Competency: Numbers and Number Systems	Students will demonstrate an understanding of the nature of numbers, thinking flexibly and attending to precision and reasonableness when solving problems using whole numbers.			Students will demonstrate an understanding of number systems, thinking flexibly and attending to precision and reasonableness when solving problems using whole numbers, fractions, and decimals.		Students will expand their understanding of number systems, thinking flexibly and attending to precision and reasonableness when solving problems using rational numbers.		Students will expand their understanding of number systems thinking flexibly and attending to precision and reasonableness when solving problems using rational and irrational numbers.	
	I can count and compare numbers and solve problems using numbers.			I can compare fractions, decimals and whole numbers and can solve problems using them.		I can compare positive and negative numbers and can use what I know about the realtionships between numbers to solve problems.		I can use what I know about rational numbers to estimate an accurate value for an irrational number.	
Level:	Level K	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8
	KCC1: I can count to 100 by ones and tens.	**1NBT1: I can count up to 120 starting at any number and write numbers 0-120. (also in Symbolic Expression)**	2OA3: I can determine if a number between 1-20 is even or odd.	3BT1: I can round numbers to the nearest 10 and 100.	4OA1: I can state and write a multiplication equation as a comparison statement.	**5NF3: I can interpret a fraction as division and solve real-world problems involving whole numbers and fractions. (also in Reasoning and Computation)**	6NS4: I can find the greatest common factor and least common multiple of two whole numbers.	**7EE3: I can solve multi-step problems with various forms of rational numbers. (also in Reasoning and Computation)**	**8EE3: I can use scientific notation to represent very large or very small quantities. (also in Reasoning and Computation)**
	KCC2: I can count forward starting at any number I have learned.	1NBT2: I can identify tens and ones in a two-digit number.	2NBT1: I can identify hundreds, tens, and ones in a three-digit number.	3NF1: I understand that a fraction represents a whole divided into equal shares and how many shares I have.	4OA4: I can recognize that a number is a multiple of each of its factors and determine if it is a composite or prime number and its factor pairs.	5NF5: I can compare the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication.	6NS5: I can understand positive and negative numbers and explain their meaning in relation to 0.		8NS1: I can distinguish the difference between rational and irrational numbers.
	KCC4: I can understand how number names go with counting things in order. There is only one number for each object, the last number I say is the number of objects and the next number would be 1 more.	**1NBT3: I can compare two-digit numbers using >, <, and =. (also in Symbolic Expression)**	2NBT2: I can count within 1000 by fives, tens, and hundreds.	**3NF2: I can place fractions on a number line and can represent them by marking off equal lengths from 0. (also in Symbolic Expression)**	4NBT1: I can recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right.	5NBT1: I can recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left.	6NS6: I can understand that a rational number is a point on a number line. I can understand signs of numbers in ordered pairs indicate the locations in quadrants of the coordinate plane.		8NS2: I can use rational approximations of irrational numbers to compare the size of irrational numbers, locate them approximately on a number line diagram, and estimate the value of expressions.
	KCC5: I can accurately count up to 20 objects.	1NBT5: I can find 10 more or 10 less of a given number.	**2NBT4: I can compare three-digit numbers using >, <, =. (also in Symbolic Expression)**	**3NF3: I can explain and compare equivalent fractions by talking about their size. (also in Symbolic Expression)**	**4NBT2: I can read and write multi-digit whole numbers using numbers, words and expanded form. I can use knowledge of place value to compare multi-digit numbers using the symbols <, >, =. (also in Symbolic Expression)**	**5NBT2: I can explain patterns in the number of zeros and the placement of the decimal popint of the product when multiplying or dividing by powers of 10. (also in Symbolic Expression)**	6NS7: I can explain absolute value of rational numbers and how an inequality refers to the relative position of two numbers on a number line.		
