

# Kindergarten Common Core "I Can" Statements for Mathematics

✓ count to 100 by ones  
 count to 100 by tens  
 count on from a number other than 1 up to 100  
 write numbers 0-20  
 count objects and write the correct numeral 0-20  
 count objects in a group correctly regardless of arrangement and order  
 say "how many" are in a group after counting all the objects  
 say how many there are when one more object is added to the group without re-counting  
 explain my counting strategy  
 count objects up to 20 in a variety of arrangements  
 say "how many" objects are in a group  
 show the correct number of objects when I am told a number up to 20

Counting and Cardinality

explain addition (putting together and adding to)  
 explain subtraction (taking apart and taking from)  
 identify the mathematical symbols used to show addition (+) and subtraction (-)  
 show addition and subtraction using objects and fingers  
 show addition and subtraction using mental images and drawings  
 show addition and subtraction using sounds, acting out situations, verbal explanations, expressions, and equations  
 add and subtract numbers within 10 using objects and drawings  
 solve addition and subtraction word problems using objects and drawings  
 decompose (break apart) numbers to 10 using objects or drawings  
 determine the number to add a given number 1-9 to make 10 & show the answer with a drawing  
 easily subtract numbers when the starting number is 5 or less

Operations and Algebraic Thinking

use numbers 1-9 to make 10 using objects or drawings  
 compose (put together) numbers 11-19 using a ten and some ones, and show my work with a drawing or an equation  
 decompose (break apart) numbers 11-19 into a ten and some ones, and show my work with a drawing or an equation

Numbers and Operations

describe measurable attributes of objects  
 describe the measurable attributes of a given object  
 tell which object is longer (or shorter or taller) than the other by comparing them side by side  
 tell which object can hold more (or less) than the other by filling up one of the objects & pouring it into the other one  
 tell which object weighs more (heavier or lighter) by lifting one in one hand and the other in my other hand  
 tell which object's temperature is hotter (or colder) than the other by touching them  
 sort objects into groups by their attributes (size, color, shape)  
 determine the number of objects in each category  
 sort the categories by number (greater than, less than, equal)

Measurement and Data

**IMPORTANT VOCABULARY** attributes, count, greater than, less than, equal, addition, add, subtraction, subtract, expression, equation, compose, decompose, make 10, addend, shapes (two-dimensional and three-dimensional)

find/name two-dimensional shapes in my environment (circle, triangle, square, rectangle, hexagon)	<b>Geometry</b>	
find and name three-dimensional shapes in my environment (cube, sphere, cylinder, cone)		
describe the position of objects as above, below, beside, in front of, behind, and next to		
name shapes correctly even when their size and orientation is unusual or different		
define two-dimensional as being flat		
define three-dimensional as being solid		
identify two-dimensional shapes		
identify three-dimensional shapes		
analyze, compare, create, and compose shapes		
describe shapes by their attributes (sides, number of vertices (corners) and other special qualities		
compare two-dimensional shapes and describe their similarities and differences		
compare three-dimensional shapes and describe their similarities and differences		
build shapes from materials		
draw two-dimensional shapes		
put shapes together to make new shapes		
name the new shape that results from composing two simple shapes		

# 1st Grade Common Core "I Can" Statements for Mathematics



add and subtract up to 20

model addition and subtraction problems with unknown numbers in various positions

solve addition and subtraction word problems with unknown numbers in various positions

add three whole numbers whose sum is less than or equal to 20

model addition and subtraction word problems with three whole numbers

solve addition and subtraction word problems with three whole numbers

show adding zero does not change the number

show that changing the order of the numbers does not change the sum

use properties of operations to add and subtract (**partner switch**) for example:  $8 + 3 = 11$  and  $3 + 8 = 11$

give an example and explain how a subtraction equation can be rewritten as an addition equation

rewrite a subtraction equation as an addition equation with a missing number

add by counting all with any numbers

add by coining on with any numbers

subtract by counting back with any numbers

subtract by counting on to find the unknown partner

add and subtract up to 20 by counting on and making a ten

add and subtract up to 20 by using the relationship between addition and subtraction (**fact families**)

add and subtract up to 20 by using equal but easier numbers (**doubles**)

explain that the equal sign means the same value

compare the value of both sides of an equation and determine whether the equation is true or false

determine the unknown value in an addition or subtraction equation when two out of three of the numbers in the equation are given

