



Istation

Istation Math Curriculum Correlated to the Missouri Learning Standards

Kindergarten – Grade 5

Istation Math Curriculum Correlated to the Missouri Learning Standards



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

| Code Legend | |
|-------------|-----------------------------------|
| U | Unit |
| ISIP | Istation's Indicators of Progress |
| FP | Fact Practice |
| CR | Classroom Resource |
| PP | Parent Portal |

Power Path Featured Content

| Newest Features | | | |
|--|--|--------|------------------------------|
| Power Path is the next generation of activities for Istation, bringing a more modern approach to the user experience. These activities contain a greater degree of adaptability, many more questions, and a greater sense of agency for the student. | | | |
| MP 1, 2, 3, 4, 5, 6, 7, 8 | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| K.NS.A.1 | | | |
| | | U13–15 | Odd One Out – Counting |
| K.NS.C.10 | | | |
| U9–11 | Number Sense – Comparison Cards: Comparing Groups or Numbers | U9–11 | More or Less? Which is Best? |
| K.NS.C.11 | | | |
| U9–11 | Number Sense – Comparison Cards: Comparing Groups or Numbers | U9–11 | More or Less? Which is Best? |
| K.NBT.A.1 | | | |
| | | U7–8 | Make It, Break It |
| K.G.A.1 | | | |
| | | | Shape Simon Says |
| K.G.A.3 | | | |
| | | | Shape Families |
| K.G.B.5 | | | |
| U4-6 | Geometry – Sweet Shapes | | |

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.NBT.A.1 | | | |
| | | U16–17 | One Hundred Twenty is Plenty |
| 1.NBT.A.2 | | | |
| | | U12–13 | Two–Digit Memory |
| 1.NBT.A.3 | | | |
| U14–16 | Number Sense – Comparison Cards: Comparing Two–Digit Numbers | U14–16 | Dare to Compare Two–Digit Numbers |
| 1.G.A.1 | | | |
| U20–23 | Geometry – Sweet Shapes | | |
| 2.NBT.A.2 | | | |
| | | U30–31 | Make It, Break It, Toss It |
| 2.NBT.A.3 | | | |
| | | U24–30 | Skip Counting with Patterns |
| 2.NBT.A.5 | | | |
| U33–35 | Number Sense – Comparison Cards: Comparing Three–Digit Numbers | U33–35 | Dare to Compare Three–Digit Numbers |
| 3.NBT.A.1 | | | |

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 |
|------------------|---|--------|---|
| U37–39 | Number Sense – Pyramid Pinball: Rounding to the Nearest 10 or 100 | U37–39 | Round and Round We Go (Whole Numbers) |
| 3.G.A.1 | | | |
| | | | Quads Quads Quads |
| 4.NBT.A.2 | | | |
| U41–43 | Number Sense – Comparison Cards: Comparing Multi-Digit Numbers | U41–43 | Dare to Compare Multi-Digit Numbers |
| 4.NBT.A.3 | | | |
| U42–44 | Number Sense – Pyramid Pinball: Rounding to Any Place | U42–44 | Round and Round We Go (Multi-Digit) Numbers |
| 5.NBT.A.1 | | | |
| U47–49 | Number Sense – Comparison Cards: Comparing Decimal Numbers | U47–49 | Dare to Compare Decimal Numbers |
| 5.NBT.A.5 | | | |
| U48–50 | Number Sense – Pyramid Pinball: Rounding Decimals | U48–50 | Round and Round We Go (Decimal) Numbers |

Power Path Featured Content (Spanish)

| Newest Features | | | |
|--|---|--------|--|
| Power Path is the next generation of activities for Istation, bringing a more modern approach to the user experience. These activities contain a greater degree of adaptability, many more questions, and a greater sense of agency for the student. | | | |
| MP 1, 2, 3, 4, 5, 6, 7, 8 | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| K.NS.C.10 | | | |
| U9-11 | Tarjetas de comparación - Comparando grupos o números | U16-17 | ¿Más o menos? ¿Cuál es mejor? |
| K.NS.C.11 | | | |
| | | U16-17 | ¿Más o menos? ¿Cuál es mejor? |
| 1.NBT.A.3 | | | |
| U14-16 | Tarjetas de comparación - Comparando números de dos dígitos | U14-16 | Atrévete a comparar (Números de dos dígitos) |
| 2.NBT.A.5 | | | |
| U33-35 | Tarjetas de comparación - Comparando números de tres dígitos | U33-35 | Atrévete a comparar (Números de tres dígitos) |
| 3.NBT.A.1 | | | |
| | | U37-39 | Dando y Dando la vuelta (Números Enteros) |
| 4.NBT.A.2 | | | |
| U41-43 | Tarjetas de comparación - Comparando números de múltiples dígitos | U42-44 | Atrévete a comparar (Números de dígitos múltiples) |

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 |
|------------------|----------------------------|--------|--|
| 4.NBT.A.3 | | | |
| | | U42–44 | Dando y dando la vuelta (Números de dígitos múltiples) |
| 5.NBT.A.4 | | | |
| | | U48–50 | Dando y dando la vuelta (Decimales) |

Kindergarten

Number Sense

Know number names and count sequence.

K.NS.A.1

Count to 100 by ones and tens.

| 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 | Skip Counting by Tens – Roll-Count-Cover |
| 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) | | |

K.NS.A.2

Count forward beginning from a given number between 1 and 20.

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

K.NS.A.2

Count forward beginning from a given number between 1 and 20.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|--|------|-----------------------------------|
| U4 | Number Sense – Identify Missing Numbers (1–10) | U8 | Counting Objects (1–20) |
| U4 | Number Sense – Number Sequence (1–10) | U18 | Counting Memory |
| U6 | Number Sense – “EZ with a Rock and Roll Beat” (1–20) | U23 | Decade Numbers |
| U6 | Number Sense – Identifying Numbers (1–20) | ISIP | Set Stories |
| U6 | Number Sense – Identify Missing Numbers (1–20) | ISIP | Ten Frame Puzzles (1–20) |
| U6 | Number Sense – Number Sequence (1–20) | ISIP | Total Amount in a Scattered Group |

K.NS.A.4

Read and write numerals and represent a number of objects from 0 to 20.

| 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) |

K.NS.A.4

Read and write numerals and represent a number of objects from 0 to 20.

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

Understand the relationship between numbers and quantities; connect counting to cardinality.

