Marysville Joint Unified School District

English Language Arts-
Kid Friendly Standards for First Grade

Grade 1		1st Trimester	2nd Trimester	3rd Trimester
READING				
Word Analysis, Fluency, and Systematic Vocabulary Development				
1.0	**Students understand the basic features of reading.**			
Concepts About Print				
1.1	I can match words that I hear to words that I see.			
1.2	I can find the title and author of a story.			
1.3	I can find letters, words, and sentences.			
Phonemic Awareness				
1.4	I can hear beginning, middle, and last sounds in words.			
1.5	I can hear the short and long vowel sounds in words.			
1.6	I can make rhyming words.			
1.7	I can play with sounds in words. By changing sounds, I can make new words.			
1.8	I can blend sounds.			
1.9	I know all the sounds in a word.			
Decoding and Word Recognition				
1.10	I know the sounds and how to use them to read.			
1.11	I can read my word wall words.			
1.12	I can use the sound/spelling cards to read words with special spellings.			
Vocabulary and Concept Development				
1.17	I can sort words that are alike.			
Reading Comprehension				

Marysville Joint Unified School District

Grade 1		1st Trimester	2nd Trimester	3rd Trimester
2.0	**Students read and understand grade-level-appropriate material.**			
Structural Features of Informational Materials				
2.1	I can understand the order of a story			
Comprehension and Analysis of Grade-Level-Appropriate Text				
2.2	I can tell who is in a story and what happened in a story.			
2.3	I can follow written directions.			
2.4	I use the other words in a sentence to help me understand a new word.			
2.5	I can predict what will happen in a story.			
2.6	I make connections when I read.			
2.7	I can retell the main ideas of the story.			
Literary Response and Analysis				
3.0	**Students read and respond to a wide variety of significant works of children's literature.**			
3.1	I can talk about the plot, setting, and characters in a story and put the events in order.			
3.2	I know what authors and illustrators do.			
3.3	I can remember, talk about, and write about books I have read.			
WRITING				
Writing Strategies				
1.0	**Students write clear and coherent sentences and paragraphs that develop a central idea.**			
Organization and Focus				
1.1	I can write about a topic.			
1.2	I use describing words.			
Penmanship				
1.3	I print my letters neatly and leave spaces between words.			

Marysville Joint Unified School District

Grade 1		1st Trimester	2nd Trimester	3rd Trimester
Writing Applications				
2.0	**Students write compositions that describe and explain familiar objects, events, and experiences.**			
2.1	I can write different kinds of stories.			
2.2	Using my senses, I can write about something real using describing words.			
WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS				
1.0	**Students write and speak with a command of standard English conventions appropriate to this grade level.**			
Sentence Structure				
1.1	I write and speak using complete sentences.			
Grammar				
1.2	I know when to use an "s" at the end of a noun.			
1.3	I can use contractions and possessive pronouns in my writing.			
Punctuation				
1.4	I know the three different kinds of sentences.			
1.5	I use periods, exclamation marks, or question marks.			
1.6	I use correct punctuation and capitals when I write.			
Capitalization				
1.7	I use a capital letter for the first words of a sentence, names of people, and the word "I."			
Spelling				
1.8	I can spell words with short vowels and my word wall words.			
LISTENING AND SPEAKING				

Marysville Joint Unified School District

Grade 1		1st Trimester	2nd Trimester	3rd Trimester
Listening and Speaking Strategies				
1.0	**Students listen critically and respond appropriately to oral communication.**			
Comprehension				
1.1	I listen carefully to others.			
1.2	I ask questions when I do not understand.			
1.3	I can follow two directions given by my teacher.			
Organization and Delivery of Oral Communication				
1.4	I can talk about one topic.			
1.5	I use describing words when speaking about a topic.			
Speaking Applications				
2.0	**Students give brief recitations and oral presentations.**			
2.1	I can say poems, rhymes, songs, and stories.			
2.2	I can retell stories in the right order of events and answer questions about the story.			
2.3	I can tell a story that happened to me.			
2.4	I can describe things in detail, using my senses.			

Mathematics-
Kid Friendly Standards for First Grade

Grade 1	1st Trimester	2nd Trimester	3rd Trimester

Marysville Joint Unified School District

Grade 1		1st Trimester	2nd Trimester	3rd Trimester
By the end of grade one, students understand and use the concept of ones and tens in the place value number system. Students add and subtract small numbers with ease. They measure with simple units and locate objects in space. They describe data and analyze and solve simple problems.				
NUMBER SENSE				
1.0	**Students understand and use numbers up to 100.**			
1.1	I can count, read, and write numbers to 100.			
1.2	I can compare and put in order the numbers to 100 by using the symbols for less than, equal to, or greater than (<, =, >).			
1.3	I can show the same number using objects and number sentences (for example 8 = ✎✎✎✎✎✎✎✎ or 2 + 2 + 2 + 2 or 10 – 2).			
1.4	I can count and group objects in ones and tens.			
1.5	I can name coins and tell how much they are worth. I can make combinations of coins with the same value (for example one dime is worth the same as two nickels).			
2.0	**Students demonstrate the meaning of addition and subtraction and use these operations to solve problems.**			
2.1	I know by heart the addition facts up to 20 and the subtraction facts that go with them.			
2.2	I understand fact families, and I can use them to solve problems.			
2.3	I can tell what "one more than," "one less than," "10 more than," and "10 less than" means.			
2.4	I can count by 2s, 5s, and 10s up to 100.			
2.5	I know the meaning of addition (putting together or increasing) and the meaning of subtraction (taking away, comparing, and finding the difference).			
2.6	I can solve addition and subtraction problems with one- and two-digit numbers.			

Marysville Joint Unified School District

Grade 1		1st Trimester	2nd Trimester	3rd Trimester
2.7	I can find the sum of three one-digit numbers.			
3.0	**Students use estimation strategies in computation and problem solving that involve numbers that use the ones, tens, and hundreds places.**			
3.1	I can make estimates about numbers that make sense.			
ALGEBRA AND FUNCTIONS				
1.0	**Students use number sentences with operational symbols and expressions to solve problems.**			
1.1	I can write and solve number sentences using addition and subtraction.			
1.2	I understand the meaning of the symbols +, -, =.			
1.3	I can create my own addition and subtraction problems.			
MEASUREMENT AND GEOMETRY				
1.0	**Students use direct comparison and nonstandard units to describe the measurements of objects.**			
1.1	I can compare objects using length, weight, and how much an object holds.			
1.2	I can tell time to the nearest hour and half hour. I can answer time questions about before, after, shorter, or longer.			
2.0	**Students identify common geometric figures, classify them by common attributes, and describe their relative position or their location in space.**			
2.1	I can name, describe, and compare triangles, rectangles, squares, and circles, and the faces of three-dimensional objects.			
2.2	I can put objects in groups and tell why I am grouping them that way.			
2.3	I can give and follow directions about location.			

