

Istation Reading Curriculum
Correlated to

Texas Essential Knowledge and Skills/
English Language Arts and Reading

Grade 5



Istation

Istation ELAR Curriculum Fifth Grade

Legend: State of Texas Assessments of Academic Readiness (STAAR)
 RS = Readiness Standard
 SS = Supporting Standard

Reporting Categories
 1 = Understanding and Analysis Across Genres
 2 = Understanding and Analysis of Literary Texts
 3 = Understanding and Analysis of Informational Texts

TEKS	Skills	Cycle	Activities	Reporting Category			STAAR	
				1	2	3	RS	SS
(1) Reading/Fluency. Students read grade-level text with fluency and comprehension. Students are expected to:								
1A	read aloud grade-level stories with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension.	ISIP AR	<i>G4 Fluency "MP3 Play" and other ISIP fluency teacher-directed lessons</i>					
		12	<i>Brookside's Best Science Fair Ever! - Chapter 1 Comprehension and other Cycle 12 stories</i> <i>Teacher-Directed Lesson: Cause and Effect</i>					
(2) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:								
2A	determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes;	12	<i>Lesson 3: Vocabulary – Structural Analysis</i>	✓			✓	
		13	<i>Amazonia Alert! Sentence Building using vocabulary from text</i>	✓			✓	
		ISIP AR	<i>4C Tier 1 Vocabulary – A New Human Species Latin and Greek Roots (cred, auto)</i> <i>6B Tier 2 Vocabulary – Greek Root (graph) Picture This</i>	✓			✓	

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			7C Tier 1 Vocabulary – handmade Books Latin Root (scrib/script) 8C Tier 1 Vocabulary - Civil War Latin Roots (rupt, struct) 10B Tier 2 Vocabulary – Greek Roots (chron, phon) “Driving Smart”					
		Timeless Tales (TT) Unit 2	Word Analysis and Spelling - Root Words	✓			✓	
2B	use context (e.g., in-sentence restatement) to determine or clarify the meaning of unfamiliar or multiple meaning words;	12	Lesson 10: Vocabulary – Context	✓			✓	
		Timeless Tales (TT) Unit 1	Priority: Vocabulary Visa	✓			✓	
2C	produce analogies with known antonyms and synonyms;	SBTR	Lesson 35: Vocabulary – Analogies Lesson 36: Vocabulary - Analogies	✓			✓	

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2D	identify and explain the meaning of common idioms, adages, and other sayings;	SBTR	<i>Lesson 38: Vocabulary – Idioms</i> <i>Lesson 39: Vocabulary - Idioms</i>					
		Timeless Tales (TT) Unit 1	<i>Vocab Lab Activity</i>					
		Timeless Tales (TT) Unit 2	<i>Teacher-Directed Lesson: Word Analysis – Root Words</i>					
2E	use a dictionary, a glossary, or a thesaurus (<i>printed or electronic</i>) to determine the meanings, syllabication, pronunciations, alternate word choices, and parts of speech of words.	SBTR	<i>Lesson 33: Vocabulary – Word Meaning Using a Dictionary</i> <i>Lesson 34: Vocabulary – Word Meaning Using a Dictionary/Thesaurus</i>	✓			✓	
		14	<i>Reading Stage 2: Unit 14, Exploration Station, Science Stories with linked vocabulary and definitions</i>	✓			✓	

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		Timeless Tales (TT) Units 1-4	Passages beginning with linked vocabulary and definitions	✓			✓	
		Timeless Tales (TT) Unit 3	Teacher-Directed Lesson: Word Analysis – Syllabification: Lesson Extras	✓			✓	
(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:								
3A	compare and contrast the themes or moral lessons of several works of fiction from various cultures;	13	The Desert's Gift Discovery Island – related passages	✓				✓
		SBTR	Comprehension: Lesson 59 – Analyzing Theme in Myths: The Desert's Gift	✓				✓

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		Timeless Tales (TT) Units 2-3	Teacher-Directed Lesson: Story Elements	✓				✓
3B	describe the phenomena explained in origin myths from various cultures;	SBTR	<i>Comprehension: Lesson 59 – Analyzing Theme in Myths: The Desert’s Gifts</i> <i>Comprehension: Lesson 60 – Analyzing Theme in Myths: Monkey Brothers and the Hero Twins</i> <i>Comprehension: Lesson 62 – Literature Analyzing Elements of Fiction: Phaeton and the Chariot of Fire</i>		✓			✓
3C	explain the effect of a historical event or movement on the theme of a work of literature.	SBTR	<i>Comprehension: Lesson 61 – Literature Analyzing Elements of Fiction: The Rainforest Howlers Chapters 1 and 2</i>		✓			✓
(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:								

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4A	analyze how poets use sound effects (e.g., alliteration, internal rhyme, onomatopoeia, rhyme scheme) to reinforce meaning in poems.	SBTR	<i>Comprehension: Lesson 54 – Literature Poetry Analysis: Night Spirits of the Rain Forest</i> <i>Comprehension: Lesson 55 – Literature Poetry Analysis: A View From Above</i>		✓			✓
		15	<i>Teacher-Directed Lesson: Bridge Lesson – Metaphors</i>		✓			✓
(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:								

