

William Floyd School District



**Parent/Teacher
Curriculum
Handbook
Fifth Grade**



Kevin M. Coster



MESSAGE FROM THE SUPERINTENDENT

Dear Parents and Guardians,

The core mission of the William Floyd School District is to educate and prepare our students for successful and productive lives. To that end, the district’s instructional program “Parent Handbook” is designed to provide parents with the understanding of what their children are expected to learn and perform in each grade level. By keeping parents informed and as active participants, our hope is that they will be aware of what their children are learning in school, enabling them to provide better educational assistance and support and ask more precise questions about their progress. With schools and parents working together, our students will surely succeed. Thank you for working in collaboration and partnership with us to help your children become successful both in learning and in in life.

Sincerely,

A handwritten signature in black ink, appearing to read 'K. Coster', enclosed in a simple black oval.

Kevin M. Coster
Superintendent of Schools



**William Floyd
School District**

240 Mastic Beach Road
Mastic Beach, NY 11951

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TABLE OF CONTENTS

[Parent’s Guide to Student Success](#)

[English Language Arts & Literacy](#)

[Fifth Grade Curriculum Guide](#)

[Lifelong Practices of Readers and Writers](#)

[Mathematics](#)

[SAVVAS Support](#)

[Help Your Child Learn at Home](#)

[SOCIAL STUDIES](#)

[SCIENCE](#)

[TECHNOLOGY](#)

[Special Area](#)

[Character Education](#)

[Online Access to State Standards](#)

[Appendix](#)

[Additional Internet Resources](#)

[Sample Grade 5 Report Card](#)

[Every Student Succeeds Act](#)



Parent’s Guide to Student Success

5th GRADE

This guide provides an overview of what your child will learn by the end of 5th grade in mathematics and English language arts/literacy. It focuses on the key skills your child will learn in these subjects, which will build a strong foundation for success in the other subjects he or she studies throughout the school year. This guide is based on the New York State Standards, which have been adopted by more than 40 states. These K-12 standards are informed by the highest state standards from across the country. If your child is meeting the expectations outlined in these standards, he or she will be well prepared for 6th grade.

WHY ARE ACADEMIC STANDARDS IMPORTANT?

Academic standards are important because they help ensure that all students, no matter where they live, are prepared for success in college and the workforce. They help set clear and consistent expectations for students, parents, and teachers; build your child’s knowledge and skills; and help set high goals for all students.

Of course, high standards are not the only thing needed for our children’s success. But standards provide an important first step—a clear roadmap for learning for teachers, parents, and students. Having clearly defined goals helps families and teachers work together to ensure that students succeed. Standards help parents and teachers know when students need extra assistance or when they need to be challenged even more. They also will help your child develop critical thinking skills that will prepare him or her for college and career.

HOW CAN I HELP MY CHILD?

You should use this guide to help build a relationship with your child’s teacher. You can do this by talking to his or her teacher regularly about how your child is doing—beyond parent-teacher conferences.

At home, you can play an important role in setting high expectations and supporting your child in meeting them. If your child needs a little extra help or wants to learn more about a subject, work with his or her teacher to identify opportunities for tutoring, to get involved in clubs after school, or to find other resources.

THIS GUIDE INCLUDES:

An overview of some of the key things your child will learn in English/literacy and math in 5th grade.

Ideas for activities to help your child learn at home.

Topics of discussion for talking to your child’s teacher about his or her academic progress.

English Language Arts & Literacy

In 5th grade, your child will read widely and deeply from a range of high-quality, increasingly challenging fiction and nonfiction from diverse cultures and time periods. Building knowledge about subjects through research projects and responding analytically to literacy and informational sources will be key to your child’s continuing success. Your child will write stories or essays that are several paragraphs long. By devoting significant time and effort to producing numerous written pieces over short and extending time frames throughout the year, he or she also will gain control over many conventions of grammar, usage, and punctuation as well as learn ways to make himself or herself understood.

A Sample of What Your Child Will be Working on in 5th Grade

Summarizing the key details of stories, dramas, poems, and nonfiction materials, including their themes or main ideas.

Identifying and judging evidence that supports particular ideas in an author’s argument to change a reader’s point of view.

Integrating information from several print and digital sources to answer questions and solve problems.

Writing opinions that offer reasoned arguments and provide facts and examples that are logically grouped to support the writer’s point of view.

Writing stories, real or imaginary, that unfold naturally and developing the plot with dialogue, description, and effective pacing of the action.

Coming to classroom discussions prepared, then engaging fully and thoughtfully with others (e.g., contributing accurate, relevant information; elaborating on the remarks of others; synthesizing ideas).

Reporting on a topic or presenting an opinion with his or her own words, a logical sequence of ideas, sufficient facts and details, and formal English when appropriate.

Expanding, combining, and reducing sentences to improve meaning, interest, and style of writing.

Building knowledge of academic words with an emphasis on those that signal a contrast in ideas or logical relationships, such as *on the other hand*, *similarly*, and *therefore*.

Producing writing on the computer.

Keeping the conversation focused.

When you talk to the teacher, do not worry about covering everything. Instead, keep the conversation focused on the most important topics. In 5th grade, these include:

- Reading closely and drawing evidence from grade-level fiction and nonfiction materials, including the ability to quote accurately from them when answering questions.
- Adjusting communications to accomplish a particular purpose (e.g., providing more background information for audiences who do not know the topic well).

Ask to see a sample of your child’s work. Ask the teacher questions such as is this piece of work satisfactory? How could it be better? Is my child on track? How can I help my child improve or excel in this area? If my child needs extra support or wants to learn more about a subject, are there resources to help his or her learning outside the classroom?



Talking
to
Your
Child’s
Teacher

Fifth Grade Curriculum Guide

WHAT YOUR CHILDREN WILL BE TAUGHT IN FIFTH GRADE

The purpose of this guide is to provide parents and guardians with an overview of the concepts and skills children will be taught in Language Arts, Mathematics, Social Studies, Science, Health, Technology, Art, Music, and Physical Education throughout the Kindergarten school year. The curriculum of the William Floyd School District follows New York State Next Generation Learning Standards adopted by the Department of Education of the State of New York on May 2, 2017. We believe that the partnership between school and home is of vital importance to your child’s social, emotional, and academic success. This guide is designed to be a reference for you so that you are aware of what your child is expected to learn and to help you reinforce your child’s learning.

Lifelong Practices of Readers and Writers

Lifelong Practices of Readers	Lifelong Practices of Writers
<p>Readers</p> <ul style="list-style-type: none"> ● think, write, speak, and listen to understand ● read often and widely from a range of global and diverse texts ● read for multiple purposes, including for learning and for pleasure ● self-select texts based on interest ● persevere through challenging, complex texts ● enrich personal language, background knowledge, and vocabulary through reading and communicating with others ● monitor comprehension and apply reading strategies flexibly ● make connections (to self, other texts, ideas, cultures, eras, etc.) 	<p>Writers</p> <ul style="list-style-type: none"> ● think, read, speak, and listen to support writing ● write often and widely in a variety of formats, using print and digital resources and tools ● write for multiple purposes, including for learning and for pleasure ● persevere through challenging writing tasks ● enrich personal language, background knowledge, and vocabulary through writing and communicating with others ● experiment and play with language ● analyze mentor texts to enhance writing ● strengthen writing by planning, revising, editing, rewriting, or trying a new approach

Literary and Informational Text

Literature: Picture books, stories, drama, fiction, fairy tales, nursery rhymes, folk tales, and other literary texts.

Informational Text: picture books, nonfiction, biographies, autobiographies, books and articles about science, art, history, social studies, and information displayed in charts, graphs, or maps in both print and digital sources.

Grade 5 Word List			
touch	rhythm	shoes	exercise
region	science	actually	view
insects	shoulder	sugar	conditions
yourself	company	adjective	affect
practice	southern	office	ahead
woman	factories	similar	
whose	chance	experience	
caught	column	workers	
captain	molecules	women	
business	oxygen	level	
record	plural	forward	
value	opposite	dance	
dollars	wrong	believe	
suggested	solution	evening	
blood	especially	cotton	

Grade 5

Word Study

UNIT 1	Suffixes <i>-ic, -ism, -ive</i> ; Greek Roots <i>chron, meter, photo, bio, geo, logy</i> ; Vowel Teams; Suffixes <i>-able, -ible</i> ; VCe Syllables
UNIT 2	Open and Closed Syllables V/CV and VCV; Final Stable Syllables <i>-le, -tion, -sion</i> ; r-Controlled Vowels; Prefixes <i>il-, in-, im-, ir-</i> ; Base Words and Endings
UNIT 3	Latin Roots <i>port, dict, ject, terr</i> ; Suffixes <i>-ize, -ance, -ence, -ist</i> ; Unusual Spellings; Suffixes <i>-ous, -eous, -ious</i> ; Syllable Patterns
UNIT 4	Word Parts <i>com-, pro-, con-</i> ; Word Parts <i>anti-, mid-, trans-</i> ; Word Parts <i>sub-, super-</i> ; Word Origins; Latin Roots <i>audi, rupt, scribe, spec</i>
UNIT 5	Consonant Changes; Syllable Patterns; Multisyllabic Words; Schwa; Vowel Changes



Mathematics

Fifth grade is a milestone and a pivot point for students. The classroom focus on arithmetic during the elementary grades will develop into a more formal study of algebra in middle school. To be ready for algebra, students must have an understanding of fractional arithmetic, in part because even simple equations cannot be solved without fractions. Because of this, whole-number arithmetic comes mostly to a close in 5th grade, while multiplying and dividing fractions becomes a major focus.

