

common core math i can statements

Common Core Math I Can Statements are essential tools for educators and students alike, providing a clear roadmap for understanding mathematical learning objectives. This comprehensive guide delves into what these statements are, their purpose within the Common Core State Standards for Mathematics (CCSSM), and how they benefit both teachers in curriculum planning and students in tracking their own progress. We will explore the structure of these statements, offer examples across different grade levels, and discuss practical strategies for implementing them effectively in the classroom. Understanding Common Core Math I Can Statements empowers everyone involved in the educational process, fostering a more transparent and goal-oriented approach to mathematics learning.

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What are Common Core Math I Can Statements?

Common Core Math I Can Statements are student-friendly translations of the rigorous expectations outlined in the Common Core State Standards for Mathematics (CCSSM). Instead of using the technical language of the standards, these statements rephrase the learning objectives in a way that a student can understand and articulate. For example, a standard like "Understand that the two digits of a two-digit number represent amounts of tens and ones" might be translated into an "I can" statement such as, "I can understand that the first digit in a two-digit number tells me how many tens there are, and the second digit tells me how many ones." This shift in language makes the learning goals accessible and actionable for young learners.

These statements serve as a bridge between the abstract language of educational standards and the concrete understanding of students. They are not meant to replace the standards themselves but rather to make them more tangible and relatable. By framing learning objectives as achievable actions that students can perform, Common Core Math I Can Statements promote a sense of ownership over their learning journey. They provide a clear target for what students should know and be able to do by the end of a lesson, unit, or school year.

The Purpose and Benefits of Using I Can Statements in Math

The primary purpose of Common Core Math I Can Statements is to enhance student understanding of learning objectives and to foster self-awareness regarding their progress. When students can clearly articulate what they are expected to learn, they are better equipped to focus their efforts and monitor their own comprehension. This leads to greater student engagement and motivation, as they have a clearer picture of the "why" behind their mathematical tasks.

Teachers also derive significant benefits from using these statements. They serve as a valuable tool for curriculum planning and lesson design. By breaking down complex standards into digestible "I can" statements, educators can more effectively sequence instruction and identify key learning points. Furthermore, these statements facilitate formative assessment, allowing teachers to gauge student understanding against specific, student-friendly benchmarks. They can be displayed in the classroom, used in student journals, or even as criteria for self-assessment, creating a more transparent learning environment for everyone involved. The consistent use of Common Core Math I Can Statements can lead to a more focused and effective mathematics education.

Understanding the Structure of Common Core Math I Can Statements

The structure of Common Core Math I Can Statements is designed for clarity and directness. Each statement typically begins with the phrase "I can..." followed by an action verb that describes a skill or concept. This action verb is crucial, as it specifies what the student should be able to do. The remainder of the statement elaborates on the specific mathematical content or skill being addressed, directly reflecting the intent of the corresponding Common Core standard.

For instance, a standard related to measurement might be translated into an

"I can" statement that uses verbs like "measure," "compare," "estimate," or "convert." The focus is on observable and measurable student actions. These statements are often categorized by the mathematical domains and clusters within the CCSSM, ensuring that all aspects of the curriculum are covered. The concise nature of these statements also makes them easy for students to remember and use as a personal learning checklist. The effectiveness of Common Core Math I Can Statements hinges on their precision and their ability to translate complex standards into accessible language.

Examples of Common Core Math I Can Statements by Grade Level

To illustrate the practical application of Common Core Math I Can Statements, let's look at some examples across different grade levels, reflecting the progression of mathematical concepts.

Kindergarten Common Core Math I Can Statements

- I can count to 100 by ones and by tens.
- I can write numbers from 0 to 20.
- I can add and subtract within 10 using objects or drawings.
- I can compare two-digit numbers based on the tens digit.
- I can identify and count the number of sides and vertices of shapes.

First Grade Common Core Math I Can Statements

- I can add and subtract within 20 using strategies based on place value.
- I can tell and write time to the nearest hour and half hour.
- I can measure lengths of objects by using a unit of length.
- I can compare the lengths of two objects indirectly by using a third object.
- I can represent data in a bar graph to answer questions.

Third Grade Common Core Math I Can Statements

- I can multiply and divide within 100.
- I can solve word problems involving multiplication and division.
- I can understand fractions as parts of a whole and compare fractions with different numerators and denominators.
- I can measure and estimate liquid volumes and masses of objects.
- I can tell the area of a rectangle by counting unit squares.

Fifth Grade Common Core Math I Can Statements

- I can fluently add and subtract multi-digit whole numbers using the standard algorithm.
- I can divide whole numbers by two-digit numbers.
- I can understand and use place value for decimals up to the thousandths.
- I can add, subtract, multiply, and divide decimals to hundredths.
- I can find the volume of a rectangular prism.

