

# **CURRICULUM NIGHT**

**2011-2012**

**GRADE FIVE**



**SAINT BRIGID SCHOOL**  
**A BLUE RIBBON SCHOOL**

**FAITH. FAMILIES. TRADITION.**

The Saint Brigid of Kildare community provides Catholic faith formation and strong academic foundations to inspire life long learners and leaders in the twenty first century.



## ***Welcome to Fifth Grade!***

We would like to welcome you to what we know will be a fabulous year for your children. We are looking forward to a year filled with learning, excitement and fun. We are excited to help your child grow this year—academically, spiritually and socially. We welcome your thoughts and ideas as the year progresses. Together, we will make a great team!

### **Communication:**

If you need to talk with us, or schedule a conference during the year, please call us at school (718-5825) and leave a message with the school secretary. We will return your call within 24 hours. We also welcome notes from home and will answer those as needed. Our email addresses are:

kpartrid@cducation.org

jmaschar@cducation.org

csaliba@cducation.org

jcecutti@cducation.org

Ms. Partridge will be teaching social studies and religion.

Mrs. Maschari will be teaching language arts and science.

Mrs. Saliba will be teaching math.

Mrs. Cecutti will be the literacy teacher for 5<sup>th</sup> and 6<sup>th</sup> grade.

We do ask that you use the above recourses to contact us. Scheduling a conference in advance will allow us to gather materials and information regarding your child so that we can have the most productive meeting possible.

### **Missing Assignment Notices:**

We believe that every assignment has value and importance. In an effort to help your child stay organized and on track, we will be using the missing assignment notice as a form of communication to alert you to a missed assignment. This slip will indicate what assignment was missed and the teacher of the class it was assigned in. Every time a slip is given, the teacher will talk to your child and make a plan to help prevent any more missed assignments. An academic detention will be served upon three missing assignments. Academic detentions are different than behavioral detentions and will be served on Tuesdays from 3:00-3:30. Organization and responsibility are crucial life skills that will continue to benefit the students in the future. Our number one goal is to help your child achieve success this school year!

### **Wednesday Folders:**

Any school communication will be sent home on Wednesdays. Please read all of the information, sign the back of the folder and return it with your child on the next school day.

### **Friday Folders:**

Every Friday your child will bring home the work that we completed that week. Please take some time to review these papers with your child. This is always a great

opportunity to review your child's progress and notice areas of strength and weakness or concern. Sign and return the folder, **with the papers inside**, on the next school day. Papers will be returned permanently at the end of each quarter.

### **Assignment Notebooks:**

The assignment notebook is a wonderful tool to help keep your child organized throughout the year. The students are expected, on a daily basis, to write down each assignment and due date, as well as any upcoming tests or quizzes. Students in fifth grade are also required to obtain a parent's signature each evening, even if there happens to be no assigned homework. We will routinely check each notebook for the parent's signature. **Please refrain from writing notes to the teacher in the assignment notebooks—send in a separate note.** We do not check the notebooks every day and do not want to miss an important note from home.

### **Specials Schedule**

	<b>Partridge</b>	<b>Maschari</b>
<b>Monday</b>	Art + Music	Physical Education
<b>Tues.</b>	Physical Education	Art
<b>Wed.</b>	Spanish	Music/Band
<b>Thurs.</b>	None	Spanish
<b>Fri.</b>	Music/Band	Music

**Extra Band Class:** Partridge Tuesday 11:20-11:50  
Maschari Friday 8:20-8:50

**Recess:** 12:00-12:20

**Lunch:** 12:30-1:00

**\*\*Due to our late lunch time, your child will be permitted to bring in a healthy snack each day. (Please, no nut products.) We will have a designated snack time each morning. Students may also bring a water bottle. The water must be clear and unflavored and the bottle should be filled at the beginning of the day.**

Fifth grade goes to Mass on Thursdays at 9:00. Special Masses are listed on the school calendar of our website. You are welcome to join us!

### **Newsletter:**

During the first week of every month (except for September and June), we publish a fifth grade newsletter that can be found on the St. Brigid of Kildare website. This is an

invaluable resource and will inform you about what your child is learning in the classroom and upcoming events. Please check it out!

### **Birthdays:**

This year, St. Brigid of Kildare has adopted a new birthday policy. On your child's birthday, he or she may choose to dress up or down (if your child's birthday falls on a Mass day, please choose the day before or the day after). In the cafeteria, the child will receive a special cupcake and will be recognized by his or her classmates through song. Your child may bring in a non-food treat for the class (pencil, stickers, etc.) or may participate in the library Birthday Book program. Your child also has the option to donate a game or book to the classroom for all the students to share and enjoy.

### **5<sup>th</sup> Grade Teacher Biographies**

#### **Mrs. Jennifer Maschari**

I am a native of Cincinnati and attended Catholic schools all of my life. I graduated summa cum laude from the University of Dayton with a B.S. in Middle Childhood Education, science and language arts. It was at UD where I was awarded the George A. Pflaum Award for Excellence in Middle Childhood Education. Throughout college, I was actively involved in service and other extra-curricular activities. I also was extremely active within the education field through my membership in the Collegiate Middle Level Association (CMLA) and through my role as a college-level physics tutor.

This is my seventh year of teaching. I completed my Master's degree at Ohio Dominican University in the area of curriculum and instruction in May 2010. In my spare time, I love to cheer on Ohio State, read (a lot!) and write. I love finding quality books for the classroom library that I know will engage and excite our students. I also have a stubborn, but handsome bulldog named Oliver and live with my husband, Kurt, in Hilliard. I am so blessed to be a teacher at St. Brigid and look forward to getting to know all of you (and your children) better this year!

