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Learning Targets and Success Criteria
Grade K

		Learning Target	Success Criteria
Chapter 1: Count and Write Numbers 0 to 5			
Chapter Learning Target Understand counting. **Chapter Success Criteria** • Identify numbers. • Name numbers. • Order numbers. • Write numbers.	1.1 Model and Count 1 and 2	Show and count the numbers 1 and 2.	• Name the numbers 1 and 2. • Count one or two objects. • Tell the number of objects in a group.
	1.2 Understand and Write 1 and 2	Understand and write the numbers 1 and 2.	• Identify groups of one and two objects. • Write the numbers 1 and 2.
	1.3 Model and Count 3 and 4	Show and count the numbers 3 and 4.	• Name the numbers 3 and 4. • Count one object for each number to 4. • Tell the number of objects in a group.
	1.4 Understand and Write 3 and 4	Understand and write the numbers 3 and 4.	• Identify groups of three and four objects. • Write the numbers 3 and 4.
	1.5 Model and Count 5	Show and count the number 5.	• Name the number 5. • Count one object for each number to 5. • Tell the number of objects in a group.
	1.6 Understand and Write 5	Understand and write the number 5.	• Identify a group of five objects. • Write the number 5.
	1.7 The Concept of Zero	Understand, name, and write the number 0.	• Name the number 0. • Explain that 0 means having no objects. • Identify a group of zero objects. • Write the number 0.
	1.8 Count and Order Numbers to 5	Count and order numbers to 5.	• Count from 1 to 5. • Identify the starting number. • Order numbers up to 5.

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		Learning Target	Success Criteria
Chapter 2: Compare Numbers 0 to 5			
Chapter Learning Target Understand grouping. **Chapter Success Criteria** • Identify groups of objects. • Match objects. • Compare groups. • Draw groups of objects.	2.1 Equal Groups	Show and tell whether two groups are equal in number.	• Match objects from two groups. • Tell whether the numbers of objects in two groups are the same or not the same.
	2.2 Greater Than	Show and tell whether one group has a greater number of objects than another group.	• Match objects from two groups. • Identify the group that has more objects.
	2.3 Less Than	Show and tell whether one group has a lesser number of objects than another group.	• Match objects from two groups. • Identify the group that has fewer objects.
	2.4 Compare Groups to 5 by Counting	Use counting to compare the numbers of objects in two groups.	• Compare the numbers of objects in two groups using the words *greater than*, *less than*, or *equal to*. • Explain how to compare two groups by counting.
	2.5 Compare Numbers to 5	Compare two numbers.	• Tell whether two numbers are the same. • Use *greater than* and *less than* to describe two numbers that are not the same. • Draw to show how one number compares to another.

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		Learning Target	Success Criteria
Chapter 3: Count and Write Numbers 6 to 10			
Chapter Learning Target Understand numbers. **Chapter Success Criteria** • Identify numbers. • Name numbers. • Order numbers. • Write numbers.	3.1 Model and Count 6	Show and count the number 6.	• Name the number 6. • Count one object for each number to 6. • Tell the number of objects in a group.
	3.2 Understand and Write 6	Understand and write the number 6.	• Identify a group of six objects. • Write the number 6.
	3.3 Model and Count 7	Show and count the number 7.	• Name the number 7. • Count one object for each number to 7. • Tell the number of objects in a group.
	3.4 Understand and Write 7	Understand and write the number 7.	• Identify a group of seven objects. • Write the number 7.
	3.5 Model and Count 8	Show and count the number 8.	• Name the number 8. • Count one object for each number to 8. • Tell the number of objects in a group.
	3.6 Understand and Write 8	Understand and write the number 8.	• Identify a group of eight objects. • Write the number 8.
	3.7 Model and Count 9	Show and count the number 9.	• Name the number 9. • Count one object for each number to 9. • Tell the number of objects in a group.
	3.8 Understand and Write 9	Understand and write the number 9.	• Identify a group of nine objects. • Write the number 9.
	3.9 Model and Count 10	Show and count the number 10.	• Name the number 10. • Count one object for each number to 10. • Tell the number of objects in a group.
	3.10 Understand and Write 10	Understand and write the number 10.	• Identify a group of 10 objects. • Write the number 10.
	3.11 Count and Order Numbers to 10	Count and order numbers to 10.	• Count to 10. • Identify the starting number. • Order numbers to 10.

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		Learning Target	Success Criteria
Chapter 4: Compare Numbers to 10			
Chapter Learning Target Understand categories. **Chapter Success Criteria** • Match objects. • Explain how to compare numbers of objects. • Classify objects into categories. • Tell how many objects are in a category.	4.1 Compare Groups to 10 by Matching	Use matching to compare the numbers of objects in two groups.	• Match objects from two groups. • Compare the numbers of objects in two groups using greater than, less than, or equal to.
	4.2 Compare Groups to 10 by Counting	Use counting to compare the numbers of objects in two groups.	• Compare the numbers of objects in two groups using greater than, less than, or equal to. • • Explain how to compare two groups by counting.
	4.3 Compare Numbers to 10	Compare two numbers.	• Tell whether two numbers are the same. • Use greater than and less than to describe two numbers that are not the same. • Draw to show how one number compares to another.
	4.4 Classify Objects into Categories	Tell whether objects belong or do not belong in a category.	• Describe what is the same about a group of objects. • Classify objects into a category. • Identify objects that are not in a category.
	4.5 Classify and Compare by Counting	Compare the numbers of objects in two categories.	• Use marks to show each object in a category. • Count how many in each category. • Compare the numbers of objects in two categories using greater than, less than, or equal to.

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		Learning Target	Success Criteria
Chapter 5: Compose and Decompose Numbers to 10			
Chapter Learning Target Understand partner numbers. **Chapter Success Criteria** • Identify the parts and the whole. • Name partner numbers. • Compare parts of numbers. • Model taking apart numbers.	5.1 Partner Numbers to 5	Use partner numbers to show numbers to 5.	• Name each part. • Name the whole. • Name the partner numbers for a whole.
	5.2 Use Number Bonds to Represent Numbers to 5	Use number bonds to show the parts and the whole for numbers to 5.	• Model putting together the parts to show the whole. • Model taking apart the whole to show the parts. • Use a number bond to show the parts and the whole.
	5.3 Compose and Decompose 6	Use partner numbers to make and take apart the number 6.	• Name the parts and the whole. • Use a number bond to show the parts and the whole.
	5.4 Compose and Decompose 7	Use partner numbers to make and take apart the number 7.	• Name the parts and the whole. • Use a number bond to show the parts and the whole.
	5.5 Compose and Decompose 8	Use partner numbers to make and take apart the number 8.	• Name the parts and the whole. • Use a number bond to show the parts and the whole.
	5.6 Compose and Decompose 9	Use partner numbers to make and take apart the number 9.	• Name the parts and the whole. • Use a number bond to show the parts and the whole.
	5.7 Compose and Decompose 10	Use partner numbers to make and take apart the number 10.	• Name the parts and the whole. • Use a number bond to show the parts and the whole.
	5.8 Compose and Decompose Using a Group of 5	Use a group of five to put together and take apart numbers to 10.	• Name the whole. • Find a group of five. • Name the partner numbers when one part is 5.

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		Learning Target	Success Criteria
Chapter 6: Add Numbers Within 10			
Chapter Learning Target Understand addition patterns. **Chapter Success Criteria** • Identify a number sentence. • Describe a pattern. • Write an addition sentence. • Explain addition sentences.	6.1 Understand Addition	Add to a group of objects and tell how many.	• Tell how many objects there are to start. • Tell how many objects are added to a group. • Tell how many objects there are in all.
	6.2 Addition: Add To	Add to a group of objects and complete an addition sentence.	• Tell what the plus sign means. • Tell what the equal sign means. • Explain an addition sentence.
	6.3 Addition: Put Together	Put two groups of objects together and complete an addition sentence.	• Show how to put together two groups of objects. • Tell how many there are in all. • Write an addition sentence.
	6.4 Addition: Partner Numbers	Find partner numbers for a number and write the addition sentence.	• Show two partner numbers for a whole. • Write an addition sentence with partner numbers.
	6.5 Addition Number Patterns	Explain addition patterns with 0 and 1.	• Describe a pattern. • Explain that I have the same number when I add 0. • Explain that I have the next number when I add 1.
	6.6 Practice Addition	Add partner numbers to 5.	• Show and tell how to add numbers to 5. • Complete an addition sentence.
	6.7 Use a Group of 5 to Add	Use a group of 5 to write an addition sentence.	• Use a ten frame to add on to 5. • Add on to 5 to make a whole. • Write an addition sentence.
	6.8 Add to Make 10	Find partner numbers for 10 and write an addition sentence.	• Add on to a number to make 10. • Show partner numbers for 10. • Write an addition sentence for 10 when one group is given.

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		Learning Target	Success Criteria
Chapter 7: Subtract Numbers Within 10			
Chapter Learning Target Understand subtraction. **Chapter Success Criteria** • Identify a number sentence. • Describe how objects can be taken away. • Write a subtraction sentence. • Explain subtraction sentences.	7.1 Understand Subtraction	Subtract a group of objects and tell how many are left.	• Tell how many objects there are in all. • Tell how many objects are taken away. • Tell how many objects are left.
	7.2 Subtraction: Take From	Take from a group of objects and write a subtraction sentence.	• Tell what the minus sign means. • Tell how many objects are left. • Explain a subtraction sentence.
	7.3 Subtraction: Take Apart	Take apart a group of objects and write a subtraction sentence.	• Show how to take apart a group of objects. • Take apart a group of objects to tell the partner numbers. • Write a subtraction sentence.
	7.4 Subtraction Number Patterns	Find and explain subtraction patterns.	• Subtract 0, 1, or all of the objects from a group. • Explain the patterns of subtracting 0, 1, or all.
	7.5 Practice Subtraction	Subtract within 5.	• Show and tell how to subtract numbers within 5. • Complete the subtraction sentence.
	7.6 Use a Group of 5 to Subtract	Use a group of 5 to write a subtraction sentence.	• Use a ten frame to subtract 5. • Subtract 5 and tell how many are left. • Write a subtraction sentence.
	7.7 Related Facts	Use related facts to add or subtract within 5.	• Write addition and subtraction sentences to show related facts. • Explain what is the same and different in these sentences.

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Chapter 8: Represent Numbers 11 to 19			
Chapter Learning Target Understand numbers. **Chapter Success Criteria** • Identify a group of objects. • Describe numbers as a group. • Write numbers. • Count objects.	8.1 Identify Groups of 10	Find a group of 10 objects and tell how many more objects there are.	• Identify a group of 10 objects. • Show how many more than ten ones. • Write a sentence that shows ten ones and more ones.
	8.2 Count and Write 11 and 12	Count and write the numbers 11 and 12.	• Count one object for each number to 12. • Write the numbers 11 and 12.
	8.3 Understand 11 and 12	Understand the numbers 11 and 12.	• Show the numbers 11 and 12 as a group of ten and one or two more. • Write 11 and 12 as 10 + a number.
	8.4 Count and Write 13 and 14	Count and write the numbers 13 and 14.	• Count one object for each number to 14. • Write the numbers 13 and 14.
	8.5 Understand 13 and 14	Understand the numbers 13 and 14.	• Show the numbers 13 and 14 as a group of ten and three or four more. • Write 13 and 14 as 10 + a number.
	8.6 Count and Write 15	Count and write the number 15.	• Count one object for each number to 15. • Write the number 15.
	8.7 Understand 15	Understand the number 15.	• Show the number 15 as a group of ten and five more. • Write 15 as 10 +5.
	8.8 Count and Write 16 and 17	Count and write the numbers 16 and 17.	• Count one object for each number to 17. • Write the numbers 16 and 17.
	8.9 Understand 16 and 17	Understand the numbers 16 and 17.	• Show the numbers 16 and 17 as a group of ten and six or seven more. • Write 16 and 17 as 10 + a number.
	8.10 Count and Write 18 and 19	Count and write the numbers 18 and 19.	• Count one object for each number to 19. • Write the numbers 18 and 19.
	8.11 Understand 18 and 19	Understand the numbers 18 and 19.	• Show the numbers 18 and 19 as a group of ten and eight or nine more. • Write 18 and 19 as 10 + a number.

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		Learning Target	Success Criteria
Chapter 9: Count and Compare Numbers to 20			
Chapter Learning Target Understand counting. **Chapter Success Criteria** • Identify numbers. • Name numbers. • Show numbers with objects. • Order numbers.	9.1 Model and Count 20	Show and count the number 20.	• Name the number 20. • Count one object for each number to 20. • Tell the number of objects in a group.
	9.2 Count and Write 20	Count and write the number 20.	• Name the number 20. • Count one object for each number to 20. • Write the number 20.
	9.3 Count to Find How Many	When told a number, count that many objects.	• Name each number to 20. • Identify a group with a given number of objects. • Draw a given number of objects.
	9.4 Count Forward from Any Number to 20	Count forward from any number.	• Count from a starting number to an ending number. • Explain that the next number when counting is one more.
	9.5 Order Numbers to 20	Order numbers to 20.	• Identify the starting number. • Order numbers by using a model. • Order numbers by using the counting sequence.
	9.6 Compare Numbers to 20	Use counting to compare the numbers of objects in two groups.	• Compare the numbers of objects in two groups using greater than, less than, or equal to. • Explain how to compare two groups by counting.

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		Learning Target	Success Criteria
Chapter 10: Count to 100			
Chapter Learning Target Understand counting to 100. **Chapter Success Criteria** • Identify numbers. • Name numbers. • Describe numbers on a chart. • Explain counting numbers with patterns.	10.1 Count to 30 by Ones	Count to 30 by ones.	• Use a chart to count to 30 by ones. • Tell a missing number. • Count on from a number to 30.
	10.2 Count to 50 by Ones	Count to 50 by ones.	• Use a chart to count to 50 by ones. • Tell a missing number. • Count on from a number to 50.
	10.3 Count to 100 by Ones	Count to 100 by ones.	• Use a chart to count to 100 by ones. • Tell a missing number. • Count on from a number to 100.
	10.4 Count to 100 by Tens	Count to 100 by tens.	• Use a chart to count to 100 by tens. • Tell a missing number. • Count by tens and tell the decade number.
	10.5 Count by Tens and Ones	Count by tens and ones within 100.	• Count by tens and count on by ones. • Tell how many in all. • Explain how to count by tens and ones.
	10.6 Count by Tens from a Number	Count by tens from a given number within 100.	• Count on by tens from a number. • Tell the missing number. • Describe the pattern when you count by tens from a number.

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		Learning Target	Success Criteria
Chapter 11: Identify Two-Dimensional Shapes			
Chapter Learning Target Understand two-dimensional shapes. **Chapter Success Criteria** • Identify two-dimensional shapes. • Describe two-dimensional shapes. • Compare two-dimensional shapes. • Build two-dimensional shapes.	11.1 Describe Two-Dimensional Shapes	Describe two-dimensional shapes.	• Identify straight sides or curves on a shape. • Identify vertices on a shape. • Describe two-dimensional shapes.
	11.2 Triangles	Identify and describe triangles.	• Identify a triangle. • Tell why a shape is a triangle. • Draw a triangle.
	11.3 Rectangles	Identify and describe rectangles.	• Identify a rectangle. • Tell why a shape is a rectangle. • Draw a rectangle.
	11.4 Squares	Identify and describe squares.	• Identify a square • Tell why a shape is a square. • Tell why a square is a rectangle. • Draw a square.
	11.5 Hexagons and Circles	Identify and describe hexagons and circles.	• Identify a hexagon or circle. • Tell why a shape is a hexagon. • Tell why a shape is a circle. • Draw a hexagon and a circle.
	11.6 Join Two-Dimensional Shapes	Join two-dimensional shapes to form a larger two-dimensional shape.	• Join shapes to make a larger shape. • Tell how many of each shape I used to create a larger shape. • Use shapes to make a picture.
	11.7 Build Two-Dimensional Shapes	Build and explore two-dimensional shapes.	• Build two-dimensional shapes when given a picture. • Build two-dimensional shapes when given a description.

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		Learning Target	Success Criteria
Chapter 12: Identify Three-Dimensional Shapes and Positions			
Chapter Learning Target Understand three-dimensional shapes. **Chapter Success Criteria** • Identify three-dimensional shapes. • Describe three-dimensional shapes. • Compare three-dimensional shapes. • Build three-dimensional shapes.	12.1 Two- and Three-Dimensional Shapes	Identify and describe two-dimensional and three-dimensional shapes.	• Tell whether a shape is two-dimensional or three-dimensional. • Describe what makes a shape two-dimensional or three-dimensional.
	12.2 Describe Three-Dimensional Shapes	Describe three-dimensional shapes.	• Identify solid shapes that stack. • Identify solid shapes that roll. • Identify solid shapes that slide.
	12.3 Cubes and Spheres	Identify and describe cubes and spheres.	• Identify a cube or a sphere • Tell why a solid shape is a cube or sphere. • Explain how a cube and sphere are the same and different.
	12.4 Cones and Cylinders	Identify and describe cones and cylinders.	• Identify a cone or a cylinder. • Tell why a solid shape is a cone or cylinder. • Explain how a cone and cylinder are the same and different.
	12.5 Build Three-Dimensional Shapes	Build and explore three-dimensional shapes.	• Build three-dimensional shapes when given a picture. • Build three-dimensional shapes when given a description.
	12.6 Positions of Solid Shapes	Describe positions of solid shapes based on other objects.	• Use vocabulary words to describe the position of an object. • Identify an object given a description of its position.

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		Learning Target	Success Criteria
Chapter 13: Measure and Compare Objects			
Chapter Learning Target Understand measurement. **Chapter Success Criteria** • Describe height. • Describe weight. • Compare the capacities of objects. • Compare the heights of objects.	13.1 Compare Heights	Compare the heights of two objects.	• Explain how to compare the heights of two objects. • Tell whether two objects are the same height. • Use taller and shorter to compare the heights of two objects.
	13.2 Compare Lengths	Compare the lengths of two objects.	• Explain how to compare the lengths of two objects. • Tell whether two objects are the same length. • Use longer and shorter to compare the lengths of two objects.
	13.3 Use Numbers to Compare Lengths	Compare the lengths of two objects using numbers.	• Use linking cubes to compare lengths. • Use numbers to compare the lengths of two objects.
	13.4 Compare Weights	Compare the weights of two objects.	• Explain how to compare the weights of two objects. • Tell whether two objects have the same weight. • Use heavier and lighter to compare the weights of two objects.
	13.5 Use Numbers to Compare Weights	Compare the weights of two objects using numbers.	• Use linking cubes and a balance scale to compare weights. • Use numbers to compare the weights of two objects.

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		Learning Target	Success Criteria
Chapter 13 continued			
	13.6 Compare Capacities	Compare the capacities of two objects.	• Explain how to compare the capacities of two objects. • Tell whether two objects have the same capacity. • Tell whether an object holds more or less than another object.
	13.7 Describe Objects by Attributes	Identify the measurable attributes of an object.	• Decide whether an object has a given attribute. • Give an example of an object that has a given attribute.

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Learning Targets and Success Criteria
Grade 1

		Learning Target	Success Criteria
Chapter 1: Addition and Subtraction Situations			
Chapter Learning Target Understand addition. **Chapter Success Criteria** • Identify a group of objects. • Describe numbers as a group. • Write an addition equation and a subtraction equation. • Model addition and subtraction.	1.1 Addition: *Add To*	Add to a group of objects and write an addition equation.	• Identify how many there are to start and how many join. • Tell how many there are in all. • Write the addition equation.
	1.2 Solve *Add To* Problems	Solve *add to* word problems.	• "Identify the addends. • Add on to find the sum." • Explain the parts (addends, sum) of an addition equation.
	1.3 Solve *Put Together* Problems	Solve *put together* word problems.	• Identify the addends. • Use a part-part-whole model to show addition. • Find the sum.
	1.4 Solve *Put Together* Problems with Both Addends Unknown	Find addends for a given sum.	• Identify addends for a number to 10. • Draw or model to show the parts. • Write two different addition equations for the same sum.
	1.5 Solve *Take From* Problems	Solve *take from* word problems.	• Identify the start number and the amount taken away. • Draw or model to show the difference.
	1.6 Solve *Compare* Problems: More	Solve *compare* word problems by finding how many more.	• Use matching to find how many more. • Use subtraction to find how many more. • Explain that the difference answers the question of how many more.
	1.7 Solve *Compare* Problems: Fewer	Solve *compare* word problems by finding how many fewer.	• Use matching to find how many fewer. • Use subtraction to find how many fewer. • Explain that the difference answers the question of how many fewer.

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		Learning Target	Success Criteria
Chapter 1 continued			
	1.8 Solve *Add To* Problems with Change Unknown	Solve *add to* word problems that involve a missing addend.	• Use a part-part-whole model to show a missing addend. • Write an addition equation to solve for a missing part.
	1.9 Connect *Put Together* and *Take Apart* Problems	Solve word problems that involve putting together and taking apart.	• Model a story with a missing part. • Write an addition and a subtraction equation to solve for a missing part. • Explain how put together and take apart problems are related.

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Learning Targets and Success Criteria
Grade 1

		Learning Target	Success Criteria
Chapter 2: Fluency and Strategies within 10			
Chapter Learning Target Understand fluency and strategies **Chapter Success Criteria** • Identify strategies. • Describe equations. • Explain rules. • Apply strategies.	2.1 Add 0	Solve equations when an addend is 0.	• Add 0 to a number. • Add a number to 0. • Explain what happens what I add 0 to a number.
	2.2 Subtract 0 and Subtract All	Subtract 0 and subtract all.	• Subtract 0 from a number. • Subtract a number from itself. • Explain the rule of subtracting 0 or subtracting all.
	2.3 Add and Subtract 1	Add and subtract 1.	• Add 1 to a number. • Subtract 1 from a number. • Explain the patterns of adding and subtracting 1.
	2.4 Add Doubles From 1 to 5	Find the sum of doubles from 1 to 5.	• Explain what doubles are. • Add doubles. • Write an addition equation for a doubles fact.
	2.5 Use Doubles	Use the doubles plus 1 and doubles minus 1 strategies to find a sum.	• Identify when to use the doubles plus (or minus) 1 strategy. • Use a double to help find the sum. • Explain the doubles plus (or minus) 1 strategy.
	2.6 Add in Any Order	Add in any order to find a sum.	• Use the same addends to write two addition equations. • Explain what happens when the order of the addends change.

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		Learning Target	Success Criteria
Chapter 2 continued			
	2.7 Count On to Add	Use the count on strategy to find a sum.	• Use a number line to count on from a number. • Count on to find the sum. • Explain the count on strategy.
	2.8 Count Back to Subtract	Use the count back strategy to find a difference.	• Use a number line to count back from a number. • Count back to find the difference. • Explain the count back strategy.
	2.9 Use Addition to Subtract	Use the add to subtract strategy to find a difference.	• Use a part-part-whole model to show a subtraction problem. • Add to answer a subtraction problem. • Explain the add to subtract strategy.

