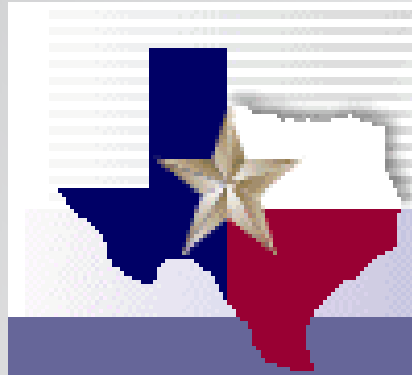


istation Reading Curriculum correlated to



Texas Essential Knowledge and Skills/ Language Arts K-5





Fifth Grade

TEKS	istation	
Fifth Grade Reading	Reading Curriculum	
1) Reading/Fluency. Students read grade-level text with fluency and comprehension. Students are expected to read aloud grade-level stories with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension. Students read grade-level text with fluency and comprehension. Students are expected to read aloud grade-level stories with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension.		
	Cycle	Activities
1	13	Books: Amazonia Alert!, Survivors, The Desert's Gift, Bees at Risk, Nature's Healers, Forest Fires

TEKS	istation	
Fifth Grade Reading	Reading Curriculum	
(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;		
	Cycle	Activities
2A	13	Books: Amazonia Alert!, Survivors, The Desert's Gift, Bees at Risk, Nature's Healers, Forest Fires

TEKS	istation	
Fifth Grade Reading	Reading Curriculum	
(2) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:		
(B) use context (e.g., in-sentence restatement) to determine or clarify the meaning of unfamiliar or multiple meaning words;		
	Cycle	Activities
2B	9	<p>In Context Reading with Long A [ay] In Context Reading with Long E [ey] In Context Reading with Long I [ie] In Context Reading with Long O [oe] In Context Reading with Long O [ow] In Context Reading with Long O [o] In Context Reading with [ch] In Context Reading with [tch] In Context Reading with [ed], [ing], [s] In Context Reading with [ol], [ow] In Context Reading with [oi], [oy] Word Master Book: Treasure at Pirate's Bay Comprehension Book: The Flying Pizza HFW Book: The Best Trip Decodable Books: Camping, Mother Cat and Her Kittens, Naptime, Elbert's Birthday, Coach Chapman, A Trip to the Dentist, Winterstorm, Roy and Troy Like Trains, The Wise Crow, Mitch Big Fish Tale Passages: Going on A Ride, Kittens, The Best Day, Ranch Hand, Big Top Tent, The Colt, The Scarecrow, Earthworms Help, Royce Likes to Share, Passage: Hurricanes Passage: The Dirt Detective</p>
	10	<p>Read Aloud Book: Who is Following Us? HFW Book: How Can That Be? In Context Reading with [ph] In Context Reading with [wh] In Context Reading with [au], [aw], [al] In Context Reading with [ow] Word Master Book: Return to the Lost Island Decodable Books: Shopping With Mom, A Star is Born, The Hero, Spiders, The Three Little Bugs, Whales, How Mountains Form, George Washington Carver, Humphrey the Humpback Whale Passages: Water is a Good Thing, The Strange Noise, Pet Parade, Water Cycle, Insects, People Send Mail, Going to the Vet</p>
	11	<p>In Context Reading with [oo], [ew, eu, ui] In Context Reading with [igh, ight, ind] In Context Reading with prefixes In Context Reading with suffixes In Context Reading with contractions Passage: From Fearful to Fearless</p>
	12	<p>Books: Our Solar System, Mission Incredible, Earth-Day, Night and Seasons, Fields of Change, The Moon, A View from Above, Earth, Rocks and Soil, The Black Hills Dig, The Changing Surface, Earth, The Atmosphere, Weather Watchers, Science Fair Passages: Water Recycled, Natural Resources, Exploring Space, A Trip to the Grand Canyon, Do Your Part Vocabulary Activities: Mission Incredible, Fields of Change, A View from Above, Weather Watchers, Science Fair</p>

TEKS	istation	
Reading	Cycle	Activities
2B (cont.)	13	Books: Amazonia Alert!, Survivors, The Desert's Gift, Forest Fires, Welcome to the Rainforest, Power to the Planet Self-Selected Passages: Monkey Trouble, Monkey Brothers and the Hero Twins, The Lost Treasure of the Ruby Dagger, Night Spirits of the Rain Forest, Dangerous Snakes, Blowing Bubbles from the Rain Forest, The Mystery of the Phoenix Lights, What Time is It?, A Desert Filled with Colonies, Ghost Dancers, A Veque-ro's Life, Ghost Party Vocabulary Activities: Welcome to the Rainforest, Power to the Planet
	CBTR	Vocabulary-Using Context

TEKS	istation	
Fifth Grade Reading	Reading Curriculum	
(2) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:		
(C) produce analogies with known antonyms and synonyms;		
	Cycle	Activities
2C	SBTR	35 Vocab Analogies 36 Vocab Analogies 37 Vocab Analogies

