

# Welcome 5th Grade Families!

5-203: Ms. Porter

5-307: Mr. Strong

5-305: Ms. Gao and Ms. Cohen

It's all about building...

# Independence!

## Agenda:

- Social and Emotional Growth
- Rising Expectations
- Units of Study
- Assessments and Grading
- Home Assignments
- Parent Support
  - Important dates
  - Q & A

# 10 & 11 Year Olds

Physical Growth: Children may have large growth spurts and begin to enter puberty. 10 and 11 year olds benefit from:

- 9 to 11 hours of sleep each night
- Opportunities to discuss their changing bodies
- Learning routines for self care and personal hygiene
- Healthy snacks

## Social and Emotional Growth:

Friends become a focus and children can be overwhelmingly concerned with what others think. Fifth graders benefit from:

- adult monitoring of texting and online activity
- screen time limits
- opportunities to discuss self esteem and body image
- opportunities to discuss changing emotions and social relationships

# Rising Expectations

We will work towards being prepared for sixth grade by being accountable.

## Materials for school each day:

2 sharpened pencils

Homework

Reading books, notebooks, homework folder and agenda

## Due Dates:

Publish dates, reading response dates, assessment dates and project dates should be written in student's agendas.

Parents will be notified of project due dates and can help students budget time to complete longer-term assignments.

# Eureka Math Modules

1

Place Value and Decimal Fractions

2

Multi-digit Whole Number & Decimal  
Fraction Operations

3

Addition and Subtraction of Fractions

4

Multiplication and Division of Fractions and  
Decimal Fractions

5

Addition and Multiplication with Volume  
and Area

6

Problem Solving with the Coordinate Plane

## What's Important?

- Quick recall of addition, multiplication, and division facts
- Conceptual understanding and solving for accuracy
  - NEW concepts in Fifth Grade include powers of ten, volume, division of fractions, and the coordinate plane
- Tricky spots include long division and operations with decimals

# Reading Units of Study

1

Analyzing Theme: Characters and the Authors who created them

2

Reading Non Fiction: Tackling Complexity

3

Researching Debatable Issues

4

Interpretation text sets

5

Applying Analytical Lenses Across Genres

6

Fantasy Book Clubs

7

Independent Book Clubs

# What's Important?

- Students are transitioning from learning to read to reading to learn. This means we tackle critical thinking skills.
- In literature, we summarize, draw conclusions about characters and their motivations, and identify themes.
- In non fiction, we identify main idea, infer meaning, identify author's point of view, and compare sides of an argument.
- Students should support thinking with evidence from the text, use context clues to define unknown vocabulary, and follow more than one plot line or main idea across a complex text.

## Writing Units of Study

1

Narrative Craft

2

Informational Writing: Westward  
Expansion Feature Articles

3

The Research-Based Argument Essay

4

Literary and Comparative Essays

5

Essay Writing in Response to Prompts

6

Fantasy Writing

7

Fifth Grade Masterpieces

## What's important?

When writing fiction, students practice writing in a given genre so they can be more proficient readers in that genre.

When writing non fiction, students are learning new content and FORMING IDEAS about that content.

Students use writing as a vehicle to organize and develop those ideas, supporting them with evidence.

Conventions:

- Standard spelling
- Correct use of punctuation.
- Use of paragraphs to organize thinking

## Social Studies

1

Pangea and the Early People of North America

2

Westward Expansion

3

Ancient Civilizations of Central and South America: The Maya, Inca, and Aztec

## What's Important?

How geography impacts the development of culture

Knowledge of the rich cultures and well developed governments of the Early Peoples of the Americas

How exploration changed the face of the Americas

Events in history are experienced and can be viewed from multiple perspectives

# Our Purpose for Home Assignments:

- An opportunity for students to practice newly acquired skills and strategies.
- A means for students to prepare for a following day's lesson (often reading).
- To communicate with families about the work of the unit and their child's ability.
- Preparation for the rigor of middle school by providing an opportunity for students to plan and organize their time.

## Assignments may include:

- Daily Reading
- Daily/Weekly Math Tasks
- Monthly Reading Responses
  - Publishing
- Project Work
- Social Studies Tasks
- Writing Entries

# Grading Guidelines for Reading, Writing, and Math

## READING:

- 60% Benchmark Reading Level • 40% Classwork Reading Level

## Benchmarks for 5th Grade

| Marking Period | 1          | 2     | 3 | 4          |
|----------------|------------|-------|---|------------|
| November       | P or below | Q/R/S | T | U or above |
| March          | Q Or below | R/S/T | U | V or above |
| June           | R or below | S/T/U | V | W or above |

## WRITING

Writing pieces are graded using the Teacher's College Writing Rubrics for Narrative, Opinion and Informational writing.

- Marking Period grades are determined by the pieces written in that marking period.