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		Learning Target	Success Criteria
Chapter 3: More Addition and Subtraction			
Chapter Learning Target Understand problem solving. **Chapter Success Criteria** • Identify problems. • Describe fact families. • Explain an equation. • Apply strategies.	3.1 Solve *Add To* Problems with Start Unknown	Solve for a missing addend given an addend and the sum.	• Count from the given addend to the sum. • Tell how many numbers I counted. • Complete the addition equation.
	3.2 Solve *Take From* Problems with Change Unknown	Solve a subtraction equation to find the missing part.	• Identify the whole and a part. • Show how many are taken away. • Identify the missing part. • Complete the subtraction equation.
	3.3 Solve *Take From* Problems with Start Unknown	Solve a subtraction equation to find the whole.	• Identify the parts. • Think addition to find the whole. • Complete the subtraction equation.
	3.4 *Compare* Problems: Bigger Unknown	Solve compare word problems when given how many more.	• Identify the given group. • Tell how many more. • Write an addition equation to find how many are in the other group.
	3.5 *Compare* Problems: Smaller Unknown	Solve compare word problems when given how many fewer.	• Identify the given group. • Tell how many fewer. • Write an equation to find how many are in the other group.
	3.6 True or False Equations	Identify whether an equation is true or false.	• Tell the value of each side of an equation. • Tell whether the values are equal or not.
	3.7 Find Numbers That Make 10	Find the missing addend that makes 10.	• Identify the given addend. • Tell how many more are needed to make 10. • Write the addition equation.
	3.8 Fact Families	Write related addition and subtraction equations to complete a fact family.	• Explain what a fact family is. • Write two addition equations for a fact family. • Write two subtraction equations for a fact family.

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		Learning Target	Success Criteria
Chapter 4: Add Number within 20.			
Chapter Learning Target Understand counting strategies. **Chapter Success Criteria** • Identify counting strategies. • Describe equations. • Explain the strategy I used. • Apply strategies to solve word problems.	4.1 Add Doubles From 6 to 10	Find the sum of doubles from 6 to 10.	• Explain what doubles are. • Add doubles. • Write an addition equation for a doubles fact.
	4.2 Use Doubles within 20	Use the doubles plus 1 and doubles minus 1 strategies to find a sum.	• Identify when to use the doubles plus (or minus) 1 strategy. • Use a double to help find the sum. • Explain the doubles plus (or minus) 1 strategy.
	4.3 Count On To Add within 20	Use the count on strategy to find a sum.	• Use a number line to count on from a number. • Count on to find the sum. • Explain the count on strategy.
	4.4 Add Three Numbers	Add three numbers.	• Choose two numbers to add first. • Add a third number to the sum. • Explain the strategy I used to add three numbers.
	4.5 Add Three Numbers by Making a 10	Use the make a 10 strategy to add three numbers.	• Identify two numbers whose sum is 10. • Add a third number to the sum. • Explain how to use the make a 10 strategy to add three numbers.
	4.6 Add 9	Use the make a 10 strategy when adding 9.	• Break apart one addend to help make a ten. • Use a 10s fact to find the sum. • Explain how to use the make a 10 strategy when adding 9.

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		Learning Target	Success Criteria
Chapter 4 continued			
	4.7 Make a 10 to Add	Use the make a 10 strategy to add two numbers.	• Break apart one addend to help make a ten. • Use a 10s fact to find the sum. • Explain how to use the make a 10 strategy to add two numbers.
	4.8 Problem Solving: Addition within 20	Solve addition word problems.	• Identify what information I know in the word problem. • Identify what the question is asking. • Use a strategy to solve. • Explain what strategy I used to solve.

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		Learning Target	Success Criteria
Chapter 5: Subtract Numbers within 20.			
Chapter Learning Target Understand subtraction strategies. **Chapter Success Criteria** • Identify counting back strategies. • Describe subtraction equations. • Explain the subtraction strategy I used. • Compare addition and subtraction strategies.	5.1 Count Back to Subtract within 20	Use the count back strategy to find a difference.	• Use a number line to count back from a number. • Count back to find the difference. • Explain the count back strategy.
	5.2 Use Addition to Subtract within 20	Use the add to subtract strategy to find a difference.	• Explain how addition and subtraction are related. • Explain the add to subtract strategy. • Use addition to answer a subtraction equation.
	5.3 Subtract 9	Use the get to 10 strategy when subtracting 9.	• Use partner numbers to get to 10 when subtracting. • Subtract the remaining partner number from 10. • Explain how to use the get to 10 strategy when subtracting 9.
	5.4 Get to 10 to Subtract	Use the get to 10 strategy to subtract.	• Use partner numbers to get to 10 when subtracting. • Subtract the remaining partner number from 10. • Explain how to use the get to 10 strategy to subtract.
	5.5 More True or False Equations	Identify whether an equation is true or false.	• Tell the value of each side of an equation. • Tell whether the values are equal or not.
	5.6 Make True Equations	Find the number that makes an equation true.	• Understand what an equal sign means. • Explain how to make both sides of the equation have the same value. • Complete the equation.

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		Learning Target	Success Criteria
Chapter 5 continued			
	5.7 Problem Solving: Subtraction within 20	Solve subtraction word problems.	• Identify what information is given in the word problem. • Identify what the question is asking. • Use a strategy to solve. • Explain what strategy I used to solve.

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Learning Targets and Success Criteria
Grade 1

		Learning Target	Success Criteria
Chapter 6: Count and Write Numbers to 120.			
Chapter Learning Target Understand counting. **Chapter Success Criteria** • Identify numbers on a chart. • Describe numbers on a chart. • Count on from a number. • Write numbers.	6.1 Count to 120 by Ones	Count to 120 by ones.	• Use a chart to count to 120 by ones. • Count on from a number. • Write the numbers I am counting.
	6.2 Count to 120 by Tens	Count to 120 by tens.	• Use a chart to count to 120 by tens. • Count on from a number by tens. • Write the numbers I am counting.
	6.3 Compose Numbers 11 to 19	Understand and write numbers from 11 to 19.	• Identify a group of ten. • Identify how many ones remain. • Write a teen number as 1 ten and more ones.
	6.4 Tens	Understand and write decade numbers.	• Identify a group of ten. • Explain what a decade number is. • Write a decade number as groups of ten and 0 ones.
	6.5 Tens and Ones	Count tens and ones to write numbers.	• Tell how many tens and ones are in a model. • Write numerals in the tens place and ones place. • Write the number.
	6.6 Make Quick Sketches	Use quick sketches to model numbers as tens and ones.	• Identify the number of tens and ones in a number. • Draw a quick sketch to show the number of tens and ones.

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		Learning Target	Success Criteria
Chapter 6 continued			
	6.7 Understand Place Value	Understand the value of each digit in a two-digit number.	• Quick sketch the tens and ones in a two-digit number. • Identify the value of the digit in the tens place. • Identify the value of the digit in the ones place.
	6.8 Write Numbers in Different Ways	Show different ways to write numbers.	• Quick sketch a two-digit number in more than one way. • Tell how many tens and ones are in a quick sketch. • Explain a strategy for modeling a two-digit number two ways.
	6.9 Count and Write Numbers to 120	Count and write numbers to 120.	• Count a group of objects by tens and ones. • Write the total number of objects.

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Learning Targets and Success Criteria
Grade 1

		Learning Target	Success Criteria
Chapter 7: Compare Two-Digit Numbers			
Chapter Learning Target Understand two-digit numbers. **Chapter Success Criteria** • Identify two-digit numbers. • Describe two-digit numbers. • Locate two-digit numbers on a number line. • Compare two-digit numbers.	7.1 Compare Numbers 11 to 19	Compare two numbers between 11 and 19.	• Write a number modeled with base ten blocks. • Use greater than and less than to compare two numbers.
	7.2 Compare Numbers	Compare two numbers within 100.	• Write a number modeled with base ten blocks. • Use greater than and less than to compare two numbers.
	7.3 Compare Numbers Using Place Value	Use place value to compare two numbers within 100.	• Write the value of each digit using tens and ones. • Identify the digit used to decide/compare. • Use greater than and less than to compare two numbers.
	7.4 Compare Numbers Using Symbols	Use symbols to compare two numbers within 100.	• Draw quick sketches to model two numbers. • Write a symbol (=, <, or >) to compare the numbers. • Write equal to, less than, or greater than to compare the numbers.
	7.5 Compare Numbers Using a Number Line	Use a number line to compare two numbers within 100.	• Locate each number on the number line. • Write a symbol (=, <, or >) to compare the numbers. • Explain how to use the number line to compare.

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		Learning Target	Success Criteria
Chapter 7 continued			
	7.6 1 More, 1 Less; 10 More, 10 Less	Identify numbers that are 1 more, 1 less, 10 more, and 10 less than a number.	• Write the numbers that are one more and one less than a number. • Write the numbers that are ten more and ten less than a number. • Explain which digit changes when finding one more, one less, ten more, ten less.

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Grade 1

		Learning Target	Success Criteria
Chapter 8: Add and Subtract Tens			
Chapter Learning Target Understand adding and subtracting tens. **Chapter Success Criteria** • Identify the number ten. • Describe what changes when adding or subtracting ten. • Model adding and subtracting tens. • Use a number line to show adding and subtracting tens.	8.1 Mental Math: 10 More	Use mental math to add 10.	• Add 10 to a number and write the sum. • Explain what changes when you add 10 to a number.
	8.2 Mental Math: 10 Less	Use mental math to subtract 10.	• "Subtract 10 from a number and write the difference. • Explain what changes when you subtract 10 from a number."
	8.3 Add Tens	Add tens.	• "Use models to add tens. • Tell how many tens are in the model." • Write the addition equation that matches the model.
	8.4 Add Tens Using a Number Line	Use an open number line to add tens.	• Use an open number line to show my starting number. • Draw hops to show each ten I add. • Write the sum.
	8.5 Subtract Tens	Subtract tens.	• Use models to subtract tens. • Tell how many tens are left in the model. • Write the subtraction equation that matches the model.
	8.6 Subtract Tens Using a Number Line	Use an open number line to subtract tens.	• Use an open number line to show my starting number. • Draw hops to show each ten I subtract. • Write the difference.
	8.7 Use Addition to Subtract Tens	Use addition to subtract tens.	• Write an addition equation with a missing addend. • Count on to find the missing addend. • Use the missing addend to write the difference.

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		Learning Target	Success Criteria
Chapter 8 continued			
	8.8 Add Tens to a Number	Add tens to a number.	• Use a model to count on by tens from a two-digit number. • Write the sum.

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		Learning Target	Success Criteria
Chapter 9: Add Two-Digit Numbers			
Chapter Learning Target Understand adding two-digit numbers. **Chapter Success Criteria** • Identify two-digit numbers. • Describe an addition strategy. • Write a sum. • Explain the strategy and the sum.	9.1 Add Tens and Ones	Add two numbers by adding the tens and adding the ones.	• Use quick sketches to model adding two numbers. • Add the tens and add the ones. • Write the sum.
	9.2 Add Tens and Ones Using a Number Line	Use a number line to add two numbers.	• Use an open number line to count on by tens and ones from the starting number. • Write the sum.
	9.3 Make a 10 to Add	Make a 10 to add a one-digit number and a two-digit number.	• Make a quick sketch to show both numbers. • Tell whether I can make a 10. • Add the tens and count on the ones.
	9.4 Add Two-Digit Numbers	Use place value to add two numbers.	• Make a quick sketch to show both numbers. • Tell whether I can make a 10. • Add the tens and count on the ones.
	9.5 Practice Addition Strategies	Choose a strategy to add two numbers.	• Choose a strategy to add two numbers. • Explain the strategy I used. • Add the numbers and write the sum.
	9.6 Problem Solving: Addition	Solve addition word problems.	• Identify what information is given in the word problem. • Identify what the question is asking. • Choose a strategy to solve. • Explain the strategy I used to solve.

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Learning Targets and Success Criteria
Grade 1

		Learning Target	Success Criteria
Chapter 10: Measure and Compare Lengths			
Chapter Learning Target Understand length. **Chapter Success Criteria** • Identify the lengths of objects. • Order objects from longest to shortest. • Compare different lengths. • Measure the length of objects.	10.1 Order Objects by Length	Order objects by length.	• Identify the longest object. • Identify the shortest object. • Order objects from longest to shortest or from shortest to longest
	10.2 Compare Lengths Indirectly	Compare the lengths of two objects using a third object.	• Tell whether the first object is longer or shorter than the third object. • Tell whether the second object is longer or shorter than the third object. • Use the two comparisons to reason about the first and second object.
	10.3 Measure Lengths	Use like objects to measure length.	• Start measuring at the beginning of the object and stop at the end. • Measure the length with no gaps or overlays. • Tell how many units long the object is.
	10.4 Measure More Lengths	Measure an object in different ways.	• Start measuring at the beginning of the object and stop at the end. • Measure an object using one type of like unit. • Measure an object using another type of like unit. • Explain what happens when you measure an object in different ways.
	10.5 Solve Compare Problems Involving Length	Solve compare word problems involving length.	• Identify what information is given in the word problem. • Identify what the question is asking. • Use a bar model to solve a comparison problem. • Explain the strategy I used to solve.

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Grade 1

		Learning Target	Success Criteria
Chapter 11: Represent and Interpret Data			
Chapter Learning Target Understand data. **Chapter Success Criteria** • Record data on a tally chart. • Use a tally chart. • Compare data. • Interpret data.	11.1 Sort and Organize Data	Make a tally chart to organize and understand data.	• Record data in a tally chart. • Use a tally chart to answer questions.
	11.2 Read and Interpret Picture Graphs	Understand the data shown by a picture graph.	• Read the data in a picture graph to answer questions. • Compare the data in a picture graph.
	11.3 Read and Interpret Bar Graphs	Understand the data shown by a bar graph.	• Read the data in a bar graph to answer questions. • Compare the data in a bar graph.
	11.4 Represent Data	Make picture graphs and bar graphs.	• Count the tally marks in each category. • Represent the data using a tally chart. • Represent the data using a picture graph or bar graph.
	11.5 Solve Problems Involving Data	Use data from graphs to answer questions.	• Read different types of graphs. • Compare amounts in each category. • Write a question that reading a graph will answer.

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Grade 1

		Learning Target	Success Criteria
Chapter 12: Tell Time **Chapter Learning Target** Understand time. **Chapter Success Criteria** • Identify numbers on a clock. • Explain how to tell time to the hour. • Compare different times on the clock. • Draw to show the time.	12.1 Tell Time to the Hour	Use the hour hand to tell time to the hour.	• Tell what number the hour hand is pointing to. • Explain how to tell time to the hour. • Draw to show the time to an hour. • Tell what one hour earlier or later is.
	12.2 Tell Time to the Half Hour	Use the hour hand to tell time to the half hour.	• Tell what numbers the hour hand is pointing between. • Explain how to tell time to the half hour. • Draw to show the time to the half hour.
	12.3 Tell Time to the Hour and Half Hour	Use the hour and minute hands to tell time to the hour and half hour.	• Tell where the hour and minute hands are pointing. • Write and tell the time in two ways. • Draw to show the time to the hour or half hour.
	12.4 Tell Time Using Analog and Digital Clocks	Use analog and digital clocks to tell time.	• Read and write hours and half hours on analog and digital clocks. • Tell when analog and digital clocks are the same time. • Tell and draw what one hour earlier or later is.

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Grade 1

		Learning Target	Success Criteria
Chapter 13: Two- and Three-Dimensional Shapes			
Chapter Learning Target Understand two- and three-dimensional shapes. **Chapter Success Criteria** • Identify shapes. • Describe two- and three-dimensional shapes. • Compare shapes. • Create shapes.	13.1 Sort Two-Dimensional Shapes	Sort two-dimensional shapes.	• Use a sorting rule to identify shapes. • Explain different ways to sort two-dimensional shapes.
	13.2 Describe Two-Dimensional Shapes	Describe two-dimensional shapes.	• Draw two-dimensional shapes. • Identify the number of straight sides. • Identify the number of vertices. • Identify a shape from given information.
	13.3 Combine Two-Dimensional Shapes	Join two-dimensional shapes to make another shape.	• Join shapes to make another shape. • Tell how many of each shape I used.
	13.4 Create More Shapes	Join two-dimensional shapes to make a new shape. Use the new shape to make a larger shape.	• Join shapes to make a new shape. • Tell how many of each shape I used. • Use the new shape to make a larger shape.
	13.5 Take Apart Two-Dimensional Shapes	Take-apart two-dimensional shapes.	• Tell what shapes make up a given shape. • Draw a line to show the parts of a given shape.
	13.6 Sort Three-Dimensional Shapes	Sort three-dimensional shapes.	• Use a sorting rule to identify shapes. • Explain different ways to sort three-dimensional shapes.
	13.7 Describe Three-Dimensional Shapes	Describe three-dimensional shapes.	• Make three-dimensional shapes. • Identify the number of flat surfaces, vertices, and edges • Identify a shape from given information.
	13.8 Combine Three-Dimensional Shapes	Join three-dimensional shapes to make another shape.	• Join shapes to make another shape. • Tell which shape I used.
	13.9 Take Apart Three-Dimensional Shapes	Take apart three-dimensional shapes.	• Tell what shapes make up a given shape. • Show the parts of a given shape.

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Grade 1

		Learning Target	Success Criteria
Chapter 14: Equal Shares			
Chapter Learning Target **Chapter Success Criteria** •	14.1 Equal Shares	Identify equal shares in two-dimensional shapes.	• Identify shapes that show equal shares. • Explain how I know the shares are equal. • Tell how many equal shares are in the shape.
	14.2 Partition Shapes Into Halves	Identify shapes that show halves.	• Tell whether there are two equal shares. • Use halves to name the shares. • Draw to show halves.
	14.3 Partition Shapes Into Fourths	Identify shapes that show fourths.	• Tell whether there are four equal shares. • Use fourths or quarters to name the shares. • Draw to show fourths.

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Learning Targets and Success Criteria
Grade 2

		Learning Target	Success Criteria
Chapter 1: Numbers and Arrays			
Chapter Learning Target Understand numbers and arrays. **Chapter Success Criteria** • Identify odd and even numbers. • Explain whether a number is even or odd. • Create an array. • Write equations.	1.1 Even and Odd Numbers	Tell whether a number is even or odd.	• Model a number using pairs of linking cubes. • Tell whether a number can be shown as two equal parts. • Explain how I know a number is even or odd.
	1.2 Model Even and Odd Numbers	Use an addition equation to model even and odd numbers.	• Model a number using pairs in a grid. • Write an addition equation to match the grid. • Tell whether the number is even or odd.
	1.3 Equal Groups	Determine the total number of objects in equal groups.	• Identify the number of groups and the number of objects in each group. • Write a repeated addition equation. • Tell how many objects there are in all.
	1.4 Use Arrays	Determine the total number of objects in an array.	• Identify the number of rows and columns in an array. • Write a repeated addition equation. • Tell how many objects there are in all.
	1.5 Make Arrays	Make an array to solve a word problem.	• Explain when an array helps me solve a word problem. • Make an array to model the problem. • Use repeated addition to solve the problem.

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Learning Targets and Success Criteria
Grade 2

		Learning Target	Success Criteria
Chapter 2: Fluency and Strategies within 20			
Chapter Learning Target Understand strategies. **Chapter Success Criteria** • Identify when to use a strategy. • Explain a strategy to help solve a problem. • Use a strategy to help solve a problem. • Reflect on the strategy I used.	2.1 Add in Any Order	Add in any order to find a sum.	• Use the same addends to write two addition equations. • Explain what happens when the order of the addends change.
	2.2 Use Doubles	Use the doubles plus 1 and doubles minus 1 strategies to find a sum.	• Identify when to use the doubles plus (or minus) 1 strategy. • Use a double to help find the sum. • Explain the doubles plus (or minus) 1 strategy.
	2.3 Add Three Numbers	Add three numbers.	• Choose two numbers to add first. • Add a third number to the sum. • Explain the strategy I used to add three numbers.
	2.4 Make a 10 to Add	Use the make a 10 strategy to add two numbers.	• Break apart one addend to make a ten. • Explain how to use the make a 10 strategy to add two numbers. • Use a 10s fact to find the sum.
	2.5 Count On and Count Back to Subtract	Use the count on and count back strategies to find a difference.	• Use a number line to find a difference. • Explain the count on and count back strategies.
	2.6 Relate Addition and Subtraction	Write related addition and subtraction equations.	• Solve an addition equation. • Use what I know about the addition equation to solve a subtraction equation. • Explain how knowing related facts can help me solve equations.

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		Learning Target	Success Criteria
Chapter 2 continued			
	2.7 Get to 10 to Subtract	Use the get to 10 strategy to subtract.	• Write partner numbers to get to 10 when subtracting. • Subtract the other partner number from 10. • Complete the subtraction equation.
	2.8 Practice Addition and Subtraction	Add and subtract within 20.	• Use mental strategies to solve equations. • Explain the strategy I used.
	2.9 Problem Solving: Addition and Subtraction	Solve addition and subtraction word problems.	• Identify what information is given in the word problem. • Identify what the question is asking. • Use a strategy to solve. • Explain what strategy I used to solve.

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Learning Targets and Success Criteria
Grade 2

		Learning Target	Success Criteria
Chapter 3: Addition to 100 Strategies			
Chapter Learning Target Understand addition. **Chapter Success Criteria** • Identify addition patterns. • Explain which strategy I used to write a sum. • Write a sum. • Solve addition problems.	3.1 Add Tens Using a Number Line	Use an open number line to add tens.	• Use an open number line to count on by tens. • Describe patterns when counting by tens. • Write the sum.
	3.2 Add Tens and Ones Using a Number Line	Use an open number line to add tens and ones.	• Use an open number line to count on by tens and by ones. • Describe patterns when counting by tens and by ones. • Write the sum.
	3.3 Use Place Value to Add	Use place value to add two numbers.	• Break apart the addends into tens and ones. • Add the tens and the ones. • Write the sum, regrouping if necessary.
	3.4 Decompose to Add Tens and Ones	Break apart a number to add.	• Break apart an addend into tens and ones. • Add the tens to the first addend, then add the ones. • Write the sum.
	3.5 Use Compensation to Add	Use compensation to add.	• Explain how to use compensation to add. • Take ones from an addend to make the other addend a ten. • Write the sum.
	3.6 Practice Addition Strategies	Choose a strategy to add two numbers.	• Choose a strategy to solve. • Add the numbers and write the sum. • Explain the strategy I used.
	3.7 Problem Solving: Addition	Solve two-step addition problems.	• Identify what information is given in the word problem. • Identify what the question is asking. • Choose a strategy to solve. • Explain the strategy I used to solve.

