

Texas Essential Knowledge and Skills

TEKS

DECONSTRUCTED for CLASSROOM IMPACT

FIFTH GRADE

ENGLISH LANGUAGE ARTS/READING

Sampler

Introduction

C2 Collaborative is pleased to offer this grade-level tool for all Texas educators to utilize in applying the Texas Essential Knowledge and Skills (TEKS) in their classrooms.

The TEKS Deconstructed Standards for Classroom Impact is designed for educators, by educators, as a two-pronged resource and tool to:

1. help educators increase their depth of understanding of the TEKS; and
2. enable teachers to integrate the Texas College & Career Readiness Standards (CCRS) into their curriculum and classroom instruction to promote inquiry and higher levels of cognitive demand.

What we have done is not new. This work is a purposeful and thoughtful compilation of preexisting materials in the public domain, state department of education websites, and original work by the Center for College & Career Readiness™. Among the works that have been compiled and/or referenced are the following: Texas Essential Knowledge and Skills by Texas Education Agency (TEA), Texas College and Career Readiness Standards by Texas Higher Education Coordinating Board and Texas Education Agency, Introduction to ELAR Texas Essential Knowledge and Skills by University of Texas System/Texas Education Agency, Vertical Alignment Chart by TEA, Next Generation Science Standards by Achieve, Inc., and numerous ELAR practitioners currently in the classroom.

We hope you will find this concentrated and consolidated resource of value in your own planning. We encourage you to use this resource to facilitate discussion with your colleagues and, perhaps, as a lever to help assess targeted professional learning opportunities.

Understanding the Organization

The organization and structure of the ELAR TEKS has been broken down into specific sections to facilitate use of the Deconstructed Standards. First, there are the Introduction Statements. These include a description of the reading strands, information regarding reading instruction for English Language Learners (ELL), and expectations for students in reading and writing. Second, Figure 19 has been included to demonstrate the essential comprehension skills that are part of the ELAR TEKS to instruct for reading success. Finally, the Readiness Standards identify the TEKS that are critical for success in the current and subsequent grades as well as in college and careers. These standards require in-depth instruction and address significant content and concepts.

READING STRANDS	
<i>Reading</i>	Reading Writing Oral and Written Conventions Research Listening and Speaking

When reading through the Deconstructed Standards, think of the strand as a sort of header. The content will reflect standards-focused information within that strand. Within each strand are the *Knowledge and Skills Statements* associated with that strand. The Knowledge and Skill Statements provide a description of what students know and will be learning. The *Knowledge and Skills Statements* are identified by a grade level followed by a number (e.g., 3.4 represents 3rd grade, fourth *Knowledge and Skills Statement*). There are three key sections for each Knowledge and Skill Statement: *Big Idea*, *Academic Vocabulary*, and *Connections*.

The *Big Idea* captures the essence for this particular *Knowledge and Skills Statement* (e.g., Reading/Fluency, Reading/Vocabulary Development, etc.). Think of this as an overarching guiding concept. *Academic Vocabulary* supports the *Big Idea* and is meant to help distinguish some of the specific *Academic Vocabulary* students will encounter. Each Knowledge and Skill Statement is then connected to the Texas College and Career Readiness Standards, Next Generation Science Standards, and Science, Technology, Engineering and Mathematics (STEM).^{*} Integrating these *Connections* into each Knowledge and Skill Statement is essential in preparing students for college, careers, and life in the 21st Century.

Moving deeper and more explicitly into the *Knowledge and Skills Statement* are then the *Student Expectations* which are indicated by a letter. Each *Student Expectation* is then deconstructed in order to provide additional guidance and insight for instructional planning. The deconstruction of the *Student Expectation* includes *Essential Question(s)*, *Vertical Articulation*, *Instructional Targets*, and specific *Instructional Strategies*.

The *Essential Question(s)* enable focusing *Instructional Strategies* and learning objectives when planning. The *Essential Question(s)* amplify the *Big Idea* with the intent of taking you to a deeper level of understanding; they may also provide additional context for the *Academic Vocabulary*.

