

JSD Math Core Standards Grade K	
Standards	Student Friendly Language
<i>NUMBER SENSE: KNOW NUMBER NAMES AND THE COUNT SEQUENCE</i>	
Identify numerals 0 – 20.	I can read numerals 0 to 20.
Represent numbers up to 20 (or higher) with objects.	I can show numbers up to 20 or higher with objects.
Write numerals 0-20.	I can write numerals 0 to 20 correctly.
Say the number sequence forward beginning from a given number within the known sequence (instead of always beginning at 1) up to 20.	I can count up to 20 starting from any number.
Rote count to 100.	I can count to 100.
Count by groups of ten to 100 (10, 20, 30...).	I can skip count by ten to 100.
<i>NUMBER SENSE: COUNT AND TELL NUMBER OBJECTS</i>	
Use 1-1 correspondence up to 20 (or higher).	I can count up to twenty objects.
<i>NUMBER SENSE: COMPARE NUMBERS</i>	
Compare and order numerals between 1 and 10.	I can put numbers between 1 and 10 in order.
Identify whether the numbers of objects in one group is greater than, less than or equal to the number of objects in another group by using matching and/or counting strategies up to 10 objects.	I can tell whether the number of objects in one group is greater then, less then or equal to the number of objects in another group.
<i>NUMBER SENSE: UNDERSTAND ADDITION AS PUTTING TOGETHER AND ADDING TO; UNDERSTAND SUBTRACTION AS TAKING APART AND TAKING FROM</i>	
Compose ($4+3=7$; $2+5=7$) and decompose numbers ($10=1+9$; $10=5+5$) less than or equal to 10 in two different ways and record using drawings or equations.	I can build a number two different ways. I can take apart a number two different ways.
Solve addition and subtraction problems within 10 by using objects or drawings to represent the problem.	I can use objects to add and subtract within 10.
Fluently add and subtract using numbers 0 to 5.	I can quickly add and subtract using the numbers 0 to 5.
<i>ALGEBRA AND FUNCTIONS: UNDERSTAND REPEATING PATTERNS</i>	
Identify, create, describe, and extend repeating patterns (e.g., rhythmic, color, and shape).	I can find, make and describe patterns. I can add-on to a pattern.

<i>MEASUREMENT AND GEOMETRY: ANALYZE SHAPES AND THEIR ATTRIBUTES</i>	
Describe several measurable attributes of a single object, such as length, weight or color.	I can describe an object.
Directly compare two objects with a measurable attribute in common to see which object has “more of”/”less of” their attribute and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter.	I can compare two objects and describe how they are the same and how they are different.
Describe the relative positions of objects using directional concepts (e.g., front, back, up, down, and under).	I can describe where an object is using words such as front, back, up, down, and under.
Identify circle, triangle, square, ellipse (oval), rectangle and rhombus.	I can identify circle, triangle, square, ellipse (oval), rectangle and rhombus.
Describe objects in the environment using names of shapes.	I can describe objects in the environment using names of shapes.
<i>STATISTICS, DATA ANALYSIS, AND PROBABILITY: DESCRIBE AND ANALYZE INFORMATION FROM GRAPHS</i>	
Interpret data with up to two categories and answer questions such as how many and how many more using pictographs and bar graphs.	I can use data to answer questions such as how many and how many more using pictographs and bar graphs.

