

**Big Ideas**

- Elements of different genres can be used to make connections across texts about the author’s purpose and message.
- Persuasive texts use facts to convince an audience of the author’s claim.
- Informational texts have specific text features and are organized using a variety of text structures that increase readers’ comprehension of text.
- A knowledge of affixes (prefixes, suffixes and roots) can be used to spell words correctly and to determine the meaning of unknown words in text.
- Writers learn from other authors' craft and use of literary devices to help them form their own writing style and voice.
- The writing process includes important steps such as planning (brainstorming, and organizing), drafting, revising, editing, and publishing that help create a well developed written composition.
- Knowledge and use of Spanish language conventions help us communicate with and understand each other.
- Reading fluency strategies can be used to help increase overall reading comprehension and critical thinking skills.
- Inferences help readers understand things about a text that may not be explicitly written.
- Determining central ideas and summarizing a text helps readers both remember the text and communicate the content of the text with others.

**Essential Questions:**

- What can we learn about ourselves by observing and interacting with others?
- Why might an author repeat certain things such as events, images or words?
- As you read the nonfiction text, what surprised you?
- As you read the nonfiction text, what did the author think I already knew?
- As you read the nonfiction text, what challenged, changed, or confirmed what I already knew?
- What graphic features are in the text?
- While reading, why is it important to ask and answer questions about the text?
- What inferences can you make while you read?
- What point of view is being used in this text?
- How can you improve your reading in order to move up to the next level?
- What strategies can you use to help you comprehend what you are reading?
- How can you read more fluently?
- How can I generate ideas for my writing piece?
- How can I improve my writing piece?

**Core Competencies:**

- Students will analyze characteristics of informational text, including diagrams, and identify details that support the author’s central idea
- Students will make inferences and use text evidence to support understanding.
- Students will analyze plot elements, including rising actions, climax, falling action, and resolution. Understand conflict and what it contributes to a story
- Students will analyze literary elements and how tone and mood contribute to the theme of a text.
- Students can engage in the writing process to produce a well written composition by grade-level standards

- Compose a narrative and a fictional story using the writing process including introductions, transitions, and conclusions.

**Formative:**

- Running Records: Grade level and independent level texts
- Application of foundational skills (phonics and grammar) in writing
- Completing the writing process in stages successfully with peer and teacher conferencing.
- Anecdotal notes during small group instruction

**Summative:**

- Weekly Selection Quizzes
- Weekly TEKS focused assessment
- Module Assessments
- Campus Assessment

[Constructed Response Rubric](#)

**Culminating Project: *Create Science Magazine*:** Explain to students that science magazines give information categorized into different subtopics about a main topic, in this case, animals. Have students share examples of things they have learned about by reading magazines.

**Weeks 1-3:** Guide groups to create an Idea Board or group document for brainstorming, recording and discussing ideas, and sharing quotations and other information from their research. Remind students that there are numerous sources of research they can use beyond their myBook selections, such as informational books, encyclopedias, magazines, websites, online videos, and interviews. Tell students that as they find helpful information, they should record it and cite their sources.

Unit 04 Weeks 1-3 Unpacked TEKS				
P, N, S	Student Expectation	Skill	Content	Context
S	5.1A listen actively to interpret verbal and non-verbal messages, ask relevant questions, and make pertinent comments	listen ask make	actively relevant questions pertinent comments	to interpret verbal and non-verbal messages to clarify information
S	5.1B follow, restate, and give oral instructions that include multiple action steps	follow restate give	oral instructions	include multiple action steps
S	5.1C give an organized presentation employing eye contact, speaking rate, volume, enunciation, natural gestures, and the conventions of language to communicate ideas effectively	give	organized presentation	*employing -eye contact -speaking rate -volume -enunciation -natural gestures -conventions of language *communicate ideas effectively

