

## 2021-2022 Fifth Grade Reading & Writing Units of Study YAG

### Fifth Grade Digital Classroom Library

Dates	Cluster	UoS for Teaching Reading	UoS for Teaching Writing
8/12-9/24 6 weeks + 2 days	<b>Cluster 1:</b> Reading: Fiction Writing: Narrative	Reading Workshop Launching Lessons (4 sessions) Up the Ladder Reading: Fiction (21 sessions) Drama Lessons (4 sessions)	Writing Workshop Launching Lessons (4 sessions) Grade 5: Unit 1: Narrative Craft (21 sessions)
9/27-11/5 6 weeks	<b>Cluster 2:</b> Informational	Grade 5: Unit 2: Tackling Complexity: Moving Up Levels of Nonfiction (19 sessions)	Grade 4: Unit 3: Bringing History to Life (23 sessions)
11/8-12/17 5 weeks	<b>Cluster 3:</b> Reading: Fiction Writing: Opinion	Grade 5: Unit 1: Interpretation Book Clubs: Analyzing Themes (20 sessions)	Grade 5: Literary Essay: Opening Texts and Seeing More (19 sessions)
1/4-2/11 6 weeks	<b>Cluster 4</b> Research & Opinion	Grade 5: Unit 3: Argument and Advocacy: Researching Debatable Issues (21 sessions)	Grade 5: Unit 4: The Research-Based Argument Essay (22 sessions)
2/14-3/4 3 weeks	<b>Cluster 5:</b> Poetry	Grade 5: If...Then... Curriculum: Little Things Are Big: Making Meaning from Poems and Poetic Craft in Literature (13 sessions)	Grade 5: If...Then... Curriculum: Poetry Anthologies: Writing, Thinking, and Seeing More (11 sessions)
3/14-4/8 4 weeks <i>STAAR Reading Test: April 6</i>	<b>Cluster 6:</b> Test Prep	Grade 5: Reading Testing Genre <i>Resources to Support Test Prep</i>  <i>STAAR Reading Test (Includes Writing Field Test Items): April 6</i>	Grade 5: Writing Testing Genre <i>Resources to Support Test Prep</i>
4/11-5/20 6 weeks	<b>Cluster 7:</b> Reading: Fiction Writing: Narrative	Grade 5: Unit 4: Fantasy Book Clubs: The Magic of Themes and Symbols (20 sessions)	Grade 5: If...Then... Curriculum: Fantasy Writing (20 sessions)

**Cluster 1: Reading: Fiction  
Writing: Narrative  
District Snapshot Blueprints**

		<b>Reading</b>			<b>Writing</b>
<b>Cluster 1:</b> Reading: Fiction  Writing: Narrative  <b>Suggested Pacing:</b> 8/12-9/24 6 weeks + 2 days	Knowledge & Skills	<b>5.4 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--fluency.</b> The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.	Knowledge & Skills	<b>5.11 Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process.</b> The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:	
	Knowledge & Skills  <i>*Essential</i>	<b>5.5 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading.</b> The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.		5.11(A) 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	
	Knowledge & Skills	<b>5.2 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing.</b> The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:		5.11(B)(i) develop drafts into a focused, structured, and coherent piece of writing by: organizing with purposeful structure, including an introduction, transitions and a conclusion	
		5.2(A)(v) demonstrate and apply phonetic knowledge by: identifying and reading high-frequency words from a research-based list		5.11(B)(ii) develop drafts into a focused, structured, and coherent piece of writing by: developing an engaging idea reflecting depth of thought with specific facts and details	
	Knowledge & Skills	<b>5.6 Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:		5.11(C) revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity	

	5.6(A) establish purpose for reading assigned and self-selected text		5.11(D)(x) edit drafts using standard English conventions, including: punctuation marks, including commas in compound and complex sentences, quotation marks in dialogue, and italics and underlining for titles and emphasis
	5.6(B) generate questions about text before, during, and after reading to deepen understanding and gain information	Knowledge & Skills	<b>5.12 Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres.</b> The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:
	5.6(C) make, correct or confirm predictions using text features, characteristics of genre, and structures	<i>*Essential</i>	5.12(A) compose literary texts, including personal narratives and poetry, using genre characteristics and craft
	5.6(D) create mental images to deepen understanding		
	5.6(E) make connections to personal experiences, ideas in other texts, and society		
<i>*Essential</i>	5.6(F) make inferences and use evidence to support understanding		
	5.6(G) evaluate details read to determine key ideas		
	5.6(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down		
Knowledge & Skills	<b>5.7 Response skills: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:		
	5.7(A) describe personal connections to a variety of sources, including self-selected texts		
	5.7(B) write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources		