JSD Math Core Standards Grade 1	
Standards	Student Friendly Language
<i>NUMBER SENSE: EXTEND THE NUMBER SEQUENCE</i>	
Starting at any number, count to 120 or higher.	I can count to 120 or higher starting at any number.
In this range, read and write numerals, and represent a number of objects with a written numeral.	I can read and write numerals up to 120.
Order a set of whole numerals up to 120 or higher.	I can write a numeral to show a number of objects. I can order a set of numerals up to 120 or higher.
Count by groups of 2's and 5's to 100.	I can skip count by twos and fives to 100.
<i>NUMBER SENSE: UNDERSTAND PLACE VALUE</i>	
Model and identify place value positions up to 99 (92 is 9 groups of 10 and 2 more).	I can find and show the value of each digit of a two-digit number.
<i>NUMBER SENSE: COMPUTATION</i>	
Calculate basic addition and subtraction facts (within 20) using various strategies such as counting on, making ten and thinking around a double.	I can add and subtract within 20 using strategies such as counting on, making ten and thinking around a double.
Fluently add and subtract within 10.	I can quickly add and subtract within 10.
Memorize doubles to 20.	I know double facts to 20.
<i>NUMBER SENSE: USE PLACE VALUE UNDERSTANDING AND PROPERTIES OF OPERATIONS TO ADD AND SUBTRACT</i>	
Given a two-digit number, mentally find 1 more or 1 less, and 10 more or 10 less, without having to count.	I can mentally find 1 more or 1 less, and 10 more or 10 less, given a two-digit number.
Using "splitting" (separating tens and ones) to solve double-digit problems with sums greater than 10 without regrouping (10 + 12, 12 + 13).	I can separate tens and ones to solve two-digit problems with sums greater than 10.
<i>NUMBER SENSE: DEVELOP UNDERSTANDING OF FRACTIONS AS NUMBERS</i>	
Partition circles and rectangles into two and four equal shares; describe the shares using the words halves, fourths, and quarters; and use the phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of the shares.	I can break circles and rectangles into two and four equal shares. I can describe equal shares using the words halves, fourths, and quarters.
Understand for these examples that decomposing into more equal shares creates smaller shares.	I understand that breaking a whole into more equal shares creates smaller shares.

NUMBER SENSE: COMPARE NUMBERS	
Use place value understanding to compare the value of two double-digit numbers using the symbols $< = >$.	I can compare the value of two double-digit numbers using the symbols $< = >$.
ALGEBRA AND FUNCTIONS: REPRESENT AND SOLVE PROBLEMS INVOLVING ADDITION AND SUBTRACTION	
Solve story problems within 20 (result and change unknown) by adding and subtracting whole numbers using objects, drawings, and/or equations.	I can solve story problems within 20 by adding and subtracting whole numbers using objects, drawings, and/or number sentences.
ALGEBRA AND FUNCTIONS: UNDERSTAND NUMERIC PATTERNS	
Identify, create, extend, and supply a missing element in numeric patterns (3, 6, $_$, 12, $_$, 18).	I can put a missing number in a pattern.
ALGEBRA AND FUNCTIONS: UNDERSTAND COMMUTATIVE AND ASSOCIATIVE PROPERTIES	
Understand that addition is commutative and associative ($3+4=4+3$ or $5+7=5+5+2$).	I understand the order of numbers in an addition problem can be switched and sum is still the same.
MEASUREMENT AND GEOMETRY: UNDERSTAND THAT MEASUREMENT IS ACCOMPLISHED BY IDENTIFYING A UNIT OF MEASURE, ITERATING (REPEATING) THAT UNIT, AND COMPARING IT TO THE ITEM BEING MEASURED.	
Express the length of an object as a whole number of length units (both standard and non-standard) 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 can measure something by laying same sized objects end to end without gaps.
Tell and write time in increments of hours and half-hours using analog and digital clocks.	I can tell time to the hour and half-hour using analog and digital clocks.
MEASUREMENT AND GEOMETRY: ANALYZE SHAPES AND THEIR ATTRIBUTES	
Distinguish between defining attributes (e.g., Triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size).	I know the difference between describing shapes by their number of sides and corners and describing them by their color and size.
Build and draw shapes that possess defining attributes.	I can build and draw geometric shapes.
STATISTICS, DATA ANALYSIS, AND PROBABILITY: REPRESENT AND INTERPRET DATA	
Organize, represent, and interpret data using bar graphs, pictographs, Venn diagrams, and tallies.	I can organize and show data using bar graphs, pictographs, Venn diagrams, and tallies.
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).	I can ask and answer questions about data.

