

5th Grade Curriculum Night

August 13, 2024



DURHAM
PUBLIC SCHOOLS

HOPE VALLEY
ELEMENTARY SCHOOL



Welcome Parents & Guardians! Please sign-in and provide your latest contact information.





Meet the Teachers!

Mrs. Urbanski

- ★ **Position:** 4th grade Reading, Writing, & Teacher
- ★ **Strengths:** Building Positive Relationships with students, Reflective Thinker, Data Driven
- ★ **Mission:** My students to leave my classroom feeling loved, confident, smart, and ready to apply what they have learned in school to real-life situations.
- ★ **Favorite Things:**
 - *color* -green
 - *food/drink*-Thai food,
 - *Activities*- traveling, various exercises, cooking, and spending time with family and friends

Mrs. Fearrington

- ★ **Position:** 5th grade Math & Science Teacher
- ★ **Strengths:** Reflecting on strategies & processes, Building Positive Relationships with students, Data Driven
- ★ **Mission:** Students leave the classroom feeling as though they can use what they've learned in an everyday setting; Students feel safe in my classroom.
- ★ **Favorite Things:**
 - *color* - purple
 - *food/drink*- coffee (cold & hot), Dr. Pepper kit-kats, chocolate chip cookies
 - *Activities*- shopping, traveling, and reading

Meet the Teachers!

Ms. Stanford

- ★ **Position:** 5th grade math and science teacher
- ★ **Year goal:** Students will leave my classroom having learned and challenged themselves more than they have before. Creating an environment that encourages students to hold themselves accountable, voice their concerns and needs, and assess their strengths and weaknesses in a effort to always put their best foot forward.
- ★ **Favorite Things:** food & learning new things

Ms. Vickers

- ★ **Position:** 5th grade, writing & social studies
- ★ **Year goal:** To help students become achieve their academic goals.

Daily Schedules

Daily Schedule



Arrival	7:15-7:45
Morning Meeting	7:45-8:00
Core Academy	8:00-8:15
Specials	8:15-9:05
Science/ELA (Block 1)	9:05-10:10
Recess	10:10-10:40
Math/Social Studies (Block 1)	10:40-11:45
Switch	
Science/Reading(Block 2)	11:45-12:45
Lunch	12:45-1:15
Math/Social Studies (Block 2)	1:15- 2:15
Dismissal	2:15





Ms. Jones, Tech



Ms. Ferrara,
Spanish

Specials Schedule

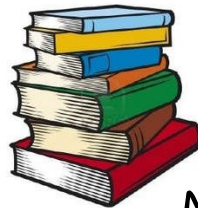


Ms. Williams, Art

5th Grade			8:15 - 9:05				
1	Ferrington, Valencia	B-10	Music	Spanish	Art	PE	Technology/Media
2	Stanford, Kamry	B-13	Technology/Media	Music	Spanish	Art	PE
3	Urbanski, Katherine	B-11	PE	Technology/Media	Music	Spanish	Art
4	New Teacher	B-12	Art	PE	Technology/Media	Music	Spanish



Mr. Crawford, P.E.



Ms. Kashimba, Media

Ms. Atai, Music



Student Expectations

Arrival & Dismissal

- Please make any transportation changes through the front office! NOT through Talking Points.
- Once you have made those changes through the front office, then you may send a Talking Points message to BOTH of the student's teachers.
- Make sure to wait in your car during dismissal- please don't walk up to front doors!
- School Day is from 7:45-2:15



Supplies

Student supplies

- Two -pocket folders (2)
- composition notebooks (4)
- pencils
- erasers
- dry erase markers (4)
- pencil pouch
- headphones
- colored pencils or markers



Classroom Wishlist Supplies

- ★ boxes of tissues
- ★ Disinfecting Wipes (non-bleach)
- ★ hand sanitizer
- ★ index cards
- ★ sticky notes



S.O.A.R. Pledge

- ★ I **S**how Respect
- ★ I **O**ffer Support
- ★ I **A**ctively Participate
- ★ I'm **R**esponsible



Recess



- We encourage students to bring a water bottle to school every day!
 - Plastic or metal (no glass!) Refrain from sending soda and energy drinks with students.
- We will not go outside if it is over 90 degrees.
- Please dress students appropriately- especially during the colder months!