These examples demonstrate how Common Core Math I Can Statements are tailored to the specific learning expectations of each grade, ensuring alignment with the CCSSM.

Implementing Common Core Math I Can Statements in the Classroom

Effective implementation of Common Core Math I Can Statements is key to unlocking their full potential. Teachers can begin by introducing the relevant "I can" statements at the start of a lesson or unit. Discussing their meaning and providing examples can help students grasp the learning goals. These statements can be displayed prominently in the classroom, serving as a constant reminder of what students are working towards.

During lessons, teachers can refer back to the "I can" statements to guide

instruction and student activities. Students can be encouraged to use them for self-assessment, perhaps by highlighting or checking off statements as they master the concepts. For example, after a lesson on adding fractions, students could reflect on whether they can "I can add fractions with unlike denominators." This self-monitoring process builds metacognitive skills, helping students become more aware of their learning process and identify areas where they need additional support. Common Core Math I Can Statements can also be incorporated into exit tickets or daily journaling activities to check for understanding.

I Can Statements for Different Math Strands

The Common Core State Standards for Mathematics are organized into several major domains: Counting and Cardinality, Operations and Algebraic Thinking, Number and Operations in Base Ten, Number and Operations – Fractions, Measurement and Data, and Geometry. Common Core Math I Can Statements are developed for each of these strands to ensure comprehensive coverage of mathematical concepts.

For instance, within the "Operations and Algebraic Thinking" strand, you might find statements related to solving addition and subtraction problems, understanding the properties of operations, or working with multiplication and division. In "Geometry," statements would focus on identifying, describing, and classifying shapes, as well as understanding spatial reasoning. Similarly, "Measurement and Data" would encompass statements about measuring lengths, telling time, understanding graphs, and calculating area and volume. Breaking down the standards by strand helps teachers ensure that all areas of mathematics are addressed and that students develop a well-rounded understanding of mathematical principles. The use of Common Core Math I Can Statements across all strands reinforces the interconnectedness of mathematical ideas.

Connecting I Can Statements to Assessment and Feedback

Common Core Math I Can Statements are powerful tools for both formative and summative assessment. As formative assessments, they provide ongoing opportunities for students to demonstrate their understanding. Teachers can use these statements as benchmarks when observing student work, listening to student discussions, or reviewing student responses to questions. For example, if a student is working on a problem involving fractions, the teacher can assess whether the student can articulate and apply the "I can" statement related to comparing fractions.

In terms of feedback, Common Core Math I Can Statements offer a clear and

specific way to communicate student progress. Instead of general praise or criticism, feedback can be directly linked to the learning objectives. A teacher might tell a student, "You've really mastered the 'I can add and subtract within 20' statement. You consistently used appropriate strategies to solve those problems." Conversely, if a student is struggling, feedback could be, "Let's focus on the 'I can represent data in a bar graph' statement. We'll work on understanding how to label the axes and plot the data points accurately." This type of feedback is actionable and helps students understand precisely what they need to do to improve. Furthermore, students can use these statements to self-assess and set personal learning goals, making them active participants in the assessment process.

Tips for Creating or Adapting I Can Statements

While many resources provide pre-made Common Core Math I Can Statements, teachers may find it beneficial to adapt or create their own to better suit their specific classroom needs and instructional approaches. When creating or adapting these statements, it's crucial to keep them student-centered and actionable.

- **Start with the Standard:** Always refer back to the specific Common Core State Standard for Mathematics you are addressing.
- **Use Action Verbs:** Employ clear, observable action verbs that describe what students should be able to do (e.g., identify, explain, compare, solve, represent, calculate).
- **Keep it Concise:** Aim for short, easy-to-understand sentences that are accessible to students at their grade level.
- **Focus on One Skill/Concept per Statement:** Avoid combining multiple complex ideas into a single "I can" statement, as this can be confusing for students.
- **Student Voice:** Involve students in the process. Ask them if the statements make sense to them and if they understand what they are expected to learn.
- **Visual Aids:** Consider incorporating visuals or examples alongside the statements to further clarify their meaning.
- **Contextualize:** Connect the "I can" statements to real-world applications or the specific activities students will be engaging in.

By following these tips, educators can ensure that their Common Core Math I Can Statements are effective tools for promoting student learning and fostering a positive and productive classroom environment.

Frequently Asked Questions

What are Common Core Math 'I Can' statements?

Common Core Math 'I Can' statements are student-friendly, first-person declarations that describe specific learning goals aligned with the Common Core State Standards for Mathematics. They help students understand what they are expected to know and be able to do.

Why are 'I Can' statements important for students?

