

# TEKS CORRELATION

§110.15. English Language Arts and Reading, Grade 5	
<p>(15) <b>Writing/Writing Process.</b> Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:</p>	<p><b>SB:</b> Ch. 2 (pp. 15–31) Ch. 3 (pp. 32–45) Ch. 4 (pp. 46–62) Ch. 5 (pp. 63–77) Ch. 6 (pp. 78–89) Ch. 7 (p. 91) <b>TG:</b> pp. 8–19, 21–32, 32–46, 48–58, 59–68 <b>IWL:</b> Corresponding with pages from Chapters 2–7 above.</p>
<p>(A) plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea;</p>	<p><b>SB:</b> Ch. 1 (pp. 6–7) Ch. 2 (pp. 16, 24–25) Ch. 3 (pp. 37–38) Ch. 4 (pp. 52–56) Ch. 5 (pp. 68–69) Ch. 6 (p. 83) <b>TG:</b> pp. 12, 24, 37, 63–64 <b>IWL:</b> Corresponding with pages from the chapters above.</p>
<p>(B) develop drafts by choosing an appropriate organizational strategy (e.g., sequence of events, cause-effect, compare-contrast) and building on ideas to create a focused, organized, and coherent piece of writing;</p>	<p><b>SB:</b> Ch. 1 (pp. 8–10) Ch. 2 (p. 19–20) Ch. 3 (pp. 32–33, 35–36, 41–42) Ch. 4 (p. 51, 56–57) Ch. 5 (p. 70–71) Ch. 6 (p. 82) <b>TG:</b> pp. 16, 27, 41, 54–55, 64–65 <b>IWL:</b> Corresponding with pages from the chapters above.</p>
<p>(C) revise drafts to clarify meaning, enhance style, include simple and compound sentences, and improve transitions by adding, deleting, combining, and rearranging sentences or larger units of text after rethinking how well questions of purpose, audience, and genre have been addressed;</p>	<p><b>SB:</b> Ch. 1 (pp. 8–10) Ch. 2 (pp. 29–30) Ch. 3 (p. 43) Ch. 4 (pp. 59–60) Ch. 5 (pp. 73–75) Ch. 6 (pp. 86–88) <b>TG:</b> pp. 16, 27, 41, 54–55, 64–65 <b>IWL:</b> Corresponding with pages from Chapters 1–6 above.</p>
<p>(D) edit drafts for grammar, mechanics, and spelling; and</p>	<p><b>SB:</b> Ch. 1 (p. 14) Ch. 2 (pp. 29–30, 31) Ch. 3 (pp. 43–44) Ch. 4 (pp. 60–61) Ch. 5 (p. 76) Ch. 6 (pp. 86–88) Ch. 7 (p. 91) <b>TG:</b> pp. 16, 27, 41, 54–55, 64–65 <b>IWL:</b> Corresponding with pages from Chapters 1–7 above.</p>

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<p>(16) <b>Writing/Literary Texts.</b> Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are expected to:</p>	<p><b>SB:</b> Ch. 5 (pp. 78–89)  <b>TG:</b> pp. 60–68  <b>IWL:</b> Corresponding with pages above.</p>
<p>(A) write imaginative stories that include:</p> <ul style="list-style-type: none"> <li>(i) a clearly defined focus, plot, and point of view;</li> <li>(ii) a specific, believable setting created through the use of sensory details; and</li> <li>(iii) dialogue that develops the story; and</li> </ul>	<p><b>SB:</b> Ch. 5 (pp. 78–82)  <b>TG:</b> pp. 60–68  <b>IWL:</b> Corresponding with pages above.</p>
<p>(B) write poems using:</p> <ul style="list-style-type: none"> <li>(i) poetic techniques (e.g., alliteration, onomatopoeia);</li> <li>(ii) figurative language (e.g., similes, metaphors); and</li> <li>(iii) graphic elements (e.g., capital letters, line length)</li> </ul>	
<p>(17) <b>Writing.</b> Students write about their own experiences. Students are expected to write a personal narrative that conveys thoughts and feelings about an experience.</p>	<p><b>SB:</b> Ch. 5 (pp. 78–89)  <b>TG:</b> pp. 60–68  <b>IWL:</b> Corresponding with pages above.</p>
<p>(18) <b>Writing/Expository and Procedural Texts.</b> Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:</p> <p>(A) create multi-paragraph essays to convey information about the topic that:</p> <ul style="list-style-type: none"> <li>(i) present effective introductions and concluding paragraphs;</li> <li>(ii) guide and inform the reader's understanding of key ideas and evidence;</li> <li>(iii) include specific facts, details, and examples in an appropriately organized structure; and</li> <li>(iv) use a variety of sentence structures and transitions to link paragraphs;</li> </ul>	<p><b>SB:</b> Ch. 3 (pp. 32–45)  <b>TG:</b> pp. 20–31  <b>IWL:</b> Corresponding with pages from Chapter 3 above.</p>
<p>(B) write formal and informal letters that convey ideas, include important information, demonstrate a sense of closure, and use appropriate conventions (e.g., date, salutation, closing); and</p>	
<p>(C) write responses to literary or expository texts and provide evidence from the text to demonstrate understanding.</p>	<p><b>SB:</b> Ch. 5 (pp. 63–77)  <b>TG:</b> pp. 47–58  <b>IWL:</b> Corresponding with pages from Chapter 5 above.</p>

