

<b>Cycle 1</b>	<b>38 Days</b>	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. 26 – Oct. 18, 2019	
	<b>Guided Reading Level: S/T</b> <b>DRA Level: 38/50</b>	

**Unit 1: Literary Text (Realistic Fiction, Historical Fiction, Traditional Fiction, and Diverse Fiction)**

In this unit, students will explore and study the genre of **Fiction (Realistic, Historical, Traditional, and Diverse)** using the strategy of **Consume, Critique, and Produce** (O’Flahavan). Students will explore reading comprehension through the strategy of **Book, Head, Heart** (Beers and Probst) to explain the roles various characters play in the conflict and resolution of the plot, as well as analyze character interactions through inferencing using textual evidence. Students will respond to fictional texts through **Quickwrites** (Rief), which will provide the seeds for composing future fictional texts. As students consume texts in the fiction genre (Realistic, Historic, Traditional, and Diverse), they will **Notice and Name** (Wood Ray) author’s craft, which they will later apply to their writing. As students consume and critique mentor texts, they will notice what this genre **Must Have, Might Have, and Won’t Have** (Katie Wood Ray), including genre characteristics and author’s craft. Students will also explore some fiction characteristics found in multimodal and digital texts. Students will apply what they learned from this genre study as they produce their own fictional texts. The teacher will model this process by writing alongside the students. Students will respond to text and write fiction incorporating the proper use of simple and compound sentences with a focus on the proper use of nouns and irregular verbs and use of punctuation marks using **Invitation to Notice** (Anderson) strategy. During **Inquiry and Research**, students will brainstorm research topics and generate and clarify questions to develop a research plan using information from a variety of sources. **Foundational Language Skills** such as oral language, word study, and vocabulary are embedded in mini-lessons and the **Fluid Literacy Block**. The teacher will use the [25 Day Literature Circles Launch](#) to explicitly teach routines and procedures during guided reading and literature circles. Additionally, the [First 25 Day Writer’s Workshop](#) will provide strategies on how to implement the writing workshop to incorporate the writing process in daily writing activities.

**Essential Question: How much do fictional texts helps us connect and relate to our diverse world?**

<a href="#">Unit 1</a>	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
<b>Fiction</b>	<p style="text-align: center;"><b>17</b> lessons</p> <p style="text-align: center;"><b>Suggested Pacing:</b> Aug. 26 – Sept. 18</p> <p style="text-align: center;"><b>Part 1</b> Aug. 26-30</p> <p style="text-align: center;"><i>Labor Day</i> Sept. 2</p> <p style="text-align: center;"><b>Part 2</b> Sept. 3-9</p> <p style="text-align: center;"><b>Part 3</b> Sept. 10-16</p> <p style="text-align: center;"><b>Part 4</b> Sept. 17-18</p>	<p><b>Strand 1: Foundational Language Skills—Oral Language</b></p> <p><b>SLA.5.1A</b> Listen actively to interpret verbal and nonverbal messages, ask relevant questions, and make pertinent comments.</p> <p><b>SLA.5.1B</b> Follow, restate, and give oral instructions that include multiple action steps.</p> <p><b>SLA.5.1C</b> Give an organized presentation employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively.</p> <p><b>SLA.5.1D</b> Work collaboratively with others to develop a plan of shared responsibilities.</p> <p><b>Strand 1: Foundational Language Skills—Beginning Reading and Writing</b></p> <p><b>SLA.5.2A.i</b> Demonstrate and apply phonetic knowledge by decoding palabras agudas, graves, and esdrújulas (words with the stress on the antepenultimate, penultimate, and last syllable and words with the stress on the syllable before the antepenultimate.</p> <p><b>SLA.5.2A.ii</b> Demonstrate and apply phonetic knowledge by using orthographic rules to segment and combine syllables, including diphthongs and formal and accented hiatus.</p> <p><b>SLA.5.2A.iv</b> Demonstrate and apply phonetic knowledge by decoding words with prefixes and suffixes.</p> <p><b>SLA.5.2B.i</b> Demonstrate and apply spelling knowledge by spelling words with more advanced orthographic patterns and rules.</p>



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	Aug. 26 – Oct. 18, 2019	
	<b>Guided Reading Level: S/T</b> <b>DRA Level: 38/50</b>	
	<p><b>Extend Assess Review Reteach</b> Sept. 19</p> <p>Benchmark Running Records BOY Sept. 3-30</p> <p>Renaissance Learning 360 Screener BOY Sept. 3-20</p>	<p><b>SLA.5.2B.ii</b> 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><b>Strand 1: Foundational Language Skills—Beginning Reading and Writing</b> <b>SLA.5.2C</b> Write legibly in cursive.</p> <p><b>Strand 1: Foundational Language Skills—Vocabulary</b> <b>SLA.5.3A</b> Use print or digital resources to determine meaning, syllabication, pronunciation, and word origin. <b>SLA.5.3B</b> Use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words. <b>SLA.5.3C</b> 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><b>Strand 1: Foundational Language Skills—Fluency</b> <b>SLA.5.4</b> Read grade-level text with fluency and comprehension. Use appropriate fluency (rate, accuracy and prosody) when reading grade level text.</p> <p><b>Strand 1: Foundational Language Skills—Self-Sustained Reading</b> <b>SLA.5.5A</b> Read grade-appropriate texts independently. Self-select text and interact independently with text for increasing periods of time.</p> <p><b>Strand 2: Comprehension Skills</b> <b>SLA.5.6A</b> Establish purpose for reading assigned and self-selected texts. <b>SLA.5.6B</b> Generate questions about text before, during, and after reading to deepen understanding and gain information. <b>SLA.5.6C</b> Make, correct, or confirm predictions using text features, characteristics of genre, and structures. <b>SLA.5.6D</b> Create mental images to deepen understanding. <b>SLA.5.6E</b> Make connections to personal experiences, ideas in other texts, and society. <b>SLA.5.6F</b> Make inferences and use evidence to support understanding. <b>SLA.5.6G</b> Evaluate details read to determine key ideas. <b>SLA.5.6H</b> Synthesize information to create new understanding. <b>SLA.5.6I</b> Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.</p> <p><b>Strand 3: Response Skills</b> <b>SLA.5.7A</b> Describe personal connections to a variety of sources, including self-selected texts. <b>SLA.5.7B</b> Write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources. <b>SLA.5.7C</b> Use text evidence to support an appropriate response. <b>SLA.5.7D</b> Retell, paraphrase, or summarize texts in ways that maintain meaning and logical order.</p>

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	<b>Guided Reading Level: S/T</b> <b>DRA Level: 38/50</b>	
		<p><b>SLA.5.7F</b> Respond using newly acquired vocabulary as appropriate.</p> <p><b>Strand 4: Multiple Genres—Literary Elements</b></p> <p><b>SLA.5.8A</b> Infer multiple themes within a text using text evidence.</p> <p><b>SLA.5.8B</b> Analyze the relationships of and conflicts among the characters.</p> <p><b>SLA.5.8C</b> Analyze plot elements, including rising action, climax, falling action, and resolution.</p> <p><b>SLA.5.8D</b> Analyze the influence of the setting, including historical and cultural settings, on the plot.</p> <p><b>Strand 4: Multiple Genres—Genres</b></p> <p><b>SLA.5.9A</b> Demonstrate knowledge of distinguishing characteristics of well-known children’s literature such as folktales, fables, legends, myths, and tall tales.</p> <p><b>SLA.5.9F</b> Recognize characteristics of multimodal and digital texts.</p> <p><b>Strand 5: Author’s Purpose and Craft</b></p> <p><b>SLA.5.10A</b> Explain the author’s purpose and message within a text.</p> <p><b>SLA.5.10B</b> Analyze how the use of text structure contributes to the author’s purpose.</p> <p><b>SLA.5.10C</b> Analyze the author’s use of print and graphic features to achieve specific purposes.</p> <p><b>SLA.5.10D</b> 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><b>SLA.5.10E</b> Identify and understand the use of literary devices, including first- or third-person point of view.</p> <p><b>SLA.5.10F</b> Examine how the author’s use of language contributes to voice.</p> <p><b>Strand 6: Composition—Writing Process</b></p> <p><b>SLA.5.11A</b> 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><b>SLA.5.11B.i</b> 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><b>SLA.5.11B.ii</b> 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><b>SLA.5.11C</b> Revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity.</p> <p><b>SLA.5.11D.i</b> 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><b>SLA.5.11D.ii</b> Edit drafts using standard Spanish conventions, including irregular verbs.</p> <p><b>SLA.5.11D.iii</b> Edit drafts using standard Spanish conventions, including collective nouns.</p>

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	<b>Guided Reading Level: S/T</b> <b>DRA Level: 38/50</b>	
		<p><b>SLA.5.11D.iv</b> Edit drafts using standard Spanish conventions, including adjectives, including those indicating origin, and their comparative and superlative forms.</p> <p><b>SLA.5.11D.x</b> Edit drafts using standard Spanish conventions, including punctuation marks, including commas in compound and complex sentences, em dash for dialogue, italics and underlining for titles and emphasis, and quotation marks for titles.</p> <p><b>SLA.5.11D.xi</b> Edit drafts using standard Spanish conventions, including correct spelling of words with grade-appropriate orthographic patterns and rules.</p> <p><b>SLA.5.11E</b> Publish written work for appropriate audiences.</p> <p><b>Strand 6: Composition—Genres</b></p> <p><b>SLA.5.12A</b> Compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft.</p> <p><b>Strand 7: Inquiry and Research</b></p> <p><b>SLA.5.13A</b> Generate and clarify questions on a topic for formal and informal inquiry.</p> <p><b>SLA.5.13B</b> Develop and follow a research plan with adult assistance.</p> <p><b>SLA.5.13C</b> Identify and gather relevant information from a variety of sources.</p> <p><b>SLA.5.13D</b> Understand credibility of primary and secondary sources.</p> <p><b>SLA.5.13E</b> Demonstrate understanding of information gathered.</p> <p><b>SLA.5.13F</b> Differentiate between paraphrasing and plagiarism when using source materials.</p> <p><b>SLA.5.13G</b> Develop a bibliography.</p> <p><b>SLA.5.13H</b> Use an appropriate mode of delivery, whether, written, oral, or multimodal, to present results.</p> <p><a href="#">Ongoing TEKS</a></p>

### Unit 2: Literary Text (Drama)

In this unit of study, students will explore the genre of **Drama** using **Consume, Critique, and Produce** (O’Flahavan). Students will explore and develop reading comprehension by analyzing characters and making inferences using the strategy **Book, Head, Heart** (Beers and Probst). As students consume and critique mentor texts, they will notice what this genre **Must Have, Might Have and Won’t Have** (Katie Wood Ray), including author’s craft, genre characteristics, structure, and literary elements. While interacting with these texts, students will analyze the similarities and differences between an original text and its dramatic adaptation, as well as evaluate the impact of sensory details, imagery, and figurative language in a play. Students will respond to text through **Quickwrites** (Rief) Students will identify author’s craft using **Notice and Name** to evaluate the impact and purpose of sensory details, imagery, and figurative language, which they will later apply to their writing. Students will also synthesize the text and make connections to other texts as they produce their own personal narratives. Additionally, students will also explore some Drama characteristics found in multimodal and digital texts.

The teacher will model this process by writing alongside the students. Students will respond to texts and write a personal narrative incorporating the usage of conjunctive adverbs, prepositions, prepositional phrases, and the influence of subject verb agreement with a focus on the proper use of commas in compound sentences, capitalization, and use of punctuation marks. Students will continue **Inquiry and Research** by demonstrating an understanding of gathered information and differentiating between paraphrasing and plagiarism.



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	<b>Guided Reading Level: S/T</b> <b>DRA Level: 38/50</b>	

**Foundational Language Skills** such as oral language, word study, and vocabulary are embedded in mini-lessons and the **Fluid Literacy Block**. The teacher will use the [25 Day Literature Circles Launch](#) to explicitly teach routines and procedures during guided reading and literature circles. Additionally, the [First 25 Day Writer's Workshop](#) will provide strategies on how to implement the writing workshop to incorporate the writing process in daily writing activities.

