



Istation

Istation Math Curriculum Correlated to the Puerto Rico
Core Standards for Mathematics

Kindergarten – Grade 5



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K–5 Standards for Mathematical Processes (MP)

Each applicable Mathematical Process standard is listed below the correlation with the corresponding code, MP1–8.

Mathematical Process 1: Understand problems and develop the ability to solve them with confidence.

Mathematical Process 2: Reasoning in a concrete and semi-concrete way, until reaching quantitative abstraction.

Mathematical Process 3: Construct and defend viable arguments as well as understand and criticize the arguments and reasoning of others.

Mathematical Process 4: Use mathematics to solve everyday problems.

Mathematical Process 5: Use the appropriate and necessary tools (including technology) to solve problems in different contexts.

Mathematical Process 6: Use accurate reasoning and in discussions with others.

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

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

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

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

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.N.1.1			
		U13-15	Odd One Out – Counting
K.N.2.1			
U9-11	Number Sense – Comparison Cards: Comparing Groups or Numbers	U9-11	More or Less? Which Is Best?
K.G.6.2			
			Shape Families
K.G.6.3			
			Shape Simon Says
K.G.6.4			
			Shape Families
K.G.7.1			
			Shape Families
K.G.7.3			
U4-6	Geometry – Sweet Shapes		
1.N.1.1			

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
		U16-17	One Hundred Twenty Is Plenty
1.N.3.1			
U14-16	Number Sense – Comparison Cards: Comparing Two-Digit Numbers	U14-16	Dare to Compare Two-Digit Numbers
1.G.8.1			
U20-23	Geometry – Sweet Shapes		
2.N.1.1			
U33-35	Number Sense – Comparison Cards: Comparing Three-Digit Numbers	U33-35	Dare to Compare Three-Digit Numbers
2.N.1.3			
		U30-31	Make It, Break It, Toss It
3.N.1.1			
U37-39	Number Sense – Pyramid Pinball: Rounding to the Nearest 10 or 100	U37-39	Round and Round We Go (Whole Numbers)
3.G.8.3			
			Quads Quads Quads
4.N.1.1			

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
U41-43	Number Sense – Comparison Cards: Comparing Multi-Digit Numbers	U41-43	Dare to Compare Multi-Digit Numbers
4.N.1.3			
U42-44	Number Sense – Pyramid Pinball: Rounding to Any Place	U42-44	Round and Round We Go (Multi-Digit) Numbers
5.N.1.1			
U47-49	Number Sense – Comparison Cards: Comparing Decimal Numbers	U47-49	Dare to Compare Decimal Numbers
5.N.1.2			
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.N.2.1			

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
		U9-11	¿Más o menos? ¿Cuál es mejor?
1.N.1.4			
U14-16	Tarjetas de comparación – Comparando números de dos dígitos	U14-16	Atrévete a comparar (Números de dos dígitos)
2.N.1.1			
U33-35	Tarjetas de comparación – Comparando números de tres dígitos	U33-35	Atrévete a comparar (Números de tres dígitos)
3.N.1.1			
		U37-39	Dando y dando la vuelta (Números Enteros)
4.N.1.1			
U41-43	Tarjetas de comparación – Comparando números de múltiples dígitos	U42-44	Atrévete a comparar (Números de múltiples dígitos)
4.N.1.3			
		U42-44	Dando y dando la vuelta (Números de múltiples dígitos)
5.N.1.1			
U47-49	Tarjetas de comparación – Comparando números decimales	U47-49	Atrévete a comparar (Decimales)

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
5.N.1.2			
		U48-50	Dando y dando la vuelta (Decimales)

Kindergarten

Counting and Cardinality

Understand and apply mathematical concepts by representing, estimating, performing computations, and relating numbers and number systems.

1.0 Recognize the relationship between cardinal numbers and the quantities they represent from 0 to at least 100.

K.N.1.1			
Count (or count by memory) cardinal numbers by ones and by tens.			
MP 1, 2, 3, 4, 5, 6, 7, 8			
Code	Digital Student Experience	Code	Teacher Resources
U14	Number Sense – “EZ with a Rock and Roll Beat” (1-100)	U14	One Hundred Is a Lot
U14	Number Sense – Identifying Numbers (1-100)	U14	Roll-Count-Cover – Skip Counting by Tens
U14	Number Sense – Identify Missing Numbers (1-100)	U21	The Arrow Says (1-100)
U14	Number Sense – Number Sequence (1-100)	U23	Decade Numbers
U14	Number Sense – “Hens by Tens” (1-100)		
U14	Number Sense – Count the Hen Amount (1-100)		
U14	Number Sense – Count to the Target Amount (1-100)		
U14	Number Sense – Choose the Correct Amount (1-100)		

K.N.1.2			
Count, read and write cardinal numbers forwards and backwards from any given number.			
MP 1, 2, 3, 4, 5, 6, 7, 8			
Code	Digital Student Experience	Code	Teacher Resources
U4	Number Sense – “EZ with a Rock and Roll Beat” (1-10)	U6	Count with Me (1-20)
U4	Number Sense – Identifying Numbers (1-10)	U8	Counting Sticks (1-20)
U4	Number Sense – Identify Missing Numbers (1-10)	U8	Counting Objects (1-20)
U4	Number Sense – Number Sequence (1-10)	U14	One Hundred Is a Lot
U6	Number Sense – “EZ with a Rock and Roll Beat” (1-20)	U14	Roll-Count-Cover – Skip Counting by Tens
U6	Number Sense – Identifying Numbers (1-20)	U18	Counting Memory
U6	Number Sense – Identify Missing Numbers (1-20)	U21	The Arrow Says (1-100)
U6	Number Sense – Number Sequence (1-20)	U23	Decade Numbers
U7	Number Sense – “EZ with a Rock and Roll Beat” (1-30)	ISIP	Set Stories
U7	Number Sense – Identifying Numbers (1-30)	ISIP	Ten Frame Puzzles (1-20)
U7	Number Sense – Identify Missing Numbers (1-30)	ISIP	Total Amount in a Scattered Group
U7	Number Sense – Number Sequence (1-30)	ISIP	Understanding Ordinal Numbers
U8	Number Sense – “EZ with a Rock and Roll Beat” (1-50)		
U8	Number Sense – Identifying Numbers (1-50)		
U8	Number Sense – Identify Missing Numbers (1-50)		
U8	Number Sense – Number Sequence (1-50)		

K.N.1.2

Count, read and write cardinal numbers forwards and backwards from any given number.

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

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

2.0 Compare and order cardinal numbers up to two digits.

K.N.2.1

Compare cardinal numbers up to two digits (more than, less than, or equal to).

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

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

K.N.2.2

Order, ascending and descending, cardinal numbers up to two digits.

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

Code	Digital Student Experience	Code	Teacher Resources
U4	Number Sense – “EZ with a Rock and Roll Beat” (1-10)	U6	Count with Me (1-20)
U4	Number Sense – Identifying Numbers (1-10)	U8	Counting Sticks (1-20)
U4	Number Sense – Identify Missing Numbers (1-10)	U8	Counting Objects (1-20)
U4	Number Sense – Number Sequence (1-10)	U14	One Hundred Is a Lot

3.0 Show the process of addition and subtraction using concrete models with totals of 10.

K.N.3.1

Represent the concepts of addition and subtraction of cardinal numbers up to 10 to solve problems.

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

Code	Digital Student Experience	Code	Teacher Resources
U9	Computations and Algebraic Thinking – “Part Part Whole in New Orleans” (1-10)	U8	Parts and Wholes
U9	Computations and Algebraic Thinking – Part Part Whole Addition within 10	U9	Roll to Find the Whole
U10	Computations and Algebraic Thinking – “Part Part Whole in New Orleans” (1-10)	U10	Dogs and Cats on Mats (up to 10)
U10	Computations and Algebraic Thinking – Part Part Whole Addition Stories	U12	Ten or Not Ten

K.N.3.1			
Represent the concepts of addition and subtraction of cardinal numbers up to 10 to solve problems.			
MP 1, 2, 3, 4, 5, 6, 7, 8			
Code	Digital Student Experience	Code	Teacher Resources
U12	Computations and Algebraic Thinking – “Part Part Whole in New Orleans” (1-10)	U13	Whole in the Hand
U12	Computations and Algebraic Thinking – Making Ten Using Tens Frames	U18	Decomposing House with Pictures
U12	Computations and Algebraic Thinking – Identifying Addends Using Tens Frames	U18	Decomposing House
U13	Computations and Algebraic Thinking – “Chicago Pizza Blues” (within 10)	U19	Relative Magnitude with Part Part Whole
U13	Computations and Algebraic Thinking – Subtraction within Ten	U20	Start, Change, Result
U14	Computations and Algebraic Thinking – “Chicago Pizza Blues” (within 10)	U20	Adding with Addend Cards
U14	Computations and Algebraic Thinking – Whole Part Part Subtraction Stories (within 10)	U22	Beading the Difference
U18	Number Sense – Decompose Numbers Less than or Equal to Ten	ISIP	Subtraction within Ten
		ISIP	Addition Stories
		ISIP	Subtraction Stories
		ISIP	Count Back to Subtract
		ISIP	Ten Frame Addition



K.N.3.2			
Break down cardinal numbers that are less than or equal to 10 and use the two-digit addition algorithm.			
MP 1, 2, 3, 4, 5, 6, 7, 8			
Code	Digital Student Experience	Code	Teacher Resources
U9	Computations and Algebraic Thinking – “Part Part Whole in New Orleans” (1-10)	U8	Parts and Wholes
U9	Computations and Algebraic Thinking – Part Part Whole Addition Stories	U9	Roll to Find the Whole
U10	Computations and Algebraic Thinking – “Part Part Whole in New Orleans” (1-10)	U10	Dogs and Cats on Mats (up to 10)
U10	Computations and Algebraic Thinking – Part Part Whole Addition Stories	U12	Ten or Not Ten
U12	Computations and Algebraic Thinking – “Part Part Whole in New Orleans” (1-10)	U13	Whole in the Hand
U12	Computations and Algebraic Thinking – Making Ten Using Tens Frames	U18	Decomposing House with Pictures
U12	Computations and Algebraic Thinking – Identifying Addends Using Tens Frames	U18	Decomposing House
U13	Computations and Algebraic Thinking – “Part Part Whole in New Orleans” (1-10)	U19	Relative Magnitude with Part Part Whole
U13	Computations and Algebraic Thinking – Subtraction within Ten	U20	Start, Change, Result
U14	Computations and Algebraic Thinking – “Chicago Pizza Blues” (within 10)	U20	Adding with Addend Cards

K.N.3.2

Break down cardinal numbers that are less than or equal to 10 and use the two-digit addition algorithm.

