

K-5 DRAFT Power Standards

As determined by Teacher



Leaders

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Please review the following Power Standards and provide any and all feedback to Academics & Accountability by using the online survey tool.

When providing input, please reference the standard by the code (e.g. ELACC6W1) and provide rationale for the standard to be added as a Power Standard or to be noted as a Supporting Standard.

Reference the complete CCGPS documents online at GeorgiaStandards.Org by clicking [HERE](#) for ELA and [HERE](#) for Math.

Kindergarten DRAFT Power Standards for English Language Arts

Reading Foundational

ELACCKRF 4 – Read emergent-reader texts with purpose and understanding.

Reading Informational

ELACCKRI1 – With prompting and support, ask and answer questions about key details in a text

ELACCKRI4 – With prompting and support, ask and answer questions about unknown words in a text.

ELACCKR10 – Actively engage in group reading activities with purpose and understanding.

Reading Literary

ELACCKRL1 – With prompting and support, ask and answer questions about key details in a text.

ELACCKRL4 – Ask and answer questions about unknown words in a text.

Writing

ELACCKW 2 – Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

Language

ELACCKL 1 – Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. (a-f)

ELACCKL2 – Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. (a-d)

Speaking and Listening

ELACCKSL1 – Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. (a-b)

Kindergarten DRAFT Power Standards for Math

Counting and Cardinality (CC)

MCCK.CC.4 - Understand the relationship between numbers and quantities; connect counting to cardinality. (a-c)

MCCK.CC.6 – Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group

Operations and Algebraic Thinking (OA)

MCCK.OA.1 – Represent addition and subtraction with objects, fingers, mental images, drawings, sounds, acting out situations, verbal explanations, expressions, or equations

MCCK.OA.2 - Solve addition and subtraction word problems, and add and subtract within 10 by using objects or drawings to represent the problem

Number and Operations in Base Ten (NBT)

MCCK.NBT.1 – Compose and decompose numbers from 11 – 19 into ten ones and some further ones, e.g., by using objects or drawings and record each composition or decomposition by a drawing or equation (e.g., $18=10+8$); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.

Measurement and Data (MD)

MCCK.MD.2 - Directly compare two objects with a measurable attribute in common, to see which objects has “more of/less of:” the attribute, and describe the difference. *For example, directly compare the heights of children and describe one child as taller/shorter.*

Geometry (G)

MCCK.G.1 – Describe objects in the environment using names of shapes and describes the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.

MCCK.G.4 - Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/“corners”) and other attributes (e.g. having sides of equal length)

First Grade DRAFT Power Standards for English Language Arts

Reading Foundational

ELACC1RF2 – Demonstrate understanding of spoken words, syllables, and sounds (phonemes). (a-d)

ELACC1RF3 – Know and apply grade-level phonics and word analysis skills in decoding words. (a-g)

ELACC1RF4 – Read with sufficient accuracy and fluency to support comprehension. (a-c)

Reading Informational

ELACC1RI1 – Ask and answer questions about key details in a text.

ELACC1RI3 – Describe the connection between two individuals, events, ideas, or pieces of information in a text.

ELACC1RI4 – Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

ELACC1RI6 – Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

Reading Literary

ELACC1RL1 – Ask and answer questions about key details in a text.

ELACC1RL2 – Retell stories, including key details, and demonstrate understanding of their central message or lesson.

ELACC1RL9 – Compare and contrast the adventures and experiences of characters in stories.

Writing

ELACC1W 1 – Write opinion pieces in which they introduce the topic or the name of the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

ELACC1W 2 – Write informative/ explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

ELACC1W 5 – With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

ELACC1W 6 – With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers. a. May include oral or written prewriting (graphic organizers).

ELACC1W 8 – With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Language

ELACC1L 1 – Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (a-k)

ELACC1L 2 – Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (a-e)

ELACC1L 4 – Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 1 reading and content*, choosing flexibly from an array of strategies. (a-c)

Speaking and Listening

ELACC1SL1 – Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. (a-c)

ELACC1SL4 – Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

First Grade DRAFT Power Standards for Math

Operations and Algebraic Thinking (OA)

MCC1.OA.1 – Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.

MCC1.OA.6 - Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8+6=8+2+4=10+4=14$); decomposing a number leading to a ten (e.g., $13-4=13-3-1=10-1=9$); using the relationship between addition and subtraction (e.g., knowing that $8+4=12$, one knows that $12-8=4$); and creating equivalent but easier or known sums (e.g., adding $6+7$ by creating the known equivalent $6+6+1=12+1=13$).

