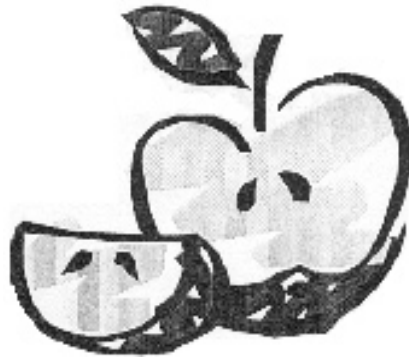




*Family Guide
for
Grade Five*



EIGHTH EDITION

September 2007



—HOW TO USE THIS GUIDE—

Dear Families:

This guide is written to help families understand the Wenatchee School District's grade level standards. These standards are defined by the State's Essential Academic Learning Requirements (EALRs) and the State's Grade Level Expectations (GLEs). Promotion depends upon students meeting these standards.

The opposite page outlines the Promotion Standards for this grade. It describes expectations for attendance, work ethic, test scores, and classroom work. The following pages summarize grade level standards in all subjects. How can you help your child at home? Helpful hints are provided within each section to provide ideas about how you can support your child's learning.

Research shows that parent participation is essential for student success. We also believe that educating our children is a partnership of responsibility between home and school. We want parents involved in the Wenatchee Schools! If you are interested in being a part of your child's education at the building or district level, contact your school principal for more information.

Brian Flonas
Superintendent

Jodi Smith, Executive Director
Learning & Teaching Department

GRADE FIVE Promotion Standards

To earn promotion a student must have a score of at least 10. This rubric is intended for use by student and staff at any given time throughout the school year to assess progress.

4 ABOVE STANDARD: Superior Performance	0-4 ABSENCES/ TARDIES	MEETS OR EXCEEDS ON 4 WASL ABOVE GRADE LEVEL ON LEVELS TEST TARGETS [220+RDG.] [238+MATH]	MOSTLY 4'S	URNS IN EXTRA WORK
3 MEETS STANDARD: Solid Academic Performance	5-10 ABSENCES/ TARDIES	MEETS STANDARDS ON 3 OF 4 WASL AT GRADE LEVEL ON LEVELS TEST TARGETS [212 – 219 RDG] [219 – 228 MATH]	CONSISTENT MOSTLY 3'S	REGULARLY TURNS IN WORK
2 WORKING TOWARD STANDARD	10 OR MORE ABSENCES/ TARDIES	MEETS STANDARDS ON 2 OF 4 WASL 1 GRADE LEVEL BELOW LEVELS TEST TARGETS [207-211 RDG] [213-218 MATH] Light's Assessment indicates possible retention	SOME CLASSROOM- BASED EVIDENCE OF GROWTH MOSTLY 2'S	TURNS IN SATISFACTORY WORK INCONSISTENTLY
1 BELOW STANDARD: Little or no Demonstration	15 OR MORE ABSENCES/ TARDIES	MEETS 0-1 STANDARDS ON WASL 2 OR MORE GRADES BELOW ON LEVELS TEST TARGETS [LESS THAN 205 RDG] [LESS THAN 210 MATH] Light's Assessment indicates retention	LITTLE OR NO CLASSROOM-BASED EVIDENCE OF GROWTH MOSTLY 0-1'S	TURNS IN LITTLE OR NO WORK
	<i>ATTENDANCE/ TARDIES</i>	<i>STANDARDIZED SCORES</i>	<i>CLASSROOM-BASED EVIDENCE [Report Card]</i>	<i>WORK ETHIC/ STUDY SKILLS</i>

