



Dominican International School
台北市私立道明外僑學校
No. 76, Dazhi Street, Taipei (104042), Taiwan, R.O.C.
10464 臺北市中山區大直街 76 號



COURSE SYLLABUS

School Year	2026-27 - Semester One
Subject	ELA (EAL support)
Grade Level	5
Teacher	Mr. Black, Mr. Ulloa, Mr. Langley
Email	Stephen Black <sblack@dishs.tp.edu.tw>; Marvin Ulloa mulloa@dishs.tp.edu.tw, Seb Langley <jlanlgey@dishs.tp.edu.tw>

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 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: By the end of the semester/school year, (SWAT) Students will be able to:

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



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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 TEXTBOOKS AND 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

GRADING SYSTEM/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.

ADDITIONAL INFORMATION:

Google Classroom must be checked regularly. All assignment details are posted there.

Students are responsible for checking Google Classroom daily. Students should only join their homeroom teacher's Google Classroom for English Language Arts and follow the announcements, instructions, and assignments posted on that page.

G5D Class code: 5claznte

G5M Class code: hpwofjd4

Please note that **all** set assignments are expected to be completed on time (unless an extension



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has been agreed in advance with the teacher) to the best of one's ability. Students who cannot meet these expected standards or do not routinely bring the required materials to class may struggle to pass the course. Completing work on time allows students to reflect on and take pride in their own work when given positive feedback, as well as to use the guidance given by the teacher to work on their own areas for development. Students who have not turned work in on time will not be able to benefit from such advice. As students always have at least 3 days to complete basic homework or class work tasks, failure to turn work in on time without a reasonable excuse means the assessment grade will be capped at a maximum of 70%.

ACADEMIC DISHONESTY:

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 work;
- Representing another's intellectual work, such as photographs, paintings, drawings, sculpture, research, or the like, as one's own, including failure to attribute content to an AI.
- Employing a tutor, using Artificial Intelligence without acknowledgment, getting a parent to write a paper or do an assignment, and paying for an essay to be written by someone else and presented as the student's 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/learning task.

First Quarter Tentative Course Content



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Week/Date	Topic/Projects/Assessments
Week 1 (August 11 to 14) <u>4 days of class – Start Tues</u> 11-General Assembly at the Gym 14-Opening Mass	Getting to Know You Activities, Baseline Assessments, Resource Introductions, and Learning Expectations Module 1 – Inventors at Work Essential Question: <i>What kinds of circumstances push people to create new inventions?</i> Reading Comprehension and Reading Skills: Government Must Fund Inventors - Central Idea - Author's Purpose Writing (Narrative) Getting to Know You activity. Tessellations Project
Week 2 (August 17 to 21) 18-St. Dominic Feast Day Celebration 19- House Shirt & Blue Jeans Day 21- Club Orientation and Club Sign-up	Module 1 – Inventors at Work Essential Question: <i>What kinds of circumstances push people to create new inventions?</i> Module 1.1 Vocabulary: The Inventor's Secret; Prefixes ex-/e- & phon Reading Comprehension and Reading Skills: The Inventor's Secret - Point of View - Theme Writing (Narrative) - Notetaking Skills - Paraphrasing a text. Narrative Writing - Story Arc diagram (Exposition, Rising Action, Climax, Falling Action, Resolution). - Mind mapping skill. - Timed narrative writing activity. Figurative Writing (SHAMPOOI) - Similes - Metaphors Great Writing Unit 1 - Understanding Sentence Basics (Notetaking strategy, completion of 4 activities from unit).
Week 3 (August 24 to 28) 26- High School Talk - "Kickstart Your Success: Winning Mindsets for a Great School Year" 28- First Club Meeting	Module 1.2 Vocabulary Wheelchair Sports: Hang Glider to Wheeler-Dealer; Reading Comprehension and Reading Skills: Wheelchair Sports: From Hang Glider to Wheeler-Dealer Monitor and Clarify