	5.7(C) use text evidence to support an appropriate response	
	5.7(D) retell, paraphrase, or summarize texts in ways that maintain meaning and logical order	
	5.7(E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating	
	5.7(F) respond using newly acquired vocabulary as appropriate	
	5.7(G) discuss specific ideas in the text that are important to the meaning	
Knowledge & Skills	<b>5.8 Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements.</b> The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:	
	5.8(A) infer multiple themes supported by text evidence	
<i>*Essential</i>	5.8(B) analyze the relationships of and conflicts among the characters	
<i>*Essential</i>	5.8(C) analyze plot elements, including the rising action, climax, falling action, and resolution	
Knowledge & Skills	<b>5.9 Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres.</b> The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:	
	5.9(C) explain structure in drama such as character tags, acts, scenes, and stage directions	

Knowledge & Skills	<b>5.1 Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language.</b> The student develops oral language through listening, speaking, and discussion. The student is expected to:
	5.1(A) listen actively, ask relevant questions to clarify information, and make pertinent comments
	5.1(B) follow, restate, and give oral instructions that involve a series of related sequences of action
	5.1(C) express an opinion supported by accurate information, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively
	5.1(D) work collaboratively with others to develop a plan of shared responsibilities
Knowledge & Skills	<b>5.10 Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:
	5.10(A) explain the author's purpose and message within a text
	5.10(B) analyze how the use of text structure contributes to the author's purpose
	5.10(D) describe how the author's use of imagery, literal and figurative language such as simile, and sound devices achieves specific purposes
	5.10(E) identify the use of literary devices, including first- or third-person point of view
	5.10(F) discuss how the author's use of language contributes to voice

**Cluster 2: Informational  
District Snapshot Blueprints**

		<b>Reading</b>			<b>Writing</b>
<b>Cluster 2:</b> Informational  <b>Suggested Pacing:</b> 9/27-11/5 6 weeks	Knowledge & Skills	<b>5.4 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--fluency.</b> The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.	Knowledge & Skills	<b>5.11 Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process.</b> The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:	
	Knowledge & Skills  <i>*Essential</i>	<b>5.5 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading.</b> The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.		5.11(A) 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	
	Knowledge & Skills	<b>5.2 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing.</b> The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:		5.11(B)(i) develop drafts into a focused, structured, and coherent piece of writing by: organizing with purposeful structure, including an introduction, transitions and a conclusion	
		5.2(A)(iv) demonstrate and apply phonetic knowledge by: decoding words using advanced knowledge of the influence of prefixes and suffixes on base words		5.11(B)(ii) develop drafts into a focused, structured, and coherent piece of writing by: developing an engaging idea reflecting depth of thought with specific facts and details	
		5.2(A)(v) demonstrate and apply phonetic knowledge by: identifying and reading high-frequency words from a research-based list		5.11(C) revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity	
	Knowledge & Skills	<b>5.3 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary.</b> The student uses newly acquired vocabulary expressively. The student is expected to:		5.11(D)(i) edit drafts using standard English conventions, including: complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments	

	5.3(A) use print or digital resources to determine meaning, syllabication, and pronunciation and word origin		5.11(D)(x) edit drafts using standard English conventions, including: punctuation marks, including commas in compound and complex sentences, quotation marks in dialogue, and italics and underlining for titles and emphasis
<i>*Essential</i>	5.3(B) use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words		5.11(E) publish written work for appropriate audiences
	5.3(C) identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo	Knowledge & Skills	<b>5.12 Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres.</b> The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:
Knowledge & Skills	<b>5.6 Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:	<i>*Essential</i>	5.12(B) compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft
	5.6(A) establish purpose for reading assigned and self-selected text		
	5.6(B) generate questions about text before, during, and after reading to deepen understanding and gain information		
	5.6(C) make, correct or confirm predictions using text features, characteristics of genre, and structures		
	5.6(D) create mental images to deepen understanding		
	5.6(E) make connections to personal experiences, ideas in other texts, and society		
<i>*Essential</i>	5.6(F) make inferences and use evidence to support understanding		
	5.6(H) synthesize information to create new understanding		

