

# Istation 

Istation Math Curriculum Correlated to the
Minnesota Academic Standards for Mathematics
Kindergarten - Grade 5

## Istation Math Curriculum Correlated to the Minnesota Academic Standards for Mathematics

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## Istation Math Curriculum Correlated to the Minnesota Academic Standards for Mathematics

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 |
| EM | Early Math |
| FP | Fact Practice |
| CR | Classroom Resource |
| PP | Parent Portal |

## Istation Math Curriculum Correlated to the Minnesota Academic Standards for 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. |  |  |  |
| Code | Digital Student Experience | Code | Teacher Resources |
| K.1.1.5 |  |  |  |
| U9-11 | Number Sense - Comparison Cards: Comparing Groups or Numbers | U9-11 | More or Less? Which is Best? |
| K.3.1.1 |  |  |  |
|  |  |  | Shape Families |
| K.3.1.3 |  |  |  |
| U4-6 | Geometry - Sweet Shapes |  |  |
| 1.1.1.1 |  |  |  |
|  |  | U12-13 | Two-Digit Memory |
| $\begin{aligned} & \hline \text { 1.1.1.2 } \\ & \text { 1.1.1.3 } \end{aligned}$ |  |  |  |
|  |  | U16-17 | One Hundred Twenty is Plenty |
| 1.1.1.6 |  |  |  |
| U14-16 | Number Sense - Comparison Cards: Comparing Two-Digit Numbers | U14-16 | Dare to Compare Two-Digit Numbers |
| 2.1.1.2 |  |  |  |
|  |  | 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. |  |  |  |
| Code | Digital Student Experience | Code | Teacher Resources |
| 2.1.1.5 |  |  |  |
| U33-35 | Number Sense - Comparison Cards: Comparing Three-Digit Numbers | U33-35 | Dare to Compare Three-Digit Numbers |
| 3.1.1.4 |  |  |  |
| U37-39 | Number Sense - Pyramid Pinball: Rounding to the Nearest 10 or 100 | U37-39 | Round and Round We Go (Whole Numbers) |
| 5.1.2.1 |  |  |  |
| U47-49 | Number Sense - Comparison Cards: Comparing Decimal Numbers | U47-49 | Dare to Compare Multi-Digit Numbers |
| 5.1.2.5 |  |  |  |
| U48-50 | Number Sense - Pyramid Pinball: Rounding Decimals | U48-50 | Round and Round We Go (Decimal) Numbers |

## Power Path Featured Content (Spanish)

| Newest Features |  |  |  |
| :---: | :---: | :---: | :---: |
| Power Path is the next generation of activities for Istation, bringing a more modern approach to the user experience. These activities contain a <br> greater degree of adaptability, many more questions, and a greater sense of agency for the student. |  |  |  |
| Code | Digital Student Experience | Code |  |
| K.1.1.5 |  |  |  |


| 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. |  |  |  |
| Code | Digital Student Experience | Code | Teacher Resources |
|  |  | U9-11 | ¿Más o menos? ¿Cuál es mejor? |
| 1.1.1.6 |  |  |  |
| U14-16 | Tarjetas de comparación - Comparando números de dos dígitos | U14-16 | Atrévete a comparar (Números de dos dígitos) |
| 2.1.1.5 |  |  |  |
| U33-35 | Tarjetas de comparación - Comparando números de tres dígitos | U33-35 | Atrévete a comparar (Números de tres dígitos) |
| 3.1.1.4 |  |  |  |
|  |  | U37-39 | Dando y dando la vuelta (Números Enteros) |
| 5.1.2.1 |  |  |  |
| U47-49 | Tarjetas de comparación - Comparando números decimales | U47-49 | Atrévete a comparar (Decimales) |
| 5.1.2.5 |  |  |  |
|  |  | U48-50 | Dando y dando la vuelta (Decimales) |

## Istation Math Curriculum Correlated to the Minnesota Academic Standards for Mathematics

## Kindergarten

## Number and Operation

## Understand the relationship between quantities and whole numbers up to 31 .

## K.1.1.1

Recognize that a number can be used to represent how many objects are in a set or to represent the position of an object in a sequence.

| 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 <br> $(1-10)$ | U8 | Counting Sticks (1-20) |
| U6 | Number Sense - Remember the Counted Amount (1-10) | U8 | Counting Objects (1-20) |
| U7 | Number Sense - "Counting Cattle" (1-10) | U18 | Counting Memory |
| U7 | Number Sense - Counting Fingers (1-10) | ISIP EM | Set Stories |
| U7 | Number Sense - Choose the Correct Amount (1-10) | ISIP EM | Total Amount in a Scattered Group |
| U7 | Number Sense - Counting a Static Scattered Group <br> (1-10) | ISIP EM | Ten Frame Puzzles (1-20) |
| U8 | Number Sense - "Counting Cattle" (1-20) | ISIP EM | Multiple Representations of Numbers (1-10) |
| 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) |  |  |

## K.1.1.1

Recognize that a number can be used to represent how many objects are in a set or to represent the position of an object in a sequence.

| Code | Digital Student Experience | Code | Teacher Resources |
| :---: | :--- | :--- | :--- |
| U10 | Number Sense - "Counting Cattle" (1-20) |  |  |
| U10 | Number Sense - Choose the Correct Amount (1-20) |  |  |
| U10 | Number Sense - Remember the Counted Amount (1-20) |  |  |

## K.1.1.2

Read, write, and represent whole numbers from 0 to at least 31. Representations may include numerals, pictures, real objects and picture graphs, spoken words, and manipulatives such as connecting cubes.

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

## K.1.1.2

Read, write, and represent whole numbers from 0 to at least 31 . Representations may include numerals, pictures, real objects and picture graphs, spoken words, and manipulatives such as connecting cubes.

| Code | Digital Student Experience | Code | Teacher Resources |
| :--- | :--- | :--- | :--- |
|  |  | ISIP EM | Set Stories |
|  |  | ISIP EM | Total Amount in a Scattered Group |
|  |  | ISIP EM | Ten Frame Puzzles (1-20) |
|  |  | ISIP EM | Multiple Representations of Numbers (1-10) |

## K.1.1.3

| Count with and without objects, forward and backward to at least 20. |  |  |  |
| :---: | :--- | :---: | :--- |
| Code | Digital Student Experience | Code | Teacher Resources |
| U6 | Number Sense - "Counting Cattle" (1-10) | U6 | Count with Me (1-20) |
| U6 | Number Sense - Counting in a Line (1-10) | U8 | Counting Sticks (1-20) |
| U6 | Number Sense - Counting a Static Scattered Group <br> $(1-10)$ | U8 | Counting Objects (1-20) |
| U6 | Number Sense - Remember the Counted Amount (1-10) | ISIP EM | Set Stories |
| U7 | Number Sense - "Counting Cattle" (1-10) | ISIP EM | Ten Frame 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 | Subitizing to Problem Solve |

## K.1.1.3

Count with and without objects, forward and backward to at least 20.

| Code | Digital Student Experience | Code | Teacher Resources |
| :---: | :---: | :---: | :---: |
| U7 | Number Sense - Counting a Static Scattered Group (1-10) |  |  |
| U8 | Number Sense - "Counting Cattle" (1-20) |  |  |
| U8 | Number Sense - Counting in a Line (1-20) |  |  |
| U8 | Number Sense - Counting in an Array (1-20) |  |  |
| U8 | Number Sense - Counting a Scattered Static Group (1-20) |  |  |
| U10 | Number Sense - "Counting Cattle" (1-20) |  |  |
| U10 | Number Sense - Choose the Correct Amount (1-20) |  |  |
| U10 | Number Sense - Remember the Counted Amount (1-20) |  |  |
| U10 | Number Sense - Counting an Array (1-20) |  |  |
| U10 | Number Sense - Counting a Scattered Static Group (1-20) |  |  |

