



Istation

Istation Math Curriculum Correlated to the Virginia
Standards of Learning Mathematics

Grade K – Grade 5



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K–12 Mathematical Process Goals (MPG)

As stated in Virginia Standards for Learning Mathematics, “The content of the mathematics standards is intended to support the following five process goals for students: becoming mathematical problem solvers, communicating mathematically, reasoning mathematically, making mathematical connections, and using mathematical representations to model and interpret practical situations.” Each applicable Mathematical Process Goal is listed below the correlation with the corresponding code, MP1–5.

Mathematical Process Goal 1: Mathematical problem solving.

Mathematical Process Goal 2: Mathematica communication.

Mathematical Process Goal 3: Mathematical reasoning

Mathematical Process Goal 4: Mathematical connections.

Mathematical Process Goal 5: Mathematical representations.

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

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



Power Path Featured Content

Newest Features			
Power Path is the next generation of activities for Istation, bringing a more modern approach to the user experience. These activities contain a greater degree of adaptability, many more questions, and a greater sense of agency for the student.			
MP 1, 2, 3, 4, 5			
Code	Digital Student Experience	Code	Teacher Resources
K.2a			
U9-11	Number Sense – Comparison Cards: Comparing Groups or Numbers	U9-11	More or Less? Which is Best?
K.3a K.3c			
		U13-15	Odd One Out - Counting
1.1a 1.1b			
		U16-17	One Hundred Twenty is Plenty
1.2a 1.2b			
		U12-13	Two-Digit Memory
U14-16	Number Sense – Comparison Cards: Comparing Two-Digit Numbers	U14-16	Dare to compare two-digit numbers
2.1a			
		U30-31	Make It, Break It, Toss It
2.1b 2.1d			
		U24-30	Skip Counting with Patterns



Newest Features			
Power Path is the next generation of activities for Istation, bringing a more modern approach to the user experience. These activities contain a greater degree of adaptability, many more questions, and a greater sense of agency for the student.			
MP 1, 2, 3, 4, 5			
Code	Digital Student Experience	Code	Teacher Resources
2.1c			
U33-35	Number Sense – Comparison Cards: Comparing Three-Digit Numbers	U33-35	Dare to Compare Three-digit numbers
4.1a			
4.2b			
U41-43	Number Sense – Comparison Cards: Comparing Multi-Digit Numbers	U41-43	Dare to Compare Multi-Digit Numbers
4.1c			
U42-44	Number Sense – Pyramid Pinball: Rounding to Any Place	U42-44	Round and Round We Go (Multi-Digit) Numbers
5.1			
U48-50	Number Sense – Pyramid Pinball: Rounding Decimals	U48-50	Round and Round We Go (Decimal) Numbers



Power Path Featured Content (Spanish)

Newest Features			
Power Path is the next generation of activities for Istation, bringing a more modern approach to the user experience. These activities contain a greater degree of adaptability, many more questions, and a greater sense of agency for the student.			
MP 1, 2, 3, 4, 5, 6, 7, 8			
Code	Digital Student Experience	Code	Teacher Resources
K.2a			
U9-11	Tarjetas de comparación - Comparando grupos o números	U9-11	¿Más o menos? ¿Cuál es mejor?
1.2b			
U14-16	Tarjetas de comparación - Comparando números de dos dígitos	U14-16	Atrévete a comparar (Números de dos dígitos)
2.1c			
U33-35	Tarjetas de comparación - Comparando números de tres dígitos	U33-35	Atrévete a comparar (Números de tres dígitos)
4.1c			
		U42-44	Dando y dando la vuelta (Números de dígitos múltiples)
5.1			
		U48-50	Dando y dando la vuelta (Decimales)



Kindergarten

Number and Number Sense

K.1			
The student will:			
a) Tell how many are in a given set of 20 or fewer objects by counting orally.			
b) Read, write, and represent numbers from 0 through 20.			
MP 1, 2, 3, 4, 5			
Code	Digital Student Experience	Code	Teacher Resources
U6	Number Sense – “Counting Cattle” (1-10)	U6	Domino Dot Memory (1-10)
U6	Number Sense – Counting in a Line (1-10)	U7	Counting a Scattered Static Group (1-10)
U6	Number Sense – Counting a Static Scattered Group (1-10)	U8	Counting Sticks (1-20)
U6	Number Sense – Remember the Counted Amount (1-10)	U8	Counting Objects (1-20)
U7	Number Sense – “Counting Cattle” (1-10)	U10	Park the Car and Write (1-20)
U7	Number Sense – Counting Fingers (1-10)	U11	Writing Numbers Everywhere (5-10)
U7	Number Sense – Choose the Correct Amount (1-10)	U11	Writing Numbers (10-20)
U7	Number Sense – Counting a Static Scattered Group (1-10)	U18	Counting Memory
U8	Number Sense – “Counting Cattle” (1-20)	ISIP EM	Set Stories
U8	Number Sense – Counting in a Line (1-20)	ISIP EM	Ten Frame Puzzles (1-20)
U8	Number Sense – Counting in an Array (1-20)	ISIP EM	Total Amount in a Scattered Group



K.1

The student will:

- a) Tell how many are in a given set of 20 or fewer objects by counting orally.
- b) Read, write, and represent numbers from 0 through 20.

MP 1, 2, 3, 4, 5

Code	Digital Student Experience	Code	Teacher Resources
U8	Number Sense – Counting a Scattered Static Group (1-20)	ISIP EM	Multiple Representations of Numbers (1-10)
U10	Number Sense – “Counting Cattle” (1-20)	ISIP EM	Subitizing to Problem Solve
U10	Number Sense – Choose the Correct Amount (1-20)		
U10	Number Sense – Remember the Counted Amount (1-20)		
U11	Number Sense – “Writing Our Numbers”		
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 to Represent Numbers (0-20)		
U19	Number Sense – “Pattern of the Count” (1-20)		
U19	Number Sense – Place Value Columns (by ones and tens to 50)		
U19	Number Sense – Number Puzzle (by ones and tens to 50)		



K.2

The student, given no more than three sets, each set containing 10 or fewer concrete objects, will

- a) Compare and describe one set as having more, fewer, or the same number of objects and the other set(s); and
- b) Compare and order sets from least to greatest and greatest to least.

MP 1, 2, 3, 4, 5

Code	Digital Student Experience	Code	Teacher Resources
		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)

K.3

The student will

- a) Count forward orally by ones from 0 to 100;
- b) Count backward orally by ones when given any number between 1 and 10;
- c) Identify the number after, without counting, when given any number between 0 and 100 and identify the number before, without counting, when given any number between 1 and 10;
- d) Count forward by tens to determine the total number of objects to 100.