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6A	describe incidents that advance the story or novel, explaining how each incident gives rise to or foreshadows future events;	SBTR	<i>Comprehension: Lesson 61 - Literature Analyzing Elements of Fiction: The Rainforest Howlers Chapters 1 and 2</i> <i>Comprehension: Lesson 62 – Literature Analyzing Elements of Fiction: Phaeton and the Chariot of Fire</i> <i>Comprehension: Lesson 63 – Literature Analyzing Elements of Fiction: The Desert’s Gift</i>		✓		✓	
		Timeless Tales (TT) Units 3	<i>Teacher-Directed Lesson: Priority - Characterization</i>		✓		✓	
6B	explain the roles and functions of characters in various plots, including their relationships and conflicts;	SBTR	<i>Comprehension: Lesson 61 - Literature Analyzing Elements of Fiction: The Rainforest Howlers Chapters 1 and 2</i> <i>Comprehension: Lesson 62 – Literature Analyzing Elements of Fiction: Phaeton and the Chariot of Fire</i> <i>Comprehension: Lesson 63 – Literature Analyzing Elements of Fiction: The Desert’s Gift</i>		✓		✓	

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		Timeless Tales (TT) Units 3	<i>Teacher-Directed Lesson: Priority - Characterization</i>		✓		✓	
6C	explain different forms of third-person points of view in stories.	Writing Rules!	<i>Expository Essay. Characteristics 1.2, Point of View</i>		✓			✓
(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:								
7A	identify the literary language and devices used in biographies and autobiographies, Including how authors present major events in a person's life.	SBTR	<i>Comprehension: Lesson 56 – Literature Analyzing a Biography: George Washington Carver</i> <i>Comprehension: Lesson 57 – Literature Biography: Jane Goodall, Champion of Chimpanzees</i>		✓			✓
(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.								

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Students are expected to:								
8A	evaluate the impact of sensory details, imagery, and figurative language in literary text.	14	<i>Race for the Moon</i> vocabulary, imagery, and mood		✓		✓	
		SBTR	<i>Comprehension: Lesson 61 - Literature Analyzing Elements of Fiction: The Rainforest Howlers Chapters 1 and 2</i> <i>Comprehension: Lesson 62 – Literature Analyzing Elements of Fiction: Phaeton and the Chariot of Fire</i> <i>Comprehension: Lesson 63 – Literature Analyzing Elements of Fiction: The Desert’s Gift</i>		✓		✓	
(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:								

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9A	read independently for a sustained period of time and summarize or paraphrase what the reading was about, maintaining meaning and logical order (e.g., generate a reading log or journal; participate in book talks).	12	<i>Teacher-Directed Lesson: Sequencing</i>					
		13	<i>Living Lessons: Summarization</i>					
		15	<i>Living Lessons: Summarization</i> <i>Teacher-Directed Lesson: Bridge Lesson: General Comprehension 3</i>					
(10) Reading/Comprehension of Informational Text/Culture and History. Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:								
10A	draw conclusions from the information presented by an author and evaluate how well the author's purpose was achieved;	SBTR	<i>Comprehension: Lesson 47 – Informational Texts: Amazonia Alert!</i> <i>Comprehension: Lesson 48 – Informational Texts: The World's Healers</i> <i>Comprehension: Lesson 49 – Informational Texts: Phoenix Lights</i>			✓		✓

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10B	explain whether facts included in an argument are used for or against the issue;	13	<i>Exploring the Deep</i>					
		SBTR	<i>Comprehension: Lesson 53 –Informational Texts/Persuasive: Global Warming – Not Just for Polar Bears Anymore</i>					
10C	explain how different organizational patterns develop the main idea;	Timeless Tales (TT) Units 4	<i>Reading Comprehension Skills: Didja Ninja Activity</i> <i>Reading Comprehension Skills 1-4</i>					
10D	synthesize ideas across two or three texts representing similar or different genres.	Timeless Tales (TT) Units 4	<i>Reading Comprehension Skills 4</i> <i>Reteach Composition Skills</i>					

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(11) Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:								
11A	summarize the main ideas and supporting details in a text in ways that maintain meaning and logical order;	SBTR	<i>Comprehension: Lesson 47 – Informational Texts: Amazonia Alert!</i> <i>Comprehension: Lesson 48 – Informational Texts: The World’s Healers</i> <i>Comprehension: Lesson 49 – Informational Texts: Phoenix Lights</i>			✓	✓	
11B	determine the facts in text and verify them through established methods;	SBTR	<i>Comprehension: Lesson 49 – Informational Texts: Phoenix Lights</i> <i>Comprehension: Lesson 53 – Informational Texts: Global Warming: Not Just for Polar Bears Anymore</i>			✓		✓

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				1	2	3	RS	SS
		13	<i>Exploring the Deep</i>			✓		✓
11C	analyze how the organizational pattern of a text (e.g., <i>cause-and-effect, compare-and-contrast, sequential order, logical order, classification schemes</i>) influences the relationships among the ideas;	SBTR	<i>Comprehension: Lesson 16 – Text Structure</i>			✓	✓	
		Timeless Tales (TT) Unit 4	<i>Reading Comprehension Skills: Didja Ninja Activity</i> <i>Reading Comprehension Skills: Guided Practice</i> <i>Reading Comprehension Skills: Independent Practice</i>			✓	✓	
11D	use multiple text features and graphics to gain an overview of the contents of text and to locate information;	12	<i>Earth: Rocks and Soil</i>			✓	✓	
		14	<i>Text Features: Visit Yellowstone</i>			✓	✓	

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				1	2	3	RS	SS
		SBTR	<i>Teacher-Directed Lesson: Comprehension 50 Informational Texts</i>			✓	✓	
11E	synthesize and make logical connections between ideas within a text and across two or three texts representing similar or different genres.	14	<i>Race for the Moon</i> <i>Teacher-Directed Lesson: Bridge Lesson – Supporting Responses</i>			✓	✓	
		Timeless Tales (TT) Unit 1	<i>Teacher Resources: Storytelling Across Cultures Lesson – Making Connections</i>			✓	✓	
		Timeless Tales (TT) Unit 4	<i>Reading Comprehension Skills: Independent Practice</i> <i>Reading Comprehension Skills: Reteach</i>			✓	✓	
		SBTR	<i>Comprehension: Lesson 59 – Analyzing Theme in Myths: The Desert’s Gift</i>			✓	✓	

