

Curriculum Map

Subject: <u>English/L.Arts</u>	Grade Level: <u>5</u>	Six Weeks: <u>5th</u>	Week: <u>1</u>
Instructional Focus Summary	TSW demonstrate basic writing and grammar skills. TSW demonstrate basic spelling skills.		
TEKS/SE (Bolded TEKS/SE are assessed with TAKS) <u>(Power TEKS/Student Expectations are Underlined)</u>	<p><u>5.16. Writing/Penmanship/ Capitalization/Punctuation. The student composes original texts, applying the conventions of written language, including capitalization, punctuation, and penmanship, to communicate clearly. The student is expected to:</u> <u>(a) write legibly by selecting cursive or manuscript as appropriate.</u> <u>capitalize and punctuate correctly to clarify and enhance meaning such as capitalizing titles, using possessives, commas in series, commas in direct address, and sentence punctuation.</u> __ (B) capitalize and punctuate correctly to clarify and enhance meaning such as capitalizing titles, using possessives, commas in a series, commas in direct address, and sentence punctuation (4-5).</p> <p>5.17 Writing/spelling. The student spells proficiently. (a) write with accurate spelling of syllable constructions, including closed, open, consonant before -le, and syllable boundary patterns (3-6) (b) write with accurate spelling of roots such as drink, speak, read, or happy, inflections such as those that change tense or number, suffixes such as -able or -less, and prefixes such as re- or un- (4-6)</p> <p><u>5.18 Writing/Grammar/Usage. The student applies standard grammar and usage to communicate clearly and effectively in writing. The student is expected to:</u> <u>(b) write in complete sentences, varying the types such as compound and complex to match meanings and purposes.</u> <u>(c) employ standard English usage in writing for audiences, including subject-verb agreement, pronoun referents, and parts of speech.</u></p> <p>5.1 Listening/speaking/ purposes. The student listens actively and purposefully in a variety of settings. The student is expected to: (b) understand the major ideas and supporting evidence in spoken messages.</p> <p>5.2Listening/speaking/critical listening. The student listens critically to analyze and evaluate a speaker’s message(s). The student is expected to: (d) monitor his/her own understanding of the spoken message and seek clarification as needed.</p> <p>5.19Writing/writing process. The student selects and uses writing processes for self-initiated and assigned writing. The student is expected to: (e) edit drafts for specific purposes such as standard usage, varied sentence structure, and appropriate word choice. (h) proofread his/her own writing and that of others.</p>		
Concepts/ Vocabulary	Abbreviations Titles (Spelling) review words from Lessons 19-23		
Resources	DOL Daily activities <u>HM Unit 5 Lesson 7 (p. 196-197, 202,213), Lesson 8 (p.198-199,203,214)</u> <u>Sch Sp Lesson 24 (p. 100-103)</u>		
Instructional Activities	<u>HM</u> activities – group and independent work Day 1 English-P.196-197 (presentation of lesson, discussion, and practice) Spelling-P. 100 (presentation, discussion, and practice) Day 2 English-P. 196-197 review, Workbook p 58 Spelling-P 101 (discussion and practice) Day 3 English-P. 198-199 (presentation of Lesson, discussion, and practice)		

	<p>Spelling-P. 102-103 (discussion and practice)</p> <p>Day 4 English-P. 198-199 review, Workbook p. 59</p> <p>Spelling- spelling bee or other teacher selected activities</p> <p>Day 5 English- review of week's concepts using p. 202, 213, 214 or other teacher selected activities</p> <p>Spelling-Test (assessment resource book p 183-187 or teacher made test)</p>
Assessment	<p><u>HM</u> Workbook p.58, 59; HM tests, teacher created tests, Teacher observations</p> <p><u>Sch Sp</u> assessment p 183-188</p>
Integration	
Intervention	
Extension	

