

5th Grade Reading Syllabus First Quarter

Mrs. Little
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Literature

Content	Process	Product
<p>Summer Reading <i>In the Year of the Boar and Jackie Robinson</i> by Bette Bao Lord 1 week</p>	<ul style="list-style-type: none"> >Explore point of view by comparing Chinese and English cultures >Review main plot events and main characters >Discuss the theme “one person can make a difference” 	<ul style="list-style-type: none"> >Book summary >Write a paragraph that tells the main problem and explains three events that work toward a solution
<p>Survival <i>Hatchet</i> and other books by Gary Paulsen 3 weeks</p>	<ul style="list-style-type: none"> >Note details to identify major elements of plot >Write cohesive analytical paragraph with three supports >Read with a wide awake mind >Set goals 	<ul style="list-style-type: none"> >Small and large group discussion >Successful completion of personalized contract goals >Work independently
<p>U.S. Historical Fiction-early America <i>The Sign of the Beaver</i> by Elizabeth George Speare and other individual colonial American titles 6 weeks</p> <p><i>Supplemental reading: biographies of explorers and Indian chiefs</i></p>	<ul style="list-style-type: none"> >Identify point of view >Envision other times and places >Note details which support characterizations >Utilize atlases for historical and geographical context 	<ul style="list-style-type: none"> >Quizzes and tests >3-paragraph essay >Discussion >Pamphlet project
<p>Poetry <i>Ongoing throughout the year</i></p> <p>Current focus-Poetry Show preparation</p> <p>Poetry Show: November 11</p>	<ul style="list-style-type: none"> >Cultivate enjoyment through reading, hearing, speaking, and selecting poems >Recite poetry with clear diction and appropriate expression >Interpret meaning in poems >Learn elements of poetry- simile, metaphor, alliteration, etc. 	<ul style="list-style-type: none"> >Personal poetry folder >Individual memorization and recitation >Copy favorite poems >Choral Speaking

Nonfiction and Skills

- >Overview of dictionary: alphabetizing, parts of an entry, selecting the correct meaning
- >Biographical reference tools: connecting to literature unit
- >Nonfiction formats: *Time for Kids*-articles focusing on current events

Ongoing Strands

- >Teacher read-aloud book
- >SSR-**S**ilent **S**ustained **R**eading
- >Finder’s Keepers-students respond to non-fiction exploratory reading by writing to “keep” what they have “found”

Assessments

- >Classwork//homework progress and effort
- >Teacher observation records
- >Timely completion of individualized contracts
- >Class participation/listening skills
- >Quizzes/tests/paragraph and essay writing

5th Grade Reading Syllabus Second Quarter

Literature

Content	Process	Product
<p>Amos Fortune: Free Man By Elizabeth Yates <i>4 weeks</i></p> <p>Concurrent: Biographies of Revolutionary Heroes and Founders of our country</p>	<ul style="list-style-type: none"> ▶ Class analysis of historical setting and effects. ▶ Note details in author’s writing to comprehend plot, theme and characterization. ▶ Interpret elements of style such as figurative language and special vocabulary 	<ul style="list-style-type: none"> ▶ Small group and class discussion ▶ Study Guides ▶ “Today’s Heroes” ▶ Chapter Summaries ▶ Timeline
<p>Historical Fiction: Colonial America – Civil War <i>4 weeks</i></p>	<ul style="list-style-type: none"> ▶ Locate books using library skills ▶ Analyze elements of setting, conflict, theme, and characterization ▶ Select and use an array of reference books to conduct context research 	<ul style="list-style-type: none"> ▶ Setting outline ▶ Paragraphs on conflict and theme ▶ Essay on theme of second book ▶ Creative project: news show debate, book jacket, news article, interview, poem, or ballad
<p>Early American Folklore <i>Begin – Continued in 3rd Quarter</i> <i>1 week</i></p> <p>In school performer: “Buckeye Legends and Tales” Jan. 15</p>	<ul style="list-style-type: none"> ▶ Identify elements of dialect and style in slave tales and Appalachian “Jack” tales ▶ Interpret hidden communication and cultural beliefs in slave tales ▶ Compare European and local regional influences and differences in Appalachian American Jack tales ▶ Identify motifs in tales 	<ul style="list-style-type: none"> ▶ Class and small group discussions ▶ Venn Diagrams ▶ Reader’s Theatre ▶ Paragraphs explaining cultural values with supportive examples
<p>Junior Great Books <i>Concurrent with literature unit throughout the year</i></p>	<ul style="list-style-type: none"> ▶ Active/slow reading with note taking and questioning skills ▶ Shared inquiry discussion skills ▶ Interpretive reading 	<ul style="list-style-type: none"> ▶ Participation in discussions ▶ Expository essays

Nonfiction and Skills

- ▶ Library skills: Finding fiction, using a variety of reference tools
- ▶ Using biographical reference tools, historical atlas, Timetables of History – Connecting to literature unit
- ▶ Nonfiction formats: *Time for Kids*, magazine articles focusing on current issues, *Reading Detective*, series to practice skills relating to nonfiction comprehension, collective biographies
- ▶ Dictionary, encyclopedia, and almanac Skills

Ongoing Strands

- ▶ *Junior Great Book Series* for interpretive reading and shared inquiry of great literature
- ▶ Reading Aloud – Silent and Oral Reading
- ▶ Learning poetic devices – similes, metaphors, and figurative language
- ▶ Original Poetry Submissions