JSD Math Core Standards Grade 2	
Standards	Student Friendly Language
<i>NUMBER SENSE: DEVELOP AN UNDERSTANDING OF NUMBER, BASE 10 AND PLACE - VALUE</i>	
Count within 1020, counting by groups of 2's, 5's, 10's, and 100's.	I can count by groups of 2's, 5's, 10's and 100's up to 1020.
Read, write and count whole numbers to 1020.	I can read, write and count numbers to 1020.
Understand the value of each digit in a three-digit number (e.g., 426 as 4 hundreds, 2 tens, and 6 ones).	I can understand the value of each digit in a three-digit number.
Use place value and properties of operations to find and use equivalent representations of numbers (e.g., 35 represented by 35 ones, 3 tens and 5 ones, or 2 tens and 15 ones).	I can use what I know about tens and ones to build numbers in different ways.
Identify coins, their value, or the value of a combination of coins up to \$1.25	I can identify coins, their value and a combination of coins up to \$1.25.
Identify and use the symbols for dollar (\$), cent (¢) and decimal point (.)	I can identify and use the symbols for dollar, cent and decimal point.
Order and compare whole numbers to 1,000 by using the symbols <, =, >.	I can order and compare whole numbers to 1000 by using the symbols <, =, >.
<i>NUMBER SENSE: ESTIMATION AND COMPUTATION</i>	
Understand the inverse relationship of addition and subtraction up to 100 to solve problems and check solutions.	I understand the relationship between addition and subtraction.
Fluently add and subtract within 20 using mental strategies.	I can add and subtract quickly within 20 using mental strategies.
Efficiently add and subtract within 100.	I can efficiently add and subtract numbers within 100.
Select and apply efficient methods to estimate sums and differences or calculate them mentally by adding 10 or 100 to a given number between 100-900, and mentally subtracting 10 or 100 from a given number between 100-900.	I can mentally add and subtract 10 or 100 to a given number between 100-900.
Efficiently apply place value understanding and strategies to add and subtract with 3 digit numbers ($142 + 629 = c$).	I can use place value strategies to add and subtract with 3-digit numbers.
<i>NUMBER SENSE: FOUNDATIONS OF MULTIPLICATION AND DIVISION</i>	
Use repeated addition and grouping of objects to model multiplication.	I can use repeated addition and grouping of objects to model multiplication.
Use repeated subtraction and equal shares to model division with and without remainders.	I can use repeated subtraction and equal shares to model division with and without remainders.

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 use addition to find the total number of objects arranged in rectangular arrays and write a matching equation.
Multiply 0's, 1's, 2's, 5's, and 10's with factors up to ten fluently.	I can quickly multiply 0's, 1's, 2's, 5's, and 10's with factors up to 10.
<i>NUMBER SENSE: DEVELOP UNDERSTANDING OF FRACTIONS AS NUMBERS</i>	
Partition circles and rectangles into two, four, or eight equal shares; describe the shares using the words halves, fourths, eighths of ...; and describe the whole as two halves, four fourths, eight eighths.	I can divide circles and rectangles into two, four and eight equal shares and describe the shares using the words halves, fourths and eighths of. I can describe the whole as two halves, four fourths and eight eighths.
Recognize that equal shares of identical wholes need not have the same shape.	I know that equal shares of identical wholes aren't always the same shape.
Understand that fractions refer to parts of a set and/or parts of a whole.	I understand that fractions refer to parts of a set and/or parts of a whole.
<i>ALGEBRA AND FUNCTIONS: UNDERSTAND ALGEBRAIC CONCEPTS</i>	
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., $21 + ? = 32$, $45 = ? - 31$, $66 + 16 = ?$).	I can use addition and subtraction within 100 to solve one and two-step word problems.
<i>ALGEBRA AND FUNCTIONS: UNDERSTAND FUNCTIONS AND RELATIONSHIPS</i>	
Recognize, create and extend linear patterns using knowledge of properties of numbers with addition and subtraction.	I can recognize, create and extend patterns using addition and subtraction.
<i>MEASUREMENT AND GEOMETRY: UNDERSTAND THAT MEASUREMENT IS ACCOMPLISHED BY IDENTIFYING A UNIT OF MEASURE, ITERATING (REPEATING) THAT UNIT, AND COMPARING IT TO THE ITEM BEING MEASURED.</i>	
Accurately use measurement tools by measuring objects to the nearest unit (inch, foot, centimeter, meter).	I can accurately use measurement tools to measure objects to the nearest inch, foot, centimeter and meter.
Partition a rectangle into rows and columns of same-size squares and count to find the total number to find the area.	I can divide a rectangle into rows and columns of same-sized squares and count the squares to find the area.
Tell time in increments of five minutes using analog and digital clocks using a.m. and p.m.	I can tell time in five-minute intervals on analog and digital clocks and understand a.m. and p.m.