TEKS	istation	
Fifth Grade Reading	Reading Curriculum	
(2) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:		
(D) identify and explain the meaning of common idioms, adages, and other sayings; and		
	Cycle	Activities
2D	SBTR	38 Vocab Idioms 39 Vocab Idioms 40 Vocab Idioms

TEKS	istation	
Fifth Grade Reading	Reading Curriculum	
(2) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:		
(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		
	Cycle	Activities
	12	Books: Our Solar System, Earth: Day, Night & Seasons, The Moon, Earth: Rocks & Soil, The Changing Surface, The Atmosphere
	13	Books: Amazonia Alert!, Survivors, Bees at Risk, Nature's Healers, Forest Fires
	SBTR	Writing Lesson 20

TEKS	istation	
Fifth Grade Reading	Reading Curriculum	
(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;		
	Cycle	Activities
3A		

TEKS	istation	
Fifth Grade Reading	Reading Curriculum	
(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:		
(B) describe the phenomena explained in origin myths from various cultures; and		
	Cycle	Activities
3B		6 Literature Theme 7 Literature Theme 9 Literature Elements of Fiction

TEKS	istation	
Fifth Grade Reading	Reading Curriculum	
(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:		
(C) explain the effect of a historical event or movement on the theme of a work of literature.		
	Cycle	Activities
3C		

TEKS	istation	
Fifth Grade Reading	Reading Curriculum	
(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.		
	Cycle	Activities
4	12	Book: A View from Above
	SBTR	1 Literature Poetry 2 Literature Poetry

TEKS	istation	
Fifth Grade Reading	Reading Curriculum	
(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.		
	Cycle	Activities
5		

TEKS	istation	
Fifth Grade Reading	Reading Curriculum	
(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;		
	Cycle	Activities
6A	12	Brookside's Science Fair
	13	Rainforest Howler's 2
	SBTR	8 Literature Elements of Fiction 9 Literature Elements of Fiction

TEKS	istation	
Fifth Grade Reading	Reading Curriculum	
(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:		
(B) explain the roles and functions of characters in various plots, including their relationships and conflicts; and		
	Cycle	Activities
6B	SBTR	8 Literature Elements of Fiction 9 Literature Elements of Fiction 10 Literature Elements of Fiction

TEKS	istation	
Fifth Grade Reading	Reading Curriculum	
(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:		
(C) explain different forms of third-person points of view in stories.		
	Cycle	Activities
6C		

TEKS	istation	
Fifth Grade Reading	Reading Curriculum	
(7) Reading/Comprehension of Literary Text/Literary 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.		
	Cycle	Activities
7	SBTR	3 Literature Biography 4 Literature Biography 5 Literature Biography

TEKS	istation	
Fifth Grade Reading	Reading Curriculum	
(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.		
	Cycle	Activities
8	13	Rainforest Howlers, Alex to the Rescue
	SBTR	2 Literature Poetry 8 Literature Elements of Fiction 9 Literature Elements of Fiction

TEKS	istation	
Fifth Grade Reading	Reading Curriculum	
(9) Reading/Comprehension of Text/Independent Reading. Students read independently for sustained periods of time and produce evidence of their reading. Students are expected to read independently for a sustained period of time and summarize or paraphrase what the reading was about, maintaining meaning and logical order (e.g., generate a reading log or journal; participate in book talks).		
	Cycle	Activities
9	13	Self-Selected Passages: Monkey Trouble, Monkey Brothers and the Hero Twins, The Lost Treasure of the Ruby Dagger, Night Spirits of the Rain Forest, Dangerous Snakes, Blowing Bubbles from the Rain Forest, The Mystery of the Phoenix Lights, What Time is It?, A Desert Filled with Colonies, Ghost Dancers, A Veque-ro's Life, Ghost Party

TEKS	istation	
Fifth Grade Reading	Reading Curriculum	
(10) Reading/Comprehension of Informational 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.		
	Cycle	Activities
10	13	Amazonia Alert!
	SBTR	1 Informational Texts 2 Informational Texts 3 Informational Texts

TEKS	istation	
Fifth Grade Reading	Reading Curriculum	
(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;		
	Cycle	Activities
11A	10	Books: George Washington Carver, How Mountains Form
	12	Books: Our Solar System, Earth, Rocks and Soil, The Changing Surface, Earth, The Atomsphere Passages: Exploring Space, Dirt Dectectives
	13	Book: Survivors

TEKS	istation	
Fifth Grade Reading	Reading Curriculum	
(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:		
(B) determine the facts in text and verify them through established methods;		
	Cycle	Activities
11B	SBTR	3 Literature Biography 1 Informational Texts 2 Informational Texts

TEKS	istation	
Fifth Grade Reading	Reading Curriculum	
(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:		
(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 relationships among the ideas;		
	Cycle	Activities
11C	12	Books: The Moon, The Changing Surface
	13	Books: Amazonia Alert!, Bees at Risk

TEKS	istation	
Fifth Grade Reading	Reading Curriculum	
(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:		
(D) use multiple text features and graphics to gain an overview of the contents of text and to locate information; and		
	Cycle	Activities
11D	12	Books: Our Solar System, Earth: Day, Night & Seasons, The Moon, Earth: Rocks & Soil, The Changing Surface, The Atmosphere
	13	Books: Amazonia Alert!, Survivors, Bees at Risk, Nature's Healers, Forest Fires

