

# Istation 

Istation Math Curriculum Correlated to the Virginia Standards of Learning Mathematics

Kindergarten - Grade 5

## Istation Math Curriculum Correlated to the Virginia Standards for Learning Mathematics

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## Istation Math Curriculum Correlated to the Virginia Standards for Learning Mathematics

K-12 Mathematical Process Goals (MPG)
As stated in Virginia Standards for Learning Mathematics, "The content of the mathematics standards is intended to support the following five process goals for students: becoming mathematical problem solvers, communicating mathematically, reasoning mathematically, making mathematical connections, and using mathematical representations to model and interpret practical situations." Each applicable Mathematical Process Goal is listed below the correlation with the corresponding code, MP1-5.

Mathematical Process Goal 1: Mathematical problem solving.
Mathematical Process Goal 2: Mathematica communication.
Mathematical Process Goal 3: Mathematical reasoning
Mathematical Process Goal 4: Mathematical connections.
Mathematical Process Goal 5: Mathematical representations.
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 |
| EM | Early Math |
| FP | Fact Practice |
| PP | Parent Portal |

Istation Math Curriculum Correlated to the Virginia Standards of Learning Mathematics

## 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 |  |  |  |
| :---: | :---: | :---: | :---: |
| Code | Digital Student Experience | Code | Teacher Resources |
| K.2a |  |  |  |
| U9-11 | Number Sense - Comparison Cards: Comparing Groups or Numbers | U9-11 | More or Less? Which is Best? |
| $\begin{array}{\|l\|} \hline K .3 a \\ \text { K.3c } \\ \hline \end{array}$ |  |  |  |
|  |  | U13-15 | Odd One Out - Counting |
| K10a |  |  |  |
|  |  |  | Shape Simon Says |
| $\begin{array}{\|l\|} \hline 1.1 \mathrm{a} \\ 1.1 \mathrm{~b} \\ \hline \end{array}$ |  |  |  |
|  |  | U16-17 | One Hundred Twenty is Plenty |
| $\begin{array}{\|l\|} \hline 1.2 \mathrm{a} \\ 1.2 \mathrm{~b} \\ \hline \end{array}$ |  |  |  |
|  |  | U12-13 | Two-Digit Memory |
| U14-16 | Number Sense - Comparison Cards: Comparing TwoDigit Numbers | U14-16 | Dare to Compare Two-Digit Numbers |
| 2.1a |  |  |  |
|  |  | U30-31 | Make It, Break It, Toss It |


| 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 |  |  |  |
| Code | Digital Student Experience | Code | Teacher Resources |
| $\begin{aligned} & \hline 2.1 \mathrm{~b} \\ & 2.1 \mathrm{~d} \\ & \hline \end{aligned}$ |  |  |  |
|  |  | U24-30 | Skip Counting with Patterns |
| 2.1c |  |  |  |
| U33-35 | Number Sense - Comparison Cards: Comparing ThreeDigit Numbers | U33-35 | Dare to Compare Three-Digit Numbers |
| 3.12a |  |  |  |
|  |  |  | Quads Quads Quads |
| $\begin{array}{r} \hline 4.1 \mathrm{a} \\ 4.2 \mathrm{~b} \\ \hline \end{array}$ |  |  |  |
| U41-43 | Number Sense - Comparison Cards: Comparing MultiDigit Numbers | U41-43 | Dare to Compare Multi-Digit Numbers |
| 4.1c |  |  |  |
| U42-44 | Number Sense - Pyramid Pinball: Rounding to Any Place | U42-44 | Round and Round We Go (Multi-Digit) Numbers |
| 5.1 |  |  |  |
| U48-50 | Number Sense - Pyramid Pinball: Rounding Decimals | U48-50 | Round and Round We Go (Decimal) Numbers |

Istation Math Curriculum Correlated to the Virginia Standards of Learning Mathematics

## 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.2a |  |  |  |
| U9-11 | Tarjetas de comparación - Comparando grupos o números | U9-11 | ¿Más o menos? ¿Cuál es mejor? |
| 1.2b |  |  |  |
| U14-16 | Tarjetas de comparación - Comparando números de dos dígitos | U14-16 | Atrévete a comparar (Números de dos dígitos) |
| 2.1c |  |  |  |
| U33-35 | Tarjetas de comparación - Comparando números de tres dígitos | U33-35 | Atrévete a comparar (Números de tres dígitos) |
| 4.1c |  |  |  |
|  |  | U42-44 | Dando y dando la vuelta (Números de dígitos múltiples) |
| 5.1 |  |  |  |
|  |  | U48-50 | Dando y dando la vuelta (Decimales) |

## Istation Math Curriculum Correlated to the Virginia Standards of Learning Mathematics

## Kindergarten

## Number and Number Sense

| K. 1 |  |  |  |
| :---: | :---: | :---: | :---: |
| The student will: <br> a) Tell how many are in a given set of 20 or fewer objects by counting orally. <br> b) Read, write, and represent numbers from 0 through 20. |  |  |  |
| MP 1, 2, 3, 4, 5 |  |  |  |
| Code | Digital Student Experience | Code | Teacher Resources |
| U6 | Number Sense - "Counting Cattle" (1-10) | U6 | Domino Dot Memory (1-10) |
| U6 | Number Sense - Counting in a Line (1-10) | U7 | Counting a Scattered Static Group (1-10) |
| U6 | ```Number Sense - Counting a Static Scattered Group (1-10)``` | U8 | Counting Sticks (1-20) |
| U6 | Number Sense - Remember the Counted Amount (1-10) | U8 | Counting Objects (1-20) |
| U7 | Number Sense - "Counting Cattle" (1-10) | U10 | Park the Car and Write (1-20) |
| U7 | Number Sense - Counting Fingers (1-10) | U11 | Writing Numbers Everywhere (1-10) |
| U7 | Number Sense - Choose the Correct Amount (1-10) | U11 | Writing Numbers (10-20) |
| U7 | ```Number Sense - Counting a Static Scattered Group (1-10)``` | U18 | Counting Memory |
| U8 | Number Sense - "Counting Cattle" (1-20) | ISIP EM | Set Stories |
| U8 | Number Sense - Counting in a Line (1-20) | ISIP EM | Ten Frames Puzzles (1-20) |
| U8 | Number Sense - Counting in an Array (1-20) | ISIP EM | Total Amount in a Scattered Group |

## Istation Math Curriculum Correlated to the Virginia Standards of Learning Mathematics

## K. 1

The student will:
a) Tell how many are in a given set of 20 or fewer objects by counting orally.
b) Read, write, and represent numbers from 0 through 20.

MP 1, 2, 3, 4, 5

| Code | Digital Student Experience | Code | Teacher Resources |
| :---: | :--- | :--- | :--- |
| U8 | Number Sense - Counting a Scattered Static Group <br> $(1-20)$ | ISIP EM | Multiple Representations of Numbers (1-10) |
| U10 | Number Sense - "Counting Cattle" (1-20) | ISIP EM | Subitizing to Problem Solve |
| U10 | Number Sense - Choose the Correct Amount (1-20) |  |  |
| U10 | Number Sense - Remember the Counted Amount (1-20) |  |  |
| U11 | Number Sense - "Writing Our Numbers" |  |  |
| U11 | Number Sense - Writing Numbers Everywhere (1-10) |  |  |
| U15 | Number Sense - "Pattern of the Count" (1-50) |  |  |
| U15 | Number Sense - Place Value Rows (1-50) |  |  |
| U18 | Number Sense - Number Puzzle (1-50) |  |  |
| U19 | Number Sense - "Pattern of the Count" (1-20) |  |  |
| U19 | Number Sense - Place Value Columns (by ones and tens <br> to 50) |  |  |
| U19 | Number Sense - Number Puzzle (by ones and tens to 50) |  |  |

## Istation Math Curriculum Correlated to the Virginia Standards of Learning Mathematics

## K. 2

The student, given no more than three sets, each set containing 10 or fewer concrete objects, will
a) Compare and describe one set as having more, fewer, or the same number of objects and the other set(s); and
b) Compare and order sets from least to greatest and greatest to least.

| MP 1, 2, 3, 4,5 | Teacher Resources |  |  |
| :---: | :---: | :---: | :--- |
| Code | Digital Student Experience | U6 | Less/More/Equal Sets of Concrete Objects |
|  |  | ISIP EM | Finding One More or One Less (1-20) |
|  |  | ISIP EM | Multiple Representations of Numbers (1-10) |
|  |  |  |  |

## K. 3

The student will
a) Count forward orally by ones from to 0 to 100;
b) Count backward orally by ones when given any number between 1 and 10 ;
c) Identify the number after, without counting, when given any number between 0 and 100 and identify the number before, without counting, when given any number between 1 and 10;
d) Count forward by tens to determine the total number of objects to 100 .

| MP 1, 2, 3, 4,5 |  |  |  |
| :---: | :--- | :---: | :--- |
| 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) | U6 | Domino Dot Memory (1-10) |

## Istation Math Curriculum Correlated to the Virginia Standards of Learning Mathematics

## K. 3

The student will
a) Count forward orally by ones from to 0 to 100;
b) Count backward orally by ones when given any number between 1 and 10;
c) Identify the number after, without counting, when given any number between 0 and 100 and identify the number before, without counting, when given any number between 1 and 10;
d) Count forward by tens to determine the total number of objects to 100.