## K.1.1.5

Compare and order whole numbers, with and without objects, from 0-20.

| Code | Digital Student Experience | Code | Teacher Resources |
| :---: | :---: | :---: | :---: |
|  |  | U6 | Less/More/Equal Sets of Concrete Objects |

## K.1.1.5

Compare and order whole numbers, with and without objects, from 0-20.

| Code | Digital Student Experience | Code | Teacher Resources |
| :---: | :---: | :---: | :---: |
|  |  | ISIP EM | Finding One More or One Less (1-20) |
|  |  | ISIP EM | Comparing Groups of Objects (1-20) |
|  |  | ISIP EM | Multiple Representations of Numbers (1-10) |

Use objects and pictures to represent situations involving combining and separating.

| K.1.2.1 |  |  |  |
| :---: | :--- | :---: | :--- | :--- |
| Use objects and draw pictures to find the sus and differences of numbers between 0 and 10. |  |  |  |
| Code | Digital Student Experience | Code | Teacher Resources |
| 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 | U9 | Roll to Find the Whole |
| U10 | Computations and Algebraic Thinking - <br> "Part Part Whole in New Orleans" (1-10) | U10 | Dogs and Cats on Mats (up to 10) |
| U10 | Computations and Algebraic Thinking - <br> Part Part Whole Addition Stories | U12 | Ten or Not Ten |
| U12 | Computations and Algebraic Thinking - <br> "Part Part Whole in New Orleans" (1-10) | Decomposing House with Pictures |  |
| U12 | Computations and Algebraic Thinking - <br> Making Ten Using Tens Frames | U18 | Decomposing House |

## K.1.2.1

Use objects and draw pictures to find the sus and differences of numbers between 0 and 10.

| Code | Digital Student Experience | Code | Teacher Resources |
| :---: | :--- | :---: | :--- |
| U12 | Computations and Algebraic Thinking - <br> Identifying Addends Using Tens Frames | U19 | Relative Magnitude with Part Part Whole |
| U13 | Computations and Algebraic Thinking - <br> "Chicago Pizza Blues" (within 10) | U20 | Start, Change, Result |
| U13 | Computations and Algebraic Thinking - <br> Subtraction within Ten | Adding with Addend Cards |  |
| U14 | Computations and Algebraic Thinking - <br> "Chicago Pizza Blues" (within 10) | U22 | Beading the Difference |
| U14 | Computations and Algebraic Thinking - <br> Whole Part Part Subtraction Stories (within 10) | ISIP | Subtraction within Ten |
| U18 | Number Sense - Decompose Numbers <br> Less Than or Equal to Ten | ISIP | Addition Stories |
|  |  | ISIP | Subtraction Stories |
|  |  | ISIP | Count Back to Subtract |
|  |  | ISIP | Ten Frame Addition |

## K.1.2.2

Compose and decompose numbers up to 10 with objects and pictures.

| Code | Digital Student Experience | Code | Teacher Resources |
| :---: | :--- | :---: | :--- |
| U9 | Computations and Algebraic Thinking - <br> "Part Part Whole in New Orleans" (1-10) | U7 | Figuring Out Fives |
| U9 | Computations and Algebraic Thinking - <br> Part Part Whole Addition Stories | U8 | Parts and Wholes |
| U10 | Computations and Algebraic Thinking - <br> "Part Part Whole in New Orleans" (1-10) | U8 | Parts and Wholes |
| U12 | Computations and Algebraic Thinking - <br> Part Part Whole Addition Stories | U9 | Roll to Find the Whole |
| U12Computations and Algebraic Thinking - | Dogs and Cats on Mats (up to 10) |  |  |
| U12 | Computations and Algebraic Thinking - <br> Making Ten Using Tens Frames | U12 | Ten or Not Ten |
| Computations and Algebraic Thinking - |  |  |  |
| Identifying Addends Using Tens Frames |  |  |  |

K.1.2.2

Compose and decompose numbers up to 10 with objects and pictures.

| Code | Digital Student Experience | Code | Teacher Resources |
| :---: | :--- | :---: | :--- |
| U18 | Number Sense - Decompose Numbers Less Than or <br> Equal to Ten | U20 | Adding with Addend Cards |
|  |  | U22 | Beading the Difference |
|  |  | ISIP | Subtraction within Ten |
|  |  | ISIP | Addition Stories |
|  |  | ISIP | Subtraction Stories |
|  |  | ISIP | Count Back to Subtract |
|  |  | ISIP | Ten Frame Addition |

## Istation Math Curriculum Correlated to the Minnesota Academic Standards for Mathematics

## Measurement and Geometry

Recognize and sort basic two- and three-dimensional shapes; use them to model real-world objects.

| K.3.1.1 |
| :--- |
| Recognize basic two- and three-dimensional shapes such as squares, circles, triangles, rectangles, trapezoids, hexagons, cubes, cones, <br> cylinders, and spheres.    <br> Code Digital Student Experience Code  <br> U1 Geometry - Identify Circles U1 Teacher Resources <br> U1 Geometry - Identify Squares U3 We're Going on a Shape Hunt <br> U3 Geometry - Identify Triangles U9 Considering Sizes of Shapes <br> U9 Geometry - Identify Shapes Regardless of Orientation U9 Mighty Shape Match <br> U9 Geometry - Classify and Count by Atribute U14 Shape Four-in-a-Row <br> U14 Geometry - Identify Three-Dimensional Shapes   |

## K.3.1.2

Sort objects using characteristics such as shape, size, color and thickness.

| Code | Digital Student Experience | Code | Teacher Resources |
| :---: | :--- | :---: | :--- |
| U9 | Geometry - Identify Shapes Regardless of Orientation | U1 | Identifying Two-Dimensional Shapes |
| U9 | Geometry - Classify and Count by Attribute | U9 | Considering Sizes of Shapes |
| U14 | Geometry - Identify Three-Dimensional Shapes | U9 | Mighty Shape Match |

Compare and order objects according to location and measurable attributes.

## K.3.2.1

Use words to compare objects according to length, size, weight, and position.

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

## K.3.2.2

Order 2 or 3 objects using measurable attributes, such as length and weight.

| Code | Digital Student Experience | Code | Teacher Resources |
| :---: | :--- | :---: | :--- |
| U10 | Measurement and Data Analysis - <br> Comparing Objects by Length | U10 | Directly Comparing Length |
| U10 | Measurement and Data Analysis - <br> Comparing Objects by Weight | U15 | Directly Comparing Weight |
| U15 | Measurement and Data Analysis - <br> Comparing Objects by Height | U15 | Which Holds More? Which Holds Less? |
| U15 | Measurement and Data Analysis - <br> Comparing Objects by Capacity | U3 | We're Going on a Shape Hunt |
| U1 | Geometry - Identify Squares |  |  |

Istation Math Curriculum Correlated to the Minnesota Academic Standards for Mathematics

## K.3.2.2

Order 2 or 3 objects using measurable attributes, such as length and weight.

| Code | Digital Student Experience | Code | Teacher Resources |
| :---: | :--- | :---: | :--- |
| U3 | Geometry - Identify Triangles | U9 | Considering Sizes of Shapes |
| U9 | Geometry - Identifying Shapes Regardless of Orientation | U14 | Odd One Out |

## Istation Math Curriculum Correlated to the Minnesota Academic Standards for Mathematics

## Grade 1

## Number and Operation

Count, compare and represent whole numbers up to 120 , with an emphasis on groups of tens and ones.

