



English Language Arts and Reading, Grade 5 (ELAR) 5A Syllabus

Course Name

ELAR 5A

English Language Arts and Reading, Grade 5 – Semester A

Course Information

ELAR 5A is the first semester of this two-semester course.

This course will examine stories of different genres to provide you with opportunities to analyze the author's purpose, identify point-of-view, and recognize figurative language in order to better understand unfamiliar texts. Additionally, you will build your vocabulary and synthesize topic knowledge to learn that great authors use these tools to write about what they know. As you grow more comfortable with your writing, you will likely find that all great stories are created by using the foundational skills you will learn here, as well as tapping into your own experiences, observations, and identities.

Reading

The Reading curriculum presented in this course will support concepts and skills which you have already learned. Using this knowledge as a foundation, we will introduce you to important new skills focusing on literary genres, author's purpose, text and graphic features, and more! It is the goal of this curriculum to foster a love of reading as well as reinforce the importance of reading in daily life.

Grammar and Composition

Similar to the Reading curriculum, the Grammar and Composition curriculum will build upon the learned skills from each week. Throughout this curriculum, fostering your love of writing and ability to write is key. Just as it is important for children to read every day, it is also important to spend time writing every day.

Phonics/Spelling

The path to becoming a proficient reader is paved with strong spelling skills. To develop these skills, you will use weekly spelling lists and daily practice to reinforce the phonics

patterns introduced. This curriculum will aid in helping you apply the learned phonics and spelling patterns to your existing vocabulary and assist with spelling and pronouncing words that are new to your vocabulary. Daily activities will focus on developing skills and concepts such as rhyming words, plural and singular spellings, homophones, synonyms and antonyms, and context clues to find the meaning of new words. Words from across the educational disciplines are included in the weekly activities.

Course Delivery Method

Online

Contacting Your Instructor

You may contact your instructor through the Blackboard messaging system. Technical support is available 24/7 at TTU K-12.

Course Objectives

After completing this course, students should be able to:

1. use knowledge of phonics, context clues, and roots/affixes to determine the meaning of unknown words to ensure comprehension of texts read independently;
2. recognize genre-specific characteristics in literary texts and poetry while analyzing author's use of figurative language, point of view, and author's purpose;
3. deepen comprehension of assigned texts and texts read independently by asking and answering questions, monitoring and clarifying, and retelling through oral and written responses and text annotation; and
4. generate ideas, plan, draft, revise, edit, and publish narrative texts based on feedback from peers and teachers.

ELAR 5 addresses the required Texas Essential Knowledge and Skills (TEKS). These can be found at the [Texas Education Agency](https://www.tea.texas.gov/essential-knowledge-and-skills) website.

Textbook and Materials

Textbook(s)

The required **digital** textbook for this course is:

- *Texas Into Reading! Digital Learning Student Resource Package, Grade 5*, one-year subscription. (2020). Houghton Mifflin Harcourt. ISBN 978-0-358-03231-1.

This book is available only in a one-volume edition. It is used for ELAR 5A and 5B.

This digital textbook can only be purchased through the TTU K-12 partner bookstore, MBS (see the [TTU K-12 website](#) for a link to MBS). Once you make your purchase, you will receive your credentials to the online textbook and resources via email, and it may take 1-2 business days. There are clear instructions on Blackboard for logging into the online textbook as needed on a day-to-day basis.

The **print** textbook is optional:

- Print: *Into Reading! Grade 5* (Vol. 1). (2020). Houghton Mifflin Harcourt. ISBN 978-0-544-45656-3.

Materials

- composition or spiral notebook
- dry erase board and markers
- scissors
- pencils
- crayons

Technical Requirements

- Internet access – preferably high speed (for accessing Blackboard)
- Email
- Word processing software such as Microsoft Word
- Adobe Reader (download from Adobe.com)
- Audio and video capabilities (for watching/listening to course content)
- PDF app (free options available)

Technical Skill Requirements

Be comfortable with the following:

- accessing online learning materials via Blackboard and HMH site
- using a word processor
- Internet search engines and browsers
- uploading assignments into Blackboard website (there will be instructions for uploading assignments)
- creating PDFs (see **Requirements for Creating PDFs** in the Syllabus section of the course)

Course Organization

This course consists of six Learning Modules of instruction. Each Learning Module contains the following:

- Learning Objectives and Curriculum Standards

- Daily lessons that consist of accessing online books, videos, worksheets, etc.
- Independent Reading
- Module Assessment

Assignments

The lesson assignments will cover reading comprehension, vocabulary, grammar, and writing such as story quizzes, worksheets, discussion board prompts, as well as writing assignments. Some lessons will include essays and illustrations. Well researched and thorough work is expected on the short-answer questions, writing assignments, and projects, including correct spelling and complete sentences. The writing assignments and projects will be explained in detail later.