A Sample of What Your Child Will Be Working on in 5th Grade

Adding and subtracting fractions with unlike denominators (e.g., $2 \frac{1}{4} - 1 \frac{1}{3}$), and solving word problems of this kind.

Multiplying fractions; dividing fractions in simple cases; and solving related word problems (e.g., finding the area of a rectangle with fractional side lengths; determining how many $\frac{1}{3}$ -cup servings are in 2 cups of raisins; determining the size of a share if 9 people share a 50-pound sack of rice equally or if 3 people share $\frac{1}{2}$ pound of chocolate equally).

Generalizing the place-value system to include decimals, and calculating with decimals to the hundredths place (two places after the decimal).

Multiplying whole numbers quickly and accurately, for example $1,638 \times 753$, and dividing whole numbers in simple cases, such as dividing 6,971 by 63.

Understanding the concept of volume, and solving word problems that involve volume.

Graphing points in the coordinate plane (two dimensions) to solve problems.

Analyzing mathematical patterns and relationships.

Keeping the conversation focused.

When you talk to the teacher, do not worry about covering everything. Instead, keep the conversation focused on the most important topics. In 5th grade, these include:

Doing arithmetic and solving word problems with multi-digit numbers.

Doing arithmetic and solving word problems with fractions.

Ask to see a sample of your child's work. Ask the teacher questions such as: Is this piece of work satisfactory? How could it be better? Is my child on track? How can I help my child improve or excel in this area? If my child needs extra support or wants to learn more about a subject, are there resources to help his or her learning outside the classroom?

Talking to
Your Child's
Teacher

MATH**Grade 5 Overview**

In Grade 5, instructional time should focus on three areas: (1) developing fluency with addition and subtraction of fractions, and developing understanding of the multiplication of fractions and of division of fractions in limited cases (unit fractions divided by whole numbers and whole numbers divided by unit fractions); (2) extending division to 2-digit divisors, integrating decimals into the place value system and developing understanding of operations with decimals to hundredths, and developing fluency with whole number and decimal operations; and (3) developing understanding of volume. Please note that while every standard/topic in the grade level has not been included in this overview, all standards should be included in instruction.

1. Through their learning in the *Number and Operations – Fractions* and *Operations and Algebraic Thinking* domains, students:

- apply their understanding of fractions and fraction models to represent the addition and subtraction of fractions with unlike denominators as equivalent calculations with like denominators;
- develop fluency in calculating sums and differences of fractions, and make reasonable estimates of them; and
- use the meaning of fractions, of multiplication and division, and the relationship between multiplication and division to understand and explain why the procedures for multiplying and dividing fractions make sense. (note: this is limited to the case of dividing unit fractions by whole numbers and whole numbers by unit fractions.)

2. Through their learning in the *Operations and Algebraic Thinking* and *Number and Operations in Base Ten* domains, students:

- develop understanding of why division procedures work based on the meaning of base-ten numerals and properties of operations;
- apply understandings of models for decimals, decimal notation, and properties of operations to add and subtract decimals to hundredths;
- develop fluency with decimal computations to hundredths, and make reasonable estimates of their results; and
- use the relationship between decimals and fractions, as well as the relationship between finite decimals and whole numbers (i.e., a finite decimal multiplied by an appropriate power of 10 is a whole number), to understand and explain why the procedures for multiplying and dividing finite decimals make sense.

3. Through their learning in the *Measurement and Data* and *Geometry* domains, students:

- recognize volume as an attribute of three-dimensional space;
- understand that volume can be measured by finding the total number of same-size units of volume required to fill the space without gaps or overlaps;
- understand that a 1-unit by 1-unit by 1-unit cube is the standard unit for measuring volume;
- select appropriate units, strategies, and tools for solving problems that involve estimating and measuring volume;
- decompose three-dimensional shapes and find volumes of right rectangular prisms by viewing them as decomposed into layers of arrays of cubes; and
- measure necessary attributes of shapes in order to determine volumes to solve real world and mathematical problems.

Mathematical Practices	
1. Make sense of problems and persevere in solving them.	5. Use appropriate tools strategically.
2. Reason abstractly and quantitatively.	6. Attend to precision.
3. Construct viable arguments and critique the reasoning of others.	7. Look for and make use of structure.
4. Model with mathematics.	8. Look for and express regularity in repeated reasoning.

Standards for Mathematical Practice: A Guide for Parents

Practice Standard	What it Looks Like: <i>Your child might...</i>	Questions to Ask
1. Make sense of problems and persevere in solving them.	<ul style="list-style-type: none"> ● puzzle over the meaning of a problem. ● plan an outline of a solution path instead of just jumping in. ● start and stop and start again a different way. ● look at other problems she did to look for ideas. ● use concrete objects or pictures. 	<ul style="list-style-type: none"> ● What are you asked to figure out? ● Can you think of a problem you solved before that is like this one? ● What information is here that might be useful? ● What is your plan for solving this? ● Does your solution make sense?
2. Reason abstractly and quantitatively.	<ul style="list-style-type: none"> ● break a problem apart and represent the parts with objects, pictures, words, or symbols. ● organize information in different ways. ● write number sentences to represent meaning. ● explain the meaning of symbols. 	<ul style="list-style-type: none"> ● Can you write an equation (number sentence) or expression to match the problem situation? ● What do the numbers or variables refer to? ● Can you explain that equation in words? ● How did you decide to use this operation?
3. Construct viable arguments and critique the reasoning of others.	<ul style="list-style-type: none"> ● talk confidently about math using mathematical language fluently. ● practice math vocabulary. ● justify a solution by explaining its logic. ● give a counterexample to disprove a statement. ● recognize when logic is flawed and suggest ways to improve it. 	<ul style="list-style-type: none"> ● What does your answer mean? ● How do you know your answer is correct? ● Are there other correct answers to this question? How do you know? ● If I told you the answer should be ____ (<i>give a wrong answer</i>), how would you convince me I'm wrong?
4. Model with mathematics.	<ul style="list-style-type: none"> ● use math to solve real world problems and problems with more than one solution. ● organize data to understand something happening in the real world. ● use "found" information to create and solve his own problems. ● interpret mathematical answers in context. 	<ul style="list-style-type: none"> ● Can you make a model of this with objects, pictures, or symbols? ● Is there an equation or expression that would represent part of this situation? ● What does that answer represent in real life? ● Is there something interesting we can find out from this collection of data?

Practice Standard	What it Looks Like: <i>Your child might...</i>	Questions to Ask
5. Use appropriate tools strategically.	<ul style="list-style-type: none"> ● choose for herself when to use a tool such as a ruler, protractor, or calculator to help solve a problem. ● decide for herself when to use mental math, paper and pencil, a calculator, or computer program. ● use estimation appropriately. ● use a table, graph, or spreadsheet to organize complex data. 	<ul style="list-style-type: none"> ● What tools can you use to help you solve this problem? ● How can this tool help you? Is there a better tool? ● How can you organize this information to help you solve the problem? ● Is there a different way to organize it that might be better?
6. Attend to precision.	<ul style="list-style-type: none"> ● use clear and precise math language and accurate terminology (<i>sum</i> or <i>product</i> instead of “answer”). ● use precise numbers and labels. ● explain exactly what she is confused about. 	<ul style="list-style-type: none"> ● How do you know this is an accurate answer? ● What do you mean when you say ___? ● Is there a more precise word you could use? ● What units does that represent?
7. Look for and make use of structure.	<ul style="list-style-type: none"> ● recognize patterns and look for them when they aren’t obvious. ● sort objects, pictures, or numbers into groups. ● use the structure of math to help solve problems (e.g. fact families or the distributive property). ● try ways to break numbers apart and put them together in different ways to make a problem easier. 	<ul style="list-style-type: none"> ● Do you see any patterns? ● Can you group these things in a way that makes sense? Is there another way of grouping them? ● Can you take the numbers apart and put them together in a different way to make more sense? ● What do you notice about the answers to the exercises on this page?
8. Look for and express regularity in repeated reasoning.	<ul style="list-style-type: none"> ● find his own shortcuts that work to solve problems. ● create strategies from repetitions that show up in his work. ● generalize about a strategy to apply it to other kinds of problems. ● create a rule out of a pattern of exercises and solutions. 	<ul style="list-style-type: none"> ● Do you notice anything interesting about these problems? Is there a pattern to what you notice? ● Is there a shortcut that will always work for this kind of problem? How do you know it will always work? ● Is there a rule that seems to be true about this pattern of numbers? Can you prove the rule is true? ● What are the connections between this and other kinds of problems with similar numbers?

SAVVAS Support

The William Floyd School District uses SAVVAS Curriculum Materials for English Language Arts and Mathematics Instruction. This includes access to online learning materials that can be used at home. The QR Codes found below provide you with information about using the online platforms with your children. (parents.savvas.com)

English



Spanish



Arabic



Haitian Creole



Mandarin



Russian



Vietnamese



Help Your Child Learn at Home

Learning does not end in the classroom. Children need help and support at home to succeed in their studies. Try to create a quiet place for your child to study, and carve out time *every day* when your child can concentrate on reading, writing, and math uninterrupted by friends, brothers or sisters, or other distractions.