Vertical Articulations, which are contextually based upon the current standard with bracketed grade-level standards for the preceding and following grades, are included to allow for focused planning. This articulation helps remind you of the proficiency level of your students as they enter your grade and the proficiency expectations for the next grade.

The *Instructional Targets* express the student learning targets for student proficiency for *KNOW*, *THINK*, and *DO*, as appropriate. In some instances, there may be no *Instructional Targets* for student proficiency for one or more of *KNOW*, *THINK*, or *DO*. The *Instructional Targets* are expressions of the deconstruction of the *Student Expectation* with appropriate consideration of the *Essential Question(s)*.

The last feature is the *Instructional Strategies*. As you refine your planning in conjunction with student learning objectives that align to the *Instructional Targets*, you can refer to the *Instructional Strategies* for ideas to ensure you have sufficient differentiation and variety in your classroom to help students achieve the *Instructional Targets* and move towards mastery of the *Student Expectation*.

^{*}See Appendix for complete lists of the Texas College and Career Readiness Standards and Next Generation Science Standards.

Introduction to Grade 5

1. The English Language Arts and Reading Texas Essential Knowledge and Skills (TEKS) are organized into the following strands: Reading, where students read and understand a wide variety of literary and informational texts; Writing, where students compose a variety of written texts with a clear controlling idea, coherent organization, and sufficient detail; Research, where students are expected to know how to locate a range of relevant sources and evaluate, synthesize, and present ideas and information; Listening and Speaking, where students listen and respond to the ideas of others while contributing their own ideas in conversations and in groups; and Oral and Written Conventions, where students learn how to use the oral and written conventions of the English language in speaking and writing. The standards are cumulative -- students will continue to address earlier standards as needed while they attend to standards for their grade. In Grade 5, students will engage in activities that build on their prior knowledge and skills in order to strengthen their reading, writing, and oral language skills. Students should read and write on a daily basis. Grade 5 students engage in activities that build on their natural curiosity and prior knowledge to develop their reading, writing, and oral language skills.
2. For students whose first language is not English, the students' native language serves as a foundation for English language acquisition.
 - a. English language learners (ELLs) are acquiring English, learning content in English, and learning to read simultaneously. For this reason, it is imperative that reading instruction should be comprehensive and that students receive instruction in phonemic awareness, phonics, decoding, and word attack skills while simultaneously being taught academic vocabulary and comprehension skills and strategies. Reading instruction that enhances ELL's ability to decode unfamiliar words and to make sense of those words in context will expedite their ability to make sense of what they read and learn from reading. Additionally, developing fluency, spelling, and grammatical conventions of academic language must be done in meaningful contexts and not in isolation.
 - b. For ELLs, comprehension of texts requires additional scaffolds to support comprehensible input. ELL students should use the knowledge of their first language (e.g., cognates) to further vocabulary development. Vocabulary needs to be taught in the context of connected discourse so that language is meaningful. ELLs must learn how rhetorical devices in English differ from those in their native language. At the same time English learners are learning in English, the focus is on academic English, concepts, and the language structures specific to the content.
 - c. During initial stages of English development, ELLs are expected to meet standards in a second language that many monolingual English speakers find difficult to meet in their native language. However, English language learners' abilities to meet these standards will be influenced by their proficiency in English. While English language learners can analyze, synthesize, and evaluate, their level of English proficiency may impede their ability to demonstrate this knowledge during the initial stages of English language acquisition. It is also critical to understand that ELLs with no previous or with interrupted schooling will require explicit and strategic support as they acquire English and learn to learn in English simultaneously.
3. To meet Public Education Goal 1 of the Texas Education Code, §4.002, which states, "The students in the public education system will demonstrate exemplary performance in the reading and writing of the English language," students will accomplish the essential knowledge, skills, and student expectations at Grade 5 as described in subsection (b) of this section.
4. To meet Texas Education Code, §28.002(h), which states, "... each school district shall foster the continuation of the tradition of teaching United States and Texas history and the free enterprise system in regular subject matter and in reading courses and in the adoption of textbooks," students will be provided oral and written narratives as well as other informational texts that can help them to become thoughtful, active citizens who appreciate the basic democratic values of our state and nation.

