

**Correlation of Abrams Learning Trends *Our Book Blog* (Level E) to the Texas Essential Knowledge and Skills**

		A Family Divided	Fueling Your Body	Out of This World!	Spies of the American Revolution	All That Glitters
<b>§110.16. English Language Arts and Reading, Grade 5</b>						
1	<b>Reading/Fluency.</b> 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.	pp. 4–40	pp. 4–40	pp. 4–40	pp. 4–40	pp. 4–40
2	<b>Reading/Vocabulary Development.</b> Students understand new vocabulary and use it when reading and writing. Students are expected to:					
2A	determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes.	p. 15	p. 29	pp. 13, 27, 33	pp. 15, 19, 31	pp. 27, 31, 35
2B	use context (e.g., in-sentence restatement) to determine or clarify the meaning of unfamiliar or multiple meaning words.	p. 15	p. 29	pp. 27, 33	pp. 15, 19, 31	pp. 27, 31, 35
2C	produce analogies with known antonyms and synonyms.			p. 13		
2D	identify and explain the meaning of common idioms, adages, and other sayings.	pp. 17, 27				
2E	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.	p. 38	p. 38	p. 38	p. 38	p. 38
3	<b>Reading/Comprehension of Literary Text/Theme and Genre.</b> 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:					
3A	compare and contrast the themes or moral lessons of several works of fiction from various cultures.	pp. 11, 33				
3C	explain the effect of a historical event or movement on the theme of a work of literature.	pp. 9, 13				
4	<b>Reading/Comprehension of Literary Text/Poetry.</b> 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.	p. 37				
6	<b>Reading/Comprehension of Literary Text/Fiction.</b> 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:					
6A	describe incidents that advance the story or novel, explaining how each incident gives rise to or foreshadows future events.	pp. 9, 13				
6B	explain the roles and functions of characters in various plots, including their relationships and conflicts.	pp. 11, 15, 19, 23, 29, 31, 33				
7	<b>Reading/Comprehension of Literary Text/Literary Nonfiction.</b> 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.					pp. 4–40

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8	<b>Reading/Comprehension of Literary Text/Sensory Language.</b> 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.	p. 21				
9	<b>Reading/Comprehension of Text/Independent Reading.</b> 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).	pp. 4–40; TG p. 36	pp. 4–40; TG p. 37	pp. 4–40; TG p. 38	pp. 4–40; TG p. 39	pp. 4–40; TG p. 40
10	<b>Reading/Comprehension of Informational Text/Culture and History.</b> 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.		pp. 25, 27, 33	p. 35	p. 27	
11	<b>Reading/Comprehension of Informational Text/Expository Text.</b> Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:					
11A	summarize the main ideas and supporting details in a text in ways that maintain meaning and logical order.		pp. 13, 21, 23, 35, 37	pp. 9, 11, 17, 19, 21, 23, 25, 31	pp. 9, 13, 17, 21, 25, 29, 33, 35	pp. 9, 11, 13, 17, 19, 21, 37
11B	determine the facts in text and verify them through established methods.		pp. 13, 21, 23, 35, 37	pp. 9, 17, 19, 21, 23, 25, 31	pp. 9, 13, 21, 25, 29, 35	pp. 9, 13, 17, 19, 21, 37
11C	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.		pp. 9, 17	p. 11		
11D	use multiple text features and graphics to gain an overview of the contents of text and to locate information.	p. 25		pp. 15, 29		p. 15, 23
11E	synthesize and make logical connections between ideas within a text and across two or three texts representing similar or different genres.		pp. 19, 31	p. 37	pp. 11, 23, 33, 37	pp. 15, 25, 29
12	<b>Reading/Comprehension of Informational Text/Persuasive Text.</b> Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis. Students are expected to:					
12A	identify the author's viewpoint or position and explain the basic relationships among ideas (e.g., parallelism, comparison, causality) in the argument.		p. 11			
12B	recognize exaggerated, contradictory, or misleading statements in text.	p. 37				
13	<b>Reading/Comprehension of Informational Text/Procedural Texts.</b> Students understand how to glean and use information in procedural texts and documents. Students are expected to:					
13A	interpret details from procedural text to complete a task, solve a problem, or perform procedures.			p. 17		p. 23

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13B	interpret factual or quantitative information presented in maps, charts, illustrations, graphs, timelines, tables, and diagrams.	p. 25		p. 15		pp. 23, 25, 33
18	<b>Writing/Expository and Procedural Texts.</b> Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:					
18C	write responses to literary or expository texts and provide evidence from the text to demonstrate understanding.	pp. 9, 11, 13, 15, 17, 19, 21, 23, 25, 27, 29, 31, 33, 37, 40	pp. 9, 11, 13, 15, 17, 19, 21, 23, 25, 27, 29, 31, 33, 35, 37, 40	pp. 9, 11, 13, 15, 17, 19, 21, 23, 25, 27, 29, 31, 33, 35, 37, 40	pp. 9, 11, 13, 15, 17, 19, 21, 23, 25, 27, 29, 31, 33, 35, 37, 40	pp. 9, 11, 13, 15, 17, 19, 21, 23, 25, 27, 29, 31, 33, 35, 37, 40
27	<b>Listening and Speaking/Listening.</b> Students use comprehension skills to listen attentively to others in formal and informal settings. Students continue to apply earlier standards with greater complexity. Students are expected to:					
27A	listen to and interpret a speaker's messages (both verbal and nonverbal) and ask questions to clarify the speaker's purpose or perspective.	TG pp. 24–25, 34–35, 36	TG pp. 26–27, 34–35, 37	TG pp. 28–29, 34–35, 38	TG pp. 30–31, 34–35, 39	TG pp. 32–33, 34–35, 40
27C	determine both main and supporting ideas in the speaker's message.	TG pp. 24–25, 34–35, 36	TG pp. 26–27, 34–35, 37	TG pp. 28–29, 34–35, 38	TG pp. 30–31, 34–35, 39	TG pp. 32–33, 34–35, 40
28	<b>Listening and Speaking/Speaking.</b> Students speak clearly and to the point, using the conventions of language. Students continue to apply earlier standards with greater complexity. Students are expected to give organized presentations employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively.	TG pp. 25, 34–35	TG pp. 27, 34–35	TG pp. 29, 34–35	TG pp. 31, 34–35	TG pp. 33, 34–35
29	<b>Listening and Speaking/Teamwork.</b> Students work productively with others in teams. Students continue to apply earlier standards with greater complexity. Students are expected to participate in student-led discussions by eliciting and considering suggestions from other group members and by identifying points of agreement and disagreement.	TG pp. 24–25, 36	TG pp. 26–27, 37	TG pp. 28–29, 38	TG pp. 30–31, 39	TG pp. 32–33, 40