

Grade 5 Parent's Guide to Marking Period 1

During Marking Period 1, students in Grade 5 receive instruction on the concepts and skills described below.

PLEASE NOTE: Skills and Concepts in *Italics* Are Taught but Not Graded on the Report Card.

MATHEMATICS

Measurement and Data

- 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.
- 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.
- Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real-world problems.

Numbers and Operations in Base Ten

- Recognize that, in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 10 times less of what it represents in the place to its left.
- Read, write, and compare decimals to thousandths.
- Fluently multiply multi-digit whole numbers using the standard algorithm.
- Add, subtract, multiply, and divide decimals to hundredths; relate the strategy to a written method and explain the reasoning used.

Operations and Algebraic Thinking

- Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them.

READING

Reading Comprehension: Literature

- Quote accurately from a text when explaining what the text says explicitly and when drawing inferences.
- Determine a theme of a story from details in the text, including how characters in a story respond to challenges.
- Compare and contrast two or more characters, settings, or events in a story, drawing on specific details in the text.
- Explain how a series of chapters fit together to provide the overall structure of a particular story.
- Describe how a narrator or speaker's point of view influences how events are described.
- Read and comprehend literature appropriately complex for Grade 5.

Reading Comprehension: Informational

- Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- Compare and contrast the overall structure of events, ideas, concepts, or information in two or more texts presented with sequential text structure.

- Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view that they represent.
- Read and comprehend informational text appropriately complex for Grade 5.

Language: Vocabulary Acquisition and Use

- Engage effectively in a range of collaborative discussions on Grade 5 topics and texts, building on others' ideas and expressing their own clearly.
- Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

WRITING

Narrative

- Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally, use narrative techniques such as dialogue, description, and pacing; and provide a conclusion that follows from the narrated experiences or events.

Informative/Explanatory

- Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- Introduce a topic clearly; provide a general observation and focus; develop the topic with facts, definitions, concrete details, quotations, and group-related information logically; provide a concluding statement or section; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

Opinion

- Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- Introduce a topic or text clearly, state an opinion, provide logically ordered reasons that are supported by facts and details, provide a concluding statement or section, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.

Process, Production, and Research

- Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.
- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Use of Language

- Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
- Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
- Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

SCIENCE

Physical Science

- Make observations and measurements to identify materials based on their properties.
- Measure and graph quantities to provide evidence that, regardless of the type of change that occurs when heating, cooling, or mixing substances, the total weight of matter is conserved.
- Conduct an investigation to determine whether the mixing of two or more substances results in new substances.

Engineering Design and Process

- Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.
- Generate and compare multiple possible solutions to a problem, based on how well each is likely to meet the criteria and constraints of the problem.
- Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.

SOCIAL STUDIES

Economics

- Explain that people made choices because resources were limited relative to economic wants for goods and services in colonial America.
- Describe the types of economic systems in colonial America.

History

- Examine the consequences of interactions among groups and cultures in Maryland.
- Explain the political, cultural, economic, and social changes in Maryland during the early 1800s.
- Analyze the growth and development of colonial America.
- Analyze the causes and effects of the American Revolution.

INFORMATIONAL LITERACY

- *Use a variety of formats to prepare the findings/conclusions of the information need for sharing.*
- *Use an appropriate and accepted citation style to create a source list.*

ART

Creating and Connecting to Art

- Select and use visual art processes to interpret and express ideas in art and other disciplines.
- Organize the elements of art and principles of design: pattern, repetition, contrast, rhythm, movement, balance, unity, and emphasis to create artworks in response to what is observed or seen.

Presenting and Responding to Art

- Analyze how physical qualities of people, animals, and objects are represented through the elements of art.
- Analyze a variety of artworks to determine similarities and differences in theme, content, form, and style.

MUSIC

Performing Music

- Perform simple chordal accompaniments while other students sing or play contrasting parts.
- Sing or play in groups, blending timbres and matching dynamic levels.

Responding to Music

- Identify specific instruments by sight and sound.
- Listen to and describe how selected works from standard music literature correspond to specific historical events.

PHYSICAL EDUCATION

Health-enhancing Physical Fitness and Activity

- Calculate and perform activities within the target heart rate.
- Assess personal level of cardiorespiratory fitness through a systematic approach, using a standardized fitness test.
- Examine and compare individual muscular strength, muscular endurance, and flexibility.

Movement Skills and Concepts

- Refine skills needed in catching, tossing, and throwing.
- Demonstrate controlling the ball while dribbling with hands or feet.

HEALTH EDUCATION

Mental and Emotional Health (MH)

- *Recognize and apply effective communication skills.*
- *Examine emotions and responses to various situations.*

Alcohol, Tobacco, and Other Drugs (ATOD)

- *Identify safe practices for using prescription and OTC drugs.*
- *Identify marijuana as a psychoactive and illegal drug.*
- *Develop and apply skills to resist pressure to use marijuana.*