Marysville Joint Unified School District

Grade 1		1st Trimester	2nd Trimester	3rd Trimester
2.4	I can use words to tell the location of objects (for example, near, far, below, above, up, down, behind, in front of, next to, left or right of)			
STATISTICS, DATA ANALYSIS, AND PROBABILITY				
1.0	**Students organize, represent, and compare data by category on simple graphs and charts.**			
1.1	I can name and group objects by the ways they are alike. I can tell how I have grouped them.			
1.2	I can show information by using pictures, bar graphs, tally charts, and picture graphs. I can use the terms "largest, smallest, most often, least often" when we talk about them.			
2.0	**Students sort objects and create and describe patterns by numbers, shapes, sizes, rhythms, or colors.**			
2.1	I can name, describe, and make longer patterns by referring to their shapes, sizes, or colors. I can do this with rhythm, number, color, and shape patterns.			
MATHEMATICAL REASONING				
1.0	**Students make decisions about how to set up a problem.**			
1.1	I can figure out how to solve math problems and what I need to solve them, such as objects or pencil and paper.			
1.2	I can draw my answers or use objects to solve them.			
2.0	**Students solve problems and to justify their reasoning.**			
2.1	I can explain my answers to others and why I have solved a problem in that way.			

Marysville Joint Unified School District

Grade 1		1st Trimester	2nd Trimester	3rd Trimester
2.2	I can solve problems and check my answers to make sure that they are right.			
3.0	**Students note connections between one problem and another.**			

Marysville Joint Unified School District

English Language Arts-
Kid Friendly Standards for Second Grade

Grade 2		2003 Blueprint # of questions	% of CST	1st Trimester	2nd Trimester	3rd Trimester
Literary Response and Analysis						
3.0	**Students read and respond to a wide variety of significant works of children's literature.**	**6**	**9%**			
Narrative Analysis of Grade-Level-Appropriate Text						
3.1	I can compare and contrast plots, settings, and characters.	√				
3.2	I can make up new endings to the story.	√				
3.3	I can compare and contrast similar stories from different cultures.	√				
3.4	I can identify rhythm, rhyme, and alliteration in poetry.	√				
WRITING						
Writing Strategies						
1.0	**Students write clear and coherent sentences and paragraphs that develop a central idea. Students progress through the stage of the writing process.**	**8**	**12%**			
Organization and Focus						
1.1	I keep similar ideas together and write sentences with a focus.	√				
Penmanship						
1.2	I write neatly.	**NA**				

Marysville Joint Unified School District

Grade 2		2003 Blueprint # of questions	% of CST	1st Trimester	2nd Trimester	3rd Trimester
Research						
1.3	I can use a dictionary, atlas, glossary, and word book.	√				
Evaluation and Revision						
1.4	I can improve my work by revising when I am writing.	√				
Writing Applications						
2.0	**Students write compositions that describe and explain familiar objects, events, and experiences.**					
2.1	I can write stories based on what has happened to me by putting events in order. Using my senses, I can write about something real using describing words.					
2.2	I can write friendly letters with the date, salutation, body, closing, and signature.					
WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS						
1.0	**Students write and speak with a command of standard English conventions appropriate to this grade level.**	**14**	**22%**			

Sentence Structure						
1.1	I use complete sentences when I write.	√				

1.2	My sentences make sense.	NA				
Grammar						
1.3	I know what nouns, pronouns, and verbs are and use them correctly	√				
Punctuation						
1.4	I use commas correctly in letter greetings and closings, dates, and words in a series.	√				
1.5	I can use quotation marks correctly.	√				
Capitalization						
1.6	I use capital letters for special nouns and abbreviations	√				
Spelling						
1.7	I can spell high frequency words.	√				
1.8	I use the sound/spelling cards to spell correctly.	√				
LISTENING AND SPEAKING						
Listening and Speaking Strategies						
1.0	**Students listen critically and respond appropriately to oral communication.**					
Comprehension						
1.1	I know why I am listening.					
1.2	I ask clarifying questions when I do not understand.					
1.3	I can retell what someone has said in my own words.					
1.4	I can give and follow three – and four-step spoken directions.					

Marysville Joint Unified School District

Organization and Delivery of Oral Communications						
1.5	I can organize my ideas when speaking.					
1.6	I speak clearly so others can understand me.					
1.7	I can retell a story with events in the right order.					
1.8	I can retell stories using plot, settings, and characters.					
1.9	I can talk about a topic with facts and details.					
Speaking Applications						
2.0	**Students deliver brief recitations and oral presentations about familiar experiences or interests that are organized around a coherent thesis statement.**					
2.1	I can tell about my experiences with events in the right order and using plot, settings, and characters.					
2.2	I can report on a topic with facts and details, using different kinds of information.					
Grade 2 Total		**65**	**100%**			

Ö = Standard assessed on the California Standards Test
* = Key standards, which comprise a minimum of 70% of the test
NA = Not assessable in multiple-choice format
E = Embedded (Content of standard is embedded within items in other strands.)

Mathematics-
Kid Friendly Standards for Second Grade

Grade 2	2003 #of questions	% of CST	1st Trimester	2nd Trimester	3rd Trimester
By the end of grade two, students understand place value and number relationships in addition and					

Marysville Joint Unified School District

subtraction, and they use simple concepts of multiplication. They measure quantities with appropriate units. They classify shapes and see relationships among them by paying attention to their geometric attributes. They collect and analyze data and verify the answers.						
Number Sense		38	58%			
1.0	Students understand the relationship between numbers, quantities, and place value in whole numbers up to 1,000.					
1.1	I can count, read, and write numbers to 1,000. I know the place value for each digit (for example in 986, the 8 is in the 10s place).	√				
1.2	I can use words, objects, and expanded form (45 = 4 tens + 5 ones) to show numbers to 1,000.	√				
1.3*	Students estimate, calculate, and solve problems involving addition and subtraction of two- and three-digit numbers.	√				
2.0	Students estimate, calculate, and solve problems involving addition and subtraction of two- and three-digit numbers.					
2.1*	I can understand and use fact families to solve addition and subtraction problems and to check my answers. (8 + 6 = 14 is the same as 14 - 8 = 6.)	√				
2.2*	I can add and subtract to find the sum or difference of numbers up to 3 digits long.	√				
2.3	I can figure in my head the sum or difference of two 2-digit numbers.	NA				
3.0	Students model and solve simple problems involving multiplication and division.					
3.1*	I can use repeated addition, arrays, and skip counting to do multiplication.	√				
3.2*	I can use repeated subtraction, equal sharing, and forming equal groups with remainders to do division.	√				
3.3*	I know the multiplication tables of 2s, 5s, and 10s (to "times 10") by heart.	√				
4.0	Students understand that fractions and decimals may refer to parts of a set and parts of a whole.					
4.1	I can recognize, name, and compare fractions from 1/12 to 1/2.	√				