Field Trips

- We will take a few field trips this year and will need volunteers to help!
- There is a **NEW** form this year and everyone must fill it out in order to chaperone a trip.
- We recommend filling it out as soon as possible so you can be approved!

[Form Link](#)



Learning Subjects

Reading Curriculum



Non-Fiction

- Inferencing
- Main Idea
- Summarizing
- Using evidence to support ideas
- Academic/Content specific vocabulary

Fiction

- Inferencing
- Theme
- Character development
- Word Meaning
- Figurative Language

Writing

- Narrative
- Fiction
- Opinion
- Informational



HMH



DPS pacing guide-Reading

Big Ideas		Topic		Topic		Topic		Topic	
ELA		HMH Modules 1,2,3	ARC Unit 1	HMH Modules 4,5,6	ARC Unit 2	HMH Modules 7,8,9	ARC Unit 3	HMH Modules 10,11,12	ARC Unit 4
	Reading Foundational Skills	RF.5.2; RF.5.4; RF.5.5		RF.5.2; RF.5.4; RF.5.5		RF.5.2; RF.5.4; RF.5.5		RF.5.2; RF.5.4; RF.5.5	
	Literary Text	RL.5.1; RL.5.2; RL.5.3; RL.5.4; RL.5.5; RL.5.6; RL.5.7; RL.5.9; RL.5.10	RL.5.1; RL.5.2; RL.5.3; RL.5.4; RL.5.7; RL.5.10	RL.5.3; RL.5.4; RL.5.5; RL.5.6; RL.5.10	<u>Added standards</u> RL.5.1; RL.5.2; RL.5.3; RL.5.4; RL.5.10	RL.5.1; RL.5.2; RL.5.3; RL.5.4; RL.5.5; RL.5.6; RL.5.7; RL.5.10	RL.5.1; RL.5.2; RL.5.3; RL.5.4; RL.5.5; RL.5.6; RL.5.7; RL.5.9; RL.5.10	RL.5.2; RL.5.3; RL.5.4; RL.5.5; RL.5.6; RL.5.7; RL.5.10	<u>Added standards</u> RL.5.1; RL.5.2; RL.5.3; RL.5.4; RL.5.10
	Informational Text	RI.5.1; RI.5.2; RI.5.3; RI.5.4; RI.5.5; RI.5.7; RI.5.10	RI.5.1; RI.5.2; RI.5.4; RI.5.8; RI.5.10	RI.5.1; RI.5.2; RI.5.3; RI.5.4; RI.5.5; RI.5.7; RI.5.8; RI.5.10	RI.5.1; RI.5.2; RI.5.3; RI.5.4; RI.5.5; RI.5.7; RI.5.9; RI.5.10	RI.5.1; RI.5.3; RI.5.4; RI.5.5; RI.5.7; RI.5.8; RI.5.10	<u>Added standards</u> RI.5.1; RI.5.2; RI.5.3; RI.5.4; RI.5.8; RI.5.10	RI.5.2; RI.5.3; RI.5.4; RI.5.5; RI.5.7; RI.5.8; RI.5.10	RI.5.1; RI.5.2; RI.5.3; RI.5.4; RI.5.5; RI.5.6; RI.5.7; RI.5.8; RI.5.9; RI.5.10
	Language, Speaking & Listening, Writing	L.5.1; L.5.2; L.5.3; L.5.4; L.5.5 SL.5.1; SL.5.2; SL.5.3; SL.5.4 W.5.1; W.5.3		L.5.1; L.5.2; L.5.3; L.5.4; L.5.5 SL.5.1; SL.5.2; SL.5.3; SL.5.4 W.5.1; W.5.2; W.5.3		L.5.1; L.5.2; L.5.3; L.5.4; L.5.5 SL.5.1; SL.5.2; SL.5.3; SL.5.4 W.5.1; W.5.2; W.5.3		L.5.1; L.5.2; L.5.3; L.5.4; L.5.5 SL.5.1; SL.5.2; SL.5.3; SL.5.4 W.5.1; W.5.3	

