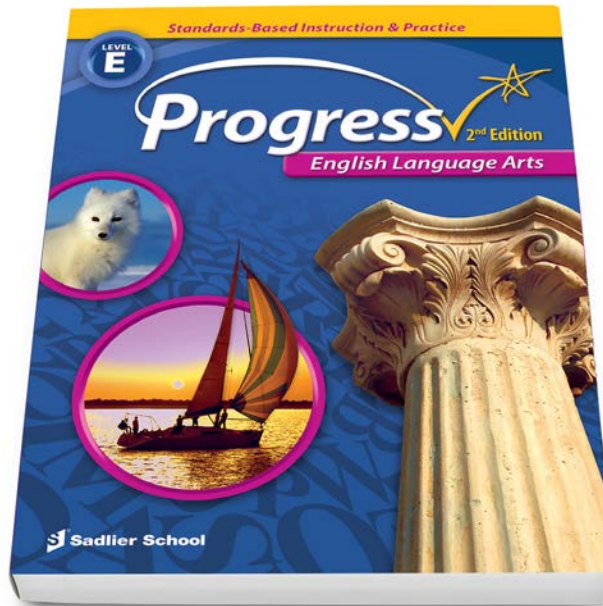


# Progress

## English Language Arts 2<sup>nd</sup> Edition

Correlation to the Texas Essential Knowledge and Skills (TEKS)  
for English Language Arts and Reading, Adopted 2017

Grade 5



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## §110.7. English Language Arts and Reading, Grade 5, Adopted 2017.

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS) FOR ELA	PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL E / GRADE 5
<p>(1) <b>Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking—oral language.</b> The student develops oral language through listening, speaking, and discussion. The student is expected to:</p>	
<p>(A) listen actively to interpret verbal and non-verbal messages, ask relevant questions, and make pertinent comments;</p>	<p><b>STUDENT EDITION/TEACHER’S EDITION</b>  <b>Connect Across Texts</b></p> <ul style="list-style-type: none"> <li>Connect to the Essential Question/Connect to the Theme (small group/class discussion)—Chapter 1, p. 31; Chapter 2, p. 57; Chapter 3, p. 83; Chapter 4, p. 109; Chapter 5, p. 129; Chapter 6, p. 155</li> </ul> <p><b>Speaking and Listening</b></p> <ul style="list-style-type: none"> <li>Discuss the Essential Question (small group/class discussion)                             <ul style="list-style-type: none"> <li>Answer questions related to the chapter Essential Question—Chapter 7, p. 170; Chapter 8, p. 184; Chapter 9, p. 198; Chapter 10, p. 212; Chapter 11, p. 226</li> <li>Good Speaker/Good Listener Checklist—Chapter 7, p. 170                                     <ul style="list-style-type: none"> <li>Did I: Ask questions to check my understanding?</li> </ul> </li> <li>Use the organizer to record the discussion (Agree or Disagree/New Ideas/Questions I Asked/Questions I Answered)—Chapter 8, p. 184; Chapter 9, p. 198; Chapter 10, p. 212; Chapter 11, p. 226</li> </ul> </li> </ul> <p><b>TEACHER’S EDITION</b>  <b>Discussion Skills</b></p> <ul style="list-style-type: none"> <li>Listen carefully/ask clarifying questions/build on each other’s reasoning—TE pp. 27, 53, 105, 125, 151, 169, 184, 198, 212, 226</li> </ul> <p><b>Speaking and Listening Presentation</b></p> <ul style="list-style-type: none"> <li>Listen attentively/ask questions—Chapter 7, p. 170; Chapter 8, p. 184; Chapter 9, p. 198; Chapter 10, p. 212; Chapter 11, p. 226</li> </ul>
<p>(B) follow, restate, and give oral instructions that include multiple action steps;</p>	<p><b>STUDENT EDITION/TEACHER’S EDITION</b>  <b>Chapter 2 Key Ideas and Details: Informational Texts</b></p> <ul style="list-style-type: none"> <li>Explaining Relationships Between Ideas: “Experiments with Motion” (follow specific steps for an experiment or demonstration of a scientific concept)—pp. 50–55</li> </ul> <p><b>Chapter 10 Text Types and Purposes: Write Opinion Pieces</b></p> <ul style="list-style-type: none"> <li>Home Connect                             <ul style="list-style-type: none"> <li>Describe how to carry out a process such as following a recipe/how to play a game—p. 202</li> </ul> </li> </ul>
<p>(C) give an organized presentation employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively; and</p>	<p><b>TEACHER’S EDITION</b>  <b>Extend Thinking</b></p> <ul style="list-style-type: none"> <li>Chapter 1 Create (storyboards for an adventure movie/present to class)—TE p. 23</li> <li>Chapter 1 Compare (create a presentation/make a word web)—TE p. 30</li> </ul> <p style="text-align: right;"><i>continued</i></p>

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## §110.7. English Language Arts and Reading, Grade 5, Adopted 2017.

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS) FOR ELA	PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL E / GRADE 5
	<ul style="list-style-type: none"> <li>• Chapter 1 Investigate (create a visual/present to class)—TE p. 43</li> <li>• Chapter 3 Research (use visual aids for short presentation)—TE p. 67</li> <li>• Chapter 4 Research (present research to class/use a visual)—TE p. 93</li> <li>• Chapter 4 Form Opinions (present opinions to class/use at least one visual)—TE p. 101</li> <li>• Chapter 5 Creating a New Myth (present myths to class)—TE p. 128</li> <li>• Chapter 6 Cite Evidence (use the Internet or library/present findings to class)—TE p. 141</li> </ul> <p><b>Speaking and Listening Presentation</b></p> <ul style="list-style-type: none"> <li>• Prepare and make a formal presentation (state topic clearly, present appropriate facts)—Chapter 1, TE p. 29; Chapter 2, TE p. 55; Chapter 3, TE p. 81; Chapter 4, TE p. 107; Chapter 6, TE p. 127; Chapter 6, TE p. 153</li> </ul> <p><b>DIGITAL RESOURCES</b></p> <p><b>Writing Handbook</b></p> <ul style="list-style-type: none"> <li>• Speaking Tips (giving an oral presentation)—p. 9                             <ul style="list-style-type: none"> <li>○ Use language that fits your audience and the occasion.</li> <li>○ If necessary, use visuals to support what you say.</li> <li>○ Speak loudly and clearly so that everyone can hear and understand you.</li> <li>○ Speak in complete sentences, and pause between sentences to show the break in ideas.</li> <li>○ Change the pitch, rate, and loudness of your voice to express your ideas.</li> <li>○ When you have finished speaking, ask your audience if they have any questions. Answer them politely and listen carefully to their questions.</li> <li>○ Take time to think before you respond.</li> </ul> </li> </ul>
<p>(D) work collaboratively with others to develop a plan of shared responsibilities.</p>	<p><b>TEACHER'S EDITION</b></p> <p><b>Peer Collaboration</b></p> <ul style="list-style-type: none"> <li>• Chapter 1, TE p. 15; Chapter 2, TE p. 41; Chapter 3, TE p. 67; Chapter 4, TE p. 93; Chapter 5, TE p. 119; Chapter 6, TE p. 139</li> </ul> <p><b>Discussion Skills</b></p> <ul style="list-style-type: none"> <li>• Chapter 1, TE p. 27; Chapter 2, TE p. 53; Chapter 3, TE p. 79; Chapter 4, TE p. 105; Chapter 5, TE p. 125; Chapter 6, TE p. 151; Chapter 7, TE p. 170; Chapter 8, TE p. 184; Chapter 9, TE p. 198; Chapter 10, TE p. 212; Chapter 11, TE p. 226</li> </ul> <p><b>Turn and Talk</b></p> <ul style="list-style-type: none"> <li>• Chapter 1, TE p. 27; Chapter 2, TE p. 53; Chapter 3, TE p. 79; Chapter 4, TE p. 105; Chapter 5, TE p. 145; Chapter 6, TE p. 151</li> </ul>

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TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS) FOR ELA	PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL E / GRADE 5
<p>(2) <b>Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking—beginning reading and writing.</b> The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p>	
<p>(A) demonstrate and apply phonetic knowledge by:</p>	
<p>(i) decoding words with consonant changes, including /t/ to /sh/ such as in select and selection and /k/ to /sh/ such as music and musician;</p>	<p><b>TEACHER'S EDITION</b> <b>Support English Language Learners</b></p> <ul style="list-style-type: none"> <li>English language learners may have trouble pronouncing or comprehending the suffix <i>-tion</i>, which indicates a noun in English. Explain that the suffix is pronounced "shun," with no hard <i>t</i> sound.—TE p. 97</li> </ul>
<p>(ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllable; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;</p>	<p><b>DIGITAL RESOURCES</b> <b>Foundational Skills Handbook</b></p> <ul style="list-style-type: none"> <li>Instruction &amp; Practice Lesson Plans                             <ul style="list-style-type: none"> <li>Open, Closed, and Consonant + <i>-le</i> Syllables</li> <li><i>r</i>-Controlled Vowels and VCe Syllables</li> <li>Words with Long Vowels</li> </ul> </li> <li>Additional Practice                             <ul style="list-style-type: none"> <li>Open, Closed, and Consonant + <i>-le</i> Syllables</li> <li><i>r</i>-Controlled Vowels and VCe Syllables</li> <li>Words with Long Vowels</li> </ul> </li> <li>Teacher Resources                             <ul style="list-style-type: none"> <li>How to Use the Handbook</li> </ul> </li> </ul>
<p>(iii) decoding words using advanced knowledge of syllable division patterns;</p>	<p>N/A</p>
<p>(iv) decoding words using advanced knowledge of the influence of prefixes and suffixes on base words; and</p>	<p><b>STUDENT EDITION/TEACHER'S EDITION</b> <b>Language</b></p> <ul style="list-style-type: none"> <li>Greek and Latin Roots—p. 58</li> <li>Greek and Latin Affixes and Roots—p. 182</li> </ul> <p><b>DIGITAL RESOURCES</b> <b>Chapter 2 Key Ideas and Details: Informational Texts</b></p> <ul style="list-style-type: none"> <li>Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>Language: Greek and Latin Roots</li> </ul> </li> </ul> <p><b>Chapter 8 Text Types and Purposes: Write Informative/ Explanatory Texts</b></p> <ul style="list-style-type: none"> <li>Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>Language: Greek and Latin Affixes and Roots</li> </ul> </li> </ul> <p style="text-align: right;"><i>continued</i></p>

## §110.7. English Language Arts and Reading, Grade 5, Adopted 2017.

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS) FOR ELA	PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL E / GRADE 5
	<p><b>Foundational Skills Handbook</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>○ Base Words</li> <li>○ Prefixes</li> <li>○ Suffixes</li> <li>○ Greek and Latin Roots</li> </ul> </li> <li>• Instruction &amp; Practice Lesson Plans                             <ul style="list-style-type: none"> <li>○ Base Words</li> <li>○ Prefixes</li> <li>○ Suffixes</li> <li>○ Greek and Latin Roots</li> </ul> </li> <li>• Additional Practice                             <ul style="list-style-type: none"> <li>○ Base Words</li> <li>○ Prefixes</li> <li>○ Suffixes</li> <li>○ Greek and Latin Roots</li> </ul> </li> <li>• Teacher Resources                             <ul style="list-style-type: none"> <li>○ How to Use the Handbook</li> </ul> </li> </ul>
(v) identifying and reading high-frequency words from a research-based list;	<p><b>STUDENT EDITION/TEACHER'S EDITION</b></p> <p><b>Words to Know</b> The Words to Know in each reading selection cover research-based academic and high-frequency words.</p> <ul style="list-style-type: none"> <li>• General Academic Vocabulary/Domain-Specific Vocabulary—pp. 12, 14, 16, 18, 20, 22, 24, 26, 28, 38, 40, 42, 44, 46, 48, 50, 52, 54, 64, 66, 68, 70, 72, 74, 76, 78, 80, 90, 92, 94, 96, 98, 100, 102, 104, 106, 116, 118, 120, 122, 124, 126, 136, 138, 140, 142, 144, 146, 148, 150, 152</li> </ul>
(B) demonstrate and apply spelling knowledge by:	
(i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;	<p><b>DIGITAL RESOURCES</b></p> <p><b>Foundational Skills Handbook</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice Lesson Plans                             <ul style="list-style-type: none"> <li>○ r-Controlled Vowels and VCe Syllables</li> <li>○ Open, Closed, and Consonant + -le Syllables</li> </ul> </li> <li>• Additional Practice                             <ul style="list-style-type: none"> <li>○ r-Controlled Vowels and VCe Syllables</li> <li>○ Open, Closed, and Consonant + -le Syllables</li> </ul> </li> <li>• Teacher Resources                             <ul style="list-style-type: none"> <li>○ How to Use the Handbook</li> </ul> </li> </ul>
(ii) spelling words with consonant changes, including/t/ to/sh/ such as in select and selection and/k/ to /sh/ such as music and musician;	<p><b>TEACHER'S EDITION</b></p> <p><b>Support English Language Learners</b></p> <ul style="list-style-type: none"> <li>• <i>Termination (terminate), action (act), and connection (connect)</i>—TE p. 97</li> </ul>

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TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS) FOR ELA	PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL E / GRADE 5
(iii) spelling multisyllabic words with multiple sound-spelling patterns;	<p><b><u>DIGITAL RESOURCES</u></b>  <b>Foundational Skills Handbook</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice Lesson Plans                             <ul style="list-style-type: none"> <li>○ Words with Long Vowels (multisyllabic words with multiple sound-spelling patterns)</li> </ul> </li> <li>• Additional Practice                             <ul style="list-style-type: none"> <li>○ Words with Long Vowels</li> </ul> </li> <li>• Teacher Resources                             <ul style="list-style-type: none"> <li>○ How to Use the Handbook</li> </ul> </li> </ul>
(iv) spelling words using advanced knowledge of syllable division patterns;	N/A
(v) spelling words using knowledge of prefixes; and	<p><b><u>STUDENT EDITION/TEACHER'S EDITION</u></b>  <b>Language</b></p> <ul style="list-style-type: none"> <li>• Greek and Latin Roots—p. 58</li> <li>• Greek and Latin Affixes and Roots—p. 182</li> </ul> <p><b><u>DIGITAL RESOURCES</u></b>  <b>Foundational Skills Handbook</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice Lesson Plans                             <ul style="list-style-type: none"> <li>○ Base Words</li> <li>○ Prefixes</li> <li>○ Greek and Latin Roots</li> </ul> </li> <li>• Additional Practice                             <ul style="list-style-type: none"> <li>○ Base Words</li> <li>○ Prefixes</li> <li>○ Greek and Latin Roots</li> </ul> </li> <li>• Teacher Resources                             <ul style="list-style-type: none"> <li>○ How to Use the Handbook</li> </ul> </li> </ul>
(vi) spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; and	<p><b><u>STUDENT EDITION/TEACHER'S EDITION</u></b>  <b>Language</b></p> <ul style="list-style-type: none"> <li>• Greek and Latin Roots—p. 58</li> <li>• Greek and Latin Affixes and Roots—p. 182</li> </ul> <p><b><u>TEACHER'S EDITION</u></b>  <b>Support English Language Learners</b></p> <ul style="list-style-type: none"> <li>• The Spanish suffix <i>-mente</i> is similar in meaning to the English suffix <i>-ly</i>—TE p. 25</li> <li>• The suffix <i>-tion</i>—TE p. 97</li> </ul> <p><b>Foundational Skill Review</b></p> <ul style="list-style-type: none"> <li>• Inflectional Endings (root word and suffix)—TE p. 95</li> </ul> <p><b><u>DIGITAL RESOURCES</u></b>  <b>Foundational Skills Handbook</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice Lesson Plans                             <ul style="list-style-type: none"> <li>○ Base Words</li> <li>○ Suffixes</li> <li>○ Greek and Latin Roots</li> </ul> </li> </ul> <p style="text-align: right;"><i>continued</i></p>

## §110.7. English Language Arts and Reading, Grade 5, Adopted 2017.

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS) FOR ELA	PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL E / GRADE 5
	<ul style="list-style-type: none"> <li>• Additional Practice                             <ul style="list-style-type: none"> <li>○ Base Words</li> <li>○ Suffixes</li> <li>○ Greek and Latin Roots</li> </ul> </li> <li>• Teacher Resources                             <ul style="list-style-type: none"> <li>○ How to Use the Handbook</li> </ul> </li> </ul> <p><i>See also Sadlier Grammar Workshop: Tools for Writing, Level Blue/Grade 5</i></p> <p><b><u>STUDENT EDITION/TEACHER'S EDITION</u></b>  <b>Unit 3 Verbs</b></p> <ul style="list-style-type: none"> <li>• Lesson 17 Simple Tense: Present (drop the e and add -ed/ change the y to i, and add -es)—SE pp. 80-83/TAE p. T27</li> <li>• Lesson 18 Simple Tense: Past (change the y to i/double the consonant)—SE pp. 84-87/TAE p. T27</li> </ul>
(C) write legibly in cursive.	N/A
<p><b>(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—vocabulary.</b> The student uses newly acquired vocabulary expressively. The student is expected to:</p>	
(A) use print or digital resources to determine meaning, syllabication, pronunciation, and word origin;	<p><b><u>STUDENT EDITION/TEACHER'S EDITION</u></b>  <b>Language</b></p> <ul style="list-style-type: none"> <li>• Reference Materials—p. 225</li> </ul> <p><b>Guided Instruction</b></p> <ul style="list-style-type: none"> <li>• Words to Know (consult a dictionary)—p. 90</li> <li>• Cite Evidence: D Consult a dictionary—p. 91</li> </ul> <p><b>End-of-Book Resource</b></p> <ul style="list-style-type: none"> <li>• Glossary—pp. 229-232</li> </ul> <p><b><u>TEACHER'S EDITION</u></b>  <b>Drawing Inferences</b></p> <ul style="list-style-type: none"> <li>• Cite Evidence (use dictionary to check inference)—TE p. 14</li> </ul> <p><b>Support English Language Learners</b></p> <ul style="list-style-type: none"> <li>• Consult a dictionary—TE pp. 51, 110, 177, 219</li> </ul> <p><b>Glossary</b></p> <ul style="list-style-type: none"> <li>• How to Use the Glossary (consult a print or online dictionary)—TE pp. 229 and 230</li> </ul> <p><b><u>DIGITAL RESOURCES</u></b>  <b>Student Resources</b> (each chapter)</p> <ul style="list-style-type: none"> <li>• Glossary</li> </ul> <p style="text-align: right;"><i>continued</i></p>