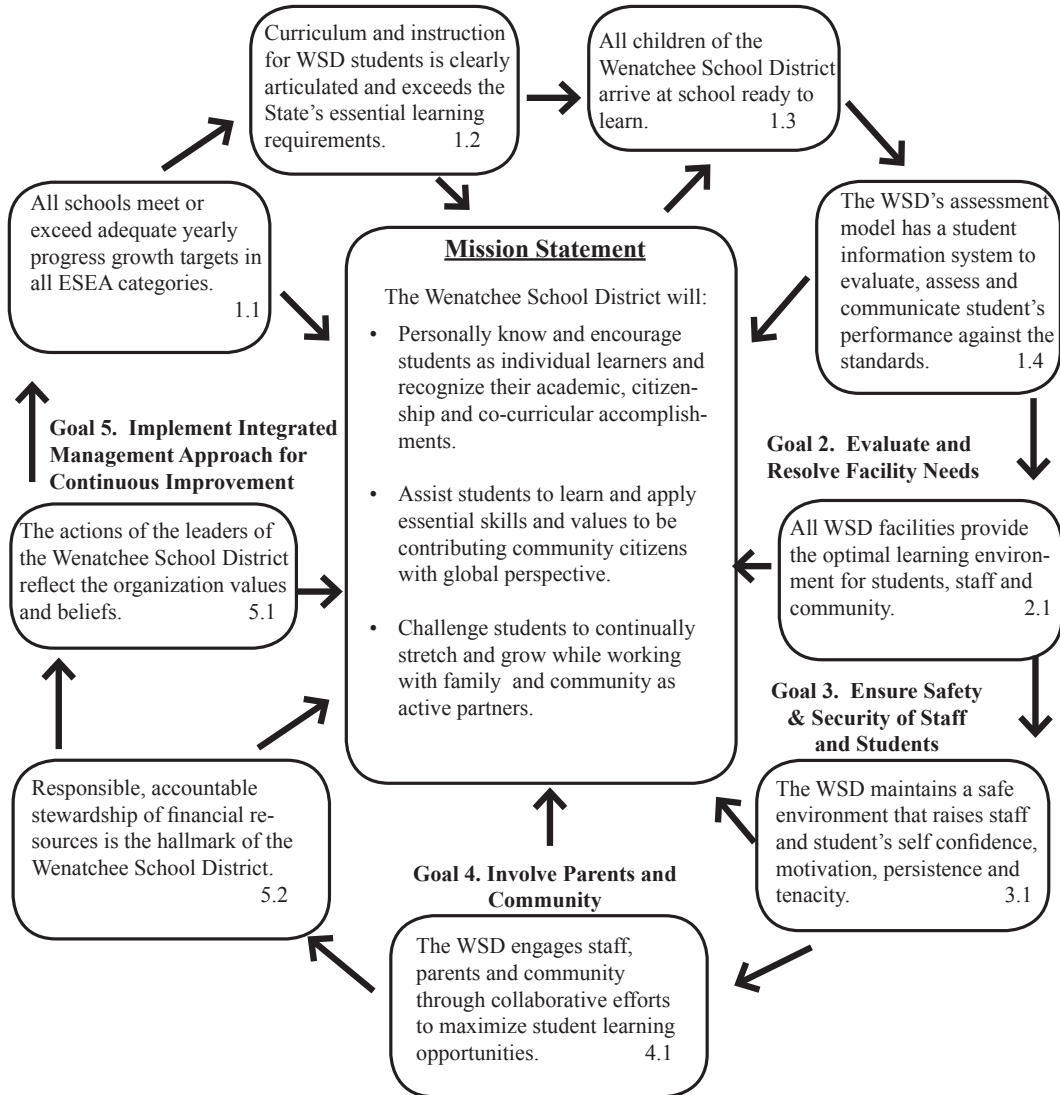
ANOTHER FACTOR TO CONSIDER IS IF THE STUDENT IS MAKING SIGNIFICANT PROGRESS TOWARD MEETING STANDARD.



Vision Elements

Students will meet or exceed standards when:

Goal 1. Improve Student Achievement



School Board Members -
 Kevin Gilbert, President
 Jesús Hernández, Vice President
 Laura Jaecks
 Chuck Largent
 Karen Norlin

Brian Fiones, Superintendent

Technology

As citizens of the 21st century, we use technology as a normal part of everything that we do. Continuing into the next decade, technology skills will mean far more than simply programming cell phones or composing letters on desktop computers, and student knowledge of technology must grow, too. For example, electronic applications, data-based presentations, and Internet information literacy have become an expectation of high school graduates almost everywhere. Wenatchee School District students at each grade level, therefore, are required to meet technology skills standards that are integrated into specific content areas.

