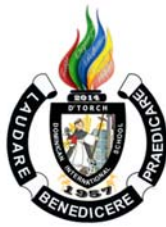


# Dominican International School



**SUBJECT:** English Language Arts

**GRADE LEVEL:** 5

**SCHOOL YEAR:** 2023-24

**TEACHERS:** Mr. Black & Mr. Tannoia

**EMAIL:** [sblack@dishs.tp.edu.tw](mailto:sblack@dishs.tp.edu.tw)

[ztannoia@dishs.tp.edu.tw](mailto:ztannoia@dishs.tp.edu.tw)

**CLASS CODES:**

**Mr. Tannoia's E.L.A. Class Code:** du2amb7

**Mr. Black's E.L.A. Class Code:** tzcdnaw

Please note that students only need to join their E.L.A. teacher's Google Classroom for English Language Arts. Students enrolled in the EAL (English as an Additional Language) course do not need to join this Classroom.

## **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**

# 1<sup>st</sup> 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
<b>Week 1</b> <b>Aug 10<sup>th</sup> to 11<sup>th</sup></b> <i>10~ First Day / Orientation Day</i>	<b>Getting to Know You Activities, Resource Introductions, and Learning Expectations</b>
<b>Week 2</b> <b>Aug 14<sup>th</sup> to 18<sup>th</sup></b> <i>Opening Mass on Tues 15<sup>th</sup></i>	<u><b>Module 1 – Inventors at Work</b></u> <b>Essential Question:</b> <i>What kinds of circumstances push people to create new inventions?</i> <b>Module 1.1</b> <b>Vocabulary: The Inventor's Secret</b> <b>Reading Workshop: Government Must Fund Inventors, and The Inventor's Secret</b> <ul style="list-style-type: none"> <li>• Central Idea (</li> <li>• Retell/Summarize</li> <li>• Author's Purpose</li> </ul> <b>Writing Workshop</b> <b>Imaginative Story from Week 1</b>
<b>Week 3</b> <b>Aug 21<sup>st</sup> to 25<sup>th</sup></b>	<u><b>Module 1 – Inventors at Work</b></u> <b>Essential Question:</b> <i>What kinds of circumstances push people to create new inventions?</i> <b>Module 1.1</b> <b>Vocabulary: The Inventor's Secret; Prefixes ex-/e- &amp; phon</b> <b>Reading Workshop: Government Must Fund Inventors, and The Inventor's Secret</b> <ul style="list-style-type: none"> <li>• Point of View</li> <li>• Theme</li> </ul> <b>Writing Workshop</b> <b>Imaginative Story: Revision (Cont.), Editing, Publishing</b>
<b>Week 4</b> <b>Aug 28<sup>th</sup> to Sep 1<sup>st</sup></b>	<b>Module 1.2</b> <b>Vocabulary Wheelchair Sports: Hang Glider to Wheeler-Dealer; Prefixes photo, vis, aud;</b> <b>Reading Workshop: Wheelchair Sports: From Hang Glider to Wheeler-Dealer</b> <ul style="list-style-type: none"> <li>• Monitor and Clarify</li> <li>• Text Structure: Cause &amp; Effect</li> <li>• Central Idea</li> <li>• Sequencing</li> </ul> <b>Writing Workshop - Narrative Fiction: Prewriting</b>
<b>Week 5</b> <b>Sep 4<sup>th</sup> to 8<sup>th</sup></b> <b>4 Days of Class</b> <i>8~ Mass &amp; Birthday Mother Mary</i>	<b>Module 1.3</b> <b>Vocabulary Captain Arsenio</b> <b>Reading Workshop: Captain Arsenio</b> <ul style="list-style-type: none"> <li>• Making Inferences</li> <li>• Literary Elements: Characters and Plot</li> </ul> <b>Writing Workshop</b> <ul style="list-style-type: none"> <li>• Narrative Writing: Story</li> </ul> <u><b>Module 2 – What a Story</b></u> <b>Essential Question:</b> <i>How does genre affect the way a story is told?</i> <b>Module 2.1</b>

