



Istation

Istation Math Curriculum Correlated to the South Carolina
College– and Career–Ready Standards
Mathematics

Grade K – Grade 5



Contents

Power Path Featured Content 10

 Newest Features..... 10

Power Path Featured Content (Spanish) 12

 Newest Features..... 12

Kindergarten..... 14

Number Sense 14

 K.NS.1 14

 K.NS.2 14

 K.NS.3 16

 K.NS.4 16

 K.NS.5 17

 K.NS.6 19

 K.NS.8 19

Number Sense and Base Ten 20

 K.NSBT.A.1 20

Algebraic Thinking and Operations..... 20

 K.ATO.1 20

 K.ATO.2..... 22

 K.ATO.3..... 23

 K.ATO.4..... 24

Geometry 25

 K.G.3 25

 K.G.4 26

Measurement and Data Analysis 26

Istation Math Curriculum Correlated to the South Carolina College– and Career–Ready Standards



| | |
|--|----|
| K.MD.2..... | 26 |
| K.MD.3..... | 27 |
| Grade 1 | 28 |
| Number Sense and Base Ten | 28 |
| 1.NSBT.1 | 28 |
| 1.NSBT.2 | 29 |
| 1.NSBT.3 | 29 |
| 1.NSBT.4 | 30 |
| Algebraic Thinking and Operations..... | 31 |
| 1.ATO.1 | 31 |
| 1.ATO.2 | 33 |
| 1.ATO.3 | 33 |
| 1.ATO.4 | 34 |
| 1.ATO.6 | 34 |
| 1.ATO.8 | 36 |
| Geometry | 36 |
| 1.G.1..... | 36 |
| 1.G.3..... | 37 |
| Measurement and Data Analysis | 37 |
| 1.MDA.3..... | 37 |
| 1.MDA.4..... | 37 |
| 1.MDA.5..... | 38 |
| 1.MDA.6..... | 39 |
| Grade 2 | 40 |
| Number Sense and Base Ten | 40 |

Istation Math Curriculum Correlated to the South Carolina College– and Career–Ready Standards



| | |
|---|----|
| 2.NSBT.1 | 40 |
| 2.NSBT.3 | 41 |
| 2.NSBT.4 | 41 |
| 2.NSBT.5 | 42 |
| 2.NSBT.7 | 44 |
| Algebraic Thinking and Operations | 45 |
| 2.ATO.1 | 45 |
| 2.ATO.2 | 46 |
| 2.ATO.3 | 47 |
| 2.ATO.4 | 47 |
| Geometry | 47 |
| 2.G.3..... | 47 |
| Measurement and Data Analysis | 48 |
| 2.MDA.1..... | 48 |
| 2.MDA.2..... | 49 |
| 2.MDA.4..... | 49 |
| 2.MDA.5..... | 49 |
| 2.MDA.6..... | 50 |
| 2.MDA.7..... | 50 |
| 2.MDA.10..... | 50 |
| Grade 3 | 52 |
| Number Sense and Base Ten | 52 |
| 3.NSBT.1 | 52 |
| 3.NSBT.2 | 52 |
| 3.NSBT.3 | 53 |

Istation Math Curriculum Correlated to the South Carolina College– and Career–Ready Standards



| | |
|---|----|
| Number Sense – Fractions | 53 |
| 3.NSF.1 | 53 |
| 3.NSF.2 | 54 |
| 3.NSF.3 | 54 |
| Algebraic Thinking and Operations | 55 |
| 3.ATO.1 | 55 |
| 3.ATO.2 | 56 |
| 3.ATO.3 | 56 |
| 3.ATO.4 | 57 |
| 3.ATO.5 | 57 |
| 3.ATO.6 | 58 |
| 3.ATO.7 | 58 |
| 3.ATO.8 | 59 |
| 3.ATO.9 | 60 |
| Geometry | 61 |
| 3.G.1 | 61 |
| 3.G.2 | 61 |
| Measurement and Data Analysis | 62 |
| 3.MDA.1 | 62 |
| 3.MDA.4 | 62 |
| 3.MDA.5 | 63 |
| 3.MDA.6 | 63 |
| Grade 4 | 65 |
| Number Sense and Base Ten | 65 |
| 4.NSBT.1 | 65 |

Istation Math Curriculum Correlated to the South Carolina College– and Career–Ready Standards



| | |
|---|----|
| 4.NSBT.2 | 65 |
| 4.NSBT.3 | 66 |
| 4.NSBT.4 | 67 |
| 4.NSBT.5 | 67 |
| Number Sense – Fractions | 67 |
| 4.NSF.1 | 67 |
| 4.NSF.2 | 68 |
| 4.NSF.3 | 69 |
| 4.NSF.5 | 69 |
| Algebraic Thinking and Operations | 70 |
| 4.ATO.1 | 70 |
| 4.ATO.2 | 70 |
| 4.ATO.3 | 71 |
| Geometry | 71 |
| 4.G.1 | 71 |
| 4.G.2 | 72 |
| Measurement and Data Analysis | 72 |
| 4.MDA.1 | 72 |
| 4.MDA.2 | 72 |
| 4.MDA.3 | 73 |
| 4.MDA.4 | 73 |
| 4.MDA.5 | 73 |
| 4.MDA.6 | 74 |
| Grade 5 | 75 |
| Number Sense and Base Ten | 75 |

Istation Math Curriculum Correlated to the South Carolina College– and Career–Ready Standards



| | |
|---|----|
| 5.NSBT.1 | 75 |
| 5.NSBT.2 | 75 |
| 5.NSBT.3 | 76 |
| 5.NSBT.6 | 77 |
| 5.NSBT.7 | 77 |
| Number Sense– Fractions | 78 |
| 5.NSF.1 | 78 |
| 5.NSF.2 | 78 |
| 5.NSF.4 | 79 |
| 5.NSF.5 | 80 |
| 5.NSF.6 | 80 |
| Algebraic Thinking and Operations | 81 |
| 5.ATO.1 | 81 |
| 5.ATO.2 | 82 |
| 5.ATO.3 | 82 |
| Geometry | 83 |
| 5.G.1 | 83 |
| 5.G.2 | 83 |
| 5.G.3 | 84 |
| 5.G.4 | 84 |
| Measurement and Data Analysis | 84 |
| 5.MDA.1 | 84 |
| 5.MDA.3 | 85 |
| 5.MDA.4 | 85 |
| Appendix | 86 |

Istation Math Curriculum Correlated to the South Carolina College– and Career–Ready Standards



| | |
|---|----|
| Classroom Resource | 86 |
| General Graphic Organizers | 86 |
| Number Sense | 87 |
| Computations and Algebraic Thinking | 89 |
| Measurement | 89 |
| Data Analysis | 90 |
| Geometry | 90 |
| Parent Portal Lessons | 90 |
| Early Math PK-1 | 90 |
| Istation Math 2-5 | 91 |



K–5 Standards for Mathematical Practices (MP)

As stated in the South Carolina College and Career–Ready Standards for Mathematics, “The Mathematical Process Standards demonstrate the ways in which students develop conceptual understanding of mathematical content and apply mathematical skills.” Each applicable Mathematical Process Standard is listed below the correlation with the corresponding code, MP1–7.

1. Make sense of problems and persevere in solving them.
2. Reason both contextually and abstractly.
3. Use critical thinking skills to justify mathematical reasoning and critique the reasoning of others.
4. Connect mathematical ideas and real-world situations through modeling.
5. Use a variety of mathematical tools effectively and strategically.
6. Communicate mathematically and approach mathematical situations with precision.
7. Identify and utilize structure and patterns.

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 |
| AR | Additional Resource |
| CR | Classroom Resource |
| FP | Fact Practice |
| PP | Parent Portal |



Power Path Featured Content

| Newest Features | | | |
|--|--|--------|------------------------------|
| Power Path is the next generation of activities for Istation, bringing a more modern approach to the user experience. These activities contain a greater degree of adaptability, many more questions, and a greater sense of agency for the student. | | | |
| MP 1, 2, 3, 4, 5, 6, 7 | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| K.NS.1 | | | |
| | | U13-15 | Odd One Out - Counting |
| K.NS.6 | | | |
| U9-11 | Number Sense – Comparison Cards: Comparing Groups or Numbers | U9-11 | More or Less? Which is Best? |
| K.NS.7 | | | |
| U9-11 | Number Sense – Comparison Cards: Comparing Groups or Numbers | U9-11 | More or Less? Which is Best? |
| K.NSBT.1 | | | |
| | | U7-8 | Make It, Break It |
| 1.NSBT.1 | | | |
| | | U16-17 | One Hundred Twenty is Plenty |
| 1.NSBT.2 | | | |
| | | U12-13 | Two-Digit Memory |
| 1.NSBT.3 | | | |



| Newest Features | | | |
|--|---|--------|---|
| Power Path is the next generation of activities for Istation, bringing a more modern approach to the user experience. These activities contain a greater degree of adaptability, many more questions, and a greater sense of agency for the student. | | | |
| MP 1, 2, 3, 4, 5, 6, 7 | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| U14-16 | Number Sense – Comparison Cards: Comparing Two-Digit Numbers | U14-16 | Dare to Compare Two-Digit Numbers |
| 2.NSBT.1 | | | |
| | | U30-31 | Make It, Break It, Toss It |
| 2.NSBT.2 | | | |
| | | U24-30 | Skip Counting with Patterns |
| 2.NSBT.4 | | | |
| U33-35 | Number Sense – Comparison Cards: Comparing Three-Digit Numbers | U33-35 | Dare to Compare Three-Digit Numbers |
| 3.NSBT.1 | | | |
| U37-39 | Number Sense – Pyramid Pinball: Rounding to the Nearest 10 or 100 | U37-39 | Round and Round We Go (Whole Numbers) |
| 4.NSBT.2 | | | |
| U41-43 | Number Sense – Comparison Cards: Comparing Multi-Digit Numbers | U41-43 | Dare to Compare Multi-Digit Numbers |
| 4.NSBT.3 | | | |
| U42-44 | Number Sense – Pyramid Pinball: Rounding to Any Place | U42-44 | Round and Round We Go (Multi-Digit) Numbers |
| 5.NSBT.3 | | | |

| Newest Features | | | |
|--|--|--------|---|
| Power Path is the next generation of activities for Istation, bringing a more modern approach to the user experience. These activities contain a greater degree of adaptability, many more questions, and a greater sense of agency for the student. | | | |
| MP 1, 2, 3, 4, 5, 6, 7 | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| U47-49 | Number Sense – Comparison Cards: Comparing Decimal Numbers | U47-49 | Dare to Compare Decimal Numbers |
| 5.NSBT.4 | | | |
| U48-50 | Number Sense – Pyramid Pinball: Rounding Decimals | U48-50 | Round and Round We Go (Decimal) Numbers |