**Essential Question: How can I learn from others' experiences?**

<a href="#">Unit 2</a>	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
Drama	<p style="text-align: center;">9 lessons</p> <p style="text-align: center;"><b>Suggested Pacing:</b> Sept. 20 – Oct. 2</p> <p style="text-align: center;"><b>Part 1</b> Sept. 20-26</p> <p style="text-align: center;"><b>Part 2</b> Sept. 27 – Oct. 2</p> <p style="text-align: center;"><i>Early Dismissal</i> Sept. 27</p> <p style="text-align: center;"><b>Extend Assess Review Reteach</b> Oct. 3</p>	<p><b>Strand 1: Foundational Language Skills—Beginning Reading and Writing</b></p> <p><b>SLA.5.2A.i</b> Demonstrate and apply phonetic knowledge by decoding palabras agudas, graves, and esdrújulas (words with the stress on the antepenultimate, penultimate, and last syllable and words with the stress on the syllable before the antepenultimate).</p> <p><b>SLA.5.2A.ii</b> Demonstrate and apply phonetic knowledge by using orthographic rules to segment and combine syllables, including diphthongs and formal and accented hiatus.</p> <p><b>SLA.5.2A.iv</b> Demonstrate and apply phonetic knowledge by decoding words with prefixes and suffixes.</p> <p><b>SLA.5.2B.ii</b> 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><b>SLA.5.2B.iii</b> 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><b>Strand 1: Foundational Language Skills—Vocabulary</b></p> <p><b>SLA.5.3B</b> Use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words.</p> <p><b>SLA.5.3C</b> 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><b>Strand 1: Foundational Language Skills—Self-Sustained Reading</b></p> <p><b>SLA.5.5A</b> Read grade-appropriate texts independently. Self-select text and interact independently with text for increasing periods of time.</p> <p><b>Strand 2: Comprehension Skills</b></p> <p><b>SLA.5.6A</b> Establish purpose for reading assigned and self-selected texts.</p> <p><b>SLA.5.6B</b> Generate questions about text before, during, and after reading to deepen understanding and gain information.</p> <p><b>SLA.5.6C</b> Make, correct, or confirm predictions using text features, characteristics of genre, and structures.</p> <p><b>SLA.5.6D</b> Create mental images to deepen understanding.</p> <p><b>SLA.5.6E</b> Make connections to personal experiences, ideas in other texts, and society.</p> <p><b>SLA.5.6F</b> Make inferences and use evidence to support understanding.</p>



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<b>Guided Reading Level: S/T</b> <b>DRA Level: 38/50</b>		
		<p><b>SLA.5.6G</b> Evaluate details read to determine key ideas.  <b>SLA.5.6H</b> Synthesize information to create new understanding.  <b>SLA.5.6I</b> Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.</p> <p><b>Strand 3: Response Skills</b>  <b>SLA.5.7A</b> Describe personal connections to a variety of sources, including self-selected texts.  <b>SLA.5.7B</b> Write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources.  <b>SLA.5.7C</b> Use text evidence to support an appropriate response.  <b>SLA.5.7D</b> Retell, paraphrase, or summarize texts in ways that maintain meaning and logical order.  <b>SLA.5.7E</b> Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.  <b>SLA.5.7F</b> Respond using newly acquired vocabulary as appropriate.</p> <p><b>Strand 4: Multiple Genres—Literary Elements</b>  <b>SLA.5.8A</b> Infer multiple themes within a text using text evidence.  <b>SLA.5.8B</b> Analyze the relationships of and conflicts among the characters.  <b>SLA.5.8C</b> Analyze plot elements, including rising action, climax, falling action, and resolution.  <b>SLA.5.8D</b> Analyze the influence of the setting, including historical and cultural settings, on the plot.</p> <p><b>Strand 4: Multiple Genres—Genres</b>  <b>SLA.5.9C</b> Explain structure in drama such as character tags, acts, scenes, and stage directions.  <b>SLA.5.9F</b> Recognize characteristics of multimodal and digital texts.</p> <p><b>Strand 5: Author’s Purpose and Craft</b>  <b>SLA.5.10A</b> Explain the author’s purpose and message within a text.  <b>SLA.5.10B</b> Analyze how the use of text structure contributes to the author’s purpose.  <b>SLA.5.10D</b> 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><b>Strand 6: Composition—Writing Process</b>  <b>SLA.5.11D.v</b> Edit drafts using standard Spanish conventions, including conjunctive adverbs.  <b>SLA.5.11D.vi</b> Edit drafts using standard Spanish conventions, including prepositions and prepositional phrases and their influence on subject-verb agreement.  <b>SLA.5.11D.x</b> Edit drafts using standard Spanish conventions, including punctuation marks, including commas in compound and complex sentences, em</p>

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	Aug. 26 – Oct. 18, 2019	
	<b>Guided Reading Level: S/T</b> <b>DRA Level: 38/50</b>	
		<p>dash for dialogue, italics and underlining for titles and emphasis, and quotation marks for titles.</p> <p><b>SLA.5.11D.xi</b> Edit drafts using standard Spanish conventions, including correct spelling of words with grade-appropriate orthographic patterns and rules.</p> <p><b>Strand 6: Composition—Genres</b> <b>SLA.5.12A</b> Compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft.</p> <p><b>Strand 7: Inquiry and Research</b> <b>SLA.5.13A</b> Generate and clarify questions on a topic for formal and informal inquiry. <b>SLA.5.13B</b> Develop and follow a research plan with adult assistance. <b>SLA.5.13C</b> Identify and gather relevant information from a variety of sources. <b>SLA.5.13D</b> Understand credibility of primary and secondary sources. <b>SLA.5.13E</b> Demonstrate understanding of information gathered. <b>SLA.5.13F</b> Differentiate between paraphrasing and plagiarism when using source materials. <b>SLA.5.13G</b> Develop a bibliography. <b>SLA.5.13H</b> Use an appropriate mode of delivery, whether, written, oral, or multimodal, to present results.</p> <p><a href="#">Ongoing TEKS</a></p>
<b><u>Unit 3: Literary Text (Poetry)</u></b>		
<p>In this unit of study, students will explore the genre of <b>Poetry</b> using <b>Consume, Critique, and Produce</b> (O’Flahavan). Students will explore and develop reading comprehension by analyzing poems and making inferences using the strategy <b>Book, Head, Heart</b> (Beers and Probst). As students consume and critique mentor texts, they will notice what this genre <b>Must Have, Might Have and Won’t Have</b> (Katie Wood Ray), including author’s craft, genre characteristics, structure, and literary elements. While interacting with these texts, students will analyze how poets use sound effects to reinforce meaning, as well as evaluate the impact of sensory details, imagery, and figurative language in poetry. Students will also summarize the text and make connections to other texts found in multimodal and digital form. Students will respond to text through <b>Quickwrites</b> (Rief). Students will identify author’s craft using <b>Notice and Name</b> (Wood Ray) to evaluate the impact and purpose of sensory details, imagery and figurative language, which they will later apply to their writing. Students will also synthesize the text and make connections to other text as they produce their own poems.</p> <p>The teacher will model this process by writing alongside the students. Students will respond to texts and write a personal narrative or a poem incorporating the usage of prepositions, prepositional phrases, pronouns, commas in compound, complex sentences, and correct spelling of words. Additionally, during <b>Inquiry and Research</b>, students will present their research results using either written, oral or multimodal delivery depending on the audience.</p> <p><b>Foundational Language Skills</b> such as oral language, word study, and vocabulary are embedded in mini-lessons and the <b>Fluid Literacy Block</b>.</p> <p><b>Essential Question: How can my words transform the world around me?</b></p>		

# HISD | Elementary Curriculum and Development

INSPIRING TEACHING, IGNITING LITERACY & LEARNING.

## 2019-2020 Scope and Sequence

### Spanish Language Arts – Grade 5

<b>Cycle 1</b>	<b>38 Days</b>	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.
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	<b>Guided Reading Level: S/T</b> <b>DRA Level: 38/50</b>	
<u><b>Unit 3</b></u>	<b>Number of Lessons</b>	<b>Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs)</b> <b>The student will:</b>
<b>Poetry</b>	<p style="text-align: center;"><b>9</b> lessons</p> <p><b>Suggested Pacing:</b> Oct. 4-17</p> <p style="text-align: center;"><u><b>Part 1</b></u> Oct. 4-11</p> <p style="text-align: center;"><i>Fall Holiday</i> Oct. 9 <i>(students only)</i></p> <p style="text-align: center;"><u><b>Part 2</b></u> Oct. 14-17</p> <p style="text-align: center;"><i>Early Dismissal</i> Oct. 18</p> <p style="text-align: center;"><b>Extend Assess Review Reteach</b> Oct. 18</p> <p style="text-align: center;">Renaissance Learning 360 Progress Monitoring Oct. 14 – Nov. 1</p>	<p><b>Strand 1: Foundational Language Skills—Beginning Reading and Writing</b>  <b>SLA.5.2A.ii</b> Demonstrate and apply phonetic knowledge by using orthographic rules to segment and combine syllables, including diphthongs and formal and accented hiatus.  <b>SLA.5.2A.iv</b> Demonstrate and apply phonetic knowledge by decoding words with prefixes and suffixes.  <b>SLA.5.2B.i</b> spelling words with more advanced orthographic patterns and rules.</p> <p><b>Strand 1: Foundational Language Skills—Vocabulary</b>  <b>SLA.5.3B</b> Use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words.  <b>SLA.5.3C</b> 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><b>Strand 1: Foundational Language Skills—Self-Sustained Reading</b>  <b>SLA.5.5A</b> Read grade-appropriate texts independently. Self-select text and interact independently with text for increasing periods of time.</p> <p><b>Strand 2: Comprehension Skills</b>  <b>SLA.5.6A</b> Establish purpose for reading assigned and self-selected texts.  <b>SLA.5.6B</b> Generate questions about text before, during, and after reading to deepen understanding and gain information.  <b>SLA.5.6C</b> Make, correct, or confirm predictions using text features, characteristics of genre, and structures.  <b>SLA.5.6D</b> Create mental images to deepen understanding.  <b>SLA.5.6E</b> Make connections to personal experiences, ideas in other texts, and society.  <b>SLA.5.6F</b> Make inferences and use evidence to support understanding.  <b>SLA.5.6G</b> Evaluate details read to determine key ideas.  <b>SLA.5.6H</b> Synthesize information to create new understanding.  <b>SLA.5.6I</b> Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.</p> <p><b>Strand 3: Response Skills</b>  <b>SLA.5.7A</b> Describe personal connections to a variety of sources, including self-selected texts.  <b>SLA.5.7B</b> write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources.  <b>SLA.5.7C</b> Use text evidence to support an appropriate response.  <b>SLA.5.7E</b> Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.  <b>SLA.5.7F</b> Respond using newly acquired vocabulary as appropriate.</p>

#### GLOBAL GRADUATE



1. Foundational Language Skills
2. Comprehension Skills
3. Response Skills
4. Multiple Genres
5. Author's Purpose and Craft
6. Composition
7. Inquiry and Research

<b>Cycle 1</b>	<b>38 Days</b>	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. 26 – Oct. 18, 2019	
<b>Guided Reading Level: S/T</b> <b>DRA Level: 38/50</b>		
		<p><b>Strand 4: Multiple Genres—Literary Elements</b>  <b>SLA.5.8A</b> Infer multiple themes within a text using text evidence.</p> <p><b>Strand 4: Multiple Genres—Genres</b>  <b>SLA.5.9B</b> 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.  <b>SLA.5.9F</b> Recognize characteristics of multimodal and digital texts.</p> <p><b>Strand 5: Author’s Purpose and Craft</b>  <b>SLA.5.10A</b> Explain the author’s purpose and message within a text.  <b>SLA.5.10B</b> Analyze how the use of text structure contributes to the author’s purpose.  <b>SLA.5.10C</b> Analyze the author’s use of print and graphic features to achieve specific purposes.  <b>SLA.5.10D</b> Describe how the author’s use of imagery, literal and figurative language such as simile and metaphor, and sound devices achieves specific purposes.  <b>SLA.5.10E</b> Identify and understand the use of literary devices, including first- or third-person point of view.  <b>SLA.5.10F</b> Examine how the author’s use of language contributes to voice.</p> <p><b>Strand 6: Composition—Writing Process</b>  <b>SLA.5.11D.vi</b> Edit drafts using standard Spanish conventions, including prepositions and prepositional phrases and their influence on subject-verb agreement.  <b>SLA.5.11D.vii</b> Edit drafts using standard Spanish conventions, including pronouns, including personal, possessive, objective, reflexive, prepositional, and indefinite.  <b>SLA.5.11D.x</b> Edit drafts using standard Spanish conventions, including punctuation marks, including commas in compound and complex sentences, em dash for dialogue, italics and underlining for titles and emphasis, and quotation marks for titles.  <b>SLA.5.11D.xi</b> Edit drafts using standard Spanish conventions, including correct spelling of words with grade-appropriate orthographic patterns and rules.</p> <p><b>Strand 6: Composition—Genres</b>  <b>SLA.5.12A</b> Compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft.</p> <p><b>Strand 7: Inquiry and Research</b>  <b>SLA.5.13A</b> Generate and clarify questions on a topic for formal and informal inquiry.  <b>SLA.5.13B</b> Develop and follow a research plan with adult assistance.  <b>SLA.5.13C</b> Identify and gather relevant information from a variety of sources.  <b>SLA.5.13D</b> Understand credibility of primary and secondary sources.  <b>SLA.5.13E</b> Demonstrate understanding of information gathered.</p>



<b>Cycle 1</b>	<b>38 Days</b>	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. 26 – Oct. 18, 2019	
	<b>Guided Reading Level: S/T</b> <b>DRA Level: 38/50</b>	
		<p><b>SLA.5.13F</b> Differentiate between paraphrasing and plagiarism when using source materials.</p> <p><b>SLA.5.13G</b> Develop a bibliography.</p> <p><b>SLA.5.13H</b> Use an appropriate mode of delivery, whether, written, oral, or multimodal, to present results.</p> <p><a href="#">Ongoing TEKS</a></p>



<b>Cycle 2</b>	<b>39 Days</b>	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. 21 – Dec. 19, 2019	
	<b>Guided Reading Level: T/U</b> <b>DRA Level: 40/50</b>	

[Unit 4: Informational Text](#)

In this unit of study, students will explore the genre of **Informational text** using **Consume, Critique, and Produce** (O’Flahavan). Students will explore and develop reading comprehension by analyzing informational text and making inferences using the strategy **Book, Head, Heart** (Beers and Probst). As students consume and critique mentor texts, they will notice what this genre **Must Have, Might Have and Won’t Have** (Katie Wood Ray), including author’s craft, genre characteristics, and structure. Additionally, students will also explore some of this genre characteristics found in multimodal and digital texts. While interacting with these texts, students will draw conclusions from the information presented by the author, analyze the text structure used by the author and how it influences the relationships among ideas. Additionally, students will use text features to locate information throughout the text and summarize the main idea and supporting details. Students will respond to informational text through **Quickwrites** (Rief) Students will identify author’s craft using **Notice and Name** (Wood Ray) to evaluate the purpose of text features, and text structure which they will later apply to their writing. Students will also summarize the text and make connections to other text as they produce their own expository writing. The teacher will model this process by writing alongside the students. Students will respond to texts and write an informational essay incorporating the usage of simple and compound sentences, adjectives, conjunctions, capitalization, commas in compound sentences and correct spelling of words. Additionally, during **Inquiry and Research**, students will brainstorm research topics, generate and clarify questions to develop a research plan using information from a variety of sources. **Foundational Language Skills** such as oral language, word study, and vocabulary are embedded in mini-lessons and the **Fluid Literacy Block**.

