

# Istation® Math

Correlation of Standards

## Virginia Standards of Learning (SOL) Mathematics

Grades 2-5



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

## Grade 2



Standards	Objectives	Istation Application	Istation Teacher Resources
<b>Number and Number Sense</b>			
<b>2.1 The student will</b>			
a.	read, write, and identify the place and value of each digit in a three-digit numeral, with and without models;	<b>Unit 30: Writing Standard Form from Expanded Form</b> <b>Unit 30: Writing Expanded Form from Standard Form</b> <b>Unit 30: Writing Word Form from Expanded and Standard Form</b>	<b>Unit 30: Building Numbers Using Base 10 Blocks</b> <b>Unit 30: Writing Expanded Form from Standard</b> <b>Unit 30: Writing Word Form from Expanded and Standard</b> <b>ISIP Math: Same Number, Different Ways</b> <b>ISIP Math: Place Value Pair-Up</b> <b>ISIP Math: Race to the Cube</b> <b>ISIP Math: Partitioning</b> <b>ISIP Math: Creating Numbers with Base 10 Blocks</b> <b>ISIP Math: Place Value Cups</b> <b>ISIP Math: Writing Standard Form from Expanded Form</b>
b.	identify the number that is 10 more, 10 less, and 100 less than a given number up to 999; and		<b>ISIP Math: Skip Counting</b>
c.	compare and order whole numbers between 0 and 999.	<b>Unit 30: Comparing Whole Numbers with Language and Symbols</b> <b>Unit 30: Comparing Two Three-Digit Numbers</b> <b>Unit 30: Comparing Two Three -Digit Numbers with Zeroes</b>	<b>Unit 30: Comparison Symbols</b> <b>Unit 30: Comparison – Three-Digit Numbers</b> <b>ISIP Math: Steps for Comparing 3-Digit Numbers</b>
<b>2.2 The student will</b>			
a.	count forward by twos, fives, and tens to 120, starting at various multiples of 2, 5, or 10.		<b>ISIP Math: Skip Counting</b>
<b>2.4 The student will</b>			
a.	name and write fractions represented by a set, region, or length model for halves;	<b>Unit 32: Partitioning to Identify Halves, Thirds, and Fourths</b> <b>Unit 32: Equal Shares of Identical Wholes</b>	<b>Unit 32: Identifying Halves, Thirds, Fourths</b> <b>Unit 32: Equal Shares of Identical Wholes</b>
b.	represent fractional parts with models and with symbols; and	<b>Unit 32: Partitioning to Identify Halves, Thirds, and Fourths</b> <b>Unit 32: Equal Shares of Identical Wholes</b>	<b>Unit 32: Identifying Halves, Thirds, Fourths</b> <b>Unit 32: Equal Shares of Identical Wholes</b>
c.	compare the unit fractions for halves, fourths, eighths, thirds, and sixths with models.	<b>Unit 32: Partitioning to Identify Halves, Thirds, and Fourths</b> <b>Unit 32: Equal Shares of Identical Wholes</b>	<b>Unit 32: Identifying Halves, Thirds, Fourths</b> <b>Unit 32: Equal Shares of Identical Wholes</b>

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Standards	Objectives	Istation Application	Istation Teacher Resources
<b>Computation and Estimation</b>			
<b>2.5 The student will</b>			
a.	recognize and use the relationships between addition and subtraction to solve single-step practical problems, with whole numbers to 20; and	<b>Unit 31: Adding with Regrouping Using Concrete Models</b> <b>Unit 31: Subtracting with Regrouping Using Concrete Models</b> <b>Unit 31: Adding with Regrouping – Partitioning</b> <b>Unit 31: Subtracting with Regrouping – Partitioning</b> <b>Unit 31: Adding on a Number Line</b> <b>Unit 31: Subtracting on a Number Line</b> <b>Unit 31: Fact Families – Addition and Subtraction</b>	<b>Unit 31: Adding with Regrouping – Concrete</b> <b>Unit 31: Subtracting with Regrouping – Concrete</b> <b>Unit 31: Adding Using Partitioning</b> <b>Unit 31: Subtracting Using Partitioning</b> <b>Unit 31: Adding on a Number Line</b> <b>Unit 31: Subtracting on a Number Line</b> <b>Unit 31: Fact Families: Addition and Subtraction</b> <b>ISIP Math: Addition and Subtraction Fact Families</b> <b>ISIP Math: Fact Family Triangles</b> <b>ISIP Math: Break Apart to Add</b> <b>ISIP Math: Race to the Cube</b> <b>ISIP Math: Using Arrow Paths to Add and Subtract</b> <b>ISIP Math: Math Mind Reader</b> <b>ISIP Math: Partitioning</b>
b.	demonstrate fluency with addition and subtraction within 20.	<b>Unit 31: Fact Families – Addition and Subtraction</b>	<b>Unit 31: Fact Families: Addition and Subtraction</b> <b>ISIP Math: Addition and Subtraction Fact Families</b> <b>ISIP Math: Fact Family Triangles</b> <b>ISIP Math: Math Mind Reader</b>
<b>2.6 The student will</b>			
b.	determine sums and differences using various methods; and	<b>Unit 31: Adding with Regrouping Using Concrete Models</b> <b>Unit 31: Subtracting with Regrouping Using Concrete Models</b> <b>Unit 31: Adding with Regrouping – Partitioning</b> <b>Unit 31: Subtracting with Regrouping – Partitioning</b> <b>Unit 31: Adding on a Number Line</b> <b>Unit 31: Subtracting on a Number Line</b> <b>Unit 31: Fact Families – Addition and Subtraction</b>	<b>Unit 31: Adding with Regrouping – Concrete</b> <b>Unit 31: Subtracting with Regrouping – Concrete</b> <b>Unit 31: Adding using Partitioning</b> <b>Unit 31: Subtracting using Partitioning</b> <b>Unit 31: Adding on a Number Line</b> <b>Unit 31: Subtracting on a Number Line</b> <b>Unit 31: Fact Families – Addition and Subtraction</b> <b>ISIP Math: Addition and Subtraction Fact Families</b> <b>ISIP Math: Fact Family Triangles</b> <b>ISIP Math: Break Apart to Add</b> <b>ISIP Math: Race to the Cube</b> <b>ISIP Math: Using Arrow Paths to Add and Subtract</b> <b>ISIP Math: Math Mind Reader</b> <b>ISIP Math: Partitioning</b>