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TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS) FOR ELA	PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL E / GRADE 5
	<p><b>Chapter 11 Research to Build and Present Knowledge: Write Research Reports</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>○ Language: Reference Materials</li> </ul> </li> <li>• Additional Practice                             <ul style="list-style-type: none"> <li>○ Reference Materials</li> </ul> </li> </ul>
<p>(B) use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words;</p>	<p><b><u>STUDENT EDITION/TEACHER'S EDITION</u></b>  <b>Language</b></p> <ul style="list-style-type: none"> <li>• Context Clues—p. 110</li> <li>• Context Clues—p. 183</li> </ul> <p><b>Guided Instruction</b></p> <ul style="list-style-type: none"> <li>• Cite Evidence (context clues)—TE p. 91</li> </ul> <p><b><u>TEACHER'S EDITION</u></b>  <b>Guided Instruction</b></p> <ul style="list-style-type: none"> <li>• Cite Evidence (context clues)—TE p. 90</li> </ul> <p><b>Independent Practice</b></p> <ul style="list-style-type: none"> <li>• Use context clues—TE p. 94</li> </ul> <p><b>Words to Know</b></p> <ul style="list-style-type: none"> <li>• Context clues—TE p. 124</li> </ul> <p><b>Turn and Talk</b></p> <ul style="list-style-type: none"> <li>• Identify context clues with a partner—TE p. 183</li> </ul> <p><b><u>DIGITAL RESOURCES</u></b>  <b>Chapter 4 Craft and Structure: Informational Texts</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>○ Language: Context Clues</li> </ul> </li> </ul> <p><b>Chapter 8 Text Types and Purposes: Write Informative/ Explanatory Texts</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>○ Language: Context Clues</li> </ul> </li> <li>• Instructional Videos                             <ul style="list-style-type: none"> <li>○ Context Clues</li> </ul> </li> </ul>
<p>(C) identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo; and</p>	<p><b><u>STUDENT EDITION/TEACHER'S EDITION</u></b>  <b>Language</b></p> <ul style="list-style-type: none"> <li>• Greek and Latin Roots—p. 58</li> <li>• Greek and Latin Affixes and Roots—p. 182</li> </ul> <p><b><u>DIGITAL RESOURCES</u></b>  <b>Chapter 2 Key Ideas and Details: Informational Texts</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>○ Language: Greek and Latin Roots</li> </ul> </li> </ul> <p><b>Chapter 8 Text Types and Purposes: Write Informative/ Explanatory Texts</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>○ Language: Greek and Latin Affixes and Roots</li> </ul> </li> </ul> <p style="text-align: right;"><i>continued</i></p>



**§110.7. English Language Arts and Reading, Grade 5, Adopted 2017.**

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	<p><b>Foundational Skills Handbook</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>○ Base Words</li> <li>○ Prefixes</li> <li>○ Suffixes</li> <li>○ Greek and Latin Roots</li> </ul> </li> <li>• Instruction &amp; Practice Lesson Plans                             <ul style="list-style-type: none"> <li>○ Base Words</li> <li>○ Prefixes</li> <li>○ Suffixes</li> <li>○ Greek and Latin Roots</li> </ul> </li> <li>• Additional Practice                             <ul style="list-style-type: none"> <li>○ Base Words</li> <li>○ Prefixes</li> <li>○ Suffixes</li> <li>○ Greek and Latin Roots</li> </ul> </li> <li>• Teacher Resources                             <ul style="list-style-type: none"> <li>○ How to Use the Handbook</li> </ul> </li> </ul>
<p>(D) identify, use, and explain the meaning of adages and puns.</p>	<p><b><u>STUDENT EDITION/TEACHER'S EDITION</u></b></p> <p><b>Language</b></p> <ul style="list-style-type: none"> <li>• Adages and Proverbs—p. 130</li> <li>• Idioms—p. 168</li> </ul> <p><b><u>TEACHER'S EDITION</u></b></p> <p><b>Language Skills Summary</b></p> <ul style="list-style-type: none"> <li>• Idioms—TE p. 171</li> </ul> <p><b><u>DIGITAL RESOURCE</u></b></p> <p><b>Chapter 5 Integration of Knowledge and Ideas: Literary Texts</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>○ Language: Adages and Proverbs</li> </ul> </li> <li>• Additional Practice                             <ul style="list-style-type: none"> <li>○ Adages and Proverbs</li> </ul> </li> </ul> <p><b>Chapter 7 Text Types and Purposes: Write Nonfictional Narratives</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>○ Language: Idioms</li> </ul> </li> <li>• Additional Practice                             <ul style="list-style-type: none"> <li>○ Idioms</li> </ul> </li> <li>• Instructional Videos                             <ul style="list-style-type: none"> <li>○ Idioms</li> </ul> </li> </ul>

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TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS) FOR ELA	PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL E / GRADE 5
<p>(4) <b>Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—fluency.</b> The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.</p>	<p><b>TEACHER'S EDITION</b>  <b>Foundational Skills</b></p> <ul style="list-style-type: none"> <li>• Fluency—TE pp. 15, 73</li> <li>• Fluency Practice—TE pp. 41, 99, 119, 139</li> </ul> <p><b>DIGITAL RESOURCES</b>  <b>Chapters 1–6</b></p> <ul style="list-style-type: none"> <li>• Fluency Practice             <ul style="list-style-type: none"> <li>◦ Chapter Fluency Practice                 <ul style="list-style-type: none"> <li>◦ Chapter 1 “Like a Book” (Realistic Fiction)</li> <li>◦ Chapter 2 “Understanding Newton’s Three Laws of Motion” (Technical Text)</li> <li>◦ Chapter 3 “Witnessing the Boston Massacre” (Historical Fiction)</li> <li>◦ Chapter 4 “Tundra: The Frozen Ecosystem” (Science Text)</li> <li>◦ Chapter 5 “Theseus and the Minotaur” (Greek Myth/Graphic Novel)</li> <li>◦ Chapter 6 “Laura Ingalls Wilder: Eyes on the Frontier” (Biography)</li> </ul> </li> <li>◦ Fluency Practice Teaching Suggestions                 <ul style="list-style-type: none"> <li>• Teacher’s Guide to Fluency                     <ul style="list-style-type: none"> <li>• Phrasing</li> <li>• Expression and Intonation</li> <li>• Punctuation</li> <li>• Rate</li> <li>• Accuracy</li> </ul> </li> </ul> </li> </ul> </li> </ul> <p><b>Foundational Skills Handbook</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice             <ul style="list-style-type: none"> <li>◦ Practicing Fluency                 <ul style="list-style-type: none"> <li>◦ “Bellowing Sal Fink” (American Tall Tale)</li> </ul> </li> </ul> </li> <li>• Instruction &amp; Practice Lesson Plans             <ul style="list-style-type: none"> <li>◦ Practicing Fluency</li> </ul> </li> <li>• Additional Practice             <ul style="list-style-type: none"> <li>◦ Practicing Fluency                 <ul style="list-style-type: none"> <li>◦ “The Oven Bird” by Robert Frost (Poem)</li> </ul> </li> </ul> </li> <li>• Teacher Resources             <ul style="list-style-type: none"> <li>◦ How to Use the Handbook</li> </ul> </li> </ul> <p><i>See additional oral reading opportunities using grade-level text across a range of genres—</i></p> <p><b>STUDENT EDITION/TEACHER’S EDITION</b>  <b>Chapter Reading Selections (Chapters 1–6)</b></p> <ul style="list-style-type: none"> <li>• Chapter 1 “Like a Book” (Realistic Fiction), pp. 12–17, “Hurricane Taylor” (Adventure Story), pp. 18–23, “Running for Hearts” (Fictional Narrative), pp. 24–29</li> <li>• Chapter 2 “Understanding Newton’s Three Laws of Motion” (Technical Text), pp. 38–43, “Bump, Bump, and Away! The Science of Bumper Cars” (Explanatory Text), pp. 44–49, “Experiments with Motion” (Science Procedural), pp. 50–55</li> </ul> <p style="text-align: right;"><i>continued</i></p>

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TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS) FOR ELA	PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL E / GRADE 5
	<ul style="list-style-type: none"> <li>• Chapter 2 “Understanding Newton’s Three Laws of Motion” (Technical Text), pp. 38–43, “Bump, Bump, and Away! The Science of Bumper Cars” (Explanatory Text), pp. 44–49, “Experiments with Motion” (Science Procedural), pp. 50–55</li> <li>• Chapter 3 “Witnessing the Boston Massacre” (Historical Fiction), pp. 64–69, “Sybil Ludington’s Ride” (Drama), pp. 70–75, “If—” (Poetry), pp. 76–81”</li> <li>• Chapter 4 “Life in the Rainforest Canopy and Below the Rainforest Canopy” (Science Magazine Article), pp. 96–101, “Undersea Thermal Vents” (Informational Article)/“The Importance of Studying Thermal Vents” (Scientific Text), pp. 102–107</li> <li>• Chapter 5 “Prometheus: Giver of Fire” (Greek Myth/Graphic Novel), pp. 116–121, “Persephone and Demeter” (Greek Myth)/“Clytie” (Greek Myth), pp. 122–127</li> <li>• Chapter 6 “These Walls Can Talk” (Historical Nonfiction), pp. 142–147, “A Century of Change: The U.S. Population Since 1900” (Informational Article), pp. 148–153</li> </ul> <p><b>DIGITAL RESOURCES</b>  <b>Each Chapter</b> (Chapters 1–6)</p> <ul style="list-style-type: none"> <li>• Additional Practice             <ul style="list-style-type: none"> <li>◦ Chapter 1—“The Wind” (Folktale); “Lady Caroline to the Rescue” (Fantasy); “Escaping East Berlin” (Historical Fiction)</li> <li>◦ Chapter 2—“Sir Isaac Newton” (Biography); “Working in Weightlessness” (Science Magazine Article); “Newton’s Laws of Curling” (Science Explanatory Text)</li> <li>◦ Chapter 3—“Letters from Boston” (Letters); “If the Walls Could Talk” (Contemporary Fiction); “Sarah of the Mills” (Radio Play)</li> <li>◦ Chapter 4—“Creating a Natural Desert Garden” (Pamphlet); “Weekly Foliage Report” (Journal); “Sea Otters at the Aquarium!” (Petition)</li> <li>◦ Chapter 5—“A Boy and His Dogs” (Graphic Novel); “Robinson Crusoe” (Adapted Story Excerpt)</li> <li>◦ Chapter 6—“Puerto Rican Migration” (Web Article)/ “Spanish Harlem: A Self-Guided Tour” (Brochure); “What Built the Sun Belt?” (Explanatory Text); “On This Day in History: May 10, 1869” (Blog)/“A Journey West: Rebecca’s Journal” (Journal)</li> </ul> </li> <li>• Assessments             <ul style="list-style-type: none"> <li>◦ Comprehension Check                 <ul style="list-style-type: none"> <li>◦ Chapter 1—“If at First You Don’t Succeed” (Realistic Fiction); “Tornado!” (Realistic Fiction); “The Knights’ Challenge” (Realistic Fiction)</li> <li>◦ Chapter 2—“How Inertia Affects Flight” (Expository Nonfiction); “Magic or Science?” (Expository Nonfiction); “On the Shoulders of Giants” (Expository Nonfiction)</li> </ul> </li> </ul> </li> </ul> <p style="text-align: right;"><i>continued</i></p>

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	<ul style="list-style-type: none"> <li>◦ Chapter 3—"Escape from Chateau d'If" – Adapted excerpt from <i>The Count of Monte Cristo</i> by Alexandre Dumas (Historical Fiction); "The Spider and the Fly" – by Mary Howitt (Narrative Poetry); "What I Heard in the Apple Barrel" – adapted excerpt from <i>Treasure Island</i> by Robert Louis Stevenson (Adventure Story)</li> <li>◦ Chapter 4—"Education Is Key" (Expository Nonfiction); "Education Is Key" (Expository Nonfiction)"/"Save the Orangutan!" (Expository Nonfiction); "Save the Orangutan!" (Expository Nonfiction)"/"Responsible Farming" (Expository Nonfiction)</li> <li>◦ Chapter 5—"A Little Princess" – Adapted excerpt from the novel by Frances Hodgson Burnett (Novel); "The Old, Rough Stone and the Gnarled Tree" – A Retelling of a Friendly Fairies Tale (Fable)"/"The Young Blue Jay Who Was Not Brave Enough to Be Afraid (Fable)</li> <li>◦ Chapter 6—"Gold Mountain" (Expository Nonfiction)"/"The Transcontinental Railroad" (Expository Nonfiction); "Gold Mountain" (Expository Nonfiction); "Gold Mountain" (Expository Nonfiction)"/"San Francisco's Chinatown" (Expository Nonfiction)</li> <li>• Close Reading Practice             <ul style="list-style-type: none"> <li>◦ Close Reading                 <ul style="list-style-type: none"> <li>◦ Chapter 1—"An Unexpected Friend" (Fantasy)</li> <li>◦ Chapter 2—"Amazing Octopuses and Squids" (Science Magazine Article)</li> <li>◦ Chapter 3—"Treasure Trunk" (Adventure)</li> <li>◦ Chapter 4—"Help Save the Coral Reefs" (Editorial)"/"Defending My Right to Fish" (Letter to the Editor)</li> <li>◦ Chapter 5—"How Summer and Winter Began" (Native American Myth)</li> <li>◦ Chapter 6—"Letters Home" (Letters)</li> </ul> </li> </ul> </li> </ul>
<p>(5) <b>Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—self-sustained reading.</b> The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.</p>	<p>(Teacher observation)</p>

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<p>(6) <b>Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:</p>	
<p>(A) establish purpose for reading assigned and self-selected texts;</p>	<p><b>TEACHER'S EDITION</b>  <b>Set the Purpose</b></p> <ul style="list-style-type: none"> <li>• Chapter 1, TE pp. 12, 18, 24; Chapter 2, TE pp. 38, 44, 50; Chapter 3, TE pp. 64, 70, 76; Chapter 4, TE pp. 90, 96, 102; Chapter 5, TE pp. 116, 122; Chapter 6, TE pp. 136, 142, 148</li> </ul>
<p>(B) generate questions about text before, during, and after reading to deepen understanding and gain information;</p>	<p><b>TEACHER'S EDITION</b>  <b>Reciprocal Teaching</b>                      Form groups of four with a Summarizer, Questioner, Clarifier, and Predictor/Questioners think of questions about something they don't understand.</p> <ul style="list-style-type: none"> <li>• Chapter 3, TE p. 73; Chapter 4, p. 99</li> </ul> <p><b>DIGITAL RESOURCES</b>  <b>Chapters 1–6</b></p> <ul style="list-style-type: none"> <li>• Close Reading Practice                             <ul style="list-style-type: none"> <li>◦ Close Reading Lesson Plans—Chapters 1–6                                     <ul style="list-style-type: none"> <li>• Self-Monitoring Strategies, pp. 3, 4   <ul style="list-style-type: none"> <li>• Ask questions</li> </ul> </li> </ul> </li> </ul> </li> </ul>
<p>(C) make, correct, or confirm predictions using text features, characteristics of genre, and structures;</p>	<p><b>TEACHER'S EDITION</b>  <b>Support English Language Learners</b>                      Students draw on what they have learned to make predictions.</p> <ul style="list-style-type: none"> <li>• Chapter 2, TE p. 51</li> </ul> <p><b>Reciprocal Teaching</b>                      Form groups of four with a Summarizer, Questioner, Clarifier, and Predictor/Predictors say what they think happens next based on indicators.</p> <ul style="list-style-type: none"> <li>• Chapter 3, TE p. 73; Chapter 4, p. 99</li> </ul> <p><b>Critical Comprehension</b>                      Predict what will happen next.</p> <ul style="list-style-type: none"> <li>• Chapter 3, TE p. 75</li> </ul>
<p>(D) create mental images to deepen understanding;</p>	<p><b>TEACHER'S EDITION</b>  <b>Language</b></p> <ul style="list-style-type: none"> <li>• Context Clues                             <ul style="list-style-type: none"> <li>◦ Independent Practice (create a mental image)                                     <ul style="list-style-type: none"> <li>• Chapter 4, TE p. 110</li> </ul> </li> </ul> </li> </ul> <p style="text-align: right;"><i>continued</i></p>