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	• Text Structure: Cause & Effect Writing (Narrative) • Story Arc diagram (Exposition, Rising Action, Climax, Falling Action, Resolution). • Mind mapping skill. • Drafting and redrafting of time essay from previous week. Figurative Writing (SHAMPOOI) • Review Similes • Review Metaphors Great Writing Unit 1 - Understanding Sentence Basics (Notetaking strategy, completion of 4 activities from unit).
Week 4 (August 31 to Sep 4) 31- World Day of Prayer for the Care of Creation & VIP Election 4- House Ceremony	Module 1.2 Vocabulary <i>Wheelchair Sports: Hang Glider to Wheeler-Dealer;</i> Prefixes <i>photo, aud, vis;</i> Reading Comprehension and Reading Skills: Wheelchair Sports: From Hang Glider to Wheeler-Dealer • Central Idea • Sequencing Writing (Narrative) • Story Arc diagram (Exposition, Rising Action, Climax, Falling Action, Resolution). • Mind mapping skill. • Timed narrative writing activity. Figurative Writing (SHAMPOOI) • Hyperboles Great Writing Unit 1 - Understanding Sentence Basics (Notetaking strategy, completion of 4 activities from unit).
Week 5 (September 7 to 11) 7- Holy Mass: Nativity of the Blessed Virgin Mary & VIP Induction 9- House Mini Games Start	Module 1.3 Vocabulary <i>Captain Arsenio</i> Reading Comprehension and Reading Skills: Captain Arsenio • Making Inferences • Literary Elements: Characters and Plot Writing (Narrative) • Story Arc diagram (Exposition, Rising Action, Climax, Falling Action, Resolution). • Mind mapping skill. • Drafting and redrafting of time essay from previous week. Figurative Writing (SHAMPOOI)



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	• Oxymorons Great Writing Unit 1 - Understanding Sentence Basics (Notetaking strategy, completion of 4 activities from unit).
Week 6 (September 14 to 18) 15- Catholic Bridge Program for all New Students (After Assembly)	Module 1.3 Vocabulary: Prefixes <i>auto</i>, <i>bio</i>, <i>ir-</i>, <i>il-</i> Reading Comprehension and Reading Skills: <i>Captain Arsenio</i> • Author's Craft: Voice • Author's Purpose Writing (Narrative) • Q1 Writing Assessment. Narrative Writing. Great Writing Unit 1 - Understanding Sentence Basics (Notetaking strategy, completion of 4 activities from unit).
Week 7 (September 21 to 25) 4 days of class – Nat Hol Fri 21- International Day of Peace (During Assembly) Teacher's Day Celebration/Appreciation 22 to 24-Pre-Exam Days	Module 2 – What a Story Essential Question: <i>How does genre affect the way a story is told?</i> Module 2.2 Vocabulary <i>The Secret Garden</i> and <i>The Miracle of Spring</i>, Prefixes <i>re-</i>, <i>pre-</i>, <i>post-</i>, <i>fore-</i> Reading Comprehension and Reading Skills: <i>The Secret Garden</i> • Visualization (no KISI, read for understanding Qs) • Literary Elements: Story Structure Writing (Narrative) • Q1 Writing Assessment. Narrative Writing. Great Writing Unit 1 - Understanding Sentence Basics (Notetaking strategy, completion of 4 activities from unit and final response from unit).
Week 8 4 days of class – Nat Hol Mon (Sept 29 to Oct 2) 29- Launching of the Month of the Holy Rosary (During Assembly) Oct. 1-2- First Quarter Exam (half day)	Module 2.2 Reading Comprehension and Reading Skills: <i>The Miracle of Spring</i> • Elements of Drama • Figurative Language QUARTER EXAM
Oct 5 - DIS Teachers and Staff Recognition Day/ Record Day Recollection for Aunties and Uncles (no classes for students)	



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Second Quarter Tentative Course Content

