

Cycle 1	27 Days	The recommended number of lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.
	Aug. 23 - Oct. 1, 2021	
	Guided Reading Level: Q/R DRA Level: 38/40	

Cycle Overview

Cycle 1 Units:

Unit 1 August 23 – September 10	Contemporary Fiction (Realistic and Historical)
Unit 2 September 13 – October 1	Traditional Tales (Myths, Legends, Folktales, Fairy Tales, Fables)

Description of the Genres:

Fiction texts are narratives that tell a story. Fictional text can be **realistic** which is believable in storyline but not in fact true. The events in a **realistic fiction** text could happen and the characters and settings could exist. Fiction texts could also be fantasy with character, setting, and plot that could seem realistic but in an alternative world and not in the real world.

Contemporary fiction presents characters in a typically modern world setting and experiencing modern day problems. **Historical fiction** focuses on the way people live in the past and the problems encountered in a particular historic time period.

Fantasy genre includes traditional literature and more modern types of fantasy. This could be animals and or science fiction. These imaginative stories have a wide range of complexity, from simple animal fantasy to long, complex narratives that take place in other worlds to texts that use scientific concepts. Authors of modern fantasy take events, places, and people that could not exist in the real world and make their existence believable.

Traditional Literature are tales that have been handed down through many centuries. They originated in oral storytelling and were told to entertain and enlighten adults. These oral stories gave people a way to remember the past and taught cultural values.

Digital texts are in an electronic form where readers can easily learn to bookmark, add notes, and comments to a text electronically. Digital texts offer great opportunities for readers, but genre is still at the heart of reading and writing.

Students will determine the roles various characters play in the conflict and resolution of the plot, as well as analyze major and minor character relationships, in order to make inferences about them and provide evidence to support theme. Through read alouds of diverse texts and students' self-selected reading choices, students will analyze author's craft techniques which they can use as they write their own personal narratives. Students will use the writing process to plan, write, revise and edit these narratives as they embed grammar skills such as writing complete sentences with correct subject-verb agreement, the use of irregular verbs, collective nouns, and spelling. Foundational skills such as oral language, word study, and vocabulary are embedded in lessons and the Fluid Literacy Block.



Type of Assessment	Assessment Windows
(BOY) Renaissance Learning 360 Screener	August 30 – September 24
(BOY) Benchmark Running Records	August 30 – October 1
English Language Development Assessment (ELD) Progress Monitoring	September 20 – October 15



Unit 1	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
<p>Contemporary Fiction</p>	<p>Strand 1: Foundational Language Skills—Oral Language SLA.5.1A Listen actively to interpret verbal and nonverbal messages, ask relevant questions, and make pertinent comments. SLA.5.1B Follow, restate, and give oral instructions that include multiple action steps. SLA.5.1C Give an organized presentation employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively. SLA.5.1D Work collaboratively with others to develop a plan of shared responsibilities.</p> <p>Strand 1: Foundational Language Skills—Beginning Reading and Writing SLA.5.2A.i Demonstrate and apply phonetic knowledge by decoding palabras agudas, graves, esdrújulas, and sobresdrújulas (words with the stress on the last, penultimate, and antepenultimate syllable and words with the stress on the syllable before the antepenultimate). SLA.5.2A.ii Demonstrate and apply phonetic knowledge by using orthographic rules to segment and combine syllables, including diphthongs and formal and accented hiatus. SLA.5.2A.iii Demonstrate and apply phonetic knowledge by decoding and differentiating meaning of word based on the diacritical accent. SLA.5.2A.iv Demonstrate and apply phonetic knowledge by decoding words with prefixes and suffixes. SLA.5.2B.i Demonstrate and apply spelling knowledge by spelling words with more advanced orthographic patterns and rules. SLA.5.2B.ii Demonstrate and apply spelling knowledge by spelling palabras agudas, graves, and esdrújulas (words with the stress on the antepenultimate, penultimate, and last syllable) with a prosodic or orthographic accent. SLA.5.2B.iii Demonstrate and apply spelling knowledge by spelling palabras sobresdrújulas (words with the stress on the syllable before the antepenultimate syllable) with a prosodic or orthographic accent. SLA.5.2B.iv Demonstrate and apply spelling knowledge by spelling words with diphthongs and hiatus. SLA.5.2B.v Demonstrate and apply spelling knowledge by marking accents appropriately when conjugating verbs such as in simple and imperfect past, past participle, perfect, conditional, and future tenses.</p> <p>Strand 1: Foundational Language Skills—Beginning Reading and Writing SLA.5.2C Write legibly in cursive.</p> <p>Strand 1: Foundational Language Skills—Vocabulary SLA.5.3A Use print or digital resources to determine meaning, syllabication, pronunciation, and word origin. SLA.5.3B Use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words. SLA.5.3C Identify the meaning of and use base words with affixes, including trans-, super-, anti-, semi-, -logía, -ificar, -ismo, and -ista and roots, including audi, crono, foto, geo, and terr. SLA.5.3D Identify, use, and explain the meaning of adages and puns. SLA.5.3E Differentiate between and use homographs, homophones, and commonly confused terms such as porque/porqué/por qué/por que, sino/si no, and también/tan bien.</p> <p>Strand 1: Foundational Language Skills—Fluency SLA.5.4 Read grade-level text with fluency and comprehension and use appropriate fluency (rate, accuracy and prosody) when reading grade level text.</p> <p>Strand 1: Foundational Language Skills—Self-Sustained Reading</p>

Unit 1	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
	<p>SLA.5.5 Read grade-appropriate texts independently, self-select text and interact independently with text for sustained periods of time.</p> <p>Strand 2: Comprehension Skills</p> <p>SLA.5.6A Establish purpose for reading assigned and self-selected texts.</p> <p>SLA.5.6B Generate questions about text before, during, and after reading to deepen understanding and gain information.</p> <p>SLA.5.6C Make, correct, or confirm predictions using text features, characteristics of genre, and structures.</p> <p>SLA.5.6D Create mental images to deepen understanding.</p> <p>SLA.5.6E Make connections to personal experiences, ideas in other texts, and society.</p> <p>SLA.5.6F Make inferences and use evidence to support understanding.</p> <p>SLA.5.6G Evaluate details read to determine key ideas.</p> <p>SLA.5.6H Synthesize information to create new understanding.</p> <p>SLA.5.6I Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.</p> <p>Strand 3: Response Skills</p> <p>SLA.5.7A Describe personal connections to a variety of sources, including self-selected texts.</p> <p>SLA.5.7B Write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources.</p> <p>SLA.5.7C Use text evidence to support an appropriate response.</p> <p>SLA.5.7D Retell, paraphrase, or summarize texts in ways that maintain meaning and logical order.</p> <p>SLA.5.7E Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.</p> <p>SLA.5.7F Respond using newly acquired vocabulary as appropriate.</p> <p>SLA.5.7G Discuss specific ideas in the text that are important to the meaning.</p> <p>Strand 4: Multiple Genres—Literary Elements</p> <p>SLA.5.8A Infer multiple themes within a text using text evidence.</p> <p>SLA.5.8B Analyze the relationships of and conflicts among the characters.</p> <p>SLA.5.8C Analyze plot elements, including rising action, climax, falling action, and resolution.</p> <p>SLA.5.8D Analyze the influence of the setting, including historical and cultural settings, on the plot.</p> <p>Strand 4: Multiple Genres—Genres</p> <p>SLA.5.9F Recognize characteristics of multimodal and digital texts.</p> <p>Strand 5: Author’s Purpose and Craft</p> <p>SLA.5.10A Explain the author’s purpose and message within a text.</p> <p>SLA.5.10B Analyze how the use of text structure contributes to the author’s purpose.</p> <p>SLA.5.10D Describe how the author’s use of imagery, literal and figurative language such as simile and metaphor, and sound devices achieves specific purposes.</p> <p>SLA.5.10E Identify and understand the use of literary devices, including first- or third-person point of view.</p> <p>SLA.5.10F Discuss how the author’s use of language contributes to voice.</p> <p>Strand 6: Composition—Writing Process</p> <p>SLA.5.11A Plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping.</p> <p>SLA.5.11B.i Develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including an introduction, transitions, and a conclusion</p> <p>SLA.5.11B.ii Develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea reflecting depth of thought with specific facts and details.</p>

Unit 1	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
	<p>SLA.5.11C Revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity.</p> <p>SLA.5.11D.i Edit drafts using standard Spanish conventions, including complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments.</p> <p>SLA.5.11D.ii Edit drafts using standard Spanish conventions, including irregular verbs.</p> <p>SLA.5.11D.iii Edit drafts using standard Spanish conventions, including collective nouns.</p> <p>SLA.5.11D.xi Edit drafts using standard Spanish conventions, including correct spelling of words with grade-appropriate orthographic patterns and rules.</p> <p>SLA.5.11E Publish written work for appropriate audiences.</p> <p>Strand 6: Composition—Genres</p> <p>SLA.5.12A Compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft.</p> <p>Strand 7: Inquiry and Research</p> <p>SLA.5.13A Generate and clarify questions on a topic for formal and informal inquiry.</p> <p>SLA.5.13B Develop and follow a research plan with adult assistance.</p> <p>SLA.5.13C Identify and gather relevant information from a variety of sources.</p> <p>SLA.5.13D Understand credibility of primary and secondary sources.</p> <p>SLA.5.13E Demonstrate understanding of information gathered.</p> <p>SLA.5.13F Differentiate between paraphrasing and plagiarism when using source materials.</p> <p>SLA.5.13G Develop a bibliography.</p> <p>SLA.5.13H Use an appropriate mode of delivery, whether, written, oral, or multimodal, to present results.</p>

Unit 2	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
<p>Traditional Tales (Folktales, fables, legends, myths, and tall tales)</p>	<p>Strand 1: Foundational Language Skills—Oral Language</p> <p>SLA.5.1A Listen actively to interpret verbal and nonverbal messages, ask relevant questions, and make pertinent comments.</p> <p>SLA.5.1B Follow, restate, and give oral instructions that include multiple action steps.</p> <p>SLA.5.1C Give an organized presentation employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively.</p> <p>SLA.5.1D Work collaboratively with others to develop a plan of shared responsibilities.</p> <p>Strand 1: Foundational Language Skills—Beginning Reading and Writing</p> <p>SLA.5.2A.i Demonstrate and apply phonetic knowledge by decoding palabras agudas, graves, esdrújulas, and sobresdrújulas (words with the stress on the last, penultimate, and antepenultimate syllable and words with the stress on the syllable before the antepenultimate).</p> <p>SLA.5.2A.ii Demonstrate and apply phonetic knowledge by using orthographic rules to segment and combine syllables, including diphthongs and formal and accented hiatus.</p> <p>SLA.5.2A.iii Demonstrate and apply phonetic knowledge by decoding and differentiating meaning of word based on the diacritical accent.</p> <p>SLA.5.2A.iv Demonstrate and apply phonetic knowledge by decoding words with prefixes and suffixes.</p> <p>SLA.5.2B.i Demonstrate and apply spelling knowledge by spelling words with more advanced orthographic patterns and rules.</p> <p>SLA.5.2B.ii Demonstrate and apply spelling knowledge by spelling palabras agudas, graves, and esdrújulas (words with the stress on the antepenultimate, penultimate, and last syllable) with a prosodic or orthographic accent.</p>

Unit 2	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
	<p>SLA.5.2B.iii Demonstrate and apply spelling knowledge by spelling palabras sobresdrújulas (words with the stress on the syllable before the antepenultimate syllable) with a prosodic or orthographic accent.</p> <p>SLA.5.2B.iv Demonstrate and apply spelling knowledge by spelling words with diphthongs and hiatus.</p> <p>SLA.5.2B.v Demonstrate and apply spelling knowledge by marking accents appropriately when conjugating verbs such as in simple and imperfect past, past participle, perfect, conditional, and future tenses.</p> <p>Strand 1: Foundational Language Skills—Beginning Reading and Writing SLA.5.2C Write legibly in cursive.</p> <p>Strand 1: Foundational Language Skills—Vocabulary SLA.5.3A Use print or digital resources to determine meaning, syllabication, pronunciation, and word origin. SLA.5.3B Use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words. SLA.5.3C Identify the meaning of and use base words with affixes, including trans-, super-, anti-, semi-, -logía, -ificar, -ismo, and -ista and roots, including audi, crono, foto, geo, and terr. SLA.5.3D Identify, use, and explain the meaning of adages and puns. SLA.5.3E Differentiate between and use homographs, homophones, and commonly confused terms such as porque/porqué/por qué/por que, sino/si no, and también/tan bien.</p> <p>Strand 1: Foundational Language Skills—Fluency SLA.5.4 Read grade-level text with fluency and comprehension and use appropriate fluency (rate, accuracy and prosody) when reading grade level text.</p> <p>Strand 1: Foundational Language Skills—Self-Sustained Reading SLA.5.5 Read grade-appropriate texts independently, self-select text and interact independently with text for sustained periods of time.</p> <p>Strand 2: Comprehension Skills SLA.5.6A Establish purpose for reading assigned and self-selected texts. SLA.5.6B Generate questions about text before, during, and after reading to deepen understanding and gain information. SLA.5.6C Make, correct, or confirm predictions using text features, characteristics of genre, and structures. SLA.5.6D Create mental images to deepen understanding. SLA.5.6E Make connections to personal experiences, ideas in other texts, and society. SLA.5.6F Make inferences and use evidence to support understanding. SLA.5.6G Evaluate details read to determine key ideas. SLA.5.6H Synthesize information to create new understanding. SLA.5.6I Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.</p> <p>Strand 3: Response Skills SLA.5.7A Describe personal connections to a variety of sources, including self-selected texts. SLA.5.7B Write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources. SLA.5.7C Use text evidence to support an appropriate response. SLA.5.7D Retell, paraphrase, or summarize texts in ways that maintain meaning and logical order.</p>

