I can draw points.

I can draw lines.

I can draw line segments.

I can draw rays.

I can draw angles (right, acute, obtuse).

I can draw perpendicular and parallel lines.

I can analyze a two-dimensional figure to find points.

I can analyze a two-dimensional figure to find lines.

I can analyze a two-dimensional figure to find line segments.

I can analyze a two-dimensional figure to find rays.

I can analyze a two-dimensional figure to find angles.

I can analyze a two-dimensional figure to find perpendicular and parallel lines.

This means I can look closely and decompose a two-dimensional shape into these parts.

I can find parallel or perpendicular lines in two-dimensional figures.

I can identify acute, obtuse, and right angles.

I can identify that a triangle measures 180 degrees.

I can identify right triangles.

I can identify regular polygons based on number of sides.

I can classify triangles as right triangles or not right.

I can identify types of triangles based on sides and measure of angles.

This means I can classify triangles as acute, obtuse, right and equilateral, scalene, or isosceles.

I can find parallel or perpendicular lines in two-dimensional figures.

I can classify polygons based on parallel or perpendicular lines and size of angles.

I can recognize lines of symmetry in a two-dimensional figure.

I can recognize a line of symmetry formed by folding a shape into two matching parts.

I can draw lines symmetry.

I can identify figures that have lines of symmetry.

I can understand the difference between the size of measurement units (km, m; kg, g; lb, oz; L, mL; hrs, min, sec).

I can compare different units with the same system of measurement.

I can convert units of measurement.

This means I can show how two units of measurement are equivalent using a 2-column table. For example, 1 foot = 12 inches.

I can show how a larger unit of measurements is equivalent to smaller units of measurement.

This means I understand 1 foot = 12 inches.

I can show measurement amounts using tools that contain a number line.

This means I can use a thermometer, spring scale, graduated cylinder, ruler, yard stick, measuring tape, pan balance, etc.

I can add fractions and decimals.

I can subtract fractions and decimals.

I can multiply decimals and fractions (by a whole number).

I can divide decimals.

I can solve measurement word problems that include fractions and decimals.

I can solve word problems about distances.

I can solve word problems about time.

I can solve word problems about liquid capacity.

I can solve word problems about weight.

I can solve word problems about money.

I can solve measurement word problems by converting a larger unit into a smaller unit.

I can identify the formula for the perimeter of a rectangle is 2L + 2W or L + L + W + W.

I can identify the formula for the area of a rectangle as L x W.

I can use the formula for the perimeter of a rectangle to solve problems.

I can use the formula for the area of a rectangle to solve problems.

I can solve area and perimeter problems with a missing measurement using a variable (unknown factor).

This means I can find the area of a rectangular room given the measurement of only one side.

I can create a line graph to show change over time.

I can add and subtract fractions.

I can analyze and use a line plot to solve addition and subtraction problems with fractions.

I can create a line plot to show fractions of a unit.

I can define an angle.

I can recognize that an angle is formed by 2 rays with a common endpoint.

I can recognize that a circle has 360 degrees.

I can recognize that an angle is a fraction of a circle.

I can explain angle measurement in degrees.

I can compare an angle to a circle to find the angle's measure.

This means I can place the angles point at the center of the circle to find its measure.

I can calculate the measurement of an angle using a circle.

I can recognize that angles are measured in degrees.

I can read and use a protractor.

I can decide which scale to use based on the size of the angle.

This means I can line up the baseline ray pointing to the 0 degree mark.

I can decide the kind of angle based on its size.

This means I can tell if an angle is straight, obtuse, acute, or right.

I can measure angles using a protractor

I can draw angles when given a specific measurement.

I can recognize t that an angle can be divided into smaller angles.

I can solve addition and subtraction equations to find unknown angle measurements.

This means I can use a variable to represent the measure of the missing part, write a number sentence, and solve for the variable using addition and subtraction.

I can add small angles to find the measure of a larger angle.

This means when the measure of the unknown angle is found the two small angles added together should equal the large angle.

I can subtract a smaller angle from a larger angle to find the missing angle's measurement.

This means if the measure of one of the smaller angles is unknown, the measure of the large angle and the known small angle can be subtracted to find it. For example, if the large angle is 90 and one small angle is 50, we know that 90-50=40, so the other

I can understand that in a multi-digit whole number, each digit is ten times the digit to the right.

This means I know the hundreds place is ten times greater than the tens place.

I can read and write multi-digit whole numbers using standard form, word form, and expanded form.

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

I can round multi-digit whole numbers less than or equal to 1,000,000 to any place value.

I can add and subtract multi-digit whole numbers less than or equal to 1,000,000 using the standard algorithm.

I can multiply a whole number of up to four digits by a one-digit whole number.

I can multiply two two-digit numbers,

I can use place value strategies and the properties of operations to multiply whole numbers.

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

I can illustrate and explain my answers by writing equations, using arrays, and / or area models.

I can divide a four-digit dividend by a one-digit divisor to find a quotient with or without a remainder.

I can use place value strategies, the properties of operations, and the relationship between multiplication and

division to solve division problems.

This means I can look at a division problem, choose and use the correct strategy, and solve it.

I can illustrate and explain my quotients by writing equations, using arrays, and / or area models.

I can recognize and identify equivalent fractions with unlike denominators.

I can explain how to find equivalent fractions by multiplying / dividing the numerator and denominator by the same number.

I can draw a picture to show that two fractions are equivalent.

I can create equivalent fractions using picture models and explain why they are equal.

I can compare fractions using <, >, or = symbols.

I can use benchmark fractions such as ½ to compare two fractions.

I can make comparisons based on parts of the same whole.

