Lesson Correlation to the Grade 5 Texas Essential Knowledge and Skills

This worktext is customized to the *Texas Essential Knowledge and Skills* and will help you prepare for the *State of Texas Assessments of Academic Readiness (STAAR®)* in Reading for Grade 5.

Texas Essential Knowledge and Skills	*Measuring Up* Lessons
TEKS 5.1 Reading/Fluency. Students read grade-level text with fluency and comprehension. Students are expected to:	
read aloud grade-level stories with fluency and comprehension.	2, 9, 16, 17
TEKS 5.2 Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:	
(A) determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes.	7
(B) use context (e.g., in-sentence restatement) to determine or clarify the meaning of unfamiliar or multiple-meaning words.	8
(C) produce analogies with known antonyms and synonyms.	9
(D) identify and explain the meaning of common idioms, adages, and other sayings.	10
(E) use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine the meanings, syllabication, pronunciations, alternate word choices, and parts of speech of words.	11
TEKS 5.3 Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:	
(A) compare and contrast the themes or moral lessons of several works of fiction from various cultures.	12
(B) describe the phenomena explained in origin myths from various cultures.	14
(C) explain the effect of a historical event or movement on the theme of a work of literature.	15
TEKS 5.4 Reading/Comprehension of Literary Text/Poetry. Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to:	
analyze how poets use sound effects (e.g., alliteration, internal rhyme, onomatopoeia, rhyme scheme) to reinforce meaning in poems.	16
TEKS 5.5 Reading/Comprehension of Literary Text/Drama. Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding. Students are expected to:	
analyze the similarities and differences between an original text and its dramatic adaptation.	17
TEKS 5.6 Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:	
(A) describe incidents that advance the story or novel, explaining how each incident gives rise to or foreshadows future events.	18
(B) explain the roles and functions of characters in various plots, including their relationships and conflicts.	19
(C) explain different forms of third-person points of view in stories.	20
TEKS 5.7 Reading/Comprehension of Literary Text/Nonfiction. Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding. Students are expected to:	
identify the literary language and devices used in biographies and autobiographies, including how authors present major events in a person's life.	21
TEKS 5.8 Reading/Comprehension of Literary Text/Sensory Language. Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to:	
evaluate the impact of sensory details, imagery, and figurative language in literary text.	13

Texas Essential Knowledge and Skills	*Measuring Up* Lessons
TEKS 5.10 Reading/Comprehension of Literary Text/Culture and History. Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to	
draw conclusions from the information presented by an author and evaluate how well the author's purpose was achieved.	22
TEKS 5.11 Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:	
(A) summarize the main ideas and supporting details in a text in ways that maintain meaning and logical order.	23
(B) determine the facts in texts and verify them through established methods.	24
(C) analyze how the organizational pattern of a text (e.g., cause-and-effect, compare-and-contrast, sequential order, logical order, classification schemes) influences the relationship among the ideas.	25
(D) use multiple text features and graphics to gain an overview of the contents of text and to locate information.	26
(E) synthesize and make logical connections between ideas within a text and across two or three texts representing similar or different genres.	27
TEKS 5.12 Reading/Comprehension of Informational Text/Persuasive Text. Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis. Students are expected to:	
(A) identify the author's viewpoint or position and explain the basic relationships among ideas (e.g., parallelism, comparison, casualty) in the argument.	28
(B) recognize exaggerated, contradictory, or misleading statements in text.	29
TEKS 5.13 Reading/Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and documents. Students are expected to:	
(A) interpret details from procedural text to complete a task, solve a problem, or perform procedures.	30
(B) interpret factual or quantitative information presented in maps, charts, illustrations, graphs, timelines, tables, and diagrams.	31
TEKS 5.14 Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:	
(A) explain how messages conveyed in various forms of media are presented differently (e.g., documentaries, online information, televised news).	4
(B) consider the different in techniques used in media (e.g., commercials, documentaries, news).	4
(C) identify the point of view of media presentations.	5
(D) analyze various digital media venues for levels of formality and informality.	6
Figure 19 Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:	
(A) establish purposes for reading selected texts based upon own or others' desired outcome to enhance comprehension	1
(B) ask literal, interpretive, evaluative, and universal questions of text.	1
(C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud, generating questions).	1
(D) make inferences about text using textual evidence to support understanding.	2, 4, 5, 7–31
(E) summarize and paraphrase texts in ways that maintain meaning and logical order within a text and across texts.	3, 4, 23, 26
(F) make connections (e.g., thematic links, author analysis) between and across multiple texts of various genres and provide textual evidence.	3, 12, 14, 17, 21, 27