

Istation® Early Math

Correlation of Standards

Virginia Standards of Learning (SOL) Mathematics

Grades K-1



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Istation Math Curriculum Correlated to Mathematics Standards of Learning for Virginia Public Schools

Kindergarten



Standards	Objectives	Istation Application	Istation Teacher Resources
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; and	Units 4, 5, 6, 7, 8, & 10: Cardinality – “Counting Cattle”	Unit 4: Counting in a Line Unit 5: Count to Find How Many Unit 7: Counting a Scattered, Static Group Unit 8: Counting Sticks ISIP EM: Numbers Up! ISIP EM: Pizza Pete ISIP EM: Fill Them Up! ISIP EM: Set Stories ISIP EM: Ten Frame Puzzles (1-20) ISIP EM: Total Amount in a Scattered Group
b.	read, write, and represent numbers from 0 through 20.	Units 5 & 11: Procedural – “Writing Our Numbers in New York City”	Unit 5: Writing Numbers 1-5 Unit 11: Writing Numbers Everywhere 0-10
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 as the other set(s); and	Units 8 & 10: Cardinality – “Counting Cattle” (to 20)	Unit 8: Math Matching: Parts and Wholes ISIP EM: Show Me ISIP EM: Number Go Fish ISIP EM: 1-2-3 Snap! ISIP EM: Tower Power
b.	compare and order sets from least to greatest and greatest to least.		ISIP EM: Letters in Our Names
K.3 The student will			
a.	count forward orally by ones from 0-100;	Units 3, 4, 6, 7, 8, & 14: Rote Counting – “EZ with a Rock & Roll Beat” (counting activities)	Unit 6: Count With Me 1-20 Unit 7: Calendar Counting 1-30 Unit 8: Counting Mystery 1-50 Unit 14: One Hundred Is a Lot Unit 14: Count to 120 and That’s Plenty
b.	count backward orally by ones when given any number between 1 and 10;		ISIP EM: Count Back on the Train
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; and	Units 3, 4, 6, 7, 8, & 14: Rote Counting – “EZ with a Rock & Roll Beat” (sequencing activity) Units 15 & 17: Pattern of the Count – Pattern in the Ones Place	Units 3 & 4: Build, Mix, and Fix ISIP Math: Before and After Units 15 & 17: Digit Deal
d.	count forward by tens to determine the total number of objects to 100.	Unit 14: Skip Counting – “Hens by Tens”	ISIP EM: Skip Counting Unit 14: Roll-Count-Cover

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Kindergarten



Standards	Objectives	Istation Application	Istation Teacher Resources
K.4 The student will			
a.	recognize and describe with fluency part-whole relationships for numbers up to 5; and	Unit 6: Part Part Whole – Introduction of Concept Unit 7: Part Part Whole (within 5) – “Part Part Whole in New Orleans” Unit 7: Part Part Whole (within 5) – Quantity Pairs Unit 8: Part Part Whole (within 5) – Number Pairs	Unit 7: Figuring Out Fives Unit 8: Math Matching – Parts to Wholes
b.	investigate and describe part-whole relationships for numbers up to 10.	Unit 9: Part Part Whole (within 10) – “Part Part Whole in New Orleans” Unit 13: Whole Part Part (within 10) – “Chicago Pizza Blues”	Unit 9: Roll to Find the Whole Unit 13: Whole in the Hand ISIP EM: Ten Frame Addition ISIP EM: Subtraction Mat
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.	Unit 6: Part Part Whole – Addition Stories to 5 Unit 10: Part Part Whole – Addition Stories to 10 Unit 13: Whole Part Part – Subtraction Stories within 10	Unit 6: Dogs and Cats on Mats (to 5) Unit 10: Dogs and Cats on Mats (to 10) Unit 12: Ten or Not Ten Unit 13: Separating Stories (within 10) ISIP EM: Addition Stories/Subtraction Stories
Measurement and Geometry			
K.7 The student will			
	recognize the attributes of a penny, nickel, dime, and quarter and identify the number of pennies equivalent to a nickel, a dime, and a quarter.	Unit 12: Identifying Coins by Name Unit 14: Identifying Coins by Relative Value	Unit 12: Name That Coin Unit 14: What’s It Worth?
K.8 The student will			
	investigate the passage of time by reading and interpreting a calendar.		ISIP Math: Calendar Math Routines (intro) ISIP Math: Calendar Time ISIP Math: School Day Counting ISIP Math: Calendar Numbers and Data
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).	Unit 10: Comparing Objects by Length Unit 10: Comparing Objects by Weight Unit 15: Comparing Objects by Height Unit 15: Comparing Objects by Capacity	Unit 10: Measure Up! Unit 10: Time to Weigh In Unit 15: How Tall Is Tall? Unit 15: Fill it Up!