	<b>Writing Workshop</b> <b>Narrative Fiction</b>
<b>Week 6</b> <b>Sep 11<sup>th</sup> to 15<sup>th</sup></b> <i>Pre-Exam Days 12-14</i>	<b>Module 1.3</b> <b>Vocabulary:</b> Prefixes <i>auto, bio, ir-, il-</i> <b>Reading Workshop:</b> Captain Arsenio <ul style="list-style-type: none"> <li>• Author's Craft: Voice</li> <li>• Author's Purpose</li> </ul> <b>Module 2 – What a Story</b> <b>Essential Question:</b> <i>How does genre affect the way a story is told?</i> <b>Module 2.1</b> <b>2.1 Prefixes <i>un-, non-, dis-</i> Suffixes <i>-y, -ly, -ily</i></b> <b>Writing Workshop</b> <b>Narrative Writing: Story</b>
<b>Week 7</b> <b>Sep 18<sup>th</sup> to 22<sup>nd</sup></b>	<b>Module 2.2</b> <b>Vocabulary</b> The Secret Garden, Prefixes <i>re-, pre-, post-, fore-</i> <b>Reading Workshop:</b> The Secret Garden <ul style="list-style-type: none"> <li>• Visualization (no KISI, read for understanding Qs)</li> <li>• Literary Elements: Story Structure (KISI p36)</li> </ul> <b>Writing Workshop</b> <b>Narrative Writing: Story</b>
<b>Week 8</b> <b><u>NO CLASSES</u></b> <i>Mon to Thur 25-28 Teacher's Conference</i> <i>Fri 29 ~ Moon Festival</i>	<b>NO CLASSES FOR STUDENTS</b>
<b>Week 9</b> <b>Oct 3<sup>rd</sup> to 7<sup>th</sup></b> <b><u>3 Days of Class</u></b> <i>5-6 ~Q1 Exams</i>	<b>Module 2.2</b> <b>Reading Workshop:</b> The Miracle of Spring <ul style="list-style-type: none"> <li>• Elements of Drama</li> <li>• Figurative Language</li> </ul> <b>QUARTER EXAM</b>

## 2<sup>nd</sup> QUARTER – TENTATIVE COURSE CONTENT

(NB: Depending on time and interest, the teacher may delete and/or add other selections.)	
Week / Date	Topic / Projects / Assessments
<b>Week 1 (10)</b> <b>Oct 11<sup>th</sup> to 13<sup>th</sup></b> <b><u>3 Days of Class</u></b> <i>Mon Tue 9-10 – Double 10 Holiday</i>	<b>Module 3 – Natural Disasters</b> <b>Essential Question:</b> <i>How can learning about natural disasters make us safer?</i> <b>Module 3.1</b> <b>Vocabulary Eruption!</b> <b>Reading Workshop:</b> Eruption! Volcanoes and The Science of Saving Lives <ul style="list-style-type: none"> <li>• Author's Craft</li> <li>• Making and Confirming Predictions</li> </ul> <b>Writing Workshop</b> <b>Persuasive Essay: Make Text-to-Self Connections with Natural Disasters, Identify the Author's Purpose in an Informational Text, Brainstorm Words that are Useful in Describing Natural Disasters</b>
<b>Week 2 (11)</b> <b>Oct 16<sup>th</sup> to 20<sup>th</sup></b>	<b>Module 3 – Natural Disasters</b> <b>Essential Question:</b> <i>How can learning about natural disasters make us safer?</i> <b>Module 3.1</b> <b>Suffixes <i>-rupt, -fer, graph/gram</i></b> <b>Reading Workshop:</b> Eruption! Volcanoes and The Science of Saving Lives

