

Language Arts Curriculum Guide

Irving Independent School District 5th Grade 1st Six Weeks

Essential Questions:

- How do I use spoken, written, and visual language for learning?
- How do I use printed and non-printed materials to learn new information?
- How do I communicate what I know to others?
- What strategies can I use to understand what I read?

TAKS OBJ	TEKS Knowledge & Skills	Student Expectation <i>The student is expected to:</i>					Observable Behaviors <i>The student will . . .</i>	Resources
		2 nd	3 rd	4 th	5 th			
Reading Obj. 1	<p>5.9 Reading/vocabulary development. The student acquires an extensive vocabulary through reading and systematic word study.</p> <p>How can you understand the meaning of a new word?</p>	(B) draw on experiences to bring meanings to words in context such as interpreting figurative language and multiple-meaning words (4-5); and			✓ T	✓ T	<ul style="list-style-type: none"> • Make personal connections to vocabulary words to assist meaning by completing a 4-square chart giving an example; a non-example; a definition; and a personal connection • Make connections by completing analogies • In context of novel, connect two vocabulary words in a sentence • Use a variety of word identification strategies including: <ul style="list-style-type: none"> • Context Clues • Antonyms • Synonyms 	<ul style="list-style-type: none"> • Junior Great Books • Reading Across Disciplines Vocabulary Strategies • Graphic Organizers • Project Success – Word Worth Chart
		(D) determine meanings of derivatives by applying knowledge of the meanings of root words such as <i>like, pay, or happy</i> and affixes such as <i>dis-, pre-, and un-</i> (4-8)			✓ T	✓ T	<ul style="list-style-type: none"> • Identify the root of selected words and choose the meaning of a root word containing prefixes and suffixes • Use a variety of word identification strategies including: <ul style="list-style-type: none"> • Prefixes • Suffixes 	<ul style="list-style-type: none"> • Reading Across Disciplines Vocabulary Strategies • Graphic Organizers • Warriner's Intro. Course • Grammar Notes • Nifty Thrifty Fifty

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		(D) (ii) determine meanings of derivatives by applying knowledge of the meanings of root words such as <i>feliz, razón,</i> or <i>entrar</i> and affixes such as <i>in-</i> , <i>-able</i> , and <i>-ada</i> (4-6/SLA)					✓ T	✓ T	Spanish Language Arts Identify how the suffix <i>mente</i> changes the meaning of a word.		
Reading Obj. 1	(5.10) Reading/comprehension. The student comprehends selections using a variety of strategies.	(F) determine a text's main (or major) ideas and how those ideas are supported with details (4-8); and					✓ T	✓ T	<ul style="list-style-type: none"> Choose the main idea of a grade-appropriate passage and justify the choice by listing details that support the main idea Make a list of details from a paragraph and generate the implied main idea 	Reading Across Disciplines Main Idea Strategies Graphic Organizer GT Novel List STARS GT Resource Binder	
	What strategies can you use to help you understand what you have read?	(G) paraphrase and summarize text to recall, inform, or organize ideas (4-8)					✓ T	✓ T	<ul style="list-style-type: none"> Write a 3-5 sentence summary for a non-fiction or fictional passage of a chapter or short story Select a passage from a novel to relate to a past experience writing in double diary format. Use a graphic organizer to support a summary sentence for a given text with details from the text 	Reading Across Disciplines Summary Strategies Graphic Organizer GT Novel List	

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Reading Obj. 2	<p>(5.12) Reading/text structures/literacy concepts. The student analyzes the characteristics of various types of texts (genres).</p> <p>Why do the characters (in the story) act the way they do?</p> <p>Why is the setting important to this story? What is the problem in the story and how was it solved?</p>	(H) analyze characters, including their traits, motivations, conflicts, points of view, relationships, and changes they undergo(4-8); and			✓ T	✓ T	<ul style="list-style-type: none"> • Analyze characters by including <ul style="list-style-type: none"> • Changes; relationships; traits • Conclusions about characters and events in a story and will give evidence to support their answers • Contribute to shared inquiry discussions drawing conclusions citing text. • Draw a conclusion, make an inference or determine the cause and effect of a character's action. 	Graphic Organizers GT Novel List Junior Great Books STARS GT Resource Binder
		(I) recognize and analyze story plot, setting, and problem resolution (4-8).			✓ T	✓ T	<ul style="list-style-type: none"> • Recognize the setting of a story and why it is important to the story • Recognize the problem and solution of a story • Contribute to shared inquiry discussion citing text to justify ideas 	Graphic Organizers GT Novel Lists Junior Great Books STARS GT Resource Binder
Reading Obj. 3	<p>(5.10) Reading/comprehension. The student comprehends selections using a variety of strategies.</p>	(E) use the text's structure or progression of ideas such as cause and effect or chronology to locate and recall information (4-8);		✓ T	✓ T	✓ T	<ul style="list-style-type: none"> • locate and arrange the order in which major events happen in a story • determine cause and effect • locate details from a story • complete a graphic organizer which is partially completed 	Graphic Organizers GT Novel List Junior Great Books STARS GT Resource Binder

