



BROWNSVILLE INDEPENDENT SCHOOL DISTRICT

2003-2004 & 2004-2005 ENGLISH AND SPANISH LANGUAGE ARTS

SCOPE & SEQUENCE: GRADE 5

*Reviewed by 2002-2003 Grade 5 Curriculum Design Committee

I=Introduce I²= /Depth Difference E=Extend
M=Master R Introduce =Reinforce *=All

TAKS Objective +=TEKS Explicitly Stated ✓= Connection to TEKS 1 2 3 4				Campus SAIP	TEXAS ESSENTIAL KNOWLEDGE & SKILLS: <u>LISTENING & SPEAKING</u>	PK	K	1	2	3	4	5	6	7	8	
					5.1 Listening/speaking/purposes. The student listens actively and purposefully in a variety of settings. The student is expected to:											
✓	✓	✓	✓		(A) determine the purposes for listening such as to gain information, to solve problems, or to enjoy and appreciate; (4-8)						I	I ²	E	M	R	
✓	✓	✓	✓		(B) eliminate barriers to effective listening; and (4-8)						I ²	E	M	R	R	
✓	✓	✓	✓		(C) understand the major ideas and supporting evidence in spoken messages. (4-8)						I	I ²	E	M	R	
✓	✓	✓	✓		(D) distinguish and produce sounds and intonation patterns of English. (K-8/ESL)		I	I ²	E	E	M	M	R	R	R	
					5.2 Listening/speaking/critical listening. The student listens critically to analyze and evaluate a speaker's message(s). The student is expected to:											
✓	✓	✓	✓		(A) interpret speaker's messages (both verbal and nonverbal), purposes, and perspectives; (4-8)						I	I ²	E	M	R	
✓	✓	✓	✓		(B) identify and analyze a speaker's persuasive techniques such as promises, dares, and flattery; (4-5)						I	*				
✓	✓	✓	✓		(C) distinguish between the speaker's opinion and verifiable fact; and (4-8)						I	I ²	E	M	R	
✓	✓	✓	✓		(D) monitor his/her own understanding of the spoken message and seek clarification as needed. (4-8)						I	I ²	E	M	R	
					5.3 Listening/speaking/appreciation. The student listens to enjoy and appreciate spoken language. The student is expected to:											
✓	✓	✓	✓		(A) listen to proficient, fluent models of oral reading, including selections from classic and contemporary works; (4-8)						I	I ²	E	M	R	
✓	✓	✓	✓		(B) describe how the language of literature affects the listener; and (4-5)						I	*				
✓	✓	✓	✓		(C) assess how language choice and delivery affect the tone of the message. (4-5)						I	*				
					5.4 Listening/speaking/culture. The student listens and speaks to gain and share knowledge of his/her own culture, the culture of others, and the common elements of cultures. The student is expected to:											
✓	✓	✓	✓		(A) connect his/her own experiences, information, insights, and ideas with the experiences of others through speaking and listening;						I ²	E	M	R	R	
✓	✓	✓	✓		(B) compare oral traditions across regions and cultures; and (4-8)						I ²	E	M	R	R	
✓	✓	✓	✓		(C) identify how language use such as labels and saying reflects regions and cultures. (4-8)						I	I ²	E	M	R	

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							PK	K	1	2	3	4	5	6	7	8				
						5.5 Listening/speaking/audiences. The student speaks clearly and appropriately to different audiences for different purposes and occasions. The student is expected to:														
✓	✓	✓	✓			(A) adapt spoken language such as word choice, diction, and usage to the audience, purpose, and occasion; (4-8)							I ²	E	M	R	R			
✓	✓	✓	✓			(B) demonstrate effective communications skills that reflect demands such as interviewing, reporting, requesting, and providing information; (4-8)							I ²	E	M	R	R			
✓	✓	✓	✓			(C) present dramatic interpretations of experiences, stories, poems, or plays to communicate; (4-8)							I ²	E	M	R	R			
✓	✓	✓	✓			(D) use effective rate, volume, pitch, and tone for the audience and setting; (4-8)							I	I ²	E	M	R			
✓	✓	✓	✓			(E) clarify and support spoken ideas with evidence, elaboration, and examples. (4-8)							I	I ²	E	M	R			
✓	✓	✓	✓			(F) employ English content area vocabulary in context. (K-8/ESL)							I	I ²	E	M	R			
✓	✓	✓	✓			(G) give precise directions and instructions such as for games and tasks; and							I	I ²	E	M	R			

