**MATH STANDARDS: “I CAN STATEMENTS” STUDENT SUMMARY**

**1**

A PACIFIC UNION CONFERENCE CORRELATION OF NAD AND CCSS

Student Name:       School Year:

| **“I Can Statements”…****Common Core Standards in Kid-Friendly Language** | **Go Math****Correlation** | **Not Yet** | **Sort of** | **Got it!** |
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| **NUMBERS AND OPERATIONS (NAD) / NUMBER AND OPERATIONS IN BASE TEN (CCSS)** |
| I can count to 120, starting at any number less than 120. I can read and write numerals and represent a number of objects with a written numeral. ([NAD 1.NO.1](http://adventisteducation.org/downloads/pdf/Elementary%20Math%20Standards%20Numbers%20and%20Operations.pdf)) ([CCSS 1.NBT.1](http://www.corestandards.org/Math/Content/1/NBT/)) | 6.1, 6.2, 6.9, 6.10 |       |       |       |
| I can count by twos, fives and twenty-fives up to 100. (NAD 1.NO.2) | 6.1, 6.2, 6.9, 6.10 |       |       |       |
| I can understand that 10 can be thought of as a bundle of ten ones called a "ten." ([NAD 1.NO.3](http://adventisteducation.org/downloads/pdf/Elementary%20Math%20Standards%20Numbers%20and%20Operations.pdf)) ([CCSS 1.NBT.2](http://www.corestandards.org/Math/Content/1/NBT/)) | 6.3, 6.4, 6.5, 6.6, 6.7, 6.8, 7.1, 7.2, 7.3, 7.4 |       |       |       |
| I can understand that the numbers from 11 to 19 are made of a ten and one, two, three, four, five, six, seven, eight, or nine ones.([NAD 1.NO.3](http://adventisteducation.org/downloads/pdf/Elementary%20Math%20Standards%20Numbers%20and%20Operations.pdf)) ([CCSS 1.NBT.2](http://www.corestandards.org/Math/Content/1/NBT/)) | 6.3, 6.4, 6.5, 6.6, 6.7, 6.8, 7.1, 7.2, 7.3, 7.4 |       |       |       |
| I can understand that the numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens. ([NAD 1.NO.3](http://adventisteducation.org/downloads/pdf/Elementary%20Math%20Standards%20Numbers%20and%20Operations.pdf)) ([CCSS 1.NBT.2](http://www.corestandards.org/Math/Content/1/NBT/)) | 6.3, 6.4, 6.5, 6.6, 6.7, 6.8, 7.1, 7.2, 7.3, 7.4 |       |       |       |
| I can compare two two-digit numbers based on meanings of the tens and ones digits. I can record the results of the comparisons with the symbols >, =, and <. ([NAD 1.NO.3](http://adventisteducation.org/downloads/pdf/Elementary%20Math%20Standards%20Numbers%20and%20Operations.pdf)) ([CCSS 1.NBT.3](http://www.corestandards.org/Math/Content/1/NBT/)) | 6.3, 6.4, 6.5, 6.6, 6.7, 6.8, 7.1, 7.2, 7.3, 7.4 |       |       |       |
| Without counting, I can mentally find 10 more or 10 less than any two-digit number. I can explain my reasoning.([NAD 1.NO.4](http://adventisteducation.org/downloads/pdf/Elementary%20Math%20Standards%20Numbers%20and%20Operations.pdf)) ([CCSS 1.NBT.5](http://www.corestandards.org/Math/Content/1/NBT/)) | 7.5 |       |       |       |
| I can add within 100. I can relate the strategy to a written method and explain the reasoning used. ([NAD 1.NO.5](http://adventisteducation.org/downloads/pdf/Elementary%20Math%20Standards%20Numbers%20and%20Operations.pdf)) ([CCSS 1.NBT.4](http://www.corestandards.org/Math/Content/1/NBT/)) | 8.2, 8.3, 8.4, 8.5, 8.6, 8.7, 8.8, 8.9 |       |       |       |
| I can understand that in adding two-digit numbers, I add tens and tens, ones and ones. I understand that sometimes it is necessary to compose a ten. ([NAD 1.NO.5](http://adventisteducation.org/downloads/pdf/Elementary%20Math%20Standards%20Numbers%20and%20Operations.pdf)) ([CCSS 1.NBT.4](http://www.corestandards.org/Math/Content/1/NBT/)) | 8.2, 8.3, 8.4, 8.5, 8.6, 8.7, 8.8, 8.9 |       |       |       |
| I can subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90. ([NAD 1.NO.5](http://adventisteducation.org/downloads/pdf/Elementary%20Math%20Standards%20Numbers%20and%20Operations.pdf)) ([CCSS 1.NBT.6](http://www.corestandards.org/Math/Content/1/NBT/)) | 8.2, 8.3, 8.4, 8.5, 8.6, 8.7, 8.8, 8.9 |       |       |       |
