Moscow School District #281

Mastery Learning Map

Kindergarten Math	
1. Competency Statements for **Counting and Cardinality** ***"Learning Targets"*** *are models of what educators may see in performance tasks when students demonstrate their increasing understanding and use of the competencies.*	***Students will identify numbers, count in sequence, relate numbers to quantities, and compare numbers.***
	1. I can count to 100 by ones and by tens. 2. I can write numbers 0 -20. 3. I can touch and count 20 objects. 4. I can compare numbers using greater than, less than, and equal within 10. 5. I can identify numbers 0-20.
National Standards	CC.K.1, CC.K.3, CC.K.4, CC.K.6

Moscow School District #281

Mastery Learning Map

Kindergarten Math	
2. Competency Statements for **Operations and Algebraic Thinking** ***"Learning Targets"*** *are models of what educators may see in performance tasks when students demonstrate their increasing understanding and use of the competencies.*	***Students will add and subtract using a variety of mathematical strategies within 10.***
	1. I can solve addition problems, up to 10, using objects. 2. I can solve subtraction problems up to 10, using objects. 3. I can quickly solve addition problems up to 5. 4. I can quickly solve subtraction problems up to 5.
National Standards	CC.K.1 CC.K.2 CC.K.3 CC.K.5

Kindergarten Math	
3. Competency Statements for **Numbers and Operations in Base Ten** ***"Learning Targets"*** *are models of what educators may see in performance tasks when students demonstrate their increasing understanding and use of the competencies.*	***Students demonstrate understanding of ten and some ones.***
	1. I can show teen numbers as ten and some ones.
National Standards	CCNBTA1

Kindergarten Math	
4. Competency Statements for **Measurement and Data** ***"Learning Targets"*** *are models of what educators may see in performance tasks when students demonstrate their increasing understanding and use of the competencies.*	***Students can identify, compare, and sort by attributes.***
	1. I can describe and compare attributes of objects, such as length and weight. 2. I can choose common attributes for sorting and counting.
National Standards	KMDA1, KMDA2, KMDB.3

Moscow School District #281

Mastery Learning Map

Kindergarten Math	
5. Competency Statements for **Geometry** ***"Learning Targets"*** *are models of what educators may see in performance tasks when students demonstrate their increasing understanding and use of the competencies.*	***Students identify the attributes of shapes and can build and name shapes.***
	1. I can identify triangles, rectangles, squares, circles, hexagons, cones, spheres, cylinders, and cubes.
National Standards	K.G.A2

Moscow School District #281

Mastery Learning Map

1st Grade Math	
1. Competency Statements for **Operations and Algebraic Thinking** ***"Learning Targets"*** *are models of what educators may see in performance tasks when students demonstrate their increasing understanding and use of the competencies.*	***Students will use a variety of mathematical strategies to add and subtract to solve problems accurately.***
	* I can add numbers. * I can subtract numbers. * I can count on starting at any number. *I can count back starting at any number. *I can find 10 more or 10 less than any number. 1. I can use strategies to add and subtract within 10 quickly. 2. I can add or subtract to find the answer to a story problem. 3. I can tell if an equation using an equal sign is true or false. 4. I can solve a word problem by adding three numbers together. 5. I can find an answer by switching the numbers around. (3+8 = 8+3) 6. I can combine numbers to solve a problem. 7. I can solve a subtraction problem by knowing addition. 8. I can find the unknown number in an equation. 9. I can add up to 100 using one and two digit numbers. 10. I can write an addition problem (up to 100) and explain my answer. 11. I can add tens with tens and ones with ones in a two-digit problem. * Essential targets

National Standards	CCSS.1.OA.1, CCSS.1.OA.2, CCSS.1.OA.3, CCSS.1.OA.4, CCSS.1.OA.5, CCSS.1.OA.6, CCSS.1.OA.7, CCSS.1.OA.8, CCSS.1.NBT.4, CCSS.1.NBT.5