| 1.1 .1 .1 | Code |  |  |
| :---: | :--- | :---: | :--- |
| Use place value to describe whole numbers between 10 and 100 in terms of tens and ones. |  |  |  |
| Code | Digital Student Experience | U14 | One Hundred Is a Lot |
| U17 | Number Sense - "Pattern of the Count" <br> Count by Ones to 100 | U14 | Roll-Count-Cover - Skip Counting by Tens |
| U17 | Number Sense - Place Value Rows (1-100) | U17 | Digit Deal (1-100) |
| U17 | Number Sense - Number Puzzle (1-100) | U21 | The Arrow Says (1-100) |
| U21 | Number Sense - "Pattern of the Count" <br> Count by Ones and Tens to 100 | U23 | Decade Numbers |
| U21 | Number Sense - Place Value Columns (1-100) | ISIP EM | Base Ten Block Basics |
| U21 | Number Sense - Number Puzzle (1-100) | ISIP EM | Matching Numerals and Base Ten Blocks |
|  |  | ISIP EM | Base Ten Block Comparison Game |
|  |  |  |  |

## Istation Math Curriculum Correlated to the Minnesota Academic Standards for Mathematics

### 1.1.1.2

Read, write and represent whole numbers up to 120. Representations may include numerals, addition and subtraction, pictures, tally marks, number lines and manipulatives, such as bundles of sticks and base 10 blocks.

| Code | Digital Student Experience | Code | Teacher Resources |
| :---: | :--- | :---: | :--- |
| U17 | Number Sense - "Pattern of the Count" <br> 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" <br> 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) |  |  |

### 1.1.1.3

Count, with and without objects, forward and backwards from any given number up to 120.

| Code | Digital Student Experience | Code | Teacher Resources |
| :---: | :--- | :---: | :--- |
| U17 | Number Sense - "Pattern of the Count" <br> 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" <br> Count by Ones and Tens to 100 | U21 | The Arrow Says (1-100) |

## Istation Math Curriculum Correlated to the Minnesota Academic Standards for Mathematics

### 1.1.1.3

Count, with and without objects, forward and backwards from any given number up to 120.

| Code | Digital Student Experience | Code | Teacher Resources |
| :---: | :--- | :---: | :---: |
| U21 | Number Sense - Place Value Columns (1-100) | U23 | Decade Numbers |
| U21 | Number Sense - Number Puzzle (1-100) |  |  |


| Use words to describe the relative size of numbers. |  |  |  |
| :---: | :---: | :---: | :---: |
| Code | Digital Student Experience | Code | Teacher Resources |
|  |  | ISIP EM | Base Ten Block Basics |
|  |  | ISIP EM | Matching Numerals and Base Ten Blocks |
|  |  | ISIP EM | Base Ten Block Comparison Game |
|  |  | ISIP EM | Graphing Stories - Determining Most and Least |

1.1.1.7

| Use counting and comparison skills to create and analyze bar graph and tally charts. |  |  |  |  |  |  |
| :---: | :---: | :---: | :--- | :---: | :---: | :---: |
| Code | Digital Student Experience | Code |  |  |  |  |
|  |  | U19 | Graphing Tic-Tac-Toe |  |  |  |
|  |  | ISIP EM | Picture Graphs to the Rescue! |  |  |  |
|  |  | ISIP EM | Analyze and Add Using Picture Graphs |  |  |  |

## Istation Math Curriculum Correlated to the Minnesota Academic Standards for Mathematics

### 1.1.1.7

Use counting and comparison skills to create and analyze bar graph and tally charts.

| Code | Digital Student Experience | Code | Teacher Resources |
| :---: | :---: | :---: | :--- |
|  |  | ISIP EM | Graphing Three Ways |
|  |  | ISIP EM | Determining Most and Least with Graphs |
|  |  | ISIP EM | Read and Analyze Bar Graphs |

Use a variety of models and strategies to solve addition and subtraction problems in real-world and mathematical contexts.

### 1.1.2.1

Use words, pictures, objects, length-based models (connecting cubes), numerals and number lines to model and solve addition and subtraction problems in part-part-total, adding to, taking away from and comparing situations.

| Code | Digital Student Experience | Code | Teacher Resources |
| :---: | :--- | :---: | :--- |
| U16 | Computations and Algebraic Thinking - <br> Determine Missing Addend | U 16 | Beginning-Middle-End |
| U19 | Computations and Algebraic Thinking - <br> "Part Part Whole in New Orleans" (1-20) | U 18 | Decomposing House |
| U19 | Computations and Algebraic Thinking - <br> Part Part Whole Using Ovals | U 19 | Decomposing House with Pictures |
| U19 | Computations and Algebraic Thinking - <br> Part Part Whole Using Ten Frames | U 22 | Beading the Difference |
| U20 | Computations and Algebraic Thinking - <br> "Part Part Whole in New Orleans" (1-20) | M24 | Mystery in the Middle |

## Istation Math Curriculum Correlated to the Minnesota Academic Standards for Mathematics

### 1.1.2.1

Use words, pictures, objects, length-based models (connecting cubes), numerals and number lines to model and solve addition and subtraction problems in part-part-total, adding to, taking away from and comparing situations.

| Code | Digital Student Experience | Code | Teacher Resources |
| :---: | :--- | :---: | :--- |
| U20 | Computations and Algebraic Thinking - <br> Addition Stories (1-20) Horizontal Equations | U24 | Start, Change, Result! (within 20) |
| 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) |  |  |
| U24 | Computations and Algebraic Thinking - Determine the <br> Unknown Whole Numbers in Subtraction Sentences |  |  |


| 1.1 .2 .2 |  |  |  |
| :---: | :--- | :---: | :--- |
| Compose and decompose numbers up to 12 with an emphasis on making ten. |  |  |  |
| Code | Digital Student Experience | Code | Teacher Resources |
| U10 | Computations and Algebraic Thinking - <br> "Part Part Whole in New Orleans" (1-20) | U 10 | Dogs and Cats on Mats (up to Ten) |
| U10 | Computations and Algebraic Thinking - Addition Stories | U 12 | Ten or Not Ten |

## Istation Math Curriculum Correlated to the Minnesota Academic Standards for Mathematics

### 1.1.2.2

Compose and decompose numbers up to 12 with an emphasis on making ten.

| Code | Digital Student Experience | Code | Teacher Resources |
| :---: | :--- | :---: | :--- |
| U12 | Computations and Algebraic Thinking - <br> Identifying Addends Using Tens Frames | U13 | Whole in the Hand |
| U20 | Computations and Algebraic Thinking - <br> "Part Part Whole in New Orleans" (1-20) | U20 | Turn Around Addition |
| U20 | Computations and Algebraic Thinking - <br> Addition Stories (horizontal orientation) | U20 | Grouping Groceries |
| U20 | Computations and Algebraic Thinking - <br> Addition Stories (vertical orientation) | U20 | Identity Property Go Fish! |
| U20 | Computations and Algebraic Thinking - "The Math Whiz" | U20 | Doubles Facts |
| U20 | Computations and Algebraic Thinking - Fact Strategies | ISIP EM | Place Value of Tens and One |
| U20 | Computations and Algebraic Thinking - <br> Commutative Property of Addition | ISIP EM | Fact Family Dominoes |
| U20 | Computations and Algebraic Thinking - <br> Associative Property of Addition | ISIP EM | Building Sums to Twenty |
| U20 | Computations and Algebraic Thinking - <br> Identity Property of Addition | FP | Addition Fast Track |
| U10 | Computations and Algebraic Thinking - <br> "Part Part Whole in New Orleans" (1-20) | FP | Sticky Sums |
| U10 | Computations and Algebraic Thinking - Addition Stories | FP | Write, Tally, Draw |
|  |  | FP | Shake It, Make It, Solve It (Addition) |
|  |  | FP | Wipe Out |

## Istation Math Curriculum Correlated to the Minnesota Academic Standards for Mathematics

## Algebra

Use number sentences involving addition and subtraction basic facts to represent and solve real-world and mathematical problems; create real-world situations corresponding to number sentences.

