

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



5/6 MATHEMATICS

Numbers in 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.

Measurement and Data (Reported as Measurement, Statistics, and Probability)

- 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

Number 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

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 from details in the text, including how characters in a story respond to challenges; summarize the text.
- Compare and contrast stories in the same genre; compare and contrast two or more characters, settings, or events in a story, 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 fit together to provide the overall structure of a particular story.
- Describe how a narrator's or speaker's point of view influences how events are described.
- Read and comprehend literature appropriately complex for Grade 5.

Informational Text

- 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 and scientific text, based on specific information in the text.
- Compare and contrast the overall structure of events, ideas, concepts, or information in two or more texts presented with sequential text structure.
- Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
- 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.
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 5 reading.
- 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).

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WRITING

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.
- Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).

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.
- Use precise language and domain-specific vocabulary to inform about or explain the topic.

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.
- Use a variety of transitional words, phrases, and clauses to manage the sequence of 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.
- 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.
- Compare and contrast the varieties of English (e.g., dialects, registers) used in stories.



SCIENCE

Physical Sciences

- 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.
- Develop a model to describe that matter is made of particles too small to be seen.
- Conduct an investigation to determine whether the mixing of two or more substances results in new substances.

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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.
- Analyze how limited economic resources were used to satisfy economic wants 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.



INFORMATION LITERACY

- Evaluate and analyze the quality of recorded data/information to meet the information need.
- Formulate and refine questions to meet an information need.
- Identify, locate, select, and evaluate resources to meet the information need.
- 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.
- Safely manipulate and share art media and tools.
- 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 and interpret the content of selected works of art and compare ways in which artists of different times and places express ideas and feelings about human experience.
- Identify artistic styles and forms of expression from different times and places used to create visual 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.

Reading and Notating Music

- Read and perform a simple melody on the treble staff in different keys using solfeggio or a comparable system.

Responding to Music

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

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PHYSICAL EDUCATION

Health-Enhancing Physical Fitness and Activity

- Establish and modify personal physical activity goals while monitoring progress toward achievement.
- Recognize and identify the components necessary to design a fitness plan.
- Examine an aerobic workout and the effect on heart rate (warm-up, aerobic, cool down phases).
- Calculate and perform activities within the target heart rate.
- Assess personal level of cardiorespiratory fitness through systematic approach using a standardized fitness test.
- Analyze cardiorespiratory fitness identified by standardized fitness tests and list physical activities to achieve individualized personal goals.
- Examine and compare individual muscular strength, muscular endurance and flexibility.

Movement Skills and Concepts

- Show that skills will develop with practice over time (i.e., throwing, catching, kicking, striking).
- Refine skills needed in catching, tossing, and throwing.
- Refine skills needed in striking with body parts and implements.
- Demonstrate controlling the ball while dribbling with hands and feet.



HEALTH EDUCATION

Mental and Emotional Health (MH)

- Recognize and apply effective communication skills.
- Examine emotions and responses to various situations.
- Develop strategies to promote components of personal well-being.
- Apply the decision-making process to personal issues and problems.
- Recognize time management as an effective stress-management skill.

Alcohol, Tobacco, and Other Drugs (ATOD)

- Identify safe practices for using prescription and over-the-counter drugs.
- Develop and apply skills to resist pressure to use tobacco.
- Identify and examine physical, psychological, and social, consequences of alcohol use.
- Develop and apply skills to resist pressure to use alcohol.
- Identify marijuana as a psychoactive and illegal drug.
- Develop and apply skills to resist pressure to use marijuana.



THINKING AND ACADEMIC SUCCESS SKILLS

The **Thinking and Academic Success Skills** of flexibility and collaboration are embedded in instruction.

Flexibility – Being open and responsive to new and diverse ideas and strategies and moving freely among them.

- Demonstrate adaptability by changing ideas, questions, resources, or strategies when presented with evidence

Collaboration – Working effectively and respectfully to reach a group goal.

- Solicit and respect multiple and diverse perspectives to broaden and deepen understanding.
- Identify and analyze options for sharing responsibility to reach a group goal.
- Support group decisions with criteria.

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