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	What strategies can you use to help you understand what you are reading?	(I) find similarities and differences across texts such as in treatment, scope, or organization (4-8); and			✓ T	✓ T	<ul style="list-style-type: none"> • Make connections across three different types of texts (informative, expressive, and persuasive) in terms of common themes, characters, purposes, depth, and clarity • Use a graphic organizer to tell how texts are alike and different 	Graphic Organizers Inspiration/Kidspiration software
		(L) represent text information in different ways such as in outline, timeline, or graphic organizer (4-8).	✓	✓ T	✓ T	✓ T	<ul style="list-style-type: none"> • review characteristics and functions of <ul style="list-style-type: none"> • lists • newsletters • signs • charts • newspapers • graphic aids/webs 	Graphic organizers Kidspiration/Inspiration software Project Success Time for Kids
	<p>(5.12) Reading/text structures/literacy concepts. The student analyzes the characteristics of various types of texts (genres).</p> <p>What strategies can you use to help you understand what you have read?</p>	(A) judge the internal consistency or logic of stories and texts such as “Would this character do this?”; “Does this make sense here?” (4-5)			✓ T	✓ T	<p>Judge whether there were flaws in realism or character motives and traits after reading a provided passage</p> <p>Participate in Junior Great Book discussion justifying analysis based on text.</p> <p>Demonstrate a complete and thorough ability to draw a conclusion using the text as support</p>	Junior Great Books GT Novel List

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Reading Obj. 3	<p>(5.12) Reading/text structures/literacy concepts. The student analyzes the characteristics of various types of texts (genres).</p> <p>What is the author's purpose?</p> <p>How are different texts alike and different?</p> <p>What is the author's point of view?</p>	(C) identify the purposes of different types of texts such as to inform, influence, express, or entertain (4-8);			✓ T	✓ T	Identify the purposes of a given text as to whether the text informs, influences, expresses, or entertains	GT Novel List STARS GT Resource Binder
		(E) compare communication in different forms such as [contrasting a dramatic performance with a print version of the same story or] comparing story variants (2-8)	✓	✓	✓ T	✓ T	Note the similarities and differences across stories or versions of a story (print vs. media versions) and support answers with evidence from text	GT Novel List
		(J) describe how the author's perspective or point of view affects the text (4-8).		✓ T	✓ T	✓ T	Locate examples from text to support interpretations or conclusions by <ul style="list-style-type: none"> • evaluating an author's purpose and point of view 	Junior Great Books
Reading Obj. 4	<p>(5.10) Reading/comprehension. The student comprehends selections using a</p>	(H) draw inferences such as conclusions or generalizations and support them with text evidence [and experience] (4-8); and		✓ T	✓ T	✓ T	Draw a conclusion, make an inference or determine the cause and effect of a character's action	Junior Great Books GT Novel List STARS GT Resource Binder

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	variety of strategies. What examples from the text can you give to support your inferences? What are the facts and opinions in what you read?	(J) distinguish fact and opinion in various texts (4-8)	✓	✓ T	✓ T	✓ T	Determine whether information in an expository text or an advertisement is factual or an opinion and support their answers with evidence from the text	Time for Kids
Reading Obj. 4	(5.11) Reading/literacy response. The student expresses and supports	(C) support responses by referring to relevant aspects of text [and his/her own experiences] (4-8); and			✓ T	✓ T	Support answers to open ended questions by weaving personal experiences with text evidence	Junior Great Books

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	<p>responses to various types of texts.</p> <p>What connections can you make between what you read and your personal experiences?</p> <p>What connections can you make after reading three different types of text?</p>	(D) connect, compare, and contrast ideas, themes, and issues across text (4-8).			✓ T	✓ T	Read two passages (one fiction, one related non-fiction) and examine one visual such as an advertisement, graph, etc. and answer questions which require them to combine information and make connections	Time for Kids GT Novel List
	<p>(5.12) Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts (genres).</p> <p>What are the characteristics of stories?</p>	(B) recognize that authors organize information in specific ways (4-5).			✓ T	✓ T	<p>Complete a graphic organizer to demonstrate how an author organizes information</p> <ul style="list-style-type: none"> • Stories have a beginning, (which includes setting and characters), middle, (which includes problem or goal and events that lead to resolution), and ending, (which includes the solving of the problem or reaching the goal) • Non-fiction texts are organized by topic sentence and supporting details including use of titles and subtitles 	Graphic Organizers Time for Kids GT Novel List