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(12) Reading/Comprehension of Informational Text/Persuasive Text. Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis. Students are expected to:								
12A	identify the author's viewpoint or position and explain the basic relationships among ideas (<i>e.g., parallelism, comparison, causality</i>) in the argument.	SBTR	<i>Comprehension: Lesson 51 – Informational Texts/Analyzing Persuasive Media: Sharks in Danger</i> <i>Comprehension: Lesson 52 – Informational Texts/Analyzing Persuasive Media: Public Service Announcement</i> <i>Comprehension: Lesson 53 – Informational Texts/Persuasive: Global Warming – Not Just for Polar Bears Anymore</i>			✓		✓
		Timeless Tales (TT) Unit 4	<i>Reading Comprehension Skills and Reteaches.</i>			✓		✓

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12B	recognize exaggerated, contradictory, or misleading statements in text.	SBTR	<i>Comprehension: Lesson 52 – Informational Texts/Analyzing Persuasive Media: Public Service Announcement</i> <i>Comprehension: Lesson 53 – Informational Texts/Persuasive: Global Warming – Not Just for Polar Bears Anymore</i>			✓		✓
		Timeless Tales (TT) Unit 4	<i>Reading Comprehension Skills</i> ?????			✓		✓
(13) Reading/Comprehension of Informational Text/Procedural Text. Students understand how to glean and use information in procedural texts and documents. Students are expected to:								
13A	interpret details from procedural text to complete a task, solve a problem, or perform procedures;	14	<i>Properties of Matter, Volume Density Lab</i>			✓		✓
		15	<i>Representing Text</i>			✓		✓

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		SBTR	<i>Comprehension: Lesson 50 – Informational Texts/Understanding Procedural Text: How to Be an Underwater Explorer</i>			✓		✓
		Timeless Tales (TT) Unit 4	<i>Reading Comprehension Skills: Independent Practice</i> <i>Reading Comprehension Skills: Reteach</i>			✓		✓
13B	interpret factual or quantitative information presented in maps, charts, illustrations, graphs, timelines, tables, and diagrams.	12	<i>Teacher-Directed Lesson: Lesson 8 - Representing Text</i>			✓		✓
		13	<i>Latitude and Altitude</i> <i>Great Barrier Reef</i> <i>Ecosystems</i>			✓		✓
		14	<i>States and Changes</i> <i>Properties of Matter: Weight Lab</i> <i>Properties of Matter: Mass Weight</i> <i>States and Changes</i>			✓		✓
		15	Representing Text Teacher-Directed Lesson: Bridge Lesson – General Comprehension 2			✓		✓

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			<i>Reading Comprehension Skills: Independent Practice</i>			✓		✓
(14) Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:								
14A	explain how messages conveyed in various forms of media are presented differently (e.g., documentaries, online information, televised news);	SBTR	<i>Comprehension: Lesson 51 – Informational Texts/Analyzing Persuasive Media: Sharks in Danger</i> <i>Comprehension: Lesson 52 – Informational Texts/Analyzing Persuasive Media: Public Service Announcement</i> <i>Comprehension: Lesson 53 – Informational Texts/Persuasive: Global Warming – Not Just for Polar Bears Anymore</i>					
14B	consider the difference in techniques used in media (e.g., commercials, documentaries, news);	SBTR	Comprehension: Lesson 51 – Informational Texts/Analyzing Persuasive Media: Sharks in Danger					

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			Comprehension: Lesson 52 – Informational Texts/Analyzing Persuasive Media: Public Service Announcement Comprehension: Lesson 53 – Informational Texts/Persuasive: Global Warming – Not Just for Polar Bears Anymore					
14C	Identify the point of view of media presentations;	SBTR	<i>Comprehension: Lesson 51 – Informational Texts/Analyzing Persuasive Media: Sharks in Danger</i> <i>Comprehension: Lesson 52 – Informational Texts/Analyzing Persuasive Media: Public Service Announcement</i> <i>Comprehension: Lesson 53 – Informational Texts/Persuasive: Global Warming – Not Just for Polar Bears Anymore</i>		✓	✓		✓

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14D	analyze various digital media venues for levels of formality and informality.	SBTR	<i>Comprehension: Lesson 53 – Informational Texts/Persuasive: Global Warming – Not Just for Polar Bears Anymore</i>					
<p>(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:</p>								
19A	establish purposes for reading selected texts based upon own or others’ desired outcome to enhance comprehension;	ISIP AR	<i>5A Reading Comprehension: Too Much of a Good Thing</i>					
		Timeless Tales (TT) Units 1-3	<i>Text Fluency</i>					
19B	ask literal, interpretive, evaluative, and universal questions of text;	SBTR	<i>Comprehension: Lesson 4 – Asking Questions</i>					

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		ISIP AR	5A Reading Comprehension: Too Much of a Good Thing 7B Reading Comprehension: Unplug Yourself					
19C	monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, rereading a portion aloud, generating questions);	12	Earth: The Changing Surface					
		ISIP AR	5A Reading Comprehension: Too Much of a Good Thing 6A Reading Comprehension: Drum Lesson					
19D	make inferences about text and use textual evidence to support understanding;	12	Living Lessons: Inference (Teach) Teacher-Directed Lessons: Inferencing and Drawing Conclusions		✓	✓	✓	✓
		13	The Desert's Gift: Intro and Living Lessons – Inference 3		✓	✓	✓	✓
		14	Teacher-Directed Lesson: Bridge Lesson – Supporting Responses Teacher Resources: Books - Low Down Living, A Renewable Future		✓	✓	✓	✓

