	Wipe Out

# Istation Math Curriculum Correlated to the Texas Essential Knowledge and Skills

1

## 1.3D

Compose 10 with two or more addends with and without concrete objects.

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

Code	Digital Student Experience	Code	Teacher Resources
		ISIP EM	Building Sums to Ten
		ISIP EM	Place Value of Tens and One
		ISIP EM	Fact Family Dominoes

## 1.3F

Understand subtraction as an unknown-addend problem. For example, subtract  $10 - 8$  by finding the number that makes 10 when added to 8.

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

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

# Istation Math Curriculum Correlated to the Texas Essential Knowledge and Skills

<b>1.3F</b>			
Understand subtraction as an unknown-addend problem. For example, subtract $10 - 8$ by finding the number that makes 10 when added to 8.			
MP 1, 2, 3, 4, 5, 6, 7, 8			
Code	Digital Student Experience	Code	Teacher Resources
		ISIP EM	Fact Family Dominoes

**1.4 identify coins, their values, and the relationships among them in order to recognize the need for monetary transactions.**

<b>1.4A</b>			
Identify U.S. coins, including pennies, nickels, dimes, and quarters, by value and describe the relationships among them;			
MP 1, 2, 3, 4, 5, 6, 7, 8			
Code	Digital Student Experience	Code	Teacher Resources
U14	Measurement and Data Analysis – Identify Coins by Value (Pennies, Nickels, and Dimes)	U14	Coin Value Cover Up (Penny/Nickel/Dime)
U16	Measurement and Data Analysis – Identify the Value of a Collection of Mixed Coins (Pennies, Nickels, Dimes)	U16	Money Match
U24	Measurement and Data Analysis – Compare Amounts of Mixed Coins with Given Amounts of Money	U24	Enough Money?



**Algebraic Reasoning**

**1.5 identify and apply number patterns within properties of numbers and operations in order to describe relationships.**

<b>1.5A</b>			
Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.			
MP 1, 2, 3, 4, 5, 6, 7, 8			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
U17	Number Sense – “Pattern of the Count” Count by Ones to 100	U14	One Hundred Is a Lot
U17	Number Sense – Place Value Rows (1-100)	U14	One Hundred Twenty Is Plenty!
U17	Number Sense – Number Puzzle (1-100)	U17	Digit Deal (1-100)
U21	Number Sense – “Pattern of the Count” Count by Ones and Tens to 100	U18	Mixed-Up, Fixed-Up
U21	Number Sense – Place Value Columns (1-100)	U21	The Arrow Says (1-100)
U21	Number Sense – Number Puzzle (1-100)	U23	Decade Numbers

<b>1.5B</b>			
Skip count by twos, fives, and tens to determine the total number of objects up to 120 in a set.			
MP 1, 2, 3, 4, 5, 6, 7, 8			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
U14	Number Sense – “Hens by Tens” (1-100)	U24	Start, Change, Result (within 20)

# Istation Math Curriculum Correlated to the Texas Essential Knowledge and Skills

## 1.5B

Skip count by twos, fives, and tens to determine the total number of objects up to 120 in a set.

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

Code	Digital Student Experience	Code	Teacher Resources
U14	Number Sense – Count the Hens by Tens (1-100)	U14	Roll-Count-Cover
U14	Number Sense – Count by Tens to the Target Amount (1-100)	U16	Tally Mark Dominoes
U14	Number Sense – Choose the Correct Amount (1-100)	U18	Mixed-Up, Fixed-Up
U18	Number Sense – “Pies by Fives” (1-100)	U22	Skip Counting Race
U18	Number Sense – Count the Pies by Fives (1-100)	ISIP EM	Counting by Fives
U18	Number Sense – Create the Pie Recipe (1-100)	ISIP EM	Skip Counting
U18	Number Sense – Choose the Pie Recipe (1-100)	ISIP EM	Skip Counting Rods
U22	Number Sense – “Shoes by Twos” (1-50)		
U22	Number Sense – Count the Shoes by Twos		
U22	Number Sense – Count the Shoes by Twos to the Target		
U22	Number Sense – Fill the Orders by Twos		

# Istation Math Curriculum Correlated to the Texas Essential Knowledge and Skills

1

<b>1.5D</b>			
Represent word problem involving addition or subtraction of whole numbers up to 20 using concrete and pictorial models and number sentences.			
MP 1, 2, 3, 4, 5, 6, 7, 8			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
U22	Computations and Algebraic Thinking – Whole Part Part “Chicago Pizza Blues” (within 20)	U18	Decomposing House
U22	Computations and Algebraic Thinking – Whole Part Part (within 20)	U19	Decomposing House with Pictures
U24	Computations and Algebraic Thinking – Subtraction Stories (within 20)	U22	Beading the Difference
U24	Computations and Algebraic Thinking – Determine the Unknown Whole Numbers in Subtraction Sentences	U22	Mystery in the Middle
		U24	Start, Change, Result! (within 20)

<b>1.5G</b>			
Apply properties of operations to add and subtract two or three numbers.			
MP 1, 2, 3, 4, 5, 6, 7, 8			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
U16	Computations and Algebraic Thinking – Determine the Unknown Whole Number in Addition Sentences	U16	Beginning-Middle-End
U20	Computations and Algebraic Thinking – “The Math Whiz”	U20	Doubles Facts
U20	Computations and Algebraic Thinking – Doubles Strategy	U20	(Properties of) Operations – Turn Around Addition

# Istation Math Curriculum Correlated to the Texas Essential Knowledge and Skills

1

## 1.5G

Apply properties of operations to add and subtract two or three numbers.

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

Code	Digital Student Experience	Code	Teacher Resources
U20	Computations and Algebraic Thinking – Commutative Property of Addition	U20	(Properties of) Operations – Grouping Groceries
U20	Computations and Algebraic Thinking – Associative Property of Addition	U20	(Properties of) Operations – Identity Property Go Fish!
U20	Computations and Algebraic Thinking – Identity Property of Addition	ISIP EM	Counting on Cards
U24	Computations and Algebraic Thinking – Determine the Unknown Whole Numbers in Subtraction Sentences	ISIP EM	Fact Family Dominoes
		ISIP EM	Associative Property of Addition
		ISIP EM	Commutative Property of Addition

**Geometry and Measurement**

**1.6 Analyze attributes of two-dimensional shapes and three-dimensional solids to develop generalizations about their properties.**

<b>1.6A</b>			
Classify and sort regular and irregular two-dimensional shapes based on attributes using informal geometric language.			
MP 1, 2, 3, 4, 5, 6, 7, 8			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
U14	Geometry – Two-Dimensional Shape Comparison	U9	Sorting by One Attribute and Count
		U12	Classify and Compare
		U14	Odd One Out
		U22	Identify Shapes

<b>1.6B</b>			
Distinguish between attributes that define a two-dimensional or three-dimensional figure and attributes that do not define the shape.			
MP 1, 2, 3, 4, 5, 6, 7, 8			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		U14	Shape Four-in-a-Row

**1.7 Select and use units to describe length and time.**

<b>1.7 E</b>			
Tell and write time in hours and half-hours using analog and digital clocks.			
MP 1, 2, 3, 4, 5, 6, 7, 8			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
U16	Measurement and Data Analysis – Tell Time to the Nearest Hour	U16	What Does the Clock Say?
U16	Measurement and Data Analysis – Tell and Write Time from Analog and Digital Clock to the Nearest Half Hour	U16	Roll the Clock
U19	Measurement and Data Analysis – Tell and Write Time from Analog and Digital Clocks to the Nearest Hour and Half Hour	U19	Set the Time and Go!

**Data Analysis**

**1.8 Organize data to make it useful for interpreting information and solving problems.**

<b>1.8A</b>			
Collect, sort, and organize data in up to three categories using models/representations such as tally marks or T-Charts.			
MP 1, 2, 3, 4, 5, 6, 7, 8			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		ISIP EM	Picture Graphs to the Rescue!
		ISIP EM	Analyze and Add Using Picture Graphs
		ISIP EM	Graphing Three Ways

# Istation Math Curriculum Correlated to the Texas Essential Knowledge and Skills

1

## 1.8B

Use data to create picture and bar-type graphs.

