| Literature | | |
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| **3rd Grade** | **4th Grade** | **5th Grade** |
| **Key Ideas and Details** | **Key Ideas and Details** | **Key Ideas and Details** |
| **RL.3.1.** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.<br>**RL.3.2.** Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.<br>**RL.3.3.** Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. | **RL.4.1.** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.<br>**RL.4.2.** Determine a theme of a story, drama, or poem from details in the text; summarize the text.<br>**RL.4.3.** Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). | **RL.5.1.** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.<br>**RL.5.2.** Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.<br>**RL.5.3.** Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). |
| **Craft and Structure** | **Craft and Structure** | **Craft and Structure** |
| **RL.3.4.** Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.<br>**RL.3.5.** Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.<br>**RL.3.6.** Distinguish their own point of view from that of the narrator or those of the characters. | **RL.4.4.** Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).<br>**RL.4.5.** Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.<br>**RL.4.6.** Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. | **RL.5.4.** Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.<br>**RL.5.5.** Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.<br>**RL.5.6.** Describe how a narrator's or speaker's point of view influences how events are described. |
| **Integration of Knowledge and Ideas** | **Integration of Knowledge and Ideas** | **Integration of Knowledge and Ideas** |
| **RL.3.7.** Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).<br>**RL.3.8.** (Not applicable to literature)<br>**RL.3.9.** Compare and contrast the themes, | **RL.4.7.** Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.<br>**RL.4.8.** (Not applicable to literature)<br>**RL.4.9.** Compare and contrast the treatment of | **RL.5.7.** Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).<br>**RL.5.8.** (Not applicable to literature)<br>**RL.5.9**. Compare and contrast stories in the same |

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| settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series). | similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures. | genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. |
| **Range of Reading and Complexity of Text** | **Range of Reading and Complexity of Text** | **Range of Reading and Complexity of Text** |
| **RL.3.10.** By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently. | **RL.4.10.** By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range. | **RL.5.10.** By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently. |

| Informational Text | | |
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| **3rd Grade** | **4th Grade** | **5th Grade** |
| **Key Ideas and Details** | **Key Ideas and Details** | **Key Ideas and Details** |
| **RI.3.1.** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.<br>**RI.3.2.** Determine the main idea of a text; recount the key details and explain how they support the main idea.<br>**RI.3.3.** Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. | **RI.4.1.** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.<br>**RI.4.2.** Determine the main idea of a text and explain how it is supported by key details; summarize the text.<br>**RI.4.3.** Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. | **RI.5.1.** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.<br>**RI.5.2**. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.<br>**RI.5.3.** 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. |
| **Craft and Structure** | **Craft and Structure** | **Craft and Structure** |
| **RI.3.4.** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.<br>**RI.3.5.** Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.<br>**RI.3.6.** Distinguish their own point of view from that of the author of a text. | **RI.4.4.** Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.<br><br>**RI.4.5.** Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.<br>**RI.4.6.** Compare and contrast a firsthand and secondhand account of the same event or topic; | **RI.5.4.** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.<br>**RI.5.5.** 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.<br>**RI.5.6**. Analyze multiple accounts of the same event or topic, noting important similarities and |

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| | describe the differences in focus and the information provided. | differences in the point of view they represent. |
| **Integration of Knowledge and Ideas** | **Integration of Knowledge and Ideas** | **Integration of Knowledge and Ideas** |
| **RI.3.7.** Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).<br><br>**RI.3.8.** Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).<br>**RI.3.9.** Compare and contrast the most important points and key details presented in two texts on the same topic. | **RI.4.7.** Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.<br>**RI.4.8.** Explain how an author uses reasons and evidence to support particular points in a text.<br><br>**RI.4.9.** Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. | **RI.5.7.** 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.<br><br>**RI.5.8**. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).<br>**RI.5.9.** Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. |
| **Range of Reading and Level of Text Complexity** | **Range of Reading and Level of Text Complexity** | **Range of Reading and Level of Text Complexity** |
| **RI.3.10.** By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently. | **RI.4.10.** By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range. | **RI.5.10.** By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently. |