**Essential Question: How can informational texts help me and others to be safe?**

<u><a href="#">Unit 4</a></u>	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
<b>Informational</b>	<p><b>14</b> lessons</p> <p><b>Suggested Pacing:</b> Oct. 21 – Nov.7</p> <p><b>Part 1</b> Oct. 21-25</p> <p><b>Part 2</b> Oct. 28 – Nov. 1</p> <p><b>Snapshot 1 Reading Suggested Window:</b> Oct. 28 – Nov. 1</p> <p><a href="#">See Outline for TEKS Details.</a></p> <p><b>Part 3</b> Nov. 4-11</p>	<p><b>Strand 1: Foundational Language Skills—Beginning Reading and Writing</b>  <b>SLA.5.2A.ii</b> Demonstrate and apply phonetic knowledge by using orthographic rules to segment and combine syllables, including diphthongs and formal and accented hiatus.  <b>SLA.5.2A.iv</b> Demonstrate and apply phonetic knowledge by decoding words with prefixes and suffixes.  <b>SLA.5.2B.i</b> Demonstrate and apply spelling knowledge by spelling words with more advanced orthographic patterns and rules.  <b>SLA.5.2B.iv</b> Demonstrate and apply spelling knowledge by spelling words with diphthongs and hiatus.</p> <p><b>Strand 1: Foundational Language Skills—Vocabulary</b>  <b>SLA.5.3B</b> Use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words.  <b>SLA.5.3C</b> 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.  <b>SLA.5.3E</b> 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><b>Strand 1: Foundational Language Skills—Self-Sustained Reading</b>  <b>SLA.5.5A</b> Read grade-appropriate texts independently. Self-select text and interact independently with text for increasing periods of time.</p>



<b>Cycle 2</b>	<b>39 Days</b>	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. 21 – Dec. 19, 2019	
	<b>Guided Reading Level: T/U</b> <b>DRA Level: 40/50</b>	
	<p><b>Extend</b> <b>Assess</b> <b>Review</b> <b>Reteach</b> Nov. 8</p> <p><i>Early Dismissal</i> Nov. 8</p>	<p><b>Strand 2: Comprehension Skills</b></p> <p><b>SLA.5.6A</b> Establish purpose for reading assigned and self-selected texts.  <b>SLA.5.6B</b> Generate questions about text before, during, and after reading to deepen understanding and gain information.  <b>SLA.5.6C</b> Make, correct, or confirm predictions using text features, characteristics of genre, and structures.  <b>SLA.5.6D</b> Create mental images to deepen understanding.  <b>SLA.5.6E</b> Make connections to personal experiences, ideas in other texts, and society.  <b>SLA.5.6F</b> Make inferences and use evidence to support understanding.  <b>SLA.5.6G</b> Evaluate details read to determine key ideas.  <b>SLA.5.6H</b> Synthesize information to create new understanding.  <b>SLA.5.6I</b> Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.</p> <p><b>Strand 3: Response Skills</b></p> <p><b>SLA.5.7B</b> Write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources.  <b>SLA.5.7C</b> Use text evidence to support an appropriate response.  <b>SLA.5.7D</b> Retell, paraphrase, or summarize texts in ways that maintain meaning and logical order.  <b>SLA.5.7E</b> Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.  <b>SLA.5.7F</b> Respond using newly acquired vocabulary as appropriate.  <b>SLA.5.7G</b> Discuss specific ideas in the text that are important to the meaning.</p> <p><b>Strand 4: Multiple Genres—Genres</b></p> <p><b>SLA.5.9D.i</b> Recognize characteristics and structures of informational text, including the central idea with supporting evidence.  <b>SLA.5.9D.ii</b> Recognize characteristics and structures of informational text, including features such as insets, timelines, and sidebars to support understanding.  <b>SLA.5.9D.iii</b> Recognize characteristics and structures of informational text, including organizational patterns such as logical order and order of importance.  <b>SLA.5.9F</b> Recognize characteristics of multimodal and digital texts.</p> <p><b>Strand 5: Author’s Purpose and Craft</b></p> <p><b>SLA.5.10A</b> Explain the author’s purpose and message within a text.  <b>SLA.5.10B</b> Analyze how the use of text structure contributes to the author’s purpose.  <b>SLA.5.10C</b> Analyze the author’s use of print and graphic features to achieve specific purposes.  <b>SLA.5.10E</b> Identify and understand the use of literary devices, including first- or third-person point of view.  <b>SLA.5.10F</b> Examine how the author’s use of language contributes to voice.  <b>SLA.5.10G</b> Explain the purpose of hyperbole, stereotyping, and anecdote.</p>

<b>Cycle 2</b>	<b>39 Days</b>	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. 21 – Dec. 19, 2019	
	<b>Guided Reading Level: T/U</b> <b>DRA Level: 40/50</b>	

		<p><b>Strand 6: Composition—Writing Process</b></p> <p><b>SLA.5.11D.i</b> 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><b>SLA.5.11D.iv</b> Edit drafts using standard Spanish conventions, including adjectives, including those indicating origin, and their comparative and superlative forms.</p> <p><b>SLA.5.11D.viii</b> Edit drafts using standard Spanish conventions, including subordinating conjunctions to form complex sentences.</p> <p><b>SLA.5.11D.ix</b> Edit drafts using standard Spanish conventions, including capitalization of initials, acronyms, and organizations.</p> <p><b>SLA.5.11D.x</b> Edit drafts using standard Spanish conventions, including punctuation marks, including commas in compound and complex sentences, em dash for dialogue, italics and underlining for titles and emphasis, and quotation marks for titles.</p> <p><b>SLA.5.11D.xi</b> Edit drafts using standard Spanish conventions, including correct spelling of words with grade-appropriate orthographic patterns and rules.</p> <p><b>Strand 6: Composition—Genres</b></p> <p><b>SLA.5.12B</b> Compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft.</p> <p><b>SLA.5.12D</b> Compose correspondence that requests information.</p> <p><b>Strand 7: Inquiry and Research</b></p> <p><b>SLA.5.13A</b> Generate and clarify questions on a topic for formal and informal inquiry.</p> <p><b>SLA.5.13B</b> Develop and follow a research plan with adult assistance.</p> <p><b>SLA.5.13C</b> Identify and gather relevant information from a variety of sources.</p> <p><b>SLA.5.13D</b> Understand credibility of primary and secondary sources.</p> <p><b>SLA.5.13E</b> Demonstrate understanding of information gathered.</p> <p><b>SLA.5.13F</b> Differentiate between paraphrasing and plagiarism when using source materials.</p> <p><b>SLA.5.13G</b> Develop a bibliography.</p> <p><b>SLA.5.13H</b> Use an appropriate mode of delivery, whether, written, oral, or multimodal, to present results.</p> <p><a href="#">Ongoing TEKS</a></p>
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**Unit 5: Argumentative Text**

In this unit of study, students will explore the genre of **Argumentative Text** using **Consume, Critique, and Produce** (O’Flahavan). Students will explore and develop reading comprehension by analyzing argumentative text making inferences and drawing conclusions using the strategy **Book, Head, Heart** (Beers and Probst). As students consume and critique these texts, they will notice what this genre **Must Have, Might Have and Won’t Have** (Katie Wood Ray), including author’s craft, genre characteristics, and structure. Additionally, students will also explore some of this genre characteristics found in multimodal and digital texts. While interacting with these texts, students will draw conclusions from the information presented by the author, find and verify the facts presented in the text, identify the author’s



<b>Cycle 2</b>	<b>39 Days</b>	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. 21 – Dec. 19, 2019	
	<b>Guided Reading Level: T/U</b> <b>DRA Level: 40/50</b>	

viewpoint, and recognize exaggerated, contradictory, or misleading statements in text. Students will also study various forms of media and consider the difference in techniques used in media. Students will also synthesize the text and make connections to other texts. Students will respond to argumentative texts through **Quickwrites** (Rief). Students will identify author’s craft using **Notice and Name** (Beers and Probst) to evaluate the purpose of text features, and text structure which they will later apply to their writing. Students will also summarize the text and make connections to other text as they produce their own argumentative writing. The teacher will model this process by writing alongside the students. Students will respond to texts and write an argumentative essay incorporating the usage of irregular verbs, conjunctive verbs, pronouns, capitalization, and correct spelling of words. Additionally, during **Inquiry and Research**, students will brainstorm research topics and generate and clarify questions to develop a research plan using information from a variety of sources. **Foundational Language Skills** such as oral language, word study, and vocabulary are embedded in mini-lessons and the **Fluid Literacy Block**.

**Essential Question: Why is it important to show respect to others?**

<u>Unit 5</u>	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
<b>Argumentative Text</b>	<p><b>9</b> lessons</p> <p><b>Suggested Pacing:</b> Nov. 11-21</p> <p><b>Part 1</b> Nov. 11-15</p> <p><b>Part 2</b> Nov. 18-21</p> <p><b>Extend Assess Review Reteach</b> Nov. 22</p> <p><i>Thanksgiving Holiday</i> Nov. 25-29</p>	<p><b>Strand 1: Foundational Language Skills—Beginning Reading and Writing</b></p> <p><b>SLA.5.2A.ii</b> Demonstrate and apply phonetic knowledge by using orthographic rules to segment and combine syllables, including diphthongs and formal and accented hiatus.</p> <p><b>SLA.5.2A.iv</b> Demonstrate and apply phonetic knowledge by decoding words with prefixes and suffixes.</p> <p><b>SLA.5.2B.i</b> Demonstrate and apply spelling knowledge by spelling words with more advanced orthographic patterns and rules.</p> <p><b>SLA.5.2B.iv</b> Demonstrate and apply spelling knowledge by spelling words with diphthongs and hiatus.</p> <p><b>Strand 1: Foundational Language Skills—Vocabulary</b></p> <p><b>SLA.5.3A</b> Use print or digital resources to determine meaning, syllabication, pronunciation, and word origin.</p> <p><b>SLA.5.3B</b> Use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words.</p> <p><b>SLA.5.3C</b> 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><b>Strand 1: Foundational Language Skills—Self-Sustained Reading</b></p> <p><b>SLA.5.5A</b> Read grade-appropriate texts independently. Self-select text and interact independently with text for increasing periods of time.</p> <p><b>Strand 2: Comprehension Skills</b></p> <p><b>SLA.5.6A</b> Establish purpose for reading assigned and self-selected texts;</p> <p><b>SLA.5.6B</b> Generate questions about text before, during, and after reading to deepen understanding and gain information;</p> <p><b>SLA.5.6C</b> Make, correct, or confirm predictions using text features, characteristics of genre, and structures.</p> <p><b>SLA.5.6D</b> Create mental images to deepen understanding.</p>



<b>Cycle 2</b>	<b>39 Days</b>	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. 21 – Dec. 19, 2019	
	<b>Guided Reading Level: T/U</b> <b>DRA Level: 40/50</b>	
		<p><b>SLA.5.6E</b> Make connections to personal experiences, ideas in other texts, and society.</p> <p><b>SLA.5.6F</b> Make inferences and use evidence to support understanding.</p> <p><b>SLA.5.6G</b> Evaluate details read to determine key ideas.</p> <p><b>SLA.5.6H</b> Synthesize information to create new understanding.</p> <p><b>SLA.5.6I</b> Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.</p> <p><b>Strand 3: Response Skills</b></p> <p><b>SLA.5.7B</b> Write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources.</p> <p><b>SLA.5.7C</b> Use text evidence to support an appropriate response.</p> <p><b>SLA.5.7D</b> Retell, paraphrase, or summarize texts in ways that maintain meaning and logical order.</p> <p><b>SLA.5.7E</b> Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.</p> <p><b>SLA.5.7F</b> Respond using newly acquired vocabulary as appropriate.</p> <p><b>SLA.5.7G</b> Discuss specific ideas in the text that are important to the meaning.</p> <p><b>Strand 4: Multiple Genres—Genres</b></p> <p><b>SLA.5.9E.i</b> Recognize characteristics and structures of argumentative text by identifying the claim.</p> <p><b>SLA.5.9E.ii</b> Recognize characteristics and structures of argumentative text by explaining how the author has used facts for or against an argument.</p> <p><b>SLA.5.9E.iii</b> Recognize characteristics and structures of argumentative text by identifying the intended audience or reader.</p> <p><b>SLA.5.9F</b> Recognize characteristics of multimodal and digital texts.</p> <p><b>Strand 5: Author’s Purpose and Craft</b></p> <p><b>SLA.5.10A</b> Explain the author’s purpose and message within a text.</p> <p><b>SLA.5.10B</b> Analyze how the use of text structure contributes to the author’s purpose.</p> <p><b>SLA.5.10C</b> Analyze the author’s use of print and graphic features to achieve specific purposes.</p> <p><b>SLA.5.10F</b> Examine how the author’s use of language contributes to voice.</p> <p><b>Strand 6: Composition—Writing Process</b></p> <p><b>SLA.5.11D.ii</b> Edit drafts using standard Spanish conventions, including irregular verbs.</p> <p><b>SLA.5.11D.v</b> Edit drafts using standard Spanish conventions, including conjunctive adverbs.</p> <p><b>SLA.5.11D.vii</b> Edit drafts using standard Spanish conventions, including pronouns, including personal, possessive, objective, reflexive, prepositional, and indefinite.</p> <p><b>SLA.5.11D.ix</b> Edit drafts using standard Spanish conventions, including capitalization of initials, acronyms, and organizations.</p>