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

Code	Digital Student Experience	Code	Teacher Resources
		U19	Graphing Tic-Tac-Toe
		ISIP EM	Graphing Three Ways
		ISIP EM	Picture Graphs to the Rescue!

## 1.8C

Draw conclusions and generate and answer questions using information from picture and bar-type graphs.

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

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



**Personal Financial Literacy**

**1.9 Manage one’s financial resources effective for lifetime financial security.**

<b>1.9C</b>			
Distinguish between spending and saving.			
MP 1, 2, 3, 4, 5, 6, 7, 8			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		PFL	Sorting Through Saving and Spending



**Grade 2**

**Number and Operations**

**2.2 Understand how to represent and compare whole numbers, the relative position and magnitude of whole numbers, and relationships within the numerations system related to place value.**

<b>2.2A</b>			
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.			
MP 1, 2, 3, 4, 5, 6, 7, 8			
Code	Digital Student Experience	Code	Teacher Resources
U30	Number Sense – Writing Standard Form from Expanded Form	U30	Building Numbers Using Base Ten Blocks
U30	Number Sense – Writing Expanded Form from Standard Form	U30	Writing Expanded Form from Standard Form
U30	Number Sense – Writing Word Form from Expanded and Standard Form	U30	Writing Word Form from Expanded and Standard Form
		ISIP	Equivalent Representations
		ISIP	Build a Base Ten Cube
		ISIP	Creating Numbers with Base Ten Blocks
		ISIP	Expanded Form Place Value Cups
		ISIP	Writing Standard Form from Expanded Form

## Istation Math Curriculum Correlated to the Texas Essential Knowledge and Skills

<b>2.2B</b>			
Use standard, word, and expanded forms to represent numbers up to 1,200.			
MP 1, 2, 3, 4, 5, 6, 7, 8			
Code	Digital Student Experience	Code	Teacher Resources
U30	Number Sense – Writing Standard Form from Expanded Form	U30	Building Numbers Using Base Ten Blocks
U30	Number Sense – Writing Expanded Form from Standard Form	U30	Writing Expanded Form from Standard Form
U30	Number Sense – Writing Word Form from Expanded and Standard Form	U30	Writing Word Form from Expanded and Standard Form
		ISIP	Equivalent Representations
		ISIP	Build a Base Ten Cube
		ISIP	Creating Numbers with Base Ten Blocks
		ISIP	Expanded Form Place Value Cups
		ISIP	Writing Standard Form from Expanded Form

<b>2.2D</b>			
Use place value to compare and order whole numbers up to 1,200 using comparative language, numbers, and symbols (>, <, or =).			
MP 1, 2, 3, 4, 5, 6, 7, 8			
Code	Digital Student Experience	Code	Teacher Resources
U30	Number Sense – Comparing Two Two-Digit Whole Numbers	U30	Comparison Symbols

## Istation Math Curriculum Correlated to the Texas Essential Knowledge and Skills

2

<b>2.2D</b>			
Use place value to compare and order whole numbers up to 1,200 using comparative language, numbers, and symbols (>, <, or =).			
MP 1, 2, 3, 4, 5, 6, 7, 8			
Code	Digital Student Experience	Code	Teacher Resources
U30	Number Sense – Comparing Two Three-Digit Numbers	U30	Comparison – Two-Digit Numbers: Language and Symbols
U30	Number Sense – Comparing Two Three-Digit Whole Numbers with Zeroes	U30	Comparison – Three-Digit Numbers
		ISIP	Steps for Comparing Three-Digit Numbers
		ISIP	Building and Comparing Three-Digit Numbers

### 2.3 Recognize and represent fractional units and communicates how they are used to name parts of a whole.

<b>2.3A</b>			
Partition objects into equal parts and name the parts, including halves, fourths, and eighths, using words.			
MP 1, 2, 3, 4, 5, 6, 7, 8			
Code	Digital Student Experience	Code	Teacher Resources
U32	Geometry – Partitioning to Identify Halves, Thirds, and Fourths	U32	Equal Shares of Identical Wholes
U32	Geometry – Equal Shares of Identical Wholes	U32	Identifying Halves, Thirds, and Fourths

**2.4 Develop and use Strategies and methods for whole number computations in order to solve addition and subtraction problems with efficiency and accuracy.**

<b>2.4A</b>			
Recall basic facts to add and subtract within 20 with automaticity.			
MP 1, 2, 3, 4, 5, 6, 7, 8			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		U31	Fact Families – Addition and Subtraction
		FP	Fact Family Dominos (Addition/Subtraction)
		FP	Addition Fast Track
		FP	Subtraction Fast Track
		FP	Left Hand, Right Hand Grab Bag
		FP	Shake It! Make It! Solve It! (Addition)
		FP	Sticky Sums
		FP	Wipe Out
		FP	Write, Tally, Draw
		FP	Building Sums to 20
		ISIP	Addition and Subtraction Fact Families
		ISIP	Fact Family Triangles

## 1st Grade Math Curriculum Correlated to the Texas Essential Knowledge and Skills

<b>2.4B</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.			
MP 1, 2, 3, 4, 5, 6, 7, 8			
Code	Digital Student Experience	Code	Teacher Resources
U31	Computations and Algebraic Thinking – Adding with Regrouping Using Concrete Models	U31	Adding with Regrouping – Concrete
U31	Computations and Algebraic Thinking – Subtracting with Regrouping Using Concrete Models	U31	Adding Using Partitioning
U31	Computations and Algebraic Thinking – Adding with Regrouping – Partitioning	U31	Subtracting Using Partitioning
U31	Computations and Algebraic Thinking – Subtracting with Regrouping – Partitioning	U31	Adding on a Number Line
U31	Computations and Algebraic Thinking – Adding on a Number Line	U31	Subtracting on a Number Line
U31	Computations and Algebraic Thinking – Subtracting on a Number Line	U31	Fact Families – Addition and Subtraction
U31	Computations and Algebraic Thinking – Fact Families – Addition and Subtraction	FP	Fact Family Dominos (Addition/Subtraction)
		FP	Addition Fast Track
		FP	Subtraction Fast Track
		FP	Left Hand, Right Hand Grab Bag
		FP	Shake It! Make It! Solve It! (Addition)
		FP	Sticky Sums

## Istation Math Curriculum Correlated to the Texas Essential Knowledge and Skills

<b>2.4B</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.			
MP 1, 2, 3, 4, 5, 6, 7, 8			
Code	Digital Student Experience	Code	Teacher Resources
		FP	Wipe Out
		FP	Write, Tally, Draw
		ISIP	Partitioning for Addition
		ISIP	Using Arrow Paths to Add and Subtract

<b>2.4C</b>			
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.			
MP 1, 2, 3, 4, 5, 6, 7, 8			
Code	Digital Student Experience	Code	Teacher Resources
U32	Computations and Algebraic Thinking – Two-Step Word Problems with Unknowns at the End	U32	Build Multistep Equations
U32	Computations and Algebraic Thinking – Two-Step Word Problems with Unknowns in the Middle	U32	Build and Solve Two-Step Equations with Addition and Subtraction
		U32	Build Multistep Equations with Multiple Operations
		U32	Solve Multistep Equations
		ISIP	Choosing the Operation

**2.5 Determine the value of coins in order to solve monetary transactions.**

<b>2.5A</b>			
Determine the value of a collection of coin up to one dollar.			
MP 1, 2, 3, 4, 5, 6, 7, 8			
Code	Digital Student Experience	Code	Teacher Resources
		U32	Money Word Problems

<b>2.5B</b>			
Use the cent symbol, dollar sign, and the decimal point to name the value of a collection of coins.			
MP 1, 2, 3, 4, 5, 6, 7, 8			
Code	Digital Student Experience	Code	Teacher Resources
		U32	Money Word Problems

**2.7 Identify and apply number patterns within properties of numbers and operations to describe relationships.**

<b>2.7A</b>			
Determine whether a number up to 40 is even or odd using pairings of objects to represent the number.			
MP 1, 2, 3, 4, 5, 6, 7, 8			
Code	Digital Student Experience	Code	Teacher Resources
U30	Computations and Algebraic Thinking – Even and Odd Pairing	U30	Determining Even and Odd by Pairing

