



5th Grade English Language Arts Year at a Glance (YAG)



First Semester	
<p>1st Nine Weeks – 40 days (August 19th – October 15th) (September 2nd – Labor day – No School) (October 14th – Staff Development)</p>	<p>2nd Nine Weeks – 43 days (October 16th – December 20th) (November 25th – 29th – Thanksgiving Break) (December 23rd – January 3rd – Holiday Break)</p>
<p>TEKS 5.1ABD 5.2Ai-iii,v 5.2B, i,iv, 5.2C 5.3AB 5.4A 5.5A 5.6ABEI 5.7AEF 5.11AB</p> <p>5.2A,ii,iii 5.2B,i,iii, iv 5.6ABCFG 5.7BCDEG 5.10A 5.11ABD, Di, Dxi</p> <p>5.2A i,iii, 5.2B, 5.2Bi, 5.2Bii, 5.2Biii, 5.2Bv; 5.3E; 5.6B, 5.6C, 5.6E, 5.6F, 5.6G, 5.6H, 5.6I; 5.7B, 5.7C, 5.7E, 5.7G; 5.10A, 5.10B; 5.11B, 5.11Bi, 5.11Bii, 5.11C, 5.11D, 5.11Di, 5.11Dv, 5.11Dviii, 5.11Dx, 5.11Dxi</p>	<p>Suggested Novel Studies: <u>Eleven</u> (2019 Global Read Aloud begins September 30th: <u>Front Desk</u> or <u>The Bridge Home</u>)</p> <p>HMH Module #2 Many Ways to Tell a Story</p> <p><u>Unit 01: Living Literate Lives (15 days)</u> <u>Vivir una vida con la lectoescritura</u> This unit bundles student expectations that address the foundational skills of reading, writing, listening, speaking, and thinking as habits and routines are put into place to establish the importance of literacy inside and outside the classroom.</p> <p><u>Unit 02A: Author’s Purpose & Craft: Exploring Purpose and Message (10 days)</u> <u>Propósito y arte del escritor: explorar el propósito y el mensaje</u> This unit bundles student expectations that address listening, speaking, reading, writing, and thinking with purpose. At the heart of all communication is purpose — the “why” of the message. Purpose helps shape the message being conveyed (whether oral or written) and helps support comprehension of the message (whether heard or read). Authors use specific techniques to deliver their message and recognizing these techniques is key to comprehending.</p> <p><u>Unit 02B: Author’s Purpose & Craft: Connecting Structure to Author’s Purpose (7 days)</u> <u>Propósito y arte del escritor: conectar la escritura y el propósito</u> This unit bundles student expectations that address how author's purpose influences a writer's choice of organization and structure. Writers use their purpose as the driver for choosing how to organize and develop their ideas. Purposeful structure and organization of ideas help the reader follow and understand the author’s purpose and message.</p>
<p>TEKS 5.2A,i,iii,iv 5.2B,ii, iii, v 5.3AC 5.6BDFI 5.7BCG 5.10ADF 5.11B,Bii 5.11CDE</p> <p>5.2A,iv, 5.2B,ii,iii,v 5.3C 5.3D 5.6B 5.6C 5.6EFGH I 5.7ABCDEF 5.8ABCD 5.10ABCDEF 5.11A 5.11B,i,ii 5.11D,vi,x,xi 5.12A 5.13ABC</p> <p>5.2A,iv 5.2B,v; 5.3C 5.6BCEFH 5.7BCEG 5.8ABCD 5.9A 5.10ABCDEF 5.11B, Bi,Bii 5.11C 5.11Diii,vii,x,xi 5.11E 5.12A</p>	<p>Suggested Novel Studies: <u>Sign of the Beaver</u>, <u>Wonder</u>, <u>Out of My Mind</u>, <u>Twenty and Ten</u>, <u>Fish in a Tree</u></p> <p><u>Unit 02C: Author’s Purpose & Craft: Developing Voice through Language Choice (10 days)</u> This unit bundles student expectations that address how authors use language to express voice and convey meaning. Writers carefully select language that supports their message and purpose. Readers interpret words and phrases in order to help them create mental images that improve understanding.</p> <p><u>Unit 03A: Exploring and Crafting Fiction: Literary Elements (15 days)</u> This unit bundles student expectations that address the genre characteristics and structures of fictional text. The fiction genre represents narratives, or stories, that include literary elements and devices. Literary elements are the basic parts of a story including plot, character(s), setting, theme, etc. Authors create their stories around these elements. Readers rely on this predictable structure in order to help them understand any work of fiction. Literary devices are techniques an author uses to add meaning and produce a given effect. Examples of literary devices are point of view, simile, imagery, onomatopoeia, etc. Readers analyze literary elements and devices in order to deepen understanding of the text and to improve their own craft. Readers read fiction for the enjoyment of learning about and making connections with new and different people, places, and ideas.</p> <p><u>Unit 03B: Exploring and Crafting: Traditional Literature (10 days)</u> This unit bundles student expectations that address analyzing and writing fictional texts with an emphasis on traditional literature such as folktales, fables, legends, myths, and tall tales. These types of stories generally have originated within a particular culture and were most likely to have been told orally over generations. These stories include the most basic literary elements of theme, plot, setting, and characterization. However, each one has unique characteristics that make them distinguishable. Most traditional stories are easily relatable and have universal messages that everyone can understand and value.</p>



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Second Semester

3rd Nine Weeks – 45 days
(January 6th – March 17th)
(January 20th – MLK – No School)
(March 9th – 13th – Spring Break)

4th Nine Weeks – 45 days
(March 18th – May 21rd)
(April 10th – Good Friday – No School)
(April 24th – Battle of Flowers – No School)
(May 25th – Memorial Day – No School)