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Grade 2

		Learning Target	Success Criteria
Chapter 4: Fluently Add within 100			
Chapter Learning Target Understand addition. **Chapter Success Criteria** • Identify addition patterns. • Explain which strategy I used to write a sum. • Write a sum. • Solve addition problems.	4.1 Use Partial Sums to Add	Use partial sums to add.	• Write an addition equation to add the tens. • Write an addition equation to add the ones. • Add the partial sums.
	4.2 More Partial Sums	Use partial sums to add.	• Add the tens from each number. • Add the ones from each number. • Add the partial sums.
	4.3 Regroup to Add	Use regrouping to add.	• Make quick sketches to show regrouping. • Show 10 ones regrouped as 1 ten. • Solve the addition problem.
	4.4 Add Two-Digit Numbers	Use regrouping when needed to add.	• Use place-value to rewrite an addition problem. • Show 10 ones regrouped as 1 ten. • Solve the addition problem.
	4.5 Practice Adding Two-Digit Numbers	Add two-digit numbers.	• Choose a strategy to solve. • Find the sum.
	4.6 Add Up to 3 Two-Digit Numbers	Add up to 3 two-digit numbers.	• Choose two of the ones digits to add first. • Add the other ones digit. • Add the tens to find the sum.
	4.7 More Problem Solving: Addition	Solve one- and two-step addition problems.	• Identify what information is given in the word problem. • Identify what the question is asking. • Choose a strategy to solve. • Explain the strategy I used to solve.

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Grade 2

		Learning Target	Success Criteria
Chapter 5: Subtraction to 100 Strategies			
Chapter Learning Target Understand subtraction. **Chapter Success Criteria** • Identify subtraction patterns. • Explain which strategy I used to find a difference. • Write a difference. • Solve subtraction problems.	5.1 Subtract Tens Using a Number Line	Use an open number line to subtract tens.	• Use an open number line to count back by tens. • Describe patterns when counting back by tens. • Write the difference.
	5.2 Subtract Tens and Ones Using a Number Line	Use an open number line to subtract tens and ones.	• Use an open number line to count back by tens and ones. • Describe patterns when counting back by tens and ones. • Write the difference.
	5.3 Use Addition to Subtract	Use addition to subtract on an open number line.	• Count on from a number to a greater number. • Explain how to count on to subtract. • Write the difference.
	5.4 Decompose to Subtract	Break apart one-digit numbers to subtract.	• Break apart the number being subtracted to get to a decade number. • Subtract the other partner number to find the difference.
	5.5 Decompose to Subtract Tens and Ones	Break apart two-digit numbers to subtract.	• Break apart the number being subtracted into tens and ones. • Subtract the tens. • Break apart the ones to get to a decade number. • Subtract the other partner number to find the difference.

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		Learning Target	Success Criteria
Chapter 5 continued			
	5.6 Use Compensation to Subtract	Use compensation to subtract.	• Add or subtract to make the number being subtracted a decade number. • Explain how to compensate for what I added or subtracted. • Complete the subtraction equation.
	5.7 Practice Subtraction Strategies	Choose a strategy to subtract.	• Choose a strategy to subtract. • Subtract and write the difference. • Explain the strategy I used.
	5.8 Problem Solving: Subtraction	Solve two-step subtraction problems.	• Identify what information is given in the word problem. • Identify what the question is asking. • Choose a strategy to solve. • Explain the strategy I used to solve.

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		Learning Target	Success Criteria
Chapter 6: Fluently Subtract within 100			
Chapter Learning Target Understand subtraction fluently. **Chapter Success Criteria** • Identify subtraction patterns. • Explain which strategy I used to find a difference. • Show regrouping. • Model subtraction problems.	6.1 Model and Regroup to Subtract	Use models and regrouping to subtract a one-digit number from a two-digit number.	• Tell whether I need to regroup. • Exchange 1 ten for 10 ones if regrouping. • Model the subtraction. • Solve for the difference.
	6.2 Use Models to Subtract a One-Digit Number From a Two-Digit Number	Use models to subtract a one-digit number from a two-digit number.	• Tell whether I need to regroup. • Exchange 1 ten for 10 ones if regrouping. • Solve for the difference.
	6.3 Use Models to Subtract Two-Digit Numbers	Use models to subtract a two-digit number from a two-digit number.	• Tell whether I need to regroup. • Exchange 1 ten for 10 ones if regrouping. • Model the subtraction. • Solve for the difference.
	6.4 Subtract from a Two-Digit Number	Subtract a one- or two-digit number from a two-digit number.	• Tell whether I need to regroup. • Exchange 1 ten for 10 ones if regrouping. • Solve for the difference.
	6.5 Use Addition to Check Subtraction	Use addition to check subtraction.	• Use a part-part-whole model to show subtraction. • Solve a subtraction problem. • Use addition to check the difference.
	6.6 Practice Two-Digit Subtraction	Subtract two-digit numbers.	• Choose a strategy to solve. • Find the difference.
	6.7 More Problem Solving: Subtraction	Solve one- and two-step problems.	• Identify what information is given in the word problem. • Identify what the question is asking. • Choose a strategy to solve. • Explain the strategy I used to solve.

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		Learning Target	Success Criteria
Chapter 7: Understand Place Value to 1,000			
Chapter Learning Target Understand place value. **Chapter Success Criteria** • Identify different numbers. • Explain the values of numbers. • Model and write numbers. • Represent numbers in different ways.	7.1 Hundreds	Identify groups of tens as hundreds.	• Group 10 tens as a hundred. • Tell how many tens and hundreds are modeled. • Write the number.
	7.2 Model Numbers to 1,000	Model and write numbers to 1,000.	• Tell how many hundreds, tens, and ones are modeled. • Write the number when the hundreds, tens, and ones are given.
	7.3 Understand Place Value	Understand the values of digits in a number.	• Tell the value of the digit in the ones place. • Tell the value of the digit in the tens place. • Tell the value of the digit in the hundreds place.
	7.4 Write Three-Digit Numbers	Write numbers in standard form, expanded form, and word form.	• Read and write numbers in standard form. • Read and write numbers in expanded form. • Read and write numbers in word form. • When given a number in one form, write it in a different form.
	7.5 Represent Numbers in Different Ways	Represent numbers in different ways.	• Draw a quick sketch to model a three-digit number. • Tell the value of the digit in each place value. • Show two ways to model and write a number.

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		Learning Target	Success Criteria
Chapter 8: Count and Compare Numbers to 1,000			
Chapter Learning Target Understand counting. **Chapter Success Criteria** • Identify patterns. • Skip count. • Compare numbers and their values. • Represent numbers in different ways.	8.1 Count to 120 in Different Ways	Skip count within 120 in different ways.	• Skip count by ones. • Skip count by fives. • Skip count by tens.
	8.2 Count to 1,000 in Different Ways	Skip count within 1,000 in different ways.	• Skip count by fives. • Skip count by tens. • Skip count by hundreds.
	8.3 Place Value Patterns	Identify patterns to find missing numbers.	• Use place value to describe the pattern. • Count on by tens from a number. • Count on by hundreds from a number. • Complete the number sequence.
	8.4 Find More or Less	Identify numbers that are 1, 10, or 100 more and less than a number.	• Write numbers that are 1 more and 1 less than a number. • Write numbers that are 10 more and 10 less than a number. • Write numbers that are 100 more and 100 less than a number. • Explain which digit changes when finding 1, 10, or 100 more or less than a number.
	8.5 Compare Numbers Using Symbols	Use symbols to compare two numbers up to 1,000.	• Start with the greatest place value when comparing two numbers. • Identify the greater (lesser) number. • Say and write the symbol to compare two numbers. • Explain how to use place value to compare.

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		Learning Target	Success Criteria
Chapter 8 continued			
	8.6 Compare Numbers Using a Number Line	Use a number line to compare two numbers up to 1,000.	• Locate each number on the number line. • Write a symbol (=, <, >) to compare the numbers. • Explain how to use the number line to compare.

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		Learning Target	Success Criteria
Chapter 9: Add Numbers within 1,000			
Chapter Learning Target Understand adding numbers. **Chapter Success Criteria** • Identify 10 and 100. • Count on from a number in different ways. • Explain how to use different counting strategies. • Represent numbers in different ways.	9.1 Add 10 and 100	Use mental math to add 10 and add 100.	• Add 10 or 100 to a number and write the sum. • Explain what happens to the digit in the tens place when I add 10. • Explain what happens to the digit in the hundreds place when I add 100.
	9.2 Use a Number Line to Add Hundreds and Tens	Use an open number line to add hundreds and tens.	• Show jumps of hundreds and tens on an open number line. • Count on from a starting number in different ways. • Write the sum.
	9.3 Use a Number Line to Add Three-Digit Numbers	Use an open number line to add.	• Show jumps of hundreds, tens, and ones on an open number line. • Count on from a starting number in different ways. • Write the sum.
	9.4 Use Compensation to Add Three-Digit Numbers	Use compensation to add.	• Explain how to use compensation to add. • Add to or take from an addend to make a hundred. • Write the sum.
	9.5 Use Partial Sums to Add Three-Digit Numbers	Use partial sums to add.	• Add the hundreds from each number. • Add the tens from each number. • Add the ones from each number. • Add the partial sums.
	9.6 Use Models to Add Three-Digit Numbers	Use models to add.	• Explain when regrouping is needed. • Make quick sketches to show regrouping. • Show 10 ones regrouped as 1 ten or 10 tens regrouped as 1 hundred. • Solve the addition problem.

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		Learning Target	Success Criteria
Chapter 9 continued			
	9.7 Add Three-Digit Numbers	Add three-digit numbers.	• Explain when regrouping is needed. • Show 10 ones regrouped as 1 ten or 10 tens regrouped as 1 hundred. • Solve the addition problem.
	9.8 Add Up to 4 Two-Digit Numbers	Add up to 4 two-digit numbers.	• Explain what compatible numbers are. • Explain how to add digits in like place values in any order. • Add the ones, tens, and then the hundreds to find the sum.
	9.9 Explain Addition Strategies	Choose and explain a strategy to add.	• Choose a strategy to add. • Solve for the sum. • Explain the strategy I used.

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Learning Targets and Success Criteria
Grade 2

		Learning Target	Success Criteria
Chapter 10: Subtract Numbers within 1,000			
Chapter Learning Target Understand subtracting numbers. **Chapter Success Criteria** • Identify subtraction patterns. • Use a number line to count backwards. • Explain how to use different subtraction strategies. • Model subtraction problems.	10.1 Subtract 10 and 100	Use mental math to subtract 10 and subtract 100.	• Subtract 10 or 100 from a number and write the difference. • Explain what happens when you subtract 10 or 100 from a number.
	10.2 Use a Number Line to Subtract Hundreds and Tens	Use an open number line to subtract hundreds and tens.	• Use an open number line to count back by hundreds and tens from the starting number. • Write the difference.
	10.3 Use a Number Line to Subtract Three-Digit Numbers	Use a number line to subtract.	• Use an open number line to count back by hundreds, tens, and ones from the starting number. • Write the difference.
	10.4 Use Compensation to Subtract Three-Digit Numbers	Use compensation to subtract.	• Add to or subtract from both numbers. • Write the numbers that make it easier to subtract. • Write the difference. • Explain how to use compensation to subtract.
	10.5 Use Models to Subtract Three-Digit Numbers	Use models to subtract.	• Tell whether I need to regroup. • Exchange 1 hundred for 10 tens or 1 ten for 10 ones if regrouping. • Model the subtraction. • Solve for the difference.
	10.6 Subtract Three-Digit Numbers	Subtract three-digit numbers.	• Tell whether I need to regroup. • Exchange 1 hundred for 10 tens or 1 ten for 10 ones if regrouping. • Solve for the difference.

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		Learning Target	Success Criteria
Chapter 10 continued			
	10.7 Subtract From Numbers That Contain Zeros	Subtract from three-digit numbers with zeros.	• Tell whether I need to regroup. • Exchange 1 hundred for 10 tens or 1 ten for 10 ones if regrouping. • Solve for the difference.
	10.8 Use Addition to Subtract	Use addition to subtract on an open number line.	• Count on from a number to the starting number. • Add the hundreds, tens, and ones. • Write the difference.
	10.9 Explain Subtraction Strategies	Choose and explain a strategy to subtract.	• Choose a strategy to subtract. • Solve for the difference. • Explain the strategy I used.

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Grade 2

		Learning Target	Success Criteria
Chapter 11: Measure and Estimate Lengths			
Chapter Learning Target Understand measurement. **Chapter Success Criteria** • Define length. • Explain how to use a ruler to measure objects. • Compare the measurements of different objects. • Measure objects.	11.1 Measure Lengths in Centimeters	Measure the length of an object in centimeters.	• Use a centimeter ruler to measure an object. • Tell how long the object is. • Explain how to use a centimeter ruler to measure objects.
	11.2 Measure Objects Using Metric Length Units	Measure the length of an object in centimeters or meters.	• Tell whether an object should be measured in centimeters or meters. • Measure the object. • Tell how long the object is.
	11.3 Estimate Lengths in Metric Units	Estimate the length of an object in centimeters or meters.	• Compare the length of an object to another object. • Tell whether the object is longer or shorter than the other object. • Tell about how long the object is.
	11.4 Measure Lengths in Inches	Measure the length of an object in inches.	• Use an inch ruler to measure the object. • Tell how long the object is. • Explain how to use an inch ruler to measure objects.
	11.5 Measure Objects Using Customary Length Units	Use an inch ruler, yardstick, or measuring tape to measure objects in inches, feet, or yards.	• Tell whether the object should be measured in inches, feet, or yards. • Choose the correct tool. • Measure the object. • Tell how long the object is.
	11.6 Estimate Lengths in Customary Units	Estimate the length of an object in inches, feet, or yards.	• Compare the length of an object to another. • Tell whether the object is longer or shorter than the other object. • Tell about how long the object is.

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		Learning Target	Success Criteria
Chapter 11 continued			
	11.7 Measure Objects Using Different Length Units	Measure the same object using two different measurement units.	• Measure an object using one unit. • Measure the object again using a different unit. • Compare the measurements.
	11.8 Measure and Compare Lengths	Compare the lengths of two objects.	• Measure two objects. • Tell which object is longer and which object is shorter. • Write an equation to tell how much longer or shorter one object is than the other.

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Grade 2

		Learning Target	Success Criteria
Chapter 12: Solve Length Problems			
Chapter Learning Target Understand length problems. **Chapter Success Criteria** • Define length. • Explain how different measurement tools are used. • Compare measurement tools to solve problems. • Reflect on the measurement strategy I used.	12.1 Use a Number Line to Add and Subtract Lengths	Use a number line to solve length word problems.	• Identify what information is given and what the question is asking. • Write an equation using a question mark for the unknown. • Use a number line to solve the problem. • Explain how a ruler and a number line are similar.
	12.2 Problem Solving: Length	Solve compare length word problems.	• Identify what information is given in the word problem. • Identify what the question is asking. • Write an equation using a question mark for the unknown. • Use the bar model to solve the problem.
	12.3 Problem Solving: Missing Measurement	Solve length word problems to find missing measurements.	• Identify what information is given in the word problem. • Identify what the question is asking. • Write an equation using a question mark for the unknown. • Break apart a number to solve the problem.
	12.4 Practice Measurement Problems	Solve length word problems.	• Identify what information is given in the word problem. • Identify what the question is asking. • Choose a strategy to solve. • Explain the strategy I used to solve.

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Grade 2

		Learning Target	Success Criteria
Chapter 13: Represent and Interpret Data			
Chapter Learning Target Understand data. **Chapter Success Criteria** • Identify a tool to collect data. • Create a tally chart to make a graph. • Represent data in different ways. • Interpret data in different ways.	13.1 Sort and Organize Data	Use a tally chart to organize and understand data.	• Create a tally chart to sort the data. • Use a tally chart to answer questions.
	13.2 Read and Interpret Picture Graphs	Understand the data shown by a picture graph.	• Use a picture graph to answer questions. • Explain how to use a picture graph.
	13.3 Make Picture Graphs	Use data to make picture graphs.	• Understand the data shown on a tally chart. • Use a tally chart to make a picture graph. • Ask and answer questions about a picture graph.
	13.4 Read and Interpret Bar Graphs	Understand the data shown by a bar graph.	• Use a bar graph to answer questions. • Explain how to use a bar graph.
	13.5 Make Bar Graphs	Use data to make bar graphs.	• Understand the data shown on a tally chart. • Use a tally chart to make a bar graph. • Ask and answer questions about a bar graph.
	13.6 Make Line Plots	Use data to make line plots.	• Use data to make a line plot. • Answer questions about line plots. • Explain how to use a line plot.
	13.7 Measure Objects and Make Line Plots	Measure objects and make line plots.	• Measure the lengths of several objects. • Record the data in a table. • Use the table to make a line plot. • Ask and answer questions about a line plot.

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Learning Targets and Success Criteria
Grade 2

		Learning Target	Success Criteria
Chapter 14: Money and Time			
Chapter Learning Target Understand money and time. **Chapter Success Criteria** • Identify the values of coins and bills and times on a clock. • Choose a strategy to solve money and time problems. • Compare the value of one coin to another and tell the time. • Solve money and time problems.	14.1 Find Total Values of Coins	Find the total value of a group of coins.	• Tell the value of a penny, nickel, dime, and quarter. • Count the value of each coin to find the total value of the group. • Explain what the cent sign means.
	14.2 Order to Find Total Values of Coins	Order a group of coins to find the total value.	• Tell the value of a penny, nickel, dime, and quarter. • Order a group of coins from the greatest value to the least value. • Count the value of each coin to find the total value of the group.
	14.3 Show Money Amounts in Different Ways	Show money amounts in different ways.	• Show a money amount one way. • Show a money amount another way. • Explain how I know each group of coins shows the same amount.
	14.4 Make One Dollar	Use coins to make one dollar.	• Tell the value of a penny, nickel, dime, and quarter. • Tell and Show how to make a dollar using coins. • Explain what the dollar sign means.
	14.5 Make Change from One Dollar	Solve word problems to make change from one dollar.	• Identify what information is given. • Identify what the question is asking. • Choose a strategy to solve. • Explain the strategy I used.
	14.6 Find Total Values of Bills	Find the total value of a group of bills.	• Tell the value of each dollar bill. • Count the value of each bill to find the total value of the group.

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		Learning Target	**Success Criteria**
Chapter 14 continued			
	14.7 Problem Solving: Money	Solve money word problems.	• Identify what information is given. • Identify what the question is asking. • Choose a strategy to solve. • Explain the strategy I used.
	14.8 Tell Time to the Nearest Five Minutes	Tell time to the nearest five minutes.	• Show the time on a digital clock. • Show the time on an analog clock. • Explain how to tell time to the nearest five minutes.
	14.9 Tell Time Before and After the Hour	Describe the time before or after the hour in different ways.	• Describe the time before and after the hour. • I can describe the time in different ways.
	14.10 Relate A.M. and P.M.	Describe the time using a.m. and p.m.	• Show the time on a digital clock. • Show the time on an analog clock. • Tell whether an event takes place in the a.m. or p.m.

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Learning Targets and Success Criteria
Grade 2

		Learning Target	Success Criteria
Chapter 15: Identify and Partition Shapes			
Chapter Learning Target Understand shapes. **Chapter Success Criteria** • Name shapes. • Explain information about shapes. • Compare one shape to another. • Draw different shapes.	15.1 Describe Two-Dimensional Shapes	Identify and describe two-dimensional shapes.	• Identify the number of sides. • Identify the number of vertices. • Name the shape.
	15.2 Identify Angles of Polygons	Identify angles of a polygon.	• Tell how many angles a shape has. • Tell how many right angles a shape has. • Name the shape.
	15.3 Draw Polygons	Draw shapes given a description.	• Identify a shape based on the number of sides, angles, or vertices. • Identify the number of right angles a shape has. • Draw and name the shape.
	15.4 Identify and Draw Cubes	Identify, draw, and describe cubes.	• Recognize a cube. • Draw a cube. • Tell the number of faces, edges, and vertices a cube has.
	15.5 Compose Rectangles	Show a rectangle as equal squares.	• Use square tiles to show rows and columns in a rectangle. • Tell how many square tiles cover the rectangle. • Write an equation to match the rows and columns in a rectangle.
	15.6 Identify Two, Three, or Four Equal Shares	Identify shapes that show halves, thirds, and fourths.	• Tell whether a shape shows equal or unequal shares. • Tell whether a shape shows halves, thirds, or fourths. • Explain how I know a shape shows halves, thirds, or fourths.

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		Learning Target	Success Criteria
Chapter 15 continued			
	15.7 Partition Shapes into Equal Shares	Draw lines to show halves, thirds, and fourths of a shape.	• Tell how many halves, thirds, or fourths make a whole. • Draw lines to show halves, thirds, or fourths. • Name the equal shares as halves, thirds, or fourths. • Compare the size of halves, thirds, and fourths of the same shape.
	15.8 Analyze Equal Shares of the Same Shape	Draw to show halves, thirds, and fourths in different ways.	• Draw to show halves, thirds, or fourths. • Draw to show halves, thirds, or fourths another way. • Compare the equal shares of each shape.

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Learning Targets and Success Criteria
Grade 3

		Learning Target	Success Criteria
Chapter 1: Understand Multiplication and Division			
Chapter Learning Target Understand multiplication and division. **Chapter Success Criteria** • Identify equal groups. • Explain a multiplication equation. • Compare multiplication to division. • Model multiplication and division problems.	1.1 Use Equal Groups to Multiply	Use equal groups to multiply.	• I can identify equal groups. • I can write a repeated addition equation for equal groups. • I can write a multiplication equation for equal groups.
	1.2 Use Number Lines to Multiply	Use a number line to multiply.	• I can explain the parts of a multiplication equation. • I can use a number line to skip count.
	1.3 Use Arrays to Multiply	Use an array to multiply.	• I can identify the number of rows and columns in an array. • I can draw an array. • I can write a multiplication equation for an array.
	1.4 Multiply in Any Order	Multiply factors in any order.	• I can use arrays to show the Commutative Property of Multiplication. • I can write two multiplication equations for an array. • I can use the Commutative Property of Multiplication.
	1.5 Divide: Size of Equal Groups	Use division to find the size of equal groups.	• I can model equal groups. • I can identify the size of equal groups. • I can write a division equation.
	1.6 Divide: Number of Equal Groups	Use division to find the number of equal groups.	• I can model equal groups. • I can identify the number of equal groups. • I can write a division equation.
	1.7 Use Number Lines to Divide	Use a number line to divide.	• I can use a number line to skip count backward. • I can write repeated subtraction equations and a division equation.

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Learning Targets and Success Criteria
Grade 3

		Learning Target	Success Criteria
Chapter 2: Multiplication Facts and Strategies			
Chapter Learning Target Understand multiplication strategies. **Chapter Success Criteria** • Define a product. • Find the product of two numbers. • Make a plan to solve a problem. • Solve a problem.	2.1 Multiply by 2	Multiply by 2.	• I can use a model to multiply by 2. • I can find the product of a number and 2.
	2.2 Multiply by 5	Multiply by 5.	• I can use a model to multiply by 5. • I can find the product of a number and 5.
	2.3 Multiply by 10	Multiply by 10.	• I can use a model to multiply by 10. • I can find the product of a number and 10.
	2.4 Multiply by 0 or 1	Use properties to multiply by 0 or 1.	• I can explain the multiplication properties of 0 and 1. • I can find the product of a number and 0. • I can find the product of a number and 1.
	2.5 Use the Distributive Property	Use the Distributive Property to multiply.	• I can use known facts to find a product. • I can find the sum of products. • I can explain how to use the Distributive Property.
	2.6 Problem Solving: Multiplication	Use the problem-solving plan to solve word problems.	• I can understand a problem. • I can make a plan to solve. • I can solve a problem.

