Istation

Istation Math Curriculum Correlated to the Alabama Course of Study for Mathematics

Kindergarten – Grade 5

Contents

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K–12 Standards for Mathematical Practices (MP)

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

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

Mathematical Practice 2: Reason abstractly and quantitatively.

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

Mathematical Practice 4: Model with mathematics.

Mathematical Practice 5: Use appropriate tools strategically.

Mathematical Practice 6: Attend to precision.

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

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

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
AR	Additional Resource
CR	Classroom Resource
FP	Fact Practice
PP	Parent Portal

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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, 6, 7, 8			
Code	**Digital Student Experience**	Code	**Teacher Resources**
1			
		U13-15	Odd One Out - Counting
6			
U9-11	Number Sense – Comparison Cards: Comparing Groups or Numbers	U9-11	More or Less? Which is Best?
7			
U9-11	Number Sense – Comparison Cards: Comparing Groups or Numbers	U9-11	More or Less? Which is Best?
14			
		U7-8	Make It, Break It
20			
			Shape Families
22			
U4-6	Geometry – Sweet Shapes		
10			
		U16-17	One Hundred Twenty is Plenty

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Newest Features

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

Code	Digital Student Experience	Code	Teacher Resources
11			
		U12-13	Two-Digit Memory
12			
U14-16	Number Sense – Comparison Cards: Comparing Two-Digit Numbers	U14-16	Dare to Compare Two-Digit Numbers
21			
U20-23	Geometry – Sweet Shapes		
6			
		U30-31	Make It, Break It, Toss It
8			
		U24-30	Skip Counting with Patterns
9			
U33-35	Number Sense – Comparison Cards: Comparing Three-Digit Numbers	U33-35	Dare to Compare Three-Digit Numbers
10			
U37-39	Number Sense – Pyramid Pinball: Rounding to the Nearest 10 or 100	U37-39	Round and Round We Go (Whole Numbers)
26			

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MP 1, 2, 3, 4, 5, 6, 7, 8			
Code	**Digital Student Experience**	Code	**Teacher Resources**
			Quads Quads Quads
7			
U41-43	Number Sense – Comparison Cards: Comparing Multi-Digit Numbers	U41-43	Dare to Compare Multi-Digit Numbers
9			
U42-44	Number Sense – Pyramid Pinball: Rounding to Any Place	U42-44	Round and Round We Go (Multi-Digit) Numbers
4			
U47-49	Number Sense – Comparison Cards: Comparing Decimal Numbers	U47-49	Dare to Compare Decimal Numbers
5			
U48-50	Number Sense – Pyramid Pinball: Rounding Decimals	U48-50	Round and Round We Go (Decimal) Numbers

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Power Path Featured Content (Spanish)

Newest Features			
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MP 1, 2, 3, 4, 5, 6, 7, 8			
Code	**Digital Student Experience**	Code	**Teacher Resources**
6			
U9-11	Tarjetas de comparación - Comparando grupos o números	U9-11	¿Más o menos? ¿Cuál es mejor?
7			
		U9-11	¿Más o menos? ¿Cuál es mejor?
12			
U14-16	Tarjetas de comparación - Comparando números de dos dígitos	U14-16	Atrévete a comparar (Números de dos dígitos)
9			
U33-35	Tarjetas de comparación - Comparando números de tres dígitos	U33-35	Atrévete a comparar (Números de tres dígitos)
10			
		U37-39	Dando y dando la vuelta (Números Enteros)
7			
U41-43	Tarjetas de comparación - Comparando números de múltiples dígitos	U42-44	Atrévete a comparar (Numéros de dígitos múltiples)
9			

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

Code	Digital Student Experience	Code	Teacher Resources
		U42-44	Dando y dando la vuelta (Números de dígitos múltiples)
4			
U47-49	Tarjetas de comparación - Comparando números decimales	U47-49	Atrévete a comparar (Decimales)
5			
		U48-50	Dando y dando la vuelta (Decimales)

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Kindergarten

Foundations of Counting

Know number names and the count sequence.

1			
Count forward orally from 0 to 100 by ones and by tens. Count backward orally from 10 to 0 by ones.			
MP 1, 2, 3, 4, 5, 6, 7, 8			
Code	**Digital Student Experience**	Code	**Teacher Resources**
U14	Number Sense – “EZ with a Rock and Roll Beat” (1-100)	U14	One Hundred Is a Lot
U14	Number Sense – Identifying Numbers (1-100)	U14	Roll-Count-Cover – Skip Counting by Tens
U14	Number Sense – Identify Missing Numbers (1-100)	U21	The Arrow Says (1-100)
U14	Number Sense – Number Sequence (1-100)	U23	Decade Numbers
U14	Number Sense – “Hens by Tens” (1-100)		
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)		

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2			
Count to 100 by ones beginning with any given number between 0 and 99.			
MP 1, 2, 3, 4, 5, 6, 7, 8			
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)
U4	Number Sense – Identify Missing Numbers (1-10)	U8	Counting Objects (1-20)
U4	Number Sense – Number Sequence (1-10)	U14	One Hundred Is a Lot
U6	Number Sense – “EZ with a Rock and Roll Beat” (1-20)	U14	Roll-Count-Cover – Skip Counting by Tens
U6	Number Sense – Identifying Numbers (1-20)	U18	Counting Memory
U6	Number Sense – Identify Missing Numbers (1-20)	U21	The Arrow Says (1-100)
U6	Number Sense – Number Sequence (1-20)	U23	Decade Numbers
U7	Number Sense – “EZ with a Rock and Roll Beat” (1-30)	ISIP EM	Set Stories
U7	Number Sense – Identifying Numbers (1-30)	ISIP EM	Ten Frame Puzzles (1-20)
U7	Number Sense – Identify Missing Numbers (1-30)	ISIP EM	Total Amount in a Scattered Group
U7	Number Sense – Number Sequence (1-30)	ISIP EM	Understanding Ordinal Numbers
U8	Number Sense – “EZ with a Rock and Roll Beat” (1-50)		
U8	Number Sense – Identifying Numbers (1-50)		
U8	Number Sense – Identify Missing Numbers (1-50)		
U8	Number Sense – Number Sequence (1-50)		

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2

Count to 100 by ones beginning with any given number between 0 and 99.

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

Code	Digital Student Experience	Code	Teacher Resources
U14	Number Sense – “EZ with a Rock and Roll Beat” (1-100)		
U14	Number Sense – Identifying Numbers (1-100)		
U14	Number Sense – Identify Missing Numbers (1-100)		
U14	Number Sense – Number Sequence (1-100)		

3

Write numerals from 0 to 20.

a. Represent 0 to 20 using concrete objects when given a written numeral from 0 to 20 (with 0 representing a count of no objects).

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

Code	Digital Student Experience	Code	Teacher Resources
U11	Number Sense – “Writing Our Numbers”	U6	Domino Dot Memory (1-10)
U11	Number Sense – Writing Numbers Everywhere (1-10)	U7	Counting a Scattered Static Group (1-10)
U15	Number Sense – “Pattern of the Count” (1-50)	U7	Calendar Counting (1-30)
U15	Number Sense – Place Value Rows (1-50)	U8	Counting Sticks (1-20)
U15	Number Sense – Number Puzzle (1-50)	U8	Counting Objects (1-20)
U18	Number Sense – Write to Represent Numbers (0-20)	U10	Park the Car and Write (1-20)
U19	Number Sense – “Pattern of the Count” (1-20)	U11	Writing Numbers Everywhere (5-10)

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3

Write numerals from 0 to 20.

a. Represent 0 to 20 using concrete objects when given a written numeral from 0 to 20 (with 0 representing a count of no objects).

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

Code	Digital Student Experience	Code	Teacher Resources
U19	Number Sense – Place Value Columns (by 1s and 10s to 50)	U11	Writing Numbers (10-20)
U19	Number Sense – Number Puzzle (by 1s and 10s to 50)	U18	Counting Memory
		ISIP EM	Set Stories
		ISIP EM	Total Amount in a Scattered Group
		ISIP EM	Ten Frame Puzzles (1-20)
		ISIP EM	Multiple Representations of Numbers (1-10)

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Count to tell the number of objects.

4			
Connect counting to cardinality using a variety of concrete objects. a. Say the number names in consecutive order when counting objects. b. Indicate that the last number name said tells the number of objects counted in a set. c. Indicate that the number of objects in a set is the same regardless of their arrangement or the order in which they were counted. d. Explain that each successive number name refers to a quantity that is one larger.			
MP 1, 2, 3, 4, 5, 6, 7, 8			
Code	**Digital Student Experience**	**Code**	**Teacher Resources**
U6	Number Sense – “Counting Cattle” (1-10)	U6	Count with Me (1-20)
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)	ISIP	Set Stories
U7	Number Sense – Counting Fingers (1-10)	ISIP	Ten Frame Puzzles (1-20)
U7	Number Sense – Choose the Correct Amount (1-10)	ISIP	Subitizing to Problem Solve
U7	Number Sense – Counting a Static Scattered Group (1-10)	ISIP	Total Amount in a Scattered Group
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)		

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4

Connect counting to cardinality using a variety of concrete objects.

a. Say the number names in consecutive order when counting objects.

b. Indicate that the last number name said tells the number of objects counted in a set.

c. Indicate that the number of objects in a set is the same regardless of their arrangement or the order in which they were counted.

d. Explain that each successive number name refers to a quantity that is one larger.

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

Code	Digital Student Experience	Code	Teacher Resources
U8	Number Sense – Counting a Scattered Static Group (1-20)		
U10	Number Sense – “Counting Cattle” (1-20)		
U10	Number Sense – Choose the Correct Amount (1-20)		
U10	Number Sense – Remember the Counted Amount (1-20)		
U10	Number Sense – Counting an Array (1-20)		
U10	Number Sense – Counting a Scattered Static Group (1-20)		

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5

Count to answer “how many?” questions.

a. Count using no more than 20 concrete objects arranged in a line, a rectangular array, or a circle.

b. Count using no more than 10 concrete objects in a scattered configuration.

c. Draw the number of objects that matches a given numeral from 0 to 20.