#### **Ms. Karen Partridge**

I grew up in Dublin, Ohio where I am proud to say I was a 2002 graduate of Saint Brigid of Kildare. I enjoyed my time as a student then and now, I am so excited to be back! In 2006, I graduated from Bishop Watterson high school. Go Eagles! I went on to get my Bachelors Degree in Middle Childhood Education, social studies and language arts.

I have three sisters with whom I am extremely close with. I am an identical triplet and have another sister who is one year older than we are. They live in Baltimore, Pittsburgh, and Dallas and I miss them every day! On my free time, you can find me eating at El Vaquero, running or cheering on the Buckeyes, Blue Jackets and Steelers!

I am teaching 5<sup>th</sup> and 6<sup>th</sup> grade social studies as well as 5<sup>th</sup> grade religion. I am so blessed to be working with such a great group of students. Every day I get excited to come to school and get to know each of your children better. I am looking forward to a great year!

**Mrs. Jill Cecutti**

I am a native of the Columbus area and am a proud graduate of Capital University. In recent years, I have taken additional coursework from Ashland University and University of Dayton. I attend professional conferences and in-services frequently throughout the year and served on the Diocesan Language Arts Course of Study Committee. I currently serve on the statewide "Choose to Read Ohio" Advisory Board dedicated to choosing reading lists, promoting reading, and spotlighting Ohio authors in schools and libraries across Ohio. I also serve as the Battle of the Books coach for our SBK teams.

My teaching career has spanned over 23 years. I began my career as a Title I Reading teacher for Westerville City Schools, then taught 4th through 8th grades at St. Paul School in Westerville. I then took time away from classroom teaching to be a "stay-at-home mom" with my two sons. During that time I also volunteered in schools and youth sports and served as a substitute teacher. I reentered teaching at St. Brigid nine years ago. In my leisure time, I enjoy spending time with my family and friends, walking my 'rescued from the pound' dog Lilu, traveling to sunny beaches, and reading great books.

My position as Literacy Teacher provides the opportunity for me to work with all 5th and 6th grade students each day in a variety of ways. I collaborate with teachers to creatively plan, integrate standards, and implement units of study in all subject areas through language arts: reading, writing, speaking and viewing. I also coordinate the Accelerated Reader (AR) program for 5th and 6th grades. My most important role is to work directly with students to support them as they explore and learn. My passion in education, besides working with children, is children's literature and promoting life-long reading. I am blessed to be working with you and your children and in our wonderful school. Please feel free to contact me with any questions or concerns you may have throughout the year.

**Mrs. Carli Saliba**

I grew up outside of Tampa, Florida and then moved to Fort Wayne, Indiana when I was in the 4th grade. All of my immediate family still resides in Indiana and I visit them often. I was blessed to enjoy Catholic education my entire life, including attending the University of Dayton - Go Flyers! I graduated with a Bachelor's of Science degree in Middle Childhood Education with a concentration in math and science.

After graduation, I spent my first few years teaching 4th grade math and science in an elementary building in a suburb of Dayton, Ohio. Next, I was welcomed to St. Brigid and have spent the last three years teaching science, algebra, and math to the 5th, 6th, 7th, and 8th grade students. I will continue to teach math this year to 5th and 6th grade students, as well as religion to both 6th grade classes.

In my free time, I love to go shopping, cook, read great books, and take my dog, Lucy, on many walks! I feel so blessed to be teaching here and am excited for a great school year!



### **A special note about volunteers...**

We welcome volunteers in the classroom. We know that you have many special talents and abilities to share. If you would like to volunteer with the students, however, it is necessary that you take the Protecting God's Children course, have a background check and be fingerprinted. More information about PGC is available in a brochure put together by the Diocese of Columbus and on our website. If you would like a copy of the brochure, please check out the Diocese of Columbus website. Additionally, you can e-mail Stacey Nerone, our Safe Environment Coordinator, at [stnerone@midohio.twcbc.com](mailto:stnerone@midohio.twcbc.com) for further information.

## **Parent/Teacher Partnership**

We believe that the parent/teacher partnership is essential to the growth and development of our young students. We welcome parent communication and thank you for your support! A recent issue of *Today's Catholic Teacher* outlined some ways to help support your child's education at home:

### **Parental SUPPORT System**

**S** = Supervise homework. Establish a time, place and space where the child reports for school work, even if he announces that there is no assigned homework on a given day. Check work for completeness and neatness. In the primary grades in particular, check also for accuracy and mastery.

**U** = Unite with school authority by complying with the school handbook and by backing up teacher decisions.

**P** = Provide honest, respectful feedback to both student and teacher. Inform teachers about stresses in the child's life that may impact learning or socialization.

**P** = Promote responsibility and maturity in your child through chores, checklists, deadlines and reasonable standards of performance.

**O** = Organize the household for school success. Provide a box for each child to store schoolbags, projects, PE clothes, etc., in readiness for the next day. Establish habits of adequate sleep that begin with a quiet atmosphere and soft lighting at least 20 minutes prior to bedtime. Plan nourishing meals, school lunches, and snacks that limit sugar intake.

**R** = Regulate a balanced schedule to include schoolwork, play, extracurricular interests, family time, leisure and prayer time. Limit TV on school days and limit extracurricular activities so students do not become overloaded with too many activities.

**T** = Teach your children to name, claim and tame their personal behavior; in other words, to accept ownership for their choices by admitting to a choice, accepting the consequences without shifting blame to others, and apologizing when necessary.

## **Guide to Fifth Grade Curriculum**

### **Math**

Welcome to another exciting year of math! Fifth grade is a year for the fundamental groundwork to be both reinforced and mastered. The students and I will work diligently to master fluency with multiplication and division of whole numbers and decimals. The students jumped quickly into a study of the place value system and computation of decimals. Our focus of study for the first semester will include theoretical and experimental probability, comparing/ordering/adding/subtracting/ multiplying/dividing whole numbers

and decimals, as well as the concepts necessary for J.A. Biztown preparation. At J.A. Biztown the students will be required to fill out deposit slips, write checks, balance their checkbooks, and calculate payroll tax!

