I can explain how intervals on a number line represent equal parts of a whole.

This means I can count the equal parts on a number line to identify the numerator of a fraction

I can identify lines of symmetry.

This means I can use the symmetry of shapes as an attribute

I can identify and define a rhombus as a quadrilateral based on its attributes.

I can identify and define a rectangle as a quadrilateral based on its attributes.

I can identify and define a square as a quadrilateral based on its attributes.

I can identify three-dimensional shapes.

I can use attributes, sides, and angles to compare and classify shapes.

This means I can sort shapes based on their properties and tell at least one way they are alike and at least one way they are different

I can identify and group shapes with the same attributes into a new group with a specific name.

This means I can put different shapes into one group based on what they have in common. For example, squares, rhombuses, and rectangles are all examples of quadrilaterals

I can describe, analyze, and compare properties of two-dimensional shapes.

I can describe, analyze, and compare properties of two-dimensional shapes.

I can draw an example of a quadrilateral that is rectangle, square, or rhombus.

I can draw an example of a quadrilateral that is not a rectangle, square, or rhombus.

I can recognize that shapes can be partitioned into equal parts.

This means I can divide shapes into equal parts

I can describe that each equal part is a fraction of the whole.

I can identify the relationship between fractions and geometry by writing the areas of each equal parts as a unit fraction of the whole.

This means I can explain how a shape can be broken into equal parts like a whole can be broken into equal fractions

I can recognize minute marks on an analog clock face.

I can recognize the minute position on a digital clock face.

I can tell time to minute.

I can write time to the minute.

I can tell time to the minute.

This means I can look at an analog clock and digital clock and tell time to the minute

I can define and identify intervals on a clock.

I can compare the numbers on an analog clock face with the numbers on a number line.

I can use a number line to add and subtract time intervals in minutes.

This means I can find the starting time (minute) on a number line. I can move to the right to add minutes or move to the left to subtract minutes to find the new time.

I can solve word problems using addition and subtraction of time intervals in minutes.

This means I can use a number line or clock to figure out how much time has passed between two events in a word problem by adding or subtracting minutes.

I can define volume.

I can define liters

I can explain how to measure liquid volume using liters.

I can add, subtract, multiply, and divide units

I can solve word problems using liquid volume in the same units

This means I can solve a word problem by adding, subtracting, multiplying, or dividing liters

I can show how to measure liquid volume using liters

This means I can use the appropriate tool to measure volume in liters

I can define mass

I can define grams

I can define kilograms

I can explain how to measure mass using grams and kilograms

I can add, subtract, multiply, and divide units of grams and kilograms

I can solve word problems using masses in the same unit

This means I can solve a word problem by adding, subtracting, multiplying, or dividing grams or kilograms

I can show how to measure the mass of objects using grams and kilograms

This means I can use the appropriate tool to measure the mass of objects in grams and kilograms

I can use strategies to solve word problems using liquid volume or mass

This means I can use drawings, models, or equations to show how to solve word problems about mass or volume

I can recognize a line graph

This means I can read increases and decreases on a line graph to gather information

I can identify the scale of a graph.

I can explain how to use a scale on a graph

This means I can use a scale that counts by 2 or more on a graph

I can analyze a scale on a graph

This means I can use a scale on a graph to gather information

I can solve one step "how many more" problems using information from a scaled bar/picture graph.

I can solve one step "how many less" problems using information from a scaled bar/picture graph.

I can solve two step "how many more" problems using information from a scaled bar/picture graph.

I can solve two step "how many less" problems using information from a scaled bar/picture graph.

I can choose an appropriate scale for a bar graph or picture graph

This means I can use the information given to help me decide what the bar graph or picture graph scale should be

I can create a scaled bar graph to show data

This means I can use set of data to draw a scaled bar graph that has a title, scale, labels, and bars to show the information

I can create a scaled picture graph to show data.

This means I can use set of data to draw a scaled picture graph that has a title, scale, labels, and symbols to show the information

I can define horizontal axis.

I can identify each “X” on a line plot means.

I can analyze data from a line plot.

This means I can use a line plot to gather information

I can determine which unit of measurement is needed to measure a length.

This means when I measure in inches I can decide whether I need to measure to the nearest whole number, half, or quarter

I can determine which scale is needed with a line plot.

This means I can use the information given to choose whether to label my line plot by quarters, halves, or whole inches

I can use a fourth-inch ruler to measure lengths and generate data.

This means I can use a ruler to gather and record my measurements

I can create a line plot to display my measurement data.

This means I can use my gathered measurements to draw and label a line plot

I can define “unit square.”

I can define area.

I can use unit square to find the areas of a plane figure.

This means I can count up the squares in a shape to find the areas of that shape

I can use unit squares, without gaps or overlaps, to measure the areas of a plane figure.

This means I can cover up a shape with unit squares so that I can count and measure the area of the shape.

I can measure areas by counting unit squares.

