

## Fifth Grade ELA (Reading and Writing) Syllabus

Title: Fifth Grade ELA (Reading and Writing)

Teachers: Mrs. Riley, Mrs. Eadon

Materials: Reading Composition Book, Word Study Composition Book, Writing Folder, Nicky folder

Curriculum: Amplify CKLA ELA Curriculum (District-mandated)

\*Amplify curriculum integrates reading and writing strategies/SC ELA standards through science and social studies-based informational units to build student background knowledge and to increase vocabulary. Research shows that when students are able to build both content knowledge and recognize content vocabulary when reading complex texts, comprehension increases.

Quarter/Content-based Unit	Timeframe	Units of Study
Quarter 1, Unit 1	22 days	Personal Narratives Beginning of Year Assessment
Quarter 1, Unit 2	19 days	Early American Civilizations
Quarter 2, Unit 3	16 days	Poetry
Quarter 2, Unit 4	19 days	Adventures of Don Quixote
Quarter 3, Unit 5	23 days	The Renaissance
Quarter, 3, Unit 6	16 days	Middle of Year Assessment The Reformation
Quarter 4, Unit 7	15 days	Shakespeare's A Midsummer Night's Dream
Quarter 4, Unit 8	19 days	Native Americans
Quarter 4, Unit 9 (if time permits)	22 days	End of Year Assessment Chemical Matter
Novel Study <ul style="list-style-type: none"> <li>• <i>Forty Acres and Maybe a Mule</i></li> <li>• <i>Restart</i></li> <li>• <i>Research Quest</i></li> </ul>	Used between the different units of study	

Unit of Study	Topics
Unit 1 Personal Narratives	<p>Using the study of personal narratives, Student Learning Outcomes are:</p> <ul style="list-style-type: none"> <li>• Identify and begin to successfully use personification in writing</li> <li>• Identify and begin to successfully use point of view in writing</li> <li>• Identify and begin to successfully use similes and metaphors in writing</li> <li>• Utilize "Think as You Read" strategy to deepen understanding of a text</li> <li>• Writing a personal narrative</li> </ul> <p>Beginning-of-the-Year Assessment</p> <p>Writing personal narratives using show, not tell; strong verbs, adjectives; personification; document thinking when reading; theme; plot; subject, predicate; dialogue;</p>
Unit 2 Early American Civilizations	<p>Using the information from Early American civilizations, student Learning Outcomes are:</p> <ul style="list-style-type: none"> <li>• Demonstrate understanding of key vocabulary</li> <li>• Compare and contrast the Maya, Aztec, and Inca civilizations</li> <li>• Paraphrase information from a text</li> <li>• Create an informative or explanatory essay using evidence from the text</li> <li>• Understanding of grammar including action and linking verbs, words that compare and contrast, run-on sentences and subjects and predicates</li> </ul> <p>Unit Assessment</p> <p>Informational writing; compare, contrast; paraphrasing, notetaking, drafting; using linking words; root word -tract and the prefixes ir-, inter-, and il; action and linking verbs, words that compare and contrast, run-on sentences and subjects and predicates;</p>
Unit 3 Poetry	<p>Using the study and characteristics of poetry, student Learning Outcomes are:</p> <ul style="list-style-type: none"> <li>• Identify and use poetic devices, including</li> </ul>

	<p>tone, anaphora, figurative language, rhyme, and metaphor • Identify and write in various poetic forms, such as villanelle and list. • Compare and contrast poems using graphic organizers • Apply new poetry knowledge to develop the craft of writing poetry • Unit Assessment</p>
Unit 4 The Adventures of Don Quixote	<p>Using the complex text about Don Quixote, student Learning Outcomes are:</p> <ul style="list-style-type: none"> <li>• Distinguish between fact and opinion • Demonstrate understanding of pronoun-verb agreement and commas in a series • Demonstrate understanding of key vocabulary</li> <li>• Construct and share a four paragraph persuasive essay • Unit Assessment</li> </ul>
Unit 5 The Renaissance	<p>Using the information about The Renaissance, student Learning Outcomes are:</p> <ul style="list-style-type: none"> <li>• Develop an understanding of reading for purposes such as gist, explanation, details, and inferences • Write an informational paragraph • Review note-taking techniques on informational text • Create a biography about a famous Renaissance artist using at least two sources • Unit Assessment</li> </ul>
Unit 6 The Reformation	<p>Using the information of the Reformation period in history, student Learning Outcomes are:</p> <ul style="list-style-type: none"> <li>• Demonstrate understanding of key vocabulary • Identify interjections, subject-linking verb agreement, prepositions, prepositional phrases, and correlative conjunctions • Middle-of-the-Year Assessment • Plan and create a slide presentation and draft a friendly letter considering both audience and purpose • Mid-Year Assessment</li> </ul>
Unit 7 A Midsummer Night's Dream	<p>Using the Shakespeare comedy "A Midsummer</p>