**Geometry and Measurement**

**2.9 Select and use units to describe length, area, and time.**

<b>2.9D</b>			
Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.			
MP 1, 2, 3, 4, 5, 6, 7, 8			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
U33	Measurement and Data Analysis – Choose Units and Measure Lengths	U33	Choosing Units of Linear Measurement
U33	Measurement and Data Analysis – Measure to the Nearest Centimeter	U33	Measure to the Nearest Inch
		U33	Measure to the Nearest Centimeter
		ISIP	Appropriate Tools for Linear Measurement
		ISIP	How to Use Linear Measurement Tools
		ISIP	Measuring Objects
		ISIP	Ruler Relay

<b>2.9G</b>			
Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.			
MP 1, 2, 3, 4, 5, 6, 7, 8			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
U34	Measurement – Tell Time to the Nearest Five Minutes	U34	Time to the Nearest Five Minutes



## Istation Math Curriculum Correlated to the Texas Essential Knowledge and Skills

2

<b>2.9G</b>			
Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.			
MP 1, 2, 3, 4, 5, 6, 7, 8			
Code	Digital Student Experience	Code	Teacher Resources
		U34	Time – AM and PM
		U34	Time to the Quarter Hour

### Data Analysis

#### 2.10 Organize data to make it useful for interpreting information and solving problems.

<b>2.10A</b>			
Explain the length of a bar in a bar graph or the number of pictures in a pictograph represents the number of data points for a given category.			
MP 1, 2, 3, 4, 5, 6, 7, 8			
Code	Digital Student Experience	Code	Teacher Resources
U33	Data Analysis – Solving Problems Using Information Presented in Picture Graphs	U33	Creating Picture Graphs
U33	Data Analysis – Solving Problems Using Information Presented in Bar Graphs	U33	Interpreting Picture Graphs
		U33	Analyzing Picture Graphs
		U33	Creating Bar Graphs
		U33	Interpreting Bar Graphs
		U33	Analyzing Bar Graphs

## Istation Math Curriculum Correlated to the Texas Essential Knowledge and Skills



2.10B			
Organize a collection of data with up to four categories using pictographs and bar graphs with intervals of one or more.			
MP 1, 2, 3, 4, 5, 6, 7, 8			
Code	Digital Student Experience	Code	Teacher Resources
U33	Data Analysis – Solving Problems Using Information Presented in Picture Graphs	U33	Creating Picture Graphs
U33	Data Analysis – Solving Problems Using Information Presented in Bar Graphs	U33	Interpreting Picture Graphs
		U33	Analyzing Picture Graphs
		U33	Creating Bar Graphs
		U33	Interpreting Bar Graphs
		U33	Analyzing Bar Graphs

### Personal Financial Literacy

#### 2.11 Manage one’s financial resources effectively for lifetime financial security.

2.11B			
Explain that saving is an alternative to spending			
MP 1, 2, 3, 4, 5, 6, 7, 8			
Code	Digital Student Experience	Code	Teacher Resources
		PFL	Accumulate Saved Money
		PFL	Saving Graphic Organizer

## 1st Grade Math Curriculum Correlated to the Texas Essential Knowledge and Skills

<b>2.11C</b>			
Distinguish between a deposit and withdrawal.			
MP 1, 2, 3, 4, 5, 6, 7, 8			
Code	Digital Student Experience	Code	Teacher Resources
		PFL	Deposits and Withdrawal

<b>2.11D</b>			
Identify examples of borrowing and distinguish between responsible and irresponsible borrowing.			
MP 1, 2, 3, 4, 5, 6, 7, 8			
Code	Digital Student Experience	Code	Teacher Resources
		PFL	Borrowing

<b>2.11E</b>			
Identify examples of lending and use concepts of benefits and costs to evaluate lending decisions.			
MP 1, 2, 3, 4, 5, 6, 7, 8			
Code	Digital Student Experience	Code	Teacher Resources
		PFL	Lending Decisions

Istation Math Curriculum Correlated to the Texas Essential Knowledge and Skills



<b>2.11F</b>			
Differentiate between producers and consumers and calculate the cost to produce a simple item.			
MP 1, 2, 3, 4, 5, 6, 7, 8			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		PFL	Producers and Consumers

**Grade 3**

**Number and Operations**

**3.3 Represent and explain fractional units.**

<b>3.3A</b>			
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.			
MP 1, 2, 3, 4, 5, 6, 7, 8			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
U37	Number Sense – Equivalent Fractions	U37	Identify Equivalent Fractions
U37	Number Sense – Fractions Equivalent to One	U37	Fractions Equivalent to Whole Numbers
U37	Number Sense – Many Equivalent Fractions	ISIP	Recognizing Fractions in Different Forms

<b>3.3C</b>			
Explain that the fraction $1/b$ 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.			
MP 1, 2, 3, 4, 5, 6, 7, 8			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		ISIP	Recognizing Fractions in Different Forms
		ISIP	Writing Fractions – Symbolic Notation

## 1st Grade Math Curriculum Correlated to the Texas Essential Knowledge and Skills

### 3.3B

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.

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

Code	Digital Student Experience	Code	Teacher Resources
		U37	Identify Equivalent Fractions
		U37	Fractions Equivalent to Whole Numbers

### 3.3F

Represent equivalent fractions with denominators of 2, 3, 4, 6, and 8 using a variety of objects and pictorial models, including number lines.

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

Code	Digital Student Experience	Code	Teacher Resources
U37	Number Sense – Equivalent Fractions	U37	Many Equivalent Fractions
U37	Number Sense – Fractions Equivalent to One	U37	Fractions Equivalent to Whole Numbers
U37	Number Sense – Many Equivalent Fractions	U37	Comparison – Fractions and Whole Numbers – Symbols
U37	Number Sense – Fractions Equivalent to Whole Numbers	U37	Identify Equivalent Fractions
U37	Number Sense – Mixed Numbers	ISIP	Comparing Fractions Using Models
		ISIP	Comparing Fractions
		ISIP	Identify Equivalent Fractions Using Area Models

# Istation Math Curriculum Correlated to the Texas Essential Knowledge and Skills

## 3.3G

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.

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

Code	Digital Student Experience	Code	Teacher Resources
U37	Number Sense – Equivalent Fractions	U37	Many Equivalent Fractions
U37	Number Sense – Fractions Equivalent to One	U37	Fractions Equivalent to Whole Numbers
U37	Number Sense – Many Equivalent Fractions	U37	Comparison – Fractions and Whole Numbers – Symbols
U37	Number Sense – Fractions Equivalent to Whole Numbers	U37	Identify Equivalent Fractions
U37	Number Sense – Mixed Numbers	ISIP	Comparing Fractions Using Models
		ISIP	Comparing Fractions
		ISIP	Identify Equivalent Fractions Using Area Models

## 3.3H

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.

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

Code	Digital Student Experience	Code	Teacher Resources
U37	Number Sense – Comparing Fractions with the Same Denominator	U37	Comparing Fractions with Like Numerators
U37	Number Sense – Comparing Fractions with the Same Numerator		

**3.4 Develop and use strategies and methods for whole number computations in order to solve problems with efficiency and accuracy.**

3.4A			
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.			
MP 1, 2, 3, 4, 5, 6, 7, 8			
Code	Digital Student Experience	Code	Teacher Resources
U36	Computations and Algebraic Thinking – Two-Step Word Problems – All Operations	U36	Build and Solve Two-Step Equations with All Operations

3.4B			
Round to the nearest 10 or 100 or use compatible numbers to estimate solutions to addition and subtraction problems.			
MP 1, 2, 3, 4, 5, 6, 7, 8			
Code	Digital Student Experience	Code	Teacher Resources
U35	Number Sense – Rounding to the Nearest Ten	U35	Rounding – Nearest Ten
U35	Number Sense – Rounding to the Nearest Hundred	U35	Rounding – Nearest Hundred
		U35	Rounding – Nearest Ten, Hundred, Thousand