By the end of fifth grade, your student must be able to:

- Know computer icons, menus, and text features.
- Use text features to locate information in print or electronic forms such as library browsers, Internet, CD-ROM.
- Actively use the writing process (plan, draft, revise, edit, publish), both hand-written and word-processed.
- Write in many forms (narrative, expository, summary, persuasive, poetry), both hand-written and word-processed.
- Use tools, such as a dictionary, thesaurus (online), and graphic organizers, including those that are computer-based.
- Make brief, focused oral presentations on academic topics, using visual aids, both written and electronic.
- Use tables, charts, graphs, and models, both written and digital.
- Identify and describe properties of geometric figures, both written and digital.
- Express ideas using models, tables, charts, graphs, written reflections, and algebraic notations, both written and digital.
- Investigate the use of mathematics within several occupational/career areas, including technological areas.
- Organize and analyze data from experiments and investigations with plants and animals, both hand-written and word-processed.

The Internet is a valuable and beneficial tool that has become widely accessible to people of all ages. The vast array of information and services available on the Internet is staggering. However, as with any activity, Internet use has certain risks. We need to be aware of the risks in order to help our children use the Internet properly and safely. The following are links to Internet safety resources for you and your student:

- *Students* - <http://www.amdsb.ca/InternetSafety/StudentTips.htm>
- *Parents* - <http://www.amdsb.ca/InternetSafety/ParentTips.htm>

Curriculum-related Internet resources to use at home:

Internet 4 Teachers – For Use as Independent Skill Activities

- http://www.internet4classrooms.com/skills_5th_original.htm

Getting Students Connected

- http://www.gsc.amdsb.ca/grade_5.htm

Picadome Interactive

- <http://www.picadome.fcps.net/lab/interactive/intermediate.htm>

KidPort

- <http://www.kidport.com/Grade5/Grade5Home.htm>

Philosophy Statement for Reading, Writing and Communication

Reading, Writing and Communication in the Wenatchee School District is based on the belief that curriculum development is a constant process of evolution and implementation. This process is learning-centered, with students and teachers working together to support and develop each other's inquiry and understanding. The classroom is, therefore, a community where learners are encouraged to take risks in a nurturing environment that engenders ownership. Within this environment, language is recognized not only as a means of communication, but also as a means of personal and content knowledge development. Language is not only what is studied and learned; it is also a major mode of learning.

District Reading/Writing/Communication Program Goals

1. Reading— Understand, evaluate, and appreciate written information in literary and technical writing.
2. Writing — Understand the writing process and use it effectively in a variety of forms.
3. Speaking — Speak effectively in various situations to entertain, to persuade, to respond, and to inform.
4. Listening — Actively listen for the purpose of processing and responding to a variety of presentations.

Reading

Fifth grade reader deepens his/her understanding of fiction and nonfiction text. Using evidence from text, he/she discusses, reflects and responds to a wide range of genres. He/she also reads for pleasure, choosing books based on personal preference, topic and genre.

How you can help your child with reading:

- *Read to and with your child everyday. Recognize and be proud of their success.*
- *As you read, ask questions like: What do you think will happen next? How is the character feeling right now? Have you ever felt the same way?*
- *Encourage your child to read for different reasons – for fun, to learn something new, to follow directions – and to talk about the books they read.*
- *Use the Internet to find suggested reading lists.*

Your child needs to understand and use different skills and strategies to read:

- Identify words that have different meanings in different content areas.
- Uses text to verify dictionary or glossary meaning.
- Reads grade level stories correctly and with expression.

Your child needs to understand the meaning of what is read:

- Shows comprehension of both fiction (literary) and nonfiction (informational) text.
- States the theme / main idea.
- Makes inferences.
- Questions
- Draws conclusions.