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							PK	K	1	2	3	4	5	6	7	8				
						5.6 Reading/word identification. The student uses a variety of word identification strategies. The student is expected to:														
✓						(A) apply knowledge of letter-sound correspondences, language structure, and context to recognize words; (4-8)							I ²	E	M	R	R			
						(B) use structural analysis to identify root words with prefixes such as <i>dis-</i> , <i>non-</i> , and <i>in-</i> and suffixes such as <i>-ness</i> , <i>-tion</i> , and <i>-able</i> ; and (4-6)							I ²	M	R					
✓						(Bii) use structural analysis to identify root words with prefixes such as <i>des-</i> , <i>dis-</i> , <i>ante-</i> , <i>bi-</i> , and <i>tri-</i> ; and suffixes such as <i>-dad-</i> , <i>-ción</i> , and <i>-able</i> ; and (4-6/SLA)							I ²	M	R					
✓						(Bi) use structural analysis to identify root words with prefixes such as <i>dis-</i> , <i>non-</i> , and <i>in-</i> ; and suffixes such as <i>-ness</i> <i>-tion</i> , and <i>-able</i> ; (4-6/ESL)							I ²	M	R					
✓						(C) locate meanings, pronunciations, and derivations of unfamiliar words using dictionaries, glossaries, and other sources. (4-8)							I	I ²	E	M	R			
						5.7 Reading/fluency. The student reads with fluency and understanding in texts at appropriate difficulty levels. The student is expected to:														
						(A) read regularly in independent-level materials (texts in which no more than approximately 1 in 20 words is difficult for the reader); (5)							*							

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1	2	3	4												
					(B) read regularly in instructional-level materials that are challenging but manageable (texts in which no more than approximately 1 in 10 words is difficult for the reader; the “typical” fifth grader reads approximately 100 wpm) (5)						*				
					(C) demonstrate characteristics of fluent and effective reading; (4-6)						I ²	M	R		
					(D) adjust reading rate based on purposes for reading; (4-8)						I	I ²	E	M	R
					(E) read aloud in selected texts in ways that both reflect understanding of the text and engage the listeners; and (4-8)						I	I ²	E	M	R
					(F) read silently with increasing ease for longer periods. (4-8)						I	I ²	E	M	R
					5.8 Reading/variety of texts. The student reads widely for different purposes in varied sources. The student is expected to:										
✓					(A) read classic and contemporary works; (2-8)				I	I ²	E	E	E	M	R
✓					(B) select varied sources such as nonfiction, novels, textbooks, newspapers, and magazines when reading for information or pleasure; and (4-5)						I ²	*			
✓					(C) read for varied purposes such as to be informed, to be entertained, to appreciate the writer’s craft, and to discover models for his/her own writing.. (4-8)						I ²	E	E	M	R
					5.9 Reading/vocabulary development. The student acquires an extensive vocabulary through reading and systematic word study. The student is expected to:										
					(A) develop vocabulary by listening to selections read aloud; (4-8)						I ²	E	E	M	R
+					(B) draw on experiences to bring meanings to words in context such as interpreting figurative language and multiple-meaning words; (4-8)						I	I ²	E	M	R
		✓			(C) use multiple reference aids, including a thesaurus, a synonym finder, a dictionary, and software, to clarify meanings and usage; (4-8)						I	I ²	E	M	R
					(D) determine meanings of derivatives by applying knowledge of the meanings of root words such as like, pay, or happy and affixes such as dis-, pre-, un-; and (4-8)						I ²	E	E	M	R
					<i>(Dii) determine meanings of derivatives by applying knowledge of the meanings of root words such as feliz, razón, or entrar and affixes such as in-, -able, and -ada; and (4/SLA)</i>						I	M	R		
+					<i>(Di) determine meanings of derivatives by applying knowledge of the meanings of root words such as like, pay, or happy and affixes such as dis-, pre-, and un-; and (4-8/ESL)</i>						I ²	E	E	M	R
✓					(E) study word meanings systematically such as across curricular content areas and through current events. (4-8)						I ²	E	E	M	R
					5.10 Reading/comprehension. The student uses comprehends selections using a variety of strategies. The student is expected to:										
✓		✓	✓		(A) use his/her own knowledge and experience to comprehend; (4-8)						I ²	E	E	M	R
✓	✓	✓	✓		(B) establish and adjust purposes for reading such as to find out, to understand, to interpret, to enjoy, and to solve problems; and (4-8)						I ²	E	E	M	R