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Writing Obj. 1	<p>5.15 Writing/ purposes. The student writes for a variety of audiences and in various forms.</p> <p>What are the elements of a story?</p>	<p>A) write to express, discover, record, develop, reflect on ideas and to problem solve; B) write to influence such as to persuade, argue, and request; C) write to inform such as to explain, describe, report and narrate; D) write to entertain such as to compose humorous poems or short stories; E) exhibit an identifiable voice in personal narratives and in stories; F) choose the appropriate form for his/her own purpose for writing, including, journals, letters, reviews, poems, narratives, and instructions; G) use literary devices effectively such as suspense, dialogue and figurative language</p>	✓	✓	✓	T	✓	<p>Develop a draft for a personal narrative, including:</p> <ul style="list-style-type: none"> • Main ideas and supporting details • Time-order words • Personal thoughts and feelings • Use a variety of literary devices • Detailing life-changing experiences • Connect fiction with student experiences • Double entry diaries 	<p>Warriners Project Success</p>

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Writing Obj. 1	5.16 Writing/penmanship/capitalization/punctuation. The student composes original texts, applying the conventions of written language such as capitalization, punctuation, and penmanship to communicate clearly. How should your handwriting appear to others?	(A) write legibly by selecting cursive or manuscript as appropriate (4-8)	✓	✓	✓ T	✓	Write in a manner that does not interfere with the reader's understanding of the text	Orange handwriting book
	5.19 Writing/writing processes. The student selects and uses writing processes for self-initiated and assigned writing.	(C) revise selected drafts by adding, elaborating, deleting, combining, and rearranging text (4-8)			✓ T	✓	Revise a personal narrative by: <ul style="list-style-type: none"> • Reorganizing and elaborating text • Checking text for logical progression and supporting details • Analyzing how well his/her writing achieved its purpose • Writing in an identifiable voice 	Warriners

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	How can you make your writing better?	(D) revise drafts for coherence, progression, and logical support of ideas (4-8)			✓ T		✓		Revise a personal narrative by: <ul style="list-style-type: none"> • Reorganizing and elaborating text • Checking text for logical progression and supporting details • Analyzing how well his/her writing achieved its purpose • Writing in an identifiable voice 	Warriners	
Writing Obj. 2, 6	5.16 Writing/penmanship/capitalization/punctuation. The student composes original texts, applying the conventions of written language such as capitalization, punctuation, and penmanship to communicate clearly.	(B) capitalize and punctuate correctly to clarify and enhance meaning such as capitalizing titles, using possessives, commas in a series, commas in direct address, and sentence punctuation (4-5) (B) (ii) capitalize and punctuate correctly to clarify and enhance			✓ T		✓		<ul style="list-style-type: none"> • Capitalize proper nouns • Identify and capitalize proper adjectives • Capitalize the beginning of sentences • Use commas in a series, direct address, appositives, compound sentences • Use commas correctly with introductory prepositional phrases • Use end punctuation correctly • Punctuate dialogue correctly • Use colons and hyphens correctly • Use abbreviations correctly • Punctuates a letter correctly 	Warriner's GT Resource Binder	

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	How can you make your writing better?	meaning such as capitalizing proper nouns, using commas in a series and in direct address and guión (hyphen) and raya(for dialogue) (4-6/SLA)			✓ T	✓	<u>Spanish Language Arts</u> <ul style="list-style-type: none"> Use commas in a series, direct address Use end punctuation correctly Punctuate dialogue correctly (una raya) Guión (hyphen) Use abbreviations correctly Punctuates a letter correctly 	
	5.17 Writing/spelling. The student spells proficiently. Is your spelling accurate?	A) write with accurate spelling of syllable constructions, including closed, open, consonant before <i>-le</i> and syllable boundary patterns (3-6)			✓		Spell accurately: <ul style="list-style-type: none"> Words with short vowels Words with long a, e, i, o, u 	Warriner's
Writing Obj. 2, 6	5.17 Writing/spelling. The student spells proficiently.	(A) (ii) write with accurate spelling of syllable construction, such as closed, open, <i>qu</i> together, use of <i>n</i> before <i>p</i> change <i>z</i> to <i>c</i> when adding <i>-es</i> , and diphthongs (4-6/SLA)		✓	✓ T	✓	<u>Spanish Language Arts</u> Spell accurately: <ul style="list-style-type: none"> Words with <i>mb</i> y <i>mp</i> Change <i>z</i> to <i>c</i> when adding <i>es</i> diphthongs 	

