

[YAG](#)

[Vertical Alignment](#)

[ELPS](#)

[Assessment Calendar](#)

[Feedback](#)

Big Ideas

- Using the writing process and an understanding of conventions and grammar, authors compose effective expository compositions.
- The revising process allows authors to improve coherence and organization, ensure correct sentence structure and to focus on a specific audience. A teacher created rubric may be used by authors to rate their own writing and the work of others
- 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.

Essential Questions:

- What makes something mysterious and what makes people want to solve mysteries?
- How does point of view change how the author tells the story?
- What are features of an informational text?
- How do we analyze media techniques used in informational videos?
- How can we explain the author's purpose and use of text/graphic features?
- Why is it important to pace a story's plot to move characters from event to event?

Core Competencies:

- Students will recognize literary elements in narrative nonfiction and cause-and-effect text structure.
- Students will recognize the features of biographies. Determine the central idea and supporting details. Identify the purpose of a timeline.
- Students will analyze characteristics of informational text, including diagrams, and identify details that support the author's central idea
- Students will analyze plot elements, including rising actions, climax, falling action, and resolution. Understand conflict and what it contributes to a story
- Students will make inferences and use text evidence to support understanding.
- Students will analyze how the poet's words and the poem's structure can help them determine the overall theme.
- Students will apply their knowledge of the features of an informational text, and make inferences about details that support the author's central idea.
- Students apply their knowledge of informational text features, and determine the difference between a fact and an opinion
- Students will learn to recognize characteristics of informational videos and how narration, reenactments, and other visuals work together to explain a photograph.
- Students will analyze literary elements and how tone and mood contribute to the theme of a text.

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

[YAG](#)

[Vertical Alignment](#)

[ELPS](#)

[Assessment Calendar](#)

[Feedback](#)

- Weekly TEKS focused assessment
- Module Assessments
- Campus Assessment

[Constructed Response Rubric](#)

Culminating Project:

Weeks 7-9: Open a Detective Agency: Students will create a welcome packet for new employees at a detective agency.

- Students will research how to solve mysterious events. What characteristics and talents would a person who is conducting the detective work and create a welcome packet for their new job.
- Students will draft a paragraph that moves background information on the mystery that needs to be solved. Have students create visuals to be included in their welcome packet.
- Remind students of how to present their work. Allow them to practice and then present in front of the class or even the grade level.

Key: Priority-P New -N Spiraled-S

Unit 03 Weeks 7-9 Unpacked TEKS				
	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
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:

2021-2022 Grade 5 English Language Arts and Reading Unit 03 Week 09

Unit Title: Adventures

February 28- March 11, 2022

	YAG	Vertical Alignment	ELPS	Assessment Calendar	Feedback
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 -prosody	when reading grade-level text	
S	5.5A self-select text and read independently for a sustained period of time	self-select	text	for a sustained period of time	

2021-2022 Grade 5 English Language Arts and Reading Unit 03 Week 09

Unit Title: Adventures

February 28- March 11, 2022

	<u>YAG</u>	<u>Vertical Alignment</u>	<u>ELPS</u>	<u>Assessment Calendar</u>	<u>Feedback</u>
			read	independently	
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

2021-2022 Grade 5 English Language Arts and Reading Unit 03 Week 09

Unit Title: Adventures

February 28- March 11, 2022

	YAG	Vertical Alignment	ELPS	Assessment Calendar	Feedback
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	achieves specific purposes	

2021-2022 Grade 5 English Language Arts and Reading Unit 03 Week 09

Unit Title: Adventures

February 28- March 11, 2022

	<u>YAG</u>	<u>Vertical Alignment</u>	<u>ELPS</u>	<u>Assessment Calendar</u>	<u>Feedback</u>
				such as: - 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

2021-2022 Grade 5 English Language Arts and Reading Unit 03 Week 09

Unit Title: Adventures

February 28- March 11, 2022

[YAG](#)

[Vertical Alignment](#)

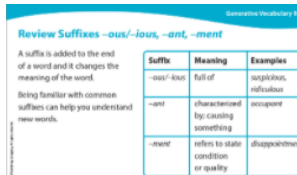
[ELPS](#)

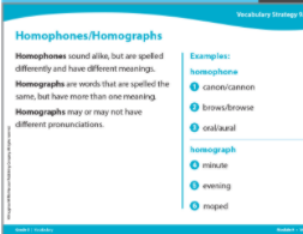
[Assessment Calendar](#)

[Feedback](#)

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
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

Unit 03 Week 09 Primary Resources location: Module 9 (M9)					
	Day 1	Day 2	Day 3	Day 4	Day 5
Foundational Skills <i>HMH Scope & Sequence</i>	Advanced Phonics				
	Weekly Content		Suggested Resources		
	5.2Aiv, 5.2Bvi Decoding & Spelling Words with Suffixes		HMH Module 11 TE50-53, TE58-59		
	Comprehension-Word Study				
	Weekly Content		Suggested Resources		
	5.3B Context Clues Review		STAAR Test Prep or Mentor Text		
Fluency	Intonation				
	M9 T155 *events occurring in a story play a large part in how vocal pitch should be varied. End punctuation, such as question marks and exclamation points, also guide intonation.				