Each assignment has been given an appropriate point value. You can see these point values within the assignment or in My Grades.

- Do each lesson thoroughly and follow directions carefully.
- Always check your work before sending it to be graded. Check for spelling and grammar errors. Remember, computer spell-check does not find all the errors.
- Do your work neatly.
- Be creative with your art and written projects. Use your creativity to enhance your work, not distract from it.

Some of the assignments are automatically-graded quizzes, and some are written assignments or activities that your instructor will grade. Be sure you read all instructions carefully and ask your instructor for help if something is not clear.

Course Outline

Please note that some assignments may be hidden from you when you start the course. As you move through the lessons and complete assignments, more will unlock for you.

Module	Weeks	Topic
Module 1	Weeks 1-3	Inventors at Work
Module 2	Weeks 4-6	What a Story!
Module 3	Weeks 7-9	Natural Disasters
Module 4	Weeks 10-12	Wild West
Module 5	Weeks 13-15	Project Earth
Module 6	Weeks 16-18	Art for Everyone

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Assignment Schedule

Each of the following must be completed to complete the course. Items with an asterisk (*) indicate that these are summative assessments for the course.

Module	Weeks	Assignments
1	1-3	Checkpoint 1 (Non-graded) Module 1, Week 1: Submit your Know It, Show It worksheet Module 1 Word Study: Roots and Affixes Module 1, Week 1: Word Study Notebook Module 1, Week 1: Government Must Fund Inventors Discussion Module 1, Week 1: The Inventor's Secret Discussion Module 1, Week 1: Reader's Notebook Response to "The Inventor's Secret" The Inventor's Secret: What Thomas Edison Told Henry Ford Module 1, Week 1: Grammar 1.1 Complete Sentences Module 1 Writing: Expository Essay Brainstorming Module 1, Week 2: Winds of Hope Discussion Module 1, Week 2: Wheelchair Sports Discussion Response to "Wheelchair Sports" Module 1, Week 2: Reader's Notebook Module 1 Word Study: Long A and E Vowels Module 1 Word Study: Critical Vocabulary Module 1, Week 2: Word Study Notebook Module 1, Week 2: Grammar Worksheets Module 1 Writing: Expository essay draft Module 1, Week 3: Submit your Know It, Show It worksheet Module 1, Week 3: Word Study Notebook Module 1, Week 3: Captain Arsenio Discussion Response to Captain Arsenio Journal Module 1, Week 3: Grammar Worksheets *Module 1 Writing: Expository Essay final version *Module 1 Assessment
2	4-6	Module 2, Week 1: Submit your Know It, Show It worksheet Module 2, Week 1: Word Study Notebook Module 2, Week 1: Airborn Discussion Module 2, Week 1: Many Ways to Tell a Story Discussion Module 2, Week 1: Reader's Notebook Response to "Airborn" Module 2, Week 1: Grammar Worksheets Module 2 Writing: Brainstorming a Story

