

Fifth Grade Language Arts Curriculum Bundle # 8



| Title | Suggested Dates |
|--|---------------------------------------|
| Compare/Contrast Narrative and Expository Text | Feb 1-Feb 19 13 Instructional Days |

| Big Idea/Enduring Understanding | Guiding Questions |
|---|--|
| Read and write fluently in both narrative and expository to tell truths about life. | <p>Why is it important to compare and contrast themes, ideas and issues from various texts?</p> <p>How can comparing texts help a reader identify character traits and conflicts?</p> <p>How do authors present main ideas in various texts?</p> <p>How do authors present major events in a person’s life when writing a biography or autobiography?</p> <p>How do readers use schema to infer meaning from a text?</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) | |
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| 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</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><i>Note: TAKS-5.10G Paraphrase and summarize text to recall, inform, and organize ideas</i></p> <p><i>Note: TAKS-5.12I Recognize and analyze story plot, setting, and problem resolution</i></p> <p><i>Note: TAKS-5.10L Represent text information in different ways such as in outline, timeline, or graphic</i></p> | <p>Instructional Resources:</p> <p>Suggested Book Titles</p> | <p>Learning Centers/Stations Resources:</p> |

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| <p>TAKS-5.10H (see 5.3A)</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>organizer</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>5.6B 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"> • analyzing individual characters and • comparing/contrasting characters <p>Traits of Characters</p> <ul style="list-style-type: none"> • Physical Traits • Personal Traits (e.g., moral, ethical, evil, compassionate, loving, wealthy/poor) • Emotional Traits <p>Feelings/Emotions of Characters Motivation of Characters (for decisions, actions, and changes) Relationships Change</p> <ul style="list-style-type: none"> • Intellectual • Emotional • Physical • Change From beginning to end • Change before an event and after an event in the plot <p>How the reader knows about the character (characterization)</p> <ul style="list-style-type: none"> • What the character says • What the character does or does not do • What other characters tell us about the character • What the author tells us about the character directly and indirectly (e.g. Explanatory words in quotations) • Other characters' reactions to the character <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> | <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> <p>Ways to Love a Book</p> |

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| | <ul style="list-style-type: none"> • which statement would not be reasonable? • which statement does not make sense? • which of the following would a character probably do? • which of the following represents something a character probably would not have done? <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>5.7 Reading/Comprehension of Literary Text/Literary Nonfiction. Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding. TAKS-5.10H (see 5.3A)</p> <p>5.7 Students are expected to identify the literary language and devices used in biographies and autobiographies, including how authors present major events in a person's life.</p> | <p>Note: TAKS-5.10I Find similarities and differences across texts such as in treatment, scope, or organization</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>Biographies for Kids</p> <p>Amazing Americans</p> | <p>Learning Centers/Stations Resources:</p> |
| <p>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. 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"> • Similes and metaphors • Colorful/Descriptive Words • (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). <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"> • Multiple choice: begin with a conclusion | <p>Instructional Resources:</p> <p>Suggested Book Titles</p> | <p>Learning Centers/Stations Resources:</p> |

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| | <p>provided by the teacher/question and then validate/support that conclusion with text evidence. (e.g., "Which of the following sentences/statements from the passage supports the conclusion" (that was given in the question)</p> <ul style="list-style-type: none"> • 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. | | |
| <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 Note: TAKS-5.10G Paraphrase and summarize text to recall, inform, and organize ideas 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:</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 Note: TAKS-5.10L Represent text information in different ways such as in outline, timeline, or graphic organizer Note: TAKS-5.12B Recognize that authors organize information in specific ways 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 | <p>Instructional Resources:</p> | <p>Learning Centers/Stations Resources:</p> |

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| | <p style="text-align: center;">information at the beginning and at the end of a selection</p> <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>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?" | <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"> • 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 • 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.</p> <p>Note: On TAKS, a student is restricted to text evidence alone to support the conclusion.</p> | | |
| 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>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> |

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| Oral and Written Conventions-Spelling | | | |
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| <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: 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), 5.22C(iv) spell words with 5.22D correctly spell words containing hiatus and diphthongs 5.22E differentiate between commonly confused terms</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 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 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

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(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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