

**English/Language Arts Scope and Sequence - Grade 5**

Term: All Nine Weeks

Taught	Term	TAKS Obj	Curriculum Sequence TEKS/SE and Alignment Objectives	Instr Lev	TAKS	Block	AlignDesign Depth & Complexity of TAKS	Approved District Campus Resources
<b>Strand: English Language Arts/Listening/Speaking</b>								
<b>TEKS Strand: Purposes</b>								
	1-4	5.1A	Determine the purposes for listening such as to gain information, to solve problems, or to enjoy and appreciate (4-8).	D		SSR		
	1-4	5.1B	Eliminate barriers to effective listening (4-8).	D		SSR		
	2-4	5.1C	Understand the major ideas and supporting evidence in spoken messages (4-8).	D		GR		
<b>TEKS Strand: Critical Listening</b>								
	3-4	5.2A	Interpret speakers' messages (both verbal and nonverbal), purposes, and perspectives (4-8).	D		Wr		
	4	5.2B	Identify and analyze a speaker's persuasive techniques such as promises, dares, and flattery (4-5).	DM		Wr		
	3-4	5.2C	Distinguish between the speaker's opinion and verifiable fact (4-8).	D		Wr		
	3-4	5.2D	Monitor his/her own understanding of the spoken message and seek clarification as needed (4-8).	D		GR		
<b>TEKS Strand: Appreciation</b>								
	1-4	5.3A	Listen to proficient, fluent models of oral reading, including selections from classic and contemporary works (4-8).	D		SSR		
	1-4	5.3B	Describe how the language of literature affects the listener (4-5).	DM		SSR		
	3-4	5.3C	Assess how language choice and delivery affect the tone of the message (4-5).	DM		Wr		
<b>TEKS Strand: Knowledge of Culture</b>								
	1-4	5.4A	Connect his/her own experiences, information, insights, and ideas with the experiences of others through speaking and listening (4-8).	D		GR		
	3-4	5.4B	Compare oral traditions across regions and cultures (4-8).	D		GR		
	3-4	5.4C	Identify how language use such as labels and sayings reflects regions and cultures (4-8).	D		GR		
<b>TEKS Strand: Audiences</b>								
	3-4	5.5A	Adapt spoken language such as word choice, diction, and usage to the audience, purpose, and occasion (4-8).	D		GR		
	4	5.5B	Demonstrate effective communications skills that reflect demands such as interviewing, reporting, requesting, and providing information (4-8).	D		GR		

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	1-4		5.5C Present dramatic interpretations of experiences, stories, poems, or plays to communicate (4-8).	D		GR		
	4		5.5D Use effective rate, volume, pitch, and tone for the audience and setting (4-8).	D		GR		
	1-4		5.5E Give precise directions and instructions such as for games and tasks (4-5).	DM		WB		
	1-4		5.5F Clarify and support spoken ideas with evidence, elaborations, and examples (4-8).	D		WB		
<b>Strand: English Language Arts/Reading</b>								
<b>TEKS Strand: Word Identification</b>								
	1-4		5.6A Apply knowledge of letter-sound correspondences, language structure, and context to recognize words (4-8).	D		WB		
	1-4		5.6B Use structural analysis to identify root words with prefixes such as dis-, non-, and in-; and suffixes such as -ness, -tion, and -able (4-6).	D		WB		
	1-4		5.6C Locate the meanings, pronunciations, and derivations of unfamiliar words using dictionaries, glossaries, and other sources (4-8).	D		GR		
<b>TEKS Strand: Fluency</b>								
	1-4		5.7A Read regularly in independent-level materials (texts in which no more than approximately 1 in 20 words is difficult for the reader) (5).	DM		SSR		
	1-4		5.7B Read regularly in instructional-level materials that are challenging but manageable (texts in which no more than approximately 1 in 10 words is difficult for the reader; a "typical" fifth grader reads approximately 100 wpm). (5)	IDM		SSR		
	2-4		5.7C Demonstrate characteristics of fluent and effective reading (4-6).	D		GR		
	1-4		5.7D Adjust reading rate based on purposes for reading (4-8).	D		SSR		
	1-4		5.7E Read aloud in selected texts in ways that both reflect understanding of the text and engage the listeners (4-8).	D		GR		
	1-4		5.7F Read silently with increasing ease for longer periods (4-8).	D		SSR		
<b>TEKS Strand: Variety of Texts</b>								
	1-4		5.8A Read classic and contemporary works (2-8).	D		GR		
	1-4		5.8B Select varied sources such as nonfiction, novels, textbooks, newspapers, and magazines when reading for information or pleasure (4-5).	DM		GR		