TEKS	istation	
Fifth Grade Reading	Reading Curriculum	
(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:		
(E) synthesize and make logical connections between ideas within a text and across two or three texts representing similar or different genres.		
	Cycle	Activities
11E		

TEKS	istation	
Fifth Grade Reading	Reading Curriculum	
(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, causality) in the argument; and		
	Cycle	Activities
12A	SBTR	5 Informational Texts Persuasive Media 6 Informational Texts Persuasive Media 7 Informational Texts Persuasive Media

TEKS	istation	
Fifth Grade Reading	Reading Curriculum	
(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:		
(B) recognize exaggerated, contradictory, or misleading statements in text.		
	Cycle	Activities
12B	SBTR	5 Informational Texts Persuasive Media 6 Informational Texts Persuasive Media 7 Informational Texts Persuasive Media

TEKS	istation	
Fifth Grade Reading	Reading Curriculum	
(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; and		
	Cycle	Activities
13A	13	Self-Selected Text: Blowing Bubbles from the Rain Forest Books: Amazonia Alert!
	SBTR	4 Informational Texts Procedural

TEKS	istation	
Fifth Grade Reading	Reading Curriculum	
(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:		
(B) interpret factual or quantitative information presented in maps, charts, illustrations, graphs, timelines, tables, and diagrams.		
	Cycle	Activities
13B	12	Labs: Solar System, Soil, Craters Books: Solar System, Day, Night and Seasons, The Moon, The Changing Surface
	13	Book: Amazonia Alert, Survivors

TEKS	istation	
Fifth Grade Reading	Reading Curriculum	
(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);		
	Cycle	Activities
14A	SBTR	5 Informational Texts Persuasive Media 6 Informational Texts Persuasive Media 7 Informational Texts Persuasive Media

TEKS	istation	
Fifth Grade Reading	Reading Curriculum	
(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:		
(B) consider the difference in techniques used in media (e.g., commercials, documentaries, news);		
	Cycle	Activities
14B		5 Informational Texts Persuasive Media 6 Informational Texts Persuasive Media 7 Informational Texts Persuasive Media

TEKS	istation	
Fifth Grade Reading	Reading Curriculum	
(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:		
(C) identify the point of view of media presentations; and		
	Cycle	Activities
14C	SBTR	5 Informational Texts Persuasive Media 6 Informational Texts Persuasive Media 7 Informational Texts Persuasive Media
TEKS	istation	
Fifth Grade Reading	Reading Curriculum	
(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:		
(D) analyze various digital media venues for levels of formality and informality.		
	Cycle	Activities
14D	SBTR	5 Informational Texts Persuasive Media 6 Informational Texts Persuasive Media 7 Informational Texts Persuasive Media

TEKS	istation	
Fifth Grade Reading	Reading Curriculum	
(15) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:		
(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;		
	Cycle	Activities
15A	13	Writing Activites: Writing prompts from Self-Selected Passages; Monkey Trouble, Monkey Brothers and the Hero Twins, Dangerous Snakes, Blowing Bubbles from the Rain Forest, The Lost Treasure of the Ruby Dagger, Night Spirits fo the Rain Forest, The Mystery fo the Phoenix Lights, What Time Is It?, A Desert Filled with Colonies, Ghost Dancers, A Vequero’s Life, Ghost Party
	SBTR	Fields of Change: Autumn/ Winter The Moon Earth: Rocks and Soil The Changing Surface Rain Forest Howlers Chapter 1 The Desert’s Gift Bees at Risk Power for the Planet Forest Fires

TEKS	istation	
Fifth Grade Reading	Reading Curriculum	
(15) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:		
(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;		
	Cycle	Activities
15B	13	Writing Activites: Writing prompts from Self-Selected Passages; Monkey Trouble, Monkey Brothers and the Hero Twins, Dangerous Snakes, Blowing Bubbles from the Rain Forest, The Lost Treasure of the Ruby Dagger, Night Spirits fo the Rain Forest, The Mystery fo the Phoenix Lights, What Time Is It?, A Desert Filled with Colonies, Ghost Dancers, A Vequero’s Life, Ghost Party
	SBTR	Mission Incredible The Moon Weather Watchers Bees at Risk Power for the Planet

TEKS	istation	
Fifth Grade Reading	Reading Curriculum	
(15) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:		
(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;		
	Cycle	Activities
15C	SBTR	Our Solar System Mission Incredible Earth: Day, Night, and seasons Fields of Change: Spring/ Summer, Autumn/ Winter The Moon A view from above Earth: Rocks and Soil Fossil Hunters: The Black Hills Dig The chagning Surface Atmosphere Weather Watchers Brookside’s Best Science Fair Ever! Rain Forest Howlers 1 and 2 Amazonia Alert! Survivors! The Desert’s Gift Bees at Risk Power for the Planet 1, 2 and 3 Forest Fires