| 1.2.2.1 |  |  |  |
| :---: | :--- | :---: | :--- |
| Represent real-world situations involving addition and subtraction basic facts using objects and number sentences. |  |  |  |
| Code | Digital Student Experience | Code | Teacher Resources |
| U16 | Computations and Algebraic Thinking - <br> Determine Missing Addend | U16 | Beginning-Middle-End |
| U19 | Computations and Algebraic Thinking - <br> "Part Part Whole in New Orleans" (1-20) | U18 | Decomposing House |
| U19 | Computations and Algebraic Thinking - <br> Part Part Whole Using Ovals | U19 | Decomposing House with Pictures |
| U19 | Computations and Algebraic Thinking - <br> Part Part Whole Using Ten Frames | U22 | Beading the Difference |
| U20 | Computations and Algebraic Thinking - <br> "Part Part Whole in New Orleans" (1-20) | U24 | Mystery in the Middle |
| U20 | Computations and Algebraic Thinking - <br> Addition Stories (1-20) Horizontal Equations | Start, Change, Result! (within 20) |  |
| 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) |  |  |

## Istation Math Curriculum Correlated to the Minnesota Academic Standards for Mathematics

### 1.2.2.1

Represent real-world situations involving addition and subtraction basic facts, using objects and number sentences.

| Code | Digital Student Experience | Code | Teacher Resources |
| :---: | :--- | :--- | :--- |
| U24 | Computations and Algebraic Thinking - <br> Subtraction Stories (within 20) | T |  |
| U24 | Computations and Algebraic Thinking - Determine the <br> Unknown Whole Numbers in Subtraction Sentences |  |  |

### 1.2.2.3

Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations $8+$ ? $=11 ; 5=-3 ; 6+6=$.

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

### 1.2.2.4

Use addition or subtraction basic facts to represent a given problem situation using a number sentence.

| Code | Digital Student Experience | Code | Teacher Resources |
| :---: | :--- | :---: | :---: |
| U16 | Computations and Algebraic Thinking - <br> Determine Missing Addend | U16 | Beginning-Middle-End |
| U19 | Computations and Algebraic Thinking - <br> "Part Part Whole in New Orleans" (1-20) | U18 | Decomposing House |

## Istation Math Curriculum Correlated to the Minnesota Academic Standards for Mathematics

### 1.2.2.4

Use addition or subtraction basic facts to represent a given problem situation using a number sentence.

| Code | Digital Student Experience | Code | Teacher Resources |
| :---: | :--- | :---: | :--- |
| U19 | Computations and Algebraic Thinking - <br> Part Part Whole Using Ovals | U19 | Decomposing House with Pictures |
| U19 | Computations and Algebraic Thinking - <br> Part Part Whole Using Ten Frames | U22 | Beading the Difference |
| U20 | Computations and Algebraic Thinking - <br> "Part Part Whole in New Orleans" (1-20) | U24 | Mystery in the Middle |
| U20 | Computations and Algebraic Thinking - <br> Addition Stories (1-20) Horizontal Equations | U24 | Start, Change, Result! (within 20) |
| 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 Minnesota Academic Standards for Mathematics

## Measurement and Geometry

Use basic concepts of measurement in real-world and mathematical situations involving length, time and money.

| 1.3.2.2 |  |  |  |
| :---: | :---: | :---: | :---: |
| Tell time to the hour and half-hour. |  |  |  |
| 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! |

### 1.3.2.3

Identify Pennies, nickels and dimes; find the value of a group of these coins, up to one dollar.

| Code | Digital Student Experience | Code | Teacher Resources |
| :---: | :--- | :---: | :--- |
| U14 | Measurement and Data Analysis - Identify Coins by Value | U12 | Coin Name Cover-Up |
| U16 | Measurement and Data Analysis - <br> Identify the Value of a Collection of Coins | U14 | Coin Value Cover-Up |
|  |  | U24 | Enough Money? |

## Istation Math Curriculum Correlated to the Minnesota Academic Standards for Mathematics

## Grade 2

## Number and Operation

## Compare and represent whole numbers up to 1000 with an emphasis on place value and equality.

| 2.1.1.1 |  |  |  |
| :---: | :--- | :---: | :--- | :--- |
| Read, write and represent whole numbers up to 1,000. Representations may include numerals, addition, subtraction, multiplication, words, <br> pictures, tally marks, number lines and manipulatives, such as bundles of sticks and base 10 blocks. |  |  |  |
| Code | Digital Student Experience | Code | Teacher Resources |
| U30 | Number Sense - Writing Standard Form from Expanded <br> Form | U30 | Building Numbers Using Base Ten Blocks |
| U30 | Number Sense - Writing Expanded Form from Standard <br> Form | U30 | Writing Expanded Form from Standard Form |
| U30 | Number Sense - Writing Word Form from Expanded and <br> Standard Form | U30 | Writing Word Form from Expanded and Standard Form |
|  |  | ISIP | Equivalent <br> Representations |
|  |  | ISIP | Build a Base Ten Cube |
|  |  | ISIP | Creating Numbers with Base Ten Blocks |
|  |  | ISIP | Expanded Form Place Value Cups |

## Istation Math Curriculum Correlated to the Minnesota Academic Standards for Mathematics

### 2.1.1.2

Use place value to describe whole numbers between 10 and 1000 in terms of hundreds, tens and ones. Know that 100 is 10 tens, and 1000 is 10 hundreds.

| Code | Digital Student Experience | Code | Teacher Resources |
| :---: | :--- | :---: | :--- |
| U30 | Number Sense - Writing Standard Form from Expanded <br> Form | U30 | Building Numbers Using Base Ten Blocks |
| U30 | Number Sense - Writing Expanded Form from Standard <br> Form | U30 | Writing Expanded Form from Standard Form |
| U30 | Number Sense - Writing Word Form from Expanded and <br> Standard Form | U30 | Writing Word Form from Expanded and Standard Form |
|  |  | ISIP | Equivalent <br> 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 |

### 2.1.1.5

Compare and order whole numbers up to 1000.

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

### 2.1.1.5

| Compare and order whole numbers up to 1000. |  |  |  |
| :---: | :--- | :---: | :--- |
| Code | Digital Student Experience | Code | Teacher Resources |
| U30 | Number Sense - Comparing Two Three-Digit Whole <br> Numbers with Zeroes | ISIP | Steps for Comparing Three-Digit Numbers |
|  |  | ISIP | Building and Comparing Three-Digit numbers |

Demonstrate mastery of addition and subtraction basic facts; add and subtract one- and two-digit numbers in real-world and mathematical problems.

### 2.1.2.1

Use strategies to generate addition and subtraction facts including making tens, fact families, doubles plus or minus one, counting on, counting back and the commutative and associative properties. Use the relationship between addition and subtraction to generate basic facts.

| Code | Digital Student Experience | Code |  |
| :---: | :--- | :---: | :--- |
| U31 | Computations and Algebraic Thinking - <br> Adding with Regrouping Using Concrete Models | U31 | Adding with Regrouping - Concrete |
| U31 | Computations and Algebraic Thinking - <br> Subtracting with Regrouping Using Concrete Models | U31 | Addition Using Partitioning |
| U31 | Computations and Algebraic Thinking - <br> Adding with Regrouping - Partitioning | U31 | Subtraction Using Partitioning |
| U31 | Computations and Algebraic Thinking - <br> Subtracting with Regrouping - Partitioning | U31 | Adding on a Number Line |
| U31 | Computations and Algebraic Thinking - <br> Adding on a Number Line | U31 | Subtracting on a Number Line |

### 2.1.2.1

Use strategies to generate addition and subtraction facts including making tens, fact families, doubles plus or minus one, counting on, counting back and the commutative and associative properties. Use the relationship between addition and subtraction to generate basic facts.

| Code | Digital Student Experience | Code | Teacher Resources |
| :--- | :--- | :---: | :--- |
| U31 | Computations and Algebraic Thinking - <br> Subtracting on a Number Line | U31 | Fact Families - Addition and Subtraction |
| U31 | Computations and Algebraic Thinking - <br> 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 | Sticky Sums It! Make It! Solve It! Addition |
|  |  | FP | Wipe Out |
|  |  | Write, Tally, Draw |  |

### 2.1.2.2

Demonstrate fluency with basic addition facts and related subtraction facts.

| Code | Digital Student Experience | Code | Teacher Resources |
| :---: | :---: | :---: | :---: |
|  |  | U31 | Fact Families - Addition and Subtraction |

### 2.1.2.2

Demonstrate fluency with basic addition facts and related subtraction facts.

