

**5th Grade English Language Arts
Bundle 3**

Reading	Writing
Focus:	Focus:
Vocabulary	Composition
Comprehension	Grammar
<p>(8) Reading/Comprehension of Literary Text/Sensory Language. Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to:</p> <p style="text-align: center;">READINESS</p> <p>5.8 (A) evaluate the impact of sensory details, imagery, and figurative language in literary text.</p> <p>Figurative Language</p> <ul style="list-style-type: none"> • Alliteration: the repetition of a single letter in the alphabet (as in "Peter Piper picked a peck of pickle peppers.") • Metaphor: a direct comparison of two unlike things: "My baby sister's a doll." • Simile: a form of comparison in which one thing is compared to another unlike thing by using specific words of comparison like like, as, and resembles: "My brother's good as gold." • Onomatopoeia: produced by a single word that sounds like the thing it refers to: "Six burgers were sizzling on the grill." • Personification: speaking of something that is not human as if it had human abilities and human reactions. • Hyperbole: a great exaggeration used to emphasize a point, and is used for expressive or comic effect. A hyperbole is not to be taken literally. • Idiom: groups of words whose meaning is different from the ordinary meaning of the words: "Put a lid on it." 	

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(6) Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding.

Draw and Support Conclusions With and Without Text Evidence

A statement about persons, places, things, or events that is supported by accurate information [**Note:** On STAAR, that information must come from the text.]

- statement about an individual person, place, thing, or event;
- statement/conclusion about the future = prediction; and
- statement/conclusion about why something happened = cause/effect

Best summary of Narrative/Literary Passages as a plot summary:

- 2-4 sentences
- Story problem or central conflict (BEGINNING)
- Significant detail from the rising action (MIDDLE)
- Climax (MIDDLE OR END)
- Solution of the story problem/resolution of the central conflict (END)

Students are expected to:

READINESS

5.6 (B) explain the roles and functions of characters in various plots, including their relationships and conflicts

Including:

Analyzing Traits of Characters

- Physical Traits
- Personal Traits (e.g., moral, ethical, evil, compassionate, loving, wealthy/poor)

Analyzing Feelings/Emotions of Characters

Analyzing Motivation of Characters (for decisions, actions, and changes)

Analyzing Relationships

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<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"> • Change From beginning to end • Change before an event and after an event in the plot <p>Analyzing Types of Characters</p> <ul style="list-style-type: none"> • Major/Minor • Protagonist (introduced for 1st time) • Antagonist (introduced for 1st time) 	
<p>Figure 19:</p>	<p>Spelling:</p>
<p>Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author’s message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. Students are expected to:</p> <p>(A) establish purposes for reading selected texts based upon own or others’ desired outcome to enhance comprehension; (B) ask literal, interpretive, and universal of text; (C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, rereading a portion aloud, generating questions);</p> <p style="text-align: center;">Readiness (Fiction)</p> <p style="text-align: center;">Supporting (Literary Nonfiction, Poetry, Drama)</p> <p>(D) make inferences about text and use textual evidence to support understanding</p> <p style="text-align: center;">Readiness (Fiction)</p> <p style="text-align: center;">Supporting (Literary Nonfiction, Poetry, Drama)</p> <p>Figure 19 (E) summarize and paraphrase texts in ways that maintain meaning and logical order within a text and across texts</p> <p style="text-align: center;">SUPPORTING</p>	

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(F) make connections (e.g., thematic links, author analysis) between and across multiple texts of various genres and provide textual evidence.	
Listening and Speaking:	
<p>(28) Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students continue to apply earlier standards with greater complexity. Students are expected to: 5.28 (A) give organized presentations employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively.</p> <p>(27) Listening and Speaking/Listening. Students use comprehension skills to listen attentively to others in formal and informal settings. Students continue to apply earlier standards with greater complexity. Students are expected to: 5.27 (A) listen to and interpret a speaker's messages (both verbal and nonverbal) and ask questions to clarify the speaker's purpose or perspective; 5.27 (B) follow, restate, and give oral instructions that include multiple action steps; and 5.27 (C) determine both main and supporting ideas in the speaker's message.</p> <p>(29) Listening and Speaking/Teamwork. Students work productively with others in teams. Students continue to apply earlier standards with greater complexity. Students are expected to: 5.29 (A) participate in student-led discussions by eliciting and considering suggestions from other group members and by identifying points of agreement and disagreement.</p> <p>(28) Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students continue to apply earlier standards with greater complexity. Students are expected to: 5.28 (A) give organized presentations employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively.</p>	
On-Going Process Skills	
<p>(1) Reading/Fluency. Students read grade-level text with fluency and comprehension. Students are expected to: 5.1 (A) read aloud grade-level stories with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension.</p> <p>(9) Reading/Comprehension of Text/Independent Reading. Students read independently for sustained periods of time and produce evidence of their reading. Students are expected to: 5.9 (A) read independently for a sustained period of time and summarize or paraphrase what the reading was about, maintaining meaning and logical order (e.g., generate a reading log or journal;</p>	<p>(21) Oral and Written Conventions/ Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions.</p> <p>(20) Oral and Written Conventions/ Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standards with greater complexity. Students are expected to: 5.20 (A) use and understand the function of the following parts of speech in the context of reading, writing, and speaking: 5.20 (A) (i) verbs (irregular verbs and active voice);</p>

