



English/ Language Arts
Pre-Advanced Placement Language Arts
Grade 5

Unit Name: Perfecting the Art of Close Reading and Writing		4th - 6 Weeks	
Date Taught	TEKS and AP Required Elements	Content/Vocabulary	Guiding Questions
	5.1A determine the purposes for listening such as to gain information, to solve problems, or to enjoy and appreciate 5.1B eliminate barriers to effective listening 5.1C understand the major ideas and supporting evidence in spoken messages 5.2A interpret speakers' messages (both verbal and nonverbal), purposes, and perspectives 5.2C distinguish between the speaker's opinion and verifiable fact 5.2D monitor his/her own understanding of the spoken message and seek clarification as needed 5.3A listen to proficient, fluent models of oral reading, including selections from classic and contemporary works 5.3B describe how the language of literature affects the listener 5.3C present dramatic interpretations of experiences, stories, poems, or plays to communicate 5.4A connect his/her own experiences, information, insights, and ideas with the experiences of others through speaking and listening 5.4B compare oral traditions across regions and cultures 5.4C identify how language use such as labels and sayings reflects regions and cultures 5.5A adapt spoken language such as word choice, diction, and usage to the audience, purpose, and occasion 5.5C present dramatic interpretations of experiences, stories, poems, or plays to communicate	<p style="text-align: center;">CLOSE READING</p> Written, spoken, and visual texts Reading Strategies <ul style="list-style-type: none"> • Author's Purpose • Main Idea • Seminar/Discussion • Summary • Prediction • Fact and Opinion • Theme • Inference • Annotation • Generalization Literary Elements <ul style="list-style-type: none"> • Character <ul style="list-style-type: none"> ○ Motivation • Setting • Imagery • Plot <ul style="list-style-type: none"> ○ Conflict ○ Flashback ○ Foreshadowing ○ Suspense • Point of View <ul style="list-style-type: none"> ○ Person ○ Perspective • Vocabulary <ul style="list-style-type: none"> ○ Connotation ○ Denotation Figures of Speech <ul style="list-style-type: none"> • Metaphor • Personification • Simile 	How would you create a written composition synthesizing the elements of literacy?



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<p>5.5D use effective rate, volume, pitch, and tone for the audience and setting</p> <p>5.5E give precise directions and instructions such as for games and tasks</p> <p>5.5F clarify and support spoken ideas with evidence, elaborations, and examples</p> <p>5.6A apply knowledge of letter-sound correspondences, language structure, and context to recognize words</p> <p>5.6B use structural analysis to identify root words with prefixes such as dis-, non-, and in-; and suffixes such as -ness, -tion, and -able</p> <p>5.6C locate the meanings, pronunciations, and derivations of unfamiliar words using dictionaries, glossaries, and other sources</p> <p>5.7A read regularly in independent-level materials (texts in which no more than approximately 1 in 20 words is difficult for the reader)</p> <p>5.7B read regularly in instructional-level materials that are challenging but manageable (texts in which no more than approximately 1 in 10 words is difficult for the reader; a "typical" 5th grader reads approximately 100 wpm)</p> <p>5.7C demonstrate characteristics of fluent and effective reading</p> <p>5.7D adjust reading rate based on purposes for reading</p> <p>5.7E read aloud in selected texts in ways that both reflect understanding of the text and engage the listeners</p> <p>5.7F read silently with increasing ease for longer periods</p> <p>5.8A read classic and contemporary works</p> <p>5.8B select varied sources such as nonfiction, novels, textbooks, newspapers, and magazines when reading for information or pleasure</p> <p>5.8C read for varied purposes such as to be informed, to be entertained, to appreciate the writer's craft, and to discover models for his/her own writing</p> <p>5.9A develop vocabulary by listening to selections read aloud</p>	<ul style="list-style-type: none"> • Hyperboles • Idioms <p>Sound Devices</p> <ul style="list-style-type: none"> • Alliteration • Onomatopoeia • Rhyme • Rhythm <p>Literary Techniques</p> <ul style="list-style-type: none"> • Cause and effect • Classification • Comparison / contrast • Argumentation • Dialogue • Symbolism <p>Literary Forms</p> <ul style="list-style-type: none"> • Fiction • Nonfiction • Poetry <p>Elements of Research</p> <ul style="list-style-type: none"> • Ethics of Research • Teacher-Provided Sources • Use of Print Sources • Use of the Internet <p style="text-align: center;">GRAMMAR</p> <p>Purposeful use of language for effect</p> <p>Mechanics</p> <ul style="list-style-type: none"> • Capitalization • Punctuation <ul style="list-style-type: none"> ○ Quotations • Spelling <p>Usage</p> <ul style="list-style-type: none"> • Nouns 	
