

## Wylie ISD Curriculum

<b>Subject Area</b>	English Language Arts	<b>Bundle #:</b>	1
<b>Grade/Level</b>	5th	<b>Weeks:</b>	1
<b>Overview</b>			
The students will be listening and reading various texts to determine reading rate and text structure. The students will also be learning the procedures of the class through small group and paired activities.			
<b>TEKS - Texas Knowledge &amp; Skills</b>			
<b>Knowledge &amp; Skill Statement</b>	<b>Student Expectation</b>	<b>Student Learning Outcome Clarification</b>	
5.7 Reading/fluency. The student reads with fluency and understanding in texts at appropriate difficulty levels.	5.7D Adjust reading rate based on purposes for reading (4-8).	On-going process skill, including: <ul style="list-style-type: none"> <li>• Varies reading rate according to the complexity of the material and the purpose for reading</li> <li>• Slows down when comprehension is at-risk</li> <li>• Efficiently locates information by scanning the document, using text structures such as subtitles and captions as guides</li> </ul>	
5.16 Writing/penmanship/capitalization/punctuation. The student composes original texts, applying the conventions of written language, including capitalization, punctuation, and penmanship, to communicate clearly.	5.16B Capitalize and punctuate correctly to clarify and enhance meaning (4-5). Such as capitalizing titles, using possessives, commas in a series, commas in direct address, and sentence punctuation (4-5).	Including: <ul style="list-style-type: none"> <li>• Commas in a compound sentence.</li> </ul>	
5.18 Writing/grammar/usage. The student applies standard grammar and usage to communicate clearly and effectively in writing.	5.18B Write in complete sentences, varying the types (4-5). Such as compound and complex to match meanings and purposes (4-5).	<ul style="list-style-type: none"> <li>• Compound Subject</li> <li>• Compound Predicate</li> <li>• Compound Sentences</li> </ul>	

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<b>Subject Area</b>	English Language Arts	<b>Bundle #:</b>	2
<b>Grade/Level</b>	5th	<b>Weeks:</b>	2
<b>Overview</b>			
The students will be identifying similarities and differences using graphic organizers; identifying suffixes and prefixes; subject-verb agreement.			
<b>TEKS - Texas Knowledge &amp; Skills</b>			
<b>Knowledge &amp; Skill Statement</b>	<b>Student Expectation</b>	<b>Student Learning Outcome Clarification</b>	
5.6 Reading/word identification. The student uses a variety of word identification strategies.	5.6B Use structural analysis to identify root words with prefixes such as dis-, non-, in-; and suffixes such as -ness, -tion, -able (4-6).	(No clarification needed)	
<b>5.10 Reading/comprehension. The student comprehends selections using a variety of strategies.</b>	<b>5.10L Represent text information in different ways (4-8). Including an outline, timeline, or graphic organizer (4-8).</b>	<b>Including:</b> <ul style="list-style-type: none"> <li>• <b>Identifying Similarities and Differences,</b></li> </ul> <b>Using:</b> <ul style="list-style-type: none"> <li>• <b>Venn Diagram: Comparison/Contrast of Traits/Characteristics of Two Characters or other text issues</b></li> </ul>	
5.18 Writing/grammar/usage. The student applies standard grammar and usage to communicate clearly and effectively in writing.	5.18C Employ standard English usage in writing for audiences, (4-8). Including subject-verb agreement, pronoun referents, and parts of speech (4-8).	Compound subjects connected by and, or, nor (subject/verb agreement)	

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<b>Subject Area</b>	English Language Arts	<b>Bundle #:</b>	3
<b>Grade/Level</b>	5th	<b>Weeks:</b>	3
<b>Overview</b>			
The student will be identifying fact and opinion statements written and orally. The student will identify the features of genres.			
<b>TEKS - Texas Knowledge &amp; Skills</b>			
<b>Knowledge &amp; Skill Statement</b>	<b>Student Expectation</b>	<b>Student Learning Outcome Clarification</b>	
5.2 Listening/speaking/critical listening. The student listens critically to analyze and evaluate a speaker's message(s).	5.2C Distinguish between the speaker's opinion and verifiable fact (4-8).	Including applying the concepts: <ul style="list-style-type: none"> <li>• A “fact statement” contains no value language.</li> <li>• An “opinion statement” contains value language (e.g., good, difficult, easy, beautiful, should, etc.)</li> </ul> <b>Note:</b> Fact statements (no value language) and opinion statements (have value language) speak to the form of the statement—not to its <u>truth</u> . Do <b>not</b> teach students “if you can prove it, it’s a fact; if you can’t prove it, it’s an opinion. There are many opinions for which mountains of evidence could be assembled as “proof,” e.g. “George Washington was a good President.”	
<b>5.10 Reading/comprehension. The student comprehends selections using a variety of strategies.</b>	<b>5.10J Distinguish fact and opinion in various texts (4-8).</b>	<b>Including applying the concepts:</b> <ul style="list-style-type: none"> <li>• A “fact statement” contains <b>no value language</b>.</li> <li>• An “opinion statement” contains <b>value language</b> (e.g., good, difficult, easy, beautiful, should, etc.)</li> </ul> <b>Fact/opinion analysis is appropriate ONLY for expository text.</b> <b>Note:</b> Fact statements (no value language) and opinion statements (have value language) speak to the form of the statement—not to its <u>truth</u> . Do <b>not</b> teach students “if you can prove it, it’s a fact; if you can’t prove it, it’s an opinion.” There are many opinions for which mountains of evidence could be assembled as “proof,” e.g. “George Washington was a good President.”	
5.12 Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts (genres).	5.12D Recognize the distinguishing features of genres (4-8). Including biography, historical fiction, informational texts, and poetry (4-8).	Including: <ul style="list-style-type: none"> <li>• Features of text (e.g., title of this article) using biography, realistic fiction, fantasy, historical fiction, information texts, and poetry</li> <li>• Author’s Purpose (e.g., “Why does Roberto most likely write this journal entry?”), and</li> <li>• Attributes of fiction and non-fiction (e.g. “The reader can tell that this story is make-believe because —“)</li> </ul>	

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<b>Subject Area</b>	English Language Arts	<b>Bundle #:</b>	4
<b>Grade/Level</b>	5th	<b>Weeks:</b>	4
<b>Overview</b>			
The students will identify main ideas and supporting details and sequence of events by using graphic organizers. The students will identify commas using too and also.			
<b>TEKS - Texas Knowledge &amp; Skills</b>			
<b>Knowledge &amp; Skill Statement</b>	<b>Student Expectation</b>	<b>Student Learning Outcome Clarification</b>	
5.10 Reading/comprehension. The student comprehends selections using a variety of strategies.	5.10F Determine a text s main (or major) ideas and how those ideas are supported with details (4-8).	<p>Including:</p> <ul style="list-style-type: none"> <li>• Determine the Main Idea of Entire Expository Passage (e.g., what the passage is mainly/mostly/primarily about?)</li> <li>• Determine the Main Idea of a Single Narrative or Expository Paragraph or Set of Paragraphs</li> <li>• Identify the Text Support for A Given Main Idea Question, With an Emphasis on Cause/Effect Questions/Reasoning</li> </ul> <p><b>TAKS Note:</b> <i>The vast majority of questions that give <u>a main idea in the question and then ask which statement support that main idea are in a cause/effect format, making them virtually identical to the inference/cause-effect questions in Objective 4. TAKS questions provide the main idea in the question and then ask students to choose an answer that supports that main idea. It is not obvious from the question that it is a main idea question, (e.g., Hanh says that the mandarin has never liked Gan because--.) Most of the questions that test supporting a main idea have been cause/effect questions. The question cites a significant event in the plot and then asks, “Why did this happen?”</u></i></p>	
5.10 Reading/comprehension. The student comprehends selections using a variety of strategies.	5.10L Represent text information in different ways (4-8). including an outline, timeline, or graphic organizer (4-8).	<p>Including:</p> <ul style="list-style-type: none"> <li>• Identifying the Main Idea,</li> <li>• Sequencing of Events, and</li> </ul> <p>Using:</p> <ul style="list-style-type: none"> <li>• Diagram/Chart–Sequence of Events or Chronology of Events</li> </ul>	

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		<ul style="list-style-type: none"> <li>• Diagram/Chart: Main Idea (missing main idea or missing supporting detail) or Cause/Effect Relationships</li> </ul>
<p>5.16 Writing/penmanship/capitalization/punctuation. The student composes original texts, applying the conventions of written language, including capitalization, punctuation, and penmanship, to communicate clearly.</p>	<p>5.16B Capitalize and punctuate correctly to clarify and enhance meaning (4-5). Such as capitalizing titles, using possessives, commas in a series, commas in direct address, and sentence punctuation (4-5).</p>	<p>Including:</p> <ul style="list-style-type: none"> <li>• Commas too, also</li> <li>• Apostrophe (possessive) singular and plural</li> </ul>

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<b>Subject Area</b>	English Language Arts	<b>Bundle #:</b>	5
<b>Grade/Level</b>	5th	<b>Weeks:</b>	5
<b>Overview</b>			
The student will paraphrase and summarize text. The student will use common/proper nouns and plural and irregular nouns. The student will write to explain.			
<b>TEKS - Texas Knowledge &amp; Skills</b>			
<b>Knowledge &amp; Skill Statement</b>	<b>Student Expectation</b>	<b>Student Learning Outcome Clarification</b>	
5.10 Reading/comprehension. The student comprehends selections using a variety of strategies.	5.10G Paraphrase and summarize text to recall, inform, and organize ideas (4-8).	<p>Including writing and identifying best summary that includes all of the following:</p> <ul style="list-style-type: none"> <li>• 2-4 sentences</li> <li>• the main idea of the passage,</li> <li>• multiple, accurate details that support that main idea, and</li> <li>• details that come from the beginning, middle, and end of the passage (note: the details in a TAKS answer choice are not necessarily in the same order as they appear in the passage)</li> </ul> <p><b>TAKS Note: Sometimes the test will give students one to three sentences of the summary and ask “Which sentence(s) best complete(s) the summary?”</b></p>	
5.18 Writing/grammar/usage. The student applies standard grammar and usage to communicate clearly and effectively in writing.	5.18A Use regular and irregular plurals correctly (4-6).	<ul style="list-style-type: none"> <li>• Common and Proper Nouns</li> <li>• Plurals of Irregular Nouns</li> </ul>	