MP 1, 2, 3, 4, 5

Code	Digital Student Experience	Code	Teacher Resources
U4	Number Sense – “EZ with a Rock and Roll Beat” (1-10)	U6	Count with Me (1-20)
U4	Number Sense – Identifying Numbers (1-10)	U8	Counting Sticks (1-20)



K.3

The student will

- a) Count forward orally by ones from 0 to 100;
- b) Count backward orally by ones when given any number between 1 and 10;
- c) Identify the number after, without counting, when given any number between 0 and 100 and identify the number before, without counting, when given any number between 1 and 10;
- d) Count forward by tens to determine the total number of objects to 100.

MP 1, 2, 3, 4, 5

Code	Digital Student Experience	Code	Teacher Resources
U4	Number Sense – Identify Missing Numbers (1-10)	U6	Domino Dot Memory (1-10)
U4	Number Sense – Number Sequence (1-10)	U7	Counting a Scattered Static Group (1-10)
U6	Number Sense – “EZ with a Rock and Roll Beat” (1-20)	U7	Calendar Counting (1-30)
U6	Number Sense – Identifying Numbers (1-20)	U8	Counting Sticks (1-20)
U6	Number Sense – Identify Missing Numbers (1-20)	U8	Counting Objects (1-20)
U6	Number Sense – Number Sequence (1-20)	U10	Park the Car and Write (1-20)
U6	Number Sense – “Counting Cattle” (1-10)	U11	Writing Numbers Everywhere (5-10)
U6	Number Sense – Counting in a Line (1-10)	U11	Writing Numbers (10-20)
U6	Number Sense – Counting a Static Scattered Group (1-10)	U14	One Hundred Is a Lot
U6	Number Sense – Remember the Counted Amount (1-10)	U14	Roll–Count–Cover
U7	Number Sense – “EZ with a Rock and Roll Beat” (1-30)	U18	Counting Memory
U7	Number Sense – Identifying Numbers (1-30)	U21	The Arrow Says (1-100)



K.3

The student will

- a) Count forward orally by ones from 0 to 100;
- b) Count backward orally by ones when given any number between 1 and 10;
- c) Identify the number after, without counting, when given any number between 0 and 100 and identify the number before, without counting, when given any number between 1 and 10;
- d) Count forward by tens to determine the total number of objects to 100.

MP 1, 2, 3, 4, 5

Code	Digital Student Experience	Code	Teacher Resources
U7	Number Sense – Identify Missing Numbers (1-30)	U23	Decade Numbers
U7	Number Sense – Number Sequence (1-30)	ISIP EM	Set Stories
U7	Number Sense – “Counting Cattle” (1-10)	ISIP EM	Ten Frame Puzzles (1-20)
U7	Number Sense – Counting Fingers (1-10)	ISIP EM	Total Amount in a Scattered Group
U7	Number Sense – Choose the Correct Amount (1-10)	ISIP EM	Understanding Ordinal Numbers
U7	Number Sense – Counting a Static Scattered Group (1-10)		
U8	Number Sense – “Counting Cattle” (1-20)		
U8	Number Sense – Counting in a Line (1-20)		
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)		



K.3

The student will

- a) Count forward orally by ones from 0 to 100;
- b) Count backward orally by ones when given any number between 1 and 10;
- c) Identify the number after, without counting, when given any number between 0 and 100 and identify the number before, without counting, when given any number between 1 and 10;
- d) Count forward by tens to determine the total number of objects to 100.

MP 1, 2, 3, 4, 5

Code	Digital Student Experience	Code	Teacher Resources
U10	Number Sense – Choose the Correct Amount (1-20)		
U10	Number Sense – Remember the Counted Amount (1-20)		
U10	Number Sense – Counting an Array (1-20)		
U10	Number Sense – Counting a Scattered Static Group (1-20)		
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)		
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 to Represent Numbers (0-20)		
U19	Number Sense – “Pattern of the Count” (1-20)		



K.3

The student will

- a) Count forward orally by ones from 0 to 100;
- b) Count backward orally by ones when given any number between 1 and 10;
- c) Identify the number after, without counting, when given any number between 0 and 100 and identify the number before, without counting, when given any number between 1 and 10;
- d) Count forward by tens to determine the total number of objects to 100.

MP 1, 2, 3, 4, 5

Code	Digital Student Experience	Code	Teacher Resources
U19	Number Sense – Place Value Columns (by ones and tens to 50)		
U19	Number Sense – Number Puzzle (by ones and tens to 50)		

K.4

The student will

- a) Recognize and describe with fluency part-whole relationships for numbers up to 5; and
- b) Investigate and describe part-whole relationships for numbers up to 10.

MP 1, 2, 3, 4, 5

Code	Digital Student Experience	Code	Teacher Resources
U9	Computations and Algebraic Thinking – “Part Part Whole in New Orleans” (1-10)	U7	Figuring Out Fives
U9	Computations and Algebraic Thinking – Part Part Whole Addition 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



K.4			
The student will			
a) Recognize and describe with fluency part-whole relationships for numbers up to 5; and b) Investigate and describe part-whole relationships for numbers up to 10.			
MP 1, 2, 3, 4, 5			
Code	Digital Student Experience	Code	Teacher Resources
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 – Subtraction Within Ten	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
		ISIP EM	Subtraction within Ten



K.4			
The student will			
a) Recognize and describe with fluency part-whole relationships for numbers up to 5; and b) Investigate and describe part-whole relationships for numbers up to 10.			
MP 1, 2, 3, 4, 5			
Code	Digital Student Experience	Code	Teacher Resources
		ISIP EM	Addition/Subtraction Stories
		ISIP EM	Count Back to Subtract
		ISIP EM	Ten Frame Addition

Computation and Estimation

K.6			
The student will model and solve single-step story and picture problems with sums to 10 and differences within 10, using concrete objects.			
MP 1, 2, 3, 4, 5			
Code	Digital Student Experience	Code	Teacher Resources
U9	Computations and Algebraic Thinking – “Part Part Whole in New Orleans” (1-10)	U7	Figuring Out Fives
U9	Computations and Algebraic Thinking – Part Part Whole Addition within 10	U8	Parts and Wholes
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

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K.6			
The student will model and solve single-step story and picture problems with sums to 10 and differences within 10, using concrete objects.			
MP 1, 2, 3, 4, 5			
Code	Digital Student Experience	Code	Teacher Resources
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 – Subtraction Within Ten	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		



Measurement and Geometry

K.9			
The student will compare two objects or events, using direct comparisons, according to one or more of the following attributes: length (longer, shorter., height (taller, shorter., weight (heavier, lighter., temperature (hotter, colder., volume (more, less., and time (longer shorter.			
MP 1, 2, 3, 4, 5			
Code	Digital Student Experience	Code	Teacher Resources
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?

