

Dugan Elementary School

Welcome
To Fifth Grade

Daily Activities

Arrival (7:30-8:00)

Dismissal (2:20)

Readers workshop

DI/Literacy stations

Math workshop

Specials

Math stations

Lunch

Recess

Writers workshop



Specials

Music

PE

Art

STEM lab

Communication

Fifth Grade Website

Dugan Website

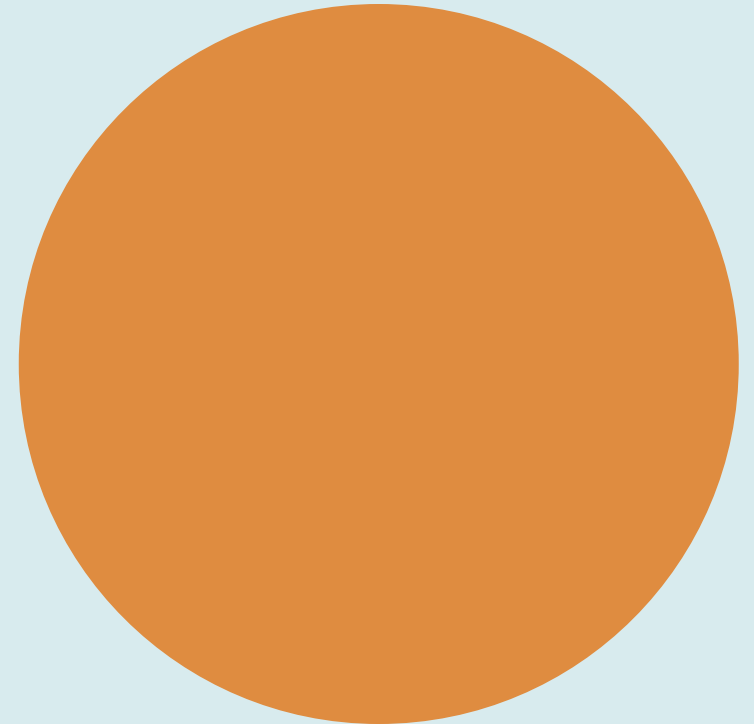
Dugan Facebook page

Class Dojo

Email

Canvas Directions

1. www.paulding.k12.ga.us
2. Click on student dashboard
3. Click on elementary dashboard
4. Click on the Canvas icon (red)
5. Login your child's student id # as username
6. Password is your child's three initials, birth month and day.
(ex. JLW 0122)
7. Click on the courses icon on the left
8. Click on "ALL COURSES"
9. Click on Fifth Grade Homeroom



Additional Canvas Resources

Student Canvas Instructions:

<https://www.paulding.k12.ga.us/Page/28791>

Parent Canvas Instructions:

<https://www.paulding.k12.ga.us/Page/28792>

Homework

Complete one math and one ELA assignment that is assigned through Freckle.

(This is accessed through Clever which is on the elementary dashboard.)
Username: lunch # followed by @paulding.k12.ga.us
Password: child's three initials, birth month and day. (ex. JLWo122)

Breakfast

Breakfast is offered to our students everyday.

Students should arrive by 7:45 to eat breakfast so that their instructional day can begin promptly at 8:00.

Lunch

myschoolbucks.com

Please bring a water bottle labeled with name. Water fountains will not be accessible.

If your child brings a lunchbox, make sure they can open their lunch items.

School Supplies

You will get a list of supplies from your individual 5th grade teacher

PBIS at Dugan Elementary School

Positive Behavioral Intervention & Support

- Be Kind
- Be Responsible
- Be Respectful

What is a Lexile?

The Lexile Framework for Reading was created by MetaMetrics to measure the reading challenge presented by a text. In contrast to a district's age-based guidelines for what students should read, a Lexile measure is based on both reading ability and text difficulty/complexity. Measures range from below 200L (BR) to above 1700L.

