Istation

Istation Math Curriculum Correlated to the

Minnesota Academic Standards for Mathematics

Kindergarten – Grade 5

Contents

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

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
1.1.1.2 1.1.1.3			
		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 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			

PWP

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)

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 (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 (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 (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 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 (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 – “Part Part Whole in New Orleans” (1-10)	U8	Parts and Wholes
U9	Computations and Algebraic Thinking – Part Part Whole Addition within 10	U9	Roll to Find the Whole
U10	Computations and Algebraic Thinking – “Part Part Whole in New Orleans” (1-10)	U10	Dogs and Cats on Mats (up to 10)
U10	Computations and Algebraic Thinking – Part Part Whole Addition Stories	U12	Ten or Not Ten
U12	Computations and Algebraic Thinking – “Part Part Whole in New Orleans” (1-10)	U18	Decomposing House with Pictures
U12	Computations and Algebraic Thinking – Making Ten Using Tens Frames	U18	Decomposing House

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 – Identifying Addends Using Tens Frames	U19	Relative Magnitude with Part Part Whole
U13	Computations and Algebraic Thinking – “Chicago Pizza Blues” (within 10)	U20	Start, Change, Result
U13	Computations and Algebraic Thinking – Subtraction within Ten	U20	Adding with Addend Cards
U14	Computations and Algebraic Thinking – “Chicago Pizza Blues” (within 10)	U22	Beading the Difference
U14	Computations and Algebraic Thinking – Whole Part Part Subtraction Stories (within 10)	ISIP	Subtraction within Ten
U18	Number Sense – Decompose Numbers 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 – “Part Part Whole in New Orleans” (1-10)	U7	Figuring Out Fives
U9	Computations and Algebraic Thinking – Part Part Whole Addition Stories	U8	Parts and Wholes
U10	Computations and Algebraic Thinking – “Part Part Whole in New Orleans” (1-10)	U8	Parts and Wholes
U10	Computations and Algebraic Thinking – Part Part Whole Addition Stories	U9	Roll to Find the Whole
U12	Computations and Algebraic Thinking – “Part Part Whole in New Orleans” (1-10)	U10	Dogs and Cats on Mats (up to 10)
U12	Computations and Algebraic Thinking – Making Ten Using Tens Frames	U12	Ten or Not Ten
U12	Computations and Algebraic Thinking – Identifying Addends Using Tens Frames	U13	Whole in the Hand
U13	Computations and Algebraic Thinking – “Part Part Whole in New Orleans” (1-10)	U18	Decomposing House with Pictures
U13	Computations and Algebraic Thinking – Subtraction within Ten	U18	Decomposing House
U14	Computations and Algebraic Thinking – “Chicago Pizza Blues” (within 10)	U19	Relative Magnitude with Part Part Whole
U14	Computations and Algebraic Thinking – Whole Part Part Subtraction Stories (within 10)	U20	Start, Change, Result

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 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

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, cylinders, and spheres.			
Code	**Digital Student Experience**	**Code**	**Teacher Resources**
U1	Geometry – Identify Circles	U1	Identifying Two–Dimensional Shapes
U1	Geometry – Identify Squares	U3	We're Going on a Shape Hunt
U3	Geometry – Identify Triangles	U9	Considering Sizes of Shapes
U9	Geometry – Identify Shapes Regardless of Orientation	U9	Mighty Shape Match
U9	Geometry – Classify and Count by Attribute	U14	Shape Four-in-a-Row
U14	Geometry – Identify Three-Dimensional Shapes		

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 – Directly Comparing Length	U10	Directly Comparing Length
U10	Measurement and Data Analysis – Directly Comparing Weight	U10	Directly Comparing Weight
U15	Measurement and Data Analysis – Directly Comparing Height	U15	Directly Comparing Height
U15	Measurement and Data Analysis – Directly Compare Capacity of Two Containers	U15	Which Holds More? Which Holds Less?