'I Can' statements empower students by making learning objectives clear and accessible. They foster self-awareness, promote ownership of learning, and provide a tangible way for students to track their progress and identify areas needing more focus.

How can teachers use 'I Can' statements in their math lessons?

Teachers can use 'I Can' statements to introduce daily learning goals, guide instruction, create assessments, and facilitate self-reflection. They can be displayed, discussed, and referred to throughout the lesson to keep students focused on the objective.

How do 'I Can' statements relate to the Common Core State Standards (CCSS)?

'I Can' statements are derived directly from the CCSS. They break down the complex language of the standards into simpler, actionable phrases that students can understand and relate to their own learning.

Are 'I Can' statements specific to grade levels?

Yes, 'I Can' statements are typically tailored to specific grade levels and even specific mathematical domains within those grade levels, ensuring they are developmentally appropriate and relevant to the curriculum.

How can parents support their children's math learning using 'I Can' statements?

Parents can ask their children about the 'I Can' statements they are working on in math. They can encourage their children to explain what the statements mean and support practice activities that help them achieve those goals.

What is the difference between an 'I Can' statement

and a learning objective?

While closely related, an 'I Can' statement is a student-centered, first-person version of a learning objective. A learning objective is typically written from the teacher's perspective about what students will be able to do, whereas an 'I Can' statement is framed from the student's perspective.

Where can I find reliable 'I Can' statements for Common Core Math?

Many educational websites, curriculum providers, and teacher-created resources offer lists of 'I Can' statements aligned with Common Core Math. It's important to verify that these resources accurately reflect the specific standards for your grade level.

Can 'I Can' statements be adapted or modified?

Yes, while it's beneficial to align with the core meaning of the standards, teachers often adapt 'I Can' statements to better suit their students' needs, classroom context, and teaching style. The key is to ensure the essential learning goal remains intact.

Additional Resources

Here are 9 book titles related to Common Core Math I Can Statements, with descriptions:

1. *I Can Master Grade 3 Math Concepts*

This book provides clear, concise explanations of all the "I Can" statements for third-grade Common Core math standards. Each statement is broken down into manageable steps with accompanying examples and practice problems. It's designed to build student confidence and mastery by focusing on what they are expected to know and do.

2. *I Can Unlock Fractions with Confidence*

Specifically targeting the complexities of fractions, this resource translates Common Core "I Can" statements into actionable learning goals. It offers visual aids, real-world applications, and step-by-step strategies to help students understand and confidently work with fractions at their grade level. The focus is on building a strong conceptual foundation.

3. *I Can Understand Algebraic Thinking*

This book demystifies algebraic thinking as outlined in the Common Core State Standards. It aligns each chapter or section with specific "I Can" statements, guiding students through concepts like patterns, variables, and expressions. The aim is to make abstract ideas concrete through relatable examples and interactive activities.

4. *I Can Solve Word Problems Effectively*

Dedicated to the critical skill of problem-solving, this title addresses the Common Core "I Can" statements related to analyzing and solving word problems. It teaches students to identify key information, choose appropriate strategies, and articulate their thinking processes clearly. The book emphasizes a systematic approach to tackling mathematical challenges.

5. I Can Measure and Understand Geometric Shapes

This guide empowers students to meet the Common Core geometry standards by focusing on "I Can" statements for shapes and measurement. It explores properties of 2D and 3D shapes, area, perimeter, and volume through hands-on activities and clear visual representations. Learners will develop a solid understanding of spatial reasoning and measurement concepts.

6. I Can Discover Data Analysis and Probability

Unpacking the data analysis and probability standards of the Common Core, this book presents "I Can" statements as achievable learning targets. It covers topics such as collecting, organizing, and interpreting data, as well as understanding basic probability concepts. The goal is to equip students with the skills to make sense of information presented in various formats.

7. I Can Apply Number Sense and Operations

This foundational book focuses on building robust number sense and operational fluency, directly correlating with Common Core "I Can" statements. It provides strategies for addition, subtraction, multiplication, and division, emphasizing conceptual understanding rather than rote memorization. Students will gain confidence in their ability to work with numbers efficiently and accurately.

8. I Can Connect Math to the Real World

Bridging the gap between classroom learning and practical application, this book aligns with Common Core "I Can" statements that emphasize real-world mathematical connections. It showcases how math concepts are used in everyday situations, from budgeting to understanding statistics. The book inspires students by demonstrating the relevance and utility of mathematics.

9. I Can Excel in Kindergarten Math Readiness

Designed for early learners, this resource focuses on the foundational "I Can" statements that prepare students for kindergarten math. It covers essential concepts like counting, number recognition, basic shapes, and simple patterns through engaging games and activities. The book aims to foster a positive early learning experience in mathematics.

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