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							PK	K	1	2	3	4	5	6	7	8				
✓				✓		(C) monitor his/her own comprehension and make modifications when understanding breaks such as by rereading a portion aloud, using reference aids, searching for clues, and asking questions; (4-8) (Cii) monitor his/her own comprehension and make modifications when understanding breaks down such as by rereading a portion out aloud, searching for clues, and asking questions; (4-8/SLA) (Ci) monitor his/her own comprehension and make modifications when understanding breaks down such as by rereading a portion aloud, searching for clues, translating, and asking questions; (4-8/ESL)									I ²	E	E	M	R	
	✓					(D) describe mental images that text descriptions evoke; (4-8)									I ²	E	E	M	R	
		+				(E) use the text's structure or progression of ideas such as cause and effect or chronology to locate and recall information (4-8)									I ²	E	E	M	R	
+						(F) determine a text's main (or major) ideas and how those ideas are supported with detail; (4-8)									I ²	E	E	M	R	
+						(G) paraphrase and summarize text to recall, inform, or organize ideas; (4-8)									I	I ²	E	M	R	
				+		(H) draw inferences such as conclusions or generalizations and support them with text evidence and experience; (4-8)									I	I ²	E	M	R	
			+			(I) find similarities and differences across texts such as in treatment, scope, or organization; (4-8)									I	I ²	E	M	R	
				+		(J) distinguish fact and opinion in various texts; (4-8)									I ²	E	E	M	R	
						(K) answer different types and levels of questions such as open-ended, literal and interpretative as well as test-like questions such as multiple choice, true-false, and short answers; and (4-8)									I ²	E	E	M	R	
			+			(L) represent text information in different ways such as in outline, timeline, or graphic organizer. (4-8)									I ²	E	E	M	R	
						5.11 Reading/literary response. The student expresses and supports responses to various types of texts. The student is expected to:	PK	K	1	2	3	4	5	6	7	8				
						(A) offer observations, make connections, react, speculate, interpret, and raise questions in response to test; (4-8)										I	I ²	E	M	R
						(B) interpret text ideas through such varied means as journal writing, discussion, enactment, media; (4-8)										I	I ²	E	M	R
				+		(C) support responses by referring to relevant aspects of text and his/her own experiences; and (4-8)										I	I ²	E	M	R
				+		(D) connect, compare, and contrast ideas, themes and issues across texts. (4-8)										I	I ²	E	M	R
						5.12 Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts (genres). The student is expected to:														

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1	2	3	4												
		+			(A) judge the internal consistency or logic of stories and texts such as “Would this character do this?”; “Does this make sense here?” (4-5)						I	*			
			+		(B) recognize that authors organize information in specific ways; (4-5)						I ²	*			
		+			(C) identify the purposes of different types of texts such as to inform, influence, express, or entertain; (4-8)						I	I ²	E	M	R
					(D) recognize the distinguishing features of genres, including biography, historical fiction, informational texts, and poetry (4-8)						I	I ²	E	M	R
		+			(E) compare communications in different forms such as contrasting a dramatic performance with a print version of the same story or comparing story variants; (2-8)				I	I ²	E	E	E	M	R
					(F) understand and identify literary terms such as title, author, illustrator, playwright, theater, stage, act, dialogue, and scene across a variety of literary forms (texts); (3-5)					I ²	M	R			
					(G) understand literary forms by recognizing and distinguishing among such types of text as stories, poems, myths, fables, tall tales, limericks, plays, biographies, and autobiographies; (3-7)					I	I ²	E	M	R	
	+				(H) analyze characters, including their traits, motivations, conflicts, points of view, relationships, and changes they undergo; (4-8)						I ²	E	E	M	R
	+				(I) recognize and analyze story plot, setting, and problem resolution; and (4-8)						I ²	E	E	M	R
		+			(J) describe how the author’s perspective or point of view affects the text. (4-8)						I	I ²	E	M	R
					5.13 Reading/inquiry/research. The student inquires and conducts research using a variety of sources. The student is expected to:										
					(A) form and revise questions for investigations, including questions arising from interest and units of study; (4-5)						I	*			
		✓			(B) use text organizers, including headings, graphic features, and tables of contents, to locate and organize information; (4-8)						I	I ²	E	M	R
					(C) use multiple sources, including electronic texts, experts, and print resources, to locate information relevant to research questions; (4-8)						I	I ²	E	M	R
		✓			(D) interpret and use graphic sources of information such as maps, graphs, timelines, tables, and diagrams to address research questions; (4-5)						I ²	*			
✓					(E) summarize and organize information from multiple sources by taking notes, outlining ideas, or making charts; (4-8)						I	I ²	E	M	R
		✓			(F) produce research projects and reports in effective formats using visuals to support meaning, as appropriate; (4-5)						I	*			
			✓		(G) draw conclusions from information gathered from multiple sources; and (4-8)						I	I ²	E	M	R
					(H) use compiled information and knowledge to raise additional, unanswered questions. (3-8)					I	I ²	E	E	M	R

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						5.14 Reading/culture. The student reads to increase knowledge of his/her own culture, the culture of others, and the common elements of culture. The student is expected to:										
				✓		(A) compare text events with his/her own and other readers' experiences; (4-8)						I	I ²	E	M	R
				✓		(B) determine distinctive and common characteristics of cultures through wide reading; and (4-8)						I	I ²	E	M	R
				✓		(C) articulate and discuss themes and connections that cross cultures. (4-8)						I	I ²	E	M	R