K.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 – Comparing Objects by Length	U10	Directly Comparing Length
U10	Measurement and Data Analysis – Comparing Objects by Weight	U10	Directly Comparing Weight
U15	Measurement and Data Analysis – Comparing Objects by Height	U15	Directly Comparing Height
U15	Measurement and Data Analysis – Comparing Objects by Capacity	U15	Which Holds More? Which Holds Less?
U1	Geometry – Identify Squares	U3	We're Going on a Shape Hunt

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

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

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" Count by Ones to 100	U14	One Hundred Is a Lot
U17	Number Sense – Place Value Rows (1-100)	U17	Digit Deal (1-100)
U17	Number Sense – Number Puzzle (1-100)	U18	Mixed-Up, Fixed-Up
U21	Number Sense – "Pattern of the Count" Count by Ones and Tens to 100	U21	The Arrow Says (1-100)
U21	Number Sense – Place Value Columns (1-100)	U23	Decade Numbers
U21	Number Sense – Number Puzzle (1-100)		

1.1.1.3

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" Count by Ones to 100	U14	One Hundred Is a Lot
U17	Number Sense – Place Value Rows (1-100)	U17	Digit Deal (1-100)
U17	Number Sense – Number Puzzle (1-100)	U18	Mixed-Up, Fixed-Up
U21	Number Sense – "Pattern of the Count" Count by Ones and Tens to 100	U21	The Arrow Says (1-100)

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)		

1.1.1.6

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	Teacher Resources
		U19	Graphing Tic-Tac-Toe
		ISIP EM	Picture Graphs to the Rescue!
		ISIP EM	Analyze and Add Using Picture Graphs

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 – Determine Missing Addend	U16	Beginning-Middle-End
U19	Computations and Algebraic Thinking – “Part Part Whole in New Orleans” (1-20)	U18	Decomposing House
U19	Computations and Algebraic Thinking – Part Part Whole Using Ovals	U19	Decomposing House with Pictures
U19	Computations and Algebraic Thinking – Part Part Whole Using Ten Frames	U22	Beading the Difference
U20	Computations and Algebraic Thinking – “Part Part Whole in New Orleans” (1-20)	U24	Mystery in the Middle

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 – Addition Stories (1-20) Horizontal Equations	U24	Start, Change, Result! (within 20)
U20	Computations and Algebraic Thinking – Addition Stories (1-20) Vertical Equations		
U22	Computations and Algebraic Thinking – Whole Part Part “Chicago Pizza Blues” (within 20)		
U22	Computations and Algebraic Thinking – Whole Part Part (within 20)		
U24	Computations and Algebraic Thinking – Subtraction Stories (within 20)		
U24	Computations and Algebraic Thinking – Determine the Unknown Whole Numbers in Subtraction Sentences		

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 – “Part Part Whole in New Orleans” (1-20)	U10	Dogs and Cats on Mats (up to Ten)
U10	Computations and Algebraic Thinking – Addition Stories	U12	Ten or Not Ten

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

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 – Determine Missing Addend	U16	Beginning-Middle-End
U19	Computations and Algebraic Thinking – “Part Part Whole in New Orleans” (1-20)	U18	Decomposing House
U19	Computations and Algebraic Thinking – Part Part Whole Using Ovals	U19	Decomposing House with Pictures
U19	Computations and Algebraic Thinking – Part Part Whole Using Ten Frames	U22	Beading the Difference
U20	Computations and Algebraic Thinking – “Part Part Whole in New Orleans” (1-20)	U24	Mystery in the Middle
U20	Computations and Algebraic Thinking – Addition Stories (1-20) Horizontal Equations	U24	Start, Change, Result! (within 20)
U20	Computations and Algebraic Thinking – Addition Stories (1-20) Vertical Equations		
U22	Computations and Algebraic Thinking – Whole Part Part “Chicago Pizza Blues” (within 20)		
U22	Computations and Algebraic Thinking – Whole Part Part (within 20)		

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 – Subtraction Stories (within 20)		
U24	Computations and Algebraic Thinking – Determine the 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 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 – Determine Missing Addend	U16	Beginning-Middle-End
U19	Computations and Algebraic Thinking – “Part Part Whole in New Orleans” (1-20)	U18	Decomposing House