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<b>Subject Area</b>	English Language Arts	<b>Bundle #:</b>	6
<b>Grade/Level</b>	5th	<b>Weeks:</b>	6
<b>Overview</b>			
The student will recall information by using cause/effect, chronological order. The student will analyze characters; analyze point of view, and setting. The student will write to entertain.			
<b>TEKS - Texas Knowledge &amp; Skills</b>			
<b>Knowledge &amp; Skill Statement</b>	<b>Student Expectation</b>	<b>Student Learning Outcome Clarification</b>	
5.10 Reading/comprehension. The student comprehends selections using a variety of strategies.	5.10E Use the text’s structure or progression of ideas (4-8). Including cause and effect or chronology to locate and recall information (4-8).	<p>Including:</p> <ul style="list-style-type: none"> <li>• recognize what text structure an author used for the entire text (e.g., compare/contrast, cause/effect, and chronological ordering).</li> <li>• Recognize how an author organized a <u>portion</u> of the text, e.g., a <u>single significant event in the plot</u> and then asking, “Why did that happen?”.</li> <li>• Recognizes cause/effect and chronology to locate information targeting the relationships of events to each other</li> </ul> <p><b>TAKS Note: The rationale for recognizing how the author organized a <u>portion</u> of the text/a <u>single significant event in the plot</u> is that the plot of narrative text generally progresses through a series of cause-and-effect relationships. Many of these cause/effect questions are identical to questions that assess motivation of characters—why a character did something? The vast majority of TAKS questions reflect this approach: the questions are cause/effect questions.</b></p>	
5.11 Reading/literary response. The student expresses and supports responses to various types of texts.	5.11C Support responses by referring to relevant aspects of text and his/her own experiences (4-8).	<p>Including multiple choice and open-ended/constructed response:</p> <ul style="list-style-type: none"> <li>• Analyze Characters, such as             <ul style="list-style-type: none"> <li>○ Motivation</li> <li>○ Traits</li> <li>○ Conflict</li> <li>○ Changes They Undergo</li> </ul> </li> <li>• Analyze Point of View (such as omniscient, first person, third person limited, objective, stream of consciousness)</li> <li>• Analyze Setting</li> </ul>	

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		<ul style="list-style-type: none"> <li>• Compare/contrast characters and ideas</li> </ul> <p>And support those responses with accurate, connected text evidence.</p> <p><b>TAKS Note:</b></p> <ul style="list-style-type: none"> <li>• <b>multiple choice: begin with a conclusion provided by the teacher/question and then validate/support that conclusion with text evidence. (e.g., “Which of the following sentences/statements from the passage supports the conclusion” (that was given in the question)</b></li> <li>• <b>open-ended/constructed response in grades 9-11: draw a conclusion and support that conclusion with text evidence, primarily direct quotations from the text</b></li> </ul>
<p>5.12 Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts (genres).</p>	<p>5.12H Analyze characters, (4-8). Including their traits, motivations, conflicts, points of view, relationships, and changes they undergo (4-8).</p>	<p>Including:</p> <p>Conflicts: Types,</p> <p>External conflicts such as:</p> <ul style="list-style-type: none"> <li>• Man v. Man</li> <li>• Man v. Nature</li> </ul> <p>Internal conflict such as</p> <ul style="list-style-type: none"> <li>• Man v. Self</li> </ul> <p>Analyzing Types of Characters</p> <ul style="list-style-type: none"> <li>▪ Protagonist</li> <li>▪ Antagonist</li> </ul> <p>How the reader knows about the character</p> <ul style="list-style-type: none"> <li>▪ What the character says</li> <li>▪ What the character does or does not do</li> <li>▪ What other characters tell us about the character</li> <li>▪ What the author tells us about the character directly and indirectly (e.g. Explanatory words in quotations)</li> <li>▪ Other characters’ reactions to the character</li> </ul>
<p>5.17 Writing/spelling. The student spells proficiently.</p>	<p>5.17D Spell accurately in final drafts (4-8).</p>	<p>(No clarification needed)</p>

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<b>Subject Area</b>	English Language Arts	<b>Bundle #:</b>	7
<b>Grade/Level</b>	5th	<b>Weeks:</b>	7
<b>Overview</b>			
The student will use context clues and language structure to determine meanings of unknown words. The student will analyze characters and events using diagrams and charts.			
<b>TEKS - Texas Knowledge &amp; Skills</b>			
<b>Knowledge &amp; Skill Statement</b>	<b>Student Expectation</b>	<b>Student Learning Outcome Clarification</b>	
5.6 Reading/word identification. The student uses a variety of word identification strategies.	5.6A Apply knowledge of letter-sound correspondences, language structure, and context to recognize words (4-8).	(No clarification needed)	
<b>5.10 Reading/comprehension. The student comprehends selections using a variety of strategies.</b>	<b>5.10L Represent text information in different ways (4-8). Including an outline, timeline, or graphic organizer (4-8).</b>	<b>Including:</b> <ul style="list-style-type: none"> <li>• Analyzing Characters and Events.</li> </ul> <b>Using:</b> <ul style="list-style-type: none"> <li>• Diagram/Chart–Sequence of Events or Chronology of Events</li> <li>• Diagram/Chart: Characteristics/Subsets of an “Activity/Event” or Classification of Events</li> <li>• Venn Diagram: Comparison/Contrast of Traits/Characteristics of Two Characters or other text issues</li> <li>• Web: Characteristics/Motivation of a Character (including how characters relate to other characters and why characters do what they do)</li> <li>• Timelines</li> </ul>	
5.17 Writing/spelling. The student spells proficiently.	5.17A Write with accurate spelling of syllable constructions, (3-6). Including closed, open, consonant before –le, and syllable boundary patterns (3-6).	(No clarification needed)	

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<b>Subject Area</b>	English Language Arts	<b>Bundle #:</b>	8
<b>Grade/Level</b>	5th	<b>Weeks:</b>	8
<b>Overview</b>			
The student will identify character traits, motivations, conflicts, relationships, and changes they undergo. The student will also use objective case pronouns.			
<b>TEKS - Texas Knowledge &amp; Skills</b>			
<b>Knowledge &amp; Skill Statement</b>	<b>Student Expectation</b>	<b>Student Learning Outcome Clarification</b>	
5.12 Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts (genres).	5.12H Analyze characters including their traits, motivations, conflicts, points of view, relationships, and changes they undergo (4-8).	2. Conflicts: How they are addressed and resolved <ul style="list-style-type: none"> <li>• Everybody wins</li> <li>• Flight/run away/avoid</li> <li>• Fight /resist</li> <li>• Death</li> <li>• Compromise</li> <li>• Someone wins; someone loses</li> <li>• Acceptance</li> </ul> Including (TAKS emphasis): <ul style="list-style-type: none"> <li>• analyzing individual characters and</li> <li>• comparing/contrasting characters</li> </ul> Including: <ul style="list-style-type: none"> <li>• analyzing individual characters and</li> <li>• comparing/contrasting characters</li> </ul> Analyzing Relationships <ul style="list-style-type: none"> <li>▪ Between/among other characters</li> <li>▪ With self</li> <li>▪ With society</li> <li>▪ With nature/ environment</li> </ul> Analyzing Change <ul style="list-style-type: none"> <li>▪ Emotional</li> <li>▪ Physical</li> <li>▪ Change From beginning to end</li> <li>▪ Change before an event and after an event in the plot</li> </ul>	
5.18 Writing/grammar/usage. The student applies standard grammar and usage to communicate clearly and effectively in writing.	5.18H Write with increasing accuracy when using objective case pronouns (4-5).	<ul style="list-style-type: none"> <li>• Pronouns Possessive Case</li> <li>▪ Pronouns Objective Case</li> <li>▪ Pronouns Nominative Case</li> </ul>	

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<b>Subject Area</b>	English Language Arts	<b>Bundle #:</b>	9
<b>Grade/Level</b>	5th	<b>Weeks:</b>	9
<b>Overview</b>			
The student will interpret figurative language and multiple meaning words. The student will also identify synonyms and antonyms, and use them in analogies.			
<b>TEKS - Texas Knowledge &amp; Skills</b>			
<b>Knowledge &amp; Skill Statement</b>	<b>Student Expectation</b>	<b>Student Learning Outcome Clarification</b>	
5.9 Reading/vocabulary development. The student acquires an extensive vocabulary through reading and systematic word study.	5.9B Draw on experiences to bring meanings to words in context (4-5). Such as interpreting figurative language and multiple-meaning words	<p>Interpreting Multiple-meaning Words  <b>TAKS Note: Multiple-meaning words which have been tested at some grade level include assemble, tarnish, depression, and persistent. Interestingly, the alternate meanings of these words have not been used as incorrect answers/distracters.</b></p> <ul style="list-style-type: none"> <li>• Uses background knowledge</li> <li>• Reads beyond the sentence level to gain context clues</li> <li>• Identifies familiar word parts</li> <li>• Substitutes words or phrases of similar meaning to ensure the message is maintained (all of the answer choices fit based upon part of speech, but students will need to consider the overall meaning of the passage at the sentence, paragraph, and passage level)</li> <li>• Participates in teacher-led, structured opportunities to explore figurative language listed above</li> </ul> <p><b>TAKS Note: Many questions on TAKS are asked, “Which words help the reader know the meaning of the word....”</b></p>	
5.9 Reading/vocabulary development. The student acquires an extensive vocabulary through reading and systematic word study.	5.9D Determine meanings of derivatives by applying knowledge of the meanings of root words – (4-8). Such as like, pay, or happy and affixes such as dis-, pre-, un- (4-8).	<ul style="list-style-type: none"> <li>• Identifies synonyms for words in context at the fifth grade level</li> <li>• Identifies antonyms for words in context at the fifth grade level</li> <li>• Chooses the appropriate meaning for a word with multiple meanings in the context of a sentence</li> <li>• Completes analogies when words have the relationship of synonyms</li> <li>• Completes analogies when words have the relationship of antonyms</li> </ul>	