K.NS.B.5

Say the number names when counting objects, in the standard order, pairing each object with one and only one number name and each number name with one and only one object.

| 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) | U8 | Counting Sticks (1–20) |
| U6 | Number Sense – Counting a Static Scattered Group (1–10) | U8 | Counting Objects (1–20) |
| U6 | Number Sense – Remember the Counted Amount (1–10) | ISIP | Set Stories |

K.NS.B.5

Say the number names when counting objects, in the standard order, pairing each object with one and only one number name and each number name with one and only one object.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|---|------|-----------------------------------|
| U7 | Number Sense – “Counting Cattle” (1–10) | ISIP | Ten Frame Puzzles (1–20) |
| U7 | Number Sense – Counting Fingers (1–10) | ISIP | Subitizing to Problem Solve |
| U7 | Number Sense – Choose the Correct Amount (1–10) | ISIP | Total Amount in a Scattered Group |
| U7 | Number Sense – Counting a Static Scattered Group (1–10) | | |
| U8 | Number Sense – “Counting Cattle” (1–20) | | |
| U8 | Number Sense – Counting in a Line (1–20) | | |
| U8 | Number Sense – Counting in an Array (1–20) | | |
| U8 | Number Sense – Counting a Scattered Static Group (1–20) | | |
| U10 | Number Sense – “Counting Cattle” (1–20) | | |
| 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) | | |

K.NS.B.6

Demonstrate that the last number name said tells the number of objects counted and the number of objects is the same regardless of their arrangement or the order in which they were counted.

| 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) | U8 | Counting Sticks (1–20) |
| U6 | Number Sense – Counting a Static Scattered Group (1–10) | U8 | Counting Objects (1–20) |
| U6 | Number Sense – Remember the Counted Amount (1–10) | ISIP | Set Stories |
| U7 | Number Sense – “Counting Cattle” (1–10) | ISIP | Ten Frame Puzzles (1–20) |
| U7 | Number Sense – Counting Fingers (1–10) | ISIP | Subitizing to Problem Solve |
| U7 | Number Sense – Choose the Correct Amount (1–10) | ISIP | Total Amount in a Scattered Group |
| U7 | Number Sense – Counting a Static Scattered Group (1–10) | | |
| U8 | Number Sense – “Counting Cattle” (1–20) | | |
| U8 | Number Sense – Counting in a Line (1–20) | | |
| U8 | Number Sense – Counting in an Array (1–20) | | |
| U8 | Number Sense – Counting a Scattered Static Group (1–20) | | |
| U10 | Number Sense – “Counting Cattle” (1–20) | | |
| U10 | Number Sense – Choose the Correct Amount (1–20) | | |

K.NS.B.6

Demonstrate that the last number name said tells the number of objects counted and the number of objects is the same regardless of their arrangement or the order in which they were counted.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|---|------|-------------------|
| 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) | | |

K.NS.B.9

Demonstrate that a number can be used to represent “how many” are in a set.

| 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 | Set Stories |
| U7 | Number Sense – Choose the Correct Amount (1–10) | ISIP | Ten Frame Puzzles (1–20) |
| U7 | Number Sense – Counting a Static Scattered Group (1–10) | ISIP | Total Amount in a Scattered Group |

K.NS.B.9

Demonstrate that a number can be used to represent “how many” are in a set.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|---|------|--|
| U8 | Number Sense – “Counting Cattle” (1–20) | ISIP | Multiple Representations of Numbers (1–10) |
| U8 | Number Sense – Counting in a Line (1–20) | ISIP | Subitizing to Problem Solve |
| U8 | Number Sense – Counting in an Array (1–20) | | |
| U8 | Number Sense – Counting a Scattered Static Group (1–20) | | |
| U10 | Number Sense – “Counting Cattle” (1–20) | | |
| U10 | Number Sense – Choose the Correct Amount (1–20) | | |
| U10 | Number Sense – Remember the Counted Amount (1–20) | | |

Compare numbers.**K.NS.C.10**

Compare two or more sets of objects and identify which set is equal to, more than or less than the other.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|------|--|
| | | U6 | Less/More/Equal Sets of Concrete Objects |
| | | ISIP | Finding One More or One Less (1–20) |
| | | ISIP | Comparing Groups of Objects (1–20) |
| | | ISIP | Multiple Representations of Numbers (1–10) |

K.NS.C.11

Compare two numerals, between 1 and 10, and determine which is more than or less than the other.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|------|--|
| | | U6 | Less/More/Equal Sets of Concrete Objects |
| | | ISIP | Finding One More or One Less (1–20) |
| | | ISIP | Comparing Groups of Objects (1–20) |
| | | ISIP | Multiple Representations of Numbers (1–10) |

Number Sense and Operations in Base Ten

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

K.NBT.A.1

Compose and decompose numbers from 11 to 19 into sets of tens with additional ones.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|------|---------------------------------|
| | | U18 | Decomposing House with Pictures |
| | | U18 | Decomposing House |
| | | U15 | Digit Deal (up to 50) |

Relationships and Algebraic Thinking

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

K.RA.A.1

Represent addition and subtraction within 10.

| 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 |
| U9 | Computations and Algebraic Thinking – “Part Part Whole in New Orleans” (1–10) | U10 | Dogs and Cats on Mats (up to 10) |
| U9 | Computations and Algebraic Thinking – Part Part Whole Addition within 10 | U12 | Ten or Not Ten |
| U10 | Computations and Algebraic Thinking – “Part Part Whole in New Orleans” (1–10) | U13 | Whole in the Hand |
| U10 | Computations and Algebraic Thinking – Part Part Whole Addition Stories | U18 | Decomposing House with Pictures |
| U12 | Computations and Algebraic Thinking – “Part Part Whole in New Orleans” (1–10) | U18 | Decomposing House |
| U12 | Computations and Algebraic Thinking – Making Ten Using Tens Frames | U19 | Relative Magnitude with Part Part Whole |
| U12 | Computations and Algebraic Thinking – Identifying Addends Using Tens Frames | U20 | Start, Change, Result (within 10) |
| U13 | Computations and Algebraic Thinking – “Chicago Pizza Blues” (within 10) | U20 | Adding with Addend Cards |

K.RA.A.1

Represent addition and subtraction within 10.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|---|------|------------------------------------|
| U13 | Computations and Algebraic Thinking – Subtraction within Ten | U22 | Beading the Difference (within 10) |
| 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 | ISIP | Subtraction within Ten |
| | | ISIP | Subtraction Stories |

K.RA.A.3

Decompose numbers less than or equal to 10 in more than one way.

| 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 | 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 |

K.RA.A.3

Decompose numbers less than or equal to 10 in more than one way.

| Code | Digital Student Experience | Code | Teacher Resources |
|-------------|---|-------------|---|
| U12 | Computations and Algebraic Thinking – “Part Part Whole in New Orleans” (1–10) | U18 | Decomposing House with Pictures |
| 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 – “Part Part Whole in New Orleans” (1–10) | U22 | Beading the Difference (within 10) |
| U13 | Computations and Algebraic Thinking – Subtraction within Ten | ISIP | Subtraction Stories |
| U14 | Computations and Algebraic Thinking – “Chicago Pizza Blues” (within 10) | | |
| U14 | Computations and Algebraic Thinking – Whole Part Part Subtraction Stories (within 10) | | |
| U18 | Number Sense – Decompose Numbers Less Than or Equal to Ten | | |

