

HOW TO TEACH ELEMENTARY SCHOOL K-5

Chapter 3

ACADEMIC CONTENT STANDARDS

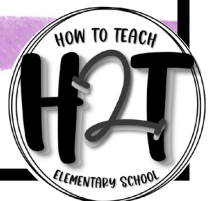
PREVIEW

- ★ ACADEMIC STANDARDS
- ★ MATH STANDARDS
- ★ READING STANDARDS
- ★ PRIORITY STANDARDS
- ★ WRITING STANDARDS
- ★ COMMON CORE EXPLAINED
- ★ LANGUAGE STANDARDS
- ★ AND MORE!

So ALL Students Achieve!

A GUIDE TO EFFECTIVE INSTRUCTION FROM DAY 1 TO 180

Karen Kauo





HOW TO TEACH ELEMENTARY SCHOOL K-5

A GUIDE TO EFFECTIVE TEACHING FROM DAY 1 TO 180

So all students achieve!

Congratulations!! You are an elementary school teacher! Teaching is by far one of the most important and most gratifying professions. Whether you're a new teacher, a veteran teacher looking to learn and grow (or confirm your current practices), or a teacher changing grade levels, the **How 2 Teach** series will guide you through all aspects of teaching from day 1 to day 180 to ensure that your students have the best opportunity to achieve at high levels (academically, behaviorally, socially/emotionally).

ABOUT THE AUTHOR

My name is Karen Kauo, I am an Instructional Specialist with 28 years of experience teaching in a large school district in southern California. I am responsible for coaching and mentoring teachers to implement best teaching practices and supporting teachers and students through MTSS, Multi Tiered Systems of Support. I am also an educational leader, supporting staff as a teaching assistant principal at my school site for over 20 years. During my 25 years as a classroom teacher, I taught all grade levels K-5 giving me a broad perspective on what it takes to effectively teach students from their first day of school until their last and to prepare them for future learning, void of holes and gaps, beyond elementary school.



TIME TO REFLECT

The primary focus of the **How 2 Teach** series is effective teaching and student achievement. There are many components to being an effective teacher; one is to be **REFLECTIVE** of your teaching practices. Teachers must be open to learning new things and growing as an educator.

When I started my teaching career in 1996 as a 3rd grade teacher, resources with information on effective teaching practices were limited to what I could find in the library or at my local teacher supply store. I was given teacher manuals for reading, math, social studies, and science and escorted to my new classroom to figure out the rest. Everything I knew about effective teaching at that time, which was minimal, came from my student teaching experience, advice from my colleagues, and eventually good old fashioned trial and error.

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SEEKING KNOWLEDGE TO IMPROVE MY TEACHING PRACTICES

In 1996, I purchased a copy of *The First Days of School* by Harry and Rosemary Wong and referred to it often. It was a wealth of great information, but it was lacking in addressing all of my questions throughout the school year.

In the early 2000s I decided to move from teaching 3rd grade to Kindergarten. Knowing I would be teaching students how to read, I started my own personal journey to gain more knowledge about how students learn and how best to teach them. My journey took me outside the walls of my classroom and school giving me a broader perspective of the teaching profession and what it takes to ensure that all students achieve. In 20 years, I've engaged in discussions with thousands of teachers from across the US, from Hawaii to NYC, and around the world through classroom visitations, social media groups, and blog discussions (I took lots of notes!). To ensure I was doing all I could for my students (and the teachers in my school), I read the research and attended professional trainings for evidence based teaching practices that result in maximum student achievement.

A MOUNTAIN OF INFORMATION

Today, there are countless books and downloadable resources for teachers containing information and advice on every educational topic you can imagine. There is no shortage of information if you look for it. I have reaped the benefits of these publications. Many will be referenced in this guide. The amount of expertise being shared today on the internet is humbling. To see the passion and dedication so many have to share their knowledge, to ensure all students learn at high levels, is extraordinary. But pulling together all of these individual pieces of information to get the entire picture of effective teaching for ALL aspects of teaching is time consuming.

TIME TO LOOK FORWARD

When a teacher is hired for their first teaching job and given a grade level assignment, social media pages and groups light up with the question, "I've been assigned to teach 1st grade, where do I begin?" In an effort to help my own student teachers over the years, I have searched to find a comprehensive resource, blog, or website, with all the essential up-to-date information needed to be an effective Elementary School Teacher, in ANY GRADE LEVEL, on EVERY SCHOOL DAY. I have been unable to find what I am looking for.

Until now...



HOW TO TEACH ELEMENTARY SCHOOL K-5

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So all students achieve!