	KCC6: I can compare two groups of objects using greater than, less than, or equal to.	1NBT6: I can subtract a multiple of ten from 10-90 using different strategies.	**2NBT8: I can add 10 or 100 to a given number in my head. I can subtract 10 or 100 from a given number in my head. (also in Symbolic Expression)**	3OA1: I can interpret products of whole numbers as the total number of objects.	4NBT3: I can use place value understanding to round multi-digit whole numbers to any place.	**5NBT3: I can read, write, and compare decimals to the thousandths place. (also in Symbolic Expression)**			
	KCC7: I can compare two written numbers between 1-10. (also in symbolic expression)	1OA5: I can count up and back to add and subtract.	2NBT9: I can explain why addition and subtraction strategies work.	3OA2: I can interpret whole number quotients as the number of objects in each group.	**4NF1: I can recognize and explain why fraction a/b is equivalent to (nxa)/(nxb), and I can use this straegy to generate equivalent fractions. (also in Algebraic Functions, Patterns, and Relations)**	5NBT4: I can round decimals to any place.			
	KOA3: I can take apart any number from 1 to 10 to show that I understand that number (ex. 5=2+3).			**3G2: I can partition a shape into equal area parts and label each part as a unit fraction of the whole. (also in Geometry)**	**4NF5: I can express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this to add two fractions with denominators 10 and 100. (also in Reasoning and Computation)**				
	KOA4: I can take any number from 1 to 9 and show what I need to add to it to make 10.				4NF7: I can compare two decimals to hundredths by reasoning about their size and record the results of comparisons with the symbols >, =, or <. I can justify my reasoning (e.g. a visual model).				
	KNBT1: I can take apart numbers 11-19 to show that I understand that number (ex. 12=10+2).								

Competency: Symbolic Expression	Students will reason abstractly and quantitatively, recognizing and making appropriate use of mathematical symbols and expressions for different purposes.			Students will reason abstractly and quantitatively, recognizing and making appropriate use of mathematical symbols and expressions for a variety of purposes, including variables.		Students will reason abstractly and manipulate symbolic expressions to represent relationships and interpret expressions and equations in terms of a given context for determining an unknown value.		Students will reason abstractly and manipulate symbolic expressions to represent relationships and interpret expressions and equations in terms of a given context for determining an unknown value.	
	I can show numbers and problems in many different ways.			I can use numbers and symbols to show a problem.		I can write and evaluate expressions and equations using symbols and numbers.		I can write, evaluate and manipulate expressions and equations.	
Level:	Level K	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8
	KCC3: I can write numbers 0 to 20 and show the number of objects with a written numeral 0 - 20.	1OA7: I can use the equal sign and determine if a number sentence is true or false.	2NBT3: I can write numbers 0-1000 using base-ten, number names, and expanded form.	**3OA3: I can use what I know about multiplication and division to solve word problems using symbols to represent an unknown number. (also in Reasoning and Computation)**	**4NBT2: I can read and write multi-digit whole numbers using numbers, words and expanded form. I can use knowledge of place value to compare multi-digit numbers using the symbols <, >, =. (also in Numbers and Number Systems)**	5OA1: I can use parentheses to evaluate expressions.	**6EE1: I can write, read, and evaluate expressions in which variable stand for numbers. (also in Reasoning and Computation)**	**7EE2: I can understand how rewriting an expression in different forms can shed light on the problem and how the quantities in it are related. (also in Reasoning and Computation)**	**8EE2: I can evaluate square and cubed roots to distinguish between rational and irrational numbers (also in Reasoning and Computation)**
	KCC7: I can compare two written numbers between 1-10. (also in Numbers and Number Systems)	**1NBT1: I can count up to 120 starting at any number and write numbers 0-120. (also in Numbers and Number Systems)**	**2NBT4: I can compare three-digit numbers using >, <, =. (also in Numbers and Number Systems)**	**3OA8: I can solve 2-step word problems by writing an equation with a letter in place of the number that I don't know. (also in Reasoning and Computation)**	4NF6: I can read and write multi-digit whole numbers using numbers, words and in expanded form. I can use my knowledge of place value to compare multi-digit numbers using the symbols<,>, =. (also in Numbers and Number Systems)	5OA2: I can interpret and apply the use of varied symbols in mathematical relationships, formulas, expressions, and operations.	**6EE2: I can name the parts of an expression using mathematical words (sum, product, etc). I can figure out different answers to expressions when given specific values for the variable including real world formulas.**	**7EE4: I can use variables, equations, and inequalities to represent and solve real-world mathematical problems. (also in Reasoning and Computation)**	**8EE4: I can solve problems with numbers expressed in both scientific notation and decimals. (also in Reasoning and Computation)**
	KOA1: I can show addition and subtraction in multiple ways.	**1NBT3: I can compare two-digit numbers using >, <, and =. (also in Numbers and Number Systems)**	**2NBT8: I can subtract 10 or 100 from a given number in my head. (also in Numbers and Number Systems)**	**3NF2: I can place fractions on a number line and can represent them by marking off equal lengths from 0. (also in Numbers and Number Systems)**		**5NBT2: I can explain patterns in the number of zeros and the placement of the decimal popint of the product when multiplying or dividing by powers of 10. (also in Numbers and Number Systems)**	**6EE5: I can understand that solving an equation or inequality means that I find out which values can make the equation or inequality true. (also in Reasoning and Computation).**		
			2MD6: I can place whole numbers on a number line. I can use a number line to show addition and subtraction within 100.	**3NF3: I can explain and compare equivalent fractions by talking about their size. (also in Numbers and Number Systems)**		**5NBT3: I can read, write, and compare decimals to the thousandths place. (also in Number and Number Systems)**	6EE6: I can use variables to represent numbers and write expressions to solve real world problems.		
