

# **Boston Collegiate Charter School**

## **5<sup>th</sup> Grade Reading**

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### **Best time to call:**

9:15 am – 10:00 am (Monday - Friday)  
1:10 pm – 1:50 pm (Monday only)  
2:00 pm – 2:50 pm (Tuesday - Friday)

### **Tutoring:**

The Lower School has moved to a targeted tutoring program, designed to provide additional skill support to struggling students. **As a result, tutoring is by invitation only.**

### **Course Overview:**

The overall goal of the fifth grade reading curriculum is to develop a passion for reading and literature while also nurturing and developing the skills necessary for students to understand and critically analyze texts. Students are encouraged to make connections between the texts being read and world events or personal experiences. Students read a wide variety of genres and titles including short stories, historical fiction, realistic fiction, poetry, traditional literature, and fantasy. Through class discussion, written assignments, and projects, students demonstrate their understanding of the meanings of different literary terms and devices, figurative language, and vocabulary words taken from literature. Students are expected to regularly complete reflective and analytical writing pieces on their reading, using supportive evidence from the text. Vocabulary, spelling, grammar skills, and writing skills are emphasized and taught in conjunction with the literature we study. Finally, students work on acquiring and/or improving the various meta-cognitive skills that enable readers to understand texts: asking questions, making predictions and inferences, and recognizing gaps in comprehension.

In addition to reading works of literature with the class, students are expected to independently read multiple books of their own choosing over the course of the year. Students are expected to read for at least one hour on their own every weekend, and should bring their independent reading book to school with them for reading during Drop Everything and Read time and at other points during the day.

During the second and fourth quarter, the students will be broken into Reading groups. This differentiated design is set up to meet all the students' needs, while also challenging them. Each group will be reading a book from the same genre and focusing on the same skills as they read their book. There will be direct instruction of skills and other content lessons, but students will be working largely in their reading groups. As the second quarter approaches, more specific information will be given about group member's roles, expectations and the books being read. The ultimate goal is to help students become more competent, fluent and capable readers.

## Primary Performance Standards:

By the end of the year, students will be expected to be able to:

### *Language*

- Pose questions, listen, and contribute to group discussions.
- Acquire and use correctly an advanced reading vocabulary of English words, identifying meaning through an understanding of word relationships.
- Identify, describe, and apply knowledge of the structure of the English language and spelling conventions for sentence structure, usage, punctuation, capitalization, and spelling.
- Describe and analyze how oral dialects differ from each other in English, how they differ from standard English, and what role standard American English plays in informal and formal communication.
- Recite memorized poems in front of the class.

### *Literature*

- Identify the basic facts and essential ideas in what they have read, heard, or viewed.
- Identify, analyze, and apply basic knowledge of theme, literary devices, imagery, mood, and tone in literature and poetry and provide evidence from the text to support their understanding.
- Identify, analyze, and apply knowledge of the structure and elements of fiction and provide evidence from the text to support their understanding.

### *Composition*

- Brainstorm and outline ideas for paragraphs and essays.
- Write organized paragraphs and essays with clear focus and adequate supporting detail.
- Improve organization, content, level of detail, style, tone, and word choice in revising their compositions.
- Use knowledge of standard English conventions for sentence structure, usage, punctuation, capitalization, and spelling to edit and revise writing.

## General Syllabus:

Unit 1	September:	Short Stories
Unit 2	September – October:	<i>Number the Stars</i>
Unit 3	November – December:	Reading groups (Realistic Fiction)
Unit 4	January	Poetry
Unit 5	January	Traditional Literature
Unit 6	February	Genre Study
Unit 7	March - April	<i>Bud, Not Buddy</i>
Unit 8	May - June	Reading Groups (Fantasy)

## Assessment:

- Readiness for class (possession of all appropriate materials, preparation of all assigned work)
- Individual written work (including responses to comprehension questions and completion of active reading forms) and projects
- Participation in class discussion and group reading
- Participation in group written work, projects and presentations
- Tests on literature and graded written assignments
- Tests & quizzes on vocabulary, literary terms, and literature
- Quality and punctuality of homework
- Folder organization
- Oral reading and fluency
- Projects reflecting class literature, poetry, etc.

## Grading Policy:

### Quarterly Grade

- |                     |     |
|---------------------|-----|
| • Homework          | 20% |
| • Class work        | 20% |
| • Minor Assessments | 30% |
| • Major Assessments | 30% |

### Final Grade

- |                    |        |
|--------------------|--------|
| • Quarter 1        | 23.75% |
| • Quarter 2        | 23.75% |
| • Quarter 3        | 23.75% |
| • Quarter 4        | 23.75% |
| • Final Assessment | 5%     |

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**Total: 100%**

## Texts:

- *Number the Stars*, by Lois Lowry
- Realistic Fiction Reading Groups: *Because of Winn Dixie*, by Kate DiCamillo, *Bridge to Terabithia*, by Katherine Paterson, and *Taking Sides*, by Gary Soto
- *Bud, Not Buddy*, by Christopher Paul Curtis
- Fantasy Reading Groups: *A Wrinkle in Time*, by Madeleine L'Engle, *The Chocolate Touch*, by Patrick Skene, and *Mrs. Frisby and the Rats of Nimh*, by Robert O'Brien

## Materials:

- 4 folders: 2 pocket
- 1 box of gallon sized Ziploc bags
- Lined wide ruled composition paper
- Pencils
- Hand held sharpener
- Eraser

**Please separate this sheet and return it with your child tomorrow. Thank you.**

**5<sup>TH</sup> GRADE READING**

Ms. Jn.Baptiste

Name of Student: \_\_\_\_\_

Name of Parent(s)/Guardian(s): \_\_\_\_\_

**Yes, I have read over the course description and understand the expectations in 5<sup>th</sup> grade reading.**

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Date

Yes, my child will be able to have his/her materials by **Tuesday, August 31st.**

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Date

*If this is a concern, please contact me at 617.288.6710 x 299. Thanks.*