## MATH

- 30% of the grade is determined by mid module assessment.
- 70% is determined by end of module assessments

# Summative Assessments:

## Reading

- Fountas and Pinnell Reading Levels (September, February, May)
- Monthly Reading Responses

## Writing

- On-Demand Writing Pieces at the beginning and end of Writing Units
- New York State ELA Test: March 25, 26, 27

## Math

- Eureka Math mid and end module assessments
- New York State Math Test: April 21, 22, 23

# Important Dates

- ★ 11/13 & 11/14- Fall Conferences
- ★ 3/4 & 3/5 - Spring Conferences
- ★ 6/8- PEEC
- ★ 6/15 Senior Week
- ★ TBD- 5th Grade Dance
- ★ TBD - Graduation

# Grading Policy

# School-Wide Grading Scale

Our school utilizes the New York City Department of Education Report Card through STARS to provide parents with information on student performance. A four-point grading system is used to measure student progress as outlined below:

- Level 4 Excels in Grade Level Standards
- Level 3 Proficient in Grade Level Standards
- Level 2 Below Grade Level Standards
- Level 1 Well Below Grade Level Standards

# Understanding Your Child's Report Card

|   | 1st | 2nd | 3rd | Final |
|---|-----|-----|-----|-------|
| English Language Arts Overall 3 / Smith   | 3   | 3   | 3   | 3     |
| Reading 3 / Smith   | 4   | 4   | 4   | 4     |
| Reading with sufficient accuracy and fluency to support comprehension   | G   | G   | G   | G     |
| Reads and comprehends grade level texts independently across a variety of genres (fictions and nonfiction)      | E   | E   | E   | E     |
| Demonstrates comprehension by referring to text details   | S   | G   | E   | E     |
| Writing 3 / Smith   | 3   | 3   | 3   | 3     |
| Writes independently for different tasks, purposed, and audiences (opinion, informative/explanatory, narrative) | S   | S   | G   | G     |

- Overall Grade: Based on grade level standards and determined by the policies outlined in this document. These grades are based on work graded with a rubric.
- Sub Categories: Sub categories are used to provide additional information about your child's performance. Subcategories will be rated using an E-U scale (E=Excellent, G=Good, S=Satisfactory, N=Needs Improvement, U=Unsatisfactory). Subcategories are not averaged to determine the overall grade in any given subject and do not impact overall grades. Overall grades are determined by the policies outlined in this document.
- Final Grades: Final grades indicate student performance across **Marking Periods 1, 2 and 3** (**unless otherwise noted**), not for just the third marking period. These grades reflect cumulative student performance across the year from September to June.

**\*\* Kindergarten students will not receive a formal report card until March.**

# English Language Arts Overall Grade

- The English Language Arts Overall Grade for each marking period is determined by a student's Overall Reading and Overall Writing grade for each marking period. Reading and writing are equally weighted in determining the Overall ELA grade.
- A student can only be rated as a level 4 in English Language Arts Overall if they are rated as a level 4 in BOTH reading and writing.
- A student can only be rated as a level 3 in English Language Arts Overall if they are rated as a level 3 or 4 in BOTH reading and writing.
- The Final ELA grade is determined a student's FINAL Overall Reading and FINAL Overall Writing grade.

# Reading

- 60% of the overall reading grade is based on the Teachers College Reading Level Benchmarks for each marking period.
- 40% of the overall reading grade is based on classroom based tasks for each marking period (September-early November; mid-November-early March; mid-March-June). Each grade level will determine classroom based task grades utilizing a 4-point rubric.
- The **FINAL** Overall Reading Grade is calculated as follows:
  - 60% of the **FINAL** overall reading grade is based on the Teachers College Reading Level Benchmarks for May/June.
  - 40% of the **FINAL** overall reading grade is based on an average of classroom based tasks from marking periods 2 and 3.
- **When calculating grades, if the final grade has a 0.49 or below (i.e. 3.49) the grade is rounded down (Grade of 3). If the final grade has a 0.5-0.99 (i.e 3.51), the grade is rounded up Grade of 4).**

# Writing

- The overall grade for each marking period is determined as follows:
  - 10% Instructional Piece Grade(s) completed at the end of each unit within that marking period.
  - 15% Class Participation/Effort (Determined by rubric score) completed at the end of each marking period
  - 75% On-Demand Writing Pieces completed at the end of each unit within that marking period.
- The **FINAL** overall Writing Grade is determined by averaging the following grades from **Marking Periods 2 and 3**:
  - 10% Average of Instructional Piece Grades from **Marking Periods 2 and 3**
  - 15% Average of Class Participation/Effort (Determined by rubric score) completed at the end of **Marking Periods 2 and 3**
  - 75% Average of On-Demand Writing Pieces in **Marking Periods 2 and 3**
- **When calculating grades, if the final grade has a 0.49 or below (i.e. 3.49) the grade is rounded down (Grade of 3). If the final grade has a 0.5-0.99 (i.e 3.51), the grade is rounded up Grade of 4).**

# Math

- 30% of the overall math grade is based on the average of the EngageNY **Mid-Module** Assessments administered during each marking period
- 70% of the overall math grade is based on the average of the EngageNY **End-of-Module** Assessments administered during each marking period
- The **FINAL** overall Math Grade is based on the following:
  - 30% Average of all EngageNY **Mid-Module** Assessments administered during **Marking Periods 1, 2, and 3.**
  - 70% Average of all EngageNY **End-of-Module** Assessments administered **Marking Periods 1, 2, and 3.**
- When calculating grades, if the final grade has a 0.49 or below (i.e. 3.49) the grade is rounded down (Grade of 3). If the final grade has a 0.5-0.99 (i.e 3.51), the grade is rounded up (Grade of 4).

# Social Studies

- In K-2 SS grades are determined by end of unit projects/tasks which are accompanied by a 4-point assessment rubric. In grades 3-5 grades are determined by end of unit projects/tasks which are accompanied by a 4-point assessment rubric as well as an assessment of content knowledge as a percentage.

We look forward to a great year with all of you! Please stay in touch with any questions you may have. See you in the school yard!

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