

Mrs. Merrill 5th Grade RLA Syllabus Fall Semester

Welcome to 5th Grade! Please read the following procedures carefully. It is a good idea to keep this paper handy for future reference.

Classroom Expectations

- Make Smart Choices
- Be Safe
- Be Respectful
- Be Responsible

Curriculum and TEKS

This semester, we will demonstrate mastery of the following state standards using Amplify and campus resources:

5.2A demonstrate and apply phonetic knowledge by:

- (i) decoding words with consonant changes, including/t/ to/sh/ such as in select and selection, and/k/ to/sh/ such as music and musician;
- (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllable; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;
- (iii) decoding words using advanced knowledge of syllable division patterns;

5.2B demonstrate and apply spelling knowledge by:

- (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;
- (ii) spelling words with consonant changes, including/t/ to/sh/ such as in select and selection, and/k/ to/sh/ such as music and musician;
- (iii) spelling multisyllabic words with multiple sound-spelling patterns;
- (iv) spelling words using advanced knowledge of syllable division patterns;

5.3B use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words;

5.6A Establish purpose for reading assigned and self-selected texts;

5.6B generate questions about text before, during, and after reading to deepen understanding and gain information;

5.6C make and correct or confirm predictions using text features, characteristics of genre, and structures;

5.6D create mental images to deepen understanding;

5.6E make connections to personal experiences, ideas in other texts, and society;

5.6F make inferences and use evidence to support understanding;
5.6G evaluate details read to determine key ideas; (H) synthesize information to create new understanding; and 5.6I monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.

5.7B write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources;

5.7C Use text evidence to support an appropriate response;

5.7D retell, paraphrase, or summarize texts in ways that maintain meaning and logical order;

5.8A infer multiple themes within a text using text evidence;

5.8B analyze the relationships of and conflicts among the characters;

5.8C analyze plot elements, including rising action, climax, falling action, and resolution

5.8D analyze the influence of the setting, including historical and cultural settings, on the plot.

5.10A explain the author's purpose and message within a text;

5.10B analyze how the use of text structure contributes to the author's purpose;

5.10 D describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices achieves specific purposes;

5.11A plan a first draft by selecting a genre for a particular topic, purpose, and audience

5.11B develop drafts into a focused, structured, and coherent piece of writing

5.11C revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity

5.11 D edit drafts using standard English conventions

Spot Binder

Students will utilize a Bowie "Spot" binder to transport important papers, data, and announcements to and from school. Parents will be able to check their binder frequently to stay informed about student progress and academics.

Consequences

Your teachers work hard to create a safe learning environment for all students. We have so much to learn this year. In order to keep the class running efficiently, we expect you to follow our class guidelines and stay with the lesson at all times. If you struggle to remain on task, the following outlines how we handle disruptions or off-task behaviors.

1st offense: The teacher will remind you of the expectations

2nd offense: redirected, teacher-student conversation, and possibly removed from the situation

3rd offense: parent contact + lunch detention

4th offense: office referral

*Extreme behaviors such as violence and physical fighting will result in automatic office referral and parent contact with no warning.

Homework

I do not assign regular homework. The only time a student would have homework is if they did not complete a class assignment in the allotted time. Even though homework is not assigned, I do encourage your student to read books outside of class. Kids who read regularly excel in all subject areas as they expose themselves to enriched vocabulary and critical thinking skills.

Grades

Minor Grades 60% (daily work, homework)

Major Grades 40% (assessments, projects, writing compositions)

Grades will be taken 1-2 times per week. We do not offer extra credit, so it is necessary to always give your best effort and ask for help when you do not understand.

Corrections

If you score below a 70, you are eligible to correct that assignment **within 3 school days** to receive credit back up to a 70. The only exception will be writing compositions. Because we will spend a great amount of time writing, editing, revising, and receiving frequent feedback, all final drafts submitted will be your final work.

Please see the additional paper for exact procedures. Failure to follow procedures will result in your paper being returned or losing your chance to correct.

Missing/Late Work

Ten points will be deducted each day that an assignment is late. Be sure to put your name on your paper so that it is not counted as missing/late work. Multiple no-name papers will result in 5 points being deducted.

Frequent missing work and failure to complete and turn in assignments will result in a working lunch during lunch detention.

Absent Work

You have the number of school days you were absent to complete missing assignments. For example, if you had strep throat for 3 school days, you will have 3 school days when you return to make up the

assignments. It is your responsibility to check each teacher's absent work system to get your work. If you are leaving to go on vacation, you will receive your absent work when you return to school.

Daily Supplies

Each day, you will need to make sure you bring your zip-up binder with all necessary papers for each class, a pencil bag with supplies, a library book, earbuds, etc. You will not be allowed to go back and forth to your locker during the day.

Chromebooks

It is your responsibility to plug in your Chromebook to the cart each afternoon. We will facilitate this process before going to lockers. In the rare event that you need to take your Chromebook home for any reason, please let us know so that we can send home a charger with you. You must bring it back the next day, as we use Chromebooks daily. Otherwise, Chromebooks will stay at school overnight.

Communication

Class Dojo - Parents: We use Class Dojo as our school-wide and grade-level communication tool. We send mass messages frequently. It is important that you have the app, are connected, and notifications turned on so that you do not miss important information.

Spot Binder: Students will utilize a Bowie "Spot" binder to transport important papers, data, and announcements to and from school. Parents will be able to check their binder frequently to stay informed about student progress and academics.

Email: Even though ClassDojo is the best way to get in touch with me, you may also email me at caitlin.merrill@midlandisd.net

*Please sign and return this page to Mrs. Merrill.

I have read and understand the 5th-grade RLA syllabus. We agree to work hard to follow these expectations so that I can grow my reading and writing skills.

Student Signature _____

Date: _____

Parent Signature _____

Date: _____