

Wylie ISD Curriculum

Subject Area	English/Language Arts	Bundle #:	1
Grade/Level	5 th Grade	Weeks:	1
Overview			
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. The students will be learning how to use reference aids effectively.			
TEKS - Texas Knowledge & Skills			
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification	
(7) Reading/fluency. The student reads with fluency and understanding in texts at appropriate difficulty levels. The student is expected to:	5.7D Adjust reading rate based on purposes for reading (4-8).	On-going process skill, including: <ul style="list-style-type: none"> • Varies reading rate according to the complexity of the material and the purpose for reading • Slows down when comprehension is at-risk • Efficiently locates information by scanning the document, using text structures such as subtitles and captions as guides 	
(13)Reading/Inquiry/Research The student inquires and conducts research using a variety of sources	5.13 B Use text organizers, including headings, graphic features, and tables of contents, to locate and organize information (4-8).	Including: <ul style="list-style-type: none"> • Uses chapter headings and section headings as guides to reading • Use graphics to locate and organize information venn diagram webs charts Outlines • Uses a table of contents to locate the author and page number of a story in a book of stories 	
(9) Reading/vocabulary development. The student acquires an extensive vocabulary through reading and systematic word study. The student is expected to:	5.9C Use multiple reference aids (4-8). including a thesaurus, a synonym finder, a dictionary, and technology software, to clarify meanings and usage	Including: <ul style="list-style-type: none"> • Uses reference information such as pronunciation keys, parts of speech, and multiple meanings efficiently • Uses guidewords and alphabetic principles to efficiently navigate resources and references • Discerns which reference aids are most efficient versus when context clues would be the more appropriate resource • Understands the effect of resources upon student writing and reading across content areas 	

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	<p>5. 8BSelect varied sources such as including nonfiction, novels, plays, textbooks, newspapers, and magazines when reading for information or pleasure (4-5).</p>	<p>Including:</p> <ul style="list-style-type: none"> • Selects on-line resources consisting of both informational websites and on-line magazines • Selects texts that are of an appropriate level to ensure comprehension of the material • Selects texts and locates information in an efficient manner
<p>(7) Reading/fluency. The student reads with fluency and understanding in texts at appropriate difficulty levels. The student is expected to:</p>	<p>5.7D Adjust reading rate based on purposes for reading (4-8).</p>	<p>On-going process skill, including:</p> <ul style="list-style-type: none"> • Varies reading rate according to the complexity of the material and the purpose for reading • Slows down when comprehension is at-risk • Efficiently locates information by scanning the document, using text structures such as subtitles and captions as guides

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Subject Area	English/Language Arts	Bundle #:	2
Grade/Level	5 th Grade	Weeks:	2
Overview			
The students will be identifying similarities and differences using graphic organizers; identifying suffixes and prefixes; subject-verb agreement.			
TEKS - Texas Knowledge & Skills			
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification	
(6) Reading/word identification. The student uses a variety of word identification strategies. The student is expected to:	5.6B Use structural analysis to identify root words with prefixes such as <i>dis-</i> , <i>non-</i> , <i>in-</i> ; and suffixes such as <i>-ness</i> , <i>-tion</i> , <i>-able</i> (4-6).	Including: <ul style="list-style-type: none"> • Identifying Similarities and Differences, 	
(10) Reading/comprehension. The student comprehends selections using a variety of strategies. The student is expected to:	5.10L Represent text information in different ways (4-8). <i>such as including an outline, timeline, or graphic organizer</i> (4-8).	Using: <ul style="list-style-type: none"> • Venn Diagram: Comparison/Contrast of Traits/Characteristics of Two Characters or other text issues 	
(18) Writing/grammar/usage. The student applies standard grammar and usage to communicate clearly and effectively in writing. The student is expected to:	5.18C Employ standard English usage in writing for audiences, (4-8). <i>including subject-verb agreement, pronoun referents, and parts of speech</i> (4-8).	Compound subjects connected by <i>and</i> , <i>or</i> , <i>nor</i> (subject/verb agreement)	
(16) Writing/penmanship/capitalization/punctuation. The student composes original texts, applying the conventions of written language, including capitalization, punctuation, and penmanship, to communicate clearly. The student is expected to:	5.16B Capitalize and punctuate correctly to clarify and enhance meaning (4-5). <i>such as capitalizing titles, using possessives, commas in a series, commas in direct address, and sentence punctuation</i> (4-5).	Including: <ul style="list-style-type: none"> • Commas in a compound sentence. 	
(18) Writing/grammar/usage. The student applies standard grammar and usage to communicate clearly and effectively in writing. The student is expected to:	5.18B Write in complete sentences, varying the types (4-5). <i>such as compound and complex to match meanings and purposes</i> (4-5).	<ul style="list-style-type: none"> • Compound Subject • Compound Predicate • Compound Sentences 	