K.RA.A.4

Make 10 for any number from 1 to 9.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|---|------|-----------------------------------|
| 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 Stories | U13 | Whole in the Hand |
| U10 | Computations and Algebraic Thinking – “Part Part Whole in New Orleans” (1–10) | U18 | Decomposing House with Pictures |
| U10 | Computations and Algebraic Thinking – Part Part Whole Addition Stories | U18 | Decomposing House |
| U12 | Computations and Algebraic Thinking – “Part Part Whole in New Orleans” (1–10) | U20 | Start, Change, Result (within 10) |
| U12 | Computations and Algebraic Thinking – Making Ten Using Tens Frames | ISIP | Subtraction Stories |
| U12 | Computations and Algebraic Thinking – Identifying Addends Using Tens Frames | | |
| U13 | Computations and Algebraic Thinking – “Chicago Pizza Blues” (within 10) | | |
| U13 | Computations and Algebraic Thinking – Subtraction within Ten | | |
| U14 | Computations and Algebraic Thinking – “Chicago Pizza Blues” (within 10) | | |
| U14 | Computations and Algebraic Thinking – Whole Part Part Subtraction Stories (within 10) | | |

K.RA.A.4

Make 10 for any number from 1 to 9.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|--|------|-------------------|
| U18 | Number Sense – Decompose Numbers Less Than or Equal to Ten | | |

Geometry and Measurement**Reason with shapes and their attributes.****K.GM.A.1**

Describe several measurable attributes of objects.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|---|------|-------------------------------------|
| U10 | Measurement and Data Analysis – Directly Comparing Length | U10 | Directly Comparing Length |
| U10 | Measurement and Data Analysis – Directly Comparing Weight | U10 | Directly Comparing Weight |
| U15 | Measurement and Data Analysis – Directly Comparing Height | U15 | Directly Comparing Height |
| U15 | Measurement and Data Analysis – Directly Compare Capacity of Two Containers | U15 | Which Holds More? Which Holds Less? |

K.GM.A.2

Compare the measurable attributes of two objects.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|---|------|-------------------------------------|
| U10 | Measurement and Data Analysis – Comparing Objects by Length | U10 | Directly Comparing Length |
| U10 | Measurement and Data Analysis – Comparing Objects by Weight | U10 | Directly Comparing Weight |
| U15 | Measurement and Data Analysis – Comparing Objects by Height | U15 | Directly Comparing Height |
| U15 | Measurement and Data Analysis – Comparing Objects by Capacity | U15 | Which Holds More? Which Holds Less? |

Analyze squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres.

K.GM.C.6

Identify shapes and describe objects in the environment using names of shapes, recognizing the name stays the same regardless of orientation or size.

| 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 |

K.GM.C.8

Identify and describe the attribute of shapes, and use the attributes to sort a collection of shapes.

| 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 | | |

Data and Statistics**Classify objects and count the number of objects in each category.****K.DS.A.1**

Classify objects into given categories; count the number of objects in each category.

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

Grade 1**Number Sense****Understand and use numbers up to 120.****1.NS.A.1**

Count to 120, starting at any number less than 120.

| Code | Digital Student Experience | Code | Teacher Resources |
|-------------|--|-------------|-------------------------------|
| U17 | Number Sense – “Pattern of the Count” Count by Ones to 100 | U14 | One Hundred Is a Lot |
| U17 | Number Sense – Place Value Rows (1–100) | U14 | One Hundred Twenty Is Plenty! |
| U17 | Number Sense – Number Puzzle (1–100) | U17 | Digit Deal (up to 100) |
| U21 | Number Sense – “Pattern of the Count” Count by Ones and Tens to 100 | U18 | Mixed–Up, Fixed–Up |
| U21 | Number Sense – Place Value Columns (1–100) | U21 | The Arrow Says (1–100) |
| U21 | Number Sense – Number Puzzle (1–100) | U23 | Decade Numbers |

Number Sense and Operations in Base Ten**Understand place value of two–digit numbers.****1.NBT.A.1**

Understand that 10 can be thought of as a bundle of 10 ones– called a “ten.”

| Code | Digital Student Experience | Code | Teacher Resources |
|------|---|------|--|
| U23 | Number Sense – Decade Numbers: Free Play Number Puzzle | U14 | Skip Counting by Tens – Roll-Count-Cover |
| U23 | Number Sense – Decade Numbers: Number Puzzle | U17 | Digit Deal (up to 100) |
| | | U23 | Decade Numbers |
| | | ISIP | Base Ten Block Basics |

1.NBT.A.2

Understand two–digit numbers are composed of ten(s) and one(s).

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

1.NBT.A.2

Understand two–digit numbers are composed of ten(s) and one(s).

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|------|-------------------|
| | | | |

1.NBT.A.3Compare two two–digit numbers using the symbols $>$, $=$, and $<$.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|------|---|
| | | ISIP | Base Ten Block Comparison Game |
| | | ISIP | Graphing Stories – Determining Most and Least |

Use place value understanding to add and subtract.**1.NBT.A.5**

Add within 100.

| 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 |
| U20 | Computations and Algebraic Thinking – Commutative Property | U20 | Grouping Groceries |
| U20 | Computations and Algebraic Thinking – Associative Property | U20 | Identity Property Go Fish |

| 1.NBT.A.5 | | | |
|-----------------|---|------|---|
| Add within 100. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| U20 | Computations and Algebraic Thinking – Identity Property | U24 | Start, Change, Result (within 20) |
| | | ISIP | Building Sums to Twenty |
| | | ISIP | Fact Family Dominoes |
| | | ISIP | Commutative Property of Addition |
| | | ISIP | Associative Property of Addition |
| | | ISIP | Number Line Addition |
| | | ISIP | Counting On Cards |
| | | FP | Addition Fast Track |
| | | FP | Sticky Sums |
| | | FP | Write, Tally, Draw |
| | | FP | Shake It! Make It! Solve It! (Addition) |
| | | FP | Wipe Out |

Relationships and Algebraic Thinking**Represent and solve problems involving addition and subtraction.****1.RA.A.1**

Use addition and subtraction within 20 to solve problems.

| 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 (within 20) |
| U20 | Computations and Algebraic Thinking – “Part Part Whole in New Orleans” (1–20) | U24 | Mystery in the Middle |
| U20 | Computations and Algebraic Thinking – Addition Stories (1–20) Horizontal Equations | U24 | Start, Change, Result (within 20) |
| U20 | Computations and Algebraic Thinking – Addition Stories (1–20) Vertical Equations | ISIP | Sign of the Operation |
| 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) | | |

1.RA.A.1

Use addition and subtraction within 20 to solve problems.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|--|------|-------------------|
| U24 | Computations and Algebraic Thinking – Determine the Unknown Whole Numbers in Subtraction Sentences | | |

