

Welcome to 5th Grade!

Open House ~~~~~
September 14, 2022





5th Grade Teaching Team

- Ms. Bolivar - Reading, Language Arts & SS, Grade Strategist
 - natalie.bolivar@archimedean.org
- Ms. Regan - Reading, Language Arts & Social Studies
 - leilani.regan@archimedean.org
- Mr. Carbia - Philosophy
 - jose.carbia@archimedean.org
- Mrs. Hernandez - Science
 - laura.hernandez@archimedean.org
- Mrs. Pappa - Greek Language
 - maria.pappa@archimedean.org
- Mrs. Zhang - American Math
 - mei.zhang@archimedean.org
- Dr. Boukas - Greek Math
 - lambros.boukas@archimedean.org

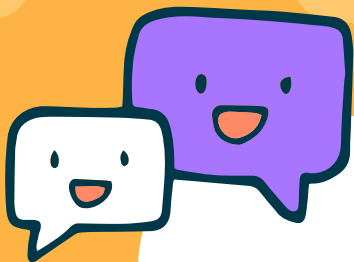




Specials Team and Administrative Report

- Ms. Rocky - Art
 - raquel.fernandez@archimedean.org
- Mrs. Marquez - Music
 - nimia.marquez@archimedean.org
- Coach Schimer - PE
 - jason.schimer@archimedean.org
- Monica Rodriguez - ESE Specialist
 - monica.rodriguez@archimedean.org
- Ms. Rebecca - School Counselor
 - rebecca.abreu@archimedean.org
- Ms. Maria - Assistant Principal
 - morales.zervos@archimedean.org
- Dr. Martínez - Principal
 - Jose.martinez@archimedean.org





"GROWTH."
Our motto this year.
We can do anything!

#ArchieStrong!



Specials Rotation for 5th Grade



**Physical
Education**



Music



Art



**Greek
Movement**



Rotations will take place every week!

BEHAVIORAL EXPECTATIONS



Be Respectful

- Raise hands and wait your turn to speak
- Allow others to learn by not disrupting or disturbing the class
- Use kind words and manners in all interactions
- Keep hands and feet to yourself to respect others' personal space

Be Responsible

- Give your best effort
- Listen and follow directions, quickly and the first time
- Be prepared to learn (materials, behavior, attitude)
- Stay on task
- Keep iPads flat on the desk
- Be attentive to classmates speaking

Be Safe

- Walk safely throughout the halls
- I.D. must be worn at all times
- Stay in the lunch area/classroom/school and stay with your group
- See something, say something

Be Resourceful

- Ask yourself if you've thought of every solution prior to asking for help
- Create useful and unique solutions in challenging situations

Be Curious

- Embrace differences
- Be willing to learn new things
- Find new and educational ways to spend your free time
- Lead by example and help others as 5th graders are role models for the school

Progressive Disciplinary Procedures



BEHAVIOR



Tier 1 - Verbal Warning	Scholar will be advised that behavior is not acceptable for the classroom environment
Tier 2 - Escalated Verbal Warning/Private Discussion	Scholar will be taken aside to be reminded that the continued behavior is unacceptable
Tier 3 - Written Communication	Teacher will send a message via email/agenda to the child's parents and determine whether the scholar should be referred to the school counselor
Tier 4 - Loss of Privilege	Continued interruption will result in a loss of privilege (e.g. no recess, seat change, redirection, independent work in another classroom, etc.) and the teacher will follow up with the parent through email or phone contact
Tier 5 - Parent Conference Request/ Lunch Detention	If behavior persists, an in-person parent conference with the 5th grade teaching team will be requested and/or lunch detention will be administered by Mr. Carbia
Tier 6 - Follow up Contact/ Loss of Major Privilege	If the aforementioned actions do not correct the behavior, parent contact will be re-initiated with loss of major 5th grade activity (e.g. field trip, banquet, or club activity, etc.)
Tier 7 - Administrative Referral	Scholar will be referred to administration for further disciplinary action

Brain Boost



Our Reading team posts each Monday morning a HW cover sheet that includes a general overview of home learning assignments and items to be aware of.