	HF Words: human, team, expect, afraid Fluency Passage <u>A Mysterious Ending</u> 9.11 I Do: second paragraph, read it in a monotone. When you finish the paragraph, pause and say: <i>Let me try this another way.</i> Reread the paragraph with appropriate intonation. We Do: Echo Read You Do: Partner/Independent Read; reread for fluency				
Vocabulary Routine - Say the word. - Explain the meaning. - Give examples.	Word Study/Academic Language/Oral Language				
	Intro Critical Vocabulary M9 T144-145 <i>gaping, muffled, feeble, shudder, conviction, faltering, extinguished, hastily, beckoned</i>	Review Critical Vocabulary M9 T156 Review: Display and Engage: Critical Vocabulary 9.11 to review and discuss the Critical Vocabulary GP: Small group-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. Review: Homophones/ Homographs M9 T157 Model: <i>I know the word cannon means a type of artillery, but I don't know which spelling is correct. I look up canon and I see that it means a rule. Then, I look up cannon. It is a mounted gun. Now I look at the homograph minute. I know</i>	Review Suffixes -ous/-ious, -ant, -ment M9 T164-165 Explain: Point out the words <i>mysterious, ridiculously, precious, apartment, and hesitant</i> form the story. Connect to suffix meanings on the chart.  IP: Know it Show it p204 Spiral Review: Suffixes -y, -ily, -ly Review: Suffix -y means "characterized by," the suffix -ily means "every" and the suffix -ly means "like." Model: Write the following words on the board from The Secret Keepers: bleary, happily, and desperately.	Vocabulary Spiral Review M9 T174-175 Review: Use Vocabulary Cards 8–12, 8–13, 8–14, 8–15, 8–16, 8–17, 8–19, 8–21, 8–22, 8–26, 8–27, and 8–28 to remind students of the meanings of the words <i>diary, promptly, semidarkness, obvious, comprehended, officially, reluctantly, casual, nudged, grateful, exception, and sensible.</i>	Synthesize M9 T184-185 Tell students that they will synthesize what they learned in Unexpected, Unexplained. Have students through the selections in myBook Module 9. Next, have students revisit the vocabulary network they completed on myBook p 233. Draw the web on the board or on chart paper, and invite volunteers to write words.  Make Connections

	YAG	Vertical Alignment	ELPS	Assessment Calendar	Feedback
		<i>that is a measure of time, but what is the second meaning? I look it up. It is an adjective meaning extremely small. It is pronounced mahy-noot.</i> 	Have volunteers predict the definitions of the words and confirm them using online or print resources.		
Comprehension and Accountability Talk Routine: <i>Question: Listen to a question and think about your answer.</i> <i>Signal: Give a signal that you are ready.</i> <i>Stem</i> <i>Share: Turn and Talk</i> <i>Assessment: Randomly choose students to share out.</i>	Reader's Workshop Answer Key to Question-of-the-Day and 3 Question Quiz				
	The Secret Keepers M9 T146-147 Genre: Mystery  Set Purpose & Build Background: Project Display and Engage 9.11: Meet the Author and read the information aloud with	The Secret Keepers M9 T158-159 Question of the Day to accompany the HMH story Teaching Pal, p284 : Use the purple TARGETED CLOSE READ prompt on to guide students to apply the literary elements skill to The Secret Keepers and to find evidence to support their responses. Students may refer to the questions on Know It, Show It p203 as you discuss them. Critical Writing: Write the Next Scene Turn to p 294–295 in your Teaching	The Secret Keepers M9 T166-167 Teaching Pal, p283 and 291: Use the purple TARGETED CLOSE READ prompts on to guide students to apply the author's craft skill to The Secret Keepers and to find evidence to support their responses. Students may refer to the questions on Know It, Show It p205 as you discuss them. Critical Writing: Tell students to choose a paragraph from p283 of their myBook or another section of the text from The Secret Keepers. Students	The Secret Keepers M9 T176-177 Teaching Pal, page 281: Use the purple TARGETED CLOSE READ prompt to guide students to apply the point of view skill to The Secret Keepers and to find evidence to support their responses. Students may refer to the questions on Know It, Show It p207 as you discuss them. Critical Writing: Tell students to choose a section of the text and rewrite it using a different point of view. Remind them to think about how the information readers are	HMH Story turned Passage ("Friday" Passage - to show what story would look like on STAAR - with 3 question quiz) Performance Task M9 T186-187 Prompt on myBook page 296. Tell students that many writing tasks they will encounter begin with a prompt that explains the task.