<i>MEASUREMENT AND GEOMETRY: ANALYZE SHAPES AND THEIR ATTRIBUTES</i>	
Recognize and draw shapes with specified attributes such as a given number of angles, faces, edges, or lines of symmetry.	I can recognize and draw shapes with a given number of angles, faces, edges or lines of symmetry.
Identify triangles, quadrilaterals, pentagons, hexagons, and 3D shapes (cube, cone, cylinder, prism, sphere, pyramid).	I can identify triangles, quadrilaterals, pentagons, hexagons, cubes, cones, cylinders, spheres, prisms and pyramids.
<i>STATISTICS, DATA ANALYSIS AND PROBABILITY: COLLECT AND ANALYZE DATA (COMPARE, EXPLAIN, INTERPRET, EVALUATE, OR JUSTIFY CONCLUSIONS) BY DESCRIBING DATA DISPLAYED IN BAR GRAPHS AND TABLES.</i>	
Draw a pictograph and a bar graph (with single-unit scale) to represent a data set with up to four categories.	I can draw a pictograph and a bar graph to show data with up to four categories.
Ask and answer questions based on data presented in a bar graph.	I can ask and answer questions about data on a bar graph.
Represent the same data set in more than one way (e.g., bar graphs and charts with tallies).	I can show the same data in more than one way.

JSD Math Core Standards Grade 3

Standards	Student Friendly Language
<i>NUMBER SENSE: DEVELOP AN UNDERSTANDING OF NUMBER, BASE 10 AND PLACE - VALUE</i>	
Read, write, and compare numbers up to 10,000.	I can read, write and compare numbers up to 10,000.
Identify the value of each digit in a multi-digit number up to 10,000 (3,510 represented by 3 thousands, 5 hundreds and 1 ten).	I can identify the value of each digit in a multi-digit number up to 10,000.
<i>NUMBER SENSE: USE PLACE VALUE UNDERSTANDING AND PROPERTIES OF OPERATIONS TO ADD AND SUBTRACT</i>	
Efficiently add and subtract within 1,000 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.	I can efficiently add and subtract numbers up to 1,000 using multiple strategies.
Use place value understanding to round whole numbers to 10,000 to the nearest ten, hundred, and thousand. (e.g., round 9,582 to the nearest thousand).	I can use my understanding of place value, to round numbers up to 10,000 to the nearest ten, hundred, and thousand.
<i>NUMBER SENSE: USE PLACE VALUE UNDERSTANDING AND PROPERTIES OF OPERATIONS TO MULTIPLY AND DIVIDE</i>	
Fluently solve multiplication facts for products up to 100.	I can fluently solve multiplication facts for products up to 100.
Solve word problems to 100 involving various strategies (e.g., equal groups, arrays, drawings, equations, measurement quantities).	I can solve word problems up to 100 using different strategies.
Apply properties of operations as strategies to multiply and divide. [e.g., $6 \times 4 = 24$, therefore $4 \times 6 = 24$ (commutative); $3 \times 5 \times 2$ can be solved by $3 \times 5 = 15$, then $15 \times 2 = 30$ (associative); 8×7 can be solved by $8 \times (5+2) = (8 \times 5) + (8 \times 2) = 40 + 16 = 56$ (distributive)].	I can apply different strategies to multiply and divide.
Understand special properties of 0 and 1 in multiplication and division.	I understand the properties of zero and one in multiplication and division.
Understand the inverse relationship of multiplication and division to compute and check results.	I use the relationship between multiplication and division to compute and check results.
<i>NUMBER SENSE: DEVELOP UNDERSTANDING OF FRACTIONS AS NUMBERS</i>	
Represent common fractions as equal parts of a whole, parts of a set, or points or distances on a number line.	I can represent common fractions as equal parts of a whole, parts of a set or points on a number line.
Understand that 25 cents is $\frac{1}{4}$, 50 cents is $\frac{1}{2}$, 10 cents is $\frac{1}{10}$, and 1 cent is $\frac{1}{100}$ (of a dollar.)	I understand that 25¢ is $\frac{1}{4}$, 50¢ is $\frac{1}{2}$ and 10¢ is $\frac{1}{10}$ and 1¢ is $\frac{1}{100}$ of a dollar.