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	<p><b><u>DIGITAL RESOURCES</u></b>  <b>Chapters 1–6</b></p> <ul style="list-style-type: none"> <li>• Close Reading Practice                             <ul style="list-style-type: none"> <li>◦ Close Reading Lesson Plans—Chapters 1–6                                     <ul style="list-style-type: none"> <li>• Visualize (have students picture in their minds the people or other characters, places, and events in the text)</li> </ul> </li> </ul> </li> </ul>
<p>(E) make connections to personal experiences, ideas in other texts, and society;</p>	<p><b><u>STUDENT EDITION/TEACHER’S EDITION</u></b>  <b>Home Connect</b></p> <ul style="list-style-type: none"> <li>• Conversation Starter/Ways to Help Your Child—Chapter 1, p. 10; Chapter 2, p. 36; Chapter 3, p. 62; Chapter 4, p. 88; Chapter 5, p. 114; Chapter 6, p. 134; Chapter 7, p. 160; Chapter 8, p. 174; Chapter 9, p. 188; Chapter 10, p. 202; Chapter 11, p. 216</li> </ul> <p><b>Connect Across Texts</b></p> <ul style="list-style-type: none"> <li>• Compare and Contrast Texts—Chapter 1, p. 30; Chapter 2, p. 56; Chapter 3, p. 82; Chapter 4, p. 108; Chapter 5, p. 128; Chapter 6, p. 154</li> <li>• Connect to the Essential Question/Connect to the Theme—Chapter 1, p. 31; Chapter 2, p. 57; Chapter 3, p. 83; Chapter 4, p. 109; Chapter 5, p. 129; Chapter 6, p. 155</li> </ul> <p><b><u>DIGITAL RESOURCES</u></b>  <b>Chapters 1–6</b></p> <ul style="list-style-type: none"> <li>• Close Reading Practice                             <ul style="list-style-type: none"> <li>◦ Close Reading Lesson Plans                                     <ul style="list-style-type: none"> <li>• Self-Monitoring Strategies   <ul style="list-style-type: none"> <li>• Close Reading (rereading helps students draw connections between the ideas and details in a text)—p. 1</li> </ul> </li> </ul> </li> </ul> </li> </ul>
<p>(F) make inferences and use evidence to support understanding;</p>	<p style="text-align: center;"><b><i>LITERARY TEXTS</i></b></p> <p><b><u>STUDENT EDITION/TEACHER’S EDITION</u></b>  <b>Chapter 1 Key Ideas and Details: Literary Texts</b></p> <ul style="list-style-type: none"> <li>• Drawing Inferences: “Like a Book” (Realistic Fiction)—pp. 12–17</li> <li>• Chapter 1 Review: “A Different Kind of Summer School” (Realistic Fiction)—pp. 33–34</li> </ul> <p><b><u>DIGITAL RESOURCES</u></b>  <b>Chapter 1 Key Ideas and Details: Literary Texts</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>◦ Chapter 1 Drawing Inferences</li> </ul> </li> <li>• Additional Practice                             <ul style="list-style-type: none"> <li>◦ Chapter 1 Drawing Inferences: “The Wind” (Folktale)</li> </ul> </li> <li>• Assessments                             <ul style="list-style-type: none"> <li>◦ Comprehension Check                                     <ul style="list-style-type: none"> <li>◦ Chapter 1 Drawing Inferences: “If at First You Don’t Succeed” (Realistic Fiction)</li> </ul> </li> </ul> </li> </ul> <p style="text-align: right;"><i>continued</i></p>

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	<ul style="list-style-type: none"> <li>• Instructional Videos                             <ul style="list-style-type: none"> <li>◦ Drawing Inferences</li> </ul> </li> <li>• Close Reading Practice                             <ul style="list-style-type: none"> <li>◦ Chapter 1 “An Unexpected Friend” (Fantasy)</li> <li>◦ Chapter 1 Close Reading Lesson Plan                                     <ul style="list-style-type: none"> <li>◦ 3rd Read (read the text for a third time to make inferences)—p. 4</li> </ul> </li> </ul> </li> <li>• Parent Resources                             <ul style="list-style-type: none"> <li>◦ Chapter 1 Home Connect</li> </ul> </li> </ul> <p style="text-align: center;"><b>INFORMATIONAL TEXTS</b></p> <p><b>STUDENT EDITION/TEACHER’S EDITION</b></p> <p><b>Chapter 2 Key Ideas and Details: Informational Texts</b></p> <ul style="list-style-type: none"> <li>• Drawing Inferences: “Understanding Newton’s Three Laws of Motion” (Technical Text)—pp. 38–43</li> <li>• Chapter 2 Review: “Sidewalk Surfing” (Explanatory Text)—pp. 59–60</li> </ul> <p><b>DIGITAL RESOURCES</b></p> <p><b>Chapter 2 Key Ideas and Details: Informational Texts</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>◦ Chapter 2 Drawing Inferences</li> </ul> </li> <li>• Additional Practice                             <ul style="list-style-type: none"> <li>◦ Chapter 2 Drawing Inferences: “Sir Isaac Newton” (Biography)</li> </ul> </li> <li>• Assessments                             <ul style="list-style-type: none"> <li>◦ Comprehension Check                                     <ul style="list-style-type: none"> <li>◦ Chapter 2 Drawing Inferences: “How Inertia Affects Flight” (Expository Nonfiction)</li> </ul> </li> </ul> </li> <li>• Close Reading Practice                             <ul style="list-style-type: none"> <li>◦ Chapter 2 “Amazing Octopuses and Squids” (Science Magazine Article)</li> <li>◦ Chapter 2 Close Reading Lesson Plan                                     <ul style="list-style-type: none"> <li>◦ 3rd Read (read the text for a third time to make inferences)—p. 4</li> </ul> </li> </ul> </li> <li>• Parent Resources                             <ul style="list-style-type: none"> <li>◦ Chapter 2 Home Connect</li> <li>◦ Chapter 2 Home Connect Conversation Starter: Clues and Inferences (graphic organizer)</li> </ul> </li> </ul>
(G) evaluate details read to determine key ideas;	<p><b>STUDENT EDITION/TEACHER’S EDITION</b></p> <p><b>Cite Evidence</b></p> <ul style="list-style-type: none"> <li>• Evaluate details—pp. 12–13, 14, 16, 18–19, 20, 22, 24–25, 26, 28, 38–39, 40, 42, 44–45, 46, 48, 50–51, 52, 54, 64–65, 66, 68, 70–71, 72, 74, 76–77, 78, 80, 90–91, 92, 94, 96–97, 98, 100, 102–103, 104, 106, 116–117, 118, 120, 122–123, 124, 126, 136–137, 138, 140, 142–143, 144, 146, 148–149, 150, 152</li> </ul> <p style="text-align: right;"><i>continued</i></p>

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	<p><b>Comprehension Check</b></p> <ul style="list-style-type: none"> <li>Determine key ideas (explain answers with details from the text)—pp. 13, 15, 17, 19, 21, 23, 25, 27, 29, 39, 41, 43, 45, 47, 49, 51, 53, 55, 65, 67, 69, 71, 73, 75, 77, 79, 81, 91, 93, 95, 97, 99, 101, 103, 105, 107, 117, 119, 121, 123, 125, 127, 137, 139, 141, 143, 145, 147, 149, 151, 153</li> </ul> <p><b>DIGITAL RESOURCES</b></p> <p><b>Chapters 1–6</b></p> <ul style="list-style-type: none"> <li>Close Reading Practice                             <ul style="list-style-type: none"> <li>Close Reading Lesson Plans—Chapters 1–6                                     <ul style="list-style-type: none"> <li>1st Read: Key Ideas and Details   <ul style="list-style-type: none"> <li>Text-Dependent Questions</li> </ul> </li> </ul> </li> </ul> </li> </ul>
<p>(H) synthesize information to create new understanding; and</p>	<p><b>STUDENT EDITION/TEACHER’S EDITION</b></p> <p><b>Connect Across Texts</b></p> <ul style="list-style-type: none"> <li>Connect to the Theme (combining information from multiple selections to better understand the chapter theme)—Chapter 1, p. 31; Chapter 2, p. 57; Chapter 3, p. 83; Chapter 4, p. 109; Chapter 5, p. 129; Chapter 6, p. 155</li> </ul> <p><b>Chapter 6 Integration of Knowledge and Ideas: Informational Texts</b></p> <ul style="list-style-type: none"> <li>Finding Information in Multiple Sources: “Citizenship and Naturalization” (Informational Text )—pp. 136–141</li> </ul> <p><b>TEACHER’S EDITION</b></p> <p><b>Extend Thinking</b></p> <ul style="list-style-type: none"> <li>Synthesize (consult other sources of information about one of the topics presented in the chapter/integrate information from three sources for report)—TE p. 154</li> </ul> <p><b>DIGITAL RESOURCES</b></p> <p><b>Chapter 6 Integration of Knowledge and Ideas: Informational Texts</b></p> <ul style="list-style-type: none"> <li>Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>Chapter 6 Finding Information in Multiple Sources</li> </ul> </li> <li>Additional Practice                             <ul style="list-style-type: none"> <li>Chapter 6 Finding Information in Multiple Sources: “Puerto Rican Migration” (Web Article)/“Spanish Harlem: A Self-Guided Tour” (Brochure)</li> </ul> </li> <li>Assessments                             <ul style="list-style-type: none"> <li>Comprehension Check                                     <ul style="list-style-type: none"> <li>Chapter 6 Finding Information in Multiple Sources: “Gold Mountain” (Expository Nonfiction)/“The Transcontinental Railroad” (Expository Nonfiction)</li> </ul> </li> </ul> </li> <li>Close Reading Practice                             <ul style="list-style-type: none"> <li>Chapter 6 “Letters Home” (Letters)</li> <li>Chapter 6 Close Reading Lesson Plan                                     <ul style="list-style-type: none"> <li>Extend Thinking   <ul style="list-style-type: none"> <li>Synthesize (research/integrate information from three sources/include list of sources), p. 5</li> </ul> </li> </ul> </li> </ul> </li> </ul> <p style="text-align: right;"><i>continued</i></p>



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	<ul style="list-style-type: none"> <li>• Parent Resources                             <ul style="list-style-type: none"> <li>○ Chapter 6 Home Connect</li> <li>○ Chapter 6 Home Connect Conversation Starter: Topic and Multiple Sources of Information (graphic organizer)</li> </ul> </li> </ul>
<p>(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.</p>	<p><b><u>STUDENT EDITION/TEACHER'S EDITION</u></b>  <b>Chapters 1–6</b></p> <ul style="list-style-type: none"> <li>• Comprehension Check                             <ul style="list-style-type: none"> <li>○ Pages 13, 15, 17, 19, 21, 23, 25, 27, 29, 39, 41, 43, 45, 47, 49, 51, 53, 55, 65, 67, 69, 71, 73, 75, 77, 79, 81, 91, 93, 95, 97, 99, 101, 103, 105, 107, 117, 119, 121, 123, 125, 127, 137, 139, 141, 143, 145, 147, 149, 151, 153</li> </ul> </li> </ul> <p><b><u>TEACHER'S EDITION</u></b>  <b>Reading Selections in Level E</b></p> <ul style="list-style-type: none"> <li>• Background information about the theme or topic for each selection—TE p. T23</li> </ul> <p><b><u>DIGITAL RESOURCES</u></b>  <b>Chapters 1–6</b></p> <ul style="list-style-type: none"> <li>• Close Reading Practice                      Close Reading selections provide students with opportunities to build reading stamina, analyze and annotate texts, recording notes about annotations, and support responses with text evidence. Students will read each selection three times, making notes and annotating the text as they read. Each read has a different purpose—                     <ul style="list-style-type: none"> <li>• 1st Read: Key Ideas and Details (determine what the text is about or what happens)</li> <li>• 2nd Read: Language and Text Structure (examine words, phrases, and text structure)</li> <li>• 3rd Read: Connections and Inferences (make connections and inferences)</li> </ul> </li> <li>○ Close Reading/Close Reading Lesson Plans—Chapters 1–6                             <ul style="list-style-type: none"> <li>○ Annotating a Text, pp. 1, 2</li> <li>○ Self-Monitoring Strategies, pp. 3, 4                                     <ul style="list-style-type: none"> <li>• Visualize</li> <li>• Ask questions</li> <li>• Draw conclusions</li> <li>• Reread to clarify</li> </ul> </li> </ul> </li> </ul>
<p>(7) <b>Response skills: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:</p>	
<p>(A) describe personal connections to a variety of sources, including self-selected texts;</p>	<p><b><u>STUDENT EDITION/TEACHER'S EDITION</u></b>  <b>Connect Across Texts</b></p> <ul style="list-style-type: none"> <li>• Compare and Contrast Texts—Chapter 1, p. 30; Chapter 2, p. 56; Chapter 3, p. 82; Chapter 4, p. 108; Chapter 5, p. 128; Chapter 6, p. 154</li> </ul> <p style="text-align: right;"><i>continued</i></p>

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TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS) FOR ELA	PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL E / GRADE 5
	<ul style="list-style-type: none"> <li>• Connect to the Essential Question/Connect to the Theme (make connections to the texts)—Chapter 1, p. 31; Chapter 2, p. 57; Chapter 3, p. 83; Chapter 4, p. 109; Chapter 5, p. 129; Chapter 6, p. 155</li> </ul> <p><b>Speaking and Listening</b></p> <ul style="list-style-type: none"> <li>• Discuss the Essential Question (make connections)—Chapter 7, p. 170; Chapter 8, p. 184; Chapter 9, p. 198; Chapter 10, p. 212; Chapter 11, p. 226</li> </ul> <p><b>TEACHER'S EDITION</b>  <b>Support English Language Learners</b></p> <ul style="list-style-type: none"> <li>• Build connections and associations—TE pp. 19, 39, 123, 180</li> </ul> <p><b>Discussion Skills</b></p> <ul style="list-style-type: none"> <li>• Make connections and build on ideas—TE p. 184</li> </ul>
<p>(B) write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources;</p>	<p><b>STUDENT EDITION/TEACHER'S EDITION</b>  <b>Connect Across Texts</b></p> <ul style="list-style-type: none"> <li>• Compare and Contrast Texts—Chapter 1, p. 30; Chapter 2, p. 56; Chapter 3, p. 82; Chapter 4, p. 108; Chapter 5, p. 128; Chapter 6, p. 154</li> </ul> <p><b>Write About It</b>  Respond in writing to literary and informational texts.</p> <ul style="list-style-type: none"> <li>• Chapter 1, p. 34; Chapter 2, p. 60; Chapter 3, p. 86; Chapter 4, p. 112; Chapter 5, p. 132; Chapter 6, p. 158</li> </ul> <p><b>Writing Chapters (Chapters 7–11)</b></p> <ul style="list-style-type: none"> <li>• Chapter 7 Text Types and Purposes: Write a Nonfictional Narrative <ul style="list-style-type: none"> <li>○ Analyze a student model then write a nonfictional narrative—pp. 162–165</li> </ul> </li> <li>• Chapter 8 Text Types and Purposes: Write an Informative/ Explanatory Text <ul style="list-style-type: none"> <li>○ Analyze a student model then write an informative/ explanatory text—pp. 176–179</li> </ul> </li> <li>• Chapter 9 Research to Build and Present Knowledge: Write an Evidence-Based Essay—pp. 190–193 <ul style="list-style-type: none"> <li>○ Analyze a student model then write an evidence-based essay—pp. 190–193</li> </ul> </li> <li>• Chapter 10 Text Types and Purposes: Write an Opinion Piece <ul style="list-style-type: none"> <li>○ Analyze a student model then write an opinion piece—pp. 204–207</li> </ul> </li> <li>• Chapter 11 Research to Build and Present Knowledge: Write a Research Report <ul style="list-style-type: none"> <li>○ Analyze a student model then write a research report—pp. 218–222</li> </ul> </li> </ul> <p><b>TEACHER'S EDITION</b>  <b>Chapter Review</b></p> <ul style="list-style-type: none"> <li>• Write About It Rubric—Chapter 1, TE p. 34; Chapter 2, TE p. 60; Chapter 3, TE p. 86; Chapter 4, TE p. 112; Chapter 5, TE p. 132; Chapter 6, TE p. 158</li> </ul>

