
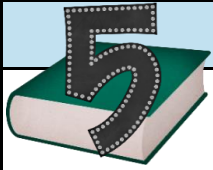

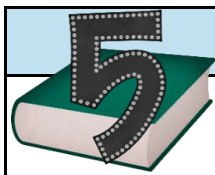


Grade 5 Elementary Language Arts Year at a Glance 1st Semester for 2019-2020									
	1st Nine Weeks								
	1	2	3	4	5	6	7	8	9
	26-30	2-6	9-13	16-20	23-27	30-4	7-11	14-18	21-25
MONTH	Aug.	September				October			
TESTING		IRL/WS							
UNIT OF STUDY	1		2				3		
	<i>Creating a Strong Literacy Community</i>		<i>Comprehending Texts and Crafting Responses</i>				<i>Analyzing and Crafting Poetry</i>		
FOCUS TEKS	5.1 A, 5.1 B, 5.1 D, 5.2 Aii, 5.2 Aiii, 5.2 Av, 5.2 Biii, 5.2 Biv, 5.2 C, 5.4 A, 5.5 A, 5.6 A, 5.7 A, 5.10 A, 5.11 A, 5.11 C, 5.11 D, 5.11 Di, 5.11 Dvi, 5.11 Dxi		5.1 A, 5.1 C, 5.2 Aii, 5.2 Aiii, 5.2 Av, 5.2 Bi, 5.2 Biii, 5.2 Biv, 5.2 C, 5.3 A, 5.3 B, 5.4 A, 5.6 A, 5.6 B, 5.6 C, 5.6 D, 5.6 E, 5.6 I, 5.7 A, 5.7 B, 5.7 C, 5.7 D, 5.7 E, 5.9 A, 5.9 D, 5.10 A, 5.10 B, 5.10 C, 5.10 D, 5.10 E, 5.10 F, 5.10 G, 5.11 A, 5.11 B, 5.11 Bi, 5.11 Bii, 5.11 C, 5.11 D, 5.11 Di, 5.11 Dii, 5.11 Dx, 5.11 Dxi, 5.11 E, 5.12 A, 5.12 B				5.2 Aii, 5.2 Aiii, 5.2 Av, 5.2 Bi, 5.2 Biii, 5.2 Biv, 5.3 B, 5.4 A, 5.9 B, 5.10 A, 5.10 B, 5.10 C, 5.10 D, 5.10 E, 5.10 F, 5.11 A, 5.11 B, 5.11 Bi, 5.11 Bii, 5.11 C, 5.11 D, 5.11 Di, 5.11 Div, 5.11 Dx, 5.11 Dxi, 5.11 E, 5.12 A		
READING WORKSHOP	<b>Genre:</b> Self-Selected Text; <b>Foundational:</b> self-select texts; establish purpose for reading; read for sustained period of time; <b>Response Skills:</b> describe personal connections		<b>Genre:</b> Self-Selected Text; <b>Foundational:</b> use print and digital resources; use context; <b>Comprehension Processes:</b> establish purpose; generate questions; make and confirm predications; describe mental images; make connections; monitor comprehension; <b>Response Skills:</b> describe personal connections; use text evidence; retell and paraphrase; interact with texts				<b>Genre:</b> Poetry; sound devices and figurative language; structural elements; <b>Author's Purpose &amp; Craft:</b> author's purpose and message		
WORD STUDY	<b>Decode:</b> multisyllabic words with closed syllables, syllable division patterns w/ shifting accent; HFW; <b>Spelling:</b> multisyllabic words with closed syllables; syllable division patterns w/ shifting accent; HFW		<b>Decode:</b> multisyllabic words with closed, open, vowel-consonant-e, r-controlled, final stable, schwa syllables; syllable division patterns w/ shifting accent; <b>Spelling:</b> multisyllabic words with closed, open, vowel-consonant-e, r-controlled, final stable, schwa syllables; syllable division patterns w/ shifting accent				<b>Vocabulary:</b> affixes (trans-, super-, -ive, -logy) and roots (geo, photo)		
HANDWRITING	Lowercase cursive c a d g		Lowercase cursive h t p, e l f				Lowercase cursive u y l j		
WRITING WORKSHOP	<b>Genre:</b> Idea Generation <b>Composition (Writing Process):</b> plan; edit <b>Author's Purpose and Craft:</b> purpose		<b>Genre:</b> Response & Self-Selected <b>Composition (Writing Process):</b> plan; draft; revise focus; edit; publish <b>Response Skills:</b> interact with texts <b>Author's Purpose and Craft:</b> purpose and message; structure; print & graphic features; imagery; language; literary devices; voice; anecdote				<b>Genre:</b> Poetry <b>Composition (Writing Process):</b> plan; draft; revise structure & word choice; edit; publish <b>Author's Purpose and Craft:</b> purpose & message; structure; print & graphic features; imagery; language; literary devices; voice		
GRAMMAR & MECHANICS	Simple sentences; prepositional phrases		Subject-verb agreement; past tense of irregular verbs; consistent use of verb tense; compound sentences				Compound sentences; comparative & superlative adjectives		
INTEGRATED SOCIAL STUDIES	<i>Citizenship: Celebrate Freedom Week</i>					<i>Geography</i>			