K.10			
The student will			
<ul style="list-style-type: none"> a) Identify and describe plane figures (circle, triangle, square, and rectangle); b) Compare the size (smaller, larger) and shape of plane figures (circle, triangle, square, and rectangle); and c) Describe the location of one object relative to another (above, below, next to) and identify representations of plane figures (circle, triangle, square, and rectangle) regardless of their positions and orientations in space. 			
MP 1, 2, 3, 4, 5			
Code	Digital Student Experience	Code	Teacher Resources
U1	Geometry – Identify Circles	U1	Identifying Two-Dimensional Shapes
U1	Geometry – Identify Squares	U3	We’re Going on a Shape Hunt



K.10

The student will

- a) Identify and describe plane figures (circle, triangle, square, and rectangle);
- b) Compare the size (smaller, larger) and shape of plane figures (circle, triangle, square, and rectangle); and
- c) Describe the location of one object relative to another (above, below, next to) and identify representations of plane figures (circle, triangle, square, and rectangle) regardless of their positions and orientations in space.

MP 1, 2, 3, 4, 5

Code	Digital Student Experience	Code	Teacher Resources
U3	Geometry – Identify Triangles	U9	Considering Sizes of Shapes
U9	Geometry – Identifying Shapes Regardless of Orientation	U9	Mighty Shape Match
U9	Geometry – Classify and Count by Attribute	U14	Shape Four-in-a-Row
U14	Geometry – Identify Three-Dimensional Shapes	U14	Odd One Out

Probability and Statistics

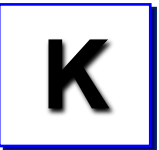
K.11

The student will

- a) Collect, organize and represent data; and
- b) Read and interpret data in object graphs, picture graphs, and tables.

MP 1, 2, 3, 4, 5

Code	Digital Student Experience	Code	Teacher Resources
		U12	Classify and Compare
		U19	Graphing Tic-Tac-Toe



Patterns, Functions, and Algebra

K.12			
The student will sort and classify objects according to one attribute			
MP 1, 2, 3, 4, 5			
Code	Digital Student Experience	Code	Teacher Resources
U3	Geometry – Identify Triangles	U9	Considering Sizes of Shapes
U9	Geometry – Identify Shapes Regardless of Orientation	U9	Considering Sizes of Shapes
U9	Geometry – Classify and Count by Attribute	U9	Mighty Shape Match
U14	Geometry – Identify Three-Dimensional Shapes	U14	Shape Four-in-a-Row

K.13			
The student will identify, describe, extend, create, and transfer repeating patterns.			
MP 1, 2, 3, 4, 5			
Code	Digital Student Experience	Code	Teacher Resources
		ISIP EM	Identify the Pattern Rule, Duplicate and Extend Patterns
		ISIP EM	Identify, Duplicate and Extend Sequential Patterns
		ISIP EM	Identify, Duplicate and Extend Growing Patterns
		ISIP EM	Pattern Rules
		ISIP EM	Find the Rule of a Pattern
		ISIP EM	Use a Rule to Duplicate a Pattern

Grade 1

Number and Number Sense

1.1

The student will

- a) Count forward orally by ones to 110, starting at any number between 0 and 110;
- b) Write the numerals 0 to 110 in sequence and out-of-sequence;
- c) Order three or fewer sets from least to greatest and greatest to least.
- d) Count forward orally by ones, twos, fives and tens to determine the total number of objects to 110.

MP 1, 2, 3, 4, 5

Code	Digital Student Experience	Code	Teacher Resources
U17	Number Sense – “Pattern of the Count” Count by Ones to 100	U14	One Hundred Is a Lot
U17	Number Sense – Place Value Rows (1-100)	U14	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

1.2

The student, given up to 110 objects

- a) Group a collection into tens and ones and write the corresponding numeral;
- b) Compare two numbers between 0 and 110 represented pictorially or with concrete objects, using the words greater than, less than or equal to;
- c) Order three or fewer sets from least to greatest and greatest to least.

MP 1, 2, 3, 4, 5

Code	Digital Student Experience	Code	Teacher Resources
U17	Number Sense – “Pattern of the Count” Count by Ones to 100	U14	Roll–Count–Cover
U17	Number Sense – Place Value Rows (1-100)	U14	One Hundred Is a Lot
U17	Number Sense – Number Puzzle (1-100)	U14	One Hundred Twenty Is Plenty!
U21	Number Sense – “Pattern of the Count” Count by Ones and Tens to 100	U15	Digit Deal (up to 50)
U21	Number Sense – Place Value Columns (1-100)	U17	Digit Deal (up to 100)
U21	Number Sense – Number Puzzle (1-100)	U18	Mixed-Up, Fixed-Up
U23	Number Sense – Decade Numbers: Free Play Number Puzzle	U21	The Arrow Says (1-100)
U23	Number Sense – Decade Numbers: Number Puzzle	U23	Decade Numbers
		ISIP EM	Base Ten Block Basics
		ISIP EM	Matching Numerals and Base Ten Blocks
		ISIP EM	Base Ten Block Comparison Game

1.3			
The student, given an ordered set of ten objects/or pictures, will indicate the ordinal position of each object first through tenth.			
MP 1, 2, 3, 4, 5			
Code	Digital Student Experience	Code	Teacher Resources
		ISIP EM	Understanding Ordinal Numbers

1.4			
The student will			
<ul style="list-style-type: none"> a) Represent and solve practical problems involving equal sharing with two or four sharers; and b) Represent and name fractions for halves and fourths, using models 			
MP 1, 2, 3, 4, 5			
Code	Digital Student Experience	Code	Teacher Resources
U18	Geometry – Identify Halves and Fourths	U18	Fraction Four-in-a-Row

Computation and Estimation

1.6			
The student will create and solve single-step story and picture problems using addition and subtraction within 20.			
MP 1, 2, 3, 4, 5			
Code	Digital Student Experience	Code	Teacher Resources
U16	Computations and Algebraic Thinking – Determine Missing Addend	U16	Beginning-Middle-End

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1

1.6

The student will create and solve single-step story and picture problems using addition and subtraction within 20.

MP 1, 2, 3, 4, 5

Code	Digital Student Experience	Code	Teacher Resources
U19	Computations and Algebraic Thinking – “Part Part Whole in New Orleans” (1-20)	U18	Decomposing House
U19	Computations and Algebraic Thinking – Part Part Whole Using Ovals	U19	Decomposing House with Pictures
U19	Computations and Algebraic Thinking – Part Part Whole Using Ten Frames	U22	Beading the Difference
U20	Computations and Algebraic Thinking – “Part Part Whole in New Orleans” (1-20)	U24	Mystery in the Middle
U20	Computations and Algebraic Thinking – Addition Stories (1-20) Horizontal Equations	U24	Start, Change, Result (within 20)
U20	Computations and Algebraic Thinking – Addition Stories (1-20) Vertical Equations		
U22	Computations and Algebraic Thinking – Whole Part Part “Chicago Pizza Blues” (within 20)		
U22	Computations and Algebraic Thinking – Whole Part Part (within 20)		
U24	Computations and Algebraic Thinking – Subtraction Stories (within 20)		
U24	Computations and Algebraic Thinking – Determine the Unknown Whole Numbers in Subtraction Sentences		

1.7			
The student will			
a) Recognize and describe with fluency part-whole relationships for numbers up to 10;			
b) Demonstrate fluency with addition and subtraction within 10.			
MP 1, 2, 3, 4, 5			
Code	Digital Student Experience	Code	Teacher Resources
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)

1.7

The student will

- a) Recognize and describe with fluency part-whole relationships for numbers up to 10;
- b) Demonstrate fluency with addition and subtraction within 10.