Power Path Featured Content (Spanish)

| Newest Features | | | |
|--|---|-------|-------------------------------|
| Power Path is the next generation of activities for Istation, bringing a more modern approach to the user experience. These activities contain a greater degree of adaptability, many more questions, and a greater sense of agency for the student. | | | |
| MP 1, 2, 3, 4, 5, 6, 7 | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| K.NS.6 | | | |
| U9-11 | Tarjetas de comparación - Comparando grupos o números | U9-11 | ¿Más o menos? ¿Cuál es mejor? |
| K.NS.7 | | | |
| | | U9-11 | ¿Más o menos? ¿Cuál es mejor? |
| 1.NSBT.3 | | | |



| Newest Features | | | |
|--|---|--------|--|
| Power Path is the next generation of activities for Istation, bringing a more modern approach to the user experience. These activities contain a greater degree of adaptability, many more questions, and a greater sense of agency for the student. | | | |
| MP 1, 2, 3, 4, 5, 6, 7 | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| U14-16 | Tarjetas de comparación - Comparando números de dos dígitos | U14-16 | Atrévete a comparar (Números de dos dígitos) |
| 2.NSBT.4 | | | |
| U33-35 | Tarjetas de comparación - Comparando números de tres dígitos | U33-35 | Atrévete a comparar (Números de tres dígitos) |
| 3.NSBT.1 | | | |
| | | U37-39 | Dando y dando la vuelta (Números Enteros) |
| 4.NSBT.2 | | | |
| U41-43 | Tarjetas de comparación - Comparando números de múltiples dígitos | U42-44 | Atrévete a comparar (Números de dígitos múltiples) |
| 4.NSBT.3 | | | |
| | | U42-44 | Dando y dando la vuelta (Números de dígitos múltiples) |
| 5.NSBT.3 | | | |
| U47-49 | Tarjetas de comparación - Comparando números decimales | U47-49 | Atrévete a comparar (Decimales) |
| 5.NSBT.4 | | | |
| | | U48-50 | Dando y dando la vuelta (Decimales) |



Kindergarten

Number Sense

| K.NS.1 | | | |
|--|---|-------------|--|
| Count forward by ones and tens to 100. | | | |
| MP 1, 2, 3, 4, 5, 6, 7 | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| U14 | Number Sense – “EZ With A Rock and Roll Beat” (1–100) | U14 | One Hundred Is a Lot |
| U14 | Number Sense – Identifying Numbers (1–100) | U14 | Roll-Count-Cover – Skip Counting by Tens |
| U14 | Number Sense – Identify Missing Numbers (1–100) | U21 | The Arrow Says (1-100) |
| U14 | Number Sense – Number Sequence (1–100) | U23 | Decade Numbers |
| U14 | Number Sense – “Hens by Tens” (up to 100) | | |
| U14 | Number Sense – Count the Hen Amount (up to 100) | | |
| U14 | Number Sense – Count Hens to the Target (up to 100) | | |
| U14 | Number Sense – Choose the Hen Amount (up to 100) | | |

| K.NS.2 | | | |
|---|--|-------------|--------------------------|
| Count forward by ones beginning from any number less than 100 | | | |
| MP 1, 2, 3, 4, 5, 6, 7 | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| U6 | Number Sense – “EZ With A Rock and Roll Beat” (1–20) | U6 | Count with Me (1-20) |



| K.NS.2 | | | |
|---|---|-------------|--|
| Count forward by ones beginning from any number less than 100 | | | |
| MP 1, 2, 3, 4, 5, 6, 7 | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| U6 | Number Sense – Identifying Numbers (1–20) | U8 | Counting Sticks (1-20) |
| U6 | Number Sense – Identify Missing Numbers (1–20) | U8 | Counting Objects (1-20) |
| U6 | Number Sense – Number Sequence (1–20) | U14 | One Hundred Is a Lot |
| U7 | Number Sense – “EZ With A Rock and Roll Beat” (1–30) | U14 | Roll-Count-Cover – Skip Counting by Tens |
| U7 | Number Sense – Identifying Numbers (1–30) | U18 | Counting Memory |
| U7 | Number Sense – Identify Missing Numbers (1–30) | U21 | The Arrow Says (1-100) |
| U7 | Number Sense – Number Sequence (1–30) | U23 | Decade Numbers |
| U8 | Number Sense – “EZ With A Rock and Roll Beat” (1–50) | ISIP | Set Stories |
| U8 | Number Sense – Identifying Numbers (1–50) | ISIP | Ten Frame Puzzles (1-20) |
| U8 | Number Sense – Identify Missing Numbers (1–50) | ISIP | Total Amount in a Scattered Group |
| U8 | Number Sense – Number Sequence (1–50) | ISIP | Understanding Ordinal Numbers |
| U14 | Number Sense – “EZ With A Rock and Roll Beat” (1–100) | | |
| U14 | Number Sense – Identifying Numbers (1–100) | | |
| U14 | Number Sense – Identify Missing Numbers (1–100) | | |
| U14 | Number Sense – Number Sequence (1–100) | | |



| K.NS.3 | | | |
|---|--|-------------|-----------------------------------|
| Read numbers from 0 – 20 and represent a number of objects 0 – 20 with a written numeral. | | | |
| MP 1, 2, 3, 4, 5, 6, 7 | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| U11 | Number Sense – “Writing Our Numbers” | U8 | Counting Sticks (1-20) |
| U11 | Number Sense – Writing Numbers Everywhere (1-10) | U8 | Counting Objects (1-20) |
| U18 | Number Sense – Write to Represent Numbers (0-20) | U10 | Park the Car and Write (1-20) |
| | | U11 | Writing Numbers Everywhere (5-10) |
| | | U11 | Writing Numbers (10-20) |

| K.NS.4 | | | |
|---|--|-------------|--|
| Understand the relationship between number and quantity. Connect counting to cardinality by demonstrating an understanding that: | | | |
| <ul style="list-style-type: none"> a. The last number said tells the number of objects in the set (cardinality); b. The number of objects is the same regardless of their arrangement or the order in which they are counted (conservation of number); c. Each successive number name refers to a quantity that is one more and each previous number name refers to a quantity that is one less. | | | |
| MP 1, 2, 3, 4, 5, 6, 7 | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| U8 | Number Sense – “Counting Cattle” (1–20) | U6 | Count with Me (1-20) |
| U8 | Number Sense – Counting in a Line (1–20) | U7 | Counting a Scattered Static Group (1-10) |
| U8 | Number Sense – Counting in an Array (1–20) | U8 | Counting Sticks (1-20) |
| U8 | Number Sense – Counting a Static Scattered Group | U8 | Counting Objects (1-20) |



K.NS.4

Understand the relationship between number and quantity. Connect counting to cardinality by demonstrating an understanding that:

- a. The last number said tells the number of objects in the set (cardinality);
- b. The number of objects is the same regardless of their arrangement or the order in which they are counted (conservation of number);
- c. Each successive number name refers to a quantity that is one more and each previous number name refers to a quantity that is one less.

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

| Code | Digital Student Experience | Code | Teacher Resources |
|------|--|------|-----------------------------|
| | (1–20) | | |
| U10 | Number Sense – “Counting Cattle” (1–20) | ISIP | Set Stories |
| U10 | Number Sense – Counting in an Array (1–20) | ISIP | Ten Frame Puzzles (1-20) |
| | | ISIP | Subitizing to Problem Solve |

K.NS.5

Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.

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

| 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) |



K.NS.5

Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.

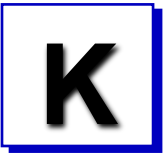
MP 1, 2, 3, 4, 5, 6, 7

| Code | Digital Student Experience | Code | Teacher Resources |
|------|---|------|--|
| U7 | Number Sense – “Counting Cattle” (1-10) | U18 | Counting Memory |
| U7 | Number Sense – Counting Fingers (1-10) | ISIP | Set Stories |
| U7 | Number Sense – Choose the Correct Amount (1-10) | ISIP | Ten Frame Puzzles (1-20) |
| U7 | Number Sense – Counting a Static Scattered Group (1-10) | ISIP | Total Amount in a Scattered Group |
| U8 | Number Sense – “Counting Cattle” (1-20) | ISIP | Multiple Representations of Numbers (1-10) |
| U8 | Number Sense – Counting in a Line (1-20) | ISIP | Subitizing to Problem Solve |
| U8 | Number Sense – Counting in an Array (1-20) | | |
| U8 | Number Sense – Counting a Scattered Static Group (1-20) | | |
| U10 | Number Sense – “Counting Cattle” (1-20) | | |
| U10 | Number Sense – Choose the Correct Amount (1-20) | | |
| U10 | Number Sense – Remember the Counted Amount (1-20) | | |



| K.NS.6 | | | |
|---|-----------------------------------|-------------|-----------------------------|
| Recognize a quantity of up to ten objects in an organized arrangement (subitizing). | | | |
| MP 1, 2, 3, 4, 5, 6, 7 | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| | | ISIP | Subitizing to Problem Solve |

| K.NS.8 | | | |
|---|-----------------------------------|-------------|--|
| Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies | | | |
| MP 1, 2, 3, 4, 5, 6, 7 | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| | | U6 | Less/More/Equal Sets of Concrete Objects |
| | | ISIP | Finding One More or One Less (1-20) |
| | | ISIP | Comparing Groups of Objects (1-20) |
| | | ISIP | Multiple Representations of Numbers (1-10) |



Number Sense and Base Ten

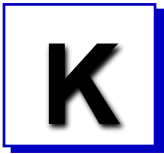
| K.NSBT.A.1 | | | |
|--|----------------------------|------|---------------------------------|
| Compose and decompose numbers from 11 to 19 into ten ones and some further ones (e.g., by using objects or drawings), and record each composition or decomposition with a drawing or equation (such as $18 = 10 + 8$); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones. | | | |
| MP 1, 2, 3, 4, 5, 6, 7 | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| | | U15 | Digit Deal (1-50) |
| | | U18 | Decomposing House with Pictures |
| | | U18 | Decomposing House |