							6EE7: I can solve real world and mathematical problems by writing and solving equations in the form of x + p = q or px = q. (Also in Reasoning and Computation)		
							6EE8: I can write an inequality to stand for a limitation or condition in a real world or mathematical problem that has infinite solutions		
							6EE9: I can distinguish the relationship between independent and dependent variables and to analyze graphs, tables and equations. (also in Algebraic Functions, Patterns, and Relations)		

Competency: Reasoning and Computational Strategies	Students will apply additive reasoning using multiple strategies (algorithms, models, manipulatives) to solve authentic, applied problems.			Students will apply additive, multiplicative, and fractional reasoning using multiple strategies (algorithms, models, manipulatives) to solve authentic applied problems.		Students will expand the use of computational strategies, algorithms, and proportional reasoning to rational numbers.		Students will expand the use of computational strategies, algorithms, and proportional reasoning to rational and irrational numbers.	
	I can add and subtract.			I can use strategies to add, subtract, multiply and divide and use reasoning to solve problems.		I can add, subtract, multiply and divide fractions and decimals.		I can use exponents, roots and scientific notation to solve problems.	
Level:	Level K	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8
	KOA2: I can add and subtract within 10.	2OA1: I can solve addition and subtraction word problems within 20.	2OA1: I can use a symbol to represent a number to solve addition and subtraction problems within 100.	3NBT2: I can quickly and easlily add and subtract numbers within 1,000.	4NBT4: I can add and subtract multi-digit whole numbers using the standard algorithm.	5NBT5: I can fluently multiply muti-digit whole numbers using the standard algorithm.	6EE1: I can write and evaluate numerical expressions involving whole-number exponents.	7EE1: I can apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.	8EE1: I can apply the properties of integer exponents to generate equivalent numerical expressions.
	KOA5: I can add and subtract within 5.	1OA2: I can solve a word problem adding 3 or more numbers less than 20.	2OA2: I can fluently add and subtract within 20.	3NBT3: I can multiply one digit whole numbers by multiples of 10.	4NBT5: I can multiply multidigit numbers and illustrate them using equations, rectangular arrays and or area models.	5NBT6: I can divide whole numbers with up to four-digit dividends and two-digit divisors, and explain the calculation by using equations, rectangular arrays, and/or area models.	**6EE2: I can write, read, and evaluate expressions in which variable stand for numbers. (also in Symbolic Expression)**	**7EE2: I can understand how rewriting an expression in different forms can shed light on the problem and how the quantities in it are related. (also in Symbolic Expression)**	**6EE2: I can evaluate square and cubed roots to distinguish between rational and irrational numbers (also in Symbolic Expression)**
		1OA3: I can use properties of math to add and subtract	2OA4: I can use addtion to find the total of an array and write an equation.	**3OA3: I can use what I know about multiplication and division to solve word problems using symbols to represent an unknown number. (also in Symbolic Expression)**	4NBT6: I can solve divison problems involving whole numbers and remainders of up to 4 digit dividends and 1 digit divisors and illustrate them using rectangular arrays, area models and equations.	5NBT7: I can add, subtract, multiply and divide decimals to the hundredths using concrete models.	6EE3: I can apply what I know about the properties of operations to create equivalent expressions.	**7EE3: I can solve multi-step problems with various forms of rational numbers. (also in Numbers and Number Systems)**	**8EE3: I can use scientific notation to represent very large or very small quantities. (also in Numbers and Number Systems)**
		1OA4: I can use known addition facts to solve subtraction.	2NBT5: I can add and subtract within 100.	3OA4: I can solve the missing number in a multiplication or division equation.	4OA2: I can write a multiplication or divison equation using a variable to represent an unknown number and solve word problems.	5NF1: I can add and subtract fractions with unlike denominators, including mixed numbers.	6EE4: I can identify equivalent expressions.	**7EE4: I can use variables, equations, and inequalities to represent and solve real-world mathematical provblems. (also in Symbolic Expression)**	**8EE4: I can solve problems with numbers expressed in both scientific notation and decimals. (also in Symbolic Expression)**
