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|---------------------------------|-----------------------------------|------------|---------------------------|-----------------------------|------------------------|
| Course: Language Arts – Grade 5 |                                   |            | Designated Six Weeks: ALL |                             |                        |
| TEKS                            | Guiding Questions/<br>Specificity | Assessment | Academic<br>Vocabulary    | Instructional<br>Strategies | Resources/<br>Weblinks |

Ongoing TEKS reinforced each six weeks

Reading

Reading across all genres will occur each six weeks

**(Figure: 19 TAC Chapter 110) Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author’s message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical learners.**

|  |   |  |   |   |  |
|--|---|--|---|---|--|
| <p>**<i>(A)</i> establish purposes for reading selected texts based upon own or others’ desired outcome to enhance comprehension</p> <p><u>College Readiness Standard (CRS):</u><br/>(Reading A.3) Identify explicit and implicit textual information including main ideas and author’s purpose. (3.b) Identify author’s purpose in a variety of texts, such as magazine articles.</p> <p>(B) ask literal, interpretive, evaluative and universal questions of text</p> <p><u>(CRS):</u> (Reading A.1) Use effective reading strategies to determine a written work’s purpose and intended audience.</p> | <p>Can students determine purpose and make connections reading across multiple texts?</p> <p>Can the student generate higher level thinking questions?</p> <p>-Student created questions<br/>-Discuss and write about literary elements using text evidence<br/>-Text dependent reading</p> | <p>*<i>(A)</i> What was the author’s purpose in writing this article?<br/>*What is the most likely reason the author wrote this article?<br/>*You can tell that the author wrote this story to__.</p> <p>*<i>(B)</i> What happened when __ did __? (literal)<br/>*What did the author mean by this sentence: “__”? (interpretive)<br/>*Which way did __ express his anger best? (evaluative)<br/>*Which of the following two sentences help you the most to understand the information? (evaluative)</p> | <p>Purpose</p> <p>Literal<br/>Interpretive<br/>Evaluative</p> | <p>-Comprehension questions<br/>-Graphic organizers<br/>-Kilgo’s levels of questions<br/>-Newspaper or internet information and biographies<br/>-Target Reading</p> | <p>-AVID reading strategies<br/>-Dialectical journals<br/>-MISD approved reading list<br/>-Newspapers<br/>-Reading graphic organizers:<br/><a href="http://freeology.com/graphicorgs/">http://freeology.com/graphicorgs/</a><br/>-Target Reading<br/>-World Book Online</p> <p><i>Journeys</i></p> |
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| <p>(1.c) Reread to deepen understanding of a text’s literal and figurative meaning.</p> <p>**<i>(C)</i> monitor and adjust comprehension (using background knowledge, creating sensory images, rereading a portion aloud, generating questions)</p> <p><u>(CRS)</u>: (Reading A.1)<br/>Use effective reading strategies to determine a written work’s purpose and intended audience.<br/>(1.c) Reread to deepen understanding of a text’s literal and figurative meaning.</p> <p>**<i>(D)</i> make inferences about text and use textual evidence to support understanding<br/><b>(Readiness-fiction, expository/Supporting-literary nonfiction, poetry, drama, persuasive)</b></p> <p><u>(CRS)</u>: (Reading A.4)<br/>Draw and support complex inferences from</p> |                                   | <p>*How is the information in the article important to the world? (universal)</p> <p>*(C) Reread to find out why __ is important.</p> <p>*(D) According to the selection __. (conclusion)<br/>*You can tell from the story that __.<br/>*Which sentence in the story tells you that__?<br/>*From this article the reader can tell that__.<br/>*What information in this article supports the conclusion that __?<br/>*What can you conclude about __?<br/>*One conclusion that can be made</p> | Inference                 |                             |                        |

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| <p>purpose. (3.a) Analyze connections between main ideas and supporting details. (Reading A.4) Draw and support complex inferences from text to summarize, draw conclusions, and distinguish facts from simple assertions and opinions. (4.b) Summarize key points in important historical documents.</p> <p>**<i>(F)</i> make connections (thematic links, author analysis) between and across multiple texts of various genres and provide textual evidence <b>(Readiness)</b></p> <p><i>(CRS)</i>: (Reading A.8) Compare and analyze how generic features are used across texts. (8.a) Explain how form or genre communicates meaning.</p> |                                   | <p><i>(F)</i> What is a major idea found in both selections?<br/>           *An idea presented in both the article and the biography is __.<br/>           *The story and the article both present ideas about __.</p> |                           |                             |                        |
| <b>(5.1)Reading/Fluency. Students read grade-level text with fluency and comprehension.</b>   |                                   |  |                           |                             |                        |

