

common core  
**CLASS CHECKLISTS**  
Fifth Grade



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## FONTS & GRAPHICS

Thank you to these artists for creating the beautiful fonts & graphics used in this product!



# HOW TO USE THESE CHECKLISTS:

Starting with the first spreadsheet page, click in the blue boxes to enter student names. There are 2 identical pages with 15 spots each so that you have space to enter up to 30 student names.

Kindergarten: Counting & Cardinality	K.CC.A.1	K.CC.A.2	K.CC.A.3	K.CC.B.4	K.CC.B.5	K.CC.C.6	K.CC.C.7
Student Name	Count to 10 by ones (with 10)	Count forward beginning from a given number	Write numbers from 0 to 10	Understand the relationship between numbers and quantities	Count to answer "how many" questions (up to 10 things)	Identify if the number of objects is "more", "less", or "the same" as another group	Compare 2 numbers between 1 and 10
Student 1							
Student 2							
Student 3							
Student 4							
Student 5							
Student 6							
Student 7							
Student 8							
Student 9							
Student 10							
Student 11							
Student 12							
Student 13							
Student 14							
Student 15							

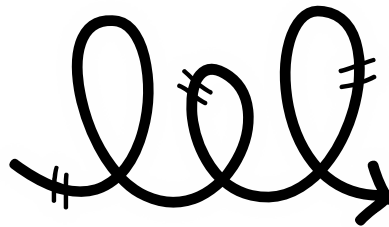
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Student 16							
Student 17							
Student 18							
Student 19							
Student 20							
Student 21							
Student 22							
Student 23							
Student 24							
Student 25							
Student 26							
Student 27							
Student 28							
Student 29							
Student 30							

You will only need to enter each students' name ONCE! After you type your class list into the first 2 pages, it will automatically copy to each new page of standards.

Kindergarten: Counting & Cardinality	K.CC.A.1	K.CC.A.2	K.CC.A.3	K.CC.B.4	K.CC.B.5	K.CC.C.6	K.CC.C.7
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Student 2							
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Student 7							
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Student 21							
Student 22							
Student 23							
Student 24							
Student 25							
Student 26							
Student 27							
Student 28							
Student 29							
Student 30							



Kindergarten: Operations & Algebraic Thinking	K.OA.A.1	K.OA.A.2	K.OA.A.3	K.OA.A.4
Student Name	Represent addition and subtraction with objects, drawings, equations (with unknowns in all positions), number lines, and other representations	Use strategies to add and subtract	Apply properties of operations as strategies to add and subtract	Relate addition to subtraction (e.g., 8 + 4 = 12 is related to 12 - 4 = 8)
Student 1				
Student 2				
Student 3				
Student 4				
Student 5				
Student 6				
Student 7				
Student 8				
Student 9				
Student 10				
Student 11				
Student 12				
Student 13				
Student 14				
Student 15				

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# Fifth Grade: Geometry

Student Name

5.G.A.1

Use a pair of axes to define a coordinate system, with the intersection of the lines coinciding with 0 and a given point in the plane located by using an ordered pair of #s, called coordinates. Understand that the first # indicates how far to travel from the origin in one direction, and the second # indicates how far to travel in the other direction.

5.G.A.2

Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.

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 squares have four right angles.

5.G.B.4

Understand that two-dimensional figures in a hierarchy based on properties.

PREVIEW

# Fifth Grade: Language (pg 1)

Student Name

L.5.1.A

Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.

L.5.1.B

Form and use the perfect (e.g. I had walked; I have walked; I will have walked) verb tenses.

L.5.1.C

Use verb tense to convey various times, sequences, states, and conditions.

L.5.1.D

Recognize and correct inappropriate shifts in verb tense.

L.5.1.E

Use correlative conjunctions (e.g. either/or, neither/nor).

L.5.2.A

Use punctuation to separate items in a series.

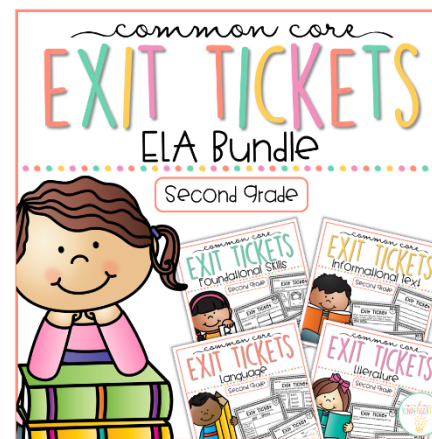
L.5.2.B

Use a comma to separate an introductory element from the rest of the sentence.

PREVIEW

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