

GRADE 5 – COURSE OUTLINE

- **ENGLISH LANGUAGE ARTS/READING/ SPELLING/ HANDWRITING**
- **SOCIAL STUDIES**

TEACHER: Ms. LYDIA MORALES

ENGLISH LANGUAGE ARTS

A carefully developed Language Arts program will ensure that all students are literate and can successfully communicate. Throughout the school year we will focus on the five target areas listed below, using the essential elements of **viewing, listening, reading, speaking, visual representations and writing** to achieve the required standards.

A variety of fiction, non-fiction materials and mixed media will be used to demonstrate/ emphasize the language arts outcomes. Students will also have opportunities to select some of their reading materials.

This English Language Arts course is based on North American Division (NAD) of Seventh-day Adventists Curriculum, New York State Standards and aligned with the Common Core.

Target Areas

- Extended Reading /Writing
- Comprehending ,Studying and Evaluating Ideas
- Reference Skills
- Word Study
- Sentence Skills

Expectations:

Check class supplies list

Two book reports are due on the 15th and 30th of each month. Information gathered used to provide ongoing feedback and or guide each student based on: goals, strengths, instruction and support needed.

Summative: Report Cards based on the following-

- Exams and quizzes
- Performance assessments and work samples

Two book reports are due each month. (15th & 30th)

Research reports

Writing pieces (narratives, expository, informative, persuasive, descriptive, poems}

Grading Policy;

Homework: 10%

Projects: 20%

Exams: 40%

Class work: 20%

Quizzes: 5%

Miscellaneous: 5%

Total: 100%

Note: Overdue/late work subject to 5% deduction. Grading policy weights may be adjusted based on class performance.

**BASIC RUBRIC FOR WRITING ASSIGNMENTS:
CLASS AND TESTS**

Score: 4 • Writing is strongly connected to the question. • Strong, clear main idea identifies the theme. • Well-developed writing with well-organized ideas, examples, sequences, and conclusions. • Written in a lively voice with varied vocabulary and clear, complete sentences. • Few (1-2) or no errors in spelling, grammar, usage, capitalization, or punctuation.	Score: 3 • Writing clearly responds to the question. • Reader can easily identify the main idea. • Writing is mostly well organized; may include some unimportant ideas. Examples, ideas, sequences, and conclusions make sense. • Written mostly in clear and complete sentences with a good choice of words. • Some errors (3-4) in spelling, grammar, usage, capitalization, or punctuation.
Score: 2 • Writing is connected to the question only in a general way. • The main idea is not clearly presented. • Writing is poorly organized. Ideas are incomplete and examples are not clearly connected; many unimportant details. • Sentences use a limited vocabulary; may not be complete or may run together. • Many errors in spelling, grammar, usage, capitalization, and punctuation.	Score: 1 • Writing does not seem connected to the question at all. • There is no main idea. • Little or no planning or organization; few if any ideas presented; no connection between ideas and examples. • Sentences make little or no sense, with poor choice of words. • Errors in spelling, grammar, and so on make the writing unreadable.