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 – Part Part Whole Using Ovals	U19	Decomposing House with Pictures
U19	Computations and Algebraic Thinking – Part Part Whole Using Ten Frames	U22	Beading the Difference
U20	Computations and Algebraic Thinking – “Part Part Whole in New Orleans” (1-20)	U24	Mystery in the Middle
U20	Computations and Algebraic Thinking – Addition Stories (1-20) Horizontal Equations	U24	Start, Change, Result! (within 20)
U20	Computations and Algebraic Thinking – Addition Stories (1-20) Vertical Equations		
U22	Computations and Algebraic Thinking – Whole Part Part “Chicago Pizza Blues” (within 20)		
U22	Computations and Algebraic Thinking – Whole Part Part (within 20)		
U24	Computations and Algebraic Thinking – Subtraction Stories (within 20)		
U24	Computations and Algebraic Thinking – Determine the Unknown Whole Numbers in Subtraction Sentences		

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 – Identify the Value of a Collection of Coins	U14	Coin Value Cover-Up
		U24	Enough Money?

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, 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 Form	U30	Building Numbers Using Base Ten Blocks
U30	Number Sense – Writing Expanded Form from Standard Form	U30	Writing Expanded Form from Standard Form
U30	Number Sense – Writing Word Form from Expanded and Standard Form	U30	Writing Word Form from Expanded and Standard Form
		ISIP	Equivalent Representations
		ISIP	Build a Base Ten Cube
		ISIP	Creating Numbers with Base Ten Blocks
		ISIP	Expanded Form Place Value Cups
		ISIP	Writing Standard Form from Expanded Form

2.1.1.2

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 Form	U30	Building Numbers Using Base Ten Blocks
U30	Number Sense – Writing Expanded Form from Standard Form	U30	Writing Expanded Form from Standard Form
U30	Number Sense – Writing Word Form from Expanded and Standard Form	U30	Writing Word Form from Expanded and Standard Form
		ISIP	Equivalent Representations
		ISIP	Build a Base Ten Cube
		ISIP	Creating Numbers with Base Ten Blocks
		ISIP	Expanded Form Place Value Cups
		ISIP	Writing Standard Form from Expanded Form

2.1.1.5

Compare and order whole numbers up to 1000.

Code	Digital Student Experience	Code	Teacher Resources
U30	Number Sense – Comparing Two Two-Digit Whole Numbers	U30	Comparison – Two-Digit Numbers: Language and 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 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**	**Teacher Resources**
U31	Computations and Algebraic Thinking – Adding with Regrouping Using Concrete Models	U31	Adding with Regrouping – Concrete
U31	Computations and Algebraic Thinking – Subtracting with Regrouping Using Concrete Models	U31	Addition Using Partitioning
U31	Computations and Algebraic Thinking – Adding with Regrouping – Partitioning	U31	Subtraction Using Partitioning
U31	Computations and Algebraic Thinking – Subtracting with Regrouping – Partitioning	U31	Adding on a Number Line
U31	Computations and Algebraic Thinking – 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 – Subtracting on a Number Line	U31	Fact Families – Addition and Subtraction
U31	Computations and Algebraic Thinking – Fact Families – Addition and Subtraction	ISIP	Partitioning for Addition
		ISIP	Using Arrow Paths to Add and Subtract
		FP	Fact Family Dominos (Addition/Subtraction)
		FP	Addition Fast Track
		FP	Subtraction Fast Track
		FP	Left-Hand, Right-Hand Grab Bag
		FP	Shake It! Make It! Solve It! Addition
		FP	Sticky Sums
		FP	Wipe Out
		FP	Write, Tally, Draw

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	Shake It! Make It! Solve It! Addition
		FP	Sticky Sums
		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 – Adding with Regrouping Using Concrete Models	U31	Adding with Regrouping – Concrete

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

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

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 Presented in Picture Graphs	U33	Creating Picture Graphs

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 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 – Two-Step Word Problems with Unknowns at the End	U32	Build and Solve Two-Step Equations with Addition and Subtraction
U32	Computations and Algebraic Thinking – Two-Step Word Problems with Unknowns in the Middle	U32	Build Multistep Equations with Multiple Operations
		U32	Solve Multistep Equations with Multiple Operations

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?