TEKS	istation	
Fifth Grade Reading	Reading Curriculum	
(15) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:		
(D) edit drafts for grammar, mechanics, and spelling; and		
	Cycle	Activities
15D	SBTR	Our Solar System Mission Incredible Earth: Day, Night, and seasons Fields of Change: Spring/ Summer, Autumn/ Winter The Moon A view from above Earth: Rocks and Soil Fossil Hunters: The Black Hills Dig The chagning Surface Atmosphere Weather Watchers Brookside's Best Science Fair Ever! Rain Forest Howlers 1 and 2 Amazonia Alert! Survivors! The Desert's Gift Bees at Risk Power for the Planet 1, 2 and 3 Forest Fires
TEKS	istation	
Fifth Grade Reading	Reading Curriculum	
(15) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:		
(E) revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.		
	Cycle	Activities
15E	SBTR	Our Solar System Mission Incredible Earth: Day, Night, and seasons Fields of Change: Spring/ Summer, Autumn/ Winter The Moon A view from above Earth: Rocks and Soil Fossil Hunters: The Black Hills Dig The chagning Surface Atmosphere Weather Watchers Brookside's Best Science Fair Ever! Rain Forest Howlers 1 and 2 Amazonia Alert! Survivors! The Desert's Gift Bees at Risk Power for the Planet 1, 2 and 3 Forest Fires

TEKS	istation	
Fifth Grade Reading	Reading Curriculum	
(16) Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are expected to:		
(A) write imaginative stories that include:		
(i) a clearly defined focus, plot, and point of view;		
	Cycle	Activities
16A i	13	Writing Activites: Writing prompts from Self-Selected Passages; Monkey Trouble, Monkey Brothers and the Hero Twins, Dangerous Snakes, Blowing Bubbles from the Rain Forest, The Lost Treasure of the Ruby Dagger, Night Spirits fo the Rain Forest, The Mystery fo the Phoenix Lights, What Time Is It?, A Desert Filled with Colonies, Ghost Dancers, A Vequero’s Life, Ghost Party
	SBTR	Earth: Rocks and Soil Fossil Hunters: The Black Hills Dig Weather Watchers Rain Forest Howlers 1 and 2 Survivors! Forest Fires
TEKS	istation	
Fifth Grade Reading	Reading Curriculum	
(16) Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are expected to:		
(A) write imaginative stories that include:		
(ii) a specific, believable setting created through the use of sensory details; and		
	Cycle	Activities
16A ii	SBTR	Earth: Rocks and Soil Fossil Hunters: The Black Hills Dig Weather Watchers Rain Forest Howlers 1 and 2 Survivors! Forest Fires

TEKS	istation	
Fifth Grade Reading	Reading Curriculum	
(16) Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are expected to:		
(A) write imaginative stories that include:		
(iii) dialogue that develops the story; and		
	Cycle	Activities
16A iii	SBTR	Fossil Hunters: The Black Hills Dig Weather Watchers The Rain Forest Howlers 1

TEKS	istation	
Fifth Grade Reading	Reading Curriculum	
(16) Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are expected to:		
(B) write poems using:		
(i) poetic techniques (e.g., alliteration, onomatopoeia);		
	Cycle	Activities
16B i	SBTR	George Washington Carver, A View from Above, Survivors, Night Spirits of the Rain Forest

TEKS	istation	
Fifth Grade Reading	Reading Curriculum	
(16) Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are expected to:		
(B) write poems using:		
(ii) figurative language (e.g., similes, metaphors); and		
	Cycle	Activities
16B ii	SBTR	George Washington Carver, A View from Above, Survivors, Night Spirits of the Rain Forest

TEKS	istation	
Fifth Grade Reading	Reading Curriculum	
(16) Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are expected to:		
(B) write poems using:		
(iii) graphic elements (e.g., capital letters, line length).		
	Cycle	Activities
16B iii	SBTR	George Washington Carver, A View from Above, Survivors, Night Spirits of the Rain Forest

TEKS	istation	
Fifth Grade Reading	Reading Curriculum	
(17) Writing. Students write about their own experiences. Students are expected to write a personal narrative that conveys thoughts and feelings about an experience.		
	Cycle	Activities
17	SBTR	See Sam Sit Dots and Spots Fred Has Ten Hens Fun at Home Late for the Game The Dunes Where is Jane? Boats A Big Sneeze Mitch's Big Fish Tales

TEKS	istation	
Fifth Grade Reading	Reading Curriculum	
(18) Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:		
(A) create multi-paragraph essays to convey information about the topic that:		
(i) present effective introductions and concluding paragraphs;		
	Cycle	Activities
18A i	SBTR	Earth: Rocks and Soil The Desert's Gift Bees at Risk Power for the Planet

TEKS	istation	
Fifth Grade Reading	Reading Curriculum	
(18) Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:		
(A) create multi-paragraph essays to convey information about the topic that:		
(ii) guide and inform the reader's understanding of key ideas and evidence;		
	Cycle	Activities
18A ii	SBTR	Forest Fires 46 Writing a Research Report 49 Writing a Research Report

