

## City Honors Grade 5 Writing Syllabus Fall 2009



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Room 208

**Text - Language Network/Level 6: Grammar\*Writing\* Communication by McDougal-Littell  
Supplemental Pieces: Oxford Dictionary/Thesaurus, White Board Presentations,  
Individual Student Notebook/Writing Guide**

**General Overview:** The City Honors Middle School Writing/Language Arts Program is structured to align with the NYS Standards and our rigorous IB MYP program. The class structure will resemble that of a writers workshop. This methodology lends the students frequency for independent writing and calls for grammar instruction on an as needed basis, thereby giving the students more responsibility and allowing more child-centered activity. A greater emphasis is placed on revision and building upon writers strengths. This consistent approach to writing instruction will increase the levels of challenging material and motivate students to become a community of lifelong writers.

**Goals:** The goal of the fifth grade writing/language arts curriculum is to establish students that possess inherent writing habits, who are risk-takers, and are able to use those skills to make a difference in the world. At the completion of fifth grade, students should be able to demonstrate working knowledge in the fifth and sixth grade concepts of writing, listening, and speaking including the following major areas of study:

**Composition:**

Written self-evaluation

Personal narrative

Friendly/business letters

Poetry/figurative language

Creative expression, persuasive, descriptive, and expository writing

Multi-paragraphed texts that demonstrate organizational patterns

Multi-paged research paper

Timed response to open-ended question(s)

Opinion paper

Short story/play

Critique

News articles

Problem-solution essay

Writing using technology

**Language Arts:**

Sentence structure/sentence variety

Sentence combining with appropriate punctuation

Paragraph development and use of transitions to support organization

Demonstrate control over the conventions of Standard English

Effective word choice

Clear and concise writing with emphasis on revision

Develop proper research documentation

Avoid plagiarism at all times

Pair subject verb agreement correctly

Clearly deliver speeches/presentations  
Peer and self-editing  
Prepare thesis statement

**MYP/Global Perspectives:** The International Baccalaureate Middle Years Program will be introduced this year to the fifth grade students across the disciplines. Essential questions in writing to be surveyed in writing/language arts are: How do my persuasive pieces serve as a vehicle for social change? How does my writing/speech affect others? How does poetry help us understand ourselves and the rest of the world?

**Grading Practice and Procedures:** Grades will be based upon the student's performance on a variety of assessments, including successful writing assignments, projects, presentations, positive participation, classwork, MYP reflections, and homework. All assignments are to be written legibly using, at or above, grade appropriate language and usage. Rubrics, MYP and 6 Traits of Writing, will primarily be used to guide and assess all writing assignments.

**Grades:** A 96 - 100 A- 94-95 B+ 92-93 B 90-91 B- 88-89 C+ 86-87 C 83-85 C- 80-82 D 75-79 F 74-under. **Grading Breakdown:** All grades are weighted equally for grading purposes.

**Homework Policy:** Homework will be assigned on an as need basis and will be checked for completion on the day it is due during the scheduled class, not at the end of the day. **LATE ASSIGNMENTS WILL NOT BE ACCEPTED.**

**Major Assignments and/or Projects:** At least one major written/graphic/oral project will be assigned per quarter and your child will be given sufficient notice for completion. Notification of projects will be written by the student in the student planner. Rubrics will accompany all major projects for better understanding and clarity of grading. Late projects are penalized 5 points each day after the due date. A printer not working or out of ink is not an excuse - students are required to turn in hand written reports if a printer malfunction occurs.

**Method of Communication:** I prefer to communicate via E-mail; it is the quickest and most direct route.

**Extra Help Opportunities:** If it becomes necessary for extra academic intervention I will make accommodations during the school day. These accommodations will not be used to make up late work, but to help with the understanding of new concepts.

#### **Marking Period 1**

**Guiding Question(s):** *Why write? How do I use editing skills to improve my writing? What influences a writer to create? How does using the eight parts of speech effectively help me become a better communicator?*

#### **Marking Period 2**

**Guiding Question(s):** *How do writers use the resources of language to impact an audience? How can I use language and writing to empower myself? How does following the writing process help craft an effective piece of writing?*

#### **Marking Period 3**

**Guiding Question(s):** *In what ways are persuasive pieces influenced by personal bias and perspective? Why do we critique?*

#### **Marking Period 4**

**Guiding Question(s):** *How can writing help me communicate my feelings and express my creativity? Why is creative writing a powerful form of expression of ideas and emotions?*