As we enter into the world of fractions we will spend our time truly gaining an understanding of what a fraction represents relative to the whole, to decimals and to percents. In order to create equivalent fractions and to simplify fractions we will discuss the idea of various forms of "one". Rounding and estimation will be a common theme that is carried throughout the year.

We will be learning different strategies and approaches to help identify important information and to improve our accuracy.

Accelerated Math will start up next week; this will be used as homework a few days a week.

### **Social Studies**

This year in fifth grade social studies we will be using the Macmillan McGraw-Hill series The United States – Early Years. Some of the many things we will study are:

- 1) Geography - We will look at the fifty states and capitals, regions of the United States, and the use of the atlas.
- 2) Economics – supply and demand, allocation of scarce resources, competition, and specialization. Our class field trip will be in December to *JA BizTown* where the students will apply what they have learned in class by running a "city" for the day. More information will come as we get closer to this special day.
- 3) Exploration – we will look at the contributions and achievements of the European explorers.
- 4) Native Americans – We will compare the different tribes as well as look at life on a present-day reservation compared to life before the reservation system.
- 5) Colonization and Immigration – we will look at the early colonization of America and some of the difficulties faced by those early settlers. We will also look at immigration and the realities and experiences those people faced as they came to our country seeking a better life.
- 6) Government – We will discuss the responsibilities of being a citizen as well as the process of becoming a citizen. We will look at the three branches of government, the obligations of upholding the Constitution, the process of elections and the Bill of Rights.

This is just a sampling of some of the many things we will discuss this year in social studies.

### **Religion**

Fifth grade religion will focus on Jesus, his life and teachings, his many miracles and accomplishments and his involvement in Sacred Scripture. We will also discuss, at great length, the seven sacraments. We will look closely at their meanings, signs, and symbols.

Prayer is another topic that will be covered this year. We will examine the types of prayer and take time to participate in daily prayer opportunities. We will attend Mass every Thursday at 9:00 and we welcome you to join us each and every week as your schedules permit. In class, we will take time to look closely at the Mass and study each part so we begin to understand what is happening during the Liturgy.

Religion is an integral part of every day so we all will work to incorporate religion into each and every part of your child's school day.

### Science

Fifth grade is a great year for science! We will be studying the following exciting topics:

- ✓ Ecosystems
- ✓ Classification/Food Chains
- ✓ Space, the Earth and Moon
- ✓ Sound and Light
- ✓ Movement

We will also be exploring the lives of various scientists, looking at the connections between science and our Catholic faith and learning about the scientific method and science process skills. These areas will be weaved in through our major units of study.

We will study science through active learning in the classroom. This will include note-taking, discussion, hands-on-experiments, collaborative projects and learning through a variety of media.

In health, we will cover the strands of social, physical and mental/emotional health. Topics discussed will include nutrition, diseases, personal grooming, communication and health enhancing behaviors. Additionally, Officer McKenna will help the students learn more about saying no to drugs and alcohol, the decision making process and making right choices through our fifth grade DARE classes. These classes will start in September.

Here are a few learning websites you can check out at home. We use BrainPOP in the classroom. It is an excellent resource and provides age-appropriate videos on a variety of subjects and topics.

[www.brainpop.com](http://www.brainpop.com) Join Tim and Moby as they explore a variety of subjects.

<http://kids.discovery.com> Puzzles, brain teasers and science games await you at this site.

<http://www.learner.org/exhibits/parkphysics/index.html> A great site to get kids hooked on physics! Learn the science behind rollercoasters.

<http://www.hhmi.org/coolscience/> Learn cool things about biology.

<http://www.extremescience.com/index.html> Extreme science facts! It's like the Guinness Book of World Records but for science.

## **Language Arts**

Literacy teacher Jill Cecutti and I will work in collaboration to teach the language arts curriculum to the fifth grade. The way in which we facilitate our language arts classroom is based on several determining factors. The first criteria that we look at are the language arts standards from the Diocese of Columbus. Every aspect of our instruction, activities we plan and projects we introduce are based in the standards. The second thing we consider is the most recent research being done on the subject of reading and writing.

According to the most recent research, two things are essential in and out of the classroom for building better readers:

1. the amount of reading students do in and out of school is positively related to reading achievement
2. extensive research suggest that effective reading instruction move away from workbooks to lessons that offer extensive reading and writing activities

(Richard L. Allington)

This year, the students will have extensive silent reading time, discuss novels in literature circles, be exposed to various types and genres of literature, write about literature in a variety of ways, develop integrated projects, experience read-alouds and continue to work on reading strategies. I have an extensive classroom library from which students may borrow books and we will also integrate library time into the weekly routine. We want to continue to foster life-long learners who have a love and passion for reading.

The students will also further develop their writing skills by studying mentor authors, keeping a Writer's Notebook, studying the English language, and by intensively looking at the writer's craft. We enter many writing contests throughout the year to help engage the students in the act of writing. We will also use a differentiated spelling program which involves word study and looking at word patterns.

## **Assessment**

In order to get a comprehensive academic picture of every child, we use assessment. What exactly is assessment, though? Assessment is both a process and a tool. The process of assessment involves gathering data through a variety of methods to help support student learning. Assessment as a tool deals with how assessment is used.

The first type of assessment is perhaps the type that you are most familiar with—standardized testing. The students take the Terra Nova test in the fall and the ACRE test in the winter. The Terra Nova covers core subject areas and cognitive thought while the ACRE test covers religious knowledge. While these tests provide valuable data, it is important to note that they are only one form of assessment. In order to get a true picture of a child's progress and learning, it is important to take other assessments into account.