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	1-4		5.8C Read for varied purposes such as to be informed, to be entertained, to appreciate the writer’s craft, and to discover models for his/her own writing (4-8).	D		GR		
<b>TEKS Strand: Vocabulary Development</b>								
	1-4		5.9A Develop vocabulary by listening to selections read aloud (4-8).	D		GR		
	1-4	1	5.9B <b>Draw on experiences to bring meanings to words in context such as interpreting figurative language and multiple-meaning words (4-5).</b>	DMT	T5	GR	<b>Level 3: Answer not stated/is inferred or implied. (experiences---text-related)</b> *Which words in paragraph __ help the reader know what __ means? <b>(identify context clues)</b> *In paragraph __, the word __ means __. *In paragraph __, __ are __ who __.	
	1-4		5.9C Use multiple reference aids, including a thesaurus, a synonym finder, a dictionary, and software, to clarify meanings and usage (4-8).	D		WB		
	1-4	1	5.9D <b>Determine meanings of derivatives by applying knowledge of the meanings of root words such as like, pay, or happy and affixes such as dis-, pre-, un- (4-8).</b>	DMT	T5	GR	<b>Level 3: Answer not stated/is inferred or implied.</b> *In paragraph __, which words help the reader know what __ means? Note: The student must identify the context clues for the meaning of the word. <b>(word meaning)</b> *Students are provided a dictionary excerpt with 4 definitions of the same word. Which meaning best fits the way __ is used paragraph __? (Students must use context clues in the passage to determine which definition determines the meaning of the word as the word is used in the passage.) <b>(word meaning)</b> *In paragraph __, the word __ means __. <b>(word meaning)</b>	
	1-4		5.9E Study word meanings systematically such as across curricular content areas and through current events (4-8).	D		GR		
<b>TEKS Strand: Comprehension</b>								
	1-4		5.10A Use his/her own knowledge and experience to comprehend (4-8).	D		GR		
	1-4		5.10B Establish and adjust purposes for reading such as reading to find out, to understand, to interpret, to enjoy, and to solve problems (4-8).	D		GR		
	1-4		5.10C Monitor his/her own comprehension and make modifications when understanding breaks down such as by rereading a portion aloud, using reference aids, searching for clues, and asking questions (4-8).	D		SSR		

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	1-4		5.10D Describe mental images that text descriptions evoke (4-8).	D		GR		
	1-4	3	5.10E Use the text's structure or progression of ideas such as cause and effect or chronology to locate and recall information (4-8).	DMT	T5	GR	<p><b>Level 2: Answer stated/more difficult to locate.</b> Cause and effect: Why? Because? Effect stated in the question. *_did _ because_. (effect in the question, cause stated as answer OR cause in the question, effect stated in answer.)</p> <p><b>Cause and effect:</b> *Why do the _ put _? *Why does _ feel _? *_thinks one reason for _ is _.</p> <p><b>Sequence:</b> *Select the answer below with the events listed in the order of the story.</p>	
	1-4	1	5.10F Determine a text's main (or major) ideas and how those ideas are supported with details (4-8).	DMT	T5	GR	<p><b>Level 3: Answer not stated/is inferred or implied.</b></p> <p><b>Main idea:</b> *What is the story mainly about? *What is the main idea of this story? *What is paragraph _ mostly about? *What is the article mainly about? *What might be a good title for this story?</p> <p><b>Supporting detail:</b> *Why do _ and _ use _? *Why is _ often _?</p>	
	1-4	1	5.10G Paraphrase and summarize text to recall, inform, and organize ideas (4-8).	DMT	T5	GR	<p><b>Level 3: Answer not stated/is inferred or implied.</b></p> <p><b>Summary:</b> *Which of the following is the best summary of the passage? *Read the first part of a summary of “_” to answer the next question. Which of the following best completes the summary above? *Which of these is the best summary of this story?</p>	

