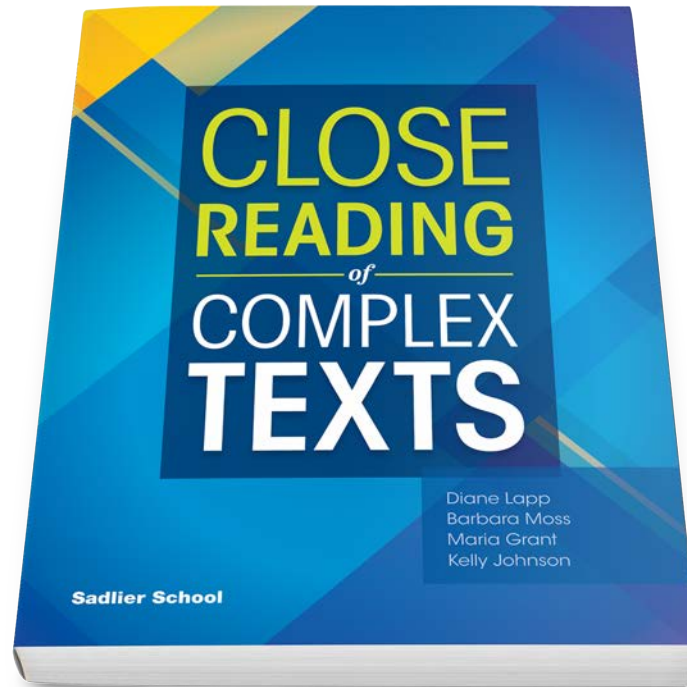


Close Reading of Complex Texts

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

Grade 5



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

(1) Developing and sustaining foundational language skills—oral language. . . .	2
(2) Developing and sustaining foundational language skills—beginning reading and writing.	
(3) Developing and sustaining foundational language skills—vocabulary.	3
(4) Developing and sustaining foundational language skills—fluency.	4
(5) Developing and sustaining foundational language skills—self-sustained reading.	5
(6) Comprehension skills.	5
(7) Response skills.	10
(8) Multiple genres—literary elements.	15
(9) Multiple genres—genres.	17
(10) Author’s purpose and craft.	21
(11) Composition—writing process.	24
(12) Composition—genres.	27
(13) Inquiry and research.	27

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

Texas Essential Knowledge and Skills (TEKS)	Close Reading of Complex Texts, Grade 5
<p>(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking—oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:</p>	
<p>(A) listen actively to interpret verbal and non-verbal messages, ask relevant questions, and make pertinent comments;</p>	<ul style="list-style-type: none"> • Collaboration: Small Groups (develop speaking and listening skills), TE pp. 22–23, 134–135 • Academic Language: Conversation, TE pp. 24–25 • Collaboration: Whole Class, TE pp. 26–27 • Productive Conversation: Adding On, TE pp. 32–33 • Productive Conversation: Adding On, TE pp. 32–33 • Classroom Management: Partner Work, TE pp. 54–55 • Self-Monitoring Strategies: Reread to Clarify, TE pp. 56–57 • Collaboration: Purposeful Partner Talk (speaking and listening skills), TE pp. 58–59 • Collaboration: Working with Partners, TE pp. 70–71 • Classroom Management: Peer Leadership in Small Group Activities, TE pp. 74–75 • Small-Group Discussion: Hearing Multiple Perspectives (good listening habits), TE pp. 80–81 • Productive Conversation: Revoicing and Restating, TE pp. 86–87 • Productive Conversation: Extending, TE pp. 96–97 • Productive Conversation: Clear Up Confusions, TE pp. 100–101 • Productive Conversation: Revoicing Students' Responses (listening and responding to others), TE pp. 102–103 • Productive Conversation: Examples, TE pp. 118–119 • Think-Aloud Modeling: Conversation (listening to others), TE pp. 122–123 • Annotations: Important or Surprising Information (practice listening and speaking skills), TE pp. 132–133
<p>(B) follow, restate, and give oral instructions that include multiple action steps;</p>	<p>Students follow oral instructions for each lesson and activity.</p> <p>Related content</p> <p>TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT</p> <ul style="list-style-type: none"> • Visual Text: Visual Learners (written instructions vs. verbal instructions), TE pp. 112–113
<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>Related content</p> <p>TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT</p> <ul style="list-style-type: none"> • Collaboration: Whole Class (assembly presentation), TE pp. 26–27 • Differentiation (storyboard/visual narrative), TE pp. 124–125

S and Sadlier® are registered trademarks of William H. Sadlier, Inc. All rights reserved. May be reproduced for educational use (not commercial use).

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

Texas Essential Knowledge and Skills (TEKS)	Close Reading of Complex Texts, Grade 5
<p>(D) work collaboratively with others to develop a plan of shared responsibilities.</p>	<p>TEACHER'S EDITION Partner Talk • TE pp. 19, 20, 21, 24, 25, 35, 36, 37, 40, 41, 51, 52, 53, 56, 57, 67, 68, 69, 72, 73, 83, 84, 85, 88, 89, 99, 100, 101, 104, 105, 115, 116, 117, 120, 121, 131, 132, 133, 136, 137</p> <p>Return to the Text • Respond to Reading: Collaborate (review and discuss partners' summaries), TE pp. 22, 26, 38, 42, 54, 58, 70, 74, 86, 90, 102, 106, 118, 122, 134, 138</p> <p>TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT • Classroom Management: Discussions, TE pp. 16–17 • Productive Conversation: Providing Appropriate Wait Time, TE pp. 20–21 • Collaboration: Small Groups, TE pp. 22–23 • Collaboration: Whole Class, TE pp. 26–27 • Productive Conversation: Adding On, TE pp. 32–33 • Classroom Management: Partner Work, TE pp. 54–55 • Collaboration: Purposeful Partner Talk, TE pp. 58–59 • Collaboration: Working with Partners, TE pp. 70–71 • Classroom Management: Peer Leadership in Small Group Activities, TE pp. 74–75 • Small-Group Discussion: Hearing Multiple Perspectives, TE pp. 80–81 • Productive Conversation: Revoicing and Restating, TE pp. 86–87 • Productive Conversation: Extending, TE pp. 96–97 • Productive Conversation: Clear Up Confusions, TE pp. 100–101 • Productive Conversation: Revoicing Students' Responses, TE pp. 102–103 • Productive Conversation: Examples, TE pp. 118–119 • Think-Aloud Modeling: Conversation, TE pp. 122–123 • Collaboration: Small Groups, TE pp. 134–135</p>
<p>(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:</p>	
<p>(A) use print or digital resources to determine meaning, syllabication, pronunciation, and word origin;</p>	<p>TEACHER'S EDITION Aeroponic Food Farm • Visual Text Analysis (consult a dictionary), TE p. 80</p> <p>TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT • Annotations (use a dictionary), TE pp. 68–69</p>

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

Texas Essential Knowledge and Skills (TEKS)	Close Reading of Complex Texts, Grade 5
<p>(B) use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words;</p>	<p>TEACHER'S EDITION Vocabulary</p> <ul style="list-style-type: none"> Context Clues, TE p. 20 Multiple-Meaning Words (discuss contextual meanings), TE pp. 36, 52, 68, 84, 100, 132 Domain-Specific Words, TE p. 105 <p>Return to the Text</p> <ul style="list-style-type: none"> Reflect (using context), TE p. 106 <p>TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT</p> <ul style="list-style-type: none"> Visual Text: Visual Learners (using context), TE pp. 112–113
<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>TEACHER'S EDITION Vocabulary</p> <ul style="list-style-type: none"> Compound Words (word parts), TE p. 116
<p>(D) identify, use, and explain the meaning of adages and puns.</p>	<p>N/A</p>
<p>(4) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—fluency. 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>STUDENT EDITION Reading Selections</p> <ul style="list-style-type: none"> Grade-level Text: Web Article: How Do We Know the Climate is Changing?, pp. 18–23; Fact Sheet: Six Ways to Protect the Environment, pp. 24–25; Memoir: Homing with the Birds: The history of a lifetime of personal experience with the birds, pp. 34–39; Poem: A Bird Came Down the Walk, pp. 40–41; Explanatory Text: The Prometheus Story, pp. 50–55; Magazine Article: Trees: Good for Your Health, pp. 56–57; Journal: The Exploration of the Colorado River and Its Canyons, pp. 66–71; Essay: The Powell Legacy, pp. 72–73; Biography: The Peanut Man, pp. 82–87; Pamphlet: The Use and Misuse of Soil, pp. 88–89; Extract: The Impact of the Irish Potato Famine on American History, pp. 98–103; Story: Friends, pp. 104–105; Web Article: Saving the Wolves, pp. 114–119; Story: In Anna's Footsteps, pp. 120–121; Newspaper Article: The Nation's Tribute to the Heroine of Lime Rock, pp. 130–135; Article: Bad Weather, Rocks, and Piracy, pp. 136–137 <p>TEACHER'S EDITION Text Complexity</p> <ul style="list-style-type: none"> Quantitative (Lexile reader measures)/Qualitative (structure, language, knowledge demands, level of meaning), TE pp. 15, 31, 47, 63, 79, 95, 111, 127 <p>Differentiate and Extend</p> <ul style="list-style-type: none"> Read Beyond (reading grade-level text), TE pp. 77, 109 <p>TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT</p> <ul style="list-style-type: none"> Text Complexity, TE pp. 6–7 Text Complexity: Reader and Task Factors, TE pp. 34–35 Text Complexity: How to Manage Challenges, TE pp. 88–89 Text Complexity: Quantitative vs. Qualitative Features, TE pp. 104–105