Reading Block



Whole Group

- Decoding
- Fluency
- Spelling
- Grammar
- Reading Comprehension
- Writing

Literacy Stations

- Technology
- Writing
- Read with Teacher
- Vocabulary
- Independent Reading



Additional Support



Lexia



Built on the science of reading, Lexia® Core5® Reading is a research-proven program that accelerates the development of literacy skills for students of all abilities, helping them make the critical shift from learning to read to reading to learn.

i-Ready

i-Ready is an online program for reading and/or mathematics that will help your student's teacher(s) determine your student's needs, personalize their learning, and monitor progress throughout the school year.



i-Ready

M-Class

mCLASS is an all-in-one system for Science of Reading-based universal screening, dyslexia screening, and progress monitoring.

mCLASS®



Social Studies

North Carolina History

Economy

Branches of Government

Diversity

Social Justice

Geography



North Carolina Standards Course of Study-Science

Strand: Ecosystems- Interactions, Energy, and Dynamics	
Standard	Objectives
<i>LS.5.2 Understand the interdependence of plants and animals within their ecosystem.</i>	LS.5.2.1 Engage in argument from evidence to compare the characteristics of several common ecosystems (including estuaries and salt marshes, oceans, lakes and ponds, rivers and streams, forests, and grasslands) in terms of their ability to support a variety of populations.
	LS.5.2.2 Use models to classify organisms within an ecosystem according to the function they serve: producers, consumers, or decomposers .
	LS.5.2.3 Use models to infer the effects that may result from the interconnected relationships of plants and animals to their ecosystem.

Strand: Heredity- Inheritance and Variation of Traits	
Standard	Objectives
<i>LS.5.3 Understand some characteristics of an organism are inherited and other characteristics are acquired.</i>	LS.5.3.1 Ask questions to compare instincts and learned behaviors.
	LS.5.3.2 Ask questions to compare inherited and acquired traits.

Strand: Earth's Systems	
Standard	Objectives
<i>ESS.5.1 Understand how Earth systems (hydrosphere and atmosphere) impact</i>	ESS.5.1.1 Analyze and interpret data to compare daily and seasonal changes in weather conditions (including wind speed and direction, precipitation, and temperature) and patterns.

North Carolina Standards Course of Study-Science

Fifth Grade	
Strand: Matter and its Interactions	
Standard	Objectives
<i>PS.5.1 Understand the interactions of matter and energy and the changes that occur.</i>	PS 5.1.1 Carry out investigations to compare the weight of objects before and after an interaction.
	PS 5.1.2 Carry out investigations to explain whether the mixing of two or more substances results in new substances.
	PS 5.1.3 Carry out investigations to compare how heating and cooling affect some materials and how this relates to their purpose and practical applications.

Strand: Motion and Stability- Forces and Interactions	
Standard	Objectives
<i>PS.5.2 Understand force, motion, and the relationship between them.</i>	PS.5.2.1 Carry out investigations to explain how factors such as gravity, friction, and change in mass affect the motion of objects.
	PS.5.2.2 Use mathematics and computational thinking to infer the motion of an object (including position, direction, and speed).

Strand: From Molecules to Organisms- Structures and Processes	
Standard	Objectives
<i>LS.5.1 Understand how structures and systems of the human body perform functions necessary for life.</i>	LS.5.1.1 Use models to recognize the organizational structure of humans as a multicellular organism (cell, tissue, organ, system, organism).
	LS.5.1.2 Use models to compare the major systems of the human body (digestive, respiratory, circulatory, muscular, skeletal, nervous) as it relates to their functions necessary for life.