## MP 1, 2, 3, 4, 5

| Code | Digital Student Experience | Code | Teacher Resources |
| :---: | :--- | :---: | :--- |
| U4 | Number Sense - Number Sequence (1-10) | U7 | Counting a Scattered Static Group (1-10) |
| U6 | Number Sense - "EZ with a Rock and Roll Beat" (1-20) | U7 | Calendar Counting (1-30) |
| U6 | Number Sense - Identifying Numbers (1-20) | U8 | Counting Sticks (1-20) |
| U6 | Number Sense - Identify Missing Numbers (1-20) | U8 | Counting Objects (1-20) |
| U6 | Number Sense - Number Sequence (1-20) | U10 | Park the Car and Write (1-20) |
| U6 | Number Sense - "Counting Cattle" (1-10) | U11 | Writing Numbers Everywhere (0-10) |
| U6 | Number Sense - Counting in a Line (1-10) | U11 | Writing Numbers (10-20) |
| U6 | Number Sense - Counting a Static Scattered Group <br> $(1-10)$ | One Hundred Is a Lot |  |
| U6 | Number Sense - Remember the Counted Amount (1-10) | U14 | Skip Counting by Tens |
| U7 | Number Sense - "EZ with a Rock and Roll Beat" (1-30) | U18 | Counting Memory |
| U7 | Number Sense - Identifying Numbers (1-30) | U21 | Pattern of the Ones and Tens Places (1-100) |
| U7 | Number Sense - Identify Missing Numbers (1-30) | U23 | Decade Numbers |

## Istation Math Curriculum Correlated to the Virginia Standards of Learning Mathematics

## K. 3

The student will
a) Count forward orally by ones from to 0 to 100;
b) Count backward orally by ones when given any number between 1 and 10;
c) Identify the number after, without counting, when given any number between 0 and 100 and identify the number before, without counting, when given any number between 1 and 10;
d) Count forward by tens to determine the total number of objects to 100.

| MP 1, 2, 3, 4, 5 | Code |  |  |
| :---: | :--- | :---: | :--- |
| Code | Digital Student Experience | Teacher Resources |  |
| U7 | Number Sense - Number Sequence (1-30) | ISIP EM | Set Stories |
| U7 | Number Sense - "Counting Cattle" (1-10) | ISIP EM | Ten Frames Puzzles (1-20) |
| U7 | Number Sense - Counting Fingers (1-10) | ISIP EM | Total Amount in a Scattered Group |
| U7 | Number Sense - Choose the Correct Amount (1-10) | ISIP EM | Understanding Ordinal Numbers |
| U7 | Number Sense - Counting a Static Scattered Group <br> $(1-10)$ |  |  |
| U8 | Number Sense - "Counting Cattle" (1-20) |  |  |
| U8 | Number Sense - Counting in a Line (1-20) |  |  |
| U8 | Number Sense - Counting in an Array (1-20) |  |  |
| U8 | Number Sense - Counting a Scattered Static Group <br> $(1-20)$ |  |  |
| U10 | Number Sense - "Counting Cattle" (1-20) |  |  |
| U10 | Number Sense - Choose the Correct Amount (1-20) |  |  |

## Istation Math Curriculum Correlated to the Virginia Standards of Learning Mathematics

## K. 3

The student will
a) Count forward orally by ones from to 0 to 100;
b) Count backward orally by ones when given any number between 1 and 10;
c) Identify the number after, without counting, when given any number between 0 and 100 and identify the number before, without counting, when given any number between 1 and 10;
d) Count forward by tens to determine the total number of objects to 100.

| MP 1, 2, 3, 4, 5 |  |  |  |
| :---: | :--- | :--- | :--- |
| Code | Digital Student Experience | Code |  |
| U10 | Number Sense - Remember the Counted Amount (1-20) |  | Teacher Resources |
| U10 | Number Sense - Counting an Array (1-20) |  |  |
| U10 | Number Sense - Counting a Scattered Static Group <br> $(1-20)$ |  |  |
| 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) |  |  |
| U15 | Number Sense - "Pattern of the Count" (1-50) |  |  |
| U15 | Number Sense - Place Value Rows (1-50) |  |  |
| U15 | Number Sense - Number Puzzle (1-50) |  |  |
| U18 | Number Sense - Write to Represent Numbers (0-20) |  |  |
| U19 | Number Sense - "Pattern of the Count" (1-20) |  |  |

## Istation Math Curriculum Correlated to the Virginia Standards of Learning Mathematics

## K. 3

The student will
a) Count forward orally by ones from to 0 to 100;
b) Count backward orally by ones when given any number between 1 and 10;
c) Identify the number after, without counting, when given any number between 0 and 100 and identify the number before, without counting, when given any number between 1 and 10;
d) Count forward by tens to determine the total number of objects to 100.

| MP 1, 2, 3, 4,5 | Code | Teacher Resources |  |
| :---: | :--- | :---: | :---: |
| Code | Digital Student Experience |  |  |
| U19 | Number Sense - Place Value Columns (by ones and tens <br> to 50) |  |  |
| U19 | Number Sense - Number Puzzle (by ones and tens to 50) |  |  |

## K. 4

The student will
a) Recognize and describe with fluency part-whole relationships for numbers up to 5 ; and
b) Investigate and describe part-whole relationships for numbers up to 10.

| MP 1, 2, 3, 4,5 | Code | Teacher Resources |  |
| :---: | :--- | :---: | :---: |
| Code | Digital Student Experience | U7 | Figuring Out Fives |
| U9 | Computations and Algebraic Thinking - <br> "Part Part Whole in New Orleans" (1-10) | U8 | Parts and Wholes |
| U9 | Computations and Algebraic Thinking - <br> Part Part Whole Addition within 10 |  |  |

## Istation Math Curriculum Correlated to the Virginia Standards of Learning Mathematics

## K. 4

The student will
a) Recognize and describe with fluency part-whole relationships for numbers up to 5 ; and
b) Investigate and describe part-whole relationships for numbers up to 10 .

| MP 1, 2, 3, 4, 5 | Digital Student Experience | Code | Teacher Resources |
| :---: | :--- | :---: | :--- |
| Code |  | Roll to Find the Whole |  |
| U10 | Computations and Algebraic Thinking - <br> "Part Part Whole in New Orleans" (1-10) | U 10 | Dogs and Cats on Mats (up to 10) |
| U10 | Computations and Algebraic Thinking - <br> Part Part Whole Addition Stories | U 12 | Ten or Not Ten |
| U12 | Computations and Algebraic Thinking - <br> "Part Part Whole in New Orleans" (1-10) | U 13 | Whole in the Hand |
| U12 | Computations and Algebraic Thinking - <br> Making Ten Using Tens Frames | U 18 | Decomposing House with Pictures |
| U12 | Computations and Algebraic Thinking - <br> Identifying Addends Using Tens Frames | Decomposing House |  |
| U13 | Computations and Algebraic Thinking - <br> "Chicago Pizza Blues" (within 10) | U19 | Relative Magnitude with Part Part Whole |
| U13 | Computations and Algebraic Thinking - <br> Subtraction Within Ten | U20 | Start, Change, Result (within 20) |
| U14 | Computations and Algebraic Thinking - <br> "Chicago Pizza Blues" (within 10) | U20 | Adding with Addend Cards |
| U14 | Computations and Algebraic Thinking - <br> Whole Part Part Subtraction Stories (within 10) |  |  |

## K. 4

The student will
a) Recognize and describe with fluency part-whole relationships for numbers up to 5 ; and
b) Investigate and describe part-whole relationships for numbers up to 10.

| MP 1, 2, 3, 4,5 5 | Code | Teacher Resources |  |
| :---: | :--- | :---: | :--- |
| Code | Digital Student Experience | U22 | Beading the Difference |
| U18 | Number Sense - Decompose Numbers <br> Less Than or Equal to Ten | ISIP EM | Subtraction within Ten |
|  |  | ISIP EM | Count Back to Subtract |
|  |  | ISIP EM | Ten Frame Addition |
|  |  |  |  |

## Computation and Estimation

| K.6 |  |  |  |
| :---: | :--- | :---: | :--- |
| The student will model and solve single-step story and picture problems with sums to 10 and differences within 10, using concrete objects. |  |  |  |
| MP 1, 2, 3, 4,5 |  |  |  |
| Code | Digital Student Experience | Code | Teacher Resources |
| U9 | Computations and Algebraic Thinking - <br> "Part Part Whole in New Orleans" (1-10) | Figuring Out Fives |  |
| U9 | Computations and Algebraic Thinking - <br> Part Part Whole Addition within 10 | U8 | Parts and Wholes |
| U9 | Computations and Algebraic Thinking - <br> "Part Part Whole in New Orleans" (1-10) | U10 | Dogs and Cats on Mats (up to 10) |

