Ms. Aldridge

September 9, 2014

Ruth Hill Elementary School
57 Sunset Lane
Newnan, GA 30263

Dear Parents,

Our school has implemented a universal screening process called GRASP this year. Schools use data from the GRASP universal screeners to determine if there are any areas in reading and math that teachers need to focus on in order to maximize student success. The data can be used to plan school-wide interventions, as well as interventions for small groups of students or individuals. The data that we collect from the universal screeners is not used to grade the students, but rather to help teachers plan quality instruction.

There are 4 screeners available through the GRASP program. Below is a description of each of the 4 screeners, along with your child's most current score. The cut score identified is the score that we would like students to achieve for that particular content area at their current grade level. If your child has not met the cut score in one or more areas, your child's teacher has plans in place to address any skill deficits.

The Digit Fluency Screener measures basic computation skills according to the standards at each grade level. In order for a student to be fluent in math computation, he or she needs to not only answer computation problems correctly and quickly, doing most of the math mentally rather than solving computation problems using paper/pencil.

Your child's score on the digit fluency screener is 17.

The cut score for the digit fluency screener is **40**.

The Math Concepts and Applications Screener assesses critical math concepts that students have been introduced to prior to taking the assessment. In most cases, these skills were taught in previous grade levels or earlier in the year in the current grade level.

Your child's score on the math screener is 23.

The cut score for the math screener is **17**.

Sincerely,

Ms. Aldridge

Ms. Aldridge
Ruth Hill Elementary School, 5th Grade Math Teacher

Breaking the Code: Why Yuor Barin Can Raed Tihs

Natalie Wolchover, Life's Little Mysteries Staff Writer | February 09, 2012 12:51pm ET

You might not realize it, but your brain is a code-cracking machine.

For emaxlpe, it deson't mttaer in waht oredr the ltteers in a wrod aepapr, the olny iprmoatnt tihng is taht the frist and lsat ltteer are in the rghit pcale. The rset can be a toatl mses and you can sitll raed it wouthit pobelrm.

S1M1L4RLY, Y0UR M1ND 15 R34D1NG 7H15 4U70M471C4LLY W17H0U7 3V3N 7H1NK1NG 4B0U7 17.

Passages like these have been bouncing around the Internet for years. But how do we read them? And what do our incredibly low standards for what's legible say about the way our brains work?

According to Marta Kutas, a cognitive neuroscientist and the director of the Center for Research in Language at the University of California, San Diego, the short answer is that no one knows why we're so good at reading garbled nonsense. But they've got strong suspicions.

"My guess is that context is very, very, very important," Kutas told Life's Little Mysteries.

We use context to pre-activate the areas of our brains that correspond to what we expect next, she explained. For example, brain scans reveal that if we hear a sound that leads us to strongly suspect another sound is on the way, the brain acts as if we're already hearing the second sound. Similarly, if we see a certain collection of letters or words, our brains jump to conclusions about what comes next. "We use context to help us perceive," Kutas said. [6 Fun Ways to Exercise Your Brain]

It's not a perfect system, however. In the above passages, Kutas suspects that you probably didn't get every single word right just from knowing what came before it. You onlythought you were reading the passage perfectly, because you automatically (and subconsciously) went back and filled in any gaps in your knowledge based on*subsequent* context — the words that came later.

Additionally, in the case of the first example (the words with jumbled middle letters), it helps that your brain processes all the letters of a word at once, rather than one at a time. Thus, the letters "serve as contexts for each other," Kutas said.

In the case of the second passage (with the numbers in place of some letters), a 2007 study by cognitive scientists in Spain found that reading such passages barely activates the brain areas that correspond to digits. This suggests that the letter-like appearance of the digits, as well as their context, has a stronger influence on our brains than their actual status as digits. The researchers think some sort of top-down feedback mechanism (our consciences telling our sensory processors what to do, sort of) normalizes the visual input, allowing us to ignore the funny bits and read the passage with ease.