Assessments

- ▶ Classwork/homework progress and effort
- ▶ Teacher observation records
- ▶ Timely completion of individualized contracts
- ▶ Class participation/listening skills
- ▶ Quizzes/Tests
- ▶ Essay writing according to specific criteria

5th Grade Reading Syllabus Third Quarter

Literature

Content	Process	Product
<p>Early American Folklore <i>Continued from 2nd Quarter</i> 1 week</p>	<ul style="list-style-type: none"> ▶ Identify elements of dialect and style in slave tales and Appalachian “Jack” tales ▶ Interpret hidden communication and cultural beliefs in slave tales ▶ Compare European and local regional influences and differences in Appalachian American Jack tales ▶ Identify motifs in tales 	<ul style="list-style-type: none"> ▶ Class and small group discussions ▶ Venn Diagrams ▶ Reader’s Theatre ▶ Paragraphs explaining cultural values with supportive examples
<p>Animal Fiction 4 weeks</p> <p>Where the Red Fern Grows by Rawlings, Gentle Ben by Morley, Big Red by Kjelgaard</p>	<ul style="list-style-type: none"> ▶ Extract the events which move a plot to its climax ▶ Analyze the effect of events on the main characters ▶ Identify the theme 	<ul style="list-style-type: none"> ▶ Notes and Discussion ▶ Short quizzes ▶ Two paragraph essay on the plot ▶ Contract options
<p>Fantasy Authors: Natalie Babbit, Sid Fleishman, C.S. Lewis Class Book: Tuck Everlasting 4 weeks</p>	<ul style="list-style-type: none"> ▶ Note elements of figurative language and symbolism ▶ Identify themes of good vs. evil, good and bad choices ▶ Visualize settings and describe how the authors create/depict them. 	<ul style="list-style-type: none"> ▶ Notes and discussion ▶ Oral reading in small groups ▶ Essay ▶ Drawings/creative project ▶ Poetry
<p>Poetry</p>	<ul style="list-style-type: none"> ▶ Word Play – Synonyms, Antonyms, and Homonyms ▶ Prefixes and Suffixes ▶ Read, Write, Share 	<ul style="list-style-type: none"> ▶ Add favorites to personal file ▶ Locate specific elements in poems ▶ Original Poetry

Nonfiction and Skills

- ▶ Library skills: Finding fiction, using a variety of reference tools
- ▶ Dictionary Skills/ Atlas and Almanac Review
- ▶ Skimming and scanning, summarizing information
- ▶ Word play, analogies, synonyms, antonyms, homonyms
- ▶ Nonfiction formats: *Time for Kids*, magazine articles focusing on current issues, *Reading Detective*, series to practice skills relating to nonfiction comprehension, collective biographies
- ▶ Test preparation for the *IOWA Test of Basic Skills* (week of March 30-April 3)

Ongoing Strands

- ▶ *Junior Great Book Series* for interpretive reading and shared inquiry of great literature
- ▶ Reading Aloud
- ▶ Original Poetry

Assessments

- ▶ Classwork/homework progress and effort
- ▶ Teacher observation records
- ▶ Timely completion of individualized contracts
- ▶ Class participation/listening skills
- ▶ Quizzes
- ▶ Essay writing according to specific criteria

5th Grade Reading Syllabus Fourth Quarter

Literature

Content	Process	Product
Strawberry Girl by Lois Lenski <i>Newberry Award 1945</i> 4 weeks	▶ Summarize main events of each chapter ▶ Identify conflict ▶ Compare traits in feuding families	▶ Notes and Discussion ▶ Chapter Summaries ▶ Reader's Theatre ▶ Oral Quizzes ▶ Final Essay
Historical Fiction: Civil War to the present <i>Concurrent with Strawberry Girl</i>	▶ Envision other times and places ▶ Locate books using library skills ▶ Analyze elements of setting, conflict, theme, and characterization ▶ Utilize reference books for historical and geographical context	▶ Setting outline ▶ Paragraphs on conflict and theme ▶ Essay on the theme of the book ▶ Discussions
U.S. Biographies: Civil War to the present 2 weeks	▶ Analyze characteristics that led to accomplishments ▶ Identify examples in person's life which exhibit characteristics ▶ Place person in context of time and place	▶ Biography Reports ▶ Class Discussion and Presentations
Soup Books by Robert Newton Peck 2 weeks	▶ Characterization ▶ Identify humor ▶ Monitor and increase reading pace	▶ Chart of goals, pages, and books ▶ Short Summaries ▶ Short Reader's Theatre Skits

Nonfiction and Skills

- ▶ Library skills: Finding nonfiction, library search
- ▶ Note-taking, Summarizing information
- ▶ Nonfiction formats: *Time for Kids*, biographies, apply reading strategies to full length nonfiction books

Ongoing Strands

- ▶ *Junior Great Book Series* for interpretive reading and shared inquiry of great literature
- ▶ Reading Aloud – Silent and oral reading
- ▶ Original Poet

Assessments

- ▶ Classwork/homework progress and effort
- ▶ Teacher observation records
- ▶ Timely completion of individualized contracts
- ▶ Class participation/listening skills
- ▶ Quizzes and Tests
- ▶ Essay writing according to specific criteria