## K. 6

The student will model and solve single-step story and picture problems with sums to 10 and differences within 10 , using concrete objects.

| MP 1, 2, 3, 4, 5 |  |  |  |
| :---: | :---: | :---: | :---: |
| Code | Digital Student Experience | Code | Teacher Resources |
| U9 | Computations and Algebraic Thinking Part Part Whole Addition within 10 | U12 | Ten or Not Ten |
| U10 | Computations and Algebraic Thinking "Part Part Whole in New Orleans" (1-10) | U18 | Decomposing House with Pictures |
| U10 | Computations and Algebraic Thinking Part Part Whole Addition Stories | U18 | Decomposing House |
| U12 | Computations and Algebraic Thinking "Part Part Whole in New Orleans" (1-10) | U19 | Relative Magnitude with Part Part Whole |
| U12 | Computations and Algebraic Thinking Making Ten Using Tens Frames | U20 | Start, Change, Result (within 20) |
| U12 | Computations and Algebraic Thinking Identifying Addends Using Tens Frames | U20 | Adding with Addend Cards |
| U13 | Computations and Algebraic Thinking "Chicago Pizza Blues" (within 10) | ISIP EM | Subtraction within Ten |
| U13 | Computations and Algebraic Thinking Subtraction Within Ten | ISIP EM | Count Back to Subtract |
| U14 | Computations and Algebraic Thinking "Chicago Pizza Blues" (within 10) | ISIP EM | Ten Frame Addition |
| U14 | Computations and Algebraic Thinking Whole Part Part Subtraction Stories (within 10) |  |  |

## K. 6

The student will model and solve single-step story and picture problems with sums to 10 and differences within 10 , using concrete objects.
MP 1, 2, 3, 4, 5

| Code | Digital Student Experience | Code | Teacher Resources |
| :---: | :--- | :---: | :---: |
| U18 | Number Sense - Decompose Numbers <br> Less Than or Equal to Ten |  |  |

## Measurement and Geometry

## K. 9

The student will compare two objects or events, using direct comparisons, according to one or more of the following attributes: length (longer, shorter., height (taller, shorter., weight (heavier, lighter., temperature (hotter, colder., volume (more, less., and time (longer shorter.

| MP 1, 2, 3, 4, 5 | Code | Digital Student Experience | U10 |
| :---: | :--- | :---: | :--- |
| Code | Directly Comparing Length Resources |  |  |
| U10 | Measurement and Data Analysis - <br> Directly Comparing Length | U10 | Directly Comparing Weight |
| U10 | Measurement and Data Analysis - <br> Directly Comparing Weight | U15 | Directly Comparing Height |
| U15 | Measurement and Data Analysis - <br> Directly Comparing Height | U15 | Which Holds More? Which Holds Less? |
| U15 | Measurement and Data Analysis - Directly Compare <br> Capacity of Two Containers |  |  |

## Istation Math Curriculum Correlated to the Virginia Standards of Learning Mathematics

## K. 10

The student will
a) Identify and describe plane figures (circle, triangle, square, and rectangle);
b) Compare the size (smaller, larger) and shape of plane figures (circle, triangle, square, and rectangle); and
c) Describe the location of one object relative to another (above, below, next to) and identify representations of plane figures (circle, triangle, square, and rectangle) regardless of their positions and orientations in space.

| MP 1, 2, 3, 4, 5 | Code | Teacher Resources |  |
| :---: | :--- | :---: | :--- |
| Code | Cigital Student Experience | U1 | Identifying Two-Dimensional Shapes |
| U1 | Geometry - Identify Circles | U3 | We're Going on a Shape Hunt |
| U1 | Geometry - Identify Squares | U9 | Considering Sizes of Shapes |
| U3 | Geometry - Identify Triangles | U9 | Mighty Shape Match |
| U9 | Geometry - Identifying Shapes Regardless of Orientation | U14 | Shape Four-in-a-Row |
| U9 | Geometry - Classify and Count by Attribute | U14 | Odd One Out |
| U14 | Geometry - Identify Three-Dimensional Shapes |  |  |

## Istation Math Curriculum Correlated to the Virginia Standards of Learning Mathematics

## Probability and Statistics

| K. 11 |  |  |  |
| :--- | :---: | :--- | :--- |
| The student will |  |  |  |
| a) Collect, organize and represent data; and |  |  |  |
| b) Read and interpret data in object graphs, picture graphs, and tables. |  |  |  |
| MP 1, 2, 3, 4,5 |  |  |  |
| Code | Digital Student Experience | Code |  |
|  |  | U12 | Classify and Compare |
|  |  | Graphing Tic-Tac-Toe |  |

Patterns, Functions, and Algebra

| K. 12 |  |  |  |
| :---: | :---: | :---: | :---: |
| The student will sort and classify objects according to one attribute |  |  |  |
| MP 1, 2, 3, 4, 5 |  |  |  |
| Code | Digital Student Experience | Code | Teacher Resources |
| U3 | Geometry - Identify Triangles | U9 | Considering Sizes of Shapes |
| U9 | Geometry - Identify Shapes Regardless of Orientation | U9 | Mighty Shape Match |
| U9 | Geometry - Classify and Count by Attribute | U14 | Shape Four-in-a-Row |
| U14 | Geometry - Identify Three-Dimensional Shapes |  |  |

## K. 13

The student will identify, describe, extend, create, and transfer repeating patterns.

| MP 1, 2, 3, 4,5 5 | Code | Teacher Resources |  |
| :---: | :--- | :---: | :--- |
| Code | Digital Student Experience | ISIP EM | Identify the Pattern Rule, Duplicate and Extend Patterns |
|  |  | ISIP EM | Identify, Duplicate and Extend Sequential Patterns |
|  |  | ISIP EM | Identify, Duplicate and Extend Growing Patterns |
|  |  | ISIP EM | Pattern Rules |
|  |  | ISIP EM | Find the Rule of a Pattern |
|  |  | ISIP EM | Use a Rule to Duplicate a Pattern |
|  |  |  |  |

## Istation Math Curriculum Correlated to the Virginia Standards of Learning Mathematics

## Grade 1

Number and Number Sense

| 1.1 |  |  |  |
| :---: | :---: | :---: | :---: |
| The student will <br> a) Count forward orally by ones to 110 , starting at any number between 0 and 110 ; <br> b) Write the numerals 0 to 110 in sequence and out-of-sequence; <br> c) Order three or fewer sets from least to greatest and greatest to least. <br> d) Count forward orally by ones, twos, fives and tens to determine the total number of objects to 110 . |  |  |  |
| MP 1, 2, 3, 4, 5 |  |  |  |
| 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 (up to 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 | Pattern of the Ones and Tens Places (1-100) |
| U21 | Number Sense - Place Value Columns (1-100) | U23 | Decade Numbers |
| U21 | Number Sense - Number Puzzle (1-100) | U14 | Skip Counting by Tens |

## Istation Math Curriculum Correlated to the Virginia Standards of Learning Mathematics

## 1.2

The student, given up to 110 objects
a) Group a collection into tens and ones and write the corresponding numeral;
b) Compare two numbers between 0 and 110 represented pictorially or with concrete objects, using the words greater than, less than or equal to;
c) Order three or fewer sets from least to greatest and greatest to least.

| MP 1, 2, 3, 4, 5 | Code | Teacher Resources |  |
| :---: | :--- | :---: | :--- |
| Code | Digital Student Experience | U14 | One Hundred Is a Lot |
| U17 | Number Sense - "Pattern of the Count" Count by Ones to <br> 100 | U15 | Digit Deal (up to 50) |
| U17 | Number Sense - Place Value Rows (1-100) | U17 | Digit Deal (up to 100) |
| U17 | Number Sense - Number Puzzle (1-100) | U18 | Mixed-Up, Fixed-Up |
| U21 | Number Sense - "Pattern of the Count" Count by Ones <br> and Tens to 100 | U21 | Pattern of the Ones and Tens Places (1-100) |
| U21 | Number Sense - Place Value Columns (1-100) <br> U21 | Number Sense - Number Puzzle (1-100) | Decade Numbers |
| U23 | Number Sense - Decade Numbers: Free Play Number <br> Puzzle | ISIP EM | Base Ten Block Basics |
| U23 | Number Sense - Decade Numbers: Number Puzzle | ISIP EM | Matching Numerals and Base Ten Blocks |
|  |  | ISIP EM | Base Ten Block Comparison Game |

## Istation Math Curriculum Correlated to the Virginia Standards of Learning Mathematics

## 1.3

The student, given an ordered set of ten objects/or pictures, will indicate the ordinal position of each object first through tenth.
MP 1, 2, 3, 4, 5

| Code | Digital Student Experience | Code | Teacher Resources |
| :---: | :---: | :---: | :---: |
|  |  | ISIP EM | Understanding Ordinal Numbers |

## 1.4

The student will
a) Represent and solve practical problems involving equal sharing with two or four sharers; and
b) Represent and name fractions for halves and fourths, using models