1.RA.A.2

Solve problems that call for addition of three whole numbers whose sum is within 20.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|---|------|----------------------------------|
| U16 | Computations and Algebraic Thinking – Determine the Unknown Whole Numbers in Addition Sentences | ISIP | Associative Property of Addition |
| U20 | Computations and Algebraic Thinking – Properties of Addition – Associative Property | | |

1.RA.A.4

Determine the unknown whole number in an addition or subtraction equation relating three whole numbers.

| 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 |

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

1.RA.B.5

Use properties as strategies to add and subtract.

| 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 |
| 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 | Counting On Cards |
| U24 | Computations and Algebraic Thinking – Determine the Unknown Whole Numbers in Subtraction Sentences | ISIP | Fact Family Dominoes |
| | | ISIP | Associative Property of Addition |
| | | ISIP | Commutative Property of Addition |

| 1.RA.B.6 | | | |
|--|--|------|------------------------------------|
| Demonstrate that subtraction can be solved as an unknown–addend problem. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| U22 | Computations and Algebraic Thinking – Whole Part Part “Chicago Pizza Blues” (within 20) | U18 | Decomposing House |
| U22 | Computations and Algebraic Thinking – Whole Part Part (within 20) | U19 | Decomposing House with Pictures |
| U24 | Computations and Algebraic Thinking – Subtraction Stories (within 20) | U22 | Beading the Difference (within 20) |
| 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 | Fact Family Dominoes |

Add and subtract within 20.

| 1.RA.C.7 | | | |
|-----------------------------|---|------|----------------------------------|
| Add and subtract within 20. | | | |
| 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 10) |
| 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 |

| 1.RA.C.7 | | | |
|-----------------------------|---|------|------------------------------------|
| Add and subtract within 20. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| U20 | Computations and Algebraic Thinking – “Part Part Whole in New Orleans” (1–20) | U18 | Decomposing House |
| U20 | Computations and Algebraic Thinking – Addition Stories (horizontal orientation) | U19 | Decomposing House with Pictures |
| U20 | Computations and Algebraic Thinking – Addition Stories (vertical orientation) | U20 | Turn Around Addition |
| U20 | Computations and Algebraic Thinking – “The Math Whiz” | U20 | Grouping Groceries |
| U20 | Computations and Algebraic Thinking – Fact Strategies | U20 | Identity Property Go Fish |
| U20 | Computations and Algebraic Thinking – Commutative Property | U20 | Doubles Facts |
| U20 | Computations and Algebraic Thinking – Associative Property | U22 | Beading the Difference (within 20) |
| U20 | Computations and Algebraic Thinking – Identity Property | U22 | Mystery in the Middle |
| U10 | Computations and Algebraic Thinking – “Part Part Whole in New Orleans” (1–20) | U24 | Mystery in the Middle |
| U10 | Computations and Algebraic Thinking – Addition Stories | ISIP | Building Sums to Twenty |
| | | ISIP | Fact Family Dominoes |
| | | ISIP | Counting On Cards |
| | | ISIP | Associative Property of Addition |
| | | ISIP | Commutative Property of Addition |

Geometry and Measurement**Reason with shapes and their attributes.****1.GM.A.1**

Distinguish between defining attributes versus non-defining attributes; build and draw shapes to possess defining attributes.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|------|---------------------|
| | | U14 | Shape Four-in-a-Row |

1.GM.A.4

Partition circles and rectangles into two or four equal shares, and describe the shares and the wholes verbally.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|--|------|--|
| U18 | Geometry – Identify Halves and Fourths | U18 | Fraction Four-in-a-Row |

Work with time and money.**1.GM.C.8**

Tell and write time in hours and half-hours using analog and digital clocks.

| 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! |

Data and Statistics**Represent and interpret data.****1.DS.A.1**

Collect, organize and represent data with up to three categories.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|------|--|
| | | U19 | Graphing Tic-Tac-Toe |
| | | ISIP | Picture Graphs to the Rescue! |
| | | ISIP | Graphing Three Ways |
| | | ISIP | Determining Most and Least with Graphs |
| | | | |

1.DS.A.2

Draw conclusions from object graphs, picture graphs, T–charts and tallies.

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

Grade 2**Number Sense and Operations in Base Ten****Understand place value of three–digit numbers.****2.NBT.A.1**

Understand three–digit numbers are composed of hundreds, tens, and ones.

| 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 |

2.NBT.A.2

Understand that 100 can be thought of as 10 tens – called a “hundred.”

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|------|--|
| | | U30 | Building Numbers Using Base Ten Blocks |
| | | ISIP | Equivalent Representations |
| | | ISIP | Build a Base Ten Cube |
| | | ISIP | Creating Numbers with Base Ten Blocks |
| | | ISIP | Expanded Form Place Value Cups |

2.NBT.A.4

Read and write numbers to 1000 using number names, base–ten numerals, and expanded form.

| 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 |

2.NBT.A.4

Read and write numbers to 1000 using number names, base-ten numerals, and expanded form.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|------|--|
| | | ISIP | Expanded Form Place Value Cups |
| | | ISIP | Writing Standard Form from Expanded Form |

2.NBT.A.5

Compare two three-digit numbers using the symbols $>$, $=$, and $<$.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|--|------|--|
| U30 | Number Sense – Comparing Two Two-Digit Whole Numbers | U30 | Comparison – Three-Digit Numbers: Language and Symbols |
| U30 | Number Sense – Comparing Two Three-Digit Numbers | U30 | Three Digit Number Comparison |
| 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.

2.NBT.B.6

Demonstrate fluency with addition and subtraction within 100.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|--|------|-----------------------------------|
| U31 | Computations and Algebraic Thinking – Adding with Regrouping Using Concrete Models | U31 | Adding with Regrouping – Concrete |

| 2.NBT.B.6 | | | |
|---|---|------|---|
| Demonstrate fluency with addition and subtraction within 100. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| | | U31 | Subtracting with Regrouping |
| 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 |
| U31 | Computations and Algebraic Thinking – Subtracting with Regrouping – Partitioning | U31 | Addition on a Number Line |
| U31 | Computations and Algebraic Thinking – Adding on a Number Line | U31 | Subtraction 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 | U32 | Addition Arrays |
| | | ISIP | Decomposing Tens and Hundreds |
| | | ISIP | Addition and Subtraction Fact Families |
| | | ISIP | Fact Family Triangles |

2.NBT.B.8

Add and subtract within 1000, and justify the solution.

| 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 and Solve Two-Step Equations with All Operations |
| | | U32 | Build Multistep Equations with Multiple Operations |
| | | U32 | Solve Multistep Equations with Multiple Operations |
| | | ISIP | Choosing the Operation |

