5th Grade Reading/Writing TEKS
2nd Nine Weeks

Unit of Study

Reading: Poetry, Literary Texts: Understanding Across Genres, Literary: Nonfiction, and Drama
Writing: Poetry and Imaginative Writing

Figure 19: Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author’s message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:

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

(E) summarize and paraphrase texts in ways that maintain meaning and logical order within a text and across texts; and

(F) make connections (e.g., thematic links, author analysis) between and across multiple texts of various genres and provide textual evidence.

5.2) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:

(A) determine the meaning of grade level academic English words derived from Latin, Greek, and other linguistic roots and affixes;

(B) use context (e.g., in-sentence restatement) to determine or clarify the meaning of unfamiliar or multiple meaning words;

(C) produce analogies with known antonyms and synonyms;

(E) use a dictionary or glossary to determine the meanings, syllabication, and pronunciation of unknown words.

5.3) Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:

(A) compare and contrast the themes or moral lessons of several works of fiction from various cultures;

(B) describe the phenomena explained in origin myths from various cultures; and

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5.3) **Reading/Comprehension of Literary Text/Theme and Genre.** Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:

   (C) explain the effect of a historical event or movement on the theme of a work of literature.

5.4) **Reading/Comprehension of Literary Text/Poetry.** Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to analyze how poets use sound effects (e.g., alliteration, internal rhyme, onomatopoeia, rhyme scheme) to reinforce meaning in poems.

5.5) **Reading/Comprehension of Literary Text/Drama.** Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding. Students are expected to analyze the similarities and differences between an original text and its dramatic adaptation.

5.6) **Reading/Comprehension of Literary Text/Fiction.** Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:

   (C) explain different forms of third-person points of view in stories.

5.7) **Reading/Comprehension of Literary Text/Literary Nonfiction.** Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding. Students are expected to identify the literary language and devices used in biographies and autobiographies, including how authors present major events in a person's life.

5.8) **Reading/Comprehension of Literary Text/Sensory Language.** Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to evaluate the impact of sensory details, imagery, and figurative language in literary text.

5.9) **Reading/Comprehension of Text/Independent Reading.** Students read independently for sustained periods of time and produce evidence of their reading. Students are expected to read independently for a sustained period of time and summarize or paraphrase what the reading was about, maintaining meaning and logical order (e.g., generates a reading log or journal; participate in book talks).

5.13) **Reading/Comprehension of Informational Text/Procedural Texts.** Students understand how to glean and use information in procedural texts and documents. Students are expected to:

   (A) interpret details from procedural text to complete a task, solve a problem, or perform procedures; and
5.15) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:

(D) edit drafts for grammar, mechanics, and spelling;

5.16) Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are expected to:

(A) 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.

(B) write poems using:

(i) poetic techniques (e.g., alliteration, onomatopoeia);

(ii) figurative language (e.g., similes, metaphors); and

(iii) graphic elements (e.g., capital letters, line length).

5.20) Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standards with greater complexity. Students are expected to:

(A) use and understand the function of the following parts of speech in the context of reading, writing, and speaking;

(v) prepositions and prepositional phrases to convey location, time, direction, or to provide details;

(C) use complete simple and compound sentences with correct subject-verb agreement.

5.21) Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:

(B) recognize and use punctuation marks including:

(ii) proper punctuation and spacing for quotations.
5.22) **Oral and Written Conventions/Spelling.** Students spell correctly. Students are expected to:

(B) spell words with:

(i) Greek Roots (e.g., tle, photo, graph, meter)

(ii) Latin Roots (e.g., spec, scrib, rupt, port, ject, dict);
5th Grade STAAR Reading
Reporting Categories and Essence Statements

STAAR Reporting Category 1—Understanding and Analysis Across Genres: The student will demonstrate an ability to understand and analyze a variety of written texts across reading genres.

Essence Statement:
- Identifies new vocabulary words using a variety of strategies.
- Identifies themes across fictional stories.
- Uses a variety of strategies to demonstrate comprehension within and across literary texts.

STAAR Reporting Category 2—Understanding and Analysis of Literary Text: The student will demonstrate an ability to understand and analyze literary texts.

Essence Statement:
- Identifies themes in literary texts.
- Identifies the structure and elements of poetry.
- Identifies the structure and elements of drama.
- Identifies plot and character interaction in literary texts.
- Identifies features of literary nonfiction.
- Recognizes sensory language in literary texts.
- Uses a variety of strategies to demonstrate comprehension within and across literary texts.

STAAR Reporting Category 3—Understanding and Analysis of Informational Text: The student will demonstrate an ability to understand and analyze informational texts.

Essence Statement:
- Recognizes sequence and uses factual information from graphic features in procedural texts.
STAAR Reporting Categories and Essence Statements
7th Grade Writing STAAR

STAAR Reporting Category 1—Composition: The student will demonstrate an ability to compose a variety of written texts with a clear, controlling idea; coherent organization; sufficient development; and effective use of language and conventions.

Essence Statement:
  • Uses the writing process to develop text.

STAAR Reporting Category 2—Revision: The student will demonstrate an ability to revise a variety of written texts.

Essence Statement:
  • Revises text using appropriate word choice.

STAAR Reporting Category 3—Editing: The student will demonstrate an ability to edit a variety of texts.

Essence Statement:
  • Edits text using correct grammar, mechanics, and spelling.
  • Edits text for correct word usage and variance in sentence patterns.
  • Edits spelling using various resources.

Source: http://www.tea.state.tx.us/ North East Independent School District