








**KENOSHA UNIFIED SCHOOL DISTRICT NO. 1
INSTRUCTIONAL SERVICES
STANDARDS AND BENCHMARKS**

MATHEMATICS

KINDERGARTEN	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7	GRADE 8
STANDARD A: MATHEMATICAL PROCESSES								
Representation, Reasoning, Problem Solving								
Communication, Connections								
<i>I can create and solve number stories (e.g., addition, subtraction).</i>	<i>I can create and solve addition and subtraction number stories.</i>	<i>I can create and solve addition and subtraction number stories.</i>	<i>I can solve addition and subtraction word problems.</i>	<i>I can solve addition, subtraction, and multiplication word problems.</i>	<i>I can solve addition, subtraction, multiplication, and division word problems.</i>	<i>I can use reasoning and logic to create questions, write problems, and explain answers.</i>	<i>I can use reasoning and logic to create questions, write problems, and explain answers.</i>	<i>I can use reasoning and logic to create questions, write problems, and explain answers.</i>
<i>A-1.k</i>	<i>A-1.1</i>	<i>A-1.2</i>	<i>A-1.3</i>	<i>A-1.4</i>	<i>A-1.5</i>	<i>A-1.6</i>	<i>A-1.7</i>	<i>A-1.8</i>
<i>I can record and explain math ideas using math vocabulary (e.g., words, numbers, symbols, pictures, and graphs).</i>	<i>I can record and explain math ideas using math vocabulary (e.g., words, numbers, symbols, pictures, and graphs).</i>	<i>I can record and explain math ideas using math vocabulary (e.g., words, numbers, symbols, pictures, charts, tables, and graphs).</i>	<i>I can record and explain math ideas using math vocabulary (e.g., numbers, symbols, pictures, charts, tables, diagrams, graphs, arrays, and models).</i>	<i>I can record and explain math ideas using math vocabulary (e.g., numbers, symbols, pictures, charts, tables, diagrams, graphs, arrays, and equal sharing models).</i>	<i>I can record and explain math ideas using math vocabulary (e.g., numbers, symbols, pictures, charts, tables, diagrams, graphs, arrays, and equal sharing models).</i>	<i>I can explain the answers to problems using correct math vocabulary, symbols, pictures, charts, tables, diagrams, graphs, and models.</i>	<i>I can explain the answers to problems using correct math vocabulary, symbols, pictures, charts, tables, diagrams, graphs, and models.</i>	<i>I can explain the answers to problems using correct math vocabulary, symbols, pictures, charts, tables, diagrams, graphs, and models.</i>
<i>A-2.k</i>	<i>A-2.1</i>	<i>A-2.2</i>	<i>A-2.3</i>	<i>A-2.4</i>	<i>A-2.5</i>	<i>A-2.6</i>	<i>A-2.7</i>	<i>A-2.8</i>
<i>I can check that the answer makes sense.</i>	<i>I can check that the answer makes sense.</i>	<i>I can check that the answer makes sense.</i>	<i>I can check that the answer makes sense.</i>	<i>I can check that the answer makes sense.</i>	<i>I can check that the answer makes sense.</i>	<i>I can determine the reasonableness of answers.</i>	<i>I can determine the reasonableness of answers.</i>	<i>I can determine the reasonableness of answers.</i>
<i>A-3.k</i>	<i>A-3.1</i>	<i>A-3.2</i>	<i>A-3.3</i>	<i>A-3.4</i>	<i>A-3.5</i>	<i>A-3.6</i>	<i>A-3.7</i>	<i>A-3.8</i>
<i>I can find examples of math in the real world.</i>	<i>I can find examples of math in the real world.</i>	<i>I can find examples of math in the real world.</i>	<i>I can find examples of math in the real world.</i>	<i>I can find examples of math in the real world.</i>	<i>I can find examples of math in the real world.</i>	<i>I can read and interpret mathematical text and other mathematical representations in real-world context (e.g., numbers, symbols, diagrams, and models).</i>	<i>I can read and interpret mathematical text and other mathematical representations in real-world context (e.g., numbers, symbols, diagrams, and models).</i>	<i>I can read and interpret mathematical text and other mathematical representations in real-world context (e.g., numbers, symbols, diagrams, and models).</i>
<i>A-4.k</i>	<i>A-4.1</i>	<i>A-3.3</i>	<i>A-4.3</i>	<i>A-4.4</i>	<i>A-4.5</i>	<i>A-4.6</i>	<i>A-4.7</i>	<i>A-4.8</i>
						<i>I can use a computer or a calculator as a problem-solving tool.</i>	<i>I can use a computer or a calculator as a problem-solving tool.</i>	<i>I can use a computer or a calculator as a problem-solving tool.</i>
						<i>A-5.6</i>	<i>A-5.7</i>	<i>A-5.8</i>
STANDARD B: NUMBER OPERATIONS AND RELATIONSHIPS								
Number Concepts								
Number Computation								
<i>I can count 30 objects.</i>								
<i>B-1.k</i>								

KINDERGARTEN	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7	GRADE 8
<i>I can understand first and last.</i> B-2.k								
	<i>I can name a number before and after another number to 50+.</i> B-1.1							
<i>I can represent numbers (e.g., using words, numbers, pictures, "unifix" cubes, and name-collection routines).</i> B-3.k	<i>I can represent numbers (e.g., using words, numbers, pictures, base-ten blocks, equivalent names for numbers, and name-collection routines).</i> B-2.1	<i>I can represent numbers (e.g., using words, numbers, pictures, base-ten blocks, equivalent names for numbers, and name-collection routines).</i> B-1.2	<i>I can represent numbers (e.g., using words, numbers, pictures, base-ten blocks, counters, number lines, arrays, equivalent names for numbers, and name-collection routines).</i> B-1.3	<i>I can represent numbers (e.g., using words, numbers, pictures, base-ten blocks, number lines, arrays, equivalent names for numbers, and name-collection routines).</i> B-1.4	<i>I can represent numbers (e.g., using words, numbers, pictures, base-ten blocks, number lines, arrays, equivalent names for numbers, and name-collection routines).</i> B-1.5	<i>I can represent numbers using words, numerals, number lines, arrays, and expanded form.</i> B-1.6	<i>I can represent rational numbers using words, numerals, number lines, geometric models, and scientific notation.</i> B-1.7	
<i>I can recognize numbers 0 through 100.</i> B-4.k	<i>I can read two- and three-digit numbers.</i> B-3.1	<i>I can read three- and four-digit numbers.</i> B-2.2	<i>I can read four- and five-digit numbers.</i> B-2.3	<i>I can read whole numbers to the millions.</i> B-2.4	<i>I can read whole numbers to the ten millions.</i> B-2.5	<i>I can read whole numbers to the ten millions.</i> B-2.6	<i>I can read whole numbers to the hundred millions.</i> B-2.7	
<i>I can identify and form groups of zero to five+.</i> B-5.k								
<i>I can count by ones, fives, and tens to 120+.</i> B-6.k	<i>I can count by ones, fives, and tens to 300+ (e.g., using a variety of starting and ending points).</i> B-4.1	<i>I can count by fives, tens, and hundreds to 1,000 (e.g., using a variety of starting and ending points).</i> B-3.2						
<i>I can count by twos to 30+.</i> B-7.k	<i>I can count by twos to 100+ (e.g., using a variety of starting and ending points).</i> B-5.1	<i>I can count by twos to 1,000 (e.g., using a variety of starting and ending points).</i> B-4.2						
		<i>I can count by twenty-fives to 200.</i> B-5.2						
<i>I can count back 20 to 0.</i> B-8.k	<i>I can count back from 50+.</i> B-6.1							
<i>I can write whole numbers 0 to 100 in order.</i> B-9.k	<i>I can write two- and three-digit whole numbers.</i> B-7.1	<i>I can write three- and four-digit whole numbers.</i> B-6.2	<i>I can write four- and five-digit whole numbers.</i> B-3.3	<i>I can write numbers to the millions.</i> B-3.4	<i>I can write numbers to the ten millions.</i> B-3.5	<i>I can write numbers to the ten millions.</i> B-3.6	<i>I can write numbers to the hundred millions.</i> B-3.7	

