

# SUPER SAVERS PROGRAM

## ACADEMIC STANDARDS - 5TH GRADE\*

MATHEMATICS STANDARDS	
STANDARD	CONTENT
<b>OPERATIONS AND ALGEBRAIC THINKING</b>	
<b>CCSS.Math.Content.5.OA.A.1</b>	Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.
<b>CCSS.Math.Content.5.OA.A.2</b>	Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them.
<b>CCSS.Math.Content.5.OA.B.3</b>	Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane.
<b>NUMBERS AND OPERATIONS IN BASE TEN</b>	
<b>CCSS.Math.Content.5.NBT.A.1</b>	Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left.
<b>CCSS.Math.Content.5.NBT.A.3</b>	Read, write, and compare decimals to thousandths.
<b>CCSS.Math.Content.5.NBT.A.4</b>	Use place value understanding to round decimals to any place.
<b>CCSS.Math.Content.5.NBT.B.5</b>	Fluently multiply multi-digit whole numbers using the standard algorithm.
<b>CCSS.Math.Content.5.NBT.B.6</b>	Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
<b>CCSS.Math.Content.5.NBT.B.7</b>	Add, subtract, multiply, and divide decimals to hundredths, 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.
<b>NUMBER AND OPERATIONS - FRACTIONS</b>	
<b>CCSS.Math.Content.5.NF.A.2</b>	Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers.
<b>CCSS.Math.Content.5.NF.B.3</b>	Interpret a fraction as division of the numerator by the denominator ( $a/b = a \div b$ ). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem.
<b>CCSS.Math.Content.5.NF.B.4</b>	Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.
<b>CCSS.Math.Content.5.NF.B.6</b>	Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.
<b>CCSS.Math.Content.5.NF.B.7</b>	Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions.

\*State Academic Standards derived from multiple, independent sources exhibit the most current information available to date.



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MATHEMATICS STANDARDS	
<b>MEASUREMENT AND DATA</b>	
<b>CCSS.Math.Content.5.MD.A.1</b>	Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems.
<b>CCSS.Math.Content.5.MD.C.3</b>	Recognize volume as an attribute of solid figures and understand concepts of volume measurement.
<b>GEOMETRY</b>	
<b>CCSS.Math.Content.5.G.A.1</b>	Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond.
<b>CCSS.Math.Content.5.G.A.2</b>	Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.



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### LANGUAGE ARTS STANDARDS

STANDARD	CONTENT
<b>READING INFORMATIONAL TEXT</b>	
<b>CCSS.ELA-Literacy.RI.5.1</b>	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
<b>CCSS.ELA-Literacy.RI.5.2</b>	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
<b>CCSS.ELA-Literacy.RI.5.3</b>	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
<b>CCSS.ELA-Literacy.RI.5.4</b>	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
<b>CCSS.ELA-Literacy.RI.5.5</b>	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
<b>CCSS.ELA-Literacy.RI.5.6</b>	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
<b>CCSS.ELA-Literacy.RI.5.7</b>	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
<b>CCSS.ELA-Literacy.RI.5.8</b>	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
<b>WRITING</b>	
<b>CCSS.ELA-Literacy.W.5.1</b>	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
<b>CCSS.ELA-Literacy.W.5.2</b>	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
<b>CCSS.ELA-Literacy.W.5.3</b>	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
<b>CCSS.ELA-Literacy.W.5.8</b>	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
<b>CCSS.ELA-Literacy.W.5.9</b>	Draw evidence from literary or informational texts to support analysis, reflection, and research.
<b>CCSS.ELA-Literacy.W.5.10</b>	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>SPEAKING AND LISTENING</b>	
<b>CCSS.ELA-Literacy.SL.5.1</b>	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
<b>CCSS.ELA-Literacy.SL.5.2</b>	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
<b>CCSS.ELA-Literacy.SL.5.3</b>	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
<b>CCSS.ELA-Literacy.SL.5.4</b>	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.



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SCIENCE STANDARDS	
STANDARD	CONTENT
<b>PHYSICAL SCIENCES</b>	<b>MOTION AND STABILITY: FORCES AND INTERACTIONS</b>
5-PS2-1	Support an argument that the gravitational force exerted by Earth on objects is directed down.
<b>PHYSICAL SCIENCES</b>	<b>ENERGY</b>
5-PS3-1	Use models to describe that energy in animals' food (used for body repair, growth, motion, and to maintain body warmth) was once energy from the sun.
<b>LIFE SCIENCES</b>	<b>FROM MOLECULES TO ORGANISMS: STRUCTURES AND PROCESSES</b>
5-LS1-1	Support an argument that plants get the materials they need for growth chiefly from air and water.
<b>EARTH SCIENCES</b>	<b>EARTH'S PLACE IN THE UNIVERSE</b>
5-ESS1-2	Represent data in graphical displays to reveal patterns of daily changes in length and direction of shadows, day and night, and the seasonal appearance of some stars in the night sky.
<b>EARTH SCIENCES</b>	<b>EARTH AND HUMAN ACTIVITY</b>
5-ESS3-1	Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment.
<b>SCIENCE AND ENGINEERING</b>	<b>ENGINEERING DESIGN AND TECHNOLOGY</b>
3-5-ETS1-1	Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.
3-5-ETS1-2	Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.

