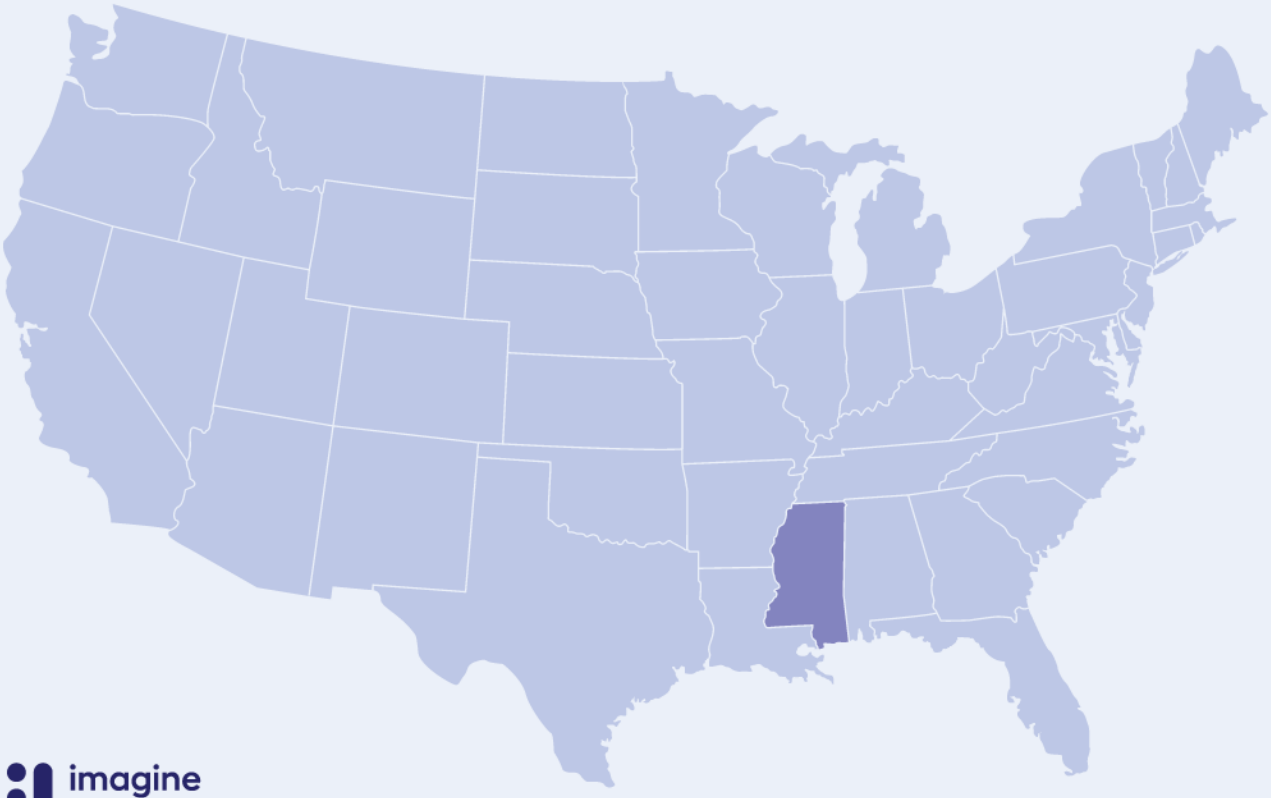
imagine math

MISSISSIPPI

Imagine Math Standards Alignment for PreK–Grade 8



imagine learning

Mathematical Practices and Processes in Imagine Math

For more than fifteen years, our foundation has been helping students acquire, develop, and strengthen the language skills necessary to fully participate in academic settings and prepare for college and careers. At Imagine Learning, we believe that language is at the center of how students develop and demonstrate mathematical understanding.

In addition to grade-level standards focused on mastering specific skills over time, each state's standards articulate a series of practice and process standards that span all grade levels. These practices and processes emphasize key mathematical paradigms, including perseverance in problem solving, critical thinking, mathematical modeling, and communication. These habits of strong mathematical thinkers are developed over many years. They require that students be provided with an abundance of opportunities to think deeply about mathematics in settings where they can safely explore new ideas and synthesize mathematical concepts within their current grade and across school years.

Imagine Math was intentionally designed to provide students with a welcoming environment to develop these powerful habits throughout their mathematical journey, from Prekindergarten through high school. We believe that meaningful opportunities in our personalized software prepare students for mathematical discourse, and ultimately for success in college and careers.

Supplemental and Review Lessons in Imagine Math

Imagine Math is a research-based, personalized supplemental math solution with a focus on scaffolding up to grade-level proficiency. Through age-appropriate learning environments and a system of adaptive and standards-aligned benchmark and formative assessments, Imagine Math keeps students in their zone of proximal development. In Prekindergarten through Grade 2, Imagine Math focuses on developing a solid understanding of core math concepts and strongly supporting cognitive development. As such, the program includes logic problems, puzzles, pattern games, and other extensions of grade level material—these lessons are listed as "Supplemental." Starting in Grade 3, Imagine Math learning pathways may include review content to help support grade level success for students who benefit from such intentional scaffolds; these lessons are identified as "Review."

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Prekindergarten

Mississippi Early Learning Standards Aligned to Prekindergarten Imagine Math Lessons

MISSISSIPPI EARLY LEARNING STANDARDS		IMAGINE MATH
Prekindergarten		**Lessons**
PK.CC Counting and Cardinality		
PK.CC.1	With prompting and support, recite numbers 1 to 30 in the correct order.	• The numeral and number 1 • First ordinal position • Counting to 2 and the numeral 2 • The number 2 and pairs • Ordinal counting up to 2 • Review: grouping by attributes, counting up to 2, comparing groups • Counting to 3 and the numeral 3 • Ordinal counting up to 3 • Triangles • Composing and decomposing the number 3 • Word problems: stories with a question • Counting to 4 and the numeral 4 • Ordinal counting and comparing within 4 • Counting to 5 and the numeral 5 • Ordinal counting and comparing within 5 • Composing and decomposing the number 5 • Review: counting, composing, and decomposing within 5 • Comparing within 5 and counting backwards • Numbers to 5, word problems • Counting up to 6 and the numeral 6 • Ordinal counting and comparing within 6 • Word problems within 6 • Counting up to 7 and the numeral 7 • Ordinal counting and comparing within 7 • Word problems within 7 • Counting up to 8 and the numeral 8 • Ordinal counting and comparing within 8 • Word problems within 8

MISSISSIPPI EARLY LEARNING STANDARDS		IMAGINE MATH
Prekindergarten		**Lessons**
		• Counting up to 9 and the numeral 9 • Ordinal counting and comparing within 9 • Word problems within 9 • Counting up to 10 and the numeral 10 • Ordinal counting and comparing within 10 • Word problems within 10 • Length: measuring length • Review I • Review II • Review III • Review IV • Review V • Review VII
PK.CC.2	With prompting and support, recognize, name, and attempt writing numerals 0-20.	• The numeral and number 1 • First ordinal position • Using the number 1 • The numeral and number 0 • Using the numbers 0 and 1 • Counting to 2 and the numeral 2 • Ordinal counting up to 2 • Counting to 3 and the numeral 3 • Ordinal counting up to 3 • Counting to 4 and the numeral 4 • Ordinal counting and comparing within 4 • Composing and decomposing the number 4, I • Counting to 5 and the numeral 5 • Ordinal counting and comparing within 5 • Composing and decomposing the number 5 • Review: counting, composing, and decomposing within 5 • Counting up to 6 and the numeral 6 • Word problems within 6 • Counting up to 7 and the numeral 7 • Ordinal counting and comparing within 7 • Word problems within 7 • Counting up to 8 and the numeral 8 • Counting up to 9 and the numeral 9 • Word problems within 9 • Counting up to 10 and the numeral 10 • Review III
PK.CC.3	With guidance and support, attempt to compare quantities of numbers using concrete manipulatives to determine more than, less than, same and different.	• Comparing groups: one and many • Comparing groups: equality I • Comparing groups: equality II • Dividing into equal groups • Comparing groups: more and fewer I

MISSISSIPPI EARLY LEARNING STANDARDS		IMAGINE MATH
Prekindergarten		**Lessons**
		• Comparing groups: more and fewer II • Comparing groups: inequality I • Comparing groups: inequality II • Comparing groups: inequality III • Making equal by increasing I • Making equal by increasing II • Making equal by increasing III • Making equal by decreasing I • Making equal by decreasing II • Making equal by decreasing III • The numeral and number 1 • First ordinal position • The numeral and number 0 • Using the numbers 0 and 1 • Counting to 2 and the numeral 2 • Review: grouping by attributes, counting up to 2, comparing groups • Counting to 3 and the numeral 3 • Ordinal counting up to 3 • Composing and decomposing the number 3 • Word problems: stories with a question • Counting to 4 and the numeral 4 • Ordinal counting and comparing within 4 • Composing and decomposing the number 4, I • Counting to 5 and the numeral 5 • Review: counting, composing, and decomposing within 5 • Comparing within 5 and counting backwards • Counting up to 6 and the numeral 6 • Counting up to 7 and the numeral 7 • Ordinal counting and comparing within 7 • Counting up to 8 and the numeral 8 • Ordinal counting and comparing within 8 • Counting up to 9 and the numeral 9 • Ordinal counting and comparing within 9 • Counting up to 10 and the numeral 10 • Word problems within 10 • Length: measuring length • Review II • Review III • Review V
PK.CC.4	With guidance and support, understand the relationship between numerals and quantities.	• The numeral and number 1 • First ordinal position • Using the number 1 • The numeral and number 0 • Using the numbers 0 and 1

MISSISSIPPI EARLY LEARNING STANDARDS		IMAGINE MATH
Prekindergarten		**Lessons**
		• Counting to 2 and the numeral 2 • The number 2 and pairs • Composing and decomposing the number 2 • Ordinal counting up to 2 • Review: grouping by attributes, counting up to 2, comparing groups • Counting to 3 and the numeral 3 • Ordinal counting up to 3 • Triangles • Composing and decomposing the number 3 • Word problems: stories with a question • Word problems within 3 • Counting to 4 and the numeral 4 • Ordinal counting and comparing within 4 • Composing and decomposing the number 4, I • Composing and decomposing the number 4, II • Counting to 5 and the numeral 5 • Ordinal counting and comparing within 5 • Composing and decomposing the number 5 • Review: counting, composing, and decomposing within 5 • Comparing within 5 and counting backwards • Numbers to 5, word problems • Counting up to 5, word problems, and shapes • Counting up to 6 and the numeral 6 • Ordinal counting and comparing within 6 • Word problems within 6 • Counting up to 7 and the numeral 7 • Ordinal counting and comparing within 7 • Word problems within 7 • Counting up to 8 and the numeral 8 • Ordinal counting and comparing within 8 • Word problems within 8 • Counting up to 9 and the numeral 9 • Ordinal counting and comparing within 9 • Word problems within 9 • Counting up to 10 and the numeral 10 • Ordinal counting and comparing within 10 • Word problems within 10 • Counting up to 10, word problems, and

MISSISSIPPI EARLY LEARNING STANDARDS		IMAGINE MATH
Prekindergarten		Lessons
		shapes • Length: measuring length • Review I • Review II • Review IV • Review V • Review VI
PK.CC.4.A	Recognize that a numeral is a symbol that represents a number of objects, using developmentally appropriate pre-kindergarten materials.	• The numeral and number 1 • First ordinal position • Using the number 1 • The numeral and number 0 • Using the numbers 0 and 1 • Counting to 2 and the numeral 2 • The number 2 and pairs • Composing and decomposing the number 2 • Ordinal counting up to 2 • Review: grouping by attributes, counting up to 2, comparing groups • Counting to 3 and the numeral 3 • Ordinal counting up to 3 • Triangles • Composing and decomposing the number 3 • Word problems: stories with a question • Word problems within 3 • Counting to 4 and the numeral 4 • Ordinal counting and comparing within 4 • Composing and decomposing the number 4, I • Composing and decomposing the number 4, II • Counting to 5 and the numeral 5 • Ordinal counting and comparing within 5 • Composing and decomposing the number 5 • Review: counting, composing, and decomposing within 5 • Comparing within 5 and counting backwards • Numbers to 5, word problems • Counting up to 5, word problems, and shapes • Counting up to 6 and the numeral 6 • Ordinal counting and comparing within 6 • Word problems within 6 • Counting up to 7 and the numeral 7 • Ordinal counting and comparing within 7 • Word problems within 7

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Prekindergarten		**Lessons**
		• Counting up to 8 and the numeral 8 • Ordinal counting and comparing within 8 • Word problems within 8 • Counting up to 9 and the numeral 9 • Ordinal counting and comparing within 9 • Word problems within 9 • Counting up to 10 and the numeral 10 • Ordinal counting and comparing within 10 • Word problems within 10 • Counting up to 10, word problems, and shapes • Length: measuring length • Review I • Review II • Review IV • Review V • Review VI
PK.CC.4.B	Match quantities and numerals 0-10.	• The numeral and number 1 • First ordinal position • Using the number 1 • The numeral and number 0 • Using the numbers 0 and 1 • Counting to 2 and the numeral 2 • The number 2 and pairs • Composing and decomposing the number 2 • Ordinal counting up to 2 • Review: grouping by attributes, counting up to 2, comparing groups • Counting to 3 and the numeral 3 • Ordinal counting up to 3 • Triangles • Composing and decomposing the number 3 • Word problems: stories with a question • Word problems within 3 • Counting to 4 and the numeral 4 • Ordinal counting and comparing within 4 • Composing and decomposing the number 4, I • Composing and decomposing the number 4, II • Counting to 5 and the numeral 5 • Ordinal counting and comparing within 5 • Composing and decomposing the number 5 • Review: counting, composing, and decomposing within 5

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Prekindergarten		**Lessons**
		• Comparing within 5 and counting backwards • Numbers to 5, word problems • Counting up to 5, word problems, and shapes • Counting up to 6 and the numeral 6 • Ordinal counting and comparing within 6 • Word problems within 6 • Counting up to 7 and the numeral 7 • Ordinal counting and comparing within 7 • Word problems within 7 • Counting up to 8 and the numeral 8 • Ordinal counting and comparing within 8 • Word problems within 8 • Counting up to 9 and the numeral 9 • Ordinal counting and comparing within 9 • Word problems within 9 • Counting up to 10 and the numeral 10 • Ordinal counting and comparing within 10 • Word problems within 10 • Counting up to 10, word problems, and shapes • Length: measuring length • Review I • Review II • Review IV • Review V • Review VI
PK.CC.5	Count many kinds of concrete objects and actions up to 10, using one-to-one correspondence; and, with guidance and support, count up to 10 things in a scattered design.	• The numeral and number 1 • First ordinal position • Using the number 1 • The numeral and number 0 • Using the numbers 0 and 1 • Counting to 2 and the numeral 2 • The number 2 and pairs • Composing and decomposing the number 2 • Ordinal counting up to 2 • Review: grouping by attributes, counting up to 2, comparing groups • Counting to 3 and the numeral 3 • Ordinal counting up to 3 • Triangles • Composing and decomposing the number 3 • Word problems: stories with a question • Word problems within 3 • Counting to 4 and the numeral 4

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Prekindergarten		**Lessons**
		• Ordinal counting and comparing within 4 • Composing and decomposing the number 4, I • Composing and decomposing the number 4, II • Counting to 5 and the numeral 5 • Ordinal counting and comparing within 5 • Composing and decomposing the number 5 • Review: counting, composing, and decomposing within 5 • Comparing within 5 and counting backwards • Numbers to 5, word problems • Counting up to 5, word problems, and shapes • Counting up to 6 and the numeral 6 • Ordinal counting and comparing within 6 • Word problems within 6 • Counting up to 7 and the numeral 7 • Ordinal counting and comparing within 7 • Word problems within 7 • Counting up to 8 and the numeral 8 • Ordinal counting and comparing within 8 • Word problems within 8 • Counting up to 9 and the numeral 9 • Ordinal counting and comparing within 9 • Word problems within 9 • Counting up to 10 and the numeral 10 • Ordinal counting and comparing within 10 • Word problems within 10 • Counting up to 10, word problems, and shapes • Length: measuring length • Review I • Review II • Review III • Review IV • Review V • Review VI • Review VII
PK.CC.5.A	Use the number name to represent the number of objects in a set, using developmentally appropriate pre-kindergarten materials.	• The numeral and number 1 • First ordinal position • Counting to 2 and the numeral 2 • The number 2 and pairs • Review: grouping by attributes,

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Prekindergarten		**Lessons**
		counting up to 2, comparing groups • Counting to 3 and the numeral 3 • Triangles • Composing and decomposing the number 3 • Word problems: stories with a question • Counting to 4 and the numeral 4 • Ordinal counting and comparing within 4 • Counting to 5 and the numeral 5 • Review: counting, composing, and decomposing within 5 • Comparing within 5 and counting backwards • Numbers to 5, word problems • Counting up to 6 and the numeral 6 • Ordinal counting and comparing within 6 • Word problems within 6 • Counting up to 7 and the numeral 7 • Ordinal counting and comparing within 7 • Word problems within 7 • Counting up to 8 and the numeral 8 • Ordinal counting and comparing within 8 • Word problems within 8 • Counting up to 9 and the numeral 9 • Ordinal counting and comparing within 9 • Word problems within 9 • Counting up to 10 and the numeral 10 • Word problems within 10 • Length: measuring length • Review I • Review II • Review III • Review IV • Review V • Review VII
PK.CC.6	Use comparative language (e.g., more than, less than, equal to, same and different) to compare objects, using developmentally appropriate pre-kindergarten materials.	• Comparing groups: one and many • Comparing groups: equality I • Comparing groups: equality II • Dividing into equal groups • Comparing groups: more and fewer I • Comparing groups: more and fewer II • Comparing groups: inequality I • Comparing groups: inequality II • Comparing groups: inequality III • Making equal by increasing I • Making equal by increasing II • Making equal by increasing III • Making equal by decreasing I

MISSISSIPPI EARLY LEARNING STANDARDS		IMAGINE MATH
Prekindergarten		**Lessons**
		• Making equal by decreasing II • The numeral and number 1 • First ordinal position • The numeral and number 0 • Using the numbers 0 and 1 • Counting to 2 and the numeral 2 • Review: grouping by attributes, counting up to 2, comparing groups • Counting to 3 and the numeral 3 • Ordinal counting up to 3 • Composing and decomposing the number 3 • Word problems: stories with a question • Counting to 4 and the numeral 4 • Ordinal counting and comparing within 4 • Composing and decomposing the number 4, I • Counting to 5 and the numeral 5 • Review: counting, composing, and decomposing within 5 • Comparing within 5 and counting backwards • Counting up to 6 and the numeral 6 • Counting up to 7 and the numeral 7 • Ordinal counting and comparing within 7 • Counting up to 8 and the numeral 8 • Ordinal counting and comparing within 8 • Counting up to 9 and the numeral 9 • Ordinal counting and comparing within 9 • Counting up to 10 and the numeral 10 • Word problems within 10 • Length: measuring length • Review II • Review III • Review V
PK.OA Operations and Algebraic Thinking		
PK.OA.1	With guidance and support, experiment with adding and subtracting by using developmentally appropriate pre-kindergarten materials.	• Making equal by increasing I • Making equal by increasing II • Making equal by increasing III • Making equal by decreasing III • Adding with objects I • Adding with objects II • Adding with objects III • Adding with objects IV • Subtracting with objects I • Subtracting with objects II • Subtracting with objects III • Adding and subtracting with objects

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Prekindergarten		**Lessons**
		• The numeral and number 0 • Using the numbers 0 and 1 • Composing and decomposing the number 2 • Ordinal counting up to 2 • Triangles • Composing and decomposing the number 3 • Word problems: stories with a question • Word problems within 3 • Counting to 4 and the numeral 4 • Composing and decomposing the number 4, I • Composing and decomposing the number 4, II • Counting to 5 and the numeral 5 • Composing and decomposing the number 5 • Comparing within 5 and counting backwards • Numbers to 5, word problems • Counting up to 5, word problems, and shapes • Counting up to 6 and the numeral 6 • Word problems within 6 • Counting up to 7 and the numeral 7 • Counting up to 8 and the numeral 8 • Counting up to 9 and the numeral 9 • Counting up to 10, word problems, and shapes • Review II • Review III • Review IV • Review VII
PK.OA.2	With guidance and support, model real-world addition and subtraction problems up to 5 using developmentally appropriate pre-kindergarten materials.	• Word problems: stories with a question • Word problems within 3 • Composing and decomposing the number 4, II • Numbers to 5, word problems • Counting up to 5, word problems, and shapes • Word problems within 6 • Word problems within 7 • Word problems within 8 • Word problems within 9 • Word problems within 10 • Counting up to 10, word problems, and shapes • Review I • Review II • Review IV • Review V

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Prekindergarten		**Lessons**
PK.OA.3	With guidance and support, decompose numbers less than or equal to 10 in more than one way using developmentally appropriate pre-kindergarten materials.	• Composing and decomposing the number 2 • Triangles • Composing and decomposing the number 3 • Word problems within 3 • Composing and decomposing the number 4, I • Composing and decomposing the number 4, II • Composing and decomposing the number 5 • Review: counting, composing, and decomposing within 5 • Review I
PK.OA.4	With guidance and support, demonstrate an understanding of patterns using developmentally appropriate pre-kindergarten materials (e.g., duplicate and extend simple patterns using concrete objects).	• Times of the day: morning, afternoon, evening, night • Patterns • Comparing groups: equality I • Dividing into equal groups • Comparing groups: inequality I • Comparing groups: inequality II • Making equal by increasing II • Making equal by decreasing I • Making equal by decreasing II • Making equal by decreasing III • Adding with objects II • Subtracting with objects II • Using the number 1 • Counting to 2 and the numeral 2 • Ordinal counting up to 2 • Ordinal counting up to 3 • Composing and decomposing the number 3 • Word problems within 3 • Counting to 5 and the numeral 5 • Composing and decomposing the number 5 • Review: counting, composing, and decomposing within 5 • Counting up to 5, word problems, and shapes • Ordinal counting and comparing within 6 • Counting up to 10, word problems, and shapes • Review I
PK.MD Measurement and Data		
PK.MD.2	With guidance and support, compare two objects using attributes of length, weight	• Size: big and small • Comparing and ordering by size • Height: tall and short

MISSISSIPPI EARLY LEARNING STANDARDS		IMAGINE MATH
Prekindergarten		**Lessons**
	and size (e.g., bigger, longer, taller, heavier, same weight, same amount).	• Comparing and ordering by height I • Comparing and ordering by height II • Length: long and short • Comparing and ordering by length I • Comparing and ordering by length II • Width: wide and narrow • Comparing and ordering by width I • Comparing and ordering by width II • Patterns • Comparing groups: one and many • Dividing into equal groups • Comparing groups: more and fewer I • Comparing groups: more and fewer II • Comparing groups: inequality II • Comparing groups: inequality III • Making equal by increasing I • Making equal by increasing II • Making equal by increasing III • Making equal by decreasing II • Making equal by decreasing III • Adding with objects III • Adding with objects IV • Subtracting with objects I • Subtracting with objects II • Using the numbers 0 and 1 • Review: grouping by attributes, counting up to 2, comparing groups • Word problems within 3 • Comparing and grouping objects by size, color, and shape • Comparing within 5 and counting backwards • Counting up to 6 and the numeral 6 • Ordinal counting and comparing within 6 • Word problems within 6 • Ordinal counting and comparing within 7 • Volume: comparing and ordering objects by volume • Weight: comparing weights of objects • Length: measuring length • Review IV
PK.MD.2.A	Use nonstandard units of measurement.	• Length: measuring length • Review I
PK.MD.3	With guidance and support, sort, categorize, or classify objects (e.g., color, size, length, height, weight, area, temperature).	• Introduction to colors • Grouping by color • Location words: on, under, above, next to • Location words: behind, in front of, between • Circles and polygons

MISSISSIPPI EARLY LEARNING STANDARDS		IMAGINE MATH
Prekindergarten		Lessons
		• Grouping by color and shape • Location words: above, below, up, down • Size: big and small • Comparing and ordering by size • Triangles, rectangles, and squares • Location words: left and right • Height: tall and short • Comparing and ordering by height I • Comparing and ordering by height II • Length: long and short • Comparing and ordering by length I • Comparing and ordering by length II • Width: wide and narrow • Comparing and ordering by width I • Comparing and ordering by width II • Patterns • Comparing groups: one and many • Dividing into equal groups • Comparing groups: more and fewer I • Comparing groups: more and fewer II • Comparing groups: inequality II • Comparing groups: inequality III • Making equal by increasing I • Making equal by increasing II • Making equal by increasing III • Making equal by decreasing III • Adding with objects I • Adding with objects II • Adding with objects III • Adding with objects IV • Subtracting with objects I • Subtracting with objects II • Subtracting with objects III • The numeral and number 1 • First ordinal position • The numeral and number 0 • Using the numbers 0 and 1 • The number 2 and pairs • Composing and decomposing the number 2 • Ordinal counting up to 2 • Review: grouping by attributes, counting up to 2, comparing groups • Triangles • Word problems within 3 • Comparing and grouping objects by size, color, and shape • Composing and decomposing the number 5 • Comparing within 5 and counting backwards • Counting up to 6 and the numeral 6 • Ordinal counting and comparing within

MISSISSIPPI EARLY LEARNING STANDARDS		IMAGINE MATH
Prekindergarten		**Lessons**
		6 • Word problems within 6 • Counting up to 7 and the numeral 7 • Ordinal counting and comparing within 7 • Word problems within 7 • Counting up to 8 and the numeral 8 • Word problems within 8 • Counting up to 9 and the numeral 9 • Word problems within 9 • Word problems within 10 • Volume: comparing and ordering objects by volume • Weight: comparing weights of objects • Length: measuring length • Review I • Review II • Review VII
PK.G Geometry		
PK.G.1	With guidance and support, correctly name shapes.	• Circles and polygons • Triangles, rectangles, and squares • Sequence of events: first and last • Comparing groups: inequality I • Making equal by decreasing III • Adding with objects III • First ordinal position • The number 2 and pairs • Review: grouping by attributes, counting up to 2, comparing groups • Triangles • Word problems: stories with a question • Composing and decomposing the number 4, I • Composing and decomposing the number 4, II • Comparing and grouping objects by size, color, and shape • Composing and decomposing the number 5 • Review: counting, composing, and decomposing within 5 • Counting up to 9 and the numeral 9 • Counting up to 10 and the numeral 10 • Review IV • Review V
PK.G.2	With guidance and support correctly name shapes in the environment, regardless of their orientation or overall size, recognizing differences among shapes.	• Circles and polygons • Triangles, rectangles, and squares • Sequence of events: first and last • Comparing groups: inequality I • Making equal by decreasing III • Adding with objects III

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Prekindergarten		**Lessons**
		• First ordinal position • The number 2 and pairs • Review: grouping by attributes, counting up to 2, comparing groups • Triangles • Word problems: stories with a question • Composing and decomposing the number 4, I • Composing and decomposing the number 4, II • Comparing and grouping objects by size, color, and shape • Composing and decomposing the number 5 • Review: counting, composing, and decomposing within 5 • Counting up to 9 and the numeral 9 • Counting up to 10 and the numeral 10 • Review IV • Review V
PK.G.4	With guidance and support, create and represent shapes using developmentally appropriate pre-kindergarten materials (e.g., popsicle sticks, play dough, blocks, pipe cleaners, pattern blocks).	• Triangles • Composing and decomposing the number 4, I • Composing and decomposing the number 4, II • Counting up to 5, word problems, and shapes • Counting up to 10, word problems, and shapes
PK.G.5	With guidance and support, explore using shapes to create representation of common objects (e.g., use a square and a triangle to make a house).	• Grouping by color and shape • Sequence of events: first and next • Making equal by increasing I • Making equal by increasing II • Making equal by increasing III • Making equal by decreasing I • Adding with objects I • Adding with objects III • Adding with objects IV • Using the number 1 • Using the numbers 0 and 1 • Ordinal counting up to 2 • Ordinal counting and comparing within 4 • Composing and decomposing the number 4, I • Composing and decomposing the number 4, II • Composing and decomposing the number 5 • Weight: comparing weights of objects • Review III

MISSISSIPPI EARLY LEARNING STANDARDS		IMAGINE MATH
Prekindergarten		**Lessons**
		• Review VI • Review VII

Mississippi College- and Career-Readiness Standards Aligned to Imagine Math Lessons

Kindergarten

Mississippi College- and Career-Readiness Standards Aligned to Kindergarten Imagine Math Lessons

MISSISSIPPI COLLEGE- AND CAREER-READINESS STANDARDS		IMAGINE MATH
Kindergarten		**Lessons**
K.CC Counting and Cardinality		
K.CC.1	Count to 100 by ones and by tens.	• Numbers and counting to 10 • Comparing numbers within 10 using a ruler • Comparing numbers within 10 • Adding and subtracting within 10 using a ruler I • Adding and subtracting within 10 using a ruler II • Number 6 • Number 7 • Number 8 • Number 9 • Two-digit numbers and expanded form • Adding and subtracting within 10 • Finding the group with fewer objects • Adding and/or subtracting twice I • Adding and/or subtracting twice II • Counting, ordering, and expanded form of numbers within 13 • Counting, ordering, and expanded form of numbers within 19, I • Counting, generating sets that have one more or less than a given number up to 19 • Numbers to 13, expanded form I • Review: numbers to 19, I • Number 20 • Part-part-whole, groups with more or fewer objects and the difference • Review: numbers to 20, 2D shapes I • Review: numbers to 20, word problems, 3D shapes I • Round numbers to 100 • Identifying and comparing round numbers

MISSISSIPPI COLLEGE- AND CAREER-READINESS STANDARDS		IMAGINE MATH
Kindergarten		**Lessons**
		• Counting by tens • Two-digit numbers above 20, II
K.CC.2	Count forward beginning from a given number within the known sequence (instead of having to begin at 1).	• Numbers and counting to 10 • Comparing numbers within 10 using a ruler • Adding and subtracting within 10 using a ruler I • Adding and subtracting within 10 using a ruler II • Counting, generating sets that have one more or less than a given number up to 19 • Counting, ordering, and expanded form of numbers within 19, II • Review: numbers to 19, II • Ordinals, adding, and subtracting within 20 • Comparing numbers and finding the difference • Counting, comparing, and ordering numbers within 20 • Review: numbers to 20 • Review: numbers to 20, 2D shapes I • Circles and spheres • Squares and cubes I • Squares and cubes II • Review: numbers to 20, 2D and 3D shapes II • Review: numbers to 20, word problems, 3D shapes I • Review: numbers to 20, word problems, 3D shapes II • Two-digit numbers above 20, II • Two-digit numbers above 20, III
K.CC.3	Write numbers from 0 to 20. Represent a number of objects with a written numeral 0– 20 (with 0 representing a count of no objects).	• Numbers to 5, adding 1 to make the next number • Numbers to 5, adding and subtracting sets of objects • Composing and decomposing the number 2 • Composing and decomposing numbers within 3 • Composing and decomposing numbers within 4 • Composing and decomposing numbers within 5 • Adding and subtracting within 5, I • Adding and subtracting within 5, II • Numbers and counting to 10 • Comparing numbers within 10 using a ruler