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Subject Area	English/Language Arts	Bundle #:	3
Grade/Level	5 th Grade	Weeks:	3
Overview			
The student will be identifying fact and opinion statements. The student will identify the features of genres.			
TEKS - Texas Knowledge & Skills			
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification	
(2) Listening/speaking/critical listening. The student listens critically to analyze and evaluate a speaker's message(s). The student is expected to:	5.2C Distinguish between the speaker's opinion and verifiable fact (4-8).	<p>Including applying the concepts:</p> <ul style="list-style-type: none"> • A “fact statement” contains <u>no value language</u>. • An “opinion statement” contains <u>value language</u> (e.g., good, difficult, easy, beautiful, should, etc.) <p>Note: 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 <u>not</u> 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.”</p>	
10) Reading/comprehension. The student comprehends selections using a variety of strategies. The student is expected to:	5.10J Distinguish fact and opinion in various texts (4-8).	<p>Including applying the concepts:</p> <ul style="list-style-type: none"> • A “fact statement” contains <u>no value language</u>. • An “opinion statement” contains <u>value language</u> (e.g., good, difficult, easy, beautiful, should, etc.) <p>Fact/opinion analysis is appropriate ONLY for expository text.</p> <p>Note: 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 <u>not</u> 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.”</p>	

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<p>(12) Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts (genres). The student is expected to:</p>	<p>5.12D Recognize the distinguishing features of genres (4-8). including biography, historical fiction, informational texts, and poetry (4-8).</p>	<p>Including:</p> <ul style="list-style-type: none">• Features of text (e.g., title of this article) using biography, realistic fiction, fantasy, historical fiction, information texts, and poetry <p>Author’s Purpose (e.g., “Why does Roberto most likely write this journal entry?”), and</p> <ul style="list-style-type: none">• Attributes of fiction and non-fiction (e.g. “The reader can tell that this story is make-believe because —“)
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Subject Area	English/Language Arts	Bundle #:	4
Grade/Level	5 th Grade	Weeks:	4
Overview			
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.			
TEKS - Texas Knowledge & Skills			
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification	
(10) Reading/comprehension. The student comprehends selections using a variety of strategies. The student is expected to:	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"> • Determine the Main Idea of Entire Expository Passage (e.g., what the passage is mainly/mostly/primarily about?) • Determine the Main Idea of a Single Narrative or Expository Paragraph or Set of Paragraphs • Identify the Text Support for A Given Main Idea Question, With an Emphasis on Cause/Effect Questions/Reasoning <p><i>TAKS Note: The vast majority of questions that give <u>a</u> 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 <u>supports</u> 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?"</i></p>	

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<p>(10) Reading/comprehension. The student comprehends selections using a variety of strategies. The student is expected to:</p>	<p>5.10L Represent text information in different ways (4-8). such as including an outline, timeline, or graphic organizer (4-8).</p>	<p>Including:</p> <ul style="list-style-type: none"> • Identifying the Main Idea, • Sequencing of Events, and <p>Using:</p> <ul style="list-style-type: none"> • Diagram/Chart--Sequence of Events or Chronology of Events • Diagram/Chart: Main Idea (missing main idea or missing supporting detail) or Cause/Effect Relationships
<p>(16) Writing/penmanship/capitalization/punctuation. The student composes original texts, applying the conventions of written language, including capitalization, punctuation, and penmanship, to communicate clearly. The student is expected to:</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"> • Commas too, also • Apostrophe (possessive) singular and plural