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								5.15 Writing/purposes. The student writes for a variety of audiences and purposes and in various forms. The student is expected to:										
+								(A) write to express, discover, record, develop, reflect on ideas, and to problem solve; (4-8)						I	I ²	E	M	R
+								(B) write to influence such as to persuade, argue, and request; (4-8)						I	I ²	E	M	R
+								(C) write to inform, such as to explain, describe, report, and narrate; (4-8)						I	I ²	E	M	R
+								(D) write to entertain such as to compose humorous poems or short stories; (4-8)						I	I ²	E	M	R
✓								(E) exhibit an identifiable voice in personal narratives and in stories; and (4-5)						I	*			
								(F) choose the appropriate form for his/her own purpose for writing, including journals, letters, reviews, poems, narratives, and instructions; and (4-5)						I	*			
+								(G) use literary devices effectively such as suspense, dialogue, and figurative language. (5-8)							I	E	M	R
								5.16 Writing/penmanship/capitalization/punctuation. The student composes original texts applying the conventions of written language, such as capitalization and penmanship, to communicate clearly. The student is expected to:										
+								(A) write legibly by selecting cursive or manuscript as appropriate; and (4-8)						I	I ²	E	M	R
	+							(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)						I	*			
								(Bii) capitalize and punctuate correctly to clarify and enhance meaning such as capitalizing proper nouns, using commas in a series, commas in direct address, and guión (hyphen) and raya (for dialogue). (4/SLA)						I	M	R		

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1	2	3	4	5	6													
							(Bi) 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/ESL)						I	*				
							5.17 Writing/writing spelling. The student spells proficiently. The student is expected to:											
	✓						(A) write with accurate spelling of syllable constructions, including closed, open, consonant before <i>-le</i> , and syllable boundary patterns; (3-6) (Aii) write with accurate spelling of syllable constructions such as closed, open, qu together, use of <i>n</i> before <i>v</i> , <i>m</i> before <i>b</i> , <i>m</i> before <i>p</i> , change <i>z</i> to <i>c</i> when adding <i>-es</i> , and diphthongs; (4-6/SLA) (Ai) write with accurate spelling of syllable constructions such as closed, open, consonant before <i>-le</i> , and syllable boundary patterns; (3-6/ESL)											
	✓						(B) write with accurate spelling of roots such as <i>drink</i> , <i>speak</i> , <i>read</i> , or <i>happy</i> , inflections such as those that change tense or number, suffixes such as <i>-able</i> or <i>-less</i> , and prefixes such as <i>re-</i> or <i>un-</i> ; (4-6) (Bii) write with accurate spelling of roots such as <i>razón</i> , <i>feliz</i> , <i>leer</i> , or <i>entrar</i> , inflections such as those that change tense or number, suffixes such as <i>-able</i> , or <i>-mente</i> , and prefixes such as <i>re-</i> or <i>in-</i> ; (4-6/SLA) (Bi) write with accurate spelling of roots such as <i>drink</i> , <i>speak</i> , <i>read</i> , or <i>happy</i> , inflections such as those that change tense or number, suffixes such as <i>-able</i> or <i>-less</i> , and prefixes such as <i>re-</i> or <i>un-</i> ; (4-6/ESL)											
	+						(C) use resources to find correct spellings; and (4-8)											
	+						(D) spell accurately in final drafts; (4-8) (Dii) spell accurately using accents and dieresis marks in final drafts. (Di) spell accurately in final drafts.											
							5.18 Writing/grammar/usage. The student applies standard grammar and usage to communicate clearly and effectively in writing. The student is expected to:											
	+						(A) use regular and irregular plurals correctly; (4-6)											
	+						(B) write in complete sentences, varying the types such as compound and complex to match meaning and purposes; (4-5)											
	+						(C) employ standard English usage in writing for audiences, including subject-verb agreement, pronoun referents, and parts of speech; (4-8) (Cii) employ standard Spanish usage with increased complexity in writing for audiences, including subject-verb agreement/conjugation, gender and number agreement and parts of speech; (4-6/SLA) (Ci) employ standard English usage in writing for audiences, including subject-verb agreement, pronoun referents, and parts of speech; (4-8/ESL)											