KINDERGARTEN	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7	GRADE 8
	<i>I can rename numbers (e.g., in terms of tens and ones [14=10+4] and 14=7+7).</i> <i>B-8.1</i>	<i>I can rename numbers (e.g., in terms of hundreds, tens, and ones [124=100+20+4] and 24=30-6).</i> <i>B-7.2</i>	<i>I can rename numbers (e.g., in terms of hundreds, tens, and ones [243=200+40+3] and 243=250-7).</i> <i>B-4.3</i>	<i>I can rename numbers (e.g., in terms of thousands, hundreds, tens, and ones [1,243=1,000+200+40+3] and 1,243=1,250-7).</i> <i>B-4.4</i>	<i>I can rename numbers (e.g., in terms of ten thousands, thousands, hundreds, tens, and ones [12,433=10,000+2000+400+30+3] and 12,433=12,450-17).</i> <i>B-4.5</i>	<i>I can express numbers in expanded form (e.g., 12.09=10+2+.09 and 12.09=13-.91).</i> <i>B-4.6</i>	<i>I can express numbers in expanded form (e.g., 12.097=10+2+.09+.007 and 12.097=13-.003).</i> <i>B-4.7</i>	
	<i>I can identify place values in two- and three-digit whole numbers.</i> <i>B-9.1</i>	<i>I can identify place values in three- and four-digit whole numbers.</i> <i>B-8.2</i>	<i>I can identify place values in four- and five-digit whole numbers.</i> <i>B-5.3</i>	<i>I can identify place values in whole numbers to the millions.</i> <i>B-5.4</i>	<i>I can identify place values in whole numbers to the ten millions.</i> <i>B-5.5</i>	<i>I can identify place value in numbers to the ten millions.</i> <i>B-5.6</i>	<i>I can identify place value in numbers to the hundred millions.</i> <i>B-5.7</i>	
			<i>I can represent decimals to the hundredths (e.g., using base-ten blocks).</i> <i>B-6.3</i>					
				<i>I can read decimals to the hundredths (including dollar and cent notation).</i> <i>B-6.4</i>	<i>I can read decimals to the hundredths.</i> <i>B-6.5</i>			
				<i>I can write decimals to the hundredths.</i> <i>B-7.4</i>				
				<i>I can identify place values in decimals to the hundredths (e.g., including money notation).</i> <i>B-8.4</i>	<i>I can identify place values in decimals to the hundredths.</i> <i>B-7.5</i>	<i>I can identify place value in decimals to the thousandths place.</i> <i>B-6.6</i>		
					<i>I can compare/order decimals to the hundredths using monetary amounts.</i> <i>B-8.5</i>	<i>I can compare and order decimals (to the hundredths place) and use symbols <, >, and =.</i> <i>B-7.6</i>	<i>I can compare and order decimals (to the thousandths) and use symbols <, >, =, and ≠.</i> <i>B-6.7</i>	
	<i>I can identify numbers as odd or even.</i> <i>B-10.1</i>	<i>I can identify numbers as odd or even.</i> <i>B-9.2</i>			<i>I can identify numbers as prime or composite.</i> <i>B-9.5</i>	<i>I can identify prime and composite numbers.</i> <i>B-8.6</i>		
	<i>I can compare and order whole numbers less than 100 (using >, <, and =).</i> <i>B-11.1</i>	<i>I can compare and order whole numbers less than 1,000 (using >, <, and =).</i> <i>B-10.2</i>	<i>I can compare and order whole numbers less than 10,000 (using >, <, and =).</i> <i>B-7.3</i>	<i>I can compare and order whole numbers less than 10,000 (using >, <, and =).</i> <i>B-9.4</i>	<i>I can compare and order whole numbers less than 100,000 (using >, <, and =).</i> <i>B-10.5</i>			

KINDERGARTEN	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7	GRADE 8
				<i>I can find multiples of numbers two through ten.</i> B-10.4	<i>I can find least common multiples of numbers 1 through 24.</i> B-11.5	<i>I can find the least common multiple (LCM) of two numbers.</i> B-9.6	<i>I can find the LCM of two or more numbers.</i> B-7.7	
					<i>I can find factors of numbers up to 100.</i> B-12.5	<i>I can find factors for numbers greater than 100.</i> B-10.6		
					<i>I can find the greatest common factors of two numbers using the numbers 0 through 50.</i> B-13.5	<i>I can find the greatest common factor (GCF) of two numbers.</i> B-11.6	<i>I can find the GCF of two or more numbers.</i> B-8.7	
					<i>I can use divisibility rules for two, five, and ten.</i> B-14.5	<i>I can identify the divisibility of numbers (divisors of two through six, nine, and ten).</i> B-12.6	<i>I can identify the divisibility of numbers (divisors of two through six and eight through ten).</i> B-9.7	
					<i>I can find the prime factorization of a number.</i> B-15.5	<i>I can find the prime factorization of a number.</i> B-13.6	<i>I can find the prime factorization of composite numbers and express them in exponential form.</i> B-10.7	
		<i>I can understand that fractions are equal parts of a whole.</i> B-11.2						
<i>I can understand the fraction one half.</i> B-10.k	<i>I can shade the fractional part of a whole (e.g., one-fourth and one-half).</i> B-12.1	<i>I can shade a specified fractional part of a region.</i> B-12.2	<i>I can shade a specified fractional part of a region.</i> B-8.3					
		<i>I can write the fraction name for the shaded part of a region (e.g., one-fourth of the circle is shaded: ).</i> B-13.2	<i>I can write the fraction name for the shaded part of region (e.g., one-half of the square is shaded: ).</i> B-9.3	<i>I can identify a fractional part of a region (e.g., one-third of a square is shaded:  or ).</i> B-11.4				
				<i>I can identify a fractional part of a collection of objects (e.g., shade one-third of the set of nine circles: ).</i> B-12.4				

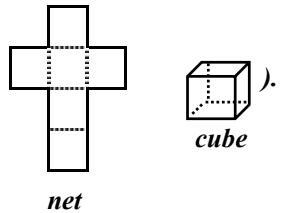
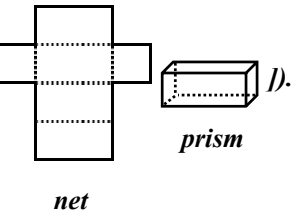
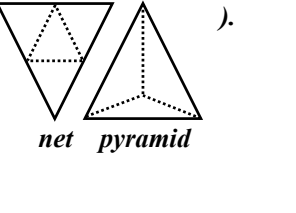
KINDERGARTEN	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7	GRADE 8
			<i>I can represent unit fractions one-half, one-third, and one-fourth (using drawings, a ruler, pictures, concrete objects, a number line, or a hundreds grid).</i> B-10.3	<i>I can represent unit fractions one-half, one-third, one-fourth, and one eighth (using drawings, a ruler, pictures, concrete objects, a number line, or a hundreds grid).</i> B-13.4	<i>I can represent unit fractions one-half, one-third, one-fourth, one-eighth, and one-sixteenth (using drawings, a ruler, pictures, concrete objects, a number line, or a hundreds grid).</i> B-16.5			
				<i>I can write equivalent fractions for unit fractions (e.g., halves, fourths, and tenths).</i> B-14.4	<i>I can write equivalent fractions.</i> B-17.5			
				<i>I can compare and order fractions with common denominators and compare and order unit fractions (e.g., one-third, one-fifth, and one-seventh).</i> B-15.4	<i>I can compare and order fractions.</i> B-18.5	<i>I can compare and order a set of fractions and use symbols $<$, $>$, and $=$.</i> B-14.6	<i>I can compare and order a set of fractions and use symbols $<$, $>$, $=$, and \neq.</i> B-11.7	
					<i>I can convert between mixed numbers and fractions.</i> B-19.5			
					<i>I can simplify fractions and mixed numbers. (Express in lowest terms.)</i> B-20.5	<i>I can simply fractions and mixed numbers.</i> B-15.6	<i>I can simply fractions and mixed numbers.</i> B-12.7	
				<i>I can shade a percent of a region (e.g., using a hundreds grid).</i> B-16.4				
						<i>I can identify equivalent forms of fractions, decimals, and percents.</i> B-16.6	<i>I can identify equivalent forms of fractions, decimals, and percents.</i> B-13.7	
					<i>I can convert between fractions, decimals, and percents (e.g., $1/4=25%=\\$.25$).</i> B-21.5	<i>I can write fractions, decimals, and percents in equivalent forms.</i> B-17.6	<i>I can write fractions, decimals, and percents in equivalent forms.</i> B-14.7	<i>I can write fractions, decimals, and percents in equivalent forms.</i> B-1.8

