

Oakley Union Elementary  
School District  
(O.U.E.S.D.)

Kid-Friendly  
California  
Standards & Benchmarks  
for Math

Checklist Format



**OUESD Kid-Friendly @ Home CA Standards and Benchmarks  
Mathematics for Kindergarten Students**

**Number Sense**

- 1.0 Students understand the relationship between numbers and quantities (i.e., that a set of objects has the same number of objects in different situations regardless of its position or arrangement):**
- 1.1 I can tell by looking at two groups of up to 10 things, which group has more, less or the same number of things in it.
  - 1.2 I can read, write, and count objects up to 30. I can also put them in order by number.
  - 1.3 I know that a larger numeral tells about a group with more objects than a smaller numeral.
- 2.0 Students understand and describe simple additions and subtractions:**
- 2.1 I use real objects to find answers to addition and subtraction problems.
- 3.0 Students use estimation strategies in computation and problem solving that involve numbers that use the ones and tens places:**
- 3.1 I can tell when an estimate makes sense.

**Algebra and Functions**

- 1.0 Students sort and classify objects**
- 1.1 I can sort objects into groups by the ways they are alike. I can tell which objects don't belong to a group.

**Measurement and Geometry**

- 1.0 Students understand the concept of time and units to measure it; they understand that objects have properties, such as length, weight, and capacity, and that comparisons may be made by referring to those properties:**
- 1.1 I can tell if objects are shorter, longer, taller, lighter, heavier, or can hold more than each other.
  - 1.2 I know about time and ways to measure it with clocks and calendars. I know the meaning of time words such as morning, evening, today, yesterday, tomorrow, week, month and year.
  - 1.3 I know the names of the days of the week.
  - 1.4 I can tell the time of everyday events to the nearest hour.
- 2.0 Students identify common objects in their environment and describe the geometric features:**
- 2.1 I can name and describe common shapes like circles, triangles, squares, rectangles, cubes, spheres, and cones.
  - 2.2 I can name and tell about flat and solid objects by things they have the same, such as position, shape, size, roundness, and number of corners.

OUESD Kid-Friendly @ Home CA Standards and Benchmarks  
Mathematics for Kindergarten Students

**Statistics, Data Analysis, and Probability**

**1.0 Students collect information about objects and events in their environment:**

- 1.1 I can ask questions, gather data, and share results using objects, pictures, and picture graphs.
- 1.2 I can name, tell about, and make longer patterns using shapes, sizes and colors.

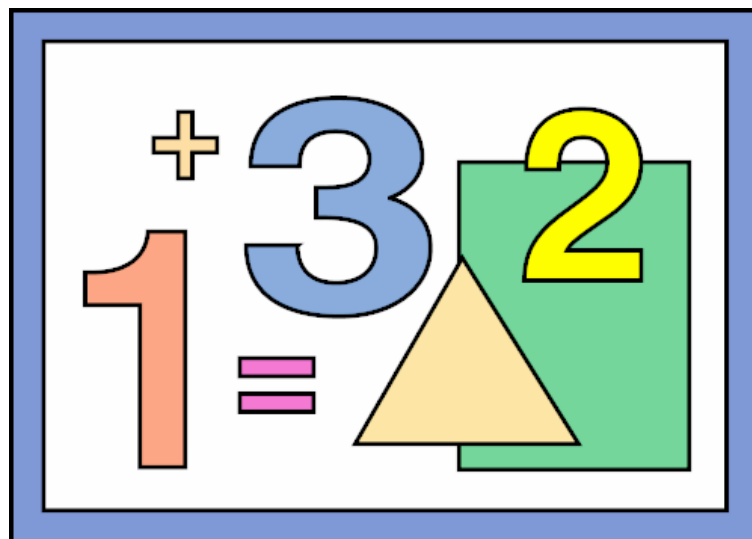
**Mathematical Reasoning**

**1.0 Students make decisions about how to set up a problem:**

- 1.1 I can figure out how to solve a math problem and what materials I will need to use to do it.
- 1.2 I can use tools and plan how to solve a math problem.