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

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

Algebra

Perform and represent numerical operations indicating quantity relationships, functions, and change analysis using numbers, variables, and signs to solve problems.

4.0 Recognize, read, describe, and expand on repeating and increasing patterns.

K.A.4.1

Identify and extend a pattern using objects, silhouettes, figures, symbols, sounds and/or movements in daily life situations.

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

Code	Digital Student Experience	Code	Teacher Resources
U1	Computations and Algebraic Thinking – Replicate Simple, Repeating Patterns	U1	Pattern Detectives
		U1	Building Patterns with Junk
		ISIP	Pattern Rules
		ISIP	Identify the Pattern Rule, Duplicate and Extend Patterns
		ISIP	Find the Rule of a Pattern

K.A.4.1

Identify and extend a pattern using objects, silhouettes, figures, symbols, sounds and/or movements in daily life situations.

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

Code	Digital Student Experience	Code	Teacher Resources
		ISIP	Identify, Duplicate, and Extend Growing Patterns
		ISIP	Identify, Duplicate, and Extend Sequential Patterns
		ISIP	Use a Rule to Duplicate a Pattern

Geometry

Perform and represent numerical operations including quantity relationships, functions, and change analysis using numbers, variables, and signs to solve problems.

6.0 Recognize, identify, and name geometric figures in their environment.

K.G.6.1

Name, identify, and describe two-dimensional and three-dimensional shapes regardless of orientation or general size.

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

Code	Digital Student Experience	Code	Teacher Resources
U1	Geometry – Identify Circles	U1	Identifying Two-Dimensional Shapes
U1	Geometry – Identify Squares	U3	We're Going on a Shape Hunt
U3	Geometry – Identify Triangles	U9	Considering Sizes of Shapes
U9	Geometry – Identifying Shapes Regardless of Orientation	U14	Odd One Out
U14	Geometry – Identify Three-Dimensional Shapes	U14	Shape Four-in-a-Row



K.G.6.2

Sort and classify two-dimensional and three-dimensional figures by their shape and size.

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

Code	Digital Student Experience	Code	Teacher Resources
U14	Geometry – Identify Three-Dimensional Shapes	U14	Shape Four-in-a-Row

7.0 Recognize, build, and analyze two-dimensional and three-dimensional figures.

K.G.7.1

Classify geometric figures as two-dimensional or three-dimensional.

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

Code	Digital Student Experience	Code	Teacher Resources
U14	Geometry – Identify Three-Dimensional Shapes	U14	Shape Four-in-a-Row

K.G.7.2

Classify, recognize, and name two-dimensional figures by their shape and size.

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

Code	Digital Student Experience	Code	Teacher Resources
U1	Geometry – Identify Circles	U1	Identifying Two-Dimensional Shapes
U1	Geometry – Identify Squares	U3	We're Going on a Shape Hunt
U3	Geometry – Identify Triangles	U9	Considering Sizes of Shapes

K.G.7.2

Classify, recognize, and name two-dimensional figures by their shape and size.

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

Code	Digital Student Experience	Code	Teacher Resources
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		

K.G.7.4

Classify, recognize, and name three-dimensional figures such as a sphere, cube, cylinder, cone, and pyramid.

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

Code	Digital Student Experience	Code	Teacher Resources

Measurement

Correctly apply systems, measurement tools, and techniques by making connections between spatial and numerical concepts.

8.0 Classify, compare, and sort objects by category.

K.M.8.1

Identify, describe, classify, compare and order up to three objects by size (large, medium, or small) and/or weight.

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

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

10.0 Recognize time relationships.

K.M.10.5

Recognize the information in a calendar (example: days of the week, months of the year).

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

Code	Digital Student Experience	Code	Teacher Resources
		U7	Calendar Counting (1-30)

11.0 Recognize the value of coins.

K.M.11.1			
Identify the value of coins (1¢, 5¢, 10¢, 25¢).			
MP 1, 2, 3, 4, 5, 6, 7, 8			
Code	Digital Student Experience	Code	Teacher Resources
		U14	Coin Value Cover-Up (Penny/Nickel/Dime/Quarter)

Data Analysis and Probability

Apply different collection methods, organization, interpretation, and presentation of data to describe, make inferences and predictions, draw conclusions, and make decisions.

12.0 Collect, organize, and represent data in pictorial and bar graphs.

K.E.12.1			
Collect, organize, and represent data in pictorial and bar graphs when using concrete objects.			
MP 1, 2, 3, 4, 5, 6, 7, 8			
Code	Digital Student Experience	Code	Teacher Resources
U3	Measurement and Data Analysis – Compare Data in Horizontal Picture Graphs		
U4	Measurement and Data Analysis – Answer Data in Picture Graphs		
U19	Measurement and Data Analysis – Represent and Interpret Data in Picture Graphs		

Grade 1**Numbering and Operation**

Understand and apply mathematical concepts by representing, estimating, performing computations, and relating numbers and number systems.

1.0 Recognize the relationship between cardinal numbers up to three digits, the quantities they represent, and the place value of their digits.

1.N.1.1			
Count, read, and write cardinal numbers of up to three digits from a given number.			
MP 1, 2, 3, 4, 5, 6, 7, 8			
Code	Digital Student Experience	Code	Teacher Resources
U17	Number Sense – “Pattern of the Count” Count by Ones to 100	U14	One Hundred Is a Lot
U17	Number Sense – Place Value Rows (1-100)	U17	Digit Deal (1-100)
U17	Number Sense – Number Puzzle (1-100)	U18	Mixed-Up, Fixed-Up
U21	Number Sense – “Pattern of the Count” Count by Ones and Tens to 100	U21	The Arrow Says (1-100)
U21	Number Sense – Place Value Columns (1-100)	U23	Decade Numbers
U21	Number Sense – Number Puzzle (1-100)		

1.N.1.2

Determine and write the number that goes before, between and after using cardinal numbers up to three digits.

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

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

1.N.1.4

Compare and order cardinal numbers up to three digits based on the meaning of the hundreds, tens, and units, and record the result of the comparisons using the symbols $>$, $=$, and $<$.

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

Code	Digital Student Experience	Code	Teacher Resources
		ISIP	Base Ten Block Comparison Game

2.0 Numbers and operations with base ten.

1.N.2.1

Apply the place value of a cardinal number up to three digits to:

- represent 10 units as a ten.
- represent hundreds, tens and units.
- compose and decompose numbers.
- represent using expanded notation.

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

Code	Digital Student Experience	Code	Teacher Resources
		ISIP	Base Ten Block Basics
		ISIP	Matching Numerals and Base Ten Blocks

3.0 Represent and solve addition and subtraction problems with totals up to 100.

1.N.3.1

Solve addition and subtraction problems fluently.

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

Code	Digital Student Experience	Code	Teacher Resources
U10	Computations and Algebraic Thinking – “Part Part Whole in New Orleans” (1-20)	U10	Dogs and Cats on Mats (up to Ten)
U10	Computations and Algebraic Thinking – Addition Stories	U12	Ten or Not Ten
U12	Computations and Algebraic Thinking – Identifying Addends Using Tens Frames	U13	Whole in the Hand

1.N.3.1			
Solve addition and subtraction problems fluently.			
MP 1, 2, 3, 4, 5, 6, 7, 8			
Code	Digital Student Experience	Code	Teacher Resources
U20	Computations and Algebraic Thinking – “Part Part Whole in New Orleans” (1-20)	U20	Turn Around Addition
U20	Computations and Algebraic Thinking – Addition Stories (horizontal orientation)	U20	Grouping Groceries
U20	Computations and Algebraic Thinking – Addition Stories (vertical orientation)	U20	Identity Property Go Fish!
U20	Computations and Algebraic Thinking – “The Math Whiz”	U20	Doubles Facts
U20	Computations and Algebraic Thinking – Fact Strategies	ISIP	Building Sums to Ten
U20	Computations and Algebraic Thinking – Commutative Property	ISIP	Place Value of Tens and One
U20	Computations and Algebraic Thinking – Associative Property	ISIP	Fact Family Dominoes
U20	Computations and Algebraic Thinking – Identity Property	FP	Addition Fast Track
		FP	Sticky Sums
		FP	Write, Tally, Draw
		FP	Shake It, Make It, Solve It (Addition)
		FP	Wipe Out

1.N.3.2

Solve addition problems with three addends fluently.

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

Code	Digital Student Experience	Code	Teacher Resources
U16	Computations and Algebraic Thinking – Determine the Unknown Whole Number in Addition Sentences	U16	Beginning-Middle-End
		U24	Mystery in the Middle

1.N.3.1

Apply the properties (commutative and associative) of operations as strategies to add and subtract. To add $2 + 6 + 4$; the last two numbers can be added to form a ten; therefore $2 + 6 + 4 = 2 + 10 = 12$ (Associative property of the sum). (Students don't have to know or use the formal names of these properties.)

