



Essential Resources

District Resources to Teach 100% of the TEKS: Literacy Libraries; Foundations by Wilson Reading Systems; Houghton Mifflin Harcourt: Into Reading; BrainPop; Foundations Handwriting; Teacher Created Materials

Spiraled TEKS

5.4 (Fluency); 5.5 (Self Sustained Reading); 5.6A-I (Metacognitive Thinking); 5.7A-G (Response); 5.11A-D (Writing Process)

Timeline		1st Quarter Aug 24 - Oct 16, 2020 (38 Instructional Days)			2nd Quarter Oct 19 - Dec 18, 2020 (40 Instructional Days)		
Unit		5.1 Juntos	5.2 Comunicación	5.3 Culturas	5.4 Personajes	5.5 Nuestras tierra	5.6 Arte para todos
Genre		R: Texto informativo, Biografía, Artículos, Poesía W: Artículo, infografía, respuesta al texto			R: Texto informativo, Cuentos tradicional, Argumentative, and Obra de teatro W: Resumen, Carta, Opinión		
Big Idea	Current Grade	<ul style="list-style-type: none"> •Every action, big or small, adds to our community. •Effective oral communication requires authentic purpose and practice. •A strong reading/writing community depends on consistent routines and a shared responsibility for valuing every contribution. •Authors have a purpose and intended audience for their writing. 	<ul style="list-style-type: none"> •We follow, restate, and give instructions to communicate our ideas effectively. •The study of synonyms and antonyms helps develop and elevate oral and written communication. •Authors use point of view, text structure and language to influence meaning. •Readers and language learners use context clues to determine relevant meaning. 	<ul style="list-style-type: none"> •Language is an important part of the Hispanic culture. •We can celebrate Hispanic Heritage by reading culturally relevant texts, including poems, songs, and traditional stories. •We can use multimodal texts to support our research and inquiry. •Infographics provide information using a variety of text features such as visuals, graphs, charts, and text. 	<ul style="list-style-type: none"> •Characters and real people are the vehicles for authors to tell stories in fiction and non-fiction texts. •A timeline in narrative non-fiction and plot structure in fiction help readers sequence a story. •The study of homographs and homophones helps readers develop fluency and comprehension. •Collaborative conversations allow a community to develop a plan of shared responsibilities. •Knowledge of language structures is critical to effective communication. 	<ul style="list-style-type: none"> •Taking care of our earth is a shared responsibility. •The use of word analogies builds critical thinking and relationships in language. •Readers can respond to a text by writing the author or an organization about ideas, concerns, and questions. •We can share ideas about texts by paraphrasing and summarizing. 	<ul style="list-style-type: none"> •Creating and learning about the various art forms builds depth of understanding of other communities and cultures. •We use print and digital resources to determine meaning, syllabication, pronunciation and word meaning. •Good readers visualize to support comprehension. •Argumentative texts have a claim, an intended audience, and facts to defend the author's position.
	Previous Grade: <small>(Insert Previous Grade) - 4th Quarter</small>	All Big Ideas and Knowings from previous year were covered.					
TEKS	Current Grade	5.1A,C,D 5.2Ai,ii,iv,Bi,ii 5.3A,B,C 5.4 5.6B,E-I 5.7A-D,F,G 5.8B,C 5.9Di,iii 5.10A,B,E,F 5.11A,Bi,ii,C, 5.11D,Di,ii,vii,ix,x,E 5.12B 5.13H	5.1A,D,Dxxvii 5.2Ai,ii,iv,Bi,ii,iii 5.3A-D 5.4 5.6B,D,H 5.7B-D,F 5.8A-C 5.9A-C,Di,F 5.10A,B,D,E 5.11A,Bi,ii,C,D,viii,x,E 5.12A 5.13H	5.2Aii,iii,iv,Bi,iii,iv 5.3A-C 5.4 5.6A-H 5.7A-F 5.9Di,ii,iii,Ei,F 5.10A-D,F 5.11A,Bi,ii,C, 5.11Di,ii,iii,ix,x,xi,xviii, 5.11Dxxi,xxii,xxiii,E 5.12B,C 5.13A-E,G,H	5.1A-D 5.2A,iv,Bi,iv,v 5.3A-C 5.4 5.6A,B,D,E,G-I 5.7A-C,E-G 5.8B,D 5.9Di,iii,F 5.10A-C,E,F 5.11A,Bi,ii,C 5.11Di,ix,x,xi,xii,xiii,E 5.12C,D 5.13A,H	5.1A,C,D 5.2Aii,iv,Bi,iv 5.3A-C 5.4 5.6A,B,E,G-I 5.7C-G 5.8C,D 5.9B,C,Di,ii,Ei,ii 5.10A-E,G 5.11A,Bi,ii,C 5.11Dvii,viii,ix,x,xi,E 5.12C 5.13A-H	5.1B,D 5.2Ai,ii,iv,Bii-vi 5.3A-D 5.4 5.6A,B,D-H 5.7A-G 5.8A,D 5.9A,Di,iii 5.10A,B-F 5.11A,Bi,ii,C,Di,iv,x,xi,,E 5.12A-C 5.13C,H
	Previous Grade: <small>(Insert Previous Grade)</small>	All previous grade TEKS were taught prior to COVID19 Remote Learning					

