

ENGLISH COURSE SYLLABUS

Course Title: Grade 5 English Language Arts

Department: English

Primary Course Materials:

Scholastic Literacy Place

Write Source

Fifth Grade Literature Circle Novels (See addendum A)

Course Description:

Language Arts/Literature Enrichment 5

This reading/language arts course is a fully integrated literature-based program. Students use an instructional text, the anthology, and read a variety of pieces which include short stories, poetry, drama and non-fiction. Novels, newspapers, periodicals and non-print media are also used. Specific literary terms and vocabulary are addressed within the context of their reading. Students are taught to be strategic readers and encouraged to read for different purposes. Activities include sharing and talking about books and responding to information.

Students engage in the writing process, and special emphasis is given to answering open response questions in preparation for the MCAS test. Much of the writing focuses on classroom readings, and students also write several types of essays throughout the year. Grammar, usage, mechanics and spelling are taught in connection with the writing. All students have a writing portfolio, and these records are passed on to grade 6 teachers. This program provides structure, a community learning experience, and support for all students – strong independent readers, students who are working towards independence, and students who still require support.

Essential Questions:

1. How does reading about the experiences of others help students better understand the qualities of a character in relation to their lives?
2. How does reading about the experiences of others help develop the students' perspectives on American history and the world around them?
3. How does the students' ability to utilize the Six Traits of Writing (in a variety of genres) improve their ability to effectively communicate ideas and support their opinions?

Course Objectives: Students will be able to:

1. identify basic facts and main ideas in a text, and use them as the basis for interpretation
2. think critically and infer meaning from text
3. identify, analyze, and apply knowledge of the characteristics of selected genres

studied

4. identify, analyze, and apply knowledge of the literary elements within a reading selection
5. write an organized, multi-paragraph essay with a well-developed thesis statement with proper grammar and conventions
6. write an open response answer using evidence from the text and clear supporting explanations
7. build upon vocabulary through literature and discussion and use it correctly in reading and writing
8. pose questions, listen to the ideas of others, and contribute their own information or ideas in group discussions and oral presentations

Content Outline:

Short Stories from Literacy Place Anthology

The elements of the short story will be discussed. Students will read a minimum of three short stories. Selections may be used at the teacher's discretion.
(* indicates non-fiction titles)

<u>Title</u>	<u>Author</u>	<u>Focus</u>
"Fox Song"	J. Bruchac	flashback, mood, metaphor
"Like Father, Like Son: The Griffey's"*	T. Egan, S. Friedmann, M. Levine	sports profile, summarize, jargon
"The Bunyans"	A. Wood	cause and effect, simile, author's purpose
"Wilma Unlimited"*	K. Krull	character, author's purpose, sequence
"La Bamba"	G. Soto	predictions, character
"The Homecoming"	L. Yep	setting, plot, inference
"Nothing Ever Happens on 90 th Street"	R. Schotter	Problem/solution, predictions, theme

Non-Fiction

In order to prepare for students to comprehend factual information, several short selections are read. Students will read a minimum of three non-fiction works. The non-fiction pieces are meant to inform or persuade the reader. Other selections may be used at the teacher's discretion.

<u>Title</u>	<u>Author</u>	<u>Focus</u>
"Just Like Me: Stories and Self Portraits"	Fourteen Various Authors Edited by H. Rohmer	self portrait, compare/contrast,

		categorize information
“The Secrets of Vesuvius”	S. Bisel	science non-fiction, paraphrase categorize information
“Sky Pioneer”	C. Szabo	main idea/details, facts/opinion, author’s viewpoint
“Homesick: My Own Story”	J. Fritz	theme, setting, point of view
“The Way West: Journal of a Pioneer Woman”	A. Stewart Knight	steps in a process, problem/solution, cause/effect
“At Home”	R. Friedman	fact/nonfact, summarize, compare/contrast
“The Brooklyn Bridge”	E. Mann	Steps in a process , sequence, main idea/details
“The City by the Bay”	T. Brown	Compare/contrast, main idea/details, categorize information

Fiction

The elements of fiction will be discussed. Students will read a minimum of three fiction works. Listed below is a list of the novels used most frequently. Other selections may be used at the teacher’s discretion. See Addendum A for a full list.