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Learning Targets and Success Criteria
Grade 3

		Learning Target	Success Criteria
Chapter 3: More Multiplication Facts and Strategies			
Chapter Learning Target Understand multiplication strategies. **Chapter Success Criteria** • Define a product. • Find the product of two numbers. • Make a plan to solve a problem. • Solve a problem.	3.1 Multiply by 3	Multiply by 3.	• I can use a model to multiply by 3. • I can use known multiplication facts to multiply by 3. • I can find the product of a number and 3.
	3.2 Multiply by 4	Multiply by 4.	• I can use a model to multiply by 4. • I can use known multiplication facts to multiply by 4. • I can find the product of a number and 4.
	3.3 Multiply by 6	Multiply by 6.	• I can use a model to multiply by 6. • I can use known multiplication facts to multiply by 6. • I can find the product of a number and 6.
	3.4 Multiply by 7	Multiply by 7.	• I can use a model to multiply by 7. • I can use known multiplication facts to multiply by 7. • I can find the product of a number and 7.
	3.5 Multiply by 8	Multiply by 8.	• I can use a model to multiply by 8. • I can use known multiplication facts to multiply by 8. • I can find the product of a number and 8.
	3.6 Multiply by 9	Multiply by 9.	• I can use a model to multiply by 9. • I can use known multiplication facts to multiply by 9. • I can find the product of a number and 9.

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		Learning Target	Success Criteria
Chapter 3 continued			
	3.7 Practice Multiplication Strategies	Use a strategy to multiply two factors.	• I can choose a strategy to multiply two factors. • I can multiply two factors and write the product. • I can explain the strategy I used.
	3.8 Multiply Three Factors	Use the Associative Property of Multiplication.	• I can explain the Associative Property of Multiplication. • I can change the grouping of factors. • I can multiply three factors to find a product.
	3.9 More Problem Solving: Multiplication	Use the problem-solving plan to solve word problems.	• I can understand a problem. • I can make a plan to solve. • I can solve a problem.

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Grade 3

		Learning Target	Success Criteria
Chapter 4: Division Facts and Strategies			
Chapter Learning Target Understand division strategies. **Chapter Success Criteria** • Define a dividend, a divisor, and a quotient. • Explain a division equation for an array. • Compare multiplication to division. • Solve a division problem.	4.1 Use Arrays to Divide	Use an array to divide.	• I can draw an array to model division. • I can identify a dividend, a divisor, and a quotient. • I can write a division equation for an array.
	4.2 Relate Multiplication and Division	Use facts families to relate multiplication and division.	• I can use an array to write related multiplication and division equations. • I can explain the relationship between multiplication and division.
	4.3 Divide by 2, 5, or 10	Divide a number by 2, 5, or 10.	• I can model dividing by 2, 5, or 10. • I can find the quotient of a number and 2, 5, or 10.
	4.4 Divide by 3 or 4	Divide a number by 3 or 4.	• I can model dividing by 3 or 4. • I can find the quotient of a number and 3 or 4.
	4.5 Divide by 6 or 7	Divide a number by 6 or 7.	• I can model dividing by 6 or 7. • I can find the quotient of a number and 6 or 7.
	4.6 Divide by 8 or 9	Divide a number by 8 or 9.	• I can model dividing by 8 or 9. • I can find the quotient of a number and 8 or 9.
	4.7 Divide with 0 or 1	Divide with 0 or 1.	• I can find the quotient when dividing a number by 1. • I can find the quotient when dividing a number by itself. • I can find the quotient when dividing 0 by a number.

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		Learning Target	Success Criteria
Chapter 4 continued			
	4.8 Practice Division Strategies	Use a strategy to divide.	• I can choose a strategy to solve a division problem. • I can divide and write the quotient. • I can explain the strategy I used.
	4.9 Problem Solving: Division	Use the problem-solving plan to solve word problems.	• I can understand a problem. • I can make a plan to solve. • I can solve a problem.

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Grade 3

		Learning Target	Success Criteria
Chapter 5: Patterns and Fluency			
Chapter Learning Target Understand patterns. **Chapter Success Criteria** • Identify a pattern. • Explain a pattern in a multiplication table. • Connect patterns to the multiplication table. • Solve a problem.	5.1 Identify Patterns in the Multiplication Table	Identify, explain, and use patterns related to the multiplication table.	• I can identify and explain a pattern in the multiplication table. • I can use a pattern to solve a problem.
	5.2 Use the Multiplication Table	Use the multiplication table to write related multiplication and division facts.	• I can use the multiplication table to find a product. • I can use the multiplication table to find a quotient. • I can use the multiplication table to explain the relationship between multiplication and division.
	5.3 Complete Multiplication Tables	Complete a multiplication table.	• I can use multiplication to find missing products in a table. • I can use multiplication or division to find missing factors in a table. • I can explain how to find missing numbers in a multiplication table.
	5.4 More Problem Solving	Solve multiplication and division word problems.	• I can understand a problem. • I can make a plan to solve. • I can solve a problem.

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		Learning Target	Success Criteria
Chapter 6: Relate Area to Multiplication			
Chapter Learning Target Understand area. **Chapter Success Criteria** • Identify the area of a shape. • Explain how to find the area of a shape. • Compare the area of one shape to another. • Find the total area of a shape.	6.1 Understand Area	Count to find the area of a shape.	• I can count the number of unit squares covering a shape. • I can tell the area of a shape in square units. • I can explain how to find the area of a shape.
	6.2 Measure Area Using Standard Units	Count to find the area of a shape using standard units.	• I can count the number of unit squares covering a shape. • I can tell the area of a shape in square units. • I can identify units as square inches, square feet, square centimeters, or square meters.
	6.3 Find Area by Multiplying	Use multiplication to find the area of a rectangle.	• I can use an array to find the area of a rectangle. • I can write a multiplication equation to find the area of a rectangle.
	6.4 Area and the Distributive Property	Use the Distributive Property to find the area of a rectangle.	• I can break apart a rectangle into two smaller rectangles. • I can explain how the area of a rectangle is equal to the areas of its smaller rectangles.
	6.5 Find Areas of More Shapes	Find the area of a shape made up of rectangles.	• I can break apart a shape into rectangles. • I can find the area of each smaller rectangle. • I can find the total area of a shape.

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		Learning Target	Success Criteria
Chapter 7: Round and Estimate Numbers			
Chapter Learning Target Understand estimation. **Chapter Success Criteria** • Identify the values of different numbers. • Explain how to round numbers. • Round numbers. • Estimate the difference between numbers.	7.1 Place Value	Identify the values of digits in three-digit numbers.	• I can model three-digit numbers. • I can identify the values of digits in three-digit numbers. • I can use place value to compare two numbers.
	7.2 Round Numbers Using a Number Line	Use a number line to round numbers to the nearest ten or nearest hundred.	• I can identify the two tens a number is between and which ten it is closer to. • I can identify the two hundreds a number is between and which hundred it is closer to. • I can round a number to the nearest ten or nearest hundred.
	7.3 Round Numbers Using Place Value	Use place value to round numbers to the nearest ten or nearest hundred.	• I can explain which digit I use to round and why. • I can identify which ten or hundred is closest to a number. • I can round a number to the nearest ten or nearest hundred.
	7.4 Estimate Sums	Use rounding or compatible numbers to estimate sums.	• I can use rounding to estimate a sum. • I can use compatible numbers to estimate a sum. • I can explain different ways to estimate a sum.
	7.5 Estimate Differences	Use rounding or compatible numbers to estimate differences.	• I can use rounding to estimate a difference. • I can use compatible numbers to estimate a difference. • I can explain different ways to estimate a difference.

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		Learning Target	Success Criteria
Chapter 8: Add and Subtract Multi-Digit Numbers			
Chapter Learning Target Understand addition and subtraction properties. **Chapter Success Criteria** • Identify properties of addition. • Explain what addition properties mean. • Count on and count back to problem solve. • Solve a problem.	8.1 Identify Addition Properties	Identify and use addition properties.	• I can identify the Addition Property of Zero. • I can use an addition property to find a sum. • I can explain what the addition properties mean.
	8.2 Use Number Lines to Add	Use a number line to find a sum.	• I can use the count on strategy to add on a number line. • I can use the make a ten strategy to add on a number line.
	8.3 Use Mental Math to Add	Use mental math to find a sum.	• I can use compensation to add. • I can use the make a ten strategy to add. • I can explain how to change one addend to a decade number or compatible number.
	8.4 Use Partial Sums to Add	Use partial sums to find a sum.	• I can write addends in expanded form. • I can add to find the hundreds, tens, and ones. • I can add the partial sums.
	8.5 Add Three-Digit Numbers	Add three-digit numbers.	• I can round to estimate a sum. • I can add three-digit numbers. • I can use an estimate to check whether my answer is reasonable.
	8.6 Add Three or More Numbers	Add up to four numbers.	• I can round to estimate a sum. • I can identify compatible numbers. • I can find a sum and check whether it is reasonable.

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		Learning Target	Success Criteria
Chapter 8 continued			
	8.7 Use Number Lines to Subtract	Use a number line to find a difference.	• I can use the count back strategy to subtract on a number line. • I can use the count on strategy to subtract on a number line.
	8.8 Use Mental Math to Subtract	Use mental math to find a difference.	• I can explain how to change both numbers to use compensation to subtract. • I can explain how to change one number to use compensation to subtract.
	8.9 Subtract Three-Digit Numbers	Subtract three-digit numbers.	• I can round to estimate a difference. • I can subtract three-digit numbers. • I can use an estimate to check whether my answer is reasonable.
	8.10 Relate Addition and Subtraction	Use inverse operations to check answers.	• I can use addition to check a difference. • I can use subtraction to check a sum. • I can explain the relationship between addition and subtraction.
	8.11 Problem Solving: Addition and Subtraction	Use the problem-solving plan to solve two-step addition and subtraction word problems.	• I can understand a problem. • I can make a plan to solve a problem using letters to represent the unknown numbers. • I can solve a problem and check whether my answer is reasonable.

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		Learning Target	Success Criteria
Chapter 9: Multiples and Problem Solving			
Chapter Learning Target Understand multiples. **Chapter Success Criteria** • Skip count. • Describe the pattern when multiplying. • Make a plan to solve a problem. • Solve a problem.	9.1 Use Number Lines to Multiply by Multiples of 10	Use number lines to multiply by multiples of 10.	• I can use a number line to skip count by a multiple of 10. • I can find the product of a one-digit number and a multiple of 10.
	9.2 Use Place Value to Multiply by Multiples of 10	Use place value to multiply by multiples of 10.	• I can use a model to multiply by a multiple of 10. • I can find the product of a one-digit number and a multiple of 10. • I can describe a pattern when multiplying by multiples of 10.
	9.3 Use Properties to Multiply by Multiples of 10	Use properties to multiply by multiples of 10.	• I can use the Associative Property of Multiplication to multiply by a multiple of 10. • I can use the Distributive Property to multiply by a multiple of 10. • I can use properties to find the product of a one-digit number and a multiple of 10.
	9.4 Problem Solving: Multiplication and Division	Use the problem-solving plan to solve two-step multiplication and division word problems.	• I can understand a problem. • I can make a plan to solve a problem using letters to represent the unknown numbers. • I can solve a problem and check whether my answer is reasonable.
	9.5 Problem Solving: All Operations	Use the problem-solving plan to solve two-step word problems involving different operations.	• I can understand a problem. • I can make a plan to solve a problem using letters to represent the unknown numbers. • I can solve a problem using one equation.

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Learning Targets and Success Criteria
Grade 3

		Learning Target	Success Criteria
Chapter 10: Understand Fractions			
Chapter Learning Target Understand fractions. **Chapter Success Criteria** • Name equal parts. • Identify a unit fraction. • Write a fraction. • Plot a fraction.	10.1 Equal Parts of a Whole	Identify equal parts of a whole and name them.	• I can tell whether shapes show equal or unequal parts. • I can name equal parts. • I can divide a shape into equal parts.
	10.2 Understand a Unit Fraction	Identify and write a unit fraction.	• I can identify a unit fraction. • I can write a unit fraction. • I can explain what a unit fraction is. • I can explain what the numerator and denominator are in a fraction.
	10.3 Write Fractions of a Whole	Identify and write a fraction.	• I can identify a fraction. • I can write a fraction.
	10.4 Fractions on a Number Line: Less Than 1	Plot fractions less than 1 on a number line.	• I can divide a number line into equal parts. • I can label fractions on a number line. • I can plot a fraction.
	10.5 Fractions on a Number Line: Greater Than 1	Plot fractions greater than 1 on a number line.	• I can divide a number line into equal parts. • I can label fractions on a number line. • I can plot a fraction.

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		Learning Target	Success Criteria
Chapter 11: Understand Fraction Equivalence			
Chapter Learning Target Understand fractions. **Chapter Success Criteria** • Define a fraction. • Find fractions on a number line. • Explain how to use a number line to find fractions. • Compare fractions on a number line.	11.1 Equivalent Fractions	Model and write equivalent fractions.	• I can model equivalent fractions. • I can write equivalent fractions.
	11.2 Equivalent Fractions on a Number Line	Use a number line to find equivalent fractions.	• I can plot fractions on a number line. • I can find equivalent fractions on a number line. • I can explain how to use a number line to find equivalent fractions.
	11.3 Relate Fractions and Whole Numbers	Relate fractions and whole numbers.	• I can label fractions on a number line. • I can write whole numbers as fractions. • I can use a number line to relate fractions and whole numbers.
	11.4 Compare Fractions with the Same Denominator	Compare fractions that have the same denominator.	• I can model fractions that have the same denominator. • I can use the numerators to compare fractions. • I can explain how to compare fractions that have the same denominator.
	11.5 Compare Fractions with the Same Numerator	Compare fractions that have the same numerator.	• I can model fractions that have the same numerator. • I can use the denominators to compare fractions. • I can explain how to compare fractions that have the same numerator.
	11.6 Compare Fractions on a Number Line	Use a number line to compare fractions.	• I can plot fractions on a number line. • I can tell which fraction is closer to 0. • I can compare fractions on a number line.

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		Learning Target	Success Criteria
Chapter 11 continued			
	11.7 Compare Fractions	Compare fractions.	• I can choose a strategy to compare two fractions. • I can compare two fractions.
	11.8 Compare and Order Fractions	Compare and order fractions.	• I can choose a strategy to compare three fractions. • I can order three fractions from least to greatest. • I can order three fractions from greatest to least.

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		Learning Target	Success Criteria
Chapter 12: Understand Time, Liquid Volume, and Mass			
Chapter Learning Target Understand time and measurement. **Chapter Success Criteria** • Explain how to tell time to the nearest minute. • Find the appropriate way to measure an object. • Solve time interval problems. • Compare one measurement to another.	12.1 Time to the Nearest Minute	Tell time to the nearest minute.	• I can write the time to the nearest minute. • I can write the time in multiple ways. • I can explain how to tell time to the nearest minute.
	12.2 Measure Elapsed Time within the Hour	Measure elapsed time, in minutes, within the same hour.	• I can identify start and end times. • I can find the amount of time that passes between two times. • I can explain how to find elapsed time within the same hour.
	12.3 Measure Elapsed Time Across the Hour	Measure elapsed time, in minutes, from one hour to the next.	• I can identify start and end times. • I can find the amount of time that passes between two times. • I can explain how to find elapsed time from one hour to the next.
	12.4 Problem Solving: Time Interval Problems	Use the problem-solving plan to solve time interval problems.	• I can understand a problem. • I can make a plan to solve. • I can solve a problem.
	12.5 Understand and Estimate Liquid Volume	Understand and estimate liquid volumes in metric units.	• I can tell the difference between a milliliter and a liter. • I can identify which unit to use to measure a liquid volume. • I can estimate a liquid volume.
	12.6 Measure Liquid Volume	Measure liquid volumes in liters and milliliters.	• I can measure a liquid volume in liters. • I can measure a liquid volume in milliliters. • I can measure a liquid volume in liters and milliliters.

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		Learning Target	Success Criteria
Chapter 12 continued			
	12.7 Understand and Estimate Mass	Understand and estimate masses of objects.	• I can tell the difference between a gram and a kilogram. • I can identify which unit to use to measure the mass of an object. • I can estimate the mass of an object.
	12.8 Measure Mass	Measure masses in grams and kilograms.	• I can measure a mass in grams. • I can measure a mass in kilograms. • I can measure a mass in grams and kilograms.

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		Learning Target	Success Criteria
Chapter 13: Classify Two-Dimensional Shapes			
Chapter Learning Target Understand two-dimensional shapes. **Chapter Success Criteria** • Define two-dimensional shapes. • Explain different shapes and their features. • Compare one shape to another. • Draw a shape.	13.1 Identify Sides and Angles of Quadrilaterals	Identify parallel sides and right angles of quadrilaterals.	• I can identify when two sides of a quadrilateral are parallel. • I can identify right angles of a quadrilateral.
	13.2 Describe Quadrilaterals	Describe quadrilaterals using sides and angles.	• I can use sides and angles to identify a quadrilateral. • I can explain why a quadrilateral can have more than one name.
	13.3 Classify Quadrilaterals	Classify quadrilaterals based on their attributes.	• I can tell what is alike between two groups of quadrilaterals. • I can tell what is different between two groups of quadrilaterals. • I can classify two types of quadrilaterals in one or more ways.
	13.4 Draw Quadrilaterals	Draw quadrilaterals.	• I can draw and name a quadrilateral given a description. • I can draw a quadrilateral that does not belong to a given group.

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		Learning Target	Success Criteria
Chapter 14: Represent and Interpret Data			
Chapter Learning Target Understand data. **Chapter Success Criteria** • Identify a tool to collect data. • Create a tally chart to make a graph. • Represent data in different ways. • Interpret data in different ways.	14.1 Read and Interpret Picture Graphs	Understand the data shown by a picture graph.	• I can explain how to use a key to read a picture graph. • I can use a picture graph to answer questions.
	14.2 Make Picture Graphs	Use data to make picture graphs.	• I can read a frequency table. • I can create a key for a picture graph. • I can use a frequency table to make a picture graph.
	14.3 Read and Interpret Bar Graphs	Understand the data shown by a bar graph.	• I can explain how to use a scale to read a bar graph. • I can use a bar graph to answer questions.
	14.4 Make Bar Graphs	Use data to make bar graphs.	• I can read a frequency table. • I can choose a scale for a bar graph. • I can use a frequency table to make a bar graph.
	14.5 Make Line Plots	Use data to make line plots.	• I can read the data shown in a table. • I can label the scale for a line plot. • I can make a line plot.
	14.6 Measure Lengths: Half Inch	Measure objects to the nearest half inch and make line plots.	• I can measure the lengths of objects to the nearest half inch. • I can record lengths on a line plot.
	14.7 Measure Lengths: Quarter Inch	Measure objects to the nearest quarter inch and make line plots.	• I can measure the lengths of objects to the nearest quarter inch. • I can record lengths on a line plot.

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		Learning Target	Success Criteria
Chapter 15: Find Perimeter and Area			
Chapter Learning Target Understand perimeter and area. **Chapter Success Criteria** • Identify the perimeter of a shape. • Describe the area of a shape. • Compare the area and perimeter of a shape. • Find the area and perimeter of a shape.	15.1 Understand Perimeter	Find perimeters of figures.	• I can count the number of units around a figure. • I can tell the perimeter of a figure using standard units. • I can use a ruler to find the perimeter of a figure.
	15.2 Find Perimeters of Polygons	Find perimeters of polygons.	• I can add all the side lengths to find the perimeter of a polygon. • I can multiply to find the perimeter of some polygons.
	15.3 Find Unknown Side Lengths	Use perimeter to find the unknown side lengths of a polygon.	• I can use perimeter to find an unknown side length. • I can use multiplication and the perimeter to find the unknown side length when all sides are equal.
	15.4 Same Perimeter, Different Areas	Use area to compare rectangles with the same perimeter.	• I can find the perimeter and area of a given rectangle. • I can draw a rectangle with the same perimeter as a given rectangle. • I can compare the areas of the rectangles.
	15.5 Same Area, Different Perimeters	Use perimeter to compare rectangles with the same area.	• I can find the area and perimeter of a given rectangle. • I can draw a different rectangle with the same area as a given rectangle. • I can compare the perimeters of the rectangles.

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Learning Targets and Success Criteria
Grade 4

		Learning Target	Success Criteria
Chapter 1: Place Value Concepts			
Chapter Learning Target Understand place value. **Chapter Success Criteria** • Define the value of a number. • Explain how to use symbols to compare two numbers. • Compare the value of two identical digits in a number. • Read and write multi-digit numbers in multiple forms.	1.1 Understand Place Value	Identify the values of digits in multi-digit numbers.	• I can identify the first six place value names. • I can identify the value of each digit in a number. • I can compare the values of two of the same digits in a number.
	1.2 Read and Write Multi-Digit umbers	Read and write multi-digit numbers in different forms.	• I can write a number in standard form. • I can read and write a number in word form. • I can write a number in expanded form.
	1.3 Compare Multi-Digit Numbers	Use place value to compare two multi-digit numbers.	• I can explain how to compare two numbers with the same number of digits. • I can use the symbols <, >, and = to compare two numbers.
	1.4 Round Multi-Digit Numbers	Use place value to round multi-digit numbers.	• I can explain which digit I use to round and why. • I can round a multi-digit number to any place.

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Learning Targets and Success Criteria
Grade 4

		Learning Target	Success Criteria
Chapter 2: Add and Subtract Multi-Digit Numbers			
Chapter Learning Target Understanding adding and subtracting numbers. **Chapter Success Criteria** • Estimate a sum or difference. • Explain which strategy I used to write a sum or difference. • Write a sum or difference. • Solve addition and subtraction problems.	2.1 Estimate Sums and Differences	Use rounding to estimate sums and differences.	• I can use rounding to estimate a sum. • I can use rounding to estimate a difference. • I can explain what happens when I round to different place values.
	2.2 Add Multi-Digit Numbers	Add multi-digit numbers and check whether the sum is reasonable.	• I can use place value to line up the numbers in an addition problem. • I can add multi-digit numbers, regrouping when needed. • I can estimate a sum to check whether my answer is reasonable.
	2.3 Subtract Multi-Digit Numbers	Subtract multi-digit numbers and check my answer.	• I can use place value to line up the numbers in a subtraction problem. • I can subtract multi-digit numbers, regrouping when needed. • I can estimate a difference or use addition to check my answer.
	2.4 Use Strategies to Add and Subtract	Use strategies to add and subtract multi-digit numbers.	• I can use strategies to add multi-digit numbers. • I can use strategies to subtract multi-digit numbers.
	2.5 Problem Solving: Addition and Subtraction	Use the problem-solving plan to solve two-step addition and subtraction word problems.	• I can understand a problem. • I can make a plan to solve a problem using letters to represent the unknown numbers. • I can solve a problem and check whether my answer is reasonable.