<b>Cycle 2</b>	<b>39 Days</b>	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. 21 – Dec. 19, 2019	
	<b>Guided Reading Level: T/U</b> <b>DRA Level: 40/50</b>	
		<p><b>SLA.5.11D.xi</b> Edit drafts using standard Spanish conventions, including correct spelling of words with grade-appropriate orthographic patterns and rules.</p> <p><b>SLA.5.11E</b> Publish written work for appropriate audiences.</p> <p><b>Strand 6: Composition—Genres</b></p> <p><b>SLA.5.12C</b> Compose argumentative texts, including opinion essays, using genre characteristics and craft.</p> <p><b>SLA.5.12D</b> Compose correspondence that requests information.</p> <p><b>Strand 7: Inquiry and Research</b></p> <p><b>SLA.5.13A</b> Generate and clarify questions on a topic for formal and informal inquiry.</p> <p><b>SLA.5.13B</b> Develop and follow a research plan with adult assistance.</p> <p><b>SLA.5.13C</b> Identify and gather relevant information from a variety of sources.</p> <p><b>SLA.5.13D</b> Understand credibility of primary and secondary sources.</p> <p><b>SLA.5.13E</b> Demonstrate understanding of information gathered.</p> <p><b>SLA.5.13F</b> Differentiate between paraphrasing and plagiarism when using source materials.</p> <p><b>SLA.5.13G</b> Develop a bibliography.</p> <p><b>SLA.5.13H</b> Use an appropriate mode of delivery, whether, written, oral, or multimodal, to present results.</p> <p><a href="#">Ongoing TEKS</a></p>
<b><u><a href="#">Unit 6: Literary Nonfiction</a></u></b>		
<p>In this unit of study, students will explore the genre of <b>Literary Nonfiction</b> using <b>Consume, Critique, and Produce</b> (O’Flahavan). Students will explore and develop reading comprehension by determining the structure and key features of the genre using <b>Book, Head, Heart</b> (Beers and Probst). Students will also explore the literary nonfiction elements found in some multimodal, and digital texts. As students consume and critique nonfiction texts, they will notice what this genre <b>Must Have, Might Have and Won’t Have</b> (Katie Wood Ray), including author’s craft, genre characteristics, and how they present major events in a person’s life. While interacting with these texts, students will analyze how authors present major events in a person’s life and identify the literary language used to communicate a message. Students will also identify similarities and differences and make connections with literary nonfiction and informational text. Students will respond to literary text through <b>Quickwrites</b> (Rief) Students will identify author’s craft using <b>Notice and Name</b> to evaluate the purpose of different author’s craft techniques which they will later apply to their writing. The teacher will model this process by writing with the students. Students will respond to text and write a personal narrative essay incorporating the usage of complete simple and compound sentences, irregular verbs, pronouns, conjunctions capitalization, and correct punctuation. Additionally, students will continue <b>Inquiry and Research</b> by demonstrating an understanding of gathered information and differentiating between paraphrasing and plagiarism. Ten, they will present their research results using either written, oral or multimodal delivery depending on the audience. <b>Foundational Language Skills</b> such as oral language, word study, and vocabulary are embedded in mini-lessons and the <b>Fluid Literacy Block</b>.</p> <p><b>Essential Question: How can important people influence my life in a positive way?</b></p>		
<b><u><a href="#">Unit 6</a></u></b>	<b>Number of Lessons</b>	<b>Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs)</b> <b>The student will:</b>

<b>Cycle 2</b>	<b>39 Days</b>	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. 21 – Dec. 19, 2019	
<b>Guided Reading Level: T/U</b> <b>DRA Level: 40/50</b>		
<b>Literary Nonfiction</b>	<p style="text-align: center;">13 lessons</p> <p style="text-align: center;"><b>Suggested Pacing:</b> Dec. 2-18</p> <p style="text-align: center;"><b>Part 1</b> Dec. 2-6</p> <p style="text-align: center;"><b>Part 2</b> Dec. 9-13</p> <p style="text-align: center;"><b>District-Level Assessment</b> <b>Reading Suggested Window:</b> Dec. 9-13</p> <p style="text-align: center;"><a href="#">See Blueprint for TEKS Details.</a></p> <p style="text-align: center;"><b>Part 3</b> Dec. 16-18</p> <p style="text-align: center;"><b>Extend Assess Review Reteach</b> Dec. 19</p> <p style="text-align: center;">Benchmark Running Records MOY Dec. 9 – Jan. 17</p> <p style="text-align: center;"><i>Teacher Preparation Day</i> Dec. 20</p> <p style="text-align: center;"><i>Winter Break</i> Dec. 23 – Jan. 3</p>	<p><b>Strand 1: Foundational Language Skills—Beginning Reading and Writing</b></p> <p><b>SLA.5.2A.i</b> Demonstrate and apply phonetic knowledge by decoding palabras agudas, graves, and esdrújulas (words with the stress on the antepenultimate, penultimate, and last syllable and words with the stress on the syllable before the antepenultimate.</p> <p><b>SLA.5.2A.ii</b> Demonstrate and apply phonetic knowledge by using orthographic rules to segment and combine syllables, including diphthongs and formal and accented hiatus.</p> <p><b>SLA.5.2A.iv</b> Demonstrate and apply phonetic knowledge by decoding words with prefixes and suffixes.</p> <p><b>SLA.5.2B.i</b> Demonstrate and apply spelling knowledge by spelling words with more advanced orthographic patterns and rules.</p> <p><b>SLA 5.2B.v</b> Demonstrate and apply spelling knowledge by marking accents appropriately when conjugating verbs in simple and imperfect past, perfect, conditional, and future tenses.</p> <p><b>Strand 1: Foundational Language Skills—Vocabulary</b></p> <p><b>SLA.5.3A</b> Use print or digital resources to determine meaning, syllabication, pronunciation, and word origin.</p> <p><b>SLA.5.3B</b> Use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words.</p> <p><b>SLA.5.3C</b> 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><b>SLA.5.3E</b> 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><b>Strand 1: Foundational Language Skills—Self-Sustained Reading</b></p> <p><b>SLA.5.5A</b> Read grade-appropriate texts independently. Self-select text and interact independently with text for increasing periods of time.</p> <p><b>Strand 2: Comprehension Skills</b></p> <p><b>SLA.5.6A</b> Establish purpose for reading assigned and self-selected texts.</p> <p><b>SLA.5.6B</b> Generate questions about text before, during, and after reading to deepen understanding and gain information.</p> <p><b>SLA.5.6C</b> Make, correct, or confirm predictions using text features, characteristics of genre, and structures.</p> <p><b>SLA.5.6D</b> Create mental images to deepen understanding.</p> <p><b>SLA.5.6E</b> Make connections to personal experiences, ideas in other texts, and society.</p> <p><b>SLA.5.6F</b> Make inferences and use evidence to support understanding.</p> <p><b>SLA.5.6G</b> Evaluate details read to determine key ideas.</p> <p><b>SLA.5.6H</b> Synthesize information to create new understanding.</p> <p><b>SLA.5.6I</b> Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.</p>



<b>Cycle 2</b>	<b>39 Days</b>	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. 21 – Dec. 19, 2019	
	<b>Guided Reading Level: T/U</b> <b>DRA Level: 40/50</b>	
		<p><b>Strand 3: Response Skills</b></p> <p><b>SLA.5.7A</b> Describe personal connections to a variety of sources, including self-selected texts.</p> <p><b>SLA.5.7B</b> Write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources.</p> <p><b>SLA.5.7C</b> Use text evidence to support an appropriate response.</p> <p><b>SLA.5.7D</b> Retell, paraphrase, or summarize texts in ways that maintain meaning and logical order.</p> <p><b>SLA.5.7E</b> Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.</p> <p><b>SLA.5.7F</b> Respond using newly acquired vocabulary as appropriate.</p> <p><b>SLA.5.7G</b> Discuss specific ideas in the text that are important to the meaning.</p> <p><b>Strand 4: Multiple Genres—Genres</b></p> <p><b>SLA.5.9D.i</b> Recognize characteristics and structures of informational text, including the central idea with supporting evidence.</p> <p><b>SLA.5.9D.ii</b> Recognize characteristics and structures of informational text, including features such as insets, timelines, and sidebars to support understanding.</p> <p><b>SLA.5.9D.iii</b> Recognize characteristics and structures of informational text, including organizational patterns such as logical order and order of importance.</p> <p><b>SLA.5.9F</b> Recognize characteristics of multimodal and digital texts.</p> <p><b>Strand 5: Author’s Purpose and Craft</b></p> <p><b>SLA.5.10A</b> Explain the author’s purpose and message within a text.</p> <p><b>SLA.5.10B</b> Analyze how the use of text structure contributes to the author’s purpose.</p> <p><b>SLA.5.10C</b> Analyze the author’s use of print and graphic features to achieve specific purposes.</p> <p><b>SLA.5.10D</b> 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><b>SLA.5.10E</b> Identify and understand the use of literary devices, including first- or third-person point of view.</p> <p><b>SLA.5.10F</b> Examine how the author’s use of language contributes to voice.</p> <p><b>Strand 6: Composition—Writing Process</b></p> <p><b>SLA.5.11D.i</b> 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><b>SLA.5.11D.vii</b> Edit drafts using standard Spanish conventions, including pronouns, including personal, possessive, objective, reflexive, prepositional, and indefinite.</p> <p><b>SLA.5.11D.viii</b> Edit drafts using standard Spanish conventions, including subordinating conjunctions to form complex sentences.</p> <p><b>SLA.5.11D.x</b> Edit drafts using standard Spanish conventions, including punctuation marks, including commas in compound and complex sentences, em</p>



<b>Cycle 2</b>	<b>39 Days</b>	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. 21 – Dec. 19, 2019	
	<b>Guided Reading Level: T/U</b> <b>DRA Level: 40/50</b>	
		<p>dash for dialogue, italics and underlining for titles and emphasis, and quotation marks for titles.</p> <p><b>SLA.5.11D.xi</b> Edit drafts using standard Spanish conventions, including correct spelling of words with grade-appropriate orthographic patterns and rules.</p> <p><b>Strand 6: Composition—Genres</b></p> <p><b>SLA.5.12A</b> Compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft.</p> <p><b>SLA.5.12D</b> Compose correspondence that requests information.</p> <p><b>Strand 7: Inquiry and Research</b></p> <p><b>SLA.5.13A</b> Generate and clarify questions on a topic for formal and informal inquiry.</p> <p><b>SLA.5.13B</b> Develop and follow a research plan with adult assistance.</p> <p><b>SLA.5.13C</b> Identify and gather relevant information from a variety of sources.</p> <p><b>SLA.5.13D</b> Understand credibility of primary and secondary sources.</p> <p><b>SLA.5.13E</b> Demonstrate understanding of information gathered.</p> <p><b>SLA.5.13F</b> Differentiate between paraphrasing and plagiarism when using source materials.</p> <p><b>SLA.5.13G</b> Develop a bibliography.</p> <p><b>SLA.5.13H</b> Use an appropriate mode of delivery, whether, written, oral, or multimodal, to present results.</p> <p><a href="#">Ongoing TEKS</a></p>

<b>Cycle 3</b>	<b>49 Days</b>	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. 6 – Mar. 13, 2020	
	<b>Guided Reading Level: U/V/W</b> <b>DRA Level: 50/60</b>	

**Unit 7: Literary Text (Drama)**

In this unit of study, students will review the genre of **Drama** using **Consume, Critique, and Produce** (O’Flahavan). Students will explore and develop reading comprehension by analyzing characters and making inferences using the strategy **Book, Head, Heart** (Beers and Probst). As students consume and critique mentor texts, they will notice what this genre **Must Have, Might Have and Won’t Have** (Katie Wood Ray), including author’s craft, genre characteristics, structure, and literary elements. While interacting with these texts, students will analyze the similarities and differences between an original text and its dramatic adaptation, as well as evaluate the impact of sensory details, imagery, and figurative language in a play. Students will respond to text through **Quickwrites** (Rief) Students will identify author’s craft using **Notice and Name** to evaluate the impact and purpose of sensory details, imagery, and figurative language, which they will later apply to their writing. Students will also make connections to other text as they produce their own personal narratives. Additionally, students will also explore some drama characteristics found in multimodal and digital texts. The teacher will model this process by writing alongside the students. Students will respond to texts and write a personal narrative incorporating the usage of conjunctive adverbs, prepositions, prepositional phrases, and the influence of subject verb agreement with a focus on the proper use of commas in compound sentences, capitalization and use of punctuation marks. Additionally, during **Inquiry and Research**, students will brainstorm research topics and generate and clarify questions to develop a research plan using information from a variety of sources. **Foundational Language Skills** such as oral language, word study, and vocabulary are embedded in mini-lessons and the **Fluid Literacy Block**.

