



FISD Fifth Grade Word Study Learning Progression

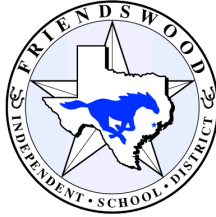
Yearly Target	Nine Weeks Target	TEKS	Priority Topic: I can demonstrate and apply phonetic knowledge to communicate, decode, and spell multisyllabic words.
Extension			I can: <ul style="list-style-type: none"> ● Design a game that others could play using a specific word study skill ● Invent a station for your class using a specific word study skill ● Research word origin (etymology) of words
3.0 ☆	4NW	5.2Ai-v 5.2B 5.3A-C	I can: <ul style="list-style-type: none"> ● Demonstrate an understanding of affixes and roots/word origin and how they influence word meaning ● Use a variety of strategies to decode and spell and/or edit for a variety grade-level high frequency words
2.5			Partial understanding of the 3.0 content
2.0	3NW	5.2A 5.2B 5.3A-B	I can: <ul style="list-style-type: none"> ● Use word parts, context clues, and comprehension strategies to support understanding of grade-level appropriate words ● Determine text evidence that could aid in understanding an unknown word
1.5	2NW	5.2A 5.2Bi-vi 5.3A-B	I can: <ul style="list-style-type: none"> ● Use knowledge of prefixes and suffixes to accurately support understanding of grade-level appropriate words ● Decode and spell words to effectively communicate meaning and/or use spelling resources to self-correct and edit, where necessary
1.0	1NW	5.2A 5.2Bi-iv	I can: <ul style="list-style-type: none"> ● Use phonetic and orthographic knowledge to accurately support decoding and spelling of grade-level appropriate words
0.5			Prerequisite Skills: Partial understanding of the 1.0 content



FISD Fifth Grade Literary Learning Progression

Yearly Target	Nine Weeks Target	TEKS	Priority Topic: I can comprehend and respond to grade level literary texts.
Extension			I can: <ul style="list-style-type: none"> ● Develop questions about a shared text to use in a book club or for an interactive read aloud ● Create a poem based off of a literary text adding poetic features ● Change the time period and setting of a literary text and explain how it would influence the plot
3.0 ☆	4NW	5.6A-I 5.7B 5.8A-D	I can read multiple grade level texts independently in order to: <ul style="list-style-type: none"> ● Analyze character relationships and conflict and how they relate to the author's message ● Analyze the influence of the setting on the plot and identify specific plot elements that are dependent upon the specific setting ● Use text evidence to write responses that demonstrate understanding of texts and make connections across texts including comparing and contrasting ideas across a variety of sources
2.5			Partial understanding of the 3.0 content
2.0	3NW	5.6A-I 5.7C 5.8A-C 5.10A	I can read multiple grade level texts independently in order to: <ul style="list-style-type: none"> ● Analyze the importance of various plot elements (including rising action, climax, falling action, and resolution) ● Explain the author's message and infer multiple themes using text evidence ● Use text evidence to write a response that analyzes relationships of characters
1.5	2NW	5.6A-I 5.7A-C 5.10D-E	I can read multiple grade level texts independently in order to: <ul style="list-style-type: none"> ● Identify the author's use of literary devices (including first and third person) ● Make connections across texts including comparing and contrasting ideas ● Use text evidence to write a response that explains the author's use of figurative language and sound devices to achieve specific purposes
1.0	1NW	5.6A-I 5.7D 5.8A-C	I can listen to grade level texts read aloud or read multiple texts in order to: <ul style="list-style-type: none"> ● Summarize a text while maintaining meaning and logical order ● Identify and explain plot elements that support the theme ● Explain interactions and conflicts among characters
0.5			Prerequisite Skills: Partial understanding of the 1.0 content

*Progression is written with the implication that text level increases in complexity from grade level to grade level.