KINDERGARTEN	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7	GRADE 8
			<i>I can represent multiplication as an array.</i> B-11.3					
			<i>I can represent division as equal sharing/equal grouping.</i> B-12.3					
		<i>I can estimate sums and differences (e.g., $23+58 \rightarrow 20+60=80$ and $47-21 \rightarrow 50-20=30$).</i> B-14.2	<i>I can estimate sums and differences up to 1,000 (e.g., $232+588 \rightarrow 200+600=800$ and $372-210 \rightarrow 400-200=200$).</i> B-13.3	<i>I can estimate using addition and subtraction, including whole numbers and money (e.g., $\\$5.47+\\$7.94 \rightarrow \\$5.00+\\$8.00=\\$13$ or $\\$5.47+\\$7.94 \rightarrow \\$5.50+\\$8.00=\\$13.50$).</i> B-17.4	<i>I can estimate using addition and subtraction, including whole numbers and money (e.g., $\\$5.47+\\$7.94-\\$5.00+\\$8.00=\\$13.00$ or $\\$5.47+\\$7.94-\\$5.50+\\$8.00=\\$13.50$).</i> B-22.5	<i>I can estimate the sum, difference, and product of whole numbers; common fractions; mixed numbers; and decimals to hundredths.</i> B-18.6	<i>I can estimate the sum, difference, and product of whole numbers; common fractions; mixed numbers; and decimals to thousandths.</i> B-15.7	
						<i>I can use benchmark percents (e.g., 25 percent, 50 percent) in solving problems.</i> B-19.6	<i>I can solve percent problems (e.g., discounts, tips, and sales tax).</i> B-16.7	<i>I can find the missing value in a percent problem and find percent increase and decrease.</i> B-2.8
						<i>I can write ratios and set up proportions (e.g., scale drawings, similar figures, and indirect measurement).</i> B-20.6	<i>I can apply proportional reasoning to problem situations (e.g., unit rate and similarities).</i> B-17.7	<i>I can set up ratios and proportions to solve problems (e.g., dimensional analysis, and comparisons).</i> B-3.8
					<i>I can compare/order integers (signed numbers) using $<$, $>$, and $=$.</i> B-23.5	<i>I can compare and order integers using "manipulatives" (e.g., number line).</i> B-21.6	<i>I can compare and order integers and use symbols $<$, $>$, $=$, and \neq.</i> B-18.7	<i>I can compare and order a variety of fractions, mixed numbers, decimals, and percents.</i> B-4.8
<i>I can build number families to five (e.g., writing number sentences: $2+2=4$, $1+3=4$, and $0+4=4$).</i> B-11.k	<i>I can memorize addition facts to 6+6.</i> B-13.1	<i>I can memorize addition facts to 10+10.</i> B-15.2	<i>I can memorize addition facts to 10+10.</i> B-14.3					
	<i>I can compute subtraction facts to 12-6 using fact strategies.</i> B-14.1	<i>I can memorize subtraction facts to 20-10.</i> B-16.2	<i>I can memorize subtraction facts to 20-10.</i> B-15.3					

KINDERGARTEN	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7	GRADE 8
			<i>I can memorize multiplication facts to 10x10.</i> B-16.3	<i>I can memorize multiplication facts to 12x10.</i> B-18.4	<i>I can memorize multiplication facts to 12x12.</i> B-24.5			
				<i>I can memorize division facts to 120÷10.</i> B-19.4	<i>I can memorize division facts to 144÷12.</i> B-24.5			
		<i>I can solve extended addition facts (e.g., 5+7, 50+70, and 500+700).</i> B-17.2						
			<i>I can solve extended subtraction facts (e.g., 8-5, 80-50, and 800-500).</i> B-17.3					
				<i>I can solve extended multiplication facts (e.g., 2x5=10 and 20x50=1,000).</i> B-20.4	<i>I can solve extended multiplication facts (e.g., 2x5=10, 20x50=1,000, and 200x500=100,000).</i> B-25.5			
					<i>I can solve extended division facts (e.g., 12÷4=3 and 120÷4=30).</i> B-26.5			
	<i>I can count a combination of coins (i.e., penny, nickel, dime, quarter).</i> B-15.1	<i>I can count coins and dollar bills.</i> B-18.2	<i>I can count money up to \$10 using coins and bills.</i> B-18.3	<i>I can count money up to \$20 using coins and bills.</i> B-21.4				
		<i>I can make change with coins and \$1 bills.</i> B-19.2	<i>I can make change with coins and bills up to \$10.</i> B-19.3	<i>I can make change with coins and bills up to \$20.</i> B-22.4				
	<i>I can use mental math to add (e.g., 52+11→52+10+1=63 with and without using the number grid).</i> B-16.1	<i>I can add whole numbers with/without regrouping (e.g., two digit+one digit and two digit+two digit) in horizontal and vertical format.</i> B-20.2	<i>I can add whole numbers with/without regrouping (e.g., two digit+two digit, three digit+two digit, and three digit+three digit) in horizontal and vertical format.</i> B-20.3	<i>I can add whole numbers with/without regrouping (e.g., three digit+two digit, three digit+three digit, and four digit+three digit) in horizontal and vertical format.</i> B-23.4	<i>Add whole numbers with/without regrouping (e.g., three digit+three digit, four digit+three digit, and four digit+four digit) in horizontal and vertical format.</i> B-27.5			