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TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS) FOR ELA	PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL E / GRADE 5
<p>(C) use text evidence to support an appropriate response;</p>	<p><b><u>STUDENT EDITION/TEACHER’S EDITION</u></b>  <b>Cite Evidence</b></p> <ul style="list-style-type: none"> <li>Evaluate details in the text—pp. 12–13, 14, 16, 18–19, 20, 22, 24–25, 26, 28, 38–39, 40, 42, 44–45, 46, 48, 50–51, 52, 54, 64–65, 66, 68, 70–71, 72, 74, 76–77, 78, 80, 90–91, 92, 94, 96–97, 98, 100, 102–103, 104, 106, 116–117, 118, 120, 122–123, 124, 126, 136–137, 138, 140, 142–143, 144, 146, 148–149, 150, 152</li> </ul> <p><b>Comprehension Check</b></p> <ul style="list-style-type: none"> <li>Determine key ideas—pp. 13, 15, 17, 19, 21, 23, 25, 27, 29, 39, 41, 43, 45, 47, 49, 51, 53, 55, 65, 67, 69, 71, 73, 75, 77, 79, 81, 91, 93, 95, 97, 99, 101, 103, 105, 107, 117, 119, 121, 123, 125, 127, 137, 139, 141, 143, 145, 147, 149, 151, 153</li> </ul> <p><b>Connect Across Texts</b></p> <ul style="list-style-type: none"> <li>Connect to the Essential Question/Connect to the Theme—Chapter 1, p. 31; Chapter 2, p. 57; Chapter 3, p. 83; Chapter 4, p. 109; Chapter 5, p. 129; Chapter 6, p. 155</li> </ul>
<p>(D) retell, paraphrase, or summarize texts in ways that maintain meaning and logical order;</p>	<p><b><u>STUDENT EDITION/TEACHER’S EDITION</u></b>  <b>Chapter 1 Key Ideas and Details: Literary Texts</b></p> <ul style="list-style-type: none"> <li>Determining Theme and Summarizing: “Hurricane Taylor” (Adventure Story)—pp. 18–23</li> </ul> <p><b>Chapter 2 Key Ideas and Details: Informational Texts</b></p> <ul style="list-style-type: none"> <li>Determining the Main Idea and Summarizing: “Bump, Bump, and Away! The Science of Bumper Cars” (Explanatory Text)—pp. 44–49</li> </ul> <p><b>Chapter 9 Research to Build and Present Knowledge: Write Evidence-Based Essays</b></p> <ul style="list-style-type: none"> <li>Paraphrase Information in Notes—p. 191</li> </ul> <p><b>Chapter 11 Research to Build and Present Knowledge: Write Research Reports</b></p> <ul style="list-style-type: none"> <li>Summarize or Paraphrase Information in Notes—pp. 219, 222</li> <li>Speaking and Listening—p. 226             <ul style="list-style-type: none"> <li>Discuss the Essential Question                 <ul style="list-style-type: none"> <li>What information did the writer summarize?</li> <li>What information did the writer paraphrase?</li> </ul> </li> </ul> </li> </ul> <p><b><u>TEACHER’S EDITION</u></b>  <b>Writearound</b></p> <ul style="list-style-type: none"> <li>Work in groups of four to summarize the reading selection—TE pp. 21, 125</li> </ul> <p><b>Genre</b></p> <ul style="list-style-type: none"> <li>Evidence-Based Essay (paraphrase supporting evidence)—TE p. 190</li> </ul> <p><b>Digital Connection: Digital Slide Presentations</b></p> <ul style="list-style-type: none"> <li>Students summarize and paraphrase their own ideas—TE p. 228</li> </ul> <p style="text-align: right;"><i>continued</i></p>

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TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS) FOR ELA	PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL E / GRADE 5
	<p><b><u>DIGITAL RESOURCES</u></b></p> <p><b>Chapter 1 Key Ideas and Details: Literary Texts</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>◦ Chapter 1 Determining Theme and Summarizing</li> </ul> </li> <li>• Additional Practice                             <ul style="list-style-type: none"> <li>◦ Chapter 1 Determining Theme and Summarizing: “Lady Caroline to the Rescue” (Fantasy)</li> </ul> </li> <li>• Assessments                             <ul style="list-style-type: none"> <li>◦ Comprehension Check                                     <ul style="list-style-type: none"> <li>◦ Chapter 1 Determining Theme and Summarizing: “Tornado!” (Realistic Fiction)</li> </ul> </li> </ul> </li> <li>• Parent Resources                             <ul style="list-style-type: none"> <li>◦ Chapter 1 Home Connect On the Go: Favorite Nursery Rhyme/Summary (graphic organizer)</li> </ul> </li> </ul> <p><b>Chapter 2 Key Ideas and Details: Informational Texts</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>◦ Chapter 2 Determining the Main Idea and Summarizing</li> </ul> </li> <li>• Additional Practice                             <ul style="list-style-type: none"> <li>◦ Chapter 2 Determining the Main Idea and Summarizing: “Working in Weightlessness” (Science Magazine Article)</li> </ul> </li> <li>• Assessments                             <ul style="list-style-type: none"> <li>◦ Comprehension Check                                     <ul style="list-style-type: none"> <li>◦ Chapter 2 Determining the Main Idea and Summarizing: “Magic or Science?” (Expository Nonfiction)</li> </ul> </li> </ul> </li> </ul> <p><b>Chapters 1–6</b></p> <ul style="list-style-type: none"> <li>• Close Reading Practice                             <ul style="list-style-type: none"> <li>◦ Close Reading                                     <ul style="list-style-type: none"> <li>◦ Summary Chart/write a summary of the text, p. 5</li> </ul> </li> <li>◦ Close Reading Lesson Plans                                     <ul style="list-style-type: none"> <li>◦ Annotating a Text (briefly summarize each read), pp. 1, 2</li> <li>◦ Summarizing, p. 5</li> </ul> </li> </ul> </li> </ul>
<p>(E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating;</p>	<p><b><u>TEACHER’S EDITION</u></b></p> <p><b>Conduct Research</b></p> <ul style="list-style-type: none"> <li>• Create: Note-Taking                             <ul style="list-style-type: none"> <li>◦ Taking Notes—TE p. 221</li> </ul> </li> </ul> <p><b><u>DIGITAL RESOURCES</u></b></p> <p><b>Chapter 1</b></p> <ul style="list-style-type: none"> <li>• Extend Thinking: Research to Build Knowledge (illustrate)</li> </ul> <p><b>Chapters 1–6</b></p> <ul style="list-style-type: none"> <li>• Close Reading Practice                             <ul style="list-style-type: none"> <li>◦ Close Reading                                     <ul style="list-style-type: none"> <li>◦ Annotation Notes—pp. 2, 4</li> </ul> </li> <li>◦ Close Reading Lesson Plans                                     <ul style="list-style-type: none"> <li>◦ Annotating a Text (briefly summarize each read), pp. 1, 2</li> </ul> </li> </ul> </li> </ul>

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TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS) FOR ELA	PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL E / GRADE 5
<p>(F) respond using newly acquired vocabulary as appropriate; and</p>	<p><b>STUDENT EDITION/TEACHER’S EDITION</b>  <b>Words to Know</b></p> <ul style="list-style-type: none"> <li>General Academic Vocabulary/Domain-Specific Vocabulary— pp. 12, 14, 16, 18, 20, 22, 24, 26, 28, 38, 40, 42, 44, 46, 48, 50, 52, 54, 64, 66, 68, 70, 72, 74, 76, 78, 80, 90, 92, 94, 96, 98, 100, 102, 104, 106, 116, 118, 120, 122, 124, 126, 136, 138, 140, 142, 144, 146, 148, 150, 152</li> </ul> <p><b>TEACHER’S EDITION</b>  <b>Vocabulary Overview</b></p> <ul style="list-style-type: none"> <li>General Academic Vocabulary/Domain-Specific Vocabulary— Chapter 1, p. 11; Chapter 2, p. 37; Chapter 3, p. 63; Chapter 4, p. 89; Chapter 5, p. 115; Chapter 6, p. 135</li> </ul> <p><b>Words to Know</b></p> <ul style="list-style-type: none"> <li>General Academic Vocabulary—TE pp. 12, 14, 16, 18, 20, 22, 24, 26, 28, 40, 42, 44, 46, 50, 52, 54, 64, 66, 68, 70, 72, 74, 76, 78, 80, 90, 92, 94, 98, 100, 102, 104, 106, 116, 118, 120, 122, 124, 126, 136, 138, 140, 142, 144, 146, 148, 150</li> <li>Domain-Specific Vocabulary—TE pp. 12, 14, 20, 22, 28, 38, 40, 42, 44, 46, 48, 50, 68, 70, 78, 90, 94, 96, 98, 100, 104, 106, 116, 138, 140, 142, 144, 146, 148, 150, 152</li> <li>Working with Word Meaning (use new vocabulary in written sentences, discuss, or include in conversations)—TE pp. 12, 14, 16, 18, 20, 22, 24, 26, 28, 38, 40, 42, 44, 46, 48, 50, 52, 54, 64, 66, 68, 70, 72, 74, 76, 78, 80, 90, 92, 94, 96, 98, 100, 102, 104, 106, 116, 118, 120, 122, 124, 126, 136, 138, 140, 142, 144, 146, 148, 150, 152</li> </ul>
<p>(G) discuss specific ideas in the text that are important to the meaning.</p>	<p><b>STUDENT EDITION/TEACHER’S EDITION</b>  <b>Connect Across Texts</b></p> <ul style="list-style-type: none"> <li>Connect to the Essential Question (small group/class discussion)—Chapter 1, p. 31; Chapter 2, p. 57; Chapter 3, p. 83; Chapter 4, p. 109; Chapter 5, p. 129; Chapter 6, p. 155</li> </ul> <p><b>Speaking and Listening</b></p> <ul style="list-style-type: none"> <li>Discuss the Essential Question (small group/class discussion)—Chapter 7, p. 170; Chapter 8, p. 184; Chapter 9, p. 198; Chapter 10, p. 212; Chapter 11, p. 226</li> </ul> <p><b>TEACHER’S EDITION</b>  <b>Independent Practice</b></p> <ul style="list-style-type: none"> <li>Critical Comprehension (support answers with evidence from the text)—TE pp. 17, 23, 29, 69, 75, 81, 121, 127</li> </ul> <p><b>Turn and Talk</b></p> <ul style="list-style-type: none"> <li>Discuss and revise answers to comprehension questions in pairs/share conclusions with the class—Chapter 1, TE p. 27; Chapter 2, TE p. 53; Chapter 3, TE p. 79; Chapter 4, TE p. 105; Chapter 5, TE p. 145; Chapter 6, TE p. 151</li> </ul> <p style="text-align: right;"><i>continued</i></p>

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TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS) FOR ELA	PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL E / GRADE 5
	<p><b><u>DIGITAL RESOURCES</u></b>  <b>Chapters 1–6</b></p> <ul style="list-style-type: none"> <li>• Close Reading Practice                             <ul style="list-style-type: none"> <li>◦ Close Reading Lesson Plans                                     <ul style="list-style-type: none"> <li>◦ Turn and Talk (work in pairs to review and discuss summaries of the text)—p. 5</li> </ul> </li> </ul> </li> </ul>
<p><b>(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—literary elements.</b> The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:</p>	
<p>(A) infer multiple themes within a text using text evidence;</p>	<p><b><u>STUDENT EDITION/TEACHER’S EDITION</u></b>  <b>Chapter 1 Key Ideas and Details: Literary Texts</b></p> <ul style="list-style-type: none"> <li>• Determining Theme and Summarizing: “Hurricane Taylor” (Adventure Story)—pp. 18–23</li> </ul> <p><b><u>DIGITAL RESOURCES</u></b>  <b>Chapter 1 Key Ideas and Details: Literary Texts</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>◦ Chapter 1 Determining Theme and Summarizing</li> </ul> </li> <li>• Additional Practice                             <ul style="list-style-type: none"> <li>◦ Chapter 1 Determining Theme and Summarizing: “Lady Caroline to the Rescue” (Fantasy)</li> </ul> </li> <li>• Assessments                             <ul style="list-style-type: none"> <li>◦ Comprehension Check                                     <ul style="list-style-type: none"> <li>◦ Chapter 1 Determining Theme and Summarizing: “Tornado!” (Realistic Fiction)</li> </ul> </li> </ul> </li> <li>• Close Reading Practice                             <ul style="list-style-type: none"> <li>◦ Chapter 1 “An Unexpected Friend” (Fantasy)</li> <li>◦ Chapter 1 Close Reading Lesson Plan</li> </ul> </li> <li>• Parent Resources                             <ul style="list-style-type: none"> <li>◦ Chapter 1 Home Connect</li> <li>◦ Chapter 1 Home Connect Activity: Characters’ Words and Actions/Theme (graphic organizer)</li> </ul> </li> </ul>
<p>(B) analyze the relationships of and conflicts among the characters;</p>	<p><b><u>STUDENT EDITION/TEACHER’S EDITION</u></b>  <b>Chapter 1 Key Ideas and Details: Literary Texts</b></p> <ul style="list-style-type: none"> <li>• Comparing and Contrasting Story Elements: “Running for Hearts” (Fictional Narrative)—pp. 24–29</li> </ul> <p><b><u>TEACHER’S EDITION</u></b>  <b>Chapter 1 Key Ideas and Details: Literary Texts</b></p> <ul style="list-style-type: none"> <li>• Comprehension Check (plot)—TE pp. 19, 27</li> </ul> <p><b>Chapter 3 Craft and Structure: Literary Texts</b></p> <ul style="list-style-type: none"> <li>• Recap Reading Selection (review the plot)—TE pp. 68, 74</li> <li>• Comprehension Check (plot)—TE p. 75</li> </ul> <p style="text-align: right;"><i>continued</i></p>

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TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS) FOR ELA	PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL E / GRADE 5
	<p><b>Reciprocal Teaching</b> Form groups of four with a Summarizer, Questioner, Clarifier, and Predictor/Summarizer describes what is known of the characters and plot.</p> <ul style="list-style-type: none"> <li>• Chapter 3, TE p. 73</li> </ul> <p><b>DIGITAL RESOURCES</b></p> <p><b>Chapter 1 Key Ideas and Details: Literary Texts</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>◦ Chapter 1 Comparing and Contrasting Story Elements</li> </ul> </li> <li>• Additional Practice                             <ul style="list-style-type: none"> <li>◦ Chapter 1 Comparing and Contrasting Story Elements: “Escaping East Berlin” (Historical Fiction)</li> </ul> </li> <li>• Assessments                             <ul style="list-style-type: none"> <li>◦ Comprehension Check                                     <ul style="list-style-type: none"> <li>◦ Chapter 1 Comparing and Contrasting Story Elements: “The Knights’ Challenge” (Realistic Fiction)</li> </ul> </li> </ul> </li> <li>• Close Reading Practice                             <ul style="list-style-type: none"> <li>◦ Chapter 1 “An Unexpected Friend” (Fantasy)</li> <li>◦ Chapter 1 Close Reading Lesson Plan</li> </ul> </li> <li>• Parent Resources                             <ul style="list-style-type: none"> <li>◦ Chapter 1 Home Connect</li> <li>◦ Chapter 1 Home Connect Conversation Starter: Compare Versions of a Story or Book (graphic organizer)</li> </ul> </li> </ul>
<p>(C) analyze plot elements, including rising action, climax, falling action, and resolution; and</p>	<p><b>STUDENT EDITION/TEACHER’S EDITION</b></p> <p><b>Chapter 5 Integration of Knowledge and Ideas: Literary Texts</b></p> <ul style="list-style-type: none"> <li>• Cite Evidence (plot of the story)—p. 120</li> <li>• Comprehension Check (climax)—p. 125</li> </ul> <p><b>TEACHER’S EDITION</b></p> <p><b>Chapter 1 Key Ideas and Details: Literary Texts</b></p> <ul style="list-style-type: none"> <li>• Comprehension Check (plot)—TE pp. 19, 27</li> </ul> <p><b>Chapter 3 Craft and Structure: Literary Texts</b></p> <ul style="list-style-type: none"> <li>• Recap Reading Selection (review the plot)—TE pp. 68, 74</li> <li>• Comprehension Check (plot)—TE p. 75</li> </ul> <p><b>Reciprocal Teaching</b> Form groups of four with a Summarizer, Questioner, Clarifier, and Predictor/Summarizer describes what is known of the characters and plot.</p> <ul style="list-style-type: none"> <li>• Chapter 3, TE p. 73</li> </ul> <p><b>Digital Connection: Digital Storyboarding</b></p> <ul style="list-style-type: none"> <li>• A good adventure story has rising action with several suspenseful incidents and a surprising climax—TE p. 82</li> </ul>