	Grade 5 Elementary Language Arts Year at a Glance 1st Semester for 2019-2020								
	2nd Nine Weeks								
	1 28-1	2 4-8	3 11-15	4 18-22	5 2-6	6 9-13	7 16-20	8 6-10	9 13-17
MONTH	November			December			January		
TESTING	CMP/RE/WS DPM						RE/WS		
UNIT OF STUDY	4				5				
	<i>Spotlighting Fiction in a Multi-Genre Study</i>				<i>Spotlighting Informational Text in a Multi-Genre Study</i>				
FOCUS TEKS	5.2 Aii, 5.2 Aiii, 5.2 Aiv, 5.2 Av, 5.2 Bi, 5.2 Bii, 5.2 Biii, 5.2 Biv, 5.3 A, 5.4 A, 5.6 F, 5.6 G, 5.6 H, 5.7 F, 5.7 G, 5.8 A, 5.8 B, 5.8 C, 5.8 D, 5.9 A, 5.9 C, 5.10 A, 5.10 B, 5.10 C, 5.10 D, 5.10 E, 5.10 F, 5.10 G, 5.11 A, 5.11 B, 5.11 Bi, 5.11 Bii, 5.11 C, 5.11 D, 5.11 Div, 5.11 Dv, 5.11 Dx, 5.11 Dxi, 5.11 E, 5.12 A				5.2 Aii, 5.2 Aiii, 5.2 Aiv, 5.2 Av, 5.2 Bi, 5.2 Bii, 5.2 Biii, 5.2 Biv, 5.2 Bv, 5.2 Bvi, 5.3 A, 5.3 C, 5.4 A, 5.6 F, 5.6 G, 5.6 H, 5.7 F, 5.7 G, 5.9 D, 5.9 Di, 5.9 Dii, 5.9 Diii, 5.10 A, 5.10 B, 5.10 C, 5.10 D, 5.11 A, 5.11 B, 5.11 Bi, 5.11 Bii, 5.11 C, 5.11 D, 5.11 Dvi, 5.11 Dviii, 5.11 Dix, 5.11 Dx, 5.11 Dxi, 5.11 E, 5.12 B				
READING WORKSHOP	<b>Genre:</b> Fiction; Multiple Genres; <b>Foundational:</b> use context; <b>Genre Specific:</b> literary elements; infer theme; analyze character relationships and conflict; analyze plot elements; analyze influence of setting; explain structure in drama; <b>Author's Purpose and Craft:</b> use of text structure; use of imagery; literal and figurative language, and sound devices; use of literary devices (POV); <b>Comprehension Processes; Response Skills</b>				<b>Genre:</b> Informational; Multiple Genres; <b>Foundational:</b> identify meaning of words with affixes; <b>Genre Specific:</b> characteristics and structures of informational texts; ID central idea and supporting details; use text features; recognize organizational patterns; <b>Author's Purpose and Craft:</b> use of text structure; use of print and graphic features; <b>Comprehension Processes; Response Skills</b>				
WORD STUDY	<b>Decode:</b> multisyllabic words prefixes/suffixes; <b>Spelling:</b> words using double, drop, and change rules, syllable division, orthographic patterns				<b>Decode:</b> words w/ consonant changes (select/selection, music/musician); <b>Spelling:</b> words w/ consonant changes (select/selection, music/musician); double, drop & change rules				
HANDWRITING	Lowercase cursive k r s o w b v				Lowercase cursive m n x q v				
WRITING WORKSHOP	<b>Genre:</b> Literary-Fiction <b>Composition (Writing Process):</b> plan; draft; revise focus, introduction, conclusion, and details; edit; publish <b>Author's Purpose and Craft:</b> purpose and message; structure; print and graphic features; imagery; language; literay devices; voice; hyperbole, stereotyping, and anecdote				<b>Genre:</b> Informational <b>Composition (Writing Process):</b> plan; draft; revise central idea, topic sentence, conclusion, transitions, and details; edit; publish <b>Author's Purpose and Craft:</b> purpose and message; structure; print and graphic features; language				
GRAMMAR & MECHANICS	Comparative & superlative adjectives; conjunctive adverbs; quotation marks in dialogue				Subordinating conjunctions to form complex sentences; prepositional phrases; capitalization of abbreviations, initials, acronyms, and organziations				
INTEGRATED SOCIAL STUDIES	<i>Geo Cont.</i>	<i>Colonization of the US</i>			<i>American Revolution &amp; Independence</i>				