5th Grade Reading ELA Brain Boost

NAME: _____

Week 5 Home Learning/Daily Assignments for 5ABCDE

Monday, September 12th

- ☐ Review HMH Module 1-2 notes

Tuesday, September 13th

- ☐ Continuation of HMH Module 1-2 Notes. Review notes at home.

Wednesday, September 14th (Open House tonight!)

- ☐ Open House tonight from 6:00 pm - 8:00 pm for parents only!

Thursday, September 15th (Start of Hispanic Heritage Month)

- ☐ Hispanic Heritage Project - Country assigned to each section
- ☐ Review Module 1-2 skills notes and Weekly Language Review practice for tests tomorrow

Friday, September 16th (World Ozone Day)

- ☐ Cold Read Test Module 1-2 & Weekly Language Review Quiz today

ASSESSMENT ANNOUNCEMENTS

- Cold Read Reading Comprehension Test on Module 1-1 on Fri 9/16
- Weekly Language Review Quiz on Fri 9/16

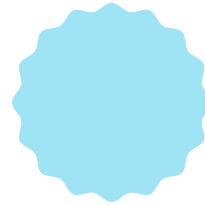
IMPORTANT UPCOMING DATES

✓ Wed	9/14	Open House 6 pm - 8 pm
✓ Mon	9/26	Teacher Planning Day
✓ Wed	10/05	Teacher Planning Day
✓ Fri	10/21	End of 1st Grading Period

Types of Assignments

ABC

Here are examples of assignments your child may have throughout the school year.



- iReady
- Weekly Language Review
- Note taking
- Cold read tests
- Selection quizzes
- Novels
- Social Studies Weekly
- Data tracking
- Group projects





Homework

Our Homework mainly consists of iReady , novel study or Social Studies Weekly newspaper.

iReady will be a minimum of two (2) lessons per week. We will start iReady as HW the third week of September (after our diagnostic).

Home Learning is usually graded based on completion with fidelity. Completed assignments that reflect a lack of care in their work, short response questions not answered in complete sentences, or answers not proven with underlined text evidence, etc., will result in no credit for that assignment. Certain take-home quizzes are based on accuracy but that will be announced in class.

Scholars are expected to have their completed assignments daily so that we may review it in class. Should your child have an unusual circumstance that prevented them from completing an assignment, please communicate with us via a handwritten note or email so that we can determine an appropriate solution. Please note that late assignments result in a 10% deduction per day until submitted.



GRADING SCALES

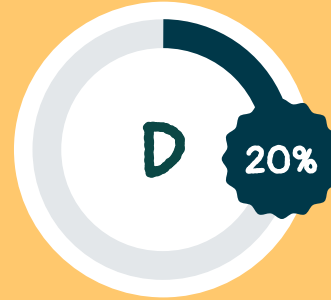
READING/LANGUAGE ARTS/ SOCIAL STUDIES



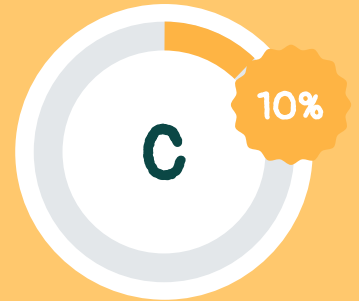
TESTS



QUIZZES/PROJECTS



CLASSWORK



HOMEWORK



Subject Areas

Reading, Language Arts, and Social Studies



Reading

- Comprehension
- Vocabulary
- iReady
- Projects



Language Arts

- Grammar
- Essays
- Written responses
- iReady

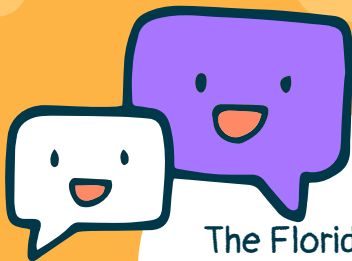


Social Studies

- Comprehension
- Content based material
- Projects



State Testing



The Florida F.A.S.T. will be administered three (3) times a year for Reading (start of the school year, middle of the school year, and end of the school year) on a computer.

