

Fifth Grade Language Arts Curriculum Bundle # 1



Title	Suggested Dates
Fluency and Vocabulary	August 25-Sept. 11 13 Instructional Days

Big Idea/Enduring Understanding	Guiding Questions
Read and write fluently and independently from a variety of texts and genres to establish meaning from language	What makes a fluent writer or reader? How do readers determine the meaning of unfamiliar words? How does an author convey thoughts and feelings? What makes an effective listener or speaker?

The resources included here provide teaching examples and/or meaningful learning experiences to address the District Curriculum. In order to address the TEKS to the proper depth and complexity, teachers are encouraged to use resources to the degree that they are congruent with the TEKS and research-based best practices. Teaching using only the suggested resources does not guarantee student mastery of all standards. Teachers must use professional judgment to select among these and/or other resources to teach the district curriculum.

Knowledge & Skills with Student Expectations	Specificity & Examples	Suggested Resources (Read the note above)	
Reading:			
5.1 Reading/Fluency. Students read grade-level text with fluency and comprehension. 5.1 Students are expected to read aloud grade-level stories with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension.	<ul style="list-style-type: none"> • Utilizes punctuation as a cue for expression and pausing in appropriate places • Adjusts speed and tone of voice to build suspense or emphasize important information • Refer to DIBELS fluency wpm 	Instructional Resources: Scholastic: Fluency	Learning Centers/Stations Resources: Fluency Guide Performance Reading Reading A-Z
5.2 Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to: 5.2A determine the meaning of grade-level academic English <i>and Spanish</i> words derived from Latin, Greek, or other linguistic roots and affixes;	Such as <ul style="list-style-type: none"> • prefixes dis-, non-, in-, pre-, and un-, and suffixes such as -ness, -tion, and -able • Determine the meanings of derivatives by applying knowledge of the meanings of root words <p style="color: red; font-size: small;">Note: TAKS-5.9D Determine the meanings of derivatives by applying knowledge of the meanings of root words</p>	Instructional Resources: Suggested Book Titles Extension: <i>Words on the Vine: 36 Vocabulary Units of Root Words</i> by Claudia Vurnakes <i>Caesar's English I</i> by Michael Clay Thompson Advanced Vocabulary For Gifted Students Online Affix Puzzles	Learning Centers/Stations Resources: Quad Card Vocabulary Six Steps Activities Use Think Aloud strategies Word Wall Activities Building Vocabulary Lists Word Meaning FCRR Morpheme Structures

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Red- specificities

Green-Spanish only TEKS statements & specificities

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			<p>AP.016 Affix Sort AP.018 Affix Fit AP.020 Root Hoot FCRR Vocabulary-Morphemic Elements V.009 Affix Concentration V.010 Meaningful Affixes V.011 Word Dissect V.012 Make It Meaningful V.013 Affix Game V.014 Rooting for Meaning! V.015 Getting to the Root of It V.016 Root-O!</p>
<p>5.2 Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:</p> <p>5.2C produce analogies with known antonyms and synonyms;</p>	<ul style="list-style-type: none"> • Identifies synonyms and antonyms for words in context at the fifth grade level 	<p>Instructional Resources: Brainpop Synonym Analogy of the Day Factmonster</p>	<p>Learning Centers/Stations Resources: FCRR V.001 Synonym Bingo! V.002 Antonym Dominoes V.003 Antonym Concentration V.004 Synonym-Antonym Creations</p> <p>FCRR V.025 Ask-A-Word V.026 Word-by-Word V.028 Category Clues V.029 Category Tag V.030 Category Creations V.031 Compare Extraordinaire V.032 Now Featuring V.033 Analogy Soccer</p>