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<p>(D) analyze the influence of the setting, including historical and cultural settings, on the plot.</p>	<p><b>STUDENT EDITION/TEACHER'S EDITION</b>  <b>Chapter 3 Craft and Structure: Literary Texts</b></p> <ul style="list-style-type: none"> <li>• Cite Evidence (historical setting)—p. 70</li> <li>• Comprehension Check (setting for the scene)—p. 73</li> </ul> <p><b>Chapter 5 Integration of Knowledge and Ideas: Literary Texts</b></p> <ul style="list-style-type: none"> <li>• Cite Evidence (story's setting and mood)—p. 122</li> </ul> <p><b>TEACHER'S EDITION</b>  <b>Chapter 1 Key Ideas and Details: Literary Texts</b></p> <ul style="list-style-type: none"> <li>• Comprehension Check (character, setting, plot)—TE pp. 19, 27</li> <li>• Support Essential Question Discussion (characters, setting, events, and theme)—TE p. 31</li> </ul> <p><b>Chapter 3 Craft and Structure: Literary Texts</b></p> <ul style="list-style-type: none"> <li>• Cite Evidence (historical setting)—TE p. 71</li> </ul> <p><b>Digital Connection: Digital Filmmaking</b></p> <ul style="list-style-type: none"> <li>• Introduce the characters, setting, and problem in Act 1—TE p. 82</li> </ul>
<p><b>(9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—genres.</b>                      The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:</p>	
<p>(A) demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, legends, myths, and tall tales;</p>	<p><b>STUDENT EDITION/TEACHER'S EDITION</b>  <b>Reading Selections</b></p> <ul style="list-style-type: none"> <li>• Chapter 1—"Like a Book" (Realistic Fiction), pp. 12-17, "Hurricane Taylor" (Adventure Story), pp. 18-23, "Running for Hearts" (Fictional Narrative), pp. 24-29</li> <li>• Chapter 3—"Witnessing the Boston Massacre" (Historical Fiction), pp. 64-69, "Sybil Ludington's Ride" (Drama), pp. 70-75, "If—" (Poetry), pp. 76-81</li> <li>• Chapter 5—"Prometheus: Giver of Fire" (Greek Myth/Graphic Novel), pp. 116-121, "Persephone and Demeter" (Greek Myth)/"Clytie" (Greek Myth), pp. 122-127</li> </ul> <p><b>DIGITAL RESOURCES</b>  <b>Chapters 1, 3, 5</b></p> <ul style="list-style-type: none"> <li>• Additional Practice                         <ul style="list-style-type: none"> <li>○ Chapter 1 Key Ideas and Details: Literary Texts—"The Wind" (Folktale); "Lady Caroline to the Rescue" (Fantasy); "Escaping East Berlin" (Historical Fiction)</li> <li>○ Chapter 3 Craft and Structure: Literary Texts—"Letters from Boston" (Letters); "If the Walls Could Talk" (Contemporary Fiction); "Sarah of the Mills" (Radio Play)</li> </ul> </li> </ul> <p style="text-align: right;"><i>continued</i></p>



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TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS) FOR ELA	PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL E / GRADE 5
	<ul style="list-style-type: none"> <li>○ Chapter 5 Integration of Knowledge and Ideas: Literary Texts—"A Boy and His Dogs" (Graphic Novel); "Robinson Crusoe" (Adapted Story Excerpt)</li> <li>● Assessments: Comprehension Check</li> <li>○ Chapter 1 "If at First You Don't Succeed" (Realistic Fiction); "Tornado!" (Realistic Fiction); "The Knights' Challenge" (Realistic Fiction)</li> <li>○ Chapter 3 "Escape from Chateau d'If" - Adapted excerpt from <i>The Count of Monte Cristo</i> by Alexandre Dumas (Historical Fiction); "The Spider and the Fly" - by Mary Howitt (Narrative Poetry); "What I Heard in the Apple Barrel" - adapted excerpt from <i>Treasure Island</i> by Robert Louis Stevenson (Adventure Story)</li> <li>○ Chapter 5 "A Little Princess" - Adapted excerpt from the novel by Frances Hodgson Burnett (Novel); "The Old, Rough Stone and the Gnarled Tree" - A Retelling of a Friendly Fairies Tale (Fable)/"The Young Blue Jay Who Was Not Brave Enough to Be Afraid (Fable)</li> <li>● Close Reading Practice                         <ul style="list-style-type: none"> <li>○ Chapter 1 Key Ideas and Details: Literary Texts—"An Unexpected Friend" (Fantasy)</li> <li>○ Chapter 3 Craft and Structure: Literary Texts—"Treasure Trunk" (Adventure)</li> <li>○ Chapter 5 Integration of Knowledge and Ideas: Literary Texts—"How Summer and Winter Began" (Native American Myth)</li> </ul> </li> <li>● Fluency Practice                         <ul style="list-style-type: none"> <li>○ Chapter 1 "Like a Book" (Realistic Fiction)</li> <li>○ Chapter 3 "Witnessing the Boston Massacre" (Historical Fiction)</li> <li>○ Chapter 5 "Theseus and the Minotaur" (Greek Myth/Graphic Novel)</li> </ul> </li> </ul>
<p>(B) explain the use of sound devices and figurative language and distinguish between the poet and the speaker in poems across a variety of poetic forms;</p>	<p><b>STUDENT EDITION/TEACHER'S EDITION</b>  <b>Chapter 3 Craft and Structure: Literary Texts</b></p> <ul style="list-style-type: none"> <li>● "If-" (Poetry), pp. 76-81</li> </ul> <p><b>Language</b></p> <ul style="list-style-type: none"> <li>● Figurative Language—pp. 196-197</li> </ul> <p><b>TEACHER'S EDITION</b>  <b>Team Jigsaw</b></p> <ul style="list-style-type: none"> <li>● Figurative Language—TE p. 197</li> </ul> <p><b>DIGITAL RESOURCES</b>  <b>Chapter 3 Craft and Structure: Literary Texts</b></p> <ul style="list-style-type: none"> <li>● Assessments: Comprehension Check                         <ul style="list-style-type: none"> <li>○ "The Spider and the Fly" - by Mary Howitt (Narrative Poetry)</li> </ul> </li> </ul> <p><b>Chapter 9 Research to Build and Present Knowledge: Write Evidence-Based Essays</b></p> <ul style="list-style-type: none"> <li>● Instruction &amp; Practice                         <ul style="list-style-type: none"> <li>○ Language: Figurative Language</li> </ul> </li> </ul> <p style="text-align: right;"><i>continued</i></p>

## §110.7. English Language Arts and Reading, Grade 5, Adopted 2017.

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS) FOR ELA	PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL E / GRADE 5
	<ul style="list-style-type: none"> <li>• Additional Practice                             <ul style="list-style-type: none"> <li>◦ Figurative Language</li> </ul> </li> <li>• Instructional Videos                             <ul style="list-style-type: none"> <li>◦ Figurative Language</li> </ul> </li> </ul>
(C) explain structure in drama such as character tags, acts, scenes, and stage directions;	<p><b>STUDENT EDITION/TEACHER'S EDITION</b>  <b>Chapter 3 Craft and Structure: Literary Texts</b></p> <ul style="list-style-type: none"> <li>• Explaining Dramatic Structure: "Sybil Ludington's Ride" (Drama)—pp. 70-75</li> </ul> <p><b>DIGITAL RESOURCES</b>  <b>Chapter 3 Craft and Structure: Literary Texts</b></p> <ul style="list-style-type: none"> <li>• Assessments: Comprehension Check                             <ul style="list-style-type: none"> <li>◦ "Sarah of the Mills" (Radio Play)</li> </ul> </li> </ul>
(D) recognize characteristics and structures of informational text, including:	
(i) the central idea with supporting evidence;	<p><b>STUDENT EDITION/TEACHER'S EDITION</b>  <b>Chapter 2 Key Ideas and Details: Informational Texts</b></p> <ul style="list-style-type: none"> <li>• Determining the Main Idea and Summarizing: "Bump, Bump, and Away! The Science of Bumper Cars" (Explanatory Text)—pp. 44-49</li> </ul> <p><b>DIGITAL RESOURCES</b>  <b>Chapter 2 Key Ideas and Details: Informational Texts</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>◦ Chapter 2 Determining the Main Idea and Summarizing</li> </ul> </li> <li>• Additional Practice                             <ul style="list-style-type: none"> <li>◦ Chapter 2 Determining the Main Idea and Summarizing: "Working in Weightlessness" (Science Magazine Article)</li> </ul> </li> <li>• Assessments                             <ul style="list-style-type: none"> <li>◦ Comprehension Check                                     <ul style="list-style-type: none"> <li>◦ Chapter 2 Determining the Main Idea and Summarizing: "Magic or Science?" (Expository Nonfiction)</li> </ul> </li> </ul> </li> <li>• Close Reading Practice                             <ul style="list-style-type: none"> <li>◦ Chapter 2 "Amazing Octopuses and Squids" (Science Magazine Article)</li> <li>◦ Chapter 2 Close Reading Lesson Plan</li> </ul> </li> <li>• Parent Resources                             <ul style="list-style-type: none"> <li>◦ Chapter 2 Home Connect</li> <li>◦ Chapter 2 Home Connect On the Go: Main Ideas and Supporting Details (graphic organizer)</li> </ul> </li> </ul>
(ii) features such as insets, timelines, and sidebars to support understanding; and	<p><b>STUDENT EDITION/TEACHER'S EDITION</b>  <b>Chapter 6 Integration of Knowledge and Ideas: Informational Texts</b></p> <ul style="list-style-type: none"> <li>• Home Connect: Activity (use correct terms for the text features such as sidebar, heading, graph, and hyperlink)—p. 134</li> </ul> <p style="text-align: right;"><i>continued</i></p>

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TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS) FOR ELA	PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL E / GRADE 5
	<p><b>Chapter 8 Text Types and Purposes: Write Informative/ Explanatory Texts</b></p> <ul style="list-style-type: none"> <li>Grouping Related Information (use subheads)—p. 177</li> </ul> <p><b>Chapter 11 Research to Build and Present Knowledge: Write Research Reports</b></p> <ul style="list-style-type: none"> <li>Organize Information (use subheads)—p. 219</li> </ul> <p><b>TEACHER'S EDITION</b></p> <p><b>Recap Reading Selection</b></p> <ul style="list-style-type: none"> <li>Scan the headings to preview content—TE p. 150</li> </ul> <p><b>Critical Comprehension</b></p> <ul style="list-style-type: none"> <li>Use of headings—TE p. 153</li> </ul> <p><b>Digital Connection: Web Pages</b></p> <ul style="list-style-type: none"> <li>Use of hyperlinks—TE p. 200</li> </ul>
(iii) organizational patterns such as logical order and order of importance;	<p><b>STUDENT EDITION/TEACHER'S EDITION</b></p> <p><b>Chapter 4 Craft and Structure: Informational Texts</b></p> <ul style="list-style-type: none"> <li>Comparing and Contrasting Text Structures: "Life in the Rainforest Canopy and Below the Rainforest Canopy" (Science Magazine Article)—pp. 96–101</li> </ul> <p><b>DIGITAL RESOURCES</b></p> <p><b>Chapter 4 Craft and Structure: Informational Texts</b></p> <ul style="list-style-type: none"> <li>Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>Chapter 4 Comparing and Contrasting Text Structures</li> </ul> </li> <li>Additional Practice                             <ul style="list-style-type: none"> <li>Chapter 4 Comparing and Contrasting Text Structures: "Weekly Foliage Report" (Travel Blog)/"Zoe's Nature Journal" (Journal)</li> </ul> </li> <li>Assessments                             <ul style="list-style-type: none"> <li>Comprehension Check                                     <ul style="list-style-type: none"> <li>Chapter 4 Comparing and Contrasting Text Structures: "Education Is Key" (Expository Nonfiction)/"Save the Orangutan!" (Expository Nonfiction)</li> </ul> </li> </ul> </li> <li>Parent Resources                             <ul style="list-style-type: none"> <li>Chapter 4 Home Connect</li> <li>Chapter 4 Home Connect On the Go: Problem/Solution Structure (graphic organizer)</li> </ul> </li> </ul>
(E) recognize characteristics and structures of argumentative text by:	
(i) identifying the claim;	<p><b>STUDENT EDITION/TEACHER'S EDITION</b></p> <p><b>Analyzing Multiple Accounts</b></p> <ul style="list-style-type: none"> <li>Cite Evidence (identify the author's opinion/point of view about the topic)—pp. 102, 103, 104</li> </ul> <p><b>TEACHER'S EDITION</b></p> <p><b>Comprehension Check</b></p> <ul style="list-style-type: none"> <li>Answer Explanation (opinion piece will have a stated opinion/claim)—TE p. 103, 105</li> </ul> <p style="text-align: right;"><i>continued</i></p>

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TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS) FOR ELA	PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL E / GRADE 5
	<ul style="list-style-type: none"> <li>• Answer Explanation (opinion is not a factual statement)—TE p. 105</li> </ul> <p><b>Digital Connection: Online Research</b></p> <ul style="list-style-type: none"> <li>• identify claim in the text and find supporting evidence—TE p. 143</li> </ul> <p><b>Write Opinion Pieces</b></p> <ul style="list-style-type: none"> <li>• Analyze a Student Model                             <ul style="list-style-type: none"> <li>◦ Introduction (model finding the opinion statement/claim)—TE p. 204</li> </ul> </li> </ul> <p><b><u>DIGITAL RESOURCES</u></b></p> <p><b>Chapter 4 Craft and Structure: Informational Texts</b></p> <ul style="list-style-type: none"> <li>• Close Reading Practice                             <ul style="list-style-type: none"> <li>◦ Chapter 4 “Help Save the Coral Reefs” (Editorial)/ “Defending My Right to Fish” (Letter to the Editor)</li> <li>◦ Chapter 4 Close Reading Lesson Plan</li> </ul> </li> </ul>
<p>(ii) explaining how the author has used facts for or against an argument; and</p>	<p><b><u>STUDENT EDITION/TEACHER’S EDITION</u></b></p> <p><b>Chapter 2 Key Ideas and Details: Informational Texts</b></p> <ul style="list-style-type: none"> <li>• Determining the Main Idea and Summarizing: “Bump, Bump, and Away! The Science of Bumper Cars” (Explanatory Text)—pp. 44–49</li> </ul> <p><b>Chapter 6 Integration of Knowledge and Ideas: Informational Texts</b></p> <ul style="list-style-type: none"> <li>• Analyzing Reasons and Evidence: “These Walls Can Talk” (Historical Nonfiction)—pp. 142–147</li> <li>• Chapter 6 Review: “Seward’s Folly” (Explanatory Text)—pp. 157–158</li> </ul> <p><b>Write Opinion Pieces</b></p> <ul style="list-style-type: none"> <li>• Analyze a Student Model                             <ul style="list-style-type: none"> <li>◦ Reason 1/Reason 2/Reason 3 (model finding the reasons that support the opinion statement/claim)—p. 205</li> </ul> </li> </ul> <p><b><u>TEACHER’S EDITION</u></b></p> <p><b>Extend Thinking: Investigate</b></p> <ul style="list-style-type: none"> <li>• Opinions supported by facts and relevant details—TE p. 75</li> </ul> <p><b>Extend Thinking: Form Opinions</b></p> <ul style="list-style-type: none"> <li>• Perform further research then form opinions—TE p. 101</li> </ul> <p><b>Comprehension Check</b></p> <ul style="list-style-type: none"> <li>• Answer Explanation (opinion is not a factual statement)—TE p. 105</li> </ul> <p><b><u>DIGITAL RESOURCES</u></b></p> <p><b>Chapter 6 Integration of Knowledge and Ideas: Informational Texts</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>◦ Chapter 6 Analyzing Reasons and Evidence</li> </ul> </li> </ul> <p style="text-align: right;"><i>continued</i></p>

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TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS) FOR ELA	PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL E / GRADE 5
	<ul style="list-style-type: none"> <li>• Additional Practice                             <ul style="list-style-type: none"> <li>◦ Chapter 6 Analyzing Reasons and Evidence: “What Built the Sun Belt?” (Explanatory Text)</li> </ul> </li> <li>• Assessments                             <ul style="list-style-type: none"> <li>◦ Comprehension Check                                     <ul style="list-style-type: none"> <li>◦ Chapter 6 Analyzing Reasons and Evidence: “Gold Mountain” (Expository Nonfiction)</li> </ul> </li> </ul> </li> <li>• Parent Resources                             <ul style="list-style-type: none"> <li>◦ Chapter 6 Home Connect On the Go: Author’s Opinion and Reasons/Evidence (graphic organizer)</li> </ul> </li> </ul>
(iii) identifying the intended audience or reader; and	<p><b><u>TEACHER’S EDITION</u></b>  <b>Foundational Skills: Fluency Practice</b></p> <ul style="list-style-type: none"> <li>• Consider the audience—TE p. 139</li> </ul> <p><b><u>DIGITAL RESOURCES</u></b>  <b>Writing Handbook</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>◦ Step 1: Planning (begin by asking questions)—p. 2                                     <ul style="list-style-type: none"> <li>◦ Who is my audience?</li> </ul> </li> </ul> </li> </ul>
(F) recognize characteristics of multimodal and digital texts.	<p><b><u>STUDENT EDITION/TEACHER’S EDITION</u></b>  <b>Chapter 5 Integration of Knowledge and Ideas: Literary Texts</b></p> <ul style="list-style-type: none"> <li>• Analyzing the Effects of Visuals: “Prometheus: Giver of Fire” (Greek Myth/Graphic Novel)—pp. 116–121</li> </ul> <p><b><u>DIGITAL RESOURCES</u></b>  <b>Chapter 5 Integration of Knowledge and Ideas: Literary Texts</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>◦ Chapter 5 Analyzing the Effects of Visuals</li> </ul> </li> <li>• Additional Practice                             <ul style="list-style-type: none"> <li>◦ Chapter 5 Analyzing the Effects of Visuals: “A Boy and His Dogs” (Graphic Novel)</li> </ul> </li> <li>• Assessments                             <ul style="list-style-type: none"> <li>◦ Comprehension Check                                     <ul style="list-style-type: none"> <li>◦ Chapter 5 Analyzing the Effects of Visuals: “A Little Princess” – Adapted excerpt from the novel by Frances Hodgson Burnett (Novel)</li> </ul> </li> </ul> </li> <li>• Close Reading Practice                             <ul style="list-style-type: none"> <li>◦ Chapter 5 “How Summer and Winter Began” (Native American Myth)</li> <li>◦ Chapter 5 Close Reading Lesson Plan</li> </ul> </li> <li>• Parent Resources                             <ul style="list-style-type: none"> <li>◦ Chapter 5 Home Connect</li> <li>◦ Chapter 5 Home Connect Activity: Create a Four-Panel Comic Strip (graphic organizer)</li> </ul> </li> </ul>