In the classroom, we use both formative assessments and summative assessments. Formative assessments are day-to-day checks with the students to see how well they are meeting the standards. Through formative assessment, teachers collect data about student learning. Examples of these on-going assessments include reading student response journals, sitting in with a small group during discussion, or even asking questions of various students during large group discussion. This type of assessment allows us to make daily changes in order to better help the students learn.

The second type of assessment we use is summative assessment. We use tests and projects to assess the students' understanding of the concepts related to a unit. These projects and tests are assessed with a rubric. With all of our tests and projects, we take into account the Multiple Intelligences and Bloom's Taxonomy when designing them.

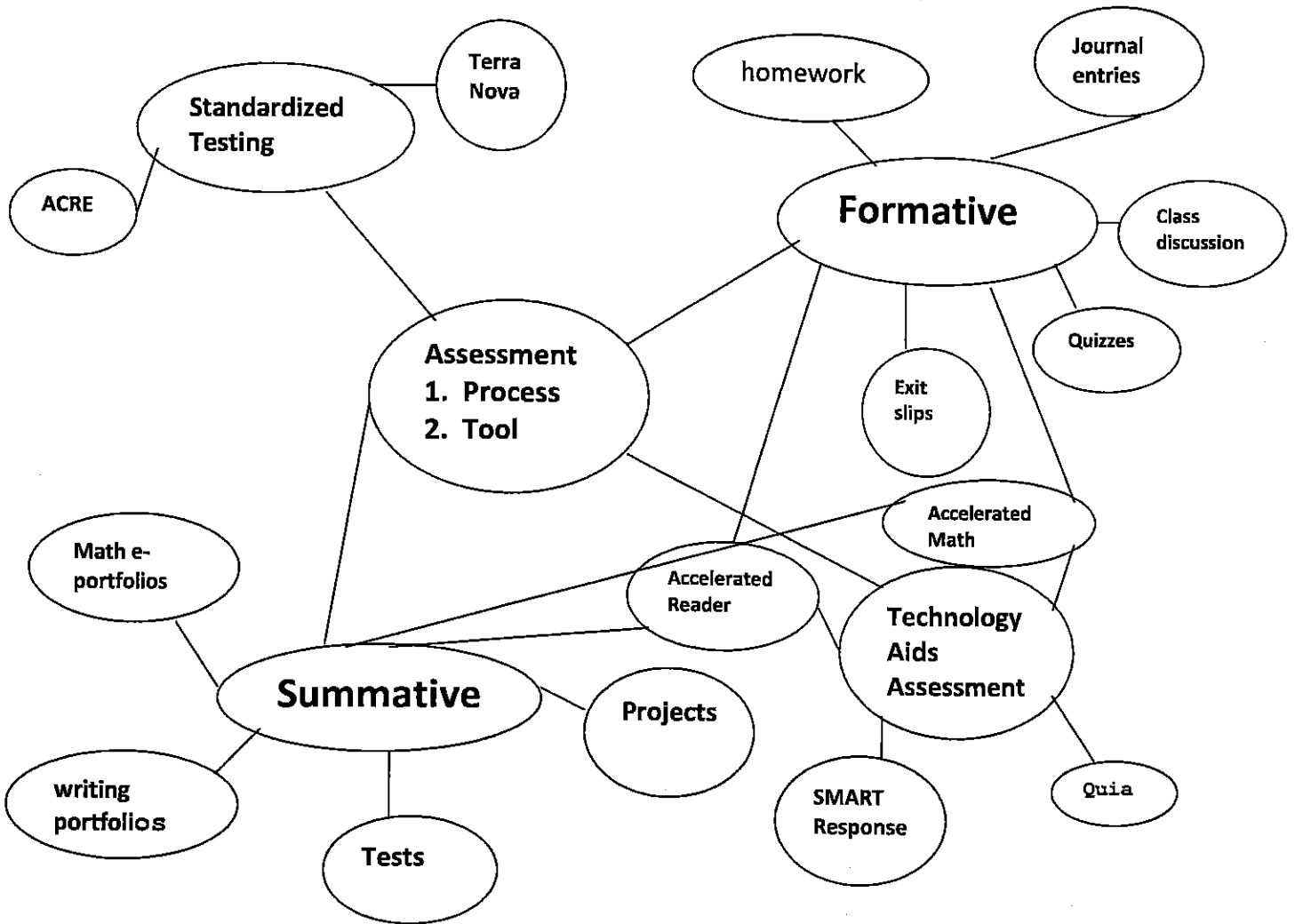
A good way to remember the difference between formative and summative assessments is to keep in mind their purposes. Formative assessments can be viewed as checkpoints that help the teacher make decisions and guide further instruction within a unit. Summative assessment is more judgmental in a sense—Did the student meet the standard or benchmark? To what extent does the child understand the material? In sports terms, formative assessments are the practices and smaller meets. Based on the athlete's performance, the coach might make changes, teach the athlete something new, and help the athlete hone necessary skills. The summative assessment is like the championship meet. The athlete must use all of the skills and knowledge he or she honed over the course of the season and demonstrate them.

We have several programs and technologies that help us assess students. The Accelerated Reader (AR) program provides us with baseline data of a student's reading through the STAR test. Then, through the use of short AR tests, we are able to gather data on how the child literally comprehends text. Paired with the logging of books read and interpretive reflections in the student's AR folder, this program gives us a good overall look at the student's progress in reading. The Accelerated Math (AM) program also gives us excellent data regarding the student's understanding of various math skills. The AM program provides the students and teacher with baseline data through the STAR test. Then, the program gives students worksheets to practice important skills and tests for the student to show mastery of those skills. This program allows the teacher to easily differentiate instruction. In addition to these great programs, we also have a program called SMART Response, which uses the SMARTboard and hand-held controllers as a means to assess students quickly. Results are available to the teacher immediately and help to guide re-teaching, intervention or enrichment opportunities.