MP 1, 2, 3, 4, 5

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

## Computation and Estimation

| 1.6 |  |  |
| :---: | :---: | :--- |
| The student will create and solve single-step story and picture problems using addition and subtraction within 20. |  |  |
| MP $1,2,3,4,5$ | Code |  |
| Code | Digital Student Experience | U16 |
| U16 | Computations and Algebraic Thinking - <br> Determine Missing Addend | Beginning-Middle-End |

## Istation Math Curriculum Correlated to the Virginia Standards of Learning Mathematics

## 1.6

The student will create and solve single-step story and picture problems using addition and subtraction within 20.

| MP 1, 2, 3, 4, 5 | Code | Teacher Resources |  |
| :---: | :--- | :---: | :--- |
| Code | Digital Student Experience | U18 | Decomposing House |
| U19 | Computations and Algebraic Thinking - <br> "Part Part Whole in New Orleans" (1-20) | U19 | Decomposing House with Pictures |
| U19 | Computations and Algebraic Thinking - <br> Part Part Whole Using Ovals | U22 | Beading the Difference |
| U19 | Computations and Algebraic Thinking - <br> Part Part Whole Using Ten Frames | U24 | Mystery in the Middle |
| U20 | Computations and Algebraic Thinking - <br> "Part Part Whole in New Orleans" (1-20) | U24 | Start, Change, Result (within 20) |
| U20 | Computations and Algebraic Thinking - <br> Addition Stories (1-20) Horizontal Equations |  |  |
| U20 | Computations and Algebraic Thinking - <br> Addition Stories (1-20) Vertical Equations |  |  |
| U22 | Computations and Algebraic Thinking - <br> Whole Part Part "Chicago Pizza Blues" (within 20) |  |  |
| U22 | Computations and Algebraic Thinking - <br> Whole Part Part (within 20) |  |  |
| U24 | Computations and Algebraic Thinking - <br> Subtraction Stories (within 20) | Computations and Algebraic Thinking - Determine the <br> Unknown Whole Numbers in Subtraction Sentences |  |
| U24 |  |  |  |

## Istation Math Curriculum Correlated to the Virginia Standards of Learning Mathematics

## 1.7

The student will
a) Recognize and describe with fluency part-whole relationships for numbers up to 10;
b) Demonstrate fluency with addition and subtraction within 10.

| MP 1, 2, 3, 4, 5 | Code | Teacher Resources |  |
| :---: | :--- | :---: | :--- |
| Code | Digital Student Experience | U10 | Dogs and Cats on Mats (up to Ten) |
| U10 | Computations and Algebraic Thinking - <br> "Part Part Whole in New Orleans" (1-20) | U 12 | Ten or Not Ten |
| U10 | Computations and Algebraic Thinking - Addition Stories | U13 | Whole in the Hand |
| U12 | Computations and Algebraic Thinking - <br> Identifying Addends using Tens Frames | U20 | (Properties of) Operations - Turn Around Addition |
| U20 | Computations and Algebraic Thinking - <br> "Part Part Whole in New Orleans" (1-20) | U20 | (Properties of) Operations - Grouping Groceries |
| U20 | Computations and Algebraic Thinking - Addition Stories <br> (horizontal orientation) | U20 | (Properties of) Operations - Identity Property Go Fish! |
| U20 | Computations and Algebraic Thinking - Addition Stories <br> (vertical orientation) | U20 | Doubles Facts |
| U20 | Computations and Algebraic Thinking - "The Math Whiz" | Fact Family Dominoes |  |
| U20 | Computations and Algebraic Thinking - Fact Strategies | ISIP EM | Failding Sums to Ten |
| U20 | Computations and Algebraic Thinking - Commutative <br> Property | FP | Buicky Sums |
| U20 | Computations and Algebraic Thinking - Associative <br> Property | FP | Addition Fast Track |
| U20 | Computations and Algebraic Thinking - Identity Property | FP | Sticky |

## Istation Math Curriculum Correlated to the Virginia Standards of Learning Mathematics

## 1.7

The student will
a) Recognize and describe with fluency part-whole relationships for numbers up to 10;
b) Demonstrate fluency with addition and subtraction within 10.

| MP 1, 2, 3, 4, 5 |  |  |  |
| :---: | :--- | :---: | :--- |
| Code | Digital Student Experience | Code | Teacher Resources |
| U10 | Computations and Algebraic Thinking - "Part Part Whole <br> in New Orleans" (1-20) | FP | Write, Tally, Draw |
| U10 | Computations and Algebraic Thinking - Addition Stories | FP | Shake It, Make It, Solve It (Addition) |
|  |  | FP | Wipe Out |

## Measurement and Geometry

## 1.8

The student will determine the value of a collection of like coins (pennies, nickels, or dimes) whose total value is 100 cents or less.

| MP 1, 2, 3, 4,5 | Code | Teacher Resources |  |
| :---: | :--- | :---: | :---: |
| Code | Digital Student Experience | U14 | Coin Value Cover-Up (Penny, Nickel, Dime, Quarter) |
| U14 | Measurement and Data Analysis - <br> Identify Coins by Relative Value | AR | Cent Symbol Four-in-a-Row |
| U16 | Measurement and Data Analysis - <br> Identify Values of Mixed Coins |  |  |
| U16 | Measurement and Data Analysis - <br> Compare Amounts of Money |  |  |

## Istation Math Curriculum Correlated to the Virginia Standards of Learning Mathematics

## 1.8

The student will determine the value of a collection of like coins (pennies, nickels, or dimes) whose total value is 100 cents or less.

| MP 1, 2, 3, 4,5 | Code | Teacher Resources |
| :---: | :--- | :---: | :---: |
| Code | Digital Student Experience |  |
| 24 | Measurement and Data Analysis - <br> Compare Money with Purchasing |  |

## 1.9

The student will investigate the passage of time and
a) Tell time to the hour and half-hour using analog and digital clocks
b) Read and interpret a calendar.

| MP 1, 2, 3, 4, 5 | Code | Digital Student Experience | U7 |
| :---: | :--- | :---: | :--- |
| Code | Calendar Counting Resources |  |  |
| U16 | Measurement and Data Analysis - <br> Tell Time to the Nearest Hour | U16 | What Does the Clock Say? |
| U16 | Measurement and Data Analysis - Tell and Write Time <br> from Analog and Digital Clock to the Nearest Half Hour | U16 | Roll the Clock |
| U19 | Measurement and Data Analysis - Tell and Write Time <br> from Analog/Digital Clocks to the Nearest Hour and Half <br> Hour | U19 | Set the Time and Go! |
|  |  |  |  |

## Istation Math Curriculum Correlated to the Virginia Standards of Learning Mathematics

1.10

The student will use nonstandard units to measure and compare length, weight, and volume.

| MP 1, 2, 3, 4, 5 | Code | Teacher Resources |  |
| :---: | :--- | :---: | :--- |
| Code | Digital Student Experience | U15 | Directly Comparing Length |
| U15 | Directly Comparing Length |  |  |

## Probability and Statistics

### 1.12

The student will
a) Collect, organize and represent various forms of data using tables, picture graphs and object graphs; and
b) Identify and describe representations of circles, squares, rectangles, and triangles in different environments, regardless of orientation, and explain reasoning.

| MP 1, 2, 3, 4,5 | Code | Teacher Resources |  |
| :---: | :---: | :---: | :--- |
| Code | Digital Student Experience | U19 | Graphing Tic-Tac-Toe |
|  |  | ISIP EM | Picture Graphs to the Rescue! |
|  |  | ISIP EM | Analyze and Add Using Picture Graphs |
|  |  | ISIP EM | Graphing Three Ways |
|  |  | ISIP EM | Determining Most and Least with Graphs |
|  |  | ISIP EM | Read and Analyze Bar Graphs |
|  |  |  |  |

## Istation Math Curriculum Correlated to the Virginia Standards of Learning Mathematics

## Patterns, Functions, and Algebra

### 1.13

The student will sort and classify concrete objects according to one or two attributes.

| MP 1, 2, 3, 4,5 |  |  |  |
| :---: | :--- | :---: | :--- |
| Code | Digital Student Experience | Code | Teacher Resources |
| U4 | Measurement and Data Analysis - <br> Sorting by One or Two Attributes | U9 | Considering Sizes of Shapes |
| U9 | Geometry - Classify and Count by Attributes | U9 | Mighty Shape Match |
| U14 | Measurement and Data Analysis - <br> Classify and Count by Atribute |  |  |


| 1.14 |  |  |  |
| :--- | :--- | :---: | :--- | :--- |
| The student will identify, describe, extend, create, and transfer growing and repeating patterns |  |  |  |
| MP $1,2,3,4,5$ | Code |  |  |
| Code | Digital Student Experience | U1 | Pattern Detective |
|  |  | U1 | Building Patterns with Junk |
|  |  | ISIP EM | Identify the Pattern Rule, Duplicate and Extend Patterns |
|  |  | ISIP EM | Identify, Duplicate, and Extend Growing Patterns |
|  |  | ISIP EM | Identify, Duplicate, and Extend Sequential Patterns |

