

## Draft English Language Arts and Reading, Grade 5

### (a) Introduction.

- (1) The English language arts and reading Texas Essential Knowledge and Skills (TEKS) embody the interconnected nature of listening, speaking, reading, and writing through the integrated strands of developing and sustaining foundational language skills; comprehension; response; collaboration; multiple genres; author's purpose and craft; composition and presentation; and inquiry and research. The strands focus on authentic reading and writing to ensure a literate Texas and are integrated and progressive with students continuing to develop knowledge and skills with increased complexity and nuance in order to think critically and adapt to the ever-evolving nature of language and literacy.
- (2) The eight strands of the essential knowledge and skills for English language arts and reading are intended to be integrated for instructional purposes and are recursive in nature. Each strand is of equal value and may be presented in any order throughout the year. All strands include the four domains of language (listening, speaking, reading, and writing) and their application in order to accelerate the acquisition of language skills so that students develop high levels of social and academic language proficiency. As skills and knowledge are obtained in each of the eight strands, students will continue to apply earlier standards with greater depth to increasingly complex texts in multiple genres as they become self-directed, critical learners who work collaboratively while continuously using metacognitive skills. Students should engage in academic conversations, write, read, and be read to on a daily basis with opportunities for cross-curricular content and student choice.
- (3) English language learners (ELLs) are expected to meet standards in a second language; however, their proficiency in English influences the ability to meet these standards. To demonstrate this knowledge throughout the stages of English language acquisition, comprehension of text requires additional scaffolds such as adapted text, translations, native language support, cognates, summaries, pictures, realia, glossaries, bilingual dictionaries, thesauri, and other modes of comprehensible input. ELLs can and should be encouraged to use knowledge of their first language to enhance vocabulary development; vocabulary needs to be in the context of connected discourse so that it is meaningful. Strategic use of the student's first language is important to ensure linguistic, affective, cognitive, and academic development in English.
- (4) Current research stresses the importance of effectively integrating second language acquisition with quality content area education in order to ensure that ELLs acquire social and academic language proficiency in English, learn the knowledge and skills, and reach their full academic potential. Instruction must be linguistically accommodated in accordance with the ELPS and the student's English language proficiency levels to ensure the mastery of knowledge and skills in the required curriculum is accessible. For a further understanding of second language acquisition needs, refer to the English Language Proficiency Standards and proficiency-level descriptors located in Chapter 74, Subchapter B.
- (5) Oral language proficiency holds a pivotal role in school success; verbal engagement must be maximized across grade levels (Dr. Kate Kinsella, NCLB, 2010). Students need practice with academic language if they are to become proficient in that language: they must learn to speak the language of science, history, mathematics, art, literature, and technical subjects if they are to become thinkers in those disciplines (Fisher, Frey & Rothenberg, 2008).
- (6) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

### (b) Knowledge and skills.

- (1) Developing and Sustaining Foundational Language Skills: Listening, Speaking, Reading, and Writing. Students develop word structure knowledge through phonological awareness, print concepts, and phonics to decode and encode texts. Students apply knowledge and relationships found when studying the structures, origins, and contextual meanings of words. The student is expected to:

(A) demonstrate phonetic knowledge by decoding and encoding consonant changes (including /t/ to /sh/ such as in select and selection, /k/ to /sh/ such as in music and musician), vowel changes (including long to short such as in define and definition), and silent and sounded consonants (such as haste/hasten, sign/signal, and condemn/condemnation);

(B) develop vocabulary by:

(i) determining the meaning and usage of grade-level academic English words derived from Greek (including graph, meter, photo, tele) and Latin (including dict, ject, port, rupt, scribe, and spec) roots;

(ii) Decoding and encoding base words with affixes, including de-, inter-, semi-, sub-, trans-, -ology, -phobia, -ism, -ist, -ible, -ance, -ence;

(iii) differentiating between commonly confused terms its, it's; affect, effect;

(iv) using context to determine the relevant meaning of unfamiliar words or multiple meaning words;

(v) producing analogies with known antonyms and synonyms, such as bumpy:even as hilly:flat or alert:tired as awake:asleep;

(vi) identifying and explaining the meaning of idioms (such as “green with envy”), and adages (such as “look before you leap”); and

(vii) using print and digital reference materials to determine meanings, syllabication, pronunciation, and encoding to validate understanding of unknown words; and

(C) develop foundational skills by:

(i) monitoring accuracy and prosody including rate, pausing, phrasing, stress, intonation, and integration in decoding grade-level text to strengthen comprehension;

(ii) reading self-selected texts for sustained periods of time; and

(iii) writing legibly in print and cursive.

(2) Comprehension: Listening, Speaking, Reading, and Writing using Multiple Texts. Students use metacognitive skills to comprehend increasingly complex texts. Students are expected to:

(A) use text features, elements, and structures to make and confirm predictions;

(B) generate questions about text to deepen understanding and gain information;

(C) visualize sensory images to interpret and analyze texts;

(D) search for and use connections to personal experiences, ideas in other texts, and the larger community;

(E) make inferences about text and use textual evidence to support understanding;

(F) sort through information read to distinguish what is most important in understanding an author's message;

(G) combine information from the text and schema to create new understanding;

(H) summarize, paraphrase, or retell texts in ways that maintain meaning and logical order within and across texts; and

(I) establish purpose for reading assigned and self-selected texts and monitor comprehension making corrections and adjustments when that understanding breaks down.