Week/Date	Topic/Projects/Assessments
<i>Week 9: Oct 6-8 Teacher's Conference (no classes). Oct 9 Double Ten (no classes)</i>	
Week 1 (10) (October 12 to 16) 13- Mother Mary visit to Classrooms (During the morning prayer) 15- Gr. 5 Educational Field Trip?	<u>Module 3 – Natural Disasters</u> Essential Question: <i>How can learning about natural disasters make us safer?</i> Module 3.1 Vocabulary Eruption! Volcanoes and The Science of Saving Lives Reading Comprehension and Reading Skills: Eruption! Volcanoes and The Science of Saving Lives • Author's Craft • Making and Confirming Predictions Writing Opinion (Response) • Titles. • Mind mapping skill. • Timed response writing activity. Figurative Writing (SHAMPOO!) • Personification Great Writing Unit 2 - Understanding Paragraph Basics (Notetaking strategy, completion of 4 activities from unit).
Week 2 (11) (October 19 to 23) 20- Jubilee: Marian Exhibit Opening (After the Monday Assembly) 20- Campus Safety Talk for Students 24- Book Fair (Senior Escape Room)	<u>Module 3 – Natural Disasters</u> Essential Question: <i>How can learning about natural disasters make us safer?</i> Module 3.1 Suffixes -rupt, -fer, graph/gram Reading Comprehension and Reading Skills: Eruption! Volcanoes and The Science of Saving Lives • Figurative Language: Sensory Words • Content-Area Words • Text Structure: Sequence Writing Opinion (Response) • Titles. • Mind mapping skill. • Drafting and redrafting of time essay from previous week.



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	Figurative Writing (SHAMPOOI) • Onomatopoeia. Great Writing Unit 2 - Understanding Paragraph Basics (Notetaking strategy, completion of 4 activities from unit).
Week 3 (12) <u>4 days of class – Nat Hol Mon</u> (October 27 to 30)	Module 3.2 Vocabulary <i>Alaska Earthquakes and Quaking Earth, Racing Waves; Greek Root geo; Suffixes -logy/-logist</i> Reading Comprehension and Reading Skills: <i>Quaking Earth, Racing Waves</i> • Retell/Summarize • Author's Craft: Voice and Word Choice Bullying Film-Making Project Communication & Soft Skills • Active listening—listening carefully to teammates' ideas and responding respectfully. Scriptwriting & Planning • Developing a clear message about bullying. • Mind mapping ideas for characters, conflict, and resolution. • Working collaboratively to plan and write a film script. Film Production • Assigning roles and responsibilities within the group. • Using the script to rehearse and perform scenes. • Working together to film and produce a completed bullying-awareness film. Great Writing Unit 2 - Understanding Paragraph Basics (Notetaking strategy, completion of 4 activities from unit).
Week 4 (13) (November 2 to 6) 2- All Soul's Day Mass	Module 3.3 Vocabulary <i>Hurricanes: The Science Behind Killer Storms; Prefixes inter-, com-/con-/cor-</i> Reading Comprehension and Reading Skills: <i>Hurricanes: The Science Behind Killer Storms</i>



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	• Text and Graphic Features • Content-Area Words • Text Structure: Cause and Effect Bullying Film-Making Project Communication & Soft Skills • Empathy—considering different perspectives and understanding how bullying can affect others. Scriptwriting & Planning • Developing a clear message about bullying. • Mind mapping ideas for characters, conflict, and resolution. • Working collaboratively to plan and write a film script. Film Production • Assigning roles and responsibilities within the group. • Using the script to rehearse and perform scenes. • Working together to film and produce a completed bullying-awareness film. Great Writing Unit 2 - Understanding Paragraph Basics (Notetaking strategy, completion of 4 activities from unit).
Week 5 (14) (November 9 to 13) 9-13- Health Week	<u>Module 5 – Project Earth</u> Essential Question: <i>How can caring for Earth and its living things improve life now and in the future?</i> Module 5.2 Vocabulary: <i>Living Green</i> and <i>The Good Garden</i> Suffix -ive Reading Comprehension and Reading Skills: <i>Living Green</i> • Synthesizing • Elements of Drama Bullying Film-Making Project Communication & Soft Skills