DPS pacing guide-Science

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7
Quarter 1		Quarter 2		Quarter 3		Quarter 4
Motion and Stability	Changes in Matter	Earth's Systems		Molecules to Organisms	Heredity	Ecosystems
18-19 days	15 days	39-40 days		27-29	14-15 days	20 days
Standards	Standards	Standards		Standards	Standards	Standards
PS.5.2	PS.5.1	ESS.5.1		LS.5.1	LS.5.3	LS.5.2
Objectives	Objectives	Objectives		Objectives	Objectives	Objectives
PS.5.2.1 PS.5.2.2	PS.5.1.1 PS.5.1.2 PS.5.1.3	ESS.5.1.1 ESS.5.1.2	ESS.5.1.3 ESS.5.1.4	LS.5.1.1 LS.5.1.2	LS.5.3.1 LS.5.3.2	LS.5.2.1 LS.5.2.2 LS.5.2.3



Science

- ★ **Motion & Stability**
- ★ **Matter & It's Interactions**
- ★ **From Molecules to Organisms**
- ★ **Earth Systems**
- ★ **Ecosystems**
- ★ **Heredity**



North Carolina Standards Course of Study-Math

North Carolina Course of Study – 5th Grade Standards

Standards for Mathematical Practice

Operations & Algebraic Thinking	Number & Operations in Base Ten	Number & Operations-Fractions	Measurement & Data	Geometry
<i>Write and interpret numerical expressions.</i> <u>NC.5.OA.2</u> <i>Analyze patterns and relationships.</i> <u>NC.5.OA.3</u>	<i>Understand the place value system.</i> <u>NC.5.NBT.1</u> <u>NC.5.NBT.3</u> <i>Perform operations with multi-digit whole numbers.</i> <u>NC.5.NBT.5</u> <u>NC.5.NBT.6</u> <i>Perform operations with decimals.</i> <u>NC.5.NBT.7</u>	<i>Use equivalent fractions as a strategy to add and subtract fractions.</i> <u>NC.5.NF.1</u> <i>Apply and extend previous understandings of multiplication and division to multiply and divide fractions.</i> <u>NC.5.NF.3</u> <u>NC.5.NF.4</u> <u>NC.5.NF.7</u>	<i>Convert like measurement units within a given measurement system.</i> <u>NC.5.MD.1</u> <i>Represent and interpret data.</i> <u>NC.5.MD.2</u> <i>Understand concepts of volume.</i> <u>NC.5.MD.4</u> <u>NC.5.MD.5</u>	<i>Understand the coordinate plane.</i> <u>NC.5.G.1</u> <i>Classify quadrilaterals.</i> <u>NC.5.G.3</u>

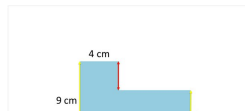
DPS pacing guide-Math

The curriculum maps are living documents. Please use this [form](#) to share your feedback to continually improve this curriculum resource.

