

Fifth Grade Language Arts Curriculum Bundle # 9



Title	Suggested Dates
Poetry	Feb 22-March 12 15 Instructional Days

Big Idea/Enduring Understanding	Guiding Questions
Read and write fluently various styles of poetry including rich and imaginative language to convey ideas and images.	How does poetry encourage the creative use of words and ideas? How do poets effectively use sound effects, poetic techniques, figurative language and graphic elements to express meaning, ideas and feelings?

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>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.</p> <p>Note: TAKS-5.9D Determine the meanings of derivatives by applying knowledge of the meanings of root words</p>	<p>Instructional Resources:</p> <p>Affixes List</p> <p>Suggested Book Titles</p>	<p>Learning Centers/Stations Resources:</p>
<p>5.4 Reading/Comprehension of Literary Text/Poetry. Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. TAKS-5.10H (see 5.3A)</p> <p>5.4 Students are expected to analyze how poets use sound effects (e.g., alliteration, internal rhyme, onomatopoeia, rhyme scheme) to reinforce meaning in poems.</p>		<p>Instructional Resources:</p> <p>Brainpop Poetry</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>

Black – Original TEKS statements (considered ELA & SLA unless noted *or italicized for SLA*)

Red- specificities

Green-Spanish only TEKS statements & specificities

Page 1 of 4

Last Date Modified: 11/2/2009

Fifth Grade Language Arts Curriculum Bundle # 9

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>
<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>5.16B(i) write poems using: poetic techniques (e.g., alliteration, onomatopoeia);</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>5.16B(ii) write poems using: figurative language (e.g., similes, metaphors); and</p>		<p>Instructional Resources: Brainpop Simile and Metaphor</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>5.16B(iii) write poems using: graphic elements (e.g., capital letters, line length).</p>		<p>Instructional Resources:</p>	<p>Learning Centers/Stations Resources:</p>
Oral and Written Conventions-Spelling			

Black – Original TEKS statements (considered ELA & SLA unless noted *or italicized for SLA*)

Red- *specificities*

Green-Spanish only *TEKS statements & specificities*

Page 2 of 4

Last Date Modified: 11/2/2009

Fifth Grade Language Arts Curriculum Bundle # 9

<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> 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), 5.22C(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>
--	--	---	---

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.

Black – Original TEKS statements (considered ELA & SLA unless noted *or italicized for SLA*)

Red- specificities

Green-Spanish only TEKS statements & specificities

Page 3 of 4

Last Date Modified: 11/2/2009

Fifth Grade Language Arts Curriculum Bundle # 9

Black – Original TEKS statements (considered ELA & SLA unless noted *or italicized for SLA*)

Red- specificities

Green-Spanish only TEKS statements & specificities

Page 4 of 4

Last Date Modified: 11/2/2009