

MATHEMATICS "I CAN" STATEMENTS

Kindergarten

Number, Number Sense and Operations

- 1. I can compare and put in order whole numbers up to 20.
- 2. I can explain the rules of counting, such as each object should be counted once and order does not change the number. I can explain how I counted each object in order and one at a time.
- 3. I can count to 100.
- 4. I can tell how "how many" objects are in a set up to 10.
- 5. I can read and write numbers from 0 – 30.
- 6. I can make groups of objects having the same amount.
- 7. I can compare which set has more and which set has less.
- 8. I can show and use whole numbers in different ways.
- 9. I can identify and tell the value of a penny, nickel and dime.
- 10 a. I can add objects.
- 10 b. I can subtract objects.
- 10 c. I can count backwards.
- 10 d. I can count by 5's.
- 10 e. I can count by 10's.
- 10 f. I can count by 2's.
- 11. I can show how to join group of objects when each group has the same number of objects.
- 12. I can divide or share a small set of objects into equal groups.
- 13. I can recognize the number of objects in sets up to five without counting.

Measurement

- 1. I can identify and compare a day, a week, a month, a year on the calendar.
- 2. I can compare and order objects of different lengths, areas, weights and capacities, and use relative terms (longer, shorter, bigger, smaller).
- 3. I can use objectives to measure length and volume.
- 4. I can put events in order based on time.

Geometry and Spatial Sense

- 1. I can identify and sort 2-D shapes and 3-D objects.
- 2. I can place and describe objects by position.

Patterns, Functions and Algebra

- 1. I can sort, classify and order objects by size, number, and other properties.
- 2. I can identify, create, extend, and copy a pattern of sound, shape, motions, and numbers from 1 to 10.
- 3. I can describe orally a pattern of a given sequence.
- 4. I can model a problem using objects.

Data Analysis and Probability

- 1. I can gather and sort data.
- 2. I can arrange objects in a graph according to attributes such as use, size, color or shape.
- 3. I can select the category or categories that have the most or fewest objects in a graph.

MATHEMATICS "I CAN" STATEMENTS

Grade 1

Number, Number Sense and Operations Standards

- 1. I can use ordinal numbers to order objects (first, second, third).
- 2. I can recognize and generate equal forms of the same number using models, words, and number sentences concept of ten described as "10 blocks, 15-5).
- 3. I can read and write the numbers to 100.
- 4. I can count forward to 100, count backwards from 100, and count forward or backwards starting at any number between 1 and 100.
- 5. I can use place value to show numbers in different ways:
 - a. Group and count by twos, fives and tens.
 - b. Identify patterns and groups in a 100's chart and tell how many tens and ones are in the number.
 - c. Recognize that the first digit in a two-digit number is the number that is most important to tell the size of the number and its nearness to 10 or 100.
- 6. I can show, name and tell the worth of a penny, nickel, dime, quarter and dollar.
- 7. I can determine the value of a small group of coins (up to one dollar) using different kinds of coins.
- 8. I can show different combinations of coins that equal the same amount.
- 9. I can show fractions using words and models for halves, thirds and fourths, knowing that fractions are equal size parts of a whole and of a set of objects.
- 10. I can show and explain addition as combining sets and counting on.
 - a. Use models and explain addition in real life situations.
 - b. Draw pictures to show addition.
 - c. Write number sentences to show addition.
 - d. Explain that adding two numbers makes a larger number.
- 11. I can show and explain subtraction as take-away or minus.
 - a. Use models and explain subtraction in real life situations. .
 - b. Draw pictures to show subtraction.
 - c. Write number sentences to show subtraction.
 - d. Explain that subtracting numbers makes a smaller number.
- 12. I can use plus or minus signs to show the operations of addition and subtraction.
- 13. I can model and show multiplication as repeated addition in real life situations.
- 14. I can model and show division as sharing equally in real life situations.
- 15. I can show that equal means "the same as" using pictures.
- 16. I can create strategies for basic addition facts, such as:
 - a. counting all
 - b. counting on
 - c. one more, two more
 - d. doubles,
 - e. doubles plus or minus one
 - f. making ten
 - g. using tens frames
 - h. adding zero (identity property)