**DV 2021-2022 Grade 5 English Language Arts and Reading Unit 04 Week 03**

Unit Title: Relationships

April 4- April 8, 2022

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S	5.1D work collaboratively with others to develop a plan of shared responsibility		work	collaboratively with others	to develop a plan of shared responsibility
S	5.2A demonstrate and apply phonetic knowledge by:		demonstrate	phonetic knowledge	by:
S	5.2Aiv decoding words using advanced knowledge of the influence of prefixes and suffixes on base words				decoding words using advanced knowledge of the influence of prefixes and suffixes on base words
S	5.2Av identifying and reading high-frequency words from a research-based list				identifying and reading high frequency words from a research-based list
S	5.2B demonstrate and apply spelling knowledge by:		demonstrate apply	spelling knowledge	by:
S	5.2Bi spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables				spelling multisyllabic words with: - closed syllables - open syllables - VCe syllables - vowel teams including digraphs and diphthongs - r-controlled syllables - final stable syllables
S	5.2Bv spelling words using knowledge of prefixes				spelling words using knowledge of prefixes
S	5.2Bvi spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to I, and doubling final consonants				spelling words using knowledge of suffixes including how they can change base words such as dropping e, changing y to I, and doubling final consonants
S	5.2C write legibly in cursive to complete assignments		write	legibly in cursive	to complete assignments
P,S	5.3B use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words		use	context	*within and beyond a sentence *to determine the relevant meaning of -unfamiliar words -multiple-meaning words
S	5.3C identify the meaning of and use words with affixes such as trans-, super-, -and -ive and -logy and roots such as geo and photo		identify use	meaning of words	words with affixes such as -trans- -super- -ive -logy  with roots such as -geo -photo
S	5.4A use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text		use	appropriate fluency -rate -accuracy	when reading grade-level text

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				-prosody	
S	5.5A self-select text and read independently for a sustained period of time	self-select read	text independently		for a sustained period of time
S	5.6A establish purpose for reading assigned and self-selected texts	establish	purpose for reading		assigned and self-selected texts
S	5.6C make, correct, or confirm predictions using text features, characteristics of genre, and structures	make correct confirm	predictions		using -text features -characteristics of genre -structures
S	5.6E make connections to personal experiences, ideas in other texts and society	make	connections		*to personal experiences *ideas in other texts *society
S	5.6F make inferences and use evidence to support understanding	make use	inferences evidence		to support understanding
S	5.6G evaluate details read to determine key ideas	evaluate	details read		to determine key ideas
S	5.6H synthesize information to create new understanding	synthesize	information		to create new understanding
S	5.6I monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down	monitor make	comprehension Adjustments		*re-reading *using background knowledge *checking for visual clues *asking questions when understanding breaks down
S	5.7A describe personal connections to a variety of sources including self-selected texts	describe	personal connections		to a variety of sources included self-selected texts
S	5.7B write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources	write	responses		that demonstrate understanding of texts including comparing and contrasting ideas across a variety of sources
S	5.7C use text evidence to support an appropriate response	use	text evidence		to support an appropriate response
S	5.7D retell, paraphrase, or summarize texts in ways that maintain meaning and logical order	retell paraphrase summarize	texts		in ways that maintain meaning and logical order
S	5.7E interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating	interact with	sources		in meaningful ways such as -notetaking -annotating -freewriting -illustrating