MP 1, 2, 3, 4, 5

Code	Digital Student Experience	Code	Teacher Resources
U10	Computations and Algebraic Thinking – “Part Part Whole in New Orleans” (1-20)	FP	Wipe Out
U10	Computations and Algebraic Thinking – Addition Stories	ISIP EM	Building Sums to Ten
		ISIP EM	Place Value of Tens and One
		ISIP EM	Fact Family Dominoes

Measurement and Geometry

1.8

The student will determine the value of a collection of like coins (pennies, nickels, or dimes) whose total value is 100 cents or less.

MP 1, 2, 3, 4, 5

Code	Digital Student Experience	Code	Teacher Resources
U14	Measurement and Data Analysis – Identify Coins by Relative Value	U14	Coin Value Cover-Up (P, N, D, Q)
U16	Measurement and Data Analysis – Identify Values of Mixed Coins	U16	Cent Symbol Four-in-a-Row
U16	Measurement and Data Analysis – Compare Amounts of Money		

Istation Math Curriculum Correlated to the Virginia Standards of Learning Mathematics

1.8

The student will determine the value of a collection of like coins (pennies, nickels, or dimes) whose total value is 100 cents or less.

MP 1, 2, 3, 4, 5

Code	Digital Student Experience	Code	Teacher Resources
24	Measurement and Data Analysis – Compare Money with Purchasing		

1.9

The student will investigate the passage of time and

- a) Tell time to the hour and half-hour using analog and digital clocks
- b) Read and interpret a calendar.

MP 1, 2, 3, 4, 5

Code	Digital Student Experience	Code	Teacher Resources
U16	Measurement and Data Analysis – Tell Time to the Nearest Hour	U16	What Does the Clock Say?
U16	Measurement and Data Analysis – Tell and Write Time from Analog and Digital Clock to the Nearest Half Hour	U16	Roll the Clock
U19	Measurement and Data Analysis – Tell and Write Time from Analog/Digital Clocks to the Nearest Hour and Half Hour	U19	Set the Time and Go!
		U7	Calendar Counting

1.10

The student will use nonstandard units to measure and compare length, weight, and volume.

MP 1, 2, 3, 4, 5

Code	Digital Student Experience	Code	Teacher Resources
U15	Directly Comparing Length	U15	Directly Comparing Length

Probability and Statistics

1.12

The student will

- a) Collect, organize and represent various forms of data using tables, picture graphs and object graphs; and
- b) Identify and describe representations of circles, squares, rectangles, and triangles in different environments, regardless of orientation, and explain reasoning.

MP 1, 2, 3, 4, 5

Code	Digital Student Experience	Code	Teacher Resources
		U19	Graphing Tic-Tac-Toe
		ISIP EM	Picture Graphs to the Rescue!
		ISIP EM	Analyze and Add Using Picture Graphs
		ISIP EM	Graphing Three Ways
		ISIP EM	Determining Most and Least with Graphs
		ISIP EM	Read and Analyze Bar Graphs

Patterns, Functions, and Algebra

1.13			
The student will sort and classify concrete objects according to one or two attributes.			
MP 1, 2, 3, 4, 5			
Code	Digital Student Experience	Code	Teacher Resources
U4	Measurement and Data Analysis – Sorting by One or Two Attributes	U9	Considering Sizes of Shapes
U9	Geometry – Classify and Count by Attributes	U9	Mighty Shape Match
U14	Measurement and Data Analysis – Classify and Count by Attribute		

1.14			
The student will identify, describe, extend, create, and transfer growing and repeating patterns			
MP 1, 2, 3, 4, 5			
Code	Digital Student Experience	Code	Teacher Resources
		U1	Pattern Detective
		U1	Building Patterns with Junk
		ISIP EM	Identify the Pattern Rule, Duplicate and Extend Patterns
		ISIP EM	Musical Patterning Chairs
		ISIP EM	Identify, Duplicate, and Extend Sequential Patterns

Grade 2

Number and Number Sense

2.1

The student will

- a) Read, write and identify the place and value of each digit in a three-digit numeral, with and without models;
- b) Identify the number that is 10 more, 10 less, 100 more, and 100 less than a given number up to 999;
- c) Compare and order whole numbers between 0 and 999; and
- d) Round two-digit numbers to the nearest ten.

MP 1, 2, 3, 4, 5

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
U30	Number Sense – Comparing Two Two-Digit Whole Numbers	U30	Comparison – Two-Digit Numbers: Language and Symbols
U30	Number Sense – Comparing Two Three-Digit Numbers	U30	Comparison – Three-Digit Numbers
U30	Number Sense – Comparing Two Three-Digit Whole Numbers with Zeroes	ISIP	Steps for Comparing Three-Digit Numbers
		ISIP	Building and Comparing Three-Digit numbers
		ISIP	Equivalent Representations

2.1

The student will

- a) Read, write and identify the place and value of each digit in a three-digit numeral, with and without models;
- b) Identify the number that is 10 more, 10 less, 100 more, and 100 less than a given number up to 999;
- c) Compare and order whole numbers between 0 and 999; and
- d) Round two-digit numbers to the nearest ten.

MP 1, 2, 3, 4, 5

Code	Digital Student Experience	Code	Teacher Resources
		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

2.2

The student will

- a) count forward by twos, fives, and tens to 120, starting at various multiples of 2, 5, or 10;
- b) count backward by tens from 120; and
- c) use objects to determine whether a number is even or odd.

MP 1, 2, 3, 4, 5

Code	Digital Student Experience	Code	Teacher Resources
		U14	Skip Counting by Tens
		U14	Tally Mark Dominos
		U18	Mixed-Up, Fixed-Up
		U22	Skip Counting Race
		U30	Determining Even and Odd by Pairing
		ISIP	Skip Counting
		ISIP	Using Arrow Paths to Add and Subtract

2.3

The student will

- a) count and identify the ordinal positions first through twentieth, using an ordered set of objects; and
- b) write the ordinal numbers 1st through 20th.

MP 1, 2, 3, 4, 5

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

2.4

The student will

- a) Name and write fractions represented by a set, region, or length model for halves, fourths, eighths, thirds, sixths;
- b) Represent fractional parts with models and symbols; and
- c) Compare the unit fractions for halves, fourths, eighths, thirds, sixths, with models.

MP 1, 2, 3, 4, 5

Code	Digital Student Experience	Code	Teacher Resources
		U18	Fraction Four-in-a-Row
		U22	Identifying, Halves, Thirds, Fourth
		AR	Fraction Cards

Computations and Estimation

2.5

The student will

- a) recognize and use the relationships between addition and subtraction to solve single-step practical problems, with whole numbers to 20; and
- b) demonstrate fluency with addition and subtraction within 20.