Compare and order two fractions with the same numerator or the same denominator by reasoning about their size and comparing to benchmarks such as 0, $1/2$, and 1.	I can compare and order two fractions with the same numerator or denominator.
Understand two fractions as equivalent if they are the same size or at the same point on a number line.	I understand two fractions as equivalent if they are the same size or at the same point on a number line.
Recognize that equivalencies are only valid when the two fractions refer to the same whole.	I understand that comparing two fractions is only valid when these fractions refer to the same whole.
Recognize and generate simple equivalent fractions (e.g., $1/2 = 2/4$, $4/6 = 2/3$). Explain why the fractions are equivalent by using visual fraction models, number lines, and rulers.	I can identify simple equivalent fractions. I can explain why fractions are equivalent by using visual fraction models, number lines and rulers.
<i>ALGEBRA AND FUNCTIONS: SOLVE PROBLEMS INVOLVING THE FOUR OPERATIONS, AND IDENTIFY AND EXPLAIN PATTERNS IN ARITHMETIC</i>	
Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.	I can solve two-step word problems using multiplication, division, addition and subtraction. I can represent word problems using equations with a letter standing for an unknown number. I can use mental computation and estimation to check if my answers are reasonable.
<i>ALGEBRA AND FUNCTIONS: UNDERSTAND FUNCTIONS AND RELATIONSHIPS</i>	
Recognize, create and extend linear patterns using knowledge of properties of numbers with all four operations following a given rule.	I can recognize, create and extend patterns using addition, subtraction, multiplication and division with a given rule.
Solve simple problems involving a functional relationship between two quantities (e.g., find the total cost of multiple items given the cost per unit).	I can solve simple problems involving a relationship between two things.
<i>MEASUREMENT AND GEOMETRY: RECOGNIZE PERIMETER OF PLANE FIGURES AND DISTINGUISH BETWEEN LINEAR AND AREA MEASUREMENTS</i>	
Solve problems involving perimeters of polygons (with known and unknown side lengths).	I can solve problems involving perimeters of polygons with known and unknown side lengths.
Compare rectangles with the same perimeter and different areas or with the same area and different perimeters.	I can compare rectangles with the same perimeters and different areas or with the same area and different perimeters.
Understand area as an attribute of plane figures and solve problems involving area using arrays and other strategies, including multiplication.	I understand area as a characteristic of a two-dimensional figure and can solve problems involving area.

<i>MEASUREMENT AND GEOMETRY: ANALYZE SHAPES AND THEIR ATTRIBUTES</i>	
Identify, describe, and classify polygons.	I can identify, describe, and classify polygons.
Identify attributes of triangles including two equal sides for the isosceles triangle, three equal sides for the equilateral triangle, and right angle for the right triangle.	I can identify attributes of isosceles, equilateral, and right triangles.
Identify attributes of quadrilaterals (e.g., parallel sides for the parallelogram, right angles for the rectangle, equal sides and right angles for the square).	I can identify attributes of parallelograms, rectangles and squares.
<i>STATISTIC, DATA ANALYSIS AND PROBABILITY: CONDUCT PROBABILITY EXPERIMENTS BY DETERMINING THE NUMBER OF POSSIBLE OUTCOMES AND MAKE PREDICTIONS</i>	
Record the possible outcomes for a simple event (e.g., tossing a coin) and systematically keep track of the outcomes when the event is repeated many times.	I can record the possible outcomes for a simple event and keep track of the outcomes when the event is repeated many times.
Summarize and display the results of probability experiments in a clear and organized way (e.g., use a bar graph or a line plot).	I can summarize and display the results of probability experiments in a clear and organized way.