Subject: <u>English/L.Arts</u>	Grade Level: <u>5</u>	Sixth Week: <u>5th</u>	Week: <u>2</u>
Instructional Focus Summary	TSW demonstrate basic writing and grammar skills. TSW demonstrate basic spelling skills.		
TEKS/SE (Bolded TEKS/SE are assessed with TAKS) <u>(Power TEKS/Student Expectations are Underlined)</u>	<p><u>5.16. Writing/Penmanship/ Capitalization/Punctuation. The student composes original texts, applying the conventions of written language, including capitalization, punctuation, and penmanship, to communicate clearly. The student is expected to:</u></p> <p><u>(a) write legibly by selecting cursive or manuscript as appropriate.</u></p> <p><u>(b) capitalize and punctuate correctly to clarify and enhance meaning such as capitalizing titles, using possessives, commas in series, commas in direct address, and sentence punctuation.</u></p> <p>5.17 Writing/spelling. The student spells proficiently.</p> <p><u>(a) write with accurate spelling of syllable constructions, including closed, open, consonant before -le, and syllable boundary patterns (3-6)</u></p> <p><u>(b) write with accurate spelling of roots such as drink, speak, read, or happy, inflections such as those that change tense or number, suffixes such as -able or -less, and prefixes such as re- or un- (4-6)</u></p> <p><u>5.18 Writing/Grammar/Usage. The student applies standard grammar and usage to communicate clearly and effectively in writing. The student is expected to:</u></p> <p><u>(b) write in complete sentences, varying the types such as compound and complex to match meanings and purposes.</u></p> <p><u>(c) employ standard English usage in writing for audiences, including subject-verb agreement, pronoun referents, and parts of speech.</u></p> <p><u>(g) write with increasing accuracy when using apostrophes in contractions such as it's and possessives such as Jan's.</u></p> <p>5.1 Listening/speaking/ purposes. The student listens actively and purposefully in a variety of settings. The student is expected to:</p> <p><u>(c) understand the major ideas and supporting evidence in spoken messages.</u></p> <p>5.2Listening/speaking/critical listening. The student listens critically to analyze and evaluate a speaker's message(s). The student is expected to:</p> <p><u>(d) monitor his/her own understanding of the spoken message and seek clarification as needed.</u></p> <p>5.19Writing/writing process. The student selects and uses writing processes for self-initiated and assigned writing. The student is expected to:</p> <p><u>(e) edit drafts for specific purposes such as standard usage, varied sentence structure, and appropriate word choice.</u></p> <p><u>(h) proofread his/her own writing and that of others.</u></p>		
Concepts/ Vocabulary	Pronoun, subject pronoun Object pronoun (Changing final y to i) ability, abilities, enemy, enemies, victory, victories, liberty, liberties, berry, berries, diary, diaries, entry, entries, industry, industries, grocery, groceries, property, properties		
Resources	DOL Daily activities HM Unit 6 Lesson 1 (p.216-217, 234, 238), Lesson 2 (p.218-219, 234, 239) Scholastic Spelling Lesson 25 p. 104-107; Prac. worksheets p.109-113		
Instructional Activities	HM and Sch activities – group and independent work Day 1 English-P. 216-217 (Presentation of lesson, discussion, practice) Spelling- P. 104-107 (presentation of words, discussion, assign pages from book as desired) Prac. Worksheet 109 Day 2 English-P. 216-217 review, Workbook p. 60 Spelling- P. 104-107 as assigned, Prac. Worksheet 110 Day 3 English-P218-219 (Presentation of Lesson, discussion, practice) Spelling- P. 104-107 as assigned, Prac, Worksheet 111		

	<p>Day 4 English- P. 218-219 review, Workbook p. 61 Spelling- P. 104-107 as assigned, Prac. Worksheets 112-113 Day 5 English- Review of week's concepts using p. 234, 238, 239 or other teacher selected activities Spelling- List test or other teacher created assessment</p>
Assessment	<p>HM and Sch tests, teacher created tests, Teacher observations HM workbook p 60, 61</p>
Integration	
Intervention	
Extension	