Algebraic Thinking and Operations

| K.ATO.1 | | | |
|---|---|------|----------------------------------|
| Model situations that involve addition and subtraction within 10 using objects, fingers, mental images, drawings, acting out situations, verbal explanations, expressions, and equations. | | | |
| MP 1, 2, 3, 4, 5, 6, 7 | | | |
| 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 | U10 | Dogs and Cats on Mats (up to 10) |
| U10 | Computations and Algebraic Thinking – “Part Part Whole in New Orleans” (1-10) | U12 | Ten or Not Ten |



| K.AO.1 | | | |
|---|---|-------------|---|
| Model situations that involve addition and subtraction within 10 using objects, fingers, mental images, drawings, acting out situations, verbal explanations, expressions, and equations. | | | |
| MP 1, 2, 3, 4, 5, 6, 7 | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| U10 | Computations and Algebraic Thinking – Part Part Whole Addition Stories | U18 | Decomposing House with Pictures |
| U12 | Computations and Algebraic Thinking – “Part Part Whole in New Orleans” (1-10) | U18 | Decomposing House |
| U12 | Computations and Algebraic Thinking – Making Ten Using Tens Frames | U19 | Relative Magnitude with Part Part Whole |
| U12 | Computations and Algebraic Thinking – Identifying Addends Using Tens Frames | U20 | Start, Change, Result |
| U13 | Computations and Algebraic Thinking – “Chicago Pizza Blues” (within 10) | U20 | Adding with Addend Cards |
| U13 | Computations and Algebraic Thinking – Subtraction Within Ten | ISIP | Subtraction within Ten |
| U14 | Computations and Algebraic Thinking – “Chicago Pizza Blues” (within 10) | ISIP | Addition Stories |
| U14 | Computations and Algebraic Thinking – Whole Part Part Subtraction Stories (within 10) | ISIP | Subtraction Stories |
| U18 | Number Sense – Decompose Numbers Less Than or Equal to Ten | ISIP | Count Back to Subtract |
| | | ISIP | Ten Frame Addition |



| K.AO.2 | | | |
|---|--|-------------|---|
| Solve real–world/story problems using objects and drawings to find sums up to 10 and differences within 10. | | | |
| MP 1, 2, 3, 4, 5, 6, 7 | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| U9 | Computation and Algebraic Thinking – “Part–Part–Whole in New Orleans” (1–10) | U10 | Dogs and Cats on Mats (up to 10) |
| U9 | Computation and Algebraic Thinking – Part–Part–Whole Within 10 | U12 | Ten or Not Ten |
| U9 | Computations and Algebraic Thinking – Addition Stories | U18 | Decomposing House with Pictures |
| U12 | Computation and Algebraic Thinking – “Part–Part–Whole in New Orleans” (1–10) | U18 | Decomposing House |
| U12 | Computations and Algebraic Thinking – Making Ten using Tens Frames | U19 | Relative Magnitude with Part-Part-Whole |
| U12 | Computations and Algebraic Thinking – Identifying Addends using Tens Frames | U19 | Relative Magnitude with Part Part Whole |
| U13 | Computation and Algebraic Thinking – “Chicago Pizza Blues” (within 10) | U20 | Start, Change, Result |
| U13 | Computation and Algebraic Thinking – Subtraction within 10 | U20 | Adding with Addend Cards |
| U14 | Computation and Algebraic Thinking – “Chicago Pizza Blues” (within 10) | ISIP | Addition Stories |
| U14 | Computation and Algebraic Thinking – Subtraction Stories (within 10) | ISIP | Subtraction Stories |



| K.AO.3 | | | |
|--|---|-------------|---|
| Compose and decompose numbers up to 10 using objects, drawings, and equations. | | | |
| MP 1, 2, 3, 4, 5, 6, 7 | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| U9 | Computations and Algebraic Thinking – “Part Part Whole in New Orleans” (1-10) | U8 | Parts and Wholes |
| U9 | Computations and Algebraic Thinking – Part Part Whole Addition Stories | U9 | Roll to Find the Whole |
| U10 | Computations and Algebraic Thinking – “Part Part Whole in New Orleans” (1-10) | U10 | Dogs and Cats on Mats (up to 10) |
| U10 | Computations and Algebraic Thinking – Part Part Whole Addition Stories | U12 | Ten or Not Ten |
| U12 | Computations and Algebraic Thinking – “Part Part Whole in New Orleans” (1-10) | U13 | Whole in the Hand |
| U12 | Computations and Algebraic Thinking – Making Ten Using Tens Frames | U18 | Decomposing House with Pictures |
| U12 | Computations and Algebraic Thinking – Identifying Addends Using Tens Frames | U18 | Decomposing House |
| U13 | Computations and Algebraic Thinking – “Part Part Whole in New Orleans” (1-10) | U19 | Relative Magnitude with Part Part Whole |
| U13 | Computations and Algebraic Thinking – Subtraction Within Ten | U20 | Start, Change, Result |
| U14 | Computations and Algebraic Thinking – “Chicago Pizza Blues” (within 10) | U20 | Adding with Addend Cards |



| K.ATO.3 | | | |
|--|---|-------------|--------------------------|
| Compose and decompose numbers up to 10 using objects, drawings, and equations. | | | |
| MP 1, 2, 3, 4, 5, 6, 7 | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| U14 | Computations and Algebraic Thinking – Whole Part Part Subtraction Stories (within 10) | U22 | Beading the Difference |
| U18 | Number Sense – Decompose Numbers Less Than or Equal to Ten | | |

| K.ATO.4 | | | |
|---|---|-------------|----------------------------------|
| Create a sum of 10 using objects and drawing when given one of two addends 1–9. | | | |
| MP 1, 2, 3, 4, 5, 6, 7 | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| U9 | Computations and Algebraic Thinking – “Part Part Whole in New Orleans” (1-10) | U8 | Parts and Wholes |
| U9 | Computations and Algebraic Thinking – Part Part Whole Addition Stories | U9 | Roll to Find the Whole |
| U10 | Computations and Algebraic Thinking – “Part Part Whole in New Orleans” (1-10) | U10 | Dogs and Cats on Mats (up to 10) |
| U10 | Computations and Algebraic Thinking – Part Part Whole Addition Stories | U12 | Ten or Not Ten |
| U12 | Computations and Algebraic Thinking – “Part Part Whole in New Orleans” (1-10) | U13 | Whole in the Hand |
| U12 | Computations and Algebraic Thinking – Making Ten Using Tens Frames | U18 | Decomposing House with Pictures |



| K.AO.4 | | | |
|---|---|-------------|---|
| Create a sum of 10 using objects and drawing when given one of two addends 1–9. | | | |
| MP 1, 2, 3, 4, 5, 6, 7 | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| U12 | Computations and Algebraic Thinking – Identifying Addends Using Tens Frames | U18 | Decomposing House |
| U13 | Computations and Algebraic Thinking – “Chicago Pizza Blues” (within 10) | U19 | Relative Magnitude with Part Part Whole |
| U13 | Computations and Algebraic Thinking – Subtraction Within Ten | U20 | Start, Change, Result |
| U14 | Computations and Algebraic Thinking – “Chicago Pizza Blues” (within 10) | U20 | Adding with Addend Cards |
| U14 | Computations and Algebraic Thinking – Whole Part Part Subtraction Stories (within 10) | | |
| U18 | Number Sense – Decompose Numbers Less Than or Equal to Ten | | |

Geometry

| K.G.3 | | | |
|--|--|-------------|--------------------------|
| Classify shapes as two–dimensional/flat or three–dimensional/solid and explain the reasoning used. | | | |
| MP 1, 2, 3, 4, 5, 6, 7 | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| U14 | Geometry – Identify Three–Dimensional Shapes | U14 | Shape Four-in-a-Row |



| K.G.4 | | | |
|--|--|-------------|------------------------------------|
| Analyze and compare two– and three–dimensional shapes of different sizes and orientations using informal language. | | | |
| MP 1, 2, 3, 4, 5, 6, 7 | | | |
| 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 | | |

Measurement and Data Analysis

| K.MD.2 | | | |
|--|---|-------------|-------------------------------------|
| Compare objects using words such as shorter/longer, shorter/taller, and lighter/heavier. | | | |
| MP 1, 2, 3, 4, 5, 6, 7 | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| U10 | Measurement – Comparing Objects by Length | U10 | Directly Comparing Length |
| U10 | Measurement – Comparing Objects by Weight | U10 | Directly Comparing Weight |
| U15 | Measurement – Comparing Objects by Height | U15 | Directly Comparing Height |
| U15 | Measurement – Comparing Objects by Capacity | U15 | Which Holds More? Which Holds Less? |



| K.MD.3 | | | |
|--|--|-------------|--------------------------|
| Sort and classify data into 2 or 3 categories with data not to exceed 20 items in each category. | | | |
| MP 1, 2, 3, 4, 5, 6, 7 | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| U3 | Data Analysis – Compare Data in Horizontal Picture Graphs | U12 | Classify and Compare |
| U4 | Data Analysis – Answer Data in Picture Graphs | U19 | Graphing Tic-Tac-Toe |
| U19 | Data Analysis – Represent and Interpret Data in Picture Graphs with Two or Three Columns | | |

Grade 1

Number Sense and Base Ten

1.NSBT.1

Extend the number sequence to:

- a. Count forward by ones to 120 starting at any number;
- b. Count by fives and tens to 100, starting at any number;
- c. Read, write and represent numbers to 100 using concrete models, standard form and equations in expanded form;
- a. Read and write in word form numbers zero through nineteen, and multiples of ten through ninety.

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

| 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.NSBT.2

Understand place value through 99 by demonstrating that:

- a. Ten ones can be thought of as a bundle (group) called a “ten”.
- b. The tens digit in a two–digit number represents the number of tens and the ones digit represents the number of ones;
- c. Two–digit numbers can be decomposed in a variety of ways (e.g., 52 can be decomposed as 5 tens and 2 ones or 4 tens and 12 ones, etc.) and record the decomposition as an equation.

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

| Code | Digital Student Experience | Code | Teacher Resources |
|------|--|------|--|
| U23 | Number Sense – Decade Numbers: Free Play Number Puzzle | U14 | Roll-Count-Cover – Skip Counting by Tens |
| U23 | Number Sense – Decade Numbers: Number Puzzle | U15 | Digit Deal (1-50) |
| | | U17 | Digit Deal (1-100) |
| | | U23 | Decade Numbers |
| | | ISIP | Base Ten Block Basics |

1.NSBT.3

Compare two two–digit numbers based on the meanings of the tens and ones digits, using the words greater than, equal to, or less than.