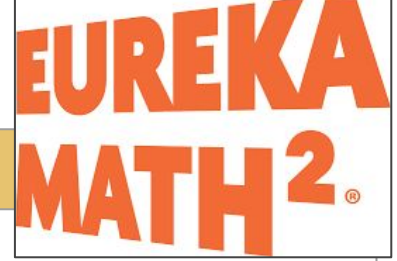
Quarter 1		Quarter 2		Quarter 3		Quarter 4	
Unit 0	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Review
Building a Math Community	Place Value Concepts for Multiplication and Division with Whole Numbers	Addition and Subtraction with Fractions	Multiplication and Division with Fractions	Place Value Concepts for Decimal Operations	Addition and Multiplication with Area and Volume	Foundations to Geometry in the Coordinate Plane	
	EUREKA MATH^{2.0} Module 1	EUREKA MATH^{2.0} Module 2	EUREKA MATH^{2.0} Module 3	EUREKA MATH^{2.0} Module 4	EUREKA MATH^{2.0} Module 5	EUREKA MATH^{2.0} Module 6	
5 days	22 lessons 28 days	14 lessons 20 days	18 lessons 24 days	30 lessons 37 days	23 lessons 29 days	21 lessons 27 days	10 days
NC.5.MD.2	Focus Standards						
Math Practice Standards 1-8	BOLD = First appearance of the standard <i>ITALICS</i> = subsequent appearance of the standard GREEN = priority of instructional time						
Instructional Routines by Grade, Module, and Lesson	NC.5.OA.2 NC.5.MD.1 NC.5.NBT.1 NC.5.NBT.5 NC.5.NBT.6	NC.5.NF.1 NC.5.NF.3	NC.5.NF.4 NC.5.NF.7 <i>NC.5.NBT.1</i> NC.5.NBT.3 NC.5.NBT.7 <i>NC.5.OA.2</i>	<i>NC.5.NBT.1</i> <i>NC.5.NBT.3</i> <i>NC.5.NBT.7</i> <i>NC.5.OA.2</i> <i>NC.5.MD.1</i>	<i>NC.5.NF.4</i> NC.5.MD.4 NC.5.MD.5 NC.5.G.3	NC.5.G.1 <i>NC.5.G.3</i> <i>NC.5.NF.4</i> NC.5.OA.3	

Math

Numbers and Operations in Base Ten	Numbers and Operations in Base Ten	Numbers and Operations Fractions	Measurement And Data	Geometry
Quarter 1	Quarter 1 & 2	Quarter 2 & 3	Quarter 3	Quarter 4
<ul style="list-style-type: none">● Place Value Concepts for Multiplication and Division with Whole Number	<ul style="list-style-type: none">● Addition and Subtraction with Fractions	<ul style="list-style-type: none">● Multiplication and division of fractions● Place value concepts for decimal operations	<ul style="list-style-type: none">● Addition and multiplication with area and volume.	<ul style="list-style-type: none">● Foundations to geometry in the coordinate plane



Math Block



Estimated Time	Component
10 minutes	Fluency
10 -15 minutes	Launch
5-10 minutes	Learn /Concept Development
20-25 minutes	Problem Set
5 minutes	Student Debrief
5 minutes	Exit Ticket
60-70 minutes	= TOTAL



Small Group and Learning Centers

- ★ Meet with the Teacher
- ★ Fluency Center
- ★ Technology Center
- ★ Skill Center



Weekly Homework

Homework-Reading

Reading Homework

Read a just right book for 30 minutes and discuss reading with someone.

Why is reading at home so important?

Children with access to 25 books at home complete an average of 2 more years of school than children from homes without any books.



Reading is a critical skill for succeeding in most school subjects.



A child spends 900 hours a year in school and 7800 hours at home.



Research shows that just 20 minutes a day spent reading with a child helps them develop critical reading skills.



Kids 4-5 years old gain 6 months of reading ability by being read to 3 to 5 times per week.



Learn more:

smartreading.org/parent-resources



BUILDING a Reader At HOME

Handout for Families:

Use this to support reading with your child at home!

Explore Books!
Give your child an opportunity to explore books. Visiting a library or bookstore gives your child a chance to find topics and books that interest them.

Read, Read, Read!
Make sure to read for at least 30 minutes per day! Children can read independently, aloud to an adult, or back and forth with a partner.

Ask Questions!

- Predictions
- Characters
- Main Idea
- Problem
- Solution
- Retell Story
- Genre
- Moral

Make it Fun!
Reading shouldn't be a chore. Intentionally read with your child/discuss books but also research topics and do book activities together.