Number and Operations in Base Ten (NBT)

MCC1.NBT.1 – Count to 120, starting at any number less than 120. In this range, read and write numeral and represent a number of objects with a written numeral.

MCC1.NBT.2 - Understand that the two digits of a two-digit number represent the amounts of tens and ones. (a-c)

MCC1.NBT.5 - Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.

Measurement and Data (MD)

MCC1.MD.1 - Order three objects by length; compare the lengths of two objects indirectly by using a third object

MCC1.MD.3 - Tell and write time in hours and half-hours using analog and digital clocks

MCC1.MD.4 - Organize, represent, and 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.

Geometry (G)

MCC1.G.2 – Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.

MCC1.G.3 – Partition circles and rectangles into two and four equal shares, describe the shares using the words, halves, fourths, and quarters, and use the phrase half of, fourth of, and quarter of. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.

Second Grade DRAFT Power Standards for English Language Arts

Reading Foundational

ELACC2RF 4: Read with sufficient accuracy and fluency to support comprehension. (a-c)

Reading Informational

ELACC2RI1 – Ask and answer such questions as *who, what, where, when, why,* and *how* to demonstrate understanding of key details in a text.

ELACC2RI2 – Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.

ELACC2RI4 – Determine the meanings of words and phrases in a text relevant to a grade 2 topic or subject area.

ELACC2RI5 – Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.

ELACC2RI6 – Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

ELACC2RI9 – Compares and contrast the most important points presented by two texts on the same topic.

Reading Literary

ELACC2RL1 – Ask and answer such questions as *who, what, where, when, why,* and *how* to demonstrate understanding of key details in a text.

ELACC2RL5 – Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

ELACC2RL9 – Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

Writing

ELACC2W 1 – Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., *because, and, also*) to connect opinion and reasons, and provide a concluding statement or section.

ELACC2W 2 – Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

ELACC2W 3 – Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

ELACC2W 5 – With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

Language

ELACC2L 1 – Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (a-g)

ELACC2L 2 – Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (a-e)

ELACC2L 4 – Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 2 reading and content*, choosing flexibly from an array of strategies. (a-e)

Speaking and Listening

ELACC2SL1 – Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups. (a-c)

ELACC2SL2 – Recount or describe key ideas or details from written texts read aloud or information presented orally or through other media.

Speaking and Listening (continued)

ELACC2SL6 – Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 for specific expectations.)

Second Grade DRAFT Power Standards for Math

Operations and Algebraic Thinking (OA)

MCC2.OA.1 - 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., by using drawings and equations with a symbol for the unknown number to represent the problem.

Number and Operations in Base Ten (NBT)

MCC2.NBT.2 – Count within 1000; skip-count by 5s, 10s, and 100s.

MCC2.NBT.3 – Read and write numbers to 1000 using base-ten numerals, number names, and expanded form

MCC2.NBT.7 – Add and subtract within 1000, 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. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones, and ones; and sometimes it is necessary to compose or decompose tens or hundreds.

Measurement and Data (MD)

MCC2.MD.7 - Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.

MCC2.MD.8 – Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and cents symbols appropriately e.g., if you have 2 dimes and 3 pennies, how many cents do you have?

Geometry (G)

MCC2.G.3 – Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words, halves, thirds, half of, a third of, etc. and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.

Third Grade DRAFT Power Standards for English Language Arts

Reading Foundational

ELACC3RF4 – Read with sufficient accuracy and fluency to support comprehension. (a –c)

Reading Informational

ELACC3RI1 – Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

ELACC3RI2 – Determine the main idea of a text; recount the key details and explain how they support the main idea.

ELACC3RI3 – 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.

ELACC3RI7 – 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).

ELACC3RI9 – Compare and contrast the most important points and key details presented in two texts on the same topic.

Reading Literary

ELACC3RL1 – Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

ELACC3RL2 – 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.

ELACC3RL4 – Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language.

ELACC3RL9 – Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).

Writing

ELACC3W1 – Write opinion pieces on topics or texts, supporting a point of view with reasons. (a-d)

ELACC3W2 – Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (a-d)

ELACC3W3 – Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. (a-d)

ELACC3W7 – Conduct short research projects that build knowledge about a topic.

Language

ELACC3L 1 – Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (a-j)

ELACC3L2 – Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (a – g)

ELACC3L 5 – With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. (a-c)

Speaking and Listening

ELACC3SL1 – 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. (a-d)

Third Grade DRAFT Power Standards for Math

Operations and Algebraic Thinking (OA)

MCC3.OA.7 - Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows that $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.

MCC3.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 strategies including rounding.