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

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|------|---------------------------------------|
| | | ISIP | Base Ten Block Basics |
| | | ISIP | Matching Numerals and Base Ten Blocks |
| | | ISIP | Base Ten Block Comparison Game |

| 1.NSBT.3 | | | |
|--|-----------------------------------|-------------|---|
| Compare two two–digit numbers based on the meanings of the tens and ones digits, using the words greater than, equal to, or less than. | | | |
| MP 1, 2, 3, 4, 5, 6, 7 | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| | | ISIP | Graphing Stories – Determining Most and Least |

| 1.NSBT.4 | | | |
|---|--|-------------|------------------------------------|
| Add through 99 using concrete models, drawings, and strategies based on place value to: | | | |
| <ul style="list-style-type: none"> a. Add a two–digit number and a one–digit number, understanding that sometimes it is necessary to compose a ten (regroup); b. Add a two–digit number and a multiple of 10. | | | |
| MP 1, 2, 3, 4, 5, 6, 7 | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| U20 | Computations and Algebraic Thinking – “The Math Whiz” | U20 | Doubles Facts |
| U20 | Computations and Algebraic Thinking – Fact Strategies | U20 | Turn Around Addition |
| U20 | Computations and Algebraic Thinking – Commutative Property | U20 | Grouping Groceries |
| U20 | Computations and Algebraic Thinking – Associative Property | U20 | Identity Property Go Fish! |
| U20 | Computations and Algebraic Thinking – Identity Property | U24 | Start, Change, Result! (within 20) |
| | | ISIP | Fact Family Dominoes |
| | | FP | Building Sums to Ten |
| | | FP | Addition Fast Track |

| 1.NSBT.4 | | | |
|--|----------------------------|------|--|
| Add through 99 using concrete models, drawings, and strategies based on place value to: | | | |
| a. Add a two–digit number and a one–digit number, understanding that sometimes it is necessary to compose a ten (regroup); | | | |
| b. Add a two–digit number and a multiple of 10. | | | |
| MP 1, 2, 3, 4, 5, 6, 7 | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| | | FP | Subtraction Fast Track |
| | | FP | Sticky Sums |
| | | FP | Write, Tally, Draw |
| | | FP | Shake It, Make It, Solve It (Addition) |
| | | FP | Wipe Out |

Algebraic Thinking and Operations

| 1.ATO.1 | | | |
|---|---|------|----------------------|
| Solve real–world/story problems using addition (as a joining action and as a part–part–whole action) and subtraction (as a separation action, finding parts of the whole, and as a comparison) through 20 with unknowns in all positions. | | | |
| MP 1, 2, 3, 4, 5, 6, 7 | | | |
| 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.ATO.1 | | | |
|---|--|-------------|-----------------------------------|
| Solve real–world/story problems using addition (as a joining action and as a part–part–whole action) and subtraction (as a separation action, finding parts of the whole, and as a comparison) through 20 with unknowns in all positions. | | | |
| MP 1, 2, 3, 4, 5, 6, 7 | | | |
| 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 | | |

| 1.ATO.2 | | | |
|--|---|-------------|----------------------------------|
| Solve real–world/story problems that include three whole number addends whose sum is less than or equal to 20. | | | |
| MP 1, 2, 3, 4, 5, 6, 7 | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| U20 | Computations and Algebraic Thinking – Properties of Addition – Associative Property | ISIP | Associative Property of Addition |

| 1.ATO.3 | | | |
|--|--|-------------|----------------------------|
| Apply commutative and associative properties of addition to find the sum (through 20) of two or three addends. | | | |
| MP 1, 2, 3, 4, 5, 6, 7 | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| U20 | Computations and Algebraic Thinking – Commutative Property of Addition | U20 | Doubles Facts |
| U20 | Computations and Algebraic Thinking – Associative Property of Addition | U20 | Turn Around Addition |
| U20 | Computations and Algebraic Thinking – Identity Property of Addition | U20 | Grouping Groceries |
| | | U20 | Identity Property Go Fish! |
| | | ISIP | Counting on Cards |
| | | ISIP | Fact Family Dominoes |

| 1.ATO.4 | | | |
|--|---|-------------|--------------------------|
| Understand subtraction as an unknown addend problem. | | | |
| MP 1, 2, 3, 4, 5, 6, 7 | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| U16 | Computations and Algebraic Thinking – Determine the Unknown Whole Numbers in Addition Sentences | U16 | Beginning-Middle-End |
| | | U22 | Beading the Difference |
| | | U22 | Mystery in the Middle |

| 1.ATO.6 | | | |
|--|---|-------------|-----------------------------------|
| Demonstrate: | | | |
| a. Addition and subtraction through 20; | | | |
| b. Fluency with addition and related subtraction facts through 10. | | | |
| MP 1, 2, 3, 4, 5, 6, 7 | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| U10 | Computations and Algebraic Thinking – “Part Part Whole in New Orleans” (1-20) | U10 | Dogs and Cats on Mats (up to Ten) |
| U10 | Computations and Algebraic Thinking – Addition Stories | U12 | Ten or Not Ten |
| U12 | Computations and Algebraic Thinking – Identifying Addends using Tens Frames | U13 | Whole in the Hand |
| U20 | Computations and Algebraic Thinking – “Part Part Whole in New Orleans” (1-20) | U20 | Turn Around Addition |
| U20 | Computations and Algebraic Thinking – Addition Stories (horizontal orientation) | U20 | Grouping Groceries |

| 1.ATO.6 | | | |
|--|---|-------------|--|
| Demonstrate: | | | |
| a. Addition and subtraction through 20; | | | |
| b. Fluency with addition and related subtraction facts through 10. | | | |
| MP 1, 2, 3, 4, 5, 6, 7 | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| U20 | Computations and Algebraic Thinking – Addition Stories (vertical orientation) | U20 | Identity Property Go Fish! |
| U20 | Computations and Algebraic Thinking – “The Math Whiz” | U20 | Doubles Facts |
| U20 | Computations and Algebraic Thinking – Fact Strategies | ISIP | Building Sums to Ten |
| U20 | Computations and Algebraic Thinking – Commutative Property | ISIP | Place Value of Tens and One |
| U20 | Computations and Algebraic Thinking – Associative Property | ISIP | Fact Family Dominoes |
| U20 | Computations and Algebraic Thinking – Identity Property | FP | Addition Fast Track |
| 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 |

| 1.ATO.8 | | | |
|---|--|-------------|--------------------------|
| Determine the missing number in addition and subtraction equations within 20. | | | |
| MP 1, 2, 3, 4, 5, 6, 7 | | | |
| 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 | Computations and Algebraic Thinking – Determine the Unknown Whole Number in a Subtraction Sentence | U24 | Mystery in the Middle |

Geometry

| 1.G.1 | | | |
|---|--|-------------|--------------------------|
| Distinguish between a two–dimensional shape’s defining (e.g., number of sides) and non–defining attributes (e.g., color). | | | |
| MP 1, 2, 3, 4, 5, 6, 7 | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| U14 | Geometry – Identify Three–Dimensional Shapes | U14 | Shape Four-in-a-Row |
| U14 | Geometry – Comparing Two–Dimensional Shapes in the Diner | U14 | Odd One Out |
| U24 | Geometry – Defining Attributes of Two–Dimensional Shapes | U24 | Identifying Shapes |

| 1.G.3 | | | |
|--|--|------|------------------------|
| Partition two–dimensional shapes (i.e., square, rectangle, circle) into two or four equal parts. | | | |
| MP 1, 2, 3, 4, 5, 6, 7 | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| U14 | Geometry – Identify Halves and Fourths | U18 | Fraction Four-in-a-Row |

Measurement and Data Analysis

| 1.MDA.3 | | | |
|--|--|------|--------------------------|
| Use analog and digital clocks to tell and record time to the hour and half hour. | | | |
| MP 1, 2, 3, 4, 5, 6, 7 | | | |
| 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.MDA.4 | | | |
|---|----------------------------|------|----------------------|
| Collect, organize and represent data with up to three categories. | | | |
| MP 1, 2, 3, 4, 5, 6, 7 | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| | | U19 | Graphing Tic-Tac-Toe |

| 1.MDA.4 | | | |
|---|-----------------------------------|-------------|--|
| Collect, organize and represent data with up to three categories. | | | |
| MP 1, 2, 3, 4, 5, 6, 7 | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| | | U19 | Graphing Tic-Tac-Toe |
| | | ISIP | Picture Graphs to the Rescue! |
| | | ISIP | Analyze and Add Using Picture Graphs |
| | | ISIP | Graphing Three Ways |
| | | ISIP | Determining Most and Least with Graphs |
| | | ISIP | Read and Analyze Bar Graphs |

| 1.MDA.5 | | | |
|---|-----------------------------------|-------------|--------------------------------------|
| Draw conclusions from given object graphs, picture graphs, t–charts, tallies, and bar graphs. | | | |
| MP 1, 2, 3, 4, 5, 6, 7 | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| | | ISIP | Analyze and Add Using Bar Graphs |
| | | ISIP | Analyze and Add Using Picture Graphs |
| | | ISIP | Graphing Comparison |

| 1.MDA.6 | | | |
|---|---|-------------|---------------------------|
| Identify a penny, nickel, dime and quarter and write the coin values using a ¢ symbol | | | |
| MP 1, 2, 3, 4, 5, 6, 7 | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| U14 | Measurement – Identify Coins by Value | U14 | Coin Value Cover–up |
| U14 | Measurement – Identify the Value of a Collection of Mixed Coins | U16 | Money Match |
| | | AR | Cent Symbol Four–in–a–Row |

Grade 2

Number Sense and Base Ten

2.NSBT.1

Understand place value through 999 by demonstrating that:

- a. 100 can be thought of as a bundle (group) of 10 tens called a “hundred”;
- b. The hundreds digit in a three–digit number represents the number of hundreds, the tens digit represents the number of tens, and the ones digit represents the number of ones;
- c. Three–digit numbers can be decomposed in multiple ways (e.g., 524 can be decomposed as 5 hundreds, 2 tens and 4 ones or 4 hundreds, 12 tens and 4 ones, etc....