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Standards	Objectives	Istation Application	Istation Teacher Resources
c.	create and solve single-step and two-step practical problems involving addition and subtraction.	<b>Unit 32: Two-Step Problems – Addition and Subtraction – Unknowns at the End</b> <b>Unit 32: Two-Step Problems – Addition and Subtraction – Unknowns in the Middle</b>	<b>Unit 32: Build Multistep Equations (Darcy’s Diner)</b> <b>Unit 32: Build Multistep Equations with Multiple Operations (Jewels by Jules)</b> <b>Unit 32: Solve Multistep Equations with Multiple Operations (Cason’s Closet)</b> <b>ISIP Math: Working Backward to Problem-Solve</b> <b>ISIP Math: Ben’s Aquatic Adventure</b> <b>ISIP Math: Problem Solving with Base 10 Models</b> <b>ISIP Math: Choosing the Operation</b>
<b>Measurement and Geometry</b>			
<b>2.7 The student will</b>			
a.	count and compare a collection of pennies, nickels, dimes, and quarters whose total value is \$2.00 or less; and		<b>Unit 32: Money Word Problems (Retail Riddles)</b>
b.	use the cent symbol, dollar symbol, and decimal point to write a value of money.		<b>Unit 32: Money Word Problems (Retail Riddles)</b>
<b>2.8 The student will estimate and measure</b>			
a.	length to the nearest inch.	<b>Unit 33: Choose a Unit of Measurement and Measure Length to the Nearest Inch</b>	<b>Unit 33: Choosing Units of Linear Measurement</b> <b>Unit 33: Measuring Inches</b> <b>ISIP Math: Appropriate Tools for Linear Measurement</b> <b>ISIP Math: How to Use Linear Measurement Tools</b> <b>ISIP Math: Measuring Objects</b> <b>ISIP Math: Ruler Relay</b> <b>ISIP Math: Unit Relationships</b> <b>ISIP Math: The Benevolent Ruler</b>
<b>2.9 The student will</b>			
	tell time and write time to the nearest five minutes, using analog and digital clocks.	<b>Unit 34: Tell Time to the Nearest Five Minutes</b>	<b>Unit 34: Time to the Nearest Five Minutes</b> <b>Unit 34: Time – AM and PM</b>
<b>Probability and Statistics</b>			
<b>2.15 The student will</b>			
a.	collect, organize, and represent data in pictographs and bar graphs; and	<b>Unit 33: Solve Problems Using Information Presented in Picture Graphs</b> <b>Unit 33: Solve Problems Using Information Presented in Bar Graphs</b>	<b>Unit 33: Solving Picture Graph Problems</b> <b>Unit 33: Solving Bar Graph Problems</b>
b.	read and interpret data represented in pictographs and bar graphs.	<b>Unit 33: Solve Problems Using Information Presented in Picture Graphs</b> <b>Unit 33: Solve Problems Using Information Presented in Bar Graphs</b>	<b>Unit 33: Solving Picture Graph Problems</b> <b>Unit 33: Solving Bar Graph Problems</b>

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Grade 2



Standards	Objectives	Istation Application	Istation Teacher Resources
<b>Patterns, Functions, and Algebra</b>			
<b>2.16 The student will</b>			
	identify, describe, create, extend, and transfer patterns found in objects, pictures, and numbers.		<b>ISIP Math:</b> <i>Using Arrow Paths to Add and Subtract</i>
<i>Includes content released during the 2017-2018 school year.</i>			
<i>End of Grade 2</i>			