| **Foundational Skills** | | |
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| **3rd Grade** | **4th Grade** | **5th Grade** |
| **Phonics and Word Recognition** | **Phonics and Word Recognition** | **Phonics and Word Recognition** |
| **RF.3.3.** Know and apply grade-level phonics and word analysis skills in decoding words.<br>○ Identify and know the meaning of the most common prefixes and derivational suffixes.<br>○ Decode words with common Latin suffixes.<br>○ Decode multisyllable words.<br>○ Read grade-appropriate irregularly spelled words. | **RF.4.3.** Know and apply grade-level phonics and word analysis skills in decoding words.<br>○ Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. | **RF.5.3.** Know and apply grade-level phonics and word analysis skills in decoding words.<br><br>• Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. |

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| **Fluency** | **Fluency** | **Fluency** |
| **RF.3.4.** Read with sufficient accuracy and fluency to support comprehension.<br>○ Read grade-level text with purpose and understanding.<br>○ Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.<br>○ Use context to confirm or self-correct word recognition and understanding, rereading as necessary. | **RF.4.4.** Read with sufficient accuracy and fluency to support comprehension.<br>○ Read grade-level text with purpose and understanding.<br>○ Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.<br>○ Use context to confirm or self-correct word recognition and understanding, rereading as necessary. | **RF.5.4.** Read with sufficient accuracy and fluency to support comprehension.<br>• Read grade-level text with purpose and understanding.<br>• Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.<br>• Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |

| Writing | | |
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| **3rd Grade** | **4th Grade** | **5th Grade** |
| **Types and Purposes** | **Types and Purposes** | **Types and Purposes** |
| **W.3.1.** Write opinion pieces on topics or texts, supporting a point of view with reasons.<br>○ Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.<br>○ Provide reasons that support the opinion.<br>○ Use linking words and phrases (e.g., *because*, *therefore*, *since*, *for example*) to connect opinion and reasons.<br>○ Provide a concluding statement or section. | **W.4.1.** Write opinion pieces on topics or texts, supporting a point of view with reasons and information.<br>○ Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.<br>○ Provide reasons that are supported by facts and details.<br>○ Link opinion and reasons using words and phrases (e.g., *for instance*, *in order to*, *in addition*).<br>○ Provide a concluding statement or section related to the opinion presented. | **W.5.1.** Write opinion pieces on topics or texts, supporting a point of view with reasons and information.<br>• Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.<br>• Provide logically ordered reasons that are supported by facts and details.<br>• Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).<br>• Provide a concluding statement or section related to the opinion presented. |

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| **W.3.2.** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.<br>○ Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.<br>○ Develop the topic with facts, definitions, and details.<br>○ Use linking words and phrases (e.g., *also*, *another*, *and*, *more*, *but*) to connect ideas within categories of information.<br>○ Provide a concluding statement or section. | **W.4.2.** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.<br>○ Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.<br>○ Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.<br>○ Link ideas within categories of information using words and phrases (e.g., *another*, *for example*, *also*, *because*).<br>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.<br>○ Provide a concluding statement or section related to the information or explanation presented. | **W.5.2.** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.<br>• Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.<br>• Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.<br>• Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).<br>• Use precise language and domain-specific vocabulary to inform about or explain the topic.<br>• Provide a concluding statement or section related to the information or explanation presented. |
| **W.3.3.** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.<br>○ Establish a situation and introduce a narrator and/or characters; organize an event | **W.4.3.** Write narratives to develop real or<br>imagined experiences or events using effective technique, descriptive details, and clear event sequences. | **W.5.3.** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.<br>• Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event |