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		(B) write with accurate spelling of roots such as <i>drink, speak, read, or happy</i> ; inflections such as those that change tense or number; suffixes such as <i>-able</i> or <i>-less</i> ; and prefixes such as <i>re-</i> or <i>un-</i> (4-6)			✓ T	✓	Spell accurately: <ul style="list-style-type: none"> • Words with prefixes • Words with suffixes 	Warriner's Chapter 25 Nifty Thrifty Fifty
		(B) (ii) write with accurate spelling of roots such as <i>razón, feliz, leer, or entrar</i> , inflections such as those that change tense or number, suffixes such as <i>-able</i> or <i>-mente</i> , and prefixes such as <i>re-</i> or <i>in-</i> (4-6/SLA)			✓ T	✓	Spanish Language Arts Spell accurately: <ul style="list-style-type: none"> • Words with prefixes • Words with suffixes • inflections that change tense 	
		(D) spell accurately in final drafts (4-8)			✓ T	✓	<ul style="list-style-type: none"> • Edit final draft for correct spelling • Use resources to find correct spellings and alternate word choices 	
Writing Obj. 2, 6	5.17 Writing/spelling. The student spells proficiently. Is your spelling accurate?	(D) (ii) spell accurately using accents and dieresis marks in final drafts (4-6/SLA)			✓ T	✓	Spanish Language Arts <ul style="list-style-type: none"> • Edit final draft for correct spelling • Use resources to find correct spellings and alternate word choices • Use accents and dieresis mark correctly 	

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Writing Obj. 2	5.18 Writing/grammar/usage. The student applies standard grammar and usage to communicate clearly and effectively in writing.	(A) use regular and irregular plurals correctly (4-6)			✓ T	✓	Identify and write: <ul style="list-style-type: none"> • Singular and plural forms of nouns • Singular and plural possessive nouns 	Warriner's Chapter 25
		(B) write in complete sentences, varying the types such as compound and complex to match meanings and purposes (4-5)			✓ T	✓	Combine sentences using compound subjects and compound predicates	Warriner's
	Does your writing sound correct? Did you write with complete sentences?	(C) employ standard English usage in writing for audiences, including subject-verb agreement, pronoun referents, and parts of speech (4-8)			✓ T	✓	Identify and write: <ul style="list-style-type: none"> • Complete sentences • Declarative, interrogative, imperative, and exclamatory sentences • Complete subjects and predicates • Change sentence from one kind to another 	Warriner's GT Resource Binder
	Does your writing sound correct?	(C) (ii) employ standard Spanish usage with increased complexity in writing for audiences including subject verb agreement conjugation, gender and number agreement, and parts of speech (4-6/SLA)			✓ T	✓	<u>Spanish Language Arts</u> All of the above in addition to: Identify and write: <ul style="list-style-type: none"> • Gender and number agreement • Subject verb agreement • Parts of speech 	

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Writing Obj. 2	5.18 Writing/grammar/usage. The student applies standard grammar and usage to communicate clearly and effectively in writing. How can you make your writing better?	(D) use adjectives (comparative and superlative forms) and adverbs appropriately to make writing vivid or precise (4-8)			✓ T	✓	Identify and write: <ul style="list-style-type: none"> • Adverbs (how, when, where) • Adverbs before adjectives and adverbs • Adverbs that compare 	Warriner's Project Success GT Resource Binder	
		(E) use prepositional phrases to elaborate written ideas (4-8)			✓ T	✓	<ul style="list-style-type: none"> • Use prepositional phrases to elaborate sentences by telling where and when in narrative and informative texts • Elaborate using prepositional phrases at the beginning, middle and end of a sentence in order to vary sentences and to make better transitions 	Warriner's Project Success GT Resource Binder	
		F) use conjunctions to connect ideas meaningfully (4-5)			✓ T	✓	Use <i>and, or, but,</i> and <i>so</i> as connecting words for compound sentences and certain subordinate conjunctions such as <i>since, while, because, although,</i> and <i>when</i> in complex sentences	Warriner's	