Your child needs to read different materials for a variety of purposes:

- Reads materials such as: brochures, advertisements, recipes, posters.
- Reads to learn new information or to perform a task.
- Uses text features (i.e. key words, bold words, headings) to locate information in print or electronic forms, such as library browsers, Internet, CD-ROM.

Your child needs to set goals and evaluate progress to improve reading:

- Identifies reading strengths and weaknesses.
- Sets goals for areas that need improvement.
- Creates a plan to meet goals and monitors progress.
- Shares reading likes and dislikes with classmates.

Resources to use at home:

7 Keys to Comprehension – How to Help Your Kids Read it and Get it! By Susan Zimmermann and Chryse Hutchins.

Wenatchee Public Library – telephone # 662-5021.

BookAdventure.com = variety of book lists based on interest and grade level

Reading Series:

Adventure series by David Adler

Adventure series by Sharon Creech

Writing

Fifth grade writing students have developed a strong personal voice in his/her writing, which often includes humor. He/she is now using precise vocabulary in content-area writing. Scoring guides, often those created by the students themselves, are used to critique his/her own work, and that of others.

How you can help your child with writing:

- *Show that you enjoy and value your child's writing by praising their writing efforts.*
- *Ask questions about your child's writing like: "What part of this piece do you like the best?" "Which persuasive reason do you feel is your strongest?"*
- *Help your child to write letters and notes, as well as modeling your own personal writing.*
- *If your child has access to a computer, buy programs that involve reading, writing or spelling for real purposes.*

Your child needs to understand and use the writing process:

- Brainstorms ideas.
- Writes a draft.
- Revises to improve the piece.
- Edits to fix errors (uses tools both written and computer-based).
- Publishes

Your child needs to write in a variety of forms for different audiences and purposes:

- Writes in different forms such as interviews, essays, and book reviews.
- Writes to entertain, to persuade, and to explain.
- Collaborates with peers on a writing project (i.e. science lab reports).

Your child needs to write clearly and effectively:

- Organizes clearly with a beginning, middle, and end.
- Varies short sentences and long sentences.
- Chooses powerful words.
- Supports ideas with important details.

Your child needs to analyze and evaluate the effectiveness of written work:

- Identifies writing strengths and weaknesses.
- Sets goals for improvement.
- Creates a plan to meet goals and monitor progress.
- Listens to others' writing and offers feedback.

Resources to use at home:

Live Writing – Breathing Life into Your Words by Ralph Fletcher.

http://www.sandrariief.com/tips/tips_howtohelp.htm - writing process support for parents.

<http://www.meddybemps.com/9.700.html> - publish your child's work on line and read other published stories.

Communication

Fifth grade communication students will expand his/her observation and listening skills to interpret and understand complex information. He/she respectfully acknowledges differences between individuals. His/her presentation skills get more sophisticated.

How you can help your child with communication:

- *Set aside 10-15 minutes to discuss what has happened during the day.*
- *Ask questions like “Explain a recent episode of your favorite TV show.” “How did the main character in the movie feel – how do you know?”*

Your child needs to use listening and observation skills to gain understanding:

- Paraphrases information by stating it in own words.
- Explains emotion behind message from speaker’s point of view.
- Identifies and explains examples of persuasion in mass media.

Your child needs to use communication skills and strategies to interact/work effectively with others:

- Uses persuasive language to influence others.
- Chooses language that resolves conflicts in classroom settings.
- Identifies and acknowledges different points of view.

Your child needs to use communication skills and strategies to effectively present ideas and ones’ self in a variety of situations:

- Plans a presentation for a specific purpose.
- Uses visual aids and available presentation technology.
- Uses comparisons, analogies, and storytelling to explain ideas.

Your child needs to analyze and evaluate the effectiveness of communication:

- Examines own communication using a rubric or scoring guide.
- Offers feedback to classmates using a rubric or scoring guide.
- Sets goals for an area of communication, creates a plan and monitors progress toward goals.

Resources to use at home:

<http://www.areyougame.com/Interact/default.asp> - games to play with your family

Mathematics

Fifth grade math students will be working on number sense, measurement, geometry, algebraic sense, probability/statistics and problem solving through: math problems, investigation and exploration of concepts, calendar activities, guided practice and activities at home.

