

Dominican International School



SUBJECT: English Language Arts

GRADE LEVEL: 5

SCHOOL YEAR: 2024-25

TEACHERS: Mr. Black, Mr. Tannoia & Mr. Langley

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CLASS CODES:

G5D English Class Code: lwf2n5f

G5M English Class Code: eiduygl

Please note that students only need to join their homeroom Google Classroom for English class.

COURSE DESCRIPTION:

This English Language Arts course, based on the Common Core State Standards, is designed to foster student literacy by presenting a balanced reading program integrating elements of reading and writing workshops. Students will be introduced to reading and writing skills through whole-group instruction, receive targeted instruction in small groups, and practice and apply skills through independent work. This gradual release of responsibility from teacher to student fosters collaboration and self-directed learning. Using explicit vocabulary instruction, teachers will help students prepare to engage with texts and to gain transferable academic language skills. Students will study multiple genres through close reading and analysis of text while applying their learning to speaking and writing across multiple forms and genres. In the second semester, students will undertake novel studies designed to prepare them for work in Middle School. Throughout the year, students will have the opportunity to use Raz-Plus, a comprehensive blended learning platform that provides a personalized library of leveled books and additional reading passages. Reader's Theater also allows students to perform reading scripts aloud, providing them the opportunity to both express themselves and develop their reading fluency through repeated reading. By the end of this course, students will have developed a broad range of literacy skills which will serve them well as they enter Middle School.

COURSE OBJECTIVES:

Students will acquire skills to help them confidently read and comprehend grade-level texts and write both fiction and informational texts. Using a gradual release model, students will be introduced to learning objectives which

correspond to Common Core Literacy Standards during whole-group mini-lessons, then practice using these skills in small groups and individually. Students will build knowledge across content areas by reading multi-genre texts. Students will practice analyzing texts, fostering their critical thinking, and preparing them for more challenging texts they will encounter in Middle School. Throughout the year, students will make connections between the texts they read and those they are asked to plan, write, revise, edit, and publish. Students will learn correct grammar in context, using examples from peer texts and their own during the editing portion of the writing process. By making meaningful connections and learning in context, students will develop as literate learners.

PRIMARY TEXTBOOK & OTHER RESOURCES:

Into Reading myBook Volume 1-2 (Grade 5). 2022. Orlando: Houghton Mifflin Harcourt

Into Reading Know It, Show It (Grade 5). 2022. Orlando: Houghton Mifflin Harcourt

Into Reading Writer's Notebook (Grade 5). 2022. Orlando: Houghton Mifflin Harcourt

ASSESSMENT:

Student progress will be assessed using a variety of formative and summative assessment. Formative assessments will be made through whole- and small-group discussion, activities, and independent practice. Students' reading ability will be assessed by their comprehension and a particular focus on their ability to show their grasp of the taught reading skills and strategies in relation to the core texts read by the class. They will be given class and homework assignments to consolidate their new found knowledge. They will engage in both self-evaluation and also have the opportunity to help their classmates by doing peer-evaluation as well as self-evaluation, identifying their own strengths and working on their own areas for development. In addition, students will have written tests, exams and/or major projects linked to each quarter's standards. If online learning continues for longer than anticipated, some aspects of assessment may be modified.

Academic Dishonesty means employing a method or technique or engaging in conduct in an academic endeavor that contravenes the standards of ethical integrity expected at DIS. Academic dishonesty includes but is not limited to, the following:

- Purposely incorporating the ideas, words of sentences, paragraphs, or parts thereof without appropriate acknowledgment and representing the product as one's own work; and
- Representing another's intellectual work such as photographs, paintings, drawings, sculpture, or research or the like as one's own, including failure to attribute content to an AI.
- Employing a tutor, making use of Artificial Intelligence without acknowledgement, getting a parent to write a paper or do an assignment, paying for an essay to be written by someone else and presented as the student's own work.
- Committing any act that a reasonable person would conclude, when informed of the evidence, to be a dishonest means of obtaining or attempting to obtain credit for academic work.

Any act of academic dishonesty will result in an automatic zero on the entire assignment

1st QUARTER – TENTATIVE COURSE CONTENT

(NB: Depending on time and interest, the teacher may delete and/or add other selections, or modify the pace of instruction. Formal test dates will be communicated directly to students in advance in class and on Google Classroom.)