TEKS	istation	
Fifth Grade Reading	Reading Curriculum	
(18) Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:		
(A) create multi-paragraph essays to convey information about the topic that:		
(iii) include specific facts, details, and examples in an appropriately organized structure; and		
	Cycle	Activities
18A iii	SBTR	Our Solar System Mission Incredible Fields of Change: Autumn/ Winter Earth: Rocks and Soil Fossil Hunters: The Black Hills Dig Weather Watchers The Rain Forest Howlers, Ch 1
TEKS	istation	
Fifth Grade Reading	Reading Curriculum	
(18) Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:		
(A) create multi-paragraph essays to convey information about the topic that:		
(iv) use a variety of sentence structures and transitions to link paragraphs;		
	Cycle	Activities
18A iv	SBTR	Power for the Planet 3 42 Writing a Research Report 46 Writing a Research Report
TEKS	istation	
Fifth Grade Reading	Reading Curriculum	
(18) Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:		
(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		
	Cycle	Activities
18B	SBTR	Earth: Day, Night and Seasons Earth: Rocks and Soil Rain Forest Howlers 1 The Desert's Gift

TEKS	istation	
Fifth Grade Reading	Reading Curriculum	
(18) Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:		
(C) write responses to literary or expository texts and provide evidence from the text to demonstrate understanding.		
	Cycle	Activities
18C	13	Self-Selected Passages; Monkey Trouble, Monkey Brothers and the Hero Twins, Dangerous Snakes, Blowing Bubbles from the Rain Forest, The Lost Treasure of the Ruby Dagger, Night Spirits fo the Rain Forest, The Mystery fo the Phoenix Lights, What Time Is It?, A Desert Filled with Colonies, Ghost Dancers, A Veque-ro's Life, Ghost Party
	SBTR	King Zung and the Lark The Wise Crow

TEKS	istation	
Fifth Grade Reading	Reading Curriculum	
(19) Writing/Persuasive Texts. 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.		
	Cycle	Activities
19	SBTR	The Best Trip The Wise Crow The Hero The Best Trip Atmosphere Brookside's Best Science Fair Ever!

TEKS	istation	
Fifth Grade Reading	Reading Curriculum	
(20) Oral and Written Conventions/Conventions. 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:		
(A) use and understand the function of the following parts of speech in the context of reading, writing, and speaking:		
(i) verbs (irregular verbs and active voice);		
	Cycle	Activities
20A i	SBTR	Our Solar System Mission Incredible The Moon

TEKS	istation	
Fifth Grade Reading	Reading Curriculum	
(20) Oral and Written Conventions/Conventions. 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:		
(A) use and understand the function of the following parts of speech in the context of reading, writing, and speaking:		
(ii) collective nouns (e.g., class, public);		
	Cycle	Activities
20A ii	SBTR	

TEKS	istation	
Fifth Grade Reading	Reading Curriculum	
(20) Oral and Written Conventions/Conventions. 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:		
(A) use and understand the function of the following parts of speech in the context of reading, writing, and speaking:		
(iii) adjectives (e.g., descriptive, including origins: French windows, American cars) and their comparative and superlative forms (e.g., good, better, best);		
	Cycle	Activities
20A iii	SBTR	Fields of Change: Spring/ Summer Survivors! The Desert's Gift

TEKS	istation	
Fifth Grade Reading	Reading Curriculum	
(20) Oral and Written Conventions/Conventions. 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:		
(A) use and understand the function of the following parts of speech in the context of reading, writing, and speaking:		
(iv) adverbs (e.g., frequency: usually, sometimes; intensity: almost, a lot);		
	Cycle	Activities
20A iv		

TEKS	istation	
Fifth Grade Reading	Reading Curriculum	
(20) Oral and Written Conventions/Conventions. 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:		
(A) use and understand the function of the following parts of speech in the context of reading, writing, and speaking:		
(v) prepositions and prepositional phrases to convey location, time, direction, or to provide details;		
	Cycle	Activities
20A v	SBTR	Our Solar System Fields of Change: Supring/ Summer The Changing Surface Forest Fires

TEKS	istation	
Fifth Grade Reading	Reading Curriculum	
(20) Oral and Written Conventions/Conventions. 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:		
(A) use and understand the function of the following parts of speech in the context of reading, writing, and speaking:		
(vi) indefinite pronouns (e.g., all, both, nothing, anything);		
	Cycle	Activities
20A vi	SBTR	

TEKS	istation	
Fifth Grade Reading	Reading Curriculum	
(20) Oral and Written Conventions/Conventions. 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:		
(A) use and understand the function of the following parts of speech in the context of reading, writing, and speaking:		
(vii) subordinating conjunctions (e.g., while, because, although, if); and		
	Cycle	Activities
20A vii	SBTR	

TEKS	istation	
Fifth Grade Reading	Reading Curriculum	
(20) Oral and Written Conventions/Conventions. 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:		
(A) use and understand the function of the following parts of speech in the context of reading, writing, and speaking:		
(viii) transitional words (e.g., also, therefore);		
	Cycle	Activities
20A viii	SBTR	