	<ul style="list-style-type: none"> <li>• Figurative Language: Sensory Words</li> <li>• Content-Area Words</li> <li>• Text Structure: Sequence</li> </ul> <p><b>Writing Workshop</b>  <b>Persuasive Essay: Make Text-to-Self Connections with Natural Disasters, Identify the Author's Purpose in an Informational Text, Brainstorm Words that are Useful in Describing Natural Disasters</b></p>
<p><b>Week 3 (12)</b>  <b>Oct 23<sup>rd</sup> to 27<sup>th</sup></b>  <i>27 – Book Fair &amp; Masquerade Night</i></p>	<p><b>Module 3.2</b>  <b>Vocabulary Alaska Earthquakes and Quaking Earth, Racing Waves ; Greek Root <i>geo</i>; Suffixes <i>-logy/-logist</i></b>  <b>Reading Workshop: Quaking Earth, Racing Waves (<i>Informational Text</i>)</b> <ul style="list-style-type: none"> <li>• Retell/Summarize</li> <li>• Author's Craft: Voice and Word Choice</li> <li>• Central Idea</li> </ul> <p><b>Writing Workshop</b>  <b>Persuasive Essay: <i>Focus Statement: Using persuasion is much more powerful than fighting.</i></b></p> </p>
<p><b>Week 4 (13)</b>  <b>Oct 30<sup>th</sup> to Nov 3<sup>rd</sup></b>  <i>1-All Saint's Day Mass</i></p>	<p><b>Module 3.3</b>  <b>Vocabulary Hurricanes: The Science Behind Killer Storms; Prefixes <i>inter-, com-/con-/cor-</i></b>  <b>Reading Workshop: Hurricanes: The Science Behind Killer Storms (<i>Informational Text</i>)</b> <ul style="list-style-type: none"> <li>• Ask and Answer Questions</li> <li>• Text and Graphic Features</li> <li>• Content-Area Words</li> <li>• Text Structure: Cause and Effect</li> </ul> <p><b>Writing Workshop</b>  <b>Persuasive Writing: Persuasive Essay. <i>Focus Statement: Using persuasion is much more powerful than fighting.</i></b></p> </p>
<p><b>Week 5 (14)</b>  <b>Nov 6<sup>th</sup> to 10<sup>th</sup></b></p>	<p><b><u>Module 5 – Project Earth</u></b>  <b>Essential Question: <i>How can caring for Earth and its living things improve life now and in the future?</i></b>  <b>Module 5.1</b>  <b>Vocabulary The Protective Power of Nature Preserves/Potatoes On Rooftops: Farming in the City</b>  <b>Reading Workshop: The Protective Power of Nature Preserves (<i>Informational Text</i>)</b> <ul style="list-style-type: none"> <li>• Main Ideas and Supporting Details</li> </ul> <b>Reading Workshop: Potatoes on Rooftops: Farming in the City (<i>Informational &amp; Persuasive Text</i>)</b> <ul style="list-style-type: none"> <li>• Ask and Answer Questions</li> </ul> <p><b>Writing Workshop (Module 3 continued)</b> <ul style="list-style-type: none"> <li>• <b>Persuasive Writing: Persuasive Essay. <i>Focus Statement: Using persuasion is much more powerful than fighting.</i></b></li> </ul> <b>Self &amp; Peer Checking, Editing, Revising, and Redrafting</b></p> </p>
<p><b>Week 6 (15)</b>  <b>Nov 13<sup>th</sup> to 17<sup>th</sup></b></p>	<p><b>Module 5.1</b>  <b>Vocabulary Potatoes On Rooftops: Farming in the City (Review); Making Analogies; The Suffix <i>-ive</i></b>  <b>Reading Workshop: Potatoes on Rooftops: Farming in the City (<i>Informational &amp; Persuasive Text</i>)</b> <ul style="list-style-type: none"> <li>• Author's Purpose</li> <li>• Author's Craft: Hyperbole, Anecdote &amp; Stereotype</li> <li>• Author's Ideas &amp; Support</li> </ul> </p>

