



# Ms. Brianna Lewis

## 5th Grade ELA and SS



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### Student Expectations

As a team, Mrs. Rakov/Ms. Sabini and I strive to create classroom environments where **each student feels safe, welcomed, and heard**. Our goal is to help our students develop independence while transitioning to middle school.

My expectation is that **students will THINK before they speak or act**.

**T-** is it *true or trustworthy*?

**H-** is it *helpful... or hurtful*?

**I-** Is it *inspiring*?

**N-** Is it *necessary*?

**K-** is it *kind*?

**I expect students to show up prepared to class and avoid anything that could prevent them from being their best.**

### Grading Policy

On our team, we follow a *point-based system* to aid in the transition from elementary school grading (1-4) to traditional middle school grading. Each assignment is graded by “points earned” compared to “points available”.

**Classwork, homework, projects, and assessments are all items that may be graded. These points can range from 10 to 100 depending on the assignment.**

Grades can be viewed live on School Tool. **\*\*For Ms. Lewis- Students will have the chance to retake assessments if they score less than a 70% to earn a 70%\*\***

### English Language Arts

Students will have **ELA daily** as we focus on reading, writing, listening and speaking. Our 5th grade ELA curriculum utilizes “**Novel Studies**” where we read novels as a class to strengthen our reading/ writing skills and strategies. We will be reading and analyzing about **4-5 novels this year with an overall theme of diversity** ranging from appearance, race, religion, and culture. Aside from literature novels, we read **non-fiction texts** like informational articles, magazines, etc. **Writing instruction** will encompass narrative, persuasive and informational pieces as well as responding to text.

### Social Studies

Students will have **Social Studies every other day**, alternating with Science. The 5th grade curriculum focuses on the **Western Hemisphere**. We study the **geography, history, and culture** of the U.S, Canada, Mexico, and South America. We will use **informational materials** such as various readings and articles, the textbook, and watch videos. Aside from small assessments, project-based learning will be utilized and graded as we **complete hands-on projects and activities** to learn about the Western Hemisphere.