Operations and Algebraic Thinking

count to 120

count to 120 from any number

read numbers to 120

write numbers to 120

label a set of objects up to 120 with the written number

show 10 as 10 ones

show the numbers 11 to 19 as a ten and ones

show sets of ten using number names (2 tens is 20)

explain the value of each digit in a two digit number

determine when a two digit number is greater than, less than, or equal to another two digit number

explain why a two digit number is greater than, less than, or equal to another two digit number

write the symbols  $>$ ,  $<$ ,  $=$  to compare two, 2 digit numbers

use models and/or drawings to show how to add a two digit number and a one digit number

use models and/or drawings to show how to add a two digit number and a multiple of ten

use models, drawings, or other strategies to add a two digit number and a two digit number

write and explain the steps I followed to show how I added

use mental math to find 10 more for any two digit number

use mental math to find 10 less for any two digit number

explain why the tens digit increases by 1 when 10 is added

explain why the tens digit decreases by 1 when 10 is subtracted

subtract a multiple of 10 from a multiple of 10 ex.  $90 - 40$

explain my strategy when subtracting a multiple of 10 from a multiple of ten

explain how subtracting by a multiple of 10 changes the tens digit

Numbers and Operations  
In Base Ten

**IMPORTANT VOCABULARY** addend, composite, equals sign, data points, length, make 10, multiple of 10, place value, addition (add, sum), subtraction (subtract, difference), equations (true equation and false equation), comparisons (greater than, less than, equal to), symbols ( $>$ ,  $<$ ,  $=$ ), telling time (hour, half-hour), two-dimensional shapes (circle, rectangle, square, triangle, trapezoid), three-dimensional shapes (rectangular prism, cube, cone, cylinder), parts of a circle (half-circle, quarter-circle), attributes of shapes (sides, angles, faces), attributes (defining and non-defining).

<p>recognize when an object is longer or shorter than another object</p> <p>organize three objects in order of length by shortest to longest</p> <p>compare the lengths of two objects by using a third object</p> <p>explain how to use a shorter object to measure the length of an object</p> <p>measure the length of an object using shorter objects</p> <p>show the length of the longer object with a whole number</p> <p>identify a digital and analog clock</p> <p>identify the hours and minutes on a digital and analog clock</p> <p>tell how many minutes are in one hour</p> <p>explain why thirty minutes is a half hour</p> <p>look at the time on an analog clock, say and write what time it would be on a digital clock</p> <p>Look at the time on a digital clock, say and write what time it would be on an analog clock</p> <p>write the time and draw in the hands on an analog clock when someone tells me what time it is</p> <p>organize data in up to three groups</p> <p>represent data in up to three groups</p> <p>read and answer questions about data</p> <p>compare groups of data and tell which is more or less</p>	<b>Measurement and Data</b>	
<p>explain the difference between defining attributes (e.g. sides, angles, faces) and non-defining attributes (e.g. color, orientation, size)</p> <p>build/draw shapes based on the number of sides, angles &amp; faces given (rectangles, squares, trapezoids, triangles, half-circles, &amp; quarter-circles)</p> <p>identify two-dimensional and three-dimensional shapes</p> <p>create new shapes using two-dimensional and/or three-dimensional shapes</p> <p>divide a circle and rectangle into two and four equal parts</p> <p>describe the equal parts of a circle and rectangle with words (halves, fourths and quarters)</p> <p>describe the whole by the number of equal parts (e.g. two halves make a whole)</p> <p>explain the more equal parts in a given shape, the smaller the parts</p>	<b>Geometry</b>	