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Writing Obj. 2, 6	<p>5.18 Writing/grammar/usage. The student applies standard grammar and usage to communicate clearly and effectively in writing.</p> <p>How can you make your writing better?</p>	G) write with increasing accuracy when using apostrophes in contractions such as it's and possessives such as Jan's (4-8)			✓ T	✓	Spell words with contractions correctly	Warriner's Chapter 21
Writing Obj. 2, 6	<p>5.18 Writing/grammar/usage. The student applies standard grammar and usage to communicate clearly and effectively in writing.</p> <p>How can you make your writing better?</p>	(H) write with increasing accuracy when using objective case pronouns such as "Can you ride with Mom and me?"			✓ T	✓	Identify and write object pronouns	Warriner's
		(H) (ii) write with increasing accuracy when using direct and indirect object pronouns such as "Gloria envoi a Josefina." (4-6/SLA)			✓ T	✓	<p><u>Spanish Language Arts</u> Identify and write direct and indirect object pronouns</p>	Warriner's

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Writing Obj. 2	<p>5.19 Writing/ writing processes. The student selects and uses writing processes for self-initiated and assigned writing.</p> <p>How can you make your writing better?</p>	(E) edit drafts for specific purposes such as to ensure standard usage, varied sentence structure, and appropriate word choice (4-8)			< T	✓	Edit their own paper by: <ul style="list-style-type: none"> • Using resources to find correct spelling and additional word choices • Using complete sentences 	
Writing Obj. 2, 6	<p>5.19 Writing/ writing processes. The student selects and uses writing processes for self-initiated and assigned writing.</p> <p>How can you make your writing better?</p>	(H) proofread his/her own writing and that of others (4-8)					Use proofreading marks to correct mistakes	
Writing Obj. 3	<p>5.19 Writing/ writing processes. The student selects and uses writing processes for self-initiated assigned writing.</p>	(C) revise selected drafts by adding, elaborating, deleting, combining, and rearranging text (4-8)			< T	✓	Revise selected drafts for <ul style="list-style-type: none"> • Word choice (time-order words) • Elaboration • Voice • Organization • Audience • 	

< = Objective Taught

T = Objective Tested on TAKS

Language Arts Curriculum Guide

Irving Independent School District 5th Grade 1st Six Weeks

Essential Questions:

- How do I use spoken, written, and visual language for learning?
- How do I use printed and non-printed materials to learn new information?
- How do I communicate what I know to others?
- What strategies can I use to understand what I read?

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	How can you make your writing better?	(D) revise drafts for coherence, progression, and logical support of ideas (4-8)			✓ T	✓	Revise a personal narrative by: <ul style="list-style-type: none"> • Reorganizing and elaborating text • Checking text for logical progression and clear supporting ideas 	
Writing Obj. 4	5.18 Writing/ grammar/ usage. The student applies standard grammar and usage to communicate clearly and effectively in writing.	(B) write in complete sentences, varying the types such as compound and complex to match meanings and purposes (4-5)			✓ T	✓	Combine sentences using compound subjects and compound predicates	Warriner's Grammar Notes
	How can you make your writing better?	(E) use prepositional phrases to elaborate written ideas (4-8)			✓ T	✓	<ul style="list-style-type: none"> • Use prepositional phrases to elaborate sentences by telling where and when in narrative and informative texts • Elaborate using prepositional phrases at the beginning, middle and end of a sentence in order to vary sentences and to make better transitions 	Warriner's Project Success
	How can you make your writing better?	(F) use conjunctions to connect ideas meaningfully (4-5)			✓ T	✓	Use <i>and, or, but,</i> and <i>so</i> as connecting words for compound sentences and certain subordinate conjunctions such as <i>since, while, because, although,</i> and <i>when</i> in complex sentences.	Warriner's

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			2 nd	3 rd	4 th	5 th		
Writing Obj. 5	5.19 Writing/ writing processes. The student selects and uses writing processes for self-initiated and assigned writing. How can you make your writing better?	(E) edit drafts for specific purposes such as to ensure standard usage, varied sentence structure, and appropriate word choice (4-8)			✓ T	✓	Edit their own paper for: <ul style="list-style-type: none"> • Word choice (time-order words) • Complete sentences 	Warriner's
		(H) proofread his/her own writing and that of others (4-8)			✓ T	✓	<ul style="list-style-type: none"> • Proofread his/her own writing and the writing of others • Use proofreading marks to correct mistakes 	Warriner's
		(I) Use verb tenses such as present, preterite ,future,present perfect,past perfect,and future perfect appropriately and consistently (4-6/SLA only).					<u>Spanish Language Arts</u> <ul style="list-style-type: none"> • Consistently use correct verb tenses in speaking and writing. 	

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