# Kindergarten

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| k.1 | I CAN count forward and backward to 100 by ones and tens and count on from any number. |
| k.2 | I CAN count, name, and put numbers of objects in order up to 20. |
| k.3 | I CAN tell which set has the most, which set has the least and what sets are the same (equal) up to 10. |
| k.4 | I CAN use objects, fingers and pictures to help me solve addition problems within 10. |
| k.5 | I CAN use objects, fingers and pictures to help me solve subtraction problems within 10. |
| k.6 | I CAN add and subtract within 10 by taking apart numbers or finding the missing number. |
| k.7 | I CAN fluently add and subtract to 5. |
| k.8 | I CAN put together and take apart numbers from 11 to 19 by naming the tens and ones and using objects, drawings or equations to show my work. |
| k.9 | I CAN find shapes around me, name them, compare them and tell where they are located (above, below, beside, in front of, behind, next to). |
| k.10 | I CAN use tools to make shapes. |
| k.11 | I CAN name and compare flat shapes (2D) and solid shapes (3D). |
| k.12 | I CAN point out what object is shorter, longer, taller, lighter, heavier or holds more and compare two objects. |
| k.13 | I CAN count, sort and group objects that are alike. |
| k.14 | I CAN tell you the time of everyday events (e.g., breakfast time, bedtime, lunch time, days of the week and months of the year.) |

# 1st Grade

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| 1.1 | I CAN use strategies to solve word problems involving subtraction and addition with 2 or 3 whole numbers within 20. |
| 1.2 | I CAN apply the commutative property and the associative properties of addition to solve problems, and use addition facts to answer a subtraction problem. |
| 1.3 | I CAN use math strategies to add and subtract facts within 20 and fluently add and subtract facts within 10. |
| 1.4 | I CAN know what an equal sign means and solve number sentences to find the unknown in an addition or subtraction problem. |
| 1.5 | I CAN read, write and name the numbers to 120. |
| 1.6 | I CAN tell how many tens and how many ones are in a two-digit number and use <, = and > to compare the numbers. |
| 1.7 | I CAN use tools, pictures and math strategies to help me add and subtract within 100. |
| 1.8 | I CAN use mental math to add and subtract multiples of 10 and use words to explain what I did. |
| 1.9 | I CAN tell the length of an object using whole numbers and put three objects in order from longest to shortest. |
| 1.10 | I CAN tell and write time to hours and half hours using a clock and relate time to events (before/after, shorter/longer). |
| 1.11 | I CAN organize data into three categories and describe the patterns I see. |
| 1.12 | I CAN tell about, build and draw two- and three-dimensional shapes, divide shapes into parts and use shapes to make new shapes. |

# 2nd Grade

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| 2.1 | I CAN add and subtract within 100 and use what I know to solve word problems. |
| 2.2 | I CAN know my addition and subtraction facts within 20 and know from memory all sums of two one-digit numbers. |
| 2.3 | I CAN group up to 20 objects to tell if a number is odd or even by finding pairs or counting by 2s. |
| 2.4 | I CAN show my multiplication tables for 2s, 5s and 10s by using repeated addition, arrays, or by counting with multiples. |
| 2.5 | I CAN read, write and count numbers forward and backward to 1,000 using 2s, 5s, 10s and 100s. |
| 2.6 | I CAN count, read, compare, write, order, and place numbers from least to greatest in value up to 1,000 by using the symbols <, >, and =. |
| 2.7 | I CAN add and subtract tens and hundreds in my head and explain how I found my answer. |
| 2.8 | I CAN add and subtract three-digit numbers and add more than two big numbers using what I know about place value and properties of operations. |
| 2.9 | I CAN add and subtract within 1000 using models, drawings, regrouping, properties, estimation and correct understanding of place value. |
| 2.10 | I CAN count money (bills, quarters, dimes, nickels and pennies) and use that knowledge to solve word problems using dollar and cent signs correctly. |
| 2.11 | I CAN measure, estimate and compare the lengths of objects using measuring tools. |
| 2.12 | I CAN tell time to the nearest 5 minutes using a.m. and p.m. and know the number of minutes in an hour, days in a week, and days in a month. |
| 2.13 | I CAN make and use a table to organize data and use it to make a line plot, picture graph and bar graph. |
| 2.14 | I CAN name and draw triangles, quadrilaterals, pentagons, hexagons and cubes. |
| 2.15 | I CAN divide circles and rectangles into equal parts, find the area and use fraction words to name the parts. |

