

5th Grade HANDBOOK



2018-2019

General Information

Monday Folders

Fifth Grade

Monday folders will be sent home each week with completed assignments and tests. There is a parent signature sheet for parents to sign. This helps us know you have seen and reviewed your child's work and grades from the previous week. Included in the Monday folders will be a newsletter to help keep you informed. Please read these as soon as they arrive. The weekly Bookmark card for behavior will go home in the Monday Folder. Parents will need to sign the card and return it to the school.

Grading Scale

Fifth Grade

Fifth grade uses the following letter grades on report cards.

A+ (98 – 100)	B+ (88 – 89)	C+ (78 – 79)	D+ (68 – 69)
A (93 - 97)	B (83 – 87)	C (73 – 77)	D (63 – 67)
A- (90 – 92)	B- (80 – 82)	C- (70 – 72)	D- (60 – 62)
Failure 59 and below			

We will send home four progress reports and four report cards. A progress report is sent home approximately after four weeks in a grading period. The Progress Report is a current record of the progress they have made that quarter thus far. This information can change until the time of the Report Card. Report Cards mark the end of each academic quarter. Report Cards will be marked with grades that have accumulated since the beginning of the grading quarter. On the final Report Card, the quarter grades will be averaged for a final grade in each subject.

RtI (Responsiveness to Intervention)

Response to Intervention (RtI)

RtI is the procedure under No Child Left Behind, to provide interventions for students who are not working at grade level. If a student does not respond to the interventions, s/he may be recommended for special education. RtI intervention is a three-tiered process. The three tiers are Universal, Targeted, and Intensive.

Universal

Expectation is that 80% of the students in the classroom can perform at or above grade level, with little to no interventions.

Targeted

Expectation is that 15% of the remaining students will require some type of outside intervention. Crown Pointe has graphed test results for each student and determined which students are consistently below grade level. We are currently providing small group instruction in struggling areas on top of the general ed. instruction to see if the "gap" closes. This intervention is provided during specials classes, so students are not taken out of core class instruction. We continually look at new data and graph new results to see if the intervention is making a difference; if so, we continue the intervention, if not, we increase the intervention (more time, more days, etc.).

Intensive

If we determine that students are not making progress toward being on grade level, even with a variety of interventions in the targeted level, the student moves to the third tier. This tier provides students with intensive individual interventions. This is also the tier in which teachers can bring all data to the RtI team and ask that the student be considered for special education. Approximately 5% of the students in each class might need intensive interventions.

The RtI process allows students to receive appropriate interventions to help bring them up to grade level. Most students will be successful. However, we can assume that those students who continue to struggle, even with additional interventions, probably have a true learning disability and need special education services.

Personalized Education Plan (PEP)

The Personal Education Plan (PEP) is a developmental tool that establishes a student's goals for the school year. Students are tested in reading and math during the first two days of school. This information, the test results from CSAP and CTB, and student work samples are taken into account when establishing goals and writing the PEP for each student. The PEP is reviewed with the student and parents during the Fall Parent/Teacher Conference. The goals on the PEP will guide instruction focus at school as well as needed at home practice of skills. At the Spring Parent/ Teacher Conference the PEP is reviewed and discussed in regard to meeting goals and/or continuing goals.

WOW Days

Fifth Grade

As a school we have set aside a special day ("WOW Day") for each child. This allows every child to pick a special day to celebrate themselves. (The "WOW" day may be your child's birthday if it falls during the school year). Students will create a Google Slides presentation in class to share on their WOW Day and can bring special items to show their classmates if they wish. Ideas to bring in on your child's WOW day are pictures, a personal poster collage, a favorite stuffed animal or toy, special items or hobbies, etc. **No pets are allowed.** Healthy snacks can also be a part of this celebration; however, in the best interest of the students health and nutrition, and in an effort to meet Wellness Policy guidelines, alternatives are suggested. "WOW" days are celebrated according to each classroom's unique schedule. Refer to your classroom teacher(s) or look for information in their newsletters.

Uniforms

Be sure to check the Parent/Student Handbook uniform policy for accepted uniforms. After ten (10) uniform violations and after school detention will be assigned.

Water Bottles

Fifth Grade

Students keep spill proof water bottles in their backpacks and may get drinks from them with permission throughout the day. Bottles must be spill proof and contain only water.

Quick Start

Fifth Grade

Quick start is offered twice a year: once in the fall and once in the spring. Students attend based upon teacher recommendation according to reading, math, and writing proficiency. Groups

remain small and usually contain five to ten students. Sessions last for six consecutive weeks and meet one-two days per week.

After School Activities

Students have the opportunity to participate in various after school activities. Watch the Monday folder for offerings.

Planners

Fifth Grade

Your child is to fill out the assignment/homework sheets in the notebook that has been provided. This notebook will keep you informed about what the students are doing in class as well as what has been assigned for homework. We ask that a parent review the information your student fills out in this notebook and sign on the signature line for each day. This will let us know that you have reviewed this information with your child.

