

Mrs. Schwartzmiller's 2022 - 2023 Reading Syllabus

~Description~

Welcome to our class. As a parent, you will find lots of helpful information about your child's reading class in this syllabus. If you still have questions, please feel free to message me using the Class Dojo app or email me at hschwartzmiller@bigspringsd.org

The fifth grade reading curriculum is based on the strands within the PA State Standards of Education, as well as integrating Social Studies concepts. In our class, students will receive instruction in both literature and nonfiction text in the areas of foundational skills (decoding and fluency), comprehension, vocabulary/word work, and text dependent analysis.

As mentioned above, reading comprehension skills are broken into three strands. *The first strand is Key Ideas and Details.* The skills covered in this unit include: defending a theme, distinguishing two main ideas from supporting details in a text, comparing and contrasting story elements or concepts within a text, inferring, summarizing, citing evidence, and writing a text dependent analysis essay.

The second strand is Craft and Structure. The skills covered in this unit include: figurative language, text structure, and analyzing multiple accounts of the same event or topic.

The last strand is Integration of Knowledge and Ideas. The skills covered in this unit include: text features, comparing and contrasting themes and genres amongst multiple texts, combining information from multiple sources, and explaining/proving how an author supports his or her opinion.

Within this class, students will receive social studies instruction in the areas of , Civics and History. Specifically, fifth grade students will be learning about the Civil Rights movement. The instruction will be integrated through our reading materials.

Our class will have digital resources and materials in our Google Classroom. Students may access their Google Classroom accounts from home or on any device that has an internet connection. Follow these steps:

1. Go to www.google.com
2. Click the blue "Sign In" button at the top right of the screen
3. Enter school email (first letter of first name, last name, 30@bigspringsd.org)
4. Enter school password (a word followed by 2030)
5. Click the Google Apps button in the top right of the screen, it looks like a 3x3 square of 9 squares.
6. Select the Google Classroom option from the menu
7. Select the class title that represents your homeroom

5B ELA = Mrs. Black's Homeroom

5H ELA = Mrs. Hair's Homeroom

5S ELA = Ms. Schwartzmiller's Homeroom

~Daily Schedule~

Whole Group: Word Work: Context Clues SAT Word of the Day/Syllabication

Comprehension: Prove It! Court Case

Small Groups:

- Making Meaning: Working intensively with the teacher on the skills for the week.
- Partner/Group: Working in a small group or with a partner to complete an activity related to the skill, vocabulary words, or project
- Technology: Students will use iReady at least 40 minutes a week
- Independent: Individual work as directed by the teacher, this could be vocabulary work, skill work, independent reading, or make up assignments.

~Materials~

Reading passages will be selected from the following resources: iReady, McGraw Hill Literacy eHandbook, Scholastic magazines (Storyworks and Scope), and websites (ReadWorks, CommonLit, and Newsela). The digital resources of Flocabulary and BrainPop will be used to introduce concepts. Fifth grade students will be reading the novel, The Watsons Go to Birmingham - 1963 by Christopher Paul Curtis.

~Assessments~

When assessments are given you will notice a standard number at the top of the assessment, which correlates with a report card subcategory under Reading. There will be a number 1 - 4 which will identify how the student is performing within this standard. (see rubric below) In order to get a reliable performance score for the report card there will be a minimum of three pieces of evidence collected for each standard. These may be a variety of scored items, from observation of work in rotations, collected student samples, a test, or a project based activity.

Scoring Descriptions

4	3	2	1
A student earning a 4 independently uses and applies knowledge in ways that demonstrate higher level thinking skills in a variety of settings. Typically, few students perform at this level.	A student earning a 3 consistently demonstrates an understanding of grade level skills and concepts and requires minimal support. The 3 mark is the goal for the grade level and should be celebrated.	A student earning a 2 is progressing toward achieving grade level skills and concepts and indicates ongoing growth. Some support may be needed from teachers and parents.	A student earning a 1 is currently not meeting grade level skills and concepts. The student demonstrates a lack of understanding and an inability to apply concepts. A 1 indicates minimal growth and the student requires significant support from teachers and parents.

We will have three Reading Common Unit Assessments. These are district-wide fifth grade assessments. These will be scored and returned to students, reviewed in class, and then you will need to review it with your child, sign the cover sheet, and return it to me at your earliest convenience. The assessment consists of multiple scores based on standards for the multiple

choice questions and another score for the Constructed Response Question (TDA). It is extremely imperative that students take this assessment seriously and use it as a tool to practice their testing strategies and reading strategies.

So, how can you study for summative reading assessments?

Tests will consist of a reading passage related to our topic that students have not read before (cold read), and have multiple choice questions, and usually one Text Dependent Analysis (TDA) question.

Students can practice for tests by using the S.N.O.T.S (Small Notes on the Side) strategy for a passage and annotating evidence within the passage that answers any accompanying questions. Students are expected to use the RACES strategy when answering a Text Dependent Analysis question.

~Vocabulary~

Our vocabulary lists are based on Greek and Latin Roots and affixes (prefixes/suffixes). The vocabulary lists typically run on a 10 day cycle. Vocabulary instruction is based off of research-proven practices outlined in the book: Word Nerds: Teaching All Students to Learn and Love Vocabulary by Brenda Overturf, Leslie Montgomery, and Margot Holmes Smith. All students will receive a copy of the vocabulary frayers to use as study guides and will work to complete the assigned information during center rotations in class.

So, how can you study for vocabulary tests?

Vocabulary tests will be announced. Students are expected to know the following attributes for each vocabulary word on their list: definition, part of speech, synonyms, antonyms, and how to use those words in context/7-up sentence.

In addition to reviewing the vocabulary frayer to study, students may access the list words on the vocabulary links posted in Google Classroom for the game-based site Quizizz <https://quizizz.com/>

~Make-up Work~

We may all have to miss school sometimes. When a student is absent from school it is his/her responsibility to check with me for his/her missing work. It is the ***student's*** responsibility to come to me for any missed work and/or to schedule a makeup test if a test was missed.

~Homework~

It is a rare occasion when I will formally assign homework for reading. Students are responsible for preparing for their vocabulary test, therefore reviewing the vocabulary frayers at home is expected. **Students who do not finish class assignments during school hours are expected to finish the assignment(s) at home that evening and return it the next school day.** Typically students would have at least 3 class periods to complete an assignment, before it is due. Although not formally assigned, it is expected and highly encouraged that students independently read at least 20 minutes a day at home.



Please review this document, sign, and return it at your earliest convenience. This document will be kept in the front of the reading section of your child's binder for your quick reference.

Student Name: _____

Parent/Guardian Name: _____

Parent/Guardian Signature: _____