## Istation Math Curriculum Correlated to the Texas Essential Knowledge and Skills

<b>3.4D</b>			
Determine the total number of objects when equal-sized groups of objects are combined or arranged in arrays up to 10 by 10.			
MP 1, 2, 3, 4, 5, 6, 7, 8			
Code	Digital Student Experience	Code	Teacher Resources
U36	Computations and Algebraic Thinking – Multiply One-Digit Numbers Using Concrete Models	U36	One-Digit by One-Digit Multiplication
U36	Computations and Algebraic Thinking – Multiply One-Digit Numbers Using 1×1 Arrays	U36	Multiplying Two One-Digit Numbers with Arrays

<b>3.4E</b>			
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.			
MP 1, 2, 3, 4, 5, 6, 7, 8			
Code	Digital Student Experience	Code	Teacher Resources
U35	Computations and Algebraic Thinking – Arithmetic Patterns in Multiplication	U35	Arithmetic Patterns in Multiplication
U36	Computations and Algebraic Thinking – Multiply One-Digit Numbers Using Concrete Models	U36	One-Digit by One-Digit Multiplication
U36	Computations and Algebraic Thinking – Multiply One-Digit Numbers Using 1×1 Arrays	U36	Multiplying Two One-Digit Numbers with Arrays
		ISIP	Practicing Fact Families
		ISIP	Strip Diagrams – Compare
		FP	Multominoes
		FP	Tall Towers

## Istation Math Curriculum Correlated to the Texas Essential Knowledge and Skills

### 3.4E

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.

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

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

### 3.4F

Recall facts to multiply up to 10 by 10 with automaticity and recall the corresponding division facts.

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

Code	Digital Student Experience	Code	Teacher Resources
U36	Computations and Algebraic Thinking – Multiplication and Division Fact Families	U36	Fact Families: Multiplication and Division
		U36	Problem Solving Without Numbers: Multiplication and Division
		FP	Multominoes
		FP	Tall Towers

# Istation Math Curriculum Correlated to the Texas Essential Knowledge and Skills

## 3.4F

Recall facts to multiply up to 10 by 10 with automaticity and recall the corresponding division facts.

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

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

## 3.4H

Determine the number of objects in each group when a set of objects is partitioned into equal shares or a set of objects is shared equally.

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

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

# Istation Math Curriculum Correlated to the Texas Essential Knowledge and Skills



<b>3.4H</b>			
Determine the number of objects in each group when a set of objects is partitioned into equal shares or a set of objects is shared equally.			
MP 1, 2, 3, 4, 5, 6, 7, 8			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		ISIP	Doubling and Halving
		ISIP	Relating Multiplication and Division

<b>3.4J</b>			
Determine a quotient using the relationship between multiplication and division.			
MP 1, 2, 3, 4, 5, 6, 7, 8			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
U36	Computations and Algebraic Thinking – Multiplication and Division Fact Families	U36	Fact Families: Multiplication and Division
		ISIP	Doubling and Halving
		ISIP	Relating Multiplication and Division
		ISIP	Practicing with Fact Families
		ISIP	Using Strip Diagrams to Solve Compare Problems

## Istation Math Curriculum Correlated to the Texas Essential Knowledge and Skills

<b>3.4K</b>			
Solve one-step and two-step multiplication 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.			
MP 1, 2, 3, 4, 5, 6, 7, 8			
Code	Digital Student Experience	Code	Teacher Resources
U36	Computations and Algebraic Thinking – Build and Solve Two-Step Equations with All Operations	U36	Build and Solve Two-Step Equations with All Operations
		ISIP	Doubling and Halving
		ISIP	Problem Solving without Numbers: Multiplication and Division
		ISIP	Practicing with Fact Families
		ISIP	Using Strip Diagrams to Solve Compare Problems

### Algebraic Reasoning

#### 3.5 Analyze and create patterns and relationships.

<b>3.5A</b>			
Represent one- and two-step problems involving addition and subtraction of whole numbers to 1,000 using arrays, strip diagrams and equations.			
MP 1, 2, 3, 4, 5, 6, 7, 8			
Code	Digital Student Experience	Code	Teacher Resources
		U35	Addition Problem-Solving Strategies
		U35	Subtraction Problem-Solving Strategies

## 1st Grade Math Curriculum Correlated to the Texas Essential Knowledge and Skills

<b>3.5A</b>			
Represent one- and two-step problems involving addition and subtraction of whole numbers to 1,000 using arrays, strip diagrams and equations.			
MP 1, 2, 3, 4, 5, 6, 7, 8			
Code	Digital Student Experience	Code	Teacher Resources
		U35	Problem Solving Without Numbers: Addition and Subtraction
		U36	Build and Solve Two-Step Equations with All Operations

<b>3.5B</b>			
Represent one- and two-step problems involving multiplication and division of whole numbers to 100 using arrays, strip diagrams and equations.			
MP 1, 2, 3, 4, 5, 6, 7, 8			
Code	Digital Student Experience	Code	Teacher Resources
		U36	Problem Solving Without Numbers: Multiplication and Division
		U36	Build and Solve Two-Step Equations with All Operations

<b>3.5D</b>			
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.			
MP 1, 2, 3, 4, 5, 6, 7, 8			
Code	Digital Student Experience	Code	Teacher Resources
U36	Computations and Algebraic Thinking – Build and Solve Two-Step Equations with All Operations	U36	Fact Families – Multiplication and Division

3.5D			
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.			
MP 1, 2, 3, 4, 5, 6, 7, 8			
Code	Digital Student Experience	Code	Teacher Resources
		U36	Build and Solve Two-Step Equations with All Operations
		U36	Problem Solving Without Numbers: Multiplication and Division
		ISIP	Relating Multiplication and Division
		ISIP	Practicing Fact Families
		ISIP	Using Strip Diagrams to Solve Compare Problems
		ISIP	Using the Commutative Property of Multiplication

**Geometry and Measurement**

**3.6 Analyze attributes of two-dimensional geometric figures to develop generalizations about their properties.**

3.6B			
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.			
MP 1, 2, 3, 4, 5, 6, 7, 8			
Code	Digital Student Experience	Code	Teacher Resources
U38	Geometry – Attributes of Quadrilaterals	U38	Understanding Quadrilaterals
		ISIP	Defining Quadrilaterals by Attributes

<b>3.6C</b>			
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.			
MP 1, 2, 3, 4, 5, 6, 7, 8			
Code	Digital Student Experience	Code	Teacher Resources
		ISIP	Area Square
		ISIP	Finding the Area of Squares
		ISIP	Finding the Area of Rectangles

<b>3.6D</b>			
Decompose composite figures formed by rectangles into non-overlapping rectangles to determine the area of the original figure using the additive property of area.			
MP 1, 2, 3, 4, 5, 6, 7, 8			
Code	Digital Student Experience	Code	Teacher Resources
		ISIP	Finding the Area of Rectangles

**3.7 Select appropriate units, strategies and tools to solve problems involving customary and metric measurement.**



# Istation Math Curriculum Correlated to the Texas Essential Knowledge and Skills

<b>3.7A</b>			
Represent fractions of halves, fourths, and eighths as distances from zero on a number line.			
MP 1, 2, 3, 4, 5, 6, 7, 8			
Code	Digital Student Experience	Code	Teacher Resources
		U37	Identify Equivalent Fractions
		U37	Fractions Equivalent to Whole Numbers

<b>3.7B</b>			
Determine the perimeter of a polygon or a missing length when given perimeter and remaining side lengths in problems.			
MP 1, 2, 3, 4, 5, 6, 7, 8			
Code	Digital Student Experience	Code	Teacher Resources
U38	Measurement and Data Analysis – Perimeter Word Problems	U38	Perimeter Lesson A: Finding Perimeter
		U38	Perimeter Lesson B: Finding Missing Side Lengths in Perimeter Problems
		ISIP	Measurement and Data Analysis – Measuring Perimeter of Polygons

Istation Math Curriculum Correlated to the Texas Essential Knowledge and Skills

<b>3.7C</b>			
Determine the solutions to problems involving addition and subtraction of time intervals in minutes using pictorial models or tools such as a 15-minute event plus a 30-minute event equals 45 minutes.			
MP 1, 2, 3, 4, 5, 6, 7, 8			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
U39	Measurement and Data Analysis – Elapsed Time on a Number Line	U39	Elapsed Time Within One Hour
		U39	Elapsed Time Across Hours