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	1-4	4	5.10H <b>Draw inferences such as conclusions or generalizations and support them with text evidence [and experience] (4-8).</b>	DMT	T5	GR	<p><b>Level 3: Answer not stated/is inferred or implied.</b></p> <p><b>Conclusion:</b></p> <ul style="list-style-type: none"> <li>*You can tell from the passage that __.</li> <li>*What can you conclude about __?</li> <li>*According to the selection__.</li> <li>*The passage gives you reason to believe that __.</li> <li>*You can conclude from this selection that __.</li> <li>*One conclusion that can be made about __ is __.</li> <li>*You can tell that __ is __.</li> <li>*From the way __ describes __, the reader can tell he thinks __.</li> <li>*Why does the author compare the __ to the __?</li> </ul>	
	1-4	3	5.10I <b>Find similarities and differences across texts such as in treatment, scope, or organization (4-8).</b>	DMT	T5	GR	<p><b>Level 4: Based on analysis of text/author</b></p> <ul style="list-style-type: none"> <li>*How are __ like __?</li> <li>*Look at the chart comparing the two stories. Which of these best completes the chart?</li> <li>*When the __ and __ are __, how do they act differently?</li> </ul> <p><b>Paired passages:</b></p> <ul style="list-style-type: none"> <li>*How is title of story different from title of informative text?</li> <li>*What do __ and __ have in common?</li> <li>*How are __ and __ organized alike?</li> <li>*What is one difference between __ and __?</li> <li>*Both of these stories describe __.</li> </ul>	
	1-4	4	5.10J <b>Distinguish fact and opinion in various texts (4-8).</b>	DMT	T5	GR	<p><b>Level 1: Answer is stated.</b></p> <p><b>Fact and opinion:</b></p> <ul style="list-style-type: none"> <li>*Find examples of fact and opinion statements in the passage.</li> <li>*Which of the following is a fact in the passage?</li> <li>*Which of the following is an opinion in the passage?</li> </ul>	
	3-4		5.10K Answer different types and levels of questions such as open-ended, literal, and interpretative as well as test-like questions such as multiple choice, true-false, and short answer (4-8).	D		GR		

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	1-4	3	5.10L <b>Represent text information in different ways such as in outline, timeline, or graphic organizer (4-8).</b>	DMT	T5	GR	<p><b>Level 2: Answer stated/more difficult to locate.</b></p> <p>*Look at the information from the article. A long, narrow box without words appears at the top with lines to three facts/details from the article; all of the facts/details relate to one character or event. Question: Which idea belongs in the empty box? (<b>text information-different ways</b>)</p> <p>*Use Venn Diagrams for comparing /contrasting events, characters, etc. (<b>text information-different ways</b>)</p> <p>*Use timeline for sequence. (<b>text information-different ways</b>)</p> <p>*Use a main idea/supporting details chart with a blank box at the top and 3 related details in boxes connected to the blank box. Which idea belongs in the empty box at the top?</p>	
			<b>5.10L - continued:</b>			GR	<p><b>5.10L - continued:</b></p> <p><b>Level 2: Answer stated/more difficult to locate.</b></p> <p>*Use a main idea/supporting details chart with a circle in the middle and 5 related details in circles connected to the inner circle. Which idea goes in the blank circle?</p> <p>*Use a main idea/supporting details chart with the top box completed with the main idea and 3 of the supporting details boxes completed and the fourth supporting details box blank. Which of these belongs in the empty box?</p> <p>NOTE: This could assess ANY text information through outlines, timelines, or graphic organizers.</p>	
	1-4		AO 1 <i>Engage in text-dependent reading comprehension while listening to selections read aloud with narrative, informative, and functional (life skills) text and comprehend using text evidence to prove answers that are inferred and implied from the text selection.</i>	DMT	T5	GR		
	1-4		AO 2 <i>Understand the difference between creative and text-dependent reading comprehension with a) creative reading requiring prior knowledge, experiences, and innovative thinking to comprehend and b) text-dependent reading requiring deductive reasoning to comprehend.</i>	DMT	T5	GR		
	1-4		AO 3 <i>Use context clues including synonyms, antonyms, definitions, descriptions, explanations, and examples to determine and/or confirm the meanings of words within the context of the text.</i>	DMT	T5	GR		