MISSISSIPPI COLLEGE- AND CAREER-READINESS STANDARDS		IMAGINE MATH
Kindergarten		**Lessons**
		• Comparing numbers within 10 • Adding and subtracting within 10 using a ruler I • Adding and subtracting within 10 using a ruler II • Number 6 • Composing and decomposing the number 6 • Number 7 • Composing and decomposing the number 7 • Number 8 • Composing and decomposing the number 8 • Number 9 • Composing and decomposing the number 9 • Adding and subtracting within 9 • Working with numbers within 10 • Two-digit numbers and expanded form • Composing and decomposing the number 10 • Adding and subtracting within 10 using a ruler III • Adding and subtracting within 10 • Understanding part-part-whole IV • Adding and subtracting within 10, word problems • Identifying the group with more or fewer objects and the difference • Finding the difference • Finding the group with more objects • Finding the group with more objects and the difference • Finding the group with fewer objects • Comparison word problems • Adding and/or subtracting twice II • Review: part-part-whole, groups with more or fewer objects and the difference • Counting, ordering, and expanded form of numbers within 13 • Counting, ordering, and expanded form of numbers within 19, I • Counting and comparing sets of up to 19 objects • Comparing numbers within 13 • Comparing numbers within 13, finding the previous and the next numbers • Numbers to 13, expanded form II • Counting, ordering, and expanded form of numbers within 19, II • Review: numbers to 19, I • Review: numbers to 19, III

MISSISSIPPI COLLEGE- AND CAREER-READINESS STANDARDS		IMAGINE MATH
Kindergarten		**Lessons**
		• Number 20 • Ordinals, adding, and subtracting within 20 • Comparing numbers and finding the difference • Counting, comparing, and ordering numbers within 20 • Part-part-whole, groups with more or fewer objects and the difference • Review: numbers to 20 • Review: numbers to 20, 2D shapes I • Review: numbers to 20, 2D shapes II • 2D shapes • Circles and spheres • Squares and cubes I • Squares and cubes II • Review: numbers to 20, 2D and 3D shapes II • Review: numbers to 20, 2D and 3D shapes III • Review: numbers to 20, word problems, 3D shapes I • Review: numbers to 20, word problems, 3D shapes III • Round numbers to 100 • Two-digit numbers above 20, I • Measurement II • Money
K.CC.4	Understand the relationship between numbers and quantities; connect counting to cardinality.	• Numbers to 5, adding 1 to make the next number • Numbers to 5, adding and subtracting sets of objects • Composing and decomposing the number 2 • Composing and decomposing numbers within 3 • Composing and decomposing numbers within 4 • Composing and decomposing numbers within 5 • Adding and subtracting within 5, I • Adding and subtracting within 5, II • Comparing numbers within 10 using a ruler • Comparing numbers within 10 • Adding and subtracting within 10 using a ruler I • Adding and subtracting within 10 using a ruler II • Number 6 • Composing and decomposing the number 6

MISSISSIPPI COLLEGE- AND CAREER-READINESS STANDARDS		IMAGINE MATH
Kindergarten		**Lessons**
		• Number 7 • Composing and decomposing the number 7 • Number 8 • Composing and decomposing the number 8 • Number 9 • Composing and decomposing the number 9 • Adding and subtracting within 9 • Working with numbers within 10 • Two-digit numbers and expanded form • Composing and decomposing the number 10 • Understanding part-part-whole IV • Adding and subtracting within 10, word problems • Identifying the group with more or fewer objects and the difference • Finding the difference • Finding the group with more objects • Finding the group with more objects and the difference • Finding the group with fewer objects • Comparison word problems • Adding and/or subtracting twice II • Review: part-part-whole, groups with more or fewer objects and the difference • Counting, ordering, and expanded form of numbers within 13 • Counting, ordering, and expanded form of numbers within 19, I • Counting and comparing sets of up to 19 objects • Comparing numbers within 13 • Review: numbers to 19, I • Review: numbers to 19, III • Number 20 • Ordinals, adding, and subtracting within 20 • Comparing numbers and finding the difference • Counting, comparing, and ordering numbers within 20 • Part-part-whole, groups with more or fewer objects and the difference • Review: numbers to 20, 2D shapes I • Review: numbers to 20, 2D shapes II • 2D shapes • Circles and spheres • Squares and cubes I • Squares and cubes II • Review: numbers to 20, 2D and 3D

MISSISSIPPI COLLEGE- AND CAREER-READINESS STANDARDS		IMAGINE MATH
Kindergarten		**Lessons**
		shapes II • Review: numbers to 20, 2D and 3D shapes III • Two-digit numbers above 20, II • Measurement II • Money
K.CC.4c	Understand that each successive number name refers to a quantity that is one larger.	• Numbers to 5, adding 1 to make the next number • Composing and decomposing numbers within 5 • Comparing numbers within 10 using a ruler • Adding and subtracting within 10 using a ruler II • Two-digit numbers and expanded form • Adding and subtracting within 10 using a ruler III • Adding and subtracting within 10 • Counting, ordering, and expanded form of numbers within 13 • Counting, ordering, and expanded form of numbers within 19, I • Counting and comparing sets of up to 19 objects • Counting, generating sets that have one more or less than a given number up to 19 • Comparing numbers within 13, finding the previous and the next numbers • Counting, ordering, and expanded form of numbers within 19, II • Number 20 • Comparing numbers and finding the difference • Squares and cubes II
K.CC.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.	• Numbers to 5, adding 1 to make the next number • Numbers to 5, adding and subtracting sets of objects • Composing and decomposing the number 2 • Composing and decomposing numbers within 3 • Composing and decomposing numbers within 4 • Composing and decomposing numbers within 5 • Adding and subtracting within 5, I • Adding and subtracting within 5, II • Comparing numbers within 10 using a ruler

MISSISSIPPI COLLEGE- AND CAREER-READINESS STANDARDS		IMAGINE MATH
Kindergarten		**Lessons**
		• Comparing numbers within 10 • Adding and subtracting within 10 using a ruler I • Adding and subtracting within 10 using a ruler II • Number 6 • Composing and decomposing the number 6 • Number 7 • Composing and decomposing the number 7 • Number 8 • Composing and decomposing the number 8 • Number 9 • Composing and decomposing the number 9 • Adding and subtracting within 9 • Working with numbers within 10 • Two-digit numbers and expanded form • Composing and decomposing the number 10 • Understanding part-part-whole IV • Adding and subtracting within 10, word problems • Identifying the group with more or fewer objects and the difference • Finding the difference • Finding the group with more objects • Finding the group with more objects and the difference • Finding the group with fewer objects • Comparison word problems • Adding and/or subtracting twice II • Review: part-part-whole, groups with more or fewer objects and the difference • Counting, ordering, and expanded form of numbers within 13 • Counting, ordering, and expanded form of numbers within 19, I • Counting and comparing sets of up to 19 objects • Comparing numbers within 13 • Review: numbers to 19, I • Review: numbers to 19, III • Number 20 • Ordinals, adding, and subtracting within 20 • Comparing numbers and finding the difference • Counting, comparing, and ordering numbers within 20 • Part-part-whole, groups with more or

MISSISSIPPI COLLEGE- AND CAREER-READINESS STANDARDS		IMAGINE MATH
Kindergarten		**Lessons**
		fewer objects and the difference • Review: numbers to 20, 2D shapes I • Review: numbers to 20, 2D shapes II • 2D shapes • Circles and spheres • Squares and cubes I • Squares and cubes II • Review: numbers to 20, 2D and 3D shapes II • Review: numbers to 20, 2D and 3D shapes III • Two-digit numbers above 20, II • Measurement II • Money
K.CC.6	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.	• As many as, more, and less • Equality and inequality, equal and not equal signs • Greater than and less than, > and < signs • Review: comparing groups • Numbers to 5, adding and subtracting sets of objects • Composing and decomposing numbers within 3 • Composing and decomposing numbers within 4 • Composing and decomposing numbers within 5 • Understanding part-part-whole III • Comparing numbers within 10 using a ruler • Comparing numbers within 10 • Number 6 • Number 7 • Composing and decomposing the number 7 • Number 8 • Composing and decomposing the number 8 • Number 9 • Composing and decomposing the number 9 • Working with numbers within 10 • Composing and decomposing the number 10 • Adding and subtracting within 10 using a ruler III • Adding and subtracting within 10 • Understanding part-part-whole IV • Adding and subtracting within 10, word problems • Identifying the group with more or

MISSISSIPPI COLLEGE- AND CAREER-READINESS STANDARDS		IMAGINE MATH
Kindergarten		**Lessons**
		fewer objects and the difference • Finding the difference • Finding the group with more objects • Finding the group with more objects and the difference • Finding the group with fewer objects • Comparison word problems • Adding and/or subtracting twice I • Adding and/or subtracting twice II • Review: part-part-whole, groups with more or fewer objects and the difference • Counting, ordering, and expanded form of numbers within 13 • Counting and comparing sets of up to 19 objects • Comparing numbers within 13, finding the previous and the next numbers • Numbers to 13, expanded form I • Numbers to 13, expanded form II • Counting, ordering, and expanded form of numbers within 19, II • Review: numbers to 19, I • Review: numbers to 19, II • Review: numbers to 19, III • Number 20 • Ordinals, adding, and subtracting within 20 • Comparing numbers and finding the difference • Counting, comparing, and ordering numbers within 20 • Part-part-whole, groups with more or fewer objects and the difference • Review: numbers to 20 • Review: numbers to 20, 2D shapes I • 2D shapes • Circles and spheres • Squares and cubes I • Circles, rectangles, and cylinders • Review: numbers to 20, word problems, 3D shapes I • Review: numbers to 20, word problems, 3D shapes II • Review: numbers to 20, word problems, 3D shapes III • Round numbers to 100 • Counting by tens • Two-digit numbers above 20, I • Two-digit numbers above 20, II • Two-digit numbers above 20, III • Measurement II

MISSISSIPPI COLLEGE- AND CAREER-READINESS STANDARDS		IMAGINE MATH
Kindergarten		**Lessons**
K.CC.7	Compare two numbers between 1 and 20 presented as written numerals.	• Greater than and less than, > and < signs • Numbers to 5, adding and subtracting sets of objects • Comparing numbers within 10 using a ruler • Comparing numbers within 10 • Number 6 • Number 7 • Number 8 • Number 9 • Adding and subtracting within 10 using a ruler III • Properties of 0 • Adding and subtracting within 10, word problems • Finding the difference • Finding the group with more objects and the difference • Comparison word problems • Counting, ordering, and expanded form of numbers within 19, I • Comparing numbers within 13 • Comparing numbers within 13, finding the previous and the next numbers • Counting, ordering, and expanded form of numbers within 19, II • Review: numbers to 19, II • Review: numbers to 19, III • Comparing numbers and finding the difference • Counting, comparing, and ordering numbers within 20 • Part-part-whole, groups with more or fewer objects and the difference • Review: numbers to 20 • Review: numbers to 20, 2D shapes I • Review: numbers to 20, 2D shapes II • Review: numbers to 20, 2D and 3D shapes I • Review: numbers to 20, 2D and 3D shapes II • Review: numbers to 20, 2D and 3D shapes III • Review: numbers to 20, word problems, 3D shapes I • Review: numbers to 20, word problems, 3D shapes II • Measurement I • Money
K.OA Operations and Algebraic Thinking		

MISSISSIPPI COLLEGE- AND CAREER-READINESS STANDARDS		IMAGINE MATH
Kindergarten		**Lessons**
K.OA.1	Represent addition and subtraction, in which all parts and whole of the problem are within 10, with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.	• Numbers to 5, adding 1 to make the next number • Numbers to 5, adding and subtracting sets of objects • Composing and decomposing the number 2 • Composing and decomposing numbers within 3 • Composing and decomposing numbers within 4 • Composing and decomposing numbers within 5 • Adding and subtracting within 5, I • Adding and subtracting within 5, II • Understanding part-part-whole I • Understanding part-part-whole II • Understanding part-part-whole III • Commutative property of addition • Comparing numbers within 10 • Number 6 • Composing and decomposing the number 6 • Number 7 • Composing and decomposing the number 7 • Number 8 • Composing and decomposing the number 8 • Number 9 • Composing and decomposing the number 9 • Adding and subtracting within 9 • Working with numbers within 10 • Two-digit numbers and expanded form • Composing and decomposing the number 10 • Adding and subtracting within 10 using a ruler III • Properties of 0 • Adding and subtracting within 10 • Understanding part-part-whole IV • Adding and subtracting within 10, word problems • Identifying the group with more or fewer objects and the difference • Finding the difference • Finding the group with more objects • Finding the group with more objects and the difference • Finding the group with fewer objects • Comparison word problems • Adding and/or subtracting twice I • Adding and/or subtracting twice II

MISSISSIPPI COLLEGE- AND CAREER-READINESS STANDARDS		IMAGINE MATH
Kindergarten		**Lessons**
		• Review: part-part-whole, groups with more or fewer objects and the difference • Counting, ordering, and expanded form of numbers within 13 • Counting, generating sets that have one more or less than a given number up to 19 • Comparing numbers within 13, finding the previous and the next numbers • Numbers to 13, expanded form I • Numbers to 13, expanded form II • Counting, ordering, and expanded form of numbers within 19, II • Review: numbers to 19, I • Review: numbers to 19, II • Review: numbers to 19, III • Number 20 • Ordinals, adding, and subtracting within 20 • Comparing numbers and finding the difference • Counting, comparing, and ordering numbers within 20 • Part-part-whole, groups with more or fewer objects and the difference • Review: numbers to 20 • Review: numbers to 20, 2D shapes I • Circles and spheres • Squares and cubes I • Circles, rectangles, and cylinders • Review: numbers to 20, 2D and 3D shapes II • Review: numbers to 20, word problems, 3D shapes I • Review: numbers to 20, word problems, 3D shapes II • Review: numbers to 20, word problems, 3D shapes III • Round numbers to 100 • Counting by tens • Two-digit numbers above 20, I • Two-digit numbers above 20, II • Two-digit numbers above 20, III • Measurement II
K.OA.2	Solve addition and subtraction word problems within 10 involving situations of adding to, taking from, putting together and taking apart with unknowns in all positions by using objects or drawings to represent the problem.	• Understanding part-part-whole I • Understanding part-part-whole II • Understanding part-part-whole III • Commutative property of addition • Number 6 • Number 7 • Composing and decomposing the number 7

MISSISSIPPI COLLEGE- AND CAREER-READINESS STANDARDS		IMAGINE MATH
Kindergarten		**Lessons**
		• Number 8 • Number 9 • Composing and decomposing the number 9 • Adding and subtracting within 9 • Working with numbers within 10 • Composing and decomposing the number 10 • Adding and subtracting within 10 using a ruler III • Adding and subtracting within 10 • Adding and subtracting within 10, word problems • Review: part-part-whole, groups with more or fewer objects and the difference • Review: numbers to 19, III • Ordinals, adding, and subtracting within 20 • Comparing numbers and finding the difference • Part-part-whole, groups with more or fewer objects and the difference • Review: numbers to 20, 2D shapes II • Squares and cubes I • Review: numbers to 20, word problems, 3D shapes I • Review: numbers to 20, word problems, 3D shapes III • Round numbers to 100 • Two-digit numbers above 20, I • Two-digit numbers above 20, III • Money
K.OA.3	Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., 5 = 2 + 3 and 5 = 4 + 1).	• Composing and decomposing the number 2 • Composing and decomposing numbers within 3 • Composing and decomposing numbers within 4 • Composing and decomposing numbers within 5 • Adding and subtracting within 5, I • Adding and subtracting within 5, II • Composing and decomposing the number 6 • Composing and decomposing the number 7 • Composing and decomposing the number 8 • Composing and decomposing the number 9 • Working with numbers within 10 • Composing and decomposing the

MISSISSIPPI COLLEGE- AND CAREER-READINESS STANDARDS		IMAGINE MATH
Kindergarten		**Lessons**
		number 10 • Properties of 0 • Understanding part-part-whole IV • Finding the group with more objects and the difference • Finding the group with fewer objects • Adding and/or subtracting twice II • Comparing numbers within 13 • Numbers to 13, expanded form II • Review: numbers to 19, I • Counting, comparing, and ordering numbers within 20 • Review: numbers to 20 • Review: numbers to 20, 2D and 3D shapes II
K.OA.4	For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.	• Working with numbers within 10 • Composing and decomposing the number 10 • Properties of 0 • Understanding part-part-whole IV • Finding the group with more objects and the difference • Finding the group with fewer objects • Adding and/or subtracting twice II • Comparing numbers within 13 • Counting, comparing, and ordering numbers within 20
K.OA.5	Fluently add and subtract within 5.	• Adding and subtracting within 5, II • Understanding part-part-whole I • Understanding part-part-whole II • Understanding part-part-whole III • Commutative property of addition • Composing and decomposing the number 7 • Working with numbers within 10 • Properties of 0 • Identifying the group with more or fewer objects and the difference • Comparing numbers within 13, finding the previous and the next numbers • Number 20 • Polygons • Circles and spheres • Squares and cubes II • Circles, rectangles, and cylinders • Review: numbers to 20, 2D and 3D shapes I • Review: numbers to 20, 2D and 3D shapes II • Review: numbers to 20, word problems, 3D shapes I

MISSISSIPPI COLLEGE- AND CAREER-READINESS STANDARDS		IMAGINE MATH
Kindergarten		**Lessons**
		• Review: numbers to 20, word problems, 3D shapes III • Identifying and comparing round numbers • Money
K.NBT Number and Operations in Base Ten		
K.NBT.1	Compose and decompose numbers from 11 to 19 into ten ones and some further ones to understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., 18 = 10 + 8).	• Two-digit numbers and expanded form • Counting, ordering, and expanded form of numbers within 13 • Counting, ordering, and expanded form of numbers within 19, I • Comparing numbers within 13 • Numbers to 13, expanded form I • Numbers to 13, expanded form II • Counting, ordering, and expanded form of numbers within 19, II • Review: numbers to 19, I • Review: numbers to 19, II • Review: numbers to 19, III • Number 20 • Ordinals, adding, and subtracting within 20 • Comparing numbers and finding the difference • Review: numbers to 20 • Review: numbers to 20, 2D shapes I • Review: numbers to 20, 2D shapes II • Circles and spheres • Squares and cubes I • Squares and cubes II • Review: numbers to 20, 2D and 3D shapes I • Review: numbers to 20, 2D and 3D shapes II • Review: numbers to 20, 2D and 3D shapes III • Review: numbers to 20, word problems, 3D shapes I • Review: numbers to 20, word problems, 3D shapes III • Round numbers to 100 • Identifying and comparing round numbers • Two-digit numbers above 20, II • Measurement I • Money
K.MD Measurement and Data		
K.MD.1	Describe measurable attributes of objects, such as length or weight.	• Length and width, comparing and ordering objects by these attributes

MISSISSIPPI COLLEGE- AND CAREER-READINESS STANDARDS		IMAGINE MATH
Kindergarten		**Lessons**
	Describe several measurable attributes of a single object.	• Volume, comparing and ordering objects by volume • Weight • Adding and subtracting within 10 • Review: numbers to 20 • Measurement II
K.MD.2	Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference.	• Length and width, comparing and ordering objects by these attributes • Volume, comparing and ordering objects by volume • Weight • Review: comparing groups • Number 7 • Composing and decomposing the number 7 • Working with numbers within 10 • Adding and subtracting within 10 using a ruler III • Adding and subtracting within 10 • Finding the group with more objects • Counting, ordering, and expanded form of numbers within 19, I • Comparing numbers and finding the difference • Review: numbers to 20 • Circles and spheres • Two-digit numbers above 20, III • Measurement I • Measurement II • Money
K.MD.3	Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.	• Comparing, matching, and grouping by various attributes I • Comparing, matching, and grouping by various attributes II • Weight • Equality and inequality, equal and not equal signs • Greater than and less than, > and < signs • Composing and decomposing the number 2 • Comparing numbers within 10 using a ruler • Number 7 • Number 8 • Composing and decomposing the number 8 • Number 9 • Adding and subtracting within 10 using a ruler III • Properties of 0

MISSISSIPPI COLLEGE- AND CAREER-READINESS STANDARDS		IMAGINE MATH
Kindergarten		**Lessons**
		• Adding and subtracting within 10 • Understanding part-part-whole IV • Adding and subtracting within 10, word problems • Finding the difference • Counting, ordering, and expanded form of numbers within 13 • Counting, ordering, and expanded form of numbers within 19, I • Counting and comparing sets of up to 19 objects • Comparing numbers within 13 • Numbers to 13, expanded form I • Review: numbers to 19, I • Review: numbers to 19, II • Comparing numbers and finding the difference • Part-part-whole, groups with more or fewer objects and the difference • Polygons • 2D shapes • Circles and spheres • Squares and cubes I • Squares and cubes II • Circles, rectangles, and cylinders • Review: numbers to 20, 2D and 3D shapes I • Review: numbers to 20, 2D and 3D shapes II • Review: numbers to 20, word problems, 3D shapes I • Two-digit numbers above 20, I • Two-digit numbers above 20, II • Measurement I • Measurement II • Money
K.G Geometry		
K.G.1	Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.	• Comparing, matching, and grouping by various attributes II • Comparing, matching, and grouping by various attributes III • Length and width, comparing and ordering objects by these attributes • Equality and inequality, equal and not equal signs • Greater than and less than, > and < signs • Numbers and counting to 10 • Adding and subtracting within 10 using a ruler I • Composing and decomposing the

MISSISSIPPI COLLEGE- AND CAREER-READINESS STANDARDS		IMAGINE MATH
Kindergarten		**Lessons**
		number 8 • Number 9 • Adding and subtracting within 10 • Finding the group with more objects • Review: numbers to 20, 2D shapes I • 2D shapes • Circles and spheres • Squares and cubes I • Squares and cubes II • Triangles, circles, and cones • Circles, rectangles, and cylinders • 2D and 3D shapes • Review: numbers to 20, 2D and 3D shapes I • Review: numbers to 20, 2D and 3D shapes II • Review: numbers to 20, word problems, 3D shapes I • Identifying and comparing round numbers
K.G.2	Correctly name shapes regardless of their orientations or overall size.	• Comparing, matching, and grouping by various attributes II • Comparing, matching, and grouping by various attributes III • Length and width, comparing and ordering objects by these attributes • Greater than and less than, > and < signs • Composing and decomposing the number 8 • Number 9 • Adding and subtracting within 10 • Review: numbers to 20, 2D shapes I • 2D shapes • Circles and spheres • Squares and cubes I • Squares and cubes II • Triangles, circles, and cones • Circles, rectangles, and cylinders • 2D and 3D shapes • Review: numbers to 20, 2D and 3D shapes I • Review: numbers to 20, 2D and 3D shapes II • Review: numbers to 20, word problems, 3D shapes I • Identifying and comparing round numbers
K.G.3	Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").	• Circles and spheres • Squares and cubes I • Squares and cubes II

MISSISSIPPI COLLEGE- AND CAREER-READINESS STANDARDS		IMAGINE MATH
Kindergarten		**Lessons**
		• Triangles, circles, and cones • Circles, rectangles, and cylinders • Review: numbers to 20, 2D and 3D shapes I • Review: numbers to 20, 2D and 3D shapes II
K.G.4	Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length).	• Comparing, matching, and grouping by various attributes II • Comparing, matching, and grouping by various attributes III • Length and width, comparing and ordering objects by these attributes • Equality and inequality, equal and not equal signs • Comparing numbers within 10 using a ruler • Composing and decomposing the number 8 • Number 9 • Properties of 0 • Understanding part-part-whole IV • Adding and subtracting within 10, word problems • Comparing numbers within 13 • Numbers to 13, expanded form I • Review: numbers to 19, II • Polygons • 2D shapes • Circles and spheres • Squares and cubes I • Squares and cubes II • Triangles, circles, and cones • Circles, rectangles, and cylinders • 2D and 3D shapes • Review: numbers to 20, 2D and 3D shapes I • Review: numbers to 20, 2D and 3D shapes II • Review: numbers to 20, 2D and 3D shapes III • Review: numbers to 20, word problems, 3D shapes I • Identifying and comparing round numbers
K.G.5	Model objects in the world by drawing two-dimensional shapes and building three-dimensional shapes.	• Polygons • 2D shapes • 2D and 3D shapes
K.G.6	Compose simple shapes to form larger shapes.	• Polygons • Squares and cubes II

Grade 1

Mississippi College- and Career-Readiness Standards Aligned to Grade 1 Imagine Math Lessons

MISSISSIPPI COLLEGE- AND CAREER-READINESS STANDARDS		IMAGINE MATH
Grade 1		**Lessons**
1.OA Operations and Algebraic Thinking		
1.OA.1	Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.	• Adding and subtracting 3 within 10 • Adding and subtracting 4 within 10 • Subtracting 5, 6, 7, and 8 with the difference within 5 • Relating counting to addition • Adding and subtracting within 10, I • Addends and sums • Adding and subtracting within 10, III • Adding and subtracting within 10, IV • Commutative property of addition • Groups with more or fewer objects, the difference • Minuend, subtrahend, difference • Expanded form of numbers within 20, I • Expanded form of numbers within 20, solving equations • Adding and subtracting within 20, I • Properties of 0 • Expanded form of numbers within 20, II • Adding and subtracting without regrouping within 19, II • Adding and subtracting without regrouping within 19, word problems • Adding to get 20 • Subtracting a one-digit number from 20 • Additing and subtracting within 20 • Expressions with adding and/or subtracting twice • Commutative property, expressions with adding and/or subtracting twice • Review: expressions with adding and/or subtracting twice I • Adding by making 10 • Adding 2 or 3 to a number by making 10 • Adding 4 to a number by making 10 • Adding 5 to a number by making 10 • Adding 6 to a number by making 10 • Adding 7 to a number by making 10 • Adding 8 or 9 to a number by making 10 • Review: adding by making 10

MISSISSIPPI COLLEGE- AND CAREER-READINESS STANDARDS		IMAGINE MATH
Grade 1		**Lessons**
		• Subtracting by making 10 • Subtracting from 12 by making 10 • Subtracting from 13 by making 10 • Subtracting from 14 by making 10 • Subtracting from 15 by making 10 • Subtracting from 16 by making 10 • Subtracting from 17 or 18 by making 10 • Review: subtracting by making 10 • Review: adding and subtracting within 20 • Review: expressions with adding and/or subtracting twice II • Two-step word problems within 20, I • Two-step word problems, I • Adding a two-digit number and a one-digit number I • Subtracting a one-digit number from a two-digit number I • Finding 10 more and 10 less than a given number within 100 • Adding and subtracting within 100, II • Measuring length with different units III • Triangles, quadrilaterals, and pentagons • Equations with a letter for an unknown • Solving equations with an unknown minuend I • Counting by twos, fives, and tens • Graphs • Review: income and gifts, wants and needs • Money II
1.OA.2	Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.	• Numbers to 120 • Graphs
1.OA.3	Apply properties of operations as strategies to add and subtract.	• Adding and subtracting 2 within 10 • Adding 5, 6, 7, and 8 within 10, commutative property of addition • Subtracting 5, 6, 7, and 8 with the difference within 5 • Relating counting to subtraction • Adding, subtracting, and number composition within 10 • Adding and subtracting within 10, I • Adding and subtracting within 10, III • Commutative property of addition

MISSISSIPPI COLLEGE- AND CAREER-READINESS STANDARDS		IMAGINE MATH
Grade 1		**Lessons**
		• Expanded form of numbers within 20, solving equations • Numbers to 20 • Adding and subtracting within 20, I • Adding and subtracting without regrouping within 19, II • Additing and subtracting within 20 • Commutative property, expressions with adding and/or subtracting twice • Review: expressions with adding and/or subtracting twice I • Adding and subtracting using expanded form • Expressions with a letter for an unknown • Equations with a letter for an unknown
1.OA.4	Understand subtraction as an unknown-addend problem.	• Adding and subtracting 2 within 10 • Subtracting 5, 6, 7, and 8 with the difference within 5 • Relating counting to subtraction • Adding, subtracting, and number composition within 10 • Adding and subtracting within 10, I • Adding and subtracting within 10, III • Expanded form of numbers within 20, solving equations • Numbers to 20 • Adding and subtracting within 20, I • Adding and subtracting without regrouping within 19, II • Additing and subtracting within 20 • Adding and subtracting using expanded form • Expressions with a letter for an unknown • Equations with a letter for an unknown
1.OA.5	Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).	• Adding and subtracting 1 within 10 • Adding and subtracting 2 within 10 • Adding and subtracting 3 within 10 • Adding and subtracting 4 within 10 • Adding 5, 6, 7, and 8 within 10, commutative property of addition • Subtracting 5, 6, 7, and 8 with the difference within 5 • Relating counting to addition • Relating counting to subtraction • Numbers to 20 • Adding and subtracting without regrouping within 19, I

MISSISSIPPI COLLEGE- AND CAREER-READINESS STANDARDS		IMAGINE MATH
Grade 1		**Lessons**
1.OA.6	Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., 8 + 6 = 8 + 2 + 4 = 10 + 4 = 14); decomposing a number leading to a ten (e.g., 13 – 4 = 13 – 3 – 1 = 10 – 1 = 9); using the relationship between addition and subtraction (e.g., knowing that 8 + 4 = 12, one knows 12 – 8 = 4); and creating equivalent but easier or known sums (e.g., adding 6 + 7 by creating the known equivalent 6 + 6 + 1 = 12 + 1 = 13).	• Adding and subtracting 2 within 10 • Adding and subtracting 3 within 10 • Adding and subtracting 4 within 10 • Adding 5, 6, 7, and 8 within 10, commutative property of addition • Subtracting 5, 6, 7, and 8 with the difference within 5 • Relating counting to addition • Relating counting to subtraction • Adding, subtracting, and number composition within 10 • Adding and subtracting within 10, I • Adding and subtracting within 10, II • Addends and sums • Adding and subtracting within 10, III • Adding and subtracting within 10, IV • Commutative property of addition • Groups with more or fewer objects, the difference • Minuend, subtrahend, difference • Expanded form of numbers within 20, I • Expanded form of numbers within 20, solving equations • Numbers to 20 • Adding and subtracting within 20, I • Properties of 0 • Expanded form of numbers within 20, II • Adding and subtracting without regrouping within 19, I • Adding and subtracting without regrouping within 19, II • Adding and subtracting without regrouping within 19, word problems • Adding to get 20 • Subtracting a one-digit number from 20 • Additing and subtracting within 20 • Expressions with adding and/or subtracting twice • Commutative property, expressions with adding and/or subtracting twice • Review: expressions with adding and/or subtracting twice I • Adding by making 10 • Adding 2 or 3 to a number by making 10 • Adding 4 to a number by making 10 • Adding 5 to a number by making 10 • Adding 6 to a number by making 10 • Adding 7 to a number by making 10 • Adding 8 or 9 to a number by making 10

MISSISSIPPI COLLEGE- AND CAREER-READINESS STANDARDS		IMAGINE MATH
Grade 1		Lessons
		• Review: adding by making 10 • Subtracting by making 10 • Subtracting from 11 by making 10 • Subtracting from 12 by making 10 • Subtracting from 13 by making 10 • Subtracting from 14 by making 10 • Subtracting from 15 by making 10 • Subtracting from 16 by making 10 • Subtracting from 17 or 18 by making 10 • Review: subtracting by making 10 • Review: adding and subtracting within 20 • Review: expressions with adding and/or subtracting twice II • Two-step word problems within 20, I • Two-step word problems within 20, II • Round numbers to 100, I • Round numbers to 100, II • Adding round numbers • Subtracting round numbers • Adding and subtracting round numbers I • Adding and subtracting round numbers II • Two-step word problems, I • Two-step word problems, II • Two-step word problems, III • Numbers 21-99 • Comparing, ordering, and expanded form of numbers within 99, II • Comparing, ordering, and expanded form of numbers within 99, III • Adding using expanded form • Subtracting using expanded form • Adding and subtracting using expanded form • Review: adding and subtracting using expanded form • Adding a two-digit number and a one-digit number I • Adding a two-digit number and a one-digit number II • Subtracting a one-digit number from a two-digit number I • Subtracting a one-digit number from a two-digit number II • Adding and subtracting a two-digit number and a one-digit number • Review: adding and subtracting a two-digit number and a one-digit number • Adding and subtracting within 100, I • Finding 10 more and 10 less than a