4.2*	I can understand and name fractions (for example, one-fourth of a pie and two-thirds of 15 balls).	√				
4.3*	I know that when all the fractional parts are included, like four-fourths, the result is equal to one whole and to the number 1.	√				
5.0	I know that when all the fractional parts are included, like four-fourths, the result is equal to one whole and to the number 1.					
5.1*	I know how to solve problems using combinations of coins and bills.	√				
5.2*	I know how to use decimals with dollars and cents. I know how to use the dollar symbol and the cent symbol when working with money.	√				
6.0	Students use estimation strategies in computation and problem solving that involve numbers that use the ones, tens, hundreds, and thousands places.					
6.1	I can recognize when my estimate makes sense when I am measuring things.	√				
Algebra and Functions		6	9%			
1.0	Students model, represent, and interpret number relationships to create and solve problems involving addition and subtraction.					
1.1*	I know how to use the relationship between addition and subtraction to figure in my head and to check my results.	√				
1.2	I know how to make number sentences out of word problems using addition and subtraction.	√				
1.3	I know how to solve addition and subtraction problems using the information from charts, picture graphs, and number sentences.	√				
Measurement and Geometry		14	22%			
1.0	**Students understand that measurement is accomplished by identifying a unit of measure, iterating (repeating) that unit, and comparing it to the item to be measured.**					
1.1	I know how to measure the length of objects by repeating a standard unit (such as a foot) or	√				

	nonstandard unit (such as the length of a pencil).					
1.2	I understand that when I am measuring the same object, if I use a greater measuring unit, the measure will be less than if I use a smaller measuring unit.	√				
1.3*	I know how to measure the length of an object to the nearest inch and the nearest centimeter.	√				
1.4	I can tell time to the nearest quarter hour. I know that there are 60 minutes in one hour, 7 days in one week, and 52 weeks in one year.	√				
1.5	I can figure out how long it is between periods of hours, such as between 11:00 a.m. and 4:00 p.m.	√				
2.0*	Students identify and describe the attributes of common figures in the plane and of common objects in space.					
2.1	I can name, describe, and compare flat and solid figures using the terms "faces, edges and vertices" for circles, triangles, squares, rectangles, spheres, pyramids, cubes, and rectangular prisms.	√				
2.2	I can put shapes together and take them apart to form other shapes. (For example, I can put two congruent right triangles together to form a rectangle.)	√				
Statistics, Data Analysis and Probability		7	11%			
1.0*	**Students collect numerical data and record, organize, display, and interpret the data on bar graphs and other representations.**					
1.1	I know how to collect, record, organize, display and interpret data on bar graphs and other kinds of charts. I can record data using tally marks, symbols, or tables to keep track of what has been counted.	√				
1.2	I can represent the same set of data in more than one way, such as with bar graphs and charts with tallies.	√				
1.3	I know what "range" and "mode" mean when talking about sets of data.	√				

Marysville Joint Unified School District

1.4	I know how to ask and answer simple questions related to data charts, tables, and graphs.	√				
2.0*	Students demonstrate an understanding of patterns and how patterns grow and describe them in general ways.	NA				
Mathematical Reasoning						
1.0	Students make decisions about how to set up a problem.					
1.1	I can figure out how to solve math problems and what I need to solve them, such as objects or pencil and paper.	E				
1.2	I can draw my answers or use objects to solve them.	E				
2.0	Students solve problems and justify their reasoning.					
2.1	I can explain my answers to others and why I have solved a problem in that way.	E				
2.2	I can solve problems and check my answers to make sure that they are right.	E				
3.0	Students note connections between one problem and another.					
Grade 2 TOTAL		65	100%			

Marysville Joint Unified School District

English Language Arts-
Kid Friendly Standards for Third Grade

Grade 3		2003 Blueprint # of questions	% of CST	1st Trimester	2nd Trimester	3rd Trimester
READING						
Word Analysis, Fluency, and Systematic Vocabulary Development						
1.0	**Students understand the basic features of reading.**	**20**	**31%**			
Decoding and Word Recognition						
1.1	I know and can use word families to read words I do not know.					
1.2	I can use the sound/spelling cards to read words with many syllables.	√				
1.3	I can read fluently with expression.	**NA**				
Vocabulary and Concept Development						
1.4	I can use my understanding of antonyms, synonyms, homophones, and homographs to figure out new words.	√				
1.5	I can explain how words are related.	√				
1.6	I can use context to figure out the meaning of new words.	√				
1.7	I can use a dictionary to learn about words.	√				
1.8	I can use prefixes and suffixes to understand the meaning of words.	√				
Reading Comprehension						
2.0	**Students read and understand grade-level-appropriate materials. They draw upon a variety of comprehension strategies as needed.**	**15**	**23%**			
Structural Features of Informational Materials						

Marysville Joint Unified School District

Grade 3		2003 Blueprint # of questions	% of CST	1st Trimester	2nd Trimester	3rd Trimester
2.1	I use titles, tables of content, glossaries, indexes and headings to find information.	√				
Comprehension and Analysis of Grade-Level-Appropriate Text						
2.2	I ask questions and use prior knowledge when I read.	√				
2.3	I can make the correct response when answering a comprehension question.	√				
2.4	I use these reading strategies: making connections, confirming predictions, asking questions and drawing inferences.	√				
2.5	I know the difference between main idea and supporting detail.	√				
2.6	I use these reading skills: main idea and supporting detail, discussing the selection, drawing conclusions, finding problems and solutions.	√				
2.7	I can follow written directions with many steps.	√				
Literary Response and Analysis						
3.0	**Students read and respond to a wide variety of significant works of children's literature.**	**8**	**12%**			
Structural Features of Literature						
3.1	I know about the common forms of literature, like poetry, plays, fiction, and non-fiction.	√				
Narrative Analysis of Grade-Level-Appropriate Text						
3.2	I read and understand the basic plots of many types of literature like fairy tales, myths, folktales, and legends from many cultures.	√				
3.3	I can understand different types of characters by what they do or say. I know how the author and illustrator portray them to me.	√				

Marysville Joint Unified School District

Grade 3		2003 Blueprint # of questions	% of CST	1st Trimester	2nd Trimester	3rd Trimester
3.4	I understand that there are themes in literature and that the author has a point of view or message.	√				
3.5	I can show when authors use literary devices like alliteration to make literature more rhythmic and enjoyable.	√				
3.6	I know who the speaker is in a narrative selection.	√				
WRITING						
Writing Strategies						
1.0	**Students write clear and coherent sentences and paragraphs that develop a central idea. Students progress through the stage of the writing process.**	**9**	**14%**			
Organization and Focus						
1.1	I can create a single paragraph with a topic sentence and supporting facts and details.	√				
Penmanship						
1.2	I write neatly in cursive or joined italics.	**NA**				
Research & Technology						
1.3	I can use a dictionary, atlas, glossary, encyclopedia, and word book.	√				
Evaluation and Revision						
1.4	I can improve my writing through revision.	√				
Writing Applications						
2.0	**Students write compositions that describe and explain familiar objects, events, and experiences.**					

Marysville Joint Unified School District

Grade 3		2003 Blueprint # of questions	% of CST	1st Trimester	2nd Trimester	3rd Trimester
2.1	I can write stories with a plot, setting, and details and tell why I remember this event.					
2.2	I can write about people, places, things, or my experiences using details so that my reader can picture them.					
2.3	I can write friendly and business letters, thank-you notes, and invitations that show that I know who I am writing to and that include date, salutations, body, closing, and signature.					
WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS						
1.0	**Students write and speak with a command of standard English conventions appropriate to this grade level.**	**13**	**20%**			
Sentence Structure						
1.1	I use complete and correct declarative, interrogative, imperative, and exclamatory sentences when writing and speaking.	√				
Grammar						
1.2	I use the correct parts of speech when writing and speaking.	**NA**				
1.3	I use the correct verb tenses (past, present, and future) when writing and speaking.	√				
1.4	I use subjects and verbs when writing and speaking.	√				
Punctuation						