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	1-4	AO 4	<i>Recall the sequence of events or steps including what happened “before” and what happened “after,” and what happened first and last.</i>	DMT	T5	GR		
	1-4	AO 5	<i>Read different types of texts (narrative, informative, functional) read aloud and answer questions such as who?, what? , where?, and when? about details in the text.</i>	DMT	T5	SSR and GR		
	3-4	AO 6	<i>Read functional text (contest rules, game directions, advertisements, assembly directions, recipes, etc.) and recall specific information presented in the text.</i>	DMT	T5	GR		
	1-4	AO 7	<i>Read stories and recall the setting of the story (time and place).</i>	DMT	T5	GR		
	1-4	AO 8	<i>Predict what will happen next in narrative and informative text read with predictions based on a) creative reading requiring prior knowledge and experiences and b) text-dependent reading using clues and evidence in the text.</i>	DMT	T5	GR		
	1-4	AO 9	<i>Understand the difference between detail and summary statements and identify detail and summary statements in reading selections.</i>	DM		GR	Pre-requisite skill for summary on T5	
	1-4	AO 10	<i>Retell a story by identifying the most important events.</i>	DMT	T5	GR		
	1-4	AO 11	<i>Understand that the main idea is what the story is “mostly about” and is sometimes stated or paraphrased in the story and sometimes the main idea is “not stated,” in the story, but implied from information in the story. Main idea: What the details have in common, the connection between the details.</i>	DMT	T5	GR		
	1-4	AO 12	<i>Classify simple words into categories determined by what the words have in common.</i>	DM		WB and GR	Pre-requisite skill for main idea on T5	
	1-4	AO 13	<i>Determine causes and effects stated in narrative and informative text selections by answering “Why?” and “Because” questions.</i>	DMT	T5	GR		
	1-4	AO 14	<i>Make and explain inferences and draw conclusions from narrative and informative text selections.</i>	DMT	T5	GR		
	1-4	AO 15	<i>Make and explain inferences and draw conclusions from graphic sources in text selections.</i>	DMT	T5	GR		
	1-4	AO 16	<i>Organize information in narrative and informative text in systematic ways including classifying and categorizing details.</i>	DMT	T5	GR		

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	1-4		AO 17 <i>Write a paragraph summary of the critical details in a paragraph or short reading selection in narrative, informative, and functional texts.</i>	DMT	T5	Wr		
	1-4		AO 18 <i>Determine the author's purpose in writing a specific reading selection.</i>	DMT	T5	Wr and GR		
<b>TEKS Strand: Literary Response</b>								
	3-4		5.11A Offer observations, make connections, react, speculate, interpret, and raise questions in response to texts (4-8).	D		GR		
	2-4		5.11B Interpret text ideas through such varied means as journal writing, discussion, enactment, and media (4-8).	D		GR		
	1-4	4	5.11C <b>Support responses by referring to relevant aspects of text [and his/her own experiences] (4-8).</b>	DMT	T5	GR	<b>Level 3: Answer not stated/is inferred or implied.</b> <b>Text evidence:</b> *Which information below supports the conclusion of __. (conclusion is stated in the question stem) Answer is the text evidence that supports the conclusion. *What information in the selection supports the conclusion that __. *Which sentence in the story best shows that reader that __. *Which sentence in the story tells the reader that __.	
	1-4	4	5.11D <b>Connect, compare, and contrast ideas, themes, and issues across text (4-8).</b>	DMT	T5	GR	<b>Level 4: Based on analysis of text/author</b> *How are __ and __ alike? *What do __ and __ have in common? *Use a Venn Diagram with ideas, themes, and issues in two different passages listed by unique to one passage and unique to the other passage and then ideas, themes, and issues in common. Students could be asked to add another ideas, theme, or issue to the Venn Diagram. <b>Paired passages:</b> *A theme found in both articles is ____. *Which of these is a theme in both selections? *An idea presented in both articles is __. *Why was the __ mentioned in both stories? <b>Connect ideas and issues:</b> *In what way does the story help convince the reader to __?	