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		Learning Target	Success Criteria
Chapter 3: Multiply by One-Digit Numbers			
Chapter Learning Target Understand multiplying one-digit numbers. **Chapter Success Criteria** • Find the product of two numbers. • Use rounding to estimate a product. • Write multiplication problems. • Solve a problem using an equation.	3.1 Understand Multiplicative Comparisons	Use multiplication to compare two numbers.	• I can write addition or multiplication equations given a comparison sentence. • I can write a comparison sentence given an addition or a multiplication equation. • I can solve comparison word problems involving multiplication.
	3.2 Multiply Tens, Hundreds, and Thousands	Use place value to multiply by tens, hundreds, or thousands.	• I can find the product of a one-digit number and a multiple of ten, one hundred, or one thousand. • I can describe a pattern when multiplying by tens, hundreds, or thousands.
	3.3 Estimate Products by Rounding	Use rounding to estimate products.	• I can use rounding to estimate a product. • I can find two estimates that a product is between. • I can tell whether a product is reasonable.
	3.4 Use the Distributive Property to Multiply	Use the Distributive Property to multiply.	• I can draw an area model to multiply. • I can use known facts to find a product. • I can explain how to use the Distributive Property.
	3.5 Use Expanded Form to Multiply	Use expanded form and the Distributive Property to multiply.	• I can use an area model to multiply. • I can use expanded form and the Distributive Property to find a product.
	3.6 Use Partial Products to Multiply	Use place value and partial products to multiply.	• I can use place value to tell the value of each digit in a number. • I can write the partial products for a multiplication problem. • I can add the partial products to find a product.

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		Learning Target	Success Criteria
Chapter 3 continued			
	3.7 Multiply Two-Digit Numbers by One-Digit Numbers	Multiply two-digit numbers by one-digit numbers.	• I can multiply to find the partial products. • I can show 10 ones regrouped as 1 ten. • I can find the product.
	3.8 Multiply Three- and Four-Digit Numbers by One-Digit Numbers	Multiply multi-digit numbers by one-digit numbers.	• I can multiply to find the partial products. • I can show how to regroup more than 10 tens. • I can find the product.
	3.9 Use Properties to Multiply	Use properties to multiply.	• I can use the Commutative Property of Multiplication to multiply. • I can use the Associative Property of Multiplication to multiply. • I can use the Distributive Property to multiply.
	3.10 Problem Solving: Multiplication	Solve multi-step word problems involving multiplication.	• I can understand a problem. • I can make a plan to solve using letters to represent the unknown numbers. • I can solve a problem using an equation.

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		Learning Target	Success Criteria
Chapter 4: Multiply by Two-Digit Numbers			
Chapter Learning Target Understand multiplying two-digit numbers. **Chapter Success Criteria** • Find the product of two numbers. • Use rounding to estimate a product. • Write multiplication problems. • Solve a problem using an equation.	4.1 Multiply by Tens	Use place value and properties to multiply by multiples of ten.	• I can use place value to multiply by multiples of ten. • I can use the Associative Property to multiply by multiples of ten. • I can describe a pattern with zeros when multiplying by multiples of ten.
	4.2 Estimate Products	Use rounding and compatible numbers to estimate products.	• I can use rounding to estimate a product. • I can use compatible numbers to estimate a product. • I can explain different ways to estimate a product.
	4.3 Use Area Models to Multiply Two-Digit Numbers	Use area models and partial products to multiply.	• I can use an area model to break apart the factors of a product. • I can relate an area model to partial products. • I can add partial products to find a product.
	4.4 Use the Distributive Property to Multiply Two-Digit Numbers	Use area models and the Distributive Property to multiply.	• I can use an area model and partial products to multiply. • I can use an area model and the Distributive Property to multiply.
	4.5 Use Partial Products to Multiply Two-Digit Numbers	Use place value and partial products to multiply.	• I can use place value to tell the value of each digit in a number. • I can write the partial products for a multiplication problem. • I can add the partial products to find a product.

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		Learning Target	Success Criteria
Chapter 4 continued			
	4.6 Multiply Two-Digit Numbers	Multiply two-digit numbers.	• I can multiply to find partial products. • I can show how to regroup ones, tens, and hundreds. • I can add partial products to find a product.
	4.7 Practice Multiplication Strategies	Use strategies to multiply two-digit numbers.	• I can choose a strategy to multiply. • I can multiply two-digit numbers. • I can explain the strategy I used to multiply.
	4.8 Problem Solving: Multiplication with Two-Digit Numbers	Solve multi-step word problems involving two-digit multiplication.	• I can understand a problem. • I can make a plan to solve using letters to represent the unknown numbers. • I can solve a problem using an equation.

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		Learning Target	Success Criteria
Chapter 5: Divide Multi-Digit Numbers by One-Digit Numbers			
Chapter Learning Target Understand dividing one-digit numbers. **Chapter Success Criteria** • Divide a number. • Use division facts to estimate a quotient. • Write division problems. • Solve division problems.	5.1 Divide Tens, Hundreds, and Thousands	Use place value to divide tens, hundreds, or thousands.	• I can divide a multiple of ten, one hundred, or one thousand by a one-digit number. • I can explain how to use place value and division facts to divide tens, hundreds, or thousands.
	5.2 Estimate Quotients	Use division facts and compatible numbers to estimate quotients.	• I can use division facts and compatible numbers to estimate a quotient. • I can find two estimates that a quotient is between.
	5.3 Understand Division and Remainders	Use models to find quotients and remainders.	• I can use models to divide numbers that do not divide evenly. • I can find a quotient and a remainder. • I can interpret the quotient and the remainder in a division problem.
	5.4 Use Partial Quotients	Use partial quotients to divide.	• I can explain how to use an area model to divide. • I can write partial quotients for a division problem. • I can add the partial quotients to find a quotient.
	5.5 Use Partial Quotients with a Remainder	Use partial quotients to divide and find remainders.	• I can use partial quotients to divide. • I can find a remainder.
	5.6 Divide Two-Digit Numbers by One-Digit Numbers	Divide two-digit numbers by one-digit numbers.	• I can divide to find the partial quotients. • I can show how to regroup 1 or more tens. • I can use place value to record the partial quotients.

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		Learning Target	Success Criteria
Chapter 5 continued			
	5.7 Divide Multi-Digit Numbers by One-Digit Numbers	Divide multi-digit numbers by one-digit numbers.	• I can use place value to divide. • I can show how to regroup thousands, hundreds, or tens. • I can find a quotient and a remainder.
	5.8 Divide by One-Digit Numbers	Divide by one-digit numbers.	• I can use place value to divide. • I can explain why there might be a 0 in the quotient. • I can find a quotient and a remainder.
	5.9 Problem Solving: Division	Solve multi-step word problems involving division.	• I can understand a problem. • I can make a plan to solve using letters to represent the unknown numbers. • I can solve a problem using an equation.

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		Learning Target	Success Criteria
Chapter 6: Factors, Multiples, and Patterns			
Chapter Learning Target Understand factors, multiples, and patterns. **Chapter Success Criteria** • Find the factors of a number. • Explain the differences between factors and multiples. • Compare the different features of different numbers and shapes. • Apply an appropriate strategy to show relationships in numbers and shapes.	6.1 Understand Factors	Use models to find factor pairs.	• I can draw area models that show a product. • I can find the factors of a number. • I can find the factor pairs for a number.
	6.2 Factors and Divisibility	Use division to find factor pairs.	• I can divide to find factor pairs. • I can use divisibility rules to find factor pairs.
	6.3 Relate Factors and Multiples	Understand the relationship between factors and multiples.	• I can tell whether a number is a multiple of another number. • I can tell whether a number is a factor of another number. • I can explain the relationship between factors and multiples.
	6.4 Identify Prime and Composite Numbers	Tell whether a given number is prime or composite.	• I can explain what prime and composite numbers are. • I can identify prime and composite numbers.
	6.5 Number Patterns	Create and describe number patterns.	• I can create a number pattern given a number rule. • I can describe features of a number pattern.
	6.6 Shape Patterns	Create and describe shape patterns.	• I can create a shape pattern given a rule. • I can find the shape at a given position in a pattern. • I can describe features of a shape pattern.

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		Learning Target	Success Criteria
Chapter 7: Understand Fraction Equivalence			
Chapter Learning Target Understand fractions. **Chapter Success Criteria** • Define equivalent fractions. • Explain how multiplication can be used to find equivalent fractions. • Compare the numerators and denominators of two fractions. • Find the factors of a number.	7.1 Model Equivalent Fractions	Model and write equivalent fractions.	• I can use an area model to find equivalent fractions. • I can use a number line to find equivalent fractions. • I can write equivalent fractions.
	7.2 Generate Equivalent Fractions by Multiplying	Use multiplication to find equivalent fractions.	• I can multiply a numerator and a denominator by a chosen number. • I can multiply to find equivalent fractions. • I can explain why multiplication can be used to find equivalent fractions.
	7.3 Generate Equivalent Fractions by Dividing	Use division to find equivalent fractions.	• I can find the factors of a number. • I can find the common factors of a numerator and a denominator. • I can divide to find equivalent fractions.
	7.4 Compare Fractions Using Benchmarks	Compare fractions using benchmarks.	• I can compare a fraction to a benchmark of 1/2 or • I can use a benchmark to compare two fractions.
	7.5 Compare Fractions	Compare fractions using equivalent fractions.	• I can compare the numerators and denominators of two fractions. • I can make the numerators or the denominators of two fractions the same. • I can compare fractions with like numerators or like denominators.

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		Learning Target	Success Criteria
Chapter 8: Add and Subtract Fractions			
Chapter Learning Target Understand adding and subtracting fractions. **Chapter Success Criteria** • Use a number line to add fractions. • Write a fraction as a sum of unit fractions. • Solve a problem using fractions. • Model different types of fractions.	8.1 Use Models to Add Fractions	Use area models and number lines to add fractions.	• I can use an area model to add fractions. • I can use a number line to add fractions. • I can explain what it means to add fractions.
	8.2 Decompose Fractions	Write a fraction as a sum of fractions.	• I can write a fraction as a sum of unit fractions. • I can write a fraction as a sum of two fractions. • I can write a fraction as a sum of fractions in more than one way.
	8.3 Add Fractions with Like Denominators	Add fractions with like denominators.	• I can use models to add fractions. • I can use a rule to add fractions. • I can explain how to add fractions with like denominators.
	8.4 Use Models to Subtract Fractions	Use area models and number lines to subtract fractions.	• I can use an area model to subtract fractions. • I can use a number line to subtract fractions. • I can explain what it means to subtract fractions.
	8.5 Subtract Fractions with Like Denominators	Subtract fractions with like denominators.	• I can use models to subtract fractions. • I can use a rule to subtract fractions. • I can explain how to subtract fractions with like denominators.
	8.6 Model Fractions and Mixed Numbers	Write mixed numbers as fractions and fractions as mixed numbers.	• I can model a mixed number. • I can write a mixed number as a fraction. • I can write a fraction greater than 1 as a mixed number.

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		Learning Target	Success Criteria
Chapter 8 continued			
	8.7 Add Mixed Numbers	Add mixed numbers with like denominators.	• I can add fractional parts and whole number parts of mixed numbers with like denominators. • I can use equivalent fractions to add mixed numbers with like denominators. • I can explain two ways to add mixed numbers with like denominators.
	8.8 Subtract Mixed Numbers	Subtract mixed numbers with like denominators.	• I can subtract fractional parts and whole number parts of mixed numbers with like denominators. • I can use equivalent fractions to subtract mixed numbers with like denominators. • I can explain two ways to subtract mixed numbers with like denominators.
	8.9 Problem Solving: Fractions	Solve multi-step word problems involving fractions and mixed numbers.	• I can understand a problem. • I can make a plan to solve. • I can solve a problem using an equation.

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		Learning Target	Success Criteria
Chapter 9: Multiply Whole Numbers and Fractions			
Chapter Learning Target Understand multiplying whole numbers and fractions. **Chapter Success Criteria** • Identify a fraction as a sum of unit fractions. • Write a fraction as a sum of unit fractions. • Find the product of a whole number and a fraction. • Solve a problem using fractions.	9.1 Understand Multiples of Unit Fractions	Write fractions as multiples of unit fractions.	• I can write a fraction as a sum of unit fractions. • I can use multiplication to rewrite a sum of unit fractions. • I can write a fraction as a multiple of a unit fraction.
	9.2 Understand Multiples of Fractions	Write multiples of fractions as multiples of unit fractions.	• I can write a fraction as a multiple of a unit fraction. • I can write a multiple of a fraction as a multiple of a unit fraction. • I can find the product of a whole number and a unit fraction.
	9.3 Multiply Whole Numbers and Fractions	Multiply whole numbers and fractions.	• I can write a multiple of a fraction as a multiple of a unit fraction. • I can use a rule to find the product of a whole number and a fraction. • I can explain why the rule used to multiply a whole number and a fraction makes sense.
	9.4 Multiply Whole Numbers and Mixed Numbers	Multiply whole numbers and mixed numbers.	• I can write a mixed number as a fraction to multiply. • I can use the Distributive Property to multiply. • I can find the product of a whole number and a mixed number.
	9.5 Problem Solving: Fraction Operations	Solve multi-step word problems involving fractions and mixed numbers.	• I can understand a problem. • I can make a plan to solve. • I can solve a problem using an equation.

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		Learning Target	Success Criteria
Chapter 10: Relate Fractions and Decimals			
Chapter Learning Target Understand fractions and decimals. **Chapter Success Criteria** • Identify fractions involving tenths as decimals. • Write fractions involving hundredths as decimals. • Compare two decimals. • Justify the operation I used to solve a problem.	10.1 Understand Tenths	Write a fraction or mixed number involving tenths as a decimal.	• I can extend a place value chart to include tenths. • I can write fractions involving tenths as decimals. • I can write mixed numbers involving tenths as decimals.
	10.2 Understand Hundredths	Write a fraction or mixed number involving hundredths as a decimal.	• I can extend a place value chart to include hundredths. • I can write fractions involving hundredths as decimals. • I can write mixed numbers involving hundredths as decimals.
	10.3 Fractions and Decimals	Write tenths and hundredths as equivalent fractions and decimals.	• I can write tenths as hundredths in both fraction form and decimal form. • I can write hundredths as tenths in both fraction form and decimal form. • I can explain what equivalent decimals are.
	10.4 Compare Decimals	Compare decimals to the hundredths place.	• I can choose a strategy to compare two decimals. • I can use the symbols <, >, and = to compare two decimals to the hundredths place.
	10.5 Add Decimal Fractions and Decimals	Use equivalent fractions to add decimal fractions and decimals.	• I can use equivalent fractions to add decimal fractions. • I can use equivalent fractions to add decimals.

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		Learning Target	Success Criteria
Chapter 10 continued			
	10.6 Fractions, Decimals, and Money	Write amounts of money in different ways.	• I can write money amounts using a dollar sign and a decimal point. • I can write money amounts as fractions or mixed numbers. • I can write money amounts as decimals.
	10.7 Operations With Money	Add, subtract, multiply, and divide amounts of money.	• I can use the four operations to solve money problems. • I can explain why I used the operation I did to solve.

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		Learning Target	Success Criteria
Chapter 11: Understand Measurement Equivalence			
Chapter Learning Target Understand measurement equivalence. **Chapter Success Criteria** • Identify different units of length. • Write lengths using equivalent measures. • Compare sizes of units of length. • I can solve a problem using measurements.	11.1 Length in Metric Units	Write lengths using equivalent metric measures.	• I can compare sizes of metric units of length. • I can write metric lengths using smaller metric units. • I can make tables of equivalent metric lengths.
	11.2 Mass and Capacity in Metric Units	Write masses and capacities using equivalent metric measures.	• I can compare sizes of metric units of mass and capacity. • I can write metric masses and capacities using smaller metric units. • I can make tables of equivalent metric measures.
	11.3 Length in Customary Units	Write lengths using equivalent customary measures.	• I can compare sizes of customary units of length. • I can write customary lengths using smaller customary units. • I can make tables of equivalent customary lengths.
	11.4 Weight in Customary Units	Write weights using equivalent customary measures.	• I can compare sizes of customary units of weight. • I can write customary weights using smaller customary units. • I can make tables of equivalent customary weights.
	11.5 Capacity in Customary Units	Write capacities using equivalent customary measures.	• I can compare sizes of customary units of capacity. • I can write customary capacities using smaller customary units. • I can make tables of equivalent customary capacities.

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Learning Targets and Success Criteria
Grade 4

		Learning Target	Success Criteria
Chapter 11 continued			
	11.6 Make and Interpret Line Plots	Make line plots and use them to solve problems.	• I can make a line plot. • I can interpret a line plot. • I can use a line plot to solve a real-life problem.
	11.7 Units of Time	Write amounts of time using equivalent measures.	• I can compare sizes of units of time. • I can write amounts of time using smaller units. • I can make tables of equivalent amounts of time.
	11.8 Problem Solving: Elapsed Time	Solve multi-step word problems involving elapsed time.	• I can understand a problem. • I can make a plan to solve. • I can solve a problem.
	11.9 Mixed Measures	Add and subtract mixed measures.	• I can write measures using smaller units. • I can use regrouping to rewrite a mixed measure.

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		Learning Target	Success Criteria
Chapter 12: Use Perimeter and Area Formulas			
Chapter Learning Target Understand perimeter and area formulas. **Chapter Success Criteria** • Define perimeter. • Find the perimeter of a shape. • Compare perimeter and area. • Model perimeter and area.	12.1 Perimeter Formula for a Rectangle	Use a formula to find the perimeter of a rectangle.	• I can write a formula for the perimeter of a rectangle. • I can find the perimeter of a rectangle.
	12.2 Area Formula for a Rectangle	Use a formula to find the area of a rectangle.	• I can write a formula for the area of a rectangle. • I can find the area of a rectangle.
	12.3 Find Unknown Measures	Find unknown measures of rectangles.	• I can find an unknown measure of a rectangle given the area. • I can find an unknown measure of a rectangle given the perimeter.
	12.4 Problem Solving: Perimeter and Area	Solve multi-step word problems involving perimeter or area.	• I can understand a problem. • I can make a plan to solve. • I can solve a problem.

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Grade 4

		Learning Target	Success Criteria
Chapter 13: Identify and Draw Lines and Angles			
Chapter Learning Target Understand lines and angles. **Chapter Success Criteria** • Name angles. • Measure angles. • Compare sizes of angles to create different patterns. • Measure and draw angles.	13.1 Points, Lines, and Rays	Identify and draw points, lines, line segments, and rays.	• I can identify points, lines, line segments, and rays. • I can name points, lines, line segments, and rays. • I can draw points, lines, line segments, and rays.
	13.2 Identify and Draw Angles	Identify and draw angles.	• I can identify angles as right, straight, acute, or obtuse. • I can name angles. • I can draw angles.
	13.3 Identify Parallel and Perpendicular Lines	Identify and draw intersecting lines, parallel lines, and perpendicular lines.	• I can identify intersecting lines, parallel lines, and perpendicular lines. • I can draw intersecting lines, parallel lines, and perpendicular lines.
	13.4 Understand Degrees	Measure angles using degrees.	• I can use fractional parts of a circle to measure angles. • I can explain how degrees are related to fractional parts of a circle.
	13.5 Find Angle Measures	Find the measures of angles.	• I can find the angle measures of a pattern block. • I can use a pattern block to find an angle measure.
	13.6 Measure and Draw Angles	Measure and draw angles.	• I can use a protractor to measure an angle. • I can use a protractor to draw an angle.

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		Learning Target	Success Criteria
Chapter 13 continued			
	13.7 Add Angle Measures	Find the measure of an angle using its parts.	• I can identify the parts of an angle. • I can find the measure of an angle by adding its parts. • I can write an equation to find an angle measure.
	13.8 Find Unknown Angle Measures	Find the measures of unknown angles.	• I can describe how a pair of angles are related. • I can write an equation to find an unknown angle measure. • I can solve an equation to find an unknown angle measure.

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		Learning Target	Success Criteria
Chapter 14: Identify Symmetry and Two-Dimensional Shapes			
Chapter Learning Target Understand symmetry and two-dimensional shapes. **Chapter Success Criteria** • Define symmetry. • Describe two-dimensional shapes. • Compare angles and shapes. • Draw different angles and shapes.	14.1 Line Symmetry	Identify shapes that have line symmetry.	• I can determine whether a shape has line symmetry. • I can identify how many lines of symmetry a shape has. • I can draw each line of symmetry a shape has.
	14.2 Draw Symmetric Shapes	Draw symmetric shapes.	• I can draw a symmetric shape given one half of the shape and a line of symmetry. • I can draw a symmetric shape given one half of the shape.
	14.3 Classify Triangles by Sides	Classify triangles by their sides.	• I can identify sides of a triangle with the same length. • I can identify sides of a triangle with different lengths. • I can use sides to classify a triangle.
	14.4 Classify Triangles by Angles	Classify triangles by their angles.	• I can identify an angle as right, acute, or obtuse. • I can use angles to classify a triangle. • I can use angles and sides to classify a triangle.
	14.5 Classify Quadrilaterals	Classify quadrilaterals.	• I can identify parallel sides and sides with the same length in a quadrilateral. • I can identify right angles of a quadrilateral. • I can use angles and sides to classify a quadrilateral.

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Learning Targets and Success Criteria
Grade 5

		Learning Target	Success Criteria
Chapter 1: Place Value Concepts			
Chapter Learning Target Understand place value. **Chapter Success Criteria** • Define the value of numbers. • Explain how to use symbols to compare two numbers. • Compare the values of two identical digits in a number. • Read and write multi-digit numbers in multiple forms.	1.1 Place Value Patterns	Understand the relationship between place value positions.	• I can find a number that is 10 times as much as a given number. • I can find a number that is 1/10 of a given number. • I can describe how positions in a place value chart are related.
	1.2 Place Value with Whole Numbers	Write multi-digit numbers in different forms and compare the values of digits.	• I can identify the value of a digit in a multi-digit number. • I can write multi-digit numbers in different forms. • I can compare the values of two identical digits in a multi-digit number.
	1.3 Patterns and Powers of 10	Write numbers using exponents.	• I can use exponents to show powers of 10. • I can find the values of expressions with powers of 10.
	1.4 Decimals to Thousandths	Write thousandths as fractions and decimals.	• I can write a decimal to the thousandths place as a fraction. • I can write a fraction involving thousandths as a decimal.
	1.5 Place Value with Decimals	Write decimals in different forms and compare the values of digits.	• I can identify the value of a digit in a decimal. • I can write decimals in different forms. • I can compare the values of two identical digits in a decimal.