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Subject Area	English/Language Arts	Bundle #:	5
Grade/Level	5 th Grade	Weeks:	5
Overview			
The student will determine main ideas and how they are supported with details. The student will use common/proper nouns and plural and irregular nouns. The student will write to explain.			
TEKS - Texas Knowledge & Skills			
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification	
(18) Writing/grammar/usage. The student applies standard grammar and usage to communicate clearly and effectively in writing. The student is expected to:	5.18A Use regular and irregular plurals correctly (4-6).	<ul style="list-style-type: none"> • Common and Proper Nouns • Plurals of Irregular Nouns 	
(10) Reading/comprehension. The student comprehends selections using a variety of strategies. The student is expected to:	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"> • Determine the Main Idea of Entire Expository Passage (e.g., what the passage is mainly/mostly/primarily about?) • Determine the Main Idea of a Single Narrative or Expository Paragraph or Set of Paragraphs • Identify the Text Support for A Given Main Idea Question, With an Emphasis on Cause/Effect Questions/Reasoning <p><i>TAKS Note: The vast majority of questions that give <u>a</u> 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 <u>provide the main idea in the question</u> and then ask students to choose an answer that <u>supports</u> 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?”</i></p>	

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Subject Area	English/Language Arts	Bundle #:	6
Grade/Level	5 th Grade	Weeks:	6
Overview			
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.			
TEKS - Texas Knowledge & Skills			
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification	
(17) Writing/spelling. The student spells proficiently. The student is expected to:	5.17D Spell accurately in final drafts (4-8).		
	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"> • 2-4 sentences • the main idea of the passage, • multiple, accurate details that support that main idea, and • 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) <p>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?”</p>	
(6) Reading/word identification. The student uses a variety of word identification strategies. The student is expected to:	5.6A Apply knowledge of letter-sound correspondences, language structure, and context to recognize words (4-8).		

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Subject Area	English/Language Arts		Bundle #:	7
Grade/Level	5 th Grade		Weeks:	7
Overview				
The student will analyze characters and events using diagrams and charts. The students will use accurate spelling of syllable constructions.				
TEKS - Texas Knowledge & Skills				
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification		
(10) Reading/comprehension. The student comprehends selections using a variety of strategies. The student is expected to:	Texas Essential Knowledge and Skills 5.10L Represent text information in different ways (4-8). such as including an outline, timeline, or graphic organizer (4-8).	Including: <ul style="list-style-type: none"> • Analyzing Characters and Events. Using: <ul style="list-style-type: none"> • Diagram/Chart--Sequence of Events or Chronology of Events • Diagram/Chart: Characteristics/Subsets of an "Activity/Event" or Classification of Events • Venn Diagram: Comparison/Contrast of Traits/Characteristics of Two Characters or other text issues • Web: Characteristics/Motivation of a Character (including how characters relate to other characters and why characters do what they do) • Timelines 		
(17) Writing/spelling. The student spells proficiently. The student is expected to:	5.17A Write with accurate spelling of syllable constructions, (3-6). including closed, open, consonant before -le, and syllable boundary patterns (3-6).			
(11) Reading/literary response. The student expresses and supports responses to various types of texts. The student is expected to:	5.11C Support responses by referring to relevant aspects of text and his/her own experiences (4-8).	Including multiple choice and open-ended/constructed response: <ul style="list-style-type: none"> • Analyze Characters, such as <ul style="list-style-type: none"> ○ Motivation ○ Traits ○ Conflict ○ Changes They Undergo • Analyze Point of View (such as omniscient, first person, third person limited, objective, stream of consciousness) • Analyze Setting 		