		5.6(l) monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down
	Knowledge & Skills	<b>5.7 Response skills: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:
		5.7(B) write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources
		5.7(C) use text evidence to support an appropriate response
		5.7(D) retell, paraphrase, or summarize texts in ways that maintain meaning and logical order
		5.7(E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating
		5.7(F) respond using newly acquired vocabulary as appropriate
		5.7(G) discuss specific ideas in the text that are important to the meaning
	Knowledge & Skills	<b>5.8 Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements.</b> The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:
		5.8(D) explain the influence of the setting, including historical and cultural settings, on the plot
	Knowledge & Skills	<b>5.9 Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres.</b> The student



	recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:	
	5.9(A) demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, legends, myths, and tall tales	
	5.9(B) explain the use of sound devices and figurative language and distinguish between the poet and the speaker in poems across a variety of poetic forms	
<i>*Essential</i>	5.9(D)(i) recognize characteristics and structures of informational text, including: the central idea with supporting evidence	
<i>*Essential</i>	5.9(D)(ii) recognize characteristics and structures of informational text, including: features such as insets, timelines, and sidebars to support understanding	
	5.9(D)(iii) recognize characteristics and structures of informational text, including: organizational patterns such as logical order and order of importance	
Knowledge & Skills	<b>5.1 Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language.</b> The student develops oral language through listening, speaking, and discussion. The student is expected to:	
	5.1(A) listen actively, ask relevant questions to clarify information, and make pertinent comments	
	5.1(B) follow, restate, and give oral instructions that involve a series of related sequences of action	
	5.1(C) express an opinion supported by accurate information, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively	
	5.1(D) work collaboratively with others to develop a plan of shared responsibilities	
Knowledge & Skills	<b>5.10 Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:	

	5.10(A) explain the author's purpose and message within a text
	5.10(B) analyze how the use of text structure contributes to the author's purpose
	5.10(C) analyze the author's use of print and graphic features to achieve specific purposes
	5.10(D) describe how the author's use of imagery, literal and figurative language such as simile, and sound devices achieves specific purposes
	5.10(E) identify the use of literary devices, including first- or third-person point of view
	5.10(F) discuss how the author's use of language contributes to voice
Knowledge & Skills	<b>5.13 Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:
	5.13(A) generate and clarify questions on a topic for formal and informal inquiry
	5.13(B) develop and follow a research plan with adult assistance
	5.13(C) identify and gather relevant information from a variety of sources
	5.13(D) understand credibility of primary and secondary sources
	5.13(E) demonstrate understanding of information gathered
	5.13(H) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results

**Cluster 3: Reading: Fiction  
Writing: Opinion  
District Snapshot Blueprints**

		<b>Reading</b>			<b>Writing</b>
<b>Cluster 3:</b> Reading: Fiction  Writing: Opinion	Knowledge & Skills	<b>5.4 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--fluency.</b> The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.	Knowledge & Skills	<b>5.11 Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process.</b> The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:	
	<b>Suggested Pacing:</b> 11/8-12/17 5 weeks  <i>*Essential</i>	<b>5.5 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading.</b> The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.		5.11(A) 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	
	Knowledge & Skills	<b>5.2 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing.</b> The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:		5.11(B)(i) develop drafts into a focused, structured, and coherent piece of writing by: organizing with purposeful structure, including an introduction, transitions and a conclusion	
		5.2(A)(v) demonstrate and apply phonetic knowledge by: identifying and reading high-frequency words from a research-based list		5.11(B)(ii) develop drafts into a focused, structured, and coherent piece of writing by: developing an engaging idea reflecting depth of thought with specific facts and details	
	Knowledge & Skills	<b>5.6 Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:		5.11(C) revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity	
		5.6(A) establish purpose for reading assigned and self-selected text		5.11(E) publish written work for appropriate audiences	

	5.6(B) generate questions about text before, during, and after reading to deepen understanding and gain information	Knowledge & Skills	<b>5.12 Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres.</b> The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:
	5.6(C) make, correct or confirm predictions using text features, characteristics of genre, and structures	<i>*Essential</i>	5.12(A) compose literary texts, including personal narratives and poetry, using genre characteristics and craft
	5.6(D) create mental images to deepen understanding	<i>*Essential</i>	5.12(C) compose argumentative texts, including opinion essays, using genre characteristics and craft
	5.6(E) make connections to personal experiences, ideas in other texts, and society		
<i>*Essential</i>	5.6(F) make inferences and use evidence to support understanding		
	5.6(G) evaluate details read to determine key ideas		
	5.6(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down		
Knowledge & Skills	<b>5.7 Response skills: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:		
	5.7(A) describe personal connections to a variety of sources, including self-selected texts		
	5.7(B) write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources		
	5.7(C) use text evidence to support an appropriate response		
	5.7(D) retell, paraphrase, or summarize texts in ways that maintain meaning and logical order		