You should also try and sit down with your child at least once a week for 15 to 30 minutes while he or she works on homework. This will keep you informed about what your child is working on, and it will help you be the first to know if your child needs help with specific topics. By taking these small steps, you will be helping your child become successful both in and outside the classroom.

Additionally, here are some activities you can do with your child to support learning at home:

ENGLISH LANGUAGE ARTS & LITERACY

Invite your child to read his or her writing out loud to other family members. Ask questions about your child's work choices and ideas.

Discuss your family stories and history. Encourage your child to ask relatives questions about their lives. Put the information together in an album or brainstorm different ways to tell family tales, such as poems or short stories.

Go to a play or musical with your child. Discuss the way the actors bring the words to life.

MATHEMATICS

Look for “word problems” in real life. Some 5th grade examples might include:

Doing arithmetic with decimals, for example when balancing a checkbook.

Multiplying with fractions – for example, if you used about $\frac{2}{3}$ of a $\frac{3}{4}$ -cup measure of vegetable stock, then how much stock did you use? About how much is left?

Using the length, width, and depth of a garden plot to determine how many bags of garden soil to buy.

SOCIAL STUDIES

Children in Grade 5 engage in a social studies program that stresses geographic, economic, and social/cultural understandings related to the United States, Canada, and nations in Latin America. Children build on the Grade 4 social studies program to reinforce historic and political content about the United States.



Grade 5 Areas of Focus:

- *Early People of the Americas*
- *Complex Societies and Civilizations*
- *European Exploration and Its Effects*
- *Geography in the Western Hemisphere*
- *Comparative Cultures*
- *Government*
- *Economics*

CIVIC READINESS for All Students 5-8

Civic Readiness is the ability to make a positive difference in the public life of our communities through the combination of civic knowledge, skills and actions, mindsets, and experiences.

Civic Readiness is:

- **Civic Knowledge**
- **Civic Skills and Actions**
- **Civic Mindsets**
- **Civic Experiences**

SCIENCE

STEM (Science, Technology, Engineering, and Mathematics) Education in Elementary School. The development of STEM proficient students begins in elementary schools. In the elementary grades, students apply the rigor of science, technology, engineering, and mathematics content and the STEM Standards of Practice while engaged in learning activities that investigate the natural world. Students explore technology and engineering solutions and appropriately apply the concepts of mathematics in order to understand and address real life issues and solve problems or challenges. As students' progress through elementary school they will begin to independently integrate the STEM Standards of Practice. They will understand how to apply the roles and views of STEM career professionals and analyze real world STEM issues, problems, or challenges as they incorporate STEM content, skills, and practices and other disciplines such as social studies, performing arts, health, and creative movement.

By the end of fifth grade, students will master grade level science, technology, engineering, and mathematics content, practices, and processes, integrate STEM contents with other disciplines, answer complex questions, investigate global issues, solve real world problems, and meet real world challenges while engaging in meaningful, purposeful, and relevant hands-on inquiry-based, problem-based and/or project-based learning experiences.

Next Generation Science Standards – Grade 5 Science Units provide students with opportunity to explore why something happens (phenomena-based). Students become scientists and engineers to:

- Use facts as needed to explain a phenomena or solve a problem
- Learn about science in a real-world context

Science Units for Grade 5:

- Matter and Energy in Organisms and Ecosystems: Deer, Deer Everywhere
- Structure and Properties of Matter: Toys Matter
- Earth Systems: Got Water?

Structure and Properties of Matter: Toys Matter

1. Develop a model to describe that matter is made of particles too small to be seen.
2. Measure and graph quantities to provide evidence that regardless of the type of change that occurs when heating, cooling, or mixing substances the total amount of matter is conserved.
3. Make observations and measurements to identify materials based on their properties.
4. Conduct an investigation to determine whether the mixing of two or more substances results in new substances.

Matter and Energy in Organisms and Ecosystems : Deer, Deer Everywhere

1. Use models to describe that energy in animals' food (used for body repair, growth, motion, and to maintain body warmth) was once energy from the Sun.
2. Support an argument that plants get the materials they need for growth chiefly from air and water.
3. Develop a model to describe the movement of matter among plants (producers), animals (consumers), decomposers, and the environment.

Earth's Systems: Got Water?

1. Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact.
2. Describe and graph the amounts of saltwater and fresh water in various reservoirs to provide evidence about the distribution of water on Earth.
3. Obtain and combine information about ways individual communities use science ideas to protect Earth's resources and environment.



TECHNOLOGY

Your child will participate in learning experiences that focus on five key concepts of computer science and digital fluency. These concepts are:

- Impacts of Computing
- Computational Thinking
- Networks and System Design
- Cybersecurity
- Digital Literacy

Special Area

ART

- Continues to develop essential learning skills in art and creativity in artistic expression.
- Creates 3-D illusion of depth in 2-D format.
- Knows and recognizes the seven (7) elements of art and design.
- Is introduced to 2-dimensional perspective.
- Identifies and uses value in their artwork.
- Is introduced to proportional drawing (from life) and portraiture (human face and figure).

MUSIC

- Continues to develop essential learning skills through singing, listening, movement and performance.
- Begins sight singing.
- Starts tonal dictation.
- Improvises and composes rhythmic and oral patterns.
- Learns advanced dance patterns using partners and multiple groupings.
- Performs on recorder, or instruments and vocal patterns using solfeggio.

PHYSICAL EDUCATION

- Develops fine motor skills, agility, and muscle control.
- Continues to develop sportsmanship and team play concepts through the introduction of team sports.
- Understands what is necessary for living a healthy lifestyle through diet, hygiene, and nutrition.

Character Education



Character Education fosters the development of responsible and caring young people by modeling and teaching good character through emphasis on universal values that we all share.

The goal of character education is to develop students socially, ethically, and academically by incorporating character development into every aspect of the school culture and curriculum. Students work to develop good character, which includes knowing, caring about, and acting upon core ethical values such as: responsibility, respect, honesty, compassion, perseverance, acceptance, forgiveness, and humility.

Responsibility – Students are accountable in their speaking and their actions. They develop a sense of duty to complete tasks with reliability, dependability and commitment.

Respect – Students show a high regard for authority, other people, self, and their country. Students treat others as they would want to be treated. They understand that all people have value as human beings.

Honesty – Students tell the truth, admit wrong doing, are trustworthy and act with integrity.

Compassion – Students show an understanding and care for others by treating them with kindness, generosity, and a forgiving spirit.

Perseverance – Students pursue goals with determination and patience.

Acceptance - Students keep an open and understanding attitude toward others and accept differences.

Forgiveness – Students learn to resolve resentments towards each other and show a willingness to forgive.

Humility – Students learn to be humble and keep a modest opinion of their own accomplishments.

Online Access to State Standards

STANDARDS

The William Floyd School District provides all learners with instruction that is aligned to New York State's Learning Standards.

The QR Code found below will provide you with access to your child's grade level standards.
<https://tinyurl.com/mvtyvkvr>



Standards are also available in the appendix of this document.

Appendix

CURRICULUM GUIDE DEFINITIONS

These pages are to help serve as a resource in understanding terminology that is used throughout the curriculum guide.

ENGLISH LANGUAGE ARTS



Reader's Workshop – Reader's workshop is designed to build on each student's reading strengths and meet his/her reading needs. Teachers and students work together to build comprehension skills. The components of reader's workshop include:

- *Mini Lesson* – focuses on a particular skill being taught.
- *Guided Reading* – with teacher support, in a small group setting.
- *Shared Reading* – reading books that are “just right” which are books that students self-select and are able to read and comprehend.
- *Word Work* – practice the reading of word families to increase fluency (e.g., *est - west, best, nest, test; able* means can do – *capable, agreeable, acceptable, adorable*).

Genres – During reader's workshop, students engage in reading a variety of genres that are fiction and non-fiction:

Types of Fiction Genres (stories that are not true):

- *Realistic fiction* – stories that could be real but are not true.
- *Historical fiction* – stories that include some part of history.
- *Science fiction* – stories that include elements of science.
- *Fantasy* – stories that cannot occur and include folktales, fairy tales, myths, and legends. These stories often teach lessons and are passed down from generation to generation.

Types of Non-Fiction Genres (stories that give accurate, truthful information)

- *Informational text* – gives us information about history, science, language or other subjects.
- *Biography* – tells about people's lives.
- *Autobiography* – a person tells about his or her own life.
- *Memoir* – the author writes about an experience in his or her own home.

Fluency – Fluency is the ability to read text quickly and accurately. Readers use the punctuation to help them say the text fluently like they speak. When we read, it sounds like we are talking. When we see a period or comma, we need to pause or take a breath. When characters are talking in the text, we can give each character a voice to help determine who is speaking.

Sight Words – Sight words are words that are immediately recognizable as whole words and do not require word analysis for recognition (i.e., *the, and, was, that*, etc.). To read fluently with understanding, readers need instantly to recognize about 95% of words with text. In the beginning stages of reading, children recognize certain words by sight, and these words help them figure out that letters and sounds are related.

High Frequency Words – Words that are most often used when speaking, reading, and writing.

Phonics – Phonics instruction involves teaching children the relationships between letters and individual sounds (phonemes). It is the ability to solve words while reading and spelling. Phonics instruction stresses symbol-sound relationships (decoding) and is used especially in primary grades.

