

Grade 5/6 Parent's Guide to Marking Period 2

During Marking Period 2 students in Grade 5/6 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

The Number System

- Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, by using visual fraction models and equations to represent the problem.
- Fluently divide multi-digit numbers using the standard algorithm.
- Fluently add, subtract, multiply, and divide multi-digit decimals, using the standard algorithm for each operation.

Ratio and Proportional Relationships

- Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities.
- Understand the concept of a unit rate a/b associated with a ratio $a:b$ with $b \neq 0$, and use rate language in the context of a ratio relationship.
- Use ratio and rate reasoning to solve real-world and mathematical problems by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations.

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.
- Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular text.
- 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 on their approaches to similar themes and topics.
- 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.
- 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 discussion 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.
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 5 reading.
- 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 (e.g., however, although, nevertheless, similarly, moreover).

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; develop the topic with facts, definitions,

concrete details, quotations, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

- Use precise language and domain-specific vocabulary to inform about or explain 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.
- 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.
- 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.
- 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 and shorter time frames 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 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 English and capitalization, punctuation, and spelling when writing.
- Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

SCIENCE

Earth and Space Science

- Generate and Compare multiple solutions that use patterns to transfer information.
- Develop a model of waves to describe patterns in terms of amplitude and wavelength and that waves can cause objects to move.
- Develop a model to describe that light reflecting from objects and entering the eye allows objects not to be seen.
- Support an argument that the gravitational force exerted by the Earth on objects is directed down.
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Engineering Design and Process

- 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.
- Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.

SOCIAL STUDIES

Civics

- Analyze how individuals and groups contributed to the political system of Maryland.
- Explain how Maryland government protects the rights of individuals and groups.
- Examine the early foundations, functions, and purposes of government.
- Analyze the historic events, documents, and practices that are the foundations of our political systems.
- Analyze the roles of colonial government regarding public policy and issues.
- Analyze how individuals' roles and perspectives shape the American political system.
- Analyze the importance of civic participation as a citizen of the United States.
- Describe individual rights and responsibilities in the United States.
- Examine the principle of due process.

Culture

- *Evaluate how various perspectives of Marylanders can cause compromise and/or conflict.*
- *Analyze factors that affected relationships in the colonial period.*

History

- Analyze the effects of the American Revolution.

INFORMATIONAL LITERACY

- *Formulate and refine questions to meet an information need.*
- *Identify resources to meet the information need.*
- *Evaluate and analyze the quality of recorded data/information to meet the information need.*
- *Locate, evaluate, and select sources to meet the information need.*
- *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.

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

- Describe musical form in music from diverse cultures.
- Identify the mode of a piece of music as major or minor when presented aurally.
- Describe how the elements of music are used in aural examples from various world cultures.
- Develop criteria and apply them to the evaluation of their own and others' performances.

Performing Music

- Sing with increased vocal expression and clear diction and sing partner songs and songs with descants accurately.
- Perform simple chordal accompaniments, while other students sing or play contrasting parts.
- Sing or play in groups, blending timbres and matching dynamic levels.
- 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

- Arrange a given melody for classroom instruments.

PHYSICAL EDUCATION

Personal and Social Responsibility

- Establish and modify personal activity goals while monitoring progress toward achievement.
- Apply time management strategies wisely.

Movement Skills and Concepts

- Recognize the importance of self-evaluation and feedback in the improvement of motor skills.
- Demonstrate catching an overhand-thrown object.
- Refine skills needed in catching, tossing, and throwing.
- Refine skills needed in striking with body parts and implements.

HEALTH EDUCATION

Personal and Consumer Health (PCH)

- Identify and practice health-enhancing behaviors to reduce health risks for safer, healthier lives.
- Locate resources from home and school that provide valid health information concerning consumer health issues and services.

Safety and Injury

- Identify household products that can be abused by inhaling.
- Recognize sexual harassment as a form of violence.