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1	2	3	4	5	6												
	+						(D) use adjectives (comparative and superlative forms) and adverbs appropriately to make writing vivid or precise; (4-8)										
	+						(E) use prepositional phrase to elaborate written ideas; (4-8)										
	+						(F) use conjunctions to connect ideas meaningfully; (4-5)										
	+						(G) write with increasing accuracy when using apostrophes in contractions such as <i>it's</i> and possessives such as <i>Jan's</i> ; and (ENGLISH LANGUAGE ARTS ONLY) (4-8)										
	+						(H) write with increasing accuracy when using objective case pronouns such as " <i>Can you ride with my mom and me?</i> ". <i>(Hii) write with increasing accuracy when using direct and indirect object pronouns such as "Gloria se las envoi a Josefina."</i> <i>(Hi) write with increasing accuracy when using objective case pronouns such as "Can you ride with my mom and me?".</i>										
							(I) use verb tenses such as present, preterit, future, present perfect, and future perfect appropriately and consistently. (SPANISH LANGUAGE ARTS ONLY)										
							5.19 Writing/writing processes. The student selects and uses writing processes for self-initiated and assigned writing. The student is expected to:										
							(A) generate ideas and plans for writing by using such prewriting strategies as brainstorming, graphic organizers, notes, and logs; (4-8)						I	I ²	E	M	R
							(B) develop drafts by categorizing ideas, organizing them into paragraphs, and blending paragraphs within larger units of text; (4-8)						I	I ²	E	M	R
+		+					(C) revise selected drafts by adding, elaborating, deleting, combining, and rearranging text; (4-8)						I	I ²	E	M	R
+		+					(D) revise drafts for coherence, progression, and logical support of ideas; (4-8)						I	I ²	E	M	R
	+		+	+			(E) edit drafts for specific purposes such as to ensure standard usage, varied sentence structure, and appropriate word choice; (4-8)						I	I ²	E	M	R
							(F) use available technology to support aspects of creating, revising, editing, and publishing texts; (4-8)						I	I ²	E	M	R
							(G) refine selected pieces frequently to "publish" for general and specific audiences; (4-8)						I	I ²	E	M	R
							(H) proofread his/her own writing and that of others; and (4-8)						I	I ²	E	M	R
							(I) select and use reference materials and resources as needed for writing, revising, and editing final drafts. (4-8)						I	I ²	E	M	R
							5.20 Writing/evaluation. The student evaluates his/her own writing and the writing of others. The student is expected to:										
✓	✓	✓	✓				(A) apply criteria to evaluate writing; (4-8)						I	I ²	E	M	R
		✓	✓	✓	✓		(B) respond in constructive ways to others' writings; (4-8)						I	I ²	E	M	R

*Reviewed by 2002-2003 Grade 5 Curriculum Design Committee

I=Introduce I²= /Depth Difference E=Extend
M=Master R Introduce =Reinforce *=All

TAKS Objective += TEKS Explicitly Stated ✓= Connection to TEK							Campus SAIP	TEXAS ESSENTIAL KNOWLEDGE & SKILLS: <u>WRITING</u>	PK	K	1	2	3	4	5	6	7	8
1	2	3	4	5	6													
✓	✓	✓	✓	✓	✓			(C) evaluate how well his/her own writing achieves its purposes; (4-8)						I	I ²	E	M	R
		✓	✓	✓	✓			(D) analyze published examples as models for writing; and (4-8)						I	I ²	E	M	R
		✓	✓	✓	✓			(E) review a collection of written works to determine its strengths and weaknesses and to set goals as a writer. (4-8)						I	I ²	E	M	R
								5.21 Writing/inquiry/research. The student uses writing as a tool for learning and research. The student is expected to:						I	I ²	E	M	R
✓		✓						(A) frame questions to direct research; (4-8)						I	I ²	E	M	R
		✓						(B) organize prior knowledge about a topic in a variety of ways such as by reproducing a graphic organizer; (4-8)						I	I ²	E	M	R
		✓						(C) take notes from relevant and authoritative sources such as guest speakers, periodicals, or on-line searches; (4-8)						I	I ²	E	M	R
✓	✓	✓				✓		(D) summarize and organize ideas gained from multiple sources in useful ways such as outlines, conceptual maps, learning logs, and timelines; (4-8)						I	I ²	E	M	R
✓	✓	✓	✓	✓	✓	✓		(E) present information in various forms using available technology; and (4-8)						I	I ²	E	M	R
✓	✓	✓	✓	✓	✓	✓		(F) evaluate his/her own research and raise new questions for further investigation. (4-8)						I	I ²	E	M	R
								5.22 Writing/connections. The student interacts with writers inside and outside the classroom in ways that reflect the practical uses of writing. The student is expected to:						I	I ²	E	M	R
								(A) collaborate with other writers to compose, organize, and revise various types of texts, including, letters, news, records, and forms; and (4-8)						I	I ²	E	M	R
								(B) correspond with peers or others via e-mail or conventional mail. (4-8)						I	I ²	E	M	R
								5.23 Viewing/representing/interpretation. The student understands and interprets visual images, messages, and meanings. The student is expected to:						I	I ²	E	M	R
								(A) describe how illustrators' choice of style, elements, and media help represent or extend the text's meanings; (4-8)						I	I ²	E	M	R
		✓						(B) interpret important events and ideas gleaned from maps, charts, graphics, video segments, or technology presentations; and (4-8)						I	I ²	E	M	R
	✓							(C) use media to compare ideas and points of view. (4-8)						I	I ²	E	M	R
								5.24 Viewing/representing/analysis. The student analyzes and critiques the significance of visual images, messages, and meanings. The student is expected to:						I	I ²	E	M	R
								(A) interpret and evaluate the various ways visual image makers such as graphic artists, illustrators, and news photographers represent meanings; and (4-8)						I	I ²	E	M	R
		✓						(B) compare and contrast print, visual, and electronic media such as film with written story. (4-8)						I	I ²	E	M	R