Unit 2	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
	<p>SLA.5.7E Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.</p> <p>SLA.5.7F Respond using newly acquired vocabulary as appropriate.</p> <p>SLA.5.7G Discuss specific ideas in the text that are important to the meaning.</p> <p>Strand 4: Multiple Genres—Literary Elements</p> <p>SLA.5.8A Infer multiple themes within a text using text evidence.</p> <p>SLA.5.8B Analyze the relationships of and conflicts among the characters.</p> <p>SLA.5.8C Analyze plot elements, including rising action, climax, falling action, and resolution.</p> <p>SLA.5.8D Analyze the influence of the setting, including historical and cultural settings, on the plot.</p> <p>Strand 4: Multiple Genres—Genres</p> <p>SLA.5.9A Demonstrate knowledge of distinguishing characteristics of well-known children’s literature such as folktales, fables, legends, myths, and tall tales.</p> <p>SLA.5.9F Recognize characteristics of multimodal and digital texts.</p> <p>Strand 5: Author’s Purpose and Craft</p> <p>SLA.5.10A Explain the author’s purpose and message within a text.</p> <p>SLA.5.10B Analyze how the use of text structure contributes to the author’s purpose.</p> <p>SLA.5.10D Describe how the author’s use of imagery, literal and figurative language such as simile and metaphor, and sound devices achieves specific purposes.</p> <p>SLA.5.10E Identify and understand the use of literary devices, including first- or third-person point of view.</p> <p>SLA.5.10F Discuss how the author’s use of language contributes to voice.</p> <p>Strand 6: Composition—Writing Process</p> <p>SLA.5.11A Plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping.</p> <p>SLA.5.11B.i Develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including an introduction, transitions, and a conclusion</p> <p>SLA.5.11B.ii Develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea reflecting depth of thought with specific facts and details.</p> <p>SLA.5.11C Revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity.</p> <p>SLA.5.11D.viii Edit drafts using standard Spanish conventions, including) subordinating conjunctions to form complex sentences.</p> <p>SLA.5.11D.x Edit drafts using standard Spanish conventions, including italics and underlining for titles and emphasis and punctuation marks, including commas in compound and complex sentences, em dash for dialogue, and quotation marks for titles.</p> <p>SLA.5.11D.xi Edit drafts using standard Spanish conventions, including correct spelling of words with grade-appropriate orthographic patterns and rules.</p> <p>SLA.5.11E Publish written work for appropriate audiences.</p> <p>Strand 6: Composition—Genres</p> <p>SLA.5.12A Compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft.</p> <p>Strand 7: Inquiry and Research</p> <p>SLA.5.13A Generate and clarify questions on a topic for formal and informal inquiry.</p> <p>SLA.5.13B Develop and follow a research plan with adult assistance.</p> <p>SLA.5.13C Identify and gather relevant information from a variety of sources.</p> <p>SLA.5.13D Understand credibility of primary and secondary sources.</p> <p>SLA.5.13E Demonstrate understanding of information gathered.</p>

Unit 2	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
	<p>SLA.5.13F Differentiate between paraphrasing and plagiarism when using source materials.</p> <p>SLA.5.13G Develop a bibliography.</p> <p>SLA.5.13H Use an appropriate mode of delivery, whether, written, oral, or multimodal, to present results.</p>

Cycle 2	29 Days	The recommended number of lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.
	Oct. 5 - Nov. 12, 2021	
	Guided Reading Level: Q/R DRA Level: 40/40	

Cycle Overview

Cycle 2 Units:

Unit 3 October 5 – October 22	Drama
Unit 4 October 25 – November 12	Poetry

Description of the Genres:

The structure of **dramatic text**, unlike other forms of fiction, is directly influenced by its purpose. A play is written to be performed rather than just read. A play will include references to characters, scenery, and action, as well as stage directions and usually consists of scripted (written) dialogue between characters. Plays can be realistic fiction, historical fiction, or fantasy and might also include elements of special types of fiction like mystery.

Poetry may be fiction or nonfiction. It includes traditional poems, as well as songs and chants. It can be serious or humorous. Poetry comes in well-defined, specific forms, including free verse, lyrical, narrative, limericks, etc. Poems have specific structural elements, rhythm, rhyme, and tonal quality. Poetry uses language to create imagery and feeling throughout the text.

Digital texts are in an electronic form where readers can easily learn to bookmark, add notes, and comments to a text electronically. Digital texts offer great opportunities for readers, but genre is still at the heart of reading and writing.

Within the genre of Drama, students will recognize and explain structures specific to that genre such as character tags and stage directions. Students will explain character interaction and changes and analyze major plot elements while providing evidence to make inferences about basic themes. In the genre of poetry, students will explore figurative language the author uses to create images and explain the author’s purpose within a text. Different forms of poetry will be explored and analyzed for structure and purpose. In this unit, students will continue to write personal narrative compositions, and we are starting to write correspondence writings. Students will embed grammar skills such as the use of capitalization, adjectives, adverbs, pronouns, and correct subject-verb agreement. Foundational skills such as oral language, word study, and vocabulary are embedded in lessons and the Fluid Literacy Block.



Type of Assessment	Assessment Windows
English Language Development Assessment (ELD) Progress Monitoring	September 20 – October 15
Ren360 Formal Progress Monitoring Tier II/III	October 18 – November 5
Snapshot 1	October 25 – 29
Universal GT: CogAT/Iowa-Logramos PAPER ONLY	November 1 -13



Unit 3	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
Drama	<p>Strand 1: Foundational Language Skills—Oral Language</p> <p>SLA.5.1A Listen actively to interpret verbal and nonverbal messages, ask relevant questions, and make pertinent comments.</p> <p>SLA.5.1B Follow, restate, and give oral instructions that include multiple action steps.</p> <p>SLA.5.1C Give an organized presentation employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively.</p> <p>SLA.5.1D Work collaboratively with others to develop a plan of shared responsibilities.</p> <p>Strand 1: Foundational Language Skills—Beginning Reading and Writing</p> <p>SLA.5.2A.i Demonstrate and apply phonetic knowledge by decoding palabras agudas, graves, esdrújulas, and sobresdrújulas (words with the stress on the last, penultimate, and antepenultimate syllable and words with the stress on the syllable before the antepenultimate).</p> <p>SLA.5.2A.ii Demonstrate and apply phonetic knowledge by using orthographic rules to segment and combine syllables, including diphthongs and formal and accented hiatus.</p> <p>SLA.5.2A.iii Demonstrate and apply phonetic knowledge by decoding and differentiating meaning of word based on the diacritical accent.</p> <p>SLA.5.2A.iv Demonstrate and apply phonetic knowledge by decoding words with prefixes and suffixes.</p> <p>SLA.5.2B.i Demonstrate and apply spelling knowledge by spelling words with more advanced orthographic patterns and rules.</p> <p>SLA.5.2B.ii Demonstrate and apply spelling knowledge by spelling palabras agudas, graves, and esdrújulas (words with the stress on the antepenultimate, penultimate, and last syllable) with a prosodic or orthographic accent.</p> <p>SLA.5.2B.iii Demonstrate and apply spelling knowledge by spelling palabras sobresdrújulas (words with the stress on the syllable before the antepenultimate syllable) with a prosodic or orthographic accent.</p> <p>SLA.5.2B.iv Demonstrate and apply spelling knowledge by spelling words with diphthongs and hiatus.</p> <p>SLA.5.2B.v Demonstrate and apply spelling knowledge by marking accents appropriately when conjugating verbs such as in simple and imperfect past, past participle, perfect, conditional, and future tenses.</p> <p>Strand 1: Foundational Language Skills—Vocabulary</p> <p>SLA.5.3A Use print or digital resources to determine meaning, syllabication, pronunciation, and word origin.</p> <p>SLA.5.3B Use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words.</p> <p>SLA.5.3C Identify the meaning of and use base words with affixes, including trans-, super-, anti-, semi-, -logía, -ificar, -ismo, and -ista and roots, including audi, crono, foto, geo, and terr.</p> <p>SLA.5.3D Identify, use, and explain the meaning of adages and puns.</p> <p>SLA.5.3E Differentiate between and use homographs, homophones, and commonly confused terms such as porque/porqué/por qué/por que, sino/si no, and también/tan bien.</p> <p>Strand 1: Foundational Language Skills—Fluency</p> <p>SLA.5.4 Read grade-level text with fluency and comprehension and use appropriate fluency (rate, accuracy and prosody) when reading grade level text.</p> <p>Strand 1: Foundational Language Skills—Self-Sustained Reading</p> <p>SLA.5.5 Read grade-appropriate texts independently, self-select text and interact independently with text for sustained periods of time.</p> <p>Strand 2: Comprehension Skills</p>



HISD | Elementary Curriculum and Development

INSPIRING TEACHING, IGNITING LITERACY & LEARNING.

2021-2022 Scope and Sequence

Reading Language Arts – Grade 5

Unit 3	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
	<p>SLA.5.6A Establish purpose for reading assigned and self-selected texts.</p> <p>SLA.5.6B Generate questions about text before, during, and after reading to deepen understanding and gain information.</p> <p>SLA.5.6C Make, correct, or confirm predictions using text features, characteristics of genre, and structures.</p> <p>SLA.5.6D Create mental images to deepen understanding.</p> <p>SLA.5.6E Make connections to personal experiences, ideas in other texts, and society.</p> <p>SLA.5.6F Make inferences and use evidence to support understanding.</p> <p>SLA.5.6G Evaluate details read to determine key ideas.</p> <p>SLA.5.6H Synthesize information to create new understanding.</p> <p>SLA.5.6I Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.</p> <p>Strand 3: Response Skills</p> <p>SLA.5.7A Describe personal connections to a variety of sources, including self-selected texts.</p> <p>SLA.5.7B Write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources.</p> <p>SLA.5.7C Use text evidence to support an appropriate response.</p> <p>SLA.5.7D Retell, paraphrase, or summarize texts in ways that maintain meaning and logical order.</p> <p>SLA.5.7E Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.</p> <p>SLA.5.7F Respond using newly acquired vocabulary as appropriate.</p> <p>SLA.5.7G Discuss specific ideas in the text that are important to the meaning.</p> <p>Strand 4: Multiple Genres—Literary Elements</p> <p>SLA.5.8A Infer multiple themes within a text using text evidence.</p> <p>SLA.5.8B Analyze the relationships of and conflicts among the characters.</p> <p>SLA.5.8C Analyze plot elements, including rising action, climax, falling action, and resolution.</p> <p>SLA.5.8D Analyze the influence of the setting, including historical and cultural settings, on the plot.</p> <p>Strand 4: Multiple Genres—Genres</p> <p>SLA.5.9C Explain structure in drama such as character tags, acts, scenes, and stage directions.</p> <p>SLA.5.9F Recognize characteristics of multimodal and digital texts.</p> <p>Strand 5: Author’s Purpose and Craft</p> <p>SLA.5.10A Explain the author’s purpose and message within a text.</p> <p>SLA.5.10B Analyze how the use of text structure contributes to the author’s purpose.</p> <p>SLA.5.10D Describe how the author’s use of imagery, literal and figurative language such as simile and metaphor, and sound devices achieves specific purposes.</p> <p>SLA.5.10F Discuss how the author’s use of language contributes to voice.</p> <p>Strand 6: Composition—Writing Process</p> <p>SLA.5.11A Plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping.</p> <p>SLA.5.11B.i Develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including an introduction, transitions, and a conclusion</p> <p>SLA.5.11B.ii Develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea reflecting depth of thought with specific facts and details.</p> <p>SLA.5.11C Revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity.</p>



HISD | Elementary Curriculum and Development

INSPIRING TEACHING, IGNITING LITERACY & LEARNING.

