



Reading/English Language Arts 5



Prince George's County Public Schools

School Year: 2018 – 2019

Prerequisites: Successful completion of Reading/English Language Arts 4

Introduction

INSTRUCTOR & COURSE INFORMATION:

Name:

E-Mail Address:

Planning Time:

Phone Number::

TEXT: Scott Foresman Reading Street Common Core Grade 5, supplemental poems and multimedia, Novel: *Maniac Magee*

Course Description:

This course is designed to prepare all students to be on track for college and career readiness by the time they graduate from high school. All lessons are aligned to the Maryland College and Career-Ready Standards for English Language Arts. The standards establish guidelines for English Language Arts teachers to ensure students at each grade level are taught the necessary skills to become critical readers and writers.

In this course, students will be required to read a variety of complex texts including stories, literature, and informational texts that provide facts and background knowledge on topics related to science and social studies. They will be asked questions that require them to refer back to what they have read and support their answers with reasoning and evidence from the text. Students will also be required to write for a variety of purposes such as narratives, opinion and explanatory information pieces. They will also engage in collaborative conversations with peers and demonstrate a command of formal English both in writing and speaking. These expectations will develop the critical-thinking, problem-solving, and analytical skills every student needs to be a literate person who is prepared for success in the 21st century.

Each student is expected to complete homework assignments and independent projects as well as at least 20 minutes of reading daily.

GOALS:

Students will:

- Read a balance of informational and literary texts.
- Read complex text from a variety of topics such as science and social studies.
- Read text that will increase on complexity.
- Gather and cite text evidence to engage in rich and rigorous conversations and written responses about text.
- Write using multiple sources to state an opinion and create an organizational structure that supports the writer's purpose, write informative/explanatory texts to examine a topic and write narratives to develop real or imagined experiences
- Use grammar and conventions, writing strategies, and all aspects of foundational academic vocabulary skills effectively when writing and speaking.

Elementary Reading and Oral and Written Communication (Grades 2-5)

Overview: The goal of grading and reporting is to provide the students with feedback that reflects their progress toward the mastery of the Maryland College and Career Ready Standards (MCCRS) found in the Reading Curriculum Instructional Maps.

Factors	Brief Description		Grade Percentage Per Quarter
	Reading	Oral/Written Communication	
Class Work	<p>This includes work completed in the classroom setting. Class work can include, but is not limited to:</p> <ul style="list-style-type: none"> ● Group Participation ● Written responses to text ● Active participation in whole/ small group discussions ● Completion of class assignments, including independent reading ● Evidence based selected responses (3-5), and graphic organizers 	<p>This includes work completed in the classroom setting. Classwork can include, but is not limited to:</p> <ul style="list-style-type: none"> ● Group Participation ● Grammar/ Vocabulary assignments ● Writing process ● Completion of class assignments 	35%
Homework	<p>This includes all work completed outside the classroom to be graded on its completion and student's preparation for class (materials, supplies, etc.) Assignments can include, but are not limited to:</p> <ul style="list-style-type: none"> ● Reading Logs 	<p>This includes all work completed outside the classroom to be graded on its completion and student's preparation for class (materials, supplies, etc.) Assignments can include, but are not limited to:</p> <ul style="list-style-type: none"> ● Spelling assignments ● Grammar/Vocabulary assignments 	15%
Assessments	<p>This category encompasses both the traditional (exams and quizzes) and alternative methods of assessing student learning with the goal of mastery (presentations, projects, portfolios, completion of graphic organizers, anecdotal notes of teacher observations, teacher conferences, student written responses) Assessments can include, but are not limited to:</p> <ul style="list-style-type: none"> ● Unit Culminating Task (3-5) ● Bringing Words to Life Vocabulary (3-4) ● Comprehension Strategy and Standard Application ● Written responses to prose constructed responses (PCR) (3-5) ● Reading responses (oral and written) 	<p>This category encompasses both the traditional (exams and quizzes) and alternative methods of assessing student learning with the goal of mastery (presentations, projects, portfolios). Assessments can include, but are not limited to:</p> <ul style="list-style-type: none"> ● Content of unit culminating task ● Spelling Test ● Published writing 	50%