This story was provided by Life's Little Mysteries, a sister site to LiveScience. Follow Natalie Wolchover on Twitter @nattyover. Follow Life's Little Mysteries on Twitter @lmysteries, then join us on Facebook.

Welcome to MobyMax

Dear Parent,

We are excited to implement a new web-based curriculum called MobyMax in our classroom. MobyMax is tailored to your child's individual needs, and I think you will be very impressed by how fast your child will excel while using Moby. Moby's features include:

-Placement tests that accurately identify where your child excels, and where his or her missing skills are
-Targeted instruction to fill in those missing skills
-Systematic review sessions that ensure that your child retains 100% of what he or she has learned

Best of all, your child can access Moby from your home computer at any time.

Login steps for
1. Please go to www.mobymax.com/signin
2. Enter School Code: ga2890
3. Enter
Username:
Password:

Once logged in, your child will immediately start the lessons and begin improving his or her missing skills.

You can sign in as a parent as well by selecting "Parent" from the drop-down menu and entering your child's username and password. You will be able to monitor your child's progress and even send messages to me.

Sincerely,
Ms. Aldridge
RUTH HILL ELEMENTARY SCHOOL

What Can A Parent Do To Help Their Child Improve Reading Fluency?

1. Set aside regular time for someone to read ***to*** your child. (This models fluency, expression and caring about reading.)
2. Have many kinds of things to read around the house. (Books, magazines, letters, even signs.)
3. Provide a dictionary in which to look up words.
4. Let your children see you reading.
5. Go to the public library. Get a card and regularly check out books. (If this is not possible, ask your student every day what he or she is reading from the school library.)
6. **Fifth graders should read silently to themselves for at least 20 minutes, all *seven* days a week, not counting what they read at school.**
   *******Ask your student specific questions about what they have read to check their understanding.**

***Check to see if your child can do these tasks*:**

***sound out words**

***memorize and use sight words**

***use other words in the sentence (context) to identify new or unkown words**

***can successfully retell what they have read**

GOOD WEBSITES:

school.familyeducation.com

www.greatschools.org/homework-help-reading.topic?content=5255

www.eduplace.com/kids/rdg.jsp

Name _____

Directions

Read the passage below. Then answer questions 1–5. Fill in the circle for each answer you choose. You may look back at the passage.

A Grand Expedition

In 1869, the Grand Canyon of the Colorado River was marked "unexplored." No one had been known to travel that part of the river and live. There were stories about huge waterfalls. A brave group of adventurers set out that year to float down the river and fill in the gaps on the map.

Beginning the Expedition

John Wesley Powell led the explorers. He convinced his old friend, President Ulysses S. Grant, that the government should pay for the trip. The crew set off with three large boats, each of which carried 4,500 pounds of supplies. A smaller scout boat led the way and looked for dangers.

The expedition left May 24 down the Green River in Utah. After the first sixty miles, rapids plunged the boats into terrifying whirlpools. Soon, even if the crew had wanted to carry the boats around the rapids, they could not have done so. There was no place to walk.

Tip
The headings give you an idea about how the text is structured. They will also help you locate information that you may need to answer questions after you finish reading.

Trouble Along the Way

A rapid sent one of the supply boats over a steep waterfall. It broke on the rocks below. The other expedition members managed to rescue the crew, but the food and supplies were lost.

On July 21, the boats floated into the Colorado River. Here the river was even narrower and the walls steeper. Days of quiet water were broken by frightening rapids.

Tip
Use the author's words to create a picture in your mind. It will help you "see" the action and remember details.

Winding Up the Expedition

On August 27, the crew faced what one called "the darkest day of the trip." The biggest rapid yet was ahead. They had only enough food left for five days. Three men, afraid to go on, climbed the steep walls of the canyon. The others took on the dangerous rapids, desperately trying to keep their boats afloat. Three days later, where the Colorado meets the Virgin River, they saw Native American men fishing on the banks of the calm river. They had made it and lived to tell the story.

Tip
Ask yourself why the men called this the "darkest day of the trip." Read the paragraph to find the reason.