TEKS	istation	
Fifth Grade Reading	Reading Curriculum	
(20) Oral and Written Conventions/Conventions. 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:		
(B) use the complete subject and the complete predicate in a sentence; and		
	Cycle	Activities
20B	SBTR	Our Solar System Mission Incredible Earth: Day, Night, and seasons Fields of Change: Spring/ Summer, Autumn/ Winter The Moon A view from above Earth: Rocks and Soil Fossil Hunters: The Black Hills Dig The chagning Surface Atmosphere Weather Watchers Brookside's Best Science Fair Ever! Rain Forest Howlers 1 and 2 Amazonia Alert! Survivors! The Desert's Gift Bees at Risk Power for the Planet 1, 2 and 3 Forest Fires

TEKS	istation	
Fifth Grade Reading	Reading Curriculum	
(20) Oral and Written Conventions/Conventions. 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:		
(C) use complete simple and compound sentences with correct subject-verb agreement.		
	Cycle	Activities
20C	SBTR	Our Solar System Mission Incredible Earth: Day, Night, and seasons Fields of Change: Spring/ Summer, Autumn/ Winter The Moon A view from above Earth: Rocks and Soil Fossil Hunters: The Black Hills Dig The chagning Surface Atmosphere Weather Watchers Brookside's Best Science Fair Ever! Rain Forest Howlers 1 and 2 Amazonia Alert! Survivors! The Desert's Gift Bees at Risk Power for the Planet 1, 2 and 3 Forest Fires

TEKS	istation	
Fifth Grade Reading	Reading Curriculum	
(21) Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:		
(A) use capitalization for:		
(i) abbreviations		
	Cycle	Activities
21A i	SBTR	The Changing Surface Rainforest Howler's 2 Amazonia Alert! Power for the Planet 3
TEKS	istation	
Fifth Grade Reading	Reading Curriculum	
(21) Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:		
(A) use capitalization for:		
(ii) initials and acronyms; and		
	Cycle	Activities
21A ii	SBTR	Power for the Planet 3 Rainforest Howlers 2 Amazonia Alert!
TEKS	istation	
Fifth Grade Reading	Reading Curriculum	
(21) Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:		
(A) use capitalization for:		
(iii) organizations;		
	Cycle	Activities
21A iii	SBTR	Rainforest Howlers 2 Amazonia Alert! Power for the Planet 3 Forest Fires
TEKS	istation	
Fifth Grade Reading	Reading Curriculum	
(21) Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:		
(B) recognize and use punctuation marks including:		
(i) commas in compound sentences; and		
	Cycle	Activities
21B i	SBTR	The Moon A View from Above Atmosphere Bees at Risk Power for the Planet 3 Forest Fires

TEKS	istation	
Fifth Grade Reading	Reading Curriculum	
(21) Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:		
(B) recognize and use punctuation marks including:		
(ii) proper punctuation and spacing for quotations; and		
	Cycle	Activities
21B ii	SBTR	Mission Incredible Fossil Hunters: The Black Hills Dig Weather Watchers Rainforest Howler's 2 Power for the Planet 3 Forest Fires

TEKS	istation	
Fifth Grade Reading	Reading Curriculum	
(21) Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:		
(C) use proper mechanics including italics and underlining for titles and emphasis.		
	Cycle	Activities
21C		

TEKS	istation	
Fifth Grade Reading	Reading Curriculum	
(22) Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:		
(A) spell words with more advanced orthographic patterns and rules:		
(i) consonant changes (e.g.,/t/ to/sh/ in select, selection;/k/ to/sh/ in music, musician);		
	Cycle	Activities
22A i	SBTR	

TEKS	istation	
Fifth Grade Reading	Reading Curriculum	
(22) Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:		
(A) spell words with more advanced orthographic patterns and rules:		
(ii) vowel changes (e.g., long to short in crime, criminal; long to schwa in define, definition; short to schwa in legality, legal); and		
	Cycle	Activities
22A ii	SBTR	

TEKS	istation	
Fifth Grade Reading	Reading Curriculum	
(22) Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:		
(A) spell words with more advanced orthographic patterns and rules:		
(iii) silent and sounded consonants (e.g., haste, hasten; sign, signal; condemn, condemnation);		
	Cycle	Activities
22A iii	SBTR	

TEKS	istation	
Fifth Grade Reading	Reading Curriculum	
(22) Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:		
(B) spell words with:		
(i) Greek Roots (e.g., tele, photo, graph, meter);		
	Cycle	Activities
22B i	SBTR	The Moon Weather Watchers Rainforest Howler's 2

TEKS	istation	
Fifth Grade Reading	Reading Curriculum	
(22) Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:		
(B) spell words with:		
(ii) Latin Roots (e.g., spec, scrib, rupt, port, ject, dict);		
	Cycle	Activities
22B ii	SBTR	The Changing Surface Atomosphere Survivors!