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

Code	Digital Student Experience	Code	Teacher Resources
U10	Computations and Algebraic Thinking – “Part Part Whole in New Orleans” (1-20)	U10	Dogs and Cats on Mats (up to Ten)
U10	Computations and Algebraic Thinking – Addition Stories	U12	Ten or Not Ten
U12	Computations and Algebraic Thinking – Identifying Addends using Tens Frames	U13	Whole in the Hand
U20	Computations and Algebraic Thinking – “Part Part Whole in New Orleans” (1-20)	U20	Turn Around Addition
U20	Computations and Algebraic Thinking – Addition Stories (horizontal orientation)	U20	Grouping Groceries

1.N.3.1

Apply the properties (commutative and associative) of operations as strategies to add and subtract. To add $2 + 6 + 4$; the last two numbers can be added to form a ten; therefore $2 + 6 + 4 = 2 + 10 = 12$ (Associative property of the sum). (Students don't have to know or use the formal names of these properties.)

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

Code	Digital Student Experience	Code	Teacher Resources
U20	Computations and Algebraic Thinking – Addition Stories (vertical orientation)	U20	Identity Property Go Fish!
U20	Computations and Algebraic Thinking – “The Math Whiz”	U20	Doubles Facts
U20	Computations and Algebraic Thinking – Fact Strategies	ISIP	Building Sums to Ten
U20	Computations and Algebraic Thinking – Commutative Property	ISIP	Place Value of Tens and One
U20	Computations and Algebraic Thinking – Associative Property	ISIP	Fact Family Dominoes
U20	Computations and Algebraic Thinking – Identity Property	FP	Addition Fast Track
		FP	Sticky Sums
		FP	Write, Tally, Draw
		FP	Shake It, Make It, Solve It (Addition)
		FP	Wipe Out

1.N.3.4

Add three-digit cardinal numbers and use various strategies such as the sum of a two-digit number and a one-digit number and the sum of a two-digit number with a multiple of 10; use concrete models, drawings and strategies based on place value, properties of operations and/or the relationship between addition and subtraction; relate the strategy with a written method and explain the reasoning employed.

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

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

1.N.3.5

Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).

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

Code	Digital Student Experience	Code	Teacher Resources
		U22	Beading the Difference
		U22	Mystery in the Middle
		U24	Start, Change, Result! (within 20)

4.0 Identify and represent fractions.

1.N.4.1

Identify, name and represent unit fractions ($\frac{1}{2}$, $\frac{1}{4}$, among others).

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

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

1.N.4.2

Represent and compare fractions as part of an integer or set with concrete and semi-concrete materials.

Note: These lessons are located in other sections of the program; digital activities can be assigned.

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

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

Algebra

Perform and represent numerical operations indicating quantity relationships, functions, and change analysis using numbers, variables, and signs to solve problems.

5.0 Recognize, read, and describe, and expand on repeating and increasing patterns.

1.A.5.1

Recognize numerical patterns, by 2s, 3s (up to 30), 5s, and 10s using cardinal numbers with up to three digits from a given number.

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

Code	Digital Student Experience	Code	Teacher Resources
U14	Number Sense – “Hens by Tens”	U16	Tally Mark Dominoes
U14	Number Sense – Count the Hen Amount	U18	Mixed-Up, Fixed-Up
U14	Number Sense – Count Hens to the Target	U22	Skip Counting Race
U14	Number Sense – Choose the Correct Amount	ISIP	Counting by Fives
U17	Number Sense – “Pies by Fives”	ISIP	Skip Counting Rods

1.A.5.1

Recognize numerical patterns, by 2s, 3s (up to 30), 5s, and 10s using cardinal numbers with up to three digits from a given number.

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

Code	Digital Student Experience	Code	Teacher Resources
U17	Number Sense – Count the Pie Amount		
U17	Number Sense – Count Pies to the Target		
U17	Number Sense – Choose the Pie Recipe		
U22	Number Sense – “Shoes by Twos”		
U22	Number Sense – Count the Shoe Amount		
U22	Number Sense – Count Shoes to the Target		
U22	Number Sense – Choose the Correct Amount		

1.A.5.2

Recognize, read, describe, identify, complete and create repetition patterns and other patterns that include concrete models, geometric shapes, movements, sounds and numbers, and use them in everyday situations to solve problems.

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

Code	Digital Student Experience	Code	Teacher Resources
U14	Number Sense – “Hens by Tens”	U16	Tally Mark Dominoes
U14	Number Sense – Count the Hen Amount	U18	Mixed-Up, Fixed-Up
U14	Number Sense – Count Hens to the Target	U22	Skip Counting Race

1.A.5.2

Recognize, read, describe, identify, complete and create repetition patterns and other patterns that include concrete models, geometric shapes, movements, sounds and numbers, and use them in everyday situations to solve problems.

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

Code	Digital Student Experience	Code	Teacher Resources
U14	Number Sense – Choose the Correct Amount	ISIP	Counting by Fives
U17	Number Sense – “Pies by Fives”	ISIP	Skip Counting Rods
U17	Number Sense – Count the Pie Amount		
U17	Number Sense – Count Pies to the Target		
U17	Number Sense – Choose the Pie Recipe		
U22	Number Sense – “Shoes by Twos”		
U22	Number Sense – Count the Shoe Amount		
U22	Number Sense – Count Shoes to the Target		
U22	Number Sense – Choose the Correct Amount		

6.0 Use number expressions and relationships to solve problems and determine if an addition or subtraction equation is true or false.

1.A.6.3

Apply properties of operations as strategies to add and subtract. Examples: If $8 + 3 = 11$ is known, then $3 + 8 = 11$ is also known (Commutative property of addition). To add $2 + 6 + 4$, the second two numbers can be added to make a ten, so $2 + 6 + 4 = 2 + 10 = 12$ (Associative property of addition).

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

Code	Digital Student Experience	Code	Teacher Resources
U16	Computations and Algebraic Thinking – Determine the Unknown Whole Number in Addition Sentences	U16	Beginning-Middle-End
U20	Computations and Algebraic Thinking – “The Math Whiz”	U20	Doubles Facts
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.A.6.4

Write and solve numerical expressions of real-life situations that express relationships between addition and subtraction.

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

Code	Digital Student Experience	Code	Teacher Resources
U22	Computations and Algebraic Thinking – Whole Part Part “Chicago Pizza Blues” (within 20)	U18	Decomposing House
U22	Computations and Algebraic Thinking – Whole Part Part (within 20)	U19	Decomposing House with Pictures
U24	Computations and Algebraic Thinking – Subtraction Stories (within 20)	U22	Beading the Difference
U24	Computations and Algebraic Thinking – Determine the Unknown Whole Numbers in Subtraction Sentences	U22	Mystery in the Middle
		U24	Start, Change, Result! (within 20)
		ISIP	Subtraction Stories
		ISIP	Fact Family Dominoes

7.0 Use the properties as a strategy to carry out operations.

1.A.6.5			
Use the properties (commutative and associative) to add and subtract and include the identity.			
MP 1, 2, 3, 4, 5, 6, 7, 8			
Code	Digital Student Experience	Code	Teacher Resources
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	Associative Property of Addition
		ISIP	Commutative Property of Addition

Measurement

Correctly apply systems, measurement tools, and techniques by making connections between spatial and numerical concepts.

11.0 Recognize and use measures of time.

1.M.11.1			
Read, write and interpret the clock (analog and digital) up to the half hour mark.			
MP 1, 2, 3, 4, 5, 6, 7, 8			
Code	Digital Student Experience	Code	Teacher Resources
		U7	Calendar Counting

1.M.11.2

Read, write and interpret the calendar information (days of the week and month).

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

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

12.0 Recognize and identify the value of coins up to 25¢ and determine equivalents to solve problems.

1.M.12.1

Use different combinations of currencies to represent equivalence and solve problems in which one determines whether an item can be purchased from a monetary amount of up to 25¢.

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

Code	Digital Student Experience	Code	Teacher Resources
U16	Measurement and Data Analysis – Identify the Value of a Collection of Mixed Coins	U14	Coin Value Cover-Up (Penny/Nickel/Dime/Quarter)
U16	Measurement and Data Analysis – Compare Amounts of Mixed Coins	U14	Money Match
U19	Measurement and Data Analysis – Compare Amounts of Mixed Coins with Given Amounts of Money	U24	Enough Money?

13.0 Identify and estimate standardized and arbitrary measures of length (inch, foot, and meter).

1.M.13.1

Represent and compare fractions as part of an integer or set with concrete and semi-concrete materials.

Note: These lessons are located in other sections of the program, digital activities can be assigned.

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

Code	Digital Student Experience	Code	Teacher Resources
U33	Measurement – Choose Units and Measure Lengths	U33	Choosing Units of Linear Measurement
U33	Measurement – Measure to the Nearest Centimeter	U33	Measure to the Nearest Inch
		U33	Measure to the Nearest Centimeter
		ISIP	Appropriate Tools for Linear Measurement
		ISIP	How to Use Linear Measurement Tools
		ISIP	Measuring Objects
		ISIP	Ruler Relay

Data Analysis and Probability

Understand and apply mathematical concepts by representing, estimating, performing computations, and relating numbers and number systems.

14.0 Collect, organize, and interpret data in bar graphs, pictorial graphs, and tables to solve problems.

1.E.14.1

Interpret the parts of a graph to solve problems.