	5.7(E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating	
	5.7(F) respond using newly acquired vocabulary as appropriate	
	5.7(G) discuss specific ideas in the text that are important to the meaning	
Knowledge & Skills	<b>5.8 Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements.</b> The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:	
	5.8(A) infer multiple themes supported by text evidence	
<i>*Essential</i>	5.8(B) analyze the relationships of and conflicts among the characters	
<i>*Essential</i>	5.8(C) analyze plot elements, including the rising action, climax, falling action, and resolution	
Knowledge & Skills	<b>5.1 Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language.</b> The student develops oral language through listening, speaking, and discussion. The student is expected to:	
	5.1(A) listen actively, ask relevant questions to clarify information, and make pertinent comments	
	5.1(B) follow, restate, and give oral instructions that involve a series of related sequences of action	
	5.1(C) express an opinion supported by accurate information, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively	
	5.1(D) work collaboratively with others to develop a plan of shared responsibilities	
Knowledge & Skills	<b>5.10 Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:	
	5.10(A) explain the author's purpose and message within a text	

	5.10(B) analyze how the use of text structure contributes to the author's purpose
	5.10(D) describe how the author's use of imagery, literal and figurative language such as simile, and sound devices achieves specific purposes
	5.10(E) identify the use of literary devices, including first- or third-person point of view
	5.10(F) discuss how the author's use of language contributes to voice
Knowledge & Skills	<b>5.13 Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:
	5.13(B) develop and follow a research plan with adult assistance
	5.13(C) identify and gather relevant information from a variety of sources
	5.13(H) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results

**Cluster 4: Research & Opinion**  
**District Snapshot Blueprints**

		<b>Reading</b>			<b>Writing</b>
<b>Cluster 4</b> Research & Opinion  <b>Suggested Pacing:</b> 1/4-2/11 6 weeks	Knowledge & Skills	<b>5.4 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--fluency.</b> The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.	Knowledge & Skills	<b>5.11 Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process.</b> The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:	
	Knowledge & Skills  <i>*Essential</i>	<b>5.5 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading.</b> The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.		5.11(A) 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	
	Knowledge & Skills	<b>5.6 Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:		5.11(B)(i) develop drafts into a focused, structured, and coherent piece of writing by: organizing with purposeful structure, including an introduction, transitions and a conclusion	
		5.6(A) establish purpose for reading assigned and self-selected text		5.11(B)(ii) develop drafts into a focused, structured, and coherent piece of writing by: developing an engaging idea reflecting depth of thought with specific facts and details	
		5.6(B) generate questions about text before, during, and after reading to deepen understanding and gain information		5.11(C) revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity	
		5.6(C) make, correct or confirm predictions using text features, characteristics of genre, and structures		5.11(D)(x) edit drafts using standard English conventions, including: punctuation marks, including commas in compound and complex sentences, quotation marks in dialogue, and italics and underlining for titles and emphasis	

	5.6(E) make connections to personal experiences, ideas in other texts, and society		5.11(E) publish written work for appropriate audiences
<i>*Essential</i>	5.6(F) make inferences and use evidence to support understanding	Knowledge & Skills	<b>5.12 Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres.</b> The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:
	5.6(G) evaluate details read to determine key ideas	<i>*Essential</i>	5.12(C) compose argumentative texts, including opinion essays, using genre characteristics and craft
	5.6(H) synthesize information to create new understanding		5.12(D) compose correspondence that requests information
	5.6(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down		
Knowledge & Skills	<b>5.7 Response skills: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:		
	5.7(A) describe personal connections to a variety of sources, including self-selected texts		
	5.7(B) write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources		
	5.7(C) use text evidence to support appropriate response		
	5.7(D) retell, paraphrase, or summarize texts in ways that maintain meaning and logical order		
	5.7(E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating		
	5.7(G) discuss specific ideas in the text that are important to the meaning		



