

# Reading

Austin ISD Instructional Planning Guide  
1<sup>st</sup> Nine Weeks

5<sup>th</sup> Grade

©2003 Austin Independent School District

Matrix #	Matrix Strand	TEKS Knowledge and Skill	Student Expectation	TAKS Obj.	Resources	Time/Pace	Student Work Products	Assessment	Teaching Notes
150		<b>Reading—Comprehension</b> Use the text's structure or progression of ideas, such as cause/effect or chronology to locate and recall information, sometimes by the use of clues such as because, so, if, then, and since. (10E) TAKS Obj. 3			Scott Foresman Vol. 1 selections <b>Phonics Workbook</b> Guided Reading Book Unit & End of Year Skills Tests.	5 days  <i>Note:</i> If testing is occurring during this week, or if this is a 4-day week, substitute testing for Day 2. Do read aloud on Day 3.	<i>Cause and Effect</i> Graphic Organizer <b>Extension:</b> Select a problem that exists at school. Have students ask "why?" to come up with a cause. Write the cause and continue to ask, "why?" 3-4 times to determine primary cause.  <b>Reteach:</b> Have students read a previously read book. Highlight words such as <i>because, so, if, then, and since.</i>	Graphic Organizer Rubric TAKS Workbook, p. 10  <i>Note:</i> To quickly gauge if a text is at a child's <b>instructional level</b> , make sure that a child is not having to problem solve more than 1 in 10 words read. To gauge if a text is at a child's <b>independent level</b> , make sure that a child is not having to problem solve more than 1 in 20 words read.  Students can chart their reading fluency weekly.	The text selections are based upon what teachers should have as part of the state's textbook adoption. It is strongly suggested that teachers substitute any text that is inappropriate for their class with texts that have clear examples of cause and effect.  Children should have access to a variety of culturally-diverse written text from the school, literacy, or classroom library.

**"Big Ideas" Clustered**

**Culturally Diverse Texts**

SAMPLE LESSON: WEEK 1—CAUSE AND EFFECT

DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
<p><b>Read Aloud</b> Trade Book Library: <u>Inventors</u> p. 48-65.</p> <p><b>Word Study</b> Three Letter Blends Phonics Workbook, p.77-78 Teach-Whole Group Mini-Lesson Apply-In centers or individually Share-Whole Group</p> <p><b>Shared Reading:</b> <u>Baseball and Brothers</u> SF Vol. 1, p. 84-85 Use Cause and Effect Graphic Organizer throughout the week.</p> <p><b>Guided Reading</b> A=below: <u>Great Talents</u>, 124A B=at level: <u>What are Friends For?</u> 124B C=above: <u>The Challenge</u>, p. 5-6 Use cause and effect graphic organizer</p>	<p><b>Read Aloud</b> Trade Book Library: <u>Inventors</u> p.24-47</p> <p><b>Word Study</b> Final Consonant Blends Phonics Workbook, p.79-80</p> <p><b>Shared Reading</b> <u>Meeting Mr. Henry</u>, SF Vol. 1, p. 86-93</p> <p><b>Guided Reading</b> A=below: <u>Liah's Gift</u>, 123A B=at level: <u>The Lion and the Ant</u> C=above: <u>The Hope Bakery</u>, p. 17-20 Use graphic organizer</p>	<p><b>Read Aloud</b> Can be continued outside of reading block for pleasure and vocabulary development</p> <p><b>Word Study</b> Initial Consonant Blends, <i>ch</i> Phonics Workbook, p.81</p> <p><b>Shared Reading</b> <u>Meeting Mr. Henry</u>, SF Vol. 1, p. 94-100</p> <p><b>Guided Reading</b> A=below: <u>Alisha's New Look</u>, p. 8-16 B=at level: <u>Rusty's Song</u>, p. 1-8 C=above: <u>The Hope Bakery</u>, p. 17-20</p> <p><b>Independent/Buddy</b> Use a text at each child's independent level. Use cause and effect graphic organizer.</p>	<p><b>Read Aloud</b> Can be continued outside of reading block for pleasure and vocabulary development</p> <p><b>Word Study</b> Initial Consonant Digraph, <i>sh</i> Phonics Workbook, p.82</p> <p><b>Shared Reading</b> --</p> <p><b>Guided Reading</b> A=below: <u>Alisha's New Look</u>, p. 8-16 B=at level: <u>Rusty's Song</u>, p. 1-8 C=above: <u>The Hope Bakery</u>, p. 21-24</p> <p><b>Independent/Buddy</b> Use a text at each group's independent level. Use graphic organizer. <b>TAKS Model</b> Model with shared reading from <u>Unit &amp; End-of-Year Skills Tests</u> Unit 2, "The Tree Musketeers" p. 4, Question 7</p>	<p><b>Read Aloud</b> Can be continued outside of reading block for pleasure and vocabulary development</p> <p><b>Word Study</b> Initial Consonant Digraph, <i>th</i> Phonics Workbook, p.83</p> <p><b>Shared Reading</b> --</p> <p><b>Guided Reading</b> A=below: <u>Robo-Police</u> B=at level: <u>Rusty's Song</u>, p. 9-16 C=above: <u>The Hope Bakery</u>, p. 25-27</p> <p><b>Independent/Buddy</b> Use a text at each group's independent level with and without graphic organizer. <b>Assessment</b> <u>Practice Workbook</u>, p. 10</p>

**Resources for Above, On, Below Level**

**Principles of Learning**

★ **POL—Accountable Talk Teaching Tip:**  
To start discussion, have students stop reading at a place that helps to focus them on key ideas (causes/effects). The piece of text to consider should have enough "meat" for students to build meaning, but should not be so complex that students focus on extraneous information.