## Istation Math Curriculum Correlated to the Virginia Standards of Learning Mathematics

## Grade 2

Number and Number Sense

| 2.1 |  |  |  |
| :---: | :---: | :---: | :---: |
| The student will <br> a) Read, write and identify the place and value of each digit in a three-digit numeral, with and without models; <br> b) Identify the number that is 10 more, 10 less, 100 more, and 100 less than a given number up to 999 ; <br> c) Compare and order whole numbers between 0 and 999; and <br> d) Round two-digit numbers to the nearest ten. |  |  |  |
| MP 1, 2, 3, 4, 5 |  |  |  |
| Code | Digital Student Experience | Code | Teacher Resources |
| U30 | Number Sense - Writing Standard Form from Expanded Form | U30 | Building Numbers Using Base Ten Blocks |
| U30 | Number Sense - Writing Expanded Form from Standard Form | U30 | Writing Expanded Form from Standard Form |
| U30 | Number Sense - Writing Word Form from Expanded and Standard Form | U30 | Writing Word Form from Expanded and Standard Form |
| U30 | Number Sense - Comparing Two Two-Digit Whole Numbers | U30 | Comparison - Two-Digit Numbers: Language and Symbols |
| U30 | Number Sense - Comparing Two Three-Digit Numbers | U30 | Comparison - Three-Digit Numbers |
| U30 | Number Sense - Comparing Two Three-Digit Whole Numbers with Zeroes | ISIP | Steps for Comparing Three-Digit Numbers |
|  |  | ISIP | Building and Comparing Three-Digit numbers |
|  |  | ISIP | Equivalent Representations |

## 2.1

The student will
a) Read, write and identify the place and value of each digit in a three-digit numeral, with and without models;
b) Identify the number that is 10 more, 10 less, 100 more, and 100 less than a given number up to 999 ;
c) Compare and order whole numbers between 0 and 999; and
d) Round two-digit numbers to the nearest ten.

MP 1, 2, 3, 4, 5

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

## 2.2

The student will
a) count forward by twos, fives, and tens to 120 , starting at various multiples of 2,5 , or 10 ;
b) count backward by tens from 120; and
c) use objects to determine whether a number is even or odd.

| MP 1, 2, 3, 4, 5 | Code | Teacher Resources |  |
| :---: | :---: | :---: | :--- |
| Code | Digital Student Experience | U14 | Skip Counting by Tens |
|  |  | U14 | Tally Mark Dominos |
|  |  | U18 | Mixed-Up, Fixed-Up |
|  |  | U22 | Skip Counting Race |
|  |  | U30 | Determining Even and Odd by Pairing |
|  |  | ISIP | Skip Counting |
|  |  | ISIP | Using Arrow Paths to Add and Subtract |

## Istation Math Curriculum Correlated to the Virginia Standards of Learning Mathematics

## 2.3

The student will
a) count and identify the ordinal positions first through twentieth, using an ordered set of objects; and
b) write the ordinal numbers $1^{\text {st }}$ through $20^{\text {th }}$.

## MP 1, 2, 3, 4, 5

| Code | Digital Student Experience | Code | Teacher Resources |
| :--- | :---: | :---: | :---: |
|  |  | ISIP EM | Understanding Ordinal Numbers |

## 2.4

The student will
a) Name and write fractions represented by a set, region, or length model for halves, fourths, eighths, thirds, sixths;
b) Represent fractional parts with models and symbols; and
c) Compare the unit fractions for halves, fourths, eighths, thirds, sixths, with models.

## MP 1, 2, 3, 4, 5

| Code | Digital Student Experience | Code | Teacher Resources |
| :---: | :---: | :---: | :---: |
|  |  | U18 | Fraction Four-in-a-Row |
|  |  | U 22 | Identifying, Halves, Thirds, Fourths |

## Istation Math Curriculum Correlated to the Virginia Standards of Learning Mathematics

## Computations and Estimation

| 2.5 |  |  |  |
| :---: | :--- | :---: | :--- |
| The student will <br> a) <br> recognize and use the relationships between addition and subtraction to solve single-step practical problems, with whole numbers to 20; <br> and <br> b) <br> demonstrate fluency with addition and subtraction within 20. |  |  |  |
| MP 1, 2, 3, 4, 5 Code |  |  |  |
| Code | Digital Student Experience |  | U32 |
| U32 | Computations and Algebraic Thinking - Two-Step Word <br> Problems with Unknowns at the End | Build Multistep Equations |  |
| U32 | Computations and Algebraic Thinking - Two-Step Word <br> Problems with Unknowns in the Middle | U32 | Build and Solve Two-Step Equations with Addition and <br> Subtraction |
|  |  | U32 | Build Multistep Equations with Multiple Operations |
|  |  | U31 | Fact Families - Addition and Subtraction |
|  |  | U32 | Solve Multistep Equations |
|  |  | ISIP | Choosing the Operation |
|  |  | ISIP | Addition and Subtraction Fact Families |
|  |  | FP | Fact Family Dominos (Addition/Subtraction) |
|  |  | FP | Addition Fast Track |

## 2.5

The student will
a) recognize and use the relationships between addition and subtraction to solve single-step practical problems, with whole numbers to 20 ; and
b) demonstrate fluency with addition and subtraction within 20.

| MP 1, 2, 3, 4,5 |  |  |  |
| :---: | :---: | :---: | :--- |
| Code | Digital Student Experience | Code |  |
|  |  | 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 |
|  |  |  | Building Sums to Twenty |

## 2.6

The student will
a) estimate sums and differences;
b) determine sums and differences, using various methods; and
c) create and solve single-step practical problems involving addition and subtraction.

| MP 1, 2, 3, 4, 5 | Code |  |  |
| :---: | :--- | :---: | :--- |
| Code | Digital Student Experience | U31 | Adding with Regrouping - Concrete |
| U31 | Computations and Algebraic Thinking - Adding with <br> Regrouping Using Concrete Models | U31 | Addition Using Partitioning |
| U31 | Computations and Algebraic Thinking - Subtracting with <br> Regrouping Using Concrete Models | U31 | Subtracting Using Partitioning |
| U31 | Computations and Algebraic Thinking - Adding with <br> Regrouping - Partitioning | U31 | Addition on a Number Line |
| U31 | Computations and Algebraic Thinking - <br> Subtracting with Regrouping - Partitioning | U31 | Subtraction on a Number Line |
| U31 | Computations and Algebraic Thinking - <br> Adding on a Number Line | U31 | Fact Families - Addition and Subtraction |
| U31 | Computations and Algebraic Thinking - <br> Subtracting on a Number Line | ISIP | Partitioning for Addition |
| U31 | Computations and Algebraic Thinking - Fact Families - <br> Addition and Subtraction | ISIP | Using Arrow Paths to Add and Subtract |
|  |  | FP | Fact Family Dominos (Addition/Subtraction) |
|  | FP | Addition Fast Track |  |
|  |  |  |  |

## 2.6

The student will
a) estimate sums and differences;
b) determine sums and differences, using various methods; and
c) create and solve single-step practical problems involving addition and subtraction.

| MP 1, 2, 3, 4, 5 | Teacher Resources |  |  |
| :---: | :---: | :---: | :--- |
| Code | Digital Student Experience | Code |  |
|  |  | FP | Subtraction Fast Track |
|  |  | FP | Left Hand, Right Hand Grab Bag |
|  |  | FP | Sticky Sums It! Make It! Solve It! Addition |
|  |  | FP | Wipe Out |
|  |  | FP | Write, Tally, Draw |

## Istation Math Curriculum Correlated to the Virginia Standards of Learning Mathematics

## Measurement and Geometry

## 2.7

The student will
a) count and compare a collection of pennies, nickels, dimes and quarters whose total value is $\$ 2.00$ or less; and
b) use the cent symbol, dollar symbol and decimal point to write a value of money.

| MP 1, 2, 3, 4,5 Code | Teacher Resources |  |  |
| :---: | :---: | :---: | :--- |
| Code | Digital Student Experience | U14 | Coin Value Cover-Up (Penny, Nickel, Dime, Quarter) |
|  |  | U16 | Money Match |
|  |  | U24 | Enough Money? |
|  |  | U32 | Money Word Problems |
|  |  | AR | Cent Symbol Four-in-a-Row |

## 2.8

The student will estimate and measure
a) length to the nearest inch; and
b) weight to the nearest pound.

