



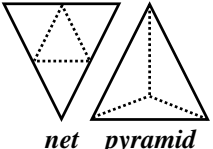
**KENOSHA UNIFIED SCHOOL DISTRICT NO. 1
INSTRUCTIONAL SERVICES**

**STANDARDS AND BENCHMARKS
MATHEMATICS**

GRADE 5
STANDARD A: MATHEMATICAL PROCESSES
Representation, Reasoning, Problem Solving
Communication, Connections
<i>I can solve addition, subtraction, multiplication, and division word problems.</i>
A-1.5
<i>I can record and explain math ideas using math vocabulary (e.g., numbers, symbols, pictures, charts, tables, diagrams, graphs, arrays, and equal sharing models).</i>
A-2.5
<i>I can check that the answer makes sense.</i>
A-3.5
<i>I can find examples of math in the real world.</i>
A-4.5
STANDARD B: NUMBER OPERATIONS AND RELATIONSHIPS
Number Concepts
Number Computation
<i>I can represent numbers (e.g., using words, numbers, pictures, base-ten blocks, number lines, arrays, equivalent names for numbers, and name-collection routines).</i>
B-1.5
<i>I can read whole numbers to the ten millions.</i>
B-2.5
<i>I can write numbers to the ten millions.</i>
B-3.5
<i>I can rename numbers (e.g., in terms of ten thousands, thousands, hundreds, tens, and ones [12,433= 10,000+2000+ 400+30+3] and 12,433=12,450-17).</i>
B-4.5
<i>I can identify place values in whole numbers to the ten millions.</i>
B-5.5
<i>I can read decimals to the hundredths.</i>
B-6.5
<i>I can identify place values in decimals to the hundredths.</i>
B-7.5
<i>I can compare/order decimals to the hundredths using monetary amounts.</i>
B-8.5

Most essential benchmarks appear in bold, italicized print.

GRADE 5
<i>I can identify numbers as prime or composite.</i>
<i>B-9.5</i>
<i>I can compare and order whole numbers less than 100,000 (using >, <, and =).</i>
<i>B-10.5</i>
<i>I can find least common multiples of numbers 1 through 24.</i>
<i>B-11.5</i>
<i>I can find factors of numbers up to 100.</i>
<i>B-12.5</i>
<i>I can find the greatest common factors of two numbers using the numbers 0 through 50.</i>
<i>B-13.5</i>
<i>I can use divisibility rules for two, five, and ten.</i>
<i>B-14.5</i>
<i>I can find the prime factorization of a number.</i>
<i>B-15.5</i>
<i>I can represent unit fractions one-half, one-third, one-fourth, one-eighth, and one-sixteenth (using drawings, a ruler, pictures, concrete objects, a number line, or a hundreds grid).</i>
<i>B-16.5</i>
<i>I can write equivalent fractions.</i>
<i>B-17.5</i>
<i>I can compare and order fractions.</i>
<i>B-18.5</i>
<i>I can convert between mixed numbers and fractions.</i>
<i>B-19.5</i>
<i>I can simplify fractions and mixed numbers. (Express in lowest terms.)</i>
<i>B-20.5</i>
<i>I can convert between fractions, decimals, and percents (e.g., $1/4=25%=\\$.25$).</i>
<i>B-21.5</i>
<i>I can estimate using addition and subtraction, including whole numbers and money (e.g., $\\$5.47+ \\$7.94-\\$5.00+\\$8.00=\\$13.00$ or $\\$5.47+\\$7.94-\\$5.50+\\$8.00= \\$13.50$).</i>
<i>B-22.5</i>
<i>I can compare/order integers (signed numbers) using <, >, and =.</i>
<i>B-23.5</i>
<i>I can memorize multiplication facts to 12×12.</i>
<i>B-24.5</i>
<i>I can memorize division facts to $144 \div 12$.</i>
<i>B-25.5</i>

GRADE 5	
	<i>I can solve extended multiplication facts (e.g., $2 \times 5 = 10$, $20 \times 50 = 1,000$, and $200 \times 500 = 100,000$).</i>
B-26.5	
	<i>I can solve extended division facts (e.g., $12 \div 4 = 3$ and $120 \div 4 = 30$).</i>
B-27.5	
	<i>Add whole numbers with/without regrouping (e.g., three digit+three digit, four digit+three digit, and four digit+four digit) in horizontal and vertical format.</i>
B-28.5	
	<i>I can subtract whole numbers with/without regrouping (e.g., three digit-two digit, three digit-three digit, four digit-three digit, and four digit-four digit) in horizontal and vertical format.</i>
B-29.5	
	<i>I can multiply whole numbers (e.g., two digit multiplied by two digit, three digit multiplied by one digit, and three digit multiplied by two digit) in horizontal and vertical format.</i>
B-30.5	
	<i>I can divide whole numbers with one-digit divisors and two-, three-, and four-digit dividends.</i>
B-31.5	
	<i>I can add decimals in the context of money (e.g., counting up).</i>
B-32.5	
	<i>I can subtract decimals in the context of money (e.g., counting back or up).</i>
B-33.5	
	<i>I can add fractions with like denominators (e.g., halves, thirds, fourths, fifths, and tenths).</i>
B-34.5	
	<i>I can subtract fractions with like denominators (e.g., halves, thirds, fourths, fifths, and tenths).</i>
B-35.5	
STANDARD C: GEOMETRY AND SPATIAL SENSE	
Two- and Three-Dimensional Figures	
Spatial Relationships and Transformations	
Coordinate Systems	
	<i>I can identify and describe two- and three-dimensional figures (e.g., square, triangle, rectangle, pentagon, hexagon, octagon, trapezoid, rhombus, circle, cube, pyramid, rectangular prism, tetrahedron, cylinder, and sphere).</i>
C-1.5	
	<i>I can use pattern block shapes to create different shapes (e.g., one trapezoid and three triangles make a hexagon).</i>
C-2.5	
	<i>I can identify three-dimensional figures from their nets/flat pat-terns (e.g., this net forms a triangular pyramid:</i>
	
