



# *Superintendent Welcome*

**Banquete Independent School District**

4339 Fourth St.  
Banquete, TX 78339  
Dr. Stacy Johnson  
Superintendent





## **DISTRICT MISSION**

Empowering and equipping all BISD students with the knowledge and skills necessary for a lifetime of success.







preparing students to  
be successful when  
they leave us to be ...

# World Ready

A globe of the Earth is shown in the background, slightly out of focus. The continents of North and South America are visible. Overlaid on the globe is the text 'World Ready' in a large, bold, black serif font. The word 'World' is on the top line and 'Ready' is on the bottom line.

**2024-2025 School Calendar**  
**BANQUETE ISD**  
 4339 Fourth Street  
 Banquete, Texas 78339

"A proud history and unlimited future."

**IMPORTANT DATES**

July 29	New Teacher Orientation
July 30	First Day of Inservice
Aug. 7	First Day of School
Sept. 2	Labor Day Holiday
Sept. 6	Early Release For Students
Oct. 4	Early Release For Students
Oct. 18	Staff Development
Nov. 1	Teacher Workday
Nov. 22	Early Release For Students
Nov. 25 - 29	Student Thanksgiving Holidays
Nov. 25 - 26	Flex/Exchange Days For Staff
Nov. 27 - 29	Thanksgiving Holiday Break For Staff
Dec. 20	Early Release For Students
Dec. 23 - Jan. 3	Christmas Holiday Break
Jan. 6 - 17	NCJLS Holidays
Jan. 6-7	Staff Flex PD
Jan. 20	Bad Weather Day
Feb. 10	Staff Development
March 7	Early Release For Students
March 10-14	Spring Break
April 18	Good Friday Holiday
April 21	Bad Weather Day
May 22	Last Day of School & Early Release
May 22	High School Graduation
May 23	Teacher Workday
May 26 - 27	Memorial Day Holiday
May 28 - 29	Teacher Workday

**GRADING PERIODS**

1st Six Weeks	28 Days	Aug. 7 - Sept. 16
2nd Six Weeks	29 Days	Sept. 17 - Oct. 25
3rd Six Weeks	28 Days	Oct. 28 - Dec. 11
4th Six Weeks	28 Days	Dec. 12 - Feb. 20
5th Six Weeks	28 Days	Feb. 21 - April 8
6th Six Weeks	29 Days	April 9 - May 22

**LEGEND**

\*NS = no school for students

NS	NEW TEACHER ORIENTATION
NS	STAFF DEVELOPMENT
NS	DISTRICT WIDE HOLIDAYS
NS	DISTRICT STAFF FLEX DAYS
NS	TEACHER WORKDAY
NS	DISTRICT CLOSED
NS	PD flex - staff must attend 2 in the summer provided by district in place of these dates



	BEGINNING OF SIX WEEKS
	END OF SIX WEEKS
	STATE TESTING (STAAR/EOC)
	STUDENT EARLY RELEASE
	BAD WEATHER DAY

**Category of Events**

\*\* This calendar is only starting two days sooner than last year's calendar.

\*\*\*This calendar has the same number of days for students and teachers as last year.

**July 2024**

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

**August 2024**

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

**September 2024**

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

**October 2024**

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

**November 2024**

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

**December 2024**

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

**January 2025**

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

**February 2025**

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

**March 2025**

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

**April 2025**

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

**May 2025**

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

**June 2025**

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					





# IN AN EMERGENCY TAKE ACTION



## Standard Response Protocol – Public Address

Medical Emergency	Hold in your Room or Area. Clear the halls.
Threat Outside	Secure! Get inside. Lock outside doors.
Threat Inside	Lockdown! Locks, Lights, Out of Sight!
Bomb	Evacuate to (location) Shelter for Bomb!
Earthquake	Shelter for Earthquake!
Fire Inside	Evacuate to the (location)
Hazmat	Shelter for Hazmat! Seal your Rooms
Weapon	Lockdown! Locks, Lights, Out of Sight!
Tornado	Evacuate to (location) Shelter for Tornado!



# IN AN EMERGENCY TAKE ACTION



**HOLD! In your room or area. Clear the halls.**

### STUDENTS

Clear the hallways and remain in room or area until the "All Clear" is announced  
Do business as usual

### ADULTS

Close and lock the door  
Account for students and adults  
Do business as usual



**SECURE! Get inside. Lock outside doors.**

### STUDENTS

Return to inside of building  
Do business as usual

### ADULTS

Bring everyone indoors  
Lock outside doors  
Increase situational awareness  
Account for students and adults  
Do business as usual



**LOCKDOWN! Locks, lights, out of sight.**

### STUDENTS

Move away from sight  
Maintain silence  
Do not open the door

### ADULTS

Recover students from hallway if possible  
Lock the classroom door  
Turn out the lights  
Move away from sight  
Maintain silence  
Do not open the door  
Prepare to evade or defend



**EVACUATE! (A location may be specified)**

### STUDENTS

Leave stuff behind if required to  
If possible, bring your phone  
Follow instructions

### ADULTS

Lead students to Evacuation location  
Account for students and adults  
Notify if missing, extra or injured students or adults



**SHELTER! Hazard and safety strategy.**

### STUDENTS

Use appropriate safety strategy for the hazard

### Hazard

Tornado  
Hazmat  
Earthquake  
Tsunami

### Safety Strategy

Evacuate to shelter area  
Seal the room  
Drop, cover and hold  
Get to high ground

### ADULTS

Lead safety strategy  
Account for students and adults  
Notify if missing, extra or injured students or adults





## Social Contract

### Guiding Questions

How do you want to be treated by the teacher?