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| sequence that unfolds naturally.<br>○ Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.<br>○ Use temporal words and phrases to signal event order.<br>○ Provide a sense of closure. | ○ Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.<br>○ Use dialogue and description to develop experiences and events or show the responses of characters to situations.<br>○ Use a variety of transitional words and phrases to manage the sequence of events.<br>○ Use concrete words and phrases and sensory details to convey experiences and events precisely.<br>○ Provide a conclusion that follows from the narrated experiences or events. | sequence that unfolds naturally.<br>• Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.<br>• Use a variety of transitional words, phrases, and clauses to manage the sequence of events.<br>• Use concrete words and phrases and sensory details to convey experiences and events precisely.<br>• Provide a conclusion that follows from the narrated experiences or events. |
| **Production and Distribution of Writing** | **Production and Distribution of Writing** | **Production and Distribution of Writing** |
| **W.3.4.** With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)<br>**W.3.5.** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.<br><br>**W.3.6.** With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. | **W.4.4**. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)<br>**W.4.5**. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.<br><br>**W.4.6.** With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting | **W.5.4.** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)<br>**W.5.5.** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.<br>**W.5.6**. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting. |
| **Research to Build and Present Knowledge** | **Research to Build and Present Knowledge** | **Research to Build and Present Knowledge** |
| **W.3.7.** Conduct short research projects that build knowledge about a topic. | **W.4.7.** Conduct short research projects that build knowledge through investigation of different | **W.5.7**. Conduct short research projects that use several sources to build knowledge through |

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| **W.3.8.** Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.<br><br>**W.3.9.** (Begins in grade 4) | aspects of a topic.<br><br>**W.4.8.** Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.<br><br>**W.4.9.** Draw evidence from literary or informational texts to support analysis, reflection, and research.<br>○ Apply *grade 4 Reading standards* to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].").<br>○ Apply *grade 4 Reading standards* to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text"). | investigation of different aspects of a topic.<br><br>**W.5.8.** 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.<br><br>**W.5.9.** Draw evidence from literary or informational texts to support analysis, reflection, and research.<br>• Apply grade 5 Reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]").<br>• Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]"). |
| **Range of Writing** | **Range of Writing** | **Range of Writing** |
| **W.3.10.** 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. | **W.4.10.** 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. | **W.5.10.** 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. |

| Speaking and Listening | | |
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| **3rd Grade** | **4th Grade** | **5th Grade** |
| **Comprehension and Collaboration** | **Comprehension and Collaboration** | **Comprehension and Collaboration** |
| **SL.3.1**. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.<br>○ Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.<br>○ Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).<br>○ Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.<br>○ Explain their own ideas and understanding in light of the discussion. | **SL.4.1.** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly.<br>○ Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.<br>○ Follow agreed-upon rules for discussions and carry out assigned roles.<br>○ Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.<br>○ Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. | **SL.5.1.** 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.<br>• Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.<br>• Follow agreed-upon rules for discussions and carry out assigned roles.<br>• Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.<br>• Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. |
| **SL.3.2.** Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. | **SL.4.2.** Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.<br>**SL.4.3**. Identify the reasons and evidence a | **SL.5.2**. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. |

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| **SL.3.3.** Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. | speaker provides to support particular points. | **SL.5.3.** Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. |
| **Presentation of Knowledge and Ideas** | **Presentation of Knowledge and Ideas** | **Presentation of Knowledge and Ideas** |
| **SL.3.4.** Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.<br><br>**SL.3.5.** Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.<br>**SL.3.6.** Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. | **SL.4.4.** Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.<br>**SL.4.5.** Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.<br><br>**SL.4.6.** Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. | **SL.5.4.** 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.<br>**SL.5.5**. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.<br><br>**SL.5.6**. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. |

| **Language** | | |
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| **3rd Grade** | **4th Grade** | **5th Grade** |
| **Conventions of Standard English** | **Conventions of Standard English** | **Conventions of Standard English** |
| **L.3.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.<br>○ Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.<br>○ Form and use regular and irregular plural nouns.<br>○ Use abstract nouns (e.g., *childhood*). | **L.4.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.<br>○ Use relative pronouns (*who, whose, whom, which, that*) and relative adverbs (*where, when, why*).<br>○ Form and use the progressive (e.g., *I was walking; I am walking; I will be walking*) verb tenses.<br>○ Use modal auxiliaries (e.g., *can,* | **L.5.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.<br>• Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.<br>• Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.<br>• Use verb tense to convey various times, |