## 2nd Grade Common Core "I Can" Statements for Mathematics

- ✓ choose when to use addition and subtraction in a word problem. (R)
- show my work (word problems) in a variety of ways: use objects, drawings, equations. (R)
- find the missing partner or total in an equation using math mountains, objects, or drawings. (S)
- solve equations that involve more than one step. (S)
- write and solve my own story problem. (P)
- recall from memory all sums of two one-digit numbers. (K)
- use mental strategies to add and subtract numbers within 20 with ease. (S)
- talk about (explain) which strategy I use to solve math facts (make a ten, counting on). (R)
- identify a group of objects as being even or odd using different strategies. (K)
- add doubles and know that the sum will be even. (S)
- use addition to find the total number of objects in an array. (S)
- use equal addends to write an equation and find the sum. (S)
- use addition to find the total number of objects arranged in rectangular arrays. (R)

### Operations and Algebraic Thinking

- represent a hundred as ten groups of 10. (R)
- represent each digit in a three digit number using ones, tens, hundreds. (R)
- explain the place value of each digit in a three-digit number. (R)
- explain the value of the zeros in a given hundred as zero tens and zero ones. (R)
- skip count to 1000 by 5s, 10s, 100s. (K)
- read and write numbers to 1000 using numerals. (K)
- read and write numbers using expanded form. (K, P)
- read and write numbers to 1000 using number names. (K)
- explain what  $<$ ,  $>$ ,  $=$  symbols represent. (K)
- compare numbers using greater than ( $>$ ), less than ( $<$ ), and equal to ( $=$ ). (R)
- explain why a three-digit number is  $>$ ,  $<$ , or  $=$  to another three-digit number. (R)
- add and subtract within 100 using different ways. (S)
- add up to four two-digit numbers different ways. (S)
- use models, drawings, numbers, or words to show how to add within 1000. (S)
- use models, drawings, numbers or words to show how to subtract within 1000. (S, P)
- write down and explain the steps used to show how to add and subtract. (P, R)
- add 10 to or subtract 10 from 100-900 in my head. (S)
- add 100 to or subtract 100 from 100-900 in my head. (S)
- explain addition and subtraction using place value. (R)

### Numbers and Operations In Base Ten

**IMPORTANT VOCABULARY** attributes (sides, faces, angles) comparisons (greater than ( $>$ ), less than ( $<$ ), equal to ( $=$ )), currency (penny, nickel, dime, quarter, dollars (\$), cents (c)), equal shares (whole, halves, thirds, fourths), graphs (bar graph, picture graph, number line diagram), properties (commutative, associative, identity), quadrilaterals (square, rectangle, parallelogram, rhombus, kite, trapezoid), shapes (triangles, quadrilaterals, pentagons, hexagons, cubes), time (analog clock, digital clock, a.m., p.m.), odd and even, compose and decompose, columns, and rows, differences and sums, addends, rectangular array, expanded form, place value, length, unit, line plot, scale

<p>draw line segments. (P)</p> <p>select the right tool to measure objects. (S)</p> <p>measure objects with a correct tool. (S)</p> <p>measure the same object with different units and predict which will be greater or smaller. (S, R)</p> <p>estimate the length of an object in inches, feet, centimeters and meters. (S, R)</p> <p>measure two different objects and compare the lengths. (S, R)</p> <p>add and subtract lengths of objects to 100. (S)</p> <p>solve addition and subtraction word problems using measurement. (R)</p> <p>write word problems using measurement. (P)</p> <p>make a number line. (S,P)</p> <p>use a number line to show sums and differences. (S)</p> <p>tell and write time from analog and digital clocks to the nearest 5 minutes, using a.m and p.m. (S,R)</p> <p>draw an analog clock to show time. (P)</p> <p>solve word problems involving dollar bills, quarters, dimes, nickels and pennies using \$ and ¢. (K, S)</p> <p>measure many objects and make a line plot. (S, P)</p> <p>draw a picture and bar graph. (P)</p> <p>use a bar graph to solve addition and subtraction problems. (S, R)</p>	<b>Measurement and Data</b>	
<p>identify, describe, draw and group geometric shapes by the number and shape of faces, edges &amp; vertices. (K,P)</p> <p>put shapes together and take them apart to form other shapes. (R)</p> <p>divide a rectangle into columns and rows of equal shares and count to find the total number of them. (S)</p> <p>divide a rectangle and circle into 2,3, or 4 equal shares and describe them. (K,S)</p> <p>describe a whole as two halves, three thirds, four fourths. (K,S)</p> <p>recognize that the equal shares do not have to be the same shape as the whole. (R)</p>	<b>Geometry</b>	
<b>Knowledge (K), Reasoning/Understanding (R) , Skill (S), Product (P)</b>		