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<b>TEKS Strand: Text Structures/Literary Concepts</b>								
	1-4	3	5.12A <b>Judge the internal consistency or logic of stories and texts suc as "Would this character do this?"; and "Does this make sense here?" (4-5).</b>	DMT	T5		<b>Level 4: Based on analysis of text/author</b> *From what the reader learns about __, which statement would not be reasonable? (logic/consistency) *From what the reader learns about __, which of the following would she probably do? *From what the reader learns about __, which statement does not make sense? *Based on information about __, which of the following represents something she probably would not have done?	
	1-4	4	5.12B <b>Recognize that authors organize information in specific ways (4-5).</b>	DMT	T5	GR	<b>Level 4: Based on analysis of text/author</b> *The author organizes paragraphs __ through __ of the article by __. Types of organization strategies: sequence, order of importance, cause and effect, and compare/contrast.	
	1-4	3	5.12C <b>Identify the purposes of different types of texts such as to inform, influence, express, or entertain (4-8).</b>	DMT	T5	GR	<b>Level 4: Based on analysis of text/author</b> *Identify the text that tells a story. *Which of the passages gives you information? *Which of the passages is written to persuade you? *What is the most likely reason why the author wrote this story?	
	3-4		5.12D Recognize the distinguishing features of genres, including biography, historical fiction, informational texts, and poetry (4-8).	D		GR and SSR		
	1-4	3	5.12E <b>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).</b>	DMT	T5	GR	<b>Level 4: Based on analysis of text/author</b> *How is communication in __ different from communication in __?	
	1-4		5.12F Understand and identify literary terms such as title, author, illustrator, playwright, theater, stage, act, dialogue, and scene across a variety of literary forms (texts) (3-5).	M		GR and SSR		
	3-4		5.12G Understand literary forms by recognizing and distinguishing among such types of text as stories, poems, myths, fables, tall tales, limericks, plays, biographies, and autobiographies (3-7).	D		GR and SSR		

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	1-4	2	5.12H <b>Analyze characters, including their traits, motivations, conflicts, points of view, relationships, and changes they undergo (4-8).</b>	DMT	T5	GR	<p><b>Level 3: Answer not stated/is inferred or implied.</b></p> <p><b>Character inferred feelings, motivation:</b></p> <ul style="list-style-type: none"> <li>*The __ probably did __ because __.</li> <li>*By doing __ the character was able to __.</li> </ul> <p><b>Inferred character trait:</b></p> <ul style="list-style-type: none"> <li>*Which word best describes __ (a specific character).</li> </ul> <p><b>Inferred character relationships:</b></p> <ul style="list-style-type: none"> <li>*What was __ feelings toward __?</li> </ul> <p><b>Inferred character feelings:</b></p> <ul style="list-style-type: none"> <li>*How did __ probably feel when __?</li> </ul> <p><b>Inferred point of view:</b></p> <ul style="list-style-type: none"> <li>*You can tell that (specific character) __.</li> </ul> <p><b>Character changes:</b></p> <ul style="list-style-type: none"> <li>*How did __ probably feel at the beginning (or end) of the story?</li> </ul> <p><b>Character motivation:</b></p> <ul style="list-style-type: none"> <li>*(Specific character) probably did __ because __.</li> <li>*Why was it important that __ did __?</li> <li>*How does __ feel after __?</li> <li>*What is the most likely reason __ tells __ about __?</li> <li>*Why does __ say __?</li> </ul>	
	1-4	2	5.12I <b>Recognize and analyze story plot, setting, and problem resolution (4-8).</b>	DMT	T5	GR	<p><b>Level 3: Answer not stated/is inferred or implied.</b></p> <p><b>Problem resolution:</b></p> <ul style="list-style-type: none"> <li>*You can tell that __ solved the problem by __.</li> <li>*Read the diagram of information from the story to answer the next question. Two boxes are displayed; above the first box is the word “Problem” and above the second box is the word “Solution” with an arrow pointing from “Problem” to “Solution.” The “Problem” box is blank and the “Solution” box is completed. Which of the following should go in the empty box?</li> </ul> <p><b>Analyze story plot:</b></p> <ul style="list-style-type: none"> <li>*What happened in the story?</li> </ul> <p><b>Analyze setting:</b></p> <ul style="list-style-type: none"> <li>*How did where the story took place help __.</li> <li>*The author’s description of __ helps the reader understand __.</li> </ul> <p><b>Analyze story plot, setting, problem resolution:</b></p> <ul style="list-style-type: none"> <li>*The author provides evidence that __.</li> <li>*Information in the selection suggests __.</li> </ul>	