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| ○ Form and use regular and irregular verbs.<br>○ Form and use the simple (e.g., *I walked; I walk; I will walk*) verb tenses.<br>○ Ensure subject-verb and pronoun-antecedent agreement.*<br>○ Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.<br>○ Use coordinating and subordinating conjunctions.<br>○ Produce simple, compound, and complex sentences.<br><br>**L.3.2**. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.<br>○ Capitalize appropriate words in titles.<br>○ Use commas in addresses.<br>○ Use commas and quotation marks in dialogue.<br>○ Form and use possessives. | *may, must*) to convey various conditions.<br>○ Order adjectives within sentences according to conventional patterns (e.g., *a small red bag* rather than *a red small bag*).<br>○ Form and use prepositional phrases.<br>○ Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*<br>○ Correctly use frequently confused words (e.g., *to, too, two; there, their*).*<br><br>**L.4.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.<br>○ Use correct capitalization.<br>○ Use commas and quotation marks to mark direct speech and quotations from a text.<br>○ Use a comma before a coordinating conjunction in a compound sentence.<br>○ Spell grade-appropriate words correctly, consulting references as needed. | sequences, states, and conditions.<br>• Recognize and correct inappropriate shifts in verb tense.*<br>• Use correlative conjunctions (e.g., either/or, neither/nor).<br><br>**L.5.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.<br><br>• Use punctuation to separate items in a series.*<br>• Use a comma to separate an introductory element from the rest of the sentence.<br>• Use a comma to set off the words yes |

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| ○ Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., *sitting, smiled, cries, happiness*).<br>○ Use spelling patterns and generalizations (e.g., *word families, position-based spellings, syllable patterns, ending rules, meaningful word parts*) in writing words.<br>○ Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. | | and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).<br>• Use underlining, quotation marks, or italics to indicate titles of works.<br>• Spell grade-appropriate words correctly, consulting references as needed. |
| **Knowledge of Language** | **Knowledge of Language** | **Knowledge of Language** |
| **L.3.3.** Use knowledge of language and its conventions when writing, speaking, reading, or listening.<br>○ Choose words and phrases for effect.*<br>○ Recognize and observe differences between the conventions of spoken and written standard English. | **L.4.3**. Use knowledge of language and its conventions when writing, speaking, reading, or listening.<br>○ Choose words and phrases to convey ideas precisely.*<br>○ Choose punctuation for effect.*<br>○ Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion). | **L.5.3.** Use knowledge of language and its conventions when writing, speaking, reading, or listening.<br>• Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.<br>• Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems. |
| **Vocabulary Acquisition and Use** | **Vocabulary Acquisition and Use** | **Vocabulary Acquisition and Use** |
| **L.3.4.** Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.<br>○ Use sentence-level context as a clue to the meaning of a word or phrase.<br>○ Determine the meaning of the new word formed when a | **L.4.4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.<br>○ Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.<br>○ Use common, grade-appropriate | **L.5.4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.<br>• Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or |

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| known affix is added to a known word (e.g., *agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat*).<br>○ Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *company, companion*).<br>○ Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. | Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *telegraph, photograph, autograph*).<br>○ Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. | phrase.<br>• Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).<br>• Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. |
| **L.3.5.** Demonstrate understanding of figurative language, word relationships and nuances in word meanings.<br>○ Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., *take steps*).<br>○ Identify real-life connections between words and their use (e.g., describe people who are *friendly* or *helpful*).<br>○ Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., *knew, believed, suspected, heard, wondered*). | **L.4.5.** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.<br>○ Explain the meaning of simple similes and metaphors (e.g., *as pretty as a picture*) in context.<br>○ Recognize and explain the meaning of common idioms, adages, and proverbs.<br>○ Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms). | **L.5.5**. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.<br>• Interpret figurative language, including similes and metaphors, in context.<br>• Recognize and explain the meaning of common idioms, adages, and proverbs.<br>• Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. |
| **L.3.6.** Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal | **L.4.6.** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being | **L.5.6**. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical |

