

SCOPE AND SEQUENCE EXPLANATION

Grade 5 Scope and Sequence

How the year fits together: clusters, modules, Language and Craft, and the Standards Slide Decks

PREPARE + Clusters 1-8

36 Modules

165, 180, and 210-Day Calendars

All 29 5.11D Breakouts

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PURPOSE OF THIS HANDOUT

This handout gives a teacher one clear picture of the Grade 5 Supplemental Support System: the 36-module writing year, the daily 15 + 20 minutes, the nine Language and Craft focus sections, and the Standards Slide Decks that teach every 5.11D breakout.

Relieving stress. Raising scores.

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PART I

What This Scope and Sequence Explains

The Writing Academy®, LLC is a Supplemental Support System. It provides additional instruction and additional practice alongside a campus or district's existing reading language arts core resource; it does not replace that core instruction. This handout explains how the Grade 5 year fits together so a teacher can see, in one place, what is taught, when, with which materials, and how each piece connects to the TEKS.

- **The writing year:** PREPARE plus Clusters 1 to 8, four modules each, for 36 modules taught one module per week.
- **The daily time:** a 15-minute cluster and module lesson plus a separate 20-minute Standards block.
- **Language and Craft:** nine focus sections (spelling through figurative language) practiced across the year.
- **The Standards Slide Decks:** the home of 5.11D editing instruction, with all 29 breakouts taught, scripted, and tracked.

WHAT THIS HANDOUT IS NOT

It is not a STAAR/SST blueprint, a TEA readiness or supporting classification, or a replacement for the core reading language arts resource. Planning labels such as focus section, laboratory week, and fresh check describe this Supplemental Support System only.

PART II

The Grade 5 Learning Journey at a Glance

The nine clusters and their four modules never change order or content. Each cluster moves from Low to Very High reading stamina across its four modules, so students meet a longer, more demanding passage as their skill grows.

Cluster	Major focus	Teacher lens
PREPARE	Getting Ready to Write	Choose the writing job, genre, purpose, and audience before drafting.
1	Short Constructed Response (SCR)	Shape the prompt, write a thesis (central idea), select evidence, and explain it.
2	ECR: Informational	Build the TREE and TREES structures: prompt, thesis (central idea), reasons or ways, and evidence.
3	ECR: Informational	Advance CSI and TREES structures; strengthen reasons, evidence, and explanations.
4	ECR: Argumentative	Develop claims, reasons, CREATURES, and persuasive writing.
5	ECR: Paired Passages	Use two texts in one response, compare and contrast, and assemble the full paper with HABIT.
6	ECR: Argumentative	Develop claims, reasons, rebuttal thinking, CREATURES, and persuasive correspondence.
7	Narrative and Poetry	Read and compose poetry through LEAVES: layout, emotion, artistic language, voice, echo and sound, and significance.
8	Research	Build research across participation, change, turning points, and evidence using HABIT.

PART III

Week by Week: 36 Modules

Week numbers follow the 180-day calendar, one module per week. Module titles, stamina levels, and passages come from the Teacher Lesson Plan guides; the Student Interactive Workbook for each cluster uses the same passages, and each module has its own Daily Deck.

Wk	Module	Focus (Teacher Lesson Plan)	Stamina	Framework	Passages
1	PREPARE M1	The Writing Job Comes Before the Format	Low	TRAILS	The Great Chocolate Chip Cookie Mystery
2	PREPARE M2	Purpose and Audience Change the Response	Medium	TRAILS	The Great Chocolate Chip Cookie Mystery
3	PREPARE M3	Choose the Route and the Planning Strategy	High	TRAILS	The Fifth-Grade Cookie Commission
4	PREPARE M4	Independent Genre Decision and Transfer	Very High	TRAILS	The Fifth-Grade Cookie Commission
5	C1 M1	Understanding and Upgrading Thinking Levels in WHY and HOW Responses	Low	CSI	From Tension to Revolution; The Ocean Lesson
6	C1 M2	Writing a Strong Thesis (central idea) Using TOPIC, CHARGE, and ANSWER	Medium	CSI	From Tension to Revolution; The Ocean Lesson
7	C1 M3	Using Evidence to Support Thinking	High	CSI	From Tension to Revolution; The Ocean Lesson
8	C1 M4	Writing the Explanation Sentence	Very High	CSI	From Tension to Revolution; The Ocean Lesson
9	C2 M1	Understanding the Structure of an ECR	Low	TREE	Spanish Rule in Early Texas; A Harvest to Remember
10	C2 M2	Writing a Strong Thesis (central idea)	Medium	TREE	Spanish Rule in Early Texas; A Harvest to Remember
11	C2 M3	The Reason/Way Branch of the ECR	High	TREES, TREE	Spanish Rule in Early Texas; A Harvest to Remember
12	C2 M4	The Evidence Branch of the ECR Tree	Very High	CSI, TREES	Spanish Rule in Early Texas; A Harvest to Remember