**Istation Math** Curriculum Correlated to Mathematical Standards of Learning for Virginia Public Schools  
Grade 3



Standards	Objectives	Istation Application	Istation Teacher Resources
<b>Number and Number Sense</b>			
<b>3.1 The student will</b>			
b.	round whole numbers, 9,999 or less, to the nearest ten, hundred, and thousand; and	<b>Unit 35: Rounding to the Nearest Ten</b> <b>Unit 35: Rounding to the Nearest Hundred</b>	<b>Unit 35: Rounding – Nearest Ten</b> <b>Unit 35: Rounding – Nearest Hundred</b> <b>Unit 35: Rounding – Nearest Ten, Hundred, Thousand</b> <b>Unit 35: Rounding within Three- and Four-Digit Numbers – Number Line</b>
c.	compare and order whole numbers, each 9,999 or less.		<b>Unit 37: Three-Digit Numbers: Language and Symbols</b>
<b>3.2 The student will</b>			
a.	name and write fractions and mixed numbers represented by a model;	<b>Unit 37: Fractions Equivalent to One</b> <b>Unit 37: Fractions Equivalent to Whole Numbers</b> <b>Unit 37: Mixed Numbers</b> <b>Unit 37: Using Fraction Bars or Number Lines to Find Many Equivalent Fractions</b> <b>Unit 37: Using Fraction Bars or Number Lines to Determine If Two Fractions Are Equivalent</b>	<b>Unit 37: Fractions Equivalent to One</b> <b>Unit 37: Fractions Equivalent to Whole Numbers</b> <b>Unit 37: Mixed Numbers on a Number Line</b> <b>Unit 37: Many Equivalent Fractions</b> <b>Unit 37: Identifying Equivalent Fractions</b> <b>Unit 37: Expressing Equivalent Fractions with Denominators of 10 and 100</b> <b>Unit 37: Using Models to Identify Equivalent Fractions</b> <b>ISIP Math: Fractions in Problem Situations</b> <b>ISIP Math: Recognizing Fractions in Different Forms</b> <b>ISIP Math: Writing Fractions – Symbolic Notation</b> <b>ISIP Math: Identifying Equivalent Fractions Using Area Models</b>
b.	represent fractions and mixed numbers with models and symbols; and	<b>Unit 37: Fractions Equivalent to One</b> <b>Unit 37: Fractions Equivalent to Whole Numbers</b> <b>Unit 37: Mixed Numbers</b> <b>Unit 37: Using Fraction Bars or Number Lines to Find Many Equivalent Fractions</b> <b>Unit 37: Using Fraction Bars or Number Lines to Determine If Two Fractions Are Equivalent</b>	<b>Unit 37: Fractions Equivalent to One</b> <b>Unit 37: Fractions Equivalent to Whole Numbers</b> <b>Unit 37: Mixed Numbers on a Number Line</b> <b>Unit 37: Many Equivalent Fractions</b> <b>Unit 37: Identifying Equivalent Fractions</b> <b>Unit 37: Expressing Equivalent Fractions with Denominators of 10 and 100</b> <b>Unit 37: Using Models to Identify Equivalent Fractions</b> <b>ISIP Math: Fractions in Problem Situations</b> <b>ISIP Math: Recognizing Fractions in Different Forms</b> <b>ISIP Math: Writing Fractions – Symbolic Notation</b> <b>ISIP Math: Identifying Equivalent Fractions Using Area Models</b>

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Standards	Objectives	Istation Application	Istation Teacher Resources
c.	compare fractions having like and unlike denominators, using words and symbols (>, <, =, or ≠), with models.	<b>Unit 37: Fractions Equivalent to One</b> <b>Unit 37: Fractions Equivalent to Whole Numbers</b> <b>Unit 37: Mixed Numbers</b> <b>Unit 37: Using Fraction Bars or Number Lines to Find Many Equivalent Fractions</b> <b>Unit 37: Using Fraction Bars or Number Lines to Determine If Two Fractions Are Equivalent</b> <b>Unit 37: Comparing Fractions with Same Denominators</b> <b>Unit 37: Comparing Fractions with Same Numerators</b>	<b>Unit 37: Fractions Equivalent to One</b> <b>Unit 37: Fractions Equivalent to Whole Numbers</b> <b>Unit 37: Mixed Numbers on a Number Line</b> <b>Unit 37: Many Equivalent Fractions</b> <b>Unit 37: Identifying Equivalent Fractions</b> <b>Unit 37: Expressing Equivalent Fractions with Denominators of 10 and 100</b> <b>Unit 37: Using Models to Identify Equivalent Fractions</b> <b>Unit 37: Fractions with Same Numerators</b> <b>Unit 37: Fractions with Like Denominators</b> <b>Unit 37: Whole Numbers and Fractions – Symbols</b> <b>ISIP Math: Comparing Fractions</b> <b>ISIP Math: Comparing Fractions Using Models</b> <b>ISIP Math: Identifying Equivalent Fractions Using Area Models</b>
<b>Computation and Estimation</b>			
<b>3.3 The student will</b>			
b.	create and solve single-step and multistep practical problems involving sums or differences of two whole numbers, each 9,999 or less.	<b>Unit 36: Two-Step Word Problems – All Operations</b>	<b>Unit 35: Problem Solving without Numbers: Addition and Subtraction</b> <b>Unit 36: Problem Solving without Numbers: Multiplication and Division</b> <b>Unit 36: Two-Step Word Problems – All Operations</b>
<b>3.4 The student will</b>			
a.	represent multiplication and division through $10 \times 10$ , using a variety of approaches and models;	<b>Unit 35: Arithmetic Patterns in Multiplication</b> <b>Unit 36: Multiply One-Digit Numbers Using Concrete Models</b> <b>Unit 36: Fact Families – Multiplication and Division</b>	<b>Unit 35: Arithmetic Patterns in Multiplication</b> <b>Unit 36: One-Digit by One-Digit Multiplication</b> <b>Unit 36: Multiplying Two One-Digit Numbers with Arrays</b> <b>Unit 36: Fact Families: Multiplication and Division</b> <b>Fact Practice Activities: Dice Blocks; Multominoes; Spider Queen’s Hidden Products; Spider Queen’s Spiders; Tall Towers; Wipe Out</b> <b>ISIP Math: Practicing Fact Families</b> <b>ISIP Math: Relating Multiplication and Division</b> <b>ISIP Math: Strip Diagrams: Compare Problems</b> <b>ISIP Math: Using the Commutative Property of Multiplication</b> <b>ISIP Math: Doubling and Halving</b>