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

Texas Essential Knowledge and Skills (TEKS)	Close Reading of Complex Texts, Grade 5
<p>(5) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—self-sustained reading. 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><u>TEACHER'S EDITION</u> Differentiate and Extend • Read Beyond (recommended independent reading), TE pp. 77, 109</p>
<p>(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. 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><u>STUDENT EDITION</u> Focus Question • Establish purpose (all texts in a unit relate to the unit Focus Question), pp. 15, 31, 47, 63, 79, 95, 111, 127</p> <p><u>TEACHER'S EDITION</u> 1st Read • Set a Purpose, TE pp. 18, 24, 34, 40, 50, 56, 66, 72, 82, 88, 98, 104, 114, 120, 130, 136</p> <p>2nd Read • Set a Purpose, TE pp. 20, 25, 36, 41, 52, 57, 68, 73, 84, 89, 100, 105, 116, 121, 132, 137</p> <p>3rd Read • Set a Purpose, TE pp. 21, 25, 37, 41, 53, 57, 69, 73, 85, 89, 101, 105, 117, 121, 133, 137</p>
<p>(B) generate questions about text before, during, and after reading to deepen understanding and gain information;</p>	<p><u>STUDENT EDITION</u> Getting Started: Annotating a Text • Use a question mark to identify questions about the text, p. 8</p> <p>Getting Started: Self-Monitoring Strategies • Ask yourself questions (clarify understanding)/Reread to clarify, p. 10</p> <p>Text 1 Reading Selections • Self-Monitoring Strategies: Ask yourself questions/Reread to Clarify, pp. 18, 34, 50, 66, 82, 98, 114, 130</p> <p><u>TEACHER'S EDITION</u> Think Aloud • Ask yourself questions, TE pp. 35, 67, 99</p> <p>Return to the Text • Respond to Reading (ask yourself questions), TE p. 122</p> <p style="text-align: right;"><i>continued</i></p>

Sadlier and Sadlier are registered trademarks of William H. Sadlier, Inc. All rights reserved. May be reproduced for educational use (not commercial use).

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

Texas Essential Knowledge and Skills (TEKS)	Close Reading of Complex Texts, Grade 5
	<p>TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT</p> <ul style="list-style-type: none"> • Self-Monitoring Strategies (asking yourself questions), TE pp. 10–11 • Think-Aloud Modeling (ask yourself questions), TE pp. 50–51 • Self-Monitoring Strategies: Ask Yourself Questions, TE pp. 66–67 • Think-Aloud Modeling: Using Different Strategies (asking yourself questions), TE pp. 114–115
<p>(C) make, correct, or confirm predictions using text features, characteristics of genre, and structures;</p>	<p>TEACHER'S EDITION Genre Study</p> <ul style="list-style-type: none"> • Format and features/characteristics of genre (literature and informational text), TE pp. 15, 31, 47, 63, 79, 95, 111, 127 <p>TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT</p> <ul style="list-style-type: none"> • Self-Monitoring Strategies: Drawing Conclusions (predict possible outcomes of events), TE pp. 38–39 • Think-Aloud Modeling (predict), TE pp. 50–51 • Text Complexity: How to Manage Challenges (using text features), TE pp. 88–89
<p>(D) create mental images to deepen understanding;</p>	<p>STUDENT EDITION Getting Started: Self-Monitoring Strategies</p> <ul style="list-style-type: none"> • Visualize, p. 10 <p>Text 1 Reading Selections</p> <ul style="list-style-type: none"> • Self-Monitoring Strategies: Visualize, pp. 18, 34, 50, 66, 82, 98, 114, 130 <p>TEACHER'S EDITION Think Aloud</p> <ul style="list-style-type: none"> • Visualize to clarify, TE pp. 51, 69, 131 <p>TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT</p> <ul style="list-style-type: none"> • Self-Monitoring Strategies (visualizing), TE pp. 10–11 • Intertextual Analysis: Incorporating Information from a Visual Text, TE pp. 28–29 • Self-Monitoring Strategy: Visualize, TE pp. 120–121
<p>(E) make connections to personal experiences, ideas in other texts, and society;</p>	<p>STUDENT EDITION Getting Started: Reading Closely</p> <ul style="list-style-type: none"> • 3rd Read: Connections and Inferences (How can I connect ideas in the text to another text or something I've learned?), p. 7 <p>Getting Started: Annotating a Text</p> <ul style="list-style-type: none"> • Put an "!" next to surprising or important information or information that helps you make a connection, p. 8 <p>Annotation Notes</p> <ul style="list-style-type: none"> • Connections and Inferences (make connections), pp. 7, 19, 21, 25, 35, 37, 41, 51, 53, 57, 67, 69, 73, 83, 85, 89, 99, 101, 105, 115, 117, 121, 131, 133, 137 <p style="text-align: right;"><i>continued</i></p>

Sadlier and Sadlier are registered trademarks of William H. Sadlier, Inc. All rights reserved. May be reproduced for educational use (not commercial use).

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

Texas Essential Knowledge and Skills (TEKS)	Close Reading of Complex Texts, Grade 5
	<p>Analyze and Synthesize Across Texts</p> <ul style="list-style-type: none"> Return to the Focus Question: Reflect (make connections), pp. 28, 44, 60, 76, 92, 108, 124, 140 <p>TEACHER'S EDITION</p> <p>Getting Started: Reading Closely</p> <ul style="list-style-type: none"> 3rd Read (make connections), TE p. 7 <p>Getting Started: Annotating a Text</p> <ul style="list-style-type: none"> 3rd Read (make/note connections), TE p. 9 <p>3rd Read</p> <ul style="list-style-type: none"> Text-Dependent Questions (make connections), TE pp. 9, 21, 25, 37, 41, 53, 57, 69, 73, 85, 89, 101, 105, 117, 121, 133, 137 <p>Analyze and Synthesize Across Texts</p> <ul style="list-style-type: none"> Return to the Focus Question: Connect Texts (make connections), TE pp. 28, 44, 60, 76, 92, 108, 124, 140 <p>TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT</p> <ul style="list-style-type: none"> Close Reading of Visual Texts (connections), TE pp. 14–15 Productive Conversation: Adding On (connections), TE pp. 32–33 Self-Monitoring Strategies: Drawing Conclusions (connections), TE pp. 38–39 Intertextual Analysis: Compare and Contrast Authors' Perspectives, TE pp. 42–43 Intertextual Analysis: Analyzing Multiple Accounts of the Same Event or Topic, TE pp. 44–45 Intertextual Analysis: Citing Evidence from Multiple Sources, TE pp. 60–61 Intertextual Analysis: Comparing and Contrasting Big Ideas, TE pp. 92–93 Intertextual Analysis: Compare and Contrast Authors' Use of Language and Text Structure, TE pp. 108–109 Intertextual Analysis: Making Thematic Connections, TE pp. 138–139 Differentiation: Multiple Graphic Organizers (make connections), TE pp. 140–141
<p>(F) make inferences and use evidence to support understanding;</p>	<p>STUDENT EDITION</p> <p>Getting Started: Reading Closely</p> <ul style="list-style-type: none"> 3rd Read: Connections and Inferences (What inferences can I make from the text?), p. 7 <p>Getting Started: Annotating a Text</p> <ul style="list-style-type: none"> Put an ! next to surprising or important information or information that helps you make a connection, p. 8 <p>Annotation Notes</p> <ul style="list-style-type: none"> Connections and Inferences, pp. 19, 21, 25, 35, 37, 41, 51, 53, 57, 67, 69, 73, 83, 85, 89, 99, 101, 105, 115, 117, 121, 131, 133, 137 <p>Return to the Text</p> <ul style="list-style-type: none"> Comprehension Check (infer), pp. 23, 27, 43, 55, 71, 75, 87, 91, 103, 119, 135, 139 <p style="text-align: right;"><i>continued</i></p>

S and Sadlier® are registered trademarks of William H. Sadlier, Inc. All rights reserved. May be reproduced for educational use (not commercial use).

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

Texas Essential Knowledge and Skills (TEKS)	Close Reading of Complex Texts, Grade 5
	<p>TEACHER'S EDITION</p> <p>Getting Started: Reading Closely</p> <ul style="list-style-type: none"> • 3rd Read (make inferences), TE p. 7 <p>3rd Read</p> <ul style="list-style-type: none"> • Set a Purpose (make inferences about the text)/Text-Dependent Questions (use evidence to make inferences), TE pp. 21, 25, 37, 41, 53, 57, 69, 73, 85, 89, 101, 105, 117, 121, 133, 137 <p>Return to the Text</p> <ul style="list-style-type: none"> • Respond to Reading (infer), p. 26 <p>Think Aloud</p> <ul style="list-style-type: none"> • Make inferences, TE p. 37 <p>TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT</p> <ul style="list-style-type: none"> • Text Complexity (make inferences from the text), TE pp. 6–7 • Classroom Management: Discussions (make inferences), TE pp. 16–17 • Text Complexity: Reader and Task Factors (make inferences), TE pp. 34–35 • Self-Monitoring Strategies: Drawing Conclusions (conclusion vs. inference), TE pp. 38–39 • Intertextual Analysis: Compare and Contrast Authors' Perspectives (inferences), TE pp. 42–43 • Academic Language (infer), TE pp. 64–65 • Self-Monitoring Strategies: Ask Yourself Questions (make inferences), TE pp. 66–67 • Differentiation: End-of-Unit Writing Assignment (make inferences), TE pp. 76–77 • Small-Group Discussion: Hearing Multiple Perspectives (make inferences), TE pp. 80–81 • Text Complexity: Quantitative vs. Qualitative Features (make inferences), TE pp. 104–105
<p>(G) evaluate details read to determine key ideas;</p>	<p>STUDENT EDITION</p> <p>Getting Started: Annotating a Text</p> <ul style="list-style-type: none"> • Underline key ideas and major points, pp. 8–9 <p>Annotating the Text</p> <ul style="list-style-type: none"> • Make annotations as you read/note details that determine key ideas, pp. 18, 20, 24, 34, 36, 40, 50, 52, 56, 66, 68, 72, 82, 84, 88, 98, 100, 104, 114, 116, 120, 130, 132, 136 <p>Annotation Notes</p> <ul style="list-style-type: none"> • Key Ideas and Details (make notes about your annotations), pp. 19, 21, 25, 35, 37, 41, 51, 53, 57, 67, 69, 73, 83, 85, 89, 99, 101, 105, 115, 117, 121, 131, 133, 137 <p>Respond to the Text</p> <ul style="list-style-type: none"> • Respond to Reading (look for details to complete the summary chart/graphic organizer), pp. 22, 26, 38, 42, 54, 58, 70, 74, 86, 90, 102, 106, 118, 122, 134, 138 <p style="text-align: right;"><i>continued</i></p>

S and Sadlier® are registered trademarks of William H. Sadlier, Inc. All rights reserved. May be reproduced for educational use (not commercial use).