2.NBT.B.9

Use the relationship between addition and subtraction to solve problems.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|------|--|
| | | U32 | Build and Solve Two-Step Equations with Addition and Subtraction |
| | | U32 | Solve Multistep Equations with Multiple Operations |
| | | ISIP | Choosing the Operation |

Represent and solve problems involving addition and subtraction.**2.NBT.C.11**

Write and solve problems involving addition and subtraction within 100.

| 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 |

Relationships and Algebraic Thinking**Add and subtract within 20.****2.RA.A.1**

Demonstrate fluency with addition and subtraction within 20.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|------|---|
| | | U31 | Fact Families: Addition and Subtraction |
| | | ISIP | Addition and Subtraction Fact Families |
| | | ISIP | Fact Family Triangles |
| | | FP | Addition Fast Track |
| | | FP | Subtraction Fast Track |
| | | FP | Left-Hand, Right-Hand Grab Bag |

2.RA.A.1

Demonstrate fluency with addition and subtraction within 20.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|------|---|
| | | FP | Shake It! Make It! Solve It! (Addition) |
| | | FP | Sticky Sums |
| | | FP | Wipe Out |
| | | FP | Write, Tally, Draw |
| | | FP | Building Sums to Twenty |

Develop foundations for multiplication and division.

2.RA.B.2

Determine if a set of objects has an odd or even number of members.

- a) Count by 2s to 100 starting with any even number.
- b) Express even numbers as pairings/groups of 2, and write an expression to represent the number using addends of 2.
- c) Express even numbers as being composed of equal groups and write an expression to represent the number with 2 equal addends.

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

2.RA.B.3

Find the total number of objects arranged in a rectangular array with up to 5 rows and 5 columns, and write an equation to represent the total as a sum of equal addends.

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

Geometry and Measurement

Reason with shapes and their attributes.

2.GM.A.2

Partition a rectangle into rows and columns of same-size squares and count to find the total number of squares.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|------|-------------------|
| U32 | Geometry – Addition Arrays | U32 | Addition Arrays |

2.GM.A.3

Partition circles and rectangles into two, three, or four equal shares, and describe the shares and the whole.

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

| 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 | | |

Measure and estimate lengths in standard units.

| 2.GM.B.4 | | | |
|---|---|-------------|--|
| Measure the length of an object by selecting and using appropriate tools. | | | |
| 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 |

| 2.GM.B.5 | | | |
|--|-----------------------------------|-------------|--------------------------|
| Analyze the results of measuring the same object with different units. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| | | ISIP | Unit Relationships |

2.GM.B.7

Measure to determine how much longer one object is than another.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|------|-------------------|
| | | ISIP | Ruler Relay |

Relate addition and subtraction to length.

2.GM.C.9

Represent whole numbers as lengths on a number line, and represent whole-number sums and differences within 100 on a number line.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|--|------|------------------------------|
| U31 | Computations and Algebraic Thinking – Adding on a Number Line | U31 | Addition on a Number Line |
| U31 | Computations and Algebraic Thinking – Subtracting on a Number Line | U31 | Subtraction on a Number Line |

Work with time and money.

2.GM.D.10

Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.

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

2.GM.D.12

Find the value of combinations of dollar bills, quarters, dimes, nickels and pennies, using \$ and ¢ appropriately.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|------|---------------------|
| | | U32 | Money Word Problems |

Data and Statistics**Represent and interpret data.****2.DS.A.3**

Draw a picture graph or a bar graph to represent a data set with up to four categories.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|------|-----------------------------|
| | | U33 | Creating Picture Graphs |
| | | U33 | Interpreting Picture Graphs |
| | | U33 | Creating Bar Graphs |
| | | U33 | Interpreting Bar Graphs |

2.DS.A.4

Solve problems using information presented in line plots, picture graphs and bar graphs.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|--|------|-------------------------|
| U33 | Data Analysis – Solving Problems Using Information Presented in Picture Graphs | U33 | Interpreting Bar Graphs |

| 2.DS.A.4 | | | |
|--|--|------|-----------------------------|
| Solve problems using information presented in line plots, picture graphs and bar graphs. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| U33 | Data Analysis – Solving Problems Using Information Presented in Bar Graphs | U33 | Interpreting Picture Graphs |
| | | U33 | Analyzing Picture Graphs |
| | | U33 | Analyzing Bar Graphs |

Grade 3**Number and Operations in Base Ten**

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

3.NBT.A.1

Round whole numbers to the nearest 10 or 100.

| 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 |

3.NBT.A.3

Demonstrate fluency with addition and subtraction within 100.

| 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 |

Number Sense and Operations in Fractions**Develop understanding of fractions as numbers.****3.NF.A.1**

Understand a unit fraction as the quantity formed by one part when a whole is partitioned into equal parts.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|------|---|
| | | ISIP | Recognizing Fractions in Different Forms |
| | | ISIP | Writing Fractions using Symbolic Notation |

3.NF.A.2

Understand that when a whole is partitioned equally, a fraction can be used to represent a portion of the whole.

- a) Describe the numerator as representing the number of pieces being considered.
- b) Describe the denominator as the number of pieces that make the whole.

| 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 | Finding 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 – Whole Numbers and Fractions – Symbols |
| U37 | Number Sense – Mixed Numbers | U37 | Comparing Fractions with Like Numerators |
| U37 | Number Sense – Comparing Fractions with the Same Denominator | U37 | Comparing Fractions with Like Denominators |

3.NF.A.2

Understand that when a whole is partitioned equally, a fraction can be used to represent a portion of the whole.

- a) Describe the numerator as representing the number of pieces being considered.
- b) Describe the denominator as the number of pieces that make the whole.

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

3.NF.A.3

Represent fractions on a number line.

- a) Understanding the whole is the interval from 0 to 1.
- b) Understand the whole is partitioned into equal parts.
- c) Understand a fraction represents the endpoint of the length a given number of partitions from 0.

| 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 | Finding Many Equivalent Fractions |

3.NF.A.3

Represent fractions on a number line.