	<b>Writing: Structuring a Paragraph</b> (Color Coding and Types of Topic Sentences)
<b>Week 7 (16)</b> <b>Nov 20<sup>th</sup> to 24<sup>th</sup></b> <i>24 - YSC Contest</i>	<b>Module 5.2</b> <b>Vocabulary: Living Green, The Good Garden</b> <b>Reading Workshop: Living Green (<i>Play</i>)</b> <ul style="list-style-type: none"> <li>• Synthesizing</li> <li>• Elements of Drama</li> </ul> <b>Writing: Structuring a Paragraph</b> (Writing Topic and Conclusion Sentences, Transitions)
<b>Week 8 (17)</b> <b>Nov 27<sup>th</sup> to Dec 1<sup>st</sup></b> <i>Pre-Exam Days 28-30</i>	<b>Module 5.2</b> <b>Vocabulary: Living Green, The Good Garden (Review); Analogies; Roots: <i>dict, spect</i></b> <b>Reading Workshop: The Good Garden (<i>Realistic Fiction</i>)</b> <ul style="list-style-type: none"> <li>• Synthesizing (Review)</li> <li>• Literary Elements</li> <li>• Figurative Language &amp; Imagery</li> </ul> <b>Writing: Revising/Editing Persuasive Essay, Thanksgiving Writing Activity</b> (Writing to Persuade)
<b>Week 9 (18)</b> <b>Dec 4<sup>th</sup> to 8<sup>th</sup></b> <i>8 - Foundation Day Celebrations</i>	<b>Module 5.3</b> <b>Vocabulary: Parrots Over Puerto Rico; Root: <i>bene</i>, Suffix: <i>-ure</i></b> <b>Reading Workshop: Parrots Over Puerto Rico (<i>Informational Text</i>)</b> <ul style="list-style-type: none"> <li>• Monitor and Clarify</li> <li>• Text Structure: Problem/Solution</li> <li>• Text and Graphic Features</li> <li>• Text Structure: Cause &amp; Effect</li> </ul>
<b>Week 10 (19)</b> <b>Dec 11<sup>th</sup> to 15<sup>th</sup></b> <u><b>3 Days of Class</b></u> <i>14-15 ~Q2 Exams</i>	<b>QUARTER EXAM</b> and Christmas Activities
<b>Dec 18<sup>th</sup> to Jan 1<sup>st</sup></b>	<b>Christmas Break</b>

### **3rd QUARTER – TENTATIVE COURSE CONTENT**

(NB: Depending on time and interest, the teacher may delete and/or add other selections.)	
Week / Date	Topic / Projects / Assessments
Week 1 (20)	<u><b>Module 6 - Art for Everyone</b></u>

<p><b>Jan 3<sup>rd</sup> to 5<sup>th</sup></b>  <b>3 Days of Class</b>  <i>Wed 4 New Year Mass</i></p>	<p><b>Essential Question:</b> <i>How do different art forms impact people in different ways?</i>  <b>Module 6.1</b>  <b>Vocabulary:</b> Christo and Jeanne-Claude  <b>Reading Workshop:</b> Let's Get Creative (<i>Informational Text</i>) &amp; Christo and Jeanne-Claude (<i>Informational Text</i>)</p> <ul style="list-style-type: none"> <li>• Features of Biographies</li> <li>• Author's Craft - Word Choice</li> <li>• Make Inferences</li> </ul> <p><b>Writing Workshop: Narrative Writing: Personal Narrative. Focus Statement:</b> <i>Only you can tell your story.</i></p> <ul style="list-style-type: none"> <li>• Pre-Writing Strategies</li> <li>• Using Organizational Patterns</li> </ul> <p><b>Reader's Theater - reading scripts</b></p>
<p><b>Week 2 (21)</b>  <b>Jan 8<sup>th</sup> to 12<sup>th</sup></b></p>	<p><b>Module 6.1</b>  <b>Vocabulary:</b> Christo and Jeanne-Claude; Latin Roots <i>struct</i>; Prefix <i>de-</i>; Suffixes <i>-ion</i>, <i>-ism</i>  <b>Reading Workshop:</b> Christo and Jeanne-Claude (<i>Informational Text</i>)</p> <ul style="list-style-type: none"> <li>• Author's Craft: Voice and Tone</li> <li>• Central Idea</li> <li>• Text Structure: Procedure/Logical Order</li> </ul> <p><b>Writing Workshop: Narrative Writing: Personal Narrative. Focus Statement:</b> <i>Only you can tell your story</i></p> <ul style="list-style-type: none"> <li>• Understand Plot Structure</li> <li>• Developing a Draft</li> <li>• Writing a Satisfying Conclusion</li> </ul> <p><b>Reader's Theater - voting for a script</b></p>
<p><b>Week 3 (22)</b>  <b>Jan 15<sup>th</sup> to 19<sup>th</sup></b></p>	<p><b>Module 6.2</b>  <b>Vocabulary:</b> Rita Moreno, and Play, Louis, Play!; Prefixes <i>super-</i>, <i>micro-</i>  <b>Reading Workshop:</b> Rita Moreno (<i>Biography</i>)</p> <ul style="list-style-type: none"> <li>• Visualize (no KISI, read for understanding Qs)</li> <li>• Literary Elements: Characters/Subjects</li> </ul> <p><b>Writing Workshop: Narrative Writing: Personal Narrative. Focus Statement:</b> <i>Only you can tell your story</i></p> <ul style="list-style-type: none"> <li>• Elaborating a Draft</li> <li>• Revising Using Elaboration</li> <li>• Revising Using Peer Feedback</li> </ul> <p><b>Reader's Theater - reading scripts voted for</b></p>
<p><b>Week 4 (23)</b>  <b>Jan 22<sup>nd</sup> to 26<sup>th</sup></b></p>	<p><b>Module 6.2</b>  <b>Vocabulary:</b> Rita Moreno, and Play, Louis, Play!; Prefixes <i>super-</i>, <i>micro-</i>  <b>Reading Workshop:</b> Rita Moreno (<i>Biography</i>)</p> <ul style="list-style-type: none"> <li>• Point of View</li> <li>• Literary Elements: Characters/Subjects</li> <li>• Author's Craft: Voice and Tone</li> </ul> <p><b>Writing Workshop: Narrative Writing: Personal Narrative. Focus Statement:</b> <i>Only you can tell your story</i></p> <p><b>Reader's Theater - editing a script to incorporate everyone</b></p>
<p><b>Week 5 (24)</b>  <b>Jan 29<sup>th</sup> to Feb 2<sup>nd</sup></b></p>	<p><b>Module 6.3</b>  <b>Vocabulary:</b> Phillis' Big Test; Suffixes <i>-ant/-ent</i>, Latin Roots <i>port</i>, <i>duc/duct</i>  <b>Reading Workshop:</b> Phillis' Big Test (<i>Biography</i>)</p> <ul style="list-style-type: none"> <li>• Ask and Answer Questions</li> <li>• Theme</li> <li>• Literary Elements: Setting</li> </ul>