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

Texas Essential Knowledge and Skills (TEKS)	Close Reading of Complex Texts, Grade 5
	<ul style="list-style-type: none"> Comprehension Check (use text evidence to answer questions), pp. 23, 27, 39, 43, 55, 59, 71, 75, 87, 91, 103, 107, 119, 123, 135, 139 <p>TEACHER'S EDITION Getting Started: Annotating a Text</p> <ul style="list-style-type: none"> 1st Read (note key ideas and details), TE p. 9 <p>1st Read</p> <ul style="list-style-type: none"> Key Ideas and Details (evaluate evidence/details), TE pp. 18–19, 24, 34–35, 40, 50–51, 56, 66–67, 72, 82–83, 88, 98–99, 104, 114–115, 120, 130–131, 136 <p>3rd Read</p> <ul style="list-style-type: none"> Text-Dependent Questions (use details from the text), TE pp. 21, 25, 37, 41, 53, 57, 69, 73, 85, 89, 101, 105, 117, 121, 133, 137
<p>(H) synthesize information to create new understanding; and</p>	<p>STUDENT EDITION Analyze and Synthesize Across Texts</p> <ul style="list-style-type: none"> Return to the Focus Question, pp. 28, 44, 60, 76, 92, 108, 124, 140 <p>TEACHER'S EDITION Getting Started: Reading Closely</p> <ul style="list-style-type: none"> Reading all three unit texts provides students with the opportunity to synthesize information from all the texts in order to answer the Focus Question, TE p. 6 <p>Visual Text</p> <ul style="list-style-type: none"> Visual Text Analysis (synthesize all details), TE pp. 16, 32, 48, 64, 80, 96, 112, 128 <p>Analyze and Synthesize Across Texts</p> <ul style="list-style-type: none"> Return to the Focus Question: Reflect (new understanding), TE pp. 28, 44, 60, 76, 92, 108, 124, 140 <p>TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT</p> <ul style="list-style-type: none"> Graphic Organizers (synthesize information), TE pp. 12–13, 54–55 Productive Conversation: Extending (synthesizing), pp. 96–97
<p>(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.</p>	<p>STUDENT EDITION Getting Started: Annotating a Text</p> <ul style="list-style-type: none"> Annotations/Annotation Notes: The Secret Garden/Keeping Your Cool (read and annotate with purpose/mark text and questions while you read/making notes/sample annotations), pp. 8–9 <p>Getting Started: Self-Monitoring Strategies</p> <ul style="list-style-type: none"> Ask yourself questions (clarify understanding)/Reread to clarify, p. 10 <p>Getting Started: Summarizing</p> <ul style="list-style-type: none"> Summary Chart/Story Map, pp. 12–13 <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)	Close Reading of Complex Texts, Grade 5
	<p>Text 1 Reading Selections</p> <ul style="list-style-type: none"> Self-Monitoring Strategies: Ask yourself questions/Reread to clarify, pp. 18, 34, 50, 66, 82, 98, 114, 130 <p>Annotating the Text</p> <ul style="list-style-type: none"> Reading selections: mark text, write notes/questions, use annotation symbols, pp. 18, 20, 24, 34, 36, 40, 50, 52, 56, 66, 68, 72, 82, 84, 88, 98, 100, 104, 114, 116, 120, 130, 132, 136 <p>Annotation Notes</p> <ul style="list-style-type: none"> Key Ideas and Details/Language and Text Structure/Connections and Inference (make notes based on annotations to monitor comprehension), pp. 19, 21, 25, 35, 37, 41, 51, 53, 57, 67, 69, 73, 83, 85, 89, 99, 101, 105, 115, 117, 121, 131, 133, 137 <p>Return to the Text</p> <ul style="list-style-type: none"> Respond to Reading: Summary Chart, pp. 22, 38, 54, 70, 86, 102, 118, 134 Respond to Reading: Graphic Organizer, pp. 42, 106, 122 Comprehension Check, pp. 23, 27, 39, 43, 55, 59, 71, 75, 87, 91, 103, 107, 119, 123, 135, 139 <p>Analyze and Synthesize Across Texts</p> <ul style="list-style-type: none"> Return to the Focus Question (graphic organizer), pp. 28, 44, 60, 76, 92, 108, 124, 140 <p>TEACHER'S EDITION</p> <p>Think Aloud</p> <ul style="list-style-type: none"> Ask yourself questions, TE pp. 35, 67, 99 Reread to clarify, TE pp. 73, 104, 115, 133 <p>TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT</p> <ul style="list-style-type: none"> Self-Monitoring Strategies, TE pp. 10–11 Self-Monitoring Strategies: Ask Yourself Questions, TE pp. 66–67 Self-Monitoring Strategies: Drawing Conclusions, TE pp. 38–39 Self-Monitoring Strategies: Reread to Clarify, TE pp. 56–57 Self-Monitoring Strategy: Visualize, TE pp. 120–121
<p>(7) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. 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>STUDENT EDITION</p> <p>Getting Started: Reading Closely</p> <ul style="list-style-type: none"> 3rd Read: Connections and Inferences (How can I connect ideas in the text to another text or something I've learned?), p. 7 <p style="text-align: right;"><i>continued</i></p>

Sadlier and Sadlier are registered trademarks of William H. Sadlier, Inc. All rights reserved. May be reproduced for educational use (not commercial use).

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

Texas Essential Knowledge and Skills (TEKS)

Close Reading of Complex Texts, Grade 5

Getting Started: Annotating a Text

- Put an “!” next to surprising or important information or information that helps you make a connection, p. 8

Annotation Notes

- Connections and Inferences (make connections), pp. 7, 19, 21, 25, 35, 37, 41, 51, 53, 57, 67, 69, 73, 83, 85, 89, 99, 101, 105, 115, 117, 121, 131, 133, 137

Analyze and Synthesize Across Texts

- Return to the Focus Question: Reflect (make connections), pp. 28, 44, 60, 76, 92, 108, 124, 140

TEACHER’S EDITION

Getting Started: Reading Closely

- 3rd Read (make connections), TE p. 7

Getting Started: Annotating a Text

- 3rd Read (make/note connections), TE p. 9

3rd Read

- Text-Dependent Questions (make connections), TE pp. 9, 21, 25, 37, 41, 53, 57, 69, 73, 85, 89, 101, 105, 117, 121, 133, 137

2nd Read

- Text-Dependent Questions (personal tone), TE p. 57

Genre Study

- Journals have a personal voice, TE p. 63

Analyze and Synthesize Across Texts

- Return to the Focus Question: Connect Texts (make connections), TE pp. 28, 44, 60, 76, 92, 108, 124, 140

TEACHER’S EDITION—PROFESSIONAL DEVELOPMENT

- Classroom Management: Discussions (personal connections), TE pp. 16-17
- Productive Conversation: Adding On (connections), TE pp. 32-33
- Self-Monitoring Strategies: Drawing Conclusions (connections), TE pp. 38-39
- Intertextual Analysis: Compare and Contrast Authors’ Perspectives, TE pp. 42-43
- Intertextual Analysis: Analyzing Multiple Accounts of the Same Event or Topic, TE pp. 44-45
- Intertextual Analysis: Citing Evidence from Multiple Sources, TE pp. 60-61
- Intertextual Analysis: Comparing and Contrasting Big Ideas, TE pp. 92-93
- Annotations: Annotation Notes (personal connections to the text), TE pp. 98-99
- Intertextual Analysis: Compare and Contrast Authors’ Use of Language and Text Structure, TE pp. 108-109
- Intertextual Analysis: Making Thematic Connections, TE pp. 138-139
- Differentiation: Multiple Graphic Organizers (make connections), TE pp. 140-141