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		Learning Target	Success Criteria
Chapter 1 continued			
	1.6 Compare Decimals	Compare decimals to the thousandths place.	• I can choose a strategy to compare two decimals. • I can use the symbols <, >, and = to compare two decimals. • I can compare and order decimals.
	1.7 Round Decimals	Use place value to round decimals.	• I can explain which digit I use to round and why. • I can round a decimal to any place.

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Grade 5

		Learning Target	Success Criteria
Chapter 2: Numerical Expressions			
Chapter Learning Target Understand numerical expressions. **Chapter Success Criteria** • Identify number properties. • Explain number properties to write equations. • Interpret an expression. • Evaluate a numerical expression.	2.1 Number Properties	Use number properties.	• I can identify number properties in equations. • I can use number properties to write equivalent expressions.
	2.2 Order of Operations	Use order of operations to evaluate numerical expressions.	• I can identify the operations in a numerical expression. • I can determine the order to perform the operations in a numerical expression. • I can evaluate a numerical expression.
	2.3 Write Numerical Expressions	Write numerical expressions.	• I can write a verbal statement as a numerical expression. • I can use parentheses in an expression appropriately. • I can interpret an expression.
	2.4 Evaluate Expressions with Grouping Symbols	Use order of operations to evaluate expressions with grouping symbols.	• I can identify different types of grouping symbols. • I can evaluate an expression with multiple pairs of grouping symbols.

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Grade 5

		Learning Target	Success Criteria
Chapter 3: Add and Subtract Decimals			
Chapter Learning Target Understand adding and subtracting decimals. **Chapter Success Criteria** • Use rounding. • Use place value to line up the numbers in a problem. • Solve a problem using decimals. • Estimate to check my answer.	3.1 Estimate Sums and Differences	Use rounding or compatible numbers to estimate sums and differences of decimals.	• I can use rounding to estimate a sum or difference. • I can use compatible numbers to estimate a sum or difference.
	3.2 Use Models to Add or Subtract Decimals	Use models to add or subtract decimals.	• I can use base ten blocks to add or subtract decimals. • I can make quick sketches to add or subtract decimals.
	3.3 Add Decimals	Add decimals and check whether the sum is reasonable.	• I can add like place values to add decimals. • I can add decimals, regrouping when needed. • I can estimate a sum to check whether my answer is reasonable.
	3.4 Subtract Decimals	Subtract decimals and check my answer.	• I can subtract like place values to subtract decimals. • I can subtract decimals, regrouping when needed. • I can estimate a difference or use addition to check my answer.
	3.5 Add and Subtract Decimals	Use addition and subtraction to evaluate expressions involving decimals.	• I can add and subtract like place values. • I can evaluate expressions with three decimals. • I can estimate the value of an expression.
	3.6 Use Mental Math to Add or Subtract Decimals	Use mental math to add or subtract decimals.	• I can use addition properties to add decimals. • I can use compensation to add or subtract decimals. • I can use place value to add or subtract decimals.

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		Learning Target	Success Criteria
Chapter 3 continued			
	3.7 Problem Solving: Money	Solve multi-step word problems involving money.	• I can understand a problem. • I can make a plan to solve. • I can solve a problem.

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		Learning Target	Success Criteria
Chapter 4: Multiply Whole Numbers			
Chapter Learning Target Understand multiplying whole numbers. **Chapter Success Criteria** • Identify a pattern to find a product. • Use rounding to estimate a product. • Represent a product. • Model different types of products with multiplication.	4.1 Multiplication Patterns	Find products involving multiples of 10 and powers of 10.	• I can explain how to multiply a number by a power of 10. • I can explain how to find a product involving multiples of 10.
	4.2 Estimate Products	Use rounding and compatible numbers to estimate products.	• I can use rounding to estimate a product. • I can use compatible numbers to estimate a product. • I can explain whether an estimate is an overestimate or an underestimate.
	4.3 Multiply by One-Digit Numbers	Multiply multi-digit numbers by one-digit numbers.	• I can multiply to find partial products. • I can show how to regroup when needed. • I can add partial products to find a product.
	4.4 Multiply by Two-Digit Numbers	Multiply multi-digit numbers by two-digit numbers.	• I can multiply to find partial products. • I can show how to regroup when needed. • I can add partial products to find a product.
	4.5 Multiply Multi-Digit Whole Numbers	Multiply multi-digit whole numbers.	• I can multiply to find partial products. • I can show how to regroup when needed. • I can add partial products to find a product.

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Grade 5

		Learning Target	Success Criteria
Chapter 5: Multiply Decimals			
Chapter Learning Target Understand multiplying decimals. **Chapter Success Criteria** • Identify a pattern to determine the location of a decimal. • Explain different ways to estimate a decimal. • Solve a problem using decimals. • Model different types of decimals.	5.1 Multiplication Patterns with Decimals	Find products involving decimals and powers of 10.	• I can explain how to multiply a decimal by a power of 10. • I can explain patterns in the placement of the decimal point when multiplying a decimal by a power of 10.
	5.2 Estimate Products of Decimals and Whole Numbers	Use rounding and compatible numbers to estimate products of decimals and whole numbers.	• I can use rounding to estimate a product. • I can use compatible numbers to estimate a product. • I can explain different ways to estimate a product.
	5.3 Use Models to Multiply Decimals and Whole Numbers	Use models to multiply decimals and whole numbers.	• I can use a model to represent a decimal. • I can explain the relationship between addition and multiplication. • I can use a model to find the product of a decimal and a whole number.
	5.4 Multiply Decimals and Whole Numbers	Multiply decimals and whole numbers.	• I can use place value to multiply. • I can explain how to place the decimal point in a product.
	5.5 Use Models to Multiply Decimals	Use models to multiply decimals.	• I can use a model to represent a decimal. • I can use a model to multiply decimals.
	5.6 Use Partial Products to Multiply Decimals	Use partial products to multiply decimals.	• I can write the partial products for a multiplication problem. • I can add the partial products to find a product.

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		Learning Target	Success Criteria
Chapter 5 continued			
	5.7 Use Strategies to Multiply Decimals	Use estimation and properties to multiply decimals.	• I can use estimation to place the decimal point in a product. • I can use properties to multiply decimals. • I can explain the strategy I used to multiply.
	5.8 Multiply Decimals	Multiply decimals.	• I can multiply whole numbers. • I can determine the number of decimal places in a product. • I can find a product.
	5.9 Problem Solving: Multiply with Money	Solve multi-step word problems involving money.	• I can understand a problem. • I can make a plan to solve. • I can solve a problem.

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		Learning Target	Success Criteria
Chapter 6: Divide Whole Numbers			
Chapter Learning Target Understand dividing whole numbers. **Chapter Success Criteria** • Identify a whole number. • Describe division patterns. • Solve a problem using division. • Model division of numbers.	6.1 Relate Multiplication and Division	Use multiplication to divide.	• I can explain how to use an area model to divide. • I can write a related multiplication equation for a division problem. • I can use multiplication to solve a division problem.
	6.2 Division Patterns	Use place value and division facts to find quotients.	• I can divide a multiple of ten, one hundred, or one thousand by a one-digit number. • I can divide a multiple of ten, one hundred, or one thousand by a multiple of ten. • I can explain how to use place value and division facts to divide tens, hundreds, or thousands.
	6.3 Estimate Quotients	Use division facts and compatible numbers to estimate quotients.	• I can use division facts and compatible numbers to estimate a quotient. • I can find two estimates that a quotient is between.
	6.4 Divide by One-Digit Numbers	Divide multi-digit numbers by one-digit numbers.	• I can use place value to divide. • I can show how to regroup when necessary. • I can find a quotient and a remainder.
	6.5 Use Partial Quotients to Divide by Two-Digit Numbers	Use an area model and partial quotients to divide.	• I can explain how to use an area model to divide. • I can write partial quotients for a division problem. • I can add the partial quotients to find a quotient.

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		Learning Target	Success Criteria
Chapter 6 continued			
	6.6 Use Partial Quotients with a Remainder	Use partial quotients to divide with a remainder.	• I can use partial quotients to divide. • I can find a remainder.
	6.7 Divide Three-Digit Numbers by Two-Digit Numbers	Divide three-digit numbers by two-digit numbers.	• I can use estimation to place the first digit in a quotient. • I can use place value to divide. • I can use estimation or multiplication to check my answer.
	6.8 Divide Four-Digit Numbers by Two-Digit Numbers	Divide four-digit numbers by two-digit numbers.	• I can use estimation to place the first digit in a quotient. • I can use place value to divide. • I can use estimation or multiplication to check my answer.
	6.9 Problem Solving: Division	Solve word problems involving division of whole numbers.	• I can understand a problem. • I can make a plan to solve. • I can solve a problem.

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		Learning Target	Success Criteria
Chapter 7: Divide Decimals			
Chapter Learning Target Understand dividing decimals. **Chapter Success Criteria** • Identify a decimal. • Write a decimal equation. • Solve a problem using decimals. • Model different types of decimals as equations.	7.1 Division Patterns with Decimals	Find quotients involving decimals and powers of 10.	• I can explain how to divide a number by a power of 10. • I can explain patterns in the placement of the decimal point when dividing a decimal by a power of 10.
	7.2 Estimate Decimal Quotients	Use compatible numbers to estimate quotients involving decimals.	• I can rename a dividend to estimate a quotient. • I can use compatible numbers to estimate a quotient. • I can explain different ways to estimate a quotient.
	7.3 Use Models to Divide Decimals by Whole Numbers	Use models to divide decimals by whole numbers.	• I can use a model to represent a decimal. • I can divide a model to show equal groups. • I can use a model to divide a decimal by a whole number.
	7.4 Divide Decimals by One-Digit Numbers	Divide decimals by one-digit whole numbers.	• I can use place value to divide. • I can place the decimal point in the quotient. • I can regroup when necessary. • I can use estimation to check my answer.
	7.5 Divide Decimals by Two-Digit Numbers	Divide decimals by two-digit whole numbers.	• I can use place value to divide. • I can place the decimal point in the quotient. • I can regroup when necessary. • I can use estimation to divide.

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		Learning Target	Success Criteria
Chapter 7 continued			
	7.6 Use Models to Divide Decimals	Use models to divide decimals by decimals.	• I can use a model to represent a decimal. • I can divide a model to show equal groups. • I can use a model to divide a decimal by a decimal.
	7.7 Divide Decimals	Divide decimals by decimals.	• I can multiply a divisor and a dividend by a power of 10 to make the divisor a whole number. • I can place the decimal point in a quotient. • I can divide a decimal by a decimal.
	7.8 Insert Zeros in the Dividend	Insert zeros in the dividend when dividing with decimals and whole numbers.	• I can explain when to insert one or more zeros in the dividend to find a quotient. • I can insert one or more zeros in a dividend to find a quotient. • I can recognize when a division problem is complete.
	7.9 Problem Solving: Decimal Operations	Solve word problems involving decimals.	• I can understand a problem. • I can make a plan to solve. • I can solve a problem.

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		Learning Target	Success Criteria
Chapter 8: Add and Subtract Fractions			
Chapter Learning Target Understand adding and subtracting fractions. **Chapter Success Criteria** • Find the factors of a number. • Write equivalent fractions. • Add and subtract fractions. • Solve a problem using fractions.	8.1 Simplest Form	Write fractions in simplest form.	• I can find the common factors of two numbers. • I can write equivalent fractions. • I can write a fraction in simplest form.
	8.2 Estimate Sums and Differences of Fractions	Estimate sums and differences of fractions.	• I can use a number line and benchmarks to estimate a fraction. • I can use mental math and benchmarks to estimate a fraction. • I can use benchmarks to estimate sums and differences of fractions.
	8.3 Find Common Denominators	Write fractions using a common denominator.	• I can list multiples of numbers. • I can find a common denominator for two fractions. • I can write fractions using a common denominator.
	8.4 Add Fractions with Unlike Denominators	Add fractions with unlike denominators.	• I can write fractions using a common denominator. • I can add fractions with like denominators. • I can add fractions with unlike denominators.
	8.5 Subtract Fractions with Unlike Denominators	Subtract fractions with unlike denominators.	• I can write fractions using a common denominator. • I can subtract fractions with like denominators. • I can subtract fractions with unlike denominators.

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		Learning Target	Success Criteria
Chapter 8 continued			
	8.6 Add Mixed Numbers	Add mixed numbers with unlike denominators.	• I can add fractional parts and whole number parts of mixed numbers with unlike denominators. • I can use equivalent fractions to add mixed numbers with unlike denominators.
	8.7 Subtract Mixed Numbers	Subtract mixed numbers with unlike denominators.	• I can subtract fractional parts and whole number parts of mixed numbers with unlike denominators. • I can use equivalent fractions to subtract mixed numbers with unlike denominators.
	8.8 Problem Solving: Fractions	Solve multi-step word problems involving fractions and mixed numbers.	• I can understand a problem. • I can make a plan to solve. • I can solve a problem using an equation.

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		Learning Target	Success Criteria
Chapter 9: Multiply Fractions			
Chapter Learning Target Understand multiplying fractions. **Chapter Success Criteria** • Identify a fraction as a sum of unit fractions. • Write a fraction as a sum of unit fractions. • Multiply fractions. • Solve a problem using fractions.	9.1 Multiply Whole Numbers by Fractions	Multiply whole numbers by fractions.	• I can use a model to multiply a whole number by a fraction. • I can write a multiplication expression as a repeated addition expression. • I can write a multiple of a fraction as a multiple of a unit fraction.
	9.2 Use Models to Multiply Fractions by Whole Numbers	Multiply fractions by whole numbers.	• I can divide a whole into equal parts. • I can use a model to find part of a group. • I can use a model to multiply a fraction by a whole number.
	9.3 Multiply Fractions and Whole Numbers	Multiply fractions and whole numbers.	• I can use a rule to multiply a whole number by a fraction. • I can use a rule to multiply a fraction by a whole number.
	9.4 Use Models to Multiply Fractions	Use models to multiply a fraction by a fraction.	• I can divide a whole into equal parts. • I can divide a unit fraction into equal parts. • I can use a model to find the product of two fractions.
	9.5 Multiply Fractions	Multiply a fraction by a fraction.	• I can multiply the numerators of two fractions. • I can multiply the denominators of two fractions. • I can use a rule to find the product of two fractions.

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		Learning Target	Success Criteria
Chapter 9 continued			
	9.6 Find Areas of Rectangles	Find areas of rectangles.	• I can find the area of a rectangle with unit fraction side lengths. • I can find the number of rectangles with unit fraction side lengths it takes to fill a rectangle. • I can find the area of a rectangle with fractional side lengths.
	9.7 Multiply Mixed Numbers	Multiply a mixed number by a mixed number.	• I can use a model to find the product of two mixed numbers. • I can rewrite mixed numbers as improper fractions to find their products. • I can find the product of two mixed numbers.
	9.8 Compare Factors and Products	Compare a product to each of its factors.	• I can determine whether a number is less than, greater than, or equal to 1. • I can compare a product to each of its factors. • I can explain why a product is less than, greater than, or equal to each of its factors.

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		Learning Target	Success Criteria
Chapter 10: Divide Fractions			
Chapter Learning Target Understand dividing fractions. **Chapter Success Criteria** • Identify fractions as division. • Explain mixed numbers as quotients. • Divide fractions. • Model different types of fractions as equations.	10.1 Interpret Fractions as Division	Understand how fractions relate to division.	• I can use a model to divide two whole numbers that have a fraction as the quotient. • I can use an equation to divide two whole numbers that have a fraction as the quotient. • I can interpret a fraction as division.
	10.2 Mixed Numbers as Quotients	Understand how mixed numbers relate to division.	• I can use a model to divide two whole numbers that have a mixed number as the quotient. • I can use an equation to divide two whole numbers that have a mixed number as the quotient. • I can write and solve a real-life problem involving division of whole numbers.
	10.3 Divide Whole Numbers by Unit Fractions	Divide whole numbers by unit fractions.	• I can use a model to divide a whole number by a unit fraction. • I can use an equation to divide a whole number by a unit fraction. • I can write and solve a real-life problem involving division of a whole number and a unit fraction.
	10.4 Divide Unit Fractions by Whole Numbers	Divide unit fractions by whole numbers.	• I can use a model to divide a unit fraction by a whole number. • I can use an equation to divide a unit fraction by a whole number. • I can write and solve a real-life problem involving division of a unit fraction and a whole number.

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		Learning Target	Success Criteria
Chapter 10 continued			
	10.5 Problem Solving: Fraction Division	Solve multi-step word problems involving division with fractions.	• I can understand a problem. • I can make a plan to solve. • I can solve a problem using an equation.

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		Learning Target	Success Criteria
Chapter 11: Convert and Display Units of Measure			
Chapter Learning Target Understand measurement. **Chapter Success Criteria** • Identify length in metric units. • Describe mass and capacity in metric units. • Solve a problem using different ways to measure items. • Compare the values of two different forms of measurement.	11.1 Length in Metric Units	Write lengths using equivalent metric measures.	• I can compare the sizes of two metric units of length. • I can write a metric length using a smaller metric unit. • I can write a metric length using a larger metric unit.
	11.2 Mass and Capacity in Metric Units	Write masses and capacities using equivalent metric measures.	• I can compare the sizes of two metric units of mass and capacity. • I can write a metric masses and capacities using smaller metric units. • I can write metric masses and capacities using larger metric units.
	11.3 Length in Customary Units	Write lengths using equivalent customary measures.	• I can compare the sizes of two customary units of length. • I can write a customary length using a smaller customary unit. • I can write a customary length using a larger customary unit.
	11.4 Weight in Customary Units	Write weights using equivalent customary measures.	• I can compare the sizes of two customary units of weight. • I can write a customary weight using a smaller customary unit. • I can write a customary weight using a larger customary unit.
	11.5 Capacity in Customary Units	Write capacities using equivalent customary measures.	• I can compare the sizes of two customary units of capacity. • I can write a customary capacity using a smaller customary unit. • I can write a customary capacity using a larger customary unit.

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		Learning Target	Success Criteria
Chapter 11 continued			
	11.6 Make and Interpret Line Plots	Make line plots and use them to solve problems.	• I can make a line plot. • I can interpret a line plot. • I can use a line plot to solve a real-life problem.
	11.7 Problem Solving: Measurement	Solve multi-step word problems involving units of measure.	• I can understand a problem. • I can make a plan to solve. • I can solve a problem.

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		Learning Target	Success Criteria
Chapter 12: Patterns in the Coordinate Plane			
Chapter Learning Target Understand patterns and the coordinate plane. **Chapter Success Criteria** • Identify patterns. • Plot points in a coordinate plane. • Analyze line graphs. • Interpret relationships.	12.1 Plot Points in a Coordinate Plane	Identify and plot points in a coordinate plane.	• I can use an ordered pair to identify the location of a point in a coordinate plane. • I can plot and label a point in a coordinate plane.
	12.2 Relate Points in a Coordinate Plane	Relate points and find distances in a coordinate plane.	• I can explain the relationship between two points that have the same x-coordinates or y-coordinates. • I can count grid lines to find the distance between two points. • I can use subtraction to find the distance between two points.
	12.3 Draw Polygons in a Coordinate Plane	Draw and identify polygons in a coordinate plane.	• I can draw polygons in a coordinate plane. • I can identify polygons in a coordinate plane. • I can draw a symmetric shape in a coordinate plane given one half of the shape and a line of symmetry.
	12.4 Graph Data	Graph and interpret data in a coordinate plane.	• I can use ordered pairs to represent data. • I can graph data in a coordinate plane. • I can interpret data shown in a coordinate plane.
	12.5 Make and Interpret Line Graphs	Make and interpret line graphs.	• I can make a line graph. • I can interpret a line graph.

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		Learning Target	Success Criteria
Chapter 12 continued			
	12.6 Numerical Patterns	Create and describe numerical patterns.	• I can create a numerical pattern. • I can describe features of a numerical pattern. • I can describe the relationship between two numerical patterns.
	12.7 Graph and Analyze Relationships	Use a graph to describe the relationship between two numerical patterns.	• I can generate two numerical patterns. • I can use two numerical patterns to write and plot ordered pairs in a coordinate plane. • I can use a graph to describe the relationship between two numerical patterns.

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Learning Targets and Success Criteria
Grade 5

		Learning Target	Success Criteria
Chapter 13: Understand Volume			
Chapter Learning Target Understand volume. **Chapter Success Criteria** • Define volume. • Describe volume. • Compare volumes. • Apply the volume formula.	13.1 Understand the Concept of Volume	Count to find volumes of solid figures.	• I can count the number of unit cubes in a figure. • I can tell the volume of a solid figure in cubic units. • I can identify units as cubic inches, cubic feet, or cubic centimeters.
	13.2 Find Volumes of Right Rectangular Prisms	Find volumes of right rectangular prisms.	• I can find the number of unit cubes in each layer of a rectangular prism. • I can use the number of unit cubes in each layer to find the volume of a rectangular prism.
	13.3 Apply the Volume Formula	Use a formula to find volumes of rectangular prisms.	• I can write a formula for the volume of a rectangular prism. • I can explain how to use the area of the base to find the volume of a rectangular prism. • I can use a formula to find the volume of a rectangular prism.
	13.4 Find Unknown Dimensions	Find unknown dimensions of rectangular prisms.	• I can find the height of a rectangular prism given the volume of the prism and the area of the base. • I can find an unknown dimension of a rectangular prism given the volume of the prism and the other two dimensions.

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		Learning Target	Success Criteria
Chapter 13 continued			
	13.5 Find Volumes of Composite Figures	Find volumes of composite figures.	• I can break apart a composite figure into rectangular prisms. • I can find an unknown dimension of a composite figure. • I can add the volumes of rectangular prisms to find the volume of a composite figure.

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Learning Targets and Success Criteria
Grade 5

		Learning Target	Success Criteria
Chapter 14: Classify Two-Dimensional Shapes			
Chapter Learning Target Understand two-dimensional shapes. **Chapter Success Criteria** • Define two-dimensional shapes. • Explain different shapes and their features. • Compare shapes. • Draw shapes.	14.1 Classify Triangles	Classify triangles by their angles and their sides.	• I can identify an angle of a triangle as right, acute, or obtuse. • I can determine whether sides of a triangle have the same length. • I can use angles and sides to classify a triangle.
	14.2 Classify Quadrilaterals	Classify quadrilaterals by their angles and their sides.	• I can identify parallel sides and sides with the same length in a quadrilateral. • I can identify right angles in a quadrilateral. • I can use angles and sides to classify a quadrilateral.
	14.3 Relate Quadrilaterals	Understand the hierarchy of quadrilaterals.	• I can arrange quadrilaterals in a Venn diagram based on their properties. • I can use a Venn diagram to make statements about the relationships among quadrilaterals.