KINDERGARTEN	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7	GRADE 8
		<i>I can use mental math to subtract (e.g., $83-22 \rightarrow 83-20-2=61$ with and without using the number grid).</i> <i>B-21.2</i>	<i>I can subtract whole numbers with/without regrouping (e.g., two digit-one digit, two digit-two digit, three digit-one digit, and three digit-two digit) in horizontal and vertical format.</i> <i>B-21.3</i>	<i>I can subtract whole numbers with/without regrouping (e.g., three digit-two digit, three digit-three digit, and four digit-three digit) in horizontal and vertical format.</i> <i>B-24.4</i>	<i>I can subtract whole numbers with/without regrouping (e.g., three digit-two digit, three digit-three digit, four digit-three digit, and four digit-four digit) in horizontal and vertical format.</i> <i>B-28.5</i>			
				<i>I can multiply whole numbers (e.g., two digit multiplied by one digit, two digit multiplied by two digit, and three digit multiplied by one digit) in horizontal and vertical format.</i> <i>B-25.4</i>	<i>I can multiply whole numbers (e.g., two digit multiplied by two digit, three digit multiplied by one digit, and three digit multiplied by two digit) in horizontal and vertical format.</i> <i>B-29.5</i>			
					<i>I can divide whole numbers with one-digit divisors and two-, three-, and four-digit dividends.</i> <i>B-30.5</i>	<i>I can solve whole-number division problems with two-digit divisors and multidigit dividends.</i> <i>B-22.6</i>		
					<i>I can add decimals in the context of money (e.g., counting up).</i> <i>B-31.5</i>	<i>I can add decimals including thousandths.</i> <i>B-23.6</i>	<i>I can add decimals and integers.</i> <i>B-19.7</i>	
					<i>I can subtract decimals in the context of money (e.g., counting back or up).</i> <i>B-32.5</i>	<i>I can subtract decimals including thousandths.</i> <i>B-24.6</i>	<i>I can subtract decimals and integers.</i> <i>B-20.7</i>	
						<i>I can multiply decimals, including thousandths.</i> <i>B-25.6</i>	<i>I can multiply decimals and integers (-100 to 100).</i> <i>B-21.7</i>	
						<i>I can divide decimals, including hundredths, by single-digit whole-number divisors.</i> <i>B-26.6</i>	<i>I can divide decimals and integers with decimal divisors.</i> <i>B-22.7</i>	
				<i>I can add fractions with like denominators.</i> <i>B-26.4</i>	<i>I can add fractions with like denominators (e.g., halves, thirds, fourths, fifths, and tenths).</i> <i>B-33.5</i>	<i>I can add mixed numbers and fractions with like and unlike denominators.</i> <i>B-27.6</i>	<i>I can add rational numbers including mixed numbers.</i> <i>B-23.7</i>	

KINDERGARTEN	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7	GRADE 8
					<i>I can subtract fractions with like denominators (e.g., halves, thirds, fourths, fifths, and tenths).</i> B-34.5	<i>I can subtract mixed numbers and fractions with like and unlike denominators.</i> B-28.6	<i>I can subtract rational numbers, including mixed numbers.</i> B-24.7	
							<i>I can multiply and divide fractions and mixed numbers</i> B-25.7	<i>I can multiply and divide real numbers.</i> B-5.8
								<i>I can select and use appropriate computational methods in problem solving (e.g., commission, interest, and percents).</i> B-6.8
						<i>I can find square roots of perfect squares (e.g., $\sqrt{4}$, $\sqrt{16}$, $\sqrt{144}$).</i> B-29.6	<i>I can estimate square roots to the nearest whole number.</i> B-26.7	<i>I can estimate square roots to the nearest tenth and hundredth.</i> B-7.8
								<i>I can perform operations on real numbers (e.g., absolute value, reciprocals, and exponents).</i> B-8.8
						<i>I can determine the reasonableness of answers.</i> B-30.6	<i>I can determine the reasonableness of answers.</i> B-27.7	<i>I can determine the reasonableness of answers.</i> B-9.8
						<i>I can use mental math.</i> B-31.6	<i>I can use mental math.</i> B-28.7	<i>I can use mental math.</i> B-10.8

KINDERGARTEN	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7	GRADE 8
STANDARD C: GEOMETRY AND SPATIAL SENSE								
Two- and Three-Dimensional Figures								
Spatial Relationships and Transformations								
Coordinate Systems								
<i>I can identify and describe a circle, square, triangle, rectangle, hexagon, trapezoid, and rhombus (e.g., how many sides? corners?).</i>	<i>I can identify and describe a cube, sphere, cone, and cylinder (e.g., a can is an example of a cylinder).</i>	<i>I can identify and describe a rectangular prism, cylinder, pyramid, cone, and sphere (e.g., a cylinder has two faces/bases that are circles and one curved face).</i>	<i>I can identify and describe two- and three-dimensional figures (e.g., square, triangle, rectangle, pentagon, hexagon, octagon, trapezoid, rhombus, circle, cube, pyramid, rectangular prism, tetrahedron, cylinder, and sphere).</i>	<i>I can identify and describe two- and three-dimensional figures (e.g., square, triangle, rectangle, pentagon, hexagon, octagon, trapezoid, rhombus, circle, cube, pyramid, rectangular prism, tetrahedron, cylinder, and sphere).</i>	<i>I can identify and describe two- and three-dimensional figures (e.g., square, triangle, rectangle, pentagon, hexagon, octagon, trapezoid, rhombus, circle, cube, pyramid, rectangular prism, tetrahedron, cylinder, and sphere).</i>	<i>I can identify and describe regular and irregular polygons up to eight sides and identify faces, edges, and vertices of three-dimensional figures.</i>	<i>I can identify and describe three-dimensional figures (e.g., rectangular prisms, square pyramids, cones, cylinders, and spheres).</i>	<i>I can draw, identify, and describe two- and three-dimensional shapes and compare their properties (e.g., parallel, perpendicular, and congruent sides, types of angles).</i>
C-1.k	C-1.1	C-1.2	C-1.3	C-1.4	C-1.5	C-1.6	C-1.7	C-1.8
		<i>I can compare three-dimensional figures (e.g., faces, corners/vertices, and edges).</i>	<i>I can compare two-dimensional figures and three-dimensional figures (e.g., sides, corners/vertices, faces, bases, and edges).</i>	<i>I can determine the number of faces, edges, and vertices of a three-dimensional figure.</i>				
		C-2.2	C-2.3	C-2.4				
		<i>I can use pattern block shapes to create different shapes (e.g., six triangles make a hexagon).</i>	<i>I can use pattern block shapes to create different shapes (e.g., one trapezoid and three triangles make a hexagon).</i>	<i>I can use pattern block shapes to create different shapes (e.g., one trapezoid and three triangles make a hexagon).</i>	<i>I can use pattern block shapes to create different shapes (e.g., one trapezoid and three triangles make a hexagon).</i>	<i>I can draw and/or describe a plane figure using tangrams or graph paper.</i>	<i>I can draw and/or describe a similar figure when given a polygon drawn on graph paper with vertices at lattice points.</i>	<i>I can draw and/or describe a similar figure when given a polygon.</i>
		C-3.2	C-3.3	C-3.4	C-2.5	C-2.6	C-2.7	C-2.8
			<i>I can identify three-dimensional figures from their nets/flat patterns (e.g., this net forms a cube:</i>  <i>net</i>	<i>I can identify three-dimensional figures from their nets/flat patterns (e.g., this net forms a rectangular prism:</i>  <i>net</i>	<i>I can identify three-dimensional figures from their nets/flat patterns (e.g., this net forms a triangular pyramid:</i>  <i>net pyramid</i>	<i>I can identify three-dimensional figures from their nets (flat patterns).</i>		
			C-4.3	C-4.4	C-3.5	C-3.6		
						<i>I can identify and describe three-dimensional figures from multiple perspectives.</i>	<i>I can identify and describe three-dimensional figures from multiple perspectives.</i>	<i>I can sketch three-dimensional figures to help in problem solving.</i>
						C-4.6	C-3.7	C-3.8