(Source: Texas Education Agency, www.tea.state.tx.us)

Figure: 19

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. The student is expected to:

- A. establish purposes for reading selected texts based upon own or others' desired outcome to enhance comprehension;
- B. ask literal, interpretive, and evaluative questions of text;
- C. monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, rereading a portion aloud, generating questions);
- D. make inferences about text and use textual evidence to support understanding;
- E. summarize information in text, maintaining meaning and logical order; and
- F. make connections (e.g., thematic links, author analysis) between literary and informational texts with similar ideas and provide textual evidence.

(Source: Texas Education Agency, www.tea.state.tx.us)

Snapshot of TEKS that are most critical for STAAR

5.2	Students understand new vocabulary and use it when reading and writing.
The student is expected to:	<p>5.2(A) determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes;</p> <p>5.2(B) use context (e.g., in-sentence restatement) to determine or clarify the meaning of unfamiliar or multiple meaning words;</p> <p>5.2(E) use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine the meanings, syllabication, pronunciations, alternate word choices, and parts of speech of words.</p>
5.6	Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding.
The student is expected to:	<p>5.6(A) describe incidents that advance the story or novel, explaining how each incident gives rise to or foreshadows future events;</p> <p>5.6(B) explain the roles and functions of characters in various plots, including their relationships and conflicts.</p>
5.8	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. The student is expected to evaluate the impact of sensory details, imagery, and figurative language in literary text.
5.11	Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding.
The student is expected to:	<p>5.11(A) summarize the main ideas and supporting details in a text in ways that maintain meaning and logical order;</p> <p>5.11(C) analyze how the organizational pattern of a text (e.g., cause-and-effect, compare-and-contrast, sequential order, logical order, classification schemes) influences the relationships among the ideas;</p> <p>5.11(D) use multiple text features and graphics to gain an overview of the contents of text and to locate information; and</p> <p>5.11(E) synthesize and make logical connections between ideas within a text and across two or three texts representing similar or different genres.</p>
5.15	Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text.
The student is expected to:	<p>5.15(B) develop drafts by choosing an appropriate organizational strategy (e.g., sequence of events, cause-effect, compare-contrast) and building on ideas to create a focused, organized, and coherent piece of writing;</p> <p>5.15(C) revise drafts to clarify meaning, enhance style, include simple and compound sentences, and improve transitions by adding, deleting, combining, and rearranging sentences or larger units of text after rethinking how well questions of purpose, audience, and genre have been addressed;</p> <p>5.15(D) edit drafts for grammar, mechanics, and spelling.</p>

FIFTH GRADE

Snapshot of TEKS that are most critical for STAAR

5.17	Students write about their own experiences. The student is expected to write a personal narrative that conveys thoughts and feelings about an experience.
5.18	Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes.
The student is expected to:	5.18(A) create multi-paragraph essays to convey information about the topic that: <ul style="list-style-type: none">(i) present effective introductions and concluding paragraphs;(ii) guide and inform the reader's understanding of key ideas and evidence;(iii) include specific facts, details, and examples in an appropriately organized structure; and(iv) use a variety of sentence structures and transitions to link paragraphs.
5.20	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.
The student is expected to:	5.20(B) use the complete subject and the complete predicate in a sentence; and 5.20(C) use complete simple and compound sentences with correct subject-verb agreement.
5.22	Students spell correctly.
The student is expected to:	5.22(D) use spelling patterns and rules and print and electronic resources to determine and check correct spellings; and 5.22(E) know how to use the spell-check function in word processing while understanding its limitations.
Fig. 19	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.
The student is expected to:	Fig. 19(D) make inferences about text and use textual evidence to support understanding; Fig. 19(E) summarize and paraphrase texts in ways that maintain meaning and logical order within a text and across texts; and Fig. 19(F) make connections (e.g., thematic links, author analysis) between and across multiple texts of various genres and provide textual evidence.

STRAND:

**READING/
COMPREHENSION OF
LITERARY TEXT**

FIFTH GRADE

ENGLISH LANGUAGE ARTS/READING

KNOWLEDGE & SKILL STATEMENT

Key Idea

5.6 Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding.