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5.17 Writing/spelling. The student spells proficiently.	5.17B Write with accurate spelling of roots (4-6). Such as drink, speak, read, or happy, inflections such as those that change tense or number, suffixes such as –able, or –less, and prefixes such as re- or un-(4-6).	(No clarification needed)
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<b>Subject Area</b>	English Language Arts	<b>Bundle #:</b>	10
<b>Grade/Level</b>	5th	<b>Weeks:</b>	10
<b>Overview</b>			
The student will analyze traits, feelings, emotions, and motivations.			
<b>TEKS - Texas Knowledge &amp; Skills</b>			
<b>Knowledge &amp; Skill Statement</b>	<b>Student Expectation</b>	<b>Student Learning Outcome Clarification</b>	
5.12 Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts (genres).	5.12 H Analyze characters (4-8).	<p>Including their traits, motivations, conflicts, points of view, relationships, and changes they undergo</p> <p><b>Analyzing Traits of Characters</b></p> <ul style="list-style-type: none"> <li>• Physical Traits</li> <li>• Personal Traits (e.g., moral, ethical, evil, compassionate, loving, wealthy/poor)</li> <li>• Emotional Traits</li> </ul> <p><b>Analyzing Feelings/Emotions of Characters</b></p> <p><b>Analyzing Motivation of Characters (for decisions, actions, and changes)—why characters do what they do</b></p> <ul style="list-style-type: none"> <li>▪ Intellectual Motivation</li> <li>▪ Emotional Motivation</li> <li>▪ Physical Motivation</li> </ul>	

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<b>Subject Area</b>	English Language Arts	<b>Bundle #:</b>	11
<b>Grade/Level</b>	5th	<b>Weeks:</b>	11
<b>Overview</b>			
The student will draw inferences, conclusions, and generalizations and support it with text evidence. Compare text events with own and other’s experiences.			
<b>TEKS - Texas Knowledge &amp; Skills</b>			
<b>Knowledge &amp; Skill Statement</b>	<b>Student Expectation</b>	<b>Student Learning Outcome Clarification</b>	
5.10 Reading/comprehension. The student comprehends selections using a variety of strategies.	5.10H Draw inferences such as conclusions or generalizations and support them with text evidence and experience (4-8).	Including: <ul style="list-style-type: none"> <li>• Infer: take specific information (from text and/or prior experience/learning) in order to draw a conclusion or form a generalization; “reading between the lines.” [The writer implies; the reader infers.]</li> <li>• Draw and Support Conclusions With and Without Text Evidence: A statement about an <u>individual</u> person, place, thing, or event that is supported by accurate information [Note: On TAKS, that information must come from the text.] Conclusions are “some” or “sometimes” statements. There are many different kinds of conclusions, e.g.:                             <ul style="list-style-type: none"> <li>○ a statement about an <u>individual</u> person, place, thing, or event;</li> <li>○ a statement/conclusion about the future = prediction; and</li> <li>○ a statement/conclusion about why something happened = cause/effect</li> </ul> </li> <li>• Form Generalizations: A statement about a <u>group/class</u> of persons, places, things, or events supported by accurate information. [Note: On TAKS, that information must come from the text.] There are many different kinds of generalizations, e.g.:                             <ul style="list-style-type: none"> <li>○ a straightforward statement about a <u>group/class</u> of persons, places, things, or events</li> <li>○ a statement/generalizations about the future = prediction</li> <li>○ a statement/generalization about why something happened = cause/effect</li> </ul> </li> </ul>	

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		<p><b>TAKS Note: Answering multiple choice questions, as on TAKS, is a deductive process. TAKS correct answers must be supported with text evidence, NOT by using prior experience or prior learning.</b></p> <p><b>TAKS Note: Open-ended questions on TAKS in grades 9-11 are inductive thinking.</b></p>
<p>5.14 Reading/culture. The student reads to increase knowledge of his/her own culture, the culture of others, and the common elements of cultures.</p>	<p>5.14A Compare text events with his/her own and other readers' experiences (4-8).</p>	<p>Such as:</p> <ul style="list-style-type: none"> <li>• Discuss text events related to customs, language, and culture</li> <li>• Compare/contrast the text events with his/her and other readers' customs and culture</li> </ul>

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<b>Subject Area</b>	English Language Arts	<b>Bundle #:</b>	12
<b>Grade/Level</b>	5th	<b>Weeks:</b>	12
<b>Overview</b>			
The student will find similarities and differences across texts, compare communication in different forms, and use correctly action and helping verbs, plural verbs, correct verb tense, and irregular plurals.			
<b>TEKS - Texas Knowledge &amp; Skills</b>			
<b>Knowledge &amp; Skill Statement</b>	<b>Student Expectation</b>	<b>Student Learning Outcome Clarification</b>	
5.10 Reading/comprehension. The student comprehends selections using a variety of strategies.	5.10I Find similarities and differences across texts including treatment, scope, or organization (4-8).	<p>Including comparing and contrasting:</p> <ul style="list-style-type: none"> <li>• treatment (the author’s position/perspective on an issue or the author’s inclusion of certain issues)</li> <li>• scope (the author’s development of a common idea, topic, or theme)</li> <li>• organization of texts (see 5.10E and 5.12B—text structure)</li> </ul> <p><u>Examples</u></p> <p>Contrast/treatment of the same topics:</p> <ul style="list-style-type: none"> <li>• Lisa’s report is different from the newspaper article because the report —</li> <li>• One way these selections are alike is that both mention —</li> <li>• What do the two stories have in common?</li> <li>• Both of these stories describe —</li> </ul> <p>Contrast/treatment of characters or texts:</p> <ul style="list-style-type: none"> <li>• What is one difference between the sultan and the king?</li> <li>• What is one difference between the two selections?</li> </ul> <p><i>TAKS Note: All of the items available for analysis are “cross over item”—requiring students to compare/contrast elements in two different texts.</i></p>	
5.12 Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts (genres).	5.12 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) both within and across paired texts, typically a narrative text paired with an expository text (2-8)	<p>Including answering questions to:</p> <ul style="list-style-type: none"> <li>• Connect ideas</li> <li>• Compare and contrast characters</li> <li>• Compare ideas</li> <li>• Compare themes</li> </ul> <p>Both within and across (paired) texts, typically a narrative text paired with an expository text</p>	

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		<p>Including recognizing theme as: the “central or dominating idea—the message implicit in a work. The theme is seldom stated directly. It is an abstract concept indirectly expressed through recurrent images, actions, characters, and symbols and must be inferred by the reader or spectator. Theme differs from subject in that theme is a comment, observation, or insight about the subject.</p>
<p>5.18 Writing/grammar/usage. The student applies standard grammar and usage to communicate clearly and effectively in writing.</p>	<p>5.18C Employ standard English usage in writing for audiences, including subject-verb agreement, pronoun referents, and parts of speech (4-8).</p>	<ul style="list-style-type: none"> <li>• Verbs action words &amp; state of being (helping/auxiliary)</li> <li>• Plural verbs (changing y to I, add es)</li> <li>• Verb tense (present, past, future)</li> <li>• Irregular Plural</li> <li>• Verbs Consistency of tense within a paragraph</li> </ul>

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<b>Subject Area</b>	English Language Arts	<b>Bundle #:</b>	13
<b>Grade/Level</b>	5th	<b>Weeks:</b>	13
<b>Overview</b>			
The student will analyze plot elements. The student will also recognize the purpose and significance of a setting.			
<b>TEKS - Texas Knowledge &amp; Skills</b>			
<b>Knowledge &amp; Skill Statement</b>	<b>Student Expectation</b>	<b>Student Learning Outcome Clarification</b>	
5.12 Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts (genres).	5.12I Recognize and analyze story plot, setting, and problem resolution (4-8).	<p>Including:</p> <p style="text-align: center;">PLOT</p> <p>Recognizes Plot as the “careful arrangement by an author of incidents in a narrative to achieve a desired effect. Plot is more than simply the arrangement of happenings.... It is the result of the writer’s deliberate selection of interrelated actions... and the choice of arrangement in presenting and resolving a conflict. ... Most plots involve conflict, a struggle between two opposing forces.”</p> <p>Analyze Plot Elements (when they are used and for what purpose)</p> <ul style="list-style-type: none"> <li>• Exposition/Introduction (introduction of characters, setting, background information, etc., includes narrator and point of view)</li> <li>• Narrative Hook (inciting incident; introduction of the conflict or the story problem)</li> <li>• Rising Action (events leading up to climax)</li> <li>• Climax (highest point of interest or the turning point)</li> <li>• Falling Action (leading down to the resolution of the story problem/line)</li> <li>• Resolution (conclusion or end)</li> </ul> <p>Analyzing text in order to determine:</p> <ul style="list-style-type: none"> <li>• how the author builds suspense</li> <li>• the story problem</li> <li>• when the story problem begins</li> <li>• how the author develops (the plot) of the passage</li> <li>• how the point of view influences the reader’s</li> </ul>	