Wk	Module	Focus (Teacher Lesson Plan)	Stamina	Framework	Passages
13	C3 M1	Building the Full ECR	Low	CSI, TREES	Our Rights, Our Voices; A Voice of Their Own
14	C3 M2	Hidden WHY and HOW Prompt Clues	Medium	CSI, TREES	Our Rights, Our Voices; A Voice of Their Own
15	C3 M3	Magnifying WHY Reasons into Topic Sentences	High	TREE, CSI	Our Rights, Our Voices; A Voice of Their Own
16	C3 M4	Proving Reasons with Evidence and Explanation	Very High	CSI, TREES	Our Rights, Our Voices; A Voice of Their Own
17	C4 M1	Building the Argumentative Foundation with Claim, Reasons, and Evidence	Low	CREATURES	The Garden That Wouldn't Grow; Words That Changed a Nation
18	C4 M2	Turning Parts into a Coherent Line of Argument with Thinking	Medium	CREATURES	The Garden That Wouldn't Grow; Words That Changed a Nation
19	C4 M3	Understanding Others and Building an Evidence-Based Rebuttal	High	CREATURES	The Garden That Wouldn't Grow; Words That Changed a Nation
20	C4 M4	Completing the Argument with Ending, Significance, and the Full CREATURES	Very High	CREATURES	The Garden That Wouldn't Grow; Words That Changed a Nation
21	C5 M1	Balanced Evidence Across Paired Passages	Low	HABIT	A Difficult Compromise; A Visit to the Workshop
22	C5 M2	HOW Responses: Similarities, Differences, and Relationships	Medium	HABIT	A Difficult Compromise; A Visit to the Workshop
23	C5 M3	Building a Conclusion That Finishes the Thinking	High	R1, HABIT	A Difficult Compromise; A Visit to the Workshop
24	C5 M4	Color Coding the Exemplar and Controlling the Whole Paper	Very High	R1, HABIT	A Difficult Compromise; A Visit to the Workshop

Wk	Module	Focus (Teacher Lesson Plan)	Stamina	Framework	Passages
25	C6 M1	Decision Prompts: Claim, Reasons, and Evidence	Low	CREATURES	A Voice in the Community; A Gift that Welcomed Millions
26	C6 M2	Coherent Argument and Thinking	Medium	CREATURES	A Voice in the Community; A Gift that Welcomed Millions
27	C6 M3	Understanding, Rebuttal, Ending, and Significance	High	CREATURES	A Voice in the Community; A Gift that Welcomed Millions
28	C6 M4	Full CREATURES in Argumentative Correspondence for a Real Audience	Very High	CREATURES	A Voice in the Community; A Gift that Welcomed Millions
29	C7 M1	Notice, Question, Speak	Low	TRAILS, LEAVES	One Voice Can Start a Wave; Try, Learn, Change
30	C7 M2	Voices and Responses	Medium	LEAVES, TRAILS	One Voice Can Start a Wave; Try, Learn, Change
31	C7 M3	Evidence Can Change the Story	High	TRAILS, LEAVES	One Voice Can Start a Wave; Try, Learn, Change
32	C7 M4	Informed Voices Create Responsible Change	Very High	TRAILS, LEAVES	One Voice Can Start a Wave; Try, Learn, Change
33	C8 M1	Challenge and Question	Low	HABIT	From Protest to Participation: How a Nation Changes
34	C8 M2	Evidence and Choice	Medium	HABIT	How Change Happens: Observe, Adapt, Test, and Improve
35	C8 M3	Action, Consequence, and Revision	High	HABIT	Six Turning Points: What Made Change Happen?
36	C8 M4	Synthesis and Publication	Very High	HABIT	The Change Files: How Questions Become Decisions