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participate in book talks).	<p>5.20 (A) (ii) collective nouns (e.g., class, public);</p> <p>5.20 (A) (iii) adjectives (e.g., descriptive, including origins: French windows, American cars) and their comparative and superlative forms (e.g., good, better, best);</p> <p>5.20 (A) (iv) adverbs (e.g., frequency: usually, sometimes; intensity: almost, a lot);</p> <p>5.20 (A) (v) prepositions and prepositional phrases to convey location, time, direction, or to provide details;</p> <p>5.20 (A) (vi) indefinite pronouns (e.g., all, both, nothing, anything);</p> <p>5.20 (A) (vii) subordinating conjunctions (e.g., while, because, although, if); and</p> <p>5.20 (A) (viii) transitional words (e.g., also, therefore);</p> <p>5.20 (B) use the complete subject and the complete predicate in a sentence; and</p> <p>5.20 (C) use complete simple and compound sentences with correct subject-verb agreement. (Emphasis: Commas in Compound Sentences)</p> <p>Students are expected to:</p> <p>5.21 (A) use capitalization for: (Emphasis: Proper Nouns)</p> <p>5.21 (A) (i) abbreviations; (Emphasis: Sr., Jr., Gen., Col., Prof., Lt., Capt., Sgt., Ft., Mt., St., Blvd., Ave. and John Doe, Sr. / Use of periods in abbreviations)</p> <p>5.21 (A) (ii) initials and acronyms; and</p> <p>5.21 (A) (iii) organizations;</p> <p>5.21 (B) recognize and use punctuation marks including:</p> <p>5.21 (B) (i) commas in compound sentences; and</p> <p>5.21 (B) (ii) proper punctuation and spacing for quotations; and</p> <p>5.21 (C) use proper mechanics including italics and underlining for titles and emphasis.</p> <p>(22) Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:</p> <p>5.22 (A) spell words with more advanced orthographic patterns and rules:</p> <p>5.22 (A) (i) consonant changes (e.g.,/t/ to/sh/ in select, selection;/k/</p>
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	<p>to/sh/ in music, musician);</p> <p>5.22 (A) (ii) vowel changes (e.g., long to short in crime, criminal; long to schwa in define, definition; short to schwa in legality, legal); and</p> <p>5.22 (A) (iii) silent and sounded consonants (e.g., haste, hasten; sign, signal; condemn, condemnation);</p> <p>5.22 (B) spell words with:</p> <p>5.22 (B) (i) Greek Roots (e.g., tele, photo, graph, meter);</p> <p>5.22 (B) (ii) Latin Roots (e.g., spec, scribe, rupt, port, ject, dict);</p> <p>5.22 (B) (iii) Greek suffixes (e.g., -ology, -phobia, -ism, -ist); and</p> <p>5.22 (B) (iv) Latin derived suffixes (e.g., -able, -ible; -ance, -ence);</p> <p>5.22 (C) differentiate between commonly confused terms (e.g., its, it's; affect, effect); (Emphasis: plural or possessive nouns)</p> <p>5.22 (D) use spelling patterns and rules and print and electronic resources to determine and check correct spellings; and</p> <p>5.22 (E) know how to use the spell-check function in word processing while understanding its limitations.</p>
Resources	
Instructional Resources / Textbook Correlations	
Suggested: <u>Old Yeller</u>	
Web Links / Other Resources	
Academic Language / Language of Instruction	
<p>Figurative Language</p> <ul style="list-style-type: none"> • Alliteration: the repetition of a single letter in the alphabet (as in "Peter Piper picked a peck of pickle peppers.") • Metaphor: a direct comparison of two unlike things: "My baby sister's a doll." • Simile: a form of comparison in which one thing is compared to another unlike thing by using specific words of comparison like like, as, and resembles: "My brother's good as gold." • Onomatopoeia: produced by a single word that sounds like the 	

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<p>thing it refers to: "Six burgers were sizzling on the grill."</p> <ul style="list-style-type: none">• Personification: speaking of something that is not human as if it had human abilities and human reactions.• Hyperbole: a great exaggeration used to emphasize a point, and is used for expressive or comic effect. A hyperbole is not to be taken literally.• Idiom: groups of words whose meaning is different from the ordinary meaning of the words: "Put a lid on it." <p>Draw and Support Conclusions With and Without Text Evidence A statement about persons, places, things, or events that is supported by accurate information [Note: On STAAR, that information <u>must</u> come from the text.]</p> <ul style="list-style-type: none">• statement about an individual person, place, thing, or event;• statement/conclusion about the future = prediction; and• statement/conclusion about why something happened = cause/effect <p>Best summary of <u>Narrative/Literary Passages</u> as a plot summary:</p> <ul style="list-style-type: none">• 2-4 sentences• Story problem or central conflict (BEGINNING)• Significant detail from the rising action (MIDDLE)• Climax (MIDDLE OR END)• Solution of the story problem/resolution of the central conflict (END) <p>Including:</p> <p>Analyzing Traits of Characters</p> <ul style="list-style-type: none">• Physical Traits• Personal Traits (e.g., moral, ethical, evil, compassionate, loving, wealthy/poor) <p>Analyzing Feelings/Emotions of Characters Analyzing Motivation of Characters (for decisions, actions, and changes)</p>	
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Assessments			
Formative	Summative	Formative	Summative
Weekly Vocabulary Quizzes, Novel Quizzes, Spelling Tests	TEKS check created in AWARE		
Other Curricular Connection (ELA, Math, SS)			
Exemplar Lessons			
PBL- Poetry			