


Fifth Grade Language Arts Curriculum Bundle # 5

Title		Suggested Dates
Expository Text		Nov 16-Dec 4 12 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 readers use text and personal experiences to determine the meaning of unfamiliar words?</p> <p>How does the author’s perspective affect the text or media presentation?</p> <p>Why is it important to identify persuasive elements?</p> <p>How can revising your draft clarify meaning?</p> <p>What transitions, text features and graphics make an expository or procedural text effective?</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 Suggested Book Titles Extensions: Online Etymology</p>	<p>Learning Centers/Stations Resources:</p>
<p>5.2 Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:</p> <p>5.2B use context (e.g., in-sentence restatement) to determine or clarify the meaning of unfamiliar or</p>	<p><i>Such as</i></p> <ul style="list-style-type: none"> <i>• Interpreting Multiple-meaning Words</i> <p><i>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.</i></p>	<p>Instructional Resources:</p> <p>Suggested Book Titles</p>	<p>Learning Centers/Stations Resources:</p> <p>FCRR V.040 Context Clues V.041 Get a Clue! V.043 Looking for Meaning</p>

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Red- specificities

Green-Spanish only TEKS statements & specificities

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<p>multiple meaning words;</p>	<p>TAKS Note: Many questions on TAKS are asked, “Which words help the reader know the meaning of the word....”</p> <p><i>SLA:</i> <i>¿Cuáles palabras ayudan al lector a saber qué significa ...?”</i></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>V.044 Word Winner</p>
<p>5.12 Reading/Comprehension of Informational Text/Persuasive Text. Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis. Students are expected to: TAKS-5.10H (see 5.3A)</p> <p>5.12A identify the author's viewpoint or position and explain the basic relationships among ideas (e.g., parallelism, comparison, causality) in the argument;</p>	<p>Note: TAKS-5.12J Describe how the author’s perspective or point of view affects the text</p>	<p>Instructional Resources:</p> <p>Brainpop Point of View</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>
<p>5.12 Reading/Comprehension of Informational Text/Persuasive Text. Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis. Students are expected to:</p> <p>5.12B recognize exaggerated, contradictory, or misleading statements in text.</p>		<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>5.13A interpret details from procedural text to complete a task, solve a problem, or perform</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>

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<p>procedures;</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><i>Note: TAKS-5.10L Represent text information in different ways such as in outline, timeline, or graphic organizer</i></p>	<p>Instructional Resources:</p>	<p>Learning Centers/Stations Resources:</p>
<p>5.14 Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:</p> <p>5.14C identify the point of view of media presentations; and</p>	<p><i>Such as comparing and contrasting ideas and points of view in various media (age-appropriate political cartoons, age-appropriate comics, print advertisements, Internet sites, informational brochure, etc.)</i></p>	<p>Instructional Resources:</p>	<p>Learning Centers/Stations Resources:</p>
<p>5.14 Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:</p> <p>5.14D analyze various digital media venues for levels of formality and informality.</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>5.15A, 5.15B, 5.15C, 5.15D, 5.15E The Writing Process TEKS</p>	<p><i>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.</i></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(ii) create multi-paragraph essays to convey information about the topic that: guide and inform the reader's understanding of key ideas and evidence;</p>		<p>Instructional Resources:</p>	<p>Learning Centers/Stations Resources:</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(iii) create multi-paragraph essays to convey information about the topic that: include specific facts, details, and examples in an appropriately organized structure; and</p>		<p>Instructional Resources:</p>	<p>Learning Centers/Stations Resources:</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(iv) create multi-paragraph essays to convey information about the topic that: use a variety of sentence structures and transitions to link paragraphs;</p>		<p>Instructional Resources:</p>	<p>Learning Centers/Stations Resources:</p>
<p>Oral and Written Conventions:</p>			
<p>5.20 Oral and Written</p>	<p><i>SLA:</i></p>	<p>Instructional Resources</p>	<p>Learning Centers/Stations</p>

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<p>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(vi) indefinite pronouns (e.g., all, both, nothing, anything)</p>	<p><i>(-todos, juntos, nada, cualquier);</i></p>		<p>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>5.21A(i) use capitalization for: abbreviations;</p>	<p><i>NOTE: Mayúsculas en nombres propios incluyendo nombres de organizaciones por ejemplo La Liga Mexicana del Fútbol. Incluyendo mayúsculas en títulos de películas, canciones, y programas de televisión por ejemplo “La Copa del Amor.” Incluyendo mayúsculas en títulos de rango, honor, y respeto antes del nombre por ejemplo El Presidente Lincoln y La Senadora Clinton. y puntuación en comas en serie y incluyendo comas después del año en palabra escrita, después del estado en palabra escrita, en oraciones complejas como Cuando José pegó a la pelota, se sentía muy orgulloso y después de si, no, o pues al principio de una oración por ejemplo- Si, tú puedes ir al recreo- y en alocución directa como -Maria, camina en el pasillo-; así como el guión y la raya (en diálogos) por ejemplo- Si – dijo Maria, me voy a la tienda.</i></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>5.21A(ii) use capitalization for: initials and acronyms; and</p>			

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<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>5.21A(iii) use capitalization for: organizations;</p>			
Oral and Written Conventions-Spelling			
<p>5.22 Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:</p> <p>(ELA) 5.22A(i), 5.22A(ii), 5.22A(iii) spell words with more advanced orthographic patterns and rules:</p> <p>5.22B(i), 5.22B(ii), 5.22B(iii), 5.22B(iv) spell words with:</p> <p><i>(SLA) 5.22A(i), 5.22A(ii), 5.22A(iii), 5.22A(iv) spell words with more advanced orthographic patterns and rules:</i></p> <p><i>5.22B mark accents appropriately when conjugating verbs in simple and imperfect past, perfect, conditional, and future tenses</i></p> <p><i>5.22C(i), 5.22C(ii), 5.22C(iii), .22C(iv) spell words with</i></p> <p><i>5.22D correctly spell words containing hiatus and diphthongs</i></p> <p><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>	<p>Learning Centers/Stations Resources:</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

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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.