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S	5.7F respond using newly acquired vocabulary as appropriate	respond	using	newly acquired vocabulary as appropriate
S	5.7G discuss specific ideas in the text that are important to the meaning	discuss	specific ideas in the text	that are important to the meaning
S	5.8B analyze the relationships of conflicts among the characters	analyze	the relationship of conflicts	among the characters
S	5.8C analyze plot elements, including the rising action, climax, falling action, and resolution	analyze	plot elements	including -rising action -climax -falling action -resolution
S	5.9A demonstrate knowledge of distinguishing characteristics of well-known children’s literature such as folktales, fables, legends, myths, and tall tales	demonstrate	knowledge of distinguishing characteristics of well-known children's literature	including: *folktales *fables *legends *myths *tall tales
S	5.9D recognize characteristics and structures of informational text including:	recognize	characteristics and structures	of informational text including:
S	5.9Di the central idea with supporting evidence			the central idea with supporting evidence
S	5.9Dii features such as insets, timelines, and sidebars to support understanding			features such as insets, timelines, and sidebars to support understanding
S	5.9E recognize characteristics and structures of argumentative text including:	recognize	characteristics and structures	of argumentative text including:
S	5.9Ei identifying the claim			identifying the claim
S	5.9Eii explaining how the author has used facts for or against an argument			explaining how the author used facts for or against an argument
S	5.9Eiii identifying the intended audience or reader			identifying the intended audience or reader
S	5.9F recognize characteristics of multimodal and digital texts	recognize	characteristics of	multimodal and digital texts
S	5.10A explain the author’s purpose and message within a text	explain	the author's purpose and message	within a text
S	5.10C analyze the author’s use of print and graphic features to achieve specific purposes	analyze	author's use -print features -graphic features	to achieve specific purposes
S	5.10D describe how the author’s use of imagery, literal and figurative language such as simile and metaphor, and sound devices achieves specific purposes	describe	how the author's use of imagery, literal, and figurative language such as:	achieves specific purposes

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			- simile - metaphor - sound devices	
S	5.10E identify and understand the use of literary devices, including first- or third-person point of view	identify  understand	the use of literary devices	including first- or third-person point of view
S	5.10F examine how the author's use of language contributes to voice	examine	how the author's use of language	contributes to voice
S	5.11A plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping	plan	a first draft by selecting a genre for a particular topic, purpose, and audience	using a range of strategies such as: - brainstorming - freewriting - mapping
S	5.11B develop drafts into a focused, structured, and coherent piece of writing by:	develop	drafts	into a focused, structured, and coherent piece of writing by:
S	5.11Bi organizing with purposeful structure, including an introduction, transitions, and a conclusion			organizing with purposeful structure, including an introduction, transitions, and a conclusion
S	5.11Bii developing an engaging idea reflecting depth of thought with specific facts and details			developing an engaging idea reflecting depth of thought with specific facts and details
S	5.11C revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity	revise	drafts	to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity
S	5.11D edit drafts using standard English conventions including:	edit	drafts	using standard English conventions including:
S	5.11Di complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments			complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments
S	5.11Dx punctuation marks including commas in compound sentences, quotation marks in dialogue, and italics and underlining for titles and emphasis			punctuation marks including commas in compound sentences, quotation marks in dialogue, and italics and underlining for titles and emphasis
S	5.11Dxi correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words			correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words
S	5.11E publish written work for appropriate audiences	publish	written work	for appropriate audiences
S	5.12A compose literary texts such as personal narratives, fiction and poetry using genre characteristics and craft	compose	literary texts	such as: - personal narratives - fiction - poetry using genre characteristics and craft
S	5.12C compose argumentative texts, including opinion essays, using genre characteristics and craft	compose	argumentative texts including: - opinion essays	using genre characteristics and crafts
S	5.13A generate and clarify questions on a topic for formal and informal inquiry	generate  clarify	questions on a topic	for formal and informal inquiry

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S	5.13B develop and follow a research plan with adult assistance	develop follow	a research plan	with adult assistance
S	5.13C identify and gather relevant information from a variety of resources	identify gather	relevant information	from a variety of resources
S	5.13E demonstrate understanding of information gathered	demonstrate	understanding	of information gathered
S	5.13H use an appropriate mode of delivery, whether written, oral, or multimodal, to present results	use	an appropriate mode of delivery whether written, oral, or multimodal	to present results