2021-2022 Scope and Sequence

Reading Language Arts – Grade 5

Unit 3	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
	<p>SLA.5.11D.iv Edit drafts using standard Spanish conventions, including adjectives, including those indicating origin, and their comparative and superlative forms</p> <p>SLA.5.11D.v Edit drafts using standard Spanish conventions, including conjunctive adverbs</p> <p>SLA.5.11D.ix Edit drafts using standard Spanish conventions, including) capitalization of initials, acronyms, and organizations</p> <p>SLA.5.11D.xi Edit drafts using standard Spanish conventions, including correct spelling of words with grade-appropriate orthographic patterns and rules.</p> <p>SLA.5.11E Publish written work for appropriate audiences.</p> <p>Strand 6: Composition—Genres</p> <p>SLA.5.12A Compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft.</p> <p>Strand 7: Inquiry and Research</p> <p>SLA.5.13A Generate and clarify questions on a topic for formal and informal inquiry.</p> <p>SLA.5.13B Develop and follow a research plan with adult assistance.</p> <p>SLA.5.13C Identify and gather relevant information from a variety of sources.</p> <p>SLA.5.13D Understand credibility of primary and secondary sources.</p> <p>SLA.5.13E Demonstrate understanding of information gathered.</p> <p>SLA.5.13F Differentiate between paraphrasing and plagiarism when using source materials.</p> <p>SLA.5.13G Develop a bibliography.</p> <p>SLA.5.13H Use an appropriate mode of delivery, whether, written, oral, or multimodal, to present results.</p>

Unit 4	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
Poetry	<p>Strand 1: Foundational Language Skills—Oral Language</p> <p>SLA.5.1A Listen actively to interpret verbal and nonverbal messages, ask relevant questions, and make pertinent comments.</p> <p>SLA.5.1B Follow, restate, and give oral instructions that include multiple action steps.</p> <p>SLA.5.1C Give an organized presentation employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively.</p> <p>SLA.5.1D Work collaboratively with others to develop a plan of shared responsibilities.</p> <p>Strand 1: Foundational Language Skills—Beginning Reading and Writing</p> <p>SLA.5.2A.i Demonstrate and apply phonetic knowledge by decoding palabras agudas, graves, esdrújulas, and sobresdrújulas (words with the stress on the last, penultimate, and antepenultimate syllable and words with the stress on the syllable before the antepenultimate)</p> <p>SLA.5.2A.ii Demonstrate and apply phonetic knowledge by using orthographic rules to segment and combine syllables, including diphthongs and formal and accented hiatus</p> <p>SLA.5.2A.iii Demonstrate and apply phonetic knowledge by decoding and differentiating meaning of word based on the diacritical accent</p> <p>SLA.5.2A.iv Demonstrate and apply phonetic knowledge by decoding words with prefixes and suffixes.</p> <p>SLA.5.2B.i demonstrate and apply spelling knowledge by spelling words with more advanced orthographic patterns and rules</p> <p>SLA.5.2B.ii Demonstrate and apply spelling knowledge by spelling palabras agudas, graves, and esdrújulas (words with the stress on the antepenultimate, penultimate, and last syllable) with a prosodic or orthographic accent.</p>



Unit 4	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
	<p>SLA.5.2B.iii Demonstrate and apply spelling knowledge by spelling palabras sobresdrújulas (words with the stress on the syllable before the antepenultimate syllable) with a prosodic or orthographic accent.</p> <p>SLA.5.2B.iv Demonstrate and apply spelling knowledge by spelling words with diphthongs and hiatus.</p> <p>SLA.5.2B.v Demonstrate and apply spelling knowledge by marking accents appropriately when conjugating verbs such as in simple and imperfect past, past participle, perfect, conditional, and future tenses.</p> <p>Strand 1: Foundational Language Skills—Vocabulary</p> <p>SLA.5.3A Use print or digital resources to determine meaning, syllabication, pronunciation, and word origin.</p> <p>SLA.5.3B Use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words.</p> <p>SLA.5.3C Identify the meaning of and use base words with affixes, including trans-, super-, anti-, semi-, -logía, -ificar, -ismo, and -ista and roots, including audi, crono, foto, geo, and terr.</p> <p>SLA.5.3D Identify, use, and explain the meaning of adages and puns.</p> <p>SLA.5.3E Differentiate between and use homographs, homophones, and commonly confused terms such as porque/porqué/por qué/por que, sino/si no, and también/tan bien.</p> <p>Strand 1: Foundational Language Skills—Fluency</p> <p>SLA.5.4 Read grade-level text with fluency and comprehension and use appropriate fluency (rate, accuracy and prosody) when reading grade level text.</p> <p>Strand 1: Foundational Language Skills—Self-Sustained Reading</p> <p>SLA.5.5 Read grade-appropriate texts independently, self-select text and interact independently with text for sustained periods of time.</p> <p>Strand 2: Comprehension Skills</p> <p>SLA.5.6A Establish purpose for reading assigned and self-selected texts.</p> <p>SLA.5.6B Generate questions about text before, during, and after reading to deepen understanding and gain information.</p> <p>SLA.5.6C Make, correct, or confirm predictions using text features, characteristics of genre, and structures.</p> <p>SLA.5.6D Create mental images to deepen understanding.</p> <p>SLA.5.6E Make connections to personal experiences, ideas in other texts, and society.</p> <p>SLA.5.6F Make inferences and use evidence to support understanding.</p> <p>SLA.5.6G Evaluate details read to determine key ideas.</p> <p>SLA.5.6H Synthesize information to create new understanding.</p> <p>SLA.5.6I Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.</p> <p>Strand 3: Response Skills</p> <p>SLA.5.7A Describe personal connections to a variety of sources, including self-selected texts.</p> <p>SLA.5.7B Write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources.</p> <p>SLA.5.7C Use text evidence to support an appropriate response.</p> <p>SLA.5.7D Retell, paraphrase, or summarize texts in ways that maintain meaning and logical order.</p> <p>SLA.5.7E Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.</p> <p>SLA.5.7F Respond using newly acquired vocabulary as appropriate.</p> <p>SLA.5.7G Discuss specific ideas in the text that are important to the meaning.</p> <p>Strand 4: Multiple Genres—Literary Elements</p> <p>SLA.5.8A Infer multiple themes within a text using text evidence.</p>

Unit 4	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
	<p>SLA.5.8B Analyze the relationships of and conflicts among the characters SLA.5.8C Analyze plot elements, including rising action, climax, falling action, and resolution SLA.5.8D Analyze the influence of the setting, including historical and cultural settings, on the plot.</p> <p>Strand 4: Multiple Genres—Genres SLA.5.9B Explain the use of sound devices and figurative language and distinguish between the poet and the speaker in poems across a variety of poetic forms. SLA.5.9F Recognize characteristics of multimodal and digital texts.</p> <p>Strand 5: Author’s Purpose and Craft SLA.5.10A Explain the author’s purpose and message within a text. SLA.5.10B Analyze how the use of text structure contributes to the author’s purpose. SLA.5.10D Describe how the author’s use of imagery, literal and figurative language such as simile and metaphor, and sound devices achieves specific purposes. SLA.5.10E Identify and understand the use of literary devices, including first- or third-person point of view. SLA.5.10F Examine how the author’s use of language contributes to voice.</p> <p>Strand 6: Composition—Writing Process SLA.5.11A Plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping. SLA.5.11B.i Develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including an introduction, transitions, and a conclusion SLA.5.11B.ii Develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea reflecting depth of thought with specific facts and details. SLA.5.11C Revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity. SLA.5.11D.i Edit drafts using standard Spanish conventions, including complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments. SLA.5.11D.vii Edit drafts using standard Spanish conventions, including pronouns, including personal, possessive, objective, reflexive, prepositional, and indefinite. SLA.5.11D.x Edit drafts using standard Spanish conventions, including italics and underlining for titles and emphasis and punctuation marks, including commas in compound and complex sentences, em dash for dialogue, and quotation marks for titles. SLA.5.11D.xi Edit drafts using standard Spanish conventions, including correct spelling of words with grade-appropriate orthographic patterns and rules. SLA.5.11E Publish written work for appropriate audiences.</p> <p>Strand 6: Composition—Genres SLA.5.12D Compose correspondence that requests information.</p> <p>Strand 7: Inquiry and Research SLA.5.13A Generate and clarify questions on a topic for formal and informal inquiry. SLA.5.13B Develop and follow a research plan with adult assistance. SLA.5.13C Identify and gather relevant information from a variety of sources. SLA.5.13D Understand credibility of primary and secondary sources. SLA.5.13E Demonstrate understanding of information gathered. SLA.5.13F Differentiate between paraphrasing and plagiarism when using source materials. SLA.5.13G Develop a bibliography. SLA.5.13H Use an appropriate mode of delivery, whether, written, oral, or multimodal, to present results.</p>

Cycle 3	30 Days	The recommended number of lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.
	Nov. 15, 2021 - Jan. 14, 2022	
	Guided Reading Level: R/S/T DRA Level: 40/50	

Cycle Overview

Cycle 3 Units:

Unit 5 November 15 – December 17	Informational
Unit 6 January 3 -14	Argumentative

Description of the Genres:

Informational texts are organized logically to offer the reader information about a topic. They often explain, describe, and give examples. Informational texts can include factual texts, literary nonfiction, feature articles, reports, and essays. They use underlying structures like compare and contrast, problem and solution, cause and effect, or chronological order to convey a message or information.

Persuasive or Argumentative texts use everything from advertisements to persuasive essays to convince the reader to do something, agree with an opinion, or join an opinion group. It offers statements of opinions and backs them up with reasons and evidence.

Digital texts are in an electronic form where readers can easily learn to bookmark, add notes, and comments to a text electronically. Digital texts offer great opportunities for readers, but genre is still at the heart of reading and writing.

In this unit, students will recognize characteristics and structures of informational text features. They will find supporting evidence to recognize the central idea and learn to recognize organizational patterns used by authors in informational text. Students will be exploring argumentative text in which they will learn to identify an author's claim and explain how facts are used to support that argument. Students will begin to develop their informational writing skills as they work on planning, drafting, and revising. They will embed grammar skills such as correct subject-verb agreement usage, spelling homophones, capitalization, and correct usage of commas in compound and complex sentences. Foundational skills such as oral language, word study, and vocabulary are embedded in lessons and the Fluid Literacy Block.



Type of Assessment	Assessment Windows
GT Enrolled/Non-Enrolled Special Requests: CogAT/Iowa-Logramos (PAPER ONLY)	November 29 – December 18
GT Enrolled/Non-Enrolled Applicants: CogAT/Iowa-Logramos (ONLINE ONLY)	November 29 – December 18
English Language Development Assessment (ELD) Progress Monitoring	November 29 – January 28
HISD District Pre-Approved Assessments (DPAs)/District Performance Assessments Tasks (DPATs)	December 6 – January 14
District Level Assessment (DLA)	December 6 - 17
(MOY) Ren360	January 10 – February 11

Unit 5	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
Informational	<p>Strand 1: Foundational Language Skills—Oral Language</p> <p>SLA.5.1A Listen actively to interpret verbal and nonverbal messages, ask relevant questions, and make pertinent comments.</p> <p>SLA.5.1B Follow, restate, and give oral instructions that include multiple action steps.</p> <p>SLA.5.1C Give an organized presentation employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively.</p> <p>SLA.5.1D Work collaboratively with others to develop a plan of shared responsibilities.</p> <p>Strand 1: Foundational Language Skills—Beginning Reading and Writing</p> <p>SLA.5.2A.i Demonstrate and apply phonetic knowledge by decoding palabras agudas, graves, esdrújulas, and sobresdrújulas (words with the stress on the last, penultimate, and antepenultimate syllable and words with the stress on the syllable before the antepenultimate)</p> <p>SLA.5.2A.ii Demonstrate and apply phonetic knowledge by using orthographic rules to segment and combine syllables, including diphthongs and formal and accented hiatus</p> <p>SLA.5.2A.iii Demonstrate and apply phonetic knowledge by decoding and differentiating meaning of word based on the diacritical accent</p> <p>SLA.5.2A.iv Demonstrate and apply phonetic knowledge by decoding words with prefixes and suffixes.</p> <p>SLA.5.2B.i demonstrate and apply spelling knowledge by spelling words with more advanced orthographic patterns and rules</p> <p>SLA.5.2B.ii Demonstrate and apply spelling knowledge by spelling palabras agudas, graves, and esdrújulas (words with the stress on the antepenultimate, penultimate, and last syllable) with a prosodic or orthographic accent.</p> <p>SLA.5.2B.iii Demonstrate and apply spelling knowledge by spelling palabras sobresdrújulas (words with the stress on the syllable before the antepenultimate syllable) with a prosodic or orthographic accent.</p> <p>SLA.5.2B.iv Demonstrate and apply spelling knowledge by spelling words with diphthongs and hiatus.</p> <p>SLA.5.2B.v Demonstrate and apply spelling knowledge by marking accents appropriately when conjugating verbs such as in simple and imperfect past, past participle, perfect, conditional, and future tenses.</p> <p>Strand 1: Foundational Language Skills—Vocabulary</p> <p>SLA.5.3A Use print or digital resources to determine meaning, syllabication, pronunciation, and word origin.</p> <p>SLA.5.3B Use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words.</p> <p>SLA.5.3C Identify the meaning of and use base words with affixes, including trans-, super-, anti-, semi-, -logía, -ificar, -ismo, and -ista and roots, including audi, crono, foto, geo, and terr.</p> <p>SLA.5.3D Identify, use, and explain the meaning of adages and puns.</p> <p>SLA.5.3E Differentiate between and use homographs, homophones, and commonly confused terms such as porque/porqué/por qué/por que, sino/si no, and también/tan bien.</p> <p>Strand 1: Foundational Language Skills—Fluency</p> <p>SLA.5.4 Read grade-level text with fluency and comprehension and use appropriate fluency (rate, accuracy and prosody) when reading grade level text.</p> <p>Strand 1: Foundational Language Skills—Self-Sustained Reading</p> <p>SLA.5.5 Read grade-appropriate texts independently, self-select text and interact independently with text for sustained periods of time.</p>