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		<ul style="list-style-type: none"> <li>• understanding of a character</li> <li>• the cause of the conflict(s)</li> </ul> <p style="text-align: center;">Setting</p> <p>Recognize Setting of a Text or Portion of a Text</p> <ul style="list-style-type: none"> <li>• Time             <ul style="list-style-type: none"> <li>○ historical time/period</li> <li>○ calendar/clock time</li> </ul> </li> <li>• Place             <ul style="list-style-type: none"> <li>○ real</li> <li>○ imaginary</li> </ul> </li> </ul> <p><u>Recognize the Purpose/Significance of Setting</u></p> <ul style="list-style-type: none"> <li>• to establish or develop a unique plot line</li> <li>• to establish or develop unique traits/characteristics/belief of characters</li> <li>• to establish or develop unique conflicts and/or resolution of conflicts</li> <li>• to influence the reader’s perceptions/reactions of events/characters</li> </ul> <p><b>TAKS NOTE: TAKS questions typically ask some variation of the question, “Why is the setting important/significant?”</b></p>
<p>5.16 Writing/penmanship/capitalization/punctuation. The student composes original texts, applying the conventions of written language, including capitalization, punctuation, and penmanship, to communicate clearly.</p>	<p>5.16B Capitalize and punctuate correctly to clarify and enhance (4-5). Such as capitalizing titles, using possessives, commas in a series, commas in direct address, and sentence punctuation (4-5).</p>	<ul style="list-style-type: none"> <li>• Capitalize proper adjectives (French, Dutch, American industry, Panama hat)</li> <li>• Place commas between items in a series</li> <li>• When to use a comma between two adjectives and when not to do so (This is the shortened, simplified form. We will pay any additional reasonable costs.)</li> </ul>

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<b>Subject Area</b>	English Language Arts	<b>Bundle #:</b>	14
<b>Grade/Level</b>	5th	<b>Weeks:</b>	14
<b>Overview</b>			
The student will identify the features of genres including the author’s purpose and attributes of fiction and non-fiction. The student will also use adjectives and adverbs to make writing more vivid.			
<b>TEKS - Texas Knowledge &amp; Skills</b>			
<b>Knowledge &amp; Skill Statement</b>	<b>Student Expectation</b>	<b>Student Learning Outcome Clarification</b>	
5.12 Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts (genres).	5.12D Recognize the distinguishing features of genres (4-8). Including biography, historical fiction, informational texts, and poetry	Including: <ul style="list-style-type: none"> <li>• Features of text (e.g., title of this article) using biography, realistic fiction, fantasy, historical fiction, information texts, and poetry</li> <li>• Author’s Purpose (e.g., “Why does Roberto most likely write this journal entry?”), and</li> <li>• Attributes of fiction and non-fiction (e.g. “The reader can tell that this story is make-believe because —“)</li> </ul>	
5.18 Writing/grammar/usage. The student applies standard grammar and usage to communicate clearly and effectively in writing.	5.18D Use adjectives (comparative and superlative forms) and adverbs appropriately to make writing vivid or precise (4-8).	<ul style="list-style-type: none"> <li>• Regular positive, comparative, superlative adjectives (short, shorter, shortest)</li> <li>• Irregular comparative and superlative adjectives (good, better, best)</li> <li>• Article usage (the difference between <i>a</i> and <i>an</i>)</li> </ul>	

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<b>Subject Area</b>	English Language Arts	<b>Bundle #:</b>	15
<b>Grade/Level</b>	5th	<b>Weeks:</b>	15
<b>Overview</b>			
The student will identify the purposes of different texts. The student will also write a completed essay.			
<b>TEKS - Texas Knowledge &amp; Skills</b>			
<b>Knowledge &amp; Skill Statement</b>	<b>Student Expectation</b>	<b>Student Learning Outcome Clarification</b>	
5.12 Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts (genres).	5.12C Identify the purposes of different types of texts (4-8). Such as to inform, influence, express, or entertain	<p><b>Including:</b></p> <p><b>Inform</b></p> <ul style="list-style-type: none"> <li>• To tell about/inform/explain/give information about</li> <li>• Describe</li> <li>• Share information</li> </ul> <p><b>Influence</b></p> <ul style="list-style-type: none"> <li>• Persuade</li> <li>• Encourage</li> <li>• Convince</li> </ul> <p><b>Express</b></p> <p><b>Entertain</b></p> <ul style="list-style-type: none"> <li>• To tell a story</li> </ul> <p><b>TAKS Note:</b> All of the released test items assess the writer’s motive/intent for writing a text. The items available for analysis generally ask, “Why did the author write the passage?” The student is then expected to find text evidence of the writer’s purpose.</p>	
5.17 Writing/spelling. The student spells proficiently.	5.17D Spell accurately in final drafts (4-8).	(No clarification needed)	

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<b>Subject Area</b>	English Language Arts	<b>Bundle #:</b>	16
<b>Grade/Level</b>	5th	<b>Weeks:</b>	16
<b>Overview</b>			
The student will connect, compare and contrast ideas, themes, and issues across text. The student will also use adjectives and adverbs to make writing more vivid.			
<b>TEKS - Texas Knowledge &amp; Skills</b>			
<b>Knowledge &amp; Skill Statement</b>	<b>Student Expectation</b>	<b>Student Learning Outcome Clarification</b>	
5.11 Reading/literary response. The student expresses and supports responses to various types of texts.	5.11D Connect, compare, and contrast ideas, themes, and issues across text (4-8).	<p>Including:</p> <p style="text-align: center;"><u>Make Connections Across Texts</u></p> <p>Connect Ideas:</p> <ul style="list-style-type: none"> <li>• “In this selection, in what way does Grandpa Delgado feel connected to the old barn?”</li> <li>• “Why was the Inuit bear hunter mentioned in both the announcement and the story?”</li> <li>• “A common idea throughout this article is the importance of —“</li> <li>• An idea present in both selections is—</li> </ul> <p>Connect sign/message to plot:</p> <ul style="list-style-type: none"> <li>• “Read the four protest signs below.” And then “Which of these signs would most likely have been carried by a member of the Friends of the Everglades?”</li> </ul> <p style="text-align: center;"><u>Compare or Contrast Across Texts</u></p> <p>Compare Ideas:</p> <ul style="list-style-type: none"> <li>• “The newspaper article and Lisa’s report both tell about —“</li> <li>• “An idea present in both selections is —“</li> <li>• “One idea found in both of these stories is that people can be —“</li> <li>• “An idea present in both articles is —“</li> </ul> <p>Compare Characters:</p> <ul style="list-style-type: none"> <li>• “How is Sete different from his friends?”</li> <li>• How is the first woman who is questioned in ‘The Sultan’s Pearls’ like the first man who is questioned in ‘The King’s Gold’?”</li> </ul> <p>Compare Events:</p>	

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		<ul style="list-style-type: none"> <li>• “According to the article, how was Douglas’s career as a journalist similar to her attending college?”</li> </ul> <p>Compare Themes:</p> <ul style="list-style-type: none"> <li>• “Which of these is a theme in both selections?”</li> <li>• “A theme found in both articles is —“</li> </ul> <p>and support the conclusions with text evidence [and/or personal experience]</p> <ul style="list-style-type: none"> <li>• Compare and contrast using fictional and non-fictional text</li> <li>• Compare and contrast multiple ideas, topics, themes, and issues</li> </ul> <p>Including recognizing theme as: the “central or dominating idea—the message implicit in a work. The theme is seldom stated directly. It is an abstract concept indirectly expressed through recurrent images, actions, characters, and symbols and must be inferred by the reader or spectator. Theme differs from subject in that theme is a comment, observation, or insight about the subject.</p> <p><b>Note: On TAKS, a student is restricted to text evidence alone to support the conclusion.</b></p>
<p>5.18 Writing/grammar/usage. The student applies standard grammar and usage to communicate clearly and effectively in writing.</p>	<p>5.18D Use adjectives (comparative and superlative forms) and adverbs appropriately to make writing vivid or precise (4-8).</p>	<ul style="list-style-type: none"> <li>• Describe verbs (answers how, when, where)</li> <li>• Describe adjectives – usually answers question how</li> </ul>

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<b>Subject Area</b>	English Language Arts	<b>Bundle #:</b>	17
<b>Grade/Level</b>	5th	<b>Weeks:</b>	17
<b>Overview</b>			
<b>TEKS - Texas Knowledge &amp; Skills</b>			
<b>Knowledge &amp; Skill Statement</b>	<b>Student Expectation</b>	<b>Student Learning Outcome Clarification</b>	
5.12 Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts (genres).	5.12D Recognize the distinguishing features of genres (4-8). Including biography, historical fiction, informational texts, and poetry	Including: <ul style="list-style-type: none"> <li>• Features of text (e.g., title of this article) using biography, realistic fiction, fantasy, historical fiction, information texts, and poetry</li> <li>• Author’s Purpose (e.g., “Why does Roberto most likely write this journal entry?”), and</li> <li>• Attributes of fiction and non-fiction (e.g. “The reader can tell that this story is make-believe because —“)</li> </ul>	
5.18 Writing/grammar/usage. The student applies standard grammar and usage to communicate clearly and effectively in writing.	5.18F Use conjunctions to connect ideas meaningfully (4-5).	<ul style="list-style-type: none"> <li>• Coordinate conjunctions in compound sentences (<i>and, but, or, nor for, so yet</i>)</li> </ul>	

