

READ ME FIRST – Overview of EL Education’s Common Core Learning Targets

What We Have Created and Why

- A group of 15 EL staff members wrote long-term learning targets aligned with the Common Core State Standards for English Language Arts (K-12), Disciplinary Reading (6-12), and Math.
- EL is committed to purposeful learning; to that end, learning targets are a key resource for students, teachers, and instructional leaders. Our hope is that these targets help launch teachers into what we’ve learned is the most powerful work: *engaging students* with targets during the learning process.
- The Common Core State Standards (CCSS) unite us nationally. The standards, along with these long-term learning targets provide us with a common framework and language.
- We offer these targets as an open educational resource (OER), intended to be shared publicly at no charge.

Next Steps for Schools and Teachers

- **Determine importance and sort for long-term vs. supporting targets.**
In most cases, there are more targets here than teachers can realistically instruct to and assess, and not each target is “worthy” of being a long-term target. We suggest that leadership teams, disciplinary teams, or grade-level teams analyze these targets to determine which ones you consider to be truly long-term versus supporting. Reorganize them as necessary to make them yours.
- **Build out contextualized supporting targets and assessments,** looking back at the full text of the standard. Our intention is to offer a “clean translation” of the standards in student-friendly language to serve as a jumping-off point for teachers when developing daily targets used with students during instruction and formative assessment.

Resources

- A specific resource we recommend is *The Common Core: Clarifying Expectations for Teachers & Students* (2012), by Align Assess, Achieve, LLC and distributed through McGraw Hill. These are a series of grade level booklets for Math, ELA, and Literacy in Science, Social Studies & Technology. They include enduring understandings, essential questions, suggested daily-level learning targets and vocabulary broken out by cluster and standard. Find more information at <http://www.mheonline.com/aaa/index.php?page=flipbooks>. (Each grade-level booklet costs \$15-25.)
- We also recommend installing the free Common Core Standards app by MasteryConnect. It’s very useful to have the standards at your fingertips! <http://itunes.apple.com/us/app/common-core-standards/id439424555?mt=8>

Common Core State Standards & Long-Term Learning Targets

Math, Grades K-2

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Grade level	K
Discipline(s)	CCSS - Math
Dates	March, 2012
Author(s)	Dirk Matthias & Myra Brooks

CCS Standards: Counting and Cardinality	Long-Term Target(s)
K.CC.1. Count to 100 by ones and by tens.	I can count to 100 by ones and by tens.
K.CC.2. Count forward beginning from a given number within the known sequence (instead of having to begin at 1).	I can count forward starting at any number I know.
K.CC.3. Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).	I can write numbers from 0 to 20. I can use numbers to show how many objects there are in a group.
K.CC.4. Understand the relationship between numbers and quantities; connect counting to cardinality. <ul style="list-style-type: none"> When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted. Understand that each successive number name refers to a quantity that is one larger. 	I can count the objects in a group one-by-one. I can tell how many objects are in a group. I can explain what happens to the number of objects in a group when another object is added.
K.CC.5. Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.	I can count objects to find out how many are in a group. I can create a group of objects to show any number from 1-20.

CCS Standards: Counting and Cardinality	Long-Term Target(s)
K.CC.6. Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies. (Include groups with up to 10 objects.)	I can compare groups of objects using the words “greater than”, “less than”, or “equal to” by matching and counting.
K.CC.7. Compare two numbers between 1 and 10 presented as written numerals.	I can compare two numbers between 1 and 10 when they are written as numerals.
CCS Standards: Operations and Algebraic Thinking	Long-Term Target(s)
K.OA.1. Represent addition and subtraction with objects, fingers, mental images, drawings ¹ , sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. ¹ Drawings need not show details, but should show the mathematics in the problem.	I can show addition and subtraction in many ways (with objects, fingers, drawings, mental images, sounds, verbal explanations, expressions, equations, or acted-out situations).
K.OA.2. Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.	I can solve story problems by adding and subtracting. (within 10)
K.OA.3. Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$).	I can break down numbers (up to 10) into added pairs in two or more ways.
K.OA.4. For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.	When given any number from 1-9, I can show the number needed to make 10.
K.OA.5. Fluently add and subtract within 5.	I can add and subtract within 5 with fluency.
Standards: Number & Operations in Base Ten	Long-Term Target(s)
K.NBT.1. Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (such as $18 = 10 + 8$); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.	I can explain how I use groups of tens and ones to represent any number from 11 to 19.