TEKS
5.1D; 5.2A, 5.2Ai,
5.2Aiv, 5.2B, 5.2Bii,
5.2Bv, 5.2Bvi; 5.3C;
5.6B, 5.6C, 5.6E,
5.6F, 5.6G, 5.6H;
5.7B, 5.7C, 5.7D,
5.7E, 5.7G; 5.9D,
5.9Di, 5.9Dii,
5.9Diii, 5.9F; 5.10A,
5.10B, 5.10C, 5.10F;
5.11A, 5.11B,
5.11Bi, 5.11Bii,
5.11C, 5.11D,
5.11Dx, 5.11Dxi,
5.11E; 5.12B; 5.13A,
5.13B, 5.13C, 5.13D,
5.13E, 5.13H

5.1B; 5.2A, 5.2Ai,
5.2B, 5.2Bii; 5.6B,
5.6C, 5.6E, 5.6F,
5.6G, 5.6H; 5.7B,
5.7C, 5.7D, 5.7E,
5.7G; 5.8A, 5.8B,
5.8C, 5.8D; 5.9C;
5.10A, 5.10B, 5.10C,
5.10D, 5.10E, 5.10F;
5.11A, 5.12A

5.1C; 5.6B, 5.6C,
5.6D, 5.6E, 5.6F,
5.6G, 5.6H; 5.7B,
5.7C, 5.7D, 5.7E,
5.7G; 5.8A; 5.9B;
5.10A, 5.10B, 5.10C,
5.10D, 5.10E, 5.10F;
5.11A; 5.12A

Suggested Novel Studies to Choose from: Abduction, The Story of Harriet Tubman; Conductor of the Underground Railroad, Freedom Crossing

Unit 4: Exploring and Crafting Informational Text Through Inquiry (15 days)
HMH parts of Modules 1, 3, 4, 5, 7, 11

This unit bundles student expectations that address analyzing and writing informational texts. This genre represents writing that informs, explains, and/or describes a topic. Readers read a variety of informational texts, including digital and multimodal texts, to learn about and deepen their understandings of specific topics and areas of interest.

Unit 5: Reading and Performing Drama (10 days)
HMH Module 12

This unit bundles student expectations that address analyzing and writing literary texts, specifically drama. Playwrights include literary elements and devices in their craft of drama. Playwrights write plays for a variety of purposes such as entertainment, social critique, and persuasion. Readers read and experience drama as an art form that provide insight into diverse perspectives about the world.

Unit 6: Exploring and Crafting Poetry (10 days)
HMH parts of Modules 2, 8 & 10

This unit bundles student expectations that address the analysis and composition of poetry. This genre of literary text places a special emphasis on distinctive style and rhythm to express feelings and ideas, to create imagery, and/or to expand and deepen readers' understandings. Most poems include literary and poetic elements and devices such as imagery, figurative language, and sound devices. Poets carefully select words not only for meaning and function, but also for their sound. Poets also make distinct choices about layout and punctuation which impacts the way a reader may read and interpret the poem. Many times readers need to go beyond a literal interpretation of the text to truly understand the meaning behind the poem. Readers read and experience poetry as an art form to connect to the world around them.

TEKS
5.6B, 5.6C, 5.6E,
5.6F, 5.6G,
5.6H; 5.7B,
5.7C, 5.7D,
5.7E, 5.7G; 5.9E,
5.9Ei, 5.9Eii,
5.9Eiii, 5.9F;
5.10A, 5.10B,
5.10C, 5.10D,
5.10F, 5.10G;
5.11A, 5.11B,
5.11Bi, 5.11Bii,
5.11C, 5.11D,
5.11Dix; 5.12C,
5.12D; 5.13A,
5.13B, 5.13C,
5.13D, 5.13E,
5.13F, 5.13G,
5.13H

5.6E, 5.6F, 5.6G,
5.6H; 5.7B,
5.7C, 5.7D,
5.7E, 5.7G;
5.10A, 5.10B,
5.10C, 5.10D,
5.10F; 5.12A,
5.12B, 5.12C;
5.13A, 5.13B,
5.13C, 5.13D,
5.13E, 5.13F

Suggested Novel Studies to Choose from: The Anne Frank Story, I Am a Star, Number the Stars, Indian in the Cupboard, Everything on a Waffle

Unit 7: Authentic Research to Craft an Argument (15 days)
HMH Modules 6 & 9

This unit bundles student expectations that address analyzing and writing argumentative texts. This genre represents text in which the writer develops and defends a position or debates a topic using logic and persuasion. Readers (and listeners) need to be able to recognize the techniques authors use to convince their audience of a certain opinion or position. Authors may try to appeal to an audience's emotions by using words or images that create strong feelings. Authors may also present logical reasons for their position while possibly not presenting alternative reasoning. Authors may also use experts or language that seems credible to convince their audience. Readers may read argumentative text to find evidence that supports their own opinions or to seek multiple perspectives on a particular topic or issue.

Unit 8: Making Meaning Through the Genres (25 days)

This unit bundles expectations that address analyzing and crafting texts across multiple genres, including multimodal and digital texts. Readers and writers today consume and produce texts in a variety of genres for a variety of purposes. Many of these texts employ print and digital modalities such as images, graphics, text features, font, color, audio, and video, to achieve their purposes. Readers' understanding and opinions are often affected by the use of various modalities paired with the genre at hand. Readers and writers who are aware of authors' craft and techniques with multiple modalities are better prepared to read critically and compose effectively. Effective readers and writers use their knowledge of genre and craft to understand and communicate ideas effectively