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

Texas Essential Knowledge and Skills (TEKS)	Close Reading of Complex Texts, Grade 5
<p>(B) write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources;</p>	<p>STUDENT EDITION Return to the Text: Informational Text Selections • Comprehension Check (write responses using text evidence to support answers), pp. 27, 39, 43, 55, 59, 71, 75, 91, 103, 107, 119, 135</p> <p>Analyze and Synthesize Across Texts • Return to the Focus Question: Reflect (demonstrate understanding of three unit texts in order to answer the Focus Question), pp. 28, 44, 60, 76, 92, 108, 124, 140</p> <p>Write: Writing About the Focus Question • Use Evidence (use evidence from each unit text in longer written response to Focus Question), pp. 29, 45, 61, 77, 93, 109, 125, 141</p> <p>TEACHER’S EDITION—PROFESSIONAL DEVELOPMENT • Graphic Organizers Perspectives (Venn diagrams to compare and contrast information), TE pp. 12-13 • Intertextual Analysis: Compare and Contrast Authors’ Perspectives, TE pp. 42-43 • Intertextual Analysis: Analyzing Multiple Accounts of the Same Event or Topic, TE pp. 44-45 • Intertextual Analysis: Citing Evidence from Multiple Sources, TE pp. 60-61 • Differentiation: Scaffolding with Graphic Organizers (Venn diagrams to compare and contrast information), TE pp. 90-91 • Intertextual Analysis: Comparing and Contrasting Big Ideas, TE pp. 92-93 • Intertextual Analysis: Compare and Contrast Authors’ Use of Language and Text Structure, TE pp. 108-109 • Intertextual Analysis: Making Thematic Connections (compare and contrast), TE pp. 138-139</p>
<p>(C) use text evidence to support an appropriate response;</p>	<p>STUDENT EDITION Return to the Text: Informational Text Selections • Comprehension Check (use text evidence to support answers), pp. 27, 39, 43, 55, 59, 71, 75, 91, 103, 107, 119, 135</p> <p>Write: Writing About the Focus Question • Use Evidence, pp. 29, 45, 61, 77, 93, 109, 125, 141</p> <p>TEACHER’S EDITION Getting Started: Summarizing • Use text evidence to support ideas, TE p. 12</p> <p>1st Read • Text-Dependent Questions, TE pp. 18, 24, 34, 40, 50, 56, 66, 72, 82, 88, 98, 104, 114, 120, 130, 136</p> <p>2nd Read • Text-Dependent Questions, TE pp. 20, 25, 36, 41, 52, 57, 68, 73, 84, 89, 100, 105, 116, 121, 132, 137</p> <p style="text-align: right;"><i>continued</i></p>

Sadlier and Sadlier are registered trademarks of William H. Sadlier, Inc. All rights reserved. May be reproduced for educational use (not commercial use).

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

Texas Essential Knowledge and Skills (TEKS)	Close Reading of Complex Texts, Grade 5
	<p>3rd Read</p> <ul style="list-style-type: none"> Text-Dependent Questions, TE pp. 21, 25, 37, 41, 53, 57, 69, 73, 85, 89, 101, 105, 117, 121, 133, 137
<p>(D) retell, paraphrase, or summarize texts in ways that maintain meaning and logical order;</p>	<p>STUDENT EDITION</p> <p>Getting Started: Summarizing</p> <ul style="list-style-type: none"> Summary Chart/Story Map/Write a Summary, pp. 12-13 <p>Return to the Text</p> <ul style="list-style-type: none"> Respond to Reading: Summary Chart, pp. 22, 38, 54, 70, 86, 102, 118, 134 Respond to Reading (write a summary), pp. 22, 26, 38, 42, 58, 70, 86, 90, 102, 106, 118, 122, 134, 138 Respond to Reading: Graphic Organizer, pp. 42, 106, 122 <p>Analyze and Synthesize Across Texts</p> <ul style="list-style-type: none"> Return to the Focus Question: Graphic organizer, pp. 28, 44, 60, 76, 92, 108, 124, 140 <p>TEACHER'S EDITION</p> <p>Return to the Text</p> <ul style="list-style-type: none"> Respond to Reading: Collaborate (review and discuss partners' summaries), TE pp. 22, 26, 38, 42, 58, 70, 86, 90, 102, 106, 118, 122, 134, 138 <p>Differentiate and Extend</p> <ul style="list-style-type: none"> Write Beyond: Retell a story from a different point of view, TE pp. 29, 45, 61, 77, 93, 109, 125, 141 <p>TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT</p> <ul style="list-style-type: none"> Annotations (write a brief summary), pp. 8-9 Collaboration: Small Groups (summaries), TE pp. 22-23, 134-135 Collaboration: Whole Class (summaries), TE pp. 26-27 Differentiation: Graphic Organizers (generate a summary), TE pp. 106-107 Differentiation: Multiple Graphic Organizers (summaries), TE pp. 140-141
<p>(E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating;</p>	<p>STUDENT EDITION</p> <p>Getting Started: Annotating a Text</p> <ul style="list-style-type: none"> Annotations/Annotation Notes: The Secret Garden/Keeping Your Cool (read and annotate with purpose/mark text and questions while you read/make notes/sample annotations), pp. 8-9 <p>Annotating the Text</p> <ul style="list-style-type: none"> Reading selections (mark text, write notes/questions, use annotation symbols), pp. 18, 20, 24, 34, 36, 40, 50, 52, 56, 66, 68, 72, 82, 84, 88, 98, 100, 104, 114, 116, 120, 130, 132, 136 <p>Annotation Notes</p> <ul style="list-style-type: none"> Key Ideas and Details/Language and Text Structure/Connections and Inference (make notes based on <p style="text-align: right;"><i>continued</i></p>

Sadlier and Sadlier are registered trademarks of William H. Sadlier, Inc. All rights reserved. May be reproduced for educational use (not commercial use).

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

Texas Essential Knowledge and Skills (TEKS)	Close Reading of Complex Texts, Grade 5
	<p>annotations), pp. 19, 21, 25, 35, 37, 41, 51, 53, 57, 67, 69, 73, 83, 85, 89, 99, 101, 105, 115, 117, 121, 131, 133, 137</p> <p>Return to the Text: Respond to Reading</p> <ul style="list-style-type: none"> • Summary Chart, pp. 22, 38, 54, 70, 86, 102, 118, 134 • Graphic Organizer, pp. 42, 106, 122 <p>Analyze and Synthesize Across Texts</p> <ul style="list-style-type: none"> • Return to the Focus Question (fill out a graphic organizer), pp. 28, 44, 60, 76, 92, 108, 124, 140 <p>TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT</p> <ul style="list-style-type: none"> • Annotations, TE pp. 8–9, 68–69 • Graphic Organizers, TE pp. 12–13 • Annotations: Avoiding Over-Annotating, TE pp. 18–19 • Annotations: Confusions, TE pp. 36–37 • Annotations: Key Words and Phrases, TE pp. 84–85 • Differentiation: Scaffolding with Graphic Organizers, TE pp. 90–91 • Annotations: Annotation Notes, TE pp. 98–99 • Differentiation: Graphic Organizers, TE pp. 106–107 • Teacher Observation: Student Annotations, TE pp. 116–117 • Think-Aloud Modeling: Annotating, TE pp. 128–129 • Annotations: Important or Surprising Information, TE pp. 132–133 • Differentiation: Multiple Graphic Organizers, TE pp. 140–141
<p>(F) respond using newly acquired vocabulary as appropriate; and</p>	<p>STUDENT EDITION</p> <p>Getting Started: Annotating a Text</p> <ul style="list-style-type: none"> • Circle key words or phrases or anything the author says in an interesting way, pp. 8–9 <p>Annotating the Text</p> <ul style="list-style-type: none"> • Reading selections (mark unfamiliar words), pp. 18, 20, 24, 34, 36, 40, 50, 52, 56, 66, 68, 72, 82, 84, 88, 98, 100, 104, 114, 116, 120, 130, 132, 136 <p>Annotation Notes</p> <ul style="list-style-type: none"> • Language and Text Structure (note unfamiliar words), pp. 19, 21, 25, 35, 37, 41, 51, 53, 57, 67, 69, 73, 83, 85, 89, 99, 101, 105, 115, 117, 121, 131, 133, 137 <p>Return to the Text: Respond to Reading</p> <ul style="list-style-type: none"> • Reflect (confusing words or phrases), pp. 22, 26, 38, 42, 58, 70, 86, 90, 102, 106, 118, 122, 134, 138 <p>TEACHER'S EDITION</p> <p>2nd Read</p> <ul style="list-style-type: none"> • Text-Dependent Questions (author's choice of words/language), TE pp. 9, 20, 25, 36, 41, 52, 57, 68, 73, 84, 89, 100, 105, 116, 121, 132, 137 <p>Vocabulary</p> <ul style="list-style-type: none"> • Context Clues, TE p. 20 • Multiple-Meaning Words (discuss contextual meanings), TE pp. 36, 52, 68, 100, 116, 132 <p style="text-align: right;"><i>continued</i></p>

Sadlier and Sadlier are registered trademarks of William H. Sadlier, Inc. All rights reserved. May be reproduced for educational use (not commercial use).