MISSISSIPPI COLLEGE- AND CAREER-READINESS STANDARDS		IMAGINE MATH
Grade 1		Lessons
		given number within 100 • Adding and subtracting a two-digit number and a round number I • The making ten strategy for addition • Adding and subtracting within 100, II • Measuring length with different units I • Measuring length with different units II • Measuring length with different units III • Review: measurement I • Halves and quarters I • Review: measurement II • Triangles, quadrilaterals, and pentagons • Review: adding and subtracting within 100, measurement, and word problems I • Review: adding and subtracting within 100, measurement, and word problems II • Review: adding and subtracting within 100, measurement, and word problems III • 2D and 3D shapes I • 2D and 3D shapes II • 2D and 3D shapes III • 2D and 3D shapes IV • 2D and 3D shapes V • Telling time I • Telling time II • Telling time III • Review: telling time and 3D shapes • Finding an unknown part in an equation with addition • Finding an unknown part in an equation with subtraction • Expressions with a letter for an unknown • Equations with a letter for an unknown • Solving equations with an unknown addend I • Solving equations with an unknown addend II • Solving equations with an unknown minuend I • Solving equations with an unknown minuend II • Solving equations with an unknown subtrahend I • Solving equations with an unknown subtrahend II • Counting by twos, fives, and tens • Review • Numbers 101-120, I

MISSISSIPPI COLLEGE- AND CAREER-READINESS STANDARDS		IMAGINE MATH
Grade 1		**Lessons**
		• Numbers 101-120, II • Numbers 101-120, III • Graphs • Review: income and gifts, wants and needs • Money I • Money II
1.OA.7	Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false.	• Comparing, ordering, and number composition within 5 • Adding and subtracting within 10, I • Commutative property of addition • Solving equations with an unknown minuend II • Solving equations with an unknown subtrahend I • Solving equations with an unknown subtrahend II • Review • Numbers 101-120, I • Numbers 101-120, II
1.OA.8	Determine the unknown whole number in an addition or subtraction equation relating three whole numbers.	• Adding and subtracting 2 within 10 • Adding 5, 6, 7, and 8 within 10, commutative property of addition • Subtracting 5, 6, 7, and 8 with the difference within 5 • Addends and sums • Adding and subtracting within 10, III • Adding and subtracting within 10, IV • Commutative property of addition • Minuend, subtrahend, difference • Expanded form of numbers within 20, I • Expanded form of numbers within 20, solving equations • Numbers to 20 • Adding and subtracting within 20, I • Properties of 0 • Expanded form of numbers within 20, II • Adding and subtracting without regrouping within 19, word problems • Commutative property, expressions with adding and/or subtracting twice • Adding by making 10 • Adding 2 or 3 to a number by making 10 • Adding 4 to a number by making 10 • Adding 5 to a number by making 10 • Adding 6 to a number by making 10 • Adding 7 to a number by making 10 • Adding 8 or 9 to a number by making 10

MISSISSIPPI COLLEGE- AND CAREER-READINESS STANDARDS		IMAGINE MATH
Grade 1		**Lessons**
		• Subtracting by making 10 • Subtracting from 11 by making 10 • Subtracting from 12 by making 10 • Subtracting from 13 by making 10 • Subtracting from 14 by making 10 • Subtracting from 15 by making 10 • Subtracting from 16 by making 10 • Review: subtracting by making 10 • Comparing, ordering, and expanded form of numbers within 99, I • Review: adding and subtracting using expanded form • Adding and subtracting within 100, I • Finding 10 more and 10 less than a given number within 100 • Adding and subtracting within 100, II • Finding an unknown part in an equation with addition • Finding an unknown part in an equation with subtraction • Expressions with a letter for an unknown • Equations with a letter for an unknown • Solving equations with an unknown addend I • Solving equations with an unknown addend II • Solving equations with an unknown minuend I • Solving equations with an unknown minuend II • Solving equations with an unknown subtrahend I • Solving equations with an unknown subtrahend II • Review • Numbers 101-120, I • Numbers 101-120, II • Numbers to 120 • Graphs
1.NBT Number and Operations in Base Ten		
1.NBT.1	Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.	• Round numbers to 100, I • Round numbers to 100, II • Adding round numbers • Numbers 21-99 • Comparing, ordering, and expanded form of numbers within 99, I • Comparing, ordering, and expanded form of numbers within 99, II • Comparing, ordering, and expanded form of numbers within 99, III

MISSISSIPPI COLLEGE- AND CAREER-READINESS STANDARDS		IMAGINE MATH
Grade 1		**Lessons**
		• Adding and subtracting within 100, I • 2D and 3D shapes I • 2D and 3D shapes V • Numbers 101-120, I • Numbers 101-120, II • Money I
1.NBT.2	Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:	• Comparing, ordering, and expanded form of numbers within 99, I • Comparing, ordering, and expanded form of numbers within 99, II • Comparing, ordering, and expanded form of numbers within 99, III • Adding using expanded form • Subtracting using expanded form • Adding and subtracting using expanded form • Review: adding and subtracting using expanded form • Adding a two-digit number and a one-digit number I • Adding a two-digit number and a one-digit number II • Subtracting a one-digit number from a two-digit number I • Subtracting a one-digit number from a two-digit number II • Adding and subtracting a two-digit number and a one-digit number • Review: adding and subtracting a two-digit number and a one-digit number • The number 100 • Adding and subtracting within 100, I • Finding 10 more and 10 less than a given number within 100 • Adding and subtracting a two-digit number and a round number I
1.NBT.2a	10 can be thought of as a bundle of ten ones — called a "ten."	• Expanded form of numbers within 20, I • Expanded form of numbers within 20, solving equations • Properties of 0 • Expanded form of numbers within 20, II • Adding and subtracting without regrouping within 19, I • Adding and subtracting without regrouping within 19, word problems • Adding to get 20 • Expressions with adding and/or subtracting twice • Commutative property, expressions with adding and/or subtracting twice

MISSISSIPPI COLLEGE- AND CAREER-READINESS STANDARDS		IMAGINE MATH
Grade 1		**Lessons**
		• Adding 2 or 3 to a number by making 10 • Review: expressions with adding and/or subtracting twice II • Numbers 21-99 • Review: adding and subtracting a two-digit number and a one-digit number • The number 100
1.NBT.2b	The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.	• Expanded form of numbers within 20, I • Expanded form of numbers within 20, solving equations • Properties of 0 • Expanded form of numbers within 20, II • Adding and subtracting without regrouping within 19, I • Adding and subtracting without regrouping within 19, word problems • Adding to get 20 • Expressions with adding and/or subtracting twice • Commutative property, expressions with adding and/or subtracting twice • Adding 2 or 3 to a number by making 10 • Review: expressions with adding and/or subtracting twice II • Numbers 21-99 • Review: adding and subtracting a two-digit number and a one-digit number • The number 100
1.NBT.2c	The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).	• Round numbers to 100, I • Round numbers to 100, II • Adding round numbers • Subtracting round numbers • Adding and subtracting round numbers II • Adding and subtracting using expanded form • Review: adding and subtracting a two-digit number and a one-digit number
1.NBT.3	Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <.	• Round numbers to 100, I • Round numbers to 100, II • Adding and subtracting round numbers I • Adding and subtracting round numbers II • Comparing, ordering, and expanded form of numbers within 99, II • Comparing, ordering, and expanded

MISSISSIPPI COLLEGE- AND CAREER-READINESS STANDARDS		IMAGINE MATH
Grade 1		Lessons
		form of numbers within 99, III • Adding and subtracting using expanded form • Review: adding and subtracting using expanded form • Adding and subtracting a two-digit number and a one-digit number • Review: adding and subtracting a two-digit number and a one-digit number • The number 100 • Adding and subtracting within 100, I • Adding and subtracting a two-digit number and a round number I • Measuring length with different units I • Triangles, quadrilaterals, and pentagons • Telling time II • Telling time III • Finding an unknown part in an equation with addition • Solving equations with an unknown subtrahend II • Numbers 101-120, I • Money I • Money II
1.NBT.4	Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.	• Expanded form of numbers within 20, I • Expanded form of numbers within 20, solving equations • Adding and subtracting within 20, I • Expanded form of numbers within 20, II • Adding and subtracting without regrouping within 19, I • Adding and subtracting without regrouping within 19, II • Adding and subtracting without regrouping within 19, word problems • Additing and subtracting within 20 • Expressions with adding and/or subtracting twice • Commutative property, expressions with adding and/or subtracting twice • Review: expressions with adding and/or subtracting twice I • Adding by making 10 • Adding 2 or 3 to a number by making 10 • Adding 4 to a number by making 10 • Adding 5 to a number by making 10 • Adding 6 to a number by making 10 • Adding 7 to a number by making 10 • Adding 8 or 9 to a number by making

MISSISSIPPI COLLEGE- AND CAREER-READINESS STANDARDS		IMAGINE MATH
Grade 1		Lessons
		10 • Review: adding by making 10 • Subtracting from 13 by making 10 • Subtracting from 14 by making 10 • Subtracting from 15 by making 10 • Subtracting from 17 or 18 by making 10 • Review: adding and subtracting within 20 • Review: expressions with adding and/or subtracting twice II • Two-step word problems within 20, I • Two-step word problems within 20, II • Round numbers to 100, I • Round numbers to 100, II • Adding round numbers • Subtracting round numbers • Adding and subtracting round numbers I • Adding and subtracting round numbers II • Two-step word problems, I • Two-step word problems, II • Two-step word problems, III • Numbers 21-99 • Comparing, ordering, and expanded form of numbers within 99, I • Comparing, ordering, and expanded form of numbers within 99, II • Comparing, ordering, and expanded form of numbers within 99, III • Adding using expanded form • Subtracting using expanded form • Adding and subtracting using expanded form • Review: adding and subtracting using expanded form • Adding a two-digit number and a one-digit number I • Adding a two-digit number and a one-digit number II • Subtracting a one-digit number from a two-digit number I • Subtracting a one-digit number from a two-digit number II • Adding and subtracting a two-digit number and a one-digit number • Review: adding and subtracting a two-digit number and a one-digit number • The number 100 • Adding and subtracting within 100, I • Finding 10 more and 10 less than a given number within 100

MISSISSIPPI COLLEGE- AND CAREER-READINESS STANDARDS		IMAGINE MATH
Grade 1		Lessons
		• Adding and subtracting a two-digit number and a round number I • Adding two-digit numbers without regrouping • The making ten strategy for addition • Adding a two-digit number and a one-digit number with regrouping • Adding and subtracting within 100, II • Measuring length with different units I • Measuring length with different units II • Measuring length with different units III • Review: measurement I • Halves and quarters I • Review: measurement II • Triangles, quadrilaterals, and pentagons • Review: adding and subtracting within 100, measurement, and word problems I • Review: adding and subtracting within 100, measurement, and word problems II • Review: adding and subtracting within 100, measurement, and word problems III • 2D and 3D shapes I • 2D and 3D shapes II • 2D and 3D shapes III • 2D and 3D shapes IV • 2D and 3D shapes V • Telling time I • Telling time II • Telling time III • Review: telling time and 3D shapes • Finding an unknown part in an equation with addition • Finding an unknown part in an equation with subtraction • Expressions with a letter for an unknown • Equations with a letter for an unknown • Solving equations with an unknown addend I • Solving equations with an unknown addend II • Solving equations with an unknown minuend I • Solving equations with an unknown minuend II • Solving equations with an unknown subtrahend II • Counting by twos, fives, and tens • Review

MISSISSIPPI COLLEGE- AND CAREER-READINESS STANDARDS		IMAGINE MATH
Grade 1		**Lessons**
		• Numbers 101-120, I • Numbers 101-120, II • Numbers 101-120, III • Graphs • Review: income and gifts, wants and needs • Money I • Money II
1.NBT.5	Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.	• Round numbers to 100, II • Comparing, ordering, and expanded form of numbers within 99, I • Finding 10 more and 10 less than a given number within 100 • Solving equations with an unknown addend II • Numbers 101-120, II • Money II
1.NBT.6	Subtract multiples of 10 in the range 10–90 from multiples of 10 in the range 10–90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.	• Subtracting round numbers • Adding and subtracting round numbers I • Adding and subtracting round numbers II • Two-step word problems, III • Subtracting using expanded form • Adding and subtracting using expanded form • Review: adding and subtracting using expanded form • Subtracting a one-digit number from a two-digit number II • Adding and subtracting a two-digit number and a one-digit number • Review: adding and subtracting a two-digit number and a one-digit number • The number 100 • Adding and subtracting within 100, I • Adding and subtracting a two-digit number and a round number I • The making ten strategy for addition • Adding and subtracting within 100, II • Measuring length with different units II • Review: measurement I • Halves and quarters I • Review: adding and subtracting within 100, measurement, and word problems II • Review: adding and subtracting within 100, measurement, and word problems III • 2D and 3D shapes I • 2D and 3D shapes II

MISSISSIPPI COLLEGE- AND CAREER-READINESS STANDARDS		IMAGINE MATH
Grade 1		**Lessons**
		• 2D and 3D shapes III • 2D and 3D shapes IV • Telling time I • Telling time II • Telling time III • Review: telling time and 3D shapes • Finding an unknown part in an equation with subtraction • Equations with a letter for an unknown • Solving equations with an unknown addend I • Solving equations with an unknown addend II • Solving equations with an unknown minuend I • Solving equations with an unknown subtrahend I • Numbers 101-120, I • Numbers 101-120, III
1.MD Measurement and Data		
1.MD.1	Order three objects by length; compare the lengths of two objects indirectly by using a third object.	• Measurement I • Measurement II • Measuring length with different units I • Measuring length with different units II • Measuring length with different units III • Review: measurement II • 2D and 3D shapes IV • Finding an unknown part in an equation with subtraction
1.MD.2	Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps.	• Measurement I • Numbers to 20 • Measuring length with different units I • Measuring length with different units II • Measuring length with different units III • Review: measurement I • Review: measurement II • Review: adding and subtracting within 100, measurement, and word problems II • 2D and 3D shapes II • 2D and 3D shapes IV • Finding an unknown part in an equation with subtraction
1.MD.3a	Tell and write time in hours and half-hours using analog and digital clocks.	• Telling time I • Telling time II • Telling time III • Review: telling time and 3D shapes

MISSISSIPPI COLLEGE- AND CAREER-READINESS STANDARDS		IMAGINE MATH
Grade 1		**Lessons**
		• Finding an unknown part in an equation with subtraction
1.MD.4	Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.	• Comparing, ordering, and number composition within 5 • 2D shapes, counting, and number composition within 5 • Measurement II • Numbers to 20 • Subtracting a one-digit number from 20 • Comparing, ordering, and expanded form of numbers within 99, III • Numbers to 100 • Review: 2D shapes • Graphs • Review: income and gifts, wants and needs • Money I • Money II
1.MD.5a	Identify the value of all U.S. coins (penny, nickel, dime, quarter, half-dollar, and dollar coins). Use appropriate cent and dollar notation (e.g., 25¢, $1).	• Money II
1.MD.5b	Know the comparative values of all U.S. coins (e.g., a dime is of greater value than a nickel).	• Adding 5, 6, 7, and 8 within 10, commutative property of addition • Numbers to 20 • Comparing, ordering, and expanded form of numbers within 99, I • Money I
1.MD.5c	Count like U.S. coins up to the equivalent of a dollar.	• Numbers to 20 • Comparing, ordering, and expanded form of numbers within 99, I • Numbers to 100 • Money I • Money II
1.MD.5d	Find the equivalent value for all greater value U.S. coins using like value smaller coins (e.g., 5 pennies equal 1 nickel; 10 pennies equal dime, but not 1 nickel and 5 pennies equal 1 dime).	• Adding 5, 6, 7, and 8 within 10, commutative property of addition • Numbers to 20 • Comparing, ordering, and expanded form of numbers within 99, I • Money I
1.G Geometry		
1.G.1	Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size);	• Halves and quarters I • Triangles, quadrilaterals, and pentagons • Review: 2D shapes

MISSISSIPPI COLLEGE- AND CAREER-READINESS STANDARDS		IMAGINE MATH
Grade 1		**Lessons**
	build and draw shapes to possess defining attributes.	• Halves and quarters II • Attributes of 2D shapes • Expressions with a letter for an unknown • Graphs
1.G.2	Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.	• 2D shapes, counting, and number composition within 5 • Expressions with adding and/or subtracting twice • Adding 7 to a number by making 10 • Two-step word problems within 20, I • Two-step word problems within 20, II • Adding and subtracting within 100, II • Review: measurement II • Halves and quarters II • 2D and 3D shapes III • 2D and 3D shapes IV • Attributes of 3D Shapes
1.G.3	Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.	• Halves and quarters I • Triangles, quadrilaterals, and pentagons • Halves and quarters II • Attributes of 2D shapes • Review: adding and subtracting within 100, measurement, and word problems I

Grade 2

Mississippi College- and Career-Readiness Standards Aligned to Grade 2 Imagine Math Lessons

MISSISSIPPI COLLEGE- AND CAREER-READINESS STANDARDS		IMAGINE MATH
Grade 2		**Lessons**
2.OA Operations and Algebraic Thinking		
2.OA.1	Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.	• Adding and subtracting within 100, II • Adding and subtracting a two-digit number and a round number II • Adding two-digit numbers without regrouping II • Solving word problems I • Solving word problems II • Review: adding and subtracting without regrouping, word problems, bar graphs • The making ten strategy for addition I • Adding a two-digit number and a one-digit number with regrouping II • Subtracting from a round number • Subtracting a one-digit number from a two-digit number with regrouping I • Subtracting a one-digit number from a two-digit number with regrouping II • Adding and subtracting a one-digit and a two-digit number with regrouping I • Adding and subtracting a one-digit and a two-digit number with regrouping II • Adding and subtracting a one-digit and a two-digit number with regrouping III • Finding an unknown addend II • Adding two-digit numbers with regrouping I • Adding two-digit numbers with regrouping II • Solving word problems III • Review: word problems, adding up to 4 numbers • Subtracting two-digit numbers with regrouping II • Solving word problems IV • Review: Expressions with two operations • Review: adding and subtracting within 100, I • Review: adding and subtracting within 100, II • Review: adding and subtracting within 100, III • Expressions with parentheses II

MISSISSIPPI COLLEGE- AND CAREER-READINESS STANDARDS		IMAGINE MATH
Grade 2		Lessons
		• Review: adding and subtracting with regrouping, word problems, coins • Measuring and estimating with measurement tools, a ruler as a number line • Adding using the standard algorithm • Subtracting using the standard algorithm I • Adding using the standard algorithm, regrouping both ones and tens • Measuring with feet and inches • Geometric shapes and their attributes • Using clocks to tell time I • Using clocks to tell time II • Saving and spending, deposit and withdrawal • Borrowing and lending
2.OA.2	Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.	• Numbers to 100, II • Adding and subtracting within 100, II • Adding and subtracting a two-digit number and a round number II • Adding two-digit numbers without regrouping I • Solving word problems I • Subtracting two-digit numbers without regrouping I • Review: adding and subtracting without regrouping, word problems, bar graphs • Adding, subtracting, and comparing numbers using the number line • Even and odd numbers • The making ten strategy for addition I • The making ten strategy for addition II • Adding a two-digit number and a one-digit number with regrouping I • Adding a two-digit number and a one-digit number with regrouping II • Subtracting from a round number • Subtracting a one-digit number from a two-digit number with regrouping I • Subtracting a one-digit number from a two-digit number with regrouping II • Adding and subtracting a one-digit and a two-digit number with regrouping I • Adding and subtracting a one-digit and a two-digit number with regrouping III • Finding an unknown addend I • Finding an unknown addend II • Finding an unknown number in a subtraction equation • Adding two-digit numbers with

MISSISSIPPI COLLEGE- AND CAREER-READINESS STANDARDS		IMAGINE MATH
Grade 2		**Lessons**
		regrouping I • Adding two-digit numbers with regrouping II • Subtracting two-digit numbers with regrouping I • Subtracting two-digit numbers with regrouping II • Solving word problems IV • Expressions with parentheses I • Expressions with parentheses II • Review: adding and subtracting with regrouping, word problems, coins • The associative property of addition • Centimeters and meters, measuring with rulers • Solving problems with lengths II • Comparing hundreds • Comparing three-digit numbers II • Review: numbers to 1000 • Adding using the standard algorithm without regrouping • Subtracting using the standard algorithm without regrouping • Adding and subtracting tens with regrouping I, e.g., 60+80, 160-80 • Adding within 1000 with regrouping • Adding using the standard algorithm • Subtracting using the standard algorithm I • Partitioning circles and rectangles into equal shares • Saving and spending, deposit and withdrawal • Producers and consumers
2.OA.3	Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.	• Even and odd numbers • Review: numbers to 1000
2.OA.4	Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.	• Adding two-digit numbers without regrouping I • Subtracting from a round number • Subtracting a one-digit number from a two-digit number with regrouping II • Review: numbers to 1000 • Adding using the standard algorithm, regrouping both ones and tens
2.NBT Number and Operations in Base Ten		

MISSISSIPPI COLLEGE- AND CAREER-READINESS STANDARDS		IMAGINE MATH
Grade 2		**Lessons**
2.NBT.1	Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases:	• Numbers to 100, II • Adding two-digit numbers without regrouping I • Comparing hundreds • Three-digit numbers and place value I • Three-digit numbers and place value II • Review: three-digit numbers, lengths, word problems • Counting within 1000 • Comparing three-digit numbers I • Comparing three-digit numbers II • Review: numbers to 1000 • Adding using expanded form, e.g., 500+40, 500+5 • Subtracting using expanded form, e.g., 540-40, 505-5 • Adding and subtracting using expanded form I, e.g., 500+40+7, 547-40-7 • Adding and subtracting using expanded form II • Adding and subtracting 10 and 100 • Adding and subtracting three-digit numbers without regrouping I • Adding using the standard algorithm without regrouping • Adding within 1000 with regrouping • Subtracting within 1000 with regrouping • Measuring with feet and inches • Numbers 1000-1200 • Adding and subtracting 10 and 100 within 1200 • Saving and spending, deposit and withdrawal
2.NBT.1a	100 can be thought of as a bundle of ten tens — called a "hundred."	• Adding and subtracting within 100, I • Introduction to hundreds • Adding within 1000 with regrouping • Subtracting within 1000 with regrouping • Subtracting using the standard algorithm, regrouping both tens and hundreds • Numbers 1000-1200
2.NBT.1b	The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).	• Introduction to hundreds • Adding and subtracting hundreds • Comparing hundreds • Numbers 1000-1200
2.NBT.2	Count within 1000; skip-count by 5s starting at any number ending in 5 or 0.	• Numbers to 100, I • Numbers to 100, II

MISSISSIPPI COLLEGE- AND CAREER-READINESS STANDARDS		IMAGINE MATH
Grade 2		**Lessons**
	Skip-count by 10s and 100s starting at any number.	• Adding and subtracting within 100, II • Adding and subtracting a two-digit number and a round number II • Adding two-digit numbers without regrouping I • The making ten strategy for addition II • Subtracting from a round number • Subtracting a one-digit number from a two-digit number with regrouping II • Review: word problems, adding up to 4 numbers • Subtracting two-digit numbers with regrouping II • Centimeters and meters, measuring with rulers • Relationships between metric units • Introduction to hundreds • Adding and subtracting hundreds • Three-digit numbers and place value I • Three-digit numbers and place value II • Review: three-digit numbers, lengths, word problems • Counting within 1000 • Comparing three-digit numbers I • Review: numbers to 1000 • Adding using expanded form, e.g., 500+40, 500+5 • Subtracting using expanded form, e.g., 540-40, 505-5 • Adding and subtracting using expanded form II • Adding and subtracting 10 and 100 • Adding and subtracting three-digit numbers without regrouping II • Adding using the standard algorithm, regrouping both ones and tens • Geometric shapes and their attributes • Using clocks to tell time I • Using clocks to tell time II • Adding and subtracting 10 and 100 within 1200
2.NBT.3	Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.	• Numbers to 100, I • Numbers to 100, II • Adding two-digit numbers without regrouping I • Introduction to hundreds • Adding and subtracting hundreds • Comparing hundreds • Three-digit numbers and place value I • Three-digit numbers and place value II • Review: three-digit numbers, lengths, word problems

MISSISSIPPI COLLEGE- AND CAREER-READINESS STANDARDS		IMAGINE MATH
Grade 2		Lessons
		• Counting within 1000 • Comparing three-digit numbers I • Comparing three-digit numbers II • Review: numbers to 1000 • Adding using expanded form, e.g., 500+40, 500+5 • Subtracting using expanded form, e.g., 540-40, 505-5 • Adding and subtracting using expanded form I, e.g., 500+40+7, 547-40-7 • Adding and subtracting using expanded form II • Adding and subtracting 10 and 100 • Adding and subtracting three-digit numbers without regrouping I • Adding using the standard algorithm without regrouping • Adding within 1000 with regrouping • Subtracting within 1000 with regrouping • Measuring with feet and inches • Numbers 1000-1200 • Adding and subtracting 10 and 100 within 1200 • Saving and spending, deposit and withdrawal
2.NBT.4	Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, and < symbols to record the results of comparisons.	• Numbers to 100, II • Introduction to hundreds • Adding and subtracting hundreds • Comparing hundreds • Three-digit numbers and place value II • Counting within 1000 • Comparing three-digit numbers I • Comparing three-digit numbers II • Review: numbers to 1000 • Adding and subtracting 10 and 100 • Adding and subtracting tens with regrouping III, e.g., 260+80, 360-80 • Subtracting within 1000 with regrouping • Subtracting using the standard algorithm II • Adding using the standard algorithm, regrouping both ones and tens • Saving and spending, deposit and withdrawal
2.NBT.5	Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the	• Adding and subtracting within 100, I • Adding and subtracting within 100, II • Adding and subtracting within 100, III • Adding and subtracting a two-digit

MISSISSIPPI COLLEGE- AND CAREER-READINESS STANDARDS		IMAGINE MATH
Grade 2		Lessons
	relationship between addition and subtraction.	number and a round number I • Adding and subtracting a two-digit number and a round number II • The commutative property of addition • Adding two-digit numbers without regrouping I • Adding two-digit numbers without regrouping II • Solving word problems I • Subtracting two-digit numbers without regrouping I • Subtracting two-digit numbers without regrouping II • Solving word problems II • Review: adding and subtracting without regrouping, word problems, bar graphs • Adding, subtracting, and comparing numbers using the number line • The making ten strategy for addition I • The making ten strategy for addition II • Adding a two-digit number and a one-digit number with regrouping I • Adding a two-digit number and a one-digit number with regrouping II • Subtracting from a round number • Subtracting a one-digit number from a two-digit number with regrouping I • Subtracting a one-digit number from a two-digit number with regrouping II • Adding and subtracting a one-digit and a two-digit number with regrouping I • Adding and subtracting a one-digit and a two-digit number with regrouping II • Adding and subtracting a one-digit and a two-digit number with regrouping III • Finding an unknown addend I • Finding an unknown addend II • Finding an unknown number in a subtraction equation • Adding two-digit numbers with regrouping I • Adding two-digit numbers with regrouping II • Solving word problems III • Review: word problems, adding up to 4 numbers • Subtracting two-digit numbers with regrouping I • Subtracting two-digit numbers with regrouping II • Solving word problems IV • Review: Expressions with two

MISSISSIPPI COLLEGE- AND CAREER-READINESS STANDARDS		IMAGINE MATH
Grade 2		Lessons
		operations • Introduction to parentheses • Review: adding and subtracting within 100, I • Review: adding and subtracting within 100, II • Review: adding and subtracting within 100, III • Review: adding and subtracting within 100, IV • Expressions with parentheses I • Expressions with parentheses II • Review: adding and subtracting with regrouping, word problems, coins • The associative property of addition • Centimeters and meters, measuring with rulers • Solving problems with lengths I • Relationships between metric units • Solving problems with lengths II • Measuring and estimating with measurement tools, a ruler as a number line • Introduction to hundreds • Adding and subtracting hundreds • Comparing hundreds • Three-digit numbers and place value I • Three-digit numbers and place value II • Counting within 1000 • Comparing three-digit numbers I • Comparing three-digit numbers II • Review: numbers to 1000 • Adding and subtracting using expanded form I, e.g., 500+40+7, 547-40-7 • Adding using the standard algorithm without regrouping • Subtracting using the standard algorithm without regrouping • Adding and subtracting tens with regrouping I, e.g., 60+80, 160-80 • Adding and subtracting tens with regrouping II, e.g., 540+60, 500-70 • Adding and subtracting tens with regrouping III, e.g., 260+80, 360-80 • Adding within 1000 with regrouping • Subtracting within 1000 with regrouping • Adding using the standard algorithm • Subtracting using the standard algorithm I • Subtracting using the standard algorithm II

MISSISSIPPI COLLEGE- AND CAREER-READINESS STANDARDS		IMAGINE MATH
Grade 2		Lessons
		• Adding using the standard algorithm, regrouping both ones and tens • Subtracting using the standard algorithm, regrouping both tens and hundreds • Geometric shapes and their attributes • Partitioning rectangles into equal shares • Partitioning circles and rectangles into equal shares • Using clocks to tell time I • Using clocks to tell time II • Adding and subtracting 10 and 100 within 1200 • Saving and spending, deposit and withdrawal • Producers and consumers
2.NBT.6	Add up to four two-digit numbers using strategies based on place value and properties of operations.	• Adding and subtracting within 100, II • Adding two-digit numbers without regrouping II • Review: adding and subtracting without regrouping, word problems, bar graphs • The making ten strategy for addition I • Adding and subtracting a one-digit and a two-digit number with regrouping III • Solving word problems III • Review: word problems, adding up to 4 numbers • Expressions with parentheses I • The associative property of addition • Centimeters and meters, measuring with rulers • Solving problems with lengths II • Measuring and estimating with measurement tools, a ruler as a number line • Three-digit numbers and place value II • Comparing three-digit numbers I • Adding and subtracting using expanded form I, e.g., 500+40+7, 547-40-7 • Adding using the standard algorithm without regrouping • Adding and subtracting tens with regrouping I, e.g., 60+80, 160-80 • Adding and subtracting tens with regrouping III, e.g., 260+80, 360-80 • Adding using the standard algorithm, regrouping both ones and tens • Measuring with feet and inches • Geometric shapes and their attributes

MISSISSIPPI COLLEGE- AND CAREER-READINESS STANDARDS		IMAGINE MATH
Grade 2		Lessons
		• Partitioning circles and rectangles into equal shares • Using clocks to tell time II • Saving and spending, deposit and withdrawal • Producers and consumers
2.NBT.7	Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.	• Adding two-digit numbers without regrouping I • Subtracting two-digit numbers without regrouping I • Review: adding and subtracting without regrouping, word problems, bar graphs • The making ten strategy for addition II • Subtracting a one-digit number from a two-digit number with regrouping II • Solving problems with lengths I • Adding and subtracting hundreds • Comparing hundreds • Three-digit numbers and place value II • Review: three-digit numbers, lengths, word problems • Adding using expanded form, e.g., 500+40, 500+5 • Subtracting using expanded form, e.g., 540-40, 505-5 • Adding and subtracting using expanded form I, e.g., 500+40+7, 547-40-7 • Adding and subtracting using expanded form II • Adding and subtracting 10 and 100 • Adding and subtracting three-digit numbers without regrouping I • Adding and subtracting three-digit numbers without regrouping II • Adding and subtracting three-digit numbers without regrouping III • Adding using the standard algorithm without regrouping • Subtracting using the standard algorithm without regrouping • Adding and subtracting tens with regrouping I, e.g., 60+80, 160-80 • Adding and subtracting tens with regrouping II, e.g., 540+60, 500-70 • Adding and subtracting tens with regrouping III, e.g., 260+80, 360-80 • Adding within 1000 with regrouping • Subtracting within 1000 with regrouping • Adding using the standard algorithm

