

5th Grade Instructional Plan for Reading Language Arts.

Course Title: 5th grade Reading Language Arts.

Grade: 5th Grade.

Contact Information:

Teacher Name: Falisa Cremeans

Email: falisa.cremeans@midlandisd.net

Best form of contact: Dojo

Phone: 432-240-6355

MOY Course Overview

Welcome to the middle of the year in 5th grade ELAR, our focus will be based in Amplify Texas for 5th grade learners. Students will continue to develop strong literacy skills, build content knowledge throughout the year to help in preparing students to reach their personal goals by mastering the STAAR assessment at the end of the school year.

Students will sharpen their foundational skills, such as grammar and spelling throughout each unit, as we work to improve their knowledge and writing skills. Students will establish strong independent reading and comprehension skills to improve their reading comprehension and incorporate academic vocabulary in a classroom setting. Students will be immersed in a variety of texts that are connected to the learning goals. Students will write daily and build a better understanding of how to write complex sentences and develop stronger essays

Units and Objectives:

Unit 4: Don Quixote: A Hopeful Knight's Tale

Unit 4 digs deeper into complex plots and complex characters through an adapted full novel. This novel will include rich language and will invite students to study the author's craft. This text is advanced, but because students should have developed background knowledge in a previous unit, they can draw upon their knowledge to make plot and character complexities make sense.

Unit Standard: Analyze how characters' intentions, actions, and relationships contribute to their culture and to the development of the novel.

Students will have two finals for Unit 4:

- 1 persuasive essay (worked on and completed in class)
- 1 unit assessment

Unit 5: Poetry Collage of Words

Students will be exposed to the complexity of poetry. Often, poetry is difficult to interpret, but throughout this unit, students will have an opportunity to analyze symbols and figurative language to allow them to “decode” poetry. Students will read and analyze poems from all over the world, allowing students to use background information to make meaning in a poem, as well as give students an opportunity to be flexible with their interpretations. Students will learn about the elements of poetry, write poetry, and analyze poetry.

Unit Standard: Students will be able to analyze how poets use figurative language, sensory details, and sound devices to communicate meaning and create imagery in a poem. Students explain how structural elements of poetry—such as stanzas, line breaks, meter, and free verse—contribute to a poem’s meaning, tone, and overall effect.

Students will have:

- 1 Write a Poem
- 5 unit assessment.

Unit 6: Introduction to Shakespeare: A Midsummer Night’s Dream

Students will learn the complex language of Shakespeare, be exposed to the structure of plays or dramas, and allow students to engage in thinking about characters and plot. Initially, you may be hesitant to embrace this unit, but please consider not only the value of this unit this year, but also the value of how this knowledge of Shakespeare will benefit students in years to come. Students will get to practice with and learn more about tone, inferring with figurative language, and the marriage of text and performance. Students will get practice with utilizing rhythm while speaking. And, students will get numerous opportunities to infer. This unit will lift the level of students’ thinking and one that will engage our students in new ways!

Unit Standard: Students analyze characters’ actions, motivations, and traits, using evidence from dialogue and stage directions to explain how characters influence events and interact with others. Students interpret themes, conflicts, and messages in the play, using textual evidence to support their understanding and comparing these ideas across scenes or acts.

Students will have:

- 1 Speaking part in the play
- 1 unit assessment

Rules and Expectations

Rule 1: We Are Safe

- We manage our bodies, hands, and feet in a respectful way and follow safety procedures at all times.
- When we ring a bell or say our class attention phrase, “Let’s Go! Let’s Grow!” students are expected to STOP what they are doing, STOP talking, and look at the teacher. This ensures students know what is going on next in the lesson or if an emergency is occurring and what we need to do to stay safe.

Rule 2: We Are Respectful

- We treat each other with RESPECT at all times by encouraging not discouraging.
- We do not call students negative names, make negative remarks toward students for trying something new (like reading out loud, acting in a drama, or getting an answer wrong) in class.
- We listen to each other by looking and listening to the speaker.

Rule 3: We are Responsible

- We follow the rules and expectations of the classroom and Bush elementary school.

How we approach our classwork:

- The curriculum we use for ELAR is Amplify. We will complete our class work in an activity book/ or in Google Classroom for the remainder of the year.
- Students will have a Reader, the book with all the stories. Students will read daily from the Reader.

Test Corrections and Homework:

- Students are expected to complete test corrections by the following day. Test corrections must include: **Why the answer is correct. Why the student chose the wrong answer. What evidence did the student use to find the correct answer?**
- Students are expected to complete by the assigned due date.

Test Corrections and Homework Consequence:

- Students will complete any unfinished work home or test corrections during silent lunch, until the work has been completed.

IReady and K-12 Summit Expectations:

- 3 passed I-Ready lessons in reading. Students will have an opportunity to complete a lesson daily. If lessons are not passed, it will be HOMEWORK. ESL students will need to complete 3 lessons of k-12 summit per week.

IReady and K-12 Summit Consequence:

- We will check weekly for completed lessons, if lessons are not completed students will complete unpassed lessons for lunch detention until completed.

Attendance Policy & Its Importance

In Texas, the **attendance policy for 5th-grade students**, like for all public school grades, is governed by the **Texas Education Code (TEC)**. The state emphasizes regular attendance as crucial to academic success and has specific laws to ensure students are present and participating in school.