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19E	summarize and paraphrase texts in ways that maintain meaning and logical order within a text and across texts; and	12	<i>Living Lessons: Summarization (Teach)</i> <i>Earth: Day, Night, and Seasons - Science Lab DN</i> <i>Earth: Fields of Change</i> <i>Teacher-Directed Lesson: Summarizing</i> <i>Teacher Resources: Book – Mission Incredible</i>		✓	✓	✓	✓
		14	<i>Teacher-Directed Lesson: Bridge Lesson – Supporting Responses</i>		✓	✓	✓	✓
		SBTR	<i>Comprehension: Lesson 6 – Summarizing Strategy</i> <i>Comprehension: Lesson 67 - Summarizing</i>		✓	✓	✓	✓
		Timeless Tales (TT) Unit 1.1A Extras	<i>Teacher Resources: Sequence and Summary – Extending the Lesson</i>		✓	✓	✓	✓

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TEKS	Skills	Cycle	Activities	Reporting Category			STAAR	
				1	2	3	RS	SS
		Timeless Tales (TT) Unit 1.1A Extras						
19F	make connections (e.g., thematic links, author analysis) between and across multiple texts of various genres and provide textual evidence.	12	<i>Fields of Change: Day, Night, and Seasons, Chapter 1: Spring Read</i>	✓			✓	
		14	<i>Teacher-Directed Lesson: Bridge Lesson – Supporting Responses</i>					
		Timeless Tales (TT) Unit 1.1A	<i>Teacher-Directed Lessons: Storytelling Across Cultures Lesson – Sequence and Summary</i> <i>Unit 1 Priority – Sequential Summary</i>	✓			✓	
(15) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:								
15A	plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience, determining	Writing Rules!	Ideas Trait: Teach					

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	appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea;		Teacher-Directed Lesson: Personal Narrative – Planning, Unit 2					
		SBTR	Teacher-Directed Lesson: Writing Extension - Lesson 39: Bees at Risk					
15B	develop drafts by choosing an appropriate organizational strategy (e.g., sequence of events, cause-effect, compare-contrast) and building on ideas to create a focused, organized, and coherent piece of writing;	SBTR	Teacher-Directed Lesson: Writing Extension – Lesson 26: The Moon Teacher-Directed Lesson: Writing Extension - Lesson 39: Bees at Risk Teacher-Directed Lesson: Writing Extension - Lesson 42: Power for the Planet 3					
15C	revise drafts to clarify meaning, enhance style, include simple and compound sentences, and improve transitions by adding, deleting, combining, and rearranging sentences or larger units of text after rethinking how well questions of purpose, audience, and genre have been addressed;	SBTR	Teacher-Directed Lesson: Writing Extension – Lesson 26: The Moon Teacher-Directed Lesson: Writing Extension - Lesson 30: Earth: The Changing Surface Teacher-Directed Lesson: Writing Extension - Lesson 39: Bees at Risk					
15D	edit drafts for grammar, mechanics, and spelling;	SBTR	Teacher-Directed Lesson: Writing Extension – Lesson 26: The Moon Teacher-Directed Lesson: Writing Extension					

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			- Lesson 30: <i>Earth: The Changing Surface</i> <i>Teacher-Directed Lesson: Writing Extension</i> - Lesson 39: <i>Bees at Risk</i>					
15E	revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.	SBTR	<i>Teacher-Directed Lesson: Writing Extension</i> – Lesson 26: <i>The Moon</i> <i>Teacher-Directed Lesson: Writing Extension</i> - Lesson 30: <i>Earth: The Changing Surface</i> <i>Teacher-Directed Lesson: Writing Extension</i> - Lesson 39: <i>Bees at Risk</i> <i>Teacher-Directed Lesson: Writing Extension</i> - Lesson 42: <i>Power for the Planet 3</i>					
		Writing Rules!	<i>Teacher-Directed Lesson: Paragraph Building – Word Choice Trait</i>					
(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:								
16A	write imaginative stories that include:	SBTR	<i>Teacher-Directed Lesson: Writing Extension</i> – Lesson 29 <i>Fossil Hunters: The Black Hills Dig</i>					

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			<i>Teacher-Directed Lesson: Writing Extension – Lesson 32 Weather Watchers</i>					
16Ai	a clearly defined focus, plot, and point of view;	SBTR	<i>Teacher-Directed Lesson: Writing Extension – Lesson 29 Fossil Hunters: The Black Hills Dig Teacher-Directed Lesson: Writing Extension – Lesson 32 Weather Watchers</i>					
16Aii	a specific, believable setting created through the use of sensory details;	SBTR	<i>Teacher-Directed Lesson: Writing Extension – Lesson 29 Fossil Hunters: The Black Hills Dig</i>					
16Aiii	dialogue that develops the story;	SBTR	<i>Teacher-Directed Lesson: Writing Extension – Lesson 29 Fossil Hunters: The Black Hills Dig Teacher-Directed Lesson: Writing Extension – Lesson 32 Weather Watchers</i>					
16B	write poems using:	SBTR	<i>Teacher-Directed Lesson: Writing Extension - Lesson 37 Survivors!</i>					