Marysville Joint Unified School District

Grade 3		2003 Blueprint # of questions	% of CST	1st Trimester	2nd Trimester	3rd Trimester
1.5	I use the correct punctuation in dates, city and state, and titles of books.	√				
1.6	I use correct punctuation in dates, addresses, titles of books, and words in a series.	√				
Capitalization						
1.7	I use capital letters for proper names, holidays, historical periods, and special events.	√				
Spelling						
1.8	I use the sound/spelling cards to spell correctly, including contractions, compounds, irregular plurals, and homophones.	√				
1.9	I can alphabetize words.	√				
LISTENING AND SPEAKING						
Listening and Speaking Strategies						
1.0	**Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas.**					
Comprehension						
1.1	I can tell what a speaker has said using my own words.					
1.2	I can tell how what a speaker has said is like/not like my own experience.					
1.3	I can respond to questions and explain my ideas.					
1.4	I can identify rhymes, repeated sounds, and words that sound like what they mean.					
Organization and Delivery of Oral Communication						

Marysville Joint Unified School District

Grade 3		2003 Blueprint # of questions	% of CST	1st Trimester	2nd Trimester	3rd Trimester
1.5	I can organize my thoughts in order of when they took place or around the most important pieces of information.					
1.6	I use a beginning, middle, and end, using details to explain what I am talking about.					
1.7	I can use just the right words to communicate my ideas.					
1.8	I can use props (for example, objects, pictures, or charts) when I speak to add interest.					
1.9	I can read aloud fluently, using the right speed and tone of my voice, so that what I say can be understood.					
Analysis and Evaluation or Oral and Media Communications						
1.10	I can compare the ideas and beliefs of those I see on television and in newspapers and magazines.					
1.11	I can tell the different between a fact and an opinion.					
Speaking Applications						
2.0	**Students deliver brief recitations and oral presentations about familiar experiences or interests that are organized around a coherent thesis statement.**					
2.1	I can tell about my experiences with events in the right order and using details, plot, settings, and characters.					
2.2	I can read stories, poems, or plays out loud so that others can understand what I am saying.					

Marysville Joint Unified School District

Grade 3		2003 Blueprint # of questions	% of CST	1st Trimester	2nd Trimester	3rd Trimester
2.3	I can describe people, places, things, or experiences out loud so that others can picture what I am saying.					
Grade 3 Total		**65**	**100%**			

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NA = Not assessable in multiple-choice format
E = Embedded (Content of standard is embedded within items in other strands.)

Marysville Joint Unified School District

Mathematics-
Kid Friendly Standards for Third Grade

Grade 3		2003 #of questions	% of CST	1st Trimester	2nd Trimester	3rd Trimester
By the end of grade three, students deepen their understanding of place value and their understanding of and skill with addition, subtraction, multiplication, and division of whole numbers. Students estimate, measure, and describe objects in space. They use patterns to help solve problems. They represent number relationships and conduct simple probability experiments.						
Number Sense		32	49%			
1.0	Students understand the place value of whole numbers.					
1.1	I can count, read, and write numbers to 10,000.	√				
1.2	I can compare and put in order numbers to 10,000.	√				
1.3*	I can name the place value for each digit in numbers to 10,000.	√				
1.4	I can round off numbers to 10,000 to the nearest ten, hundred, and thousand.	√				
1.5*	I can use expanded form to represent numbers (for example, 3,206 = 3,000 + 200 + 6).	√				
2.0	Students calculate and solve problems involving addition, subtraction, multiplication, and division.					
2.1	I can find the sum or difference of two numbers	√				

	between 0 and 10,000.					
2.2	I know by heart the multiplication tables for numbers between 1 and 10.	√				
2.3	I can use the relationship between multiplication and division to compute and check results.	√				
2.4	I can solve simple problems involving multiplication of multi-digit numbers by one-digit numbers (3,671 x 3 = __).	√				
2.5	I can solve division problems in which a multi-digit number is evenly divided by a one-digit number (135 / 5 = __).	√				
2.6	I can understand the special properties of 0 and 1 in multiplication and division.	√				
2.7	I can figure out how much each one costs when given the total cost and number purchased.	√				
2.8	I can solve problems that require two or more operations involving multiplication and division.	√				
3.0	Students understand the relationship between whole numbers, simple fractions, and decimals.					

3.1	I can compare fractions using drawings, math tools, or real objects to show how they are equal. I can add and subtract fractions of real objects, such as 1/2 of a pizza is the same amount as 2/4 of same size pizza. I can show that 3/8 of the pizza is larger than 1/4 of the pizza.	√				
3.2	I can add and subtract simple fractions, such as showing that 1/8 + 3/8 is the same as 1/2.	√				
3.3	I can solve money problems involving addition, subtraction, multiplication, and division using decimals and can multiply and divide money amounts by using whole-number multipliers and divisors.	√				
3.4	I know and understand that fractions and decimals are two different ways of showing the same thing. For example, 50 cents is 1/2 of a dollar, and 75 cents is 3/4 of a dollar.	√				
Algebra and Functions		12	18%			
1.0	Students select appropriate symbols, operations, and properties to represent,					

	describe, simplify, and solve simple number relationships.					
1.1	I can use the symbols >, <, or = to show the relationships between quantities.	√				
1.2	I can solve problems using the right symbol: +, -, x, ÷, >, <, or =	√				
1.3	I can pick the right symbol to make the number sentence correct. (For example, if 4 __ 3 = 12, what symbol goes in the blank?).	√				
1.4	I can change from one form of measurement to another (for example, __ inches = ____feet x 12).	√				
1.5	I can recognize and use the commutative and associative properties of multiplication (for example, if 5 x 7 = 35, then what is 7 x 5? If 5 x 7 x 3 = 105, then what is 7 x 3 x 5?).	√				
2.0	Students represent simple functional relationships.					
2.1	I can solve simple problems involving a relationship between two quantities (for example, find the total cost of more than one item given the cost of each item).	√				

2.2	I can extend and recognize a pattern by its rules (for example, the number of legs on a given number of horses may be figured by counting 4s or by multiplying the number of horses by 4).	√				
Measurement and Geometry		16	25%			
1.0	Students choose and use appropriate units and measurement tools to quantify the properties of objects.					
1.1	I can choose the right tools and units (metric and U.S.) and estimate and measure the length, liquid volume, and weight/mass of given objects.	√				
1.2*	I can estimate or find the area and volume of solid figures by covering them with squares or by counting the number of cubes that would fill them.	√				
1.3	I can find the perimeter of a polygon with whole number sides.	√				
1.4	I can change amounts within the same measurement system (for example, meters to centimeters, hours to minutes).	√				

2.0	Students describe and compare the attributes of plane and solid geometric figures and use their understanding to show relationships and solve problems.					
2.1	I can identify, describe, and group together different kinds of polygons (including pentagons, hexagons, and octagons).	√				
2.2*	I can tell what makes different kinds of triangles (for example, two equal sides for the isosceles triangle, three equal sides for the equilateral triangle, right angle for the right triangle).	√				
2.3*	I can tell what makes different kinds of quadrilaterals (for example, parallel sides for the parallelogram, right angles for the rectangle, equal sides and right angles for the square).					
2.4	I can find right angles in geometric figures and figure out whether other angles are greater or less than a right angle.					