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

Texas Essential Knowledge and Skills (TEKS)	Close Reading of Complex Texts, Grade 5
	<p>TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT</p> <ul style="list-style-type: none"> • Annotations: Key Words of Phrases, TE pp. 84–85 • Visual Text: Visual Learners (unfamiliar/difficult vocabulary), TE pp. 112–113
<p>(G) discuss specific ideas in the text that are important to the meaning.</p>	<p>TEACHER'S EDITION</p> <p>Return to the Text: Respond to Reading</p> <ul style="list-style-type: none"> • Collaborate (discuss partners' summaries of key ideas and details), pp. 22, 26, 38, 42, 58, 70, 86, 90, 102, 106, 118, 122, 134, 138
<p>(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—literary elements. 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>STUDENT EDITION</p> <p>Getting Started: 3rd Read</p> <ul style="list-style-type: none"> • Connections and Inferences (What inferences can I make from the text?/What is the theme of the text?), p. 7 <p>Annotation Notes: Literature Selections</p> <ul style="list-style-type: none"> • Connections and Inferences (make notes based on annotations)—Poem: A Bird Came Down the Walk, pp. 40–41; Story: Friends, pp. 104–105; Story: In Anna's Footsteps, pp. 120–121 <p>Return to the Text: Literature Selections</p> <ul style="list-style-type: none"> • Comprehension Check (make inferences/identify theme), pp. 43, 107, 123 <p>TEACHER'S EDITION</p> <p>Getting Started: 3rd Read</p> <ul style="list-style-type: none"> • Connections and Inferences (What inferences can I make from the text?/What is the theme of the text?), TE pp. 7, 9 <p>3rd Read</p> <ul style="list-style-type: none"> • Set a Purpose/Text-Dependent Questions (make inferences), TE pp. 43, 107, 123
<p>(B) analyze the relationships of and conflicts among the characters;</p>	<p>STUDENT EDITION</p> <p>Getting Started: Self-Monitoring Strategies</p> <ul style="list-style-type: none"> • Visualize (characters, events), pp. 10–11 <p>Getting Started: Summarizing</p> <ul style="list-style-type: none"> • Summary Chart: Who? (the characters), p. 12 • Story Map: Characters (Who), p. 13 <p style="text-align: right;"><i>continued</i></p>

Sadlier and Sadlier are registered trademarks of William H. Sadlier, Inc. All rights reserved. May be reproduced for educational use (not commercial use).

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

Texas Essential Knowledge and Skills (TEKS)	Close Reading of Complex Texts, Grade 5
	<p>Annotation Notes: Literature Selections</p> <ul style="list-style-type: none"> • Connections and Inferences (make notes about characters based on annotations)—Poem: A Bird Came Down the Walk, p. 41; Story: Friends, p. 105; Story: In Anna’s Footsteps, p. 121 <p>Return to the Text: Literature Selections</p> <ul style="list-style-type: none"> • Respond to Reading: Graphic Organizer: Characters, p. 106 • Comprehension Check (characters), pp. 107, 123 <p>TEACHER’S EDITION</p> <p>Think Aloud</p> <ul style="list-style-type: none"> • Ask yourself questions (character), TE p. 85 <p>TEACHER’S EDITION—PROFESSIONAL DEVELOPMENT</p> <ul style="list-style-type: none"> • Self-Monitoring Strategies (visualize characters and actions), TE pp. 10–11 • Differentiation: End-of-Unit Writing Assignment (characters), TE pp. 76–77 • Annotations: Annotation Notes (character, event, or theme), TE pp. 98–99 • Text Complexity: Quantitative vs. Qualitative Features (characters and plot), TE pp. 104–105
<p>(C) analyze plot elements, including rising action, climax, falling action, and resolution; and</p>	<p>STUDENT EDITION</p> <p>Getting Started: Self-Monitoring Strategies</p> <ul style="list-style-type: none"> • Visualize (events), pp. 10–11 <p>Getting Started: Summarizing</p> <ul style="list-style-type: none"> • Summary Chart: What? (conflict or problem)/How? (plot or major events), p. 12 • Story Map: Conflict (What)/Main Events (How), p. 13 <p>Annotation Notes: Literature Selections</p> <ul style="list-style-type: none"> • Connections and Inferences (make notes about events of the text)—Poem: A Bird Came Down the Walk, p. 41; Story: Friends, p. 105; Story: In Anna’s Footsteps, p. 121 <p>Return to the Text</p> <ul style="list-style-type: none"> • Respond to Reading: Summary Chart (How), pp. 22, 86, 122, 138 <p>TEACHER’S EDITION—PROFESSIONAL DEVELOPMENT</p> <ul style="list-style-type: none"> • Text Complexity: Quantitative vs. Qualitative Features (characters and plot), TE pp. 104–105
<p>(D) analyze the influence of the setting, including historical and cultural settings, on the plot.</p>	<p>STUDENT EDITION</p> <p>Getting Started: Self-Monitoring Strategies</p> <ul style="list-style-type: none"> • Visualize (places), pp. 10–11 <p>Getting Started: Summarizing</p> <ul style="list-style-type: none"> • Summary Chart: Where?, p. 12 • Story Map: Setting (Where and When), p. 13 <p>Annotation Notes: Literature Selections</p> <ul style="list-style-type: none"> • Language and Text Structure (make notes about setting)— <p style="text-align: right;"><i>continued</i></p>

Sadlier and Sadlier are registered trademarks of William H. Sadlier, Inc. All rights reserved. May be reproduced for educational use (not commercial use).

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

Texas Essential Knowledge and Skills (TEKS)	Close Reading of Complex Texts, Grade 5
	<p>Poem: A Bird Came Down the Walk, p. 41; Story: Friends, p. 105; Story: In Anna’s Footsteps, p. 121</p> <p>TEACHER’S EDITION Getting Started: Annotating a Text</p> <ul style="list-style-type: none"> • 2nd Read (primary setting), TE p. 115 <p>TEACHER’S EDITION—PROFESSIONAL DEVELOPMENT</p> <ul style="list-style-type: none"> • Text Complexity: Quantitative vs. Qualitative Features (setting of the story), TE pp. 104–105
<p>(9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—genres. 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>STUDENT EDITION Literature Selections</p> <ul style="list-style-type: none"> • Poem: A Bird Came Down the Walk, pp. 40–41 • Story: Friends, pp. 104–105 • Story: In Anna’s Footsteps, pp. 120–121 <p>TEACHER’S EDITION Genre Study</p> <ul style="list-style-type: none"> • Characteristics of literature, TE pp. 15, 31, 47, 63, 79, 95, 111, 127
<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>STUDENT EDITION Getting Started: Reading Closely</p> <ul style="list-style-type: none"> • 2nd Read: Language and Text Structure (What figurative language does the author use?), p. 12 <p>Annotation Notes: Literature Selections</p> <ul style="list-style-type: none"> • Language and Text Structure (use annotations to make notes about word choice/figurative language)—Poem: A Bird Came Down the Walk, p. 41; Story: Friends, p. 105; Story: In Anna’s Footsteps, p. 121 <p>TEACHER’S EDITION Partner Talk</p> <ul style="list-style-type: none"> • Meaning of figurative language in the poem, TE p. 41 <p>TEACHER’S EDITION—PROFESSIONAL DEVELOPMENT</p> <ul style="list-style-type: none"> • Text Complexity: Quantitative vs. Qualitative Features (figurative language), TE pp. 104–105
<p>(C) explain structure in drama such as character tags, acts, scenes, and stage directions;</p>	<p>Related content</p> <p>TEACHER’S EDITION—PROFESSIONAL DEVELOPMENT</p> <ul style="list-style-type: none"> • Think-Aloud Modeling: Conversation (act out a dialogue), TE pp. 122–123

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

Texas Essential Knowledge and Skills (TEKS)	Close Reading of Complex Texts, Grade 5
(D) recognize characteristics and structures of informational text, including:	
(i) the central idea with supporting evidence;	<p>STUDENT EDITION</p> <p>Getting Started: Reading Closely</p> <ul style="list-style-type: none"> • 1st Read: Key Ideas and Details, p. 6 <p>Getting Started: Annotating a Text</p> <ul style="list-style-type: none"> • Underline key ideas and major points, p. 8 <p>Annotation Notes: Informational Text Selections</p> <ul style="list-style-type: none"> • Key Ideas and Details (use annotations to make notes about central ideas and supporting details)—Explanatory Text: Web Article: How Do We Know the Climate is Changing?, pp. 18, 20; Fact Sheet: Six Ways to Protect the Environment, p. 24; Memoir: Homing with the Birds: The history of a lifetime of personal experience with the birds, pp. 34, 36; Explanatory Text: The Prometheus Story, pp. 50, 52; Magazine Article: Trees: Good for Your Health, p. 56; Journal: The Exploration of the Colorado River and Its Canyons, pp. 66, 68; Essay: The Powell Legacy, p. 72; Biography: The Peanut Man, pp. 82, 84; Pamphlet: The Use and Misuse of Soil, p. 88; Extract: The Impact of the Irish Potato Famine on American History, pp. 98, 100; Web Article: Saving the Wolves, pp. 114, 116; Newspaper Article: The Nation’s Tribute to the Heroine of Lime Rock, pp. 130, 132; Article: Bad Weather, Rocks, and Piracy, p. 136 <p>Return to the Text: Informational Text Selections</p> <ul style="list-style-type: none"> • Respond to Reading: Summary Chart/Graphic Organizer (major ideas/supporting details): pp. 22; 26; 38; 54; 58; 70; 74; 86; 90; 102; 118; 134; 138 • Comprehension Check (identify central/key idea and supporting details), pp. 23; 27; 39; 55; 59; 71; 75; 87; 91; 103; 119; 135; 139 <p>Self-Assess and Reflect</p> <ul style="list-style-type: none"> • Writing Rubric (major ideas/supporting details): pp. 30, 46, 62, 78, 94, 110, 126, 142 <p>TEACHER’S EDITION</p> <p>Getting Started</p> <ul style="list-style-type: none"> • 1st Read (note key ideas and details), TE pp. 6, 9 <p>1st Read: Informational Text Selections</p> <ul style="list-style-type: none"> • Text-Dependent Questions (What is this text about?), TE pp. 18–19, 24, 34–35, 50–51, 56, 66–67, 72, 82–83, 88, 98–99, 114–115, 130–131, 136 • Partner Talk, TE pp. 19, 24, 35, 51, 56, 67, 72, 83, 88, 99, 115, 131, 136 <p>TEACHER’S EDITION—PROFESSIONAL DEVELOPMENT</p> <ul style="list-style-type: none"> • Text Complexity: Quantitative vs. Qualitative Features (main ideas), TE pp. 104–105 <p style="text-align: right;"><i>continued</i></p>

Sadlier and Sadlier are registered trademarks of William H. Sadlier, Inc. All rights reserved. May be reproduced for educational use (not commercial use).