The F.A.S.T. writing assessment will focus on argumentative or expository texts and will be graded using the F.A.S.T. writing rubric.

More information can be found on the Florida Department of Education website:

<https://www.fldoe.org/accountability/assessments/k-12-student-assessment/best/>

F.A.S.T.



Sample Argumentation Rubric - Writing

Grades 4-6 Argumentation Rubric

Responses are scored holistically by domain and earn scores by demonstrating *most* of the descriptors in a given score point.*

Score Point	Purpose/Structure	Development	Language
4 Above grade-level accomplishment demonstrated.	<ul style="list-style-type: none"> Claim is focused on the task and consistently maintained throughout. Organizational structure strengthens the response and allows for advancement of the argument. Varied transitional strategies connect ideas within and among paragraphs, enhancing the progression of the argument. Effective introduction and conclusion enhance the essay. 	<ul style="list-style-type: none"> Skillful development demonstrates thorough understanding of the topic. Effective elaboration may include original student writing combined with (but may not be limited to) paraphrasing, text evidence, examples, definitions, narrative, and/or rhetorical** techniques as appropriate to support the argument. Smoothly integrated, relevant evidence from multiple sources lends credibility to the argument. Counterclaim(s) may be present. Evidence is appropriately cited. 	<ul style="list-style-type: none"> Integration of academic vocabulary strengthens and furthers ideas. Skillful use of varied sentence structure contributes to fluidity of ideas. Use of standard English grammar, punctuation, capitalization, and spelling demonstrates consistent command of the communication of ideas. Tone and/or voice strengthens the overall argument.
3 Within the range of grade-level performance.	<ul style="list-style-type: none"> Claim is focused on the task and generally maintained throughout. Organizational structure is logical and allows for advancement of the argument. Varied transitional strategies connect ideas within and among paragraphs. Sufficient introduction and conclusion contribute to a sense of completeness. 	<ul style="list-style-type: none"> Logical development of ideas demonstrates understanding of the topic. Adequate elaboration may include (but may not be limited to) a combination of original student writing with paraphrasing, text evidence, examples, definitions, narrative, and/or rhetorical** techniques as appropriate to support the argument. Relevant, integrated evidence from multiple sources lends credibility to the argument. Evidence is appropriately cited. 	<ul style="list-style-type: none"> Integration of academic vocabulary demonstrates clear expression of ideas. Sentence structure is varied and demonstrates grade-appropriate language facility. Use of grammar, punctuation, capitalization, and spelling demonstrates grade-appropriate command of standard English conventions. Tone and/or voice is appropriate for the overall argument.

2 Approaching the range of grade-level performance.	<ul style="list-style-type: none"> Claim may be unclear, loosely related, or insufficiently sustained within the task. Organizational structure may be repetitive or inconsistent, disrupting the advancement of ideas. Transitions attempt to connect ideas but may lack variety. Introduction and conclusion may be present but repetitive, simplistic, or otherwise ineffective. 	<ul style="list-style-type: none"> Development may demonstrate partial or incomplete understanding of the topic. Elaboration may attempt to develop the argument but may rely heavily on the sources, provide loosely related information, be repetitive or otherwise ineffective. Evidence may be partially integrated and/or related to the topic but unsupportive of or disconnected from the argument. Lacks appropriate citations. 	<ul style="list-style-type: none"> Vocabulary and word choice may be imprecise or basic, demonstrating partial command of expression of ideas. Sentence structure may be partially controlled, somewhat simplistic, or lacking grade-appropriate language facility. Inconsistent use of correct grammar, punctuation, capitalization, and/or spelling; may contain multiple distracting errors, demonstrating partial command of standard English conventions. Tone and/or voice may be inconsistent. May be grammatically accurate but too brief to demonstrate grade-appropriate command of language skills.
1 Below grade-level performance demonstrated.	<ul style="list-style-type: none"> Claim may be absent, ambiguous, or confusing, demonstrating lack of awareness of task. Demonstrates little or no discernible organizational structure. Transitions may be absent or confusing. Introduction and conclusion may be unrelated to the response and/or create confusion. Too brief to demonstrate knowledge of purpose, structure, or task. 	<ul style="list-style-type: none"> Response may demonstrate lack of understanding of the topic and/or lack of development. Elaboration may consist of confusing ideas or demonstrate lack of knowledge of elaborative techniques. Evidence from the sources may be absent, vague, and/or confusing. Lacks appropriate citations. Too brief to demonstrate knowledge of elaboration, topic, or sources. 	<ul style="list-style-type: none"> Vocabulary and word choice may be vague, unclear, or confusing. Sentence structure may be simplistic or confusing. Use of grammar, punctuation, capitalization and/or spelling may contain a density and variety of severe errors, demonstrating lack of command of standard English conventions, often obscuring meaning. Tone and/or voice may be inappropriate. Brevity with errors demonstrates lack of command of language skills.