MP 1, 2, 3, 4, 5

| 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 |

## 2.8

The student will estimate and measure
a) length to the nearest inch; and
b) weight to the nearest pound.

| MP $1,2,3,4,5$ | Code | Teacher Resources |  |
| :---: | :---: | :---: | :--- |
| Code | Digital Student Experience | 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 |
|  |  |  |  |


| 2.9 |  |  |  |
| :---: | :---: | :---: | :---: |
| The student will tell time and write time to the nearest five minutes, using analog and digital clocks. |  |  |  |
| MP 1, 2, 3, 4, 5 |  |  |  |
| Code | Digital Student Experience | Code | Teacher Resources |
| U34 | Measurement - Tell Time to the Nearest Five Minutes | U34 | Time to the Nearest Five Minutes |
|  |  | U34 | Time - AM and PM |
|  |  | U34 | Time to the Quarter Hour |

### 2.13

The student will identify, describe, compare, and contrast plane and solid figures (circles/spheres, squares/cubes, and rectangles/rectangular prisms).

| MP 1, 2, 3, 4, 5 |  |  |  |
| :---: | :---: | :---: | :---: |
| Code | Digital Student Experience | Code | Teacher Resources |
|  |  | U14 | Shape Four-in-a-Row |

## Probability and Statistics

### 2.15

The student will
a) collect, organize, and represent data in pictographs and bar graphs; and
b) read and interpret data represented in pictographs and bar graphs.

| MP 1, 2, 3, 4,5 | Code | Teacher Resources |  |
| :---: | :--- | :---: | :--- |
| Code | Digital Student Experience | U33 | Creating Picture Graphs |
| U33 | Data Analysis - Solving Problems Using Information <br> Presented in Picture Graphs | Data Analysis - Solving Problems Using Information <br> Presented in Bar Graphs | U33 |
|  |  | Unterpreting Picture Graphs |  |
|  |  | U33 | Creating Bar Graphs |
|  |  | U 33 | Interpreting Bar Graphs |
|  |  | Analyzing Bar Graphs |  |

## Istation Math Curriculum Correlated to the Virginia Standards of Learning Mathematics

## Grade 3

## Number and Number Sense

## 3.1

The student will
a) read, write, and identify the place and value of each digit in a six-digit whole number, with and without models;
b) round whole numbers, 9,999 or less, to the nearest ten, hundred, and thousand; and
c) compare and order whole numbers, each 9,999 or less.

| MP $1,2,3,4,5$ | Code | Teacher Resources |  |
| :---: | :--- | :---: | :--- |
| Code | Digital Student Experience | U35 | Rounding - Nearest Ten |
| U35 | Number Sense - Rounding to the Nearest Ten | U35 | Rounding - Nearest Hundred |
| U35 | Number Sense - Rounding to the Nearest Hundred | U35 | Rounding - Nearest Ten, Hundred, Thousand |
|  |  |  |  |

## Computation and Estimation

| 3.3 |  |  |  |
| :---: | :---: | :---: | :---: |
| The student will <br> a) estimate and determine the sum or difference of two whole numbers; and <br> b) create and solve single-step and multistep practical problems involving sums or differences of two whole numbers, each 9,999 |  |  |  |
| MP 1, 2, 3, 4, 5 |  |  |  |
| Code | Digital Student Experience | Code | Teacher Resources |
| U36 | Computations and Algebraic Thinking -Two-Step Word Problems - All Operations | U35 | Addition Problem-Solving Strategies |

## 3.3

The student will
a) estimate and determine the sum or difference of two whole numbers; and
b) create and solve single-step and multistep practical problems involving sums or differences of two whole numbers, each 9,999 or less.

| MP 1, 2, 3, 4, 5 | Teacher Resources |  |  |
| :---: | :---: | :---: | :--- |
| Code | Digital Student Experience | Code |  |
|  |  | U35 | Subtraction Problem-Solving Strategies |
|  |  | U36 | Problem Solving without Numbers: Addition and <br> Subtraction |
|  |  | Build and Solve Two-Step Equations with All Operations |  |
|  | Problem Solving without Numbers: Multiplication and <br> Division |  |  |

## 3.4

| The student will <br> a) <br> represent multiplication and division through $10 \times 10$, using a variety of approaches and models; <br> b) <br> create and solve single-step practical problems that involve multiplication and division through $10 \times 10$; and <br> c) <br> demonstrate fluency with multiplication facts of $0,1,2,5$, and 10 ; and <br> d) <br> solve single-step practical problems involving multiplication of whole numbers, where one factor is 99 or less and the second factor is 5 <br> or less |
| :--- |
| MP 1, 2, 3, 4, 5 |
| Code |

## 3.4

The student will
a) represent multiplication and division through $10 \times 10$, using a variety of approaches and models;
b) create and solve single-step practical problems that involve multiplication and division through $10 \times 10$; and
c) demonstrate fluency with multiplication facts of $0,1,2,5$, and 10; and
d) solve single-step practical problems involving multiplication of whole numbers, where one factor is 99 or less and the second factor is 5 or less

MP 1, 2, 3, 4, 5

| Code | Digital Student Experience | Code | Teacher Resources |
| :--- | :--- | :---: | :--- |
|  |  | FP | Wipe Out |
|  |  | FP | Multominoes |
|  |  | FP | Tall Towers |
|  |  | FP | Dice Blocks |
|  |  | FP | Sticky Products |
|  |  | FP | Multiplication Fast Track |
|  |  | FP | Division Fast Track |
|  |  | FP | Shact Family Triangles: Multiplication and Division It! Solve It! (Multiplication) |

## Istation Math Curriculum Correlated to the Virginia Standards of Learning Mathematics

## Measurement and Geometry

## 3.7

The student will estimate and use U.S. Customary and metric units to measure
a) length to the nearest $\frac{1}{2}$ inch, inch, foot, yard, centimeter, and meter; and
b) liquid volume in cups, pints, quarts gallons, and liters.

MP 1, 2, 3, 4, 5

| Code | Digital Student Experience | Code | Teacher Resources |
| :---: | :---: | :---: | :--- |
|  |  | U33 | Choosing Units of Linear Measurement |
|  |  | U33 | Measure to the Nearest Inch |

## 3.8

The student will estimate and
a) measure the distance around a polygon in order to determine its perimeter using U.S. Customary and metric units; and
b) count the number of square units needed to cover a given surface in order to determine its area.

| MP 1, 2, 3, 4,5 | Code | Teacher Resources |  |
| :---: | :--- | :---: | :--- |
| Code | Digital Student Experience | U38 | Finding Perimeter |
| U38 | Measurement - Perimeter Word Problems | U38 | Finding Missing Side Lengths in Perimeter Problems |
|  |  | ISIP | Measuring Perimeter of Polygons |
|  |  | ISIP | Area Square |
|  |  | ISIP | Finding the Area of Rectangles |
|  |  |  |  |

## Istation Math Curriculum Correlated to the Virginia Standards of Learning Mathematics

## 3.9

The student will
a) tell time to the nearest minute, using analog and digital clocks;
b) solve practical problems related to elapsed time in one-hour increments within a 12-hour period; and
c) identify equivalent periods of time and solve practical problems related to equivalent periods of time.

| MP 1, 2, 3, 4,5 | Code | Teacher Resources |  |
| :---: | :--- | :---: | :--- |
| Code | Digital Student Experience | U39 | Elapsed Time within One Hour |
| U39 | Measurement and Data Analysis - <br> Elapsed Time on a Number Line | U39 | Elapsed Time across Hours |
|  |  |  |  |

### 3.12

The student will
a) define polygon;
b) identify and name polygons with 10 or fewer sides; and
c) combine and subdivide polygons with three or four sides and name the resulting polygon(s).

MP 1, 2, 3, 4, 5

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

## Probability and Statistics

### 3.15

The student will
a) collect, organize and represent data in pictographs or bar graphs; and
b) read and interpret data represented in pictographs and bar graphs.

| MP 1, 2, 3, 4, 5 | Code | Teacher Resources |  |
| :---: | :--- | :---: | :---: |
| Code | Digital Student Experience | U39 | Solving Two-Step Problems Using Bar Graphs |
| U39 | Measurement and Data Analysis - Two-Step Word <br> Problems with Bar Graphs |  |  |

Patterns, Functions, and Algebra

### 3.16

The student will identify, describe, create and extend patterns found in objects, pictures, numbers and tables.
MP 1, 2, 3, 4, 5

| Code | Digital Student Experience | Code | Teacher Resources |
| :---: | :--- | :---: | :---: |
| U35 | Computations and Algebraic Thinking - <br> Arithmetic Patterns in Multiplication | U35 | Arithmetic Patterns in Multiplication |

## Istation Math Curriculum Correlated to the Virginia Standards for Learning Mathematics

## Grade 4

## Number and Number Sense

## 4.1

The student will
a) read, write and identify the place and value of each digit in a nine-digit whole number;
b) compare and order whole numbers expressed through millions; and
c) round whole numbers expressed through millions to the nearest thousand, ten thousand, and hundred thousand.

| MP 1, 2, 3, 4, 5 | Code | Teacher Resources |  |
| :---: | :--- | :---: | :--- |
| Code | Digital Student Experience | U40 | Writing Expanded Form from Standard Form through <br> Thousands and Millions |
| U40 | Number Sense - Expanded Form to Thousands | U40 | Writing Standard Form from Expanded Form through <br> Thousands and Millions |
| U40 | Number Sense - Expanded Form to Millions | U40 | Writing Word Form from Expanded and Standard Form <br> through Thousands and Millions |
| U40 | Number Sense - Writing Expanded Form from Standard <br> Form through Millions | U40 | Rounding - Nearest Thousand |
| U40 | Number Sense - Rounding to the Nearest Thousand <br> U40Number Sense - Round to Any Place up to Thousands <br> with Number Line | Rounding - Nearest Ten, Hundred, Thousand |  |
| U40 | Number Sense - Round to Any Place up to Thousands <br> with Algorithm | U40 | Rounding within Three- and Four-Digit Numbers - <br> Number Line |
| U40 | Number Sense - Rounding Zero | Rounding within Three- and Four-Digit Numbers - <br> Algorithm |  |
|  | U40 | Zero as the Rounding Digit |  |