Decoding – Decoding is the process of identifying unknown words by using knowledge of letter-sound associations. Decoding includes:

- *Letter-sound association* (e.g., “m” says /m/).
- *Letter combinations* (e.g., “ch” says /ch/ in chair).
- *Blending initial letter sounds* with common spelling patterns to read words (e.g., /s/ /at/ - sat).

Structural Analysis – Structural analysis is the process of recognizing unknown words by using knowledge of word structure. Structural analysis includes:

- *Base words* – also called a root word (e.g., *wilt* in *wilted*).
- *Compound words* – two words combined to make a new word (e.g., *sunset*).
- *Inflectional endings* (e.g., *-ed* in *wilted*).
- *Suffixes* – word endings (e.g., *-less* in *careless*).
- *Prefixes* – word beginnings (e.g., *un* in *unhappy*).
- *Contractions* – combining two words joined by an apostrophe (e.g., *isn't* for *is not*).
- *Verbs* – words that describe action or being (action words e.g., *run, walk, laugh*; being verbs e.g. *am, are, is*).

Synonyms – Words with the same or similar meaning (e.g., *happy/cheerful*).

Antonyms – Words with the opposite meaning (e.g., *happy/sad*).

Homonyms – A word that is spelled or pronounced in the same way as one or more other words, but has a different meaning.

- *Homophones* – a word that is pronounced the same as another word but differs in meaning. A short example of a homophone is the words *know* and *no*.
- *Homograph* – one of a group of words that share the same spelling but have different meanings. An example of a homograph is: “Will you please *close* that door!” or “The tiger was so *close* that I could smell it.”

Comprehension Strategies

Students are taught to think while they are reading so that they understand the meaning of a text. There are two ways to think about text: 1) *Literal* and 2) *Inferential*. *Literal* thinking is when readers think about what is stated in the text, while *inferential* thinking is when the readers use what they know about the text and their background knowledge. *Inferential* thinking is what is “between the lines.” Teachers and students engage in a variety of reading strategies which help them to comprehend text. Strategies used are:

- *Solving words* – students use problem solving strategies to recognize, decode, and/or understand the meaning of words.
- *Monitoring and correcting* – students check on whether their reading sounds right, looks right, and makes sense.

- *Gathering* – students identify and select information from print (*literal*).
- *Predicting* – students will say in advance what they believe will happen next (*inferential*).
- *Maintaining fluency* – students will read easily and smoothly.
- *Adjusting* – students read in different ways for different purposes with a variety of texts (e.g., readers read at a slower pace when reading non-fiction texts).
- *Connecting* – students show or think of how two or more things are related (*literal/inferential*).
- *Inferring* – students will arrive at a decision or opinion by reasoning from known facts or evidence within a text (*inferential*).
- *Summarizing* – students present the substance or general idea of a text in brief form (*literal*).
- *Synthesizing* – students bring together information from the text and from personal, world, and literacy knowledge to create new understanding about what they have read (*inferential*).
- *Analyzing* – students closely examine elements of a text to achieve a greater understanding of how it is constructed (*inferential*).
- *Critiquing* – students judge or evaluate a text based on personal, world, or text knowledge (*inferential*).

Story Elements – Students are taught to use their comprehension strategies to understand the setting, character(s), and plot.

- *Setting* - the time, location, weather conditions, social times, and mood in which a story takes place is called the setting.
- *Character* - a character is a person, or sometimes even an animal, who takes part in the action of a short story or other literary work.
- *Plot* - the plot is how the author arranges events to develop his basic idea. It is the sequence of events (beginning, middle, and end) in a story.

When analyzing the story elements, students think about events that take place, the problem(s), the causes and effects of events and/or problems, the solution to problems, the main idea (mostly about), theme, lesson, moral, and/or author’s purpose of a story.

Writing – Is throughout all curriculum areas.



- New York State Literacy Modules.
- Guided Reading.
- Mathematics.
- Social Studies.
- Science.

Writing Process - Teachers confer with students during the stages of the writing process. Children write using the writing process which includes:

- *Pre-write* – the writer brainstorms ideas they may want to write about.
- *Rough draft* – the writer gets all their ideas down on paper.
- *Revision* – the writer reviews their writing to make sure it is developed, organized, has voice, appropriate word choice and sentence fluency.
- *Edit* – the writer checks for appropriate use of conventions (see definition below).
- *Final draft* – the writer incorporates all revisions and editing into the final writing piece.
- *Publish* – the writer decides how to present their writing to other readers.

Six Traits Of Writing - During the writing process, teachers address the six traits of writing through mini lessons and conferring with students. The six traits include:

- *Idea Development* – the ideas are the heart of the message, the content of the piece, the main theme, together with the details that enrich and develop that theme.
- *Organization* – the internal structure of a piece of writing which includes a lead, a beginning-middle-end, a sequencing of events, transitions, and a conclusion.
- *Voice* – the voice is the heart and soul, and the magic, along with the feeling and conviction of the individual writer coming out through the words.
- *Word Choice* – the use of rich, colorful, precise language that moves and enlightens the reader.
- *Sentence Fluency* – the rhythm and flow of the language, the sound of word patterns and sentences, the way in which the writing sounds.
- *Conventions* – the mechanics of correctness of the piece which includes spelling, grammar and usage, paragraphing, capitals and punctuation.



Read Alouds/Close Reading - The goal of Read Alouds is for students to develop background knowledge and acquire language competence through listening and building a rich vocabulary and a broad knowledge in literature, history and science by being exposed to carefully selected and sequenced read-alouds. Reading aloud to students allows them to experience a variety of high quality and challenging texts in different genres. It invites discussion and comments from students, while the teacher models and fosters comprehension of a variety of texts. Read Alouds are also referenced during the Reading and Writing Workshop.

New York State Learning Standards:

ENGLISH LANGUAGE ARTS

Reading Standards for Literature and Information

Key Ideas and Details

1. Locate and refer to relevant details and evidence when explaining what a text says explicitly/implicitly and make logical inferences.

- *Read* to collect facts and ideas from multiple literature stories.
- Identify missing information and irrelevant information.
- Identify information that is implied rather than stated.
- Make inferences and draw conclusions, on the basis of information from the text.
- Identify literary elements, such as setting, plot, and character of different genres.
- Evaluate information, ideas, opinions, and themes in texts by identifying:
 - a central idea supporting details
 - details that are primary and those that are less important
 - statements of fact, opinion, and exaggeration
 - missing or unclear information

2. Determine a theme or central idea and explain how it is supported by key details; summarize a text.

- Identify main ideas and supporting details in literary texts to distinguish relevant and irrelevant information.
- Identify literary elements, such as setting, plot, and character of different genres.
- Recognize how different authors treat similar themes.
- Evaluate information, ideas, opinions, and themes in texts by identifying:
 - a central idea supporting details
 - statements of fact, opinion, and exaggeration
- Define characteristics of different genres (e.g., poetry, realistic fiction, historical fiction).

3. In literary texts, compare and contrast two or more characters, settings, and events, drawing on specific details in the text. In informational texts, explain the relationships or interactions between two or more individuals, events, ideas, or concepts based on specific evidence from the text.

- Identify literary elements, such as setting, plot, and character of different genres.
- Identify the ways in which characters change and develop throughout a story.
- Identify different perspectives such as social, cultural, ethnic and historical on an issue presented in one or more than one text.

Craft and Structure

4. Determine the meaning of words, phrases, figurative language, academic, and content-specific words and analyze their effect on meaning, tone, or mood.

- Understand how the author uses literary devices, such as simile, metaphor, and personification, to create meaning.
 - note and describe aspects of the writer's craft

5. In literary texts, explain how a series of chapters, scenes, or stanzas fits together to determine the overall structure of a story, drama, or poem. In informational texts, compare and contrast the overall structure in two or more texts using terms such as sequence, comparison, cause/effect, and problem/solution.

- Identify literary elements, such as setting, plot, and character of different genres.
- Recognize that the same story can be told in different genres such as novels, poems, or plays - characteristics of various genres.
 - use knowledge of text structures to recognize and discriminate differences among a variety of texts and to support understanding

6. In literary texts, explain how a narrator's or speaker's point of view influences how events are described. In informational texts, analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

- Recognize how different authors treat similar themes.
- Compare characters in literature to people in their own lives – perspective.
- Identify different perspectives, such as social, cultural, ethnic, and historical, on an issue presented in one or more than one text.
 - present a point of view or interpretation of a text such as its theme, and support it with significant details from the text

Integration of Knowledge and Ideas

7. Analyze how visual and multimedia elements contribute to meaning of literary and informational texts.
 - Define characteristics of different genres.
 - Identify literary elements such as setting, plot, and character of different genres.
 - Use established criteria to analyze the quality of information within a text.

8. Explain how claims in a text are supported by relevant reasons and evidence, identifying which reasons and evidence support which claims.

9. Use established criteria to categorize texts and make informed judgments about quality; make connections to other texts, ideas, cultural perspectives, eras and personal experiences.
 - Compare and contrast information on one topic from multiple sources within the same genre. Compare and contrast information from multiples sources of different genres with similar themes and topics
 - Recognize that the same story can be told in different genres, such as novels, poems, or plays.
 - Recognize how different authors treat similar themes.
 - Identify different perspectives such as social, cultural, ethnic and historical on an issue presented in one or more than one text.

