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| First Semester | Second Semester |
| **1st Nine Weeks – 40 days** (August 20th – October 16th)*(September 3rd* – *Labor day* – *No School)**(October 8th* –  *Staff Development)* | **3rd Nine Weeks – 45 days**(January 7th – March 19th) *(January 21st* – *MLK* – *No School)**(March 11th – 15th* – *Spring Break)* |
| **TEKS**5.1[A](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103183) 5.2[A](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103184)[B](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103185)[E](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103188) 5.3[A](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103189)[B](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103190)[C](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103191) 5.4[A](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103192)5.5[A](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103193) 5.6[A](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103194)[B](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103195)[C](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103196)5.7[A](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103197) 5.8[A](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103198) 5.9[A](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103199)5.11[E](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103205) 5.14[C](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103212) 5.15[A](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103214)[B](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103215)[C](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103216)[D](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103217)[E](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103218) 5.16[A](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103219)[B](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103220) 5.17[A](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103221) 5.18[C](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103224) 5.20[A](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103226)[B](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103227)[C](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103228) 5.21[A](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103229)[B](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103230) 5.22[A](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103232http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103232)[B](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103233)[D](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103235)[E](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103236) 5.27[A](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103250)[B](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103251)[C](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103252) 5.28[A](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103253) 5.29[A](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103254) 5.Fig19[A](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103285)[B](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103286)[C](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103287)[D](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103288http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103288)[E](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103289)[F](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103290) | [Literary Study Begins with Fiction and Poetry](http://www.teksresourcesystem.net/module/content/search/item/1929/viewdetail.ashx)[El estudio de los textos literarios empieza con la ficción y la poesía](http://www.teksresourcesystem.net/module/content/search/item/1987/viewdetail.ashx)This unit bundles student expectations that address the literary elements and techniques of fiction and poetry in order to examine the narrative subject as a primary means of oral and written communication. Genre study connects reading and writing through the year to allow students to become better writers and strategic readers. Students are immersed in a variety of fiction to comprehend and communicate authentically about reading and writing. Traditional, historical, and contemporary fictional texts and poetry provide the avenue to allow students to make inferences, summarize, analyze characters, and providing textual evidence during their reading experiences. Understanding of text is communicated through oral and written expression. Students continue to examine teacher-selected and self-selected literature and media based on individual interests and abilities providing opportunities to make important personal and world connections within and across different contexts and genres.[Appreciating Literary Nonfiction and Drama](http://www.teksresourcesystem.net/module/content/search/item/1754/viewdetail.ashx)[Valorando la literatura de no ficción y el drama](http://www.teksresourcesystem.net/module/content/search/item/1985/viewdetail.ashx)Genre study connects reading and writing to allow students to become better writers and strategic readers who approach text meaningfully and purposefully, while optimizing understanding and communication. Students are immersed in a variety of literary works to comprehend text they read and communicate authentically about their reading and writing. Literature such as dramatic text, autobiographies, and biographies provide a way for the reader to infer what is not specifically stated, connect the information to previous knowledge, and combine the ideas together to make logical sense while providing text evidence to support understanding. Students continue to examine teacher-selected and self-selected literature and media based on individual interests and abilities providing opportunities to make important personal and world connections within and across different contexts and genres. | **TEKS**5.2[A](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103184)[B](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103185)[C](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103186)[D](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103187)[E](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103188) 5.3[A](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103189) 5.4[A](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103192) 5.6[A](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103194)[B](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103195)[C](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103196) 5.7[A](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103197) 5.8[A](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103198) 5.10[A](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103200)5.11[A](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103201)[B](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103202)[C](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103203)[D](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103204)[E](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103205)5.12[A](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103206)[B](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103207)5.13[B](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103209) 5.14[C](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103212) 5.15[B](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103215)[C](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103216)[D](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103217)5.17[A](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103221)5.18[A](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103222)[B](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103223) 5.20[A](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103226)[B](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103227)5.20[C](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103228) 5.21[B](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103230)[C](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103231) 