**Instructional Focus**

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<table>
<thead>
<tr>
<th>Application</th>
<th><strong>Decoding (Reading)</strong></th>
<th><strong>Instructional Focus</strong></th>
<th><strong>Encoding (Writing)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>5.1(A)</td>
<td>listen actively to interpret verbal and nonverbal messages, ask relevant questions, and make pertinent comments</td>
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<tr>
<td>5.1(B)</td>
<td>follow, restate, and give oral instructions that include multiple action steps</td>
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<tr>
<td>5.1(C)</td>
<td>give an organized presentation employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively</td>
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<tr>
<td>5.1(D)</td>
<td>work collaboratively with others to develop a plan of shared responsibilities</td>
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</tbody>
</table>

**Word Study**

Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking

**Application**

<table>
<thead>
<tr>
<th>5.2(A)</th>
<th>demonstrate and apply phonetic knowledge by:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(i) decoding words with consonant changes, including/t/ to /sh/ such as in select and selection and/k/ to /sh/ such as music and musician</td>
</tr>
<tr>
<td></td>
<td>(ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables</td>
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<tr>
<td></td>
<td>(iii) decoding words using advanced knowledge of syllable division patterns</td>
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<tr>
<td></td>
<td>(iv) decoding words using advanced knowledge of the influence of prefixes and suffixes on base words</td>
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<tr>
<td></td>
<td>(v) identifying and reading high-frequency words from a research-based list</td>
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</table>

5.3 use skills to support strategies for determining the meaning of unknown words while reading

| 5.3(A)*     | use print or digital resources to determine meaning, syllabication, pronunciation, and word origin |
| 5.3(B)*     | use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words |
| 5.3(C)*     | identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo |
| 5.3(D)      | identify, use, and explain the meaning of adages and puns |

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Source: Texas Education Agency

(A) is used consistently when there is a SE connected to a K&S

italics = text adapted to emphasize the application concept

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## Comprehension: Thinking Within the Text

<table>
<thead>
<tr>
<th>Reading Process: Thinking Within the Text</th>
<th>Comprehension: Thinking with the Text</th>
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</thead>
<tbody>
<tr>
<td>5.4(A) use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text</td>
<td>5.6(A) make inferences and connections to personal experiences, ideas in other texts, and society</td>
</tr>
<tr>
<td>5.6(F)* make inferences and use evidence to support understanding</td>
<td>5.6(G) evaluate details read to determine key ideas</td>
</tr>
<tr>
<td>5.6(H)* synthesize information to create new understanding [Informational]</td>
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</tbody>
</table>

### Ways to Show: Thinking About the Meaning

#### 5.8 Literary elements

- The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts.

#### 5.9 Genres

- The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts.

#### 5.10 Author's purpose

- The student analyzes the author's purpose and meaning in increasingly complex texts and in multiple genres; analyze the relationships among literary elements and structures and how they contribute to the overall meaning.

### Application Instructional Focus

#### Genre Characteristics

- 5.9(A)* demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, legends, myths, and tall tales
- 5.9(B)* demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, legends, myths, and tall tales
- 5.9(C)* demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, legends, myths, and tall tales
- 5.9(D) recognize characteristics and structures of informational text, including: (ii) features such as insets, timelines, and sidebars to support understanding
- 5.9(E) recognize characteristics and structures of argumentative text
- 5.9(F) recognize characteristics of multimodal and digital texts

#### Overall Meaning

- 5.10(A) explain the author’s purpose and message within a text
- 5.10(B) infer multiple themes within a text using text evidence
- 5.10(C) analyze plot elements, including rising action, climax, falling action, and resolution
- 5.10(D) recognize organizational patterns such as logical order and order of importance
- 5.10(E) (i) identifying the claim
- 5.10(F) (ii) identifying the intended audience or reader
- 5.10(G) (iii) identifying the intended audience or reader
- 5.10(H) (iv) identifying the intended audience or reader

#### Analysis for Deeper Meaning

- 5.8(A)* infer multiple themes within a text using text evidence
- 5.8(B)* analyze the relationships of and conflicts among the characters
- 5.8(C) analyze plot elements, including rising action, climax, falling action, and resolution
- 5.8(D) analyze the influence of the setting, including historical and cultural settings, on the plot
- 5.8(E) (i) identifying the claim
- 5.8(F) (ii) identifying the intended audience or reader
- 5.8(G) (iii) identifying the intended audience or reader

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= long strand concept  
v. 5.6.20  
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Author’s Craft: Thinking About the Writing

5.10 Author’s purpose and craft. The student uses critical inquiry to analyze the authors’ choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author’s craft purposefully in order to develop his or her own products and performances.