YAG	Vertical Alignment	ELPS	Assessment Calendar	Feedback	
	students. Guide students through the genre information on p 278. Teaching Pal, p279–292: use the blue READ FOR UNDERSTANDING prompts and the red Notice & Note prompts to read The Secret Keepers as students follow along and annotate their myBook. Frequent Talk: Discussion questions on Teaching Pal and myBook page 293. Have students annotate their myBook with details from the text as evidence to explain their responses.	Pal. Have students turn to p294–295 in their myBook.	should clearly identify their section and its mood. Then have students rewrite the text, making different word choices and using sound devices, such as repetition, to change its mood.	provided might be different.	
	Mini-Lesson				
	Make Inferences Explain: Authors who write mysteries sometimes state thoughts or ideas directly. Other times, authors will imply—or suggest—thoughts or ideas and expect readers to make an inference to understand those ideas. I already know that _____ and I read that _____, so I can infer that_____.	Literary Elements Review: Plot of a story includes conflict and resolution. Conflict is the problem that characters face trying to achieve their goals. Resolution is how the characters overcome these problems to reach their goals.	Author's Craft Explain: Text can reflect a single tone or several, and the mood might change during a scene. Point out that authors of mysteries, for example, might use an anxious tone that creates a feeling of tension in readers.	Point of View Review: Point of view describes how readers experience a story. The narrator of the story can be first-person, second-person, or third-person. Most stories are told from a first-person or third-person point of view.	Persuasive Speech - Read the prompt carefully. - Ask yourself, “What is the prompt asking me to do? What am I supposed to write?” Make sure you understand whether you are being asked to write a story, an opinion essay, an informational essay, or some other kind of writing. - Restate the prompt in your own words to make sure you understand it.

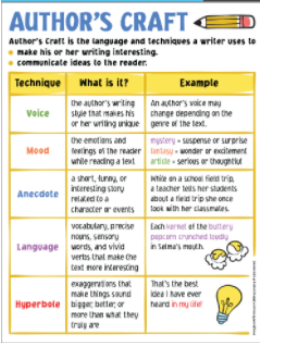
[YAG](#)

[Vertical Alignment](#)

[ELPS](#)

[Assessment Calendar](#)

[Feedback](#)

					- Decide which selection(s) you may need to look back at to use in your writing. - Complete the parts of the writing process: plan, draft, revise and edit, and publish.
Weekly Measuring Up Lesson: Use the <i>Measuring Up</i> passage to review key standards using best practices and the Foundational Strategies Success Criteria				Measuring Up Lesson 22	
Writer's Workshop Writing Prompt: Read the following sentence: <i>Characters are at the heart of stories.</i> Think about the books you've enjoyed and how the characters have driven the action. Write an imaginative story in which you develop a character whose personality and actions drive the plot. Make sure your story has a beginning, middle, and end.	Writer's Workshop - Imaginative Story Writing Prompt: Read the following sentence: <i>Characters are at the heart of stories.</i> Think about the books you've enjoyed and how the characters have driven the action. Write an imaginative story in which you develop a character whose personality and actions drive the plot. Make sure your story has a beginning, middle, and end.				
	Revising III: Incorporating Feedback W144 Point out examples of specific details that “paint a picture” or create an image for the reader. Write those student examples on the board. Then, come up with and write a more general version of each example, as shown below. Ask students why the student examples are better.	Editing I: Grammar, Usage, Mechanics W145 Explain: Using the DVISD Writing Rubric with 1 focus skill to facilitate small group peer editing on their writing pieces	Editing II: Peer Proofreading W146 Students sit in concentric circles. Distribute Writer’s Notebook p9-.10 and have students write their names at the top of their editing pages. Each page will travel with its imaginative story. As students receive a peer’s imaginative story, they become the editor of that paper. Editors write their names to the left of the items they are checking.	Publishing W147 Have students take another look at the titles they chose for their stories. Ask: <i>How did you come up with the title of your story? Has your story changed since you titled it?</i> Discuss. Explain that their original titles may no longer be the best ones for their stories since stories evolve and change with each revision.	Sharing W148 Give students time to practice for their presentations by reading their stories quietly aloud several times. Tell students to work on expressive reading and fluidity.

[YAG](#)

[Vertical Alignment](#)

[ELPS](#)

[Assessment Calendar](#)

[Feedback](#)

Teacher Rubric Student Friendly Rubric	Independent Writing				
	Have students return to their writing. Students should focus on looking for general statements or words they used. Have them revise to add specific details that create images for the reader.	Use ratiocination as students return to their writing to edit for grammar, spelling, and punctuation. Have students pay particular attention to quotation marks and punctuation in dialogue.	Have students do a final pass through their imaginative stories, integrating the notes from the before activity into their writing.	Have students Turn and Talk to their partners to share their publishing ideas and plans.	Have students turn to Writer's Notebook p 9.6 or the list of goals they set at the beginning of this module. Ask students to Turn and Talk with a partner about whether or not they have met their goals. Then have students complete Writer's Notebook p 9.11.
Patterns of Power	Grammar				
	Patterns of Power Resource-Chapter 20.5				
Research Class Project: Open a Detective Agency	Culminating Project: Students will create a welcome packet for new employees at a detective agency. Remind students of how to present their work. Allow them to practice and then present in front of the class or even the grade level.				
Literacy Stations	Word Study & Grammar	Comprehension Skill	Writing	Independent Reading Choices w/ Accountability	Integrated Science & Social Studies
	Please refer to your HMH TE for some Literacy Station Resources				