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Standards	Objectives	Istation Application	Istation Teacher Resources
b.	create and solve single-step practical problems that involve multiplication and division through $10 \times 10$ ; and	<p><b>Unit 35:</b> <i>Arithmetic Patterns in Multiplication</i></p> <p><b>Unit 36:</b> <i>Multiply One-Digit Numbers Using Concrete Models</i></p> <p><b>Unit 36:</b> <i>Fact Families – Multiplication and Division</i></p> <p><b>Unit 36:</b> <i>Two-Step Word Problems – All Operations</i></p> <p><b>Unit 36:</b> <i>Properties of Multiplication</i></p>	<p><b>Unit 35:</b> <i>Arithmetic Patterns in Multiplication</i></p> <p><b>Unit 36:</b> <i>One-Digit by One-Digit Multiplication</i></p> <p><b>Unit 36:</b> <i>Multiplying Two One-Digit Numbers with Arrays</i></p> <p><b>Unit 36:</b> <i>Two-Step Word Problems – All Operations</i></p> <p><b>Unit 36:</b> <i>Fact Families: Multiplication and Division</i></p> <p><b>Fact Practice Activities:</b> <i>Dice Blocks; Multominoes; Spider Queen’s Hidden Products; Spider Queen’s Spiders; Tall Towers; Wipe Out</i></p> <p><b>ISIP Math:</b> <i>Practicing Fact Families</i></p> <p><b>ISIP Math:</b> <i>Relating Multiplication and Division</i></p> <p><b>ISIP Math:</b> <i>Strip Diagrams: Compare Problems</i></p> <p><b>ISIP Math:</b> <i>Using the Commutative Property of Multiplication</i></p> <p><b>ISIP Math:</b> <i>Doubling and Halving</i></p>
c.	demonstrate fluency with multiplication facts of 0, 1, 2, 5, and 10.	<p><b>Unit 35:</b> <i>Arithmetic Patterns in Multiplication</i></p> <p><b>Unit 36:</b> <i>Multiply One-Digit Numbers Using Concrete Models</i></p> <p><b>Unit 36:</b> <i>Fact Families – Multiplication and Division</i></p> <p><b>Unit 36:</b> <i>Two-Step Word Problems – All Operations</i></p> <p><b>Unit 36:</b> <i>Properties of Multiplication</i></p>	<p><b>Unit 35:</b> <i>Arithmetic Patterns in Multiplication</i></p> <p><b>Unit 36:</b> <i>One-Digit by One-Digit Multiplication</i></p> <p><b>Unit 36:</b> <i>Multiplying Two One-Digit Numbers with Arrays</i></p> <p><b>Unit 36:</b> <i>Two-Step Word Problems – All Operations</i></p> <p><b>Unit 36:</b> <i>Fact Families: Multiplication and Division</i></p> <p><b>Fact Practice Activities:</b> <i>Dice Blocks; Multominoes; Spider Queen’s Hidden Products; Spider Queen’s Spiders; Tall Towers; Wipe Out</i></p> <p><b>ISIP Math:</b> <i>Practicing Fact Families</i></p> <p><b>ISIP Math:</b> <i>Relating Multiplication and Division</i></p> <p><b>ISIP Math:</b> <i>Strip Diagrams: Compare Problems</i></p> <p><b>ISIP Math:</b> <i>Using the Commutative Property of Multiplication</i></p> <p><b>ISIP Math:</b> <i>Doubling and Halving</i></p>
<b>Measurement and Geometry</b>			
<b>3.8 The student will estimate and</b>			
a.	measure the distance around a polygon in order to determine its perimeter using US customary and metrics units; and	<b>Unit 38:</b> <i>Perimeter Word Problems</i>	<p><b>Unit 38:</b> <i>Perimeter Bundle</i></p> <p><b>ISIP Math:</b> <i>Perimeter of Polygons</i></p>
b.	count the number of square units needed to cover a given surface in order to determine its area.		<p><b>ISIP Math:</b> <i>Area Square</i></p> <p><b>ISIP Math:</b> <i>Finding the Area of Polygons</i></p> <p><b>ISIP Math:</b> <i>Finding the Area of Rectangles</i></p>
<b>3.9 The student will</b>			
b.	solve practical problems related to elapsed time in one-hour increments within a 12-hour period.	<b>Unit 39:</b> <i>Elapsed Time on a Number Line</i>	<p><b>Unit 39:</b> <i>Elapsed Time Within One Hour</i></p> <p><b>Unit 39:</b> <i>Elapsed Time Across Hours</i></p>
<b>3.11 The student will</b>			
	identify and draw representations of points, lines, line segments, rays, and angles.		<b>ISIP Math:</b> <i>Defining Quadrilaterals by Attributes</i>