JSD Math Core Standards Grade 4

Standards	Student Friendly Language
<i>NUMBER SENSE: DEVELOP AN UNDERSTANDING OF NUMBER, BASE 10 AND PLACE - VALUE</i>	
Read, write, and compare numbers from hundredths to one million (standard form, word form and expanded notation).	I can read and write numbers from hundredths to one million using standard form, word form and expanded notation. I can compare numbers from hundredths to one million.
Understand and identify negative numbers (number lines, counting, temperature, negative balances).	I can understand and identify negative numbers using number lines, counting, temperature and negative balances.
<i>NUMBER SENSE: APPLY PLACE VALUE UNDERSTANDING AND PROPERTIES OF OPERATIONS TO PERFORM MULTI-DIGIT ARITHMETIC</i>	
Efficiently add and subtract multi-digit whole numbers using multiple strategies.	I can efficiently add and subtract multi-digit whole numbers.
Multiply a whole number of up to four-digits by a one-digit number, and multiply two double-digit numbers using multiple strategies.	I can multiply a whole number of up to four-digits by a one-digit number.
Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using multiple strategies.	I can find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors.
Estimate to determine reasonableness of result.	I can estimate to check whether my results make sense.
<i>NUMBER SENSE: APPLY UNDERSTANDING OF OPERATIONS ON WHOLE NUMBERS TO FRACTIONS</i>	
Add and subtract fractions and mixed numbers with like denominators (represent these operations using equations, area models and length models).	I can add and subtract fractions and mixed numbers with like denominators and represent these operations using equations, area models and length models.
Multiply fractions by a whole number using prior knowledge of multiplication as repeated addition (e.g., $1/4 \times 3 = 1/4 + 1/4 + 1/4 = 3/4$).	I can multiply fractions by a whole number using repeated addition.
<i>NUMBER SENSE: UNDERSTAND FRACTION EQUIVALENCE AND ORDERING</i>	
Compare two fractions with different numerators and different denominators using symbols $>$, $<$, $=$ and justify conclusions by using a visual fraction model.	I can compare two fractions with different numerators and different denominators using symbols $>$, $<$, $=$ and show my thinking with a visual model.
Recognize that comparisons are valid only when the two fractions refer to the same whole.	I understand that comparing two fractions is only valid when these fractions refer to the same whole.

NUMBER SENSE: UNDERSTAND THE RELATIONSHIP BETWEEN DECIMALS AND FRACTIONS	
Place benchmark fractions and decimals on a number line (1/2, 1/3, 1/4, 1/5, 1/6, 1/8, 1/10, 1/12 and 1/100).	I can place benchmark fractions on a number line (1/2, 1/3, 1/4, 1/5, 1/6, 1/8, 1/10, 1/12 and 1/100).
Compare and convert benchmark fractions to decimals and benchmark decimals to fractions.	I can compare benchmark fractions to decimals and benchmark decimals to fractions.
ALGEBRA AND FUNCTIONS: SOLVE EQUATIONS USING ORDER OF OPERATIONS	
Write and interpret numerical expressions using parentheses, brackets, or braces. Use parentheses to indicate which operation to perform first when writing expressions containing more than two terms and different operations. For example, express the calculation “add 8 and 7, then multiply by 2” as $2 \times (8 + 7)$. Recognize that $3 \times (18 + 21)$ is three times as large as $18 + 21$, without having to calculate the indicated sum or product.	I can write numerical expressions that use parentheses or braces (brackets). I can interpret numerical expressions that use parentheses or braces (brackets). I can use parentheses to understand which operation to perform first when writing expressions containing more than two terms and different operations.
MEASUREMENT AND GEOMETRY: AREA	
Apply previous understanding of arrays to determine area of rectangles in the real world using the standard formula ($l \times w$)	I can determine the area of rectangles using the standard formula of length x width.
MEASUREMENT AND GEOMETRY: IDENTIFY AND USE ANGLES AND LINES TO CLASSIFY TWO-DIMENSIONAL FIGURES	
Draw and recognize points, lines (perpendicular and parallel), line segments, and rays.	I can draw and recognize points, perpendicular and parallel lines, line segments, and rays.
Identify angles (right, obtuse, acute).	I can identify right, acute and obtuse angles.
Classify quadrilaterals and triangles according to these attributes.	I can classify quadrilaterals and triangles according to their attributes.
Measure angles with a protractor using whole number degrees.	I can measure angles with a protractor using whole number degrees.
MEASUREMENT AND GEOMETRY: SOLVE PROBLEMS INVOLVING MEASUREMENT AND CONVERSION OF MEASUREMENTS FROM A LARGER UNIT TO A SMALLER UNIT	
Know relative sizes of measurement units within one system including km, m, cm; kg, g; lb, oz; l, ml; hr, min, sec.	I know the relative size of measurement units within the metric system and standard system (time, length, weight, volume).
Record measurement equivalencies in a two-column data table (e.g., know that 2 ft equals 24 in.).	I can record measurement equivalencies in a two-column data table.