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		<ul style="list-style-type: none"> • Compare/contrast characters and ideas <p>And support those responses with accurate, connected text evidence.</p> <p>TAKS Note:</p> <ul style="list-style-type: none"> • 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)) • open-ended/constructed response in grades 9-11: draw a conclusion and support that conclusion with text evidence, primarily direct quotations from the text
<p>(12) Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts (genres). The student is expected to:</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>1. Conflicts: Types, External conflicts such as:</p> <ul style="list-style-type: none"> • Man v. Man • Man v. Nature <p>Internal conflict such as</p> <ul style="list-style-type: none"> • Man v. Self <p>Analyzing Types of Characters</p> <ul style="list-style-type: none"> ▪ Protagonist ▪ Antagonist <p>How the reader knows about the character</p> <ul style="list-style-type: none"> ▪ What the character says ▪ What the character does or does not do ▪ What other characters tell us about the character ▪ What the author tells us about the character directly and indirectly (e.g. Explanatory words in quotations) ▪ Other characters' reactions to the character

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

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Subject Area	English/Language Arts	Bundle #:	9
Grade/Level	5 th Grade	Weeks:	9
Overview			
The student will analyze characters. The student will use accurate spelling.			
TEKS - Texas Knowledge & Skills			
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification	
(17) Writing/spelling. The student spells proficiently. The student is expected to:	5.17B Write with accurate spelling of roots (4-6). <i>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).</i>		
(12) Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts (genres). The student is expected to:	5.12H Analyze characters <i>including their traits, motivations, conflicts, points of view, relationships, and changes they undergo</i> (4-8).	<p>2. Conflicts: How they are addressed and resolved</p> <ul style="list-style-type: none"> • Everybody wins • Flight/run away/avoid • Fight /resist • Death • Compromise • Someone wins; someone loses • Acceptance <p>Including (TAKS emphasis):</p> <ul style="list-style-type: none"> • analyzing individual characters and • comparing/contrasting characters <p>Including:</p> <ul style="list-style-type: none"> • analyzing individual characters and • comparing/contrasting characters <p>Analyzing Relationships</p> <ul style="list-style-type: none"> ▪ Between/among other characters ▪ With self ▪ With society ▪ With nature/ environment <p>Analyzing Change</p> <ul style="list-style-type: none"> ▪ Emotional ▪ Physical ▪ Change From beginning to end ▪ Change before an event and after an event in the plot 	

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Subject Area	English/Language Arts	Bundle #:	10
Grade/Level	5 th Grade	Weeks:	10
Overview			
The student will interpret figurative language and multiple meaning words. The student will learn the meaning of root words.			
TEKS - Texas Knowledge & Skills			
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification	
(9) Reading/vocabulary development. The student acquires an extensive vocabulary through reading and systematic word study. The student is expected to:	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 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.</p> <ul style="list-style-type: none"> • Uses background knowledge • Reads beyond the sentence level to gain context clues • Identifies familiar word parts • 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) • Participates in teacher-led, structured opportunities to explore figurative language listed above <p>TAKS Note: Many questions on TAKS are asked, “Which words help the reader know the meaning of the word....”</p>	
(9) Reading/vocabulary development. The student acquires an extensive vocabulary through reading and systematic word study. The student is expected to:	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"> • Identifies synonyms for words in context at the fifth grade level • Identifies antonyms for words in context at the fifth grade level • Chooses the appropriate meaning for a word with multiple meanings in the context of a sentence • Completes analogies when words have the relationship of synonyms • Completes analogies when words have the relationship of antonyms 	

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Subject Area	English/Language Arts	Bundle #:	11
Grade/Level	5 th Grade	Weeks:	11
Overview			
The student will draw inferences, conclusions, and generalizations and support it with text evidence. Compare text events with own and other’s experiences.			
TEKS - Texas Knowledge & Skills			
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification	
(10) Reading/comprehension. The student comprehends selections using a variety of strategies. The student is expected to:	5.10H Draw inferences such as conclusions or generalizations and support them with text evidence and experience (4-8).	<p>Including:</p> <ul style="list-style-type: none"> • 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.] • 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"> ○ a statement about an <u>individual</u> person, place, thing, or event; ○ a statement/conclusion about the future = prediction; and ○ a statement/conclusion about why something happened = cause/effect • 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 	