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

Code	Digital Student Experience	Code	Teacher Resources
		ISIP	Picture Graphs to the Rescue!
		ISIP	Determining Most and Least with Graphs
		ISIP	Read and Analyze Bar Graphs

1.E.14.2

Collect, organize, and interpret data using concrete materials, sheets and pictorial graphics; formulate and answer simple questions related to the data.

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

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

1.E.14.2

Collect, organize, and interpret data using concrete materials, sheets and pictorial graphics; formulate and answer simple questions related to the data.

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

Code	Digital Student Experience	Code	Teacher Resources
		ISIP	Determining Most and Least with Graphs
		ISIP	Read and Analyze Bar Graphs

Grade 2**Numbering and Operation**

Understand and apply mathematical concepts by representing, estimating, performing computations, and relating numbers and number systems.

1.0 Recognize the relationship between cardinal numbers up to four digits, the quantities they represent and the place value of their digits.

2.N.1.1

Count, order, read, and write cardinal numbers up to four digits from a given number. Identify and represent the four-digit cardinal number, based on the meaning of thousands, hundreds, tens, and units. Write the ordering and comparison answer by

- a succession or pattern.
- the use of comparison signs $<$, $>$, or $=$.

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

Code	Digital Student Experience	Code	Teacher Resources
U30	Number Sense – Comparing Two Two-Digit Whole Numbers	U30	Comparison – Two-Digit Numbers: Language and Symbols
U30	Number Sense – Comparing Two Three-Digit Numbers	U30	Comparison – Three-Digit Numbers
U30	Number Sense – Comparing Two Three-Digit Whole Numbers with Zeroes	ISIP	Steps for Comparing Three-Digit Numbers
U30	Number Sense – Writing Standard Form from Expanded Form	ISIP	Building and Comparing Three-Digit Numbers
U30	Number Sense – Writing Expanded Form from Standard Form	U30	Building Numbers Using Base Ten Blocks
U30	Number Sense – Writing Word Form from Expanded and Standard Form	U30	Writing Expanded Form from Standard Form

2.N.1.1

Count, order, read, and write cardinal numbers up to four digits from a given number. Identify and represent the four-digit cardinal number, based on the meaning of thousands, hundreds, tens, and units. Write the ordering and comparison answer by

- a succession or pattern.
- the use of comparison signs $<$, $>$, or $=$.

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

Code	Digital Student Experience	Code	Teacher Resources
		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.N.1.2

Recognize and identify odd and even numbers:

- Determine if a set of objects has an odd or even number of members (example: When matching objects or counting them in groups of 2).
- Explain why the sum of two even numbers is even and the sum of two odd numbers is even.

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

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

2.N.1.3

Apply the place value of a cardinal number up to four digits to represent thousands, hundreds, tens, and units. Understand the following special cases:

- It can be said that 100 is a group of ten tens – called a “hundred.”
- The numbers 100,200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundred (with 0 tens and 0 units).
- Compose and decompose cardinal numbers up to four digits. Use the notation developed to represent cardinal numbers of up to four digits.

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

Code	Digital Student Experience	Code	Teacher Resources
U30	Number Sense – Writing Standard Form from Expanded Form	U30	Building Numbers Using Base Ten Blocks
U30	Number Sense – Writing Expanded Form from Standard Form	U30	Writing Expanded Form from Standard Form

2.N.1.3

Apply the place value of a cardinal number up to four digits to represent thousands, hundreds, tens, and units. Understand the following special cases:

- It can be said that 100 is a group of ten tens – called a “hundred.”
- The numbers 100,200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundred (with 0 tens and 0 units).
- Compose and decompose cardinal numbers up to four digits. Use the notation developed to represent cardinal numbers of up to four digits.

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

Code	Digital Student Experience	Code	Teacher Resources
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.N.1.5

Represent cardinal numbers as lengths from 0 on a number line diagram with the points corresponding to the numbers 0, 1, 2, ..., located at the same distance from 0; represent sums and differences of cardinal numbers up to 100 on a number line diagram.

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

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

2.0 Operations with base ten (place value).

2.N.2.1

Fluently add and subtract up to four digits when using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction without regrouping.

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

Code	Digital Student Experience	Code	Teacher Resources
U31	Computations and Algebraic Thinking – Adding with Regrouping Using Concrete Models	U31	Adding with Regrouping – Concrete
U31	Computations and Algebraic Thinking – Subtracting with Regrouping Using Concrete Models	U31	Addition Using Partitioning
U31	Computations and Algebraic Thinking – Adding with Regrouping – Partitioning	U31	Subtraction Using Partitioning
U31	Computations and Algebraic Thinking – Subtracting with Regrouping – Partitioning	U31	Adding on a Number Line

2.N.2.1

Fluently add and subtract up to four digits when using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction without regrouping.

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

Code	Digital Student Experience	Code	Teacher Resources
U31	Computations and Algebraic Thinking – Adding on a Number Line	U31	Subtracting on a Number Line
U31	Computations and Algebraic Thinking – Subtracting on a Number Line	U31	Fact Families – Addition and Subtraction
U31	Computations and Algebraic Thinking – Fact Families – Addition and Subtraction	ISIP	Partitioning for Addition
		ISIP	Using Arrow Paths to Add and Subtract
		FP	Fact Family Dominos (Addition/Subtraction)
		FP	Addition Fast Track
		FP	Subtraction Fast Track
		FP	Left Hand, Right Hand Grab Bag
		FP	Shake It! Make It! Solve It! Addition
		FP	Sticky Sums
		FP	Wipe Out
		FP	Write, Tally, Draw

3.0 Identify, express, recognize, represent, and use different representations for fractions and understand that a fraction $\frac{n}{d}$ is constructed from n unit fractions of the $\frac{1}{d}$.

2.N.3.1

Identify, recognize, and write different representations for unit fractions with concrete and semi-concrete models.

Note:* These lessons are located in other sections of the program; digital activities can be assigned.

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

Code	Digital Student Experience	Code	Teacher Resources
		ISIP	Recognizing Fractions in Different Forms
		ISIP	Writing Fractions Using Symbolic Notation

2.N.3.2

Represent and compare fractions as part of an integer or set with concrete and semi-concrete materials.

Note: These lessons are located in other sections of the program; digital activities can be assigned.

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

Code	Digital Student Experience	Code	Teacher Resources
		ISIP	Recognizing Fractions in Different Forms
		ISIP	Writing Fractions Using Symbolic Notation

2.N.3.3

Identify and represent the parts of an integer in different ways; use two-dimensional sets of figures (examples: Divide rectangles into two, three, or four equal parts).

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

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

4.0 Represent and solve addition and subtraction problems with cardinal numbers up to four digits.

2.N.4.3

Solve addition and subtraction problems in everyday situations:

- Use the inverse relationship between addition and subtraction to solve problems and check results.
- Express the answer in verbal or numerical form.

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

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

5.0 Understand and interpret rectangular arrays as multiplication models with factors equal to or less than 5.

2.N.5.1

Use repeated sums to represent and determine the process of multiplying by:

- drawings, illustrations, concrete and semi-concrete materials.
- rectangular arrangements.

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

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

Algebra

7.0 Recognize, read, describe, identify, extend, and create numerical and geometric patterns.

2.A.7.1

Recognize numerical and geometric patterns (example: Count of by 5s, 10s, and 100s).

Note: These lessons are located in other sections of the program; digital activities can be assigned.

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

Code	Digital Student Experience	Code	Teacher Resources
U14	Number Sense – “Hens by Tens”	U16	Tally Mark Dominoes
U14	Number Sense – Count the Hen Amount	U18	Mixed-Up, Fixed-Up
U14	Number Sense – Count Hens to the Target	U22	Skip Counting Race
U14	Number Sense – Choose the Correct Amount	ISIP	Counting by Fives
U17	Number Sense – “Pies by Fives”	ISIP	Skip Counting Rods
U17	Number Sense – Count the Pie Amount		
U17	Number Sense – Count Pies to the Target		
U17	Number Sense – Choose the Pie Recipe		
U22	Number Sense – “Shoes by Twos”		
U22	Number Sense – Count the Shoe Amount		
U22	Number Sense – Count Shoes to the Target		
U22	Number Sense – Choose the Correct Amount		

Perform and represent numerical operations indicating quantity relationships, functions, and change analysis using numbers, variables, and signs to solve problems.

9.0 Apply the concept of equality.

2.A.9.1			
Identify, recognize, and establish equal relationships. Use words, models, and symbols to demonstrate equal relationships: geometric, numerical, and operational.			
MP 1, 2, 3, 4, 5, 6, 7, 8			
Code	Digital Student Experience	Code	Teacher Resources
U32	Geometry – Addition Arrays	U32	Addition Arrays

10.0 Use number expressions and relationships to describe qualitative and quantitative changes.

2.A.10.2			
Use the sum to find the total number of objects that are arranged in rectangular arrangements of up to 5 rows and 5 columns; write an equation to express the total as the sum of equal addends.			
MP 1, 2, 3, 4, 5, 6, 7, 8			
Code	Digital Student Experience	Code	Teacher Resources
U32	Geometry – Addition Arrays	U32	Addition Arrays

Measurement

Correctly apply systems, measurement tools, and techniques by making connections between spatial and numerical concepts.

14.0 Identify and use standardized units of length, weight, and capacity.

2.M.14.2

Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, metersticks, and measuring tapes.

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

Code	Digital Student Experience	Code	Teacher Resources
U33	Measurement – Choose Units and Measure Lengths	U33	Choosing Units of Linear Measurement
U33	Measurement – Measure to the Nearest Centimeter	U33	Measure to the Nearest Inch
		U33	Measure to the Nearest Centimeter
		ISIP	Appropriate Tools for Linear Measurement
		ISIP	How to Use Linear Measurement Tools
		ISIP	Measuring Objects
		ISIP	Ruler Relay

2.M.14.3

Use addition and subtraction until you get to 100 to solve problems that include lengths in the same units.