MP 1, 2, 3, 4, 5

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

2.5

The student will

- a) recognize and use the relationships between addition and subtraction to solve single-step practical problems, with whole numbers to 20; and
- b) demonstrate fluency with addition and subtraction within 20.

MP 1, 2, 3, 4, 5

Code	Digital Student Experience	Code	Teacher Resources
		U32	Build Multistep Equations with Multiple Operations
		U31	Fact Families – Addition and Subtraction
		U32	Solve Multistep Equations
		ISIP	Choosing the Operation
		ISIP	Addition and Subtraction Fact Families
		ISIP	Fact Family Triangles
		FP	Fact Family Dominos (Addition/Subtraction)
		FP	Addition Fast Track
		FP	Subtraction Fast Track
		FP	Left Hand, Right Hand Grab Bag
		FP	Shake It! Make It! Solve It! Addition
		FP	Sticky Sums
		FP	Wipe Out
		FP	Write, Tally, Draw

2.5

The student will

- a) recognize and use the relationships between addition and subtraction to solve single-step practical problems, with whole numbers to 20; and
- b) demonstrate fluency with addition and subtraction within 20.

MP 1, 2, 3, 4, 5

Code	Digital Student Experience	Code	Teacher Resources
		FP	Building Sums to Twenty

2.6

The student will

- a) estimate sums and differences;
- b) determine sums and differences, using various methods; and
- c) create and solve single-step practical problems involving addition and subtraction.

MP 1, 2, 3, 4, 5

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

2.6

The student will

- a) estimate sums and differences;
- b) determine sums and differences, using various methods; and
- c) create and solve single-step practical problems involving addition and subtraction.

MP 1, 2, 3, 4, 5

Code	Digital Student Experience	Code	Teacher Resources
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	ISIP	Partitioning for Addition
		ISIP	Using Arrow Paths to Add and Subtract
		FP	Fact Family Dominos (Addition/Subtraction)
		FP	Addition Fast Track
		FP	Subtraction Fast Track
		FP	Left Hand, Right Hand Grab Bag
		FP	Shake It! Make It! Solve It! Addition
		FP	Sticky Sums
		FP	Wipe Out
		FP	Write, Tally, Draw

Measurement and Geometry

2.7

The student will

- a) count and compare a collection of pennies, nickels, dimes and quarters whose total value is \$2.00 or less; and
- b) use the cent symbol, dollar symbol and decimal point to write a value of money.

MP 1, 2, 3, 4, 5

Code	Digital Student Experience	Code	Teacher Resources
		U14	Coin Value Cover-Up (P, N, D, Q)
		U16	Money Match
		U24	Enough Money?
		U32	Money Word Problems
		AR	Cent Symbol Four-in-a-Row

2.8

The student will estimate and measure

- a) length to the nearest inch; and
- b) weight to the nearest pound.

MP 1, 2, 3, 4, 5

Code	Digital Student Experience	Code	Teacher Resources
U33	Measurement – Choose Units and Measure Lengths	U33	Choosing Units of Linear Measurement
U33	Measurement – Measure to the Nearest Centimeter	U33	Measure to the Nearest Inch

2.8

The student will estimate and measure

- a) length to the nearest inch; and
- b) weight to the nearest pound.

MP 1, 2, 3, 4, 5

Code	Digital Student Experience	Code	Teacher Resources
		U33	Measure to the Nearest Centimeter
		ISIP	Appropriate Tools for Linear Measurement
		ISIP	How to Use Linear Measurement Tools
		ISIP	Measuring Objects
		ISIP	Ruler Relay

2.9

The student will tell time and write time to the nearest five minutes, using analog and digital clocks.

MP 1, 2, 3, 4, 5

Code	Digital Student Experience	Code	Teacher Resources
U34	Measurement – Tell Time to the Nearest Five Minutes	U34	Time to the Nearest Five Minutes
		U34	Time – AM and PM
		U34	Time to the Quarter Hour

2.13			
The student will identify, describe, compare, and contrast plane and solid figures (circles/spheres, squares/cubes, and rectangles/rectangular prisms).			
MP 1, 2, 3, 4, 5			
Code	Digital Student Experience	Code	Teacher Resources
		U14	Shape Four-in-a-Row

Probability and Statistics

2.15			
The student will			
<ul style="list-style-type: none"> a) collect, organize, and represent data in pictographs and bar graphs; and b) read and interpret data represented in pictographs and bar graphs. 			
MP 1, 2, 3, 4, 5			
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

Grade 3

Number and Number Sense

3.1			
The student will			
<ul style="list-style-type: none"> a) read, write, and identify the place and value of each digit in a six-digit whole number, with and without models; b) round whole numbers, 9,999 or less, to the nearest ten, hundred, and thousand; and c) compare and order whole numbers, each 9,999 or less. 			
MP 1, 2, 3, 4, 5			
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

Computation and Estimation

3.3			
The student will			
<ul style="list-style-type: none"> a) estimate and determine the sum or difference of two whole numbers; and b) create and solve single-step and multistep practical problems involving sums or differences of two whole numbers, each 9,999 or less. 			
MP 1, 2, 3, 4, 5			
Code	Digital Student Experience	Code	Teacher Resources
U36	Computations and Algebraic Thinking – Two-Step Word Problems – All Operations	U35	Addition Problem-Solving Strategies

3.3

The student will

- a) estimate and determine the sum or difference of two whole numbers; and
- b) create and solve single-step and multistep practical problems involving sums or differences of two whole numbers, each 9,999 or less.

MP 1, 2, 3, 4, 5

Code	Digital Student Experience	Code	Teacher Resources
		U35	Subtraction Problem-Solving Strategies
		U35	Problem Solving without Numbers: Addition and Subtraction
		U36	Build and Solve Two-Step Equations with All Operations
		U36	Problem Solving without Numbers: Multiplication and Division

3.4

The student will

- a) represent multiplication and division through 10×10 , using a variety of approaches and models;
- b) create and solve single-step practical problems that involve multiplication and division through 10×10 ; and
- c) demonstrate fluency with multiplication facts of 0, 1, 2, 5, and 10; and
- d) solve single-step practical problems involving multiplication of whole numbers, where one factor is 99 or less and the second factor is 5 or less

MP 1, 2, 3, 4, 5

Code	Digital Student Experience	Code	Teacher Resources
U35	Computations and Algebraic Thinking – Arithmetic Patterns in Multiplication	U35	Arithmetic Patterns in Multiplication

3.4

The student will

- a) represent multiplication and division through 10×10 , using a variety of approaches and models;
- b) create and solve single-step practical problems that involve multiplication and division through 10×10 ; and
- c) demonstrate fluency with multiplication facts of 0, 1, 2, 5, and 10; and
- d) solve single-step practical problems involving multiplication of whole numbers, where one factor is 99 or less and the second factor is 5 or less