BIG IDEA

We read to develop as people and citizens in our global society.
We make interpretations and draw conclusions both from what we read and experience in life.

ACADEMIC VOCABULARY

adages, adaption, affixes (prefixes, suffixes) analogies, analyze, antonyms, audience, author, author's viewpoint and purpose, bibliography and works cited, biography and autobiography, book talks, brainstorming, capitalization (abbreviation, initials, acronyms, organizations), causality, cause and effect, characters, clarify, classification schemes, communicate, compare, composition, comprehend, comprehension, conclusion, conflict, consonants, context, context clues, contrast, create, data, describe, details, dialogue, dictionary, directions, discuss, document, draw conclusions, edit, ending, English words and affixes (Greek, Latin, other linguistic roots), events and movements, evidence, facts, figurative language, fluency (accuracy, rate, expression, phrasing), foreshadowing, genre, glossary, grammar, graphics, graphic organizers, ideas, identify, idioms, illustrate, imagery, images, infer, inference, information (factual and quantitative from maps, charts, illustrations, graphs, timelines, tables, diagrams), instructions, interpret, journals, letters (date, salutation, closing), literary language and devices, main idea, mechanics, media (documentaries, commercials, news, online), metaphors, narrator, order (logical, sequential), organize, paragraphs, parallelism, paraphrasing, parts of speech (nouns, verbs, adjectives, adverbs, prepositions, prepositional phrases, pronouns, conjunctions, transitional words), perspective, persuade, phenomena, plagiarism, plot, poetry (alliteration, internal rhyme, onomatopoeia, rhyme scheme), point of view (third person, narrator), predict, pronunciation, publish, punctuation marks (period, question mark, exclamation mark, comma, apostrophe, quotation marks), purpose, question, quotations, reading log, relationships, research, resources (print, electronic), schwa, sensory language and details, sentences (simple, compound, topic, concluding), sequence, setting, similarities and differences, similes, spelling, sources (primary, secondary, reliable, relevant), statements (exaggerated, contradictory, misleading), strategies, subject and predicate, subject-verb agreement, summarize, synonyms, synthesize, technology, text (poetry, drama, fiction, informational, nonfiction, literary, persuasive, procedural, expository, myths, culture and history) textual evidence, theme, thesaurus, title, underlining and italics for titles and emphasis, vocabulary, vowels, words (root, compound, base, multi-syllable, multiple meaning, key, unfamiliar, guide), writing (persuasive, expository, procedural, literary, personal narrative), writing process (planning, drafting, revising, editing, publishing)

CONNECTIONS

Texas College & Career Readiness Standards	<p>English/Language Arts Standards:</p> <p>Reading</p> <p>A. Locate explicit textual information, draw complex inferences, and analyze and evaluate the information within and across texts of varying length.</p> <ol style="list-style-type: none"> 1. Use effective reading strategies to determine a written work's purpose and intended audience. 2. Use text features and graphics to form an overview of informational texts and to determine where to locate information. 3. Identify explicit and implicit textual information including main ideas and author's purpose. 4. Draw and support complex inferences from text to summarize, draw conclusions, and distinguish facts from simple assertions and opinions. 5. Analyze the presentation of information and the strength and quality of evidence used by the author, and judge the coherence and logic of the presentation and the credibility of an argument. 6. Analyze imagery in literary texts. 7. Evaluate the use of both literal and figurative language to inform and shape the perceptions of readers. 8. Compare and analyze how generic features are used across texts. 9. Identify and analyze the audience, purpose, and message of an informational or persuasive text. 10. Identify and analyze how an author's use of language appeals to the senses, creates imagery, and suggests mood. 11. Identify, analyze, and evaluate similarities and differences in how multiple texts present information, argue a position, or relate a theme.
STEM (Science, Technology, Engineering, and Math)	<p>TECHNOLOGY</p> <p>Have students use a simple flowchart or similar interactive organizer (e.g., http://www.diagrammr.com/) to visually express the relationship between characters and the plot. Students can also use Diagrammr to organize events from a text that foreshadow future events.</p>
Next Generation Science Standards	(None)

KNOWLEDGE & SKILL STATEMENT 5.6

Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding.