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

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

2.M.14.4

Describe the relationship between inch, foot and yard, as well as the relationship between millimeter, centimeter and meter.

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

Code	Digital Student Experience	Code	Teacher Resources
		ISIP	Unit Relationships

15.0 Recognize and use units of time.

2.M.15.1

Read, write and interpret the time on analog and digital clocks up to the nearest 5 minutes, using a.m. and p.m., and solve everyday problems.

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

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

2.M.15.1

Read, write and interpret the time on analog and digital clocks up to the nearest 5 minutes, using a.m. and p.m., and solve everyday problems.

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

Code	Digital Student Experience	Code	Teacher Resources
		U34	Time to the Quarter Hour

16.0 Solve problems with amounts of money up to a dollar.

2.M.16.1

Read, write, represent and express monetary amounts and their equivalencies; include 1¢, 5¢, 10¢, and 25¢ up to \$1.00.

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

Code	Digital Student Experience	Code	Teacher Resources
		U14	Money Match
		U24	Enough Money?

2.M.16.2

Solve word problems involving dollar bills and 1¢, 5¢, 10¢, and 25¢ coins, using the symbols \$ and ¢ correctly.

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

Code	Digital Student Experience	Code	Teacher Resources
		U32	Money Word Problems

17.0 Determine perimeter and area using concrete and semi-concrete models.

2.M.17.1

Determine the perimeter using concrete and semi-concrete models.

Note: These lessons are located in other sections of the program; digital activities can be assigned.

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

Code	Digital Student Experience	Code	Teacher Resources
U38	Measurement – Perimeter Word Problems	U38	Finding Perimeter
		ISIP	Measuring Perimeter of Polygons

2.M.17.2

Determine the area by using concrete and semi-concrete models in regular quadrilaterals.

Note: These lessons are located in other sections of the program; digital activities can be assigned.

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

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

Data Analysis and Probability

Understand and apply mathematical concepts by representing, estimating, performing computations, and relating numbers and number systems.

18.0 Solve problems that require data in tables, bar graphs, and pictographs.

2.E.18.1

Use the information presented in a table, bar graph or pictograph.

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

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

Grade 3**Numbering and Operation**

Understand and apply mathematical concepts by representing, estimating, performing computations, and relating numbers and number systems.

1.0 Recognize the relationship between numbers, the quantities they represent, and the value and positional place of the digits of cardinal numbers up to five digits.

3.N.1.1

Determine and estimate the cardinality of a given set and identify, represent, count, read and write cardinal numbers up to five digits by means of:

- the number line
- concrete and semi-concrete models with base 10
- patterns and sequences by 100s, 1,000s and from any given number.
- compose and decompose numbers
- rounded numbers in the thousands, hundreds, tens and units to the nearest ten thousands .

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

Code	Digital Student Experience	Code	Teacher Resources
U35	Number Sense – Rounding to the Nearest Ten	U35	Rounding – Nearest Ten
U35	Number Sense – Rounding to the Nearest Hundred	U35	Rounding – Nearest Hundred
		U35	Rounding – Nearest Ten, Hundred, Thousand

3.N.1.2

Recognize and use the place value of the digits of cardinal numbers up to five digits.

- Compare and order numbers up to five digits by increasing and decreasing order using the number line
- Use expanded notation to represent numbers up to five digits.

Note: These lessons are located in other sections of the program; digital activities can be assigned.

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

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

2.0 Interpret and represent fractions.

3.N.2.1

Identify, name, locate, and represent fractions, homogenous fractions, and equivalent fractions in the shaded parts of an integral or subset of objects in a set. with denominators up to the number 10; use concrete and semi-concrete models when using the number line

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

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

3.N.2.1

Identify, name, locate, and represent fractions, homogenous fractions, and equivalent fractions in the shaded parts of an integral or subset of objects in a set. with denominators up to the number 10; use concrete and semi-concrete models when using the number line

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

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

3.N.2.2

Determine equivalence of fractions and compare them.

Recognize and form simple equivalent fractions (example: $\frac{1}{2} = \frac{2}{4}$, $\frac{4}{6} = \frac{2}{3}$). Explain why the fractions are equivalent, and use concrete and semi-concrete models.

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

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

3.N.2.2

Determine equivalence of fractions and compare them.

Recognize and form simple equivalent fractions (example: $\frac{1}{2} = \frac{2}{4}$, $\frac{4}{6} = \frac{2}{3}$). Explain why the fractions are equivalent, and use concrete and semi-concrete models.

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

Code	Digital Student Experience	Code	Teacher Resources
U37	Number Sense – Many Equivalent Fractions	U37	Fractions Equivalent to Whole Numbers
U37	Number Sense – Fractions Equivalent to Whole Numbers	U37	Comparison – Fractions and Whole Numbers – Symbols
U37	Number Sense – Mixed Numbers	U37	Comparing Fractions with Like Numerators
U37	Number Sense – Comparing Fractions with the Same Denominator	U37	Identify Equivalent Fractions
U37	Number Sense – Comparing Fractions with the Same Numerator	ISIP	Comparing Fractions Using Models
		ISIP	Comparing Fractions
		ISIP	Identify Equivalent Fractions Using Area Models

Istation Math Curriculum Correlated to the Puerto Rico Core Standards for Mathematics

4.0 Represent and solve problems involving multiplication and division.

3.N.4.1

Demonstrate and develop fluency (mental calculation) in the basic combinations of multiplication and division of cardinal numbers between 1 and 10:

- describe the basic combinations of division by using multiplication as reference.
- use the inverse relationship between multiplication and division to perform computations, check results and solve problems; and
- interpret the products and quotients of cardinal numbers.

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

Code	Digital Student Experience	Code	Teacher Resources
U35	Computations and Algebraic Thinking – Arithmetic Patterns in Multiplication	U35	Arithmetic Patterns in Multiplication
U36	Computations and Algebraic Thinking – Multiply One-Digit Numbers Using Concrete Models	U36	One-Digit by One-Digit Multiplication
U36	Computations and Algebraic Thinking – Fact Families: Multiplication and Division	U36	Multiplying Two One-Digit Numbers with Arrays
U36	Computations and Algebraic Thinking – Two-Step Word Problems – All Operations	U36	Build and Solve Two-Step Equations with All Operations
U36	Computations and Algebraic Thinking – Properties of Multiplication	U36	Fact Families: Multiplication and Division
		ISIP	Doubling and Halving
		ISIP	Relating Multiplication and Division
		ISIP	Practicing Fact Families
		ISIP	Using Strip Diagrams to Solve Compare Problems

3.N.4.1

Demonstrate and develop fluency (mental calculation) in the basic combinations of multiplication and division of cardinal numbers between 1 and 10:

- describe the basic combinations of division by using multiplication as reference.
- use the inverse relationship between multiplication and division to perform computations, check results and solve problems; and
- interpret the products and quotients of cardinal numbers.

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

Code	Digital Student Experience	Code	Teacher Resources
		ISIP	Commutative Property of Multiplication
		ISIP	Doubling and Halving
		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)

3.N.4.2

Determine and interpret the quotient of cardinal numbers:

- with dividends up to two digits and one-digit divisors;
- in problems that involve division of cardinal numbers.

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

Code	Digital Student Experience	Code	Teacher Resources
U36	Computations and Algebraic Thinking – Multiplication and Division Fact Families	U36	Fact Families: Multiplication and Division
		ISIP	Doubling and Halving
		ISIP	Relating Multiplication and Division

3.N.4.3

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

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

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

3.N.4.3

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

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

Code	Digital Student Experience	Code	Teacher Resources
		ISIP	Commutative Property of Multiplication

Algebra

Perform and represent numerical operations indicating quantity relationships, functions, and change analysis using numbers, variables, and signs to solve problems.

5.0 Recognize, read, describe and expand on repeating and increasing patterns.

3.A.5.1

Identify, read and describe numerical and geometric patterns (including patterns in addition or multiplication tables) and expand them.

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

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

6.0 Select the appropriate operations, properties and symbols to represent, describe, simplify, and solve numerical expressions and relationships.

3.A.6.3

Use properties as strategies to perform basic operations.

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

Code	Digital Student Experience	Code	Teacher Resources
U36	Computations and Algebraic Thinking – Properties of Multiplication		

7.0 Solve problems involving relationships between quantities.

3.A.7.2

Solve two-step problems using the four operations:

- outline problems using equations with one variable to represent the unknown value.
- evaluate answers using mental math, estimation and rounding.

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

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

Geometry

Perform and represent numerical operations including quantity relationships, functions, and change analysis using numbers, variables, and signs to solve problems.

8.0 Describe, compare, and recognize the basic elements and attributes of two-dimensional and three-dimensional figures.

3.G.8.1

Identify and represent points, rays, segments, lines, angles and planes. Recognize and draw perpendicular, parallel and non-parallel lines in mathematical and real-world situations.

Note: These lessons are located in other sections of the program; digital activities can be assigned.

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

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

3.G.8.2

Identify and classify polygons by the number of sides and angles.

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

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

Measurement

Correctly apply systems, measurement tools, and techniques by making connections between spatial and numerical concepts.

11.0 Select and use the appropriate units of measurement and measuring instruments.

3.M.11.1

Select the appropriate measurement tools (ruler, yardstick, meterstick, cup, balance, among others) and units (of the metric and English systems) and estimate and measure the length, capacity, weight and mass of objects. Determine the appropriate unit of measure and/or size in a situation that involves attributes such as length, time, capacity, or weight/mass.