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	1-4	3	5.12J Describe how the author's perspective or point of view affects the text (4-8).	DMT	T5	GR	Level 4: Based on analysis of text/author Author's purpose: *The most likely reason the author wrote this article was to ___. *You can tell the author wrote this story to ___.	
<b>TEKS Strand: Inquiry/Research</b>								
	1-4		5.13A Form and revise questions for investigations, including questions arising from interests and units of study (4-5).	DM		GR		
	1-4		5.13B Use text organizers, including headings, graphic features, and tables of contents, to locate and organize information (4-8).	D		GR		
	1-4		5.13C Use multiple sources, including electronic texts, experts, and print resources, to locate information relevant to research questions (4-8).	D		GR		
	1-4		5.13D Interpret and use graphic sources of information such as maps, graphs, time lines, tables, or diagrams to address research questions (4-5).	DM		GR		
	1-4		5.13E Summarize and organize information from multiple sources by taking notes, outlining ideas, or making charts (4-8).	D		GR		
	1-4		5.13F Produce research projects and reports in effective formats using visuals to support meaning, as appropriate (4-5).	DM		Wr		
	1-4		5.13G Draw conclusions from information gathered from multiple sources (4-8).	D		GR		
	1-4		5.13H Use compiled information and knowledge to raise additional, unanswered questions (3-8).	D		GR		
<b>TEKS Strand: Culture</b>								
	3-4		5.14A Compare text events with his/her own and other readers' experiences (4-8).	D		GR		
	3-4		5.14B Determine distinctive and common characteristics of cultures through wide reading (4-8).	D		GR		
	3-4		5.14C Articulate and discuss themes and connections that cross cultures (4-8).	D		GR		
<b>Strand: English Language Arts/Writing</b>								
<b>TEKS Strand: Purposes</b>								
	1-4		5.15A Write to express, discover, record, develop, reflect on ideas, and to problem solve (4-8).	D	T7W	Wr		
	4		5.15B Write to influence such as to persuade, argue, and request (4-8).	D	T7W	Wr		