MP 1, 2, 3, 4, 5

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 – Fact Families – Multiplication and Division	U36	Multiplying Two One-Digit Numbers with Arrays
U36	Computations and Algebraic Thinking – Two-Step Word Problems – All Operations	U36	Build and Solve Two-Step Equations with All Operations
U36	Computations and Algebraic Thinking – Properties of Multiplication	U36	Fact Families – Multiplication and Division
		ISIP	Doubling and Halving
		ISIP	Relating Multiplication and Division
		ISIP	Practicing Fact Families
		ISIP	Strip Diagrams – Compare Problems
		ISIP	Using the Commutative Property of Multiplication
		ISIP	Doubling and Halving

3.4

The student will

- a) represent multiplication and division through 10×10 , using a variety of approaches and models;
- b) create and solve single-step practical problems that involve multiplication and division through 10×10 ; and
- c) demonstrate fluency with multiplication facts of 0, 1, 2, 5, and 10; and
- d) solve single-step practical problems involving multiplication of whole numbers, where one factor is 99 or less and the second factor is 5 or less

MP 1, 2, 3, 4, 5

Code	Digital Student Experience	Code	Teacher Resources
		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)

Measurement and Geometry

3.7

The student will estimate and use U.S. Customary and metric units to measure

- a) length to the nearest $\frac{1}{2}$ inch, inch, foot, yard, centimeter, and meter; and
- b) liquid volume in cups, pints, quarts gallons, and liters.

MP 1, 2, 3, 4, 5

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

3.8

The student will estimate and

- a) measure the distance around a polygon in order to determine its perimeter using U.S. Customary and metric units; and
- b) count the number of square units needed to cover a given surface in order to determine its area.

MP 1, 2, 3, 4, 5

Code	Digital Student Experience	Code	Teacher Resources
U38	Measurement – Perimeter Word Problems	U38	Perimeter Lesson A: Finding Perimeter
		U38	Finding Missing Side Lengths in Perimeter Problems
		ISIP	Measuring Perimeter of Polygons
		ISIP	Area Square
		ISIP	Finding the Area of Squares

3.8

The student will estimate and

- a) measure the distance around a polygon in order to determine its perimeter using U.S. Customary and metric units; and
- b) count the number of square units needed to cover a given surface in order to determine its area.

MP 1, 2, 3, 4, 5

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

3.9

The student will

- a) tell time to the nearest minute, using analog and digital clocks;
- b) solve practical problems related to elapsed time in one-hour increments within a 12-hour period; and
- c) identify equivalent periods of time and solve practical problems related to equivalent periods of time.

MP 1, 2, 3, 4, 5

Code	Digital Student Experience	Code	Teacher Resources
U39	Measurement and Data Analysis – Elapsed Time on a Number Line	U39	Elapsed Time within One Hour
		U39	Elapsed Time across Hours

3.12

The student will

- a) define polygon;
- b) identify and name polygons with 10 or fewer sides; and
- c) combine and subdivide polygons with three or four sides and name the resulting polygon(s).

MP 1, 2, 3, 4, 5

Code	Digital Student Experience	Code	Teacher Resources
U38	Geometry – Attributes of Quadrilaterals	U38	Understanding Quadrilaterals
		ISIP	Defining Quadrilaterals by Attributes

Probability and Statistics

3.15

The student will

- a) collect, organize and represent data in pictographs or bar graphs; and
- b) read and interpret data represented in pictographs and bar graphs.

MP 1, 2, 3, 4, 5

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

Patterns, Functions, and Algebra

3.16			
The student will identify, describe, create and extend patterns found in objects, pictures, numbers and tables.			
MP 1, 2, 3, 4, 5			
Code	Digital Student Experience	Code	Teacher Resources
U35	Computations and Algebraic Thinking – Arithmetic Patterns in Multiplication	U35	Arithmetic Patterns in Multiplication

Grade 4

Number and Number Sense

4.1

The student will

- a) read, write and identify the place and value of each digit in a nine-digit whole number;
- b) compare and order whole numbers expressed through millions; and
- c) round whole numbers expressed through millions to the nearest thousand, ten thousand, and hundred thousand.

MP 1, 2, 3, 4, 5

Code	Digital Student Experience	Code	Teacher Resources
U40	Number Sense – Expanded Form to Thousands	U40	Writing Expanded Form from Standard Form through Thousands and Millions
U40	Number Sense – Expanded Form to Millions	U40	Writing Standard Form from Expanded Form through Thousands and Millions
U40	Number Sense – Writing Expanded Form from Standard Form through Millions	U40	Writing Word Form from Expanded and Standard Form through Thousands and Millions
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

4.2

The student will

- a) compare and order fractions and mixed numbers, with and without models;
- b) represent equivalent fractions; and
- c) identify the division statement that represents the fraction, with models and in context.

MP 1, 2, 3, 4, 5

Code	Digital Student Experience	Code	Teacher Resources
U43	Computations and Algebraic Thinking – Determine Equivalent Fractions – Tenths and Hundredths	U43	Expressing Equivalent Fractions with Denominators of Ten and One Hundred
U43	Computations and Algebraic Thinking – Add Tenths to Hundredths	U43	Adding Like Denominators of Ten and One Hundred
U43	Number Sense – Determine Equivalent Fractions with Models	U43	Fractions – Add Denominators of Ten to Denominators of One Hundred
U43	Number Sense – Comparing Fractions Using Benchmark Fractions	U43	Fraction Comparison Using Benchmark Fractions
U43	Number Sense – Compare Fractions Using Symbols	U43	Compare Fractions Using Symbols
U43	Number Sense – Comparing Fractions with Unlike Denominators	U43	Compare Fractions by Creating Common Denominators
		ISIP	Comparing Fractions
		ISIP	Using Area Models to Compare Fractions

4.3

The student will

- a) read, write, represent and identify decimals expressed through thousandths;
- b) round decimals to the nearest whole number;
- c) compare and order decimals; and
- d) given a model, write the decimal and fraction equivalents.

MP 1, 2, 3, 4, 5

Code	Digital Student Experience	Code	Teacher Resources
U43	Number Sense – Understanding Decimals (0.1-0.9 and 0.01-0.09)	U43	Standard and Word Form of Decimals (0.01-0.09 and 0.1-0.9)
U43	Number Sense – Understanding Decimals (0.1-0.9)	U43	Standard and Word form of Decimals (0.10-0.90)
U43	Number Sense – Understanding Decimals with Visual Models (0.01-1.99)	U43	Standard and Word form of Decimals (0.01-1.99)
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	Comparing and Ordering Decimals
		ISIP	Understand Decimal Numbers with Fractional Language
		ISIP	Fraction to Decimal Equivalence

Computation and Estimation

4.4

The student will

- a) demonstrate fluency with multiplication facts through 12×12 , and the corresponding division facts;
- b) estimate and determine sums, differences and products of whole numbers;
- c) estimate and determine quotients of whole numbers, with and without remainders; and create and solve single-step and multistep practical problems involving addition, subtraction, and multiplication, and single-step practical problems involving division with whole numbers.