**Key: Priority-P New -N Spiraled-S**

Unit 04 Week 03 Primary Location of Resources: Module 10 (M10)					
	Day 1	Day 2	Day 3	Day 4	Day 5
Foundational Skills <i>HMH Scope &amp; Sequence</i>	Advanced Phonics				
	Weekly Content		Suggested Resources		
	<b>5.2Aiv</b> Decoding: Recognize Root Words with Spelling Changes <b>5.6Ai, iii</b> Decoding: Multisyllabic Words <b>5.2Biv, v, vi</b> Spelling: Spelling-Sound Patterns, Spelling- Meaning Patterns		HMH Module 12 T102-103 T114-116  T122-123		
Fluency	Phrasing				
	<b>M10 T345</b> *group words into phrases and use punctuation to know when to pause. Point out that commas and end punctuation indicate where some, but not all, pauses should occur. <b>Exotic Snakes 10.11</b> <b>HF Words:</b> bit, allow, safe, clean <b>I Do:</b> Read without pauses. Then reread the first paragraph, grouping the words in each sentence into phrases and pausing at the end of each phrase or where punctuation dictates. <b>We Do:</b> Choral Read <b>You Do:</b> Partner, Independent Read; re-read for fluency				

Word Study/Academic Language/Oral Language					
<b>Vocabulary Routine</b> 1. Say the word. 2. Explain the meaning. 3. Give examples.					
	<p><b>M10 T334-335</b> Use Vocabulary Routine and pic cards to intro words. <i>Formations, random, aquatic, grasp, migrate, scaled, resume, resistant</i></p>	<p><b>M10 T346</b> <b>Review Vocab</b> One student in each group says clues about a Vocabulary word without saying the word itself. Encourage students to say words that have similar or opposite meanings, examples, or describe times they used or might use the Vocabulary word.</p> <p><b>Multiple Meaning Words</b> <b>Display &amp; Engage 10.12a-b:</b> One student in each group says clues about a Vocabulary word without saying the word itself. Encourage students to say words that have similar or opposite meanings, examples, or describe times they used or might use the Vocabulary word.</p> <p><b>GP:</b> Have students work in pairs to read examples 2–5 and come up with the correct definitions for each multiple meaning word using sentence clues.</p> <p><b>IP:</b> Have students list multiple meaning words they find in Winter Bees and define the words using context and confirm their predictions using print or online resources</p>	<p><b>M10 T354-355</b> <b>Spiral Review: Latin and Greek Roots</b> Write the following words on the board: <i>benevolence, injection, automobile, biography, territorial.</i> Have students identify familiar roots in the words. Display &amp; Engage 9.6a, b, 9.8</p>  <p>Have students work in pairs to complete Know It, Show It p 227.</p>	<p><b>M10 T364-365</b> <b>Vocabulary Spiral Review</b> Tell students they will review some of the Critical Vocabulary they have learned so far this year, and complete an activity based on those words.</p>	<p><b>M10 T374</b> <b>Use of Vocabulary form the year in activities.</b></p>