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 real-world 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 – Two-Step Word Problems – All Operations	U36	Build and Solve Two-Step Equations with All Operations

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 – Arithmetic Patterns in Multiplication	U35	Arithmetic Patterns in Multiplication
U36	Computations and Algebraic Thinking – Multiply One-Digit Numbers Using Concrete Models	U36	One-Digit by One-Digit Multiplication
U36	Computations and Algebraic Thinking – Multiply One-Digit Numbers Using 1×1 Arrays	U36	Multiplying Two One-Digit Numbers with Arrays
		U36	Problem Solving without Numbers
		ISIP	Practicing Fact Families
		ISIP	Using Strip Diagrams to Solve Compare Problems
		FP	Multominoes
		FP	Tall Towers
		FP	Dice Blocks
		FP	Wipe Out
		FP	Sticky Products
		FP	Multiplication Fast Track
		FP	Shake It! Make It! Solve It! (Multiplication)

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 – 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 – Properties of Multiplication	ISIP	Commutative Property of Multiplication
		ISIP	Associative Property of Multiplication

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

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 Denominator	U37	Comparison – Fractions and Whole Numbers – Symbols
U37	Number Sense – Comparing Fractions with the Same 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 – Arithmetic Patterns in Multiplication	U35	Arithmetic Patterns in Multiplication

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 represent number sentences.

Code	Digital Student Experience	Code	Teacher Resources
U35	Computations and Algebraic Thinking – Arithmetic Patterns in Multiplication	U35	Arithmetic Patterns in Multiplication
U36	Computations and Algebraic Thinking – Multiply One-Digit Numbers Using Concrete Models	U36	One-Digit by One-Digit Multiplication
U36	Computations and Algebraic Thinking – Multiply One-Digit Numbers Using 1×1 Arrays	U36	Multiplying Two One-Digit Numbers with Arrays
		U36	Problem Solving without Numbers
		ISIP	Practicing Fact Families
		ISIP	Using Strip Diagrams to Solve Compare Problems
		FP	Multominoes
		FP	Tall Towers
		FP	Dice Blocks
		FP	Wipe Out
		FP	Sticky Products
		FP	Multiplication Fast Track
		FP	Shake It! Make It! Solve It! (Multiplication)

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 – 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	**Digital Student Experience**	**Code**	**Teacher Resources**
U38	Measurement – Perimeter Word Problems	U38	Finding Perimeter
		U38	Finding Missing Side Lengths in Word Problems

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**	**Teacher Resources**
U39	Measurement and Data Analysis – Elapsed Time on a Number Line	U39	Elapsed Time within One Hour
		U39	Elapsed Time Across Hours

3.3.3.2			
Know relationships among units of time.			
Code	**Digital Student Experience**	**Code**	**Teacher Resources**
U39	Measurement and Data Analysis – Elapsed Time on a Number Line	U39	Elapsed Time within One Hour
		U39	Elapsed Time Across Hours

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 – Two-Step Word Problems with Bar Graphs	U39	Solving Two–Step Problems Using Bar Graphs

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 – 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 – Solve Multistep Word Problems	U42	Building and Solving Multistep Equations with All Operations
		ISIP	Using Multiplication to Solve If-Then Word Problems

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 manipulatives. Use the models to determine equivalent fractions.

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

4.1.2.2

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 Fractions	U43	Fraction Comparison Using Benchmark Fractions
U43	Number Sense – Comparing Fractions with Unlike Denominators	U43	Compare Fractions- Symbols
		U43	Compare Fractions by Creating Common Denominators

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 Denominators of Ten and One Hundred	U43	Adding Denominators of Ten to Denominators of One Hundred
U43	Number Sense – Adding Fractions with Denominators of Ten and One Hundred		

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 (0.1-0.9 and 0.01-0.09)	U43	Standard and Word Form of Decimals (0.01-0.09 and 0.1-0.9)
U43	Number Sense – Understanding Decimals 0.1-0.9	U43	Standard and Word form of Decimals (0.10-0.90)
U43	Number Sense – Understanding Decimals with Visual Models 0.01-1.99	U43	Standard and Word form of Decimals (0.01-1.99)
		ISIP	Comparing and Ordering Decimals

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 – Solve Multistep Word Problems	U42	Building and Solving Multistep Equations with All Operations

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 – Solve Multistep Word Problems	U42	Building and Solving Multistep Equations with All Operations
		ISIP	Using Multiplication to Solve If-Then Word Problems

Geometry and Measurement

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

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 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 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