MATHEMATICS "I CAN" STATEMENTS

Number, Number Sense and Operations Standards (Grade 1 continued)

- 17. I can create strategies for basic subtraction facts, such as:
 - a. counting up ($7-3 = ?$ As 3 plus? equals 7)
 - b. one less, two less
 - c. all but one ($8-7$, $5-4$)
 - d. using tens frames
 - e. missing addends

Measurement Standard

- 1. I can recognize and explain the need for fixed units and tools for measuring length and weight (rulers, scales).
- 2. I can tell time to the hour and half-hour on most digital and analog clocks.
- 3. I can order a sequence events.
- 4. I can estimate and measure weights using everyday objects.
- 5. I can estimate and measure length using everyday objects and a ruler.

Geometry and Spatial Sense Standard

- 1. I can identify, compare and sort shapes. For example:
 - a. Name and show triangles and a rhombus of different sizes, shapes or positions.
 - b. Describe a shape using the number of sides and corners (vertices).
- 2. I can create new shapes by combining or cutting apart already made shapes
- 3. I can tell the names of the faces (sides) that make up a 3-D shape.
- 4. I can use location and direction words (near, far, close to, left, right, before, after).
- 5. I can copy and draw simple shapes from memory.

Patterns, Functions and Algebra Standard

- 1. I can sort, classify, order and explain how objects with two or more like attributes were grouped.
- 2 a. I can decode and describe many types of patterns (AA,B,aa,b, AA,B,aa,b).
- 2 b. I can continue repeating and growing patterns with materials, pictures and shapes.
- 3. I can describe orally the parts of a repeating plan or pattern.
- 4. I can solve number sentences using fact families with numbers and/or pictures.
- 5. I can tell and show how to solve a word problem using numbers, number sentences, objects or pictures.

Data Analysis and Probability Standard

- 1. I can sort data in many ways.
- 2. I can collect and organize (group) data into charts using tally marks.
- 3. I can show data using picture graphs and bar graphs.
- 4 a. I can read charts, picture graphs, and bar/table graphs.
- 4 b. I can interpret graphs to identify the main ideas, make conclusions and predictions on the data.
- 5. I can make up a question that can be answered by using information from a graph.
- 6. I can arrange five objects by an attribute such as size or weight, and tell the ordinal place of each object.
- 7. I can answer questions about the number of objects on any graph (the most, the least, altogether, how many more).
- 8. I can describe the likelihood of simple events as possible/impossible and more likely/less likely to happen (when using spinners, number cubes, etc.).

MATHEMATICS "I CAN" STATEMENTS

Grade 2

Number, Number Sense and Operations

- 1. I can represent, compare, and order whole numbers using place-value of ones, tens, and hundreds by pictures, numbers and words.
- 2. I can recognize and classify numbers as even and odd.
- 3. I can count money and make change using coins and a dollar bill.
- 4. I can show and write the value of money using the ¢ sign and the \$ sign.
- 5. I can represent, compare, and order fractions using words, numbers, and pictures (halves, thirds, fourths, sixths, and eighths).
- 6. I can model, represent, and explain subtraction as comparison, take-away, and part-to-whole.
- 7. I can model, represent, and explain multiplication as repeated addition, with an array, and skip counting.
- 8. I can model, represent, and explain division as sharing equally and as repeated subtraction.
- 9. I can model and use the commutative property (turn-around) for addition.
- 10 a. I can complete my basic addition facts for addends through 9 with fluency.
- 10 b. I can complete my basic subtraction facts with differences less than 9 with fluency.
- 11. I can add and subtract multiples of ten.
- 12 a. I can show multiple strategies for adding 2- or 3- digit numbers.
- 12 b. I can show multiple strategies for subtracting 2- or 3- digit numbers.
- 13. I can use estimation for adding and subtracting numbers using front-end estimation and Judge the reasonableness of the answers.