Note: These lessons are located in other sections of the program; digital activities can be assigned.

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

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

12.0 Determine the area and perimeter of two-dimensional figures. Relate area and perimeter to basic operations.

3.M.12.1

Relate the perimeter and area.

- Determine the perimeter to solve problems.
- Determine the area to solve problems.
- Use grids to determine, relate and demonstrate the perimeter and area with basic operations. Point out the difference between the measurements to determine the perimeter and area.

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

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

13.0 Recognize and use units of time.

3.M.13.1

Read, write, and interpret the hour and the nearest minute.

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

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

3.M.13.1

Solve problems over time intervals up to the minute.

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

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

14.0 Solve problems with amounts of money.

3.M.11.1

Solve problems involving the addition and subtraction of money.

Note: These lessons are located in other sections of the program; digital activities can be assigned.

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

Code	Digital Student Experience	Code	Teacher Resources
		U32	Money Word Problems (Retail Riddles)

15.0 Ask questions and collect, organize, and represent data in tables and bar and line graphs using concrete objects, pictures, or drawings.

3.E.15.1			
Collect, organize, and represent data when using objects, tables, bar and linear graphs.			
MP 1, 2, 3, 4, 5, 6, 7, 8			
Code	Digital Student Experience	Code	Teacher Resources
U39	Measurement and Data Analysis – Two-Step Word Problems with Bar Graphs	U39	Solving Two-Step Problems Using Bar Graphs

Grade 4

Numbering and Operation

Understand and apply mathematical concepts by representing, estimating, performing computations, and relating numbers and number systems.

1.0 Recognize the place value structure of cardinal and decimal numbers to the hundredths place, and how cardinal numbers and decimals are related to simple fractions.

4.N.1.1

Recognize, read, write, and represent the place value of the digits of cardinal numbers up to nine digits (one hundred million) and decimals to the hundredth. Compare and order cardinal numbers up to nine digits (one hundred million).

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

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

4.N.1.3

Estimate and round cardinal numbers up to nine digits (one hundred million) and decimals to the hundredth, and determine if an estimate or rounding is reasonable or appropriate.

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

Code	Digital Student Experience	Code	Teacher Resources
U40	Number Sense – Rounding to the Nearest Thousand	U40	Rounding – Nearest Thousand
U40	Number Sense – Round to Any Place up to Thousands with Number Line	U40	Rounding – Nearest Ten, Hundred, Thousand
U40	Number Sense – Round to Any Place up to Thousands with Algorithm	U40	Rounding within Three- and Four-Digit Numbers – Number Line
U40	Number Sense – Rounding Zero	U40	Rounding within Three- and Four-Digit Numbers – Abstract
		U40	Zero as the Rounding Digit

4.N.1.4

Represent, model, compare and classify fractions and decimals through concrete, graphical, pictorial and numerical representation and include the use of equivalent fractions.

Note: These lessons are located in other sections of the program; digital activities can be assigned.

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

Code	Digital Student Experience	Code	Teacher Resources
U43	Number Sense – Determine Equivalent Fractions (Tenths and Hundredths)	U43	Fraction Comparison Using Benchmark Fractions
U43	Number Sense – Determine Equivalent Fractions Using Models	U43	Compare Fractions Using Symbols

4.N.1.4

Represent, model, compare and classify fractions and decimals through concrete, graphical, pictorial and numerical representation and include the use of equivalent fractions.

Note: These lessons are located in other sections of the program; digital activities can be assigned.

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

Code	Digital Student Experience	Code	Teacher Resources
U43	Number Sense – Comparing Fractions Using Benchmark Fractions	ISIP	Comparing Fractions
		ISIP	Using Area Models to Compare Fractions
		ISIP	Fraction to Decimal Equivalence

4.N.1.5

Compare and order decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when both fractions and decimals refer to the same whole. Write the results of comparisons with the symbols $>$, $=$, $<$; justify conclusions (example: use a visual model of fractions).

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

Code	Digital Student Experience	Code	Teacher Resources
U43	Number Sense – Understanding Decimals (0.1-0.9 and 0.01-0.09)	U43	Standard and Word Form of Decimals (0.01-0.09 and 0.1-0.9)
U43	Number Sense – Understanding Decimals 0.1-0.9	U43	Standard and Word Form of Decimals (0.10-0.90)
U43	Number Sense – Understanding Decimals with Visual Models 0.01-1.99	U43	Standard and Word Form of Decimals (0.01-1.99)
		ISIP	Comparing and Ordering Decimals

4.N.1.6

Recognize and use different interpretations of fractions (as part of a whole, part of a set, or division reasoning) when problem solving.

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

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

4.N.1.8

Recognize and write tenths and hundredths in fraction and decimal form. Find equivalent fractions and decimals on the number line.

Represent equivalent fractions and decimals as $\frac{1}{2} = 0.5$, $0.25 = \frac{1}{4}$, $\frac{3}{4} = 0.75$.

Express a fraction with a denominator of 10 as an equivalent fraction with a denominator of 100 and use this technique to add two fractions with respective denominators of 10 and 100 (example: Express $\frac{3}{10}$ as $\frac{30}{100}$ and add $\frac{3}{10} + \frac{4}{100} = \frac{34}{100}$).

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

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

2.0 Solve problems involving basic operations of cardinal numbers and understand the relationship between operations.

4.N.2.3

Use and apply, in troubleshooting, algorithms to multiply a number of up to four digits by a one-digit number and a two-digit number by a number of two digits when using strategies based on place value and the properties of operations.

- Represent and explain the calculation using equations, rectangular matrices, or models of area.
- Use mental computation and estimation strategies to judge the reasonableness of the results.

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

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

3.0 Use basic operations with decimal numbers and fractions in situations related to daily life and judge their results reasonably through strategies such as mental computation, rounding, estimation, and written computations, among others.

4.N.1.4

Solve problems involving addition and subtraction of homogenous fractions and calculate decimals to the hundredth in addition and subtraction.

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

Code	Digital Student Experience	Code	Teacher Resources
U43	Number Sense – Determine Equivalent Fractions (Tenths and Hundredths)	U43	Fraction Comparison Using Benchmark Fractions
U43	Number Sense – Determine Equivalent Fractions Using Models	U43	Compare Fractions Using Symbols
U43	Number Sense – Comparing Fractions Using Benchmark Fractions	ISIP	Comparing Fractions

4.N.1.4

Solve problems involving addition and subtraction of homogenous fractions and calculate decimals to the hundredth in addition and subtraction.

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

Code	Digital Student Experience	Code	Teacher Resources
		ISIP	Using Area Models to Compare Fractions
		ISIP	Fraction to Decimal Equivalence

4.N.3.2

Interpret the addition and subtraction of fractions as the union and separation of parts that refer to the same whole.

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

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

4.N.3.3

Recognize and determine equivalent fractions from visual models of fractions.

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

Code	Digital Student Experience	Code	Teacher Resources
U43	Number Sense – Determine Equivalent Fractions with Models	U43	Fraction Comparison Using Benchmark Fractions
U43	Number Sense – Comparing Fractions Using Benchmark Fractions	U43	Compare Fractions- Symbols
U43	Number Sense – Compare Fractions Using Symbols	U43	Compare Fractions by Creating Common Denominators
		ISIP	Comparing Fractions
		ISIP	Using Area Models to Compare Fractions

4.N.3.4

Decompose a fraction into a sum of fractions with the same denominator in more than one way; show each composition and decomposition using an equation. Justify decompositions, for example, by using fraction visual models (example: $\frac{3}{8} = \frac{1}{8} + \frac{1}{8} + \frac{1}{8}$; $\frac{3}{8} = \frac{1}{8} + \frac{2}{8}$; $2 \frac{1}{8} = 1 + 1 + \frac{1}{8} = \frac{8}{8} + \frac{8}{8} + \frac{1}{8}$).

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

Code	Digital Student Experience	Code	Teacher Resources
U43	Number Sense – Decomposing Fractions	U43	Add Like Denominators of Ten and One Hundred

4.N.3.2

Add and subtract mixed numbers with equal denominators.

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

Code	Digital Student Experience	Code	Teacher Resources
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		

Algebra

Perform and represent numerical operations indicating quantity relationships, functions, and change analysis using numbers, variables, and signs to solve problems.

5.0 Recognize, interpret, and use variables, mathematical symbols, and properties to write and simplify expressions.

4.A.5.2

Interpret and evaluate mathematical expressions that use parentheses to indicate which operation will be carried out first when the written expressions have more than two terms and different operations.

Note: These lessons are located in other sections of the program; digital activities can be assigned.

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

Code	Digital Student Experience	Code	Teacher Resources
U49	Computations and Algebraic Reasoning – Evaluate Numerical Expressions with Parentheses	U49	Evaluating Numerical Expressions with Parentheses
U49	Computations and Algebraic Reasoning – Interpret Numerical Expressions with Parentheses	U49	Identifying Expressions in Scenarios

4.A.5.2

Interpret and evaluate mathematical expressions that use parentheses to indicate which operation will be carried out first when the written expressions have more than two terms and different operations.

Note: These lessons are located in other sections of the program; digital activities can be assigned.

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

Code	Digital Student Experience	Code	Teacher Resources
U49	Computations and Algebraic Reasoning – Write Numerical Expressions from Words	U49	Writing Expressions from Words – Addition and Subtraction
		U49	Writing Expressions from Words – Subtraction

6.0 Solve equations.

4.A.6.1

Solve mathematical relationships by using equations and their equivalents. Represent numerical relationships when using variables, expressions, or equations.