How do you want to be treated by other students?

How does the teacher want to be treated by you?

How should we handle violations of the contract?



norms



1

What are you  
doing?

2

What should  
you be doing?

3

Are you doing  
it?

4

What are you going  
to do about it?

## Social Contract

### Guiding Questions

How do you want to be  
treated by the teacher?

How do you want to be  
treated by other students?

How does the teacher want  
to be treated by you?

How should we handle  
violations of the contract?

## CONSEQUENCE STEPS

1

Warning = Social Contract

2

Four Questions

3

Individual Conference  
with Student

4

Call Home / Logical  
Consequence

5

Behave Out



# How does SEL impact life?



ball toss boogie (movement and discourse)

Why is **student engagement** such an important aspect of teaching and learning?





BRES (Big Rock Educational System) focuses on school systems that have a high impact on student achievement. Based on best practices of the highest performing schools and our experience as former school leaders, schools that select and prioritize are the ones that produce the highest student achievement.

BISD's focus - on Student Culture, Classroom culture (student engagement).





## Classroom Rigor Trajectory

### 1. Learning Objective (LO)

#### 4 - Distinguished

learning objective meets **3** criteria:

1. aligned to TEKS
2. posted and visible
3. bite-sized and measurable

### 2. Exit Ticket

#### 4 - Distinguished

exit ticket meets **3** criteria:

1. administered
2. aligned to learning objective
3. aligned to the content and rigor of STAAR

### 3. I / WE / YOU alignment \*

#### 4 - Distinguished

I DO meets **3** criteria:

1. teacher models, thinks aloud, or introduces key teaching points/steps (no content questions)
2. aligned to learning objective
3. aligned to exit ticket

WE DO meets **3** criteria

1. 2 or more practices or discussion questions together
2. aligned to I DO and learning objective
3. aligned to exit ticket

YOU DO meets **3** criteria

1. completed independently
2. aligned to I DO, WE DO and learning objective
3. aligned to exit ticket

I - teaching steps, key ideas or process clearly outlined and defined, teacher model or think aloud in evidence (with anchor chart if applicable)  
WE - teachers and students do 2 to 3 practices together (partner or group work, teacher write/student write), gradual release clear and aligned to the I  
YOU - independent practice able to be completed independently, output aligned to I and WE, and a minimum of 10 minutes in length



success looks  
like...

## Metric for Success

□ **Classrooms:** 90 to 100% of students  
on-task learning





## Student & Classroom Culture

### 1. State Expectation

For:

**T** – time

**V** – voice

**B** – body

### 2. Radar, Scan

**Radar** – circulate the entire classroom

**Scan** – be seen looking around the entire classroom

### 3. Narrate Positive

verbalized simultaneously using radar / scan and targeting time, voice and body expectations

### 4. Proximity



# *Classroom Management Hierarchy*

## **Voice Levels**

**3 - Outside Voice (Everyone can hear you)**

**2 - Table Talk (Normal voice)**

**1 - Whisper (1 person can hear you)**

**0 - No voice (Lips are sealed)**



# State Expectation ①

**For ....**

**T**ime

**V**oice

**B**ody

Ex. “Please clear your desks in 30 seconds  
with a level 0 voice and be tracking me, ready  
to learn!”



# VOICE LEVELS

3

**OUTSIDE**

EVERYONE CAN HEAR YOU

2

**TABLE TALK**

NORMAL VOICE

1

**WHISPER**

ONE PERSON CAN HEAR YOU

0

**NO VOICE**

LIPS ARE SEALED



# Key Ideas

**To effectively get to 90 to 100%....**

1. be **clear** so students know exactly what is expected of them and no one's learning gets left behind
2. use language that is logical and reinforces a **culture of learning**, not compliance
3. being **clear** ensures **consistency** and **fairness**:
  - ✓ teacher follows through with request every time
  - ✓ teacher holds all students accountable
4. use **affirmative language** – tone firm yet positive







## Radar/Scan

### **Radar**

- quickly touching all student work
- continually circulate entire classroom

Used – during independent practice (You Do) or group work

②

### **Scan**

- be seen looking around the entire classroom

Used – when giving directions or direct instruction (I and We Do)

# Narrate Positive (AKA Positive Narration) ③

□ verbalized simultaneously using radar / scan and targeting **T**ime, **V**oice and **B**ody expectations

Ex. “Johnny I noticed you went back to the paragraph and underlined your proof before you shared it with the class.” OR, “Thank you Suzy for clearing your desk quickly in a level o voice, you are ready for learning!”



# Proximity ④

- stand near an off-task student, lightly touch shoulder or desk, no words



# Quiet Redirection / Encouragement

□ whisper or state softly to off-task student

⑤

Ex. “I noticed that you have been working on problem three for 5 minutes. Do you need some help?” OR, “Please begin reading.” OR, “Oh, it is great that you understand it I know you will have it completed it in the next 2 minutes. I know you can do it.”