**2.0 Students solve problems in reasonable ways and justify their reasoning:**

- 2.1 I can explain how I solved a math problem using objects and/or drawings.
- 2.2 I can solve a problem and then consider if my answer makes sense.



**OUESD Kid-Friendly @ Home CA Standards and Benchmarks  
Mathematics for 1<sup>st</sup> Grade Students**

**Number Sense**

**1.0 Students understand and use numbers up to 100:**

- 1.1 I can count, read and write numbers 0 to 100.
- 1.2 I know how to use the symbols +, -, =, >, and <.
- 1.3 I can show different ways to make a number.
- 1.4 I know how to count and group objects by tens and ones.
- 1.5 I can name pennies, nickels, dimes and quarters I can add different coins to get the same value.

**2.0 Students demonstrate the meaning of addition and subtraction and use these operations to solve problems:**

- 2.1 I can solve and have memorized all the addition and subtraction facts from 0-20.
- 2.2 I know that adding and subtracting are opposites and are used to solve problems.
- 2.3 If someone tells me a number between 0-100, I can tell you what one more than, what one less than, what 10 more than or what 10 less than that number is.
- 2.4 I can skip count to 100 by 2's, 5's, and 10's.
- 2.5 I can show you what it means to add or subtract.
- 2.6 I can add and subtract one and two digit numbers.
- 2.7 I can add three numbers together.

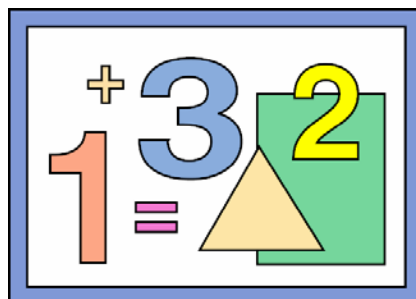
**3.0 Students use estimation strategies in computation and problem solving that involve numbers that use the ones, tens, and hundreds places:**

- 3.1 I can make a guess (estimate) close to the correct answer when comparing numbers.

**Algebra and Functions**

**1.0 Students use number sentences with operational symbols and expressions to solve problems:**

- 1.1 I can write number sentences to solve word problems.
- 1.2 I understand the meaning of the symbols (+), (-), and (=).
- 1.3 I can make up a word problem and write the number sentence that matches.



**OUESD Kid-Friendly @ Home CA Standards and Benchmarks  
Mathematics for 1<sup>st</sup> Grade Students**

**Measurement and Geometry**

- 1.0 Students use direct comparison and nonstandard units to describe the measurements of objects:**
- 1.1 I can compare the length, weight, and volume of different objects.
  - 1.2 I know the time things happen during the day and I can tell time by the hour and half hour.
- 2.0 Students identify common geometric figures, classify them by common attributes, and describe their relative position or their location in space:**
- 2.1 I can name, describe and compare shapes such as triangles, rectangles, squares, and circles.
  - 2.2 I can sort objects and explain how I sorted them.
  - 2.3 I can give and follow directions using words like "on top, above, next to, in front of, or behind."
  - 2.4 I can arrange and describe objects in space.

**Statistics, Data Analysis, and Probability**

- 1.0 Students organize, represent, and compare data by category on simple graphs and charts:**
- 1.1 I can sort objects and information and describe why or how I sorted them.
  - 1.2 I can use picture graphs, bar graphs, and tally charts to find and talk about information.
- 2.0 Students sort objects and create and describe patterns by numbers, shapes, sizes, rhythms, or colors:**
- 2.1 I can build my own patterns and finish patterns someone else has started, and explain what kind of pattern it is.