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TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS) FOR ELA	PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL E / GRADE 5
<p>(10) <b>Author’s purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student uses critical inquiry to analyze the authors’ choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author’s craft purposefully in order to develop his or her own products and performances. The student is expected to:</p>	
<p>(A) explain the author’s purpose and message within a text;</p>	<p><b>TEACHER’S EDITION</b>  <b>Evaluate a Writer’s Work</b></p> <ul style="list-style-type: none"> <li>• Discuss the writer’s purpose and message—Chapter 7, TE p. 164, Chapter 8, TE p. 178, Chapter 9, TE p. 192, Chapter 10, TE p. 206, Chapter 11, TE p. 220</li> </ul> <p><b>Review</b></p> <ul style="list-style-type: none"> <li>• Analyzing Point of View (explain the author’s point of view and central message)—TE p. 192</li> </ul>
<p>(B) analyze how the use of text structure contributes to the author’s purpose;</p>	<p><b>STUDENT EDITION/TEACHER’S EDITION</b>  <b>Model: Organizational Structure</b></p> <ul style="list-style-type: none"> <li>• Analyze structure by filling in an outline based on the work—TE pp. 164, 178, 192, 206, 220</li> </ul> <p><b>DIGITAL RESOURCES</b>  <b>Chapters 1–6</b></p> <ul style="list-style-type: none"> <li>• Close Reading Practice             <ul style="list-style-type: none"> <li>◦ Close Reading                     <ul style="list-style-type: none"> <li>• Annotation Notes—pp. 2, 4                             <ul style="list-style-type: none"> <li>• 2nd Read: Language and Text Structure</li> </ul> </li> </ul> </li> <li>◦ Close Reading Lesson Plans                     <ul style="list-style-type: none"> <li>• 2nd Read—pp. 2, 4                             <ul style="list-style-type: none"> <li>• Text-Dependent Questions (text structure)</li> </ul> </li> </ul> </li> </ul> </li> </ul>
<p>(C) analyze the author’s use of print and graphic features to achieve specific purposes;</p>	<p><b>STUDENT EDITION/TEACHER’S EDITION</b>  <b>Chapter 6 Integration of Knowledge and Ideas: Informational Texts</b></p> <ul style="list-style-type: none"> <li>• Home Connect: Activity (text features: sidebar, heading, graph, and hyperlink)—p. 134</li> </ul> <p><b>Chapter 8 Text Types and Purposes: Write Informative/Explanatory Texts</b></p> <ul style="list-style-type: none"> <li>• Grouping Related Information (use subheads)—p. 177</li> </ul> <p><b>Chapter 11 Research to Build and Present Knowledge: Write Research Reports</b></p> <ul style="list-style-type: none"> <li>• Organize Information (use subheads)—p. 219</li> </ul> <p style="text-align: right;"><i>continued</i></p>

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TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS) FOR ELA	PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL E / GRADE 5
	<p><b>TEACHER'S EDITION</b></p> <p><b>Listening and Viewing Skills</b> Text features: make connections between the text and bullet points, charts, illustrations, and photos.</p> <ul style="list-style-type: none"> <li>Chapter 1, TE p. 19; Chapter 2, TE p. 51; Chapter 3, TE p. 71; Chapter 4, TE p. 97; Chapter 5, TE p. 123; Chapter 6, TE p. 149</li> </ul> <p><b>Recap Reading Selection</b></p> <ul style="list-style-type: none"> <li>Scan the headings to preview content—TE p. 150</li> </ul> <p><b>Critical Comprehension</b></p> <ul style="list-style-type: none"> <li>Use of headings—TE p. 153</li> </ul> <p><b>Digital Connection</b></p> <ul style="list-style-type: none"> <li>Slide Presentation (bullet points, outlines/find images online)—TE p. 186</li> <li>Web Pages (hyperlinks)—TE p. 200</li> <li>Digital Slide Presentation (bullet points)—TE p. 228</li> </ul> <p><b>DIGITAL RESOURCES</b></p> <p><b>Writing Handbook</b></p> <ul style="list-style-type: none"> <li>Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>Step 5: Producing, Publishing, and Presenting                                     <ul style="list-style-type: none"> <li>Using text features (headings and subheadings, diagrams, graphs, charts, maps)</li> </ul> </li> </ul> </li> </ul>
<p>(D) describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices achieves specific purposes;</p>	<p><b>STUDENT EDITION/TEACHER'S EDITION</b></p> <p><b>Language</b></p> <ul style="list-style-type: none"> <li>Figurative Language (simile, metaphor, personification)—pp. 196–197</li> </ul> <p><b>TEACHER'S EDITION</b></p> <p><b>Team Jigsaw</b></p> <ul style="list-style-type: none"> <li>Figurative Language—TE p. 197</li> </ul> <p><b>DIGITAL RESOURCES</b></p> <p><b>Chapter 9 Research to Build and Present Knowledge: Write Evidence-Based Essays</b></p> <ul style="list-style-type: none"> <li>Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>Language: Figurative Language</li> </ul> </li> <li>Additional Practice                             <ul style="list-style-type: none"> <li>Figurative Language</li> </ul> </li> <li>Instructional Videos                             <ul style="list-style-type: none"> <li>Figurative Language</li> </ul> </li> </ul>
<p>(E) identify and understand the use of literary devices, including first- or third-person point of view;</p>	<p><b>STUDENT EDITION/TEACHER'S EDITION</b></p> <p><b>Chapter 3 Craft and Structure: Literary Texts</b></p> <ul style="list-style-type: none"> <li>Analyzing Point of View: "If—" (Poetry)—pp. 76–81</li> <li>Chapter 3 Review: "Racing to the Ludington Home" (Adventure Story)—pp. 85–86</li> </ul> <p><b>DIGITAL RESOURCES</b></p> <p><b>Chapter 3 Craft and Structure: Literary Texts</b></p> <ul style="list-style-type: none"> <li>Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>Chapter 3 Analyzing Point of View</li> </ul> </li> </ul> <p style="text-align: right;"><i>continued</i></p>

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TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS) FOR ELA	PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL E / GRADE 5
	<ul style="list-style-type: none"> <li>• Additional Practice                             <ul style="list-style-type: none"> <li>◦ Chapter 3 Analyzing Point of View: “Sarah of the Mills” (Radio Play)</li> </ul> </li> <li>• Assessments                             <ul style="list-style-type: none"> <li>◦ Comprehension Check                                     <ul style="list-style-type: none"> <li>◦ Chapter 3 Analyzing Point of View: “What I Heard in the Apple Barrel” – adapted excerpt from <i>Treasure Island</i> by Robert Louis Stevenson (Adventure Story)</li> </ul> </li> </ul> </li> <li>• Close Reading Practice                             <ul style="list-style-type: none"> <li>◦ Chapter 3 “Treasure Trunk” (Adventure)</li> <li>◦ Chapter 3 Close Reading Lesson Plan</li> </ul> </li> <li>• Parent Resources                             <ul style="list-style-type: none"> <li>◦ Chapter 3 Home Connect</li> <li>◦ Chapter 3 Home Connect Activity: Structural Elements in Literature (graphic organizer)</li> </ul> </li> </ul>
<p>(F) examine how the author’s use of language contributes to voice; and</p>	<p><b><u>STUDENT EDITION/TEACHER’S EDITION</u></b>  <b>Chapter 3 Craft and Structure: Literary Texts</b></p> <ul style="list-style-type: none"> <li>• Understanding Figurative Language: “Witnessing the Boston Massacre” (Historical Fiction)—pp. 64–69</li> <li>• Analyzing Point of View: “If–” (Poetry)—pp. 76–81</li> </ul> <p><b><u>DIGITAL RESOURCES</u></b>  <b>Chapter 3 Craft and Structure: Literary Texts</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>◦ Chapter 3 Understanding Figurative Language</li> </ul> </li> <li>• Additional Practice                             <ul style="list-style-type: none"> <li>◦ Chapter 3 Understanding Figurative Language: “Letters from Boston” (Letters)</li> <li>◦ Chapter 3 Analyzing Point of View: “Sarah of the Mills” (Radio Play)</li> </ul> </li> <li>• Assessments                             <ul style="list-style-type: none"> <li>◦ Comprehension Check                                     <ul style="list-style-type: none"> <li>◦ Chapter 3 Understanding Figurative Language: “Escape from Chateau d’If” – Adapted excerpt from <i>The Count of Monte Cristo</i> by Alexandre Dumas (Historical Fiction)</li> <li>◦ Chapter 3 Analyzing Point of View: “What I Heard in the Apple Barrel” – adapted excerpt from <i>Treasure Island</i> by Robert Louis Stevenson (Adventure Story)</li> </ul> </li> </ul> </li> <li>• Instructional Videos                             <ul style="list-style-type: none"> <li>◦ Understanding Figurative Language</li> </ul> </li> <li>• Parent Resources                             <ul style="list-style-type: none"> <li>◦ Chapter 3 Home Connect</li> <li>◦ Chapter 3 Home Connect On the Go: Similes and Metaphors (graphic organizer)</li> </ul> </li> </ul>
<p>(G) explain the purpose of hyperbole, stereotyping, and anecdote.</p>	<p>N/A</p>



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TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS) FOR ELA	PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL E / GRADE 5
<p>(11) <b>Composition: listening, speaking, reading, writing, and thinking using multiple texts—writing process.</b> The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p>	<p><b>TEACHER'S EDITION</b> <b>Writing Chapters</b> (Chapters 7–11)</p> <ul style="list-style-type: none"> <li>• Introduce the Writing Process—Chapter 7, TE p. 165; Chapter 8, TE p. 179; Chapter 9, TE p. 193; Chapter 10, TE p. 207; Chapter 11, TE p. 220</li> <li>• Writing Process Summary (Planning and Drafting)—Chapter 7, TE p. 172; Chapter 8, TE p. 186; Chapter 9, TE p. 200; Chapter 10, TE p. 214; Chapter 11, TE p. 228</li> </ul> <p><b>DIGITAL RESOURCE</b> <b>Writing Handbook</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice/Lesson Plans                             <ul style="list-style-type: none"> <li>◦ Step 1: Planning</li> <li>◦ Step 2: Drafting</li> <li>◦ Step 3: Revising</li> <li>◦ Step 4: Editing</li> <li>◦ Step 5: Producing, Publishing, and Presenting</li> </ul> </li> </ul>
<p>(A) plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping;</p>	<p><b>STUDENT EDITION/TEACHER'S EDITION</b> <b>Writing Chapters</b> (Chapters 7–11)</p> <ul style="list-style-type: none"> <li>• Complete an outline to organize a first draft—Chapter 7, p. 165; Chapter 8, p. 179; Chapter 9, p. 193; Chapter 10, p. 207; Chapter 11, p. 222</li> </ul> <p><b>TEACHER'S EDITION</b> <b>Writing Chapters</b> (Chapters 7–11)</p> <ul style="list-style-type: none"> <li>• Create: Organizational Structure                             <ul style="list-style-type: none"> <li>◦ Brainstorming/Planning—Chapter 7, TE p. 165; Chapter 8, TE p. 179; Chapter 9, TE p. 193; Chapter 10, TE p. 207; Chapter 11, TE p. 222</li> </ul> </li> <li>• Writing Process Summary (Planning and Drafting)—Chapter 7, TE p. 172; Chapter 8, TE p. 186; Chapter 9, TE p. 200; Chapter 10, TE p. 214; Chapter 11, TE p. 228</li> </ul> <p><b>DIGITAL RESOURCE</b> <b>Writing Handbook</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>◦ Step 1: Planning                                     <ul style="list-style-type: none"> <li>◦ What am I writing?</li> <li>◦ Why am I writing? What is my purpose?</li> <li>◦ Who is my audience? Who will read my writing?</li> <li>◦ Begin with your topic.</li> </ul> </li> </ul> </li> <li>• Lesson Plans                             <ul style="list-style-type: none"> <li>◦ Step 1: Planning                                     <ul style="list-style-type: none"> <li>◦ Brainstorming</li> <li>◦ Choosing the Topic</li> <li>◦ Supporting Details</li> </ul> </li> </ul> </li> </ul>

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<p>(B) develop drafts into a focused, structured, and coherent piece of writing by:</p>	<p><b>TEACHER'S EDITION</b>  <b>Writing Chapters</b> (Chapters 7–11)</p> <ul style="list-style-type: none"> <li>• Create: Organizational Structure                             <ul style="list-style-type: none"> <li>◦ Drafting a piece of writing—Chapter 7, TE p. 165; Chapter 8, TE p. 179; Chapter 9, TE p. 193; Chapter 10, TE p. 207; Chapter 11, TE p. 222</li> </ul> </li> <li>• Writing Process Summary (Planning and Drafting)—Chapter 7, TE p. 172; Chapter 8, TE p. 186; Chapter 9, TE p. 200; Chapter 10, TE p. 214; Chapter 11, TE p. 228</li> </ul> <p><b>DIGITAL RESOURCE</b>  <b>Writing Handbook</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice/Lesson Plans                             <ul style="list-style-type: none"> <li>◦ Step 2: Drafting</li> </ul> </li> </ul>
<p>(i) organizing with purposeful structure, including an introduction, transitions, and a conclusion; and</p>	<p><b>STUDENT EDITION/TEACHER'S EDITION</b>  <b>Writing Chapters</b></p> <ul style="list-style-type: none"> <li>• Creating an Organizational Structure/Introducing a Topic—Chapter 7, pp. 162, 165; Chapter 8, pp. 176, 179; Chapter 9, pp. 190, 193; Chapter 10, pp. 204, 207; Chapter 11, pp. 218, 222</li> <li>• Using Linking Words and Phrases—Chapter 7, pp. 163, 165; Chapter 8, pp. 177, 179</li> <li>• Providing a Concluding Statement—Chapter 7, pp. 164, 165; Chapter 8, pp. 178, 179; Chapter 9, pp. 192, 193; Chapter 10, pp. 206, 207</li> </ul> <p><b>Language</b></p> <ul style="list-style-type: none"> <li>• Transitional Words and Phrases—p. 210</li> </ul> <p><b>TEACHER'S EDITION</b>  <b>Writing Chapters</b></p> <ul style="list-style-type: none"> <li>• Introduce: Organizational Structure—Chapter 7, TE p. 162; Chapter 8, TE p. 176; Chapter 9, TE p. 190; Chapter 10, TE p. 204; Chapter 11, TE p. 218</li> <li>• Model: Organizational Structure—Chapter 7, TE p. 164; Chapter 8, TE p. 178; Chapter 9, TE p. 192; Chapter 10, TE p. 206; Chapter 11, TE p. 220</li> </ul>
<p>(ii) developing an engaging idea reflecting depth of thought with specific facts and details;</p>	<p><b>STUDENT EDITION/TEACHER'S EDITION</b>  <b>Writing Chapters</b></p> <ul style="list-style-type: none"> <li>• Establishing a Situation—Chapter 7, pp. 162, 165</li> <li>• Developing the Topic with Facts and Concrete Details—Chapter 8, pp. 177, 179; Chapter 9, pp. 191, 193</li> <li>• Providing Reasons That Support the Opinion—TE pp. 205, 207</li> </ul> <p style="text-align: right;"><i>continued</i></p>

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	<p><b><u>DIGITAL RESOURCE</u></b>  <b>Writing Handbook</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>◦ Step 1: Planning                                     <ul style="list-style-type: none"> <li>◦ Begin with your topic.</li> <li>◦ Then add details.</li> </ul> </li> </ul> </li> <li>• Lesson Plans                             <ul style="list-style-type: none"> <li>◦ Step 1: Planning                                     <ul style="list-style-type: none"> <li>◦ Choosing the Topic</li> <li>◦ Supporting Details</li> </ul> </li> </ul> </li> </ul>
<p>(C) revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity;</p>	<p><b><u>STUDENT EDITION/TEACHER'S EDITION</u></b>  <b>Language</b></p> <ul style="list-style-type: none"> <li>• Synonyms and Antonyms—p. 32</li> <li>• Varieties of English—p. 84</li> <li>• Adages and Proverbs—p. 130</li> <li>• Conjunctions—p. 194</li> <li>• Sentence Combining—p. 195</li> <li>• Figurative Language—p. 196</li> <li>• Figurative Language—p. 196</li> <li>• Sentence Variety—p. 223</li> <li>• Varieties of English—p. 224</li> </ul> <p><b>Chapter Review</b></p> <ul style="list-style-type: none"> <li>• See the Writing Handbook at <a href="http://sadlierconnect.com">sadlierconnect.com</a> for ways to improve your writing as you revise—Chapter 7, TE p. 172; Chapter 8, TE p. 186; Chapter 9, TE p. 200; Chapter 10, TE p. 214; Chapter 11, TE p. 228</li> </ul> <p><b><u>DIGITAL RESOURCE</u></b>  <b>Writing Handbook</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>◦ Step 3: Revising—pp. 5, 6                                     <ul style="list-style-type: none"> <li>◦ Revising Checklist   <ul style="list-style-type: none"> <li>• Ideas and Voice</li> <li>• Organization and Coherence</li> <li>• Word Choice</li> </ul> </li> </ul> </li> </ul> </li> <li>• Lesson Plans—pp. 4 and 5, 6 and 7                             <ul style="list-style-type: none"> <li>◦ Step 3: Revising                                     <ul style="list-style-type: none"> <li>◦ Peer Review</li> <li>◦ Peer Collaboration</li> </ul> </li> </ul> </li> </ul>
<p>(D) edit drafts using standard English conventions, including:</p>	<p><b><u>DIGITAL RESOURCE</u></b>  <b>Writing Handbook</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>◦ Step 4: Editing—pp. 7, 8                                     <ul style="list-style-type: none"> <li>◦ Editing Checklist   <ul style="list-style-type: none"> <li>• Sentences</li> <li>• Grammar</li> <li>• Mechanics</li> <li>• Spelling</li> </ul> </li> </ul> </li> </ul> </li> </ul> <p style="text-align: right;"><i>continued</i></p>