# What is Aggressive Monitoring?

**Aggressive Monitoring** is a high-impact teaching move that allows teachers to **collect data** and give targeted **feedback** to every student to change learning outcomes and increase mastery before the end of the lesson

## Looks Like

- Teachers giving written feedback to every student, affirming correct & noting incorrect responses, based on exemplar
- Teachers strategically providing support to students based on data
- Students working independently

## Sounds Like

- Teachers setting clear Time, Voice, Body expectations for independent work and positively narrating students based on exemplar
- Teacher providing individual feedback to every student
- Students working in small groups with the teacher during intervention

# Why Aggressive Monitoring?

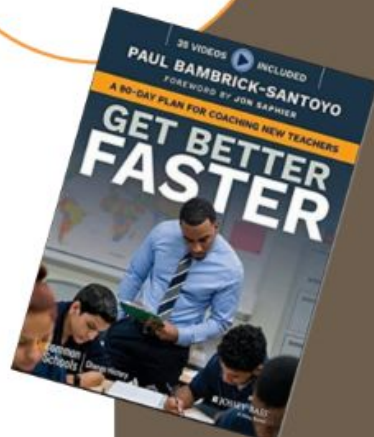
- Supports teachers in **monitoring** with a **plan** and **goal to collect student data** during the lesson cycle, prior to exit tickets and major assessments
- Allows teachers to collect **real-time** data and give **all students quality feedback** aligned to an exemplar
- Students are **engaged**, and **clear** on what they need to know and do to show mastery for the lesson – anchored in learning objective and exit ticket





## Key Idea

Aggressive monitoring is about making the independent practice the most **critical time** for you as a teacher to change learning outcomes for your students. [Bambrick-Santoyo, pg.206]





## Classroom Rigor Planning Meeting (CRPM) Rubric

1 Celebrations & Norms  4	Celebrations & Norms step meets all <b>three</b> criteria: <input type="checkbox"/> discussed <input type="checkbox"/> celebrations concrete <input type="checkbox"/> celebrations internalized by teacher
---------------------------------------	---


Steps	(4) Advanced
2 TEKS Scoped & Unpacked  4	TEKS Scoped & Unpacked step meets all <b>three</b> criteria: <input type="checkbox"/> high leverage <input type="checkbox"/> scoped <input type="checkbox"/> unpacked using know / show chart

Steps	(4) Advanced
3 Learning Objectives  4	Learning Objectives step meets all <b>three</b> criteria: <input type="checkbox"/> created <input type="checkbox"/> bite-sized, measurable & created from know / show chart

Steps	(4) Advanced
4 Entrance Ticket  3.5	Entrance Ticket step meets all <b>three</b> criteria: <input type="checkbox"/> created <input type="checkbox"/> aligned to learning objective <input type="checkbox"/> rigorous



# WIN “What I Need” and [FLEX Time]

- 
- Learner centered approach
  - Differentiated instruction
  - Includes re-teaching, remediation, or extension activities for Math, Literacy and SEL
  - Intensive assistance in which the teacher provides a lesson targeting individual or groups of students that helps them continue to progress.
  - Curriculum specific to the students' needs by designing targeted instruction correlated with data checkpoints
  - MTSS (Multi-Tiered Support System)

# What is MTSS?

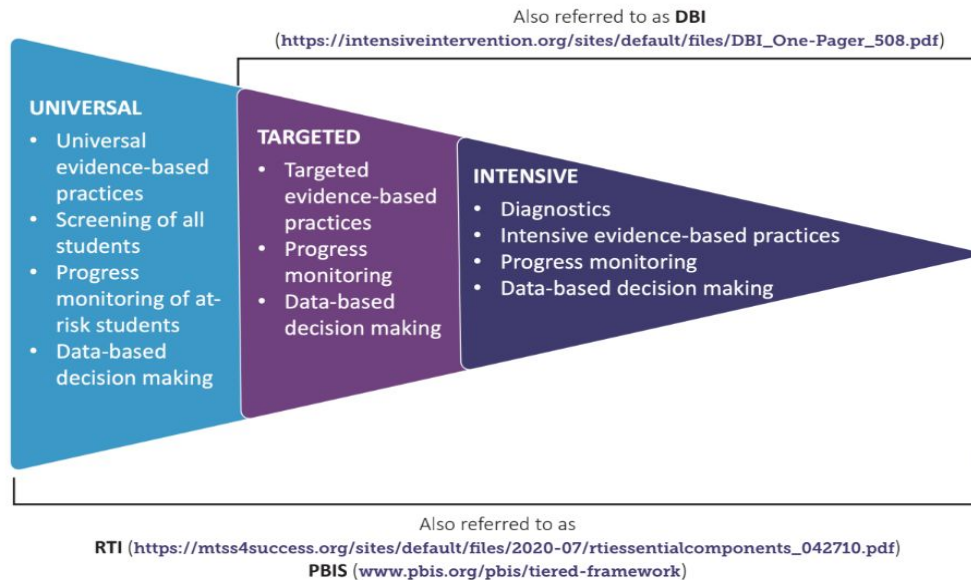
MTSS encompasses academic, behavioral, and mental health supports for all students.

A primary component of MTSS is using assessment data to drive differentiated

instruction and decision making for all students.

Collaboration both general education and special education—and support specialists.

Figure 1: MTSS Components and Other Support Systems





# PLC

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## **Professional Learning Community (PLC)**

The four questions of the PLC:

1. What do we want our students to know and be able to do?
  2. How will we know if they learn it?
  3. How will we respond when some students do not learn?
  4. How will we extend the learning for students who are already proficient?
-

# What is RTI?

## Tier 3

Students lag 1 or more years behind peers and require intensive individualized intervention. 1-5% of students.

