

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 5/6

Measurement and Data

- Convert among different-sized standard measurements within a given measurement system.
- Make a line plot to display a data set of measurements in fractions of a unit and use the four operations to solve problems about the data.

Numbers and Operations in Base Ten

- Fluently multiply multi-digit whole numbers using the standard algorithm.
- Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.

Numbers and Operations—Fractions

- Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers.
- Multiply a fraction or whole number by a fraction.
- Divide unit fractions by whole numbers and whole numbers by unit fractions.
- Solve real-world problems involving multiplication of fractions and mixed numbers.

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 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 grouped logically 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 capitalization, punctuation, and spelling when writing.

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.

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 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 your 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.*