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16Bi	poetic techniques (e.g., alliteration, onomatopoeia);	SBTR	Teacher-Directed Lesson: Writing Extension - Lesson 37 Survivors!					
16Bii	figurative language (e.g., similes, metaphors);	SBTR	Teacher-Directed Lesson: Writing Extension - Lesson 27 A View From Above Teacher-Directed Lesson: Writing Extension - Lesson 37 Survivors!					
16Biii	graphic elements (e.g., capital letters, line length).	SBTR	Teacher-Directed Lesson: Writing Extension - Lesson 27 A View From Above					
(17) Writing. Students write about their own experiences. Students are expected to:								
17A	write a personal narrative that conveys thoughts and feelings about an experience.	Writing Rules!	Organization Trait: Teach and Independent Practice Teacher-Directed Lesson: Personal Narrative - Characteristics Lesson 1.2 Voice Teacher-Directed Lesson: Personal Narrative - Characteristics, Unit 1 Teacher-Directed Lesson: Personal Narrative					

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			– Planning, Unit 2					
(18) Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:								
18A	create multi-paragraph essays to convey information about the topic that:	Writing Rules!	<i>Teacher-Directed Lesson: Writing Extension – Lesson 28 Earth: Rocks and Soil</i> <i>Teacher-Directed Lesson: Writing Extension – Lesson 38 The Desert’s Gift</i> <i>Teacher-Directed Lesson: Writing Extension – Lesson 39 Bees At Risk</i>					
18Ai	present effective introductions and concluding paragraphs;	Writing Rules!	<i>Teacher-Directed Lesson: Expository Essay – Planning Lesson 2.3: Form and Introduction</i> <i>Teacher-Directed Lesson: Expository Essay – Planning Lesson 2.5: Concluding Sentence</i>					
		SBTR	<i>Teacher-Directed Lesson: Writing Extension – Lesson 39 Bees At Risk</i>					

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18Aii	guide and inform the reader's understanding of key ideas and evidence;	Writing Rules!	<i>Teacher-Directed Lesson: Expository Essay - Planning Lesson 2.1, Choose an Overall Topic</i> <i>Teacher-Directed Lesson: Expository Essay - Planning Lesson 2.2, Form a Controlling Idea</i>					
		SBTR	<i>Teacher-Directed Lesson: Writing Extension - Lesson 42 Power for the Planet 3</i> <i>Teacher-Directed Lesson: Writing Extension - Lesson 43 Forest Fires</i> <i>Teacher-Directed Lesson: Writing Extension - Lesson 46 Coal Reefs, Part 3 of 3</i>					
18Aiii	include specific facts, details, and examples in an appropriately organized structure;	Writing Rules!	<i>Teacher-Directed Lesson; Expository Essay - Planning Lesson 2.4, Subtopics</i>					
		SBTR	<i>Teacher-Directed Lesson: Writing Extension - Lesson 28 Earth: Rocks and Soil</i> <i>Teacher-Directed Lesson: Writing Extension - Lesson 38 The Desert's Gift</i>					

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			<i>Teacher-Directed Lesson: Writing Extension – Lesson 39 Bees At Risk</i>					
18Aiv	use a variety of sentence structures and transitions to link paragraphs;	Writing Rules!	<i>Teacher-Directed Lesson: Paragraph Building – Six Traits, Unit 5: Sentence Fluency Trait</i>					
		SBTR	<i>Teacher-Directed Lesson: Writing Extension – Lesson 42 Power for the Planet 3</i> <i>Teacher-Directed Lesson: Writing Extension – Lesson 43 Forest Fires</i> <i>Teacher-Directed Lesson: Writing Extension – Lesson 46 Coal Reefs, Part 3 of 3</i>					

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18B	write formal and informal letters that convey ideas, include important information, demonstrate a sense of closure, and use appropriate conventions (e.g., date, salutation, closing);	SBTR	<i>Teacher-Directed Lesson: Writing Extension – Lesson 23 Earth: Day, Night, and Seasons</i> <i>Teacher-Directed Lesson: Writing Extension – Lesson 28 Earth: Rocks and Soil</i> <i>Teacher-Directed Lesson: Writing Extension – Lesson 35 The Rain Forest Howlers, Chapter 2</i> <i>Teacher-Directed Lesson: Writing Extension – Lesson 38 The Desert’s Gift</i>					
18C	write responses to literary or expository texts and provide evidence from the text to demonstrate understanding.	Writing Rules!	<i>Expository Essay – Characteristics</i> <i>Teacher-Directed Lessons: Expository Essay, Unit 2</i>					
		Timeless Tales (TT) Unit 1	<i>World of Wonders Review Act</i>					

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(19) Writing/Persuasive Texts. Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to:								
19A	write persuasive essays for appropriate audiences that establish a position and include sound reasoning, detailed and relevant evidence, and consideration of alternatives.	SBTR	<i>Teacher-Directed Lesson: Writing Extension – Lesson 31 Atmosphere</i> <i>Teacher-Directed Lesson: Writing Extension – Lesson 33 Brookside’s Best Science Fair Ever!</i>					
(20) Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity. Students are expected to:								
20A	use and understand the function of the following parts of speech in the context of reading, writing, and speaking:	SBTR	<i>Skill: Vocabulary – Lesson 5</i> <i>Teacher-Directed Lesson: Writing Extension – Lesson 21: Our Solar System</i> <i>Teacher-Directed Lesson: Writing Extension – Lesson 24: Fields of Change: Spring/Summer</i> <i>Teacher-Directed Lesson: Writing Extension – Lesson 30: Earth: The Changing Surface</i> <i>Teacher-Directed Lesson: Writing Extension</i>					