Moscow School District #281

Mastery Learning Map

1st Grade Math	
2. Competency Statements for **Numbers and Operations in Base Ten** ***"Learning Targets"*** *are models of what educators may see in performance tasks when students demonstrate their increasing understanding and use of the competencies.*	***Students demonstrate understanding of place value in a base ten number system.***
	*I can read and write numbers up to 120 and use objects to show it. *I can tell how many tens and ones are in a two-digit number. 1. I can count to 120 starting from any number. 2. I can use <. > or = to compare two 2-digit numbers. * Essential Targets
National Standards	NBT.1.1 NBT.1.2 NBT.1.4 NBT.1.5 NBT.1.6

Moscow School District #281

Mastery Learning Map

1st Grade Math	
3. Competency Statements for **Measurement and Data** ***"Learning Targets"*** *are models of what educators may see in performance tasks when students demonstrate their increasing understanding and use of the competencies.*	***Students will interpret data, measure length, and tell time accurately.***
	*I can tell and write time to the hour and half hour. 1. Consistently able to organize, represent, and interpret data with up to three categories; can ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another. 2. Consistently able to express the length of objects using non-standard units of measure such as paper clips and cubes. *Essential target
National Standards	1.MD.2 1.MD.3 1.MD.4

1st Grade Math	
4. Competency Statements for **Geometry** ***"Learning Targets"*** *are models of what educators may see in performance tasks when students demonstrate their increasing understanding and use of the competencies.*	***Students identify the attributes of shapes and can build, name, and divide them into fractional parts.***
	1. I can break a shape into equal shares and use the words halves, fourths, half of, fourth of, and quarters. 2. I can tell what attributes define a shape and which ones don't. 3. I can build and draw shapes accurately. 4. I can compose new shapes by combining two or more other shapes.
National Standards	1.G.1, 1.G.2, 1.G.3

Moscow School District #281

Mastery Learning Map

3rd Grade Math	
1. Competency Statements for **Operations and Algebraic Thinking** ***"Learning Targets"*** *are models of what educators may see in performance tasks when students demonstrate their increasing understanding and use of the competencies.*	***Students will apply reasoning using multiplication and division strategies to solve authentic applied problems.***
	1. I can transcribe 2 step word problems into mathematical equations using symbols. 2. I can apply properties of operations as strategies to multiply and divide. (commutative, associative, and distributive properties.) 3. I can fluently multiply and divide within 100 using whole numbers. 4. I can represent unknown quantities in mathematical expressions and equations using variables including the four operations.
National Standards	3.OA.1, 3.OA.2, 3.OA.3, 3.OA.4, 3.OA.5, 3.OA.6, 3.OA.7, 3.OA.8

3rd Grade Math	
2. Competency Statements for **Numbers and Operations in Base Ten** ***"Learning Targets"*** *are models of what educators may see in performance tasks when students demonstrate their increasing understanding and use of the competencies.*	***Students will demonstrate an understanding of number systems when solving problems using whole numbers.***
	1. I can round to the nearest 10 and 100 2. I can add and subtract within 1000 using strategies and algorithms 3. I can multiply using multiples of 10 up to 90
National Standards	3.NBT.1

3rd Grade Math	
3. Competency Statements for **Measurement and Data** ***"Learning Targets"*** *are models of what educators may see in performance tasks when students demonstrate their increasing understanding and use of the competencies.*	***Students can solve problems involving measurement of time, volume, and mass, and represent and interpret data.***
	1. I can explain and use relationships among units within a measurement system (e.g., minute/ hours, elapsed time, and metric and standard measurements.). 2. I can apply appropriate tools and formulas while attending to precision to solve problems involving measurement (liquid volume, mass, perimeter, area, time, distances). 3. I can estimate and justify measurements using appropriate units, relative sizes, and shapes. 4. I can gather, record, organize data to support my answers.
National Standards	3.MD.3, 3.MD.4, 3.MD.1, 3.MD.2

3rd Grade Math	
4. Competency Statements for **Geometry** ***"Learning Targets"*** *are models of what educators may see in performance tasks when students demonstrate their increasing understanding and use of the competencies.*	***Students will identify, partition, and compare attributes of two dimensional shapes.***
	1. I can identify categories of shapes by shared attributes. 2. I can divide shapes into parts with equal areas and show those areas as fractions.
National Standards	3.G.1, 3.G.2