STUDENT EXPECTATIONS

5.6(A)

Students are expected to describe incidents that advance the story or novel, explaining how each incident gives rise to or foreshadows future events.

ESSENTIAL QUESTION(S)

- How do story elements help tell a story?

VERTICAL ARTICULATION

	Grade	Student Expectation
Reading/ Comprehension of Literary Text/Fiction	4th	4.6(A) sequence and summarize the plot's main events and explain their influence on future events.
	5th	5.6(A) describe incidents that advance the story or novel, explaining how each incident gives rise to or foreshadows future events.
	6th	6.6(A) summarize the elements of plot development (e.g., rising action, turning point, climax, falling action, denouement) in various works of fiction.

Instructional Targets:

Know: Concepts/Skills

Think

Do

Students should be able to:

Identify key details and examples.

Draw inferences using textual information.
Cite information from the text.
Explain how details and examples support future events.

INSTRUCTIONAL STRATEGIES

Reading Strategies

- Make a prediction ♦ Assimilating prior knowledge ♦ Read with purpose ♦ Connect with text
Reread to clarify ♦ Ask questions and answer ♦ Visualize and create a mental image
Make inferences ♦ Draw conclusions ♦ Summarize

FIFTH GRADE

KNOWLEDGE & SKILL STATEMENT 5.6

Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding.

STUDENT EXPECTATIONS

5.6(B)

Students are expected to explain the roles and functions of characters in various plots, including their relationships and conflicts.

ESSENTIAL QUESTION(S)

- How does the character affect the text?

VERTICAL ARTICULATION

	Grade	Student Expectation
Reading/ Comprehension of Literary Text/Fiction	4th	4.6(B) describe the interaction of characters including their relationships and the changes they undergo.
	5th	5.6(B) explain the roles and functions of characters in various plots, including their relationships and conflicts.
	6th	6.6(B) recognize dialect and conversational voice and explain how authors use dialect to convey character.

Instructional Targets:

Know: Concepts/Skills

Think

Do

Students should be able to:

Identify the character.

Identify specific details about characters.

Explain characters through dialogue, description, actions, and reactions.

INSTRUCTIONAL STRATEGIES

Reading Strategies

- Make a prediction ♦ Assimilating prior knowledge ♦ Read with purpose ♦ Connect with text
 Reread to clarify ♦ Ask questions and answer ♦ Visualize and create a mental image
 Make inferences ♦ Draw conclusions ♦ Summarize

STRAND:

**READING/
COMPREHENSION OF
INFORMATIONAL TEXT**

FIFTH GRADE

ENGLISH LANGUAGE ARTS/READING

**KNOWLEDGE &
SKILL STATEMENT**

Key Idea

5.11 Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding.

BIG IDEA

We read to develop as people and citizens in our global society.
We make interpretations and draw conclusions both from what we read and experience in life.