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

Texas Essential Knowledge and Skills (TEKS)	Close Reading of Complex Texts, Grade 5
	<ul style="list-style-type: none"> Differentiation: Graphic Organizers (main idea charts), TE pp. 106–107
<p>(ii) features such as insets, timelines, and sidebars to support understanding; and</p>	<p>STUDENT EDITION Informational Text Selections</p> <ul style="list-style-type: none"> Web Article: How Do We Know the Climate is Changing? (images), pp. 18, 20; Fact Sheet: Six Ways to Protect the Environment (boldface headings), p. 24; Memoir: Homing with the Birds: The history of a lifetime of personal experience with the birds (image), pp. 34, 36; Explanatory Text: The Prometheus Story (map), pp. 50, 52; Journal: The Exploration of the Colorado River and Its Canyons (illustration), pp. 66, 68; Biography: The Peanut Man (photo), pp. 82, 84; Pamphlet: The Use and Misuse of Soil (bullets), p. 88; Extract: The Impact of the Irish Potato Famine on American History (timeline), pp. 98, 100; Web Article: Saving the Wolves (photo), pp. 114, 116; Newspaper Article: The Nation’s Tribute to the Heroine of Lime Rock (illustration), pp. 130, 132 <p>TEACHER’S EDITION Genre Study</p> <ul style="list-style-type: none"> Characteristics of explanatory text (features of a fact sheet), TE p. 15 <p>TEACHER’S EDITION—PROFESSIONAL DEVELOPMENT</p> <ul style="list-style-type: none"> Graphic Organizers (charts, Venn diagrams), TE pp. 12–13 Intertextual Analysis: Analyzing Multiple Accounts of the Same Event or Topic (T-diagram), TE pp. 44–45 Differentiation: Scaffolding with Graphic Organizers (charts, Venn diagrams, thinking maps), TE pp. 90–91 Differentiation: Graphic Organizers (main idea charts, summary charts, Venn diagrams), TE pp. 106–107 Visual Text: Visual Learners (maps, diagrams, images), TE pp. 106–107 Differentiation: Multiple Graphic Organizers (diagrams), TE pp. 140–141
<p>(iii) organizational patterns such as logical order and order of importance;</p>	<p>STUDENT EDITION Getting Started: 2nd Read</p> <ul style="list-style-type: none"> Language and Text Structure (How is the text organized?), p. 7 <p>Annotation Notes: Informational Text Selections</p> <ul style="list-style-type: none"> Language and Text Structure—pp. 19, 21, 25, 35, 37, 51, 53, 57, 67, 69, 73, 83, 85, 89, 99, 101, 115, 117, 131, 133, 137 <p>TEACHER’S EDITION 2nd Read: Informational Text Selections</p> <ul style="list-style-type: none"> Text-Dependent Questions (text structure)/Partner Talk, TE pp. 7, 20, (order of events) 25, 36, 52, 57, 68, 73, 84, 89, 100, 116, 132, 137 <p style="text-align: right;"><i>continued</i></p>

Sadlier and Sadlier are registered trademarks of William H. Sadlier, Inc. All rights reserved. May be reproduced for educational use (not commercial use).

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

Texas Essential Knowledge and Skills (TEKS)	Close Reading of Complex Texts, Grade 5
	<p>TEACHER’S EDITION—PROFESSIONAL DEVELOPMENT</p> <ul style="list-style-type: none"> • Graphic Organizers (compare and contrast), TE pp. 12–13 • Intertextual Analysis: Compare and Contrast Authors’ Perspectivess, TE pp. 42–43 • Intertextual Analysis: Compare and Contrast Authors’ Perspectivess, TE pp. 44–45 • Self-Monitoring Strategies: Reread to Clarify (text structures), TE pp. 56–57 • Differentiation: Scaffolding with Graphic Organizers (compare and contrast), TE pp. 90–91 • Intertextual Analysis: Comparing and Contrasting Big Ideas, TE pp. 92–93 • Annotations: Annotation Notes (cause and effect, compare and contrast), TE pp. 98–99 • Intertextual Analysis: Compare and Contrast Authors’ Use of Language and Text Structure(compare and contrast), TE pp. 108–109 • Intertextual Analysis: Making Thematic Connections (compare and contrast), TE pp. 138–139
(E) recognize characteristics and structures of argumentative text by:	
(i) identifying the claim;	<p>STUDENT EDITION Return to the Text</p> <ul style="list-style-type: none"> • Comprehension Check (author’s argument and support), p. 23, 39, 59, 91 <p>TEACHER’S EDITION 3rd Read</p> <ul style="list-style-type: none"> • Text-Dependent Questions (what is the author’s opinion?), TE p. 21 <p>TEACHER’S EDITION—PROFESSIONAL DEVELOPMENT</p> <ul style="list-style-type: none"> • Think-Aloud Modeling: Conversation (opinions), TE pp. 122–123
(ii) explaining how the author has used facts for or against an argument; and	<p>STUDENT EDITION Return to the Text</p> <ul style="list-style-type: none"> • Comprehension Check (author’s argument and support), pp. 23, 39, 59, 91 <p>TEACHER’S EDITION—PROFESSIONAL DEVELOPMENT</p> <ul style="list-style-type: none"> • Intertextual Analysis: Citing Evidence from Multiple Sources (distinguishing fact from opinion/how authors use facts), TE pp. 60–61, 124–125
(iii) identifying the intended audience or reader; and	N/A
(F) recognize characteristics of multimodal and digital texts.	Close Reading of Complex Texts available as a Student Edition Worktext or digital Student Edition eBook. Go to www.SadlierSchool.com .

Sadlier and Sadlier are registered trademarks of William H. Sadlier, Inc. All rights reserved. May be reproduced for educational use (not commercial use).

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

Texas Essential Knowledge and Skills (TEKS)	Close Reading of Complex Texts, Grade 5
<p>(10) Author’s purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. 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>STUDENT EDITION Getting Started: Reading Closely • 2nd Read: Language and Text Structure (What is the author’s purpose?/What message is the author communicating?), p. 7 Getting Started: Self-Monitoring Strategies • Ask yourself questions/Draw conclusions/Reread to clarify, pp. 10-11 Annotation Notes • Key Ideas and Details (determine meaning)/Language and Text Structure/Connections and Inferences (analyze meaning), pp. 19, 21, 25, 35, 37, 41, 51, 53, 57, 67, 69, 73, 83, 85, 89, 99, 101, 105, 115, 117, 121, 131, 133, 137 Return to the Text • Comprehension Check (author’s purpose and message), pp. 23, 27, 39, 43, 55, 59, 71, 75, 87, 91, 103, 107, 119, 123, 135, 139 TEACHER’S EDITION 1st Read • Set a Purpose/Text-Dependent Questions/Partner Talk, TE pp. 18-19, 24, 34-35, 40, 50-51, 56, 66-67, 72, 82-83, 88, 98-99, 104, 114-115, 120, 130-131, 136 2nd Read • Set a Purpose/Text-Dependent Questions/Partner Talk (author’s meaning), TE pp. 20, 25, 36, 41, 52, 57, 68, 73, 84, 89, 100, 105, 116, 121, 132, 137 3rd Read • Set a Purpose/Text-Dependent Questions/Partner Talk (author’s message/opinion), TE pp. 21, 25, 37, 41, 53, 57, 69, 73, 85, 89, 101, 105, 117, 121, 133, 137</p>
<p>(B) analyze how the use of text structure contributes to the author’s purpose;</p>	<p>STUDENT EDITION Getting Started: Reading Closely • 2nd Read: Language and Structure (How is the text organized?/In time order?/In a problem and solution structure? As cause and effect?), p. 7 <i>continued</i></p>