		1OA6: I can subtract within 20 using multiple strategies.	2NBT6: I can add up to four two-digit numbers using my place value and the properties of addition.	3OA5: I can use properties of operations to multiply and divide.	4OA3: I can solve multi-step word problems for whole numbers using all four operations using a variable to represent an unknown number.	5NF2: I can add and subtract fractions with unlike denominators and assess the answer's reasonableness.	6EE5: I can understand that solving an equation or inequality means finding out which values can make it true. (also in Symbolic Expression)	7NS1: I can add and subtract rational numbers and represent them on a number line. I understand that a number added to its opposite is equal to zero.	

	1OA8: I can solve number sentences with three whole numbers.	2NBT7: I can add and subtract within 1000.	3OA6: I can understand division as an unknown factor problem.	4NF2: I can compare two fractions with different numerators and denominators, record the results, and justify the conclusion.	5NF3: I can interpret a fraction as division and solve real-world problems involving whole numbers and fractions.	6EE7: I can solve real-world mathematical problems by writing and solving equations in the form of x + p = q or px = q. (Also in Symbolic Expression)	7NS2: I can multiply and divide rational numbers, including fractions and understand that the absolute value is the distance of the number from zero.	
	1NBT4: I can add within 100 using one- and two-digit numbers.	2MD5: I can add and subtract to solve problems that involve length.	I can fluently multiply and divide within 100.	4NF3: I can add and subtract fractions with the same denominator. I can decompose a fraction into a sum of fractions with the same denominator.	5NF4: I can multiply fractions and whole numbers by a fraction, and solve real-world problems.	6NS1: I can multiply and divide a fraction by a fraction.	7NS3: I can solve problems using the four operations with rational numbers.	
		2MD8: I can solve word problems involving money using the $ and ¢ symbols appropriately.	**3OA8: I can solve 2-step word problems by writing an equation with a letter in place of the number that I don't know. (also in Symbolic Expression)**	4NF4: I can multiply a fraction by a whole number.	5NF6: I can use visual fraction models and equations to multiply fractions and mixed numbers.	6NS2: I can fluently divide multi-digit whole numbers using the standrard algorithm.	**7G1: I can solve problems involving scale drawings of geometric figures and compute lengths and areas at a different scale. (also in Geomerty)**	
			3MD7: I can use multiplication and addition to measure area.	4NF5: I can express a fraction with denominator 10 as a fraction with denominator 100, and use this to add two fractions with denominators 10 and 100.	5NF7: I can divide any fraction or whole number by any fraction and solve real-world problems.	6NS3: I can add, subtract, multiply and divide mulit-digit decimals.		
				4MD2: I can use addition, subtraction, multiplication and division to solve problems involving simple fractions and decimals.	5MD1: I can convert among standard measurement units and use these conversions to solve problems.			
				4MD7: I can solve addition and subtraction problems to find unknown angles on a diagram.	5MD5: I can solve problems involving volume using addition and multiplication.			

Competency: Algebraic Functions, Patterns, and Relations	Students will make use of structure to represent, analyze, and generalize change or patterns in various contexts using models and justifications.		Students will make use of structure to describe and compare situations that involve change or patterns and use the information to make conjectures and justify conclusions/solutions.		Students will make use of structure to describe and compare situations that involve proportionality, change, or patterns and use the information to make conjectures and justify conclusions/solutions.	
	I can recognize and continue patterns.		I can use ratios and proportions to solve problems. I can create a graph and find patterns.		I can use unit rates and linear equations to represent data.	
