

Voyages in English 2018
Grade 5
Correlations to TX State Standards

Texas §110.16 English Language Arts and Reading, Grade 5

(b) Knowledge and Skills

(5.1) Reading/Fluency.		
	Grammar Section-Lesson	Writing Chapter-Lesson
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.		W1-CO; W2-CO; W3-CO; W4-CO; W5-CO; W6-CO; W7-CO; W8-CO; W9-CO; W10-CO; W11-CO, W11-L5
(5.2) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:		
	Grammar Section-Lesson	Writing Chapter-Lesson
(A) determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes;		W3-L3; W4-L4; W5-L5
(B) Use context (e.g., in-sentence restatement) to determine or clarify the meaning of unfamiliar or multiple-meaning words;		W6-L3; W9-L4
(C) identify and explain the meaning of common idioms, adages, and other sayings.		W11-L4
(D) use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine the meanings, syllabication, pronunciations,		W1-L4; W2-L4; W3-L3; W4-L4; W4-L5; W5-L4, W6-L4; W8-L5; W9-L5

alternate word choices, and parts of speech of words.		
(5.3) Reading/Comprehension of Literary Text/Theme and Genre.		
(5.4) Reading/Comprehension of Literary Text/Poetry.		
	Grammar Section-Lesson	Writing Chapter-Lesson
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.		W11-CO; W11-L1, W11-L2
(5.5) Reading/Comprehension of Literary Text/Drama.		
(5.6) Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:		
	Grammar Section-Lesson	Writing Chapter-Lesson
(B) explain the roles and functions of characters in various plots, including their relationships and conflicts; and		W10-CO; W10-L1; W10-L2

(C) explain different forms of third-person points of view in stories.		W10-L3
(5.8) Reading Comprehension of Literary Text/Sensory Language.		
	Grammar Section-Lesson	Writing Chapter-Lesson
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.		W4-CO; W4-L1
(5.9) Reading Comprehension of Text/Independent Reading.		
	Grammar Section-Lesson	Writing Chapter-Lesson
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).		W9-L6; W10-L6
(5.11) Reading/Comprehension of Informational Text/Expository Text.		
Students analyze, make inferences, and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:		
	Grammar Section-Lesson	Writing Chapter-Lesson
(A) Summarize the main ideas and supporting details in a text in ways that maintain meaning and logical order.		W7-L1; W7-L2; W9-L1; W9-L2

(B) Determine the facts in text and verify them through established methods.		W7-L1; W7-L2; W8-L1; W8-L2; W9-L2
(5.12) Reading/Comprehension of Informational Text/Persuasive Text. Students analyze, make inferences, and draw conclusions about persuasive text and provide evidence from text to support their understanding. Students are expected to:		
	Grammar Section-Lesson	Writing Chapter-Lesson
(A) identify the author’s viewpoint or position and explain the basic relationships among ideas (e.g., parallelism, comparison, causality) in the argument		W7-CO; W7-L1; W7-L2
(5.13) Reading/Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and documents. Students are expected to:		
	Grammar Section-Lesson	Writing Chapter-Lesson
(A) interpret details from procedural text to complete a task, solve a problem, or perform procedures.		W2-CO; W2-L1; W2-L2
(5.15) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:		
	Grammar Section-Lesson	Writing Chapter-Lesson
(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.		W1-WW; W2-WW; W3-WW; W4-WW; W5-WW; W6-WW; W7-WW; W8-WW; W9-WW; W10-WW; W11-WW