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

### 2.1.2.4

Use mental strategies and algorithms based on knowledge of place value and equality to add and subtract two-digit numbers. Strategies may include decomposition, expanded notation, and partial sums and differences.

| Code | Digital Student Experience | Code | Teacher Resources |
| :---: | :--- | :---: | :---: |
| U31 | Computations and Algebraic Thinking - <br> Adding with Regrouping Using Concrete Models | U31 | Adding with Regrouping - Concrete |

## Istation Math Curriculum Correlated to the Minnesota Academic Standards for Mathematics

### 2.1.2.4

Use mental strategies and algorithms based on knowledge of place value and equality to add and subtract two-digit numbers. Strategies may include decomposition, expanded notation, and partial sums and differences.

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

## Istation Math Curriculum Correlated to the Minnesota Academic Standards for Mathematics

### 2.1.2.4

Use mental strategies and algorithms based on knowledge of place value and equality to add and subtract two-digit numbers. Strategies may include decomposition, expanded notation, and partial sums and differences.

| Code | Digital Student Experience | Code | Teacher Resources |
| :---: | :---: | :---: | :--- |
|  |  | FP | Write, Tally, Draw |

### 2.1.2.5

Solve real-world and mathematical addition and subtraction problems involving whole numbers with up to two digits.

| Code | Digital Student Experience | Code | Teacher Resources |
| :---: | :--- | :---: | :--- |
| U32 | Computations and Algebraic Thinking - <br> Two-Step Word Problems with Unknowns at the End | U32 | Build Multistep Equations |
| U32 | Computations and Algebraic Thinking - <br> Two-Step Word 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 |
|  |  | U32 | Solve Multistep Equations |
|  |  | ISIP | Choosing the Operation |

### 2.1.2.6

Use addition and subtraction to create and obtain information from tables, bar graphs and tally charts.

| Code | Digital Student Experience | Code | Teacher Resources |
| :---: | :--- | :---: | :---: |
| U33 | Data Analysis - Solving Problems Using Information <br> Presented in Picture Graphs | U33 | Creating Picture Graphs |

Istation Math Curriculum Correlated to the Minnesota Academic Standards for Mathematics

### 2.1.2.6

Use addition and subtraction to create and obtain information from tables, bar graphs and tally charts.

| Code | Digital Student Experience | Code | Teacher Resources |
| :---: | :--- | :---: | :--- |
| U33 | Data Analysis - Solving Problems Using Information <br> Presented in Bar Graphs | U33 | Interpreting Picture Graphs |
|  |  | U33 | Analyzing Picture Graphs |
|  |  | U33 | Creating Bar Graphs |
|  |  | U33 | Interpreting Bar Graphs |
|  |  | U33 | Analyzing Bar Graphs |

## Algebra

## Use number sentences involving addition, subtraction and unknowns to represent and solve real-world and

 mathematical problems; create real-world situations corresponding to number sentences.
### 2.2.2.1

Understand how to interpret number sentences involving addition, subtraction and unknowns represented by letters. Use objects and number lines and create real-world situations to represent number sentences.

| Code | Digital Student Experience | Code | Teacher Resources |
| :---: | :--- | :---: | :--- |
| U32 | Computations and Algebraic Thinking - <br> Two-Step Word Problems with Unknowns at the End | U32 | Build and Solve Two-Step Equations with Addition and <br> Subtraction |
| U32 | Computations and Algebraic Thinking - <br> Two-Step Word Problems with Unknowns in the Middle | U32 | Build Multistep Equations with Multiple Operations |
|  |  | U32 | Solve Multistep Equations with Multiple Operations |

## Istation Math Curriculum Correlated to the Minnesota Academic Standards for Mathematics

## Geometry and Measurement

Understand length as a measurable attribute; use tools to measure lengths.

| 2.3.2.1 |  |  |  |  |
| :---: | :--- | :---: | :--- | :--- |
| Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes. |  |  |  |  |
| 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 |  |

### 2.3.2.2

Demonstrate an understanding of the relationship between length and the number on a ruler by using a ruler to measure lengths to the nearest centimeter or inch.

| 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 |

### 2.3.2.2

Demonstrate an understanding of the relationship between length and the number on a ruler by using a ruler to measure lengths to the nearest centimeter or inch.

| Code | Digital Student Experience | Code | Teacher Resources |
| :--- | :--- | :---: | :--- |
|  |  | ISIP | Appropriate Tools for Linear Measurement |
|  |  | ISIP | How to Use Linear Measurement Tools |
|  |  | ISIP | Measuring Objects |
|  |  | ISIP | Ruler Relay |

Use time and money in real-world and mathematical situations.

### 2.3.3.1

Tell time to the quarter-hour and distinguish between a.m. and p.m.

| Code | Digital Student Experience | Code | Teacher Resources |
| :---: | :---: | :---: | :--- |
|  |  | U34 | Time - AM and PM |
|  |  | U34 | Time to the Quarter Hour |

### 2.3.3.2

Identify, pennies, nickels, dimes and quarters. Find the value of a group of coins and determine combinations of coins that equal a given amount.

| Code | Digital Student Experience | Code | Teacher Resources |
| :---: | :---: | :---: | :--- |
|  |  | U14 | Coin Value Cover-Up |

### 2.3.3.2

Identify, pennies, nickels, dimes and quarters. Find the value of a group of coins and determine combinations of coins that equal a given amount.

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

## Istation Math Curriculum Correlated to the Minnesota Academic Standards for Mathematics

## Grade 3

## Number and Operation

Compare and represent whole numbers up to 100,000 with an emphasis on place value and equality.

### 3.1.1.4

Round numbers to the nearest $10,000,1000,100$ and 10 . Round up and round down to estimate sums and differences.

| 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 |

Add and subtract multi-digit whole numbers; represent multiplication and division in various ways; solve realworld and mathematical problems using arithmetic.

### 3.1.2.1

Add and subtract multi-digit numbers, using efficient and generalizable procedures based on knowledge of place value, including standard algorithms.

| Code | Digital Student Experience | Code | Teacher Resources |
| :---: | :--- | :---: | :---: |
| U36 | Computations and Algebraic Thinking - <br> Two-Step Word Problems - All Operations | U36 | Build and Solve Two-Step Equations with All Operations |

## Istation Math Curriculum Correlated to the Minnesota Academic Standards for Mathematics

### 3.1.2.3

Represent multiplication facts by using a variety of approaches, such as repeated addition, equal-sized groups, arrays, area models, equal jumps on a number line and skip counting. Represent division facts by using a variety of approaches, such as repeated subtraction, equal sharing and forming equal groups. Recognize the relationship between multiplication and division.

| Code | Digital Student Experience | Code | Teacher Resources |
| :--- | :--- | :---: | :--- |
| U35 | Computations and Algebraic Thinking - <br> Arithmetic Patterns in Multiplication | U35 | Arithmetic Patterns in Multiplication |
| U36 | Computations and Algebraic Thinking - <br> Multiply One-Digit Numbers Using Concrete Models | U36 | One-Digit by One-Digit Multiplication |
| U36 | Computations and Algebraic Thinking - <br> Multiply One-Digit Numbers Using 1 $\times 1$ Arrays | U36 | Multiplying Two One-Digit Numbers with Arrays |
|  |  | U36 | Problem Solving without Numbers |
|  |  | ISIP | Practicing Fact Families |
|  |  | ISIP | Using Strip Diagrams to Solve Compare Problems |
|  |  | FP | Multominoes |
|  |  | FP | Tall Towers |
|  |  | FP | Wice Blocks |
|  |  | FP | Sticky Products |
|  |  | FP | Shattiplication Fast Track It! Make It! Solve It! (Multiplication) |
|  |  |  |  |

## Istation Math Curriculum Correlated to the Minnesota Academic Standards for Mathematics

### 3.1.2.4

Solve real-world and mathematical problems involving multiplication and division, including both "how many in each group" and "how many groups" division problems.