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

Code	Digital Student Experience	Code	Teacher Resources
U42	Computations and Algebraic Thinking – Solve Multistep Word Problems	U42	Building and Solving Multistep Equations with All Operations
		ISIP	Using Multiplication to Solve If-Then Word Problems

Geometry

Perform and represent numerical operations including quantity relationships, functions, and change analysis using numbers, variables, and signs to solve problems.

7.0 Use the Cartesian plane to represent and identify points, lines, and simple figures.

4.G.7.2

Identify and represent the coordinates of ordered pairs in the first quadrant. Write and interpret points with cardinal numbers or variables on graph paper in the first quadrant of the Cartesian plane.

Note: These lessons are located in other sections of the program; digital activities can be assigned.

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

Code	Digital Student Experience	Code	Teacher Resources
U51	Geometry – Graph Points in a Coordinate Plane	U51	Plotting Points on a Coordinate Grid
U51	Computations and Algebraic Thinking – Comparing Points on a Coordinate Plane	U51	Graphing and Analyzing Lines
		ISIP	Identifying and Plotting Ordered Pairs on the Coordinate Plane

8.0 Identify, compare, and analyze two-dimensional and three-dimensional figures and describe them orally and in writing.

4.G.8.2

Construct and identify right, acute, and obtuse angles of specific measures. Sort, build, and estimate your measurements and measure angles in degrees with a protractor.

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

Code	Digital Student Experience	Code	Teacher Resources
U45	Geometry – Determine Missing Angles	U45	Measuring Angles with a Protractor

4.G.8.2

Construct and identify right, acute, and obtuse angles of specific measures. Sort, build, and estimate your measurements and measure angles in degrees with a protractor.

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

Code	Digital Student Experience	Code	Teacher Resources
		U45	Find the Missing Angle Measurement
		ISIP	Line and Angle Identification

4.G.8.4

Describe the characteristics of prisms and pyramids. Mention and identify the number of faces, vertices and edges that compose them. Determine whether the two-dimensional and three-dimensional figures are congruent and similar.

Note: These lessons are located in other sections of the program; digital activities can be assigned.

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

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

Measurement

Correctly apply systems, measurement tools, and techniques by making connections between spatial and numerical concepts.

9.0 Apply the concepts of perimeter, area, and length to select the most appropriate unit of measure.

4.M.9.1

Determine the area of rectangular figures by using appropriate units of measure.

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

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

4.M.9.2

Distinguish and understand that figures that have the same area may have different perimeters or figures that have the same perimeter may have different areas. Recognize that attributes (such as area or size) change or do not change when cutting and reforming a figure.

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

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

4.M.9.2

Distinguish and understand that figures that have the same area may have different perimeters or figures that have the same perimeter may have different areas. Recognize that attributes (such as area or size) change or do not change when cutting and reforming a figure.

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

Code	Digital Student Experience	Code	Teacher Resources
		ISIP	Connecting Multiplication and Area
		ISIP	Decomposing Figures to Find the Area of Polygons

4.M.9.3

Determine and use formulas to solve problems involving perimeters and areas of squares and rectangles.

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

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

4.M.9.4

Understand, recognize, and apply the relative sizes of units of measure within the same measurement system (metric and English) and include km, m, cm; kg, g; lb, oz; l, ml; hr, min, sec.

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

Code	Digital Student Experience	Code	Teacher Resources
U44	Measurement and Data Analysis – Word Problems with Various Measurements	U44	Converting Units of Measurement in Word Problems
		ISIP	Calculating Elapsed Time

4.M.9.5

Use a single system of measurement and express measurements of a larger unit in a smaller unit (example: Express the length of a snake of 4 ft. as 48 in.). Generate a conversion table for feet and inches and indicate the number of pairs [(1, 12), (2, 24), (3, 36), ...].

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

Code	Digital Student Experience	Code	Teacher Resources
		U44	Converting Units of Measurement in Word Problems

4.M.9.6

Use the four operations to solve verbal problems that

- involve distances, time intervals, capacity, mass of objects;
- involve money, simple fractions or decimals;
- require the expression of measure given in a larger unit or in one smaller more unit.

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

Code	Digital Student Experience	Code	Teacher Resources
U44	Measurement and Data Analysis – Word Problems with Various Measurements		

10.0 Measure the physical properties of irregular shapes.

4.M.10.1

Estimate and measure the perimeter, area and volume of irregular figures using different methods, such as manipulatives, drawings, graph paper and scales.

Note: These lessons are located in other sections of the program; digital activities can be assigned.

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

Code	Digital Student Experience	Code	Teacher Resources
U38	Measurement – Perimeter Word Problems	U38	Finding Perimeter
U50	Measurement – Volume of Irregular Figures	U50	Volume of Rectangular Prisms
		U50	Volume of Irregular Figures
		ISIP	Areas of Squares
		ISIP	Finding the Area of Squares

4.M.10.1

Estimate and measure the perimeter, area and volume of irregular figures using different methods, such as manipulatives, drawings, graph paper and scales.

Note: These lessons are located in other sections of the program; digital activities can be assigned.

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

Code	Digital Student Experience	Code	Teacher Resources
		ISIP	Finding the Area of Polygons
		ISIP	Measuring Perimeter of Polygons
		ISIP	Integrating Fact Practice and Volume

11.0 Perform simple unit conversions within the same measurement system (metric and English).

4.M.11.1

Make unit length conversions.

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

Code	Digital Student Experience	Code	Teacher Resources
U44	Measurement and Data Analysis – Word Problems with Various Measurements	U44	Converting Units of Measurement in Word Problems

Data Analysis and Probability

Understand and apply mathematical concepts by representing, estimating, performing computations, and relating numbers and number systems.

12.0 Collect, organize, and interpret numerical and categorical data. Communicate and represent findings through tables and graphs.

4.E.12.1

Systematically collect and represent data on a number line, in graphical form (bar, pictorial, linear, circular, point diagram) and in tables (count and frequency).

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

Code	Digital Student Experience	Code	Teacher Resources
U45	Data Analysis – Line Plots with Fractional Data	U45	Line Plots with Fractional Data
U45	Data Analysis – Analyzing Line Plots	U45	Finding Scales of Line Plots

4.E.12.3

Analyze and make predictions based on graphs (bar, pictorial, linear, circular, point diagram) and tables (count and frequency) to formulate, ask, and answer questions about a specific situation.

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

Code	Digital Student Experience	Code	Teacher Resources
U45	Data Analysis – Line Plots with Fractional Data	U45	Line Plots with Fractional Data
U45	Data Analysis – Analyzing Line Plots	U45	Finding Scales of Line Plots

4.E.12.4

Compare and interpret two sets of related data in tables and graphs.

Note: These lessons are located in other sections of the program; digital activities can be assigned.

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

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

Grade 5**Numbering and Operation**

Understand and apply mathematical concepts by representing, estimating, performing computations, and relating numbers and number systems.

1.0 Recognize place value structures of cardinal numbers to one hundred trillion and decimal numbers to thousandths. Understand how cardinal numbers and decimals are related to fractions.

5.N.1.3

Recognize patterns in the number of zeros that result in the product of multiplying a number by powers of 10.

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

Code	Digital Student Experience	Code	Teacher Resources
U46	Number Sense – Multiplying Decimals by Ten and One Hundred	U46	Multiplying Decimals by Ten and One Hundred
U46	Number Sense – 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.N.1.4

Use exponents of cardinal numbers to indicate powers of 10.

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

Code	Digital Student Experience	Code	Teacher Resources
U46	Number Sense – Exploring Powers of Ten	U46	Exploring Powers of Ten

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2.0 Identify and represent decimals, fractions and mixed numbers as part of a whole, a set, and as part of a division, with concrete, semi-concrete, and number line models.

5.N.2.2

Represent and explain the relationship between mixed numbers and improper fractions.

- Recognize and represent equivalences between fractions.
- Compare and order fractions and mixed numbers in comparisons of 0, $\frac{1}{2}$, and 1.

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

Code	Digital Student Experience	Code	Teacher Resources
		U37	Mixed Fractions on a Number Line

3.0 Perform operations and solve problems involving addition, subtractions, multiplication, and division of cardinal numbers, fractions and decimals.

5.N.3.1

Use written computations (algorithms), estimation strategies, mental computation, and concrete and semi-concrete models to solve problems of addition, subtraction, multiplication and division with the cardinal numbers of several digits and decimals to the hundredths.

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

Code	Digital Student Experience	Code	Teacher Resources
U46	Computations and Algebraic Thinking – Visual Representation for Multiplying Decimals	U46	Multiplying Decimals by Ten and One Hundred
U46	Computations and Algebraic Thinking – Multiply Decimals by Powers of Ten	U46	Dividing Decimals by Ten and One Hundred
U46	Computations and Algebraic Thinking – Divide Decimals by Powers of Ten	U46	Multiplying and Dividing Decimals by Powers of Ten

5.N.3.1

Use written computations (algorithms), estimation strategies, mental computation, and concrete and semi-concrete models to solve problems of addition, subtraction, multiplication and division with the cardinal numbers of several digits and decimals to the hundredths.

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

Code	Digital Student Experience	Code	Teacher Resources
U46	Computations and Algebraic Thinking – Multiply and Divide Decimals by Powers of Ten	U47	Decimal Addition
U47	Computations and Algebraic Thinking – Divide Three-Digit by Two-Digit Numbers with an Area Model	U47	Decimal Subtraction
U47	Computations and Algebraic Thinking – Divide Four-Digit Numbers by Two-Digit Numbers	U47	Concrete Decimal Division
		U47	Representational Decimal Division
		U47	Decimal Division
		U47	Four-Digit by Two-Digit Division (Partial Quotients)
		ISIP	Estimating Quotients Using Compatible Numbers
		ISIP	Using Models to Practice Extended Division Facts
		ISIP	Models for Understanding Remainders
		ISIP	Calculating Reasonable Estimates of Decimal Number Sums
		ISIP	Adding and Subtracting Decimal Numbers in a Word Problem

5.N.3.2

Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. For example, recognize an incorrect result $\frac{2}{5} + \frac{1}{2} = \frac{3}{7}$, by observing that $\frac{3}{7} < \frac{1}{2}$.