**ACADEMIC
VOCABULARY**

adages, adaption, affixes (prefixes, suffixes) analogies, analyze, antonyms, audience, author, author's viewpoint and purpose, bibliography and works cited, biography and autobiography, book talks, brainstorming, capitalization (abbreviation, initials, acronyms, organizations), causality, cause and effect, characters, clarify, classification schemes, communicate, compare, composition, comprehend, comprehension, conclusion, conflict, consonants, context, context clues, contrast, create, data, describe, details, dialogue, dictionary, directions, discuss, document, draw conclusions, edit, ending, English words and affixes (Greek, Latin, other linguistic roots), events and movements, evidence, facts, figurative language, fluency (accuracy, rate, expression, phrasing), foreshadowing, genre, glossary, grammar, graphics, graphic organizers, ideas, identify, idioms, illustrate, imagery, images, infer, inference, information (factual and quantitative from maps, charts, illustrations, graphs, timelines, tables, diagrams), instructions, interpret, journals, letters (date, salutation, closing), literary language and devices, main idea, mechanics, media (documentaries, commercials, news, online), metaphors, narrator, order (logical, sequential), organize, paragraphs, parallelism, paraphrasing, parts of speech (nouns, verbs, adjectives, adverbs, prepositions, prepositional phrases, pronouns, conjunctions, transitional words), perspective, persuade, phenomena, plagiarism, plot, poetry (alliteration, internal rhyme, onomatopoeia, rhyme scheme), point of view (third person, narrator), predict, pronunciation, publish, punctuation marks (period, question mark, exclamation mark, comma, apostrophe, quotation marks), purpose, question, quotations, reading log, relationships, research, resources (print, electronic), schwa, sensory language and details, sentences (simple, compound, topic, concluding), sequence, setting, similarities and differences, similes, spelling, sources (primary, secondary, reliable, relevant), statements (exaggerated, contradictory, misleading), strategies, subject and predicate, subject-verb agreement, summarize, synonyms, synthesize, technology, text (poetry, drama, fiction, informational, nonfiction, literary, persuasive, procedural, expository, myths, culture and history) textual evidence, theme, thesaurus, title, underlining and italics for titles and emphasis, vocabulary, vowels, words (root, compound, base, multi-syllable, multiple meaning, key, unfamiliar, guide), writing (persuasive, expository, procedural, literary, personal narrative), writing process (planning, drafting, revising, editing, publishing)

CONNECTIONS

Texas College & Career Readiness Standards

English/Language Arts Standards:

Reading

- A. Locate explicit textual information, draw complex inferences, and analyze and evaluate the information within and across texts of varying length.
1. Use effective reading strategies to determine a written work's purpose and intended audience.
 2. Use text features and graphics to form an overview of informational texts and to determine where to locate information.
 3. Identify explicit and implicit textual information including main ideas and author's purpose.
 4. Draw and support complex inferences from text to summarize, draw conclusions, and distinguish facts from simple assertions and opinions.
 5. Analyze the presentation of information and the strength and quality of evidence used by the author, and judge the coherence and logic of the presentation and the credibility of an argument.
 6. Analyze imagery in literary texts.
 7. Evaluate the use of both literal and figurative language to inform and shape the perceptions of readers.
 8. Compare and analyze how generic features are used across texts.
 9. Identify and analyze the audience, purpose, and message of an informational or persuasive text.
 10. Identify and analyze how an author's use of language appeals to the senses, creates imagery, and suggests mood.
 11. Identify, analyze, and evaluate similarities and differences in how multiple texts present information, argue a position, or relate a theme.

STEM

(Science, Technology, Engineering, and Math)

TECHNOLOGY/SCIENCE

Students can create simple diagrams using www.diagrammr.com to illustrate main idea and supporting details, facts and opinions, and relationships among ideas in expository texts.

Next Generation Science Standards

5-ESS3-1 Earth and Human Activity

Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment.

3-5-ETS1-1 Engineering Design

Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.

3-5-ETS1-2 Engineering Design

Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.

FIFTH GRADE

KNOWLEDGE & SKILL STATEMENT 5.11

Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding.

STUDENT EXPECTATIONS

5.11(B) Students are expected to determine the facts in text and verify them through established methods.

ESSENTIAL QUESTION(S)

- How can I determine if a fact is accurate?

VERTICAL ARTICULATION

	Grade	Student Expectation
Reading/ Comprehension of Informational Text/ Expository Text	4th	4.11(B) distinguish fact from opinion in a text and explain how to verify what is a fact.
	5th	5.11(B) determine the facts in text and verify them through established methods.
	6th	6.10(B) explain whether facts included in an argument are used for or against an issue.

Instructional Targets:

Know: Concepts/Skills

Think

Do

Students should be able to:

Identify validity of facts.

Evaluate methods to verify facts.
Explain how to use evidence to support points.

INSTRUCTIONAL STRATEGIES

Reading Strategies

- Make a prediction ♦ Assimilating prior knowledge ♦ Read with purpose ♦ Connect with text
Reread to clarify ♦ Ask questions and answer ♦ Visualize and create a mental image
Make inferences ♦ Draw conclusions ♦ Summarize

KNOWLEDGE & SKILL STATEMENT 5.11

Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding.