TEKS	istation	
Fifth Grade Reading	Reading Curriculum	
(22) Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:		
(B) spell words with:		
(iii) Greek suffixes (e.g., -ology, -phobia, -ism, -ist); and		
	Cycle	Activities
22B iii	SBTR	Earth: Rocks and Soil Fossil Hunters: The Black Hills Dig Weather Watchers Forest Fires

TEKS	istation	
Fifth Grade Reading	Reading Curriculum	
(22) Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:		
(B) spell words with:		
(iv) Latin derived suffixes (e.g., -able, -ible; -ance, -ence)		
	Cycle	Activities
22B iv	SBTR	Fields of Change: Spring/ Summer Atomsphere Bees at Risk

TEKS	istation	
Fifth Grade Reading	Reading Curriculum	
(22) Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:		
(C) differentiate between commonly confused terms (e.g., its, it's; affect, effect);		
	Cycle	Activities
22C	SBTR	Earth: Day, Night and Seasons Fields of Change: Spring/ Summer Fields of Change: Autumn/ Winter The Changing Surface Brookside's Best Science Fair Ever!

TEKS	istation	
Fifth Grade Reading	Reading Curriculum	
(22) Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:		
(D) use spelling patterns and rules and print and electronic resources to determine and check correct spellings; and		
	Cycle	Activities
22D		Earth: Day, Night, Seasons Fields of Change: Spring/ Summer Fields of Change: Autumn/ Winter Earth: Rocks and Soil Power for the Planet 3

TEKS	istation	
Fifth Grade Reading	Reading Curriculum	
(22) Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:		
(E) know how to use the spell-check function in word processing while understanding its limitations.		
	Cycle	Activities
22E		

TEKS	istation	
Fifth Grade Reading	Reading Curriculum	
(23) Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students are expected to:		
(A) brainstorm, consult with others, decide upon a topic, and formulate open-ended questions to address the major research topic; and		
	Cycle	Activities
23A	SBTR	Power for the Planet 1 44 - Identifying a Research Topic 47- Identifying a Research Topic

TEKS	istation	
Fifth Grade Reading	Reading Curriculum	
(23) Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students are expected to:		
(B) generate a research plan for gathering relevant information about the major research question.		
	Cycle	Activities
23B	SBTR	Power for the Planet 1 44 - Identifying a Research Topic 47- Identifying a Research Topic

TEKS	istation	
Fifth Grade Reading	Reading Curriculum	
(24) Research/Gathering Sources. 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:		
(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;		
	Cycle	Activities
24A	SBTR	Power for the Planet 2 45 - Researching and Taking Notes 48 - Researching and Taking Notes

TEKS	istation	
Fifth Grade Reading	Reading Curriculum	
(24) Research/Gathering Sources. 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:		
(B) differentiate between primary and secondary sources;		
	Cycle	Activities
24B	SBTR	Power for the Planet 1 44 Identifying a Research Topic 47 Identifying a Research Topic

TEKS	istation	
Fifth Grade Reading	Reading Curriculum	
(24) Research/Gathering Sources. 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:		
(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;		
	Cycle	Activities
24C		

TEKS	istation	
Fifth Grade Reading	Reading Curriculum	
(24) Research/Gathering Sources. 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:		
(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		
	Cycle	Activities
24D	SBTR	Power for the Planet 2 45 Researching and Taking Notes 48 Researching and Taking Notes

TEKS	istation	
Fifth Grade Reading	Reading Curriculum	
(24) Research/Gathering Sources. 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:		
(E) differentiate between paraphrasing and plagiarism and identify the importance of citing valid and reliable sources.		
	Cycle	Activities
24E	SBTR	Power for the Planet 2 45 Researching and Taking Notes 48 Researching and Taking Notes

TEKS	istation	
Fifth Grade Reading	Reading Curriculum	
(25) Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to:		
(A) refine the major research question, if necessary, guided by the answers to a secondary set of questions; and		
	Cycle	Activities
25A	SBTR	Power for the Planet 2 45 Researching and Taking Notes 48 Researching and Taking Notes

TEKS	istation	
Fifth Grade Reading	Reading Curriculum	
(25) Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to:		
(B) evaluate the relevance, validity, and reliability of sources for the research.		
	Cycle	Activities
25B	SBTR	Power for the Planet 2 45 Researching and Taking Notes 48 Researching and Taking Notes

TEKS	istation	
Fifth Grade Reading	Reading Curriculum	
(26) Research/Organizing and Presenting Ideas. 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:		
(A) compiles important information from multiple sources;		
	Cycle	Activities
26A	SBTR	Power for the Planet 3 46 Writing a Research Report 49 Writing a Research Report

TEKS	istation	
Fifth Grade Reading	Reading Curriculum	
(26) Research/Organizing and Presenting Ideas. 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:		
(B) develops a topic sentence, summarizes findings, and uses evidence to support conclusions;		
	Cycle	Activities
26B	SBTR	Power for the Planet 3 46 Writing a Research Report 49 Writing a Research Report

TEKS	istation	
Fifth Grade Reading	Reading Curriculum	
(26) Research/Organizing and Presenting Ideas. 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:		
(C) presents the findings in a consistent format; and		
	Cycle	Activities
26C	SBTR	Power for the Planet 3 46 Writing a Research Report 49 Writing a Research Report