Knowledge & Skills	<p><b>5.9 Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres.</b> The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:</p>	
<i>*Essential</i>	5.9(D)(i) recognize characteristics and structures of informational text, including: the central idea with supporting evidence	
<i>*Essential</i>	5.9(D)(ii) recognize characteristics and structures of informational text, including: features such as insets, timelines, and sidebars to support understanding	
	5.9(D)(iii) recognize characteristics and structures of informational text, including: organizational patterns such as logical order and order of importance	
	5.9(E)(i) recognize characteristics and structures of argumentative text, including: identifying the claim	
	5.9(E)(ii) recognize characteristics and structures of argumentative text, including: explaining how the author has used facts for or against an argument	
	5.9(E)(iii) recognize characteristics and structures of argumentative text, including: identifying the intended audience or reader	
	5.9(F) recognize characteristics of multimodal and digital texts	
Knowledge & Skills	<p><b>5.1 Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language.</b> The student develops oral language through listening, speaking, and discussion. The student is expected to:</p>	
	5.1(A) listen actively, ask relevant questions to clarify information, and make pertinent comments	
	5.1(B) follow, restate, and give oral instructions that involve a series of related sequences of action	

	5.1(C) express an opinion supported by accurate information, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively
	5.1(D) work collaboratively with others to develop a plan of shared responsibilities
Knowledge & Skills	<b>5.10 Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:
	5.10(A) explain the author's purpose and message within a text
	5.10(B) analyze how the use of text structure contributes to the author's purpose
	5.10(C) analyze the author's use of print and graphic features to achieve specific purposes
	5.10(D) describe how the author's use of imagery, literal and figurative language such as simile, sound devices achieves specific purposes
	5.10(E) identify the use of literary devices, including first- or third-person point of view
	5.10(F) discuss how the author's use of language contributes to voice
	5.10(G) identify and explain the use of hyperbole, stereotyping, and anecdote
Knowledge & Skills	<b>5.13 Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:
	5.13(A) generate and clarify questions on a topic for formal and informal inquiry
	5.13(B) develop and follow a research plan with adult assistance
	5.13(C) identify and gather relevant information from a variety of sources
	5.13(D) understand credibility of primary and secondary sources
	5.13(E) demonstrate understanding of information gathered
	5.13(F) recognize the difference between paraphrasing and plagiarism when using source materials
	5.13(G) develop a bibliography
	5.13(H) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results

**Cluster 5: Poetry**  
**District Snapshot Blueprints**

		Reading			Writing
<b>Cluster 5:</b> Poetry  <b>Suggested Pacing:</b> 2/14-3/4 3 weeks	Knowledge & Skills	<b>5.4 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--fluency.</b> The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.	Knowledge & Skills	<b>5.11 Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process.</b> The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:	
	Knowledge & Skills  <i>*Essential</i>	<b>5.5 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading.</b> The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.		5.11(A) 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	
	Knowledge & Skills	<b>5.3 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary.</b> The student uses newly acquired vocabulary expressively. The student is expected to:		5.11(B)(i) develop drafts into a focused, structured, and coherent piece of writing by: organizing with purposeful structure, including an introduction, transitions and a conclusion	
	<i>*Essential</i>	5.3(B) use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words		5.11(B)(ii) develop drafts into a focused, structured, and coherent piece of writing by: developing an engaging idea reflecting depth of thought with specific facts and details	
	Knowledge & Skills	<b>5.6 Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:		5.11(C) revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity	
		5.6(A) establish purpose for reading assigned and self-selected text		5.11(E) publish written work for appropriate audiences	
		5.6(B) generate questions about text before, during, and after reading to deepen understanding and gain information	Knowledge & Skills	<b>5.12 Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres.</b> The student uses genre	

				characteristics and craft to compose multiple texts that are meaningful. The student is expected to:
		5.6(E) make connections to personal experiences, ideas in other texts, and society	<i>*Essential</i>	5.12(A) compose literary texts, including personal narratives and poetry, using genre characteristics and craft
	<i>*Essential</i>	5.6(F) make inferences and use evidence to support understanding		
Knowledge & Skills	<b>5.9 Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres.</b> The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:			
	5.9(B) explain the use of sound devices and figurative language and distinguish between the poet and the speaker in poems across a variety of poetic forms			
Knowledge & Skills	<b>5.10 Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:			
	5.10(A) explain the author's purpose and message within a text			
	5.10(B) analyze how the use of text structure contributes to the author's purpose			
	5.10(C) analyze the author's use of print and graphic features to achieve specific purposes			
	5.10(D) describe how the author's use of imagery, literal and figurative language such as simile, and sound devices achieves specific purposes			
	5.10(E) identify the use of literary devices, including first- or third-person point of view			
	5.10(F) discuss how the author's use of language contributes to voice			