KINDERGARTEN	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7	GRADE 8
					<i>I can identify figures that are congruent (i.e., same size and shape).</i> C-4.5	<i>I can identify figures that are congruent and/or similar and use proportions to find unknown measures.</i> C-5.6	<i>I can identify figures that are congruent and/or similar and use proportions to solve problems.</i> C-4.7	<i>I can use proportions to solve problems involving similar figures.</i> C-4.8
			<i>I can name and construct polygons.</i> C-5.3	<i>I can name and construct triangles, quadrangles, and other polygons (e.g., using a ruler, a protractor, and a compass).</i> C-5.4				
						<i>I can divide a polygon into triangles by drawing diagonals from a single vertex.</i> C-6.6	<i>I can draw diagonals from a single vertex of a polygon to determine the number of triangles formed.</i> C-5.7	<i>I can determine the sum of the angles of a polygon using diagonals drawn from one vertex.</i> C-5.8
				<i>I can name, draw, and label line segments, lines, and rays (e.g., identify line segments in a trapezoid).</i> C-6.4	<i>I can identify lines and line segments in a plane figure (e.g., identify line segments in a trapezoid).</i> C-5.5			
				<i>I can identify line(s) of symmetry within two-dimensional figures or pictures.</i> C-7.4	<i>I can identify line(s) of symmetry within two-dimensional figures or pictures.</i> C-6.5	<i>I can draw and identify lines of symmetry.</i> C-7.6	<i>I can classify figures possessing line symmetry only, line and rotation symmetry, rotational symmetry only, and no symmetry.</i> C-6.7	<i>I can use symmetry to solve problems.</i> C-6.8
				<i>I can identify parallel and perpendicular lines.</i> C-8.4		<i>I can identify parallel, perpendicular, and skew lines.</i> C-8.6		
				<i>I can name and draw angles.</i> C-9.4	<i>I can draw angles with a protractor.</i> C-7.5			
			<i>I can identify a right angle.</i> C-6.3		<i>I can identify angles within plane figures (i.e., acute, obtuse, and right).</i> C-8.5	<i>I can name, classify, and draw angles (e.g., acute, right, obtuse, straight).</i> C-9.6	<i>I find the supplement or complement of a given angle.</i> C-7.7	<i>I can solve problems using supplementary and complementary angles.</i> C-7.8

KINDERGARTEN	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7	GRADE 8
						<i>I can find the sum of the measures of the angles in a triangle.</i> C-10.6	<i>I can find the measure of one angle of a triangle when given the measures of the other two angles.</i> C-8.7	
				<i>I can draw the reflection (mirror image) of a shape.</i> C-10.4				
				<i>I can draw the rotation (turn) of a shape.</i> C-11.4		<i>I can use translations, reflections, and rotations to transform geometric shapes.</i> C-11.6	<i>I can draw or identify the transformations of points across the x or y axis.</i> C-9.7	<i>I can translate, rotate, and reflect a shape to find new vertices.</i> C-8.8
				<i>I can use coordinates to identify points on a grid (e.g., (E,3) or (5,7)).</i> C-12.4	<i>I can plot and read coordinates in the positive quadrant.</i> C-9.5	<i>I can identify, locate, and plot coordinates in the four quadrants.</i> C-12.6	<i>I can plot and identify ordered pairs on the coordinate plane.</i> C-10.7	<i>I can graph on the coordinate plane (e.g., using ordered pairs, table of values, and equations).</i> C-9.8
					<i>I can locate the fourth coordinate pair when given three vertices of a rectangle on a coordinate grid.</i> C-10.5			
								<i>I can use the rectangular coordinate plane to describe the properties of geometric figures, e.g., slope, parallel, perpendicular.</i> C-10.8

STANDARD D: MEASUREMENT

Measurable Attributes/Units

Direct Measurement

Indirect Measurement

I can recognize a penny, nickel, dime, and quarter.

D-1.k

I can name and know the value of a penny, nickel, and dime.

D-2.k

I can name and know the value of a penny, nickel, dime, quarter, and dollar.






D-1.l

KINDERGARTEN	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7	GRADE 8
	<i>I can describe penny, nickel, and dime exchanges.</i> D-2.1	<i>I can describe money exchanges (e.g., 1 quarter=5 nickels).</i> D-1.2						
<i>I can compare sizes of objects (e.g., smaller, smallest and larger, largest).</i> D-3.k								
		<i>I can demonstrate calendar concepts/skills (i.e., relationships among hours, days, months, and years).</i> D-2.2	<i>I can compute time conversions (e.g., minutes to hours, hours to days, months to years, and years to months).</i> D-1.3	<i>I can compute time conversions (e.g., minutes to hours, hours to days, and months to years).</i> D-1.4				
<i>I can tell time to the hour on analog and digital clocks.</i> D-4.k	<i>I can tell time to the hour and half hour on analog and digital clocks.</i> D-3.1	<i>I can tell time to five-minute intervals on analog and digital clocks. I can translate time from analog to digital clocks and vice versa.</i> D-3.2	<i>I can tell time to one-minute intervals on analog and digital clocks. I can translate time from analog to digital clocks and vice versa.</i> D-2.3					
			<i>I can determine elapsed time (i.e., using multiples of 15 minutes).</i> D-3.3	<i>I can determine elapsed time.</i> D-2.4	<i>I can determine elapsed time.</i> D-1.5	<i>I can determine elapsed time in problem-solving situations.</i> D-1.6	<i>I can determine elapsed time in problem-solving situations.</i> D-1.7	<i>I can solve problems involving speed, acceleration, and density.</i> D-1.8
		<i>I can identify when to use an appropriate unit of length (i.e., inches, feet, yards, and centimeters).</i> D-4.2	<i>I can identify when to use an appropriate unit of length (i.e., inches, feet, yards, miles, millimeters, centimeters, and meters).</i> D-4.3	<i>I can identify when to use an appropriate unit of length (i.e., inches, feet, yards, millimeters, centimeters, meters, and kilometers).</i> D-3.4	<i>I can identify when to use an appropriate unit of length, including mixed measures (i.e., inches, feet, yards, millimeters, centimeters, meters, kilometers, and 1 foot 3 inches).</i> D-2.5	<i>I can select appropriate units of measure (U.S. customary and metric) to estimate the length of objects.</i> D-2.6	<i>I can select appropriate units of measure (U.S. customary and metric) to estimate the length of objects.</i> D-2.7	
		<i>I can identify when to use an appropriate unit of time (i.e., seconds, minutes, hours, days, months, and years).</i> D-5.2	<i>I can identify when to use an appropriate unit of time (i.e., seconds, minutes, hours, days, months, and years).</i> D-5.3	<i>I can identify when to use an appropriate unit of time (i.e., seconds, minutes, hours, days, months, and years).</i> D-4.4	<i>I can identify when to use an appropriate unit of time including mixed measures (i.e., seconds, minutes, hours, days, months, years, and 1 hour 15 minutes).</i> D-3.5	<i>I can select appropriate unit of time.</i> D-3.6		

