

Welcome to 5th Grade!



Open House
September 24, 2024





5th Grade Teaching Team

- Mrs. Gonzalez - Reading, Language Arts & SS, Grade Strategist
 - leilani.regan@archimedean.org
- Mrs. Martin - Reading, Language Arts & Social Studies
 - florence.martin@archimedean.org
- Mr. Carbia - Philosophy
 - jose.carbia@archimedean.org
- Ms. Leiva - Science
 - yanessa.leiva@archimedean.org
- Mrs. Pappa - Greek Language
 - maria.pappa@archimedean.org
- Mr. Vanegas- American Math
 - peter.vanegas@archimedean.org
- Kyria Maria - Greek Math
 - maria.lafazanoglou@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
- Diana Aviles - ESE Specialist
 - diana.aviles@archimedean.org
- Mrs. Maria - Assistant Principal
 - morales.zervos@archimedean.org
- Dr. Martínez - Principal
 - Jose.martinez@archimedean.org



Bloom

"The act of blooming is a reminder to embrace change, takes risks, and step out of our comfort zones."

#ArchieBlooms



Specials Rotation for 5th Grade



**Physical
Education**



Music



Art



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

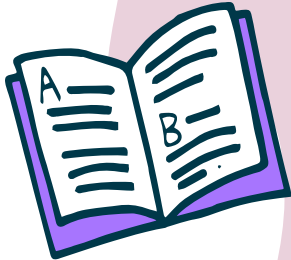
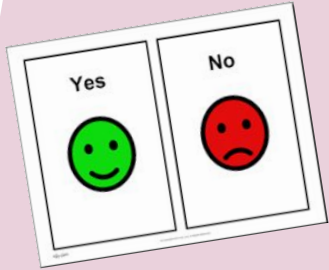
- Walk safely throughout the halls
- I.D. must be worn at all times
- Stay in the lunch area/classroom/school and stay with your group
- See something, say something

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 |

Home Learning



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.



Reading Home Learning

5B & 5D Week 5 9/16-9/20/24

M
9/16

i-Ready Reading Diagnostic today!

Please have iPads charged & headphones handy.

T
9/17

Brain Pop on "Conjunctions" in class
<https://www.brainpop.com/topic/thomas-edison/>

W
9/18

Continue reading *Sonia Sotomayor* in class

Th
9/19

Continue reading *Sonia Sotomayor* in class

F
9/20

Continue reading *Sonia Sotomayor* in class

Have a great weekend!

Important Dates

- 9/17 Open House
- 10/3 Teacher Planning Day

Assessments

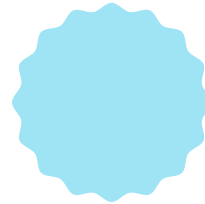
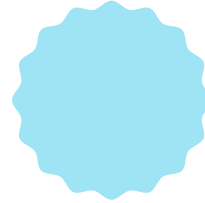
- Mon 9/16 iReady Diagnostic
- Novel Quizzes throughout the week!

Reminders

- Please keep car tags on at dismissal!
- Turn in all emergency contact cards, etc.

Types of Assignments

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



- iReady
- Weekly Language Review
- Note taking
- HMH Reading Tests
- HMH Selection quizzes
- Novels
- Data tracking
- Group projects





Homework

Our Homework mainly consists of iReady, novel study or an essay.

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.



DARE Program

The program uses uniformed police officers to teach a formal curriculum to students in the school classroom. Special attention is given to fifth graders so they may be prepared to resist negative peer pressure in middle school.