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			– Lesson 37: Survivors <i>Teacher-Directed Lesson: Writing Extension</i> – Lesson 38: The Desert's Gift					
20Aiii	adjectives (e.g., descriptive, including origins: French windows, American cars) and their comparative and superlative forms (e.g., good, better, best);	SBTR	<i>Teacher-Directed Lesson: Writing Extension</i> – Lesson 24: Fields of Change: Spring/Summer <i>Teacher-Directed Lesson: Writing Extension</i> – Lesson 37: Survivors <i>Teacher-Directed Lesson: Writing Extension</i> – Lesson 38: The Desert's Gift					
20Av	prepositions and prepositional phrases to convey location, time, direction, or to provide details;	SBTR	<i>Position Word Cards 1 - 4</i>					
20Avii	subordinating conjunctions (e.g., while, because, although, if);	14	<i>Teacher-Directed Lesson: Bridge Lesson - Conjunctions</i>					

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20Aviii	transitional words (<i>e.g., also, therefore</i>);	Writing Rules!	<i>Paragraph Building – Six Traits, Unit 5: Sentence Fluency Trait</i>					
20B	use the complete subject and the complete predicate in a sentence;	SBTR	<i>Teacher-Directed Lesson: Writing Extension – Lesson 21: Our Solar System</i> <i>Teacher-Directed Lesson: Writing Extension – Lesson 22: Mission Incredible</i>					
20C	use complete simple and compound sentences with correct subject-verb agreement.	SBTR	<i>Teacher-Directed Lesson: Writing Extension – Lesson 21: Our Solar System</i> <i>Teacher-Directed Lesson: Writing Extension – Lesson 22: Mission Incredible</i> <i>Teacher-Directed Lesson: Writing Extension – Lesson 36: Amazonia Alert!</i> <i>Teacher-Directed Lesson: Writing Extension – Lesson 39: Bees at Risk</i>					
(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:								

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21A	use capitalization for:	SBTR	<i>Teacher-Directed Lesson: Writing Extension – Lesson 35: The Rain Forest Howlers, Chapter 2</i> <i>Teacher-Directed Lesson: Writing Extension – Lesson 36: Amazonia Alert!</i> <i>Teacher-Directed Lesson: Writing Extension – Lesson 42: Power for the Planet 3</i>					
21Ai	abbreviations;	SBTR	<i>Teacher-Directed Lesson: Writing Extension – Lesson 35: The Rain Forest Howlers, Chapter 2</i> <i>Teacher-Directed Lesson: Writing Extension – Lesson 36: Amazonia Alert!</i> <i>Teacher-Directed Lesson: Writing Extension – Lesson 42: Power for the Planet 3</i>					
21Aii	initials and acronyms;	SBTR	<i>Teacher-Directed Lesson: Writing Extension – Lesson 35: The Rain Forest Howlers, Chapter 2</i> <i>Teacher-Directed Lesson: Writing Extension – Lesson 36: Amazonia Alert!</i> <i>Teacher-Directed Lesson: Writing Extension</i>					

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			– Lesson 42: Power for the Planet 3					
21Aiii	organizations.	SBTR	<i>Teacher-Directed Lesson: Writing Extension</i> – Lesson 35: The Rain Forest Howlers, Chapter 2 <i>Teacher-Directed Lesson: Writing Extension</i> – Lesson 36: Amazonia Alert! <i>Teacher-Directed Lesson: Writing Extension</i> – Lesson 42: Power for the Planet 3					
21B	recognize and use punctuation marks, including:	14	<i>Teacher-Directed Lesson: Bridge Lesson - Coordinating Conjunctions</i>					
21Bi	commas in compound sentences;	SBTR	<i>Teacher-Directed Lesson: Writing Extension</i> – Lesson 26: The Moon <i>Teacher-Directed Lesson: Writing Extension</i> – Lesson 39: Bees at Risk <i>Teacher-Directed Lesson: Writing Extension</i> – Lesson 42: Power for the Planet 3					
21Bii	proper punctuation and spacing for quotations;	SBTR	<i>Teacher-Directed Lesson: Writing Extension</i> – Lesson 22: Mission Incredible <i>Teacher-Directed Lesson: Writing Extension</i>					

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			– Lesson 29: Fossil Hunters: The Black Hills Dig Teacher-Directed Lesson: Writing Extension – Lesson 32: Weather Watchers					
(22) Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:								
22A	spell words with more advanced orthographic patterns and rules:	ISIP AR	3A Spelling Tier 1: Consonant Alternations					
		SBTR	Teacher-Directed Lesson: Writing Extension – Lesson 33: Brookside’s Best Science fair Ever! Teacher-Directed Lesson: Writing Extension – Lesson 36: Amazonia Alert!					
22Ai	Consonant changes (e.g., /t/ to /sh/ in select, selection; /k/ to /sh/ in music, musician);	ISIP AR	9C Spelling Tier 1: Consonant Alternations (Short to Schwa)					

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		SBTR	<i>Teacher-Directed Lesson: Writing Extension – Lesson 33: Brookside’s Best Science Fair Ever!</i>					
22Aii	vowel changes (e.g., long to short in crime, criminal; long to schwa in define, definition; short to schwa in legality, legal);	ISIP AR	9C Spelling Tier 1: Vowel Alternations (Short to Schwa) 10C Spelling Tier 1: Vowel Alternations (Long to Schwa)					
		SBTR	<i>Teacher-Directed Lesson: Writing Extension – Lesson 36: Amazonia Alert!</i>					
22Aiii	silent and sounded consonants (e.g., haste, hasten; sign, signal; condemn, condemnation);	ISIP AR	5C Spelling Tier 1: Consonant Alternations					
22B & 22Bi	spell words with: Greek roots (e.g., tele, photo, graph, meter);	SBTR	<i>Teacher-Directed Lesson: Writing Extension – Lesson 26: The Moon</i> <i>Teacher-Directed Lesson: Writing Extension – Lesson 32: Weather Watchers</i>					

