

Grade 5 Parent's Guide to Marking Period 3

During Marking Period 3 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

- Make a line plot to display a data set of measurements in fractions of a unit ($\frac{1}{2}, \frac{1}{4}$). Use operations on fractions for this grade to solve problems involving information presented in line plots. For example, given different measurements of liquid in identical beakers, find the amount of liquid each beaker would contain if the total amount in all the beakers were redistributed equally.

Numbers and Operations-Fractions

- Interpret a fraction as division of the numerator by the denominator ($\frac{a}{b} = a \div b$). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, by using visual fraction models or equations to represent the problem. For example, interpret $\frac{3}{4}$ as the result of dividing 3 by 4, noting that $\frac{3}{4}$ multiplied by 4 equals 3, and that when 3 wholes are shared equally among 4 people each person has a share of size $\frac{3}{4}$.
- Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.
 - Interpret the product $(\frac{a}{b}) \times q$ as parts of a partition of q into b equal parts; equivalently, as the result of a sequence of operations $a \times q \div b$. For example, use a visual fraction model to show $(\frac{2}{3}) \times 4 = \frac{8}{3}$, and create a story context for this equation.
 - Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.
- Interpret multiplication as scaling (resizing)
 - Compare the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication.
 - Explain why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case); explain why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relate the principle of fraction equivalence $\frac{a}{b} = \frac{nxa}{nxb}$ to the effect of multiplying $\frac{a}{b}$ by 1.
- Solve real-world problems involving multiplication of fractions and mixed numbers, by using visual fraction models or equations to represent the problem.
- Apply and extend previous understandings of division

to divide unit fractions by whole numbers and whole numbers by unit fractions.

- Interpret division of a unit fraction by a non-zero whole number, and compute such quotients. For example, create a story context for $\frac{1}{3} \div 4$, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that $\frac{1}{3} \div 4 = \frac{1}{12}$ because $\frac{1}{12} \times 4 = \frac{1}{3}$.
- Interpret division of a whole number by a unit fraction, and compute such quotients. For example, create a story context for $4 \div \frac{1}{5}$, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that $4 \div \frac{1}{5} = 20$ because $20 \times \frac{1}{5} = 4$.
- Solve real-world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, by using visual fraction models and equations to represent the problem. For example, how much chocolate will each person get if three people share $\frac{1}{2}$ lb of chocolate equally? How many $\frac{1}{3}$ cup servings are in two cups of raisins?

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 story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
- Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text.
- Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
- Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
- 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. Compare and contrast stories in the same genre.
- 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.
- Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
- 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.

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.
- 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; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
- Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
- Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
- 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.

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.

SCIENCE

Physical Sciences

- *Support an argument that the gravitational force exerted by Earth on objects is directed down.*
- *Generate and compare multiple solutions that use patterns to transfer information.*

Earth and Space Science

- Support an argument that differences in the apparent brightness of the sun compared to other stars is due to their relative distance from Earth.

Engineering Design and Process

- Define a simple design problem reflecting a need or 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 unlikely to meet the criteria and constraints of the problem.
- Plan and carry out fair test in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.

SOCIAL STUDIES

Geography

- Describe similarities and differences of regions by using geographic characteristics.
- Describe and analyze population growth, migration, and settlement patterns in Maryland and regions of the United States.
- Describe how people adapt to, modify, and impact the natural environment.

History

- *Explain the political, cultural, economic, and social changes in Maryland during the early 1800s.*

INFORMATIONAL LITERACY

- *Evaluate and analyze the quality of recorded data/information to meet the information need.*
- *Identify resources to meet the information need.*
- *Locate and select sources to meet the information need.*
- *Evaluate sources to meet the information need.*
- *Use specific sources to find information.*
- *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

Analyzing and Responding to Music

- Listen to, perform, and identify changes in expressive qualities.
- Create movement patterns to communicate meaning or feeling in music.
- Listen to and compare examples of music that represent musical styles and traditions from various historical periods and world cultures.
- Compare in two or more arts how the characteristic materials of the art form can be used to transform similar events, emotions, or ideas into works of art.
- Identify differences in two performances of the same selection of music.

Performing Music

- *Sing with increased vocal expression and clear diction.*
- *Sing partner songs and songs with descants accurately.*
- *Perform folk songs and traditional dances from a variety of world cultures.*
- *Perform songs and dances from a variety of historical periods and world cultures, including some connected to general classroom studies.*

Reading and Notating Music

- Read and perform a simple melody on the treble staff in different keys using solfeggio or a comparable system.
- Notate a short melodic phrase from dictation using standard notation.

Creating Music

- *Improvise short instrumental pieces using a variety of sound sources including traditional sounds, non-traditional sounds found in the classroom, and body percussion.*

PHYSICAL EDUCATION

- Movement Skills and Concepts
- Demonstrate static and dynamic movement patterns.
- Identify and perform static and dynamic balance in a variety of physical activities.
- Demonstrate fundamental movement skills in daily movement experiences.
- Develop creative movement skills.
- Demonstrate a tumbling sequence using balance and weight transfer.

Personal and Social Responsibilities

- Work effectively with others in physical activity settings.
- Build and maintain relationships that develop a sense of community.

HEALTH EDUCATION

Nutrition and Fitness (NF)

- *Examine the relationship among food intake, physical activity, and weight management.*
- *Identify how body image affects eating habits.*
- *Apply information from the Food Guide Pyramid to choose healthy snacks.*

Family Life and Human Sexuality (FLHS)

- *Describe how family members influence the development of adolescents.*
- *Describe the impact of puberty on physical wellness.*
- *Describe how relationships change with peers throughout puberty.*