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

Texas Essential Knowledge and Skills (TEKS)	Close Reading of Complex Texts, Grade 5
	<p>Annotation Notes</p> <ul style="list-style-type: none"> Language and Text Structure, pp. 21, 25, 35, 37, 41, 51, 53, 57, 67, 69, 73, 89, 99, 101, 105, 115, 117, 131, 133 <p>TEACHER'S EDITION</p> <p>2nd Read</p> <ul style="list-style-type: none"> Text-Dependent Questions/Partner Talk (text structure), TE pp. 20, 25, 36, 41, 52, 57, 68, 73, 84, 89, 100, 105, 116, 121, 132, 137 <p>TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT</p> <ul style="list-style-type: none"> Graphic Organizers (compare and contrast), TE pp. 12-13 Intertextual Analysis: Compare and Contrast Authors' Perspectivess, TE pp. 42-43 Intertextual Analysis: Compare and Contrast Authors' Perspectivess, TE pp. 44-45 Self-Monitoring Strategies: Reread to Clarify (text structures), TE pp. 56-57 Differentiation: Scaffolding with Graphic Organizers (compare and contrast), TE pp. 90-91 Intertextual Analysis: Comparing and Contrasting Big Ideas, TE pp. 92-93 Annotations: Annotation Notes (cause and effect, compare and contrast), TE pp. 98-99 Intertextual Analysis: Compare and Contrast Authors' Use of Language and Text Structure(compare and contrast), TE pp. 108-109 Intertextual Analysis: Making Thematic Connections (compare and contrast), TE pp. 138-139
<p>(C) analyze the author's use of print and graphic features to achieve specific purposes;</p>	<p>STUDENT EDITION</p> <p>Getting Started: Reading a Visual Text</p> <ul style="list-style-type: none"> The Veteran in a New Field by Winslow Homer, p. 14 <p>Visual Texts</p> <ul style="list-style-type: none"> Photograph: A Community Composting Site in the Brightmoor Neighborhood of Detroit, pp. 16-17; Photograph: Hiking in the Mountains, pp. 32-33; Illustration: Pioneer Clearing Trees from Land Around His Cabin, pp. 48-49; Photograph: Archaeologists Excavating a Viking Outpost on Baffin Island, pp. 64-65; Photograph: Plants Growing at an Aeroponic Food Farm, pp. 80-81; Engraving: Immigrant Ship Entering New York Harbor, 1887, pp. 96-97; Poster: Do One Thing Today, pp. 112-113; Photograph: Bridge of the MS Explorer with Navigation Instruments, pp. 128-129 <p>Text Selections</p> <ul style="list-style-type: none"> Web Article: How Do We Know the Climate is Changing? (images/subheads in the form of questions), pp. 18, 20; Fact Sheet: Six Ways to Protect the Environment (boldface headings), p. 24; Memoir: Homing with the Birds: The history of a lifetime of personal experience with the birds (image), pp. 34, 36; Explanatory Text: The Prometheus Story (map), <p style="text-align: right;"><i>continued</i></p>

and Sadlier® are registered trademarks of William H. Sadlier, Inc. All rights reserved. May be reproduced for educational use (not commercial use).

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

Texas Essential Knowledge and Skills (TEKS)	Close Reading of Complex Texts, Grade 5
	<p>pp. 50, 52; Journal: The Exploration of the Colorado River and Its Canyons (illustration), pp. 66, 68; Biography: The Peanut Man (photo), pp. 82, 84; Pamphlet: The Use and Misuse of Soil (bullets), p. 88; Extract: The Impact of the Irish Potato Famine on American History (timeline), pp. 98, 100; Web Article: Saving the Wolves (photo), pp. 114, 116; Newspaper Article: The Nation’s Tribute to the Heroine of Lime Rock (illustration), pp. 130, 132</p> <p>TEACHER’S EDITION Visual Text</p> <ul style="list-style-type: none"> Set a Purpose/Visual Text Analysis, TE pp. 16, 32, 48, 64, 80, 96, 112, 128 <p>TEACHER’S EDITION—PROFESSIONAL DEVELOPMENT</p> <ul style="list-style-type: none"> Visual Text (visual elements), TE p. 12 Intertextual Analysis: Incorporating Information from a Visual Text, TE pp. 28–29
<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>STUDENT EDITION Getting Started: Reading Closely</p> <ul style="list-style-type: none"> 2nd Read: Language and Text Structure (What words or phrases are repeated?/What figurative language does the author use?), p. 7 <p>Annotation Notes</p> <ul style="list-style-type: none"> Language and Text Structure, pp. 19, 21, 25, 35, 37, 41, 51, 53, 57, 67, 69, 73, 83, 85, 89, 99, 101, 105, 115, 117, 121, 131, 133, 137 <p>Return to the Text</p> <ul style="list-style-type: none"> Respond to Reading: Reflect (words and phrases), pp. 22, 26, 38, 42, 54, 58, 70, 74, 86, 90, 102, 106, 118, 122, 134, 138 <p>TEACHER’S EDITION 2nd Read</p> <ul style="list-style-type: none"> Text-Dependent Questions/Partner Talk (examine author’s use of language), TE pp. 20, 25, 36, 41, 52, 57, 68, 73, 84, 89, 100, 105, 116, 121, 132, 137 <p>Vocabulary</p> <ul style="list-style-type: none"> Multiple-Meaning Words, TE pp. 36, 52, 68, 84, 132 Compound Words, TE p. 116 Domain-Specific Words, TE p. 105 <p>Annotation Notes</p> <ul style="list-style-type: none"> Language and Text Structure (figurative language), TE p. 41 <p>TEACHER’S EDITION—PROFESSIONAL DEVELOPMENT</p> <ul style="list-style-type: none"> Text Complexity: Quantitative vs. Qualitative Features (figurative language), TE pp. 104–105 Visual Text: Visual Learners (unfamiliar/difficult vocabulary), TE pp. 112–113

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

Texas Essential Knowledge and Skills (TEKS)	Close Reading of Complex Texts, Grade 5
<p>(E) identify and understand the use of literary devices, including first- or third-person point of view;</p>	<p>STUDENT EDITION Text Selections</p> <ul style="list-style-type: none"> • Memoir: Homing with the Birds: The history of a lifetime of personal experience with the birds (first person), pp. 35, 37 • Poem: A Bird Came Down the Walk (third person), p. 41 • Story: Friends (third person), p. 105 • Story: In Anna’s Footsteps (first person), p. 121 <p>TEACHER’S EDITION—PROFESSIONAL DEVELOPMENT</p> <ul style="list-style-type: none"> • Intertextual Analysis: Compare and Contrast Authors’ Perspectives, TE pp. 42–43 • Collaboration: Purposeful Partner Talk (understand a text from a different point of view), TE pp. 76–77 • Differentiation: End-of-Unit Writing Assignment (see original text from a different point of view), TE pp. 76–77 • Intertextual Analysis: Citing Evidence from Multiple Sources (compare points of view), TE pp. 92–93
<p>(F) examine how the author’s use of language contributes to voice; and</p>	<p>TEACHER’S EDITION Annotating a Text</p> <ul style="list-style-type: none"> • 2nd Read (annotations related to author’s use of language/ tone), TE pp. 8–9 <p>2nd Read</p> <ul style="list-style-type: none"> • Set a Purpose/Text-Dependent Questions/Partner Talk (author’s use of language/tone), TE pp. 20, 36, 41, 52, 57, 68, 73, 84, 89, 116, 121, 132, 137 <p>Professional Development</p> <ul style="list-style-type: none"> • Text Complexity (author’s use of language/tone), TE pp. 6–7 • Academic Language: Conversation (words or phrases that impact tone), TE pp. 24–25 • Intertextual Analysis: Compare and Contrast Authors’ Perspectives (tone), TE pp. 42–43
<p>(G) explain the purpose of hyperbole, stereotyping, and anecdote.</p>	<p>N/A</p>
<p>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts—writing process. 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>(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>STUDENT EDITION Write: Writing About the Focus Question</p> <ul style="list-style-type: none"> • Use Evidence/writing prompt, pp. 29, 45, 61, 77, 93, 109, 125, 141 <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)	Close Reading of Complex Texts, Grade 5
	<p>TEACHER'S EDITION Differentiate and Extend</p> <ul style="list-style-type: none"> Write Beyond (writing prompt), TE pp. 29, 45, 61, 77, 93, 109, 125, 141
(B) develop drafts into a focused, structured, and coherent piece of writing by:	
(i) organizing with purposeful structure, including an introduction, transitions, and a conclusion; and	<p>STUDENT EDITION Write: Writing About the Focus Question</p> <ul style="list-style-type: none"> Writing Checklist, pp. 29, 45, 61, 77, 93, 109, 125, 125, 141 <p>Self-Assess and Reflect</p> <ul style="list-style-type: none"> Writing Rubric: Organization, pp. 30, 46, 62, 78, 94, 110, 126, 142
(ii) developing an engaging idea reflecting depth of thought with specific facts and details;	<p>STUDENT EDITION Write: Writing About the Focus Question</p> <ul style="list-style-type: none"> Writing Checklist, pp. 29, 45, 61, 77, 93, 109, 125, 125, 141 <p>Self-Assess and Reflect</p> <ul style="list-style-type: none"> Writing Rubric: Text Evidence, pp. 30, 46, 62, 78, 94, 110, 126, 142
(C) revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity;	<p>STUDENT EDITION Write: Writing About the Focus Question</p> <ul style="list-style-type: none"> Writing Checklist, pp. 29, 45, 61, 77, 93, 109, 125, 125, 141 <p>Self-Assess and Reflect</p> <ul style="list-style-type: none"> Focus Question (refer to the Writing Rubric as you revise your work), pp. 30, 46, 62, 78, 94, 110, 126, 142 <p>TEACHER'S EDITION Writing About the Focus Questions</p> <ul style="list-style-type: none"> Monitor (review and revise), TE pp. 29, 45, 61, 77, 93, 109, 125, 141
(D) edit drafts using standard English conventions, including:	
<p>(i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments;</p> <p>(ii) past tense of irregular verbs;</p> <p>(iii) collective nouns;</p> <p>(iv) adjectives, including their comparative and superlative forms;</p> <p style="text-align: center;"><i>continued</i></p>	<p>Correct grammar and usage modeled in reading selections.</p> <p>STUDENT EDITION Write: Writing About the Focus Question</p> <ul style="list-style-type: none"> Writing Checklist (use correct language, spelling, and conventions), pp. 29, 45, 61, 77, 93, 109, 125, 125, 141 <p>Self-Assess and Reflect</p> <ul style="list-style-type: none"> Writing Rubric: Spelling and Conventions (correct grammar), pp. 30, 46, 62, 78, 94, 110, 126, 142

and Sadlier® are registered trademarks of William H. Sadlier, Inc. All rights reserved. May be reproduced for educational use (not commercial use).