MISSISSIPPI COLLEGE- AND CAREER-READINESS STANDARDS		IMAGINE MATH
Grade 2		Lessons
		• Subtracting using the standard algorithm I • Subtracting using the standard algorithm II • Adding using the standard algorithm, regrouping both ones and tens • Subtracting using the standard algorithm, regrouping both tens and hundreds • Using clocks to tell time I • Numbers 1000-1200 • Comparing and ordering numbers within 1200 • Adding and subtracting 10 and 100 within 1200 • Saving and spending, deposit and withdrawal • Producers and consumers
2.NBT.8	Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900.	• Adding and subtracting hundreds • Adding and subtracting 10 and 100 • Adding and subtracting three-digit numbers without regrouping I • Adding and subtracting three-digit numbers without regrouping II • Adding and subtracting three-digit numbers without regrouping III • Subtracting using the standard algorithm without regrouping • Adding and subtracting tens with regrouping I, e.g., 60+80, 160-80 • Subtracting using the standard algorithm II • Adding using the standard algorithm, regrouping both ones and tens • Adding and subtracting within 1200 using expanded form • Producers and consumers
2.NBT.9	Explain why addition and subtraction strategies work, using place value and the properties of operations.	• The commutative property of addition • Adding two-digit numbers without regrouping I • Solving word problems I • Subtracting two-digit numbers without regrouping I • Solving word problems II • The making ten strategy for addition I • Adding a two-digit number and a one-digit number with regrouping I • Subtracting from a round number • Subtracting a one-digit number from a two-digit number with regrouping I • Subtracting a one-digit number from a

MISSISSIPPI COLLEGE- AND CAREER-READINESS STANDARDS		IMAGINE MATH
Grade 2		Lessons
		two-digit number with regrouping II • Adding and subtracting a one-digit and a two-digit number with regrouping I • Adding and subtracting a one-digit and a two-digit number with regrouping II • Adding and subtracting a one-digit and a two-digit number with regrouping III • Adding two-digit numbers with regrouping II • Subtracting two-digit numbers with regrouping I • Subtracting two-digit numbers with regrouping II • Adding and subtracting hundreds • Adding and subtracting using expanded form II • Adding and subtracting 10 and 100 • Adding and subtracting three-digit numbers without regrouping I • Adding and subtracting three-digit numbers without regrouping II • Adding and subtracting three-digit numbers without regrouping III • Adding using the standard algorithm without regrouping • Subtracting using the standard algorithm without regrouping • Adding and subtracting tens with regrouping I, e.g., 60+80, 160-80 • Adding and subtracting tens with regrouping II, e.g., 540+60, 500-70 • Adding within 1000 with regrouping • Subtracting within 1000 with regrouping • Adding using the standard algorithm • Subtracting using the standard algorithm II
2.MD Measurement and Data		
2.MD.1	Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.	• Centimeters and meters, measuring with rulers • Solving problems with lengths I • Relationships between metric units • Solving problems with lengths II • Measuring and estimating with measurement tools, a ruler as a number line • Adding and subtracting using expanded form I, e.g., 500+40+7, 547-40-7 • Measuring with feet and inches • Geometric shapes and their attributes

MISSISSIPPI COLLEGE- AND CAREER-READINESS STANDARDS		IMAGINE MATH
Grade 2		**Lessons**
2.MD.2	Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.	• Solving problems with lengths II • Measuring and estimating with measurement tools, a ruler as a number line • Measuring with feet and inches
2.MD.3	Estimate lengths using units of inches, feet, centimeters, and meters.	• Centimeters and meters, measuring with rulers • Solving problems with lengths I • Relationships between metric units • Measuring and estimating with measurement tools, a ruler as a number line • Measuring with feet and inches
2.MD.4	Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.	• Measuring with feet and inches • Geometric shapes and their attributes
2.MD.5	Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.	• Centimeters and meters, measuring with rulers • Solving problems with lengths I • Solving problems with lengths II • Measuring and estimating with measurement tools, a ruler as a number line • Comparing hundreds • Subtracting using the standard algorithm I • Measuring with feet and inches
2.MD.6	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 within 100 on a number line diagram.	• Adding, subtracting, and comparing numbers using the number line • Even and odd numbers • The making ten strategy for addition I • Review: word problems, adding up to 4 numbers • Measuring and estimating with measurement tools, a ruler as a number line • Counting within 1000 • Review: numbers to 1000 • Adding and subtracting within 1200 using expanded form
2.MD.7	Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.	• Using clocks to tell time I • Using clocks to tell time II • Adding and subtracting 10 and 100 within 1200
2.MD.8a	Solve word problems involving dollar bills, quarters, dimes, nickels, and	• Adding two-digit numbers without regrouping II

MISSISSIPPI COLLEGE- AND CAREER-READINESS STANDARDS		IMAGINE MATH
Grade 2		**Lessons**
	pennies, using $ and ¢ symbols appropriately.	• Subtracting two-digit numbers without regrouping II • Adding and subtracting a one-digit and a two-digit number with regrouping III • Expressions with parentheses II • Review: adding and subtracting with regrouping, word problems, coins • Introduction to hundreds • Three-digit numbers and place value II • Counting within 1000 • Adding and subtracting tens with regrouping I, e.g., 60+80, 160-80 • Saving and spending, deposit and withdrawal • Borrowing and lending • Producers and consumers
2.MD.9	Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.	• Solving problems with lengths I • Adding and subtracting using expanded form I, e.g., 500+40+7, 547-40-7
2.MD.10	Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph.	• Review: adding and subtracting without regrouping, word problems, bar graphs • The making ten strategy for addition II • Subtracting a one-digit number from a two-digit number with regrouping I
2.G Geometry		
2.G.1	Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.	• Adding a two-digit number and a one-digit number with regrouping I • Finding an unknown addend II • Adding two-digit numbers with regrouping II • Solving word problems IV • Relationships between metric units • Subtracting using the standard algorithm II • Subtracting using the standard algorithm, regrouping both tens and hundreds • Geometric shapes and their attributes • Partitioning rectangles into equal shares • Partitioning circles and rectangles into equal shares • Using clocks to tell time II

MISSISSIPPI COLLEGE- AND CAREER-READINESS STANDARDS		IMAGINE MATH
Grade 2		**Lessons**
		• Adding and subtracting within 1200 using expanded form
2.G.2	Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.	• Adding two-digit numbers without regrouping I • Adding using the standard algorithm, regrouping both ones and tens • Partitioning rectangles into equal shares
2.G.3	Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.	• Partitioning rectangles into equal shares • Partitioning circles and rectangles into equal shares

Grade 3

Mississippi College- and Career-Readiness Standards Aligned to Grade 3 Imagine Math Lessons

MISSISSIPPI COLLEGE- AND CAREER-READINESS STANDARDS		IMAGINE MATH
Grade 3		**Lessons**
3.OA Operations & Algebraic Thinking		
3.OA.1	Interpret products of whole numbers, e.g., interpret 5 × 7 as the total number of objects in 5 groups of 7 objects each. For example, describe a context in which a total number of objects can be expressed as 5 × 7.	• Concept of Multiplication - Grouping • Concept of Multiplication - Word Problems • Concept of Multiplication - Arrays
3.OA.2	Interpret whole-number quotients of whole numbers, e.g., interpret 56 ÷ 8 as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. For example, describe a context in which a number of shares or a number of groups can be expressed as 56 ÷ 8.	• Concept of Division • Interpreting Division Problems • Constructing Division Problems
3.OA.3	Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.	• Multiplication and Division Word Problems - Visual Models • Multiplication and Division Word Problems - Equations • Multiplication and Division Word Problems - Solutions
3.OA.4	Determine the unknown whole number in a multiplication or division equation relating three whole numbers, with factors 0-10. For example, determine the unknown number that makes the equation true in each of the equations 8 × ? = 48, 5 = ? ÷ 3, 6 × 6 = ?	• Solving Multiplication and Division Equations • Division as an Unknown-Factor Problem
3.OA.5	Apply properties of operations as strategies to multiply and divide. Examples: If 6 × 4 = 24 is known, then 4 × 6 = 24 is also known. (Commutative property of multiplication.) 3 × 5 × 2 can be found by 3 × 5 = 15, then 15 × 2 = 30, or by 5 × 2 = 10, then 3 × 10 = 30. (Associative property of multiplication.) Knowing that 8 × 5 = 40 and 8 × 2 = 16, one can find 8 × 7 as 8	• Properties of Addition and Multiplication • Relationship Between Multiplication and Division • Multiplication and Division Fact Families • Using Visual Models to Understand the Distributive Property

MISSISSIPPI COLLEGE- AND CAREER-READINESS STANDARDS		IMAGINE MATH
Grade 3		**Lessons**
	× (5 + 2) = (8 × 5) + (8 × 2) = 40 + 16 = 56. (Distributive property.)	
3.OA.6	Understand division as an unknown-factor problem, where a remainder does not exist. For example, find 32 ÷ 8 by finding the number that makes 32 when multiplied by 8 with no remainder.	• Multiplication and Division Fact Families • Solving Multiplication and Division Equations • Division as an Unknown-Factor Problem
3.OA.7	Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that 8 × 5 = 40, one knows 40 ÷ 5 = 8) or properties of operations. Know from memory all products of two one-digit numbers; and fully understand the concept when a remainder does not exist under division.	• Multiplication and Division Fact Families
3.OA.8	Solve two-step (two operational steps) word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding. Include problems with whole dollar amounts.	• Estimating Sums and Differences - Application • Solving Two-Step Word Problems • Modeling and Solving Two-Step Word Problems
3.OA.9	Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends.	• Additive and Multiplicative Patterns
3.NBT Number & Operations in Base Ten		
3.NBT.1	Use place value understanding to round whole numbers to the nearest 10 or 100.	• Reasoning About Place Value and Rounding • Rounding to the Nearest Ten and Hundred
3.NBT.2	Fluently add and subtract (including subtracting across zeros) within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. Include problems with	• Structuring Within 1,000 • Reasoning About Addition and Subtraction Within 1,000

MISSISSIPPI COLLEGE- AND CAREER-READINESS STANDARDS		IMAGINE MATH
Grade 3		**Lessons**
	whole dollar amounts.	
3.NBT.3	Multiply one-digit whole numbers by multiples of 10 in the range 10–90 (e.g., 9 × 80, 5 × 60) using strategies based on place value and properties of operations.	• Multiplying by Multiples of Ten
3.NF Number & Operations - Fractions		
3.NF.1	Understand a fraction 1/b as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size 1/b.	• Understanding Fractions - Equal Areas
3.NF.2a	Understand a fraction as a number on the number line; represent fractions on a number line diagram. a. Represent a fraction 1/b on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts. Recognize that each part has size 1/b and that the endpoint of the part based at 0 locates the number 1/b on the number line.	• Unit Fractions on the Number Line
3.NF.2b	Understand a fraction as a number on the number line; represent fractions on a number line diagram. b. Represent a fraction a/b on a number line diagram by marking off a lengths 1/b from 0. Recognize that the resulting interval has size a/b and that its endpoint locates the number a/b on the number line.	• Fractions on the Number Line
3.NF.3a	Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size. a. Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line. Recognize that comparisons are valid only when the two fractions refer to the same whole.	• Modeling Equivalent Fractions with Number Lines
3.NF.3b	Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size. b. Recognize and generate simple equivalent fractions, e.g., 1/2 = 2/4, 4/6 = 2/3.	• Visual Models of Equivalent Fractions

MISSISSIPPI COLLEGE- AND CAREER-READINESS STANDARDS		IMAGINE MATH
Grade 3		**Lessons**
	Explain why the fractions are equivalent, e.g., by using a visual fraction model.	
3.NF.3c	Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size. c. Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. Examples: Express 3 in the form 3 = 3/1; recognize that 6/1 = 6; locate 4/4 and 1 at the same point of a number line diagram.	• Whole Numbers as Fractions • Whole Numbers as Fractions on the Number Line
3.NF.3d	Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size. d. Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols >, =, or <, and justify the conclusions, e.g., by using a visual fraction model.	• Comparing Fractions with the Same Numerator or Denominator • Recognizing Valid Fraction Comparisons I
3.MD Measurement & Data		
3.MD.1	Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.	• Adding and Subtracting Time
3.MD.2	Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem.	• Capacity or Weight
3.MD.3	Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs. For example, draw a bar graph in which	• Introduction to Data Displays

MISSISSIPPI COLLEGE- AND CAREER-READINESS STANDARDS		IMAGINE MATH
Grade 3		Lessons
	each square in the bar graph might represent 5 pets.	
3.MD.5a	Recognize area as an attribute of plane figures and understand concepts of area measurement. a. A square with side length 1 unit, called "a unit square," is said to have "one square unit" of area, and can be used to measure area.	• Unit Squares • Concept of Area
3.MD.5b	Recognize area as an attribute of plane figures and understand concepts of area measurement. b. A plane figure which can be covered without gaps or overlaps by n unit squares is said to have an area of n square units.	• Concept of Area
3.MD.6	Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).	• Unit Squares • Concept of Area
3.MD.7a	Relate area to the operations of multiplication and addition. a. Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths.	• Area of Rectangles
3.MD.7b	Relate area to the operations of multiplication and addition. b. Multiply side lengths to find areas of rectangles with whole number side lengths (where factors can be between 1 and 10, inclusively) in the context of solving real world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning.	• Area of Rectangles
3.MD.7c	Relate area to the operations of multiplication and addition. c. Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths a and b + c is the sum of a × b and a × c. Use area models to represent the distributive property in mathematical reasoning.	• Area of Rectangles
3.MD.7d	Relate area to the operations of multiplication and addition. d. Find areas of rectilinear figures by decomposing them into non overlapping rectangles and adding the areas of the non-	• Recognizing Area as Additive • Area of Basic Composite Figures

MISSISSIPPI COLLEGE- AND CAREER-READINESS STANDARDS		IMAGINE MATH
Grade 3		**Lessons**
	overlapping parts, applying this technique to solve real world problems. Recognize area as additive.	
3.MD.8	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 (including, but not limited to: modeling, drawing, designing, and creating) rectangles with the same perimeter and different areas or with the same area and different perimeters.	• Perimeter
3.G Geometry		
3.G.1	Understand that shapes in different categories (e.g., rhombuses, rectangles, circles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.	• Classifying Quadrilaterals I
3.G.2	Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. For example, partition a shape into 4 parts with equal area, and describe the area of each part as 1/4 of the area of the shape.	• Understanding Fractions - Notation

Grade 4

Mississippi College- and Career-Readiness Standards Aligned to Grade 4 Imagine Math Lessons

MISSISSIPPI COLLEGE- AND CAREER-READINESS STANDARDS		IMAGINE MATH
Grade 4		**Lessons**
4.OA Operations and Algebraic Thinking		
4.OA.1	Interpret a multiplication equation as a comparison, e.g., interpret 35 = 5 × 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.	• Multiplication as a Comparison - Equations
4.OA.2	Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.	• Multiplication as a Comparison - Word Problems
4.OA.3	Solve multistep (two or more operational steps) word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.	• Interpreting Remainders • Modeling and Solving Two-Step Word Problems • Estimating Solutions to Multistep Word Problems
4.OA.4	Find all factor pairs for a whole number in the range 1–100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1–100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1–100 is prime or composite.	• Factors • Relating Factors and Multiples I • Relating Factors and Multiples II
4.OA.5	Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. For example, given the rule "Add 3" and the starting number 1, generate terms in the	• Generating and Describing Number Patterns

MISSISSIPPI COLLEGE- AND CAREER-READINESS STANDARDS		IMAGINE MATH
Grade 4		**Lessons**
	resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way.	
4.NBT Number & Operations in Base Ten		
4.NBT.1	Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. For example, recognize that 700 ÷ 70 = 10 by applying concepts of place value and division.	• Understanding Place Value Relationships • Dividing by Tens
4.NBT.2	Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi digit numbers based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.	• Place Value Concepts • Using Place Value Concepts to Compare Whole Numbers
4.NBT.3	Use place value understanding to round multi-digit whole numbers to any place.	• Rounding Whole Numbers • Using Rounding in Problem Solving
4.NBT.4	Fluently add and subtract (including subtracting across zeros) multi-digit whole numbers using the standard algorithm.	• Adding with the Standard Algorithm • Adding and Subtracting with the Standard Algorithm
4.NBT.5	Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.	• Multiplying Whole Numbers • Multiplying 2-Digit Numbers by 2-Digit Numbers
4.NBT.6	Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.	• Dividing Multiples of Ten • Dividing Whole Numbers - One-Digit Divisors
4.NF Number & Operations - Fractions		

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Grade 4		**Lessons**
4.NF.1	Recognizing that the value of "n" cannot be 0, explain why a fraction a/b is equivalent to a fraction (n × a)/ (n × 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.	• Modeling Equivalent Fractions • Generating Equivalent Fractions • Equivalent Fractions • Understanding Fractions - Relationship Between Numerator and Denominator
4.NF.2	Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as 1/2. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols >, =, or <, and justify the conclusions, e.g., by using a visual fraction model.	• Comparing Fractions - Visual Models • Comparing Fractions with Different Numerators and Different Denominators • Recognizing Valid Fraction Comparisons II
4.NF.3a	Understand a fraction a/b with a > 1 as a sum of fractions 1/b. a. Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.	• Adding and Subtracting Fractions with Like Denominators • Adding and Subtracting Fractions with Like Denominators in Real-World Situations
4.NF.3b	Understand a fraction a/b with a > 1 as a sum of fractions 1/b. b. Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions, e.g., by using a visual fraction model (including, but not limited to: concrete models, illustrations, tape diagram, number line, area model, etc.). Examples: 3/8 = 1/8 + 1/8 + 1/8 ; 3/8 = 1/8 + 2/8 ; 2 1/8 = 1 + 1 + 1/8 = 8/8 + 8/8 + 1/8.	• Decomposing Fractions and Mixed Numbers • Writing Fractions as Mixed Numbers and Mixed Numbers as Fractions
4.NF.3c	Understand a fraction a/b with a > 1 as a sum of fractions 1/b. c. Add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction.	• Adding and Subtracting Mixed Numbers with Like Denominators - Conceptual Strategies • Adding and Subtracting Mixed Numbers with Like Denominators
4.NF.3d	Understand a fraction a/b with a > 1 as a sum of fractions 1/b. d. Solve word	• Word Problems with Fractions and Mixed Numbers - Visual Models

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	problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem.	• Word Problems with Fractions and Mixed Numbers - Estimation
4.NF.4a	Apply and extend previous understandings of multiplication to multiply a fraction by a whole number. a. Understand a fraction a/b as a multiple of 1/b. For example, use a visual fraction model to represent 5/4 as the product 5 × (1/4), recording the conclusion by the equation 5/4 = 5 × (1/4).	• Multiplying Unit Fractions by Whole Numbers
4.NF.4b	Apply and extend previous understandings of multiplication to multiply a fraction by a whole number. b. Understand a multiple of a/b as a multiple of 1/b, and use this understanding to multiply a fraction by a whole number. For example, use a visual fraction model to express 3 × (2/5) as 6 × (1/5), recognizing this product as 6/5. (In general, n × (a/b) = (n × a)/b.)	• Multiplying Fractions by Whole Numbers
4.NF.4c	Apply and extend previous understandings of multiplication to multiply a fraction by a whole number. c. Solve word problems involving multiplication of a fraction by a whole number, e.g., by using visual fraction models and equations to represent the problem. For example, if each person at a party will eat 3/8 of a pound of roast beef, and there will be 5 people at the party, how many pounds of roast beef will be needed? Between what two whole numbers do you expect your answer to lie?	• Solving Word Problems with Multiplication of Fractions by Whole Numbers
4.NF.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. For example, express 3/10 as 30/100, and add 3/10 + 4/100 = 34/100.	• Understanding Fractions with Denominators of 10 and 100 • Adding Fractions with Denominators of 10 or 100
4.NF.6	Use decimal notation for fractions with denominators 10 or 100. For example,	• Comparing Decimal Fractions • Comparing and Ordering Decimal

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	rewrite 0.62 as 62/100; describe a length as 0.62 meters; locate 0.62 on a number line diagram.	Fractions • Decimal Notation I • Decimal Notation II • Fraction and Decimal Equivalents • Comparing Fractions and Decimals
4.NF.7	Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols >, =, or <, and justify the conclusions, e.g., by using a visual model.	• Decimals to Hundredths • Introduction to Comparing Decimals to Hundredths • Comparing Decimals to Hundredths • Recognizing Valid Decimal Comparisons
4.MD Measurement & Data		
4.MD.1	Know relative sizes of measurement units within one system of units including km, m, cm, mm; kg, g, mg; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table. For example, know that 1 ft is 12 times as long as 1 in. Express the length of a 4 ft snake as 48 in. Generate a conversion table for feet and inches listing the number pairs (1, 12), (2, 24), (3, 36),…	• Units of Measure - Customary • Units of Measure - Metric
4.MD.3	Apply the area and perimeter formulas for rectangles in real world and mathematical problems. For example, find the width of a rectangular room given the area of the flooring and the length, by viewing the area formula as a multiplication equation with an unknown factor.	• Area and Perimeter of Rectangles
4.MD.5	Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement.	• Identifying and Comparing Angles
4.MD.5a	Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement: a. An angle is measured with reference to a circle with its center at the common endpoint of the rays, by considering the fraction of the circular arc between the	• Angles

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	points where the two rays intersect the circle. An angle that turns through 1/360 of a circle is called a "one-degree angle," and can be used to measure angles.	
4.MD.5b	Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement: b. An angle that turns through n one-degree angles is said to have an angle measure of n degrees.	• Angles
4.MD.6	Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.	• Angles
4.MD.7	Recognize angle measure as additive. When an angle is decomposed into non-overlapping parts, the angle measure of the whole is the sum of the angle measures of the parts. Solve addition and subtraction problems to find unknown angles on a diagram in real world and mathematical problems, e.g., by using an equation with a symbol for the unknown angle measure.	• Angles
4.G 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.	• Identifying and Classifying Lines, Rays, and Segments • Classifying Triangles • Classifying Quadrilaterals II
4.G.2	Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles.	• Classifying Triangles • Classifying Quadrilaterals II
4.G.3	Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.	• Symmetry

Grade 5

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Grade 5		**Lessons**
5.OA Operations and Algebraic Thinking		
5.OA.1	Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.	• Evaluating Simple Expressions
5.OA.2	Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. For example, express the calculation "add 8 and 7, then multiply by 2" as 2 × (8 + 7). Recognize that 3 × (18932 + 921) is three times as large as 18932 + 921, without having to calculate the indicated sum or product.	• Writing Simple Expressions • Writing and Interpreting Simple Expressions
5.NBT Number & Operations in Base Ten		
5.NBT.1	Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left (e.g., "In the number 3.33, the underlined digit represents 3/10, which is 10 times the amount represented by the digit to its right (3/100) and is 1/10 the amount represented by the digit to its left (3)).	• Place Value Relationships Within Whole Numbers and Decimals
5.NBT.2	Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.	• Multiplying by Powers of Ten • Dividing by Powers of Ten • Multiplying and Dividing by Powers of Ten
5.NBT.3a	Read, write, and compare decimals to thousandths. a. Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., 347.392 = 3 × 100 + 4 × 10 + 7 × 1 + 3 × (1/10) + 9 × (1/100) + 2 × (1/1000).	• Decimals to Thousandths • Fraction and Decimal Equivalents • Comparing Fractions and Decimals

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5.NBT.3b	Read, write, and compare decimals to thousandths. b. Compare two decimals to thousandths based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.	• Comparing Decimals to Thousandths
5.NBT.4	Use place value understanding to round decimals to any place.	• Rounding Decimals to the Nearest Tenth and Hundredth • Reasoning About Rounding Decimals
5.NBT.5	Fluently multiply multi-digit whole numbers using the standard algorithm.	• Operations with Whole Numbers - Mixed Practice • Multiplying Whole Numbers - Standard Algorithm • Multiplying 3-digit by 2-digit Whole Numbers Using the Standard Algorithm
5.NBT.6	Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.	• Operations with Whole Numbers - Mixed Practice • Dividing Whole Numbers - Two-Digit Divisors
5.NBT.7	Add, subtract, multiply, and divide decimals to hundredths, using concrete models (to include, but not limited to: base ten blocks, decimal tiles, etc.) or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.	• Adding and Subtracting Decimals • Adding and Subtracting Decimals in Real-World Situations • Dividing by Powers of Ten • Multiplying Decimals to Hundredths • Dividing Decimals to Hundredths • Using Reasoning and Estimation to Calculate with Decimals • Calculating with Decimals
5.NF Number and Operations - Fractions		
5.NF.1	Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. For example, 2/3 + 5/4 = 8/12 + 15/12 = 23/12. (In general, a/b + c/d = (ad + bc)/bd.)	• Adding Fractions • Subtracting Fractions • Adding and Subtracting Fractions • Adding and Subtracting Fractions - Multistep Word Problems
5.NF.2	Solve word problems involving addition and subtraction of fractions referring to	• Adding Fractions - Estimation • Subtracting Fractions - Estimation

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	the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. For example, recognize an incorrect result 2/5 + 1/2 = 3/7, by observing that 3/7 < 1/2.	Strategies • Adding and Subtracting Fractions • Adding and Subtracting Fractions - Multistep Word Problems
5.NF.3	Interpret a fraction as division of the numerator by the denominator (a/b = a y b). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem. For example, interpret 3/4 as the result of dividing 3 by 4, noting that 3/4 multiplied by 4 equals 3, and that when 3 wholes are shared equally among 4 people each person has a share of size 3/4. If 9 people want to share a 50-pound sack of rice equally by weight, how many pounds of rice should each person get? Between what two whole numbers does your answer lie?	• Understanding Fractions as Division
5.NF.4	Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.	• Understanding Products with Fractions
5.NF.4a	Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction. a. Interpret the product (a/b) × q as a parts of a partition of q into b equal parts; equivalently, as the result of a sequence of operations a × q y b. For example, use a visual fraction model to show (2/3) × 4 = 8/3, and create a story context for this equation. Do the same with (2/3) × (4/5) = 8/15. (In general, (a/b) × (c/d) = ac/bd.)	• Multiplying Fractions by Fractions
5.NF.4b	Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction. b. Find the area of a rectangle with fractional side lengths by tiling it	• Multiplying Fractions by Fractions

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	with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.	
5.NF.5b	Interpret multiplication as scaling (resizing), by: b. Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case); explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence a/b = (n × a)/(n × b) to the effect of multiplying a/b by 1.	• Understanding Products with Fractions
5.NF.6	Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.	• Multiplying with Fractions and Mixed Numbers • Multiplying Fractions by Whole Numbers to Solve Multistep Problems
5.NF.7a	Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions. a. Interpret division of a unit fraction by a non-zero whole number, and compute such quotients. For example, create a story context for (1/3) ÷ 4, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that (1/3) ÷ 4 = 1/12 because (1/12) × 4 = 1/3.	• Dividing Unit Fractions by Whole Numbers
5.NF.7b	Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions. b. Interpret division of a whole number by a unit fraction, and compute such quotients. For example, create a story context for 4 ÷ (1/5), and use a visual fraction model to show the quotient. Use the relationship between multiplication and	• Dividing Whole Numbers by Unit Fractions

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	division to explain that 4 ÷ (1/5) = 20 because 20 × (1/5) = 4.	
5.NF.7c	Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions. c. Solve real world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, e.g., by using visual fraction models and equations to represent the problem. For example, how much chocolate will each person get if 3 people share 1/2 lb of chocolate equally? How many 1/3-cup servings are in 2 cups of raisins?	• Dividing Unit Fractions by Whole Numbers • Dividing Whole Numbers by Unit Fractions
5.MD Measurement & Data		
5.MD.2	Make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8). Use operations on fractions for this grade to solve problems involving information presented in line plots. For example, given different measurements of liquid in identical beakers, find the amount of liquid each beaker would contain if the total amount in all the beakers were redistributed equally.	• Line Plots
5.MD.3a	Recognize volume as an attribute of solid figures and understand concepts of volume measurement. a. A cube with side length 1 unit, called a "unit cube," is said to have "one cubic unit" of volume, and can be used to measure volume.	• Volume of Rectangular Prisms I
5.MD.3b	Recognize volume as an attribute of solid figures and understand concepts of volume measurement. b. A solid figure which can be packed without gaps or overlaps using n unit cubes is said to have a volume of n cubic units	• Volume of Rectangular Prisms I
5.MD.4	Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units.	• Volume of Rectangular Prisms I
5.MD.5a	Relate volume to the operations of multiplication and addition and solve real	• Volume of Rectangular Prisms II

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	world and mathematical problems involving volume. a. Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Represent threefold whole-number products as volumes, e.g., to represent the associative property of multiplication.	
5.MD.5b	Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume. b. Apply the formulas V = l × w × h and V = b × h for rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths in the context of solving real world and mathematical problems.	• Volume of Rectangular Prisms II
5.MD.5c	Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume. c. Recognize volume as additive. Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real world problems.	• Volume of Rectangular Prisms II
5.G Geometry		
5.G.1	Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., x-axis and x-coordinate, y-axis and y-coordinate).	• Introduction to the Coordinate Plane • Introduction to Scatter Plots

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Grade 5		**Lessons**
5.G.2	Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.	• Representing Real-World Quantities in the First Quadrant • Introduction to Scatter Plots
5.G.3	Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.	• Classifying 2-Dimensional Figures
5.G.4	Classify two-dimensional figures in a hierarchy based on properties.	• Classifying Triangles • Classifying 2-Dimensional Figures

Grade 6

Mississippi College- and Career-Readiness Standards Aligned to Grade 6 Imagine Math Lessons

MISSISSIPPI COLLEGE- AND CAREER-READINESS STANDARDS		IMAGINE MATH
Grade 6		**Lessons**
6.RP Ratios and Proportional Relationships		
6.RP.1	Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. For example, "The ratio of wings to beaks in the bird house at the zoo was 2:1, because for every 2 wings there was 1 beak." "For every vote candidate A received, candidate C received nearly three votes."	• Identifying Ratios • Ratios • Identifying Unit Rates • Solving Problems with Unit Rates
6.RP.2	Understand the concept of a unit rate a/b associated with a ratio a:b with b z 0, and use rate language in the context of a ratio relationship. For example, "This recipe has a ratio of 3 cups of flour to 4 cups of sugar, so there is 3/4 cup of flour for each cup of sugar." "We paid $75 for 15 hamburgers, which is a rate of $5 per hamburger."	• Identifying Unit Rates • Solving Problems with Unit Rates
6.RP.3	Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations.	• Ratios
6.RP.3a	Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations. a. Make tables of equivalent ratios relating quantities with whole-number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios.	• Using Ratios to Solve Problems
6.RP.3b	Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations. b. Solve unit rate problems including those	• Solving Problems with Unit Rates • Distance, Rate, and Time