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Learning Targets and Success Criteria
Grade 6

		Learning Target	Success Criteria
Chapter 1: Numerical Expressions and Factors			
Chapter Learning Target Understand factors. **Chapter Success Criteria** • Identify factors of a number. • Explain order of operations. • Solve a problem using factors. • Model different types of multiples of numbers.	1.1 Powers and Exponents	Write and evaluate expressions involving exponents.	• I can write products of repeated factors as powers. • I can evaluate powers.
	1.2 Order of Operations	Write and evaluate numerical expressions using the order of operations.	• I can explain why there is a need for a standard order of operations. • I can evaluate numerical expressions involving several operations, exponents, and grouping symbols. • I can write numerical expressions involving exponents to represent a real-life problem.
	1.3 Prime Factorization	Write a number as a product of prime factors and represent the product using exponents.	• I can find factor pairs of a number. • I can explain the meanings of prime and composite numbers. • I can create a factor tree to find the prime factors of a number. • I can write the prime factorization of a number.
	1.4 Greatest Common Factor	Find the greatest common factor of two numbers.	• I can explain the meaning of factors of a number. • I can use lists of factors to identify the greatest common factor of numbers. • I can use prime factors to identify the greatest common factor of numbers.
	1.5 Least Common Multiple	Find the least common multiple of two numbers.	• I can explain the meaning of multiples of a number. • I can use lists of multiples to identify the least common multiple of numbers. • I can use prime factors to identify the least common multiple of numbers.

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Learning Targets and Success Criteria
Grade 6

		Learning Target	Success Criteria
Chapter 2: Fractions and Decimals			
Chapter Learning Target Understand fractions and decimals. **Chapter Success Criteria** • Identify a fraction and a decimal. • Add, subtract, multiply, and divide fractions and decimals. • Evaluate expressions involving fractions and decimals using the order of operations. • Solve a problem using fractions and decimals.	2.1 Multiplying Fractions	Find products involving fractions and mixed numbers.	• I can draw a model to explain fraction multiplication. • I can multiply fractions. • I can find products involving mixed numbers. • I can interpret products involving fractions and mixed numbers to solve real-life problems.
	2.2 Dividing Fractions	Compute quotients of fractions and solve problems involving division by fractions.	• I can draw a model to explain division of fractions. • I can find reciprocals of numbers. • I can divide fractions by fractions. • I can divide fractions and whole numbers.
	2.3 Dividing Mixed Numbers	Compute quotients with mixed numbers and solve problems involving division with mixed numbers.	• I can draw a model to explain division of mixed numbers. • I can write a mixed number as an improper fraction. • I can divide with mixed numbers. • I can evaluate expressions involving mixed numbers using the order of operations.
	2.4 Adding and Subtracting Decimals	Add and subtract decimals and solve problems involving addition and subtraction of decimals.	• I can explain why it is necessary to line up the decimal points when adding and subtracting decimals. • I can add decimals. • I can subtract decimals. • I can evaluate expressions involving addition and subtraction of decimals.

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		Learning Target	Success Criteria
Chapter 2 continued			
	2.5 Multiplying Decimals	Multiply decimals and solve problems involving multiplication of decimals.	• I can multiply decimals by whole numbers. • I can multiply decimals by decimals. • I can evaluate expressions involving multiplication of decimals.
	2.6 Dividing Whole Numbers	Divide whole numbers and solve problems involving division of whole numbers.	• I can use long division to divide whole numbers. • I can write a number as a fraction. • I can interpret quotients in real-life problems.
	2.7 Dividing Decimals	Divide decimals and solve problems involving division of decimals.	• I can divide decimals by whole numbers. • I can divide decimals by decimals. • I can divide whole numbers by decimals.

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Learning Targets and Success Criteria
Grade 6

		Learning Target	Success Criteria
Chapter 3: Ratios and Rates			
Chapter Learning Target Understand ratios. **Chapter Success Criteria** • Write and interpret ratios. • Name ratios equivalent to a given ratio. • Solve a problem using ratios. • Convert units of measure using ratio reasoning.	3.1 Ratios	Understand the concepts of ratios and equivalent ratios.	• I can write and interpret ratios using appropriate notation and language. • I can recognize multiplicative relationships in ratios. • I can describe how to determine whether ratios are equivalent. • I can name ratios equivalent to a given ratio.
	3.2 Using Tape Diagrams	Use tape diagrams to model and solve ratio problems.	• I can interpret tape diagrams that represent ratio relationships. • I can draw tape diagrams to model ratio relationships. • I can find the value of one part of a tape diagram. • I can use tape diagrams to solve ratio problems.
	3.3 Using Ratio Tables	Use ratio tables to represent equivalent ratios and solve ratio problems.	• I can use various operations to create tables of equivalent ratios. • I can use ratio tables to solve ratio problems. • I can use ratio tables to compare ratios.
	3.4 Graphing Ratio Relationships	Represent ratio relationships in a coordinate plane.	• I can create and plot ordered pairs from a ratio relationship. • I can create graphs to solve ratio problems. • I can create graphs to compare ratios.

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		Learning Target	Success Criteria
Chapter 3 continued			
	3.5 Rates and Unit Rates	Understand the concept of a unit rate and solve rate problems.	• I can find unit rates. • I can use unit rates to solve rate problems. • I can use unit rates to compare rates.
	3.6 Converting Measures	Use ratio reasoning to convert units of measure.	• I can write conversion facts as unit rates. • I can convert units of measure using ratio tables. • I can convert units of measure using conversion factors. • I can convert rates using conversion factors.

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Grade 6

		Learning Target	Success Criteria
Chapter 4: Percents			
Chapter Learning Target Understand percents. **Chapter Success Criteria** • Write fractions and decimals as percents. • Write percents as fractions and as decimals. • Order fractions, decimals, and percents. • Solve percent problems.	4.1 Percents and Fractions	Write percents as fractions and fractions as percents.	• I can draw models to represent fractions and percents. • I can write percents as fractions. • I can write equivalent fractions with denominators of 100. • I can write fractions as percents.
	4.2 Percents and Decimals	Write percents as decimals and decimals as percents.	• I can draw models to represent decimals. • I can explain why the decimal point moves when multiplying and dividing by 100. • I can write percents as decimals. • I can write decimals as percents.
	4.3 Comparing and Ordering Fractions, Decimals, and Percents	Compare and order fractions, decimals, and percents.	• I can rewrite a group of fractions, decimals, and percents using the same representation. • I can explain how to compare fractions, decimals, and percents. • I can order fractions, decimals, and percents from least to greatest.
	4.4 Solving Percent Problems	Find a percent of a quantity and solve percent problems.	• I can represent percents of numbers using an equation, a ratio table, or a model. • I can find percents of numbers. • I can find the whole given a part and the percent.

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Learning Targets and Success Criteria
Grade 6

		Learning Target	Success Criteria
Chapter 5: Algebraic Expressions and Properties			
Chapter Learning Target Understand algebraic expressions. **Chapter Success Criteria** • Identify parts of an algebraic expression. • Write algebraic expressions. • Solve a problem using algebraic expressions. • Interpret algebraic expressions in real-life problems.	5.1 Algebraic Expressions	Evaluate algebraic expressions given values of their variables.	• I can identify parts of an algebraic expression. • I can evaluate algebraic expressions with one or more variables. • I can evaluate algebraic expressions with one or more operations.
	5.2 Writing Expressions	Write algebraic expressions and solve problems involving algebraic expressions.	• I can write numerical expressions. • I can write algebraic expressions. • I can write and evaluate algebraic expressions that represent real-life problems.
	5.3 Properties of Addition and Multiplication	Identify equivalent expressions and apply properties to generate equivalent expressions.	• I can explain the meaning of equivalent expressions. • I can use properties of addition to generate equivalent expressions. • I can use properties of multiplication to generate equivalent expressions.
	5.4 The Distributive Property	Apply the Distributive Property to generate equivalent expressions.	• I can explain how to apply the Distributive Property. • I can use the Distributive Property to simplify algebraic expressions. • I can use the Distributive Property to combine like terms.

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		Learning Target	Success Criteria
Chapter 5 continued			
	5.5 Factoring Expressions	Factor numerical and algebraic expressions.	• I can use the Distributive Property to factor numerical expressions. • I can identify the greatest common factor of terms including variables. • I can use the Distributive Property to factor algebraic expressions. • I can interpret factored expressions in real-life problems.

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Grade 6

		Learning Target	Success Criteria
Chapter 6: Equations **Chapter Learning Target** Understand equations. **Chapter Success Criteria** • Identify key words and phrases. • Write word sentences as equations. • Solve equations using properties of equality. • Model different types of equations to solve real-life problems.	6.1 Writing Equations in One Variable	Write equations in one variable and write equations that represent real-life problems.	• I can identify key words and phrases that indicate equality. • I can write word sentences as equations. • I can create equations to represent real-life problems.
	6.2 Solving Equations Using Addition or Subtraction	Write and solve equations using addition or subtraction.	• I can determine whether a value is a solution of an equation. • I can apply the Addition and Subtraction Properties of Equality to generate equivalent equations. • I can solve equations using addition or subtraction. • I can create equations involving addition or subtraction to solve real-life problems.
	6.3 Solving Equations Using Multiplication or Division	Write and solve equations using multiplication or division.	• I can apply the Multiplication and Division Properties of Equality to generate equivalent equations. • I can solve equations using multiplication or division. • I can create equations involving multiplication or division to solve real-life problems.

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		Learning Target	Success Criteria
Chapter 6 continued			
	6.4 Writing Equations in Two Variables	Write equations in two variables and analyze the relationship between the two quantities.	• I can determine whether an ordered pair is a solution of an equation in two variables. • I can distinguish between independent and dependent variables. • I can write and graph an equation in two variables. • I can create equations in two variables to solve real-life problems.

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Learning Targets and Success Criteria
Grade 6

		Learning Target	Success Criteria
Chapter 7: Area, Surface Area, and Volume			
Chapter Learning Target Understand measurement. **Chapter Success Criteria** • Explain how to find areas of figures. • Explain how to find surface areas and volumes of solids. • Describe and draw three-dimensional figures. • Apply units of measurement to solve real-life problems.	7.1 Areas of Parallelograms	Find areas and missing dimensions of parallelograms.	• I can explain how the area of a rectangle is used to find the area of a parallelogram. • I can use the base and the height of a parallelogram to find its area. • I can use the area of a parallelogram and one of its dimensions to find the other dimension.
	7.2 Areas of Triangles	Find areas and missing dimensions of triangles and find areas of composite figures.	• I can explain how the area of a parallelogram is used to find the area of a triangle. • I can use the base and the height of a triangle to find its area. • I can use the area of a triangle and one of its dimensions to find the other dimension. • I can use decomposition to find the area of a figure.
	7.3 Areas of Trapezoids and Kites	Find areas of trapezoids, kites, and composite figures.	• I can explain how the area of a parallelogram is used to find the area of a trapezoid. • I can decompose trapezoids and kites into smaller shapes. • I can use decomposition to find the area of a figure. • I can use the bases and the height of a trapezoid to find its area.

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		Learning Target	Success Criteria
Chapter 7 continued			
	7.4 Surface Areas of Pyramids	Represent pyramids using nets and use nets to find surface areas of pyramids.	• I can draw nets to represent pyramids. • I can use nets to find surface areas of pyramids. • I can apply surface areas of pyramids to solve real-life problems.
	7.5 Volumes of Rectangular Prisms	Find volumes and missing dimensions of rectangular prisms.	• I can use a formula to find the volume of a rectangular prism. • I can use a formula to find the volume of a cube. • I can use the volume of a rectangular prism and two of its dimensions to find the other dimension. • I can apply volumes of rectangular prisms to solve real-life problems.
	7.6 Three-Dimensional Figures	Describe and draw three-dimensional figures.	• I can find the numbers of faces, edges, and vertices of a three-dimensional figure. • I can draw prisms and pyramids. • I can draw the front, side, and top views of a three-dimensional figure.
	7.7 Surface Areas of Prisms	Represent prisms using nets and use nets to find surface areas of prisms.	• I can draw nets to represent prisms. • I can use nets to find surface areas of prisms. • I can use a formula to find the surface area of a cube. • I can apply surface areas of prisms to solve real-life problems.

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Learning Targets and Success Criteria
Grade 6

		Learning Target	Success Criteria
Chapter 8: Integers, Number Lines, and the Coordinate Plane			
Chapter Learning Target Understand integers. **Chapter Success Criteria** • Write integers to represent quantities. • Describe quantities. • Order and compare quantities. • Apply integers to model real-life problems.	8.1 Integers	Understand the concept of negative numbers and that they are used along with positive numbers to describe quantities.	• I can write integers to represent quantities in real life. • I can graph integers on a number line. • I can find the opposite of an integer. • I can apply integers to model real-life problems.
	8.2 Comparing and Ordering Integers	Compare and order integers.	• I can explain how to determine which of two integers is greater. • I can order a set of integers from least to greatest. • I can interpret statements about order in real-life problems.
	8.3 Rational Numbers	Compare and order rational numbers.	• I can explain the meaning of a rational number. • I can graph rational numbers on a number line. • I can determine which of two rational numbers is greater. • I can order a set of rational numbers from least to greatest.
	8.4 Absolute Value	Understand the concept of absolute value.	• I can find the absolute value of a number. • I can make comparisons that involve absolute values of numbers. • I can apply absolute value in real-life problems.

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		Learning Target	Success Criteria
Chapter 8 continued			
	8.5 The Coordinate Plane	Plot and reflect ordered pairs in all four quadrants of a coordinate plane.	• I can identify ordered pairs in a coordinate plane • I can plot ordered pairs in a coordinate plane and describe their locations. • I can reflect points in the x-axis, the y-axis, or both axes. • I can apply plotting points in all four quadrants to solve real-life problems.
	8.6 Polygons in the Coordinate Plane	Draw polygons in the coordinate plane and find distances between points in the coordinate plane.	• I can draw polygons in the coordinate plane. • I can find distances between points in the coordinate plane with the same x-coordinates or the same y-coordinates. • I can find horizontal and vertical side lengths of polygons in the coordinate plane. • I can draw polygons in the coordinate plane to solve real-life problems.
	8.7 Writing and Graphing Inequalities	Write inequalities and represent solutions of inequalities on number lines.	• I can write word sentences as inequalities. • I can determine whether a value is a solution of an inequality. • I can graph the solutions of inequalities.

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		Learning Target	Success Criteria
Chapter 8 continued			
	8.8 Solving Inequalities	Write and solve inequalities.	• I can apply the properties of inequality to generate equivalent inequalities. • I can solve inequalities using addition or subtraction. • I can solve inequalities using multiplication or division. • I can write and solve inequalities that represent real-life problems

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Learning Targets and Success Criteria
Grade 6

		Learning Target	Success Criteria
Chapter 9: Statistical Measures			
Chapter Learning Target Understand statistical measures. **Chapter Success Criteria** • Construct a data set. • Explain how a data set can be interpreted. • Find and interpret the measures of center and the measures of variation for a data set. • Compare the measures of center and the measures of variation for data sets.	9.1 Introduction to Statistics	Identify statistical questions and use data to answer statistical questions.	• I can recognize questions that anticipate a variety of answers. • I can construct and interpret a dot plot. • I can use data to answer a statistical question.
	9.2 Mean	Find and interpret the mean of a data set.	• I can explain how the mean summarizes a data set with a single number. • I can find the mean of a data set. • I can use the mean of a data set to answer a statistical question.
	9.3 Measures of Center	Find and interpret the median and mode of a data set.	• I can explain how the median and mode summarize a data set with a single number. • I can find the median and mode of a data set. • I can explain how changes to a data set affect the measures of center. • I can use a measure of center to answer a statistical question.
	9.4 Measures of Variation	Find and interpret the range and interquartile range of a data set.	• I can explain how the range and interquartile range describe the variability of a data set with a single number. • I can find the range and interquartile range of a data set. • I can use the interquartile range to identify outliers.

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		Learning Target	Success Criteria
Chapter 9 continued			
	9.5 Mean Absolute Deviation	Find and interpret the mean absolute deviation of a data set.	• I can explain how the mean absolute deviation describes the variability of a data set with a single number. • I can find the mean absolute deviation of a data set. • I can compare data sets using the mean absolute deviation to draw conclusions.

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Learning Targets and Success Criteria
Grade 6

		Learning Target	Success Criteria
Chapter 10: Data Displays			
Chapter Learning Target Understand data displays. **Chapter Success Criteria** • Construct a data display. • Interpret data in a data display. • Choose the appropriate measures of center and variation to describe a data set. • Compare data sets.	10.1 Stem-and-Leaf Plots	Display and interpret data in stem-and-leaf plots.	• I can explain how to choose stems and leaves of a data set. • I can make and interpret a stem-and-leaf plot. • I can use a stem-and-leaf plot to describe the distribution of a data set.
	10.2 Histograms	Display and interpret data in histograms.	• I can explain how to draw a histogram. • I can make and interpret a histogram. • I can determine whether a question can be answered using a histogram.
	10.3 Shapes of Distributions	Describe and compare shapes of distributions.	• I can explain what it means for a distribution to be skewed left, skewed right, or symmetric. • I can use data displays to describe shapes of distributions. • I can use shapes of distributions to compare data sets.
	10.4 Choosing Appropriate Measures	Determine which measures of center and variation best describe a data set.	• I can describe the shape of a distribution. • I can use the shape of a distribution to determine which measure of center best describes the data. • I can use the shape of a distribution to determine which measure of variation best describes the data.

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		Learning Target	Success Criteria
Chapter 10 continued			
	10.5 Box-and-Whisker Plots	Display and interpret data in box-and-whisker plots.	• I can find the five-number summary of a data set. • I can make a box-and-whisker plot. • I can explain what the box and the whiskers of a box-and-whisker plot represent. • I can compare data sets represented by box-and-whisker plots.

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Learning Targets and Success Criteria
Grade 7

		Learning Target	Success Criteria
Chapter 1: Adding and Subtracting Rational Numbers			
Chapter Learning Target Understand adding and subtracting rational numbers. **Chapter Success Criteria** • Represent rational numbers on a number line. • Explain the rules for adding and subtracting integers using absolute value. • Apply addition and subtraction with rational numbers to model real-life problems. • Solve problems involving addition and subtraction of rational numbers.	1.1 Rational Numbers	Understand absolute values and ordering of rational numbers.	• I can graph rational numbers on a number line. • I can find the absolute value of a rational number. • I can use a number line to compare rational numbers.
	1.2 Adding Integers	Find sums of integers.	• I can explain how to model addition of integers on a number line. • I can find sums of integers by reasoning about absolute values. • I can explain why the sum of a number and its opposite is 0.
	1.3 Adding Rational Numbers	Find sums of rational numbers.	• I can explain how to model addition of rational numbers on a number line. • I can find sums of rational numbers by reasoning about absolute values. • I can use properties of addition to efficiently add rational numbers.
	1.4 Subtracting Integers	Find differences of integers.	• I can explain how subtracting integers is related to adding integers. • I can explain how to model subtraction of integers on a number line. • I can find differences of integers by reasoning about absolute values.
	1.5 Subtracting Rational Numbers	Find differences of rational numbers and find distances between numbers on a number line.	• I can explain how to model subtraction of rational numbers on a number line. • I can find differences of rational numbers by reasoning about absolute values. • I can find distances between numbers on a number line.

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Learning Targets and Success Criteria
Grade 7

		Learning Target	Success Criteria
Chapter 2: Multiplying and Dividing Rational Numbers			
Chapter Learning Target Understand multiplying and dividing rational numbers. **Chapter Success Criteria** • Explain the rules for multiplying integers. • Explain the rules for dividing integers. • Evaluate expressions involving rational numbers. • Solve real-life problems involving multiplication and division of rational numbers.	2.1 Multiplying Integers	Find products of integers.	• I can explain the rules for multiplying integers. • I can find products of integers with the same sign. • I can find products of integers with different signs.
	2.2 Dividing Integers	Find quotients of integers.	• I can explain the rules for dividing integers. • I can find quotients of integers with the same sign. • I can find quotients of integers with different signs.
	2.3 Converting Between Fractions and Decimals	Convert between different forms of rational numbers.	• I can explain the difference between terminating and repeating decimals. • I can write fractions and mixed numbers as decimals. • I can write decimals as fractions and mixed numbers.
	2.4 Multiplying Rational Numbers	Find products of rational numbers.	• I can explain the rules for multiplying rational numbers. • I can find products of rational numbers with the same sign. • I can find products of rational numbers with different signs.

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		Learning Target	Success Criteria
Chapter 2 continued			
	2.5 Dividing Rational Numbers	Find quotients of rational numbers.	• I can explain the rules for dividing rational numbers. • I can find quotients of rational numbers with the same sign. • I can find quotients of rational numbers with different signs.

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Learning Targets and Success Criteria
Grade 7

		Learning Target	Success Criteria
Chapter 3: Expressions **Chapter Learning Target** Understand algebraic expressions. **Chapter Success Criteria** • Identify parts of an algebraic expression. • Write algebraic expressions. • Solve problems using algebraic expressions. • Interpret algebraic expressions in real-life problems.	3.1 Algebraic Expressions	Simplify algebraic expressions.	• I can identify terms and like terms of algebraic expressions. • I can combine like terms to simplify algebraic expressions. • I can write and simplify algebraic expressions to solve real-life problems.
	3.2 Adding and Subtracting Linear Expressions	Find sums and differences of linear expressions.	• I can explain the difference between linear and nonlinear expressions. • I can find opposites of terms that include variables. • I can apply properties of operations to add and subtract linear expressions.
	3.3 The Distributive Property	Apply the Distributive Property to generate equivalent expressions.	• I can explain how to apply the Distributive Property. • I can use the Distributive Property to simplify algebraic expressions.
	3.4 Factoring Expressions	Factor algebraic expressions.	• I can identify the greatest common factor of terms, including variable terms. • I can use the Distributive Property to factor algebraic expressions. • I can write a term as a product involving a given factor.

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Learning Targets and Success Criteria
Grade 7

		Learning Target	Success Criteria
Chapter 4: Equations and Inequalities			
Chapter Learning Target Understand equations and inequalities. **Chapter Success Criteria** • Identify key words and phrases to write equations and inequalities. • Write word sentences as equations and inequalities. • Solve equations and inequalities using properties. • Use equations and inequalities to model and solve real-life problems.	4.1 Solving Equations Using Addition or Subtraction	Write and solve equations using addition or subtraction.	• I can apply the Addition and Subtraction Properties of Equality to produce equivalent equations. • I can solve equations using addition or subtraction. • I can apply equations involving addition or subtraction to solve real-life problems.
	4.2 Solving Equations Using Multiplication or Division	Write and solve equations using multiplication or division.	• I can apply the Multiplication and Division Properties of Equality to produce equivalent equations. • I can solve equations using multiplication or division. • I can apply equations involving multiplication or division to solve real-life problems.
	4.3 Solving Two-Step Equations	Write and solve two-step equations.	• I can apply properties of equality to produce equivalent equations. • I can solve two-step equations using the basic operations. • I can apply two-step equations to solve real-life problems.
	4.4 Writing and Graphing Inequalities	Write inequalities and represent solutions of inequalities on number lines.	• I can write word sentences as inequalities. • I can determine whether a value is a solution of an inequality. • I can graph the solutions of inequalities.