### Application | Instructional Focus | Fiction | Poetry | Drama | Informational | Argumentative | Multimodal/Digital
---|---|---|---|---|---|---|---
**Point of View**
5.10(E)* identify and understand the use of literary devices, including first- or third-person point of view
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**Structure**
5.10(B) analyze how the use of text structure contributes to the author’s purpose
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**Language**
5.10(C) analyze the author’s use of print and graphic features to achieve specific purposes
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5.10(D)* describe how the author’s use of imagery, literal and figurative language such as simile and metaphor, and sound devices achieves specific purposes
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5.10(F) examine how the author’s use of language contributes to voice
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5.10(G) explain the purpose of hyperbole, stereotyping, and anecdote
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5.10(G) explain the purpose of hyperbole, stereotyping, and anecdote
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Independent Reading

5.5 Self-sustained reading. Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking. The student reads grade-appropriate texts independently.

5.5(A) self-select text and read independently for a sustained period of time

Responding to Text (applied to both Shared Reading and Independent Reading)

5.7 Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed.

### Ways to Show (Response Skills)

5.7(A) describe personal connections to a variety of sources, including self-selected texts
5.7(B) write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources
5.7(C)* use text evidence to support an appropriate response
5.7(D)* retell, paraphrase, or summarize texts in ways that maintain meaning and logical order
5.7(E) interact with sources in meaningful ways such as note-taking, annotating, freewriting, or illustrating
5.7(F) respond using newly acquired vocabulary as appropriate
5.7(G) discuss specific ideas in the text that are important to the meaning

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## Writing

Composition: listening, speaking, reading, writing, and thinking using multiple texts

5.11 **Writing process.** The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions.

5.12 **Genres.** The student uses genre characteristics and craft to compose multiple texts that are meaningful.

<table>
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<tr>
<th>Application</th>
<th>Tools to Know (Writing Process)</th>
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<tbody>
<tr>
<td>5.11(A) <strong>plan a first draft</strong> by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping</td>
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</tbody>
</table>
| 5.11(B) **develop drafts** into a focused, structured, and coherent piece of writing by:  
  (i) organizing with purposeful structure, including an introduction, transitions, and a conclusion  
  (ii) developing an engaging idea reflecting depth of thought with specific facts and details |
| 5.11(C) **revise drafts** to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity |
| 5.11(D) **edit drafts** using standard English conventions, including:  
  (i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments  
  (ii) past tense of irregular verbs  
  (iii) collective nouns  
  (iv) adjectives, including their comparative and superlative forms  
  (v) conjunctive adverbs  
  (vi) prepositions and prepositional phrases and their influence on subject-verb agreement  
  (vii) pronouns, including indefinite  
  (viii) subordinating conjunctions to form complex sentences  
  (ix) capitalization of abbreviations, initials, acronyms, and organizations  
  (x) italics and underlining for titles and emphasis and punctuation marks, including quotation marks in dialogue and commas in compound and complex sentences  
  (xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words |
| 5.11(E) **publish written work** for appropriate audiences |
| 5.2(C) **write legibly in cursive** |

## Research (embedded skills throughout Reading and Writing)

5.13 **Inquiry and research:** listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes.

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<thead>
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<tr>
<td>5.13 <strong>use research skills to plan and present in written, oral, or multimodal formats</strong></td>
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</tbody>
</table>
  5.13(A) generate and clarify questions on a topic for formal and informal inquiry  
  5.13(B) develop and follow a research plan with adult assistance  
  5.13(C) identify and gather relevant information from a variety of sources  
  5.13(D) understand credibility of primary and secondary sources  
  5.13(E) demonstrate understanding of information gathered  
  5.13(F) differentiate between paraphrasing and plagiarism when using source materials  
  5.13(G) develop a bibliography  
  5.13(H) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results |