The challenge in creating a comprehensive guide specific to every grade level is the ability to provide information that will meet the needs of the diversity of classrooms across the U.S. **BIG Challenge. BIG. HUGE.** (adapted from *Pretty Woman*)

ONE SIZE FITS ALL...NOT

No two classrooms are the same. No two schools are the same. The leadership, culture, and overall needs of a school vary within a city, school district, county, and state. Not every elementary school is grades K-5. Not all school districts have 180 days of instruction. There are public schools, private schools, and charter schools. There are small rural schools with 1 teacher per grade level and large schools with 10 teachers per grade level. Most schools have adopted curriculums, some do not. Some school cultures are those where teachers collaborate and others where teachers work in isolation.

COMMON THREADS...BACKED BY EVIDENCE

The **How 2 Teach** series includes everything I've learned from my 25 years of teaching in K-5 classrooms, my experiences in educational leadership as a grade level leader and teaching assistant principal for 20 years, observations as a teacher mentor and coach, and student engagement through multi-tiered systems of support with skill specific learning targets, collaborative discussions with colleagues within my school and district, along with the plethora of knowledge I have gained beyond my school district through reading and research.

I have found through research that a majority of the information included in this guide, which comes directly from my own personal teaching experience and the experiences of other teaching professionals, is backed by evidence. Not surprisingly, what we are doing is **WORKING!**

To read and see evidence of effective teaching practices at my school site and our increased student achievement, click **HERE** to read my paper on PLCs (Professional Learning Communities) and Student Achievement.

CREDIBLE SOURCES

As professionals, we need to know that the information we consume comes from a credible resource.

*Any information in this guide that comes from my own personal experience or the experience of others and is backed by respected publications, research, and/or evidence of another professional has been noted, when possible, to allow for good flow of reading. *Information that has come **DIRECTLY** from meta studies and/or publications from education professionals is quoted and cited accordingly.

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A GUIDE WITH READABILITY AND STYLE

I have trudged my way through dense, complex texts filled with Tier 3 vocabulary words that have made my head spin. That is NOT this guide. My favorite professional resources are the ones that speak to a teacher like a teacher. In this guide, I attempt to use a conversational style, except where information is quoted and cited, as if we were sitting in your classroom discussing effective teaching practices. When I speak, as you will see if you watch my videos, I am very expressive and speak with my hands. My writing style reflects that. Words will be CAPITALIZED, italicized, **bolded**, and printed in **color**. I include clip art, visuals, charts, graphs, and text boxes throughout.

My writing style reflects my personality. I was once told that I did NOT get a teaching job because I was too energetic. TRUE STORY. But look at me now!

IN CONCLUSION

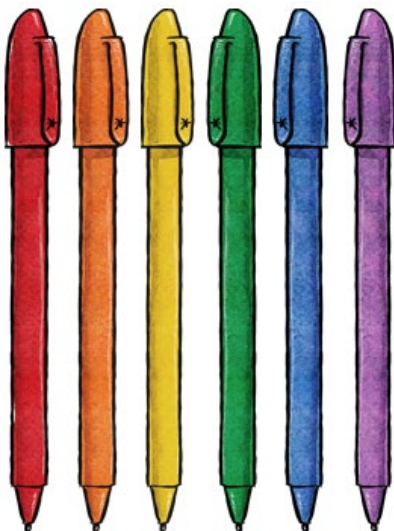
I hope **How to Teach Elementary School so ALL Students Achieve** answers all of your questions and guides you through each day of the school year on your own personal journey to becoming an effective teacher.

Karen Kaue

HOW TO TEACH ELEMENTARY SCHOOL K-5

Email: karen@howtoteachelementaryschool.com

Website: www.howtoteachelementaryschool.com



Karen Kaue 

HOW TO TEACH ELEMENTARY SCHOOL



How to Teach Elementary School

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A GUIDE TO EFFECTIVE TEACHING FROM DAY 1 TO 180

How to Teach Elementary School K-5 Edition contains the following downloadable content:

HOW 2 START A SUCCESSFUL SCHOOL YEAR!

CHAPTER 1

Classroom Set-Up/Classroom Organization

How 2 start the school year right! Set up and organize your classroom to optimize student achievement.

CHAPTER 2

Classroom Management/Procedures and Routines

How 2 implement an effective classroom management plan that optimizes student achievement from the first day of school.

CHAPTER 3

Grade Level Content Standards

How 2 know what to teach for each grade level K-5. Based on Common Core Standards.

CHAPTER 4

Communication

How 2 effectively communicate and create relationships with parents.

CHAPTER 5

The First 2 Weeks of School

How 2 ensure a successful start of the school year and meet the needs of all learners.