Tier 3

Intensive

## Tier 2

Students lag well behind their peers and require some form of additional intervention. Strategic intervention with smaller groups of students needed. 5-15% of students.

Tier 2

Targeted

## Tier 1

Students learn at roughly grade level or above. Classroom instructions based on research based strategies. 80-90% of students.

Tier 1

Universal

***Response to  
Intervention***

## Teacher Incentive Allotment

Teachers Working in a Participating District -

Teacher Incentive Allotment ([tiatexas.org](http://tiatexas.org))

## BANQUETE ISD

### ESC Region 2

Designation System Status --

District Type Traditional

District Enrollment 821

### Average Campus Allotment



Recognized

\$6,650



Exemplary

\$13,300



Master

\$24,167



# Let's Set Up Emails at Computers!

Email

TEKS Resource

Ascender

Frontline

Eduphoria



# Payroll:

Employees will be paid on the 25th per month depending on if the pay date falls on a weekend or holiday.



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# Payroll: Local/State Leave



- Local leave earned for teachers, non-certified instructors and teacher aides is 5 days per school year.
- State leave earned for teachers, non-certified instructors and teacher aides is 5 days per school year.
- Total of 10 days for the calendar year.
- The campus will inform you on their procedure to request an absence.

# ● Frontline Absence Management, Time and Attendance, Frontline Central:

- \* Absence Management - Submit Absences
- \* Time & Attendance - Clock in and out daily
- \* Frontline Central - Sign form electronically

Attendance



Attendance



**Banquete Independent School District**

4339 Fourth St.  
Banquete, TX 78339  
Dr. Stacy Johnson  
Superintendent



The administrative office entrance is  
located at 4339 Fourth Street.



A word cloud with 'CURRICULUM' as the central, largest word in red. Surrounding it are various education-related terms in different sizes and orientations, mostly in shades of gray. The words are scattered across the frame, creating a dense, thematic visual.

# CURRICULUM

UNIVERSITY

TRAINING

SCHOOL

BOOK

TEACH

EXPERIENCE

LANGUAGE

PROCESS

WEBINAR

INFORMATION

COMPETENCE

LEADERSHIP

CERTIFICATE

RESEARCH

ONLINE

IDEA

COMMUNITY

KNOWLEDGE

INFORMATION

HIGH  
UNIVERSITY

COACHING LEADERSHIP

MASTERED

MASTER

SKILLS

STUDENT

LESSON

EDUCATE

GRADUATION

SCIENCE

TRAINING

STUDENT

DIPLOMA

SCHOOL

INFORMATION

COMPETENCE

LEADERSHIP

TEACH

SPECIALIST

EXPERT

EXPERIENCE

EDUCATION

ARTS

MA

EDUCATE

GRADUATION

LANGUAGE

PROCESS

WEBINAR

INFORMATION

COMPETENCE

LEADERSHIP

TEACH

BOOK

TRAINING

SCIENCE

TRAINING

STUDENT

DIPLOMA

SCHOOL

INFORMATION

COMPETENCE

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SCIENCE

TRAINING

STUDENT

DIPLOMA

SCHOOL

INFORMATION

COMPETENCE

LEADERSHIP

TEACH


BOOK

TRAINING


SCIENCE

TRAINING

# Banquete Elementary Curriculum

	Math	RLA	Science	Social Studies
<b>PreK</b> 	<ul style="list-style-type: none"> <li>Istation Math</li> </ul>	<ul style="list-style-type: none"> <li>Saxon Phonics</li> <li>SAVVAS - Learning Three Cheers for PreK</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
<b>Kinder</b>	<ul style="list-style-type: none"> <li>TEKS Resource System</li> <li>Eureka</li> <li>Zearn</li> </ul>	<ul style="list-style-type: none"> <li>TEKS Resource System</li> <li>SAVVAS My View Literacy</li> <li>Saxon Phonics</li> <li>Heggerty Phonics</li> </ul>	<ul style="list-style-type: none"> <li>TEKS Resource System</li> <li>SAVVAS</li> </ul>	<ul style="list-style-type: none"> <li>TEKS Resource System</li> </ul>
<b>1st grade</b>	<ul style="list-style-type: none"> <li>TEKS Resource System</li> <li>Eureka</li> <li>Zearn</li> </ul>	<ul style="list-style-type: none"> <li>TEKS Resource System</li> <li>SAVVAS My View Literacy</li> <li>Saxon Phonics</li> <li>Heggerty Phonics</li> <li>Writeable</li> </ul>	<ul style="list-style-type: none"> <li>TEKS Resource System</li> <li>SAVVAS</li> </ul>	<ul style="list-style-type: none"> <li>TEKS Resource System</li> </ul>
<b>2nd grade</b>	<ul style="list-style-type: none"> <li>TEKS Resource System</li> <li>Eureka</li> <li>Zearn</li> </ul>	<ul style="list-style-type: none"> <li>TEKS Resource System</li> <li>SAVVAS My View Literacy</li> <li>Saxon Phonics</li> <li>Heggerty Phonics</li> <li>Writeable</li> </ul>	<ul style="list-style-type: none"> <li>TEKS Resource System</li> <li>SAVVAS</li> </ul>	<ul style="list-style-type: none"> <li>TEKS Resource System</li> </ul>
<b>3rd 4th 5th</b>	<ul style="list-style-type: none"> <li>TEKS Resource System</li> <li>Eureka</li> <li>Zearn</li> <li>SIRIUS Education-Zingers Math (3rd grade)</li> </ul>	<ul style="list-style-type: none"> <li>TEKS Resource System</li> <li>SAVVAS My View Literacy</li> <li>Writeable</li> </ul>	<ul style="list-style-type: none"> <li>TEKS Resource System</li> <li>SAVVAS</li> </ul>	<ul style="list-style-type: none"> <li>TEKS Resource System</li> </ul>

