

**University of Puerto Rico  
Rio Piedras Campus  
College of Education  
Elementary School**

**Dr. Teresita Santiago**

**Course Syllabus**

**English Class - Fifth Grade**

**Year: 2016 – 2017**

**Credits: 4hours/week**

**Course Description**

The goal of the fifth grade English course is to provide the students a foundation for effective communication with the target language. The English language is taught within a context based on topics of interest chosen by students. Language arts skills such as; speaking, writing, and reading are practiced within this context. These skills are developed through creative and fixed dialogues, oral reports, discussions, and analysis of different types of literature, guided research projects, the construction of paragraphs, and creative informal writing through personal journals.

**Reading skills** are practiced through an independent reading program where students are exposed to fiction and non-fiction literature appropriate to their reading level and according to their interest. Students also have the opportunity in this course to read trading books and short novels provided for them in class. Stories and literature related to the chosen topic is also discussed in class.

**Technology** in the fifth grade is introduced for the first time in the English class through the PTIC project. Students have the opportunity to practice research skills, work with creative writing, and with different English programs through this special project. Moreover, the students will have the opportunity to use the Smart Board and its different programs located in the technology classroom.

Also the **Principles of a Learning Community** are developed and integrated throughout the English curriculum during the school year.

### **Course Objectives**

The fifth grade English course will provide a variety of activities related to the topic or topics the students will choose in class, which will enable them to achieve the following objectives:

1. Achieve mastery of the four basic language skills
  - listening
  - speaking
  - reading
  - writing
2. Read, analyze, and discuss the literature students have chosen according to their interest and reading level, as well as other selections or readings related to the topics chosen in class.
3. Write sentences, letters, summaries, and short compositions to demonstrate students' mastery of the writing skills developed during the school year.
4. Acquire and use functional vocabulary that could permit students to communicate both orally and in written form in everyday life situations, and the academic setting
5. Recognize the value of having a second language as an alternative mean of communication and form of expression.

### **Teaching Strategies and Methodology**

#### **Methodology**

The fifth grade curriculum is based on a Constructivist approach, the Whole Language Philosophy, and Critical Pedagogy.

#### **Teaching strategies:**

- Group discussions
- Reading analysis
- Conferences
- Use of the Smart Board and its different English programs
- Research done individually and in groups
- Field trips
- Oral reports
- Dramatizations
- Creative writing exercises through journal writing
- Independent reading program through a book response
- Competitions
- Games
- Cooperative learning activities
- Use of computer programs

## **Outline summary of course content**

### **Vocabulary skills**

- Defining words in English
- Using new words related to the chosen topic in sentences
- Using correct spelling orally and in writing
- Using sentence context as clue to meaning of new words

### **Grammar skills**

- Recognizing the sentence and its parts
- Identifying different kinds of sentences
- Identifying subject and predicate
- Identifying and using correctly the parts of speech (nouns, pronouns, possessive singular and plural nouns, adjectives, verbs)

### **Writing skills**

- Writing different kinds of sentences
- Writing dialogues using new vocabulary
- Writing summaries of articles related to the topic chosen in class
- Free writing in a journal
- Writing poetry
- Writing a version of a story
- Writing book responses on selected stories

### **Reading skills**

- Reading and discussing information about the topic chosen in class
- Oral and silent reading of stories and informational literature
- Independent reading of self-selected books and novels
- Distinguish between fiction and non-fiction
- Identify important details
- Identify and distinguish between fact and opinion
- Making inferences and drawing conclusions
- Distinguish between literature and expository texts
- Identify rhyming words in poems
- Identify the rhyming pattern in a poem
- Identify literary terms in a story ( title, author, literature genre, setting, main and secondary characters, plot, solution)

### Oral speaking and communication skills

- Asking and giving information correctly
- Oral discussion of the topics chosen in class
- Oral reports about topics chosen in class
- Use of proper pace and pronunciation when speaking in front of an audience
- Using correct pronunciation of new vocabulary