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

### 3.1.2.5

Use strategies and algorithms based on knowledge of place value, equality and properties of addition and multiplication to multiply a two- or three-digit number by a one-digit number. Strategies may include mental strategies, partial products, the standard algorithm, and the commutative, associative, and distributive properties.

| Code | Digital Student Experience | Code | Teacher Resources |
| :---: | :--- | :---: | :---: |
| U36 | Computations and Algebraic Thinking - <br> Properties of Multiplication | ISIP | Commutative Property of Multiplication |
|  |  | ISIP | Associative Property of Multiplication |

## Istation Math Curriculum Correlated to the Minnesota Academic Standards for Mathematics

## Understand meanings and uses of fractions in real-world and mathematical situations.

### 3.1.3.1

Read and write fractions with words and symbols. Recognize that fractions can be used to represent parts of a whole, parts of a set, points on a number line, or distances on a number line.

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

### 3.1.3.2

Understand that the size of a fractional part is relative to the size of the whole.

| Code | Digital Student Experience | Code | Teacher Resources |
| :---: | :--- | :---: | :--- |
| U37 | Number Sense - Equivalent Fractions | U37 | Fractions Equivalent to One |
| U37 | Number Sense - Fractions Equivalent to One | U37 | Many Equivalent Fractions |
| U37 | Number Sense - Many Equivalent Fractions | U37 | Identify Equivalent Fractions |
|  |  | ISIP | Recognizing Fractions in Different Forms |
|  |  | ISIP | Writing Fractions Using Symbolic Notation |

## Istation Math Curriculum Correlated to the Minnesota Academic Standards for Mathematics

### 3.1.3.3

Order and compare unit fractions and fractions with like denominators by using models and understanding of the concept of numerator and denominator.

| Code | Digital Student Experience | Code | Teacher Resources |
| :---: | :--- | :--- | :--- |
| U37 | Number Sense - Comparing Fractions with the Same <br> Denominator | U37 | Comparison - Fractions and Whole Numbers - Symbols |
| U37 | Number Sense - Comparing Fractions with the Same <br> Numerator | U37 | Comparing Fractions with Like Numerators |
| U37 | Number Sense - Fractions Equivalent to Whole Numbers | ISIP | Comparing Fractions Using Models |
|  |  | ISIP | Comparing Fractions |
|  | ISIP | Identify Equivalent Fractions Using Area Models |  |

## Algebra

Use single-operation input-output rules to represent patterns and relationships and to solve real-world and mathematical problems.

### 3.2.1.1

Create, describe, and apply single-operation input-output rules involving addition, subtraction and multiplication to solve problems in various contexts.

| 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 Minnesota Academic Standards for Mathematics

Use number sentences involving multiplication and division basic facts and unknowns to represent and solve real-world and mathematical problems; create real-world situations corresponding to number sentences.

| 3.2.2.1 |  |  |  |
| :---: | :--- | :---: | :--- | :--- |
| Understand how to interpret number sentences involving multiplication and division basic facts and unknowns. Create real-world situations to <br> represent number sentences. |  |  |  |
| Code | Digital Student Experience | Code | Teacher Resources |
| U35 | Computations and Algebraic Thinking - <br> Arithmetic Patterns in Multiplication | U35 | Arithmetic Patterns in Multiplication |
| U36 | Computations and Algebraic Thinking - <br> Multiply One-Digit Numbers Using Concrete Models | U36 | One-Digit by One-Digit Multiplication |
| U36 | Computations and Algebraic Thinking - <br> Multiply One-Digit Numbers Using 1 $\times 1$ Arrays | U36 | Multiplying Two One-Digit Numbers with Arrays |
|  |  | U36 | Problem Solving without Numbers |
|  |  | ISIP | Practicing Fact Families |
|  |  | ISIP | Using Strip Diagrams to Solve Compare Problems |
|  |  | FP | Multominoes |
|  |  | FP | Tall Towers |
|  |  | FP | Dice Blocks |
|  |  | FP | Sticky Products |
|  |  | FP | Multiplication Fast Track |

## Istation Math Curriculum Correlated to the Minnesota Academic Standards for Mathematics

### 3.2.2.2

Use multiplication and division basic facts to represent a given problem situation using a number sentence. Use number sense and multiplication and division basic facts to find values for the unknowns that make the number sentences true.

| Code | Digital Student Experience | Code | Teacher Resources |
| :---: | :--- | :---: | :--- |
| U36 | Computations and Algebraic Thinking - <br> 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 |
|  |  | ISIP | Commutative Property of Multiplication |

## Geometry and Measurement

Understand perimeter as a measurable attribute of real-world and mathematical objects. Use various tools to measure distances.

| 3.3.2.2 |
| :--- |
| Find the perimeter of a polygon by adding the lengths of the sides. |
| Code |

## Istation Math Curriculum Correlated to the Minnesota Academic Standards for Mathematics

### 3.3.2.2

Find the perimeter of a polygon by adding the lengths of the sides.

| Code | Digital Student Experience | Code | Teacher Resources |
| :---: | :---: | :---: | :---: |
|  |  | ISIP | Measuring Perimeter of Polygons |

Use time, money and temperature to solve real-world and mathematical problems.

| 3.3.3.1 |  |  |  |
| :---: | :---: | :---: | :--- |
| Tell time to the minute, using digital and analog clocks. Determine elapsed time to the minute. |  |  |  |
| Code | Digital Student Experience | Code |  |
| U39 | Measurement and Data Analysis - <br> Elapsed Time on a Number Line | U39 | Elapsed Time within One Hour |
|  |  | U39 | Elapsed Time Across Hours |


| 3.3.3.2 |
| :--- |
| Know relationships among units of time. |
| Code |

## Istation Math Curriculum Correlated to the Minnesota Academic Standards for Mathematics

## Data Analysis

Collect, organize, display, and interpret data. Use labels and a variety of scales and units in displays.

| 3-4.1.1 |  |  |  |
| :---: | :---: | :---: | :---: |
| Collect, display and interpret data using frequency tables, bar graphs, picture graphs and number line plots having a variety of scales. Use appropriate titles, labels and units. |  |  |  |
| MP 1, 2, 3, 4, 5, 6, 7, 8 |  |  |  |
| Code | Digital Student Experience | Code | Teacher Resources |
| U39 | Measurement and Data Analysis - <br> Two-Step Word Problems with Bar Graphs | U39 | Solving Two-Step Problems Using Bar Graphs |

## Istation Math Curriculum Correlated to the Minnesota Academic Standards for Mathematics

Grade 4

## Number and Operation

Demonstrate mastery of multiplication and division basic facts; multiply multi-digit numbers; solve real-world and mathematical problems using arithmetic.