STUDENT EXPECTATIONS

5.11(C)

Students are expected to analyze how the organizational pattern of a text (e.g., cause-and-effect, compare-and-contrast, sequential order, logical order, classification schemes) influences the relationships among the ideas.

ESSENTIAL QUESTION(S)

- How does the structure of the text help me understand better?

VERTICAL ARTICULATION

	Grade	Student Expectation
Reading/ Comprehension of Informational Text/ Expository Text	4th	4.11(C) describe explicit and implicit relationships among ideas in texts organized by cause-and-effect, sequence, or comparison.
	5th	5.11(C) analyze how the organizational pattern of a text (e.g., cause-and-effect, compare-and-contrast, sequential order, logical order, classification schemes) influences the relationships among the ideas.
	6th	6.10(C) explain how different organizational patterns (e.g., proposition-and-support, problem-and-solution) develop the main idea and the author's viewpoint.

Instructional Targets:

Know: Concepts/Skills

Think

Do

Students should be able to:

Determine the overall text structure.

Describe the overall text structure.

Compare/contrast the overall structure of events, ideas, concepts, or information.

INSTRUCTIONAL STRATEGIES

Reading Strategies

- Make a prediction ♦ Assimilating prior knowledge ♦ Read with purpose ♦ Connect with text
 Reread to clarify ♦ Ask questions and answer ♦ Visualize and create a mental image
 Make inferences ♦ Draw conclusions ♦ Summarize

STRAND:

RESEARCH

FIFTH GRADE

ENGLISH LANGUAGE ARTS/READING

Sampler



KNOWLEDGE & SKILL STATEMENT

Key Idea

5.25 Students clarify research questions and evaluate and synthesize collected information.

BIG IDEA

Researchers ask questions, seek information, and organize information to answer questions.

ACADEMIC VOCABULARY

adages, adaption, affixes (prefixes, suffixes) analogies, analyze, antonyms, audience, author, author's viewpoint and purpose, bibliography and works cited, biography and autobiography, book talks, brainstorming, capitalization (abbreviation, initials, acronyms, organizations), causality, cause and effect, characters, clarify, classification schemes, communicate, compare, composition, comprehend, comprehension, conclusion, conflict, consonants, context, context clues, contrast, create, data, describe, details, dialogue, dictionary, directions, discuss, document, draw conclusions, edit, ending, English words and affixes (Greek, Latin, other linguistic roots), events and movements, evidence, facts, figurative language, fluency (accuracy, rate, expression, phrasing), foreshadowing, genre, glossary, grammar, graphics, graphic organizers, ideas, identify, idioms, illustrate, imagery, images, infer, inference, information (factual and quantitative from maps, charts, illustrations, graphs, timelines, tables, diagrams), instructions, interpret, journals, letters (date, salutation, closing), literary language and devices, main idea, mechanics, media (documentaries, commercials, news, online), metaphors, narrator, order (logical, sequential), organize, paragraphs, parallelism, paraphrasing, parts of speech (nouns, verbs, adjectives, adverbs, prepositions, prepositional phrases, pronouns, conjunctions, transitional words), perspective, persuade, phenomena, plagiarism, plot, poetry (alliteration, internal rhyme, onomatopoeia, rhyme scheme), point of view (third person, narrator), predict, pronunciation, publish, punctuation marks (period, question mark, exclamation mark, comma, apostrophe, quotation marks), purpose, question, quotations, reading log, relationships, research, resources (print, electronic), schwa, sensory language and details, sentences (simple, compound, topic, concluding), sequence, setting, similarities and differences, similes, spelling, sources (primary, secondary, reliable, relevant), statements (exaggerated, contradictory, misleading), strategies, subject and predicate, subject-verb agreement, summarize, synonyms, synthesize, technology, text (poetry, drama, fiction, informational, nonfiction, literary, persuasive, procedural, expository, myths, culture and history) textual evidence, theme, thesaurus, title, underlining and italics for titles and emphasis, vocabulary, vowels, words (root, compound, base, multi-syllable, multiple meaning, key, unfamiliar, guide), writing (persuasive, expository, procedural, literary, personal narrative), writing process (planning, drafting, revising, editing, publishing)