- a) Understanding the whole is the interval from 0 to 1.
- b) Understand the whole is partitioned into equal parts.
- c) Understand a fraction represents the endpoint of the length a given number of partitions from 0.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|------|----------------------------------|
| | | U37 | Identifying Equivalent Fractions |

3.NF.A.4

Demonstrate that two fractions are equivalent if they are the same size or the same point on a number line.

| 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 | Finding Many Equivalent Fractions |
| U37 | Number Sense – Many Equivalent Fractions | U37 | Fractions Equivalent to Whole Numbers |
| U37 | Number Sense – Fractions Equivalent to Whole Numbers | U37 | Identify Equivalent Fractions |
| | | ISIP | Identify Equivalent Fractions Using Area Models |

3.NF.A.5

Recognize and generate equivalent fractions using visual models, and justify why the fractions are equivalent.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|-------------------------------------|------|-----------------------------|
| U37 | Number Sense – Equivalent Fractions | U37 | Fractions Equivalent to One |

3.NF.A.5

Recognize and generate equivalent fractions using visual models, and justify why the fractions are equivalent.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|--|------|---|
| U37 | Number Sense – Fractions Equivalent to One | U37 | Finding Many Equivalent Fractions |
| U37 | Number Sense – Many Equivalent Fractions | U37 | Fractions Equivalent to Whole Numbers |
| U37 | Number Sense – Fractions Equivalent to Whole Numbers | U37 | Identify Equivalent Fractions |
| | | ISIP | Identify Equivalent Fractions Using Area Models |

3.NF.A.6

Compare two fractions with the same numerator or denominator using the symbols $>$, $=$, or $<$, and justify the solution.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|--|------|--|
| U37 | Number Sense – Comparing Fractions with the Same Denominator | U37 | Comparison – Whole Numbers and Fractions – Symbols |
| U37 | Number Sense – Comparing Fractions with the Same Numerator | U37 | Comparing Fractions with Like Numerators |
| | | U37 | Comparing Fractions with Like Denominators |
| | | ISIP | Comparing Fractions Using Models |
| | | ISIP | Comparing Fractions |

3.NF.A.7

Explain why fraction comparisons are only valid when the two fractions refer to the same whole.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|--|------|--|
| U37 | Number Sense – Comparing Fractions with the Same Denominator | U37 | Comparison – Whole Numbers and Fractions – Symbols |
| U37 | Number Sense – Comparing Fractions with the Same Numerator | U37 | Comparing Fractions with Like Numerators |
| | | U37 | Comparing Fractions with Like Denominators |
| | | ISIP | Comparing Fractions Using Models |
| | | ISIP | Comparing Fractions |

Relationships and Algebraic Thinking

Represent and solve problems involving multiplication and division.

3.RA.A.1

Interpret products of whole numbers.

| 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 |

3.RA.A.1

Interpret products of whole numbers.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|------|--|
| | | U36 | Problem Solving without Numbers: Multiplication and Division |
| | | ISIP | Strip Diagrams – Compare |

3.RA.A.2

Interpret quotients of whole numbers.

| 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 |

3.RA.A.4

Use multiplication and division within 100 to solve problems.

| 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 |

3.RA.A.4

Use multiplication and division within 100 to solve problems.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|------|--|
| | | ISIP | Problem Solving without Numbers: Multiplication and Division |
| | | ISIP | Practicing Fact Families |
| | | ISIP | Using Strip Diagrams to Solve Compare Properties |

3.RA.A.5

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

| 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 |
| | | ISIP | Using Strip Diagrams to Solve Compare Properties |

Understand properties of multiplication and the relationship between multiplication and division.**3.RA.B.6**

Apply properties of operations as strategies to multiply and divide.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|--|------|--|
| U36 | Computations and Algebraic Thinking – Properties of Multiplication | ISIP | Using the Associative Property of Multiplication |

Multiply and divide within 100.**3.RA.C.7**

Multiply and divide with numbers and results within 100 using strategies such as the relationship between multiplication and division or properties of operations. Know all products of two one-digit numbers.

| 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 – 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 |

3.RA.C.7

Multiply and divide with numbers and results within 100 using strategies such as the relationship between multiplication and division or properties of operations. Know all products of two one–digit numbers.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|------|--|
| | | ISIP | Relating Multiplication and Division |
| | | ISIP | Practicing Fact Families |
| | | ISIP | Strip Diagrams – Compare |
| | | ISIP | Using the Commutative Property of Multiplication |
| | | FP | Wipe Out |
| | | FP | Multominoes |
| | | FP | Tall Towers |
| | | FP | Dice Blocks |
| | | FP | Sticky Products |
| | | FP | Multiplication Fast Track |
| | | FP | Division Fast Track |
| | | FP | Shake It! Make It! Solve It! (Multiplication) |

Use the four operations to solve word problems.

| 3.RA.D.9 | | | |
|---|---|-------------|--|
| Write and solve two-step problems involving variables using any of the four operations. | | | |
| 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 |
| | | U36 | Build and Solve Two-Step Equations with All Operations |
| | | U36 | Problem Solving without Numbers: Multiplication and Division |

Identify and explain arithmetic patterns.

| 3.RA.E.11 | | | |
|---|---|-------------|---------------------------------------|
| Identify arithmetic patterns and explain the patterns using properties of operations. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| U35 | Computations and Algebraic Thinking – Arithmetic Patterns in Multiplication | U35 | Arithmetic Patterns in Multiplication |

Geometry and Measurement

Reason with shapes and their attributes

3.GM.A.1

Understand that shapes in different categories may share attributes and that the shared attributes can define a larger category.

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

3.GM.A.2

Distinguish rhombuses and rectangles as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to these subcategories.

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

3.GM.A.3

Partition shapes into parts with equal areas, and express the area of each part as a unit fraction of the whole.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|------|--|
| | | ISIP | Recognizing Fractions in Different Forms |
| | | ISIP | Finding the Area of Rectangles |

Solve problems involving measurement of time, liquid volumes, and weights of objects.

3.GM.B.4

Tell and write time to the nearest minute.

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

3.GM.B.5

Estimate time intervals in minutes.

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

3.GM.B.6

Solve problems involving addition and subtraction of minutes.

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

Understand concepts of area.

3.GM.C.9

Calculate area by using unit squares to cover a plane figure with no gaps or overlaps.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|------|--------------------------------|
| | | ISIP | Areas of Squares |
| | | ISIP | Finding the Area of Polygons |
| | | ISIP | Finding the Area of Rectangles |

3.GM.C.10

Label area measurements with squared units.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|------|--------------------------------|
| | | ISIP | Areas of Squares |
| | | ISIP | Finding the Area of Polygons |
| | | ISIP | Finding the Area of Rectangles |

3.GM.C.11

Demonstrate that tiling a rectangle to find the area and multiplying the side lengths result in the same value.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|------|--------------------------------|
| | | ISIP | Areas of Squares |
| | | ISIP | Finding the Area of Rectangles |

3.GM.C.12

Multiply whole–number side lengths to solve problems involving the area of rectangles.

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

3.GM.C.14

Decompose a rectangle into smaller rectangles to find the area of the original rectangle.

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

Understand concepts of perimeter.**3.GM.D.15**

Solve problems involving perimeters of polygons.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|---------------------------------------|------|--|
| U38 | Measurement – Perimeter Word Problems | U38 | Finding Perimeter |
| | | U38 | Finding Missing Side Lengths in Perimeter Problems |
| | | U38 | Finding Missing Side Lengths in Word Problems |
| | | ISIP | Measuring Perimeter of Polygons |

3.GM.D.16

Understand that rectangles can have equal perimeters but different areas, or rectangles can have equal areas but different perimeters.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|---------------------------------------|------|--|
| U38 | Measurement – Perimeter Word Problems | U38 | Finding Perimeter |
| | | U38 | Finding Missing Side Lengths in Perimeter Problems |
| | | U38 | Finding Missing Side Lengths in Word Problems |
| | | ISIP | Measuring Perimeter of Polygons |

Data and Statistics

Represent and analyze data.