Week / Date	Topic / Projects / Assessments
<p>Q1 Week 1 Aug 12th to 16th Aug 12 - First Day / Orientation Day</p>	<p>Getting to Know You Activities, Resource Introductions, and Learning Expectations <u>Module 1 – Inventors at Work</u> Essential Question: <i>What kinds of circumstances push people to create new inventions?</i> Module 1.1 Vocabulary: The Inventor’s Secret Reading Workshop: Government Must Fund Inventors, and The Inventor's Secret</p> <ul style="list-style-type: none"> ● Central Idea ● Author's Purpose <p>Writing Workshop Getting to Know You activity. Tessellations Project</p>
<p>Q1 Week 2 Aug 19th to 23rd</p>	<p><u>Module 1 – Inventors at Work</u> Essential Question: <i>What kinds of circumstances push people to create new inventions?</i> Module 1.1 Vocabulary: The Inventor’s Secret; Prefixes ex-/e- & phon Reading Workshop: Government Must Fund Inventors, and The Inventor's Secret</p> <ul style="list-style-type: none"> ● Point of View ● Theme <p>Writing Workshop</p> <ul style="list-style-type: none"> ● Notetaking Skills ● Paraphrasing a text. <p>Narrative Writing</p> <ul style="list-style-type: none"> ● Story Arc diagram (Exposition, Rising Action, Climax, Fallign Action, Resolution). ● Mind mapping skill. ● Timed narrative wring activity. <p>Figurative Writing (SHAMPOOI)</p> <ul style="list-style-type: none"> ● Similes ● Metaphors <p>Great Writing</p> <ul style="list-style-type: none"> ● Unit 1 - Understanding Sentence Basics (Notetaking strategy, completion of 4 activities from unit).
<p>Q1 Week 3 Aug 26th to 30th</p>	<p>Module 1.2 Vocabulary Wheelchair Sports: Hang Glider to Wheeler-Dealer; Prefixes <i>photo, vis, aud;</i> Reading Workshop: Wheelchair Sports: From Hang Glider to Wheeler-Dealer</p> <ul style="list-style-type: none"> ● Monitor and Clarify ● Text Structure: Cause & Effect ● Central Idea ● Sequencing <p>Narrative Writing</p> <ul style="list-style-type: none"> ● Story Arc diagram (Exposition, Rising Action, Climax, Fallign Action, Resolution). ● Mind mapping skill. ● Timed narrative wring activity. <p>Figurative Writing (SHAMPOOI)</p> <ul style="list-style-type: none"> ● Review Similes ● Review Metaphors

	<p>Great Writing</p> <ul style="list-style-type: none"> ● Unit 1 - Understanding Sentence Basics (Notetaking strategy, completion of 4 activities from unit).
<p>Q1 Week 4 Sep 2nd to 6th</p>	<p>Module 1.3 Vocabulary Captain Arsenio Reading Workshop: Captain Arsenio</p> <ul style="list-style-type: none"> ● Making Inferences ● Literary Elements: Characters and Plot <p>Narrative Writing</p> <ul style="list-style-type: none"> ● Story Arc diagram (Exposition, Rising Action, Climax, Fallign Action, Resolution). ● Mind mapping skill. ● Timed narrative wring activity. <p>Figurative Writing (SHAMPOOI)</p> <ul style="list-style-type: none"> ● Hyperboles <p>Great Writing</p> <ul style="list-style-type: none"> ● Unit 1 - Understanding Sentence Basics (Notetaking strategy, completion of 4 activities from unit).
<p>Q1 Week 5 Sep 9th to 13th Sep 9 - Mass & VIP Induction</p>	<p>Module 1.3 Vocabulary: Prefixes <i>auto, bio, ir-, il-</i> Reading Workshop: Captain Arsenio</p> <ul style="list-style-type: none"> ● Author's Craft: Voice ● Author's Purpose <p>Module 2 – What a Story Essential Question: <i>How does genre affect the way a story is told?</i></p> <p>Module 2.1 Narrative Writing</p> <ul style="list-style-type: none"> ● Story Arc diagram (Exposition, Rising Action, Climax, Fallign Action, Resolution). ● Mind mapping skill. ● Timed narrative wring activity. <p>Figurative Writing (SHAMPOOI)</p> <ul style="list-style-type: none"> ● Oxymorons <p>Great Writing</p> <ul style="list-style-type: none"> ● Unit 1 - Understanding Sentence Basics (Notetaking strategy, completion of 4 activities from unit).
<p>Q1 Week 6 Sep 16th to 20th 1 Day of Class Sep 17 - Moon Festival Sep 18-20 -Teacher Conference</p>	<p>Module 2.2 Module 2 – What a Story Essential Question: <i>How does genre affect the way a story is told?</i></p> <p>Module 2.1 2.1 Prefixes <i>un-, non-, dis-</i> Suffixes <i>-y, -ly, -ily</i></p> <p>Narrative Writing</p> <ul style="list-style-type: none"> ● Story Arc diagram (Exposition, Rising Action, Climax, Fallign Action, Resolution). ● Mind mapping skill. ● Timed narrative wring activity. <p>Figurative Writing (SHAMPOOI)</p> <ul style="list-style-type: none"> ● Personification <p>Great Writing</p> <ul style="list-style-type: none"> ● Unit 1 - Understanding Sentence Basics (Notetaking strategy, completion of 4 activities from unit).
<p>Q1 Week 7 Sep 23rd to 27th</p>	<p>Module 2.2</p>