Unit 5	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
	<p>Strand 2: Comprehension Skills</p> <p>SLA.5.6A Establish purpose for reading assigned and self-selected texts.</p> <p>SLA.5.6B Generate questions about text before, during, and after reading to deepen understanding and gain information.</p> <p>SLA.5.6C Make, correct, or confirm predictions using text features, characteristics of genre, and structures.</p> <p>SLA.5.6D Create mental images to deepen understanding.</p> <p>SLA.5.6E Make connections to personal experiences, ideas in other texts, and society.</p> <p>SLA.5.6F Make inferences and use evidence to support understanding.</p> <p>SLA.5.6G Evaluate details read to determine key ideas.</p> <p>SLA.5.6H Synthesize information to create new understanding.</p> <p>SLA.5.6I Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.</p> <p>Strand 3: Response Skills</p> <p>SLA.5.7A Describe personal connections to a variety of sources, including self-selected texts.</p> <p>SLA.5.7B Write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources.</p> <p>SLA.5.7C Use text evidence to support an appropriate response.</p> <p>SLA.5.7D Retell, paraphrase, or summarize texts in ways that maintain meaning and logical order.</p> <p>SLA.5.7E Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.</p> <p>SLA.5.7F Respond using newly acquired vocabulary as appropriate.</p> <p>SLA.5.7G Discuss specific ideas in the text that are important to the meaning.</p> <p>Strand 4: Multiple Genres—Genres</p> <p>SLA.5.9D.i Recognize characteristics and structures of informational text, including the central idea with supporting evidence.</p> <p>SLA.5.9D.ii Recognize characteristics and structures of informational text, including features such as insets, timelines, and sidebars to support understanding.</p> <p>SLA.5.9D.iii Recognize characteristics and structures of informational text, including organizational patterns such as logical order and order of importance.</p> <p>SLA.5.9F Recognize characteristics of multimodal and digital texts.</p> <p>Strand 5: Author’s Purpose and Craft</p> <p>SLA.5.10A Explain the author’s purpose and message within a text.</p> <p>SLA.5.10B Analyze how the use of text structure contributes to the author’s purpose.</p> <p>SLA.5.10C Analyze the author’s use of print and graphic features to achieve specific purposes.</p> <p>Strand 6: Composition—Writing Process</p> <p>SLA.5.11A Plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping.</p> <p>SLA.5.11B.i Develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including an introduction, transitions, and a conclusion</p> <p>SLA.5.11B.ii Develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea reflecting depth of thought with specific facts and details.</p> <p>SLA.5.11C Revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity.</p> <p>SLA.5.11D.i Edit drafts using standard Spanish conventions, including complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments.</p>

Unit 5	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
	<p>SLA.5.11D.vi Edit drafts using standard Spanish conventions, including prepositions and prepositional phrases and their influence on subject- verb agreement.</p> <p>SLA.5.11D.ix Edit drafts using standard Spanish conventions, including capitalization of initials, acronyms, and organizations.</p> <p>SLA.5.11D.xi Edit drafts using standard Spanish conventions, including correct spelling of words with grade-appropriate orthographic patterns and rules.</p> <p>SLA.5.11E Publish written work for appropriate audiences.</p> <p>Strand 6: Composition—Genres</p> <p>SLA.5.12B Compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft.</p> <p>Strand 7: Inquiry and Research</p> <p>SLA.5.13A Generate and clarify questions on a topic for formal and informal inquiry.</p> <p>SLA.5.13B Develop and follow a research plan with adult assistance.</p> <p>SLA.5.13C Identify and gather relevant information from a variety of sources.</p> <p>SLA.5.13D Understand credibility of primary and secondary sources.</p> <p>SLA.5.13E Demonstrate understanding of information gathered.</p> <p>SLA.5.13F Differentiate between paraphrasing and plagiarism when using source materials.</p> <p>SLA.5.13G Develop a bibliography.</p> <p>SLA.5.13H Use an appropriate mode of delivery, whether, written, oral, or multimodal, to present results.</p>

Unit 6	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
Argumentative	<p>Strand 1: Foundational Language Skills—Oral Language</p> <p>SLA.5.1A Listen actively to interpret verbal and nonverbal messages, ask relevant questions, and make pertinent comments.</p> <p>SLA.5.1B Follow, restate, and give oral instructions that include multiple action steps.</p> <p>SLA.5.1C Give an organized presentation employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively.</p> <p>SLA.5.1D Work collaboratively with others to develop a plan of shared responsibilities.</p> <p>Strand 1: Foundational Language Skills—Beginning Reading and Writing</p> <p>SLA.5.2A.i Demonstrate and apply phonetic knowledge by decoding palabras agudas, graves, esdrújulas, and sobresdrújulas (words with the stress on the last, penultimate, and antepenultimate syllable and words with the stress on the syllable before the antepenultimate)</p> <p>SLA.5.2A.ii Demonstrate and apply phonetic knowledge by using orthographic rules to segment and combine syllables, including diphthongs and formal and accented hiatus</p> <p>SLA.5.2A.iii Demonstrate and apply phonetic knowledge by decoding and differentiating meaning of word based on the diacritical accent</p> <p>SLA.5.2A.iv Demonstrate and apply phonetic knowledge by decoding words with prefixes and suffixes.</p> <p>SLA.5.2B.i demonstrate and apply spelling knowledge by spelling words with more advanced orthographic patterns and rules</p> <p>SLA.5.2B.ii Demonstrate and apply spelling knowledge by spelling palabras agudas, graves, and esdrújulas (words with the stress on the antepenultimate, penultimate, and last syllable) with a prosodic or orthographic accent.</p>

Unit 6	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
	<p>SLA.5.2B.iii Demonstrate and apply spelling knowledge by spelling palabras sobresdrújulas (words with the stress on the syllable before the antepenultimate syllable) with a prosodic or orthographic accent.</p> <p>SLA.5.2B.iv Demonstrate and apply spelling knowledge by spelling words with diphthongs and hiatus.</p> <p>SLA.5.2B.v Demonstrate and apply spelling knowledge by marking accents appropriately when conjugating verbs such as in simple and imperfect past, past participle, perfect, conditional, and future tenses.</p> <p>Strand 1: Foundational Language Skills—Vocabulary</p> <p>SLA.5.3A Use print or digital resources to determine meaning, syllabication, pronunciation, and word origin.</p> <p>SLA.5.3B Use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words.</p> <p>SLA.5.3C Identify the meaning of and use base words with affixes, including trans-, super-, anti-, semi-, -logía, -ificar, -ismo, and -ista and roots, including audi, crono, foto, geo, and terr.</p> <p>SLA.5.3D Identify, use, and explain the meaning of adages and puns.</p> <p>SLA.5.3E Differentiate between and use homographs, homophones, and commonly confused terms such as porque/porqué/por qué/por que, sino/sí no, and también/tan bien.</p> <p>Strand 1: Foundational Language Skills—Fluency</p> <p>SLA.5.4 Read grade-level text with fluency and comprehension and use appropriate fluency (rate, accuracy and prosody) when reading grade level text.</p> <p>Strand 1: Foundational Language Skills—Self-Sustained Reading</p> <p>SLA.5.5 Read grade-appropriate texts independently, self-select text and interact independently with text for sustained periods of time.</p> <p>Strand 2: Comprehension Skills</p> <p>SLA.5.6A Establish purpose for reading assigned and self-selected texts.</p> <p>SLA.5.6B Generate questions about text before, during, and after reading to deepen understanding and gain information.</p> <p>SLA.5.6C Make, correct, or confirm predictions using text features, characteristics of genre, and structures.</p> <p>SLA.5.6D Create mental images to deepen understanding.</p> <p>SLA.5.6E Make connections to personal experiences, ideas in other texts, and society.</p> <p>SLA.5.6F Make inferences and use evidence to support understanding.</p> <p>SLA.5.6G Evaluate details read to determine key ideas.</p> <p>SLA.5.6H Synthesize information to create new understanding.</p> <p>SLA.5.6I Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.</p> <p>Strand 3: Response Skills</p> <p>SLA.5.7A Describe personal connections to a variety of sources, including self-selected texts.</p> <p>SLA.5.7B Write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources.</p> <p>SLA.5.7C Use text evidence to support an appropriate response.</p> <p>SLA.5.7D Retell, paraphrase, or summarize texts in ways that maintain meaning and logical order.</p> <p>SLA.5.7E Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.</p> <p>SLA.5.7F Respond using newly acquired vocabulary as appropriate.</p>

Unit 6	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
	<p>SLA.5.7G Discuss specific ideas in the text that are important to the meaning.</p> <p>Strand 4: Multiple Genres—Genres SLA.5.9E.i Recognize characteristics and structures of argumentative text by identifying the claim. SLA.5.9E.ii Recognize characteristics and structures of argumentative text by explaining how the author has used facts for or against an argument. SLA.5.9E.iii Recognize characteristics and structures of argumentative text by identifying the intended audience or reader. SLA.5.9F Recognize characteristics of multimodal and digital texts.</p> <p>Strand 5: Author’s Purpose and Craft SLA.5.10A Explain the author’s purpose and message within a text. SLA.5.10C Analyze the author’s use of print and graphic features to achieve specific purposes. SLA.5.10F Examine how the author’s use of language contributes to voice. SLA.5.10G Explain the purpose of hyperbole, stereotyping, and anecdote.</p> <p>Strand 6: Composition—Writing Process SLA.5.11A Plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping. SLA.5.11B.i Develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including an introduction, transitions, and a conclusion SLA.5.11B.ii Develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea reflecting depth of thought with specific facts and details. SLA.5.11C Revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity. SLA.5.11D.i Edit drafts using standard Spanish conventions, including complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments. SLA.5.11D.viii Edit drafts using standard Spanish conventions, including subordinating conjunctions to form complex sentences. SLA.5.11D.x Edit drafts using standard Spanish conventions, including italics and underlining for titles and emphasis and punctuation marks, including commas in compound and complex sentences, em dash for dialogue, and quotation marks for titles. SLA.5.11D.xi Edit drafts using standard Spanish conventions, including correct spelling of words with grade-appropriate orthographic patterns and rules. SLA.5.11E Publish written work for appropriate audiences.</p> <p>Strand 6: Composition—Genres SLA.5.12B Compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft.</p> <p>Strand 7: Inquiry and Research SLA.5.13A Generate and clarify questions on a topic for formal and informal inquiry. SLA.5.13B Develop and follow a research plan with adult assistance. SLA.5.13C Identify and gather relevant information from a variety of sources. SLA.5.13D Understand credibility of primary and secondary sources. SLA.5.13E Demonstrate understanding of information gathered. SLA.5.13F Differentiate between paraphrasing and plagiarism when using source materials. SLA.5.13G Develop a bibliography. SLA.5.13H Use an appropriate mode of delivery, whether, written, oral, or multimodal, to present results.</p>

Cycle 4	27 Days	The recommended number of lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.
	Jan. 19 - Feb. 25, 2022	
	Guided Reading Level: S/T/U DRA Level: 50/50	

Cycle Overview

Cycle 4 Units:

Unit 7 January 19 – February 4	Contemporary Fiction
Unit 8 February 7 – February 25	Traditional Tales

Description of the Genres:

Fiction texts are narratives that tell a story. Fictional text can be **realistic** which is believable in storyline but not in fact true. The events in a **realistic fiction** text could happen and the characters and settings could exist. Fiction texts could also be fantasy with character, setting, and plot that could seem realistic but in an alternative world and not in the real world.

Contemporary fiction presents characters in a typically modern world setting and experiencing modern day problems.

Historical fiction focuses on the way people live in the past and the problems encountered in a particular historic time period.

The **fantasy genre** includes traditional literature and more modern types of fantasy. This could be animals and or science fiction. These imaginative stories have a wide range of complexity, from simple animal fantasy to long, complex narratives that take place in other worlds to texts that use scientific concepts. Authors of modern fantasy take events, places, and people that could not exist in the real world and make their existence believable.

Traditional Literature are tales that have been handed down through many centuries. They originated in oral storytelling and were told to entertain and enlighten adults. These oral stories gave people a way to remember the past and taught cultural values.

Digital texts are in an electronic form where readers can easily learn to bookmark, add notes, and comments to a text electronically. Digital texts offer great opportunities for readers, but genre is still at the heart of reading and writing.

Students will determine the roles various characters play in the conflict and resolution of the plot, as well as analyze major and minor character relationships, in order to make inferences about them and provide evidence to support theme. Students will continue to analyze author’s craft techniques as they write their own informational and argumentative compositions. Students will use the writing process to plan, write, and revise and edit these compositions as they embed grammar skills previously taught. Foundational skills such as oral language, word study, and vocabulary are embedded in lessons and the Fluid Literacy Block.