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<p>(19) <b>Writing/Persuasive Texts.</b> Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write persuasive essays for appropriate audiences that establish a position and include sound reasoning, detailed and relevant evidence, and consideration of alternatives.</p>	<p><b>SB:</b> Ch. 2 (pp. 15–31)  <b>TG:</b> pp. 8–19  <b>IWL:</b> Corresponding with pages above.</p>
<p>(20) <b>Oral and Written Conventions/Conventions.</b> Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standards with greater complexity. Students are expected to:</p> <p>(A) use and understand the function of the following parts of speech in the context of reading, writing, and speaking:</p> <p>(i) verbs (irregular verbs and active voice);</p> <p>(ii) collective nouns (e.g., class, public);</p> <p>(iii) adjectives (e.g., descriptive, including origins: French windows, American cars) and their comparative and superlative forms (e.g., good, better, best);</p> <p>(iv) adverbs (e.g., frequency: usually, sometimes; intensity: almost, a lot);</p> <p>(v) prepositions and prepositional phrases to convey location, time, direction, or to provide details;</p> <p>(vi) indefinite pronouns (e.g., all, both, nothing, anything);</p> <p>(vii) subordinating conjunctions (e.g., while, because, although, if); and</p> <p>(viii) transitional words (e.g., also, therefore);</p>	<p><b>SB:</b> pp. 8–9, 29, 44, 61  <b>TG:</b> pp. 74, 75, 76  <b>IWL:</b> WC_1.2B_LinkWords            WC_4.5F_PerfectTense            WC_6.5D_VerbTense            WC_CWP_1.1_ConInt            WC_CWP_1.2_UsingPrep            WC_CWP_1.3_Perfect</p>
<p>(B) use the complete subject and the complete predicate in a sentence; and</p> <p>(C) use complete simple and compound sentences with correct subject-verb agreement.</p>	<p><b>TG:</b> pp. 78–79  <b>IWL:</b> WC_CWP_3.1_ExpSent            WC_CWP_3.2_ComSent</p>
<p>(21) <b>Oral and Written Conventions/Handwriting, Capitalization, and Punctuation.</b> Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:</p> <p>(A) use capitalization for:</p> <p>(i) abbreviations;</p> <p>(ii) initials and acronyms; and</p> <p>(iii) organizations;</p> <p>(B) recognize and use punctuation marks including:</p> <p>(i) commas in compound sentences; and</p> <p>(ii) proper punctuation and spacing for quotations; and</p> <p>(C) use proper mechanics including italics and underlining for titles and emphasis.</p>	<p><b>SB:</b> 14  <b>TG:</b> pp. 77, 87  <b>IWL:</b> WC_CWP_2.1_Commas</p>