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I=Introduce	I ² = /Depth Difference	E=Extend
M=Master	R Introduce =Reinforce	*=All

TAKS Objective += TEKS Explicitly Stated ✓= Connection to TEK 1 2 3 4 5 6						Campus SAIP	TEXAS ESSENTIAL KNOWLEDGE & SKILLS: <u>WRITING</u>	PK	K	1	2	3	4	5	6	7	8
							5.25 Viewing/representing/production. The student produces visual images, messages, and meanings that communicate with others. The student is expected to:										
		✓					(A) select, organize, or produce visuals to complement and extend meanings; and (4-8)						I	I ²	E	M	R
							(B) produce communications using technology or appropriate media such as developing a class newspaper, multimedia reports, or video reports. (4-8)						I	I ²	E	M	R

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I=Introduce I²= /Depth Difference E=Extend
M=Master R Introduce =Reinforce *=All

*TAKS Objective += TEKS Explicitly Stated ✓= Connection to TEK 1 2 3 4				Campus SAIP	TEXAS ESSENTIAL KNOWLEDGE & SKILLS: <u>ESL: LEARNING STRATEGIES AND LISTENING</u>	PK	K	1	2	3	4	5	6	7	8
					5.26 Second language acquisition/learning strategies. The ESOL student uses language learning strategies to develop an awareness of his/her own learning processes in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:										
✓					(A) develop and expand repertoire of learning strategies such as reasoning inductively or deductively, looking for patterns in language, and analyzing expressions; (4-8/ESL)						I	I ²	E	M	R
✓					(B) use prior knowledge and experiences to understand meanings in English; (K-8/ESL)		I	I ²	E	E	M	M	R	R	R
✓					(C) monitor oral and written language production and employ self-corrective techniques or other resources; (K-8/ESL)		I	I ²	E	E	M	M	R	R	R
✓					(D) use strategic learning techniques such as semantic mapping, imagery, memorization, reviewing and contrastive analysis to acquire new vocabulary; (4-8/ESL)						I	I ²	E	M	R
✓					(E) use learning strategies such as circumlocution, synonyms, and non-verbal cues and requesting assistance from native speakers when speaking English; (K-8/ESL)		I	I ²	E	E	M	M	R	R	R
			✓		(F) make connections across content areas and use and reuse language and concepts in different ways; and (K-8/ESL)		I	I ²	E	E	M	M	R	R	R
✓					(G) use accessible language and learn new and essential language in the process. (K-8/ESL)		I	I ²	E	E	M	M	R	R	R

I=Introduce I²= /Depth Difference E=Extend
M=Master R Introduce =Reinforce *=All

*TAKS Objective += TEKS Explicitly Stated ✓= Connection to TEK				Campus SAIP	TEXAS ESSENTIAL KNOWLEDGE & SKILLS: <i>ESL: LISTENING AND SPEAKING</i>	PK	K	1	2	3	4	5	6	7	8
1	2	3	4												
					5.27 Second language acquisition/listening. The ESOL student listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension and appreciation for newly acquired language in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:										
					(A) use active listening comprehension in a variety of situations such as following directions, responding to requests, and listening for specific purposes such as taking notes; (4-8/ESL)						I	I ²	E	M	R
✓		✓			(B) understand basic structures, expressions, and vocabulary such as school environment, greetings, questions, and directions; (K-8/ESL)		I	I ²	E	E	M	M	R	R	R
✓					(C) recognize and distinguish phonological elements of newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters; (K-8/ESL)		I	I ²	E	E	M	M	R	R	R
	✓				(D) listen to and extract meaning from a variety of media such as audio tape, video, and CDROM in all content areas; and (K-8/ESL)		I	I ²	E	E	M	M	R	R	R
			✓		(E) analyze and evaluate spoken discourse for appropriateness of purpose with a variety of audiences such as formal, consultative, casual, and intimate language registers; and (K-8/ESL)		I	I ²	E	E	M	M	R	R	R
			✓		(F) infer meaning by making associations of utterances with actions, visuals, and the context of the situation. (K-8/ESL)						I	I ²	E	M	R
					5.28 Second language acquisition/speaking. The ESOL student speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using developmental vocabulary with increasing fluency and accuracy in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:										
	✓				(A) identify people, places, objects, events, and basic concepts such as numbers, days of the week, food, occupations, and time; (4-8/ESL)		I	I ²	E	E	M	M	R	R	R
✓	✓				(B) share prior knowledge with peers and others to facilitate communication and to foster respect for others; (K-8/ESL)		I	I ²	E	E	M	M	R	R	R
	✓				(C) ask and give information such as directions and address as well as name, age, and nationality; (K-8/ESL)		I	I ²	E	E	M	M	R	R	R
✓					(D) initiate authentic discourse with peers and others by employing newly acquired vocabulary and concepts; (4-8/ESL)						I	I ²	E	M	R
					(E) express ideas and feelings such as gratitude, needs, opinions, and greetings; (K-8/ESL)		I	I ²	E	E	M	M	R	R	R
	✓				(F) arrange phrases, clauses, and sentences into correct and meaningful patterns; (K-8/ESL)		I	I ²	E	E	M	M	R	R	R
					(G) produce phonological elements of newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters. (K-8/ESL)		I	I ²	E	E	M	M	R	R	R
					(H) describe the immediate surroundings such as classroom, school, or home; (K-8/ESL)		I	I ²	E	E	M	M	R	R	R

