

**MALE010801122019WEEKLY COMMUNICATOR**

	<p><b>MRS. MALE's CLASS</b>  <b>April 1-5, 2019</b>  <a href="mailto:dmale@fhacademics.org">dmale@fhacademics.org</a>                  Website: <a href="http://www.mrsmalesclass.com">www.mrsmalesclass.com</a></p>	<p><b>District website:</b>  <a href="https://msfp.fountainhillsschools.org/">https://msfp.fountainhillsschools.org/</a></p> <p><b>Day One of 5th Grade AZMerit Testing</b></p>	<p><i>The price of success is hard work, dedication to the job at hand, and the determination that whether we win or lose, we have applied the best of ourselves to the task at hand. - Vince Lombardi</i></p>	<p><u>Friday, April 5, 2019</u>                  Male Honors Assembly                  2:15 pm - 2: 35 pm</p>	<p><b>Bring a book every day. The best way to improve your reading skills is to read, read, read.</b></p>
<p>8:30 Pledge Greet</p>	<p><b>MONDAY</b> 6-8 AZM Writing</p>	<p><b>TUESDAY</b> 4-5 AZM Writing</p>	<p><b>WEDNESDAY</b> <u>2:05P EARLY DISMISSAL</u></p>	<p><b>THURSDAY</b></p>	<p><b>FRIDAY</b></p>
<p><b>MATHEMATICS</b> 8:45-10:07</p> <p><b>Find the Course1 Saxon math book:</b>  <a href="http://my.hrw.com">http://my.hrw.com</a></p>	<p><b>Review: R5 B1, #38</b>  <b>Review: R5 B1, #53</b></p> <ol style="list-style-type: none"> <li>Review Saxon, Inv.#10</li> <li>Add totals algorithms to Commodities sheets and cash in remaining 'wealth'.</li> <li>Prep work spaces for tomorrow's testing</li> <li>Successmaker Math, one session</li> </ol> <p>Best Practices: Get a good night's sleep and eat a healthy breakfast in the morning. No other homework.</p>	<p><b>Bring EARBUDS (wired), please) OR HEAD PHONES, a healthy snack, a book to read, and a full water bottle today.</b></p> <p>8:45a- 11:00a  <b>AZ Merit Writing Test</b></p> <p>Practice: Review Math Notes</p>	<p>NO CHESS during testing weeks</p> <p><b>Review: R5 B2, #28</b>  <b>Review: R5 B2, #53</b></p> <p><b>SAMPLE AZ Merit Reading Test</b></p> <p>Successmaker Math, one lesson</p> <p>Practice: Saxon Math Book</p>	<p><b>Review: R5 B4, #41</b>  <b>Review: R5 B4, #50</b></p> <p><b>SAMPLE AZ Merit Math Test</b></p> <p>Successmaker Math, one lesson</p> <p>Practice: Saxon Math Book</p>	<p><b>Review: R5 B4, #65</b>  <b>Review: R5 B4, #76</b></p> <p>Investigate #10                  Review types of graphs (frequency, dot plot, line plot, bar, histogram) Introduce box &amp; whisker)</p> <p>Successmaker Math  <b>AZM Writing Test</b>  <b>Makeup Day</b></p>
<p>10:10-10:25</p>	<p><b>Indoor RECESS</b></p>	<p><b>LATE RECESS, time tbd</b></p>	<p><b>9:45-10:05a RECESS</b></p>	<p><b>LATE RECESS time tbd</b></p>	<p><b>LATE RECESS tbd</b></p>
<p>STEAM/TECH 10:26-11:16</p>		<p><b>NO STEM TODAY</b></p>	<p><b>10:07-10:48A</b></p>		

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<p><b>RELA/READING, GRAMMAR, &amp; WRITING</b> 11:18-12:38</p> <p><b>:20</b> <b>Independent Reading. Practice consciously managing your time</b></p>	<p><b>Writing Review</b> See AZCCRSS Writing standards on last page of this communicator.</p> <ul style="list-style-type: none"> <li>- Review how to respond to a prompt</li> <li>- Review structure</li> <li>- Review transitions</li> <li>- Review vocabulary options</li> <li>- Review test taking strategies</li> </ul> <p>Science/Matter. Finish CO2 investigation.</p>	<p>Science: Matter. Finish CO2 investigation. Properties of Matter</p> <p>Successmaker Reading, one lesson</p>	<p><b>10:50-Noon</b></p> <p><b>Review Reading Informational Standards</b> Introduction to Physics/Physical Science; text ch.2, pg.72-75; Modified Cornell Note taking</p> <p>Successmaker Reading, one lesson</p>	<p><b>Review Reading Literature Standards</b></p> <p>Successmaker Reading, one lesson</p>	<p><b>Review Reading Literature Standards</b></p> <p>Successmaker Reading, one lesson</p>
<p>12:40-1:15</p>	<p>LUNCH/RECESS</p>	<p>LUNCH/RECESS</p>	<p>12:05-12:40 Early Release LUNCH/RECESS</p>	<p>LUNCH/RECESS</p>	<p>LUNCH/RECESS</p>
<p>1:20-2:12</p>	<p>SPECIALS</p>	<p>SPECIALS</p>	<p><b>12:45-1:25 SPECIALS</b></p>	<p>SPECIALS</p>	<p>SPECIALS</p>
<p><b>3:05 Dismissal</b></p>	<p>Reading Successmaker</p>	<p>SSR in the Courtyard You will need a book!</p>	<p>SSR in the Courtyard You will need a book! <b>DISMISSAL AT 2:05</b></p>	<p>SSR in the Courtyard You will need a book!</p>	<p>Male Honors Assembly 2:15 - 2: 35 pm</p>

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Arizona College & Career Readiness State Standards - AZ Merit Writing Test Prompt will be aligned with one of these three text types/purposes.