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22Bii	Latin roots (e.g., <i>spec, scrib, rupt, port, ject, dict</i>);	SBTR	<i>Teacher-Directed Lesson: Writing Extension – Lesson 30: Earth: The Changing Surface</i>					
22Biii	Greek suffixes (e.g., <i>-ology, -phobia, -ism, -ist</i>);	SBTR	<i>Teacher-Directed Lesson: Writing Extension – Lesson 28: Earth: Rocks and Soil</i> <i>Teacher-Directed Lesson: Writing Extension – Lesson 29: Fossil Hunters: The Black Hills Dig</i> <i>Teacher-Directed Lesson: Writing Extension – Lesson 32: Weather Watchers</i>					
22Biv	Latin derived suffixes (e.g., <i>-able, -ible; -ance, -ence</i>);	SBTR	<i>Teacher-Directed Lesson: Writing Extension – Lesson 24: Fields of Change: Spring/Summer</i> <i>Teacher-Directed Lesson: Writing Extension – Lesson 31: Atmosphere</i> <i>Teacher-Directed Lesson: Writing Extension – Lesson 39: Bees at Risk</i>					

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22C	differentiate between commonly confused terms (e.g., its, it's; affect, effect);	SBTR	<p><i>Teacher-Directed Lesson: Writing Extension – Lesson 23: Earth: Day, Night, and Seasons</i></p> <p><i>Teacher-Directed Lesson: Writing Extension – Lesson 24: Fields of Change: Spring/Summer</i></p> <p><i>Teacher-Directed Lesson: Writing Extension – Lesson 25: Fields of Change: Autumn/Winter</i></p>					
22D	use spelling patterns and rules and print and electronic resources to determine and check correct spellings.	SBTR	<p><i>Teacher-Directed Lesson: Writing Extension – Lesson 23: Earth: Day, Night, and Seasons</i></p> <p><i>Teacher-Directed Lesson: Writing Extension – Lesson 24: Fields of Change: Spring/Summer</i></p> <p><i>Teacher-Directed Lesson: Writing Extension – Lesson 25: Fields of Change: Autumn/Winter</i></p>					
22E	know how to use the spell check function in word processing while understanding its limitations.	SBTR	<i>Teacher-Directed Lesson: Writing Extension – Lesson 32: Weather Watchers</i>					

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(23) Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students are expected to:								
23A	brainstorm, consult with others, decide upon a topic, and formulate open-ended questions to address the major research topic;	SBTR	<i>Teacher-Directed Lesson: Writing Extension – Lesson 40: Power for the Planet 1</i> <i>Teacher-Directed Lesson: Writing Extension – Lesson 44: Coral Reefs Part 1 of 3</i> <i>Teacher-Directed Lesson: Writing Extension – Lesson 47: Ecosystem Part 1 of 3</i>					
23B	generate a research plan for gathering relevant information about the major research question.	SBTR	<i>Teacher-Directed Lesson: Writing Extension – Lesson 40: Power for the Planet 1</i> <i>Teacher-Directed Lesson: Writing Extension – Lesson 44: Coral Reefs Part 1 of 3</i> <i>Teacher-Directed Lesson: Writing Extension – Lesson 47: Ecosystem Part 1 of 3</i>					
(24) Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather.								

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Students are expected to:								
24A	follow the research plan to collect data from a range of print and electronic resources (e.g., reference texts, periodicals, web pages, online sources) and data from experts;	SBTR	<i>Teacher-Directed Lesson: Writing Extension – Lesson 40: Power for the Planet 1</i> <i>Teacher-Directed Lesson: Writing Extension – Lesson 41: Power for the Planet 2</i> <i>Teacher-Directed Lesson: Writing Extension – Lesson 45: Coral Reefs Part 2 of 3</i> <i>Teacher-Directed Lesson: Writing Extension – Lesson 47: Ecosystem Part 1 of 3</i> <i>Teacher-Directed Lesson: Writing Extension – Lesson 48: Ecosystem Part 2 of 3</i>					
24B	differentiate between primary and secondary sources;	SBTR	<i>Teacher-Directed Lesson: Writing Extension – Lesson 40: Power for the Planet 1</i> <i>Teacher-Directed Lesson: Writing Extension – Lesson 44: Coral Reefs Part 1 of 3</i> <i>Teacher-Directed Lesson: Writing Extension – Lesson 47: Ecosystem Part 1 of 3</i>					

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				1	2	3	RS	SS
24C	record data, utilizing available technology (e.g., word processors) in order to see the relationships between ideas, and convert graphic/visual data (e.g., charts, diagrams, timelines) into written notes;	Timeless Tales (TT) Unit 1	<i>Mona Lisa: Inferences</i>					
		SBTR	<i>Teacher-Directed Lesson: Writing Extension – Lesson 45: Coral Reefs Part 2 of 3</i> <i>Teacher-Directed Lesson: Writing Extension – Lesson 46: Coral Reefs Part 3 of 3</i>					
24D	identify the source of notes (e.g., author, title, page number) and record bibliographic information concerning those sources according to a standard format;	SBTR	<i>Teacher-Directed Lesson: Writing Extension – Lesson 41: Power for the Planet 2</i> <i>Teacher-Directed Lesson: Writing Extension – Lesson 45: Coral Reefs Part 2 of 3</i> <i>Teacher-Directed Lesson: Writing Extension – Lesson 47: Ecosystem Part 1 of 3</i> <i>Teacher-Directed Lesson: Writing Extension – Lesson 48: Ecosystem Part 2 of 3</i>					

Istation ELAR Curriculum Fifth Grade

Legend: State of Texas Assessments of Academic Readiness (STAAR)
 RS = Readiness Standard
 SS = Supporting Standard

