

	Unit 1	Unit 2		Unit 3	Unit 4		Unit 5			Unit 6		Unit 7	Unit 8	Unit 9	
	3 Weeks	5 Weeks		5 Weeks	5 Weeks		5 Weeks			4 Weeks		3 Weeks	6 Weeks	1 Wk	
Big Idea	<p>Coming together as a community of readers, writers, and thinkers.</p>	<p>Reading to Discuss And Explain the Author's Purpose and Message Within A text and to Apply Those Craft Moves in Our Writing TEKS 5.10A</p>		<p>Reading to Explain How Text Structure Contributes to the Author's Purpose and to Apply Those Craft Moves in Our Writing TEKS 5.10B</p>	<p>Reading to Describe How the Author's Use of Imagery, Language, and Sound Devices Contributes to the Author's Purpose and to Apply Those Craft Moves in Our Writing TEKS 5.10D</p>		<p>Reading to analyze how the author's use of print and graphic features achieve specific purposes. TEKS 5.10C</p>			<p>Reading to examine how the author's use of language contributes to voice. TEKS 5.10F</p>		<p>Reading and Writing in the Testing Genre All TEKS</p>	<p>Reading to examine the use of hyperbole, stereotyping, and anecdote. TEKS 5.10G</p>		
Reading	<p>Launching Readers' Workshop: Students think, talk, and write about their past and current reading experiences, habits, and routines. Students make choices about which texts to read according to their interests and purposes for reading. To support their reading habits and routines, students think, talk, and write while processing and comprehending texts. Habits and routines may include, but are not limited to, readers' preferred environment for reading, preferred genres, and internal strategies, such as making connections and asking questions and external strategies such as annotating and engaging in discussion to support stamina, engagement, and comprehension.</p>	<p>Literary Genre Study: Traditional Literature: Myths: Students will deep dive into a genre study of myths, imagined stories featuring characters and events that could not exist in the real world and seek to explain the origins of the natural world, natural phenomena, or human behavior. Students read, interact with, respond to/write about, and discuss the traditional literature of myths through genre study. Students analyze genre characteristics and author's craft of literary elements and devices. Through a transfer of reading comprehension skills, students learn how to apply author's craft to their own practices as writers and writing products. Previously learned decoding skills support students' reading comprehension and analysis. Through a transfer of reading comprehension skills, students learn how to apply author's craft to their own practices as writers and to their own writing products.</p>	<p>Across Genres Author's Purpose & Message: Students examine a variety of texts focusing on the author's intended purpose, message, and audience. To determine the author's purpose and message, students make inferences based on the evidence provided in the text. Students use annotating to guide them in meaning making. Students write responses explaining the author's purpose and message while paraphrasing text evidence to support their inferences.</p>	<p>Narrative Nonfiction Genre Study: Autobiography, Memoir: Students read and interact with a variety of autobiographical/memoir texts, including multimodal and digital texts. Students examine author's purpose, audience, genre characteristics, and author's craft to develop a deeper understanding of genre. This includes recognizing central ideas, text/print and graphic features, and organizational patterns. Students respond to and interact with texts, including summarizing and paraphrasing texts as part of the comprehension process.</p>	<p>Expository Author's Purpose: structure & organization: Students examine a variety of texts, focusing on the author's organizational structure. Students analyze how the text structure contributes to the author's purpose. Additionally, students analyze text/print and graphic features to understand their purpose and to consider their influence on the author's message. Students also use multiple comprehension strategies such as generating questions, making inferences and connections, determining key ideas, and synthesizing information to build their understandings. Through both written responses and discussions, students demonstrate their understandings of texts and use text evidence to support their ideas.</p>	<p>Literary Drama: Students read, respond to/write about, and discuss multiple scenes from plays while employing strategies to support comprehension such as interacting with the text through annotating and notetaking. Students explore and explain the structural elements of drama, including character tags, acts, scenes, and stage directions. Students also analyze author's purpose and audience, genre characteristics, and author's craft, including literary elements and devices. Students also utilize text evidence to support their ideas and inferences.</p>	<p>Literary Poetry: Students read and interact with poetry across a variety of poetic forms. Students explain the author's purpose, audience, and genre characteristics as well as analyze the author's craft in order to interpret and comprehend many different poems, including inferring theme. Students also explain the poet's use of sound devices and figurative language and describe how these devices achieve specific purposes. Students also consider point-of-view and distinguish between the poet and the speaker of the poem.