**Cluster 6: Test Prep**  
**District Snapshot Blueprints**

		Reading			Writing
<b>Cluster 6:</b> Test Prep  <b>Suggested Pacing:</b> 3/14-4/8 4 weeks  STAAR Reading Test: April 6	Knowledge & Skills  <i>*Essential</i>	<b>5.5 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading.</b> The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.	Knowledge & Skills	<b>5.11 Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process.</b> The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:	
				5.11(C) revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity	
				5.11(D)edit drafts using standard English conventions, including: (i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments (ii) past tense of irregular verbs (iii) collective nouns (iv) adjectives, including their comparative and superlative forms (v) conjunctive adverbs (vi) prepositions and prepositional phrases and their influence on subject-verb agreement (vii) pronouns, including indefinite (viii) subordinating conjunctions to form complex sentences (ix) capitalization of abbreviations, initials, acronyms, and organizations (x) punctuation marks, including commas in compound and complex sentences, quotation marks in dialogue, and italics and underlining for titles and emphasis	

**Cluster 7: Reading: Fiction  
Writing: Narrative  
District Snapshot Blueprints**

		<b>Reading</b>			<b>Writing</b>
<b>Cluster 7:</b> Reading: Fiction  Writing: Narrative	Knowledge & Skills	<b>5.4 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--fluency.</b> The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.	Knowledge & Skills	<b>5.11 Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process.</b> The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:	
	Knowledge & Skills  <i>*Essential</i>	<b>5.5 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading.</b> The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.		5.11(A) 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	
<b>Suggested Pacing:</b> 4/11-5/20 6 weeks	Knowledge & Skills	<b>5.3 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary.</b> The student uses newly acquired vocabulary expressively. The student is expected to:		5.11(B)(i) develop drafts into a focused, structured, and coherent piece of writing by: organizing with purposeful structure, including an introduction, transitions and a conclusion	
		5.3(A) use print or digital resources to determine meaning, syllabication, and pronunciation and word origin		5.11(B)(ii) develop drafts into a focused, structured, and coherent piece of writing by: developing an engaging idea reflecting depth of thought with specific facts and details	
	<i>*Essential</i>	5.3(B) use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words		5.11(C) revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity	
		5.3(C) identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo		5.11(D)(x) edit drafts using standard English conventions, including: punctuation marks, including commas in compound and complex sentences, quotation marks in dialogue, and italics and underlining for titles and emphasis	

Knowledge & Skills	<b>5.6 Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:		5.11(D)(xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words
	5.6(A) establish purpose for reading assigned and self-selected text		5.11(E) publish written work for appropriate audiences
	5.6(C) make, correct or confirm predictions using text features, characteristics of genre, and structures	Knowledge & Skills	<b>5.12 Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres.</b> The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:
	5.6(E) make connections to personal experiences, ideas in other texts, and society	<i>*Essential</i>	5.12(A) compose literary texts, including personal narratives and poetry, using genre characteristics and craft
<i>*Essential</i>	5.6(F) make inferences and use evidence to support understanding		
	5.6(G) evaluate details read to determine key ideas		
	5.6(H) synthesize information to create new understanding		
	5.6(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down		
Knowledge & Skills	<b>5.7 Response skills: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:		
	5.7(A) describe personal connections to a variety of sources, including self-selected texts		
	5.7(B) write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources		

		5.7(C) use text evidence to support an appropriate response	
		5.7(E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating	
Knowledge & Skills		<b>5.8 Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements.</b> The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:	
		5.8(A) infer multiple themes supported by text evidence	
	<i>*Essential</i>	5.8(B) analyze the relationships of and conflicts among the characters	
	<i>*Essential</i>	5.8(C) analyze plot elements, including the rising action, climax, falling action, and resolution	
		5.8(D) explain the influence of the setting, including historical and cultural settings, on the plot	
Knowledge & Skills		<b>5.9 Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres.</b> The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:	
		5.9(A) demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, legends, myths, and tall tales	
Knowledge & Skills		<b>5.10 Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:	
		5.10(A) explain the author's purpose and message within a text	
		5.10(C) analyze the author's use of print and graphic features to achieve specific purposes	



	5.10(D) describe how the author's use of imagery, literal and figurative language such as simile, and sound devices achieves specific purposes
	5.10(E) identify the use of literary devices, including first- or third-person point of view
	5.10(G) identify and explain the use of hyperbole, stereotyping, and anecdote