## 4.2

The student will
a) compare and order fractions and mixed numbers, with and without models;
b) represent equivalent fractions; and
c) identify the division statement that represents the fraction, with models and in context.

| MP 1, 2, 3, 4, 5 | Code | Tigital Student Experience | U43 |
| :---: | :--- | :---: | :--- |
| Code | Expressing Equivalent Fractions with Denominators of <br> Ten and One Hundred |  |  |
| U43 | Computations and Algebraic Thinking - Determine <br> Equivalent Fractions - Tenths and Hundredths | U43 | Adding Like Denominators of Ten and One Hundred |
| U43 | Computations and Algebraic Thinking - Add Tenths to <br> Hundredths | U43 | Add Denominators of Ten to Denominators of One <br> Hundred |
| U43 | Number Sense - Determine Equivalent Fractions with <br> Models | U43 | Fraction Comparison Using Benchmark Fractions |
| U43 | Number Sense - Comparing Fractions Using Benchmark <br> Fractions | U43 | Compare Fractions Using Symbols |
| U43 | Number Sense - Compare Fractions Using Symbols | U43 | Compare Fractions by Creating Common Denominators |
| U43 | Number Sense - Comparing Fractions with Unlike <br> Denominators | ISIP | Comparing Fractions |
|  |  | ISIP | Using Area Models to Compare Fractions |
|  |  |  |  |

## 4.3

The student will
a) read, write, represent and identify decimals expressed through thousandths;
b) round decimals to the nearest whole number;
c) compare and order decimals; and
d) given a model, write the decimal and fraction equivalents.

| MP 1, 2, 3, 4, 5 | Code | Teacher Resources |  |
| :---: | :--- | :---: | :--- |
| Code | Digital Student Experience | U43 | Standard and Word Form of Decimals (0.01-0.09 and 0.1- <br> $0.9)$ |
| U43 | Number Sense - Understanding Decimals <br> $(0.1-0.9$ and 0.01-0.09) | U43 | Standard and Word form of Decimals (0.10-0.90) |
| U43 | Number Sense - Understanding Decimals (0.1-0.9) |  |  |
| U43 | Number Sense - Understanding Decimals with Visual <br> Models (0.01-1.99) | U43 | Standard and Word form of Decimals (0.01-1.99) |
| U43 | Number Sense - Determine Equivalent Fractions <br> (Tenths and Hundredths) | U43 | Decimals as Fractions (Tenths and Hundredths) |
| U43 | Number Sense - Determine Equivalent Fractions Using <br> Models | U43 | Expressing Equivalent Fractions with Denominators of <br> Ten and One Hundred |
|  |  | ISIP | Comparing and Ordering Decimals |
|  |  | ISIP | Understand Decimal Numbers with Fractional Language |
|  |  | ISIP | Fraction to Decimal Equivalence |

## Istation Math Curriculum Correlated to the Virginia Standards for Learning Mathematics

## Computation and Estimation

| 4.4 |  |  |  |
| :---: | :---: | :---: | :---: |
| The student will <br> a) demonstrate fluency with multiplication facts through $12 \times 12$, and the corresponding division facts; <br> b) estimate and determine sums, differences and products of whole numbers; <br> c) estimate and determine quotients of whole numbers, with and without remainders; and create and solve single-step and multistep practical problems involving addition, subtraction, and multiplication, and single-step practical problems involving division with whole numbers. |  |  |  |
| MP 1, 2, 3, 4, 5 |  |  |  |
| 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 |
| 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 |

## Istation Math Curriculum Correlated to the Virginia Standards for Learning Mathematics

## 4.5

The student will
a) determine common multiples and factors, including least common multiple and greatest common factor;
b) add and subtract fractions and mixed numbers having like and unlike denominators; and
c) solve single-step practical problems involving addition and subtraction with fractions and mixed numbers.

| MP 1, 2, 3, 4, 5 | Code | Teacher Resources |  |
| :---: | :--- | :---: | :--- |
| Code | Digital Student Experience | U42 | Building and Solving Multistep Equations with All <br> Operations |
| U42 | Computations and Algebraic Thinking - <br> Solve Multistep Word Problems | U43 | Add Like Denominators of Ten and One Hundred |
| U43 | Number Sense - Decomposing Fractions | U43 | Adding Denominators of Ten to Denominators of One <br> Hundred |
| U43 | Number Sense - Adding Fractions with Like <br> Denominators of Ten and One Hundred | ISIP | Using Multiplication to Solve If-Then Word Problems |
| U43 | Number Sense - Adding Fractions with Denominators of <br> Ten and One Hundred |  |  |

## Measurement and Geometry

## 4.7

The student will solve practical problems that involve determining perimeter and area in U.S. Customary and metric units.

| MP 1, 2, 3, 4,5 | Code | Teacher Resources |  |
| :---: | :---: | :---: | :---: |
| Code | Digital Student Experience | U44 | Converting Units of Measurement in Word Problems |
| U44 | Measurement and Data Analysis - <br> Word Problems with Various Measurements | ISIP | Quantifying Areas of Rectangles and Squares |
|  |  |  |  |

## 4.7

The student will solve practical problems that involve determining perimeter and area in U.S. Customary and metric units.

| MP $1,2,3,4,5$ | Code | Teacher Resources |  |
| :---: | :--- | :---: | :--- |
| Code | Digital Student Experience | ISIP | Connecting Multiplication and Area |
|  |  | ISIP | Decomposing Figures to Find the Area of Polygons |
|  |  | ISIP | Finding Area of Rectangles and Squares by Using <br> Multiplication |
|  |  |  |  |

## 4.8

The student will
a) estimate and measure length and describe the result in U.S. Customary and metric units;
b) estimate and measure weight/mass and describe the result in U.S. Customary and metric units.
c) given the equivalent measure of one unit, identify equivalent measures of length, weight/mass, and liquid volume between units within the U.S. Customary system; and
d) solve practical problems that involve length, weight/mass, and liquid volume in U.S. Customary.

| MP 1, 2, 3, 4,5 | Code | Teacher Resources |  |
| :---: | :--- | :---: | :--- |
| Code | Digital Student Experience | U44 | Converting Units of Measurement in Word Problems |
| U44 | Measurement and Data Analysis - Word Problems with <br> Various Measurements | ISIP | Measuring Length to the Next Quarter Inch |
|  |  | ISIP | Calculating Elapsed Time |
|  |  |  |  |

## 4.9

The student will solve practical problems related to elapsed time in hours and minutes within a 12-hour period.

| MP $1,2,3,4,5$ | Code | Teacher Resources |  |
| :---: | :--- | :---: | :--- |
| Code | Digital Student Experience | U39 | Elapsed Time within One Hour |
|  |  | U39 | Elapsed Time Across Hours |
|  |  | ISIP | Calculating Elapsed Time |
|  |  |  |  |

### 4.10

The student will
a) identify and describe point, lines, line segments, rays, and angles, including endpoints and vertices; and
b) identify and describe intersecting, parallel, and perpendicular lines.

| MP 1, 2, 3, 4,5 |  |  |  |
| :---: | :--- | :---: | :--- |
| Code | Digital Student Experience | Code | Teacher Resources |
| U45 | Geometry - Measure Angles with a Protractor | U45 | Measuring Angles with a Protractor |
| U45 | Geometry - Determine Missing Angle Measurement | ISIP | Line and Angle Identification |

## Istation Math Curriculum Correlated to the Virginia Standards of Learning Mathematics

## Grade 5

## Number and Number Sense

## 5.1

The student, given a decimal through thousandths, will round to the nearest whole number, tenth, or hundredth.
MP 1, 2, 3, 4, 5

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

## 5.2

The student will
a) represent and identify equivalencies among fractions and decimals, with and without models; and
b) compare and order fractions, mixed numbers and/or decimals in a given set, from least to greatest and greatest to least.

| MP 1, 2, 3, 4, 5 |  |
| :---: | :--- |
| Code | Digital Student Experience |
| U46 | Number Sense - Compare Decimals Visually on the <br> Number Line |
| U46 | Number Sense - Compare Tenths and Hundredths on a <br> Number Line |


| Code | Teacher Resources |
| :---: | :--- |
| U46 | Decimal Grids and Place Value Mats |
| U46 | Decimal Comparison on the Number Line |

## 5.2

The student will
a) represent and identify equivalencies among fractions and decimals, with and without models; and
b) compare and order fractions, mixed numbers and/or decimals in a given set, from least to greatest and greatest to least.

| MP 1, 2, 3, 4, 5 | Code | Teacher Resources |  |
| :---: | :--- | :---: | :---: |
| Code | Digital Student Experience | U46 | Abstract Decimal Comparison |
| U46 | Number Sense - Compare Tenths and Hundredths (with <br> visual aids) | U46 | Decimals with Whole Number Comparison |
| U46 | Number Sense - Abstract Comparison of Decimals to <br> Thousandths |  |  |

## Computation and Estimation

## 5.5

The student will
a) estimate and determine the product and quotient of two numbers involving decimals; and
b) create and solve single-step practical problems involving addition, subtraction and multiplication of decimals, and create and solve single-step practical problems involving division of decimals.

| MP 1, 2, 3, 4, 5 | Code | Deacher Resources |  |
| :---: | :--- | :---: | :--- |
| Code | Teal Student Experience | U46 | Multiplying Decimals by Ten and One Hundred |
| U46 | Computations and Algebraic Thinking - Visual <br> Representation for Multiplying Decimals | U46 | Dividing Decimals by Ten and One Hundred |
| U46 | Computations and Algebraic Thinking - <br> Multiply Decimals by Powers of Ten |  |  |

## Istation Math Curriculum Correlated to the Virginia Standards of Learning Mathematics

5
5.5

The student will
a) estimate and determine the product and quotient of two numbers involving decimals; and
b) create and solve single-step practical problems involving addition, subtraction and multiplication of decimals, and create and solve single-step practical problems involving division of decimals.