Measurement

- 1. I can identify and select the appropriate units of measure for:
 - a. Length - centimeters, meters, inches, feet or yards;
 - b. Volume - liter, cups, pints, or quarts;
 - c. Weight - grams, ounces, or pounds;
 - d. Time - hour, half-hour, quarter hour, minutes, and time designations a.m. or p.m.
- 2. I can establish personal referents or use common items for units of measure to make estimates and comparisons. (width of finger is about 1 centimeter, etc.)
- 3. I can describe and compare the relationship among units of measure, such as inches, feet, yards, cups, pints, quarts, etc.
- 4. I can tell time to the nearest minute on a digital clock and to the nearest 5 minutes on an analog clock.
- 5. I can estimate and measure the length and weight of common objects, using metric and U.S. units of measurement.
- 6. I can select and use appropriate measurement tools such as a ruler, measuring cup, or scale.
- 7. I can make and test predictions about measurement using different units to measure length or volume.

MATHEMATICS "I CAN" STATEMENTS

Geometry and Spatial Sense (Grade 2 continued)

- 1. I can identify, describe, compare, and sort three-dimensional objects based on their shape, number of faces, edges, corners and angles.
- 2. I can predict what new shapes will be formed by combining or cutting apart existing shapes.
- 3. I can recognize two and three-dimensional shapes from different positions.
- 4. I can identify and determine whether two-dimensional shapes are congruent (same shape and size) or similar (same shape but different size) by laying one on top of the other.
- 5. I can create and identify objects that are symmetrical.

Patterns, Functions, and Algebra

- 1. I can extend number patterns and create similar patterns by using objects or shapes to show the numbers.
- 2. I can use patterns to make generalizations, predictions and fill in the missing parts of a pattern.
- 3. I can make new patterns using pattern rules and describe the rule of my patterns.
- 4. I can use objects, pictures or symbols to represent a problem situation.
- 5. I can understand equal numbers and extend a number pattern using symbols.
($4+5=9$ and $9=4+5$ and $4+5=3+6$)
- 6. I can use symbols to show unknown numbers in addition or subtraction equations and find the value of these symbols. ($\square + r = 10$, $r - 2 = 4$)
- 7. I can describe quality and quantity changes, especially in addition or subtraction.
(A student grows taller versus a student growing two inches in one year.)

Data Analysis and Probability

- 1. I can ask questions, use observations, interviews and surveys to collect information and organize it into charts, picture graphs, and bar graphs.
- 2. I can read, interpret, and make comparisons and predictions using information from charts, line plots, picture graphs, and bar graphs.
- 3. I can read and make simple timelines to sequence events.
- 4. I can write sentences to describe and compare categories data on a chart or graph, and make statements about the data as a whole.
- 5. I can identify false or inappropriate statements about data given.
- 6. I can recognize that data may be different from one group of people to another.
- 7. I can list some of the possible outcomes of a simple experiment and predict which outcomes are most likely, equally likely, or least likely to happen.
- 8. I can use models and pictures to show possible arrangements of 2 or 3 objects.