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<b>Subject Area</b>	English Language Arts	<b>Bundle #:</b>	18
<b>Grade/Level</b>	5th	<b>Weeks:</b>	18
<b>Overview</b>			
The student will recognize that authors organize information in a specific way. The student will also analyze the structure of a given text.			
<b>TEKS - Texas Knowledge &amp; Skills</b>			
<b>Knowledge &amp; Skill Statement</b>	<b>Student Expectation</b>	<b>Student Learning Outcome Clarification</b>	
<p><b>5.12 Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts (genres).</b></p>	<p><b>5.12B Recognize that authors organize information in specific ways (4-5).</b></p>	<p><b>Including:</b></p> <ul style="list-style-type: none"> <li>• what text structure an author used (e.g., sequencing, description, comparison/contrast, cause/effect, and problem/solution),</li> <li>• why the author chose a particular text structure, syntax, and/or format, and</li> <li>• why the author chose to include information at the beginning and at the end of a selection.</li> </ul> <p><b>Analyzing the structure:</b></p> <ul style="list-style-type: none"> <li>• within an entire text (expository and narrative/literary text) and</li> <li>• an event or series of events within the text (narrative/literary or expository text) and</li> <li>• between two texts such as comparison for characters and conflicts (narrative and expository)</li> </ul> <p><b>TAKS Note: The majority of TAKS questions tend to focus on cause and effect and the details that explain/support the cause/effect relationship within the text.</b></p>	

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<b>Subject Area</b>	English Language Arts	<b>Bundle #:</b>	19
<b>Grade/Level</b>	Fifth	<b>Weeks:</b>	19
<b>Overview</b>			
The students will describe how the author’s perspective or point of view affects the text.			
<b>TEKS - Texas Knowledge &amp; Skills</b>			
<b>Knowledge &amp; Skill Statement</b>	<b>Student Expectation</b>	<b>Student Learning Outcome Clarification</b>	
<p><b>5.12 Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts (genres).</b></p>	<p><b>5.12J Describe how the author’s perspective or point of view affects the text (4-8).</b></p>	<p><b>Including:</b></p> <ul style="list-style-type: none"> <li>• describe why the author included certain pieces of text (e.g., introduction),</li> <li>• describe why the author chose to tell the story from a narrator’s point of view</li> <li>• describe why the author wrote the text (e.g., to inform, to persuade, to entertain as well as author’s attitude and tone)</li> <li>• the traditional literacy concept of point of view</li> </ul> <p><b><u>Narrator’s Point of View</u></b>  Point of view is “the vantage point, or stance” from which a story is told, the eye and mind through which the action is perceived and filtered. .... (this) is sometimes called narrative perspective.”</p> <p><b><u>1<sup>st</sup> Person</u></b>—“The narrator stands inside the story. The narrator may be the protagonist, a minor character, or a character who is not directly involved in the action but who functions as an observer and recorder. ... Employing first person point of view has several advantages. One of these is credibility. A strange or fantastic story is easier to believe if told by someone who is supposedly relating a first-hand experience. And it is far more natural for a character to reveal her own thoughts than it is for the author to tell us what she is thinking and feeling. Another advantage is in intimacy. The ‘I’ narrator seems to address the reader directly and from the heart, sharing his personal observations and insights with an interested listener. But first-person narration also has disadvantages. The reader can see, hear, and know only what the narrator sees, hears, and knows. The reader’s perceptions of other characters are colored by the narrator’s predispositions, prejudices, and personal limitations.”</p>	

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<b>Subject Area</b>	English Language Arts	<b>Bundle #:</b>	20
<b>Grade/Level</b>	Fifth	<b>Weeks:</b>	20
<b>Overview</b>			
The students will describe how the author’s perspective or point of view affects the text.			
<b>TEKS - Texas Knowledge &amp; Skills</b>			
<b>Knowledge &amp; Skill Statement</b>	<b>Student Expectation</b>	<b>Student Learning Outcome Clarification</b>	
<p><b>5.12 Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts (genres).</b></p>	<p><b>5.12J Describe how the author’s perspective or point of view affects the text (4-8).</b></p>	<p><b>Including:</b></p> <ul style="list-style-type: none"> <li>• describe why the author included certain pieces of text (e.g., introduction),</li> <li>• describe why the author chose to tell the story from a narrator’s point of view</li> <li>• describe why the author wrote the text (e.g., to inform, to persuade, to entertain as well as author’s attitude and tone)</li> <li>• the traditional literacy concept of point of view</li> </ul> <p><b><u>Narrator’s Point of View</u></b>  Point of view is “the vantage point, or stance” from which a story is told, the eye and mind through which the action is perceived and filtered. .... (this) is sometimes called narrative perspective.”</p> <p><b><u>1<sup>st</sup> Person</u></b>—“The narrator stands inside the story. The narrator may be the protagonist, a minor character, or a character who is not directly involved in the action but who functions as an observer and recorder. ... Employing first person point of view has several advantages. One of these is credibility. A strange or fantastic story is easier to believe if told by someone who is supposedly relating a first-hand experience. And it is far more natural for a character to reveal her own thoughts than it is for the author to tell us what she is thinking and feeling. Another advantage is in intimacy. The ‘I’ narrator seems to address the reader directly and from the heart, sharing his personal observations and insights with an interested listener. But first-person narration also has disadvantages. The reader can see, hear, and know only what the narrator sees, hears, and knows. The reader’s perceptions of other characters are colored by the narrator’s predispositions, prejudices, and personal limitations.”</p>	

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Subject Area	English Language Arts	Bundle #:	21
Grade/Level	Fifth	Weeks:	21
<b>Overview</b>			
The students will use and identify prepositions and objects of prepositions in their writing. Students will capitalize and punctuate correctly using commas in a series.			
<b>TEKS - Texas Knowledge &amp; Skills</b>			
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification	
5.18 Writing/grammar/usage. The student applies standard grammar and usage to communicate clearly and effectively in writing.	5.18E Use prepositional phrases to elaborate written ideas (4-8).	(see grade-level choices from “universe of grammar”) <ul style="list-style-type: none"> <li>• Preposition</li> <li>• Object of prepositions</li> </ul>	
5.16 Writing/penmanship/capitalization/punctuation. The student composes original texts, applying the conventions of written language, including capitalization, punctuation, and penmanship, to communicate clearly.	5.16B 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).	Including: (grade-level choices from “universes of capitalization and punctuation”) <ul style="list-style-type: none"> <li>• Comma phrases in a series</li> </ul>	

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<b>Subject Area</b>	English Language Arts	<b>Bundle #:</b>	22
<b>Grade/Level</b>	Fifth	<b>Weeks:</b>	22
<b>Overview</b>			
The students will monitor his/her own understanding of the spoken message and seek clarification as needed.			
<b>TEKS - Texas Knowledge &amp; Skills</b>			
<b>Knowledge &amp; Skill Statement</b>	<b>Student Expectation</b>	<b>Student Learning Outcome Clarification</b>	
5.2 Listening/speaking/critical listening. The student listens critically to analyze and evaluate a speaker's message(s).	5.2D Monitor his/her own understanding of the spoken message and seek clarification as needed (4-8).	Such as: asking himself/herself questions such as: <ul style="list-style-type: none"> <li>• What is the speaker's purpose?</li> <li>• What is the speaker's main idea(s)?</li> <li>• Does the speaker support/elaborate the main ideas?</li> <li>• Is the support fact or opinion?</li> <li>• Do I agree or disagree?</li> <li>• What is not clear to me?</li> <li>• What else do I need to know?</li> <li>• Are there words I have heard before but do not understand?</li> <li>• Are there unfamiliar words I have never heard before?</li> <li>• How is this like what I already know/understand?</li> <li>• How is this different from what I already know/understand?</li> <li>• What questions should I ask?</li> </ul>	

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<b>Subject Area</b>	English Language Arts	<b>Bundle #:</b>	23
<b>Grade/Level</b>	Fifth	<b>Weeks:</b>	23
<b>Overview</b>			
The students will connect his/her own experiences, information, insights, and ideas with those of others through speaking and listening.			
<b>TEKS - Texas Knowledge &amp; Skills</b>			
<b>Knowledge &amp; Skill Statement</b>	<b>Student Expectation</b>	<b>Student Learning Outcome Clarification</b>	
5.4 Listening/speaking/culture. The student listens and speaks to gain and share knowledge of his/her own culture, the culture of others, and the common elements of cultures.	5.4A Connect his/her own experiences, information, insights, and ideas with those of others through speaking and listening (4-8).	On-going process skill, including: <ul style="list-style-type: none"> <li>• Shares his or her experiences and ideas with peers and adults</li> <li>• Connects those ideas/experiences with those of others</li> <li>• Identifies and makes the different forms of connections (text-to-self, text-to-text, person-to-person, text-to-world)</li> <li>• Makes increasingly complex connections across subject areas</li> <li>• Improves in ability to maintain the topic and relevance of the connection</li> <li>• Makes connections that reference elements of own culture and the culture of others</li> </ul>	

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<b>Subject Area</b>	English Language Arts	<b>Bundle #:</b>	24
<b>Grade/Level</b>	Fifth	<b>Weeks:</b>	24
<b>Overview</b>			
The student will determine meanings of derivatives by applying knowledge of the meanings of root words. The student will judge the internal consistency or logic of stories and texts.			
<b>TEKS - Texas Knowledge &amp; Skills</b>			
<b>Knowledge &amp; Skill Statement</b>	<b>Student Expectation</b>	<b>Student Learning Outcome Clarification</b>	
<b>5.9 Reading/vocabulary development. The student acquires an extensive vocabulary through reading and systematic word study.</b>	<b>5.9D Determine meanings of derivatives by applying knowledge of the meanings of root words (4-8).</b>	such as like, pay, or happy and affixes such as dis-, pre-, un- <ul style="list-style-type: none"> <li>• Identifies synonyms for words in context at the fifth grade level</li> <li>• Identifies antonyms for words in context at the fifth grade level</li> </ul> See Universe of Possibilities of Affixes	
<b>5.12 Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts (genres).</b>	<b>5.12A Judge the internal consistency or logic of stories and texts (4-5).</b>	Including such “backward thinking” as: <ul style="list-style-type: none"> <li>• which statement would not be reasonable?</li> <li>• which statement does not make sense?</li> <li>• which of the following would a character probably do?</li> <li>• which of the following represents something a character probably would not have done?</li> </ul> <i>TAKS Note: In a multiple choice item, there are three answers that <u>could</u> have happened, which are consistent with the plot/character. There is one answer that is not plausible given the facts in the plot of the story.</i>	