Comprehension and Accountability Talk Routine:		Interactive Read Aloud				
		<a href="#">Answer Key to Question-of-the-Day and 3 Question Quiz</a>				
<ol style="list-style-type: none"> <li>1. <i>Question: Listen to a question and think about your answer.</i></li> <li>2. <i>Signal: Give a signal that you are ready.</i></li> <li>3. <i>Stem</i></li> <li>4. <i>Share: Turn and Talk</i></li> <li>5. <i>Assessment: Randomly choose students to share out.</i></li> </ol>	<p><b>Winter Bees and Other Poems of the Cold M10 T337</b> <a href="#">Question of the Day to accompany the HMH story</a></p>  <p><b>Genre:</b> Poetry/Informational Text <b>Set Purpose:</b> Read the Set a Purpose section on p343. Discuss the information about the author and illustrator with students. <b>Teaching Pal, p 343–352:</b> Use the blue READ FOR UNDERSTANDING prompts to read Winter Bees as students follow along and annotate their myBook. Structured Conversation: After reading, use the Collaborative Discussion questions on Teaching Pal and myBook p353. Have students annotate their myBook with details from both the informational text and the poems as evidence to explain their responses.</p>	<p><b>Winter Bees and Other Poems of the Cold M10 T349</b> <b>Teaching Pal, p346&amp;350:</b> use the purple TARGETED CLOSE READ prompts to guide students to apply the Theme skill to Winter Bees and to find evidence to support their responses. Students may refer to the questions on Know It, Show It p226 as you discuss them. <b>Critical Writing:</b> Write Observations (pgs 354–355 teaching Pal and myBook) Read the directions with students and use the Teaching Pal prompts to guide them as they plan and complete their observations.</p>	<p><b>Winter Bees and Other Poems of the Cold M10 T357</b> <b>Teaching Pal, p 349:</b> Use the purple TARGETED CLOSE READ prompt to guide students to apply the Text and Graphic Features in Informational Texts skill to Winter Bees and to find evidence to support their responses. Students may refer to Know It, Show It p 228 as you discuss them. <b>Critical Reading:</b> Have pairs of students reread p 350–351 and then work together to find two or more details in the poem and informational text that are supported by the illustration on the pages. Partners should record their findings in a two-column chart with the text details in the left column and a description of the supporting illustration details in the right column.</p>	<p><b>Winter Bees and Other Poems of the Cold M10 T367</b> <b>Teaching Pal, on p 347:</b> use the purple TARGETED CLOSE READ prompt to guide students to apply the Author’s Craft skill to Winter Bees and to find evidence to support their responses. Students may refer to Know It, Show It p230 as you discuss them <b>Critical Writing:</b> Briefly review with students that skillfully using the elements of author’s craft, including careful word choice, can help make any kind of writing more interesting. Then have students choose a block of text comprising several sentences from one of the prose paragraphs in the selection and rewrite this text using precise nouns, sensory words, and vivid verbs.</p>	<p><a href="#">HMH Story turned Passage (“Friday” Passage - to show what story would look like on STAAR - with 3 question quiz)</a></p> <p><b>M10 T375</b> Tell students that they will synthesize what they learned in The Lives of Animals. Have students page through the selections in myBook Module 10. <b>Know it, Show it Selection Review</b></p> 	
<b>Mini-Lesson</b>						

**Visualize M10 T336**

**Review:** Poets and other authors use words that appeal to a reader’s senses and create pictures, or mental images, in the reader’s mind. Good readers use the author’s words to visualize, or create mental images related to what they’re reading.



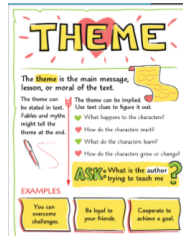
**Theme M10 T348**

Review that most themes can be expressed in one sentence. For example:

- Friends are more important than wealth.
- Freedom should not be taken for granted.
- No one is perfect.

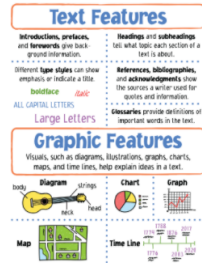
Review that when a theme is implied, you can figure it out by asking questions, such as:

- What happens to the characters?
- How do the characters react?
- What do the characters learn? How do they grow or change?
- What is the author trying to teach me?



**Text and Graphic Features M10 T356**

**Review:** Text features, such as headings and bold text, draw attention to section changes or particular words in the text; glossaries provide definitions of important words in the text; and sidebars typically add information about the topic.



**Author’s Craft M10 T365**

Direct attention to the Language row of the chart and tell students that word choice is one of the most important tools of an author’s craft. This includes the author’s general vocabulary as well as the use of figurative language, such as metaphor and simile; precise nouns; vivid verbs; and sensory words

**AUTHOR’S CRAFT**

Author’s Craft is the language and techniques a writer uses to make his or her writing interesting + communicate ideas to the reader.

Technique	What is it?	Example
Voice	the author’s writing style that makes his or her writing unique	An author’s voice may change depending on the genre of the text.
Mood	the emotions and feelings of the reader while reading a text	happy + suspense or surprise sadness + wonder or excitement serious + serious or thoughtful
Anecdote	a short, funny, or interesting story related to a character or events	While on a school field trip, a teacher tells her students about a field trip she once took with her classmates.
Language	vocabulary, precise nouns, sensory words, and vivid verbs that make the text more interesting	Each sentence of the history supports/connected back to her own words.
Hyperbole	exaggerations that make things sound bigger, better, or more than what they truly are	That’s the best idea I have ever heard in my life!