MATHEMATICS "I CAN" STATEMENTS

Grade 3

Number, Number Sense and Operations Standard

- 1. I can identify and make equivalent (equal) forms of whole numbers.
- 2. I can use place value to show whole numbers and decimals using numerals, words, expanded notation, and models. For example:
 - a. Recognize 100 means (10 tens) as well as a single number (1 hundred) through hands-on activities.
 - b. Describe the expanded form of multiplication (3205 as 3×1000 plus 2×100 plus 5×1).
 - c. Model the size of 1,000 in many ways (packaging 1,000 objects into 10 boxes of 100, modeling a meter with centimeter and decimeter strips, or gathering 1,000 pop can tabs).
 - d. Explain the idea of tenths and hundredths using a variety of objects, such as metric pieces, base ten blocks, decimal squares, or money.
- 3. I can use math language and symbols to compare and order (less than, greater than, equal to, greater than or equal, less than or equal to, $<$, $>$, $=$, \leq , \geq).
- 4. I can count money and make change using coins and paper bills to ten dollars.
- 5. I can represent fractions and mixed numbers using words, numerals, and pictures.
- 6. I can compare and order fractions and mixed numbers using words, numerals, and pictures.
 - a. I can correctly place common fractions and mixed numbers on a number line.
- 7. I can understand and use decimals and fractions that are similar as ways of showing parts of a whole or a set ($\frac{3}{10} = 0.3$).
- 8. I can model, represent, and explain multiplication using repeated addition, skip counting arrays and area model. For example:
 - a. I can write an equation for word problems with multiplication.
 - b. I can understand that factors in multiplication and division may have different units (3 boxes (unit) of 5 cookies (unit) each).
- 9. I can model, represent, and explain division by using repeated subtraction, arrays, sharing equally, and area model. For example:
 - a. I can write a story problem for division.
 - b. I can explain what a remainder means in a division story problem.
- 10. I can explain and use relationships between operations, such as:
 - a. Relate addition and subtraction as inverse (opposite) operations;
 - b. Relate multiplication and division as inverse (opposite) operation;
 - c. Relate that multiplication is repeated addition;
 - d. Relate that division is repeated subtraction.
- 11. I can model and use the commutative property (order) for addition ($2+3=3+2$) and multiplication ($2 \times 3=3 \times 2$) and the associative property (grouping) for addition ($(2+4) +3=2+ (4+3)$) and multiplication ($(2 \times 4) \times 3=2 \times (4 \times 3)$).
- 12. I can add and subtract whole numbers with and without regrouping.
- 13. I can demonstrate fluency in my multiplication facts through 10 and division facts to 10.
- 14. I can multiply 2- and 3- digit numbers by a single-digit number. I can divide 2- and 3-digit numbers by a single-digit number (without remainders for division).
- 15. I can decide if the answer makes sense based upon operations and the numbers involved (considering, relative size, place value and estimates).

MATHEMATICS "I CAN" STATEMENTS

Measurement Standard (Grade 3 continued)

- 1. I can identify and select the correct units for measuring:
 - a. Length - miles, kilometers, and other units of measure;
 - b. Volume (capacity) – gallons, liters, cups;
 - c. Weight - ounces, pounds, grams, or kilograms;
 - d. Temperature - degrees (Fahrenheit or Celsius).
- 2. I can establish personal or common referents to list items that are the same size of common units (a gallon container of milk; a postage stamp is about a square inch).
- 3. I can tell time to the nearest minute on a clock (analog).
 - a. I can find elapsed time using a calendar or clock (analog).
- 4. I can read thermometers in both Fahrenheit and Celsius scales.
- 5. I can estimate and measure length, weight, and volume (capacity), using metric and U.S. customary units.
- 6. I can use correct measurement tools (rulers, scales) and methods (construct a rectangle, fill a measuring cup) to construct a figure or approximate an amount of specified length, weight, or volume.
- 7. I can estimate the perimeter, area, and volume using manipulatives.

Geometry and Spatial Sense Standard

- 1. I can analyze and describe properties of 2-D and 3-D objects using the vertex, edge, angle, side, and face of a shape.
- 2. I can identify, classify, draw, and make models of right, obtuse, acute, and straight angles (use straws).
- 3. I can find and plot a point on a grid (map or graph).
- 4. I can find and draw lines of symmetry to verify two-dimensional shapes.
- 5. I can build a three-dimensional model of an object using cubes.