**Data Analysis**

**3.8 Solve problems by collecting, organizing, displaying and interpreting data.**

<b>3.8A</b>			
Summarize a data set with multiple categories using a frequency table, dot plot, pictograph, or bar graph with scaled intervals.			
MP 1, 2, 3, 4, 5, 6, 7, 8			
Code	Digital Student Experience	Code	Teacher Resources
		U39	Solving Two-Step Problems Using Bar Graphs

<b>3.8B</b>			
Solve one- and two-step problems using categorical data represented with a frequency table, dot plot, pictograph, or bar graph with scaled intervals.			
MP 1, 2, 3, 4, 5, 6, 7, 8			
Code	Digital Student Experience	Code	Teacher Resources
U39	Measurement and Data Analysis – Two-Step Word Problems with Bar Graphs	U39	Solving Two-Step Problems Using Bar Graphs

**Personal Financial Literacy**

**3.9 Manage one’s financial resources effectively for a lifetime.**

3.9D			
Explain that credit is used when wants or needs exceed the ability to pay and the it is the borrower’s responsibility to pay it back to the lender, usually with interest.			
MP 1, 2, 3, 4, 5, 6, 7, 8			
Code	Digital Student Experience	Code	Teacher Resources
		PFL	Interest

3.9E			
List reasons to save and explain the benefit of a savings plan, including for college.			
MP 1, 2, 3, 4, 5, 6, 7, 8			
Code	Digital Student Experience	Code	Teacher Resources
		PFL	Planned and Unplanned Spending

**Grade 4**

**Number and Operations**

**4.2 Use the four operations with whole numbers to solve problems.**

4.2A			
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.			
MP 1, 2, 3, 4, 5, 6, 7, 8			
Code	Digital Student Experience	Code	Teacher Resources
U40	Number Sense – Expanded Form to Thousands		
U40	Number Sense – Standard Form to Thousands		

4.2B			
Represent the value of the digit in whole numbers through 1,000,000,000 and decimals to the hundredths using expanded notation and numerals.			
MP 1, 2, 3, 4, 5, 6, 7, 8			
Code	Digital Student Experience	Code	Teacher Resources
U40	Number Sense – Expanded Form to Thousands	U40	Writing Expanded Form from Standard through Thousands and Millions
U40	Number Sense – Expanded Form to Millions	U40	Writing Standard Form from Expanded through Thousands and Millions
U40	Number Sense – Writing Expanded Form from Standard Form through Millions	U40	Writing Word Form from Expanded and Standard through Thousands and Millions
U43	Number Sense – Understanding Decimals (0.1-0.9 and 0.01-0.09)	U43	Standard and Word Form of Decimals (0.01-0.09 and 0.1-0.9)

# Istation Math Curriculum Correlated to the Texas Essential Knowledge and Skills

<b>4.2B</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.			
MP 1, 2, 3, 4, 5, 6, 7, 8			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
U43	Number Sense – Understanding Decimals (0.10-0.90)	U43	Standard and Word Form of Decimals (0.10-0.90)
U43	Number Sense – Understanding Decimals with Visual Models (0.01-1.99)	U43	Standard and Word Form of Decimals (0.01-1.99)
		ISIP	Comparing and Ordering Decimals

<b>4.2D</b>			
Use place value understanding to round multi-digit whole numbers to any place through 1,000,000.			
MP 1, 2, 3, 4, 5, 6, 7, 8			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
U40	Number Sense – Rounding to the Nearest Thousand	U40	Rounding – Nearest Thousand
U40	Number Sense – Round to Any Place up to Thousands with Number Line	U40	Rounding – Nearest Ten, Hundred, Thousand
U40	Number Sense – Round to Any Place up to Thousands with Algorithm	U40	Rounding within Three- and Four-Digit Numbers – Number Line
U40	Number Sense – Rounding Zero	U40	Rounding within Three- and Four-Digit Numbers – Algorithm
		U40	Zero as the Rounding Digit

# Istation Math Curriculum Correlated to the Texas Essential Knowledge and Skills



4.2E			
Represent decimals, including tenths and hundredths, using concrete and visual models and money.			
MP 1, 2, 3, 4, 5, 6, 7, 8			
Code	Digital Student Experience	Code	Teacher Resources
U43	Number Sense – Understanding Decimals (0.1-0.9 and 0.01-0.09)	U43	Standard and Word Form of Decimals (0.01-0.09 and 0.1-0.9)
U43	Number Sense – Understanding Decimals (0.10-0.90)	U43	Standard and Word Form of Decimals (0.10-0.90)
U43	Number Sense – Understanding Decimals with Visual Models (0.01-1.99)	U43	Standard and Word Form of Decimals (0.01-1.99)
		ISIP	Understanding Decimal Numbers with Fractional Language

4.2F			
Compare and order decimals using concrete and visual models to the hundredths.			
MP 1, 2, 3, 4, 5, 6, 7, 8			
Code	Digital Student Experience	Code	Teacher Resources
U43	Number Sense – Understanding Decimals (0.1-0.9 and 0.01-0.09)	U43	Standard and Word Form of Decimals (0.01-0.09 and 0.1-0.9)
U43	Number Sense – Understanding Decimals (0.10-0.90)	U43	Standard and Word Form of Decimals (0.10-0.90)
U43	Number Sense – Understanding Decimals with Visual Models (0.01-1.99)	U43	Standard and Word Form of Decimals (0.01-1.99)
		ISIP	Comparing and Ordering Decimals

# Istation Math Curriculum Correlated to the Texas Essential Knowledge and Skills

4

<b>4.2G</b>			
Relate decimals to fractions that name tenths and hundredths.			
MP 1, 2, 3, 4, 5, 6, 7, 8			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
U43	Number Sense – Determine Equivalent Fractions Tenths and Hundredths	U43	Decimals as Fractions (Tenths and Hundredths)
U43	Number Sense – Determine Equivalent Fractions Using Models	U43	Expressing Equivalent Fractions with Denominators of Ten and One Hundred
		ISIP	Understand Decimal Numbers with Fractional Language
		ISIP	Fraction to Decimal Equivalence

## 4.3 Represent and generate fractions to solve problems.

<b>4.3B</b>			
Decompose a fraction $a/b$ as a sum of fractions $1/b$ , where $a$ and $b$ are whole numbers and $b > 0$ , including with $a > b$ .			
MP 1, 2, 3, 4, 5, 6, 7, 8			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
U43	Number Sense – Decomposing Fractions		



# Istation Math Curriculum Correlated to the Texas Essential Knowledge and Skills

<b>4.3C</b>			
Determine if two given fractions are equivalent using a variety of methods.			
MP 1, 2, 3, 4, 5, 6, 7, 8			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
U43	Number Sense – Determine Equivalent Fractions Using Models	U43	Fraction Comparison Using Benchmark Fractions
U43	Number Sense – Compare Fractions Using Benchmark Fractions	U43	Compare Fractions Using Symbols
U43	Number Sense – Compare Fractions Using Symbols	U43	Compare Fractions Using Common Denominators
		ISIP	Comparing Fractions
		ISIP	Using Area Models to Compare Fractions

<b>4.3D</b>			
Compare two fractions with different numerators and different denominators and represent the comparison using the symbols $>$ , $=$ , or $<$ .			
MP 1, 2, 3, 4, 5, 6, 7, 8			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
U43	Number Sense – Compare Fractions Using Symbols	U43	Compare Fractions Using Symbols
U43	Number Sense – Compare Fractions with Unlike Denominators	U43	Compare Fractions Using Common Denominators
		ISIP	Compare Fractions
		ISIP	Using Area Models to Compare Fractions

4.3E			
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.			
MP 1, 2, 3, 4, 5, 6, 7, 8			
Code	Digital Student Experience	Code	Teacher Resources
U43	Number Sense – Adding Fractions with Like Denominators of Ten and One Hundred	U43	Add Like Denominators of Ten and One Hundred
U43	Number Sense – Adding Fractions with Denominators of Ten and One Hundred	U43	Adding Denominators of Ten to Denominators of One Hundred