**Mathematical Reasoning**

- 1.0 Students make decisions about how to set up a problem:**
- 1.1 I can figure out what kind of math to do and what materials I need to solve the problem.
  - 1.2 I can use math tools or drawings to solve a math problem.
- 2.0 Students solve problems and justify their reasoning:**
- 2.1 I can explain how I solved a math problem using objects and/or drawings.
  - 2.2 I can solve a problem and then decide if my answer makes.
- 3.0 Students note connections between one problem and another.**

**OUESD Kid-Friendly @ Home CA Standards and Benchmarks  
Mathematics for 2<sup>nd</sup> Grade Students**

<b>Number Sense</b>
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**1.0 Students understand the relationship between numbers, quantities, and place value in whole numbers up to 1,000:**

- 1.1 I can count, read, and write numbers to 1,000 and tell the place value of each digit.
- 1.2 I can use words, objects, and expanded forms to show numbers to 1,000.
- 1.3 I can use  $<$ ,  $=$ ,  $>$  to order and compare numbers to 1,000.

**2.0 Students estimate, calculate, and solve problems involving addition and subtraction of two- and three-digit numbers:**

- 2.1 I know how to solve addition and subtraction problems and check my answers by using the opposite operation.
- 2.2 I can add and subtract two whole numbers up to three digits long.
- 2.3 I can figure in my head the sum or difference of two 2-digit numbers.

**3.0 Students model and solve simple problems involving multiplication and division:**

- 3.1 I can use repeated addition, arrays, and multiples counting to do multiplication.
- 3.2 I can use repeated subtraction, equal sharing, and forming equal groups with remainders to do division.
- 3.3 I have memorized the 2s, 5s, and 10s multiplication tables.

**4.0 Students understand that fractions and decimals may refer to parts of a set and parts of a whole:**

- 4.1 I can recognize, name and compare fractions from  $\frac{1}{12}$  to  $\frac{1}{2}$ .
- 4.2 I know fractions are a part of a whole or a group and can understand and name the part.
- 4.3 I know that when all the fraction parts of an object are put together, they make one whole or 1.

**5.0 Students model and solve problems by representing, adding, and subtracting amounts of money:**

- 5.1 I can solve dollar and cents math problems.
- 5.2 I can write the value of money using \$ (dollar) and ¢ (cents).

**6.0 Students use estimation strategies in computation and problem solving that involve numbers that use the ones:**

- 6.1 I can tell when my estimate makes sense when I am measuring things.

**OUESD Kid-Friendly @ Home CA Standards and Benchmarks  
Mathematics for 2<sup>nd</sup> Grade Students**

**Algebra and Functions**

- 1.0 Students model, represent, and interpret number relationships to create and solve problems involving addition and subtraction:**
- 1.1 I can use addition and subtraction property rules (commutative and associative) to figure in my head and check my answers.
  - 1.2 I can rewrite a word problem into an addition or subtraction number problem.
  - 1.3 I can use the information from charts, picture graphs, and number sentences to solve addition and subtraction problems.

**Measurement and Geometry**

- 1.0 Students understand that measurement is accomplished by identifying a unit of measure, iterating (repeating) that unit, and comparing it to the item to be measured:**
- 1.1 I can measure the length of an object by repeating a standard or nonstandard unit.
  - 1.2 I know that when I use different units to measure an object, the measures will be different and I can predict which will be greater or smaller.
  - 1.3 I know how to measure the length of an object to the nearest inch and/or centimeter.
  - 1.4 I can tell time to the nearest quarter hour. I know there are 60 minutes in one hour, 7 days in one week, 28-31 days in one month, and 52 weeks in one year.
  - 1.5 I can figure out how many hours have gone by between two times.
- 2.0 Students identify and describe the attributes of common figures in the plane and of common objects in space:**
- 2.1 I can name, describe and group plane and solid shapes by the number and shape of faces, edges, and vertices (circle, triangle, square, rectangle, sphere, pyramid, cube, rectangular prism).
  - 2.2 I can put shapes together and take them apart to make other shapes.