PART IV

The Daily Time and the Five-Day Cycle

15 MINUTES

Cluster and Module Lesson

Teach the week's writing, response, research, or poetry skill from Section 50 of the Teacher Lesson Plan, with the Student Interactive Workbook and the Daily Deck.

20 MINUTES

Standards Block

Four teacher-selected Standards Slide Decks, about five minutes each, with scripts and tracking sheets. Language and Craft practice belongs here, outside the 15-minute lesson.

The Five-Day GRADUATE Infinity Learning Cycle

Day	Stage	Teacher goal
Monday	GATHER + REVEAL	Activate what students know and model the thinking.
Tuesday	ATTEMPT	Students try the new skill with structure, partners, and guided practice.
Wednesday	DISCUSS + USE	Students explain the thinking, then use the skill.
Thursday	AWARD + TARGET	Students name a demonstrated strength and one precise next move.
Friday	EDUCATE + EXPLAIN	Students show and explain the learning independently.

PART IV, CONTINUED

Three Calendars, One Scope

The same content is taught in every calendar. What changes is only how the days are distributed; no cluster, module, passage, writing task, or standard is cut.

Calendar	Best for	How the days change
165 days	Shorter year or 4-day weeks	All 36 modules and all content stay. In 15 of the 36 modules, combine Award + Target (Day 4) and Educate + Explain (Day 5) into one session.
180 days	Standard	One module per week for 36 weeks; all five GRADUATE days run in full (9 clusters x 4 modules x 5 days).
210 days	Longer year	All 36 modules, plus an optional sixth Apply and Extend day in 30 of the 36 modules and periodic review and assessment days.

COUNTING DAYS

Day 1 is the first day the sequence is taught, not a fixed date. Count only instructional days and place holidays, testing, and closures outside the numbered sequence.

PART V

The Four Pieces Behind Every Week

Resource	What it holds
Teacher Lesson Plan Guide	One guide per cluster with the plan, standards, scripts, passages, checks, supports, assessments, and reflection. Section 50 is the five-day lesson.
Student Interactive Workbook	The student side of every daily lesson, one workbook per cluster, built on the same passages as the teacher guide.
Daily Deck	36 lesson decks, one per module, with the visual cues named inside Section 50.
Standards Slide Decks	Separate standards practice with teacher scripts and tracking sheets, used in the 20-minute Standards block. The primary home of 5.11D.

DO NOT CONFUSE THE TWO SLIDE SYSTEMS

The Daily Deck supports the current cluster and module lesson. The Standards Slide Decks are a separate practice system that runs every week of the year.

PART VI

The Standards Slide Decks

Every Standards Slide Deck sheet is ten slides long and follows the same path: an introduction, the exact TEKS wording and a student-friendly meaning, then five thinking levels across the week. Each sheet has a matching teacher script (what to say and do on every slide) and a student tracking sheet.

Set	TEKS focus	Sheets	What each sheet does
Spelling	5.2(B) spelling knowledge	36	One spelling rule each week, taken from the week's reading words.
Editing	5.11D editing conventions	36	One editing breakout on each weekly sheet; Sentence Weather panel on the slides.
Editing Part Two	5.11D editing conventions	43	A second pass through the breakouts, cluster by cluster.
Revising	5.11C revising	36	Revise sentence structure and word choice: add, delete, combine, rearrange.
Writing	5.11A, 5.12 writing process and genre	36	Matches the week's writing job from the cluster and module.
Evidence	5.7(C) text evidence	36	Collect and use text evidence.
Explanation	5.12(B) explaining thinking	36	Explain evidence so the reader knows what it means.