Be an Example!
Children learn by example, so let your child see you read whether it be a book, newspaper, cookbook, etc.

Pick Good Fit Books!
A book that is a good match for your child should meet the following requirements:

- Purpose for reading
- Interest
- Can they understand what they are reading?
Can they retell the story?
- Do they know most of the words?

For Beginning Readers:

- Point out and read words in natural settings – stores, streets, etc.
- Memorize sight words
- Visualize the story in your head
- Ask questions before, during, and after

Don't immediately tell an unknown word to your child. Instead, ask them to:

- Sound out the word
- Break the word into parts
- Try a different vowel sound (long/short)
- Use illustrations for clues
- Skip the word, re-read sentence, and go back – what word would make sense?

For Advanced Readers:

- Notice interesting, new vocabulary words, and make it a challenge to use them in conversation
- Read with expression
- Explore non-fiction books and their text features (diagrams, table of contents, etc.) along with other genres as well
- Compare and contrast books
- Discuss connections to literature
- Think of new titles for books
- Explore multiple books from the same author

CÓMO hacer de su hijo un mejor lector

¡Exploremos Libros!

Brinde la oportunidad a sus hijos de explorar libros. En una biblioteca o en una librería, sus hijos podrán encontrar libros con temas de interés para ellos.

¡Leer, Leer, Leer!

¡Asegúrese de leer juntos por lo menos **30 minutos al día!**

Los estudiantes pueden leer de forma independiente, en voz alta a un adulto o tomando turnos con un compañero.

¡Hagan Preguntas!

Haga preguntas y predicciones acerca de los personajes, el tema principal, la trama, y la solución. Permita que su hijo re-cuente la historia. Juntos identifiquen el género literario y la moraleja.

¡Es divertido!

La lectura no debe ser algo aburrido. Lea con sus hijos y platique sobre la lectura. Investiguen juntos temas de interés y hagan actividades relacionadas con los libros.

¡Ponga el ejemplo!

Los niños aprenden con el ejemplo, así que permita que sus hijos lo vean leer a usted también, ya sea un libro, el periódico, un libro de cocina, etc.

¡Escojan libros adecuados!

Un libro adecuado debe llenar los siguientes requisitos:

Debe tener un propósito y ser de interés para su hijo. Su hijo debe ser capaz de comprender lo que está leyendo y re-contar la historia con sus propias palabras; y debe conocer la mayoría de las palabras.

Para lectores Principiantes:

- Escriban, identifiquen y lean juntos palabras de lugares su comunidad – tiendas, calles, etc.
- Memoricen las palabras de uso frecuente.
- Visualicen la lectura en su mente mientras leen.
- Hagan preguntas antes, durante y después de la lectura.
- Permita que su hijo lea TODAS las palabras, aún las que no conozca, identificando los sonidos de cada letra y/o separando la palabra en sílabas.
- Usen las ilustraciones/dibujos como pistas.
- Cuando su hijo no pueda leer una palabra, sáltela y vuelvan a leer la oración desde el principio para ver qué palabra puede ser la que tiene sentido.

Para lectores Avanzados:

- Identifiquen palabras interesantes y nuevas en su vocabulario. Motive a sus hijos a que las utilicen en conversaciones.
- Lean con expresión.
- Explore libros de texto real (no ficción) y sus características (diagramas, tabla del contenido, etc.) junto con otro tipo de géneros literarios también.
- Comparen libros.
- Platiquen/comenten sobre las conexiones en la literatura.
- Piensen en nuevos títulos de libros y exploren diferentes libros de un mismo autor.

Handout for Families:

Use this to support reading with your child at home!

Comprehension Questions

Directions: Please ask your child questions from this list when you read with them to support comprehension at home.