### 4.1.1.3

Multiply multi-digit numbers, using efficient and generalizable procedures, based on knowledge of place value, including standard algorithms.

| Code | Digital Student Experience | Code | Teacher Resources |
| :---: | :--- | :---: | :---: |
| U41 | Computations and Algebraic Thinking - <br> Multiply Two-Digit Numbers with Models | U41 | Two-Digit by Two-Digit Concrete Multiplication |

### 4.1.1.5

Solve multi-step real-world and mathematical problems requiring the use of addition, subtraction and multiplication of multi-digit whole numbers. Use various strategies, including the relationship between operations, the use of technology, and the context of the problem to assess the reasonableness of results.

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

## Istation Math Curriculum Correlated to the Minnesota Academic Standards for Mathematics

Represent and compare fractions and decimals in real-world and mathematical situations; use place value to understand how decimals represent quantities.

| 4.1.2.1 |  |  |  |
| :---: | :--- | :---: | :--- |
| Represent equivalent fractions using fraction models such as parts of a set, fraction circles, fraction strips, number lines and other <br> manipulatives. Use the models to determine equivalent fractions. |  |  |  |
| Code | Digital Student Experience | Code | Teacher Resources |
| 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- 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 |

### 4.1.2.2

Locate fractions on a number line. Use models to order and compare whole numbers and fractions, including mixed numbers and improper fractions.

| Code | Digital Student Experience | Code | Teacher Resources |
| :---: | :--- | :---: | :--- |
| U43 | Number Sense - Comparing Fractions Using Benchmark <br> Fractions | U43 | Fraction Comparison Using Benchmark Fractions |
| U43 | Number Sense - Comparing Fractions with Unlike <br> Denominators | U43 | Compare Fractions- Symbols |
|  |  | U43 | Compare Fractions by Creating Common Denominators |

## Istation Math Curriculum Correlated to the Minnesota Academic Standards for Mathematics

### 4.1.2.2

Locate fractions on a number line. Use models to order and compare whole numbers and fractions, including mixed numbers and improper fractions.

| Code | Digital Student Experience | Code | Teacher Resources |
| :---: | :---: | :---: | :--- |
|  |  | ISIP | Comparing Fractions |
|  |  | ISIP | Using Area Models to Compare Fractions |

### 4.1.2.3

Use fraction models to add and subtract fractions with like denominators in real-world and mathematical situations. Develop a rule for addition and subtraction of fractions with like denominators.

| 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 <br> Denominators of Ten and One Hundred | Adding Denominators of Ten to Denominators of One <br> Hundred |  |
| U43 | Number Sense - Adding Fractions with Denominators of <br> Ten and One Hundred |  |  |

## Istation Math Curriculum Correlated to the Minnesota Academic Standards for Mathematics

Represent and compare fractions and decimals in real-world and mathematical situations; use place value to understand how decimals represent quantities.

### 4.1.2.5

Compare and order decimals and whole numbers using place value, a number line and models such as grids and base 10 blocks.

| Code | Digital Student Experience | Code | Teacher Resources |
| :---: | :--- | :---: | :--- |
| U43 | Number Sense - Understanding Decimals <br> $(0.1-0.9$ and 0.01-0.09) | U43 | Standard and Word Form of Decimals (0.01-0.09 and 0.1- <br> $0.9)$ |
| 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 <br> Models 0.01-1.99 | U43 | Standard and Word form of Decimals (0.01-1.99) |
|  |  | ISIP | Comparing and Ordering Decimals |

## Algebra

Use input-output rules, tables and charts to represent patterns and relationships and to solve real-world and mathematical problems.

### 4.2.2.1

Understand how to interpret number sentences involving multiplication, division and unknowns. Use real-world situations involving multiplication or division to represent number sentences.

| Code | Digital Student Experience | Code | Teacher Resources |
| :---: | :--- | :---: | :--- |
| U42 | Computations and Algebraic Thinking - <br> Solve Multistep Word Problems | U42 | Building and Solving Multistep Equations with All <br> Operations |

## Istation Math Curriculum Correlated to the Minnesota Academic Standards for Mathematics

### 4.2.2.2

Use multiplication, division and unknowns to represent a given problem situation using a number sentence. Use number sense, properties of multiplication, and the relationship between multiplication and division to find values for the unknowns that make the number sentences true.

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

## Geometry and Measurement

Understand angle and area as measurable attributes of real-world and mathematical objects Use various tools to measure angles and areas.

### 4.3.2.1

Measure angles in geometric figures and real-world objects with a protractor or angle ruler.

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

### 4.3.2.2

Compare angles according to size. Classify angles as acute, right and obtuse.

| Code | Digital Student Experience | Code | Teacher Resources |
| :---: | :---: | :---: | :---: |
| U45 | Geometry - Measuring Angles with a Protractor | U45 | Measuring Angles with a Protractor |

## Istation Math Curriculum Correlated to the Minnesota Academic Standards for Mathematics

### 4.3.2.2

Compare angles according to size. Classify angles as acute, right and obtuse.

| Code | Digital Student Experience | Code | Teacher Resources |
| :---: | :---: | :---: | :---: |
|  |  | ISIP | Line and Angle Identification |

### 4.3.2.3

Understand that the area of a two-dimensional figure can be found by counting the total number of same size square units that cover a shape without gaps or overlaps. Justify why length and width are multiplied to find the area of a rectangle by breaking the rectangle into one unit by one unit squares and viewing these a grouped into rows and columns.

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

### 4.3.2.4

Find the areas of geometric figures and real-world objects that can be divided into rectangular shapes. Use square units to label area measurements.

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

### 4.3.2.4

Find the areas of geometric figures and real-world objects that can be divided into rectangular shapes. Use square units to label area measurements.

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

## Istation Math Curriculum Correlated to the Minnesota Academic Standards for Mathematics

Grade 5

## Number and Operation

Divide multi-digit number; solve real-world and mathematical problems using arithmetic.

### 5.1.1.4

Solve real-world and mathematical problems requiring addition, subtraction, multiplication and division of multi-digit whole numbers. Use various strategies, including the inverse relationships between operations, the use of technology, and the context of the problem to assess the reasonableness of results.

| Code | Digital Student Experience | Code | Teacher Resources |
| :---: | :--- | :---: | :--- |
| U46 | Computations and Algebraic Thinking - <br> Visual Representation for Multiplying Decimals | U46 | Multiplying Decimals by Ten and One Hundred |
| U46 | Computations and Algebraic Thinking - <br> Multiply Decimals by Powers of Ten | U46 | Dividing Decimals by Ten and One Hundred |
| 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 | Decimal Division <br> Calculating Reasonable Estimates of Decimal Number | ISIP |
|  | Adding and Subtracting Decimal Numbers in a Word <br> Problem |  |  |

## Istation Math Curriculum Correlated to the Minnesota Academic Standards for Mathematics

Read, write, represent and compare fractions and decimals; recognize and write equivalent fractions; convert between fractions and decimals; use fractions and decimals in real-world and mathematical situations.