Science Fair

Fifth Grade

All fifth graders will enter the Science Fair. A detailed packet of guidelines and requirements will be available for students. Students have the option of working with a partner or doing an individual project.

Volunteers

Fifth Grade

A volunteer calendar will be sent home at the end of each month for parents to sign up for any days that they wish to volunteer in the classroom to grade papers, file, make copies, etc. A completed calendar will be sent home once the volunteers have been determined. Brown bag work can also be sent home upon request if available. Please refer to the Volunteer Handbook for more information.

Field Trips

Fifth Grade

Fifth graders usually attend three or four field trips each year.

Accelerated Reader

Crown Pointe has implemented the Accelerated Reader (AR) program for several years. This program allows students to read books appropriate to their reading level while providing teachers feedback on comprehension through a computerized test.

It is highly recommended that this book be found within the AR program so students may earn points for their reading. Students are encouraged to aim for high comprehension and test scores on AR. Students can review their book before testing, but cannot use their book during AR tests. If a student gets below an 80% on a test, they do not re-test on the same book but must get a new book in that category.

Fifth Grade

In the 2017-2018 school year, elementary teachers in grades 3-5 implemented a grading system for AR which is now averaged into the students' Reading grade each quarter. In 5th grade, students who have completed one bookmark with 80% or above on test scores for each book will earn an A- to A+ (90-100pts). Students completing 3-4 tests with 80% or above will earn a B- to B+ (80-89 pts). Students completing 2 or less tests with 80% or above will earn anywhere from an F to a C (50-79 pts) at the teachers discretion. We will provide approximately 30 minutes of reading time during the school day and it is expected that students will read an additional 30 minutes each evening.

Student reading ranges for their independent Accelerated Reading (AR) books are determined from the previous teacher's recommendation of reading level. Students must score 80%-100% on at least five AR books in their reading range for their level to change. Two of the five books must be nonfiction, and at least two of the books must be chapter books. Student reading zones range by three tenths points. For example, a student's zone may be 4.0-4.3. After meeting the above criteria and changing their level, it would be 4.3-4.6. Students may continue increasing their reading level all year long. Students may check out one chapter book and one non-fiction book at a time unless otherwise approved by the teacher. The books must be within their reading range.

Homework

Fifth Grade

Homework will consist of uncompleted class assignments, spelling practice, math worksheets, reading activities, reviewing for unit tests, and math fact practice (if needed). Homework should take no longer than 40-60 minutes per evening. In addition to daily homework, students are expected to read for at least 15 minutes each day.

Unit exams for Social Studies and Science occur approximately every three to four weeks. Dates for exams will always be mentioned in the classroom newsletter. Exams are comprehensive and cover material studied throughout the entire unit. Students will receive a study guide that summarizes all this content about one week before an exam.

Money

Fifth Grade

Whenever money is sent with your child to school, please seal it in an envelope and label it with your child's name, amount, and its purpose.

Special Events

Fifth Grade

Students will participate in a culminating activity related to the Core Knowledge curriculum. Further information and details will be included in classroom newsletters.

CURRICULUM

Language Arts

Reading

Content

Fiction and Drama: stories, drama, myths and legends, literary terms
Poetry
Speeches
Sayings and phrases

Textbooks/Materials

Core Knowledge Language Arts

Literacy Plans

Students who score below grade level according to evaluation of beginning of the year placement testing, previous year's CSAP or CTB scores, and beginning of the year STAR scores are placed on a literacy plan. The previous year's teacher is consulted for this recommendation and past literacy plans are reviewed for growth and goal attainment. These plans are reviewed and updated throughout the year. They help to drive individual instruction for students throughout the year.

Handwriting

Content

Correct finger/ hand placement, paper direction, cursive letters: formations and joinings, lower and uppercase.

Textbook

Zaner-Bloser

Spelling

Textbooks/Materials

Core Knowledge Language Arts

Creative Writing

Content

Writing, Grammar, and Usage: writing and research, grammar and usage, spelling and vocabulary
Poetry: selected 5th grade poems and poetry terminology
Six traits of writing: Ideas and Content, organization, word choice, voice, sentence fluency, conventions, and presentation.
Produce a variety of writing including stories, reports, summaries, descriptions, poems, and letters.
Gather information from different sources and presenting information in various ways.
Organize materials into paragraphs, reports, and essays.

Textbooks/Materials

Core Knowledge Language Arts

Social Studies

Content

Westward Expansion; Civil War; The Renaissance; The Reformation; England and the Golden Age; European Explorers; Maya, Aztec, and Inca Civilizations, Feudal Japan; Czars of Russia; Native American Cultures, United States and capitals.

Textbooks/Materials

Core Knowledge History & Geography

Science

Content

Plant Structures and Processes, Scientific Process, Classification Chemistry, Cells, Human Reproductive System and Puberty, Endocrine System

Textbooks/Materials

Teacher Created Materials

SCIENCE FAIR

All fifth graders will enter the Science Fair. A detailed packet of guidelines and requirements will be available for students. Students have the option of working with a partner or doing an individual project.