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

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)	U18	Counting Memory
U7	Number Sense – Counting Fingers (1-10)	ISIP EM	Set Stories
U7	Number Sense – Choose the Correct Amount (1-10)	ISIP EM	Ten Frame Puzzles (1-20)
U7	Number Sense – Counting a Static Scattered Group (1-10)	ISIP EM	Total Amount in a Scattered Group
U8	Number Sense – “Counting Cattle” (1-20)	ISIP EM	Multiple Representations of Numbers (1-10)
U8	Number Sense – Counting in a Line (1-20)	ISIP EM	Subitizing to Problem Solve
U8	Number Sense – Counting in an Array (1-20)		
U8	Number Sense – Counting a Scattered Static Group (1-20)		

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5			
Count to answer “how many?” questions. a. Count using no more than 20 concrete objects arranged in a line, a rectangular array, or a circle. b. Count using no more than 10 concrete objects in a scattered configuration. c. Draw the number of objects that matches a given numeral from 0 to 20.			
MP 1, 2, 3, 4, 5, 6, 7, 8			
Code	**Digital Student Experience**	**Code**	**Teacher Resources**
U10	Number Sense – “Counting Cattle” (1-20)		
U10	Number Sense – Choose the Correct Amount (1-20)		
U10	Number Sense – Remember the Counted Amount (1-20)		

Compare numbers.

6			
Orally identify whether the number of objects in one group is greater/more than, less/fewer than, or equal/the same as the number of objects in another group, in groups containing up to 10 objects, by using matching, counting, or other strategies.			
MP 1, 2, 3, 4, 5, 6, 7, 8			
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)

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7			
Compare two numbers between 0 and 10 presented as written numerals (without using inequality symbols).			
MP 1, 2, 3, 4, 5, 6, 7, 8			
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)

Operations and Algebraic Thinking

Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.

8			
Represent addition and subtraction up to 10 with concrete objects, fingers, pennies, mental images, drawings, claps or other sounds, acting out situations, verbal explanations, expressions, or equations.			
MP 1, 2, 3, 4, 5, 6, 7, 8			
Code	**Digital Student Experience**	**Code**	**Teacher Resources**
U9	Computations and Algebraic Thinking – “Part Part Whole in New Orleans” (1-10)	U8	Parts and Wholes
U9	Computations and Algebraic Thinking – Part Part Whole Addition within 10	U9	Roll to Find the Whole
U10	Computations and Algebraic Thinking – “Part Part Whole in New Orleans” (1-10)	U10	Dogs and Cats on Mats (up to 10)

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8

Represent addition and subtraction up to 10 with concrete objects, fingers, pennies, mental images, drawings, claps or other sounds, acting out situations, verbal explanations, expressions, or equations.

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

Code	Digital Student Experience	Code	Teacher Resources
U10	Computations and Algebraic Thinking – Part Part Whole Addition Stories	U12	Ten or Not Ten
U12	Computations and Algebraic Thinking – "Part Part Whole in New Orleans" (1-10)	U13	Whole in the Hand
U12	Computations and Algebraic Thinking – Making Ten Using Tens Frames	U18	Decomposing House with Pictures
U12	Computations and Algebraic Thinking – Identifying Addends Using Tens Frames	U18	Decomposing House
U13	Computations and Algebraic Thinking – "Chicago Pizza Blues" (within 10)	U19	Relative Magnitude with Part Part Whole
U13	Computations and Algebraic Thinking – Subtraction Within Ten	U20	Start, Change, Result
U14	Computations and Algebraic Thinking – "Chicago Pizza Blues" (within 10)	U20	Adding with Addend Cards
U14	Computations and Algebraic Thinking – Whole Part Part Subtraction Stories (within 10)	U22	Beading the Difference
U18	Number Sense – Decompose Numbers Less Than or Equal to Ten	ISIP	Subtraction within Ten
		ISIP	Addition Stories
		ISIP	Subtraction Stories

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8

Represent addition and subtraction up to 10 with concrete objects, fingers, pennies, mental images, drawings, claps or other sounds, acting out situations, verbal explanations, expressions, or equations.

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

Code	Digital Student Experience	Code	Teacher Resources
		ISIP	Count Back to Subtract
		ISIP	Ten Frame Addition

9

Solve addition and subtraction word problems, and add and subtract within 10, by using concrete objects or drawings to represent the problem.

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

Code	Digital Student Experience	Code	Teacher Resources
U9	Computations and Algebraic Thinking – “Part Part Whole in New Orleans” (1-10)	U8	Parts and Wholes
U9	Computations and Algebraic Thinking – Part Part Whole Addition within 10	U10	Dogs and Cats on Mats (up to 10)
U9	Computations and Algebraic Thinking – “Part Part Whole in New Orleans” (1-10)	U12	Ten or Not Ten
U9	Computations and Algebraic Thinking – Part Part Whole Addition within 10	U18	Decomposing House with Pictures
U10	Computations and Algebraic Thinking – “Part Part Whole in New Orleans” (1-10)	U18	Decomposing House
U10	Computations and Algebraic Thinking – Part Part Whole Addition Stories	U19	Relative Magnitude with Part Part Whole

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9			
Solve addition and subtraction word problems, and add and subtract within 10, by using concrete objects or drawings to represent the problem.			
MP 1, 2, 3, 4, 5, 6, 7, 8			
Code	**Digital Student Experience**	**Code**	**Teacher Resources**
U12	Computations and Algebraic Thinking – “Part Part Whole in New Orleans” (1-10)	U20	Start, Change, Result
U12	Computations and Algebraic Thinking – Making Ten Using Tens Frames	U20	Adding with Addend Cards
U12	Computations and Algebraic Thinking – Identifying Addends Using Tens Frames	ISIP	Subtraction within Ten
U13	Computations and Algebraic Thinking – “Chicago Pizza Blues” (within 10)	ISIP	Addition Stories
U13	Computations and Algebraic Thinking – Subtraction Within Ten	ISIP	Subtraction Stories
U14	Computations and Algebraic Thinking – “Chicago Pizza Blues” (within 10)	ISIP	Count Back to Subtract
U14	Computations and Algebraic Thinking – Whole Part Part Subtraction Stories (within 10)	ISIP	Ten Frame Addition
U18	Number Sense – Decompose Numbers Less Than or Equal to Ten		

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10

Decompose numbers less than or equal to 10 into pairs of smaller numbers in more than one way, by using concrete objects or drawings, and record each decomposition by a drawing or equation. Example: 5 = 2 + 3 and 5 = 4 + 1

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

Code	Digital Student Experience	Code	Teacher Resources
U9	Computations and Algebraic Thinking – "Part Part Whole in New Orleans" (1-10)	U8	Parts and Wholes
U9	Computations and Algebraic Thinking – Part Part Whole Addition Stories	U9	Roll to Find the Whole
U10	Computations and Algebraic Thinking – "Part Part Whole in New Orleans" (1-10)	U10	Dogs and Cats on Mats (up to 10)
U10	Computations and Algebraic Thinking – Part Part Whole Addition Stories	U12	Ten or Not Ten
U12	Computations and Algebraic Thinking – "Part Part Whole in New Orleans" (1-10)	U13	Whole in the Hand
U12	Computations and Algebraic Thinking – Making Ten Using Tens Frames	U18	Decomposing House with Pictures
U12	Computations and Algebraic Thinking – Identifying Addends Using Tens Frames	U18	Decomposing House
U13	Computations and Algebraic Thinking – "Part Part Whole in New Orleans" (1-10)	U19	Relative Magnitude with Part Part Whole
U13	Computations and Algebraic Thinking – Subtraction Within Ten	U20	Start, Change, Result
U14	Computations and Algebraic Thinking – "Chicago Pizza Blues" (within 10)	U20	Adding with Addend Cards

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10

Decompose numbers less than or equal to 10 into pairs of smaller numbers in more than one way, by using concrete objects or drawings, and record each decomposition by a drawing or equation. Example: 5 = 2 + 3 and 5 = 4 + 1

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

Code	Digital Student Experience	Code	Teacher Resources
U14	Computations and Algebraic Thinking – Whole Part Part Subtraction Stories (within 10)	U22	Beading the Difference
U18	Number Sense – Decompose Numbers Less Than or Equal to Ten		

11

For any number from 0 to 10, find the number that makes 10 when added to the given number, by using concrete objects or drawings, and record the answer with a drawing or equation.

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

Code	Digital Student Experience	Code	Teacher Resources
U9	Computations and Algebraic Thinking – “Part Part Whole in New Orleans” (1-10)	U9	Roll to Find the Whole
U9	Computations and Algebraic Thinking – Part Part Whole Addition Stories	U10	Dogs and Cats on Mats (up to 10)
U10	Computations and Algebraic Thinking – “Part Part Whole in New Orleans” (1-10)	U12	Ten or Not Ten
U10	Computations and Algebraic Thinking – Part Part Whole Addition Stories	U13	Whole in the Hand
U12	Computations and Algebraic Thinking – “Part Part Whole in New Orleans” (1-10)	U18	Decomposing House with Pictures

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11

For any number from 0 to 10, find the number that makes 10 when added to the given number, by using concrete objects or drawings, and record the answer with a drawing or equation.

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

Code	Digital Student Experience	Code	Teacher Resources
U12	Computations and Algebraic Thinking – Making Ten Using Tens Frames	U18	Decomposing House
U12	Computations and Algebraic Thinking – Identifying Addends Using Tens Frames	U19	Relative Magnitude with Part Part Whole
U13	Computations and Algebraic Thinking – “Chicago Pizza Blues” (within 10)	U20	Start, Change, Result
U13	Computations and Algebraic Thinking – Subtraction Within Ten	U20	Adding with Addend Cards
U14	Computations and Algebraic Thinking – “Chicago Pizza Blues” (within 10)	U22	Beading the Difference
U14	Computations and Algebraic Thinking – Whole Part Part Subtraction Stories (within 10)		
U18	Number Sense – Decompose Numbers Less Than or Equal to Ten		

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13			
Duplicate and extend simple patterns using concrete objects.			
MP 1, 2, 3, 4, 5, 6, 7, 8			
Code	**Digital Student Experience**	**Code**	**Teacher Resources**
		ISIP	Identify the Pattern Rule, Duplicate and Extend Patterns
		ISIP	Identify, Duplicate and Extend Sequential Patterns
		ISIP	Identify, Duplicate and Extend Growing Patterns

Operations with Numbers

Work with numbers 11–19 to gain foundations for place value.

K.NBT.1			
Compose and decompose numbers from 11 to 19 by using concrete objects or drawings to demonstrate understanding that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.			
MP 1, 2, 3, 4, 5, 6, 7, 8			
Code	**Digital Student Experience**	**Code**	**Teacher Resources**
		U15	Digit Deal (1-50)
		U18	Decomposing House with Pictures
		U18	Decomposing House

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Measurement

Describe and compare measurable attributes.