MP 1, 2, 3, 4, 5

Code	Digital Student Experience	Code	Teacher Resources
U41	Computations and Algebraic Thinking – Multiply Two-Digit Numbers with Models	U41	Two-Digit by Two-Digit Concrete Multiplication
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

4.5

The student will

- a) determine common multiples and factors, including least common multiple and greatest common factor;
- b) add and subtract fractions and mixed numbers having like and unlike denominators; and
- c) solve single-step practical problems involving addition and subtraction with fractions and mixed numbers.

MP 1, 2, 3, 4, 5

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

4.5			
The student will			
a) determine common multiples and factors, including least common multiple and greatest common factor; b) add and subtract fractions and mixed numbers having like and unlike denominators; and c) solve single-step practical problems involving addition and subtraction with fractions and mixed numbers.			
MP 1, 2, 3, 4, 5			
Code	Digital Student Experience	Code	Teacher Resources
U43	Number Sense – Decomposing Fractions	U43	Add Like Denominators of Ten and One Hundred
U43	Number Sense – Adding Fractions with Like Denominators of Ten and One Hundred	U43	Adding Denominators of Ten to Denominators of One Hundred
U43	Number Sense – Adding Fractions with Denominators of Ten and One Hundred	ISIP	Using Multiplication to Solve If-Then Word Problems

Measurement and Geometry

4.7			
The student will solve practical problems that involve determining perimeter and area in U.S. Customary and metric units.			
MP 1, 2, 3, 4, 5			
Code	Digital Student Experience	Code	Teacher Resources
U44	Measurement and Data Analysis – Word Problems with Various Measurements	U44	Converting Units of Measurement in Word Problems
		ISIP	Quantifying Areas of Rectangles and Squares
		ISIP	Making Connections between Multiplication and Area
		ISIP	Decomposing Figures to Find the Area of Polygons

4.7			
The student will solve practical problems that involve determining perimeter and area in U.S. Customary and metric units.			
MP 1, 2, 3, 4, 5			
Code	Digital Student Experience	Code	Teacher Resources
		ISIP	Finding Area of Rectangles and Squares by Using Multiplication

4.8			
The student will			
<ul style="list-style-type: none"> a) estimate and measure length and describe the result in U.S. Customary and metric units; b) estimate and measure weight/mass and describe the result in U.S. Customary and metric units. c) given the equivalent measure of one unit, identify equivalent measures of length, weight/mass, and liquid volume between units within the U.S. Customary system; and d) solve practical problems that involve length, weight/mass, and liquid volume in U.S. Customary. 			
MP 1, 2, 3, 4, 5			
Code	Digital Student Experience	Code	Teacher Resources
U44	Measurement and Data Analysis – Word Problems with Various Measurements	U44	Converting Units of Measurement in Word Problems
		ISIP	Measuring Length to the Next Quarter Inch
		ISIP	Calculating Elapsed Time

4.9			
The student will solve practical problems related to elapsed time in hours and minutes within a 12-hour period.			
MP 1, 2, 3, 4, 5			
Code	Digital Student Experience	Code	Teacher Resources
		U39	Elapsed Time within One Hour
		39	Elapsed Time Across Hours
		ISIP	Calculating Elapsed Time

4.10			
The student will			
<ul style="list-style-type: none"> a) identify and describe point, lines, line segments, rays, and angles, including endpoints and vertices; and b) identify and describe intersecting, parallel, and perpendicular lines. 			
MP 1, 2, 3, 4, 5			
Code	Digital Student Experience	Code	Teacher Resources
U45	Geometry – Measure Angles with a Protractor	U45	Measuring Angles with a Protractor
U45	Geometry – Determine Missing Angle Measurement	ISIP	Line and Angle Identification

Grade 5

Number and Number Sense

5.1			
The student, given a decimal through thousandths, will round to the nearest whole number, tenth, or hundredth.			
MP 1, 2, 3, 4, 5			
Code	Digital Student Experience	Code	Teacher Resources
U46	Number Sense – Round Decimals on the Number Line	U46	Rounding Decimals on the Number Line
U46	Number Sense – Round Decimals with the Rounding Algorithm	U46	Rounding Decimals with the Rounding Algorithm
U46	Number Sense – Round Decimals with Whole Numbers		

5.2			
The student will			
<ul style="list-style-type: none"> a) represent and identify equivalencies among fractions and decimals, with and without models; and b) compare and order fractions, mixed numbers and/or decimals in a given set, from least to greatest and greatest to least. 			
MP 1, 2, 3, 4, 5			
Code	Digital Student Experience	Code	Teacher Resources
U46	Number Sense – Compare Decimals Visually on the Number Line	U46	Decimal Grids and Place Value Mats
U46	Number Sense – Compare Tenths and Hundredths on a Number Line	U46	Decimal Comparison on the Number Line
U46	Number Sense – Compare Tenths and Hundredths (with visual aids)	U46	Abstract Decimal Comparison

5.2

The student will

- a) represent and identify equivalencies among fractions and decimals, with and without models; and
- b) compare and order fractions, mixed numbers and/or decimals in a given set, from least to greatest and greatest to least.

MP 1, 2, 3, 4, 5

Code	Digital Student Experience	Code	Teacher Resources
U46	Number Sense – Abstract Comparison of Decimals to Thousandths	U46	Decimals with Whole Number Comparison

Computation and Estimation

5.5

The student will

- a) estimate and determine the product and quotient of two numbers involving decimals; and
- b) create and solve single-step practical problems involving addition, subtraction and multiplication of decimals, and create and solve single-step practical problems involving division of decimals.

MP 1, 2, 3, 4, 5

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	Dividing Decimals by Ten and One Hundred
U46	Computations and Algebraic Thinking – Divide 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	U47	Decimal Addition

5.5

The student will

- a) estimate and determine the product and quotient of two numbers involving decimals; and
- b) create and solve single-step practical problems involving addition, subtraction and multiplication of decimals, and create and solve single-step practical problems involving division of decimals.

MP 1, 2, 3, 4, 5

Code	Digital Student Experience	Code	Teacher Resources
		U47	Decimal Subtraction
		U47	Concrete Decimal Division
		U47	Representational Decimal Division
		U47	Decimal Division
		ISIP	Calculating Reasonable Estimates of Decimal Number Sums
		ISIP	Adding and Subtracting Decimals Numbers in a Word Problem

5.6

The student will

- a) solve single-step and multistep practical problems involving addition and subtraction with fractions and mixed numbers; and
- b) solve single-step practical problems involving multiplication of a whole number, limited to 12 or less, and a proper fraction, with models.

MP 1, 2, 3, 4, 5

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

5.6

The student will

- a) solve single-step and multistep practical problems involving addition and subtraction with fractions and mixed numbers; and
- b) solve single-step practical problems involving multiplication of a whole number, limited to 12 or less, and a proper fraction, with models.