HOW TO CHOOSE THE FOUR DECKS

Choose four decks for the 20-minute block based on classroom need. The Editing deck for the week is the core 5.11D practice; Editing Part Two, Spelling, Revising, Writing, Evidence, and Explanation fill the other slots as students need them.

PART VI, CONTINUED

The Spelling Rule for Every Week

The Spelling Slide Decks teach one rule each week, all 36 weeks, using words from that week's reading. This is where 5.2(B) and the spelling breakouts of 5.11D are practiced week after week.

Wk	Module	Spelling rule
1	PREPARE M1	Syllable types and division review
2	PREPARE M2	Prefix review
3	PREPARE M3	Suffix review
4	PREPARE M4	Base word building review
5	C1 M1	Prefixes de and trans
6	C1 M2	Prefixes super and mid
7	C1 M3	Prefixes semi and anti
8	C1 M4	Prefixes inter, over, under
9	C2 M1	Suffix al and ial
10	C2 M2	Suffix ive
11	C2 M3	Suffix ous, eous, ious
12	C2 M4	Suffix ion, tion, sion
13	C3 M1	Suffix logy
14	C3 M2	Suffix ance and ence
15	C3 M3	Suffix ment and ity
16	C3 M4	Suffix able and ible
17	C4 M1	Root dict, meaning say
18	C4 M2	Root ject, meaning throw

Wk	Module	Spelling rule
19	C4 M3	Roots terr and rupt review
20	C4 M4	Roots tract and port review
21	C5 M1	Root geo, meaning earth
22	C5 M2	Root chrono, meaning time
23	C5 M3	Root audi, meaning hear
24	C5 M4	Root photo, meaning light
25	C6 M1	Roots phon and tele
26	C6 M2	Roots graph and scope
27	C6 M3	Root meter, meaning measure
28	C6 M4	Root spect, meaning look
29	C7 M1	Confused its and it's
30	C7 M2	Confused affect and effect
31	C7 M3	Confused accept and except
32	C7 M4	Confused than, then, aloud, allowed
33	C8 M1	Synonyms and antonyms in spelling
34	C8 M2	Analogies and word relationships
35	C8 M3	Unusual and multiple patterns
36	C8 M4	Cumulative review

PART VII

TEKS 5.11D: Thoroughly Covered

5.11D asks students to edit drafts using standard English conventions. Our materials number its parts as 29 breakouts, (i) through (xxix), and every one of them is taught in the Standards Slide Decks, scripted for the teacher, and tracked for each student. Four breakouts, (i) Complete Sentences & Agreement, (xxix) Spelling High-Frequency Words, appear on the class slides in every cluster, so they are practiced all year.

29 of 29

breakouts taught

820

class slides

777

scripted slides

76

tracking sheet pages

HOW TO READ THE TABLES THAT FOLLOW

Editing week numbers match the 36-week calendar (Sheet 1 is Week 1, PREPARE Module 1). Slides lists the weeks with class slides for the breakout; Scripts lists the weeks with a teacher script. Part Two gives the cluster where Editing Part Two teaches it again with both class slides and a script, so every breakout has class slides somewhere in the year. Tracking counts the student tracking sheet pages.

PART VII, CONTINUED

Where Each 5.11D Breakout Is Taught

TEKS clause (i): complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments

Breakout	Skill	Slides (weeks)	Scripts (weeks)	Part Two (slides + script)	Tracking
(i)	Complete Sentences & Agreement	1, 5, 9, 13, 17, 21, 25, 29, 33	1, 5, 9, 13, 17, 21, 25, 29, 33	C0	12
(ii)	Compound Sentences & Agreement	none	none	C5	2
(iii)	Fixing Comma Splices	none	none	C5	2
(iv)	Fixing Run-On Sentences	none	none	C5	2
(v)	Fixing Sentence Fragments	none	none	C5	2

TEKS clause (ii): past tense of irregular verbs

Breakout	Skill	Slides (weeks)	Scripts (weeks)	Part Two (slides + script)	Tracking
(vi)	Past Tense of Irregular Verbs	none	none	C2	2