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<p>5.9B draw on experiences to bring meanings to words in context such as interpreting figurative language and multiple-meaning words</p> <p>5.9C use multiple reference aids, including a thesaurus, a synonym finder, a dictionary, and software, to clarify meanings and usage</p> <p>5.9D determine meanings of derivatives by applying knowledge of the meanings of root words such as like, pay, or happy and affixes such as dis-, pre-, and un-</p> <p>5.9E study word meanings systematically such as across curricular content areas and through current events</p> <p>5.10A use his/her own knowledge and experience to comprehend</p> <p>5.10B establish and adjust purposes for reading such as reading to find out, to understand, to interpret, to enjoy, and to solve problems</p> <p>5.10C monitor his/her own comprehension and make modifications when understanding breaks down such as by rereading a portion aloud, using reference aids, searching for clues, and asking questions</p> <p>5.10D describe mental images that text descriptions evoke</p> <p>5.10E use the text's structure or progression of ideas such as cause and effect or chronology to locate and recall information</p> <p>5.10F determine a text's main (or major) ideas and how those ideas are supported with details</p> <p>5.10G paraphrase and summarize text to recall, inform, or organize ideas</p> <p>5.10H draw inferences such as conclusions or generalizations and support them with text evidence and experience</p> <p>5.10I find similarities and differences across texts such as in treatment,</p>	<ul style="list-style-type: none"> • Verbs • Adjectives • Prepositions • Adverbs • Pronoun/Antecedent Agreement <p>Phrases</p> <ul style="list-style-type: none"> • Prepositional <p>Sentences</p> <ul style="list-style-type: none"> • Purpose <ul style="list-style-type: none"> ○ Declarative ○ Imperative ○ Interrogative ○ Exclamatory • Structure <ul style="list-style-type: none"> ○ Compound ○ Simple • Sentence Variety <ul style="list-style-type: none"> ○ Sentence Beginnings ○ Sentence Endings • Analysis of a Text <ul style="list-style-type: none"> ○ Meaning and Effect related to parts of speech <p style="text-align: center;">COMPOSITION</p> <p>Written, spoken, and visual products</p> <p>Types (modes)</p> <ul style="list-style-type: none"> • Descriptive • Narrative • Expository • Persuasive • Compare and Contrast <p>Multiple Mode</p> <ul style="list-style-type: none"> • Expressive • Imaginative
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<p>scope, or organization</p> <p>5.10J distinguish fact and opinion in various text</p> <p>5.10K answer different types and levels of questions such as open-ended, literal, and interpretative as well as test-like questions such as multiple choice, true-false, and short-answer</p> <p>5.10L represent text information in different ways such as in outline, timeline, or graphic organizer</p> <p>5.11A offer observations, make connections, react, speculate, interpret, and raise questions in response to texts</p> <p>5.11B interpret text ideas through such varied means as journal writing, discussion, enactment, and media</p> <p>5.11C support responses by referring to relevant aspects of text and his/her own experiences</p> <p>5.11D connect, compare, and contrast ideas, themes, and issues across text</p> <p>5.12A judge the internal consistency or logic of stories and texts such as "Would this character do this?"; "Does this make sense here?"</p> <p>5.12B recognize that authors organize information in specific ways</p> <p>5.12C identify the purposes of different types of texts such as to inform, influence, express, or entertain</p> <p>5.12D recognize the distinguishing features of genres, including biography, historical fiction, informational texts, and poetry</p> <p>5.12E compare communication in different forms such as contrasting a dramatic performance with a print version of the same story or comparing</p>	<ul style="list-style-type: none"> • Personal <p>Process of Composition</p> <ul style="list-style-type: none"> • Prewriting <ul style="list-style-type: none"> ○ Audience ○ Purpose ○ Generation of ideas ○ Organization of ideas • Drafting <ul style="list-style-type: none"> ○ Extended time ○ Timed • Revision of Multiple Drafts <ul style="list-style-type: none"> ○ Content ○ Organization • Editing <ul style="list-style-type: none"> ○ Mechanics ○ Sentence structure ○ Usage <p>Structural Elements</p> <ul style="list-style-type: none"> • Introduction <ul style="list-style-type: none"> ○ Topic sentence • Body <ul style="list-style-type: none"> ○ Use of evidence • Conclusion 	