1. Describe the setting of the story.
2. Tell me about one story character.
3. If you could talk to a character in the story, what advice would you give
4. What is the goal of one of the characters in this story?
5. What is a problem in your story?
6. How was the problem solved at the end of the story?
7. What are three events that happened in your story?
8. Give reasons why this story could really happen.
9. Give reasons why this story could not really happen.
10. What excited or surprised you when you read today?
11. Give examples of how this story reminds you of your own life.
12. What happened in the beginning, middle, and end of what you read today?
13. What was your favorite part of the story?
14. What would you tell a friend about this book?
15. What did you learn by reading this book?
16. What feelings did you have while reading today?
17. If you were the author of this story, what would you change?
18. What far away place did you visit when you read today?
19. After reading this story, why do you think the author gave it this title?



**Questions
to ask
when
reading
with your
child at
home!**

Preguntas para la Comprensión

Instrucciones: Haga preguntas a su hijo de esta lista cuando lea con ellos para apoyar la comprensión en el hogar.

1. Describa el escenario de la historia.
2. Platicar acerca de un personaje de la historia.
3. Si pudieran hablar con alguna personaje de la historia, ¿Qué consejo le darías?
4. ¿Cual es la meta de uno de los personajes de la historia?
5. ¿Cual es el problema en la historia?
6. ¿Como se resolvió el problema al final de la historia?
7. ¿Cuales son tres eventos que pasaron en tu historia?
8. Da razones del porque esta historia puede hacerse realidad.
9. Da razones porque esta historia puede no hacerse realidad.
10. ¿Que te emociona o te sorprendió cuando leías la historia hoy?
11. Da ejemplos de como esta historia de recuerda a ti o tu propia vida.
12. ¿Que paso al comienzo, a la mitad y al final de lo que leíste hoy?
13. ¿Cual fue tu parte favorita de la historia?
14. ¿Que le dirías a un amigo acerca de este libro?
15. ¿Que aprendiste al leer este libro?
16. ¿Que sentimientos tuviste al leer este libro hoy?
17. Si tú fueras el autor de esta historia, ¿Qué cambiarías?
18. ¿Que lugar visitaste el día de hoy cuando leíste?
19. Después de leer esta historia, ¿Por qué piensas que el autor le dio este título?



Homework-Math & Science

Math homework will be given daily/weekly

Science homework will be to study vocabulary nightly as well as notes. Additional homework will be given accordingly.



Homework

School Policies:

- Homework should:
 - Be a review of concepts previously learned
 - Be able to be completed by the student independently
 - Include nightly reading
 - Include feedback and/or be reviewed
- Homework should not:
 - Be graded
 - Include an excessive amount of problems



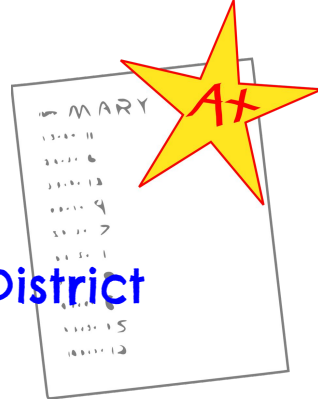
Assessments & Grading

★ Informal assessments

- observation of classwork
- exit tickets
- homework
- projects
- writing samples



★ Formal assessments



DPS Benchmark (Middle & End of Year) and CDA's (Common District Assessments) (end of each quarter)

- District created assessments of 5th Grade Standards

mClass (BOY, MOY, EOY & Progress Monitoring)

- Literacy assessment that measures students reading abilities & progress

i-Ready Math and Reading Diagnostic

- Adaptive diagnostic for students individual readiness levels



How will we use ALL of this assessment data?

- Plan and teach small groups
- Scaffold 5th Grade content based on student needs
- Set goals with students.



Grades, Progress Reports, and Report Cards



Progress Reports

- Mid quarter
- Will include basic academic updates

Advanced Understanding	Proficient	Approaching	Novice
4	3	2	1

Report Cards

- At the end of 1st Quarter, all parents are required to have a conference at school. Students are graded in many different ways. Proficiency scales, rubrics, assessment data, observations of daily performance, etc.
- Self-Assessment and Teacher-Assessed Rubrics as well as work samples may be included in scores.