Level:	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8
	3OA9: I can find patterns in addition and multiplication tables and explain them.	4OA5: I can interpret, analyze and extend patterns using functions involving the four basic operations.	5OA3: I can generate patterns using given rules, to form and graph ordered pairs on a coordinate plane to find relationships.	**6EE9: I can determine the relationship between independent and dependent variables to analyze graphs, tables and equations. (also in Symbolic Expression)**	**7G5: I can solve for an unknown angle using facts about supplementary, complementary, vertical and adjacent angles. (also in Geometry)**	**8SP1: I can investigate patterns of association and describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association. (also in Data Analysis, Probability, and Statistics)**
		4NF1: I can recognize and explain why fraction a/b is equivalent to (nxa)/(nxb), and I can use this straegy to generate equivalent fractions. (also in Number Systems)	5MD1: I can convert different-sized measurements within the same measurement system and apply it to real-world situations.	6RP1: I can use what I know about ratios to describe the relationship between two quantities.	7RP1: I can compute unit rates associated with ratios of fractions.	**8SP2: I can draw a line of best fit. (also in Data Analysis, Probability, and Statistics)**
		4MD3: I can apply the formulas for area and perimeter of rectangles. (also in Geometry)	**5G1: I can create a coordinate plane and understand how the numbers in the ordered pair relate to distance from the origin on the given axes. (also in Geometry)**	6RP2: I can understand how to find a rate when given a specific ratio.	7RP2: I can recognize and represent proportional relationships between quantities and represent them as two ratios.	8SP3: I can use a linear equation to interpret the meaning of slope and intercept.

			5G2: I can graph points in the first quadrant and interpret coordinate values. (also in Geometry)	6RP1: I can use ratio and rate reasoning to solve problems.	7RP3: I can use proportional relationships to solve multistep ratio problems.	8F1: I can understand that a function has exactly one output for each input and the input and the corresponding output can be graphed as a set of coordinates.
				6RP3: I can make tables of equivalent rations, solve unit rate problems, and find a percent. I can can use what I know about ratios to convert units of measurement.		8F2: I can compare properties of two functions represented in different ways (algebraically, graphically, numerically in tables, or by verbal descriptions).
				6NS8: I can solve real world and mathematical problems by graphing points in all four quadrants of the coordinate plane. (also in Geometry)		8F3: I can interpret the equation $y = mx + b$ as defining a linear function and give examples of functions that are not linear.
						8F4: I can write a linear equation and determine the rate of change (slope) and initial value of the function (y-intercept).
						8F5: I can analyze a graph (linear or nonlinear) and describe the functional
						8EE5: I can compare two different proportional relationships represented in different ways and can interpret the unit rate as slope in each representation.
						8EE6: I can understand the connection between proportional relationships as it pertains to an equation, graph and table.
						8EE7: I can solve linear equations in one variable.
						8EE8: I can analyze and solve pairs of simultaneous linear equations

Competency: Data Analysis, Probability, and Statistics	Students will gather, represent, and interpret data related to particular/single unit scale, including authentic applications.			Students will gather, represent, and interpret data related to particular/single context, including authentic applications.		Students will design investigations and gather data involving populations (data sets).		Students will design investigations and conduct probability experiments involving populations.	
	I can collect and sort information and show it in many ways.			I can collect, represent, and use data to solve problems.		I can collect, represent, and describe charactaristics of a data set.		I can collect and represent data to compare and draw inferences about data sets.	
Level:	Level K	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8
	KMD3: I can count the things that I put into groups and then sort them by how many. (also in Measurement)	1MD10: I can represent and interpret data on a graph.	**2MD9: I can collect data by measuring length and make a line plot to show data. (also in Measurement)**	3MD3: I can make a picture or a bar graph to show data and solve problems using information from the graph.	4MD4: I can use data to make a line plot and use it to add and subtract fractions and interpret results.	5MD2: I can make and use a line plot to display a data set of measurements in fractions of a unit	6SP1: I can recognize a statistical question as one that expects variability in the data related to the question (how old am I vs. how old are the kids in my school)	7SP1: I understand that statistics uses random samples (samples representative of the population) of a population to gain information and make generalizations.	**8SP1: I can investigate patterns of association and describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association. (also in Algebraic Functions, Patterns, and Relations)**
			2MD10: I can draw a picture graph and bar graph. I can solve problems using a bar graph.	**3MD4: I can measure lengths using a ruler to the nearest half and quarter of an inch to collect data to solve real-world problems. (also in Measurement)**			6SP2: I can understand that a set of data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shape.	7SP2: I can use data from a random sample to draw inferences about a population with an unknown characteristic of interest.	**8SP2: I can draw a line of best fit. (also in Algebraic Functions, Patterns, and Relations)**

							6SP3: I can understand that a set of numerical data has a measure of center (median or mean) that summarizes all of its values with a single number.	7SP3: I can compare two data sets.	8SP4: I can construct and interpret a table that summarizes two pieces of data collected from the same subject.