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	<p>story variants</p> <p>5.12F understand and identify literary terms such as title, author, illustrator, playwright, theater, stage, act, dialogue and scene across a variety of literary forms</p> <p>5.12G understand literary forms by recognizing and distinguishing among such types of text as stories, poems, myths, fables, tall tales, limericks, plays, biographies, and autobiographies</p> <p>5.12H analyze characters, including their traits, motivations, conflicts, points of view, relationships, and changes they undergo</p> <p>5.12I recognize and analyze story plot, setting, and problem resolution</p> <p>5.12J describe how the author's perspective or point of view affects the text</p> <p>5.13A form and revise questions for investigations, including questions arising from interest and units of study</p> <p>5.13B use text organizers, including headings, graphic features, and tables of contents, to locate and organize information</p> <p>5.13C use multiple sources, including electronic texts, experts, and print resources, to locate information relevant to research questions</p> <p>5.13D interpret and use graphic sources of information such as maps, graphs, time lines, tables, or diagrams to address research questions</p> <p>5.13E summarize and organize information from multiple sources by taking notes, outlining ideas, and making charts</p> <p>5.13F Produce research projects and reports in effective formats using visuals to support meaning, as appropriate</p> <p>5.13G draw conclusions from information gathered from multiple sources understand literary forms by recognizing and distinguishing among such</p>		
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<p>types of text as tales stories, poems, myths, fables, tall, limericks, plays, biographies, and autobiographies</p> <p>5.13H use compiled information and knowledge to raise additional, unanswered questions</p> <p>5.14 A compare text events with his/her own and other readers' experiences</p> <p>5.14B determine distinctive and common characteristics of cultures through wide reading</p> <p>5.14C articulate and discuss themes and connections that cross cultures</p> <p>5.15A write to express, discover, record, develop, reflect on ideas, and to problem solve</p> <p>5.15B write to influence such as to persuade, argue, and request</p> <p>5.15E exhibit an identifiable voice in personal narratives and in stories</p> <p>5.15F choose the appropriate form for his/her own purpose for writing, including journals, letters, reviews, poems, narratives, and instructions</p> <p>5.15G use literary devices effectively such as suspense, dialogue, and figurative language</p> <p>5.16A write legibly by selecting cursive or manuscript as appropriate</p> <p>5.16B capitalize and punctuate correctly to clarify and enhance meaning such as capitalizing titles, using possessives, commas in a series, commas in direct address, and sentence punctuation</p> <p>5.17A write with accurate spelling of syllable constructions, including closed, open, consonant before -le, and syllable boundary patterns</p> <p>5.17B write with accurate spelling of roots such as drink, speak, read, or</p>		
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<p>happy, inflections such as those that change tense or number, suffixes such as -able or -less, and prefixes such as re- or un</p> <p>5.17C use resources to find correct spellings</p> <p>5.17D spell accurately in final drafts</p> <p>5.18A use regular and irregular plurals correctly</p> <p>5.18B write in complete sentences, varying the types such as compound and complex to match meanings and purposes</p> <p>5.18C employ standard English usage in writing for audiences, including subject-verb agreement, pronoun referents, and parts of speech</p> <p>5.18D use adjectives (comparative and superlative forms) and adverbs appropriately to make writing vivid or precise</p> <p>5.18E use prepositional phrases to elaborate written ideas</p> <p>5.18F use conjunctions to connect ideas meaningfully</p> <p>5.18G write with increasing accuracy when using apostrophes in contractions such as it's and possessives such as Jan's</p> <p>5.18H write with increasing accuracy when using objective case pronouns such as "Can you ride with my mom and me?"</p> <p>5.19A generate ideas and plans for writing by using such prewriting strategies as brainstorming, graphic organizers, notes, and logs</p> <p>5.19B develop drafts by categorizing ideas, organizing them into paragraphs, and blending paragraphs within larger units of text</p> <p>5.19C revise selected drafts by adding, elaborating, deleting, combining, and</p>		
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<p>rearranging text</p> <p>5.19D revise drafts for coherence, progression, and logical support of ideas</p> <p>5.19E edit drafts for specific purposes such as to ensure standard usage, varied sentence structure, and appropriate word choice</p> <p>5.19F use available technology to support aspects of creating, revising, editing, and publishing texts</p> <p>5.19H proofread his/her own writing and that of others</p> <p>5.19I select and use reference materials and resources as needed for writing, revising, and editing final drafts</p> <p>5.20A apply criteria to evaluate writing</p> <p>5.20B respond in constructive ways to others' writing</p> <p>5.20C evaluate how well his/her own writing achieves its purposes</p> <p>5.20D analyze published examples as models for writing</p> <p>5.20E review a collection of written works to determine its strengths and weaknesses and to set goals as a writer</p> <p>5.22A collaborate with other writers to compose, organize, and revise various types of texts, including letters, news, records, and forms</p> <p>5.22B correspond with peers or others via e-mail or conventional mail</p>		
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