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TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS) FOR ELA	PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL E / GRADE 5
	<ul style="list-style-type: none"> <li>• Lesson Plans—pp. 6 and 7, 8 and 9                             <ul style="list-style-type: none"> <li>◦ Step 3: Editing</li> <li>◦ Editing Tips</li> <li>◦ Digital Integration</li> <li>◦ Using Proofreading Marks</li> </ul> </li> </ul>
<p>(i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments;</p>	<p><b><u>STUDENT EDITION/TEACHER'S EDITION</u></b>  <b>Language</b></p> <ul style="list-style-type: none"> <li>• Sentence Combining (simple/compound sentences)—p. 195  <i>See Level C / Grade 3</i></li> </ul> <p><b><u>STUDENT EDITION/TEACHER'S EDITION</u></b>  <b>Language</b></p> <ul style="list-style-type: none"> <li>• Simple Sentences—p. 211</li> <li>• Compound Sentences—p. 223</li> </ul> <p><i>See also Sadlier Grammar Workshop: Tools for Writing, Level Blue/Grade 5</i></p> <p><b><u>STUDENT EDITION/TEACHER'S ANNOTATED EDITION</u></b>  <b>Unit 1 Sentences</b></p> <ul style="list-style-type: none"> <li>• Lesson 7 Simple Sentences and Compound Sentences—SE pp. 32-35/TAE p. T21</li> <li>• Lesson 9 Correcting Fragments and Run-ons—SE pp. 40-43/TAE p. T22</li> </ul> <p><b>Unit 3 Verbs</b></p> <ul style="list-style-type: none"> <li>• Lesson 17 Simple Tense: Present (subject-verb agreement)—SE pp. 80-83/TAE p. T27</li> </ul> <p><b><u>DIGITAL RESOURCES</u></b>  <b>Unit 1 Sentences</b></p> <ul style="list-style-type: none"> <li>• Additional Practice/Interactive Practice Quizzes                             <ul style="list-style-type: none"> <li>◦ Lesson 9 Correcting Fragments and Run-ons</li> </ul> </li> <li>• Interactive Activities                             <ul style="list-style-type: none"> <li>◦ Lesson 9: Solve It!</li> </ul> </li> </ul>
<p>(ii) past tense of irregular verbs;</p>	<p><b><u>TEACHER'S EDITION</u></b>  <b>Support English Language Learners</b></p> <ul style="list-style-type: none"> <li>• Irregular verbs (<i>ran</i>)—TE p. 166</li> </ul> <p><i>See also Sadlier Grammar Workshop: Tools for Writing, Level Blue/Grade 5</i></p> <p><b><u>STUDENT EDITION/TEACHER'S EDITION</u></b>  <b>Unit 3 Verbs</b></p> <ul style="list-style-type: none"> <li>• Lesson 25 Irregular Verbs—SE pp. 112-115/TAE p. T31</li> <li>• Lesson 26 More Irregular Verbs—SE pp. 116-119/TAE p. T31</li> </ul>

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(iii) collective nouns;	<p><i>Representative modeling</i></p> <p><b>STUDENT EDITION/TEACHER'S EDITION</b></p> <p><b>Reading Selections</b></p> <ul style="list-style-type: none"> <li>• Crowd(s)—p. 67, 80</li> <li>• Forest—p. 96</li> </ul> <p><b>Student Writing Models</b></p> <ul style="list-style-type: none"> <li>• Crowd(s)—p. 191</li> <li>• Groups—p. 206</li> </ul> <p><b>TEACHER'S EDITION</b></p> <p><b>Review: Summarizing</b></p> <ul style="list-style-type: none"> <li>• Pairs/groups—TE p. 164</li> </ul>
(iv) adjectives, including their comparative and superlative forms;	<p><i>See Level C / Grade 3</i></p> <p><b>STUDENT EDITION/TEACHER'S EDITION</b></p> <p><b>Language</b></p> <ul style="list-style-type: none"> <li>• Adjectives (comparative and superlative forms)—p. 208</li> </ul> <p><i>See also Sadlier Grammar Workshop: Tools for Writing, Level Blue/Grade 5</i></p> <p><b>STUDENT EDITION/TEACHER'S EDITION</b></p> <p><b>Unit 4 Adjectives, Adverbs, Conjunctions, and Prepositions</b></p> <ul style="list-style-type: none"> <li>• Lesson 29 Adjectives—SE pp. 132-135/TAE p. T33</li> <li>• Lesson 30 Articles and Demonstrative Adjectives—SE pp. 136-139/TAE p. T34</li> <li>• Lesson 31 Comparing with Adjectives<i>d</i> (comparatives and superlatives)—SE pp. 140-143/TAE p. T34</li> <li>• Lesson 32 Comparing with <i>Good</i> and <i>Ba</i>—SE pp. 144-147/TAE p. T35</li> </ul>
(v) conjunctive adverbs;	<p><b>STUDENT EDITION/TEACHER'S EDITION</b></p> <p><b>Language</b></p> <ul style="list-style-type: none"> <li>• Transitional Words and Phrases (including <i>also, furthermore, moreover, likewise, similarly, still, nevertheless, however, although, otherwise, therefore, consequently</i>)—p. 210</li> </ul>
(vi) prepositions and prepositional phrases and their influence on subject-verb agreement;	<p><b>STUDENT EDITION/TEACHER'S EDITION</b></p> <p><b>Language</b></p> <ul style="list-style-type: none"> <li>• Prepositions and Prepositional Phrases—p. 209</li> </ul> <p><b>DIGITAL RESOURCES</b></p> <p><b>Chapter 10 Text Types and Purposes: Write Opinion Pieces</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice             <ul style="list-style-type: none"> <li>○ Language: Prepositions and Prepositional Phrases</li> </ul> </li> <li>• Additional Practice             <ul style="list-style-type: none"> <li>○ Prepositions and Prepositional Phrases</li> </ul> </li> <li>• Instructional Videos             <ul style="list-style-type: none"> <li>○ Prepositions and Prepositional Phrases</li> </ul> </li> </ul>

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<p>(vii) pronouns, including indefinite;</p>	<p>See Level C / Grade 3</p> <p><b>STUDENT EDITION/TEACHER'S EDITION</b>  <b>Language</b></p> <ul style="list-style-type: none"> <li>• Pronouns—p. 180</li> <li>• Pronoun-Antecedent Agreement—p. 181</li> </ul> <p>See Level D / Grade 4</p> <p><b>STUDENT EDITION/TEACHER'S EDITION</b>  <b>Language</b></p> <ul style="list-style-type: none"> <li>• Relative Pronouns—p. 195</li> </ul> <p>See Level F / Grade 6</p> <p><b>STUDENT EDITION/TEACHER'S EDITION</b>  <b>Language</b></p> <ul style="list-style-type: none"> <li>• Case of Pronouns—pp. 200–202</li> <li>• Intensive Pronouns—p. 203</li> <li>• Pronoun Number and Person—pp. 228–229</li> <li>• Vague Pronouns—pp. 230–231</li> </ul> <p>See also <i>Sadlier Grammar Workshop: Tools for Writing, Level Blue/Grade 5</i></p> <p><b>STUDENT EDITION/TEACHER'S EDITION</b>  <b>Unit 5 Pronouns</b></p> <ul style="list-style-type: none"> <li>• Lesson 40 Subject Pronouns—SE pp. 180–183/TAE p. T39</li> <li>• Lesson 41 Object Pronouns—SE pp. 184–187/TAE p. T40</li> <li>• Lesson 42 Using <i>I</i> and <i>Me</i>, <i>We</i>, and <i>Us</i>—SE pp. 188–191/TAE p. T40</li> <li>• Lesson 43 Possessive and Demonstrative Pronouns—SE pp. 192–195/TAE p. T41</li> <li>• Lesson 44 Relative Pronouns and Relative Adverbs—SE pp. 196–199/TAE p. T41</li> <li>• Lesson 45 Contractions with Pronouns—SE pp. 200–203/TAE p. T42</li> </ul>
<p>(viii) subordinating conjunctions to form complex sentences;</p>	<p>See Level G / Grade 7</p> <p><b>STUDENT EDITION/TEACHER'S EDITION</b>  <b>Language</b></p> <ul style="list-style-type: none"> <li>• Simple, Compound, Complex, and Compound-Complex Sentences—p. 228</li> </ul> <p>See <i>Sadlier Grammar Workshop: Tools for Writing, Level Blue/Grade 5</i></p> <p><b>STUDENT EDITION/TEACHER'S EDITION</b>  <b>Unit 1 Sentences</b></p> <ul style="list-style-type: none"> <li>• Lesson 7 Simple Sentences and Compound Sentences—SE pp. 32–35/TAE p. T21</li> <li>• Lesson 8 Complex Sentences—SE pp. 36–39/TAE p. T21</li> </ul> <p><b>DIGITAL RESOURCES</b>  <b>Unit 1 Sentences</b></p> <ul style="list-style-type: none"> <li>• Additional Practice/Interactive Practice Quizzes             <ul style="list-style-type: none"> <li>◦ Lesson 8 Complex Sentences</li> </ul> </li> </ul>

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<p>(ix) capitalization of abbreviations, initials, acronyms, and organizations;</p>	<p>See <i>Sadlier Grammar Workshop: Tools for Writing, Level Blue/Grade 5</i></p> <p><b>STUDENT EDITION/TEACHER'S EDITION</b>  <b>Unit 6 Capitalization, Punctuation, and Spelling</b></p> <ul style="list-style-type: none"> <li>• Lesson 48 Abbreviations—SE pp. 216–219/TAE p. T44</li> </ul> <p><b>DIGITAL RESOURCES</b>  <b>Unit 1 Sentences</b></p> <ul style="list-style-type: none"> <li>• Additional Practice/Interactive Practice Quizzes             <ul style="list-style-type: none"> <li>◦ Lesson 48 Abbreviations</li> </ul> </li> <li>• Interactive Activities             <ul style="list-style-type: none"> <li>◦ Lesson 48 Match It!</li> </ul> </li> </ul>
<p>(x) punctuation marks, including commas in compound and complex sentences, quotation marks in dialogue, and italics and underlining for titles and emphasis; and</p>	<p><b>STUDENT EDITION/TEACHER'S EDITION</b>  <b>Language</b></p> <ul style="list-style-type: none"> <li>• Titles of Works (italics, underlining, or quotation marks)—p. 181</li> <li>• Commas—p. 167</li> <li>• Conjunctions (use of commas in compound sentences)—p. 194</li> </ul> <p><b>DIGITAL RESOURCES</b>  <b>Chapter 8 Text Types and Purposes: Write Informative/Explanatory Texts</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice             <ul style="list-style-type: none"> <li>◦ Language: Titles of Works (italics, underlining, or quotation marks)</li> </ul> </li> <li>• Additional Practice             <ul style="list-style-type: none"> <li>◦ Titles of Works (italics, underlining, or quotation marks)</li> </ul> </li> <li>• Instructional Videos             <ul style="list-style-type: none"> <li>◦ Titles of Works (italics, underlining, or quotation marks)</li> </ul> </li> </ul> <p><b>Chapter 10 Text Types and Purposes: Write Opinion Pieces</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice             <ul style="list-style-type: none"> <li>◦ Language: Commas</li> </ul> </li> <li>• Additional Practice             <ul style="list-style-type: none"> <li>◦ Commas</li> </ul> </li> <li>• Instructional Videos             <ul style="list-style-type: none"> <li>◦ Commas</li> </ul> </li> </ul> <p>See <i>Level D / Grade 4</i></p> <p><b>STUDENT EDITION/TEACHER'S EDITION</b>  <b>Language</b></p> <ul style="list-style-type: none"> <li>• Commas in Compound Sentences—p. 223</li> </ul> <p>See <i>Level G / Grade 7</i></p> <p><b>STUDENT EDITION/TEACHER'S EDITION</b>  <b>Language</b></p> <ul style="list-style-type: none"> <li>• Simple, Compound, Complex, and Compound-Complex Sentences—p. 228</li> </ul>

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<p>(xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words; and</p>	<p><b>DIGITAL RESOURCE</b>  <b>Writing Handbook</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>◦ Step 4: Editing—pp. 7, 8                                     <ul style="list-style-type: none"> <li>• Editing Checklist   <ul style="list-style-type: none"> <li>• Spelling</li> </ul> </li> </ul> </li> </ul> </li> </ul>
<p>(E) publish written work for appropriate audiences.</p>	<p><b>STUDENT EDITION/TEACHER'S EDITION</b>  <b>Writing Chapters</b> (Chapters 7–11)</p> <ul style="list-style-type: none"> <li>• Write the final copy of the assigned narrative, essay, or report—Chapter 7, TE p. 172; Chapter 8, TE p. 186; Chapter 9, TE p. 200; Chapter 10, TE p. 214; Chapter 11, TE p. 228</li> </ul> <p><b>TEACHER'S EDITION</b>  <b>Digital Connection</b></p> <ul style="list-style-type: none"> <li>• Chapter 7 Blog Entries—TE p. 172</li> <li>• Chapter 8 Slide Presentation—TE p. 186</li> <li>• Chapter 9 Web Pages—TE p. 200</li> <li>• Chapter 10 Digital PSAs—TE p. 214</li> <li>• Chapter 11 Digital Slide Presentations—TE p. 228</li> </ul> <p><b>DIGITAL RESOURCE</b>  <b>Writing Handbook</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice Lesson Plans                             <ul style="list-style-type: none"> <li>◦ Step 5: Producing, Publishing, and Presenting                                     <ul style="list-style-type: none"> <li>• Be sure the way you present your final version fits your purpose and audience.   <ul style="list-style-type: none"> <li>• Handwritten or Printed from a Computer</li> <li>• Running Class Presentations</li> <li>• Digital Integration</li> <li>• Speaking and Listening Presentation</li> <li>• Digital Presentation (use digital technology)</li> </ul> </li> </ul> </li> </ul> </li> </ul>
<p><b>(12) Composition: listening, speaking, reading, writing, and thinking using multiple texts—genres.</b> The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:</p>	
<p>(A) compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft;</p>	<p><b>STUDENT EDITION/TEACHER'S EDITION</b>  <b>Chapter 7 Text Types and Purposes: Write Nonfictional Narratives</b></p> <ul style="list-style-type: none"> <li>• Chapter Opener: Progress Check/Home Connect/Essential Question/Theme—pp. 159–161</li> <li>• Analyze a student model/outline then write a fictional narrative—pp. 162–165</li> <li>• Assignment: Final draft—p. 172</li> </ul> <p><b>TEACHER'S EDITION</b></p> <ul style="list-style-type: none"> <li>• Learning Progressions—TE p. 161A</li> <li>• Genre: Fictional Narrative—TE p. 162</li> </ul> <p style="text-align: right;"><i>continued</i></p>



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TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS) FOR ELA	PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL E / GRADE 5
	<p><b><u>DIGITAL RESOURCES</u></b>  <b>Chapter 7 Text Types and Purposes: Write Nonfictional Narratives</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>○ Write Nonfictional Narratives</li> </ul> </li> <li>• Additional Practice                             <ul style="list-style-type: none"> <li>○ Write Nonfictional Narratives</li> </ul> </li> <li>• Instructional Videos                             <ul style="list-style-type: none"> <li>○ Write Nonfictional Narratives</li> </ul> </li> <li>• Parent Resources                             <ul style="list-style-type: none"> <li>○ Chapter 7 Home Connect</li> <li>○ Chapter 7 Home Connect Conversation Starter: Sequence of Events (graphic organizer)</li> </ul> </li> </ul>
<p>(B) compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft;</p>	<p style="text-align: center;"><b><i>INFORMATIVE/EXPLANATORY TEXTS</i></b></p> <p><b><u>STUDENT EDITION/TEACHER'S EDITION</u></b>  <b>Chapter 8 Text Types and Purposes: Write Informative/Explanatory Texts</b></p> <ul style="list-style-type: none"> <li>• Chapter Opener: Progress Check/Home Connect/Essential Question/Theme—pp. 173-175</li> <li>• Analyze a student model then outline and write an informative/explanatory first draft—pp. 176-179</li> <li>• Assignment: Final draft—p. 186</li> </ul> <p><b><u>TEACHER'S EDITION</u></b></p> <ul style="list-style-type: none"> <li>• Learning Progressions—TE p. 175A</li> <li>• Genre: Informative/Explanatory Text—TE p. 176</li> </ul> <p><b><u>DIGITAL RESOURCES</u></b>  <b>Chapter 8 Text Types and Purposes: Write Informative/Explanatory Texts</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>○ Write Informative/Explanatory Text</li> </ul> </li> <li>• Additional Practice                             <ul style="list-style-type: none"> <li>○ Write Informative/Explanatory Text</li> </ul> </li> <li>• Instructional Videos                             <ul style="list-style-type: none"> <li>○ Writing Informative/Explanatory Text</li> </ul> </li> <li>• Parent Resources                             <ul style="list-style-type: none"> <li>○ Chapter 8 Home Connect</li> <li>○ Chapter 8 Home Connect Activity: Steps in a Process (graphic organizer)</li> </ul> </li> </ul> <p style="text-align: center;"><b><i>EVIDENCE-BASED ESSAYS</i></b></p> <p><b>Chapter 9 Research to Build and Present Knowledge: Write Evidence-Based Essays</b></p> <ul style="list-style-type: none"> <li>• Chapter Opener: Progress Check/Home Connect/Essential Question/Theme—pp. 187-189</li> <li>• Analyze a student model then outline and write an informative/explanatory first draft—pp. 190-193</li> <li>• Assignment: Final draft—p. 200</li> </ul> <p style="text-align: right;"><i>continued</i></p>