CONNECTIONS

Texas College & Career Readiness Standards	<p>English/Language Arts Standards:</p> <p>Research</p> <p>B. Select information from a variety of sources.</p> <ol style="list-style-type: none"> 2. Evaluate the validity and reliability of sources. 3. Synthesize and organize information effectively.
STEM (Science, Technology, Engineering, and Math)	<p>STEM</p> <p>During a STEM project in which students have identified a problem and set out to design a solution, have students research the problem in depth using online resources, texts from the classroom and school libraries, and any local experts available. Scaffold students through creating questions to answer during their research.</p>
Next Generation Science Standards	<p>5-ESS1-1 Earth's Place in the Universe Support an argument that differences in the apparent brightness of the sun compared to other stars is due to their relative distances from Earth.</p> <p>5-LS1-1 From Molecules to Organisms: Structures and Processes Support an argument that plants get the materials they need for growth chiefly from air and water.</p> <p>5-PS2-1 Motion and Stability: Forces and Interactions Support an argument that the gravitational force exerted by Earth on objects is directed down.</p>

KNOWLEDGE & SKILL STATEMENT
5.25

Students clarify research questions and evaluate and synthesize collected information.

STUDENT EXPECTATIONS

5.25(A)

Students are expected to refine the major research question, if necessary, guided by the answers to a secondary set of questions.

ESSENTIAL QUESTION(S)

- How can I check the accuracy of my sources?

VERTICAL ARTICULATION

	Grade	Student Expectation
Research/ Synthesizing Information	4th	4.25(A) improve the focus of research as a result of consulting expert sources (e.g., reference librarians and local experts on the topic).
	5th	5.25(A) refine the major research question, if necessary, guided by the answers to a secondary set of questions.
	6th	6.24(A) refine the major research question, if necessary, guided by the answers to a secondary set of questions.

Instructional Targets:

Know: Concepts/Skills

Think

Do

Students should be able to:

Identify the different aspects of a topic.

Conduct investigations on different topical aspects.
Question information to build topical knowledge.

Refine and clarify research question.

INSTRUCTIONAL STRATEGIES

Writing, Oral & Written Conventions, Research, and Listening & Speaking

- Pattern writing ♦ Expand sentences ♦ Question stems ♦ Word walls ♦ Journal writing
- Vocabulary journals ♦ Interactive writing (teacher modeling)
- Establish purpose that is consistent with genre or answers research questions
- Summarize or paraphrase information from reference materials
- Note taking skills for referencing and oral presentations
- Develop topic, theme, perspective, argument, or character
- Organize sequence of writing through outline or graphic organizer
- Infuse style of writing with imagination, individuality, and distinctive voice
- Select words that are precise and vivid ♦ Use appropriate sentence formation and conventions
- Utilize receptive and expressive listening skills

KNOWLEDGE & SKILL STATEMENT 5.25

Students clarify research questions and evaluate and synthesize collected information.

STUDENT EXPECTATIONS

5.25(B) Students are expected to evaluate the relevance, validity, and reliability of sources for the research.

ESSENTIAL QUESTION(S)

- How can I check the accuracy of my sources?

VERTICAL ARTICULATION

	Grade	Student Expectation
Research/ Synthesizing Information	4th	
	5th	5.25(B) evaluate the relevance, validity, and reliability of sources for the research.
	6th	6.24(B) evaluate the relevance, validity, and reliability of sources for the research.

Instructional Targets:

Know: Concepts/Skills

Think

Do

Students should be able to:

Identify various research sources.

Discriminate between various research sources.
 Compare/contrast information from various research sources.
 Interpret information derived from various sources.
 Evaluate validity and reliability of source.

INSTRUCTIONAL STRATEGIES

Writing, Oral & Written Conventions, Research, and Listening & Speaking

- Pattern writing ♦ Expand sentences ♦ Question stems ♦ Word walls ♦ Journal writing
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