</p>	<p>Expository Argument and Opinion: Students read and interact with a variety of argumentative texts. Students recognize characteristics and structures of argumentative text, including identifying the author's claim/position on a topic/issue, explaining how the author uses supporting evidence, and identifying the author's intended audience. Students also analyze author's craft in developing argumentative text including the use of persuasive devices and techniques such as hyperboles, stereotyping, and anecdotes. Students also use the research process to explore information, ideas, and perspectives on a particular topic/issue in order to formulate their own position on the topic/issue</p>	<p>Expository Informational: Students read and interact with a variety of non-narrative, informational texts, including multimodal and digital texts. Students analyze author's purpose, audience, genre characteristics, and author's craft to develop a deeper understanding of this genre. This includes recognizing central ideas, text/print and graphic features, and organizational patterns. Students respond to and interact with texts, including summarizing and paraphrasing texts as part of the comprehension process. Students apply their knowledge of informational texts as they conduct brief research regarding an informational topic. Students engage in the research process by reading a variety of digital and print sources to gather and synthesize information about a specific topic.</p>	<p>Expository Inquiry/Research: Students read and interact with a variety of informational texts, including multimodal and digital texts. Students analyze author's purpose, audience, genre characteristics, and author's craft to develop a deeper understanding of this genre. This includes recognizing central ideas, text/print and graphic features, and organizational patterns. Students respond to and interact with texts, including summarizing and paraphrasing texts as part of the comprehension process. Students apply their knowledge of informational texts as they conduct brief research regarding an informational topic. Students engage in the research process by reading a variety of digital and print sources to gather and synthesize information about a specific topic.</p>	<p>Literary Fiction Focus Genre Study: Students deep dive into an exploration of historical fiction, focusing heavily on character development and the influence of setting on the story. Historical fiction is a type of fictional literature set in the real world that portrays life as it might have been lived in the past, focusing on the problems and issues of a specific period of time or historical event. Students read, respond to/write about, and discuss multiple texts, employing reading strategies to support comprehension such as interacting with the text through annotating and note taking. Students analyze author's purpose, audience, genre characteristics, and author's craft, including literary elements and devices. Students also utilize text evidence to support their ideas and inferences. Through a transfer of reading comprehension skills, students learn how to apply author's craft to their own practices as writers and to their own writing products.</p>	<p>Across Genres Author's Purpose: Language and Word Choice: Students examine how the author's purpose impacts language and voice. Students read a variety of texts to interpret words and phrases that help them visualize. Students continue to practice other comprehension strategies (e.g., asking questions, inferring, etc.) while analyzing the impact of specific word choices on meaning.</p>	<p>Reading and Writing in the Testing Genre: Students will focus on identifying the genre type for each passage and will draw upon what they have learned about that genre. They will learn that when reading in the testing genre readers, identify the genre of each passage, read the passage closely to determine the purpose and big idea of the passage, pay extra attention to any graphical or nonstandard print in each passage to determine if the images extend an idea from the passage or if they present additional information, finally students will read questions closely ascertain what each question is asking before returning to the passage to find the answer to each question and tagging the text evidence to support that answer</p>	<p>Literary Fiction Focus: Genre Study: Fantasy: Students read, respond to/write about, and discuss multiple fantasy texts, employing reading strategies to support comprehension such as interacting with the text through annotating and notetaking. Students analyze author's purpose, audience, genre characteristics, and author's craft, including literary elements and devices. Students also utilize text evidence to support their ideas and inferences. Through a transfer of reading comprehension skills, students learn how to apply author's craft to their own practices as writers and to their own writing products.</p>	End of Year Review

* All Texas Essential Knowledge and Skills (TEKS) are embedded and spiraled across each unit throughout the year.															
Word work	Decoding TEKS 5.2Av ID and read high-frequency words from a research-based list	Decoding TEKS 5.1Ai consonant changes /t/ to /sh/, /k/ to /sh/	Encoding TEKS 5.2Bii consonant changes /t/ to /sh/, /k/ to /sh/	Decoding TEKS 5.2Aii open/closed syllables, VCe syllables	Encoding TEKS 5.2Bi open/closed syllables, VCe syllables	Decoding TEKS 5.2Aii Vowel teams, including diagraph(s) & diphthongs	Encoding TEKS 5.2Bi Vowel teams, including diagraph(s) & diphthongs	Decoding TEKS 5.2Aii r-controlled syllables and final stable syllables	Encoding TEKS 5.2Bi r-controlled syllables and final stable syllables	Decoding TEKS 5.2Aiii advanced knowledge of syllable division patterns	Encoding TEKS 5.2Biv advanced knowledge of syllable division patterns	Decoding TEKS 5.2Aiv Advanced knowledge of prefixes and suffixes influence on base words	Encoding TEKS 5.2Bv Spelling words using knowledge of prefixes	Decoding TEKS 5.3C identify the meaning of affixes	Encoding TEKS 5.2Bvi spelling w/ suffixes when they change the spelling of base words, y to i, dropping e, etc.