All of the assessments allow us to take a critical look at the students' understanding of the material and enable us to identify areas that need extra attention. By then focusing on the skills and concepts the students need extra work on, we are able to guide their academic growth in all subject areas.



# A visual look at assessment...



## How do YOU feel about math?

Your feelings about mathematics will have an impact on how your children perceive and value mathematics, as well as how they view themselves as mathematicians. Take a moment to think about these questions:

- *Did you like math in school?*
- *Do you think everyone can learn math?*
- *Do you believe girls are as good at math as boys?*
- *Is it just as important for girls to learn math as boys?*
- *Do you think of math as important and useful in everyday life?*
- *Do you believe that most jobs today require math skills?*
- *How are your attitudes about math impacting your children's attitudes?*

Two important goals for all students are that 1) *they learn to value mathematics* and 2) *they become confident in their ability to do mathematics*. Parents can help children develop a "can do" disposition toward math, by nurturing their children's natural curiosity and providing support and encouragement.

## Doing Math at Home

1. Math is everywhere, yet many children don't see it. Look for ways to point out and reinforce math skills at home. For example:
  - talk about how you use math at work or in the home
  - involve children in tasks that require computing, measuring, estimating, building, following directions, problem solving and reasoning
  - look for activities that require children to use their math skills such as building scale models, cooking, planning trips, and playing logic games
2. Look for games and activities that teach and/or reinforce math and thinking. For example, look for games that:
  - require and develop skill with mental computation and estimation
  - require players to use their math skills
  - involve the development of strategies
  - require players to think about the probability of certain events occurring
  - require the use of spatial visualization skills
  - require logical thinking
3. When you see articles that have data that might interest your children (e.g., sports statistics, data on teenage smoking, facts about natural disasters), share them and talk about what the numbers mean.
4. Share your problem-solving strategies and techniques, mental computation strategies, and estimation strategies. Have your children teach you some. Work on the same problem, then compare strategies as well as answers.
5. Invite your children to explain what was learned in math class or have them teach it to you. It provides an opportunity for children to help clarify their thinking, to practice new skills, and to practice communicating mathematically.
6. If your children have access to a computer, look for software that reinforces and teaches math concepts. Help your children learn to use math utilities such as spreadsheets and graphing programs.

The above ideas were taken from the Administrative Notebook for Middle School Mathematics, Plano Independent School District, Plano, Texas.



# Diocese of Columbus Grade 5 Academic Content Standards

## Grade 5 Language Arts Standards

**Standard I: Reads a wide variety of text for a variety of purposes.**

- A. Reads a wide range of literature from many genres.**  
Describes the defining characteristics of literary forms including poetry, drama, chapter books, biographies, fiction, and non-fiction.  
Sees connections across and within genres.
- B. Reads for a wide variety of purposes.**  
Establishes and adjusts purposes for reading, including to find out, to understand, to interpret, to enjoy, and to solve problems.
- C. Reads a wide range of literature from many periods.**  
1. Recognizes literature from different periods.  
2. Identifies selected authors and illustrators by their styles and themes.
- D. Comprehends a wide range of non-text material, including spoken and visual text.**

**F. Demonstrates Interpretive comprehension skills.**  
Makes inferences based on implicit information.  
Analyzes the difference between fact and opinion.  
Makes comparisons across texts.  
Compares important details about a topic using different sources of information.

**G. Demonstrates critical thinking skills.**  
Identifies and understands an author's purpose.  
Analyzes information found in maps, charts, tables, graphs, and diagrams.  
Expresses opinions and supports them with evidence from the text.  
Summarizes stated and implied themes.  
Identifies the speaker and begins to identify the subjective/objective viewpoint.  
Predicts and supports predictions with specific references in the text.

**Standard III: Demonstrates competence in skills and strategies of the writing process.**

- A. Produces cursive letters correctly and legibly.**  
**B. Understands and develops a process of pre-writing.**  
1. Determines and writes for a variety of audiences and purposes.  
2. Generates writing ideas.  
3. Selects and uses pre-writing techniques such as outlines, maps, webs, and diagrams.
- C. Applies drafting and revising skills.**  
1. States and develops a clear main idea.  
2. Organizes writing beginning with an introduction, body, and closing.  
3. Groups related ideas into paragraphs.  
4. Uses descriptive words.  
5. Begins to use important details about a topic from different sources.  
6. Adds transitional words.  
7. Uses different sentences, simple, compound, and complex.  
8. Uses reference materials (dictionary, thesaurus) to select effective vocabulary.  
9. Rereads and assesses writing for clarity.  
10. Adds and deletes information to improve writing.
- D. Applies editing skills.**  
1. Proofreads writing and edits to improve grammar, spelling, punctuation, and grammar.  
2. Applies a rubric to evaluate the quality of writing.
- E. Understands and uses conventions of print.**  
1. Uses commas, end marks, apostrophes, and quotation marks correctly.  
2. Uses correct capitalization.  
3. Uses spelling strategies in written work.
- F. Composes writing applications.**  
1. Responds to writing prompts.  
2. Writes responses to literature.  
3. Writes letters.  
4. Writes narratives with dialogue.  
5. Writes informational reports.  
6. Produces journals, notes, or poetry.