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Standards	Objectives	Istation Application	Istation Teacher Resources
<b>3.12 The student will</b>			
a.	define polygon;		<b>ISIP Math: Are Squares the Perfect Shape?</b> <b>ISIP Math: Attributes of Polygons</b> <b>ISIP Math: Building Hexagons</b> <b>ISIP Math: Defining Quadrilaterals by Attributes</b> <b>ISIP Math: Multiplying with Polygons</b> <b>ISIP Math: Congruent Cats</b>
b.	identify and name polygons with 10 or fewer sides; and		<b>ISIP Math: Are Squares the Perfect Shape?</b> <b>ISIP Math: Attributes of Polygons</b> <b>ISIP Math: Building Hexagons</b> <b>ISIP Math: Defining Quadrilaterals by Attributes</b> <b>ISIP Math: Multiplying with Polygons</b> <b>ISIP Math: Congruent Cats</b>
c.	combine and subdivide polygons with three or four sides and name the resulting polygon(s).		<b>ISIP Math: Building Hexagons</b>
<b>3.13 The student will</b>			
	identify and describe congruent and noncongruent figures.		<b>ISIP Math: Congruent Cats</b>
<b>Probability and Statistics</b>			
<b>3.15 The student will</b>			
a.	collect, organize, and represent data in pictographs or bar graphs; and	<b>Unit 39: Solve Two-Step Problems Using Information Presented in Scaled Bar Graphs</b>	<b>Unit 39: Scaled Bar Graph Problem Solving</b>
b.	read and interpret data represented in pictographs and bar graphs.	<b>Unit 39: Solve Two-Step Problems Using Information Presented in Scaled Bar Graphs</b>	<b>Unit 39: Scaled Bar Graph Problem Solving</b>

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Grade 3



Standards	Objectives	Istation Application	Istation Teacher Resources
<b>Patterns, Functions, and Algebra</b>			
<b>3.16 The student will</b>			
	identify, describe, create, and extend patterns found in objects, pictures, numbers, and tables.	<b>Unit 35: Arithmetic Patterns in Multiplication</b>	<b>Unit 35: Arithmetic Patterns in Multiplication</b>
<b>3.17 The student will</b>			
	create equations to represent equivalent mathematical relationships.	<b>Unit 37: Fractions Equivalent to One</b> <b>Unit 37: Fractions Equivalent to Whole Numbers</b> <b>Unit 37: Using Fraction Bars or Number Lines to Find Many Equivalent Fractions</b> <b>Unit 37: Using Fraction Bars or Number Lines to Determine If Two Fractions Are Equivalent</b>	<b>Unit 37: Fractions Equivalent to One</b> <b>Unit 37: Fractions Equivalent to Whole Numbers</b> <b>Unit 37: Many Equivalent Fractions</b> <b>Unit 37: Identifying Equivalent Fractions</b> <b>Unit 37: Expressing Equivalent Fractions with Denominators of 10 and 100</b> <b>Unit 37: Using Models to Identify Equivalent Fractions</b> <b>ISIP Math: Identifying Equivalent Fractions Using Area Models</b>
<i>Includes content released during the 2017-2018 school year.</i>			
<i>End of Grade 3</i>			