Grade 5 Yearlong View

Quarter/Unit 1	Quarter/Unit 2
<p style="text-align: center;">Theme/ Essential Question: Survival Stories: What kinds of challenges do people face and how do they meet them?</p> <p>Instructional Focus: Reading Literature Writing Literary Analysis and Narrative</p> <p>Cycle 1: <i>Red Kayak</i> Analytic Writing Focus: Summary</p> <p>Cycle 2: <i>Island of the Blue Dolphins, Stranded I and II</i> poems Analytic Writing Focus: Comparing character's response to challenges</p> <p>Cycle 3: <i>Red Kayak, Island of the Blue Dolphins</i> Writing Workshop: Survival Narrative</p> <p>Assessments: Reading/Writing Diagnostic Measures of Academic Progress Growth Unit 1 Literary Analysis Task Assessment</p>	<p style="text-align: center;">Theme/ Essential Question: Overcoming Challenges: <i>What qualities help people overcome challenges?</i></p> <p>Instructional Focus: Reading Informational Text Writing Research Simulation Task</p> <p>Cycle 1: <i>Satchel Paige, Jackie Robinson</i> video Analytic Writing Focus: Analyzing author's use of evidence</p> <p>Cycle 2: <i>Leonardo Da Vinci, Leonardo Da Vinci</i> video Analytic Writing Focus: Relationship between concepts in historical text</p> <p>Cycle 3: Unit texts, <i>Harry Houdini</i> Writing Workshop: Biography</p> <p>Assessments: Reading/Writing Summative Measures of Academic Progress Growth</p>
Quarter/Unit 3	Quarter/Unit 4
<p style="text-align: center;">Theme/ Essential Question: Life's Circumstances: <i>How do people cope with different circumstances?</i></p> <p>Instructional Focus: Reading Literature and Informational Text Writing Narrative and Research Simulation Task</p> <p>Cycle 1: <i>Ch'i-lin Purse, The Story of Phan Ku</i> Analytic Writing Focus: Write a sequel</p> <p>Cycle 2: <i>The Unsinkable Wreck of the R.M.S. Titanic, Titanic</i> poem Analytic Writing Focus: Analyzing multiple accounts</p> <p>Cycle 3: <i>The Stormi Giovanni Club</i> Writing Workshop: Original Play</p> <p>Assessments: Unit 3 Narrative Writing Task Assessment</p>	<p style="text-align: center;">Theme/ Essential Question: Adapting: <i>How do people adapt to different situations?</i></p> <p>Instructional Focus: Reading Literature -<i>Maniac Magee</i> Writing Literary Analysis</p> <p>Cycle 1: <i>Maniac Magee</i> Chapters 1- 23</p> <p>Cycle 2: <i>Maniac Magee</i> Chapters 24-46</p> <p>Cycle 3: Culminating Project & Poetry</p> <p>Assessments: NWEA MAP Growth (optional) PARCC (Partnership for Assessment of Readiness for College and Careers) Unit 4 Culminating Task</p>

Key English Language Arts Literacy Shifts

Parents' Guide

The Standards for English Language Arts (ELA) describe varieties of expertise that ELA educators at all levels should seek to develop in their students. Below are recommended suggestions of what parents can do to support their child in developing the critical skills to becoming college and career-ready.

1. Read as much non-fiction as fiction.

- Encourage your child to read more non-fiction text independently.
- Promote independent reading for at least 30 minutes a day (25 books per year).
- Read non-fiction texts aloud or with your child
- Initiate discussions about the details of the non-fiction text.

2. Learn about the world by reading.

- Provide opportunities for your child to build knowledge through reading about topics of interest.
- Provide opportunities for students to explore careers across all fields.
- Initiate discussion about these topics.

3. Read more challenging material closely.

- Encourage your child to read more challenging texts.
- Encourage your child to reread for understanding.
- Know your child's reading level and provide a balance of challenging and just right text.
- Encourage your child to keep trying even when the text gets harder.

4. Discuss reading using evidence.

- Initiate discussions about text.
- Require your child to support their claims and disagreements with evidence.
- Encourage students to question and challenge information they read.
- Read the same book and discuss by citing evidence from the text.
- Encourage students to use supportive evidence as they write about their thinking.

5. Write non-fiction using evidence.

- Encourage your child to write in journals, letters, reading responses, notes, use of Blogs or Wikis for writing, creative writing of stories/ plays/ lyrics/ poems; research projects about topics of interest.
- Explore careers that require writing skills such as journalism, script writing, advertising, book or movie critics, authors, sports magazine writers, lawyers, television, etc.
- Compare and contrast writings on the same topic written by a variety of authors.

6. Increase academic vocabulary.

- Read non-fiction text about science, social studies and other topics.
- Discuss the meaning of difficult vocabulary words and how they are used in the text.
- Help increase your child's spoken and written academic vocabulary through word games, discussions, media, videos, student-made vocabulary notebooks, online word searches, etc.