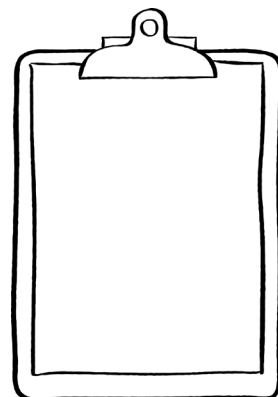


HOW 2 PROVIDE EFFECTIVE TIER 1 INSTRUCTION

CHAPTER 6

Evidence Based Teaching Strategies and Student Engagement

How 2 plan for teaching, provide quality Tier 1 instruction, and engage students in learning.



CHAPTER 7

Best Teaching Practices – Reading

How 2 teach Reading. Evidence based Reading instruction from Kindergarten – Grade 5.

CHAPTER 8

Best Teaching Practices – Writing

How 2 teach Writing. Evidence based writing and spelling instruction from Kindergarten – Grade 5.



CHAPTER 9

Best Teaching Practices – Social Studies and Science

How 2 build background knowledge to support reading comprehension and access complex text.

CHAPTER 10

Best Teaching Practices – Math

How 2 Teach Math. Evidence based Math instruction from Kindergarten – Grade 5



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A GUIDE TO EFFECTIVE TEACHING FROM DAY 1 TO 180

How to Teach Elementary School K-5 Edition contains the following downloadable content:



HOW 2 MEET THE NEEDS OF ALL LEARNERS

CHAPTER II

Assessments, Diagnostics, Universal Screeners

How 2 determine the learning needs of students and monitor student progress towards mastery of grade level standards.

CHAPTER I2

Interventions and Extensions

How 2 provide effective Tier 2 and Tier 3 instruction PLUS meet the needs of advanced learners.

CHAPTER I3

Special Education

Student services, modifications, and accommodations explained including IEP's and 504's

HOW 2 MAXIMIZE SCHOOL SUPPORT SYSTEMS

CHAPTER I4

Professional Learning Communities (PLC's)

How 2 increase student achievement through the PLC process.

CHAPTER I5

Multi-Tiered Systems of Support (MTSS)

How 2 increase student achievement through MTSS

CHAPTER I6

Positive Behavior Interventions and Supports (PBIS)

How 2 increase student achievement through PBIS

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BONUS!!

But WAIT, There's MORE

The Fun Stuff

Fun and Games!



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A GUIDE TO EFFECTIVE TEACHING FROM DAY 1 TO 180

ACADEMIC CONTENT STANDARDS



The following chapter preview gives an outline of the content provided in this chapter from the How to Teach Elementary School series.

Use this preview to determine if this chapter includes information you would like to read more about.

You can purchase an individual chapter, a bundle of related chapters, or the entire series.



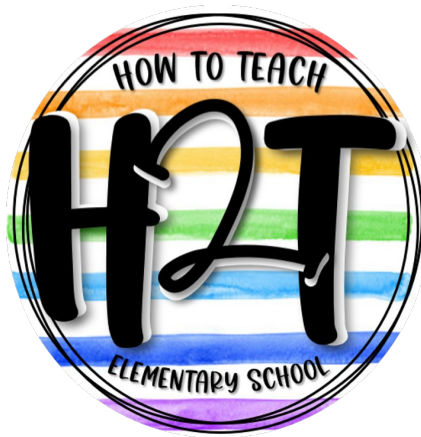
TEACHERS PAY TEACHERS

When you purchase any of the above options, you have access to all updated versions going forward. As the content expands in each chapter, your toolbox grows, as well.

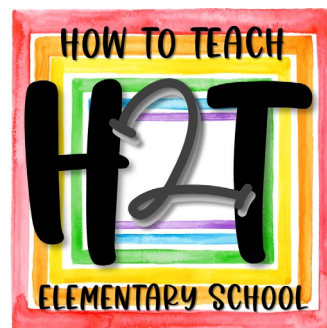
DON'T FORGET to follow **HOW TO TEACH ELEMENTARY SCHOOL** for additional content on effective practices to increase student achievement



FACEBOOK



WEBSITE



INSTAGRAM



When you are hired to teach for the first time or asked to teach a new grade level, you will likely have A LOT of questions. The first question is most likely, "What are students in this grade level supposed to learn?" And possibly, "Where do I begin??"

The focus of this chapter is identifying the academic standards taught at each grade level K-5 for English Language Arts (ELA) and Math. For all things that come in this guide regarding the academic content students must learn for each grade level, the Common Core Standards will be our reference.

THE HISTORY OF EDUCATION REFORM

The education system in the United States is always in a state of change. Change isn't necessarily a bad thing, in fact change can be a very good thing. If change happens in an effort to do what's best for kids and to ensure their academic achievement, I am all for change.