# Banquete Jr. High Curriculum



	Math	RLA	Science	Social Studies
BJHS	<ul style="list-style-type: none"><li>• TEKS Resources</li><li>• Maneuvering the Middle</li><li>• McGraw Hill School Division-TX Math</li><li>• SIRIUS Education - Zingers</li></ul>	<ul style="list-style-type: none"><li>• TEKS Resources</li><li>• SAVVAS My View Literacy and MY Perspectives</li></ul>	<ul style="list-style-type: none"><li>• TEKS Resources</li><li>• SAVVAS</li></ul>	<ul style="list-style-type: none"><li>• TEKS Resources</li><li>• Houghton Mifflin</li><li>• Lowman S.S</li></ul>

# Banquete High School Curriculum



	Math	RLA	Science	Social Studies
<b>BHS</b>	<ul style="list-style-type: none"><li>• TEKS Resource System</li><li>• Bedford, Freeman, and Worth Publishing-Sapling Learning Alg. I</li><li>• Sapling Learning Alg. II</li><li>• Sapling Learning Geometry</li><li>• Cengage Learning - College Prep, Calculus, Pre Cal, Math Models</li></ul>	<ul style="list-style-type: none"><li>• TEKS Resource System</li><li>• SAVVAS- My Perspectives</li></ul>	<ul style="list-style-type: none"><li>• TEKS Resource System</li><li>• SAVVAS Biology</li><li>• Wilcox-Science Anatomy &amp; Phy</li><li>• SAVVAS-Environmental Science</li><li>• SAVVAS - Chemistry</li></ul>	<ul style="list-style-type: none"><li>• TEKS Resource System</li><li>• Houghton Milton Harcourt Social Studies</li><li>• Holt McDougal Social Studies</li></ul>

**Curriculum**

## TEKS Verification Document

ELA/TEKS Verification

Fourth Grade

**KEY CONCEPT VERTICAL ALIGNMENT**

GRADES 5-9 MATH

5th Grade	6th Grade	7th Grade	8th Grade	9th Grade
1	1	1	1	1
2	2	2	2	2
3	3	3	3	3
4	4	4	4	4
5	5	5	5	5
6	6	6	6	6
7	7	7	7	7
8	8	8	8	8
9	9	9	9	9
10	10	10	10	10
11	11	11	11	11
12	12	12	12	12

## INSTRUCTIONAL FOCUS DOCUMENT

Grade 5 Science

UNIT: 03 TITLE: Forces  
Example Lesson 01: Experimenting with Force

State Resources

SUGGESTED DURATION: 5 days

### RATIONALE:

Prior to this unit, in Grade 4, students investigated forces such as magnetism and gravity, as well as identified that a push or a pull changes the speed or direction of an object. During this unit, students will focus on designing and experimenting an experiment that tests the effect of force on an object. After this unit, an student enter the middle grades, the emphasis will be on describing the change in position or speed by graphing.

According to the American Association for the Advancement of Science (AAAS), in the Benchmarks for Science Literacy (Project 2061) (latest version), "By the end of Grade 5, the student should know that changes in speed or direction of motion are caused by forces (APC.5.1) and the greater the force is, the greater the change in motion will be. The more massive an object is, the less effect a given force will have (APC.5.2)."

### MISCONCEPTIONS/UNDERDEVELOPED CONCEPTS:

4. Students may think that sustained motion requires sustained force.

PERFORMANCE INDICATORS	CONCEPTS	KEY UNDERSTANDINGS FOR LEARNERS
Design and implement an experiment that tests the effect of force on an object. Report results in a written format (S.5.2, S.5.3, S.5.4).	Change - Force Values of Science - Lab Skills	Forces change the speed or direction of an object.

**TAG** Dinnac 1st

Home Tests **Items** Passages Graphics TTS Admin

**Item Types**

Multiple Choice  
Text Entry  
Match & Order  
Highlight & Drawing  
**Math**

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# TCMPC TEKS RESOURCE SYSTEM



- Vertical Alignment
- TEKS Clarification
- Year at a Glance
- TEKS Verification
- STAAR Analysis
- Instructional Focus Document
- Assessment Creator

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# Daily Curriculum

- 1.State Standards-TEKS
- 2.TEKS Resources Year at a Glance/YAGS

[TEKS Resource System](#)





# STATE Standards: Texas Essential Knowledge and Skills

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Grade Level

Grade 5



Subject Area

English Language Arts and Reading



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- TEKS Verification
- Resources
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# STATE Standards: (Texas Essential Knowledge and Skills)

## Vertical Alignment

The Vertical Viewer is designed to demonstrate the vertical alignment of the state standards (TEKS) throughout the grade levels and provide further clarity of the depth and complexity of the standards. The TEKS Resource System Vertical Viewer tool utilizes the vertical alignment provided by the Texas Education Agency (TEA).

To access PDF versions of the TEA Vertical Alignment charts for ELAR/SLAR, click [here](#).

Select the grade levels you wish to view (up to five at a time) by checking or unchecking the desired boxes below. To find a specific word or phrase, use your browser's search function by pressing CTRL + F at the same time.