							6SP4: I can formulate questions, gather data, and build representations (e.g., box plots, dot and line plots, histograms) to support my conclusions.	7SP4: I can use measures of center and variability from samples to draw inferences about two populations.	
							#VALUE!	7SP5: I can understand that the probability of a chance event is expressed as a number between 0 and 1 where larger numbers indicate a greater likelihood the event will occur.	
								7SP6: I can approximate the probability of a chance event by collecting data and approximate relative frequency given the probability.	
								7SP7: I can develop a probability model and use it to find probabilities of events, and explain possible sources of discrepancies.	
								7SP8: I can find probabilities of compound events using organized lists, tables, tree diagrams and simulation.	

Competency: Geometry	Students will recognize and use attributes of two- and three-dimensional figures to solve problems.			Students will use attributes of two- and three-dimensional complex figures to solve authentic applied problems.		Students will solve problems involving reasoning using properties of two- and three-dimensional shapes to analyze, represent, and model geometric relationships in authentic applied contexts.		Students will solve problems involving reasoning using properties of two- and three-dimensional shapes to analyze, represent, and model geometric relationships in pure/theoretical and authentic applied contexts.	
	I can recognize and name shapes.			I can recognize and name shapes based on their attributes to solve problems.		I can solve problems using the properties of shapes.		I can solve problems using the properties of shapes in all contexts.	
Level:	Level K	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8
	KG1: I can name and tell about shapes I see around me.	1G1: I can recognize and name shapes by their attributes.	2G1: I can recognize and name shapes by their attributes, including the number of angles and faces.	3G1: I can place shapes into catagories depending upon their attributes. I can recognize and draw quadrilaterials.	4G1: I can draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines, and identify these in two-dimensional figures.	**5G1: I can create a coordinate plane and understand how the numbers in the ordered pair relate to distance from the origin on the given axes. (also in Algebraic Functions, Patterns, and Relations)**	6G1: I can find the area of triangles, quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes. I can apply these techniques when solving real-world and mathematical problems.	**7G1: I can solve problems involving scale drawings of geometric figures and compute lengths and areas at a different scale. (also in Reasoning and Computation)**	8G1: I can verify experimentally the properties of rotations, reflections, and translations of lines, line segments, angles, and parallel lines.
	KG2: I can correctly name shapes regardless of their orientation or size.	1G2: I can create new shapes by combining already made two- and three-dimensional shapes.	2G2: I can partition rectangles with rows and columns to make squares and I can count to find the total number of them.	**3G2: I can partition a shape into equal area parts and label each part as a unit fraction of the whole. (also in Numbers and Number Systems)**	4G2: I can describe, compare and classify objects based upon shared attributes such as types of line(parallel/ perpendicular)and/or angle size. I can recognize and describe right angles.	**5G2: I can graph points in the first quadrant and interpret coordinate values. (also in Algebraic Functions, Patterns, and Relations)**	6G2: I can apply the formula to find the volume of right rectangular prisms with fractional edge lengths to solve real world problems.	7G2: I can draw geometric shapes with a given condition using a variety of methods.	8G2: I can describe a sequence of rotations, reflections, translations, and dilations to show that a two- dimensional figure is congruent to another.

	KG3: I can determine if a shape is 2- or 3-dimensional.	1G3: I can explain that equal parts make a whole. I can identify and model halves and fourths of a circle or rectangle.	2G3: I can divide and describe halves, thirds, and fourths of circles and rectangles.	3MD5: I can understand concepts of area and relate area to multiplication and to addition.	4G3: I can define, identify and draw lines of symmetry.	5G3, 5G4: I can classify two-dimensional figures in a hierarchy based on propoerties.	6G3: I can draw polygons on a coordinate plane and use the coordinate points to determine side lengths.	7G3: I can describe the two-dimensional figures that result from slicing three-dimensional figures.	8G3: I can describe the effect of dilations, translations, rotations, and reflections on two-dimensional figures using coordinates.