**4.4 Develop and use strategies and methods for whole number computations and decimal sums and differences in order to solve problems with efficiency and accuracy.**

4.4C			
Represent the product of two two-digit numbers using arrays, area models, or equations including perfect squares through 15 by 15.			
MP 1, 2, 3, 4, 5, 6, 7, 8			
Code	Digital Student Experience	Code	Teacher Resources
U41	Computations and Algebraic Thinking – Multiply Two-Digit Numbers by Two-Digit Numbers Using Arrays	U41	Two-Digit by Two-Digit Concrete Multiplication
		ISIP	Using Arrays to Derive and Learn Basic Facts

## Istation Math Curriculum Correlated to the Texas Essential Knowledge and Skills

4

<b>4.4D</b>			
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.			
MP 1, 2, 3, 4, 5, 6, 7, 8			
Code	Digital Student Experience	Code	Teacher Resources
U41	Computations and Algebraic Thinking – Multiply Two-Digit Numbers by Two-Digit Numbers Using Arrays	U41	Two-Digit by Two-Digit Concrete Multiplication
		ISIP	Using Arrays to Derive and Learn Basic Facts

<b>4.4H</b>			
Solve with fluency one- and two-step problems involving multiplication and division, including interpreting remainders.			
MP 1, 2, 3, 4, 5, 6, 7, 8			
Code	Digital Student Experience	Code	Teacher Resources
U42	Computations and Algebraic Thinking – Solve Multistep Word Problems	U42	Building and Solving Multistep Equations with All Operations
		ISIP	Using Multiplication to Solve If-Then Word Problems
		ISIP	Using Arrays to Derive and Learn Basic Facts

**Algebraic Reasoning**

**4.5 Develop concepts of expressions and equations.**

<b>4.5A</b>			
Represent multi-step problems involving the four operations with whole numbers using strip diagrams and equations with a letter.			
MP 1, 2, 3, 4, 5, 6, 7, 8			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
U42	Computations and Algebraic Thinking – Solve Multistep Word Problems	U42	Building and Solving Multistep Equations with All Operations
		ISIP	Using Multiplication to Solve If-Then Word Problems

<b>4.5C</b>			
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 ( $l \times w$ ).			
MP 1, 2, 3, 4, 5, 6, 7, 8			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		ISIP	Finding Area of Rectangles and Squares by Using Multiplication
		ISIP	Quantifying Areas of Rectangles and Squares
		ISIP	Making Connections Between Multiplication and Area
		ISIP	Decomposing Figures to Find the Area of Polygons

## 1st Grade Math Curriculum Correlated to the Texas Essential Knowledge and Skills

4

<b>4.5D</b>			
Solve problems related to perimeter and area of rectangle where dimensions are whole numbers.			
MP 1, 2, 3, 4, 5, 6, 7, 8			
Code	Digital Student Experience	Code	Teacher Resources
		ISIP	Finding Area of Rectangles and Squares by Using Multiplication
		ISIP	Quantifying Areas of Rectangles and Squares
		ISIP	Making Connections Between Multiplication and Area
		ISIP	Decomposing Figures to Find the Area of Polygons

### Geometry and Measurement

#### 4.6 Analyze geometric attributes in order to develop generalizations about their properties.

<b>4.6A</b>			
Identify points, lines, line segments, rays, angles, and perpendicular and parallel lines.			
MP 1, 2, 3, 4, 5, 6, 7, 8			
Code	Digital Student Experience	Code	Teacher Resources
		U45	Measuring Angles with a Protractor
		ISIP	Line and Angle Identification

**4.7 Solve problems involving angles less than or equal to 180 degrees.**

4.7C			
Determine the approximate measures of angles in degrees to the nearest whole number using a protractor.			
MP 1, 2, 3, 4, 5, 6, 7, 8			
Code	Digital Student Experience	Code	Teacher Resources
U45	Geometry – Measuring Angles with a Protractor	U45	Measuring Angles with a Protractor
		ISIP	Line and Angle Identification

4.7E			
Determine the measure of an unknown angle formed by two non-overlapping adjacent angles given one or both angle measures.			
MP 1, 2, 3, 4, 5, 6, 7, 8			
Code	Digital Student Experience	Code	Teacher Resources
U45	Geometry – Determine Missing Angles	U45	Find the Missing Angle Measurement
		ISIP	Line and Angle Identification

**4.8 Select appropriate customary and metric units, strategies, and tools to solve problems involving measurement.**

4.8A			
Identify relative sizes of measurement units within the customary and metric systems.			
MP 1, 2, 3, 4, 5, 6, 7, 8			
Code	Digital Student Experience	Code	Teacher Resources
U44	Measurement and Data Analysis – Word Problems with Various Measurements	U44	Converting Units of Measurement in Word Problems

# Istation Math Curriculum Correlated to the Texas Essential Knowledge and Skills

<b>4.8B</b>			
Convert measurements within the same measurement system, customary or metric, from a smaller unit into a larger unit or a larger unit into a smaller unit when given other equivalent measures represented in a table.			
MP 1, 2, 3, 4, 5, 6, 7, 8			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
U44	Measurement and Data Analysis – Word Problems with Various Measurements	U44	Converting Units of Measurement in Word Problems

<b>4.8C</b>			
Solve problems that deal with measurements of length, intervals of time, liquid volumes, mass, and money using addition, subtraction, multiplication or division as appropriate.			
MP 1, 2, 3, 4, 5, 6, 7, 8			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
U44	Measurement and Data Analysis – Word Problems with Various Measurements	U44	Converting Units of Measurement in Word Problems
		ISIP	Measuring Length to the Next Quarter Inch
		ISIP	Calculating Elapsed Time

**Data Analysis**

**4.9 Solve problems by collecting, organizing, displaying and interpreting data.**

<b>4.9A</b>			
Represent data on a frequency table, dot plot, or stem-and-leaf plot marked with whole numbers and fractions.			
MP 1, 2, 3, 4, 5, 6, 7, 8			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
U45	Data Analysis – Line Plots with Fractional Data	U45	Line Plots with Fractional Data
U45	Data Analysis – Analyzing Line Plots	U45	Finding Scales of Line Plots

**Personal Financially Literacy**

**4.10 Manage one’s financial resources effectively for lifetime financial security.**

<b>4.10A</b>			
Distinguish between fixed and variable expenses.			
MP 1, 2, 3, 4, 5, 6, 7, 8			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		PFL	Fixed and Variable Expenses



Istation Math Curriculum Correlated to the Texas Essential Knowledge and Skills



<b>4.10B</b>			
Calculate profit in a given situation.			
MP 1, 2, 3, 4, 5, 6, 7, 8			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		PFL	Calculating Profit

<b>4.10E</b>			
Describe the basic purpose of financial institutions, including keeping money safe, borrowing money, and lending.			
MP 1, 2, 3, 4, 5, 6, 7, 8			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
		PFL	Financial Institutions

**Grade 5**

**Number and Operations**

**5.2 Represent, compare, and order positive rational numbers and understand relationships as related to place value.**

<b>5.2A</b>			
Represent the value of the digit in decimals through the thousandths using expanded notation and numerals.			
MP 1, 2, 3, 4, 5, 6, 7, 8			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
U46	Number Sense – Using Decimal Grids to Compare Decimals	U46	Decimals on a Place Value Mat
		U46	Decimal Grids and Place Value Mats

<b>5.2B</b>			
Compare and order two decimals to thousandths and represent comparisons using the symbols $>$ , $<$ , or $=$ .			
MP 1, 2, 3, 4, 5, 6, 7, 8			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
U46	Number Sense – Compare Decimals Visually on the Number Line	U46	Decimal Grids and Place Value Mats
U46	Number Sense – Compare Tenths and Hundredths on a Number Line	U46	Decimal Comparison on the Number Line
U46	Number Sense – Compare Tenths and Hundredths (with visual aids)	U46	Abstract Decimal Comparison
U46	Number Sense – Abstract Comparison of Decimals to Thousandths	U46	Decimals with Whole Number Comparison