KINDERGARTEN	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7	GRADE 8
			<i>I can identify when to use an appropriate unit of liquid capacity (i.e., cups, quarts, gallons, and liters).</i> D-6.3	<i>I can identify when to use an appropriate unit of liquid capacity (i.e., ounces, cups, quarts, gallons, and liters).</i> D-5.4	<i>I can identify when to use an appropriate unit of liquid capacity including mixed measures (i.e., ounces, cups, quarts, gallons, liters, and 2 quarts 2 cups).</i> D-4.5	<i>I can select appropriate units of measure (U.S. customary and metric) to estimate liquid capacity and volume.</i> D-4.6	<i>I can select appropriate units of measure (U.S. customary and metric) to estimate liquid capacity and volume.</i> D-3.7	
			<i>I can identify when to use an appropriate unit of weight (i.e., ounces, pounds, and grams).</i> D-7.3	<i>I can identify when to use an appropriate unit of weight (i.e., ounces, pounds, grams, and kilograms).</i> D-6.4	<i>I can identify when to use an appropriate unit of weight including mixed measures (i.e., ounces, pounds, grams, kilograms, and 2 pounds 6 ounces).</i> D-5.5	<i>I can select appropriate unit of measure (U.S. customary and metric) to estimate the weight/mass of objects.</i> D-5.6	<i>I can select appropriate unit of measure (U.S. customary and metric) to estimate the weight/mass of objects.</i> D-4.7	
		<i>I can read thermometers according to a variety of scales (e.g., one-, two-, or five-degree intervals).</i> D-6.2	<i>I can read thermometers according to a variety of scales (e.g., one-, two-, or five-degree intervals).</i> D-8.3	<i>I can read thermometers according to a variety of scales (e.g., one-, two-, or five-degree intervals).</i> D-7.4				
		<i>I can measure with nonstandard tools (e.g., erasers and paper clips).</i> D-7.2	<i>I can measure with nonstandard tools (e.g., paper clips and pencils).</i> D-9.3					
						<i>I can select and use appropriate measurement tools (e.g., ruler and protractor).</i> D-6.6	<i>I can select and use appropriate measurement tools (e.g., ruler and protractor).</i> D-5.7	<i>I can select and use appropriate measurement tools (e.g., ruler and protractor).</i> D-2.8
	<i>I can measure with and read a ruler to the nearest centimeter or inch.</i> D-4.1	<i>I can measure with and read a ruler to the nearest centimeter, 1/2 inch, and inch.</i> D-8.2	<i>I can measure with and read a ruler to the nearest centimeter, 1/4 inch, 3/4 inch, and inch.</i> D-10.3	<i>I can measure with and read a ruler to the nearest centimeter and 1/2 inch, 1/4 inch, 1/8 inch, and inch.</i> D-8.4	<i>I can measure with and read a ruler to the nearest millimeter and 1/4 and 1/8 inch.</i> D-6.5	<i>I can measure with the appropriate degree of precision (1/4, 1/8, or 1/16 inch) or nearest centimeter or millimeter.</i> D-7.6	<i>I can measure with the appropriate degree of precision (1/4, 1/8, or 1/16 inch) or nearest centimeter or millimeter.</i> D-6.7	
				<i>I can compute linear measurement conversions (e.g., feet to inches, yards to feet, and meters to centimeters).</i> D-9.4	<i>I can compute linear measurement conversions (e.g., inches to yards, feet to yards, and centimeters to meters).</i> D-7.5	<i>I can compute linear measurement conversions (e.g., inches to yards, feet to yards, and centimeters to meters).</i> D-8.6		
				<i>I can compute liquid capacity conversions (e.g., quarts to gallons).</i> D-10.4	<i>I can compute liquid capacity conversions (e.g., quarts to gallons).</i> D-8.5	<i>I can compute liquid capacity conversions (e.g., quarts to gallons).</i> D-9.6		

KINDERGARTEN	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7	GRADE 8
						<i>I can approximate conversions of units between metric and U.S. customary systems (e.g., quart to liter and yard to meter).</i> D-10.6	<i>I can convert units of measure between U.S. customary and metric systems (e.g., quart to liter, yard to meter, and inch to centimeter).</i> D-7.7	<i>I can use dimensional analysis in conversions.</i> D-3.8
					<i>I can measure angles (within 2 degrees) using a protractor.</i> D-9.5	<i>I can measure and draw angles up to 180 degrees.</i> D-11.6	<i>I can measure and draw angles up to 360 degrees.</i> D-8.7	
			<i>I can explain the meaning of perimeter.</i> D-11.3	<i>I can find the perimeter of a regular and irregular shape by counting units on a grid.</i> D-11.4	<i>I can calculate the perimeter of a polygon.</i> D-10.5	<i>I can find the perimeter of squares, rectangles, triangles, and parallelograms given the side lengths.</i> D-12.6	<i>I can find the perimeter of polygons given the side lengths.</i> D-9.7	<i>I can find the perimeter of all two-dimensional figures.</i> D-4.8
			<i>I can explain the meaning of area.</i> D-12.3	<i>I can find the area of a shape by counting squares and parts of squares on a grid.</i> D-12.4	<i>I can use formulas to find the area of rectangles, parallelograms, and triangles.</i> D-11.5	<i>I can find the area of squares, rectangles, right triangles, and parallelograms.</i> D-13.6	<i>I can find the area of all quadrilaterals and triangles.</i> D-10.7	<i>I can find the area of two-dimensional figures.</i> D-5.8
						<i>I can find the circumference of a circle.</i> D-14.6	<i>I can find the area of a circle.</i> D-11.7	<i>I can find the area and circumference of a circle in problem solving.</i> D-6.8
						<i>I can estimate the area of a regular polygon given a reference.</i> D-15.6	<i>I can estimate the area of a polygon (regular and irregular) given a reference.</i> D-12.7	
						<i>I can determine the distance between two points given a scale (e.g., maps).</i> D-16.6		
							<i>I can find the surface area of cylinders and rectangular prisms.</i> D-13.7	<i>I can find the surface area of three-dimensional figures.</i> D-7.8
							<i>I can find the volume of cylinders and rectangular prisms.</i> D-14.7	<i>I can find the volume of three-dimensional figures.</i> D-8.8

KINDERGARTEN	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7	GRADE 8
							<i>I can draw similar figures using a scale factor (i.e., enlarge/shrink).</i> <i>D-15.7</i>	
							<i>I can use formulas in applications (e.g., perimeter, area, and distance [d=rt]).</i> <i>D-16.7</i>	<i>I can use formulas in applications (e.g., volume and surface area).</i> <i>D-9.8</i>
								<i>I can use the Pythagorean Theorem to find the missing side of a right triangle.</i> <i>D-10.8</i>
STANDARD E: STATISTICS AND PROBABILITY								
Data Analysis and Statistics								
Probability								
<i>I can make a simple bar graph.</i> <i>E-1.k</i>	<i>I can make a simple bar graph.</i> <i>E-1.1</i>	<i>I can create a bar graph to display data.</i> <i>E-1.2</i>	<i>I can create a bar graph (i.e., horizontal or vertical) and chart to display data.</i> <i>E-1.3</i>	<i>I can collect, organize, and display data in graphs (i.e., horizontal or vertical bar graph and pictograph) and charts.</i> <i>E-1.4</i>	<i>I can collect, organize, and display data in graphs (i.e., horizontal or vertical bar graph, pictograph, line plot, and pie graph) and charts.</i> <i>E-1.5</i>	<i>I can display and analyze data in frequency tables and histograms.</i> <i>E-1.6</i>	<i>I can display and analyze data in box-and-whisker plots and circle graphs.</i> <i>E-1.7</i>	<i>I can read, interpret, and draw conclusions from displayed data (e.g., line of best fit, range, measure of central tendency (mean, median, mode)).</i> <i>E-1.8</i>
<i>I can describe what is observed on a bar graph.</i> <i>E-2.k</i>	<i>I can interpret and describe data from a bar graph.</i> <i>E-2.1</i>	<i>I can interpret bar graphs, tables, charts, and tally charts (e.g., translate information from tally chart to bar graph).</i> <i>E-2.2</i>	<i>I can interpret bar graphs, pictographs, and tally charts (e.g., translate information from tally chart to bar graph).</i> <i>E-2.3</i>	<i>I can interpret tables, charts, and line plots.</i> <i>E-2.4</i>	<i>I can interpret graphs, tables, charts, and line plots.</i> <i>E-2.5</i>	<i>I can display and analyze data in bar and line graphs.</i> <i>E-2.6</i>	<i>I can display and analyze data in scatter plots.</i> <i>E-2.7</i>	<i>I can choose the best representation of data to display and analyze the data.</i> <i>E-2.8</i>
				<i>I can formulate questions to collect, organize, and display data.</i> <i>E-3.4</i>				
						<i>I can make and analyze data in line and stem-and-leaf plots.</i> <i>E-3.6</i>	<i>I can make and analyze data in back to back stem-and-leaf plots and double bar graphs.</i> <i>E-3.7</i>	
						<i>I can determine if a graph is misleading.</i> <i>E-4.6</i>	<i>I can identify and analyze misleading graphs.</i> <i>E-4.7</i>	<i>I can identify misleading graphs and biased samples.</i> <i>E-3.8</i>

