

Fifth Grade Language Arts Curriculum Bundle # 4



Title	Suggested Dates
Expository Text	Oct 26-Nov 13 14 Instructional Days

Big Idea/Enduring Understanding	Guiding Questions
Read and write fluently and independently to acquire and share information to develop and broaden an understanding of the world.	<p>How do authors communicate ideas through an expository text?</p> <p>How do readers determine an author’s purpose and draw conclusions about the information presented?</p> <p>How do readers determine the main idea and supporting details of a text?</p> <p>How does the organizational pattern of a text change according to the author’s purpose and genre?</p> <p>How do authors use text features and graphics to organize and share information?</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>5.10 Reading/Comprehension of Informational Text/Culture and History. Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding.</p>	<p><i>Note: TAKS-5.12C Identify the purposes of different types of texts such as to inform, influence, express, or entertain</i></p> <p><i>TAKS Note: All of the released test items assess the writer's motive/intent for writing a text. The items available for analysis generally ask, "Why did the</i></p>	<p>Instructional Resources:</p> <p>Extensions:</p> <p>Bloom’s Task Cards</p>	<p>Learning Centers/Stations Resources:</p>

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<p>TAKS-5.10H (see 5.3A)</p> <p>5.10 Students are expected to draw conclusions from the information presented by an author and evaluate how well the author's purpose was achieved.</p>	<p>author write the passage?" The student is then expected to find text evidence of the writer's purpose.</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>5.11A summarize the main idea and supporting details in a text in ways that maintain meaning and logical order;</p>	<p>Note: TAKS-5.10F Determine a text's main (or major) ideas and how those ideas are supported with details</p> <p>Note: TAKS-5.10G Paraphrase and summarize text to recall, inform, and organize ideas</p> <p>Note: Determine the main idea of a single narrative or expository paragraph , set of paragraphs or entire passage</p>	<p>Instructional Resources: Suggested Book Titles Brainpop Main Idea</p>	<p>Learning Centers/Stations Resources: FCRR Expository Text Structure C.014 Text Feature Find C.015 Detail Delight C.016 Distinguishing Details C.017 Main Idea Mania C.018 What's the Big Idea</p> <p>Reading Menu 1</p> <p>Reading Menu 2</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>5.11B determine the facts in text and verify them through established methods;</p>	<p>Note: TAKS-5.10J Distinguish fact and opinion in various texts</p> <p>Note: Such as applying the concepts:</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, beautiful, should, etc.) • 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 	<p>Instructional Resources: Suggested Book Titles</p>	<p>Learning Centers/Stations Resources:</p>

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	<p style="text-align: center;">prove it, it's a fact; if you can't prove it, it's an opinion."</p> <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>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>5.11C analyze how the organizational pattern of a text (e.g., cause-and-effect, compare-and-contrast, sequential order, logical order, classification schemes) influences the relationships among the ideas;</p>	<p>Note: TAKS-5.10E Use the text s structure or progression of ideas such as cause and effect or chronology to locate and recall information</p> <p>Note: TAKS-5.10L Represent text information in different ways such as in outline, timeline, or graphic organizer</p> <p>Note: TAKS-5.12B Recognize that authors organize information in specific ways</p> <p>Note: such as</p> <ul style="list-style-type: none"> • identify what text structure an author used (e.g., sequencing, chronological order, description, comparison/contrast, cause/effect, and problem/solution), • identify why the author chose a particular text structure, and • identify why the author chose to include information at the beginning and at the end of a selection <p>Analyzing the structure:</p> <ul style="list-style-type: none"> • within an entire text (expository and narrative/literary text) and • an event or series of events within the text (narrative/literary or expository text) and • between two texts such as comparison for characters and conflicts (narrative and expository) <p>TAKS Note: The majority of TAKS questions tend to focus on cause and effect and the details that explain/support the cause/effect relationship within the text.</p>	<p>Instructional Resources:</p> <p>Cause and Effect Graphic Organizers</p> <p>Compare and Contrast Graphic Organizers</p> <p>Signal words for Text Structure</p>	<p>Learning Centers/Stations Resources:</p>
<p>5.11 Reading/Comprehension of Informational Text/Expository Text. Students analyze, make</p>	<ul style="list-style-type: none"> • Features of text (e.g., title of this article) 	<p>Instructional Resources:</p>	<p>Learning Centers/Stations Resources:</p>

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<p>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</p>	<p>using biography, realistic fiction, fantasy, historical fiction, information texts, and poetry</p>	<p>Features of Text</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>
<p>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:</p> <p>5.18A(i) create multi-paragraph essays to convey information about the topic that: present effective introductions and concluding paragraphs;</p>		<p>Instructional Resources:</p>	<p>Learning Centers/Stations Resources:</p>
<p>Oral and Written Conventions:</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><i>locuciones prepositivas como a, de, para, por, a través, detrás. El uso de contracciones en locuciones prepositivas como al, del, cerca del, detrás del.</i></p>	<p>Instructional Resources: Brainpop Prepositions</p>	<p>Learning Centers/Stations Resources:</p>

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<p>5.20A(v) use and understand the function of the following parts of speech in the context of reading, writing, and speaking: prepositions and prepositional phrases to convey location, time, direction, or to provide details;</p>			
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), .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>5.20 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>5.20E SLA identify and read abbreviations (e.g., Sr., Atte.)</i></p>			
Listening and Speaking			
<p>5.27 Listening and Speaking/Listening.</p>			

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<p>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>5.27C determine both main and supporting ideas in the speaker's message.</p>		
<p>Figure 19 Fifth Grade Metacognitive Reading Comprehension Skills</p>		
<p>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:</p> <ul style="list-style-type: none">(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.		