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

| 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.NSBT.3 | | | |
|---|--|------|---|
| Read, write and represent numbers through 999 using concrete models, standard form, and equations in expanded form. | | | |
| MP 1, 2, 3, 4, 5, 6, 7 | | | |
| 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.NSBT.4 | | | |
|---|---|------|--|
| Compare two numbers with up to three digits using words and symbols (i.e., >, =, or <). | | | |
| MP 1, 2, 3, 4, 5, 6, 7 | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| U30 | Number Sense – Comparing Two, Two–Digit Whole Numbers | U30 | Comparison – Two-Digit Numbers: Language and Symbols |

| 2.NSBT.4 | | | |
|--|---|------|--|
| Compare two numbers with up to three digits using words and symbols (i.e., $>$, $=$, or $<$). | | | |
| MP 1, 2, 3, 4, 5, 6, 7 | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| U30 | Number Sense – Comparing Two, Three–Digit Numbers | U30 | Comparison – Three–Digit Numbers |
| U30 | Number Sense – Comparing Two, Three–Digit Whole Numbers with Zeroes | ISIP | Steps for Comparing Three–Digit Numbers |
| | | ISIP | Building and Comparing Three-Digit numbers |

| 2.NSBT.5 | | | |
|---|---|------|-----------------------------------|
| Add and subtract fluently through 99 using knowledge of place value and properties of operations. | | | |
| MP 1, 2, 3, 4, 5, 6, 7 | | | |
| 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.NSBT.5 | | | |
|---|--|------|--|
| Add and subtract fluently through 99 using knowledge of place value and properties of operations. | | | |
| MP 1, 2, 3, 4, 5, 6, 7 | | | |
| 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.NSBT.7 | | | |
|---|---|-------------|--|
| Add and subtract through 999 using concrete models, drawings, and symbols which convey strategies connected to place value understanding. | | | |
| MP 1, 2, 3, 4, 5, 6, 7 | | | |
| 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 |
| 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 |

| 2.NSBT.7 | | | |
|---|----------------------------|------|---------------------------------------|
| Add and subtract through 999 using concrete models, drawings, and symbols which convey strategies connected to place value understanding. | | | |
| MP 1, 2, 3, 4, 5, 6, 7 | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| | | FP | Shake It! Make It! Solve It! Addition |
| | | FP | Sticky Sums |
| | | FP | Wipe Out |
| | | FP | Write, Tally, Draw |

Algebraic Thinking and Operations

| 2.ATO.1 | | | |
|---|---|------|--|
| Solve one– and two–step real–world/story problems using addition (as a joining action and as a part–part–whole action) and subtraction (as a separation action, finding parts of the whole, and as a comparison) through 99 with unknowns in all positions. | | | |
| MP 1, 2, 3, 4, 5, 6, 7 | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| U32 | Computations and Algebraic Thinking – Two–Step Problems – Addition and Subtraction – Unknowns at the End | U32 | Build and Solve Two-Step Equations with Addition and Subtraction |
| U32 | Computations and Algebraic Thinking – Two–Step Problems – Addition and Subtraction – Unknowns in the Middle | U32 | Build Multistep Equations with Multiple Operations |
| | | U32 | Solve Multistep Equations with Multiple Operations |

| 2.ATO.2 | | | |
|---|--|-------------|--|
| Demonstrate fluency with addition and related subtraction facts through 20. | | | |
| MP 1, 2, 3, 4, 5, 6, 7 | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| U31 | Computations and Algebraic Thinking – Fact Families – Addition and Subtraction | U31 | Fact Families – Addition and Subtraction |
| | | 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.ATO.3 | | | |
|--|--|------|-------------------------------------|
| Determine whether a number through 20 is odd or even using pairings of objects, counting by twos, or finding two equal addends to represent the number (e.g., $3 + 3 = 6$). | | | |
| MP 1, 2, 3, 4, 5, 6, 7 | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| U30 | Computations and Algebraic Thinking – Even and Odd Pairing | U30 | Determining Even and Odd by Pairing |

| 2.ATO.4 | | | |
|--|---|------|-------------------|
| Use repeated addition to find the total number of objects arranged in a rectangular array with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends. | | | |
| MP 1, 2, 3, 4, 5, 6, 7 | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| U32 | Computations and Algebraic Thinking – Addition Arrays | U32 | Addition Arrays |

Geometry

| 2.G.3 | | | |
|--|---|------|----------------------------------|
| Partition squares, rectangles and circles into two or four equal parts, and describe the parts using the words halves, fourths, a half of, and a fourth of. Understand that when partitioning a square, rectangle or circle into two or four equal parts, the parts become smaller as the number of parts increases. | | | |
| MP 1, 2, 3, 4, 5, 6, 7 | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| U32 | Geometry – Partitioning to Identify Halves, Thirds, and Fourths | U32 | Equal Shares of Identical Wholes |

| 2.G.3 | | | |
|--|---|------|-------------------|
| Partition squares, rectangles and circles into two or four equal parts, and describe the parts using the words halves, fourths, a half of, and a fourth of. Understand that when partitioning a square, rectangle or circle into two or four equal parts, the parts become smaller as the number of parts increases. | | | |
| MP 1, 2, 3, 4, 5, 6, 7 | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| U32 | Geometry – Equal Shares of Identical Wholes | | |

Measurement and Data Analysis

| 2.MDA.1 | | | |
|--|---|------|--|
| Select and use appropriate tools (e.g., rulers, yardsticks, meter sticks, measuring tapes) to measure the length of an object. | | | |
| MP 1, 2, 3, 4, 5, 6, 7 | | | |
| 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.MDA.2 | | | |
|---|----------------------------|------|--------------------|
| Measure the same object or distance using a standard unit of one length and then a standard unit of a different length and explain verbally and in writing how and why the measurements differ. | | | |
| MP 1, 2, 3, 4, 5, 6, 7 | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| | | ISIP | Unit Relationships |

| 2.MDA.4 | | | |
|---|----------------------------|------|-------------------|
| Measure to determine how much longer one object is than another, using standard length units. | | | |
| MP 1, 2, 3, 4, 5, 6, 7 | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| | | ISIP | Ruler Relay |

| 2.MDA.5 | | | |
|---|--|------|------------------------------|
| Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole–number sums and differences through 99 on a number line diagram. | | | |
| MP 1, 2, 3, 4, 5, 6, 7 | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| U31 | Computations and Algebraic Thinking – Adding on a Number Line | U31 | Adding on a Number Line |
| U31 | Computations and Algebraic Thinking – Subtracting on a Number Line | U31 | Subtracting on a Number Line |

| 2.MDA.6 | | | |
|---|---|-------------|----------------------------------|
| Use analog and digital clocks to tell and record time to the nearest five–minute interval using a.m. and p.m. | | | |
| MP 1, 2, 3, 4, 5, 6, 7 | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| U34 | Measurement – Tell Time to the Nearest Five Minutes | U34 | Time to the Nearest Five Minutes |
| | | U34 | Time – AM and PM |
| | | U34 | Time to the Quarter Hour |

| 2.MDA.7 | | | |
|---|-----------------------------------|-------------|--------------------------|
| Solve real–world/story problems involving dollar bills using the \$ symbol or involving quarters, dimes, nickels, and pennies using the ¢ symbol. | | | |
| MP 1, 2, 3, 4, 5, 6, 7 | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| | | U32 | Money Word Problems |

| 2.MDA.10 | | | |
|--|--|-------------|-----------------------------|
| Draw conclusions from t–charts, object graphs, picture graphs, and bar graphs. | | | |
| MP 1, 2, 3, 4, 5, 6, 7 | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| U33 | Data Analysis – Solving Problems Using Information Presented in Picture Graphs | U33 | Creating Picture Graphs |
| U33 | Data Analysis – Solving Problems Using Information Presented in Bar Graphs | U33 | Interpreting Picture Graphs |

| 2.MDA.10 | | | |
|--|--|-------------|--------------------------|
| Draw conclusions from t–charts, object graphs, picture graphs, and bar graphs. | | | |
| MP 1, 2, 3, 4, 5, 6, 7 | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| U33 | Data Analysis – Solving Problems Using Information Presented in Picture Graphs | U33 | Analyzing Picture Graphs |
| U33 | Data Analysis – Solving Problems Using Information Presented in Bar Graphs | U33 | Creating Bar Graphs |
| | | U33 | Interpreting Bar Graphs |
| | | U33 | Analyzing Bar Graphs |

Grade 3

Number Sense and Base Ten

| 3.NSBT.1 | | | |
|--|--|------|---|
| Use place value understanding to round whole numbers to the nearest 10 or 100. | | | |
| MP 1, 2, 3, 4, 5, 6, 7 | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| U35 | Number Sense – Rounding to the Nearest Ten | U35 | Rounding – Nearest Ten |
| U35 | Number Sense – Rounding to the Nearest Hundred | U35 | Rounding – Nearest Hundred |
| | | U35 | Rounding – Nearest Ten, Hundred, Thousand |

| 3.NSBT.2 | | | |
|---|---|------|--|
| Add and subtract whole numbers fluently to 1,000 using knowledge of place value and properties of operations. | | | |
| MP 1, 2, 3, 4, 5, 6, 7 | | | |
| 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.NSBT.3 | | | |
|--|---|------|---------------------------------------|
| Multiply one–digit whole numbers by multiples of 10 in the range 10 – 90, using knowledge of place value and properties of operations. | | | |
| MP 1, 2, 3, 4, 5, 6, 7 | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| U35 | Computations and Algebraic Thinking – Arithmetic Patterns in Multiplication | U35 | Arithmetic Patterns in Multiplication |

Number Sense – Fractions

| 3.NSF.1 | | | |
|--|----------------------------|------|---|
| Develop an understanding of fractions (i.e., denominators 2, 3, 4, 6, 8, 10) as numbers. | | | |
| <ul style="list-style-type: none"> a. A fraction $1/b$ (called a unit fraction) is the quantity formed by one part when a whole is partitioned into b equal parts; b. A fraction a/b is the quantity formed by a parts of size $1/b$; c. A fraction is a number that can be represented on a number line based on counts of a unit fraction; d. A fraction can be represented using set, area, and linear models. | | | |
| MP 1, 2, 3, 4, 5, 6, 7 | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| | | U37 | Fractions Equivalent to One |
| | | U37 | Fractions Equivalent to Whole Numbers |
| | | U37 | Mixed Fractions on a Number Line |
| | | U37 | Many Equivalent Fractions |
| | | U37 | Identifying Equivalent Fractions |
| | | ISIP | Writing Fractions Using Symbolic Notation |

3.NSF.2

Understand a fraction as a number on the number line; represent fractions on a number line diagram.

- a. Two fractions are equal if they are the same size, based on the same whole, or at the same point on a number line;
- b. Fraction equivalence can be represented using set, area, and linear models;
- c. Whole numbers can be written as fractions (e.g., $4 = 4/1$ and $1 = 4/4$);
- d. Fractions with the same numerator or same denominator can be compared by reasoning about their size based on the same whole.