	<ul style="list-style-type: none"> <li>• <b>Figurative Language: Personification</b></li> </ul> <b>Writing Workshop: Narrative Writing: Personal Narrative. Focus Statement:</b> <i>Only you can tell your story</i> <ul style="list-style-type: none"> <li>• Using Plot Structure &amp; Organizational Patterns to Develop a Draft</li> <li>• Revise a Draft Using Elaboration, Self-Reflection, and Peer Feedback</li> </ul> <b>Reader's Theater - reading with fluency and accuracy</b>
<b>Week 6 (25)</b> <b>Feb 5<sup>th</sup> to 7<sup>th</sup></b> <b>3 Days of Class</b> <i>Thurs &amp; Fri 8-9 CNY</i>	<b>Module 8 - A New Home</b> <b>Essential Question:</b> <i>How do people adapt to new experiences and make a new place home?</i> <b>Module 8.1</b> <b>Vocabulary: A Movie in My Pillow; Idioms about Love</b> <b>Reading Workshop: Moving to a New Country: A Survival Guide red (Informational Text/Guide) &amp; A Movie In My Pillow (Poetry)</b> <ul style="list-style-type: none"> <li>• Visualize</li> <li>• Text Structure: Problem &amp; Solution</li> <li>• Theme</li> <li>• Visualization</li> <li>• Elements of Poetry</li> <li>• Author's Craft</li> </ul> <b>Poetry Writing: Acrostic &amp; Diamante</b> <b>Reader's Theater - incorporating actions based on a script, mastering my assigned role</b>
<b>Feb 12<sup>th</sup> to 16<sup>th</sup></b>	<b>CHINESE NEW YEAR</b>
<b>Week 7 (26)</b> <b>Feb 19<sup>th</sup> to 23<sup>rd</sup></b> <i>19 ~ Lenten Mass</i> <i>20-22 ~ Pre-Exam Days</i>	<b>Module 8 - A New Home</b> <b>Module 8.2</b> <b>Vocabulary: From Scratch; Elisa's Diary</b> <b>Reading Workshop: From Scratch (Realistic Fiction) &amp; Elisa's Diary (Realistic Fiction)</b> <ul style="list-style-type: none"> <li>• Theme</li> <li>• Literary Elements: Story Structure</li> <li>• Making Inferences</li> </ul> <b>Poetry Writing: Haikus &amp; Limericks</b> <b>Reader's Theater - Mastering my assigned role</b>
<b>Week 8 (27)</b> <b>Feb 26<sup>th</sup> to March 1<sup>st</sup></b> <b>4 Days of Class</b> <i>Wed 28 ~ 228 Memorial Day</i> <i>26-29 ~IOWA</i>	<b>Module 8 - A New Home</b> <b>Module 8.2</b> <b>Vocab: Elisa's Diary; Prefix semi-, Latin Roots scrib/script</b> <b>Reading Workshop: Elisa's Diary (Realistic Fiction)</b> <ul style="list-style-type: none"> <li>• Story Elements: Flashback &amp; Flashforward</li> <li>• Literary Elements: Characters &amp; Plot Elements</li> <li>• Making Inferences</li> </ul> <b>IOWA TESTS (number of E.L.A. Lessons reduced).</b>
<b>Week 9 (28)</b> <b>March 4<sup>th</sup> to 8<sup>th</sup></b> <b>4 Days of Class</b> <i>8 – Q3 Exams</i>	<b>QUARTER EXAM</b>