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

Code	Digital Student Experience	Code	Teacher Resources
U48	Computations and Algebraic Thinking – Add Fractions with Unlike Denominators	U47	Decimal Addition
U48	Computations and Algebraic Thinking – Subtract Fractions with Unlike Denominators	U47	Decimal Subtraction
		U48	Adding Fractions with Unlike Denominators
		U48	Subtracting Fractions with Unlike Denominators
		ISIP	Adding and Subtracting Fractions with Unlike Denominators

5.N.3.3

Find quotients of cardinal numbers with dividends up to four digits and two-digit divisors; use strategies based on place value; the properties of operations and/or the relationship between multiplication and division.

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

Code	Digital Student Experience	Code	Teacher Resources
U47	Computations and Algebraic Thinking – Divide Three-Digit by Two-Digit Numbers with an Area Model	U47	Four-Digit by Two-Digit Division (Partial Quotients)
U47	Computations and Algebraic Thinking – Divide Four-Digit Numbers by Two-Digit Numbers	ISIP	Estimating Quotients Using Compatible Numbers

5.N.3.3

Find quotients of cardinal numbers with dividends up to four digits and two-digit divisors; use strategies based on place value; the properties of operations and/or the relationship between multiplication and division.

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

Code	Digital Student Experience	Code	Teacher Resources
		ISIP	Using Models to Practice Extended Division Facts
		ISIP	Models for Understanding Remainders

5.N.3.5

Solve addition and subtraction problems of fractions that refer to the same integer, including cases of different denominators. Use visual models of fractions and equations to represent the problem. Use reference fractions and number sense with fractions to estimate mentally and evaluate the logic of the answers (example: identify an incorrect result $2/5 + 1/2 = 3/7$, by observing that $3/7 < 1/2$).

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

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

5.N.3.6

Apply and extend previous knowledge of multiplication to multiply a fraction or whole number by a fraction.

- Interpret the product $(a/b) \times q$ as $(a \times q)/b$. Example: Use a visual model – blocks and others – of fractions to show $(2/3) \times 4 = 8/3$, and create a situation for this equation. Do the same with $(2/3) \times (4/5) = 8/15$. Generally, understand that $(a/b) \times (c/d) = (ac)/(bd)$.
- Find the area of a rectangle with fractional side lengths by using a grid to determine the square units of appropriate fractional side lengths. Multiply fractional side lengths to find the area of a rectangle and represent the product of fractions as a rectangular area.

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

Code	Digital Student Experience	Code	Teacher Resources
U48	Computations and Algebraic Thinking – Multiply by Fractions Less than One	U48	Multiplying by Fractions Less than One
U48	Computations and Algebraic Thinking – Multiply by Fractions Greater than One	U48	Multiplying by Fractions Less than One (Extra Practice)
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
		U50	Area of a Rectangle with Fractional Side Lengths

5.N.3.7

Solve problems of daily life that involve the multiplication of fractions and mixed numbers (examples: fractions or equations to represent the problem).

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

Code	Digital Student Experience	Code	Teacher Resources
U48	Computations and Algebraic Thinking – Multiply Fractions with Improper Fractions	U48	Multiplying by Fractions Less than One
		U48	Multiplying by Fractions Less than One (Extra Practice)
		U48	Multiplying Fractions Less than One with Improper Fractions
		U48	Multiplying Whole Numbers by Fractions Greater than One

5.N.3.8

Apply and extend prior knowledge of division to divide unit fractions by whole numbers and whole numbers by unit fractions.

- Interpret the division of a unit fraction by a non-zero integer and calculate the quotients. (example: Create a problem in the context of $4 = 4/1$ and $(1/3) \div 4 = 1/12$ because $(1/12) 4 = 1/3$).
- Interpret the division of an integer by a unit fraction and calculate the quotient. (example: Create a problem in the context of $4 \div (1/5) = 20$ because $20 (1/5) = 4$ (“ \times ” and “ \div ” are opposite processes).
- Solve problems of daily life that involve dividing unit fractions by whole numbers other than zero and dividing whole numbers by unit fractions, for example: using fractions and equations to represent the problem. (example: How much chocolate corresponds to each person if 3 people share $\frac{1}{2}$ pound of chocolate in equal parts? How many $\frac{1}{3}$ cup portions are in 2 cups of raisins?).

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

Code	Digital Student Experience	Code	Teacher Resources
U46	Computations and Algebraic Thinking – Visual Representation for Multiplying Decimals	U46	Multiplying Decimals by Ten and One Hundred
U46	Computations and Algebraic Thinking – Multiply Decimals by Powers of Ten	U46	Dividing Decimals by Ten and One Hundred
U46	Computations and Algebraic Thinking – Divide Decimals by Powers of Ten	U46	Multiplying and Dividing Decimals by Powers of Ten
U46	Computations and Algebraic Thinking – Multiply and Divide Decimals by Powers of Ten	U47	Decimal Addition
		U47	Decimal Subtraction
		U47	Concrete Decimal Division
		U47	Representational Decimal Division
		U47	Decimal Division
		ISIP	Calculating Reasonable Estimates of Decimal Number Sums

5.N.3.8

Apply and extend prior knowledge of division to divide unit fractions by whole numbers and whole numbers by unit fractions.

- Interpret the division of a unit fraction by a non-zero integer and calculate the quotients. (example: Create a problem in the context of $4 \div \frac{1}{3} = \frac{4}{1/3}$ and $(\frac{1}{3}) \div 4 = \frac{1}{12}$ because $(\frac{1}{12}) 4 = \frac{1}{3}$).
- Interpret the division of an integer by a unit fraction and calculate the quotient. (example: Create a problem in the context of $4 \div (\frac{1}{5}) = 20$ because $20 (\frac{1}{5}) = 4$ (“ \times ” and “ \div ” are opposite processes).
- Solve problems of daily life that involve dividing unit fractions by whole numbers other than zero and dividing whole numbers by unit fractions, for example: using fractions and equations to represent the problem. (example: How much chocolate corresponds to each person if 3 people share $\frac{1}{2}$ pound of chocolate in equal parts? How many $\frac{1}{3}$ cup portions are in 2 cups of raisins?).

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

Code	Digital Student Experience	Code	Teacher Resources
		ISIP	Adding and Subtracting Decimal Numbers in a Word Problem

Algebra

Perform and represent numerical operations indicating quantity relationships, functions, and change analysis using numbers, variables, and signs to solve problems.

4.0 Represent, describe, analyze, extend, and generalize patterns and relationships using mathematical language, variables, and equations in the context of problem solving.

5.A.4.1

Create and extend patterns with numbers, symbols or figures, shapes and numerical sequences. From two numerical patterns by using two given rules.

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

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

5.A.4.2

Determine the pattern between two pairs of coordinates when applying the rule (example: $(3,0) + 3$, $(6,0)+3$, $(9,0)+3$).

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

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

5.A.4.3

Represent problems of daily life and mathematical problems when plotting points in the first quadrant of the coordinate plane and interpret the values of the ordered pairs in the given context.

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

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

Geometry

Perform and represent numerical operations including quantity relationships, functions, and change analysis using numbers, variables, and signs to solve problems.

6.0 Classify and describe two-dimensional figures to analyze them.

5.G.6.2

Describe how the attributes of a category of two-dimensional figures also belong to all subcategories of that category (example: All rectangles have four right angles and rectangles are quadrilateral, therefore, all squares have four right angles.).

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

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

Measurement

Correctly apply systems, measurement tools, and techniques by making connections between spatial and numerical concepts.

7.0 Perform simple unit conversions within the metric and English systems.

5.M.7.1

Recognize and use the equivalent values of the units of length and their abbreviations in the metric and English systems. Identify and use the metric system prefixes.

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

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

5.M.7.2

Solve problems when estimating measurements in metric and English units that involve conversions of different standard measurements within the same measurement system (cm → m; hrs → min.). Convert units of length and weight into a single system such as:

- Metric – length (m, dm, cm, mm, hm, km)
- English – length (inch, foot, mile); weight (ounce, pound, ton).

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

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

8.0 Relate volume to multiplication and addition operations, and solve real-world problems.

5.M.8.1

Find the volume of solid figures and apply their formulas to solve problems of daily life. Find the volume formula from the area formula.

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

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



Appendix

Classroom Resource

General Graphic Organizers	
Code	Teacher Resources
CR	Dot Paper
CR	Frayar Model
CR	Frayar 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: Grid and Chart – Hundredths
CR	Decimal Place Value: Grid and Chart – Tenths
CR	Decimal Place Value: Grid and Chart – Thousandths
CR	Even and Odd Chart
CR	Fraction Bars
CR	Fraction Equivalency Cards
CR	Fraction Model Graphic Organizer
CR	Multiple Representations of Numbers (1-10)
CR	Place Value Anchor Chart: Tens and Ones
CR	Place Value Mat: Multiple Representations to Millions (Labeled)
CR	Place Value Mat: Multiple Representations to Thousands (Labeled)
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)
CR	Linear Measurement Anchor Chart
CR	Linear Measurement Body Benchmarks Anchor Chart
CR	Linear Measurement Graphic Organizer



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

Data Analysis	
Code	Teacher Resources
CR	Analyzing Line Plots

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

Parent Portal Lessons

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



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

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)



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



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