Patterns, Functions and Algebra Standard

- 1. I can extend the multiplication and growing pattern and describe the rule in words.
- 2. I can analyze and replicate number sequences, with and without a calculator.
- 3. I can use patterns to make predictions, identify relationships, and solve problems.
- 4. I can solve problems by using objects, pictures, tables, numbers, letters, and other symbols.
- 5. I can write, solve, and explain simple number sentences where there is a missing number. $7 + \square > 8$ or $\triangle + 8 = 10$.
- 6. I can write number sentences and express mathematical relationships using the symbols $=$, $>$, or $<$.
- 7. I can create tables to record, organize and analyze information to find patterns and rules.
- 8. I can identify and describe the quantitative changes, by using addition and subtraction (evaporation).

Data Analysis and Probability Standard

- 1. I can collect and organize data from an experiment to answer a question.
- 2. I can draw and interpret picture graphs in which a picture stands for more than one object.
- 3. I can read, construct, and interpret bar graphs with intervals greater than one.
- 4. I can use information in a table or graph to support a prediction or conclusion.
- 5. I can match a set of data with a graph.
- 6. I can transfer information among charts, tables, line plots, picture graphs, and bar graphs.

MATHEMATICS "I CAN" STATEMENTS

Data Analysis and Probability Standard (Grade 3 continued)

- 7. I can analyze and interpret information shown on a time line.
- 8. I can identify the mode (number that appears most often) and describe the information it Gives about a set of data.
- 9. I can conduct simple experiment or simulation of an event, record the results, chart, graph, make a table, and draw conclusions about the likelihood of possible outcomes.
- 10. I can solve problems (using models, pictures, diagrams and lists) by making different combinations of two to four items (R, B, Y shirts w/ G, P pants).

MATHEMATICS "I CAN" STATEMENTS

Grade 4

Number, Number Sense and Operations Standard

- 1. I can identify and generate equivalent (equal) fractions and decimals using numbers, words and pictures (e.g., $1/2$, $5/10$, 0.5 , $1/10$, 0.1)
- 2. I can read, write, represent, and compare whole numbers through millions and decimals through thousandths using base ten place value structure.
- 3. I can round whole numbers to a given place value.
- 4 a. I can identify and represent factors and multiples of whole numbers through 100.
- 4 b. I can identify prime and composite numbers.
- 5. I can use number lines, fraction bars, and pictures to compare fractions.
- 6. I can use associative and distributive properties to:
 - a. Add
 - b. Multiply
- 7. I can decide when to use division each time I am problem-solving and also know how to interpret the meaning of remainder.
- 8. I can solve problems such as counting money and making change using both coins and bills.
- 9. I can estimate answers to problems that use whole numbers, fractions and decimals.
- 10. I can use numbers, words and pictures to add and subtract decimals and like fractions.
- 11. I can develop and explain strategies used for mental math.
- 12. I can analyze and solve multiple step problems and check and explain results.
- 13. I can use mental math, paper and pencil, and calculator to solve problems.
- 14 a. I can add one and two digit numbers and numbers that are multiples of ten.
- 14 b. I can subtract one and two digit numbers and numbers that are multiples of ten.
- 14 c. I can multiply one and two digit numbers and numbers that are multiples of ten.
- 14 d. I can divide one and two digit numbers and numbers that are multiples of ten.

Measurement

- 1. I can compare the number of units to the size of the units used to measure an object (liquid and linear).
- 2. I can describe and demonstrate perimeter, area and volume.
- 3. I can identify and select appropriate units to measure perimeter, area, and volume.
- 4. I can develop and use strategies to find perimeter, area and volume.
- 5. I can develop and use strategies to convert units of measurement.
- 6. I can write, solve, and verify answers to multiple step problem involving measurement.