2.5	I can identify, describe, and group together common three-dimensional geometric objects (for example, cube, rectangular solid, sphere, prism, pyramid, cone, cylinder).					
2.6	I can identify solid objects that are the parts needed to make a more complex solid object.					
Statistic, Data Analysis, and Probability		5	8%			
1.0	Students conduct simple probability experiments by determining the number of possible outcomes and make simple predictions.					
1.1	I can identify whether common events are certain, likely, unlikely, or not likely at all.	√				
1.2*	I can record the possible outcomes for a simple event (for example, tossing a coin) and keep track of the results when the event is repeated many times.	√				
1.3*	I can display the results of probability experiments in a clear and organized way (for example, using a bar graph or a line plot).	√				

1.4	I can use the results of probability experiments to predict future events (for example, use a line plot to predict the temperature forecast for the next day).	NA				
Mathematical Reasoning		Embedded				
1.0	Students make decisions about how to approach problems.					
1.1	I can look at problems and identify relationships, understand what information is needed and what is not needed, put information in the right order, and observe patterns.	E				
1.2	I can figure out when and how to break a problem into simpler parts to solve it.	E				
2.0	Students use strategies, skills, and concepts in finding solutions.					
2.1	I use estimation to tell if my answer makes sense or not.	E				
2.2	I can apply use what I have learned from simpler problems to solve more difficult problems.	E				
Grade 3 Total		65	100%			

Marysville Joint Unified School District

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Marysville Joint Unified School District

English Language Arts-
Kid Friendly Standards for Fourth Grade

Grade 4		2003 Blueprint # of questions	% of CST	1st Trimester	2nd Trimester	3rd Trimester
READING						
Word Analysis, Fluency, and Systematic Vocabulary Development						
1.0	**Students understand the basic features of reading.**	**18**	**24%**			
Word Recognition						
1.1	I can read narrative and expository text fluently and with good expression.	**NA**				
Vocabulary and Concept Development						
1.2	I can understand word meanings by thinking about their origins, synonyms, antonyms, and expressions.	√				
1.3	I can understand word meanings by thinking about their roots in other languages.					
1.4	I can understand word meanings by thinking about their roots, prefixes, and suffixes from Greek and Latin.					
1.5	I can use a thesaurus to build my vocabulary.	√				
1.6	I can understand multiple meaning words.	√				
Reading Comprehension						
2.0	**Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed.**	**15**	**20%**			
Structural Features of Informational Materials						

Marysville Joint Unified School District

Grade 4		2003 Blueprint # of questions	% of CST	1st Trimester	2nd Trimester	3rd Trimester
2.1	I can use these skills to understand what I'm reading; compare and contrast, cause and effect, proposition and support, sequence, and chronological order.	√				
Comprehension and Analysis of Grade-Level-Appropriate Text						
2.2	I use the right kind of reading strategies depending upon the purposes for my reading.	√				
2.3	I predict and see if my predictions are correct about what I am reading by using what I already know and the ideas in the text, including headings, topic sentences, and other clues.					
2.4	I can think about what I am reading and compare it with what I already know.					
2.5	I can compare and contrast information on the same topic after reading several different pieces.					
2.6	I can distinguish between cause and effect and between fact and opinion in expository text.	√				
2.7	I can follow multiple-step instructions in explanatory test.	√				
Literary Response and Analysis						
3.0	**Students read and respond to a wide variety of significant works of children's literature.**	**9**	**12%**			
Structural Features of Literature						
3.1	I can describe the differences between different genres of literature: fantasies, fables, myths, legends, and fairy tales.	√				
Narrative Analysis of Grade-Level-Appropriate Text						

Marysville Joint Unified School District

Grade 4		2003 Blueprint # of questions	% of CST	1st Trimester	2nd Trimester	3rd Trimester
3.2	I can identify the main events of the plot and describe how the events affect what happens in a story.	√				
3.3	I can show why a character acts the way he does by using my knowledge of the character's traits and his motivation and by using the setting and plot of the story.	√				
3.4	I can compare and contrast tales from different cultures.	√				
3.5	I know that simile, metaphor, hyperbole, and personification are elements of figurative language and can show their use.	√				
WRITING						
Writing Strategies						
1.0	**Students write clear and coherent sentences and paragraphs that develop a central idea. Students progress through the stage of the writing process.**	**15**	**20%**			
Organization and Focus						
1.1	I can choose a subject and stay focused and organized in my writing. I can select a point of view and think about a. my purpose for writing, b. my audience, and c. the length and format of my assignment.	√				

Marysville Joint Unified School District

Grade 4		2003 Blueprint # of questions	% of CST	1st Trimester	2nd Trimester	3rd Trimester
1.2	I can create a multiple paragraph composition including: a. an introductory paragraph, b. a main idea with a topic sentence, c. one or more supporting paragraphs that have simple facts and details, and d. an ending paragraph that summarizes the important ideas and details of my composition. e. I can use correct indention.	√				
1.3	I can make my writing more interesting by: a. using chronological order, b. cause and effect, c. similarity and difference, and d. asking and answering a question.	√				
Penmanship						
1.4	I can write in cursive or joined italics.	NA				
Research & Technology						
1.5	I can quote other writers or use information in my own words. I know how to take notes and credit sources	√				
1.6	I can locate information in reference books by using prefaces and appendixes.	√				
1.7	I can use reference materials like a dictionary, thesaurus, card catalog, encyclopedia, and online information to make my writing better.	√				
1.8	I know how to use almanacs, newspapers, and periodicals.	√				

Marysville Joint Unified School District

Grade 4		2003 Blueprint # of questions	% of CST	1st Trimester	2nd Trimester	3rd Trimester
1.9	I have basic keyboarding skills, and I am familiar with computer terminology like cursor, software, memory, disk drive, and hard drive.	NA				
Evaluation and Revision						
1.10	I can improve my work by editing and revising when I am writing.	√				
Writing Applications						
2.0	**Students write compositions that describe and explain familiar objects, events, and experiences.**					
2.1	I can write stories that: a. share ideas, observations, or memories of events, b. have a setting that helps my reader picture where the event took place, c. use details, and d. tell why I remember the event.					
2.2	I can write responses to literature that: a. show my understanding of the ideas in the piece, and b. use examples from the work to support my opinions.					
2.3	I can write informational reports that: a. frame a question to direct my research, b. develop the topic with simple facts and details to help my readers focus, and c. use more than one source for information.					
2.4	I can write summaries that contain the main ideas and most important details from the piece.					

Marysville Joint Unified School District

Grade 4		2003 Blueprint # of questions	% of CST	1st Trimester	2nd Trimester	3rd Trimester
WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS						
1.0	**Students write and speak with a command of standard English conventions appropriate to this grade level.**	**18**	**24%**			
Sentence Structure						
1.1	I can use simple and compound sentences in my writing and speaking.	√				
1.2	I can combine short sentences with appositive, participial phrases, adjectives, and prepositional phrases.	√				
Grammar						
1.3	I can identify and use regular and irregular verbs, adverbs, prepositions, and coordinating conjunctions in my writing and speaking.	√				
Punctuation						
1.4	I can use parentheses, commas, and apostrophes correctly.	√				
1.5	I can use underlining, quotation marks or italics to identify titles.	√				
Capitalization						
1.6	I use capital letters for names of magazines, newspapers, works or art, musical compositions, organizations, and the first word in quotations.	√				
Spelling						
1.7	I can correctly spell roots, prefixes and suffixes, inflections, and syllable constructions.	√				
LISTENING AND SPEAKING						
Listening and Speaking Strategies						