Standards Based Education Reform, as we know it, started after the publication of *A Nation at Risk: The Imperative for Educational Reform*. A Nation at Risk was a report of the United States National Commission on Excellence in Education in 1983. The publication was written to help define the problems with education in America and to provide solutions for improvement.

The 10th Amendment to the Constitution makes education a function of each state. Therefore, each state would need to decide how to educate its students. Unfortunately, the academic standards adopted by each state varied widely.

COMMON CORE IS BORN

In 2009, the National Governors Association and a coalition of state superintendents, formed a group of educational scholars and teacher experts to write a set of shared "common" standards in English and Math. The idea was to standardize education across all fifty states so that students would receive an equal education, no matter where they lived and to ensure students would graduate from high school properly prepared for college and careers.

PRIORITY STANDARDS, POWER STANDARDS, CRITICAL STANDARDS, ESSENTIAL STANDARDS

Regardless of the name you use, the standards your students must know to be prepared for the next grade level are the ones you will allot the most instructional time. As a teacher, you will expend the most effort to ensure ALL students have attained mastery of these standards. These standards are not the only skills you will teach, but they are the minimum that students must learn to be able to achieve at HIGH LEVELS.

If your school is run using the Professional Learning Community model, you have already been through the process of identifying Priority Standards. Yay You!

If your school has not identified Priority Standards, I GOT YOU!

K-5 STANDARDS

The Common Core Standards for every grade level are presented as "one pagers" when printed back to back. Use these one pagers to keep as a reference to ensure you are teaching all of the essential content for your grade level. In addition, take a look at the standards for the grade level below and above yours for the progression of how standards build upon each other.

HOW TO TEACH ELEMENTARY SCHOOL: ACADEMIC CONTENT STANDARDS

READING, LANGUAGE, AND WRITING STANDARDS WITH PRIORITY STANDARDS K-5

HOW/TEACH	KINDERGARTEN COMMON CORE STATE STANDARDS - English Language Arts	PRIORITY STANDARDS
	READING FOUNDATIONAL SKILLS	
	PRINT CONCEPTS RF.K.1 Demonstrate understanding of the organization and basic features of print. A. Follow words from left to right, top to bottom, page by page. B. Recognize that spoken words are represented in written language by specific sequences of letters. C. Understand that words are separated by spaces in print. D. Recognize and name all upper- and lowercase letters. PHONOLOGICAL AWARENESS RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). A. Recognize and produce rhyming words. B. Count, pronounce, blend, and segment syllables in spoken words. C. Blend/segment onsets and rimes of single-syllable words. PHONOLOGICAL AWARENESS cont. D. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (CVC) words. E. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. PHONICS AND WORD RECOGNITION RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words. A. Demonstrate basic knowledge of "anatomical letter" sound correspondences: produce the primary sounds or the most frequent sounds for each consonant. B. Associate the long and short sounds with common spellings (graphemes) for the five major vowels. C. Read common high-frequency words by sight. D. Distinguish between similarly spelled words by identifying the sounds of the letters that differ. FLUENCY RF.K.4 Read emergent/reader texts with purpose and understanding.	
	READING LITERATURE KEY IDEAS AND DETAILS RL.K.1 With prompting and support, ask and answer questions about key details in a text. RL.K.2 With support, retell familiar stories, including key details. RL.K.3 With support, identify characters, settings, and major events in a story. CRAFT AND STRUCTURE RL.K.4 Ask and answer questions about unknown words in a text. RL.K.5 Recognize common types of texts. RL.K.6 With support, name the author and illustrator of a story and define the role of each. INTEGRATION OF KNOWLEDGE AND IDEAS RL.K.7 With support, describe the relationship between illustrations and the story in which they appear. RL.K.8 (Not applicable to literature) RL.K.9 With support, compare and contrast the adventures and experiences of characters in familiar stories. RANGE OF READING AND TEXT COMPLEXITY RL.K.10 Actively engage in group reading activities with purpose and understanding.	
	READING INFORMATIONAL KEY IDEAS AND DETAILS RI.K.1 With support, ask and answer questions about key details in a text. RI.K.2 With support, identify the main topic and retell key details of a text. RI.K.3 With support, describe the connection between two individuals, events, ideas, or places of information in a text. CRAFT AND STRUCTURE RI.K.4 With support, ask and answer questions about unknown words in a text. RI.K.5 Identify the front cover, back cover, and title page of a book. RI.K.6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. INTEGRATION OF KNOWLEDGE AND IDEAS RI.K.7 With support, describe the relationship between illustrations and the text in which they appear. RI.K.8 With support, identify the reasons an author gives to support points in a text. RANGE OF READING AND TEXT COMPLEXITY RI.K.10 Actively engage in group reading activities with purpose and understanding.	