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Grade 6		**Lessons**
	involving unit pricing and constant speed. For example, if it took 7 hours to mow 4 lawns, then at that rate, how many lawns could be mowed in 35 hours? At what rate were lawns being mowed?	
6.RP.3c	Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations. c. Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means 30/100 times the quantity); solve problems involving finding the whole, given a part and the percent.	• Percent Concepts • Reasoning with Percents • Calculations with Percent
6.RP.3d	Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations. d. Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.	• Converting Units of Measure I • Converting Units of Measure II
6.NS The Number System		
6.NS.1	Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem. For example, create a story context for (2/3) ÷ (3/4) and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain that (2/3) ÷ (3/4) = 8/9 because 3/4 of 8/9 is 2/3. (In general, (a/b) ÷ (c/d) = ad/bc.) How much chocolate will each person get if 3 people share 1/2 lb of chocolate equally? How many 3/4-cup servings are in 2/3 of a cup of yogurt? How wide is a rectangular strip of land with length 3/4 mi and area 1/2 square mi?	• Using the Relationship Between Multiplication and Division to Divide Fractions • Dividing Fractions by Fractions • Using Division of Fractions to Represent and Solve Problems
6.NS.2	Fluently divide multi-digit numbers using the standard algorithm.	• Dividing Whole Numbers - Standard Algorithm

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6.NS.3	Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.	• Adding and Subtracting Decimals • Adding and Subtracting Decimals in Real-World Situations • Dividing Decimals by Decimals • Calculating with Decimals
6.NS.4	Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12. Use the distributive property to express a sum of two whole numbers 1–100 with a common factor as a multiple of a sum of two whole numbers with no common factor. For example, express 36 + 8 as 4 (9 + 2).	• Greatest Common Factor • Greatest Common Factor - Applications • Least Common Multiple
6.NS.5	Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, credits/debits, positive/negative electric charge); use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation.	• Integer Concepts
6.NS.6a	Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates. a. Recognize opposite signs of numbers as indicating locations on opposite sides of 0 on the number line; recognize that the opposite of the opposite of a number is the number itself, e.g., -(-3) = 3, and that 0 is its own opposite.	• Integer Concepts with a Number Line
6.NS.6b	Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates. b. Understand signs of numbers in ordered pairs as indicating locations in quadrants of the coordinate plane; recognize that when two ordered pairs differ only by signs, the locations of the points are	• Integers in the Coordinate Plane I • Integers in the Coordinate Plane II

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Grade 6		Lessons
	related by reflections across one or both axes.	
6.NS.6c	Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates. c. Find and position integers and other rational numbers on a horizontal or vertical number line diagram; find and position pairs of integers and other rational numbers on a coordinate plane.	• Integer Concepts • Integer Concepts with a Number Line • Comparing Rational Numbers I • Rational Numbers in the Coordinate Plane
6.NS.7a	Understand ordering and absolute value of rational numbers. a. Interpret statements of inequality as statements about the relative position of two numbers on a number line diagram. For example, interpret −3 > −7 as a statement that −3 is located to the right of −7 on a number line oriented from left to right.	• Comparing Rational Numbers II
6.NS.7b	Understand ordering and absolute value of rational numbers. b. Write, interpret, and explain statements of order for rational numbers in real-world contexts. For example, write −3°C >-7°C to express the fact that −3°C is warmer than -7°C.	• Comparing Rational Numbers II
6.NS.7c	Understand ordering and absolute value of rational numbers. c. Understand the absolute value of a rational number as its distance from 0 on the number line; interpret absolute value as magnitude for a positive or negative quantity in a real-world situation. For example, for an account balance of −30 dollars, write |−30| = 30 to describe the size of the debt in dollars.	• Absolute Value I
6.NS.7d	Understand ordering and absolute value of rational numbers. d. Distinguish comparisons of absolute value from statements about order. For example, recognize that an account balance less than −30 dollars represents a debt greater than 30 dollars.	• Absolute Value II

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Grade 6		**Lessons**
6.NS.8	Solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane. Include use of coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate.	• Distance on the Coordinate Plane II
6.EE Expressions & Equations		
6.EE.1	Write and evaluate numerical expressions involving whole-number exponents.	• Understanding Exponents • Evaluating Expressions and Equations with Exponents
6.EE.2a	Write, read, and evaluate expressions in which letters stand for numbers. a. Write expressions that record operations with numbers and with letters standing for numbers. For example, express the calculation "Subtract y from 5" as 5 – y.	• Introduction to the Language of Algebra
6.EE.2b	Write, read, and evaluate expressions in which letters stand for numbers. b. Identify parts of an expression using mathematical terms (sum, term, product, factor, quotient, coefficient); view one or more parts of an expression as a single entity. For example, describe the expression 2 (8 + 7) as a product of two factors; view (8 + 7) as both a single entity and a sum of two terms.	• Reading Expressions with Real Numbers
6.EE.2c	Write, read, and evaluate expressions in which letters stand for numbers. c. Evaluate expressions at specific values of their variables. Include expressions that arise from formulas used in real-world problems. Perform arithmetic operations, including those involving whole-number exponents, in the conventional order when there are no parentheses to specify a particular order (Order of Operations). For example, use the formulas V = s^3 and A = 6 s^2 to find the volume and surface area of a cube with sides of length s = 1/2.	• Evaluating Simple Expressions • Evaluating Expressions with Two Operations • Evaluating Expressions and Equations with Exponents
6.EE.3	Apply the properties of operations to generate equivalent expressions. For example, apply the distributive property to the expression 3 (2 + x) to produce the equivalent expression 6 + 3x; apply the distributive property to the	• Identifying and Generating Equivalent Expressions • Evaluating Expressions with the Distributive Property • Combining Like Terms

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	expression 24x + 18y to produce the equivalent expression 6 (4x + 3y); apply properties of operations to y + y + y to produce the equivalent expression 3y.	
6.EE.4	Identify when two expressions are equivalent (i.e., when the two expressions name the same number regardless of which value is substituted into them). For example, the expressions y + y + y and 3y are equivalent because they name the same number regardless of which number y stands for.	• Identifying and Generating Equivalent Expressions • Combining Like Terms
6.EE.5	Understand solving an equation or inequality as a process of answering a question: which values from a specified set, if any, make the equation or inequality true? Use substitution to determine whether a given number in a specified set makes an equation or inequality true.	• Reasoning About One-Step Equations
6.EE.6	Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set.	• Introduction to the Language of Algebra
6.EE.7	Solve real-world and mathematical problems by writing and solving equations of the form x + p = q and px = q for cases in which p, q and x are all nonnegative rational numbers.	• Writing and Solving One-Step Equations • Introduction to Solving Word Problems with Algebra
6.EE.8	Write an inequality of the form x > c or x < c to represent a constraint or condition in a real-world or mathematical problem. Recognize that inequalities of the form x > c or x < c have infinitely many solutions; represent solutions of such inequalities on number line diagrams.	• Concept of Inequalities I
6.EE.9	Use variables to represent two quantities in a real-world problem that change in relationship to one another. • Write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity,	• Independent and Dependent Quantities

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	thought of as the independent variable. • Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation. For example, in a problem involving motion at constant speed, list and graph ordered pairs of distances and times, and write the equation d = 65t to represent the relationship between distance and time.	
6.G Geometry		
6.G.1	Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems.	• Area of Parallelograms • Area of Triangles • Area of Trapezoids and Composite Figures
6.G.2	Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths, and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Apply the formulas V = lwh and V = bh to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems.	• Volume of Rectangular Prisms III
6.G.3	Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate. Apply these techniques in the context of solving real world and mathematical problems.	• Polygons in the Coordinate Plane
6.G.4	Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply these techniques in the context of solving real-world and mathematical problems.	• Surface Area of Rectangular Prisms and Pyramids
6.SP Statistics and Probability		

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6.SP.1	Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers. For example, "How old am I?" is not a statistical question, but "How old are the students in my school?" is a statistical question because one anticipates variability in students' ages.	• Data Analysis
6.SP.2	Understand that a set of data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shape.	• Measures of Spread - Range • Measures of Center - Median • Measures of Center - Mean • Summarizing Data • Stem-and-Leaf Plots • Quartiles • Box Plots
6.SP.3	Recognize that a measure of center for a numerical data set summarizes all of its values with a single number, while a measure of variation describes how its values vary with a single number.	• Measures of Spread - Range • Understanding the Effect of Outliers on Measures of Center • Quartiles
6.SP.4	Display numerical data in plots on a number line, including dot plots, histograms, and box plots.	• Introduction to Scatter Plots • Bar Graphs and Histograms • Circle Graphs • Stem-and-Leaf Plots • Box Plots
6.SP.5a	Summarize numerical data sets in relation to their context, such as by: a. Reporting the number of observations.	• Summarizing Data
6.SP.5b	Summarize numerical data sets in relation to their context, such as by: b. Describing the nature of the attribute under investigation, including how it was measured and its units of measurement.	• Summarizing Data
6.SP.5c	Summarize numerical data sets in relation to their context, such as by: c. Giving quantitative measures of center (median and/or mean) and variability (interquartile range), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered.	• Measures of Center - Median • Measures of Center - Mean • Deviation from the Mean • Summarizing Data • Stem-and-Leaf Plots • Box Plots
6.SP.5d	Summarize numerical data sets in relation to their context, such as by: d. Relating the choice of measures of	• Deviation from the Mean

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	center and variability to the shape of the data distribution and the context in which the data were gathered.	

Grade 7

Mississippi College- and Career-Readiness Standards Aligned to Grade 7 Imagine Math Lessons

MISSISSIPPI COLLEGE- AND CAREER-READINESS STANDARDS		IMAGINE MATH
Grade 7		**Lessons**
7.RP Ratios and Proportional Relationships		
7.RP.1	Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units. For example, if a person walks 1/2 mile in each 1/4 hour, compute the unit rate as the complex fraction (1/2)/(1/4) miles per hour, equivalently 2 miles per hour.	• Interpreting Points on Graphs of Proportional Relationships
7.RP.2a	Recognize and represent proportional relationships between quantities. a. Decide whether two quantities are in a proportional relationship, e.g., by testing for equivalent ratios in a table or graphing on a coordinate plane and observing whether the graph is a straight line through the origin.	• Proportion Concepts • Direct Variation • Proportional Relationships in Tables and Equations
7.RP.2b	Recognize and represent proportional relationships between quantities. b. Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships.	• Interpreting Unit Rates on Graphs
7.RP.2c	Recognize and represent proportional relationships between quantities. c. Represent proportional relationships by equations. For example, if total cost t is proportional to the number n of items purchased at a constant price p, the relationship between the total cost and the number of items can be expressed as t = pn.	• Proportion Concepts • Proportional Relationships in Tables and Equations • Introduction to Similar Figures • Using Similar Figures to Solve Problems
7.RP.2d	Recognize and represent proportional relationships between quantities. d. Explain what a point (x, y) on the graph of a proportional relationship means in terms of the situation, with special attention to the points (0, 0) and (1, r) where r is the unit rate.	• Interpreting Points on Graphs of Proportional Relationships

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7.RP.3	Use proportional relationships to solve multistep ratio and percent problems. Examples: simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, percent error.	• Using Proportions to Solve Problems • Proportions in Scale Drawings • Percent Change • Percent Error • Simple Interest
7.NS The Number System		
7.NS.1a	Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram. a. Describe situations in which opposite quantities combine to make 0. For example, a hydrogen atom has 0 charge because its two constituents are oppositely charged.	• Adding and Subtracting Rational Numbers I
7.NS.1b	Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram. b. Understand p + q as the number located a distance |q| from p, in the positive or negative direction depending on whether q is positive or negative. Show that a number and its opposite have a sum of 0 (are additive inverses). Interpret sums of rational numbers by describing real-world contexts.	• Adding and Subtracting Rational Numbers I
7.NS.1c	Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram. c. Understand subtraction of rational numbers as adding the additive inverse, p – q = p + (–q). Show that the distance between two rational numbers on the number line is the absolute value of their difference, and apply this principle in real-world contexts.	• Adding and Subtracting Rational Numbers II
7.NS.1d	Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and	• Adding and Subtracting Rational Numbers I

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	subtraction on a horizontal or vertical number line diagram. d. Apply properties of operations as strategies to add and subtract rational numbers.	
7.NS.2a	Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers. a. Understand that multiplication is extended from fractions to rational numbers by requiring that operations continue to satisfy the properties of operations, particularly the distributive property, leading to products such as (−1)(−1) = 1 and the rules for multiplying signed numbers. Interpret products of rational numbers by describing real-world contexts.	• Multiplying and Dividing Rational Numbers
7.NS.2b	Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers. b. Understand that integers can be divided, provided that the divisor is not zero, and every quotient of integers (with non-zero divisor) is a rational number. If p and q are integers, then -(p/q) = (-p)/q = p/(-q). Interpret quotients of rational numbers by describing real-world contexts.	• Multiplying and Dividing Rational Numbers
7.NS.2c	Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers. c. Apply properties of operations as strategies to multiply and divide rational numbers.	• Multiplying and Dividing Rational Numbers • Operations with Rational Numbers III
7.NS.2d	Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers. d. Convert a rational number to a decimal using long division; know that the decimal form of a rational number terminates in 0s or eventually repeats.	• Using Division to Write Fractions as Decimals • Multiplying and Dividing Rational Numbers
7.NS.3	Solve real-world and mathematical problems involving the four operations with rational numbers.	• Writing and Interpreting Expressions with Rational Numbers • Operations with Rational Numbers I

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Grade 7		**Lessons**
		• Operations with Rational Numbers II • Operations with Rational Numbers III
7.EE Expressions & Equations		
7.EE.1	Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.	• Common Factors in Algebraic Expressions
7.EE.2	Understand that rewriting an expression in different forms in a problem context can shed light on the problem and how the quantities in it are related. For example, a + 0.05a = 1.05a means that "increase by 5%" is the same as "multiply by 1.05."	• Generate and Understand Expressions and Equations
7.EE.3	Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies. For example: If a woman making $25 an hour gets a 10% raise, she will make an additional 1/10 of her salary an hour, or $2.50, for a new salary of $27.50. If you want to place a towel bar 9 3/4 inches long in the center of a door that is 27 1/2 inches wide, you will need to place the bar about 9 inches from each edge; this estimate can be used as a check on the exact computation.	• Fraction, Decimal, and Percent Equivalents • Writing and Interpreting Expressions with Rational Numbers
7.EE.4a	Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities. a. Solve word problems leading to equations of the form px + q = r and p(x + q) = r, where p, q, and r are specific rational numbers. Solve equations of these forms fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach. For example, the perimeter of	• Solving and Modeling Two-Step Problems • Solving Equations with the Distributive Property • Solving Equations with the Distributive Property in Context

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	a rectangle is 54 cm. Its length is 6 cm. What is its width?	
7.EE.4b	Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities. b. Solve word problems leading to inequalities of the form px + q > r or px + q < r, where p, q, and r are specific rational numbers. Graph the solution set of the inequality and interpret it in the context of the problem. For example: As a salesperson, you are paid $50 per week plus $3 per sale. This week you want your pay to be at least $100. Write an inequality for the number of sales you need to make, and describe the solutions.	• Modeling, Evaluating, and Graphing Two-Step Inequalities in One Variable • Concept of Inequalities II
7.G Geometry		
7.G.1	Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale.	• Proportions in Scale Drawings • Introduction to Similar Figures • Using Similar Figures to Solve Problems • Similarity
7.G.2	Draw (freehand, with ruler and protractor, and with technology) geometric shapes with given conditions. Focus on constructing triangles from three measures of angles or sides, noticing when the conditions determine a unique triangle, more than one triangle, or no triangle.	• Using Line Segments and Angles to Make Triangles
7.G.4	Know the formulas for the area and circumference of a circle and use them to solve problems; give an informal derivation of the relationship between the circumference and area of a circle.	• Circumference • Area of Circles
7.G.5	Use facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem to write and solve simple equations for an unknown angle in a figure.	• Angle Pairs
7.G.6	Solve real-world and mathematical problems involving area, volume and surface area of two- and three-	• Surface Area of Simple Composite Solids

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	dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.	
7.SP Statistics & Probability		
7.SP.2	Use data from a random sample to draw inferences about a population with an unknown characteristic of interest. Generate multiple samples (or simulated samples) of the same size to gauge the variation in estimates or predictions. For example, estimate the mean word length in a book by randomly sampling words from the book; predict the winner of a school election based on randomly sampled survey data. Gauge how far off the estimate or prediction might be.	• Sampling
7.SP.3	Informally assess the degree of visual overlap of two numerical data distributions with similar variabilities, measuring the difference between the centers by expressing it as a multiple of a measure of variability. For example, the mean height of players on the basketball team is 10 cm greater than the mean height of players on the soccer team, about twice the variability on either team on a dot plot, the separation between the two distributions of heights is noticeable	• Comparing Data
7.SP.4	Use measures of center and measures of variability (i.e. inter-quartile range) for numerical data from random samples to draw informal comparative inferences about two populations. For example, decide whether the words in a chapter of a seventh grade science book are generally longer than the words in a chapter of a fourth-grade science book.	• Sampling
7.SP.5	Understand that the probability of a chance event is a number between 0 and 1 that expresses the likelihood of the event occurring. Larger numbers indicate greater likelihood. A probability near 0 indicates an unlikely event, a probability around 1/2 indicates an event that is neither unlikely nor likely, and a probability near 1 indicates a likely event.	• Probability and Sample Spaces • Simple Probability

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7.SP.6	Approximate the probability of a chance event by collecting data on the chance process that produces it and observing its long-run relative frequency, and predict the approximate relative frequency given the probability. For example, when rolling a number cube 600 times, predict that a 3 or 6 would be rolled roughly 200 times, but probably not exactly 200 times.	• Making Predictions
7.SP.7a	Develop a probability model and use it to find probabilities of events. Compare probabilities from a model to observed frequencies; if the agreement is not good, explain possible sources of the discrepancy. a. Develop a uniform probability model by assigning equal probability to all outcomes, and use the model to determine probabilities of events. For example, if a student is selected at random from a class, find the probability that Jane will be selected and the probability that a girl will be selected.	• Compound Probability
7.SP.7b	Develop a probability model and use it to find probabilities of events. Compare probabilities from a model to observed frequencies; if the agreement is not good, explain possible sources of the discrepancy. b. Develop a probability model (which may not be uniform) by observing frequencies in data generated from a chance process. For example, find the approximate probability that a spinning penny will land heads up or that a tossed paper cup will land open-end down. Do the outcomes for the spinning penny appear to be equally likely based on the observed frequencies?	• Simple Probability
7.SP.8a	Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation. a. Understand that, just as with simple events, the probability of a compound event is the fraction of outcomes in the sample space for which the compound event occurs.	• Compound Probability
7.SP.8b	Find probabilities of compound events using organized lists, tables, tree	• Probability and Sample Spaces

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	diagrams, and simulation. b. Represent sample spaces for compound events using methods such as organized lists, tables and tree diagrams. For an event described in everyday language (e.g., "rolling double sixes"), identify the outcomes in the sample space which compose the event.	
7.SP.8c	Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation. c. Design and use a simulation to generate frequencies for compound events. For example, use random digits as a simulation tool to approximate the answer to the question: If 40% of donors have type A blood, what is the probability that it will take at least 4 donors to find one with type A blood?	• Simulations of Simple and Compound Events

Grade 8

Mississippi College- and Career-Readiness Standards Aligned to Grade 8 Imagine Math Lessons

MISSISSIPPI COLLEGE- AND CAREER-READINESS STANDARDS		IMAGINE MATH
Grade 8		**Lessons**
8.NS The Number System		
8.NS.1	Know that numbers that are not rational are called irrational. Understand informally that every number has a decimal expansion; for rational numbers show that the decimal expansion repeats eventually, and convert a decimal expansion which repeats eventually into a rational number.	• Classifying and Ordering Real Numbers • Approximating Values of Irrational Numbers
8.NS.2	Use rational approximations of irrational numbers to compare the size of irrational numbers, locate them approximately on a number line diagram, and estimate the value of expressions (e.g., π^2). For example, by truncating the decimal expansion of √2, show that √2 is between 1 and 2, then between 1.4 and 1.5, and explain how to continue on to get better approximations.	• Approximating Values of Irrational Numbers
8.EE Expressions & Equations		
8.EE.1	Know and apply the properties of integer exponents to generate equivalent numerical expressions. For example, 3^2 × 3^–5 = 3^–3 = 1/3^3 = 1/27.	• Understanding Properties of Integer Exponents • Applying Properties of Integer Exponents
8.EE.2	Use square root and cube root symbols to represent solutions to equations of the form x^2 = p and x^3 = p, where p is a positive rational number. Evaluate square roots of small perfect squares and cube roots of small perfect cubes. Know that √2 is irrational.	• Understanding Square and Cube Roots
8.EE.3	Use numbers expressed in the form of a single digit times an integer power of 10 to estimate very large or very small quantities, and to express how many times as much one is than the other. For example, estimate the population of the United States as 3 × 10^8 and the population of the world as 7 × 10^9,	• Interpreting Numbers Written in Scientific Notation

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	and determine that the world population is more than 20 times larger.	
8.EE.4	Perform operations with numbers expressed in scientific notation, including problems where both decimal and scientific notation are used. Use scientific notation and choose units of appropriate size for measurements of very large or very small quantities (e.g., use millimeters per year for seafloor spreading). Interpret scientific notation that has been generated by technology.	• Operations with Numbers in Scientific Notation
8.EE.5	Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways. For example, compare a distance-time graph to a distance-time equation to determine which of two moving objects has greater speed.	• Interpreting Slope
8.EE.6	Use similar triangles to explain why the slope m is the same between any two distinct points on a non-vertical line in the coordinate plane; derive the equation y = mx for a line through the origin and the equation y = mx + b for a line intercepting the vertical axis at b.	• Slope • Slope-Intercept Form
8.EE.7a	Solve linear equations in one variable. a. Give examples of linear equations in one variable with one solution, infinitely many solutions, or no solutions. Show which of these possibilities is the case by successively transforming the given equation into simpler forms, until an equivalent equation of the form x = a, a = a, or a = b results (where a and b are different numbers).	• Analyzing Solution Sets to Linear Equations with the Variable on Both Sides
8.EE.7b	Solve linear equations in one variable. b. Solve linear equations and inequalities with rational number coefficients, including those whose solutions require expanding expressions using the distributive property and collecting like terms.	• Solving Two-Step Equations • Solving Equations with the Variable on Both Sides
8.EE.8	Analyze and solve pairs of simultaneous linear equations.	• Solving a System of Linear Equations Graphically

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		• Solving a System of Linear Equations Algebraically
8.EE.8a	Analyze and solve pairs of simultaneous linear equations. a. Understand that solutions to a system of two linear equations in two variables correspond to points of intersection of their graphs, because points of intersection satisfy both equations simultaneously.	• Solving a System of Linear Equations Graphically
8.EE.8b	Analyze and solve pairs of simultaneous linear equations. b. Solve systems of two linear equations in two variables algebraically, and estimate solutions by graphing the equations. Solve simple cases by inspection. For example, 3x + 2y = 5 and 3x + 2y = 6 have no solution because 3x + 2y cannot simultaneously be 5 and 6.	• Solving a System of Linear Equations Algebraically
8.EE.8c	Analyze and solve pairs of simultaneous linear equations. c. Solve real-world and mathematical problems leading to two linear equations in two variables. For example, given coordinates for two pairs of points, determine whether the line through the first pair of points intersects the line through the second pair.	• Solving a System of Linear Equations - Applications
8.F Functions		
8.F.1	Understand that a function is a rule that assigns to each input exactly one output. The graph of a function is the set of ordered pairs consisting of an input and the corresponding output.	• Slope
8.F.2	Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). For example, given a linear function represented by a table of values and a linear function represented by an algebraic expression, determine which function has the greater rate of change.	• Slope
8.F.4	Construct a function to model a linear relationship between two quantities. Determine the rate of change and initial value of the function from a description of a relationship or from two (x, y)	• Slope-Intercept Form

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	values, including reading these from a table or from a graph. Interpret the rate of change and initial value of a linear function in terms of the situation it models, and in terms of its graph or a table of values.	
8.F.5	Describe qualitatively the functional relationship between two quantities by analyzing a graph (e.g., where the function is increasing or decreasing, linear or nonlinear). Sketch a graph that exhibits the qualitative features of a function that has been described verbally.	• Interpreting Graphs of Real-World Situations • Introduction to Sketching Graphs of Real-World Situations
8.G Geometry		
8.G.2	Understand that a two-dimensional figure is congruent to another if the second can be obtained from the first by a sequence of rotations, reflections, and translations; given two congruent figures, describe a sequence that exhibits the congruence between them.	• Congruence
8.G.3	Describe the effect of dilations, translations, rotations, and reflections on two-dimensional figures using coordinates.	• Translations • Reflections • Rotations • Composition of Transformations • Dilations • Dilations in the Coordinate Plane
8.G.4	Understand that a two-dimensional figure is similar to another if the second can be obtained from the first by a sequence of rotations, reflections, translations, and dilations; given two similar two-dimensional figures, describe a sequence that exhibits the similarity between them.	• Dilations
8.G.5	Use informal arguments to establish facts about the angle sum and exterior angle of triangles, about the angles created when parallel lines are cut by a transversal, and the angle-angle criterion for similarity of triangles. For example, arrange three copies of the same triangle so that the sum of the three angles appears to form a line, and give an argument in terms of transversals why this is so.	• Parallel Lines and Transversals

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8.G.6	Explain a proof of the Pythagorean Theorem and its converse.	• Understanding the Pythagorean Theorem
8.G.7	Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two and three dimensions.	• Pythagorean Theorem - Hypotenuse • Pythagorean Theorem - Legs • Pythagorean Theorem - Mixed Problems • Pythagorean Theorem - Distance Formula
8.G.8	Apply the Pythagorean Theorem to find the distance between two points in a coordinate system.	• Pythagorean Theorem - Distance Formula
8.G.9	Know the formulas for the volumes of cones, cylinders, and spheres and use them to solve real-world and mathematical problems.	• Volume of Cylinders • Volume of Pyramids and Cones • Volume of Spheres
8.SP Statistics and Probability		
8.SP.1	Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities. Describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association.	• Comparing Linear and Nonlinear Data
8.SP.2	Know that straight lines are widely used to model relationships between two quantitative variables. For scatter plots that suggest a linear association, informally fit a straight line, and informally assess the model fit by judging the closeness of the data points to the line.	• Comparing Linear and Nonlinear Data
8.SP.3	Use the equation of a linear model to solve problems in the context of bivariate measurement data, interpreting the slope and intercept. For example, in a linear model for a biology experiment, interpret a slope of 1.5 cm/hr as meaning that an additional hour of sunlight each day is associated with an additional 1.5 cm in mature plant height.	• Slope-Intercept Form
8.SP.4	Understand that patterns of association can also be seen in bivariate categorical data by displaying frequencies and relative frequencies in a two-way table.	• Patterns of Association in Data

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	Construct and interpret a two-way table summarizing data on two categorical variables collected from the same subjects. Use relative frequencies calculated for rows or columns to describe possible association between the two variables. For example, collect data from students in your class on whether or not they have a curfew on school nights and whether or not they have assigned chores at home. Is there evidence that those who have a curfew also tend to have chores?	