According to the Lexile Framework, there is no correspondence between a Specific Lexile measure and a specific grade level. Within any classroom, there will be a range of readers and a range of reading materials.

A student receives a Lexile measure as a score from a specific reading test. In Georgia, students will receive a Lexile measure from the Georgia Milestone ELA assessment. Students also receive A Lexile from the universal screener known as The Reading Inventory.

Parent Resources

The Georgia Department of Education provides parent resources on Lexiles.

Resources provided include a detailed power point on Lexiles and a checklist for helping your child choose the right book to read.

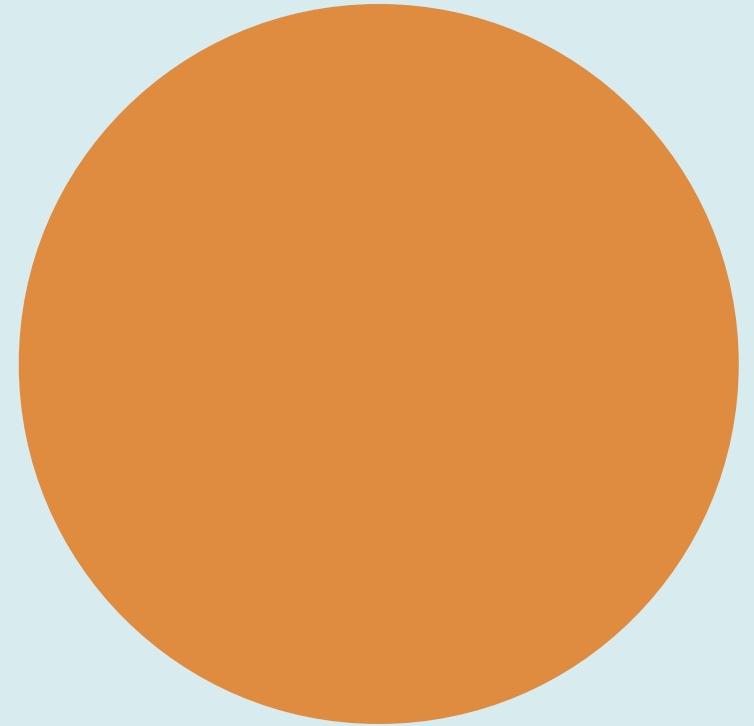
<http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/Parent-FAQs.aspx>

Lexile Measures

Georgia's rigorous content standards promote that students should be ready for college or career upon exiting high school.

The most important factor for readiness is a student's ability to read and understand texts of steadily increasing complexity as they progress through school.

The Lexile® Framework provides valuable insights into student readiness by measuring both the complexity of college and career texts and a student's ability to comprehend these texts.



Lexile Bands

- The Lexile® Framework helps to describe the text complexity necessary for students to meet the demands of colleges and careers.
- This redesign now displays college and career ready “stretch” Lexile bands.
- These college and career bands, also known as “stretch” bands, of the Lexile® Framework show an upward trajectory of reading comprehension development through the grades to indicate that all students should be reading at the college and career readiness level by no later than the end of high school.
- Georgia’s content standards focus both on text complexity of what students read and how well students read and comprehend. The
- Lexile bands in the table below help teachers and parents determine what text is appropriate for each grade band and what should be text that will stretch the students and help them gain in literacy skills
- . Students should have regular practice reading written texts within the “stretch” Lexile band for each year in order to be on the pathway to be college or career ready upon high school graduation.

www.gadoe.org

Lexile Bands

1st Grade
190L to 530L

2nd Grade
420L to 650L

3rd Grade
520L to 820L

4th Grade
740L to 940L

5th Grade
830L to 1010L

6th Grade
925L to 1070L

7th Grade
970L to 1120L

8th Grade
1010L to 1185L

9th Grade
1050L to 1260L

10th Grade
1080L to 1335L

11th and 12th Grade
1185L to 1385L

Reading Inventory

The Reading Inventory is a research-based, adaptive student assessment program that measures reading skills and longitudinal progress from Kindergarten through college readiness. It can be administered in a group setting in around 30 minutes 3–5 times per year.