## 4th QUARTER – TENTATIVE COURSE CONTENT

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

Week / Date	Topic / Projects / Assessments
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<p>Week 1 (29) March 11<sup>th</sup> to 15<sup>th</sup> <b>4 Days of Class</b> <i>11 – Q3 Exams</i></p>	<p><b><u>Module 9 - Unexpected, Unexplained</u></b>  <b>Essential Question:</b> <i>What makes something mysterious, and what makes people want to solve mysteries?</i>  <b>Module 9.1</b>  <b>Vocabulary:</b> Why People Love Mysteries &amp; Mr. Linden’s Library  <b>Reading Workshop:</b> Why People Love Mysteries (<i>Informational Text</i>) &amp; Mr. Linden’s Library (<i>Mystery</i>)</p> <ul style="list-style-type: none"> <li>• Author’s Purpose</li> <li>• Make and Confirm Predictions</li> <li>• Literary Elements: Character</li> </ul> <p><b>Writing Workshop: Imaginative Story. Focus Statement:</b> <i>Characters are at the heart of stories</i></p> <ul style="list-style-type: none"> <li>• Features of Imaginative Fiction</li> <li>• Using Pre-Writing Techniques</li> <li>• Using Freewriting to Inspire Imaginative Stories</li> <li>• Set Goals for Writing</li> </ul> <p><b>Reader’s Theater - March 15 Competition</b></p>
<p>Week 2 (30) March 18<sup>th</sup> to 22<sup>nd</sup> <i>18-21 ~ Fire Drill</i></p>	<p><b>Module 9.1</b>  <b>Vocabulary:</b> Why People Love Mysteries &amp; Mr. Linden’s Library;  <b>Latin Roots</b> <i>fac, fec, and fy</i>  <b>Reading Workshop:</b> Why People Love Mysteries (<i>Informational Text</i>) &amp; Mr. Linden’s Library (<i>Mystery</i>)</p> <ul style="list-style-type: none"> <li>• Author’s Craft: Figurative Language</li> <li>• Literary Elements: Story Structure</li> <li>• Using Text Evidence to Justify Understanding</li> </ul> <p><b>Writing Workshop: Imaginative Story. Focus Statement:</b> <i>Characters are at the heart of stories</i></p> <ul style="list-style-type: none"> <li>• Features of Imaginative Fiction</li> </ul>
<p>March 25<sup>th</sup> to April 5<sup>th</sup></p>	<p><b>Easter Break</b></p>
<p>Week 3 (31) Apr 8<sup>th</sup> to 12<sup>th</sup> <i>Wed 10 – Easter Mass</i></p>	<p><b><u>Module 7 - Above, Below, and Beyond</u></b>  <b>Essential Question:</b> <i>What role does curiosity play in exploration?</i>  <b>Vocabulary</b> Into the Unknown: Above and Below; <b>7.1</b> Latin Roots <i>tract, chrono, gress</i>  <b>Reading Workshop:</b> Great Discoveries and Amazing Adventures (<i>Informational Text, 7.2</i>)</p> <ul style="list-style-type: none"> <li>• Make and Confirm Predictions</li> <li>• Central Idea</li> </ul> <p><b>Writing Workshop: Imaginative Story. Focus Statement:</b> <i>Characters are at the heart of stories</i></p> <ul style="list-style-type: none"> <li>• Drafting: Understanding Characters</li> </ul>
<p>Week 4 (32) Apr 15<sup>th</sup> to 19<sup>th</sup></p>	<p><b><u>Module 9 - Unexpected, Unexplained</u></b>  <b>Essential Question:</b> <i>What makes something mysterious, and what makes people want to solve mysteries?</i>  <b>Module 9.2</b>  <b>Vocabulary:</b> The Loch Ness Monster &amp; Finding Big Foot: Everything You Need to Know; <b>7.2</b> Prefixes <i>mega- &amp; sub-</i>, Latin Roots <i>ped, &amp; dent</i>  <b>Reading Workshop:</b> The Loch Ness Monster (<i>Media: Video</i>)</p> <ul style="list-style-type: none"> <li>• Make and Confirm Predictions</li> <li>• Media Techniques: Reenactments &amp; Live Footage</li> </ul> <p><b>Writing Workshop: Imaginative Story. Focus Statement:</b> <i>Characters are at the heart of stories</i></p>

