

Fifth Grade Language Arts Curriculum Bundle # 10



Title	Suggested Dates
Research and Communication	March 22-April 16 19 Instructional Days

Big Idea/Enduring Understanding	Guiding Questions
Evaluate sources to compile and paraphrase information, draw conclusion and provide evidence in presenting findings on a research topic.	<p>How does a research plan enable readers and writers to seek answers to questions and expand their knowledge?</p> <p>How do text features and graphics help readers get an overview of a text and locate information?</p> <p>What makes a source credible?</p> <p>Why is paraphrasing important?</p>

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:			
<p>5.2 Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:</p> <p>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</p>	<p><i>On-going throughout the year following the district Affixes list. These are NOT to be taught all at one time, but spaced out throughout the year as appropriate.</i></p> <p><i>Note: TAKS-5.9D Determine the meanings of derivatives by applying knowledge of the meanings of root words</i></p>	<p>Instructional Resources:</p> <p>Affixes List</p> <p>Suggested Book Titles</p>	<p>Learning Centers/Stations Resources:</p>
<p>5.11 Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to: TAKS-5.10H (see 5.3A)</p> <p>5.11B determine the facts in text and verify them</p>	<p><i>Note: TAKS-5.10J Distinguish fact and opinion in various texts</i></p> <p><i>Note: Such as applying the concepts:</i></p> <ul style="list-style-type: none"> • A “fact statement” contains no value language. • An “opinion statement” contains value language (e.g., good, difficult, easy, 	<p>Instructional Resources:</p> <p>Opinion Signal Words pdf</p> <p>Suggested Book Titles</p>	<p>Learning Centers/Stations Resources:</p> <p>Reading Menu 1</p> <p>Reading Menu 2</p>

Black – Original TEKS statements (considered ELA & SLA unless noted *or italicized for SLA*)

Red- specificities

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<p>through established methods;</p>	<p>beautiful, should, etc.)</p> <ul style="list-style-type: none"> • Fact statements (no value language) and opinion statements (have value language) speak to the form of the statement—not to its truth. Do not teach students “if you can prove it, it’s a fact; if you can’t prove it, it’s an opinion.” <p>There are many opinions for which mountains of evidence could be assembled as “proof,” e.g. “George Washington was a good President.”</p>		<p>Reading Menu 3</p> <p>Ways to Love a Book</p>
<p>5.11 Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to: TAKS-5.10H (see 5.3A)</p> <p>5.11D use multiple text features and graphics to gain an overview of the contents of text and to locate information; and</p>	<ul style="list-style-type: none"> • Features of text (e.g., title of this article) using biography, realistic fiction, fantasy, historical fiction, information texts, and poetry 	<p>Instructional Resources:</p>	<p>Learning Centers/Stations Resources:</p>
<p>5.13 Reading/Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and documents. Students are expected to:</p> <p>5.13B interpret factual or quantitative information presented in maps, charts, illustrations, graphs, timelines, tables, and diagrams.</p>	<p>Note: TAKS-5.10L Represent text information in different ways such as in outline, timeline, or graphic organizer</p>	<p>Instructional Resources:</p>	<p>Learning Centers/Stations Resources:</p>
<p>Writing:</p>			
<p>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:</p> <p>5.15A, 5.15B, 5.15C, 5.15D, 5.15E The Writing Process TEKS</p>	<p>The Writing Process: This should be an ongoing process during every bundle in which students are actively involved in the entire writing process. Students should be working through the process individually with the goal of periodically completing and publishing a finished piece of writing. Mini-lessons should focus on new skills and student needs.</p>	<p>Instructional Resources</p>	<p>Learning Centers/Stations Resources: 5th Grade Menus/Grids</p>

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Oral and Written Conventions-Spelling			
<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> 5.22C(i), 5.22C(ii), 5.22C(iii), 5.22C(iv) spell words with 5.22D correctly spell words containing hiatus and diphthongs 5.22E differentiate between commonly confused terms</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>	<p>Learning Centers/Stations Resources:</p>
<p>5.22 Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to: 5.22C (ELA) differentiate between commonly confused terms (e.g., its, it's; affect, effect);</p>		<p>Instructional Resources:</p>	<p>Learning Centers/Stations Resources:</p>
Research:			
<p>5.23 Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students are expected to: 5.23A brainstorm, consult with others, decide upon a topic, and formulate open-ended questions</p>	<p>Such as:</p> <ul style="list-style-type: none"> • Differentiate between researchable and non-researchable questions • Frame clear, researchable questions • Revise questions to make them researchable 	<p>The Big 6 (See Campus Librarian) Big6 Research Materials Big 6 Big Six Resources for Elementary (This site has a good explanation of each step and related tools.) Brainpop Research</p>	

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to address the major research topic; and		
<p>5.23 Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students are expected to:</p> <p>5.23B generate a research plan for gathering relevant information about the major research question.</p>		<p>The Big 6 (See Campus Librarian) Big6 Research Materials Big 6 Big Six Resources for Elementary (This site has a good explanation of each step and related tools.)</p>
<p>5.24 Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to:</p> <p>5.24A follow the research plan to collect data from a range of print and electronic resources (e.g., reference texts, periodicals, web pages, online sources) and data from experts;</p>	<p><i>SLA:</i> <i>5.24A follow the research plan to collect data from a range of print and electronic resources in Spanish (e.g., reference texts, periodicals, web pages, online sources) and data from experts;</i></p>	<p>The Big 6 (See Campus Librarian) Big6 Research Materials Big 6 Read Write Think: Fact Fragment Big Six Resources for Elementary (This site has a good explanation of each step and related tools.) Brainpop Internet Search</p>
<p>5.24 Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to:</p> <p>5.24B differentiate between primary and secondary sources;</p>		<p>The Big 6 (See Campus Librarian) Big6 Research Materials Big 6 Big Six Resources for Elementary (This site has a good explanation of each step and related tools.)</p>
<p>5.24 Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to:</p> <p>5.24D identify the source of notes (e.g., author, title, page number) and record bibliographic information concerning those sources according to a standard format; and</p>		<p>The Big 6 (See Campus Librarian) Big6 Research Materials Big 6 Big Six Resources for Elementary (This site has a good explanation of each step and related tools.) Brainpop Citing Sources</p>

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<p>5.24 Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to:</p> <p>5.24E differentiate between paraphrasing and plagiarism and identify the importance of citing valid and reliable sources.</p>	<p>Model for research gathering: Instructional Recipe What Makes Chocolate the Perfect Treat?</p>	<p>The Big 6 (See Campus Librarian) Big6 Research Materials Big 6 Read Write Think: Fact Fragment Big Six Resources for Elementary (This site has a good explanation of each step and related tools.) Brainpop Paraphrasing</p>
<p>5.26 Research/Organizing and Presenting Ideas. Students organize and present their ideas and information according to the purpose of the research and their audience. Students are expected to synthesize the research into a written or an oral presentation that:</p> <p>5.26A compiles important information from multiple sources;</p>		<p>The Big 6 (See Campus Librarian) Big6 Research Materials Big 6 Big Six Resources for Elementary (This site has a good explanation of each step and related tools.)</p>

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.