5.22[B](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103233) 5.Fig19[A](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103285)[B](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103286)[C](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103287)[D](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103288http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103288)[E](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103289)[F](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103290) | [Making Connections Across Literary Genres](http://www.teksresourcesystem.net/module/content/search/item/1746/viewdetail.ashx)[Haciendo conexiones a través de todos los géneros literarios](http://www.teksresourcesystem.net/module/content/search/item/1401/viewdetail.ashx)Students examine a variety of forms of literary text representing a wide range of themes and compare and contrast features specific to each genre. Students continue to use processes to make inferences, summarize, and provide textual evidence during their reading. Students continue to examine teacher-selected and self-selected literature and media to provide opportunities to make important personal and world connections within and across different contexts and genres.[Making Connections Across Informational Genres](http://www.teksresourcesystem.net/module/content/search/item/1748/viewdetail.ashx)[Haciendo conexiones a través de todos los géneros informativos](http://www.teksresourcesystem.net/module/content/search/item/1420/viewdetail.ashx)Students examine a variety of forms of informational text representing a wide range of themes and topics and compare and contrast features specific to each genre. Students continue to use processes to make inferences, summarize, and provide textual evidence during their reading. Students continue to examine teacher-selected and self-selected literature and media based on individual interests and abilities providing opportunities to make important personal and world connections within and across different contexts and genres.[Making Connections Across All Genres](http://www.teksresourcesystem.net/module/content/search/item/1749/viewdetail.ashx)[Haciendo conexiones a través de todos los géneros](http://www.teksresourcesystem.net/module/content/search/item/1393/viewdetail.ashx)This unit bundles student expectations that focus on the relationships across and between genres including literary and informational texts in order for students to make connections and synthesize information. Students examine a variety of forms of text representing a wide range of themes and topics and compare and contrast features specific to each genre. Students continue to make inferences, summarize, and provide textual evidence during their reading. Students continue to make important personal and world connections within and across different contexts and genres. |
| **2nd Nine Weeks – 43 days** (October 17th – December 21st) *(November 19th – 23rd* – *Thanksgiving Break)**(December 24th – January 4th – Holiday Break)* | **4th Nine Weeks – 45 days** (March 20th – May 23rd) *(April 19th – Good Friday – No School)*(*April 26th – Battle of Flowers – No School)**(May 27th – Memorial Day – No School)* |
| **TEKS**5.2[A](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103184" \o "5.2A: Determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots)[B](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103185" \o "5.2B: Use context (e.g., in-sentence restatement) to determine or clarify the meaning of unfamiliar or multiple meaning)[C](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103186" \o "5.2C: Produce analogies with known antonyms and synonyms.)[D](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103187" \o "5.2D: Identify and explain the meaning of common idioms, adages, and other sayings.)[E](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103188" \o "5.2E: Use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine the meanings, syllabication,) 5.10[A](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103200" \o "5.10A: Draw conclusions from the information presented by an author and evaluate how well the author's purpose)5.11[A](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103201" \o "5.11A: Summarize the main ideas and supporting details in a text in ways that maintain meaning and logical order.)[B](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103202" \o "5.11B: Determine the facts in text and verify them through established methods.)[C](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103203" \o "5.11C: Analyze how the organizational pattern of a text (e.g., cause-and-effect, compare-and-contrast, sequential)[D](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103204" \o "5.11D: Use multiple text features and graphics to gain an overview of the contents of text and to locate)[E](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103205" \o "5.11E: Synthesize and make logical connections between ideas within a text and across two or three texts)5.12[A](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103206" \o "5.12A: Identify the author's viewpoint or position and explain the basic relationships among ideas (e.g., parallelism,)[B](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103207" \o "5.12B: Recognize exaggerated, contradictory, or misleading statements in text.)5.13[A](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103208" \o "5.13A: Interpret details from procedural text to complete a task, solve a problem, or perform procedures.)[B](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103209" \o "5.13B: Interpret factual or quantitative information presented in maps, charts, illustrations, graphs, timelines, tables,)5.14[C](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103212" \o "5.14C: Identify the point of view of media presentations.) 5.15[A](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103214" \o "5.15A: Plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience, determining)[B](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103215" \o "5.15B: Develop drafts by choosing an appropriate organizational strategy (e.g., sequence of events, cause-effect,)[C](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103216" \o "5.15C: Revise drafts to clarify meaning, enhance style, include simple and compound sentences, and improve transitions)[D](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103217" \o "5.15D: Edit drafts for grammar, mechanics, and spelling.)[E](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103218" \o "5.15E: Revise final draft in response to feedback from peers and teacher and publish written work for appropriate) 5.18[A](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103222" \o "Student Expectation - 5.18A: Create multi-paragraph essays to convey information about)[B](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103223" \o "5.18B: Write formal and informal letters that convey ideas, include important information, demonstrate a sense of)[C](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103224" \o "5.18C: Write responses to literary or expository texts and provide evidence from the text to demonstrate) 5.19[A](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103225" \o "5.19A: Write persuasive essays for appropriate audiences that establish a position and include sound reasoning, detailed) 5.20[A](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103226" \o "Student Expectation - 5.20A: Use and understand the function of the following parts of)[B](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103227" \o "5.20B: Use the complete subject and the complete predicate in a sentence.)5.21[A](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103229" \o "Student Expectation - 5.21A: Use capitalization for:)[B](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103230" \o "Student Expectation - 5.21B: Recognize and use punctuation marks including:) 