Subject: <u>English/L.Arts</u>	Grade Level: <u>5</u>	Sixth Week: <u>5th</u>	Week: <u>3</u>
Instructional Focus Summary	TSW demonstrate basic writing and grammar skills. TSW demonstrate basic spelling skills.		
TEKS/SE (Bolded TEKS/SE are assessed with TAKS) <u>(Power TEKS/Student Expectations are Underlined)</u>	<p><u>5.16. Writing/Penmanship/ Capitalization/Punctuation. The student composes original texts, applying the conventions of written language, including capitalization, punctuation, and penmanship, to communicate clearly. The student is expected to:</u> <u>(a) write legibly by selecting cursive or manuscript as appropriate.</u> <u>capitalize and punctuate correctly to clarify and enhance meaning such as capitalizing titles, using possessives, commas in series, commas in direct address, and sentence punctuation.</u></p> <p>5.17 Writing/spelling. The student spells proficiently. (a) write with accurate spelling of syllable constructions, including closed, open, consonant before -le, and syllable boundary patterns (3-6) (b) write with accurate spelling of roots such as drink, speak, read, or happy, inflections such as those that change tense or number, suffixes such as -able or -less, and prefixes such as re- or un- (4-6)</p> <p><u>5.18 Writing/Grammar/Usage. The student applies standard grammar and usage to communicate clearly and effectively in writing. The student is expected to:</u> <u>(b) write in complete sentences, varying the types such as compound and complex to match meanings and purposes.</u> <u>(c) employ standard English usage in writing for audiences, including subject-verb agreement, pronoun referents, and parts of speech.</u> (H) write with increasing accuracy when using objective case pronouns such as “Can you ride with my mom and me?” (4-5)</p> <p>5.1 Listening/speaking/ purposes. The student listens actively and purposefully in a variety of settings. The student is expected to: (a) understand the major ideas and supporting evidence in spoken messages.</p> <p>5.2Listening/speaking/critical listening. The student listens critically to analyze and evaluate a speaker’s message(s). The student is expected to: (d) monitor his/her own understanding of the spoken message and seek clarification as needed.</p> <p>5.19Writing/writing process. The student selects and uses writing processes for self-initiated and assigned writing. The student is expected to: (e) edit drafts for specific purposes such as standard usage, varied sentence structure, and appropriate word choice. (h) proofread his/her own writing and that of others.</p>		
Concepts/ Vocabulary	Using I and me Possessive pronouns (related words) distant, distance, present, presence, absent, absence, different, difference, brilliant, brilliance, excellent, excellence, ignorant, ignorance, fragrant, fragrance, dependent, dependence, independent, independence		
Resources	DOL Daily activities <u>HM Unit 6 Lesson 3 (p. 220-221, 234, 240), Lesson 4 (222-223, 234, 241)</u> <u>Sch Sp Lesson 26 p.108-111, Prac. Worksheets p. 114-118</u>		
Instructional Activities	HM and Sch activities – group and independent work Day 1 English- P. 220-221 (presentation of lesson, discussion, practice) Spelling- P. 108-111 (assign as desired), Prac. Worksheet 114 Day 2 English- P. 220-221 review, Workbook p. 62 Spelling- P. 108-111 as assigned, Prac. Worksheet 115 Day 3 English- P. 222-223 (presentation of lesson, discussion, practice) Spelling- P. 108-111 as assigned, Prac. Worksheet 116 Day 4 English- P. 222-223 review, Workbook 116		

	<p>Spelling- P. 108-111 as assigned, Prac. Worksheets 117-118</p> <p>Day 5 English- Review of week's concepts using P. 234, 240, 241 or other teacher selected activities</p> <p>Spelling- List test or other teacher created assessment</p>
Assessment	<p>HM and Sch tests, teacher created tests, Teacher observations</p> <p>HM workbook p. 62, 63</p>
Integration	
Intervention	
Extension	