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| relationships (e.g., *After dinner that night we went looking for them*). | (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., *wildlife, conservation,* and *endangered* when discussing animal preservation). | relationships (e.g., however, although, nevertheless, similarly, moreover, in addition). |

| Math | | |
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| **Operations and Algebraic Thinking** | | |
| **3rd Grade** | **4th Grade** | **5th Grade** |
| **Represent and solve problems involving multiplication and division.** | **Use the four operations with whole numbers to solve problems.** | **Write and interpret numerical expressions.** |
| **3.OA.1**. Interpret products of whole numbers, e.g., interpret 5 × 7 as the total number of objects in 5 groups of 7 objects each. For example, describe a context in which a total number of objects can be expressed as 5 × 7. | **4.OA.1.** Interpret a multiplication equation as a comparison, e.g., interpret 35 = 5 × 7 as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations. | **5.OA.1.** Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols. |
| **3.OA.2.** Interpret whole-number quotients of whole numbers, e.g., interpret 56 ÷ 8 as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. For example, describe a context in which a number of shares or a number of groups can be expressed as 56 ÷ 8. | **4.OA.2.** Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison. | **5.OA.2**. Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. For example, express the calculation "add 8 and 7, then multiply by 2" as 2 × (8 + 7). Recognize that 3 × (18932 + 921) is three times as large as 18932 + 921, without having to calculate the indicated sum or product. |
| **3.OA.3.** Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. | **4.OA.3.** Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. 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. | **Analyze patterns and relationships**<br>**5.OA.3.** 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. For example, given the rule "Add 3" and the starting number 0, and given the rule "Add 6" and the starting number 0, generate terms in the resulting sequences, and observe that the terms in one sequence are twice the corresponding terms in the other sequence. |

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| **3.OA.4.** Determine the unknown whole number in a multiplication or division equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations 8 × ? = 48, 5 = _ ÷ 3, 6 × 6 = ? | **Gain familiarity with factors and multiples**<br>**4.OA.4.** Find all factor pairs for a whole number in the range 1–100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1–100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1–100 is prime or composite. | Explain informally why this is so. |
| **Understand properties of multiplication and the relationship between multiplication and division.** | **Generate and analyze patterns.** | |
| **3.OA.5.** Apply properties of operations as strategies to multiply and divide.2 Examples: If 6 × 4 = 24 is known, then 4 × 6 = 24 is also known. (Commutative property of multiplication.) 3 × 5 × 2 can be found by 3 × 5 = 15, then 15 × 2 = 30, or by 5 × 2 = 10, then 3 × 10 = 30. (Associative property of multiplication.) Knowing that 8 × 5 = 40 and 8 × 2 = 16, one can find 8 × 7 as 8 × (5 + 2) = (8 × 5) + (8 × 2) = 40 + 16 = 56. (Distributive property.)<br>**3.OA.6.** Understand division as an unknown-factor problem. For example, find 32 ÷ 8 by finding the number that makes 32 when multiplied by 8. | **4.OA.5.** Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. For example, given the rule "Add 3" and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way. | |
| **Multiply and divide within 100** | | |
| **3.OA.7.** Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that 8 × 5 = 40, one knows 40 ÷ 5 = 8) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers. | | |
| **Solve problems involving the four operations, and identify and explain patterns in arithmetic.** | | |
| **3.OA.8.** 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 | | |

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| strategies including rounding.3<br>**3.OA.9.** Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends. | | |

| Math | | |
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| Number and Operations in Base Ten | | |
| **3rd Grade** | **4th Grade** | **5th Grade** |
| **Use place value understanding and properties of operations to perform multi-digit arithmetic.** | **Generalize place value understanding for multi-digit whole numbers.** | **Understanding the place value system** |
| **3.NBT.1.** Use place value understanding to round whole numbers to the nearest 10 or 100.<br><br>**3.NBT.2.** Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.<br><br>**3.NBT.3.** Multiply one-digit whole numbers by multiples of 10 in the range 10–90 (e.g., 9 × 80, 5 × 60) using strategies based on place value and properties of operations. | **4.NBT.1.** Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. For example, recognize that 700 ÷ 70 = 10 by applying concepts of place value and division.<br>**4.NBT.2.** Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.<br>**4.NBT.3.** Use place value understanding to round multi-digit whole numbers to any place. | **5.NBT.1.** 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.<br><br>**5.NBT.2**. Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.<br>**5.NBT.3**. Read, write, and compare decimals to thousandths.<br>• Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., 347.392 = 3 × 100 + 4 × 10 + 7 × 1 + 3 × (1/10) + 9 × (1/100) + 2 × (1/1000).<br>• Compare two decimals to thousandths based on meanings of the digits in each |