I can explain what a non-standard square is and use it to measure area.

I can use cm squares to measure area.

I can use m squares to measure area.

I can use in squares to measure area.

I can use ft squares to measure area.

I can find the area of a rectangle by tiling it in unit squares.

This means I can cover a rectangle with squares and count the squares to find the area.

I can find all of the side lengths of a rectangle.

This means I can tell how long each side of a rectangle is.

I can find the area of a rectangle by tiling and multiplying and then compare the answers.

The means I can count up the squares inside of a rectangle and multiply the sides of the same rectangle to see if I get the same answer.

I can define width.

I can use arrays to show the product of a multiplication problem.

I can multiply two side lengths of a rectangle to find the area.

This means I multiply the length and width of a rectangle to find the area.

I can multiply to find the area of rectangles to solve real world problems.

This means I can multiply length times width to find the area of rectangles when solving real world examples.

I can use an area model to multiply.

This means I can use an array or picture to multiply.

I can use the distributive property of multiplication to find the area of a rectangle that I have tiled.

This means I can find the area of a larger rectangle by breaking it into two smaller rectangles. I can add up the area of the two smaller rectangles to get the total area of the larger rectangle.

Example: Area of a Rectangle 3 x (5+2) = 3x5 + 3x2

I can define rectilinear (a polygon with all right angles).

I can find the areas of rectangles.

I can decompose rectilinear figures into 2 or more non-overlapping rectangles.

This means I can separate or break apart a shape into 2 or more rectangles that do not overlap.

I can recognize that areas of rectangles within a rectangular figure can be added together to find the total area of the rectangular figure.

I can add areas of rectangles.

I can solve real world problems by adding the area of two smaller rectangles together to find the total are of a decomposed rectilinear figure.

This means I can break apart a rectangular figure into smaller rectangles and add their areas to find the total area.

I can define a polygon.

I can define perimeter.

I can find the perimeter when given the length of the sides.

This means I can add up all of the sides of a polygon to find the perimeter.

I can find the perimeter when there is an unknown side length.

This means I can use the lengths of the other sides of the figure to find the missing side length. I can then add all of the sides together to find the total perimeter.

I can construct rectangles with the same perimeter and different areas.

This means I can make two rectangles that have the same perimeter but different areas.

I can construct rectangles with the same area and different perimeters.

This means I can make two rectangles that have the same area but different perimeters.

I can define “round or rounding” using place value.

I can round a whole number to the nearest 10.

This means I can use the ones place to decide if the tens place needs to stay the same or round up

I can round a whole number to the nearest 100.

This means I can use the tens place to decide if the hundreds place needs to stay the same or round up

I can identify and use equations and strategies for adding and subtracting within 1000.

I can fluently add and subtract within 1000.

This means I can quickly add and subtract numbers

I can identify strategies to multiply one-digit numbers by multiples of 10 (up to 90).

I can apply place value to multiply one-digit whole numbers by multiples of 10 from 10-90.

This means I can use my basic multiplication facts and what I know about place value to solve problems when multiplying by tens. For example, 3 X 9 ones = 27 ones which is 27. So now I know 3 X 9 tens = 27 tens which is 270.

I can recognize a unit fraction as a whole number partitioned into equal parts.

This means I can recognize that a unit fraction is one part of the whole unit (i.e. 1/2, 1/3, 1/4)

I can define and locate the numerator in a fraction.

I can define and locate the denominator in a fraction.

I can identify a fraction and explain that the quantity formed is equal parts of the whole.

This means I can identify and explain that the numerator or top number of a fraction is the number of equal parts being considered

I can explain that a fraction can be the combination of unit fractions.

This means I can show how unit fractions can be added together to make larger fractions (i.e. 1/3 + 1/3 = 2/3)

I can combine unit fractions to represent numbers equal to, less than, and greater than one.

This means I can combine 1/3 and 1/3 to make 2/3 or I can combine 1/3, 1/3, 1/3, and 1/3 to make 4/3.

I can define interval.

I can define the interval from 0 to 1 on a number line as a whole.

I can divide a whole into equal parts and show it on a number line.

I can recognize that the equal parts between 0 and 1 represent a fraction.

I can represent equal parts on a number line as a fraction.

This means I can use intervals on a number line to show a fraction

I can explain that the end of each interval of a number line is represented with a fraction.

This means I can label each interval mark between two whole numbers on a number line with a fraction.

I can recognize simple equivalent fractions.

This means I can identify equal fractions with the denominators 2, 3, 4, 6, and 8

I can describe equivalent fractions.

This means I can tell about equal fractions

I can use number lines, size, visual fraction models, etc. to find equivalent fractions.

I can compare fractions by reasoning about their size to determine equivalence.

This means I can look at fractions to decide if they are equal. I can figure this out by using fraction bars, pictures, number lines, or what I know about numerators and denominators.

I can use a number line to recognize whole numbers can also be written in fractional parts.