Subject: <u>English/L.Arts</u>	Grade Level: <u>5</u>	Sixth Week: <u>5th</u>	Week: <u>4</u>
Instructional Focus Summary	TSW demonstrate basic writing and grammar skills. TSW demonstrate basic spelling skills.		
TEKS/SE (Bolded TEKS/SE are assessed with TAKS) <u>(Power TEKS/Student Expectations are Underlined)</u>	<p><u>5.16. Writing/Penmanship/ Capitalization/Punctuation. The student composes original texts, applying the conventions of written language, including capitalization, punctuation, and penmanship, to communicate clearly. The student is expected to:</u></p> <p><u>(a) write legibly by selecting cursive or manuscript as appropriate. capitalize and punctuate correctly to clarify and enhance meaning such as capitalizing titles, using possessives, commas in series, commas in direct address, and sentence punctuation.</u></p> <p>5.17 Writing/spelling. The student spells proficiently.</p> <p>(a) write with accurate spelling of syllable constructions, including closed, open, consonant before -le, and syllable boundary patterns (3-6)</p> <p>(b) write with accurate spelling of roots such as drink, speak, read, or happy, inflections such as those that change tense or number, suffixes such as -able or -less, and prefixes such as re- or un- (4-6)</p> <p><u>5.18 Writing/Grammar/Usage. The student applies standard grammar and usage to communicate clearly and effectively in writing. The student is expected to:</u></p> <p><u>(b) write in complete sentences, varying the types such as compound and complex to match meanings and purposes.</u></p> <p><u>(c) employ standard English usage in writing for audiences, including subject-verb agreement, pronoun referents, and parts of speech.</u></p> <p>(G) write with increasing accuracy when using apostrophes in contractions such as it's and possessives such as Jan's (4-8)</p> <p>5.1 Listening/speaking/ purposes. The student listens actively and purposefully in a variety of settings. The student is expected to:</p> <p>(c) understand the major ideas and supporting evidence in spoken messages.</p> <p>5.2Listening/speaking/critical listening. The student listens critically to analyze and evaluate a speaker's message(s). The student is expected to:</p> <p>(d) monitor his/her own understanding of the spoken message and seek clarification as needed.</p> <p>5.19Writing/writing process. The student selects and uses writing processes for self-initiated and assigned writing. The student is expected to:</p> <p>(e) edit drafts for specific purposes such as standard usage, varied sentence structure, and appropriate word choice.</p> <p>(h) proofread his/her own writing and that of others.</p>		
Concepts/ Vocabulary	Contractions with pronouns Double subjects (words with Latin roots dict and spec)dictionary, dictate, dictation, dictator, predict, prediction, contradict, contradiction, verdict, specimen, inspect, inspector, inspection, respect, suspect, spectator, spectacles, spectacular, prospect, prospector		
Resources	DOL Daily activities <u>HM Unit 6 Lesson 5 (p. 226-227, 234, 242), Lesson 6 (p. 228-229, 234, 243)</u> <u>Sch Sp Lesson 27 p112-115; Prac worksheets 119-123</u>		
Instructional Activities	HM and Sch activities – group and independent work Day 1 English- P. 226-227 (presentation of lesson, discussion, practice) Spelling- P. 112-115 (assign as desired), Prac worksheet 119 Day 2 English- P. 226-227 review, Workbook p. 66 Spelling- P. 112-115 as assigned, Prac worksheet 120 Day 3 English- P. 228-229 (presentation of lesson, discussion, practice) Spelling- P. 112-115 as assigned, Prac worksheet 121		

	<p>Day 4 English- P. 228-229 review, Workbook 67 Spelling- P. 112-115 as assigned, Prac worksheets 122-123 Day 5 English- Review of week's concepts using P. 234, 242, 243 or other teacher selected activities Spelling- List test or other teacher created assessment</p>
Assessment	<p>HM and Sch tests, teacher created tests, Teacher observations HM workbook p. 66, 67</p>
Integration	
Intervention	
Extension	

