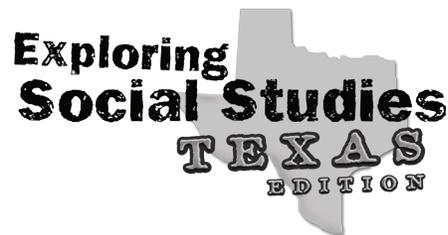


English Language Arts and Reading TEKS Correlation



Grade 5

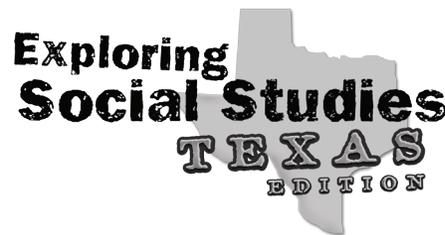
Standard	Lesson	
5.1: Students are expected to read aloud grade-level stories with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension.	Reader's Theater	<i>Work or Starve</i> <i>Civil Rights: Freedom Riders</i>
5.2: Students understand new vocabulary and use it when reading and writing.	Leveled Readers	<i>James Madison</i> <i>The Declaration of Independence</i> <i>The War of 1812</i> <i>World War I</i>
5.11: Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding.	Leveled Readers	<i>20th Century: Race to the Moon</i> <i>American Indians in the 1800s</i> <i>Between the Wars</i> <i>Causes of the Revolution</i> <i>Civil War Is Coming</i> <i>Hillary Rodham Clinton</i> <i>Immigration</i> <i>Life in the Colonies</i> <i>Martin Luther King Jr.</i> <i>The Constitution and the Bill of Rights</i>
	Primary Sources Kit	<i>Examining Geography</i>
	Digital Resources	<i>Hands-on History: Geography Activities</i> <i>Leveled Texts: Early America</i>

English Language Arts and Reading TEKS Correlation *(cont.)*

Grade 5 *(cont.)*

Standard	Lesson	
<p>5.11.A: Students are expected to summarize the main ideas and supporting details in a text in ways that maintain meaning and logical order.</p>	<p>Leveled Readers</p>	<p><i>Barack Obama</i> <i>Early Congresses</i> <i>Industrial Revolution</i> <i>Slavery in America</i> <i>Susan B. Anthony & Elizabeth Cady Stanton</i> <i>The Cutting Edge: Breakthroughs in Technology</i> <i>World War II</i></p>
<p>5.11.D: Students are expected to use multiple text features and graphics to gain an overview of the contents of text and to locate information.</p>	<p>Leveled Readers</p>	<p><i>Expanding the Nation</i> <i>George Washington Carver</i> <i>Lewis & Clark</i> <i>The American Revolution</i></p>
<p>5.15: Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text.</p>	<p>Leveled Readers</p>	<p><i>Causes of the Revolution</i></p>
<p>5.16: Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas.</p>	<p>Leveled Readers</p>	<p><i>The Constitution and the Bill of Rights</i></p>
<p>5.16.A: Students are expected to write imaginative stories.</p>	<p>Leveled Readers</p>	<p><i>Barack Obama</i> <i>Early Congresses</i> <i>Immigration</i> <i>World War II</i></p>
<p>5.17: Students are expected to write a personal narrative that conveys thoughts and feelings about an experience.</p>	<p>Leveled Readers</p>	<p><i>Martin Luther King Jr.</i></p>

English Language Arts and Reading TEKS Correlation *(cont.)*



Grade 5 *(cont.)*

Standard	Lesson	
<p>5.18: Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes.</p>	<p>Leveled Readers</p>	<p><i>Between the Wars</i> <i>George Washington Carver</i> <i>Hillary Rodham Clinton</i> <i>World War I</i></p>
	<p>Primary Sources Kit</p>	<p><i>Examining Geography</i></p>
	<p>Digital Resources</p>	<p>Leveled Texts: <i>Early America</i></p>
<p>5.18.C: Students are expected to write responses to literary or expository texts and provide evidence from the text to demonstrate understanding.</p>	<p>Leveled Readers</p>	<p><i>The Cutting Edge: Breakthroughs in Technology</i></p>
<p>5.19: 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>Leveled Readers</p>	<p><i>20th Century: Race to the Moon</i> <i>American Indians in the 1800s</i> <i>Expanding the Nation</i> <i>Industrial Revolution</i> <i>Lewis & Clark</i> <i>Life in the Colonies</i> <i>Slavery in America</i> <i>Susan B. Anthony & Elizabeth Cady Stanton</i> <i>The Declaration of Independence</i></p>

Standards

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