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<p>5.2 Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:</p> <p>5.2E use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine the meanings, syllabication, pronunciations, alternate word choices, and parts of speech of words.</p>	<ul style="list-style-type: none"> • Uses guidewords and alphabetic order to efficiently navigate resources and references • Discerns which reference aids are most efficient versus when context clues would be the more appropriate resource 	<p>Instructional Resources: Instructional Recipe Which Type of Thesaurus Do You Prefer and Why? brainpop Dictionary</p>	<p>Learning Centers/Stations Resources: FCRR Word Meaning Activities V.018 Dictionary Cube V.019 Dictionary Digs</p>
<p>5.9 Reading/Comprehension of Text/Independent Reading. Students read independently for sustained periods of time and produce evidence of their reading. TAKS-5.10H (see 5.3A)</p> <p>5.9(A) Students are expected to read independently for a sustained period of time and summarize or paraphrase what the reading was about, maintaining meaning and logical order (e.g., generates a reading log or journal; participates in book talks).</p>		<p>Instructional Resources: brainpop Reading Skills</p>	<p>Learning Centers/Stations Resources: Book Clubs or Literature Circles</p> <p>Reading Menu 1</p> <p>Reading Menu 2</p> <p>Reading Menu 3</p> <p>Ways to Love a Book</p>
<p>Writing:</p>			
<p>5.17 Writing. Students write about their own experiences.</p> <p>5.17 Students are expected to write a personal narrative that conveys thoughts and feelings about an experience.</p>		<p>Instructional Resources: Extension: Mining Your Gifted Students' Lives</p>	<p>Learning Centers/Stations Resources: Journal Writing/Reader Response News Writing Ideas Writing An Owner's Manual 5th Grade Menus/Grids</p>
<p>Oral and Written Conventions-Spelling</p>			

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<p>5.22 Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to: (ELA) 5.22A(i), 5.22A(ii), 5.22A(iii) spell words with more advanced orthographic patterns and rules: 5.22B(i), 5.22B(ii), 5.22B(iii), 5.22B(iv) spell words with: <i>(SLA) 5.22A(i), 5.22A(ii), 5.22A(iii), 5.22A(iv) spell words with more advanced orthographic patterns and rules:</i> <i>5.22B mark accents appropriately when conjugating verbs in simple and imperfect past, perfect, conditional, and future tenses</i> <i>5.22C(i), 5.22C(ii), 5.22C(iii), 5.22C(iv) spell words with</i> <i>5.22D correctly spell words containing hiatus and diphthongs</i> <i>5.22E differentiate between commonly confused terms</i></p>	<p>This is a set of on-going SE's that will be taught throughout the year. Teachers will need to instruct their students following the sequence of the Spelling Sequence listed in the resources and moving at an appropriate pace.</p>	<p>Instructional Resources: ELA and <i>SLA</i> See Spelling Sequence in campus share folder labeled Phonics_Spelling_Sequence_campus</p>	
Listening and Speaking:			
<p>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. Students are expected to:</p> <p>5.27A Listen to and interpret a speaker's messages (both verbal and nonverbal) and ask questions to clarify the speaker's purpose or perspective;</p>	<p>Note: Students should listen to advanced texts read aloud (1-2 years above 5th grade reading level) to develop vocabulary skills.</p>	<p>Interactive Read Aloud</p>	
<p>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. Students are expected to:</p> <p>5.27B follow, restate, and give oral instructions</p>			

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that include multiple action steps; and		
5.29 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.		brainpop Public Speaking Extension: Conducting Effective Socratic Seminars

Figure 19 Fifth Grade Metacognitive Reading Comprehension Skills

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 readers. The student is expected to:

- (A) establish purposes for reading selected texts based upon own or others’ desired outcome to enhance comprehension;
- (B) ask literal, interpretive, evaluative, and universal questions of text;
- (C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, rereading a portion aloud, generating questions);
- (D) make inferences about text and use textual evidence to support understanding;
- (E) summarize and paraphrase texts in ways that maintain meaning and logical order within a text and across texts; and
- (F) make connections (e.g., thematic links, author analysis) between and across multiple texts of various genres and provide textual evidence.