TEKS clause (iii): collective nouns

Breakout	Skill	Slides (weeks)	Scripts (weeks)	Part Two (slides + script)	Tracking
(vii)	Collective Nouns	none	none	C0	2

TEKS clause (iv): adjectives, including their comparative and superlative forms

Breakout	Skill	Slides (weeks)	Scripts (weeks)	Part Two (slides + script)	Tracking
(viii)	Comparative Adjectives	none	none	C2	2
(ix)	Superlative Adjectives	none	none	C2	2

TEKS clause (v): conjunctive adverbs

Breakout	Skill	Slides (weeks)	Scripts (weeks)	Part Two (slides + script)	Tracking
(x)	Conjunctive Adverbs	none	none	C4	2

TEKS clause (vi): prepositions and prepositional phrases

Breakout	Skill	Slides (weeks)	Scripts (weeks)	Part Two (slides + script)	Tracking
(xi)	Prepositions	none	none	C3	2
(xii)	Prepositional Phrases	none	none	C3	2
(xiii)	Prep Phrases & Agreement	none	none	C3	1

TEKS clause (vii): pronouns, including indefinite

Breakout	Skill	Slides (weeks)	Scripts (weeks)	Part Two (slides + script)	Tracking
(xiv)	Indefinite Pronouns	none	none	C4	2

TEKS clause (viii): subordinating conjunctions to form complex sentences

Breakout	Skill	Slides (weeks)	Scripts (weeks)	Part Two (slides + script)	Tracking
(xv)	Complex Sentences	none	none	C4	2

TEKS clause (ix): capitalization of abbreviations, initials, acronyms, and organizations

Breakout	Skill	Slides (weeks)	Scripts (weeks)	Part Two (slides + script)	Tracking
(xvi)	Capitalize Abbreviations	none	none	C5	2
(xvii)	Capitalize Initials	none	none	C5	2
(xviii)	Capitalize Acronyms	none	none	C5	2
(xix)	Capitalize Organizations	none	none	C5	2

TEKS clause (x): punctuation marks, including commas in compound and complex sentences, quotation marks in dialogue, and italics and underlining for titles and emphasis

Breakout	Skill	Slides (weeks)	Scripts (weeks)	Part Two (slides + script)	Tracking
(xx)	Commas in Compound Sentences	none	none	C5	2
(xxi)	Commas in Complex Sentences	none	none	C4	2
(xxii)	Quotation Marks in Dialogue	none	none	C6	2
(xxiii)	Italics for Titles	none	none	C6	2
(xxiv)	Italics for Emphasis	none	none	C6	2
(xxv)	Underlining for Titles	none	none	C6	2
(xxvi)	Underlining for Emphasis	none	none	C6	2

TEKS clause (xi): correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words

Breakout	Skill	Slides (weeks)	Scripts (weeks)	Part Two (slides + script)	Tracking
(xxvii)	Spelling: Grade-Appropriate Patterns	none	none	C2	2
(xxviii)	Spelling: Grade-Appropriate Rules	none	none	C3	2
(xxix)	Spelling High-Frequency Words	4, 8, 12, 16, 20, 24, 28, 32, 36	4, 8, 12, 16, 20, 24, 28, 32, 36	C0	11

PART VII, CONTINUED

Reading TEKS Numbers Two Ways

The TEKS text lists 5.11D as eleven clauses. Our lesson plans, workbooks, Standards Slide Decks, and tracking sheets use the finer breakout numbers. Use this crosswalk whenever a clause number and a breakout number seem to disagree: for example, clause (ix) capitalization is taught as breakouts (xxii) to (xxv).