Marysville Joint Unified School District

Grade 4		2003 Blueprint # of questions	% of CST	1st Trimester	2nd Trimester	3rd Trimester
1.0	**Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas.**					
Comprehension						
1.1	I can ask thoughtful questions and respond to questions.					
1.2	I can summarize the major ideas and supporting details presented in spoken messages.					
1.3	I can identify how saying and expressions are related to different parts of the country and different cultures.					
1.4	I can give accurate directions and instructions.					
Organization and Delivery of Oral Communications						
1.5	I can use introductions and conclusions to show which of my ideas are most important.					
1.6	I can use cause/effect, similar/different, and question/answer to communicate my ideas.					
1.7	I can show, by my speech, which of my ideas are most important.					
1.8	I can use details, examples, stories, and experiences to explain or make my ideas clear.					
1.9	I use my voice and my body language to help my listener understand what I am saying.					
Analysis and Evaluation of Oral Media Communication						
1.10	I can see how the media focuses attention on events and helps people form their opinions.					
Speaking Applications						

Marysville Joint Unified School District

Grade 4		2003 Blueprint # of questions	% of CST	1st Trimester	2nd Trimester	3rd Trimester
2.0	**Students deliver brief recitations and oral presentations about familiar experiences or interests that are organized around a coherent thesis statement.**					
2.1	I can tell stories that: a. tell about an event or experience, b. describe the setting so the listener can imagine it, and c. tell why I remember the event.					
2.2	I can share information that: a. has a key questions, b. includes facts and details so the listener can focus on them, and c. use more than one source of information.					
2.3	I can summarize articles and books and give the main ideas and most important details.					
2.4	I can recite brief poems, speeches, or other parts of plays using my voice so others can understand me.					
Grade 4 Total		75	100%			

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Marysville Joint Unified School District

Mathematics-
Kid Friendly Standards for Fourth Grade

Grade 4		2003 # of questions	% of CST	1st Trimester	2nd Trimester	3rd Trimester
By the end of grade four, students understand large numbers and addition, subtraction, multiplication, and division of whole numbers. They describe and compare simple fractions and decimals. They understand the properties of, and the relationships between, plane geometric figures. They collect, represent, and analyze data to answer questions.						
Number Sense		31	48%			
1.0	Students understand the place value of whole numbers and decimals to two decimal places and how whole numbers and decimals relate to simple fractions. Students use the concepts of negative numbers.					
1.1 *	I can read and write numbers in the millions.	√				
1.2 *	I can put in order and compare numbers and decimals to two decimal places.	√				
1.3 *	I can round numbers through the millions to the nearest ten, hundred, thousand, ten thousand, or hundred thousand.	√				
1.4 *	I can decide when a rounded solution is called for and can explain why such a solution may be called for.	NA				
1.5	I can explain different fractions. I know that parts of a whole, parts of	√				

	a set, and division of whole numbers by whole numbers are all fractions.					
1.6	I can write tenths and hundredths in both decimals and fractions. For example, I know that 1/2 = 0.5 or 0.50; 7/4 = 1.75.	√				
1.7	I can write the fraction shown in a drawing, I can draw a figure to show a fraction, and I can find the equivalent of a fraction on a number line.	√				
1.8 *	I can use concepts of negative numbers on a number line, in counting, in temperature and in "owing."	√				
1.9 *	I can identify on a number line the position of positive fractions, positive mixed numbers, and positive decimals up to two decimal places.	√				
2.0	Students extend their use and understanding of whole numbers to the addition and subtraction of simple decimals.					
2.1	I can estimate and compute the sum or difference of whole numbers and positive decimals to two places.	√				
2.2	I can round two-place decimals to one decimal or to the nearest whole number. I can tell whether a rounded answer is reasonable or	√				

	not.					
3.0	Students solve problems involving addition, subtraction, multiplication, and division of whole numbers and understand the relationships among the operations.					
3.1 *	I can add and subtract multi-digit numbers to demonstrate that I understand this concept.	√				
3.2 *	I understand and can multiplying a multidigit number by a two-digit number and divide a multidigit number by a one-digit number. I use the relationships between them to simplify how I do the problem and to check results.	√				
3.3 *	I can solve problems involving multiplication of multi-digit numbers by two-digit numbers.	√				
3.4 *	I can solve problems involving division of multi-digit numbers by one-digit numbers.	√				
4.0	Students know how to factor small whole numbers.					
4.1	I understand that many whole numbers break down in different ways. (12 = 4 x 3 = 2 x 6 = 2 x 2 x 3)	√				
4.2 *	I know that numbers such as 2, 3, 5, 7, and 11 do not have any factors except 1 and themselves and that	√				

	such numbers are called prime numbers.					
Algebra and Functions		18	28%			
1.0	Students use and interpret variables, mathematical symbols, and properties to write and simplify expressions and sentences.					
1.1	I can use letters, boxes, or other symbols to stand for any numbers in equations.	√				
1.2 *	I can solve problems that use parentheses.	√				
1.3 *	I can use parentheses to show which operation to perform first when writing expressions with more than two terms and different operations.	√				
1.4	I can use formulas to answer questions about quantities and their relationships. (area = length x width or A = lw)	√				
1.5 *	I know that an equation such as y = 3x + 5 is like a recipe for finding a second number when a first number is given.	√				
2.0	Students know how to manipulate equations.					
2.1	I can know and understand that that equal amounts added to equal amounts are equal.	√				
2.2 *	I understand that equal amounts multiplied by	√				

	equal amounts are equal.					
Measurement and Geometry		12	18%			
1.0	Students understand perimeter and area.					
1.1	I can calculate the area of rectangular shapes using the appropriate units, such as square centimeter (cm2), square meter (m2), square kilometer (km2), square inch (in2), or square mile (m2).	√				
1.2	I can recognize that rectangles that have the same area can have different perimeters.	√				
1.3	I can understand that rectangles that have the same perimeter can have different areas.	√				
1.4	I understand and can use formulas to solve problems involving perimeters and areas of rectangles and squares. I use those formulas to find the areas of more complex figures by dividing the figures into basic shapes.	√				
2.0 *	Students use two-dimensional coordinate grids to represent points and graph lines and simple figures.					
2.1	I can draw the points corresponding to linear relationships on graph paper. For example, I can	√				

	draw 10 points on the graph of the equation y = 3x and connect them by using a straight line.					
2.2	I understand that the length of a horizontal line segment equals the difference of the x-coordinates.	√				
2.3	I understand that the length of a vertical line segment equals the difference of the y-coordinates.	√				
3.0	Students demonstrate an understanding of plane and solid geometric objects and use this knowledge to show relationships and solve problems.					
3.1	I can identify lines that are parallel and perpendicular	√				
3.2	I can identify the radius and diameter of a circle.	√				
3.3	I can identify congruent figures, which have the same size, shape and angles	√				
3.4	I can identify figures that have bilateral and rotational symmetry.	√				
3.5	I know the definitions of a right angle, an acute angle, and an obtuse angle. I can understand that 90o, 180 o, 270 o, and 360 o are associated with 1/4, 1/2, 3/4, and full turns.	√				
3.6	I can talk about and make	√				

	models of geometric solids (prisms, pyramids) in terms of the number and shape of faces, edges, and vertices.					
3.7	I know the definitions of different triangles (equilateral, isosceles, scales) and can tell how they are different.	√				
3.8	I know the definition of different quadrilaterals and tell how they are different, such as rhombus, square, rectangle, parallelogram and trapezoid.	√				
Statistics, Data Analysis, and Probability		4	6%			
1.0	Students organize, represent, and interpret numerical and categorical data and clearly communicate their findings.					
1.1	I can create survey questions and collect and represent the data from the survey on a number line, coordinate graphs, tables, and charts.	√				
1.2	I can identify the mean, mode, and median for a set of data.	√				
1.3	I can interpret one-and two-variable data graphs to answer questions about a situation.	√				
2.0	Students make					

	predictions for simple probability situations.					
2.1	I can show all possible outcomes for a simple probability situation in an organized way using tables, grids, and tree diagrams.	√				
2.2	I can show the outcomes of probability situations with both words and numbers (for example, 3 out of 4 possible chances of occurrence or 3/4).	√				
Mathematical Reasoning		Embedded				
1.0	Students make decisions about how to approach problems.					
1.1	I can look at problems, see relationships, understand what information is needed and what is not needed, put information in the right order, and observe patterns.	E				
1.2	I can figure out when and how to break a problem into simpler parts to solve it.	E				
2.0	Students use strategies, skills, and concepts in finding solutions.					
2.1	I can use estimation to tell if my answer makes sense or not.	E				
2.2	I can apply use what I have learned from simpler problems to solve more difficult problems.	E				