How you can help your child with Math:

- *Play games that require keeping score, tracking time and/or money (e.g. Battleship, Monopoly, Yahtzee, etc.).*
- *Measure and order a variety of objects (e.g. by weight, height, perimeter, area).*
- *Practice rounding numbers in order to estimate.*
- *Look for and discuss charts, graphs, and other forms of data collections from newspapers and magazines.*
- *Make it a priority to help your child with his/her homework (e.g. practicing basic math facts, playing math games, completing worksheets/projects).*

In Number Sense:

- Your child needs to be able to estimate whole numbers and fractions.
- Your child needs to be able to add, subtract, multiply and divide whole number and decimals.
- Your child needs to understand and be able to add and subtract fractions with like denominators.

In Measurement:

- Your child needs to be able to measure and classify angles.
- Your child needs to be able to find the area and perimeter of rectangles (including squares) and right triangles.
- Your child needs to understand and be able to use the metric system for measuring capacity, weight, and length.

In Geometry:

- Your child needs to be able to identify and describe the characteristics (properties) of two-dimensional geometric figures.
- Your child needs to understand congruency (when a figure is the same size and shape), including translations (when you flip or slide a figure).
- Your child needs to understand and be able to identify the properties (characteristics) of perpendicular and parallel lines.

In Probability & Statistics:

- Your child needs to be able to organize, display and interpret data.
- Your child needs to be able to describe the likelihood (chance) of event occurring (e.g. flip of a coin, toss of dice, spinner landing in a particular section).

Mathematics

In Algebraic Sense:

- Your child needs to be able to recognize number patterns and sequences.
- Your child needs to understand the concept of mathematical equality and inequality (not equal to, less than or equal to, greater than or equal to).
- Your child needs to be able to solve single variable equations that include division (e.g. $12 \div \square = 4$).

In Problem Solving & Communication:

- Your child needs to be able to express ideas using graphs, charts, table, model and written reflection.
- Your child needs to understand and be able to use a variety of strategies and tools to solve problems (e.g. draw pictures, use paper and pencil, use manipulatives, etc.).
- Your child needs to be able to define problems by identifying the questions that would be answered to solve the problem.

Resources to use at home:

Use your school website! To get to your school website, you can start at the district homepage at: home.wsd.wednet.edu

“Math at Hand” (a mathematics handbook) – available at local bookstores

Online (virtual) manipulatives (math tools) website: nlvm.usu.edu/en/nav/vlibrary.html

Website: games.funschool.com

Website: www.funbrain.com

Website: www.internet4classrooms.com/skills_5th_math.htm

Science

Fifth grade science students become more sophisticated in their analysis of the interconnections within systems. When investigating, students use data to support their conclusions and logical arguments. They begin to determine factors that contribute to scientific bias.

HOW CAN YOU HELP YOUR CHILD WITH SCIENCE:

Environments Unit:

Learning Goal: Identify and describe different landmasses, bodies of water and landforms (eg., continents, oceans, seas, rivers, mountains, plains).

Activities: Look at a globe and label the parts as land, water, mountains, etc., identify landmasses, and bodies of water you can see from your own yard.

Questions: What bodies of water are found in the Wenatchee Valley? How does the continent we live on compare to Australia? Could you explain to me 3 different landforms?

Learning Goal: Describe how different processes change the surface of the Earth (eg., erosion, earthquakes, landslides, and volcanic eruptions).

Activities: Visit a website or read a book about the eruption of Mt. St. Helens in 1980, make a pile of dirt and allow the hose to run down it for several minutes and observe changes in the pile of dirt.

Questions: How does the amount of water running down a hillside affect the amount of erosion? Are there some places that are more likely to have earthquakes than others? If so, where? How could volcanoes change the surface of the earth?

Learning Goal: Describe and sort rocks and soils based on physical properties (eg., color, shape, texture, size).

Activities: Observe rocks from different places in town (near the river, along the road, in your neighborhood), look at different kinds of soil and compare their color, particle size and texture.

