





# 5th Grade English Language Arts Year at a Glance (YAG) 2021-2022



Second Semester			
3 <sup>rd</sup> Nine Weeks – 44 days (January 3 <sup>rd</sup> – March 4 <sup>th</sup> ) <i>January 17<sup>th</sup> – MLK – No School</i> <i>February 21<sup>st</sup> – Staff Development</i> <i>March 7<sup>th</sup> – 11<sup>th</sup> – Spring Break</i>		4 <sup>th</sup> Nine Weeks – 51 days (March 14 <sup>th</sup> – May 25 <sup>th</sup> ) <i>April 8<sup>th</sup> – Battle of Flowers – No School</i> <i>April 15<sup>th</sup> – Good Friday – No School</i>	
<p><b>TEKS</b> 5.1D; 5.2A, 5.2Ai, 5.2Aiv, 5.2B, 5.2Bii, 5.2Bv, 5.2Bvi; 5.3C; 5.6B, 5.6C, 5.6E, 5.6F, 5.6G, 5.6H; 5.7B, 5.7C, 5.7D, 5.7E, 5.7G; 5.9D, 5.9Di, 5.9Dii, 5.9Diii, 5.9F; 5.10A, 5.10B, 5.10C, 5.10F; 5.11A, 5.11B, 5.11Bi, 5.11Bii, 5.11C, 5.11D, 5.11Dx, 5.11Dxi, 5.11E; 5.12B; 5.13A, 5.13B, 5.13C, 5.13D, 5.13E, 5.13H</p> <p>5.1B; 5.2A, 5.2Ai, 5.2B, 5.2Bii; 5.6B, 5.6C, 5.6E, 5.6F, 5.6G, 5.6H; 5.7B, 5.7C, 5.7D, 5.7E, 5.7G; 5.8A, 5.8B, 5.8C, 5.8D; 5.9C; 5.10A, 5.10B, 5.10C, 5.10D, 5.10E, 5.10F; 5.11A, 5.12A</p> <p>5.1C; 5.6B, 5.6C, 5.6D, 5.6E, 5.6F, 5.6G, 5.6H; 5.7B, 5.7C, 5.7D, 5.7E, 5.7G; 5.8A; 5.9B; 5.10A, 5.10B, 5.10C, 5.10D, 5.10E, 5.10F; 5.11A; 5.12A</p>	<p>Suggested Novel Studies to Choose from: <u>Abduction</u>, The Story of <u>Harriet Tubman</u>; <u>Conductor of the Underground Railroad</u>, <u>Freedom Crossing</u></p> <p><b>Unit 4: <u>Exploring and Crafting Informational Text Through Inquiry</u> (15 days) <u>Explorar y redactor textos informativos a través de la investigación</u></b> <b>HMH parts of Modules 1, 3, 4, 5, 7, 11</b></p> <p>This unit bundles student expectations that address analyzing and writing informational texts. This genre represents writing that informs, explains, and/or describes a topic. Readers read a variety of informational texts, including digital and multimodal texts, to learn about and deepen their understandings of specific topics and areas of interest.</p> <p><b>Unit 5: <u>Reading and Performing Drama</u> (10 days) <u>Lectura y representación de dramatizaciones</u></b> <b>HMH Module 12</b></p> <p>This unit bundles student expectations that address analyzing and writing literary texts, specifically drama. Playwrights include literary elements and devices in their craft of drama. Playwrights write plays for a variety of purposes such as entertainment, social critique, and persuasion. Readers read and experience drama as an art form that provide insight into diverse perspectives about the world.</p> <p><b>Unit 6: <u>Exploring and Crafting Poetry</u> (10 days) <u>Explorar y redactor poesía</u></b> <b>HMH parts of Modules 2, 8 &amp; 10</b></p> <p>This unit bundles student expectations that address the analysis and composition of poetry. This genre of literary text places a special emphasis on distinctive style and rhythm to express feelings and ideas, to create imagery, and/or to expand and deepen readers' understandings. Most poems include literary and poetic elements and devices such as imagery, figurative language, and sound devices. Poets carefully select words not only for meaning and function, but also for their sound. Poets also make distinct choices about layout and punctuation which impacts the way a reader may read and interpret the poem. Many times readers need to go beyond a literal interpretation of the text to truly understand the meaning behind the poem. Readers read and experience poetry as an art form to connect to the world around them.</p>	<p><b>TEKS</b> 5.6B, 5.6C, 5.6E, 5.6F, 5.6G, 5.6H; 5.7B, 5.7C, 5.7D, 5.7E, 5.7G; 5.9E, 5.9Ei, 5.9Eii, 5.9Eiii, 5.9F; 5.10A, 5.10B, 5.10C, 5.10D, 5.10F, 5.10G; 5.11A, 5.11B, 5.11Bi, 5.11Bii, 5.11C, 5.11D, 5.11Dix; 5.12C, 5.12D; 5.13A, 5.13B, 5.13C, 5.13D, 5.13E, 5.13F, 5.13G, 5.13H</p> <p>5.6E, 5.6F, 5.6G, 5.6H; 5.7B, 5.7C, 5.7D, 5.7E, 5.7G; 5.10A, 5.10B, 5.10C, 5.10D, 5.10F; 5.12A, 5.12B, 5.12C; 5.13A, 5.13B, 5.13C, 5.13D, 5.13E, 5.13F</p>	<p>Suggested Novel Studies to Choose from: <u>The Anne Frank Story</u>, <u>I Am a Star</u>, <u>Number the Stars</u>, <u>Indian in the Cupboard</u>, <u>Everything on a Waffle</u></p> <p><b>Unit 7: <u>Authentic Research to Craft an Argument</u> (15 days)</b> <b>HMH Modules 6 &amp; 9</b></p> <p>This unit bundles student expectations that address analyzing and writing argumentative texts. This genre represents text in which the writer develops and defends a position or debates a topic using logic and persuasion. Readers (and listeners) need to be able to recognize the techniques authors use to convince their audience of a certain opinion or position. Authors may try to appeal to an audience's emotions by using words or images that create strong feelings. Authors may also present logical reasons for their position while possibly not presenting alternative reasoning. Authors may also may use experts or language that seems credible to convince their audience. Readers may read argumentative text to find evidence that supports their own opinions or to seek multiple perspectives on a particular topic or issue.</p> <p><b>Unit 8: <u>Making Meaning Through the Genres</u> (25 days) <u>Crear sentido a través de los géneros</u></b></p> <p>This unit bundles expectations that address analyzing and crafting texts across multiple genres, including multimodal and digital texts. Readers and writers today consume and produce texts in a variety of genres for a variety of purposes. Many of these texts employ print and digital modalities such as images, graphics, text features, font, color, audio, and video, to achieve their purposes. Readers' understanding and opinions are often affected by the use of various modalities paired with the genre at hand. Readers and writers who are aware of authors' craft and techniques with multiple modalities are better prepared to read critically and compose effectively. Effective readers and writers use their knowledge of genre and craft to understand and communicate ideas effectively</p>