Foundational Skills

Print Concepts

1. There is not a grade 5 standard for this concept. Please see preceding grades for more information.

Phonological Awareness

2. There is not a grade 5 standard for this concept. Please see preceding grades for more information.

Phonics and Word Recognition

3. Know and apply grade-level phonics and word analysis skills in decoding words.
 - a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

Fluency

4. Read grade-level text with sufficient accuracy and fluency to support comprehension.
 - a. Read grade-level text across genres orally with accuracy, appropriate rate, and expression on successive readings.
 - b. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing Standards

Keyboarding Instruction

Learning Standards

Students should continue to improve keyboarding skills, with a focus on increasing speed as well as accuracy.

- Instruction on keyboarding continues (formal and/or informal).
- Technique (including posture and hand placement) reinforced over speed.

Writing Standards K-5

Text Types and Purposes



1. Write an argument to support claims with clear reasons and relevant evidence.
 - a. Introduce a precise claim and organize the reasons and evidence logically.
 - b. Provide logically ordered reasons that are supported by facts and details from various sources.
 - c. Use precise language and content-specific vocabulary while writing an argument.
 - d. Use appropriate transitional words, phrases, and clauses to clarify and connect ideas and concepts.
 - e. Provide a concluding statement or section related to the argument presented.
 - f. Maintain a style and tone appropriate to the writing task.

2. Write informative/explanatory texts to explore a topic and convey ideas and information relevant to the subject.
 - a. Introduce a topic clearly, provide a general focus, and organize related information logically.
 - b. Develop a topic with facts, definitions, concrete details, quotations, or other relevant information; include text features, illustrations, and multimedia to aid comprehension.
 - c. Use precise language and content-specific vocabulary to explain a topic.
 - d. Use appropriate transitional/linking words, phrases, and clauses to clarify and connect ideas and concepts.
 - e. Provide a concluding statement or section related to the information or explanation presented.
 - f. Establish a style aligned to a subject area or task.

3. Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences.
 - a. Establish a situation and introduce a narrator and/or characters.
 - b. Use narrative techniques, such as dialogue and description, to develop experiences and events or show the responses of characters to situations.
 - c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
 - d. Use concrete words and phrases and sensory details to convey experiences and events precisely.
 - e. Provide a conclusion that follows from the narrated experiences or events.

4. Create a poem, story, play, art work, or other response to a text, author, theme, or personal experience.

5. Draw evidence from literary or informational texts to respond and support analysis, reflection, and research by applying the Grade 5 Reading Standards.

Research to Build and Present Knowledge

6. Conduct research to answer questions, including self-generated questions, and to build knowledge through investigation of multiple aspects of a topic using multiple sources.

7. Recall relevant information from experiences or gather relevant information from multiple sources; summarize or paraphrase; avoid plagiarism and provide a list of sources.

Speaking and Listening

Comprehension and Collaboration

1. Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of others.
 - a. Come to discussions prepared, having read or studied required material; draw on that preparation and other information known about the topic to explore ideas under discussion.
 - b. Follow agreed-upon norms for discussions and carry out assigned roles.
 - c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
 - d. Consider the ideas expressed and draw conclusion about information and knowledge gained from the discussions.
2. Summarize information presented in diverse format (e.g., including visual, quantitative, and oral).
3. Identify and evaluate the reasons and evidence a speaker provides to support particular points.

Presentation of Knowledge and Ideas

4. Report on a topic or text, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support central ideas or themes; speak clearly at an understandable pace and volume appropriate for audience.
5. Include digital media and/or visual displays in presentations to emphasize and enhance central ideas or themes.
6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate.

Language

5th Grade Language Standards Please note: Language Standards 1 and 2 are organized within grade bands and are meant to be accomplished by the end of 5th grade. Local curriculum choices will determine which specific skills are included in 5th grade. These banded skills can be found at the end of this document. Language Standards 1 and 2 are organized within grade bands. For the Core Conventions Skills and Core Punctuation and Spelling Skills for Grades 3-5, the student is expected to know and be able to use the skills *by the end of 5th grade*. The → is included to indicate skills that connect and progress across the band.

Knowledge of Language

1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
 - b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

Vocabulary Acquisition Use

2. Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.
 - a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a

- word or phrase.
- b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).
 - c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
3. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - a. Interpret figurative language, including similes and metaphors, in context.
 - b. Recognize and explain the meaning of common idioms, adages, and proverbs.
 - c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
 4. Acquire and accurately use general academic and content-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

Grades 3-5

Anchor Standard L1: Demonstrate command of the conventions of academic English grammar and usage when writing or speaking*. Core Conventions Skills for Grades 3→5:

- Produce simple, compound, and complex sentences.
- Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general as well as in particular sentences.
- Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).
- Explain the function of conjunctions, prepositions, and interjections in general as well as in particular sentences.
- Form and use regular and irregular plural nouns.
- Use abstract nouns.
- Form and use regular and irregular verbs.
- Form and use the simple verb tenses (e.g., I walked; I walk; I will walk).
- Form and use the progressive verb tenses (e.g., I was walking; I am walking; I will be walking).
- Form and use the perfect verb tenses (e.g., I had walked; I have walked; I will have walked).
- Use verb tense to convey various times, sequences, states, and conditions.
- Recognize and correct inappropriate shifts in verb tense.
- Ensure subject-verb and pronoun-antecedent agreement.
- Use coordinating and subordinating conjunctions.
- Use and identify prepositional phrases.
- Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
- Correctly use frequently confused words (e.g., to, too, two; there, their).

Anchor Standard 3L2: Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing*. Core Punctuation and Spelling Skills for Grades 3→5:

- Capitalize appropriate words in titles.
- Use correct capitalization.
- Use commas in addresses.
- Use commas and quotation marks in dialogue. → Use commas and quotation marks to mark direct speech and quotations from a text.
- Use a comma before a coordinating conjunction in a compound sentence.

- Use a comma to separate an introductory element from the rest of the sentence.
 - Use punctuation to separate items in a series.
 - Form and use possessives.
 - Use conventional spelling for high-frequency and other studied words, and to add suffixes to base words (e.g., sitting, smiled, cries, happiness).
 - Use spelling patterns, rules, and generalizations (e.g., word family)
Use spelling patterns, rules, and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. → Spell grade-appropriate words correctly, consulting references as needed.
 - Use quotation marks or italics to indicate titles of works.
- *While building proficiency in English, ELLs/MLLs, in English as a New Language and Bilingual Education programs may demonstrate skills bilingually or transfer linguistic knowledge across languages.

MATHEMATICS

Operations and Algebraic Thinking

Write and interpret numerical expressions.

1. Apply the order of operations to evaluate numerical expressions.
2. Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them.

Analyze patterns and relationships.

3. Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane.

Number and Operations in Base Ten

Understand the place value system.

1. Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and $\frac{1}{10}$ of what it represents in the place to its left.
2. Use whole-number exponents to denote powers of 10. Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10.
3. Read, write, and compare decimals to thousandths.
 - a. Read and write decimals to thousandths using base-ten numerals, number names, and expanded form.
 - b. Compare two decimals to thousandths based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.
4. Use place value understanding to round decimals to any place.

Perform operations with multi-digit whole numbers and with decimals to hundredths.

5. Fluently multiply multi-digit whole numbers using a standard algorithm.
6. Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
7. Using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between operations:
 - add and subtract decimals to hundredths;
 - multiply and divide decimals to hundredths. Relate the strategy to a written method and explain the reasoning used.

Number and Operations—Fractions

Use equivalent fractions as a strategy to add and subtract fractions.

1. Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators.
2. Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers.

Apply and extend previous understandings of multiplication and division to multiply and divide fractions.

3. Interpret a fraction as division of the numerator by the denominator ($\frac{a}{b} = a \div b$).
Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers.
4. Apply and extend previous understandings of multiplication to multiply a fraction or the whole number by a fraction.
 - a. Interpret the product $a \times \frac{b}{c}$ as a parts of a partition of c into b equal parts; equivalently, as the result of a sequence of operations $a \times \frac{b}{c} = a \times b \div c$.
 - b. Find the area of a rectangle with fractional side lengths by tiling it with rectangles of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.
5. Interpret multiplication as scaling (resizing).
 - a. Compare the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication.
 - b. Explain why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case). Explain why multiplying a given number by a fraction less than 1 results in a product smaller than the given

number. Relate the principle of fraction equivalence $\frac{a}{b} = \frac{a}{b} \times \frac{n}{n}$ to the effect of multiplying $\frac{a}{b}$ by 1.

6. Solve real world problems involving multiplication of fractions and mixed numbers.
7. Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions.
 - a. Interpret division of a unit fraction by a non-zero whole number, and compute such quotients.
 - b. Interpret division of a whole number by a unit fraction, and compute such quotients.
 - c. Solve real-world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions.

Measurement and Data

Convert like measurement units within a given measurement system.

1. Convert among different-sized standard measurement units within a given Measurement system when the conversion factor is given. Use these conversions in solving multi-step, real world problems.

Represent and interpret data.

2. Make a line plot to display a data set of measurements in fractions of a unit ($\frac{1}{2}, \frac{1}{4}, \frac{1}{8}$). Use operations on fractions for this grade to solve problems involving information presented in line plots.

Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.

