



5th Grade Reading Language Arts: Instructional Plan: First Semester

Course Overview

Welcome to Fifth Grade Reading Language Arts! This year, we'll work together to become stronger readers and writers. Using a fun and structured approach based on how the brain learns best, you'll build important skills in reading fluency, vocabulary, and understanding what you read. You'll explore all kinds of texts and learn how to write and think about them clearly. Lessons will be taught step-by-step, with plenty of support to help everyone succeed.

Contact Information

Teacher Name: Anariela Nieto

Email: anariela.nieto@midlandisd.net

Phone: 432-240-7760

Classroom Expectations

Our classroom is a safe learning place, which encourages teamwork, positive feedback, and academic achievement. All students will be respectful to others. We will be good listeners to the teacher and to other's ideas. All students will be hard working contributors in the process of getting their education in order to be successful and reach their full potential.

Expectation 1: Be respectful

- Use appropriate voice level
- Raise your hand, and wait your turn to speak
- Listen to all instructions and directions
- Stay in your seat and wait for teacher permission

Expectation 2: Be responsible

- Complete all assigned tasks
- Be prepared: Have all necessary materials
 - **Materials needed during class everyday**
 - Chromebook and Wired headphones
 - Amplify workbook
 - Writing and Reading Notebooks
 - Glue
 - Writing utensils (#2 pencils or mechanical pencils. Pens can only be used for notes.)
 - Scissors
 - Crayons, Colored pencils, Expo markers, Highlighters and Markers.
 - Folder
 - Notebook paper

Expectation 3: Be safe

- Always keep your hands and feet to self
- Walk at all times
- Report problems to an adult

Expectation 4: Be ready to learn and try your best every day



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- Come to class on time
- Prioritize daily attendance

Positive reinforcement and clear routines will help students learn and meet these expectations. If expectations are not met, the teacher will first reteach and remind the student(s) of expectations. If a student continues to fail to meet expectations, they will be redirected, then parents will be contacted. If a student is unable to meet expectations after these preventative measures, an office referral will be made.

Attendance Policy & Its Importance

Regular attendance is vital to your child's academic development. Fifth grade is a pivotal year in reading - students move from learning to read to reading to learn. When students attend daily, they stay current with new skills, deepening their knowledge of the world, develop thinking skills, and practice important habits that support lifelong learning.

Please notify the school if your child will be absent. Frequent or extended absences may make it more difficult for your child to learn necessary foundational skills that ensure student success this year and in future school years.

Learning Objectives

By the end of the first semester, students will be able to:

Using Amplify Knowledge and Skills, students will develop literacy skills such as:

- Make inferences and use evidence to support understanding.
- Use text evidence to support an appropriate response.
- Evaluate details read to determine key ideas.
- Retell, paraphrase, or summarize texts in ways that maintain meaning and logical order.
- Synthesize information to create new understanding.
- Make connections to personal experiences, ideas in other texts, and society
- Explain the interactions of the characters and the changes they undergo.
- Recognize the central idea with supporting evidence.
- Analyze plot elements, including rising action, climax, falling action, and resolution.
- Explain the author's purpose and message within a text.
- Describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices achieves specific purposes.
- Explain the use of sound devices and figurative language and distinguish between the poet and the speaker in poems across a variety of poetic forms.
- Explain structure in drama such as character tags, acts, scenes, and stage directions.
- Construct SCR and ECR.

Course Resources

- Chromebook (provided by Midland ISD)
- Journals and writing utensils (part of the school supply list)
- Amplify and i-Ready



5th Grade Reading Language Arts: Instructional Plan: First Semester

Grading Policy

If an assignment is eligible for correction, students will have three days unless said otherwise to return the corrected work based on the expectations I provide. Corrections will not be accepted after the three-day or time window I provided has passed.

If a student is absent, it is their responsibility to come speak with me about any assignments they missed during their absence. This includes classwork, homework, or notes that need to be added to their journals.

According to Midland ISD Grading Policy:

Teachers are expected to use a variety of types of student work performance to assess student achievement. The teacher should choose those which are most appropriate to the class, the students, and the TEKS/SEs under study.

Students will receive minor assignment feedback within three to five school days. Major assignments such as research projects, group projects, and research papers or other long-term projects shall receive a final cumulative grade within ten school days. However, the teacher shall award interim minor assessment grades for individual steps in the process.

Major assignments - 40% Minor assignments - 60% which may include homework; however, homework may not constitute more than one fourth of the minor assessment summative grade.

Class Dojo School-wide System of Communication

Our campus uses ClassDoJo to communicate with families. Please ensure you join our class for important updates.

Please feel free to reach out with any questions or concerns. We are excited to work together to make this a successful year of learning!



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Please fill out the portion below and return this portion to your teacher.

We acknowledge that we have read and that we understand the expectations in [grade level or course]. We agree to contact the teacher should we have any questions or concerns regarding this instructional plan.

Parent Name: _____

Student Name: _____

Cell Phone Number: _____

E-Mail: _____

Parent Signature : _____

Student Signature: _____

Date: _____