



# **SUPER POWER SAVER KIT PROGRAM**

## **GRADE 5 - OKLAHOMA ACADEMIC STANDARDS\***



### **LANGUAGE ARTS: GRADE 5**

#### **STANDARD**

#### **OBJECTIVE**

#### **STANDARD 1: SPEAKING AND LISTENING**

##### **5.1.R.2**

Students will ask and answer questions to seek help, get information, or clarify about information presented orally through text or other media to confirm understanding.

##### **5.1.R.3**

Students will engage in collaborative discussions about appropriate topics and texts, expressing their own ideas clearly while building on the ideas of others in pairs, diverse groups, and whole class settings.

#### **STANDARD 2: READING AND WRITING PROCESS**

##### **5.2.R.2**

Students will compare and contrast details in literary and nonfiction/informational texts to distinguish genres.

##### **5.2.R.3**

Students will begin to paraphrase main ideas with supporting details in a text.

#### **STANDARD 3: CRITICAL READING AND WRITING**

##### **5.3.R.1**

Students will determine an author's stated or implied purpose and draw conclusions to evaluate how well the author's purpose was achieved.

##### **5.3.R.2**

Students will determine the point of view and describe how it affects grade-level literary and/or informational text.

##### **5.3.R.5**

Students will distinguish fact from opinion in non-fiction text and investigate facts for accuracy.

##### **5.3.R.6**

Students will distinguish the structures of texts (e.g., description, compare/contrast, sequential, problem/solution, cause/effect) and content by making inferences about texts and use textual evidence to support understanding.

##### **5.3.R.7**

Students will compare and contrast texts and ideas within and between texts.

##### **5.3.W.3**

Students will clearly state an opinion supported with facts and details.

#### **STANDARD 4: VOCABULARY**

##### **5.4.R.1**

Students will increase knowledge of academic, domain-appropriate, grade-level vocabulary to infer meaning of grade-level text.

##### **5.4.R.2**

Students will use word parts (e.g., affixes, Greek and Latin roots, stems) to define new words and determine the meaning of new words.

##### **5.4.R.3**

Students will use context clues to determine or clarify the meaning of words or distinguish among multiple-meaning words.

##### **5.4.R.5**

Students will use a dictionary, glossary, or a thesaurus (print and/or electronic) to determine or clarify the meanings, syllabication, pronunciation, synonyms, and parts of speech of words.

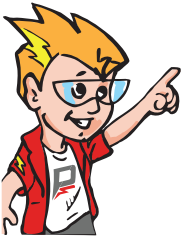
##### **5.4.W.1**

Students will use domain-appropriate vocabulary to communicate ideas in writing clearly.

##### **5.4.W.2**

Students will select appropriate language to create a specific effect according to purpose in writing.

\*State Academic Standards derived from multiple, independent sources exhibit the most current information available to date.



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#### LANGUAGE ARTS: GRADE 5

##### STANDARD 6: RESEARCH

<b>5.6.R.1</b>	Students will use their own viable research questions to find information about a specific topic.
<b>5.6.R.3</b>	Students will determine the relevance and reliability of the information gathered.
<b>5.6.W.4</b>	Students will summarize and present information in a report.

Source: [http://sde.ok.gov/sde/sites/ok.gov.sde/files/documents/files/OAS-ELA-Final%20Version\\_0.pdf](http://sde.ok.gov/sde/sites/ok.gov.sde/files/documents/files/OAS-ELA-Final%20Version_0.pdf)

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### MATHEMATICS: GRADE 5

#### STANDARD

#### OBJECTIVE

#### NUMBERS AND OPERATIONS

5.N.1.1	Estimate solutions to division problems in order to assess the reasonableness of results.
5.N.1.2	Divide multi-digit numbers, by one- and two-digit divisors, using efficient and generalizable procedures, based on knowledge of place value, including standard algorithms.
5.N.1.3	Recognize that quotients can be represented in a variety of ways, including a whole number with a remainder, a fraction or mixed number, or a decimal and consider the context in which a problem is situated to select and interpret the most useful form of the quotient for the solution.
5.N.1.4	Solve real-world and mathematical problems requiring addition, subtraction, multiplication, and division of multi-digit whole numbers. Use various strategies, including the inverse relationships between operations, the use of technology, and the context of the problem to assess the reasonableness of results.
5.N.2.2	Represent, read and write decimals using place value to describe decimal numbers including fractional numbers as small as thousandths and whole numbers as large as millions.
5.N.2.3	Compare and order fractions and decimals, including mixed numbers and fractions less than one, and locate on a number line.

#### ALGEBRAIC REASONING & ALGEBRA

5.A.1.2	Use a rule or table to represent ordered pairs of whole numbers and graph these ordered pairs on a coordinate plane, identifying the origin and axes in relation to the coordinates.
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#### GEOMETRY & MEASUREMENT

5.GM.2.1	Recognize that the volume of rectangular prisms can be determined by the number of cubes ( $n$ ) and by the product of the dimensions of the prism ( $a \times b \times c = n$ ). Know that rectangular prisms of different dimensions ( $p$ , $q$ , and $r$ ) can have the same volume if $a \times b \times c = p \times q \times r = r$ .
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#### DATA & PROBABILITY

5.D.1.2	Create and analyze line and double-bar graphs with whole numbers, fractions, and decimals increments.
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Source: [http://sde.ok.gov/sde/sites/ok.gov.sde/files/OAS-Math-Final%20Version\\_3.pdf](http://sde.ok.gov/sde/sites/ok.gov.sde/files/OAS-Math-Final%20Version_3.pdf)

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### SCIENCE: GRADE 5

STANDARD	OBJECTIVE
<b>PHYSICAL SCIENCE</b>	
<b>5-PS2-1</b>	Support an argument that the gravitational force exerted by the Earth is directed down.
<b>5-PS3-1</b>	Use models to describe that energy in animals' food (used for body repair, growth, motion, and to maintain body warmth) was once energy from the sun.
<b>LIFE SCIENCE</b>	
<b>5-LS1-1</b>	Support an argument that plants get the materials they need for growth chiefly from air and water.
<b>5-LS2-1</b>	Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment.
<b>5-LS2-2</b>	Use models to explain factors that upset the stability of local ecosystems.
<b>EARTH AND SPACE SCIENCES</b>	
<b>5-ESS2-1</b>	Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact.
<b>5-ESS2-2</b>	Describe and graph the amounts and percentages of water and fresh water in various reservoirs to provide evidence about the distribution of water on Earth.
<b>5-ESS3-1</b>	Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment.

Source: [http://sde.ok.gov/sde/sites/ok.gov.sde/files/OAS\\_Science\\_Standards\\_3-2-15.pdf](http://sde.ok.gov/sde/sites/ok.gov.sde/files/OAS_Science_Standards_3-2-15.pdf)

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