

I can solve a word problem using division and show the answer as a fraction or mixed number.

This means I can use visual fraction models or equations to represent and solve a problem.

**I can explain how a
remainder is a
fractional part of the
whole.**

**I can define the
coordinate system.**

I can identify the x and y axis.

**I can identify and locate
the origin as (0,0) on the
coordinate plane.**

**I can identify the
ordered pairs of
numbers for a point on a
coordinate plane.**

I can find a point on a coordinate plane and correctly go left/right then up/down.

**I can locate the first
quadrant.**

I can graph points in the first quadrant.

I can graph an ordered pair in the first quadrant to show real world mathematical situations.

**I can find distances
from one location to
another on a map or
other real world
examples.**

**I can find distances
between two locations
when given the
coordinate values on a
map or other real world.**

**I can identify 2D shapes
based on their
attributes.**

**I can classify 2D shapes
in all categories and
subcategories. For
example: a square is a
quadrilateral, rhombus,
parallelogram, and a
rectangle.**

This means I can identify all categories that a shape could be grouped in.

I can identify the hierarchy of two-dimensional shapes based on attributes. (the more categories a shape fits in, the higher up on the hierarchy, the shape will be).

This means I can place shapes into categories and subcategories based on their attributes.

**I can analyze (compare)
a shape's attributes
(angles, sides, etc.) to
determine where a
shape fits in the
hierarchy of two-
dimensional shapes.**

This means that I can tell how shapes are alike based on their traits (attributes).

I can classify shapes into categories and/or sub-categories based on attributes and provide support as why they are in each category.

This means I can give at least one reason why I classified the shape in a category.

I can identify units of measurement within the same system.

I can divide and multiply to change units.

*This means I can multiply by
powers of 10 and move the decimals
as necessary.*

I can convert metric lengths and weights.

This means that I can convert between metric units (m, cm, mm, kg, ml, etc) by multiplying or dividing.

I can convert customary lengths and weights.

This means that I can convert between inches, feet, yards, ounces, pounds and miles and pints, gallons, quarts, cups, etc., by multiplying or dividing.

**I can solve multi-step
word problems that
involve converting units.**

**I can identify
benchmark fractions
($\frac{1}{2}$, $\frac{1}{4}$, 1, 8).**

**I can make a line plot
between 0 and 1 using
benchmark fractions.**

I can solve computational problems using fractions on a line plot.

This means I can read a line plot and correctly use addition, subtraction, multiplication, and/or division with fractions and/or whole numbers.

**I can define volume as
the space inside of a
solid 3D shape.**

I can identify that a unit cube is the same as 1 cubic unit of volume in a 3D shape.

**I can find the volume of
any solid figure by
counting the number of
unit cubes.**

**I can identify the
volume is the same as
the number of total
“unit cubes”.**

**I can measure the
volume of a solid by
counting the units and
recording it as units
cubes.**

I can identify a right rectangular prism by its characteristics.

I can develop a formula to find volume.

This means I can fill a 3D shape with cubes and then count the number of cubes in the height, width, and length to find the formula (This will lead to $L \times W \times H$).

**I can calculate the
volume of a three
dimensional shape by
using the formula:
 $L \times W \times H$ (associative and
commutative properties
of multiplication)**

**I can find the volume of
a right rectangular
prism using the formula
 $L \times W \times H$ and compare it
to the number of cubes I
counted.**

**I know that “B” stands
for the area of the base.**

*This means to find “B” I calculate L
 $\times W$.*

**I can find the volume of
a right rectangular
prism using length x
width x height.**

**I can find the volume of
a right rectangular
prism using area of
base x height.**

**I can identify when you
add base on base on
base that your volume is
increasing.**

*This means if I have a base of 10
and I add 3 more bases to the
original – my volume is 40 cubic
units.*

I can decompose a 3D shape into 2 separate right rectangular prisms and add their volumes together.

This means I can take a shape apart, find the volume of each piece and then add the volumes together to get a total.