(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.		W1–WW; W2–WW; W3–WW; W4–WW; W5–WW; W6–WW; W7–WW; W8–WW; W9–WW; W10–WW; W11–WW
(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.		W1–WW; W2–WW; W3–WW; W4–WW; W5–WW; W6–WW; W7–WW; W8–WW; W9–WW; W10–WW; W11–WW
(D) edit drafts for grammar, mechanics, and spelling.		W1–WW; W2–WW; W3–WW; W4–WW; W5–WW; W6–WW; W7–WW; W8–WW; W9–WW; W10–WW; W11–WW
(E) revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.		W1–WW; W2–WW; W3–WW; W4–WW; W5–WW; W6–WW; W7–WW; W8–WW; W9–WW; W10–WW; W11–WW
(5.16) 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:		
	Grammar Section–Lesson	Writing Chapter–Lesson
(A) write imaginative stories that include:		
(i) a clearly defined focus, plot, and point of view;		W6–L1; W6–L2; W6–WW

(ii) a specific, believable setting created through the use of sensory details; and		W6-L1; W6-L2; W6-L3; W6-WW
(iii) dialogue that develops the story.		W6-L1; W6-L2; W6-WW
(B) write poems using:		
(i) poetic techniques (e.g., alliteration, onomatopoeia);		W11-L1; W11-L2; W11-WW
(ii) figurative language (e.g., similes, metaphors); and		W11-L1
(iii) graphic elements (e.g., capital letters, line length).		W11-L3
(5.17) Writing.		
	Grammar Section-Lesson	Writing Chapter-Lesson
Students write about their own experiences. Students are expected to write a personal narrative that conveys thoughts and feelings about an experience.		W1-L1; W1-WW
(5.18) 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:		
	Grammar Section-Lesson	Writing Chapter-Lesson

(A) create multi-paragraph essays to convey information about the topic that:		
(i) present effective introductions and concluding paragraphs;		W2-L1; W2-L3; W7-L1; W7-L2; W7-L6; W7-WW; W9-L3; W9-WW
(ii) guide and inform the reader's understanding of key ideas and evidence;		W2-L1; W2-L3; W2-WW; W5-L2; W9-L3; W9-WW
(iii) include specific facts, details, and examples in an appropriately organized structure; and		W2-L1; W2-L2; W2-WW; W5-L2; W9-L1; W9-L2; W9-WW
(iv) use a variety of sentence structures and transitions to link paragraphs;	G6.1	W2-L1; W2-L3; W9-L3; W9-WW
(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		W3-L1; W3-L2; W3-WW
(C) write responses to literary or expository texts and provide evidence from the text to demonstrate understanding.		W9-L1; W9-L2; W9-WW; W10-L1; W10-L2; W10-WW
(5.19) Writing/Persuasive Texts.		
	Grammar Section-Lesson	Writing Chapter-Lesson

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.		W7–L1; W7–L2; W7–WW
(5.20) 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:		
	Grammar Section-Lesson	Writing Chapter-Lesson
(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);	G4.1–4.5	
(ii) collective nouns (e.g., class, public);	G1.5	
(iii) adjectives (e.g., descriptive, including origins: French windows, American cars) and their comparative and superlative forms (e.g., good, better, best);	G3.1–3.10	
(iv) adverbs (e.g., frequency: usually, sometimes; intensity: almost, a lot);	G5.1–5.2	

(v) prepositions and prepositional phrases to convey location, time, direction, or to provide details;	G6.1–6.3	
(vi) indefinite pronouns (e.g., all, both, nothing, anything);	G2.3	
(vii) subordinating conjunctions (e.g., while, because, although, if); and	G6.5, G7.11	
(viii) transitional words (e.g., also, therefore);		W1–L2; W9–L3
(B) use the complete subject and the complete predicate in a sentence; and	G7.1–7.3; G9.1	
(C) use complete simple and compound sentences with correct subject-verb agreement.	G7.1–G7.3; G7.7; G7.10; G9.1; G9.6; G9.9	
(5.21) 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:		
	Grammar Section-Lesson	Writing Chapter-Lesson
(A) use capitalization for:		
(i) abbreviations;	G8.9	
(ii) initials and acronyms; and	G8.8	

