

<p>School Division: Lower School</p>	<p>Title of Course: 4th/5th Reading Language Arts Length of Course: 1 year</p>	<p>Program Syllabus prepared by: Reada Wilkinson</p>
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<p>Essential Questions:</p> <p>How does literature help us understand ourselves and others?</p> <p>How do different novels connect to one another?</p> <p>How does literature express universal themes?</p> <p>How is literature connected to life and the world around us?</p> <p>How can I apply comprehension strategies to my reading?</p> <p>How do characters change?</p>	<p>Activities:</p> <p>Select books that are “just right” for him/herself</p> <p>Independently read and analyze novels.</p> <p>Write letters to the teacher about the book he/she is reading. The letter will include a summary of the text, a response to questions from a previous letter, and comments</p> <p>Discuss their thoughts and ideas related to a novel read aloud/guided reading in a group setting.</p> <p>Make connections to what they are reading with other novels and events that they have had in the past.</p> <p>Expand their vocabulary through their reading by discussing and using strategies to determine the meaning of unknown words</p> <p>Analyze poetry for literary devices like alliteration, assonance, consonance, personification, rhyme, and cadence.</p> <p>Write poetry using poems and Sharon Creech novels as models</p>
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Standard:1. Uses the general skills and strategies of the writing process		
Benchmark	Description	Evidence of Mastery
Level II (Grades 3-5) 11.	Writes in response to literature (e.g., summarizes main ideas and significant details; relates own ideas to supporting details; advances judgments; supports judgments with references to the text, other works, other authors, nonprint media, and personal knowledge)	<ul style="list-style-type: none"> • Reading Response Journal entries • 3 minute writing samples to a guided reading text or personal reading
Level II (Grades 3-5) 12.	Writes personal letters (e.g., includes the date, address, greeting, body and closing)	<ul style="list-style-type: none"> • Reading Response Journal entries
Standard 3: Uses grammatical and mechanical conventions in written compositions		
Benchmark	Description	Evidence of Mastery
Level II (Grades 3-5) 10.	Uses conventions of capitalization in written compositions (e.g., titles of people; proper nouns [names of towns, cities, counties, and states; days of the week; months of the year; names of streets; names of countries; holidays]; first word of direct quotations; heading, salutation, and closing of a letter)	<ul style="list-style-type: none"> • Reading Response Journal entries • Poems
Level II (Grades 3-5) 11.	Uses conventions of punctuation in written compositions (e.g., uses periods after imperative sentences and in initials, abbreviations, and titles before names; uses commas in dates and addresses and	<ul style="list-style-type: none"> • Reading Response Journal entries

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	after greetings and closings in a letter; uses apostrophes in contractions and possessive nouns; uses quotation marks around titles and with direct quotations; uses a colon between hour and minutes)	
Standard 5: Uses the general skills and strategies of the reading process		
Benchmark	Description	Evidence of Mastery
Level II (Grades 3-5) 1	Previews text (e.g., skims material; uses pictures, textual clues, and text format)	<ul style="list-style-type: none"> • Look through Table of Contents of guided reading books • Picture walk through a book
Level II (Grades 3-5) 2.	Establishes a purpose for reading (e.g., for information, for pleasure, to understand a specific viewpoint)	<ul style="list-style-type: none"> • “How to Pick a Just Right” book lesson • Students select Just Right reading books • Students read materials for class
Level II (Grades 3-5) 3	Makes, confirms, and revises simple predictions about what will be found in a text (e.g., uses prior knowledge and ideas presented in text, illustrations, titles, topic sentences, key words, and foreshadowing clues)	<ul style="list-style-type: none"> • Students use post it notes to respond to personal books. • As a class, we brainstormed predictions about our guided reading books.
Level II (Grades 3-5) 5	Use a variety of context clues to decode unknown words (e.g., draws on earlier reading, reads ahead)	<ul style="list-style-type: none"> • Students use post it notes to illustrate how they use the Reading Tools when decoding unknown words. • Sharing strategies in Reading Conferences
Level II (Grades 3-5) 8	Monitors own reading strategies and makes modifications as needed (e.g., recognizes when he or she is confused by a section of text, questions whether the text makes sense)	<ul style="list-style-type: none"> • Students ask questions during guided reading. • Students re-read just right books and record re-reading on Reading Log • Students share questions during Reading Conferences • Students re-read texts to clarify in guided reading and independent reading.
Level II (Grades 3-5) 11	Uses personal criteria to select reading material (e.g., personal interest,	<ul style="list-style-type: none"> • “How to Pick a Book” lesson • “Books I Want to Read” portion of their Reading

