



5th English Language Arts Instructional Plan: First Semester

5th Grade Reading Language Arts Course Overview

Welcome to 5th Grade! This year, students will build critical thinking, collaboration, and problem-solving skills through engaging and standards-based instruction aligned with the Texas Essential Knowledge and Skills (TEKS). We will be using the Amplify curriculum in Reading Language Arts to provide rigorous, high-quality content that supports student growth and success. Our goal is to foster a learning environment where all 5th graders grow academically, socially, and emotionally—preparing them for a successful transition to the next grade level.

Learning Objectives

Through systemic, explicit, and research-based instruction, students will gain the skills to become fluent, proficient, capable readers, writers, and communicators. We will provide literacy opportunities that empower all students to access information, express ideas verbally and in writing, think creatively and critically, and make informed decisions that shape the world around them. Students will engage with complex texts in order to gain knowledge coherence, and will be provided daily opportunities to produce text-based writing.

Units of Study for First Semester

Unit 1 Personal Narratives

This first unit is important because it teaches students about the human experience. The first set of stories are factual in content, but structured chronologically like a literary text. This will allow students to dig deeper into story elements (setting, characters, conflicts and resolutions), but also learn about real people's lives. By reading like an author, students will learn about narrative structure and the development of characters, setting, and action through details. This unit will provide multiple opportunities to push their thinking by making inferences, and then using that same author's craft in their own writing. Since these texts are nonfiction, students will have an opportunity to study and analyze problems and solutions, descriptive, and compare and contrast structures. Students will need to use these structures to get the most out of the text, providing them with new thinking they have probably not been exposed to yet.

Unit 2 The Renaissance Art and Culture

Unit 2 will expand students' knowledge of art, literature, and the Renaissance era. These topics are probably quite abstract for students, so growing knowledge about an unfamiliar topic will benefit students. Students will learn about ideals and life that are very different from their own, but will also be encouraged to think about the impact of past events and people. Students will have many opportunities to make inferences, determine important details, synthesize information, and explain relationships across cultures, texts, and time.

Unit 3 Early American Civilizations: Myths, Pyramids and Kings

This unit is important because it supports students' understanding of life in America before the Europeans. This unit uses myths to teach the beliefs and lives of the Inca, Maya, and Aztec civilizations. Students will be able to learn about this ancient life, but also be able to engage in evaluative and inferential thinking. Students will be able to determine how and why each civilization grew and expanded over time and notice the common patterns of lifestyles, leadership, and contribution between and among each civilization. Students will also be able to consider how rules shaped ways of life in each civilization.

5th Grade Classroom Expectations

Our Goal: A Safe, Respectful, and Responsible Learning Environment

In 5th grade, we work hard to build independence, leadership, and strong work habits. We follow the following expectations to help everyone feel safe, respected, and ready to learn every day.

Expectations:

1. Be Safe
2. Be Respectful
3. Be Responsible



5th English Language Arts Instructional Plan: First Semester

What That Looks Like in Our 5th Grade Classroom:

1. Be Safe

- Walk calmly in the classroom and hallways.
- Keep hands, feet, and objects to yourself.
- Use supplies and classroom tools correctly.
- Follow safety directions during drills and class activities.

2. Be Respectful

- Listen carefully when others are speaking.
- Use polite words and a kind tone.
- Follow directions the first time.
- Treat others the way you want to be treated.
- Take care of classroom materials and shared spaces.

3. Be Responsible

- Come to class prepared with supplies and a positive attitude.
- Turn in assignments on time and do your best work.
- Stay focused during lessons and work time.
- Ask questions and ask for help when you need it.
- Own your actions—make things right if you make a mistake.

Additional 5th Grade Expectations:

- Be a role model: Younger students are watching—set a good example.
- Use technology wisely: Follow digital citizenship rules when using Chromebooks or devices.
- Work as a team: Collaborate respectfully in group work and class discussions.
- Prepare for middle school: Practice organization, time management, and problem-solving.

These expectations are reviewed regularly and reinforced with praise, positive reinforcement, and consistent consequences. They help our classroom run smoothly and support every student's success. Students who do not adhere to the district, school, and classroom expectations will have consequences. Consequences will follow the district and school guidelines as outlined in the Student Code of Conduct and the South Elementary School Handbook. Links are provided in Class Dojo.

Course Resources

Reading Language Arts Curriculum - Amplify
i-Ready Reading -online platform
Chromebook-Google Classroom
Magnetic Reading Foundations
K12 Summit Emergent Bilingual Students-online platform
Approved texts

Attendance Policy & Its Importance

Student attendance is directly correlated to student achievement. If the student is not at school the student loses support in language acquisition, academic support, and falls further and further behind. This in part can also have a social consequence. Students with high absenteeism tend not participate in class for fear of not knowing, and the possibility of peers making fun of them.

Please be aware that even an excused absence is an absence. The difference between an excused absence and non-excused absences is that an excused absence allows students to make up missed work. Also, after 10 absences the district may take legal action on the parent.



5th English Language Arts Instructional Plan: First Semester

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

Through systemic, explicit, and research-based instruction, students will gain the skills to become fluent, proficient, capable readers, writers, and communicators. We will provide literacy opportunities that empower all students to access information, express ideas verbally and in writing, think creatively and critically, and make informed decisions that shape the world around them. Students will engage with complex texts in order to gain knowledge coherence, and will be provided daily opportunities to produce text-based writing.

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.

School-wide System of Communication

South Elementary will use Class Dojo as the main means of communication along with parent/teacher phone calls, email, and letters/notes when needed. Please be sure to join your child's 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!

Contact Information

Teacher Name: Cristabel Gonzales

Email: cristabel.gonzales@midlandisd.net

Phone: 432-240-8100

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 5th grade. 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: _____