3.DS.A.2

Solve one– and two–step problems using information presented in bar and/or picture graphs.

| 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 |

Grade 4**Number Sense and Operations in Base Ten**

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

4.NBT.A.1

Round multi-digit whole numbers to any place.

| 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 – Algorithm |
| | | U40 | Zero as the Rounding Digit |

4.NBT.A.2

Read, write, and identify multi-digit whole numbers up to one million using number names, base-ten numerals, and expanded form.

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

4.NBT.A.2

Read, write, and identify multi-digit whole numbers up to one million using number names, base-ten numerals, and expanded form.

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

4.NBT.A.4

Understand that in a multi-digit whole number, a digit represents 10 times what it represents in the place to its right.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|---|------|-------------------|
| U40 | Number Sense – Expanded Form to Thousands | | |
| U40 | Number Sense – Standard Form to Thousands | | |

4.NBT.B.5

Demonstrate fluency with addition and subtraction of whole numbers.

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

4.NBT.B.6

Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, and justify the solution.

| 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 |

Number Sense and Operations in Fractions**Extend understanding of fraction equivalence and ordering. (Limit denominators to 2, 3, 4, 5, 6, 8, 10, 12, and 100.)****4.NF.A.1**

Explain and/or illustrate why two fractions are equivalent.

| 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 Using 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 |

| 4.NF.A.3 | | | |
|--|--|------|---|
| Compare two fractions using the symbols $>$, $=$, or $<$, and justify the solution. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| U43 | Number Sense – Comparing Fractions Using Benchmark Fractions | U43 | Fraction Comparison Using Benchmark Fractions |
| U43 | Number Sense – Comparing Fractions with Unlike Denominators | U43 | Compare Fractions Using Symbols |
| | | U43 | Compare Fractions by Creating Common Denominators |
| | | ISIP | Comparing Fractions |
| | | ISIP | Using Area Models to Compare Fractions |

Extend understanding of operations on whole numbers to fraction operations.

| 4.NF.B.4 | | | |
|---|---|------|---|
| Understand addition and subtraction of fractions as joining/composing and separating/decomposing parts referring to the same whole. | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| U43 | Number Sense – Decomposing Fractions | U43 | Adding 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 | | |

4.NF.B.5

Decompose a fraction into a sum of fractions with the same denominator and record each decomposition with an equation and justification.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|---|------|---|
| U43 | Number Sense – Decomposing Fractions | U43 | Adding Like Denominators of Ten and One Hundred |
| U43 | Number Sense – Adding Fractions with Like Denominators of Ten and One Hundred | | |

4.NF.B.6

Solve problems involving adding and subtracting fractions and mixed numbers with like denominators.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|---|------|---|
| U43 | Number Sense – Adding Fractions with Like Denominators of Ten and One Hundred | U43 | Adding Like Denominators of Ten and One Hundred |

Understand decimal notation for fractions, and compare decimal fractions. (Denominators of 10 or 100.)

4.NF.C.9

Use decimal notation for fractions with denominators of 10 or 100.

| 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 |

4.NF.C.9

Use decimal notation for fractions with denominators of 10 or 100.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|------|---------------------------------|
| | | ISIP | Fraction to Decimal Equivalence |

4.NF.C.12Compare two decimals to the hundredths place using the symbols $>$, $=$, or $<$, and justify the solution.

| 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 |

Relationships and Algebraic Thinking**Use the four operations with whole numbers to solve problems.****4.RA.A.1**

Multiply or divide to solve problems involving a multiplicative comparison.

| 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 |

4.RA.A.2

Solve multi–step whole number problems involving the four operations and variables and using estimation to interpret the reasonableness of the answer.

| 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 |

Geometry and Measurement**Classify 2–dimensional shapes by properties of their lines and angles.****4.GM.A.1**

Draw and identify points, lines, line segments, rays, angles, perpendicular lines, and parallel lines.

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

Understand the concepts of angle and measure angles.**4.GM.B.4**

Identify and estimate angles and their measure.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|-------------------------------------|------|------------------------------------|
| U45 | Geometry – Determine Missing Angles | U45 | Find the Missing Angle Measurement |
| | | ISIP | Line and Angle Identification |

4.GM.B.5

Draw and measure angles in whole–number degrees using a protractor.

| 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 |

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

4.GM.C.6

Know relative sizes of measurement units within one system of units.

a) Convert measurements in a larger unit in terms of a smaller unit.

| 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 |

4.GM.C.7

Use the four operations to solve problems involving distances, intervals of time, liquid volume, masses of objects, and money.

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

4.GM.C.8

Apply the area and perimeter formulas for rectangles to solve problems.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|------|--|
| | | ISIP | Finding Area of Rectangles and Squares by Using Multiplication |
| | | ISIP | Quantifying Areas of Rectangles and Squares |

4.GM.C.8

Apply the area and perimeter formulas for rectangles to solve problems.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|------|--|
| 47 | | ISIP | Decomposing Figures to Find the Area of Polygons |

Data and Statistics**Represent and interpret data.****4.DS.A.1**

Create a frequency table and/or line plot to display measurement data.

| 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 |

Grade 5**Number Sense and Operations in Base Ten**

Use place value system understanding to perform operations with multi-digit whole numbers to billions and decimals to thousandths.

5.NBT.A.1

Read, write, and identify numbers from billions to thousandths using number names, base ten numerals, and expanded form.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|------|------------------------------------|
| | | U46 | Decimal Grids and Place Value Mats |

5.NBT.A.2

Compare two numbers from billions to thousandths using the symbols $>$, $=$, and $<$, and justify the solution.

| 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.NBT.A.3

Understand that in a multi-digit number, a digit represents $\frac{1}{10}$ times what it would represent in the place to its left.

| 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 |

5.NBT.A.5

Round numbers from billions to thousandths place.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|---|------|---|
| U46 | Number Sense – Round Decimals on the Number Line | U46 | Rounding Decimals on the Number Line |
| U46 | Number Sense – Round Decimals with the Rounding Algorithm | U46 | Rounding Decimals with the Rounding Algorithm |
| U46 | Number Sense – Round Decimals with Whole Numbers | | |

5.NBT.A.6

Add and subtract multi-digit whole numbers and decimals to the thousandths place, and justify the solution.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|------|---|
| U46 | | U47 | Decimal Addition |
| | | U47 | Decimal Subtraction |
| | | ISIP | Calculating Reasonable Estimates of Decimal Number Sums |
| | | ISIP | Adding and Subtracting Decimals Numbers in a Word Problem |

5.NBT.A.7

Multiply multi-digit whole numbers and decimals to the hundredths place, and justify the solution.

| 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 – 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 |

5.NBT.A.8

Divide multi-digit whole numbers and decimals to the hundredths place using up to two-digit divisors and four-digit dividends, and justify the solution.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|---|------|--|
| U46 | Number Sense – Dividing Decimals by Ten and One Hundred | U46 | Dividing Decimals by Ten and One Hundred |
| U46 | Number Sense – Multiplying and Dividing Decimals by Powers of Ten | U46 | Multiplying and Dividing Decimals by Powers of Ten |
| | | U47 | Concrete Decimal Division |
| | | U47 | Representational Decimal Division |
| | | U47 | Decimal Division |

Number Sense and Operations in Fractions

Perform operations and solve problems with fractions and decimals.