16			
Identify and describe measurable attributes (length, weight, height) of a single object using vocabulary such as long/short, heavy/light, or tall/short.			
MP 1, 2, 3, 4, 5, 6, 7, 8			
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?

17			
Directly compare two objects with a measurable attribute in common to see which object has “more of” or “less of” the attribute and describe the difference. Example: Directly compare the heights of two children and describe one child as “taller” or “shorter.”			
MP 1, 2, 3, 4, 5, 6, 7, 8			
Code	**Digital Student Experience**	**Code**	**Teacher Resources**
U10	Measurement and Data Analysis – Comparing Objects by Length	U10	Directly Comparing Length

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17			
Directly compare two objects with a measurable attribute in common to see which object has “more of” or “less of” the attribute and describe the difference. Example: Directly compare the heights of two children and describe one child as “taller” or “shorter.”			
MP 1, 2, 3, 4, 5, 6, 7, 8			
Code	**Digital Student Experience**	**Code**	**Teacher Resources**
U10	Measurement and Data Analysis – Comparing Objects by Weight	U10	Directly Comparing Weight
U15	Measurement and Data Analysis – Comparing Objects by Height	U15	Directly Comparing Height
U15	Measurement and Data Analysis – Comparing Objects by Capacity	U15	Which Holds More? Which Holds Less?

Geometry

Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).

19			
Correctly name shapes regardless of their orientations or overall sizes.			
MP 1, 2, 3, 4, 5, 6, 7, 8			
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
U3	Geometry – Identify Triangles	U9	Considering Sizes of Shapes
U9	Geometry – Identifying Shapes Regardless of Orientation	U14	Odd One Out

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20			
Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”).			
MP 1, 2, 3, 4, 5, 6, 7, 8			
Code	**Digital Student Experience**	**Code**	**Teacher Resources**
U14	Geometry – Identify Three-Dimensional Shapes	U14	Shape Four-in-a-Row

Analyze, compare, create, and compose shapes.

21			
Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (number of sides and vertices or “corners”), and other attributes. Example: having sides of equal length			
MP 1, 2, 3, 4, 5, 6, 7, 8			
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
U3	Geometry – Identify Triangles	U9	Considering Sizes of Shapes
U9	Geometry – Identify 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		

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Grade 1

Operations and Algebraic Thinking

Represent and solve problems involving addition and subtraction.

1

Use addition and subtraction to solve word problems within 20 by using concrete objects, drawings, and equations with a symbol for the unknown number to represent the problem.

a. Add to with change unknown to solve word problems within 20.

b. Take from with change unknown to solve word problems within 20.

c. Put together/take apart with addend unknown to solve word problems within 20.

d. Compare quantities, with difference unknown, bigger unknown, and smaller unknown while solving word problems within 20.

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

Code	Digital Student Experience	Code	Teacher Resources
U16	Computations and Algebraic Thinking – Determine Missing Addend	U16	Beginning-Middle-End
U19	Computations and Algebraic Thinking – “Part Part Whole in New Orleans” (1-20)	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)

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1

Use addition and subtraction to solve word problems within 20 by using concrete objects, drawings, and equations with a symbol for the unknown number to represent the problem.

a. Add to with change unknown to solve word problems within 20.

b. Take from with change unknown to solve word problems within 20.

c. Put together/take apart with addend unknown to solve word problems within 20.

d. Compare quantities, with difference unknown, bigger unknown, and smaller unknown while solving word problems within 20.

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

Code	Digital Student Experience	Code	Teacher Resources
U20	Computations and Algebraic Thinking – Addition Stories (1-20) 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		

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2			
Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20 by using concrete objects, drawings, or equations with a symbol for the unknown number to represent the problem.			
MP 1, 2, 3, 4, 5, 6, 7, 8			
Code	**Digital Student Experience**	**Code**	**Teacher Resources**
U16	Computations and Algebraic Thinking – Determine the Unknown Whole Numbers in Addition Sentences	U16	Beginning-Middle-End
U20	Computations and Algebraic Thinking – Properties of Addition – Associative Property	U22	Beading the Difference
		U22	Mystery in the Middle
		ISIP EM	Associative Property of Addition
		ISIP EM	Commutative Property of Addition

Understand and apply properties of operations and the relationship between addition and subtraction.

3			
Apply properties of operations as strategies to add and subtract. Examples: If 8 + 3 = 11 is known, then 3 + 8 = 11 is also known (commutative property of addition). To add 2 + 6 + 4, the second and third numbers can be added to make a ten, so 2 + 6 + 4 = 2 + 10 = 12 (associative property of addition). When adding 0 to a number, the result is the same number (identity property of zero for addition).			
MP 1, 2, 3, 4, 5, 6, 7, 8			
Code	**Digital Student Experience**	**Code**	**Teacher Resources**
U16	Computations and Algebraic Thinking – Determine the Unknown Whole Number in Addition Sentences	U16	Beginning-Middle-End
U20	Computations and Algebraic Thinking – “The Math Whiz”	U20	Doubles Facts

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3

Apply properties of operations as strategies to add and subtract. Examples: If 8 + 3 = 11 is known, then 3 + 8 = 11 is also known (commutative property of addition). To add 2 + 6 + 4, the second and third numbers can be added to make a ten, so 2 + 6 + 4 = 2 + 10 = 12 (associative property of addition). When adding 0 to a number, the result is the same number (identity property of zero for addition).

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

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

4

Explain subtraction as an unknown-addend problem. Example: subtracting 10 - 8 by finding the number that makes 10 when added to 8

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

Code	Digital Student Experience	Code	Teacher Resources
U22	Computations and Algebraic Thinking – Whole Part Part “Chicago Pizza Blues” (within 20)	U18	Decomposing House

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4			
Explain subtraction as an unknown-addend problem. Example: subtracting 10 - 8 by finding the number that makes 10 when added to 8			
MP 1, 2, 3, 4, 5, 6, 7, 8			
Code	**Digital Student Experience**	**Code**	**Teacher Resources**
U22	Computations and Algebraic Thinking – Whole Part Part (within 20)	U19	Decomposing House with Pictures
U24	Computations and Algebraic Thinking – Subtraction Stories (within 20)	U22	Beading the Difference
U24	Computations and Algebraic Thinking – Determine the Unknown Whole Numbers in Subtraction Sentences	U22	Mystery in the Middle
		U24	Start, Change, Result! (within 20)
		ISIP EM	Subtraction Stories
		ISIP EM	Fact Family Dominoes

Add and subtract within 20.

5			
Relate counting to addition and subtraction. Example: counting on 2 to add 2			
MP 1, 2, 3, 4, 5, 6, 7, 8			
Code	**Digital Student Experience**	**Code**	**Teacher Resources**
		U22	Beading the Difference
		U22	Mystery in the Middle

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5

Relate counting to addition and subtraction. Example: counting on 2 to add 2

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

Code	Digital Student Experience	Code	Teacher Resources
		U24	Start, Change, Result! (within 20)

6

Add and subtract within 20.

a. Demonstrate fluency with addition and subtraction facts with sums or differences to 10 by counting on.

b. Demonstrate fluency with addition and subtraction facts with sums or differences to 10 by making ten.

c. Demonstrate fluency with addition and subtraction facts with sums or differences to 10 by decomposing a number leading to a ten. Example: 13 - 4 = 13 - 3 - 1 = 10 - 1 = 9

d. Demonstrate fluency with addition and subtraction facts with sums or differences to 10 by using the relationship between addition and subtraction. Example: Knowing that 8 + 4 = 12, one knows 12 - 8 = 4.

e. Demonstrate fluency with addition and subtraction facts with sums or differences to 10 by creating equivalent but easier or known sums. Example: adding 6 + 7 by creating the known equivalent 6 + 6 + 1 = 12 + 1 = 13

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

Code	Digital Student Experience	Code	Teacher Resources
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

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6

Add and subtract within 20.

a. Demonstrate fluency with addition and subtraction facts with sums or differences to 10 by counting on.

b. Demonstrate fluency with addition and subtraction facts with sums or differences to 10 by making ten.

c. Demonstrate fluency with addition and subtraction facts with sums or differences to 10 by decomposing a number leading to a ten. Example: 13 - 4 = 13 - 3 - 1 = 10 - 1 = 9

d. Demonstrate fluency with addition and subtraction facts with sums or differences to 10 by using the relationship between addition and subtraction. Example: Knowing that 8 + 4 = 12, one knows 12 - 8 = 4.

e. Demonstrate fluency with addition and subtraction facts with sums or differences to 10 by creating equivalent but easier or known sums. Example: adding 6 + 7 by creating the known equivalent 6 + 6 + 1 = 12 + 1 = 13

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

Code	Digital Student Experience	Code	Teacher Resources
U20	Computations and Algebraic Thinking – “Part Part Whole in New Orleans” (1-20)	U20	Turn Around Addition
U20	Computations and Algebraic Thinking – Addition Stories (horizontal orientation)	U20	Grouping Groceries
U20	Computations and Algebraic Thinking – Addition Stories (vertical orientation)	U20	Identity Property Go Fish!
U20	Computations and Algebraic Thinking – “The Math Whiz”	U20	Doubles Facts
U20	Computations and Algebraic Thinking – Fact Strategies	ISIP EM	Place Value of Tens and One
U20	Computations and Algebraic Thinking – Commutative Property	ISIP EM	Fact Family Dominoes
U20	Computations and Algebraic Thinking – Associative Property	ISIP EM	Building Sums to Twenty
U20	Computations and Algebraic Thinking – Identity Property	FP	Addition Fast Track

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6

Add and subtract within 20.

a. Demonstrate fluency with addition and subtraction facts with sums or differences to 10 by counting on.

b. Demonstrate fluency with addition and subtraction facts with sums or differences to 10 by making ten.

c. Demonstrate fluency with addition and subtraction facts with sums or differences to 10 by decomposing a number leading to a ten. Example: 13 - 4 = 13 - 3 - 1 = 10 - 1 = 9

d. Demonstrate fluency with addition and subtraction facts with sums or differences to 10 by using the relationship between addition and subtraction. Example: Knowing that 8 + 4 = 12, one knows 12 - 8 = 4.

e. Demonstrate fluency with addition and subtraction facts with sums or differences to 10 by creating equivalent but easier or known sums. Example: adding 6 + 7 by creating the known equivalent 6 + 6 + 1 = 12 + 1 = 13

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

Code	Digital Student Experience	Code	Teacher Resources
U10	Computations and Algebraic Thinking – “Part Part Whole in New Orleans” (1-20)	FP	Sticky Sums
U10	Computations and Algebraic Thinking – Addition Stories	FP	Write, Tally, Draw
		FP	Shake It, Make It, Solve It (Addition)
		FP	Wipe Out

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Work with addition and subtraction equations.