Type of Assessment	Assessment Windows
English Language Development Assessment (ELS) Progress Monitoring	November 29 – January 28
(MOY) Ren360	January 14 – February 11
(MOY) Benchmark Running Records	January 18 – February 18
Texas English Language Proficiency Assessment System (TELPAS) – Listening, Speaking, Writing, and Reading	February 21 – April 1



Unit 7	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
<p>Contemporary Fiction</p>	<p>Strand 1: Foundational Language Skills—Oral Language SLA.5.1A Listen actively to interpret verbal and nonverbal messages, ask relevant questions, and make pertinent comments. SLA.5.1B Follow, restate, and give oral instructions that include multiple action steps. SLA.5.1C Give an organized presentation employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively. SLA.5.1D Work collaboratively with others to develop a plan of shared responsibilities.</p> <p>Strand 1: Foundational Language Skills—Beginning Reading and Writing SLA.5.2A.i Demonstrate and apply phonetic knowledge by decoding palabras agudas, graves, esdrújulas, and sobresdrújulas (words with the stress on the last, penultimate, and antepenultimate syllable and words with the stress on the syllable before the antepenultimate) SLA.5.2A.ii Demonstrate and apply phonetic knowledge by using orthographic rules to segment and combine syllables, including diphthongs and formal and accented hiatus SLA.5.2A.iii Demonstrate and apply phonetic knowledge by decoding and differentiating meaning of word based on the diacritical accent SLA.5.2A.iv Demonstrate and apply phonetic knowledge by decoding words with prefixes and suffixes. SLA.5.2B.i demonstrate and apply spelling knowledge by spelling words with more advanced orthographic patterns and rules SLA.5.2B.ii Demonstrate and apply spelling knowledge by spelling palabras agudas, graves, and esdrújulas (words with the stress on the antepenultimate, penultimate, and last syllable) with a prosodic or orthographic accent. SLA.5.2B.iii Demonstrate and apply spelling knowledge by spelling palabras sobresdrújulas (words with the stress on the syllable before the antepenultimate syllable) with a prosodic or orthographic accent. SLA.5.2B.iv Demonstrate and apply spelling knowledge by spelling words with diphthongs and hiatus. SLA.5.2B.v Demonstrate and apply spelling knowledge by marking accents appropriately when conjugating verbs such as in simple and imperfect past, past participle, perfect, conditional, and future tenses.</p> <p>Strand 1: Foundational Language Skills—Vocabulary SLA.5.3A Use print or digital resources to determine meaning, syllabication, pronunciation, and word origin. SLA.5.3B Use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words. SLA.5.3C Identify the meaning of and use base words with affixes, including trans-, super-, anti-, semi-, -logía, -ificar, -ismo, and -ista and roots, including audi, crono, foto, geo, and terr. SLA.5.3D Identify, use, and explain the meaning of adages and puns. SLA.5.3E Differentiate between and use homographs, homophones, and commonly confused terms such as porque/porqué/por qué/por que, sino/si no, and también/tan bien.</p> <p>Strand 1: Foundational Language Skills—Fluency SLA.5.4 Read grade-level text with fluency and comprehension and use appropriate fluency (rate, accuracy and prosody) when reading grade level text.</p> <p>Strand 1: Foundational Language Skills—Self-Sustained Reading SLA.5.5 Read grade-appropriate texts independently, self-select text and interact independently with text for sustained periods of time.</p>

Unit 7	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
	<p>Strand 2: Comprehension Skills</p> <p>SLA.5.6A Establish purpose for reading assigned and self-selected texts.</p> <p>SLA.5.6B Generate questions about text before, during, and after reading to deepen understanding and gain information.</p> <p>SLA.5.6C Make, correct, or confirm predictions using text features, characteristics of genre, and structures.</p> <p>SLA.5.6D Create mental images to deepen understanding.</p> <p>SLA.5.6E Make connections to personal experiences, ideas in other texts, and society.</p> <p>SLA.5.6F Make inferences and use evidence to support understanding.</p> <p>SLA.5.6G Evaluate details read to determine key ideas.</p> <p>SLA.5.6H Synthesize information to create new understanding.</p> <p>SLA.5.6I Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.</p> <p>Strand 3: Response Skills</p> <p>SLA.5.7A Describe personal connections to a variety of sources, including self-selected texts.</p> <p>SLA.5.7B Write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources.</p> <p>SLA.5.7C Use text evidence to support an appropriate response.</p> <p>SLA.5.7D Retell, paraphrase, or summarize texts in ways that maintain meaning and logical order.</p> <p>SLA.5.7E Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.</p> <p>SLA.5.7F Respond using newly acquired vocabulary as appropriate.</p> <p>SLA.5.7G Discuss specific ideas in the text that are important to the meaning.</p> <p>Strand 4: Multiple Genres—Literary Elements</p> <p>SLA.5.8A Infer multiple themes within a text using text evidence.</p> <p>SLA.5.8B Analyze the relationships of and conflicts among the characters.</p> <p>SLA.5.8C Analyze plot elements, including rising action, climax, falling action, and resolution.</p> <p>SLA.5.8D Analyze the influence of the setting, including historical and cultural settings, on the plot.</p> <p>Strand 4: Multiple Genres—Genres</p> <p>SLA.5.9F Recognize characteristics of multimodal and digital texts.</p> <p>Strand 5: Author’s Purpose and Craft</p> <p>SLA.5.10A Explain the author’s purpose and message within a text.</p> <p>SLA.5.10B Analyze how the use of text structure contributes to the author’s purpose.</p> <p>SLA.5.10C Analyze the author’s use of print and graphic features to achieve specific purposes.</p> <p>SLA.5.10D Describe how the author’s use of imagery, literal and figurative language such as simile and metaphor, and sound devices achieves specific purposes.</p> <p>SLA.5.10E Identify and understand the use of literary devices, including first- or third-person point of view.</p> <p>SLA.5.10F Discuss how the author’s use of language contributes to voice.</p> <p>Strand 6: Composition—Writing Process</p> <p>SLA.5.11A Plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping.</p> <p>SLA.5.11B.i Develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including an introduction, transitions, and a conclusion</p> <p>SLA.5.11B.ii Develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea reflecting depth of thought with specific facts and details.</p>

Unit 7	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
	<p>SLA.5.11C Revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity.</p> <p>SLA.5.11E Publish written work for appropriate audiences.</p> <p>SLA.5.11D.i Edit drafts using standard Spanish conventions, including complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments.</p> <p>SLA.5.11D.ii Edit drafts using standard Spanish conventions, including irregular verbs.</p> <p>SLA.5.11D.iii Edit drafts using standard Spanish conventions, including collective nouns.</p> <p>SLA.5.11D.iv Edit drafts using standard Spanish conventions, including adjectives, including those indicating origin, and their comparative and superlative forms.</p> <p>SLA.5.11D.v Edit drafts using standard Spanish conventions, including conjunctive adverbs</p> <p>SLA.5.11D.vi Edit drafts using standard Spanish conventions, including prepositions and prepositional phrases and their influence on subject- verb agreement.</p> <p>SLA.5.11D.vii Edit drafts using standard Spanish conventions, including pronouns, including personal, possessive, objective, reflexive, prepositional, and indefinite.</p> <p>SLA.5.11D.viii Edit drafts using standard Spanish conventions, including subordinating conjunctions to form complex sentences</p> <p>SLA.5.11D.ix Edit drafts using standard Spanish conventions, including capitalization of initials, acronyms, and organizations</p> <p>SLA.5.11D.x Edit drafts using standard Spanish conventions, including italics and underlining for titles and emphasis and punctuation marks, including commas in compound and complex sentences, em dash for dialogue, and quotation marks for titles.</p> <p>SLA.5.11D.xi Edit drafts using standard Spanish conventions, including correct spelling of words with grade-appropriate orthographic patterns and rules.</p> <p>Strand 6: Composition—Genres</p> <p>SLA.5.12B Compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft.</p> <p>Strand 7: Inquiry and Research</p> <p>SLA.5.13A Generate and clarify questions on a topic for formal and informal inquiry.</p> <p>SLA.5.13B Develop and follow a research plan with adult assistance.</p> <p>SLA.5.13C Identify and gather relevant information from a variety of sources.</p> <p>SLA.5.13D Understand credibility of primary and secondary sources.</p> <p>SLA.5.13E Demonstrate understanding of information gathered.</p> <p>SLA.5.13F Differentiate between paraphrasing and plagiarism when using source materials.</p> <p>SLA.5.13G Develop a bibliography.</p> <p>SLA.5.13H Use an appropriate mode of delivery, whether, written, oral, or multimodal, to present results.</p>

Unit 8	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
<p>Traditional Tales (Folktales, fables, legends, myths, and tall tales)</p>	<p>Strand 1: Foundational Language Skills—Oral Language</p> <p>SLA.5.1A Listen actively to interpret verbal and nonverbal messages, ask relevant questions, and make pertinent comments.</p> <p>SLA.5.1B Follow, restate, and give oral instructions that include multiple action steps.</p> <p>SLA.5.1C Give an organized presentation employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively.</p> <p>SLA.5.1D Work collaboratively with others to develop a plan of shared responsibilities.</p>

Unit 8	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
	<p>Strand 1: Foundational Language Skills—Oral Language</p> <p>SLA.5.1A Listen actively to interpret verbal and nonverbal messages, ask relevant questions, and make pertinent comments.</p> <p>SLA.5.1B Follow, restate, and give oral instructions that include multiple action steps.</p> <p>SLA.5.1C Give an organized presentation employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively.</p> <p>SLA.5.1D Work collaboratively with others to develop a plan of shared responsibilities.</p> <p>Strand 1: Foundational Language Skills—Beginning Reading and Writing</p> <p>SLA.5.2A.i Demonstrate and apply phonetic knowledge by decoding palabras agudas, graves, esdrújulas, and sobresdrújulas (words with the stress on the last, penultimate, and antepenultimate syllable and words with the stress on the syllable before the antepenultimate)</p> <p>SLA.5.2A.ii Demonstrate and apply phonetic knowledge by using orthographic rules to segment and combine syllables, including diphthongs and formal and accented hiatus</p> <p>SLA.5.2A.iii Demonstrate and apply phonetic knowledge by decoding and differentiating meaning of word based on the diacritical accent</p> <p>SLA.5.2A.iv Demonstrate and apply phonetic knowledge by decoding words with prefixes and suffixes.</p> <p>SLA.5.2B.i demonstrate and apply spelling knowledge by spelling words with more advanced orthographic patterns and rules</p> <p>SLA.5.2B.ii Demonstrate and apply spelling knowledge by spelling palabras agudas, graves, and esdrújulas (words with the stress on the antepenultimate, penultimate, and last syllable) with a prosodic or orthographic accent.</p> <p>SLA.5.2B.iii Demonstrate and apply spelling knowledge by spelling palabras sobresdrújulas (words with the stress on the syllable before the antepenultimate syllable) with a prosodic or orthographic accent.</p> <p>SLA.5.2B.iv Demonstrate and apply spelling knowledge by spelling words with diphthongs and hiatus.</p> <p>SLA.5.2B.v Demonstrate and apply spelling knowledge by marking accents appropriately when conjugating verbs such as in simple and imperfect past, past participle, perfect, conditional, and future tenses.</p> <p>Strand 1: Foundational Language Skills—Beginning Reading and Writing</p> <p>SLA.5.2C Write legibly in cursive.</p> <p>Strand 1: Foundational Language Skills—Vocabulary</p> <p>SLA.5.3A Use print or digital resources to determine meaning, syllabication, pronunciation, and word origin.</p> <p>SLA.5.3B Use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words.</p> <p>SLA.5.3C Identify the meaning of and use base words with affixes, including trans-, super-, anti-, semi-, -logía, -ificar, -ismo, and -ista and roots, including audi, crono, foto, geo, and terr.</p> <p>SLA.5.3D Identify, use, and explain the meaning of adages and puns.</p> <p>SLA.5.3E Differentiate between and use homographs, homophones, and commonly confused terms such as porque/porqué/por qué/por que, sino/sí no, and también/tan bien.</p> <p>Strand 1: Foundational Language Skills—Fluency</p> <p>SLA.5.4 Read grade-level text with fluency and comprehension and use appropriate fluency (rate, accuracy and prosody) when reading grade level text.</p> <p>Strand 1: Foundational Language Skills—Self-Sustained Reading</p> <p>SLA.5.5 Read grade-appropriate texts independently, self-select text and interact independently with text for sustained periods of time.</p>

Unit 8	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
	<p>Strand 2: Comprehension Skills</p> <p>SLA.5.6A Establish purpose for reading assigned and self-selected texts.</p> <p>SLA.5.6B Generate questions about text before, during, and after reading to deepen understanding and gain information.</p> <p>SLA.5.6C Make, correct, or confirm predictions using text features, characteristics of genre, and structures.</p> <p>SLA.5.6D Create mental images to deepen understanding.</p> <p>SLA.5.6E Make connections to personal experiences, ideas in other texts, and society.</p> <p>SLA.5.6F Make inferences and use evidence to support understanding.</p> <p>SLA.5.6G Evaluate details read to determine key ideas.</p> <p>SLA.5.6H Synthesize information to create new understanding.</p> <p>SLA.5.6I Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.</p> <p>Strand 3: Response Skills</p> <p>SLA.5.7A Describe personal connections to a variety of sources, including self-selected texts.</p> <p>SLA.5.7B Write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources.</p> <p>SLA.5.7C Use text evidence to support an appropriate response.</p> <p>SLA.5.7D Retell, paraphrase, or summarize texts in ways that maintain meaning and logical order.</p> <p>SLA.5.7E Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.</p> <p>SLA.5.7F Respond using newly acquired vocabulary as appropriate.</p> <p>SLA.5.7G Discuss specific ideas in the text that are important to the meaning.</p> <p>Strand 4: Multiple Genres—Literary Elements</p> <p>SLA.5.8A Infer multiple themes within a text using text evidence.</p> <p>SLA.5.8B Analyze the relationships of and conflicts among the characters.</p> <p>SLA.5.8C Analyze plot elements, including rising action, climax, falling action, and resolution.</p> <p>SLA.5.8D Analyze the influence of the setting, including historical and cultural settings, on the plot.</p> <p>Strand 4: Multiple Genres—Genres</p> <p>SLA.5.9A Demonstrate knowledge of distinguishing characteristics of well-known children’s literature such as folktales, fables, legends, myths, and tall tales.</p> <p>SLA.5.9F Recognize characteristics of multimodal and digital texts.</p> <p>Strand 5: Author’s Purpose and Craft</p> <p>SLA.5.10A Explain the author’s purpose and message within a text.</p> <p>SLA.5.10B Analyze how the use of text structure contributes to the author’s purpose.</p> <p>SLA.5.10C Analyze the author’s use of print and graphic features to achieve specific purposes.</p> <p>SLA.5.10D Describe how the author’s use of imagery, literal and figurative language such as simile and metaphor, and sound devices achieves specific purposes.</p> <p>SLA.5.10E Identify and understand the use of literary devices, including first- or third-person point of view.</p> <p>SLA.5.10F Discuss how the author’s use of language contributes to voice.</p> <p>Strand 6: Composition—Writing Process</p> <p>SLA.5.11A Plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping.</p>