(3) Response: Listening, Speaking, Reading, and Writing using Multiple Texts. Students speak and write to effectively convey viewpoints and analysis of texts which are read or heard for a variety of audiences and purposes. The student is expected to:

- (A) justify predictions based on text evidence and schema;
  - (B) share questions generated before, during and after reading a text;
  - (C) describe mental images that support interpretations and analysis of texts;
  - (D) determine relevant connections that directly support comprehension of texts;
  - (E) explain inferences drawn, supporting these with evidence from the text;
  - (F) explain and justify why specific information is important to the author's message;
  - (G) describe insights gained from combining text information with personal schema; and
  - (H) create short summaries that maintain meaning and logical order within texts.
  - (I) explain how texts evoke personal responses;
- (4) Collaboration. Students prepare for and participate productively in diverse interactions, building on others' ideas and expressing their own viewpoints clearly in a variety of contexts. The student is expected to:
- (A) listen attentively to speakers, ask relevant questions, and make pertinent comments;
  - (B) speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to effectively communicate ideas;
  - (C) participate in teacher- and student-led discussions by posing and answering questions with appropriate detail and by providing suggestions that build upon the ideas of others;
  - (D) determine speakers main message; and
  - (E) work productively with others in teams.
- (5) Multiple Genres: Listening, Speaking, Reading, and Writing using Multiple Texts. Students recognize genre-specific characteristics, structures, and purposes in order to analyze, respond to and compose a variety of texts. The student is expected to:
- (A) read, respond to, and compose fiction text to:
    - (i) describe incidents that advance the story or novel, explaining how each incident gives rise to or foreshadows future events;
    - (ii) explain the roles and functions of characters in various plots, including their relationships and conflicts; and
  - (B) read and respond to drama to analyze the similarities and differences between an original text and its dramatic adaptation;
  - (C) explain different forms of third-person points of view in stories and write imaginative stories that include:
    - (i) a clearly defined focus, plot, and point of view;
    - (ii) a specific, believable setting created through the use of sensory details; and
    - (iii) dialogue that develops the story; and
  - (D) read, respond to, and compose poetry to analyze how poets use sound effects such as alliteration, internal rhyme, onomatopoeia, rhyme scheme to reinforce meaning in poems;
  - (E) read, respond to, and compose literary nonfiction to identify the literary language and devices used in biographies and autobiographies including how authors present major events in a person's life;
  - (F) read, respond to, and compose expository text to
    - (i) summarize the main ideas and supporting details in a text in ways that maintain meaning and logical order;



(7) Composition and Presentation: Listening, Speaking, Reading, and Writing Using Multiple Texts. Students use the modes of writing/discourse and the writing process to compose multiple texts. The student is expected to:

- (A) prewrite and plan a draft by selecting a genre using a range of strategies such as brainstorming, freewriting, and mapping for a particular topic, purpose, and audience;
- (B) draft text or media by categorizing ideas and organizing them into paragraphs to create a focused, structured, and coherent piece of writing;
- (C) revise drafts by adding, deleting, combining, and rearranging ideas for coherence, progression, sentence variety, to address audience, purpose, purpose, and genre;
- (D) edit drafts for effective sentence structure and correctness of standard English conventions of grammar, spelling, capitalization, and punctuation; and
- (E) publish draft in response to feedback and evaluate its effectiveness using a rubric
- (F) demonstrate control of the conventions of Standard English when speaking and writing by using and understanding the function of the following parts of speech:
  - (i) use irregular verbs and active voice;
  - (ii) use collective nouns class and public;
  - (iii) use descriptive adjectives (e.g., descriptive, including those indicating origin and their comparative and superlative forms and use adverbs that convey frequency and intensity;
  - (v) use prepositions and prepositional phrases to convey location, time, direction, or to provide details;
  - (vi) use indefinite pronouns including all, both, nothing, or anything); and
  - (vii) use correlative conjunctions such as either/or and neither/nor.
- (G) use complete simple, complex, and compound sentences with correct subject-verb agreement;
- (H) use capitalization for: abbreviations, initials, acronyms, and organizations;
- (I) recognize and use punctuation marks including commas in compound sentences; quotation marks in dialogue; and use proper italics and underlining for titles and emphasis;

(8) Inquiry and Research: Listening, Speaking, Reading, and Writing using Multiple Texts. Students engage in both short-term and sustained recursive inquiry process for self-selected and assigned purposes. The student is expected to:

- (A) prepare for inquiry and research by analyzing and determining specific information using a variety of strategies and activities including
  - (i) using graphic organizers to highlight key points and categorize information; and
  - (ii) collaborating effectively in class and group discussions to share ideas; and
- (B) access resources to generate and follow a research plan for gathering relevant information about the topic and question from multiple sources, both oral and written such as student-initiated surveys, on-site inspections, interviews, data from experts, reference texts, online searches, and visual sources of information in order to
  - (i) differentiate between primary and secondary sources; and
  - (ii) record data in order to see the relationships between ideas and convert graphic/visual data, such as charts, diagrams, and timelines, into written notes;

- (C) process information for inquiry and research to improve the focus of research, synthesize findings, and formulate conclusions, including:
- (i) refining the major research question, if necessary, guided by the answers to a secondary set of questions;
  - (ii) evaluating the relevance, validity, and reliability of sources for the research to include differentiating between copyright, paraphrasing, and plagiarism and identifying the importance of citing valid and reliable sources; and
  - (iii) identifying the source of notes such as author, title, and page number and recording bibliographic information concerning those sources according to a standard format;
- (D) organize and present ideas and information according to the purpose of the research and audience by
- (i) synthesizing the research into a written, visual, or oral presentation
  - (ii) compiling important information from multiple sources;
  - (iii) developing a topic sentence, summarizes findings, and uses evidence to support conclusions; and
  - (iv) presenting the findings in a consistent format.

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