I can identify the attributes of triangles.

I can identify the attributes of quadrilaterals.

I can identify attributes of pentagons.

I can identify the attributes of hexagons.

I can identify the attributes of cubes.

I can identify different shapes by their attributes.

This means that I can look at attributes I am given and tell what shape it is.

I can describe a shape and tell what shape it is after looking at its sides and angles.

I can compare shapes using their attributes.

I can draw a specific shape when given specific attributes.

This means I can look at attributes I am given and draw the shape.

I can count to find the total number of same size squares.

I can define partition.

I can identify a row.

I can identify a column.

I can draw rows and columns inside a rectangle.

I can decide how to divide a rectangle into same size squares.

This means I can use rows and columns to split a rectangle into equal size squares.

I can identify parts of a whole.

I can describe equal parts by using fraction vocabulary.

I can describe how many parts make up a whole object by using fraction vocabulary.

I can divide identical shapes into equal parts in different ways.

I can explain why identical shapes can be divided into equal parts in different ways.

This means I can give reasons why two identical shapes (like two rectangles of the same size and shape) can be split into fourths in different ways.

I can identify different tools that are used to measure how long something is.

I can define standard and nonstandard units.

I can identify the unit of measurement for the tool I use.

This means I can look at the tool and decide what units it measures in.

I can decide which tool to use to measure the length of an object in standard units.

This means I can see what needs to be measured and then pick the appropriate tool to use to measure its length.

I can measure the length of objects using the correct tool.

I can recognize and identify picture graphs.

I can recognize and identify bar graphs.

I can identify and label the parts of a picture graphs.

I can identify and label the parts of a bar graph.

I can solve addition and subtraction problems about data in picture graphs.

I can solve addition and subtraction problems about data in bar graphs.

I can compare data in graphs.

This means I can use the terms more than, less than, and equal to when comparing data in a graph.

I can create a picture graph with up to four categories to represent data.

This means I can draw a picture graph with 4 categories and include a title, label, and key.

I can create a bar graph with up to four categories to represent data.

This means I can draw a bar graph with 4 categories and include a title, labels, and scale.

I can measure how long something is using two different units.

I can measure an object using different units and compare the results.

I can measure an object using two different units and tell why the measurements are different.

I can explain how the length of an object is related to the size of the units I used to measure it.

This means I can explain why the smaller the units the larger the measurement. For example, there will be more centimeters than inches when measuring because centimeters are smaller.

I can identify ways to estimate length.

I can identify how long inches, feet, centimeters, and meters are.

I can estimate how long objects are in inches, feet, centimeters, and meters.

I can decide if an estimate is reasonable.

This means I can compare an estimate to the actual object to see if the estimate is reasonable.

I can name standard units of length.

I can compare the lengths of two different objects.

This means I can tell how the lengths of two objects are similar and different after measuring them.

I can figure out how much longer one object is than another object and show the difference in standard units.

I can add and subtract lengths.

I can solve length word problems when all the units are the same.

I can solve length word problems with unknown numbers.

This means I can read a word problem, write an equation with a symbol for the unknown number, and solve the equation.

I can represent a number line with equal spaces between the numbers.

I can explain that length is the number of equal spaces between zero and another mark on the number line.

I can use a number line to solve addition and subtraction problems.

I can tell time on an analog clock to the nearest 5 minutes.

I can tell time on a digital clock to the nearest 5 minutes.

I can write what time it is after looking at an analog and digital clock.

I can identify which hand is the hour hand and which hand is the minute hand.

I can identify and label a.m. and p.m. times with appropriate events.

I can tell what time is represented by the hands on an analog clock.

This means I can look at the numbers and where the hands are on an analog clock and tell what time it is.

I can identify the value of dollar bill, quarters, dimes, nickels, and pennies.

I can identify what the $ and ¢ are.

I can solve money word problems and label the answer with the correct money symbols.

This means I can solve word problems with money and decide whether to label the answer with a $ or ¢.

I can read measurement tools to the nearest unit.

I can define a line plot.

I can define data.

I can display measurement data on a line plot.

I can measure the lengths of several objects to the nearest whole unit.

I can measure how long something is multiple times to double check my measurement.

I can create and label a horizontal line plot using data from things I have measured.

I can explain the value of each digit in a 2-digit number.

I can explain the value of each digit in a 3-digit number.

I can identify how much a bundle of 10 tens is.

I can show a number with hundreds, tens, and ones.

This means that I can show how many hundreds, tens, and ones are in a number using base ten blocks, standard form, word form, and expanded form.