**Standard II: Applies a wide range of strategies to comprehend, interpret, and evaluate text.**

- A. Phonological awareness mastered by grade 4.**  
**B. Develops word recognition and word analysis skills.**  
1. Applies word recognition and word analysis skills to build and extend vocabulary and to determine word meaning.  
2. Identifies the meaning of abbreviations.  
3. Proficiently decodes using syllabication and phonetic elements.  
4. Uses a dictionary to verify spelling, pronunciation, and to extend the meaning of words; begins to use a thesaurus.  
5. Identifies the connotation and denotation of new words.
- C. Expands vocabulary by using a variety of methods.**  
1. Classifies words into categories.  
2. Uses context clues to define the meaning of synonyms, antonyms, homonyms, and homographs.  
3. Uses homonyms correctly.
- D. Reads phrases, sentences, passages, etc. orally using appropriate fluency, phrasing, and expression.**  
1. Reads orally using appropriate fluency, phrasing, and expression.  
2. Monitors own comprehension by adjusting speed to fit the purpose.  
3. Makes connections between prior knowledge and new information.
- E. Demonstrates literal comprehension skills.**  
1. Selects, creates, and uses graphic organizers.  
2. Summarizes the main idea and supporting details.  
3. Summarizes information in text.  
4. Clarifies steps in a set of instructions.  
5. Explains the influence of setting on a selection.  
6. Identifies the main incidents of a plot sequence.  
7. Identifies the theme.  
8. Lists questions and searches for answers.  
9. Distinguishes relevant from irrelevant information.

**G. Publishes writing applications.**

1. Follows format appropriate to the purpose.
2. Publishes pieces for display or sharing with others.
3. Adds writing pieces to a portfolio.

**Standard IV: Uses a variety of informational and technological resources to communicate.**

- A. Demonstrates research techniques.**  
1. Selects a topic and develops a plan for research.  
2. Conducts research and gathers relevant information.  
3. Organizes and summarizes relevant information.  
4. Acknowledges sources of information.  
5. Communicates information in a variety of ways.
- B. Demonstrates the use of informational resources.**  
**C. Demonstrates the use of technological resources.**  
**D. Communicates discoveries through the use of a computer or other forms of technology.**

**Standard V: Demonstrates competence in speaking, listening, and viewing as tools for learning and for effective communication.**

- A. Listens to/ views different materials from a variety of media.**  
1. Demonstrates active listening/viewing strategies.  
2. Interprets the main idea and draws conclusions from an oral presentation.  
3. Identifies the speaker's purpose.  
4. Discusses how facts and opinions are used to influence us.
- B. Uses language and speaking skills appropriate to the audience, situation, and purpose.**  
1. Demonstrates an understanding of the rules of English.  
2. Uses clear diction, pitch, tempo, and tone, adjusting volume and tempo to stress important ideas.  
3. Adjusts content to fit the needs of the audience.
- C. Applies speaking skills in increasingly sophisticated ways.**  
1. Delivers informational presentations.  
2. Delivers formal and informal descriptive presentations.  
3. Delivers persuasive presentations that:  
a. establish a clear position;  
b. include relevant evidence to support the position and follow common organizational structures.



# Diocese of Columbus Grade 5 Academic Content Standards

## Grade 5 Math Standards

### Standard I: Mathematical Processes

- Uses a variety of tools and strategies in problem solving.
- Applies mathematical knowledge and skills.
- Recognizes and uses equivalent representations.
- Evaluates the reasonableness of predictions, estimations, and solutions.
- Uses a variety of mathematical representations to organize, record, and communicate mathematical ideas.
- Uses mathematical language and symbols to explain, analyze, and justify mathematical ideas, strategies and solutions.
- Writes clearly and coherently about mathematical thinking and ideas.
- Estimates using whole numbers, fractions, and decimals, and computes fluently.

### Standard II: Number, Number Sense and Operations.

- Uses models and visual representations to develop the concept of ratio.
- Uses various forms of "one" to demonstrate the equivalence of fractions ( $18/24 = 9/12 = 2/2$ ).
- Identifies and generates equivalent forms of fractions, decimals, and percents.
- Rounds decimals to a given place value and rounds fractions to the nearest half.
- Reads, writes, represents, and compares decimals.
- Represents and compares numbers less than 0 by extending the number line.
- Explains why fractions need common denominators to be added or subtracted.
- Uses models, points of reference, and equivalent forms to add and subtract fractions and decimals.
- Compares, describes, and orders fractions.
- Explains how place value is related to addition and subtraction of decimals.
- Recognizes and identifies perfect squares and their roots.
- Uses commutative, associative, distributive, identity, and inverse properties.
- Identifies and uses relationships between operations to solve problems.
- Estimates the results of computations involving whole numbers, fraction, and decimals.
- Identifies and represents factors and multiples of whole numbers through 100 and classifies numbers as prime or composite.
- Demonstrates fluency in multiplying and dividing whole numbers by 1 and 2-digit numbers.
- Demonstrates fluency in using multiplication and division facts in basic computation and problem solving.

### Standard III: Measurement

- Identifies and selects appropriate units to measure angles.
- Identifies paths between points on a grid or coordinate plane.
- Demonstrates and describes the differences between covering the faces and filling the interior of 3-dimensional objects.
- Demonstrates understanding of the differences among linear units, square units, and cubic units.
- Makes conversions within the same measurement system.
- Uses strategies to develop formulas for perimeter, area of triangles, rectangles, and parallelograms, and volume of rectangular prisms.
- Uses benchmark angles ( $45^\circ$ ,  $90^\circ$ ,  $120^\circ$ ) to estimate the measurement of angles.

### Standard IV: Geometry and Spatial Sense

- Draws circles and identifies and determines relationships among the radius, diameter, center, and circumference.
- Uses standard language to describe line, segment, ray, angle, skew, parallel, and perpendicular.
- Labels vertex, rays, interior, and exterior for angles.
- Describes and uses properties of congruent figures.
- Understands how to measure an angle.
- Predicts what 3-dimensional object will result from folding a 2-dimensional net, and then confirms by folding the net.
- Identifies, describes and uses reflections, rotations, and translations in solving geometric problems.