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Kindergarten



Standards	Objectives	Istation Application	Istation Teacher Resources
K.10 The student will			
a.	identify and describe plane figures (circle, triangle, square, and rectangle);	Unit 1: Identifying Circles Unit 1: Identifying Squares Unit 3: Identifying Triangles	ISIP EM: I Spy with My Little Eye ISIP EM: Shape Memory ISIP EM: Shape Hunt ISIP EM: Shape Books Unit 1 & 3: Searching for Shapes
b.	compare the size (smaller, larger) and shape of plane figures (circle, triangle, square, and rectangle); and	Unit 9: Recognizing Shapes Regardless of Size Unit 14: Comparing 2-Dimensional Shapes	Unit 9: Shapes of All Sizes Unit 14: 2-D Shape Comparison
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.	Unit 9: Recognizing Shapes Regardless of Orientation	Unit 9: Topsy Turvy Shapes ISIP EM: Fries and Ketchup
Probability and Statistics			
K.11 The student will			
a.	collect, organize, and represent data; and	Unit 2: Data Analysis in the Garage	Unit 2: Graph What You See ISIP EM: Graphing to the Rescue!
b.	read and interpret data in object graphs, picture graphs, and tables.	Unit 2: Data Analysis in the Garage	Unit 2: Graph What You See ISIP EM: Graphing Stories – Determining Most and Least ISIP EM: How Many More?
Patterns, Functions, and Algebra			
K.12 The student will			
	sort and classify objects according to one attribute.	Unit 2: Understanding Attributes of Objects Unit 2: Sorting Objects in the Garage by One Rule Unit 12: Classifying and Counting Objects by Attributes	Unit 2: Alike or Different Unit 12: Sort and Count Them ISIP Math: In and Out of My Family ISIP Math: Let's Group Them
K.13 The student will			
	identify, describe, extend, create, and transfer repeating patterns.	Unit 1: Recognizing Patterns in the Garage Unit 1: Replicating Patterns in the Garage	ISIP Math: Pattern Stories with Repeating Patterns ISIP Math: Musical Patterning Chairs ISIP Math: Find the Rule of a Pattern ISIP Math: Repeating the Rule to Extend a Pattern ISIP Math: Same Pattern, Different Tools Unit 1: What Comes Next?
<i>Includes content released during the 2017-2018 school year.</i>			
□ End of Kindergarten □			

Istation Math Curriculum Correlated to Mathematical Standards of Learning for Virginia Public Schools
Grade 1



Standards	Objectives	Istation Application	Istation Teacher Resources
Number and Number Sense			
1.1 The student will			
a	count forward orally by ones to 110;	Units 3, 5, 6, 7, 8, & 14: Rote Counting – “EZ with a Rock & Roll Beat”	Units 3 & 5: Build, Mix, and Fix Unit 6: Count with Me Unit 7: Calendar Counting Unit 8: Counting Mystery Unit 14: One Hundred Is a Lot Unit 14: One Hundred Twenty Is Plenty
b	write the numerals 0 to 110 in sequence and out-of-sequence;	Unit 11: Procedural – “Writing Our Numbers in New York City” Unit 17: Pattern of the Count – Pattern of the Ones Place	Unit 11: Writing Numbers Everywhere Unit 17: Digit Deal
c	count backwards orally by ones when given any number between 1 and 30; and		ISIP EM: Count Back on the Train
d	count forward orally by ones, twos, fives, and tens to determine the total number of objects to 110.	Unit 14: Skip Counting – “Hens by Tens” Units 16 & 18: Skip Counting – “Pies by Fives” Unit 22: Skip Counting – “Shoes by Twos”	Unit 14: Roll-Count-Cover Unit 16: Tally Mark Dominoes Unit 18: Mixed-Up, Fixed-Up Unit 22: Skip Counting Races
1.2 The student, given up to 110 objects, will			
a	group a collection into tens and ones and write the corresponding numeral;	Units 15 & 17: Pattern of the Count – Pattern of the Ones Place Units 19 & 21: Pattern of the Count – Pattern of the Ones and Tens Places	Units 15 & 17: Digit Deal Units 19 & 21: The Arrow Says
b	compare two numbers between 0 and 110 represented pictorially or with concrete objects, using the words <i>greater than</i> , <i>less than</i> , or <i>equal to</i> .	Units 15 & 17: Pattern of the Count – Pattern in the Ones Place Units 19 & 21: Pattern of the Count – Pattern in the Ones and Tens Places	ISIP EM: Base Ten Block Basics Units 15 & 17: Digit Deal Units 19 & 21: The Arrow Says
1.3 The student, given an ordered set of ten objects and/or pictures, will			
	indicate the ordinal position of each object, first through tenth.		ISIP Math: Cars in the Ordinal Spot
Computation and Estimation			
1.6 The student will			
	create and solve single-step story and picture problems using addition and subtraction within 20.	Unit 20: Part Part Whole – Addition Stories within 20 Unit 24: Whole Part Part – Subtraction Stories within 20	ISIP EM: Frog Counting Stories Unit 20: Adding with Addend Cards Unit 24: Separation Stories within 20