**Statistics, Data Analysis, and Probability**

- 1.0 Students collect numerical data and record, organize, display, and interpret the data on bar graphs and other representations:**
- 1.1 I can collect and record data and keep track of what I have counted in many ways.
  - 1.2 I can share the data I have collected in more than one way such as graphs, charts, and drawings.
  - 1.3 I know what "range" and "mode" mean when talking about sets of data.
  - 1.4 I can ask and answer simple questions about what a graph or chart means.

**OUESD Kid-Friendly @ Home CA Standards and Benchmarks  
Mathematics for 2<sup>nd</sup> Grade Students**

<b>Statistics, Data Analysis, and Probability <i>continued</i>..</b>
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- 2.0 Students demonstrate an understanding of patterns and how patterns grow and describe them in general ways:**
- 2.1 I can name, tell about, and extend patterns and figure out what comes next in a linear numeric pattern.
  - 2.2 I can solve problems where I need to figure out a pattern.

<b>Mathematical Reasoning</b>
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- 1.0 Students make decisions about how to set up a problem:**
- 1.1 I can figure out how to solve a math problem and what things I will need to use to solve it.
  - 1.2 I can draw my answers or use objects to solve a problem.
- 2.0 Students solve problems and justify their reasoning:**
- 2.1 I can explain to someone my answer and why I solved a problem in the way I did.
  - 2.2 I can solve a problem carefully, check my work and then decide if my answer makes sense.
- 3.0 Students note connections between one problem and another.**

**OUESD Kid-Friendly @ Home CA Standards and Benchmarks  
Mathematics for 3<sup>rd</sup> Grade Students**

<b>Number Sense</b>
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**1.0 Students understand the place value of whole numbers:**

- 1.1 I can count, read, and write whole numbers to 10,000.
- 1.2 I can compare and order whole numbers to 10,000.
- 1.3 I can name the place value for each whole number digit to 10,000.
- 1.4 I can round off to the nearest ten, hundred, and thousand for whole numbers to 10,000.
- 1.5 I can use expanded notation to show numbers.

**2.0 Students calculate and solve problems involving addition:**

- 2.1 I can add or subtract two whole numbers between 0 and 10,000.
- 2.2 I know by heart the multiplication tables for numbers from 1 to 10.
- 2.3 I know that multiplication and division are opposites and can use this to check my answers.
- 2.4 I can solve multiplication problems of multi-digit numbers times a one-digit number.
- 2.5 I can solve division problems of multi-digit numbers evenly divided by a one-digit number.
- 2.6 I know the meaning of 0 and 1 in multiplication and division.
- 2.7 I can figure out the cost of one item when I know a total cost and total number of items.
- 2.8 I can solve problems that require two or more steps involving addition, subtraction, multiplication, and division.

**3.0 Students understand the relationship between whole numbers, simple fractions, and decimals:**

- 3.1 I can compare fractions using drawings, math tools, or real objects to show how they are equal and to add and subtract simple fractions.
- 3.2 I can add and subtract simple fractions.
- 3.3 I can add, subtract, multiply, and divide to solve money problems involving decimals with whole-number multipliers and divisors.
- 3.4 I understand the relationship between whole numbers, fractions, and decimals and can show examples of equality.

**OUESD Kid-Friendly @ Home CA Standards and Benchmarks  
Mathematics for 3<sup>rd</sup> Grade Students**

**Algebra and Functions**

- 1.0 Students select appropriate symbols, operations, and properties to represent, describe, simplify, and solve simple number relationships:**
- 1.1 I can write a math expression or equation using symbols to show how the numbers relate to each other.
  - 1.2 I can solve problems using the correct symbol (+, -, ×, •, ÷, >, <, =, ≠)
  - 1.3 I can pick the correct symbol to make a number sentence true.
  - 1.4 I can change one form a measurement to another (feet to inches, hours to minutes, weeks to days).
  - 1.5 I know and can use the commutative and associative properties of multiplication.
- 2.0 Students represent simple functional relationships:**
- 2.1 I can solve problems involving a relationship between two things.
  - 2.2 I can figure out a linear pattern and continue it.