# 3rd Grade Common Core "I Can" Statements for Mathematics



identify parts of multiplication equations (factor  $\times$  factor = product)

identify parts of division equations (dividend $\div$ divisor=quotient)

interpret products in multiplication ( $50=5\times 10$  can be interpreted as 5 groups of 10, or an array with 5 rows & 10 columns)

interpret quotients in division ( $50\div 10=5$  can be 5 groups with 10 items in each group or 10 groups with 5 items in each group)

multiply facts with a product of 100 or less by memory ( $9\times 7=63$  or  $10\times 10=100$ )

divide with a dividend of 100 or less by memory ( $81\div 9=9$  or  $36\div 4=9$ )

explain that division is a set of objects separated into equal number of shares

explain the relationship between multiplication and division

turn a division problem into a multiplication problem with an unknown factor ( $30\div 5=\square$  is the same as  $5\times\square=30$ )

determine when to multiply and divide in word problems

represent multiplication and division word problems using drawings and equations with unknowns in all positions ( $7\times\square=42$ , or  $\square\div 6=7$ )

solve word problems involving equal groups, arrays, and measurement quantities using drawings and equations

explain the properties of operations for multiplication  
**commutative property**  $2\times 3=3\times 2$ , **associative property**  $2\times(3\times 4)=(2\times 3)\times 4$ , and **distributive property**  $4(3\times 2)=(4\times 3)+(4\times 2)$

explain arithmetic patterns using properties (identity, zero, commutative, associative, and distributive) of operations

apply the identity or zero property to make multiplication or division easier  
**identity property**  $5\times 1=5$  or  $5\div 1=5$ , and **zero property**  $5\times 0=0$  or  $5\div 0$

apply the properties of operations for multiplication to make it easier to multiply two or more factors

write equations using a letter for the unknown number (use  $8\times a=64$  or  $49\div a=7$ )

choose the correct order of operations to solve two-step word problems

use strategies to determine if their answers are reasonable using mental math, estimation, and rounding

identify and explain patterns in number charts, addition tables, and multiplication tables

Operations and Algebraic Thinking

round whole numbers to the nearest 10

round whole numbers to the nearest 100

add numbers within 1000 with ease by using an logarithm or strategy based on place value  
**collecting the hundreds, collecting the tens, collecting the ones, or composing ten ones to make a hundred**

subtract numbers within 1000 with ease by using an logarithm or strategy based on place value  
**subtracting hundreds from hundreds, tens from tens, and ones from ones, or decomposing a hundred into ten tens or decomposing a ten in to ten ones**

multiply one-digit numbers by multiples of 10

In Base Ten

explain any unit fraction ( $1/b$ ) as one part of a whole

identify the numerator and denominator of a fraction  
**using the fraction  $3/4$ , 3 is the numerator and 4 is the denominator**

explain any fraction ( $a/b$ ) as a numerator ( $a$ ) and denominator ( $b$ )  
**numerator = number of parts and denominator = total number of equal parts in the whole**

represent a unit fraction on a number line between 0 and 1

represent any fraction on a number line

use models to show and explain equivalent fractions

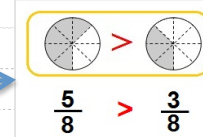
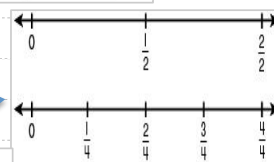
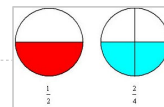
locate equivalent fractions on a number line

use models to show and explain whole numbers as fractions

locate whole numbers and fractions on a number line

use models to compare two fractions and record the comparison using  $>$ ,  $<$  or  $=$

explain how the size of equal parts can be used to compare two fractions with the same numerator, and explain how the number of equal parts can be used to compare two fractions with the same denominator