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		<p>come from the text.] There are many different kinds of generalizations, e.g.:</p> <ul style="list-style-type: none"> ○ a straightforward statement about a <u>group/class</u> of persons, places, things, or events ○ a statement/generalizations about the future = prediction ○ a statement/generalization about why something happened = cause/effect <p>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.</p> <p>TAKS Note: Open-ended questions on TAKS in grades 9-11 are inductive thinking.</p>
<p>(14) Reading/culture. The student reads to increase knowledge of his/her own culture, the culture of others, and the common elements of cultures. The student is expected to:</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"> • Discuss text events related to customs, language, and culture • Compare/contrast the text events with his/her and other readers' customs and culture
<p>(18) Writing/grammar/usage. The student applies standard grammar and usage to communicate clearly and effectively in writing. The student is expected to:</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"> • Verbs action words & state of being (helping/auxiliary) • Plural verbs (changing y to I, add es) • Verb tense (present, past, future) • Irregular Plural • Verbs Consistency of tense within a paragraph

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

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		<ul style="list-style-type: none">• Compare and contrast characters• Compare ideas• Compare themes <p>Both within and across (paired) texts, typically a narrative text paired with an expository text</p> <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>
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Subject Area	English/Language Arts	Bundle #:	13
Grade/Level	5 th Grade	Weeks:	13
Overview			
The student will analyze plot elements. The student will also recognize the purpose and significance of a setting. The student will capitalize and punctuate appropriately.			
TEKS - Texas Knowledge & Skills			
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification	
(12) Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts (genres). The student is expected to:	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"> • Exposition/Introduction (introduction of characters, setting, background information, etc., includes narrator and point of view) • Narrative Hook (inciting incident; introduction of the conflict or the story problem) • Rising Action (events leading up to climax) • Climax (highest point of interest or the turning point) • Falling Action (leading down to the resolution of the story problem/line) • Resolution (conclusion or end) <p>Analyzing text in order to determine:</p> <ul style="list-style-type: none"> • how the author builds suspense • the story problem • when the story problem begins 	

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		<ul style="list-style-type: none"> • how the author develops (the plot) of the passage • how the point of view influences the reader’s understanding of a character • the cause of the conflict(s) <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"> • Time <ul style="list-style-type: none"> ○ historical time/period ○ calendar/clock time • Place <ul style="list-style-type: none"> ○ real ○ imaginary <p><u>Recognize the Purpose/Significance of Setting</u></p> <ul style="list-style-type: none"> • to establish or develop a unique plot line • to establish or develop unique traits/characteristics/belief of characters • to establish or develop unique conflicts and/or resolution of conflicts • to influence the reader’s perceptions/reactions of events/characters <p>TAKS NOTE: TAKS questions typically ask some variation of the question, “Why is the setting important/significant?”</p>
<p>(16) Writing/penmanship/capitalization/punctuation. The student composes original texts, applying the conventions of written language, including capitalization, punctuation, and penmanship, to communicate clearly. The student is expected to:</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"> • Capitalize proper adjectives (French, Dutch, American industry, Panama hat) • Place commas between items in a series • 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.)

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Subject Area	English/Language Arts	Bundle #:	14
Grade/Level	5 th Grade	Weeks:	14
Overview			
The student will identify text structure used by an author including cause and effect and chronology. The student will also use adjectives and adverbs to make writing more vivid.			
TEKS - Texas Knowledge & Skills			
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification	
(10) Reading/comprehension. The student comprehends selections using a variety of strategies. The student is expected to:	5.10E Use the text’s structure or progression of ideas (4-8). such as including cause and effect or chronology to locate and recall information (4-8).	<p>Including:</p> <ul style="list-style-type: none"> • recognize what text structure an author used for the entire text (e.g., compare/contrast, cause/effect, and chronological ordering). • 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?”. • Recognizes cause/effect and chronology to locate information targeting the relationships of events to each other <p>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.</p>	
(18) Writing/grammar/usage. The student applies standard grammar and usage to communicate clearly and effectively in writing. The student is expected to:	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"> • Regular positive, comparative, superlative adjectives (short, shorter, shortest) • Irregular comparative and superlative adjectives (good, better, best) • Article usage (the difference between <i>a</i> and <i>an</i>) 	