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

| Code | Digital Student Experience | Code | Teacher Resources |
|------|--|------|---------------------------------------|
| U37 | Number Sense – Equivalent Fractions | U37 | Fractions Equivalent to One |
| U37 | Number Sense – Fractions Equivalent to One | U37 | Fractions Equivalent to Whole Numbers |
| U37 | Number Sense – Many Equivalent Fractions | U37 | Mixed Fractions on a Number Line |
| | | U37 | Many Equivalent Fractions |
| | | U37 | Identifying Equivalent Fractions |

3.NSF.3

Develop an understanding of mixed numbers (i.e., denominators 2, 3, 4, 6, 8, 10) as iterations of unit fractions on a number line.

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

| Code | Digital Student Experience | Code | Teacher Resources |
|------|------------------------------|------|----------------------------------|
| U37 | Number Sense – Mixed Numbers | U37 | Mixed Fractions on a Number Line |

Algebraic Thinking and Operations

| 3.ATO.1 | | | |
|---|--|------|--|
| Use concrete objects, drawings and symbols to represent multiplication facts of two single–digit whole numbers and explain the relationship between the factors (i.e., 0 – 10) and the product. | | | |
| MP 1, 2, 3, 4, 5, 6, 7 | | | |
| 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: Multiplication and Division |
| | | ISIP | Relating Multiplication and Division |
| | | ISIP | Practicing with Fact Families |
| | | ISIP | Using Strip Diagrams to Solve Compare Problems |
| | | FP | Multominoes |
| | | FP | Tall Towers |
| | | FP | Dice Blocks |
| | | FP | Multiplication Fast Track |

| 3.ATO.2 | | | |
|--|----------------------------|------|--|
| Use concrete objects, drawings and symbols to represent division without remainders and explain the relationship among the whole number quotient (i.e., 0 – 10), divisor (i.e., 0 – 10), and dividend. | | | |
| MP 1, 2, 3, 4, 5, 6, 7 | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| | | U36 | Problem Solving without Numbers: Multiplication and Division |
| | | ISIP | Relating Multiplication and Division |
| | | ISIP | Practicing Fact Families |
| | | ISIP | Using Strip Diagrams to Solve Compare Properties |

| 3.ATO.3 | | | |
|--|--|------|--|
| Solve real–world problems involving equal groups, area/array, and number line models using basic multiplication and related division facts. Represent the problem situation using an equation with a symbol for the unknown. | | | |
| MP 1, 2, 3, 4, 5, 6, 7 | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| U36 | Computations and Algebraic Thinking – Build and Solve Two–Step Word Problems with All Operations | U36 | Build and Solve Two-Step Equations with All Operations |
| | | ISIP | Problem Solving without Numbers: Multiplication and Division |
| | | ISIP | Using Strip Diagrams to Solve Compare Problems |
| | | ISIP | Doubling and Halving |
| | | ISIP | Associative Property of Multiplication |

| 3.ATO.4 | | | |
|---|--|------|--|
| Determine the unknown whole number in a multiplication or division equation relating three whole numbers when the unknown is a missing factor, product, dividend, divisor, or quotient. | | | |
| MP 1, 2, 3, 4, 5, 6, 7 | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| U36 | Computations and Algebraic Thinking – Build and Solve Two–Step Word Problems 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 |

| 3.ATO.5 | | | |
|--|--|------|--|
| Apply properties of operations (i.e., Commutative Property of Multiplication, Associative Property of Multiplication, and Distributive Property) as strategies to multiply and divide and explain the reasoning. | | | |
| MP 1, 2, 3, 4, 5, 6, 7 | | | |
| 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 |

| 3.ATO.6 | | | |
|--|---|------|--|
| Understand division as a missing factor problem. | | | |
| MP 1, 2, 3, 4, 5, 6, 7 | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| U36 | Computations and Algebraic Thinking – Fact Families – Multiplication and Division | U36 | Fact Families: Multiplication and Division |
| | | ISIP | Relating Multiplication and Division |
| | | ISIP | Practicing with Fact Families |

| 3.ATO.7 | | | |
|---|--|------|--|
| Demonstrate fluency with basic multiplication and related division facts of products and dividends through 100. | | | |
| MP 1, 2, 3, 4, 5, 6, 7 | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| U35 | Computations and Algebraic Thinking – Arithmetic Patterns in Multiplication | U35 | Arithmetic Patterns in Multiplication |
| U36 | Computations and Algebraic Thinking – Multiply One–Digit Numbers Using Concrete Models | U36 | One-Digit by One-Digit Multiplication |
| U36 | Computations and Algebraic Thinking – Fact Families – Multiplication and Division | U36 | Multiplying Two One-Digit Numbers with Arrays |
| U36 | Computations and Algebraic Thinking – Two–Step Word Problems – All Operations | U36 | Fact Families: Multiplication and Division |
| U36 | Computations and Algebraic Thinking – Properties of Multiplication | U36 | Build and Solve Two-Step Equations with All Operations |
| | | ISIP | Relating Multiplication and Division |

| 3.ATO.7 | | | |
|---|----------------------------|------|--|
| Demonstrate fluency with basic multiplication and related division facts of products and dividends through 100. | | | |
| MP 1, 2, 3, 4, 5, 6, 7 | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| | | ISIP | Practicing Fact Families |
| | | ISIP | Using Strip Diagrams to Solve Compare Properties |
| | | ISIP | Commutative Property of Multiplication |
| | | ISIP | Doubling and Halving |
| | | FP | Multominoes |
| | | FP | Tall Towers |
| | | FP | Dice Blocks |
| | | FP | Wipe Out |

| 3.ATO.8 | | | |
|--|---|------|--|
| Solve two–step real–world problems using addition, subtraction, multiplication and division of whole numbers and having whole number answers. Represent these problems using equations with a letter for the unknown quantity. | | | |
| MP 1, 2, 3, 4, 5, 6, 7 | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| U36 | Computations and Algebraic Thinking – Two–Step Word Problems – All Operations | U36 | Problem Solving without Numbers: Addition and Subtraction |
| | | U36 | Problem Solving without Numbers: Multiplication and Division |

| 3.ATO.8 | | | |
|--|----------------------------|------|--|
| Solve two–step real–world problems using addition, subtraction, multiplication and division of whole numbers and having whole number answers. Represent these problems using equations with a letter for the unknown quantity. | | | |
| MP 1, 2, 3, 4, 5, 6, 7 | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| | | U36 | Build and Solve Two-Step Equations with All Operations |

| 3.ATO.9 | | | |
|---|---|------|--|
| Identify a rule for an arithmetic pattern (e.g., patterns in the addition table or multiplication table). | | | |
| MP 1, 2, 3, 4, 5, 6, 7 | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| U35 | Computations and Algebraic Thinking – Arithmetic Patterns in Multiplication | U36 | Arithmetic Patterns in Multiplication |
| | | U36 | Fact Families: Multiplication and Division |
| | | ISIP | Doubling and Halving |
| | | ISIP | Practicing with Fact Families |
| | | ISIP | Relating Multiplication and Division |
| | | ISIP | Commutative Property of Multiplication |

Geometry

| 3.G.1 | | | |
|--|----------------------------|------|------------------------------|
| Understand that shapes in different categories (e.g., rhombus, rectangle, square, and other 4–sided shapes) may share attributes (e.g., 4–sided figures) and the shared attributes can define a larger category (e.g., quadrilateral). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories. | | | |
| MP 1, 2, 3, 4, 5, 6, 7 | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| | | ISIP | Areas of Squares |
| | | ISIP | Finding the Area of Squares |
| | | ISIP | Finding the Area of Polygons |

| 3.G.2 | | | |
|--|----------------------------|------|--|
| Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. | | | |
| MP 1, 2, 3, 4, 5, 6, 7 | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| | | ISIP | Recognizing Fractions in Different Forms |
| | | ISIP | Finding the Area of Rectangles |

Measurement and Data Analysis

3.MDA.1

Use analog and digital clocks to determine and record time to the nearest minute, using *a.m.* and *p.m.*; measure time intervals; and solve problems involving addition and subtraction of time intervals within 60 minutes.

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

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

3.MDA.4

Generate data by measuring length to the nearest inch, half–inch and quarter–inch and organize the data in a line plot using a horizontal scale marked off in appropriate units.

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

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|------|--|
| | | ISIP | Measuring Length to the Nearest Quarter Inch |

| 3.MDA.5 | | | |
|--|----------------------------|------|---|
| Understand the concept of area measurement: | | | |
| <ul style="list-style-type: none"> a. Recognize area as an attribute of plane figures; b. Measure area by building arrays and counting standard unit squares; c. Determine the area of a rectilinear polygon and relate to multiplication and addition. | | | |
| MP 1, 2, 3, 4, 5, 6, 7 | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| | | U38 | Perimeter Bundle – Lesson A – Finding Perimeter |
| | | ISIP | Area Square |
| | | ISIP | Finding the Area of Polygons |
| | | ISIP | Finding the Area of Rectangles |

| 3.MDA.6 | | | |
|--|---------------------------------------|------|---|
| Solve real–world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters. | | | |
| MP 1, 2, 3, 4, 5, 6, 7 | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| U38 | Measurement – Perimeter Word Problems | U38 | Perimeter Bundle – Lesson A – Finding Perimeter |
| | | U38 | Perimeter Bundle – Lesson B – Missing Side Lengths |
| | | U38 | Perimeter Bundle – Lesson C – Missing Side Lengths in Word Problems |
| | | ISIP | Perimeter Bundle – Progress Check |

3.MDA.6

Solve real–world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.