<p>Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money.</p>	<p>I can use addition, subtraction, multiplication, and division to solve word problems involving the following:</p> <ul style="list-style-type: none"> • distances • intervals of time • liquid volumes • masses of objects • money
<p><i>STATISTICS, DATA ANALYSIS AND PROBABILITY: COLLECT, REPRESENT, AND ANALYZE DATA IN A VARIETY OF WAYS (BAR GRAPH, PIE GRAPH, LINE PLOT).</i></p>	
<p>Analyze data and evaluate conclusions using mode, median, mean and range.</p>	<p>I can analyze data and evaluate conclusions using mode, median, mean and range.</p>

JSD Math Core Standards Grade 5

Standards	Student Friendly Language
<i>NUMBER SENSE: DEVELOP AN UNDERSTANDING OF NUMBER, BASE-TEN AND PLACE - VALUE</i>	
Read, write, and compare numbers from thousandths to one million (standard form, word form and expanded notation).	I can read and write numbers from thousandths to millions in standard form, word form, and expanded notation. I can compare numbers from thousandths to millions.
Identify and represent positive and negative numbers, fractions and decimals on a number line.	I can identify and represent positive and negative numbers on a number line. I can identify and represent fractions and decimals on a number line.
<i>NUMBER SENSE: APPLY PLACE VALUE UNDERSTANDING AND PROPERTIES OF OPERATIONS TO PERFORM MULTI-DIGIT ARITHMETIC</i>	
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.	I can recognize that 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.
Use knowledge of the base 10 system to convert within the metric system.	I can use knowledge of the Base Ten system to convert within the metric system.
Multiply three-digit by two-digit whole numbers using efficient strategies including the standard algorithm.	I can multiply three-digit by two-digit whole numbers using efficient strategies including the standard algorithm.
Use models for division such as equal-sized groups, arrays, area models, and equal intervals on the number line.	I can use models for division such as equal-sized groups, arrays, area models, and equal intervals on a number line.
Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors.	I can find quotients of whole numbers with up to four-digit dividends and two-digit divisors.
<i>NUMBER SENSE: ADD AND SUBTRACT FRACTIONS WITH UNLIKE DENOMINATORS</i>	
Use multiple models to demonstrate equivalent fractions	I can use multiple models to demonstrate equivalent fractions.
Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. <i>For example, $2/3 + 5/4 = 8/12 + 15/12 = 23/12$.</i>	I can add and subtract fractions with unlike denominators, including mixed numbers, by using equivalent fractions.