5.22[A](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103232http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103232)[B](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103233)[C](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103234http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103234)5.23[A](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103237)[B](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103238)5.24[A](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103239)[C](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103241)5.26[A](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103246)5.Fig19[A](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103285)[B](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103286)[C](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103287)[D](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103288http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103288)[E](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103289)[F](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103290)  | [Power of Persuasion](http://www.teksresourcesystem.net/module/content/search/item/1729/viewdetail.ashx)[El poder de la persuasión](http://www.teksresourcesystem.net/module/content/search/item/1983/viewdetail.ashx)Students express their beliefs and convince an audience through oral and written language, supporting their ideas with text evidence and personal experience. Students continue to examine teacher-selected and self-selected literature and media based on individual interests and abilities providing opportunities to make important personal and world connections within and across different contexts and genres.[Reading to Understand Informational Text](http://www.teksresourcesystem.net/module/content/search/item/1935/viewdetail.ashx)[Leyendo para comprender – Textos informativos](http://www.teksresourcesystem.net/module/content/search/item/1721/viewdetail.ashx)This unit bundles student expectations that expose students to a variety of forms of informational text to analyze structures and use comprehension processes to summarize and verify information. Students interact with the text by making connections, comparisons, and forming questions for the ideas and perspectives presented in the text to become more than just facts and to support informative writing. Students continue to examine teacher-selected and self-selected literature and media based on individual interests and abilities providing opportunities to make important personal and world connections within and across different contexts and genres. | **TEKS**5.2[A](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103184" \o "5.2A: Determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots)[B](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103185" \o "5.2B: Use context (e.g., in-sentence restatement) to determine or clarify the meaning of unfamiliar or multiple meaning)[C](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103186" \o "5.2C: Produce analogies with known antonyms and synonyms.)[D](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103187" \o "5.2D: Identify and explain the meaning of common idioms, adages, and other sayings.)[E](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103188" \o "5.2E: Use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine the meanings, syllabication,)5.10[A](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103200" \o "5.10A: Draw conclusions from the information presented by an author and evaluate how well the author's purpose) 5.11[A](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103201" \o "5.11A: Summarize the main ideas and supporting details in a text in ways that maintain meaning and logical order.)[B](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103202" \o "5.11B: Determine the facts in text and verify them through established methods.)[C](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103203" \o "5.11C: Analyze how the organizational pattern of a text (e.g., cause-and-effect, compare-and-contrast, sequential)[D](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103204" \o "5.11D: Use multiple text features and graphics to gain an overview of the contents of text and to locate)[E](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103205" \o "5.11E: Synthesize and make logical connections between ideas within a text and across two or three texts) 5.14[A](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103210" \o "5.14A: Explain how messages conveyed in various forms of media are presented differently (e.g., documentaries, online)[B](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103211" \o "5.14B: Consider the difference in techniques used in media (e.g., commercials, documentaries, news).)[C](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103212" \o "5.14C: Identify the point of view of media presentations.)[D](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103213" \o "5.14D: Analyze various digital media venues for levels of formality and informality.) 5.15[B](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103215" \o "5.15B: Develop drafts by choosing an appropriate organizational strategy (e.g., sequence of events, cause-effect,)[C](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103216" \o "5.15C: Revise drafts to clarify meaning, enhance style, include simple and compound sentences, and improve transitions) 5.21[C](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103231) 5.23[A](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103237)[B](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103238) 5.24[A](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103239)[B](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103240)[C](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103241)[D](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103242)[E](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103243) 5.25[A](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103244)[B](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103245) 5.26[A](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103246)[B](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103247)[C](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103248)[D](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103249) 5.Fig19[D](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103288http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103288)[E](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103289)[F](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103290)  | [Understanding the Research Process](http://www.teksresourcesystem.net/module/content/search/item/1755/viewdetail.ashx)[La investigación](http://www.teksresourcesystem.net/module/content/search/item/1425/viewdetail.ashx)Students plan, gather sources, and draw conclusions from multiple sources related to a specific topic. Students use the research process to make inferences, summarize, and provide textual evidence based on information gathered during their reading. Understanding of text is communicated through oral and written expression.Students continue to examine teacher-selected and self-selected texts and media based on individual interests and abilities providing opportunities to make important personal and world connections within and across different contexts and genres.[Media Impact](http://www.teksresourcesystem.net/module/content/search/item/1757/viewdetail.ashx)Impacto de los medios de comunicaciónThis unit bundles student expectations that focus on the messages conveyed in media in order to identify the impact of media form and design on communication. Students continue to make inferences, summarize, synthesize, and provide textual evidence to support interpretation of media and texts. Students continue to examine teacher-selected and self-selected literature based on individual interests and abilities providing opportunities to make important personal and world connections within and across different contexts and genres. |



**Fifth Grade English Language Arts & Reading**

**Year at a Glance (YAG)**