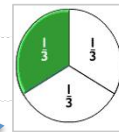


Numbers and Operations

Fractions

**IMPORTANT VOCABULARY:** additive, algorithm, area model, arithmetic pattern, attribute, decomposing, equation, equivalent, estimation, line plot, mass, minute, number line, order of operations, place value, plane figure, rounding, scale, scaled picture graph, scaled bar graph, standard units, unit square, multiplication (multiply, factor, product), division (dividend, divisor, quotient), measurement (perimeter, area, volume), properties (zero property, associative property, identity property, distributive property, commutative property), quadrilaterals (trapezoid, rhombus, square, rectangle, parallelogram, kite), fractions (unit fraction, numerator, denominator, half, fourth, quarter)

<p>say and write time to the nearest minute</p> <p>measure a duration (amount of time) in minutes</p> <p>solve addition and subtraction word problems involving durations of time measured in minutes</p> <p>estimate &amp; measure liquid volumes &amp; masses of objects using standard units of measure (grams, kilograms, &amp; liters)</p> <p>use a drawing to represent one-step word problems involving masses or volumes</p> <p>solve one-step word problems involving masses or volumes using addition, subtraction, multiplication, or division</p> <p>make a scaled picture graph or bar graph with several categories to represent data (one square or picture represents 5 objects)</p> <p>read and interpret scaled bar graphs in order to solve one- and two-step “how many more or less” problems</p> <p>use a ruler to measure lengths in whole, half, and quarter inches</p> <p>gather and record measurement data using whole, half, and quarter inches</p> <p>make a line plot with the horizontal scale marked off in whole number, half, or quarter units</p> <p>define a unit square</p> <p>define area as the measure of space with a plane figure and explain why area is measured in square units</p> <p>measure the area of a shape or flat surface by covering it with unit squares &amp; count the unit squares used</p> <p>use tiles to find the area of rectangles</p> <p>explain the relationship between tiling and multiplying side lengths to find the area of rectangles</p> <p>multiply adjacent side lengths of rectangles to solve word problems</p> <p>use area models to explain the distributive property</p> <p>decompose an irregular figure into non-overlapping rectangles</p> <p>explain area as additive and use this understanding to solve word problems</p> <p>identify polygons</p> <p>define perimeter and solve word problems involving perimeter</p> <p>find the perimeter of polygons when given the lengths of all sides</p> <p>find unknown side lengths of polygons when given the perimeter</p> <p>show how rectangles with the same perimeter can have different areas</p>	<b>Measurement and Data</b>	
<p>identify polygons based on their geometric attributes (shapes, lines, angles, figures, and planes)</p> <p>a quadrilateral has four sides and a triangle has 3 sides</p> <p>classify polygons based on their geometric attributes (shapes, lines, angles, figures, and planes)</p> <p>these are quadrilaterals because they have four sides</p> <p>draw a quadrilateral given its attributes</p> <p>a parallelogram has two sets of parallel sides, angles, and lengths of sides</p> <p>partition (divide) polygons into equal parts with equal sides</p> <p>divide shapes into equal parts and express that fraction as part of a whole</p>	<b>Geometry</b>	





# 4th Grade Common Core "I Can" Statements for Mathematics

✓ Explain how a multiplication **equation** can be used as a comparison (JJ has 5 times as many cards as Ed, who has 7 is written as  $5 \times 7 = 35$ )

Write an equation of a situation involving **multiplicative comparisons**

Distinguish between multiplicative and additive comparisons

Determine when to multiply or divide in a word problem

Solve multiplication or division word problems involving **multiplicative comparisons** using drawings and **equations**

Choose the correct operation to perform at each step of a multi-step word problem

Interpret **remainders** in a word problem

Write **equations** using a **variable** to represent the unknown

Use mental math or **estimation** strategies to check if my answer is reasonable

Define **factors** and **multiples**

List all of the **factor pairs** for any whole number in the range of 1-100

Determine **multiplies** of a given whole number 1-100

Define **prime** and **composite**

Determine if a number is **prime** or **composite**

Generate a **pattern** that follows a given rule

Identify and explain additional **patterns** of special behaviors in a **pattern** that go beyond the given rule