Timeline		3rd Quarter Jan 4 - March 12, 2021 (48 Instructional Days)			4th Quarter March 22 - May 27, 2021 (48 Instructional Days)		
Unit		5.7 Curiosidad	5.8 Cosas Nuevas	5.9 Misteriosos	5.10 Técnicas en medios	5.11 No ficción	5.12 Ficción
Genre		R: Texto informativo, Ficción, Autobiografía, Multimedial W: Correo electrónico; Comentario; Personal narrative,			R: Ficción (Fábulas, cuento de hadas, etc), No ficción, video W: Respuesta al texto; Expository writing		
Big Idea	Current Grade	<ul style="list-style-type: none"> •Curiosity about everything around us results in exploration and understanding. •We read memoirs (autobiographies) or personal narratives to learn about historical contexts, experiences and meeting challenges. •Authors uses themes and lessons to help readers make connections within, across and beyond the text. 	<ul style="list-style-type: none"> •Reading compelling stories and histories provide us examples of how others have adapted and met challenges in times of change. •We cite our sources when creating and presenting the results of our research and inquiry. •Oral presentations require eye contact, appropriate speaking rate, volume, enunciation and gestures. 	<ul style="list-style-type: none"> •Our world is full of mystery, both real and imagined. •Authors use specific literary devices to convey meaning and support comprehension. •Using cognates and latin roots support language development and transfer, as well as improving fluency and comprehension. •Speaking and listening are important elements of foundational language and support reading and writing. 	<ul style="list-style-type: none"> •We are required to evaluate digital resources for validity and accuracy when using as a resource. •Readers can respond to reading by summarizing or recording observations to help create deeper meanings. •Modismos en el idioma español are a literary device used to create mental images. 	<ul style="list-style-type: none"> • Readers recognize that non-fictional texts have organizational patterns such as logical order and order of importance. •Readers analyze authors' choices and how they influence meaning. •Informational writing can be modeled after mentor texts. 	<ul style="list-style-type: none"> • Wide, thoughtful readers expand their vocabularies and scope of knowledge. •Readers and writers gain meaningful insights and interpretations through a shared community. •Skilled communicators understand the importance of a good vocabulary, master of syntax and semantics, and presentation.
	Previous Grade: <small>(Insert Previous Grade) - 4th Quarter</small>	All Big Ideas and Knowings from previous year were covered.					
TEKS	Current Grade	5.1A,C,D 5.2Aii,iii,iv,Bi 5.3A-C 5.4 5.6A-D,F,H 5.7B-G; 5.8A,C,D 5.9Di-iii 5.10A,B,D,F 5.11A,Bi,ii, 5.11C,Di,v-x, 5.11Dxi,,E 5.12B 5.13A-H	5.1A,iv,C,D 5.2Aiii,iv 5.3A-C,E 5.4 5.6A,B,D,F-H 5.7B-F 5.8A-C 5.9Di-iii 5.9A,B,Di 5.10A-F 5.11A,Bi,ii,C 5.11Dix,x,xi,,E 5.12A 5.13G,H	5.1A,B,D 5.2Aiv,Bi,ii,v,vi 5.3A-C 5.4, 5.5, 5.6A,C,E-H 5.7B-F 5.8B,C 5.9A,Bi-ii,Di-ii,F 5.10A-F 5.11A,,Bi,ii,C, 5.11Di,x,E 5.12A,C 5.13A,E,H	5.1A,C,D 5.2Aii,Bv 5.3A-D 5.4 5.6A,D-I 5.7B,C,E 5.8A 5.9A,B,Di,ii,F 5.10A-F; 5.11A,Bi,ii,C,D 5.11Dix-xi,E 5.12A-C	5.1A 5.2Aiv,Bi 5.3A-C 5.4; 5.6E,F,H 5.7A,E-G 5.8; 5.9Di-iii,Ei-iii 5.10A-C-F 5.11A,Bi,ii,C,Di,iii,viii,x,E 5.13E,H	5.1A,D 5.2Aiv-iv, Bii-iv 5.3C 5.4 5.6B,D,E 5.7A 5.8B-D 5.9A,C,Di 5.10A,D-F 5.11A,Bi,ii,C,Di,v-vii,ix-xi,E 5.12A 5.13E,H
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