	KG4: I can compare 2- and 3-dimensional shapes.			3MD6: I can measure areas by counting unit squares.	**4MD3: I can apply the formulas for area and perimeter of rectangles. (also in Algebraic Functions, Patterns, and Relations)**	5MD3: I can recognize volume as an attribute of solid figures and understand concepts of volume measurement.	6G4: I can represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures when solving real-world and mathematical problems.	7G4: I can solve for the area and circumference of a circle and analyze the relationship between the circumference and area of a circle.	8G4: I can describe a sequence of rotations, reflections, translations, and dilations to explain how two figures are similar.
	KG5: I can make shapes by drawing them or by using things like sticks and clay.			3MD8: I can recognize perimeter and use addition and multiplication to calculate the answer.	**4MD5: I can define an angle and use a protractor to measure an angle and use additon and subtraction to find an unknown angle. (also in Measurement)**	5MD4: I can measure volumes by counting cubic units.	**6NS8: I can solve real world and mathematical problems by graphing points in all four quadrants of the coordinate plane. (also in Algebraic Func., Patterns & Relationships)**	**7GB5: I can solve for unknown angles using facts about supplementary, complementary, vertical and adjacent angles. (also in Algebraic Functions, Patterns, and Relations)**	8G5: I can use informal arguments to establish angle relationships including the angle sum and exterior angle of triangles, the angles created when parallel lines are cut by a transversal, and the angle-angle criterion for similarity of triangles.
	KG6: I can use simple shapes to make larger shapes.							7G6: I can solve real world and mathematical problems involving area, volume, and surface area of two and three dimensional objects.	8G6: I can explain a proof of the Pythagorean Theorem and its converse.

								8G7: I can use the Pythagorean Theorem to determine unknown side lengths of a right triangle in real world and mathematical problems.
								8G8: I can apply the Pythagorean Theorem to find the distance between two points in a coordinate system.
								8G9: I can know the formulas for the volumes of cones, cylinders, and spheres and can use them to solve real-world and mathematical problems.

Competency: Measurement	Students will use standard and nonstandard measurement tools, units, and attributes to describe and compare objects, authentic applied situations, or events, and to solve measurement problems.		Students will use measurement tools, units, and attributes to describe and compare objects, situations, or events, and to solve authentic applied measurement problems.			
	I can use measurement tools to describe and compare things.			I can use measurement tools to describe and compare things and to solve problems.		
Level:	Level K	Level 1	Level 2	Level 3	Level 4	
	KMD1: I can describe objects by their attruibutes such as length and weight.	1MD1: I can order three objects by length and use a third object to compare the length of the other two objects.	2MD1: I can choose an appropriate tool to measure length in inches, feet, yards, centimeters and meters.	3MD1: I can tell, write, and measure time to the nearest minute. I can apply appropriate tools, techniques and formulas to solve problems involving measurement.	4MD1: I can solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.	
	KMD2: I can compare and describe two objects by one attribute.	1MD2: I can measure length using an object.	2MD2: I can measure the same object in two different units and explain why I get different numbers.	3MD2: I can use all operations to solve word problems involving mass and volume.	**4MD5: I can define an angle and use a protractor to measure an angle and use additon and subtraction to find an unknown angle. (also in Geometry)**	
	KMD3: I can count the things that I put into groups and then sort them by how many. (also in Data Analysis, Probability, and Statistics)	1MD3: I can tell and write time to the nearest half-hour.	2MD3: I can estimate the length of an object in inches, feet, yards, centimeters, or meters.	**3MD4: I can measure lengths using a ruler to the nearest half and quarter of an inch to collect data to solve problems. (also in Data Analysis, Probability, and Statistics)**	4MD6: I can measure angles in whole-number degrees using a protractor and sketch angles of specified measure.	
			2MD4: I can compare the length of two objects and find out how much longer one is than the other.			
			2MD7: I can tell time to the nearest five minutes using A.M. and P.M.			

			2MD9: I can collect data by measuring length and make a line plot to show data. (also in Data Analysis, Probability, and Statistics)					