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| | | place, using >, =, and < symbols to record the results of comparisons. |
| | **Use place value understanding and properties of operations to perform multi-digit arithmetic.** | |
| | **4.NBT.4.** Fluently add and subtract multi-digit whole numbers using the standard algorithm. | **5.NBT.4.** Use place value understanding to round decimals to any place.<br>**Perform operations with multi-digit whole numbers and with decimals to hundredths.** |
| | **4.NBT.5.** Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models. | **5.NBT.5.** Fluently multiply multi-digit whole numbers using the standard algorithm. |
| | **4.NBT.6.** Find whole-number quotients and remainders with up to four-digit dividends and one-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. | **5.NBT.6.** 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. |
| | | **5.NBT.7.** 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. |

| Math | | |
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| Number and Operations- Fractions | | |
| **3rd Grade** | **4th Grade** | **5th Grade** |
| **Develop understanding of fractions as numbers.** | **Extend understanding of fraction equivalence and ordering.** | **Use equivalent fractions as a strategy to add and subtract fractions.** |
| **3.NF.1**. Understand a fraction 1/*b* as the quantity formed by 1 part when *a* whole is partitioned into *b* equal parts; understand a fraction *a*/*b* as the quantity formed by a parts of size 1/*b*.<br><br>**3.NF.2.** Understand a fraction as a number on the number line; represent fractions on a number line diagram.<br>○ Represent a fraction 1/*b* on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into *b* equal parts. Recognize that each part has size 1/*b* and that the endpoint of the part based at 0 locates the number 1/*b* on the number line.<br>○ Represent a fraction *a*/*b* on a number line diagram by marking off a lengths 1/*b* from 0. Recognize that the resulting interval has size *a*/*b* and that its endpoint locates the number *a*/*b* on the number line.<br>○<br>**3.NF.3.** Explain equivalence of fractions in special cases, and compare fractions by reasoning about | **4.NF.1.** Explain why a fraction a/b is equivalent to a fraction (n × a)/(n × b) by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.<br><br>**4.NF.2.** Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as 1/2. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols >, =, or <, and justify the conclusions, e.g., by using a visual fraction model.<br><br>**Building fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.**<br>**4.NF.3.** Understand a fraction *a*/*b* with *a* > 1 as a sum of fractions 1/*b*. | **5.NF.1**. 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. For example, 2/3 + 5/4 = 8/12 + 15/12 = 23/12. (In general, a/b + c/d = (ad + bc)/bd.)<br><br>**5.NF.2**. 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. For example, recognize an incorrect result 2/5 + 1/2 = 3/7, by observing that 3/7 < 1/2.<br><br>**Apply and extend previous understandings of multiplication and division to multiply and divide fractions.**<br><br>**5.NF.3.** Interpret a fraction as division of the numerator by the denominator (a/b = a ÷ 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. For example, interpret 3/4 as the result of dividing 3 by 4, noting that 3/4 multiplied by 4 |

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| their size.<br>○ Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.<br>○ Recognize and generate simple equivalent fractions, e.g., 1/2 = 2/4, 4/6 = 2/3). Explain why the fractions are equivalent, e.g., by using a visual fraction model.<br>○ Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. *Examples: Express 3 in the form 3 = 3/1; recognize that 6/1 = 6; locate 4/4 and 1 at the same point of a number line diagram.*<br>○ Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols >, =, or <, and justify the conclusions, e.g., by using a visual fraction model. | ○ Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.<br>○ Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions, e.g., by using a visual fraction model. *Examples: 3/8 = 1/8 + 1/8 + 1/8 ; 3/8 = 1/8 + 2/8 ; 2 1/8 = 1 + 1 + 1/8 = 8/8 + 8/8 + 1/8.*<br>○ Add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction.<br>○ Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem. | equals 3, and that when 3 wholes are shared equally among 4 people each person has a share of size 3/4. If 9 people want to share a 50-pound sack of rice equally by weight, how many pounds of rice should each person get? Between what two whole numbers does your answer lie? |