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Subject Area	English/Language Arts	Bundle #:	15
Grade/Level	5 th Grade	Weeks:	15
Overview			
The student will identify the purposes of different texts. The student will also write a completed essay.			
TEKS - Texas Knowledge & Skills			
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification	
(12) Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts (genres). The student is expected to:	5.12C Identify the purposes of different types of texts (4-8). such as to inform, influence, express, or entertain	<p>Including:</p> <p>Inform</p> <ul style="list-style-type: none"> • To tell about/inform/explain/give information about • Describe • Share information <p>Influence</p> <ul style="list-style-type: none"> • Persuade • Encourage • Convince <p>Express</p> <p>Entertain</p> <ul style="list-style-type: none"> • To tell a story <p>TAKS Note: 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>	
(17) Writing/spelling. The student spells proficiently. The student is expected to:	5.17D Spell accurately in final drafts (4-8).		

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Subject Area	English/Language Arts	Bundle #:	16
Grade/Level	5 th Grade	Weeks:	16
Overview			
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.			
TEKS - Texas Knowledge & Skills			
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification	
(11) Reading/literary response. The student expresses and supports responses to various types of texts. The student is expected to:	5.11D Connect, compare, and contrast ideas, themes, and issues across text (4-8).	<p>Including:</p> <p align="center"><u>Make Connections Across Texts</u></p> <p>Connect Ideas:</p> <ul style="list-style-type: none"> • "In this selection, in what way does Grandpa Delgado feel connected to the old barn?" • "Why was the Inuit bear hunter mentioned in both the announcement and the story?" • "A common idea throughout this article is the importance of —" • An idea present in both selections is— <p>Connect sign/message to plot:</p> <ul style="list-style-type: none"> • "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?" <p align="center"><u>Compare or Contrast Across Texts</u></p> <p>Compare Ideas:</p> <ul style="list-style-type: none"> • "The newspaper article and Lisa's report both tell about —" • "An idea present in both selections is —" • "One idea found in both of these stories is that people can be —" • "An idea present in both articles is —" <p>Compare Characters:</p> <ul style="list-style-type: none"> • "How is Sete different from his friends?" 	

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		<ul style="list-style-type: none"> • 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’?” <p>Compare Events:</p> <ul style="list-style-type: none"> • "According to the article, how was Douglas’s career as a journalist similar to her attending college?" <p>Compare Themes:</p> <ul style="list-style-type: none"> • "Which of these is a theme in both selections?" • “A theme found in both articles is —“ <p>and support the conclusions with text evidence [and/or personal experience]</p> <ul style="list-style-type: none"> • Compare and contrast using fictional and non-fictional text • Compare and contrast multiple ideas, topics, themes, and issues <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>Note: On TAKS, a student is restricted to text evidence alone to support the conclusion.</p>
<p>(18) Writing/grammar/usage. The student applies standard grammar and usage to communicate clearly and effectively in writing. The student is expected to:</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"> • Describe verbs (answers how, when, where) • Describe adjectives – usually answers question how

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Subject Area	English/Language Arts	Bundle #:	17
Grade/Level	5 th Grade	Weeks:	17
Overview			
TEKS - Texas Knowledge & Skills			
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification	
(12) Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts (genres). The student is expected to:	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"> • Features of text (e.g., title of this article) using biography, realistic fiction, fantasy, historical fiction, information texts, and poetry • Author’s Purpose (e.g., “Why does Roberto most likely write this journal entry?”), and • Attributes of fiction and non-fiction (e.g. “The reader can tell that this story is make-believe because —“) 	
(18) Writing/grammar/usage. The student applies standard grammar and usage to communicate clearly and effectively in writing. The student is expected to	5.18F Use conjunctions to connect ideas meaningfully (4-5).	<ul style="list-style-type: none"> • Coordinate conjunctions in compound sentences (<i>and, but, or, nor for, so yet</i>) 	
(9) Reading/vocabulary development. The student acquires an extensive vocabulary through reading and systematic word study. The student is expected to:	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"> • Identifies synonyms for words in context at the fifth grade level • Identifies antonyms for words in context at the fifth grade level • Chooses the appropriate meaning for a word with multiple meanings in the context of a sentence • Completes analogies when words have the relationship of synonyms • Completes analogies when words have the relationship of antonyms 	

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