CCS Standards: Measurement & Data	Long-Term Target(s)
K.MD.1. Describe measurable attributes of objects	I can describe objects by how they can be measured.
K.MD.2. Directly compare two objects with a measurable attribute in common	I can compare two objects by their measurements.
K.MD.3. Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. (Limit category counts to be less than or equal to 10.)	I can sort objects into categories and put the categories in order by number of objects.
CCS Standards: Geometry	Long-Term Target(s)
K.G.1. Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as <i>above, below, beside, in front of, behind, and next to.</i>	I can describe familiar objects using the names of shapes. I can describe where objects are located by using terms such as <i>above, below, beside, in front of, behind, and next to.</i>
K.G.2. Correctly name shapes regardless of their orientations or overall size.	I can identify shapes no matter what size they are or how they are placed.
K.G.3. Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”).	I can determine if shapes are two-dimensional or three-dimensional.
K.G.4. Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/“corners”) and other attributes (e.g., having sides of equal length).	I can compare 2D and 3D shapes using a variety of features.
K.G.5. Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.	I can create models of shapes I see by building or drawing them.
K.G.6. Compose simple shapes to form larger shapes. <i>For example, “Can you join these two triangles with full sides touching to make a rectangle?”</i>	I can create larger shapes by using several smaller shapes.

Common Core State Standards & Long-Term Learning Targets

Math, Grades 1

Grade level	1
Discipline(s)	CCSS - Math
Dates	March, 2012
Author(s)	Dirk Matthias & Myra Brooks

CCS Standards: Operations and Algebraic Thinking	Long-Term Target(s)
<p>1.OA.1. Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem. (See Glossary, Table 1)</p>	I can solve addition and subtraction word problems up to 20 using a variety of strategies.
<p>1.OA.2. Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.</p>	I can solve addition word problems (<i>using 3 whole numbers, whose sum is ≥ 20.</i>) using a variety of strategies.
<p>1.OA.3. Apply properties of operations as strategies to add and subtract.² <i>Examples: If $8 + 3 = 11$ is known, then $3 + 8 = 11$ is also known. (Commutative property of addition.) To add $2 + 6 + 4$, the second two numbers can be added to make a ten, so $2 + 6 + 4 = 2 + 10 = 12$. (Associative property of addition.)</i> (Students need not use formal terms for these properties.)</p>	I can add and subtract using strategies called “properties of operations”.
<p>1.OA.4. Understand subtraction as an unknown-addend problem. For example, subtract $10 - 8$ by finding the number that makes 10 when added to 8. Add and subtract within 20.</p>	I can explain how addition and subtraction are related.
<p>1.OA.5. Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).</p>	I can make connections between counting and addition and subtraction.

CCS Standards: Operations and Algebraic Thinking	Long-Term Target(s)
<p>1.OA.6. Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$).</p>	<p>I can use different strategies to add and subtract numbers.</p> <p>I can add and subtract with fluency within 10.</p>
<p>1.OA.7. Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. For example, which of the following equations are true and which are false? $6 = 6$, $7 = 8 - 1$, $5 + 2 = 2 + 5$, $4 + 1 = 5 + 2$.</p>	<p>I can explain the meaning of the equal sign.</p> <p>I can tell whether equations (where we add and subtract) are true or false.</p>
<p>1.OA.8. Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. <i>For example, determine the unknown number that makes the equation true in each of the equations $8 + ? = 11$, $5 = _ - 3$, $6 + 6 = _$.</i></p>	<p>I can find the missing number in an addition or subtraction equation.</p>
Standards: Number & Operations in Base Ten	Long-Term Target(s)
<p>1.NBT.1. Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.</p>	<p>I can count to 120 from any number less than 120.</p> <p>I can read and write any number up to 120.</p> <p>I can write the number that matches with a group of objects up to 120.</p>
<p>1.NBT.2. Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:</p> <ol style="list-style-type: none"> 10 can be thought of as a bundle of ten ones — called a “ten.” The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones. The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones). 	<p>I can explain what each digit in a two-digit number represents.</p>
<p>1.NBT.3. Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$.</p>	<p>I can use $>$, $=$ and $<$ to compare two-digit numbers.</p>

Standards: Number & Operations in Base Ten	Long-Term Target(s)
<p>1.NBT.4. Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.</p>	<p>I can develop a variety of strategies for adding numbers and explain my thinking.</p>
<p>1.NBT.5. Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.</p>	<p>I can explain how to find 10 more or 10 less than a number using mental math.</p>
<p>1.NBT.6. Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.</p>	<p>I can use a variety of strategies to subtract multiples of 10 (in the range 10-90) and explain my thinking.</p>
CCS Standards: Measurement & Data	Long-Term Target(s)
<p>1.MD.1. Order three objects by length; compare the lengths of two objects indirectly by using a third object.</p>	<p>I can compare the length of two objects using a third object.</p>
<p>1.MD.2. Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. <i>Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.</i></p>	<p>I can measure objects using non-standard units.</p>
<p>1.MD.3. Tell and write time in hours and half-hours using analog and digital clocks.</p>	<p>I can tell the time using different clocks (analog & digital; to the half-hour).</p>
<p>1.MD.4. Organize, represent, and interpret data with up to three categories; 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.</p>	<p>I can organize data. I can compare data from different categories or groups. I can explain what my data represents.</p>

CCS Standards: Geometry	Long-Term Target(s)
<p>1.G.1. Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size) ; build and draw shapes to possess defining attributes.</p>	<p>I can describe the traits that define shapes.</p>
<p>1.G.2. Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.¹</p>	<p>I can combine two- or three-dimensional shapes to create a new shape.</p>
<p>1.G.3. Partition circles and rectangles into two and four equal shares, describe the shares using the words <i>halves</i>, <i>fourths</i>, and <i>quarters</i>, and use the phrases <i>half of</i>, <i>fourth of</i>, and <i>quarter of</i>. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.</p>	<p>I can divide shapes into equal parts and use <i>halves</i>, <i>fourths</i> and <i>quarters</i> to describe them.</p> <p>I can explain the relationship between halves, fourths and quarters and a whole.</p>