### TEKS ELAR Vertical Alignment

☐ Kindergarten ☐ Grade 1 ☐ Grade 2 ☐ Grade 3 ☒ Grade 4 ☒ Grade 5 ☒ Grade 6 ☐ Grade 7 ☐ Grade 8 ☐ English I ☐ English II ☐ English III ☐ English IV

Reset

#### Grade 4

#### Grade 5

#### Grade 6

**Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:**

#### 4.1A

Listen actively, ask relevant questions to clarify information, and make pertinent comments.

[Show Specificity and Notes](#)

#### 5.1A

Listen actively to interpret verbal and non-verbal messages, ask relevant questions, and make pertinent comments.

[Show Specificity and Notes](#)

#### 6.1A

Listen actively to interpret a message, ask clarifying questions, and respond appropriately.

[Show Specificity and Notes](#)

#### 4.1B

Follow, restate, and give oral instructions that involve a series of related sequences of action.

[Show Specificity and Notes](#)

#### 5.1B

Follow, restate, and give oral instructions that include multiple action steps.

[Show Specificity and Notes](#)

#### 6.1B

Follow and give oral instructions that include multiple action steps.

[Show Specificity and Notes](#)

#### 4.1C

Express an opinion supported by accurate information, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively.

[Show Specificity and Notes](#)

#### 5.1C

Give an organized presentation employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively.

[Show Specificity and Notes](#)

#### 6.1C

Give an organized presentation with a specific stance and position, employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively.

[Show Specificity and Notes](#)



# STATE Standards: (Texas Essential Knowledge and Skills)

## TEKS Clarification

### English Language Arts and Reading

Grade 5	
GRADE 5	
§110.1. Implementation of Texas Essential Knowledge and Skills for English Language Arts and Reading, Elementary, Adopted 2017. Source: The provisions of this §110.1 adopted to be effective September 25, 2017, 42 TexReg 4999. §110.7. English Language Arts and Reading, Grade 5, Adopted 2017.	
5.Intro.1	The English language arts and reading Texas Essential Knowledge and Skills (TEKS) embody the interconnected nature of listening, speaking, reading, writing, and thinking through the seven integrated strands of developing and sustaining foundational language skills; comprehension; response; multiple genres; author's purpose and craft; composition; and inquiry and research. The strands focus on academic oracy (proficiency in oral expression and comprehension), authentic reading, and reflective writing to ensure a literate Texas. The strands are integrated and progressive with students continuing to develop knowledge and skills with increased complexity and nuance in order to think critically and adapt to the ever-evolving nature of language and literacy.
5.Intro.2	The seven strands of the essential knowledge and skills for English language arts and reading are intended to be integrated for instructional purposes and are recursive in nature. Strands include the four domains of language (listening, speaking, reading, and writing) and their application in order to accelerate the acquisition of language skills so that students develop high levels of social and academic language proficiency. Although some strands may require more instructional time, each strand is of equal value, may be presented in any order, and should be integrated throughout the year. It is important to note that encoding (spelling) and decoding (reading) are reciprocal skills. Decoding is internalized when tactile and kinesthetic opportunities (encoding) are provided. Additionally, students should engage in academic conversations, write, read, and be read to on a daily basis with opportunities for cross-curricular content and student choice.
5.Intro.3	Text complexity increases with challenging vocabulary, sophisticated sentence structures, nuanced text features, cognitively demanding content, and subtle relationships among ideas (Texas Education Agency, STAAR Performance Level Descriptors, 2013). As skills and knowledge are obtained in each of the seven strands, students will continue to apply earlier standards with greater depth to increasingly complex texts in multiple genres as they become self-directed, critical learners who work collaboratively while continuously using metacognitive skills.
5.Intro.4	English language learners (ELLs) are expected to meet standards in a second language; however, their proficiency in English influences the ability to meet these standards. To demonstrate this knowledge throughout the stages of English language acquisition, comprehension of text requires additional scaffolds such as adapted text, translations, native language support, cognates, summaries, pictures, realia, glossaries, bilingual dictionaries, thesauri, and other modes of comprehensible input. ELLs can and should be encouraged to use knowledge of their first language to enhance vocabulary development; vocabulary needs to be in the context of connected discourse so that it is meaningful. Strategic use of the student's first language is important to ensure linguistic, affective, cognitive, and academic development in English.