8			
Solve for the unknown whole number in various positions in an addition or subtraction equation, relating three whole numbers that would make it true. Example: determining the unknown number that makes the equation true in each of the equations 8 + ? = 11, 5 = ? – 3, and 6 + 6 = ?			
MP 1, 2, 3, 4, 5, 6, 7, 8			
Code	**Digital Student Experience**	**Code**	**Teacher Resources**
U16	Computations and Algebraic Thinking – Determine the Unknown Whole Number in Addition Sentences	U16	Beginning-Middle-End
		U24	Mystery in the Middle

Operations with Numbers: Base Ten

Extend the counting sequence.

10			
Extend the number sequence from 0 to 120. a. Count forward and backward by ones, starting at any number less than 120. b. Read numerals from 0 to 120. c. Write numerals from 0 to 120. d. Represent a number of objects from 0 to 120 with a written numeral.			
MP 1, 2, 3, 4, 5, 6, 7, 8			
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)	U17	Digit Deal (1-100)

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10

Extend the number sequence from 0 to 120.

a. Count forward and backward by ones, starting at any number less than 120.
b. Read numerals from 0 to 120.
c. Write numerals from 0 to 120.
d. Represent a number of objects from 0 to 120 with a written numeral.

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

Code	Digital Student Experience	Code	Teacher Resources
U17	Number Sense – Number Puzzle (1-100)	U18	Mixed-Up, Fixed-Up
U21	Number Sense – “Pattern of the Count” Count by Ones and Tens to 100	U21	The Arrow Says (1-100)
U21	Number Sense – Place Value Columns (1-100)	U23	Decade Numbers
U21	Number Sense – Number Puzzle (1-100)		

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Understand place value.

11

Explain that the two digits of a two-digit number represent amounts of tens and ones.

a. Identify a bundle of ten ones as a “ten.”

b. Identify the numbers from 11 to 19 as composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.

c. Identify the numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 as one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).

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

Code	Digital Student Experience	Code	Teacher Resources
U23	Number Sense – Decade Numbers: Free Play Number Puzzle	U14	Roll-Count-Cover – Skip Counting by Tens
U23	Number Sense – Decade Numbers: Number Puzzle	U15	Digit Deal (1-50)
		U17	Digit Deal (1-100)
		U23	Decade Numbers
		ISIP EM	Base Ten Block Basics
		ISIP EM	Matching Numerals and Base Ten Blocks
		ISIP EM	Base Ten Block Comparison Game

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12			
Compare pairs of two-digit numbers based on the values of the tens and ones digits, recording the results of comparisons with the symbols >, =, and < and orally with the words “is greater than,” “is equal to,” and “is less than.”			
MP 1, 2, 3, 4, 5, 6, 7, 8			
Code	**Digital Student Experience**	**Code**	**Teacher Resources**
		ISIP EM	Base Ten Block Basics
		ISIP EM	Matching Numerals and Base Ten Blocks
		ISIP EM	Base Ten Block Comparison Game
		ISIP EM	Graphing Stories – Determining Most and Least

Use place value understanding and properties of operations to add and subtract.

13			
Add within 100, using concrete models or drawings and strategies based on place value. a. Add a two-digit number and a one-digit number. b. Add a two-digit number and a multiple of 10. c. Demonstrate that in adding two-digit numbers, tens are added to tens, ones are added to ones, and sometimes it is necessary to compose a ten. d. Relate the strategy for adding a two-digit number and a one-digit number to a written method and explain the reasoning used.			
MP 1, 2, 3, 4, 5, 6, 7, 8			
Code	**Digital Student Experience**	**Code**	**Teacher Resources**
U20	Computations and Algebraic Thinking – “The Math Whiz”	U20	Doubles Facts
U20	Computations and Algebraic Thinking – Fact Strategies	U20	Turn Around Addition

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13

Add within 100, using concrete models or drawings and strategies based on place value.

a. Add a two-digit number and a one-digit number.

b. Add a two-digit number and a multiple of 10.

c. Demonstrate that in adding two-digit numbers, tens are added to tens, ones are added to ones, and sometimes it is necessary to compose a ten.

d. Relate the strategy for adding a two-digit number and a one-digit number to a written method and explain the reasoning used.

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

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

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Data Analysis

Collect and analyze data and interpret results.

16			
Organize, represent, and interpret data with up to three categories. a. Ask and answer questions about the total number of data points in organized data. b. Summarize data on Venn diagrams, pictographs, and "yes-no" charts using real objects, symbolic representations, or pictorial representations. c. Determine “how many” in each category using up to three categories of data. d. Determine “how many more” or “how many less” are in one category than in another using data organized into two or three categories.			
MP 1, 2, 3, 4, 5, 6, 7, 8			
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

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Measurement

Work with time and money

19			
Tell and write time to the hours and half hours using analog and digital clocks.			
MP 1, 2, 3, 4, 5, 6, 7, 8			
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!

20			
Identify pennies and dimes by name and value.			
MP 1, 2, 3, 4, 5, 6, 7, 8			
Code	**Digital Student Experience**	**Code**	**Teacher Resources**
		U12	Coin Name Cover-Up
		U14	Coin Value Cover-Up

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Geometry

Reason with shapes and their attributes.

21			
Build and draw shapes which have defining attributes. a. Distinguish between defining attributes and non-defining attributes. Examples: Triangles are closed and three- sided, which are defining attributes; color, orientation, and overall size are non-defining attributes.			
MP 1, 2, 3, 4, 5, 6, 7, 8			
Code	**Digital Student Experience**	**Code**	**Teacher Resources**
		U14	Shape Four-in-a-Row

23			
Partition circles and rectangles into two and four equal shares and describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. a. Describe “the whole” as two of or four of the shares of circles and rectangles partitioned into two or four equal shares. b. Explain that decomposing into more equal shares creates smaller shares of circles and rectangles.			
MP 1, 2, 3, 4, 5, 6, 7, 8			
Code	**Digital Student Experience**	**Code**	**Teacher Resources**
U18	Geometry – Identify Halves and Fourths	U18	Fraction Four-in-a-Row

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Grade 2

Operations and Algebraic Thinking

Represent and solve problems involving addition and subtraction.

1			
Use addition and subtraction within 100 to solve one- and two-step word problems by using drawings and equations with a symbol for the unknown number to represent the problem.			
MP 1, 2, 3, 4, 5, 6, 7, 8			
Code	**Digital Student Experience**	**Code**	**Teacher Resources**
U32	Computations and Algebraic Thinking – Two-Step Word Problems with Unknowns at the End	U32	Build and Solve Two-Step Equations with Addition and Subtraction
U32	Computations and Algebraic Thinking – Two-Step Word Problems with Unknowns in the Middle	U32	Build Multistep Equations with Multiple Operations
		U32	Solve Multistep Equations with Multiple Operations

Add and subtract within 20.

2			
Fluently add and subtract within 20 using mental strategies such as counting on, making ten, decomposing a number leading to ten, using the relationship between addition and subtraction, and creating equivalent but easier or known sums. a. State automatically all sums of two one-digit numbers.			
MP 1, 2, 3, 4, 5, 6, 7, 8			
Code	**Digital Student Experience**	**Code**	**Teacher Resources**
		U31	Fact Families – Addition and Subtraction

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2

Fluently add and subtract within 20 using mental strategies such as counting on, making ten, decomposing a number leading to ten, using the relationship between addition and subtraction, and creating equivalent but easier or known sums.

a. State automatically all sums of two one-digit numbers.

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

Code	Digital Student Experience	Code	Teacher Resources
		ISIP	Addition and Subtraction Fact Families
		ISIP	Fact Family Dominos (Addition/Subtraction)
		FP	Addition Fast Track
		FP	Subtraction Fast Track
		FP	Left Hand, Right Hand Grab Bag
		FP	Shake It! Make It! Solve It! Addition
		FP	Sticky Sums
		FP	Wipe Out
		FP	Write, Tally, Draw
		FP	Building Sums to Twenty

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Work with equal groups of objects to gain foundations for multiplication.

3

Use concrete objects to determine whether a group of up to 20 objects is even or odd.

a. Write an equation to express an even number as a sum of two equal addends.

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

Code	Digital Student Experience	Code	Teacher Resources
U30	Computations and Algebraic Thinking – Even and Odd Pairing	U30	Determining Even and Odd by Pairing

4

Using concrete and pictorial representations and repeated addition, determine the total number of objects in a rectangular array with up to 5 rows and up to 5 columns.

a. Write an equation to express the total number of objects in a rectangular array with up to 5 rows and up to 5 columns as a sum of equal addends.

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

Code	Digital Student Experience	Code	Teacher Resources
U32	Computations and Algebraic Thinking – Addition Arrays	U32	Addition Arrays

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Operations with Numbers: Base Ten

Understand place value.

6			
Explain that the three digits of a three-digit number represent amounts of hundreds, tens, and ones. a. Explain the following three-digit numbers as special cases: 100 can be thought of as a bundle of ten tens, called a “hundred,” and the numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).			
MP 1, 2, 3, 4, 5, 6, 7, 8			
Code	**Digital Student Experience**	**Code**	**Teacher Resources**
U30	Number Sense – Writing Standard Form from Expanded Form	U30	Building Numbers Using Base Ten Blocks
U30	Number Sense – Writing Expanded Form from Standard Form	U30	Writing Expanded Form from Standard Form
U30	Number Sense – Writing Word Form from Expanded and Standard Form	U30	Writing Word Form from Expanded and Standard Form
		ISIP	Equivalent Representations
		ISIP	Build a Base Ten Cube
		ISIP	Creating Numbers with Base Ten Blocks
		ISIP	Expanded Form Place Value Cups
		ISIP	Writing Standard Form from Expanded Form

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8			
Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.			
MP 1, 2, 3, 4, 5, 6, 7, 8			
Code	**Digital Student Experience**	**Code**	**Teacher Resources**
U30	Number Sense – Writing Standard Form from Expanded Form	U30	Building Numbers Using Base Ten Blocks
U30	Number Sense – Writing Expanded Form from Standard Form	U30	Writing Expanded Form from Standard Form
U30	Number Sense – Writing Word Form from Expanded and Standard Form	U30	Writing Word Form from Expanded and Standard Form
		ISIP	Equivalent Representations
		ISIP	Build a Base Ten Cube
		ISIP	Creating Numbers with Base Ten Blocks
		ISIP	Expanded Form Place Value Cups
		ISIP	Writing Standard Form from Expanded Form

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9			
Compare two three-digit numbers based on the value of the hundreds, tens, and ones digits, recording the results of comparisons with the symbols >, =, and < and orally with the words “is greater than,” “is equal to,” and “is less than.”			
MP 1, 2, 3, 4, 5, 6, 7, 8			
Code	**Digital Student Experience**	**Code**	**Teacher Resources**
U30	Number Sense – Comparing Two, Two–Digit Whole Numbers	U30	Comparison – 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

Use place value understanding and properties of operations to add and subtract.