KINDERGARTEN	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7	GRADE 8
				<i>I can determine maximum, minimum, median, mode, and range when given a set of data or data in a word problem.</i> <i>E-4.4</i>	<i>I can determine maximum, minimum, median, mode, and range when given a set of data or data in a word problem.</i> <i>E-3.5</i>	<i>I can find the range, mean, median (odd number of data), and mode of a data set.</i> <i>E-5.6</i>	<i>I can find the range, mean, median (odd or even number of data), and mode in a real-life situation.</i> <i>E-5.7</i>	<i>I can explain the appropriate use of the mean and median in analyzing a set of data.</i> <i>E-4.8</i>
		<i>I can determine if a spinner is fair or unfair.</i> <i>Fair:</i>  <i>Unfair:</i>  <i>E-3.2</i>	<i>I can determine if a spinner is fair or unfair.</i> <i>Fair:</i>  <i>Unfair:</i>  <i>E-3.3</i>			<i>I can use probabilities to estimate outcomes and evaluate fair and unfair simple events.</i> <i>E-6.6</i>	<i>I can use probabilities to estimate outcomes and evaluate fair and unfair simple events.</i> <i>E-6.7</i>	
						<i>I can explain the effects of additional data and outliers.</i> <i>E-7.6</i>	<i>I can determine if outliers are affecting the measures of central tendency.</i> <i>E-7.7</i>	<i>I explain the use of appropriate measures of central tendency and decide which measure of central tendency best describes a set of data.</i> <i>E-5.8</i>
			<i>I can use appropriate vocabulary to describe the probability of chance events (i.e., which outcome is more, less, or equally likely and impossible or certain to occur? which number is the arrow less likely to land on? ).</i> <i>E-4.3</i>	<i>I can use appropriate vocabulary to describe the probability of chance events (i.e., which outcome is more, less, or equally likely and impossible or certain to occur?).</i> <i>E-5.4</i>	<i>I can use appropriate vocabulary to describe the probability of chance events (i.e., which outcome is more, less, or equally likely and impossible or certain to occur?).</i> <i>E-4.5</i>	<i>I can use appropriate vocabulary to describe the probability of chance events.</i> <i>E-8.6</i>	<i>I can use appropriate vocabulary to describe the probability of chance events.</i> <i>E-8.7</i>	<i>I can use appropriate vocabulary to describe the probability of chance events.</i> <i>E-6.8</i>
		<i>I can predict the outcome of an event (e.g., given a spinner, a set of numbered cards, and a collection of colored crayons).</i> <i>E-4.2</i>	<i>I can predict the outcome of an event (e.g., given a spinner, a set of numbered cards, or a bag filled with colored buttons).</i> <i>E-4.4</i>	<i>I can predict the outcome of an event (e.g., given a spinner and a numbered cube).</i> <i>E-6.4</i>	<i>I can predict the probability of an event (e.g., given a spinner, a numbered cube, and a bag filled with colored marbles).</i> <i>E-5.5</i>	<i>I can find the experimental probability of an independent event (e.g., spinning a spinner or flipping a coin).</i> <i>E-9.6</i>	<i>I can find the theoretical probability of a dependent or independent event (e.g., P=number of favorable outcomes/total number of outcomes).</i> <i>E-9.7</i>	<i>I can find the probability of an event using experimental or theoretical methods.</i> <i>E-7.8</i>

KINDERGARTEN	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7	GRADE 8
				<i>I can determine the number of combinations for choosing two out of four items (e.g., question: what are the possible combinations when selecting two items from a menu of four items—chips, cookie, pizza, and banana? answer: six combinations).</i> <i>E-7.4</i>	<i>I can determine the number of combinations for choosing two out of four items (e.g., question: what are the possible combinations when selecting two items from a menu of four items—chips, cookie, pizza, and banana? answer: six combinations).</i> <i>E-6.5</i>	<i>I can describe and determine the number of combinations of selecting three items from four or more items.</i> <i>E-10.6</i>	<i>I can describe and determine the number of combinations from a set of five or less.</i> <i>E-10.7</i>	<i>I can find basic permutations and combinations.</i> <i>E-8.8</i>
						<i>I can make an organized list to find all possible outcomes.</i> <i>E-11.6</i>	<i>I can use counting methods to determine possible outcomes.</i> <i>E-11.7</i>	<i>I can find the number of possible outcomes using the Fundamental Counting Principle.</i> <i>E-9.8</i>
						<i>I can use data from experiments to solve and interpret probability problems.</i> <i>E-12.6</i>	<i>I can use a set of data to solve and interpret probability problems.</i> <i>E-12.7</i>	

STANDARD F: ALGEBRAIC RELATIONSHIPS

Patterns, Relations, and Functions

Expressions, Equations, Inequalities

Properties

<i>I can sort objects using different attributes.</i> <i>F-1.k</i>								
<i>I can describe a two- and three-part pattern orally or in writing (i.e., ab, aabb, and abc).</i> <i>F-2.k</i>	<i>I can describe patterns orally or in writing (i.e., attribute; geometric shape; and number, including What's My Rule?).</i> <i>F-3.1</i>	<i>I can describe patterns orally or in writing (i.e., geometric shape and number, including What's My Rule?).</i> <i>F-1.2</i>	<i>I can describe patterns in writing (i.e., geometric shape and number, including What's My Rule?).</i> <i>F-1.3</i>	<i>I can describe a rule in writing that explains a numeric pattern (e.g., in the number sequence 1, 3, 5, 7 . . . the rule is add two).</i> <i>F-1.4</i>	<i>I can describe a rule in writing that explains a numeric pattern, (e.g., in the sequence 310, 320, 330 . . . the rule is add 10).</i> <i>F-1.5</i>	<i>I can determine the rule of a one-operation function table with numbers 0 through 100.</i> <i>F-1.6</i>	<i>I can determine the rule of a two-operation function table with numbers -100 through 100.</i> <i>F-1.7</i>	
<i>I can continue a two- and three-part pattern (e.g., ab, abab, abc).</i> <i>F-3.k</i>	<i>I can continue patterns (e.g., attribute; geometric shape; and number, including What's My Rule?).</i> <i>F-4.1</i>	<i>I can continue patterns (e.g., geometric shape and number, including What's My Rule?).</i> <i>F-2.2</i>	<i>I can continue patterns (e.g., geometric shape and number, including What's My Rule?).</i> <i>F-2.3</i>	<i>I can extend a numeric or geometric pattern (e.g., find the eighth item when given the first five).</i> <i>F-2.4</i>	<i>I can extend a numeric or geometric pattern (e.g., find the eighth item when given the first five).</i> <i>F-2.5</i>	<i>I can complete patterns using pictures and numbers.</i> <i>F-2.6</i>	<i>I can complete increasing or decreasing number patterns and geometric patterns.</i> <i>F-2.7</i>	<i>I can extend a pattern or numerical sequence to the nth term.</i> <i>F-1.8</i>