Geometry and Spatial Sense Standard

- 1. I can identify, describe and model parallel, perpendicular, intersecting lines, and line segments.
- 2. I can describe, classify and compare two-and three-dimensional objects by their characteristics.
- 3. I can identify similarities and differences of quadrilaterals.
- 4 a. I can identify, describe, and model right, acute, and obtuse angles.
- 4 b. I can identify, describe and model isosceles, equilateral and scalene triangles.
- 5. I can describe points, lines and planes, and identify examples in the environment.

MATHEMATICS "I CAN" STATEMENTS

Geometry and Spatial Sense Standard (Grade 4 continued)

- 6. I can plot points on a graph and find specific locations using ordered pairs.
- 7. I can identify, describe and draw figures involving flips (reflections), slides (translations), and turns (rotations).
- 8. I can use geometric models to solve all types of math problems.

Patterns, Functions and Algebra Standard

- 1. I can use words, pictures and numbers to describe patterns and relationships in numerical patterns, addition, subtraction, multiplication, division, geometry, and graphs.
- 2. I can represent and analyze patterns using words, tables and graphs.
- 3. I can construct a table of values to solve problems associated with mathematical relationships.
- 4. I can use rules to and variables to describe patterns.
- 5. I can represent mathematical relationships with equations or inequalities (numbers that are not equal).
- 6. I can describe how a change in one variable affects the value of another variable in the same problem. (e.g., as one number increases the other number increases too).

Data Analysis and Probability Standard

- 1. I can create a plan to collect data or information for a specific purpose.
- 2. I can represent and interpret data using tables, bar graphs, line plots and line graphs.
- 3. I can interpret and construct a Venn diagram to sort and describe data.
- 4. I can compare ways to show data in different forms to evaluate how well it shows important aspects of the data, and identify appropriate ways to display the data.
- 5. I can explain and make predictions based on data in tables, charts and graphs.
- 6. I can describe data from a table or graph and explain the range, clumps (grouping) and holes (missing information).
- 7. I can identify the median (middle number) of data and describe what it indicates about the data.
- 8. I can compare data using range, median (middle number) and mode (occurring most often).
- 9. I can conduct simple probability experiments and draw conclusion from the results. (e.g. rolling dice or flipping a coin)
- 10. I can represent the likelihood of possible outcomes for chance situations. (e.g., probability of selecting a red marble from a bag containing 3 red and 5 white marbles) a red marble from a bag containing 3 red and 5 white marbles)
- 11. I can relate the concepts of impossible-to-happen and certain-to-happen events with 0 as impossible and 1 as certain-to-happen.
- 12. I can place events in order of likelihood and use a diagram, words or pictures to compare the chance of each event occurring. (e.g., impossible, unlikely, equal, likely or certain)
- 13. I can list and count all possible combinations (e.g., number of possible outfits from 3 shirts, 2 shorts and 2 pair of shoes)

MATHEMATICS "I CAN" STATEMENTS

Grade 5

Number, Number Sense and Operations

- 1. I can use models and visual representation to develop the concept of ratios as part-to-part and part-to-whole, and the concept of percent as part-to-whole.
- 2. I can use forms of "one" to show equivalent fractions.
- 3. I can identify and create equivalent (equal, =) fractions, decimals, and percents.
- 4. I can round decimals to a given place value, and I can round any fractions to the nearest half.
- 5. I can recognize and identify perfect squares and their roots.
- 6. I can represent and compare numbers less than zero by extending a number line and apply this to real world applications (e.g., temperature, owing money)
- 7. I can use the different properties of math to solve problems:
 - a. I can use the commutative property of addition: $2+3=5$; $3+2=5$; of multiplication $4 \times 7=28$; $7 \times 4=28$;
 - b. I can use the associative property of addition $(2+3) + 4 = 2 + (3+4)$
 $(2+3) + 4 = 2 + (3+4)$
 - c. I can use the distributive property: $3(4+5) = (3 \times 4) + (3 \times 5)$
 - d. I can use the identity properties of zero and one: $5 \times 1=5$, $5+0=5$, $-5+5=0$, for example, multiplication is repeated addition, addition and subtraction are opposites.
 - d. I can use inverse properties.
- 8. I can identify and use relationships between operations to solve problems.
- 9. I can use order of operations to simplify numerical expressions.
- 10. I can justify why fractions need a common denominator to be added or subtracted.
- 11. I can explain how to use place value correctly when adding and subtracting decimals.
- 12. I can use models, points of reference, and equivalent forms to add and subtract fractions with like and unlike denominators and decimals.
- 13. I can estimate answers of computations involving whole numbers, fractions, and decimals using a variety of strategies.