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	1-3	5.15C	Write to inform such as to explain, describe, report, and narrate (4-8).	D	T7W	Wr		
	4	5.15D	Write to entertain such as to compose humorous poems or short stories (4-8).	D	T7W	Wr		
	1-4	5.15E	Exhibit an identifiable voice in personal narratives and in stories (4-5).	DM	T7W	Wr		
	1-4	5.15F	Choose the appropriate form for his/her own purpose for writing, including journals, letters, reviews, poems, narratives, and instructions (4-5).	DM		Wr		
	2-4	5.15G	Use literary devices effectively such as suspense, dialogue, and figurative language (5-8).	I		Wr		
	4	AO 23	<i>Write in different forms for different purposes including to inform, to entertain, and to persuade.</i>	D	T7W	Wr	culmination	
<b>TEKS Strand: Penmanship/Capitalization/Punctuation</b>								
	1-4	5.16A	Write legibly by selecting cursive or manuscript as appropriate (4-8).	D	T7W	Wr		
	1-4	5.16B	Capitalize and punctuate correctly to clarify and enhance meaning such as capitalizing titles, using possessives, commas in a series, commas in direct address, and sentence punctuation (4-5).	DM	T7W	Wr		
	1-4	AO 19	<i>Develop fine motor skills and strength in hands and fingers.</i>	M		Wr		
<b>TEKS Strand: Spelling</b>								
	1-4	5.17A	Write with accurate spelling of syllable constructions, including closed, open, consonant before -le, and syllable boundary patterns (3-6).	D		WB		
	1-4	5.17B	Write with accurate spelling of roots 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).	D		WB		
	1-4	5.17C	Use resources to find correct spellings (4-8).	D		Wr		
	1-4	5.17D	Spell accurately in final drafts (4-8).	D	T7W	Wr		
<b>TEKS Strand: Grammar/Usage</b>								
	2-4	5.18A	Use regular and irregular plurals correctly (4-6).	D	T7W	Wr		
	2-4	5.18B	Write in complete sentences, varying the types such as compound and complex to match meanings and purposes (4-5).	DM	T7W	Wr		

**English/Language Arts Scope and Sequence - Grade 5**

Term: All Nine Weeks

Taught	Term	TAKS Obj	Curriculum Sequence TEKS/SE and Alignment Objectives	Instr Lev	TAKS	Block	AlignDesign Depth & Complexity of TAKS	Approved District Campus Resources
	1-4	5.18C	Employ standard English usage in writing for audiences, including subject-verb agreement, pronoun referents, and parts of speech (4-8).	D	T7W	Wr		
	1-4	5.18D	Use adjectives (comparative and superlative forms) and adverbs appropriately to make writing vivid or precise (4-8).	D	T7W	Wr		
	2-4	5.18E	Use prepositional phrases to elaborate written ideas (4-8).	D	T7W	Wr		
	2-4	5.18F	Use conjunctions to connect ideas meaningfully (4-5).	DM		Wr		
	1-4	5.18G	Write with increasing accuracy when using apostrophes in contractions such as it's and possessives such as Jan's (4-8).	D		Wr		
	2-4	5.18H	Write with increasing accuracy when using objective case pronouns such as "Can you ride with my mom and me?" (4-5).	DM		Wr		
<b>TEKS Strand: Processes</b>								
	1-4	5.19A	Generate ideas and plans for writing by using such prewriting strategies as brainstorming, graphic organizers, notes, and logs (4-8).	D	T7W	Wr		
	2-4	5.19B	Develop drafts by categorizing ideas, organizing them into paragraphs, and blending paragraphs within larger units of text (4-8).	D	T7W	Wr		
	2-4	5.19C	Revise selected drafts by adding, elaborating, deleting, combining, and rearranging text (4-8).	D	T7W	Wr		
	3-4	5.19D	Revise drafts for coherence, progression, and logical support of ideas (4-8).	D	T7W	Wr		
	2-4	5.19E	Edit drafts for specific purposes such as to ensure standard usage, varied sentence structure, and appropriate word choice (4-8).	D	T7W	Wr		
	3-4	5.19F	Use available technology to support aspects of creating, revising, editing, and publishing texts (4-8).	D		Wr		
	3-4	5.19G	Refine selected pieces frequently to "publish" for general and specific audiences (4-8).	D		Wr		
	2-4	5.19H	Proofread his/her own writing and that of others (4-8).	D	T7W	Wr		
	1-4	5.19I	Select and use reference materials and resources as needed for writing, revising, and editing final drafts (4-8).	D		Wr		
	1-4	AO 24	<i>Generate ideas before writing on self-selected topics or assigned tasks.</i>	D	T7W	Wr		