**Measurement and Geometry**

- 1.0 Students choose and use appropriate units and measurement tools to quantify the properties of objects:**
- 1.1 I can estimate and then use the correct tools and units to measure length, liquid volume, and weight/mass of given objects.
  - 1.2 I can estimate and then use squares or cubes to figure out the area and volume of solid figures.
  - 1.3 I can find the perimeter of a polygon with whole number sides.
  - 1.4 I can do simple unit conversion within the same measurement system.
- 2.0 Students describe and compare the attributes of plane and solid geometric figures and use their understanding to show relationships and solve problems:**
- 2.1 I can name, describe, and group different kinds of polygons (pentagons, hexagons, octagons).
  - 2.2 I can name different kinds of triangles and talk about their qualities.
  - 2.3 I can name different kinds of quadrilaterals and talk about their qualities.
  - 2.4 I can find right angles in geometric figures and tell if other angles are greater or less than 90°.
  - 2.5 I can name, describe, and group common three-dimensional geometric objects such as cube, rectangular solid, sphere, prism, pyramid, cone, and cylinder.
  - 2.6 I can find and name common solid objects that are parts of a more complex solid object.

**OUESD Kid-Friendly @ Home CA Standards and Benchmarks  
Mathematics for 3<sup>rd</sup> Grade Students**

**Statistics, Data Analysis, and Probability**

- 1.0 Students conduct simple probability experiments by determining the number of possible outcomes and make simple predictions:**
- 1.1 I can tell whether some event is certain, likely, unlikely, or improbable.
  - 1.2 I can record the possible outcomes for a simple event and track outcomes when it is repeated.
  - 1.3 I can make bar graphs or line plots to show the results of probability experiments.
  - 1.4 I can use the results of probability experiments to help me predict what will happen in the future.

**Mathematical Reasoning**

- 1.0 Students make decisions about how to approach problems:**
- 1.1 I can look at problems, see relationships, understand what information is needed, what information is not needed, what information is missing, put the information in sequence and importance order, and see any patterns.
  - 1.2 I can figure out when and how to break a problem into simpler parts so it can be solved.
- 2.0 Students use strategies, skills, and concepts in finding solutions:**
- 2.1 I can estimate to check if an answer makes sense or not.
  - 2.2 I can use strategies and answers from simpler problems to help solve more difficult problems.
  - 2.3 I can use many different ways to explain how I solved a problem including words, numbers, symbols, charts, graphs, tables, diagrams and models.
  - 2.4 I can use appropriate math notation, terms and language to clearly and logically state an answer and provide my work and words to support it.
  - 2.5 I know when an exact answer is needed and when it is better to estimate.
  - 2.6 I can find the correct answer and check my work based on the problem's information.
- 3.0 Students move beyond a particular problem by generalizing to other situations:**
- 3.1 I can check if my answer makes sense based on the problem's information.
  - 3.2 I can show or tell the steps I used to solve a problem and use the same method to solve similar problems.
  - 3.3 I can recognize patterns in how I reach answers and apply what I learn to other situations.