| I can use concrete models or drawings and strategies based on place value, properties of operations, and the relationship between addition and subtraction. I can relate the strategy to a written method and explain the reasoning used. ([NAD 1.NO.5](http://adventisteducation.org/downloads/pdf/Elementary%20Math%20Standards%20Numbers%20and%20Operations.pdf)) ([CCSS 1.NBT.6](http://www.corestandards.org/Math/Content/1/NBT/)) | 8.2, 8.3, 8.4, 8.5, 8.6, 8.7, 8.8, 8.9 |       |       |       |
| **OPERATIONS AND ALGEBRAIC THINKING (NAD / CCSS)** |
| I can use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions.([NAD 1.OAT.1](http://adventisteducation.org/downloads/pdf/Elementary%20Math%20Standards%20Operations%20and%20Algebraic%20Thinking.pdf)) ([CCSS 1.OA.1](http://www.corestandards.org/Math/Content/1/OA/)) | 1.1, 1.2, 1.3, 1.4, 1.5, 1.7, 1.8, 2.1, 2.2, 2.3, 2.4, 2.6, 2.8, 2.9, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 3.10, 3.11, 3.12, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 5.1, 5.2, 5.3, 5.4, 5.7, 5.8, 5.10, 8.1, 8.2, 8.4, 8.5, 8.6, 8.7, 8.8, 8.9 |       |       |       |
| I can solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20.([NAD 1.OAT.1](http://adventisteducation.org/downloads/pdf/Elementary%20Math%20Standards%20Operations%20and%20Algebraic%20Thinking.pdf)) ([CCSS 1.OA.2](http://www.corestandards.org/Math/Content/1/OA/)) | 1.1, 1.2, 1.3, 1.4, 1.5, 1.7, 1.8, 2.1, 2.2, 2.3, 2.4, 2.6, 2.8, 2.9, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 3.10, 3.11, 3.12, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 5.1, 5.2, 5.3, 5.4, 5.7, 5.8, 5.10, 8.1, 8.2, 8.4, 8.5, 8.6, 8.7, 8.8, 8.9 |       |       |       |
| I can use properties of operations to add and subtract.([NAD 1.OAT.1](http://adventisteducation.org/downloads/pdf/Elementary%20Math%20Standards%20Operations%20and%20Algebraic%20Thinking.pdf)) ([CCSS 1.OA.3](http://www.corestandards.org/Math/Content/1/OA/)) | 1.1, 1.2, 1.3, 1.4, 1.5, 1.7, 1.8, 2.1, 2.2, 2.3, 2.4, 2.6, 2.8, 2.9, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 3.10, 3.11, 3.12, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 5.1, 5.2, 5.3, 5.4, 5.7, 5.8, 5.10, 8.1, 8.2, 8.4, 8.5, 8.6, 8.7, 8.8, 8.9 |       |       |       |
| I can understand subtraction as an unknown-addend problem.([NAD 1.OAT.1](http://adventisteducation.org/downloads/pdf/Elementary%20Math%20Standards%20Operations%20and%20Algebraic%20Thinking.pdf)) ([CCSS 1.OA.4](http://www.corestandards.org/Math/Content/1/OA/)) | 1.1, 1.2, 1.3, 1.4, 1.5, 1.7, 1.8, 2.1, 2.2, 2.3, 2.4, 2.6, 2.8, 2.9, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 3.10, 3.11, 3.12, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 5.1, 5.2, 5.3, 5.4, 5.7, 5.8, 5.10, 8.1, 8.2, 8.4, 8.5, 8.6, 8.7, 8.8, 8.9 |       |       |       |
| I can relate counting to addition and subtraction.([NAD 1.OAT.1](http://adventisteducation.org/downloads/pdf/Elementary%20Math%20Standards%20Operations%20and%20Algebraic%20Thinking.pdf)) ([CCSS 1.OA.5](http://www.corestandards.org/Math/Content/1/OA/)) | 1.1, 1.2, 1.3, 1.4, 1.5, 1.7, 1.8, 2.1, 2.2, 2.3, 2.4, 2.6, 2.8, 2.9, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 3.10, 3.11, 3.12, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 5.1, 5.2, 5.3, 5.4, 5.7, 5.8, 5.10, 8.1, 8.2, 8.4, 8.5, 8.6, 8.7, 8.8, 8.9 |       |       |       |
| I can fluently add and subtract within 10.([NAD 1.OAT.1](http://adventisteducation.org/downloads/pdf/Elementary%20Math%20Standards%20Operations%20and%20Algebraic%20Thinking.pdf)) ([CCSS 1.OA.6](http://www.corestandards.org/Math/Content/1/OA/))**\*\*\*REQUIRED FLUENCY\*\*\***   | 1.1, 1.2, 1.3, 1.4, 1.5, 1.7, 1.8, 2.1, 2.2, 2.3, 2.4, 2.6, 2.8, 2.9, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 3.10, 3.11, 3.12, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 5.1, 5.2, 5.3, 5.4, 5.7, 5.8, 5.10, 8.1, 8.2, 8.4, 8.5, 8.6, 8.7, 8.8, 8.9 |       |       |       |
| I can use strategies such as counting on; making ten; decomposing a number leading to a ten; using the relationship between addition and subtraction; and creating equivalent but easier or known sums.([NAD 1.OAT.1](http://adventisteducation.org/downloads/pdf/Elementary%20Math%20Standards%20Operations%20and%20Algebraic%20Thinking.pdf)) ([CCSS 1.OA.6](http://www.corestandards.org/Math/Content/1/OA/)) | 1.1, 1.2, 1.3, 1.4, 1.5, 1.7, 1.8, 2.1, 2.2, 2.3, 2.4, 2.6, 2.8, 2.9, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 3.10, 3.11, 3.12, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 5.1, 5.2, 5.3, 5.4, 5.7, 5.8, 5.10, 8.1, 8.2, 8.4, 8.5, 8.6, 8.7, 8.8, 8.9 |       |       |       |