HOW/TEACH	FIRST GRADE COMMON CORE STATE STANDARDS - ELA	PRIORITY STANDARDS
	WRITING PRODUCTION AND DISTRIBUTION OF WRITING W.1.8 (begin in grade 2) W.1.9 With support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. W.1.10 With support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. RESEARCH TO BUILD AND PRESENT KNOWLEDGE W.1.12 Participate in shared research and writing projects. W.1.16 With support from adults, recall information from experiences or gather information from provided sources to answer a question.	
	LANGUAGE KNOWLEDGE OF LANGUAGE L.1.2 (begin in grade 2) VOCABULARY ACQUISITION AND USE L.1.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 1 reading and content, using flexibly from an array of strategies</i> . A. Use sentence/context as a clue to the meaning of a word or phrase. B. Use frequently occurring affixes as a clue to the meaning of a word. C. Identify frequently occurring root words (e.g., foot) and their inflected forms (e.g., foots, footed, footing). L.1.5 With support from adults, demonstrate understanding of word relationships and nuances in main meanings. A. Sort words into categories. B. Define words by category and by one or more key attributes. C. Identify specific connections between words and their use. D. Distinguish shades of meaning among verbs differing in manner and adjectives differing in intensity. L.1.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).	
	CONVENTIONS OF STANDARD ENGLISH L.1.1 Understand command of the conventions of standard English grammar and usage when writing or speaking. A. Print all upper- and lowercase letters. B. Use common, proper, and possessive nouns. C. Use singular and plural nouns with matching verbs in basic sentences. D. Use personal, possessive, and indefinite pronouns. E. Use verbs to convey a sense of past, present, and future. F. Use frequently occurring adjectives. G. Use frequently occurring conjunctions. H. Use demonstratives (e.g., one, these, that, those). I. Use frequently occurring prepositions. J. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. A. Capitalize dates and names of people. B. Use and punctuation for sentences. C. Use commas in dates and to separate single words in a series. D. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. E. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.	
	COMPREHENSION AND COLLABORATION SL.1.1 Participate in collaborative conversations with diverse partners about <i>grades 1 topics and texts</i> with peers and adults in small and larger groups. A. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). B. Build on others' talk in conversations by responding to the comments of others through multiple exchanges. C. Ask questions to clear up any confusion about the topics and texts under discussion. SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media. SL.1.3 Ask and answer questions about what a speaker says in order to gain additional information or clarify something that is not understood. PRESENTATION OF KNOWLEDGE AND IDEAS SL.1.4 Describe people, places, things, and events with relevant details, organizing ideas and feelings clearly. SL.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. SL.1.6 Produce complete sentences.	
	SPEAKING AND LISTENING SL.1.1 Participate in collaborative conversations with diverse partners about <i>grades 1 topics and texts</i> with peers and adults in small and larger groups. A. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). B. Build on others' talk in conversations by responding to the comments of others through multiple exchanges. C. Ask questions to clear up any confusion about the topics and texts under discussion.	