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	knowledge of authors and genres, text difficulty, recommendations of others)	<p>Response Journal</p> <ul style="list-style-type: none"> • Monthly Reading Reflection • Quarterly Reading Reflection • Book Talks
Standard 6: Uses reading skills and strategies to understand and interpret a variety of literary texts		
Benchmark	Description	Evidence of Mastery
Level II (Grades 3-5) 1	Uses reading skills and strategies to understand a variety of literary passages and texts (e.g., fairy tales, folktales, fiction, nonfiction, myths, poems, fables, fantasies, historical fiction, biographies, autobiographies, chapter books)	<ul style="list-style-type: none"> • Mini-lesson on Fiction vs. Non-Fiction • <u>Jungle Jack Hannah’s: What Do Zoo Keepers Do</u> – using captions, bold words, and subject headings • Poems were discussed during <u>Love that Dog</u> and <u>Hate that Cat</u> by Sharon Creech • Strategies for Chapter Books/Fiction addressed during guided reading
Level II (Grades 3-5) 2	Knows the defining characteristics of a variety of forms and genres (e.g., rhyme and rhythm in poetry; settings and dialogue in drama; illustrations in children’s stories.	<ul style="list-style-type: none"> • Onomatopoeia pictures • Shape poems • Poems “inspired by” • Class discussions of <u>Love that Dog</u> and <u>Hate that Cat</u> by Sharon Creech • Class Story Map of <u>Because of Winn Dixie</u> • Double bubble comparing Leigh Botts from <u>Dear Mr. Henshaw</u> and Opal from <u>Because of Winn Dixie</u> • Photos and captions in non-fiction from shared reading of <u>Jungle Jack Hannah’s: What Do Zookeepers Do</u> • Examining illustrations in <u>Tacky the Penguin</u>, <u>Three Cheers for Tacky</u>, and <u>Thunder Cake</u>
Level II (Grades 3-5) 4	Understands similarities and differences within and among literary works from various genre and cultures (e.g., in terms of settings, character types, events, point of view; role of natural phenomena)	<ul style="list-style-type: none"> • Double bubble comparing Leigh Botts from <u>Dear Mr. Henshaw</u> and Opal from <u>Because of Winn Dixie</u> • Point of view – 1st person and 3rd person from <u>True Story of The Three Little Pigs</u> and using post it notes show <i>how</i> they know the perspective of their just right personal book.
Level II (Grades	Understands elements of character	<ul style="list-style-type: none"> • Tracked how Opal, Leigh, and Jack changed throughout

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3-5) 5	development in literary works (e.g., differences between main and minor characters; character's point of view; stereotypical characters as opposed to fully developed characters; changes that characters undergo; the importance of a character's actions, motives, and appearance to plot and theme)	<p>their respective books.</p> <ul style="list-style-type: none"> • Letter sharing changes in their characters in the Reading Response Journals • Listing characters of books read during guided reading • Class discussions • "Hollywood Minute"- students go into the "hot seat" as a character from the book and have to answer in character.
Level II (Grades 3-5) 7	Understands the ways in which language is used in literary texts (e.g., personification, alliteration, onomatopoeia, simile, metaphor, imagery, hyperbole, rhythm, allusion)	<ul style="list-style-type: none"> • Onomatopoeia pictures • Alliteration sentences • Simile Detectives • Imagery – finding vivid words • Illustrating book passages
Level II (Grades 3-5) 8	Makes connections between characters or simple events in a literary work and people or events in his or her own life	<ul style="list-style-type: none"> • Post it notes to show text-to-self connections • Letters in the Reading Response Journals
Standard 8 : Uses listening and speaking strategies for different purposes		
Benchmark	Description	Evidence of Mastery
Level II (Grades 3-5) 1	Contributes to group discussions	<ul style="list-style-type: none"> • How to Buzz Effectively mini-lesson • Class discussions during guided reading
Level II (Grades 3-5) 2	Asks questions in class (e.g., when he or she is confused, to seek others' opinions and comments)	<ul style="list-style-type: none"> • Class discussion during guided reading • Letters in Reading Response Journal
Level II (Grades 3-5) 3	Responds to questions and comments (e.g., gives reasons in support of opinions, responds to others' ideas)	<ul style="list-style-type: none"> • Letters in Reading Response Journal • Post-it note examples and share in whole class setting
Level II (Grades	Listens to classmates and adults (e.g.,	<ul style="list-style-type: none"> • "How to Buzz Effectively" mini-lesson

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3-5) 4	does not interrupt, faces the speaker, asks questions, summarizes or paraphrases to confirm understanding, gives feedback, eliminates barriers to effective listening)	<ul style="list-style-type: none"> • Class discussions • Partner A, Partner B
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Grading:
 Student Grades will be determined as follows
 Reading Response Journals (20 %), Reading Logs (20%), Participation in Class Discussions (20%), Book Talks & Recommendations (10%) Classwork/Quizzes (30%)

Resources

Literature Resources:

- Because of Winn-Dixie by Kate DiCamillo
- Love that Dog and Hate that Cat by Sharon Creech
- Strega Nona, Big Anthony and the Magic Ring, Strega Nona Her Story, Strega Nona Meets Her Match, and The Dragon and the Knight by Tomie De Paola
- Jungle Jack Hannah's: What Zookeepers Do by Jack Hannah
- Dear Mr. Henshaw by Beverly Cleary
- Swimmy by Leo Lionni
- Thunder Cake by Patricia Polacco
- David's Dad by Robert Munsch

Teacher Resources:

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- “The First Twenty Days” from Fountas & Pinnell’s Guiding Readers & Writers: Teaching Comprehension, Genre and Content Literacy
- “Reading Workshop: Units of Study – Grades 3-5” from Lucy Caulkin’s Reading Writing Workshop at Teachers College, Columbia University

Additional Teacher Comments:

