

Subject: English Language Arts and Reading

Grade: 05

Expectations: 63

Breakouts: 246

(a) Introduction.

1. The English language arts and reading Texas Essential Knowledge and Skills (TEKS) embody the interconnected nature of listening, speaking, reading, writing, and thinking through the seven integrated strands of developing and sustaining foundational language skills; comprehension; response; multiple genres; author's purpose and craft; composition; and inquiry and research. The strands of reading, writing) and their application in order to accelerate the acquisition of language skills so that all students reach levels of social and academic language proficiency. Although some strands may require more instructional time, all strands are of equal value, may be presented in any order, and should be integrated throughout the year. It is important that encoding (spelling) and decoding (reading) are reciprocal skills. Decoding is internalized when tactile and kinesthetic opportunities (encoding) are provided. Additionally, students should engage in academic conversations, write, and read to on a daily basis with opportunities for cross-curricular content and student choice.

3.

7. 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 Statements

(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The

- (i) demonstrate spelling knowledge by spelling multisyllabic words with closed syllables
- (ii) demonstrate spelling knowledge by spelling multisyllabic words with open syllables
- (iii) demonstrate spelling knowledge by spelling multisyllabic words with VCe syllables
- (iv) demonstrate spelling knowledge by spelling multisyllabic words with vowel teams, including digraphs
- (v) demonstrate spelling knowledge by spelling multisyllabic words with vowel teams, including diphthongs
- (vi) demonstrate spelling knowledge by spelling multisyllabic words with r-controlled syllables
- (vii) demonstrate spelling knowledge by spelling multisyllabic words with final stable syllables
- (viii) demonstrate spelling knowledge by spelling words with consonant changes, including /t/ to /sh/
- (ix) demonstrate spelling knowledge by spelling words with consonant changes including /k/ to /sh/
- (x) demonstrate spelling knowledge by spelling multisyllabic words with multiple sound-spelling patterns
- (xi) demonstrate spelling knowledge by spelling words using advanced knowledge of syllable division patterns
- (xii) demonstrate spelling knowledge by spelling words using knowledge of prefixes
- (xiii) demonstrate spelling knowledge by spelling words using knowledge of suffixes, including how they can change base words
- (xiv) apply spelling knowledge by spelling multisyllabic words with closed syllables
- (xv) apply spelling knowledge by spelling multisyllabic words with open syllables
- (xvi) apply spelling knowledge by spelling multisyllabic words with VCe syllables
- (xvii) apply spelling knowledge by spelling multisyllabic words with vowel teams, including digraphs
- (xviii) apply spelling knowledge by spelling multisyllabic words with vowel teams, including diphthongs
- (xix) apply spelling knowledge by spelling multisyllabic words with r-controlled syllables
- (xx) apply spelling knowledge by spelling multisyllabic words with final stable syllables
- (xxi) apply spelling knowledge by spelling words with consonant changes, including /t/ to /sh/
- (xxii) apply spelling knowledge by spelling words with consonant changes including /k/ to /sh/
- (xxiii) apply spelling knowledge by spelling multisyllabic words with multiple sound-spelling patterns
- (xxiv) apply spelling knowledge by spelling words using advanced knowledge of syllable division patterns
- (xxv) apply spelling knowledge by spelling words using knowledge of prefixes
- (xxvi) apply spelling knowledge by spelling words using knowledge of suffixes, including how they can change base words

(C) write legibly in cursive.

- (i) write legibly in cursive

(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:

(A) use print or digital resources to determine meaning, syllabication, pronunciation, and word origin;

- (i) use print or digital resources to determine meaning

(ii)

