

Fifth Grade Language Arts Curriculum Bundle # 7



Title	Suggested Dates
Compare/Contrast Narrative and Expository Text	Jan 5-Jan 29 16 Instructional Days

Big Idea/Enduring Understanding	Guiding Questions
Read and write fluently in both narrative and expository to tell truths about life.	<p>How do readers make connections about themes, ideas and issues across texts?</p> <p>How can a historical event or movement affect the theme of a text?</p> <p>How do culture variants influence a text and expand the reader's appreciation of regional and global ideas?</p> <p>What makes an effective persuasive essay?</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>5.3 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</p>	<p><i>Note: TAKS-5.10H Draw inferences such as conclusions or generalizations and support them with text evidence and experience</i></p>	<p>Instructional Resources:</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>

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cultures;			Ways to Love a Book
<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>5.3C explain the effect of a historical event or movement on the theme of a work of literature.</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>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:</p> <p>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: Brainpop Point of View</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>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>Note: TAKS-5.12C Identify the purposes of different types of texts such as to inform, influence, express, or entertain</p> <p>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 author write the passage?" The student is then expected to find text evidence of the writer's purpose.</p>	<p>Instructional Resources:</p>	<p>Learning Centers/Stations Resources:</p>

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<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>5.11E synthesize and make logical connections between ideas within a text and across two or three texts representing similar or different genres.</p>	<p>Note: TAKS-5.11D Connect, compare, and contrast ideas, themes, and issues across text multiple texts.</p> <p>Note: Connect Ideas:</p> <ul style="list-style-type: none"> • "In this selection, in what way does Grandpa Delgado feel connected to the old barn?" • "Why was the Inuit bear hunter mentioned in both the announcement and the story?" • "A common idea throughout this article is the importance of —" • An idea present in both selections is— <p>Connect sign/message to plot:</p> <ul style="list-style-type: none"> • "Read the four protest signs below." And then "Which of these signs would most likely have been carried by a member of the Friends of the Everglades?" <p>Compare or Contrast Within and Across Texts</p> <p>Compare Ideas:</p> <ul style="list-style-type: none"> • "The newspaper article and Lisa's report both tell about —" • "An idea present in both selections is —" • "One idea found in both of these stories is that people can be —" • "An idea present in both articles is —" <p>Compare Characters:</p> <ul style="list-style-type: none"> • "How is Sete different from his friends?" • How is the first woman who is questioned in 'The Sultan's Pearls' like the first man who is questioned in 'The King's Gold'?" <p>Compare Events:</p> <ul style="list-style-type: none"> • "According to the article, how was Douglas's career as a journalist similar to her attending college?" <p>Compare Themes:</p> <ul style="list-style-type: none"> • "Which of these is a theme in both selections?" • "A theme found in both articles is —" and support the conclusions with text evidence [and/or personal experience] • Compare and contrast using fictional and non-fictional text 	<p>Instructional Resources:</p> <p>Suggested Book Titles</p>	<p>Learning Centers/Stations Resources:</p>
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	<ul style="list-style-type: none"> • Compare and contrast multiple ideas, topics, themes, and issues <p>Including recognizing theme as: the “central or dominating idea—the message implicit in a work. The theme is seldom stated directly. It is an abstract concept indirectly expressed through recurrent images, actions, characters, and symbols and must be inferred by the reader or spectator. Theme differs from subject in that theme is a comment, observation, or insight about the subject. Note: On TAKS, a student is restricted to text evidence alone to support the conclusion.</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: <i>TAKS-5.10H (see 5.3A)</i></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; <i>Note: TAKS-5.12J Describe how the author’s perspective or point of view affects the text</i></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>			

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<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>5.14A explain how messages conveyed in various forms of media are presented differently (e.g., documentaries, online information, televised news);</p>		Instructional Resources:	Learning Centers/Stations Resources:
<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>5.14B consider the difference in techniques used in media (e.g., commercials, documentaries, news);</p>	<p><i>Note: TAKS-5.12E Compare communication in different forms such as contrasting a dramatic performance with a print version of the same story, including comparing story variants, Such as: analyzing book illustrations, age-appropriate political cartoons, print advertisements to identify illustrator’s choice of style (e.g., realistic, imaginary, literal, humorous) influence the text’s meaning</i></p>	Instructional Resources:	Learning Centers/Stations Resources:
Writing:			
<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>	Instructional Resources	Learning Centers/Stations Resources: <u>5th Grade Menus/Grids</u>
<p>5.19 Writing/Persuasive Texts. Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues.</p> <p>5.19 Students are expected to write persuasive essays for appropriate audiences that establish a position and include sound reasoning, detailed and relevant evidence, and consideration of</p>		Instructional Resources:	Learning Centers/Stations Resources:

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alternatives.			
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 to:</p> <p>5.20A(vii) use and understand the function of the following parts of speech in the context of reading, writing, and speaking: subordinating conjunctions (e.g., while, because, although, if</p>	<p><i>SLA:</i> <i>(-mientras, porque, aunque, si);</i></p>	<p>Instructional Resources: Brainpop Conjunctions</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>5.20A(viii) use and understand the function of the following parts of speech in the context of reading, writing, and speaking: transitional words (e.g., also, therefore</p>	<p><i>SLA:</i> <i>(-también, por lo tanto);</i></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:</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>

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<p>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(ii), 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>			
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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.