| I can understand the meaning of the equal sign, and I can determine if equations involving addition and subtraction are true or false.([NAD 1.OAT.2](http://adventisteducation.org/downloads/pdf/Elementary%20Math%20Standards%20Operations%20and%20Algebraic%20Thinking.pdf)) ([CCSS 1.OA.7](http://www.corestandards.org/Math/Content/1/OA/)) | 5.5, 5.6, 5.9 |       |       |       |
| I can determine the unknown whole number in an addition or subtraction equation relating to three whole numbers.([NAD 1.OAT.2](http://adventisteducation.org/downloads/pdf/Elementary%20Math%20Standards%20Operations%20and%20Algebraic%20Thinking.pdf)) ([CCSS 1.OA.8](http://www.corestandards.org/Math/Content/1/OA/)) | 5.5, 5.6, 5.9 |       |       |       |
| **MEASUREMENT (NAD) / MEASUREMENT AND DATA (CCSS)** |
| I can order three objects by length. I can compare the lengths of two objects indirectly by using a third object.([NAD 1.M.1](http://adventisteducation.org/downloads/pdf/Elementary%20Math%20Standards%20Measurement.pdf)) ([CCSS 1.MD.1](http://www.corestandards.org/Math/Content/1/MD/)) | 9.1, 9.2, 9.3, 9.4, 9.5 |       |       |       |
| I can express the length of an object as a whole number of length units by laying multiple copies of a shorter object end to end. I can understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps.([NAD 1.M.1](http://adventisteducation.org/downloads/pdf/Elementary%20Math%20Standards%20Measurement.pdf)) ([CCSS 1.MD.2](http://www.corestandards.org/Math/Content/1/MD/)) | 9.1, 9.2, 9.3, 9.4, 9.5 |       |       |       |
| I can tell and write time in hours and half-hours using analog and digital clocks. ([NAD 1.M.2](http://adventisteducation.org/downloads/pdf/Elementary%20Math%20Standards%20Measurement.pdf)) ([CCSS 1.MD.3](http://www.corestandards.org/Math/Content/1/MD/)) | 9.6, 9.7, 9.8, 9.9 |       |       |       |
| I can recognize and identify pennies, nickels, dimes, quarters, half-dollars, and dollar bills. ([NAD 1.M.3](http://adventisteducation.org/downloads/pdf/Elementary%20Math%20Standards%20Measurement.pdf)) |  |       |       |       |
| **GEOMETRY (NAD / CCSS)** |
| I can distinguish between defining attributes versus non-defining attributes of shapes. I can build and draw shapes to possess defining attributes. ([NAD 1.GEO.1](http://adventisteducation.org/downloads/pdf/Elementary%20Math%20Standards%20Geometry.pdf)) ([CCSS 1.G.1](http://www.corestandards.org/Math/Content/1/G/))  | 11.1, 11.5, 12.1, 12.2 |       |       |       |
| I can compose two-dimensional shapes or three-dimensional shapes to create a composite shape and compose new shapes from the composite shape. ([NAD 1.GEO.2](http://adventisteducation.org/downloads/pdf/Elementary%20Math%20Standards%20Geometry.pdf)) ([CCSS 1.G.2](http://www.corestandards.org/Math/Content/1/G/)) | 11.2, 11.3, 11.4, 12.3, 12.4, 12.5, 12.6, 12.7 |       |       |       |
| I can partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and use the phrases “half of,” “fourth of”, and “quarter of.” I can describe the whole as “two of” or “four of” the shares. I can understand from these examples that decomposing into more equal shares creates smaller shares.([NAD 1.GEO.3](http://adventisteducation.org/downloads/pdf/Elementary%20Math%20Standards%20Geometry.pdf)) ([CCSS 1.G.3](http://www.corestandards.org/Math/Content/1/G/)) | 12.8, 12.9, 12.10 |       |       |       |
| **DATA ANALYSIS, STATISTICS, AND PROBABILITY (NAD) / MEASUREMENT AND DATA (CCSS)** |
| I can organize, represent, and interpret data with up to three categories. I can ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another. ([NAD 1.DSP.1](http://adventisteducation.org/downloads/pdf/Elementary%20Math%20Standards%20Data%20Analysis%20Statistics%20and%20Probability.pdf)) ([CCSS 1.MD.4](http://www.corestandards.org/Math/Content/1/MD/)) | 10.1, 10.2, 10.3, 10.4, 10.5, 10.6, 10.7 |       |       |       |