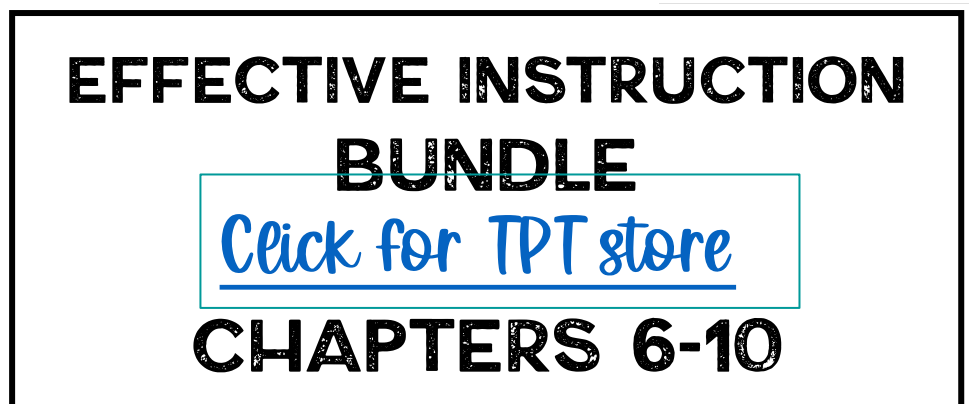
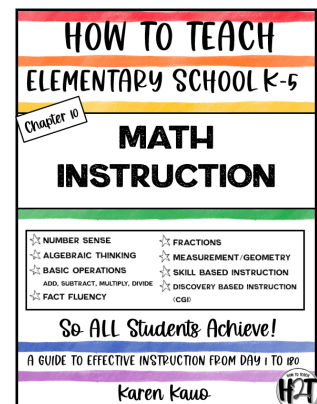
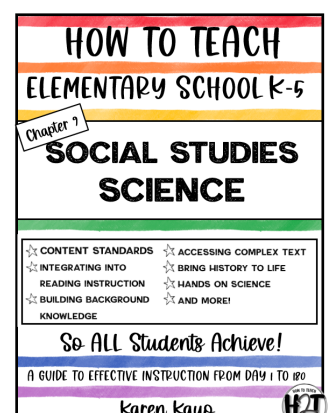
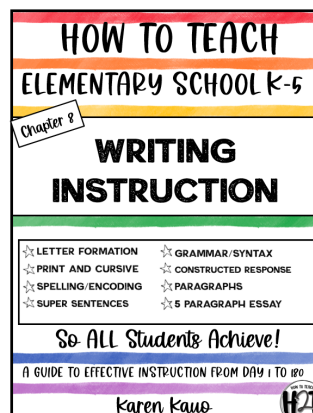
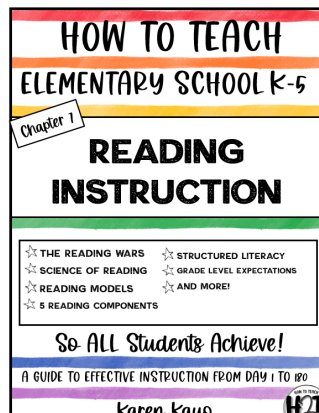
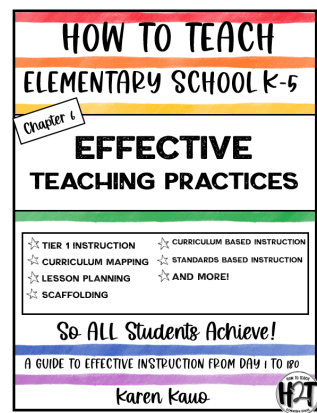
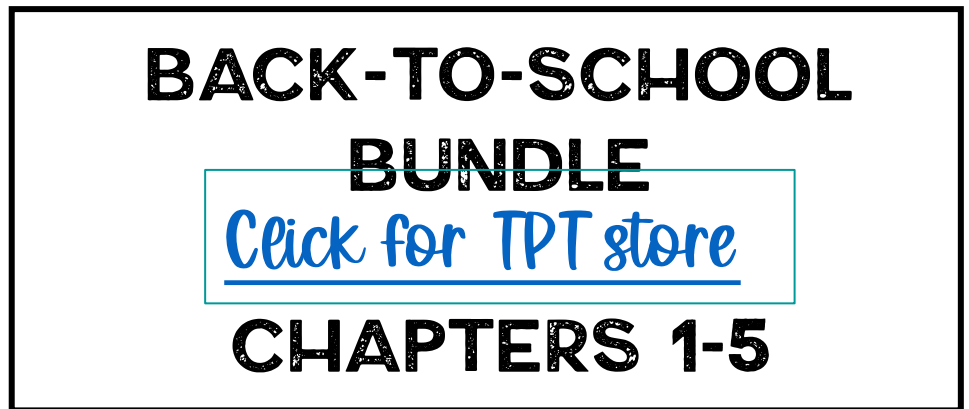
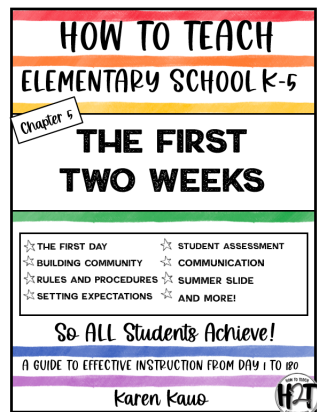
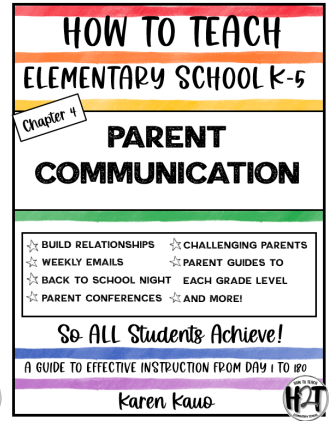
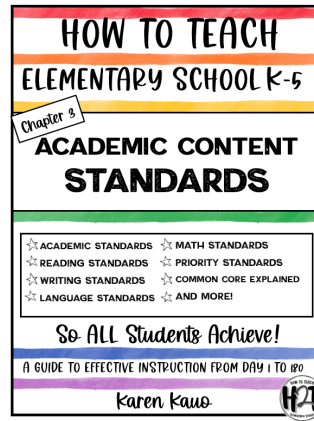
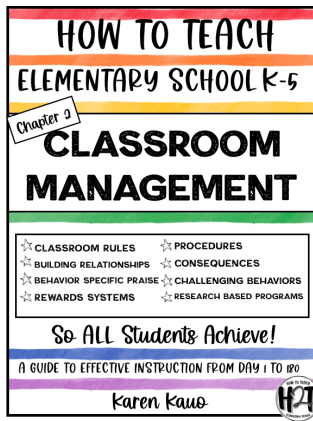
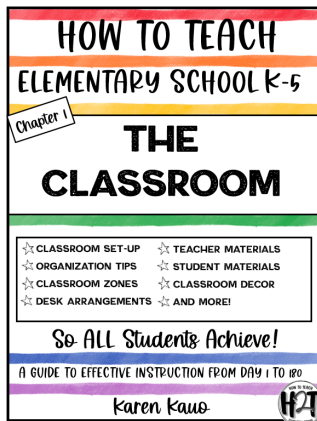
MATH STANDARDS WITH PRIORITY STANDARDS K-5