3. Recognize volume as an attribute of solid figures and understand concepts of volume measurement.
 - a. Recognize that a cube with side length 1 unit, called a “unit cube,” is said to have “one cubic unit” of volume, and can be used to measure volume.
 - b. Recognize that a solid figure which can be packed without gaps or overlaps using n unit cubes is said to have a volume of n cubic units.
4. Measure volumes by counting unit cubes, using cubic cm, cubic in., cubic ft., and improvised units.
5. Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume.
 - a. Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base.
 - b. Apply the formulas $V = l \times w \times h$ and $V = B \times h$ for rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths in the context of solving real world and mathematical problems.
 - c. Recognize volume as additive. Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real world problems.

Geometry

Graph points on the coordinate plane to solve real-world and mathematical problems.

1. Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond.
2. Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the s

Classify two-dimensional figures into categories based on their properties.

3. Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category.
4. Classify two-dimensional figures in a hierarchy based on properties.

SOCIAL STUDIES

Children in Grade 5 engage in a social studies program that stresses geographic, economic, and social/cultural understandings related to the United States, Canada, and nations in Latin America. Children build on the Grade 4 social studies program to reinforce historic and political content about the United States.

The Western Hemisphere

5.1 EARLY PEOPLES OF THE AMERICAS: The first humans in the Western Hemisphere modified their physical environment as well as adapted to their environment. Their interactions with their environment led to various innovations and to the development of unique cultures. (Standards: 1, 2, 3; Themes: ID, MOV, TCC, GEO)

- 5.1a Various forms of scientific evidence suggest that humans came to North America approximately 25,000 to 14,000 years ago and spread southward to South America.
- 5.1b Human populations that settled along rivers, in rainforests, along oceans, in deserts, on plains, in mountains, and in cold climates adapted to and made use of the resources and environment around them in developing distinct ways of life.
- 5.1c Early peoples living together in settlements developed shared cultures with customs, beliefs, values, and languages that give identity to the group. These early peoples also developed patterns of organization and governance to manage their societies.

5.2 COMPLEX SOCIETIES AND CIVILIZATIONS: Between 1100 B.C.E., and 1500 C.E., complex societies and civilizations developed in the Western

Hemisphere. Although these complex societies and civilizations have certain defining characteristics in common, each is also known for unique cultural achievements and contributions. (Standards: 2, 3; Themes: ID, TCC, GEO, GOV)

- 5.2a Civilizations share certain common characteristics of religion, job specialization, cities, government, language and writing systems, technology, and social hierarchy.
- 5.2b Complex societies and civilizations adapted to and modified their environment to meet the needs of their people.
- 5.2c Political states can take different forms, such as city-states and empires. A city-state is comprised of a city with a government that controls the surrounding territory, while an empire is a political organization developed when a single, supreme authority conquers other geographic and/or cultural regions beyond its initial settlements.

5.3 EUROPEAN EXPLORATION AND ITS EFFECTS: Various European powers explored and eventually colonized the Western Hemisphere. This had a profound effect on Native Americans and led to the transatlantic slave trade. (Standards: 1, 2, 3, 4; Themes: MOV, TCC, GEO, ECO, EXCH)

- 5.3a Europeans traveled to the Americas in search of new trade routes, including a northwest passage, and resources. They hoped to gain wealth, power, and glory.
- 5.3b Europeans encountered and interacted with Native Americans in a variety of ways.
- 5.3c The transatlantic trade of goods, movement of people, and spread of ideas and diseases resulted in cultural diffusion. This cultural diffusion became known as the Columbian Exchange which reshaped the lives and influenced the beliefs of people
- 5.3d Africans were captured, brought to the Americas, and sold as slaves. Their transport across the Atlantic was known as the Middle Passage.

5.4 GEOGRAPHY IN THE WESTERN HEMISPHERE: The diverse geography of the Western Hemisphere has influenced human culture and settlement in distinct ways. Human communities in the Western Hemisphere have modified the physical environment. (Standard: 3, Theme: GEO)

- 5.4a Physical maps reflect the varied climate zones, landforms, bodies of water, and natural resources of the Western Hemisphere.
- 5.4b The Western Hemisphere can be divided into regions. Regions are areas that share common, identifiable characteristics such as physical, political, economic, or cultural features. Regions within the Western Hemisphere include:
 - North American (Canada and the United States)
 - Mesoamerica (Mexico and Central America)
 - Caribbean
 - South America
- 5.4c The physical environment influences human population distribution, land use, and other forms of economic activity.

5.5 COMPARATIVE CULTURES: The countries of the Western Hemisphere are diverse and the cultures of these countries are rich and varied. Due to their

proximity to each other, the countries of the Western Hemisphere share some of the same concerns and issues. (Standards: 1, 2; Themes: ID, MOV, SOC)

5.5a The countries of the Western Hemisphere have varied characteristics and contributions that distinguish them from other countries.

5.5b Countries in the Western Hemisphere face a variety of concerns and issues specific to the region.

5.6 GOVERNMENT: The political systems of the Western Hemisphere vary in structure and organization across time and place. (Standards: 5; Themes: GOV, CIV)

5.6a Government structures, functions, and founding documents vary from place to place in the countries of the Western Hemisphere.

5.6b Legal, political, and historic documents define the values, beliefs, and principles of constitutional democracy.

5.6c Across time and place, different groups of people in the Western Hemisphere have struggled and fought for equality and civil rights or sovereignty.

5.6d Multinational organizations and nongovernmental organizations in the Western Hemisphere seek to encourage cooperation between nations, protect human rights, support economic development, and provide assistance in challenging situations.

5.7 ECONOMICS: The peoples of the Western Hemisphere have developed various ways to meet their needs and wants. Many of the countries of the Western Hemisphere trade with each other, as well as with other countries around the world. (Standards: 1, 2, 3, 4; Themes: TCC, GEO, ECO, EXCH)

5.7a Different types of economic systems have developed across time and place within the Western Hemisphere. These economic systems, including traditional, market, and command, address the three economic questions: what will be produced, how it will be produced, and who will get what is produced?

5.7b Peoples of the Western Hemisphere have engaged in a variety of economic activities to meet their needs and wants.

5.7c Countries trade with other countries to meet economic needs and wants. They are interdependent.



Civic Readiness for All Students 5-8



Civic Readiness is the ability to make a positive difference in the public life of our communities through the combination of civic knowledge, skills and actions, mindsets, and experiences.

What is Civics? The study of the rights and responsibilities of citizenship.

Who are Civic Ready students?

Students who use civic knowledge, skills and mindsets to make decisions and take actions for themselves, their communities, and the public good.

What is a community?

A community is a social unit (a group of living things) with commonality such as norms, religion, values, customs, or identity.

Communities work together to meet the needs of those who are part of it. There are many kinds of communities you might be part of: your school; your neighborhood; your city or town. Communities can work together to solve problems, make changes, or improve things for everyone. People in a community might have different ideas, look different, or not agree on some things.

Why is Civic education important? Civics education allows us the opportunity to become well-informed, active citizens within our community and government, while also empowering us to communicate effectively. It helps us understand the ideals of democracy and encourages us to become a vital part of the process, while understanding our Constitution. Civics education highlights connections between ourselves, other active citizens and democracy. It is through these connections that we can make a difference in our local, national and international communities. One of the big reasons we have Social Studies in schools is to make sure that you are civic ready and an actively engaged participant in the life of your communities. Civics education empowers everyone to work together to create positive change while respecting what makes us each unique.

Civic Readiness is:



- Understand how the Bill of Rights protects Freedom of Speech.
- Three branches of government: Judicial, Legislative and Executive.
- Discuss how the U.S. Constitution represents both Democratic and Republican ideas.
- Voting process and why it is important to vote.



- Looking at current events and having classroom discussions on how they relate to past situations.
- Identify a problem in the school, community or local government, and determine how to voice your concern regarding it.
- Engage in classroom debates, respectfully disagreeing with other viewpoints and provide evidence for a counterargument.



- Actively participate with others respectfully.
- Promote democratic ideas.
- Be active citizens within our schools and communities, willing to contribute and help solve issues locally and/or nationally.



- Complete a capstone.
- Participate in negotiating and compromising in the resolution of differences and conflict.
- Volunteering and participating in community organizations.

Civic Knowledge

Fundamental civic knowledge in grade level appropriate forms includes:

- What kind of government do we have in the United States; the structure and functioning of government, law, and democracy at the federal, state, local, and school levels, and how to participate;
- The impact of individual and collective histories in shaping contemporary issues;
- Discussions of the Bill of Rights and the voting process;
- History, geography, economics, and current events within our country and in our global society; and
- The importance of civic rights and responsibilities, such as voting, volunteering, serving on a jury, and the importance of ensuring a free press.

Civic Skills & Actions

Critical intellectual and participatory civic skills students should develop and actions they should take in grade-level appropriate forms include the ability to:

- Discuss and/or participate in activities that focus on a classroom, community, local or national problem and analyze different solutions and how to respectfully disagree with other viewpoints and provide evidence for a counterargument;
- Recognizing what it is like to be an American - values and beliefs;
- Identify rights and responsibilities in classrooms, schools, and communities;
- Analyze and evaluate news (news literacy), media, social media and other sources of information for accuracy, bias, reliability, and credibility;
- Identify differing philosophies of social and political participation; and
- Work to influence those in positions of power to achieve extensions of freedom, social justice, and human rights.