**\*\* Students with special needs** will be helped according to their learning capacities within their grade level. Different strategies will be used to help students learn English according to their specific needs. **Accommodations will be provided following the guidelines specified by the PEI in accordance with law 51** (*integrated services for students with learning disabilities*). Any suggestions provided by the Special Education teacher will be taken into consideration. Moreover the following strategies will be used:

1. Small group work
2. Individual attention
3. Peer help
4. Special projects
5. Extra time allotted when needed
6. After school tutoring program referral
7. Modifications in tests and other kinds of evaluation

### Resources and materials

- newspapers
- computer
- smart board and document camera
- informational books
- internet
- Human resources
- posters and pictures
- flash cards
- charts
- magazines
- teacher's made materials
- informational books related to the topic chosen in class
- different literature genre books
- documentaries
- movies
- maps

- There are no specific textbooks used in the fifth grade class, however books related to different language arts skills such as, grammar, reading, writing, and vocabulary are used as a reference. These are shown below:
- Moreover, informational books related to the topic chosen in class will be used.

### **Bibliography**

**Juel, Paratore, y otros** (2008) Adventures by Land Air, and Water, My Sidewalks On Reading Street, Scott Foresman Series. New York, Pearson Education Inc.

**Stewart, M.** (2014) Robots. National Geographic Kids. Washington DC, National Geographic Society

**Sternhell, Quinn, and others** (1985) Reading Skill Builder. Rider's Digest. New York, Reader's Digest Services Inc.

**Herrera, Perez, and others** (2010) Teaching Reading to English Language Learners, Differentiated Literacies. New York, Pearson Education Inc.

**Gregorich, B.** (2008) Brain Quest Workbook. New York, Workman Publishing Company, Inc.

**Elbaum, S.** (1996) Grammar in Context. Boston, Scott, Foresman and Company

**Outsen, N, Yulga, S.** (2002) Teaching Comprehension, Strategies All Readers Need. Scholastic Professional Books, New York, Scholastic, Inc.

**Keenan S.** (2004) 100 Vocabulary Words Kids Need To Know By 5<sup>th</sup> Grade. New York, Scholastic, Inc.

**Moor, E.** (1995) How to REPORT on Books, Evan-Moor Educational Publishers

**Bonilla, Farre, y otras** (1998) Tools1, Students Language Book, Richmond Publishing, Santillana Company

### **Evaluation strategies and methods**

- A. Test (grammar, reading, vocabulary and writing skills)
- B. Homework and daily work
- C. Special projects (Versions of a story, dramatizations, research projects.)
- D. Oral reports (based on a research done in class)

### **Grading system**

100% - 90% = A

89% - 80% = B

79% - 70% = C

69% - 60% = D

59% - 0 = F

**\*\* Students with special needs** will be helped according to their learning capacities within their grade level. Accommodations will be provided following the guidelines specified by the **PEI in accordance with law 51** (“*integrated services for students with learning disabilities*). Any suggestions provided by the Special Education teacher will be taken into consideration.

Moreover the following strategies will be used:

1. Modified tests
2. Extra time
3. Individual help
4. Special Education teacher classroom setting
5. After school tutoring program referral
- 6.

**\*\*Any act of academic dishonesty** will be subject to disciplinary consequences as stated in the school discipline policy.

Every work done in class as the ones specified below will count for a grade. Each grade will be added and divided in the total amount of scores to get a final grade for the class.

Example:

1.	Special projects	75%
2.	Tests	85%
3.	Quizzes	96%
4.	Homework	100%
5.	Class participation	90%
6.	Journal writing	95%
7.	Book response	85%

$$\text{Total} \quad \frac{626}{7} = 89\% = \text{B is the final grade}$$

**Office hours:** Monday – Thursday - **9:00 am – 10:00am**  
Thursday – **3:00 – 4:00 pm**      Friday- **9:00 – 10:00 am**

**E-mail – [jibara.teresita@gmail.com](mailto:jibara.teresita@gmail.com)**