TEKS	istation	
Fifth Grade Reading	Reading Curriculum	
(26) Research/Organizing and Presenting Ideas. 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:		
(D) uses quotations to support ideas and an appropriate form of documentation to acknowledge sources (e.g., bibliography, works cited).		
	Cycle	Activities
26D		Power for the Planet 3 46 Writing a Research Report 49 Writing a Research Report

TEKS	istation	
Fifth Grade Reading	Reading Curriculum	
(27) Listening and Speaking/Listening. 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:		
(A) listen to and interpret a speaker's messages (both verbal and nonverbal) and ask questions to clarify the speaker's purpose or perspective;		
	Cycle	Activities
27A	9	All activities
	10	Read Aloud Book: Who is Following Us? HFW Book: How Can That Be? Word Master Book: Return to the Lost Island Decodable Books: Shopping With Mom, A Star is Born, The Hero, Spiders, The Three Little Bugs, Whales, How Mountains Form, George Washington Carver, Humphrey the Humpback Whale Passages: Water is a Good Thing, The Strange Noise, Pet Parade, Water Cycle, Insects, People Send Mail, Going to the Vet
	11	Passages: From Fearful to Fearless, Hurricanes, The Dirt Detective
	12	Books: Our Solar System, Mission Incredible, Earth-Day, Night and Seasons, Fields of Change, The Moon, A View from Above, Earth, Rocks and Soil, The Black Hills Dig, The Changing Surface, Earth, The Atmosphere, Weather Watchers, Science Fair Passages: Water Recycled, Natural Resources, Exploring Space, A Trip to the Grand Canyon, Do Your Part
	13	Books: Amazonia Alert!, Survivors, The Desert's Gift, Forest Fires, Welcome to the Rainforest, Power to the Planet Self-Selected Passages: Monkey Trouble, Monkey Brothers and the Hero Twins, The Lost Treasure of the Ruby Dagger, Night Spirits of the Rain Forest, Dangerous Snakes, Blowing Bubbles from the Rain Forest, The Mystery of the Phoenix Lights, What Time is It?, A Desert Filled with Colonies, Ghost Dancers, A Veque-ro's Life, Ghost Party

TEKS	istation	
Fifth Grade Reading	Reading Curriculum	
(27) Listening and Speaking/Listening. 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:		
((B) follow, restate, and give oral instructions that include multiple action steps; and		
	Cycle	Activities
27B		

TEKS	istation	
Fifth Grade Reading	Reading Curriculum	
(27) Listening and Speaking/Listening. 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:		
(C) determine both main and supporting ideas in the speaker's message.		
	Cycle	Activities
27C	SBTR	The Moon Fossil Hunters: The Black Hills Dig Atmosphere Brookside's Best Science Fair Ever! Rain Forest Howlers, 1

TEKS	istation	
Fifth Grade Reading	Reading Curriculum	
(28) Listening and Speaking/Speaking. 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.		
	Cycle	Activities
28	SBTR	The Moon Fossil Hunters: The Black Hills Dig Atmosphere Brookside's Best Science Fair Ever! Rain Forest Howlers, 1

TEKS	istation	
Fifth Grade Reading	Reading Curriculum	
(29) Listening and Speaking/Teamwork. 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.		
	Cycle	Activities
29		

TEKS	istation	
Fifth Grade Reading	Reading Curriculum	
<p>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.</p>		
<p>(A) establish purposes for reading selected texts based upon own or others' desired outcome to enhance comprehension</p>		
	Cycle	Activities
R/CS A	7	Read Aloud Books: Where Will They Ride?, Fun at the Pond
	10	Read Aloud Books: Who Is Following Us?, Return to Lost Island

TEKS	istation	
Fifth Grade Reading	Reading Curriculum	
<p>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.</p>		
<p>(B) ask literal, interpretive, evaluative, and universal questions of text;</p>		
	Cycle	Activities
R/CS B	SBTR	Asking Questions

TEKS	istation	
Fifth Grade Reading	Reading Curriculum	
<p>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.</p>		
<p>(C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud, generating questions);</p>		
	Cycle	Activities
R/CS C		All Books

TEKS	istation	
Fourth Grade Reading	Reading Curriculum	
<p>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:</p>		
<p>(D) make inferences about text and use textual evidence to support understanding;</p>		
	Cycle	Activities
R/CS D	11	Passages: From Fearful to Fearless, The Dirt Detectives Book: The Three Little Bugs
	12	Books: Fields of Change: Spring, Autumn Passages: The Dirt Detectives
	13	Books: The Desert's Gift, Welcome to the Rain Forest, Survivors!, Forest Fires

TEKS	istation	
Fifth Grade Reading	Reading Curriculum	
<p>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.</p>		
<p>(E) summarize and paraphrase texts in ways that maintain meaning and logical order within a text and across texts; and</p>		
	Cycle	Activities
R/CS E	11	Books: The Three Little Bugs
	12	Books: Mission Incredible, Brookside's Best Science Fair Ever!

TEKS	istation	
Fifth Grade Reading	Reading Curriculum	
<p>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.</p>		
<p>(F) make connections (e.g., thematic links, author analysis) between and across multiple texts of various genres and provide textual evidence.</p>		
	Cycle	Activities
R/CS F		