(* indicates historical fiction)

<u>Title</u>	<u>Author</u>	<u>Focus</u>
“Number the Stars”*	L. Lowry	theme, character, inferences
“The Case of the Secret Message”	S. Fleischman	sequence, predictions, idioms
“Ship”*	D. Macaulay	Steps in a process, diagrams, problem/solution
“From Miss Ida’s Porch”	S. Belton	point of view, theme, drawing conclusions
“The Phantom Tollbooth” (fantasy)	N. Juster	fantasy/reality, visualization, figurative language
“Toliver’s Secret”*	E. Wood Brady	sequence, setting, making judgments
“The House of Dies Drear”*	V. Hamilton	Setting, making inferences, realistic fiction
“The Cricket in Times Square”	G. Selden	plot, setting, visualization

Drama

Dialogue and stage directions are the focus for reading dramatic pieces of literature. Students will read a minimum of three dramatic literary works. Some Literacy Place selections have been adapted into play form for the use of drama. Other selections may be used at the teacher's discretion.

<u>Title</u>	<u>Author</u>	<u>Focus</u>
"The Redheaded League"	A. Doyle	play, draw conclusions, plot
"The Baker's Dozen" MCAS Practice	A. Shepard	play, draw conclusions, plot
"The Boston Massacre"	Dallas Murphy	play, draw conclusions, plot
"The Boston Tea Party"	Dallas Murphy	play, draw conclusions, plot

Poetry

In addition to reading a variety of poems, students are also required to write poetry. Students will read a minimum of three poems. Other selections may be used at the teacher's discretion.

<u>Title</u>	<u>Author</u>	<u>Focus</u>
"Paul Revere's Ride"	H. Wadsworth Longfellow	mood, poetic license
"Out of the Dust"	K. Hesse	poetic fiction, mood, character
"From Street Music: City Poems"	A. Adoff	visualization
"Sea Fever"	J. Masfield	figurative language, rhythm and sound patterns
"The New Colossus"	E. Lazarus	poetic imagery

Literature Circle Novels

Students will engage in literature circles where they will read a novel and participate in group discussions with peers. Students will participate in a minimum of three literature circles. Each novel focuses on a particular theme(s). Other novels may be used at the teacher's discretion.

<u>Title</u>	<u>Author</u>	<u>Theme</u>
<u>Thomas in Danger</u>	B. Pryor	Revolutionary War/Courage
<u>Toliver's Secret</u>	E. Wood Brady	Revolutionary War/Courage
<u>George Washington's Socks</u>	E. Woodruff	Revolutionary War/Courage
<u>Barbara's Escape</u>	E. Masse	Revolutionary War/Courage

<u>Sign of the Beaver</u>	E. George Speare	Early Colonial America/Courage
<u>Number the Stars</u>	L. Lowry	World War II/Courage
<u>Blood on the River</u>	E. Carbone	Colonization/Perseverance
<u>Bridge to Terabithia</u>	Katherine Paterson	Friendship

Vocabulary

Vocabulary development is ongoing. Teachers use cross-curricular classroom texts, literary terms, MCAS terminology, and Literacy Place spelling/vocabulary lists as vocabulary resources.

Open Response

Students will practice answering open response questions about literature two to four times per month.

Writing Expectations

Our goal is to help students become effective communicators. Good practice in writing instruction and language conventions will help students succeed in this endeavor.

Students are expected to complete the following types of writing: narrative, informational, literary analysis, persuasive, research-based, and poetry.

Grade Five Writing Requirements

<u>NARRATIVE</u>	<u>EXPOSITORY</u>				<u>POETRY</u>
<ul style="list-style-type: none">•1 The student writes about his or her personal experience•2 A true or fictional story	Informational Essay (Gr. 5 MCAS Requirement)	Literature Analysis	Persuasive	Research Paper	
4	1	1	1	1	1

Learning Standards from the Massachusetts Curriculum Framework:

A chart is attached identifying which of the standards from the Massachusetts Curriculum Frameworks will be assessed in this course.