KINDERGARTEN	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7	GRADE 8
<i>I can create a two- and three-part pattern (e.g., ab, aabb, abc).</i> <i>F-4.k</i>	<i>I can create patterns (e.g., attribute; geometric shape; and number, including What's My Rule?).</i> <i>F-5.1</i>	<i>I can create patterns (e.g., attribute; geometric shape; and number, including What's My Rule?).</i> <i>F-3.2</i>	<i>I can create patterns (e.g., attribute; geometric shape; and number, including What's My Rule?).</i> <i>F-3.3</i>	<i>I can create a variety of patterns (e.g., numeric and geometric).</i> <i>F-3.4</i>	<i>I can create a variety of patterns (e.g., numeric and geometric).</i> <i>F-3.5</i>	<i>I can complete a two-variable function table using addition and subtraction.</i> <i>F-3.6</i>	<i>I can complete a two-variable function table using multiplication and exponents.</i> <i>F-3.7</i>	
	<i>I can count forward and back by ones and tens from any two-digit number using a variety of starting and ending points up to/back from 100 with a number grid to extend a number pattern.</i> <i>F-6.1</i>	<i>I can count forward and back by twos and tens from any two- and three-digit number using a variety of starting and ending points up to/back from 1,000.</i> <i>F-4.2</i>						
						<i>I can extend a function table using one operation.</i> <i>F-4.6</i>	<i>I can extend and use a function table with two operations to create a graph on the coordinate grid.</i> <i>F-4.7</i>	<i>I can use a function table to create a graph on the coordinate grid.</i> <i>F-2.8</i>
						<i>I can describe the pattern in a function table.</i> <i>F-5.6</i>	<i>I can describe a linear pattern given a function table or graph.</i> <i>F-5.7</i>	<i>I can use a graph to describe the slope of a line.</i> <i>F-3.8</i>
						<i>I can describe a real-world trend represented by a graph or table.</i> <i>F-6.6</i>	<i>I can prove that the items in a given pattern are correct.</i> <i>F-6.7</i>	
								<i>I can find the slope of a line given two points.</i> <i>F-4.8</i>
						<i>I can write an algebraic expression with one or two operations which represents a linear pattern.</i> <i>F-7.6</i>	<i>I can write an algebraic expression to represent a linear pattern.</i> <i>F-7.7</i>	

KINDERGARTEN	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7	GRADE 8
	<i>I can use the = sign to mean “is the same as” (e.g., _____ = 4+2 means <u>what</u> “is the same as” 4+2; 3+1 “is the same as” 2+2) when solving basic facts.</i> <i>F-7.1</i>	<i>I can use the = sign to mean “is the same as” (e.g., 4 D=_____N means <u>how many nickels</u>; _____=2+7 means <u>what</u> “is the same as” 2+7; 3+1 “is the same as” 6-2).</i> <i>F-5.2</i>	<i>I can use the = sign to mean “is the same as” (e.g., 13=_____+6 means 13 “is the same as” <u>what</u>+6; 7-2 “is the same as” 3+2).</i> <i>F-4.3</i>	<i>I can use the = sign to mean “is the same as” when solving an open number sentence.</i> <i>F-4.4</i>	<i>Use the = sign to mean “is the same as” when solving an open number sentence.</i> <i>F-4.5</i>	<i>I can correctly use mathematical symbols of equality and inequality (e.g., <, >, and =).</i> <i>F-8.6</i>	<i>I can correctly use mathematical symbols of equality and inequality (<, >, ≤, ≥, =, and ≠).</i> <i>F-8.7</i>	
				<i>I can evaluate an expression (e.g., 3+(5x2)=_____).</i> <i>F-5.4</i>	<i>I can evaluate an expression (e.g., 3+(5x2)=_____).</i> <i>F-5.5</i>			
					<i>I can write an algebraic expression to represent situations described in words (e.g., two more than x is represented by x+2).</i> <i>F-6.5</i>	<i>I can translate a mathematical expression from words into numbers and symbols.</i> <i>F-9.6</i>	<i>I can translate a mathematical equation from words into numbers and symbols.</i> <i>F-9.7</i>	<i>I can translate a mathematical equation or inequality from words into numbers and symbols.</i> <i>F-5.8</i>
						<i>I can substitute whole numbers for variables in an expression and find its value.</i> <i>F-10.6</i>	<i>I can substitute integers for variables in an expression and find its value.</i> <i>F-10.7</i>	<i>I can substitute rational numbers in a two-or-more variable expression and find its value.</i> <i>F-6.8</i>
						<i>I can substitute numbers into a formula and evaluate.</i> <i>F-11.6</i>	<i>I can evaluate formulas by solving for a specific variable.</i> <i>F-11.7</i>	<i>I can evaluate formulas by solving for a specific variable.</i> <i>F-7.8</i>
						<i>I can write a one-step linear equation to represent a problem.</i> <i>F-12.6</i>	<i>I can write a two-step single variable equation to represent a problem.</i> <i>F-12.7</i>	<i>I can write an equation of a line from a completed function table.</i> <i>F-8.8</i>
		<i>I can complete a number sentence to make it true (e.g., 20+5=□+10+5; 75+□=76; 17+□= 27; 10+2=□+6).</i> <i>F-6.2</i>	<i>I can complete a number sentence to make it true (e.g., 3+□=4+2; 121=100+□+1; 25-5=30-□).</i> <i>F-5.3</i>	<i>I can complete a number sentence to make it true (e.g., □-3=11; 9+2>□; 5x4=□x2).</i> <i>F-6.4</i>		<i>I can solve a one-step single variable equation with whole number coefficients (e.g., 2x=10).</i> <i>F-13.6</i>	<i>I can solve a two-step single variable equation with rational coefficients.</i> <i>F-13.7</i>	<i>I can solve a multistep linear equation with variables on both sides.</i> <i>F-9.8</i>
				<i>I can determine whether a number sentence is true or false.</i> <i>F-7.4</i>				
								<i>I can solve single variable linear inequalities.</i> <i>F-10.8</i>

KINDERGARTEN	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7	GRADE 8
						<i>I can use the distributive property to evaluate a whole-number expression (e.g., $3[4+2]=3[4]+3[2]$).</i> <i>F-14.6</i>	<i>I can use the distributive property to evaluate an expression using integers.</i> <i>F-14.7</i>	<i>I can use the distributive property to simplify and evaluate an expression using rational numbers.</i> <i>F-11.8</i>
							<i>I can use the associative property to regroup numbers in adding or multiplying.</i> <i>F-15.7</i>	<i>I can use the associative property to simplify an algebraic expression (e.g., $2x+10+6x=8x+10$).</i> <i>F-12.8</i>
	<i>I can demonstrate or explain the commutative property (turn-around rule) of addition (e.g., $3+4=7$ and $4+3=7$).</i> <i>F-8.1</i>	<i>I can demonstrate or explain the commutative property (turn-around rule) of addition (e.g., $3+4=7$ and $4+3=7$).</i> <i>F-7.2</i>	<i>I can demonstrate or explain the commutative property (turn-around rule) of addition (e.g., $3+4=7$ and $4+3=7$) and multiplication (e.g., $2x6=12$ and $6x2=12$).</i> <i>F-6.3</i>	<i>I can demonstrate or explain the commutative property (turn-around rule) of multiplication (e.g., $2x6=12$ and $6x2=12$).</i> <i>F-8.4</i>	<i>I can demonstrate or explain the commutative property (turn-around rule) of multiplication (e.g., $2x6=12$ and $6x2=12$).</i> <i>F-7.5</i>	<i>I can use the commutative property to change the order of numbers in an expression.</i> <i>F-15.6</i>	<i>I can use the commutative property to add or multiply integers.</i> <i>F-16.7</i>	
					<i>I can use parentheses in a number sentence to specify the order of operations.</i> <i>F-8.5</i>	<i>I can solve three-step order-of-operation expressions using parentheses and exponents.</i> <i>F-16.6</i>	<i>I can solve four-step order-of-operation expressions using parentheses, exponents, and fraction symbols.</i> <i>F-17.7</i>	<i>I can solve multistep order-of-operation expressions using various grouping symbols, exponents, roots, etc.</i> <i>F-13.8</i>