Operations and Algebraic Thinking

Explain the value of each digit in a multi-digit number as ten times the number of the digit the right. ( $789 = 7 \times 100 + 8 \times 10 + 9 \times 1$ )

Read and write a multi-digit number in word form, numerals (**standard form**), and **expanded form**

Compare two multi-digit numbers using place value,  $<$ ,  $>$ , or  $=$  symbols

Use the digit to the right of the place to be rounded to decide whether to round up or down

Round multi-digit numbers to any given place

Fluently add and subtract multi-digit whole numbers

Multiply a multi-digit number by a one-digit number using place value models, **rectangular arrays**, **area models**, and a standard algorithm

Divide a multi-digit number by a one-digit number using place value models, **rectangular arrays**, **area models**, and a standard algorithm

In Base Ten

Use models to explain why **fractions** are **equivalent**

Create equivalent fractions by multiplying or dividing the **numerator** and **denominator** by the same number.

Explain that **fractions** can only be **compared** when they refer to the same **whole**

Compare fractions: create **fractions** with **common denominators**, use their location on a number line, or compare them to other fractions

Use  $<$ ,  $>$ , and  $=$  symbols to **compare fractions**

Use visual models to add and subtract **fractions** within the same **whole**

Add or subtract a **mixed fraction**

Use unit **fractions** to explain why  $a/b = a \times 1/b$  & represent it as a **multiple** of unit **fractions** ( $3/4 = 1/4 + 1/4 + 1/4 = 3 \times 1/4$ )

Decompose a **fraction** into a **multiple** of unit **fractions** to show why  $(n \times (a/b)) = (n \times a) / b$

**Solve** word problems that involve multiplying a **whole** number and **fraction**

Rewrite a **fraction** with a **denominator** 10 as an equivalent fraction with **denominator** 100

Add two **fractions** with **denominators** 10 and 100

Explain the relationship between a **fraction** and the decimal representation

Represent **fractions** with **denominators** of 10 and 100 as a **decimal**

Identify the **tenths** and **hundredths** place of a **decimal**

Show the placement of a **decimal** on a **number line**

Explain that comparing two **decimals** only works when they refer to the same **whole**

Compare two **decimals** to the **hundredths** place and record the comparison using symbols  $<$ ,  $>$ , or  $=$

Numbers and Operations  
Fractions

**IMPORTANT VOCABULARY** cubic units, equation, estimate, fact family, factor, flip, grid, hexagon, hundredths, intersecting, key, kilometer, labels, least likely, line, line segment, mile, milliliter, millimeter, most likely, multiple, net, octagon, ordered pair, organized list, parallel, pattern, pentagon, perpendicular, slide, square units, tally chart, tangram, tree diagram, ton, total, turn, volume

<p>Describe the size of <b>measurement</b> units as they compare to each other (km, m, cm; kg, g; lb., oz.; l, ml; hr., min, sec)</p> <p>Represent a larger unit as a multiple of smaller units and record the <b>equivalent</b> measures in a two-column table (1 foot=12 inches)</p> <p>Represent measurement (such as <b>distance, volume,</b> and time) using diagrams (such as <b>number lines</b>) with <b>measurement</b></p> <p>Add, subtract, multiply, and divide to solve <b>measurement</b> word problems</p> <p>Solve word problems with a variety of measurements shown in <b>whole numbers, fractions</b> and <b>decimals</b></p> <p><b>Convert</b> a measurement given in a larger unit into an equivalent measurement in smaller units</p> <p>Explain, understand, and use the formulas for <b>area</b> and <b>perimeter</b> of <b>rectangles</b> to solve real world problems</p> <p>Create a <b>line plot</b> with a data set of measurements in fractions of a unit (<math>1/2, 1/4, 1/8</math>)</p> <p>Use the information on a <b>line plot</b> to solve addition and subtraction problems</p> <p>Identify the parts of an angle (<b>vertex, common endpoint, rays</b>) and define an angle</p> <p>Explain that an angle is measured in <b>degrees</b> related to the 360 degrees in a circle</p> <p>Show how an angle can be broken in smaller angles &amp; show how those smaller <b>angles</b> can be added together to equal the whole angle</p> <p>Use addition and subtraction to solve for the missing angle measurements</p> <p>Use a <b>protractor</b> to measure and create a given angle measurement</p> <p>Write an equation with an unknown angle measurement</p> <p>Sketch angles with a given measurement</p> <p>Solve word problems involving unknown angles</p>	<b>Measurement and Data</b>	
<p>Draw a <b>point</b></p> <p>Draw a <b>line</b></p> <p>Draw a <b>line segment</b></p> <p>Draw a <b>ray</b></p> <p>Draw a <b>right angle</b></p> <p>Draw an <b>acute angle</b></p> <p>Draw an <b>obtuse angle</b></p> <p>Draw <b>perpendicular lines</b></p> <p>Draw <b>parallel lines</b></p> <p>Classify 2D shapes with <b>parallel</b> and <b>perpendicular lines</b></p> <p>Classify 2D shapes with no <b>parallel</b> and <b>perpendicular lines</b></p> <p>Classify 2D shapes with <b>acute angles</b></p> <p>Classify 2D shapes with <b>obtuse angles</b></p> <p>Classify 2D shapes with <b>right angles</b></p> <p>Identify a <b>right triangle</b></p> <p>Define <b>line of symmetry</b></p> <p>Identify a <b>line-symmetry figure</b></p> <p>Draw <b>line of symmetry</b></p> <p>Explain how to use a fold to find <b>line of symmetry</b></p>	<b>Geometry</b>	