2.3	I can use a variety of methods, such as words, numbers, symbols, charts, graphs, tables, diagrams, and models, to explain how I have solved a problem.	E				
2.4	I can express my answer clearly when I solve problems using the right mathematical symbols and terms and clear language. I can show how I have solved the problem by my work and my words.	E				
2.5	I can understand when an answer should be an estimate and when it should be an exact answer, and I can tell how to arrive at the correct answer.	E				
2.6	I can find the correct answer and check whether my answer is correct, based on the information in the problem.	E				
3.0	Students move beyond a particular problem by generalizing to other situations.					
3.1	I can evaluate tell if my answer makes sense based on the information in the problem.	E				
3.2	I can show that I understand the method for solving a problem by using the same method to solve similar problems.	E				
3.3	I see patterns in how I obtained answers so that	E				

Marysville Joint Unified School District

	I can apply what I have learned in other situations.					
Grade 4 Total		65	100%			

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Marysville Joint Unified School District

English Language Arts-
Kid Friendly Standards for Fifth Grade

Grade 5		2003 Blueprint # of questions	% of CST	1st Trimester	2nd Trimester	3rd Trimester
READING						
Word Analysis, Fluency, and Systematic Vocabulary Development						
1.0	**Students understand the basic features of reading.**	**14**	**19%**			
Word Recognition						
1.1	I can read stories and informational text fluently and with good expression.	**NA**				
Vocabulary and Concept Development						
1.2	I can use the origins of words to determine their meaning.	√				
1.3	I use synonyms, antonyms, and homographs correctly.	√				
1.4	I know Latin and Greek roots and can analyze the meanings of words from their roots.	√				
1.5	I can use "figurative" speech like similes and metaphors.	√				
Reading Comprehension						
2.0	**Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed.**	**16**	**21%**			
Structural Features of Informational Materials						
2.1	I can use charts, maps, graphs, and tables to get information.	√				
2.2	I understand how to define the sequence of a story by the order of events.	√				

Marysville Joint Unified School District

Grade 5		2003 Blueprint # of questions	% of CST	1st Trimester	2nd Trimester	3rd Trimester
Comprehension and Analysis of Grade-Level-Appropriate Text						
2.3	I can determine a main idea in a story and provide evidence to support my belief.	√				
2.4	I can infer from reading. I am able to make conclusions and predictions.	√				
Expository Critique						
2.5	I know the difference between facts, opinions, and inferences.	√				
Literary Response and Analysis						
3.0	**Students read and respond to a wide variety of significant works of children's literature.**	**12**	**16%**			
Structural Features of Literature						
3.1	I can analyze any kind of writing and talk about the author's purpose.	√				
Narrative Analysis of Grade-Level-Appropriate Text						
3.2	I can identify the main problem in a story and tell how it was resolved.	√				
3.3	I can describe feelings and motives of characters and discuss how they impact the story.	√				
3.4	I can figure out the theme of the story whether it is stated or implied.	√				
3.5	I understand many ways to support a story like metaphor, imagery and symbolism.	√				
Literary Criticism						
3.6	I can evaluate all kinds of writing from diverse cultures using different kinds of symbolism.	√				
3.7	I know how to evaluate the author's use of technique to influence me.	√				
WRITING						
Writing Strategies						

Marysville Joint Unified School District

Grade 5		2003 Blueprint # of questions	% of CST	1st Trimester	2nd Trimester	3rd Trimester
1.0	**Students write clear and coherent sentences and paragraphs that develop a central idea. Students progress through the stage of the writing process.**	**16**	**21%**			
Organization and Focus						
1.1	I can write a narrative with many paragraphs developing a plot, describing the setting, and determining an ending.	√				
1.2	I can write a narrative with many paragraphs that: a. establish a topic and write in sequence b. provide transitions from one topic to another, and c. offer a conclusion or an ending	√				
Research & Technology						
1.3	I can use a variety of methods to locate information and can document my sources.	√				
1.4	I can create research documents.	**NA**				
1.5	I can use a thesaurus to provide alternative word choices.	√				
Evaluation and Revision						
1.6	I can edit and revise my writing to make sure that I am understood.	√				
Writing Applications						
2.0	**Students write narrative, expository, persuasive, and descriptive tests of at least 500-700 words in each genre.**					

Marysville Joint Unified School District

Grade 5		2003 Blueprint # of questions	% of CST	1st Trimester	2nd Trimester	3rd Trimester
2.1	I can write a stories that: a. establish a plot, point of view, setting, and conflict, and b. show, rather than tell, the events of the story.					
2.2	I can write responses to literature that: a. demonstrate that I understand the piece, b. support my ideas with references to the piece and to what I already know, and c. show that I can tell the author's message.					
2.3	I can write research reports that: a. frame a questions to direct my work, b. establish a controlling idea or topic, and c. develop my topic with facts, details, examples, and explanations.					
2.4	I can write persuasive letters that: a. clearly state my opinion about the topic, b. support my position with good reasons, c. are organized, and d. address the concerns of my readers.					
WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS						
1.0	**Students write and speak with a command of standard English conventions appropriate to this grade level.**	**17**	**23%**			
Sentence Structure						

Marysville Joint Unified School District

Grade 5		2003 Blueprint # of questions	% of CST	1st Trimester	2nd Trimester	3rd Trimester
1.1	I can identify and correctly use prepositional phrases, appositives, independent and dependent clauses, and transitions and conjunctions to connect ideas	√				
Grammar						
1.2	I can identify and use verbs, modifiers, and pronouns.	√				
Punctuation						
1.3	I can use colons and quotation marks correctly.	√				
Capitalization						
1.4	I know how and when to capitalize.	√				
Spelling						
1.5	I know how to spell root words, suffixes, prefixes, and contractions correctly.	√				
LISTENING AND SPEAKING						
Listening and Speaking Strategies						
1.0	**Students deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience.**					
Comprehension						
1.1	I ask questions to learn information not already discussed.					
1.2	I can listen to tell the speaker's messages, purposes, and points of view.					
1.3	I can listen to draw conclusions.					
Organization and Delivery of Oral Communication						
1.4	I can select a focus, organize my thoughts, and choose a point of view for my oral presentation.					
1.5	I can clarify and support my ideas with evidence and examples.					