Questions: How are rocks different depending on where they are found? How does water act differently in different kinds of soils (sand, potting soil, clay)?

Science

Learning Goal: Investigate and describe what goes into and out of a system (eg., what keeps a system running).

Activities: Observe a garden and discuss what must go into the garden to keep it alive and productive, visit the Columbia River and talk about where the water, comes from and where it goes and discuss what lives in a river (fish, bugs, frogs, plants).

Questions: What would happen to a garden in there was no sunlight? How does having a small amount of snow in the winter affect the amount of water in the Wenatchee River? How would the Columbia River system change if there were no bugs?

Learning Goal: Recognize and describe how individual plants and animals of the same kind are different from each other.

Activities: Observe different ladybugs and identify things that are the same and things that are different, notice and describe how different tulip look different, describe how members of your family compare.

Questions: What differences do you notice when looking at different grasshoppers? How do tomato plants appear different? Are all goldfish the same color and size?

Learning Goal: Describe how an organism's behavior and ecosystem they live in affects their survival.

Activities: Dig in the yard to find earthworms and observe how they behave in the dirt, watch a colony of ants and describe how they move and live, watch a fish in an aquarium either at home or the pet store and notice how they breathe and move, place a plant in the sun and one in the dark and notice the differences in how they grow.

Questions: What happens to earthworms when it rains really hard? How do fish behave when they are taken out of water for a short amount of time? What do plants need in order to live and grow? How does your activity level change if you have not had food for many hours? What could happen to a praying mantis if it did not change color to match its environment?

Resources to use at home:

"How Mountains are Made" by Kathleen Zoehfeld

"What are Food Chains and Webs?" by Bobbie Kalman

"The Pillbug Project" by Robin Burnett

"Kitchen Science" by Mary Ling

Hike on local trails (Saddlerock)

ScienceSaurus-by Great Source

<http://www.kathimitchell.com/scien2.html>

<http://fossweb.com/modulesK-2/index.html>

Social Studies

Fifth grade social studies students will study United States history. A variety of resources may be used such as: United States: Adventures in Time and Place (textbook), We the People, historical novels, current events periodicals, and research materials.

How you can help your child with social studies:

- *Visit local museums and government buildings, like the capitol in Olympia.*
- *Involve your child in community functions and cultural celebrations.*
- *Discuss with your child what is acceptable behavior and consequences in various situations (including audience behavior).*
- *Involve your child in the practice of recycling and discuss the importance of recycling to our environment and to your child's future.*
- *Involve your child in family decision-making, help weigh pros and cons and understand why compromise is often necessary.*
- *Discuss current events with your child and how these events impact their lives now and in the future.*

Your child will be exploring the following big ideas:

- Different climates and landforms/waterways create different cultures.
- Exploration involves taking risks.
- Interdependence is needed for colonies to survive. Nations establish colonies to further their economic power and political interests.
- Revolutions are fought to gain freedom from social, political, and economic oppression.
- Compromise is a necessary characteristic of a democratic form of government.
- Your child will be participating in an extensive research project about the Constitution.

Resources to use at home:

History Channel

Wenatchee Public Library: 662-5021

Internet Resources (Like: www.constitutioncenter.org)

Health and Fitness

How you can help your child with health:

- *Discuss bicycle safety practices and ways to prevent injuries.*
- *Practice emergency drills and procedures for your home.*
- *Include your student in meal planning and preparation.*
- *Model positive communication.*
- *Discuss and demonstrate respect for cultural diversity.*

In Health your child needs to be able to:

- Recognize the changes that occur during growth.
- Make positive and healthy choices.
- Identify relationships between nutritional needs and exercise, eating habits, diets and fast foods.
- Identify healthy habits by their positive and negative consequences.
- Know a variety of sources to access current health information.