(iii) organizations;	G8.6	
(B) recognize and use punctuation marks, including:		
(i) commas in compound sentences.	G7.10; G8.3; G9.9	
(C) use proper mechanics including italics and underlining for titles and emphasis.	G8.7–8.8	
(5.22) Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:		
	Grammar Section-Lesson	Writing Chapter-Lesson
(B) spell words with		
(i) Greek roots (e.g., tele, photo, graph, meter);		W3–L3
(ii) Latin roots (e.g., spec, scribe, rupt, port, ject, dict);		W3–L3
(iii) Greek suffixes (e.g., -ology, -phobia, -ism, -ist).		W4–L4
(C) differentiate between commonly confused terms (e.g., its, it's; affect, effect);		W6–L4

(D) use spelling patterns and rules and print and electronic resources to determine and check correct spellings.		W4–L4; W9–L5
(5.23) Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students are expected to:		
	Grammar Section-Lesson	Writing Chapter-Lesson
(A) brainstorm, consult with others, decide upon a topic, and formulate open-ended questions to address the major research topic.		W8–L1; W8–WW
(B) generate a research plan for gathering relevant information about the major research question.		W8–L1; W8–L2; W8–L3; W8–WW
(5.24) 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:		
	Grammar Section-Lesson	Writing Chapter-Lesson
(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;		W8–L5; W9–L2; W9–L5
(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;		W4–L3; W4–WW; W8–L3; W8–WW
(D) identify the source of notes (e.g., author, title, page number) and record bibliographic information	G8.7	W8–L2; W8–WW;

concerning those sources according to a standard format;		
(E) differentiate between paraphrasing and plagiarism and identify the importance of citing valid and reliable sources.		W2–L5; W9–L1; W9–L2
(5.25) Research/Synthesizing Information.		
Students clarify research questions and evaluate and synthesize collected information. Students are expected to:		
	Grammar Section-Lesson	Writing Chapter-Lesson
(B) evaluate the relevance, validity, and reliability of sources for the research.		W2–L5
(5.26) 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:		
	Grammar Section-Lesson	Writing Chapter-Lesson
(A) compiles important information from multiple sources;		W8–L6; W8–WW; W9–L2; W9–L6; W9–WW
(B) develops a topic sentence, summarizes findings, and uses evidence to support conclusions;		W8–L6; W8–WW; W9–L2; W9–L6; W9–WW; W10–L1; W10–L2; W10–WW
(C) presents the findings in a consistent format; and		W8–L6; W8–WW; W9–L2; W9–L6; W9–WW; W10–L1; W10–L2; W10–WW

<p>(D) uses quotations to support ideas and an appropriate form of documentation to acknowledge sources (e.g., bibliography, works cited).</p>		<p>W8–L6; W8–WW; W9–L2; W9–L6; W9–WW; W10–L1; W10–L2; W10– WW</p>
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(5.27) 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:		
	Grammar Section-Lesson	Writing Chapter-Lesson
(A) listen to and interpret a speaker's messages (both verbal and nonverbal) and ask questions to clarify the speaker's purpose or perspective;		W1-L6; W2-L6; W3-L6; W4-L6; W5-L6; W6-L6; W7-L6; W8-L6; W9-L6; W10-L6; W11-L6
(B) follow, restate, and give oral instructions that include multiple action steps; and		W2-L6
(D) determine both main and supporting ideas in the speaker's message.		W2-L6; W3-L6; W3-WW; W5-L6; W6-L6; W10-L6; W11-L5
(5.28) Listening and Speaking/Speaking.		
	Grammar Section-Lesson	Writing Chapter-Lesson
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.		W1-L6; W2-L6; W3-L6; W4-L6; W4-WW; W5-L6; W6-L6; W7-L6; W8-L6; W9-L1; W9-L2; W9-L6; W10-L6; W11-L6
(5.29) Listening and Speaking/Teamwork.		

	Grammar Section-Lesson	Writing Chapter-Lesson
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.		W2–L6; W3–L6; W4–L6; W5–L6; W6–L6; W7–L6; W8–L6; W9–L6; W10–L6; W11–L6