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| | **4.NF.4.** Apply and extend previous understandings of multiplication to multiply a fraction by a whole number.<br>○ Understand a fraction *a*/*b* as a multiple of 1/*b*. *For example, use a visual fraction model to represent 5/4 as the product 5 × (1/4), recording the conclusion by the equation 5/4 = 5 × (1/4).*<br>○ Understand a multiple of a/b as a multiple of 1/b, and use this understanding to multiply a fraction by a whole number. *For example, use a visual fraction model to express 3 × (2/5) as 6 × (1/5), recognizing this product as 6/5. (In general, n × (a/b) = (n × a)/b.)*<br>○ Solve word problems involving multiplication of a fraction by a whole number, e.g., by using visual fraction models and equations to represent the problem. *For example, if each person at a party will eat 3/8 of a pound of roast beef, and there will be 5 people at the party, how many pounds of roast beef will be needed? Between what two whole numbers does your answer lie?* | |
| | **Understand decimal notation for fractions, and compare decimal fractions** | |
| | **4.NF.5. Express a fraction with denominator 10 as an equivalent fraction with denominator 100,** and use this technique to add two fractions with respective denominators 10 and 100.2 For | **5.NF.5.** Interpret multiplication as scaling (resizing), by: |

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| | example, express 3/10 as 30/100, and add 3/10 + 4/100 = 34/100.<br><br>**4.NF.6**. Use decimal notation for fractions with denominators 10 or 100. For example, rewrite 0.62 as 62/100; describe a length as 0.62 meters; locate 0.62 on a number line diagram.<br><br>**4.NF.7.** Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols >, =, or <, and justify the conclusions, e.g., by using a visual model. | • Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication.<br>• Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case); explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence a/b = (n × a)/(n × b) to the effect of multiplying a/b by 1.<br><br>**5.NF.6**. Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.<br><br>**5.NF.7.** Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions.1<br><br>• Interpret division of a unit fraction by a non-zero whole number, and compute such quotients. For example, create a story context for (1/3) ÷ 4, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that (1/3) ÷ 4 = 1/12 because (1/12) × 4 = 1/3.<br>• Interpret division of a whole number by a unit fraction, and compute such |

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| | | quotients. For example, create a story context for 4 ÷ (1/5), and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that 4 ÷ (1/5) = 20 because 20 × (1/5) = 4.<br>• Solve real world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, e.g., by using visual fraction models and equations to represent the problem. For example, how much chocolate will each person get if 3 people share 1/2 lb of chocolate equally? How many 1/3-cup servings are in 2 cups of raisins? |

| Math | | |
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| **Measurement and Data** | | |
| **3rd Grade** | **4th Grade** | **5th Grade** |
| **Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.** | **Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.** | **Convert like measurement units within a given measurement system.** |
| **3.MD.1.** Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram. | **4.MD.1.** Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table. For example, know that 1 ft is 12 times as long as 1 in. Express the length of a 4 ft snake as 48 in. Generate a conversion table for feet and inches listing the number pairs (1, 12), (2, 24), (3, 36), ... | **5.MD.1.** 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. |
| | | **Represent and interpret data.** |
| **3.MD.2.** Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l).1 Add, | **4.MD.2.** Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, | **5.MD.2.** Make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8). Use operations on fractions for this grade to |