How you can help your child with fitness:

- *Provide opportunities to create movement sequences.*
- *Practice throwing, catching, kicking, hand/foot dribbling & hitting.*
- *Organize a family exercise time using warm-up and cool down times.*
- *Encourage play with children of other cultures, genders, and abilities.*
- *Attend a sporting event and discuss evidence of good sportsmanship.*

In Fitness your child needs to be able to:

- Demonstrate mature forms of throwing, catching and kicking.
- Develop and refine a tumbling sequence.
- Jump and land from height and/or distance using mature form.
- Recognize the critical elements of a throw made by peers.
- Monitor heart rate, using information to decide exercise intensity.
- Use equipment safely in a manner appropriate to the task.
- Describe benefits resulting from regular & appropriate activity.
- Identify the components of health-related physical fitness.
- Support, lift and control body weight in a variety of ways.

Resources to use at home:

www.pecentral.org

www.eatsmart.org

www.americanheart.org

www.keepkidshealthy.com

Dance and Movement

How you can help you child with dance:

- *Encourage active participation, both in and outside of school.*
- *Reinforce proper audience etiquette.*

In Dance your child needs to be able to:

- Demonstrate movement sequences using call and response [square dance, line dance, swing, party dance, etc.].
- Understand how dance improves fitness.
- Combine dance elements to create an original dance [choreography].

Resources to use at home:

www.pecentral.org

www.christylane.com www.aahperd.org/nd

Visual Arts

Fifth grade visual arts students will be able to identify and use visual arts vocabulary and concepts, and apply basic skills and techniques.

How you can help your child with Visual Arts:

- *Display artwork around the home and workplace.*
- *Keep a variety of art materials available.*
- *Encourage safe use of material and clean-up practices.*
- *Do art projects with your child.*
- *Talk about the art objects in your home.*
- *Sign, date and save some artwork in a folder.*
- *Visit online galleries, museums and cultural events.*

Your child needs to understand and apply Visual Arts concepts, vocabulary and skills in order to:

- Identify and use analogous colors.
- Identify and use radial balance.
- Identify an area of emphasis/center of interest in an artwork.
- Use contour lines in observational drawing.
- Use different 2D and 3D art mediums to create textural effects.
- Create variations in value.
- Create space using foreground, middle ground and background.

Your child needs to demonstrate the thinking skills used in the artistic processes by:

- Applying a creative, performing and responding/reflecting process to Visual Art.

Your child needs to understand how to communicate through visual art by:

- Combining media for visual and expressive purposes.

Your child needs to make connections within and across the Arts, to other disciplines, life, cultures, and work by:

- Describing the features of a specific artists or culture's art.
- Describing career roles in Visual Art and demonstrating the skills used in the world of work.

Resources to use at home:

Office of Superintendent of Public Instruction at <http://www.k12.wa.us/curriculumInstruct/arts/>

Wenatchee School District web site at <http://home.wsd.wednet.edu/>

Music

Fifth grade music students will be able to identify and use music vocabulary and concepts, and apply basic music skills and techniques.

How you can help your child with Music:

- *Sing and/or play instruments together.*
- *Listen to, attend, and participate in a variety of musical activities.*
- *Obtain videos of musicals suitable for children*
- *Listen to various recordings of vocal/instrumental performances.*
- *Discuss how music and the other arts encountered in daily life influence personal choice.*

Your child needs to understand and apply Music concepts, vocabulary and skills in order to:

- Read and write rhythms including single eighth notes and rests.
- Identify musical notation such as sharp, flat, tie, slur, bass clef.
- Identify simple musical forms [i.e. theme and variation].
- Aurally discriminate between Major and minor.
- Aurally discriminate among various styles [i.e. spiritual, lullaby, march, American folk song].
- Sing in tune using proper posture, diction, breathing, and expression.
- Perform melodic and harmonic lines within an ensemble.

Your child needs to demonstrate the thinking skills used in the artistic processes by:

- Applying a creative process in the music classroom.
- Applying a performing process in the music classroom.
- Applying a responding/reflecting process in the music classroom.

Your child needs to understand how to communicate through music by:

- Expressing ideas and feelings.
- Identifying a variety of purposes for music through creating and performing.

Your child needs to make connections within and across the Arts, to other disciplines, life, cultures, and work by:

- Describing the features of a specific artists or culture's music.
- Describing career roles in music and demonstrating the music skills used in the world of work.