**Istation Math Curriculum Correlated to Mathematical Standards of Learning for Virginia Public Schools**  
Grade 4



Standards	Objectives	Istation Application	Istation Teacher Resources
<b>Number and Number Sense</b>			
<b>4.1 The student will</b>			
a.	read, write, and identify the place and value of each digit in a nine-digit whole number; and	<p><b>Unit 40:</b> Writing Standard Form from Expanded Form to Thousands</p> <p><b>Unit 40:</b> Writing Expanded Form from Standard Form to Thousands</p> <p><b>Unit 40:</b> Writing Word Form from Expanded and Standard Form to Thousands</p> <p><b>Unit 40:</b> Writing Standard Form from Expanded Form through Millions</p> <p><b>Unit 40:</b> Writing Expanded Form from Standard Form through Millions</p> <p><b>Unit 40:</b> Writing Word Form from Expanded and Standard Form through Thousands and Millions</p>	<p><b>Unit 40:</b> Writing Expanded Form from Standard through Thousands and Millions</p> <p><b>Unit 40:</b> Writing Standard Form from Expanded through Thousands and Millions</p> <p><b>Unit 40:</b> Writing Word Form from Expanded and Standard through Thousands and Millions</p>
c.	round whole numbers expressed through millions to the nearest thousand, ten thousand, and hundred thousand.	<p><b>Unit 40:</b> Rounding within Whole Numbers to the Nearest Ten, Hundred, Thousand with Number Line</p> <p><b>Unit 40:</b> Rounding within Whole Numbers to the Nearest Ten, Hundred, Thousand with Algorithm</p> <p><b>Unit 40:</b> Rounding Zero</p>	<p><b>Unit 40:</b> Rounding – Nearest Thousand</p> <p><b>Unit 40:</b> Rounding – Nearest Ten, Hundred, Thousand</p> <p><b>Unit 40:</b> Rounding within Three- and Four-Digit Numbers – Number Line</p> <p><b>Unit 40:</b> Rounding within Three- and Four-Digit Numbers – Abstract</p> <p><b>Unit 40:</b> Zero as the Rounding Digit</p>
<b>4.2 The student will</b>			
a.	compare and order fractions and mixed numbers, with and without models; and	<p><b>Unit 43:</b> Use Models to Compare Equivalent Fractions</p> <p><b>Unit 43:</b> Use Benchmark Fractions to Compare Fractions with Different Denominators</p> <p><b>Unit 43:</b> Compare Fractions with Unlike Denominators by Creating Common Denominators</p>	<p><b>Unit 43:</b> Compare Fractions by Creating Common Denominators</p> <p><b>Unit 43:</b> Benchmark Fractions</p> <p><b>Unit 43:</b> Fractions – Symbols</p> <p><b>ISIP Math:</b> Comparing Fractions</p> <p><b>ISIP Math:</b> Using Area Models to Compare Fractions</p>
b.	represent equivalent fractions.	<p><b>Unit 43:</b> Use Models to Compare Equivalent Fractions</p> <p><b>Unit 43:</b> Expressing Equivalent Fractions with Denominators of 10 and 100</p>	<p><b>Unit 37:</b> Using Models to Identify Equivalent Fractions</p> <p><b>Unit 43:</b> Expressing Equivalent Fractions with Denominators of 10 and 100</p>

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

## Grade 4



Standards	Objectives	Istation Application	Istation Teacher Resources
<b>4.3 The student will</b>			
a.	read, write, represent, and identify decimals expressed through thousandths;	<b>Unit 43: Write Word Form of Decimals (0.1-0.9 and 0.01-0.09)</b> <b>Unit 43: Write Word Form of Decimals (0.10-0.90)</b> <b>Unit 43: Write Word Form of Decimals (0.01-1.99)</b>	<b>Unit 43: Decimals as Fractions (Tenths and Hundredths)</b> <b>Unit 43: Decimals – Standard and Word Form</b> <b>ISIP Math: Linking Fractions to Equivalent Decimal Numbers</b> <b>ISIP Math: Understanding Decimal Numbers with Fractional Language</b>
c.	compare and order decimals; and		<b>ISIP Math: Comparing and Ordering Decimals</b>
d.	given a model, write the decimal and fraction equivalent.	<b>Unit 43: Write Word Form of Decimals (0.1-0.9 and 0.01-0.09)</b> <b>Unit 43: Write Word Form of Decimals (0.10-0.90)</b> <b>Unit 43: Write Word Form of Decimals (0.01-1.99)</b>	<b>Unit 43: Decimals as Fractions (Tenths and Hundredths)</b> <b>Unit 43: Decimals – Standard and Word Form</b> <b>ISIP Math: Linking Fractions to Equivalent Decimal Numbers</b> <b>ISIP Math: Understanding Decimal Numbers with Fractional Language</b>
<b>Computation and Estimation</b>			
<b>4.4 The student will</b>			
a.	demonstrate fluency with multiplication facts through $12 \times 12$ , and the corresponding division facts; and	<b>Unit 41: Multiply One-Digit Numbers with Concrete Models</b> <b>Unit 42: Solve Multistep Word Problems</b>	<b>Unit 41: Two-Digit by Two-Digit Concrete Multiplication</b> <b>Unit 42: Solve Multistep Word Problems</b> <b>ISIP Math: Using Arrays to Derive and Learn Basic Facts</b> <b>ISIP Math: Commutative Property of Multiplication to Represent Numbers</b>
d.	create and solve single-step and multistep practical problems involving division with whole numbers.	<b>Unit 42: Solve Multistep Word Problems</b>	<b>Unit 42: Solve Multistep Word Problems</b>
<b>4.5 The student will</b>			
a.	determine common multiples and factors, including least common multiple and greatest common factor; and	<b>Unit 43: Compare Fractions with Unlike Denominators by Creating Common Denominators</b>	<b>Unit 43: Compare Fractions by Creating Common Denominators</b>
b.	add and subtract fractions and mixed numbers having like and unlike denominators.	<b>Unit 43: Add Fractions with Both Denominators of 10 and 100</b> <b>Unit 43: Add a Denominator of 10 to a Denominator of 100</b> <b>Unit 43: Add Fractions with Denominators of 10 and 100</b> <b>Unit 43: Decomposing Fractions</b>	<b>Unit 43: Add Denominators of 10 to Denominators of 100</b> <b>Unit 43: Adding Like Denominators of 10 and 100</b>