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Subject Area	English Language Arts	Bundle #:	25
Grade/Level	Fifth	Weeks:	25
<b>Overview</b>			
The students will describe how the language of literature affects the listener and assess how language choice and delivery affect the tone of the message, and draw on experiences to bring meanings to words in context.			
<b>TEKS - Texas Knowledge &amp; Skills</b>			
<b>Knowledge &amp; Skill Statement</b>	<b>Student Expectation</b>	<b>Student Learning Outcome Clarification</b>	
5.3 Listening/speaking/appreciation. The student listens to enjoy and appreciate spoken language.	5.3B Describe how the language of literature affects the listener (4-5).	<p>Such as:</p> <ul style="list-style-type: none"> <li>• Identifies the use of literary devices                             <ul style="list-style-type: none"> <li>○ Similes</li> <li>○ Metaphors</li> <li>○ Descriptive language</li> <li>○ Detailed descriptions</li> </ul> </li> <li>• Identifies how they affect the listener                             <ul style="list-style-type: none"> <li>○ Stirring the emotions</li> <li>○ Evoking mental images</li> <li>○ Gaining/evoking support</li> <li>○ Arousing suspicion in the reader</li> </ul> </li> </ul>	
5.3 Listening/speaking/appreciation. The student listens to enjoy and appreciate spoken language.	5.3C Assess how language choice and delivery affect the tone of the message (4-5).	<p>Such as:</p> <ul style="list-style-type: none"> <li>• Identifying tone as “the reflection in a work of the author’s attitude toward his or her subject, characters, or readers.... Tone in writing is comparable to tone of voice in speech and may be described as brusque, friendly, imperious, insinuating, teasing....” Words that TAKS has used as correct answers to “tone questions” include <i>tender, regretful, respectful, and urgent</i>.</li> <li>• Identifying how language/word choice affects the tone</li> <li>• Identifying how delivery (both verbal and nonverbal) affects the tone</li> </ul>	
<b>5.9 Reading/vocabulary development. The student acquires an extensive vocabulary through reading and systematic word study.</b>	<b>5.9B Draw on experiences to bring meanings to words in context such as interpreting figurative language and multiple-meaning words (4-5).</b>	<p><b>Including recognizing the Meaning of Figurative Language</b></p> <ul style="list-style-type: none"> <li>• <b>Similes</b></li> <li>• <b>Metaphors</b></li> <li>• <b>Colorful/Descriptive Words</b></li> </ul>	

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		<p><b>(TAKS Note: An analysis of the words that are tested indicates that TAKS takes a very broad view of “figurative language.” Traditionally, figurative language has been defined as “language that is not literal; metaphorical language.” The figurative language that is tested appears to be language that is colorful or descriptive (e.g., slit, colossal, bogus, and torrential).</b></p> <p style="text-align: center;"><b>Interpreting Multiple-meaning Words</b></p> <p><b>TAKS Note: Multiple-meaning words which have been tested at some grade level include assemble, tarnish, depression, and persistent. Interestingly, the alternate meanings of these words have not been used as incorrect answers/distracters.</b></p> <ul style="list-style-type: none"><li>• <b>Uses background knowledge</b></li><li>• <b>Reads beyond the sentence level to gain context clues</b></li><li>• <b>Identifies familiar word parts</b></li><li>• <b>Substitutes words or phrases of similar meaning to ensure the message is maintained (all of the answer choices fit based upon part of speech, but students will need to consider the overall meaning of the passage at the sentence, paragraph, and passage level)</b></li><li>• <b>Participates in teacher-led, structured opportunities to explore figurative language listed above</b></li></ul> <p><b>TAKS Note: Many questions on TAKS are asked, “Which words help the reader know the meaning of the word....”</b></p>
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## Wylie ISD Curriculum

<b>Subject Area</b>	English Language Arts	<b>Bundle #:</b>	26
<b>Grade/Level</b>	Fifth	<b>Weeks:</b>	26
<b>Overview</b>			
The student will compare oral traditions across regions and cultures, identify how language use such as labels and sayings reflects regions and cultures.			
<b>TEKS - Texas Knowledge &amp; Skills</b>			
<b>Knowledge &amp; Skill Statement</b>	<b>Student Expectation</b>	<b>Student Learning Outcome Clarification</b>	
5.4 Listening/speaking/culture. The student listens and speaks to gain and share knowledge of his/her own culture, the culture of others, and the common elements of cultures.	5.4B Compare oral traditions across regions and cultures (4-8).	Such as: <ul style="list-style-type: none"> <li>• Conducts and/or reviews research and interviews on oral traditions (e.g., family stories and legends)</li> <li>• Compares customs, cultures, and cultural values as revealed through oral traditions with an emphasis on regions and cultures including, but not limited to, United States</li> <li>• Shares and discusses understandings of oral traditions across regions and cultures including, but not limited to an emphasis on regions and cultures in the United States</li> </ul>	
5.4 Listening/speaking/culture. The student listens and speaks to gain and share knowledge of his/her own culture, the culture of others, and the common elements of cultures.	5.4C Identify how language use such as labels and sayings reflects regions and cultures (4-8).	Such as: <ul style="list-style-type: none"> <li>• Conducts family research for labels (e.g., meals such as lunch/supper/dinner; family members such as grandmother/grandma/memaw, gramie, etc.)</li> <li>• Conducts family research for sayings and idioms including their multiple meanings or origins</li> <li>• Interviews people from other regions or cultures to identify labels and sayings/idioms.</li> <li>• Identifies similarities/differences across regions/cultures</li> <li>• Identifies idioms and sayings in children’s literature such as multi-cultural stories and tall tales</li> <li>• Discusses the meanings and impact of idioms and sayings in children’s literature such as multi-cultural stories and tall tales</li> </ul>	

## Wylie ISD Curriculum

<b>Subject Area</b>	English Language Arts	<b>Bundle #:</b>	27
<b>Grade/Level</b>	Fifth	<b>Weeks:</b>	27
<b>Overview</b>			
The student will use study strategies to learn and recall important ideas from text and capitalize and punctuate correctly to clarify and enhance meaning.			
<b>TEKS - Texas Knowledge &amp; Skills</b>			
<b>Knowledge &amp; Skill Statement</b>	<b>Student Expectation</b>	<b>Student Learning Outcome Clarification</b>	
5.10 Reading/comprehension. The student comprehends selections using a variety of strategies.	5.10Local Use study strategies to learn and recall important ideas from texts including preview, question, reread, and record (Local).	And other strategies such as: <ul style="list-style-type: none"> <li>• Note taking</li> <li>• Outlining</li> <li>• Highlighting important information</li> </ul>	
5.16 Writing/penmanship/capitalization/punctuation. The student composes original texts, applying the conventions of written language, including capitalization, punctuation, and penmanship, to communicate clearly.	5.16B 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).	Including: <ul style="list-style-type: none"> <li>• Quotation marks when the quote is at the beginning of a sentence. (“I’m going to the store,” said Mom.)</li> <li>• Quotation marks when the quote is at the end of a sentence. (Mom said, “I’m going to the store.”)</li> </ul>	

## Wylie ISD Curriculum

Subject Area	English Language Arts		Bundle #:	28
Grade/Level	Fifth		Weeks:	28
Overview				
The student will determine meanings of derivatives by applying knowledge of the meanings of root words, recognize the distinguishing features of genres, draw conclusions from information gathered from multiple sources, and compare and contrast print, visual, and electronic media.				
TEKS - Texas Knowledge & Skills				
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification		
5.9 Reading/vocabulary development. The student acquires an extensive vocabulary through reading and systematic word study.	5.9D Determine meanings of derivatives by applying knowledge of the meanings of root words (4-8).	such as like, pay, or happy and affixes such as dis-, pre-, un- <ul style="list-style-type: none"> <li>• Identifies synonyms for words in context at the fifth grade level</li> <li>• Identifies antonyms for words in context at the fifth grade level</li> <li>• Chooses the appropriate meaning for a word with multiple meanings in the context of a sentence</li> <li>• Completes analogies when words have the relationship of synonyms</li> <li>• Completes analogies when words have the relationship of antonyms</li> </ul> See Universe of Possibilities of Affixes		
5.12 Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts (genres).	5.12D Recognize the distinguishing features of genres (4-8), including biography, historical fiction, informational texts, and poetry	Including: <ul style="list-style-type: none"> <li>• Features of text (e.g., title of this article) using biography, realistic fiction, fantasy, historical fiction, information texts, and poetry</li> <li>• Author’s Purpose (e.g., “Why does Roberto most likely write this journal entry?”), and</li> <li>• Attributes of fiction and non-fiction (e.g. “The reader can tell that this story is make-believe because —“)</li> </ul>		
5.13 Reading/inquiry/research. The student inquires and conducts research using a variety of sources.	5.13G Draw conclusions from information gathered from multiple sources (4-8).	Including: <ul style="list-style-type: none"> <li>• Infer: take specific information (from multiple sources and/or prior experience/learning) in order to draw a conclusion or form a generalization; an inductive process; “reading between the lines.” [The writer implies; the reader infers.]</li> </ul>		