Clause	Clause wording (including ...)	Our breakout numbers
(i)	complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments	(i), (ii), (iii), (iv), (v)
(ii)	past tense of irregular verbs	(vi)
(iii)	collective nouns	(vii)
(iv)	adjectives, including their comparative and superlative forms	(viii), (ix)
(v)	conjunctive adverbs	(x)
(vi)	prepositions and prepositional phrases	(xi), (xii), (xiii)
(vii)	pronouns, including indefinite	(xiv)
(viii)	subordinating conjunctions to form complex sentences	(xv)
(ix)	capitalization of abbreviations, initials, acronyms, and organizations	(xvi), (xvii), (xviii), (xix)
(x)	punctuation marks, including commas in compound and complex sentences, quotation marks in dialogue, and italics and underlining for titles and emphasis	(xx), (xxi), (xxii), (xxiii), (xxiv), (xxv), (xxvi)
(xi)	correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words	(xxvii), (xxviii), (xxix)

PART VIII

Language and Craft: Nine Focus Sections

Alongside the writing clusters, the Language and Craft scope gives each convention and craft skill a focus window. The focus weeks below follow the 180-day calendar; a laboratory week (fresh practice with fewer cues) comes right before the section's final check. Earlier sections stay active through daily retrieval.

#	Section	Focus weeks	Lab week	TEKS
	Entry evidence and routines	1		5.1(A) to (E)
1	Spelling	2 to 7	Yes	5.2(B)(i) through (vii); 5.11D(xxvii), (xxviii), (xxix)
2	Grammar: Sentence Weather	8 to 14	Yes	5.11D(i) through (xv)
3	Morphemes	15 to 17		5.3(C); 5.2(B)(vi) and (vii)
4	Capitalization	18 to 19		5.11D(xvi), (xvii), (xviii), (xix)
5	Punctuation	20 to 22		5.11D(xx), (xxi), (xxii), (xxiii), (xxiv), (xxv), (xxvi)
6	Syntax	23 to 25		5.11C; 5.11D(i), (ii), (iii), (iv), (v), (xv)
7	Word Choice	26 to 29	Yes	5.3(A), (B), (D); 5.2(C); 5.11C
8	Literary Devices	30 to 32		5.10(D), (E), (F); 5.9(B)
9	Figurative Language	33 to 35		5.10(D), (G); 5.3(B), (D)
	Closing transfer	36		All nine sections

A LONGER OR SHORTER YEAR

Keep the section order and all content. In a 165-day year, tighten review inside the focus weeks; in a 210-day year, use the added Apply and Extend days for extra laboratory practice. No standard is removed.

PART VIII, CONTINUED

The Nine Sections in Order

1. Spelling

Weeks 2 to 7

Student goal: I can spell and read words by using sounds, syllables, meaningful parts, and sentence meaning.

1. Closed, open, and VCe syllables inside longer words.
2. Vowel teams, r-controlled, and final stable syllables.
3. Multiple patterns and syllable division: VCCV, VCV, and VCCCV.
4. Homophones, compound words, contractions, and abbreviations.
5. Prefixes, suffix changes, and spelling transfer.

TEKS: 5.2(B)(i) through (vii); 5.11D(xxvii), (xxviii), (xxix)

Activities: Keep It or Repair It? (whole group); Spelling Proof Match (partners); Show What You Understand (independent)

Also taught in: Spelling Slide Decks every week (see the weekly rules); Editing breakouts (xxvii), (xxviii), (xxix).

2. Grammar: Sentence Weather

Weeks 8 to 14

Student goal: I can name each word's job, show how words relate, and use the correct form in a sentence.

1. Identify: word jobs first, with neutral shapes, before any color.
2. Differentiate: past tense of irregular verbs; indefinite pronouns.
3. Classify: collective nouns; comparative and superlative adjectives; conjunctive adverbs.
4. Connect: prepositional phrases and their influence on subject-verb agreement; the Horizon between subject and predicate.
5. Test: complete simple and compound sentences with subject-verb agreement; subordinating conjunctions to form complex sentences; identify and correct splices, run-ons, and fragments.
6. Integrate: choose the lightest useful layer to explain tense, case, comparison, and relationships.

TEKS: 5.11D(i) through (xv)

Activities: What Is the Word Doing? (whole group); Build the Sentence Forecast (partners); Show What You Understand (independent)

Also taught in: Editing Slide Decks, weeks 1, 5, 9, 13, 17, 21, 25, 29, 33; Editing Part Two in every cluster. Each Editing slide carries a Sentence Weather panel.