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<p>(22) Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:</p> <ul style="list-style-type: none"> <li>(A) spell words with more advanced orthographic patterns and rules:             <ul style="list-style-type: none"> <li>(i) consonant changes (e.g., /t/ to/sh/ in select, selection;/k/ to/sh/ in music, musician);</li> <li>(ii) vowel changes (e.g., long to short in crime, criminal; long to schwa in define, definition; short to schwa in legality, legal); and</li> <li>(iii) silent and sounded consonants (e.g., haste, hasten; sign, signal; condemn, condemnation);</li> </ul> </li> <li>(B) spell words with:             <ul style="list-style-type: none"> <li>(i) Greek Roots (e.g., tele, photo, graph, meter);</li> <li>(ii) Latin Roots (e.g., spec, scribe, rupt, port, ject, dict);</li> <li>(iii) Greek suffixes (e.g., -ology, -phobia, -ism, -ist); and</li> <li>(iv) Latin derived suffixes (e.g., -able, -ible; -ance, -ence);</li> </ul> </li> <li>(C) differentiate between commonly confused terms (e.g., its, it's; affect, effect);</li> <li>(D) use spelling patterns and rules and print and electronic resources to determine and check correct spellings; and</li> <li>(E) know how to use the spell-check function in word processing while understanding its limitations.</li> </ul>	<p><b>SB:</b> p. 14  <b>TG:</b> pp. 85  <b>IWL:</b> WC_CWP_6.1_Spelling</p>
<p>(23) <b>Research/Research Plan.</b> Students ask open-ended research questions and develop a plan for answering them. Students are expected to:</p> <ul style="list-style-type: none"> <li>(A) brainstorm, consult with others, decide upon a topic, and formulate open-ended questions to address the major research topic; and</li> <li>(B) generate a research plan for gathering relevant information about the major research question.</li> </ul>	<p><b>SB:</b> Ch. 5 (p. 46)  <b>IWL:</b> WC_4.1A_RevQuest</p>
<p>(24) <b>Research/Gathering Sources.</b> Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to:</p> <ul style="list-style-type: none"> <li>(A) follow the research plan to collect data from a range of print and electronic resources (e.g., reference texts, periodicals, web pages, online sources) and data from experts;</li> <li>(B) differentiate between primary and secondary sources;</li> <li>(C) record data, utilizing available technology (e.g., word processors) in order to see the relationships between ideas, and convert graphic/visual data (e.g., charts, diagrams, timelines) into written notes;</li> <li>(D) identify the source of notes (e.g., author, title, page number) and record bibliographic information concerning those sources according to a standard format; and</li> <li>(E) differentiate between paraphrasing and plagiarism and identify the importance of citing valid and reliable sources.</li> </ul>	<p><b>SB:</b> Ch. 5 (p. 47–56)  <b>TG:</b> pp. 33–36  <b>IWL:</b> Corresponding to Chapter 5 above.</p>

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<p>(25) <b>Research/Synthesizing Information.</b> Students clarify research questions and evaluate and synthesize collected information. Students are expected to:</p> <ul style="list-style-type: none"> <li>(A) refine the major research question, if necessary, guided by the answers to a secondary set of questions; and</li> <li>(B) evaluate the relevance, validity, and reliability of sources for the research.</li> </ul>	<p><b>SB:</b> p. 47–48  <b>TG:</b> pp. 33–35  <b>IWL:</b> WC_4.2A_ApproSources            WC_4.2B_KnowSources</p>
<p>(26) <b>Research/Organizing and Presenting Ideas.</b> Students organize and present their ideas and information according to the purpose of the research and their audience. Students are expected to synthesize the research into a written or an oral presentation that:</p> <ul style="list-style-type: none"> <li>(A) compiles important information from multiple sources;</li> <li>(B) develops a topic sentence, summarizes findings, and uses evidence to support conclusions;</li> <li>(C) presents the findings in a consistent format; and</li> <li>(D) uses quotations to support ideas and an appropriate form of documentation to acknowledge sources (e.g., bibliography, works cited).</li> </ul>	<p><b>SB:</b> p. 49–60  <b>TG:</b> pp. 36–46  <b>IWL:</b> WC_4.3A_TakeNotes            WC_4.4A_CategorizeInfo            WC_4.5A_AnalyzePrompt            WC_4.5C_WriteMain            WC_4.5D_AnalyzeOutline            WC_4.6A_Checklist            WC_4.6A_PromptADraft            WC_4.6A_PromptAModel</p>
<p>(27) <b>Listening and Speaking/Listening.</b> Students use comprehension skills to listen attentively to others in formal and informal settings. Students continue to apply earlier standards with greater complexity. Students are expected to:</p> <ul style="list-style-type: none"> <li>(A) listen to and interpret a speaker’s messages (both verbal and nonverbal) and ask questions to clarify the speaker’s purpose or perspective;</li> <li>(B) follow, restate, and give oral instructions that include multiple action steps; and</li> <li>(C) determine both main and supporting ideas in the speaker’s message.</li> </ul> <p>(28) <b>Listening and Speaking/Speaking.</b> Students speak clearly and to the point, using the conventions of language. Students continue to apply earlier standards with greater complexity. Students are expected to give organized presentations employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively.</p> <p>(29) <b>Listening and Speaking/Teamwork.</b> Students work productively with others in teams. Students continue to apply earlier standards with greater complexity. Students are expected to participate in student-led discussions by eliciting and considering suggestions from other group members and by identifying points of agreement and disagreement.</p>	<p><b>SB:</b> Ch. 7. (pp. 93–96)  <b>IWL:</b> WC_7.3_SpeakTips</p>

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