MP 1, 2, 3, 4, 5

| Code | Digital Student Experience | Code | Teacher Resources |
| :---: | :--- | :---: | :--- |
| U46 | Computations and Algebraic Thinking - <br> Divide Decimals by Powers of Ten | U46 | Multiplying and Dividing Decimals by Powers of Ten |
| U46 | Computations and Algebraic Thinking - <br> Multiply and Divide Decimals by Powers of Ten | U47 | Decimal Addition |
|  |  | U47 | Decimal Subtraction |
|  |  | U47 | Concrete Decimal Division |
|  |  | U47 | Representational Decimal Division |
|  |  | ISIP | Calculating Reasonable Estimates of Decimal Number <br> Sums |
|  |  | Adding and Subtracting Decimal Numbers in a Word <br> Problem |  |

## Istation Math Curriculum Correlated to the Virginia Standards of Learning Mathematics

## 5.6

The student will
a) solve single-step and multistep practical problems involving addition and subtraction with fractions and mixed numbers; and
b) solve single-step practical problems involving multiplication of a whole number, limited to 12 or less, and a proper fraction, with models.

| MP 1, 2, 3, 4,5 | Code | Teacher Resources |  |
| :---: | :--- | :---: | :--- |
| Code | Digital Student Experience | U48 | Adding Fractions with Unlike Denominators |
| U48 | Computations and Algebraic Thinking - <br> Add Fractions with Unlike Denominators | U48 | Subtracting Fractions with Unlike Denominators |
| U48 | Computations and Algebraic Thinking - <br> Subtract Fractions with Unlike Denominators | ISIP | Adding and Subtracting Fractions with Unlike <br> Denominators |
|  |  |  |  |

## 5.7

The student will simplify whole number numerical expressions using the order of operations.
MP 1, 2, 3, 4, 5

| Code | Digital Student Experience | Code | Teacher Resources |
| :---: | :--- | :---: | :--- |
| U49 | Computations and Algebraic Reasoning - Evaluate <br> Numerical Expressions with Parentheses | U49 | Evaluating Numerical Expressions with Parentheses |
| U49 | Computations and Algebraic Reasoning - Interpret <br> Numerical Expressions with Parentheses | U49 | Identifying Expressions in Scenarios |
| U49 | Computations and Algebraic Reasoning - <br> Write Numerical Expressions from Words | U49 | Writing Expressions from Words - <br> Addition and Subtraction |

## 5.7

The student will simplify whole number numerical expressions using the order of operations.
MP 1, 2, 3, 4, 5

| Code | Digital Student Experience | Code | Teacher Resources |
| :---: | :---: | :---: | :---: |
|  |  | U49 | Writing Expressions from Words - Subtraction |

## Measurement and Geometry

## 5.8

The student will
a) solve practical problems that involve perimeter, area, and volume in standard units of measure; and
b) differentiate among perimeter, area, and volume and identify whether the application of the concept of perimeter, area, or volume is appropriate for a given situation.

| MP 1, 2, 3, 4, 5 |  |  |  |
| :---: | :--- | :---: | :--- |
| Code | Digital Student Experience | Code | Teacher Resources |
| U50 | Measurement and Data Analysis - <br> Volume of Irregular Figures | U50 | Volume of Rectangular Prisms |
|  |  | $U 50$ | Volume of Irregular Figures |

## 5.9

The student will
a) given the equivalent measure of one unit, identify equivalent measurements within the metric system; and
b) solve practical problems involving length, mass, and liquid volume using metric units.

| MP 1, 2, 3, 4,5 |  |  |  |
| :---: | :--- | :---: | :--- |
| Code | Digital Student Experience | Code | Teacher Resources |
|  |  | ISIP | Converting Standard Units of Measurement |
|  |  | ISIP | Performing Customary Measurement Conversions |

## Patterns, Functions, and Algebra

### 5.19

The student will
a) investigate and describe the concept of variable;
b) write and equation to represent a given mathematical relationship, using a variable
c) use and expression with a variable to represent a given verbal expression involving one operation; and
d) create a problem situation based on a given equation, using a single variable and one operation.

| MP 1, 2, 3, 4,5 | Code | Teacher Resources |  |
| :---: | :--- | :---: | :--- |
| Code | Digital Student Experience | U49 | Evaluating Numerical Expressions with Parentheses |
| U49 | Computations and Algebraic Reasoning - Evaluate <br> Numerical Expressions with Parentheses | U49 | Identifying Expressions in Scenarios |
| U49 | Computations and Algebraic Reasoning - Interpret <br> Numerical Expressions with Parentheses |  |  |

## Istation Math Curriculum Correlated to the Virginia Standards of Learning Mathematics

5.19

The student will
a) investigate and describe the concept of variable;
b) write and equation to represent a given mathematical relationship, using a variable
c) use and expression with a variable to represent a given verbal expression involving one operation; and
d) create a problem situation based on a given equation, using a single variable and one operation.

MP 1, 2, 3, 4, 5

| Code | Digital Student Experience | Code | Teacher Resources |
| :---: | :--- | :---: | :--- |
| U49 | Computations and Algebraic Reasoning - <br> Write Numerical Expressions from Words | U49 | Writing Expressions from Words - <br> Addition and Subtraction |
|  |  | U49 | Writing Expressions from Words - Subtraction |

Istation Math Curriculum Correlated to the Virginia Standards of Learning Mathematics

## Appendix

## Classroom Resource

| General Graphic Organizers |  |
| :---: | :--- |
| Code |  |
| CR | Dot Paper |
| CR | Frayer Model |
| CR | Frayer Model (multiple) |
| CR | Grid Paper |
| CR | Grid Paper (cm) |
| CR | Grid Paper (in) |
| CR | If-Then Diagram (Large) |
| CR | If-Then Diagrams |
| CR | Multiple Number Lines (10-100) |
| CR | Number Cards (1-10) |
| CR | Number Cards (1-20) |
| CR | Number Line 0-10 (Labeled and Blank) |
| CR | Number Line 0-100 (Labeled and Blank) |
| CR | Number Line 0-20 (Labeled and Blank) |
| CR | Number Line 0-50 (Labeled and Blank) |

## Istation Math Curriculum Correlated to the Virginia Standards of Learning Mathematics

| General Graphic Organizers |  |  |
| :---: | :--- | :--- |
| Code |  |  |
| 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 |  |
| 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 |

Istation Math Curriculum Correlated to the Virginia Standards of Learning Mathematics

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

Istation Math Curriculum Correlated to the Virginia Standards of Learning Mathematics

| Computations and Algebraic Thinking |  |
| :---: | :--- |
| Code |  |
| CR | Algebra Tiles |
| CR | Algebraic Strip Diagrams Resources |
| 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 |  |  |
| CR | Analyzing Line Plots |  |


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

## Parent Portal Lessons

| Early Math PK-1 |  |  |
| :---: | :--- | :--- |
| Code |  |  |
| PP | Fact Practice - Addition Fast Track |  |
| PP | Fact Practice - Addition Road Racing |  |
| PP | Fact Practice - Building Sums with Dice |  |

## Istation Math Curriculum Correlated to the Virginia Standards of Learning Mathematics

Early Math PK-1

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

Istation Math 2-5

| Code | Teacher Resources |
| :---: | :--- |
| PP | Fact Practice - Adding on a Number Line |
| PP | Fact Practice - Addition and Subtraction Fact Families |
| PP | Fact Practice - Choose the Operation (Addition and Subtraction) |

## Istation Math Curriculum Correlated to the Virginia Standards of Learning Mathematics

| Istation Math 2-5 |  |
| :---: | :--- |
| Code |  |
| 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 |

Istation Math Curriculum Correlated to the Virginia Standards of Learning Mathematics
Istation Math 2-5

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