3. Morphemes

Weeks 15 to 17

Student goal: I can use a prefix or suffix, the base word, and context to explain and use a whole word.

1. Prefix meaning in a whole word: pre-, non-, dis-, in- (not), and im- (into).
2. Suffix meaning and spelling changes: -ness, -y, -ful, and -less.
3. Affixes plus context: blend part, base, and sentence clues to explain a new word.

TEKS: 5.3(C); 5.2(B)(vi) and (vii)

Activities: Change a Part, Change a Meaning (whole group); The Word-Part Workshop (partners); Show What You Understand (independent)

Also taught in: Spelling Slide Decks prefix and suffix weeks (2, 3, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16); Big Word Detective morphology songs.

4. Capitalization

Weeks 18 to 19

Student goal: I can capitalize abbreviations, initials, acronyms, and organizations.

1. Abbreviations and initials (Dr., Mrs., U.S.A.).
2. Acronyms and organizations (NASA, UNICEF, the American Red Cross).

TEKS: 5.11D(xvi), (xvii), (xviii), (xix)

Activities: Same Word, Different Job (whole group); Capital Switch (partners); Show What You Understand (independent)

Also taught in: Editing Slide Decks, weeks ; Editing Part Two in every cluster.

5. Punctuation

Weeks 20 to 22

Student goal: I can explain commas, quotation marks, italics, and underlining and use them correctly in my drafts.

1. Commas in compound sentences and commas in complex sentences.
2. Quotation marks in dialogue: opening, closing, and new speaker paragraphs.
3. Italics and underlining for titles and emphasis.

TEKS: 5.11D(xx), (xxi), (xxii), (xxiii), (xxiv), (xxv), (xxvi)

Activities: Give the Mark a Job (whole group); Punctuation Repair Lab (partners); Show What You Understand (independent)

Also taught in: Editing Slide Decks, weeks ; Editing Part Two in every cluster.

6. Syntax

Weeks 23 to 25

Student goal: I can build complete simple, compound, and complex sentences that keep my meaning and avoid splices, run-ons, and fragments.

1. Complete simple sentences and sentence boundaries; identifying fragments.
2. Compound sentences with coordinating conjunctions; complex sentences with subordinating conjunctions.
3. Sentence structure for coherence and clarity: add, delete, combine, and rearrange; correct splices and run-ons.

TEKS: 5.11C; 5.11D(i), (ii), (iii), (iv), (v), (xv)

Activities: Ready or Not Yet? (whole group); Sentence Builders (partners); Show What You Understand (independent)

Also taught in: Revising Slide Decks (5.11C) every week. Editing Slide Decks, weeks 1, 5, 9, 13, 17, 21, 25, 29, 33.

7. Word Choice

Weeks 26 to 29

Student goal: I can use references and context to choose, explain, and use precise words.

1. References and word study tools: meaning, syllabication, and pronunciation; alphabetize to the third letter.
2. Word relationships in connected text: synonyms, antonyms, homophones, homographs, and idioms.
3. Precise choices, clear references, and voice: revise only to improve clarity.

TEKS: 5.3(A), (B), (D); 5.2(C); 5.11C

Activities: Audition Two Words (whole group); Word Auditions (partners); Show What You Understand (independent)

Also taught in: Revising Slide Decks (5.11C) every week.

8. Literary Devices

Weeks 30 to 32

Student goal: I can find an author's choice, show the words, and explain its purpose and effect.

1. Imagery, repetition, contrast, and purpose (Device, Detail, Job).
2. Sound choices in a variety of poems: onomatopoeia, alliteration, rhyme scheme, and stanzas.
3. First person and third person point of view, and language that creates voice.

TEKS: 5.10(D), (E), (F); 5.9(B)

Activities: What Changed for the Reader? (whole group); The Craft Lab (partners); Show What You Understand (independent)

Also taught in: Cluster 7 Poetry and Narrative (weeks 29 to 32) through LEAVES: artistic language, voice, echo and sound.

9. Figurative Language

Weeks 33 to 35

Student goal: I can explain literal and nonliteral language, use context, and tell why the author chose it.