## Istation Math Curriculum Correlated to the Texas Essential Knowledge and Skills

5

<b>5.2C</b>			
Round decimals to tenths or hundredths.			
MP 1, 2, 3, 4, 5, 6, 7, 8			
Code	Digital Student Experience	Code	Teacher Resources
U46	Number Sense – Rounding Decimals on the Number Line	U46	Rounding Decimals on the Number Line
U46	Number Sense – Rounding Decimals with the Rounding Algorithm	U46	Rounding Decimals with the Rounding Algorithm
U46	Number Sense – Round Decimals with Whole Numbers		

**5.3 Develop and use strategies and methods for positive rational number computations in order to solve problems with efficiency and accuracy.**

<b>5.3A</b>			
Estimate to determine solutions to mathematical and real-world problems involving addition, subtraction, multiplication and division.			
MP 1, 2, 3, 4, 5, 6, 7, 8			
Code	Digital Student Experience	Code	Teacher Resources
		ISIP	Estimating Quotients Using Compatible Numbers

## Istation Math Curriculum Correlated to the Texas Essential Knowledge and Skills

<b>5.3C</b>			
Solve with proficiency for quotients of up to a four-digit dividend by a two-digit divisor using strategies and the standard algorithm.			
MP 1, 2, 3, 4, 5, 6, 7, 8			
Code	Digital Student Experience	Code	Teacher Resources
U47	Computations and Algebraic Thinking – Divide Three-Digit Numbers by Two-Digit Numbers with an Area Model	U47	Four-Digit by Two-Digit Division (Partial Quotients)
U47	Computations and Algebraic Thinking – Divide Four-Digit Numbers by Two-Digit Numbers	ISIP	Estimating Quotients Using Compatible Numbers
		ISIP	Using Models to Practice Extended Division Facts
		ISIP	Models for Understanding Remainders

<b>5.3D</b>			
Represent multiplication of decimals with products to the hundredths using objects and pictorial models, including area models.			
MP 1, 2, 3, 4, 5, 6, 7, 8			
Code	Digital Student Experience	Code	Teacher Resources
U46	Computations and Algebraic Thinking – Visual Representation for Multiplying Decimals	U46	Multiplying Decimals by Ten and One Hundred
U46	Computations and Algebraic Thinking – Multiply Decimals by Powers of Ten	U46	Multiplying and Dividing Decimals by Powers of Ten
U46	Computations and Algebraic Thinking – Multiply and Divide Decimals by Powers of Ten		

# Istation Math Curriculum Correlated to the Texas Essential Knowledge and Skills



<b>5.3F</b>			
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.			
MP 1, 2, 3, 4, 5, 6, 7, 8			
Code	Digital Student Experience	Code	Teacher Resources
U46	Computations and Algebraic Thinking – Divide Decimals by Powers of Ten	U46	Dividing Decimals by Ten and One Hundred
U46	Computations and Algebraic Thinking – Multiply and Divide Decimals by Powers of Ten	U46	Multiplying and Dividing Decimals by Powers of Ten
		U47	Concrete Decimal Division
		U47	Representational Decimal Division
		U47	Decimal Division
		U47	Concrete Decimal Division

<b>5.3G</b>			
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.			
MP 1, 2, 3, 4, 5, 6, 7, 8			
Code	Digital Student Experience	Code	Teacher Resources
U46	Computations and Algebraic Thinking – Divide Decimals by Powers of Ten	U46	Dividing Decimals by Ten and One Hundred
U46	Computations and Algebraic Thinking – Multiply and Divide Decimals by Powers of Ten	U46	Multiplying and Dividing Decimals by Powers of Ten
		U47	Concrete Decimal Division

# Istation Math Curriculum Correlated to the Texas Essential Knowledge and Skills

## 5.3G

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.

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

Code	Digital Student Experience	Code	Teacher Resources
		U47	Representational Decimal Division
		U47	Decimal Division
		U47	Concrete Decimal Division

## 5.3H

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.

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

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

# Istation Math Curriculum Correlated to the Texas Essential Knowledge and Skills



<b>5.3I</b>			
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.			
MP 1, 2, 3, 4, 5, 6, 7, 8			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
U48	Computations and Algebraic Thinking – Multiply by Fractions Less Than One	U48	Multiplying by Fractions Less Than One
U48	Computations and Algebraic Thinking – Multiply by Fractions Greater Than One	U48	Multiplying by Fractions Less Than One (Extra Practice)
U48	Computations and Algebraic Thinking – Multiply Fractions with Improper Fractions	U48	Multiplying Fractions Less Than One with Improper Fractions
U50	Measurement and Data Analysis – Multiply Fractions to Find the Area of a Rectangle	U48	Multiplying Whole Numbers by Fractions Less Than One
		U48	Multiplying Whole Numbers by Fractions Greater Than One
		U50	Determine the Area of a Rectangle with Fractional Side Lengths

<b>5.3K</b>			
Add and subtract positive rational numbers fluently.			
MP 1, 2, 3, 4, 5, 6, 7, 8			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
U48	Computations and Algebraic Thinking – Add Fractions with Unlike Denominators	U47	Decimal Addition

<b>5.3K</b>			
Add and subtract positive rational numbers fluently.			
MP 1, 2, 3, 4, 5, 6, 7, 8			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
U48	Computations and Algebraic Thinking – Subtract Fractions with Unlike Denominators	U47	Decimal Subtraction
		U48	Adding Fractions with Unlike Denominators
		U48	Subtracting Fractions with Unlike Denominators
		ISIP	Adding and Subtracting Decimal Numbers in a Word Problem
		ISIP	Adding and Subtracting Fractions with Unlike Denominators
		ISIP	Calculating Reasonable Estimates of Decimal Number Sums

**Algebraic Reasoning**

**5.4 Develop concepts of expressions and equations.**

<b>5.4C</b>			
Generate a numerical pattern when given a rule in the form $y = ax$ or $y = a + x$ and graph.			
MP 1, 2, 3, 4, 5, 6, 7, 8			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
U51	Computations and Algebraic Thinking – Compare Points on a Coordinate Plane	U51	Graphing and Analyzing Lines



# Istation Math Curriculum Correlated to the Texas Essential Knowledge and Skills

<b>5.4E</b>			
Describe the meaning of parentheses and brackets in numeric expression.			
MP 1, 2, 3, 4, 5, 6, 7, 8			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
U49	Computations and Algebraic Thinking – Interpret Numerical Expression with Parentheses	U49	Identifying Expressions in Scenarios
U49	Computations and Algebraic Thinking – Write Numerical Expressions from Words	U49	Writing Expressions from Words – Addition and Subtraction
		U49	Writing Expressions from Words – Subtraction

<b>5.4F</b>			
Simplify numerical expressions that do not involve exponents, including up to two levels of grouping.			
MP 1, 2, 3, 4, 5, 6, 7, 8			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
U49	Computations and Algebraic Reasoning – Evaluate Numerical Expressions with Parentheses	U49	Evaluating Numerical Expressions with Parentheses

<b>5.4G</b>			
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 $V = Bh$ ).			
MP 1, 2, 3, 4, 5, 6, 7, 8			
<b>Code</b>	<b>Digital Student Experience</b>	<b>Code</b>	<b>Teacher Resources</b>
U50	Measurement and Data Analysis – Volume of Irregular Figures	U50	Volume of Rectangular Prisms

<b>5.4G</b>			
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 $V = Bh$ ).			
MP 1, 2, 3, 4, 5, 6, 7, 8			
Code	Digital Student Experience	Code	Teacher Resources
		U50	Volume of Rectangular Figures
		ISIP	Volume as an Attribute of Three-Dimensional Space
		ISIP	Quantifying Volume: Counting Same-Sized Units
		ISIP	Integrating Fact Practice and Volume
		ISIP	Calculating Volume in Multistep Word Problems

**Geometry and Measurement**

**5.5 Classify two-dimensional figures by attributes and properties.**

<b>5.5A</b>			
Classify two-dimensional figures in a hierarchy of sets and subsets using graphic organizers based on their attributes and properties.			
MP 1, 2, 3, 4, 5, 6, 7, 8			
Code	Digital Student Experience	Code	Teacher Resources
		ISIP	Analyzing Properties of Two- and Three-Dimensional Figures