### 5.1.2.1

Read and write decimals using place value to describe decimals in terms of groups from millionths to millions.

| Code | Digital Student Experience | Code | Teacher Resources |
| :---: | :--- | :---: | :--- |
| U46 | Number Sense - Compare Decimals Visually on the <br> Number Line | U46 | Decimal Grids and Place Value Mats |
| U46 | Number Sense - Compare Tenths and Hundredths on a <br> Number Line | U46 | Decimal Comparison on the Number Line |
| U46 | Number Sense - Compare Tenths and Hundredths <br> (with visual aids) | U46 | Abstract Decimal Comparison |
| U46 | Number Sense - Abstract Comparison of Decimals to <br> Thousandths | U46 | Decimals with Whole Number Comparison |

### 5.1.2.1

Read and write decimals using place value to describe decimals in terms of groups from millionths to millions.

| Code | Digital Student Experience | Code | Teacher Resources |
| :---: | :--- | :---: | :--- |
| U46 | Number Sense - Compare Decimals Visually on the <br> Number Line | U46 | Decimal Grids and Place Value Mats |
| U46 | Number Sense - Compare Tenths and Hundredths on a <br> Number Line | U46 | Decimal Comparison on the Number Line |
| U46 | Number Sense - Compare Tenths and Hundredths <br> (with visual aids) | U46 | Abstract Decimal Comparison |

## Istation Math Curriculum Correlated to the Minnesota Academic Standards for Mathematics

### 5.1.2.1

Read and write decimals using place value to describe decimals in terms of groups from millionths to millions.

| Code | Digital Student Experience | Code | Teacher Resources |
| :---: | :--- | :---: | :---: |
| U46 | Number Sense - Abstract Comparison of Decimals to <br> Thousandths | U46 | Decimals with Whole Number Comparison |

### 5.1.2.2

Find 0.1 more than a number and 0.1 less than a number. Find 0.01 more than a number and 0.01 less than a number. Find 0.001 more than a number and 0.001 less than a number.

| Code | Digital Student Experience | Code | Teacher Resources |
| :---: | :--- | :---: | :--- |
| U46 | Number Sense - Compare Decimals Visually on the <br> Number Line | U46 | Decimal Grids and Place Value Mats |
| U46 | Number Sense - Compare Tenths and Hundredths on a <br> Number Line | U46 | Decimal Comparison on the Number Line |
| U46 | Number Sense - Compare Tenths and Hundredths <br> (with visual aids) | U46 | Abstract Decimal Comparison |
| U46 | Number Sense - Abstract Comparison of Decimals to <br> Thousandths | U46 | Decimals with Whole Number Comparison |

### 5.1.2.5

Round number to the nearest $0.1,0.01,0.001$.

| Code | Digital Student Experience | Code | Teacher Resources |
| :---: | :---: | :---: | :---: |
| U46 | Number Sense - Round Decimals on the Number Line | U46 | Rounding Decimals on the Number Line |

### 5.1.2.5

Round number to the nearest $0.1,0.01,0.001$.

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

Add and subtract fractions, mixed numbers and decimals to solve real-world and mathematical problems.

### 5.1.3.1

Add and subtract decimals and fractions, using efficient and generalizable procedures, including standard algorithms.

| Code | Digital Student Experience | Code | Teacher Resources |
| :---: | :--- | :---: | :--- |
| U46 | Computations and Algebraic Thinking - <br> Visual Representation for Multiplying Decimals | U46 | Multiplying Decimals by Ten and One Hundred |
| U46 | Computations and Algebraic Thinking - <br> Multiply Decimals by Powers of Ten | U46 | Dividing Decimals by Ten and One Hundred |
| 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 |

## Istation Math Curriculum Correlated to the Minnesota Academic Standards for Mathematics

### 5.1.3.1

Add and subtract decimals and fractions, using efficient and generalizable procedures, including standard algorithms.

| Code | Digital Student Experience | Code | Teacher Resources |
| :---: | :---: | :---: | :--- |
|  |  | U47 | Decimal Division |
|  |  | ISIP | Calculating Reasonable Estimates of Decimal Number <br> Sums |
|  |  | ISIP | Adding and Subtracting Decimal Numbers in a Word <br> Problem |

### 5.1.3.2

Model addition and subtraction of fractions and decimals using a variety of representations.

| Code | Digital Student Experience | Code | Teacher Resources |
| :---: | :--- | :---: | :--- |
| U48 | Computations and Algebraic Thinking - <br> Add Fractions with Unlike Denominators | U48 | Adding Fractions with Unlike Denominators |
| U48 | Computations and Algebraic Thinking - <br> Subtract Fractions with Unlike Denominators | ISIP | Adding and Subtracting Fractions with Unlike <br> Denominators |
|  |  | U47 | Decimal Addition |
|  |  | U47 | Decimal Subtraction |
|  |  | 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 Minnesota Academic Standards for Mathematics

### 5.1.3.3

Estimate sums and differences of decimals and fractions to assess the reasonableness of results

| Code | Digital Student Experience | Code | Teacher Resources |
| :---: | :---: | :---: | :--- |
|  |  | ISIP | Calculating Reasonable Estimates of Decimal Number <br> Sums |


| 5.1.3.4 |  |  |  |
| :---: | :---: | :---: | :---: |
| Solve real-world and mathematical problems requiring addition and subtraction of decimals fractions and mixed numbers, including those involving measurement, geometry and data. |  |  |  |
| 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 |
|  |  | U47 | Decimal Addition |
|  |  | U47 | Decimal Subtraction |
|  |  | ISIP | Calculating Reasonable Estimates of Decimal Number Sums |
|  |  | ISIP | Adding and Subtracting Decimal Numbers in a Word Problem |

## Istation Math Curriculum Correlated to the Minnesota Academic Standards for Mathematics

## Algebra

Recognize and represent patterns of change; use patterns, tables, graphs and rules to solve real-world and mathematical problems.

| 5.2.1.1 |
| :--- |
| Create and use rules, tables, spreadsheets and graphs to describe patterns of change and solve problems. |
| Code |

### 5.2.1.2

Use a rule or table to represent ordered pairs of positive integers and graphs these ordered pairs on a coordinate system.

| Code | Digital Student Experience | Code | Teacher Resources |
| :---: | :--- | :---: | :---: |
| U51 | Computations and Algebraic Thinking - <br> Comparing Points on a Coordinate Plane | U51 | Plotting Points on a Coordinate Grid |
|  |  | U51 | Graphing and Analyzing Lines |

## Istation Math Curriculum Correlated to the Minnesota Academic Standards for Mathematics

## Geometry and Measurement

Determine the area of triangles and quadrilaterals; determine the surface area and volume of rectangular prisms in various contexts.

| Use various tools and strategies to measure the volume and surface area of objects that are shaped like rectangular prisms. |  |  |  |
| :---: | :---: | :---: | :---: |
| Code | Digital Student Experience | Code | Teacher Resources |
| U50 | Measurement and Data Analysis Volume of Irregular Figures | U50 | Volume of Rectangular Prisms |
|  |  | U50 | Volume of Rectangular Prisms |
|  |  | ISIP | Integrating Fact Practice and Volume |

### 5.3.2.3

Understand that the volume of three-dimensional figures can be found by counting the total number of same-sized cubic units that fill a shape without gaps or overlaps. use cubic units to label volume measurements.

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

### 5.3.2.4

Develop and use the formulas $V=l w h$ and $V=B h$ to determine the volume of rectangular prisms. justify why base area $B$ and height $h$ are multiplied to find the volume of a rectangular prism by breaking the prism into layers of unit cubes.

| Code | Digital Student Experience | Code | Teacher Resources |
| :---: | :--- | :---: | :--- |
| U50 | Measurement and Data Analysis - <br> Volume of Irregular Figures | U50 | Volume of Rectangular Prisms |
|  |  | U50 | Volume of Rectangular Prisms |
|  |  | ISIP | Integrating Fact Practice and Volume |

Istation Math Curriculum Correlated to the Minnesota Academic Standards for 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) |


| 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) Resources |
| CR | Base Ten Block Cards (Multiples of Ten) |
| CR | Counting Strips (1-10) |
| CR | Counting Strips (1-20) |
| CR | Decimal Cards |
| CR | Decimal Grid: Thousandths |
| CR | Decimal Grids: Tenths and Hundredths |
| CR | Decimal Models: One Whole through Thousandths |

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| Number Sense |  |
| :---: | :--- |
| Code |  |
| 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) |

## Istation Math Curriculum Correlated to the Minnesota Academic Standards for 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 |

Istation Math Curriculum Correlated to the Minnesota Academic Standards for Mathematics

| 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 Resources |  |  |  |
| PP | Fact Practice: Addition Road Racing |  |  |  |
| PP | Fact Practice: Building Sums with Dice |  |  |  |

## Istation Math Curriculum Correlated to the Minnesota Academic Standards for 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, Draw (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 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 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 |

