

## Fifth Grade Language Arts Curriculum Bundle # 2



Title	Suggested Dates
Narrative	Sept 14-Oct 2 14 Instructional Days

Big Idea/Enduring Understanding	Guiding Questions
Read and write fluently and independently to understand that life shapes narrative literature and narrative literature shapes life.	How do characters affect other characters and the story plot? How does the reader learn about a character through the text? How does figurative language bring meaning to a text? How does the organizational strategy create a focused and organized piece of writing? How do readers make inferences?

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)	
<b>Reading:</b>			
<b>5.2 Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:</b>  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	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.  Note: TAKS-5.9D Determine the meanings of derivatives by applying knowledge of the meanings of root words	Instructional Resources:  <a href="#">Affixes List</a>  <a href="#">Suggested Book Titles</a>  <b>Extensions:</b> <a href="#">Online Affix Word Puzzles</a>	Learning Centers/Stations Resources: <a href="#">Quad Card</a> <a href="#">Vocabulary Six Steps Activities</a>  Use Think Aloud strategies <a href="#">Word Wall Activities</a> <a href="#">Building Vocabulary Lists</a> <a href="#">Word Meaning</a>  <a href="#">FCRR</a> Morpheme Structures AP.016 Affix Sort AP.018 Affix Fit AP.020 Root Hoot

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			<a href="#">FCRR</a> 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><b>5.2 Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:</b></p> <p>5.2B use context (e.g., in-sentence restatement) to determine or clarify the meaning of unfamiliar or multiple meaning words;</p>	<p>Such as</p> <ul style="list-style-type: none"> <li>• Interpreting Multiple-meaning Words</li> </ul> <p>TAKS Note: Multiple-meaning words which have been tested at some grade level include assemble, tarnish, depression, and persistent. Interestingly, the alternate meanings of these words have not been used as incorrect answers/distracters.</p> <p>TAKS Note: Many questions on TAKS are asked, “Which words help the reader know the meaning of the word....”</p> <p>SLA:          ¿Cuáles palabras ayudan al lector a saber qué significa ...?”</p> <p>Note: TAKS-5.9B Draw on experiences to bring meanings to words in context such as interpreting figurative language and multiple-meaning words</p>	<p><a href="#">Suggested Book Titles</a></p>	<p><a href="#">FCRR</a>            Words in Context            V.037 Choice Meanings            V.038 Meaning Extender            V.039 Word Share            V.040 Context Clues            V.041 Get a Clue!            V.042 Cloze Encounters            V.043 Looking for Meaning            V.044 Word Winner</p>

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<p><b>5.6 Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to: TAKS-5.10H (see 5.3A)</b></p> <p>5.6A describe incidents that advance the story or novel, explaining how each incident gives rise to or foreshadows future events;</p>	<p>Note: TAKS-5.10G Paraphrase and summarize text to recall, inform, and organize ideas          Note: TAKS-5.12I Recognize and analyze story plot, setting, and problem resolution          Note: TAKS-5.10L Represent text information in different ways such as in outline, timeline, or graphic organizer</p>	<p>Instructional Resources:          Professional Resource:  <i>Strategies That Work</i>          Chapter 8: Inferring and Visualizing Strategy Lesson pp 105-116</p> <p><i>Strategies That Work</i>          “Questioning That Leads to Inferential Thinking,”          pp. 90-91  <a href="#">Suggested Book Titles</a></p>	<p>Learning Centers/Stations Resources:  <a href="#">FCRR</a>          Comprehension Part 3 Text Analysis          C.028 More Incredible Inferences          C.029 Inference Innovations</p>
<p><b>5.6 Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to: TAKS-5.10H (see 5.3A)</b></p> <p>5.6B explain the roles and functions of characters in various plots, including their relationships and conflicts;</p>	<p>Note: TAKS-5.12H Analyze characters, including their traits, motivations, conflicts, points of view, relationships, and changes they undergo Including (TAKS emphasis):</p> <ul style="list-style-type: none"> <li>• analyzing individual characters and</li> <li>• comparing/contrasting characters</li> </ul> <p>Traits of Characters</p> <ul style="list-style-type: none"> <li>• Physical Traits</li> <li>• Personal Traits (e.g., moral, ethical, evil, compassionate, loving, wealthy/poor)</li> <li>• Emotional Traits</li> </ul> <p>Feelings/Emotions of Characters          Motivation of Characters (for decisions, actions, and changes)          Relationships Change</p> <ul style="list-style-type: none"> <li>• Intellectual</li> <li>• Emotional</li> <li>• Physical</li> <li>• Change From beginning to end</li> <li>• Change before an event and after an event in the plot</li> </ul> <p>How the reader knows about the character (characterization)</p> <ul style="list-style-type: none"> <li>• What the character says</li> <li>• What the character does or does not do</li> <li>• What other characters tell us about the</li> </ul>	<p>Instructional Resources:  <a href="#">Suggested Book Titles</a></p> <p><a href="#">Read Write Think Character Traits</a></p> <p><a href="#">Graphic Organizers for Character Traits</a></p>	<p>Learning Centers/Stations Resources  <a href="#">FCRR</a>          Comprehension          C.001 Character Consideration          C.002 Character Connections          C.003 Check-A- Trait</p> <p><a href="#">Read Write Think: Character Development in Writing</a></p> <p><a href="#">Read Write Think: Character Trading Cards</a></p> <p><a href="#">Reading Menu 1</a></p> <p><a href="#">Reading Menu 2</a></p> <p><a href="#">Reading Menu 3</a></p> <p><a href="#">Ways to Love a Book</a></p>