**Essential Question: What can I do to transform the world in a positive way?**

<u>Unit 7</u>	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
<b>Drama</b>	<b>11</b> lessons  <b>Suggested Pacing:</b> Jan. 6-21  <u><b>Part 1</b></u> Jan. 6-10  <u><b>Part 2</b></u> Jan. 13-21  <i>Early Dismissal</i> Jan. 17  <i>MLK Jr. Day</i> Jan. 20  <b>Extend Assess Review Reteach</b> Jan. 22-23	<p><b>Strand 1: Foundational Language Skills—Beginning Reading and Writing</b></p> <p><b>SLA.5.2A.i</b> Demonstrate and apply phonetic knowledge by decoding palabras agudas, graves, and esdrújulas (words with the stress on the antepenultimate, penultimate, and last syllable and words with the stress on the syllable before the antepenultimate.</p> <p><b>SLA.5.2A.ii</b> Demonstrate and apply phonetic knowledge by using orthographic rules to segment and combine syllables, including diphthongs and formal and accented hiatus.</p> <p><b>SLA.5.2A.iv</b> Demonstrate and apply phonetic knowledge by decoding words with prefixes and suffixes.</p> <p><b>SLA.5.2B.ii</b> 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><b>SLA.5.2B.iv</b> Demonstrate and apply spelling knowledge by spelling words with diphthongs and hiatus.</p> <p><b>SLA 5.2B.v</b> Demonstrate and apply spelling knowledge by marking accents appropriately when conjugating verbs in simple and imperfect past, perfect, conditional, and future tenses.</p> <p><b>Strand 1: Foundational Language Skills—Vocabulary</b></p> <p><b>SLA.5.3A</b> Use print or digital resources to determine meaning, syllabication, pronunciation, and word origin.</p> <p><b>SLA.5.3B</b> Use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words.</p>



<b>Cycle 3</b>	<b>49 Days</b>	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. 6 – Mar. 13, 2020	
	<b>Guided Reading Level: U/V/W</b> <b>DRA Level: 50/60</b>	
	<p>Renaissance Learning 360 Screener MOY Jan. 6-24</p>	<p><b>SLA.5.3C</b> 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><b>Strand 1: Foundational Language Skills—Fluency</b>  <b>SLA.5.4</b> Read grade-level text with fluency and comprehension. Use appropriate fluency (rate, accuracy and prosody) when reading grade level text.</p> <p><b>Strand 1: Foundational Language Skills—Self-Sustained Reading</b>  <b>SLA.5.5A</b> Read grade-appropriate texts independently. Self-select text and interact independently with text for increasing periods of time.</p> <p><b>Strand 2: Comprehension Skills</b>  <b>SLA.5.6A</b> Establish purpose for reading assigned and self-selected texts.  <b>SLA.5.6B</b> Generate questions about text before, during, and after reading to deepen understanding and gain information.  <b>SLA.5.6C</b> Make, correct, or confirm predictions using text features, characteristics of genre, and structures.  <b>SLA.5.6D</b> Create mental images to deepen understanding.  <b>SLA.5.6E</b> Make connections to personal experiences, ideas in other texts, and society.  <b>SLA.5.6F</b> Make inferences and use evidence to support understanding.  <b>SLA.5.6G</b> Evaluate details read to determine key ideas.  <b>SLA.5.6H</b> Synthesize information to create new understanding.  <b>SLA.5.6I</b> Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.</p> <p><b>Strand 3: Response Skills</b>  <b>SLA.5.7A</b> Describe personal connections to a variety of sources, including self-selected texts.  <b>SLA.5.7B</b> Write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources.  <b>SLA.5.7C</b> Use text evidence to support an appropriate response.  <b>SLA.5.7D</b> Retell, paraphrase, or summarize texts in ways that maintain meaning and logical order.  <b>SLA.5.7E</b> Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.  <b>SLA.5.7F</b> Respond using newly acquired vocabulary as appropriate.</p> <p><b>Strand 4: Multiple Genres—Literary Elements</b>  <b>SLA.5.8A</b> Infer multiple themes within a text using text evidence.  <b>SLA.5.8B</b> Analyze the relationships of and conflicts among the characters.  <b>SLA.5.8C</b> Analyze plot elements, including rising action, climax, falling action, and resolution.  <b>SLA.5.8D</b> Analyze the influence of the setting, including historical and cultural settings, on the plot.</p>

<b>Cycle 3</b>	<b>49 Days</b>	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. 6 – Mar. 13, 2020	
	<b>Guided Reading Level: U/V/W</b> <b>DRA Level: 50/60</b>	
		<p><b>Strand 4: Multiple Genres—Genres</b>  <b>SLA.5.9C</b> Explain structure in drama such as character tags, acts, scenes, and stage directions.  <b>SLA.5.9F</b> Recognize characteristics of multimodal and digital texts.</p> <p><b>Strand 5: Author’s Purpose and Craft</b>  <b>SLA.5.10A</b> Explain the author’s purpose and message within a text.  <b>SLA.5.10B</b> Analyze how the use of text structure contributes to the author’s purpose.  <b>SLA.5.10D</b> 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><b>Strand 6: Composition—Writing Process</b>  <b>SLA.5.11D.v</b> Edit drafts using standard Spanish conventions, including conjunctive adverbs.  <b>SLA.5.11D.vi</b> Edit drafts using standard Spanish conventions, including prepositions and prepositional phrases and their influence on subject-verb agreement.  <b>SLA.5.11D.x</b> Edit drafts using standard Spanish conventions, including punctuation marks, including commas in compound and complex sentences, em dash for dialogue, italics and underlining for titles and emphasis, and quotation marks for titles.  <b>SLA.5.11D.xi</b> Edit drafts using standard Spanish conventions, including correct spelling of words with grade-appropriate orthographic patterns and rules.</p> <p><b>Strand 6: Composition—Genres</b>  <b>SLA.5.12A</b> Compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft.</p> <p><b>Strand 7: Inquiry and Research</b>  <b>SLA.5.13A</b> Generate and clarify questions on a topic for formal and informal inquiry.  <b>SLA.5.13B</b> Develop and follow a research plan with adult assistance.  <b>SLA.5.13C</b> Identify and gather relevant information from a variety of sources.  <b>SLA.5.13D</b> Understand credibility of primary and secondary sources.  <b>SLA.5.13E</b> Demonstrate understanding of information gathered.  <b>SLA.5.13F</b> Differentiate between paraphrasing and plagiarism when using source materials.  <b>SLA.5.13G</b> Develop a bibliography.  <b>SLA.5.13H</b> Use an appropriate mode of delivery, whether, written, oral, or multimodal, to present results.</p> <p><a href="#">Ongoing TEKS</a></p>

<b>Cycle 3</b>	<b>49 Days</b>	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. 6 – Mar. 13, 2020	
	<b>Guided Reading Level: U/V/W</b> <b>DRA Level: 50/60</b>	

### Unit 8: Literary Text (Poetry)

In this unit of study, students will review the genre of **Poetry** using **Consume, Critique, and Produce** (O’Flahavan). Students will explore and develop reading comprehension by analyzing poems and making inferences using the strategy **Book, Head, Heart** (Beers and Probst). As students consume and critique mentor texts, they will notice what this genre **Must Have, Might Have and Won’t Have** (Katie Wood Ray), including author’s craft, genre characteristics, structure, and literary elements. While interacting with these texts, students will analyze how poets use sound effects to reinforce meaning, as well as evaluate the impact of sensory details, imagery, and figurative language in a poem. Students will also summarize the text and make connections to other texts found in multimodal and digital form. Students will respond to text through **Quickwrites** (Rief) Students will identify author’s craft using **Notice and Name** to evaluate the impact and purpose of sensory details, imagery, and figurative language, which they will later apply to their writing. Students will also synthesize the text information and make connections to other texts as they produce their own poems. The teacher will model this process by writing alongside the students. Students will respond to text and write a personal narrative or a poem incorporating the usage of prepositions, prepositional phrases, pronouns, commas in compound, complex sentences, and correct spelling of words. Additionally, during **Inquiry and Research**, students will brainstorm research topics and generate and clarify questions to develop a research plan using information from a variety of sources. **Foundational Language Skills** such as oral language, word study, and vocabulary are embedded in mini-lessons and the **Fluid Literacy Block**.

**Essential Question: How can my words and actions influence change?**

Unit 8	Suggested Pacing	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
<b>Poetry</b>	<p><b>11</b> lessons</p> <p><b>Suggested Pacing:</b> Jan. 24 – Feb. 7</p> <p><b>Part 1</b> Jan. 24-30</p> <p><b>Snapshot 2 Reading Suggested Window:</b> Jan. 27-31</p> <p style="color: #0070C0;"><a href="#">See Outline for TEKS Details.</a></p> <p><b>Part 2</b> Jan. 31 – Feb. 7</p>	<p><b>Strand 1: Foundational Language Skills—Beginning Reading and Writing</b>  <b>SLA.5.2A.ii</b> Demonstrate and apply phonetic knowledge by using orthographic rules to segment and combine syllables, including diphthongs and formal and accented hiatus.  <b>SLA.5.2A.iv</b> Demonstrate and apply phonetic knowledge by decoding words with prefixes and suffixes.  <b>SLA.5.2B.i</b> Demonstrate and apply spelling knowledge by spelling words with more advanced orthographic patterns and rules.</p> <p><b>Strand 1: Foundational Language Skills—Vocabulary</b>  <b>SLA.5.3A</b> Use print or digital resources to determine meaning, syllabication, pronunciation, and word origin.  <b>SLA.5.3B</b> Use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words.  <b>SLA.5.3C</b> 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><b>Strand 1: Foundational Language Skills—Self-Sustained Reading</b>  <b>SLA.5.5A</b> Read grade-appropriate texts independently. Self-select text and interact independently with text for increasing periods of time.</p> <p><b>Strand 2: Comprehension Skills</b>  <b>SLA.5.6A</b> Establish purpose for reading assigned and self-selected texts.</p>



<b>Cycle 3</b>	<b>49 Days</b>	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. 6 – Mar. 13, 2020	
	<b>Guided Reading Level: U/V/W</b> <b>DRA Level: 50/60</b>	
	<b>Extend</b> <b>Assess</b> <b>Review</b> <b>Reteach</b> Feb. 10-11	<p><b>SLA.5.6B</b> Generate questions about text before, during, and after reading to deepen understanding and gain information.</p> <p><b>SLA.5.6C</b> Make, correct, or confirm predictions using text features, characteristics of genre, and structures.</p> <p><b>SLA.5.6D</b> Create mental images to deepen understanding.</p> <p><b>SLA.5.6E</b> Make connections to personal experiences, ideas in other texts, and society.</p> <p><b>SLA.5.6F</b> Make inferences and use evidence to support understanding.</p> <p><b>SLA.5.6G</b> Evaluate details read to determine key ideas.</p> <p><b>SLA.5.6H</b> Synthesize information to create new understanding.</p> <p><b>SLA.5.6I</b> Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.</p> <p><b>Strand 3: Response Skills</b></p> <p><b>SLA.5.7A</b> Describe personal connections to a variety of sources, including self-selected texts.</p> <p><b>SLA.5.7B</b> Write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources.</p> <p><b>SLA.5.7C</b> Use text evidence to support an appropriate response.</p> <p><b>SLA.5.7E</b> Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.</p> <p><b>SLA.5.7F</b> Respond using newly acquired vocabulary as appropriate.</p> <p><b>Strand 4: Multiple Genres—Literary Elements</b></p> <p><b>SLA.5.8A</b> Infer multiple themes within and across texts using text evidence.</p> <p><b>Strand 4: Multiple Genres—Genres</b></p> <p><b>SLA.5.9B</b> 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.</p> <p><b>SLA.5.9F</b> Recognize characteristics of multimodal and digital texts.</p> <p><b>Strand 5: Author’s Purpose and Craft</b></p> <p><b>SLA.5.10A</b> Explain the author’s purpose and message within a text.</p> <p><b>SLA.5.10B</b> Analyze how the use of text structure contributes to the author’s purpose.</p> <p><b>SLA.5.10C</b> Analyze the author’s use of print and graphic features to achieve specific purposes.</p> <p><b>SLA.5.10D</b> 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><b>SLA.5.10E</b> Identify and understand the use of literary devices, including first- or third-person point of view.</p> <p><b>SLA.5.10F</b> Examine how the author’s use of language contributes to voice.</p>