### Standard V: Patterns, Function and Algebra

- Explains a general rule for a pattern.
- Uses calculators or computers to develop patterns.
- Uses variables in general rules.
- Creates and interprets the meaning of equations and inequalities.
- Models problems with physical materials and visual representations.
- Describes how quantitative change in a variable affects the value of a related variable.
- Constructs a table of values to solve problems.

### Standard VI: Data Analysis and Probability

- Reads, constructs, and interprets frequency tables, circle graphs, and line graphs.
- Selects and uses a graph that is appropriate for the type of data to be displayed.
- Reads and interprets more complex data; e.g., double bar graph.
- Determines appropriate data to be collected.
- Describes the characteristics of a set of data.
- Modifies initial conclusions as data is collected.
- Determines and uses range, mean, median, and mode.
- Uses the range, mean, and median to make comparisons among related sets of data.
- Lists and explains all possible outcomes.
- Identifies the probability of events within an experiment.
- Uses 0,1 and ratios between 0 and 1 to represent probabilities.
- Compares what should happen and what did happen in a simple experiment.
- Makes predictions based on experimental and theoretical probabilities.



Catholic Diocese of Columbus  
**Student Progress Report**  
 Grade 5 - 6 - 7 - 8

20\_\_ . 20\_\_

Student \_\_\_\_\_  
 Teacher \_\_\_\_\_  
 School \_\_\_\_\_

ATTENDANCE					
	1	2	3	4	Total
Days Absent					
Times Tardy					

THIS STUDENT HAS BEEN ASSIGNED TO GRADE \_\_\_\_\_  
 \_\_\_\_\_  
 PRINCIPAL'S SIGNATURE  
 \_\_\_\_\_  
 DATE

**PROGRESS CODES**

+	Exceeds the Standard: student demonstrates superior performance with in-depth understanding of the standard, and can apply the knowledge and skills in a thorough, consistent, independent way.
v	Meets the Standard: student has a solid academic performance and consistently demonstrates proficiency of the standard with few errors, improving, but not yet meeting the Standard: student demonstrates partial mastery of the standard and occasionally meets the standard.
I	Does not meet the Standard: student demonstrates limited or no understanding of the standard.
N	Unable to assess the Standard due to missing work.
INC	Blank indicates not evaluated at this time.

	1	2	3	4
<b>RELIGION</b>				
Understands concepts and vocabulary pertinent to:				
Sacred scripture				
Catholic tradition				
Liturgy, sacraments, and prayer				
Development of the Christian person				

	1	2	3	4
<b>LANGUAGE ARTS</b>				
Reads a wide range of texts for a variety of purposes				
Applies strategies to comprehend, interpret, and evaluate text:				
▶ Develops word recognition and analysis skills				
▶ Expands vocabulary				
▶ Demonstrates literal comprehension				
▶ Demonstrates interpretive and/or critical comprehension				
Demonstrates competence in writing skills and strategies:				
▶ Uses a pre-writing process				
▶ Applies drafting and revising skills:				
• Composes using elements of organization and style				
• Revises to improve writing				
▶ Applies editing skills:				
• Applies correct grammar, usage, and mechanics				
• Applies vocabulary and spelling skills				
• Composes for different purposes				
Uses informational and technological resources				
Demonstrates competence in listening and viewing				
Demonstrates competence in speaking skills				

	1	2	3	4
<b>MATH</b>				
Understands concepts and vocabulary pertinent to:				
Mathematical processes				
Number, number sense, and operations				
Measurement				
Geometry and spatial sense				
Patterns, functions, and algebra				
Data analysis and probability				

	1	2	3	4
<b>SOCIAL STUDIES</b>				
Applies social studies skills and methods				
Understands concepts and vocabulary pertinent to:				
Culture				
History (time, continuity, and change)				
Geography (people, places, environment)				
Government and civics				
Economics				

	1	2	3	4
<b>SCIENCE</b>				
Understands concepts and vocabulary pertinent to:				
Life science				
Earth and space science				
Physical science				

	1	2	3	4
<b>HEALTH</b>				
Understands concepts and vocabulary pertinent to:				
Social health				
Physical health				
Mental/Emotional health				

	1	2	3	4
<b>ART</b>				
Applies media, techniques, processes, and technology				
Recognizes design elements				
Evaluates subject matter, symbols, and ideas				
Connects art to history, culture, and other disciplines				
Recognizes the merits of student's work and work of others				

	1	2	3	4
<b>MUSIC</b>				
Demonstrates vocal skills				
Demonstrates instrumental skills				
Improvises, composes, and arranges music				
Reads and notates music				
Demonstrates the ability to listen, analyze, and evaluate music				
Recognizes relationships among music, fine arts, history, and culture				
Participates in musical activities				

	1	2	3	4
<b>PHYSICAL EDUCATION</b>				
Demonstrates sequential fundamental skills				
Applies movement concepts in formal activity settings				
Demonstrates physical fitness				
Demonstrates responsible personal and social behavior in physical activity settings:				
▶ Demonstrates active participation				
▶ Demonstrates positive sportsmanship				
▶ Follows the rules of the game				

Teacher's Comments:



**SAINT BRIGID  
OF KILDARE SCHOOL**  
Seeking Grace and Wisdom

# St Brigid of Kildare School Quality Report and Effort Rubric 2011-2012



**Student:** \_\_\_\_\_

**Quarter:** 1

**Teacher:** \_\_\_\_\_

**Grade:** 5th Grade + 6<sup>th</sup> Grade

	Quarter One			Quarter Two			Quarter Three			Quarter Four		
Religion												
Math												
Social Studies												
Language Arts												
Science												
Art												
Music												
Physical Education												
Spanish												
Library												