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| Students are expected to read aloud grade-level stories with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension.   | Does student read and comprehend on grade level with appropriate fluency?<br><br>-Small group and whole group reading instruction |  | Stamina   | -Partner reading<br>-Popcorn reading<br>-Sustained silent reading<br><br>ELPS 4E, 4H                         | -Reader’s Theater<br>-Target Reading<br><br><i>Journeys</i> |
| <b>(5.2)Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing.</b>  |   |  |   |  |   |
| (A) determine the meaning of grade-level academic English/ <i>Spanish</i> words derived from Latin, Greek, or other linguistic roots and affixes. <b>(Readiness)</b><br><br><u>College Readiness Standard</u> (CRS): (Reading B.2) Apply knowledge of roots and affixes to infer the meanings of new words. (2.a) Identify word meanings based on their Greek or Latin roots.<br><br>** (B) use context (e.g., in-sentence restatement) to determine or clarify the meaning of the unfamiliar or multiple meaning words. <b>(Readiness)</b><br><br>(CRS): (Reading B.1) Identify new words and concepts acquired through |   | *(A) In paragraph __ of this story, what does the word __ mean?<br>*What is the root word for the word in paragraph __ that means __?<br><br>*(B) In paragraph __ of this story, what does the word __ mean?<br>*What clues helped you know the meaning of the word __?<br>*In paragraph __ of this newspaper article, what clues help you know the meaning of __? | Prefix<br>Suffix<br><br><br><br><br><br><br>Context Clues<br>Multiple Meaning Words | Prefixes – non, un, dis, mis<br><br>Suffixes – ion, tion, ly, ful<br><br>ELPS 1B, 1C, 1F, 1G, 1H, 4A, 4C, 4F | <i>Journeys</i>   |

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| <p>study of their relationships to other words and concepts. (1.a) Describe meanings of words read in texts based on context clues (e.g. definitions, examples, comparison, contrast, cause and effect, details provided in surrounding text).</p> <p>(E) use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine the meanings, syllabication, <i>spelling</i>, pronunciations, alternate word choices, and parts of speech of words.<br/><b>(Readiness)</b></p> <p><u>(CRS)</u>: (Reading B.3) Use reference guides to confirm the meanings of new words or concepts.<br/>(3.a) Consult dictionaries, glossaries, thesauruses, or other guides to confirm word or phrase meanings.</p> |   | <p>*(E) Read the meanings for the word __ below. Which meaning best fits the way __ is used in paragraph __? (Dictionary entry and 4 meanings given and students must use context clues to determine word meaning as used in the text selection).</p> | <p>Dictionary Entry<br/>Glossary<br/>Thesaurus</p> |   |   |
| <b>(5.9) Reading/Comprehension of Text/Independent Reading. Students read independently for sustained periods of time and produce evidence of their reading.</b>  |   |   |  |   |   |
| <p>**Students are expected to read independently for a sustained period of time and summarize or</p>  | <p>Can the student understand and explain what was read on his/her own?</p> |   | <p>Paraphrase<br/>Summarize</p>                    | <p>-Reading log<br/>-Reading response journal<br/>-Shared inquiry</p> | <p>-Library<br/>-MISD approved reading list</p> |

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| paraphrase what the reading was about, maintaining meaning and logical order (e.g. generates a reading log or journal; participate in book talks).   | -Oral and written response  |                      |  | ELPS 4E, 4H, 4I                 |                                  |
| <b>Writing</b>   |   |                      |  |                                 |                                  |
| <b>(5.15) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:</b>   |   |                      |  |                                 |                                  |
| <p>**<i>(A)</i> plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea;</p> <p><i>(CRS):</i> (Writing A.1) Determine effective approaches, forms, and rhetorical techniques that demonstrate understanding of the writer’s purpose and audience. (1.a) Prepare a topic proposal that specifies and justifies the topic, audience, and purpose. (1.b) Identify the types of writing (e.g.,</p> | <p>Can the student use the writing process to effectively communicate a message?</p> <p>-Writing check points<br/>-Teacher/student writing conference<br/>-Mini lessons for each stage of writing</p> | Rubric based on SE’s | <p>Conventions<br/>Ideas<br/>Organization<br/>Sentence fluency<br/>Voice<br/>Word choice</p> | ELPS 1C, 1E, 3E, 3G, 4F, 5D, 5F | -Texas Write Source<br>-6 Traits |