Reporting Categories
 1 = Understanding and Analysis Across Genres
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 3 = Understanding and Analysis of Informational Texts

TEKS	Skills	Cycle	Activities	Reporting Category			STAAR	
				1	2	3	RS	SS
24E	differentiate between paraphrasing and plagiarism and identify the importance of citing valid and reliable sources.	SBTR	<i>Teacher-Directed Lesson: Writing Extension – Lesson 41: Power for the Planet 2</i> <i>Teacher-Directed Lesson: Writing Extension – Lesson 45: Coral Reefs Part 2 of 3</i> <i>Teacher-Directed Lesson: Writing Extension – Lesson 47: Ecosystem Part 1 of 3</i> <i>Teacher-Directed Lesson: Writing Extension – Lesson 48: Ecosystem Part 2 of 3</i>					
(25) Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to:								
25A	refine the major research question, if necessary, guided by the answers to a secondary set of questions;	SBTR	<i>Teacher-Directed Lesson: Writing Extension – Lesson 47: Ecosystem Part 1 of 3</i>					
25B	Evaluate the relevance, validity, and reliability of sources for the research.	SBTR	<i>Teacher-Directed Lesson: Writing Extension – Lesson 41: Power for the Planet 2</i> <i>Teacher-Directed Lesson: Writing Extension – Lesson 45: Coral Reefs Part 2 of 3</i> <i>Teacher-Directed Lesson: Writing Extension</i>					

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			– Lesson 47: Ecosystem Part 1 of 3 <i>Teacher-Directed Lesson: Writing Extension</i> – Lesson 48: Ecosystem Part 2 of 3					
(26) Research/Organizing and Presenting Ideas. Students organize and present their ideas and information according to the purpose of the research and their audience. Students are expected to synthesize the research into a written or an oral presentation that:								
26A	compiles important information from multiple sources;	SBTR	<i>Teacher-Directed Lesson: Writing Extension</i> – Lesson 41: Power for the Planet 2 <i>Teacher-Directed Lesson: Writing Extension</i> – Lesson 42: Power for the Planet 3 <i>Teacher-Directed Lesson: Writing Extension</i> – Lesson 46: Coral Reefs Part 3 of 3 <i>Teacher-Directed Lesson: Writing Extension</i> – Lesson 47: Ecosystem Part 1 of 3 <i>Teacher-Directed Lesson: Writing Extension</i> – Lesson 49: Ecosystem Part 3 of 3					

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26B	develops a topic sentence, summarizes findings, and uses evidence to support conclusions;	SBTR	<i>Teacher-Directed Lesson: Writing Extension – Lesson 42: Power for the Planet 3</i> <i>Teacher-Directed Lesson: Writing Extension – Lesson 46: Coral Reefs Part 3 of 3</i> <i>Teacher-Directed Lesson: Writing Extension – Lesson 49: Ecosystem Part 3 of 3</i>					
26C	presents the findings in a consistent format;	SBTR	<i>Teacher-Directed Lesson: Writing Extension – Lesson 42: Power for the Planet 3</i> <i>Teacher-Directed Lesson: Writing Extension – Lesson 46: Coral Reefs Part 3 of 3</i> <i>Teacher-Directed Lesson: Writing Extension – Lesson 49: Ecosystem Part 3 of 3</i>					
26D	uses quotations to support ideas and an appropriate form of documentation to acknowledge sources. (e.g., <i>bibliography, works cited</i>).	SBTR	<i>Teacher-Directed Lesson: Writing Extension – Lesson 42: Power for the Planet 3</i> <i>Teacher-Directed Lesson: Writing Extension – Lesson 46: Coral Reefs Part 3 of 3</i> <i>Teacher-Directed Lesson: Writing Extension – Lesson 49: Ecosystem Part 3 of 3</i>					

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				1	2	3	RS	SS
(27) Listening and Speaking/Listening. Students use comprehension skills to listen attentively to others in formal and informal settings. Students will continue to apply earlier standards with greater complexity. Students are expected to:								
27A	listen to and interpret a speaker's messages (both verbal and nonverbal) and ask questions to clarify the speaker's purpose or perspective;	12	<i>Earth: Changing Surface</i>					
		SBTR	<i>Graphic Organizer: I Think, and Now I Know</i>					
27B	follow, restate, and give oral instructions that include multiple action steps;	12	<i>Teacher-Directed Lesson: Sequencing</i>					
27C	determine both main and supporting ideas in the speaker's message.	ISIP AR	<i>4C Reading Comprehension: Labor of Love</i>					

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		Writing Rules!	<i>Teacher-Directed Lesson” Paragraph Building – Six Traits, Unit 1, Ideas Trait</i>					
(28) Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students will continue to apply earlier standards with greater complexity. Students are expected to:								
28A	give organized presentations employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively.	Timeless Tales (TT) Units 1-3	<i>Teacher-Directed Lesson: Text Fluency</i>					
		Timeless Tales (TT) Unit 2 Extras	<i>Teacher-Directed Lesson: Lesson 2.1A Problem and Solution – Extending the Lesson: Problem and Solution Debate</i>					

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		SBTR	<i>Teacher-Directed Lesson: Writing Extension – Lesson 31: Atmosphere</i>					
(29) Listening and Speaking/Teamwork. Students work productively with others in teams. Students will continue to apply earlier standards with greater complexity. Students are expected to:								
29A	participate in student-led discussions by eliciting and considering suggestions from other group members and by identifying points of agreement and disagreement.	Writing Rules!	Paragraph Building – Six Traits, Unit 1, Ideas Trait					
		SBTR	<i>Teacher-Directed Lesson: Writing Extension – Lesson 20: George Washington Carver</i>					