**I can identify the value
of any digit based on its
place value.**

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 represent powers
of 10 using whole
number exponents.**

**I can fluently translate
between powers of ten.**

I can explain the patterns in the number of zeros of the product when multiplying by 10.

This means I can explain how to multiply a whole number by a power of 10 (add on zeros at the end of the whole number.

For example, $12 \times 10 = 120$, $12 \times 100 = 1,200$)

I can explain the relationship of the placement of the decimal point when a decimal is multiplied or divided by a power of 10.

This means I can:

- *Decide which direction to move the decimal point*
- *Find the number of places to move the decimal point in the product*
- *Write the product*

**I can read and write
decimals to
thousandths using base-
ten numerals in
standard form.**

**I can read and write
decimals to
thousandths using base-
ten numerals in word
form.**

**I can read and write
decimals to
thousandths using base-
ten numerals in
expanded form.**

**I can compare decimals
using $>$, $=$, and $<$
symbols.**

**I can compare two
decimals to the
thousandths place.**

*This means I can align numbers
with a decimal point and compare
the digits starting with the
greatest/least place value.*

**I can round decimals to
the thousandths place
using the base ten
system.**

**I can multiply four-digit
by two-digit whole
numbers using the
standard algorithm (a
step by step process).**

*This means I can use the steps to
multiply starting with the ones place.*

I can divide up to four-digit dividends and two-digit divisors to find a quotient.

I can solve division problems using the inverse operation of multiplication.

I can solve division problems using the distributive property, associative property, commutative property, identity and property of zero.

I can explain division problems by using equations, rectangular arrays, and/or area models.

This means I can use words or pictures to explain how I solved division problems.

**I can add decimals to
hundredths using
models and/or
drawings.**

**I can subtract decimals
to hundredths using
models and/or
drawings.**

**I can multiply decimals
to hundredths using
models and/or
drawings.**

**I can divide decimals to
hundredths using
models and/or
drawings.**

I can use the properties of operations and/or inverse operations to solve problems using decimals.

**I can write and explain
the strategy I used to
solve operations using
decimals.**

*This means I can draw, use words,
or create a model to explain how to
solve problems using decimals.*

**I can generate (create)
equivalent fractions to
find like denominators.**

I can solve addition and subtraction problems involving fractions with like denominators.

I can solve addition and subtraction problems involving fractions with unlike denominators.

This means I can convert fractions with unlike denominators to fractions with like denominators before adding and subtracting.

I can solve addition and subtraction problems involving mixed numbers with like and unlike denominators.

This means I can convert a mixed number to an improper fraction, find a common denominator, and then solve.

**I can generate (create)
equivalent fractions to
find like denominators.**

I can solve word problems using addition and subtraction of fractions with unlike denominators referring to the same whole.

This means I can illustrate a model or create equations to show how different size fractional parts fit together to equal a whole.

**I can evaluate a fraction
and determine if it is
closer to 0, $\frac{1}{2}$, or 1.**

**I can interpret that a
fraction is the
numerator divided by
the denominator.**

**I can multiply fractions
by whole numbers.**

I can explain a fraction by a whole number to find the product.

This means I can write an equation for the problem, rename the whole number as an improper fraction, multiply the numerators and the denominators, use models to check, and convert the improper fraction to a mixed number in simplest form.

I can use the order of operations to solve a multiplication problem using fractions as total parts of a whole.

**I can multiply fractions
by fractions.**

I can interpret if I multiply two fractions together the product will be a smaller fraction.

I can multiply mixed fractions.

This means I can convert mixed fractions to improper fractions, then multiply, and convert back to a mixed fraction in simplest form.

**I can multiply the
fractional length times
the fractional width to
find the area of a
rectangle.**

I can create a model or illustration of fractional products as rectangular areas.

**I can justify area by
showing the
multiplication of
fractional sides and
models.**

*This means I can show that the picture
and the equation area equal.*

**I can create a model to
show the area of a
rectangle using
fractional lengths.**

This means I can...

- *Break into tiles based on a fraction.*
- *Find length and width using multiplication of fractions.*
- *Find area of a rectangle.*

**I can show that
multiplying whole
numbers and fractions
results in products
greater than or less
than one depending on
the factors**

This means if I multiply a whole number by a proper fraction, my answer will be less than the whole number.