# 5th Grade Common Core "I Can" Statements for Mathematics

evaluate multi-step expressions using order of operations  
 write and interpret simple expressions demonstrating the order of operations  
 demonstrate and explain patterns and relationships between numbers given two different rules, and I can graph those numbers as ordered pairs on a coordinate plane

**Operations and**

understand and explain place value  
 explain powers of 10 using exponents. I will explain patterns by multiplying or dividing by powers of 10  
 read, write and compare decimals to the thousandths place.  
 round decimals to any place value.  
 multiply multi-digit whole numbers.  
 demonstrate division of whole numbers with up to four-digit dividends and two-digit divisors.  
 add, subtract, multiply, and divide decimals to the hundredths place. I will explain my reasoning.

**In Base Ten**

add and subtract fractions, including mixed numbers, with unlike denominators by changing the fractions into equivalent fractions.  
 understand that a fraction is a division problem of the numerator by the denominator. I will solve division word problems with answers resulting in fractions.\*  
 solve word problems including addition and subtraction of fractions. I will check that my answer is reasonable.  
 multiply a fraction or a whole number by a fraction. I will explain or demonstrate my solution strategy.  
 interpret the relationship between the size of the factors and the size of the products.  
 explain why multiplying a number with a fraction greater than 1 makes the number larger and multiplying a number with a fraction less than 1 makes the number smaller.  
 solve real world problems using multiplication of fractions and mixed numbers.\*  
 divide unit fractions by whole numbers and whole numbers by unit fractions. I will use this skill to solve real world problems.\*

**Numbers and Operations Fractions**

convert measurement units within a measurement system and solve multi-step problems using measurement conversions.  
 create a line plot with a given set of fractions of a unit. I will solve problems using data on the line plot.\*  
 recognize that all solid figures have measurable volume.  
 measure volume by counting cubic units.  
 find the volume of a figure using the appropriate formula to solve real world problems.\*

**Measurement and Data**

draw the Cartesian coordinate system.  
 represent real world problems by graphing points.\*  
 classify 2-dimensional figures by their attributes.  
 group 2-dimensional figures based on a single attribute and further group by additional attributes.

**Geometry**

**\* Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions within a cultural context, including those of Montana American Indians**

**IMPORTANT VOCABULARY:** additive, area model, axis/axes, benchmark fractions, conversion, convert, coordinate plane, coordinate plane, coordinates, corresponding terms, decimal, decimal place, equivalent fractions, evaluate, exponent, expression, factor, intersect, line plot, mixed number, numerical expression, numerical pattern, ordered pair, origin, perpendicular, powers of 10, quadrant, rectangular arrays, rectangular prism, scaling, standard algorithm, unit, unit cube, unit fraction, volume, x-axis, x-coordinate, y-axis, y-coordinate