<p>Sep 24-26 Pre-Exam Days</p>	<p>Vocabulary <i>The Secret Garden</i>, Prefixes <i>re-, pre-, post-, fore-</i></p> <p>Reading Workshop: The Secret Garden</p> <ul style="list-style-type: none"> • Visualization (no KISI, read for understanding Qs) • Literary Elements: Story Structure (KISI p36) <p>Narrative Writing</p> <ul style="list-style-type: none"> • Q1 Writing Assessment. Narrative Writing. <p>Great Writing</p> <ul style="list-style-type: none"> • Unit 1 - Understanding Sentence Basics (Notetaking strategy, completion of 4 activities from unit and final response from unit).
<p>Q1 Week 8 Sep 30th to Oct 4th</p>	<p>Module 2.2</p> <p>Reading Workshop: The Miracle of Spring</p> <ul style="list-style-type: none"> • Elements of Drama • Figurative Language
<p>Q1 Week 9 Oct 7th to 11th</p> <p>3 Days of Class</p> <p>Oct 8-9 - Q1 Exam Days Oct 10 - Double Ten Holiday Oct 11 - Record Day, no students</p>	<p>Module 2.2</p> <p>Reading Workshop: The Miracle of Spring</p> <ul style="list-style-type: none"> • Elements of Drama • Figurative Language <p><u>QUARTER EXAM</u></p>

2nd QUARTER – TENTATIVE COURSE CONTENT

(NB: Depending on time and interest, the teacher may delete and/or add other selections.)

Week / Date	Topic / Projects / Assessments
<p>Q2 Week 1 (10) Oct 14th to 18th</p>	<p><u>Module 3 – Natural Disasters</u> Essential Question: <i>How can learning about natural disasters make us safer?</i> Module 3.1 Vocabulary Eruption! Reading Workshop: Eruption! Volcanoes and The Science of Saving Lives</p> <ul style="list-style-type: none"> ● Author’s Craft ● Making and Confirming Predictions <p>Opinion (Response) Writing</p> <ul style="list-style-type: none"> ● Titles. ● Mind mapping skill. ● Timed response writing activity. <p>Figurative Writing (SHAMPOOI)</p> <ul style="list-style-type: none"> ● Onomatopoeia. <p>Great Writing</p> <ul style="list-style-type: none"> ● Unit 2 - Understanding Paragraph Basics (Notetaking strategy, completion of 4 activities from unit).
<p>Q2 Week 2 (11) Oct 21st to 25th <i>Oct 25 - Masquerade Night & Book Fair</i></p>	<p><u>Module 3 – Natural Disasters</u> Essential Question: <i>How can learning about natural disasters make us safer?</i> Module 3.1 Suffixes -rupt, -fer, graph/gram Reading Workshop: Eruption! Volcanoes and The Science of Saving Lives</p> <ul style="list-style-type: none"> ● Figurative Language: Sensory Words ● Content-Area Words ● Text Structure: Sequence <p>Opinion (Response) Writing</p> <ul style="list-style-type: none"> ● Controlling ideas. ● Mind mapping skill. ● Timed response writing activity. <p>Figurative Writing (SHAMPOOI)</p> <ul style="list-style-type: none"> ● Alliteration. <p>Great Writing</p> <ul style="list-style-type: none"> ● Unit 2 - Understanding Paragraph Basics (Notetaking strategy, completion of 4 activities from unit).
<p>Q2 Week 3 (12) Oct 28th to Nov 1st <i>01 - Mass</i></p>	<p>Module 3.2 Vocabulary Alaska Earthquakes and Quaking Earth, Racing Waves ; Greek Root <i>geo</i>; Suffixes -logy/-logist Reading Workshop: Quaking Earth, Racing Waves (<i>Informational Text</i>)</p> <ul style="list-style-type: none"> ● Retell/Summarize ● Author’s Craft: Voice and Word Choice ● Central Idea <p>Opinion (Response) Writing</p> <ul style="list-style-type: none"> ● Review Controlling ideas. ● Mind mapping skill. ● Timed response writing activity. <p>Figurative Writing (SHAMPOOI)</p> <ul style="list-style-type: none"> ● Idioms. <p>Great Writing</p>

