

The background of the slide features a low-angle shot of numerous palm trees reaching towards a clear, bright blue sky. The trees are in various stages of growth, with some showing coconuts. The overall atmosphere is tropical and sunny.

**Welcome
to the 5th Grade
Curriculum Night:
2016-2017**

Agenda

1. Class Schedule
2. Grading & Skyward
3. Homework & Planners
4. Classroom Rules & Expectations
5. Math
6. Science
7. ELA: Writing
8. ELA: Reading
9. Social Studies
10. FSA/SSA
11. Helpful Sites
12. Growth Mindset
13. Parent Communication
14. Questions or Concerns

Grading & Skyward

- **Reading, writing, math and science** grade books are broken down by the following:
 - 45% class work assignments
 - 55% tests/quizzes
- The **Social Studies** grade book is broken down as follows:
 - 100% class work assignments
- **Skyward:** Please check this for updates on your child's grades.
 - Family Access

Homework & Planners

- Homework:
 - Every week night (Mon.-Thurs.) students will have **2 subjects** (math and one other subject)
 - Math is assigned on a daily basis
 - It is checked as often as possible, not graded
 - Math study guides are provided before every test
 - Science review packets/websites are sent via email before every test
- Planners:
 - Students are expected to write down their hw everyday.
 - Behavior is documented every day

Classroom Rules & Expectations

In our classroom, we follow the school-wide expectations and rules.
The behaviors are monitored through our behavior clip chart.

T- takes responsibility
E- engaged in their learning
A- act respectfully
M- makes safe choices

Rewards

Rocket fuel
Rocket store
Parent contact

Consequences

Losing recess
Silent lunch
Parent contact

Math

- Curriculum:
 - Multiplication & Division
 - Order of Operations
 - Volume
 - Fractions (all four operations)
 - Coordinate Systems
 - 2D Figures
 - Place Value
 - Decimals (all four operations)
 - Measurement Conversions
 - 6th grade preparation
- Multiplication Facts
- Notebook

Math

- Unit Assessments: district created
- Helpful math sites
 - www.learnzillion.com
 - www.mathisfun.com
 - www.sheppardsoftware.com
 - www.Vmathlive.com
 - www.xtramath.com
 - www-k6.thinkcentral.com

Science

- Curriculum

- Practice of Science
- Matter
- Energy
- Forces and Motion
- Earth in Space and Time (The Solar System)
- Weather
- Living Organisms: Animal Adaptations
- Human Body Systems

- Notebook

- Unit Assessments: district created

- Helpful sites

- www-k6.thinkcentral.com

- www.fcatexplorer.com

- www.brainpop.com

- U=palmpointe

- P= rockets

ELA: Writing

- Curriculum
 - Informative/explanatory writing
 - Opinion-based
 - Narrative
 - Response to literature/informational text
- Notebook
- Helpful Sites
 - www.fsassessments.org

Writing Flee Map for Planning

1. (Hook)
2. (Background)
3. (Thesis)

Baby Thesis:

Baby Thesis:

1. (Restate Thesis)
2. (Summarize)
3. (Wrap Up)

Essay Frame

Introduction Paragraph:

1. Starter/Hook
2. Background Info
3. **THESIS STATEMENT**

Body Paragraph 1:

1. Body Paragraph 1 **Transition Phrase/BABY THESIS**
2. Evidence in quotes with citing evidence stem
3. Example from text in your own words/Inference
4. Evidence in quotes with citing evidence stem
5. Example from text in your own words/Inference
6. Restate of Baby Thesis

Body Paragraph 2:

1. Body Paragraph 2 **Transition Phrase/BABY THESIS**
2. Evidence in quotes with citing evidence stem
3. Example from text in your own words/Inference
4. Evidence in quotes with citing evidence stem
5. Example from text in your own words/Inference

Conclusion Paragraph:

1. Conclusion Transition with **RESTATE OF THE THESIS**
2. Final Wrap up and zinger

Grades 4–5
Informative/Explanatory Text-based Writing Rubric
 (Score points within each domain include most of the characteristics below.)