<b>Cycle 3</b>	<b>49 Days</b>	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. 6 – Mar. 13, 2020	
<b>Guided Reading Level: U/V/W</b> <b>DRA Level: 50/60</b>		
		<p><b>Strand 6: Composition—Writing Process</b></p> <p><b>SLA.5.11D.vi</b> Edit drafts using standard Spanish conventions, including prepositions and prepositional phrases and their influence on subject-verb agreement.</p> <p><b>SLA.5.11D.vii</b> Edit drafts using standard Spanish conventions, including pronouns, including personal, possessive, objective, reflexive, prepositional, and indefinite.</p> <p><b>SLA.5.11D.x</b> Edit drafts using standard Spanish conventions, including punctuation marks, including commas in compound and complex sentences, em dash for dialogue, italics and underlining for titles and emphasis, and quotation marks for titles.</p> <p><b>SLA.5.11D.xi</b> Edit drafts using standard Spanish conventions, including correct spelling of words with grade-appropriate orthographic patterns and rules.</p> <p><b>Strand 6: Composition—Genres</b></p> <p><b>SLA.5.12A</b> Compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft.</p> <p><b>Strand 7: Inquiry and Research</b></p> <p><b>SLA.5.13A</b> Generate and clarify questions on a topic for formal and informal inquiry.</p> <p><b>SLA.5.13B</b> Develop and follow a research plan with adult assistance.</p> <p><b>SLA.5.13C</b> Identify and gather relevant information from a variety of sources.</p> <p><b>SLA.5.13D</b> Understand credibility of primary and secondary sources.</p> <p><b>SLA.5.13E</b> Demonstrate understanding of information gathered.</p> <p><b>SLA.5.13F</b> Differentiate between paraphrasing and plagiarism when using source materials.</p> <p><b>SLA.5.13G</b> Develop a bibliography.</p> <p><b>SLA.5.13H</b> Use an appropriate mode of delivery, whether, written, oral, or multimodal, to present results.</p> <p><a href="#">Ongoing TEKS</a></p>
<b>Unit 9: Thematic (Multiple Genres)</b>		
<p>In this unit of study, students will review the genres of <b>Fiction, Drama and Poetry</b> using <b>Consume, Critique, and Produce</b>. Students will explore and develop reading comprehension by analyzing characters and making inferences using the strategy <b>Book, Head, Heart</b>. While interacting with these texts, students will also synthesize important information from texts, draw conclusions, and compare and contrast themes across genres. Students will also review some of the of these genre characteristics found in multimodal and digital texts.</p> <p>Students will respond to text through <b>Quickwrites</b> (Rief) Students will identify author’s craft using <b>Notice and Name</b> to evaluate the impact and purpose of sensory details, imagery, and figurative language, which they will later apply to their personal narrative. The teacher will model this process by writing with the students. Students will respond to text and write a personal narrative, a play or a poem incorporating the usage of conjunctive adverbs, prepositions, pronouns, capitalization, and correct spelling of words. Additionally, students will continue <b>Inquiry and Research</b> by demonstrating an understanding of gathered information and differentiating between paraphrasing and plagiarism. Then, they will record bibliographic information and use an appropriate mode of delivery, whether, written, oral, or</p>		

<b>Cycle 3</b>	<b>49 Days</b>	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. 6 – Mar. 13, 2020	
	<b>Guided Reading Level: U/V/W</b> <b>DRA Level: 50/60</b>	

multimodal, to present results. **Foundational Language Skills** such as oral language, word study, and vocabulary are embedded in mini-lessons and the **Fluid Literacy Block**.

**Essential Question: Why is it important to interact with the world around me?**

<u>Unit 9</u>	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
<b>Thematic (Multiple Genres)</b>	21 lessons	<p><b>Strand 1: Foundational Language Skills—Beginning Reading and Writing</b></p> <p><b>SLA.5.2A.i</b> Demonstrate and apply phonetic knowledge by decoding palabras agudas, graves, and esdrújulas (words with the stress on the antepenultimate, penultimate, and last syllable and words with the stress on the syllable before the antepenultimate.</p> <p><b>SLA.5.2A.iii</b> Demonstrate and apply phonetic knowledge by decoding and differentiating meaning of word based on the diacritical accent.</p> <p><b>SLA.5.2A.iv</b> Demonstrate and apply phonetic knowledge by decoding words with prefixes and suffixes.</p> <p><b>SLA.5.2B.i</b> Demonstrate and apply spelling knowledge by spelling words with more advanced orthographic patterns and rules.</p> <p><b>Strand 1: Foundational Language Skills—Vocabulary</b></p> <p><b>SLA.5.3A</b> Use print or digital resources to determine meaning, syllabication, pronunciation, and word origin.</p> <p><b>SLA.5.3B</b> Use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words.</p> <p><b>SLA.5.3C</b> 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><b>SLA 5.3E</b> 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><b>Strand 1: Foundational Language Skills—Self-Sustained Reading</b></p> <p><b>SLA.5.5A</b> Read grade-appropriate texts independently. Self-select text and interact independently with text for increasing periods of time.</p> <p><b>Strand 2: Comprehension Skills</b></p> <p><b>SLA.5.6A</b> Establish purpose for reading assigned and self-selected texts.</p> <p><b>SLA.5.6B</b> Generate questions about text before, during, and after reading to deepen understanding and gain information.</p> <p><b>SLA.5.6C</b> Make, correct, or confirm predictions using text features, characteristics of genre, and structures.</p> <p><b>SLA.5.6D</b> Create mental images to deepen understanding.</p> <p><b>SLA.5.6E</b> Make connections to personal experiences, ideas in other texts, and society.</p> <p><b>SLA.5.6F</b> Make inferences and use evidence to support understanding.</p> <p><b>SLA.5.6G</b> Evaluate details read to determine key ideas.</p> <p><b>SLA.5.6H</b> Synthesize information to create new understanding.</p>
	<b>Suggested Pacing:</b> Feb. 12 – Mar. 11	
	<b>Part 1</b> Feb. 2-18	
	<i>Early Dismissal</i> Feb. 14	
	<b>Part 2</b> Feb. 19-25	
	<b>STAAR-Released Assessment</b> <b>Reading Suggested Window:</b> Feb. 24-28	
<b>2018 Released Assessment</b>		
<b>Part 3</b> Feb. 26 – Mar. 3		
<b>Part 4</b> Mar. 3-10		
<b>Extend Assess Review Reteach</b> Mar. 12-13		
<i>Spring Break</i> Mar. 16-20		



<b>Cycle 3</b>	<b>49 Days</b>	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. 6 – Mar. 13, 2020	
	<b>Guided Reading Level: U/V/W</b> <b>DRA Level: 50/60</b>	
		<p><b>SLA.5.6I</b> Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.</p> <p><b>Strand 3: Response Skills</b></p> <p><b>SLA.5.7A</b> Describe personal connections to a variety of sources, including self-selected texts.</p> <p><b>SLA.5.7B</b> Write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources.</p> <p><b>SLA.5.7C</b> Use text evidence to support an appropriate response.</p> <p><b>SLA.5.7D</b> Retell, paraphrase, or summarize texts in ways that maintain meaning and logical order.</p> <p><b>SLA.5.7E</b> Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.</p> <p><b>SLA.5.7F</b> Respond using newly acquired vocabulary as appropriate.</p> <p><b>SLA.5.7G</b> Discuss specific ideas in the text that are important to the meaning.</p> <p><b>Strand 4: Multiple Genres—Literary Elements</b></p> <p><b>SLA.5.8A</b> Infer multiple themes within a text using text evidence.</p> <p><b>SLA.5.8B</b> Analyze the relationships of and conflicts among the characters.</p> <p><b>SLA.5.8C</b> Analyze plot elements, including rising action, climax, falling action, and resolution.</p> <p><b>SLA.5.8D</b> Analyze the influence of the setting, including historical and cultural settings, on the plot.</p> <p><b>Strand 4: Multiple Genres—Genres</b></p> <p><b>SLA.5.9A</b> Demonstrate knowledge of distinguishing characteristics of well-known children’s literature such as folktales, fables, legends, myths, and tall tales.</p> <p><b>SLA.5.9B</b> 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.</p> <p><b>SLA.5.9C</b> Explain structure in drama such as character tags, acts, scenes, and stage directions;</p> <p><b>SLA.5.9F</b> Recognize characteristics of multimodal and digital texts.</p> <p><b>Strand 5: Author’s Purpose and Craft</b></p> <p><b>SLA.5.10A</b> Explain the author’s purpose and message within a text.</p> <p><b>SLA.5.10B</b> Analyze how the use of text structure contributes to the author’s purpose.</p> <p><b>SLA.5.10C</b> Analyze the author’s use of print and graphic features to achieve specific purposes.</p> <p><b>SLA.5.10D</b> 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><b>SLA.5.10E</b> Identify and understand the use of literary devices, including first- or third-person point of view.</p> <p><b>SLA.5.10F</b> Examine how the author’s use of language contributes to voice.</p>

<b>Cycle 3</b>	<b>49 Days</b>	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. 6 – Mar. 13, 2020	
<b>Guided Reading Level: U/V/W</b> <b>DRA Level: 50/60</b>		
		<p><b>Strand 6: Composition—Writing Process</b></p> <p><b>SLA.5.11D.i</b> 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><b>SLA.5.11D.v</b> Edit drafts using standard Spanish conventions, including conjunctive adverbs.</p> <p><b>SLA.5.11D.vi</b> Edit drafts using standard Spanish conventions, including prepositions and prepositional phrases and their influence on subject-verb agreement.</p> <p><b>SLA.5.11D.vii</b> Edit drafts using standard Spanish conventions, including pronouns, including personal, possessive, objective, reflexive, prepositional, and indefinite.</p> <p><b>SLA.5.11D.x</b> Edit drafts using standard Spanish conventions, including punctuation marks, including commas in compound and complex sentences, em dash for dialogue, italics and underlining for titles and emphasis, and quotation marks for titles.</p> <p><b>SLA.5.11D.xi</b> Edit drafts using standard Spanish conventions, including correct spelling of words with grade-appropriate orthographic patterns and rules.</p> <p><b>Strand 6: Composition—Genres</b></p> <p><b>SLA.5.12A</b> Compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft.</p> <p><b>Strand 7: Inquiry and Research</b></p> <p><b>SLA.5.13A</b> Generate and clarify questions on a topic for formal and informal inquiry.</p> <p><b>SLA.5.13B</b> Develop and follow a research plan with adult assistance.</p> <p><b>SLA.5.13C</b> Identify and gather relevant information from a variety of sources.</p> <p><b>SLA.5.13D</b> Understand credibility of primary and secondary sources.</p> <p><b>SLA.5.13E</b> Demonstrate understanding of information gathered.</p> <p><b>SLA.5.13F</b> Differentiate between paraphrasing and plagiarism when using source materials.</p> <p><b>SLA.5.13G</b> Develop a bibliography.</p> <p><b>SLA.5.13H</b> Use an appropriate mode of delivery, whether, written, oral, or multimodal, to present results.</p> <p><a href="#">Ongoing TEKS</a></p>

<b>Cycle 4</b>	<b>47 Days</b>	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.
	Mar. 23 – May 29, 2020	
	<b>Guided Reading Level: V/W/X</b> <b>DRA Level: 60/60</b>	

**Unit 10: Informational and Argumentative Text**

In this unit of study, students will review **Informational and Argumentative Text** using **Consume, Critique, and Produce** (O’Flahavan). Students will explore and develop reading comprehension by analyzing informational text making inferences and drawing conclusions using the strategy **Book, Head, Heart** (Beers and Probst). While interacting with these texts, students will interpret the information presented by the author, analyze the text structure used by the author and how it influences the relationships among ideas and use text features to locate information throughout the text. Students will also find and verify the facts presented in the text, identify the author’s viewpoint, and recognize exaggerated, contradictory, or misleading statements in text. Additionally, students will also explore some of this genre characteristics found in multimodal and digital texts.

Students will respond to informational and argumentative texts through **Quickwrites** (Rief). Students will identify author’s craft using **Notice and Name** (Wood Ray) to evaluate the purpose of text features, and text structure which they will later apply to their writing. Students will also synthesize important information from the text and make connections to other text as they produce their own informational and argumentative writing. The teacher will model this process by writing alongside the students. Students will respond to text and write an informational or argumentative essay incorporating the usage of irregular verbs, conjunctive verbs, pronouns, capitalization, and correct spelling of words using the **Invitation to Notice** (Anderson) strategy. Additionally, students will continue **Inquiry and Research** by brainstorming research topics, generating questions to develop a research plan using information from a variety of sources. Then, they will demonstrate an understanding of gathered information and differentiate between paraphrasing and plagiarism. **Foundational Language Skills** such as oral language, word study, and vocabulary are embedded in mini-lessons and the **Fluid Literacy Block**.