	Grade 5 Elementary Language Arts Year at a Glance 2nd Semester for 2019-2020									
	3rd Nine Weeks									
	1	2	3	4	5	6	7	8	9	
	20-24	27-1	3-7	10-14	17-21	24-28	2-6	16-20	23-27	
MONTH	January		February				March			
TESTING	RE/WS				RDG BM					
UNIT OF STUDY	5	6			7			8		
	<i>Cont.</i>	<i>Investigating Social Issues to Craft Arguments and Correspondence</i>			<i>Connecting Ideas Across Genres</i>			<i>Reviewing for STAAR and Crafting Responses</i>		
FOCUS TEKS		5.1 A, 5.1 C, 5.1 D, 5.2 Aii, 5.2 Aiii, 5.2 Aiv, 5.2 Av, 5.2 Biii, 5.3 A, 5.4 A, 5.9 E, 5.9 Ei, 5.9 Eii, 5.9 Eiii, 5.9 F, 5.10 A, 5.10 B, 5.10 C, 5.10 D, 5.10 E, 5.10 F, 5.10 G, 5.13 A, 5.13 B, 5.13 C, 5.13 D, 5.13 E, 5.13 F, 5.13 G, 5.13 H, 5.11 A, 5.11 B, 5.11 Bi, 5.11 Bii, 5.11 C, 5.11 D, 5.11 Diii, 5.11 Dvii, 5.11 Dxi, 5.11 E, 5.12 C, 5.12 D			5.3 A, 5.3 B, 5.3 C, 5.4 A, 5.6 A, 5.6 B, 5.6 C, 5.6 D, 5.6 E, 5.6 I, 5.7 A, 5.7 B, 5.7 C, 5.7 D, 5.7 E, 5.7 G, 5.8, 5.11 A, 5.11 B, 5.11 Bi, 5.11 Bii, 5.11 C, 5.11 D, 5.11 Di, 5.11 Dviii, 5.11 Dx, 5.11 Dxi, 5.11 E, 5.12			5.3 A, 5.3 B, 5.3 C, 5.4 A, 5.6 A, 5.6 B, 5.6 C, 5.6 D, 5.6 E, 5.6 I, 5.7 A, 5.7 B, 5.7 C, 5.7 D, 5.7 E, 5.7 G, 5.8, 5.11 A, 5.11 B, 5.11 Bi, 5.11 Bii, 5.11 C, 5.11 D, 5.11 Di, 5.11 Dviii, 5.11 Dx, 5.11 Dxi, 5.11 E, 5.12 C, 5.11 C,		
READING WORKSHOP		<b>Genre:</b> Argumentative Text; <b>Foundational:</b> identify meaning of words with affixes; <b>Genre Specific:</b> characteristics of argumentative texts; ID claim; explain how author has used facts for/against argument; ID intended audience; characteristics of multimodal and digital texts; <b>Author's Purpose &amp; Craft:</b> author's purpose and message; use of print and graphic features; purpose of hyperbole; stereotyping, and anecdote; <b>Inquiry and Research</b>			<b>Genre:</b> Multiple Genres; analyze genre-specific characteristics, structures, and purpose within and across texts; <b>Comprehension:</b> establish purpose; describe mental images; make connections; synthesize; monitor comprehension; <b>Response Skills:</b> interact with texts; discuss specific ideas important to meaning			Comprehension Processes, Response Skills See Assessed TEKS		
WORD STUDY		<b>Decode:</b> multisyllabic words w/ multiple sound-spelling patterns; <b>Spelling:</b> multisyllabic words w/ multiple sound-spelling patterns;			<b>Decode:</b> multisyllabic words w/base, root, affixes, and inflectional endings; <b>Vocabulary/Spelling:</b> Latin stems (ject, ceiv, audi, vis)			<b>Decode:</b> multisyllabic words w/base, root, affixes, and inflectional endings;		
HANDWRITING		Capital cursive letters A-L			Capital cursive letters M-Z			Writing skills		
WRITING WORKSHOP		<b>Genre:</b> Argumentative & Correspondence <b>Composition (Writing Process):</b> plan; draft; revise claim, conclusion, evidence, and word choice; edit; publish <b>Author's Purpose and Craft:</b> purpose and message; structure; print and graphic features; imagery; language; literary devices; voice; hyperbole, stereotyping, and anecdote			<b>Genre:</b> Response & Self-Selected <b>Composition (Writing Process):</b> plan; draft; revise; edit; publish <b>Response Skills:</b> describe personal connections; demonstrate understanding; use text evidence; retell and paraphrase; interact with texts; discuss ideas important to meaning			<b>Genre:</b> Response <b>Response Skills:</b> describe personal connections ; demonstrate understanding; use text		
GRAMMAR & MECHANICS		Indefinite pronouns; collective nouns			Sentence review; specific nouns and verbs			Varying sentence beginnings; interjection		
INTEGRATED SOCIAL STUDIES	<b>19th Century: Expansion &amp; Industrialization, Civil War &amp; Reconstruction</b>									