Writing Standards	
Text Types and Purposes	
5.W.1	<p><b><u>Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</u></b></p> <p>a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.</p> <p>b. Provide logically ordered reasons that are supported by facts and details.</p> <p>c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).</p> <p>d. Provide a concluding statement or section related to the opinion presented.</p>
5.W.2	<p><b><u>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</u></b></p> <p>a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Provide a concluding statement or section related to the information or explanation presented.</p>
5.W.3	<p><b><u>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</u></b></p> <p>a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>b. Use narrative techniques, such as dialogue and description, to develop experiences and events or show the responses of characters to situations.</p> <p>c. Use a variety of transitional words and phrases to manage the sequence of events.</p> <p>d. Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>e. Provide a conclusion that follows from the narrated experiences or events.</p>
Production and Distribution of Writing	
5.W.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
5.W.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)
5.W.6	With some guidance and support from adults, use technology, including the internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills in order to complete a writing task.

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### Arizona College & Career Readiness State Standards - AZ Merit Reading Test will be based on these concepts

Arizona's English Language Arts Standards -5th Grade

Reading Standards for **Literature**

Key Ideas and Details

5.RL.1 **Quote accurately from a text** when explaining what the text says explicitly and when drawing inferences from the text.

5.RL.2 **Determine a theme of a story, drama, or poem from details of the text;** include how characters in story or drama respond to challenges, how the speaker in a poem reflects upon a topic, and a summary of the text.

5.RL.3 **Compare and contrast** two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

Craft and Structure

5.RL.4 **Determine the meaning of words and phrases as they are used in a text,** including figurative language such as metaphors and similes.

5.RL.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

5.RL.6 Describe how a narrator's or speaker's point of view influences how events are described.

Integration of Knowledge and Ideas

5.RL.7 **Analyze how visual and multimedia elements contribute to the purpose, meaning, or tone of the text** (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, and poem).

5.RL.8 (Not applicable to literature)

5.RL.9 **Compare and contrast stories in the same genre** (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

Range of Reading and Level of Text Complexity

5.RL.10 By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 5.

Arizona's English Language Arts Standards – 5th Grade

Reading Standards for **Informational Text**

Key Ideas and Details

5.RI.1 **Quote accurately from a text** when explaining what the text says explicitly and when drawing inferences from the text.

5.RI.2 **Determine two or more main ideas of a text and explain** how they are supported by key details; summarize the text.

5.RI.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text, based on specific information in the text.

Craft and Structure

5.RI.4 **Determine the meaning of general academic and domain-specific words and phrases** in a text relevant to a grade 5 topic or subject area.

5.RI.5 **Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, and problem/solution)** of events, ideas, concepts, or information in two or more texts.

5.RI.6 **Analyze multiple accounts of the same event or topic,** noting important similarities and differences in the point of view they represent.

Integration of Knowledge and Ideas

5.RI.7 **Draw on information from multiple print or digital sources,** demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

5.RI.8 **Explain how an author uses reasons and evidence to support particular points** in a text, identifying which reasons and evidence support which point(s).

5.RI.9 **Integrate information from several texts** on the same topic in order to write or speak about the subject knowledgeably.

Range of Reading and Level of Text Complexity

5.RI.10 By the end of the year, proficiently and independently read and comprehend informational text, including history/social studies, science and technological texts, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 5.

## Arizona Mathematics Standards 5<sup>th</sup> Grade

### Fifth Grade Standards Overview

Grade level content emphasis indicated by: ● Major Cluster: ▲ Supporting Cluster

Arizona is suggesting instructional time encompass a range of at least 65%-75% for Major Clusters and a range of 25%-35% for Supporting Cluster instruction. See [introduction](#), page 12 for more information.

#### Operations and Algebraic Thinking (OA)

- ▲ Write and interpret numerical expressions.
- ▲ Analyze patterns and relationships.

#### Number and Operations in Base Ten (NBT)

- Understand the place value system.
- Perform operations with multi-digit whole numbers and with decimals to hundredths.

#### Number and Operations—Fractions (NF)

- Use equivalent fractions to add and subtract fractions.
- Use previous understandings of multiplication and division to multiply and divide fractions.

#### Measurement and Data (MD)

- ▲ Convert like measurement units within a given measurement system.
- ▲ Represent and interpret data.
- Geometric measurement: understand concepts of volume and relate volume to multiplication and addition.

#### Geometry (G)

- ▲ Graph points on the coordinate plane to solve mathematical problems as well as problems in real-world context.
- ▲ Classify two-dimensional figures into categories based on their properties.

#### Standards for Mathematical Practices (MP)

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