**Essential Question: What changes do I notice around me?**

<u>Unit 10</u>	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
Informational and Argumentative Text	<p style="text-align: center;">14 lessons</p> <p><b>Suggested Pacing:</b> Mar. 23 – Apr. 13</p> <p style="text-align: center;"><u>Part 1</u> Mar. 23-27</p> <p style="text-align: center;"><i>Chávez/Huerta Day</i> Mar. 30</p> <p style="text-align: center;"><u>Part 2</u> Mar. 31 – Apr. 6</p> <p style="text-align: center;"><u>Part 3</u> Apr. 7-13</p> <div style="background-color: yellow; text-align: center; padding: 5px;"> <p><b>STAAR Reading</b> Apr. 8</p> </div>	<p><b>Strand 1: Foundational Language Skills—Beginning Reading and Writing</b> <b>SLA.5.2A.iv</b> Demonstrate and apply phonetic knowledge by decoding words with prefixes and suffixes. <b>SLA.5.2B.i</b> Demonstrate and apply spelling knowledge by spelling words with more advanced orthographic patterns and rules.</p> <p><b>Strand 1: Foundational Language Skills—Vocabulary</b> <b>SLA.5.3A</b> Use print or digital resources to determine meaning, syllabication, pronunciation, and word origin. <b>SLA.5.3B</b> Use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words. <b>SLA.5.3C</b> 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. <b>SLA 5.3E</b> 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><b>Strand 1: Foundational Language Skills—Self-Sustained Reading</b> <b>SLA.5.5A</b> Read grade-appropriate texts independently. Self-select text and interact independently with text for increasing periods of time.</p>



<b>Cycle 4</b>	<b>47 Days</b>	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.
	Mar. 23 – May 29, 2020	
	<b>Guided Reading Level: V/W/X</b> <b>DRA Level: 60/60</b>	
	<p><i>Spring Holiday</i> <i>Apr. 10</i></p> <p><b>Extend</b> <b>Assess</b> <b>Review</b> <b>Reteach</b> <i>Apr. 14</i></p>	<p><b>Strand 2: Comprehension Skills</b></p> <p><b>SLA.5.6A</b> Establish purpose for reading assigned and self-selected texts.</p> <p><b>SLA.5.6B</b> Generate questions about text before, during, and after reading to deepen understanding and gain information.</p> <p><b>SLA.5.6C</b> Make, correct, or confirm predictions using text features, characteristics of genre, and structures.</p> <p><b>SLA.5.6D</b> Create mental images to deepen understanding.</p> <p><b>SLA.5.6E</b> Make connections to personal experiences, ideas in other texts, and society.</p> <p><b>SLA.5.6F</b> Make inferences and use evidence to support understanding.</p> <p><b>SLA.5.6G</b> Evaluate details read to determine key ideas.</p> <p><b>SLA.5.6H</b> Synthesize information to create new understanding.</p> <p><b>SLA.5.6I</b> Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.</p> <p><b>Strand 3: Response Skills</b></p> <p><b>SLA.5.7B</b> Write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources.</p> <p><b>SLA.5.7C</b> Use text evidence to support an appropriate response.</p> <p><b>SLA.5.7D</b> Retell, paraphrase, or summarize texts in ways that maintain meaning and logical order.</p> <p><b>SLA.5.7E</b> Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.</p> <p><b>SLA.5.7F</b> Respond using newly acquired vocabulary as appropriate.</p> <p><b>SLA.5.7G</b> Discuss specific ideas in the text that are important to the meaning.</p> <p><b>Strand 4: Multiple Genres—Genres</b></p> <p><b>SLA.5.9D.i</b> Recognize characteristics and structures of informational text, including the central idea with supporting evidence.</p> <p><b>SLA.5.9D.ii</b> Recognize characteristics and structures of informational text, including features such as insets, timelines, and sidebars to support understanding.</p> <p><b>SLA.5.9D.iii</b> Recognize characteristics and structures of informational text, including organizational patterns such as logical order and order of importance.</p> <p><b>SLA.5.9E.i</b> Recognize characteristics and structures of argumentative text by identifying the claim.</p> <p><b>SLA.5.9E.ii</b> Recognize characteristics and structures of argumentative text by explaining how the author has used facts for or against an argument.</p> <p><b>SLA.5.9E.iii</b> Recognize characteristics and structures of argumentative text by identifying the intended audience or reader.</p> <p><b>SLA.5.9F</b> Recognize characteristics of multimodal and digital texts.</p> <p><b>Strand 5: Author’s Purpose and Craft</b></p> <p><b>SLA.5.10A</b> Explain the author’s purpose and message within a text.</p> <p><b>SLA.5.10B</b> Analyze how the use of text structure contributes to the author’s purpose.</p>

<b>Cycle 4</b>	<b>47 Days</b>	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.
	Mar. 23 – May 29, 2020	
	<b>Guided Reading Level: V/W/X</b> <b>DRA Level: 60/60</b>	
		<p><b>SLA.5.10C</b> Analyze the author’s use of print and graphic features to achieve specific purposes.</p> <p><b>SLA.5.10F</b> Examine how the author’s use of language contributes to voice.</p> <p><b>SLA.5.10G</b> Explain the purpose of hyperbole, stereotyping, and anecdote.</p> <p><b>Strand 6: Composition—Writing Process</b></p> <p><b>SLA.5.11D.ii</b> Edit drafts using standard Spanish conventions, including irregular verbs.</p> <p><b>SLA.5.11D.v</b> Edit drafts using standard Spanish conventions, including conjunctive adverbs.</p> <p><b>SLA.5.11D.vii</b> Edit drafts using standard Spanish conventions, including pronouns, including personal, possessive, objective, reflexive, prepositional, and indefinite.</p> <p><b>SLA.5.11D.ix</b> Edit drafts using standard Spanish conventions, including capitalization of initials, acronyms, and organizations.</p> <p><b>SLA.5.11D.xi</b> Edit drafts using standard Spanish conventions, including correct spelling of words with grade-appropriate orthographic patterns and rules.</p> <p><b>Strand 6: Composition—Genres</b></p> <p><b>SLA.5.12B</b> Compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft.</p> <p><b>SLA.5.12C</b> Compose argumentative texts, including opinion essays, using genre characteristics and craft.</p> <p><b>SLA.5.12D</b> Compose correspondence that requests information.</p> <p><b>Strand 7: Inquiry and Research</b></p> <p><b>SLA.5.13A</b> Generate and clarify questions on a topic for formal and informal inquiry.</p> <p><b>SLA.5.13B</b> Develop and follow a research plan with adult assistance.</p> <p><b>SLA.5.13C</b> Identify and gather relevant information from a variety of sources.</p> <p><b>SLA.5.13D</b> Understand credibility of primary and secondary sources.</p> <p><b>SLA.5.13E</b> Demonstrate understanding of information gathered.</p> <p><b>SLA.5.13F</b> Differentiate between paraphrasing and plagiarism when using source materials.</p> <p><b>SLA.5.13G</b> Develop a bibliography.</p> <p><b>SLA.5.13H</b> Use an appropriate mode of delivery, whether, written, oral, or multimodal, to present results.</p> <p><a href="#">Ongoing TEKS</a></p>
<b>Unit 11: Literary Text (Fiction)</b>		
<p>In this unit, students will review the genre of <b>Fiction</b> using <b>Consume, Critique, and Produce</b> (O’Flahavan). Students will explore reading comprehension through the strategy of <b>Book. Head, Heart</b> (Beers and Probst) to explain the roles various characters play in the conflict and resolution of the plot, as well as analyze character interactions through inferencing using textual evidence. Students will respond to fictional texts through <b>Quickwrites</b> (Rief), which will provide ideas for composing future fictional texts. As students consume texts in the fiction genre (Realistic, Historic,</p>		

<b>Cycle 4</b>	<b>47 Days</b>	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.
	Mar. 23 – May 29, 2020	
	<b>Guided Reading Level: V/W/X</b> <b>DRA Level: 60/60</b>	

and Traditional), they will **Notice and Name** (Wood Ray) author’s craft, which they will later apply to their writing. As students consume and critique mentor texts, they will notice what this genre **Must Have, Might Have, and Won’t Have** (Katie Wood Ray), including genre characteristics and author’s craft. Students will also review some fiction characteristics found in multimodal and digital texts.

Students will apply what they learned from this genre study as they produce their own fictional texts. The teacher will model this process by writing alongside the students. Students will respond to text and write fiction incorporating the proper use of simple and compound sentences with a focus on the proper use of nouns and irregular verbs and use of punctuation marks. Additionally, students will continue **Inquiry and Research** by brainstorming research topics, generating questions to develop a research plan using information from a variety of sources. Then, they will demonstrate an understanding of gathered information and differentiate between paraphrasing and plagiarism.

**Foundational Language skills** such as oral language, word study, and vocabulary are embedded in mini-lessons and the **Fluid Literacy Block**.

**Essential Question: How can better I interact with others?**

<u>Unit 11</u>	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
<b>Fiction</b>	<p style="text-align: center;"><b>14</b> lessons</p> <p><b>Suggested Pacing:</b> Apr. 15 – May 4</p> <p style="text-align: center;"><b>Part 1</b> Apr. 15-21</p> <p style="text-align: center;"><b>Part 2</b> Apr. 22-28</p> <p style="text-align: center;"><b>Part 3</b> Apr. 29 – May 4</p> <p style="text-align: center;"><b>Extend Assess Review Reteach</b> May 5</p> <p style="text-align: center;">Renaissance Learning 360 Screener EOY Apr. 20 – May 22</p>	<p><b>Strand 1: Foundational Language Skills—Beginning Reading and Writing</b></p> <p><b>SLA.5.2A.ii</b> Demonstrate and apply phonetic knowledge by using orthographic rules to segment and combine syllables, including diphthongs and formal and accented hiatus.</p> <p><b>SLA.5.2B.i</b> Demonstrate and apply spelling knowledge by spelling words with more advanced orthographic patterns and rules.</p> <p><b>SLA 5.2B.v</b> Demonstrate and apply spelling knowledge by marking accents appropriately when conjugating verbs in simple and imperfect past, perfect, conditional, and future tenses.</p> <p><b>Strand 1: Foundational Language Skills—Vocabulary</b></p> <p><b>SLA.5.3A</b> Use print or digital resources to determine meaning, syllabication, pronunciation, and word origin.</p> <p><b>SLA.5.3B</b> Use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words.</p> <p><b>SLA.5.3C</b> 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><b>SLA.5.3D</b> Identify, use, and explain the meaning of idioms, adages, and puns.</p> <p><b>Strand 1: Foundational Language Skills—Self-Sustained Reading</b></p> <p><b>SLA.5.5A</b> Read grade-appropriate texts independently. Self-select text and interact independently with text for increasing periods of time.</p> <p><b>Strand 2: Comprehension Skills</b></p> <p><b>SLA.5.6A</b> Establish purpose for reading assigned and self-selected texts.</p> <p><b>SLA.5.6B</b> Generate questions about text before, during, and after reading to deepen understanding and gain information.</p> <p><b>SLA.5.6C</b> Make, correct, or confirm predictions using text features, characteristics of genre, and structures.</p>



<b>Cycle 4</b>	<b>47 Days</b>	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.
	Mar. 23 – May 29, 2020	
<b>Guided Reading Level: V/W/X</b> <b>DRA Level: 60/60</b>		
		<p><b>SLA.5.6D</b> Create mental images to deepen understanding.</p> <p><b>SLA.5.6E</b> Make connections to personal experiences, ideas in other texts, and society.</p> <p><b>SLA.5.6F</b> Make inferences and use evidence to support understanding.</p> <p><b>SLA.5.6G</b> Evaluate details read to determine key ideas.</p> <p><b>SLA.5.6H</b> Synthesize information to create new understanding.</p> <p><b>SLA.5.6I</b> Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.</p> <p><b>Strand 3: Response Skills</b></p> <p><b>SLA.5.7A</b> Describe personal connections to a variety of sources, including self-selected texts.</p> <p><b>SLA.5.7B</b> Write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources.</p> <p><b>SLA.5.7C</b> Use text evidence to support an appropriate response.</p> <p><b>SLA.5.7D</b> Retell, paraphrase, or summarize texts in ways that maintain meaning and logical order.</p> <p><b>SLA.5.7F</b> Respond using newly acquired vocabulary as appropriate.</p> <p><b>Strand 4: Multiple Genres—Literary Elements</b></p> <p><b>SLA.5.8A</b> Infer multiple themes within a text using text evidence;</p> <p><b>SLA.5.8B</b> Analyze the relationships of and conflicts among the characters.</p> <p><b>SLA.5.8C</b> Analyze plot elements, including rising action, climax, falling action, and resolution.</p> <p><b>SLA.5.8D</b> Analyze the influence of the setting, including historical and cultural settings, on the plot.</p> <p><b>Strand 4: Multiple Genres—Genres</b></p> <p><b>SLA.5.9A</b> Demonstrate knowledge of distinguishing characteristics of well-known children’s literature such as folktales, fables, legends, myths, and tall tales.</p> <p><b>SLA.5.9F</b> Recognize characteristics of multimodal and digital texts.</p> <p><b>Strand 5: Author’s Purpose and Craft</b></p> <p><b>SLA.5.10A</b> Explain the author’s purpose and message within a text.</p> <p><b>SLA.5.10B</b> Analyze how the use of text structure contributes to the author’s purpose.</p> <p><b>SLA.5.10C</b> Analyze the author’s use of print and graphic features to achieve specific purposes.</p> <p><b>SLA.5.10D</b> 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><b>SLA.5.10E</b> Identify and understand the use of literary devices, including first- or third-person point of view.</p> <p><b>SLA.5.10F</b> Examine how the author’s use of language contributes to voice.</p>