Resources to use at home:

"Music in the Wenatchee School District" <http://mv.wsd.wednet.edu/wsdmusic/wsdmusic.htm>

Local Music Teachers

- *Piano/Vocal/Instrumental*

Music Department Links

Local Music Events

Local Musicians

Local Music Stores

Educational Links

Wenatchee School District
Graduate Profile
“Prepared to be Contributing 21st Century Citizens”
(Adopted: February 10, 2003)

Students who are enrolled in the Wenatchee School District share a common school experience designed to prepare them to be contributing 21st Century citizens. The graduate profile describes the indicators that provide evidence of this preparation.

Students as Scholar:

Students will have the opportunity to demonstrate their academic scholarship as evidenced by:

- Reading with comprehension, writing with skill, and communicating effectively and responsibly in a variety of ways and settings through all content areas;
- Knowing and applying the core concepts and principles of mathematics; social, physical and life sciences; civics and history; arts and health and fitness;
- Thinking analytically, logically, and creatively, integrating experience and knowledge to form reasoned judgements and to solve problems;
- Understanding the importance of work and how performance, effort and decisions directly affect future career and educational opportunities;
- Understanding, applying, and integrating technology throughout academic studies.

Students as Citizen:

Students will have the opportunity to demonstrate how they can be responsible, contributing members of the community. Evidence includes the student's:

- Knowledge and appreciation of personal and cultural similarities and differences;
- Knowledge of and compliance with school policies and rules;
- Knowledge of local and global environmental issues;
- Knowledge of how to function in social, organizational and occupational systems;
- Demonstration of social responsibility;
- Demonstration of active citizenship in a democratic society;
- Application of working independently, cooperatively and in groups to achieve desired results.

Student as Life Planner:

Students will have the opportunity to discover and to align their educational and career goals. Evidence includes the student's:

- Demonstration and awareness of self-worth and an appreciation of the worth of others;
- Demonstration of a positive work ethic;
- Application of the necessary skills for maintaining good physical, mental and nutritional wellness;
- Demonstration of career exploration and planning in preparation for post high school;
- Demonstration of self-management.

The development of the student as a scholar, a citizen, and a life planner will be accomplished through the student's entire school experience and demonstrated through learning in classes, co-curricular activities, state and district graduation coursework requirements, the Washington Assessment of Student Learning (WASL), career planning, and a culminating project.

School Information:

Principal's Name: _____

Teacher's Name: _____

Child's Room Number: _____

School Telephone: _____

Teacher's Telephone: _____

Dates to remember:

Open House: _____

Teacher/Parent Confs: _____

End of 1st Trimester: _____

End of 2nd Trimester: _____

End of 3rd Trimester: _____

Favorite authors for fifth grade students:

Betsy Byars

Lois Lowry

Avi

Madeline L'Engle

Sharon Creech

Mary Downing Hahn

Lemony Snicket

Brian Jacques

Gary Paulsen

Christopher Paul Lewis

T. A. Barron

Kathryn Lasky

Mission Statement

The Wenatchee School District will:

- Personally know and encourage students as individual learners and recognize their academic, citizenship and co-curricular accomplishments;
- Assist student to learn and apply essential skills and values to be contributing community citizens with a global perspective;
- Challenge students to continually stretch and grow while working with family and community as active partners.... “My Child, Your Child, Our Children”.

NONDISCRIMINATION STATEMENT FOR SCHOOL PUBLICATIONS AND PUBLIC ANNOUNCEMENTS

The Wenatchee School District complies with all federal and state rules and regulations and does not discriminate on the basis of race, color, national origin, creed, sex, sexual orientation, including gender identity, disability, familial status, marital status or age. This holds true for all staff and for students who are interested in participating in educational programs and/or extracurricular school activities. Inquiries regarding compliance and/or grievance procedures may be directed to RCW Officer and ADA Coordinator Mr. Steve Cole. Issues related to 504 should be directed to Mr. Mike Franza, Administrator for Student and Support Services.