



Fifth Grade Instructional Plan for Reading Language Arts: First Semester

Course Overview

Fifth Grade Reading Language Arts is designed to develop proficient readers and writers through a structured literacy approach rooted in the science of reading. Students will build strong foundational skills in fluency, vocabulary, and comprehension while learning to read, analyze, and write about a variety of texts. Instruction will be explicit, systematic, and scaffolded to support all learners in mastering grade-level expectations.

Throughout the year, students will:

Reading & Comprehension

- Explore a variety of texts including fiction, nonfiction, poetry, drama, and informational articles
- Develop skills like summarizing, inferencing, identifying theme, and analyzing text structure
- Engage in close reading to build deeper understanding and critical thinking
- Participate in whole group, small group, and independent reading activities
- Practice making connections between texts and real-world experiences

Writing & Composition

- Write in different genres such as narrative, informational, and opinion/argumentative writing
- Plan, draft, revise, and edit writing using the writing process
- Focus on organizing ideas clearly with strong introductions, detailed body paragraphs, and conclusions
- Use grammar and language conventions appropriately in writing

Language & Vocabulary

- Study Greek and Latin roots, prefixes, and suffixes to build vocabulary
- Learn and apply academic and domain-specific vocabulary across subjects
- Strengthen grammar, punctuation, and spelling through direct instruction and writing practice

Speaking & Listening

- Engage in classroom discussions by listening actively and responding thoughtfully
- Present ideas clearly and effectively in both small and large group settings
- Practice summarizing spoken information and expressing opinions respectfully

Amplify – Overview of First Semester

This year, your child will dive into exciting reading and writing experiences that build literacy skills, knowledge, and confidence. Here's what we'll be working on during the first three units:



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Unit 1: Personal Narratives – Let Me Tell You a Story

Students kick off the year by learning how to tell powerful stories from their own lives.

- Read and analyze mentor texts to understand how authors craft personal stories
- Plan, draft, revise, and publish a personal narrative using the writing process
- Focus on strong leads, sensory details, and clear structure (beginning, middle, end)
- Build confidence in expressing personal experiences through writing
- Practice peer feedback and oral storytelling to enhance voice and clarity

Goal: Help students see themselves as authors and storytellers by developing a meaningful narrative from real life.

Unit 2: The Renaissance – Art and Culture

Students explore one of the most creative and revolutionary periods in history: the Renaissance.

- Read a mix of informational texts and historical narratives about Renaissance thinkers, artists, and innovators
- Learn about key figures like Leonardo da Vinci, Michelangelo, and Galileo
- Understand how the Renaissance shaped modern science, art, and culture
- Practice identifying main ideas, supporting details, and cause/effect relationships
- Build academic vocabulary related to art, innovation, and historical change

Goal: Develop reading comprehension and background knowledge while making connections between history and today's world.

Unit 3: Early American Civilizations – Myths, Pyramids, and Kings

Students dive into the rich histories of the Maya, Aztec, and Inca civilizations.

- Read engaging nonfiction texts and myths that bring these ancient cultures to life



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- Explore the civilizations' architecture, religion, government, and daily life
- Analyze text features like maps, timelines, and diagrams to support understanding
- Compare civilizations and understand how geography and innovation shaped them
- Write informative responses using evidence from the text

Goal: Build content knowledge and critical thinking skills by examining how ancient societies thrived and influenced the world.

Contact Information

Teacher Name: Brandi Madison

Email: Brandi.Madison@midlandisd.net

Phone: 432-240-7600

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

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

- 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.



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Attendance Policy & Its Importance

Regular attendance is vital to your child's academic development. Third 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 the 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:

- Analyzing characters and plot elements of classical literature
- Determining key details and the central idea of informational text
- Making inferences about text, using textual evidence to support thinking about the text
- Comparing and contrasting texts about the same topic
- Synthesizing information across texts about the same topic
- Respond to text to demonstrate understanding

Course Resources

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

Grading Policy

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.



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Behavior Monitoring: PBIS App

In our class, we use the PBIS Rewards app to recognize positive behavior and academic effort. Students can earn points for meeting expectations such as being prepared, participating, showing respect, and working hard. Points can be redeemed for rewards and privileges. This system helps us build a positive classroom culture where everyone feels encouraged to do their best.

Major and minor office referrals for negative behavior will be documented through this app as well. Any communication about behavior issues will be communicated through class DoJo.

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!

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 Third Grade Reading Language Arts. 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: _____