Subject: <u>English/L.Arts</u>	Grade Level: <u>5</u>	Sixth Week: <u>5th</u>	Week: <u>5</u>
Instructional Focus Summary	TSW demonstrate basic writing and grammar skills. TSW demonstrate basic spelling skills.		
TEKS/SE (Bolded TEKS/SE are assessed with TAKS) <u>(Power TEKS/Student Expectations are Underlined)</u>	<p><u>5.16. Writing/Penmanship/ Capitalization/Punctuation. The student composes original texts, applying the conventions of written language, including capitalization, punctuation, and penmanship, to communicate clearly. The student is expected to:</u></p> <p>(a) <u>write legibly by selecting cursive or manuscript as appropriate.</u></p> <p>(b) <u>capitalize and punctuate correctly to clarify and enhance meaning such as capitalizing titles, using possessives, commas in series, commas in direct address, and sentence punctuation.</u></p> <p>5.17 Writing/spelling. The student spells proficiently.</p> <p>(A) write with accurate spelling of syllable constructions, including closed, open, consonant before -le, and syllable boundary patterns (3-6)</p> <p>(B) write with accurate spelling of roots such as drink, speak, read, or happy, inflections such as those that change tense or number, suffixes such as -able or -less, and prefixes such as re- or un- (4-6)</p> <p><u>5.18 Writing/Grammar/Usage. The student applies standard grammar and usage to communicate clearly and effectively in writing. The student is expected to:</u></p> <p><u>(b) write in complete sentences, varying the types such as compound and complex to match meanings and purposes.</u></p> <p><u>(c) employ standard English usage in writing for audiences, including subject-verb agreement, pronoun referents, and parts of speech.</u></p> <p><u>(d) use adjectives (comparative and superlative forms) and adverbs appropriately to make writing vivid or precise.</u></p> <p>5.1 Listening/speaking/ purposes. The student listens actively and purposefully in a variety of settings. The student is expected to:</p> <p>(c) understand the major ideas and supporting evidence in spoken messages.</p> <p>5.2Listening/speaking/critical listening. The student listens critically to analyze and evaluate a speaker’s message(s). The student is expected to:</p> <p>(d) monitor his/her own understanding of the spoken message and seek clarification as needed.</p> <p>5.19Writing/writing process. The student selects and uses writing processes for self-initiated and assigned writing. The student is expected to:</p> <p>(e) edit drafts for specific purposes such as standard usage, varied sentence structure, and appropriate word choice.</p> <p>(h) proofread his/her own writing and that of others.</p>		
Concepts/ Vocabulary	Using we and us with nouns Adverbs (other homophones) bridle, bridal, patients, patience, tents, tense, scents, sense, assistance, assistants, instance, instants, stationary, stationery, bases, basis, muscles, mussels, currant, current		
Resources	DOL Daily activities HM Unit 6 Lesson 7, (p230-231, 235, 244); Unit 7 Lesson 1 (p. 246-247, 268, 276) Sch Sp Lesson 28 p.116-119; Prac worksheets 124-128		
Instructional Activities	HM and Sch activities – group and independent work Day 1 English- P. 230-231 (presentation of lesson, discussion, practice) Spelling- P. 116-119 (assign as desired), Prac worksheet 124 Day 2 English- P. 230-231 review, Workbook p. 68 Spelling- P. 116-119 as assigned, Prac worksheet 125 Day 3 English- P. 246-247 (presentation of lesson, discussion, practice) Spelling- P. 116-117 as assigned, Prac worksheet 126 Day 4 English- P. 246-247 review, Workbook p. 70		

	<p>Spelling- P. 116-119 as assigned, Prac worksheets 127-128</p> <p>Day 5 English- Review of week's concepts using p. 235, 244, 268, 276 or other teacher selected activities</p> <p>Spelling- List test or other teacher created assessment</p>
Assessment	<p>HM and Sch tests, teacher created tests, Teacher observations</p> <p>HM workbook p. 68, 70</p>
Integration	
Intervention	
Extension	