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| <p>letter, editorial, essay) that are appropriate for the writer’s particular purpose and audience. (1.c)<br/>Recognize rhetorical techniques appropriate to the purpose, audience, and form of a particular composition.</p> <p><b>**</b>(B) develop drafts by choosing an appropriate organizational strategy (e.g., sequence of events, cause-effect, compare-contrast) and building on ideas to create a focused, organized, and coherent piece of writing;</p> <p><u>(CRS)</u>: (Writing A.4)<br/>Recognize the importance of revision as the key to effective writing. Each draft should refine key ideas and organize them more logically and fluidly, use language more precisely and effectively, and draw the reader to the author’s purpose. (4.a)<br/>Produce drafts that are logically organized in relation to the writer’s purpose, audience, and</p> |                                   |            |                           |                             |                        |

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| <p>chosen form.</p> <p><b>**</b>(C) revise drafts to clarify meaning, enhance style, include simple and compound sentences, and improve transitions by adding, deleting, combining, and rearranging sentences or larger units of text after rethinking how well questions of purpose, audience, and genre have been addressed;</p> <p><b>(CRS):</b> (Writing A.4) Recognize the importance of revision as the key to effective writing. Each draft should refine key ideas and organize them more logically and fluidly, use language more precisely and effectively, and draw the reader to the author’s purpose. (4.a) Produce drafts that are logically organized in relation to the writer’s purpose, audience, and chosen form. (Writing A.5) Edit writing for proper voice, tense, and syntax, assuring that it</p> |                                   |            |                           |                             |                        |

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| <p>conforms to standard English, when appropriate. (5.d) Improve coherence by increasing logical connections within and between sentences.</p> <p><b>**</b>(D) edit drafts for grammar, mechanics and spelling;</p> <p><u>(CRS)</u>: (Writing A.5) Edit writing for proper voice, tense, and syntax, assuring that it conforms to standard English, when appropriate. (5.a) Edit for correct spelling, capitalization, and punctuation.</p> <p>(E) revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.</p> <p><u>(CRS)</u>: (Writing A.5) Edit writing for proper voice, tense, and syntax, assuring that it conforms to standard English, when appropriate. (5.a) Edit for correct spelling, capitalization, punctuation</p> |                                   |            |                           |                             |                        |

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**(5.17) Writing. Students write about their own experiences. Students are expected to write a personal narrative that conveys thoughts and feelings about an experience.**

|   |  |  |                             |  |  |
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| **Students are expected to write a personal narrative that conveys thoughts and feelings about an experience. | Can the student relate life events using voice to convey emotion and add interest?<br><br>Author’s purpose | Rubric based on SE’s<br><br>Writing assignments – both formal and informal (i.e. journals) | Personal narrative<br>Voice | Brainstorm<br>Diaries/Journals<br>Mapping<br><br>ELPS 5F, 5G | Texas Write Source<br>6 Traits<br>Empowering Writers:<br><a href="http://www.empoweringwriters.com/teachingcorner">http://www.empoweringwriters.com/teachingcorner</a><br><br><i>Journeys</i><br>-Unit 4 |
|---|--|--|-----------------------------|--|--|

