

Course Syllabus Report



LA151O ELA 5

Meets Graduation Requirements: No

Details

Description

In Federal Way Public Schools we are committed to ensuring every scholar will receive equitable opportunity for success, and will meet or exceed standards of performance in all subjects by the end of each grade as outlined in Goal Four: Mastery of All Subjects in our Strategic Plan. In support of our Theory of Action and Goal Four, the Teaching for Learning department is dedicated toward providing our teachers and support staff with a culturally competent, standards-aligned, guaranteed and viable curriculum in ALL core subjects in every school and every classroom. Fifth grade students learn through rigorous and interesting lessons that build their literacy skills, as they develop knowledge about the world. They will learn to use reading, writing, listening, and speaking skills to build and share this knowledge. Students will also work to improve their reading and writing skills through close reading, expanding their vocabulary, identifying evidence in the text to support their thinking, and taking ownership of their learning.

Ale Course Essential Learnings:

Write several paragraphs with all required components

- Learn and practice a variety of vocabulary strategies including using roots words, homophones, and homonyms
- Identify and use grammar appropriately (nouns, verbs, adjectives) and use capitalization and punctuation correctly

Summarize texts

- Quote evidence from informational and literature texts to support own ideas and to answer questions
- Compare and contrast characters, settings, or events in a story
- Describe how a narrator's point of view influences the story
- Integrate information from a variety of sources to write about a subject knowledgeably
- Write opinion pieces, supporting view with reasons and information
- Write narratives with descriptive details
- Edit and revise writing pieces
- Report on a topic using facts and ideas to share information
- Collaborate with peers to share ideas and improve own learning
- Read independently every day

Default Ale Certificated Teacher: Jodie Davis

Ale Course is Active: 1

Ale Course is Parent Template: 0

District Approved Curriculum Name:Teacher Created

District Approved Curriculum

Name:Expeditionary Learning

State Course Codes:MISC0007 (Elementary Curriculum)

Ale Course Type:NCAA n/a

State Subject Area:English Language and Literature

SIS Course Code: LA1510

Ale Course Grading Scale: All summative assessments will be graded according to the corresponding rubric. Only summative assessment scores will calculate towards a student's final grade. Each summative assessment is linked to a FWPS Priority Standard (PS). Excelling – EX - 3.50-4.00 Meeting – ME - 2.75-3.49 Approaching - AP- 2.00-2.74 Beginning – BE - 1.99 or below

Ale Course Available Credits:

Ale Course Prerequisites: 4.RI.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. 4.RI.2: Determine the main idea of a text and explain how it is supported by key details; summarize the text. 4.RI.3: Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. 4.RI.4: Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. 4.RI.7: Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears. 4.RI.8: Explain how an author uses reasons and evidence to support particular points in a text. 4.W.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly. 4.W.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. 4.W.4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Gradespecific expectations for writing types are defined in standards 1–3 above.) 4.W.8: Recall relevant information from experiences or gather relevant information from print and digital sources;

take notes and categorize information ,and provide a list of sources. 4.W.9: Draw evidence from literary or informational texts to support analysis, reflection, and research. 4.L.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. 4.L.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. 4.L.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases

Ale Course Texts:

Ale Course Additional Resources: i-Ready Diagnostic Screener and MyPath Lessons Razz Kids Learning A-Z Epic MyON IRLA Reading Program

Instructional Materials needed: Internet access, computer, printer, printer paper and ink, modern OS/ software/web browser, headphones with microphone- if not built into computer

Average Number Of Hours Of Study Per Week:
10.00

Syllabus

Ale Course Syllabus:

iA English Language Arts, Fifth Grade 2022/23

Course Description: LA1510

In Federal Way Public Schools we are committed to ensuring every scholar will receive equitable opportunity for success, and will meet or exceed standards of performance in all subjects by the end of each grade as outlined in Goal Four: Mastery of All Subjects in our Strategic Plan. In support of our Theory of Action and Goal Four, the Teaching for Learning department is dedicated toward providing our teachers and support staff with a culturally competent, standards-aligned, guaranteed and viable curriculum in ALL core subjects in every school and every classroom.