Imagine Math Lessons Aligned to Mississippi Early Learning Standards

Prekindergarten

Imagine Math Prekindergarten Lessons Aligned to Mississippi Early Learning Standards

IMAGINE MATH		MISSISSIPPI EARLY LEARNING STANDARDS
	Lesson	**Prekindergarten**
1	Introduction to colors	• PK.MD.3
2	Grouping by color	• PK.MD.3
3	Location words: on, under, above, next to	• PK.MD.3
4	Location words: behind, in front of, between	• PK.MD.3
5	Circles and polygons	• PK.MD.3 • PK.G.1 • PK.G.2
6	Grouping by color and shape	• PK.MD.3 • PK.G.5
7	Location words: above, below, up, down	• PK.MD.3
8	Size: big and small	• PK.MD.2 • PK.MD.3
9	Comparing and ordering by size	• PK.MD.2 • PK.MD.3
10	Triangles, rectangles, and squares	• PK.MD.3 • PK.G.1 • PK.G.2
11	Location words: left and right	• PK.MD.3
12	Height: tall and short	• PK.MD.2 • PK.MD.3
13	Comparing and ordering by height I	• PK.MD.2 • PK.MD.3
14	Comparing and ordering by height II	• PK.MD.2 • PK.MD.3

IMAGINE MATH		MISSISSIPPI EARLY LEARNING STANDARDS
	Lesson	**Prekindergarten**
15	Length: long and short	• PK.MD.2 • PK.MD.3
16	Comparing and ordering by length I	• PK.MD.2 • PK.MD.3
17	Comparing and ordering by length II	• PK.MD.2 • PK.MD.3
18	Width: wide and narrow	• PK.MD.2 • PK.MD.3
19	Comparing and ordering by width I	• PK.MD.2 • PK.MD.3
20	Comparing and ordering by width II	• PK.MD.2 • PK.MD.3
21	Sequence of events: first and next	• PK.G.5
22	Times of the day: morning, afternoon, evening, night	• PK.OA.4
23	Sequence of events: first and last	• PK.G.1 • PK.G.2
24	Patterns	• PK.OA.4 • PK.MD.2 • PK.MD.3
25	Comparing groups: one and many	• PK.CC.3 • PK.CC.6 • PK.MD.2 • PK.MD.3
26	Comparing groups: equality I	• PK.CC.3 • PK.CC.6 • PK.OA.4
27	Comparing groups: equality II	• PK.CC.3 • PK.CC.6
28	Dividing into equal groups	• PK.CC.3 • PK.CC.6 • PK.OA.4 • PK.MD.2 • PK.MD.3
29	Comparing groups: more and fewer I	• PK.CC.3 • PK.CC.6 • PK.MD.2 • PK.MD.3

IMAGINE MATH		MISSISSIPPI EARLY LEARNING STANDARDS
	Lesson	**Prekindergarten**
30	Comparing groups: more and fewer II	• PK.CC.3 • PK.CC.6 • PK.MD.2 • PK.MD.3
31	Comparing groups: inequality I	• PK.CC.3 • PK.CC.6 • PK.OA.4 • PK.G.1 • PK.G.2
32	Comparing groups: inequality II	• PK.CC.3 • PK.CC.6 • PK.OA.4 • PK.MD.2 • PK.MD.3
33	Comparing groups: inequality III	• PK.CC.3 • PK.CC.6 • PK.MD.2 • PK.MD.3
34	Making equal by increasing I	• PK.CC.3 • PK.CC.6 • PK.OA.1 • PK.MD.2 • PK.MD.3 • PK.G.5
35	Making equal by increasing II	• PK.CC.3 • PK.CC.6 • PK.OA.1 • PK.OA.4 • PK.MD.2 • PK.MD.3 • PK.G.5
36	Making equal by increasing III	• PK.CC.3 • PK.CC.6 • PK.OA.1 • PK.MD.2 • PK.MD.3 • PK.G.5
37	Making equal by decreasing I	• PK.CC.3 • PK.CC.6 • PK.OA.4 • PK.G.5
38	Making equal by decreasing II	• PK.CC.3 • PK.CC.6

IMAGINE MATH		MISSISSIPPI EARLY LEARNING STANDARDS
	Lesson	**Prekindergarten**
		• PK.OA.4 • PK.MD.2
39	Making equal by decreasing III	• PK.CC.3 • PK.OA.1 • PK.OA.4 • PK.MD.2 • PK.MD.3 • PK.G.1 • PK.G.2
40	Adding with objects I	• PK.OA.1 • PK.MD.3 • PK.G.5
41	Adding with objects II	• PK.OA.1 • PK.OA.4 • PK.MD.3
42	Adding with objects III	• PK.OA.1 • PK.MD.2 • PK.MD.3 • PK.G.1 • PK.G.2 • PK.G.5
43	Adding with objects IV	• PK.OA.1 • PK.MD.2 • PK.MD.3 • PK.G.5
44	Subtracting with objects I	• PK.OA.1 • PK.MD.2 • PK.MD.3
45	Subtracting with objects II	• PK.OA.1 • PK.OA.4 • PK.MD.2 • PK.MD.3
46	Subtracting with objects III	• PK.OA.1 • PK.MD.3
47	Adding and subtracting with objects	• PK.OA.1
48	The numeral and number 1	• PK.CC.1 • PK.CC.2 • PK.CC.3 • PK.CC.4 • PK.CC.4.A • PK.CC.4.B • PK.CC.5

IMAGINE MATH		MISSISSIPPI EARLY LEARNING STANDARDS
	Lesson	**Prekindergarten**
		• PK.CC.5.A • PK.CC.6 • PK.MD.3
49	First ordinal position	• PK.CC.1 • PK.CC.2 • PK.CC.3 • PK.CC.4 • PK.CC.4.A • PK.CC.4.B • PK.CC.5 • PK.CC.5.A • PK.CC.6 • PK.MD.3 • PK.G.1 • PK.G.2
50	Using the number 1	• PK.CC.2 • PK.CC.4 • PK.CC.4.A • PK.CC.4.B • PK.CC.5 • PK.OA.4 • PK.G.5
51	The numeral and number 0	• PK.CC.2 • PK.CC.3 • PK.CC.4 • PK.CC.4.A • PK.CC.4.B • PK.CC.5 • PK.CC.6 • PK.OA.1 • PK.MD.3
52	Using the numbers 0 and 1	• PK.CC.2 • PK.CC.3 • PK.CC.4 • PK.CC.4.A • PK.CC.4.B • PK.CC.5 • PK.CC.6 • PK.OA.1 • PK.MD.2 • PK.MD.3 • PK.G.5
53	Counting to 2 and the numeral 2	• PK.CC.1 • PK.CC.2 • PK.CC.3 • PK.CC.4 • PK.CC.4.A

IMAGINE MATH		MISSISSIPPI EARLY LEARNING STANDARDS
	Lesson	**Prekindergarten**
		• PK.CC.4.B • PK.CC.5 • PK.CC.5.A • PK.CC.6 • PK.OA.4
54	The number 2 and pairs	• PK.CC.1 • PK.CC.4 • PK.CC.4.A • PK.CC.4.B • PK.CC.5 • PK.CC.5.A • PK.MD.3 • PK.G.1 • PK.G.2
55	Composing and decomposing the number 2	• PK.CC.4 • PK.CC.4.A • PK.CC.4.B • PK.CC.5 • PK.OA.1 • PK.OA.3 • PK.MD.3
56	Ordinal counting up to 2	• PK.CC.1 • PK.CC.2 • PK.CC.4 • PK.CC.4.A • PK.CC.4.B • PK.CC.5 • PK.OA.1 • PK.OA.4 • PK.MD.3 • PK.G.5
57	Review: grouping by attributes, counting up to 2, comparing groups	• PK.CC.1 • PK.CC.3 • PK.CC.4 • PK.CC.4.A • PK.CC.4.B • PK.CC.5 • PK.CC.5.A • PK.CC.6 • PK.MD.2 • PK.MD.3 • PK.G.1 • PK.G.2
58	Counting to 3 and the numeral 3	• PK.CC.1 • PK.CC.2 • PK.CC.3 • PK.CC.4

IMAGINE MATH		MISSISSIPPI EARLY LEARNING STANDARDS
	Lesson	**Prekindergarten**
		• PK.CC.4.A • PK.CC.4.B • PK.CC.5 • PK.CC.5.A • PK.CC.6
59	Ordinal counting up to 3	• PK.CC.1 • PK.CC.2 • PK.CC.3 • PK.CC.4 • PK.CC.4.A • PK.CC.4.B • PK.CC.5 • PK.CC.6 • PK.OA.4
60	Triangles	• PK.CC.1 • PK.CC.4 • PK.CC.4.A • PK.CC.4.B • PK.CC.5 • PK.CC.5.A • PK.OA.1 • PK.OA.3 • PK.MD.3 • PK.G.1 • PK.G.2 • PK.G.4
61	Composing and decomposing the number 3	• PK.CC.1 • PK.CC.3 • PK.CC.4 • PK.CC.4.A • PK.CC.4.B • PK.CC.5 • PK.CC.5.A • PK.CC.6 • PK.OA.1 • PK.OA.3 • PK.OA.4
62	Word problems: stories with a question	• PK.CC.1 • PK.CC.3 • PK.CC.4 • PK.CC.4.A • PK.CC.4.B • PK.CC.5 • PK.CC.5.A • PK.CC.6 • PK.OA.1 • PK.OA.2

IMAGINE MATH		MISSISSIPPI EARLY LEARNING STANDARDS
	Lesson	**Prekindergarten**
		• PK.G.1 • PK.G.2
63	Word problems within 3	• PK.CC.4 • PK.CC.4.A • PK.CC.4.B • PK.CC.5 • PK.OA.1 • PK.OA.2 • PK.OA.3 • PK.OA.4 • PK.MD.2 • PK.MD.3
64	Counting to 4 and the numeral 4	• PK.CC.1 • PK.CC.2 • PK.CC.3 • PK.CC.4 • PK.CC.4.A • PK.CC.4.B • PK.CC.5 • PK.CC.5.A • PK.CC.6 • PK.OA.1
65	Ordinal counting and comparing within 4	• PK.CC.1 • PK.CC.2 • PK.CC.3 • PK.CC.4 • PK.CC.4.A • PK.CC.4.B • PK.CC.5 • PK.CC.5.A • PK.CC.6 • PK.G.5
66	Composing and decomposing the number 4, I	• PK.CC.2 • PK.CC.3 • PK.CC.4 • PK.CC.4.A • PK.CC.4.B • PK.CC.5 • PK.CC.6 • PK.OA.1 • PK.OA.3 • PK.G.1 • PK.G.2 • PK.G.4 • PK.G.5
67	Composing and decomposing the number 4, II	• PK.CC.4 • PK.CC.4.A

IMAGINE MATH		MISSISSIPPI EARLY LEARNING STANDARDS
	Lesson	**Prekindergarten**
		• PK.CC.4.B • PK.CC.5 • PK.OA.1 • PK.OA.2 • PK.OA.3 • PK.G.1 • PK.G.2 • PK.G.4 • PK.G.5
68	Comparing and grouping objects by size, color, and shape	• PK.MD.2 • PK.MD.3 • PK.G.1 • PK.G.2
69	Counting to 5 and the numeral 5	• PK.CC.1 • PK.CC.2 • PK.CC.3 • PK.CC.4 • PK.CC.4.A • PK.CC.4.B • PK.CC.5 • PK.CC.5.A • PK.CC.6 • PK.OA.1 • PK.OA.4
70	Ordinal counting and comparing within 5	• PK.CC.1 • PK.CC.2 • PK.CC.4 • PK.CC.4.A • PK.CC.4.B • PK.CC.5
71	Composing and decomposing the number 5	• PK.CC.1 • PK.CC.2 • PK.CC.4 • PK.CC.4.A • PK.CC.4.B • PK.CC.5 • PK.OA.1 • PK.OA.3 • PK.OA.4 • PK.MD.3 • PK.G.1 • PK.G.2 • PK.G.5
72	Review: counting, composing, and decomposing within 5	• PK.CC.1 • PK.CC.2 • PK.CC.3 • PK.CC.4

IMAGINE MATH		MISSISSIPPI EARLY LEARNING STANDARDS
	Lesson	**Prekindergarten**
		• PK.CC.4.A • PK.CC.4.B • PK.CC.5 • PK.CC.5.A • PK.CC.6 • PK.OA.3 • PK.OA.4 • PK.G.1 • PK.G.2
73	Comparing within 5 and counting backwards	• PK.CC.1 • PK.CC.3 • PK.CC.4 • PK.CC.4.A • PK.CC.4.B • PK.CC.5 • PK.CC.5.A • PK.CC.6 • PK.OA.1 • PK.MD.2 • PK.MD.3
74	Numbers to 5, word problems	• PK.CC.1 • PK.CC.4 • PK.CC.4.A • PK.CC.4.B • PK.CC.5 • PK.CC.5.A • PK.OA.1 • PK.OA.2
75	Counting up to 5, word problems, and shapes	• PK.CC.4 • PK.CC.4.A • PK.CC.4.B • PK.CC.5 • PK.OA.1 • PK.OA.2 • PK.OA.4 • PK.G.4
76	Counting up to 6 and the numeral 6	• PK.CC.1 • PK.CC.2 • PK.CC.3 • PK.CC.4 • PK.CC.4.A • PK.CC.4.B • PK.CC.5 • PK.CC.5.A • PK.CC.6 • PK.OA.1 • PK.MD.2 • PK.MD.3

IMAGINE MATH		MISSISSIPPI EARLY LEARNING STANDARDS
	Lesson	**Prekindergarten**
77	Ordinal counting and comparing within 6	• PK.CC.1 • PK.CC.4 • PK.CC.4.A • PK.CC.4.B • PK.CC.5 • PK.CC.5.A • PK.OA.4 • PK.MD.2 • PK.MD.3
78	Word problems within 6	• PK.CC.1 • PK.CC.2 • PK.CC.4 • PK.CC.4.A • PK.CC.4.B • PK.CC.5 • PK.CC.5.A • PK.OA.1 • PK.OA.2 • PK.MD.2 • PK.MD.3
79	Counting up to 7 and the numeral 7	• PK.CC.1 • PK.CC.2 • PK.CC.3 • PK.CC.4 • PK.CC.4.A • PK.CC.4.B • PK.CC.5 • PK.CC.5.A • PK.CC.6 • PK.OA.1 • PK.MD.3
80	Ordinal counting and comparing within 7	• PK.CC.1 • PK.CC.2 • PK.CC.3 • PK.CC.4 • PK.CC.4.A • PK.CC.4.B • PK.CC.5 • PK.CC.5.A • PK.CC.6 • PK.MD.2 • PK.MD.3
81	Word problems within 7	• PK.CC.1 • PK.CC.2 • PK.CC.4 • PK.CC.4.A • PK.CC.4.B • PK.CC.5

IMAGINE MATH		MISSISSIPPI EARLY LEARNING STANDARDS
	Lesson	**Prekindergarten**
		• PK.CC.5.A • PK.OA.2 • PK.MD.3
82	Counting up to 8 and the numeral 8	• PK.CC.1 • PK.CC.2 • PK.CC.3 • PK.CC.4 • PK.CC.4.A • PK.CC.4.B • PK.CC.5 • PK.CC.5.A • PK.CC.6 • PK.OA.1 • PK.MD.3
83	Ordinal counting and comparing within 8	• PK.CC.1 • PK.CC.3 • PK.CC.4 • PK.CC.4.A • PK.CC.4.B • PK.CC.5 • PK.CC.5.A • PK.CC.6
84	Word problems within 8	• PK.CC.1 • PK.CC.4 • PK.CC.4.A • PK.CC.4.B • PK.CC.5 • PK.CC.5.A • PK.OA.2 • PK.MD.3
85	Counting up to 9 and the numeral 9	• PK.CC.1 • PK.CC.2 • PK.CC.3 • PK.CC.4 • PK.CC.4.A • PK.CC.4.B • PK.CC.5 • PK.CC.5.A • PK.CC.6 • PK.OA.1 • PK.MD.3 • PK.G.1 • PK.G.2
86	Ordinal counting and comparing within 9	• PK.CC.1 • PK.CC.3 • PK.CC.4 • PK.CC.4.A

IMAGINE MATH		MISSISSIPPI EARLY LEARNING STANDARDS
	Lesson	**Prekindergarten**
		• PK.CC.4.B • PK.CC.5 • PK.CC.5.A • PK.CC.6
87	Word problems within 9	• PK.CC.1 • PK.CC.2 • PK.CC.4 • PK.CC.4.A • PK.CC.4.B • PK.CC.5 • PK.CC.5.A • PK.OA.2 • PK.MD.3
88	Counting up to 10 and the numeral 10	• PK.CC.1 • PK.CC.2 • PK.CC.3 • PK.CC.4 • PK.CC.4.A • PK.CC.4.B • PK.CC.5 • PK.CC.5.A • PK.CC.6 • PK.G.1 • PK.G.2
89	Ordinal counting and comparing within 10	• PK.CC.1 • PK.CC.4 • PK.CC.4.A • PK.CC.4.B • PK.CC.5
90	Word problems within 10	• PK.CC.1 • PK.CC.3 • PK.CC.4 • PK.CC.4.A • PK.CC.4.B • PK.CC.5 • PK.CC.5.A • PK.CC.6 • PK.OA.2 • PK.MD.3
91	Counting up to 10, word problems, and shapes	• PK.CC.4 • PK.CC.4.A • PK.CC.4.B • PK.CC.5 • PK.OA.1 • PK.OA.2 • PK.OA.4 • PK.G.4

IMAGINE MATH		MISSISSIPPI EARLY LEARNING STANDARDS
	Lesson	**Prekindergarten**
92	Volume: comparing and ordering objects by volume	• PK.MD.2 • PK.MD.3
93	Weight: comparing weights of objects	• PK.MD.2 • PK.MD.3 • PK.G.5
94	Length: measuring length	• PK.CC.1 • PK.CC.3 • PK.CC.4 • PK.CC.4.A • PK.CC.4.B • PK.CC.5 • PK.CC.5.A • PK.CC.6 • PK.MD.2 • PK.MD.2.A • PK.MD.3
95	Review I	• PK.CC.1 • PK.CC.4 • PK.CC.4.A • PK.CC.4.B • PK.CC.5 • PK.CC.5.A • PK.OA.2 • PK.OA.3 • PK.OA.4 • PK.MD.2.A • PK.MD.3
96	Review II	• PK.CC.1 • PK.CC.3 • PK.CC.4 • PK.CC.4.A • PK.CC.4.B • PK.CC.5 • PK.CC.5.A • PK.CC.6 • PK.OA.1 • PK.OA.2 • PK.MD.3
97	Review III	• PK.CC.1 • PK.CC.2 • PK.CC.3 • PK.CC.5 • PK.CC.5.A • PK.CC.6 • PK.OA.1 • PK.G.5

IMAGINE MATH		MISSISSIPPI EARLY LEARNING STANDARDS
	Lesson	**Prekindergarten**
98	Review IV	• PK.CC.1 • PK.CC.4 • PK.CC.4.A • PK.CC.4.B • PK.CC.5 • PK.CC.5.A • PK.OA.1 • PK.OA.2 • PK.MD.2 • PK.G.1 • PK.G.2
99	Review V	• PK.CC.1 • PK.CC.3 • PK.CC.4 • PK.CC.4.A • PK.CC.4.B • PK.CC.5 • PK.CC.5.A • PK.CC.6 • PK.OA.2 • PK.G.1 • PK.G.2
100	Review VI	• PK.CC.4 • PK.CC.4.A • PK.CC.4.B • PK.CC.5 • PK.G.5
101	Review VII	• PK.CC.1 • PK.CC.5 • PK.CC.5.A • PK.OA.1 • PK.MD.3 • PK.G.5

Imagine Math Lessons Aligned to Mississippi College- and Career-Readiness Standards

Kindergarten

Imagine Math Kindergarten Lessons Aligned to Mississippi College- and Career-Readiness Standards

IMAGINE MATH		MISSISSIPPI COLLEGE- AND CAREER-READINESS STANDARDS
	Lesson	**Kindergarten**
1	Comparing, matching, and grouping by various attributes I	• K.MD.3
2	Comparing, matching, and grouping by various attributes II	• K.MD.3 • K.G.1 • K.G.2 • K.G.4
3	Comparing, matching, and grouping by various attributes III	• K.G.1 • K.G.2 • K.G.4
4	Length and width, comparing and ordering objects by these attributes	• K.MD.1 • K.MD.2 • K.G.1 • K.G.2 • K.G.4
5	Volume, comparing and ordering objects by volume	• K.MD.1 • K.MD.2
6	Weight	• K.MD.1 • K.MD.2 • K.MD.3
7	As many as, more, and less	• K.CC.6
8	Equality and inequality, equal and not equal signs	• K.CC.6 • K.MD.3 • K.G.1 • K.G.4
9	Greater than and less than, > and < signs	• K.CC.6 • K.CC.7 • K.MD.3

IMAGINE MATH		MISSISSIPPI COLLEGE- AND CAREER-READINESS STANDARDS
	Lesson	**Kindergarten**
		• K.G.1 • K.G.2
10	Review: comparing groups	• K.CC.6 • K.MD.2
11	Numbers to 5, adding 1 to make the next number	• K.CC.3 • K.CC.4 • K.CC.4c • K.CC.5 • K.OA.1
12	Numbers to 5, adding and subtracting sets of objects	• K.CC.3 • K.CC.4 • K.CC.5 • K.CC.6 • K.CC.7 • K.OA.1
13	Composing and decomposing the number 2	• K.CC.3 • K.CC.4 • K.CC.5 • K.OA.1 • K.OA.3 • K.MD.3
14	Composing and decomposing numbers within 3	• K.CC.3 • K.CC.4 • K.CC.5 • K.CC.6 • K.OA.1 • K.OA.3
15	Composing and decomposing numbers within 4	• K.CC.3 • K.CC.4 • K.CC.5 • K.CC.6 • K.OA.1 • K.OA.3
16	Composing and decomposing numbers within 5	• K.CC.3 • K.CC.4 • K.CC.4c • K.CC.5 • K.CC.6 • K.OA.1 • K.OA.3
17	Adding and subtracting within 5, I	• K.CC.3 • K.CC.4

IMAGINE MATH		MISSISSIPPI COLLEGE- AND CAREER-READINESS STANDARDS
	Lesson	**Kindergarten**
		• K.CC.5 • K.OA.1 • K.OA.3
18	Adding and subtracting within 5, II	• K.CC.3 • K.CC.4 • K.CC.5 • K.OA.1 • K.OA.3 • K.OA.5
19	Understanding part-part-whole I	• K.OA.1 • K.OA.2 • K.OA.5
20	Understanding part-part-whole II	• K.OA.1 • K.OA.2 • K.OA.5
21	Understanding part-part-whole III	• K.CC.6 • K.OA.1 • K.OA.2 • K.OA.5
22	Commutative property of addition	• K.OA.1 • K.OA.2 • K.OA.5
23	Numbers and counting to 10	• K.CC.1 • K.CC.2 • K.CC.3 • K.G.1
24	Comparing numbers within 10 using a ruler	• K.CC.1 • K.CC.2 • K.CC.3 • K.CC.4 • K.CC.4c • K.CC.5 • K.CC.6 • K.CC.7 • K.MD.3 • K.G.4
25	Comparing numbers within 10	• K.CC.1 • K.CC.3 • K.CC.4 • K.CC.5 • K.CC.6

IMAGINE MATH		MISSISSIPPI COLLEGE- AND CAREER-READINESS STANDARDS
	Lesson	**Kindergarten**
		• K.CC.7 • K.OA.1
26	Adding and subtracting within 10 using a ruler I	• K.CC.1 • K.CC.2 • K.CC.3 • K.CC.4 • K.CC.5 • K.G.1
27	Adding and subtracting within 10 using a ruler II	• K.CC.1 • K.CC.2 • K.CC.3 • K.CC.4 • K.CC.4c • K.CC.5
28	Number 6	• K.CC.1 • K.CC.3 • K.CC.4 • K.CC.5 • K.CC.6 • K.CC.7 • K.OA.1 • K.OA.2
29	Composing and decomposing the number 6	• K.CC.3 • K.CC.4 • K.CC.5 • K.OA.1 • K.OA.3
30	Number 7	• K.CC.1 • K.CC.3 • K.CC.4 • K.CC.5 • K.CC.6 • K.CC.7 • K.OA.1 • K.OA.2 • K.MD.2 • K.MD.3
31	Composing and decomposing the number 7	• K.CC.3 • K.CC.4 • K.CC.5 • K.CC.6 • K.OA.1 • K.OA.2 • K.OA.3

IMAGINE MATH		MISSISSIPPI COLLEGE- AND CAREER-READINESS STANDARDS
	Lesson	**Kindergarten**
		• K.OA.5 • K.MD.2
32	Number 8	• K.CC.1 • K.CC.3 • K.CC.4 • K.CC.5 • K.CC.6 • K.CC.7 • K.OA.1 • K.OA.2 • K.MD.3
33	Composing and decomposing the number 8	• K.CC.3 • K.CC.4 • K.CC.5 • K.CC.6 • K.OA.1 • K.OA.3 • K.MD.3 • K.G.1 • K.G.2 • K.G.4
34	Number 9	• K.CC.1 • K.CC.3 • K.CC.4 • K.CC.5 • K.CC.6 • K.CC.7 • K.OA.1 • K.OA.2 • K.MD.3 • K.G.1 • K.G.2 • K.G.4
35	Composing and decomposing the number 9	• K.CC.3 • K.CC.4 • K.CC.5 • K.CC.6 • K.OA.1 • K.OA.2 • K.OA.3
36	Adding and subtracting within 9	• K.CC.3 • K.CC.4 • K.CC.5

IMAGINE MATH		MISSISSIPPI COLLEGE- AND CAREER-READINESS STANDARDS
	Lesson	**Kindergarten**
		• K.OA.1 • K.OA.2
37	Working with numbers within 10	• K.CC.3 • K.CC.4 • K.CC.5 • K.CC.6 • K.OA.1 • K.OA.2 • K.OA.3 • K.OA.4 • K.OA.5 • K.MD.2
38	Two-digit numbers and expanded form	• K.CC.1 • K.CC.3 • K.CC.4 • K.CC.4c • K.CC.5 • K.OA.1 • K.NBT.1
39	Composing and decomposing the number 10	• K.CC.3 • K.CC.4 • K.CC.5 • K.CC.6 • K.OA.1 • K.OA.2 • K.OA.3 • K.OA.4
40	Adding and subtracting within 10 using a ruler III	• K.CC.3 • K.CC.4c • K.CC.6 • K.CC.7 • K.OA.1 • K.OA.2 • K.MD.2 • K.MD.3
41	Properties of 0	• K.CC.7 • K.OA.1 • K.OA.3 • K.OA.4 • K.OA.5 • K.MD.3 • K.G.4
42	Adding and subtracting within 10	• K.CC.1 • K.CC.3

IMAGINE MATH		MISSISSIPPI COLLEGE- AND CAREER-READINESS STANDARDS
	Lesson	**Kindergarten**
		• K.CC.4c • K.CC.6 • K.OA.1 • K.OA.2 • K.MD.1 • K.MD.2 • K.MD.3 • K.G.1 • K.G.2
43	Understanding part-part-whole IV	• K.CC.3 • K.CC.4 • K.CC.5 • K.CC.6 • K.OA.1 • K.OA.3 • K.OA.4 • K.MD.3 • K.G.4
44	Adding and subtracting within 10, word problems	• K.CC.3 • K.CC.4 • K.CC.5 • K.CC.6 • K.CC.7 • K.OA.1 • K.OA.2 • K.MD.3 • K.G.4
45	Identifying the group with more or fewer objects and the difference	• K.CC.3 • K.CC.4 • K.CC.5 • K.CC.6 • K.OA.1 • K.OA.5
46	Finding the difference	• K.CC.3 • K.CC.4 • K.CC.5 • K.CC.6 • K.CC.7 • K.OA.1 • K.MD.3
47	Finding the group with more objects	• K.CC.3 • K.CC.4 • K.CC.5 • K.CC.6 • K.OA.1

IMAGINE MATH		MISSISSIPPI COLLEGE- AND CAREER-READINESS STANDARDS
	Lesson	**Kindergarten**
		• K.MD.2 • K.G.1
48	Finding the group with more objects and the difference	• K.CC.3 • K.CC.4 • K.CC.5 • K.CC.6 • K.CC.7 • K.OA.1 • K.OA.3 • K.OA.4
49	Finding the group with fewer objects	• K.CC.1 • K.CC.3 • K.CC.4 • K.CC.5 • K.CC.6 • K.OA.1 • K.OA.3 • K.OA.4
50	Comparison word problems	• K.CC.3 • K.CC.4 • K.CC.5 • K.CC.6 • K.CC.7 • K.OA.1
51	Adding and/or subtracting twice I	• K.CC.1 • K.CC.6 • K.OA.1
52	Adding and/or subtracting twice II	• K.CC.1 • K.CC.3 • K.CC.4 • K.CC.5 • K.CC.6 • K.OA.1 • K.OA.3 • K.OA.4
53	Review: part-part-whole, groups with more or fewer objects and the difference	• K.CC.3 • K.CC.4 • K.CC.5 • K.CC.6 • K.OA.1 • K.OA.2
54	Counting, ordering, and expanded form of numbers within 13	• K.CC.1 • K.CC.3

IMAGINE MATH		MISSISSIPPI COLLEGE- AND CAREER-READINESS STANDARDS
	Lesson	**Kindergarten**
		• K.CC.4 • K.CC.4c • K.CC.5 • K.CC.6 • K.OA.1 • K.NBT.1 • K.MD.3
55	Counting, ordering, and expanded form of numbers within 19, I	• K.CC.1 • K.CC.3 • K.CC.4 • K.CC.4c • K.CC.5 • K.CC.7 • K.NBT.1 • K.MD.2 • K.MD.3
56	Counting and comparing sets of up to 19 objects	• K.CC.3 • K.CC.4 • K.CC.4c • K.CC.5 • K.CC.6 • K.MD.3
57	Counting, generating sets that have one more or less than a given number up to 19	• K.CC.1 • K.CC.2 • K.CC.4c • K.OA.1
58	Comparing numbers within 13	• K.CC.3 • K.CC.4 • K.CC.5 • K.CC.7 • K.OA.3 • K.OA.4 • K.NBT.1 • K.MD.3 • K.G.4
59	Comparing numbers within 13, finding the previous and the next numbers	• K.CC.3 • K.CC.4c • K.CC.6 • K.CC.7 • K.OA.1 • K.OA.5
60	Numbers to 13, expanded form I	• K.CC.1 • K.CC.6 • K.OA.1

IMAGINE MATH		MISSISSIPPI COLLEGE- AND CAREER-READINESS STANDARDS
	Lesson	**Kindergarten**
		• K.NBT.1 • K.MD.3 • K.G.4
61	Numbers to 13, expanded form II	• K.CC.3 • K.CC.6 • K.OA.1 • K.OA.3 • K.NBT.1
62	Counting, ordering, and expanded form of numbers within 19, II	• K.CC.2 • K.CC.3 • K.CC.4c • K.CC.6 • K.CC.7 • K.OA.1 • K.NBT.1
63	Review: numbers to 19, I	• K.CC.1 • K.CC.3 • K.CC.4 • K.CC.5 • K.CC.6 • K.OA.1 • K.OA.3 • K.NBT.1 • K.MD.3
64	Review: numbers to 19, II	• K.CC.2 • K.CC.6 • K.CC.7 • K.OA.1 • K.NBT.1 • K.MD.3 • K.G.4
65	Review: numbers to 19, III	• K.CC.3 • K.CC.4 • K.CC.5 • K.CC.6 • K.CC.7 • K.OA.1 • K.OA.2 • K.NBT.1
66	Number 20	• K.CC.1 • K.CC.3 • K.CC.4 • K.CC.4c • K.CC.5

IMAGINE MATH		MISSISSIPPI COLLEGE- AND CAREER-READINESS STANDARDS
	Lesson	**Kindergarten**
		• K.CC.6 • K.OA.1 • K.OA.5 • K.NBT.1
67	Ordinals, adding, and subtracting within 20	• K.CC.2 • K.CC.3 • K.CC.4 • K.CC.5 • K.CC.6 • K.OA.1 • K.OA.2 • K.NBT.1
68	Comparing numbers and finding the difference	• K.CC.2 • K.CC.3 • K.CC.4 • K.CC.4c • K.CC.5 • K.CC.6 • K.CC.7 • K.OA.1 • K.OA.2 • K.NBT.1 • K.MD.2 • K.MD.3
69	Counting, comparing, and ordering numbers within 20	• K.CC.2 • K.CC.3 • K.CC.4 • K.CC.5 • K.CC.6 • K.CC.7 • K.OA.1 • K.OA.3 • K.OA.4
70	Part-part-whole, groups with more or fewer objects and the difference	• K.CC.1 • K.CC.3 • K.CC.4 • K.CC.5 • K.CC.6 • K.CC.7 • K.OA.1 • K.OA.2 • K.MD.3
71	Review: numbers to 20	• K.CC.2 • K.CC.3 • K.CC.6

IMAGINE MATH		MISSISSIPPI COLLEGE- AND CAREER-READINESS STANDARDS
	Lesson	**Kindergarten**
		• K.CC.7 • K.OA.1 • K.OA.3 • K.NBT.1 • K.MD.1 • K.MD.2
72	Review: numbers to 20, 2D shapes I	• K.CC.1 • K.CC.2 • K.CC.3 • K.CC.4 • K.CC.5 • K.CC.6 • K.CC.7 • K.OA.1 • K.NBT.1 • K.G.1 • K.G.2
73	Review: numbers to 20, 2D shapes II	• K.CC.3 • K.CC.4 • K.CC.5 • K.CC.7 • K.OA.2 • K.NBT.1
74	Polygons	• K.OA.5 • K.MD.3 • K.G.4 • K.G.5 • K.G.6
75	2D shapes	• K.CC.3 • K.CC.4 • K.CC.5 • K.CC.6 • K.MD.3 • K.G.1 • K.G.2 • K.G.4 • K.G.5
76	Circles and spheres	• K.CC.2 • K.CC.3 • K.CC.4 • K.CC.5 • K.CC.6 • K.OA.1 • K.OA.5 • K.NBT.1

IMAGINE MATH		MISSISSIPPI COLLEGE- AND CAREER-READINESS STANDARDS
	Lesson	**Kindergarten**
		• K.MD.2 • K.MD.3 • K.G.1 • K.G.2 • K.G.3 • K.G.4
77	Squares and cubes I	• K.CC.2 • K.CC.3 • K.CC.4 • K.CC.5 • K.CC.6 • K.OA.1 • K.OA.2 • K.NBT.1 • K.MD.3 • K.G.1 • K.G.2 • K.G.3 • K.G.4
78	Squares and cubes II	• K.CC.2 • K.CC.3 • K.CC.4 • K.CC.4c • K.CC.5 • K.OA.5 • K.NBT.1 • K.MD.3 • K.G.1 • K.G.2 • K.G.3 • K.G.4 • K.G.6
79	Triangles, circles, and cones	• K.G.1 • K.G.2 • K.G.3 • K.G.4
80	Circles, rectangles, and cylinders	• K.CC.6 • K.OA.1 • K.OA.5 • K.MD.3 • K.G.1 • K.G.2 • K.G.3 • K.G.4

IMAGINE MATH		MISSISSIPPI COLLEGE- AND CAREER-READINESS STANDARDS
	Lesson	**Kindergarten**
81	2D and 3D shapes	• K.G.1 • K.G.2 • K.G.4 • K.G.5
82	Review: numbers to 20, 2D and 3D shapes I	• K.CC.7 • K.OA.5 • K.NBT.1 • K.MD.3 • K.G.1 • K.G.2 • K.G.3 • K.G.4
83	Review: numbers to 20, 2D and 3D shapes II	• K.CC.2 • K.CC.3 • K.CC.4 • K.CC.5 • K.CC.7 • K.OA.1 • K.OA.3 • K.OA.5 • K.NBT.1 • K.MD.3 • K.G.1 • K.G.2 • K.G.3 • K.G.4
84	Review: numbers to 20, 2D and 3D shapes III	• K.CC.3 • K.CC.4 • K.CC.5 • K.CC.7 • K.NBT.1 • K.G.4
85	Review: numbers to 20, word problems, 3D shapes I	• K.CC.1 • K.CC.2 • K.CC.3 • K.CC.6 • K.CC.7 • K.OA.1 • K.OA.2 • K.OA.5 • K.NBT.1 • K.MD.3 • K.G.1 • K.G.2 • K.G.4