I can recognize the difference between a whole number and a fraction.

I can explain how a fraction is equivalent to a whole number.

This means I can turn a whole number into a fraction. For example, 3 can be made into 3/1 and 4/4 is the same as saying 1 whole

I can define and locate the numerator in a fraction.

I can define and locate the denominator in a fraction.

I can recognize whether fractions refer to the same whole.

This means I can tell whether the denominators of fractions are the same

I can use visual models to justify the equivalence of fractions.

This means I can use pictures or models to prove if fractions are equal to one another

I can show how to compare fractions by using the symbols >, =, <.

I can use denominators to determine if two fractions can be compared.

This means I can compare fractions if their denominators are the same

I can use the denominators to compare fractions with like numerators.

This means that when the numerators of two fractions are the same, I can recognize that "the smaller the denominator, the larger the fraction."

I can use the numerators to compare fractions with like denominators.

This means that when the denominators of two fractions are the same, I can recognize that the fraction with the smaller numerator is less than the other fraction.

I can define factor.

I can define product.

I can define multiple.

I can find the product of multiple groups of objects.

I can interpret the product to a multiplication problem as the total number of objects in a number of groups.

This means I can explain the answer to a multiplication problem as the total number of objects in a number of groups.

I can explain what division means and how it relates to equal shares or equal grouping.

This means I can show that division is breaking a set of objects into equal groups.

I can identify and define dividend.

I can identify and define divisor.

I can identify and define quotient.

I can interpret that the quotient is the number of groups when a set of objects is divided equally.

This means I can explain that the answer to a division problem is the number of equal groups that can be made.

I can solve word problems using equal groups, arrays, and measurement amounts.

This means I can decide whether I need to multiply or divide after reading a word problem. I can then use drawings of equal groups, arrays, or a number line to show how I solved the problem.

I can represent a word problem in different ways.

This means I can show a word problem using a picture, an equation with a symbol for the unknown numbers, or in other ways

I can multiply and divide within 100.

I can determine which operation is needed to determine the unknown whole number.

This means I can decide whether I need to multiply or divide to find the missing whole number

I can identify the unknown whole number in order to solve a multiplication or division equation.

I can multiply and divide within 100.

I can explain how the identify property of multiplication works.

This means I can define and use the identify property of multiplication. I know that any number multiplied by one equals the original number

I can explain how the commutative property of multiplication works.

This means I can define and show how to use the commutative property of multiplication. For example, if 6 x 4 = 24 is known, then 4 x 6 = 24 is also known

I can explain how the associative property of multiplication works.

This means I can define and show how to use the associative property of multiplication. For example, 3 x 5 x 2 can be found by 3 x 5 = 15, then 15 x 2 = 30

I can explain how the distributive property of multiplication works.

This means I can define and show how to use the distributive property of multiplication. For example, if I know that 8 x 5= 40 and 8 x 2 = 16, I can find 8 x 7 as 8 s (5 +2) = (8 x 5) + (8 x 2) = 40 + 16 = 56

I can apply the properties of operations to solve multiplication and division problems.

This means I can use the commutative, associative, and distributive properties to solve multiplication and division problems.

I can multiply and divide within 100.

I can identify the multiplication problem related to the division problem.

I can recognize and explain how multiplication and division are related operations.

This means I can use a fact family to show and explain how multiplication and division problems are related.

I can use multiplication to solve division problems.

This means I can use a multiplication/division fact family to solve division problems

I can identify the unknown fact in the related multiplication problem.

This means I can solve a division problem by finding the missing factor or number in a multiplication problem (fact family)

I can analyze a multiplication or division problem and choose a strategy to fluently multiply or divide within 100.

This means I can look at multiplication or division problem and use it to choose one of the strategies I've learned (fact families, commutative, associative, or distributive property, arrays, repeated addition, equal grouping) to solve the problem quickly

I can recall from memory all of the products of two one-digit numbers.

I can identify the strategies for estimation.

I can justify my answer by using estimation strategies.

This means I can use my estimation strategies (rounding, ballpark figures, mental math) to prove and check my answers

I can identify the order of operations.

This means I know to multiply before dividing and add before subtract

I can construct an equation using a letter to represent an unknown quantity.

This means I can write an equation using a letter to show a missing number

I can solve two-step word problems using the four operations.

This means I can decide whether I need to add, subtract, multiply, or divide to solve the first step of a word problem. I can then use that new information along with one of the operations to solve the second step of the word problem.

I can solve one or two-step word problems involving money.

This means I can add or subtract money amounts within a word problem. I can also use that information to make change

I can review patterns.

This means I can identify and use visual and shape patterns

I can identify arithmetic patterns.

This means I can identify patterns such as even and odd numbers, patterns in an addition table, patterns in a multiplication table, patterns regarding multiples and sums

I can explain how numbers in a pattern are related.

This means I can use distributive property, identity property, associative property, or commutative property to find and explain the pattern.

«Type» «Standard»