Moscow School District #281

Mastery Learning Map

3rd Grade Math	
5. Competency Statements for **Number and Operations-Fractions** ***"Learning Targets"*** *are models of what educators may see in performance tasks when students demonstrate their increasing understanding and use of the competencies.*	***Students will identify and represent fractions based on their understanding of equal parts and whole numbers.***
	1. I can show and understand that fractions represent equal parts of a whole, where the numerator is the part and the denominator is the total number of parts in the whole. 2. I can represent a fraction on a number line. 3. I can recognize and generate equivalent fractions (e.g. 1/2 = 2/4 = 4/8) using models.
National Standards	3.NF.1, 3.NF.2, 3.NF.3

Moscow School District #281

Mastery Learning Map

4th Grade Math	
1. Competency Statements for **Operations and Algebraic Thinking** ***"Learning Targets"*** *are models of what educators may see in performance tasks when students demonstrate their increasing understanding and use of the competencies.*	***Students will apply reasoning using multiple operations and strategies (algorithms, models, manipulatives) to solve authentic applied problems.***
	1. I can use the four operations to solve multi-step word problems by using drawings and equations with a symbol for the unknown number and assess the reasonableness of my answer. 2. I can interpret, analyze, and extend patterns and determine the rule (repeating and growing) using functions involving the four basic operations.
National Standards	4.OA.4

Moscow School District #281

Mastery Learning Map

4th Grade Math	
2. Competency Statements for **Numbers and Operations in Base Ten** ***"Learning Targets"*** *are models of what educators may see in performance tasks when students demonstrate their increasing understanding and use of the competencies.*	***Students will generalize place value understanding of multi-digit whole numbers and use place value understanding and properties of operations to perform multi-digit arithmetic.***
	1. I can read and write multi-digit whole numbers using base ten numerals, number names, and expanded form. 2. I can compare two multi-digit numbers based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons. 3. I can round multi-digit whole numbers to a given place. 4. I can use the standard algorithm to add and subtract fluently. 5. I can multiply a whole number of up to 4 digits by 1 digit and two 2 digit numbers using various strategies. 6. I can find whole number quotients and remainders with up to 4 digit dividends by 1 digit divisors using various strategies.
National Standards	4.NBT.1, 4.NBT.2, 4.NBT.3, 4.NBT.4, 4.NBT.5, 4.NBT.6

4th Grade Math	
3. Competency Statements for **Measurement and Data** ***"Learning Targets"*** *are models of what educators may see in performance tasks when students demonstrate their increasing understanding and use of the competencies.*	***Students will use measurement tools, units, and attributes to describe and compare objects, situations, or events, and to solve authentic applied measurement problems.***
	1. I can use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money to show understanding of relative sizes of measurement units within one system of units. 2. I can apply the area and perimeter formulas for rectangles in real world and mathematical problems. 3. I can make a line plot to display a data set of measurements in fractions of a unit. (½, ¼, ⅛) 4. I can measure an angle. 5. I can recognize angle measures and be able to add and subtract to solve for the unknown.
National Standards	

4th Grade Math	
4. Competency Statements for **Geometry** ***"Learning Targets"*** *are models of what educators may see in performance tasks when students demonstrate their increasing understanding and use of the competencies.*	***Students will use attributes of two dimensional shapes and complex figures to solve authentic applied problems.***
	1. I can describe, compare, and justify how to classify objects and figures based on shared geometric attributes. 2. I can apply and explain concepts of symmetry in a variety of figures or for different authentic situations 3. I can draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.
National Standards	

Moscow School District #281

Mastery Learning Map

4th Grade Math	
5. Competency Statements for **Number and Operations--Fractions** ***"Learning Targets"*** *are models of what educators may see in performance tasks when students demonstrate their increasing understanding and use of the competencies.*	***Students will apply fractional reasoning using multiple strategies (algorithms, models, manipulatives) to solve authentic applied problems.***
	1. I can determine the relative size of parts to a whole using fractions or decimals. 2. I can reason about fraction size and equivalence using various models. 3. I can add and subtract fractions with like denominators and numerators and apply my understanding in word problems. 4. I can add and subtract mixed numbers with like denominators and apply my understanding in word problems. 5. I can multiply a fraction by a whole number and apply my understanding in word problems. 6. I can explain the relationship between decimals and fractions with denominators 10 or 100.
National Standards	