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Grade 1



Standards	Objectives	Istation Application	Istation Teacher Resources
1.7 The student will			
a	recognize and describe with fluency part-whole relationships for numbers up to 10; and	Unit 9: <i>Part Part Whole (within 10) – “Part Part Whole In New Orleans”</i> Unit 12: <i>Part Part Whole – Preparation for Compensation</i> Unit 13: <i>Whole Part Part (within 10) – “Chicago Pizza Blues”</i>	ISIP EM: <i>Counting On Cards</i> ISIP EM: <i>Ten Frame Addition</i> ISIP EM: <i>Subtraction Mat</i> Unit 9: <i>Roll to Find the Whole</i> Unit 12: <i>Ten or Not Ten</i> Unit 13: <i>Whole in the Hand</i>
b	demonstrate fluency with addition and subtraction within 10.		Fact Practice: <i>Addition Fast Track</i> Fact Practice: <i>Subtraction Fast Track</i>
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.	Unit 16: <i>Comparing Amounts of Money</i>	Unit 16: <i>Count Your Change</i>
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; and	Unit 16: <i>Telling Time to the Hour (analog and digital)</i> Unit 16: <i>Telling Time to the Half Hour (analog and digital)</i> Unit 19: <i>Telling Time to the Hour or Half Hour (analog and digital)</i>	Unit 16: <i>Time’s Up</i> Unit 16: <i>What’s the Clock Say Now?</i> Unit 19: <i>Time Mix-Ups</i>
b	read and interpret a calendar.		ISIP Math: <i>Calendar Math Routines(intro)</i> ISIP Math: <i>Calendar Time</i> ISIP Math: <i>School Day Counting</i> ISIP Math: <i>Calendar Numbers and Data</i>
1.10 The student will			
	use nonstandard units to measure and compare length, weight, and volume.	Unit 10: <i>Comparing Objects by Length</i> Unit 10: <i>Comparing Objects by Weight</i> Unit 15: <i>Comparing Objects by Capacity</i>	Unit 10: <i>Measure Up!</i> Unit 10: <i>Time to Weigh In</i> Unit 15: <i>Fill it Up!</i>
1.11 The student will			
b	identify and describe representations of circles, squares, rectangles, and triangles in different environments, regardless of orientation, and explain reasoning.	Unit 14: <i>Comparison of Shapes in the Environment</i>	Unit 14: <i>Making Sense of Shapes</i>
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		ISIP EM: <i>Graphing to the Rescue!</i> ISIP EM: <i>Graphing Three Ways</i>
b	read and interpret data displayed in tables, picture graphs, and object graphs, using the vocabulary <i>more, less, fewer, greater than, less than, and equal to</i> .		ISIP EM: <i>Bar Graph Fill Up</i> ISIP EM: <i>How Many More?</i> ISIP EM: <i>Analyze and Add</i> ISIP EM: <i>Graphing Stories – Determining Most and Least</i>

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Grade 1



Standards	Objectives	Istation Application	Istation Teacher Resources
Patterns, Functions, and Algebra			
1.13 The student will			
	sort and classify concrete objects according to one or two attributes.	Unit 4: <i>Sorting (objects) by One or Two Attributes</i>	Unit 4: <i>Sort, Classify, and Count</i>
1.14 The student will			
	identify, describe, extend, create, and transfer growing and repeating patterns.	Unit 1: <i>Recognizing Repeating Patterns in the Garage</i> Unit 1: <i>Replicating Repeating Patterns in the Garage</i>	Unit 1: <i>What Comes Next?</i> ISIP Math: <i>Pattern Stories with Repeating Patterns</i> ISIP Math: <i>Pattern Stories with Growing Patterns</i>
1.15 The student will			
	demonstrate an understanding of equality through the use of the equal symbol.	Unit 16: <i>Building Equations with Unknown Whole Numbers</i>	Unit 16: <i>Finding the Unknown (addition)</i>
<i>Includes content released in the 2017-2018 school year</i>			
□ End of Grade 1 □			