# 3rd Grade

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| 3.1 | I CAN use place value to round whole numbers to the nearest 10 or 100, add or subtract numbers within 100 and multiply any one digit whole number by 10. |
| 3.2 | I CAN understand multiplication and division problems by grouping numbers and use that knowledge to solve word problems and find the missing number in an equation. |
| 3.3 | I CAN know and apply multiplication properties of operations (associative, distributive and commutative). |
| 3.4 | I CAN find the answer to a division problem by thinking of the missing factor in a multiplication problem. |
| 3.5 | I CAN fluently multiply and divide within 100 and, by the end of 3rd grade, know from memory all products of two one-digit numbers. |
| 3.6 | I CAN use addition, subtraction, multiplication and division to solve two-step word problems then use mental math to check my answers. |
| 3.7 | I CAN find patterns in addition and multiplication tables and explain them using what I know about how numbers work. |
| 3.8 | I CAN show fractions are part of a whole and represent fractions on a number line. |
| 3.9 | I CAN compare fractions (using <, =, >), show whole numbers in fraction form, and recognize fractions that are equal to one whole and sometimes are equal to each other. |
| 3.10 | I CAN tell time to the nearest minute, measure time and solve time word problems by adding and subtracting minutes. |
| 3.11 | I CAN measure liquids and solids with liters, grams, and kilograms and use math to solve word problems involving mass and volume. |
| 3.12 | I CAN create a picture graph, bar graph or line graph to show data that has been measured to the nearest whole, half or quarter number. |
| 3.13 | I CAN measure area by using what I know about multiplication and addition and describe it in unit squares. |
| 3.14 | I CAN recognize, draw and categorize quadrilaterals and divide those shapes into parts with equal areas using fractions. |
| 3.15 | I CAN find the area and perimeter of shapes applied in real world examples. |

# 4th Grade

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| 4.1 | I CAN use my understanding of place value to represent, round and compare multi-digit whole numbers. |
| 4.2 | I CAN add and subtract numbers within 1,000,000. |
| 4.3 | I CAN determine factor pairs and multiples for the numbers 1-100 and determine whether a number is prime or composite. |
| 4.4 | I CAN create & analyze patterns to identify features of patterns that follow a math rule. |
| 4.5 | I CAN use addition, subtraction, multiplication and division with whole numbers to estimate and solve problems and explain the solution with words and models. |
| 4.6 | I CAN use what I know about the four operations to solve for an unknown value represented by a letter. |
| 4.7 | I CAN use place value understanding and properties of operations to add, subtract, multiply and divide multi-digit whole numbers. |
| 4.8 | I CAN compare, order, and understand equivalence of fractions with different numerators and denominators. |
| 4.9 | I CAN use what I know about adding fractions to decompose fractions, add fractions w/mixed numbers that have like denominators & model my answer. |
| 4.10 | I CAN multiply a fraction by a whole number and model my answer. |
| 4.11 | I CAN use decimals to represent and model fractions with denominators of 10 and 100 and reason about their size with models and words. |
| 4.12 | I CAN draw and name lines and angles, classify shapes by properties of their lines or angles and identify lines of symmetry in figures. |
| 4.13 | I CAN understand concepts of angles, draw & measure angles using tools. |
| 4.14 | I CAN represent and interpret data measured in fractions by making a line plot to display the data. |
| 4.15 | I CAN solve problems involving measurement and know how to change measurement from a larger unit to a smaller unit. |

# 5th Grade

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| 5.1 | I CAN understand and explain the value of digits and use that understanding to read, write, round and compare decimals to thousandths. |
| 5.2 | I CAN multiply multi-digit whole numbers and divide four-digit dividends by two-digit divisors. |
| 5.3 | I CAN add, subtract, multiply and divide decimals to hundredths and use concrete models, drawing, area models or arrays to explain the method used. |
| 5.4 | I CAN fluently add, subtract, multiply and divide fractions involving unlike denominators, mixed numbers, and whole numbers. |
| 5.5 | I CAN interpret, apply and extend understanding of fraction computation to real world problems involving fractions and mixed numbers. |
| 5.6 | I CAN use symbols such as parentheses, brackets and ordering of operations to help me understand math. |
| 5.7 | I CAN determine the prime factors of all numbers through 50 and show multiples of a factor using exponents. |
| 5.8 | I CAN convert measurement within the same measuring system. |
| 5.9 | I CAN make a line plot to display data sets of measurement in fractions and use fraction operations to solve problems involving the information on a line plot. |
| 5.10 | I CAN understand volume, measure volume by counting unit cubes, find the volume using a formula and use this knowledge to solve real world problems. |
| 5.11 | I CAN draw a coordinate plane, use numerical rules and patterns to graph ordered pairs (x, y), and represent real world and mathematical problems by graphing and interpreting the values. |
| 5.12 | I CAN classify two-dimensional shapes into categories based on their properties. |