**Istation Math Curriculum Correlated to Mathematical Standards of Learning for Virginia Public Schools**  
Grade 4



Standards	Objectives	Istation Application	Istation Teacher Resources
<b>Measurement and Geometry</b>			
<b>4.7 The student will</b>			
	solve practical problems that involve determining perimeter and area in US customary and metric units.	<b>Unit 44: <i>Converting Units of Measurement to Solve Word Problems</i></b>	<b>Unit 44: <i>Measurement Conversion Word Problems</i></b>
<b>4.8 The student will</b>			
a.	estimate and measure length and describe the result in US customary and metric units;		<b>ISIP Math: <i>Measuring Length to the Nearest Quarter Inch</i></b>
c.	given the equivalent measure of one unit, identify equivalent measures of length, weight/mass, and liquid volume between units within the US customary system; and	<b>Unit 44: <i>Converting Units of Measurement to Solve Word Problems</i></b>	<b>Unit 44: <i>Measurement Conversion Word Problems</i></b>
d.	solve practical problems that involve length, weight/mass, and liquid volume in US customary units.	<b>Unit 44: <i>Converting Units of Measurement to Solve Word Problems</i></b>	<b>Unit 44: <i>Measurement Conversion Word Problems</i></b>
<b>4.10 The student will</b>			
a.	identify and describe points, lines, line segments, rays, and angles, including end points and vertices; and	<b>Unit 45: <i>Measure Angles with a Protractor</i></b>	<b>Unit 45: <i>Measure Angles with a Protractor</i></b> <b>ISIP Math: <i>Line and Angle Identification</i></b>
b.	identify and describe intersecting, parallel, and perpendicular lines.		<b>ISIP Math: <i>Line and Angle Identification</i></b>
<b>Probability and Statistics</b>			
<b>4.14 The student will</b>			
a.	collect, organize, and represent data in bar graphs and line graphs; and	<b>Unit 45: <i>Creating a Line Plot to Display Fractional Measurement Data</i></b>	<b>Unit 45: <i>Creating a Line Plot to Display Fractional Measurement Data</i></b>
c.	compare two different representations of the same data (e.g., a set of data displayed on a chart and a bar graph, a chart and a line graph, or a pictograph and a bar graph).	<b>Unit 45: <i>Creating a Line Plot to Display Fractional Measurement Data</i></b>	<b>Unit 45: <i>Creating a Line Plot to Display Fractional Measurement Data</i></b>

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Grade 4



Standards	Objectives	Istation Application	Istation Teacher Resources
<b>Patterns, Functions, and Algebra</b>			
<b>4.16 The student will</b>			
	recognize and demonstrate the meaning of equality in an equation.	<b>Unit 43: Use Models to Compare Equivalent Fractions</b> <b>Unit 43: Expressing Equivalent Fractions with Denominators of 10 and 100</b>	<b>Unit 37: Using Models to Identify Equivalent Fractions</b> <b>Unit 43: Expressing Equivalent Fractions with Denominators of 10 and 100</b>
<i>Includes content released during the 2017-2018 school year</i>			
<i>End of Grade 4</i>			

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Grade 5



Standards	Objectives	Istation Application	Istation Teacher Resources
<b>Number and Number Sense</b>			
<b>5.1 The student, given a decimal through thousandths, will</b>			
	round to the nearest whole number, tenth, or hundredth.	<b>Unit 46: Rounding Decimals with a Number Line</b> <b>Unit 46: Rounding Decimals with Dials</b> <b>Unit 46: Roll-Over Rounding</b>	<b>Unit 46: Rounding – Decimals – Number Line</b> <b>Unit 46: Rounding – Decimals – Algorithm</b>
<b>5.2 The student will</b>			
b.	compare and order fractions, mixed numbers, and/or decimals in a given set, from least to greatest and greatest to least.	<b>Unit 46: Concrete Decimal Comparison</b> <b>Unit 46: Decimal Comparison with Grids</b> <b>Unit 46: Comparison of Tenths and Hundredths on the Number Line</b> <b>Unit 46: Abstract Comparison of Tenths and Hundredths</b> <b>Unit 46: Abstract Comparison of Thousandths</b> <b>Unit 46: Abstract Comparison of Whole Numbers and Decimals</b>	<b>Unit 46: Abstract Decimal Comparison</b> <b>Unit 46: Decimal Comparison on the Number Line</b> <b>Unit 46: Decimals to Whole Numbers</b>
<b>Computation and Estimation</b>			
<b>5.4 The student will</b>			
	create and solve single-step and multistep practical problems involving addition, subtraction, multiplication and division with whole numbers.		<b>ISIP Math: Estimating Quotients Using Compatible Numbers</b> <b>ISIP Math: Models for Understanding Remainders</b> <b>ISIP Math: Using Models to Practice Extended Division Facts</b> <b>ISIP Math: Inverse Operations and Fact Families to Solve Simple Equations</b> <b>ISIP Math: Solving Multiplication and Division Word Problems with Diagrams</b>
<b>5.5 The student will</b>			
b.	create and solve single-step and multistep practical problems involving addition, subtraction, multiplication and division of decimals.	<b>Unit 46: Multiply Decimals by 10 and 100</b> <b>Unit 46: Divide Decimals by 10 and 100</b> <b>Unit 46: Exploring Powers of Ten</b> <b>Unit 46: Multiply and Divide Decimals by Powers of 10</b>	<b>Unit 46: Multiplying Decimals by 10 and 100</b> <b>Unit 46: Dividing Decimals by 10 and 100</b> <b>Unit 46: Multiplying and Dividing Decimals by Powers of Ten</b> <b>Unit 46: Exploring Powers of Ten</b> <b>Unit 46: Decimal Grids and Place Value Mats</b> <b>Unit 46: Decimals on Place Value Mats</b>

