

<u>Course Title:</u>	English Language Arts	
<u>Head of Department:</u>	Ms. Kalpana G. Pandey (Ms. Kelly)	
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<u>Cycle/Division:</u>	Elementary	
<u>Grade Level:</u>	Grade 5	
<u>Credit Unit:</u>	NA	
<u>Duration:</u>	PERIODS: 7/ WEEK (50 Mins. each)	
<u>Course Prerequisites:</u>	NA	

<u>Department's Vision:</u>	To foster effective literacy instruction in English Language Arts for pupils intellectual, emotional, and social growth.
<u>Department's Mission:</u>	To promote pupil's critical and technological literacy and raise their attainment in English by providing a balanced study of reading, writing, speaking, and listening; thereby, fostering self-confidence, independence and enable students to become lifelong readers, writers and effective communicators.

COURSE DESCRIPTION:

Elementary English focusses on CCSS strands that include comprehensive core reading and language arts curriculum which focuses on reading, language arts, and writing standards. The curriculum addresses the five areas of reading instruction: reading comprehension, phonics, phonemic awareness, fluency, and vocabulary while focusing on 21st Century skills including critical thinking and problem solving; communication and collaboration; creativity and innovation; and technology.

COURSE LEARNING OBJECTIVES: (Grade Level Expectations)

- Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
- Read grade-level text with purpose and understanding.
- Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
- Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
- Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
- Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
- Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
- Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
- Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
- Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
- Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

- Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
- Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
- By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.
- Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
- Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.
- Use verb tense to convey various times, sequences, states, and conditions.
- Recognize and correct inappropriate shifts in verb tense.
- Use correlative conjunctions (e.g., either/or, neither/nor).
- Use punctuation to separate items in a series.
- Use a comma to separate an introductory element from the rest of the sentence.
- Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).
- Use underlining, quotation marks, or italics to indicate titles of works.
- Spell grade-appropriate words correctly, consulting references as needed.
- Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
- Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
- Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).
- Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
- Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
- Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).
- Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- Follow agreed-upon rules for discussions and carry out assigned roles.
- Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
- Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
- Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

- Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
- Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
- Provide logically ordered reasons that are supported by facts and details.
- Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
- Provide a concluding statement or section related to the opinion presented.
- Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
- Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
- Use precise language and domain-specific vocabulary to inform about or explain the topic.
- Provide a concluding statement or section related to the information or explanation presented.
- Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
- Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
- Use concrete words and phrases and sensory details to convey experiences and events precisely.
- Provide a conclusion that follows from the narrated experiences or events.
- Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
- With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5 here.)
- Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic

I.

STANDARDS/BENCHMARKS:

STANDARDS	BENCHMARKS
Reading: Foundational skills	RF5.3a, RF5.4a, b, c
Reading: Literature	RL5.2, RL5.3, RL5.4, RL5.5, RL5.10
Reading: Informational text	RI5.1, RI 5.2, RI5.3, RI5.4, RI5.5, RI5.10
Language	L5.1a, b, c, d, e, L5.2a, b, c, d, e, L5.3a, L5.4a, b, c, L5.5c, L5.6
Speaking Listening	SL5.1a, b, c, d, SL5.2, SL5.4,
Writing	W5.1a, b, c, d, W5.2b, d, e, W.5.3a, b, c, d, e, W5.4, W5.5, W5.7

II.

RESOURCES:

- ✓ JOURNEYS-National (Text book)
- ✓ JOURNEYS (Readers Notebook)
- ✓ Novel (City of Ember)
- ✓ Writing Handbook
- ✓ Reading Log book
- ✓ Writing Mats
- ✓ Worksheets
- ✓ FROGOS platform
- ✓ Think Central Online Resources
- ✓ Flash cards/ Charts
- ✓ Teacher handouts
- ✓ Writing Journal
- ✓ Internet: Starfall, Prepdog, Education.com, ReadWorks

III

CHAPTERS/LESSONS TO BE COVERED:

Semester 1:

<p><u>STORY</u></p> <ol style="list-style-type: none"> 1. A Package for Mr. Jewis 2. A Royal Mystery 3. Off and Running 4. A Quest for the Tree Kangaroo 5. Novel (City of Ember) <p><u>Vocabulary:</u> From the stories mentioned above/MAP academic words.</p>	<p><u>GRAMMAR</u></p> <ol style="list-style-type: none"> 1. Subject-Predicates, Fragments 2. Kinds of sentences 3. Complete subjects and Predicates, Complete simple and compound sentences with Subject-Verb agreement 4. Verbs-Main verbs, Linking verbs, helping verbs 5. Common and Proper Nouns 6. Conjunctions 7. Complex sentences
<p><u>DECODING/SPELLINGS:</u> <u>From the stories mentioned above.</u></p> <ol style="list-style-type: none"> 1. VCV Syllabication /Short Vowel sounds 2. Long a/Long e sound words 3. VCCV Syllabication /Long i/Long o words 4. Vowels+/r/sound words 	<p><u>COMPREHENSION:</u></p> <p><u>Informational Text</u> <u>Cold Reads</u> <u>Comprehension Strategy</u></p> <ol style="list-style-type: none"> 1. Story structure & Summarizing 2. Theme & Elements of a Play 3. Compare & Contrast 4. Cause & Effect
<p><u>WRITING:</u></p> <ul style="list-style-type: none"> • Narrative Writing <ol style="list-style-type: none"> a. Short Story b. Description of an event c. Friendly letter d. Fictional Narrative • Journal writing 	<p><u>LISTENING:</u></p> <ol style="list-style-type: none"> 1. Listen to stories, speeches, presentations, poetry. 2. Interact with peers for group activities. 3. Audio Aids & worksheets. 4. Listening worksheets <p><u>Research</u> Multi-Disciplinary Project Work</p> <p><u>Recitation:</u> Unit poems.</p>

Semester 2:

<p><u>STORY</u></p> <ol style="list-style-type: none"> 1. Old Yeller 2. Cougars 3. Lunch Money 4. LAFFF 5. The Dog Newspaper 6. Black Stallion <p><u>Vocabulary:</u> From the stories mentioned above/MAP academic words.</p>	<p><u>GRAMMAR</u></p> <ol style="list-style-type: none"> 1. Direct & Indirect Objects 2. Interjections & Proper Capitalization- Punctuations for direct quotations 3. Adjectives 4. Adverbs 5. Prepositional Phrases 6. Mechanics of Writing 7. Kinds of Pronouns 8. The Verbs 'Be' and 'Have' 9. Easily confused Verbs
<p><u>SPELLINGS / Decoding:</u> <u>From the stories mentioned above.</u></p> <ol style="list-style-type: none"> 1. Vowel + /r/sounds 2. Syllabication patterns/Final schwa + /r/ sound 3. Words with inflectional endings/-ed and -ing ending words 4. Words with common parts 5. Words with suffixes/Final y/i words 6. 3 syllable words/words from other languages 	<p><u>COMPREHENSION:</u></p> <p><u>Informational Text</u> <u>Cold Reads</u> <u>Comprehension Strategy</u></p> <ol style="list-style-type: none"> 1. Compare & Contrast 2. Main Idea and Details 3. Author's Purpose 4. Story structure 5. Fact and Opinion 6. Story structure
<p><u>WRITING:</u></p> <ul style="list-style-type: none"> • Informational Writing <ol style="list-style-type: none"> a. Procedural Composition b. Compare & Contrast essay • Opinion Writing <ol style="list-style-type: none"> a. Opinion essay b. Formal persuasive letter c. Response to literature d. Persuasive argument • Journal writing 	<p><u>LISTENING:</u></p> <ol style="list-style-type: none"> 1. Listen to stories, speeches, presentations, poetry. 2. Interact with peers for group activities. 3. Audio Aids & worksheets. 4. Listening worksheets <p><u>Research</u> Multi-Disciplinary Project Work</p> <p><u>Recitation:</u> Unit poems.</p>

IV.

GRADING:

Grading Policy/ Assessment Tools:

- Beginning of the year Screening tests
- Reading Tests (WCPM/Fluency/Accuracy)
- Formative Assessments
- Performance Assessments
- Summative Assessments
- MAP (Fall/Winter/Spring)

Grade Distribution:

<u>Semester -1</u>		<u>Semester -2</u>	
<u>Assessment</u>	<u>Marks</u>	<u>Assessment</u>	<u>Marks</u>
Reading	5	Reading	5
Recitation/Listening	5	Recitation/Listening	5
MDPW	5	MDPW	5
Performance Task	5	Performance Task	5
Formative Assessment	5	Formative Assessment	5
MAP	5	MAP	5
Summative Assessment	50	Summative Assessment	50
Total	80	Total	80

Cross-Curricular Project(s):

- Multi-Disciplinary Project works (English/Math/Science/ICT)