Measurement

- 1. I can measure angles within 2 degrees.
- 2. I can use a grid or coordinate graph to identify paths between points and compare their lengths.
- 3. I can demonstrate and describe the differences between covering the faces (surface area) and filling the interior (volume) of three-dimensional objects.
- 4. I can explain the differences between linear units, square units, and cubic units.
- 5. I can make conversions within the same measurement systems while performing computations: 4 quarts = 1 gallon; 1000mL = 1 L.
- 6. I can use strategies to develop formulas to find perimeter and area of triangles, rectangles and parallelograms and volume of rectangular prisms.
- 7. I can use a tool to estimate and draw angles, and use benchmark angles (e.g., 45° , 90° , 120°) to measure the angles.

MATHEMATICS "I CAN" STATEMENTS

Geometry and Spatial Sense (Grade 5 continued)

- 1. I can draw circles and identify and determine relationships using the radius, diameter, center and circumference. For example, radius is half the diameter, the ratio of the circumference of a circle to its diameter is the approximation of pi.
- 2. I can use everyday language to describe line, segment, ray, angle, skew, parallel and perpendicular.
- 3. I can identify and label vertex, rays, interior and exterior angles.
- 4. I can describe and use properties of congruent (same size, same shape) figures to solve problems.
- 5. I can use models to find the sum of the interior angles of triangles and quadrilaterals.
- 6. I can use coordinates (ordered pairs) to find points whose value may be negative numbers.
- 7. I can understand that the measure of an angle is determined by the degree of rotation of an angle's side rather than the length of its sides.
- 8. I can predict what three-dimensional object will result by using physical materials, visual presentations, words, tables or graphs.

Patterns, Functions, and Algebra

- 1. I can find and explain a general rule for a pattern using tables, graphs, and symbols.
- 2. I can use calculators or computers to make patterns and simplify them using tables and graphs.
- 3. I can use variables as unknown quantities in general rules when describing patterns and other relationships.
- 4. I can create and interpret the meanings of equations and inequalities.
 - a. equations - mathematical sentences that are equal, like $y = 5x$;
 - b. inequalities - mathematical sentences that are unequal, like $7 > 3$.
- 5. I can model problems with materials, visuals, models, graphs and tables to draw conclusions and predict.
- 6. I can describe how the quantitative (amount) change in a variable affects the value of a related (similar) variable.

Data Analysis and Probability

- 1. I can read, construct and interpret frequency tables, circle graphs and line graphs.
- 2. I can select and use the right kind of graph to display a type of data.
- 3. I can read and interpret complex data such as double bar graphs.
- 4. I can decide which data to collect to answer questions, display data, and clearly communicate findings to an audience. (teacher, students)
- 5. I can change my conclusions as I collect and interpret more data.
- 6. I can find and use range, mean, median and mode, and explain what each does and does not explain about the data.
- 7. I can list and explain all possible outcomes in a given problem or experiment.
- 8. I can identify the probability of an event such as three chances out of eight.
- 9. I can use zero, one, and ratios (fractions between zero and one) to show the probability of outcomes for an event and associate the ratio with the likelihood of the outcome .
- 10. I can compare what should happen (theoretical/expected results) with what did happen (experimental/actual results) in a simple experiment. For example: tossing a coin, the theoretical probability is $\frac{1}{2}$.
- 11. I can make predictions based on experimental and theoretical probabilities.