

Grade 5 Parent's Guide to Marking Period 4

During Marking Period 4, 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

- Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05m), and use these conversions in solving multi-step, real-world problems.

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.

Operations and Algebraic Thinking

- Generate two numerical patterns using two given rules.
- Identify apparent relationships between corresponding terms.
- Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane.

Geometry

- Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates.
 - Understand that the first number indicates how far to travel from the origin in the direction of one axis.
 - Understand that the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond.
- 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.
- 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 all squares have four right angles.
- Classify two-dimensional figures in a hierarchy based on properties.

READING

Reading Comprehension: Literature

- Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from

the text.

- Determine a theme of a drama from details in the text, including how characters in a story, drama or play respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
- Compare and contrast two or more characters in a story, drama, or poem, drawing on specific details in the text.
- Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular drama.
- Describe how a narrator's or speaker's point of view influences how events are described.
- Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text.
- 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.
- Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
- Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text, based on specific information in the text.
- Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a Grade 5 topic or subject area.
- Compare and contrast the overall structure of events, ideas, concepts, or information in two or more texts.
- Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
- Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
- Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably .
- Read and comprehend informational texts 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.
- Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
- Determine or clarify the meaning of unknown and

multiple-meaning words and phrases based on Grade 5 reading and content, choosing flexibly from a range of strategies.

- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.

WRITING

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, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
- Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- Provide a concluding statement or section related to the information or explanation presented.

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, to develop experiences and events or show the responses of characters to situations.
- Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
- Use concrete words and phrases and sensory details to convey experiences and events precisely.
- Provide a conclusion that follows from the narrated experiences or events.

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, and create an organizational structure in which ideas are supported by facts and details, and logically grouped to support the writer's purpose.
- Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
- Provide a concluding statement or section related to the opinion presented.

Process, Production, and Research

- Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- Conduct short research projects that use several sources to build knowledge through investigation of

different aspects of a topic.

- Draw evidence from literary or informational texts to support analysis, reflection, and research.
- 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.
- Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
- Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

SCIENCE

Life Sciences

- Analyze and interpret data to provide evidence that plants and animals have traits inherited from parents and that variation of these traits exist in a group of similar organisms.
- Use evidence to support the explanation that traits can be influenced by the environment.
- Use a model to describe that animals receive different types of information through their senses, process the information in their brain, and respond to the information in different ways.
- Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.

SOCIAL STUDIES

Economics

- Explain how technological changes have affected production and consumption in Maryland.
- Describe regional economic specialization in Maryland and the ways people live and work.
- Describe the types of economic systems in Maryland.

Financial Literacy

- *Explain that people make financial choices based on available resources, needs, and wants.*
- *Explain attitudes, assumptions and patterns of behavior regarding money, savings, investing, and work and how they affect personal consumer decisions.*
- *Describe different types of markets.*
- *Compare the relationships among education, skills, career choices, economic conditions, and income.*
- *Differentiate credit products from services.*
- *Investigate the effects of business practices, including*

sales techniques.

INFORMATIONAL LITERACY

- *Evaluate and analyze the quality of recorded data/information to meet the information need.*
- *Formulate and refine questions to meet an information need.*
- *Generate new data/information from interviews and/or surveys.*
- *Record data/information in a variety of formats.*
- *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.*
- *From the recorded data/information, ethically generate new understandings and knowledge related to the information need*

ART

Creating and Connecting to Art

- Synthesize ideas to generate innovative solutions for artwork.
- Use art elements and design principles to transform an idea, process, or product.
- Select appropriate art-making techniques and procedures when using art tools, media, and workspace.
- Apply feedback to enhance meaning in artwork and refine craftsmanship.
- Create artwork in response to change.
- Explain how art is used to change beliefs, values, or behaviors.

Presenting and Responding to Art

- Select an artwork for display and justify how it meets the criteria of an exhibition in an artist's statement.
- Apply appropriate display methods for artwork to be presented in a specific exhibition space.
- Share a personal collection that demonstrates how artwork has changed over time.
- Explain how observations change your analysis of the artwork.
- Explain how analyzing art transforms an initial interpretation.
- Select and use criteria to determine if a personal art-making goal was achieved.

MUSIC

Responding to Music

- *Listen to, perform, and identify changes in expressive qualities.*

Performing Music

- *Sing with increased vocal expression and clear diction.*
- *Sing partner songs and songs with descants accurately.*
- *Demonstrate proper playing technique for instruments from diverse cultures.*
- *Sing or play in groups, blending timbres and matching dynamic levels.*
- *Perform folk songs and traditional dances from a variety of world cultures.*

Reading and Notating Music

- Read and perform a simple melody on the treble staff in different keys using solfeggio or a comparable system.
- Notate improvised four-measure melodies on the treble staff using standard notation.

Creating Music

- Improvise short instrumental pieces using a variety of sound sources, including traditional sounds, nontraditional sounds found in the classroom, and body percussion.
- Improvise using a variety of vocal sounds, including traditional melodic sounds and other nontraditional vocal sounds.
- Compose and notate a short melody using original pitches and rhythms.

PHYSICAL EDUCATION

Health-enhancing Physical Fitness and Activity

- Analyze and demonstrate the effect of physical activity on the body systems.
- Adapt components of the FITT (Frequency, Intensity, Time, Type) principle to adjust levels of physical activity.
- Design a fitness plan using the FITT principle.

Movement Skills and Concepts

- Demonstrate striking with short-handled and long-handled implements.

HEALTH EDUCATION

Disease Control and Prevention (DCP)

- *Differentiate between communicable and non-communicable diseases.*
- *Explain how the body fights infection.*
- *Explain HIV/AIDS as a communicable disease.*
- *Analyze personal daily living habits and choices that increase the risk of developing disease*