I can show how many hundreds, tens, and ones are in each hundred 200 through 900.

I can identify strategies that use properties of operations to help add and subtract.

I can explain why strategies that use place value and properties of operations work.

I can count forward and backward up to 1000.

I can tell the number that comes before, after, and in-between given number.

I can recognize and identify ordinal numbers.

I can skip count forward and backward by 5s.

I can skip count forward and backward by 10s.

I can skip count forward and backward by 100.

I can tell and show what expanded form means.

I can recognize that the digits in an number stand for different values.

I can read numbers to 1000.

I can read number words to 1000.

I can read numbers in expanded form to 1000.

I can write numbers to 1000.

I can write number words to 1000.

I can write numbers in expanded form to 1000.

I can tell and show the value of each digit shown in a two-digit number.

I can tell and show the value of each digit shown in a three-digit number.

I can tell and show what <, >, and = mean.

I can compare two three-digit numbers.

This means I can use what I know about place value to show if a number is greater than, less then, or equal to other numbers.

I can compare two numbers using the symbols <, >, and =.

I can identify different strategies for adding (using place value).

I can identify different strategies for subtracting.

I can identify the rules for addition and subtraction.

I can identify different strategies for addition.

I can identify different strategies for subtraction.

I can identify fact families and other strategies that help add and subtract.

I can define estimation.

I can choose the strategy that is most appropriate and solve an addition problem.

This means I can look at an addition problem and decide which strategy would best help me solve it accurately. I can use that strategy to solve the problem.

I can choose the strategy that is most appropriate and solve a subtraction problem.

This means I can look at a subtraction problem and decide which strategy would best help me solve it accurately. I can use that strategy to solve the problem.

I can use estimation to check my answers for addition and subtraction problems.

I can identify strategies for adding two-digit numbers.

I can use different strategies to add up to four two-digit numbers.

I can identify and show the place value for the digits in a number.

I can define compose.

I can define decompose.

I can decompose any number into hundreds, tens, and ones.

This means I can split a number and show how many hundreds, tens, and ones are in it.

I can choose the strategy that is most appropriate and solve an addition problem.

I can choose the strategy that is most appropriate and solve a subtraction problem.

I can use a strategy to solve a math problem and explain in writing why it works.

I can compose numbers to add and subtract (within 1000).

This means I can put numbers together in order to add or subtract.

I can decompose numbers to add and subtract (within 1000)

This means I can take numbers apart in several ways in order to add or subtract.

I can identify the place value for digits in numbers up to 1000.

I can add or subtract 10 or 100 in my head to any number between 100 and 900.

This means that when I am given a number between 100 and 900, I can tell what 10 more, 10 less, 100 more, and 100 less is without using paper.

I can identify strategies that use place value to help add and subtract.

I can identify the unknown in an addition or subtraction word problem.

I can define an equation.

I can write an addition or subtraction equation with a symbol for the unknown number.

I can show one-step word problems through pictures or equations.

I can show two-step word problems through pictures or equations.

I can add to solve one-step word problems with unknowns.

This means I can decide what numbers I know, what number is missing, and what operation to use in a one-step word problem.

I can subtract to solve one-step word problems with unknowns (in any position).

I can add and subtract to solve two-step word problems with unknowns (in any positions).

This means I can decide what numbers I know, what numbers are missing, and which two operations to use in a 2-step word problem.

I can decide if I need to add or subtract using words from the word problem.

I can add and subtract using many mental strategies.

I can memorize sums of two one-digit numbers.

I can quickly add numbers using mental strategies.

This means I can add using different ways I have learned (doubles, doubles plus one, counting on, skip counting, properties of operations, etc.)

I can quickly add and subtract numbers using mental strategies.

This means I can subtract using different ways I have learned (doubles, doubles plus one, counting on, skip counting, properties of operations, etc.)

I can count a group of objects up to 20 by 2s.

I can recognize that even number objects will have a match/partner.

I can recognize that odd number objects will not have a match but will have one left over.

I can define addend and sum.

I can decide whether a group of objects is even or odd using many strategies.

I can recognize that adding the same two addends gives me an even sum.

This means I can recognize that doubles facts combine to make an equal sum.

I can write an equation to show that adding the same two addends produces an even sum.

This means I can write a doubles fact to get an even sum.

I can write a repeated addition equation from an array.

I can prove that arrays can be written as repeated addition problems.

I can solve repeated addition problems using arrays.

This means I can use drawings of items in columns and rows to solve addition problems like 3 + 3 + 3.