Subject: <u>English/L.Arts</u>	Grade Level: <u>5</u>	Sixth Week: <u>4th</u>	Week: <u>6</u>
Instructional Focus Summary	TSW demonstrate basic grammar, spelling and writing skills in benchmark review and testing.		
TEKS/SE (Bolded TEKS/SE are assessed with TAKS) <u>(Power TEKS/Student Expectations are Underlined)</u>	<p><u>5.16. Writing/Penmanship/ Capitalization/Punctuation. The student composes original texts, applying the conventions of written language, including capitalization, punctuation, and penmanship, to communicate clearly. The student is expected to:</u></p> <p>(a) <u>write legibly by selecting cursive or manuscript as appropriate.</u> <u>capitalize and punctuate correctly to clarify and enhance meaning such as capitalizing titles, using possessives, commas in series, commas in direct address, and sentence punctuation.</u></p> <p>(B) capitalize and punctuate correctly to clarify and enhance meaning such as capitalizing titles, using possessives, commas in a series, commas in direct address, and sentence punctuation (4-5)</p> <p>5.17 Writing/spelling. The student spells proficiently.</p> <p>(a) write with accurate spelling of syllable constructions, including closed, open, consonant before -le, and syllable boundary patterns (3-6)</p> <p>(b) write with accurate spelling of roots such as drink, speak, read, or happy, inflections such as those that change tense or number, suffixes such as -able or -less, and prefixes such as re- or un- (4-6)</p> <p><u>5.18 Writing/Grammar/Usage. The student applies standard grammar and usage to communicate clearly and effectively in writing. The student is expected to:</u></p> <p>(a) <u>use regular and irregular plurals correctly</u></p> <p>(b) <u>write in complete sentences, varying the types such as compound and complex to match meanings and purposes.</u></p> <p>(c) <u>employ standard English usage in writing for audiences, including subject-verb agreement, pronoun referents, and parts of speech.</u></p> <p>(d) <u>use adjectives (comparative and superlative forms) and adverbs appropriately to make writing vivid or precise.</u></p> <p>(g) <u>write with increasing accuracy when using apostrophes in contractions such as it's and possessives such as Jan's.</u></p> <p>(H) write with increasing accuracy when using objective case pronouns such as "Can you ride with my mom and me?" (4-5)</p> <p>5.1 Listening/speaking/ purposes. The student listens actively and purposefully in a variety of settings. The student is expected to:</p> <p>(b) understand the major ideas and supporting evidence in spoken messages.</p> <p>5.2Listening/speaking/critical listening. The student listens critically to analyze and evaluate a speaker's message(s). The student is expected to:</p> <p>(d) monitor his/her own understanding of the spoken message and seek clarification as needed.</p> <p>5.19Writing/writing process. The student selects and uses writing processes for self-initiated and assigned writing. The student is expected to:</p> <p>(e) edit drafts for specific purposes such as standard usage, varied sentence structure, and appropriate word choice.</p> <p>(h) proofread his/her own writing and that of others.</p>		
Concepts/ Vocabulary	(Review all from Weeks 1-5) (words with Latin root sign) sign, signal, significant, insignificant, significance, signify, signifying, resign resigned, resigning, design, designer, designing, redesigned, assign, assigning, assignment, reassign, reassigning		
Resources	DOL Daily activities HM Unit 5 Lessons 7-8; Unit 6 Lessons 1-7, Unit 7 Lesson 1 Sch Sp Lesson 29 p. 120-123; Prac p. 129-133		
Instructional Activities	Review, assess, re-teach and extend as appropriate.		

	<p>Sch activities</p> <p>Day 1 English- Review, assess, re-teach, extend, or benchmark as needed Spelling- P. 120-123 (assign as desired), Prac worksheet 129</p> <p>Day 2 English- Review, assess, re-teach, extend, or benchmark as needed Spelling- P. 120-123 as assigned, Prac worksheet 130</p> <p>Day 3 English- Review, assess, re-teach, extend, or benchmark as needed Spelling- P. 120-123 as assigned, Prac worksheet 131</p> <p>Day 4 English- Review, assess, re-teach, extend, or benchmark as needed Spelling- P. 120-123 as assigned, Prac worksheets 132-133</p> <p>Day 5 English- Review, assess, re-teach, extend, or benchmark as needed Spelling- List test or other teacher created assessment</p>
Assessment	Six week benchmark, Sch tests, teacher made tests, Teacher observations
Integration	
Intervention	
Extension	