Character Education

Content

Lessons revolve around these Character Traits: Trustworthiness, Respect, Responsibility, Fairness, Caring, and Citizenship.

Textbook/Materials

Various Materials

Fifth Grade Math

ABOUT *GO MATH!*

We live in a mathematical world. Never before has the workplace demanded such complex levels of mathematical thinking and problem solving (National Council of Teachers of Mathematics, 2009). Clearly, those who understand and can do mathematics will have opportunities that others do not—and building students' early foundational skills is essential. An analysis of the results of the Trends in International Mathematics and Science Study (TIMSS) and the Program for International Student Assessment (PISA) led researchers to conclude that “countries that want to improve their mathematics performance should start by building a strong mathematics foundation in the early grades” (American Institutes for Research, 2005, p. v).

The Common Core State Standards at the elementary grade levels were written to provide such a foundation for young students. The standards describe the content and skills needed for young students to “build the foundation to successfully apply more demanding math concepts and procedures, and move into applications” (Common Core State Standards Initiative, 2011).

The Common Core State Standards (CCSS) were systematically developed to:

- Be research-based;

- Focus on the critical skills at each grade level;
- Encourage conceptual mastery of key ideas;
- Develop students’ mathematical understanding and procedural skills;
- Prepare students for the demands of the future—in school and work.

The standards detail the knowledge—content and processes—students need at each grade level, but the standards do not describe the instructional approaches needed to meet the standards. Thus, an effective instructional program is needed to bridge between the expectations set out by the standards and the desired student learning and achievement. This alignment between standards, curriculum, instruction, and assessments is critical. Researchers looking at effective educational practices identified nine characteristics of high-performing schools, and reported that several of these relate to standards and standards alignment. High-performing schools have a clear, shared focus; high standards and expectations for all students; and curriculum, instruction, and assessments aligned to the standards (Shannon & Bylsma, 2003).

Houghton Mifflin Harcourt’s GO Math! was developed with the Common Core State Standards for Mathematics as a foundation, and uses research-tested approaches to address the rigors of the Common Core. Throughout **GO Math!** alignment with the Common Core is made explicit. At every grade level, the program is organized around the Critical Areas identified in the Common Core. A special color-coded system in the student and **Teacher Editions** make each Critical Area easy to locate and use. The Mathematical Practices are completely imbedded in the lessons. Teachers who use **GO Math!** can be assured of meeting the expectations of the Common Core. Beyond this alignment with the content and practices of the Common Core, **GO Math!** represents a comprehensive system of mathematics instruction that includes multiple instructional approaches, diagnostic and formative assessments linked to differentiated instructional resources and tiered interventions, and technology solutions designed to support and motivate students.

Content

Operations and Algebraic Thinking: Write and interpret numerical expressions; analyze patterns and relationships. Numbers and Operations in Base Ten: Understand the place value system; perform operations with multi-digit whole numbers and with decimals to hundredths. Number and Operations—Fractions: Use equivalent fractions as a strategy to add and subtract fractions; apply and extend previous understanding of multiplication and division to multiply and divide fractions. Measurement and Data: Convert like measurement units within a given measurement system; represent and interpret data; geometric measurement: understand concepts of volume and relate volume to multiplication and to addition. Geometry: Graph points on the coordinate plane to solve real-world and mathematical problems; classify two-dimensional figures into categories based on their properties.

Specials

Elementary students rotate through three specials: P.E., Art, and Music. All special classes are thirty minutes in length. Every class attends an EXPO class one time a week for 30 minutes. Spanish class meets for 30 minutes each day.

Intermediate Physical Education

Content

Grades 3-5 will be working in an individualist movement curriculum guided by the research based SPARK PE program. This will provide lots of variation to meet different needs, and lots of progressive practice to refine skills. Throughout the year students will participate in cooperative games/sports, refine basic movements and gymnastics, engage in a lot of fitness exercises, and finally, learn many different sport/game skills. Students will take fitness tests towards the end of the second semester.

Textbooks/Materials

All students are expected to wear tennis shoes during P.E. class. Girls must have shorts under dresses or skirts (Skorts are ok!).

Class Procedure

Students perform a structured warm-up, often followed by fitness exercises. Then practice activities or games follow. During class students are expected to:

1. Be safe
2. Be Responsible
3. Be Respectful

Art Program

Content

Core Knowledge Standards in visual arts; state standards in visual arts; art topics that correlate to academic learning in the classroom; exposure to a variety of art media and techniques; introduction of art specific vocabulary and techniques; art history related to studio projects; critique famous artwork and classmates' artwork.

Textbooks/Materials

No textbook. Materials include tempera, watercolors, color pencils, markers, oil pastels, chalk pastels, etc.

Music Program

Content

Every grade level participates in one even music program each year.

Expo

Content

Building, designing, researching, growing...no worksheets allowed. Watch our EXPO blog on the CPA website