Moscow School District #281

Mastery Learning Map

5th Grade Math	
1. Competency Statements for **Operations and Algebraic Thinking** ***"Learning Targets"*** *are models of what educators may see in performance tasks when students demonstrate their increasing understanding and use of the competencies.*	***I can expand my understanding of number systems, write and interpret numerical expressions, and analyze patterns and relationships.***
	1. **I can write and solve number sentences using mathematical symbols and the order of operations correctly**. 2. I can create two number patterns using two given rules. 3. I can identify relationships between two number patterns. 4. *I can form ordered pairs using the relationship between two number patterns and graph them on a coordinate plane.*
National Standards	5.OA.1; 5.OA.2; 5.OA.3

Moscow School District #281

Mastery Learning Map

5th Grade Math	
2. Competency Statements for **Numbers and Operations in Base Ten** ***"Learning Targets"*** *are models of what educators may see in performance tasks when students demonstrate their increasing understanding and use of the competencies.*	***I can expand my understanding of number systems, thinking flexibly, and attending to precision and reasonableness when solving problems using decimals.***
	1. I can explain patterns of decimal placement when a decimal is multiplied or divided by a power of 10. **2. I can read, write, and compare decimals to thousandths using base-ten numerals, standard form, and expanded form.** **3. I can round decimals to a given place.** **4. I can multiply whole numbers using the standard algorithm.** **5. I can divide 4 digit dividends by two digit divisors.** **6. I can add, subtract, multiply, divide decimals to the hundredths place value.** *All essential*
National Standards	5.NBT.1; 5NBT.2; 5.NBT.3; 5.NBT.5; 5.NBT.6; 5.NBT.7

5th Grade Math	
3. Competency Statements for **Measurement and Data** ***"Learning Targets"*** *are models of what educators may see in performance tasks when students demonstrate their increasing understanding and use of the competencies.*	***I can use tools and apply precision and reasoning to solve measurement and data analysis problems in real world contexts.*** 1. **I can find the volume of a 3-D figure, using algorithms and/or models.** 2. I can make conversions within measurement systems. 3. *I can make a line plot and solve problems using the information.*
National Standards	5.MD.1, 5.MD.2, 5.MD.4, 5.MD.5

5th Grade Math	
4. Competency Statements for **Geometry** ***"Learning Targets"*** *are models of what educators may see in performance tasks when students demonstrate their increasing understanding and use of the competencies.*	***I can solve problems involving reasoning using properties of 2- and 3- dimensional shapes to analyze, represent, and model geometric relationships in real world contexts.***
	1. *I can represent authentic situations using coordinate graphing.* 2. *I can understand how attributes of 2-dimensional shapes in a category (such as a quadrilateral) also belong to all subcategories (such as a rhombus) of those shapes.* 3. *I can classify two-dimensional figures in a hierarchy based on properties.* *These are all additional skills
National Standards	5.G.2, 5.G.3, 5.G.4

Moscow School District #281

Mastery Learning Map

5th Grade Math	
5. Competency Statements for **Number and Operations--Fractions** ***"Learning Targets"*** *are models of what educators may see in performance tasks when students demonstrate their increasing understanding and use of the competencies.*	***I can expand the use of computational and problem solving strategies, algorithms, and proportional reasoning to rational numbers, including fractions*** **1. I can add and subtract fractions with unlike denominators, including mixed numbers.** **2. I can multiply fractions by whole numbers and by fractions.** **3. I can divide fractions by whole numbers and whole numbers by fractions.** **4. I can understand and show the different operations with fractions (+, -, x, ÷) using models** **5. I can solve real world problems**, *including area and scaling (multiplication),* **using the concepts of +, -, x, ÷ with fractions.**
National Standards	5.NF.1, 5.NF.4, 5.NF.7, 5.NF.3, 5.NF.6, 5.NF.2