IMAGINE MATH		MISSISSIPPI COLLEGE- AND CAREER-READINESS STANDARDS
	Lesson	**Kindergarten**
86	Review: numbers to 20, word problems, 3D shapes II	• K.CC.2 • K.CC.6 • K.CC.7 • K.OA.1
87	Review: numbers to 20, word problems, 3D shapes III	• K.CC.3 • K.CC.6 • K.OA.1 • K.OA.2 • K.OA.5 • K.NBT.1
88	Round numbers to 100	• K.CC.1 • K.CC.3 • K.CC.6 • K.OA.1 • K.OA.2 • K.NBT.1
89	Identifying and comparing round numbers	• K.CC.1 • K.OA.5 • K.NBT.1 • K.G.1 • K.G.2 • K.G.4
90	Counting by tens	• K.CC.1 • K.CC.6 • K.OA.1
91	Two-digit numbers above 20, I	• K.CC.3 • K.CC.6 • K.OA.1 • K.OA.2 • K.MD.3
92	Two-digit numbers above 20, II	• K.CC.1 • K.CC.2 • K.CC.4 • K.CC.5 • K.CC.6 • K.OA.1 • K.NBT.1 • K.MD.3
93	Two-digit numbers above 20, III	• K.CC.2 • K.CC.6 • K.OA.1

IMAGINE MATH		MISSISSIPPI COLLEGE- AND CAREER-READINESS STANDARDS
	Lesson	**Kindergarten**
		• K.OA.2 • K.MD.2
94	Measurement I	• K.CC.7 • K.NBT.1 • K.MD.2 • K.MD.3
95	Measurement II	• K.CC.3 • K.CC.4 • K.CC.5 • K.CC.6 • K.OA.1 • K.MD.1 • K.MD.2 • K.MD.3
96	Money	• K.CC.3 • K.CC.4 • K.CC.5 • K.CC.7 • K.OA.2 • K.OA.5 • K.NBT.1 • K.MD.2 • K.MD.3

Grade 1

Imagine Math Grade 1 Lessons Aligned to Mississippi College- and Career-Readiness Standards

IMAGINE MATH		MISSISSIPPI COLLEGE- AND CAREER-READINESS STANDARDS
	Lesson	**Grade 1**
1	Comparing and grouping objects	Supplemental
2	Comparing, ordering, and number composition within 5	• 1.OA.7 • 1.MD.4
3	2D shapes, counting, and number composition within 5	• 1.MD.4 • 1.G.2
4	Adding and subtracting 1 within 10	• 1.OA.5
5	Adding and subtracting 2 within 10	• 1.OA.3 • 1.OA.4 • 1.OA.5 • 1.OA.6 • 1.OA.8
6	Adding and subtracting 3 within 10	• 1.OA.1 • 1.OA.5 • 1.OA.6
7	Adding and subtracting 4 within 10	• 1.OA.1 • 1.OA.5 • 1.OA.6
8	Adding 5, 6, 7, and 8 within 10, commutative property of addition	• 1.OA.3 • 1.OA.5 • 1.OA.6 • 1.OA.8 • 1.MD.5b • 1.MD.5d
9	Subtracting 5, 6, 7, and 8 with the difference within 5	• 1.OA.1 • 1.OA.3 • 1.OA.4 • 1.OA.5 • 1.OA.6 • 1.OA.8
10	Relating counting to addition	• 1.OA.1 • 1.OA.5 • 1.OA.6

IMAGINE MATH		MISSISSIPPI COLLEGE- AND CAREER-READINESS STANDARDS
	Lesson	**Grade 1**
11	Relating counting to subtraction	• 1.OA.3 • 1.OA.4 • 1.OA.5 • 1.OA.6
12	Adding, subtracting, and number composition within 10	• 1.OA.3 • 1.OA.4 • 1.OA.6
13	Adding and subtracting within 10, I	• 1.OA.1 • 1.OA.3 • 1.OA.4 • 1.OA.6 • 1.OA.7
14	Adding and subtracting within 10, II	• 1.OA.6
15	Addends and sums	• 1.OA.1 • 1.OA.6 • 1.OA.8
16	Adding and subtracting within 10, III	• 1.OA.1 • 1.OA.3 • 1.OA.4 • 1.OA.6 • 1.OA.8
17	Adding and subtracting within 10, IV	• 1.OA.1 • 1.OA.6 • 1.OA.8
18	Commutative property of addition	• 1.OA.1 • 1.OA.3 • 1.OA.6 • 1.OA.7 • 1.OA.8
19	Groups with more or fewer objects, the difference	• 1.OA.1 • 1.OA.6
20	Minuend, subtrahend, difference	• 1.OA.1 • 1.OA.6 • 1.OA.8
21	Measurement I	• 1.MD.1 • 1.MD.2
22	Measurement II	• 1.MD.1 • 1.MD.4

IMAGINE MATH		MISSISSIPPI COLLEGE- AND CAREER-READINESS STANDARDS
	Lesson	**Grade 1**
23	Expanded form of numbers within 20, I	• 1.OA.1 • 1.OA.6 • 1.OA.8 • 1.NBT.2a • 1.NBT.2b • 1.NBT.4
24	Expanded form of numbers within 20, solving equations	• 1.OA.1 • 1.OA.3 • 1.OA.4 • 1.OA.6 • 1.OA.8 • 1.NBT.2a • 1.NBT.2b • 1.NBT.4
25	Numbers to 20	• 1.OA.3 • 1.OA.4 • 1.OA.5 • 1.OA.6 • 1.OA.8 • 1.MD.2 • 1.MD.4 • 1.MD.5b • 1.MD.5c • 1.MD.5d
26	Adding and subtracting within 20, I	• 1.OA.1 • 1.OA.3 • 1.OA.4 • 1.OA.6 • 1.OA.8 • 1.NBT.4
27	Properties of 0	• 1.OA.1 • 1.OA.6 • 1.OA.8 • 1.NBT.2a • 1.NBT.2b
28	Expanded form of numbers within 20, II	• 1.OA.1 • 1.OA.6 • 1.OA.8 • 1.NBT.2a • 1.NBT.2b • 1.NBT.4
29	Adding and subtracting without regrouping within 19, I	• 1.OA.5 • 1.OA.6

IMAGINE MATH		MISSISSIPPI COLLEGE- AND CAREER-READINESS STANDARDS
	Lesson	**Grade 1**
		• 1.NBT.2a • 1.NBT.2b • 1.NBT.4
30	Adding and subtracting without regrouping within 19, II	• 1.OA.1 • 1.OA.3 • 1.OA.4 • 1.OA.6 • 1.NBT.4
31	Adding and subtracting without regrouping within 19, word problems	• 1.OA.1 • 1.OA.6 • 1.OA.8 • 1.NBT.2a • 1.NBT.2b • 1.NBT.4
32	Adding to get 20	• 1.OA.1 • 1.OA.6 • 1.NBT.2a • 1.NBT.2b
33	Subtracting a one-digit number from 20	• 1.OA.1 • 1.OA.6 • 1.MD.4
34	Additing and subtracting within 20	• 1.OA.1 • 1.OA.3 • 1.OA.4 • 1.OA.6 • 1.NBT.4
35	Expressions with adding and/or subtracting twice	• 1.OA.1 • 1.OA.6 • 1.NBT.2a • 1.NBT.2b • 1.NBT.4 • 1.G.2
36	Commutative property, expressions with adding and/or subtracting twice	• 1.OA.1 • 1.OA.3 • 1.OA.6 • 1.OA.8 • 1.NBT.2a • 1.NBT.2b • 1.NBT.4
37	Review: expressions with adding and/or subtracting twice I	• 1.OA.1 • 1.OA.3

IMAGINE MATH		MISSISSIPPI COLLEGE- AND CAREER-READINESS STANDARDS
	Lesson	**Grade 1**
		• 1.OA.6 • 1.NBT.4
38	Adding by making 10	• 1.OA.1 • 1.OA.6 • 1.OA.8 • 1.NBT.4
39	Adding 2 or 3 to a number by making 10	• 1.OA.1 • 1.OA.6 • 1.OA.8 • 1.NBT.2a • 1.NBT.2b • 1.NBT.4
40	Adding 4 to a number by making 10	• 1.OA.1 • 1.OA.6 • 1.OA.8 • 1.NBT.4
41	Adding 5 to a number by making 10	• 1.OA.1 • 1.OA.6 • 1.OA.8 • 1.NBT.4
42	Adding 6 to a number by making 10	• 1.OA.1 • 1.OA.6 • 1.OA.8 • 1.NBT.4
43	Adding 7 to a number by making 10	• 1.OA.1 • 1.OA.6 • 1.OA.8 • 1.NBT.4 • 1.G.2
44	Adding 8 or 9 to a number by making 10	• 1.OA.1 • 1.OA.6 • 1.OA.8 • 1.NBT.4
45	Review: adding by making 10	• 1.OA.1 • 1.OA.6 • 1.NBT.4
46	Subtracting by making 10	• 1.OA.1 • 1.OA.6 • 1.OA.8

IMAGINE MATH		MISSISSIPPI COLLEGE- AND CAREER-READINESS STANDARDS
	Lesson	**Grade 1**
47	Subtracting from 11 by making 10	• 1.OA.6 • 1.OA.8
48	Subtracting from 12 by making 10	• 1.OA.1 • 1.OA.6 • 1.OA.8
49	Subtracting from 13 by making 10	• 1.OA.1 • 1.OA.6 • 1.OA.8 • 1.NBT.4
50	Subtracting from 14 by making 10	• 1.OA.1 • 1.OA.6 • 1.OA.8 • 1.NBT.4
51	Subtracting from 15 by making 10	• 1.OA.1 • 1.OA.6 • 1.OA.8 • 1.NBT.4
52	Subtracting from 16 by making 10	• 1.OA.1 • 1.OA.6 • 1.OA.8
53	Subtracting from 17 or 18 by making 10	• 1.OA.1 • 1.OA.6 • 1.NBT.4
54	Review: subtracting by making 10	• 1.OA.1 • 1.OA.6 • 1.OA.8
55	Review: adding and subtracting within 20	• 1.OA.1 • 1.OA.6 • 1.NBT.4
56	Review: expressions with adding and/or subtracting twice II	• 1.OA.1 • 1.OA.6 • 1.NBT.2a • 1.NBT.2b • 1.NBT.4
57	Two-step word problems within 20, I	• 1.OA.1 • 1.OA.6 • 1.NBT.4 • 1.G.2

IMAGINE MATH		MISSISSIPPI COLLEGE- AND CAREER-READINESS STANDARDS
	Lesson	**Grade 1**
58	Two-step word problems within 20, II	• 1.OA.6 • 1.NBT.4 • 1.G.2
59	Round numbers to 100, I	• 1.OA.6 • 1.NBT.1 • 1.NBT.2c • 1.NBT.3 • 1.NBT.4
60	Round numbers to 100, II	• 1.OA.6 • 1.NBT.1 • 1.NBT.2c • 1.NBT.3 • 1.NBT.4 • 1.NBT.5
61	Adding round numbers	• 1.OA.6 • 1.NBT.1 • 1.NBT.2c • 1.NBT.4
62	Subtracting round numbers	• 1.OA.6 • 1.NBT.2c • 1.NBT.4 • 1.NBT.6
63	Adding and subtracting round numbers I	• 1.OA.6 • 1.NBT.3 • 1.NBT.4 • 1.NBT.6
64	Adding and subtracting round numbers II	• 1.OA.6 • 1.NBT.2c • 1.NBT.3 • 1.NBT.4 • 1.NBT.6
65	Two-step word problems, I	• 1.OA.1 • 1.OA.6 • 1.NBT.4
66	Two-step word problems, II	• 1.OA.6 • 1.NBT.4
67	Two-step word problems, III	• 1.OA.6 • 1.NBT.4 • 1.NBT.6

IMAGINE MATH		MISSISSIPPI COLLEGE- AND CAREER-READINESS STANDARDS
	Lesson	**Grade 1**
68	Numbers 21-99	• 1.OA.6 • 1.NBT.1 • 1.NBT.2a • 1.NBT.2b • 1.NBT.4
69	Comparing, ordering, and expanded form of numbers within 99, I	• 1.OA.8 • 1.NBT.1 • 1.NBT.2 • 1.NBT.4 • 1.NBT.5 • 1.MD.5b • 1.MD.5c • 1.MD.5d
70	Comparing, ordering, and expanded form of numbers within 99, II	• 1.OA.6 • 1.NBT.1 • 1.NBT.2 • 1.NBT.3 • 1.NBT.4
71	Comparing, ordering, and expanded form of numbers within 99, III	• 1.OA.6 • 1.NBT.1 • 1.NBT.2 • 1.NBT.3 • 1.NBT.4 • 1.MD.4
72	Adding using expanded form	• 1.OA.6 • 1.NBT.2 • 1.NBT.4
73	Subtracting using expanded form	• 1.OA.6 • 1.NBT.2 • 1.NBT.4 • 1.NBT.6
74	Adding and subtracting using expanded form	• 1.OA.3 • 1.OA.4 • 1.OA.6 • 1.NBT.2 • 1.NBT.2c • 1.NBT.3 • 1.NBT.4 • 1.NBT.6
75	Review: adding and subtracting using expanded form	• 1.OA.6 • 1.OA.8 • 1.NBT.2

IMAGINE MATH		MISSISSIPPI COLLEGE- AND CAREER-READINESS STANDARDS
	Lesson	**Grade 1**
		• 1.NBT.3 • 1.NBT.4 • 1.NBT.6
76	Adding a two-digit number and a one-digit number I	• 1.OA.1 • 1.OA.6 • 1.NBT.2 • 1.NBT.4
77	Adding a two-digit number and a one-digit number II	• 1.OA.6 • 1.NBT.2 • 1.NBT.4
78	Subtracting a one-digit number from a two-digit number I	• 1.OA.1 • 1.OA.6 • 1.NBT.2 • 1.NBT.4
79	Subtracting a one-digit number from a two-digit number II	• 1.OA.6 • 1.NBT.2 • 1.NBT.4 • 1.NBT.6
80	Adding and subtracting a two-digit number and a one-digit number	• 1.OA.6 • 1.NBT.2 • 1.NBT.3 • 1.NBT.4 • 1.NBT.6
81	Review: adding and subtracting a two-digit number and a one-digit number	• 1.OA.6 • 1.NBT.2 • 1.NBT.2a • 1.NBT.2b • 1.NBT.2c • 1.NBT.3 • 1.NBT.4 • 1.NBT.6
82	The number 100	• 1.NBT.2 • 1.NBT.2a • 1.NBT.2b • 1.NBT.3 • 1.NBT.4 • 1.NBT.6
83	Adding and subtracting within 100, I	• 1.OA.6 • 1.OA.8 • 1.NBT.1 • 1.NBT.2 • 1.NBT.3

IMAGINE MATH		MISSISSIPPI COLLEGE- AND CAREER-READINESS STANDARDS
	Lesson	**Grade 1**
		• 1.NBT.4 • 1.NBT.6
84	Numbers to 100	• 1.MD.4 • 1.MD.5c
85	Finding 10 more and 10 less than a given number within 100	• 1.OA.1 • 1.OA.6 • 1.OA.8 • 1.NBT.2 • 1.NBT.4 • 1.NBT.5
86	Adding and subtracting a two-digit number and a round number I	• 1.OA.6 • 1.NBT.2 • 1.NBT.3 • 1.NBT.4 • 1.NBT.6
87	Adding two-digit numbers without regrouping	• 1.NBT.4
88	The making ten strategy for addition	• 1.OA.6 • 1.NBT.4 • 1.NBT.6
89	Adding a two-digit number and a one-digit number with regrouping	• 1.NBT.4
90	Adding and subtracting within 100, II	• 1.OA.1 • 1.OA.6 • 1.OA.8 • 1.NBT.4 • 1.NBT.6 • 1.G.2
91	Measuring length with different units I	• 1.OA.6 • 1.NBT.3 • 1.NBT.4 • 1.MD.1 • 1.MD.2
92	Measuring length with different units II	• 1.OA.6 • 1.NBT.4 • 1.NBT.6 • 1.MD.1 • 1.MD.2
93	Measuring length with different units III	• 1.OA.1 • 1.OA.6 • 1.NBT.4

IMAGINE MATH		MISSISSIPPI COLLEGE- AND CAREER-READINESS STANDARDS
	Lesson	**Grade 1**
		• 1.MD.1 • 1.MD.2
94	Review: measurement I	• 1.OA.6 • 1.NBT.4 • 1.NBT.6 • 1.MD.2
95	Halves and quarters I	• 1.OA.6 • 1.NBT.4 • 1.NBT.6 • 1.G.1 • 1.G.3
96	Review: measurement II	• 1.OA.6 • 1.NBT.4 • 1.MD.1 • 1.MD.2 • 1.G.2
97	Triangles, quadrilaterals, and pentagons	• 1.OA.1 • 1.OA.6 • 1.NBT.3 • 1.NBT.4 • 1.G.1 • 1.G.3
98	Review: 2D shapes	• 1.MD.4 • 1.G.1
99	Halves and quarters II	• 1.G.1 • 1.G.2 • 1.G.3
100	Attributes of 2D shapes	• 1.G.1 • 1.G.3
101	Review: adding and subtracting within 100, measurement, and word problems I	• 1.OA.6 • 1.NBT.4 • 1.G.3
102	Review: adding and subtracting within 100, measurement, and word problems II	• 1.OA.6 • 1.NBT.4 • 1.NBT.6 • 1.MD.2
103	Review: adding and subtracting within 100, measurement, and word problems III	• 1.OA.6 • 1.NBT.4 • 1.NBT.6

IMAGINE MATH		MISSISSIPPI COLLEGE- AND CAREER-READINESS STANDARDS
	Lesson	**Grade 1**
104	2D and 3D shapes I	• 1.OA.6 • 1.NBT.1 • 1.NBT.4 • 1.NBT.6
105	2D and 3D shapes II	• 1.OA.6 • 1.NBT.4 • 1.NBT.6 • 1.MD.2
106	2D and 3D shapes III	• 1.OA.6 • 1.NBT.4 • 1.NBT.6 • 1.G.2
107	2D and 3D shapes IV	• 1.OA.6 • 1.NBT.4 • 1.NBT.6 • 1.MD.1 • 1.MD.2 • 1.G.2
108	2D and 3D shapes V	• 1.OA.6 • 1.NBT.1 • 1.NBT.4
109	Attributes of 3D Shapes	• 1.G.2
110	Telling time I	• 1.OA.6 • 1.NBT.4 • 1.NBT.6 • 1.MD.3a
111	Telling time II	• 1.OA.6 • 1.NBT.3 • 1.NBT.4 • 1.NBT.6 • 1.MD.3a
112	Telling time III	• 1.OA.6 • 1.NBT.3 • 1.NBT.4 • 1.NBT.6 • 1.MD.3a
113	Review: telling time and 3D shapes	• 1.OA.6 • 1.NBT.4 • 1.NBT.6 • 1.MD.3a

IMAGINE MATH		MISSISSIPPI COLLEGE- AND CAREER-READINESS STANDARDS
	Lesson	**Grade 1**
114	Finding an unknown part in an equation with addition	• 1.OA.6 • 1.OA.8 • 1.NBT.3 • 1.NBT.4
115	Finding an unknown part in an equation with subtraction	• 1.OA.6 • 1.OA.8 • 1.NBT.4 • 1.NBT.6 • 1.MD.1 • 1.MD.2 • 1.MD.3a
116	Expressions with a letter for an unknown	• 1.OA.3 • 1.OA.4 • 1.OA.6 • 1.OA.8 • 1.NBT.4 • 1.G.1
117	Equations with a letter for an unknown	• 1.OA.1 • 1.OA.3 • 1.OA.4 • 1.OA.6 • 1.OA.8 • 1.NBT.4 • 1.NBT.6
118	Solving equations with an unknown addend I	• 1.OA.6 • 1.OA.8 • 1.NBT.4 • 1.NBT.6
119	Solving equations with an unknown addend II	• 1.OA.6 • 1.OA.8 • 1.NBT.4 • 1.NBT.5 • 1.NBT.6
120	Solving equations with an unknown minuend I	• 1.OA.1 • 1.OA.6 • 1.OA.8 • 1.NBT.4 • 1.NBT.6
121	Solving equations with an unknown minuend II	• 1.OA.6 • 1.OA.7 • 1.OA.8 • 1.NBT.4

IMAGINE MATH		MISSISSIPPI COLLEGE- AND CAREER-READINESS STANDARDS
	Lesson	**Grade 1**
122	Solving equations with an unknown subtrahend I	• 1.OA.6 • 1.OA.7 • 1.OA.8 • 1.NBT.6
123	Solving equations with an unknown subtrahend II	• 1.OA.6 • 1.OA.7 • 1.OA.8 • 1.NBT.3 • 1.NBT.4
124	Counting by twos, fives, and tens	• 1.OA.1 • 1.OA.6 • 1.NBT.4
125	Review	• 1.OA.6 • 1.OA.7 • 1.OA.8 • 1.NBT.4
126	Numbers 101-120, I	• 1.OA.6 • 1.OA.7 • 1.OA.8 • 1.NBT.1 • 1.NBT.3 • 1.NBT.4 • 1.NBT.6
127	Numbers 101-120, II	• 1.OA.6 • 1.OA.7 • 1.OA.8 • 1.NBT.1 • 1.NBT.4 • 1.NBT.5
128	Numbers 101-120, III	• 1.OA.6 • 1.NBT.4 • 1.NBT.6
129	Numbers to 120	• 1.OA.2 • 1.OA.8
130	Graphs	• 1.OA.1 • 1.OA.2 • 1.OA.6 • 1.OA.8 • 1.NBT.4 • 1.MD.4 • 1.G.1

IMAGINE MATH		MISSISSIPPI COLLEGE- AND CAREER-READINESS STANDARDS
	Lesson	**Grade 1**
131	Review: income and gifts, wants and needs	• 1.OA.1 • 1.OA.6 • 1.NBT.4 • 1.MD.4
132	Money I	• 1.OA.6 • 1.NBT.1 • 1.NBT.3 • 1.NBT.4 • 1.MD.4 • 1.MD.5b • 1.MD.5c • 1.MD.5d
133	Money II	• 1.OA.1 • 1.OA.6 • 1.NBT.3 • 1.NBT.4 • 1.NBT.5 • 1.MD.4 • 1.MD.5a • 1.MD.5c

Grade 2

Imagine Math Grade 2 Lessons Aligned to Mississippi College- and Career-Readiness Standards

IMAGINE MATH		MISSISSIPPI COLLEGE- AND CAREER-READINESS STANDARDS
	Lesson	**Grade 2**
1	Numbers to 100, I	• 2.NBT.2 • 2.NBT.3
2	Numbers to 100, II	• 2.OA.2 • 2.NBT.1 • 2.NBT.2 • 2.NBT.3 • 2.NBT.4
3	Adding and subtracting within 100, I	• 2.NBT.1a • 2.NBT.5
4	Adding and subtracting within 100, II	• 2.OA.1 • 2.OA.2 • 2.NBT.2 • 2.NBT.5 • 2.NBT.6
5	Adding and subtracting within 100, III	• 2.NBT.5
6	Adding and subtracting a two-digit number and a round number I	• 2.NBT.5
7	Adding and subtracting a two-digit number and a round number II	• 2.OA.1 • 2.OA.2 • 2.NBT.2 • 2.NBT.5
8	The commutative property of addition	• 2.NBT.5 • 2.NBT.9
9	Adding two-digit numbers without regrouping I	• 2.OA.2 • 2.OA.4 • 2.NBT.1 • 2.NBT.2 • 2.NBT.3 • 2.NBT.5 • 2.NBT.7 • 2.NBT.9 • 2.G.2
10	Adding two-digit numbers without regrouping II	• 2.OA.1 • 2.NBT.5

IMAGINE MATH		MISSISSIPPI COLLEGE- AND CAREER-READINESS STANDARDS
	Lesson	**Grade 2**
		• 2.NBT.6 • 2.MD.8a
11	Solving word problems I	• 2.OA.1 • 2.OA.2 • 2.NBT.5 • 2.NBT.9
12	Subtracting two-digit numbers without regrouping I	• 2.OA.2 • 2.NBT.5 • 2.NBT.7 • 2.NBT.9
13	Subtracting two-digit numbers without regrouping II	• 2.NBT.5 • 2.MD.8a
14	Solving word problems II	• 2.OA.1 • 2.NBT.5 • 2.NBT.9
15	Review: adding and subtracting without regrouping, word problems, bar graphs	• 2.OA.1 • 2.OA.2 • 2.NBT.5 • 2.NBT.6 • 2.NBT.7 • 2.MD.10
16	Adding, subtracting, and comparing numbers using the number line	• 2.OA.2 • 2.NBT.5 • 2.MD.6
17	Even and odd numbers	• 2.OA.2 • 2.OA.3 • 2.MD.6
18	The making ten strategy for addition I	• 2.OA.1 • 2.OA.2 • 2.NBT.5 • 2.NBT.6 • 2.NBT.9 • 2.MD.6
19	The making ten strategy for addition II	• 2.OA.2 • 2.NBT.2 • 2.NBT.5 • 2.NBT.7 • 2.MD.10
20	Adding a two-digit number and a one-digit number with regrouping I	• 2.OA.2 • 2.NBT.5

IMAGINE MATH		MISSISSIPPI COLLEGE- AND CAREER-READINESS STANDARDS
	Lesson	**Grade 2**
		• 2.NBT.9 • 2.G.1
21	Adding a two-digit number and a one-digit number with regrouping II	• 2.OA.1 • 2.OA.2 • 2.NBT.5
22	Subtracting from a round number	• 2.OA.1 • 2.OA.2 • 2.OA.4 • 2.NBT.2 • 2.NBT.5 • 2.NBT.9
23	Subtracting a one-digit number from a two-digit number with regrouping I	• 2.OA.1 • 2.OA.2 • 2.NBT.5 • 2.NBT.9 • 2.MD.10
24	Subtracting a one-digit number from a two-digit number with regrouping II	• 2.OA.1 • 2.OA.2 • 2.OA.4 • 2.NBT.2 • 2.NBT.5 • 2.NBT.7 • 2.NBT.9
25	Adding and subtracting a one-digit and a two-digit number with regrouping I	• 2.OA.1 • 2.OA.2 • 2.NBT.5 • 2.NBT.9
26	Adding and subtracting a one-digit and a two-digit number with regrouping II	• 2.OA.1 • 2.NBT.5 • 2.NBT.9
27	Adding and subtracting a one-digit and a two-digit number with regrouping III	• 2.OA.1 • 2.OA.2 • 2.NBT.5 • 2.NBT.6 • 2.NBT.9 • 2.MD.8a
28	Finding an unknown addend I	• 2.OA.2 • 2.NBT.5
29	Finding an unknown addend II	• 2.OA.1 • 2.OA.2

IMAGINE MATH		MISSISSIPPI COLLEGE- AND CAREER-READINESS STANDARDS
	Lesson	**Grade 2**
		• 2.NBT.5 • 2.G.1
30	Finding an unknown number in a subtraction equation	• 2.OA.2 • 2.NBT.5
31	Adding two-digit numbers with regrouping I	• 2.OA.1 • 2.OA.2 • 2.NBT.5
32	Adding two-digit numbers with regrouping II	• 2.OA.1 • 2.OA.2 • 2.NBT.5 • 2.NBT.9 • 2.G.1
33	Solving word problems III	• 2.OA.1 • 2.NBT.5 • 2.NBT.6
34	Review: word problems, adding up to 4 numbers	• 2.OA.1 • 2.NBT.2 • 2.NBT.5 • 2.NBT.6 • 2.MD.6
35	Subtracting two-digit numbers with regrouping I	• 2.OA.2 • 2.NBT.5 • 2.NBT.9
36	Subtracting two-digit numbers with regrouping II	• 2.OA.1 • 2.OA.2 • 2.NBT.2 • 2.NBT.5 • 2.NBT.9
37	Solving word problems IV	• 2.OA.1 • 2.OA.2 • 2.NBT.5 • 2.G.1
38	Review: Expressions with two operations	• 2.OA.1 • 2.NBT.5
39	Introduction to parentheses	• 2.NBT.5
40	Review: adding and subtracting within 100, I	• 2.OA.1 • 2.NBT.5

IMAGINE MATH		MISSISSIPPI COLLEGE- AND CAREER-READINESS STANDARDS
	Lesson	**Grade 2**
41	Review: adding and subtracting within 100, II	• 2.OA.1 • 2.NBT.5
42	Review: adding and subtracting within 100, III	• 2.OA.1 • 2.NBT.5
43	Review: adding and subtracting within 100, IV	• 2.NBT.5
44	Expressions with parentheses I	• 2.OA.2 • 2.NBT.5 • 2.NBT.6
45	Expressions with parentheses II	• 2.OA.1 • 2.OA.2 • 2.NBT.5 • 2.MD.8a
46	Review: adding and subtracting with regrouping, word problems, coins	• 2.OA.1 • 2.OA.2 • 2.NBT.5 • 2.MD.8a
47	The associative property of addition	• 2.OA.2 • 2.NBT.5 • 2.NBT.6
48	Centimeters and meters, measuring with rulers	• 2.OA.2 • 2.NBT.2 • 2.NBT.5 • 2.NBT.6 • 2.MD.1 • 2.MD.3 • 2.MD.5
49	Solving problems with lengths I	• 2.NBT.5 • 2.NBT.7 • 2.MD.1 • 2.MD.3 • 2.MD.5 • 2.MD.9
50	Relationships between metric units	• 2.NBT.2 • 2.NBT.5 • 2.MD.1 • 2.MD.3 • 2.G.1
51	Solving problems with lengths II	• 2.OA.2 • 2.NBT.5

IMAGINE MATH		MISSISSIPPI COLLEGE- AND CAREER-READINESS STANDARDS
	Lesson	**Grade 2**
		• 2.NBT.6 • 2.MD.1 • 2.MD.2 • 2.MD.5
52	Measuring and estimating with measurement tools, a ruler as a number line	• 2.OA.1 • 2.NBT.5 • 2.NBT.6 • 2.MD.1 • 2.MD.2 • 2.MD.3 • 2.MD.5 • 2.MD.6
53	Introduction to hundreds	• 2.NBT.1a • 2.NBT.1b • 2.NBT.2 • 2.NBT.3 • 2.NBT.4 • 2.NBT.5 • 2.MD.8a
54	Adding and subtracting hundreds	• 2.NBT.1b • 2.NBT.2 • 2.NBT.3 • 2.NBT.4 • 2.NBT.5 • 2.NBT.7 • 2.NBT.8 • 2.NBT.9
55	Comparing hundreds	• 2.OA.2 • 2.NBT.1 • 2.NBT.1b • 2.NBT.3 • 2.NBT.4 • 2.NBT.5 • 2.NBT.7 • 2.MD.5
56	Three-digit numbers and place value I	• 2.NBT.1 • 2.NBT.2 • 2.NBT.3 • 2.NBT.5
57	Three-digit numbers and place value II	• 2.NBT.1 • 2.NBT.2 • 2.NBT.3 • 2.NBT.4 • 2.NBT.5