Marysville Joint Unified School District

Grade 5		2003 Blueprint # of questions	% of CST	1st Trimester	2nd Trimester	3rd Trimester
1.6	I can keep my audience interested with my voice, face, and body language.					
Analysis and Evaluation of Oral and Media Communications						
1.7	I can listen to and watch advertisements and other speech to identify, analyze, and evaluate promises, dares, flattery, and glittering generalities.					
1.8	I can listen to and watch media to see how it is used to inform, entertain, persuade, and interpret events and share culture.					
Speaking Applications						
2.0	**Students deliver well-organized formal presentations employing traditional rhetorical strategies (for example, narration, exposition, persuasion, description).**					
2.1	I can tell stories out loud that: a. establish a situation, plot, point of view, and setting, and b. show, rather than tell, what happened.					
2.2	I can deliver informational presentations out loud that: a. frame a question to direct my research, b. establish a controlling idea or topic, and c. develop the topic with simple facts, details, examples, and explanations.					

Marysville Joint Unified School District

Grade 5		2003 Blueprint # of questions	% of CST	1st Trimester	2nd Trimester	3rd Trimester
	I can deliver responses to literature out loud that: a. show my understanding of the ideas in the piece, and b. use examples from the work to support my opinions.					
Grade 5 Total		75	100%			

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Marysville Joint Unified School District

Mathematics
Kid Friendly Standards for Fifth Grade

Grade 5		2003 Blueprint # of Questions	% of CST	1st Trimester	2nd Trimester	3rd Trimester
By the end of grade five, students increase their facility with the four basic arithmetic operations applied to fractions, decimals, and positive and negative numbers. They know and use common measuring units to determine length and area and know and use formulas to determine the volume of simple geometric figures. Students know the concept of angle measurement and use a protractor and compass to solve problems. They use grids, tables, graphs, and charts to record and analyze data.						
Number Sense		29	45%			
1.0	Students compute with very large and very small numbers, positive integers, decimals, and fractions and understand the relationship between decimals, fractions, and percents. They understand the relative magnitudes of numbers.					
1.1	I can estimate, round, and manipulate very large numbers and very small numbers, from the millions to the thousandths.	√				
1.2*	I can understand percents as a part of a hundred and find decimal and percent equivalents for fractions. I know how to explain why they have the same value and can find a percent of a whole number.	√				
1.3	I can understand and compute the powers of whole numbers, and I can also show them as repeated multiplication. For example 23 is the same as 2 x 2 x 2.	√				
1.4*	I can find the prime factors of all numbers through 50 and can write the numbers as the product of their prime factors or by using exponents (for example, 24 = 2 x 2 x 2 x 3 = 23 x 3).	√				

Marysville Joint Unified School District

1.5*	I can identify and show on a number line decimals, fractions, mixed numbers, and positive and negative integers.	√				
2.0	Students perform calculations and solve problems involving addition, subtraction, and simple multiplication and division of fractions and decimals.					
2.1*	I can add, subtract, multiply, and divide with decimals; add with negative numbers; subtract positive numbers from negative numbers; and tell if my answer is reasonable.	√				
2.2*	I can divide, including doing division with positive decimals and long division with multi-digit divisors.	√				
2.3*	I can solve simple problems, including ones that happen in real situations, involving the addition and subtraction of fractions and mixed numbers (like and unlike denominators of 20 or less) and show the answers in their simplest form.	√				
2.4	I understand the concept of multiplication and division of fractions.	√				
2.5	I can multiply and divide fractions and use these methods to solve problems.	√				
Algebra and Functions		17	26%			
1.0	Students use variables in simple expressions, compute the value of the expression for specific values of the variable, and plot and interpret the results.					
1.1	I can use information taken from a graph or equation to answer questions about a problem situation.	√				
1.2*	I can use a letter to represent an unknown number and can write and solve problems using one variable. For example if 3x + 2 = 14, what is x?	√				

1.3	I know and can use the distributive property in equations that use variables.	√				
1.4*	I can identify and graph ordered pairs in the four quadrants of the coordinate plane.	√				
1.5*	I can solve problems that use one variable with positive and negative numbers, write the equation, and graph the ordered pairs on a grid.	√				
Measurement and Geometry		15	23%			
1.0	Students understand and compute the volumes and areas of simple objects.					
1.1*	I can use the formula for the area of a triangle by comparing it with the formula for the area of a rectangle (for example, two of the same triangles make a parallelogram with twice the area). I can use the formula for the area of a parallelogram by comparing it with the formula for the area of a rectangle (for example, a parallelogram is compared with a rectangle of the same area by cutting and pasting a right triangle on the parallelogram).	√				
1.2*	I can construct a cube and a rectangular box from two-dimensional patterns and use these patterns to compute the surface areas for these objects.	√				
1.3*	I can understand the idea of volume and use the right units in common measuring systems to find the volume of rectangular solids (for example, cubic centimeter [cm3], cubic meter [m3], cubic inch [in3], cubic yard [yd3]).	√				
1.4	I can tell the difference between and use the right units of measures for two- and three-dimensional objects	√				

	(for example, find the perimeter, area, volume).					
2.0	Students identify, describe, and classify the properties of, and the relationships between, plane and solid geometric figures.	√				
2.1*	I can measure, identify, and draw angles, perpendicular and parallel lines, rectangles, and triangles by using the right tools (for example, straightedge, ruler, compass, protractor, drawing software).	√				
2.2*	I know that the sum of the angle of any triangle is 180o and the sum of the angles of any quadrilateral is 360 o, and I use this information to solve problems.	√				
2.3	I can draw two-dimensional views of three-dimensional objects made from rectangular solids.	√				
Statistics, Data Analysis, and Probability		4	6%			
1.0	Students display, analyze, compare, and interpret different data sets, including data sets of different sizes.					
1.1	I know the meaning of mean, median, and mode, and I can compute and compare simple examples to show that how they are different.	√				
1.2	I can organize and display data in graphs and explain which types of graphs are appropriate for various kinds of data sets (for example, histogram, circle graphs).	√				
1.3	I can use fractions and percentages to compare data sets of different sizes.	√				
1.4*	I can find ordered pairs of data on a graph and explain the meaning of the	√				

	data shown on the graph.					
1.5*	I know how to write ordered pairs correctly; for example (x, y).	√				
Mathematical Reasoning		Embedded				
1.0	Students make decisions about how to approach problems.					
1.1	I can look at problems and identify relationships, understand what information is needed and what is not needed, put information in the right order, and observe patterns.	E				
1.2	I can figure out when and how to break a problem into simpler parts to solve it.	E				
2.0	Students use strategies, skills, and concepts in finding solutions.					
2.1	I can use estimation to tell if my answer makes sense or not.	E				
2.2	I can apply use what I have learned from simpler problems to solve more difficult problems.	E				
2.3	I can use a variety of methods, such as words, numbers, symbols, charts, graphs, tables, diagrams, and models, to explain how I have solved a problem.	E				
2.4	I can express my answer clearly when I solve problems using the right mathematical symbols and terms and clear language. I can show how I have solved the problem by my work and my words.	E				
2.5	I can understand when an answer should be an estimate and when it should be an exact answer, and I can tell how to arrive at the correct answer.	E				
2.6	I can find the correct answer and check whether my answer is correct, based on the information in the	E				

Marysville Joint Unified School District

	problem.					
3.0	Students move beyond a particular problem by generalizing to other situations.					
3.1	I can evaluate to tell if my answer makes sense based on the information in the problem.	E				
3.2	I can show that I understand the method for solving a problem by using the same method to solve similar problems.	E				
3.3	I see patterns in how I obtained answers so that I can apply what I have learned in other situations.	E				
Grade 5 Total		75	100%			

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