21-22 5th Grade Parent Friendly Standards by Quarter

Quarter	SC College and Career Ready Standard	Parent/Student Friendly Reading of the SCCCR Standard
Quarter 1	**5.NSBT.1**	I can use what I know about the value of digits to justify that each digit is 10 times or 1/10 as much as the digit to its left or right.
	5.NSBT.3	I can read, write, and compare decimals.
	5.NSBT.7	I can add, subtract, multiply, and divide decimals to the hundredths using concrete models or drawings to explain the method used. (Quarter 1 = addition/subtraction, Quarter 2 = multiplication/division).
	5.G.4	I can classify 2D shapes into a ranking order based on their attributes.
	5.NSBT.2	a. I can explain the patterns in a base ten place value system and make connections to using whole number exponents. b. I can explain patterns of decimal placement when a decimal is multiplied or divided by a power of 10.
	5.NSBT.4	I can use my understanding of place value to round decimals to any place within thousandths.
	5.G.3	I can classify 2D shapes based on their attributes (parallel lines, perpendicular lines, angles, number of sides) and understand that each shape can belong to multiple categories.
Quarter 2	**5.NSBT.5**	I can use strategies, including the standard algorithm, to multiply multi-digit whole numbers.
	5.NSBT.6	I can divide numbers up to four digit dividends by two-digit divisors using strategies to include: place value, fact families, multiplying by powers of ten numbers, and finding partial quotients.
	5.NSBT.7	I can add, subtract, multiply, and divide decimals to the hundredths using concrete models or drawings to explain the method used. (Quarter 1 = addition/subtraction, Quarter 2 = multiplication/division).
	5.MDA.4	I can differentiate among perimeter, area, and volume and identify which application is appropriate in a real-world situation.

	5.MDA.3	a. I can understand that volume is the amount of space within a right rectangular prism. b. I can relate volume to addition and multiplication by filling a right rectangular prism with unit cubes and then counting the layers of unit cubes and the amount of cubes in each layer. c. I can use my knowledge of volume (filling the space with unit cubes) and of area to come up with a formula (length x width x height) or (area x height) to find the volume of right rectangular prisms.
	5.MDA.1	I can convert measurements from a larger unit to a smaller unit and from a smaller unit to a larger unit within the same measurement system. (Quarter 2 = customary units, Quarter 4 = customary and metric units).
Quarter 3	**5.NSF.2**	I can solve word problems that involve adding and subtracting fractions with unlike denominators.
	5.NSF.6	I can solve real world problems by multiplying a fraction by a fraction, a fraction by an improper fraction, and a fraction by a mixed number.
	5.NSF.8	I can use visual models and equations to solve real world problems involving unit fractions by whole numbers and whole numbers by unit fractions.
	5.NSF.1	I can use area models and number lines to add and subtract fractions with unlike denominators and mixed numbers.
	5.NSF.3	I can understand that fractions are really the division of a numerator by the denominator.
	5.NSF.4	a. I can use area models to multiply a fraction by a fraction or a whole number by a fraction. b. I can make a decision about which strategy to use when multiplying a fraction by a fraction or a whole number by a fraction and find the product. c. I can use what I know about multiplying fractions to justify the product of a fraction by a fraction when both fractions are less than one whole.
	5.NSF.5	a. I can look at two factors and estimate the product. b. I can explain why a product is greater than 1 when a number is multiplied by a number greater than 1. c. I can explain why a product is smaller when a number is multiplied by a fraction. d. I can explain why multiplying a numerator and denominator by the same number is the same as what

		happens when a fraction is multiplied by 1.
	5.NSF.7	a. I can decide which visual model to use to find the quotient and show my thinking when dividing a unit fraction by a whole number. b. I can decide which visual model to use to find the quotient and show my thinking when dividing a whole number by a unit fraction.
Quarter 4	**5.ATO.1**	I can understand the purpose of the symbols (parentheses, brackets, and braces) and how to use them to solve an expression.
	5.ATO.2	I can make sense of numerical expressions and apply them to verbal phrases. I can make sense of verbal phrases and apply them to numerical expressions.
	5.MDA.1	I can convert measurements from a larger unit to a smaller unit and from a smaller unit to a larger unit within the same measurement system. (Quarter 2 = customary units, Quarter 4 = customary and metric units).
	5.G.2	I can graph points in the first quadrant of a coordinate plane to represent real-world situations.
	5.MDA.2	I can make a line plot to display data using unit fractions. I can solve problems related to the line plot.
	5.G.1	a. I can identify the x- and y- axes and the origin where the axes intersect. b. I can understand that coordinates can be represented by any point on the coordinate plane. c. I can understand that the x-coordinate represents the horizontal distance from the origin. d. I can understand that the y-coordinate represents the vertical distance from the origin.
	5.ATO.3	a. I can create patterns using two given rules. b. I can form ordered pairs using two number patterns. c. I can graph ordered pairs on a coordinate plane. d. I can identify relationships between two number patterns.