Common Core State Standards & Long-Term Learning Targets

Math, Grades 2

Grade level	2
Discipline(s)	CCSS - Math
Dates	March, 2012
Author(s)	Dirk Matthias & Myra Brooks

CCS Standards: Operations and Algebraic Thinking	Long-Term Target(s)
2.OA.1. Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.	I can solve addition and subtraction word problems within 100, using a variety of strategies.
2.OA.2. Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers. (See standard 1.OA.6 for a list of mental strategies.)	I can mentally add and subtract within 20 with fluency. I can say from memory every sum of two single-digit numbers.
2.OA.3. Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.	I can determine whether a group of objects has an odd or even number of items.
2.OA.4. Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.	I can write an addition equation to show the total number of objects arranged in rectangular arrays (up to 5 X 5).
CCS Standards: Number & Operations in Base Ten	Long-Term Target(s)
2.NBT.1. Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases: a. 100 can be thought of as a bundle of ten tens — called a “hundred.” b. The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).	I can explain what the three digits of a three-digit number represent.

CCS Standards: Number & Operations in Base Ten	Long-Term Target(s)
2.NBT.2. Count within 1000; skip-count by 5s, 10s, and 100s.	I can count within 1000. I can skip count by 5s, 10s and 100s.
2.NBT.3. Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.	I can read and write numbers to 1000 using numerals, number names, and expanded form.
2.NBT.4. Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using $>$, $=$, and $<$ symbols to record the results of comparisons.	I can compare three-digit numbers using the symbols $>$, $=$, and $<$.
2.NBT.5. Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.	I can add and subtract within 100 with fluency. I can explain the relationship between addition and subtraction.
2.NBT.6. Add up to four two-digit numbers using strategies based on place value and properties of operations.	I can add up to four two-digit numbers up to 100.
2.NBT.7. Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.	I can add and subtract within 1000 using a variety of strategies. I can explain the relationship between addition and subtraction.
2.NBT.8. Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900.	I can mentally add and subtract 10 or 100 to any number between 100 and 900.
2.NBT.9. Explain why addition and subtraction strategies work, using place value and the properties of operations. (Explanations may be supported by drawings or objects.)	I can explain why an addition or subtraction strategy works.
CCS Standards: Measurement & Data	Long-Term Target(s)
2.MD.1. Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.	I can measure the length of a variety of objects, using the most appropriate tool.

CCS Standards: Measurement & Data	Long-Term Target(s)
<p>2.MD.2. Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.</p>	<p>I can measure an object using two different units of length.</p> <p>I can explain how the two measurements relate to each another.</p>
<p>2.MD.3. Estimate lengths using units of inches, feet, centimeters, and meters.</p>	<p>I can estimate length using inches, feet, centimeters, and meters.</p>
<p>2.MD.4. Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.</p>	<p>I can find out how much longer one object is than another and express the difference using standard terms others will understand.</p>
<p>2.MD.5. Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units</p>	<p>I can solve word problems (within 100) using lengths that are given in the same units.</p>
<p>2.MD.6. Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line diagram.</p>	<p>I can represent whole numbers as lengths from 0 on a number line diagram.</p> <p>I can represent whole number sums and differences within 100 on a number line diagram.</p>
<p>2.MD.7. Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.</p>	<p>I can tell time to the nearest 5 minutes when looking at a variety of clocks (analog and digital).</p> <p>I can write time to the nearest 5 minutes using a.m. and p.m.</p>
<p>2.MD.8. Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have?</p>	<p>I can solve word problems with dollars, quarters, dimes, and pennies using the \$ and ¢ symbols appropriately.</p>
<p>2.MD.9. Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.</p>	<p>I can make a line plot that shows the length of several objects (or repeated measurements of the same object) using whole numbers.</p>
<p>2.MD.10. Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph.</p>	<p>I can use a picture graph and a bar graph to represent the same data set with up to 4 categories.</p> <p>I can use information from picture and bar graphs to solve addition, subtraction and comparison problems.</p>

CCS Standards: Geometry	Long-Term Target(s)
<p>2.G.1. Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes. (Sizes are compared directly or visually, not compared by measuring.)</p>	<p>I can identify shapes given the number of angles or number of sides.</p> <p>I can draw triangles, quadrilaterals, pentagons, hexagons, and cubes.</p>
<p>2.G.2. Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.</p>	<p>I can divide a rectangle into rows and columns of squares and count to find out the total number of them.</p>
<p>2.G.3. Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.</p>	<p>I can divide parts of a whole using the words <i>halves, thirds, half of, or a third of.</i></p> <p>I can explain how a whole is the same as two halves, three thirds, or four fourths.</p> <p>I can demonstrate that equal parts of the same whole don't have to have the same shape.</p>