Unit 8	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
	<p>SLA.5.11B.i Develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including an introduction, transitions, and a conclusion</p> <p>SLA.5.11B.ii Develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea reflecting depth of thought with specific facts and details.</p> <p>SLA.5.11C Revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity.</p> <p>SLA.5.11D.i Edit drafts using standard Spanish conventions, including complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments.</p> <p>SLA.5.11D.ii Edit drafts using standard Spanish conventions, including irregular verbs.</p> <p>SLA.5.11D.iii Edit drafts using standard Spanish conventions, including collective nouns.</p> <p>SLA.5.11D.iv Edit drafts using standard Spanish conventions, including adjectives, including those indicating origin, and their comparative and superlative forms.</p> <p>SLA.5.11D.v Edit drafts using standard Spanish conventions, including conjunctive adverbs</p> <p>SLA.5.11D.vi Edit drafts using standard Spanish conventions, including prepositions and prepositional phrases and their influence on subject- verb agreement.</p> <p>SLA.5.11D.vii Edit drafts using standard Spanish conventions, including pronouns, including personal, possessive, objective, reflexive, prepositional, and indefinite.</p> <p>SLA.5.11D.viii Edit drafts using standard Spanish conventions, including subordinating conjunctions to form complex sentences</p> <p>SLA.5.11D.ix Edit drafts using standard Spanish conventions, including capitalization of initials, acronyms, and organizations</p> <p>SLA.5.11D.x Edit drafts using standard Spanish conventions, including italics and underlining for titles and emphasis and punctuation marks, including commas in compound and complex sentences, em dash for dialogue, and quotation marks for titles.</p> <p>SLA.5.11D.xi Edit drafts using standard Spanish conventions, including correct spelling of words with grade-appropriate orthographic patterns and rules.</p> <p>SLA.5.11E Publish written work for appropriate audiences.</p> <p>Strand 6: Composition—Genres</p> <p>SLA.5.12C Compose argumentative texts, including opinion essays, using genre characteristics and craft.</p> <p>Strand 7: Inquiry and Research</p> <p>SLA.5.13A Generate and clarify questions on a topic for formal and informal inquiry.</p> <p>SLA.5.13B Develop and follow a research plan with adult assistance.</p> <p>SLA.5.13C Identify and gather relevant information from a variety of sources.</p> <p>SLA.5.13D Understand credibility of primary and secondary sources.</p> <p>SLA.5.13E Demonstrate understanding of information gathered.</p> <p>SLA.5.13F Differentiate between paraphrasing and plagiarism when using source materials.</p> <p>SLA.5.13G Develop a bibliography.</p> <p>SLA.5.13H Use an appropriate mode of delivery, whether, written, oral, or multimodal, to present results.</p>

Cycle 5	33 Days	The recommended number of lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.
	Feb. 28 - Apr. 22, 2022	
	Guided Reading Level: T/U/V DRA Level: 53/60	

Cycle Overview

Cycle 5 Units:

Unit 9 February 28 – March 25	Drama
Unit 10 March 29 – April 22	Poetry

Description of the Genres:

The structure of **dramatic text**, unlike other forms of fiction, is directly influenced by its purpose. A play is written to be performed rather than just read. A play will include references to characters, scenery, and action, as well as stage directions and usually consists of scripted (written) dialogue between characters. Plays can be realistic fiction, historical fiction, or fantasy and might also include elements of special types of fiction like mystery.

Poetry may be fiction or nonfiction. It includes traditional poems, as well as songs and chants. It can be serious or humorous. Poetry comes in well-defined, specific forms, including free verse, lyrical, narrative, limericks, etc. Poems have specific structural elements, rhythm, rhyme, and tonal quality. Poetry uses language to create imagery and feeling throughout the text.

Digital texts are in an electronic form where readers can easily learn to bookmark, add notes, and comments to a text electronically. Digital texts offer great opportunities for readers, but genre is still at the heart of reading and writing.

Within the genre of Drama, students will recognize and explain structures specific to that genre such as character tags and stage directions. Students will explain character interaction and changes and analyze major plot elements while providing evidence to make inferences about basic themes. In the genre of Poetry, students will explore figurative language the author uses to create images and explain the author’s purpose within a text. Different forms of poetry will be explored and analyzed for structure and purpose. In this unit, students will use the skills previously taught as well as new author’s craft techniques along with the writing process to continue writing argumentative, narrative and correspondence texts. They will embed grammar skills previously taught and apply to their own writing with increasing complexity. Foundational skills such as oral language, word study, and vocabulary are embedded in lessons and the Fluid Literacy Block.



Type of Assessment	Assessment Windows
Texas English Language Proficiency Assessment System (TELPAS) Listening, Speaking, and Writing	February 21 – April 1
Snapshot 2	February 28 – March 4
HISD STAAR Release	April 4 - 22
STAAR Alternate 2 Preview Window	March 14 - April 29
STAAR Alternate 2	March 28 – April 29



Unit 9	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
Drama	<p>Strand 1: Foundational Language Skills—Oral Language</p> <p>SLA.5.1A Listen actively to interpret verbal and nonverbal messages, ask relevant questions, and make pertinent comments.</p> <p>SLA.5.1B Follow, restate, and give oral instructions that include multiple action steps.</p> <p>SLA.5.1C Give an organized presentation employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively.</p> <p>SLA.5.1D Work collaboratively with others to develop a plan of shared responsibilities.</p> <p>Strand 1: Foundational Language Skills—Beginning Reading and Writing</p> <p>SLA.5.2A.i Demonstrate and apply phonetic knowledge by decoding palabras agudas, graves, esdrújulas, and sobresdrújulas (words with the stress on the last, penultimate, and antepenultimate syllable and words with the stress on the syllable before the antepenultimate)</p> <p>SLA.5.2A.ii Demonstrate and apply phonetic knowledge by using orthographic rules to segment and combine syllables, including diphthongs and formal and accented hiatus</p> <p>SLA.5.2A.iii Demonstrate and apply phonetic knowledge by decoding and differentiating meaning of word based on the diacritical accent</p> <p>SLA.5.2A.iv Demonstrate and apply phonetic knowledge by decoding words with prefixes and suffixes.</p> <p>SLA.5.2B.i demonstrate and apply spelling knowledge by spelling words with more advanced orthographic patterns and rules</p> <p>SLA.5.2B.ii Demonstrate and apply spelling knowledge by spelling palabras agudas, graves, and esdrújulas (words with the stress on the antepenultimate, penultimate, and last syllable) with a prosodic or orthographic accent.</p> <p>SLA.5.2B.iii Demonstrate and apply spelling knowledge by spelling palabras sobresdrújulas (words with the stress on the syllable before the antepenultimate syllable) with a prosodic or orthographic accent.</p> <p>SLA.5.2B.iv Demonstrate and apply spelling knowledge by spelling words with diphthongs and hiatus.</p> <p>SLA.5.2B.v Demonstrate and apply spelling knowledge by marking accents appropriately when conjugating verbs such as in simple and imperfect past, past participle, perfect, conditional, and future tenses.</p> <p>Strand 1: Foundational Language Skills—Vocabulary</p> <p>SLA.5.3A Use print or digital resources to determine meaning, syllabication, pronunciation, and word origin.</p> <p>SLA.5.3B Use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words.</p> <p>SLA.5.3C Identify the meaning of and use base words with affixes, including trans-, super-, anti-, semi-, -logía, -ificar, -ismo, and -ista and roots, including audi, crono, foto, geo, and terr.</p> <p>SLA.5.3D Identify, use, and explain the meaning of adages and puns.</p> <p>SLA.5.3E Differentiate between and use homographs, homophones, and commonly confused terms such as porque/porqué/por qué/por que, sino/si no, and también/tan bien.</p> <p>Strand 1: Foundational Language Skills—Fluency</p> <p>SLA.5.4 Read grade-level text with fluency and comprehension and use appropriate fluency (rate, accuracy and prosody) when reading grade level text.</p> <p>Strand 1: Foundational Language Skills—Self-Sustained Reading</p> <p>SLA.5.5 Read grade-appropriate texts independently, self-select text and interact independently with text for sustained periods of time.</p>

Unit 9	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
	<p>Strand 2: Comprehension Skills</p> <p>SLA.5.6A Establish purpose for reading assigned and self-selected texts.</p> <p>SLA.5.6B Generate questions about text before, during, and after reading to deepen understanding and gain information.</p> <p>SLA.5.6C Make, correct, or confirm predictions using text features, characteristics of genre, and structures.</p> <p>SLA.5.6D Create mental images to deepen understanding.</p> <p>SLA.5.6E Make connections to personal experiences, ideas in other texts, and society.</p> <p>SLA.5.6F Make inferences and use evidence to support understanding.</p> <p>SLA.5.6G Evaluate details read to determine key ideas.</p> <p>SLA.5.6H Synthesize information to create new understanding.</p> <p>SLA.5.6I Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.</p> <p>Strand 3: Response Skills</p> <p>SLA.5.7A Describe personal connections to a variety of sources, including self-selected texts.</p> <p>SLA.5.7B Write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources.</p> <p>SLA.5.7C Use text evidence to support an appropriate response.</p> <p>SLA.5.7D Retell, paraphrase, or summarize texts in ways that maintain meaning and logical order.</p> <p>SLA.5.7E Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.</p> <p>SLA.5.7F Respond using newly acquired vocabulary as appropriate.</p> <p>SLA.5.7G Discuss specific ideas in the text that are important to the meaning.</p> <p>Strand 4: Multiple Genres—Literary Elements</p> <p>SLA.5.8A Infer multiple themes within a text using text evidence.</p> <p>SLA.5.8B Analyze the relationships of and conflicts among the characters.</p> <p>SLA.5.8C Analyze plot elements, including rising action, climax, falling action, and resolution.</p> <p>SLA.5.8D Analyze the influence of the setting, including historical and cultural settings, on the plot.</p> <p>Strand 4: Multiple Genres—Genres</p> <p>SLA.5.9C Explain structure in drama such as character tags, acts, scenes, and stage directions.</p> <p>SLA.5.9F Recognize characteristics of multimodal and digital texts.</p> <p>Strand 5: Author’s Purpose and Craft</p> <p>SLA.5.10A Explain the author’s purpose and message within a text.</p> <p>SLA.5.10B Analyze how the use of text structure contributes to the author’s purpose.</p> <p>SLA.5.10D Describe how the author’s use of imagery, literal and figurative language such as simile and metaphor, and sound devices achieves specific purposes.</p> <p>SLA.5.10F Discuss how the author’s use of language contributes to voice.</p> <p>Strand 6: Composition—Writing Process</p> <p>SLA.5.11A Plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping.</p> <p>SLA.5.11B.i Develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including an introduction, transitions, and a conclusion</p> <p>SLA.5.11B.ii Develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea reflecting depth of thought with specific facts and details.</p>

HISD | Elementary Curriculum and Development

INSPIRING TEACHING, IGNITING LITERACY & LEARNING.

2021-2022 Scope and Sequence

Reading Language Arts – Grade 5

Unit 9	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
	<p>SLA.5.11C Revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity.</p> <p>SLA.5.11D.i Edit drafts using standard Spanish conventions, including complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments.</p> <p>SLA.5.11D.ii Edit drafts using standard Spanish conventions, including irregular verbs.</p> <p>SLA.5.11D.iii Edit drafts using standard Spanish conventions, including collective nouns.</p> <p>SLA.5.11D.iv Edit drafts using standard Spanish conventions, including adjectives, including those indicating origin, and their comparative and superlative forms.</p> <p>SLA.5.11D.v Edit drafts using standard Spanish conventions, including conjunctive adverbs</p> <p>SLA.5.11D.vi Edit drafts using standard Spanish conventions, including prepositions and prepositional phrases and their influence on subject- verb agreement.</p> <p>SLA.5.11D.vii Edit drafts using standard Spanish conventions, including pronouns, including personal, possessive, objective, reflexive, prepositional, and indefinite.</p> <p>SLA.5.11D.viii Edit drafts using standard Spanish conventions, including subordinating conjunctions to form complex sentences</p> <p>SLA.5.11D.ix Edit drafts using standard Spanish conventions, including capitalization of initials, acronyms, and organizations</p> <p>SLA.5.11D.x Edit drafts using standard Spanish conventions, including italics and underlining for titles and emphasis and punctuation marks, including commas in compound and complex sentences, em dash for dialogue, and quotation marks for titles.</p> <p>SLA.5.11D.xi Edit drafts using standard Spanish conventions, including correct spelling of words with grade-appropriate orthographic patterns and rules.</p> <p>SLA.5.11E Publish written work for appropriate audiences.</p> <p>Strand 6: Composition—Genres</p> <p>SLA.5.12C Compose argumentative texts, including opinion essays, using genre characteristics and craft.</p> <p>Strand 7: Inquiry and Research</p> <p>SLA.5.13A Generate and clarify questions on a topic for formal and informal inquiry.</p> <p>SLA.5.13B Develop and follow a research plan with adult assistance.</p> <p>SLA.5.13C Identify and gather relevant information from a variety of sources.</p> <p>SLA.5.13D Understand credibility of primary and secondary sources.</p> <p>SLA.5.13E Demonstrate understanding of information gathered.</p> <p>SLA.5.13F Differentiate between paraphrasing and plagiarism when using source materials.</p> <p>SLA.5.13G Develop a bibliography.</p> <p>SLA.5.13H Use an appropriate mode of delivery, whether, written, oral, or multimodal, to present results.</p>