The Foundational Reading Assessment is designed to measure basic reading skills. Students must score at least a 49 to take the comprehension assessment.

The Comprehension Assessment includes passages from authentic texts, both informational and literary. These passages are like the ones students will encounter inside and outside of school. Vocabulary is tested in context. Test does not require knowledge of ideas outside of the passage.

Grade Level Standards

See link below!

<https://www.georgiastandards.org/Georgia-Standards/Pages/default.aspx>

Bookworms

Bookworms is a balanced literacy program. The program uses three 45-minute segments or blocks of time.

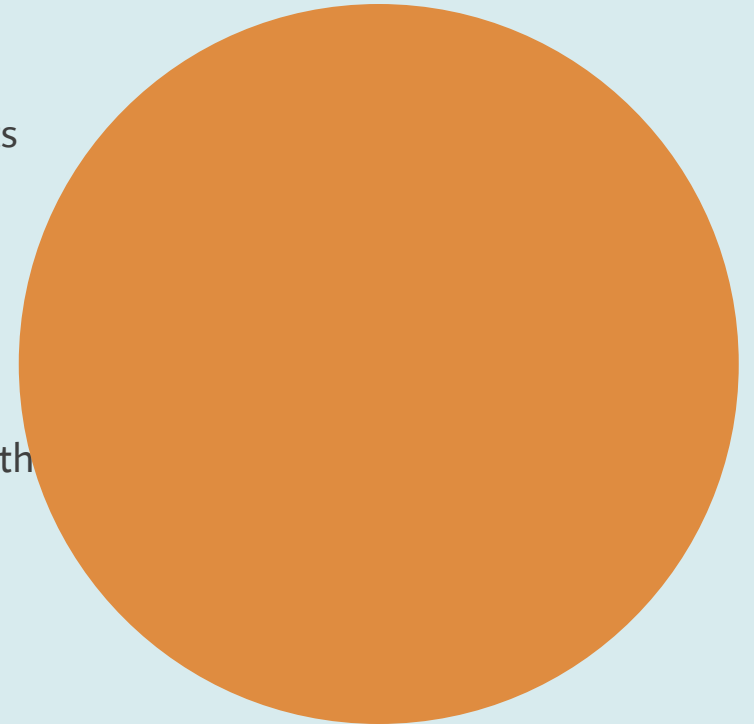
INTERACTIVE READ ALOUD: The first segment consists of an interactive read-aloud of a high-quality text that is above the grade level Lexile band. The teacher reads the text aloud. The interactive read aloud challenges students with new vocabulary, new knowledge, and rigorous text complexity.

SHARED READING: The next segment comprises whole-class shared reading from a grade-level trade book. Students read with the teacher to increase fluency and comprehension. Students use strategies such as choral reading and echo reading.

DIFFERENTIATED INSTRUCTION: The final segment of Bookworms is differentiation. During needs based instruction, students participate in groups. Groups meet for 15 minutes. In this groupings, students practice phonics skills, fluency, comprehension, or vocabulary. Likewise, students also write written responses to shared reading or interactive read alouds. Students also practice reading independently. This block of time allows students to practice literacy skills based upon individual needs.

Math Workshop

- Math workshop is a mix of whole-group instruction and small-group instruction.
- The main focus is on small-group instruction so the teacher can work with students to discuss and collaborate with them. The teacher has students explain their findings to word problems, and the teacher becomes aware of students' misconceptions about the standard/skill.
- Also, in small-group instruction, the students are participating in conversations with one another, and the students learn from each other.
- Group instruction so the teacher can work closer with students to discuss and collaborate with them. The teacher has students explain their findings to word problems, and the teacher becomes aware of students' misconceptions about the standard/skill. Also, the students are participating in conversations and learning from one another.