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| subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem. | including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale. | solve problems involving information presented in line plots. For example, given different measurements of liquid in identical beakers, find the amount of liquid each beaker would contain if the total amount in all the beakers were redistributed equally. |
| **Represent and interpret data** | | **Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.** |
| **3.MD.3.** Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs. For example, draw a bar graph in which each square in the bar graph might represent 5 pets.<br><br>**3.MD.4.** Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units— whole numbers, halves, or quarters. | **4.MD.3**. Apply the area and perimeter formulas for rectangles in real world and mathematical problems. For example, find the width of a rectangular room given the area of the flooring and the length, by viewing the area formula as a multiplication equation with an unknown factor.<br><br>**Represent and interpret data.**<br>**4.MD.4.** Make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8). Solve problems involving addition and subtraction of fractions by using information presented in line plots. For example, from a line plot find and interpret the difference in length between the longest and shortest specimens in an insect collection. | **5.MD.3.** Recognize volume as an attribute of solid figures and understand concepts of volume measurement.<br>• A cube with side length 1 unit, called a "unit cube," is said to have "one cubic unit" of volume, and can be used to measure volume.<br>• A solid figure which can be packed without gaps or overlaps using n unit cubes is said to have a volume of n cubic units.<br>**5.MD.4.** Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units. |
| **Geometric measurement: understand concepts of area and relate area to multiplication and to addition.** | **Geometric measurement: understand concepts of angle and measure angles.** | |
| **3.MD.5.** Recognize area as an attribute of plane figures and understand concepts of area measurement.<br>o A square with side length 1 unit, called "a unit square," is said to | **4.MD.5**. Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of | **5.MD.5** Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume. |

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| have "one square unit" of area, and can be used to measure area.<br>○ A plane figure which can be covered without gaps or overlaps by *n* unit squares is said to have an area of *n* square units.<br><br>**3.MD.6.** Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).<br><br>**3.MD.7.** Relate area to the operations of multiplication and addition.<br>○ Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths.<br>○ Multiply side lengths to find areas of rectangles with whole-number side lengths in the context of solving real world and | angle measurement:<br><br>○ An angle is measured with reference to a circle with its center at the common endpoint of the rays, by considering the fraction of the circular arc between the points where the two rays intersect the circle. An angle that turns through 1/360 of a circle is called a "one-degree angle," and can be used to measure angles.<br>○ An angle that turns through *n* one-degree angles is said to have an angle measure of *n* degrees.<br><br>**4.MD.6.** Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.<br><br>**4.MD.7.** Recognize angle measure as additive. When an angle is decomposed into non-overlapping parts, the angle measure of the whole is the sum of the angle measures of the parts. Solve addition and subtraction problems to find unknown angles on a diagram in real world and mathematical problems, e.g., by using an equation with a symbol for the unknown angle measure. | • Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Represent threefold whole-number products as volumes, e.g., to represent the associative property of multiplication.<br>• Apply the formulas V = l × w × h and V = b × h for rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths in the context of solving real world and mathematical problems.<br>• Recognize volume as additive. Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real world problems. |

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| mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning.<br>○ Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths $a$ and $b + c$ is the sum of $a \times b$ and $a \times c$. Use area models to represent the distributive property in mathematical reasoning.<br>○ Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real world problems. | | |
| **Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.** | | |
| **3.MD.8.** Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters. | | |

| Math | | |
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| **Geometry** | | |
| **3rd Grade** | **4th Grade** | **5th Grade** |
| **Reason with shapes and their attributes.** | **Draw and identify lines and angles, and classify shapes by properties of their lines and angles.** | **Graph points on the coordinate plane to solve real-world and mathematical problems.** |
| **3.G.1.** Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories. | **4.G.1.** Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures. | **5.G.1.** 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 (e.g., x-axis and x-coordinate, y-axis and y-coordinate). |
| **3.G.2.** Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. For example, partition a shape into 4 parts with equal area, and describe the area of each part as 1/4 of the area of the shape. | **4.G.2.** Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles.<br><br>**4.G.3.** Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry. | **5.G.2.** 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.<br>**Classify two-dimensional figures into categories based on their properties.**<br>**5.G.3.** Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.<br>**5.G.4.** Classify two-dimensional figures in a hierarchy based on properties. |