10			
Fluently add and subtract within 100, using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.			
MP 1, 2, 3, 4, 5, 6, 7, 8			
Code	**Digital Student Experience**	Code	**Teacher Resources**
U31	Computations and Algebraic Thinking – Adding with Regrouping Using Concrete Models	U31	Adding with Regrouping – Concrete
U31	Computations and Algebraic Thinking – Subtracting with Regrouping Using Concrete Models	U31	Addition Using Partitioning
U31	Computations and Algebraic Thinking – Adding with Regrouping – Partitioning	U31	Subtraction Using Partitioning

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10			
Fluently add and subtract within 100, using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.			
MP 1, 2, 3, 4, 5, 6, 7, 8			
Code	**Digital Student Experience**	Code	**Teacher Resources**
U31	Computations and Algebraic Thinking – Subtracting with Regrouping – Partitioning	U31	Adding on a Number Line
U31	Computations and Algebraic Thinking – Adding on a Number Line	U31	Subtracting on a Number Line
U31	Computations and Algebraic Thinking – Subtracting on a Number Line	U31	Fact Families – Addition and Subtraction
U31	Computations and Algebraic Thinking – Fact Families – Addition and Subtraction	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

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12

Add and subtract within 1000 using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method.

a. Explain that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.

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

Code	Digital Student Experience	Code	Teacher Resources
U32	Computations and Algebraic Thinking – Two-Step Word Problems with Unknowns at the End	U32	Build Multistep Equations
U32	Computations and Algebraic Thinking – Two-Step Word Problems with Unknowns in the Middle	U32	Build and Solve Two-Step Equations with Addition and Subtraction
		U32	Build Multistep Equations with Multiple Operations
		U32	Solve Multistep Equations
		ISIP	Choosing the Operation

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Measurement

Measure and estimate lengths in standard units.

17			
Measure the length of an object by selecting and using standard units of measurement shown on rulers, yardsticks, meter sticks, or measuring tapes..			
MP 1, 2, 3, 4, 5, 6, 7, 8			
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
		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

18			
Measure objects with two different units, and describe how the two measurements relate to each other and the size of the unit chosen.			
MP 1, 2, 3, 4, 5, 6, 7, 8			
Code	**Digital Student Experience**	**Code**	**Teacher Resources**
		ISIP	Unit Relationships

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20			
Measure to determine how much longer one object is than another, expressing the length difference of the two objects using standard units of length.			
MP 1, 2, 3, 4, 5, 6, 7, 8			
Code	**Digital Student Experience**	**Code**	**Teacher Resources**
		ISIP	Ruler Relay

Relate addition and subtraction to length.

22			
Create a number line diagram using whole numbers and use it to represent whole-number sums and differences within 100.			
MP 1, 2, 3, 4, 5, 6, 7, 8			
Code	**Digital Student Experience**	**Code**	**Teacher Resources**
U31	Computations and Algebraic Thinking – Adding on a Number Line	U31	Adding on a Number Line
U31	Computations and Algebraic Thinking – Subtracting on a Number Line	U31	Subtracting on a Number Line

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Work with time and money.

23			
Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m. a. Express an understanding of common terms such as, but not limited to, quarter past, half past, and quarter to.			
MP 1, 2, 3, 4, 5, 6, 7, 8			
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

Geometry

Reason with shapes and their attributes.

26			
Partition a rectangle into rows and columns of same-size squares, and count to find the total number of squares.			
MP 1, 2, 3, 4, 5, 6, 7, 8			
Code	**Digital Student Experience**	**Code**	**Teacher Resources**
U32	Geometry – Addition Arrays	U32	Addition Arrays

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27

Partition circles and rectangles into two, three, or four equal shares. Describe the shares using such terms as halves, thirds, half of, or a third of, and describe the whole as two halves, three thirds, or four fourths.

a. Explain that equal shares of identical wholes need not have the same shape.

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

Code	Digital Student Experience	Code	Teacher Resources
U32	Geometry – Partitioning to Identify Halves, Thirds, and Fourths	U32	Equal Shares of Identical Wholes
U32	Geometry – Equal Shares of Identical Wholes		

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Grade 3

Operations and Algebraic Thinking

Represent and solve problems involving multiplication and division.

1			
Illustrate the product of two whole numbers as equal groups by identifying the number of groups and the number in each group and represent as a written expression.			
MP 1, 2, 3, 4, 5, 6, 7, 8			
Code	**Digital Student Experience**	**Code**	**Teacher Resources**
U35	Computations and Algebraic Thinking – Arithmetic Patterns in Multiplication	U35	Arithmetic Patterns in Multiplication
U36	Computations and Algebraic Thinking – Multiply One-Digit Numbers Using Concrete Models	U36	One-Digit by One-Digit Multiplication
U36	Computations and Algebraic Thinking – Multiply One-Digit Numbers Using 1×1 Arrays	U36	Multiplying Two One-Digit Numbers with Arrays
		U36	Problem Solving without Numbers
		ISIP	Practicing Fact Families
		ISIP	Using Strip Diagrams to Solve Compare Problems
		FP	Multominoes
		FP	Tall Towers
		FP	Dice Blocks
		FP	Wipe Out
		FP	Sticky Products

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1			
Illustrate the product of two whole numbers as equal groups by identifying the number of groups and the number in each group and represent as a written expression.			
MP 1, 2, 3, 4, 5, 6, 7, 8			
Code	**Digital Student Experience**	**Code**	**Teacher Resources**
		FP	Multiplication Fast Track
		FP	Shake It! Make It! Solve It! (Multiplication)

2			
Illustrate and interpret the quotient of two whole numbers as the number of objects in each group or the number of groups when the whole is partitioned into equal shares.			
MP 1, 2, 3, 4, 5, 6, 7, 8			
Code	**Digital Student Experience**	**Code**	**Teacher Resources**
U36	Computations and Algebraic Thinking – Multiplication and Division Fact Families	U36	Fact Families: Multiplication and Division
		ISIP	Doubling and Halving
		ISIP	Relating Multiplication and Division

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3

Solve word situations using multiplication and division within 100 involving equal groups, arrays, and measurement quantities; represent the situation using models, drawings, and equations with a symbol for the unknown number.

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

Code	Digital Student Experience	Code	Teacher Resources
U36	Computations and Algebraic Thinking – Build and Solve Two-Step Equations with All Operations	U36	Build and Solve Two-Step Equations with All Operations
		ISIP	Doubling and Halving
		ISIP	Problem Solving without Numbers
		ISIP	Practicing with Fact Families
		ISIP	Using Strip Diagrams to Solve Compare Problems

4

Determine the unknown whole number in a multiplication or division equation relating three whole numbers.

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

Code	Digital Student Experience	Code	Teacher Resources
U36	Computations and Algebraic Thinking – Build and Solve Two-Step Equations with All Operations	U36	Fact Families: Multiplication and Division
		U36	Build and Solve Two-Step Equations with All Operations
		ISIP	Relating Multiplication and Division
		ISIP	Practicing Fact Families

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4			
Determine the unknown whole number in a multiplication or division equation relating three whole numbers.			
MP 1, 2, 3, 4, 5, 6, 7, 8			
Code	**Digital Student Experience**	**Code**	**Teacher Resources**
		ISIP	Using Strip Diagrams to Solve Compare Properties
		ISIP	Commutative Property of Multiplication

Understand properties of multiplication and the relationship between multiplication and division.

5			
Develop and apply properties of operations as strategies to multiply and divide.			
MP 1, 2, 3, 4, 5, 6, 7, 8			
Code	**Digital Student Experience**	**Code**	**Teacher Resources**
U36	Computations and Algebraic Thinking – Properties of Multiplication	ISIP	Commutative Property of Multiplication
		ISIP	Associative Property of Multiplication

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6			
Use the relationship between multiplication and division to represent division as an equation with an unknown factor.			
MP 1, 2, 3, 4, 5, 6, 7, 8			
Code	**Digital Student Experience**	**Code**	**Teacher Resources**
U36	Computations and Algebraic Thinking – Fact Families – Multiplication and Division	U36	Fact Families: Multiplication and Division
		ISIP	Doubling and Halving
		ISIP	Relating Multiplication and Division
		ISIP	Practicing with Fact Families
		ISIP	Using Strip Diagrams to Solve Compare Problems

Multiply and divide within 100.

7			
Use strategies based on properties and patterns of multiplication to demonstrate fluency with multiplication and division within 100. a. Fluently determine all products obtained by multiplying two one-digit numbers. b. State automatically all products of two one-digit numbers by the end of third grade.			
MP 1, 2, 3, 4, 5, 6, 7, 8			
Code	**Digital Student Experience**	**Code**	**Teacher Resources**
U35	Computations and Algebraic Thinking – Arithmetic Patterns in Multiplication	U35	Arithmetic Patterns in Multiplication
U36	Computations and Algebraic Thinking – Multiply One-Digit Numbers Using Concrete Models	U36	One-Digit by One-Digit Multiplication

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7

Use strategies based on properties and patterns of multiplication to demonstrate fluency with multiplication and division within 100.

a. Fluently determine all products obtained by multiplying two one-digit numbers.

b. State automatically all products of two one-digit numbers by the end of third grade.

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

Code	Digital Student Experience	Code	Teacher Resources
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	Using Strip Diagrams to Solve Compare Problems
		ISIP	Commutative Property of Multiplication
		ISIP	Doubling and Halving
		FP	Wipe Out
		FP	Multominoes
		FP	Tall Towers
		FP	Dice Blocks

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7			
Use strategies based on properties and patterns of multiplication to demonstrate fluency with multiplication and division within 100. a. Fluently determine all products obtained by multiplying two one-digit numbers. b. State automatically all products of two one-digit numbers by the end of third grade.			
MP 1, 2, 3, 4, 5, 6, 7, 8			
Code	**Digital Student Experience**	**Code**	**Teacher Resources**
		FP	Sticky Products
		FP	Multiplication Fast Track
		FP	Division Fast Track
		FP	Shake It! Make It! Solve It! (Multiplication)

Solve problems involving the four operations, and identify and explain patterns in arithmetic.