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		Learning Target	Success Criteria
Chapter 4 continued			
	4.5 Solving Inequalities Using Addition or Subtraction	Write and solve inequalities using addition or subtraction.	• I can apply the Addition and Subtraction Properties of Inequality to produce equivalent inequalities. • I can solve inequalities using addition or subtraction. • I can apply inequalities involving addition or subtraction to solve real-life problems.
	4.6 Solving Inequalities Using Multiplication or Division	Write and solve inequalities using multiplication or division.	• I can apply the Multiplication and Division Properties of Inequality to produce equivalent inequalities. • I can solve inequalities using multiplication or division. • I can apply inequalities involving multiplication or division to solve real-life problems.
	4.7 Solving Two-Step Inequalities	Write and solve two-step inequalities.	• I can apply properties of inequality to generate equivalent inequalities. • I can solve two-step inequalities using the basic operations. • I can apply two-step inequalities to solve real-life problems.

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Learning Targets and Success Criteria
Grade 7

		Learning Target	Success Criteria
Chapter 5: Ratios and Proportions			
Chapter Learning Target Understand ratios and proportions. **Chapter Success Criteria** • Write and interpret ratios. • Describe ratio relationships and proportional relationships. • Represent equivalent ratios. • Model ratio relationships and proportional relationships to solve real-life problems.	5.1 Ratios and Ratio Tables	Understand ratios of rational numbers and use ratio tables to represent equivalent ratios.	• I can write and interpret ratios involving rational numbers. • I can use various operations to create tables of equivalent ratios. • I can use ratio tables to solve ratio problems.
	5.2 Rates and Unit Rates	Understand rates involving fractions and use unit rates to solve problems.	• I can find unit rates for rates involving fractions. • I can use unit rates to solve rate problems.
	5.3 Identifying Proportional Relationships	Determine whether two quantities are in a proportional relationship.	• I can determine whether ratios form a proportion. • I can explain how to determine whether quantities are proportional. • I can distinguish between proportional and nonproportional situations.
	5.4 Writing and Solving Proportions	Use proportions to solve ratio problems.	• I can solve proportions using various methods. • I can find a missing value that makes two ratios equivalent. • I can use proportions to represent and solve real-life problems.

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		Learning Target	Success Criteria
Chapter 5 continued			
	5.5 Graphs of Proportional Relationships	Represent proportional relationships using graphs and equations.	• I can determine whether quantities are proportional using a graph. • I can find the unit rate of a proportional relationship using a graph. • I can create equations to represent proportional relationships.
	5.6 Scale Drawings	Solve problems involving scale drawings.	• I can find an actual distance in a scale drawing. • I can explain the meaning of scale and scale factor. • I can use a scale drawing to find the actual lengths and areas of real-life objects.

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Learning Targets and Success Criteria
Grade 7

		Learning Target	Success Criteria
Chapter 6: Percents			
Chapter Learning Target Understand fractions, decimals, and percents. **Chapter Success Criteria** • Rewrite fractions, decimals, and percents. • Compare and order fractions, decimals, and percents. • Use the percent proportion or percent equation to find a percent, a part, or a whole. • Apply percents to solve real-life problems.	6.1 Fractions, Decimals, and Percents	Rewrite fractions, decimals, and percents using different representations.	• I can write percents as decimals and decimals as percents. • I can write fractions as decimals and percents. • I can compare and order fractions, decimals, and percents.
	6.2 The Percent Proportion	Use the percent proportion to find missing quantities.	• I can write proportions to represent percent problems. • I can solve a proportion to find a percent, a part, or a whole.
	6.3 The Percent Equation	Use the percent equation to find missing quantities.	• I can write equations to represent percent problems. • I can use the percent equation to find a percent, a part, or a whole.
	6.4 Percents of Increase and Decrease	Find percents of change in quantities.	• I can explain the meaning of percent of change. • I can find the percent of increase or decrease in a quantity. • I can find the percent error of a quantity.
	6.5 Discounts and Markups	Solve percent problems involving discounts and markups.	• I can use percent models to solve problems involving discounts and markups. • I can write and solve equations to solve problems involving discounts and markups.
	6.6 Simple Interest	Understand and apply the simple interest formula.	• I can explain the meaning of simple interest. • I can use the simple interest formula to solve problems.

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Learning Targets and Success Criteria
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		Learning Target	Success Criteria
Chapter 7: Probability **Chapter Learning Target** Understand probability. **Chapter Success Criteria** • Identify the possible outcomes of a situation. • Explain the meaning of experimental and theoretical probability. • Make predictions using probabilities. • Solve real-life problems using probability.	7.1 Probability	Understand how the probability of an event indicates its likelihood.	• I can identify possible outcomes of an experiment. • I can use probability and relative frequency to describe the likelihood of an event. • I can use relative frequency to make predictions.
	7.2 Experimental and Theoretical Probability	Develop probability models using experimental and theoretical probability.	• I can explain the meanings of experimental probability and theoretical probability. • I can find experimental and theoretical probabilities. • I can use probability to make predictions.
	7.3 Compound Events	Find sample spaces and probabilities of compound events.	• I can find the sample space of two or more events. • I can find the total number of possible outcomes of two or more events. • I can find probabilities of compound events.
	7.4 Simulations	Design and use simulations to find probabilities of compound events.	• I can design a simulation to model a real-life situation. • I can recognize favorable outcomes in a simulation. • I can use simulations to find experimental probabilities.

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Learning Targets and Success Criteria
Grade 7

		Learning Target	Success Criteria
Chapter 8: Statistics **Chapter Learning Target** Understand statistics. **Chapter Success Criteria** • Determine the validity of a conclusion. • Explain variability in samples of a population. • Solve a problem using statistics. • Compare populations.	8.1 Samples and Populations	Understand how to use random samples to make conclusions about a population.	• I can explain why a sample is biased or unbiased. • I can explain why conclusions made from a biased sample may not be valid. • I can use an unbiased sample to make a conclusion about a population.
	8.2 Using Random Samples to Describe Populations	Understand variability in samples of a population.	• I can use multiple random samples to make conclusions about a population. • I can use multiple random samples to examine variation in estimates.
	8.3 Comparing Populations	Compare populations using measures of center and variation.	• I can find the measures of center and variation of a data set. • I can describe the visual overlap of two data distributions numerically. • I can determine whether there is a significant difference in the measures of center of two data sets.
	8.4 Using Random Samples to Compare Populations	Use random samples to compare populations.	• I can compare random samples using measures of center and variation. • I can recognize whether random samples are likely to be representative of a population. • I can compare populations using multiple random samples.

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Learning Targets and Success Criteria
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		Learning Target	Success Criteria
Chapter 9: Geometric Shapes and Angles			
Chapter Learning Target Understand geometry. **Chapter Success Criteria** • Explain how to find the circumference of a circle. • Find the areas of circles and composite figures. • Solve problems involving angle measures. • Construct a polygon.	9.1 Circles and Circumference	Find the circumference of a circle.	• I can explain the relationship between the diameter and circumference of a circle. • I can use a formula to find the circumference of a circle.
	9.2 Areas of Circles	Find the area of a circle.	• I can estimate the area of a circle. • I can use a formula to find the area of a circle.
	9.3 Perimeters and Areas of Composite Figures	Find perimeters and areas of composite figures.	• I can use a grid to estimate perimeters and areas. • I can identify the shapes that make up a composite figure. • I can find the perimeters and areas of shapes that make up composite figures.
	9.4 Constructing Polygons	Construct a polygon with given measures.	• I can use technology to draw polygons. • I can determine whether given measures result in one triangle, many triangles, or no triangle. • I can draw polygons given angle measures or side lengths.
	9.5 Finding Unknown Angle Measures	Use facts about angle relationships to find unknown angle measures.	• I can identify adjacent, complementary, supplementary, and vertical angles. • I can use equations to find unknown angle measures. • I can find unknown angle measures in real-life situations.

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Learning Targets and Success Criteria
Grade 7

		Learning Target	Success Criteria
Chapter 10: Surface Area and Volume			
Chapter Learning Target Understand surface area and volume. **Chapter Success Criteria** • Describe the surface area and volume of different shapes. • Use formulas to find surface areas and volumes of solids. • Solve real-life problems involving surface area and volume. • Describe cross sections of solids.	10.1 Surface Areas of Prisms	Find the surface area of a prism.	• I can use a formula to find the surface area of a prism. • I can find the lateral surface area of a prism.
	10.2 Surface Areas of Cylinders	Find the surface area of a cylinder.	• I can use a formula to find the surface area of a cylinder. • I can find the lateral surface area of a cylinder.
	10.3 Surface Areas of Pyramids	Find the surface area of a pyramid.	• I can use a net to find the surface area of a regular pyramid. • I can find the lateral surface area of a regular pyramid.
	10.4 Volumes of Prisms	Find the volume of a prism.	• I can use a formula to find the volume of a prism. • I can use the formula for the volume of a prism to find a missing dimension.
	10.5 Volumes of Pyramids	Find the volume of a pyramid.	• I can use a formula to find the volume of a pyramid. • I can use the volume of a pyramid to solve a real-life problem.
	10.6 Cross Sections of Three-Dimensional Figures	Describe the cross sections of a solid.	• I can explain the meaning of a cross section. • I can describe cross sections of prisms and pyramids. • I can describe cross sections of cylinders and cones.

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Learning Targets and Success Criteria
Grade 8

		Learning Target	Success Criteria
Chapter 1: Equations **Chapter Learning Target** Understand equations. **Chapter Success Criteria** • Identify key words and phrases to solve equations. • Write word sentences as equations. • Explain how to solve equations. • Model different types of equations to solve real-life problems.	1.1 Solving Simple Equations	Write and solve one-step equations.	• I can apply properties of equality to produce equivalent equations. • I can solve equations using addition, subtraction, multiplication, or division. • I can use equations to model and solve real-life problems.
	1.2 Solving Multi-Step Equations	Write and solve multi-step equations.	• I can apply properties to produce equivalent equations. • I can solve multi-step equations. • I can use multi-step equations to model and solve real-life problems.
	1.3 Solving Equations with Variables on Both Sides	Write and solve equations with variables on both sides.	• I can explain how to solve an equation with variables on both sides. • I can determine whether an equation has one solution, no solution, or infinitely many solutions. • I can use equations with variables on both sides to model and solve real-life problems.
	1.4 Rewriting Equations and Formulas	Solve literal equations for given variables and convert temperatures.	• I can use properties of equality to rewrite literal equations. • I can use a formula to convert temperatures.

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		Learning Target	Success Criteria
Chapter 2: Transformations			
Chapter Learning Target Understand transformations. **Chapter Success Criteria** • Identify a translation. • Describe a transformation. • Describe a sequence of rigid motions between two congruent figures. • Solve real-life problems involving transformations.	2.1 Translations	Translate figures in the coordinate plane.	• I can identify a translation. • I can find the coordinates of a translated figure. • I can use coordinates to translate a figure.
	2.2 Reflections	Reflect figures in the coordinate plane.	• I can identify a reflection. • I can find the coordinates of a figure reflected in an axis. • I can use coordinates to reflect a figure in the x- or y-axis.
	2.3 Rotations	Rotate figures in the coordinate plane.	• I can identify a rotation. • I can find the coordinates of a figure rotated about the origin. • I can use coordinates to rotate a figure about the origin.
	2.4 Congruent Figures	Understand the concept of congruent figures.	• I can identify congruent figures. • I can describe a sequence of rigid motions between two congruent figures.
	2.5 Dilations	Dilate figures in the coordinate plane.	• I can identify a dilation. • I can find the coordinates of a figure dilated with respect to the origin. • I can use coordinates to dilate a figure with respect to the origin.
	2.6 Similar Figures	Understand the concept of similar figures.	• I can identify similar figures. • I can describe a similarity transformation between two similar figures.

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		Learning Target	Success Criteria
Chapter 2 continued			
	2.7 Perimeters and Areas of Similar Figures	Find perimeters and areas of similar figures.	• I can use corresponding side lengths to compare perimeters of similar figures. • I can use corresponding side lengths to compare areas of similar figures. • I can use similar figures to solve real-life problems involving perimeter and area.

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		Learning Target	Success Criteria
Chapter 3: Angles and Triangles			
Chapter Learning Target Understand angles. **Chapter Success Criteria** • Identify angle relationships. • Find angle measurements. • Compare angles. • Apply angle relationships to solve real-life problems.	3.1 Parallel Lines and Transversals	Find missing angle measures created by the intersections of lines.	• I can identify congruent angles when a transversal intersects parallel lines. • I can find angle measures when a transversal intersects parallel lines.
	3.2 Angles of Triangles	Understand properties of interior and exterior angles of triangles.	• I can use equations to find missing angle measures of triangles. • I can use interior and exterior angles of a triangle to solve real-life problems.
	3.3 Angles of Polygons	Find interior angle measures of polygons.	• I can explain how to find the sum of the interior angle measures of a polygon. • I can use an equation to find an interior angle measure of a polygon. • I can find the interior angle measures of a regular polygon.
	3.4 Using Similar Triangles	Use similar triangles to find missing measures.	• I can use angle measures to determine whether triangles are similar. • I can use similar triangles to solve real-life problems.

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Learning Targets and Success Criteria
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		Learning Target	Success Criteria
Chapter 4: Graphing and Writing Linear Equations			
Chapter Learning Target Understand graphing linear equations. **Chapter Success Criteria** • Identify key features of a graph. • Explain the meaning of different forms of linear equations. • Interpret the slope and intercepts of a line. • Create graphs of linear equations.	4.1 Graphing Linear Equations	Graph linear equations.	• I can create a table of values and write ordered pairs given a linear equation. • I can plot ordered pairs to create a graph of a linear equation. • I can use a graph of a linear equation to solve a real-life problem.
	4.2 Slope of a Line	Find and interpret the slope of a line.	• I can explain the meaning of slope. • I can find the slope of a line. • I can interpret the slope of a line in a real-life problem.
	4.3 Graphing Proportional Relationships	Graph proportional relationships.	• I can graph an equation that represents a proportional relationship. • I can write an equation that represents a proportional relationship. • I can use graphs to compare proportional relationships.
	4.4 Graphing Linear Equations in Slope-Intercept Form	Graph linear equations in slope-intercept form.	• I can identify the slope and y-intercept of a line given an equation. • I can rewrite a linear equation in slope-intercept form. • I can use the slope and y-intercept to graph linear equations.

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		Learning Target	Success Criteria
Chapter 4 continued			
	4.5 Graphing Linear Equations in Standard Form	Graph linear equations in standard form.	• I can rewrite the standard form of a linear equation in slope-intercept form. • I can find intercepts of linear equations written in standard form. • I can use intercepts to graph linear equations.
	4.6 Writing Equations in Slope-Intercept Form	Write equations of lines in slope-intercept form.	• I can find the slope and the y-intercept of a line. • I can use the slope and the y-intercept to write an equation of a line. • I can write equations in slope-intercept form to solve real-life problems.
	4.7 Writing Equations in Point-Slope Form	Write equations of lines in point-slope form.	• I can use a point on a line and the slope to write an equation of the line. • I can use any two points to write an equation of a line. • I can write equations in point-slope form to solve real-life problems.

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		Learning Target	Success Criteria
Chapter 5: Systems of Linear Equations			
Chapter Learning Target Understand systems of linear equations. **Chapter Success Criteria** • Identify a linear equation. • Describe a system of linear equations. • Solve a system of linear equations. • Model solving systems with different numbers of solutions.	5.1 Solving Systems of Linear Equations by Graphing	Understand how to solve systems of linear equations by graphing.	• I can graph a linear equation. • I can find the point where two lines intersect. • I can solve a system of linear equations by graphing.
	5.2 Solving Systems of Linear Equations by Substitution	Understand how to solve systems of linear equations by substitution.	• I can solve a linear equation in two variables for either variable. • I can solve a system of linear equations by substitution.
	5.3 Solving Systems of Linear Equations by Elimination	Understand how to solve systems of linear equations by elimination.	• I can add or subtract equations in a system. • I can use the Multiplication Property of Equality to produce equivalent equations. • I can solve a system of linear equations by elimination.
	5.4 Solving Special Systems of Linear Equations	Solve systems with different numbers of solutions.	• I can determine the number of solutions of a system. • I can solve a system of linear equations with any number of solutions.

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		Learning Target	Success Criteria
Chapter 6: Data Analysis and Displays			
Chapter Learning Target Understand data displays. **Chapter Success Criteria** • Identify a data set. • Use appropriate data displays to represent a situation. • Interpret a data set. • Compare different data sets.	6.1 Scatter Plots	Use scatter plots to describe patterns and relationships between two quantities.	• I can make a scatter plot. • I can identify outliers, gaps, and clusters in a scatter plot. • I can use scatter plots to describe relationships between data.
	6.2 Lines of Fit	Use lines of fit to model data.	• I can write and interpret an equation of a line of fit. • I can find an equation of a line of best fit. • I can use a line of fit to make predictions.
	6.3 Two-Way Tables	Use two-way tables to represent data.	• I can read a two-way table. • I can make a two-way table. • I can use a two-way table to describe relationships between data.
	6.4 Choosing a Data Display	Use appropriate data displays to represent situations.	• I can choose appropriate data displays for situations. • I can identify misleading data displays • I can analyze a variety of data displays.

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		Learning Target	Success Criteria
Chapter 7: Functions **Chapter Learning Target** Understand functions. **Chapter Success Criteria** • Identify functions. • Represent functions in a variety of ways. • Evaluate functions. • Solve problems using function rules.	7.1 Relations and Functions	Understand the concept of a function.	• I can represent a relation as a set of ordered pairs. • I can determine whether a relation is a function. • I can use functions to solve real-life problems.
	7.2 Representations of Functions	Represent functions in a variety of ways.	• I can write a function rule that describes a relationship. • I can evaluate functions for given inputs. • I can represent functions using tables and graphs.
	7.3 Linear Functions	Use functions to model linear relationships.	• I can write linear functions to model relationships. • I can interpret linear functions in real-life situations.
	7.4 Comparing Linear and Nonlinear Functions	Understand differences between linear and nonlinear functions.	• I can recognize linear functions represented as tables, equations, and graphs. • I can compare linear and nonlinear functions.
	7.5 Analyzing and Sketching Graphs	Use graphs of functions to describe relationships between quantities.	• I can describe relationships between quantities in graphs. • I can sketch graphs given verbal descriptions of relationships.

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		Learning Target	Success Criteria
Chapter 8: Exponents and Scientific Notation			
Chapter Learning Target Understand exponents and scientific notation. **Chapter Success Criteria** • Write products using exponents. • Describe the value of powers. • Evaluate expressions. • Compare quantities using scientific notation.	8.1 Exponents	Use exponents to write and evaluate expressions.	• I can write products using exponents. • I can evaluate expressions involving powers. • I can use exponents to solve real-life problems.
	8.2 Product of Powers Property	Generate equivalent expressions involving products of powers.	• I can find products of powers that have the same base. • I can find powers of powers. • I can find powers of products.
	8.3 Quotient of Powers Property	Generate equivalent expressions involving quotients of powers.	• I can find quotients of powers that have the same base. • I can simplify expressions using the Quotient of Powers Property. • I can solve real-life problems involving quotients of powers.
	8.4 Zero and Negative Exponents	Understand the concepts of zero and negative exponents.	• I can explain the meanings of zero and negative exponents. • I can evaluate numerical expressions involving zero and negative exponents. • I can simplify algebraic expressions involving zero and negative exponents.
	8.5 Estimating Quantities	Round numbers and write the results as the product of a single digit and a power of 10.	• I can round very large and very small numbers. • I can write a multiple of 10 as a power. • I can compare very large or very small quantities.

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		Learning Target	Success Criteria
Chapter 8 continued			
	8.6 Scientific Notation	Understand the concept of scientific notation.	• I can convert between scientific notation and standard form. • I can choose appropriate units to represent quantities. • I can use scientific notation to solve real-life problems.
	8.7 Operations in Scientific Notation	Perform operations with numbers written in scientific notation.	• I can explain how to add and subtract numbers in scientific notation. • I can explain how to multiply and divide numbers in scientific notation. • I can use operations in scientific notation to solve real-life problems.

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		Learning Target	Success Criteria
Chapter 9: Real Numbers and the Pythagorean Theorem			
Chapter Learning Target Understand square roots. **Chapter Success Criteria** • Describe a square root. • Find the square root(s) of a number. • Approximate the value of the square root of a number. • Explain the Pythagorean Theorem.	9.1 Finding Square Roots	Understand the concept of a square root of a number.	• I can find square roots of numbers. • I can evaluate expressions involving square roots. • I can use square roots to solve equations.
	9.2 The Pythagorean Theorem	Understand the Pythagorean Theorem.	• I can explain the Pythagorean Theorem. • I can use the Pythagorean Theorem to find unknown side lengths of triangles. • I can use the Pythagorean Theorem to find distances between points in a coordinate plane.
	9.3 Finding Cube Roots	Understand the concept of a cube root of a number.	• I can find cube roots of numbers. • I can evaluate expressions involving cube roots. • I can use cube roots to solve equations.
	9.4 Rational Numbers	Convert between different forms of rational numbers.	• I can explain the meaning of rational numbers. • I can write fractions and mixed numbers as decimals. • I can write repeating decimals as fractions or mixed numbers.
	9.5 Irrational Numbers	Understand the concept of irrational numbers.	• I can classify real numbers as rational or irrational. • I can approximate irrational numbers. • I can solve real-life problems involving irrational numbers.

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		Learning Target	Success Criteria
Chapter 9 continued			
	9.6 The Converse of the Pythagorean Theorem	Understand the converse of the Pythagorean Theorem.	• I can explain the converse of the Pythagorean Theorem. • I can identify right triangles given three side lengths. • I can identify right triangles in a coordinate plane.

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		Learning Target	Success Criteria
Chapter 10: Volume and Similar Solids			
Chapter Learning Target Understand volume. **Chapter Success Criteria** • Explain how to find the volumes of cylinders, cones, and spheres. • Use formulas to find volumes of solids. • Find missing dimensions of solids. • Find surface areas and volumes of similar solids.	10.1 Volumes of Cylinders	Find the volume of a cylinder.	• I can use a formula to find the volume of a cylinder. • I can use the formula for the volume of a cylinder to find a missing dimension.
	10.2 Volumes of Cones	Find the volume of a cone.	• I can use a formula to find the volume of a cone. • I can use the formula for the volume of a cone to find a missing dimension.
	10.3 Volumes of Spheres	Find the volume of a sphere.	• I can use a formula to find the volume of a sphere. • I can use the formula for the volume of a sphere to find the radius. • I can find volumes of composite solids.
	10.4 Surface Areas and Volumes of Similar Solids	Find the surface areas and volumes of similar solids.	• I can use corresponding dimensions to determine whether solids are similar. • I can use corresponding dimensions to find missing measures in similar solids. • I can use linear measures to find surface areas and volumes of similar solids.

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