Matrix #	Matrix Strand	TEKS Knowledge & Skill	Student Expectation	TAKS OBJ	Resource	Time/Pace	Student Work Products	Assessment	Teaching Notes	
Core Lessons—Average 45-50 Minutes Per Day										
131	Number, Operations, and Quantitative Reasoning	7.2: The student adds, subtracts, multiplies, or divides to solve problems and justify solutions.	Represent multiplication and division situations involving fractions and decimals with concrete models, pictures, words, and numbers (such as how many 3/4 pound bags of coffee can be made from a 12 pound bag). (2A) B T	1	<p style="text-align: center;"><b>Connected Mathematics</b></p> <p style="text-align: center;"><b>What Do You Expect?</b></p> <p>Analyzing Number-Cube Games (Investigation 2)</p>	4 Days	<p><b>Vocabulary</b> All of these terms are a review from the 4<sup>th</sup> Six Weeks. (List of terms from this weeks.)</p> <p><b>Probability</b> Equally likely outcomes Experimental probability Theoretical probability Fair game Counting tree</p> <p><b>Class Work/Notes</b> Problem 2.1 and Follow-Up Problem 2.2 and Follow-Up</p> <p><b>Homework Ideas</b> ACE #11-#15 help students differentiate between experimental and theoretical probabilities. (List of activities for understanding of the matrix.)</p> <p>ACE #20 connects probability to a bar graph.</p>	<p><b>Mathematical Reflections</b> Do #1, #2, and #3 on page 31. (#2 will help the students prepare for the Unit Project later this 6 weeks.)</p> <p><b>Assessment Idea</b> Do Check-Up #1.</p> <div style="border: 1px solid black; padding: 5px; margin: 5px;"> <p style="text-align: center;"><b>DISTRICT ASSESSMENTS</b></p> <p>During the 6<sup>th</sup> Six Weeks, two days are allotted for review and for taking the 6<sup>th</sup> Six Weeks' Test.</p> </div> <p>Key Concepts: (List of concepts)</p> <p><b>TAKS</b> TAKS is scheduled for April 29th for mathematics in grades 6-8, for April 30<sup>th</sup> for reading in grades 6-8, and for May 1 for social studies in grade 8 only. No Core Lessons or Numerical Fluency are included in this IPG for those days.</p>	<p><b>Investigation 1</b> You might need one of these 4 days to finish Investigation 1 of <u>What Do You Expect?</u></p> <p><b>Investigation 2</b> Read the teacher notes on pages 31a-31g.</p> <p>Analyzing and creating games for fairness is the focus. While reviewing familiar methods for listing all outcomes, students will develop a deeper understanding of the relationship between experimental and theoretical probabilities.</p> <p><b>Problems 2.1 and 2.2</b> During the Summary for parts A and B of 2.1 and parts A and B of 2.2, time to review the probability experiment and its complement from 6<sup>th</sup> grade. Ask students about the relationship between the probabilities of complementary events and why that relationship exists.</p> <p><b>Problem 2.2 Part D</b> Emphasize the proportional reasoning used to get the expected number of points for 100 rolls. For example,  <math display="block">P(\text{odd}) = \frac{9}{36} = \frac{1}{4} \text{ and } \frac{1}{4} \times \frac{25}{4} = \frac{25}{100}</math>                     Therefore, player A can expect 25 points if the game consisted of 100 rolls of the two number cubes.</p>	
206	Patterns, Relationships, and Algebraic Thinking	Use concrete objects or pictures to make generalizations about determining all possible combinations (such as 4 pizza toppings are given, choose 2 different toppings and find the number of combinations, or find the number of outcomes if one spinner equally has brown, red, and green and another spinner equally has blue, orange, and yellow, when both spinners are spun once. (L)	Construct sample spaces for compound events (dependent and independent) (such as finding all the possible outcomes when drawing colored cubes from a bucket with and without replacement). (10A) B T	5						
501	Probability and Statistics	7.10: The student recognizes that a physical or mathematical model can be used to describe the probability of real-life events.	Find the approximate probability of a compound event through experimentation (such as collect and use data to determine the experimental probability of rolling an even sum when given two number cubes). (10B)	Not Tested						
502										
508		7.11: The student understands that the way a set of data is displayed influences its interpretation.	Select and use an appropriate representation for presenting collected data and justify the selection (such as determining if a graphical representation of data is appropriate and/or accurate and generate a different graphical representation for the same data). (11A) B T	5						
516		Make inferences and convincing arguments based on an analysis of given or collected data. (11B) B T	5							
610	Underlying Processes and Mathematical Tools	7.14: The student communicates about Grade 7 mathematics through informal and mathematical language, representations, and models.	Communicate mathematical ideas with language, efficient tools, appropriate units, and graphical, numerical, physical, and algebraic mathematical models (model problems using two variables and problems showing multiplication of fractions with models). (14A) B T	6						

Specific Vocabulary

Testing Practice