HOW/TEACH	FOURTH GRADE COMMON CORE STATE STANDARDS - MATH	PRIORITY STANDARDS
	OPERATIONS AND ALGEBRAIC THINKING Use the four operations with whole numbers to solve problems. 4.OA.A Interpret a multiplication equation as a comparison, e.g., interpret $3 \times 5 = 15$ as a statement that 35 is 3 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations. 4.OA.B 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. Distinguish multiplicative comparison from additive comparison. 4.OA.C 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. NUMBERS AND OPERATIONS BASE TEN Generate place value understanding for multi-digit whole numbers. 4.NBT.A 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 by a factor of ten. 4.NBT.A.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. 4.NBT.A.3 Use place value understanding to round multi-digit whole numbers to any place. NUMBERS AND OPERATIONS FRACTIONS Expand understanding of fraction equivalence and ordering. 4.NF.A Explain why a fraction $\frac{a}{b}$ is equivalent to a fraction $\frac{n \times a}{n \times b}$ 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. 4.NF.A.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 $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model. 4.NF.A.3 Understand a fraction $\frac{a}{b}$ with $a > 1$ as a sum of fractions $\frac{1}{b}$. A. Understand addition and subtraction of fractions as joining and separating parts referring to the same whole. B. 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. C. Add and subtract mixed numbers with like denominators, e.g., by using an understanding of whole number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction. 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.	

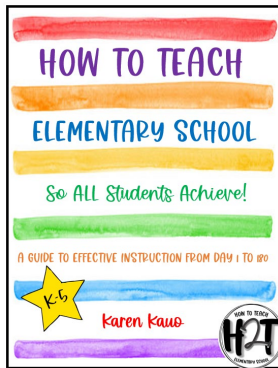
HOW/TEACH	FIFTH GRADE COMMON CORE STATE STANDARDS - MATH	PRIORITY STANDARDS
	MEASUREMENT AND DATA Convert like measurement units within a given measurement system. 5.MD.A.1 Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions to represent multi-step, real-world problems. 5.MD.B.1 Make a line plot to display a data set of measurements in fractions of a unit ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{3}{4}$, $\frac{1}{8}$). Use operations on fractions for this grade to 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. 5.MD.B.2 Make a line plot to display a data set of measurements in fractions of a unit ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{3}{4}$, $\frac{1}{8}$). Use operations on fractions for this grade to 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. 5.MD.C.1 Measure volume by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units. 5.MD.C.2 Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units. 5.MD.C.3 Relate volume to the operations of multiplication and addition and solve real-world and mathematical problems involving volume. 5.MD.D.1 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. B. Apply the Formulas $V = l \times w \times h$ and $V = b \times h$ 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. C. Recognize volume as additive. Find volumes of solid figures composed of non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real-world problems.	
	GEOMETRY Graph points on the coordinate plane to solve real-world and mathematical problems. 5.OA.A 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). 5.OA.B 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. Classify two-dimensional figures into categories based on their properties. 5.G.B.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. 5.G.B.4 Classify two-dimensional figures in a hierarchy based on properties.	