*Reviewed by 2002-2003 Grade 5 Curriculum Design Committee

*TAKS Objective += TEKS Explicitly Stated ✓= Connection to TEK 1 2 3 4					Campus SAIP	TEXAS ESSENTIAL KNOWLEDGE & SKILLS: <u>ESL: READING</u>	I=Introduce I ² = /Depth Difference E=Extend M=Master R Introduce =Reinforce *=All													
							PK	K	1	2	3	4	5	6	7	8				
						5.29 Second language acquisition/reading. The ESOL student reads a variety of texts for a variety of purposes with an increasing level of comprehension in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:														
						(A) learn sound/symbol relationships as they apply to the phonological system of English; (K-8/ESL)		I	I ²	E	E	M	M	R	R	R				
						(B) recognize directionality of English reading such as left to right and top to bottom; (K-8/ESL)		I	I ²	E	E	M	M	R	R	R				
		✓				(C) read authentic literature to develop vocabulary, structures, and background knowledge needed to comprehend increasingly- challenging language; (K-8/ESL)		I	I ²	E	E	M	M	R	R	R				
✓						(D) participate in shared reading; (K-8/ESL)		I	I ²	E	E	M	M	R	R	R				
✓						(E) develop basic sight vocabulary; (K-8/ESL)		I	I ²	E	E	M	M	R	R	R				
✓						(F) use a combination of skills to decode words such as pattern recognition and identification of cognates, root words, and affixes; (K-8/ESL)		I	I ²	E	E	M	M	R	R	R				
		✓				(G) read silently with increasing ease for longer periods; (K-8/ESL)		I	I ²	E	E	M	M	R	R	R				
						(H) use print from the environment to derive meaning; and (K-8/ESL)		I	I ²	E	E	M	M	R	R	R				
✓	✓	✓				(I) use graphic organizers as pre-reading activities to prepare for reading text. (K-8/ESL)		I	I ²	E	E	M	M	R	R	R				
						(J) use verbal cueing strategies such as pauses and exaggerated intonation for key words and non-verbal cueing strategies such as facial expressions and gestures to enhance the reading experience; and (4-8/ESL)						I	I ²	E	M	R				
		✓				(K) retell, role-play, and/or visually illustrate the order of events. (4-8/ESL)						I	I ²	E	M	R				

*Reviewed by 2002-2003 Grade 5 Curriculum Design Committee

TAKS Objective += TEKS Explicitly Stated ✓= Connection to TEK 1 2 3 4 5 6						Campus SAIP	TEXAS ESSENTIAL KNOWLEDGE & SKILLS: <u>ESL: WRITING</u>	I=Introduce I ² = /Depth Difference E=Extend M=Master R Introduce =Reinforce *=All												
								PK	K	1	2	3	4	5	6	7	8			
							5.30 Second language acquisition/writing. The ESOL student writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:													
							(A) use basic capitalization and punctuation correctly such as capitalizing names and first letters in sentences and using periods, question marks and exclamation points.													
			✓				(B) use graphic organizers as pre-writing activity to demonstrate prior knowledge, to add new information, and to prepare to write. (2-8/ESL)				I	I ²	E	E	M	R	R			