**Key:**

1. Satisfactory effort
2. Uses time wisely
3. Shows interest and enthusiasm for individual and class activities
4. Is becoming more self-reliant
5. Puts forth best effort; highly motivated
6. Is working towards academic potential
7. Lack of effort and motivation towards work
8. Assignments are often late or incomplete
9. Needs to participate more in class discussions and/or activities
10. Quality of work is often poor or inconsistent
11. Needs to follow written/oral directions
12. Needs to apply previously learned skills and concepts
13. Needs to be a more active listener in class
14. Inconsistently prepared for class
15. Frequent absences have negatively affected progress



# Academic Penalty Slip

Student Name \_\_\_\_\_ Homeroom \_\_\_\_\_

DATE	REFERRAL #	TEACHER	ASSIGNMENT
	First missing assignment		
	Second missing assignment		
	Third missing assignment		

UPON THE THIRD MISSING ASSIGNMENT, AN ACADEMIC DETENTION WILL BE SERVED ON \_\_\_\_\_

Please return this signed slip on the next day of school.  
*(Failure to do so will result in a demerit.)*

Parent Signature \_\_\_\_\_ Date \_\_\_\_\_  
Parent Signature \_\_\_\_\_ Date \_\_\_\_\_  
Parent Signature \_\_\_\_\_ Date \_\_\_\_\_

# Miss Partridge's Class Schedule!



<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
8:10-8:50 Religion	8:10-8:50 Math	8:10-8:50 Math	8:20-8:50 Social Studies	8:10-8:50 Math
8:50-9:30 Math	8:50-9:20 Science	8:50-9:20 Science	8:50-9:40 Mass	8:50-9:40 Religion
9:30-10:20 Art	9:20-10:15 P.E.	9:40-10:20 Spanish	9:40-10:20 Math	9:40-10:20 Music
10:20-11:00 Language Arts	10:20-11:00 Language Arts	10:20-11:00 Language Arts	10:20-11:00 Religion	10:20-11:10 Science
11:00-11:40 Science	11:20-11:50 AP/Band	11:00-11:40 Language Arts	11:00-11:40 Science	11:10-11:50 Language Arts
11:40-12:00 Homeroom	11:50-12:00 Homeroom	11:40-12:00 Homeroom	11:40-12:00 Homeroom	11:50-12:00 Homeroom
12:00-1:00 Recess/Lunch	12:00-1:00 Recess/Lunch	12:00-1:00 Recess/Lunch	12:00-1:00 Recess/Lunch	12:00-1:00 Recess/Lunch
1:00-1:45 Language Arts	1:00-1:45 Language Arts	1:00-1:45 Religion	1:00-1:45 Language Arts	1:00-1:45 Langauge Arts
1:45-2:40 Pack Up/Music	1:45-2:30 Social Studies	1:45-2:30 Social Studies	1:45-2:30 Social Studies	1:45-2:30 Social Studies



## Maschari Student Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
1	8:10-8:50 Science	8:10-8:50 Science	8:10-8:50 Science	8:10-8:50 Science	8:20-8:50 Band/AP
2	8:50-9:20 Language Arts	8:50-9:20 Social Studies	8:50-9:20 Math	9:00-9:40 MASS	8:50-9:30 Science
3	9:20-10:15 Physical Ed.	9:30-10:20 Art	9:40-10:20 Music	9:40-10:00 AR 10:00-10:30 Language Arts	9:30-10:20 Language Arts
4	10:20-11:00 Math	10:20-11:00 Math	10:20-11:00 Religion	10:30-11:10 Spanish	10:20-11:10 Math
5	11:00-11:40 Social Studies	11:00-11:45 Language Arts	11:00-11:40 Social Studies	11:10 ~ 11:50 Math	11:10-11:50 Social Studies
6	11:40-12:00 Homeroom (AM/AR)	11:45-12:00 Homeroom (AM/AR)	11:40-12:00 Homeroom (AM/AR)	11:50-12:00 Homeroom (AR/AM)	11:50-12:00 Homeroom (AR/AM)
7	12:00-12:20 Recess 12:30-1:00 Lunch	12:00-12:20 Recess 12:30-1:00 Lunch	12:00-12:20 Recess 12:30-1:00 Lunch	12:00-12:20 Recess 12:30-1:00 Lunch	12:00-12:20 Recess 12:30-1:00 Lunch
8	1:00-1:45 Religion	1:00-1:45 Religion	1:00-1:45 Language Arts (Computer 1:10-1:40)	1:00-1:45 Social Studies	1:00-1:45 Religion
9	1:45-2:30 Language Arts	1:45-2:30 Language Arts (Library 1:50-2:30)	1:45-2:30 Language Arts	1:45-2:30 Language Arts	1:45-2:40 Pack up/Music





## Grades 5 and 6 Permission Form

to submit student's written work  
to outside sources  
for contests, publication, or display

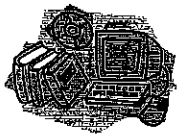
\_\_\_\_\_ has permission  
(student's name)

to submit his/her writing to a contest, for publication,  
or for display outside of St. Brigid of Kildare School  
during the 2011-2012 school year.

I understand that my child's teacher will not release  
any personal information about my child or our family to  
outside sources without further contact and permission  
from me.

\_\_\_\_\_  
(parent's signature)

\_\_\_\_\_  
(date)



## Grades 5 and 6 Permission Form

for a student to contact an author or another school through  
school e-mail for academic purposes with teacher supervision

\_\_\_\_\_ has permission  
(student's name)

to send an email to an author or to another school as part of language arts  
class during the 2011-2012 school year.

I understand that the email will be sent through a teacher's  
e-mail address and will be read and supervised by a teacher  
previous to my child sending and receiving the message.

I understand that no personal information about my child or our family will  
be shared with outside sources without further  
contact and permission from me.

\_\_\_\_\_  
(parent's signature)

\_\_\_\_\_  
(date)