Some topics discussion may include:

- Decision Making Model Practice
- Involvement in Gangs and Violence
- Responding to Pressure
- Cyberbullying
- Safe Reporting
- Communicating Effectively

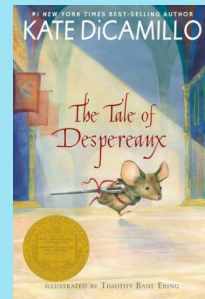
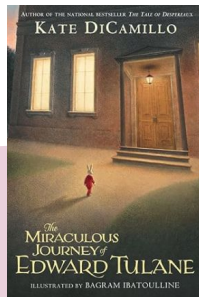
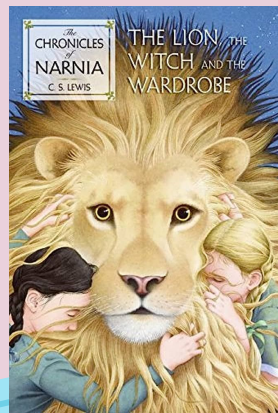




Novels

Novel studies are an important and exciting part of our reading program. Please purchase or borrow the following novels by September 6th.

- [The Tale of Despereaux](#) by Kate DiCamillo
- [Who is Sonia Sotomayor?](#) by Megan Stine
- [The Lion, the Witch and the Wardrobe](#) by C.S. Lewis
- [The Secret Garden](#) by Frances Hodgson Burnett
- [The Miraculous Journey of Edward Tulane](#) by Kate DiCamillo



5th Grade Announcements

- 5th Class shirts
- Class Spelling Bee on Oct 29th (Posted under Resources)
- Last year's memory book has arrived!
- Greek Night is on Saturday, November 2nd. Double volunteer hours!
- World Heritage Day is Friday, November 8th. 5th grade has the continent of Oceania/Australia. Each section will be assigned a different country from this region.
- Volunteer Statements will be distributed at the end of each 9 weeks; families must complete 30 volunteer hours per year.

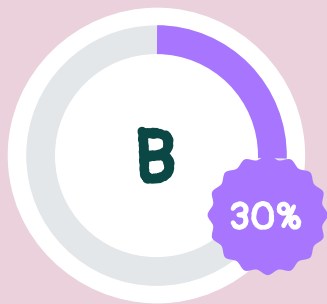


GRADING SCALES

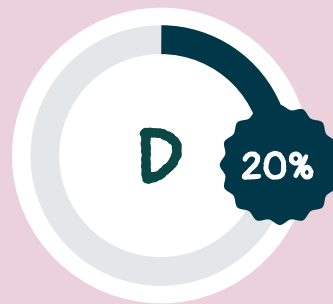
READING/LANGUAGE ARTS/ SOCIAL STUDIES



TESTS



QUIZZES/PROJECTS



CLASSWORK



HOMEWORK/
PARTICIPATION



Subject Areas

Reading, Language Arts, and Social Studies



Reading

- Comprehension
- Vocabulary
- iReady
- Projects



Language Arts

- Grammar
- Essays
- Written responses
- iReady

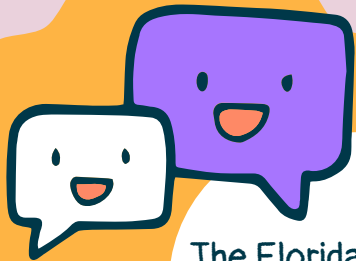


Social Studies

- 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 the school iPads.

The BEST writing assessment will focus on argumentative or expository texts and will be graded using the BEST. 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 - BEST 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.

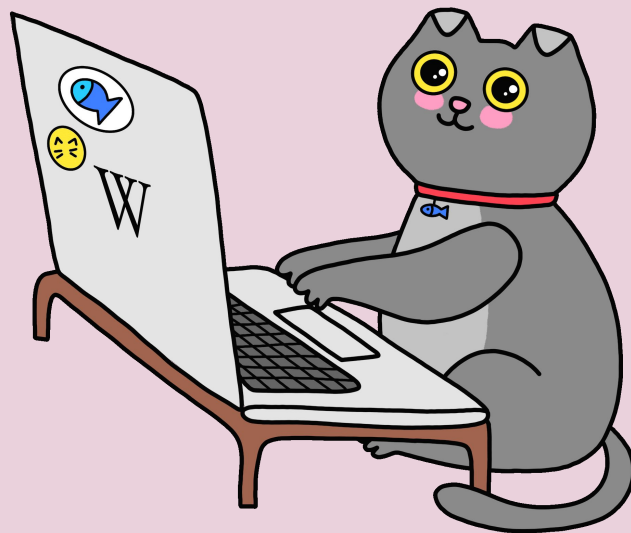
- Central idea may be absent, ambiguous, or confusing, demonstrating lack of awareness of task.
- Demonstrates little or no discernible organizational structure.
- Transitions may be absent or confusing.
- Introduction and conclusion may be unrelated to the response and/or create confusion.
- Too brief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