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		<ul style="list-style-type: none"> <li>• Draw and Support Conclusions With and Without Text Evidence: A statement about an individual person, place, thing, or event that is supported by accurate information [Note: On TAKS, that information must come from the text.] Conclusions are “some” or “sometimes” statements. There are many different kinds of conclusions, e.g.:             <ul style="list-style-type: none"> <li>○ a statement about an individual person, place, thing, or event;</li> <li>○ a statement/conclusion about the future = prediction; and</li> </ul> </li> </ul>
<p>5.24 Viewing/representing/analysis. The student analyzes and critiques the significance of visual images, messages, and meanings.</p>	<p>5.24B Compare and contrast print, visual, and electronic media (4-8). such as film with written story</p>	<p>(No clarification needed)</p>

## Wylie ISD Curriculum

Subject Area	English Language Arts		Bundle #:	29
Grade/Level	Fifth		Weeks:	29
Overview				
The student will interpret important events and ideas gathered, use media to compare ideas and points of view, use multiple sources, interpret and use graphic sources of information, use compiled information and knowledge to raise additional, unanswered questions, organize prior knowledge, and take notes from relevant and authoritative sources.				
TEKS - Texas Knowledge & Skills				
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification		
5.23 Viewing/representing/interpretation. The student understands and interprets visual images, messages, and meanings.	5.23B Interpret important events and ideas gathered presentations (4-8). from maps, charts, graphics, video segments, or technology	Such as analysis of various media (book illustrations, age-appropriate political cartoons, age-appropriate comics, print and electronic advertisements, Internet sites, informational brochure, etc.)		
5.23 Viewing/representing/interpretation. The student understands and interprets visual images, messages, and meanings.	5.23C Use media to compare ideas and points of view (4-8).	Such as comparing and contrasting ideas and points of view in various media (age-appropriate political cartoons, age-appropriate comics, print and electronic advertisements, Internet sites, informational brochure, etc.)		
5.13 Reading/inquiry/research. The student inquires and conducts research using a variety of sources.	5.13D Interpret and use graphic sources of information (4-5). such as maps, graphs, timelines, tables, and diagrams to address research questions	Including Maps and graphs to address research (See TAKS Reading test items samples for 5 <sup>th</sup> grade <i>Smart Teaching</i> materials)		
5.13 Reading/inquiry/research. The student inquires and conducts research using a variety of sources.	5.13C Use multiple sources (4-8). including electronic texts, experts, and print resources, to locate information relevant to research questions	Including using print and informal interviews to gather information in response to self-, peer-, and teacher generated questions.		
5.13 Reading/inquiry/research. The student inquires and conducts research using a variety of sources.	5.13H Use compiled information and knowledge to raise additional, unanswered questions (3-8).	Including: <ul style="list-style-type: none"> <li>• Identify new/additional questions as research progresses</li> <li>• Add the new questions/information to the notes and graphic organizer</li> </ul>		
5.21 Writing/inquiry/research. The student uses writing as a tool for learning and research.	5.21B Organize prior knowledge about a topic in a variety of ways (4-8). such as by producing a graphic organizer	(No clarification needed)		
5.21 Writing/inquiry/research. The student uses writing as a tool for learning and research.	5.21C Take notes from relevant and authoritative sources (4-8). such as guest speakers, periodicals, and on-line searches	(No clarification needed)		

## Wylie ISD Curriculum

<b>Subject Area</b>	<b>English Language Arts</b>	<b>Bundle #:</b>	<b>30</b>
<b>Grade/Level</b>	<b>Fifth</b>	<b>Weeks:</b>	<b>30</b>
<b>Overview</b>			
<p>The student will spell accurately in final drafts, select, organize or produce visuals to complement and extend meanings, produce communications using technology or appropriate media, locate the meanings, pronunciations, and derivations of unfamiliar words using dictionaries, glossaries, and other sources. The student will interpret and use graphic sources of information, summarize and organize information from multiple sources by notes, and outline ideas, or make charts.</p>			
<b>TEKS - Texas Knowledge &amp; Skills</b>			
<b>Knowledge &amp; Skill Statement</b>	<b>Student Expectation</b>	<b>Student Learning Outcome Clarification</b>	
5.17 Writing/spelling. The student spells proficiently.	5.17D Spell accurately in final drafts (4-8).	(No clarification needed)	
5.25 Viewing/representing/production. The student produces visual images, messages, and meanings that communicate with others.	5.25A Select, organize, or produce visuals to complement and extend meanings (4-8).	Such as advertisements, age-appropriate political cartoons, comics, an Internet site, informational brochure, etc.	
5.25 Viewing/representing/production. The student produces visual images, messages, and meanings that communicate with others.	5.25B Produce communications using technology or appropriate media (4-8). such as developing a class newspaper, multimedia reports, or video reports	(No clarification needed)	
5.6 Reading/word identification. The student uses a variety of word identification strategies.	5.6C Locate the meanings, pronunciations, and derivations of unfamiliar words using dictionaries, glossaries, and other sources (4-8).	Including: <ul style="list-style-type: none"> <li>• Uses guide words and knowledge of alphabetic principles to efficiently locate words and meanings from dictionaries, glossaries, and other sources</li> <li>• Uses dictionaries and glossaries to determine pronunciation, part of speech, multiple meanings, etc.</li> <li>• Uses technology to determine precise meanings and usage</li> <li>• Determines which definition presented is the most appropriate utilizing the context clues available from the text</li> </ul>	
5.13 Reading/inquiry/research. The student inquires and conducts research using a variety of sources.	5.13B Use text organizers (4-8). including headings, graphic features, and tables of contents, to locate and organize information	Including: <ul style="list-style-type: none"> <li>• Uses chapter headings and section headings as guides to reading</li> <li>• Use graphics to locate and organize information such as: venn diagrams, webs, charts, outlines</li> <li>• Uses a table of contents to locate the author and page number of a story in a book of stories</li> </ul>	

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<p>5.13 Reading/inquiry/research. The student inquires and conducts research using a variety of sources.</p>	<p>5.13D Interpret and use graphic sources of information (4-5). such as maps, graphs, timelines, tables, and diagrams to address research questions</p>	<p>Including Maps and graphs to address research (See TAKS Reading test items samples for 5<sup>th</sup> grade <i>Smart Teaching</i> materials)</p>
<p>5.13 Reading/inquiry/research. The student inquires and conducts research using a variety of sources.</p>	<p>5.13E Summarize and organize information from multiple sources by taking notes, outlining ideas, or making charts (4-8).</p>	<p>Including:</p> <ul style="list-style-type: none"> <li>• Develops note-taking and test-taking strategies using multiple sources (e.g., text information, interviews, and Internet, etc.)</li> <li>• Records his or her own knowledge of a topic in a variety of ways (e.g., by making lists, constructing graphic organizers) and from multiple sources (e.g., text information, interviews, and Internet, etc.)</li> </ul>
<p>5.21 Writing/inquiry/research. The student uses writing as a tool for learning and research.</p>	<p>5.21A Frame questions to direct research (4-8).</p>	<p>Including:</p> <ul style="list-style-type: none"> <li>• Differentiate between researchable and non-researchable questions</li> <li>• Frame clear, researchable questions</li> <li>• Revise questions to make them researchable</li> </ul>
<p>5.21 Writing/inquiry/research. The student uses writing as a tool for learning and research.</p>	<p>5.21D Summarize and organize ideas gained from multiple sources in useful ways (4-8). such as outlines, conceptual maps, learning logs, and timelines</p>	<p>(No clarification needed)</p>

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<b>Subject Area</b>	English Language Arts		<b>Bundle #:</b>	31
<b>Grade/Level</b>	Fifth		<b>Weeks:</b>	31
<b>Overview</b>				
The student will select varied sources when reading for pleasure, use multiple reference aids, and form and revise questions for investigations.				
<b>TEKS - Texas Knowledge &amp; Skills</b>				
<b>Knowledge &amp; Skill Statement</b>	<b>Student Expectation</b>	<b>Student Learning Outcome Clarification</b>		
5.8 Reading/variety of texts. The student reads widely for different purposes in varied sources.	5.8B Select varied sources (4-5). including nonfiction, novels, plays, textbooks, newspapers, and magazines when reading for information or pleasure	Including: <ul style="list-style-type: none"> <li>• Selects on-line resources consisting of both informational websites and on-line magazines</li> <li>• Selects texts that are of an appropriate level to ensure comprehension of the material</li> <li>• Selects texts and locates information in an efficient manner</li> </ul>		
5.9 Reading/vocabulary development. The student acquires an extensive vocabulary through reading and systematic word study.	5.9C Use multiple reference aids (4-8). including a thesaurus, a synonym finder, a dictionary, and technology to clarify meanings and usage	Including: <ul style="list-style-type: none"> <li>• Uses reference information such as pronunciation keys, parts of speech, and multiple meanings efficiently</li> <li>• Uses guidewords and alphabetic principles to efficiently navigate resources and references</li> <li>• Discerns which reference aids are most efficient versus when context clues would be the more appropriate resource</li> <li>• Understands the effect of resources upon student writing and reading across content areas</li> </ul>		
5.13 Reading/inquiry/research. The student inquires and conducts research using a variety of sources.	5.13A Form and revise questions for investigations (4-5). including questions arising from interests and units of study	Including: <ul style="list-style-type: none"> <li>• Asks and answers relevant questions for personal clarification and extension of ideas in group discussions and conduct formal and informal research</li> <li>• Analyzes questions to determine the best source of information to answer them (e.g., print, experts, technology)</li> <li>• Writes relevant questions before reading information on a given topic he or she would like to investigate and revises questions after gathering information</li> </ul>		