MP 1, 2, 3, 4, 5

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

5.7

The student will simplify whole number numerical expressions using the order of operations.

MP 1, 2, 3, 4, 5

Code	Digital Student Experience	Code	Teacher Resources
U49	Computations and Algebraic Reasoning – Evaluate Numerical Expressions with Parentheses	U49	Evaluating Numerical Expressions with Parentheses
U49	Computations and Algebraic Reasoning – Interpret Numerical Expressions with Parentheses	U49	Identifying Expressions in Scenarios
U49	Computations and Algebraic Reasoning – Write Numerical Expressions from Words	U49	Writing Expressions from Words – Addition and Subtraction
		U49	Writing Expressions from Words – Subtraction

Measurement and Geometry

5.8

The student will

- a) solve practical problems that involve perimeter, area, and volume in standard units of measure; and
- b) differentiate among perimeter, area, and volume and identify whether the application of the concept of perimeter, area, or volume is appropriate for a given situation.

MP 1, 2, 3, 4, 5

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
		ISIP	Quantifying Volume: Counting Same-Sized Units
		ISIP	Integrating Fact Practice and Volume
		ISIP	Calculating Volume in Multistep Word Problems

5.9			
The student will			
<ul style="list-style-type: none"> a) given the equivalent measure of one unit, identify equivalent measurements within the metric system; and b) solve practical problems involving length, mass, and liquid volume using metric units. 			
MP 1, 2, 3, 4, 5			
Code	Digital Student Experience	Code	Teacher Resources
		ISIP	Converting Standard Units of Measurement
		ISIP	Performing Customary Measurement Conversions

Patterns, Functions, and Algebra

5.19			
The student will			
<ul style="list-style-type: none"> a) investigate and describe the concept of variable; b) write an equation to represent a given mathematical relationship, using a variable c) use an expression with a variable to represent a given verbal expression involving one operation; and d) create a problem situation based on a given equation, using a single variable and one operation. 			
MP 1, 2, 3, 4, 5			
Code	Digital Student Experience	Code	Teacher Resources
U49	Computations and Algebraic Reasoning – Evaluate Numerical Expressions with Parentheses	U49	Evaluating Numerical Expressions with Parentheses
U49	Computations and Algebraic Reasoning – Interpret Numerical Expressions with Parentheses	U49	Identifying Expressions in Scenarios
U49	Computations and Algebraic Reasoning – Write Numerical Expressions from Words	U49	Writing Expressions from Words – Addition and Subtraction

5.19

The student will

- a) investigate and describe the concept of variable;
- b) write an equation to represent a given mathematical relationship, using a variable
- c) use an expression with a variable to represent a given verbal expression involving one operation; and
- d) create a problem situation based on a given equation, using a single variable and one operation.

MP 1, 2, 3, 4, 5

Code	Digital Student Experience	Code	Teacher Resources
		U49	Writing Expressions from Words – Subtraction



Appendix

Classroom Resource

General Graphic Organizers	
Code	Teacher Resources
CR	Dot Paper
CR	Frayer Model
CR	Frayer Model (multiple)
CR	Grid Paper
CR	Grid Paper (cm)
CR	Grid Paper (in)
CR	If-Then Diagram (Large)
CR	If-Then Diagrams
CR	Multiple Number Lines (10-100)
CR	Number Cards (1-10)
CR	Number Cards (1-20)
CR	Number Line 0-10 (Labeled and Blank)
CR	Number Line 0-100 (Labeled and Blank)
CR	Number Line 0-20 (Labeled and Blank)
CR	Number Line 0-50 (Labeled and Blank)
CR	Place Value Mat: 3-Column (Blank)



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

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

Istation Math Curriculum Correlated to the Virginia Standards of Learning Mathematics



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

Computations and Algebraic Thinking	
Code	Teacher Resources
CR	Algebra Tiles



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

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

Istation Math Curriculum Correlated to the Virginia Standards of Learning Mathematics



Measurement	
Code	Resources
CR	Linear Measurement Yards vs. Meters Anchor Chart

Data Analysis	
Code	Teacher Resources
CR	Analyzing Line Plots

Geometry	
Code	Teacher Resources
CR	Three-Dimensional Figure Nets
CR	Two-Dimensional Shapes

Parent Portal Lessons

Early Math PK-1	
Code	Teacher Resources
PP	Fact Practice – Addition Fast Track
PP	Fact Practice – Addition Road Racing
PP	Fact Practice – Building Sums with Dice
PP	Fact Practice – Choose the Operation (Addition and Subtraction)
PP	Fact Practice – Counting to Answer Math Questions
PP	Fact Practice – Matching Numerals to Quantities

Istation Math Curriculum Correlated to the Virginia Standards of Learning Mathematics



Early Math PK-1	
Code	Teacher Resources
PP	Fact Practice – Recognizing, Ordering, and Counting
PP	Fact Practice – Shake It! Make It! Solve It! (Addition)
PP	Fact Practice – Skip Counting Raceway (Skip Counting by Fives and Tens)
PP	Fact Practice – Skip Counting Raceway (Skip Counting by Twos)
PP	Fact Practice – Sticky Sums
PP	Fact Practice – Subtraction Fast Track
PP	Fact Practice – Subtraction Road Racing
PP	Fact Practice – Write, Tally, Dray (Addition)
PP	Practice Sorting by Attributes

Istation Math 2-5	
Code	Teacher Resources
PP	Fact Practice – Adding on a Number Line
PP	Fact Practice – Addition and Subtraction Fact Families
PP	Fact Practice – Choose the Operation (Addition and Subtraction)
PP	Fact Practice – Choose the Operation (Multiplication and Division)
PP	Fact Practice – Fact Family Dominoes (Addition/Subtraction)
PP	Fact Practice – Identifying Halves, Thirds, Fourths

Istation Math Curriculum Correlated to the Virginia Standards of Learning Mathematics



Istation Math 2-5	
Code	Teacher Resources
PP	Fact Practice – Multiplication and Division Fact Family Triangles
PP	Fact Practice – Multiplication Fast Track
PP	Fact Practice – Multiply Then Add
PP	Fact Practice – Multominoes
PP	Fact Practice – Shake It! Make It! Solve It! (Multiplication)
PP	Fact Practice – Sticky Products
PP	Fact Practice – Subtracting on a Number Line
PP	Fact Practice – Two-Digit Comparison: Who Has More?
PP	Fact Practice – Two-Digit Comparison: Who Has Less?
PP	Fact Practice – Three- and Four-Digit Comparison: Who Has More?
PP	Fact Practice – Three- and Four-Digit Comparison: Who Has Less?
PP	Fact Practice – Understanding Decimal Numbers
PP	Fact Practice – Write, Expand, Sketch
PP	Fact Practice – Writing Expressions from Scenarios
PP	Practice Linear Measurement Scavenger Hunt (Centimeter)
PP	Practice Linear Measurement Scavenger Hunt (Inches)
PP	Practice Plotting Points on a Coordinate Plane