| Score | Purpose, Focus, and Organization (4-point Rubric) | Evidence and Elaboration (4-point Rubric) | Conventions of Standard English (2-point Rubric begins at score point 2) |
|-------|--|--|---|
| 4 | <p>The response is fully sustained and consistently focused within the purpose, audience, and task; and it has a clearly stated controlling idea and effective organizational structure creating coherence and completeness. The response includes most of the following:</p> <ul style="list-style-type: none"> • Strongly maintained controlling idea with little or no loosely related material • Skillful use of a variety of transitional strategies to clarify the relationships between and among ideas • Logical progression of ideas from beginning to end, including a satisfying introduction and conclusion | <p>The response provides thorough and convincing support/evidence for the controlling idea or main idea that includes the effective use of sources, facts, and details. The response includes most of the following:</p> <ul style="list-style-type: none"> • Relevant evidence integrated smoothly and thoroughly with references to sources • Effective use of a variety of elaborative techniques (including but not limited to definitions, quotations, and examples), demonstrating an understanding of the topic and text • Clear and effective expression of ideas, using precise language • Academic and domain-specific vocabulary clearly appropriate for the audience and purpose • Varied sentence structure, demonstrating language facility | |
| 3 | <p>The response is adequately sustained and generally focused within the purpose, audience, and task; and it has a controlling idea and evident organizational structure with a sense of completeness. The response includes most of the following:</p> <ul style="list-style-type: none"> • Maintained controlling idea, though some loosely related material may be present • Adequate use of transitional strategies with some variety to clarify the relationships between and among ideas • Adequate progression of ideas from beginning to end, including a sufficient introduction and conclusion | <p>The response provides adequate support/evidence for the controlling idea or main idea that includes the use of sources, facts, and details. The response includes most of the following:</p> <ul style="list-style-type: none"> • Generally integrated evidence from sources, though references may be general, imprecise, or inconsistent • Adequate use of some elaborative techniques • Adequate expression of ideas, employing a mix of precise and general language • Domain-specific vocabulary generally appropriate for the audience and purpose • Some variation in sentence structure | |

Continued on the following page

| Score | Purpose, Focus, and Organization (4-point Rubric) | Evidence and Elaboration (4-point Rubric) | Conventions of Standard English (2-point Rubric) |
|-------|---|--|---|
| 2 | <p>The response is somewhat sustained within the purpose, audience, and task but may include loosely related or extraneous material; and it may have a controlling idea with an inconsistent organizational structure. The response may include the following:</p> <ul style="list-style-type: none"> • Partially focused controlling idea, but insufficiently sustained or unclear • Inconsistent use of transitional strategies with little variety • Uneven progression of ideas from beginning to end and may include an inadequate introduction or conclusion | <p>The response provides uneven, cursory support/evidence for the controlling idea or main idea that includes ineffective use of sources, facts, and details. The response includes most of the following:</p> <ul style="list-style-type: none"> • Weakly integrated evidence from sources and erratic or irrelevant references • Repetitive or ineffective use of elaborative techniques • Imprecise or simplistic expression of ideas • Inappropriate or ineffective domain-specific vocabulary • Sentences possibly limited to simple constructions | <p>The response demonstrates an adequate command of basic conventions. The response may include the following:</p> <ul style="list-style-type: none"> • Some minor errors in usage, but no patterns of errors • Adequate use of punctuation, capitalization, sentence formation, and spelling |
| 1 | <p>The response is related to the topic but may demonstrate little or no awareness of the purpose, audience, and task; and it may have little or no discernible controlling idea or organizational structure. The response may include the following:</p> <ul style="list-style-type: none"> • Confusing or ambiguous ideas • Frequent extraneous ideas impeding understanding • Few or no transitional strategies • Too brief to demonstrate knowledge of focus or organization | <p>The response provides minimal support/evidence for the controlling idea or main idea, including little if any use of sources, facts, and details. The response includes most of the following:</p> <ul style="list-style-type: none"> • Minimal, absent, erroneous, or irrelevant evidence from the source material • Expression of ideas that is vague, lacks clarity, or is confusing • Limited or inappropriate language or domain-specific vocabulary • Sentences limited to simple constructions | <p>The response demonstrates a partial command of basic conventions. The response may include the following:</p> <ul style="list-style-type: none"> • Various errors in usage • Inconsistent use of correct punctuation, capitalization, sentence formation, and spelling |
| 0 | | | <p>The response demonstrates a lack of command of conventions, with frequent and severe errors often obscuring meaning.</p> |

ELA: Reading

- Curriculum using the Integrated Literacy Units
 - Comprehension
 - Fluency
 - Expanded Vocabulary
 - Strategies
 - Skills relating to both Fiction and Non-fiction texts:
 - Story Structure
 - Character Development
 - Author's Purpose and Tone
 - Cause and Effect
 - Theme
 - Compare and Contrast
 - Fact and Opinion
 - Sequencing
 - Text Features
 - Main Idea and Details
 - Conclusions and Generalizations

ELA: Reading

- Notebook
- Unit Assessments: district created
- Helpful sites
 - www.fsassessments.org
 - <https://login.i-ready.com>
 - www.getepic.com
 - www.learnzillion.com