<p>Student has met the learning objective AND demonstrates mastery of the next grade level's correlated standard.</p>	<p>Student has met the learning objective.</p> <p>Student demonstrates mastery of the performance expectation or learning goal.</p>	<p>Student is approaching the learning objective.</p> <p>Student demonstrates partial mastery of the performance expectation or learning goal.</p>	<p>Student has not met the learning objective.</p> <p>Student provides little evidence of meeting the performance expectation or learning goal.</p>
<p>Student is able to analyze, peer review, and effectively critique the work of others.</p>	<p>Student is able to analyze and peer review the work of others.</p>	<p>Student will be provided feedback and support in order to revise work.</p>	<p>Student will be provided feedback and support in order to revise work.</p>

Behavior - **C** means Consistently, **S** means Sometimes, and **R** means Rarely

Teacher & Parent Communication



Teacher Contact Information

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QUESTIONS?

The image features a large teal oval in the center containing the word "QUESTIONS?". The background is a light blue grid. To the left of the oval, there is a blue scribble at the top and three purple and blue scribbles at the bottom. To the right, there is an orange pencil with a green eraser and a red scribble.

Websites At Home

iReady At Home

[Click HERE to play video!](#)



iReady At Home

Fridge Tips for Tracking Progress

What to Look for & What to Ask

Help track and celebrate your student's progress by regularly reviewing their *i-Ready* My Progress page with them. Use the map and prompts below to help.

1 My Progress:



Direct your student to the My Progress section to see all their lesson stats.

2 Time-On-Task:

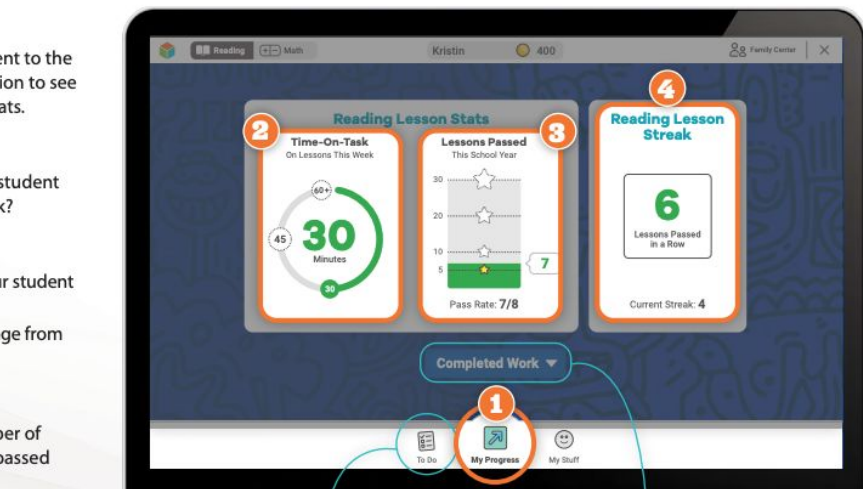
- How much time has your student spent on lessons this week?

3 Lessons Passed:

- How many lessons has your student passed?
- How did this number change from last week?

4 Lesson Streak:

- What is the greatest number of lessons your student has passed in a row this school year?
- How many lessons has your student passed in a row most recently (i.e., current streak)?



To Do:
See upcoming personalized lessons for your student.



Completed Work:
See how your student has done on each lesson.



For more information and resources about:

- Assessments and digital lessons, visit i-ReadyCentral.com/FamilyCenter
- Your student's mathematics curriculum, visit ReadyClassroomCentral.com/FamilyCenter

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Headsprout At Home



Headsprout accounts will be available mid-October! Account information will be sent home from your child's teacher.



Literacy At Home



Before leaving, please complete the evaluation form and place it in the green basket at the back table.

THANK YOU!!