Module	Weeks	Assignments
		Module 2, Week 2: The Miracle of Spring Discussion Module 2, Week 2: The Secret Garden Discussion Module 2, Week 2: Reader's Notebook Response to "The Miracle of Spring" Module 2, Week 2: Decoding Words with /ou/, /o/ and /oi/ Module 2, Week 2: Word Study Notebook Module 2, Week 2: Grammar Worksheets Module 2 Writing: Submitting your Story Module 2, Week 3: Submit your Know It, Show It worksheet Module 2, Week 3: Word Study Notebook Module 2, Week 3: The Poem That Will Not End Discussion Response to "The Poem That Will Not End" Module 2, Week 3: Reader's Notebook Module 2, Week 3: Grammar Worksheets *Module 2 Writing: Publish Your Story *Module 2 Assessment
3	7-9	Module 3, Week 1 Word Study: Know It, Show It Module 3, Week 1: Word Study Notebook Module 3, Week 1: Eruption! Volcanoes Discussion Response to "Who Studies Natural Disasters?" Module 3, Week 1: Grammar 2.6 Direct and Indirect Objects Module 3 Writing: Brainstorming a Persuasive Essay Module 3, Week 2: Word Study Notebook Module 3, Week 2: Quaking Earth, Racing Waves Discussion Response to "Between the Glacier and the Sea: The Alaska Earthquake" Module 3, Week 2: Between the Glacier and the Sea: The Alaska Earthquake Discussion Module 3, Week 2: Grammar Worksheets Submit your Persuasive Essay draft Module 3, Week 3: Submit your Know It, Show It worksheet Module 3, Week 3: Word Study Notebook Module 3, Week 3: Hurricanes: The Science Behind Killer Storms Discussion Module 3, Week 3: Grammar Worksheets *Module 3 Writing: Persuasive Essay final version *Module 3 Assessment Checkpoint 2 (non-graded)
4	10-12	Module 4, Week 1: Know It, Show it Module 4, Week 1: Word Study Notebook

Module	Weeks	Assignments
		Module 4, Week 1: Explore the Wild West! Discussion Response to "Why Go West?" Module 4, Week 1: Grammar 6.1 Quotations and Interjections Worksheets Module 4 Writing: Formal Letter Brainstorming Module 4, Week 2: Word Study Notebook Module 4, Week 2: The Celestials' Railroad Discussion Response to "Homesteading" Module 4, Week 2: Grammar 2.4 Subject and Object Pronoun Worksheets Module 4 Writing: Formal Letter draft Module 4, Week 3: Word Study Notebook Module 4, Week 3: A Pioneer Sampler Discussion Module 4, Week 3: Grammar 3.2 Verb Tenses Worksheets *Module 4 Writing: Formal Letter final draft *Module 4 Assessment
5	13-15	Module 5, Week 1: Submit your Know It, Show It worksheet Module 5, Week 1: Word Study Notebook Module 5, Week 1: Potatoes on Rooftops Discussion Response to "The Protective Power of Nature Preserves" Module 5, Week 1: Reader's Notebook Module 5, Week 1: Grammar Worksheets Module 5 Writing: Editorial Essay Brainstorming Module 5, Week 2: Submit your Know It, Show It worksheet Module 5, Week 2: Word Study Notebook Module 5, Week 2: Living Green Discussion The Good Garden Reading Selection Quiz Response to "The Good Garden" Module 5, Week 2: Reader's Notebook Module 5, Week 2: Grammar Commas and Semicolons Worksheets Module 5 Writing: Editorial Essay draft Module 5, Week 3: Word Study Notebook Module 5, Week 3: Parrots Over Puerto Rico Discussion Parrots Over Puerto Rico Reading Selection Quiz Module 5, Week 3: Grammar Worksheets: Transitions *Module 5 Writing: Editorial Essay final draft *Module 5 Assessment
6	16-17	Module 6, Week 1: Submit your Know It, Show It worksheet Module 6, Week 1: Word Study Notebook

Module	Weeks	Assignments
		Module 6, Week 1: Christo and Jeanne-Claude: Through the Gates and Beyond Discussion Christo and Jeanne-Claude Reading Selection Quiz Module 6, Week 1: Let's Get Creative Discussion Response to "Let's Get Creative" Module 6, Week 1: Grammar Worksheets: Adjectives Module 6 Writing: Personal Narrative brainstorming Module 6, Week 2: Word Study Notebook Response to "Rita Moreno" Module 6, Week 2: Play, Louis, Play Discussion Module 6, Week 2: Grammar Worksheets: Adverbs Submit your Personal Narrative draft Module 6, Week 3: Word Study Notebook Module 6, Week 3: Phillis's Big Test Discussion Phillis's Big Test Reading Selection Quiz Module 6, Week 3: Grammar Worksheets: Prepositions and Prepositional Phrases *Module 6 Writing: Personal Narrative final draft *Module 6 Assessment Checkpoint 3 (Non-graded)
		Final Exam

Course Credit

The course grade will be calculated as follows:

- 50% coursework average;
- 50% summative assessment average, including the final exam;
- A passing course grade is 70 or higher.