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	● Collaboration—sharing responsibilities, solving problems together, and making group decisions. Scriptwriting & Planning ● Developing a clear message about bullying. ● Mind mapping ideas for characters, conflict, and resolution. ● Working collaboratively to plan and write a film script. Film Production ● Assigning roles and responsibilities within the group. ● Using the script to rehearse and perform scenes. ● Working together to film and produce a completed bullying-awareness film. Great Writing Unit 2 - Understanding Paragraph Basics (Notetaking strategy, completion of 4 activities from unit).
Week 6 (15) (November 16 to 20) 20- Young Shakespeare Play Writing and Performing Contest	Module 5.2 Vocabulary: <i>Living Green</i> and <i>The Good Garden</i>; Analogies; Roots: <i>dict</i>, <i>spect</i> Reading Comprehension and Reading Skills: <i>The Good Garden</i> ● Synthesizing (Review) ● Literary Elements ● Figurative Language & Imagery Bullying Film-Making Project Communication & Soft Skills: (Review) ● Active listening—listening carefully to teammates' ideas and responding respectfully. ● Empathy—considering different perspectives and understanding how bullying can affect others. ● Collaboration—sharing responsibilities, solving problems together, and making group decisions. Scriptwriting & Planning ● Developing a clear message about bullying.



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	• Mind mapping ideas for characters, conflict, and resolution. • Working collaboratively to plan and write a film script. Film Production • Assigning roles and responsibilities within the group. • Using the script to rehearse and perform scenes. • Working together to film and produce a completed bullying-awareness film. Great Writing Unit 2 - Understanding Paragraph Basics (Notetaking strategy, completion of 4 activities from unit).
Week 7 (16) (November 23 to 27) 23- Peace Pole Day (Assembly) 24-26- Pre-Exam Days 26- Thanksgiving Family Day 26- Thanksgiving Potluck & Christmas Tree lighting after school	Module 5.3 <i>Vocabulary: Parrots Over Puerto Rico;</i> <i>Reading Comprehension and Reading Skills: Parrots Over Puerto Rico</i> • Monitor and Clarify • Text Structure: Problem/Solution Bullying Film-Making Project Scriptwriting & Planning • Developing a clear message about bullying. • Mind mapping ideas for characters, conflict, and resolution. • Working collaboratively to plan and write a film script. Film Production • Assigning roles and responsibilities within the group. • Using the script to rehearse and perform scenes. • Working together to film and produce a completed bullying-awareness film. Great Writing Unit 2 - Understanding Paragraph Basics (Notetaking strategy, completion of 4 activities from unit).
<i>Nov. 28 Invitation for All: The Jubilee Pilgrimage to Taipei (Saturday)</i>	



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Week 8 (17) (November 30 to Dec 4) 1-4 & 7 – House Unity Dress up Week	Module 5.3 Vocabulary: <i>Parrots Over Puerto Rico</i>; Root: <i>bene</i>, Prefix <i>mal-</i>, Suffix: <i>-ure</i> Reading Comprehension and Reading Skills: <i>Parrots Over Puerto Rico</i> • Text and Graphic Features • Text Structure: Cause & Effect Bullying Film-Making Project Communication & Soft Skills Scriptwriting & Planning • Developing a clear message about bullying. • Mind mapping ideas for characters, conflict, and resolution. • Working collaboratively to plan and write a film script. Film Production • Assigning roles and responsibilities within the group. • Using the script to rehearse and perform scenes. • Working together to film and produce a completed bullying-awareness film. Great Writing Unit 2 - Understanding Paragraph Basics (Notetaking strategy, completion of 4 activities from unit).
Week 9 (18) (December 7 to 11) 8- Foundation Day Mass 10 & 11 - Second Quarter Exam (half day)	QUARTER EXAM and Christmas Activities
December 14 to January 4 Christmas & New Year Break	

“Kindling the Light of Faith, Hope, and Love: The Legacy of St. Dominic de Guzmán”