**5.6 Understand, recognize, and quantify volume.**

<b>5.6A</b>			
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.			
MP 1, 2, 3, 4, 5, 6, 7, 8			
Code	Digital Student Experience	Code	Teacher Resources
U50	Measurement and Data Analysis – Volume of Irregular Figures	U50	Volume of Rectangular Prisms
		U50	Volume of Irregular Figures
		ISIP	Volume as an Attribute of Three-Dimensional Space
		ISIP	Quantifying Volume: Counting Same-Sized Units
		ISIP	Integrating Fact Practice and Volume
		ISIP	Calculating Volume in Multistep Word Problems

<b>5.6B</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.			
MP 1, 2, 3, 4, 5, 6, 7, 8			
Code	Digital Student Experience	Code	Teacher Resources
U50	Measurement and Data Analysis – Volume of Irregular Figures	U50	Volume of Rectangular Prisms
		U50	Volume of Rectangular Figures
		ISIP	Volume as an Attribute of Three-Dimensional Space

## 1st Grade Math Curriculum Correlated to the Texas Essential Knowledge and Skills

<b>5.6B</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.			
MP 1, 2, 3, 4, 5, 6, 7, 8			
Code	Digital Student Experience	Code	Teacher Resources
		ISIP	Quantifying Volume: Counting Same-Sized Units
		ISIP	Integrating Fact Practice and Volume
		ISIP	Calculating Volume in Multistep Word Problems

### 5.7 Select appropriate units, strategies, and tools to solve problems involving measurement.

<b>5.7A</b>			
Calculate conversions within a measurement system, customary or metric.			
MP 1, 2, 3, 4, 5, 6, 7, 8			
Code	Digital Student Experience	Code	Teacher Resources
		ISIP	Performing Customary Measurement Conversions
		ISIP	Converting Standard Units of Measurement

**5.8 Identify locations on a coordinate plane.**

**5.8A**

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.

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

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

**5.8B**

Describe the process for graphing ordered pairs of numbers in the first quadrant of the coordinate plane.

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

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

## Istation Math Curriculum Correlated to the Texas Essential Knowledge and Skills

5

<b>5.8C</b>			
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.			
MP 1, 2, 3, 4, 5, 6, 7, 8			
Code	Digital Student Experience	Code	Teacher Resources
U51	Computations and Algebraic Thinking – Compare Points on a Coordinate Plane	U51	Graphing and Analyzing Lines
		ISIP	Identifying and Plotting Ordered Pairs on the Coordinate Plane

### Personal Financial Literacy

#### 5.10 Manage one’s financial resources effectively for lifetime financial security.

<b>5.10A</b>			
Define income tax, payroll tax, sales tax, and property tax			
MP 1, 2, 3, 4, 5, 6, 7, 8			
Code	Digital Student Experience	Code	Teacher Resources
		PFL	Defining Taxes



**Appendix**

**Classroom Resource**

<b>General Graphic Organizers</b>	
<b>Code</b>	<b>Teacher Resources</b>
CR	Dot Paper
CR	Framer Model
CR	Framer Model (multiple)
CR	Grid Paper
CR	Grid Paper (cm)
CR	Grid Paper (in)
CR	If-Then Diagram (Large)
CR	If-Then Diagrams
CR	Multiple Number Lines (10-100)
CR	Number Cards (1-10)
CR	Number Cards (1-20)
CR	Number Line 0-10 (Labeled and Blank)
CR	Number Line 0-100 (Labeled and Blank)
CR	Number Line 0-20 (Labeled and Blank)
CR	Number Line 0-50 (Labeled and Blank)



<b>General Graphic Organizers</b>	
<b>Code</b>	<b>Teacher Resources</b>
CR	Place Value Mat: 3-Column (Blank)
CR	Place Value Mat: 4-Column (Blank)
CR	Ten Frame
CR	Three-Digit Number Cards
CR	Types of Word Problems Anchor Chart

<b>Number Sense</b>	
<b>Code</b>	<b>Teacher Resources</b>
CR	100 Chart
CR	120 Chart
CR	Base Ten Block Cards (0-50)
CR	Base Ten Block Cards (Multiples of Ten)
CR	Counting Strips (1-10)
CR	Counting Strips (1-20)
CR	Decimal Cards
CR	Decimal Grid: Thousandths
CR	Decimal Grids: Tenths and Hundredths
CR	Decimal Models: One Whole Through Thousandths





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



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

<b>Measurement</b>	
<b>Code</b>	<b>Resources</b>
CR	Customary Unit Conversion Cards – Linear Measurement
CR	Customary Unit Conversion Cards – Liquid Measurement
CR	Linear Measurement Bundle (Includes the following five resources)
CR	Linear Measurement Anchor Chart
CR	Linear Measurement Body Benchmarks Anchor Chart
CR	Linear Measurement Graphic Organizer



<b>Measurement</b>	
<b>Code</b>	<b>Resources</b>
CR	Linear Measurement Steps Anchor Chart
CR	Linear Measurement Yards vs. Meters Anchor Chart

<b>Data Analysis</b>	
<b>Code</b>	<b>Teacher Resources</b>
CR	Analyzing Line Plots

<b>Geometry</b>	
<b>Code</b>	<b>Teacher Resources</b>
CR	Three-Dimensional Figure Nets
CR	Two-Dimensional Shapes

**Parent Portal Lessons**

<b>Early Math PK-1</b>	
<b>Code</b>	<b>Teacher Resources</b>
PP	Fact Practice Addition Fast Tract
PP	Fact Practice Addition Road Racing
PP	Fact Practice Building Sums with Dice
PP	Fact Practice Choose the Operation (Addition and Subtraction)

# Istation Math Curriculum Correlated to the Common Core State Standards for Mathematics



<b>Early Math PK-1</b>	
<b>Code</b>	<b>Teacher Resources</b>
PP	Fact Practice Counting to Answer Math Questions
PP	Fact Practice Matching Numerals to Quantities
PP	Fact Practice Recognizing, Ordering and Counting
PP	Fact Practice Shake It! Make It! Solve It! (Addition)
PP	Fact Practice Skip Counting Raceway (Skip Counting by Fives and Tens)
PP	Fact Practice Skip Counting Raceway (Skip Counting by Twos)
PP	Fact Practice Sticky Sums
PP	Fact Practice Subtraction Fast Track
PP	Fact Practice Subtraction Road Racing
PP	Fact Practice Write, Tally, Dray (Addition)
PP	Practice Sorting by Attributes

<b>Istation Math 2-5</b>	
<b>Code</b>	<b>Teacher Resources</b>
PP	Fact Practice Adding on a Number Line
PP	Fact Practice Addition and Subtraction Fact Families
PP	Fact Practice Choose the Operation (Addition and Subtraction)
PP	Fact Practice Choose the Operation (Multiplication and Division)

# Istation Math Curriculum Correlated to the Common Core State Standards for Mathematics



<b>Istation Math 2-5</b>	
<b>Code</b>	<b>Teacher Resources</b>
PP	Fact Practice Fact Family Dominoes (Addition/Subtraction)
PP	Fact Practice Identifying Halves, Thirds, Fourths
PP	Fact Practice Multiplication and Division Fact Family Triangles
PP	Fact Practice Multiplication Fast Track
PP	Fact Practice Multiply Then Add
PP	Fact Practice Multominoes
PP	Fact Practice Shake It! Make It! Solve It! (Multiplication)
PP	Fact Practice Sticky Products
PP	Fact Practice Subtracting on a number Line
PP	Fact Practice Two-Digit Comparison: Who Has More?
PP	Fact Practice Two-Digit Comparison: Who Has Less?
PP	Fact Practice Three- and Four-Digit Comparison: Who Has More?
PP	Fact Practice Three-and Four-Digit Comparison: Who Has Less?
PP	Fact Practice Understanding Decimal Numbers
PP	Fact Practice Write, Expand, Sketch
PP	Fact Practice Writing Expressions from Scenarios
PP	Practice Linear Measurement Scavenger Hunt (Centimeter)

# Istation Math Curriculum Correlated to the Common Core State Standards for Mathematics



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