**Oral and Written Conventions**

**(5.21) Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:**

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|--|--|----------------------|--|--|--|
| ** <b>(A)</b> use capitalization for:<br>(i) abbreviations;<br>(ii) initials and acronyms; and<br>(iii) organizations;<br><br><b>(CRS):</b> (Writing A.5) Edit writing for proper voice, tense, syntax, assuring that it conforms to standard English, when appropriate.<br>(5.a) Edit for correct spelling, capitalization, and punctuation.<br><br>** <b>(C)</b> use proper mechanics including italics and underlining for titles and emphasis. |  | Revising and editing |  |  |  |
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| (CRS): (Writing A.5) Edit writing for proper voice, tense, syntax, assuring that it conforms to standard English, when appropriate. (5.a) Edit for correct spelling, capitalization, and punctuation.   |  |                      |                                 |  |   |
| <b>Listening and Speaking</b>   |  |                      |                                 |  |   |
| <b>(5.27) Listening and Speaking/Listening. Students use comprehension skills to listen attentively to others in formal and informal settings. Students continue to apply earlier standards with greater complexity.</b>  |  |                      |                                 |  |   |
| (A) listen to and interpret a speaker’s messages (both verbal and nonverbal) and ask questions to clarify the speaker’s purpose or perspective;<br><br>(CRS): (Listening A.3) Use a variety of strategies to enhance listening comprehension (e.g., focus attention on message, monitor message for clarity and understanding, provide verbal and nonverbal feedback, note cues such as change of pace or particular words that indicate a new point is about to be made, select and organize key information). (3.a) Develop and ask questions | Can the student determine the main idea and details of a spoken message?<br><br>“How to” speeches<br>Student completed rubrics | Rubric based on SE’s | Perspective<br>Speakers purpose | -Guest speakers<br>-Jigsaw teaching by students<br>-Shared inquiry<br>-Visiting authors<br><br>ELPS 2A, 2B, 2D, 2G, 2H, 2I, 3F | Discovery Education<br>United Streaming<br>Safari Montage |

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| <p>related to the content for clarification and elaboration.</p> <p>(B) follow, restate, and give oral instructions that include multiple action steps</p> <p><u>(CRS)</u>: (Listening A.3)<br/>Use a variety of strategies to enhance listening comprehension (e.g., focus attention on message, monitor message for clarity and understanding, provide verbal and nonverbal feedback, note cues such as change of pace or particular words that indicate a new point is about to be made, select and organize key information). (3.b) Follow complex verbal instructions that include technical vocabulary and processes.</p> <p>(C) determine both main and supporting ideas in the speaker’s message<br/><u>(CRS)</u>: (Listening A.3)<br/>Use a variety of strategies to enhance listening</p> |                                   |            | <p>Main ideas<br/>Supporting ideas</p> |                             |                        |

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| comprehension (e.g., focus attention on message, monitor message for clarity and understanding, provide verbal and nonverbal feedback, note cues such as change of pace or particular words that indicate a new point is about to be made, select and organize key information). (3.c)<br>Paraphrase or summarize information.   |  |                      |   |  |  |
| <b>(5.28) Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students continue to apply earlier standards with greater complexity.</b>   |  |                      |   |  |  |
| Students are expected to give organized presentations employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively.<br><br><u>(CRS):</u> B. Develop effective speaking styles for both group and one-on-one situations.<br>(Speaking B.1) Participate actively and effectively in one on-one oral communication situations.<br>(1.a) Communicate, in an | Can the student effectively present information?<br><br>-Speeches with and without props | Rubric based on SE’s | Diction<br>Enunciation<br>Eye contact<br>Gestures<br>Volume | -Jigsaw teaching by students<br>-Oral presentations<br><br>ELPS 1D, 2C, 3A, 3B, 3C, 3D, 3G, 3H, 3I, 3J | Discovery Education Great Speeches:<br><a href="http://www.historyplace.com/speeches/previous.htm">http://www.historyplace.com/speeches/previous.htm</a><br>Safari Montage |

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| appropriate format, information that was gathered by inquiry (e.g., research, interviews). (1.b) Communicate understanding of materials, concepts, and ideas (e.g., conference with instructor on a complex assignment).   |  |                      |  |   |                        |
| <b>(5.29) Listening and Speaking/Teamwork. Students work productively with others in teams. Students continue to apply earlier standards with greater complexity.</b>  |  |                      |  |   |                        |
| Students are expected to participate in student-led discussions by eliciting and considering suggestions from other group members and by identifying points of agreement and disagreement.<br><br>(CRS): (Speaking B.2) Participate actively and effectively in group discussions. (2.a) Cooperate with peers to organize a group discussion: establish roles, responsibilities, ground rules; complete assignments; evaluate work of the group based on agreed-upon criteria. | Can the student work in teams using established group norms? | Rubric based on SE's | Debate<br>Etiquette<br>Norms<br>Teamwork | -Group activities<br>-Shared inquiry<br><br>ELPS 1B, 1G, 2I, 3E |                        |

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