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Name _____

1. **This passage is an example of**
   - **A.** realistic fiction
   - **B.** a biography
   - **C.** a folktale
   - **D.** an informational article

2. **The text of this passage is organized according to**
   - **A.** main idea and details
   - **B.** sequence
   - **C.** cause and effect
   - **D.** comparison and contrast

> **Tip**
> Pay attention to the headings and to signal words and phrases in the text that help you understand how the text is structured.

3. **What did the explorers set out to do?**
   - **A.** to brave the wild water
   - **B.** to see huge waterfalls
   - **C.** to scout for supplies
   - **D.** to fill in gaps on the map

> **Tip**
> Look back at the passage to find the answer to this question. Are you more likely to find this information near the beginning of the passage or near the end?

4. **Based on facts in the passage, what MOST LIKELY caused the expedition's food supplies to run low?**
   - **A.** The crew ate too much.
   - **B.** Three men left the expedition and took the food with them.
   - **C.** Supplies were lost when one of the boats broke on the rocks.
   - **D.** The crew shared their food with Native Americans.

5. **Which of these is NOT a reason that August 27 was called "the darkest day of the trip"?**
   - **A.** There was no money left.
   - **B.** The crew faced the worst rapid yet.
   - **C.** There was only enough food left for five days.
   - **D.** Some members were too frightened to continue.

> **Tip**
> Pay attention to the word NOT in this question. You may want to look back at the passage to eliminate the three details that the author does mention.

1	Ⓐ Ⓑ Ⓒ Ⓓ
2	Ⓐ Ⓑ Ⓒ Ⓓ
3	Ⓐ Ⓑ Ⓒ Ⓓ
4	Ⓐ Ⓑ Ⓒ Ⓓ
5	Ⓐ Ⓑ Ⓒ Ⓓ

Name _____

Directions

Select the answer to each question. Fill in the circle for the answer you have chosen.

Use the table of contents below to answer question 6.

CONTENTS

Introduction 3

Chapter 1 What Are Pyramids? 6

Chapter 2 Uncovering Ancient Pyramids 16

Chapter 3 Mayan People and Their Stone Temples 23

Chapter 4 Pyramids of Today 32

Chapter 5 The Science of Pyramids 43

Chapter 6 Myths and Mysteries 51

Index 66

References 70

6. Cori is reading a book about pyramids. Based on the table of contents above, what might she learn about in Chapter 4?

A. modern buildings that looks like pyramids

B. why people build pyramids

C. how pyramids from long ago were discovered

D. stories of mythical pyramids

Tip
Read the title of Chapter 4 in the table of contents. What kind of information would you expect to find in a chapter with that title?

7. Which words and phrases below are used in writing to signal causes and effects?

A. on the other hand, rather than, yet

B. if . . . then, so that, since

C. likewise, as well as, further

D. meanwhile, then, tonight

Tip
Which words or phrases might you use in your writing when you are telling about cause-and-effect relationships?

6	Ⓐ Ⓑ Ⓒ Ⓓ
7	Ⓐ Ⓑ Ⓒ Ⓓ

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Name _____

8. Which words BEST fill in the blank in the sentence below?

Of all the rivers in this part of the country, this one runs _____.

A. more swift
B. more swiftly
C. most swift
D. most swiftly

Tip
Think about whether you need to use an adjective or an adverb to make this comparison. Then decide whether you are comparing two actions or more than two.

9. Which sentence below is punctuated correctly?

A. Rosa, have you met Ms. Price?
B. Rosa, have you met Ms. Price.
C. Rosa have you met Ms Price?
D. Rosa have you met, Ms Price.

Tip
Check each sentence to see whether the end mark, commas, and abbreviation are correct.

The sentence below has a spelling error. Fill in the circle for the letter of the underlined word that is NOT spelled correctly.

10. Our <u>discussion</u> was about <u>friendlyness,</u> an <u>important</u> <u>quality</u>.

A. B. C. D.

11. What word in the sentence below should be capitalized?

My friend Tino taught me to say "hello" and "please" in spanish.

