Literacy Routines (embedded in Read Aloud, Word Study, Core Reading, Independent Reading, and Writing)

Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking
5.1   Oral language. The student develops oral language through listening, speaking, and discussion.

Application	Instructional Focus
5.1 communicate ideas effectively through speaking and discussion	5.1(A) listen actively to interpret verbal and nonverbal messages, ask relevant questions, and make pertinent comments 5.1(B) follow, restate, and give oral instructions that include multiple action steps 5.1(C) give an organized presentation employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively 5.1(D) work collaboratively with others to develop a plan of shared responsibilities

Word Study

Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking
5.2   Beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell.
5.3   Vocabulary. The student uses newly acquired vocabulary expressively.

Application	Instructional Focus		
	Decoding (Reading)	⟷	**Encoding (Writing)**
5.2 demonstrate and apply phonetic knowledge while reading and spelling	5.2(A) demonstrate and apply phonetic knowledge by: (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	⟷	5.2(B) demonstrate and apply spelling knowledge by: (ii) spelling words with consonant changes, including /t/ to /sh/ such as in select and selection and /k/ to /sh/ such as music and musician **(R)**
	(ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables	⟷	(i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables **(R)**
	(iii) decoding words using advanced knowledge of syllable division patterns	⟷	(iv) spelling words using advanced knowledge of syllable division patterns **(S)**
	(iv) decoding words using advanced knowledge of the influence of prefixes and suffixes on base words	⟷	(v) spelling words using knowledge of prefixes **(S)** (vi) spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants **(R)**
	(v) identifying and reading high-frequency words from a research-based list		
			(iii) spelling multisyllabic words with multiple sound-spelling patterns **(S)**
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 **(S)** 5.3(B) use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words **(R)** 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 **(S)** 5.3(D) identify, use, and explain the meaning of adages and puns **(S)**		

Core Reading

Tools to Know ⊗

Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking
5.3 **Vocabulary.** The student uses newly acquired vocabulary expressively.
5.4 **Fluency.** The student reads grade-level text with fluency and comprehension.
Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts
5.6 **Comprehension.** The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts.

Reading Process: Thinking Within the Text							Comprehension: Thinking with the Text			
5.4(A) use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text	5.6(A) establish purpose for reading assigned and self-selected texts	5.3(B) use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words **(R)**	5.6(B) generate questions about text before, during, and after reading to deepen understanding and gain information	5.6(C) make and correct or confirm predictions using text features, characteristics of genre, and structures **(S)**	5.6(D) create mental images to deepen understanding	5.6(I) monitor comprehension and make adjustments such as rereading, using background knowledge, asking questions and annotating when understanding breaks down	5.6(E) make connections to personal experiences, ideas in other texts, and society **(R)**	5.6(F) make inferences and use evidence to support understanding **(R)**	5.6(G) evaluate details read to determine key ideas **(R)**	5.6(H) synthesize information to create new understanding *[Informational]* **(R)**

Ways to Show: Thinking About the Meaning

Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts
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.**

Application	Instructional Focus	Fiction* ⊗	Poetry	Drama	Informational ⊗	Argumentative	Multimodal/Digital
5.8/5.9/5.10 ***comprehend*** *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*	**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 **(S)**	5.9(A) demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, legends, myths, and tall tales **(S)**	5.9(A) demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, legends, myths, and tall tales **(S)**	5.9(D) recognize characteristics and structures of informational text, including: (ii) features such as insets, timelines, and sidebars to support understanding **(S)**	5.9(E) recognize characteristics and structures of argumentative text	5.9(F) recognize characteristics of multimodal and digital texts
			5.9(B) explain the use of sound devices and figurative language and distinguish between the poet and the speaker in poems across a variety of poetic forms **(S)**	5.9(C) explain structure in drama such as character tags, acts, scenes, and stage directions **(S)**			
	Overall Meaning	5.10(A) explain the author's purpose and message within a text **(R)**	5.10(A) explain the author's purpose and message within a text **(R)**	5.10(A) explain the author's purpose and message within a text **(R)**	5.10(A) explain the author's purpose and message within a text **(R)**	5.10(A) explain the author's purpose and message within a text **(R)**	5.10(A) explain the author's purpose and message within a text
		5.8(A) infer multiple themes within a text using text evidence **(S)**	5.8(A) infer multiple themes within a text using text evidence **(S)**	5.8(A) infer multiple themes within a text using text evidence **(S)**	5.9(D) (i) [recognize] the central idea with supporting evidence **(R)**	5.9(E) (i) identifying the claim **(R)**	
						5.9(E) (iii) identifying the intended audience or reader **(S)**	
	Analysis for Deeper Meaning	5.8(C) analyze plot elements, including rising action, climax, falling action, and resolution **(R)**	5.8(C) analyze plot elements, including rising action, climax, falling action, and resolution **(R)**	5.8(C) analyze plot elements, including rising action, climax, falling action, and resolution **(R)**	5.9(D) (iii) [recognize] organizational patterns such as logical order and order of importance **(S)**	5.9(E) (ii) explaining how the author has used facts for or against an argument **(R)**	*(refer to the genre)*
		5.8(B) analyze the relationships of and conflicts among the characters **(R)**	5.8(B) analyze the relationships of and conflicts among the characters **(R)**	5.8(B) analyze the relationships of and conflicts among the characters **(R)**			
		5.8(D) analyze the influence of the setting, including historical and cultural settings, on the plot **(S)**	5.8(D) analyze the influence of the setting, including historical and cultural settings, on the plot **(S)**	5.8(D) analyze the influence of the setting, including historical and cultural settings, on the plot **(S)**			