Unit 10	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
Poetry	<p>Strand 1: Foundational Language Skills—Oral Language</p> <p>SLA.5.1A Listen actively to interpret verbal and nonverbal messages, ask relevant questions, and make pertinent comments.</p> <p>SLA.5.1B Follow, restate, and give oral instructions that include multiple action steps.</p> <p>SLA.5.1C Give an organized presentation employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively.</p> <p>SLA.5.1D Work collaboratively with others to develop a plan of shared responsibilities.</p>



Unit 10	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
	<p>Strand 1: Foundational Language Skills—Beginning Reading and Writing</p> <p>SLA.5.2A.i Demonstrate and apply phonetic knowledge by decoding palabras agudas, graves, esdrújulas, and sobresdrújulas (words with the stress on the last, penultimate, and antepenultimate syllable and words with the stress on the syllable before the antepenultimate)</p> <p>SLA.5.2A.ii Demonstrate and apply phonetic knowledge by using orthographic rules to segment and combine syllables, including diphthongs and formal and accented hiatus</p> <p>SLA.5.2A.iii Demonstrate and apply phonetic knowledge by decoding and differentiating meaning of word based on the diacritical accent</p> <p>SLA.5.2A.iv Demonstrate and apply phonetic knowledge by decoding words with prefixes and suffixes.</p> <p>SLA.5.2B.i demonstrate and apply spelling knowledge by spelling words with more advanced orthographic patterns and rules</p> <p>SLA.5.2B.ii Demonstrate and apply spelling knowledge by spelling palabras agudas, graves, and esdrújulas (words with the stress on the antepenultimate, penultimate, and last syllable) with a prosodic or orthographic accent.</p> <p>SLA.5.2B.iii Demonstrate and apply spelling knowledge by spelling palabras sobresdrújulas (words with the stress on the syllable before the antepenultimate syllable) with a prosodic or orthographic accent.</p> <p>SLA.5.2B.iv Demonstrate and apply spelling knowledge by spelling words with diphthongs and hiatus.</p> <p>SLA.5.2B.v Demonstrate and apply spelling knowledge by marking accents appropriately when conjugating verbs such as in simple and imperfect past, past participle, perfect, conditional, and future tenses.</p> <p>Strand 1: Foundational Language Skills—Vocabulary</p> <p>SLA.5.3A Use print or digital resources to determine meaning, syllabication, pronunciation, and word origin.</p> <p>SLA.5.3B Use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words.</p> <p>SLA.5.3C Identify the meaning of and use base words with affixes, including trans-, super-, anti-, semi-, -logía, -ificar, -ismo, and -ista and roots, including audi, crono, foto, geo, and terr.</p> <p>SLA.5.3D Identify, use, and explain the meaning of adages and puns.</p> <p>SLA.5.3E Differentiate between and use homographs, homophones, and commonly confused terms such as porque/porqué/por qué/por que, sino/si no, and también/tan bien.</p> <p>Strand 1: Foundational Language Skills—Fluency</p> <p>SLA.5.4 Read grade-level text with fluency and comprehension and use appropriate fluency (rate, accuracy and prosody) when reading grade level text.</p> <p>Strand 1: Foundational Language Skills—Self-Sustained Reading</p> <p>SLA.5.5 Read grade-appropriate texts independently, self-select text and interact independently with text for sustained periods of time.</p> <p>Strand 2: Comprehension Skills</p> <p>SLA.5.6A Establish purpose for reading assigned and self-selected texts.</p> <p>SLA.5.6B Generate questions about text before, during, and after reading to deepen understanding and gain information.</p> <p>SLA.5.6C Make, correct, or confirm predictions using text features, characteristics of genre, and structures.</p> <p>SLA.5.6D Create mental images to deepen understanding.</p> <p>SLA.5.6E Make connections to personal experiences, ideas in other texts, and society.</p> <p>SLA.5.6F Make inferences and use evidence to support understanding.</p>



Unit 10	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
	<p>SLA.5.6G Evaluate details read to determine key ideas. SLA.5.6H Synthesize information to create new understanding. SLA.5.6I Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.</p> <p>Strand 3: Response Skills SLA.5.7A Describe personal connections to a variety of sources, including self-selected texts. SLA.5.7B Write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources. SLA.5.7C Use text evidence to support an appropriate response. SLA.5.7D Retell, paraphrase, or summarize texts in ways that maintain meaning and logical order. SLA.5.7E Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating. SLA.5.7F Respond using newly acquired vocabulary as appropriate. SLA.5.7G Discuss specific ideas in the text that are important to the meaning. Respond using newly acquired vocabulary as appropriate.</p> <p>Strand 4: Multiple Genres—Literary Elements SLA.5.8A Infer multiple themes within a text using text evidence. SLA.5.8B Analyze the relationships of and conflicts among the characters SLA.5.8C Analyze plot elements, including rising action, climax, falling action, and resolution SLA.5.8D Analyze the influence of the setting, including historical and cultural settings, on the plot.</p> <p>Strand 4: Multiple Genres—Genres SLA.5.9B Explain the use of sound devices and figurative language and distinguish between the poet and the speaker in poems across a variety of poetic forms. SLA.5.9F Recognize characteristics of multimodal and digital texts.</p> <p>Strand 5: Author’s Purpose and Craft SLA.5.10A Explain the author’s purpose and message within a text. SLA.5.10B Analyze how the use of text structure contributes to the author’s purpose. SLA.5.10D Describe how the author’s use of imagery, literal and figurative language such as simile and metaphor, and sound devices achieves specific purposes. SLA.5.10E Identify and understand the use of literary devices, including first- or third-person point of view. SLA.5.10F Examine how the author’s use of language contributes to voice.</p> <p>Strand 6: Composition—Writing Process SLA.5.11A Plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping. SLA.5.11B.i Develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including an introduction, transitions, and a conclusion SLA.5.11B.ii Develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea reflecting depth of thought with specific facts and details. SLA.5.11C Revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity. SLA.5.11D.i Edit drafts using standard Spanish conventions, including complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments. SLA.5.11D.ii Edit drafts using standard Spanish conventions, including irregular verbs. SLA.5.11D.iii Edit drafts using standard Spanish conventions, including collective nouns.</p>

Unit 10	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
	<p>SLA.5.11D.iv Edit drafts using standard Spanish conventions, including adjectives, including those indicating origin, and their comparative and superlative forms.</p> <p>SLA.5.11D.v Edit drafts using standard Spanish conventions, including conjunctive adverbs</p> <p>SLA.5.11D.vi Edit drafts using standard Spanish conventions, including prepositions and prepositional phrases and their influence on subject- verb agreement.</p> <p>SLA.5.11D.vii Edit drafts using standard Spanish conventions, including pronouns, including personal, possessive, objective, reflexive, prepositional, and indefinite.</p> <p>SLA.5.11D.viii Edit drafts using standard Spanish conventions, including subordinating conjunctions to form complex sentences</p> <p>SLA.5.11D.ix Edit drafts using standard Spanish conventions, including capitalization of initials, acronyms, and organizations</p> <p>SLA.5.11D.x Edit drafts using standard Spanish conventions, including italics and underlining for titles and emphasis and punctuation marks, including commas in compound and complex sentences, em dash for dialogue, and quotation marks for titles.</p> <p>SLA.5.11D.xi Edit drafts using standard Spanish conventions, including correct spelling of words with grade-appropriate orthographic patterns and rules.</p> <p>SLA.5.11E Publish written work for appropriate audiences.</p> <p>Strand 6: Composition—Genres</p> <p>SLA.5.12A Compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft.</p> <p>SLA.5.12D Compose correspondence that requests information.</p> <p>Strand 7: Inquiry and Research</p> <p>SLA.5.13A Generate and clarify questions on a topic for formal and informal inquiry.</p> <p>SLA.5.13B Develop and follow a research plan with adult assistance.</p> <p>SLA.5.13C Identify and gather relevant information from a variety of sources.</p> <p>SLA.5.13D Understand credibility of primary and secondary sources.</p> <p>SLA.5.13E Demonstrate understanding of information gathered.</p> <p>SLA.5.13F Differentiate between paraphrasing and plagiarism when using source materials.</p> <p>SLA.5.13G Develop a bibliography.</p> <p>SLA.5.13H Use an appropriate mode of delivery, whether, written, oral, or multimodal, to present results.</p>

Cycle 6	31 Days	The recommended number of lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.
	Apr. 25 - June 7, 2022	
	Guided Reading Level: U/V DRA Level: 60/60	

Cycle Overview

Cycle 6 Units:

Unit 11 April 25 – May 13	Informational Text
Unit 12 May 16 – June 7	Argumentative

Description of the Genres:

Informational texts are organized logically to offer the reader information about a topic. They often explain, describe, and give examples. Informational texts can include factual texts, literary nonfiction, feature articles, reports, and essays. They use underlying structures like compare and contrast, problem and solution, cause and effect, or chronological order to convey a message or information.

Persuasive or **Argumentative** texts use everything from advertisements to persuasive essays to convince the reader to do something, agree with an opinion, or join an opinion group. It offers statements of opinions and backs them up with reasons and evidence.

Digital texts are in an electronic form where readers can easily learn to bookmark, add notes, and comments to a text electronically. Digital texts offer great opportunities for readers, but genre is still at the heart of reading and writing.

In this unit, students will recognize characteristics and structures of informational text features. They will find supporting evidence to recognize the central idea and learn to recognize organizational patterns used by authors in informational text. Students will be exploring argumentative text in which they will learn to identify an author's claim and explain how facts are used to support that argument. In this unit, students will use the skills previously taught as well as author's craft techniques to write informational and argumentative compositions. They will embed grammar skills previously taught and apply to their own writing with increasing complexity. Foundational skills such as oral language, word study, and vocabulary are embedded in lessons and the Fluid Literacy Block.



Type of Assessment	Assessment Windows
(EOY) Renaissance Learning 360	April 28 – June 1
(EOY) Benchmark Running Records	May 2 -27
HISD District Pre-Approved Assessments (DPAs)/ District Performance Assessment Tasks (DPATs)	May 2 - 27
STAAR PAPER ADMINISTRATION	May 5-13
STAAR ONLINE ADMINISTRATION	May 10 - 20



Unit 11	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
Informational	<p>Strand 1: Foundational Language Skills—Oral Language</p> <p>SLA.5.1A Listen actively to interpret verbal and nonverbal messages, ask relevant questions, and make pertinent comments.</p> <p>SLA.5.1B Follow, restate, and give oral instructions that include multiple action steps.</p> <p>SLA.5.1C Give an organized presentation employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively.</p> <p>SLA.5.1D Work collaboratively with others to develop a plan of shared responsibilities.</p> <p>Strand 1: Foundational Language Skills—Beginning Reading and Writing</p> <p>SLA.5.2A.i Demonstrate and apply phonetic knowledge by decoding palabras agudas, graves, esdrújulas, and sobresdrújulas (words with the stress on the last, penultimate, and antepenultimate syllable and words with the stress on the syllable before the antepenultimate)</p> <p>SLA.5.2A.ii Demonstrate and apply phonetic knowledge by using orthographic rules to segment and combine syllables, including diphthongs and formal and accented hiatus</p> <p>SLA.5.2A.iii Demonstrate and apply phonetic knowledge by decoding and differentiating meaning of word based on the diacritical accent</p> <p>SLA.5.2A.iv Demonstrate and apply phonetic knowledge by decoding words with prefixes and suffixes.</p> <p>SLA.5.2B.i demonstrate and apply spelling knowledge by spelling words with more advanced orthographic patterns and rules</p> <p>SLA.5.2B.ii Demonstrate and apply spelling knowledge by spelling palabras agudas, graves, and esdrújulas (words with the stress on the antepenultimate, penultimate, and last syllable) with a prosodic or orthographic accent.</p> <p>SLA.5.2B.iii Demonstrate and apply spelling knowledge by spelling palabras sobresdrújulas (words with the stress on the syllable before the antepenultimate syllable) with a prosodic or orthographic accent.</p> <p>SLA.5.2B.iv Demonstrate and apply spelling knowledge by spelling words with diphthongs and hiatus.</p> <p>SLA.5.2B.v Demonstrate and apply spelling knowledge by marking accents appropriately when conjugating verbs such as in simple and imperfect past, past participle, perfect, conditional, and future tenses.</p> <p>Strand 1: Foundational Language Skills—Vocabulary</p> <p>SLA.5.3A Use print or digital resources to determine meaning, syllabication, pronunciation, and word origin.</p> <p>SLA.5.3B Use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words.</p> <p>SLA.5.3C Identify the meaning of and use base words with affixes, including trans-, super-, anti-, semi-, -logía, -ificar, -ismo, and -ista and roots, including audi, crono, foto, geo, and terr.</p> <p>SLA.5.3D Identify, use, and explain the meaning of adages and puns.</p> <p>SLA.5.3E Differentiate between and use homographs, homophones, and commonly confused terms such as porque/porqué/por qué/por que, sino/si no, and también/tan bien.</p> <p>Strand 1: Foundational Language Skills—Fluency</p> <p>SLA.5.4 Read grade-level text with fluency and comprehension and use appropriate fluency (rate, accuracy and prosody) when reading grade level text.</p> <p>Strand 1: Foundational Language Skills—Self-Sustained Reading</p> <p>SLA.5.5 Read grade-appropriate texts independently, self-select text and interact independently with text for sustained periods of time.</p> <p>Strand 2: Comprehension Skills</p>