# 6th Grade

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| 6.1 | I CAN add, subtract, multiply and divide whole numbers and decimals. |
| 6.2 | I CAN find the Greatest Common Factor and Least Common Multiple of two whole numbers and use them to solve problems with fractions. |
| 6.3 | I CAN know and apply the distributive property. |
| 6.4 | I CAN multiply and divide fractions and solve word problems involving fractions using a visual model or drawing. |
| 6.5 | I CAN understand the relationship among positive numbers, negative numbers, and zero then use a number line to show number value. |
| 6.6 | I CAN find the absolute value of numbers and use it to find the distance between points in a coordinate plane and the sums of rational numbers. |
| 6.7 | I CAN understand ratio concepts, ratio language and use reasoning to solve real-world problems about ratio and rate. |
| 6.8 | I CAN find a percent of a quantity as a rate per 100 and solve problems involving finding the whole if I am given a part and the percent. |
| 6.9 | I CAN apply my knowledge of rational numbers to opposite quantities, absolute value, exponents and the inverse. |
| 6.10 | I CAN solve equations and inequalities to find an unknown value and apply that knowledge to problems by writing and solving equations and drawing a diagram. |
| 6.11 | I CAN use variables to represent the relationship between two quantities and analyze that relationship using graphs and tables. |
| 6.12 | I CAN use math tools and technology to solve real-world math problems with 2D and 3D shapes involving area, surface area and volume |
| 6.13 | I CAN gather and analyze statistical data, summarize the related values and display data sets in plots, histograms and box plots in relation to their context. |

# 7th Grade

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|---|---|
| 7.1 | I CAN add, subtract, multiply and divide rational and fractional numbers and apply number operations to real world problems. |
| 7.2 | I CAN compute using absolute value and use it to find the distance. |
| 7.3 | I CAN extend my understanding of fractions to multiply and divide rational numbers. |
| 7.4 | I CAN apply properties of operations (associative, commutative and distributive) as strategies to compute numbers and algebraic expressions. |
| 7.5 | I CAN solve one- and two-step equations and inequalities using what I know about algebraic expressions and properties of numbers. |
| 7.6 | I CAN use measure expressed as rate (e.g., speed, density) and measure expressed as products (e.g. person-days) to solve problems and represent the relationships by an equations and a graph. |
| 7.7 | I CAN solve problems that involve discounts, markups, commissions, profit, percent increase, percent decrease and simple interest. |
| 7.8 | I CAN draw, construct, and describe geometric figures based on what I know about similar shapes, scale drawing and angles then explain the relationships between them. |
| 7.9 | I CAN solve real-life and mathematical problems involving circumference, area, surface area and volume. |
| 7.10 | I CAN use random sampling to draw inferences about a population. |
| 7.11 | I CAN compare and analyze data using dot plots and box plots making comparative inferences about two populations. |
| 7.12 | I CAN investigate, make predictions and calculate the experimental and theoretical probability of simple and compound events. |

# 8th Grade

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| 8.1 | I CAN represent and compare rational and irrational number approximations with decimal expansions, radical signs and locate them on a number line. |
| 8.2 | I CAN know and apply the properties of integer exponents, fluently know small perfect squares and cube roots, and use square and cube roots to express a number. |
| 8.3 | I CAN use scientific notation to express measurement of very small and very large quantities. |
| 8.4 | I CAN compare proportional values, draw a graph of their relationships and know the unit rate is the slope of the graph. |
| 8.5 | I CAN derive the equation of a line $y = mx + b$ where the slope (m) can be found using similar triangles and the y-intercept (b) is where the line crosses the vertical axis. |
| 8.6 | I CAN solve pairs of linear equations with one variable and interpret the solution (one, infinitely many, or none). |
| 8.7 | I CAN understand a function as a rule where a graph of ordered pairs represents the rule, express properties of two functions in different ways (algebra, graph, tables or verbally), and interpret equations as linear functions. |
| 8.8 | I CAN construct a function to model the relationship between two quantities and describe the relationship by analyzing a table or sketching a graph. |
| 8.9 | I CAN use the Pythagorean Theorem to find the distance, find lengths in right triangles in two and three dimensions, and explain a proof of the theorem and its converse. |
| 8.10 | I CAN verify the properties of rotations, reflections and translations and use that knowledge to establish congruence of shapes, determine similarity and how they can change a shape in the coordinate plane. |
| 8.11 | I CAN use reasoning about triangles to derive and know properties involving angle sums, exterior angles, and similar triangles. |
| 8.12 | I CAN know the formulas for the volumes of cones, cylinders, and spheres and use them to solve real-world and mathematical problems. |
| 8.13 | I CAN construct and interpret scatter plots, use a straight line to model the data, and use what I know about lines to solve data problems. |