C-3.5	

GRADE 5
<i>I can identify figures that are congruent (i.e., same size and shape).</i>
<i>C-4.5</i>
<i>I can identify lines and line segments in a plane figure (e.g., identify line segments in a trapezoid).</i>
<i>C-5.5</i>
<i>I can identify line(s) of symmetry within two-dimensional figures or pictures.</i>
<i>C-6.5</i>
<i>I can draw angles with a protractor.</i>
<i>C-7.5</i>
<i>I can identify angles within plane figures (i.e., acute, obtuse, and right).</i>
<i>C-8.5</i>
<i>I can plot and read coordinates in the positive quadrant.</i>
<i>C-9.5</i>
<i>I can locate the fourth coordinate pair when given three vertices of a rectangle on a coordinate grid.</i>
<i>C-10.5</i>
STANDARD D: MEASUREMENT
Measurable Attributes/Units
Direct Measurement
Indirect Measurement
<i>I can determine elapsed time.</i>
<i>D-1.5</i>
<i>I can identify when to use an appropriate unit of length, including mixed measures (i.e., inches, feet, yards, millimeters, centimeters, meters, kilometers, and 1 foot 3 inches).</i>
<i>D-2.5</i>
<i>I can identify when to use an appropriate unit of time including mixed measures (i.e., seconds, minutes, hours, days, months, years, and 1 hour 15 minutes).</i>
<i>D-3.5</i>
<i>I can identify when to use an appropriate unit of liquid capacity including mixed measures (i.e., ounces, cups, quarts, gallons, liters, and 2 quarts 2 cups).</i>
<i>D-4.5</i>
<i>I can identify when to use an appropriate unit of weight including mixed measures (i.e., ounces, pounds, grams, kilograms, and 2 pounds 6 ounces).</i>
<i>D-5.5</i>
<i>I can measure with and read a ruler to the nearest millimeter and 1/4 and 1/8 inch.</i>
<i>D-6.5</i>
<i>I can compute linear measurement conversions (e.g., inches to yards, feet to yards, and centimeters to meters).</i>
<i>D-7.5</i>
<i>I can compute liquid capacity conversions (e.g., quarts to gallons).</i>
<i>D-8.5</i>

GRADE 5
<i>I can measure angles (within 2 degrees) using a protractor.</i>
<i>D-9.5</i>
<i>I can calculate the perimeter of a polygon.</i>
<i>D-10.5</i>
<i>I can use formulas to find the area of rectangles, parallelograms, and triangles.</i>
<i>D-11.5</i>
STANDARD E: STATISTICS AND PROBABILITY
Data Analysis and Statistics
Probability
<i>I can collect, organize, and display data in graphs (i.e., horizontal or vertical bar graph, pictograph, line plot, and pie graph) and charts.</i>
<i>E-1.5</i>
<i>I can interpret graphs, tables, charts, and line plots.</i>
<i>E-2.5</i>
<i>I can determine maximum, minimum, median, mode, and range when given a set of data or data in a word problem.</i>
<i>E-3.5</i>
<i>I can use appropriate vocabulary to describe the probability of chance events (i.e., which out-come is more, less, or equally likely and impossible or certain to occur).</i>
<i>E-4.5</i>
<i>I can predict the probability of an event (e.g., given a spinner, a numbered cube, and a bag filled with colored marbles).</i>
<i>E-5.5</i>
<i>I can determine the number of combinations for choosing two out of four items (e.g., question: what are the possible combinations when selecting two items from a menu of four items—chips, cookie, pizza, and banana? answer: six combinations).</i>
<i>E-6.5</i>
STANDARD F: ALGEBRAIC RELATIONSHIPS
Patterns, Relations, and Functions
Expressions, Equations, Inequalities
Properties
<i>I can describe a rule in writing that explains a numeric pattern, (e.g., in the sequence 310, 320, 330 . . . the rule is add 10).</i>
<i>F-1.5</i>
<i>I can extend a numeric or geometric pattern (e.g., find the eighth item when given the first five).</i>
<i>F-2.5</i>
<i>I can create a variety of patterns (e.g., numeric and geometric).</i>
<i>F-3.5</i>
<i>Use the = sign to mean “is the same as” when solving an open number sentence.</i>
<i>F-4.5</i>

GRADE 5

I can evaluate an expression (e.g., $3+(5 \times 2)=$ _____).

F-5.5

I can write an algebraic expression to represent situations described in words (e.g., two more than x is represented by $x+2$).

F-6.5

I can demonstrate or explain the commutative property (turn-around rule) of multiplication (e.g., $2 \times 6=12$ and $6 \times 2=12$).

F-7.5

I can use parentheses in a number sentence to specify the order of operations.

F-8.5