	<p>Night's Dream," student Learning Outcomes are</p> <ul style="list-style-type: none"> <li>• Identify poetic devices such as iambic pentameter and work to understand Shakespearian language</li> <li>• Dive into, engage with, and make sense of complex text and vocabulary</li> <li>• Develop an understanding of tone, stress, and actions when reading and performing a dramatic piece</li> <li>• Complete character analysis from the perspective of each character's actions and desires</li> </ul>
Unit 8 Native Americans	<p>Using the information of Native Americans in US history, student Learning Outcomes are:</p> <ul style="list-style-type: none"> <li>• Demonstrate understanding of key vocabulary</li> <li>• Make inferences from informative text</li> <li>• Identify the main argument and evidence of a persuasive text</li> <li>• Focus on collecting relevant information and construct a persuasive essay</li> <li>• Unit Assessment</li> </ul>
Unit 9 Chemical Matter	<p>Using the information in science to learn about chemical matter changes, student Learning Outcomes are:</p> <ul style="list-style-type: none"> <li>• Demonstrate understanding of key vocabulary</li> <li>• Compare and contrast two texts</li> <li>• Prepare arguments for and hold a debate</li> <li>• Categorize evidence and create character maps</li> <li>• Plan, prepare for, and deliver a presentation</li> <li>• Read and integrate information</li> <li>• End-of-the-Year Assessment</li> </ul>

## Fifth Grade Social Studies Syllabus

Title: Fifth Grade Social Studies

Teachers: Mrs. Riley, Mrs. Eadon

Materials:

myWorld Interactive Student Textbook

USA Social Studies Weekly

Yearly Course Objective:

Mastery of South Carolina State Curriculum Standards for 5th Grade in Social Studies. An outline of Standards mastery by social studies strategy and skills is listed below in the monthly instructional chart.

**Resources:**

Texts, calendars, timelines, maps, charts, tables, graphs, flow charts, diagrams, photographs, illustrations, paintings, cartoons, documents, letters, censuses, artifacts, models, aerial photos, satellite-produced images, and geographic information systems.

\*The following pacing guide is the overall plan, but the number of days may change depending on the students' needs.

<b>Unit</b>	<b>Timeframe</b>	<b>Standards</b>
Unit 1: Creating Classroom Culture	10 days	Procedures and Deconstructed skills CO, CE, P, CX, CC, E
Unit 2: Civil War/Reconstruction 4th grade Review	10 days	4.5.CO, 4.5.CE, 4.5.P, 4.5.CX, 4.5.CC, 4.5.E
Unit 3: Expansion and Migration	30 days	5.1.P, 5.1.CX, 5.1.CC, 5.1.CE, 5.1.CO, 5.1.E
Unit 4: Federal Expansion	25 days	5.2.CE, 5.2.CX, 5.2.CO, 5.2.CC, 5.2.P, 5.2.E
Unit 5: America as a World Leader	30 days	5.3.CE, 5.3.P, 5.3.CX, 5.3.CO, 5.3.CC, 5.3.E
Unit 6: Social Changes	30 days	5.4.CO, 5.4.CE, 5.4.CC, 5.4.P, 5.4.CX, 5.4.E
Unit 7: Modern America	25 days	5.5.P, 5.5.CC, 5.5.CE, 5.5.CX, 5.5.CO, 5.5.E