5.NF.B.5

Justify the reasonableness of a product when multiplying with fractions.

- Estimate the size of the product based on the size of the two factors.
- Explain why multiplying a given number by a fraction greater than 1 results in a product larger than the given number.
- Explain why multiplying a given number by a fraction less than 1 results in a product smaller than the given number.
- Explain why multiplying the numerator and denominator by the same number is equivalent to multiplying the fraction by 1.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|--|------|--|
| U48 | Computations and Algebraic Thinking – Multiply Fractions with Improper Fractions | U48 | Multiplying by Fractions Less Than One |

5.NF.B.5

Justify the reasonableness of a product when multiplying with fractions.

- a) Estimate the size of the product based on the size of the two factors.
- b) Explain why multiplying a given number by a fraction greater than 1 results in a product larger than the given number.
- c) Explain why multiplying a given number by a fraction less than 1 results in a product smaller than the given number.
- d) Explain why multiplying the numerator and denominator by the same number is equivalent to multiplying the fraction by 1.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|------|---|
| | | 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 |

5.NF.B.6

Solve problems involving addition and subtraction of fractions and mixed numbers with unlike denominators, and justify the solution.

| 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 |

5.NF.B.7

Extend the concept of multiplication to multiply a fraction or whole number by a fraction.

- a) Recognize the relationship between multiplying fractions and finding the areas of rectangles with fractional side lengths.
- b) Calculate and interpret the product of a fraction by a whole number and a whole number by a fraction.
- c) Calculate and interpret the product of two fractions less than one.

| 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) |
| 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 Greater Than One |
| | | U48 | Multiplying Whole Numbers by Fractions Greater Than One |
| | | U50 | Determine the Area of a Rectangle with Fractional Side Lengths |

Relationships and Algebraic Thinking**Represent and analyze patterns and relationships.****5.RA.A.1**

Investigate the relationship between two numeric patterns.

- a) Generate two numeric patterns given two rules.
- b) Translate two numeric patterns into two sets of ordered pairs.
- c) Graph numeric patterns on the Cartesian coordinate plane.
- d) Identify the relationship between two numeric patterns.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|--|------|---------------------------------------|
| U51 | Computations and Algebraic Thinking – Comparing Points on a Coordinate Plane | U51 | Plotting Points on a Coordinate Plane |

Write and interpret numerical expressions.**5.RA.B.3**

Write, evaluate, and interpret numeric expressions using the order of operations.

| 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 |

5.RA.B.4

Translate written expressions into algebraic expressions.

| 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 |

Geometry and Measurement**Classify two– and three–dimensional geometric shapes.****5.GM.A.2**

Classify figures in a hierarchy based on properties.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|------|--|
| | | ISIP | Analyzing Properties of Two– and Three–Dimensional Figures |

Understand and compute volume.**5.GM.B.4**

Understand the concept of volume and recognize that volume is measured in cubic units.

- a) Describe a cube with edge length 1 unit as a “unit cube” and is said to have “one cubic unit” of volume and can be used to measure volume.
- b) Understand that the volume of a right rectangular prism can be found by stacking multiple layers of the base.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|---|------|------------------------------|
| U50 | Measurement – Volume of Irregular Figures | U50 | Volume of Rectangular Prisms |
| | | U50 | Volume of Irregular Figures |

5.GM.B.5

Apply the formulas $V = \ell \times w \times h$ and $V = B \times h$ for volume of right rectangular prisms with whole-number edge lengths.

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

Graph points on the Cartesian coordinate plane within the first quadrant to solve problems.

5.GM.C.6

Define a first quadrant Cartesian coordinate system.

- a) Represent the axes as scaled perpendicular number lines that both intersect at 0, the origin.
- b) Identify any point on the Cartesian coordinate plane by its ordered pair coordinates.
- c) Define the first number in an ordered pair as the horizontal distance from the origin.
- d) Define the second number in an ordered pair as the vertical distance from the origin.

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

5.GM.C.7

Plot and interpret points in the first quadrant of the Cartesian coordinate plane.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|---|------|--|
| U51 | Computations and Algebraic Thinking – Comparing Points on a Coordinate Plan | U51 | Graphing and Analyzing Lines |
| | | ISIP | Identifying and Plotting Ordered Pairs on the Coordinate Plane |

Solve problems involving measurement and conversions within a measurement system.

5.GM.D.8

Convert measurements of capacity, length, and weight within a given measurement system.

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|------|--|
| | | ISIP | Converting Standard Units of Measurement |
| | | ISIP | Performing Customary Measurement Conversions |



Appendix

Classroom Resource

| General Graphic Organizers | |
|----------------------------|---------------------------------------|
| Code | Teacher Resources |
| CR | Dot Paper |
| CR | Fray Model |
| CR | Fray 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 0–20 (Labeled and Blank) |
| CR | Number Line 0–50 (Labeled and Blank) |
| CR | Number Line 0–100 (Labeled and Blank) |



| 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 |



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



| Computations and Algebraic Thinking | |
|-------------------------------------|--|
| Code | Teacher Resources |
| CR | Algebra Tiles |
| 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) Linear Measurement Anchor Chart Linear Measurement Body Benchmarks Anchor Chart Linear Measurement Graphic Organizer Linear Measurement Steps Anchor Chart |



| Measurement | |
|-------------|--|
| Code | Resources |
| | Linear Measurement Yards vs. Meters Anchor Chart |
| CR | Linear Measurement Anchor Chart |
| CR | Linear Measurement Body Benchmarks Anchor Chart |
| CR | Linear Measurement Graphic Organizer |
| 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

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

Istation Math Curriculum Correlated to the Missouri Learning Standards



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



| Istation Math 2–5 | |
|-------------------|---|
| Code | Teacher Resources |
| PP | Fact Practice – Understanding Decimal Numbers |
| PP | Fact Practice – Write, Expand, Sketch |
| PP | Fact Practice – Writing Expressions from Scenarios |
| PP | Practice Linear Measurement Scavenger Hunt (Centimeter) |
| PP | Practice Linear Measurement Scavenger Hunt (Inches) |
| PP | Practice Plotting Points on a Coordinate Plane |