1. Literal language and meaningful comparisons: literal versus nonliteral meaning, similes, and metaphors.
2. Idioms, hyperbole, and personification in context.
3. Purpose and evidence: explain how figurative language changes the reader's understanding.

TEKS: 5.10(D), (G); 5.3(B), (D)

Activities: Borrow One Quality (whole group); Meaning Match-Up (partners); Show What You Understand (independent)

Also taught in: Cluster 7 Poetry and Narrative (weeks 29 to 32) through LEAVES: artistic language, voice, echo and sound.

PART IX

Sentence Weather: The Grade 3 Route

Students learn the grammar idea first and the visual mark second. The symbols support an explanation; coloring alone is not grammar understanding.

Layer	Grade 3 teaching work
Identify	Neutral shapes and word-job names. No arrows, color codes, or subtype marks yet.
Differentiate	Past tense of irregular verbs; indefinite pronouns. Pair each color with a word label.
Classify	Collective nouns, comparative and superlative adjective forms, and conjunctive adverbs, using only the subtype marks already taught.
Connect	Word relationships, whole phrases, prepositional phrase influence on agreement, and the Horizon between the complete subject and the complete predicate.
Test	Examine, Decide, Inspect, Test: diagnose, explain, and check a complete correction. Fade the marks as evidence allows.

The permanent symbols

Word job	Symbol	Word job	Symbol
Common noun	Plain sun	Proper noun	Sun with a smile
Pronoun	Crescent moon (yellow = subject, blue = object)	Verb	One raindrop (red past, blue present, green future)
Adjective	Star	Adverb	Two raindrops
Article	Small dot	Preposition	Cloud
Conjunction	Rainbow	Interjection	Lightning bolt

BLACK AND WHITE COPIES

Printed black and white copies stay usable: keep the shapes, the labels, and the relationships, so color never carries the meaning alone.

PART X

Assessment and Evidence

- **Weekly lesson:** use the exit ticket, writing task, progress tracker, and Award and Target work named in the Teacher Lesson Plan (Sections 56 to 66).
- **Standards Slide Decks:** record each thinking level on the student tracking sheet; guide, do not grade, early in the week.
- **Language and Craft section checks:** give each five-question section assessment only after the section's final week. Score multiple choice 0 to 4 and the written application 0 to 2 (6 total), and keep the two scores separate.
- **Keep evidence honest:** do not combine game points, supported rehearsal, and an unassisted check into one mastery claim. Record missing evidence as not yet observed.

DECIDE, THEN RECHECK

When a student gives two new correct applications and explains the rule, reduce one support and check again. When an error persists, model a short contrasting pair, rehearse the explanation, and check a fresh response.

Access without doing the thinking for the student

Allow oral rehearsal, a neutral symbol legend, enlarged print, or pre-cut pieces during instruction. Use frames such as "The clue ____ shows ____" without supplying the answer, and record which supports were used. Differentiate by support and number of practice examples, not by assigning another grade's expectations.

PART XI

Spiral Review and Where to Find Everything

When	Review	Keep it manageable
Every day	Two brief review prompts from earlier learning.	Rotate older skills; a short oral or written response is enough.
Each new section	One earlier convention and one earlier meaning decision.	Use words and sentences from the current reading.
After a section check	Feedback on the next Monday; a delayed example one and two weeks later.	Replace a review prompt; do not add days.

Where to find everything

Need	Go to
Teacher Lesson Plans	Grade 5 Teacher Lesson Plans page, one guide per cluster
Student Interactive Workbooks	Grade 5 Student Workbooks page, one workbook per cluster
Daily Decks	Grade 5 Lesson Decks page, 36 decks
Standards Slide Decks, scripts, tracking sheets	Teacher Resources on the IMRA site
Reading passages	Grade 5 Reading Passages page, by cluster, module, and stamina
5.11D chart and full scope and sequence	Grade 5 TEKS 11D Chart and Grade 5 Scope and Sequence

One scope, three calendars, and a Standards block that never stops. Teach the 15 minutes well, use the 20 minutes on purpose, and let the tracking sheets tell you what your students need next.