Sample Expository Rubric - Writing

Grades 4-6 Expository Rubric

Responses are scored holistically by domain and earn scores by demonstrating *most* of the descriptors in a given score point.*

Score Point	Purpose/Structure	Development	Language
4 Above grade-level accomplishment demonstrated.	<ul style="list-style-type: none"> Central idea is focused on the task and consistently maintained throughout. Organizational structure strengthens the response and allows for advancement of the central idea. Varied transitional strategies connect ideas within and among paragraphs, enhancing the progression of the response. Effective introduction and conclusion enhance the essay. 	<ul style="list-style-type: none"> Skillful development demonstrates thorough understanding of the topic. Effective elaboration may include original student writing combined with (but may not be limited to) paraphrasing, text evidence, examples, definitions, narrative, and/or rhetorical** techniques as appropriate to support the central idea. Smoothly integrated, relevant evidence from multiple sources lends credibility to the essay. Evidence is appropriately cited. 	<ul style="list-style-type: none"> Integration of academic vocabulary strengthens and furthers ideas. Skillful use of varied sentence structure contributes to fluidity of ideas. Use of standard English grammar, punctuation, capitalization, and spelling demonstrates consistent command of the communication of ideas. Tone and/or voice strengthens the overall response.
3 Within the range of grade-level performance.	<ul style="list-style-type: none"> Central idea is focused on the task and generally maintained throughout. Organizational structure is logical and allows for advancement of the central idea. Varied transitional strategies connect ideas within and among paragraphs. Sufficient introduction and conclusion contribute to a sense of completeness. 	<ul style="list-style-type: none"> Logical development demonstrates understanding of the topic. Adequate elaboration may include (but may not be limited to) a combination of original student writing with paraphrasing, text evidence, examples, definitions, narrative, and/or rhetorical** techniques as appropriate to support the central idea. Relevant, integrated evidence from multiple sources lends credibility to the exposition. Evidence is appropriately cited. 	<ul style="list-style-type: none"> Integration of academic vocabulary demonstrates clear expression of ideas Sentence structure is varied and demonstrates grade-appropriate language facility. Use of grammar, punctuation, capitalization, and spelling demonstrates grade-appropriate command of standard English conventions. Tone and/or voice is appropriate for the overall response.

2 Approaching the range of grade-level performance.

- Central idea may be unclear, loosely related, or insufficiently sustained within the task.
- Organizational structure may be repetitive or inconsistent, disrupting the advancement of ideas.
- Transitions attempt to connect ideas but may lack variety.
- Introduction and conclusion may be present but repetitive, simplistic, or otherwise ineffective.

- Development may demonstrate partial or incomplete understanding of the topic.
- Elaboration may attempt to develop the central idea but may rely heavily on the sources, provide loosely related information, be repetitive or otherwise ineffective.
- Evidence may be partially integrated and/or related to the topic but unsupportive of or disconnected from the exposition.
- Lacks appropriate citations.