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	<p style="text-align: center;">character</p> <ul style="list-style-type: none"> <li>• What the author tells us about the character directly and indirectly (e.g. Explanatory words in quotations)</li> <li>• Other characters' reactions to the character</li> </ul> <p>Note: TAKS-5.10L Represent text information in different ways such as in outline, timeline, or graphic organizer</p> <p>Note: Such “backward thinking” as:</p> <ul style="list-style-type: none"> <li>• which statement would not be reasonable?</li> <li>• which statement does not make sense?</li> <li>• which of the following would a character probably do?</li> <li>• which of the following represents something a character probably would not have done?</li> </ul> <p>TAKS Note: In a multiple choice item, there are three answers that could have happened, which are consistent with the plot/character. There is one answer that is not plausible given the facts in the plot of the story.</p>		
<p><b>5.8 Reading/Comprehension of Literary Text/Sensory Language. Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding.</b> TAKS-5.10H (see 5.3A)</p> <p>5.8 Students are expected to evaluate the impact of sensory details, imagery, and figurative language in literary text.</p>	<p>Such as:</p> <ul style="list-style-type: none"> <li>• Similes and metaphors</li> <li>□ Colorful/Descriptive Words</li> <li>• (TAKS Note: An analysis of the words that are tested indicates that TAKS takes a very broad view of “figurative language.” Traditionally, figurative language has been defined as “language that is not literal; metaphorical language.” The figurative language that is tested appears to be language that is colorful or descriptive (e.g., slit, colossal, bogus, and torrential).</li> </ul> <p>Note: TAKS-5.9B Draw on experiences to bring meanings to words in context such as interpreting figurative language and multiple-meaning words</p> <p>Note: TAKS-5.11C</p> <ul style="list-style-type: none"> <li>• Multiple choice: begin with a conclusion provided by the teacher/question and then validate/support that conclusion with text evidence. (e.g., "Which of the following</li> </ul>	<p>Instructional Resources: <a href="#">Suggested Book Titles</a> <a href="#">Brainpop</a> Simile and Metaphor</p>	<p>Learning Centers/Stations Resources:</p>

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	<p style="color: red;">sentences/statements from the passage supports the conclusion” (that was given in the question)</p> <ul style="list-style-type: none"> <li>• open-ended/constructed response: draw a thoughtful/complex conclusion and support that conclusion with appropriate text evidence embedded in the response using specific text evidence. This is not assessed on TAKS in 5th grade, but students must have experience constructing open-ended responses.</li> </ul>		
<b>Writing:</b>			
<p><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> <p>5.15A 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>Instructional Resources:  <a href="#">PISD Writing Process</a>  <a href="#">6+1 Trait Writing</a>  <a href="#">Brainpop</a> Writing Process</p>	<p>Learning Centers/Stations Resources:  <a href="#">Six Traits Posters</a>  <a href="#">5<sup>th</sup> Grade Menus/Grids</a></p>
<p><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> <p>5.15B 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>Instructional Resources:  <a href="#">PISD Writing Process</a>  <a href="#">6+1 Trait Writing</a></p>	<p>Learning Centers/Stations Resources:  <a href="#">Six Traits Posters</a></p>
<p><b>5.16 Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are expected to:</b></p> <p>5.16A(i) write imaginative stories that include: a clearly defined focus, plot, and point of view;</p>		<p>Instructional Resources:  <a href="#">Story writing Tips for Kids</a></p>	<p>Learning Centers/Stations Resources  <a href="#">FRCC</a> Narrative Text Structure            C.005 Plotting the Plot            C.006 Plot Plan</p>

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<p><b>5.16 Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are expected to:</b></p> <p>5.16A(ii) write imaginative stories that include: a specific, believable setting created through the use of sensory details; and</p>		<p>Instructional Resources:</p> <p><a href="#">Using Picture Books to Teach Setting</a></p>	
<p><b>5.18 Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:</b></p> <p>5.18C write responses to literary or expository texts and provide evidence from the text to demonstrate understanding.</p>		<p>Instructional Resources:</p> <p><a href="#">Question Generator for Responses</a></p>	
<p><b>Oral and Written Conventions:</b></p>			
<p><b>5.20 Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standards with greater complexity. Students are expected to:</b></p> <p>5.20A(i) use and understand the function of the following parts of speech in the context of reading, writing, and speaking: <b>verbs</b> (irregular verbs and active voice);</p>	<ul style="list-style-type: none"> <li>• Irregular, such as: eat, write, sing, drive, win, go, see, sing, grow, bring, buy</li> </ul> <p><i>SLA: regular and irregular verbs (past, present, future, and perfect tenses in the indicative mode);</i></p>	<p><a href="#">Brainpop</a> Verbs</p>	
<p><b>5.20 Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standards with greater complexity. Students are expected to:</b></p> <p>5.20A(ii) use and understand the function of the following parts of speech in the context of reading,</p>	<p><i>SLA: (-manada, rebaño);</i></p>	<p><a href="#">Brainpop</a> Nouns</p>	

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writing, and speaking: <b>collective nouns</b> (e.g., class, public)			
<b>Oral and Written Conventions-Spelling</b>			
<p><b>5.22 Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:</b></p> <p>(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(iii) 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 style="color: red;">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 <b>Phonics_Spelling_Sequence_Elem</b>  <a href="#">Affixes List</a></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;

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(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.

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19 TAC Chapter 110. Texas Essential Knowledge and Skills for English Language Arts and Reading Subchapter A. Elementary  
Reading/Comprehension  
Figure 19

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