Civic Mindsets

Key civic mindsets students should develop in grade-level appropriate ways include:

- Valuing equity, inclusivity, diversity, and fairness;
- Recognizing the need to plan for both current needs and the good of future generations;
- Empathy, compassion, and respect for the views of people with other opinions and perspectives;
- Committing to balancing the common good with individual liberties;
- Demonstrating a sense of self as an active participant in society, willing to contribute to solving local and/or national problems; and
- Discussion on what makes a good community member.

Civic Experiences

Key civic mindsets students should develop in grade-level appropriate ways include:

- Showing respect in issues involving differences and conflict; participate in negotiating and compromising in the resolution of differences and conflict;
- Exploring how anyone can create positive change in their school, community, or country;
- Participating in school and community governance, ;
- Taking responsibility for improving one's community—locally, in government at all levels, and in the broader world;
- Identify and help solve problems within ones community.
- Completing a civic readiness capstone or, civic engagement project;
- Engaging with news and digital tools, such as social media, responsibly;
- Participating in school governance;
- Voting, volunteering and participating in community organizations and governmental systems, such as community boards, youth advisory councils, etc., to promote continuous improvement.

SCIENCE

The New York State P-12 Science Learning Standards are based on the Framework for K–12 Science Education developed by the National Research Council and the Next Generation Science Standards. The framework outlines three dimensions that are needed to provide students a high-quality science education.

Dimension 1: Science and Engineering Practices Engaging in scientific investigation requires not only skill but also knowledge that is specific to each practice. As in all inquiry-based approaches to science teaching, students will engage in the practices and not merely learn about them secondhand (e.g., articles, textbook, video clips, etc.). Students comprehend scientific practices, appreciate the nature of scientific knowledge itself, while directly experiencing those practices for themselves. The eight science and engineering practices mirror the practices of professional scientists and engineers. Use of scientific and engineering practices will strengthen students’ skills in these practices while developing students’ understanding of the nature of science and engineering. Listed below are the eight science and engineering practices:

1. Asking questions and defining problems
2. Developing and using models
3. Planning and carrying out investigations
4. Analyzing and interpreting data
5. Using mathematics and computational thinking
6. Constructing explanations and designing solutions
7. Engaging in argument from evidence
8. Obtaining, evaluating, and communicating information



Dimension 2: Disciplinary Core Ideas They are designed to help children continually build on and revise their knowledge and abilities, starting from their curiosity about what they see around them and their initial conceptions about how the world works. The goal is to guide their knowledge toward a more scientifically based and coherent view of the natural sciences and engineering, as well as of the ways in which they are pursued and their results can be used.

Dimension 3: Crosscutting Concepts have application across all domains of science. The seven Crosscutting Concepts are meant to give students an organizational structure to understand the world and help students make sense of and connect Core Ideas across disciplines and grade bands. They are not intended as additional content. Listed below are the Crosscutting Concepts from the Framework:

1. Patterns
2. Cause and Effect
3. Scale, Proportion, and Quantity
4. Systems and System Models
5. Energy and Matter in Systems
6. Structure and Function
7. Stability and Change of Systems

Computer Science and Digital Fluency Learning Standards



Standards at a Glance

Grades 4-6

Impacts of Computing



Subconcept	Standard
Society	4-6.IC.1 Describe computing technologies that have changed the world, and express how those technologies influence, and are influenced by, cultural practices.
	4-6.IC.2 Explain how laws impact the use of computing technologies and digital information.
Ethics	4-6.IC.3 Explain current events that involve computing technologies.
	4-6.IC.4 Identify public and private digital spaces.
	4-6.IC.5 Explain who has access to data in different digital spaces.
Accessibility	4-6.IC.6 Explain how computer systems play a role in human decision-making.
Career Paths	4-6.IC.7 Identify a diverse range of role models in computer science.


Computational Thinking





Subconcept	Standard
Modeling and Simulation	4-6.CT.1 Develop a computational model of a system that shows changes in output when there are changes in inputs.
Data Analysis and Visualization	4-6.CT.2 Collect digital data related to a real-life question or need.
	4-6.CT.3 Visualize a simple data set in order to highlight relationships and persuade an audience.
Abstraction and Decomposition	4-6.CT.4 Decompose a problem into smaller named tasks, some of which can themselves be decomposed into smaller steps.
	4-6.CT.5 Identify and name a task within a problem that gets performed multiple times while solving that problem, but with slightly different concrete details each time.
Algorithms and Programming	4-6.CT.6 Compare two or more algorithms and discuss the advantages and disadvantages of each for a specific task.
	4-6.CT.7 Identify pieces of information that might change as a program or process runs.
	4-6.CT.8 Develop algorithms or programs that use repetition and conditionals for creative expression or to solve a problem.
	4-6.CT.9 Explain each step of an algorithm or program that includes repetition and conditionals for the purposes of debugging.
	4-6.CT.10 Describe the steps taken and choices made to design and develop a solution using an iterative design process.

Standards at a Glance

Grades 4-6

Networks & System Design 	
Subconcept	Standard
Hardware and Software	4-6.NSD.1 Propose improvements to the design of a computing technology based on an analysis of user interactions with that technology.
	4-6.NSD.2 Model how computer hardware and software work together as a system to accomplish tasks.
	4-6.NSD.3 Determine potential solutions to solve hardware and software problems using common troubleshooting strategies.
Networks and the Internet	4-6.NSD.4 Model how data is structured to transmit through a network.
	4-6.NSD.5 Describe that data can be stored locally or remotely in a network.

Cybersecurity 	
Subconcept	Standard
Risks	4-6.CY.1 Explain why different types of information might need to be protected.
Safeguards	4-6.CY.2 Describe common safeguards for protecting personal information.
	4-6.CY.3 Describe trade-offs between allowing information to be public and keeping information private and secure.
	4-6.CY.4 Model and explain the purpose of simple cryptographic methods.
Response	4-6.CY.5 Explain suspicious activity of applications and devices.

Digital Literacy 	
Subconcept	Standard
Digital Use	4-6.DL.1 Type on a keyboard while demonstrating proper keyboarding technique.
	4-6.DL.2 Select appropriate digital tools to communicate and collaborate while learning with others.
	4-6.DL.3 Conduct and refine advanced multi-criteria digital searches to locate content relevant to varied learning goals.
	4-6.DL.4 Use a variety of digital tools and resources to create and revise digital artifacts.
	4-6.DL.5 Identify common features of digital technologies.
Digital Citizenship	4-6.DL.6 Describe persistence of digital information and explain how actions in online spaces can have consequences.
	4-6.DL.7 Identify and describe actions in online spaces that could potentially be unsafe or harmful.

Additional Internet Resources



William Floyd School District:

www.wfsd.k12.ny.us

Step 1: Go to Students

Step 2: Go to Additional Student Resources



New York State Education Department:

www.nysed.gov



Regional Bilingual Education Resource Network:

www.rbern.org

Sample Grade 5 Report Card



William Floyd Union
Free School District
of the Mastics-
Moriches-Shirley

Student Progress Report
Grade 5
20__ / 20__

Student# _____
Student _____
Teacher _____
School _____
Principal _____

ATTENDANCE			
	T1	T2	T3
Days Absent			
Days Tardy			

SUPPLEMENTAL INSTRUCTION	T1	T2	T3

KEY TO PERFORMANCE LEVELS			
E	Exceeds Grade Level Expectations		
M	Meets Grade Level Expectations		
AP	Approaching Grade Level Expectations		
BL	Below Grade Level Expectations		

APPROXIMATE GRADE LEVEL TEXT			
Grade	T1	T2	T3
3	M/N	N/O	O/P
4	Q/R	Q/R	S
5	S/T	T/U	U/V
6	U/V	U/V	V

READING	T1	T2	T3
Reads text with accuracy, fluency, and expression			
Reads and comprehends grade appropriate text: Literal (story elements, sequencing of events); Inferential (main idea, figurative language)			
Uses evidence from the text to support written responses.			
Actively engaged			

WRITING	T1	T2	T3
Uses writing process: planning, drafting, revising, editing and/ or publishing			
Expresses ideas in an organize manner			
Varies sentences in both structure and vocabulary			
Uses proper conventions: capitals, punctuation, grammar, paragraphing, and spelling			

SPEAKING AND LISTENING	T1	T2	T3
Listens and responds to collaborative communication appropriately prepared for discussion, attentive to speaker, follows rules of discussion			
Speaks in complete sentences; provides details to support thinking; responds to questions, asks questions			

MATHEMATICS	T1	T2	T3
Demonstrates an understanding of grade level concepts			
Applies strategies to solve problems			
Knows basic facts and performs calculations with accuracy			
Actively engaged			

SOCIAL STUDIES	T1	T2	T3
Demonstrates an understanding of content and concepts			
Understands subject related vocabulary			
Actively engaged			

SCIENCE	T1	T2	T3
Demonstrates an understanding of content and concepts			
Understands subject related vocabulary			
Demonstrates appropriate use of applications, tools, and equipment			
Actively engaged			

KEY TO LIFE LONG LEARNING HABITS	
M	Meets Grade Level Expectations
AP	Approaching Grade Level Expectations
BL	Below Grade Level Expectations

LIFE LONG LEARNING HABITS: Academic Development	T1	T2	T3
Completes homework			
Follows multi step directions			
Demonstrates organization skills			
Completes tasks independently			
Write neatly and legibly			
Uses class time productively			
Follows classroom and school rules consistently			

LIFE LONG LEARNING HABITS: SOCIAL DEVELOPMENT	T1	T2	T3
Demonstrates courtesy and respect for others throughout the school community			
Demonstrates self-discipline			
Accepts responsibility			
Works effectively within a group			

1 st TRIMESTER COMMENTS

2 nd TRIMESTER COMMENTS

3 rd TRIMESTER COMMENTS

Every Student Succeeds Act

5

Things every parent should know about New York State’s plan for the Every Student Succeeds Act



What is ESSA?	The Every Student Succeeds Act (ESSA) is a federal law that outlines how states can use federal money to support public schools. In September 2017, New York State submitted its plan for the approximately \$1.6 billion New York receives annually under ESSA.
Why does it matter?	New York State is committed to ensuring that all students succeed and thrive in school no matter who they are, where they live, where they go to school, or where they come from. Since fall 2016, New York State has sought feedback to design a plan that advances equity, access, and opportunity for <i>all</i> students.
What do parents need to know?	Below are highlights of important elements for parents and families in the plan. We encourage you to visit the New York State Education Department’s ESSA website to learn more about the plan.