Social Studies

- Integrated into our Reading Block
- Curriculum
 - Pre-Columbian Native Americans
 - Early European Explorers
 - Early Colonization and Settlement
 - American Revolution
 - Birth of a New Nation
 - Growth and Westward Expansion
 - US Constitution and the Role of Citizens

5th Grade Florida Standards

Assessment

- **Writing** component of English Language Arts (paper)
 - February 2017
 - Two to four texts to read and cite evidence from
 - Informative or opinion essay addressing a prompt on the topic
- **Reading** component of English Language Arts (computer)
 - April 2017
- **Math** test (computer)
 - April 2017
- **SSA: Science** (paper)
 - April 2017
- Promotion to 6th grade, students with low testing scores stand the chance of possibly not receiving an elective course. They would be placed into an intensive reading or math class.

FSA

- The 2016-2017 assessment is the ***Florida Standards Assessment = FSA***
- Emphasizes analytical & higher order thinking skills
- Includes:
 - multiple choice questions
 - multi-select
 - short response
- Students will be asked to interact with test content by writing and responding in different ways than traditional tests
- More information and practice tests on the FSA can be found at:
 - <http://www.fsassessments.org/>
 - *Students and Parents tab*

Helpful Sites

- <http://www.fsassessments.org/>
- www.learnzillion.com
- www.fcatexplorer.com
- www-k6.thinkcentral.com
- www.brainpop.com
 - U- palmpointe
 - P- rockets

Growth Mindset

WHAT IS IT?

We used to think that our intelligence was fixed - meaning we were either smart or we weren't. Scientists have proven again and again that simply is not true. Our brain acts like a muscle - the more we use it, the stronger (and smarter) our brain becomes.

A person with a fixed mindset may do these things:

- avoid challenges
- give up easily
- ignore feedback
- is threatened by other people's success
- try hard to appear as smart or capable as possible

IS YOUR MINDSET FIXED?

WHAT DOES A GROWTH MINDSET LOOK LIKE?

A person with a growth mindset may do these things:

- embrace challenges
- give their best effort
- learn from feedback
- become inspired by other people's successes
- believe their intelligence can change if they work hard

Growth Mindset

- How you can help:
 - Talk about it
 - Praise the Process
 - Remind them the brain can grow!
 - Help them change their dialogue (or self talk)
 - Encourage failure (WHAT?!)
- <https://youtu.be/LmW3H-EXYS0>

Parent-Teacher Communication

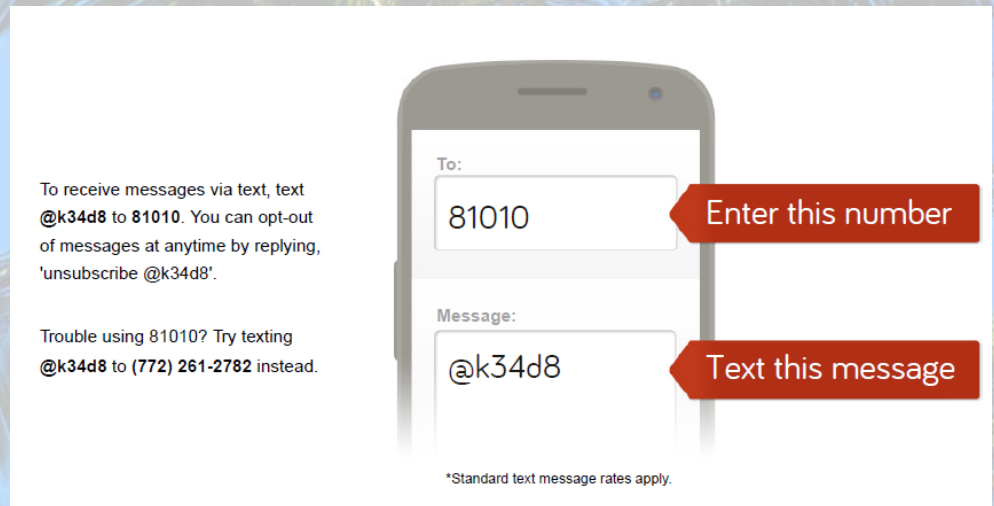
- Weekly emails
- Remind app 
- Contacting me:

– Email: ****best way****

- Ashley.rich@stlucieschools.org

– Phone:

- 772-345-3245 X4756



Our Goal

To provide challenging and engaging work to meet the needs of your child.

I am looking forward to a wonderful, productive, and engaging year!



Questions?

DANGEROUS YOUR PATH

OF QUESTIONING IS.

memegenerator.net