## Wylie ISD Curriculum

Subject Area	English Language Arts	Bundle #:	32
Grade/Level	Fifth	Weeks:	32
<b>Overview</b>			
The student will capitalize and punctuate correctly to clarify and enhance meaning, and use resources to find correct spellings.			
<b>TEKS - Texas Knowledge &amp; Skills</b>			
<b>Knowledge &amp; Skill Statement</b>	<b>Student Expectation</b>	<b>Student Learning Outcome Clarification</b>	
5.16 Writing/penmanship/capitalization/punctuation. The student composes original texts, applying the conventions of written language, including capitalization, punctuation, and penmanship, to communicate clearly.	5.16B Capitalize and punctuate correctly to clarify and enhance meaning (4-5). such as capitalizing titles, using possessives, commas in a series, commas in direct address, and sentence punctuation	Including: <ul style="list-style-type: none"> <li>• One word closing in a letter (Sincerely,)</li> <li>• Multiple word closing in a letter (Yours truly,)</li> </ul>	
5.17 Writing/spelling. The student spells proficiently.	5.17C Use resources to find correct spellings (4-8).	Including print and electronic: <ul style="list-style-type: none"> <li>• Dictionary</li> <li>• Thesaurus</li> <li>• Dictionary of Synonyms</li> </ul> <p>And uses the replacement words in composition</p>	
5.22 Writing/connections. The student interacts with writers inside and outside the classroom in ways that reflect the practical uses of writing.	5.22A Collaborate with other writers to compose, organize, and revise various types of texts, including letters, news, records, and forms (4-8).	(No clarification needed)	
5.22 Writing/connections. The student interacts with writers inside and outside the classroom in ways that reflect the practical uses of writing.	5.22B Correspond with peers or others via e-mail or conventional mail (4-8)	(No clarification needed)	

## Wylie ISD Curriculum

Subject Area	English Language Arts		Bundle #:	33
Grade/Level	Fifth		Weeks:	33
<b>Overview</b>				
The student will interpret speaker’s messages, purposes, and perspectives, identify and analyze a speaker’s persuasive techniques. The student will demonstrate effective communication skills, produce a research project, and present in various forms.				
<b>TEKS - Texas Knowledge &amp; Skills</b>				
<b>Knowledge &amp; Skill Statement</b>	<b>Student Expectation</b>	<b>Student Learning Outcome Clarification</b>		
5.2 Listening/speaking/critical listening. The student listens critically to analyze and evaluate a speaker's message(s).	5.2A Interpret speaker’s messages (both verbal and nonverbal), purposes, and perspectives (4-8).	Such as: <ul style="list-style-type: none"> <li>• Identifies the speaker’s message(s)—both verbal and non-verbal</li> <li>• Identifies the speaker’s purpose (e.g., to inform, to persuade, to entertain, to express)</li> <li>• Identifies the speaker’s point of view and bias</li> <li>• Identifies the role of body language in the speaker’s message</li> <li>• Identifies the role that <i>tone</i> plays in interpreting the speaker’s message (emotional, sarcastic, critical, etc.)</li> <li>• Identify whether the oral presentation reflects authentic “voice”</li> </ul>		
5.2 Listening/speaking/critical listening. The student listens critically to analyze and evaluate a speaker's message(s).	5.2B Identify and analyze a speaker’s persuasive techniques (4-5). such as promises, dares, and flattery	Such as: identifies the verbal and nonverbal persuasive techniques used by a speaker (e.g., raising his or her voice, using/appealing to emotion, giving examples, citing/quoting authority, etc.)		
5.5 Listening/speaking/audiences. The student speaks clearly and appropriately to different audiences for different purposes and occasions.	5.5B Demonstrate effective communications skills that reflect (4-8). such demands as interviewing, reporting, requesting, and providing information	<ul style="list-style-type: none"> <li>• Asks detailed and appropriate interview questions that relate directly to the purpose and topic of the interview, taking into consideration both the person being interviewed and the audience for whom the interview is intended</li> <li>• Asks higher level interview questions that require detailed answers (how and why questions)</li> <li>• Maintains on-topic communication without straying from the topic</li> <li>• Keeps audience interests and levels of understanding in mind when reporting or interviewing</li> </ul>		

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<p>5.13 Reading/inquiry/research. The student inquires and conducts research using a variety of sources.</p>	<p>5.13F Produce research projects and reports in effective formats using visuals to support meaning, as appropriate (4-5).</p>	<p>Including:</p> <ul style="list-style-type: none"> <li>• Presents a simple summary with a group or as an individual</li> <li>• Clearly communicates thoughts and ideas through written reports</li> </ul>
<p>5.21 Writing/inquiry/research. The student uses writing as a tool for learning and research.</p>	<p>5.21B Organize prior knowledge about a topic in a variety of ways (4-8). such as by producing a graphic organizer</p>	<p>(No clarification needed)</p>
<p>5.21 Writing/inquiry/research. The student uses writing as a tool for learning and research.</p>	<p>5.21E Present information in various forms using available technology (4-8).</p>	<p>Such as: PowerPoint, Newsletter, Brochure, Video, Webpage, Audio</p>
<p>5.21 Writing/inquiry/research. The student uses writing as a tool for learning and research.</p>	<p>5.21F Evaluate his/her own research and raise new questions for further investigation (4-8)</p>	<p>Including:</p> <ul style="list-style-type: none"> <li>• Develop criteria or evaluation of research</li> <li>• Evaluate his/her own research using the criteria</li> <li>• Identify/raise new questions for future research</li> </ul>
<p>5.24 Viewing/representing/analysis. The student analyzes and critiques the significance of visual images, messages, and meanings.</p>	<p>5.24A Interpret and evaluate the various ways visual image makers (4-5). such as graphic artists, illustrators, and news photographers represent meanings</p>	<p>(No clarification needed)</p>

## Wylie ISD Curriculum

Subject Area	English Language Arts		Bundle #:	34
Grade/Level	Fifth		Weeks:	34
Overview				
The student will select and present dramatic interpretations of experiences, stories, poems, or plays to communicate.				
The student will recognize the distinguishing features of genre.				
TEKS - Texas Knowledge & Skills				
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification		
5.5 Listening/speaking/audiences. The student speaks clearly and appropriately to different audiences for different purposes and occasions.	5.5C Present dramatic interpretations of experiences, stories, poems, or plays to communicate (4-8).	Such as oral reading of stories and/or plays, with fluency and expression <ul style="list-style-type: none"> <li>• Participates in dramatizations of experiences, literature, poems, plays, or content area knowledge</li> <li>• Uses appropriate expression/tone of voice</li> <li>• Reads subject area content, poems, stories, and/or plays with oral expression, fluency, and intonation</li> <li>• Incorporates nonverbal communication appropriately into the presentation</li> </ul>		
5.8 Reading/variety of texts. The student reads widely for different purposes in varied sources.	5.8B Select varied sources (4-5). including nonfiction, novels, plays, textbooks, newspapers, and magazines when reading for information or pleasure	Including: <ul style="list-style-type: none"> <li>• Selects on-line resources consisting of both informational websites and on-line magazines</li> <li>• Selects texts that are of an appropriate level to ensure comprehension of the material</li> <li>• Selects texts and locates information in an efficient manner</li> </ul>		
<b>5.12 Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts (genres).</b>	<b>5.12D Recognize the distinguishing features of genres (4-8). including biography, historical fiction, informational texts, and poetry</b>	<b>Including:</b> <ul style="list-style-type: none"> <li>• <b>Features of text (e.g., title of this article) using biography, realistic fiction, fantasy, historical fiction, information texts, and poetry</b></li> <li>• <b>Author’s Purpose (e.g., “Why does Roberto most likely write this journal entry?”), and</b></li> <li>• <b>Attributes of fiction and non-fiction (e.g. “The reader can tell that this story is make-believe because —“)</b></li> </ul>		

## Wylie ISD Curriculum

Subject Area	English Language Arts	Bundle #:	35
Grade/Level	Fifth	Weeks:	35
Overview			
The student will recognize the distinguishing features of genre, capitalize and punctuate correctly to clarify and enhance meaning, and write with increasing accuracy.			
TEKS - Texas Knowledge & Skills			
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification	
5.12 Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts (genres).	5.12D Recognize the distinguishing features of genres (4-8), including biography, historical fiction, informational texts, and poetry	<b>Including:</b> <ul style="list-style-type: none"> <li>• Features of text (e.g., title of this article) using biography, realistic fiction, fantasy, historical fiction, information texts, and poetry</li> <li>• Author’s Purpose (e.g., “Why does Roberto most likely write this journal entry?”), and</li> <li>• Attributes of fiction and non-fiction (e.g. “The reader can tell that this story is make-believe because —“)</li> </ul>	
5.16 Writing/penmanship/capitalization/punctuation. The student composes original texts, applying the conventions of written language, including capitalization, punctuation, and penmanship, to communicate clearly.	5.16B Capitalize and punctuate correctly to clarify and enhance meaning (4-5). such as capitalizing titles, using possessives, commas in a series, commas in direct address, and sentence punctuation	<b>Including:</b> <ul style="list-style-type: none"> <li>• When to capitalize the with a geographical location</li> <li>• Abbreviations: Dr., Ft., Mt., St., Blvd., Ave.</li> </ul>	
5.18 Writing/grammar/usage. The student applies standard grammar and usage to communicate clearly and effectively in writing.	5.18G Write with increasing accuracy when using apostrophes in contractions such as it’s and possessives such as Jan’s (4-8).	<ul style="list-style-type: none"> <li>• Singular and plural</li> </ul>	

## Wylie ISD Curriculum

<b>Subject Area</b>	English Language Arts	<b>Bundle #:</b>	36
<b>Grade/Level</b>	Fifth	<b>Weeks:</b>	36
<b>Overview</b>			
The student will spell accurately in final drafts.			
<b>TEKS - Texas Knowledge &amp; Skills</b>			
<b>Knowledge &amp; Skill Statement</b>	<b>Student Expectation</b>	<b>Student Learning Outcome Clarification</b>	
5.17 Writing/spelling. The student spells proficiently.	5.17D Spell accurately in final drafts (4-8).	(No clarification needed)	