**OUESD Kid-Friendly @ Home CA Standards and Benchmarks  
Mathematics for 4<sup>th</sup> Grade Students**

<b>Number Sense</b>
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- 1.0 Students understand the place value of whole numbers and decimals to two decimal places and how whole numbers and decimals relate to simple fractions. Students use the concepts of negative numbers:**
- 1.1 I can read and write numbers in the millions.
  - 1.2 I can put in order and compare numbers and decimals to two decimal places.
  - 1.3 I can round whole numbers through the millions to the nearest ten, hundred, thousand, ten thousand, or hundred thousand.
  - 1.4 I can decide when a rounded solution is called for and can explain why.
  - 1.5 I can explain fractions in many different ways. I know that parts of a whole, parts of a set, and division of whole numbers by whole numbers are all ways to talk about fractions. I can explain equivalent fractions (e.g.,  $1/2$  and  $2/4$ ).
  - 1.6 I can write tenths and hundredths in both decimals and fractions.
  - 1.7 I can write a fraction shown in a drawing, can draw a figure to show a fraction, and can locate a fraction as a decimal on a number line.
  - 1.8 I can use negative numbers on a number line, in counting, in temperature, and in "owing".
  - 1.9 I can show positive fractions, positive mixed numbers and positive decimals to two decimal places on a number line.
- 2.0 Students extend their use and understanding of whole numbers to the addition and subtraction of simple decimals:**
- 2.1 I can estimate and compute whole numbers and positive decimals to two places using addition and subtraction.
  - 2.2 I can round hundredths to tenths or the nearest whole number and decide if the answer makes sense.
- 3.0 Students solve problems involving addition, subtraction, multiplication, and division of whole numbers and understand the relationships among the operations:**
- 3.1 I can accurately add and subtract multi-digit numbers.
  - 3.2 I can accurately multiply a multi-digit number by a 2-digit number, divide a multi-digit number by a 1-digit number, and check my work.
  - 3.3 I can multiply multi-digit numbers by 2-digit numbers.
  - 3.4 I can divide multi-digit numbers by 1-digit numbers.
- 4.0 Students now how to factor small whole numbers:**
- 4.1 I can factor whole numbers.
  - 4.2 I know what prime numbers are.

**OUESD Kid-Friendly @ Home CA Standards and Benchmarks  
Mathematics for 4<sup>th</sup> Grade Students**

**Algebra and Functions**

**1.0 Students use and interpret variables, mathematical symbols, and properties to write and simplify expressions and sentences:**

- 1.1 I can use letters, boxes, and other symbols to represent a variable in a simple expression or equation.
- 1.2 I can solve expressions that have parentheses.
- 1.3 I can use parentheses to show which operation to perform first in expressions with more than 2 terms and different operations.
- 1.4 I can solve problems using formulas like Area = Length X Width or  $A=LW$ .
- 1.5 I know that an equation is a method for figuring out a second number when the first number is given ( $y=3x + 5$ ).

**2.0 Students know how to manipulate equations:**

- 2.1 I know that equals added to equals are equal.
- 2.2 I know that equals multiplied by equals are equal.

**Measurement and Geometry**

**1.0 Students understand perimeter and area:**

- 1.1 I can measure the area of rectangular shapes using appropriate units ( $\text{cm}^2$ ,  $\text{m}^2$ ,  $\text{km}^2$ ,  $\text{in}^2$ ,  $\text{yd}^2$ ,  $\text{mi}^2$ ).
- 1.2 I know that rectangles with the same area can have different perimeters.
- 1.3 I know that rectangles with the same perimeter can have different areas.
- 1.4 I can use formulas to calculate perimeters and areas of rectangles and squares and use the formulas with more complex figures by dividing the figures into basic shapes.

**2.0 Students use two-dimensional coordinate grids to represent points and graph lines and simple figures:**

- 2.1 I can draw points on a graph that shows a linear relationship.
- 2.2 I know the length of a horizontal line segment equals the difference of the x-coordinates.
- 2.3 I know the length of a vertical line segment equals the difference of the y-coordinates.

**3.0 Students demonstrate an understanding of plane and solid geometric objects and use this knowledge to show relationships and solve problems:**

- 3.1 I can identify parallel and perpendicular lines.
- 3.2 I can identify the radius and diameter of a circle.
- 3.3 I can identify congruent figures.
- 3.4 I can identify figures that have bilateral and rotational symmetry.
- 3.5 I can define right, acute and obtuse angles. I can relate circle angles of  $90^\circ$ ,  $180^\circ$ ,  $270^\circ$ , and  $360^\circ$  with  $\frac{1}{4}$ ,  $\frac{1}{2}$ ,  $\frac{3}{4}$ , and full turns respectively.