<b>Cycle 4</b>	<b>47 Days</b>	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.
	Mar. 23 – May 29, 2020	
	<b>Guided Reading Level: V/W/X</b> <b>DRA Level: 60/60</b>	
		<p><b>Strand 6: Composition—Writing Process</b></p> <p><b>SLA.5.11D.i</b> 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><b>SLA.5.11D.ii</b> Edit drafts using standard Spanish conventions, including irregular verbs.</p> <p><b>SLA.5.11D.iii</b> Edit drafts using standard Spanish conventions, including collective nouns.</p> <p><b>SLA.5.11D.iv</b> Edit drafts using standard Spanish conventions, including adjectives, including those indicating origin, and their comparative and superlative forms.</p> <p><b>SLA.5.11D.x</b> Edit drafts using standard Spanish conventions, including punctuation marks, including commas in compound and complex sentences, em dash for dialogue, italics and underlining for titles and emphasis, and quotation marks for titles.</p> <p><b>SLA.5.11D.xi</b> Edit drafts using standard Spanish conventions, including correct spelling of words with grade-appropriate orthographic patterns and rules.</p> <p><b>Strand 6: Composition—Genres</b></p> <p><b>SLA.5.12A</b> Compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft.</p> <p><b>Strand 7: Inquiry and Research</b></p> <p><b>SLA.5.13A</b> Generate and clarify questions on a topic for formal and informal inquiry.</p> <p><b>SLA.5.13B</b> Develop and follow a research plan with adult assistance.</p> <p><b>SLA.5.13C</b> Identify and gather relevant information from a variety of sources.</p> <p><b>SLA.5.13D</b> Understand credibility of primary and secondary sources.</p> <p><b>SLA.5.13E</b> Demonstrate understanding of information gathered.</p> <p><b>SLA.5.13F</b> Differentiate between paraphrasing and plagiarism when using source materials.</p> <p><b>SLA.5.13G</b> Develop a bibliography.</p> <p><b>SLA.5.13H</b> Use an appropriate mode of delivery, whether, written, oral, or multimodal, to present results.</p> <p><a href="#">Ongoing TEKS</a></p>

### Unit 12: Thematic (Multiple Genres)

In this unit of study, students will do a review and thematic study of **Fiction and Nonfiction** genres. Students will explore and develop reading comprehension by analyzing characters, making inferences, drawing conclusions using the strategy **Book, Head, Heart** (Beers and Probst). While interacting with these texts, students will also synthesize, compare and contrast themes across genres. Additionally, students will analyze the author’s purpose across fiction and nonfiction texts and some of the of these genre characteristics found in multimodal and digital texts. Students will respond to text through **Quickwrites** (Rief) Students will identify author’s craft using **Notice and Name** (Wood Ray) to evaluate the purpose of sensory details, imagery, and figurative language. Students will also evaluate the purpose of text features, and text structure which they will later apply to their writing choice. (Personal Narrative, Informational, or Argumentative). The teacher will model this process by writing with the students and use the **Invitation to Notice**



<b>Cycle 4</b>	<b>47 Days</b>	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.
	Mar. 23 – May 29, 2020	
	<b>Guided Reading Level: V/W/X</b> <b>DRA Level: 60/60</b>	

(Anderson) strategy. Students will respond to text and write essays of their choice incorporating the usage of complete simple and compound sentences, conjunctive verbs, subordinating conjunctions, capitalization, and correct spelling of words. During **Inquiry and Research**, students will present their research results using either written, oral or multimodal delivery depending on the audience. **Foundational Language Skills** such as oral language, word study, and vocabulary are embedded in mini-lessons and the **Fluid Literacy Block**.

**Essential Question: How does technology change the way I interact with the world?**

<u><a href="#">Unit 12</a></u>	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
<b>Thematic (Multiple Genres)</b>	<p><b>15</b> lessons</p> <p><b>Suggested Pacing:</b> May 6-27</p> <p><b>Part 1</b> May 6-12</p> <p><b>Part 2</b> May 13-19</p> <p><b>Part 3</b> May. 20-27</p> <p><i>Memorial Day</i> <i>May 25</i></p> <p><b>Extend Assess Review Reteach</b> May. 28-29</p> <p>Benchmark Running Records EOY May 1-29</p>	<p><b>Strand 1: Foundational Language Skills—Beginning Reading and Writing</b></p> <p><b>SLA.5.2A.i</b> Demonstrate and apply phonetic knowledge by decoding palabras agudas, graves, and esdrújulas (words with the stress on the antepenultimate, penultimate, and last syllable and words with the stress on the syllable before the antepenultimate.</p> <p><b>SLA.5.2A.ii</b> Demonstrate and apply phonetic knowledge by using orthographic rules to segment and combine syllables, including diphthongs and formal and accented hiatus.</p> <p><b>SLA.5.2A.iii</b> Demonstrate and apply phonetic knowledge by decoding and differentiating meaning of word based on the diacritical accent.</p> <p><b>SLA.5.2A.iv</b> Demonstrate and apply phonetic knowledge by decoding words with prefixes and suffixes.</p> <p><b>SLA.5.2B.i</b> Demonstrate and apply spelling knowledge by spelling words with more advanced orthographic patterns and rules.</p> <p><b>SLA.5.2B.ii</b> 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><b>SLA.5.2B.iii</b> 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><b>SLA.5.2B.iv</b> Demonstrate and apply spelling knowledge by spelling words with diphthongs and hiatus.</p> <p><b>Strand 1: Foundational Language Skills—Vocabulary</b></p> <p><b>SLA.5.3A</b> Use print or digital resources to determine meaning, syllabication, pronunciation, and word origin.</p> <p><b>SLA.5.3B</b> Use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words.</p> <p><b>SLA.5.3C</b> 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><b>Strand 1: Foundational Language Skills—Self-Sustained Reading</b></p> <p><b>SLA.5.5A</b> Read grade-appropriate texts independently. Self-select text and interact independently with text for increasing periods of time.</p>



<b>Cycle 4</b>	<b>47 Days</b>	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.
	Mar. 23 – May 29, 2020	
	<b>Guided Reading Level: V/W/X</b> <b>DRA Level: 60/60</b>	
		<p><b>Strand 2: Comprehension Skills</b></p> <p><b>SLA.5.6A</b> Establish purpose for reading assigned and self-selected texts;</p> <p><b>SLA.5.6B</b> Generate questions about text before, during, and after reading to deepen understanding and gain information;</p> <p><b>SLA.5.6C</b> Make, correct, or confirm predictions using text features, characteristics of genre, and structures.</p> <p><b>SLA.5.6D</b> Create mental images to deepen understanding.</p> <p><b>SLA.5.6E</b> Make connections to personal experiences, ideas in other texts, and society.</p> <p><b>SLA.5.6F</b> Make inferences and use evidence to support understanding.</p> <p><b>SLA.5.6G</b> Evaluate details read to determine key ideas.</p> <p><b>SLA.5.6H</b> Synthesize information to create new understanding.</p> <p><b>SLA.5.6I</b> Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.</p> <p><b>Strand 3: Response Skills</b></p> <p><b>SLA.5.7A</b> Describe personal connections to a variety of sources, including self-selected texts.</p> <p><b>SLA.5.7B</b> Write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources.</p> <p><b>SLA.5.7C</b> Use text evidence to support an appropriate response.</p> <p><b>SLA.5.7D</b> Retell, paraphrase, or summarize texts in ways that maintain meaning and logical order.</p> <p><b>SLA.5.7E</b> Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.</p> <p><b>SLA.5.7F</b> Respond using newly acquired vocabulary as appropriate.</p> <p><b>SLA.5.7G</b> Discuss specific ideas in the text that are important to the meaning.</p> <p><b>Strand 4: Multiple Genres—Literary Elements</b></p> <p><b>SLA.5.8A</b> Infer multiple themes within a text using text evidence.</p> <p><b>SLA.5.8B</b> Analyze the relationships of and conflicts among the characters.</p> <p><b>SLA.5.8C</b> Analyze plot elements, including rising action, climax, falling action, and resolution.</p> <p><b>SLA.5.8D</b> Analyze the influence of the setting, including historical and cultural settings, on the plot.</p> <p><b>Strand 4: Multiple Genres—Genres</b></p> <p><b>SLA.5.9A</b> Demonstrate knowledge of distinguishing characteristics of well-known children’s literature such as folktales, fables, legends, myths, and tall tales.</p> <p><b>SLA.5.9B</b> 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.</p> <p><b>SLA.5.9C</b> Explain structure in drama such as character tags, acts, scenes, and stage directions.</p> <p><b>SLA.5.9D.i</b> Recognize characteristics and structures of informational text, including the central idea with supporting evidence.</p>

<b>Cycle 4</b>	<b>47 Days</b>	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.
	Mar. 23 – May 29, 2020	
	<b>Guided Reading Level: V/W/X</b> <b>DRA Level: 60/60</b>	
		<p><b>SLA.5.9D.ii</b> Recognize characteristics and structures of informational text, including features such as insets, timelines, and sidebars to support understanding.</p> <p><b>SLA.5.9D.iii</b> Recognize characteristics and structures of informational text, including organizational patterns such as logical order and order of importance.</p> <p><b>SLA.5.9E.i</b> Recognize characteristics and structures of argumentative text by identifying the claim.</p> <p><b>SLA.5.9E.ii</b> Recognize characteristics and structures of argumentative text by explaining how the author has used facts for or against an argument.</p> <p><b>SLA.5.9E.iii</b> Recognize characteristics and structures of argumentative text by identifying the intended audience or reader.</p> <p><b>SLA.5.9F</b> Recognize characteristics of multimodal and digital texts.</p> <p><b>Strand 5: Author’s Purpose and Craft</b></p> <p><b>SLA.5.10A</b> Explain the author’s purpose and message within a text.</p> <p><b>SLA.5.10B</b> Analyze how the use of text structure contributes to the author’s purpose.</p> <p><b>SLA.5.10C</b> Analyze the author’s use of print and graphic features to achieve specific purposes.</p> <p><b>SLA.5.10D</b> 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><b>SLA.5.10E</b> Identify and understand the use of literary devices, including first- or third-person point of view.</p> <p><b>SLA.5.10F</b> Examine how the author’s use of language contributes to voice.</p> <p><b>Strand 6: Composition—Writing Process</b></p> <p><b>SLA.5.11D.i</b> 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><b>SLA.5.11D.ii</b> Edit drafts using standard Spanish conventions, including irregular verbs.</p> <p><b>SLA.5.11D.v</b> Edit drafts using standard Spanish conventions, including conjunctive adverbs.</p> <p><b>SLA.5.11D.viii</b> Edit drafts using standard Spanish conventions, including subordinating conjunctions to form complex sentences.</p> <p><b>SLA.5.11D.x</b> Edit drafts using standard Spanish conventions, including punctuation marks, including commas in compound and complex sentences, em dash for dialogue, italics and underlining for titles and emphasis, and quotation marks for titles.</p> <p><b>SLA.5.11D.xi</b> Edit drafts using standard Spanish conventions, including correct spelling of words with grade-appropriate orthographic patterns and rules.</p> <p><b>Strand 6: Composition—Genres</b></p> <p><b>SLA.5.12A</b> Compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft.</p>

<b>Cycle 4</b>	<b>47 Days</b>	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.
	Mar. 23 – May 29, 2020	
	<b>Guided Reading Level: V/W/X</b> <b>DRA Level: 60/60</b>	
		<p><b>SLA.5.12B</b> Compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft.</p> <p><b>SLA.5.12C</b> Compose argumentative texts, including opinion essays, using genre characteristics and craft.</p> <p><b>SLA.5.12D</b> Compose correspondence that requests information.</p> <p><b>Strand 7: Inquiry and Research</b></p> <p><b>SLA.5.13A</b> Generate and clarify questions on a topic for formal and informal inquiry.</p> <p><b>SLA.5.13B</b> Develop and follow a research plan with adult assistance.</p> <p><b>SLA.5.13C</b> Identify and gather relevant information from a variety of sources.</p> <p><b>SLA.5.13D</b> Understand credibility of primary and secondary sources.</p> <p><b>SLA.5.13E</b> Demonstrate understanding of information gathered.</p> <p><b>SLA.5.13F</b> Differentiate between paraphrasing and plagiarism when using source materials.</p> <p><b>SLA.5.13G</b> Develop a bibliography.</p> <p><b>SLA.5.13H</b> Use an appropriate mode of delivery, whether, written, oral, or multimodal, to present results.</p> <p><a href="#">Ongoing TEKS</a></p>



**Ongoing TEKS:** Unit planning guides identify Ongoing TEKS that align to and support the development of the content standards covered in each unit.

\*See unit planning guides for a list of recommended ongoing TEKS specific to each unit of study.

Embedding ongoing TEKS throughout all units of study supports students' development of reading proficiency.

#### 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.

#### Strand 1: Foundational Language Skills—Beginning Reading and Writing

**SLA.5.2C** Write legibly in cursive.

#### Strand 1: Foundational Language Skills—Fluency

**SLA.5.4** Read grade-level text with fluency and comprehension. Use appropriate fluency (rate, accuracy and prosody) when reading grade level text.

#### Strand 1: Foundational Language Skills—Self-Sustained Reading

**SLA.5.5A** Read grade-appropriate texts independently. Self-select text and interact independently with text for increasing periods of time.

#### 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.

#### 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.

#### 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.

**Ongoing TEKS:** Unit planning guides identify Ongoing TEKS that align to and support the development of the content standards covered in each unit.

\*See unit planning guides for a list of recommended ongoing TEKS specific to each unit of study.

Embedding ongoing TEKS throughout all units of study supports students' development of reading proficiency.

**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.5.11E** Publish written work for appropriate audiences.

#### **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.