Year at a Glance  
English II YAG – 6 weeks

<b>First Semester</b>	<b>Second Semester</b>
<b>1st Six Weeks</b>  <b>Unit 01: Traversing Through World Literature (23 days for the entire unit)</b> E2.1A, E2.1B, E2.1C, E2.1D, E2.1E, E2.2A, E2.2B, E2.2C, E2.5A, E2.5B, E2.5C, E2.5D, E2.5A, E2.7A, E2.12A, E2.12D, E2.13A, E2.13B, E2.13C, E2.13D, E2.13E, E2.14A, E2.15C.i, E2.15C.ii, E2.15C.iii, E2.17A.i, E2.17A.ii, E2.17C, E2.18A, E2.18A.ii, E2.18B.ii, E2.19A, E2.26A, E2.Fig13A, E2.Fig19B	<b>4th Six Weeks</b>  <b>Unit 04: Purposeful Persuasion (21 days for the entire unit)</b> E2.1A, E2.1B, E2.6A, E2.6A, E2.9A, E2.10, E2.9C, E2.10A, E2.10B, E2.12A, E2.12B, E2.12C, E2.12D, E2.13B, E2.13A, E2.15D, E2.16A, E2.16B, E2.16C, E2.16D, E2.16E, E2.16F, E2.17B, E2.21B, E2.21C, E2.22B, E2.24C, E2.25A, E2.Fig19A, E2.Fig19B
<b>2nd Six Weeks</b>  <b>Unit 02A: Analyzing Poetic Structure (17 days for the entire unit)</b> E2.1A, E2.1B, E2.1C, E2.1D, E2.2A, E2.2C, E2.3A, E2.7A, E2.13A, E2.13B, E2.13C, E2.13D, E2.14B, E2.15C.i, E2.15C.ii, E2.15C.iii, E2.Fig13A, E2.Fig19B	<b>5th Six Weeks</b>  <b>Unit 05A: Connecting Genres (11 days for the entire unit)</b> E2.2A, E2.2B, E2.3A, E2.5A, E2.5C, E2.7A, E2.8A, E2.9A, E2.9C, E2.9D, E2.13C, E2.15A.i, E2.15A.ii, E2.15A.iii, E2.15A.iv, E2.15A.v, E2.15A.vi, E2.Fig15A, E2.Fig19B
<b>Unit 02B: Deeper Analysis Through Drama (17 days for the entire unit)</b> E2.1A, E2.1B, E2.1C, E2.2A, E2.2B, E2.2C, E2.4A, E2.5A, E2.7A, E2.12A, E2.12D, E2.13A, E2.13B, E2.13C, E2.13D, E2.14C, E2.24A, E2.Fig15A, E2.Fig19B	<b>Unit 05B: Collage and Career Connections (11 days for the entire unit)</b> E2.5A, E2.9A, E2.9C, E2.11A, E2.11B, E2.15B.i, E2.15B.ii, E2.15B.iii, E2.21B, E2.24B, E2.Fig19B
<b>3rd Six Weeks</b>  <b>Unit 03: Analyzing Informational Text (28 days for the entire unit)</b> E2.1A, E2.1B, E2.1C, E2.8A, E2.9A, E2.9B, E2.9C, E2.9D, E2.11A, E2.11B, E2.12A, E2.12D, E2.13A, E2.13B, E2.13C, E2.15A.i, E2.15A.ii, E2.15A.iii, E2.15A.iv, E2.15A.v, E2.15C.i, E2.15C.ii, E2.15C.iii, E2.17A.i, E2.17A.ii, E2.17C, E2.18B.i, E2.18B.ii, E2.21B, E2.21C, E2.24B, E2.Fig15A, E2.Fig19B	<b>6th Six Weeks</b>  <b>Unit 06: Marshaling Evidence (20 days for the entire unit)</b> E2.20A, E2.20B, E2.21A, E2.21B, E2.21C, E2.22A, E2.22B, E2.22C, E2.23A, E2.23B, E2.23C, E2.23D, E2.23E, E2.25A, E2.Fig19B

GDE13 TCMPG

Last Updated 05/01/2012

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# District Year at a Glance

# Units per Six Weeks



# STATE Standards: (Texas Essential Knowledge and Skills)

## Resources

- | Resources  |                                     |
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| <input type="checkbox"/> Concept Charts  | <a href="#">Add to My Favorites</a> |
| <input type="checkbox"/> ELAR COVID-19 Gap Implementation Tool Grade 5         | <a href="#">Add to My Favorites</a> |
| <input type="checkbox"/> ELAR Grade 5 STAAR Resources – Drama                  | <a href="#">Add to My Favorites</a> |
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| <input type="checkbox"/> ELAR Grade 5 STAAR Resources – Paired                 | <a href="#">Add to My Favorites</a> |
| <input type="checkbox"/> ELAR Grade 5 STAAR Resources – Persuasive             | <a href="#">Add to My Favorites</a> |
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| <input type="checkbox"/> Grade 5 Rubrics and Checklists                        | <a href="#">Add to My Favorites</a> |
| <input type="checkbox"/> TVD Categories  | <a href="#">Add to My Favorites</a> |
| <input type="checkbox"/> YAG Vertical Alignment                                | <a href="#">Add to My Favorites</a> |

# STATE Standards: Texas Essential Knowledge and Skills

TITLE : Unit 02A: Author's Purpose & Craft: Exploring Purpose and Message

SUGGESTED DURATION : 10 Days

## UNIT OVERVIEW

### Introduction

This unit bundles student expectations that address listening, speaking, reading, writing, and thinking with purpose. At the heart of all communication is purpose—the "why" of the message. Purpose helps shape the message being conveyed (whether oral or written) and helps support comprehension of the message (whether heard or read). Authors use specific techniques to deliver their message and recognizing these techniques is key to comprehending.

### Enter to this Unit

In Unit 01, students discussed and wrote about their reading and writing experiences, habits, and routines. Students made choices about which texts to read based on their interests and purposes for reading. Most of the SEs included in this unit have been introduced and taught in prior grade levels. Concepts should not be new, however, they should be applying them in more complex texts and/or situations.

### During this Unit

In Reading, students examine a variety of texts focusing on the author's intended purpose, message, and audience. To determine the author's purpose and message, students make inferences based on the evidence provided in the text. Students use annotating to guide them in meaning making. Students write responses explaining the author's purpose and message while paraphrasing text evidence to support their inferences.