This means I can compare fractions with the same denominator.

I can compare two fractions with different numerators.

I can compare two fractions with different denominators.

I can explain the comparison of two fractions using common denominators, comparing benchmark fractions, or using illustrations.

This means when I compare two fractions that have common denominators I will look at the numerators to determine which is greater. This means when I compare using benchmark fractions I will determine if my fraction is greater than, less than, or equal to

I can show that the sum of two unit fractions with the same denominator will create a fraction with the same denominator.

I can compose and decompose fractions with line denominators.

This means I can add and subtract fractions with like denominators.

I can use fraction models to show that adding fractions with the same denominator means joining parts of the same whole together.

This means that when I add two fractions with the same denominator that they come from the same whole.

I can use fractions models to show that subtracting fractions with the same denominator means separating parts of the same whole.

This means that when I subtract two fractions with the same denominator that they come from the same whole.

I can add and subtract fractions with like denominators.

I can identify at least two ways to show one whole using fractions with the same denominator.

This means I understand that 3/3 = 1/3 + 1/3 + 1/3 or 2/3 + 1/3 = 3/3.

I can decompose or separate one whole using fraction model manipulatives.

I can explain the decomposition or separation of a fraction by using fraction models.

This means I can make fraction models (pictures of fractions) to prove a fraction equation.

I can explain and visually represent a mixed number.

I can rename a mixed number as an improper fraction and an improper fraction as a mixed number.

I can add and subtract mixed numbers denominators using the properties of operations.

I can add and subtract mixed numbers by replacing each mixed number with an equivalent fraction.

I can add and subtract fractions with like denominators.

I can solve addition and subtraction fraction word problems with like denominators using pictures and equations.

I can define a unit fraction.

I can show a fraction as a multiple of unit fractions.

This means 5/4 = ¼ + ¼ + ¼ + ¼ + ¼ or 5/4 = 5 x (1/4) .

I can multiply fractions by a whole number.

I can show the multiplication of a fraction by a whole number using fraction models.

This means 2/3 = 2 x (1/3).

I can add, subtract, and multiply fractions by a whole number.

I can explain that a/b is a multiple of 1/b using visual fraction models.

This means I can show with pictures that 6 x (1/5) = 6/5.

I can multiply a fraction by a whole number using a visual fraction model.

I can multiply a fraction by a whole number.

I can use fraction models and equations to represent a problem.

I can solve word problems by multiplying a fraction by a whole number.

This means I can read the problem, decide what the multiply, solve correctly, and check to see if my answer is reasonable.

I can rename and recognize a fraction with a denominator of 10 as a fraction with a denominator of 100.

I can recognize that two fractions with unlike denominators can be equivalent.

I can rename a fraction with a denominator of 10 to an equivalent fraction with a denominator of 100.

I can add two fractions with denominators of 10 and 100.

I can explain the values of digits in the decimal places.

I can read and write decimals through hundredths.

I can rename fractions with 10 and 100 as the denominators as decimals.

I can represent fractions with denominators of 10 and 100 in at least two ways.

I can represent fractions as a decimal.

This means I can convert fractions to decimals.

I can explain how decimals and fractions relate.

I can compare two decimals that are part of the same whole.

I can compare two decimals to hundredths using place value knowledge.

I can compare two decimals to hundredths by using >, =, and <.

I can prove my comparisons using words, pictures, or manipulatives.

I can use different multiplication strategies, arrays, partial products, skip counting, repeated addition, standard algorithm, etc.

I can multiply single digit numbers fluently.

I can describe a multiplication equation as a comparison.

This means I understand that 12 is the same as twice as many as 6.

I can show and explain a multiplication comparison as an equation.

This means I can show that 12 = 2 times as many as 6 or 12 = 2 x 6.

I can understand what the numbers in a division problem represent.

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

I can use multiplication to solve division problems.

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

I can interpret quotients as the number of shares or the number of groups when a set of objects is divided equally.

I can multiply and divide with 100.

I can analyze a multiplication or division problem in order to choose an appropriate strategy to fluently multiply or divide with 100.

I can solve word problems in situations involving equal groups, arrays, and measurement quantities.

I can describe multiplicative comparisons.

This means I understand that 18 is the same as 3 times as many as 6.

I can describe additive comparison.

This means I can use repeated addition.

I can multiply to solve word problems.

I can explain the difference between multiplicative comparison and additive comparison.

This means I understand that 35 = 5 x 7 as a statement meaning 35 is 5 times as many as 7 or 35 = 7 + 7 + 7 + 7 + 7.

I can show how to solve a multiplication problem using illustrations, models, etc.

I can choose the correct operation to solve a word problem.

I can divide to solve word problems.

I can define a variable.

I can show a multi-step word problem using equations with a variable (unknown quantity).

This means I can state what the problem is asking, decide the appropriate operation, and correctly solve for the unknown quantity.

I can use mental math and estimation to decide if my answer is reasonable.

I can show a multi-step word problem using equations with a variable.

This means I can state what the problem is asking, decide the appropriate operation, and correctly solve for the unknown quantity.

I can divide whole numbers with and without remainders.

This means I can divide into equal groups or have leftovers.

I can define prime and composite numbers.

I can explain if a number is prime or composite.

This means I can prove if a number is prime or composite by using factor trees, factor rainbows or verbal reasoning.

I can identify all factor pairs for any given number 1 – 100.

I can recognize that a whole number is a multiple of each of its factors.

I can decide if any whole number is a multiple of any other one digit number.

I can identify a number or shape pattern.

I can create a number or shape pattern that follows a rule.

I can look at a pattern, determine the rule, and identify other characteristics of the pattern.