Writing	Living Out Loud Inside My Writers' Notebook – In this unit, students will return to the writers' workshop's comfort and structure and the function of a writer's notebook as a tool. This unit will help them take their notebook entries to the next level using daily entries, experimentation within the pages, and flash drafts to spark new thinking. Students should be creating lists, entering flash drafts, and drafting daily throughout this unit.	Writing About Reading: Responding to Reading Through Composition In this unit, students will tackle a new form of opinion writing. Students will form a claim around a piece of literature. Writing critically about a text and not their lives will challenge students in new ways. Students will be supported as they lift the level of their understanding. They will write about ideas that are more complex and open to interpretation and learn to support those ideas with text evidence. The unit will culminate as students employ all they have learned to move from writing about one text to crafting compare and contrast piece about two pieces of literature. Mentor text selection in reading will be critical in this unit.	Reaching Deep into Memory to Craft Memoir In this unit, students will use their notebooks and all that they have learned over the years about narrative writing to dig deep and find the moments from their lives that are the most significant and meaningful. They will learn that the bigger the writing topic the smaller we write. Students will learn that writers write-to-learn to explore the significance of the of their topic. They will know and apply strategies that can help them to write and think with depth. These include writing about a topic from several different perspectives and identifying the mysteries that lie at the heart of a subject. Students will closely examine the memoirs that they are reading and work to ask themselves, "What can I learn about how I can structure my memoir from studying how other authors have structured theirs?". Finally, students will do their best to write a memoir which reveals what they wish to show about their themselves and the meaning within the moments of their life. Student memoirs will move through the writing process to publication by the end of the unit.	Poems Paint Pictures in Words In this unit, students will focus on how they can observe the world like poets. They will use all of their senses to take in the world around them. Students have written poetry for years, but in this unit, they will write poems with universal themes. The genre's characteristics will force students to find ways to pack these big ideas into limited words without losing their power or importance. To accomplish this, students will need to pay close attention to how imagery, language, and sound devices can help them achieve this task. Students should write a collection of poetry during this unit. They are free to choose the format of their poems. This unit isn't about learning the different forms of poetry, but instead of using language tools to create poems that speak to the reader. Students will publish a collection or poems, or poetry anthology, by the end of the unit. These can be shared in the classroom library.	Jumping into Journalism – In this unit, students will learn how to draw on the topics they read in ELA and current events in science and social studies to craft news reports. Students will focus on writing concise, focused news reports that tell the 5 Ws but with a sense of drama. This unit moves students quickly by generating ideas, drafting, revising, publishing, and then repeating, allowing them to write with volume and focus. Students should craft multiple news articles/reports focusing on a clear central idea and strong organization during this unit. The goal will be to craft multiple news articles and then select three to five to put together as an individual digital magazine project. The pieces that each child selects for their magazine, will go through the entire writing process including editing, revision, and publication. These digital magazines can be shared with other fifth grade classes.	Bringing History to Live – Students will actively apply all that they have learned about narrative writing to craft historical fiction pieces in this unit. They will first focus on recalling what they've learned about the craft moves that narrative writers make. Then they will choose a historical period they have already known about in social studies and learn new strategies for collecting and developing possible historical fiction ideas. Finally, they will select a seed idea to grow into a story. The goal is to take one of these ideas through the writing process to publication.	Raising the Level of Readers' Response In this unit, students will build on all they have learned thus far as they strive to write readers' responses in the testing genre. Students will learn to read a passage closely, paying attention to the author's craft. They will then respond to a prompt asking them to identify and discuss the author's craft move. This is an abbreviated literary essay or an elaborated short answer response. Students will practice writing these types of on-demand responses a minimum of three times during this unit.	Writing Fantasy: In this unit, students will synthesize many of the writing skills they have been developing and challenge themselves to push past their comfort zones. The goal of this unit is to encourage students to explore fantasy writing. The demands of the genre will push students to apply their deep understanding of character, setting, and plot. Students will revise their stories to include elements of symbolism and theme. Students will publish one complete fantasy by the end of this unit. They may choose to publish that story as a traditional picture book, short story, or graphic novel. This unit should provide a place to showcase all that students have learned as writers this year.							
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Grammar	Verbs TEKS 5.11Dii Nouns TEKS 5.11Diii	Complete Sentences TEKS 5.11Di	Adjectives TEKS 5.11Div Adverbs TEKS 5.11Dv	Punctuation TEKS 5.11Dx	Conjunctions TEKS 5.11Dviii	Prepositions TEKS 5.11Dvi Pronouns TEKS 5.11Dvii	Capitalization TEKS 5.11Dix	Year End Application Review							