1 New York State values a well-rounded education for all.

Parents and families should know how their child’s school is performing in many areas, not just academic subjects.

Schools and districts will be measured annually on these indicators:

For all schools	For high schools
<ul style="list-style-type: none"> English language arts Math Science Progress in learning English (for those who don’t speak it) Chronic absenteeism (absent 18+ days, with exceptions) 	<ul style="list-style-type: none"> Social studies Graduation rate College, career, and civic readiness index: taking advanced coursework, earning technical education certificates, etc.

Future indicators:

- Out-of-school suspensions (beginning with 2018-19 results)
- Being ready for high school (once data becomes available)
- “Learning environment” indicators (e.g., class size, access to arts classes)

2 New York State wants to reduce testing time and improve the testing experience.



Tests in grades 3-8 English and math will be reduced to two days each in 2018.



The state will try new ways to assess student knowledge that could ask students to complete and present performance tasks.

95%

The federal law requires 95% of students in each tested grade and subgroup to take the appropriate tests. New York State will work with parents, schools, and districts to increase participation.



New York State will continue to translate math and science tests into more languages, and when funding becomes available, will create a language-arts test in students’ native language.

3

New York State will help teachers and school leaders be ready for success and ensure that all students have access to an excellent educator.



The state will look at changes in how teachers and leaders are prepared to make sure they are ready on day one.



New York State has many excellent teachers. We will ensure that all schools have the ability to attract and keep them.

4

New York State is counting on parents for additional help when their child's school is identified for improvement.



If your child's school is identified as low-performing ...



... then it will have to ask parents, teachers, and students how they think the school can do better ...



... and you will have a say in how your school spends part of the federal money it receives to improve.

5

New York State will provide parents with a more complete picture of their child's school.



New public reports will show information on student test scores, graduation rates, and other outcomes for schools, districts, and the state, consistent with privacy laws.



The reports also will give information on things parents care deeply about, such as class size or opportunities for students to participate in the arts.



Parents will know how much each school is spending per student through the new reports.



Districts, schools, and the New York State Education Department will use the information in these reports to help districts adjust spending or come up with new ways to meet students' needs.

PARENTS RIGHT-TO-KNOW ESSA

1005(e) "(e) PARENTS RIGHT-TO-KNOW— "(1) INFORMATION FOR PARENTS.—

"(A) IN GENERAL.—At the beginning of each school year, a local educational agency that receives funds under this part shall notify the parents of each student attending any school receiving funds under this part that the parents may request, and the agency will provide the parents on request (and in a timely manner), information regarding the professional qualifications of the student's classroom teachers, including at a minimum, the following: "(i) Whether the student's teacher— "(i) has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction; "(ii) is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived; and "(iii) is teaching in the field of discipline of the certification of the teacher. "(ii) Whether the child is provided services by paraprofessionals and, if so, their qualifications.

"(B) ADDITIONAL INFORMATION.—In addition to the information that parents may request under subparagraph (A), a school that receives funds under this part shall provide to each individual parent of a child who is a student in such school, with respect to such student— "(i) information on the level of achievement and academic growth of the student, if applicable and available, on each of the State academic assessments required under this part; and "(ii) timely notice that the student has been assigned, or has been taught for 4 or more consecutive weeks by, a teacher who does not meet applicable State certification or licensure requirements at the grade level and subject area in which the teacher has been assigned.

"(2) TESTING TRANSPARENCY.—

"(A) IN GENERAL.—At the beginning of each school year, a local educational agency that receives funds under this part shall notify the parents of each student attending any school receiving funds under this part that the parents may request, and the local educational agency will provide the parents on request (and in a timely manner), information regarding any State or local educational agency policy regarding student participation in any assessments mandated by section 1111(c)(2) and by the State or local educational agency, which shall include a policy, procedure, or parental right to opt the child out of such assessment, where applicable.

"(B) ADDITIONAL INFORMATION.—Subject to subparagraph (C), each local educational agency that receives funds under this part shall make widely available through public means (including by posting in a clear and easily accessible manner on the local educational agency's website and, where practicable, on the website of each school served by the local educational agency) for each grade served by the local educational agency, information on each assessment required by the State to comply with section 1111, other assessments required by the State, and where such information is available and feasible to report, assessments required districtwide by the local educational agency, including— "(i) the subject matter assessed; "(ii) the purpose for which the assessment is designed and used; "(iii) the source of the requirement for the assessment; and "(iv) where such information is available— "(i) the amount of time students will spend taking the assessment, and the schedule for the assessment; and "(ii) the time and format for disseminating results."

"(C) LOCAL EDUCATIONAL AGENCY THAT DOES NOT OPERATE A WEBSITE.—In the case of a local educational agency that does not operate a website, such local educational agency shall determine how to make the information described in subparagraph (A) widely available, such as through distribution of that information to the media, through public agencies, or directly to parents.

"(3) LANGUAGE INSTRUCTION.—

"(A) NOTICE.—Each local educational agency using funds under this part or title III to provide a language instruction educational program as determined under title III shall, not later than 30 days after the beginning of the school year, inform parents of an English learner identified for participation or participating in such a program, of— "(i) the

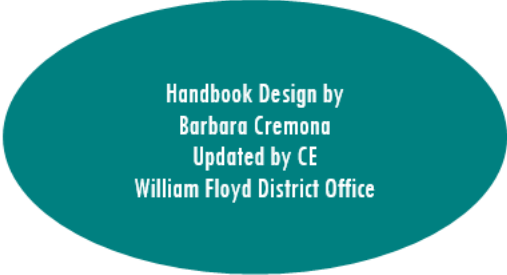
reasons for the identification of their child as an English learner and in need of placement in a language instruction educational program; "(ii) the child's level of English proficiency, how such level was assessed, and the status of the child's academic achievement; "(iii) the methods of instruction used in the program in which their child is, or will be, participating and the methods of instruction used in other available programs, including how such programs differ in content, instructional goals, and the use of English and a native language in instruction; "(iv) how the program in which their child is, or will be, participating will meet the educational strengths and needs of their child; "(v) how such program will specifically help their child learn English and meet age appropriate academic achievement standards for grade promotion and graduation; "(vi) the specific exit requirements of the program, including the expected rate of transition from such program into classrooms that are not tailored for English learners, and the expected rate of graduation from high school (including four-year adjusted cohort graduation rates and extended-year adjusted cohort graduation rates for such program) if funds under this part are used for children in high schools; "(vii) in the case of a child with a disability, how such program meets the objectives of the individualized education program of the child, as described in section "(viii) information pertaining to parental rights that includes written guidance— "(i) detailing the right that parents have to have their child immediately removed from such program upon their request; "(ii) detailing the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available; and "(iii) assisting parents in selecting among various programs and methods of instruction, if more than program or method is offered by the eligible entity.

"(B) SPECIAL RULE APPLICABLE DURING THE SCHOOL YEAR.—For those children who have not been identified as English learners prior to the beginning of the school year but are identified as English learners during such school year, the local educational agency shall notify the children's parents during the first 2 weeks of the child being placed in a language instruction educational program consistent with subparagraph (A).

"(C) PARENTAL PARTICIPATION.— "(i) IN GENERAL.—Each local educational agency receiving funds under this part shall implement an effective means of outreach to parents of English learners to inform the parents regarding how the parents can— "(i) be involved in the education of their children; and "(ii) be active participants in assisting their children to— "(aa) attain English proficiency; "(bb) achieve at high levels within a well-rounded education; and "(cc) meet the challenging State academic standards expected of all students. "(ii) REGULAR MEETINGS.—Implementing an effective means of outreach to parents under clause (i) shall include holding, and sending notice of opportunities for, regular meetings for the purpose of formulating and responding to recommendations from parents of students assisted under this part or title III.

"(D) BASIS FOR ADMISSION OR EXCLUSION.—A student shall not be admitted to, or excluded from, any federally assisted education program on the basis of a surname or language minority status. "(4) NOTICE AND FORMAT.—The notice and information provided to parents under this subsection shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand."

2022-2023

A teal-colored oval graphic containing white text.

Handbook Design by
Barbara Cremona
Updated by CE
William Floyd District Office

William Floyd School District