**English/Language Arts Scope and Sequence - Grade 5**

Term: All Nine Weeks

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	1-4	AO 26	<i>Use developing vocabulary to connect ideas across subject areas and themes.</i>	MT	T5	Wr		
	1-4	AO 27	<i>Improve written communication by adding descriptions, details, and information to ideas and thoughts (elaboration).</i>	D	T7W	Wr		
	1-4	AO 28	<i>Use elaboration appropriately to create and develop interesting pieces of writing</i>	D	T7W	Wr		
	1-4	AO 33	<i>Use published pieces, literature models, and student models as models for writing.</i>	D		Wr		
	1-4	AO 34	<i>Use prewriting techniques such as webbing, T-charts, Venn diagrams, and visual organizers.</i>	D		Wr		
	1-4	AO 35	<i>Recognize incomplete sentences, run-on sentences, and sentence fragments within written drafts.</i>	D	T7W	Wr		
	3-4	AO 36	<i>Record or dictate personal knowledge of a topic in various ways including sequencing events and categorizing and classifying details.</i>	D		Wr		
	1-4	AO 41	<i>Recognize errors in spelling, capitalization, and/or punctuation in written drafts and identified sections of paragraphs of writing.</i>	D		Wr		
	1-4	AO 42	<i>Increase vocabulary and use newly acquired vocabulary words to present ideas and information.</i>	D		Wr		
	1-4	AO 43	<i>Use well-developed vocabulary to present ideas and information in written drafts.</i>	D		Wr		
<b>TEKS Strand: Evaluation</b>								
	1-4	5.20A	Apply criteria to evaluate writing (4-8).	D		Wr		
	3-4	5.20B	Respond in constructive ways to others' writings (4-8).	D		Wr		
	1-4	5.20C	Evaluate how well his/her own writing achieves its purposes (4-8).	D		Wr		
	1-4	5.20D	Analyze published examples as models for writing (4-8).	D		Wr		
	3-4	5.20E	Review a collection of written works to determine its strengths and weaknesses and to set goals as a writer (4-8).	D		Wr		
<b>TEKS Strand: Inquiry/Research</b>								
	4	5.21A	Frame questions to direct research (4-8).	D		Wr		
	4	5.21B	Organize prior knowledge about a topic in a variety of ways such as by producing a graphic organizer (4-8).	D		Wr		

**English/Language Arts Scope and Sequence - Grade 5**

Term: All Nine Weeks

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	4	5.21C	Take notes from relevant and authoritative sources such as guest speakers, periodicals, or on-line searches (4-8).	D		Wr		
	4	5.21D	Summarize and organize ideas gained from multiple sources in useful ways such as outlines, conceptual maps, learning logs, and timelines (4-8).	D		Wr		
	4	5.21E	Present information in various forms using available technology (4-8).	D		Wr		
	4	5.21F	Evaluate his/her own research and raise new questions for further investigation (4-8).	D		Wr		
	1-4	AO 38	<i>Communicate and share information with others via conventional mail and/or electronic mail.</i>			Wr		
<b>TEKS Strand: Connections</b>								
	3-4	5.22A	Collaborate with other writers to compose, organize, and revise various types of texts, including letters, news, records, and forms (4-8)	D		Wr		
	1-4	5.22B	Correspond with peers or others via e-mail or conventional mail (4-8).	D		Wr		
<b>Strand: English Language Arts/Viewing</b>								
<b>TEKS Strand: Interpretation</b>								
	4	5.23A	Describe how illustrators' choice of style, elements, and media help to represent or extend the text's meanings (4-8).	D		GR		
	4	5.23B	Interpret important events and ideas gleaned from maps, charts, graphics, video segments, or technology presentations (4-8).	D		GR		
	4	5.23C	Use media to compare ideas and points of view (4-8).	D		GR		
<b>TEKS Strand: Analysis</b>								
	4	5.24A	Interpret and evaluate the various ways visual image makers such as graphic artists, illustrators, and news photographers represent meanings (4-5).	DM		GR		
	4	5.24B	Compare and contrast print, visual, and electronic media such as film with written story (4-8).	D		GR		
<b>TEKS Strand: Production</b>								
	4	5.25A	Select, organize or produce visuals to complement and extend meanings (4-8).	D		Wr		
	4	5.25B	Produce communications using technology or appropriate media such as developing a class newspaper, multimedia reports, or video reports (4-8).	D		Wr		

**English/Language Arts Scope and Sequence - Grade 5**

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