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

Texas Essential Knowledge and Skills (TEKS)	Close Reading of Complex Texts, Grade 5
<p>(v) conjunctive adverbs;</p> <p>(vi) prepositions and prepositional phrases and their influence on subject-verb agreement;</p> <p>(vii) pronouns, including indefinite;</p> <p>(viii) subordinating conjunctions to form complex sentences;</p> <p>(ix) capitalization of abbreviations, initials, acronyms, and organizations;</p>	
<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>Related content</p> <p>STUDENT EDITION</p> <p>Write: Writing About the Focus Question</p> <ul style="list-style-type: none"> Writing Checklist, pp. 29, 45, 61, 77, 93, 109, 125, 125, 141 <p>Self-Assess and Reflect</p> <ul style="list-style-type: none"> Writing Rubric: Spelling and Conventions (correct punctuation), pp. 30, 46, 62, 78, 94, 110, 126, 142
<p>(xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words; and</p>	<p>Related content</p> <p>STUDENT EDITION</p> <p>Write: Writing About the Focus Question</p> <ul style="list-style-type: none"> Writing Checklist, pp. 29, 45, 61, 77, 93, 109, 125, 125, 141 <p>Self-Assess and Reflect</p> <ul style="list-style-type: none"> Writing Rubric: Spelling and Conventions (correct spelling), pp. 30, 46, 62, 78, 94, 110, 126, 142
<p>(E) publish written work for appropriate audiences.</p>	<p>STUDENT EDITION</p> <p>Self-Assess and Reflect</p> <ul style="list-style-type: none"> Focus Question (write your final version), pp. 30, 46, 62, 78, 94, 110, 126, 142 <p>TEACHER'S EDITION</p> <p>Self-Assess and Reflect</p> <ul style="list-style-type: none"> Reflect: Teacher assesses final versions/records points/places in students' writing portfolios, TE pp. 30, 46, 62, 78, 94, 110, 126, 142

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

Texas Essential Knowledge and Skills (TEKS)	Close Reading of Complex Texts, Grade 5
<p>(12) Composition: listening, speaking, reading, writing, and thinking using multiple texts—genres. 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>TEACHER'S EDITION Differentiate and Extend</p> <ul style="list-style-type: none"> Write Beyond (imagined experience/assume role), TE pp. 29, 45, 61, 77, 93, 109, 125, 141 <p>TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT</p> <ul style="list-style-type: none"> Differentiation: End-of-Unit Writing Assignment, TE pp. 76-77
<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>STUDENT EDITION Write: Writing About the Focus Question</p> <ul style="list-style-type: none"> Use Evidence, pp. 29, 45, 61, 77, 93, 109, 125, 141
<p>(C) compose argumentative texts, including opinion essays, using genre characteristics and craft; and</p>	<p>TEACHER'S EDITION Differentiate and Extend</p> <ul style="list-style-type: none"> Debate an Issue, TE p. 29 Design a Brochure, TE pp. 45, 109
<p>(D) compose correspondence that requests information.</p>	<p>TEACHER'S EDITION Differentiate and Extend</p> <ul style="list-style-type: none"> Write Beyond: Letter to a colleague/family member/possible donor, TE pp. 61, 141
<p>(13) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:</p>	<p>*Each unit of <i>Close Reading of Complex Texts</i> models an inquiry and research project. Students carefully read and re-read, annotate, take and organize notes, and summarize the contents of three source documents. After analyzing and synthesizing their information, they write a response.</p>
<p>(A) generate and clarify questions on a topic for formal and informal inquiry;</p>	<p>TEACHER'S EDITION Differentiate and Extend</p> <ul style="list-style-type: none"> Research, TE pp. 29, 93, 61, 109, 125, 141
<p>(B) develop and revise a plan;</p>	<p>TEACHER'S EDITION Differentiate and Extend</p> <ul style="list-style-type: none"> Research, TE pp. 29, 45, 61, 93, 109, 125, 141

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

Texas Essential Knowledge and Skills (TEKS)

Close Reading of Complex Texts, Grade 5

- (C) identify and gather relevant information from a variety of sources;

STUDENT EDITION

Getting Started: Annotating a Text

- Annotations/Annotation Notes: The Secret Garden/Keeping Your Cool (read and annotate with purpose/mark text and questions while you read/making notes/sample annotations), pp. 8–9

Getting Started: Summarizing

- Summary Chart/Story Map, pp. 12–13

Text 1 Reading Selections

- Self-Monitoring Strategies: Ask yourself questions/Reread to clarify, pp. 18, 34, 50, 66, 82, 98, 114, 130

Annotating the Text

- Reading selections: mark text, write notes/questions, use annotation symbols, pp. 18, 20, 24, 34, 36, 40, 50, 52, 56, 66, 68, 72, 82, 84, 88, 98, 100, 104, 114, 116, 120, 130, 132, 136

Annotation Notes

- Key Ideas and Details/Language and Text Structure/Connections and Inference (make notes based on annotations), pp. 19, 21, 25, 35, 37, 41, 51, 53, 57, 67, 69, 73, 83, 85, 89, 99, 101, 105, 115, 117, 121, 131, 133, 137

Return to the Text

- Respond to Reading: Summary Chart, pp. 22, 38, 54, 70, 86, 102, 118, 134
- Respond to Reading: Graphic Organizer, pp. 42, 106, 122
- Comprehension Check, pp. 23, 27, 39, 43, 55, 59, 71, 75, 87, 91, 103, 107, 119, 123, 135, 139

Analyze and Synthesize Across Texts

- Return to the Focus Question (graphic organizer), pp. 28, 44, 60, 76, 92, 108, 124, 140

TEACHER'S EDITION

Differentiate and Extend

- Research, TE pp. 29, 93, 61, 109, 125, 141
- Interview an Expert, TE pp. 29, 45, 61, 77, 141

Think Aloud

- Reread to clarify, TE pp. 19, 35, 40, 67, 99, 105, 115, 120
- Ask yourself questions, TE pp. 53, 69, 72, 83, 85, 136

TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT

- Annotations, TE pp. 8–9
- Graphic Organizers, TE pp. 12–13
- Annotations: Avoiding Over-Annotating, TE pp. 18–19
- Annotations: Confusions, TE pp. 36–37
- Annotations, TE pp. 68–69
- Annotations: Key Words and Phrases, TE pp. 84–85
- Differentiation: Scaffolding with Graphic Organizers, TE pp. 90–91
- Annotations: Annotation Notes, TE pp. 98–99

continued

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

Texas Essential Knowledge and Skills (TEKS)	Close Reading of Complex Texts, Grade 5
	<ul style="list-style-type: none"> • Differentiation: Graphic Organizers, TE pp. 106–107 • Teacher Observation: Student Annotations, TE pp. 116–117 • Think-Aloud Modeling: Annotating, TE pp. 128–129 • Annotations: Important or Surprising Information, TE pp. 132–133 • Differentiation: Multiple Graphic Organizers, TE pp. 140–141
(D) understand credibility of primary and secondary sources.	<p>Related content</p> <p>TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT</p> <ul style="list-style-type: none"> • Intertextual Analysis: Analyzing Multiple Accounts of the Same Event or Topic, TE pp. 44–45 • Intertextual Analysis: Citing Evidence from Multiple Sources, TE pp. 60–61 • Small-Group Discussion: Hearing Multiple Perspectives, TE pp. 80–81
(E) demonstrate understanding of information gathered;	<p>STUDENT EDITION</p> <p>Getting Started: Summarizing</p> <ul style="list-style-type: none"> • Summary Chart/Story Map, pp. 12–13 <p>Return to the Text</p> <ul style="list-style-type: none"> • Respond to Reading: Summary Chart, pp. 22, 38, 54, 70, 86, 102, 118, 134 <p>Analyze and Synthesize Across Texts</p> <ul style="list-style-type: none"> • Return to the Focus Question/Reflect, pp. 28, 44, 60, 76, 92, 108, 124, 140 <p>TEACHER'S EDITION</p> <p>Analyze and Synthesize Across Texts</p> <ul style="list-style-type: none"> • Return to the Focus Question: Connect Texts/Reflect, TE pp. 29, 61, 93, 109, 125, 140 <p>TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT</p> <ul style="list-style-type: none"> • Annotations, TE pp. 8–9 • Graphic Organizers, TE pp. 12–13 • Annotations: Avoiding Over-Annotating, TE pp. 18–19 • Annotations: Confusions, TE pp. 36–37 • Annotations, TE pp. 68–69 • Annotations: Key Words and Phrases, TE pp. 84–85 • Differentiation: Scaffolding with Graphic Organizers, TE pp. 90–91 • Annotations: Annotation Notes, TE pp. 98–99 • Differentiation: Graphic Organizers, TE pp. 106–107 • Teacher Observation: Student Annotations, TE pp. 116–117 • Think-Aloud Modeling: Annotating, TE pp. 128–129 • Annotations: Important or Surprising Information, TE pp. 132–133 • Differentiation: Multiple Graphic Organizers, TE pp. 140–141

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

Texas Essential Knowledge and Skills (TEKS)	Close Reading of Complex Texts, Grade 5
(F) differentiate between paraphrasing and plagiarism when using source materials;	Related content <u>TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT</u> <ul style="list-style-type: none"> • Intertextual Analysis: Analyzing Multiple Accounts of the Same Event or Topic, TE pp. 44-45 • Intertextual Analysis: Citing Evidence from Multiple Sources, TE pp. 60-61
(G) develop a bibliography; and	N/A
(H) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.	Related content <u>TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT</u> <ul style="list-style-type: none"> • Differentiation (visual narrative/presentation), TE pp. 124-125