	<ul style="list-style-type: none"> <li>Drafting: Completing the Draft; Revising</li> </ul>
<p><b>Week 5 (33)</b>  <b>Apr 22<sup>nd</sup> to 26<sup>th</sup></b>  24-28 ~ AP Mock Exams</p>	<p><b><u>Module 9 - Unexpected, Unexplained</u></b>  <b>Module 9.2</b>  <b>Vocabulary: The Loch Ness Monster &amp; Finding Big Foot: Everything You Need to Know; Suffixes -y, -ion, -ic, -ous &amp; -less</b>  <b>Reading Workshop: Finding Bigfoot: Everything You Need to Know (Informational Text)</b></p> <ul style="list-style-type: none"> <li>Make and Confirm Predictions</li> <li>Ideas and Support</li> <li>Text and Graphic Features</li> </ul> <p><b>Writing Workshop: Imaginative Story. Focus Statement: Characters are at the heart of stories</b></p> <ul style="list-style-type: none"> <li>Revising; Editing</li> </ul>
<p><b>Week 6 (34)</b>  <b>Apr 29<sup>th</sup> to 3<sup>rd</sup></b>  1-2 ~ Pre-Exam  1-5~ Final Exams (K, 5, 8, 12 only)</p>	<p><b>Module 9.3</b>  <b>Vocabulary: The Secret Keepers; Homophones and Homographs</b>  <b>Reading Workshop: The Secret Keepers (Mystery)</b></p> <ul style="list-style-type: none"> <li>Make Inferences</li> <li>Literary Elements: Pacing</li> </ul> <p><b>Writing Workshop: Imaginative Story. Focus Statement: Characters are at the heart of stories</b>  Editing, Final Draft and Publication</p>
<p><b>Week 7 (35)</b>  <b>May 6<sup>th</sup> to 10<sup>th</sup></b>  8-12~ Final Exams (K, 5, 8, 12 only)  1-5 ~ AP Exams</p>	<p><b>Module 9.3</b>  <b>Vocabulary: The Secret Keepers; 7.3 Root terr; Prefixes pro- &amp; anti-</b>  <b>Reading Workshop: The Secret Keepers (Mystery)</b></p> <ul style="list-style-type: none"> <li>Author's Craft: Mood and Tone</li> <li>Point of View</li> </ul>
<p><b>Week 8 (36)</b>  <b>May 13<sup>th</sup> to 17<sup>th</sup></b>  <b>2 Days of Class</b>  15-16~ Q4 Exams half day kids  17 – record day</p>	<p><b><u>QUARTER EXAM</u></b></p>
<p><b>Week 9 (37)</b>  <b>May 20<sup>th</sup> to 24<sup>th</sup></b></p>	<p>Graduating &amp; Promoting Classes - no lessons</p>
<p><b>Week 10 (38)</b>  <b>May 27<sup>th</sup> to May 31<sup>st</sup></b>  <b>4 Days of Class</b>  30 ~ Students Last Day  31~ Teachers/Staff Meeting</p>	<p>Graduating &amp; Promoting Classes - no lessons</p>