FISD Fifth Grade Informational Learning Progression

Yearly Target	Nine Weeks Target	TEKS	Priority Topic: I can comprehend and respond to grade level informational texts.
Extension			I can: <ul style="list-style-type: none"> ● Rewrite an informational text as a different text structure or organizational pattern ● Create new print and graphic features for an informational text ● Rearrange a text into different sections to classify information
3.0 ☆	4NW	5.6A-I 5.7A-D 5.10A-C	I can read multiple grade level texts independently in order to: <ul style="list-style-type: none"> ● Make connections and compare and contrast ideas across different sources/varying genres using text evidence ● Summarize texts using text evidence, maintaining meaning and logical order ● Write a response explaining how the author's text structure and organizational patterns used better achieves a purpose or communicates a message
2.5			Partial understanding of the 3.0 content
2.0	3NW	5.6A-I 5.7C 5.9E 5.10A-C	I can read multiple grade level texts independently in order to: <ul style="list-style-type: none"> ● Explain how the author used facts to support their claim for an intended audience (<i>central idea and supporting details</i>) ● Identify purpose, message, central idea and/or other similarities and differences across texts within the same topic ● Write a response identifying print and graphic features that could be added to a text to better achieve a purpose or communicate a message
1.5	2NW	5.6A-I 5.9D 5.10A-C	I can read multiple grade level texts independently in order to: <ul style="list-style-type: none"> ● Explain how the information in the text is organized and if/when the organizational pattern changes ● Explain information gained from a variety of print and graphic features (including timelines, insets, and sidebars) to determine author's purpose
1.0	1NW	5.6A-I 5.7C 5.9Di 5.10A	I can listen to grade level texts read aloud or read multiple texts in order to: <ul style="list-style-type: none"> ● Identify the central idea and how it is connected to author's purpose and message ● Write a response that shows understanding of the central idea with supporting evidence
0.5			Prerequisite Skills: Partial understanding of the 1.0 content

*Progression is written with the implication that text level increases in complexity from grade level to grade level.



FISD Fifth Grade Composition Learning Progression

Yearly Target	Nine Weeks Target	TEKS	Priority Topic: I can write to communicate ideas across genres.
Extension			I can: <ul style="list-style-type: none"> ● Adapt a fully developed piece of writing from one genre to another ● Adapt a piece of writing into a drama ● Adapt a piece of writing by adding a variety of sentence types to change the pace and tone
3.0 ★	4NW	5.12 5.11A-E	I can: <ul style="list-style-type: none"> ● Use a variety of strategies through drafting, revising, and publishing to develop a piece of writing with focus, clarity, and organization that shows evidence of purposeful application ● Draft, revise, and publish to include craft elements through elaboration, introductions, and conclusions that support specific writing purposes
2.5			Partial understanding of the 3.0 content
2.0	3NW	5.12 5.11A-C	I can: <ul style="list-style-type: none"> ● Plan a first draft by thinking of the topic, purpose, and audience using varying strategies ● Use writer's craft, language, and deliberate word choice to develop a draft that supports the purpose of the writing piece ● Revise drafts to elaborate using precise figurative and/or descriptive language
1.5	2NW	5.12 5.11B-C	I can: <ul style="list-style-type: none"> ● Develop an organized draft using elaboration strategies to support purpose ● Develop the plot with the use of transitional phrases while drafting or revising ● Apply revision strategies by combining and/or rearranging sentences, thoughts, or details to improve coherence and clarity
1.0	1NW	5.12 5.11A-C	I can: <ul style="list-style-type: none"> ● Make an organizational plan for each section using understanding of genre characteristics ● Develop an organized draft in paragraph form, including an introduction and conclusion ● Apply revision strategies by adding and/or deleting sentences, thoughts, or details that support key ideas
0.5			Prerequisite Skills: Partial understanding of the 1.0 content



FISD Fifth Grade Conventions Learning Progression

Yearly Target	Nine Weeks Target	TEKS	Priority Topic: I can apply writing conventions.
Extension			I can: <ul style="list-style-type: none"> ● Rewrite a mentor sentence as a different sentence type ● Research other sentence, conjunction, and preposition types. Create a presentation of my findings and teach to others ● Write a song that teaches one of the convention rules learned
3.0 ☆	4NW	5.11Di 5.11Dx	I can: <ul style="list-style-type: none"> ● Edit a variety of sentence types for correct punctuation (such as apostrophes in possessives, quotations, commas in a series, and compound sentences) ● Compose compound and/or complex sentences avoiding splices, run-ons, and fragments
2.5			Partial understanding of the 3.0 content
2.0	3NW	5.11Di 5.11Dviii 5.11Dvi	I can: <ul style="list-style-type: none"> ● Compare and contrast mentor sentences that contain dependent clauses and independent clauses ● Edit sentences for correct use of prepositional phrases
1.5	2NW	5.11Di 5.11Diii 5.11Dix 5.11Dx	I can: <ul style="list-style-type: none"> ● Edit sentences with correct usage of nouns and capitalization (abbreviations, initials, acronyms, and organizations) ● Compose sentences with correct use of quotation marks in dialogue in authentic writing contexts
1.0	1NW	5.11Di 5.11Dii 5.11Dviii	I can: <ul style="list-style-type: none"> ● Compose or edit sentences for irregular verbs in their past tense form ● Compose or edit compound sentences with correct coordinating conjunctions and punctuation ● Identify subordinating conjunctions in a complex mentor sentence or sentences
0.5			Prerequisite Skills: Partial understanding of the 1.0 content