8			
Determine and justify solutions for two-step word problems using the four operations and write an equation with a letter standing for the unknown quantity. Determine reasonableness of answers using number sense, context, mental computation, and estimation strategies including rounding.			
MP 1, 2, 3, 4, 5, 6, 7, 8			
Code	**Digital Student Experience**	**Code**	**Teacher Resources**
U36	Computations and Algebraic Thinking – Two-Step Word Problems – All Operations	U35	Addition Problem-Solving Strategies
		U35	Subtraction Problem-Solving Strategies
		U35	Problem Solving without Numbers: Addition and Subtraction

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8

Determine and justify solutions for two-step word problems using the four operations and write an equation with a letter standing for the unknown quantity. Determine reasonableness of answers using number sense, context, mental computation, and estimation strategies including rounding.

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

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

9

Recognize and explain arithmetic patterns using properties of operations.

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

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

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Operations with Numbers: Base Ten

Use place value understanding and properties of operations to perform multi-digit arithmetic.

10			
Identify the nearest 10 or 100 when rounding whole numbers, using place value understanding.			
MP 1, 2, 3, 4, 5, 6, 7, 8			
Code	**Digital Student Experience**	**Code**	**Teacher Resources**
U35	Number Sense – Rounding to the Nearest Ten	U35	Rounding – Nearest Ten
U35	Number Sense – Rounding to the Nearest Hundred	U35	Rounding – Nearest Hundred
		U35	Rounding – Nearest Ten, Hundred, Thousand

11			
Use various strategies to add and subtract fluently within 1000.			
MP 1, 2, 3, 4, 5, 6, 7, 8			
Code	**Digital Student Experience**	**Code**	**Teacher Resources**
U36	Computations and Algebraic Thinking – Two-Step Word Problems – All Operations	U36	Build and Solve Two-Step Equations with All Operations

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Operations with Numbers: Fractions

Develop understanding of fractions as numbers.

13			
Demonstrate that a unit fraction represents one part of an area model or length model of a whole that has been equally partitioned; explain that a numerator greater than one indicates the number of unit pieces represented by the fraction.			
MP 1, 2, 3, 4, 5, 6, 7, 8			
Code	**Digital Student Experience**	**Code**	**Teacher Resources**
		ISIP	Recognizing Fractions in Different Forms
		ISIP	Writing Fractions Using Symbolic Notation

14			
Interpret a fraction as a number on the number line; locate or represent fractions on a number line diagram. a. Represent a unit fraction (1/bb) on a number line by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts as specified by the denominator. b. Represent a fraction (aa/bb) on a number line by marking off a lengths of size (1/bb) from zero.			
MP 1, 2, 3, 4, 5, 6, 7, 8			
Code	**Digital Student Experience**	**Code**	**Teacher Resources**
U37	Number Sense – Equivalent Fractions	U37	Fractions Equivalent to One
U37	Number Sense – Fractions Equivalent to One	U37	Fractions Equivalent to Whole Numbers
U37	Number Sense – Many Equivalent Fractions	U37	Mixed Fractions on a Number Line
		U37	Many Equivalent Fractions

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14

Interpret a fraction as a number on the number line; locate or represent fractions on a number line diagram.

a. Represent a unit fraction (1/bb) on a number line by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts as specified by the denominator.

b. Represent a fraction (aa/bb) on a number line by marking off a lengths of size (1/bb) from zero.

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

Code	Digital Student Experience	Code	Teacher Resources
		U37	Identifying Equivalent Fractions

15

Explain equivalence and compare fractions by reasoning about their size using visual fraction models and number lines.

a. Express whole numbers as fractions and recognize fractions that are equivalent to whole numbers.

b. Compare two fractions with the same numerator or with the same denominator by reasoning about their size (recognizing that fractions must refer to the same whole for the comparison to be valid). Record comparisons using < , >, or = and justify conclusions.

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

Code	Digital Student Experience	Code	Teacher Resources
U37	Number Sense – Equivalent Fractions	U37	Fractions Equivalent to One
U37	Number Sense – Fractions Equivalent to One	U37	Many Equivalent Fractions
U37	Number Sense – Many Equivalent Fractions	U37	Fractions Equivalent to Whole Numbers
U37	Number Sense – Fractions Equivalent to Whole Numbers	U37	Comparison – Fractions and Whole Numbers – Symbols
U37	Number Sense – Mixed Numbers	U37	Comparing Fractions with Like Numerators

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15

Explain equivalence and compare fractions by reasoning about their size using visual fraction models and number lines.

a. Express whole numbers as fractions and recognize fractions that are equivalent to whole numbers.

b. Compare two fractions with the same numerator or with the same denominator by reasoning about their size (recognizing that fractions must refer to the same whole for the comparison to be valid). Record comparisons using < , >, or = and justify conclusions.

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

Code	Digital Student Experience	Code	Teacher Resources
U37	Number Sense – Comparing Fractions with the Same Denominator	U37	Identify Equivalent Fractions
U37	Number Sense – Comparing Fractions with the Same Numerator	ISIP	Comparing Fractions Using Models
		ISIP	Comparing Fractions
		ISIP	Identify Equivalent Fractions Using Area Models
		ISIP	Recognizing Fractions in Different Forms
		ISIP	Writing Fractions – Symbolic Notation

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Data Analysis

Represent and interpret data.

16			
For a given or collected set of data, create a scaled (one-to-many) picture graph and scaled bar graph to represent a data set with several categories. a. Determine a simple probability from a context that includes a picture. b. Solve one- and two-step “how many more” and “how many less” problems using information presented in scaled graphs.			
MP 1, 2, 3, 4, 5, 6, 7, 8			
Code	**Digital Student Experience**	**Code**	**Teacher Resources**
U39	Measurement and Data Analysis – Two-Step Word Problems with Bar Graphs	U39	Solving Two–Step Problems Using Bar Graphs

Measurement

Solve problems involving money, measurement and estimation of intervals of time, liquid volumes, and masses of objects.

18			
Tell and write time to the nearest minute; measure time intervals in minutes (within 90 minutes.) a. Solve real-world problems involving addition and subtraction of time intervals in minutes by representing the problem on a number line diagram.			
MP 1, 2, 3, 4, 5, 6, 7, 8			
Code	**Digital Student Experience**	**Code**	**Teacher Resources**
U39	Measurement and Data Analysis – Elapsed Time on a Number Line	U39	Elapsed Time within One Hour

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18			
Tell and write time to the nearest minute; measure time intervals in minutes (within 90 minutes.) a. Solve real-world problems involving addition and subtraction of time intervals in minutes by representing the problem on a number line diagram.			
MP 1, 2, 3, 4, 5, 6, 7, 8			
Code	**Digital Student Experience**	**Code**	**Teacher Resources**
		U39	Elapsed Time Across Hours

Geometric measurement: understand concepts of area and relate area to multiplication and to addition.

20			
Find the area of a rectangle with whole number side lengths by tiling without gaps or overlays and counting unit squares.			
MP 1, 2, 3, 4, 5, 6, 7, 8			
Code	**Digital Student Experience**	**Code**	**Teacher Resources**
		ISIP	Areas of Squares
		ISIP	Finding the Area of Squares
		ISIP	Finding the Area of Polygons

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21			
Count unit squares (square cm, square m, square in, square ft, and improvised or non-standard units) to determine area.			
MP 1, 2, 3, 4, 5, 6, 7, 8			
Code	**Digital Student Experience**	**Code**	**Teacher Resources**
		ISIP	Areas of Squares
		ISIP	Finding the Area of Squares
		ISIP	Finding the Area of Polygons

Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.

25			
Solve real-world problems involving perimeters of polygons, including finding the perimeter given the side lengths and finding an unknown side length of rectangles.			
MP 1, 2, 3, 4, 5, 6, 7, 8			
Code	**Digital Student Experience**	**Code**	**Teacher Resources**
U38	Measurement – Perimeter Word Problems	U38	Finding Perimeter
		U38	Finding Missing Side Lengths in Word Problems
		ISIP	Measuring Perimeter of Polygons

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Geometry

Reason with shapes and their attributes.

26			
Recognize and describe polygons (up to 8 sides), triangles, and quadrilaterals (rhombuses, rectangles, and squares) based on the number of sides and the presence or absence of square corners. a. Draw examples of quadrilaterals that are and are not rhombuses, rectangles, and squares.			
MP 1, 2, 3, 4, 5, 6, 7, 8			
Code	**Digital Student Experience**	**Code**	**Teacher Resources**
U38	Geometry – Attributes of Quadrilaterals	U38	Understanding Quadrilaterals
		ISIP	Defining Quadrilaterals by Attributes

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Grade 4

Operations and Algebraic Thinking

Solve problems with whole numbers using the four operations.

1			
Interpret and write equations for multiplicative comparisons.			
MP 1, 2, 3, 4, 5, 6, 7, 8			
Code	**Digital Student Experience**	**Code**	**Teacher Resources**
U42	Computations and Algebraic Thinking – Solve Multistep Word Problems	U42	Building and Solving Multistep Equations with All Operations

2			
Solve word problems involving multiplicative comparison using drawings and write equations to represent the problem, using a symbol for the unknown number.			
MP 1, 2, 3, 4, 5, 6, 7, 8			
Code	**Digital Student Experience**	**Code**	**Teacher Resources**
U42	Computations and Algebraic Thinking – Solve Multistep Word Problems	U42	Building and Solving Multistep Equations with All Operations
		ISIP	Using Multiplication to Solve If-Then Word Problems

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3			
Determine and justify solutions for multi-step word problems, including problems where remainders must be interpreted. a. Write equations to show solutions for multi-step word problems with a letter standing for the unknown quantity. b. Determine reasonableness of answers for multi-step word problems, using mental computation and estimation strategies including rounding.			
MP 1, 2, 3, 4, 5, 6, 7, 8			
Code	**Digital Student Experience**	**Code**	**Teacher Resources**
U42	Computations and Algebraic Thinking – Solve Multistep Word Problems	U42	Building and Solving Multistep Equations with All Operations
		ISIP	Using Multiplication to Solve If-Then Word Problems

Operations with Numbers: Base Ten

Generalize place value understanding for multi-digit whole numbers.

6			
Using models and quantitative reasoning, explain that in a multi-digit whole number, a digit in any place represents ten times what it represents in the place to its right.			
MP 1, 2, 3, 4, 5, 6, 7, 8			
Code	**Digital Student Experience**	**Code**	**Teacher Resources**
U40	Number Sense – Expanded Form to Thousands		
U40	Number Sense – Standard Form to Thousands		

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7

Read and write multi-digit whole numbers using standard form, word form, and expanded form.