**Grade 5 Elementary Language Arts Year at a Glance  
2nd Semester for 2019-2020**

**4th Nine Weeks**

	4th Nine Weeks								
	1	2	3	4	5	6	7	8	9
	30-3	6-10	13-17	20-24	27-1	4-8	11-15	18-22	25-28
MONTH	April				May				
TESTING		STAAR					STAAR		
UNIT OF STUDY	8	9			10				
	<i>Cont.</i>	<i>Analyzing and Applying Author's Purpose and Craft: Author and Illustrator Study</i>			<i>Using Our Curiosity to Conduct Research</i>				
FOCUS TEKS	5.7 A, 5.7 B, 5.7 C, 5.7 D, 5.7 E, 5.7 F, 5.7 G, 5.9	5.1 C, 5.1 D, 5.2 Aii, 5.2 Aiii, 5.2 Av, 5.2 Bi, 5.2 Biii, 5.2 Biv, 5.2 Bv, 5.2 Bvi, 5.3 A, 5.3D, 5.4 A, 5.10 A, 5.10 B, 5.10 C, 5.10 D, 5.10 E, 5.10 F, 5.10 G, 5.11 C, 5.11 D, 5.11 Dx, 5.11 Dxi, 5.11 E, 5.12			5.1 C, 5.1 D, 5.2 Aii, 5.2 Aiii, 5.2 Av, 5.2 Bi, 5.2 Biii, 5.2 Biv, 5.10 A, 5.10 B, 5.10 C, 5.10 D, 5.10 F, 5.13 A, 5.13 B, 5.13 C, 5.13 D, 5.13 E, 5.13 F, 5.13 G, 5.13 H, 5.9 F, 5.11 A, 5.11 B, 5.11 Bi, 5.11 Bii, 5.11 C, 5.11 D, 5.11 Dxi, 5.11 E, 5.12				
READING WORKSHOP	Comprehension Processes, Response Skills See Assessed TEKS	<b>Genre:</b> Multiple Genres; <b>Author's Purpose and Craft:</b> explain author's purpose and message; use of text structure; use of print and graphic features; use of imagery, figurative language and sound devices; use of language contributes to voice; meaning of adages and puns			<b>Genre:</b> Multiple Genres; <b>Inquiry and Research:</b> generate and clarify questions; develop plan; gather information; credibility of sources; paraphrasing vs. plagiarism; develop bibliography; give organized presentation				
WORD STUDY	<b>Decode/Vocabulary/Spelling:</b> Greek stems (chloro, graph)	<b>Decode/Vocabulary/Spelling:</b> Greek stems (sphere, photo)			<b>Decode/Vocabulary/Spelling:</b> Greek stems (hydro, hyper, hypo, psych)				
HANDWRITING	Writing skills	Writing skills			Independent writing				
WRITING WORKSHOP	<b>Genre:</b> Response <b>Response Skills:</b> use text evidence; retell & paraphrase; interact with texts; respond with	<b>Genre:</b> Self-Selected <b>Composition (Writing Process):</b> revise author's purpose and craft; edit; publish <b>Foundational:</b> use adages and puns <b>Author's Purpose and Craft:</b> purpose and message; text structure; print and graphic features; imagery; language; literary devices; voice; hyperbole, stereotyping, and anecdote			<b>Genre:</b> Self-Selected & Multimodal <b>Composition (Writing Process):</b> plan; draft; revise voice; edit; publish <b>Author's Purpose and Craft:</b> purpose and message; structure; print and graphic features; language; voice <b>Inquiry and Research:</b> generate questions; develop research plan; gather information; demonstrate understanding; paraphrasing vs. plagiarism; develop bibliography; use an appropriate mode of delivery				
GRAMMAR & MECHANICS	Varying sentence beginnings; interjections	Italics and underlining for titles and emphasis; different ways authors use punctuation			Different ways authors use punctuation; use commas to clarify meaning				
INTEGRATED SOCIAL STUDIES	<i>201th &amp; 21st Century People &amp; Events</i>				<i>Economics</i>			<i>Wrap-up</i>	