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TAKS Objective += TEKS Explicitly Stated ✓= Connection to TEK							Campus SAIP	TEXAS ESSENTIAL KNOWLEDGE & SKILLS: <u>ESL: WRITING</u>	PK	K	1	2	3	4	5	6	7	8
1	2	3	4	5	6													
								(C) write with more proficient use of orthographic patterns and rules such as qu together consonant doubling, dropping final e, and changing y to i; (2-8/ESL)				I	I ²	E	E	M	R	R
								(D) edit writing toward standard grammar and usage, including subject-verb agreement, pronoun agreement, and appropriate verb tenses in final drafts; (2-8/ESL)				I	I ²	E	E	M	R	R
								(E) employ increasingly complex grammatical structures in writing, as follows: (i) demonstrate knowledge of verbs, tenses and auxiliaries, wh- words and pronouns/antecedents; (2-8/ESL) (ii) demonstrate knowledge of nominative, objective, and possessive case; (2-8/ESL) (iii) demonstrate knowledge of parts of speech; and (2-8/ESL) (iv) demonstrate knowledge of negatives and contractions (2-8/ESL)				I	I ²	E	E	M	R	R
								(F) construct correct sentences, including a variety of sentence types and styles; (2-8/ESL)				I	I ²	E	E	M	R	R
								(G) combine multiple sentences into a unified sentence; and (2-8/ESL)				I	I ²	E	E	M	R	R
								(H) develop drafts by categorizing ideas, organizing them into sentences and paragraphs and blending paragraphs within larger units of text. (2-8/ESL)				I	I ²	E	E	M	R	R
								5.31 Second language acquisition /viewing and representing. The ESOL student understands interprets, analyzes, critiques, and produces a variety of visual representations with increasing effectiveness in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:										
✓	✓							(A) describe how illustrations support written texts or tell a story; (4-8/ESL)				I	I ²	E	E	M	R	R
								(B) tell important events and ideas gleaned from video segments, graphic art, or technology presentations; (4-8/ESL)				I	I ²	E	E	M	R	R
		✓						(C) respond to media such as film print and technological presentations by explaining likes, dislikes, and supporting opinions with examples; (4-8/ESL)				I	I ²	E	E	M	R	R
								(D) distinguish the purposes of various media forms such as information, entertainment, and persuasion; (4-8/ESL)				I	I ²	E	E	M	R	R
						✓		(E) produce visuals for his/her own messages, stories, and other kinds of communication; (4-8/ESL)				I	I ²	E	E	M	R	R
								(F) explore and describe how color, shape, and line influence the message; and (4-8/ESL)				I	I ²	E	E	M	R	R
								(G) produce communications using technology or appropriate media. (4-8/ESL)				I	I ²	E	E	M	R	R

TAKS Objectives: Grade 3 English and Spanish Reading

1) The student will demonstrate a basic understanding of culturally diverse written texts.

Word Identification Variety of Texts Vocabulary Development Comprehension

2) The student will apply knowledge of literary elements to understand culturally diverse written texts.

Text Structures/Literary Concepts

3) The student will use a variety of strategies to analyze culturally diverse written texts.

Comprehension Text Structures/Literary Concepts

4) The student will apply critical-thinking skills to analyze culturally diverse written texts.

Comprehension Literary Responses

TAKS Objectives: Grade 4 English and Spanish Writing

1) The student will, within a given context, produce an effective composition for a specific purpose.

Purposes Penmanship/Capitalization Writing Processes

2) The student will produce a piece of writing that demonstrates a command of the conventions of spelling, capitalization, punctuation, grammar, usage, and sentence structure.

Penmanship/Capitalization/Punctuation Spelling Grammar/Usage Writing Processes

3) The student will recognize appropriate organization of ideas in written text. Writing Processes

4) The student will recognize correct and effective sentence construction in written text. Grammar/Usage Writing Processes

5) The student will recognize standard usage and appropriate word choice in written text. Grammar/Usage Writing Processes

6) The student will proofread for correct punctuation, capitalization, and spelling in written text.

Penmanship/Punctuation/Capitalization Spelling Grammar/Usage Writing Processes

TAKS Objectives: Grade 8 Social Studies

Items in italics should be integrated with the strand(s) indicated in each objective.

1) The student will demonstrate an understanding of issues and events in U.S. History.

All History Strand ^ *Geography* ^ *Social Studies Skills*

2) The student will demonstrate an understanding of geographic influences on historical issues and events.

History/Westward Expansion All Geography Strand ^ *Social Studies Skills*

3) The student will demonstrate an understanding of economic and social influences on historical issues and events.

History All Economic Strand All Culture Strand All Science, Technology, and Society Strand

^ *Geography* ^ *Social Studies Skills*

4) The student will demonstrate an understanding of political influences on historical issues and events.

History All Government Strand All Citizenship Strand ^ *Geography* ^ *Social Studies Skills*

5) The student will use critical-thinking to analyze social studies information.

All Social Studies Strand ^ *Geography*