A. friend
B. hello
C. please
D. spanish

8	Ⓐ Ⓑ Ⓒ Ⓓ
9	Ⓐ Ⓑ Ⓒ Ⓓ
10	Ⓐ Ⓑ Ⓒ Ⓓ
11	Ⓐ Ⓑ Ⓒ Ⓓ

Name _____

Directions

Read the passage below. Then answer questions 1–5. Fill in the circle for each answer you choose. You may look back at the passage.

Young Thomas Edison

Tip
The word *Young* in the title is a clue that the focus of the passage is probably Thomas Edison's early life.

You probably think of Thomas Edison as the inventor of the electric light bulb, the motion picture, and the phonograph. Yet, when Thomas Alva Edison was a young boy, his teachers were not convinced of his brilliance. Although he asked an extraordinary number of questions, his teachers found that he did not often answer the questions they asked. As a result, both teachers and student quickly became frustrated.

Help from Mother

Luckily, Thomas's mother knew a smart boy when she saw one. Mrs. Edison had once been a teacher and was able to teach him at home. Together, they studied history, literature, mathematics, and science. Young Thomas was especially curious about electricity and chemicals. He wanted to understand what they were made of, and he liked to do simple experiments at home. He even had a chemical laboratory in his house!

Working on the Railroad

In order to earn money, Thomas got a job selling food and newspapers on the railroad. One day when Thomas was working for the railroad, he saved the stationmaster's son from an accident with a runaway freight car. The stationmaster was so grateful that he taught Thomas to use a telegraph machine. That gave Thomas a trade by which to earn a good living. Soon he began to design improvements for telegraph systems.

The Wizard of Menlo Park

Tip
As you read this section of the passage, look for details that explain the heading "The Wizard of Menlo Park."

In 1875, Thomas Edison set up his laboratory in Menlo Park, New Jersey. In 1877, he invented the first phonograph. In 1879, he invented the first practical incandescent electric light bulb. Later, he introduced the first workable system of generating electric light, heat, and power. He also introduced the first silent film and the first "talking" picture. It's no wonder that he came to be known as "the wizard of Menlo Park."

Name _____

1. **What is the main idea of this passage?**
   - **A.** Thomas Edison's mother was the only one who recognized his talent.
   - **B.** Thomas Edison was a curious boy who grew up to become a successful inventor.
   - **C.** Young Thomas Edison had a chemical laboratory in his home.
   - **D.** Working on the railroad is a good way to earn a living, but it can be dangerous.

> **Tip**
> The main idea tells what the passage is mostly about. Which of the answer choices would be a good topic sentence for the entire passage?

2. **Which of the following statements is an OPINION?**
   - **A.** Thomas Edison's mother had once been a teacher.
   - **B.** Thomas Edison set up a laboratory in Menlo Park, New Jersey.
   - **C.** Thomas Edison was a brilliant inventor.
   - **D.** Thomas Edison designed improvements for telegraph systems.

> **Tip**
> Look for the statement that tells what someone thinks or believes and so cannot be proven.

3. **Thomas Edison went to work on the railroad because he**
   - **A.** liked adventure
   - **B.** enjoyed traveling
   - **C.** needed to earn money
   - **D.** wanted to improve the telegraph

4. **Which of the following events happened FIRST?**
   - **A.** Thomas Edison developed a system for generating light, heat, and power.
   - **B.** Thomas Edison invented the electric light bulb.
   - **C.** Thomas Edison learned to use the telegraph.
   - **D.** Thomas Edison sold newspapers.

> **Tip**
> Use dates and time-order words such as *soon* and *later* to help you answer this question.

5. **Edison was known as "the wizard of Menlo Park" because**
   - **A.** he disappeared from Menlo Park
   - **B.** he built his laboratory very quickly
   - **C.** he asked so many questions
   - **D.** he invented amazing things in Menlo Park

1	Ⓐ Ⓑ Ⓒ Ⓓ
2	Ⓐ Ⓑ Ⓒ Ⓓ
3	Ⓐ Ⓑ Ⓒ Ⓓ
4	Ⓐ Ⓑ Ⓒ Ⓓ
5	Ⓐ Ⓑ Ⓒ Ⓓ

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Name _____

Directions

Select the answer to each question. Fill in the circle for the answer you have chosen.