* Literary nonfiction selections may appear on a STAAR assessment, but genre-specific knowledge will not be assessed.

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
*5.10 **analyze** the authors' choices and how they influence meaning; **apply** author's craft purposefully in writing and speaking*	Point of View	5.10(E) identify and understand the use of literary devices, including first- or third-person point of view **(S)**	5.10(E) identify and understand the use of literary devices, including first- or third-person point of view **(S)**	5.10(E) identify and understand the use of literary devices, including first- or third-person point of view **(S)**			5.10(E) identify and understand the use of literary devices, including first- or third-person point of view
	Structure	5.10(B) analyze how the use of text structure contributes to the author's purpose **(S)**	5.10(B) analyze how the use of text structure contributes to the author's purpose **(S)**	5.10(B) analyze how the use of text structure contributes to the author's purpose **(S)**	5.10(B) analyze how the use of text structure contributes to the author's purpose **(S)**	5.10(B) analyze how the use of text structure contributes to the author's purpose **(S)**	5.10(B) analyze how the use of text structure contributes to the author's purpose
		5.10(C) analyze the author's use of print and graphic features to achieve specific purposes **(S)**	5.10(C) analyze the author's use of print and graphic features to achieve specific purposes **(S)**	5.10(C) analyze the author's use of print and graphic features to achieve specific purposes **(S)**	5.10(C) analyze the author's use of print and graphic features to achieve specific purposes **(S)**	5.10(C) analyze the author's use of print and graphic features to achieve specific purposes **(S)**	5.10(C) analyze the author's use of print and graphic features to achieve specific purposes
	Language	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 **(S)**	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 **(S)**	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 **(S)**	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 **(S)**	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 **(S)**	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
		5.10(F) examine how the author's use of language contributes to voice **(S)**	5.10(F) examine how the author's use of language contributes to voice **(S)**	5.10(F) examine how the author's use of language contributes to voice **(S)**	5.10(F) examine how the author's use of language contributes to voice **(S)**	5.10(F) examine how the author's use of language contributes to voice **(S)**	5.10(F) examine how the author's use of language contributes to voice
		5.10(G) explain the purpose of hyperbole, stereotyping, and anecdote **(S)**	5.10(G) explain the purpose of hyperbole, stereotyping, and anecdote **(S)**	5.10(G) explain the purpose of hyperbole, stereotyping, and anecdote **(S)**	5.10(G) explain the purpose of hyperbole, stereotyping, and anecdote **(S)**	5.10(G) explain the purpose of hyperbole, stereotyping, and anecdote **(S)**	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 Reading and Writing)

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 **(R)**	5.7(C) use text evidence to support an appropriate response **(R)**	5.7(D) retell, paraphrase, or summarize texts in ways that maintain meaning and logical order **(R)**	5.7(E) interact with sources in meaningful ways such as notetaking, 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

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.

Application	Tools to Know (Writing Process) ⊗
5.12(A) compose **literary texts** such as personal narratives, fiction, and poetry using genre characteristics and craft	5.11(A) **plan a first draft** by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping
	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 **(R)** (ii) developing an engaging idea reflecting depth of thought with specific facts and details **(R)**
	5.11(C) **revise drafts** to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity **(R)**
5.12(B) compose **informational texts**, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft **(R)** 5.12(C) compose **argumentative texts**, including opinion essays, using genre characteristics and craft **(R)** 5.12(D) compose **correspondence** that requests information	5.11(D) **edit drafts** using standard English conventions, including: **(S)** (i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments **(R)** (ii) past tense of irregular verbs **(R)** (iii) collective nouns **(S)** (iv) adjectives, including their comparative and superlative forms **(S)** (v) conjunctive adverbs **(S)** (vi) prepositions and prepositional phrases and their influence on subject-verb agreement **(S)** (vii) pronouns, including indefinite **(S)** (viii) subordinating conjunctions to form complex sentences **(S)** (ix) capitalization of abbreviations, initials, acronyms, and organizations **(S)** (x) italics and underlining for titles and emphasis and punctuation marks, including quotation marks in dialogue and commas in compound and complex sentences **(S)** (xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words **(R)**
	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.

Application	Instructional Focus
5.13 use research skills to plan and present in written, oral, or multimodal formats	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