abc



Dadeschools.net - Student Access

Your child's grades are posted on the Dadeschools portal.
You can log in following the steps below:

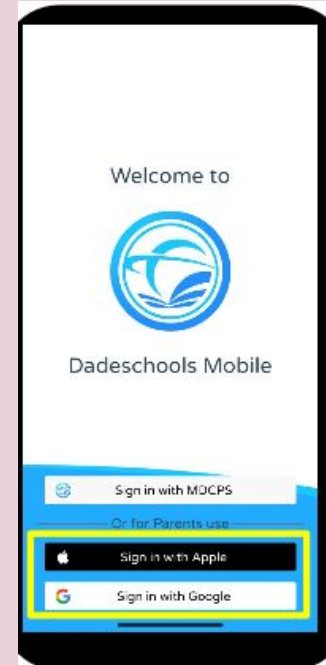
- 1. Visit: <http://www.dadeschools.net/students.asp>
- 2. **USERNAME:** your child's student id #
Please email us if you do not know your child's id #
- 3. **PASSWORD:** your initial password is your child's two-digit birth month, two digit birthday, two digit birth year, followed by the first initial of your child's first name and last name (ex: mmddyy**)

The screenshot shows the login interface for Dadeschools.net. It features a dark blue background with white text. At the top, the website name 'Dadeschools.net' is displayed. Below it are two input fields: one for 'Username' and another for the password, which is masked with dots. A 'Remember Username' checkbox is located between the password field and the login button. The login button is a prominent blue rectangle with the word 'Login' in white. At the bottom, there are links for 'Forgot Username/Password?' and 'Create an Account', followed by a 'Badge Login' option with a small downward arrow.



★ Dadeschools Parent App - Parent Access

- Download the Dadeschools Mobile App from the App Store or Play Store.
- Launch the app on your phone.
- Select Sign In with Apple or Sign In with Google.
- Click Continue when asked to allow “dsmobile” to sign in.
 - Apple Users Only: Select **Share your email** when prompted.
- Enter your credentials when prompted and you will arrive at the homepage.
- Parent portal access (parent pin) can be requested in the main office or by emailing: ruth.bouliakis@archimedean.org



ABC



5th Grade REMIND

I use email, Remind, and phone calls to communicate with parents. Please verify your contact information on Archie, with the office and your child's homeroom teacher. Join our REMIND by using:

- **5B REMIND Class Code:** @5b2025gonz OR Text @5b2025gonz to the number 81010. You'll receive a welcome text from Remind. If anyone has trouble with 81010, they can try texting @5b2025gonz to (774) 353-0907.
- **5D REMIND Class Code:** 5D: @5d2025gonz OR Text @5d2025gonz to the number 81010. They'll receive a welcome text from Remind. If anyone has trouble with 81010, they can try texting @5d2025gonz to (774) 353-0907.

Websites/Username & Passwords

- Your child's Archie username and password is the same as years prior. Please ask the Grade Level Strategist if your child does not have it.
- HMH website: <https://www.hmhco.com/ui/login>
- i-ready: <https://login.i-ready.com>
- Brain Pop: <https://www.brainpop.com/login/>
- Archimedean: <https://sis.archimedean.org>
- CommonLit: <https://www.commonlit.org/en>
- Epic Books: <https://kids.getepic.com>
- Seesaw: <https://app.seesaw.me/#/login>





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.



ABC



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 and QR code ready. 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

ABC



**Thank you for
your
partnership!**

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