Priority Standards:

5.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words

5.RF.4 Read with sufficient accuracy and fluency to support comprehension

Reporting Standard 2 – Reading Comprehension: Narrative

- 5.RL.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- 5.RL.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
- 5.RL.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
- 5.RL.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
- 5.RL.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
- 5.RL.6 Describe how a narrator's or speaker's point of view influences how events are described.
- 5.RL.7 Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
- 5.RL.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.
- 5.RL.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.

Reporting Standard 3 – Reading Comprehension: Informational

- 5.RI.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- 5.RI.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
- 5.RI.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
- 5.RI.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
- 5.RI.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
- 5.RI.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
- 5.RI.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
- 5.RI.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
- 5.RI.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
- 5.RI.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.

Reporting Standard 4 – Writing and Conventions

- 5.W.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- 5.W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- 5.W.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- 5.W.4 Produce clear and coherent writing in which the development and organization are appropriate to

task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

5.W.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)

5.W.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

5.W.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

5.W.8 Recall and gather information from experiences, print, and digital sources then summarize it and provide a list of the sources.

5.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

5.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

5.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Reporting Standard 5 - Communication: Speaking, Listening, & Vocabulary

5.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

5.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

5.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

5.L.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

5.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

5.SL.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

5.SL.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

5.SL.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

5.SL.5 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

5.SL.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 for specific expectations.)

Formative assessments do not count toward the final grade, but are necessary for the learning process, teacher feedback, and providing practice for the skills taught.

All summative assessments will be graded according to the corresponding rubric or teacher directions. Only summative assessment scores will calculate towards a student's final grade. Each summative assessment is linked to a FWPS Priority Standard (PS).

Excelling - EX = 100%-90%

Meeting - ME = 89%-70%

Approaching - AP = 69%-60%

Beginning - BE = 59%-0%

Objectives

Ale Course Objectives:

Ale Course Standards:

Course is aligned with current Federal Way Public Schools Priority Standards and Washington state standards.

Ale Course Learning Requirements:

Weekly Work Completion: Scholars will submit original work in all classes each week.

Original Work Submissions: Scholars will only submit their original work. If a scholar uses outside sources in the creation of their original work, citations must be present in the format requested by their teacher.

Weekly Communication: Scholars will communicate weekly with their teachers regarding their academic progress.

Functioning Technology/Required Materials: Scholars will always have constant and consistent access to the functioning hardware, software, technology, and required materials necessary to complete their coursework in all classes.

Academic Integrity: Academic integrity is essential to learning. scholars are expected to complete their own work. Copying, plagiarizing, cheating, or other methods of intentional deception are prohibited and could result in the scholar's removal from the class or iA entirely.

IA Policy1st Offense: The scholar will be contacted by the teacher via phone call, the scholar will be made aware of the plagiarism and examples of how this can be avoided will be discussed. Direct instruction on plagiarism will be delivered by the teacher. iA Administration and other teachers will be made aware of the plagiarism. The work must be redone without plagiarism.

2nd Offense: The scholar and parents will be contacted by the teacher directly and the scholar will have to complete the plagiarized assignment without plagiarism before moving on in the course. iA Administration will be made aware.

3rd Offense: The scholar will be withdrawn from the course or iA depending on the severity and/or frequency of the plagiarism.

WAC (Weekly Academic Contact): State regulations require scholars in online programs to have weekly academic contact with each teacher. This occurs by engaging with the curriculum and online instruction, submitting assignments to make progress in learning, and successfully completing courses. Scholars have multiple opportunities and methods to achieve weekly academic contact and receive teacher assistance and feedback: email, message, live online sessions, assignments, phone, and/or face-to-face meetings by appointment when applicable and in accordance with social distancing guidelines. In accordance with new state law the iA Weekly Academic Contact policies are changing. To ensure the success of all iA scholars, Weekly Academic Contact is required to remain enrolled at iA.

1st week missed WAC= Notification of missed WAC that informs scholars and parents of the consequences of additional missed WAC. (Step 1)

2nd consecutive or 3rd cumulative week of missed WAC= The scholar and parent must conference with a designee to discuss the missed contact, administer a “screener”, and develop a data-based interventions plan. (Step 2)

5th consecutive OR 6 cumulative of missed WAC= BECCA petition will be filed. (Step 3)

Ale Course Academic Goals:

Grade Level:

Standard Selections:

- Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
- Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
- Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
- Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
- Describe how a narrator’s or speaker’s point of view influences how events are described.
- Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
- Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.
- By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.
- Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
- Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical,

scientific, or technical text based on specific information in the text.

- Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
- Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
- Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
- Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
- Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
- Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
- By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.
- Know and apply grade-level phonics and word analysis skills in decoding words.
- Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
- Read with sufficient accuracy and fluency to support comprehension.
- Read on-level text with purpose and understanding.
- Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
- Provide logically ordered reasons that are supported by facts and details.
- Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
- Provide a concluding statement or section related to the opinion presented.
- Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
- Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
- Use precise language and domain-specific vocabulary to inform about or explain the topic.
- Provide a concluding statement or section related to the information or explanation presented.
- Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
- Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
- Use concrete words and phrases and sensory details to convey experiences and events precisely.
- Provide a conclusion that follows from the narrated experiences or events.
- Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

- With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
- Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
- Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
- Draw evidence from literary or informational texts to support analysis, reflection, and research.
- Apply grade 5 Reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]").
- Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").
- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
- Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- Follow agreed-upon rules for discussions and carry out assigned roles.
- Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
- Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
- Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
- Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
- Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
- Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
- Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.
- Use verb tense to convey various times, sequences, states, and conditions.
- Recognize and correct inappropriate shifts in verb tense.
- Use correlative conjunctions (e.g., either/or, neither/nor).
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Use punctuation to separate items in a series.
- Use a comma to separate an introductory element from the rest of the sentence.
- Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).
- Use underlining, quotation marks, or italics to indicate titles of works.
- Spell grade-appropriate words correctly, consulting references as needed.
- Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
- Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading

and content, choosing flexibly from a range of strategies.

- Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
- Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).
- Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- Interpret figurative language, including similes and metaphors, in context.
- Recognize and explain the meaning of common idioms, adages, and proverbs.
- Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
- Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

Activities

Ale Course Learning Activities:

Activity Selections

- Projects.
- Text Books and/or Work Books.
- Activities.
- Hands-on Projects.
- Discussion.
- Individualized Reading.
- Journaling.
- Read-alouds.
- Internet Research.
- Performances
- Supplemental Materials.
- Classic Literature.
- Read grade level books from the approved book list.
- Mobile Device Applications

Evaluation

Ale Course Evaluation Methods:

Monthly Progress Review (MPR)

Each month teachers decide whether a scholar is making Satisfactory or Unsatisfactory progress in each course. Then the homeroom/advisory teacher will determine if scholar is overall Satisfactory or Unsatisfactory for the month.

Secondary (6-12) - to be overall SATISFACTORY for the month, a scholar must

be passing half or more of their courses with a 70% or better grade (9-12 letter grade of A, B or C; 6-8 grade of EX or ME)

Elementary - to be SATISFACTORY, a scholar must score at least 70% or above with 75% assignment submission in 4 core classes (ELA, SCI, SS, Math)

If a scholar has Unsatisfactory Progress for the month the advisor or homeroom teacher will create an intervention plan communicated in the ALE App.

Three consecutive months of Unsatisfactory Progress will result in a course reduction - which may affect graduation for high school scholars.

Four consecutive months of Unsatisfactory progress will result in complete withdrawal from iA. Scholars withdrawn from iA for Unsatisfactory progress may not re-enroll until the following school year.

Timelines:

September Timeline:

Complete all lessons and assignments in the September module on your "modules" page in Canvas.

October Timeline:

Complete all lessons and assignments in the October module on your "modules" page in Canvas.

November Timeline:

Complete all lessons and assignments in the November module on your "modules" page in Canvas.

December Timeline:

Complete all lessons and assignments in the December module on your "modules" page in Canvas.

January Timeline:

Complete all lessons and assignments in the January module on your "modules" page in Canvas.

February Timeline:

Complete all lessons and assignments in the February module on your "modules" page in Canvas.

March Timeline:

Complete all lessons and assignments in the March module

on your "modules" page in Canvas.

April Timeline:

Complete all lessons and assignments in the April module on your "modules" page in Canvas.

May Timeline:

Complete all lessons and assignments in the May module on your "modules" page in Canvas.

June Timeline:

Complete all lessons and assignments in the June module on your "modules" page in Canvas.