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	<p><b>TEACHER'S EDITION</b></p> <ul style="list-style-type: none"> <li>• Learning Progressions—TE p. 189A</li> <li>• Genre: Evidence-Based Essays—TE p. 224</li> </ul> <p><b>DIGITAL RESOURCES</b></p> <p><b>Chapter 9 Research to Build and Present Knowledge: Write Evidence-Based Essays</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>◦ Writing Evidence-Based Essays</li> </ul> </li> <li>• Additional Practice                             <ul style="list-style-type: none"> <li>◦ Writing Evidence-Based Essays</li> </ul> </li> <li>• Instructional Videos                             <ul style="list-style-type: none"> <li>◦ Writing Evidence-Based Essays</li> </ul> </li> <li>• Parent Resources                             <ul style="list-style-type: none"> <li>◦ Chapter 9 Home Connect</li> <li>◦ Chapter 9 Home Connect Activity: Paraphrase: In My Own Words (graphic organizer)</li> </ul> </li> </ul> <p style="text-align: center;"><b>RESEARCH REPORTS</b></p> <p><b>Chapter 11 Research to Build and Present Knowledge: Write Research Reports</b></p> <ul style="list-style-type: none"> <li>• Chapter Opener: Progress Check/Home Connect/Essential Question/Theme—pp. 215–217</li> <li>• Analyze a student model/outline then write a first draft of a research report—pp. 218–222</li> <li>• Assignment: Final draft—p. 228</li> </ul> <p><b>TEACHER'S EDITION</b></p> <ul style="list-style-type: none"> <li>• Learning Progressions—TE p. 217A</li> <li>• Genre: Informative/Explanatory Text—TE p. 218</li> </ul> <p><b>DIGITAL RESOURCES</b></p> <p><b>Chapter 11 Research to Build and Present Knowledge: Write Research Reports</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>◦ Writing Research Reports</li> </ul> </li> <li>• Additional Practice                             <ul style="list-style-type: none"> <li>◦ Writing Research Reports</li> </ul> </li> <li>• Instructional Videos                             <ul style="list-style-type: none"> <li>◦ Writing Research Reports</li> </ul> </li> </ul>
<p>(C) compose argumentative texts, including opinion essays, using genre characteristics and craft; and</p>	<p><b>STUDENT EDITION/TEACHER'S EDITION</b></p> <p><b>Chapter 10 Text Types and Purposes: Write Opinion Pieces</b></p> <ul style="list-style-type: none"> <li>• Chapter Opener: Progress Check/Home Connect/Essential Question/Theme—pp. 201–203</li> <li>• Analyze a student model then outline and draft an opinion piece—pp. 204–207</li> <li>• Assignment: Final draft—p. 214</li> </ul> <p><b>TEACHER'S EDITION</b></p> <ul style="list-style-type: none"> <li>• Learning Progressions—TE p. 203A</li> <li>• Genre: Opinion Piece—TE p. 204</li> </ul> <p style="text-align: right;"><i>continued</i></p>

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	<p><b><u>DIGITAL RESOURCES</u></b>  <b>Chapter 10 Text Types and Purposes: Write Opinion Pieces</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>◦ Writing Opinion Pieces</li> </ul> </li> <li>• Additional Practice                             <ul style="list-style-type: none"> <li>◦ Writing Opinion Pieces</li> </ul> </li> <li>• Instructional Videos                             <ul style="list-style-type: none"> <li>◦ Writing Opinion Pieces</li> </ul> </li> <li>• Parent Resources                             <ul style="list-style-type: none"> <li>◦ Chapter 10 Home Connect</li> <li>◦ Chapter 10 Home Connect On the Go: Opinion and Reasons for My Opinion (graphic organizer)</li> </ul> </li> </ul>
<p>(D) compose correspondence that requests information.</p>	<p><i>Related content</i></p> <p><b><u>DIGITAL RESOURCES</u></b>  <b>Chapters 3</b></p> <ul style="list-style-type: none"> <li>• Additional Practice                             <ul style="list-style-type: none"> <li>◦ Chapter 3 Craft and Structure: Literary Texts—"Letters from Boston" (Letters)</li> </ul> </li> </ul> <p><b>Chapters 4</b></p> <ul style="list-style-type: none"> <li>• Close Reading Practice                             <ul style="list-style-type: none"> <li>◦ Chapter 4 "Help Save the Coral Reefs" (Editorial)/ "Defending My Right to Fish" (Letter to the Editor)</li> </ul> </li> </ul> <p><b>Chapter 6</b></p> <ul style="list-style-type: none"> <li>• Close Reading Practice                             <ul style="list-style-type: none"> <li>◦ Chapter 6 "Letters Home" (Letters)</li> </ul> </li> </ul>
<p>(13) <b>Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:</p>	<p><b><u>STUDENT EDITION/TEACHER'S EDITION</u></b>  <b>Chapter 11 Research to Build and Present Knowledge: Write Research Reports</b></p> <ul style="list-style-type: none"> <li>• Chapter Opener: Progress Check/Home Connect/Essential Question/Theme—pp. 215-217</li> <li>• Analyze a student model/outline then write a first draft of a research report—pp. 218-222</li> <li>• Assignment: Final draft—p. 228</li> </ul>
<p>(A) generate and clarify questions on a topic for formal and informal inquiry;</p>	<p><b><u>STUDENT EDITION/TEACHER'S EDITION</u></b>  <b>Chapter 11 Research to Build and Present Knowledge: Write Research Reports</b></p> <ul style="list-style-type: none"> <li>• Progress Check—p. 215                             <ul style="list-style-type: none"> <li>◦ Plan a research report</li> </ul> </li> </ul> <p><b><u>TEACHER'S EDITION</u></b>  <b>Create: Organizational Structure</b></p> <ul style="list-style-type: none"> <li>• Brainstorming/Planning (choose a subject)—TE p. 222</li> </ul> <p style="text-align: right;"><i>continued</i></p>

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	<p><b><u>DIGITAL RESOURCES</u></b>  <b>Writing Handbook</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>◦ Step 1: Planning (begin by asking questions)—p. 2                                     <ul style="list-style-type: none"> <li>◦ What am I writing?</li> <li>◦ Why am I writing?</li> <li>◦ What is my purpose?</li> <li>◦ Who is my audience?</li> </ul> </li> <li>◦ Begin with your topic</li> </ul> </li> </ul>
<p>(B) develop and follow a research plan with adult assistance;</p>	<p><b><u>STUDENT EDITION/TEACHER'S EDITION</u></b>  <b>Chapter 11 Research to Build and Present Knowledge: Write Research Reports</b></p> <ul style="list-style-type: none"> <li>• Creating an Organization Structure                             <ul style="list-style-type: none"> <li>◦ Use a graphic organizer—p. 218</li> </ul> </li> </ul> <p><b><u>TEACHER'S EDITION</u></b>  <b>Differentiate Instruction</b></p> <ul style="list-style-type: none"> <li>• Help students not yet ready to research on their own—TE p. 222</li> </ul> <p><b><u>DIGITAL RESOURCES</u></b>  <b>Writing Handbook</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice Lesson Plans                             <ul style="list-style-type: none"> <li>◦ Step 1: Planning                                     <ul style="list-style-type: none"> <li>◦ Digital Integration: Research Tip (adult supervision)—pp. 2 and 3</li> </ul> </li> </ul> </li> </ul>
<p>(C) identify and gather relevant information from a variety of sources;</p>	<p><b><u>STUDENT EDITION/TEACHER'S EDITION</u></b>  <b>Chapter 11 Research to Build and Present Knowledge: Write Research Reports</b></p> <ul style="list-style-type: none"> <li>• Progress Check—p. 215                             <ul style="list-style-type: none"> <li>◦ Use print and digital sources to investigate aspects of a topic.</li> </ul> </li> <li>• Use Several Sources—p. 219</li> </ul> <p><b><u>TEACHER'S EDITION</u></b>  <b>Chapter 11 Research to Build and Present Knowledge: Write Research Reports</b></p> <ul style="list-style-type: none"> <li>• Genre: Research Report                             <ul style="list-style-type: none"> <li>◦ Consult many sources to find relevant and interesting information about the topic—TE p. 218</li> </ul> </li> </ul> <p><b><u>DIGITAL RESOURCES</u></b>  <b>Writing Handbook</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>◦ Step 1: Planning                                     <ul style="list-style-type: none"> <li>◦ Research Tips (gather information by reading and evaluating sources/use print materials or websites for information)—p. 3</li> </ul> </li> </ul> </li> <li>• Instruction &amp; Practice Lesson Plans                             <ul style="list-style-type: none"> <li>◦ Step 1: Planning                                     <ul style="list-style-type: none"> <li>◦ Digital Integration: Research Tip (adult supervision)—pp. 2 and 3</li> </ul> </li> </ul> </li> </ul>

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<p>(D) understand credibility of primary and secondary sources;</p>	<p><b><u>STUDENT EDITION/TEACHER’S EDITION</u></b>  <b>Chapter 11 Research to Build and Present Knowledge: Write Research Reports</b></p> <ul style="list-style-type: none"> <li>• Home Connect—p. 216               <ul style="list-style-type: none"> <li>◦ Search for reliable information/use credible sources.</li> </ul> </li> <li>• Provide a List of Sources (help readers know information is reliable)—p. 220</li> </ul> <p><b><u>TEACHER’S EDITION</u></b>  <b>Extend Thinking</b></p> <ul style="list-style-type: none"> <li>• Cite Evidence (use reliable sources)—TE p. 141</li> </ul> <p><b><u>DIGITAL RESOURCES</u></b>  <b>Writing Handbook</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice               <ul style="list-style-type: none"> <li>◦ Step 1: Planning                   <ul style="list-style-type: none"> <li>◦ Research Tips (evaluating sources: should have authority, be accurate, be relatively unbiased or fair)—p. 3</li> </ul> </li> <li>◦ Step 3 Revising: Revising Checklist                   <ul style="list-style-type: none"> <li>◦ Have I included accurate information from my research?—p. 5</li> </ul> </li> </ul> </li> </ul>
<p>(E) demonstrate understanding of information gathered;</p>	<p><b><u>TEACHER’S EDITION</u></b>  <b>Review</b></p> <ul style="list-style-type: none"> <li>• Comparing and Contrasting Themes               <ul style="list-style-type: none"> <li>◦ Use only relevant research found during research—TE p. 220</li> </ul> </li> </ul> <p><b><u>DIGITAL RESOURCES</u></b>  <b>Writing Handbook</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice               <ul style="list-style-type: none"> <li>◦ Step 1: Planning                   <ul style="list-style-type: none"> <li>◦ Research Tips (sort information into logical categories)—p. 3</li> </ul> </li> </ul> </li> </ul>
<p>(F) differentiate between paraphrasing and plagiarism when using source materials;</p>	<p><b><u>STUDENT EDITION/TEACHER’S EDITION</u></b>  <b>Chapter 9 Research to Build and Present Knowledge: Write Evidence-Based Essays</b></p> <ul style="list-style-type: none"> <li>• Paraphrase Evidence (avoid plagiarism)—p. 191</li> </ul> <p><b>Chapter 11 Research to Build and Present Knowledge: Write Research Reports</b></p> <ul style="list-style-type: none"> <li>• Progress Check—p. 215               <ul style="list-style-type: none"> <li>◦ Summarize and paraphrase information in notes and finished work.</li> </ul> </li> <li>• Summarize—p. 219</li> <li>• Use index cards (summarize or paraphrase information)—p. 221</li> </ul> <p style="text-align: right;"><i>continued</i></p>

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	<p><b>TEACHER'S EDITION</b>  <b>Chapter 11 Research to Build and Present Knowledge: Write Research Reports</b></p> <ul style="list-style-type: none"> <li>• Genre                             <ul style="list-style-type: none"> <li>◦ Research Report (summarize and paraphrase information)—TE p. 218</li> </ul> </li> <li>• Create: Note-Taking                             <ul style="list-style-type: none"> <li>◦ Summarizing and Paraphrasing Information—TE p. 221</li> </ul> </li> </ul> <p><b>DIGITAL RESOURCES</b>  <b>Chapter 9 Research to Build and Present Knowledge: Write Evidence-Based Essays</b></p> <ul style="list-style-type: none"> <li>• Parent Resources                             <ul style="list-style-type: none"> <li>◦ Chapter 9 Home Connect Activity: Paraphrase: In My Own Words (graphic organizer)</li> </ul> </li> </ul>
(G) develop a bibliography; and	<p><b>STUDENT EDITION/TEACHER'S EDITION</b>  <b>Chapter 11 Research to Build and Present Knowledge: Write Research Reports</b></p> <ul style="list-style-type: none"> <li>• Progress Check—p. 215                             <ul style="list-style-type: none"> <li>◦ Provide a list of sources used in research.</li> </ul> </li> <li>• Provide a List of Sources (so readers know where information came from)—p. 220</li> </ul> <p><b>TEACHER'S EDITION</b>  <b>Peer Collaboration</b></p> <ul style="list-style-type: none"> <li>• Share the list of sources—TE p. 139</li> </ul> <p><b>Extend Thinking</b></p> <ul style="list-style-type: none"> <li>• Cite Evidence (use reliable sources)—TE p. 141</li> <li>• Synthesize (include a list of sources used)—TE p. 154</li> </ul> <p><b>Differentiate Instruction</b></p> <ul style="list-style-type: none"> <li>• Include title of website, organization, and date information was retrieved, and the full URL/cite sources accurately—TE p. 221</li> </ul>
(H) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.	<p><b>STUDENT EDITION/TEACHER'S EDITION</b>  <b>Chapter 11 Research to Build and Present Knowledge: Write Research Reports</b></p> <ul style="list-style-type: none"> <li>• Write the final copy of the research report—p. 228</li> </ul> <p><b>TEACHER'S EDITION</b>  <b>Extend Thinking</b></p> <ul style="list-style-type: none"> <li>• Chapter 3 Research (present research to class)—TE p. 67</li> <li>• Chapter 3 Investigate (present to class)—TE p. 75</li> <li>• Chapter 4 Research (present research to class)—TE p. 93</li> <li>• Chapter 4 Form Opinions (present opinions to class)—TE p. 101</li> <li>• Chapter 4 Compare and Contrast (share ideas in small groups)—TE p. 108</li> <li>• Chapter 5 Creating a New Myth (present myths to class)—TE p. 128</li> </ul> <p style="text-align: right;"><i>continued</i></p>

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	<ul style="list-style-type: none"> <li>• Chapter 6 Cite Evidence (use the Internet or library/present findings to class/illustrate steps in a process)—TE p. 141</li> <li>• Chapter 6 Synthesize (consult multiple sources/write a brief report)—TE p. 154</li> </ul> <p><b>Digital Connection</b></p> <ul style="list-style-type: none"> <li>• Chapter 7 Blog Entries—TE p. 172</li> <li>• Chapter 8 Slide Presentation—TE p. 186</li> <li>• Chapter 9 Web Pages—TE p. 200</li> <li>• Chapter 10 Digital PSAs—TE p. 214</li> <li>• Chapter 11 Digital Slide Presentations—TE p. 228</li> </ul> <p><b>DIGITAL RESOURCES</b></p> <p><b>Writing Handbook</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice                         <ul style="list-style-type: none"> <li>◦ Step 5: Producing, Publishing, and Presenting—p. 9                                 <ul style="list-style-type: none"> <li>◦ Produce final copy (neatly handwritten, typed and printed from a computer)</li> <li>◦ Oral presentation</li> </ul> </li> </ul> </li> <li>• Instruction &amp; Practice Lesson Plans                         <ul style="list-style-type: none"> <li>◦ Step 5: Producing, Publishing, and Presenting—pp. 8 and 9                                 <ul style="list-style-type: none"> <li>◦ Running Class Presentations</li> <li>◦ Digital Integration (using social media)</li> <li>◦ Assignment: Digital Presentation (publish in digital formats/read aloud during a videoconference with another class/post collections of essays on school website)</li> </ul> </li> </ul> </li> </ul>