In Writing, students engage in the writing process, planning and drafting a composition with purpose, message, and audience in mind. Students use simple and compound sentences with proper subject-verb agreement in order to maintain meaning in communicating their message.

In Word Study, students continue to use context clues and resources, such as dictionaries, to determine the meaning of unfamiliar words. Students also decode and spell multisyllabic words with an emphasis on syllable division and the syllable patterns (open, closed, VCe, vowel teams, and r-controlled vowels).

In Collaboration/Oral Language, students work with partners to brainstorm ideas on writing topics. Upon completing the pre-writing stage, students reflect on their planning process in small groups, focusing on listening actively to all group members, asking relevant questions, and making pertinent comments.

### After this Unit

In the following units, students will continue to discover how author's purpose impacts text organization, as well as language and voice. They will continue to explore a variety of texts to examine author's choices. Students will continue applying the writing process, making intentional decisions about organization, text structure, and language based on their purpose, message, and audience.

### Additional Notes

This unit is intended to be taught through the lens of multiple genres with the focus being on purpose and message of texts rather than on genre-specific characteristics. While genre may be part of the conversation about purpose and message, it is not the focus. This applies to both reading and writing. Reading with an emphasis on purpose and message, and writing with a focus on purpose and message.

Author's purpose goes beyond PIE (persuade, inform, entertain). Although these are umbrella terms, the reason an author writes is much more complex. Here are two possible examples:

- So the author wrote this story to "entertain" us, but why did he want to tell the story in the first place? He wanted to tell a story about how important his grandmother is in his life.
- So the author wrote this article to "inform" us, but what exactly did she want us to know? She wanted us to understand how bicycles have changed over time.

By going beyond PIE, we are asking kids to also think about the message that is being communicated which is central to the purpose. By thinking about author's purpose more in-depth, students should be able to apply this type of thinking when they go to craft their own writing. Instead of just saying, "I am going to write about my dog," students should be encouraged to include their purpose with their topic: "I am going to tell the story about how getting my dog changed my life."

In order to determine which sound-spelling patterns need to be addressed, teachers may need to analyze students' miscues while reading and/or analyze students' spelling errors and overgeneralizations (copying a particular pattern to all words with a particular sound) in writing.

Although not explicitly taught, students continue to develop and use strategies for listening, speaking, and collaborating as well as using context clues and resources to determine the meaning of unknown words.

As suggested by TEA, the TEKS in this unit are meant to be integrated with emphasis on the connections between listening, speaking, reading, writing, and thinking. There should be daily opportunities for students to discuss, read, and write. Students will continually develop their knowledge and skills with increased complexity over time.

### Research

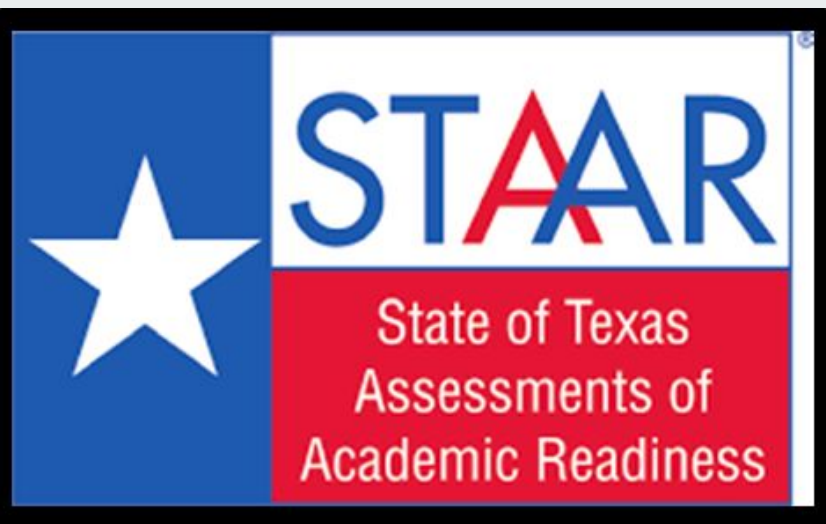
Authors read and write with a purpose in mind. For example, readers can examine text to evaluate author's choices or they can read to enhance their own writing. Students must begin to examine the "fingerprints" (i.e., unique style and special nuances) left by authors and begin to morph them into their own (Dorfman & Cappelli, 2007).

Dorfman, L. R., Cappelli, R., & Hoyt, L. (2017). Mentor texts: teaching writing through children's literature, K-8. Portland, ME: Stenhouse.

Writers must also plan with purpose in mind. According to Carroll and Wilson (2008), students must first determine "why they are writing what they are writing" (p.31). This foundational decision will greatly influence their choices as they continue to craft their writing. This can be done during prewriting. "Prewriting is intrinsic to the writing process." (Carroll & Wilson, p. 4). Strategies can be used to help writers generate ideas and/or focus on a topic.

Carroll, J. A., & Wilson, B. S. (2008). Acts of teaching: how to teach writing (2nd ed.). Wakeport, Conn: Teacher Ideas Press.

## IFD: Instructional Focus Document (TEKS bundled by Unit)



**TESTING & ACCOUNTABILITY**



**WHAT IS  
ASSESSMENT TEST?**



**WHY IS IT  
IMPORTANT?**





# Keys to Effective Teaching

- ★ Have POSITIVE EXPECTATIONS for student success
- ★ Be good CLASSROOM MANAGERS
- ★ Focus on student LEARNING AND MASTERY