Types of Absences

Excused Absences – Illness, medical appointments, family emergencies, religious holidays, etc.

Unexcused Absences – Skipping school, unexplained absences, or those not approved by the district.

Legal Consequences for Poor Attendance

Texas takes truancy seriously:

Parents can face legal consequences if their child is absent without a valid excuse for 10 or more days (or parts of days) within a 6-month period.

Schools may refer cases to **truancy court** or **file a complaint against the parent** for contributing to nonattendance.

Schools are required to **notify parents** after a student's 3rd unexcused absence.

Why Attendance Matters for 5th Graders

1. **Academic Performance** – Regular attendance ensures students receive consistent instruction, especially in core subjects like math, reading, and science.
2. **Social Development** – 5th grade is a key transitional year; being present helps students build relationships and learn social skills.
3. **State Testing Readiness** – Regular attendance prepares students for state-mandated tests such as the STAAR (State of Texas Assessments of Academic Readiness).
4. **Promotion to 5th Grade** – Missing too many days can lead to grade retention or summer school requirements.

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.

Chromebook Expectations and Consequences

Chromebook Expectations:

- Must stay in the Chromebook case at all times and required daily.
- Taken home daily (homework and any classroom work not completed will be completed in GOOGLE CLASSROOM for reading)
- Chromebook will be charged at home, not at school.



- Chromebooks are given to students in almost perfect condition, students are expected to keep Chromebook clean and in good shape.

Chromebook Consequences:

No Chromebook or Chromebook not charged:

- 1st time student does not have Chromebook: Parents can be called to bring Chromebook to school.
- 2nd time student does not have Chromebook: Parents will be contacted by us, and 15 minutes for lunch detention for students to complete work that was not completed in class.
- 3rd time student does not have Chromebook: Parents are contacted by us, and 30 minutes of lunch detention for student to complete work that was not completed in class.
- Students will not be able to charge chromebook in class.

Classroom Behavior:

Entering and Exiting the Classroom:

- Students enter the classroom on a Zero Level/ No Talking.
- To exit the classroom: students will be called, 1 table at a time to line up, push chairs under table, line up on a Zero Level/ No talking, and wait on a level zero for class to leave.

Consequences for disrupting classroom while entering or exiting classroom:

- 1st time: Student will be politely asked to correctly reenter, line up, or exit the classroom.
- 2nd time: Student will be politely asked to correctly reenter, line up, or exit the classroom, and parents will be contacted by us.
- If a student has not corrected the behavior after the parent contact, a parent/student conference will be requested.

Chairs:

- Students will sit with feet on the floor, facing the correct direction, hands on top of the table. Hands will not be in lap, on face, or touching other students.
- Chairs have 4 legs and the legs are expected to remain on the floor at all times. We do not lean our chairs/stools back on 2 legs, students can fall and get hurt, this is a hazard to the safety of your student and others around them.
- An exception is if a student has a 504, IEP, etc.

Consequences for disrupting classroom by leaning back in chair or not sitting correctly:

- 1st time: student will be reminded quietly on how to properly sit in a chair/stool.
- 2nd time: student will be asked to remove chair/stool and stand for the remainder of the class period. Loss of 15 minutes lunch detention for student to practice how to sit correctly.
- If a student has not corrected the behavior after the parent contact, a parent/student conference will be requested.

Communication within the classroom Expectations:

- Asking Questions: raise hand and wait to be called on.
- Small Group Work: Whisper within the group, other groups should not be able to hear your conversation.
- Whole Group Class Work: Eyes on the speaker, listening to what the speaker is saying, build on the conversation, and always encourage not discourage classmates.
- Be Respectful when communicating: we speak to each other, we do not yell or call people disrespectful names.

Consequences for disrupting classroom communication within the classroom:

- 1st time: Individual student will be spoken to quietly and reminded of the expectations.
- 2nd time: Student will be spoken to and parent will be contacted about behavior.
- 3rd time: Student will be spoken to and parent will be contacted about behavior, and 15 minutes for lunch detention will be taken so student can practice how to communicate respectfully during class.
- If a student has not corrected the behavior after the parent contact, a parent/student conference will be requested to discuss why the student is disrupting class and how we can work together to help correct the behavior.

Moving Around the Classroom:.

- Students are not allowed to move around the classroom, unless they have asked to get something after directions are given or have been given permission to do so.
- Bathroom: We go as a group during the class period. Students will not go individually to the bathroom, unless it is an emergency.
- Nose bleeds: GET A TISSUE, then let the teacher know.

Cell Phone Classroom Policy

Cell phones are not allowed in the classroom at any time. NO EXCEPTIONS.

Phones must remain in a backpack at all times, They are not allowed in a hoodie or pockets.

- District Policy: Students are permitted to have cell phones on school premises, but devices must be turned off and stored away at all times. Use of cell phones and other electronic devices is not permitted at any time during the school day, this includes during dismissal.
- A fee of \$20.00 will be collected if a personal cell phone is confiscated by the campus. The student or the student's parent/guardian may retrieve the device after paying the fee.

Consequences:

- 1st time/ Everytime: phone will be taken to the office and 15 minutes for lunch detention will be taken, and parents contacted.
- If a student has not corrected the behavior after the parent contact, a parent/student conference will be requested.

If you have any questions or concerns, please let me know and we can schedule a conference.

Parent Signature: _____

Date: _____

Student Signature: _____

Date: _____