Whole Group Instruction in the Form of a Mini-Lesson

- * During math workshop, teachers begin with a mini-lesson taught to the whole group. Teachers begin with a math word problem posed to the class. By using the word problem, the teacher then introduces a math strategy with modeling, and/or the teacher provides a think aloud to a specific math concept.
- * The teacher is setting the stage for small group instruction, and the teacher is providing a model for students to refer back to if they need help.
- * The teacher distributes word problems for students to practice using the modeled strategy and

Small Group Instruction: Work Time

- Explain how the school addresses academic and behavioral problems.
- Outline the school's policies regarding tardiness, absence, and discipline.
- Provide policy information about:
 - School cancellations for bad weather and other reasons.
 - Emergency procedures.
 - Transportation.
 - After-school activities.
 - Volunteering.

Small Group Instruction: Closing

The last stage of math workshop is the closing portion. Closing takes place in a whole group setting. Selected students will share what they have learned during the day's workshop. They may share their strategies, summarize their findings, provide a review of the standard, etc.

Other students will ask questions of the students who are sharing!

Likewise, students will collaborate and discuss if the answers are agreeable or if there needs to be corrections made to the shared work.

The teacher will wrap-up the day's learning.

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Number Talks

A whole group discussion among the teacher and the students about how to solve an equation or particular mental math problem.

The teacher gives the students an equation. Students solve the problem in their head without using paper or pencil. Then, students

share

the possible methods for finding the answer.

Students explain their mathematical thinking.

Everyone learns from each other.

Writing

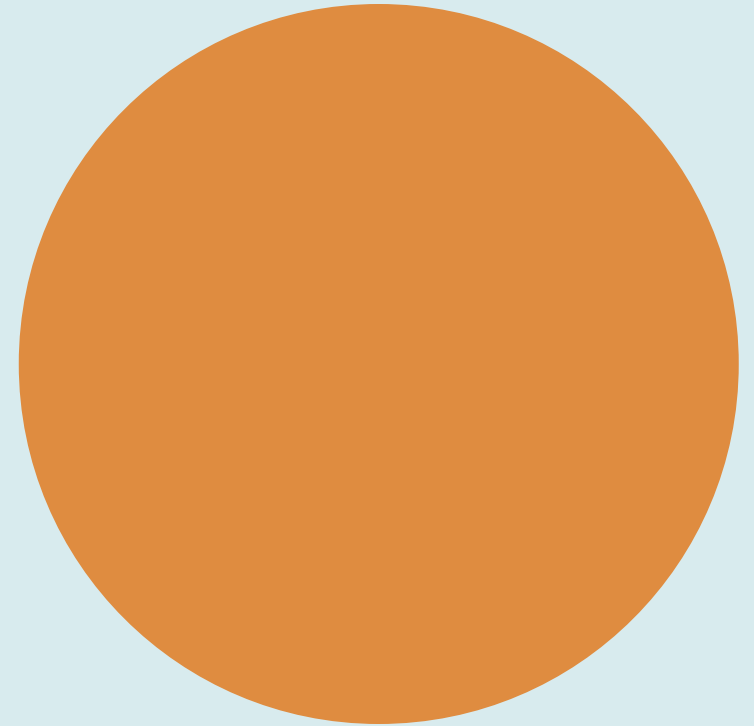
Students in grades kindergarten through fifth are focused on communicating effectively both in writing and in speaking.
(www.gadoe.org)

Students learn the process of writing for narrative, informational, and opinion genres. Students and teacher discuss rubrics for each genre. Students are given access to the rubric while writing. Likewise, teacher may use graphic organizers with students in order to support writing.

Teachers will now share grade-level rubric.

Strategies to Use at Home

- Choral Reading
- Echo Reading
- Read/Cover/Recall
- Use 20 minutes to practice reading
- Create a quiet predictable place at home to work



Questions?

- Please email your teacher if you have any questions!
- Thank you!