

Fifth Grade Language Arts Curriculum Bundle # 3



Title	Suggested Dates
Narrative Text	Oct 4-Oct 23 13 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.	<p>How do authors express their ideas about life through narrative writing?</p> <p>How do readers identify the big ideas from a text and connect them to their own lives or other texts?</p> <p>How can revising your text clarify meaning?</p> <p>What makes effective dialogue?</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>Reading Menu 1</p> <p>Reading Menu 2</p> <p>Reading Menu 3</p> <p>Ways to Love a Book</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>5.2D identify and explain the meaning of common idioms, adages, and other sayings; and</p>		<p>Instructional Resources: Instructional Recipe Does It Ever Rain Cats and Dogs? Brainpop Idioms</p>	<p>Learning Centers/Stations Resources:</p>
<p>5.3 Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:</p> <p>5.3A compare and contrast the themes or moral lessons of several works of fiction from various cultures;</p>	<p>Note: TAKS-5.10H Draw inferences such as conclusions or generalizations and support them with text evidence and experience</p>	<p>Instructional Resources: Suggested Book Titles</p>	<p>Learning Centers/Stations Resources:</p>
<p>5.3 Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to: TAKS-5.10H (see 5.3A)</p> <p>5.3B describe the phenomena explained in origin myths from various cultures;</p>		<p>Instructional Resources:</p>	<p>Learning Centers/Stations Resources:</p>
<p>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)</p> <p>5.6C explain different forms of third-person points of view in stories.</p>		<p>Instructional Resources:</p>	<p>Learning Centers/Stations Resources:</p>
<p>Writing:</p>			

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<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>5.15C 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>Instructional Resources:</p> <p>Brainpop Strengthening Sentences</p>	<p>Learning Centers/Stations Resources:</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>5.15D edit drafts for grammar, mechanics, and spelling; and</p>		<p>Instructional Resources:</p>	<p>Learning Centers/Stations Resources:</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>5.15E revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.</p>		<p>Instructional Resources:</p>	<p>Learning Centers/Stations Resources:</p>
<p>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:</p> <p>5.16A(iii) write imaginative stories that include: dialogue that develops the story; and</p>		<p>Instructional Resources:</p> <p>Brainpop Dialogue</p>	<p>Learning Centers/Stations Resources:</p> <p>5th Grade Menus/Grids</p>
Oral and Written Conventions:			
<p>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</p>		<p>Instructional Resources:</p> <p>Brainpop Adjectives</p>	<p>Learning Centers/Stations Resources:</p>

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<p>to:</p> <p>5.20A(iii) understand and use the following parts of speech in the context of reading, writing, and speaking: adjectives (e.g., descriptive, including origins: French windows, American cars) and their comparative and superlative forms (e.g., good, better, best);</p> <p><i>SLA: -adjectives (e.g., descriptive, including those expressing origin (gentilicios): auto francés, dólar americano) and their comparative and superlative forms (e.g., bueno, mejor, la mejor)</i></p>			
<p>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:</p> <p>5.20A(iv) understand and use the following parts of speech in the context of reading, writing, and speaking: adverbs (e.g., frequency: usually, sometimes; intensity: almost, a lot</p> <p><i>SLA:(-frequency: usualmente, a veces; intensity: casi, mucho);</i></p>		<p>Instructional Resources: Brainpop Adverbs</p>	<p>Learning Centers/Stations Resources:</p>
<p>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:</p> <p>5.20B use the complete subject and the complete predicate in a sentence</p> <p><i>5.20C SLA use the complete subject and the complete predicate in a sentence</i></p>		<p>Instructional Resources: Brainpop Complete Subject/Pred</p>	<p>Learning Centers/Stations Resources:</p>

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<p><i>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:</i></p> <p><i>5.20B SLA: become familiar with regular and irregular verbs in the present and past tenses in the subjunctive mode (e.g., que diga; que dijera);</i></p>			
<p>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:</p> <p>5.20C use complete simple and compound sentences with correct subject-verb agreement. <i>SLA:</i> <i>5.20D use complete simple and compound sentences with correct subject-verb agreement;</i></p>		<p>Instructional Resources: Brainpop Subject Verb Agreement</p>	<p>Learning Centers/Stations Resources:</p>
<p>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:</p> <p>5.21B(i) recognize and use punctuation marks including: commas in compound sentences; and</p>		<p>Instructional Resources: Brainpop Punctuation</p>	<p>Learning Centers/Stations Resources:</p>
<p>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:</p> <p>5.21B(ii) recognize and use punctuation marks including: proper punctuation and spacing for quotations <i>SLA: and em dash; (guiòn)</i></p>		<p>Instructional Resources: Brainpop Dialogue</p>	<p>Learning Centers/Stations Resources:</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> 5.22B mark accents appropriately when conjugating verbs in simple and imperfect past, perfect, conditional, and future tenses 5.22C(i), 5.22C(ii), 5.22C(iii), .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: 5.22D use spelling patterns and rules and print and electronic resources to determine and check correct spellings; <i>5.22F use spelling patterns and rules and print and electronic resources to determine and check correct spellings;</i></p>		<p>Instructional Resources:</p>	<p>Learning Centers/Stations Resources:</p>
<p>5.22 Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to: 5.22E know how to use the spell-check function in word processing while understanding its limitations. <i>5.22G know how to use the spell-check function in word processing while understanding its</i></p>		<p>Instructional Resources:</p>	<p>Learning Centers/Stations Resources:</p>

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limitations.

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.