Learning Standards from the Massachusetts Curriculum Framework:

Language Strand		
X	Standard 1: Discussion	Students will use agreed-upon rules for informal and formal discussions in small and large groups.
X	Standard 2: Questioning, Listening, and Contributing	Students will pose questions, listen to the ideas of others, and contribute their own information or ideas in group discussions or interviews in order to acquire new knowledge.
X	Standard 3: Oral Presentation	Students will make oral presentations that demonstrate appropriate consideration of audience, purpose, and the information to be conveyed.
X	Standard 4:	Students will understand and acquire new vocabulary and use it correctly in

	Vocabulary and Concept Development	reading and writing.
X	Standard 5: Structure and Origins of Modern English	Students will analyze standard English grammar and usage and recognize how its vocabulary has developed and been influenced by other languages.
X	Standard 6: Formal and Informal English	Students will describe, analyze, and use appropriately formal and informal English.
Reading and Literature Strand		
X	Standard 7: Beginning Reading	Students will understand the nature of written English and the relationship of letters and spelling patterns to the sounds of speech.
X	Standard 8: Understanding a Text	Students will identify the basic facts and main ideas in a text and use them as the basis for interpretation.
X	Standard 9: Making Connections	Students will deepen their understanding of a literary or non-literary work by relating it to its contemporary context or historical background.
X	Standard 10: Genre	Students will identify, analyze, and apply knowledge of the characteristics of different genres.
X	Standard 11: Theme	Students will identify, analyze, and apply knowledge of theme in a literary work and provide evidence from the text to support their understanding.
X	Standard 12: Fiction	Students will identify, analyze, and apply knowledge of the structure and elements of fiction and provide evidence from the text to support their understanding.
X	Standard 13: Nonfiction	Students will identify, analyze, and apply knowledge of the purposes, structure, and elements of nonfiction or informational materials and provide evidence from the text to support their understanding.
X	Standard 14: Poetry	Students will identify, analyze, and apply knowledge of the themes, structure, and elements of poetry and provide evidence from the text to support their understanding.
X	Standard 15: Style and Language	Students will identify and analyze how an author's words appeal to the senses, create imagery, suggest mood, and set tone, and provide evidence from the text to support their understanding.
X	Standard 16: Myth, Traditional Narrative, and Classical Literature	Students will identify, analyze, and apply knowledge of the themes, structure, and elements of myths, traditional narratives, and classical literature and provide evidence from the text to support their understanding.

Reading and Literature Strand(cont'd)		
X	Standard 17: Dramatic Literature	Students will identify, analyze, and apply knowledge of the themes, structure, and elements of drama and provide evidence from the text to support their understanding.
X	Standard 18: Dramatic Reading and Performance	Students will plan and present dramatic readings, recitations, and performances that demonstrate appropriate consideration of audience and purpose.
Composition Strand		
X	Standard 19: Writing	Students will write with a clear focus, coherent organization, and sufficient detail.
X	Standard 20: Consideration of Audience and Purpose	Students will write for different audiences and purposes.
X	Standard 21: Revising	Students will demonstrate improvement in organization, content, paragraph development, level of detail, style, tone, and word choice (diction) in their compositions after revising them.
X	Standard 22: Standard English Conventions	Students will use knowledge of standard English conventions in their writing, revising, and editing.
X	Standard 23: Organizing Ideas in Writing	Students will organize ideas in writing in a way that makes sense for their purpose.
X	Standard 24: Research	Students will gather information from a variety of sources, analyze and evaluate the quality of the information they obtain, and use it to answer their own questions.
X	Standard 25: Evaluating Writing and Presentations	Students will develop and use appropriate rhetorical, logical, and stylistic criteria for assessing final versions of their compositions or research projects before presenting them to varied audiences.
Media Strand		
X	Standard 26: Analysis of Media	Students will identify, analyze, and apply knowledge of the conventions, elements, and techniques of film, radio, video, television, multimedia productions, the Internet, and emerging technologies and provide evidence from the works to support their understanding.
X	Standard 27: Media Production	Students will design and create coherent media productions (audio, video, television, multimedia, Internet, emerging technologies) with a clear controlling idea, adequate detail, and appropriate consideration of audience, purpose, and medium.

Major Evaluation Strategies:

Name of Assessment	Type of Assessment		Standards Assessed	<u>Course Objectives Assessed</u>
	Test	Performance Assessment		
Multi-draft Essay (Strand-	<input type="checkbox"/>	<input checked="" type="checkbox"/>	10, 11, 14, 15, 16,	All

[illegible]