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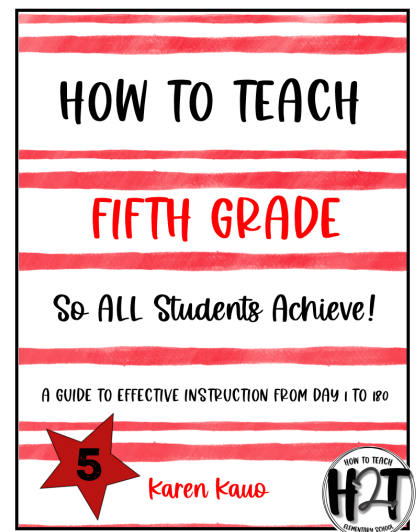
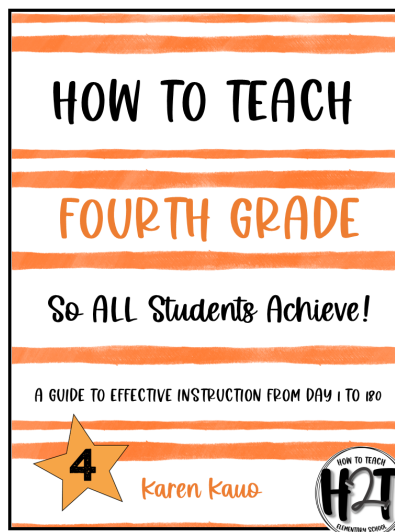
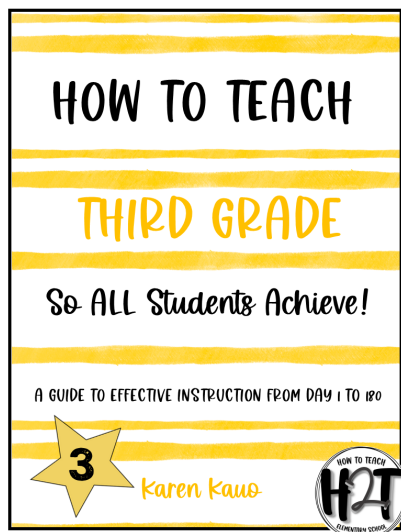
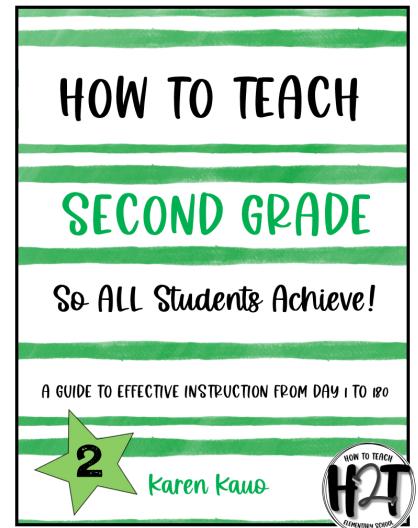
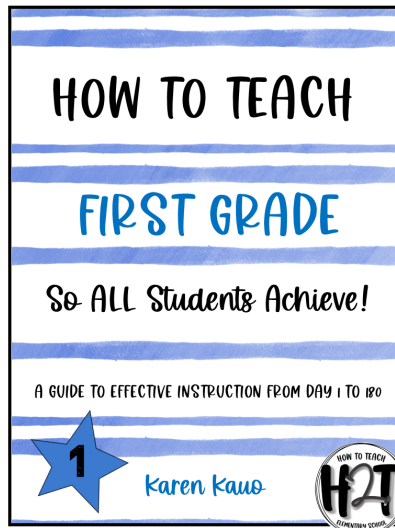
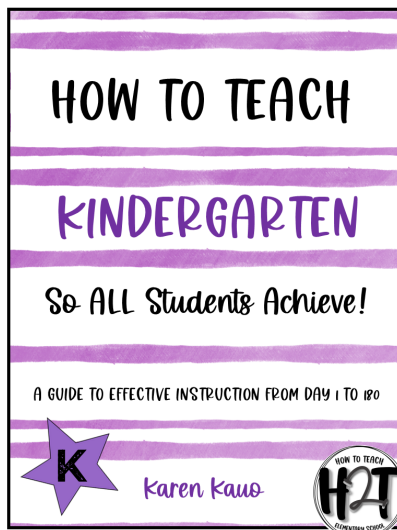


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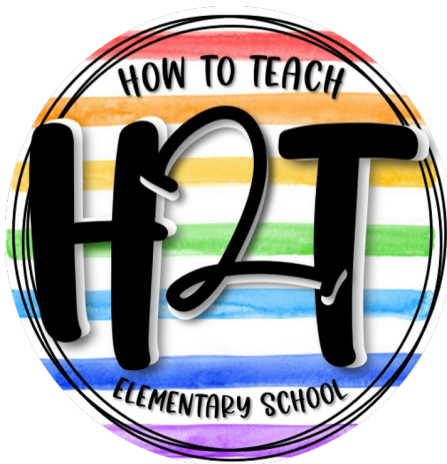
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