**OUESD Kid-Friendly @ Home CA Standards and Benchmarks  
Mathematics for 4<sup>th</sup> Grade Students**

**Measurement and Geometry *continued.***

- 3.6 I can picture, talk about, and make models of geometric solids (prisms, pyramids) in terms of the number and shapes of faces, edges, and vertices. I can understand, draw, cut, fold, and build a paper pattern to create a 3-dimensional object.
- 3.7 I can name and describe different triangles (equilateral, isosceles, scalene).
- 3.8 I can name and describe different quadrilaterals (rhombus, square, rectangle, parallelogram, trapezoid).

**Statistics, Data Analysis, and Probability**

- 1.0 Students organize, represent, and interpret numerical and categorical data and clearly communicate their findings:**
  - 1.1 I can create survey questions and collect and represent the data from the survey on a number line, coordinate graphs, tables, and charts.
  - 1.2 I can identify the mean, mode, and median for a set of data.
  - 1.3 I can interpret one- and two-variable data graphs to answer questions about a situation.
- 2.0 Students make predictions for simple probability situations:**
  - 2.1 I can show all possible outcomes for probability problems in an organized way.
  - 2.2 I can show the outcomes of probability situations with both words and numbers.

**Mathematical Reasoning**

- 1.0 Students make decisions about how to approach problems:**
  - 1.1 I can look at problems, see relationships, understand what information is needed, what information is not needed, what information is missing, put the information in sequence and importance order, and see any patterns.
  - 1.2 I can figure out when and how to break a problem into simpler parts so it can be solved.
- 2.0 Students use strategies, skills, and concepts in finding solutions:**
  - 2.1 I can estimate to check if an answer makes sense or not.
  - 2.2 I can use strategies and answers from simpler problems to help solve more difficult problems.
  - 2.3 I can use many different ways to explain how I solved a problem including words, numbers, symbols, charts, graphs, tables, diagrams and models.
  - 2.4 I can use appropriate math notation, terms and language to clearly and logically state an answer and provide my work and words to support it.
  - 2.5 I know when an exact answer is needed and when it is better to estimate.
  - 2.6 I can find the correct answer and check my work based on the problem's information.

OUESD Kid-Friendly @ Home CA Standards and Benchmarks  
Mathematics for 4<sup>th</sup> Grade Students

**Mathematical Reasoning *continued.***

**3.0 Students move beyond a particular problem by generalizing to other situations:**

- 3.1 I can check if my answer makes sense based on the problem's information.
- 3.2 I can show or tell the steps I used to solve a problem and use the same method to solve similar problems.
- 3.3 I can recognize patterns in how I reach answers and apply what I learn to other situations.

**OUESD Kid-Friendly @ Home CA Standards and Benchmarks  
Mathematics for 5<sup>th</sup> Grade Students**

**Number Sense**

**1.0 Students compute with very large and very small numbers, positive integers, decimals, and fractions and understand the relationship between decimals, fractions, and percents. They understand the relative magnitudes of numbers:**

- 1.1 I can estimate, round, and manipulate very large (millions) and very small (thousandths) numbers.
- 1.2 I can explain percent and calculate a percent of a whole number. I can compute and explain fraction, decimal and percent equivalents.
- 1.3 I can understand and compute using exponents.
- 1.4 I know the prime factors of all numbers through 50 and can write their prime factorization using exponents.
- 1.5 I can name and show decimals, fractions, mixed numbers, and positive and negative integers on a number line.

**2.0 Students perform calculations and solve problems involving addition, subtraction, and simple multiplication and division of fractions and decimals:**

- 2.1 I can add, subtract, multiply, and divide decimals. I can add and subtract negative numbers. I can check my answer for accuracy.
- 2.2 I can solve division problems with whole numbers, positive decimals, and multi-digit divisors.
- 2.3 I can add and subtract fractions and mixed numbers and write the answer in the simplest form.
- 2.4 I understand the concept of multiplication and division of fractions.
- 2.5 I can multiply and divide fractions and use these methods to solve problems.