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 – Visual Representation for Multiplying Decimals	U46	Multiplying Decimals by Ten and One Hundred
U46	Computations and Algebraic Thinking – Multiply Decimals by Powers of Ten	U46	Dividing Decimals by Ten and One Hundred
U46	Computations and Algebraic Thinking – Divide Decimals by Powers of Ten	U46	Multiplying and Dividing Decimals by Powers of Ten
U46	Computations and Algebraic Thinking – Multiply and Divide Decimals by Powers of Ten	U47	Decimal Addition
		U47	Decimal Subtraction
		U47	Concrete Decimal Division
		U47	Representational Decimal Division
		U47	Decimal Division
		ISIP	Calculating Reasonable Estimates of Decimal Number Sums
		ISIP	Adding and Subtracting Decimal Numbers in a Word Problem

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 Number Line	U46	Decimal Grids and Place Value Mats
U46	Number Sense – Compare Tenths and Hundredths on a Number Line	U46	Decimal Comparison on the Number Line
U46	Number Sense – Compare Tenths and Hundredths (with visual aids)	U46	Abstract Decimal Comparison
U46	Number Sense – Abstract Comparison of Decimals to Thousandths	U46	Decimals with Whole Number Comparison

5.1.2.1

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 Number Line	U46	Decimal Grids and Place Value Mats
U46	Number Sense – Compare Tenths and Hundredths on a Number Line	U46	Decimal Comparison on the Number Line
U46	Number Sense – Compare Tenths and Hundredths (with visual aids)	U46	Abstract Decimal Comparison

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 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 Number Line	U46	Decimal Grids and Place Value Mats
U46	Number Sense – Compare Tenths and Hundredths on a Number Line	U46	Decimal Comparison on the Number Line
U46	Number Sense – Compare Tenths and Hundredths (with visual aids)	U46	Abstract Decimal Comparison
U46	Number Sense – Abstract Comparison of Decimals to Thousandths	U46	Decimals with Whole Number Comparison

5.1.2.5

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 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 – Visual Representation for Multiplying Decimals	U46	Multiplying Decimals by Ten and One Hundred
U46	Computations and Algebraic Thinking – Multiply Decimals by Powers of Ten	U46	Dividing Decimals by Ten and One Hundred
U46	Computations and Algebraic Thinking – Divide Decimals by Powers of Ten	U46	Multiplying and Dividing Decimals by Powers of Ten
U46	Computations and Algebraic Thinking – Multiply and Divide Decimals by Powers of Ten	U47	Decimal Addition
		U47	Decimal Subtraction
		U47	Concrete Decimal Division
		U47	Representational Decimal Division

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 Sums
		ISIP	Adding and Subtracting Decimal Numbers in a Word 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 – Add Fractions with Unlike Denominators	U48	Adding Fractions with Unlike Denominators
U48	Computations and Algebraic Thinking – Subtract Fractions with Unlike Denominators	ISIP	Adding and 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

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 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

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

5.2.1.2

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 – Comparing Points on a Coordinate Plane	U51	Plotting Points on a Coordinate Grid
		U51	Graphing and Analyzing Lines

Geometry and Measurement

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

5.3.2.2

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 $V = lwh$ and $V = Bh$ 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 – Volume of Irregular Figures	U50	Volume of Rectangular Prisms
		U50	Volume of Rectangular Prisms
		ISIP	Integrating Fact Practice and Volume

Appendix

Classroom Resource

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

General Graphic Organizers

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

Number Sense

Code	Teacher Resources
CR	100 Chart
CR	120 Chart
CR	Base Ten Block Cards (0-50)
CR	Base Ten Block Cards (Multiples of Ten)
CR	Counting Strips (1-10)
CR	Counting Strips (1-20)
CR	Decimal Cards
CR	Decimal Grid: Thousandths
CR	Decimal Grids: Tenths and Hundredths
CR	Decimal Models: One Whole through Thousandths

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

Computations and Algebraic Thinking

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

Measurement

Code	Resources
CR	Customary Unit Conversion Cards – Linear Measurement
CR	Customary Unit Conversion Cards – Liquid Measurement
CR	Linear Measurement Bundle (Includes the following five resources)
CR	Linear Measurement Anchor Chart
CR	Linear Measurement Body Benchmarks Anchor Chart
CR	Linear Measurement Graphic Organizer

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

Data Analysis	
Code	**Teacher Resources**
CR	Analyzing Line Plots

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

Parent Portal Lessons

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

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

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