

# Ray Chinese School: Course Syllabus

## I. Grade 5: English Reading and Writing

### A. Course Description and Scope (as stated on Ray's website):

The objective is to learn about structure and grammar, develop knowledge of ways in which reading and writing vary according to context, purpose, audience, and content. Students will learn to read and respond to a range of literature and develop reading strategies as they read for enjoyment and information. Students will also develop enjoyment, confidence and independence in writing through mini presentations and group discussions.

### B. Instructor Information:

Name: Carmen McKenna      Phone: (630) 916-0816      Email: [mmckenn5@yahoo.com](mailto:mmckenn5@yahoo.com)

### C. Textbooks and Materials:

*Buckle Down: to the Common Core State Standards.* ( class textbook )

- 1 ½ inch 3-ring binder for folders and papers
- 4 Pocket Folders ( to put in binder )
- 1, 3-subject sectioned, 120 sheet, wide-ruled, spiral-bound paper notebook for Reader's-Writer's Journal
- 1, 4 inches by 6 inches, 50 count, spiral-bound index cards for vocabulary words
- Pocket dictionary and thesaurus ( no particular one )
- Kemper, Dave, et al. *Writers Express: A Handbook for Young Writers, Thinkers, and Learners.* Wilmington, MA: Houghton Mifflin, 2000.  
ISBN-13:978-0-669-47165-6 ( **recommended resource - not required** )

### D. Objectives:

#### 1. Grammar

- a. To understand parts of speech and basic sentence patterns and to apply these concepts to one's own writing.
- b. To learn and apply key concepts of verb usage.
- c. To understand and apply concepts of subject-verb and pronoun-antecedent agreement.
- d. To compose sentences of increasing sophistication and appropriateness.
- e. To know and apply the conventions of capitalization, punctuation, and spelling (mechanics).

## **2. Reading**

- a. To become acquainted with different kinds of reading material and to understand and apply varying approaches to each.
- b. To apply various reading and organizational strategies (graphic organizers) to different kinds of reading material to gain meaning and understanding.
- c. To understand the different levels of reading.
- d. To understand and apply the different levels of cognition to reading material: knowledge, comprehension, application, analysis, synthesis, and evaluation (Bloom's Taxonomy).
- e. To increase one's vocabulary knowledge and understanding.
- f. To note, comprehend, and appreciate the various tools and techniques of language at a writer's disposal.

## **3. Writing/Composition**

- a. To understand the writing process--plan, organize, write, edit, revise-- and to develop ownership of one's own process.
- b. To write in a variety of prose and poetry forms.
- c. To understand and apply the six traits of writing (plus 2): Ideas, Organization, Fluency, Voice, Word Choice, and Conventions (plus "Show, Don't Tell" and Presentation).
- d. To develop research skills and to use writing as a tool of learning.
- e. To use and apply an increasing vocabulary, an evolving sophisticated sentence structure, and to use the appropriate tools and techniques of the writing craft and trade.

## **E. Special Activities/Assignments:**

1. Reader's-Writer's Notebook: Student's will use this three-sectioned spiral notebook to jot down lecture/discussion notes; to respond to assigned readings through comments, questions, and graphic organizers; and to record writing ideas, drafts, and quickwrite responses.
2. Portfolios: Students will keep a portfolio file of all final writing pieces to track growth. At the end of each semester, students will have the opportunity to turn in revisions of selected compositions. An editing chart will be turned in with the revision, noting the improvements made.
3. Vocabulary Index Cards: Students will keep a spiral index card file to record new vocabulary words and to compose them in sentences. This will increase students' reading and writing proficiency.
4. Graphic Organizer Folder: Students will be collecting various graphic organizers throughout the course to access when reading and writing.
5. Presentations: Students will have opportunities to share their written work with their teacher and classmates.