**I can show that
multiplying whole
numbers and fractions
results in products
greater than or less
than one depending on
the factors**

This means if I multiply a whole number by an improper fraction, my answer will be greater than the whole number.

**I can explain that
multiplying a fraction by
anything greater than
one will give me a
product greater than my
original number**

This means I can show that when multiply a fraction by a number greater than one gets a number greater than the original number by using pictures, models, or equations

**I can explain that when
you multiply a fraction
by one (can be
represented by a whole
number or a fraction)
you will get an
equivalent fraction**

**I can explain that when
you multiply two
fractions together you
get a product smaller
than the given factors.**

**I can show that scaling
(resizing) involves the
multiplication of
fractions.**

For example:

$$\begin{aligned}6 \frac{1}{2} \times \frac{3}{4} &= \frac{13}{2} \times \frac{3}{4} \\ &= 13 \times 3 \\ &\quad 2 \times 4 \\ &= \frac{39}{8} \\ &= 4 \frac{7}{8}\end{aligned}$$

I can compare the product of two whole numbers and know that it will be greater than the value of either of those factors. For example, a 2×3 rectangle would have an area twice the length of 3.

I can represent word problems with fractions and mixed numbers using pictures, models, and/or numbers.

I can solve word problems by multiplying fractions and mixed numbers.

*This means I can read the problem,
decide what to multiply, solve the
problem, and decide if my answer makes
sense using mathematical proof or
illustrations.*

I can tell that division is the opposite of multiplication (fact families).

This means that I can solve problems such as $3 \times 4 = 12$ so therefore $12/3 = 4$ and $12/4 = 3$.

I can define reciprocal.

I can divide a fraction by a whole number and prove the answer using multiplication.

This means I can prove my answer is correct by creating story problems, visual models, and/or other multiplication strategies by multiplying the quotient and divisor.

I can divide a whole number by a fraction with an equation and a fraction model.

This means I can...

- *Write an equation for the problem.*
- *Write the reciprocal.*
- *Multiply by the reciprocal.*
- *Create a fraction model to show the quotient.*

I can solve a word problem involving division of unit fractions by whole numbers.

This means I can use models and equations to solve division problems with fractions.

**I can use
multiplication/division
and
addition/subtraction to
solve basic problems.**

I can use parentheses in the order of operations to solve basic problems.

I can use brackets in the order of operations to solve basic problems.

I can use braces in the order of operations to solve basic problems.

**I can evaluate equations
using the order of
operations. (Including
parentheses, brackets,
or braces)**

*This means I can solve equations
using the algorithm: PBBEMDAS
(Please Brother Bob Excuse My
Dear Aunt Sally) Parentheses,
Brackets, Braces, Exponents,
Multiplication or Division, Addition
or Subtraction.*

**I can write numerical
expressions for given
numbers with operation
words.**

I can write operation words to describe a given numerical expression (addition, subtraction, multiplication, division).

I can interpret key words to tell what operation to use and write a numerical expression.

This means I can read a word problem and then combine number and operation signs (+, -, x, ,) to show the problem.

For example, express the calculation “add 8 and 7, then multiply by 2” as $2 \times (8+7)$.

Recognize that $3 \times (18932 + 921)$ is three times as large.

**I can generate (create)
two numerical patterns
using two given rules.**

**I can define
corresponding terms.**

**I can form ordered pairs
consisting of
corresponding terms for
the two patterns.**

*This mean I can write an ordered
pair in the (x,y) pattern.*

**I can generate ordered
pairs on a coordinate
plane.**

**I can graph ordered
pairs on a coordinate
plane.**

I can analyze the relationships between corresponding terms in the two numerical patterns.

This means I can find the rule in a series of numbers, write the ordered pairs, and then graph the values on a coordinate plane.

I can explain the relationship between corresponding terms in the two numerical patterns.

This means I can explain the relationship between at least two numbers.

«Type»

«Standard»