Students must attempt all assignments in the course. The final exam will not be available until all assignments have been accepted and graded by the teacher. Students who score below 70% on the final exam will be eligible for one re-exam opportunity.

Coursework

The graded assignments within each lesson are formative in nature. This means that they are designed to assist you in applying and demonstrating the lesson concepts, as well as identifying areas in which you need additional review. You may use all the lesson's learning activities to assist you as you complete the graded assignments.

Summative Assessments

Summative assessments are those that allow you to demonstrate mastery of the course objectives. For summative assessments, you will NOT be allowed to use the learning materials. These are opportunities for you to show what you have learned by that point in the course.

Summative assessments may be proctored using the online proctoring system Proctorio. Information about Proctorio is provided in **Remote Proctoring** in the Syllabus section of your course. The summative assessments for this course are as follows:

- Coursework (**50% of Course Grade**)
- Summative Assessments (**20% of Course Grade**)
 - Module 1 Assessment
 - Module 1 Writing: Expository Essay final version
 - Module 2 Assessment
 - Module 2 Writing: Publish Your Story
 - Module 3 Assessment
 - Module 3 Writing: Persuasive Essay final version
 - Module 4 Assessment
 - Module 4 Writing: Format Letter final draft
 - Module 5 Assessment
 - Module 5 Writing: Editorial Essay final draft
 - Module 6 Assessment
 - Module 6 Writing: Personal Narrative final draft
- Summative Final Exam (**30% of Course Grade**)

Course Completion

- Students may not complete the course in less than 30 days.
- All courses expire six months after the enrollment date.

Academic Integrity

It is the aim of the faculty of Texas Tech University to foster a spirit of complete honesty and high standard of integrity. The attempt of students to present as their own any work not honestly performed is regarded by the faculty and administration as a most serious offense and renders the offenders liable to serious consequences, possibly suspension.

“Scholastic dishonesty” includes, but is not limited to, cheating, plagiarism, collusion, falsifying academic records, misrepresenting facts, and any act designed to give unfair academic advantage to the student (such as, but not limited to, submission of essentially the same written assignment for two courses without the prior permission of the instructor) or the attempt to commit such an act.

Student Expectations

You will be expected to log into the Blackboard course regularly to be aware of possible announcements/reminders and to pace your progress in the course.

Students are expected to maintain an online environment conducive to learning, which includes “netiquette” (Internet etiquette). Please review the basic rules for Online Discussion Netiquette. Ensure that your email messages, discussion board postings, and other electronic communications are thoughtful and respectful. Diverse opinions are welcome in this course, and you are expected to demonstrate an open mind and courtesy when responding to the thoughts and ideas of others.

The following are prohibited:

- making offensive remarks in email or the discussion board;
- using inappropriate language or discussing inappropriate topics online;
- spamming;
- hacking;
- using TTU or Blackboard email or discussion boards for commercial purposes;
- using all caps (considered shouting in online communications); and
- cyber-bullying or online harassment of any type.

Inappropriate behavior shall result in consequences ranging from a request to correct the problem, to removal from the course or even the university, depending on the severity of the behavior. Disciplinary actions will be taken according to the TTU K-12 Student Handbook.

Communication

- You can expect a reply from your instructor within 2 business days.
- Use the Blackboard Course Messages tool for sending messages to your instructor.

Submitting Assignments

You will submit all assignments through the Blackboard Assignment Tool, rather than by mail or email.

Technical Difficulties

Getting Help

For student assistance with Blackboard, visit TTU K-12 Support.

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Computer Problems

A working computer is necessary for online coursework. Computer problems will not be accepted as a valid reason for failure to complete course activities within the allotted time frame. Identify a second computer, before the course begins, that you can use if you experience computer problems.

Server Problems

When the Blackboard server needs to be taken down for maintenance, the Blackboard administrator will post an announcement in your course informing you of the time and date. If the server experiences unforeseen problems, your course instructor will notify you.

Lost or Corrupted Files

You must keep/save a copy of every project/assignment on an external disk or personal computer. In the event of any kind of technology failure (e.g., Blackboard server crash or virus infection, students' own computer problems, loss of files in cyberspace, etc.) or any disputes, the instructor may request or require you to resubmit the files. In some instances, the instructor may need to open another attempt within Blackboard, so communication with your instructor is critical in these circumstances.