Use these encyclopedias to answer question 6.

6. **Which volume would you use to find out more about inventor David Bushnell, who built the first military submarine, the *Turtle*?**
   - **A.** volume 1
   - **B.** volume 5
   - **C.** volume 8
   - **D.** volume 9

Tip
Pay attention to the wording of the question. Does it ask where to find out about the invention or about the inventor?

Use the paragraph below to answer question 7.

> First, decide on a day and time for your garage sale. Then be sure to advertise it. You can put up signs in your neighborhood or buy an ad in your local paper. On the day of the sale, have a cash box ready with plenty of change.

7. **Which sentence would be the BEST topic sentence for the paragraph above?**
   - **A.** Sort your items, and put similar types of things together.
   - **B.** Some people drive around on weekends looking for garage sales.
   - **C.** With some thought and planning, you can have a successful garage sale.
   - **D.** Many families have furniture, clothing, tools, and toys they no longer need.

Tip
The topic sentence should tell the main idea of the paragraph. Use the supporting details to infer the main idea.

6	Ⓐ Ⓑ Ⓒ Ⓓ
7	Ⓐ Ⓑ Ⓒ Ⓓ

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Name _____

8. Which word in the sentence below is a helping verb?

We were clapping our hands the whole time the music played.

A. were
B. clapping
C. whole
D. played

Tip
A helping verb works with the main verb to tell about an action.

9. What is the verb phrase in the sentence below?

As much as she tried, Cindy could never do a handstand.

A. as she tried
B. as tried
C. could never do
D. could do

Tip
A verb phrase consists of a main verb and a helping verb. Words from other parts of speech may interrupt a verb phrase but are not part of it.

The sentence below has a spelling error. Fill in the circle for the letter of the underlined word that is NOT spelled correctly.

10. It's <u>difficult</u> to <u>watch</u> TVand <u>consentrate</u>on <u>homework</u>, too.

A. B. C. D.

11. How should the capitalization be corrected in the sentence below?

My little brother recited the Rhyme "Jack and Jill."

A. Put a capital *B* in for *brother*
B. Put a small *r* in for *Rhyme*
C. Put a capital *A* in for *and*
D. Put a small *j* in for *Jill*

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8	Ⓐ Ⓑ Ⓒ Ⓓ
9	Ⓐ Ⓑ Ⓒ Ⓓ
10	Ⓐ Ⓑ Ⓒ Ⓓ
11	Ⓐ Ⓑ Ⓒ Ⓓ

STOP

From Mrs. Hicks

What You Need to Know About Science, Reading, and Spelling

Science *All work with a grade of 70 or below, except tests, can be corrected or redone within 2 days.* *Graded work is to be filed in the Science section of the MOOSE.

*We read from our textbook, Georgia Science, (Houghton-Mifflin)

*We take notes in our Science Journal made from a composition book.

*Students **must** have their own colored pencils.

*We are also studying map skills as they relate to Earth Science

Reading *All work, except tests and AR, with a grade of 70 or below, can be corrected or redone within 2 days.* Graded work should be filed in the Reading part of the MOOSE.

*Much of our reading skills are taught through integration into science lessons.

*We will be reading a novel each 9 weeks.

*AR is required as part of the CAFÉ program. I use it as "Read to Self." I assign students the level book to get. We are working on comprehension with AR and I conference with individual students. They need to focus on FICTION. I will put a grade in the grade book 2-3 times per nine weeks from AR, under the "Present" section which is worth 10% of the overall grade. The grade is an average of the tests they have taken; thus students should read and reread carefully.

Spelling *Non-test assignments w/grades of 70 or below made be redone, within 2 days.*

*A Word Work folder is given on Mondays. All work is to be completed (as homework) and turned in that Friday, in the Word Work folder, before the Spelling word and sentence tests.

*Words come from content and the CCBOE Literacy website.

*Emphasis is on learning the meaning of prefixes and suffixes.