Number and Operations in Base Ten (NBT) and Fractions (NF)

MCC3.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. (a-b)

MCC3.NF.3 – Explain equivalence of fractions in special cases and compare fractions by reasoning about their size. (a-d)

Measurement and Data (MD)

MCC3.MD.1 – Tell and write time to the nearest five 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. *(FCS Teachers requested to the nearest minute)*

MCC2.MD.2 – Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). Add, 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 beaker with measurement scale) to represent the problem.

MCC3.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.

MCC3.MD.7 – Relate area to the operations of multiplication and addition (a-d)

MCC3.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.

Fourth Grade DRAFT Power Standards for English Language Arts

Reading Foundational

ELACC4RF 3 – Know and apply grade-level phonics and word analysis skills in decoding words. (a)

ELACC4RF 4 – Read with sufficient accuracy and fluency to support comprehension. (a-c)

Reading Informational

ELACC4RI1 – Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

ELACC4RI2 – Determine the main idea of a text and explain how it is supported by key details; summarize the text.

ELACC4RI7 – 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.

ELACC4RI9 – Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

Reading Literary

ELACC4RL1 – Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

ELACC4RL4 – 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).

ELACC4RL6 – Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

ELACC4RL9 – Compare and contrast the treatment of 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.

Writing

ELACC4W 1 – Write opinion pieces on topics or texts, supporting a point of view with reasons. (a-d)

ELACC4W 2 – Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (a-e)

ELACC4W 3 – Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. (a-e)

ELACC4W 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.

ELACC4W7 – Conduct short research projects that build knowledge through investigation of different aspects of a topic.

Language

ELACC4L 1 – Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (a-h)

ELACC4L 2 – Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (a-d)

ELACC4L 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. (a-c)

ELACC4L 5 – Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (a-c)

Speaking and Listening

ELACC4SL1 – 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. (a-d)

ELACC4SL3- Identify the reasons and evidence a speaker provides to support particular points.

ELACC4SL4 – 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.

ELACC4SL6 – 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. (See grade 4 Language standard 1 for specific expectations.)

Fourth Grade DRAFT Power Standards for Math

Operations and Algebraic Thinking (OA)

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.

Number and Operations in Base Ten (NBT) and Fractions (NF)

MCC4.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.

MCC4.NBT.3 – Use place value understanding to round multi-digit whole numbers to any place.

MCC4.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.

MCC4.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.

MCC4.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 $\frac{1}{2}$. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols $>$, $=$, $<$ and justify the conclusions, e.g., by using a visual fraction model.

MCC4.NF.3.d – 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.

MCC4.NF.4.c –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 $\frac{3}{8}$ 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?*

MCC4.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 $>$, $=$, $<$ and justify the conclusions, e.g., by using a visual model.

Measurement and Data (MD)

MCC4.MD.2 – Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a large unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.

Fifth Grade DRAFT Power Standards for English Language Arts

Reading Informational

ELACC5RI1 – Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

ELACC5RI2 – Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

ELACC5RI3 – 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.

ELACC5RI7 – 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.

ELACC5RI9 – Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

Reading Literary

ELACC5RL1 – Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

ELACC5RL2 – 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.

ELACC5RL3 – 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).

Writing

ELACC5W 1 – Write opinion pieces on topics or texts, supporting a point of view with reasons. (a-d)

ELACC5W 2 – Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (a-e)

ELACC5W3 – Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences (a-e)

ELACC5W 7 – Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

Language

ELACC5L 1 – Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. (a-e)

ELACC5L 2 – Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. (a-e)

ELACC5L 3 – Use knowledge of language and its conventions when writing, speaking, reading, or listening. (a-b)

ELACC5L 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. (a-c)

ELACC5L 5 – Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (a-c)

Speaking and Listening

ELACC5SL1 – 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. (a-d)

ELACC5SL4 – 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.

Fifth Grade DRAFT Power Standards for Math

Operations and Algebraic Thinking (OA)

MCC5.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 $2 \times (8+7)$. Recognize that $3 \times (18392 + 921)$ is three times as large as $18392 + 921$, without having to calculate the indicated sum or product.

Number and Operations in Base Ten (NBT) and Fractions (NF)

MCC5.NBT.3 -Read, write, and compare decimals to thousandths (a-b)

MCC5.NBT.4 – Use place value understanding to round decimals to any place.

MCC5.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 relations between addition and subtraction; relate the strategy to a written method and explain the reasoning used.

MCC5.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 results $2/5 + 1/2 = 3/7$, by observing that $3/7 < 1/2$.

MCC5.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.

MCC5.NF.7c - 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?

Measurement and Data (MD)

MCC5.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.

MCC5.MD.5 – Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume. (a-c)

Geometry (G)

MCC5.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.