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

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

9

Round multi-digit whole numbers to any place using place value understanding

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

Code	Digital Student Experience	Code	Teacher Resources
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 – Abstract
		U40	Zero as the Rounding Digit

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Use place value understanding and properties of operations to perform multi-digit arithmetic with whole numbers.

10

Use place value strategies to fluently add and subtract multi-digit whole numbers and connect strategies to the standard algorithm.

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

Code	Digital Student Experience	Code	Teacher Resources
		ISIP	Adding Multi-Digit Numbers and Checking for Reasonableness

11

Find the product of two factors (up to four digits by a one-digit number and two two-digit numbers), using strategies based on place value and the properties of operations.

a. Illustrate and explain the product of two factors using equations, rectangular arrays, and area models.

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

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

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Operations with Numbers: Fractions

Extend understanding of fraction equivalence and ordering.

13			
Using area and length fraction models, explain why one fraction is equivalent to another, taking into account that the number and size of the parts differ even though the two fractions themselves are the same size. a. Apply principles of fraction equivalence to recognize and generate equivalent fractions. Example: a/b is equivalent to n × a/n × b .			
MP 1, 2, 3, 4, 5, 6, 7, 8			
Code	**Digital Student Experience**	**Code**	**Teacher Resources**
U43	Number Sense – Determine Equivalent Fractions with Models	U43	Fraction Comparison Using Benchmark Fractions
U43	Number Sense – Comparing Fractions Using Benchmark Fractions	U43	Compare Fractions- Symbols
U43	Number Sense – Compare Fractions Using Symbols	U43	Compare Fractions by Creating Common Denominators
		ISIP	Comparing Fractions
		ISIP	Using Area Models to Compare Fractions

14			
Compare two fractions with different numerators and different denominators using concrete models, benchmarks (0, ½, 1), common denominators, and/or common numerators, recording the comparisons with symbols >, =, or			
MP 1, 2, 3, 4, 5, 6, 7, 8			
Code	**Digital Student Experience**	**Code**	**Teacher Resources**
U43	Number Sense – Comparing Fractions Using Benchmark Fractions	U43	Fraction Comparison Using Benchmark Fractions

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14			
Compare two fractions with different numerators and different denominators using concrete models, benchmarks (0, ½, 1), common denominators, and/or common numerators, recording the comparisons with symbols >, =, or			
MP 1, 2, 3, 4, 5, 6, 7, 8			
Code	**Digital Student Experience**	**Code**	**Teacher Resources**
U43	Number Sense – Comparing Fractions with Unlike Denominators	U43	Compare Fractions- Symbols
		U43	Compare Fractions by Creating Common Denominators
		ISIP	Comparing Fractions
		ISIP	Using Area Models to Compare Fractions

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Build fractions from unit fractions by applying and extending previous understanding of operations on whole numbers.

15

Model and justify decompositions of fractions and explain addition and subtraction of fractions as joining or separating parts referring to the same whole.

a. Decompose a fraction as a sum of unit fractions and as a sum of fractions with the same denominator in more than one way using area models, length models, and equations.

b. Add and subtract fractions and mixed numbers with like denominators using fraction equivalence, properties of operations, and the relationship between addition and subtraction.

c. Solve word problems involving addition and subtraction of fractions and mixed numbers having like denominators, using drawings, visual fraction models, and equations to represent the problem.

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

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		

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Understand decimal notation for fractions, and compare decimal fractions.

17

Express, model, and explain the equivalence between fractions with denominators of 10 and 100. a. Use fraction equivalency to add two fractions with denominators of 10 and 100.

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

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	Add Denominators of Ten to Denominators of One Hundred

18

Use models and decimal notation to represent fractions with denominators of 10 and 100.

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

Code	Digital Student Experience	Code	Teacher Resources
U43	Number Sense – Determine Equivalent Fractions (Tenths and Hundredths)	U43	Decimals as Fractions (Tenths and Hundredths)
U43	Number Sense – Determine Equivalent Fractions Using Models	U43	Expressing Equivalent Fractions with Denominators of Ten and One Hundred
		ISIP	Understand Decimal Numbers with Fractional Language
		ISIP	Fraction to Decimal Equivalence

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19			
Use visual models and reasoning to compare two decimals to hundredths (referring to the same whole), recording comparisons using symbols >, =, or			
MP 1, 2, 3, 4, 5, 6, 7, 8			
Code	**Digital Student Experience**	**Code**	**Teacher Resources**
U43	Number Sense – Understanding Decimals (0.1-0.9 and 0.01-0.09)	U43	Standard and Word Form of Decimals (0.01-0.09 and 0.1-0.9)
U43	Number Sense – Understanding Decimals 0.1-0.9	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)
		ISIP	Comparing and Ordering Decimals

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Data Analysis

Represent and interpret data.

20			
Interpret data in graphs (picture, bar, and line plots) to solve problems using numbers and operations. a. Create a line plot to display a data set of measurements in fractions of a unit (1/2 , 1/4 , 1/8). b. Solve problems involving addition and subtraction of fractions using information presented in line plots.			
MP 1, 2, 3, 4, 5, 6, 7, 8			
Code	**Digital Student Experience**	**Code**	**Teacher Resources**
U45	Data Analysis – Line Plots with Fractional Data	U45	Line Plots with Fractional Data
U45	Data Analysis – Analyzing Line Plots	U45	Finding Scales of Line Plots

Measurement

Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.

21			
Select and use an appropriate unit of measurement for a given attribute (length, mass, liquid volume, time) within one system of units: metric - km, m, cm; kg, g, l, ml; customary - lb, oz; time - hr, min, sec. a. Within one system of units, express measurements of a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table.			
MP 1, 2, 3, 4, 5, 6, 7, 8			
Code	**Digital Student Experience**	**Code**	**Teacher Resources**
U44	Measurement and Data Analysis – Word Problems with Various Measurements	U44	Converting Units of Measurement in Word Problems

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22

Use the four operations to solve measurement word problems with distance, intervals of time, liquid volume, mass of objects, and money.

a. Solve measurement problems involving simple fractions or decimals.

b. Solve measurement problems that require expressing measurements given in a larger unit in terms of a smaller unit.

c. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.

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

Code	Digital Student Experience	Code	Teacher Resources
U44	Measurement and Data Analysis – Word Problems with Various Measurements	U44	Converting Units of Measurement in Word Problems
		ISIP	Measuring Length to the Nearest Quarter Inch
		ISIP	Calculating Elapsed Time

23

Apply area and perimeter formulas for rectangles in real-world and mathematical situations..

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

Code	Digital Student Experience	Code	Teacher Resources
		ISIP	Finding Area of Rectangles and Squares by Using Multiplication
		ISIP	Quantifying Areas of Rectangles and Squares
		ISIP	Connecting Multiplication and Area
		ISIP	Decomposing Figures to Find the Area of Polygons

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Geometric measurement: understand concepts of angle and measure angles.

24

Identify an angle as a geometric shape formed wherever two rays share a common endpoint.

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

Code	Digital Student Experience	Code	Teacher Resources
		ISIP	Line and Angle Identification

25

Use a protractor to measure angles in whole-number degrees and sketch angles of specified measure.

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

Code	Digital Student Experience	Code	Teacher Resources
U45	Geometry – Measuring Angles with a Protractor	U45	Measuring Angles with a Protractor
		ISIP	Line and Angle Identification

26

Decompose an angle into non-overlapping parts to demonstrate that the angle measure of the whole is the sum of the angle measures of the parts.

a. Solve addition and subtraction problems on a diagram to find unknown angles in real-world or mathematical problems.

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

Code	Digital Student Experience	Code	Teacher Resources
U45	Geometry – Determine Missing Angles	U45	Find the Missing Angle Measurement

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26			
Decompose an angle into non-overlapping parts to demonstrate that the angle measure of the whole is the sum of the angle measures of the parts. a. Solve addition and subtraction problems on a diagram to find unknown angles in real-world or mathematical problems.			
MP 1, 2, 3, 4, 5, 6, 7, 8			
Code	**Digital Student Experience**	**Code**	**Teacher Resources**
		ISIP	Line and Angle Identification

Geometry

Draw and identify lines and angles, and classify shapes by properties of their lines and angles.

27			
Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines, and identify these in two-dimensional figures.			
MP 1, 2, 3, 4, 5, 6, 7, 8			
Code	**Digital Student Experience**	**Code**	**Teacher Resources**
		U45	Measuring Angles with a Protractor
		ISIP	Line and Angle Identification

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Grade 5

Operations and Algebraic Thinking

Write and interpret numerical expressions.

1			
Write, explain, and evaluate simple numerical expressions involving the four operations to solve up to two-step problems. Include expressions involving parentheses, brackets, or braces, using commutative, associative, and distributive properties.			
MP 1, 2, 3, 4, 5, 6, 7, 8			
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

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Analyze patterns and relationships.

2
Generate two numerical patterns using two given rules and complete an input/output table for the data. a. Use data from an input/output table to identify apparent relationships between corresponding terms. b. Form ordered pairs from values in an input/output table. c. Graph ordered pairs from an input/output table on a coordinate plane.
MP 1, 2, 3, 4, 5, 6, 7, 8

Code	Digital Student Experience	Code	Teacher Resources
U51	Computations and Algebraic Thinking – Comparing Points on a Coordinate Plane	U51	Plotting Points on a Coordinate Grid
		U51	Graphing and Analyzing Lines

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Operations with Numbers: Base Ten

Understand the place value system.

3			
Using models and quantitative reasoning, explain that in a multi-digit number, including decimals, a digit in any place represents ten times what it represents in the place to its right and 1 10 of what it represents in the place to its left. a. Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, using whole-number exponents to denote powers of 10. b. Explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10, using whole-number exponents to denote powers of 10.			
MP 1, 2, 3, 4, 5, 6, 7, 8			
Code	**Digital Student Experience**	**Code**	**Teacher Resources**
U46	Number Sense – Multiplying Decimals by Ten and One Hundred	U46	Multiplying Decimals by Ten and One Hundred
U46	Number Sense – Dividing Decimals by Ten and One Hundred	U46	Dividing Decimals by Ten and One Hundred
U46	Number Sense – Exploring Powers of Ten	U46	Multiplying and Dividing Decimals by Powers of Ten
U46	Number Sense – Multiplying and Dividing Decimals by Powers of Ten	U46	Exploring Powers of Ten

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4

Read, write, and compare decimals to thousandths.

a. Read and write decimals to thousandths using base-ten numerals, number names, and expanded form. Example: 347.392 = 3 × 100 + 4 × 10 + 7 × 1 + 3 × (1/10) + 9 × (1/100) + 2 × (1/1000).

b. Compare two decimals to thousandths based on the meaning of the digits in each place, using >, =, and < to record the results of comparisons.