Unit 11	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
	<p>SLA.5.6A Establish purpose for reading assigned and self-selected texts.</p> <p>SLA.5.6B Generate questions about text before, during, and after reading to deepen understanding and gain information.</p> <p>SLA.5.6C Make, correct, or confirm predictions using text features, characteristics of genre, and structures.</p> <p>SLA.5.6D Create mental images to deepen understanding.</p> <p>SLA.5.6E Make connections to personal experiences, ideas in other texts, and society.</p> <p>SLA.5.6F Make inferences and use evidence to support understanding.</p> <p>SLA.5.6G Evaluate details read to determine key ideas.</p> <p>SLA.5.6H Synthesize information to create new understanding.</p> <p>SLA.5.6I Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.</p> <p>Strand 3: Response Skills</p> <p>SLA.5.7A Describe personal connections to a variety of sources, including self-selected texts.</p> <p>SLA.5.7B Write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources.</p> <p>SLA.5.7C Use text evidence to support an appropriate response.</p> <p>SLA.5.7D Retell, paraphrase, or summarize texts in ways that maintain meaning and logical order.</p> <p>SLA.5.7E Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.</p> <p>SLA.5.7F Respond using newly acquired vocabulary as appropriate.</p> <p>SLA.5.7G Discuss specific ideas in the text that are important to the meaning.</p> <p>Strand 4: Multiple Genres—Genres</p> <p>SLA.5.9D.i Recognize characteristics and structures of informational text, including the central idea with supporting evidence.</p> <p>SLA.5.9D.ii Recognize characteristics and structures of informational text, including features such as insets, timelines, and sidebars to support understanding.</p> <p>SLA.5.9D.iii Recognize characteristics and structures of informational text, including organizational patterns such as logical order and order of importance.</p> <p>SLA.5.9F Recognize characteristics of multimodal and digital texts.</p> <p>Strand 5: Author’s Purpose and Craft</p> <p>SLA.5.10A Explain the author’s purpose and message within a text.</p> <p>SLA.5.10B Analyze how the use of text structure contributes to the author’s purpose.</p> <p>SLA.5.10C Analyze the author’s use of print and graphic features to achieve specific purposes.</p> <p>Strand 6: Composition—Writing Process</p> <p>SLA.5.11A Plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping.</p> <p>SLA.5.11B.i Develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including an introduction, transitions, and a conclusion</p> <p>SLA.5.11B.ii Develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea reflecting depth of thought with specific facts and details.</p> <p>SLA.5.11C Revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity.</p> <p>SLA.5.11D.i Edit drafts using standard Spanish conventions, including complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments.</p> <p>SLA.5.11D.ii Edit drafts using standard Spanish conventions, including irregular verbs.</p> <p>SLA.5.11D.iii Edit drafts using standard Spanish conventions, including collective nouns.</p>



Unit 11	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
	<p>SLA.5.11D.iv Edit drafts using standard Spanish conventions, including adjectives, including those indicating origin, and their comparative and superlative forms.</p> <p>SLA.5.11D.v Edit drafts using standard Spanish conventions, including conjunctive adverbs</p> <p>SLA.5.11D.vi Edit drafts using standard Spanish conventions, including prepositions and prepositional phrases and their influence on subject- verb agreement.</p> <p>SLA.5.11D.vii Edit drafts using standard Spanish conventions, including pronouns, including personal, possessive, objective, reflexive, prepositional, and indefinite.</p> <p>SLA.5.11D.viii Edit drafts using standard Spanish conventions, including subordinating conjunctions to form complex sentences</p> <p>SLA.5.11D.ix Edit drafts using standard Spanish conventions, including capitalization of initials, acronyms, and organizations</p> <p>SLA.5.11D.x Edit drafts using standard Spanish conventions, including italics and underlining for titles and emphasis and punctuation marks, including commas in compound and complex sentences, em dash for dialogue, and quotation marks for titles.</p> <p>SLA.5.11D.xi Edit drafts using standard Spanish conventions, including correct spelling of words with grade-appropriate orthographic patterns and rules.</p> <p>SLA.5.11E Publish written work for appropriate audiences.</p> <p>Strand 6: Composition—Genres</p> <p>SLA.5.12B Compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft.</p> <p>Strand 7: Inquiry and Research</p> <p>SLA.5.13A Generate and clarify questions on a topic for formal and informal inquiry.</p> <p>SLA.5.13B Develop and follow a research plan with adult assistance.</p> <p>SLA.5.13C Identify and gather relevant information from a variety of sources.</p> <p>SLA.5.13D Understand credibility of primary and secondary sources.</p> <p>SLA.5.13E Demonstrate understanding of information gathered.</p> <p>SLA.5.13F Differentiate between paraphrasing and plagiarism when using source materials.</p> <p>SLA.5.13G Develop a bibliography.</p> <p>SLA.5.13H Use an appropriate mode of delivery, whether, written, oral, or multimodal, to present results.</p>

Unit 12	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
Argumentative	<p>Strand 1: Foundational Language Skills—Oral Language</p> <p>SLA.5.1A Listen actively to interpret verbal and nonverbal messages, ask relevant questions, and make pertinent comments.</p> <p>SLA.5.1B Follow, restate, and give oral instructions that include multiple action steps.</p> <p>SLA.5.1C Give an organized presentation employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively.</p> <p>SLA.5.1D Work collaboratively with others to develop a plan of shared responsibilities.</p> <p>Strand 1: Foundational Language Skills—Beginning Reading and Writing</p> <p>SLA.5.2A.i Demonstrate and apply phonetic knowledge by decoding palabras agudas, graves, esdrújulas, and sobresdrújulas (words with the stress on the last, penultimate, and antepenultimate syllable and words with the stress on the syllable before the antepenultimate)</p> <p>SLA.5.2A.ii Demonstrate and apply phonetic knowledge by using orthographic rules to segment and combine syllables, including diphthongs and formal and accented hiatus</p>

Unit 12	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
	<p>SLA.5.2A.iii Demonstrate and apply phonetic knowledge by decoding and differentiating meaning of word based on the diacritical accent</p> <p>SLA.5.2A.iv Demonstrate and apply phonetic knowledge by decoding words with prefixes and suffixes.</p> <p>SLA.5.2B.i demonstrate and apply spelling knowledge by spelling words with more advanced orthographic patterns and rules</p> <p>SLA.5.2B.ii Demonstrate and apply spelling knowledge by spelling palabras agudas, graves, and esdrújulas (words with the stress on the antepenultimate, penultimate, and last syllable) with a prosodic or orthographic accent.</p> <p>SLA.5.2B.iii Demonstrate and apply spelling knowledge by spelling palabras sobresdrújulas (words with the stress on the syllable before the antepenultimate syllable) with a prosodic or orthographic accent.</p> <p>SLA.5.2B.iv Demonstrate and apply spelling knowledge by spelling words with diphthongs and hiatus.</p> <p>SLA.5.2B.v Demonstrate and apply spelling knowledge by marking accents appropriately when conjugating verbs such as in simple and imperfect past, past participle, perfect, conditional, and future tenses.</p> <p>Strand 1: Foundational Language Skills—Vocabulary</p> <p>SLA.5.3A Use print or digital resources to determine meaning, syllabication, pronunciation, and word origin.</p> <p>SLA.5.3B Use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words.</p> <p>SLA.5.3C Identify the meaning of and use base words with affixes, including trans-, super-, anti-, semi-, -logía, -ificar, -ismo, and -ista and roots, including audi, crono, geo, and terr.</p> <p>SLA.5.3D Identify, use, and explain the meaning of adages and puns.</p> <p>SLA.5.3E Differentiate between and use homographs, homophones, and commonly confused terms such as porque/porqué/por qué/por que, sino/si no, and también/tan bien.</p> <p>Strand 1: Foundational Language Skills—Fluency</p> <p>SLA.5.4 Read grade-level text with fluency and comprehension and use appropriate fluency (rate, accuracy and prosody) when reading grade level text.</p> <p>Strand 1: Foundational Language Skills—Self-Sustained Reading</p> <p>SLA.5.5 Read grade-appropriate texts independently, self-select text and interact independently with text for sustained periods of time.</p> <p>Strand 2: Comprehension Skills</p> <p>SLA.5.6A Establish purpose for reading assigned and self-selected texts.</p> <p>SLA.5.6B Generate questions about text before, during, and after reading to deepen understanding and gain information.</p> <p>SLA.5.6C Make, correct, or confirm predictions using text features, characteristics of genre, and structures.</p> <p>SLA.5.6D Create mental images to deepen understanding.</p> <p>SLA.5.6E Make connections to personal experiences, ideas in other texts, and society.</p> <p>SLA.5.6F Make inferences and use evidence to support understanding.</p> <p>SLA.5.6G Evaluate details read to determine key ideas.</p> <p>SLA.5.6H Synthesize information to create new understanding.</p> <p>SLA.5.6I Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.</p>

Unit 12	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
	<p>Strand 3: Response Skills</p> <p>SLA.5.7A Describe personal connections to a variety of sources, including self-selected texts.</p> <p>SLA.5.7B Write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources.</p> <p>SLA.5.7C Use text evidence to support an appropriate response.</p> <p>SLA.5.7D Retell, paraphrase, or summarize texts in ways that maintain meaning and logical order.</p> <p>SLA.5.7E Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.</p> <p>SLA.5.7F Respond using newly acquired vocabulary as appropriate.</p> <p>SLA.5.7G Discuss specific ideas in the text that are important to the meaning.</p> <p>Strand 4: Multiple Genres—Genres</p> <p>SLA.5.9E.i Recognize characteristics and structures of argumentative text by identifying the claim.</p> <p>SLA.5.9E.ii Recognize characteristics and structures of argumentative text by explaining how the author has used facts for or against an argument.</p> <p>SLA.5.9E.iii Recognize characteristics and structures of argumentative text by identifying the intended audience or reader.</p> <p>SLA.5.9F Recognize characteristics of multimodal and digital texts.</p> <p>Strand 5: Author’s Purpose and Craft</p> <p>SLA.5.10A Explain the author’s purpose and message within a text.</p> <p>SLA.5.10C Analyze the author’s use of print and graphic features to achieve specific purposes.</p> <p>SLA.5.10F Examine how the author’s use of language contributes to voice.</p> <p>SLA.5.10G Explain the purpose of hyperbole, stereotyping, and anecdote.</p> <p>Strand 6: Composition—Writing Process</p> <p>SLA.5.11A Plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping.</p> <p>SLA.5.11B.i Develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including an introduction, transitions, and a conclusion</p> <p>SLA.5.11B.ii Develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea reflecting depth of thought with specific facts and details.</p> <p>SLA.5.11C Revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity.</p> <p>SLA.5.11D.i Edit drafts using standard Spanish conventions, including complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments.</p> <p>SLA.5.11D.ii Edit drafts using standard Spanish conventions, including irregular verbs.</p> <p>SLA.5.11D.iii Edit drafts using standard Spanish conventions, including collective nouns.</p> <p>SLA.5.11D.iv Edit drafts using standard Spanish conventions, including adjectives, including those indicating origin, and their comparative and superlative forms.</p> <p>SLA.5.11D.v Edit drafts using standard Spanish conventions, including conjunctive adverbs</p> <p>SLA.5.11D.vi Edit drafts using standard Spanish conventions, including prepositions and prepositional phrases and their influence on subject- verb agreement.</p> <p>SLA.5.11D.vii Edit drafts using standard Spanish conventions, including pronouns, including personal, possessive, objective, reflexive, prepositional, and indefinite.</p> <p>SLA.5.11D.viii Edit drafts using standard Spanish conventions, including subordinating conjunctions to form complex sentences</p> <p>SLA.5.11D.ix Edit drafts using standard Spanish conventions, including capitalization of initials, acronyms, and organizations</p>

Unit 12	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
	<p>SLA.5.11D.x Edit drafts using standard Spanish conventions, including italics and underlining for titles and emphasis and punctuation marks, including commas in compound and complex sentences, em dash for dialogue, and quotation marks for titles.</p> <p>SLA.5.11D.xi Edit drafts using standard Spanish conventions, including correct spelling of words with grade-appropriate orthographic patterns and rules.</p> <p>SLA.5.11E Publish written work for appropriate audiences.</p> <p>Strand 6: Composition—Genres</p> <p>SLA.5.12C Compose argumentative texts, including opinion essays, using genre characteristics and craft.</p> <p>Strand 7: Inquiry and Research</p> <p>SLA.5.13A Generate and clarify questions on a topic for formal and informal inquiry.</p> <p>SLA.5.13B Develop and follow a research plan with adult assistance.</p> <p>SLA.5.13C Identify and gather relevant information from a variety of sources.</p> <p>SLA.5.13D Understand credibility of primary and secondary sources.</p> <p>SLA.5.13E Demonstrate understanding of information gathered.</p> <p>SLA.5.13F Differentiate between paraphrasing and plagiarism when using source materials.</p> <p>SLA.5.13G Develop a bibliography.</p> <p>SLA.5.13H Use an appropriate mode of delivery, whether, written, oral, or multimodal, to present results.</p>