IMAGINE MATH		MISSISSIPPI COLLEGE- AND CAREER-READINESS STANDARDS
	Lesson	**Grade 2**
		• 2.NBT.6 • 2.NBT.7 • 2.MD.8a
58	Review: three-digit numbers, lengths, word problems	• 2.NBT.1 • 2.NBT.2 • 2.NBT.3 • 2.NBT.7
59	Counting within 1000	• 2.NBT.1 • 2.NBT.2 • 2.NBT.3 • 2.NBT.4 • 2.NBT.5 • 2.MD.6 • 2.MD.8a
60	Comparing three-digit numbers I	• 2.NBT.1 • 2.NBT.2 • 2.NBT.3 • 2.NBT.4 • 2.NBT.5 • 2.NBT.6
61	Comparing three-digit numbers II	• 2.OA.2 • 2.NBT.1 • 2.NBT.3 • 2.NBT.4 • 2.NBT.5
62	Review: numbers to 1000	• 2.OA.2 • 2.OA.3 • 2.OA.4 • 2.NBT.1 • 2.NBT.2 • 2.NBT.3 • 2.NBT.4 • 2.NBT.5 • 2.MD.6
63	Adding using expanded form, e.g., 500+40, 500+5	• 2.NBT.1 • 2.NBT.2 • 2.NBT.3 • 2.NBT.7
64	Subtracting using expanded form, e.g., 540-40, 505-5	• 2.NBT.1 • 2.NBT.2 • 2.NBT.3 • 2.NBT.7

IMAGINE MATH		MISSISSIPPI COLLEGE- AND CAREER-READINESS STANDARDS
	Lesson	**Grade 2**
65	Adding and subtracting using expanded form I, e.g., 500+40+7, 547-40-7	• 2.NBT.1 • 2.NBT.3 • 2.NBT.5 • 2.NBT.6 • 2.NBT.7 • 2.MD.1 • 2.MD.9
66	Adding and subtracting using expanded form II	• 2.NBT.1 • 2.NBT.2 • 2.NBT.3 • 2.NBT.7 • 2.NBT.9
67	Adding and subtracting 10 and 100	• 2.NBT.1 • 2.NBT.2 • 2.NBT.3 • 2.NBT.4 • 2.NBT.7 • 2.NBT.8 • 2.NBT.9
68	Adding and subtracting three-digit numbers without regrouping I	• 2.NBT.1 • 2.NBT.3 • 2.NBT.7 • 2.NBT.8 • 2.NBT.9
69	Adding and subtracting three-digit numbers without regrouping II	• 2.NBT.2 • 2.NBT.7 • 2.NBT.8 • 2.NBT.9
70	Adding and subtracting three-digit numbers without regrouping III	• 2.NBT.7 • 2.NBT.8 • 2.NBT.9
71	Adding using the standard algorithm without regrouping	• 2.OA.2 • 2.NBT.1 • 2.NBT.3 • 2.NBT.5 • 2.NBT.6 • 2.NBT.7 • 2.NBT.9
72	Subtracting using the standard algorithm without regrouping	• 2.OA.2 • 2.NBT.5 • 2.NBT.7

IMAGINE MATH		MISSISSIPPI COLLEGE- AND CAREER-READINESS STANDARDS
	Lesson	**Grade 2**
		• 2.NBT.8 • 2.NBT.9
73	Adding and subtracting tens with regrouping I, e.g., 60+80, 160-80	• 2.OA.2 • 2.NBT.5 • 2.NBT.6 • 2.NBT.7 • 2.NBT.8 • 2.NBT.9 • 2.MD.8a
74	Adding and subtracting tens with regrouping II, e.g., 540+60, 500-70	• 2.NBT.5 • 2.NBT.7 • 2.NBT.9
75	Adding and subtracting tens with regrouping III, e.g., 260+80, 360-80	• 2.NBT.4 • 2.NBT.5 • 2.NBT.6 • 2.NBT.7
76	Adding within 1000 with regrouping	• 2.OA.2 • 2.NBT.1 • 2.NBT.1a • 2.NBT.3 • 2.NBT.5 • 2.NBT.7 • 2.NBT.9
77	Subtracting within 1000 with regrouping	• 2.NBT.1 • 2.NBT.1a • 2.NBT.3 • 2.NBT.4 • 2.NBT.5 • 2.NBT.7 • 2.NBT.9
78	Adding using the standard algorithm	• 2.OA.1 • 2.OA.2 • 2.NBT.5 • 2.NBT.7 • 2.NBT.9
79	Subtracting using the standard algorithm I	• 2.OA.1 • 2.OA.2 • 2.NBT.5 • 2.NBT.7 • 2.MD.5
80	Subtracting using the standard algorithm II	• 2.NBT.4 • 2.NBT.5

IMAGINE MATH		MISSISSIPPI COLLEGE- AND CAREER-READINESS STANDARDS
	Lesson	**Grade 2**
		• 2.NBT.7 • 2.NBT.8 • 2.NBT.9 • 2.G.1
81	Adding using the standard algorithm, regrouping both ones and tens	• 2.OA.1 • 2.OA.4 • 2.NBT.2 • 2.NBT.4 • 2.NBT.5 • 2.NBT.6 • 2.NBT.7 • 2.NBT.8 • 2.G.2
82	Subtracting using the standard algorithm, regrouping both tens and hundreds	• 2.NBT.1a • 2.NBT.5 • 2.NBT.7 • 2.G.1
83	Measuring with feet and inches	• 2.OA.1 • 2.NBT.1 • 2.NBT.3 • 2.NBT.6 • 2.MD.1 • 2.MD.2 • 2.MD.3 • 2.MD.4 • 2.MD.5
84	Geometric shapes and their attributes	• 2.OA.1 • 2.NBT.2 • 2.NBT.5 • 2.NBT.6 • 2.MD.1 • 2.MD.4 • 2.G.1
85	Partitioning rectangles into equal shares	• 2.NBT.5 • 2.G.1 • 2.G.2 • 2.G.3
86	Partitioning circles and rectangles into equal shares	• 2.OA.2 • 2.NBT.5 • 2.NBT.6 • 2.G.1 • 2.G.3

IMAGINE MATH		MISSISSIPPI COLLEGE- AND CAREER-READINESS STANDARDS
	Lesson	**Grade 2**
87	Using clocks to tell time I	• 2.OA.1 • 2.NBT.2 • 2.NBT.5 • 2.NBT.7 • 2.MD.7
88	Using clocks to tell time II	• 2.OA.1 • 2.NBT.2 • 2.NBT.5 • 2.NBT.6 • 2.MD.7 • 2.G.1
89	Numbers 1000-1200	• 2.NBT.1 • 2.NBT.1a • 2.NBT.1b • 2.NBT.3 • 2.NBT.7
90	Adding and subtracting within 1200 using expanded form	• 2.NBT.8 • 2.MD.6 • 2.G.1
91	Comparing and ordering numbers within 1200	• 2.NBT.7
92	Adding and subtracting 10 and 100 within 1200	• 2.NBT.1 • 2.NBT.2 • 2.NBT.3 • 2.NBT.5 • 2.NBT.7 • 2.MD.7
93	Saving and spending, deposit and withdrawal	• 2.OA.1 • 2.OA.2 • 2.NBT.1 • 2.NBT.3 • 2.NBT.4 • 2.NBT.5 • 2.NBT.6 • 2.NBT.7 • 2.MD.8a
94	Borrowing and lending	• 2.OA.1 • 2.MD.8a
95	Producers and consumers	• 2.OA.2 • 2.NBT.5 • 2.NBT.6 • 2.NBT.7

IMAGINE MATH		MISSISSIPPI COLLEGE- AND CAREER-READINESS STANDARDS
	Lesson	**Grade 2**
		• 2.NBT.8 • 2.MD.8a

Grade 3

Imagine Math Grade 3 Lessons Aligned to Mississippi College- and Career-Readiness Standards

IMAGINE MATH		MISSISSIPPI COLLEGE- AND CAREER-READINESS STANDARDS
	Lesson	**Grade 3**
1	Visualizing Whole Numbers	Review
2	Visualizing Place Value	Review
3	Visualizing Addition	Review
4	Visualizing Subtraction	Review
5	Structuring Within 5 and Composing 10	Review
6	Structuring Within 10	Review
7	Structuring Within 20	Review
8	Structuring Within 100	Review
9	Structuring Within 1,000	• 3.NBT.2
10	Concept of Multiplication - Grouping	• 3.OA.1
11	Concept of Multiplication - Word Problems	• 3.OA.1
12	Concept of Multiplication - Arrays	• 3.OA.1
13	Properties of Addition and Multiplication	• 3.OA.5
14	Concept of Division	• 3.OA.2
15	Interpreting Division Problems	• 3.OA.2
16	Constructing Division Problems	• 3.OA.2
17	Relationship Between Multiplication and Division	• 3.OA.5
18	Multiplication and Division Fact Families	• 3.OA.5 • 3.OA.6 • 3.OA.7
19	Solving Multiplication and Division Equations	• 3.OA.4 • 3.OA.6

IMAGINE MATH		MISSISSIPPI COLLEGE- AND CAREER-READINESS STANDARDS
	Lesson	**Grade 3**
20	Division as an Unknown-Factor Problem	• 3.OA.4 • 3.OA.6
21	Multiplication and Division Word Problems - Visual Models	• 3.OA.3
22	Multiplication and Division Word Problems - Equations	• 3.OA.3
23	Multiplication and Division Word Problems - Solutions	• 3.OA.3
24	Multiplying by Multiples of Ten	• 3.NBT.3
25	Reasoning About Place Value and Rounding	• 3.NBT.1
26	Rounding to the Nearest Ten and Hundred	• 3.NBT.1
27	Estimating Sums and Differences - Application	• 3.OA.8
28	Reasoning About Addition and Subtraction Within 1,000	• 3.NBT.2
29	Solving Two-Step Word Problems	• 3.OA.8
30	Modeling and Solving Two-Step Word Problems	• 3.OA.8
31	Understanding Fractions - Equal Areas	• 3.NF.1
32	Understanding Fractions - Notation	• 3.G.2
33	Unit Fractions on the Number Line	• 3.NF.2a
34	Fractions on the Number Line	• 3.NF.2b
35	Modeling Equivalent Fractions with Number Lines	• 3.NF.3a
36	Visual Models of Equivalent Fractions	• 3.NF.3b
37	Whole Numbers as Fractions	• 3.NF.3c
38	Whole Numbers as Fractions on the Number Line	• 3.NF.3c
39	Comparing Fractions with the Same Numerator or Denominator	• 3.NF.3d
40	Recognizing Valid Fraction Comparisons I	• 3.NF.3d
41	Unit Squares	• 3.MD.5a • 3.MD.6
42	Concept of Area	• 3.MD.5a • 3.MD.5b • 3.MD.6

IMAGINE MATH		MISSISSIPPI COLLEGE- AND CAREER-READINESS STANDARDS
	Lesson	**Grade 3**
43	Area of Rectangles	• 3.MD.7a • 3.MD.7b • 3.MD.7c
44	Recognizing Area as Additive	• 3.MD.7d
45	Using Visual Models to Understand the Distributive Property	• 3.OA.5
46	Area of Basic Composite Figures	• 3.MD.7d
47	Perimeter	• 3.MD.8
48	Classifying Quadrilaterals I	• 3.G.1
49	Capacity or Weight	• 3.MD.2
50	Adding and Subtracting Time	• 3.MD.1
51	Introduction to Data Displays	• 3.MD.3
52	Additive and Multiplicative Patterns	• 3.OA.9

Grade 4

Imagine Math Grade 4 Lessons Aligned to Mississippi College- and Career-Readiness Standards

IMAGINE MATH		MISSISSIPPI COLLEGE- AND CAREER-READINESS STANDARDS
	Lesson	**Grade 4**
1	Visualizing Place Value Relationships	Review
2	Visualizing Rounding	Review
3	Visualizing Addition and Subtraction	Review
4	Visualizing Multiplication and Division	Review
5	Developing Fluency Using 2 as a Factor	Review
6	Developing Fluency Using 5 or 10 as a Factor	Review
7	Using Halves and Doubles to Solve Multiplication Problems	Review
8	Adding with the Standard Algorithm	• 4.NBT.4
9	Adding and Subtracting with the Standard Algorithm	• 4.NBT.4
10	Place Value Concepts	• 4.NBT.2
11	Using Place Value Concepts to Compare Whole Numbers	• 4.NBT.2
12	Understanding Place Value Relationships	• 4.NBT.1
13	Rounding Whole Numbers	• 4.NBT.3
14	Using Rounding in Problem Solving	• 4.NBT.3
15	Multiplying Whole Numbers	• 4.NBT.5
16	Multiplying 2-Digit Numbers by 2-Digit Numbers	• 4.NBT.5
17	Multiplication as a Comparison - Equations	• 4.OA.1
18	Multiplication as a Comparison - Word Problems	• 4.OA.2
19	Dividing Multiples of Ten	• 4.NBT.6
20	Dividing by Tens	• 4.NBT.1
21	Dividing Whole Numbers - One-Digit Divisors	• 4.NBT.6

IMAGINE MATH		MISSISSIPPI COLLEGE- AND CAREER-READINESS STANDARDS
	Lesson	**Grade 4**
22	Interpreting Remainders	• 4.OA.3
23	Modeling and Solving Two-Step Word Problems	• 4.OA.3
24	Estimating Solutions to Multistep Word Problems	• 4.OA.3
25	Factors	• 4.OA.4
26	Relating Factors and Multiples I	• 4.OA.4
27	Relating Factors and Multiples II	• 4.OA.4
28	Modeling Equivalent Fractions	• 4.NF.1
29	Generating Equivalent Fractions	• 4.NF.1
30	Equivalent Fractions	• 4.NF.1
31	Comparing Fractions - Visual Models	• 4.NF.2
32	Comparing Fractions with Different Numerators and Different Denominators	• 4.NF.2
33	Recognizing Valid Fraction Comparisons II	• 4.NF.2
34	Adding and Subtracting Fractions with Like Denominators	• 4.NF.3a
35	Adding and Subtracting Fractions with Like Denominators in Real-World Situations	• 4.NF.3a
36	Decomposing Fractions and Mixed Numbers	• 4.NF.3b
37	Writing Fractions as Mixed Numbers and Mixed Numbers as Fractions	• 4.NF.3b
38	Understanding Fractions - Relationship Between Numerator and Denominator	• 4.NF.1
39	Word Problems with Fractions and Mixed Numbers - Visual Models	• 4.NF.3d
40	Word Problems with Fractions and Mixed Numbers - Estimation	• 4.NF.3d
41	Adding and Subtracting Mixed Numbers with Like Denominators - Conceptual Strategies	• 4.NF.3c
42	Adding and Subtracting Mixed Numbers with Like Denominators	• 4.NF.3c
43	Multiplying Unit Fractions by Whole Numbers	• 4.NF.4a

IMAGINE MATH		MISSISSIPPI COLLEGE- AND CAREER-READINESS STANDARDS
	Lesson	**Grade 4**
44	Multiplying Fractions by Whole Numbers	• 4.NF.4b
45	Solving Word Problems with Multiplication of Fractions by Whole Numbers	• 4.NF.4c
46	Understanding Fractions with Denominators of 10 and 100	• 4.NF.5
47	Adding Fractions with Denominators of 10 or 100	• 4.NF.5
48	Comparing Decimal Fractions	• 4.NF.6
49	Comparing and Ordering Decimal Fractions	• 4.NF.6
50	Decimal Notation I	• 4.NF.6
51	Decimal Notation II	• 4.NF.6
52	Decimals to Hundredths	• 4.NF.7
53	Introduction to Comparing Decimals to Hundredths	• 4.NF.7
54	Comparing Decimals to Hundredths	• 4.NF.7
55	Recognizing Valid Decimal Comparisons	• 4.NF.7
56	Fraction and Decimal Equivalents	• 4.NF.6
57	Comparing Fractions and Decimals	• 4.NF.6
58	Area and Perimeter of Rectangles	• 4.MD.3
59	Identifying and Comparing Angles	• 4.MD.5
60	Angles	• 4.MD.5a • 4.MD.5b • 4.MD.6 • 4.MD.7
61	Identifying and Classifying Lines, Rays, and Segments	• 4.G.1
62	Classifying Triangles	• 4.G.1 • 4.G.2
63	Classifying Quadrilaterals II	• 4.G.1 • 4.G.2
64	Symmetry	• 4.G.3
65	Units of Measure - Customary	• 4.MD.1

IMAGINE MATH		MISSISSIPPI COLLEGE- AND CAREER-READINESS STANDARDS
	Lesson	**Grade 4**
66	Units of Measure - Metric	• 4.MD.1
67	Generating and Describing Number Patterns	• 4.OA.5

Grade 5

Imagine Math Grade 5 Lessons Aligned to Mississippi College- and Career-Readiness Standards

IMAGINE MATH		MISSISSIPPI COLLEGE- AND CAREER-READINESS STANDARDS
	Lesson	**Grade 5**
1	Operations with Whole Numbers - Mixed Practice	• 5.NBT.5 • 5.NBT.6
2	Multiplying Whole Numbers - Standard Algorithm	• 5.NBT.5
3	Multiplying 3-digit by 2-digit Whole Numbers Using the Standard Algorithm	• 5.NBT.5
4	Dividing Whole Numbers - Two-Digit Divisors	• 5.NBT.6
5	Understanding Fractions as Division	• 5.NF.3
6	Adding Fractions	• 5.NF.1
7	Adding Fractions - Estimation	• 5.NF.2
8	Subtracting Fractions	• 5.NF.1
9	Subtracting Fractions - Estimation Strategies	• 5.NF.2
10	Understanding Products with Fractions	• 5.NF.4 • 5.NF.5b
11	Multiplying Fractions by Fractions	• 5.NF.4a • 5.NF.4b
12	Multiplying with Fractions and Mixed Numbers	• 5.NF.6
13	Adding and Subtracting Fractions	• 5.NF.1 • 5.NF.2
14	Adding and Subtracting Fractions - Multistep Word Problems	• 5.NF.1 • 5.NF.2
15	Multiplying Fractions by Whole Numbers to Solve Multistep Problems	• 5.NF.6
16	Dividing Unit Fractions by Whole Numbers	• 5.NF.7a • 5.NF.7c
17	Dividing Whole Numbers by Unit Fractions	• 5.NF.7b • 5.NF.7c

IMAGINE MATH		MISSISSIPPI COLLEGE- AND CAREER-READINESS STANDARDS
	Lesson	**Grade 5**
18	Decimals to Thousandths	• 5.NBT.3a
19	Comparing Decimals to Thousandths	• 5.NBT.3b
20	Fraction and Decimal Equivalents	• 5.NBT.3a
21	Comparing Fractions and Decimals	• 5.NBT.3a
22	Rounding Decimals to the Nearest Tenth and Hundredth	• 5.NBT.4
23	Reasoning About Rounding Decimals	• 5.NBT.4
24	Adding and Subtracting Decimals	• 5.NBT.7
25	Adding and Subtracting Decimals in Real-World Situations	• 5.NBT.7
26	Multiplying by Powers of Ten	• 5.NBT.2
27	Dividing by Powers of Ten	• 5.NBT.2 • 5.NBT.7
28	Multiplying and Dividing by Powers of Ten	• 5.NBT.2
29	Place Value Relationships Within Whole Numbers and Decimals	• 5.NBT.1
30	Multiplying Decimals to Hundredths	• 5.NBT.7
31	Dividing Decimals to Hundredths	• 5.NBT.7
32	Using Reasoning and Estimation to Calculate with Decimals	• 5.NBT.7
33	Calculating with Decimals	• 5.NBT.7
34	Evaluating Simple Expressions	• 5.OA.1
35	Writing Simple Expressions	• 5.OA.2
36	Writing and Interpreting Simple Expressions	• 5.OA.2
37	Introduction to the Coordinate Plane	• 5.G.1
38	Representing Real-World Quantities in the First Quadrant	• 5.G.2
39	Introduction to Scatter Plots	• 5.G.1 • 5.G.2
40	Volume of Rectangular Prisms I	• 5.MD.3a • 5.MD.3b • 5.MD.4

IMAGINE MATH		MISSISSIPPI COLLEGE- AND CAREER-READINESS STANDARDS
	Lesson	**Grade 5**
41	Volume of Rectangular Prisms II	• 5.MD.5a • 5.MD.5b • 5.MD.5c
42	Classifying Triangles	• 5.G.4
43	Classifying 2-Dimensional Figures	• 5.G.3 • 5.G.4
44	Line Plots	• 5.MD.2

Grade 6

Imagine Math Grade 6 Lessons Aligned to Mississippi College- and Career-Readiness Standards

IMAGINE MATH		MISSISSIPPI COLLEGE- AND CAREER-READINESS STANDARDS
	Lesson	**Grade 6**
1	Dividing Whole Numbers - Standard Algorithm	• 6.NS.2
2	Adding and Subtracting Decimals	• 6.NS.3
3	Adding and Subtracting Decimals in Real-World Situations	• 6.NS.3
4	Dividing Decimals by Decimals	• 6.NS.3
5	Calculating with Decimals	• 6.NS.3
6	Greatest Common Factor	• 6.NS.4
7	Greatest Common Factor - Applications	• 6.NS.4
8	Least Common Multiple	• 6.NS.4
9	Using the Relationship Between Multiplication and Division to Divide Fractions	• 6.NS.1
10	Dividing Fractions by Fractions	• 6.NS.1
11	Using Division of Fractions to Represent and Solve Problems	• 6.NS.1
12	Identifying Ratios	• 6.RP.1
13	Ratios	• 6.RP.1 • 6.RP.3
14	Using Ratios to Solve Problems	• 6.RP.3a
15	Identifying Unit Rates	• 6.RP.1 • 6.RP.2
16	Solving Problems with Unit Rates	• 6.RP.1 • 6.RP.2 • 6.RP.3b
17	Converting Units of Measure I	• 6.RP.3d
18	Converting Units of Measure II	• 6.RP.3d
19	Distance, Rate, and Time	• 6.RP.3b

IMAGINE MATH		MISSISSIPPI COLLEGE- AND CAREER-READINESS STANDARDS
	Lesson	**Grade 6**
20	Percent Concepts	• 6.RP.3c
21	Reasoning with Percents	• 6.RP.3c
22	Calculations with Percent	• 6.RP.3c
23	Integer Concepts	• 6.NS.5 • 6.NS.6c
24	Integer Concepts with a Number Line	• 6.NS.6a • 6.NS.6c
25	Integers in the Coordinate Plane I	• 6.NS.6b
26	Integers in the Coordinate Plane II	• 6.NS.6b
27	Comparing Rational Numbers I	• 6.NS.6c
28	Comparing Rational Numbers II	• 6.NS.7a • 6.NS.7b
29	Rational Numbers in the Coordinate Plane	• 6.NS.6c
30	Absolute Value I	• 6.NS.7c
31	Absolute Value II	• 6.NS.7d
32	Polygons in the Coordinate Plane	• 6.G.3
33	Distance on the Coordinate Plane II	• 6.NS.8
34	Evaluating Simple Expressions	• 6.EE.2c
35	Reasoning About One-Step Equations	• 6.EE.5
36	Writing and Solving One-Step Equations	• 6.EE.7
37	Evaluating Expressions with Two Operations	• 6.EE.2c
38	Reading Expressions with Real Numbers	• 6.EE.2b
39	Understanding Exponents	• 6.EE.1
40	Evaluating Expressions and Equations with Exponents	• 6.EE.1 • 6.EE.2c
41	Identifying and Generating Equivalent Expressions	• 6.EE.3 • 6.EE.4

IMAGINE MATH		MISSISSIPPI COLLEGE- AND CAREER-READINESS STANDARDS
	Lesson	**Grade 6**
42	Evaluating Expressions with the Distributive Property	• 6.EE.3
43	Area of Parallelograms	• 6.G.1
44	Area of Triangles	• 6.G.1
45	Area of Trapezoids and Composite Figures	• 6.G.1
46	Area of Complex Composite Figures	Review
47	Volume of Rectangular Prisms III	• 6.G.2
48	Surface Area of Rectangular Prisms and Pyramids	• 6.G.4
49	Independent and Dependent Quantities	• 6.EE.9
50	Measures of Spread - Range	• 6.SP.2 • 6.SP.3
51	Measures of Center - Median	• 6.SP.2 • 6.SP.5c
52	Measures of Center - Mean	• 6.SP.2 • 6.SP.5c
53	Understanding the Effect of Outliers on Measures of Center	• 6.SP.3
54	Deviation from the Mean	• 6.SP.5c • 6.SP.5d
55	Summarizing Data	• 6.SP.2 • 6.SP.5a • 6.SP.5b • 6.SP.5c
56	Data Analysis	• 6.SP.1
57	Introduction to Scatter Plots	• 6.SP.4
58	Bar Graphs and Histograms	• 6.SP.4
59	Circle Graphs	• 6.SP.4
60	Stem-and-Leaf Plots	• 6.SP.2 • 6.SP.4 • 6.SP.5c
61	Quartiles	• 6.SP.2 • 6.SP.3

IMAGINE MATH		MISSISSIPPI COLLEGE- AND CAREER-READINESS STANDARDS
	Lesson	**Grade 6**
62	Box Plots	• 6.SP.2 • 6.SP.4 • 6.SP.5c
63	Introduction to the Language of Algebra	• 6.EE.2a • 6.EE.6
64	Combining Like Terms	• 6.EE.3 • 6.EE.4
65	Introduction to Solving Word Problems with Algebra	• 6.EE.7
66	Concept of Inequalities I	• 6.EE.8

Grade 7

Imagine Math Grade 7 Lessons Aligned to Mississippi College- and Career-Readiness Standards

IMAGINE MATH		MISSISSIPPI COLLEGE- AND CAREER-READINESS STANDARDS
	Lesson	**Grade 7**
1	Proportion Concepts	• 7.RP.2a • 7.RP.2c
2	Direct Variation	• 7.RP.2a
3	Proportional Relationships in Tables and Equations	• 7.RP.2a • 7.RP.2c
4	Interpreting Unit Rates on Graphs	• 7.RP.2b
5	Interpreting Points on Graphs of Proportional Relationships	• 7.RP.1 • 7.RP.2d
6	Using Proportions to Solve Problems	• 7.RP.3
7	Proportions in Scale Drawings	• 7.RP.3 • 7.G.1
8	Introduction to Similar Figures	• 7.RP.2c • 7.G.1
9	Using Similar Figures to Solve Problems	• 7.RP.2c • 7.G.1
10	Similarity	• 7.G.1
11	Using Division to Write Fractions as Decimals	• 7.NS.2d
12	Fraction, Decimal, and Percent Equivalents	• 7.EE.3
13	Percent Change	• 7.RP.3
14	Percent Error	• 7.RP.3
15	Simple Interest	• 7.RP.3
16	Solving and Modeling Two-Step Problems	• 7.EE.4a
17	Solving Equations with the Distributive Property	• 7.EE.4a
18	Solving Equations with the Distributive Property in Context	• 7.EE.4a

IMAGINE MATH		MISSISSIPPI COLLEGE- AND CAREER-READINESS STANDARDS
	Lesson	**Grade 7**
19	Adding and Subtracting Rational Numbers I	• 7.NS.1a • 7.NS.1b • 7.NS.1d
20	Adding and Subtracting Rational Numbers II	• 7.NS.1c
21	Multiplying and Dividing Rational Numbers	• 7.NS.2a • 7.NS.2b • 7.NS.2c • 7.NS.2d
22	Writing and Interpreting Expressions with Rational Numbers	• 7.NS.3 • 7.EE.3
23	Operations with Rational Numbers I	• 7.NS.3
24	Operations with Rational Numbers II	• 7.NS.3
25	Operations with Rational Numbers III	• 7.NS.2c • 7.NS.3
26	Generate and Understand Expressions and Equations	• 7.EE.2
27	Common Factors in Algebraic Expressions	• 7.EE.1
28	Modeling, Evaluating, and Graphing Two-Step Inequalities in One Variable	• 7.EE.4b
29	Concept of Inequalities II	• 7.EE.4b
30	Circumference	• 7.G.4
31	Surface Area of Simple Composite Solids	• 7.G.6
32	Area of Circles	• 7.G.4
33	Angle Pairs	• 7.G.5
34	Using Line Segments and Angles to Make Triangles	• 7.G.2
35	Sampling	• 7.SP.2 • 7.SP.4
36	Comparing Data	• 7.SP.3
37	Probability and Sample Spaces	• 7.SP.5 • 7.SP.8b

IMAGINE MATH		MISSISSIPPI COLLEGE- AND CAREER-READINESS STANDARDS
	Lesson	**Grade 7**
38	Simple Probability	• 7.SP.5 • 7.SP.7b
39	Compound Probability	• 7.SP.7a • 7.SP.8a
40	Simulations of Simple and Compound Events	• 7.SP.8c
41	Making Predictions	• 7.SP.6

Grade 8

Imagine Math Grade 8 Lessons Aligned to Mississippi College- and Career-Readiness Standards

IMAGINE MATH		MISSISSIPPI COLLEGE- AND CAREER-READINESS STANDARDS
	Lesson	**Grade 8**
1	Interpreting Slope	• 8.EE.5
2	Slope	• 8.EE.6 • 8.F.1 • 8.F.2
3	Slope-Intercept Form	• 8.EE.6 • 8.F.4 • 8.SP.3
4	Understanding the Pythagorean Theorem	• 8.G.6
5	Pythagorean Theorem - Hypotenuse	• 8.G.7
6	Pythagorean Theorem - Legs	• 8.G.7
7	Pythagorean Theorem - Mixed Problems	• 8.G.7
8	Pythagorean Theorem - Distance Formula	• 8.G.7 • 8.G.8
9	Solving Two-Step Equations	• 8.EE.7b
10	Solving Equations with the Variable on Both Sides	• 8.EE.7b
11	Analyzing Solution Sets to Linear Equations with the Variable on Both Sides	• 8.EE.7a
12	Solving a System of Linear Equations Graphically	• 8.EE.8 • 8.EE.8a
13	Solving a System of Linear Equations Algebraically	• 8.EE.8 • 8.EE.8b
14	Solving a System of Linear Equations - Applications	• 8.EE.8c
15	Translations	• 8.G.3
16	Reflections	• 8.G.3
17	Rotations	• 8.G.3

IMAGINE MATH		MISSISSIPPI COLLEGE- AND CAREER-READINESS STANDARDS
	Lesson	**Grade 8**
18	Composition of Transformations	• 8.G.3
19	Dilations	• 8.G.3 • 8.G.4
20	Dilations in the Coordinate Plane	• 8.G.3
21	Congruence	• 8.G.2
22	Volume of Cylinders	• 8.G.9
23	Volume of Pyramids and Cones	• 8.G.9
24	Volume of Spheres	• 8.G.9
25	Parallel Lines and Transversals	• 8.G.5
26	Understanding Properties of Integer Exponents	• 8.EE.1
27	Applying Properties of Integer Exponents	• 8.EE.1
28	Understanding Square and Cube Roots	• 8.EE.2
29	Classifying and Ordering Real Numbers	• 8.NS.1
30	Approximating Values of Irrational Numbers	• 8.NS.1 • 8.NS.2
31	Interpreting Numbers Written in Scientific Notation	• 8.EE.3
32	Operations with Numbers in Scientific Notation	• 8.EE.4
33	Interpreting Graphs of Real-World Situations	• 8.F.5
34	Introduction to Sketching Graphs of Real-World Situations	• 8.F.5
35	Comparing Linear and Nonlinear Data	• 8.SP.1 • 8.SP.2
36	Patterns of Association in Data	• 8.SP.4