**M10 T374-375**  
Tell students that they will synthesize what they learned in The Lives of Animals. Have students page through the selections in myBook Module 10.



**Weekly Measuring Up Lesson:**  
Use the *Measuring Up* passage to review key standards using best practices and the [Foundational Strategies Success Criteria](#)

**Measuring Up Lesson 9**

**Writing Workshop - Letter to the Editor (Argument)**

**Writer’s Workshop**

**Writing Prompt:** Read the following sentence: *Some things are worth fighting for.* Think about organizations that care for animals. Write a persuasive letter to the editor of your local newspaper. In your writing, explain why people should support the organization with their money or time. You can focus

on a specific program or write about an organization in general.

**Writing Prompt:**  
**Read** the following sentence: *Some things are worth fighting for.* **Think** about organizations that care for animals. **Write** a persuasive letter to the editor of your local newspaper. In your writing, explain why people should support the organization with their money or time. You can focus on a specific program or write about an organization in general.

[Teacher Rubric](#)

[Student Friendly Rubric](#)

**Revising III: Incorporating Feedback M10 W160**  
 Use feedback from their small group conferences to continue the revision process.



**Editing I: Grammar, Usage, and Mechanics M10 W161**

**Ask:** *What would be the term for writing that has a clear flow of ideas within a paragraph?* See if students can deduce the term internal coherence; add it to the class Instructional Vocabulary list. Add transitions to the class Instructional Vocabulary list and explain that transitions are words that join ideas. Say: *Transition is from a Latin word that means "to go across." Transitions "go across," or join, two ideas in a text. They help readers see the coherence of the writing.* Have students add the new vocabulary terms to their glossaries.



**Editing II: Peer Proofing M10 W162**

Project Display and Engage 10.9 and quickly review the items to be checked by editors. Keep the checklist visible during the clocking exercise. Call out which item is to be checked by the editor: (1) capitalization; (2) punctuation within sentences; (3) complete sentences; (4) punctuation at the end of sentences; (5) parts of a letter; (6) other comments.

**Publishing M10 W162**

Discuss what makes a good title. Show the model letter on Display and Engage 10.4a–10.4c. Work with students to write a title for it. Then, have students write titles for their letters and prepare a final copy.

**Sharing M10 W164**

Invite students to share their letters to the editor by reading them aloud.

**Tips on How to Present**



**Independent Writing**

If students cannot determine where they need additional details, have them read their sentences and see if they can add

When the editing process is completed, the editing page and letter are returned to the writer. The writer then uses the editing page to

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Tell students that the content of their letters to the editor will give them hints about places where they can be published.

Conclude with an informal debriefing about how students felt about writing their letters.

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	information that answers who, what, when, where, why, or how questions.	make further changes.	make further changes.	Although the obvious choice would be any newspapers in your community, other choices may occur to them.	
Patterns of Power	<b>Grammar</b>				
	<b>Patterns of Power Resource-Review Previous Lessons for Compound or Complex Sentences</b>				
<b>Research Class Project:</b> Nonfiction Presentation	<p>Students will fully develop one of their nonfiction pieces (narrative nonfiction, informational or opinion) to share with their peers.</p> <ul style="list-style-type: none"> <li>• Informational Writing-Informational Magazine Article</li> <li>• Narrative Nonfiction-Script for a Movie or Television Program</li> <li>• Opinion- Newspaper Review</li> </ul>				
Literacy Stations	<b>Phonological Awareness</b>	<b>Phonics</b>	<b>Fluency</b>	<b>Self-Selected Reading Choices w/ Accountability</b>	<b>Vocabulary</b>
	Please refer to your HMH TE for some Literacy Station Resources				