- Vocabulary and word choice may be imprecise or basic, demonstrating partial command of expression of ideas.
- Sentence structure may be partially controlled, somewhat simplistic, or lacking grade-appropriate language facility.
- Inconsistent use of correct grammar, punctuation, capitalization, and/or spelling may contain multiple distracting errors, demonstrating partial command of standard English conventions.
- Tone and/or voice may be inconsistent.
- May be grammatically accurate but too brief to demonstrate grade-appropriate command of language skills.

1 Below grade-level performance demonstrated.

- Central idea may be absent, ambiguous, or confusing, demonstrating lack of awareness of task.
- Demonstrates little or no discernible organizational structure.
- Transitions may be absent or confusing.
- Introduction and conclusion may be unrelated to the response and/or create confusion.
- Too brief to demonstrate knowledge of purpose, structure, or task.

- Response may demonstrate lack of understanding of the topic and/or lack of development.
- Elaboration may consist of confusing ideas or demonstrate lack of knowledge of elaborative techniques.
- Evidence from sources may be absent, vague, and/or confusing.
- Lacks appropriate citations.
- Too brief to demonstrate knowledge of elaboration, topic, or sources.

- Vocabulary and word choice may be vague, unclear, or confusing.
- Sentence structure may be simplistic or confusing.
- Use of grammar, punctuation, capitalization, and/or spelling may contain a density and variety of severe errors, demonstrating lack of command of standard English conventions, often obscuring meaning.
- Tone and/or voice may be inappropriate.
- Brevity with errors demonstrates lack of command of language skills.



Technology





Dadeschools.net - Student Access

- Your child's grades are posted on the Dadeschools portal. You can log in following the steps below:
- 1. Visit: <http://www.dadeschools.net/students.asp>
- 2. **USERNAME:** your child's student id #
Please email us if you do not know your child's id #
- 3. **PASSWORD:** your initial password is your child's two-digit birth month, two digit birthday, two digit birth year, followed by the first initial of your child's first name and last name (ex: mmddyy**)
- Parent portal access (parent pin) can be requested in the main office or emailing: ruth.bouliakis@archimedean.org

ABC



New Archimedean Family Members

- 5th Grade starts daily at 8:00 am and ends at 3:30 pm. (Except for Fridays!)
- Early dismissal at AA differs from MDCPS! We dismiss early on Fridays at 2:30 pm!
- Contact support@archimedean.org to request a username and password for student access to Archie.
- All HW and newsletters are posted on sis.archimedean.org.
- Uniforms can be purchased through www.archimedean.org. Our scholars are expected to wear the school embroidered white or navy blue polo with khaki bottoms.
- To join the PTO or learn more, please email PTOArchimedean@gmail.com.
- The school's administrative support contact is Ms. Cynthia Paraskos. Please contact her at cynthia.paraskos@archimedean.org if you have any attendance questions, updates to emergency contact information or general school inquiries.





Dismissal





5th Grade Dismissal

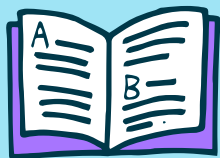
- 5th grade students dismiss at 3:30 pm (half an hour after the lower grades) Monday - Thursday, and Fridays at 2:30 pm.
- Siblings of 5th Graders can receive courtesy sibling care from 3:00-3:30 pm (or 2:00- 2:30 pm on Fridays) so that they dismiss with their older sibling. Please notify us if your child will be participating in 5th Grade Sibling Care.
- At dismissal, please have a car tag visibly displayed from your vehicle. We are trying to efficiently dismiss and this expedites the process immensely. Often the glare from the sun prevents us from seeing who is in the vehicle and we do not recognize the vehicles. Also, a car tag allows us to know that you are part of the Archie family.
- Please be sure to drive all the way around the roundabout as it speeds up dismissal by not interrupting traffic. Students will be sent walking to the designated pickup spot.





**Covid-19 guideline
questions are to be
directed to
administration**





**Thank you for
your partnership!**

We appreciate your cooperation and
support in making this a fantastic and
effective school year!