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Grade 5



Standards	Objectives	Istation Application	Istation Teacher Resources
<b>5.6 The student will</b>			
a.	solve single-step and multistep practical problems involving addition and subtraction with fractions and mixed numbers; and		<b>Unit 48: Adding Fractions with Unlike Denominators</b> <b>ISIP Math: Adding and Subtracting Fractions with Unlike Denominators</b>
b.	solve single-step practical problems involving multiplication of a whole number, limited to 12 or less, and a proper fraction, with models.	<b>Unit 48: Multiply by Fractions Less than One</b> <b>Unit 48: Multiply by Fractions with Improper Fractions</b> <b>Unit 50: Area of a Rectangle with Fractional Sides</b>	<b>Unit 48: Multiplying by Fractions Less Than One</b> <b>Unit 48: Multiplying Fractions Less Than One with Improper Fractions</b> <b>Unit 50: Area of a Rectangle with Fractional Sides</b> <b>ISIP Math: Solving Multiplication and Division Word Problems with Diagrams</b>
<b>5.7 The student will</b>			
	simplify whole number numerical expressions using the order of operations.	<b>Unit 49: Evaluate Numerical Expressions with Parentheses</b>	<b>Unit 49: Evaluating Numerical Expressions with Parentheses</b>
<b>Measurement and Geometry</b>			
<b>5.8 The student will</b>			
a.	solve practical problems that involve perimeter, area, and volume in standard units of measure.		<b>ISIP Math: Quantifying Volume: Counting Same-Sized Units</b> <b>ISIP Math: Volume as an Attribute of Three-Dimensional Space</b> <b>ISIP Math: Calculating Volume in Multistep Word Problems</b> <b>ISIP Math: Integrating Fact Practice and Volume</b>
<b>5.9 The student will</b>			
a.	given the equivalent measure of one unit, identify equivalent measurements within the metric system.		<b>ISIP Math: Converting Standard Units of Measurement</b> <b>ISIP Math: Performing Customary Measurement Conversions</b>
<b>5.13 The student will</b>			
a.	classify triangles as right, acute, or obtuse and equilateral, scalene, or isosceles; and		<b>ISIP Math: What's My Rule? Corresponding Sides of Similar Triangles</b> <b>ISIP Math: Triangles: Finding a Missing Angle Measurement</b>
b.	investigate the sum of the interior angles in a triangle and determine an unknown angle measure.		<b>ISIP Math: What's My Rule? Corresponding Sides of Similar Triangles</b> <b>ISIP Math: Triangles: Finding a Missing Angle Measurement</b>



**Istation Math** Curriculum Correlated to Mathematical Standards of Learning for Virginia Public Schools  
Grade 5



Standards	Objectives	Istation Application	Istation Teacher Resources
<b>Patterns, Functions, and Algebra</b>			
<b>5.18 The student will</b>			
	identify, describe, create, and extend patterns found in objects, pictures, numbers, and tables.	<b>Unit 49: Writing Expressions from Words</b> <b>Unit 49: Interpreting Expressions</b>	<b>Unit 49: Writing Expressions from Words – Subtraction</b> <b>Unit 49: Writing Expressions from Words – Addition and Subtraction</b> <b>Unit 49: Evaluating Numerical Expressions with Parentheses</b> <b>Unit 49: Identifying Expressions in Scenarios</b>
<b>5.19 The student will</b>			
b.	write an equation to represent a given mathematical relationship, using a variable; and		<b>ISIP Math: Inverse Operations and Fact Families to Solve Simple Equations</b>
c.	use an expression with a variable to represent a given verbal expression involving one operation.		<b>ISIP Math: Inverse Operations and Fact Families to Solve Simple Equations</b>
<i>Includes content released during the 2017-2018 school year</i>			
<i>End of Grade 5</i>			