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

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

Grade 4

Number Sense and Base Ten

| 4.NSBT.1 | | | |
|--|--|------|---|
| Understand that, in a multi–digit whole number, a digit represents ten times what the same digit represents in the place to its right. | | | |
| MP 1, 2, 3, 4, 5, 6, 7 | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| U40 | Number Sense – Convert Numbers from Expanded Form to Standard Form – Thousands | U40 | Writing Expanded Form from Standard through Thousands and Millions |
| U40 | Number Sense – Convert Numbers in Expanded and Standard Forms to Word Form – Thousands | U40 | Writing Standard Form from Expanded through Thousands and Millions |
| U46 | Number Sense – Word Form of Decimals (0.10 – 0.90) | U40 | Writing Word Form from Expanded and Standard through Thousands and Millions |

| 4.NSBT.2 | | | |
|---|--|------|---|
| Recognize math periods and number patterns within each period to read and write in standard form large numbers through 999,999,999. | | | |
| MP 1, 2, 3, 4, 5, 6, 7 | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| U40 | Number Sense – Expanded Form to Thousands | U40 | Writing Expanded Form from Standard through Thousands and Millions |
| U40 | Number Sense – Expanded Form to Millions | U40 | Writing Standard Form from Expanded through Thousands and Millions |
| U40 | Number Sense – Writing Expanded Form from Standard Form through Millions | U40 | Writing Word Form from Expanded and Standard through Thousands and Millions |

| 4.NSBT.2 | | | |
|---|---|------|-------------------|
| Recognize math periods and number patterns within each period to read and write in standard form large numbers through 999,999,999. | | | |
| MP 1, 2, 3, 4, 5, 6, 7 | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| U40 | Number Sense – Standard Form to Thousands | | |
| U43 | Number Sense – Word Form of Decimals with Visual Models (0.01–1.99) | | |

| 4.NSBT.3 | | | |
|--|--|------|---|
| Use rounding as one form of estimation and round whole numbers to any given place value. | | | |
| MP 1, 2, 3, 4, 5, 6, 7 | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| U40 | Number Sense – Rounding to the Nearest Thousand | U40 | Rounding – Nearest Thousand |
| U40 | Number Sense – Round to Any Place up to Thousands with Number Line | U40 | Rounding – Nearest Ten, Hundred, Thousand |
| U40 | Number Sense – Round to Any Place up to Thousands with Algorithm | U40 | Rounding within Three- and Four-Digit Numbers – Number Line |
| U40 | Number Sense – Rounding with Zero as the Rounding Digit | U40 | Rounding within Three- and Four-Digit Numbers – Abstract |
| | | U40 | Zero as the Rounding Digit |

| 4.NSBT.4 | | | |
|---|----------------------------|------|--|
| Fluently add and subtract multi–digit whole numbers using strategies to include a standard algorithm. | | | |
| MP 1, 2, 3, 4, 5, 6, 7 | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| | | ISIP | Adding Multi-Digit Numbers and Checking for Reasonableness |

| 4.NSBT.5 | | | |
|--|--|------|--|
| Multiply up to a four–digit number by a one–digit number and multiply a two–digit number by a two–digit number using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using rectangular arrays, area models and/or equations. | | | |
| MP 1, 2, 3, 4, 5, 6, 7 | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| U41 | Multiply Two–Digit Numbers with Models | U41 | Two-Digit by Two-Digit Concrete Multiplication |

Number Sense – Fractions

| 4.NSF.1 | | | |
|---|---|------|---|
| Explain why a fraction (i.e., denominators 2, 3, 4, 5, 6, 8, 10, 12, 25, 100), $\frac{a}{b}$, is equivalent to a fraction, $\frac{n \times a}{n \times b}$, by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions. | | | |
| MP 1, 2, 3, 4, 5, 6, 7 | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| U43 | Number Sense – Determine Equivalent Fractions with Models | U43 | Fraction Comparison Using Benchmark Fractions |

| 4.NSF.1 | | | |
|---|--|------|---|
| Explain why a fraction (i.e., denominators 2, 3, 4, 5, 6, 8, 10, 12, 25, 100), $\frac{a}{b}$, is equivalent to a fraction, $\frac{n \times a}{n \times b}$, by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions. | | | |
| MP 1, 2, 3, 4, 5, 6, 7 | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| 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.NSF.2 | | | |
|---|--|------|---|
| Compare two given fractions (i.e., denominators 2, 3, 4, 5, 6, 8, 10, 12, 25, 100) by creating common denominators or numerators, or by comparing to a benchmark fraction such as $\frac{1}{2}$ and represent the comparison using the symbols $>$, $=$, or $<$. | | | |
| MP 1, 2, 3, 4, 5, 6, 7 | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| U43 | Number Sense – Comparing Fractions using Benchmark Fractions | U43 | Fraction Comparison Using Benchmark Fractions |
| U43 | Number Sense – Comparing Fractions with Unlike Denominators | U43 | Compare Fractions Using Symbols |
| | | U43 | Compare Fractions by Creating Common Denominators |
| | | ISIP | Comparing Fractions |
| | | ISIP | Using Area Models to Compare Fractions |

4.NSF.3

Develop an understanding of addition and subtraction of fractions (i.e., denominators 2, 3, 4, 5, 6, 8, 10, 12, 25, 100) based on unit fractions.

- a. Compose and decompose a fraction in more than one way, recording each composition and decomposition as an addition or subtraction equation.
- b. Add and subtract mixed numbers with like denominators,
- c. Solve real–world problems involving addition and subtraction of fractions referring to the same whole and having like denominators.

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

| 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 Denominators of Ten and One Hundred | U43 | Adding Denominators of Ten to Denominators of One Hundred |
| U43 | Number Sense – Add Fractions with Both Denominators of 10 and 100 | | |

4.NSF.5

Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100.

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

| Code | Digital Student Experience | Code | Teacher Resources |
|------|--|------|--|
| U43 | Number Sense – Equivalent Fractions with Models | U43 | Expressing Equivalent Fractions with Denominators of Ten and One Hundred |
| U43 | Number Sense – Comparing Fractions using Benchmark Fractions | U43 | Adding Like Denominators of Ten and One Hundred |

| 4.NSF.5 | | | |
|---|----------------------------|------|--|
| Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100. | | | |
| MP 1, 2, 3, 4, 5, 6, 7 | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| | | U43 | Add Denominators of Ten to Denominators of One Hundred |

Algebraic Thinking and Operations

| 4.ATO.1 | | | |
|--|---|------|--|
| Interpret a multiplication equation as a comparison (e.g. interpret $35 = 5 \times 7$ as a statement that 35 is 5 times as many as 7 and 7 times as many as 5.) Represent verbal statements of multiplicative comparisons as multiplication equations. | | | |
| MP 1, 2, 3, 4, 5, 6, 7 | | | |
| 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.ATO.2 | | | |
|---|---|------|--|
| Solve real–world problems using multiplication (product unknown) and division (group size unknown, number of groups unknown). | | | |
| MP 1, 2, 3, 4, 5, 6, 7 | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| U42 | Computations and Algebraic Thinking – Solve Multistep Word Problems | U42 | Building and Solving Multistep Equations with All Operations |
| | | ISIP | Using Multiplication to Solve If-Then Word Problems |

| 4.ATO.3 | | | |
|---|---|------|--|
| Solve multi–step, real–world problems using the four operations. Represent the problem using an equation with a variable as the unknown quantity. | | | |
| MP 1, 2, 3, 4, 5, 6, 7 | | | |
| 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

| 4.G.1 | | | |
|--|----------------------------|------|------------------------------------|
| Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two–dimensional figures. | | | |
| MP 1, 2, 3, 4, 5, 6, 7 | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| | | U45 | Measuring Angles with a Protractor |
| | | ISIP | Line and Angle Identification |

| 4.G.2 | | | |
|--|----------------------------|------|-------------------------------|
| Classify quadrilaterals based on the presence or absence of parallel or perpendicular lines. | | | |
| MP 1, 2, 3, 4, 5, 6, 7 | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| | | ISIP | Line and Angle Identification |

Measurement and Data Analysis

| 4.MDA.1 | | | |
|---|----------------------------|------|--|
| Convert measurements within a single system of measurement, customary (i.e., in., ft., yd., oz., lb., sec., min., hr.) or metric (i.e., cm, m, km, g, kg, mL, L) from a larger to a smaller unit. | | | |
| MP 1, 2, 3, 4, 5, 6, 7 | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| | | U44 | Converting Units of Measurement in Word Problems |

| 4.MDA.2 | | | |
|---|----------------------------|------|--|
| Solve real–world problems involving distance/length, intervals of time within 12 hours, liquid volume, mass, and money using the four operations. | | | |
| MP 1, 2, 3, 4, 5, 6, 7 | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| | | ISIP | Measuring Length to the Nearest Quarter Inch |
| | | ISIP | Calculating Elapsed Time |

| 4.MDA.3 | | | |
|---|----------------------------|------|--|
| Apply the area and perimeter formulas for rectangles. | | | |
| MP 1, 2, 3, 4, 5, 6, 7 | | | |
| 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 |

| 4.MDA.4 | | | |
|---|---|------|---------------------------------|
| Create a line plot to display a data set (i.e., generated by measuring length to the nearest quarter–inch and eighth–inch) and interpret the line plot. | | | |
| MP 1, 2, 3, 4, 5, 6, 7 | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| U45 | Data Analysis – Line Plots with Fractional Data | U45 | Line Plots with Fractional Data |
| U45 | Data Analysis – Analyzing Line Plots | U45 | Finding Scales of Line Plots |

| 4.MDA.5 | | | |
|--|---|------|------------------------------------|
| Understand the relationship of an angle measurement to a circle. | | | |
| MP 1, 2, 3, 4, 5, 6, 7 | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| U45 | Geometry – Measuring Angles with a Protractor | U45 | Measuring Angles with a Protractor |
| U45 | Geometry – Find Missing Angles | ISIP | Line and Angle Identification |

| 4.MDA.6 | | | |
|--|---|-------------|------------------------------------|
| Measure angles in whole number degrees using a protractor. Sketch angles of specified measure. | | | |
| MP 1, 2, 3, 4, 5, 6, 7 | | | |
| 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 |