	<ul style="list-style-type: none"> ● Unit 2 - Understanding Paragraph Basics (Notetaking strategy, completion of 4 activities from unit).
<p>Q2 Week 4 (13) Nov 4th to 8th</p>	<p>Module 3.3 Vocabulary Hurricanes: The Science Behind Killer Storms; Prefixes <i>inter-</i>, <i>com-</i>/<i>con-</i>/<i>cor-</i> Reading Workshop: Hurricanes: The Science Behind Killer Storms (Informational Text)</p> <ul style="list-style-type: none"> ● Ask and Answer Questions ● Text and Graphic Features ● Content-Area Words ● Text Structure: Cause and Effect <p>Opinion (Response) Writing</p> <ul style="list-style-type: none"> ● Concluding Sentences. ● Mind mapping skill. ● Timed response writing activity. <p>Figurative Writing (SHAMPOOI)</p> <ul style="list-style-type: none"> ● Review idioms. <p>Great Writing</p> <ul style="list-style-type: none"> ● Unit 2 - Understanding Paragraph Basics (Notetaking strategy, completion of 4 activities from unit).
<p>Q2 Week 5 (14) Nov 11th to 15th</p>	<p><u>Module 5 – Project Earth</u> Essential Question: <i>How can caring for Earth and its living things improve life now and in the future?</i> Module 5.1 Vocabulary The Protective Power of Nature Preserves/Potatoes On Rooftops: Farming in the City Reading Workshop: The Protective Power of Nature Preserves (Informational Text)</p> <ul style="list-style-type: none"> ● Main Ideas and Supporting Details <p>Reading Workshop: Potatoes on Rooftops: Farming in the City (Informational & Persuasive Text)</p> <ul style="list-style-type: none"> ● Ask and Answer Questions <p>Opinion (Response) Writing</p> <ul style="list-style-type: none"> ● Error log. ● Mind mapping skill. ● Timed response writing activity. <p>Figurative Writing (SHAMPOOI)</p> <ul style="list-style-type: none"> ● Review idioms. <p>Great Writing</p> <ul style="list-style-type: none"> ● Unit 2 - Understanding Paragraph Basics (Notetaking strategy, completion of 4 activities from unit).
<p>Q2 Week 6 (15) Nov 18th to 22nd</p>	<p>Module 5.1 Vocabulary Potatoes On Rooftops: Farming in the City (Review); Making Analogies; The Suffix <i>-ive</i> Reading Workshop: Potatoes on Rooftops: Farming in the City (Informational & Persuasive Text)</p> <ul style="list-style-type: none"> ● Author’s Purpose ● Author’s Craft: Hyperbole, Anecdote & Stereotype ● Author’s Ideas & Support <p>Review Opinion (Response) Writing</p>
<p>Q2 Week 7 (16) Nov 25th to 29th Nov 26-28 Pre-Exam Days</p>	<p>Module 5.2 Vocabulary: Living Green, The Good Garden Reading Workshop: Living Green (Play)</p>

<p>Nov 28 - House Family Fun Run</p>	<ul style="list-style-type: none"> • Synthesizing • Elements of Drama <p>Opinion (Response) Writing</p> <ul style="list-style-type: none"> • Q2 Writing Assessment. Response Writing activity.
<p>Q2 Week 8 (17) Dec 2nd to 6th Dec 06 - Foundation Day, Half Day</p>	<p>Module 5.2 Vocabulary: Living Green, The Good Garden (Review); Analogies; Roots: <i>dict, spect</i> Reading Workshop: The Good Garden (<i>Realistic Fiction</i>)</p> <ul style="list-style-type: none"> • Synthesizing (Review) • Literary Elements • Figurative Language & Imagery <p>Opinion (Response) Writing</p> <ul style="list-style-type: none"> • Q2 Writing Assessment. Response Writing activity.
<p>Q2 Week 9 (18) Dec 9th to 13th Dec 12-13 - Q2 Exam Days</p>	<p>Module 5.3 Vocabulary: Parrots Over Puerto Rico; Root: <i>bene</i>, Suffix: <i>-ure</i> Reading Workshop: Parrots Over Puerto Rico (<i>Informational Text</i>)</p> <ul style="list-style-type: none"> • Monitor and Clarify • Text Structure: Problem/Solution • Text and Graphic Features • Text Structure: Cause & Effect <p>QUARTER EXAM and Christmas Activities</p>
<p>Dec 14th to Jan 5th</p>	<p>Christmas Break</p>