- (6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:
- (A) establish purpose for reading assigned and self-selected texts;
 - (i) establish purpose for reading assigned texts
 - (ii) establish purpose for reading self-selected texts
 - (B) generate questions about text before, during, and after reading to deepen understanding and gain information;
 - (i) generate questions about text before reading to deepen understanding
 - (ii) generate questions about text before reading to gain information
 - (iii) generate questions about text during reading to deepen understanding
 - (iv) generate questions about text after reading to gain information
 - (v) generate questions about text after reading to deepen understanding
 - (vi) generate questions about text after reading to gain information
 - (C) make and correct or confirm predictions using text features, characteristics of genre, and structures;
 - (i) make predictions using text features
 - (ii) make predictions using characteristics of genre
 - (iii) make predictions using structures
 - (iv) correct or confirm predictions using text features
 - (v) correct or confirm predictions using characteristics of genre
 - (vi) correct or confirm predictions using structures
 - (D) create mental images to deepen understanding;
 - (i) create mental images to deepen understanding
 - (E) make connections to personal experiences, ideas in other texts, and society;
 - (i) make connections to personal experiences
 - (ii) make connections to ideas in other texts
 - (iii) make connections to society
 - (F) make inferences and use evidence to support understanding;
 - (i) make inferences
 - (ii) use evidence to support understanding
 - (G) evaluate details read to determine key ideas;
 - (i) evaluate details read to determine key ideas
 - (H) synthesize information to create new understanding; and
 - (i)

- (i) monitor comprehension
- (ii) make adjustments when understanding breaks down

(7)

(i)

(ii) recognize characteristics of digital texts

(10)

(B)

- (vi) revise drafts to improve word choice by adding ideas
 - (vii) revise drafts to improve word choice by deleting ideas
 - (viii) revise drafts to improve word choice by combining ideas
 - (ix) revise drafts to improve word choice by rearranging ideas for coherence
 - (x) revise drafts to improve word choice by rearranging ideas for clarity
- (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. punctuation marks, including commas in compound and complex sentences, quotation marks in dialogue, and italics and underlining for titles and emphasis, and xi. correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words; and
- (i) edit drafts using standard English conventions, including complete simple sentences with subject-verb agreement
 - (ii) edit drafts using standard English conventions, including complete compound sentences with subject-verb agreement
 - (iii) edit drafts using standard English conventions, including complete simple sentences with avoidance of splices
 - (iv) edit drafts using standard English conventions, including complete compound sentences with avoidance of splices
 - (v) edit drafts using standard English conventions, including complete simple sentences with avoidance of run-ons
 - (vi) edit drafts using standard English conventions, including complete compound sentences with avoidance of run-ons
 - (vii) edit drafts using standard English conventions, including complete simple sentences with avoidance of fragments
 - (viii) edit drafts using standard English conventions, including complete compound sentences with avoidance of fragments
 - (ix) edit drafts using standard English conventions, including past tense of irregular verbs
 - (x) edit drafts using standard English conventions, including collective nouns
 - (xi) edit drafts using standard English conventions, including adjectives, including their comparative forms
 - (xii) edit drafts using standard English conventions, including adjectives, including their superlative forms
 - (xiii) edit drafts using standard English conventions, including conjunctive adverbs
 - (xiv) edit drafts using standard English conventions, including prepositions
 - (xv) edit drafts using standard English conventions, including prepositional phrases
 - (xvi) edit drafts using standard English conventions, including [the] influence [of prepositional phrases] on subject-verb agreement
 - (xvii) edit drafts using standard English conventions, including pronouns, including indefinite

- (C) compose argumentative texts, including opinion essays, using genre characteristics and craft; and
 - (i) compose argumentative texts, including opinion essays, using genre characteristics
 - (ii) compose argumentative texts, including opinion essays, using craft
- (D) compose correspondence that requests information.
 - (i) compose correspondence that requests information

(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. The student is expected to:

- (A) generate and clarify questions on a topic for formal and informal inquiry;
 - (i) generate questions on a topic for formal inquiry
 - (ii) generate questions on a topic for informal inquiry
 - (iii) clarify questions on a topic for formal inquiry
 - (iv) clarify questions on a topic for informal inquiry
- (B) develop and follow a research plan with adult assistance;
 - (i) develop a research plan with adult assistance
 - (ii) follow a research plan with adult assistance
- (C) identify and gather relevant information from a variety of sources;
 - (i) identify relevant information from a variety of sources
 - (ii) gather relevant information from a variety of sources
- (D) understand credibility of primary and secondary sources;
 - (i) understand credibility of primary sources
 - (ii) understand credibility of secondary sources
- (E) demonstrate understanding of information gathered;
 - (i) demonstrate understanding of information gathered
- (F) differentiate between paraphrasing and plagiarism when using source materials;
 - (i) differentiate between paraphrasing and plagiarism when using source materials
- (G) develop a bibliography; and
 - (i) develop a bibliography
- (H) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.
 - (i) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results