**Algebra and Functions**

**1.0 Students use variables in simple expressions, compute the value of the expression for specific values of the variable, and plot and interpret the results:**

- 1.1 I can use information taken from a graph or equation to answer questions about a problem situation.
- 1.2 I can write and solve one-variable equations using a letter to represent an unknown.
- 1.3 I can use the distributive property to solve equations with variables.
- 1.4 I can identify, graph, and label ordered pairs in all the quadrants of the coordinate plane.
- 1.5 I can write, solve, and graph linear function equations.

**OUESD Kid-Friendly @ Home CA Standards and Benchmarks  
Mathematics for 5<sup>th</sup> Grade Students**

**Measurement and Geometry**

- 1.0 Students understand and compute the volumes and areas of simple objects:**
- 1.1 I can explain and use the formula for the area of a triangle and parallelogram by comparing it with the formula for the area of a rectangle.
  - 1.2 I can construct a cube and a rectangular box from 2-D patterns and then use the patterns to compute the surface area.
  - 1.3 I know about volume and I can find the volume of rectangular solids in appropriate measuring system units (cubic centimeter [ $\text{cm}^3$ ], cubic meter [ $\text{m}^3$ ], cubic inch [ $\text{in}^3$ ], cubic yard [ $\text{yd}^3$ ]).
  - 1.4 I can tell the difference between and use the right units of measure for 2-D and 3-D objects.
- 2.0 Students identify, describe, and classify the properties of, and the relationships between, plane and solid geometric figures:**
- 2.1 I can measure, identify, and draw angles, perpendicular and parallel lines, rectangles, and triangles with appropriate tools.
  - 2.2 I know the sum of the angles of any triangle is  $180^\circ$ , the sum of the angles of any quadrilateral is  $360^\circ$ , and I know how to use this information to solve problems.
  - 2.3 I can imagine and draw 2-D views and 3-D objects made from rectangular solids.

**Statistics, Data Analysis, and Probability**

- 1.0 Students display, analyze, compare, and interpret different data sets, including data sets of different sizes:**
- 1.1 I can calculate and compare the mean, median, and mode of a set of data.
  - 1.2 I can explain which types of graphs are appropriate for various sets of data and organize single-variable data to display accordingly.
  - 1.3 I can use fractions and percentages to compare data sets of different sizes.
  - 1.4 I can identify an ordered pair of data from a graph and understand the meaning of that data as displayed.
  - 1.5 I know how to write ordered pairs correctly.

**Mathematical Reasoning**

- 1.0 Students make decisions about how to approach problems:**
- 1.1 I can look at problems, see relationships, understand what information is needed, what information is not needed, what information is missing, put the information in sequence and importance order, and see any patterns.
  - 1.2 I can figure out when and how to break a problem into simpler parts so it can be solved.

OUESD Kid-Friendly @ Home CA Standards and Benchmarks  
Mathematics for 5<sup>th</sup> Grade Students

**Mathematical Reasoning *continued***

**2.0 Students use strategies, skills, and concepts in finding solutions:**

- 2.1 I can estimate to check if an answer makes sense or not.
- 2.2 I can use strategies and answers from simpler problems to help solve more difficult problems.
- 2.3 I can use many different ways to explain how I solved a problem including words, numbers, symbols, charts, graphs, tables, diagrams and models.
- 2.4 I can use appropriate math notation, terms and language to clearly and logically state an answer and provide my work and words to support it.
- 2.5 I know when an exact answer is needed and when it is better to estimate.
- 2.6 I can find the correct answer and check my work based on the problem's information.

**3.0 Students move beyond a particular problem by generalizing to other situations:**

- 3.1 I can check if my answer makes sense based on the problem's information.
- 3.2 I can show or tell the steps I used to solve a problem and use the same method to solve similar problems.
- 3.3 I can recognize patterns in how I reach answers and apply what I learn to other situations.