Grade 5

Number Sense and Base Ten

| 5.NSBT.1 | | | |
|---|--|------|--|
| Understand that, in a multi–digit number, a digit in one place represents 10 times what the same digit represents in the place to its right and 1/10 what the same digit represents in the place to its left. | | | |
| MP 1, 2, 3, 4, 5, 6, 7 | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| U46 | Number Sense – Multiplying Decimals by 10 and 100 | U46 | Multiplying Decimals by Ten and One Hundred |
| U46 | Number Sense – Dividing Decimals by 10 and 100 | U46 | Dividing Decimals by Ten and One Hundred |
| U46 | Number Sense – Exploring Powers of 10 | U46 | Multiplying and Dividing Decimals by Powers of Ten |
| U46 | Number Sense – Multiplying and Dividing Decimals by Powers of 10 | U46 | Exploring Powers of Ten |

| 5.NSBT.2 | | | |
|--|---|------|--|
| Use whole number exponents to explain: <ul style="list-style-type: none"> a. Patterns in the number of zeroes of the product when multiplying a number by powers of 10 b. Patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. | | | |
| MP 1, 2, 3, 4, 5, 6, 7 | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| U46 | Number Sense – Multiplying Decimals by 10 and 100 | U46 | Multiplying Decimals by Ten and One Hundred |
| U46 | Number Sense – Dividing Decimals by 10 and 100 | U46 | Dividing Decimals by Ten and One Hundred |
| U46 | Number Sense – Exploring Powers of 10 | U46 | Multiplying and Dividing Decimals by Powers of Ten |

| 5.NSBT.2 | | | |
|---|--|------|-------------------------|
| Use whole number exponents to explain: | | | |
| a. Patterns in the number of zeroes of the product when multiplying a number by powers of 10 b. Patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. | | | |
| MP 1, 2, 3, 4, 5, 6, 7 | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| U46 | Number Sense – Multiplying and Dividing Decimals by Powers of 10 | U46 | Exploring Powers of Ten |

| 5.NSBT.3 | | | |
|--|---|------|---------------------------------------|
| Read and write decimals in standard and expanded form. Compare two decimal numbers to the thousandths using the symbols $>$, $=$, or $<$. | | | |
| MP 1, 2, 3, 4, 5, 6, 7 | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| U46 | Number Sense – Concrete Decimal Comparison | U46 | Decimal Comparison on the Number Line |
| U46 | Number Sense – Decimal Comparison with Grids | U46 | Abstract Decimal Comparison |
| U46 | Number Sense – Comparison of Tenths and Hundredths on the Number Line | U46 | Decimals with Whole Number Comparison |
| U46 | Number Sense – Abstract Comparison of Tenths and Hundredths | | |
| U46 | Number Sense – Abstract Comparison of Thousandths | | |
| U46 | Number Sense – Abstract Comparison of Whole Numbers and Decimals | | |

| 5.NSBT.6 | | | |
|---|--|------|--|
| Divide up to a four–digit dividend by a two–digit divisor, using strategies based on place value, the properties of operations, and the relationship between multiplication and division. | | | |
| MP 1, 2, 3, 4, 5, 6, 7 | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| U47 | Computations and Algebraic Thinking – Divide Four–Digit Numbers by Two–Digit Numbers | U47 | Four-Digit by Two-Digit Division (Partial Quotients) |
| | | ISIP | Estimating Quotients Using Compatible Numbers |
| | | ISIP | Using Models to Practice Extended Division Facts |
| | | ISIP | Models for Understanding Remainders |

| 5.NSBT.7 | | | |
|--|---|------|--|
| Add, subtract, multiply, and divide decimal numbers to hundredths using concrete area models and drawings. | | | |
| MP 1, 2, 3, 4, 5, 6, 7 | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| U46 | Number Sense – Multiplying Decimals by 10 and 100 | U46 | Multiplying Decimals by Ten and One Hundred |
| U46 | Number Sense – Dividing Decimals by 10 and 100 | U46 | Dividing Decimals by Ten and One Hundred |
| U46 | Number Sense – Visual Representation for Multiplying Decimals | U46 | Multiplying and Dividing Decimals by Powers of Ten |

Number Sense– Fractions

| 5.NSF.1 | | | |
|---|---|-------------|---|
| Add and subtract fractions with unlike denominators (including mixed numbers) using a variety of models, including an area model and number line. | | | |
| MP 1, 2, 3, 4, 5, 6, 7 | | | |
| 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 |

| 5.NSF.2 | | | |
|---|---|-------------|---|
| Solve real–world problems involving addition and subtraction of fractions with unlike denominators. | | | |
| MP 1, 2, 3, 4, 5, 6, 7 | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| U48 | Computations and Algebraic Thinking – Add Fractions with Unlike Denominators | U48 | Adding Fractions with Unlike Denominators |
| U48 | Computations and Algebraic Thinking – Subtract Fractions with Unlike Denominators | U48 | Subtracting Fractions with Unlike Denominators |
| | | ISIP | Adding and Subtracting Fractions with Unlike Denominators |

5.NSF.4

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

- a. Recognize the relationship between multiplying fractions and finding the areas of rectangles with fractional side lengths;
- b. Interpret multiplication of a fraction by a whole number and a whole number by a fraction and compute the product;
- c. Interpret multiplication in which both factors are fractions less than one and compute the product.

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

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

5.NSF.5

Justify the reasonableness of a product when multiplying with fractions.

- a. Estimate the size of the product based on the size of the two factors;
- b. Explain why multiplying a given number by a number greater than 1 (e.g., improper fractions, mixed numbers, whole numbers) results in a product larger than the given number;
- c. Explain why multiplying a given number by a fraction less than 1 results in a product smaller than the given number;
- d. Explain why multiplying the numerator and denominator by the same number has the same effect as multiplying the fraction by 1.

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

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

5.NSF.6

Solve real–world problems involving multiplication of a fraction by a fraction, improper fraction and a mixed number.

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

| Code | Digital Student Experience | Code | Teacher Resources |
|------|----------------------------|------|---|
| | | U48 | Multiplying by Fractions Less Than One |
| | | U48 | Multiplying by Fractions Less Than One (Extra Practice) |

| 5.NSF.6 | | | |
|---|-----------------------------------|-------------|---|
| Solve real–world problems involving multiplication of a fraction by a fraction, improper fraction and a mixed number. | | | |
| MP 1, 2, 3, 4, 5, 6, 7 | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| | | U48 | Multiplying Fractions Less Than One with Improper Fractions |
| | | U48 | Multiplying Whole Numbers by Fractions Greater Than One |

Algebraic Thinking and Operations

| 5.ATO.1 | | | |
|--|--|-------------|---|
| Evaluate numerical expressions involving grouping symbols (i.e., parentheses, brackets, braces). | | | |
| MP 1, 2, 3, 4, 5, 6, 7 | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| U49 | Computation and Algebraic Reasoning – Evaluate Numerical Expressions with Parentheses | U49 | Evaluating Numerical Expressions with Parentheses |
| U49 | Computation and Algebraic Reasoning – Interpret Numerical Expressions with Parentheses | U49 | Identifying Expressions in Scenarios |
| U49 | Computation and Algebraic Reasoning – Write Numerical Expressions from Words | U49 | Writing Expressions from Words – Addition and Subtraction |
| | | U49 | Writing Expressions from Words – Subtraction |

| 5.ATO.2 | | | |
|--|--|------|---|
| Translate verbal phrases into numerical expressions and interpret numerical expressions as verbal phrases. | | | |
| MP 1, 2, 3, 4, 5, 6, 7 | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| U49 | Computation and Algebraic Reasoning – Evaluate Numerical Expressions with Parentheses | U49 | Evaluating Numerical Expressions with Parentheses |
| U49 | Computation and Algebraic Reasoning – Interpret Numerical Expressions with Parentheses | U49 | Identifying Expressions in Scenarios |
| U49 | Computation and Algebraic Reasoning – Write Numerical Expressions from Words | U49 | Writing Expressions from Words – Addition and Subtraction |
| | | U49 | Writing Expressions from Words – Subtraction |

| 5.ATO.3 | | | |
|---|---|------|--------------------------------------|
| Investigate the relationship between two numerical patterns. | | | |
| <ul style="list-style-type: none"> a. Generate two numerical patterns given two rules and organize in tables; b. Translate the two numerical patterns into two sets of ordered pairs; c. Graph the two sets of ordered pairs on the same coordinate plane; d. Identify the relationship between the two numerical patterns. | | | |
| MP 1, 2, 3, 4, 5, 6, 7 | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| U51 | Geometry – Comparing Points on a Coordinate Plane | U51 | Plotting Points on a Coordinate Grid |
| | | ISIP | Graphing and Analyzing Lines |

Geometry

5.G.1

Define a coordinate system.

- a. The x - and y - axes are perpendicular number lines that intersect at 0 (the origin);
- b. Any point on the coordinate plane can be represented by its coordinates;
- c. The first number in an ordered pair is the x -coordinate and represents the horizontal distance from the origin;
- d. The second number in an ordered pair is the y -coordinate and represents the vertical distance from the origin.

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

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

5.G.2

Plot and interpret points in the first quadrant of the coordinate plane to represent real–world and mathematical situations.

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

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

| 5.G.3 | | | |
|--|----------------------------|------|--|
| Understand that attributes belonging to a category of two–dimensional figures also belong to all subcategories of that category. | | | |
| MP 1, 2, 3, 4, 5, 6, 7 | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| | | ISIP | Analyzing Properties of Two- and Three-Dimensional Figures |

| 5.G.4 | | | |
|--|----------------------------|------|--|
| Classify two–dimensional figures in a hierarchy based on their attributes. | | | |
| MP 1, 2, 3, 4, 5, 6, 7 | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| | | ISIP | Analyzing Properties of Two- and Three-Dimensional Figures |

Measurement and Data Analysis

| 5.MDA.1 | | | |
|---|----------------------------|------|--|
| Know relative sizes of these U.S. customary measurement units: pounds, ounces, miles, yards, feet, inches, gallons, quarts, pints, cups, fluid ounces, hours, minutes, and seconds. Convert between pounds and ounces; miles and feet; yards, feet, and inches; gallons, quarts, pints, cups, and fluid ounces; hours, minutes, and seconds in solving multi–step, real–world problems. | | | |
| MP 1, 2, 3, 4, 5, 6, 7 | | | |
| Code | Digital Student Experience | Code | Teacher Resources |
| | | ISIP | Converting Standard Units of Measurement |
| | | ISIP | Performing Customary Measurement Conversions |

5.MDA.3

Understand the concept of volume measurement.

- a. Recognize volume as an attribute of right rectangular prisms;
- b. Relate volume measurement to the operations of multiplication and addition by packing right rectangular prisms and then counting the layers of standard unit cubes;
- c. Differentiate among perimeter, area and volume and identify which application is appropriate for a given situation.

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

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

5.MDA.4

Differentiate among perimeter, area and volume and identify which application is appropriate for a given situation.

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

| Code | Digital Student Experience | Code | Teacher Resources |
|------|---|------|--------------------------------------|
| U50 | Measurement – Volume of Irregular Figures | U50 | Volume of Rectangular Prisms |
| | | ISIP | Volume of Irregular Figures |
| | | 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 (Labels) |
| CR | Place Value Mat: Tens and Ones (Labeled) |
| CR | Place Value Word Cards |
| CR | Ten Frame Dot Cards (Large) |
| CR | Ten Frame Dot Cards (Small) |



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

| Measurement | |
|--------------------|---|
| Code | Resources |
| CR | Customary Unit Conversion Cards – Linear Measurement |
| CR | Customary Unit Conversion Cards – Liquid Measurement |
| CR | Linear Measurement Bundle (Includes the following five resources) |
| 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 |
| PP | Fact Practice Choose the Operation (Addition and Subtraction) |
| PP | Fact Practice Counting to Answer Math Questions |



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

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



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