NUMBER SENSE: APPLY AND EXTEND PREVIOUS UNDERSTANDINGS OF MULTIPLICATION AND DIVISION TO MULTIPLY AND DIVIDE FRACTIONS	
Estimate and compute products and quotients of fractions using unit fractions ($1/2$, $1/3$, $1/4$,...) and nonzero whole numbers (with either as divisor). Represent these operations using equations, area models and length models. <i>For example, use a visual fraction model to show $(2/3) \times 4 = 8/3$, and create a story context for this equation.</i>	I can estimate and compute products and quotients of fractions and whole numbers.
NUMBER SENSE: APPLY AND EXTEND PREVIOUS UNDERSTANDING OF MULTIPLICATION AND DIVISION TO MULTIPLY AND DIVIDE DECIMALS.	
Estimate, add, subtract, and divide decimals to hundredths using concrete models or drawings and strategies based on place value.	I can estimate and compute products and quotients of decimals to hundredths.
Estimate to check if answer is reasonable.	I can use estimation to check if my answers are reasonable.
ALGEBRA AND FUNCTIONS: ANALYZE PATTERNS AND THEIR RELATIONSHIPS TO SOLVE PROBLEMS INVOLVING LINEAR FUNCTIONS.	
Generate two numerical patterns using two given rules and identify apparent relationships between the corresponding terms. For example, given Rule 1 (Add 3 starting at 0) and Rule 2 (Add 6 starting at 0), compare relationship between the terms of the two patterns.	I can create two numerical patterns using two given rules and identify relationships between the related terms.
Write expressions and graph the resulting ordered pairs of integers (positive and negative numbers) on a four-quadrant coordinate plane.	I can write a rule and graph the resulting ordered pairs of positive and negative numbers on a four-quadrant coordinate plane.
MEASUREMENT AND GEOMETRY: UNDERSTAND AND COMPUTE THE VOLUMES AND AREAS OF SIMPLE OBJECTS	
Measure volumes by counting unit cubes, using cubic cm, cubic in, and cubic ft.	I can measure volume by counting unit cubes, using cubic centimeters, cubic inches and cubic feet.
Relate volume to the operations of multiplication and addition and solve real world problems involving volume.	I can use multiplication and addition to find volume in real-world problems.
Classify two-dimensional and three-dimensional figures based on their properties (e.g., all rectangles have four right angles and squares are rectangles, so all squares have four right angles).	I can classify two-dimensional and three-dimensional figures based on their properties.

Recognize surface area and volume as an attribute of three-dimensional space. Determine volume by finding the total number of same-sized units of volume that fill a three-dimensional shape without gaps or overlaps.	I can recognize surface area and volume as an attribute of three-dimensional space. I understand that volume is finding the total number of same-sized units that fill a three-dimensional shape.
<i>MEASUREMENT AND GEOMETRY: USE TWO-DIMENSIONAL COORDINATE GRIDS TO REPRESENT POINTS, GRAPHS, AND SIMPLE FIGURES</i>	
Draw the points corresponding to linear relationships on graph paper.	I can draw points on a graph from a set of data that follow a pattern.
Understand that the length of a horizontal line segment equals the distance between the x-coordinates.	I understand that the length of a horizontal line segment equals the distance between the x-coordinates.
Understand that the length of a vertical line segment equals the distance between the y-coordinates.	I understand that the length of a vertical line segment equals the distance between the y-coordinates.
<i>MEASUREMENT AND GEOMETRY: SOLVE PROBLEMS INVOLVING MEASUREMENT AND CONVERSION OF MEASUREMENTS FROM A LARGER UNIT TO A SMALLER UNIT</i>	
Convert among different-sized standard measurement units within a given system (e.g., 5 cm = .05 m).	I can convert among different-sized standard measurement units within a given system.
Use conversions to solve multi-step, real-world problems.	I can use conversions to solve multi-step, real-world problems.
<i>STATISTICS, DATA ANALYSIS AND PROBABILITY: APPLY UNDERSTANDING OF WHOLE NUMBER, FRACTIONS, AND DECIMALS AS THEY CONSTRUCT AND ANALYZE VARIOUS GRAPHS (BAR, PIE, LINE, HISTOGRAM)</i>	
Analysis should include relating average (mean, median, and mode) as a measure of center to the shape of the data distribution being described.	I can relate the mean, median, and mode as a measure of center to the shape of the data being described.
Identify range and outliers.	I can identify range and outliers.