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

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
U46	Number Sense – Abstract Comparison of Decimals to Thousandths	U46	Decimals with Whole Number Comparison

5

Use place value understanding to round decimals to thousandths.

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

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

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5			
Use place value understanding to round decimals to thousandths.			
MP 1, 2, 3, 4, 5, 6, 7, 8			
Code	**Digital Student Experience**	**Code**	**Teacher Resources**
U46	Number Sense – Round Decimals with Whole Numbers		

Perform operations with multi-digit whole numbers and with decimals to hundredths.

7			
Use strategies based on place value, properties of operations, and/or the relationship between multiplication and division to find whole-number quotients and remainders with up to four-digit dividends and two-digit divisors. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.			
MP 1, 2, 3, 4, 5, 6, 7, 8			
Code	**Digital Student Experience**	**Code**	**Teacher Resources**
U47	Computations and Algebraic Thinking – Divide Three-Digit by Two-Digit Numbers with an Area Model	U47	Four-Digit by Two-Digit Division (Partial Quotients)
U47	Computations and Algebraic Thinking – Divide Four-Digit Numbers by Two-Digit Numbers	ISIP	Estimating Quotients Using Compatible Numbers
		ISIP	Using Models to Practice Extended Division Facts
		ISIP	Models for Understanding Remainders

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8

Add, subtract, multiply, and divide decimals to hundredths using strategies based on place value, properties of operations, and/or the relationships between addition/subtraction and multiplication/division; relate the strategy to a written method, and explain the reasoning used.

a. Use concrete models and drawings to solve problems with decimals to hundredths.

b. Solve problems in a real-world context with decimals to hundredths.

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

Code	Digital Student Experience	Code	Teacher Resources
U46	Computations and Algebraic Thinking – Visual Representation for Multiplying Decimals	U46	Multiplying Decimals by Ten and One Hundred
U46	Computations and Algebraic Thinking – Multiply Decimals by Powers of Ten	U46	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
		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 Decimal Numbers in a Word Problem

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Operations with Numbers: Fractions

Use equivalent fractions as a strategy to add and subtract fractions.

9			
Model and solve real-word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally, and assess the reasonableness of answers. Example: Recognize an incorrect result 2/5 + 1/2 = 3/7 by observing that 3/7 < 1/2 .			
MP 1, 2, 3, 4, 5, 6, 7, 8			
Code	**Digital Student Experience**	**Code**	**Teacher Resources**
U48	Computations and Algebraic Thinking – Add Fractions with Unlike Denominators	U48	Adding Fractions with Unlike Denominators
U48	Computations and Algebraic Thinking – Subtract Fractions with Unlike Denominators	U48	Subtracting Fractions with Unlike Denominators
		ISIP	Adding and Subtracting Fractions with Unlike Denominators

10			
Add and subtract fractions and mixed numbers with unlike denominators, using fraction equivalence to calculate a sum or difference of fractions or mixed numbers with like denominators.			
MP 1, 2, 3, 4, 5, 6, 7, 8			
Code	**Digital Student Experience**	**Code**	**Teacher Resources**
U48	Computations and Algebraic Thinking – Add Fractions with Unlike Denominators	U48	Adding Fractions with Unlike Denominators

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10			
Add and subtract fractions and mixed numbers with unlike denominators, using fraction equivalence to calculate a sum or difference of fractions or mixed numbers with like denominators.			
MP 1, 2, 3, 4, 5, 6, 7, 8			
Code	**Digital Student Experience**	**Code**	**Teacher Resources**
U48	Computations and Algebraic Thinking – Subtract Fractions with Unlike Denominators	ISIP	Adding and Subtracting Fractions with Unlike Denominators

Apply and extend previous understandings of multiplication and division to multiply and divide fractions.

12			
Apply and extend previous understandings of multiplication to find the product of a fraction times a whole number or a fraction times a fraction. a. Use a visual fraction model (area model, set model, or linear model) to show (aa/bb) × q and create a story context for this equation to interpret the product as a parts of a partition of q into b equal parts. b. Use a visual fraction model (area model, set model, or linear model) to show (aa/bb) × (cc/dd) and create a story context for this equation to interpret the product. c. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas. d. Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths to show that the area is the same as would be found by multiplying the side lengths.			
MP 1, 2, 3, 4, 5, 6, 7, 8			
Code	**Digital Student Experience**	**Code**	**Teacher Resources**
U48	Computations and Algebraic Thinking – Multiply by Fractions Less Than One	U48	Multiplying by Fractions Less Than One
U48	Computations and Algebraic Thinking – Multiply by Fractions Greater Than One	U48	Multiplying by Fractions Less Than One (Extra Practice)

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12

Apply and extend previous understandings of multiplication to find the product of a fraction times a whole number or a fraction times a fraction.

a. Use a visual fraction model (area model, set model, or linear model) to show (aa/bb) × q and create a story context for this equation to interpret the product as a parts of a partition of q into b equal parts.

b. Use a visual fraction model (area model, set model, or linear model) to show (aa/bb) × (cc/dd) and create a story context for this equation to interpret the product.

c. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.

d. Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths to show that the area is the same as would be found by multiplying the side lengths.

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

Code	Digital Student Experience	Code	Teacher Resources
U50	Measurement and Data Analysis – Multiply Fractions to Find the Area of a Rectangle	U48	Multiplying Fractions Less Than One with Improper Fractions
		U48	Multiplying Whole Numbers by Fractions Less Than One
		U48	Multiplying Whole Numbers by Fractions Greater Than One
		U50	Area of a Rectangle with Fractional Side Lengths

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14			
Model and solve real-world problems involving multiplication of fractions and mixed numbers using visual fraction models, drawings, or equations to represent the problem.			
MP 1, 2, 3, 4, 5, 6, 7, 8			
Code	Digital Student Experience	Code	Teacher Resources
U48	Computations and Algebraic Thinking – Multiply Fractions with Improper Fractions	U48	Multiplying by Fractions Less Than One
		U48	Multiplying by Fractions Less Than One (Extra Practice)
		U48	Multiplying Fractions Less Than One with Improper Fractions
		U48	Multiplying Whole Numbers by Fractions Greater Than One

Measurement

Convert like measurement units within a given measurement system.

17			
Convert among different-sized standard measurement units within a given measurement system and use these conversions in solving multi-step, real-world problems.			
MP 1, 2, 3, 4, 5, 6, 7, 8			
Code	**Digital Student Experience**	**Code**	**Teacher Resources**
		ISIP	Converting Standard Units of Measurement
		ISIP	Performing Customary Measurement Conversions

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Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.

18

Identify volume as an attribute of solid figures, and measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised (non-standard) units.

a. Pack a solid figure without gaps or overlaps using n unit cubes to demonstrate volume as n cubic units

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

Code	Digital Student Experience	Code	Teacher Resources
U50	Measurement – Volume of Irregular Figures	U50	Volume of Rectangular Prisms
		U50	Volume of Irregular Figures
		ISIP	Integrating Fact Practice and Volume

19

Relate volume to the operations of multiplication and addition, and solve real-world and mathematical problems involving volume.

a. Use the associative property of multiplication to find the volume of a right rectangular prism and relate it to packing the prism with unit cubes. Show that the volume can be determined by multiplying the three edge lengths or by multiplying the height by the area of the base.

b. Apply the formulas $V = l \times w \times h$ and $V = B \times h$ for rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths in the context of solving real-world and mathematical problems.

c. Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the two parts, applying this technique to solve real-world problems.

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

Code	Digital Student Experience	Code	Teacher Resources
U50	Measurement and Data Analysis – Volume of Irregular Figures	U50	Volume of Rectangular Prisms

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19
Relate volume to the operations of multiplication and addition, and solve real-world and mathematical problems involving volume. a. Use the associative property of multiplication to find the volume of a right rectangular prism and relate it to packing the prism with unit cubes. Show that the volume can be determined by multiplying the three edge lengths or by multiplying the height by the area of the base. b. Apply the formulas V = l × w × h and V = B × h for rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths in the context of solving real-world and mathematical problems. c. Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the two parts, applying this technique to solve real-world problems.
MP 1, 2, 3, 4, 5, 6, 7, 8

Code	Digital Student Experience	Code	Teacher Resources
		U50	Volume of Irregular Figures
		ISIP	Integrating Fact Practice and Volume

Geometry

Graph points on the coordinate plane to solve real-world and mathematical problems.

20
Graph points in the first quadrant of the coordinate plane, and interpret coordinate values of points to represent real-world and mathematical problems.
MP 1, 2, 3, 4, 5, 6, 7, 8

Code	Digital Student Experience	Code	Teacher Resources
U51	Computations and Algebraic Thinking – Comparing Points on a Coordinate Plan	U51	Graphing and Analyzing Lines

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20			
Graph points in the first quadrant of the coordinate plane, and interpret coordinate values of points to represent real-world and mathematical problems.			
MP 1, 2, 3, 4, 5, 6, 7, 8			
Code	**Digital Student Experience**	**Code**	**Teacher Resources**
		ISIP	Identifying and Plotting Ordered Pairs on the Coordinate Plane

Classify two-dimensional figures into categories based on their properties.

23			
Explain that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. Example: All rectangles have four right angles, and squares have four right angles, so squares are rectangles.			
MP 1, 2, 3, 4, 5, 6, 7, 8			
Code	**Digital Student Experience**	**Code**	**Teacher Resources**
		ISIP	Analyzing Properties of Two- and Three-Dimensional Figures

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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)

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General Graphic Organizers

Code	Teacher Resources
CR	Place Value Mat: 3-Column (Blank)
CR	Place Value Mat: 4-Column (Blank)
CR	Ten Frame
CR	Three-Digit Number Cards
CR	Types of Word Problems Anchor Chart

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

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

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Computations and Algebraic Thinking

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

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

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Measurement	
Code	**Resources**
CR	Linear Measurement Steps Anchor Chart
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

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

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)

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

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Istation Math 2-5	
Code	**Teacher Resources**
PP	Practice Linear Measurement Scavenger Hunt (Centimeter)
PP	Practice Linear Measurement Scavenger Hunt (Inches)
PP	Practice Plotting Points on a Coordinate Plane

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